

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ**

# **Посібник з практики усного та писемного мовлення**

## **ЧАСТИНА I**

**Навчальний посібник  
з англійської мови як другої іноземної  
для студентів III курсу факультету перекладачів**

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### TOPICS:

- **Travelling Broadens the Mind**
- **Types of Travel**
- **Places to Visit**
- **Transportation**
- **Holidays**
- **Ecotourism**

### GRAMMAR: The Verb. Tenses in the Active Voice.

**1** Read through the text, noting some of the keywords concerned with *trains, boats, cars, coaches* and *planes*. As you read, note down the details of each of the six journeys described.

#### **Travel Broadens the Mind**

June 29<sup>th</sup> ... June 30<sup>th</sup> ... July 1<sup>st</sup>. And **they're off**. **Suitcases packed**. Notes left for the milkman. **Arrangements made** for the budgerigar to be looked after. They're all off.

Uncle Bill and Auntie Jane are **on the quayside** at the **cross-channel port** of Dover – the first stage of their Mediterranean **cruise** – 'the **voyage** of a lifetime' their **travel agent** called it. They've been through **customs** (half an hour's delay while suitcases were emptied in search of missing **passports**) and they'll be **embarking** soon. When they **go aboard**, Bill will finally be allowed to take those **boarding cards** out of his mouth.

Granny's at **the coach station** armed with her special old-age pensioner's **season ticket** – a kind of **away-day, runabout, extended period, half-price**

**ticket** rolled into one. Today she's off on a **one-day sightseeing excursion** to Stonehenge, Blackpool Tower and Canterbury Cathedral.

Julia's with her boyfriend **at the airport**, kicking their **cases** through the **departure lounge** of what they hope is **Terminal 3** and the right place to be for the **package holiday charter flight** that their **tour operator** assured them would be leaving sometime this morning. To their right, the **1<sup>st</sup> class passengers** are sipping champagne cocktails; to their left, those **economy** and **tourist class** are drinking coffee from the machine and, under their feet, those **on stand-by**, are looking hopefully up from their sandwiches.

Mum and Dad are already **on the open road**. They decided to make an early start on their **touring holiday** through the Loire valley. 'Your turn to **drive** now. Come on, let's get moving. **Switch on**, then. OK, it's **all clear**. **Pull out**, there's **nothing coming**, well, **take the handbrake off**. Right, **indicate**. Come on, **drive away**. At last! Right, **keep over**. **Keep to the right**. **Change gear**, then. Come on, **accelerate!**'

'**Porter!**' 'Sir?' 'How much?' '50p.' 'No thanks: I'll manage my own **luggage**.' Uncle Mac is about to **board** the 10.40 **inter-city express** to Glasgow for a fortnight's holiday back in the homeland. Do I have to **change?**' No, it's a **through train**, sir, **non-stop** all the way.' It looks as if quite a few expatriates have had the same idea. The **compartments** all look full – especially the **non-smokers** – and the **buffet car** already sounds like Glasgow on the night of a Celtic-Rangers football match.

My brother's on the **slip road** of the M1 **motorway** at **Junction 14**, a **rucksack** on his back containing **sleeping bag**, biscuits and a change of underwear. He's been there for an hour and a half with his homemade sign saying 'Anywhere', trying to **thumb a lift**. There are no **hostels** or **transport cafes** in sight. The rucksack is getting heavier and the sky is getting darker. It's not much of a life sometimes, **hitch-hiking**.

Oh dear. Granny's coach has got **stuck** in a **traffic jam**, a **queue** of cars as far as the eye can see. OK, so central Birmingham is **on the direct route** from Blackpool to Canterbury. But during the **rush-hour**? With thousands of **commuters heading** for home? Not a good plan. After all, what are **bypasses** and **ringroads** for? 'Right, you can **overtake** this one. There's no **speed limit** here. Oh, a **diversion**. You'd better **turn off** the **main road**. **Pull across** to the middle. Now **keep in the right lane**. I mean the left lane. I mean ...'

**Crashes at take-off, mid-air collisions, flight recorders** never recovered, no **survivors** ... 'This is your **captain** speaking' wakes Julia's boyfriend up. Another nightmare over. The **stewardess** is smiling down at him. '**Fasten your seat-belts**, please.'

Uncle Bill and Auntie Jane have settled into their **cabin**, **unpacked** their things and have gone up **on deck**. The sea is calm, the sunset is out of this

world, and Uncle Bill is beginning to feel just a little bit **seasick**. They are due to **set sail** in half an hour.

**Traffic** is still **crawling** along behind and in front of Granny's **coach**. You can see the casualties by the side of the road, in **lay-bys** and on the **grass verges** – **bonnets up, overheated engines, steaming radiators**. The **guide** is into his second hour on the history of Canterbury Cathedral. 'Toilets 1 mile!' the cry is heard. There is great happiness.

'Right, here's a **garage**. 'Essence' must mean **petrol station**. We'd better **pull in**. Come on, **slow down**. Now, what's French for 'fill up the tank' and 'top up the battery' and...?'

Brother got a **lift** half an hour ago – for five miles. He was dropped at the next **exit** off the motorway and is now trying his luck on a **minor road**. There's a **four-star hotel** on his left (**full board £35** a night for a **single room**), a **guesthouse** on his right (**£15** per person for **bed and breakfast**), or a long road ahead of him.

Granny's having her **packed dinner** and gazing at the silhouette of Canterbury Cathedral against the night sky. No matter. She can sleep on the **return journey** (**reclining seats** and **air-conditioning** on the coach), and tomorrow's another day. There's a **trip** to the local brewery; that sounds much better.

Uncle Mac is sitting on his cases in the **corridor** outside the **guard's van**, surrounded by a ring of miniature bottles of scotch.

Julia's plane has **landed**. Her boyfriend's wondering whether to try and save something from the bottles of **duty-free spirits** he's just dropped. Julia's more interested in the **connecting bus** that's supposed to take them to their final **destination**.

Uncle Bill is **on the bridge** with the **captain**, asking him if there's any chance of being **put ashore** before the sea gets any rougher.

Well, it's about time we found a bed for the night, don't you think? You see that **motel** on the left? There! There, where I'm pointing! There, the one with the ... Hey. **pull up!** Pull up! Oh dear, **pull over**. I wonder what the French is for 'I'm sorry, we appear to have dented your bumper'.

**2** Which form of transport – train, car, boat or plane – do you associate with each of the words and phrases below?

traffic jam

to indicate

bonnet

departure lounge

to disembark

sundeck

set sail

take off

buffet car

express

compartment

fast lane

quayside

pull in

bypass

commuter

a cruise

mid-air collision

charter flight

guard's van

3

**A. Discuss or write the answers to these questions.**

1. What, for you, are the pleasures and horrors of modern driving?
2. Look at the aspects of travel listed below. What are they like in Ukraine? How are they different in any other country you have been to?
  - a roads and car-drivers
  - b airports
  - c train services
  - d hitch-hiking possibilities

**B.** What's the farthest you have travelled in one 24-hour period? Describe the journey.

**C.** Think of films or film sequences – **disaster movies, car chases, train adventures, sinking ships** – that involve travelling. Describe in detail the ones that impressed you most.

**D.** Write or act out a conversation in a car. A **driving instructor** is taking a **learner driver** out for their first lesson. The learner knows absolutely nothing about cars.

**E.** Write, in dialogue form, a conversation in which three friends argue about how they should travel to a distant city for a long weekend. One thinks it would be best to go by car, the second is for going by train, and the third would prefer to go by coach.

**F.** Write a circular letter to parents on the travel arrangements for a school's weekend excursion from London to the North of France, which you have organised.

**G.** Write a dramatic paragraph from your latest novel, as the hero tries desperately to get to the airport in time to catch his plane to Prague. It begins: *Jackson jumped into his waiting Porsche and...*

**a) Do you like to travel? Explain your reasons if you do/do not.**

**4** **b) Read the opinion of a traveler, Annabel Candy, to find out her reasons for travelling. Discuss them with your group mates and decide if you have the same reasons.**

## Why Do People Love to Travel?

*By Annabel Candy*

For some, travel's a dream that comes true once a year for the annual vacation. Often people **yearn for** a greater travel adventure like a year in Africa or selling everything and **wandering off** to Central America for 18 months with the kids. For some, travel is a sweet plan for retirement on a boat, a housebus, with a backpack, or by train. I haven't quite decided yet and might have to run with all of those travel plans in my **golden years**.

For me travel has been an **all-consuming passion**, my first love. My whole life's been geared toward travel. I trained to teach English as a foreign language so I could travel and get paid for it, and I did just that for years. I worked in exotic locations like Zimbabwe, Laos, and France; then saved up so I could travel extensively in Europe, Africa, South East Asia and Australasia.

So, Why Do People Travel?

These are my ideas, in no particular order.

### 1. To challenge yourself

I shared toilet and bathroom when I worked in rural Zimbabwe with seven other teachers and their families. No running water, just a hole in the ground loo and no lock on the door either, the towel hanging on the door indicates the bathroom is occupied.

### 2. To enjoy new experiences

We have several photos where it looks as if my husband, Rich, had fun hanging out with a monkey. They were taken in 2006 at a monkey **sanctuary** in northern Thailand. You can't experience that in England, can you?

### 3. To learn a new language

No sooner had our daughter started speaking, aged 18 months, than we **whisked her off** to Vanuatu to learn Bislama with the natives. I love speaking foreign languages when I travel, it gives you a whole new outlook on life.

### 4. To experience new cultures

**Following in the footsteps** of the Beatles, many people travel to different countries to find themselves in other cultures. Do you laugh when travelers dress like a local? I do. But there is a certain charm in adopting other peoples' cultures: wearing their national clothes, **adhering to** the traditions, and eating local cuisine.

### 5. To party or just to have fun

Travel is fun and lots of people travel with the sole purpose of enjoyment, wild partying, or just because the funniest things happen when you're traveling.

### 6. To see new things

I've seen the Taj Mahal, climbed the Eiffel Tower and the Twin Towers, and **spied** sloths, tapirs, lions, and elephants in the wild, but I can never travel within a 50km radius of a waterfall without checking it out. I love the noise, the

spray, the constant rush of sparkling water. I was raised in a watermill and we had two waterfalls in our garden, so maybe that's where my love of them comes from. I recommend New Zealand and Costa Rica for waterfall lovers.

### 7. To eat new food

I like to try new stuff, but I **draw the line at** some things like the crispy fried giant centipedes offered as bar snacks in Zimbabwe. My husband is a more adventurous travel eater and enjoyed a breakfast of roasted squirrel with a side order of toasted maggots for breakfast during a trek in Thailand. I went hungry that day. I have eaten kangaroo though, but don't love it. It's quite popular in Australia, but even more widely eaten in Belgium of all places.

<http://travelsofadam.com/2012/09/why-do-people-travel/>

**5** Find all geographical names in the text above, check their pronunciation in the dictionary. Tell if you have been to these countries/seen these places.

**6** Check the translation of the words in bold. Give synonyms to all verbs in bold, explain the meaning of nouns. Provide your sentences to exemplify the use of new words.

**7** Discuss the difference between the meanings of the following words. The information below can help you.

**Travel, travelling, travels, journey, trip, voyage, cruise, crossing, flight.**

**Travel** (Uncountable noun) and **travelling** are used to mean the general activity of moving from place to place. *Air travel is becoming cheaper. Her work involves a lot of travelling.*

**Travels** [pl.] time spent travelling, especially in foreign countries and for pleasure: *The novel is based on his travels in India. When are you off on your travels (= going travelling)?*

**Journey** is used to talk about travelling a long distance or travelling regularly, when the emphasis is on the travelling itself; it contains no reference to an end point: *a long and difficult journey (NOT travel) through the mountains; Did you have a good journey? = Were you comfortable, was the train on time etc?*

**Trip** is a journey to a place and back again, especially a short one for pleasure or a particular purpose. Trip is used when the emphasis is on where you are going or why you are going there. *Was it a good trip? = Did you achieve what*



*you wanted to, or have a good time there?* **Go on a trip** suggests an organized short excursion whereas **take a trip/ have a trip** could be something you do yourselves in your own car. *Our group went on a day trip to France. We are taking a weekend trip to Warsaw.*

**Voyage** is a long journey, especially by sea or in space: *an around-the-world voyage; The Titanic sank on its maiden voyage (= first journey).*

**Cruise** is a journey by sea, visiting different places, especially as a holiday / vacation: *a luxury cruise ship; I'd love to go on a round-the-world cruise.*

**Crossing** is a short journey across the sea, a lake or a river: *a rough crossing from Dover to Calais; the first Atlantic crossing; A three-hour ferry crossing was very tiring.*

**Flight** is a journey by air: *a domestic / an international flight.*

**8**

**Use the previous exercise and choose the best word travel, travelling, travels, journey, trip, voyage, cruise, crossing, flight. Use each word only once.**

1. I would love to \_\_\_\_\_ round the world in a balloon.
2. How long does the international \_\_\_\_\_ from New York to Rio take?
3. She says her hobbies are reading, golf and \_\_\_\_\_.
4. When they were in Cairo they took a \_\_\_\_\_ to see the Pyramids.
5. Getting from London to the North of Scotland involves an overnight train \_\_\_\_\_.
6. It was a great relief to be back on dry land after such a rough \_\_\_\_\_.
7. My parents went on a wonderful \_\_\_\_\_ up the river Nile this summer.
8. Captain Cook made his first \_\_\_\_\_ to the South Pacific in 1768.
9. I suppose you will be writing about your \_\_\_\_\_ when you return home.

**9**

**Translate the sentences below into English using the new vocabulary.**

1. Незабаром відбудеться подорожчання квитків на всі внутрішні рейси.
2. Влітку ми здійснили круїз Середземним морем на розкішному лайнері.
3. Капітану Девісу потрібно було аж три місяці, щоб перетнути Атлантичний океан.

4. Подорожі допомагають людям стати більш освіченими і культурними особистостями.
5. Подорож в Бельгії була жахливою: був сильний снігопад, та ще й машина зламалася.
6. Колись я багато подорожував у справах до Австралії, а зараз пишу мемуари про свої мандрівки.
7. Поїздка до Південного узбережжя зайняла більше часу, ніж ми очікували.
8. ‘Санта-Марія’ здійснила свою першу подорож у 1815 році.
9. Залізничні подорожі здаються британцям найбільш безпечним способом пересування.

**10** a) Many people associate traveling with having holidays. Match the definitions with the following types of holiday. Have you ever been on any of them?

- |  |  |
|--|--|
| 1. a special holiday where you pay for your travel, hotel and some or all of your meals before you leave | a) a cruise                                  |
| 2. a holiday on a large ship   | b) adventure/activity holiday                |
| 3. a holiday in Africa, looking at wild animals  | c) sailing                                   |
| 4. a walking holiday that involves carrying your equipment and clothes in a backpack (rucksack)          | d) package tour (BrE also “package holiday”) |
| 5. spending a holiday in a tent  | e) backpacking holiday                       |
| 6. traveling by getting free rides in other people’s cars, lorries, etc                                  | f) working holiday                           |
| 7. a holiday that you spend doing sports or other outdoor activities                                     | g) touring holiday                           |
| 8. a holiday that you spend walking or cycling   | h) hitch-hiking                              |
| 9. a holiday that you spend traveling round a place, for example in a car or a bus                       | i) safari                                    |
| 10. a holiday when you do some work  | j) pony-trekking                             |
| 11. visiting the places of interest in a city, etc as a tourist  | k) sightseeing                               |
| 12. riding on horseback in the countryside for pleasure or on holiday                                    | l) skiing                                    |
| 13. a holiday on a sailing boat or yacht for sport or pleasure   | m) walking/cycling holiday                   |
|  | n) camping                                   |

14. a holiday in the mountains where you can ski

**b) What type of holiday in the box above appeals to you most? Answer the question using the active vocabulary and the following phrases: expressing likes and dislikes.**

- *I don't mind ... but I much prefer...*
- *I don't usually go for .... Instead, I'd rather go ...*
- *I can't stand ... . I find it really uninteresting/ tedious/ tiring/ time-consuming.*
- *I just love a good ....*

**11** You are going to listen to a conversation 'In a Camp'. a) Think of the problems one can experience going on a vacation. b) Answer the questions.

- To a remote village.
- To the mountains.
- With tents in a camp.

1. What are they planning on doing in the morning?  
A. fishing B. mountain biking C. hiking
2. According to the weather report, when would it start raining?  
A. in the afternoon B. at night C. in the morning
3. What did Paul forget to bring?  
A. raincoats B. umbrellas C. rain boots
4. Where did Sara leave the playing cards?  
A. next to the picnic table B. on the picnic table C. under the picnic table
5. What do they finally decide to do?  
A. stay at a hotel B. return home C. sleep at the campground

**12** Think of as many words as possible related to the topic "Sightseeing".

**13** If you are planning to visit England what would you be looking for – a place offering entertainment or a place of historical interest? Give reasons for your choice.

**14** Translate the list of the words/word combinations into Ukrainian.

testify                      a bird's eye panorama                      on foot - guided walking tours

pilgrims	cosmopolitan atmosphere	open-top bus tour
host	pavement cafés	a timeless beauty
cliffs	street entertainers	day trip
coloured glass	stretches back	displays
magnificent	medieval	embark
pride	remained	wharf
fascinating	winding	white water rapids

**15**

You are going to read an article about places to visit. For questions 1-14, choose from the places (A-E). Some of the places may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

### Places to Visit

#### A YORK

The history of York stretches back to Roman times. Few cities look as completely medieval as York as many buildings have remained more or less unchanged for centuries. With its ancient wooden houses and narrow winding streets, the whole city gives off an atmosphere of history.

Today, these streets contain a fascinating variety of shops. York has been called “the City of churches” for there are no fewer than 17 pre-Reformation churches within the city walls. The pride of York is the huge and magnificent Minster which towers over the whole city. It is thought to contain the largest area of medieval coloured glass in the world. If you don’t want to join a group tour, there are cassettes – complete with Sony Walkman – which will tell you all about the city.



#### B DOVER

The white cliffs of Dover are familiar to millions of travellers. Dover, the gateway to Britain, is the busiest ferry port in Europe. In times gone by, the town has been host to kings, armies, pilgrims and all

kinds of travellers. Ancient monuments and ruins testify to Dover’s long and fascinating history and today the town offers a great deal to interest visitors all

the year round. On a fine day, the harbour itself offers excellent walks. Particularly recommended is the Prince of Wales Pier at the end of which you will find a viewing place with a splendid outlook over the entire port, the white cliffs and Dover Castle. With two direct trains each hour from London Victoria and London Charing Cross, Dover is ideal for a day-trip from the capital.

## **C PORTSMOUTH**

This is a very special year for Portsmouth. The historic military city is celebrating its 800th anniversary and we want you to join the party! Apart from special events such as military displays and parades, there is always something to do in Portsmouth. Visit our historic ships, explore under the sea in our Underwater World, enjoy the year-round Resort Centre – the possibilities are endless. And once you've had a taste of what the town has to offer, why not hop on the luxury cruise vessel *Solent Enterprise* and enjoy a leisurely day trip to the beautiful Isle of Wight?



## **D OXFORD**

Oxford has a timeless beauty which is found at every twist and turn of this ancient university city: in the soft golden stone of the college buildings and the peaceful courtyards and gardens. There is so much to see and do in Oxford. Take the “Guide Friday” open-top bus tour to see 25 of the 35 colleges – it leaves every 15 minutes and one ticket lasts all day. Or explore on foot - guided walking tours start at the information centre. Get a bird’s eye panorama of the whole city from the top of St Mary’s. Take a journey through time at the unique Oxford Story exhibition in Broad Street. And then there are the shops. Lose yourself in famous Blackwell’s bookshop in Broad Street – with the largest display of books for sale in one room anywhere in the world. The Gallery at Gloucester Green has a busy cosmopolitan atmosphere, with speciality shops, pavement cafés and street entertainers. And of course there are many big name shops too.



## **E LLANGOLLEN**

For six days every July, Llangollen becomes the cultural centre of the world, attracting choirs, musicians, folk singers and dancers from all continents. Over 40 different countries are represented with

colourful national costumes, taking part in daily competitions and performing in evening concerts. But if you are more of the outdoor type, why not try riding the rapids? Experience the excitement of white water rapids on the River Wild. All equipment can be hired. Llangollen is also a centre for outdoor clothing and equipment for climbing, walking, mountain biking and camping. From Llangollen wharf you can embark on a 45-minute horse drawn boat trip along the river or, on certain days, you can go for a longer journey on the Thomas Telford, which has refreshments on board to add to your enjoyment.

**Which town would you recommend to someone who:**

• would like to attend an international festival?	0. E
• is interested in the history of warfare?	1.
• likes shopping?	2. 3.
• enjoys a good view?	4. 5.
• wants to buy sporting equipment?	6.
• likes to be given information as they tour?	7. 8.
• enjoys relaxing river trips?	9.
• wants a day out while staying in London?	10.
• wants a day out on an island?	11.
• enjoys outdoor activities?	12.
• would like to visit a town which has not changed for hundreds of years?	13.
• is interested in academic institutions?	14.

**16**

**Give the antonyms to the phrases below.**

Outdoor type; cosmopolitan atmosphere; attracting choirs, musicians; colourful national costumes; peaceful courtyards and gardens.

**17**

**Tell your partner about the place you want to travel to, giving the description of the place.**

**18**

**Fill in the correct word derived from the words in brackets.**

Attracted by 1) \_\_\_\_\_ (**amaze**) beautiful images of golden beaches, well maintained golf courses and 2) \_\_\_\_\_ (**peace**) country villages, nearly half a million 3) \_\_\_\_\_ (**visit**) come to Dorset every year. In the heart of Dorset lies the 4) \_\_\_\_\_ (**delight**) town of Bournemouth, often described as the capital of Southern England. Over the last 20 years, Bournemouth has grown from a small market town into a major shopping centre, which 5) \_\_\_\_\_ (**create**) blends small shops, covered markets and arcades with modern high street stores. However, Bournemouth has far more to offer than just shopping. Beyond the town the land is rich in history, and wildlife, supporting at least 2,000 kinds of flora and fauna. At night, Bournemouth offers a bustling nightlife, including theatres, cinemas and 6) \_\_\_\_\_ (**continent**)-style restaurants. Visit Dorset in order to discover for yourself a true country-lover's paradise.

**19** Fill in the gaps with the correct word from the list.

**a. goods, express, local, inter-city**

1. The \_\_\_\_\_ train from Glasgow to London stops at the main west coast cities.
2. The \_\_\_\_\_ train only transports food and merchandise from one place to another.
3. If we take the \_\_\_\_\_ train, we'll get there faster.
4. The \_\_\_\_\_ train serves all our neighbouring towns.

**b. season, single, return**

1. He bought a \_\_\_\_\_ ticket to London because he was only going one way.
2. If you're going to Leeds and coming back on the same day, it's better to buy a \_\_\_\_\_ ticket.
3. She travels by train every day so she bought a \_\_\_\_\_ ticket to save money.

**c. outlook, pilgrims, medieval, embark on, warfare**

1. Modern \_\_\_\_\_ involves the use of extremely advanced weapons.
2. Every year thousands of Muslim \_\_\_\_\_ make the journey to Mecca.
3. The Bayeux Tapestry is a fine example of \_\_\_\_\_ art.
4. Before you \_\_\_\_\_ a mountain trek make sure you have the correct equipment.
5. I admire her positive \_\_\_\_\_ on life.

**20** Choose one of the places mentioned in the text (Ex. 12 p. 6). Make notes, then tell the group why you would like to visit this place in terms of:

- **historical interest**
- **sightseeing**
- **shopping**

**21**

Write an article about Paris for your local paper, following the outline below. Write 120-180 words.

**Para. 1: name, location, population**

**Para. 2: attractions, sightseeing, places of interest**

**Para. 3: shopping, nightlife**

**Para. 4: Invite people to visit it. Add feelings about the town.**

**22**

Translate into English.

**10 міст, які потрібно побачити хоча б раз у житті  
Ні за що не здогадаєтеся, яка столиця зайняла перше місце.**

Експерти найбільшого в світі сайту для мандрівників Trip Advisor склали рейтинг з 10 міст, які були найбільш високо оцінені туристами з усієї земної кулі. А місто, що зайняло перше місце, здивувало навіть самих авторів цього списку.

Загалом, якщо ви ще не визначилися з планами на відпустку, можна знайти кілька відмінних ідей. Та й на кілька найближчих відпусток теж.

### **10. Шанхай, Китай**

У Шанхаї життя на вулицях кипить, не перестаючи. Відвідайте Шанхайський музей, храм Нефритового Будди і ринок Дунтай роуд, щоб отримати уявлення про місто і зовсім незвичайний життєвий досвід.



**9. Сієм Ріп, Камбоджа** Хоча Сієм Ріп є відносно новим поселенням, воно розташоване неподалік від Ангкор-Вата – Міста храмів і найбільшого релігійного пам'ятника в світі. І якщо Ангкор-Ват запропонує вам відкриття та пригоди, то Сієм Ріп – відпочинок і спокій.

### **8. Ханой, В'єтнам**

Ханой – чарівна суміш Сходу і Заходу, що поєднує традиційну в'єтнамську культуру з французьким колоніальним флером. На щастя, десятиліття війни не торкнулися міста, і зараз воно навіть яскравіше і активніше, ніж будь-коли. Відвідавши Ханой – не оминіть увагою Старий квартал – один з найбільших у світі ринків, Музей в'єтнамських





жінок і численні театри.



## 7. Париж, Франція

Важко переоцінити всі ті культурні багатства, якими володіє Париж. Його, безумовно, варто відвідати, причому побувати не тільки в Луврі й на Ейфелевій вежі, але і в знаменитих ресторанах, наприклад в Le Fumoir.

## 6. Марракеш, Марокко

Це місто наскрізь просякнуте спеціями, якими століттями торгували в Марракеші. Його шумні ринки і різнокольорові базари – ідеальне місце для тих, хто хоче відчутти дух традиційного марокканського життя.



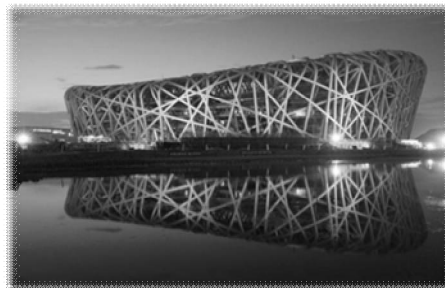
## 5. Прага, Чехія



У середньовічній Європі Прага була одним з основних політичних, культурних та економічних центрів. Сьогодні місто переживає епоху відродження. Якщо ви побуваєте в сучасному будинку танців та історичному Празькому граді, то побачите, як місто знайшло ідеальний баланс між новим і старим.

## 4. Пекін, Китай

Пекін – одне з найдавніших поселень в світі. Його історія налічує більше 3000 років. Тут зберігаються найважливіші для Китаю пам'ятники, в їх числі Велика китайська стіна і знамените Заборонене місто.



## 3. Лондон, Великобританія



Колишня столиця найбільшої імперії на землі, сьогодні Лондон – це киплячий котел різноманітних культур. У його межах говорять трьохстами мовами. Тут можна знайти їжу, мистецтво та розваги з усіх куточків земної кулі, а також чудові зразки

класичної англійської архітектури.

## 2. Рим, Італія

Ще в Античності Рим стали часто називати Вічним. Одним з перших так назвав Рим римський поет Альбій Тибулл (I століття до н.е.) у своїй другій елегії. Уявлення про «вічності» Риму багато в чому збереглися і після падіння давньоримської цивілізації, принісши відповідний епітет в сучасні мови.



### 1. Стамбул, Туреччина

Стамбул – це динамічне місто, протягом тисяч років поєднує в собі європейський і азіатський початок, а також іслам і християнство. Він відомий своєю смачною їжею, чудовою кавою, східними ринками і стародавньою архітектурою. В кінці

довгого дня обов'язково загляньте в турецьку лазню – це відмінний спосіб розслабитися.

**23**

**Think of one word which best fits in each space.**

You'll love the mixture of coast and country in Somerset, with its traditional seaside entertainment and rich countryside 0) where the tiny villages haven't changed 1) \_\_\_\_\_ centuries. Holidaymakers are 2) \_\_\_\_\_ concerned about keeping the beautiful beaches clean that dogs are banned 3) \_\_\_\_\_ May 4) \_\_\_\_\_ the end of September. A favourite holiday town is Burnham-on-sea, which has a wide 5) \_\_\_\_\_ of hotels, shops and cafes. For fun days 6) \_\_\_\_\_ from the sea there are amusement arcades and a leisure park with aquaslides. Further along the coast is Minehead, a large fishing port 7) \_\_\_\_\_ was once a safe haven for smugglers. Inland, there are many interesting towns and villages. Glastonbury has a wonderful ruined abbey and is associated 8) \_\_\_\_\_ the legendary King Arthur. Clarks village is famous 9) \_\_\_\_\_ the world for its shoe factory, which is definitely worth a visit. 10) \_\_\_\_\_ is also a children's play area. A shoe museum, tea shop and picnic area. Surrounding these towns and villages are the Mendip Hills. They look ordinary enough 11) \_\_\_\_\_ the surface, but in 12) \_\_\_\_\_ are filled with underground caves, such 13) \_\_\_\_\_ Wookey Hole, which are millions of years 14) \_\_\_\_\_ and are great for the children as they are 15) \_\_\_\_\_ interesting and exciting.

**24**

**Find the word which should not be in the sentences.**

0	One evening after dinner, as the sun was set across	0	was
00	the sea, Marlowe began telling one of his stories about	00	√
1.	his life as like a sailor. In the fading light he pointed to	1.	
2.	a long jagged scar on his own arm, and said:	2.	
3.	“I was being working on a passenger steamer in the South	3.	
	China		
4.	Sea, in shark-infested waters, when the ship hit a reef, which	4.	
5.	tore a great hole in the side. The water it began to rush in	5.	
6.	through the hole, and all of the crew realized that we had	6.	
	to get		
7.	the passengers off quickly, before the ship was sank. We	7.	
	lowered the		
8.	lifeboats over the side, and helped the people into them.	8.	
9.	At last, everyone was sound safe, except for one woman	9.	
	who		
10.	was too many scared to leave the ship. I had to go and	10.	
	fetch her		
11.	because of the ship was just about to go down. She held	11.	
12.	on to my neck, and we jumped into the sea. Just at	12.	
13.	that moment a shark attacked to us! I tried hard	13.	
14.	to fight it off, but it managed to bite this hole in my arm.	14.	
15.	In the end one of the other sailors shot it, and we were	15.	
	been saved”.		

**25** Fill in the correct preposition, then choose any five of them and make sentences.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. To be unchanged ___ centuries | 11. To be represented ___ sth |
| 2. A variety ___ sth             | 12. A representative ___ sth  |
| 3. To tower ___ sth              | 13. To take part ___ sth      |
| 4. To be familiar ___ sth/sb     | 14. To disembark ___ a ship   |
| 5. ___ a fine day                | 15. To be ___ board           |
| 6. The outlook ___ a place       | 16. To add sth ___ sth else   |
| 7. Taste ___ sth                 | 17. To sail ___ a ship        |
| 8. ___ foot                      | 18. To dig ___ sb's past      |
| 9. A journey back ___ time       | 19. To be ___ peace           |
| 10. Books ___ sale               | 20. Admittance ___ a place    |
|                                  | 21. To be shocked ___ sth     |
|                                  | 22. To apply ___ sth          |

**Read the article about three French women who set off on holiday and received an unpleasant surprise; answer these questions.**

1. What was their American dream?
2. Why is the article entitled “A Tale of Two Cities?”
3. Were they suffering from time zone changes after eight hours’ travel?
4. What was the “minor inconvenience”?
5. Who is *they* in “They simply had no idea?”
6. How did the policeman finally manage to explain the situation to them?
7. Why were they unwilling to take phone calls?

The three French women had set out bound for adventure. The hotel was booked. They had their holiday cash. They were looking forward to the autumnal scenes around Portsmouth, New Hampshire. It didn’t seem that far away, the United States. Only eight hours on a ferry from Le Havre. They had preferred to take the boat, rather than fly. But even they were surprised at how little they were suffering from the time zone changes. There was only a minor inconvenience, it seemed. They stepped into a taxi, asking for the Sheraton. They had already booked for a three-day stay, and paid a \$500 deposit. But those cabbies. They simply had no idea. Drive you about for hours, and still unable to find a luxury hotel as big as the Sheraton.

The police became involved when the cabbie turned in desperation to the Portsmouth constabulary. He was unable to trace the famous hotel. “They were adamant they had booked into the Sheraton in Portsmouth,” PC David Crouch said. “They asked if they were in Portsmouth and I said ‘Yes’.

Then they asked ‘Is this Hampshire?’ and I agreed. It was all a great mystery, so I asked if they had a brochure from the hotel and they produced a pamphlet. I spotted the word Portsmouth, then saw that it was in New Hampshire, USA. I pointed to the map on the leaflet and showed them Portsmouth, then ran my finger down about half an inch and said ‘Look! New York!’ I didn’t know if they were going to laugh or cry when, in broken English, they asked ‘Are we in the wrong country?’ Fortunately, they saw the funny side and burst out laughing. I’ve been doing this job for 31 years and this is the first time I have come across anyone who accidentally came to the wrong country for a holiday.” The three women, two in their twenties, one a little older, were taken to the two-star Arcade hotel in Portsmouth. They plan to return home this morning, according to the receptionist, Sara de Bathe. They were fighting shy of all telephone calls. Particularly long-distance ones.

**27** Has anything ever gone wrong for you or for one of your friends on holidays? What happened? Tell your story to your group mates.

**28** Match the words in A and B which have the same meaning. Which words are British and which are American?

A	B
autumn	a bill
a check	a closet
a cupboard	fall
an elevator	ground floor
a faucet	a lift
first floor	a one-way ticket
a fortnight	a round trip
a restroom	a tap
a return	a toilet
a single	two weeks

**29** Read the article and fill in the gaps with one suitable word.

### Why should we use public transportation?

#### The Rising Environmental Cost of Driving Alone

Transportation accounts \_\_\_\_\_ more than 30 percent of U.S. carbon dioxide emissions. According \_\_\_\_\_ the American Public Transportation Association (APTA), public transportation in the United States saves approximately 1.4 billion gallons \_\_\_\_\_ gasoline and about 1.5 million tons of carbon dioxide annually. Yet only 14 million Americans use public transportation daily \_\_\_\_\_ 88 percent of all trips in the United States are made \_\_\_\_\_ car – and many of those cars carry only one person.

#### Added Benefits of Public Transportation

Consider \_\_\_\_\_ other benefits of public transportation:

- **Energy independence** – According to Treehugger.com, if \_\_\_\_\_ one in 10 Americans used public transportation daily, U.S. reliance \_\_\_\_\_ foreign oil would decrease 40 percent.

- **Safety** – Riding a bus is 79 times safer than riding in an automobile, and riding a train or subway is \_\_\_\_\_ safer.

- **Health** – Studies have shown that people who use public transportation regularly tend \_\_\_\_\_ be healthier than people who don't, because of the exercise

they get walking \_\_\_ and from bus stops, subway stations and their homes and offices.

- **Cost savings** – According to an APTA study, families that use public transportation can reduce their household expenses by \$6,200 annually, more \_\_\_\_\_ the average U.S. household spends on food every year.

**30** These words are all connected with transport. Put them into logical sets.

liner	sail	long-haul	platform	cruise
toll	runway	compartment	make for	stopover
registration number	break down	see off	jet lag	run out of
stand-by	station wagon	crossing	roundabout	ticket collector
track	set off	drop off	highway	starboard
press on	self-drive	guard	harbour	gangway

**Add two more words to each set and compare your sets with those of other students.**

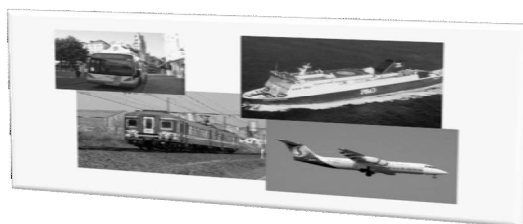
**31** Imagine that you recently accompanied a group of travelers on a trip involving several means of transport. Write a short account of the trip using as many of the words in the box as you can. For example:

*At 6.13 p.m. we set off from Victoria Station aboard the Orient Express in our first-class compartment...*

**32** Travelling can often be tiring and uncomfortable. What kind of things can be done to make the journey more agreeable for the passenger travelling by these means of transport?

<b>AIR</b>	<b>RAIL</b>
<b>SEA</b>	<b>COACH</b>

**33** Work in groups and list some different means of transport.



**Discuss these questions.**

- a. What are the advantages and disadvantages of each one for long or short distances?  
b. How do you prefer to travel? Why?

34

**Read the article and translate it into Ukrainian.**

### **Departures**

This is the usual sequence of activities when you get to the airport.

First you go to the **check-in desk** where they weigh your **luggage**. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay **excess baggage** (=you pay extra). The airline representative checks your ticket and gives you a **boarding card** for the plane with your seat number on it. Then you go through **passport control** where an official **checks** [NOT ~~controls~~] your passport, and into the **departure lounge**. Here, you can also buy things in the **duty-free**, e.g. perfume, alcohol, and cigarettes. About half an hour or forty minutes before **take-off**, you are told to go to a gate number, e.g. gate 14, where you wait before you **get on** the plane. When you **board** (=get on) the plane, you find your seat. If you have **hand luggage**, you can put it under the seat in front of you or in the **overhead locker** above your seat.

The plane then **taxi** (=moves slowly) towards the **runway**, and when it has permission to **take off**, it accelerates along the runway and takes off.

*Note:* The verb to **taxi** is generally only used in this context.

### **The flight**

You may want or need to understand certain announcements; these come from the **captain** (=one of the **pilot**) or from an **air steward or stewardess/cabin crew/flight attendants** (= people who look after the passengers):

Please **fasten your seat belt**, put your seat in the **upright position**.

We are now **cruising** (=flying comfortably) at an **altitude** (=height) of 10,000 metres.

May we **remind** passengers (=ask passengers to remember) that there is no smoking until you are inside the **terminal building** (=where passengers arrive and depart).

The **cabin crew** (= air stewards) are now coming round with **landing cards**. (These are cards you sometimes have to fill in when you enter certain countries.)

### **Arrival**

When the plane **lands** (= arrives on the ground), you have to wait for it to stop / come to a halt. When the doors are open, you **get off** the plane and walk through the **terminal building** and go to the **baggage reclaim** where you collect your luggage. You then **pass through customs** (green = nothing to declare; red = goods to declare; blue = European Union citizens). If you are lucky, you can then

get a bus, taxi or train to the centre of town without waiting too long. You can also **hire** a car (= **rent** a car) at most airports.

*Note:* In British English you normally **hire** something for a short period, e.g. **hire** a room for a party, and **rent** something for a long period, e.g. a flat; for a car, you can use both words.

<b>transport type</b>	<b>different kinds of vehicle</b>	<b>parts of vehicle</b>	<b>people working with it</b>	<b>associated facilities</b>
<b>road</b>	sports car, estate car, bus, coach, tram, van, lorry	boot, engine, gears, steering-wheel, brakes, tyres	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station
<b>rail</b>	passenger train, freight train, local train, express	sleeping-car, buffet, restaurant-car, compartment	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box
<b>sea</b>	fishing-/rowing-boat, liner, ferry, yacht	engine-room, deck, bridge, gangplank	captain, purser, docker, steward (ess)	port, buoy, customs, light-house, docks
<b>air</b>	aeroplane, jet, helicopter, supersonic aircraft	cockpit, nose, tail, wings, aisle, joystick	pilot, ground staff, steward, cabin crew, air traffic controller	duty-free shop, departure lounge, runway

**At sea** – a bedroom is a **cabin**, a bed is a **bunk**, the kitchen on a ship is a **galley**, right is **starboard** and left is **port** and the group of people who work on the ship is called the **crew**. These terms are also used for an aircraft. Sailors also refer to their vessels as “she” rather than “it”.

**35**

Here are some more words which could have been included in the table



**in Ex. 34. Where would they fit into the table?**

bonnet	balloon	deck-chair	guard's van	mast	petrol pump
bus driver	anchor	glider	oar	rudder	left luggage lockers
check-in desk	control tower	canoe			dual carriageway

**36 Fill in the blanks. Most of the words you need can be found in Ex. 34.**

Yesterday John was supposed to take a \_\_\_\_\_ from London to Amsterdam. He got up very early, put his luggage in the \_\_\_\_\_ of his car and tried to start the engine. It wouldn't start. John lifted the \_\_\_\_\_ but he couldn't see what the matter could be. He immediately called his local \_\_\_\_\_ to ask them to send a \_\_\_\_\_ at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've \_\_\_\_\_ of petrol,' he said. John felt very foolish. 'Why didn't I \_\_\_\_\_ everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the \_\_\_\_\_ to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Amsterdam are informed that all flights to and from Amsterdam are \_\_\_\_\_ because of a heavy snowfall last night.' 'If only I had decided to go by \_\_\_\_\_', John thought. 'It would probably have been quicker in the end and even if I sometimes feel sick on the \_\_\_\_\_ it can be quite pleasant sitting in a \_\_\_\_\_ on the deck, watching the seagulls and the other \_\_\_\_\_. The \_\_\_\_\_ on a ship seem to produce much better food than those on an aircraft too.'

**37 Write five advantages and five disadvantages for each of the four means of travel in Ex. 32.**

**38 Match the column A with column B.**

A	B
<b>Cruise</b>	accommodation of which you share ownership with a number of people, for example you own a twelfth of the apartment so you have the right to stay there for one month every year
<b>Package holiday</b>	accommodation like a hotel but cheaper and with fewer services

<b>Time-share apartment</b>	a holiday spent touring on a boat, stopping off to go sight-seeing at different ports
<b>Holiday camp</b>	a place where you can pitch a tent or park a caravan
<b>Youth hostel</b>	a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainment for when visitors want a break from sun-bathing
<b>Guesthouse</b>	cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in bunk beds in one room
<b>Self-catering flat</b>	a holiday in which you pay for travel, accommodation and food (even occasionally excursions) in advance
<b>Camp-site</b>	a flat which you rent; you cook for yourself

The language of holiday brochures is often quite exaggerated. Here are some typical adjectives with nouns that they collocate with. Try to find the collocations.

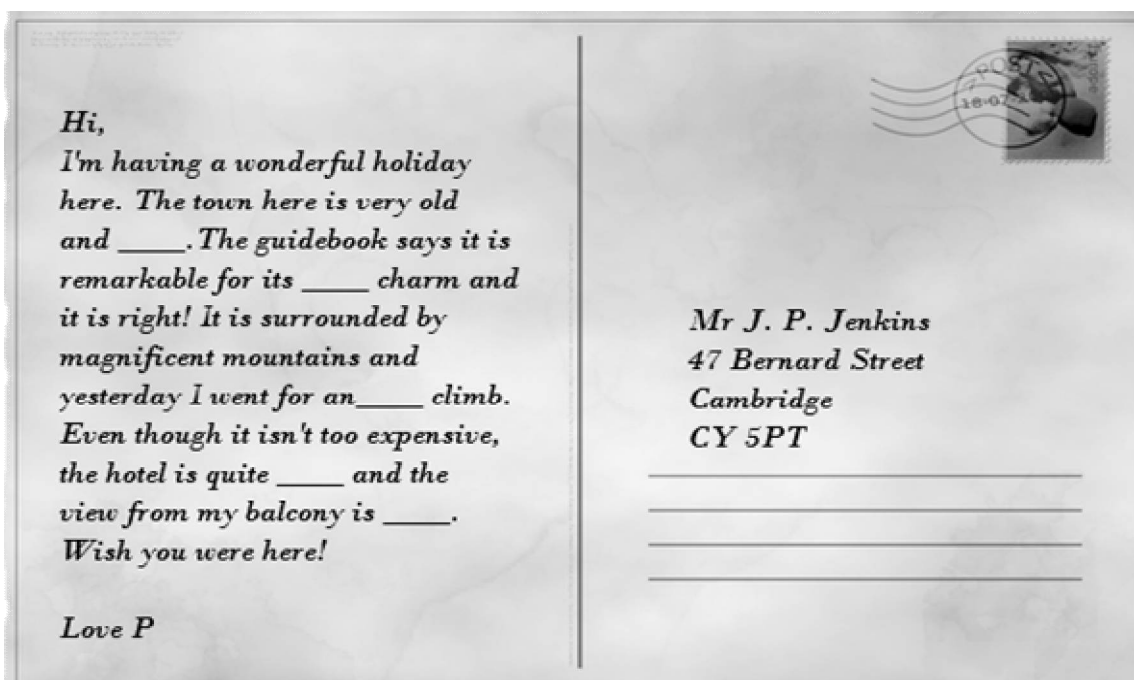
<b>Unspoilt</b>	opportunity/beauty/quality [nothing better exists]
<b>Unsurpassed</b>	cruise ship/accommodation/lifestyle [provides great comfort]
<b>Sublime</b>	beauty/charm/location [unusual and much more exciting than one's everyday reality]
<b>Picturesque</b>	access/club/shops [only the most special people can use the facilities]
<b>Mighty</b>	charm/village/woodland [still in a beautiful and natural state]
<b>Luxurious</b>	streets/villages/cottage [as pretty as a picture]
<b>Legendary</b>	hospitality/figure/status [so special that it has been famous for some time]
<b>Intoxicating</b>	views/air/fragrance [makes you feel excited and emotional]
<b>Glamorous</b>	feeling/ride/moment [makes you feel excited and full of energy]

<b>Exotic</b>	pleasure/simplicity/skill [heavenly or divine]
<b>Exhilarating</b>	surroundings/film star/hotel [especially exciting and attractive]
<b>Exclusive</b>	views/scenery/pistes (ski slopes) [ (like <b>stunning</b> ) suggests that something is so magnificent that it takes your breath away]
<b>Breath-taking</b>	river/cathedral/oak [large and powerful]

**39** Complete these sentences with a word from the Ex. 38.

1. As soon as we got to the camp site we \_\_\_\_\_ our tent.
2. At the youth hostel Jimmy insisted on sleeping in the top \_\_\_\_\_.
3. They stayed in a nice little \_\_\_\_\_ at a holiday camp with two bedrooms and its own living area.
4. Our hotel offers you unsurpassed \_\_\_\_\_ for unbeatable prices.
5. Take a memorable cruise along the \_\_\_\_\_ Mississippi.
6. Visitors to our hotel have \_\_\_\_\_ access to our own private beach.
7. Experienced skiers can try the most breath-taking of \_\_\_\_\_.
8. Be thrilled by visiting the castle of the \_\_\_\_\_ Count Dracula!

**40** Fill in the gaps in this postcard with appropriate adjectives.



**41** Complete this table. Use a dictionary to help you, if necessary.

Adjective	Noun	Verb
luxurious		
exhilarating		
glamorous		
intoxicating		
legendary		

**42** There are some mistakes in the paragraph below. Underline and correct them.

**Is Turkey a safe place to travel?**

It **depends of where you're going**. As a person who borned and living there, Istanbul is a huge city, but it as dangerous as other big cities. Nothing special. I can't promise about purse-snatching because not matter if you're in New York or Istanbul – there are muggers in big cities But places like Hakkari (east side) has some "terror issues". By the way 70% (totally random number) of Turkey people has never been to that place and it's really far away from the place you'll go. Trust me. You can not find any tour guide who take you THERE. But Turkish government has been working on it for years and I hope they fix that problem soon. Basically, Istanbul is a big city with so many historical places and I lives there, it's not bad at all.. *ps: Don't take your car with you because traffic jam might. I mean will ruin your trip. Go there with some tour so you won't get lost.* Antalya, Bodrum and Çeşme really cool places. They are holiday spots and there are so many hotels, so don't you worry about the price! Thousands of hotels, cheap to really expensive. (special info: Worlds second 7 star hotel is in Antalya) If you're from Russia, UK etc. you're even more luckier because there are some awesome discounts for you. The most common advantageous discount is: When other people can stay there for a week excluding the trips and the flight you can stay there for two weeks including *the flight and trips*. **Sorry.. I forgot your question and kept to writing. Anyways. Yes it's as safe as other countries unless you're going to east border etc.**

**43** Write a holiday advertisement for a place you know well. Use as many of the words from Ex. 38 as possible.

**44** Read the text and define if the statements are true or false. Correct the false ones.

1. What comes to your mind when you think of the word *holidays*?
2. Do you like to organize holidays? Why?
3. Describe the last holidays you organized.

### **Statements**

1. Remember, nobody ever said on their death bed: "I wish I'd spent more time decorating for the holidays."
2. Keep your organizing for the holidays simple, you'll have less distractions and less clutter.
3. Getting the kids involved teaches them good work professional ethics.
4. Take two minutes to plan and make a list of what you need, then stick to the list.
5. Figure out what is truly meaningful and special to the recipient and forget the rest.
6. People will remember that you spent time with them more than they will remember carelessly expensive gifts.
7. Look at what you already have before venturing out to the shopping mall.
8. Budgeting involves more money.
9. One expensive item that is thoughtful and meaningful to the recipient is worth more than a large variety of things they will throw out or re-gift at a later time.
10. You may be surprised to discover there are some traditions no one likes, but were afraid to mention!

### **Organizing For the Holidays**

#### **Organizing For the Holidays . . . Less Stress . . . More Fun**

Do you feel stressed out just hearing the word holidays? It doesn't have to be that way. Organizing for the holidays takes a little time, but it's well worth the effort.

This list is not intended to be exhaustive, and applies only to the U.S. Additionally, people from many countries, cultures, and faiths have other holidays they celebrate that are not included above. However, the principles of organizing for the holidays applies to all holidays.

Regardless of whether you're celebrating, Halloween or Hanukkah, the tips on this page will help you with organizing for the holidays.

#### **Look Back to Look Forward**

Making clear-headed choices is hard when you're in the middle of the holiday rush.

Take some time, several weeks before the next holiday, to think about last year. What worked? What didn't? What could you have done differently? What could you have done without?

You don't have to throw out cherished family traditions, but give some thought to editing and tweaking.

Talk to your family members after thinking, editing, and tweaking to gain consensus on possible upcoming changes. You may be surprised to discover there are some traditions no one likes, but were afraid to mention!

Think of ways to start new, simpler versions, of existing family traditions.

### **Quality Instead of Quantity**

If the holiday involves gift-giving, consider making, or purchasing, less items. One item that is thoughtful and meaningful to the recipient is worth more than a large variety of things they will throw out or re-gift at a later time.

Ask yourself: What does he/she like? What hobbies or extra curricular activities do they enjoy? Figure out what is truly meaningful and special to the recipient and forget the rest. You will probably spend less money in the process as well.

### **Budget & Time Savers**

Budgeting involves more than just money. Your time is equally valuable. If you simplify your holiday traditions and gifts, you may have more money and time for making meaningful memories.

You don't have to go into *Martha Stewart mode* and grow your own Christmas trees and make your own wrapping paper. Consider making memories instead – they last longer and have a bigger impact.

Bake cookies with your children or grandchildren, etc. Give the gift of time. Offer a coupon for yard work or (gasp. . .) offer to organize a room!

People will remember that you spent time with them more than they will remember elaborate, expensive gifts.

And speaking of budgets. **Don't** utilize credit cards for holiday purchases EVER!! Plan ahead and tuck away money for the upcoming holiday purchases. You'll have less stress the following month when the bills arrive.

### **No More Wonder Woman**

Don't over-plan. Assign duties to others. Get help and get everyone involved. You don't have to do it all, and you don't have to do it by yourself.

If it's a family event, every family member should contribute. Working together as a family generates a feeling of togetherness.

Getting the kids involved teaches them good work ethics. These are teachable moments. Kids can learn about house cleaning, budgeting and event planning right at home! You can prepare to pass the torch of family traditions to the next generation.

### **What's In Your Closet?**

Look at what you already have before venturing out to the shopping mall. Check your stash of gift bags, wrapping paper and cards.

If you're organized, you should know what you have at a glance (and you should be organized!). Take a minute to plan and make a list of what you need, then stick to the list.

Avoid impulse buying. Resist the temptation to buy something just because it's on sale. Bargains have a way of cluttering up your house! Your budget will thank you.

You won't spend valuable time later on cleaning out those bargains that have cluttered your entire home!

### **Organize Yourself**

You knew I couldn't resist that topic! Obviously you don't want to get yourself stressed out organizing every room of your home 6 weeks before Christmas.

When organizing for the holidays, some simple steps now can help you breeze through the holidays: (1) Tackle **counter clutter**, (2) Take care of those **junk drawers** (3) Get your holiday wrap center set up and stocked, (4) Create your mail and message center, (5) Get your guest room (and closet) in order.

When the holidays are done, go tackle those other *To Do* projects on your organizing list. It will make next year's holidays a breeze!

### **Double Duty**

When choosing your holiday decorations, think and plan ahead. Keep it simple and make things work for more than one holiday. For example, purchasing a simple orange tablecloth will allow you to use it for both Halloween and Thanksgiving. You don't have to have one with pumpkins for Halloween and another one with turkeys for Thanksgiving.

Keeping your organizing for the holidays simple, you'll have less distractions and less clutter.

### **Focus On What Really Matters**

Remember that people are more important than things. Make your family a priority. The "do, do, do" rush of the holidays can get you off center and out of focus. Remember, nobody ever said on their death bed: "I wish I spent more time decorating for the holidays."

### **Savor the Season**

Talk with your family about the meaning behind the holiday and the traditions surrounding them. Find new meaning by starting your own family traditions.

Following these organizing for the holidays tips will keep you stress free and having more family fun.

45

**You are going to read an article about the channel tunnel. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.**

Recently I was offered the chance to travel by train through the channel tunnel between England and France. I went on the shuttle that carries cars. The site is not beautiful. There is a huge railway complex with tracks disappearing into a large hole, and a brand-new exhibition centre.

The location of trains is indicated by signs saying "France". Cars must stop at the toll booths and French immigration points, where passports are shown. (Dealing with formalities here means you can drive straight off the train at the other end.)

The double-decker carriages are brightly lit, air-conditioned and very hi-tech. Loudspeaker announcements from the "Chef de Train", an Englishman speaking very slow French, welcomed us aboard. A crew member with a walkie-talkie said the crossing would take about 35 minutes and passengers were expected to stay in or by their cars. He told me the shuttle employed several female drivers. "The most important requirement for the job is that they know about computers and learn French, especially the numbers. They practise by playing bingo."

Then we started. We slid into the tunnel and hit our travelling speed of 80 mph. The ride was so smooth one was barely aware of any movement. It was, predictably, about as interesting as a ride round the London underground. Somewhere to sit and have a coffee would have been welcome, but a crew member said: "With the numbers we expect to carry, it just wouldn't be practical." (19)

After half an hour we shot back into the French daylight, had lunch, then came back. The return trip, however, did not go so smoothly. Halfway across, a fire alarm went off. We were all moved to a neighbouring carriage. Moments later, a young man appeared and said calmly: "Just practising. You can all go back!"

Then without warning, the train stopped. We found out that a lorry had fallen over during boarding. After half an hour we were still waiting. People were becoming mildly irritated, and the only person still smiling worked for a cross-channel ferry company.

Then, all at once, we moved off. Disembarking was swift and easy and, within minutes, we were driving on the left again through a wet English night. It had been an interesting day. I had enjoyed the experience of what will undoubtedly become routine in the 21st century; but for me, the attractions of the sea and the cry of gulls will always win in the end.



**1. Why did the writer make the trip?**

- A. Because he was given the opportunity.
- B. Because he wanted to go to France.
- C. Because he had an important date.
- D. Because it was the only method available.

**2. What is the English Channel train entrance like?**

- A. Badly constructed
- B. Large and ugly
- C. Small and quiet
- D. Bright and cheerful

**3. Why is the French Immigration office in England?**

- A. So passengers can get straight on to the train in England.
- B. So passengers can drive off the train as soon as they get to France.
- C. So non-European citizens can be separated from Europeans.
- D. So French citizens don't have to show their passports.

**4. Why do the crew play bingo?**

- A. To improve their French.
- B. To pass the time.
- C. To decide who will drive the train.
- D. To practice communication skills.

**5. What was the crossing to France like?**

- A. It was alarming.
- B. It was calm.
- C. It was impractical.
- D. It was interesting.

**6. What does "it" in line 19 refer to?**

- A. Carrying large numbers of people.
- B. Making the journey faster.
- C. Serving refreshments on the train.
- D. Providing entertainment during the journey.

**8. What does the writer think will happen to channel travel in the future?**

- A. The train will stop running.
- B. The train will not be used by the very rich.
- C. There will be a lot of technical problems.
- D. The train will become the usual method of transport.

**9. Why will the writer not use the channel tunnel train in the future?**

- A. Because it's too expensive.
- B. Because it takes too long.
- C. Because he has no reason to travel to France.
- D. Because he prefers going by boat.

**46** Look at the following words in the text and try to explain them:

railway complex  
loudspeaker  
cross-channel

brand-new  
predictably  
undoubtedly

immigration points  
underground

**47** Match the words with their definitions.

- |    |              |    |   |
|----|--------------|----|---|
| 1  | shuttle      | a. | quick or rapid  |
| 2  | site         | b. | two parallel rails for trains to travel along             |
| 3  | tracks       | c. | slightly  |
| 4  | toll booth   | d. | means of transport that travels regularly between two     |
| 5  | to slide     | e. | place where money is paid for the use of a road or bridge |
| 6  | barely       | f. | act of getting on a train or plane                        |
| 7  | boarding     | g. | to leave a ship or an aircraft                            |
| 8  | mildly       | h. | a place where a building/town etc is situated             |
| 9  | to disembark | i. | to move something along (esp on a slippery surface)       |
| 10 | swift        | j. | hardly  |

**48** Fill in the correct word derived from the words in brackets.



When the channel tunnel opened, many people had high **1)** \_\_\_\_\_ (**expect**). Instead of travelling for up to 3 hours on the sea, the tunnel appeared to be an **2)** \_\_\_\_\_ (**attract**) alternative. In reality however, the channel tunnel project ran into some **3)** \_\_\_\_\_ (**predict**) problems. Nobody had imagined that there would be a power **4)** \_\_\_\_\_ (**fail**), leaving the passengers stranded in the tunnel for hours. **5)** \_\_\_\_\_ (**doubt**), these problems will have been overcome in a few years' time, satisfying passengers' **6)** \_\_\_\_\_ (**require**) for an enjoyable journey.

**49** Fill in the appropriate word from the list. Use the words only once.

to deal with  
double-decker  
to hit

the crossing  
we shot back  
a fire alarm

the cry of  
halfway  
a crew

1. \_\_\_\_\_ across.

2. \_\_\_\_\_ formalities.
3. \_\_\_\_\_ carriages.
4. \_\_\_\_\_ takes about 35 mins.
5. \_\_\_\_\_ one's travelling speed.
6. \_\_\_\_\_ member.
7. \_\_\_\_\_ into the French light.
8. \_\_\_\_\_ goes off.
9. \_\_\_\_\_ gulls.

**50** Choose the correct item.

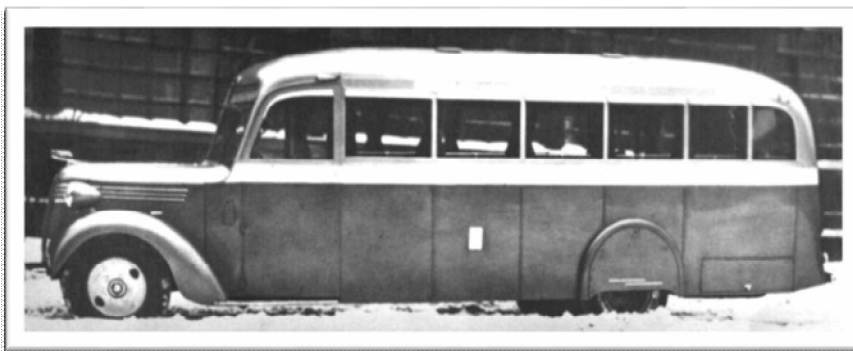
1. She was given the \_\_\_\_\_ of working in Hong Kong. (*occasion, opportunity, luck, fortune*)
2. We had difficulty in \_\_\_\_\_ the boat round the rocks. (*driving, leading, touring, steering*)
3. You need to fulfil some basic \_\_\_\_\_ before being admitted to this university. (*requirements, desires, requests, inquiries*)
4. My club \_\_\_\_\_ new members every spring. (*hires, engages, recruits, dismisses*)
5. The coastline near here is very \_\_\_\_\_; there are lots of rocks and cliffs. (*smooth, even, crude, rugged*)



**51**

Read the article. Some parts of the text have been removed. Choose which of the paragraphs given fit into the gaps. There is one paragraph you do not need to use. Then explain the highlighted words and word combinations in the text.

**City Bus History**



Buses first appeared on the streets of Champaign-Urbana for a very short time in 1901. The Illinois Motor Transit Company introduced the service, which only lasted from

February to December of that year.

1.	
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One of the City Line's buses ca.1925 National City Bus Lines, a subsidiary of General Motors, bought the trolley lines from Illinois Power & Light Company in October 1936 for \$53,000. Within a month, all trolley operations were **ceased** and buses became the **predominate** mode of public transportation in C-U. National City Lines operated the system under the name Champaign-Urbana City Lines for the next 30 years.

2.

In a story that appeared in the November 17, 1970, Champaign-Urbana Courier, P.E. Cherry, then manager, described the state of affairs as, "declining ridership, 22 year old buses and **deficit** spending." A request was made to the Illinois Commerce Commission by the City Lines to cease operation. The hearing on the **petition** was put on hold in lieu of a referendum to create a mass transit district. The issue was voted on November 24, 1970, and was **overwhelmingly** approved. The first director, Thomas Evans, had been hired the previous April for \$16,000 a year.

3.

Operations in the new transit district began August 2, 1971. **Fare** was 30¢ and transfers were free, just as they are today. The District leased buses and property at 501 N. Fifth Street from the City Lines. It was announced May 13, 1971, that a federal grant of \$260,608 was approved along with the promise of an additional \$86,869 for the **purchase** of fifteen new buses. Ten used buses were also purchased from Peoria.

4.

The plan of painting the buses a variety of colors expanded with the system. The Yellow and White Routes were added and a Red and White striped bus was created for a Christmas "Shop and Ride" project. The driver passed out candy **canes** and the fare was only 10¢. The last bus to be painted a unique color was the "Generic Bus," which was painted an olive green and operated at a reduced fare. These last two buses might show up on any **route** at any time.

5.

MTD has enjoyed a close working relationship with the University of Illinois since its creation. In 1973 two campus routes were created, the Illi and the Orchard Downs. The Illi provided service that's similar to the present day 22/220 Illini route, and the Orchard Downs route **resembles** the current 8

Bronze. University of Illinois students could either pay 10¢ a ride or purchase a semester pass for \$20.

6.	
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In the early 1970s, the District faced the same problem facing the rest of the car-driving public – fuel shortage. Bus service was reduced by cutting six of the 23 buses the district operated in order to save fuel. Buses were also operated with no A/C, engines were shut down on layovers longer than three minutes, and the frequency of bus service was decreased from 15 to 30 minutes. On September 15, 1973, an emergency fuel shipment helped prevent a system-wide shut down.

7.	
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Soon after Mr. Volk's arrival, a new MTD logo was created. Based on the international symbol for bus stops, the logo entered use around October 1, 1974. Another landmark for the first year of Volk's career was the hiring of Gayle Novak, the first female driver.

9.	
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In 1984, MTD entered the national spotlight when USA Today named it the seventh best transportation system in America. In 1986 and 1994, the District also received the American Public Transit Association's (APTA) Outstanding Achievement Award. And in 1986, its reputation for excellence became international, when the Swedish Public Transportation Association named Champaign-Urbana one of its eight "Chosen Cities."

10.	
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The District has grown considerably over the course of its history. Today, MTD carries more than 11 million passengers annually. And to keep up with that demand, the storage and repair facility, as well as the main offices, have expanded to the former Plywood Minnesota building to the east, more than doubling the company's storage capability. In 1999, MTD reached another important milestone with the completion of Illinois Terminal, providing MTD with an enclosed transfer station and additional income through the leasing of office space.

A C. Lynn Watson served as the interim director from the time Mansbridge resigned until Monday, January 25, 1974, when 25-year-old William Volk took over as managing director. Volk, a graduate of Indiana University, had been the assistant director for

the Ft. Wayne, Indiana mass transit system. In his first month as director he oversaw the return to the **loop** system. And the public welcomed the change, resulting in a 10% increase in ridership.

- B** The first Board of Trustees of the newly formed Champaign Urbana Mass Transit District was appointed December 15, 1970. On the five-member board were Warren Burgard, Mrs. Helen Smith, Karl Tauber (chairman), Prof. Lachlan Blair, and James Benefiel. Their first meeting was held the following Friday at the Bank of Illinois.
  
- C** In 1925, buses were used in conjunction with streetcars. This saved the Illinois Power & Light Company, the owner of the trolley system, the expense of **laying rails** and **paving streets** in some parts of the Twin Cities. Best of all, it allowed transit to go wherever the streets were located.
  
- D** On March 1, 1973, James Mansbridge was named managing director of the mass transit district. He was hired to replace Tom Evans, who had resigned the previous October to accept a position in Phoenix, Arizona. The most sweeping change implemented by Mansbridge was the creation of the grid system, which went into effect on August 27, 1973. Eleven new routes were added, the Shop and Ride program was suspended, and the fare was reduced from 30¢ to 25¢. The color-coded buses were also done away with. Route names were changed to a street/number system, such as the Vine 12, and the Bradley 3. Others were named for the area they covered, such as the Campus 7 and the Central Belt 5. However, Mansbridge resigned on December 1, 1973, and the "grid system" was discontinued in favor of the old "loop" system on January 2, 1974.
  
- E** The relationship between the District and the U of I also continued to grow. In April of 1989, the students passed a referendum establishing a one-year **trial**, during which MTD would provide a campus transportation system. The project proved to be a great

success and continues to this day.

- F** City Lines operated the system through WWII. Ridership peaked at one million passengers in 1958, but this peak was followed by a gradual decline in ridership caused by America's ever increasing use of the automobile for primary transportation. The company raised fares in order to cover costs, causing riders to be even more reluctant to use the system. When National City Lines realized they could not make a profit, they sold the system to Westover Transit Management Corporation in 1965.
- G** In 1971, operators worked as much as 12 straight hours a day without breaks, putting in a 55-hour, 6-day workweek. Overtime was paid at a rate of time and a half for work over 48 hours in a week. One week of vacation was offered after one year of employment with no sick time plan. After five years, two weeks of vacation were offered. The hourly rate was \$2.47.
- H** On March 29, 1974, the architecture firm of Berger and Kelly Associates presented plans for a new garage/office facility, to be built at 803 E. University in Urbana. The chosen site was formerly where the Big 4 Roundhouse was located. After scaling back the plans and making a few modifications, the board approved a final draft of the plans on September 20, 1974. The groundbreaking took place Tuesday, February 18, 1975, and the project was completed for use on November 1, 1974. A public open house was held later on April 25, 1975.
- I** Ten of the new GM buses were put on public display Friday, July 30, 1971. They were painted in four different colors – red, blue, green and lavender, which were used to designate the routes they served. One of the buses was also set up as a temporary "restaurant," providing a light lunch inside Lincoln Square Mall. Later in the day, the buses were shown off in a parade, which traveled from Downtown Urbana, down Green Street through Campus, then north

on First to downtown Champaign and on to West Side Park, where the buses were put on display.

**J** The name was changed from Intermodal Transportation Center to something that reflected the history of transportation in the Champaign-Urbana area.

**52** Translate the following words and word combinations into Ukrainian.

designate	car-driving public
groundbreaking	fuel shortage
paving streets	resembles
loop	route
milestone	purchase
facility	fare
considerably	overwhelmingly
layovers	deficit
subsidiary	ceased
predominate	reluctant

**53** Translate the following sentences into English.

1. Протягом місяця було скасовано трамвайне сполучення, і автобуси стали основним видом громадського транспорту у місті.
2. Питання було поставлене на голосування 24 листопада 1970 року і отримало значну підтримку.
3. Автобуси були пофарбовані у різні кольори – червоний, синій, зелений та лавандовий, які служили для позначення маршрутів, які ними обслуговувалися.
4. Після одного року роботи гарантувалася тижнева відпустка, однак без можливості отримати лікарняний.
5. Пасажирський потік досяг максимальної позначки в 1 мільйон пасажирів в 1958 р., однак після цього спостерігався поступовий спад, причиною якого стало те, що в Америці зростало використання автомобілів як основного виду транспорту.
6. Було додано 11 нових маршрутів, програму «Купуй та подорожуй» було скасовано, а плата за проїзд зменшилась з 30 центів до 25.
7. Громадськість з радістю сприйняла зміни, і внаслідок цього пасажирський потік зріс на 10%.



8. У 1948 ЕмТіДі опинилася у центрі уваги після того як в ЮЕсЕй Тудей назвали її сьомою найкращою транспортною системою в Америці.
9. Автобусне сполучення скоротили, скасувавши 6 з 23 автобусів району для економії пального.
10. Студенти Іллінойського університету могли або платити по 10 центів за проїзд, або купити проїзний на семестр за 20 доларів.
11. Плата за проїзд складала 30 центів, а пересадки були безкоштовними, як і сьогодні.

**54** Fill in the gaps with words and word combinations from the text (Ex. 51) and translate the sentences into Ukrainian.

1. These last two buses might show up on any \_\_\_\_\_ at any time.
2. \_\_\_\_\_ peaked at one million passengers in 1958, but this peak was followed by a gradual decline in ridership caused by America's ever increasing use of the automobile for primary transportation.
3. This saved the Illinois Power & Light Company, the owner of the trolley system, the expense of \_\_\_\_\_ and \_\_\_\_\_ in some parts of the Twin Cities.
4. They were painted in four different colors – red, blue, green and lavender, which were used to \_\_\_\_\_ the routes they served.
5. The \_\_\_\_\_ took place Tuesday, February 18, 1975, and the project was completed for use on November 1, 1974.
6. In his first month as director he oversaw the return to the \_\_\_\_\_ system.
7. In the early 1970s, the District faced the same problem facing the rest of the car-driving public – \_\_\_\_\_.
8. A request was made to the Illinois Commerce Commission by the City Lines to cease operation. The hearing on the \_\_\_\_\_ was put on hold in lieu of a referendum to create a mass transit district.
9. \_\_\_\_\_ was 30¢ and transfers were free, just as they are today.
10. And to keep up with that demand, the storage and repair \_\_\_\_\_, as well as the main offices, have expanded to the former Plywood Minnesota building to the east, more than doubling the company's storage capability.

**55** Translate into English.

**Поради туристам при подорожі автобусом по Європі**

Хочеться подивитися Європу і при цьому вкластися у визначений бюджет? Тоді автобусний тур буде самим підходящим варіантом. Пересуваючись на автобусі, можна непогано



зеконотити і при цьому за одну поїздку відвідати кілька країн Європи. Проїхати на автобусі через всю Європу буде, звичайно ж, малоймовірно, але побувати у трьох-п'яти країнах, такі як Польща, Чехія, Німеччина, Італія, Франція – цілком реально і цікаво.

### **Плюси і мінуси автобусних турів**

Основний плюс автобусних турів – економія грошей і часу. У короткі терміни туристи побачать максимальну кількість основних визначних пам'яток Європи.

Мінуси автобусних турів : невисокий комфорт для сну, зайва організованість в поїздках і нестача вільного часу. Будьте готові, що екскурсії проводяться бігом і в кінці автобусного туру у туриста буде деяке передозування вражень.

Найважчі автобусні тури – це, безумовно, тури з нічними переїздами. Такий вид подорожей на автобусі підходить для самих міцних і невередливих туристів. Однак нагородою буде непогана економія на проживанні в готелях, – на якийсь час автобус стає туристам будинком на колесах.

### **Види автобусних турів**

#### **Тільки автобус**

Самий економний варіант поїздки – це, звичайно, тур з відправленням автобуса, прямо з Києва або Вінниці. Переваги такого автобусного туру: швидкі перетин польського та інших кордонів на в'їзді і виїзді. Недоліки: незручності нічних переїздів, як правило, дві чи три ночі, що дуже втомлює в дорозі.

#### **Автобус плюс поїзд**

Не менш поширений варіант – поїздом до польського кордону, а звідти автобусом по всьому подальшому маршруту з поверненням на вихідний вокзал. Переваги: менш виснажливий переїзд і можливість доїхати до далеких європейських країн, наприклад Іспанії, Італії, Франції чи Греції. Недоліки: у «гарячий» сезон через велику кількість туристичних автобусів на кордоні утворюються значні черги. Іноді перетин кордону може зайняти більше 4-5 годин.

### **Поради туристам при подорожі автобусом по Європі**

1. Тур краще планувати на початку року, вивчити всі пропозиції різних компаній. Деякі програми проводяться лише два – три рази на рік.
2. Бронювати автобусний тур краще за два-три місяці, інакше автобуси не гумові – місць може не вистачити.

3. При виборі туру перевіряйте, що в нього входить. Деякі компанії заманюють низькими цінами, але дуже часто не включають в тур вартість переїзду залізницею, страховки та екскурсій.
4. Що стосується харчування, то у вартість автобусного туру, як правило, входять тільки сніданки. Тому обов'язково беріть гроші на решту харчування. У Польщі та Чехії обід і вечерю можна замовити за 10-20 євро на людину, у Франції доведеться віддати 25-30 євро.
5. При покупці туру дізнавайтеся про майбутню поїздку в усіх подробицях: маршрут, час огляду міст, де буде ночівля, які екскурсії включені, а за які потрібно доплачувати, чим можна буде зайнятися, якщо ви не поїдете на екскурсію.
6. Не варто брати в поїздку дітей до 8 років. Зазвичай не дуже їм цікаво, що розповідає екскурсовод, а дорога може стати для них болісною.
7. Візьміть з собою теплу кофту. В автобусі можуть бути кондиціонери.
8. Під час зупинок туристам доведеться багато ходити пішки, так що беріть з собою зручні туфлі або кросівки .
9. Щоб добре спати в дорозі, беріть з собою надувну подушку у вигляді підкови.
10. Запасіться вологими серветками. Це корисний засіб гігієни в автобусних поїздках.
11. Варто взяти упаковку льодяників, бо через вихлопні гази і пил може дерти в горлі.
12. Встановіть у свій смартфон навігатор. Гуляючи з навігатором по незнайомих містах, у вас буде більше шансів не заблукати.

56

Read and translate the text.

### The History and Invention of the Airplane



An airplane is a powered aircraft that **propels** forward by thrust from a propeller or a jet **engine**. It comes in various shapes, wing configurations, and sizes. The wide spectrum of **airplane** use includes **transportation**, recreation, research, and military. In most cases, pilots fly planes, but some planes are computer or **remotely** controlled.

#### What is the History of the Airplane

##### During the Ancient Period?

Numerous stories from ancient civilizations detail **flight**, for instance the Greek myth of Daedalus and Icarus. Around **approximately** 400 B.C. in Greece,

Archytas, an Ancient Greek philosopher, mathematician, and astronomer) **allegedly** built and designed the first, artificial, flying **device**. Some of the earliest documented trials with gliders were by Abbas Ibn in the ninth century and Eilmer (an English monk) in the 11th century. Both experiments resulted in the injury of the pilots. Leonardo da Vinci studied birds' wing design and devised a man-powered aircraft in 1502.

### **What is the History Behind the Invention of Early Powered Flights?**

The Wright brothers have received recognition for developing the first controlled and **sustained** powered flight. By 1905, the third version of the Wright flights had the ability to control a stable flight fully for **considerable** periods. The brothers gave credit to Otto Lilienthal as a key inspiration for their **resolution** to **pursue** operated flight. In 1906, Alberto Santos developed what was to be the initial flight unaided by catapult. The invention set a global record flying 220 meters below 22 seconds according to the Aero-Club of France. This flight also received certification from the World Air Sports Federation. The development of aircraft technology continued after World War I. Airplanes were a vital element of military strategies during this period.

### **Which Inventions Took Place During the Jet Aircraft Development?**

The German Heinkel was the original jet aircraft, which underwent testing in 1939. The Messerschmitt Me 262, which was the original jet fighter underwent service in 1943. In 1947, the Bell X-1 was the original aircraft to **surpass** the sound speed. The introduction of the original jet airliner, the Havilland Comet, **occurred** in 1952. The Boeing 707 was the first commercial **jet** that gained wide success. It underwent commercial service for over 50 years from 1958-2010. The Boeing 707 was the largest passenger aircraft from 1970 until the Airbus A 380 surpassed it in 2005.

### **What is the History of the Wright Brothers in the Airplane Invention?**

The fundamental breakthrough of the brothers was their three-axis control invention. This invention permitted the pilot to steer the aircraft efficiently and preserve its balance. This technique became the norm and remained on fixed-wing planes of very kind. From the onset of their aeronautical **venture**, the brothers concentrated on creating a dependable technique of pilot control as the **answer** to resolving the "flying problem." In 1900, they traveled to Kitty Hawk to commence their manned flying experiments. They based their kite design on work conducted by fellow aviation **pioneers** in the 1890s.

### **What is the History of the Gliders in Airplane Invention?**

The Wrights built the wings using a camber, a curve of the top **façade**. A camber refers to the asymmetry between the airfoil's bottom and top surfaces. The Wrights were not the inventors of this principle but capitalized on it. The

brothers examined the work of Lilienthal. He employed cambered **glider** wings, demonstrating the benefit over even surfaces.

**57**

**A. Define if the following statements are true or false, find the sentences in the text that prove it. Correct the false ones.**

1. The wide spectrum of airplane use includes transportation, creation, research, and military.
2. Around approximately 400 B.C. in Greece, Archytas, an Ancient Greek philosopher, mathematician, and astronomer) allegedly built and designed the fifth, artificial, flying device.
3. The brothers examined the work of Lilienthal.
4. From the onset of their aeronautical venture, the brothers concentrated on creating a dependable technique of pilot control as the answer to irresolution the "flying problem."
5. The Boeing 705 was the first commercial jet that gained wide success.
6. The fundamental breakthrough of the brothers was their three-axis control invention.
7. A camber refers to the asymmetry between the airfoil's bottom and left-side surfaces.
8. In 1906, they traveled to Kitty Hawk to commence their manned flying experiments.
9. The invention set a global record flying 22 meters below 220 seconds according to the Aero-Club of France.
10. The development of aircraft technology continued after World War II.

**B. Answer the following questions**

1. What is the airplane?
2. How is the airplane used?
3. Who designed and built the first artificial flying device?
4. Were the experiments successful? What happened?
5. What happened in 1501?
6. What did Alberto Santos do in 1906?
7. What was a global record according to the Aero-Club of France?
8. What was the fundamental breakthrough in the Airplane Invention?
9. What was the largest passenger aircraft?
10. How did the Wrights develop the top façade?

**58**

**Translate into English.**

1. Хоча брати Райт не були винахідниками цього принципу, однак зуміли отримати з нього прибуток.
2. Винахід дозволив пілоту ефективно керувати літальним апаратом та утримувати його рівновагу.
3. Боїнг 707 став першим комерційним реактивним літаком, що набув широкої популярності.
4. У 1947р. Белл Х-1 став першим літаком, що перевищив швидкість звуку.
5. Літаки були життєво необхідним елементом військових стратегій цього періоду.
6. Цей винахід встановив світовий рекорд, пролетівши 220 метрів за менш ніж 22 секунди, згідно з даними Аероклубе Франції.
7. Леонардо да Вінчі вивчив будову пташиного крила і у 1502 році спроектував літаючий пристрій, що приводиться в дію силою людини.
8. Деякі з найбільш ранніх задокументованих спроб літати на планерах були здійснені Аббасом Ібном у 9 столітті та Ейлмером (англійським монахом) у 11 столітті.
9. Літаками переважно управляють пілоти, однак деякі можуть бути на комп'ютерному чи дистанційному управлінні.
10. Літаки широко використовуються для найрізноманітніших потреб, а саме для перевезення, відпочинку, досліджень, у військовій справі.

**59**

Select *two* appropriate words to fill each gap.

1. You cannot board the plane unless you have a boarding \_\_\_\_\_ / \_\_\_\_\_.  
A pass                      B permit                      C card                      D licence
2. Eventually, we managed to book a seat on a \_\_\_\_\_ / \_\_\_\_\_ flight to Cairo.  
A charter                      B straight                      C stand-by                      D direct
3. The seats in \_\_\_\_\_ / \_\_\_\_\_ class were a little wider than in economy.  
A commercial                      B executive                      C exclusive                      D business
4. The plane's takeoff was delayed due to \_\_\_\_\_ / \_\_\_\_\_ visibility on the runway.  
A poor                      B meagre                      C deficient                      D limited
5. The pilot advised us to expect a(n) \_\_\_\_\_ / \_\_\_\_\_ landing.  
A uneven                      B coarse                      C rough                      D bumpy
6. After take-off, we settled down to watch the in-flight \_\_\_\_\_ / \_\_\_\_\_.  
A programme                      B movie                      C entertainment                      D feature
7. I asked the person at the check-in if I could have a(n) \_\_\_\_\_ / \_\_\_\_\_.  
A gangway                      B starboard                      B starboard                      C window
8. During the flight we encountered some \_\_\_\_\_ / \_\_\_\_\_ turbulence.  
A heavy                      B grave                      C stern                      D severe

**60** For questions 1-15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) by the number in the answer boxes provided. If a line has a word which should not be there, write the word in the answer boxes provided. There are two examples at the beginning (0 and 00).

### My First Flight

<b>0</b>	The first time I ever went in an aeroplane was on a flight from	<b>0</b>	<input type="checkbox"/>
<b>00</b>	Chicago to Los Angeles. I was only at six years old, and	<b>00</b>	<b>at</b>
<b>1.</b>	found the idea of flying extremely exciting and a little bit	<b>1.</b>	
<b>2.</b>	scary. I remember have looking at the plane standing on the	<b>2.</b>	
<b>3.</b>	runway, and not in believing that it would be able to take off.	<b>3.</b>	
<b>4.</b>	It looked far very too heavy! When we took off, I was terrified	<b>4.</b>	
<b>5.</b>	at first and kept my eyes so tightly shut. But once we were in	<b>5.</b>	
<b>6.</b>	the air, I became curious and found out the courage to look	<b>6.</b>	
<b>7.</b>	out of the window. I was instantly fascinated. The view	<b>7.</b>	
<b>8.</b>	below of me looked like a postcard, with all the tiny fields and	<b>8.</b>	
<b>9.</b>	towns. Looking closely, I could even make out tiny cars	<b>9.</b>	
<b>10.</b>	travelling along the roads. But the most best thing about the	<b>10.</b>	
<b>11.</b>	flight was when I was been invited to go and see the cockpit.	<b>11.</b>	
<b>12.</b>	The view from there it was amazing, and the pilot explained to me	<b>12.</b>	
<b>13.</b>	what some of the complicated controls were for. I'm got used	<b>13.</b>	
<b>14.</b>	to flying now, and it's not nearly so much as fun, but the first time	<b>14.</b>	
<b>15.</b>	was an experience I will never forget.	<b>15.</b>	

**61** Use the words in brackets to complete the sentences in your own way. Consult a dictionary.

1. He doesn't mind long-haul flights \_\_\_\_\_  
(seasoned)
2. We decided to get off the motorway and \_\_\_\_\_  
(scenic)
3. He loves fishing, so \_\_\_\_\_  
(pier)
4. He won't even leave his home town, so \_\_\_\_\_  
(transatlantic)
5. The only drawback of the resort \_\_\_\_\_  
(pebbly)
6. Unless you have a boarding pass, \_\_\_\_\_  
(jetty)
7. It would be useful to see John while in New York, so \_\_\_\_\_  
(itinerary)
8. According to the map \_\_\_\_\_  
(junction)

**62**

**Choose the best word to complete each sentence.**

1. A narrow path winds its \_\_\_\_\_ down from the mountain.  
A course                      B route                      C way                      D direction
2. It's a good job I \_\_\_\_\_ count of the books; otherwise I wouldn't have noticed some were missing.  
A had                      B made                      C kept                      D held
3. The recent \_\_\_\_\_ floods have caused a lot of damage.  
A flash                      B spark                      C instant                      D sudden
4. We've got a \_\_\_\_\_ bit of work to do, so we'd better start now.  
A decent                      B fair                      C big                      D large
5. I need \_\_\_\_\_ facts to prove your case, not just suppositions and accusations.  
A tough                      B solid                      C ready                      D stable
6. Jane's flat affords \_\_\_\_\_ views over the valley and mountains beyond.  
A expanded                      B widespread                      C spacious                      D extensive
7. After her world tour, Kay felt happy to be back in \_\_\_\_\_ surroundings.  
A known                      B customary                      C familiar                      D typical
8. You need to \_\_\_\_\_ experience before you can be considered for promotion.  
A gain                      B earn                      C win                      D collect
9. These shoes are a bit too tight for \_\_\_\_\_.



A ease                      B wearing                      C comfort                      D relief

10. Don't be anxious; Tim will arrive in \_\_\_\_\_ time.

A right                      B due                      C exact                      D proper

**63** Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

1. Yvonne did everything she could to ensure the trip was successful.

**lengths**                      Yvonne \_\_\_\_\_ of the trip.

2. People might see this discovery as a major scientific breakthrough.

**considered**                      This discovery \_\_\_\_\_ a major scientific breakthrough.

3. Can I get pounds for these euros at this bank?

**exchange**                      Can I \_\_\_\_\_ at this bank?

4. Flying is not everyone's choice when they go on holiday.

**rather**                      Some \_\_\_\_\_ when they go on holiday.

5. My complaints were completely ignored by the travel agent.

**notice**                      The travel agent \_\_\_\_\_ my complaints.

6. The company's policy remained more or less the same until 1983.

**change**                      The first \_\_\_\_\_ in 1983.

7. The journey by train from London to Glasgow takes 5 hours.

**ride**                      It is \_\_\_\_\_ from London to Glasgow.

8. I got very wet in the downpour.

**skin**                      I was \_\_\_\_\_ in the downpour.

**64** Complete the sentences with one suitable word.

1. The whole country was covered \_\_\_\_\_ a blanket of snow.
2. The staff are up in \_\_\_\_\_ at the new proposals for pay cuts.
3. It's rude to \_\_\_\_\_ people's names!
4. Don't take it to \_\_\_\_\_; his comment was not meant seriously.
5. She felt she'd had a \_\_\_\_\_ deal, losing her job just because she had been off sick twice.
6. Having to curtail one's social life is part and \_\_\_\_\_ of being a parent.

**65**

**Fill the gaps with suitable prepositions.**

1. He has to contend \_\_\_\_\_ many problems.
2. I presume I can count \_\_\_\_\_ your support.
3. He is in danger \_\_\_\_\_ being expelled.
4. He is going to opt \_\_\_\_\_ the easy solution.
5. Entrance is free \_\_\_\_\_ members.
6. This is the best-paid job he has had \_\_\_\_\_ date.
7. The meeting was called in response \_\_\_\_\_ public criticism.

**66**

**Choose the right verb in the right form to complete the sentences.**

**spread**

**come (x2)**

**kick**

**pick**

**pass**

**wrap**

**turn**

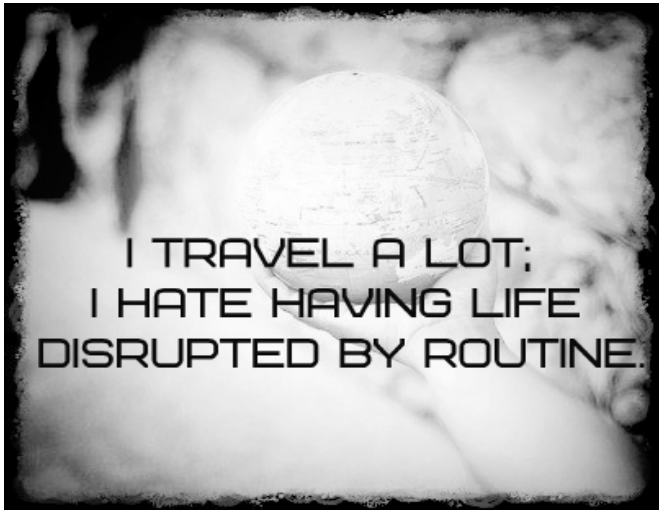
**put**

**take**

1. I seem to have \_\_\_\_\_ out in a rash.
2. This is urgent, so don't \_\_\_\_\_ it off.
3. I feel tired and achy, I must be \_\_\_\_\_ down with flu.
4. It's too good an offer to \_\_\_\_\_ down.
5. The plane \_\_\_\_\_ off smoothly.
6. The search party \_\_\_\_\_ out over the fields.
7. Henry \_\_\_\_\_ up a hitchhiker on his way to London.
8. Please don't \_\_\_\_\_ this information on to anyone else.
9. Lesley is completely \_\_\_\_\_ up in her studies at the moment.
10. The match \_\_\_\_\_ off at 10pm.

**67**

**Look at the following quotations. What do they suggest about the reasons for which people travel?**



**68** A. Following are the results of a survey on how British people travel to work every day. Listen and fill in the gaps in the table.

HOW DO YOU TRAVEL TO WORK EVERY DAY?			HOW SATISFIED ARE YOU WITH THE MEANS OF PUBLIC TRANSPORT YOU MOST REGULARLY USE?		
	<u>MEN</u>	<u>WOMEN</u>		<u>MEN</u>	<u>WOMEN</u>
	1) .....	32		very	5) .....
	13	3) .....		moderately	not at all.
	2	7			
	2) .....	49			
	11	4) .....			

**B. now report the survey's findings using the prompts below.**

- most/least popular amongst...
- more/less frequently used by...
- rarely used by either group
- satisfaction levels amongst ... are high/low/moderate

Model:

*Using their private car is by far the most popular means of commuting amongst women.*

**C. What do you think the results of a similar survey would be in Ukraine?**

**Make sentences using the prompts below.**

1. Would (not) be as/less/more popular...
2. The corresponding figure would probably be in the region of...
3. Satisfaction levels would probably (not) be as high/low...

**69**

**Use the words below to complete the sentences.**

**crossing          drift          moor          disembark          fleet**  
**gangway          deck          steered          board          ran around**

1. The harbour was so full that many boats were forced to \_\_\_\_\_ just outside.
2. In the summer it's more pleasant to travel on \_\_\_\_\_ than to sit inside.
3. The boys stopped rowing and let the boat \_\_\_\_\_ slowly with the current.
4. Apart from a rough \_\_\_\_\_ from the mainland to the island, the journey was very pleasant.
5. All visitors to the ship were asked to \_\_\_\_\_ half an hour before it sailed.
6. The captain \_\_\_\_\_ the ship carefully through the narrow harbour entrance.
7. He owns a \_\_\_\_\_ of oil tankers, that's why he's so wealthy.
8. Local fishermen have rescued the passengers and crew of the yacht which \_\_\_\_\_ in thick fog last night.
9. Walking up the \_\_\_\_\_ and onto the ship, she felt as if her new life had already begun.
10. Cruise liners always have a doctor on \_\_\_\_\_.

**70**

**Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.**

1. You won't find seafood like this anywhere else in the world.

**will**                      Nowhere \_\_\_\_\_ seafood like this.

2. I didn't realise how bossy he was until I worked with him.

**did** Not \_\_\_\_\_ how bossy he was.

3. The witnesses were not seen again in public until after the trial.

**over** Only when \_\_\_\_\_ in public again.

4. The possibility of moving to a bigger house never arose.

**time** At \_\_\_\_\_ a bigger house arise.

5. I managed to persuade them, but it was difficult.

**manage** Only \_\_\_\_\_ to persuade them.

6. You must remember to hand back the key, whatever you do.

**no** On \_\_\_\_\_ to hand back the key.

7. No one could understand the lecture.

**sense** No \_\_\_\_\_ the lecture.

8. Harry ate the two ice creams one after the other.

**eaten** No sooner \_\_\_\_\_ he ate another.

9. The rescue attempt had to be called off because the storm was so severe.

**that** Such \_\_\_\_\_ the rescue attempt had to be called off.

10. It was the worst holiday he had ever had.

**such** Never \_\_\_\_\_ holiday.

**71** Choose the correct word to fill in each gap.

### A ROMANTIC RESORT

There are more than ten all-inclusive resorts 1) \_\_\_\_\_ in the most exotic and picturesque areas of Jamaica. Everything is taken care of, from hotel

2) \_\_\_\_\_ to evening entertainment. At all of the resorts, you will not pay for a single meal, drink or sports activity and, if you try to tip, you will be politely refused. Why? because everything is 3) \_\_\_\_\_.

Sandals Resort is the perfect 4) \_\_\_\_\_ if you want to rekindle romance. This tropical hideaway was created especially for couples. Walk along a seven mile 5) \_\_\_\_\_ of beach where the only other person you are likely to see is your significant other. At night, 6) \_\_\_\_\_ in fine cuisine and dance the night away to live entertainment.

- |   |                |               |              |            |
|---|----------------|---------------|--------------|------------|
| 1 | A positioned   | B placed      | C situated   | D sited    |
| 2 | A transfers    | B relocations | C moves      | D shifts   |
| 3 | A incorporated | B included    | C integrated | D involved |
| 4 | A terminal     | B destination | C goal       | D end      |
| 5 | A length       | B stretch     | C track      | D spell    |
| 6 | A rejoice      | B pamper      | C indulge    | D exult    |

**72** Match words/phrases from columns A and B to make collocations, then fill in the gaps in the sentences that follow.

A	B
cabin	magazine
passport	insurance
brehtaking	handler
guided	liner
ocean	deck
luggage	view
travel	lounge
upper	control
departure	tour
in-flight	pressure

- For some strange reason, the \_\_\_\_\_ dropped and many passengers felt quite faint.
- After passing through security we waited in the \_\_\_\_\_ for our flight.
- We climbed to the top of the hill, from where we had a \_\_\_\_\_ of the surrounding area.
- Our host picked us up from the airport and gave us a(n) \_\_\_\_\_ of the city.
- The luxurious \_\_\_\_\_ took four days to sail across the Atlantic.
- All crew members proceeded to the \_\_\_\_\_ to participate in the fire drill.
- It is advisable to take out \_\_\_\_\_ before you go abroad.

8. Duty-free items are featured in our \_\_\_\_\_ which is in the pocket of the seat in front of you.
9. My suitcase was lost due to the negligence of a certain \_\_\_\_\_ in Rome.
10. The suspicious looking man was stopped at \_\_\_\_\_ by airport security.

**73** Choose *one* suitable word to complete each sentence.

1. He lost control of the car and it **slipped** / **slid** / **skidded** on the ice.
2. Please **fasten** / **tie** / **fix** your seatbelts when the seatbelt sign is on.
3. They usually make you **return** / **reverse** / **retract** round a corner when you take your driving test.
4. It's better to use the gears to **adjust** / **modify** / **shorten** speed than to use the brakes all the time.
5. When a dog ran across the road in front of him, Davis only just managed to **swing** / **veer** / **swerve** in time.

**74** Fill in the gaps in the following passage with a suitable preposition.

**Biking Down Under**

The Jacob's Creek Tour Down Under, a six-day cycling race based in and 1) \_\_\_ Adelaide, was held 2) \_\_\_ the first time less than seven months after the end of the 1998 Tour de France. Since then it has gained grass-roots support of the kind many European race organisers could only dream 3) \_\_\_. This January, as the 96-strong group pounded 4) \_\_\_ dusty summer roads 5) \_\_\_ flourishing vineyards and 6) \_\_\_ hills dotted with gum trees, official estimates suggested that crowd numbers would be more than 400.000 for the whole event.



There is no denying that, in South Australia 7) \_\_\_ least, the popularity 8) \_\_\_ the sport is increasing. This year for example, the group of cyclists rode past everything on the 733km route from stuffed two metre high toy kangaroos 9) \_\_\_ bikes to bungalow-sized banners featuring two-wheeled sharks.

Combined 10) \_\_\_ the more typical balloons and kites, not to mention "sausage sizzlers". 11) \_\_\_ the hungry, it all made a very colourful and imaginative spectacle.

The best story this year was that Australian rider Michael Rogers had come close to quitting after colliding 12) \_\_\_ a race marshall's motorbike. 13) \_\_\_ sheer coincidence, an amateur cyclist was standing nearby and he generously gave Rogers the loan 14) \_\_\_ his own bike.

Remarkably, it turned out to be exactly the same model and size of bike Rogers needed, and he completed the course – and won the race – 15) \_\_\_ a borrowed bike!

75

**A. Discuss the following issue with your groupmates:**

What is your idea of

- a) ecotourism tourism;
- b) alternative tourism;
- c) sustainable tourism;
- d) rural tourism;
- e) educational tourism.

**B. Read and translate the information about Ecotourism, be ready to discuss it.**



**Ecotourism**

Ecotourism is broadly defined as **low impact travel to endangered and often undisturbed locations**. It is different from traditional tourism because it allows the traveler to become educated about the areas - both in terms of the physical landscape and cultural characteristics, and often provides **funds for conservation and benefits the economic**

**development** of places that are frequently **impoverished**. Ecotourism and other forms of sustainable travel have their **origins** with the environmental movement of the 1970s. Ecotourism itself did not become widespread as a travel concept until the late 1980s. To be considered ecotourism, a trip must meet the following principles:



- ✓ Minimize the impact of visiting the location (i.e.- the use of roads);
- ✓ Build respect and awareness for the environment and cultural practices;
- ✓ Ensure that the tourism provides positive experiences for both the visitors and the hosts;
- ✓ Provide direct financial aid for conservation;
- ✓ Provide **financial aid, empowerment** and other benefits for local peoples;
- ✓ Raise the traveler's awareness of the host country's political, environmental and social climate.

Opportunities for ecotourism exist in many different locations worldwide and its activities can **vary** as widely. Madagascar, for instance, is famous for its ecotourist activity as it is **a biodiversity hotspot**, but also has a high priority for environmental conservation and **is committed to reducing poverty**. 80% of the country's animals and 90% of its plants are **endemic** only to the island. Madagascar's lemurs are just one of many species that people visit the island to see. Because the island's government is committed to conservation, ecotourism is allowed in small numbers because education and funds from the travel will make it easier in the future.

Another place where ecotourism is popular is in Indonesia at Komodo National Park. It is popular for ecotourism because of its unique and endangered biodiversity. Activities at Komodo National Park vary from whale watching to hiking and accommodations **strive** to have a low impact on the natural environment.

Finally, ecotourism is also popular in Central and South America. Destinations include Bolivia, Brazil, Ecuador, Venezuela, Guatemala and Panama. In Guatemala for instance, ecotourists can visit the Eco-Escuela de Espanol. The main **objective** of the Eco-Escuela is to educate tourists about the historic cultural traditions of the Mayan Itza, conservation and the community living there today while protecting the lands in the Maya Biosphere Reserve and providing income to the area's people.

These destinations are just a few where ecotourism is popular but opportunities exist in hundreds more places worldwide. And wherever you may go, here are some recommended guidelines that should be followed by all eco-travellers:

- ✓ Be sensitive to the local culture by wearing clothing that is accepted. Be aware of people's sensitivity to being photographed; always ask first. Observe local customs.
- ✓ Remember that you are a visitor and therefore be aware that your cultural values may differ from those of the locals. This may include different

concepts of time, personal space, communication etc. which are not wrong or **inferior**, just different.

- ✓ Demonstrate responsible behaviour to other travellers who are less informed than you by acting as an example.
- ✓ Use local transportation, guides, inns, restaurants and markets to benefit the local economy.
- ✓ Be sensitive to displays of wealth in front of people from developing countries. By displaying possessions such as cameras and jewellery, feelings of jealousy may be created which then generates barriers that **inhibit genuine interactions** between travellers and locals.
- ✓ Comply with **international environmental conventions**. Do not buy any animal products while travelling. Do not remove any objects, plants or animal products from nature. Not only can these affect fragile ecosystems, but is also illegal.
- ✓ Conserve Resources. Be aware of **resource shortages** such as water and food as many tourist destinations are under increasing pressure.

76

#### A. Answer the questions.

1. Does ecotourism differ from traditional tourism? If yes, then what are its specific features? If no, what is in common between these two types of tourism?
2. What are the principles of ecotourism?
3. Name a few opportunities for ecotourism worldwide. What are they famous for?
4. Are there any recommended guidelines that should be followed by all eco-travelers? What are they?

#### B. Define if the following statements are true or false, find the sentences in the article that prove it.

1. Traditional tourism allows the traveler to become educated about different areas, and often provides funds for conservation and benefits the economic development of places that are frequently impoverished.
2. The origin of sustainable tourism dates back to the environmental movement of the 1980s.
3. To be considered ecotourism, a trip must meet, among other things, the following principles: to provide direct financial aid for conservation, to maximize the impact of visiting the location, and to build respect for the local environment and culture.

4. Opportunities for ecotourism exist in many different locations worldwide: in Madagascar, Indonesia, Bolivia, Brazil, Ecuador, Venezuela, Guatemala, Panama, etc.
5. If you consider yourself to be an eco-traveller, you should wear clothing that is accepted in the country where you travel, remember that your cultural values may differ from those of the locals, prevent generating barriers that inhibit genuine interactions between travellers and locals.

**77** Translate the words and word-combinations into Ukrainian; memorize them for further use in your speech.

Low impact travel; endangered and undisturbed locations; funds for conservation; benefits the economic development; impoverished places; origin; financial aid; empowerment; to vary; a biodiversity hotspot; to be committed; to reduce poverty; endemic; to strive; an objective; inferior; to inhibit genuine interactions; international environmental conventions; resource shortages.

**78** A) Listen to the report and find out why alternative forms of tourism are becoming more and more popular these days.

**B) Listen again and fill in the missing information.**

- 1) To damage the environment as little as possible we
  - \_\_\_\_\_ newspapers and bottles;
  - Take \_\_\_\_\_ to get to work;
  - Buy locally produced \_\_\_\_\_ and \_\_\_\_\_;
  - Stop using \_\_\_\_\_.
- 2) Most people agree that ecotourism must:
  - \_\_\_\_\_ the wildlife and culture of the area;
  - \_\_\_\_\_ the local people and involve the local community;
  - Be \_\_\_\_\_, that is make a profit without destroying natural resources;
  - \_\_\_\_\_ an experience that tourists want to pay for.
- 3) In a true ecotourism project, tourists stay in \_\_\_\_\_, not in \_\_\_\_\_. This way they experience local \_\_\_\_\_ and do not take precious \_\_\_\_\_ and \_\_\_\_\_ away from the local population. They travel \_\_\_\_\_, by boat, bicycle or \_\_\_\_\_ so that there is no pollution.
- 4) The basic rules of ecotourism are:
  - Be prepared. \_\_\_\_\_ about the place that you are going to visit and think of your holiday as an \_\_\_\_\_ to learn something.

- Have \_\_\_\_\_ for local culture. Wear clothes that will not offend people. Always ask \_\_\_\_\_ before you take a photograph. Remember that you are a \_\_\_\_\_.
  - Don't waste \_\_\_\_\_.
  - Remember the phrase "Leave nothing behind you except \_\_\_\_\_ and take nothing away except \_\_\_\_\_." Take as much care of the places that you visit as you take of your own home. · Don't buy \_\_\_\_\_ made from \_\_\_\_\_ animals or plants.
  - \_\_\_\_\_ or use other non-polluting forms of transport whenever you can.
  - Be \_\_\_\_\_ and keep a sense of humour when things go wrong.
  - Stay in local hotels and eat in local restaurants. Buy local products whenever possible and pay a \_\_\_\_\_ for what you buy.
- 5) Flying is one of the biggest man-made sources of \_\_\_\_\_ in the atmosphere. So don't forget that you don't have to fly to \_\_\_\_\_ for your 'eco' holiday. There are probably places of \_\_\_\_\_ and interest in your own country that you've never visited.

**79** How can tourists behave responsibly in the places they visit? Discuss it with your groupmates.  
 e.g. A: To me, they should not litter and must make sure they leave the place exactly they found it.  
 B: Yes, they should respect their surroundings and take good care of them.

**80** A. Read the title of the article. Why does the writer describe the holidays as 'guilt-free'? Skim the text and check.  
 B. Read questions 1-14 and underline the key words in each one. In pairs try to paraphrase them, then try to guess the answers to the questions.  
 C. Read the text and answer questions 1-14. Choose from the text (A-D). Were your guesses correct?

In which area(s):

Do local people and travel companies agree?	0 B
Will a new plan spoil the view from a well-known spot?	1
Can you see something used for a different purpose?	2
Can you live as the natives do?	3
Was the project set up because of the financial crisis?	4
Has the government agreed to the plan?	5
Are there different opinions on what should be done?	6.....7 .....
Do the authorities want to encourage wealthier tourists?	8
Will future plans benefit a certain group of tourists?	9
Is the group looking for assistance with the project?	10
Will the tourists have the opportunity to see wild animals?	11... 12
Can you find a very easy-going atmosphere?	13
Are they trying to make life easier for tourists?	14

### **Guilt-Free Holidays**

Eco-tourism is becoming more and more popular, and it's easy to see why. Deprived areas make the most of their natural attractions, the environment benefits and travelers feel they are 'giving something back' to the place they visit. Perhaps, the age of responsible tourism has arrived at last. Let's look at four very different ecotourism projects from around the globe.

#### **A. Sinking a Warship**

A group in England is planning to sink a **retired warship** in order to use it as an **artificial diving reef**. They plan to sink the ship off the Cornish coast and hope the project will generate ten million pounds a year for the local economy by attracting diving enthusiasts.



It is believed that the reef will encourage ecotourism through diving, as well as help protect **fish stocks** and **marine life** in general. The sunken ship would attract divers from across Europe and there will be facilities for **able-bodied and disabled divers**.

The group is appealing to similar organizations in the hope that they will help them, not only financially but also by sharing their knowledge on such projects. The scheme would be the first for Britain. Other countries including America and Australia already have artificial reefs created from **redundant ships**, and the response from diving enthusiasts has so far proved amazing.



### **B. Hippies Go Home**

Goa's Anjuna beach is a place which symbolises the carefree hippie lifestyle. It is a place where low budget tourists go when they have run out of money. At the weekly market, travellers try to sell their cameras, cassettes, guitars and even their clothes.

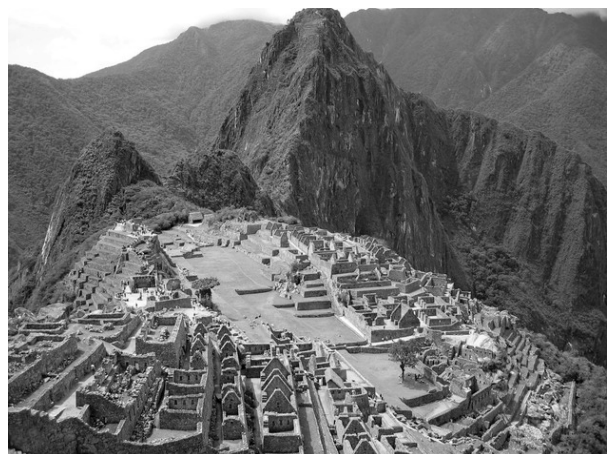
However, it may soon all be over because the local authorities have announced that they

want to **discourage** tourists who visit the area **on shoestring budgets**.

Local residents do not entirely agree. Although they would like to see **better-off tourists** in Goa, they do not think it wise to turn away the budget travellers. Tourist organisations want to concentrate on ecotourism and plan to organize jungle safaris because they believe such projects will attract up-market travellers. Both the residents and the travel organisations feel that it is not sensible to **snub** the tourists they already have in an attempt to attract more wealthy visitors.

### **C. Inca Cable Car**

The Inca people built Machu Picchu high up in the mountains because the area was so remote. Now these **pristine mountains** will be changed forever by Swiss engineering. A Swiss company plans to build a **cable car** to lift visitors 500m up into the mountains. This means that travellers will no longer have to trek for days along the Inca Trail to **sample** the magic of Machu Picchu.



Opponents to the scheme argue that the cable car will be visible from the site's famous Sun Temple. There is also a wider concern that big business tourism

will benefit from the scheme, while **local inhabitants** who earn little money from tourism will not.

UNESCO would like to see the development of ecotourism rather than mass tourism in the area. The Peruvian government on the other hand supports the cable car scheme, saying that it will allow it to go ahead, and it will see that the character of Machu Picchu is preserved.



#### **D. African Village Experience**

An eco-tourism project with a difference has just been **launched** in the South Luangwa National Park in Zambia. Tourists will be offered the chance **to encounter** a wide range of wildlife and a great deal more. This project was set up by the local villagers who were suffering from a **downturn**

in the national economy. They decided to raise money themselves to cover the cost of educational and **welfare projects**. Tourists will be invited to live the *African Village Experience*. The tours are led by English speaking villagers, and visitors can choose from activities such as meeting the local healer to taking part in cooking or farming. Visitors are also offered the option of staying the night in the village. What's more, they are encouraged to join in all the local traditions, such as using the left hand to eat with and eating in separate dining areas for males and females.

**81**

**A. Find five words in the article which are geographical features. Are there any such features in your country? (e.g. reef)**

**B. Find words/phrases in the text which mean:**

1 not natural (A) \_\_\_\_\_

2 to produce (A) \_\_\_\_\_

3 to put off (B) \_\_\_\_\_

4 to insult or ignore (B) \_\_\_\_\_

5 untouched, dean (C) \_\_\_\_\_

6 services provided to help with living conditions and financial problems (D) \_\_\_\_\_

**C. Explain the meaning of the words and phrases in bold.**

**82**

**Find the opposites of the following words taken from the text.**

- sink (a ship) *raise*;
- attract

- protect
- low-budgets (tourists)
- preserve (character)
- sensible
- retired

**83** Look at the phrases taken from the text and explain what they mean in your own words.

- "...the response from diving enthusiasts has so far proved amazing."
- "... they would like to see better-off tourists in Goa..."
- "...it's not sensible to snub the tourists they already have ..."
- "...it will see that the character of Machu Picchu is preserved."
- "Tourists will be invited to live the African Village Experience."

**84** Make a sentence summary for each part (A-D) of the text. Do you think the projects will be successful? Why? Why not? In pairs, name three of the most important historical sites/buildings in your country. What do you know about them? Discuss.

**85** Look at these different resources for rural tourism. Which ones have you already experienced? Where? Which of the resources can you find in Ukraine?

- |                    |               |
|--------------------|---------------|
| ✓ Birdwatching     | ✓ Pottery     |
| ✓ Brewing          | ✓ Trekking    |
| ✓ Cycling          | ✓ Watermill   |
| ✓ Meadows          | ✓ Waterfall   |
| ✓ Rainfall forests | ✓ Wildlife    |
| ✓ Orchards         | ✓ Woodcarving |

**86** Read the article about Green Vacation opportunities in Ukraine.

### Dreaming of a Green Vacation

*By Leonid Uzvar*

Do you want to change your surroundings and forget about the everyday **hustle and bustle** of the **concrete jungle**? Peace and quiet in a **rustic natural environment** is easily found in Ukrainian villages, where the owners of private estates offer a **hearty reception and a plethora of entertainment opportunities**. So, where can one find such «green» tourism in an environmentally clean place in Ukraine and how many greenbacks will it cost?



## The right kind of vacation

Those who vacationed in the Maldives and Seychelles this summer, tried the exotic cuisine of Thailand and covered themselves **from head to toe** with the **curative mud** of the Dead Sea in Israel will now most certainly want a different kind of vacation. Your **best bet** is to drive out of the city closer to nature in a Ukrainian village. Just a few years ago, not many in Ukraine knew about such a form of **recreation** as green tourism. In truth, this can be just as enjoyable as a trip abroad and will most definitely save you a few bucks.

After all, where else can you eat apples picked right from the tree, drink fresh milk from a cow, taste **freshly harvested honey** and pick berries and mushrooms?

## Green Carpathians

The owners of a number of homes located in the Carpathian Mountains are quite inventive in attracting tourists. They can offer you **rafting** on the Cheremosh and Dniester rivers, climbing Mount Hoverla and other mountains, **horseback riding and mountain hiking**, collecting berries and mushrooms with a guide, **riding on mountain bikes and quads**, trips through the mountains in **all-terrain vehicles** etc. You can also check out Lake Synevir, waterfalls, Yaremcha, Uzhgorod, the Mukacheve Castle, Chernivtsi and other famous sights in Western Ukraine.

The accommodation prices depend on the level of comfort of mini-hotels and their proximity to places of interest. Particularly attractive for tourists are the colorful **log cabins built in the spirit of national Ukrainian traditions**. They are often equipped with a **sauna**. Sometimes tourists prefer to stay in small country estates, choosing a place where there are restaurants with national cuisine and places of entertainment nearby. The tourism infrastructure near the ski resort Bukovel is highly developed with expensive hotels that are almost never empty.

Those who want **to go high up in the mountains** should consider the surrounding area of Rakhiv and Drahobrat, where there are houses at altitude of 1,300-1,500 meters above sea level. One can also look for **places that are more remote from civilization**.

## Breathe and swim

In autumn Lake Svityaz, which along with dozens of other lakes is a part of the Shatskiy National Nature Reserve Park, becomes **a real Mecca for green tourists** traveling around Ukraine. There are many cozy cottages on the picturesque banks of the lakes in the natural reserve. These beautiful, nice houses are built with **pine beams** situated 100-300 meters from the lakeshore. A large family or a big company **is better off** renting the entire cottage. Water

in the local lakes is known for its **high silver content**. So, if you have no fear of catching a cold, **go for a dip**. Those who are active can rent a **quad, boat or catamaran**, reserve a cruise on a **yacht**, **go horseback riding**, diving, fishing or go on a walking, **kayaking**, auto, or bicycle excursion.

### Closer to the capital

The best attributes of renting private houses in the central and northern regions of Ukraine are **authentic village traditions** and national cuisine. Some homeowners rebuild old houses, equip them with special ovens and build **hay lofts** especially for tourists. However, there you can also find modern, comfortable houses **amidst the natural surroundings**.

To learn what real village life is about, go to Cherkasy Oblast – the homeland of poet Taras Shevchenko. Chernihiv Oblast invites tourists to enjoy the beauties of the romantic Desna River. Vinnytsya Oblast attracts tourists with its **rocky banks and rapids** of the Pivdenniy Buh River. Not far from Kyiv, it is also possible to rent a house near the Kyiv Sea and **go on a splendid fishing trip**.

### Closer to the seaside

There are plenty of wonderful places to visit in the Crimea, though ‘Green tourism Crimean style’ is the most expensive. Besides accommodation, tourists are offered **decent living conditions**, swimming pools, different excursions, diving, a **jeep safari**, and traditional Tatar cuisine for an extra charge.

In general, wherever you decide to go, green tourism is a pleasant experience. Nature in Ukrainian rural areas will put you in a good mood and give the strength to last until the next vacation.

**87** A. Define if the following statements are true or false, find the sentences in the article that prove it.

1. The owners of private estates in Ukrainian villages offer a hearty reception and entertainment opportunities.
2. If one vacationed in the Maldives, Seychelles or Thailand, they will most certainly go there again, but some of them may also want a different kind of vacation.
3. The best choice to go on a green vacation is to drive not far from big Ukrainian cities like Chernihiv or Kharkiv.
4. Such a form of recreation as green tourism can save you some money.
5. You can check out Lake Synevyr, splendid waterfalls, Lake Svityaz in the Rivne region.

6. The accommodation prices in the Carpathian Mountains are practically the same in all villages of this region.
7. If you want to enjoy the beautiful nature of Lake Svityaz, you will have to rent a minivan or a trailer to get there, because there are no cottages available for renting near the lakeshore.
8. You can find modern, comfortable houses amidst the natural surroundings if you decide to go on a green vacation in Ukraine.
9. Those who are staying near rivers and lakes have at their disposal such forms of entertainment as a quad, boat, catamaran, liner, or yacht.
10. The Shatskiy National Nature Reserve Park is a real Mecca for green tourists in Ukraine.

### **B. Answer the questions.**

1. Why do people turn to alternative kinds of vacation?
2. What is 'green tourism'?
3. How do agreeable hosts of the Carpathian Mountains attract tourists?
4. What influences the price of accommodation for tourists in the Carpathian Mountains region?
5. Why is Lake Svityaz considered to be a real Mecca for green tourists?
6. What are the activities that green tourists can enjoy near the lake?
7. What is particularly attractive in renting private houses?
8. What can the central regions, such as Vinnytsya and Cherkasy, offer for vacationers?

**88** Translate the words and word-combinations into Ukrainian; memorize them for further use in your speech.

Hustle and bustle; concrete jungle; rustic natural environment; a hearty reception; a plethora of entertainment opportunities; from head to toe; curative; a best bet; recreation; freshly harvested honey; rafting; horseback riding and mountain hiking; riding on mountain bikes, all-terrain vehicles; log cabins built in the spirit of national Ukrainian traditions; to go high up in the mountains; a place remote from civilization; a real Mecca for; pine beam; to be better off; to go for a dip; a quad; a catamaran; a yacht; to go horseback riding; diving; kayaking; authentic village traditions; hay loft; amidst the natural surroundings; benevolent host; rocky banks and rapids; to go on a splendid fishing trip; decent living conditions; a jeep safari.

**89** Translate into English.

Метушня; бетонні джунглі; сільське природне середовище; щирий

прийом; безліч можливостей для розваг; з голови до ніг; лікувальний; кращий вибір; відпочинок; свіжий мед; рафтинг; катання на конях і гірські походи; подорожі на гірських велосипедах, позашляховиках; хати побудовані в національних українських традиціях; сауна; подорожувати високо в горах; місця віддалені від цивілізації; справжня Мекка для туристів; соснові балки/зруби; буде краще якщо...; зануритися; квадроцикл; яхта; каякінг, справжні традиції села; сіновал; серед природи; доброзичливі господарі; скелясті береги і пороги; піти на рибалку; пристойні умови.

**90**

**In the dictionary find synonyms for the following words and expressions.**

- A plethora
- From head to toe
- Curative
- Recreation
- A best bet
- To go for a dip
- A real Mecca
- Amidst

**91**

**Translate into English**

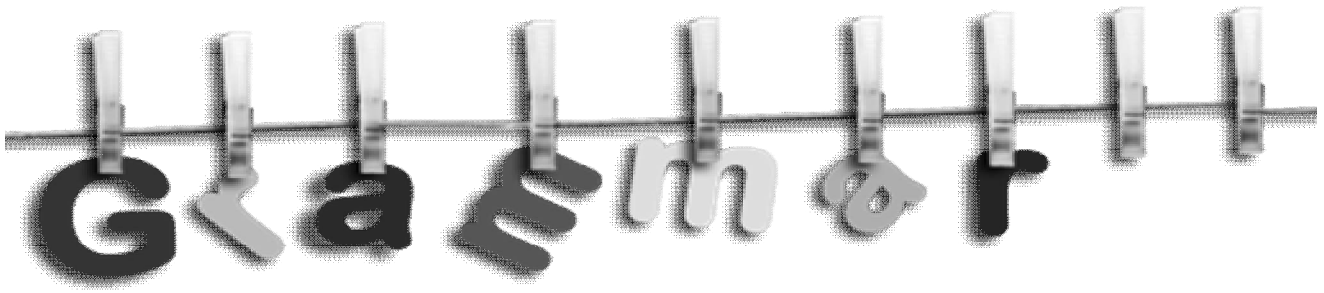
1. Якщо ви хочете змінити оточення та втекти від метушні сучасного міста, найкраще рішення – це поїхати у віддалені куточки сільської природи, де місцеві мешканці запропонують щирий прийом та безліч розваг.
2. Зрештою, де ще ви змогли б поласувати щойно зірваним яблуком, свіжим медом з вулика, позбирати гриби та ягоди?
3. У Карпатах можна подорожувати на позашляховиках, їздити на гірських велосипедах та квадро циклах, або просто здійснити гірських похід з компанією друзів та гідом.
4. Восени справжньою Меккою для туристів стає озеро Світязь. В 100-300 метрах від води тут розташовано багато затишних котеджів, побудованих із соснових зрубів. Якщо ви не боїтеся у цю пору року захворіти на застуду, то можете зануритися у цілющі води місцевих озер, які широко відомі високим вмістом срібла.
5. Справжні традиції українського села можна пізнати у центральних та північних регіонах. Хоча серед природного середовища тут вже зараз можна побачити сучасні комфортабельні мастки, однак багато

місцевих жителів спеціально для туристів оновлюють старі хати, добудовують спеціальні печі та сіновали.

6. Відпочинок у Криму залишається найдорожчим задоволенням. Тут окрім помешкання та пристойних житлових умов, туристам пропонують різні екскурсії, дайвінг сафарі на джипі, скуштувати традиційну татарську кухню, тощо.

**95**

**You have recently returned home after an eco-holiday and your friends want you to tell them about this alternative form of tourism and to show them pictures of the place you have visited. Prepare a project.**



## Grammar Focus

Present Simple	Present Continuous (to be + verb -ing)
<ul style="list-style-type: none"> <li>• facts and permanent states. <i>Ralph works for a plumbing company.</i></li> <li>• general truths and laws of nature. <i>The Moon revolves around the earth.</i></li> <li>• habits and routines. (with <b>always, usually</b>, etc.) <i>We usually rent films at the weekends.</i></li> <li>• timetables and programmes (in the future). <i>My plane <b>lands</b> at 6:05 exactly.</i></li> <li>• sporting commentaries, reviews and narrations. <i>Lee <b>swings</b> his bat and <b>scores</b> a home run.</i></li> <li>• <i>likes and dislikes.</i> I <b>love</b> Slovenia; it's a beautiful country.</li> </ul>	<ul style="list-style-type: none"> <li>• for actions taking place at or around the moment of speaking. <i>He is washing his car now.</i></li> <li>• for temporary situations. <i>We are replacing the carpets in the bedrooms this weekend.</i></li> <li>• for fixed arrangements in the near future. <i>We're signing up for a yoga class tomorrow.</i></li> <li>• for currently changing and developing situations. <i>The days are becoming shorter and shorter.</i></li> <li>• with adverbs such as <b>always</b> to express anger or irritation at a repeated action. <i>You are always blaming others for your mistakes.</i></li> </ul>
<p><b>The time expressions we use with the present simple are:</b> usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.</p>	<p><b>The time expressions we use with the present continuous are:</b> now, at the moment, at present, these days, nowadays, still, today, tonight, etc</p>

## Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see, hear, smell, taste, feel, look, sound, seem, appear, etc**) This fabric **feels** luxurious.
- verbs of perception (**know, believe, understand, realise, remember, forget, etc**) I **realise** this is difficult for you.
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want, etc**) Helena **enjoys** old black and white films.
- and some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, own, weigh, wish, have, keep, etc**) My cat **weighs** more than my dog.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

### Notes:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.

*We really **enjoy** staying home on Friday nights.* (general preference)

**BUT:** *I'm **enjoying** this novel very much.* (specific preference)

- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning. Peter's tooth is hurting. = Peter's tooth hurts.

Present Simple	Present Continuous
<b>THINK</b>	
I <b>think</b> she's a very good listener. (=believe)	She <b>is thinking</b> about selling her computer. (=is considering)
<b>HAVE</b>	
She <b>has</b> a large collection of Elvis memorabilia. (=owns, possesses)	I <b>am having</b> a fantastic time. (=am experiencing)

	<i>She is having a shower. (= is taking)</i> <i>He is having breakfast. (= is eating)</i>
<b>SEE</b>	
I can <i>see</i> my home from up here. (= it is visible)	My mother <i>is seeing</i> an ear specialist next week. (= is meeting with)
I can <i>see</i> now that she was wrong for me. (= understand)	
<b>TASTE</b>	
The chocolate <i>tastes</i> bitter. (= it is, has, the flavour of)	Connie <i>is tasting</i> the soup to see if it is spicy. (= is testing)
<b>SMELL</b>	
Your breath <i>smells</i> of cigarettes. (= has the aroma)	I <i>am smelling</i> my roses. (= am sniffing)
<b>APPEAR</b>	
He <i>appears</i> to be a gentleman. (= seems to be)	I <i>am appearing</i> in a new Broadway play. (= performing)
<b>FIT</b>	
My dress <i>fits</i> her perfectly. (= it's the right size)	Frank <i>is fitting</i> an extra lock at the front door. (= is attaching; installing)

**1**

**Insert the Present Simple or Present Continuous.**

1. "Where is Kitty?" "Susan \_\_\_ her to bed." (to put) (Collins)
2. Light \_\_\_ more quickly than sound, (to travel)
3. I should like to know why you \_\_\_ always \_\_\_ (to read) (Maugham)
4. "Sorry, Ted. I must go. I'm late." "Where \_\_\_ you \_\_\_?" "I \_\_\_ to have tea with Nurse Hopkins." (to go, to go) (Christie)
5. He \_\_\_ best, who \_\_\_ last, (to laugh, to laugh)
6. I don't interrupt people when they \_\_\_ (to read) (Collins)
7. I never \_\_\_ him doing any work there, whenever I \_\_\_ He \_\_\_ behind a bit of glass all day. (to see, to go in, to sit) (Jerome K. Jerome)
8. Actions \_\_\_ louder than words, (to speak)
9. Robert \_\_\_ just now \_\_\_ to my uncle, and they \_\_\_ hands. (to speak, to shake) (Ch. Bronte)
10. And now my written story ends. I look back, once more – for the last time – before I close these leaves. I \_\_\_ myself, with Agnes at my side, journeying along the road of life. I \_\_\_ our children and our friends around us; and I \_\_\_ the roar of many voices, not indifferent to me as I travel on. (to see, to see, to hear) (Dickens)
- 11.



"Why \_\_\_ you \_\_\_ ?" she cried. "Because you \_\_\_ nonsense." (to answer – negative, to talk) (Maugham) 12. Every star \_\_\_ its own orbit, (to have) 13. My tooth-brush is a thing that haunts me when I \_\_\_ and \_\_\_ my life a misery, (to travel, to make) (Jerome K. Jerome) 14. This is Mr. Slush's latest book. It \_\_\_ a wonderful sale, (to have) (Leacock) 15. A stitch in time \_\_\_ nine. (to save) 16. "I've got fever, Kong," gasped Skelton. "Get me the medicine chest and blankets, I \_\_\_ to death!" (to freeze) (Maugham) 17. That's the way she always \_\_\_ (to talk) (Twain) 18. I'm so careless. I \_\_\_ always \_\_\_ my bag about, (to leave) (Maugham) 19. "Hallo, darling. You \_\_\_ very tragic." (to look) (Christie) 20. I \_\_\_ to you house next Thursday. (to come) (Hilton)

2

## Translate into English.

**A** 1. Не говоріть так голосно. Я вас добре чую. 2. Темнішає. 3. Я їду в Будапешт наступного тижня. 4. Коли б я не прийшла до вас, ви завжди працюєте. 5. Де ваш брат? - Він проводить друга. 6. Пароплав відходить завтра. 7. Я чую кроки. Хтось іде сюди. 8. Не турбуйте його, коли він працює. 9. Мій брат завтра їде до Польщі. 10. Ви почуваетесь краще сьогодні?

**B** 1. Де ж твій новий приятель? - Його немає вдома; він зазвичай встає рано і відправляється куди-небудь. (Тургенєв) 2. Її очі сяють, коли вона говорить з Пламеневим. (Пермяк) 3. Чи знаєш ти, про що я думаю? (Тургенєв) 4. Ви їдете в Ставрополь? (Лермонтов) 5. Тобі подобається моя сестра? (А. Толстой) 6. Підніміться нагору. Вас чекає Валентина Павлівна. (Тендряков) 7. Петро, чому ти не їси? (Булгаков) 8. Здрастуй ... Як почувашся? (Тендряков) 9. У школі заняття починаються о дев'ятій годині ранку. (Пермяк) 10. Ні! я не завжди сміюся! Я зовсім не весела людина. (Тургенєв) 11. Мамо, хто це свистить? (А. Толстой) 13. У неї гарний голос, але співає вона погано. (Лермонтов) 14. Вікторе, ти мене чуєш? - Наполегливо запитав Зав'ялов. (Чаковський)

Present Perfect (have + past participle)	Past Simple
<ul style="list-style-type: none"> <li>an action that happened at an unstated time in the past. The emphasis is on the action. The time when it occurred is unimportant or unknown. I have seen the film. Tina has visited Rome twice.</li> </ul>	<ul style="list-style-type: none"> <li>for an action that occurred at a definite time (stated or implied) in the past. <i>The football organisation <b>fired</b> the team's coach yesterday.</i></li> <li>for actions that happened immediately after one another in the</li> </ul>

<ul style="list-style-type: none"> <li>• an action which started in the past and continues up to the present, especially with stative verbs (see above) such as be, have, like, know, etc. I have been a teacher for seven years.</li> <li>• a recently completed action. I have completed the tax form.</li> <li>• personal experiences or changes. She has dyed her hair pink.</li> </ul>	<p>past. <i>He <b>opened</b> the window and <b>shouted</b> to his friend.</i></p> <ul style="list-style-type: none"> <li>• for habits or states which are now finished. <i>My uncle <b>worked</b> in a supermarket when he was younger.</i></li> <li>• Note that <i><b>used to</b></i> can also be used instead of the past simple for habits/repeated actions in the past.</li> </ul>
<p><b>The time expressions we use with the present perfect are:</b> for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still, yet, etc.</p>	<p><b>The time expressions we use with the past simple are:</b> yesterday, then, when, How long ago ...?, last night/week/ month/year/friday/October etc, three days/weeks etc ago, in 1999, etc.</p>

### 3 Insert the Present Perfect or Past Simple.

1. You \_\_\_ never \_\_\_ me why you're called Tony when your name is James, (to tell) (*Galsworthy*)
2. I \_\_\_ her name in the papers rather often of late, (to see) (*Maugham*)
3. "The rain \_\_\_, carino," Montanelli said after sunset. "Come out; I want to have a talk with you." (to stop) (*Voynich*)
4. "\_\_\_ you \_\_\_ a job?" "There are none." (to find) (*Galsworthy*)
5. "\_\_\_ you \_\_\_ all the necessary preparations incident to Miss Sedley's departure, Miss Jemima?" asked Miss Pinkerton. (to complete) (*Thackeray*)
6. His father \_\_\_ just a week ago to-day, (to die) (*Galsworthy*)
7. I know where you the morning, (to spend) (*Austen*)
8. Gh! You \_\_\_. someone with you. Introduce me. (to bring) (*Shaw*)
9. Barbara! You \_\_\_ the education of a lady. Please, let your father see that and don't talk like a street girl, (to have) (*Shaw*)
10. ""Let's go," said Abraniovici; "I \_\_\_ my appetite." (to lose) (*Heym*)
11. "Oh — oh — you are Mary Gerrard?... You \_\_\_ I — I wouldn't have recognized you." (to change) (*Christie*)
12. "Where's the paper?" asked Edward. «I \_\_\_ the leading article yet." (to read — negative) (*Maugham*)
13. Montanelli \_\_\_ awake the whole night through, (to lie) (*Voynich*)
14. Mr. Worthing, I suppose, \_\_\_ from London yet? (to return — negative) (*Wilde*)
15. It's the most tasteless, repulsive idea I \_\_\_ ever \_\_\_ of (to hear). (*Murdoch and*

*Priestley*) 16. Mother, I \_\_\_ just \_\_\_ to him. (to write) (*Wilde*) 17. My hands are all wet with these roses. Aren't they lovely? They \_\_\_ up from Selley this morning. (to come) (*Wilde*) 18. Young Mako \_\_\_ a match, \_\_\_ his pipe, and \_\_\_ them slowly, (to strike, to light, to approach) (*Abrahams*) 19. In fact I \_\_\_ just \_\_\_ a telegram to say that my poor friend Bunbury is very ill again, (to have) (*Wilde*) 20. You \_\_\_ even \_\_\_ at that book I got you on the war in the Pacific, (to look — negative). (*Murdoch*) 21. When \_\_\_ you first \_\_\_ the co-respondent...? (to see) (*Galsworthy*) 22. We \_\_\_ in silence for a few minutes. He \_\_\_ at last, (to sit, to speak) (*Dickens*) 23. "I \_\_\_ so little experience yet," she said. "I only \_\_\_ school yesterday, you see." (to have, to leave) (*Beresford*) 24. "I \_\_\_ surely \_\_\_ very long," returned Florence. "When \_\_\_ I \_\_\_ here? Yesterday?" (to sleep, to come) (*Dickens*) 25. I \_\_\_ Ann at her father's house twenty odd years ago and \_\_\_ her ever since, (to meet, to know) (*Stone*)

**4**

#### **Translate into English.**

**A** 1. Ви написали контрольну роботу? Покажіть мені її. 2. Вона написала останню контрольну роботу без помилок. 3. Я давно бачила цю п'єсу. Я вже забула її. 4. Я давно з нею познайомилася. 5. Я давно її не бачила. 6. Я давно прийшла сюди. Я тут з дев'яти годин. 7. Я тільки що бачила Ярослава Юрійовича. Він нещодавно приїхав з Парижа. 8. Я не чула вашого питання. 9. Що ви сказали? 10. Я не чула, що ви сказали. 11. Хотілося б знати, куди вона поклала мої книги. 12. Вчора у нас була цікава лекція про міжнародне становище. Всі студенти були присутні на лекції. 13. Коли ви почали читати цю книгу? - Ми почали читати її минулого тижня.

**B** 1. Ви читали "Злочин і кару"? 2. Місяці три тому, він поїхав до Грузії. З того часу ми не зустрічалися. (Лермонтов) 3. «Хіба гості поїхали?» - Запитав Лаврецький. (Тургенєв) 4. «Лист з Лондона прийшов?» - Запитала Єлизавета трохи згодом. - «Прийшов ... через три дні». (Тургенєв) 5. «Я давно не грала», - заперечила Варвара, негайно сідаючи за фортепіано. (Тургенєв) 6. «Коли ви отримали цей журнал?» - Промовила Ліза. (Тургенєв) 7. Учора в музеї я вперше побачив динозавра. 9. «Коли він захворів?» - Запитала Олена. «На третій день; з учорашнього дня я тут ». (Тургенєв) 10. У тебе з того часу трохи потемніло волосся. (Пермяк) 11. Я радий, якщо ви це зрозуміли. (Кожевников) 12. «Давно ви приїхали? Чи зустрічалися ви з турагентом? ». - « Я вчора приїхала ... Так, я бачила і говорила з ним ».

**5**

#### **Insert the Present Simple or the Present Perfect.**

1. My child, what brings you here before I \_\_\_ ? (to breakfast) (*Ch. Bronte*) 2. I'll go there directly I \_\_\_ my breakfast, (to finish) (*Dickens*) 3. "My dear Bertha," said Miss Ley, "the doctor will have an apoplectic fit, if you \_\_\_ such things." (to say) (*Maugham*) 4. When you \_\_\_ your fortune, you must come back and assert yourself in London, (to make) (*Wilde*) 5. "Yes, dear, but till she \_\_\_ you herself, I can't say more." (to tell) (*Galsworthy*) 6. I must go to him, Martin, now, literally tonight, as soon as I \_\_\_ some things, (to pack) (*Murdoch and Priestley*) 7. As soon as Harry \_\_\_ his letters, we're going for a walk, (to finish) (*Maugham*) 8. "Are you ill, darling?" "I shall know that when Dr. Cornish \_\_\_ me." (to examine) (*Maugham*) 9. My dearest Edith will be her natural and constant guardian when you \_\_\_. (to return) (*Dickens*) 10. "If you \_\_\_," Scotty said, "I can give you something to eat." (to get up) (*Aldridge*) 11. When I meet with real poetry, I cannot rest till I \_\_\_ it by heart, (to learn) (*Ch. Bronte*) 12. Signor Rivarez, you must take something before you \_\_\_ (to go) (*Voynich*) 13. I dare not approach the subject of the moonstone again until time \_\_\_ something to quiet her. (to do) (*Collins*) 14. If you \_\_\_ to speak to us, wait till my brother \_\_\_ (to want, to come) (*Hardy*) 15. If you \_\_\_, shall we set off for Hunterbury? (to finish) (*Christie*) 16. But perhaps we can continue this chat when my dear brother \_\_\_ (to go) (*Murdoch*)

Present Perfect Continuous (have been + verb -ing)	Past Continuous (was/were + verb -ing)
<ul style="list-style-type: none"> <li>• to put emphasis on the duration of an action which started in the past and continues up to the present. <i>You have been reading that book all day.</i></li> <li>• for an action which started in the past and lasted for some time. It may still be continuing or has finished already, with the result visible in the present. <i>My eyes are teary because I have been chopping onions.</i></li> <li>• to express anger, irritation or annoyance. <i>She has been using my perfume without asking me.</i></li> <li>• for repeated actions in the past continuing to the present. <i>I have learned the piano piece because I have</i></li> </ul>	<ul style="list-style-type: none"> <li>• for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). <i>We were watching the tennis match when there was an electricity black-out.</i></li> <li>• for two or more simultaneous actions in the past. <i>I was writing out the invitations while Philip was addressing the envelopes.</i></li> <li>• for an action which was in</li> </ul>

<p><i>been practising every day.</i></p>	<p>progress at a stated time in the past. We don't mention when the action started or finished. <i>At 7 o'clock last night, I was working out at the gym.</i></p> <ul style="list-style-type: none"> <li>to describe the atmosphere, setting, etc and to give background information to a story. <i>A light breeze was blowing and the sun was shining I was reading by the pool when I heard a scream.</i></li> </ul>
<p><b>The time expressions we use with the present perfect continuous are:</b> for, since, how long ...?, all day/morning/ month etc, lately, recently</p>	<p><b>The time expressions we use with the past continuous are:</b> while, when, as, all morning/evening/day/week, etc.</p>
<p><b>Note:</b> with the verbs live, work, teach and feel we can use the present perfect or the present perfect continuous with no difference in meaning. <i>We have lived/have been living in Athens for the past two years.</i></p>	<p><b>Note:</b> When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by using the present participle (-ing form) and leave out the verb <b>to be</b>. <i>We were walking along and we were talking about our day (= We were walking along, talking about our day.)</i></p>

<p><b>Past Perfect (had + past participle)</b></p>	<p><b>Past Perfect Continuous (had been + verb -ing)</b></p>
<ul style="list-style-type: none"> <li>for an action which happened before another past action or before a stated time in the past. <i>Judy had finished her homework by seven o'clock.</i></li> <li>for an action which finished in the past and whose result was visible</li> </ul>	<ul style="list-style-type: none"> <li>to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with for or since <i>The cake had been baking in the oven for about an hour when I realised that I</i></li> </ul>

at a later point in the past. *He **had heard** the news a few days earlier and he was still in shock.*

- for a general situation in the past. *Everyone **had been** pleasant in the beginning.*

*hadn't even turned it on.*

- for an action which lasted for some time in the past and whose result was visible in the past. *He **had been travelling** all night and he was exhausted.*

- 

6

**The time expressions we use with the past perfect are:** before, after, already, just, for, since, till/until, when, by the time, never, etc.

**The time expressions we use with the past perfect continuous are:** for, since, how long, before, until, etc.

### Insert the Past Indefinite or Past Perfect.

1. Gemma \_\_\_ badly the last few nights, and there were dark shadows under her eyes, (to sleep) (*Voynich*) 2. When he returned to his hotel he found a message that someone \_\_\_ in his absence... (to telephone) (*Hilton*) 3. The Gadfly \_\_\_ a moment, glancing furtively at Gemma; then he \_\_\_ (to pause, to go on). (*Voynich*) 4. They \_\_\_ the door of their inn, and \_\_\_ a little way down the village, before they \_\_\_ the precise spot in which it stood, (to pass, to walk, to recollect) (*Dickens*) 5. The moon \_\_\_ There was nothing to dispel the dark of the night, (to rise — negative) (*Abrahams*) 6. Hardly \_\_\_. she \_\_\_ when a very stout gentleman \_\_\_ into the chair opposite hers, (to sit down, to flop) (*Mansfield*) 7. They did not speak to him again, until he \_\_\_ (to eat) (*Greene*) 8. Now the madman on the stairs spoke again and his mood \_\_\_ suddenly \_\_\_ ; he seemed quietly merry, (to change) (*Priestley*) 9. When Martini \_\_\_ the room, the Gadfly turned his head round quickly, (to enter) (*Voynich*) 10. No sooner \_\_\_ he \_\_\_ a drink himself, than Mrs. Fettle \_\_\_ in. (to take, to look) (*Lessing*) 11. Those grey hairs startled me. I \_\_\_ they were there, (to know — negative) (*Cain*) 12. Gemma \_\_\_ her hand and \_\_\_ into the house. When the door \_\_\_ behind her he \_\_\_ and \_\_\_ the spray of cypress which \_\_\_ from her breast, (to pull away, to run, to close, to stoop, to

pick up, to fall). (*Voynich*) 13. The fire \_\_\_ dead, the moon \_\_\_ down, and the window —grey before I went to sleep, (to be, to go, to be). (*Cain*) 14. I told him everything. He \_\_\_ and \_\_\_, like a figure cut in stone, till I \_\_\_ (to stand, to listen, to finish) (*Voynich*) 15. When I \_\_\_ Viste Grande towards dusk I found two notes awaiting me... (to reach) (*Hilton*) 16. He \_\_\_ hardly \_\_\_ another cigarette when the general \_\_\_ into the courtyard, (to light, to come). (*Maugham*) 17. Gemma went slowly down the stairs, Martini following in silence. She \_\_\_ to look ten years older in these few days, and the gray streak across her hair \_\_\_ into a broad band, (to grow, to widen) (*Voynich*) 18. Presently the sounds of voices and footsteps approaching along the terrace roused her from the dreamy state into which she \_\_\_ (to fall) (*Voynich*) 19. She was a woman of nearly fifty who \_\_\_ obviously \_\_\_ pretty once. (to be) (/ . Shaw) 20. They crouched down behind the group of statuary and \_\_\_ till the watchman \_\_\_ (to wait, to pass) (*Voynich*) 21. Moreover, to him [the doctor] the affair was commonplace; it was just a hysterical woman who \_\_\_ with her lover and \_\_\_ poison, (to quarrel, to take) (*Maugham*) 22. The moon \_\_\_ yet \_\_\_ I sat in the sultry dark, making patterns with the end of my cigarette and listening, listening, (to rise — negative) (*Hansford Johnson*) 23. One night there Hew over the city a little Swallow. His friends \_\_\_ away to Egypt six weeks before, but he \_\_\_ behind. (to go, to stay) (*Wilde*) 24. By this time Collard's offer \_\_\_ a thing of nightmare, (to become) (*Hansford Johnson*) 25. When Alison \_\_\_ the first strains of the orchestra came stealing out to me from inside the hall, (to disappear) (*Cronin*) 26. He \_\_\_ just \_\_\_ the hall when a stranger \_\_\_ (to leave, to enter) (*Leacock*) 27. On glancing at the address, he observed that it contained no name. The stranger \_\_\_ far, so he made after him to ask it. (to go \_\_\_ negative) (*Dickens*)

**7**

### **Insert the Past Continuous or Past Perfect.**

1. The Gadfly \_\_\_ just \_\_\_ washing the boy, and \_\_\_ him in a warm blanket, when Gemma came in with a tray in her hands. (to finish, to wrap) (*Voynich*) 2. They \_\_\_ the peacock door and stood there, talking, (to reach) (*Galsworthy*) 3. She [Nurse Hopkins] herself \_\_\_ just \_\_\_ and \_\_\_ her bonnet strings when Mary entered. (to come in, to untie) (*Christie*) 4...she could see their faces in a looking-glass. They \_\_\_ evidently \_\_\_ themselves, (to enjoy) (*Mitford*) 5. Mr. Pickwick found that his three companions \_\_\_ and \_\_\_ his arrival to commence breakfast, (to rise, to wait) (*Dickens*) 6. I led her to the sitting room. Antonia \_\_\_ her tears and \_\_\_ her nose again. She greeted Rosemary, (to dry, to powder) (*Murdoch*) 7. When Gemma returned with the milk the Gadfly \_\_\_ the riding-cloak and. \_\_\_ the leather gaiters which Martini \_\_\_ (to put on, to fasten, to bring) (*Voynich*) 8. When I looked up again I saw that she \_\_\_, and \_\_\_ with her hand on the handle of the door, (to move, to stand) (*Du Maurier*) 9. Then, quite

suddenly, I noticed a movement in the garden: someone. \_\_\_ from the gate at the far end of the lawn and \_\_\_ rapidly across towards the house, (to enter, to move) (*Clark*) 10. He hurried out into the big, dim vault of the station... The rain \_\_\_ at the rails and wind was cold after the closed-in carriage, (to lash) (*Lindsay*) II. Elinor \_\_\_ more than half a dozen steps... when a hand fell on her arm from behind, (to take — negative) (*Christie*) 12. When daylight came the storm \_\_\_ still \_\_\_ but the snow \_\_\_. (to blow, to stop) (*Hemingway*)

8

### Translate into English.

**А** 1. Він налаштував скрипку і зіграв сонату. 2. Він налаштував скрипку і грав сонату. 3. Містер Мелл відклав книги вбік і грав на флейті. 4. Містер Мелл відклав книги вбік і став грати на флейті, 5. Том приніс води і побіг гратися з приятелями. 6. Том приніс води і грався з приятелями. 7. Кораблі вийшли з порту і пливли в північному напрямку. 8. Кораблі вийшли з порту і взяли курс на північ. 9. Сем закрив двері за Вільджоком і сів біля каміна. 10. Коли Сарі увійшла в кухню, Сем вже закрив двері за Вільджоном і мішав вогонь у каміні. 11. У будинку було тихо. Діти заснули. 12. У будинку було тихо. Діти спали. 13. Коли я прокинувся, сонце вже зійшло. 14. Коли я прокинувся, сонце вже яскраво світило. 15. Коли я вийшла з дому, вітер уже стих і світило сонце. 16. Днями, коли я проводжала брата, я зустріла на вокзалі приятельку, з якою разом вчилася в школі і яку не бачила багато років. 17. Коли Тавров прийшов, Ольга сиділа в їдальні. Вона читала статтю, яку написала для журналу. Таврів ще не читав статті і попросив Ольгу показати йому її. 18. Коли хлопчик увійшов до кімнати, його батько сидів біля каміна і читав лист, який він отримав за його відсутності. 19. На вулиці було ще світло, але в конторі вже горіли лампи. Марго вже повернулася.

**В** 1. На нижньому поверсі біля виходу я, нарешті, побачив Валю. Вона розмовляла з Лещевим. (*Тендряков*) 2. Ласкер завершив сніданок і відпочивав у кріслі, коли у двері постукали. (*Котоз*) 3. Він [Коврин] вийшов з дому ... Уже сідало сонце ... (*Чехов*) 4. Він встав і сів біля неї на лавку. Ліза вже не плакала і уважно дивилася на нього. (*Тургенєв*) 5. В саду в тіні високого ясена сиділи на дернової лавці Катя з Аркадієм. Обличчя їх змінилися з тих пір, як ми їх бачили востаннє. (*Тургенєв*) 6. Лив сильний дощ, коли Зав'ялов вийшов на вулицю. (*Чаковський*) 7. Я глянув на годинник: за десять сьома. Народа вже почалося. (*Тендряков*) 8. Увечері до них прийшов старий Герман. У напівосвітленій кімнаті Алексєєв грав Брамса, а Тіна, Борис Борисович і старий слухали, сидячи



на балконі. Тіна щойно прочитала лист від Юрія. (*Ніколаєва*) 9. Маврик повернувся з верхотуру?, коли Іллюша вже працював на заводі. (*Пермяк*)

**9** Insert the Present Perfect or the Present Perfect Continuous.

1. I \_\_\_ him since he came back from the East, (to see — negative) (*Greene*) 2. "Ever since I was a young girl," said Miss Ley, "I \_\_\_ not to take things seriously..." (to try) (*Maugham*) 3. I will be your friend: I \_\_\_ always \_\_\_ you. (to like) (*Ch. Bronte*) 4. Your wife flies into a temper and stabs a man you \_\_\_ with for over a year, (to work) (*Hilton*) 5. I \_\_\_ for a long time to make you a little present, Bertha, (to want) (*Maugham*) 6. Lord Caversham \_\_\_ some time in the library for Sir Robert, (to wait) (*Wilde*) 7. I \_\_\_ to England for sixteen years, (to be — negative) (*Maugham*) 8. I suppose you know, Peggy dear, I \_\_\_ awfully fond of you for quite a long time, (to be) (*W. Locke*) 9. It is highly probable you \_\_\_ with him for the last three weeks... (to correspond) (*James*) 10. They \_\_\_ the news in the streets since two o'clock, (to yell) (*Conrad*) 11. "How about playing a little something for me?" he said. "Oh, Lonnie! I \_\_\_ for ages. And I'll wake the children." (to play — negative) (*Benson*) 12. The house \_\_\_ in my charge for more than a year, (to be) (*Du Maurier*) 13. "I can't remember my aunt's address. We \_\_\_ from her for years, (to hear — negative) (*Christie*)

**10** Translate into English.

**A** 1. Скільки часу ви мене чекаєте? 2. Я знаю її вже два роки. 3. Я завжди віддавала перевагу трагедії над комедією. 4. Вони пишуть переказ уже дві години. 5. Скільки часу ви займаєтеся музикою? 6. Мені вже давно хочеться прочитати цю книгу. 7. Я не отримувала від нього листів з серпня. 8. Я не бачила словника з того часу, як ви його взяли з шафи. 9. Я відчуваю себе дуже самотнім з того часу, як брат поїхав. 10. Я дуже стомилася. Я готувалася до іспиту з політичної економії. 11. «Він розповідав мені жахливі історії», - сказала вона, коли Олег вийшов. 12. Чому ви так дивитеся на мене? Ніна вам казала що-небудь про мене?

**B** 1. Олена сказала: - Я шукаю тебе весь вечір. (*Чаковський*) 2. Я не їв з ранку. (*Тендряков*) 3. Ви дійсно знаєте мене шість років. (*Котов*) 4. Я прожила з ним багато років і добре його знаю. (*Тендряков*) 5. Я не бачив її вже два місяці. (*Чаковський*) 6. Я тебе чекала три дні. (*Достоевський*) 7. Катерину Федорівну я знав ще з минулого року. (*Достоевський*) 8. Вони живуть поблизу, на вулиці Жака Колло, близько тридцяти років - з того часу, як приїхали в Париж. (*Сухомлин*)

**11** Insert the Present Continuous or the Present Perfect Continuous.

I. "Oh, Mr. Craddock, let me come near you," cried Mrs. Branderton, "I \_\_\_ to get at you for twenty minutes." (to try) (*Maugham*) 2. I \_\_\_ here all the morning to see either her or Robert. (to wait) (*tilde*) 3. "What's the matter?" "The matter? The girl's ill. She \_\_\_ " (to die) (*Christie*) 4. My dear girl, what \_\_\_ you \_\_\_ about now? (to think) (*Beresford*) 5. I \_\_\_ so much about it since I received your letter, (to think) (*Marryat*) 6. I \_\_\_ the streets of the city for you for two years and this is the first time I've admitted it even to myself, (to search) (*/. Shaw*) 7. I hear you \_\_\_ for a new house, (to look) (*Lindsay*) 8. Of course, we have problems, but we \_\_\_ to handle them, and I must say, quite successfully, (to learn) (*Gow and D'Usseau*) 9. When her voice ceased, he moved uneasily and said, "I \_\_\_ well for the last ten days." (to feel — negative) (*Conrad*) 10. She \_\_\_ extraordinary well to-night (to feel) (*Wells*) 11. What else have I to live for but my children? It's you and the rest of them that I \_\_\_ and \_\_\_ for all these years, (to work, to plan) (*Dreiser*)

**12**

**Insert the Past Simple, Past Perfect, or Past Perfect Continuous.**

1. After some desultory conversation, the Director inquired how long he \_\_\_ Montanelli. (to know) (*Voynich*) 2. It was almost dinner-time by then, and we \_\_\_ no food all day, but neither of us was hungry, (to have) (*Hilton*) 3. We \_\_\_ in silence for some time when Ah-Yen spoke, (to smoke) (*Leacock*) 4. The party \_\_\_ already \_\_\_ for a week before I could get away from London, (to sail) (*Snow*) 5. Breakfast \_\_\_ long \_\_\_ on the table, when Arthur came tearing into the room, (to be — negative) (*Voynich*) 6. Me. Morrough, who \_\_\_ my doctor for some years and \_\_\_ also my friend, came at once, (to be, to be) (*Hansford Johnson*) 7...since his arrival in April he \_\_\_ simply \_\_\_ round the house, helping Ann with the washing up, running errands, (to hang) (*Murdoch*) 8. She \_\_\_ there more than two months when she fell down a flight of steps and hurt her spine, (te be — negative) (*Mansfield*) 9. He found that he \_\_\_ stockstill for over half an hour, wrestling with his thoughts, (to stand) (*Lindsay*) 10. Bertha \_\_\_ at her husband since he came into the room, unable in astonishment to avert her eyes, (to look) (*Maugham*) 11. For a week the Gadfly \_\_\_ in a fearful state, (to lie) (*Voynich*) 12. After he \_\_\_ about three hours, he arrived at the Doctor's house, (to walk) (*Wilde*) 13. The Carrier expected that Tackleton would pay him an early visit, and he was right. He \_\_\_ to and fro before his open door many minutes when he saw the toy merchant coming in his chaise along the road, (to walk — negative) (*Dickens*) 14. They \_\_\_ from noon till sunset, (to journey) (*Ch. Bronte*) 15. Marian broke up their talk, and told Mr. Townsend to run away to her mother, who \_\_\_ for the last half hour to introduce him to Mr. Almond, (to wish) (*James*) 16. I went into a fish-and-chip shop in a poor street near the station. I \_\_\_ since lunch and I ordered myself a twopenny portion of chips, (to eat — negative)

(Cronin) 17. The feeling of an overhanging disaster, which \_\_\_ ever since his father's stroke, settled down over his mind, (to grow) (Lindsay)

**13 Translate into English.**

**А** 1. Я два тижні гостювала у приятельки. 2. Я вже два тижні гостювала у приятельки, коли отримала ваш лист. 3. Він учора о 2:00 грав на скрипці. 4. Він уже цілу годину грав на скрипці, коли ми прийшли. 5. Дівчина довго грала на роялі, і ми слухали її з великим задоволенням. 6. Сестра була хвора вже кілька днів, коли я дізнався про це. 7. Мересьєв довго лежав без свідомості, коли його помітили хлопчики з найближчого села. 8. Хлопчик почав працювати на заводі, де його батько пропрацював двадцять років.

**В** 1. Лем довго сидів на своєму ліжку з нотним зошитом на колінах. (Тургенєв) 2. До вечора їм вже здавалося, що вони знають один одного все життя. (Чаковський) 3. Таня довго стояла перед чорною дошкою у вестибюлі. (Слепухін) 4. Йому було важко. Він давно кохав Наталю. (Тургенєв) 5. Анна Якимівна була голодна, оскільки з самого ранку нічого не їла. (Чехов) 6. Забігла Раєчка - вже три дні вона не працювала. (Слепухін) 7. Більше години провів він у неї. (Тургенєв) 8. Минуло два роки з тих пір, як він бачив Віктора востаннє. (Чаковський)

**14 Insert the Past Continuous, Past Perfect, or Past Perfect Continuous.**

1. Abbey resumed the newspaper she \_\_\_ (to read) (Dickens) 2. By three o'clock he \_\_\_ all his own cigarettes and those he could borrow from others. He \_\_\_ about lunch, (to finish, to forget) (Wilson) 3. When she came out again her tears and cries \_\_\_, but there was a band of rosy flush across her forehead, (to cease) (Hansford Johnson) 4. He \_\_\_ still \_\_\_ at her, when two of the prowlers halted on his left, (to gaze) (Lindsay) 5. Approaching the door, she found herself face to face with Mr. Linley. He \_\_\_ just \_\_\_ directions to one of the servants, and was re-entering the drawing-room, (to give) (Collins) 6. Rosa made a contemptuous gesture. Then she tossed the book she \_\_\_ on to the ground, (to read) (Murdoch) 7. I got up from where I \_\_\_ at the Carlton House writing table and went over to the fireplace, (to sit) (Murdoch) 8. She looked up at him, and found he \_\_\_ her closely, (to watch) (Wells) 9. She was on the edge of tears, as nearly dishevelled as so tidy and businesslike a girl could be. I thought she \_\_\_ (to cry) (Hansford Johnson) 10. It \_\_\_, but it \_\_\_, and a street lamp some way off streaked the roadway with reflections, (to rain \_\_\_ negative, to rain) (Murdoch) 11. Cowperwood got up. He was a little afraid now of this deep-seated passion he \_\_\_ (to arouse) (Dreiser) 12. She picked up the chair she \_\_\_ in and quickly

slipped away with it into the house, (to sit) (*Maugham*) 13. Elinor \_\_ still \_\_ at this missive... when the door opened, (to stare) (*Christie*) 14. "Oh, don't get up, dear Miss Ley," said the visitor as her hostess slowly rose from the sofa upon which she \_\_ so comfortably \_\_. (to lie) (*Maugham*)

**15 Translate into English.**

**А** 1. Вона відклала в сторону листа, якого писала, і задумалась. 2. Вона пішла на пошту відправити листа, якого написала напередодні. 3. Всі ще спали, коли задзвонив телефон. 4. В саду нікого не було. Пахло свіжоскошеною травою. Мабуть, садівники косили. 5. Сад втратив свою принадність: садівники скосили всю траву. 6. На щастя, він не помітив її запалених очей і не здогадався, що вона плакала. 7. Сью уважно спостерігала за Джонсі, коли та відкрила очі. 8. Сью, яка деякий час спостерігала за своєю хворою подругою, підійшла до її ліжка. 9. Вона відклала вбік книгу, яку читала. 10. Вона написала лист і читала книгу. 11. Пеготті впустила панчошу, яку вона зашивала. 12. Пеготті відклала панчошу, який вже зашила.

**В** 1. Нежданов до того здивувався, що навіть не підвівся зі стільця, на якому сидів. (*Тургенєв*) 2. Одинцова опустила у те ж крісло, на якому сиділа напередодні. (*Тургенєв*) 3. В цей час один офіцер, що сидів у кутку кімнати, встав. (*Лермонтов*) 4. Олена швидко закрила книгу, яку читала, і відійшла від столу. (*Достоевський*). 5. Анна випустила його руку, яку хвилину тому так міцно стискала. (*Чаковський*)

Future Simple will + bare infinitive	Future Continuous (will be + V-ing)
<ul style="list-style-type: none"> <li>• decisions made at the moment of speaking. <i>e.g. It's hot in here, I'll open a window.</i></li> <li>• predictions about the future, based on what we think, believe or imagine, using the verbs <b>think, believe, expect</b> etc., the expressions <b>be sure, be afraid</b> etc., and the adverbs <b>probably, certainly, perhaps</b> etc. <i>e.g. He will probably call you later.</i></li> <li>• promises, threats, warnings, requests, hopes and offers. <i>e.g. Will you help me clean up this</i></li> </ul>	<ul style="list-style-type: none"> <li>• for actions which will be in progress at a stated future time. <i>e.g. I'll be working in the bank.</i></li> <li>• For actions which will definitely happen in the future as the result of a routine or arrangement. <i>e.g. I will be visiting my grandparents at the weekend.</i></li> <li>• When we ask politely about someone's plans for the near future. <i>Will you be finishing with that book soon?</i></li> </ul>

<p><i>mess?</i></p> <ul style="list-style-type: none"> <li>• Actions, events, situations which will definitely happen in the future and which we can't control. <i>e.g. Sue <b>will be</b> three years old in June.</i></li> </ul>	
<p>&gt; <b>be going to</b></p> <ul style="list-style-type: none"> <li>• for plans, intentions or ambitions for the future. <i>e.g. I'm <b>going to</b> a doctor when I finish university.</i></li> <li>• Actions we have already decided to do in the near future. <i>e.g. Steve <b>is going to work</b> with his dad during the summer holidays.</i></li> <li>• predictions based on what we can see or what we know, especially when there is evidence that something will happen. <i>e.g. The sky is very clear, it's <b>going to be</b> cold tonight.</i></li> </ul>	<p><b>Time clauses when talking about the future:</b></p> <p>When we are using the <b>present simple</b> or <b>present perfect</b>, but NOT future forms, we use words and expressions such as <b>while, before, until/till, as when, whenever, once, as soon as, as long as, by the time</b>, etc to introduce time clauses. <i>By the time we get there the film will have started. (NOT: <del>By the time we will get...</del>)</i>. We also use the <b>present simple</b> and <b>present perfect</b> but NOT future forms after words and expressions such as <b>unless, if, suppose/supposing, in case</b> etc. <i>Take an umbrella in case it rains later. (NOT: <del>...in case it will rain...</del>)</i></p>
<p><b>Time expressions</b> we use with the future simple and <i>be going to</i> are: <i>tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month etc.</i></p>	<p>We use future forms with:</p> <ul style="list-style-type: none"> <li>• when – when it is used as a question word. <i>When will you <b>be going</b> shopping next?</i></li> <li>• <b>if/whether</b> – after expressions which show uncertainty/ignorance etc, such as <b>I don't know, I doubt, I wonder, I'm not sure</b>, etc. <i>I don't know <b>whether</b> he will get the job.</i></li> </ul>
<p><b>Future Perfect</b> <b>will have + past participle</b></p>	<p><b>Future Perfect continuous</b> <b>will have been + V-ing</b></p>
<ul style="list-style-type: none"> <li>• we use the <b>future perfect</b> for actions that will have finished before a started time in the future. <i>We <b>will have finished</b> our course by the end of June.</i></li> </ul> <p><b>Time expressions</b> we use with the</p>	<ul style="list-style-type: none"> <li>• we use the <b>future perfect continuous</b> to emphasise the <b>duration</b> of an action up to a certain time in the future. The future perfect continuous is used with: <b>by...for</b>. <i>By the end of the May Luke <b>will have been living</b> in Manchester <b>for</b> five years.</i></li> </ul>

future perfect are: *before, by, by then, by the time, until/till (only in negative sentences)*

**16** Insert the Present Simple or Future Indefinite.

1. When you \_\_\_ to Martin, we shall often meet, (to be married) (*Murdoch and Priestley*) 2. Wait here, in case I \_\_\_ you. (to want) (*Collins*) 3. Where \_\_\_ you \_\_\_ "when the seminary \_\_\_, Padre? (to go, to close) (*Voynich*) 4. Give me the railway guide, and I'll tell you when he \_\_\_ here to-morrow, (to be) (*Collins*) 5. You \_\_\_ here till it \_\_\_ time to go to the barrier, (to stay, to be) (*Voynich*) 6. If you \_\_\_ me who you are I \_\_\_ the dog on you. (to tell — negative, to set) (*Abrahams*) -7. I'm going abroad next week. I don't know when I \_\_\_ back, (to be) (*Greene*) 8. My father-in-law is asleep... As soon as he \_\_\_, he will, I know, want to see you. (to wake) (*Christie*) 9. I \_\_\_ Blackstable till I \_\_\_ your wife, (to leave — negative, to be) (*Maugham*) 10. You must wait, my friend, before you \_\_\_ an answer to that question, (to get) (*Christie*) 11. Will you wait a minute while I \_\_\_ the manuscript? (to look through) (*Voynich*) 12. If you \_\_\_ not to tell mother, I \_\_\_ you something, (to promise, to tell) (*Voynich*) 13. "I want to see Annette." I don't know if she \_\_\_ you." (to see) (*Maugham*) 14. I a,m sure you'll like him when you \_\_\_ him. (to see) (*Maugham*) 15. Heaven knows when your poor child \_\_\_ England again, (to see) (*Dickens*) 16. "Do they know when he \_\_\_ in?" asked Charlie, (to be) (*Priestley*) 17. The day will come when you \_\_\_... why I am silent even to you. (to know) (*Collins*) 18. She'll then be sent to some place of detention for a time. However, after a reasonable interval she'll be allowed to leave, provided she \_\_\_ in Austria, (to stay — negative) (*Hilton*)

**17** Translate into English, using the Future Simple or Present Simple.

**А** 1. Ви не встигнете на поїзд, якщо не візьмете таксі. 2. Я не піду, поки ви не повернетесь. 3. Мені хотілося б дізнатися, коли ваша сестра повернеться в Ленінград. 4. Мені хотілося б дізнатися точний день, коли ваша сестра повернеться в Ленінград. 5. Я не можу з упевненістю сказати, чи буде він на зборах, але якщо він прийде, то обов'язково візьме участь у дебатах. 6. Поки дами будуть у себе в кімнатах, я спущуся вниз і постараюся роздобути тобі щось поїсти.

**В** 1. Коли я її знайду і привезу сюди, то покличу тебе. (Чаковський) 2. Я не піду, поки не отримаю її адресу. (Чаковський) 3. Коли мені виповниться двадцять три роки, я одружуся з нею. (Купрін) 4. Якщо ви мене не вб'єте, то я не промахнуся. (Лермонтов) 5. Не знаю, чи вдасться мені пояснити

тобі як вітер дме. (Короленко) 6. А його немає, не знаю навіть, коли повернеться. (Слепухін)

**18** Insert one of the tenses expressing future actions or states (Future Simple, Future Continuous, Future Perfect, Present Simple, Present Continuous or to be going+ infinitive).

**A** 1. I have not visited the place yet. I \_\_\_ there to-morrow. (to go) 2. Our train \_\_\_ at 8 p.m. to-morrow, so if you \_\_\_ at 5 o'clock we \_\_\_ still \_\_\_ (to start, to come, to pack) 3. At 4 o'clock tomorrow we \_\_\_ packing and by 6 we \_\_\_ with ease, (to begin, to finish) 4. \_\_\_ you \_\_\_ dinner by the time I come back? (to have) 5. Ring me up at 11, I \_\_\_ yet. (to sleep—negative)

**B** 1. I \_\_\_ on my round by the time you go, so I'll say good-bye to you now. (to start out) (*Maugham*) 2. "I think you \_\_\_ him," said Elinor, "when you know more of him." (to like) (*Austen*) 3. "Shall we go downstairs and meet the man?" "Let us stay here; he \_\_\_ at our door in a moment, you will see," said Sylviane. (to knock) (*Bennett*) 4. As a number of episodes from this novel \_\_\_ the public through their wireless sets before it is published, a few words of explanation are necessary, (to reach) (*Priestley*) 5. I suppose everyone \_\_\_ me questions and it's so awkward. (to ask) (*Christie*) 6. But you \_\_\_ I won't let you. (to go — negative) (*Murdoch and Priestley*) 7. "When \_\_\_ I \_\_\_ your brother?" said Georgie. (to meet) (*Murdoch*) 8. What \_\_\_ you \_\_\_ this afternoon? (to do) (*Galsworthy*)

**19** Translate into English.

1. Вони почнуть будівництво клубу найближчими днями і завершать його до кінця року. 2. Не дзвоніть їй об одинадцятій годині. Вона вже спатиме. 3. Зателефонуйте о сьомій. Я думаю, що до цього часу друкарка вже надрукує ваші документи. 4. Я ще працюватиму, коли ви повернетесь. (В) 1. Я тобі ввечері подзвоню, годині о восьмій. (Слепухін) 2. У суботу ввечері я вас чекаю. (Достоевський) 3. Днями я буду у вас. (Достоевський) 4. Сподіваюся, ви зрозумієте мене. (Достоевський) 5. Лікарю, я чекаю вас завтра о четвертій годині. (Лермонтов) 6. О котрій годині ти будеш вдома? (Слепухін) 7. Приходьте завтра на турнір годині о другій ... Я буду вас чекати. (Котов) 8. Запам'ятай: завтра о п'ятій. До цього часу, сподіваюся, у тебе зміниться настрій. (Тендряков)

## Active Vocabulary

a cruise	круїз
a timeless beauty	вічна краса
accelerate	прискорювати
adhering to	дотримуючись
adjust	упорядковувати
activity holiday	активний відпочинок
air steward or stewardess	бортпровідник
airfoil	аеродинамічна поверхня, крило
all-consuming passion	всепоглинаюча пристрасть
allegedly	за твердженням, як стверджують
altitude	висота
approximately	приблизно
backpacking holiday	турпохід
baggage reclaim	отримання багажу
biodiversity	різноманітність біологічних видів
board	борт
boarding card	посадковий талон
break down	зламатися, вийти з ладу
breath-taking	вражаючий
bumpy	трусський (про дорогу)
bunk	спати під відкритим небом
cabin crew	екіпаж
cane	очерет
captain	капітан
ceased	втративши силу (чинність)
change gear	перемикати передачу
check-in desk	стіл реєстрації
check	перевірка
clear-headed	тверезомислячий
commercial	реклама
compartment	купе
consensus	консенсус
considerably	значно
crew	екіпаж
cross-channel port	багатоканальний порт
crossing	перетин, перехід
cruising	крейсерський
customary	звичний
custom	звичка
day trip	одноденна поїздка
decent	пристойний
deck	палуба
deficient	дефіцитний



delay	затримка
departure lounge	зал очікування
designate	призначати, встановлювати
device	пристрій
direction	напрямок
disembark	висаджуватися
drift	дрейф
drop off	висаджувати
due to	через
embark	починати
empowerment	розширення прав і можливостей
endemic	ендемічний
engine	двигун
excess baggage	надлишок багажу
exclusive	ексклюзивний
executive	виконавчий
exhaustive	вичерпний
exhilarating	хвилюючий
extended period	тривалий період
exult	радіти
facility	зручності, засоби обслуговування
fair	ярмарок, виставка
fare	плата за проїзд
fasten	скріпити, застібати
fasten your seat belt	пристебнути ремінь безпеки
flash	спалах
fleet	флот
following in the footsteps	слідуючи по стопах
fuel shortage	брак палива
gain	посилення
gangway	трап
get off	злізти
get on	ладити
glider	планер
go on a trip	поїхати в подорож
goods	товари
gradual	поступове
groundbreaking	новаторський
gull	чайка
half-price ticket	талон в півціни
hand luggage	ручний багаж
hire	прокат
hitch-hiking	автостоп
host	господар

impact	вплив
implemented	реалізований
impoverished	збіднілий
impractical	непрактичний
incorporated	включений
indulge	віддаватися, зробити собі приємність
inferior	нижчий за положенням
inhibit	перешкоджати, забороняти
initial	початковий
instant	миттєвий
intoxicating	отруйний
itinerary	маршрут, шлях
jetty	пристань, дамба
journey	подорож
junction	перехід
junk drawers	хламитник
kick	несподіваний поворот подій
landing card	посадочна картка
landmark	орієнтир
lands	землі
laying rails	укладка рейок
layover	зупинка
leasing	лізинг, здавання в оренду
local	місцевий
long-haul	далекомагістральний
loop	окружна залізниця
lorry	вантажівка
luggage	багаж
make for	сприяти
meagre	убогий
mighty	могутній
modify	змінювати
moor	заболочена місцевість
on stand-by	в черговому режимі
on the quayside	на набережній
one-day sightseeing excursion	оглядова екскурсія в один день
open-top bus tour	автобусний тур з відкритим верхом
overhead locker	накладний ящик
overwhelmingly	надзвичайно
package tour	комплексний тур
pamper	балувати, тішити
pass through customs	пройти митний контроль
passport control	паспортний контроль
pebbly	покрити галькою

petition	клопотання
picturesque	мальовничий
pilgrim	паломник
pony-trekking	поні-трекінг
positioned	позиціонується
predominate	переважати
press on	натискати
propel	стимулювати
pull out	витягнути
purchase	покупка
pursue	переслідувати
recognition	визнання
regardless	незважаючи на
rejoice	радіти
relocation	переселення
remind	нагадувати
remotely	віддалено
rent	оренда
resemble	походити
resolution	дозвіл
resource shortages	нестача ресурсів
retract	втягувати
return ticket	зворотній квиток
ridership	пасажиропотік
roundabout	карусель
route	маршрут
run out of	кінчатися
runway	злітно-посадочна смуга, під'їзна колія
rush	великій попит, напруга
sailing	вітрильний спорт
savor	смак
scenic	сценічний
season ticket	абонемент
see off	проводжати
self-drive	самостійного водіння
set off	вирушили
shift	зрушення
shipment	відвантаження
sightseeing	огляд визначних пам'яток
slide	послизнутися
smoothly	плавно
spark	іскра
stable	стабільний
stand-by	резервний

starboard	правий борт
station wagon	мікроавтобус
steered	направляючий
stern	кормовий люк
stopover	зупинка в дорозі
street entertainer	вуличний артист
stretch	протяг
strive	боротися
sublime	піднесений
surpass	перевершувати
sustained	стійкий
swerve	відхилитися
swift	швидкий, постійний
swing	гойдалка
tackle	снасті
take off	злітати
take the handbrake off	зняти машину з ручних гальмів
terminal building	термінал
the coach station	автовокзал
ticket collector	контролер
toll	мито
toll booth	пропускний пункт
take a trip / go on a trip	вирушати в подорож
tough	жорстко
tour operator	тур оператор
transportation	транспорт
travel agent	туристична агенція
travel	подорож, подорожувати
trial	випробування
undergo	відчувати, піддаватися
undisturbed locations	незаймані місця
uneven	нерівний
unspoilt	незіпсований
unsurpassed	неперевершений
vary	варіювати
veer	міняти направлення
venture	ризикована спроба
vital	життєва важливий
walkie-talkie	портативна рація
walking holiday	похід
wander off	блукати
whisk off	швидко відносити
yearn of	жадати



# MEDICINE

## TOPICS:

- **History of Medical Science**
- **Health, Illnesses, Aches and Pains**
- **A Visit to a Doctor**
- **Doctors and Specialists**
- **Alternative Medicine**
- **Healthy Lifestyle**

## GRAMMAR:

- **The Verb. Tenses in the Passive Voice.**

1

**Look at the pictures. Which could be connected to the following aims? Discuss in pairs.**

- to eradicate disease
- to keep fit
- to prevent ill health
- to promote teamwork
- to relax
- to diagnose illness
- to impose self-discipline
- to cultivate a competitive spirit
- to improve quality of life



2

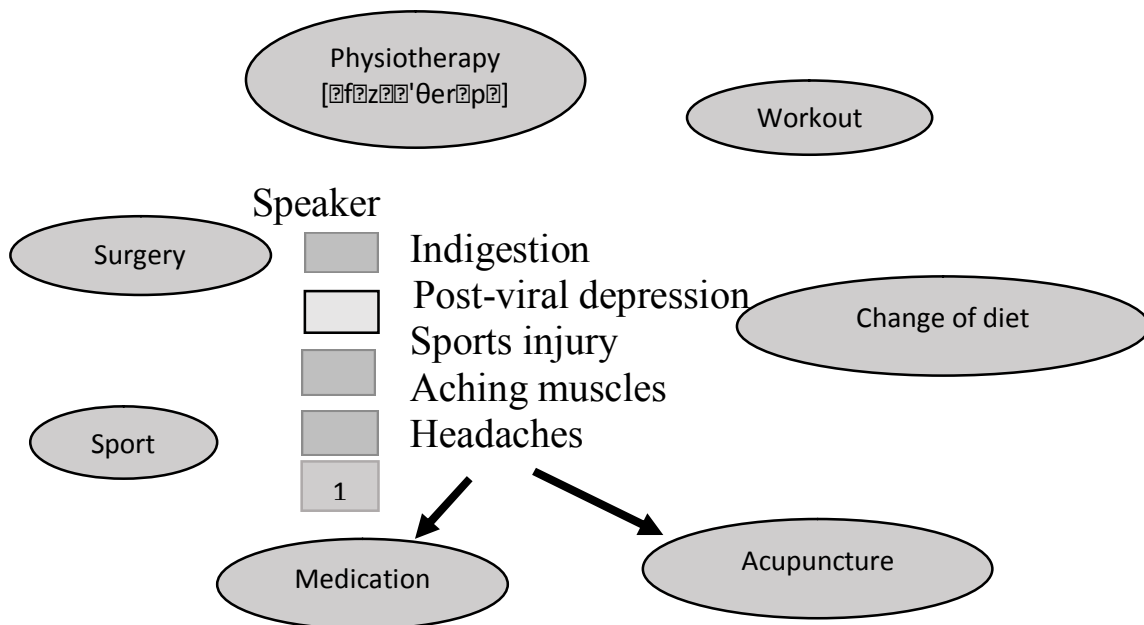
• to increase life expectancy  
A. What do you think the most important factors in keeping healthy are? Rank the following in order of importance, and discuss with a partner.

- Diet •Exercise •Conventional medicine •Alternative medicine •Other

A: I think diet and exercise go hand in hand, don't you?

B: Absolutely, but everyone gets ill from time to time and needs medicine. I still think medicine is the best option because....

B. Listen to five people talking about health problems. Put the number of the speaker by each health problem. Then, match the health problems with the treatment(s) they tried and say which ones were successful.

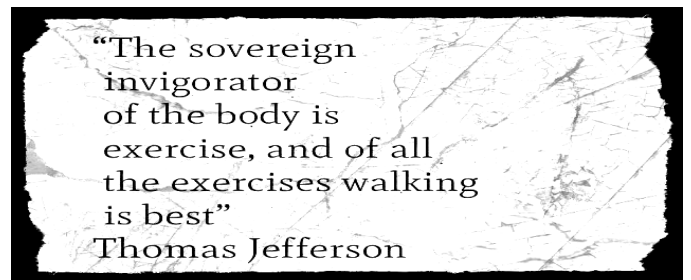
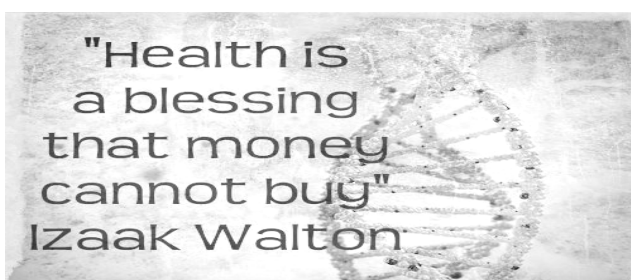


C. Now listen again and say how each person felt about their medical problem and why. Choose from this list.

- Frustrated •Gloomy •Embarrassed •Worried •Desperate

3

Paraphrase the following quotations. Which do you agree with? Why? Discuss.



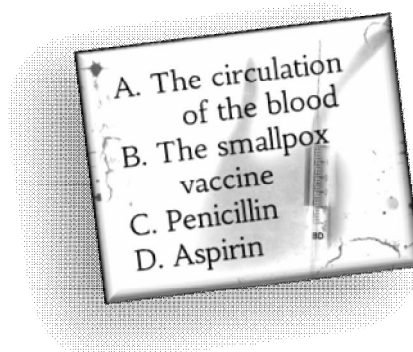
**4** A. Read the text about four great medical discoveries. Before you read, discuss the following with a partner.

- Look at the title of the text. Who is the title quoting? What did he discover? In what situations did he utter “eureka”?
  - Look at the introduction and the title of the four texts. What do you know about these discoveries? Why were they important? Which do you think was the most important?
  - The following phrases are taken from the text. Which discovery do you think each one refers to? Guess, then read the text quickly to see if you were correct.
- a) ... used to temporary headaches relief...
- b) ... the technique of introducing material under the skin...
- c) ... the fundamental ingredient of most antibiotics...
- d) ... recognized that the veins in the human body had one-way valves...

**B. For questions 1-15, choose from the answers A-D.**

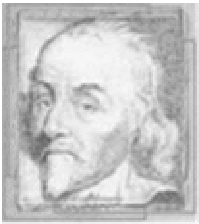
**Which discovery...**

- |  |           |
|--|-----------|
| • hinders various natural functions of the human body?       | 1. _____  |
| • was based on popular wisdom?                               | 2. _____  |
| • was based on the work of a contemporary?                   | 3. _____  |
| • dulls the body mechanism for feeling pain?                 | 4. _____  |
| • significantly reduced the mortality rate?                  | 5. _____  |
| • was largely accidental?                                    | 6. _____  |
| • forced doctors to think about the body in a different way? | 7. _____  |
| • was made by the employee of a pharmaceutical company?      | 8. _____  |
| • had been made before but escaped attention?                | 9. _____  |
| • has a mixed response from the scientific community?        | 10. _____ |
| • gave its name to a method of preventive medicine?          | 11. _____ |
| • involved experimenting on human beings?                    | 12. _____ |
| • contradicted previous theories?                            | 13. _____ |
| • is used to treat various infections?                       | 14. _____ |



*Throughout history, key discoveries have changed the course of medical science. We look at four historic medical breakthroughs.*

### *The Circulation of the Blood*



William Harvey (1578 – 1657) undertook groundbreaking research into the circulation of the blood and the function of the heart. He dispelled the contemporary belief that blood was propelled through the body by a pulsing action in the arteries; instead, he argued, the heart was at the centre of the circulatory system.

While at the University of Padua in Italy, Harvey was tutored by the scientist and surgeon Hieronymus Fabricius. Fabricius recognised that the veins in the human body had one-way valves, but was puzzled as to what their function could be. It was Harvey who went on to solve **the riddle**. In 1628, he published his findings in a book entitled *An Anatomical Study of the Motion of the Heart and of the Blood in Animals*. His discovery was received with great interest and accepted in England at once, although **it was greeted with some scepticism** on the Continent.

Apart from offering insight into the function of the heart, Harvey's work also debunked misconceptions about the role of the liver, the brain and the blood itself. His discovery left scientists with no choice but to reconsider the vast majority of medical theories which were up until then accepted, and to **place medicine on a new footing**. In effect, it was the beginning of modern medicine.

### *The Smallpox Vaccine*



Born on 17th May 1749, Edward Jenner was the creator of the smallpox vaccine. It has been estimated that the task he started has led to the saving of more human lives than the work of any other person. Smallpox was the most feared and greatest killer of Jenner's time. In today's terms it was as deadly as cancer or heart disease. It killed 10% of the population, rising to 20% in towns and cities where infection spread easily. From the early days of his career Edward Jenner had been intrigued by country-lore which said that people who caught cowpox from their cows (a mild skin infection which cleared up by itself after a few days) could not contract smallpox. In May 1796, a dairymaid consulted Jenner about a rash on her hand. He diagnosed cowpox, and at the same time decided that he would put the old wives' tale to the test. He scratched the maid's hand with a scalpel, and infected several of his patients with cowpox. As he had anticipated, and undoubtedly to his great relief, none of them caught smallpox.

Vaccination with cowpox became compulsory in 1853, and the technique



of introducing material under the skin to produce protection against disease became universally known as vaccination, a word derived from the Latin name for the cow (vacca), in Jenner's honour

### ***Penicillin***



In the early 1920s, the British scientist Alexander Fleming reported that a product in human tears could make bacterial cells dissolve. But Fleming's finding, which he called lysozyme, would prove to be a dead end in the search for an efficacious antibiotic, since it typically destroyed nonpathogenic bacterial cells as well as harmful ones.

Fleming's second discovery, though, would be one of medicine's greatest breakthroughs. In 1928, he discovered another antibacterial agent, quite by chance. Returning from a weekend away, Fleming looked through a set of plates on which he had been growing bacteria cultures. On one of them, he found that colonies of the Staphylococcus bacteria had dissolved. He noticed that bacterial cells had disintegrated in an area next to the mould growing on the plate and hypothesized that a product of the mould had caused it. That product was penicillin, the fundamental ingredient of most antibiotics now the standard treatment for infections.

While Fleming generally receives credit for discovering penicillin, he in fact merely rediscovered it. In 1896, the French medical student Ernest Duchesne had discovered the antibiotic properties of Penicillium, but failed to report a connection between the fungus and a substance that had antibacterial properties, and Penicillium was forgotten in the scientific community until Fleming's rediscovery.

### ***Aspirin***



A bitter powder from the bark of a willow tree was first used by Hippocrates in the 5th century B.C., to treat aches and pains. Many centuries later, Felix Hoffmann, an industrial chemist, synthesized the substance salicylic acid, and in 1893 he developed a commercial process for its production. In 1897, Hoffman's superiors at Bayer and Company named this product Aspirin.

Now, about 20 billion tablets of aspirin are consumed in Britain each year.

Aspirin works by reducing the body's production of prostaglandins. Prostaglandins are enzymes that influence the rate and direction of a chemical reaction. In trying to protect the body when cells have been damaged, prostaglandins trigger fever (by acting on brain centres) and swelling, prevent blood vessel dilation and increase the sensitivity of pain receptors.

Taking aspirin can relieve many of the effects of prostaglandins. It is used for temporary headache relief, muscular aches and pains, toothaches and

arthritis. It is also effective in the treatment of fever and inflammation, and is known to reduce the risk of strokes and heart attacks.

**5 Match the beginnings with the endings.**

- |  |  |
|--|--|
| 1. It was Harvey who went on to solve                  | a) was propelled through the body by pulsing action in the arteries. |
| 2. People who caught cowpox                            | b) smallpox.   |
| 3. He scratched the maids' hand with                   | c) of fever, and inflammation.                                       |
| 4. None of them caught                                 | d) that had antibacterial properties.                                |
| 5. He dispelled the contemporary belief that the blood | e) spread easily.  |
| 6. Aspirin is effective in the treatment               | f) the riddle.   |
| 7. Aspirin is used                                     | g) could not contract smallpox.                                      |
| 8. It was as   | h) a scalpel, and infected some of his patients with cowpox.         |
| 9. A connection between fungus and a substance         | i) to reduce the risk of strokes and heart attacks.                  |
| 10. Rising to 20% in town and cities where infection   | j) deadly as cancer or heart disease.                                |

**6 Match the English word combinations with their Ukrainian equivalents.**

the circulation of the blood  
propel through the body  
to solve the riddle  
spread easily  
contract infection  
consulted smb about smth  
diagnose smth  
scratch smth with smth  
influence  
trigger

легко поширюватись  
вирішення загадки  
діагностувати  
радитись з кимось з приводу чогось  
заразитись інфекцією  
циркуляція крові  
вплив  
робити зіскоб  
проштовхувати крізь тіло  
викликати

**7 A. Answer the following questions on the first section (The Circulation of the Blood).**

1. What is "the riddle" referred to?
2. What does the writer mean by the phrase "it was greeted with some scepticism"?
3. Explain the phrase "place medicine on a new footing".

4. Can you think of any more medical discoveries that have changed the course of medical science?

**8** Read the article about the invention and development of the stethoscope. Before you read, discuss the following questions.

1. Why do you think the title of the article refers to the stethoscope as "a triumph of simplicity"?
2. Read the quote which introduces the article.
  - Where do you think it comes from?
  - Read the article quickly and find the paragraph where the ideas in the quote are repeated.
3. The writer of the article uses the words/phrases below to describe the stethoscope. In what context do you think he uses each one?

- simple • fully-fledged symbol of medicine
- stiff unwieldy tube • precision-engineered instrument



### A SYMBOL OF MEDICINE, A TRIUMPH OF SIMPLICITY

*I rolled a quire of paper into a sort of cylinder and applied one end of it to the region of the heart and the other to my ear, and was surprised and pleased to find that I could thereby perceive the action of the heart in a manner much more clear and distinct than I had ever been able to do by the immediate application of the ear..."*

**RENE-THEOPHILE-HYACINTHE LAENNEC (1781-1826)**

Despite the trend toward the use of hi-tech diagnostic equipment, the simple stethoscope remains the tool most closely identified with medical care. Even those doctors in specialties other than internal medicine who do not routinely examine patients' hearts and lungs tend to keep a stethoscope close at hand. More than just a helpful device, it has become a **fully-fledged** symbol of medicine.

The 18th-century doctor attempting to diagnose diseases of the heart and lungs had to rely almost completely on the patient's verbal inscription of symptoms – the 'history'. Although the then novel practice of anatomical **dissection** was leading to revelations about the physical basis of many diseases, doctors had few means of gathering objective data that might point to a specific

condition such as a leaky heart valve) before the patient reached the autopsy table.

In trying to hear the sounds coming from the thoracic organs, the doctor would press an ear directly against the patient's chest – a manoeuvre known as "direct auscultation," from the Latin *auscultare*, to listen carefully. Apart from being unrewarding from a diagnostic standpoint, this technique was considered undignified and sometimes **imprudent**. Since it required close physical contact between doctor and patient, it **inevitably** increased the incidence of contagious diseases spreading. Such transmission may have contributed to the death of one **proponent** of this approach, the French doctor Robert Bayle, who died of tuberculosis.

Laënnec solved the problem by recalling an acoustic phenomenon he had experimented with as a child in Brittany. By scratching one end of a wooden plank, he could send coded messages to his friends at the other end. When he applied this **principle** to the problem at hand, Laënnec literally transformed the practice of medicine. Tightly rolling up the pages of his notebook, he placed one end of the **makeshift** cylinder on his patient's chest and put the other to his ear: the heart sounds could be heard more **distinctly**.

Laënnec later replaced the rolled-up paper tube with a slim wooden one resembling a child's horn. With this simple instrument he was able to hear and describe the sounds associated with diseases that were the **scourges** of his time. Continuing to study patients from hospital ward to autopsy table, the dedicated doctor tried to match the sounds he had heard in the clinic to the physical signs of disease found after death. For example, the large cavities noted in lungs **ravaged** by tuberculosis produced one type of sound, while the **solidified** lung tissues of pneumonia yielded another. The names he applied to these distinctive sounds – rales, bruits, and **egophony** – are still used.

The stethoscope did not remain a stiff **unwieldy** tube for long. To make it more compact, Laënnec divided the cylinder into sections that could be carried more easily in an inside pocket. Other European doctors later developed flexible versions, and in 1855 an American doctor named George Cammann devised a binaural stethoscope that had two ivory-tipped earpieces connected to an ebony chest plate by cloth-covered, spiral-wire tubes. This version, which cost about £2, allowed doctors to listen to a patient's chest with both ears.

Since then, the stethoscope has changed only **modestly**. Today it is a precision-engineered instrument (often costing £80 or more), with two plastic

earpieces attached by rubber tubes to a chest piece with interchangeable 'heads': a flat diaphragm, used to hear distinct, high-frequency sounds such as the clicks characteristic of mitral valve prolapse, and a domelike bell, which allows the listener to detect soft, low-frequency noises such as the rumbling murmur of blood flowing through a narrowed mitral valve. To hear these various heart sounds, doctors will often use the diaphragm to listen to several areas of the chest and then apply the bell to the same areas.

Beyond providing insights into heart and lung diseases, Laënnec's invention encouraged doctors to **pursue** objective data investigating these and other conditions, instead of relying solely on a patient's often misleading account of his or her complaints. Doctors not only attended more carefully to sounds **emitted** by the chest, but – in the interest of **correlating** their findings on physical examination with what they had learned at autopsy – they also began what has been referred to as "laying on of hands": **probing** more deeply, palpating the abdomen and other areas of the body, and using the sense of touch to detect abnormalities such as tumours.

Laënnec's discovery reflected the **impact** of the French Revolution on the field of medicine. As the Old Regime was driven out, new ideas could be explored that emphasized observation rather than reason alone. These philosophical shifts helped make Paris the centre of medical science in the early 1800s. Whether Laënnec started a revolution or simply rode on the wave of change, the trend toward collecting information by more objective means and **correlating** physical findings with laboratory data continues today with the widespread use of x-rays, echocardiography, and other diagnostic **tests**. With his invention, medicine moved closer to becoming a science.

9

**Do the test choosing the correct variant (1-7).**

**1. In the first paragraph, the writer mentions "hi-tech diagnostic equipment" in order to**

- A. emphasise the simplicity of the stethoscope.
- B. stress the usefulness of the stethoscope.
- C. show the symbolic role of the stethoscope.
- D. explain why doctors use the stethoscope.

**2. In the past, lack of adequate diagnostic equipment meant that**

- A. many patients died unnecessarily from heart disease.
- B. cause of illness was often discovered only after death.
- C. diagnosis was based solely on subjective hypothesis.

D. many contagious diseases were never detected.

**3. The advent of the stethoscope meant doctors**

- A were less likely to catch something from patients.
- B could distance themselves from those under their care.
- C were facilitated in detecting contagious illnesses.
- D could now hear a patient's heart beating.

**4. How many versions of the stethoscope did Laennec devise?**

- A one
- B two
- C more than two
- D more than three

**5. The modern stethoscope**

- A is meticulously crafted.
- B closely resembles the original.
- C consists of two moveable parts.
- D was developed by an American.

**6. Although simple in design, Laennec's invention**

- A forced doctors to use reason with their patients.
- B brought about great change in medical procedure.
- C caused a revolution in philosophical thought.
- D has yet to be bettered as a diagnostic tool.

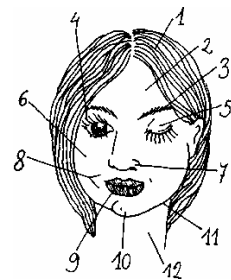
**7. The last sentence of the article implies that**

- A medicine would not have been a science if the stethoscope hadn't been invented.
- B Laennec was one of the few 18th-century doctors who practiced medicine scientifically.
- C without Laennec, medicine might have progressed at a much slower pace.
- D the invention of the stethoscope helped medical practice become more systematic.

**PARTS OF THE BODY**

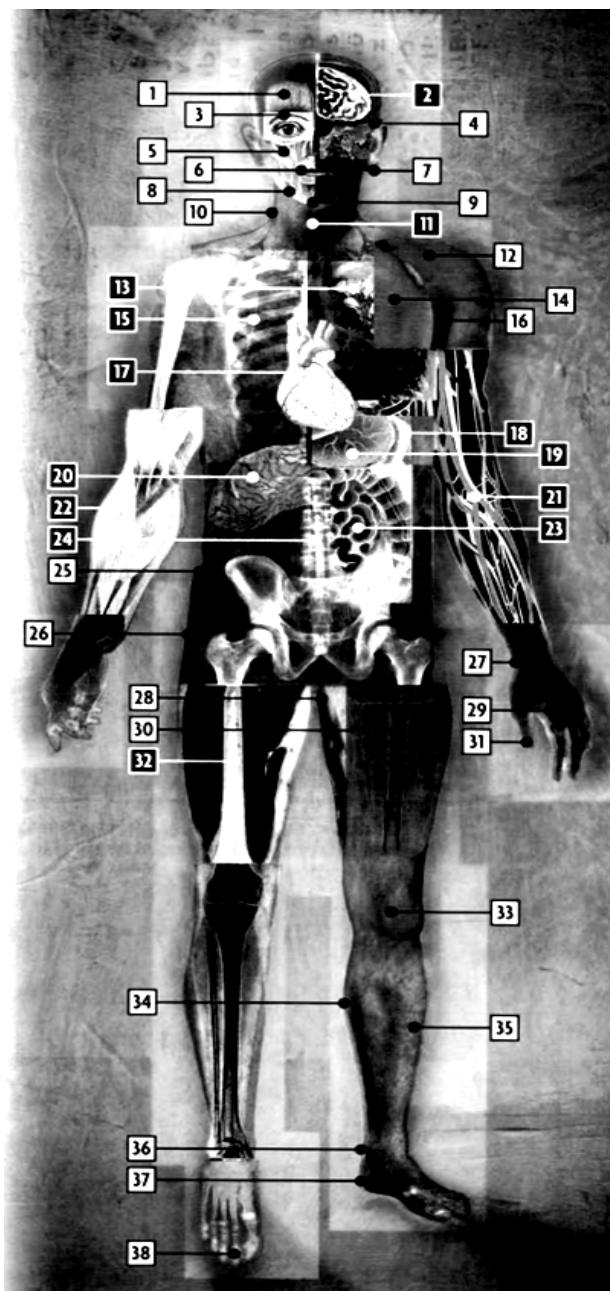
**10** Give names for the indicated parts of the head.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |



**11** Match each of the following parts of the body with the correct number in the picture below. Translate the words into Ukrainian.

ankle	knee
armpit	kidney
abdomen	knuckle
Adam's apple	lip
biceps	liver
bone	lung
bottom	muscle
brain	navel
breast	neck
calf	nipple
cheek	palm
chest	rib
chin	shin
earlobe	shoulder
elbow	spine
eyebrow	stomach
forearm	temple
forehead	thigh
groin	throat
heart	thumb
heel	toe
hip	vein
intestines	waist
jaw	wrist



**12** Choose the correct answer

- The PUPIL is part of the  
a) ear b) stomach c) eye d) hand
- The CALF is part of the  
a) leg b) arm c) chest d) head
- The IRIS is part of the  
a) hand b) foot c) eye d) ear
- The PALM is part of the  
a) hand b) foot c) ear d) breast
- The THUMB is part of the  
a) hand b) foot c) head d) chest

- The SOLE is part of the  
a) hand b) foot c) eye d) ear
- The WRIST is part of the  
a) hand b) foot c) eye d) ear
- The HEEL is part of the  
a) hand b) foot c) eye d) breast
- The NIPPLE is part of the  
a) hand b) foot c) ear d) breast
- The SHIN is part of the  
a) arm b) leg c) head d) breast

**13** Match the Ukrainian names of the parts of the body with their English counterparts.

- |                    |                       |
|--------------------|-----------------------|
| 1. bladder         | a) хребет             |
| 2. gall bladder    | b) гортань            |
| 3. large intestine | c) таз                |
| 4. larynx          | d) сечовий міхур      |
| 5. pancreas        | e) жовчний міхур      |
| 6. pelvis          | f) селезінка          |
| 7. spine           | g) трахея             |
| 8. spleen          | h) підшлункова залоза |
| 9. windpipe        | i) товста кишка       |

**14** Match the following parts of the body with the jumbled definitions on the right.

- |              |   |
|--------------|---|
| 1. kidney    | a. organ in the head which controls thought and feeling                             |
| 2. lung      | b. long pipe leading from the stomach which takes waste matter from the body        |
| 3. liver     | c. two small, fleshy organs in the throat   |
| 4. heart     | d. baglike organ in which food is broken down for use by the body                   |
| 5. brain     | e. one of twenty-four bones protecting the chest                                    |
| 6. intestine | f. one of a pair of organs which separate waste liquid from the blood               |
| 7. appendix  | g. one of two bony parts of the face in which teeth are set                         |
| 8. tonsils   | h. large organ which cleans the blood   |
| 9. rib       | i. one of a pair of breathing organs in the chest                                   |
| 10. stomach  | j. passage from the back of the mouth down inside the neck                          |
| 11. jaw      | k. short organ of little use which leads off the large intestine                    |
| 12. throat   | l. organ in the chest which controls the flow of blood by pushing it round the body |

**15** Parts of the body appear in some colloquial idiomatic adjectives describing various human states and characteristics, e.g. 'heavy-hearted' means 'sad'. For each adjective on the left below find the word or phrase on the right which has the same meaning.

- |                   |                        |
|-------------------|------------------------|
| (a) stout-hearted | generous               |
| (b) tight-fisted  | brave, resolute        |
| (c) open-handed   | with very good hearing |



(d) hard-headed	conceited, self-important
(e) big-headed	hypocritical
(f) weak-kneed	silent, unwilling to speak
(g) sharp-eared	mean, not generous
(h) tight-lipped	insensitive to criticism
(i) two-faced	businesslike, unemotional
(j) starry-eyed	cowardly, nervous
(k) thick-skinned	over-romantic

**16** Choose one of the four possibilities that best completes the sentence.

- He must be terribly strong! Look at his .....*  
a) skin    b) limbs    c) muscles    d) nerves
- He stood with his hands on his ..... daring me to go past him.*  
a) ankles    b) knees    c) shoulders    d) hips
- Every tooth in my upper ..... seemed to be aching.*  
a) chin    b) cheek    c) jaw    d) forehead
- When Mary twisted her ankle, John carried her home on his .....*  
a) shoulders    b) knees    c) hands    d) arms
- His shoes were so old that his ..... were sticking out of them.*  
a) fingers    b) thumbs    c) tips    d) toes
- The blind man ran the ..... of his fingers over the box.*  
a) points    b) edges    c) tips    d) ends
- When people sweat, the liquid comes out through the ..... of the skin.*  
a) veins    b) vents    c) pores    d) holes
- The ..... is the main air passage of the body.*  
a) intestine    b) ear    c) windpipe    d) kidney
- The main function of the heart is to ..... blood round the body.*  
a) push    b) propel    c) pump    d) walk
- Arnold Schwarzenegger has an enormous chest .....*  
a) growth    b) swelling    c) expansion    d) inflation

**17** Complete the sentences.

- We have ten \_\_\_\_\_ on our hands and ten \_\_\_\_\_ on our feet.
- The function of the heart is to enable the \_\_\_\_\_ to circulate.
- The \_\_\_\_\_ is used for digesting food.
- The flesh your teeth grow from is your \_\_\_\_\_.
- Do you wear your watch on your right \_\_\_\_\_ because you are left-handed?
- A bear crushed him and cracked several of his \_\_\_\_\_.
- With the help of our \_\_\_\_\_ we are able to speak and eat.

8. Our \_\_\_\_\_ enables us to think.
9. At first she thought the boy had a high temperature, but when she put her hand on his \_\_\_\_\_ to make sure, she found it was cold.
10. I dropped a heavy box on my \_\_\_\_\_ and broke one of my toes.

**18**

**Complete the sentences with a part of the body used as a verb in the correct form.**

1. In the final seconds of the match, Martin \_\_\_\_\_ the ball into the back of the net.
2. After his father's death, Tom had to \_\_\_\_\_ the responsibility for the family business.
3. When a couple gets married, it's usually the bride's family who \_\_\_\_\_ the bill.
4. The boys stood on one side of the room, \_\_\_\_\_ up the girls on the other side.
5. You've got to \_\_\_\_\_ facts, Jack. You're in debt, and you have no income.
6. Old ladies are the worst people in queues. They just \_\_\_\_\_ everyone else out of the way.
7. I ran out of petrol, so I had to \_\_\_\_\_ a lift to the nearest petrol station.
8. Maria, could you help me by \_\_\_\_\_ out these books to the other students?
9. My friend Pat loves \_\_\_\_\_ around other people's houses, looking in cupboards and reading their letters.
10. When a mugger tried to attack Jane, she \_\_\_\_\_ him in the groin and left him collapsed on the ground.

## **HEALTH, ILLNESS, ACHES AND PAINS**

**19**

**Study the 'case history' below. Then write ten headlines for the President's ten-day illness.**

'You're in perfect health ... as fit as a fiddle ... there's nothing wrong with you.'

'I feel a bit off-colour ... rather under the weather ... I do feel funny ... I really don't feel well... I think I'm sickening from something ... I feel feverish ... like death warmed over.'

'He's been taken ill... he's in a coma ... fighting for his life ... still critically ill... in a very critical condition ... no change ... still seriously ill... still hasn't regained consciousness ... is responding to treatment... off the danger

list... showing signs of coming round ... making progress ... his condition is satisfactory ... he's come out of the coma ... he's as well as can be expected ... comfortable ... no change ... he's turned the coma ... he's on the mend.'

'We all wish you a speedy recovery ... get well soon ... we're glad you're over it.'

'The worst is over ... he's almost completely recovered ... he's practically cured ... he's convalescing ... coming along nicely ... he'll be on his feet again soon ... he'll be out and about again in a few days.'

'He's had a relapse ... he's no better ... he's getting worse ... his condition is deteriorating ... he's getting weaker ... he's slipping away ... fading fast... his life is hanging by a thread ... it's just a matter of time ... he could go at any second!'

'He's made a miraculous recovery ... he's as good as new ... as right as rain ... he'll live till he's a hundred.'

**20** After all that, do you feel well enough to read on? Note the ways that illnesses can be spoken of and reported in the text below.



### Examination Fever

For most of the year, most of us had been **allergic to** work; apparently there had been a **history** of such **allergies** in the school.

Throughout the spring there had been quite a few **cases** of 'Exams are stupid', which proved **highly contagious** among friends.

Then in late May, one or two of us **suffered a mild attack of** 'Gosh, is it really next month?' and we seemed to **give** that to the others rather rapidly. You could tell how it was **spreading** from improved attendance at lessons.

An even more **serious outbreak** was that of the very **infectious** 'I don't know a thing' two weeks before. At about the same time everyone seemed to **catch** 'You're no good!' from the teachers. Then there was a **bout of** 'I don't really care' followed by a few **chronic cases of** 'My parents will kill me'. This again proved very **catching**; half the class **was down with it** in the week leading up to the exam itself, and it had **reached epidemic proportions** by the Friday before.

By this time, those who had been **suffering from** 'It'll be easy for me' had **made a total recovery**.

That Friday there was a 'What if I'm suffering from **amnesia?**' **scare**, and this had developed by Monday into a **touch of** 'I can't even remember my own name'.

There were also, of course, the normal **isolated cases of** ‘My pen doesn’t work’ and several pupils had a **sudden fit** of ‘Where’s the toilet?’

Afterwards there were a couple of **complaints of** ‘I know I’ve failed’, but generally the worst seemed to be over. Such **diseases** are rarely **terminal**. And after all, we had a **convalescence** and **recuperation** period of six and a half weeks to follow.

**21** Here, on this rather unpleasant page, are some of the best-known and least-wanted diseases and conditions, arranged according to where they strike or what causes them. However, in each group there is one that should not be there. Can you identify it?

*The heart and blood vessels*

poor circulation  
high blood pressure  
a stroke  
heart attack  
jaundice  
cardiac arrest  
heart failure

*The stomach and intestines*

appendicitis  
stomach ulcer  
polio  
a hernia  
constipation

*Infectious fevers*

measles  
chickenpox  
German measles (rubella)  
smallpox  
pleurisy  
glandular fever  
yellow fever  
scarlet fever  
whooping cough  
influenza  
leprosy  
malaria

*The lungs and respiratory system*

*The liver*

gallstones  
cirrhosis of the liver  
hepatitis  
cancer of the liver  
coronary thrombosis

*The blood*

anaemia  
pneumonia  
leukaemia  
a haemorrhage  
a blood clot

*Food poisoning*

typhoid  
dysentery  
diarrhoea and vomiting  
salmonella  
mumps

*The joints*

rheumatism  
enteritis  
arthritis  
fibrositis

*The nervous system*

diphtheria  
catarrh  
sinusitis  
tonsillitis  
laryngitis  
asthma  
angina  
cholera  
bronchitis  
tuberculosis (TB)  
lung cancer

migraine  
epilepsy (epileptic fits)  
Parkinson's disease  
multiple sclerosis  
muscular dystrophy

***Mental disorders***

schizophrenia  
manic depression  
neurosis  
paranoia

**22** Without looking back at the previous two texts, try to supply the missing word that completes these expressions. Translate them into Ukrainian:

1. under the ...
2. it's just a ... of time
3. ...the mend
4. suffer... hayfever
5. to go ... with 'flu
6. turn the ...
7. as ... as a fiddle
8. a bit...- colour
9. fighting ... his life
10. allergic... dust
11. as right as ...
12. just a ... attack of nerves

**23** This is a section on symptoms, possible diagnosis and remedies. These six exchanges between doctor and patient have been mixed up. Decide which response should follow which question.

1. I've been suffering from insomnia lately. Do you think I might be heading for a nervous breakdown?
2. I seem to have some sort of *stye* or *infection* in my right eye. Do you think I might have *conjunctivitis*?
- a) Possible. Try this *lotion* for a few days to *stop the itching*, then start putting on this *powder* at night.
- b) Unlikely, but I'll let you have some *cough mixture* to *relieve the symptoms*. You can get yourself some *lozenges*, if you like.

3. I can't stop scratching this *place* on my foot. Do you think it's *athlete's foot*?
  4. I've got a rather *sore throat*, and I keep feeling a bit *flushed*. Do you think it could be *'flu*?
  5. I've got a *big bump* on the back of my head. Do you think it might be more than a *bruise*?
  6. I keep getting *shooting pains* down my shin and ankle. Is it possible that I've *broken* or *sprained* something?
- c) I would doubt it. Here, rub this *cream* in for the next few nights to help *reduce the swelling*.
  - d) No, of course not. But I'll prescribe some barbiturates – sleeping pills to help you get a good night's rest. OK?
  - e) I wouldn't have thought so. But I'll give you a *prescription* for some *drops* to try and *clear it up*.
  - f) Well, the *X-ray* didn't show anything. If it's so *painful*, you'd better have some *crutches* to walk with and some *painkillers* to *ease the pain*.

24

Rearrange these six paragraphs in the same way.

1. I've got a *dull ache* in my arm and occasionally I get a *spasm*. Could it be a minor *fracture*, a *chipped bone* or something?
  2. I've got these tiny little *bumps* all over the back of my *neck*. Do you think it might be *gland* trouble?
  3. I've *come out in a rash* on my chest. Do you think it could be a *skin disease* like *impetigo* or *dermatitis*?
  4. I keep getting *short of breath*. Is there any way I could be *suffering from asthma*?
  5. I think I've got an *ulcer* in my mouth. Do you think it could be a *sign* that I'm *run down*?
- a) Mm, sounds a bit like it. I'll make you out a *prescription* for some *penicillin*, and some menthol *inhalations* might speed up the *recovery*.
  - b) It's just possible. I'll *strap* it up anyway and put it in a *sling*. That should reduce your *discomfort* quite a lot.
  - c) Oh, I shouldn't think so, but I think perhaps you ought to start *taking* these *tranquillisers*, to at least *get your blood pressure down*.
  - d) Oh no, no, no. You'd know if it was. I'll give you some *ointment* to *rub in* to *get rid of* the *inflammation*.
  - e) Probably not. I'll put you on a *course of tablets* to *prevent them from spreading*. They should go soon.

6. I feel so feverish, and I'm sure I've got a temperature. I'm so afraid that there's something wrong with my heart.
- f) It might well be. I'll put you on antibiotics for a while anyway, to lessen the risk of serious infection.

**25** Here is a list of controversial statements about medical care. For each one, discuss the advantages and disadvantages. Think also what the consequences of the idea would be.

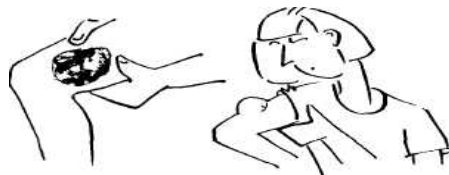


- The State should pay for all medical care. There should be no private medical care.
- Heart transplants should be stopped. They are rarely successful, and the money could be better spent on other things.
- The tax on cigarettes should be increased to pay for the health care needed by smokers.
- Health care should be reduced for people over 65.
- People who are very ill should have the right to decide if they want to die.
- Doctors should always give patients all the information about their illness and chances of recovery.

**26** What are your symptoms? Study the material that follows to enlarge your vocabulary.



rash



bruise



lump



spots



a black eye

I've got a cold / a cough / a sore throat / a temperature / a stomach ache / chest pains / earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhoea / painful joints / blisters / sunburn.

I feel sick / dizzy / breathless / shivery / faint / particularly bad at night.  
 I am depressed / constipated / tired all the time.  
 I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

**What do doctors do?**

They take your temperature, listen to your chest, look in your ears, examine you, take your blood pressure, ask you some questions and weigh and measure you before sending you to the hospital for further tests.

### What's the diagnosis?

You've got flu / chickenpox / mumps / pneumonia / rheumatism / an ulcer / a virus / a bug something that's going round.



You've broken your wrist and sprained / dislocated your ankle. You're pregnant / a hypochondriac. He died of lung cancer / a heart attack / a brain haemorrhage / AIDS.

### What would you say if the doctor asked you the following questions?

Do you have health insurance?  
Have you ever had any operations?  
Are you taking any medication?

Are you allergic to anything?

### What does the doctor prescribe?

Take one three times a day after meals.  
Take a teaspoonful last thing at night.  
Rub a little on before going to bed each night.  
We'll get the nurse to put a bandage on.  
You'll need to have some injections before you go.  
I'll ask the surgeon when he can fit you in for an operation.  
You'll have to have your leg put in plaster.  
I think you should have total bed rest for a week.



### 27 Match the diseases with their symptoms.

- |               |  |
|---------------|--|
| 1. flu        | 1. swollen glands in front of ear, earache or pain on eating |
| 2. pneumonia  | 2. burning pain in abdomen, pain or nausea after eating      |
| 3. rheumatism | 3. rash starting on body, slightly raised temperature        |
| 4. chickenpox | 4. dry cough, high fever, chest pain, rapid breathing        |
| 5. mumps      | 5. headache, aching muscles, fever, cough, sneezing          |
| 6. an ulcer   | 6. swollen, painful joints, stiffness, limited movement      |

### 28 Fill in the missing words in these sentences. Use words from the box.

bandage black blisters bruises hypochondriac  
indigestion operation prescribe rest round sore



1. A ball hit him in the face and gave him a terrible.....eye.
2. Doctors.....medicine to treat their patients.
3. Paul is having an ..... today – they’re taking his wisdom teeth out.
4. The doctor says I’ve just got a bug that’s going .....
5. We’ll get the nurse to put a.....on your ankle.
6. The best thing for her would be total bed.....for a few days.
7. I’m covered in.....after playing rugby.
8. My new shoes are too tight – I’ve got.....on my heel.
9. Don’t eat so fast – you’ll get.....
10. He’s always imagining he’s ill – he’s a dreadful.....

**29** Make collocations by matching words from two columns.

- |             |               |
|-------------|---------------|
| 1 swollen   | a allergy     |
| 2 operating | b cancer      |
| 3 lung      | c temperature |
| 4 heart     | d insurance   |
| 5 brain     | e glands      |
| 6 health    | f pressure    |
| 7 raised    | g nose        |
| 8 painful   | h theatre     |
| 9 blood     | i hemorrhage  |
| 10 food     | j joints      |
| 11 itchy    | k attack      |

**30** Read the article.

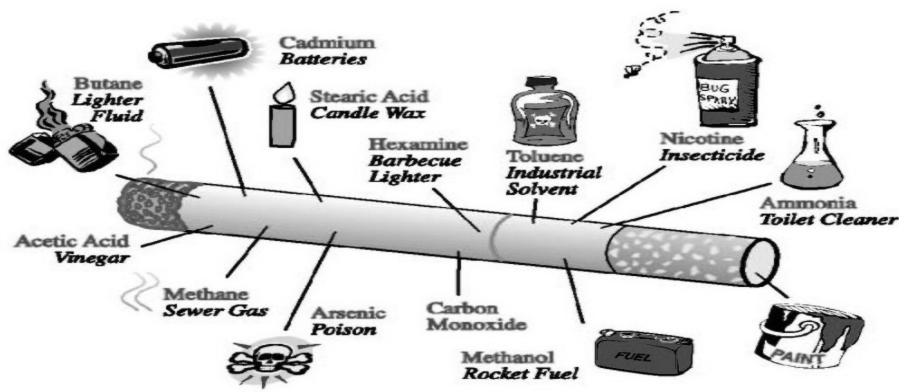
*Smoking – is it really worth it?*

Medical research has proved that smoking is a habit that can lead to severe illness or an early death.

Smoking can cause:

- A) lung cancer or cancer of the mouth, voice box, stomach, gullet, or bladder;**
- B) chronic bronchitis;**
- C) heart disease;**
- D) gastric or duodenal ulcers.**

In addition to these **hazards** a mother who smokes during pregnancy runs the risk of having:



- A) a natural abortion or miscarriage;
- B) a still-birth /a baby who is born dead/;
- C) a baby with a **congenital heart disease**;
- D) a baby who is physically and mentally underdeveloped.

Cigarette smoking is dangerous to all age-groups. Surveys have proved that children and **adolescents** who smoke up to six cigarettes a week, **suffer lung damage**. They may:

- have frequent coughs and colds;
- have a poorer health record than non-smokers;
- become breathless easily and unable **to take vigorous exercise**;
- **bring up PHLEGM** /the thick, slimy matter secreted in the throat/ when they have a cold.

There are four **harmful substances** in the tobacco **smoke inhaled** by cigarette smokers.

1. **Nicotine**. This **increases the blood pressure and pulse rate**, and can **cause unpleasant side effects**, such as sickness, **irritability and trembling**. It also **impairs or weakens the normal healing power of the stomach**, and this can **delay the healing of ulcers**.
2. **Carbon monoxide**. This gas **reduces the oxygen-carrying capacity of the blood** and can **cause dizziness and headaches**.
3. **Carcinogens or tars**. These substances can **produce or accelerate a cancerous growth**.
4. **Irritants**. These **damage the bronchial or breathing tubes**, and can **cause “smoker’s cough”**.

*Did you know that ...?*

1. A **“low tar” cigarette** is less likely to cause severe illness or death than a “high” or “medium tar” cigarette.
2. The tar in a cigarette becomes **concentrated toward the butt end**. This means that smoking the last 2 cm of a cigarette is far more dangerous than smoking the whole of the rest of the cigarette.

3. Smoking is **addictive**. This means that a person can become dependent upon tobacco, associating the drug with pleasure and **the relief of tension**. Even a light smoker will find the habit difficult to break and will **experience unpleasant “withdrawal” symptoms** when he stops smoking.
4. Smoking severely **restricts physical fitness and athletic performance**. Have you wondered why you seldom see successful footballers, gymnasts, athletes etc. who smoke?
5. When someone smokes in an enclosed space, such as an office, car, public house or cinema, the concentration of carbon monoxide in the air increases. This is harmful to all the non-smokers present, as well as to the smokers. Does this seem right?
6. If parents smoke, there is a greater risk that their babies will die of pneumonia or develop bronchitis before they are one year old. This is probably due to the smoke-filled air in the home.
7. The risk of a smoker developing a severe illness or dying increases:
  - A) with the number of cigarettes smoked;
  - B) if smoking began at an early age;
  - C) if smoke is inhaled;
  - D) if half-smoked cigarettes are re-lit.
8. If a cigarette is kept in the lips between puffs, there is a greater chance of developing bronchitis.
9. Apart from the unpleasant effects of smoking, such as breathlessness, sickness, bad breath, stained fingers and “smoker’s cough”, there may be no obvious signs of the damage being done to the body. A person may continue to smoke heavily for many years before the onset of severe illness or death.

**31**

**Discuss each of these points with your partner.**

1. Smoking is considered **to be a sign of maturity and toughness**.
2. Smoking is thought to be a social habit which gives confidence.
3. A young person may resent being advised not to smoke and will start smoking as **an act of defiance and rebellion against authority**.
4. A young person is influenced by the attitudes and example of parents, relations, friends and teachers. If they smoke there is a desire to conform and copy their behaviour.
5. If cigarettes are readily available at home, there is a greater **temptation** to start smoking.
6. A young person may be tempted to smoke from a sense of curiosity.

**32 Explain the meaning of the words and word combinations in English and use them in the situations of your own.**

gastric ulcer	to impair healing power
duodenal ulcer	to accelerate a cancerous growth
hazards	irritants
miscarriage	to restrict physical fitness
a still birth	the onset of severe illness
mentally underdeveloped	congenital heart disease
vigorous exercise	withdrawal symptoms
phlegm	an act of defiance
to secrete	a sign of maturity

**33 Translate into English.**

Стравохід і міхур, гортань, хвороба серця, виразка дванадцятипалої кишки, виразка шлунку, вроджене захворювання, страждати від ушкодження легенів, небезпека, ризикувати, мокротиння/слиз, зменшувати спроможність крові постачати кисень, ріст ракових клітин, погіршувати здатність до загоювання, викликати запаморочення та головні болі, чадний газ, подразники, неприємний симптом відмови від куріння (ломка), займатися енергійними вправами, спортивні досягнення, прояв серйозного захворювання, спокуса, вселяти впевненість, шкідливі речовини, вдихати, бути схильним до чогось, показник зрілості, прояв непокори.

**34 Study the material that follows to enlarge your vocabulary.**



She's sneezing.



She's coughing.



She's got a sore throat.



She's blowing her nose.



She's got a temperature.

*Nouns:* We only use **ache** with the following: I've got **toothache** (U), a **stomach-ache**, **backache** (U), **earache** (U) and a **headache**. For other parts of the body we use **pain**, e.g. I woke up in the night with a **terrible pain** in my chest.

*Verbs:* You can use **ache** for some things, e.g. my back aches; but **hurt** is more common to describe real pain, and it can be used with or without a direct object: She **hurt** her foot when she jumped off the bus and fell over, (also **injured** here) *or*

She **hurt herself** when she jumped off the bus and fell over.

I hit my leg against the table and it **really hurts**. (= gives me a terrible pain)



*Adjectives:* The only common adjective is **painful** ( $\neq$  **painless**):

I had an injection yesterday and it was very **painful**.

A: Did it hurt when you had your filling? (= when the dentist fills a hole/cavity in the tooth).

B: No, it was **painless**

Doctors believe smoking is the major cause of **lung cancer**.

He had a **heart attack** and died almost immediately.

**Hepatitis** is a **liver disease**.

**Asthma** (chest illness causing **breathing** problems) has become more common.

*Note:* **Illness** and **disease** are often used in the same way, but **disease** is used for a serious condition caused by an infection e.g. *a liver disease*. **Illness** is a more general word.

**35**

**Fill in the gaps with a suitable word.**

1. I hit my hand on the desk and it really .....
2. They say she died of a heart .....
3. She had some apples that weren't ready to eat and now she's got stomache-.....
4. I've got this terrible ..... in my neck from sleeping in the wrong position.
5. He died of ..... cancer even though he never smoked a cigarette in his life.
6. I went to the doctor, and she gave me a ..... for some tablets.
7. Pollution makes her ..... worse and it's difficult for her to breathe.
8. There are different forms of hepatitis; one is a more serious ..... than the other.
9. I hurt ..... when I fell off that chair.

10. My back ..... from sitting at that computer all day.

**36** Translate the following phrasal verbs and verb-preposition collocations for health and illness into Ukrainian.

I'm **fighting off** a cold at the moment. (trying to get rid of).

Marge isn't in today; she's **gone down with** flu. (has caught, usually a non-serious illness).

I won't be going today. I've **come down with** a dreadful cold. (with *I* we say *come down* not *go down*)

I had a virus last week, but I **got over it** quite quickly. (got better/recovered)

My sister's **recovering from** a major operation. (getting better: used for more serious illnesses)

Harry **suffers from** hay fever and sneezes a lot if he is near grass or flowers. (used for more long-term problems)

He **died of / from** lung cancer. (*Not*: He ~~died with~~ lung cancer.)

**37** Read the text below and find words in the text which mean the following.

1. doctor who looks after people's general health: GP means general practitioner
2. choose private healthcare
3. large centre with several doctors and kinds of services
4. general expression for all of the services offered by hospitals, clinics, dentists, opticians, etc.
5. tax paid by most adults which covers the costs of healthcare for everyone
6. British name for the service that covers hospitals, clinics, dentists, etc.
7. charge for the medication the doctor prescribes, which you pay at a pharmacy
8. small centre with just two or three doctors

“In Britain, **healthcare** is paid for through taxes and **national insurance** payments taken directly from wages and salaries. The government decides how much will be spent on the **National Health Service**, but a lot of people feel they do not spend enough. Hospital treatment and visits to a **family doctor** (or **GP**) at a **surgery** or **clinic** are free, but there is a **prescription charge**. Dentists and opticians charge fees. Private healthcare is available and a large number of insurance schemes exist to enable people to '**go private**'.

**38** Study the material that follows to enlarge your vocabulary.

Here are some serious illnesses, with the word-stress underlined. Make

sure you know the stress-pattern when learning longer words or phrases. It is a good idea to make a note of it.

**diabetes**: disease where the body does not properly absorb sugar and starch

**bronchitis**: inflammation in the breathing system, causing you to cough

**heart disease**: serious illness connected with the heart which can lead to a heart attack

**skin cancer / lung cancer / breast cancer**: harmful tumours in those areas

**TB (or tuberculosis)**: infectious disease in the lungs

**cholera**: an intestinal disease that can be caused by bad drinking water

**hepatitis**: inflammation of the liver

**typhoid**: fever, with red spots on the chest and abdomen

**heart attack/failure**: when the heart fails

**39** Now fill the gaps using the expressions above.

**Example:** Nurse to a visitor in a hospital 'I'm sorry, Mr Pickering is rather ....*poorly*.....today and we're not allowing visitors.'

1. Someone speaking to a colleague just returned to work after an illness 'Hello, Frank, good to see you .....

2. Person ringing their place of work 'Jo, I won't be in today, I've ..... a cold.'

3. Person in hospital, just beginning to get better, talking to a visitor 'Oh, I'm OK. I'm ..... now. I still feel bad, but I should be out within a week or so.'

4. Parent to a child with a cold 'Don't worry, darling. Everyone has a cold now and then. You'll..... it.'

5. Someone to their partner, who is worried about them 'Don't worry. It's nothing serious. I'm just feeling ....., that's all.'

6. Someone ringing a workmate 'I'm trying to ..... the flu, but nothing seems to help. I don't think I'll be in work tomorrow.'

7. Hilary was quite ill last week, but she's ..... now and should be back at work next week.

**40** Translate the sentences with minor ailments and ways of talking about minor problems.

Note that **hurt** is different from **ache**:

My arm **hurts** where I banged it against the car door. [gives pain caused by an injury]

My wrists **ache** from too much typing at the computer.

*The fixed expression (the usual) aches and pains is often used to refer in a non-serious way to minor problems.*

A: How've you been keeping recently, Mona?

B: Oh fine, you know, just the usual aches and pains.

*The fixed expression cuts and bruises can refer to minor injuries.*

A: I hear you fell off your bicycle. Are you all right?

B: Yeah, fine, just a few **cuts and bruises**, nothing serious.

*Some other kinds of physical discomfort:*

My hand is **stinging** since I touched that plant. [sudden, burning pain]

My head is **throbbing**. [beating with pain]

I have a **stiff neck** from sitting at the computer all day. I'll have to move the monitor to a better position. [pain and difficulty in moving your neck round]

I feel a bit **dizzy**. I think I should sit down. [a feeling that you are spinning round and can't balance]

She was a bit **feverish** this morning, so I told her to stay in bed. [with a high temperature]

I had a terrible **nauseous** feeling after taking the medicine, but it passed. [feeling that you want to vomit]

He was **trembling** all over; I knew it must be something serious. [shaking]

My nose is all **bunged up** today with this horrible cold. [blocked]

**41** Rewrite the underlined parts of these sentences using the active vocabulary.

1. I was feeling quite as if I had a high temperature.
2. The drugs always gave her a feeling that she wanted to vomit.
3. I felt as if my head was spinning and went and lay down for an hour.
4. My nose was blocked so I got a spray from the chemist.
5. I got a pain in my neck from driving a long time in an awkward position.
6. Joanna was shaking and looked unwell, so I asked her if she needed help.

**42** Read the biography of D. Cusak and an extract from the novel "SAY NO TO DEATH". Then define the statements as true or false.

1. The doctor warned Jan that she might have some side effects.
2. Jan used to suffer from heart condition.
3. She was not concerned about those stains on the handkerchief.
4. Jan had nothing to worry about. It was a fish bone that caused the trouble.



5. She was not inclined to experience anxiety when her young man was in the Forces.
6. After the visit to the doctor Jan felt devastated and heartbroken.
7. There were fears in the back of her mind.
8. Instead of taking a trolley-bus Jan walked to the top of the hill.
9. Bart was taken aback by Jan's look.
10. He invited her to the cinema.

### **Say No to Death**

*Dymphna Cusack is a writer of world acclaim whose works have been translated into many languages. She belongs to the famous galaxy of modern Australian realistic writers.*



*Cusack's works were first published in the mid 1930s. She wrote a number of plays and novels (the novels *Southern Steel*, 1953, *The Sun in Exile*, 1955, *A Bough in Hell*, 1971). Her writings treat a wide range of topics involving social and moral problems essential to Australian people and to the entire progressive world.*

*'Say No to Death' is one of Cusack's most popular novels. It was published in 1951. The plot of the novel is a dramatic love story of a twenty-five-year-old soldier Bart Templeton, who is back home after the Second World War, and a young typist Jan Blakeley. Their happy days do not last long. Jan suddenly falls ill with tuberculosis. Fifteen months of the desperate struggle for the girl's life end in failure...*

*In spite of its tragic end, 'Say No to Death' is an optimistic novel. Bart Templeton acquires friends who share his grief. It is evident that Bart will find his path and his noble aim in life and will say his firm "no" to death.*

The doctor examined her throat. "Nothing wrong there," Jan looked at his magnificent head, his broad shoulders, the strength of his white hands, and felt completely reassured. He had attended her when she had pleurisy, and it had always been the same; whenever he came into the room his brisk, easy manner had given her comfort. Now she was both comforted and relieved. He looked up at her with a twinkle in his prominent eyes.

"Not a thing to worry about, my dear Miss Blakeley," he said, turning on his usual smile. "You look wonderful. Not a trace of that old pleurisy left. Now what you want is plenty of exercise and plenty of sun. Judging by the tan you've got, you've already been doing that."

Jan nodded. Her eyes were bright with relief and excitement. It was wonderful to be rid of the dread that had gnawed at her every time she thought

of the stains on the handkerchief. She had been almost afraid to ask him, and when she forced herself to ask, her voice was shaking:

“And the blood, Doctor...?”

“Put it out of your mind altogether. Obviously you swallowed a fish bone and that caused the trouble.” He patted her shoulder paternally. “You’ve been worrying, too, I know.” He towered above her, bluff and hearty, exuding confidence as his eyes twinkled down into hers. “Admit it! With that young man of yours away you were worried, weren’t you?”

Jan bit her lips. Her eyes faltered and she looked away. He laughed. “Well, now he’s back everything will be all right. I hope to hear that you’re going to be married soon. That’ll be the best thing for you.” His voice was fatherly as they moved towards the door. “You know, young women with your men away in the Forces are apt to get a bit neurotic, but everything will be all right now.”

He handed her an envelope. “Get this prescription made up at the chemist’s. It will stop that coughing in the early morning.” He held her hand and she felt well-being and assurance flow into her. Jan went out and stood a moment by the tree, hearing the rain-drops pattering against its leaves.

The doctor’s parting words rang in her ears like a benediction. She didn’t know exactly what she had feared, but all kinds of hazy, unformulated terrors had been in the back of her mind. His words had brushed them aside and his kindly ridicule about neurotic women had made her see how absurd they were.

She stood waiting for the trolley-bus to take her down to the city, where she was meeting Bart for lunch, but her excitement made her so impatient that she could not bear to stand waiting.

She decided that she had plenty of time to walk through Woolloomooloo.

The surge of her excitement and joy rose as she reached the top of the hill where Bart was waiting for her. He saw her coming. She moved with such grace, her beauty so bright in the dull day that he was shaken. This is it, Bart, my boy, he said to himself, this must be the real thing.

When she came up to him, her eyes were warm with welcome, the colour bright in her cheeks from climbing the hill, her breath coming light and quick between her parted lips.

“Hello,” he said, “you’re early.” She smiled.

“Been to the quack?”

She nodded.

“No need to ask what he said?”

The smile lingered on her face.

“You look so healthy. What actually did he say?”

“Just what we thought. It was a fish-bone, of course”.

Bart took her arm. “Anything else?”

“I need plenty of exercise and sun and piles to eat.”

“That suits me, particularly, the eating part. Where do we go?”

“Wherever you like.”

**43**

**Answer the questions.**

1. What did the doctor examine?
2. What did Jan use to be ill with?
3. Why did Jan feel comforted and relieved?
4. When did the doctor attend her?
5. Why was there nothing to worry about?
6. What were the doctor's recommendations?
7. What made him think that Jan had been doing a lot of exercises?
8. How did the doctor explain the case?
9. What were young women apt to with their young men in the Forces?
10. What prescription did the doctor write out?
11. What was still in the back of Jan's mind?
12. Why was Bart shaken when he saw Jan?

**44**

**Match the beginnings with the endings.**

- |                                      |  |
|--------------------------------------|--|
| 1. Whenever the doctor came          | a. exuding confidence.                 |
| 2. Jan felt                          | b. the girls were apt to get neurotic. |
| 3. There was no trace of             | c. made up at the chemist's.           |
| 4. What you want                     | d. his easy manner gave Jan comfort.   |
| 5. It was wonderful                  | e. comforted and relieved.             |
| 6. He towered above her              | f. as she reached the top of the hill. |
| 7. When young men were in the Forces | g. to be rid of the dread.             |
| 8. Get this prescription             | h. gnawed at her.                      |
| 9. All kinds of terrors had been     | i. is plenty of exercise and sun.      |
| 10. Jan's joy rose                   | j. pleurisy.                           |
| 11. The thought of the stains        | k. in the back of her mind.            |

**45**

**Match the English word combinations with their Ukrainian equivalents.**

- |                            |                              |
|----------------------------|------------------------------|
| 1. to examine smb's throat | a) позбавитись чогось        |
| 2. to attend (to) smb      | b) судити по чомусь          |
| 3. to feel reassured       | c) випромінювати впевненість |
| 4. to give smb comfort     | d) мучити, турбувати когось  |
| 5. to be relieved          | e) хвилюватися               |
| 6. a trace of smth         | f) не звертати увагу         |

46

- |                                     |                              |
|-------------------------------------|------------------------------|
| 7. to judge by smth                 | g) замовляти ліки            |
| 8. to be rid of smth                | h) думати про щось           |
| 9. to gnaw at smb                   | і) почуватися впевненим      |
| 10. to exude confidence             | j) доглядати під час хвороби |
| 11. to be worried                   | к) відчути полегшення        |
| 12. to be apt                       | l) бути схильним             |
| 13. to get a prescription made up   | м) слід чогось               |
| 14. to be in the back of one's mind | н) оглядати горло            |
| 15. to brush smth aside             | о) втішити когось            |

**Paraphrase the sentences using the word combinations from the previous exercise.**

1. Her fears were removed after the police had told her that the child was safe.
2. He is a clever boy, but has a natural tendency to get into mischief.
3. The doctor looked at the tongue carefully to see what was wrong.
4. I formed an opinion about his manner and concluded that he was guilty.
5. Fear and anxiety tormented her heart.
6. The police were unable to find any sign of the thief.
7. We were glad to become free of our overcoats.
8. It's a pleasure that everybody is beaming with assurance.
9. Your words have encouraged me.
10. He knew his aunt sufficiently well to guess that she had something important to tell him about.
11. I'm really anxious about my sister.
12. Several doctors looked after the General when he was on his deathbed.
13. You look so frustrated. Put all the troubles out of your mind.
14. There is nothing that can give me peace.

47

**Translate into Ukrainian.**

1. The doctor examined the patient and sent him to hospital for further tests.
2. Judging by your confidence, the statistics are promising.
3. We felt relieved at hearing that he was safe and sound.
4. It was impossible for him to be rid of this bad habit.
5. He is apt to take to journalism.
6. I could hardly guess what was in the back of her mind.
7. What are you worried about?
8. Only home will give her comfort.
9. He was exuding confidence and the girl felt reassured.
10. These thoughts are gnawing at me. I must brush them aside.
11. Officers could not find any trace of drugs.
12. Where shall I have the prescription made up?

**48**

**Give the Ukrainian names of the following diseases.**

allergy	tuberculosis/TB/
bronchitis	plague
quinsy, tonsilitis	cholera
asthma	heart attack
pneumonia	stroke
flue, influenza, grippe	giddiness
diabetes	haemorrhage
diphtheria	bleeding
measles	burn
scarlet fever	mumps
whooping cough	indigestion
smallpox	upset stomach
German measles	Stomach ache
cancer	headache
chicken-pox	ear-ache
dysentery	scald
rheumatism	abscess
typhoid /fever/	sun-stroke

**49**

**Choose the correct answer.**

1. She died after a long .....
- a) disease    b) failing    c) illness    d) sickness
2. The doctor had three ..... of nose-bleeding in the same day.
- a) aspects    b) cases    c) examples    d) illnesses
3. He still suffers from a rare tropical disease which he ..... while in the Congo.

- a) contracted    b) gained    c) infected    d) received
4. My grandmother is very old and is not ..... very good health.  
a) from    b) in    c) on    d) with
5. The teachers at the school went .... with flu one after another.  
a) down    b) off    c) out    d) under
6. Malaria is .....by the female mosquito.  
a) broadcast    b) sent    c) transmitted    d) transported
7. Mary is in bed with a ..... attack of flu.  
a) hard    b) heavy    c) large    d) severe
8. My brother was ..... ill yesterday and is now in hospital.  
a) broken    b) caught    c) fallen    d) taken
9. The school is half empty as a serious epidemic of measles has broken....  
a) down    b) in    c) out    d) up
10. Several ..... of malaria have been reported.  
a) cases    b) doses    c) occurrences    d) types
11. To our ..... , Mary's illness proved not to be as serious as we had feared.  
a) anxiety    b) eyes    c) judgement    d) relief
12. He ..... a rare disease when he was working in the hospital.  
a) caught    b) infected    c) suffered    d) took
13. My headaches are usually brought ..... by worry.  
a) in    b) on    c) up    d) out
14. The doctor examined him carefully and ..... influenza.  
a) concluded    b) decided    c) diagnosed    d) realised
15. Some diseases ..... quickly from one person to another.  
a) catch    b) get about    c) move    d) spread
16. Tropical diseases are comparatively ..... in Poland.  
a) few    b) rare    c) scarce    d) slight
17. It was a minor illness and he soon got ..... it.  
a) around    b) on with    c) over    d) up to
18. The ..... last thing I want now is to catch a cold.  
a) extremely    b) most    c) utterly    d) very
19. I can never touch lobster because I am ..... to shellfish.  
a) allergic    b) infected    c) sensible    d) sensitive
20. She couldn't go out because she had a ..... cold.  
a) flowing    b) leaking    c) running    d) streaming
21. The local medical officer reported a serious ..... of food-poisoning.  
a) event    b) incident    c) outbreak    d) state
22. The patient ..... his illness down to a virus infection.  
a) laid    b) placed    c) put    d) traced
23. You keep sneezing. You must have caught .....  
a) a cold    b) a cough    c) a headache    d) an illness

24. The children were suffering from the ..... of the hot weather.

- a) consequences    b) effects    c) products    d) results

50

**Read the article. Work in pairs and discuss the health problems people might have in the 21<sup>st</sup> century.**

**“Who should get what?”**

**Heart Disease** is often hereditary but can also be caused through bad diet and lack of exercise. It can be prevented, and public awareness levels are high in some countries. However, some sections of the community seem to ignore advice. Treatment is possible, but prevention is obviously preferable in the long term.

**Cancer** takes many forms and is caused by a number of factors. There is strong evidence that smoking and other lifestyle factors contribute significantly especially to lung and throat cancers. Treatment can be through chemotherapy and success rates are increasing. Some people believe that this, like heart disease, is self-inflicted, and that patients should be asked to pay extra for their treatment.

**HIV/AIDS** awareness levels around the world vary a great deal as to the causes and risks associated with this disease. It is preventable but, as yet, although there is treatment available, there is no known cure. Research continues in the hope of finding one.

**Malaria** is a disease which is spread via mosquito bites. It is easily prevented with the use of mosquito repellents: electronic devices, creams and sprays. It can be also avoided by taking pills regularly which protect the body from the disease. Malaria cannot be cured as such, though its symptoms, such as earache, fever, and shaking are treatable.

**Road Traffic Accidents.** Road safety standards vary a lot from country to country. Drink driving and the use of unsafe vehicles contribute to the deaths of hundreds of thousands of people around the world. Publicity, campaigns and stricter laws have made a dramatic difference in some countries.

**Diarrhoea** is one of the most common causes of death, especially among children, in Africa. It is caused by polluted water and a lack of food hygiene. It can be prevented by making water supplies safe. It is also important that public awareness is raised as to the causes of water contamination. Diarrhoea itself is easily treated with rehydration medicine.

51

**Find the appropriate word for the definitions.**

- a) \_\_\_\_\_ (adjective) passed on from parents to child

- b) \_\_\_\_\_ (noun) the use of medicine or therapy to make a sick person well again
- c) \_\_\_\_\_ (noun) smooth, thick liquid which you put on or rub into your skin
- d) \_\_\_\_\_ (noun) small, solid pieces of medicine to swallow, e.g. aspirin
- e) \_\_\_\_\_ (noun) an injection which prevents a person from getting a disease
- f) \_\_\_\_\_ (noun) a change in your body which is a sign of your illness
- g) \_\_\_\_\_ (noun) the removal of a disease or illness so that a person is well again.

**52** Read the following quotation and discuss it.

*Today's medicine is at the end of its road. It can no longer be transformed, modified, readjusted. That's been tried too often. Today's medicine must DIE in order to be reborn. We must prepare its complete renovation. (Maurice Delort)*

**53** Translate the following text into English.

Україна – перша у Східній Європі за кількістю ВІЛ-інфікованих.

Перший день зими традиційно відзначається як день боротьби зі СНІДом. За темпами розповсюдження ВІЛ-інфекції Україна посідає перше місце у Східній Європі. Сьогодні, як повідомляють у Міністерстві охорони здоров'я, в Україні зареєстровано більше 137 тисяч ВІЛ-інфікованих. За рівнем розповсюдження ВІЛ-інфекції в Україні лідером є Дніпропетровська область, за якою йдуть Одеська та Миколаївська.

Нагадаємо, що єдиний спосіб дізнатися, чи є у вас ВІЛ – пройти спеціальний тест. В Україні він безкоштовний та конфіденційний.

**54** Match the medical fields below to their areas of speciality.

- |                  |                              |
|------------------|------------------------------|
| 1. Cardiology    | A. Eyesight                  |
| 2. Geriatrics    | B. Inherited characteristics |
| 3. Paediatrics   | C. X-rays and ultra sounds   |
| 4. Genetics      | D. Children                  |
| 5. Ophthalmology | E. The elderly               |
| 6. Radiology     | F. The heart                 |



**55** Look at the list of possible medical breakthroughs. In how many years do you think each will occur?

1. Epidemics like malaria will be eradicated.
2. All types of cancer will be curable.
3. Average life expectancy will rise to 100 years.
4. An AIDS vaccine will be discovered.
5. The cure for the common cold will be discovered.
6. 80% of heart surgery will be bloodless.

*I think that in five years' time epidemics like malaria will have been eradicated.*

**56** Check your understanding of the words in this vocabulary bank, then fill in the gaps in the sentences that follow.



• ache • clot • concussion • condition • cramp  
deficiency • discomfort • disorder • exhaustion  
fractured • infection • inflammation • injury • irritation •  
sprain • wound • predisposition

1. The patient complained about a constant dull \_\_\_\_\_ his back.
2. She had a severe \_\_\_\_\_ in her right leg while swimming and had to be rescued by lifeguards.
3. The face cream was withdrawn from the market after several complaints of painful skin \_\_\_\_\_.
4. In a three-hour operation, doctors removed a \_\_\_\_\_ from one of the patient's main arteries.
5. Jim hasn't broken his ankle, it's only a bad \_\_\_\_\_.
6. The recurrence of an old knee \_\_\_\_\_ kept Roger out of football for three months.
7. After five days stranded on the mountain, the climbers were found suffering from \_\_\_\_\_.
8. He escaped a very serious car crash with only a couple of \_\_\_\_\_ ribs.
9. Even a small blow to the head can result in \_\_\_\_\_.
10. If you eat nothing but junk food you'll end up with a serious vitamin \_\_\_\_\_.
11. All cuts should be treated with antiseptic to prevent \_\_\_\_\_.

12. If the \_\_\_\_\_ has not healed in a week's time or if there is any swelling or \_\_\_\_\_ around it, see your doctor.
13. After the operation, you will suffer a little \_\_\_\_\_, but no pain.
14. Anorexia is an eating \_\_\_\_\_ which is common in teenagers.
15. He suffers from a rare \_\_\_\_\_ which causes his skin to blister every time he goes out in the sun.
16. His weak chest means he has a \_\_\_\_\_ to ailments such as bronchitis.

**57** Find the odd one out, then briefly explain why it doesn't fit in its group. Use a dictionary if necessary.

brain – eardrum – jaw – *shoulder blade*

*'Shoulder blade' is the odd one out because all others refer to parts of the head.*

1. prevent - treat - cure - heal
2. finger - toe - thumb - knuckle
3. gasp - pant - faint - wheeze
4. muscle- bone - nerve - eyelash
5. surgery- ward - stretcher - lab
6. slide -beaker - powder - vial
7. knee - elbow - thigh - calf
8. surgeon - consultant - specialist - orderly

**58** Match words from columns A and B to make collocations, then make sentences.

A	B
Lab	Reaction
Medical	Intake
Passive	Tests
Allergic	Smoking
Respiratory	History
Vitamin	Activity
Strenuous	Infection

*The lab tests will reveal whether iron deficiency is the cause of the problem.*

**59** Match the sets of adjectives to the nouns to form collocations. Choose any 3 sets and make sentences.

*Anyone suffering from a contagious disease has to be quarantined in order to prevent the infection from spreading.*

**60**

- |   |                        |           |
|---|------------------------|-----------|
| 1 | fatal, contagious      | condition |
| 2 | congenital, chronic    | wound     |
| 3 | serious, slight        | dizziness |
| 4 | holistic, conventional | treatment |
| 5 | speedy, miraculous     | injuries  |
| 6 | multiple, internal     | disease   |
| 7 | superficial, flesh     | medicine  |
| 8 | emergency, on-going    | recovery  |

**Select  
two  
suitable  
words  
which  
can**

**complete each sentence.**

1. He felt a **stabbing / knifing / cutting / piercing / needling** pain in his side as he bent to pick up the ball.
2. Most doctors do not usually know much about **non-conformist / holistic / alternative / conventional / orthodox** medicine.
3. He will have to **suffer / take / undergo / experience / have** treatment at the cardiac clinic very soon.
4. David was doubtful about whether he could play in the match or not because of a/an **niggling / irritable / recurring / inflammatory / terminal** injury.
5. The dentist assured me that I would feel only **petty / mild / trivial / slight / little** discomfort as he did the fillings in my teeth.
6. A surprising number of people have **toxic / noxious / poisonous / allergic / adverse** reactions to very common foodstuffs.

**61**

**Study the pairs of words/phrases below and make sentences in order to show their difference in meaning.**

- 1 cut / incision
- 2 pain / tenderness
- 3 dizzy / faint
- 4 hoarse voice / sore throat
- 5 nausea / vertigo
- 6 diagnosis/prescription
- 7 consultation / examination
- 8 exhaustion / exertion
- 9 midwife / matron
- 10 recuperate / improve

*The young boy had a nasty **cut** on his finger. The surgeon stitched up the **incision** and removed his gloves.*

## WOUNDS AND INJURIES

**62** Study the difference.

**Wound** (n, v) and **injury** are both used to describe damage to the body, but a **wound** is generally caused by a **weapon** (e.g. gun or knife) and it is usually intentional.

He **shot** the man in the chest. (= a **bullet wound** in the chest) [from a gun]

He **stabbed** the boy in the back. (= a **knife wound** in the back)

He **got into a fight** and **got beaten up**. His injuries were a **black eye** and two **broken ribs**.

**63** Choose the correct answer.

1. He got that ..... on his forehead when he ran into an open cupboard door in the dark a few days ago.

a) blister    b) bruise    c) scar    d) sprain

2. Mary was ..... by a wasp while she was gathering some pears.

a) bitten    b) eaten    c) stung    d) wounded

3. Be careful, don't ..... yourself when you are cutting those roses.

a) pick    b) prick    c) sting    d) wound

4. I fell off my bicycle when I was five and I still have a ..... on my knee.

a) freckle    b) scar    c) hole    d) scratch

5. He got a terrible ..... on the head when he forgot to bend as he went through the low doorway.

a) bump    b) hunch    c) ripple    d) wrinkle

6. This ..... dates from my operation last year.

a) cut    b) scar    c) scratch    d) sore

7. A sword will only draw blood if it actually ..... the skin.

a) pierces    b) pricks    c) plunges    d) thrusts

8. I have a ..... on my leg where you hit me.

a) blister    b) bruise    c) hole    d) wound

9. She cried so much that her face became .....

a) fat    b) soft    c) swollen    d) torn

**64** Here is a list of injuries. Look them up in your dictionary to check the meaning and the pronunciation, and fill in the chart. Use your imagination to think of a cause for the injuries.

Injury	Cause	Treatment
a broken arm	a fall during a football match	Set the arm and put it in plaster.
a bruise		
a dislocated shoulder		
a sprained wrist		
a sting		
cramp		
a swollen ankle		
concussion		
a blister		
a black eye		
a burn		

**65** Translate into English.

Зібратися з духом, приймальня, кабінет лікаря, сісти в крісло, дати пораду, видивлятися, шприц, відчувати гострий біль від уколу в ясна, хірургічні щипці, затискувати зуб, викручувати зуб, видалити зуб, дезінфікуючий засіб. Запломбований зуб, хворий/зіпсований зуб, догляд за зубами, знімок зуба, зуб мудрості, корінь зуба, лікування зубів, порожнина в зубі, зубна емаль, зубний камінь, зберегти зуб, лікувати зуби, оглядати зуби, карієс зуба, пломбування зуба.

**A VISIT TO A DOCTOR**

**66** Read the text and describe your last visit to the dentist.

**AT THE DENTIST'S**

Once I had had a toothache for several days, but I couldn't **pluck up courage** to go to the dentist. As a matter of fact I went to his office twice, but just as I got on his doorstep and was going to ring the bell the toothache seemed to have gone away, so I went home again. But at last I had to go back, and this time I rang the bell and was shown into **the waiting-room**.

There were a number of magazines there,



and I had just got in the middle of an exciting story when the assistant came in to say Mr. Puller was ready to see me – I'll have to wait for the next toothache to finish the story.

Well, I went into **the surgery** (the room where a doctor or dentist gives advice or treatment) and he told me to sit in a chair that he could **move up and down, backwards and forwards**, and then he had a look at the inside of my mouth. He put a little mirror on a long handle inside my mouth and **poked about** for a while, then he looked serious and said. "Yes, I'm afraid we can't save that one, it will have to come out." I asked him **to give me an injection**. He **filled a syringe with some medicine**. I felt **a little prick on the gum** and then he **injected the liquid**. He did this in two or three places and waited for a minute or so.

My mouth felt rather dead. Then he **took a pair of forceps, gripped the tooth, gave a twist, then a pull**, and the tooth was out. I could see it and hear it but I couldn't feel it. Then he said, "It's all over. **Spit in** there and then **wash your mouth out with this disinfectant**."

**67** Answer the questions.

1. Who did the man consult when he had a toothache?
2. Why was the man reluctant to see the dentist?
3. How did the dentist begin to examine the patient?
4. How did the dentist prepare the patient for an injection?
5. What did the dentist do to pull the tooth out?
6. What did the doctor recommend the patient to do?

**68** Explain the meanings of the following words and word combinations in English and use them in situations of your own.

- |                               |                      |
|-------------------------------|----------------------|
| 1. to pluck up one's courage  | 7. a pair of forceps |
| 2. waiting-room               | 8. to grip a tooth   |
| 3. to poke about              | 9. to give a twist   |
| 4. to fill a syringe          | 10. to spit in       |
| 5. to feel a prick on the gum | 11. disinfectant     |
| 6. to give an injection       | 12. surgery          |

**69** Choose the right form.

1. Dentists recommend brushing teeth with a fluoride toothpaste to..... them from decay.  
a) arm    b) defend    c) guard    d) protect
2. Have you got toothache? Your face looks .....

- a) big    b) enlarged    c) expanded    d) swollen
3. I had to have two ..... when I went to the dentist last week.  
a) cavities    b) fillings    c) paddings    d) refills
4. She always pays ..... visits to the dentist.  
a) customary    b) habitual    c) normal    d) regular
5. The dentist told him to open his mouth .....  
a) broad    b) greatly    c) much    d) wide
6. He ..... when the dentist touched the bad tooth.  
a) alarmed    b) dreaded    c) laughed    d) winced
7. Robert is very ..... about the cost of his dental treatment.  
a) ashamed    b) pained    c) sorry    d) worried
8. I'm ..... having to pay yet another visit to the dentist.  
a) afraid    b) dreading    c) frightened    d) terrified
9. The ..... in one of my teeth has come out, so I'm going to the dentist.  
a) cover    b) completion    c) filling    d) replacement
10. He made a note of the appointment with his dentist in his .....  
a) diary    b) directory    c) journal    d) register
11. She phoned her dentist to say she was unable to ..... her appointment.  
a) arrive    b) hold    c) keep    d) stand
12. She put ..... going to the dentist although her teeth needed attention.  
a) away    b) in    c) off    d) out
13. The small girl had to have four teeth ..... because they were so bad.  
a) broken    b) pulled    c) taken away    d) taken out
14. The loss of a front tooth has left an unsightly ..... in her teeth.  
a) gap    b) hole    c) slot    d) space
15. In some countries more and more young people now need ..... teeth.  
a) false    b) spare    c) unnatural    d) untrue

**70**

**Fill in the blanks with the words below. You may need to change the form of the words. Each word can be used only once.**

cavity    cement    dentist    dentures    disease    equipment  
examine    fill    gums    interval    lose    nerve  
pain    practice    preventive    tooth    treat    treatment

### **General Dental Practice**

General dental ..... includes mouth examination, diagnosis, treatment, and prevention of..... . There ..... frequently uses X-rays and other ..... to ensure correct diagnosis and .....

Treatment may include filling ....., removing the ..... of teeth, treating diseases of the ....., removing ....., and replacing ..... teeth with bridges and.....

Anesthesia is often used in any treatment that might cause..... . Teeth may be ..... with amalgam, or..... .

Perhaps one of the most important parts of a dentist's work is ..... dentistry. If a dentist ..... a patient's teeth at regular ....., he may find and ..... a disease before it becomes serious.



## DOCTORS AND SPECIALISTS

**71** Give Ukrainian equivalents for the following phrases.

- |                         |                     |
|-------------------------|---------------------|
| an oculist              | a throat-specialist |
| a physician             | an orthopaedist     |
| a surgeon               | a gynaecologist     |
| a dentist/stomatologist | a pathologist       |
| a pediatrician          | a radiologist       |
| a therapist             | a cardiologist      |
| an obstetrician         | a dermatologist     |
| a neurologist           | a geriatrician      |

**72** Give the name of the people defined below.

1. a family doctor g \_ \_ \_ \_ \_ p \_ \_ \_ \_ \_ er
2. someone who looks after sick people in hospital \_ \_ \_ \_ s \_
3. a sick person who has to stay in hospital i \_ \_ \_ \_ \_
4. a sick person who has to visit hospital regularly for treatment o \_ \_ \_ \_ \_
5. someone who operates on sick people \_ \_ \_ \_ \_ o \_
6. a person badly injured in an accident, fire, war \_ a \_ \_ \_ \_ \_
7. a person who helps at the birth of a baby m \_ \_ \_ \_ \_
8. a person who specializes in one area of medicine \_ p \_ \_ \_ \_ \_

**73** Translate the article about the the world-famous Ukrainian surgeon, scientist and philosopher Mykola Amosov.

Микола Михайлович Амосов народився 6 грудня 1913 року в селі Ольхові Вологодської області. У 1939 році закінчив Архангельський



медичний інститут. З 1952 року очолював клініку Українського інституту туберкульозу та грудної хірургії. З 1982 року директор інституту серцево-судинної хірургії в місті Києві.

Він давно став легендою. Це підтверджує не лише міжнародне визнання його досягнень, а й вибір сучасних українців, які поставили його на друге місце серед видатних українців (М. Амосов поступився лише Ярославу Мудрому).

Саме Микола Амосов одним із перших в СРСР почав проводити операції на серці, першим вшив мітральний клапан із нейлоновими стулками, які були вирізані із сорочки, купленої у США.

На його рахунку тисячі врятованих людей. Згадуючи про його діяльність, в першу чергу говорили про його ставлення до пацієнта: “Ставитись до хворого як до свого родича”.

Амосов був не лише талановитим хірургом та вченим, а й вимогливим керівником – лікарі згадують, що такого суворого аналізу причин смерті пацієнта, як за керівництва М. Амосова, більше не було. Розмови про статистику смертей в інших медичних закладах відкидались: “Не шукайте, де гірше, шукайте, де краще”, закликав Амосов своїх колег. Багато лікарів відверто боялись Миколу Михайловича, а його обходи називали “королівським полюванням.” Однак, звіти лікарів, започатковані ним, тривають й досі – медики стверджують, що це дисциплінує.

Амосов вважав, що не слід поспішати з лікуванням – організм сам може впоратися. А от до народної медицини ставився доволі скептично. Завжди вважав 10 заповідей Бога дуже важливими.

74

**Put the verbs in brackets into the appropriate forms of the verbs. Define their functions. What do you think of the new ailment?**

### **HELP ME, DOCTOR, I'M TOO WEALTHY**

It's an illness many of us might well bear with fortitude.

But Internet firm millionaires and lottery winners in America are seeking therapy for the new ailment \_\_\_\_\_ (afflict) them... Sudden Wealth Syndrome.

It hits people who overnight find themselves rich beyond their widest dreams and cannot \_\_\_\_\_ (cope).

Symptoms include a sense of isolation and uncertainty, fear of \_\_\_\_\_ (lose) the fortune and alienation from friends and family.

‘We live in a society that is very much \_\_\_\_\_ (govern) by work,’ explained San Francisco psychologist Dr. Stephen Goldbart, one of two therapists who coined the phrase.

‘All of a sudden, you wake up one day and realize you don’t have \_\_\_\_\_ (work) any more. That’s when people start \_\_\_\_\_ (experience) the symptoms.



‘When you ask the rich, they will be the first \_\_\_\_\_ (tell) you that wealth doesn’t buy happiness.’

One newly-rich executive said: ‘In a lot of ways I was happier \_\_\_\_\_ (live) a simpler life.

‘I’m not saying I’m a miserable guy, but it is hard \_\_\_\_\_ (talk) about \_\_\_\_\_ (make) this transition.’

However, Dr Golgbart and his colleague Joan DiFuria have a simple treatment for the syndrome... they tell sufferers \_\_\_\_\_ (give) a large chunk of their money away to charity.

## ALTERNATIVE MEDICINE

**75** What do you know about alternative medicine? Learn the new words and use them in the sentences of your own.

Nowadays a lot of people prefer alternative medicine (different from typical western systems). For example:

acupuncture

chiropractic

herbal medicine

**homeopathy:** taking tiny amounts of poisonous substances

**aromatherapy:** using aromatic oils and massage

**What do we call the type of alternative medicine which...**

1. uses herbs and other natural plants?
2. uses oils which smell nice and are rubbed into your body?
3. uses needles to stick into specific parts of your body?
4. uses tiny amounts of substances which cause the illness the doctor is trying to cure?

**76** Read the text. Make sure you study the language of the text to be competent in further exercises and discussions.

### Acupuncture by Mike Rayner

*"The person who takes medicine must recover twice, once from the disease and once from the medicine."*

*William Osler, M.D*

*"If all the medicine in the world were thrown into the sea, it would be bad for the fish and good for humanity" O.W. Holmes, (Professor of Medicine Harvard University)*

Alternative medicine has become much more popular in the West in recent years. It seems that people are becoming increasingly worried about the side effects of drugs, and are turning to treatments such as homeopathy, osteopathy, yoga, reflexology and acupuncture to complement, or sometimes even replace, Western medicine.



An event in my life three or four years ago made me examine my own attitudes towards alternative medicine. After suffering from insomnia for a few months, I was feeling mentally and physically exhausted. A trip to my GP, and attempts at self-medication with nightly doses of Guinness and whisky, failed to bring any relief from my condition. My friend Tony, who was studying acupuncture at a college near London at the time, suggested that I visit an acupuncturist. Since I have a healthy fear of needles from waiting in line for vaccinations in gloomy school corridors, I was reluctant to take his advice, but by this time I was so tired that I was prepared to try almost anything.

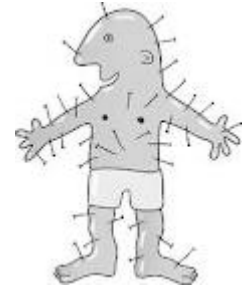
I made an appointment with the only acupuncturist in my area, and after another nearly sleepless night, turned up at his room in the local alternative health centre the following morning. After taking my pulse, looking at my tongue, and asking a few questions about my diet and lifestyle, the acupuncturist correctly deduced that I was worn-out (I found this extremely impressive since he hadn't asked me why I had come to see him.) He then



**inserted a needle** in my right foot between my first and second toe, and, **despite my anxiety**, I fell asleep immediately. At the time I considered the whole experience **to be close to a miracle**.

### **What is acupuncture?**

Acupuncture is based on the idea that energy flows through the human body along 12 lines or meridians. These meridians end up at organs in the body, and illness is **the result of a blockage of the energy flow to these organs**. To remove the blockage, an acupuncturist inserts very fine needles into the body at points along the meridians. This **stimulates the flow of energy**, and **restores the patient's health**.



### **What is the history of acupuncture?**

Traditional Chinese medicine has been practised for around 3000 years in the Far East, but is relatively recent in the West, and acupuncture only really became well-known in the West in the 1970s as people began to travel more frequently between the two areas of the world.

A **significant** event in the history of acupuncture came in 1971, when a journalist from the New York Times had his **appendix** removed in China, when on a trip to the country with Henry Kissinger, the Secretary of State for the USA. Surgeons used acupuncture **to deaden the pain of the operation**, which greatly impressed Kissinger.

Although at first doctors in the West were often sceptical of the medical value of acupuncture, in the last few years it has become more established as an alternative to Western medical treatments, since **clinical** tests have shown that acupuncture is effective for a number of conditions.

### **What can acupuncture be used to treat?**

In the Far East acupuncture is used to treat a wide range of complaints, and is also used as a preventative medicine, since it is thought to increase the body's resistance to infection. In the West, the treatment is often used to relieve headaches, dental pain, back pain and arthritis, and to treat depression, asthma, stress, high blood pressure and anxiety.

### **Who uses acupuncture?**

Since acupuncture is known to be effective against pain, it is not surprising that many sportspeople have experimented with acupuncture when fighting injury. Martina Hingis, the famous tennis player, had a wrist injury cured through treatment, and English Premier Division football club Bolton Wanderers employ an acupuncturist to keep their squad in good physical condition. While in Korea for the World Cup in 2002, soojichim, a Korean form of acupuncture, was very popular with the German football team.

Cherie Blair, a well-known human rights lawyer, and the wife of the former British Prime Minister, was recently spotted wearing an acupuncture

needle in her ear, suggesting that she uses the treatment **to cope with stress**. The Queen of England is also interested in acupuncture, although she doesn't use the treatment herself – she and many of her family rely on another alternative medical treatment, homeopathy, to keep them healthy.

What are the risks? Finally, if you do decide to visit an acupuncturist, it is important that you check that they are qualified and registered to practise acupuncture. In the past some people have experienced allergic reactions, broken needles and even **punctured lungs** while being treated, although this is very uncommon.

**77** Match the words with their definitions.

- |  |   |
|--|---|
| <b>1. allergic (adj.)</b>                        | a) to make something less painful or less strong  |
| <b>2. dental (adj)</b>                           | b) a small tube-shaped part inside the body below the stomach   |
| <b>3. homeopathy (n)</b>                         | c) relating to teeth  |
| <b>4. vaccination (n)</b>                        | d) a way of treating illnesses using very small amounts of natural substances   |
| <b>5. deaden (adj)</b>                           | e) an illness which causes the parts of the body where bones meet to become painful and often big   |
| <b>6. arthritis (n)</b>                          | f) a medical condition which makes breathing difficult by causing the air passages to become narrow or blocked  |
| <b>7. asthma (n)</b>                             | g) abbreviation for general practitioner: a doctor who sees people in the local area and treats illnesses that do not need a hospital visit             |
| <b>8. clinical (adj)</b>                         | h) when you find it difficult to sleep  |
| <b>9. insomnia (n)</b>                           | i) the treatment of injuries to bones and muscles using pressure and movement   |
| <b>10. GP (n)</b>                                | j) relating to medical treatment and tests  |
| <b>11. appendix (n)</b>                          | k) caused by an allergy   |
| <b>12. miracle (n)</b>                           | l) having an important effect or influence, especially on what will happen in the future  |
| <b>13. preventive (also preventative) (adj):</b> | m) something that is very surprising or difficult to believe  |
| <b>14. puncture</b>                              | n) preventive action is intended to stop something before it happens  |
| <b>15. significant (adj)</b>                     | o) to make a hole in something  |
| <b>16. osteopathy (n)</b>                        | p) a substance which contains a harmless form of a virus or bacterium (= extremely small organism), and which is given to a person or animal to prevent |

them from getting the disease which the virus or bacterium causes

**17. worn-out (adj.)**

q) another effect that a drug has on your body in addition to the main effect for which the doctor has given you the drug

**18. side effect (n)**

r) a treatment in which your feet are rubbed and pressed in a special way in order to improve blood flow and help you relax

**19. reflexology (n):**

s) very tired because you have been working hard

**78**

**Translate into English.**

Хвилюватися/турбуватися, побічні дії ліків, мати власну точку зору щодо альтернативної медицини, страждати від безсоння, почувати себе розумово та фізично виснаженим, вдаватися до самолікування, не приносити полегшення, спеціаліст з голкотерапії, вакцинація, скористатися порадою, записатися на прийом до лікаря, поставити декілька питань відносно дієти та способу життя, зробити висновок, надзвичайно вражаючий, незважаючи на хвилювання, блокування енергетичного потоку, базуватися на ідеї, стимулювати потік енергії, покращити здоров'я, значна подія, полегшити біль, клінічні тести, притуплювати/послаблювати біль, профілактична/привентивна медицина, неохоче робити щось, бути схожим на чудо, подолати стрес, астма, депресія, артрит, хвилювання, тримати себе в гарному фізичному стані.

**79**

**Match the two columns to form meaningful word combinations.**

1. side effects of
2. to deaden
3. physically
4. to remove
5. to insert
6. to stimulate
7. to suffer from
8. punctured
9. to cope with
10. allergic
11. to keep in
12. to bring

- a. exhausted
- b. the flow of energy
- c. a needle
- d. lungs
- e. good physical condition
- f. reactions
- g. drugs
- h. stress
- i. the pain
- j. relief
- k. insomnia
- l. appendix

**80**

**Translate these sentences into English.**

1. Люди почали все більше і більше перейматися побічними ефектами ліків та все частіше звертаються до нетрадиційної медицини.
2. Спроби самолікування за допомогою алкоголю не принесли полегшення мого стану, я прийшов до висновку, що я просто виснажений.
3. Маючи природний страх перед голками, який в мене зберігся ще з тих часів, коли ми стояли у чергах на щеплення у похмурих шкільних коридорах, я не хотів прислухатися до поради мого товариша піти до голкотерапевта.
4. Незважаючи на це, мені довелося записатися на прийом до свого терапевта.
5. Вимірявши мій пульс, оглянувши язик та запитавши дещо про те, як я харчуюся, голкотерапевт вставив голку в мою праву ногу, і я, незважаючи на своє хвилювання, негайно заснув, що тоді мені здалося мало не дивом.
6. Гомеопатія, голковколювання та йога доповнюють або навіть іноді заміняють західну медицину, якщо людина страждає від безсоння або відчуває себе фізично та психологічно виснаженою.
7. Енергія тече по тілу людини вздовж 12 меридіанів, які ведуть до органів тіла, і будь-яка хвороба є результатом блокування притоку енергії до цих органів.
8. Коли лікар вставляє тоненькі голочки в певні точки вздовж меридіанів тіла, вони стимулюють потік енергії, що відновлює здоров'я пацієнта.
9. На Далекому Сході голковколювання використовується для лікування широкого спектра хворобливих станів, а також як профілактична медицина, тому що вважається, що вона підсилює опір організму інфекціям.
10. Відомо, що голковколювання допомагає від болю. Багато спортсменів випробували це лікування, щоб полегшити біль при травмах. Деякі футбольні клуби наймають голкотерапевтів, щоб підтримувати свої команди в гарному фізичному стані.
11. Визначна подія в історії голкотерапії трапилася у 1971 році. Коли журналісту у відрядженні до Китаю треба було видалити апендицит, хірурги скористалися голкотерапією, щоб полегшити біль під час операції.
12. Часто лікарі достатньо скептично ставляться до медичинської цінності голкотерапії, але клінічні тести показали, що це лікування ефективно при багатьох хворобливих станах.
13. На Заході це лікування часто використовується, щоб полегшити головний, зубний біль, болі у спині та артрит, вилікувати депресію, астму, стрес, високий кров'яний тиск та тривожність.
14. Якщо ви потрапили до некваліфікованого спеціаліста з голкотерапії або до лікаря без ліцензії, ви можете постраждати від таких побічних

ефектив, як алергічні реакції, поламани голки та навіть проколоти під час лікування легені, хоча це трапляється не часто.

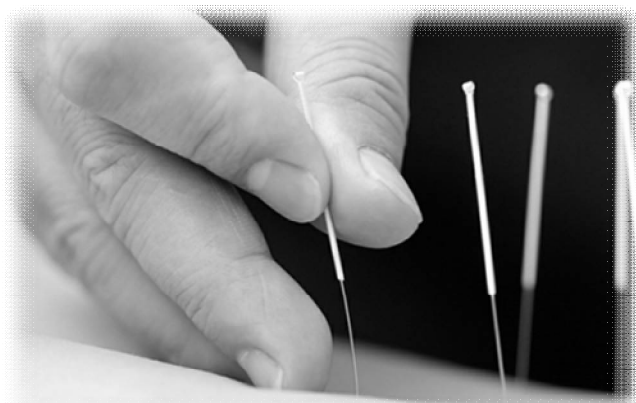
**81** Complete the sentences using the material of the text about acupuncture.

1. Getting aware of the complications which can be caused by drugs taken by more and more people.....
2. He suffered from a complex of different diseases and was obliged to.....
3. Acupuncture is relatively recent in our country that is why people should know.....
4. Acupuncture can be used to prevent diseases and to treat such diseases as.....
5. The grounds which are used to explain how acupuncture works is.....
6. Before inserting needles an acupuncturist may.....
7. The effect of treatment of the insomnia was close to.....
8. Having had a negative experience concerning needles people are often reluctant to.....
9. Acupuncture is also used by sportsmen to.....

**82** Translate into English.

Голкотерапію використовували з давних часів. Але в Україні про неї дізналися тільки в двадцятому сторіччі. Її почали використовувати паралельно з такими методами лікування як гомеопатія, йога, ароматерапія, рефлексологія, остеопатія. Цей метод альтернативної медицини не дає ускладнень, які можуть бути викликані ліками. Усвідомлюючи цю перевагу, люди все частіше починають звертатися до спеціалістів з голковколювання.

Голкотерапія лікує ускладнення після різних хвороб, мігрень, безсоння, амнезію, астму, артрит, хворобу нирок та інші недуги. Цей нетрадиційний метод лікування можна використовувати для профілактики, а також для підтримки доброго здоров'я.



**83** Read the article about a type of therapy. For questions 1-6, choose the answer (A, B, C or D) which



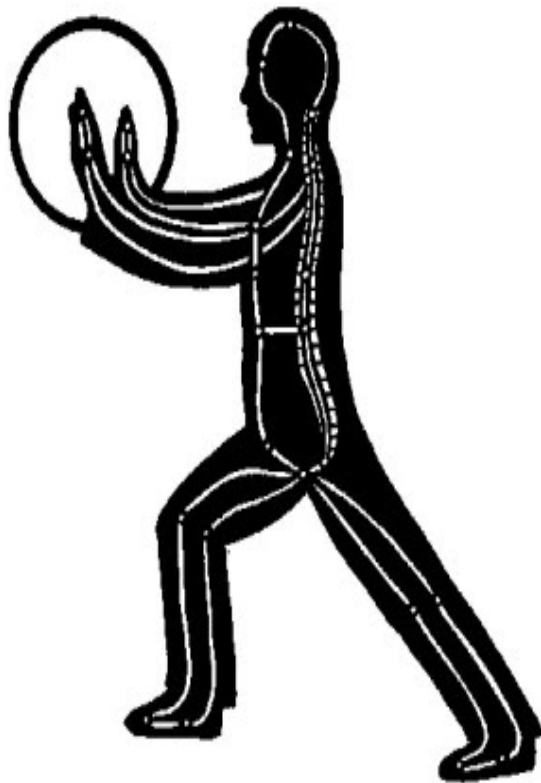


**you think fits best according to the text.**

If the very idea of a fitness routine leaves you feeling exhausted and you *shiver* at the thought of jogging round the park in the winter wind, then Qigong might be just the form of exercise you are looking for.

This new *gentle* form of *oriental* gymnastics is composed of a system of meditative exercises which involve standing in a series of *postures* for up to half an hour a day, or combining simple movements with breathing exercises. Although this type of exercise does not build muscles, it is quickly growing in popularity as it is considered to be a good way of reducing stress, stimulating the *circulation* and strengthening the body's immune system.

Qigong, literally translated, means training your energy, and has been compared to acupuncture without needles. According to Chinese beliefs, *qi* is vital energy which circulates within the human body and throughout nature.



*Qi* is thought to flow along a system of bodily channels, similar to the way that sap flows through a tree. Consequently, Qigong is based on the hypothesis that illness and psychological problems are caused when the natural energy flow is blocked or *deficient*. Qigong directs energy to the trouble spot, and can be used to alleviate allergies, asthma, hypertension, insomnia and rheumatism. This method has also been shown to be successful in treating *obesity*; one patient who weighed 230 kg was able to lose 70 kg. Another Dutch patient weighed 168 kg when her father took her to a Qigong practitioner two years ago. "I was very sceptical," she says. "I'd tried so many diets, but I always put weight back on again." Once she started the Qigong routine her weight began to drop, despite

only minor *modifications* to her diet. In six months she lost 50 kilos. “It’s not difficult at all. Since I started doing the exercises I haven’t been so hungry and I’ve had more energy, so I’m more active.”

Chinese practitioners have found it difficult to persuade the western mind of the powers of Qigong. But although conventional medicine cannot explain it, governments keen to cut rising healthcare costs are endorsing it. In Germany, for example, Qigong is available on the national healthcare system, and many doctors are prescribing it for aches, *swellings* and allergies. Many patients who have suffered from allergies for years have found that, since starting Qigong, they haven’t been ill at all, or only suffer from very slight allergic reactions.

In Europe, for the most part, it has been used to treat relatively minor conditions, but recently Qigong has achieved dramatic results with more serious conditions. In one case a French air stewardess was told by her doctor that she only had a few months to live because she had cancer. Conventional treatment, including chemotherapy, had been unsuccessful. It made her so ill that she nearly died. After starting Qigong, however, the patient immediately began to feel better. Subsequently, the doctors could find no further *traces* of the disease and the patient was able to return to work. While this may sound like a miracle, one should point out that Qigong may not necessarily cure everyone, as it depends on how much you exercise and on the individual’s psychological *motivation*. Nevertheless, even if it does not cure you, it has the potential to prolong your life.

**1. Qigong is perfect for those who**

- A. do not like vigorous exercise.
- B. enjoy jogging.
- C. are exhausted.
- D. do not enjoy routines.

**2. Qigong**

- A. is a type of body building.
- B. helps the body fight disease more effectively.
- C. is a form of acupuncture.
- D. is like aerobics.

**3. Qi is believed to be**

- A. the training.
- B. a channel in.
- C. the life-force.
- D. the circulatory.

**4. Some governments approve Qigong because**

- A. they are keen on it.
- B. it is cheap.

- C. they have been persuaded that it works.
- D. it is better than conventional methods.

**5. In Europe, Qigong has mainly been used**

- A. for serious conditions.
- B. for those who can't afford private treatment.
- C. for easily treated ailments.
- D. for those with allergic reactions to drugs.

**6. According to the conclusion of the passage, Qigong**

- A. will definitely make you live longer.
- B. will only cure you if you believe in it.
- C. has miraculous effects.
- D. is ineffective.

**84** Fill in the correct word(s) from the list below.

*stimulates, immune system, acupuncture, ailments, sap, insomnia, endorse, subsequently, vigorous, miraculous*



1. The doctor suggested that she start taking vitamins to help strengthen her \_\_\_\_\_. (*cells which fight infection*)
2. On Saturdays the children get together for a (n) \_\_\_\_\_ game of football. (*energetic*)
3. Everyone thought the patient was going to die, but he made a (n) \_\_\_\_\_ recovery. (*amazing*)
4. He started taking sleeping tablets because he was suffering from \_\_\_\_\_. (*not being able to sleep*)
5. Massage reduces stress, eliminates toxins and \_\_\_\_\_ the circulation. (*encourages*)
6. The world champion was asked to \_\_\_\_\_ the company's new protein supplement for athletes. (*publicly give approval to*)
7. On rubber plantations, workers collect \_\_\_\_\_ to make into rubber products. (*liquid from trees*)
8. \_\_\_\_\_ helped to relieve my pain. (*Chinese treatment using needles*)
9. The GP couldn't help Mrs Jones, and \_\_\_\_\_ sent her to a specialist. (*afterward*)
10. As people get older, they suffer from \_\_\_\_\_ such as arthritis and rheumatism. (*illnesses*)

**85** Fill in the correct word(s) from the list below. Use the words only once.

*to grow, to achieve, to feel, to prolong, healthcare, to stimulate, meditative, to cut, to strengthen, to build, conventional, to alleviate, to sound*

- |                          |                                    |
|--------------------------|------------------------------------|
| 1. _____ exhausted       | 8. _____ dramatic results          |
| 2. _____ muscles         | 9. _____ in popularity             |
| 3. _____ medicine        | 10. _____ the body's immune system |
| 4. _____ your life       | 11. _____ exercises                |
| 5. _____ the circulation | 12. rising _____ cost              |
| 6. _____ allergies       | 13. _____ like a miracle           |
| 7. _____ costs           |                                    |

**86** Which of the treatments and procedures below, relate to conventional and which to alternative medicine?

*herbalism, radiotherapy, chemotherapy, injections, J aromatherapy, steroid creams, blood tests, meditation, tooth extraction, homeopathy, acupuncture, X-ray, surgery, yoga, transplants*

**87** Match the medical people with what they might say

- |                              |                    |
|------------------------------|--------------------|
| a) dentist                   | g) chiroprapist    |
| b) optician                  | h) psychiatrist    |
| c) physiotherapist           | i) midwife         |
| d) general practitioner (GP) | j) acupuncturist   |
| e) hypnotist                 | k) plastic surgeon |
| f) dietician                 | l) vet             |

1. "Take two sleeping tablets before you go to bed. That'll help your insomnia."
2. "Exactly why do you think you're Napoleon?"
3. "Which is the last line on the chart that you can read?"
4. "Mix this medicine in with Fido's feed twice a day and take him for long walks."
5. "If you follow this programme for three weeks, you should lose six kilos."
6. "These exercises will help rebuild the thigh muscle and you should be able to kick a ball again in two weeks."
7. "When we take the bandages off, the scars will be invisible."
8. "Open wide!" 1

9. "These breathing exercises will help you relax and, should speed the delivery."
10. "When I click my fingers, you'll wake up and never want another cigarette again!"
11. "Oh! This ingrowing toenail must be really painful."
12. "I'll be inserting these needles around the arthritic area to help relieve the pain."

**88**

**Find the odd word out.**

1. relieve, lessen, alleviate, deteriorate
2. treatment, therapy, cure, diagnosis
3. bandage, dressing, tablet, plaster cast
4. specialist, patient, invalid, outpatient
5. pill, injection, tablet, capsule
6. clinic, hospital, ambulance, surgery



**89**

**Fill in the correct word derived from the words in bold, then cover the text and talk about the two types of medicine.**



drugs, while just on these

Virtually the only thing that conventional and alternative medicine have in common is the fact that they are both ways of treating ailments. However, the methods of 1) \_\_\_\_\_ (**treat**) are completely 2) \_\_\_\_\_ (**differ**). For example, conventional medicine treats allergies, infections, insomnia, etc. by using antibiotics or 3) \_\_\_\_\_ (**vary**) alternative medicine concentrates not just on these symptoms, but on the body as a whole, becoming 4) \_\_\_\_\_ (**health**). This is done by training the body's energy to trouble spots using a system of 5) \_\_\_\_\_ (**meditate**) exercises, as opposed to 6) \_\_\_\_\_ (**simple**) taking a course of pills. Conventional medicine is, however, more 7) \_\_\_\_\_ (**suit**) for dealing with broken bones and 8) \_\_\_\_\_ (**correct**) surgery, such as 9) \_\_\_\_\_ (**straight**) a broken nose or 10) \_\_\_\_\_ (**build**) a shattered leg.

**90**

**Fill in the missing words related to medicine and health. The first letter is given to help you.**

1. The doctors decided to give him a liver t\_\_\_\_\_ after they had d\_\_\_\_\_ cancer.

2. When Philip woke up with a **h**\_\_\_\_\_, a high temperature and a **r**\_\_\_\_\_ nose, he knew he must have the **f**\_\_\_\_\_.
3. Emma had a high temperature and was covered in little red **s**\_\_\_\_\_, but her mother didn't know if she had **m**\_\_\_\_\_ or **c**\_\_\_\_\_ -**p**\_\_\_\_\_.
4. A common disease in children is **m**\_\_\_\_\_, with the **s**\_\_\_\_\_ of a swollen neck and a high temperature.
5. A lot of research is being done to find a **c**\_\_\_\_\_ for AIDS which is a **f**\_\_\_\_\_ disease.
6. If a person is bitten by a mad dog, he should see a doctor immediately to have an injection against **r**\_\_\_\_\_.
7. During the spring many people suffer from an **a**\_\_\_\_\_ called hayfever which causes itchy eyes and **s**\_\_\_\_\_.

## HEALTHY LIFESTYLE

91

Read the article and do the exercises, which follow it.

### Are You on the Top of the World

These days most doctors and scientists agree that our physical health is closely related to our **psychological well-being**. But just what have the experts discovered about what makes us feel good?

**Some things that can make you feel better ...**

#### Getting moving



As well as being important to your health, regular exercise is now believed to improve your psychological state by **releasing endorphins or 'happy chemicals' into the brain**. Some researchers consider it can be just as valuable as **psychotherapy** in helping depression and **engendering a more positive outlook**.

Even a **brisk ten-minute walk** every day can help according to researchers. In one project, **unemployed urban youths** who **undertook intensive sports training** for several months, not only **became involved in** that sport, but also in other activities such as study, politics, and **voluntary work**.

#### A lively social life

According to experts, companionship and social support **are vital** to both our psychological and physical well-being – one reason, perhaps, why married people tend to live longer than unmarried ones. Modern researchers **emphasise the value of group social activities in this respect**. 'Relationships we



form at church or in clubs tend to be more supportive and uncritical than those we form at work or in the family,' says Professor Michael Argyle of Oxford Brookes University, 'and these positive relationships **improve our self-esteem**, which is vital to our physical and mental health.' This is **backed up** by recent research which shows, perhaps surprisingly, that people who spend more time with others actually get fewer colds and **viruses** than those who stay at home on their own. In fact social support is so important to our **mental and physical well-being** that it may even **increase our life expectancy!** Another piece of research found that people who belong to strong church groups not only claim to be happier than those who don't, they **suffer from** less than half the number of heart attacks than the rest of the population, and live up to four years longer!

### Watching soap operas on TV

One rather surprising piece of research found that **on average**, people who regularly watch soaps on television are significantly happier than those who don't! Psychologists believe that this is because such programmes **provide viewers with** an imaginary set of friends, and a sense of belonging to a community, in the same way that a club or a church might.



### Self-indulgence

Many scientists these days believe that indulging in life's little pleasures – a bar of chocolate, a glass of wine, a shopping trip, even a cigarette – can actually improve your health, because of the psychological lift it gives you. There is evidence, for example,' says Professor David Warburton of Reading University, 'that old people living in residential homes who have a cocktail hour each day actually live longer! Indulging – **in moderation** – in the small pleasures of life can make people calmer, **alleviate stress** and **provide positive health benefits**. There is a lot of truth in the old saying that "a little of what you fancy does you good."



**... and some that can make you feel worse**

### Low self-esteem

**Feeling like an underdog**, it seems, can **damage your health**. Research by the National Rheumatism and Arthritis Council showed that workers who **feel undervalued** or out of control at work are significantly more likely to suffer from back problems. Depression, a spokesman **claimed**, is actually far more likely to cause backache than **heavy lifting**. Professor Warburton of Reading University believes that one of the

greatest health threats comes from negative feelings such as depression or **guilt**, which create stress hormones, **producing cholesterol.**' It's quite likely that by worrying about whether or not you should be eating a chocolate bar you are doing yourself more harm than just getting on and eating it,' says the professor!

### Lack of bright light

Scientists have known for some time about **Seasonal Affective Disorder (SAD)**: a form of depression caused by lack of light in winter, and thought to explain the relatively high **suicide rates** in countries such as Sweden, where for parts of the year days are very short. However, recent research has shown that those working night shifts in factories can suffer from the same problem, **leading to** stress and depression. The problem can be **overcome** by illuminating workplaces with lights three times brighter than usual, making workers **feel** happier and more **alert**.



### A low-fat diet



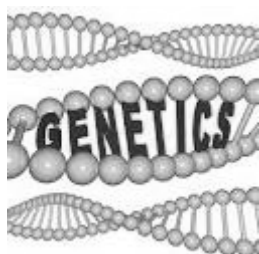
**A low-fat diet** may be good for your **waistline**, but the latest research suggests that it is **less beneficial psychologically**. A team of volunteers at Sheffield University, asked to **follow a diet** consisting of just twenty-five per cent fat (the level recommended by the World Health Organisation) reported a marked increase in feelings of **hostility** and depression. And an earlier piece of research revealed, **startingly**, that people on low-fat diets are more likely to **meet a violent death!**

### Drinking coffee

Many of us are already **aware** that drinking coffee **raises your blood pressure** and can **cause anxiety**, but according to the latest research it can also **make you bad-tempered**. Mice who were given regular doses of **caffeine** by researchers, were found to be unusually aggressive!



### The wrong genes



Despite all the changes we make to our behaviour, diet, and environment, there is growing evidence that at the end of the day, whether we are cheerful or miserable is largely a question of our genes. 'Of course what happens to you in your life will make a difference to how happy you are,' say scientists, 'but there are two or three vital genes which probably decide how cheerful you are in comparison to others in a similar situation.' So whatever else you do, make sure you choose your genes carefully!

92

**Discuss the answers to the questions below.**

**Questions for group A**



1. What is the value of physical exercise for your mental health?
2. Give two pieces of evidence that show that companionship and social support can be important for your physical health.
3. Why do psychologists believe that watching soap operas on TV can make people feel better?
4. What happens to old people who are given a cocktail every evening?
5. What is the explanation for this according to the text?

### Questions for group B

1. What is the connection between backache and 'feeling like an underdog'?
2. Give two examples of groups of people affected by SAD. What is it, and what can be done to help sufferers?
3. From the research described, why do you think people on low-fat diets might be more likely to meet a violent death?
4. Give three possible ill effects of drinking coffee.
5. Can your genes affect how happy or miserable you are?

### 93 Translate the following into English.

Раціон харчування з малим вмістом жирів; ворожість; ревматизм; рівень самогубств; вмирати насильницькою смертю; викликати неспокій; виробляти холестерин; почуватися недооціненим; сезонні захворювання; артрит, запалення суглобів; підвищити кров'яний тиск; розсердити, дратувати; звичні дози кофеїну; психологічне здоров'я; добровільна праця; захоплюватись; вивільнювати ендорфіни; інтенсивно займатися спортом; психотерапія; безробітні міські юнаки; наголошувати на цінності колективної соціальної діяльності; підтримувати; у відношенні до чогось; життєво важливий; самоповага, почуття власної гідності; дозволяти собі; уявляти собі; проводити час за коктейлем; позитивний вплив на здоров'я; в середньому; серцевий напад; середньостатистична тривалість життя.

### 94 Match the words to form the meaningful word combinations.

- |                        |                |
|------------------------|----------------|
| 1. to release          | a. well-being  |
| 2. intensive           | b. your health |
| 3. a brisk             | c. rates       |
| 4. mental and physical | d. endorphins  |
| 5. low                 | e. caffeine    |
| 6. an imaginary        | f. benefits    |
| 7. to alleviate        | g. moderation  |

- |                   |                    |
|-------------------|--------------------|
| 8. to damage      | h. set of friends  |
| 9. suicide        | i. sports training |
| 10. to cause      | j. blood pressure  |
| 11. doses of      | k. undervalued     |
| 12. to raise      | l. life expectancy |
| 13. to provide    | m. self-esteem     |
| 14. to indulge in | n. walk            |
| 15. to increase   | o. stress          |
| 16. to feel       | p. anxiety         |

**95** Translate into English.

1. Регулярні фізичні вправи та восьмигодинний сон принаймні чотири рази на тиждень допоможуть вам уникнути стресу та покращити загальний психологічний стан.

2. Якщо ви відчуваєте позитивні емоції, в кров виділяються так звані гормони щастя.

3. Для психологічного здоров'я життєво необхідним є соціальна підтримка та відчуття приналежності до спільноти.

4. Позитивні стосунки у межах соціальної групи покращують самооцінку, що в свою чергу, впливає на психологічне здоров'я.

5. Цей факт підтверджується нещодавніми дослідженнями, за результатами яких люди, які мають коло друзів та знайомих, почувують себе більш щасливими.

6. Потурання своїм маленьким слабкостям може навіть збільшити тривалість життя.

7. Депресія може спричинити багато захворювань, починаючи з головного болю та болю в спині аж до невиліковних хвороб.

8. Останнім часом все більше і більше людей хворіють на так званий синдром сезонних захворювань.

9. Постійне почуття провини призводить до утворення гормонів стресу, що шкодить вашому здоров'ю.

10. Ті, хто дотримуються низькокалорійних дієт, ризикують здоров'ям та піддають своє життя небезпеці.

11. Регулярне надмірне вживання напоїв, які містять кофеїн, підвищує тиск та викликає відчуття тривоги.

12. Вчені дійшли висновку, що наш настрій залежить від набору генів, які ми успадкували від батьків.

**96** Choose the correct answer.

1. The doctor asked me to ..... to the waist.  
a) bare    b) strip    c) take off    d) undress
2. The nurse put a ..... round Peter's bleeding knee.  
a) bandage    b) belt    c) ribbon    d) scarf
3. He had injured his arm badly and had to keep it in a ... for several weeks.  
a) cradle    b) litter    c) sling    d) stretcher
4. When he finally ....., he couldn't remember what had happened.  
a) came round    b) held back    c) stood back    d) wore off
5. The doctor told her that her temperature was .....  
a) current    b) familiar    c) habitual    d) normal
6. He is ..... dark glasses to protect his eyes from the sun.  
a) bearing    b) carrying    c) fitting    d) wearing
7. The ambulance men took the injured climber down the mountain on ....  
a) a bedstead    b) a cot    c) a couch    d) a stretcher
8. Although the patient's condition is serious, she seems to be out of .....  
a) control    b) danger    c) order    d) place
9. If he loses consciousness, give him a sip of brandy to bring him .....  
a) back    b) over    c) round    d) up
10. With every ..... he took, he got more and more tired.  
a) foot    b) march    c) step    d) walk
11. My sister works in a home for the deaf and .....  
a) dumb    b) mute    c) speechless    d) voiceless
12. Make sure you ..... your food properly before you swallow it.  
a) bite    b) chew    c) crunch    d) eat
13. The fact is, doctor, I just cannot ..... this dreadful cough.  
a) get down to    b) get out of    c) get rid of    d) get round to
14. The doctor took his temperature and felt his .....  
a) blood    b) muscle    c) pulse    d) vein
15. While he was in hospital, his wound was ..... twice a day.  
a) changed    b) cured    c) dressed    d) healed
16. After a quick ..... at the patient the doctor rang for an ambulance.  
a) gaze    b) glance    c) glimpse    d) stare
17. Apply direct ..... on the wound to stop severe bleeding.  
a) compression    b) contraction    c) pressure    d) restriction
18. The man who was taken to hospital had been ..... for three hours.  
a) indifferent    b) insensitive    c) unconscious    d) unfeeling
19. The injured man was taken to hospital on .....  
a) an ambulance    b) a bed    c) a sling    d) a stretcher

1	to strengthen	a	consumption
2	to put	b	danger
3	a build-up of	c	food
4	a rich source of	d	reading
5	binge	e	increase
6	to strain	f	diet
7	to cut salt	g	threefold
8	alcohol	h	disease
9	chronic	i	symptoms
10	to increase blood pressure	j	the heart
11	processed	k	awareness
12	lack of	l	to a safer level
13	transient	m	the heart
14	to open up	n	drinking
15	blood pressure	o	blood
16	salt-laden	p	fatty deposits
17	to reduce	q	by a third
18	external	l	stress
19	oxygenated	r	vessels
20	to be alert to	s	at risk
21	cardiovascular	t	potassium

**98** Choose a word from the box to match one of the definitions below.

serving	build up	staggering	awareness	controversial
scant	clogged	strain	alert	susceptible
onus	intake	vessel	takeaway	

- 1) a meal or dish bought from a shop or restaurant to be eaten elsewhere;
- 2) an amount of food, air, or another substance taken into the body;
- 3) a duct or canal holding or conveying blood or other fluid;
- 4) blocked with an accumulation of thick, wet matter;
- 5) a portion or helping of food or drink;
- 6) easily influenced by feelings or emotions; sensitive;
- 7) something that is one's duty or responsibility;
- 8) barely sufficient or adequate;
- 9) to know about or understand something, especially a possible danger or problem;
- 10) progressive increase in number, size, etc;
- 11) giving rise or likely to give rise to controversy or public disagreement;

- 12) knowledge or understanding of a particular subject or situation;
- 13) to injure (a limb, muscle, or organ) by overexerting it;
- 14) astounding or overwhelming; shocking.

**99** Complete the sentences with the words from the previous exercise. Change the word forms if necessary.

- 1) 2011 witnessed a \_\_\_\_\_ increase in housing demand.
- 2) Health officials have tried to raise \_\_\_\_\_ about AIDS.
- 3) Normal function of the brain's control centers is dependent upon adequate supply of oxygen and nutrients through a dense network of \_\_\_\_\_.
- 4) For chronic lack of time office workers cannot do without \_\_\_\_\_.
- 5) Their plan to flood the valley in order to build a dam was highly \_\_\_\_\_.
- 6) Quantities will vary according to how many \_\_\_\_\_ of soup you want to prepare.
- 7) Your arteries get \_\_\_\_\_ because of too much fatty food.
- 8) The daily \_\_\_\_\_ of calories must be sufficient so that you could be healthy.
- 9) The glare from the screen can \_\_\_\_\_ your eyes.
- 10) The authorities should have been \_\_\_\_\_ to the possibility of invasion.
- 11) Paved surfaces can foster \_\_\_\_\_ of polluted air.
- 12) Older people are more \_\_\_\_\_ to infections.
- 13) The \_\_\_\_\_ is on the prosecution to provide proof of guilt.
- 14) She weighed a \_\_\_\_\_ two pounds.

**100** Give the Ukrainian equivalents.

To avoid binge drinking; to replace salt in cooking with herbs and spices; to put at the risk of; cardiovascular diseases; to cut salt; to weaken blood vessels; staggering; a rich source of potassium; adequate supplies of oxygenated blood around the body; controversial; onus; to cause a transient increase; to have a family history of an illness; lack of awareness; to increase threefold; to reduce blood pressure to a safe level; clogged arteries; to open up the blood vessels; to strain the heart; to be overweight; a healthy reading; external (internal) symptoms; scant; the force of blood pumping; salt-laden diet; to be more alert to the dangers of high pressure; to avoid processed food; to be in the upper range of the normal; a build-up of fatty deposits; blood pressure at the higher end of the normal range; to increase the risk of heart and kidney disease; to be susceptible; to be extra vigilant; to cause the damage to the arteries.

**101** Give the English equivalents.

Серцево-судинний; нестійкий, хиткий, приголомшливий; збільшитись утричі; показники здоров'я; забруднені артерії; дуже пильний; розширювати кров'яні судини; становити небезпеку для артерій; зовнішні (внутрішні) симптоми; зменшити вживання солі; мати захворювання в роду; зменшити кров'яний тиск до безпечного рівня; мати зайву вагу; перевищувати нормальний тиск; замінити сіль травами та спеціями; сприйнятливий, чутливий; тягар, обов'язок, відповідальність; збільшити ризик захворювань серця та нирок; недостатній; підвищений кров'яний тиск; на верхній межі нормального (тиску); сила пульсування крові; дієта з великою кількістю солі; уникати оброблених продуктів; відкладання жиру; спірний, дискусійний; бути насторожі щодо небезпеки підвищеного кров'яного тиску; достатній (відповідний) рівень насиченості киснем крові в тілі; напружувати, перевтомлювати серце; ослабляти кров'яні судини; наражати на ризик; нестача обізнаності; джерело калію; спричиняти тимчасове підвищення; уникати надмірного вживання алкоголю.

**102**

**Explain the meaning of the following words and word combinations in English and make up your own sentences using them.**

- |  |   |
|--|---|
| 1. to put smb at risk of smth            | 8. susceptible  |
| 2. lack of awareness                     | 9. extra vigilant                                     |
| 3. to reflect the damage to the arteries | 10. to avoid processed food                           |
| 4. to cut salt by a third                | 11. to avoid binge drinking                           |
| 5. in the upper range of normal          | 12. salt-laden diet                                   |
| 6. to increase threefold                 | 13. clogged arteries                                  |
| 7. to strain smb's heart                 | 14. to be alert to the dangers of high blood pressure |

## MODERN MEDICAL SCIENCE

**103**

**Read the text. Make sure you study the language of the text to be competent in further exercises and discussions.**

### Can you really call them killers?

The moralists and theorists have had their say. Now a mother who knows how it feels to bring up a **severely handicapped child** gives her own view of the couple who want **to put an end to their baby's suffering**.

**We are up to our ears in moral dogma**

Euthanasia

Its about  
mercy killing



again and to be perfectly honest, I have had enough. In fact, enough was many moons ago. The case of all this **moral agonising** is **the ultimate fate** of 22-month-old Thomas Creedon, **born severely brain-damaged**, blind, deaf, dumb, constantly having fits and in pain, able to be fed only by a tube inserted in his stomach. Thomas's parents have **launched a legal bid** to have the feeding stopped. Giving him the right to die, say some; murdering him from the sentence of life he – and his parents – are stuck with, maintain others. And so the moralists have **re-emerged from the woodwork**, as they always do, the articulate debaters and theorists, demanding time on every TV screen, filling inches of space in all the newspaper columns. Yet for me, **the most telling point** came in an aside from Tom's father Con. "It's not for us," he said quietly, explaining why he wants his son's life ended. "It's for Thomas." Maybe it was because I recognised the trap the Creedons are in that I really heard what he was saying, and knew he was defending himself and his wife against those who will always **condemn** them **for** having their innocent, unsuspecting son **put down**. The moralists always use that kind of **emotive language** – murder, fascism, killing. They use emotion instead of constructive argument. Why shouldn't Con and Fiona Creedon choose what is best for themselves, as well as for their hopelessly handicapped child? Because nature made a mistake and landed them with this tragically incurable baby, why must that condemn them to a lifetime of **drudgery and anguish**? There can be no normality in their family while he exists, no future, no happiness, only worry and pain for an ordinary couple who have as much right as anyone else to all that life has to offer. With the "help" of medical science, their efforts could keep Thomas alive for many years, and the cost to them as individuals and as a family would be **horrendous**. But they know that they can't say this, or the moralists will judge them bad parents, dreadful people, even while **professing sympathy**, because only the truly awful could wish death on an innocent, defenseless child. And that is why I am so sick of it all, the double standards, the imposition of theories and Mickey Mouse ethics on the very people who know best: the parents. Let me tell you something. In my late teens and twenties, I was **a chief cardiac technician**. I worked in various hospitals in this country and abroad, and during my hours on duty I carried **a beeper** so that I could **be summoned to** every cardiac arrest in the hospital. I hated losing, we all did, and we would work longer than was sensible on patients rather than let them go. But we had a system.

As soon as we arrived, someone would be detailed to read the case notes while the rest **resuscitated the patient**. If the patient had cancer, for instance, we stopped the routine, even if the resuscitation was successful, packed up the equipment and let them die instead. It has always happened – it is probably happening somewhere at this moment – we just didn't talk about it to outsiders.





2	to resuscitate	b	of consequences
3	ultimate	c	arrest
4	to strive officiously	d	to cardiac arrest
5	mentally	e	language
6	to launch	f	of life
7	the sentence	g	medic
8	to be up to ears	h	cost
9	to emerge from	i	fate
10	the most telling	j	hallucinations
11	decent	k	cardiac technician
12	to profess	l	manslaughter
13	chief	m	a patient
14	to pack up	n	agonising
15	to banish	o	standards
16	horrendous	p	to preserve life
17	emotive	q	a legal bid
18	travesty	r	handicapped
19	to be summoned	s	in moral dogma
20	convicted of	t	sympathy
21	double	u	point
22	to be scared	v	of existence
23	cardiac	w	equipment

**106**

**Explain the meaning of the following word combinations in English and make up your own sentences with them.**

1. euthanasia	18. a beeper
2. a severely handicapped child	19. to be summoned to
3. to put an end to their baby's suffering	20. brain-damaged, autistic, mentally handicapped and psychotic
4. to be up to our ears in moral dogma	21. to strive officiously to preserve life
5. moral agonising	22. to be sued
6. the ultimate fate	23. a spin-off
7. to be born severely brain-damaged	24. to prolong the suffering of a patient
8. to launch a legal bid	25. to be scared of the consequences
9. to re-emerge from the woodwork	26. to find himself convicted of manslaughter

10. the most telling point	27. selflessly
11. condemn smb. for	28. blighted
12. put down	29. to resuscitate the patient
13. emotive language	30. to banish the hallucinations
14. drudgery and anguish	31. quality of life
15. horrendous	32. travesty of life
16. professing sympathy	33. decent medic
17. a chief cardiac technician	34. to release from the sentence of existence

**107** Find the words in the text which correspond to the given definitions.

1. to apply legally to some organization/institution
2. to give to, so as to put in difficulties; cause to be burdened with
3. the crime of killing someone illegally but not deliberately
4. miserable or ruined
5. an unpleasant situation from which it is hard to escape
6. having or intended to have a useful or beneficial purpose
7. a set of firm beliefs held by a group of people who expect other people to accept these beliefs without thinking about them
8. able to talk easily and effectively about things, especially difficult subjects
9. to put to death, because of old age or illness
10. extreme pain or misery; mental or physical torture; agony
11. to express complete disapproval of; censure
12. hard, menial, and monotonous work
13. result or consequence
14. a small portable electronic device which emits a series of high-pitched sounds when someone wants to contact the wearer
15. to revive (someone) from unconsciousness or apparent death
16. to get rid of (something unwanted)

**Fill in the blanks with an appropriate word, making any necessary changes.**

handicapped	launch	spin-off	euthanasia	drudgery
ultimate	travesty	anguish	indulge	sue
		manslaughter		

1. The decision caused a huge public outcry and a national debate on \_\_\_\_\_.

2. A family with a severely \_\_\_\_\_ child will have many problems.
3. The \_\_\_\_\_ responsibility for policy lies on the President.
4. A test satellite \_\_\_\_\_ from Cape Canaveral.
5. What seemed a promising job turned into months of boredom and \_\_\_\_\_.
6. Of course, in past centuries, no global news network existed to capture the \_\_\_\_\_ of the victims.
7. It seems never to have been doubted that a corporation created by the Royal Charter can \_\_\_\_\_ for libel.
8. One of the main \_\_\_\_\_ for countries that host the Olympic Games is increased business for hotels, restaurants, and theatres.
9. The court decided there was insufficient evidence for a \_\_\_\_\_ charge.
10. It was a political act, a \_\_\_\_\_ from start to finish.
11. Women do not \_\_\_\_\_ in crime to the same extent as men.



**Explain the meaning of the words in bold and translate the following sentences into Ukrainian.**

1. In the Netherlands **euthanasia** has already been legalized.
2. Most doctors are opposed to **euthanasia** on ethical grounds.
3. Like other mentally **handicapped** children, Down's children can achieve considerable educational improvement through a consistent programme of education and care.
4. The need for the adequate provision of permanent residential homes increases substantially as the mentally **handicapped** child grows up.
5. Complete disarmament was the **ultimate** goal of the conference.
6. Monroe was the **ultimate** Hollywood movie star.
7. The press **launched** a vicious attack on the President.
8. On the first day of the war over 400 missiles **were launched**.
9. The chance to escape from the daily **drudgery** in the pits must have been more than attractive.
10. Women are rebelling against domestic **drudgery**.
11. **The anguish** of not knowing the truth was almost unbearable.
12. Miss James could not afford **to sue** for libel.
13. General economic arguments, however, omit the **spin-off** benefits from the inventiveness of financial operators in search of bargains and easy profits.
14. Laser research has had important **spin-offs** for eye surgery.
15. She denied murdering her husband, but pleaded guilty to **manslaughter**.
16. He's denied murdering Elizabeth Howe, but has admitted **manslaughter** on the grounds of diminished responsibility.

17. O'Brien described his trial as **a travesty** of justice.
18. Irrespective of the success of this integration, your claim was **a travesty** of the facts.
19. Eva had never been one **to indulge** in self-pity.

## 156. Translate the text into English.

### Евтаназія: вбивство чи милосердя?

#### *А може, вбивство з милосердя?*

Щодня у світі тисячі фізично здорових людей добровільно йдуть із життя через те, що не в змозі витримати душевні страждання. У той же час тисячі безнадійно хворих страждають від фізичного болю. Чи має право хтось із людей (бо самі вони не в змозі) покласти край їхньому стражданню, вчинивши «вбивство з милосердя»?

Гарне медичне слово «евтаназія» означає безболісне навмисне умиртвіння хворого з метою полегшення його страждань. Проблема евтаназії виникла не сьогодні і не раптово. Англійський філософ Френсіс Бекон (1561–1626) для означення легкої безболісної смерті ввів термін «евтаназія», тобто хороша, спокійна і легка смерть, без мук і страждань.

Кілька років тому великого розголосу набув судовий процес над 71-річним хірургом Джеком Кеворкяном, активним пропагандистом евтаназії (звільнення від страждань тяжкохворої людини за допомогою безболісного умиртвіння), що відбувся у м. Понтіак штату Мічиган США. «Лікар Смерть» за певний період за допомогою спеціального ним розробленого апарата умиртвив

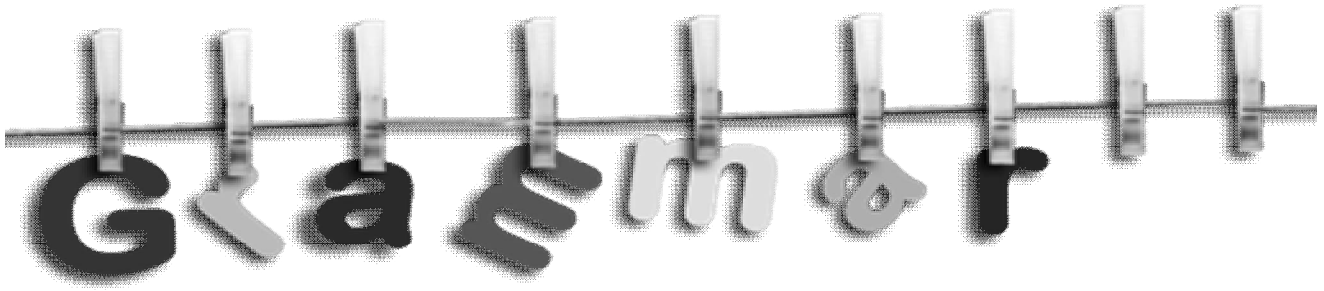


130 безнадійних пацієнтів. Шість разів за цей час він притягався до суду, і суд виправдовував лікаря. Востаннє він відмовився від адвоката, і суд визнав його винним. Вирок – 25 років тюремного ув'язнення. Багато хто висловлював на адресу «Лікаря Смерть» осуд й неприязнь. Однак є і багато прихильників Кеворкяна серед вчених та хворих. Одна з його послідовниць – медсестра з Угорщини, яка отримала прізвисько Чорний Ангел, – нині теж уже за ґратами. Хоч вона й переконувала суддів, що вводила смертельну ін'єкцію хворим лише на їхнє прохання, чи, наприклад, якщо хворий перебував у глибокій комі й життя його

підтримувалося лише за допомогою апаратів, на прохання близьких родичів.

Якщо розібратися детальніше, то поняття «евтаназія» має дуже глибоке коріння. Так, у Спарті вбивали немовлят, народжених слабкими й хворими, у деяких первісних племен був звичай убивати старих людей, які стали тягарем для інших. На початку минулого століття юрист Біндінг і психіатр Гохе запропонували називати евтаназією знищення так званих «неповноцінних» людей. Евтаназія у такій інтерпретації широко застосовувалася в гітлерівській Німеччині, де була спеціально розроблена програма масового знищення людей з різними формами захворювань (психічно хворих, епілептиків, паралізованих тощо). Все це робилося «в інтересах нації». Нині питання про допустимість евтаназії обговорюється в багатьох країнах світу, а в ряді країн евтаназія визнана законною: зокрема, у Нідерландах, в Австралії, з деякими застереженнями у Канаді. У нас же евтаназію раніше прийнято було згадувати як явище, властиве виключно капіталістичному суспільству, позбавленому елементарних принципів моралі. Те, що подібне може бути у нас, сприймалося як абсурд. Не тому, напевно, що всі українці чи росіяни такі ревні віруючі і у всьому, зокрема в питанні життя і смерті, покладаються на Бога. Можливо, тут далось взнаки горезвісне українське терпіння? А може, не одному поколінню втовкмачені незабутні слова Павки Корчагіна, що «життя дається тільки раз...» У той же час багато вчених зі світовим іменем вважають, що є категорії людей, для яких є допустимим «убивство з милосердя».

Злиденне становище нашої медицини – важливий об'єктивний фактор популярності евтаназії. Воно формує думку, що медично дозволена смерть і припинення життя є достойнішими за нестерпне споглядання того, як помирають безнадійно хворі, котрим суспільство не в змозі допомогти. У той же час це сприятиме поширенню в суспільстві цинізму, нігілізму і моральної деградації в цілому, що є неминучим при відмові від дотримання заповіді «не убий».



## Grammar Focus

We form **the Passive** with the verb **to be** and the **past participle** of the main verb.

### The Passive

	Active	Passive
<b>Present Simple</b>	He <b>delivers</b> the parcels.	The parcels <b>are delivered</b> .
<b>Present Continuous</b>	He <b>is delivering</b> the parcels.	The parcels <b>are being delivered</b> .
<b>Past Simple</b>	He <b>delivered</b> the parcels.	The parcels <b>were delivered</b> .
<b>Past Continuous</b>	He <b>was delivering</b> the parcels.	The parcels <b>were being delivered</b> .
<b>Future Simple</b>	He <b>will deliver</b> the parcels.	The parcels <b>will be delivered</b> .
<b>Present Perfect</b>	He <b>has delivered</b> the parcels.	The parcels <b>have been delivered</b> .
<b>Past Perfect</b>	He <b>had delivered</b> the parcels.	The parcels <b>had been delivered</b> .
<b>Future Perfect</b>	He <b>will have delivered</b> the parcels.	The parcels <b>will have been delivered</b> .
<b>Present Infinitive Perfect</b>	He must <b>deliver</b> the parcels.	The parcels must <b>be delivered</b> .
<b>Simple form</b>	He must <b>have delivered</b> the parcels.	The parcels must <b>have been delivered</b> .
<b>Perfect form</b>	I object to his <b>delivering</b> the parcels.	I object to the parcels <b>being delivered</b> .
<b>Modals + be + p.p.</b>	<b>Having delivered</b> the parcels...	The parcels <b>having been delivered</b> ...
	He <b>should deliver</b> the parcels.	The parcels <b>should be delivered</b> .

1. The present perfect continuous, 2. We can use the verb *to get* the future continuous, the past perfect instead of the verb *to be* in everyday

continuous and the future perfect speech when we talk about things that continuous are not normally used in happen by accident or unexpectedly. the passive.

### We use the passive:

a) when the person who carries out the action is unknown, unimportant or obvious from the context.

*e.g. a) My flat was broken into last week. (We do not know who broke into the flat.)*

*b) Coffee beans are grown in Brazil. (It is not important to know who grows the coffee.)*

*c) My car was serviced yesterday. (It is obvious that a mechanic serviced it.)*

b) when the action itself is more important than the person who carries it out, as in news headlines, newspaper articles, formal notices, instructions, advertisements, processes, etc.

*e.g. a) The new hospital will be opened by the Queen on May 15th. (formal notice)*

*b) Then, the milk is taken to a factory where it is pasteurized. (process)*

c) when we refer to an unpleasant event and we do not want to say who or what is to blame.

*e.g. A lot of mistakes have been made, (instead of 'You have made a lot of mistakes')*

### Changing from active into passive

1. To change a sentence from the active into the passive:

a) the object of the active sentence becomes the subject in the passive sentence.

b) the active verb remains in the same tense, but changes into a passive form.

c) the subject of the active sentence becomes the agent, and is either introduced with the preposition by or omitted.

2. Only transitive verbs (verbs followed by an object) can be changed into the passive.

*e.g. active: Grandma knitted my jumper, (transitive verb)*

*passive: My jumper **was knitted** by Grandma.*

**But:** *They **travelled** to Lisbon last summer (intransitive verb)*

Some transitive verbs such as *have, fit, suit, resemble, etc.* cannot be changed into the passive.

*e.g. I have a shower every morning. (NOT: A shower is had by me...)*

	SUBJECT	VERB	OBJECT
ACTIVE	Tom	invited	me.

	SUBJEC	VERB	OBJECT
PASSIVE	I	was invited	by Tom.

<p>3. The agent is often omitted in the passive sentence when the subject of the active sentence is one of the following words: people, one, someone, somebody, they, he, etc.  <i>e.g. active: <b>Somebody</b> has rearranged the furniture.</i>  <i>passive: The furniture has been rearranged.</i>  <b>But:</b> The agent is not omitted when it is a specific or important person or when it is essential to the meaning of the sentence.  <i>e.g. a) The 'Mona Lisa' was painted by Leonardo da Vinci.</i>  <i>b) A new law has been passed by the government.</i></p>	<p>4. With verbs which take two objects such as bring, tell, send, show, teach, promise, buy, throw, write, award, hand, sell, owe, grant, allow, feed, pass, post, read, take, offer, give, pay and lend we can make two different passive sentences.  <i>active: Patrick gave Laura some flowers.</i>  <i>passive: a) Laura was given some flowers by Patrick, (more usual)</i>  <i>b) Some flowers were given to Laura by Patrick, (less usual)</i></p>
<p>5. We use <u>by + agent</u> to say who or what carries out the action. We use <u>with + instrument/material/ingredient</u> to say what the agent used.  <i>e.g. The pancakes were made <b>by Claire</b>.</i>  <i>They were made <b>with eggs, flour, and milk</b>.</i></p>	<p>6. Object pronouns (me, him, you, etc.) become subject pronouns (I, he, you, etc.) in the passive.  <i>e.g. active: They arrested him.</i>  <i>passive: He was arrested.</i></p>
<p>7. When the verb of the active sentence is followed by a preposition, the preposition is kept in the passive sentence as well.  <i>e.g. active: They presented him with a medal.</i>  <i>passive: He was presented with a medal.</i></p>	<p>8. When we want to find out who or what did something, then the passive question form is as follows:  <i>e.g. Who was Australia discovered by?</i>  <i>What was the fire caused by?</i></p>
<p>10. The verbs <i>hear, help, see</i> and <i>make</i> are followed by the bare infinitive in the active but by the to-infinitive in the passive.  <i>e.g. active: They saw him leave the building.</i>  <i>passive: He was seen to leave the building.</i>  <b>But: hear, see, watch + -ing form</b> (active and passive)  <i>e.g. active: They saw him running down the stairs.</i></p>	<p>11. The verbs <i>think, believe, say, report, know, expect, consider, understand, etc.</i> are used in the following passive patterns in personal and impersonal constructions.  <i>active: People <b>believe</b> that he lied in court,</i>  <i>passive: a) <b>It is believed</b> (that) he lied in court. (impersonal construction)</i>  <i>b) <b>He is believed to have lied</b> in</i></p>



passive: *He was seen running down the stairs.*

court, (personal construction)

active: *They expect him to arrive soon,*

passive: c) *It is expected (that) he will arrive soon.*

d) *He is expected to arrive soon.*

### Exercise 1. Insert the required tense (Passive Voice).

1. "I don't want to hear another word. I \_\_\_ never \_\_\_ so \_\_\_ in my whole life, (to insult) (Shaw) 2. But what shall I do if you \_\_\_ ? (to kill) (Shaw) 3. Godfrey waited, before he spoke again, until the ale \_\_\_ and the door \_\_\_ (to bring, to close) (Eliot) 4. In whatever spare time he could find, he read the current research journals, trying to understand the implications of the experiments which \_\_\_ throughout the world, (to perform) (Wilson) 5. Merriman, order the dog-cart at once. Mr. Ernest \_\_\_ suddenly to town, (to call back) (Wilde) 6. Upon the Doctor and the widow the eyes of both Mr. Tuprnan and his companion \_\_\_ for some time, when the stranger broke silence, (to fix) (Dickens) 7. In 1834, the Houses of Parliament, with the exception of Westminster Hall \_\_\_ by fire. They \_\_\_ ' by Sir Charles Barry, (to destroy, to rebuild) 8. "I'm afraid that we're going to have to move," he said. "This lab won't be big enough for us after all. But there's a double room on the eleventh floor that \_\_\_ " (to use — negative) (Wilson) 9. Lanny noticed that he \_\_\_ by three white men from the coffee stall on the other side of the road, (to watch) 10. It was past eleven o'clock — a late hour for the little village of Cobham — when Mr. Pickwick retired to the bedroom which \_\_\_ for his reception, (to prepare) (Dickens) 11. We \_\_\_. if we \_\_\_, but never mind, (to scold, to see) (Ch. Bronte) 12. The Nobel Prize \_\_\_ to him in 1924 when the advent of wave mechanics had revealed the importance of his work, ten years after his famous experiment \_\_\_ (to give, to perform) (Wilson) 13. The camp of peace will not allow the outbreak of a new war that \_\_\_ by the imperialists. (to prepare) 14. I called... to ask if a diamond brooch of mine \_\_\_ (to find) (Wilde) 15. The tea-things \_\_\_ scarcely \_\_\_ when the London coach deposited Mr. Weller, senior, at the door, (to put away) (Dickens) 16. Annette's most valuable stone was ruby, which \_\_\_ to her when she was twelve by an Indian prince who was in love with her mother, (to give) (Murdoch) 17. He [Jim] put down his pail... and bent over the toe with absorbing interest while the bandage \_\_\_ (to unwind) (Twain) 18. He carefully examined the contents of his case, and did not speak again until the beer \_\_\_ and he had paid for it. (to bring) (Priestley) 19. The little patient — and \_\_\_, and now lay composed in her crib, (to examine, to soothe) (Ch. Bronte) 20. It was an idea that \_\_\_ at that moment \_\_\_ by Colonel Melchett and Colonel Bantry. (to discuss) (Christie) 21. Lanny \_\_\_ cruelly, heartlessly in the way Sara

\_\_\_ When he \_\_\_, the barking of a dog \_\_\_ It \_\_\_ by hurried footsteps, (to beat, to beat, to beat, to hear, to follow) 22. He [Arthur] went up to his room. Nothing in it \_\_\_ since his arrest, (to change) (*Voynich*) 23. You can feel when you \_\_\_. (to watch] (*Hilton*) 24. The oldest of London's present-day theatres is th( Theatre Royal, Drury Lane, which \_\_\_ in 1663 and \_\_\_ since \_\_\_ several times, (to open, to reconstruct) 25. Below decks the atmosphere was close. Many cigarettes \_\_\_ and \_\_\_. (to smoke to smoke) (*Clark*) 26. She kept an eye on the Leanham people to see that her action \_\_\_ duly \_\_\_ (to notice) (*Maugham*) 27. Rumania is a Balkan State which \_\_\_ long \_\_\_ for its mineral springs. (to know) (*Maugham*) 28. After a few routine questions \_\_\_ and \_\_\_, Dr. Lord leant back in his chair and smiled at his patient, (to ask, to answer) (*Christie*) 29. Ettore was twenty-three. He \_\_\_ by an uncle in San Francisco and was visiting his father and mother in Torino when war \_\_\_ (to bring up, to declare) (*Hemingway*) 30. He strode up to the front door of the forlorn house and rang the bell like one who \_\_\_ there for weeks, (to expect) (*Priestley*) 31. After lunch, we heard that Charles Lenton \_\_\_ for. (to send) (*Snow*) 32. Breakfast \_\_\_ scarcely \_\_\_ when a waiter brought in Mr. Dowler's card, (to clear away) (*Dickens*) 33. One could not walk or drive about Philadelphia without seeing or being impressed with the general tendency toward a more cultivated and selective social life. Many excellent and expensive houses \_\_\_ (to erect) (*Dreiser*) 34. I \_\_\_ constantly \_\_\_ in the street. I like it. It gives an amusement to the dullest walk, (to follow) (*Maugham*) 35. A minute earlier, a small boy with a partly deflated red balloon had run out into the cleared forbidden street. He \_\_\_ just \_\_\_ : and \_\_\_ back to the curb by his father... (to capture, to drag) (*Salinger*) 36....the railway \_\_\_ at all at that time, (to use — *negative*) (*Shute*) 37. Ant on a: Thank you. Thank you. Martin: What \_\_\_ I \_\_\_ for? (to thank) (*Murdoch and Priestley*) 38. The gentleman was so startled that he took the night train for the Continent and \_\_\_ never \_\_\_ of since, (to hear) (*Maugham*)

### Exercise 3. Translate into English, using the Passive or Active Voice.

(A) 1. Я завжди хвалю моїх друзів. 2. Мене завжди хвалять вдома. 3. Щосуботи тато показує дідусеві мої оцінки. 4. Щосуботи татові показують мої оцінки. 5. Ми часто згадуємо вас. 6. Нас часто згадують у селі. 7. Мені дають сік щоранку. 8. Щоранку я даю кішці молоко. 9. Він щодня розповідає нам щось цікаве. 10. Йому щодня розповідають щось цікаве. 11. Я часто посилаю листи друзям. 12. Мене часто посилають на південь. 13. Мене часто запрошують у кіно. 14. Моїй сестрі часто допомагають у школі. 15. Я іноді забуваю взяти щоденник. 16. Він пише багато листів. 17. Книги А. Крісті читають з інтересом. 18. Собаки люблять кістки. 19. Собак люблять у багатьох сім'ях. 20. Коли у вашій сім'ї п'ють чай? 21. Де зберігають старі листи? 22. Чому ці правила завжди забувають? 23. Чому

ви завжди забуваєте ці правила? 24. Де живуть ваші друзі? 25. Де купують хліб? 26. Коли ставлять запитання?

(В) 1. Я порадив моєму другові вступити в спортивну секцію. 2. Мені порадили вступити в спортивну секцію. 3. Я показав лікареві мої зуби. 4. Мене показали лікареві. 5. Я дав своїй собаці кусок цукру. 6. Мені дали на обід суп. 7. Вчора я попросив учителя допомогти мені. 8. Вчора мене попросили допомогти однокласникові. 9. Минулого літа я навчив сестру плавати. 10. Минулого літа мене навчили плавати. 11. Вчора нам ставили багато запитань на уроці. 12. Я відповів на всі запитання. 13. Учитель поставив мені хорошу оцінку. 14. Вдома мене похвалили. 15. Ці листи принесли вранці. 16. Мій портфель купили у минулому році. 17. Ці горіхи з'їли вчора. 18. Де ви купили цю книжку? 19. Де купили цю книжку? 20. Коли приготували обід? 21. Коли розбили чашку? 22. Коли ти розбив чашку? 23. Що йому обіцяли? 24. Коли полагодили машину? 25. Коли виправили помилку?

(С) 1. Нові ковзани куплять завтра. 2. Михайло попросить мене допомогти йому. 3. Михайла попросять розповісти про свою подорож. 4. Лікар попросить мене відкрити рота. 5. Лікаря попросять вилікувати мене. 6. Завтра я принесу новий фільм. 7. Завтра принесуть новий фільм. 8. Мій друг допоможе мені з математикою. 9. Моєму другові допоможуть з німецькою мовою. 10. Я куплю морозиво. 11. Квитки принесуть завтра. 12. Диктант писатимуть наступного вівторка. 13. Маму попросять не турбуватися. 14. Мамі дадуть чашечку кави. 15. Мама подякує лікареві. 16. Телеграма буде відправлена негайно. 17. Килим повісять на стіну. 18. Книги покладуть на полицю. 19. Коли відправлять лист? 20. Коли перевірять контрольну роботу? 21. Як будуть робити цю роботу?

## Exercise 2. Translate into Ukrainian.

1. That day she was seen little of. (*Hardy*) 2. At that moment hasty steps were heard in the entry. (*Hardy*) 3. A man who is much talked about is always very attractive. (*Wilde*) 4. I was told, too, that neither masters nor teachers were found fault with in that establishment. (*Ch. Bronte*) 5. I shall be quite safe, quite well taken care of. (*Dickens*) 6. I've been sent for urgently, to get at the truth. (*Christie*) 7. A sound of a piano is heard in the adjoining room. (*Wilde*) 8. He could see that the bed was empty, and that it had not been slept in. (*Bennett*) 9. The gate was opened by one of the maids. (*Dickens*) 10. Nothing more was said on either side. (*Dickens*) 11. I don't suppose there's anybody who isn't cared for by someone or other. (*Maugham*) 12. With old and young great sorrow is followed by a sleepless night... (*Maugham*) 13. He was forbidden to receive

either letters or telegrams. (*Collins*) 14. The visitor was allowed to come forward and seat himself. (*Eliot*) 15. The match was looked upon as made by her father and mother. (*Hardy*) 16. Klesmer bowed round to the three sisters more grandly than they had ever been bowed to before. (*Eliot*) 17. That's a thing I've not been accused of before. (*Maugham*) 18. The child shall be taken care of somehow. (*Eliot*) 19. I just chatter when J'rn chattered to. (*Hilton*) 20. And for four years now I have been trying to make myself heard in the popular press. I have been laughed at as a crank. I have endured insults. (*Priestley*) 21. Knight had been looked upon as a bachelor by nature. (*Hardy*) 22. We know that she likes Nurse O'Brien and is well looked after. (*Christie*) 23. Her uncle and mother came two days ago, and she is being well taken care of. (*Eliot*) 24. The effect of my education can never be done away with. (*Eliot*) 25. The strained and precarious relationship between Ann and Randall, which had been quite unprepared for, was also a constant source of pain and surprise. (*Murdoch*) 26. She is so absolutely to be relied on as that? (*Collins*) 27. Fabrizi told me he had been written to and had consented to come and take up the campaign against the Jesuits. (*Voynich*) 28. One child in a household of grown people is usually made very much of, and in a quiet way I was a good deal taken notice of by Mrs. Bretton, who had been left a widow, with one son, before I knew her. (*Ch. Bronte*) 29. She's quite well thought of in Cambridge. (*Murdoch*) 30. I was taught music and singing. (*Eliot*) 31. Habble was dismissed, but Kinney was not allowed to retire with him. (*Priestley*) 32. By now we had been joined by two other people... (*Hansford Johnson*) 33. About an hour or so later I was sent for and found Mary Gerrard unconscious. (*Christie*) 34. She (Gemma] was both pleasant to look at and interesting to talk to. (*Voynich*)

#### **Exercise 4. Translate into English.**

(A) 1. Його ніде не бачили протягом усього тижня. Він хворий? 2. Пожежа почалася вночі, і полум'я було видно здалеку. 3. Коли я приїхала в Лондон, цей будинок ще будувався. 4. Цей будинок був побудований до того, як почалася війна. 5. Я впевнена, що вам допоможуть у вашій роботі. 6. Місто, в якому народився Нізамі, було засновано в IX столітті. 7. Павлову було присвоєно почесний ступінь доктора Кембріджського університету 8. Зоя Космодем'янська була схоплена в той момент, коли вона намагалася підпалити стайні. 9. Телеграму надіслали пізно ввечері, тож вона буде отримана тільки вранці. 10. Цю книгу вже розпродано. 11. Коли Ленні повернувся, вдома нікого не було. Місіс Шварц попросили прийти випрати білизну. 12. Твори Пушкіна перекладено 76 мовами. 13. У цей момент обговорювалося дуже важливе питання і всі уважно слухали. Воно обговорювалось вже більше двох годин. 14. Місіс Леккі стояла в передпокої, тримаючи в руках листівку, яку щойно принесли. 15. Вона

знала, що сестра повернеться додому пізно. Її запросили в театр. 16. Додому вони прийшли дуже пізно, всі двері були вже зачинені. 17. Коли я з'явився тут, усе вже було затверджено, підписано. 18. У кабінеті давно не відкривали вікна... Повітря було важке... 19. Чому таку роботу не надруковано? 20. Після того як лист Петру було написано, він повеселішав. 21. Як мало ще зроблено, а вже свистить свисток на обід. 22. Сашко і Марійка з'явилися біля воріт своєї школи. Ворота ще не відчинялися.

(В) 1. Нарешті, рівно через три тижні, з міста привезли піаніно. 2. Коли Володю привезли в Сосняки, йому було сім років. 3. Того ж дня надіслано було листа в місто. 4. Його повели в Париж. 5. Почувся тупіт копит. (Тургенєв) 6. У кухні помітні були деякі приготування: все було витерто і вичищено. Видно було, що нас чекали. 7. Не минуло трьох хвилин, як злочинця було зв'язано. 8. Його всюди охоче приймали. 9. Щодня до кімнати вносили батіг, обручі. 10. Паклін вже взявся за шапку, як раптом у передпокої пролунав на диво приємний баритон. 11. «Басанова заарештували», - додав він.

(С) 1. Мені щойно запропонували цікаву роботу. 2. Хворому заборонили курити. 3. Дітям наказали йти спати. 4. Мисливцю наказали показати дорогу в лісі. 5. Мене попросили прийти через кілька днів. 6. Мені поставили кілька запитань, на які я не відразу міг відповісти. 7. Беккі Шарп запропонували посаду гувернантки. 8. Хворому порадили їхати на південь. 9. Мені вчора сказали, що ви були хворі. 10. Нам вчора дали кілька нових журналів і книг. 11. Йому порадили залишитися вдома. 12. Мені показали проект нового театру. 13. Його запитали, хто живе в цьому будинку. 14. Це якраз та стаття, яку нам порадили прочитати. 15. Мене прислали допомогти вам. 16. Мене просили розповісти вам, що сталося. 17. Мені веліли прийти рівно о 5:00. 18. Їй порадили займатися музикою 19. Йому порадили звернутися до гарного лікаря.

(D) 1. Оратора слухали дуже уважно. 2. Діти люблять, коли їм читають. 3. Про цю подію багато говорять. 4. На нього можна покластися? 5. На цю книгу ніколи не посилаються. 6. Про вчинок Бермана багато говорили в колонії. 7. За машиною послали, як тільки речі були складені. 8. З неписьменністю давно покінчено. 9. Узимку в цьому будинку ніколи не жили. 10. Не розумію, чому про цей фільм так багато говорять. 11. Він дуже хороший лектор, його завжди дуже уважно слухають. 12. Він винятково сумлінна людина, на нього можна покластися. 13. Його промова на зборах була такою блискучою, що про неї потім багато говорили. 14. Дітей забезпечено всім необхідним. 15. Чи послали вже за свіжим молоком?

(E) 1. На щастя, доктор жив у цьому ж будинку, і я була звільнена від необхідності виходити вночі. 2. Коли літак зник з очей, всі пішли додому. 3. Знову ви запізнилися. Із цим треба покінчити. 4. Дитину поклали в лікарню, де за нею дуже добре доглядали. 5. Після лекції був концерт. 6. У будинку місіс Рід до Джейн Ейр постійно присікувалися. 7. Коли довгоногий хлопець зник з очей, Давид сів відпочити. 8. Після Першою світовою війною настала революція в Росії. 9. Після смерті місіс Коперфільд до Давида завжди чіплялися. 10. Як тільки Скіф Міллер зник з очей, собака кинулася за ним. 11. Після блискавки пролунав удар грому. 12. Переклад такий хороший, що в ньому не можна знайти жодних недоліків. 13. Із такими серйозними речами не жартують.

**Exercise 5. Fill in *by* or *with*.**

- 1 She was woken up by a loud noise.
- 2 The parcel was tied up \_\_\_\_\_ string.
- 3 John was told off \_\_\_\_\_ his mother.
- 4 This picture was painted \_\_\_\_\_ a famous artist.
- 5 The chair was covered \_\_\_\_\_ a woolen blanket.
- 6 The walls were decorated \_\_\_\_\_ posters.
- 7 My car was repaired \_\_\_\_\_ my father.
- 8 This dessert was made \_\_\_\_\_ fresh cream.

**Exercise 6. Rewrite the sentences in the passive. Omit the agent where possible.**

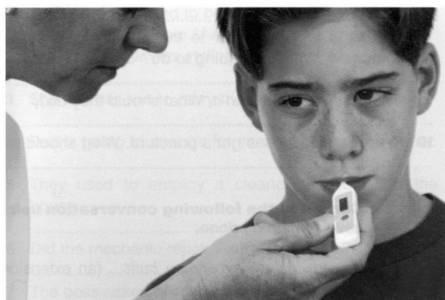
- 1 Do they sell clothes in this shop?  
Are clothes sold in this shop?
- 2 Someone is cleaning the windows.
- 3 She tapped him on the hand with her pen.
- 4 I don't like people laughing at me.
- 5 People spend a lot of money on food.
- 6 Is Sue washing the car?
- 7 Who made this mess?
- 8 Grandfather is going to tell the children a story.
- 9 They will open the new sports centre soon.
- 10 They made him confess to the robbery.
- 11 Liz showed me some holiday pictures.
- 12 Sam remembers his friend telling him about the party.
- 13 They heard him calling for help.
- 14 Who broke this mug?
- 15 The jury will have reached a verdict by the morning.
- 16 The teacher will mark the essays

- 17 People make jam from fruit.
- 18 They sent for the doctor.
- 19 Clive hasn't cut the grass yet
- 20 They may not repair the car this week.

**Exercise 7. Rewrite the sentence, as in the example.**

- 1 It is said that this orchestra is the best in the world.  
*This orchestra is said to be the best in the world.*
- 2 It is believed that the thieves have left the country.
- 3 The fire is reported to have started by accident.
- 4 He is known to be making a lot of money.
- 5 It is expected that they will arrive in time for dinner.
- 6 She is said to know a lot about gardening.
- 7 It is thought that he will be attending the meeting.
- 8 It is believed that we are able to win the competition.
- 9 The company is thought to be making a big profit.
- 10 It is reported that the government has reached a decision.
- 11 It is said that they were responsible for the damage.
- 12 She is expected to break the world record.
- 13 He is known to have several foreign bank accounts.
- 14 They are reported to have financial problems.

**Causative form**



We use **have + object + past participle** to say that we have arranged for someone to do something for us.

*e.g. We had new cupboards made by the carpenter. (We didn't make them ourselves. The carpenter made them for us.)*

**1. Questions and negations of the verb have are formed with do/does or did.**

*e.g. Did you have your car serviced?*

*Simon is having his temperature taken. His mother is taking his temperature.*

**2. We can also use have something done to say that something unpleasant happened to somebody.**

*e.g. Paul had his bike stolen yesterday. (= Paul's bike was stolen.)*

**3. We can use the verb get instead of the verb have only in informal conversation.**

*e.g. You must get / have your hair cut this week*

<b>Present simple</b>	He <b>paints</b> the house.	He <b>has the house painted</b> .
<b>Present continuous</b>	He <b>is painting</b> the house.	He <b>is having the house painted</b> .
<b>Past simple</b>	He <b>Painted</b> the house.	He <b>had the house painted</b> .
<b>Past continuous</b>	He <b>was painting</b> the house.	He <b>was having the house painted</b> .
<b>Future simple</b>	He <b>will paint</b> the house.	He <b>will have the house painted</b> .
<b>Future continuous</b>	He <b>will be painting</b> the house.	He <b>will be having the house painted</b> .
<b>Present perfect</b>	He <b>has painted</b> the house.	He <b>has had the house painted</b> .
<b>Present perfect continuous</b>	He <b>has been painting</b> the house.	He <b>has been having the house painted</b> .
<b>Past perfect</b>	He <b>had painted</b> the house.	He <b>had had the house painted</b> .
<b>Past perfect continuous</b>	He <b>had been painting</b> the house.	He <b>had been having the house painted</b> .
<b>Infinitive</b>	He must <b>paint</b> the house.	He must <b>have the house painted</b> .
<b>-ing form</b>	It's <b>worth painting</b> the house.	It's <b>worth having the house painted</b> .

**Exercise 8. Rewrite the sentences using have something done.**

(A) 1 His teeth are checked twice a year.

*He has his teeth checked twice a year.*

2 Her skirt is being cleaned at the moment.

3 My hair is trimmed once a month.

4 Central heating is going to be installed in our house next month.

5 Sam's burglar alarm was fitted last week.

6 My car is being repaired at the moment.

7 The band's new single has just been recorded.

8 Our new furniture is going to be delivered tomorrow.

9 Their new house is being decorated at the moment.

10 The windows will be cleaned.

11 A new jumper has been knitted for me.

12 The lock has to be fixed.

13 A new pair of glasses is going to be made for him.

(B) 1 Their windows need to be cleaned.



*The need to have their windows cleaned.*

- 2 The hairdresser was styling Mrs Brown's hair.
- 3 She told her son to carry the shopping to the house.
- 4 Dad is going to arrange for someone to cut the grass.
- 5 They used to employ a cleaner who cleaned the house.
- 6 Did the mechanic repair Paul's motorbike?
- 7 The boss asked his assistant to type the letter.
- 8 A plumber fixed the dripping tap for Joe.
- 9 Have you told the secretary to make some photocopies?
- 10 The chef was cooking Tom's lunch.
- 11 Did you tell the shop to deliver the sofa to you?
- 12 My purse was stolen last Friday.
- 13 Did you employ a painter to decorate your house?
- 14 The builders are putting a new roof on Adam's house at the moment.
- 15 She asked the maid to polish the silver.
- 16 The man had asked the porter to take his luggage to his room.
- 17 Did you ask Jenny to arrange the flowers for you?
- 18 When will your glasses be made?
- 19 I hired a professional to cater for my party.
- 20 Did you ask anyone to sweep the chimney?
- 21 She asked him to do the shopping.
- 22 Their house was burgled last night.
- 23 He employed a carpenter to build the fence.
- 24 Julie's housekeeper irons all her clothes.

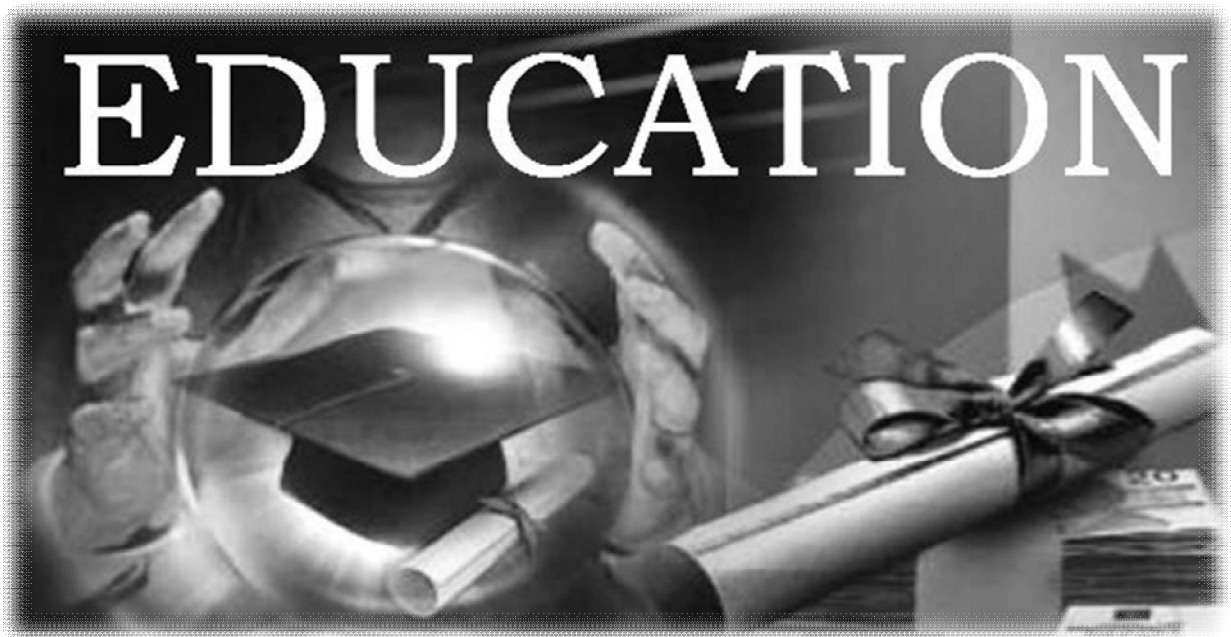
## Active vocabulary

aching muscles	болі в м'язах
alleviate	полегшувати
anticipate	передбачити
appendix	апендицит
attend (to)	бути присутнім (в)
be apt	бути схильні
be rid of	позбутися від
bladder	сечовий міхур
brain	мозок
breakthrough	прорив
cancer	рак
cavity	порожнина
cement	пломбувати
clot	згусток
compulsory	обов'язкове
concussion	струс мозку
condition	стан
consult smb about smth	консультувати про
contract infection	заразитися інфекцією
cope with	впоратися з
correlating	коррелируючий
cowpox	коров'яча віспа
cramp	судома
deaden	заглушати
deadly	смертельно
debunk	розвінчувати
deficiency	дефіцит
denture	протез
deteriorate	погіршуватися
diagnose	діагноз
diagnose smth	діагностувати
dilation	розширення
disorder	розлад
dissection	розсічення
distinctly	чітко
efficacious	ефективний
endorse	схвалювати
estimate	оцінювати

examine	досліджувати
feel reassured	відчувати себе впевнено
fever	лихоманка
fracture	перелом
fully-fledged	повноцінний
fundamental	фундаментальний
fungus	гриб
gall bladder	жовчний міхур
gum	ясна
headaches	головна біль
heart	серце
immune system	імунна система
impact	вплив
imprudent	необережний
inevitably	неминуче
inflammation	запалення
influence	вплив
injury	травма
interval	інтервал
intestine	кишка
irritation	подразнення
jaw	щелепа
judge by	судячи з
kidney	нирка
knee	коліно
knuckle	кулак
large intestine	товста кишка
larynx	гортань
lessen	зменшувати
lip	губа
liver	печінка
lung	легеня
makeshift	заміна
mentally and physically exhausted	розумово і фізично вичерпані
midwife	акушерка
miraculous	чудотворний
misconception	неправильне уявлення
modestly	помірно
mould	форма
muscle	мускул
navel	пупок

neck	шия
nipple	грудний сосок
noxious	шкідливий
optician	оптик
palm	долоня
pancreas	підшлункова залоза
pelvis	таз
pill	таблетка
poisonous	отруйний
post-viral depression	пост-вірусна депресія
predisposition	схильність
preventive	профілактичне
prick	укол
principle	принцип
probing	зондування
propel through the body	рух через тіло
proponent	прихильник
pursue	переслідувати
ravaged	розорив
receptor	рецептор
reduce	зменшити
relieve	полегшити
rib	ребро
riddle	загадка
scratch	подряпина
sensitivity	чутливість
shin	гомилку
shoulder	плече
side effect	побічний ефект
smallpox	віспа
solidified	стверділий
solve the riddle	вирішити загадку
spine	хребет
spleen	селезінка
sports injury	спортивні травми
sprain	розтягнення зв'язок
spread	поширення
spread easily	легко поширюватися
stomach	шлунок
substance	речовина
suffer	страждати

swelling	пухлина
syringe	шприц
temple	скроня
test	аналіз
the circulation of the blood	циркуляція крові
thigh	стегно
throat	горло
thumb	великий палець руки
toe	палець
tonsils	гланди
trace of smth	слід
treatment	лікування
undergo	піддаватися
unwieldy	громіздкий
vaccine	вакцина
vein	вена
vet	ветеринар
vigorous	енергійний
waist	талія
windpipe	трахея
wound	рана
wrist	зап'ястя



### TOPICS:

- Value of Education
- Distance Learning
- Systems of Education in the UK, the USA, Ukraine
- World Top Universities
- Study Methods
- Beating Exam Stress

### GRAMMAR:

- Reported Speech

1

**A. How do you understand the notion ‘education’? Try to explain it, give your definition, and check one in the English-English dictionary.**

**B. Discuss in pairs the quotes below and point out the one you agree with.**

- Education is our passport to the future, for tomorrow belongs to the people who prepare for it today. (*Malcolm X*)
- An investment in knowledge pays the best interest. (*Benjamin Franklin*)
- If you think education is expensive, try ignorance. (*Andy McIntyre*)
- A teacher affects eternity; he can never tell where his influence stops. (*Henry B Adams*)
- I respect faith, but doubt is what gets you an education. (*Wilson Mizner*)
- Learning is like rowing upstream: not to advance is to drop back. (Chinese Saying)

**2** Which of the following aims of education are most important? Rank them in order of importance, then compare with your partner.

- to develop understanding of other people /cultures
- to learn social skills;
- to prepare for life in the workplace;
- to become aware of how the past affected the present;
- to develop critical thinking.

**3** Which of the following subjects/activities help with achieving the above this? Discuss in pairs.

- sociology  history  mathematics  geography  reading and writing
- computer studies  languages  music/art

**4** What is the importance of education in your opinion? Can people lead a normal life with/without it? Is the problem of education acute in Ukraine?

**5** Read the information on the value of education provided by the international organization ‘Global Partnership for Education’. Discuss in groups whether your opinion on the value of education has changed after reading it.

#### **Value of Education**

*Investing in education is the single most effective way of reducing poverty.*

Education is more than reading, writing, and arithmetic. It is one of the most important investments a country can make in its people and its future and is critical to reducing poverty and inequality. If all students in **low income countries** left school with basic reading skills, 171 million people could be lifted out of poverty.

#### **Why Education?**

- Education gives people critical skills and tools to help them better provide for themselves and their children;
- Education helps people work better and can create opportunities for **sustainable and viable economic growth** now and into the future;
- Education helps fight the spread of HIV/AIDS and other diseases, reduces mother and child mortality, and helps improve health;
- Education encourages **transparency**, good governance, stability and helps fight against **graft** and corruption.

The **impact** of investing in education is profound: education results in raising income, improving health, promoting gender equality, **mitigating climate change**, and reducing poverty.

### **The Benefits of Education**

Girls and boys who learn to read, write, and count will provide a better future for their families and countries. With improved education, so many other areas are positively affected. **In short**, education has the power to make the world a better place.

- ***Makes People Healthier***

Each extra year of a mother's schooling reduces the probability of infant mortality by 5% to 10%.

- ***Increases Income***

One extra year of schooling increases an individual's earnings by up to 10%.

- ***Promotes Girls' and Women's Rights***

One additional school year can increase a woman's earnings by 10% to 20%.

- ***Fosters Peace***

If the **enrollment rate** for secondary schooling is 10% higher than the average, the risk of war is reduced by about 3%.

- ***Reduces Poverty***

If all students in low income countries left school with basic reading skills, 171 million people could be lifted out of poverty.

- ***Boosts Economic Growth***

Each additional year of schooling raises average annual **gross domestic product (GDP) growth** by 0.37%.

- ***Saves Children's Lives***

A child whose mother can read is 50% more likely to live past age 5.

### **Is literacy important?**

Being illiterate can have a big effect on people's lives. For example, a study in the UK showed that people who write and spell badly are seen as careless, immature and unreliable, and often unintelligent. So it is more difficult for them to find jobs, even when reading and writing are not necessary for the work.

World-wide statistics show that literacy problems are associated with poverty and a lack of political power. More women than men are illiterate. Illiterate people have worse health, bigger families and are more likely to go to prison. So literacy campaigns must be a good thing. But don't forget that an illiterate person, or someone with a low level of literacy, isn't necessarily stupid or ignorant, and may not be unhappy at all. Knowledge and wisdom isn't only found in writing.



**6 Answer the questions:**

1. What is the impact of investing in education?
2. What are the benefits of education according to ‘Global Partnership for Education’? Add your ideas why education is crucial for sustainable living.
3. What is the link between obstacles in finding a job, health problems, criminal record, and being illiteracy?

**7 Give the synonyms for the following words; provide your sentences to exemplify the use of these words.**

To foster, to enroll, to mitigate, transparency, graft, viable, sustainable, illiterate.

**8 Match the collocations:**

- |              |                    |
|--------------|--------------------|
| 1. Increase  | a. Women’s rights  |
| 2. Boost     | b. poverty         |
| 3. Promote   | c. economic growth |
| 4. Foster    | d. income          |
| 5. Encourage | e. peace           |
| 6. Reduce    | f. transparency    |

**9 Match the words with their definitions:**

1. Transparency	A. <u>illegal, bad, or dishonest behaviour, especially by people in positions of power;</u>
2. Graft	B. The act of putting yourself or someone <u>else</u> onto the <u>official list</u> of <u>members</u> of a <u>course, college, or group;</u>
3. Income	C. the way that <u>organizations</u> or <u>countries</u> are <u>managed</u> at the <u>highest level</u> , and the <u>systems</u> for doing this;
4. Literacy	D. The quality of being done in an open way without secrets;
5. Corruption	E. a <u>situation</u> in which something is not <u>likely to move</u> or <u>change;</u>
6. Poverty	F. The <u>ability to read</u> and write;
7. Governance	G. The <u>right of different groups of people</u> to have a <u>similar social position</u> and <u>receive</u> the same <u>treatment;</u>
8. Enrollment	H. <u>money</u> that is <u>earned</u> from doing <u>work</u> or <u>received</u> from <u>investments;</u>
9. Equality	I. The <u>condition of being extremely poor;</u>

10. Stability

J. The act of getting money or advantage through the dishonest use of political power and influence.

**10** Translate the following sentences from Ukrainian into English.

1. За світовою статистикою, в країнах з низькими прибутками рівень письменності населення набагато нижчий, ніж в країнах, де бідність не є гострою соціальною проблемою.
2. Освіта допомагає людям краще влаштувати своє життя, а також створює можливості для стійкого економічного росту країни.
3. Освіта допомагає попередити поширення ВІЛ/СНІД та інших тяжких захворювань.
4. З кожним додатковим роком у школі людина підвищує свої шанси більше заробляти на 10%.
5. Письменним людям у всьому світі набагато легше знайти добре оплачувану роботу.

**11** Translate the phrases from the table, rewrite the sentences using them. Provide your own sentences for the remaining phrases.

a) to have an ability
b) to have a gift (for)
c) to be a genius/ brilliant
d) to be good/ bad at
e) to be at odds with
f) to do well/ badly
g) to spend all one's time on books
h) to spend a lot of time practising
i) to put in a lot of reading
j) to slave at one's books
k) to swot
l) to do a lot of swotting
m) to enjoy studying
n) to work with relish and application

o) to loathe
p) to be obliged
q) to be bored (with)
r) to lead the class (in)
s) to win all the prizes in the exams
t) to pass exams with flying colours
u) to be a top/ bottom student
v) to get a mark
w) to give a mark
x) a mark for an answer
y) a mark in a subject

1. This child *is very gifted*.
2. Mike always *had bad marks* at school.
3. Oliver *read a lot* before his exam.
4. Jimmy *hated* doing his homework.
5. Jack was the *best* student in the class.
6. He *had to* do much *learning by heart* because he was *bad at* physics.
7. You must be a *brilliant student* if you *get the highest marks at* all the exams.

8. He worked with *joy and devotion* to finally graduate from school with honours.
9. Mathematics *seems very boring* for Kate.
10. Jane *is able* to learn languages fast and effortlessly.
11. Any diligent student must *read and exercise* a lot before the exam.
12. I've always been *at odds with* the physical sciences.

**12** Fill in: *fail; pass; take; sit; resit* in the correct form.

- f. I always revise thoroughly before I have to ... an exam.
- g. He's ... his driving test next week.
- h. Pat ... her exams with flying colours.
- i. I'm not ... surprised he ... his exams, he didn't revise at all.
- j. If she doesn't get high enough marks in her exams, she will ... them in September.

**13** Match the verbs to the nouns, then make sentences using the collocations.

1. attend, go to, take, miss, hold, dismiss - grade
2. run, offer, do, take, enroll on, pass, fail - class
3. achieve, get, receive - course

**14** Underline the correct words.

1. The course is designed to *develop/promote* special study skills.
2. The institute only *keeps/holds* evening classes.
3. She has been *accepted/admitted* at York University.
4. I'm afraid you can't *hold/keep* a private conversation.
5. He retired at the end of a thirty-year teaching *post/ career*.
6. Apply for a *fee/grant* if you want to go to university,

**15** Fill each gap with the correct particle, then explain the phrasal verbs.

over            up            behind            off            out

1. Juliet was new to the class and had to do extra work to catch ... with the others.
2. If you miss school for more than a couple of days, you are in danger of falling ... with your work.
3. I need to go ... my History notes because we've got a test on Monday.
4. If you don't pay attention, how do you expect to keep ... with the lesson?
5. Look ... the word in the dictionary if you're not sure what it means.
6. We had to put ... our Biology field trip because the weather was so bad.
7. Simon was told ... severely when his parents saw his school report.

8. We couldn't work ... what had gone wrong with our science experiment, so in the end we had to start again.

**16** Underline the correct word in each of the sentences below. What do the phrases mean? Are there similar idioms in your language?

- 7 Claire learnt the poem by *heart/mind* before the presentation.  
8 If you want to make the *grade/result* you'll have to study very hard.  
9 I'm going to *learn/teach* that boy a lesson he won't forget.  
10 Jacob is in a *lesson/class* of his own; his work is always excellent.  
11 Sarah is very studious. She's always got her *eyes/nose* in a book.  
12 In primary school everyone called me the teacher's *love/pet* because I always got good grades.

**17** Fill in: *in, for, of*, then make sentences about education.

1. to prepare ./revise ./study \_\_\_ an exam;
2. to be top \_\_\_ the class;
3. to specialize \_\_\_ smth.

**18** Read the text and note the phrases and collocations in bold, give the equivalent in Ukrainian. Study the vocabulary to be able to use it in further exercises.

### Opportunity, Equality of Education

All education systems may ultimately be judged in terms of **equality of opportunity**<sup>1</sup>. This is not the same as the debates over **selective**<sup>2</sup> versus **comprehensive**<sup>3</sup> **schooling**<sup>4</sup>. It is rather a matter of whether everyone has the same opportunities for educational achievement or whether **elitism**<sup>5</sup> of one sort or another is **inherent in**<sup>6</sup> the system. **League tables**<sup>7</sup> for schools and colleges may actually help unintentionally to **perpetuate**<sup>8</sup> inequalities, while claiming to promote the raising of standards.

Inevitably, league tables divide the world into good and bad, success and failure, resulting in a **two-tier system**<sup>9</sup>, even if that is only how the public **perceives**<sup>10</sup> it. The ability of the **better-off**<sup>11</sup> parents and **well-endowed**<sup>12</sup> schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**<sup>13</sup> opportunity for the **less well-off**<sup>14</sup> or for children from home environments that do not provide the push and motivation to **excel**<sup>15</sup>.

1. when everyone has the same chances;
2. pupils take exams for entry;
3. everyone enters without exams;
4. education received at school;
5. when you favour a small, privileged group;

6. existing as a basic part of something;
7. lists of schools or colleges from the best down to the worst;
8. make something continue forever;
9. a system with two separate levels, one of which is better than the other;
10. sees, considers;
11. richer;
12. receiving a lot of money in grants, gifts from rich people, etc.;
13. reducing;
14. poorer;
15. achieve an excellent standard.

**19** Read what other debates and issues exist in society, discuss them in groups, say if you agree or disagree with them:

<i>statement</i>	<i>meaning of words in bold</i>
Some people think we should return to an emphasis on <b>the three Rs</b> .	reading, writing and arithmetic, the traditional, basic skills
<b>Literacy</b> and <b>numeracy</b> are skills no one can afford to be without	<ul style="list-style-type: none"> <li>• the ability to read</li> <li>• the ability to count / do basic maths</li> </ul>
<b>Curriculum reform</b> is often done for political reasons rather than for good educational ones.	changes to the educational programme, e.g. the national syllabus
Nowadays, <b>lifelong/continuing education</b> is an issue, and creating opportunities for <b>mature students</b> is important.	<ul style="list-style-type: none"> <li>• education for all ages</li> <li>• adult students older than the average student</li> </ul>
<b>Special needs education</b> is expensive because class sizes need to be small or <b>one-to-one</b> .	<ul style="list-style-type: none"> <li>• education for children who cannot learn in the normal way, because they have some disability</li> <li>• one teacher and one</li> </ul>
He was unhappy at his new school because the older boys were <b>bullying</b>	frightening or threatening

**20** Complete the collocations by filling in the missing words according to the meaning given in brackets.

1. \_\_\_\_\_ tables (lists of schools from best to worst)
2. \_\_\_\_\_ education (entry to schools is decided by exam results)
3. Equality of \_\_\_\_\_ (when everyone has the same chances)
4. \_\_\_\_\_ inequalities (making inequalities continue forever)

**21** Change the underlined words, using more formal and more appropriate words from ‘Opportunity, equality of Education’. Make any other changes that are necessary.

1. Inequality is built into the education system.
2. Giving access only to privileged groups is bad for the country in the long term.
3. Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.
4. A system where there are two levels of schools reduces the opportunities for children from poorer families and favours those from richer families.
5. Some private schools have lots of wealth and receive gifts of money, and this means they can have better resources.
6. All parents want their children to achieve the best possible results at school.
7. Emphasis on the three Rs is considered by parents to be the key to

**22** Find the words or expressions in ‘other debates and issues’ which match the definitions below:

1. the ability to read? \_\_\_\_\_
2. the ability to count and do basic maths? \_\_\_\_\_
3. changes made to the official programme of education in a country? \_\_\_\_\_
4. the traditional basic skills of reading, writing and maths? \_\_\_\_\_
5. a student who is older than the typical age, for example, in a university? \_\_\_\_\_
6. teaching with one teacher and just one pupil? \_\_\_\_\_

**23** Match the words on the left with the definitions on the right. The words refer to people involved in education. Use a dictionary if necessary.

1. PTA	a. teacher who works in a school when needed (e.g. if someone is sick)
2. school governors	b. group consisting of teachers and parents who meet
3. supply teacher	c. teacher who works in different schools and travels between them
4. peripatetic teacher/peripa'tetik/	d. group which oversees all the business of the school

**24** a. Look at the abbreviations below. What do you think the letters stand for?

\*GCSE \*NVQ \*'A' Level \*HND \*BA/BSc \*MA/MSc \*PhD

b. What are the nearest equivalents in your country?

## Distance Learning

25

Read the information on Distance learning, be ready to discuss it and use in further exercises.

### From a Distance

#### *A Brief History of Distance Learning*

...*distance learning* *n* [U] a method of study that involves using electronic means (computers, Internet, etc.) to receive and send work rather than going to a school or university.

‘Knowledge,’ according to the proverb ‘is power.’ And in this electronic age, more and more of our information is gained not in the classroom, but via media such as the Internet or cable TV... all of which are playing a key part in the distance learning revolution. Here are three figures in this key educational change which is transforming our lives in the 21st century.

#### **Sir Isaac Pitman**

Those who think that distance learning is a relatively new idea might be surprised to learn that English educator, Sir Isaac Pitman, had the same idea - only then they were called correspondence courses - more than 150 years ago. Taking advantage of the development of a reliable postal system in 1840, Pitman began teaching shorthand<sup>1</sup> by mail to thousands of students who did not have time to attend school. ‘Lessons’ consisted of copying short passages of the Bible in shorthand, and posting them to Mr. Pitman to be corrected. His brother, Benn Pitman, introduced the idea to the United States, and the Pitman shorthand system - which has been adapted to fifteen other languages - is still one of the most widely used shorthand systems in the world.

#### **The Open University**

When it was established in 1969, the Open University offered courses via mail, with the back-up of regular TV and radio programmes shown outside normal broadcast times. Each student was assigned a tutor who discussed the course work over the phone, and in group sessions in the evenings or at weekends.

Thirty years on, the Open University has expanded to include the Internet, videoconferencing, satellite broadcast and e-mail. There are no entry qualifications or admission interviews, and anyone over the age of 18 can follow one of their courses. It is now Britain’s largest single teaching institution, with more than 200,000 people studying its courses every year, with another 16,000 in other countries around the world.

#### **John Hendricks and The Discovery Channel**

After a successful career in university education, John S Hendricks entered the TV business and launched the Discovery Channel - the first cable TV channel exclusively devoted to documentaries and nature programmes - in June 1985. Today the company’s programmes reach over 150 million subscribers in more than a hundred countries. In an age where competition for TV audiences has

never been tougher, the Discovery Channel's high-quality, educational approach continues to defy those who believe that TV is only about mindless entertainment. The BBC programme *Walking with Dinosaurs* became the most-watched documentary in TV history when it was shown on the Discovery Channel in 2000.

**26** According to the text...:

1. who first had the idea of teaching shorthand by correspondence?
2. who took the idea of correspondence courses to the United States?
3. what three methods were originally used for course work by the Open University?
4. what age should be a student to do a course at the Open University?
5. what type of programmes are shown on the Discovery Channel?
6. what programme attracted the most viewers ever for a TV documentary?

**27** Phenomenon of MOOCs

**Discuss with your groupmates the following points:**

- **Are you interested in developing yourself with online learning? Why/why not?**
- **Do you know what MOOCs are? Have you ever tried one? Which one? Did you like the experience? Have you gained a certificate?**
- **Dwell upon the following statement:**  
*Udacity: Education is no longer a one-time event but a lifelong experience.*

**28** Read the information about MOOCs, note the new words to be able to use them in further exercises.

**What are MOOCs?**

A massive open online course (MOOC) is an online course aimed at **unlimited participation** and **open access** via the web. In addition to traditional course materials such as videos, readings and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and teaching assistants. MOOCs are a recent development in **distance education**.

Although there has been access to free online courses on the Internet for years, the quality and quantity of courses has changed. Access to free courses has allowed students to **obtain** a level of education that many only could dream of in the past. This has changed the face of education. In The New York Times article 'Instruction for Masses Knocked Down Campus Walls', author Tamar



Lewin stated, "...in the past few months hundreds of thousands of motivated students around the world who lack access to elite universities have been **embracing** them as a path toward **sophisticated skills** and **high-paying jobs**, without paying **tuition** or collecting a college degree."

## TOP-5 MOOCs

### 1. The Open University

The Open University provides high-quality university education to all those who wish to realize their ambitions and fulfill their potential. About 12,500 people currently enroll for on-line OU courses each year.

Nearly all the undergraduate courses of the Open University have no **formal entry requirements**. This allows people who have missed out on education to fulfill their potential and achieve a university-level qualification.

Check out <http://www.open.ac.uk/>



### 2. Iversity

"As we move further into the digital age, it is becoming clear that the walled-in software solutions universities use today are **glaringly** outdated". This is the motivation behind Iversity. They wish to move beyond the existing teaching formats to enable wholly new forms of online teaching and learning. In order to develop open course, they call upon individual instructors, universities and knowledge-based companies to join them in their effort to democratize education.

Check out more at <https://iversity.org/>

### 3. Coursera



Coursera believe in connecting people to a great education so that anyone around the world can learn without limits. Coursera is an education company that partners with the top universities and organizations in the world to offer courses online for anyone to take, for free. Their technology enables their partners to teach millions of students rather than hundreds. They **envision** a future where everyone has access to a world-class education that has so far been available to **a select few**.

Check out Coursera at <https://www.coursera.org/>

### 4. Udacity

Udacity's mission is to bring **accessible, affordable, engaging, and highly effective higher education** to the world. They believe that higher education is a basic human right, and seek to empower their students to advance their education and careers.



The Open University

"Higher education is broken with increasingly higher costs for both students and our society at large. Education is no longer a

one-time event but a lifelong experience. Education should be less passive listening (no long lectures) and more active doing. Education should empower students to succeed not just in school but in life.”

Udacity are **reinventing** education for the 21st century by **bridging the gap** between real-world skills, relevant education, and employment.

Learn more at <https://www.udacity.com/>

### 5. edX

EdX believe in the highest quality education, both online and in the classroom. EdX was created for students and institutions that **seek** to transform themselves through **cutting-edge technologies, innovative pedagogy, and rigorous courses**.

Their goals, however, go beyond offering courses and content. They are committed to research that will allow them to understand how students learn, how technology can transform learning, and the ways teachers teach on campus and beyond.

Main goals:

- Expand access to education for everyone;
- Enhance teaching and learning on campus and online;
- Advance teaching and learning through research.

Learn more at <https://www.edx.org/>

### 29 Answer the questions:

1. What are the MOOCs?
2. What does the Open University offer for the students? Are there any formal entry requirements to enroll for OU courses?
3. What is the motto of Iversity?
4. What is the vision of education of Coursera? How many students can be taught at this course simultaneously?
5. What is the mission of Udacity?
6. What are the main goals of edX?
7. In your opinion, what difficulties can one experience



### 30 taking MOOCs?

### Read the information on the System of Education in the UK.

#### The System of Education in the United Kingdom

Education in the United Kingdom is a **devolved matter** with each of the countries of the United Kingdom having separate systems under separate governments: the UK Government is responsible for England; the Scottish Government, the Welsh Government and the Northern Ireland Executive are responsible for Scotland, Wales and Northern Ireland, **respectively**.

In each country there are five stages of education:

1. *early years* - kindergartens,
2. *primary* – age of **approximately** 5-11,
3. *secondary* – age of 12-18 ,
4. *further education* (FE) – over 16 years old students;
5. *higher education* (HE) – over 18 years old students.

The law states that *full time education* is **compulsory** for all children between the ages of 5 and 16, - the compulsory school age. This full-time education does not need to be at a school and a growing number of parents choose to home educate. Prior to the compulsory school age, children can be educated at *nursery* if parents wish; though, there is only limited government funding for such places.

Further Education is non-compulsory, and covers non-advanced education which can be taken at further (including tertiary) education colleges and Higher Education institutions.

The fifth stage, Higher Education, is study beyond *A levels* for most full-time students, takes place in universities and other Higher Education institutions and colleges.

The National **Curriculum** (NC), established in 1988, provides a **framework** for education in England and Wales between the ages of 5 and 18. Though the National Curriculum is not compulsory it is followed by most state schools, but many private schools, academies, free schools and home educators design their own curricula.

*Higher education* is education provided by universities and other institutions that award *academic degrees*, such as university colleges, and liberal arts colleges.

Higher education includes both the teaching and the research activities of universities, and within the **realm** of teaching, it includes both the undergraduate level (sometimes referred to as *tertiary education*) and the graduate (or postgraduate) level.

There is a three-level **hierarchy** of degrees (*Bachelor, Master, Doctor*) currently used in the United Kingdom.

A *graduate student* (also, grad student or grad in American English, postgraduate student or postgrad in British English) is an individual who has completed a bachelor's degree (*B.A., B.S./B.Sc.,* or another flavor) and is pursuing further higher education, with the goal of achieving a master's degree (*M.A., M.S./M.Sc., M.Ed.,* etc.) or doctorate (*Ph.D., Ed.D., D.A., D.Sc.,* etc.)

**31** Read the text and make a chart of the British and American educational differences.

### Education

In the US, children must go to school from the age of 5 or 6 to between the ages of 14 and 16, depending on the law in the state where they live. In the UK, all children have to go to school between the ages of 5 and 16. In some parts of the UK, PRESCHOOL or NURSERY education is provided by the local government for children aged 3 and 4. In the US parents have to pay for nursery education.

### **State and Private Schools**

In both the US and the UK, most children go to schools that are provided by the government. In the US these are known as PUBLIC SCHOOLS, and in the UK they are known as STATE SCHOOLS.

In the UK, some children go to schools that their parents pay for. These are called private schools, but the most famous ones, such as ETON, HARROW, WINCHESTER, and RUGBY, are called PUBLIC SCHOOLS. Public schools are often BOARDING SCHOOLS, where students live as well as study. Some British people think that children at public schools get a better education than children at state schools.

Some children in the US also go to schools that their parents pay for, which are called PRIVATE SCHOOLS. Private schools in the US are often run by church groups, when they are known as PAROCHIAL SCHOOLS, but there are private schools, especially on the East Coast, that are considered to be very good, such as the Hotchkiss School, Andover Academy, and Choate Rosemary Hall.

### **Subjects**

In the US, national, state, and local governments decide what subjects will be taught in the schools, so children in different states and even within the same state may be taught slightly different things. Most schools, however, teach very similar subjects.

In England and Wales the subjects taught in schools are listed in the NATIONAL CURRICULUM, which was introduced in 1988, and lists in detail the subjects that all children must study. Children are tested at the ages of 7, 11, 14, and 16 to see if they have reached a particular level of achievement in those subjects. The National Curriculum does not apply in Scotland, where each school decides what subjects it will teach.

Some British schools have prayers and religious teaching, but US public schools are not allowed to include prayers or to teach particular religious beliefs.

### **Examinations**

In the US students do not take a national examination as the British do. Students in HIGH SCHOOL usually take examinations in the subjects they are studying at the end of each SEMESTER, and their marks in their courses are based partly on these examinations and partly on their tests, HOMEWORK, and work done in class. The marks a student gets in his or her courses are added

together, and then divided by the number of classes the student has taken to produce the student's GRADE POINT AVERAGE, or **G.P.A.**

Students who have passed enough courses GRADUATE : (from high school at the end of the twelfth grade, and receive a HIGH SCHOOL DIPLOMA from their school at a graduation ceremony which is held at the end of the school year. American students who want to go to university must take a test called the SAT or another test called the **ACT**, and some universities ask students to take tests in several subjects as well. Students give their test scores, G.P.A., and a record of their other achievements to a university when they apply to go to that university.

At age 16, students in England and Wales take GCSE examinations in subjects that they have been studying for two years. The GCSE examinations involve a final examination as well as CONTINUOUS ASSESSMENT a way of judging a student's level of achievement by looking at their **coursework** (=work that they do during the course). The marks students get in their examinations help them decide which subjects to study for A-LEVEL, if they are not planning to leave school. Students who take A-levels study for two years and take A/S level exams after the first year. and A2 level exams at the end of the second year. Universities select their students on the basis of the A-level results. In order to go to a good university and study a popular subject such as medicine or English students usually need to get grade A or B in all their A-levels. For less popular subjects, they do not need to achieve such high grades.

### **Social Events and Ceremonies**

In US high schools there is a formal ceremony for graduation (=when students have completed their high school education). Students wear a special hat and a gown (=a long, loose piece of clothing worn for special ceremonies) and receive their DIPLOMA. The student who has earned the highest grades in his/her courses all through the high school and who therefore has the highest G.P.A. in the class is the class VALEDICTORIAN. The valedictorian usually gives a speech at the graduation ceremony, and in smaller towns his/her photograph may be printed in the local newspaper.

Sports events, especially football, are very popular in US schools, and CHEERLEADERS lead the students in supporting the school teams. There are often dances, plays, and musical events organized and performed by the students. At the end of the last year of high school there is a special formal dance, often held at a hotel, called a PROM. Most students buy a YEARBOOK each year and their friends write messages in it and sign it.

In the UK, schools often have dances, plays, and musical events, and many students play sports. In many schools the SPORTS DAY and the school FETE are important events.

### **Universities**

In the US, students usually study at college for four years, although some students take five years to finish their DEGREE. Students usually choose one main subject to study, which is called their MAJOR, and often choose to study one other subject, called a MINOR. If you major in a subject, you study it as your major subject: *Karen majored in music*. Students must also take classes in other subjects. Some universities are partly paid for by state governments, but even students at these universities must pay a lot of money for their education. Many students work PART-TIME while they are studying, to pay for their living costs. Many borrow money which they begin to pay back after they GRADUATE (=successfully complete their course), and it sometimes takes many years to pay it back.

In England and Wales university courses usually last for three years, and students typically study either one subject, or two subjects that are related. In Scotland the university system is different, and courses usually continue for four years. In the UK, students take out STUDENT LOANS, which means that they borrow money from a bank to pay for their living costs, and often have large debts by the time they finish their course. Some students from poor families receive a GRANT from the government to help pay for their living costs. Since 1999, students have had to pay TUITION FEES. Originally, these were £1000 a year, but from 2005, universities can charge as much as £3,000 a year for tuition fees. The fees mean that students have to borrow even more money, so the government introduced a system which means students pay the money back gradually, after they have left university, and only after their income goes over £15,000 a year.

**32** Complete the text with words from the list.

- |                 |              |
|-----------------|--------------|
| a) Boarding     | g) religious |
| b) graduate     | h) secondary |
| c) head nursery | i) state     |
| d) primary      | j) terms     |
| e) private      | k) college   |
| f) pupils       |              |

In the UK children start \_\_\_\_\_ school when they are five. Before that, many children go to \_\_\_\_\_ school, e.g. between the ages of two and four, but this is not compulsory. From 11-18, children go to \_\_\_\_\_ school. The majority of schools in the UK (about 90%) are \_\_\_\_\_ schools, which means that they are paid for by the government, and education is free. The other 100% are \_\_\_\_\_ schools, where parents have to pay. A few of these are \_\_\_\_\_ schools, where children study, eat, and sleep. There are also some \_\_\_\_\_ schools, where the teachers may be priests or nuns. Schoolchildren are usually

called \_\_\_\_\_ (not 'students' which "only refers to people who are at university), and the person who is in charge of a school is called the \_\_\_\_\_ teacher. The school year is divided into three \_\_\_\_\_. If you want to go to university, you have to take exams in your last year, and if your results are good enough, you get a place. A person who has finished university and has a degree is called \_\_\_\_\_.

College  elementary  grades  high  kindergarten  semesters  twelfth grade

In the US

The school system is divided into three levels, \_\_\_\_\_ school, middle school (sometimes called junior high school), and \_\_\_\_\_ school. In almost all schools at these levels, children are divided by age groups into \_\_\_\_\_. The youngest children begin with \_\_\_\_\_ (followed by first grade) and continue until \_\_\_\_\_, the final year of high school. The school year is divided into two \_\_\_\_\_. Higher education is often called \_\_\_\_\_ in the US.

**33 Listen to a teacher comparing British and American education and complete the chart about the American system, complete the chart.**

USA	AGE
1)...	5
Elementary school	6-11
2) ... high school	12/13-15
Senior high school	3)...
University	18+
4)...	
Other training institution	

**34 The following words/phrases are related to school/university. When do they first play a part in someone's education? Check your answers with your partner's. optional subjects**

- revision
- school reports
- projects
- lectures
- career counselling
- exams
- seminars
- climbing frame
- tutorials
- science experiments
- sandpit
- thesis
- colouring
- alphabet
- detention
- foreign languages
- modelling clay

**35**

**Decide which country's education the following statements concern.  
British or American?**

1. All children have to go to school between the ages of 5 and 16.
2. Parents have to pay for nursery education.
3. Public schools are not allowed to include prayers or to teach particular religious beliefs.
4. Local governments decide what subjects will be taught in the schools.
5. In many schools the sports day and the school FETE are important events.
6. Some students from poor families receive a grant from the government to help pay for their living costs.
7. The student who has earned the highest grades in his / her courses all through the high school and who therefore has the highest G.S.A in the class is the class VALEDICTORIAN.
8. Some people think that children at public schools get a better education than children at state schools.
9. Students, who want to go to university must take a test called the SAT, or another test called the ACT.
10. Most students work part-time while they are studying, to pay for their living costs
11. Sports, events, especially football are very popular in schools.
12. Students do not take national exams.
13. At age 16 students take GCSE exams in subjects that they have been studying for two years.
14. The subjects taught in schools are listed in the National Curriculum, which was introduced in 1988.
15. The most famous public schools are Eton, Harrow, Winchester and Rugby.
16. The marks a student gets in his or her courses are added together, and then divided by the number of classes the student has taken to produce the student's grade point average.
17. At the end of the last year of high school there is a special formal dance, often held at a hotel, called a prom.
18. Universities select their students on the basis of the A-level results.
19. Students usually choose one main subject to study which is called their major, and often choose to study one other subject, called minor.
20. In high schools there is a formal ceremony for graduation. Students wear a special hat and gown and receive their Diploma.
21. Private schools are often run by church groups, then they are known as parochial schools.
22. Most students buy a yearbook each year and their friends write messages in it and sign it.



23. Students take out student loans (they borrow money to pay for their educational costs).
24. Since 1999 students have had to pay tuition fees.
25. Some government schools have prayers and religious teaching.

**36** Mark the sentences below (V) if they are true in your country, (X) if they are not true, and (?) if you're not sure.

1. Children start learning the Three Rs from the age of about six.
2. The academic year begins in September.
3. Most undergraduates take five or six years to finish their degrees, and many drop out of university.
4. University lecturers and professors are badly paid.
5. Children at elementary school are usually required to wear a uniform.
6. More than two-thirds of students in tertiary education are women.
7. Schoolchildren are allowed to smoke during breaks.
8. Many postgraduates go abroad to study.
9. Secondary school students can do vocational courses as well as courses in academic subjects.
10. People celebrate graduation day by jumping into fountains.
11. There are skills shortages in many areas, so older people are being encouraged to go back to college and do refresher courses.
12. Lectures are often attended by more than 500 students.
13. More and more people are doing online language courses.

**37** Correct the sentences that are not true, then, in pairs, compare and discuss your answers.

**Which of the things in the exercise above would you like to see changed in your country?**

**Think of three other things about the education system in your country that you would like to change. Compare answers with other students.**

**38** Translate into English

a) Майже 90 відсотків американських студентів відвідують державну початкову та середню школи, які не стягують плату за освіту, а існують за рахунок місцевих та державних податків. Традиційно початкова школа включає дитячий садок та вісім класів. Проте в деяких районах початкова школа закінчується після шести класів, і далі учні відвідують середню школу, в якій закінчують з сьомого по дев'ятий класи.

b) В Сполучених Штатах не існує національної системи шкіл. За винятком військових академій немає шкіл, якими б керував федеральний уряд. Проте урядом передбачено керівництво та фінансування для освітніх

програм, в яких беруть участь як державні, так і приватні школи, і Міністерство освіти Сполучених Штатів контролює такі програми.

с) В американському розумінні коледж - це інститут, в якому викладаються курси споріднених дисциплін, а заняття тривають чотири роки. Коледж гуманітарних наук, наприклад, пропонує курси з літератури, мов, історії, філософії та суспільних наук, тоді як бізнес коледжі вивчають бухгалтерську справу, інвестиції та маркетинг. Багато коледжів незалежні й видають дипломи бакалавра тим, хто закінчив необхідну програму освіти, що, як правило, займає чотири роки. Проте коледжі можуть бути також складовою частиною університетів. Великі університети, як правило, включають по кілька коледжів, які дають вчений ступінь у різних галузях, одну або більше професійну школу (наприклад, юридична школа або медична школа). Американці часто вживають слово "коледж" у значенні університет.

f) В США освіта для підлітків обов'язкова в усіх штатах. Однак вікові ліміти різні. В більшості штатів обов'язкова освіта до 16 років, в деяких до 18. Отже, кожна дитина в Америці отримує принаймні 11 років освіти. Це однаково для всіх, незалежно від статі, раси, релігії, проблем з навчанням, фізичних перешкод, знання англійської мови, громадянства дитини.

g) Незважаючи на те, що в Сполучених Штатах не існує жодної національної програми освіти, загальні предмети викладаються фактично у всіх початкових та середніх школах країни. Наприклад, майже в кожній початковій школі викладаються математика; читання; граматики; письмо та література; природознавчі науки; соціальні науки (історія, географія, громадянство та економіка); фізичне виховання. В багатьох школах дітей навчають користуватися комп'ютерами, які стали невід'ємною частиною навчальної програми.

### Education in Ukraine

**39** Read the text and give the English equivalents to the Ukrainian words and phrases:

*молодша школа, школа-інтернат, дошкільна освіта, загальноосвітні установи, базова середня освіта, зовнішнє незалежне оцінювання, стипендія, диплом бакалавра, післядипломна освіта, кандидат наук, наукова стаття, дисертація, 5-бальна шкала оцінювання.*

The Ukrainian educational system is organized into five levels: preschool, primary, secondary, higher, and postgraduate education. Children aged one to six years old have the opportunity to attend **preschool education**.

Currently in Ukraine, **school** in its prime meaning is designated for children and teenagers who attend it between ages 6 through 17.

There are several types of institutions of General Education. Some schools may be boarding schools and named *school-internat* or *lyceum-internat*.

- Middle School of General Education (ZOSh) or Middle School
- Lyceum (Tekhnikum in the Soviet times)
- Gymnasium

The institution is called *Middle School of General Education (ZOSh)* or simply *Middle School* and usually combines primary and secondary levels of education. The system was first introduced in 1958 and included an 11-grade system, while in 1965 it was shortened to a 10-grade system. In 2001, a 12-year education system replaced an older 11-year one, but in 2010 the 11-year one was restored, so that no pupil studied 12 years in secondary school.

Most of the middle schools have all three levels of accreditation for General Education. Some remote schools may be of two levels, which is a minimum requirement for all the middle schools.

Grade	Age	School level	Accreditation
1	6-7	primary	I level
2	7-8		
3	8-9		
4	9-10		
5	10-11	secondary, base	II level
6	11-12		
7	12-13		
8	13-14		
9	14-15	secondary, complete	III level
10	15-16		
11	16-17		

Primary and secondary education is divided into three levels of accreditation of general education: I - "younger", II - "middle", and III - "senior". Level I of accreditation comprises grades 1 to 4. Grades 5-9 are usually considered a level II of accreditation of a base secondary education, while 10-11 are a level III. Despite the names, students usually study in the same school institution throughout their primary and secondary education. Primary schooling lasts 4 years and middle school 5. There are then 2 profile years.

The objective of general schooling is to give younger students knowledge of the arts and sciences, and teach them how to use it practically. The middle school curriculum includes classes in the Ukrainian language, Ukrainian Literature, a foreign language, world literature, Ukrainian History, world history, geography, algebra, geometry, biology, chemistry, physics, physical education, music, and art.

Students attend each class only once or twice a week, however. Part of the school day is also spent in activities such as chess, karate, putting on plays,

learning folktales and folk songs, choir, and band. After school, students might also have music lessons, soccer, hockey, or tennis.

Schools receive 50% of their funding from the city budget and 50% from the national Government budget. The Cabinet of Ministers of Ukraine intends to give general education schools the option to independently manage the financial resources assigned from the state budget starting from January 1, 2010.

During grades 9 and 11, which is usually around the ages of 15 and 17, students take various exams. The current examination system is undergoing change. At grades 9 and 11 students take IGTs (Independent Government Tests), which allow eleventh graders to enter university without taking separate entrance exams. In 2008 entrance exams were abolished and the IGTs became the standard for determining entrance eligibility. But in 2010 the system was changed again.

Potential graduates are scheduled to undergo external independent testing after the final state examination, in the following subjects: Ukrainian language and literature, history of Ukraine, mathematics, biology, physics, chemistry, geography, and one foreign language (of the pupil's choice) in either English, German, French, or Spanish. The results of the testing will have the same status as entrance examinations to institutions of higher education. But some universities can convert points in the external independent test certificate according to their own rating system.

### **University level (Post-secondary education)**

Higher education is either state funded or private. Students that study at state expense receive a standard scholarship if their average marks at the end-of-term exams and differentiated test is at least 4 (see the 5-point grade system below); this rule may be different in some universities. In the case of all grades being the highest (5), the scholarship is increased by 25%. For most students the level of government subsidy is not sufficient to cover their basic living expenses. Most universities provide subsidized housing for out-of-city students. Also, it is common for libraries to supply required books for all registered students. There are two degrees conferred by Ukrainian universities: the Bachelor's Degree (4 years) and the Master's Degree (5–6th year). These degrees are introduced in accordance with Bologna process, in which Ukraine is taking part. Historically, Specialist's Degree (usually 5 years) is still also granted; it was the only degree awarded by universities in the Soviet times.

### **Postgraduate level**

Upon obtaining a Master's Degree or Specialist, a student may enter a university or a scientific institute to pursue postgraduate education. The first level of postgraduate education is *aspirantura* that usually results in the *Kandydat Nauk* degree (Candidate of Sciences). Candidates must pass three

qualifying exams (in the field of specialty, in a foreign language of their choice and in philosophy), publish at least three scientific articles, write a dissertation and defend it. This degree is roughly equivalent to the Ph.D. in the United States. After graduation a student may continue postgraduate education. This takes from two to four years of study in *doctorantura*. Significant scientific results must be obtained and published, and a new thesis written. This produces a *Doctor Nauk* degree (Doctor of Sciences), but the more typical way is working in a university or scientific institute with parallel preparation of a thesis. The average time between obtaining *Kandidat* and *Doctor* degrees is roughly 10 years, and most of new *Doctors* are 40 and more years old. Only one of four *Kandidats* reaches this grade. *Kandidat Nauk* may keep the position Associate Professor in universities, or Researcher/Senior Researcher in scientific institutes. *Doctor Nauk* can hold position of full Professor, Head of Laboratory or an equal/higher positions. The Ukrainian Ministry of Education and Science is considering changing the Soviet style *Kandidat Nauk* and *Doctor Nauk* degrees to Doctor of Philosophy and Doctor Habilitation, as has happened in several other post-Soviet countries.

### Marks

Ukrainian universities use a traditional 5-point scale:

- "5" = "excellent"
- "4" = "good"
- "3" = "satisfactory"
- "2" = "unsatisfactory".

"5", "4", "3" can be described as "Passed", "2" - as "Fail". Students who get a failing grade of "2", have two more chances to pass an examination. Since 2006 (and even earlier in some universities), university students are graded on a rating scale of 0 to 100. These grades can be transformed to the 5-point scale approximately as follows (this system may vary a little from university to university and may change from time to time):

- from 90 to 100 means "5" — A
- from 75 to 89 means "4" — B,C
- from 60 to 74 means "3" — D
- from 0 to 59 means "2" — E

Both the rating scale and the 5-point scale are used in university registers. Some lecturers prefer to use A-F-point scale to rate students during their passing the exams.

As for secondary schools, they also used the above-mentioned 5-point scale till 2000. Since 2000 secondary schools use a 12-point scale, which could be transformed into the traditional 5-point scale as follows:

"12" = "5+"	"8" = "4"	"4" = "3-"
"11" = "5"	"7" = "4-"	"3" = "2+"

"10" = "5-" "9" = "4+"	"6" = "3+" "5" = "3"	"2" = "2" "1" = "2-"
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Here signs "+" and "-" denote respectively better and worse version of a mark, for example, "4-" means "somewhat worse than good".

### **Languages used in Educational Establishments**

In 2000/01 academic year, 70% of students attended Ukrainian-language schools (that is where Ukrainian is the primary language of instruction), while 29% were studying in Russian-language schools. There are schools with instruction in Romanian, Crimean Tatar, Hungarian, and Polish in regions populated by those groups.

### **40 Read the sentences about the system of education in Ukraine and define which are true and which are false:**

1. The system of education in Ukraine is characterized by 3 levels: kindergarten, school and university.
2. Middle School of General Education combines two levels of education.
3. The first level of school accreditation comprises primary school.
4. The objective of the school is to teach pupils to use the arts and sciences practically.
5. An 11-grade system was introduced in 1958 and has never faced any alterations.
6. The Independent Government Tests are taken at the 11<sup>th</sup> grade to allow eleventh graders to enter university.
7. At state funded higher educational establishments, students study at state expense.
8. Moreover, all of them receive a standard scholarship.
9. Nowadays Ukrainian universities award The Bachelor's, Specialist's, and Master's Degrees.
10. Obtaining any of the degrees a student may pursue postgraduate education.
11. Postgraduate education comprises two levels.
12. In accordance with Bologna process Ukrainian universities use a 5-point scale, whereas secondary schools stick to a 12-point scale.

### **Choosing a university**

#### **41 Look at the list below.**

**Decide which things are important to you in choosing a university; discuss it with your groupmates.**

**Write V (Very Important), I (Important), or N (Not Important) under your names.**

	Importance
--	------------

The University should be:	
in a large city	
in the countryside	
very large (over 20.000 students)	
very small (under 5.000 students)	
world-famous	
Co-educational (men and women)	
The University should have:	
an excellent department in your field	
a large library	
professors who are doing important research	
good athletic facilities, open to all students	
many students from your country	
clean, comfortable dormitories	
apartments for married students	
modern, well-equipped science laboratories	
religious and social clubs for your free time	
a student-run radio or TV station	
cafeterias, canteens with good food	
opportunity for students to do part-time job	

**42** Study the following 6 important criteria to choose the university. Tell your groupmates what criteria are important for you from the list and how you chose your university. Add other criteria which may be also important in choosing a university.

### 6 Important Criteria to Choose the Best University

#### 1. Programme of studies

When you know your **field of studies** the next step is to see which country is best to choose. For example, when you are interested in language studies, the best you can do is to study it in the country where this particular language is spoken. This will be a great advantage for you, since you will learn to speak like a person who lives there, and you have the chance to practice and improve yourself every day. If you are interested in **majors** like economics, biology, engineering, medicine etc., you should do research on the best universities, which specialize in these fields.

## **2. Official language(s)**

Another point you may need to acknowledge is the language(s) spoken in the country of your choice. Ask yourself the following questions: Do I speak ....(the official language)? If yes, is my level of knowledge high enough to study in a university? If not, do I need to take language courses before starting the semester abroad? Is it a must for the university I am applying at? In some universities there are also programmes in English if you don't speak the official language.

## **3. Duration of your studies**

Are you interested in a Bachelor degree, which normally lasts 3 years? (in some countries it is 4 years or more). Or a 2-year-Master's degree? The main question is why you want to study abroad. Are you looking for different experiences or do you want to work abroad after you get your university degree? I am asking this, because it is vital to get informed about the **degree recognition**. There are many people who studied abroad and couldn't get a recognition of their university diploma in their home country or it took a long time and money to make it. If I were you, I would get informed about that beforehand.

## **4. Central or more suburban areas?**

Central areas offer a wide range of opportunities. That can mean finding a job easily, whether full-time or part-time, travelling to and from there without big inconveniences, getting easy access to banks, post offices, city center etc. For some, especially young students, night life is a crucial aspect to consider, something, which **varies** from city to city. In smaller cities, there will be less night clubs and bars than in the central ones. Although some find it dull and not at all exciting, for others it is a relief not having too many distractions during their studies. But everyone should choose according to their own personal likes and dislikes.

## **5. Tuition fees/financial aspects**

The tuition fees is another fact to take into account before making your final decision. Most universities have tuition fees. If you or your parents can afford them, it is not a problem. If not, there are ways to get the necessary amount such as scholarships if you have good grades, student loans, student jobs. There are many part-time jobs for students, who want to work and study at the same time. There are also part-time study programmes. It does take longer to graduate, but you can study and make some money at the same time. Of course, there are countries which don't demand fees in most cases, like Greece for instance. Since last year, most universities in Germany are without tuition fees.

## **6. Weather/climate**

The weather is probably the last and less important thing to think about. If it is just for 2 years, I think most of the people could put up with a not-so-perfect-



for-them-weather. For a longer period of time, it might be something to consider, if a place like Finland or maybe Sweden is unbearably cold or on the other hand countries like Spain, Italy, Greece etc. are too warm for people coming from northern countries or not warm enough for others coming from more southern countries.

### **A little advice**

Apply in many different universities, even if you are not that interested in going. Things don't always come the way we would like them to. You might not get accepted in the university of your first choice, but maybe you will get in the second one. Minimize the search by excluding universities, which don't have the programmes you are looking for. Start by putting the most crucial factors in an order, taking into account the priorities you want to set. For example, programme of studies is the most important; the second one is the language or the tuition fees... This may clear some things up and help you make a decision.

This process is sometimes hard and exhausting, but it is really worth it! Having a diploma in something you really enjoy or even love, is something huge and with big value and importance! Besides for the diploma you receive in the end, you win so much more. You learn about different cultures and have the chance to live multicultural experiences, you meet new people in your life and you see the world with a different eye than you used to in the past!

**GOOD LUCK!**

### **43 Listening 'What's a University Education Worth?'**

**Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?**

**Do the vocabulary activity below before you listen. Then listen to the audio file and do the first task to check your comprehension, and the second task to test your vocabulary.**

- Tuition fees
- Student loan
- Interest
- Summer job
- Salary
- Struggle
- Having a career
- Repayment
- Wage

1. Challenging money a student pays to a university \_\_\_\_\_
2. money borrowed from a bank or finance company \_\_\_\_\_

3. extra money paid on a loan or bank savings \_\_\_\_\_
4. money paid back on a loan \_\_\_\_\_
5. fight \_\_\_\_\_
6. difficult but rewarding \_\_\_\_\_
7. work between academic years \_\_\_\_\_
8. a regular monthly or annual pay packet \_\_\_\_\_
9. money paid for a week's work \_\_\_\_\_
10. getting a better job or salary within a company over time \_\_\_\_\_

**44 Listen to the tape script. Define if each of the statements about the text is true or false.**

1. More than three quarters of all university students in England and Wales borrow money to study
2. Students tend to buy a house soon after graduating
3. Paying back a student loan is always voluntary
4. A degree gives people an advantage when applying for white collar jobs
5. Graduates often feel their first job doesn't live up to their expectations
6. Numbers of British university students began to decline after the credit crunch
7. Students sometimes break the law to finance their studies
8. More international students are coming to Britain because the UK currency is weaker

**45 Complete the sentences using vocabulary from the preparation activity.**

1. We will lend you £3,000, which you will need to repay with ..... of 3% after three years.
2. Paying my fees every year has been a constant .....
3. With such a small loan, I don't know if I'll be able to pay the .....
4. I've got a good job, but I just wish the work was more .....
5. When term ends, I'll have to get ..... just to make ends meet.
6. The ..... is £140 a week, but it's cash-in-hand, so you don't pay tax.

**46 Discussion**  
**Is the situation with regard to university education the same in your country as it is in the UK?**

**47 Translate into English.**

1. Коли Джуді була першокурсницею, вона була старанною і працьовитою студенткою, але зараз вона другокурсниця і дуже часто пропускає заняття.

2. Якщо ти живеш у гуртожитку, то завжди оточений великою кількістю подразників, які заважають тобі зосередитись на навчанні.
3. Він погано вчився в школі, прогулював заняття, зривав уроки і неохоче підкорявся шкільній дисципліні.
4. Деяким абітурієнтам важко зібратися з думками, бо вони схвильовані, нервові і розгублені.
5. Перед вступними екзаменами вона гнула спину над книжками і багато зубрила, не дивно, що потім вона була виснажена і мало не падала від втоми.
6. Цей студент справжній ледащо, він прогулює лекції та семінари, легковажно ставиться до навчання і часто маж неприємні розмови з деканом.
7. Він відстає (від групи) у навчанні, але робить усе можливе, щоб наздогнати групу добре оволодіти іноземною мовою.
8. На церемонії посвяти в студенти ми познайомилися з одногрупниками і деканом, а також отримали студентські квитки.
9. Їй завжди не вистачає часу, вона вчиться допізна, встає удосвіта і тому на заняттях їй хочеться спати.
10. Якщо ви хочете успішно скласти екзамени, не намагайтесь списувати на екзамені, бо вам може непощастити і ви будете відраховані за порушення правил університету.

47

**Read and translate the text. Discuss the main idea of the text and retell it.**

## **Universities**

*by Richard Sidaway*

Cairo, Bologna, and Paris have been offering them the longest. What am I talking about? A university education, of course. So, who goes to university and what do they get out of their experience? More than a quarter of the working population of the USA has one.

### **Admission**

Most universities don't let just anyone in. Grades in the subjects you take in the final years of secondary education are what usually count and in many countries people also have to do an entry test. While most participants in higher education are in the 18-25 age group, some people choose to take a break from work later on in life and opt for the role of mature student, bringing experience of work and the real world to their studies.

### **Which one to go to**

In many countries there is a pecking order to the universities, with a few high status institutions at the top turning out an intellectual elite and attracting

the best minds in teaching and research. Take a quick name check of the leading writers, politicians or scientists in the UK or the USA and you should find the majority chose to spend their student years sitting in the dining halls and libraries of Oxford and Cambridge or Harvard, Princeton and Yale. The training grounds for medicine, law or engineering in Britain tend to be the metropolitan 'redbrick' universities slightly lower down the list.

### **Money**

When entrance was restricted to a lucky few in Britain, the state actually paid the sons and daughters of the middle classes not only their tuition fees but also a yearly grant towards living expenses as well. These days most European and North American students are given a loan which they have to pay back to the government once they are in full-time employment, or they finance themselves by working their way through college with part-time jobs in the evenings or at weekends.

### **Where to live**

For the majority of students, attending a university in a town or city near to where they live is the only financially viable option, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean accommodation in halls of residence or student houses. After a year or so, many students opt to share private rented accommodation outside the university, which often pushes their culinary and hygiene skills to the limit.

### **Year out**

These days if you haven't taken time off between finishing school and embarking on higher education, you haven't really lived. The gap year can be devoted to working for charities in different parts of the world, or simply to travelling, but it can at least concentrate the mind and perhaps give you a few more ideas about what you should do with the rest of your life. If you want to study abroad, you can often get a year out as part of a language course, or enter a scholarship programme such as Erasmus to support you while studying at a foreign university. Business or management students often devote time away from university in the form of a work placement, to help them gain practical experience in a professional environment.

### **Teaching & learning**

A common feature of any university is attending lectures, which involves taking notes while a lecturer, a university teacher, is speaking to a large group of students. In Britain, you are also expected to present a subject perhaps once a term and comment on it in tutorials. These are small group discussions led by a lecturer at which closer analysis of a particular area is undertaken. Science-oriented courses also involve practical lessons and field trips which enable

students to get to grips with their chosen course of study in the laboratory or beyond the university walls.

### **How you are doing**

As at school, progress is measured by examinations, either divided into Parts I & II, or taken at the end of the course, and known as Finals. Alternatively, it can be based on continuous assessment and coursework. An important component of most systems is the extended dissertation, a piece of writing measured by the number of words a student has to produce, say 10,000. This must be based on some original research from primary as well as secondary sources and on some sort of gathering and interpretation of data.

### **Social life**

There is an old saying that ‘all work and no play makes Jack a dull boy’, and prospective students expect a rich and varied social life. Friendships forged in the student union bar or in the many and varied clubs & societies that exist at most universities may last a lifetime. In the USA fraternities & sororities encourage a similar bond.

### **Life after university**

Well before the graduation ceremony, when students queue up to receive their degrees from the Chancellor of the university at a special ceremony, the careers office has been busy assessing future graduates for the kind of employment paths they should take by giving them an aptitude test, arranging interviews, company presentations and recruitment fairs. For those attracted by the academic life, there are further opportunities for study on Masters and Doctorate programmes and on into further research and teaching.

### **And what does university education all add up to?**

This was the opinion of Theodore Roosevelt, a former US American President - A man who has never gone to school may steal from a freight car; but if he has a university education he may steal the whole railroad.

Or is it as an American journalist, Sydney Harris, said? - The primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's time.

**48** For each section, match the words taken from the text (list 1-29) with the definitions below.

- |                          |                                |                                 |
|--------------------------|--------------------------------|---------------------------------|
| a) aptitude test         | h) field trip                  | n) halls of residence           |
| b) clubs and societies   | i) finals                      | o) intellectual elite           |
| c) continuous assessment | j) fraternities and sororities | p) lecture                      |
| d) degree                | k) gap year                    | q) Masters                      |
| e) dissertation          | l) grades                      | r) pecking order                |
| f) Doctorate             | m) grant                       | s) private rented accommodation |
| g) entry test            |                                |                                 |

- |                          |                      |                                      |
|--------------------------|----------------------|--------------------------------------|
| t) recruitment fairs     | w) student houses    | aa) tutorial                         |
| u) redbrick universities | x) student union bar | bb) work placement                   |
| v) scholarship programme | y) subjects          | cc) working your way through college |
|                          | z) tuition fees      |                                      |

### **Admission**

1. an examination to see if you are good enough to go to university
2. areas of knowledge you study at school
3. a number or letter to symbolize how well you have done in an exam

### **Which one to go to**

4. learning institutions built later than Oxford or Cambridge
5. hierarchy
6. the best minds in the country

### **Money**

7. money given by the state to help for e.g. education
8. money you pay to attend university
9. paying for your education by being employed while you are studying

### **Where to live**

10. houses bought by the university and rented to their students
11. houses rented to anyone
12. communal accommodation built by university

### **Year out**

13. a year between school and university when you don't study
14. a temporary position with a company to gain employment experience
15. money from a private organization to help with the cost of study

### **Teaching & learning**

16. study away from the classroom, often to collect data or samples
17. small group lesson based on discussing an area or problem
18. lesson in the form of a formal speech using notes and visual aids

### **How you are doing**

19. a long, structured piece of writing exploring a subject in detail
20. examinations at the end of a course
21. evaluating pieces of work during the course

### **Social life**

22. organisations run by and for students to develop different interests
23. a place for students to have a drink
24. student membership organisations in the USA

### **Life after university**

25. exam to see what kind of jobs would suit you
26. university qualification gained after a degree taking one or two years

27. highest university qualification after a Masters taking four or more years of research
28. the first university qualification you receive after 3 or more years of study
29. large 'market place' where employers try to interest students in working for them

**49** Match the words with their definitions:

1. Grant	A. a period of teaching and discussion with a tutor, especially in a British university
2. Scholarship	B. a club at an American college or university that has only male members
3. Finals	C. natural ability or skill, especially in learning
4. Tutorial	D. a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course
5. Aptitude	E. the set of examinations that students take at the end of their time at university
6. Fraternity	F. overall process of attracting, selecting and appointing suitable candidates for jobs within an organization
7. Hierarchy	G. a skill, personal quality, or type of experience that makes you suitable for a particular job or position
8. Degree	H. an amount of money that is given to someone by an educational organization to help pay for their education
9. Recruitment	I. a system of organization in which people or things are divided into levels of importance
10. Qualification	J. an amount of money given to someone, especially by the government, for a particular purpose

**50** Discussion

**In your country is the university system the same or different to the one described in this article? Do you agree more with the opinion of Theodore Roosevelt or of Sydney Harris? Why?**

**51** Video 'Knowledge is Great'

Discuss the following questions:

- Do you know of any other world-famous universities?
- Have you ever been to Oxford?

**52** Watch the video how Richard goes to one of the world's greatest universities: Oxford. He discovers some of its history and hears about its famous students.

As you watch it, answer which of these topics we hear about What aspects of Oxford University does the video talk about?

- a. Its age;
- b. Its famous ex-students;
- c. Its fees;
- d. Its research projects;
- e. Its student accommodation;
- f. Its student profile;
- g. Its teaching methods;
- h. Its composition.

**53** Use a word or number to complete the sentences:

1. \_\_\_\_\_ of the world's top-10 universities can be found in Britain.
2. The Bodleian University's famous \_\_\_\_\_.
3. At the university, an open space surrounded by buildings is called a \_\_\_\_\_.
4. The university is made up of 38 different \_\_\_\_\_.
5. There are \_\_\_\_\_ thousand students studying at the university.
6. Oxford University was founded \_\_\_\_\_ hundred years ago.
7. Famous students include \_\_\_\_\_, presidents, writers and even film stars.
8. The American president \_\_\_\_\_ studied at Oxford.

**54** Put the two halves together to make phrases from the video.

1. The search	a) of history
2. Huge	b) enquiry
3. A historic	c) amounts of money
4. A sense	d) for knowledge
5. Famous	e) establishment
6. Critical	f) names
7. To gain	g) knowledge

**55** Use the verb in parenthesis, and decide on the best verb form for each of these sentences.

1. Every year, huge amounts \_\_\_\_\_ in science and research in this country. (to invest)
2. Oxford \_\_\_\_\_ a place of learning for hundreds of years. (to be)



3. Through the years, more world leaders \_\_\_\_\_ here than any other university. (to educate)
4. Oxford University \_\_\_\_\_ of 38 different colleges. (to compose)
5. Oxford University \_\_\_\_\_ on of the world's leading universities. (to be)
6. The university \_\_\_\_\_ for nine hundred years. (to exist)
7. Some of the colleges \_\_\_\_\_ in the XX century. (to establish)
8. There \_\_\_\_\_ a lot of famous people at Oxford over the years. (to be)
9. Margaret Thatcher \_\_\_\_\_ a student at Oxford University. (to be)
10. Ever since it was founded, Oxford \_\_\_\_\_ a rich interest in critical enquiry. (to have)

### **56** Translate into English

Оксфордський університет - один з найстаріших у Європі. Починаючи з XIII століття, на науку своїх дітей сюди відправляли знатні родини королівства Великобританії. Тут здобувало освіту не одне покоління представників британського Парламенту, не кажучи вже про знаних митців та письменників, як от Льюїс Керрол, чи про відомих політичних діячів, взяти хоча б Білла Клінтона до прикладу.

Сам університет - це, по суті, 39 окремих коледжів, розкиданих по місту. Цікаво, що спочатку тут навчалися тільки священнослужителі. Тому не дивно, що університетські корпуси нагадують монастирські будівлі. Сьогодні Оксфорд - без сумніву одна з найпрестижніших вищих шкіл у світі, в якій навчаються більш ніж 20 000 студентів.

### **57** Read and translate the text.

#### **What makes a global Top 10 university?**

*By Sean Coughlan*

*BBC News Education Correspondent*

**The Massachusetts Institute of Technology (MIT) is in first place in the latest league table of the world's best universities.**

It's the third year in a row (2014) that the US university, famous for its science and technology research, has been top of the QS World University Rankings. (Note: QS World University Rankings are annual university rankings published by British Quacquarelli Symonds (QS)).

Another science-based university, Imperial College London, is in joint second place along with Cambridge University.

Behind these in fourth place is Harvard University, the world's wealthiest university. And two more UK universities share joint fifth place, University College London and Oxford.

But US universities are still in the majority, taking 11 of the places in the Top-20.

Even though some university leaders might be skeptical about such rankings, they will all be sharply aware of their significance. No university website is complete without the claim to be in the top 100 for something or other.

### **How to be top**

But what is perhaps more surprising is that they are a relatively recent arrival on the higher education landscape.

How does a university get to the top of the rankings? And why does such a small group of institutions seem to have an iron grip on the top places?

The biggest single factor in the QS rankings is academic reputation. This is calculated by surveying more than 60,000 academics around the world about their opinion on the merits of institutions other than their own.

The next biggest factor - "citations per faculty" - looks at the strength of research in universities, calculated in terms of the number of times research work is cited by other researchers.

The ratio of academic staff to students represents another big chunk of how the rankings are decided.

### **Big brands**

These three elements, reputation, research citations and staff ratios, account for four-fifths of the rankings. And there are also marks for being more international, in terms of academic staff and students.

As a template for success, it means that the winners are likely to be large, prestigious, research-intensive universities, with strong science departments and lots of international collaborations.

### **Immigration points**

The overall effect of a decade of such league tables has been beneficial, Mr Sowter argues. It has made universities take a closer look at themselves to see how they compared with rivals.

There always were "unwritten league tables, based on stereotypes," he says, so having some more transparency allows a more open debate.

"Some fixate on it too closely," he says. Improving their ranking position has been written into the mission statements of some universities.

It has also taken on a quasi-official status. Denmark's immigration system gives extra points to graduate applicants according to how high their university is ranked.

The pressure to get up the ladder has also pushed some universities into trying to bend the rules, says Mr Sowter, with incorrect data being submitted.

The Times Higher Education World University Rankings, ahead of its annual rankings next month, has been even more specific about what constitutes a top-200 university.

"You need serious money, it is essential to pay the salaries to attract and retain the leading scholars and to build the facilities needed," says THE rankings editor, Phil Baty.

### **Multi-ranking**

Regardless of how they are calculated, there is a seductive simplicity to rankings.

An attempt to create a different type of university comparison has been launched this year by the European Union.

This puts less emphasis on reputation and allows students to select their own criteria to make comparisons.

The idea is that a student wanting to find an undergraduate arts course isn't really going to learn much from rankings driven by international science research projects.

There could be another entirely different way of comparing universities on the horizon.

It's not difficult to see the limitations of university rankings. They measure the attributes of the university rather than its students. They produce a list dominated by certain of type of institution. Small, specialist, arts-based colleges are going to suffer regardless of their quality.

Those that focus on teaching rather than research will not be as recognized. The emphasis on reputation will reinforce the advantage of those that are already famous. And the top tier of these global rankings is exclusively filled with English-speaking universities.

But such lists still exert an undeniable, attention-grabbing appeal.

### **TOP-10 Universities in the World**

#### **Based on QS World University Rankings**

<i>University</i>	<i>Country</i>	<i>Position in 2014/15</i>
<b>Massachusetts Institute of Technology</b>	US	1
<b>University of Cambridge</b>	UK	2=
<b>Imperial College London</b>	UK	2=
<b>Harvard University</b>	US	4
<b>UCL (University College London)</b>	UK	5=
<b>University of Oxford</b>	UK	5=
<b>Stanford University</b>	US	7
<b>Californian Institute of Technology (Caltech)</b>	US	8
<b>Princeton University</b>	US	9
<b>Yale University</b>	Us	10

**58** Find the list of TOP 10 Universities of Ukraine. Give short info of Top 5. In your opinion, why these universities are top?

What is rank of your university among national ones? In groups, brainstorm ideas how to improve the rank of your university. Prepare a project.

**59** Translate into English

1. Серед випускників Кембриджа, заснованого у 1209 році "вигнанцями" з Оксфорда, 61 Нобелівський лауреат - це також найвищий показник серед усіх університетів світу. Викладачі Кембриджа мають 52 Нобелівські премії.
2. Кембридж складається з центральної адміністрації та 31 коледжа. Серед них три приймають лише жінок (Нью-Хол, Ньюнам, Люсі Кавендіш). Крім того ще шість коледжів приймають лише студентів, що, хоча отримують свій перший ступінь (бакалавр), є старшими за 21 рік, або тих, хто отримують другий ступінь (магістр) або здійснюють дослідження.
3. Кембридж - не тільки кращий за Гарвард за якістю освіти, але й дешевший. Якщо магістратура у Гарварді коштує 38-40 тисяч доларів, то у Кембриджі - 14-16 тисяч. Утім, такою є вартість навчання лише для громадян Великої Британії та США відповідно. Для іноземних студентів вартість навчання у цих закладах є набагато більшою.
4. Чи не найвідоміший університет світу - Оксфорд - на п'ятому місці. Крім трьох лідерів рейтингу, Оксфорд поступився ще й американському Гарварду.
5. Загалом укладачі рейтингу оцінювали університети за такими критеріями: популярність ВУЗу в академічних колах, частота згадок у пресі та цитування викладачів, популярність серед роботодавців, строки та кількість працевлаштованих випускників, частка іноземних студентів та викладачів-іноземців серед загальної кількості слухачів.

**60** Listen to Lisa and Howard – two members of Morton Associates, talking about the requirements for candidates applying for an internship at UNESCO. Make notes under the following headings:

Qualifications	
Interests	
Languages	
Work experience	
Computer skills	
Duration of Internship	

**61** Listen to part of the conversation and complete the following extracts. Use a maximum of two words for each gap.

1. Lisa: It's \_\_\_\_\_ that candidates are doing a postgraduate degree...
2. Howard: What about languages?  
Lisa: They \_\_\_\_\_ an excellent knowledge of one of the working languages of the organization...  
Howard: Right, so that's \_\_\_\_\_.
3. Howard: How about work experience?  
Lisa: They don't mention that specifically, but it's obviously \_\_\_\_\_ to have some work experience...
4. Howard: You haven't mentioned computer skills.  
Lisa: Well, candidates \_\_\_\_\_ to be able to use office-related software.
5. Howard: Anything else?  
Lisa: No, but we'll be \_\_\_\_\_ some evidence of a special cultural or scientific interest.

### Study methods

**62** Look at the study methods in the list. For which of the tasks (1-10) is each method best suited?

Which methods do you use in your studies?

- Revising
- Cramming
- Highlighting
- Note-taking
- Summarizing
- Proof-reading
- Editing

**63** You will read an article by a student who graduated from the university with a First- class degree. Before you read, discuss with your group mates:

A) What part do the following play in motivating people to excel in education?

- desire for professional *success*
- desire for personal achievement
- pressure from family/friends/employers

B) Rank the following according to how necessary you think they are in order to do well at university, what else can you add to this chart?

	Discipline
	Competitive spirit
	Understanding what is expected of you

	Organizational skills
	Perseverance
	Intelligence
	Morale

**64**

**Read the text and translate it.**

**How I Got My First-Class Degree**

*What does it take to graduate from university with a First? Mark McArdle, first-class degree holder from the University of Lancaster, tells how he did it.*

“Don’t spend too much time at the student lounge, do turn up for most lectures and tutorials and do submit all coursework - eventually.” – That, I was told by a PhD student during fresher’s week, was all I needed to do to get a 2:2. For a 2:1, I’d require a better attendance record and have to work harder, but not at the expense of being cut off from civilization. And for a First, I would have to become some sort of social outcast, go to every lecture and tutorial (scribbling notes madly), spend every waking moment immersed in academic books, and be among the last to be thrown out of the university library at 10 p.m. closing time.

Well, I did not give up my life for study. I didn't attend every lecture and tutorial. I didn't write down every word spoken in lectures. I didn't get 80% or more in every essay, project, test or exam. I was usually behind with my reading and occasionally mystified by the syllabus. Sometimes I couldn't be bothered to go to university and stayed at home instead. But I always knew where I was, what I had to do, and what not to bother with. And I always worked hard on the things that counted; assignments and exams.

Getting a degree is about learning, but it isn't just about learning biology, history, English or whatever. It's about understanding what you need to succeed - what, in fact, the university wants from you and what you will get in return. You have to have a feel for the education market and really sell your inspirations. What does the lecturer want? What is the essay marker searching for? Some students try to offer something not wanted. Others want to give very little - they steal the thoughts of others and submit them as their own. But they all want to be rewarded. Exchange, but don't steal, and you'll get a degree.

I saw lecturers as customers who fell into two broad categories. There were those for whom lecturing was an unwelcome interruption to their research work. After all, we were students and what did we know? I would deliberately pitch my essays to this kind of academic so that my opinions appeared more as evidence that I had read and understood the key contributions to the debate, rather than as an attempt to pull down monuments. The other type of academic were those who enjoyed teaching and discussing new ideas. They wanted

more, I wanted something different, inspirational, iconoclastic.

I would present my arguments to show that I had done my reading and understood the key concepts, but I would also try to add something more to the issue rather than rake over familiar ground. Essentially, it was a case of working out what was wanted and then delivering it. I can't state exactly how successful this tactic was, except to say that I sold more essays than I had returned as faulty.

I could guarantee every book on my reading list was out on long loan from the university library within five seconds of the list being issued. This was worrying at first, but I quickly learned that it was impossible to read all of the books on an average reading list anyway, I sought shortcuts. Collections of selected readings or journal articles were excellent sources that often saved me the bother of reading original texts. References in books dragged me all over the place but, with all the courses I had to do, there wasn't enough time to be dragged too far. I would flick the book, read the introduction, note any summaries, look at diagrams, skim the index, and read any conclusions. I plucked out what was needed and made my escape.

I revised by discarding subject areas I could not face revising, reading, compiling notes; and then condensing them onto one or two sheets of A4 for each subject area. Leading up to the exam, I would concentrate on just the condensed notes and rely on my memory to drag out the detail behind them when the time came. I didn't practise writing exam questions, although it was recommended. I prefer to be spontaneous and open-minded, I don't want pre-formed conclusions filling my mind.

And nor should you; there is no secret to getting a First - this is just an account of how I got my First. Be a happy student by striking the right balance between working and enjoying yourself. Take what you do seriously and do your best. And, no matter what you do, don't forget to appreciate every day of your university studies: it is one of the greatest periods of your life.

**C) For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.**

1. The PhD student who spoke to the writer

- A. exaggerated the need to work hard.
- B. thought the writer would get a First.
- C. succeeded in scaring the writer
- D. was uncertain how to help the writer.

2 According to the writer; an important factor in success at university is

- A. the ability to understand the market.
- B. acquaintance with lecturers and markers.

- C. clever use of other people's ideas
- D. understanding of what was required.

3 In the third paragraph, the writer warns against

- A. trying to second-guess lecturers.
- B. expecting to be rewarded
- C. plagiarism in essays and exams.
- D. offering money to academic staff.

4. In his relationship with his lecturers, the writer tried to

- A. show them that he would make a good salesman;
- B. do his work in a style that would match their expectations,
- C. always have some new ideas to impress them with
- D. never upset them by submitting ground-breaking work.

5. How did the writer cope with long lists of required reading?

- A. He ignored them
- B. He wrote his own.
- C. He was selective
- D. He summarized them.

6. Why did not the writer practice writing exam question?

- A. He was advised not to.
- B. He thought the practice was rather boring.
- C. He wanted to answer exam questions critically.
- D. He thought it might prejudice staff against him.

7. The writer concludes by advising students to:

- A. to follow his recipe for success
- B. make the most of being a student.
- C. concentrate on passing exams
- D. aim for a First at all costs.

**65** Find the words in the text which are the synonyms to the words below: crucial

- search quickly
- rejecting
- general
- bewildered
- absorbed
- understanding of



- Discussion

**66** The writer uses the following phrases. Explain them in your own words.

1. being cut off from civilization.
2. pull down monuments
3. I plucked out what was needed
4. drag out the detail

**67** Discussion

**A. How similar/different is your method of study to that of the writer?**

**B. Are there things about the way you study which you would like to change or improve? Think about:**

- being organised,
- being more focused
- managing your time.

**68** Listening

**Two students are being interviewed by a linguist who is researching the motivation of learners of English. Look at the descriptions of two types of motivation. Listen to the interviews with Jan and Marco. Then decide which type of motivation they have.**

*Instrumental motivation:* The person is learning the language to achieve a definite goal, e.g. to get a better job, to be promoted, to pass an external examination, etc.

*Integrative motivation:* The person is learning the language to communicate with people from another culture that speak the language. The person wants to identify with the target language group and fit in with it.

**69** Which student, Jan or Marco, expresses the following ideas? Listen again and check.

He...

- is a flexible person when travelling.
- will make more money by improving his English.
- wants to achieve native speaker proficiency.
- does not want to learn a lot about English culture.
- learned about English culture at an early age.
- is learning English in a company environment.
- wants to learn more about the literature of the country.
- needs to communicate better in English for work

70

In small groups, discuss the following questions.

What is your main motivation for improving your English?

What other things are motivating you to improve your English language proficiency?

71

Read the article and mark each piece of advice as follows:

- a. a really useful piece of advice;
- b. good advice, but hard to follow in practice;
- c. true, but pretty obvious;
- d. I don't agree. Bad advice!

### Beating exam stress

*Exams are pretty much always stressful. But it's completely possible to manage some of the stress that's brought on by exams if you use different strategies. If there's stuff you're not strong on, or you're really stressed out, there are people who can help you.*

#### Exams are a hassle

We're saying it because it's true. No one likes doing them, and cramming information into your brain over a short period of time is stressful. A bit of stress can get you going, but too much can make you exhausted, angry and annoyed.

#### Manage your stress.

You'll be less stressed if you've got an idea of how the lead-up to your exams is going to look, so plan what you're going to study and when, and stick it on the wall, or on your desktop. Break it down into manageable chunks and start working through it at the rate you planned. It's probably more boring at the start, but it's far less stressful. Plan some break times and days off too!

#### Take the pressure off.

Deal with pressure and expectations by realistically assessing how you think you'll do, and working to do the best you can. If other people's expectations are pressuring you, talk to them and try to get them to back off. If you're putting too much pressure on yourself, try to realise failure isn't fatal. It's likely that the worst that can happen is that you take it again.

#### Do it together.

There are other people studying for the same exam, and they probably don't like having to lock themselves away to study any more than you do. Get together with them and take the books outside from time to time. If you're not as strong in certain areas, it could help to talk to other students as well. If you are good at it, share the brain-wealth.

#### Go easy on the substances.

All of them – caffeine, cigarettes, coffee, alcohol and any other drugs. Any drug you think will help you study is actually a short-term fix, that'll probably make you feel much worse and cause you to underperform later.

**Get enough sleep, eat good food, and keep moving.**

It's really important you look after your physical health when studying for exams. Make sure you're stopping to eat regular meals and try to set aside 30 minutes a day to do some exercise, even if it's just going for a walk. Having enough sleep is also really important, so check out our fact sheet, 'Getting into a sleeping routine' for some tips.

**Mind your body.**

Panic is often triggered by hyperventilating (quick, shallow breaths). So if you feel yourself losing it during the exam, sit back for a moment and control your breathing. Deep breathe in and out through the nose, counting to five each way.

**Done and Forgotten.**

Steer clear of any exam 'post-mortem'. It doesn't matter what your mate wrote for Question 3(b), it's too late to go back and change your answers, so it will just make you worry even more.

**72 Cramming for success: Study and Academic Work**  
**Study and exams**

Before an exam you can **revise** or **cram**<sup>1</sup> for it. If the exam happens every year, you can look at **past papers**<sup>2</sup>. Some things can be **memorized** or **learnt by heart**. But **rote-learning**<sup>3</sup> is not sufficient for most subjects. It is also possible to use **mnemonics**<sup>4</sup>. But tricks alone are not enough, and the best idea is to **bury yourself in your books**<sup>5</sup> until you **know the subject inside out**<sup>6</sup>.

1. study intensively for a short time
2. exam papers from previous years
3. learning purely by repetition
4. tricks that help you remember something, for example: 'i' after 'e' except after 'c' is a mnemonic for English spelling (e.g. friend, but receive)
5. spend the maximum time studying
6. know it completely

**73 Written work for courses, etc.**

<i>word</i>	<i>description</i>
<b>composition</b>	could be just 50-100 words, often used to refer to
<b>essay</b>	longer than a composition, more serious, hundreds or
<b>assignment</b>	a long essay, often part of a course, usually thousands
<b>project</b>	like an assignment, but emphasis on student's own
<b>portfolio</b>	a collection of individual pieces of work, not

<b>dissertation</b>	a long, research-based work, perhaps 10-15,000 words,
<b>thesis</b>	a very long, original, research-based work, perhaps 80-100,000 words, for a higher degree (e.g. PhD)

### The writing process and evaluation

It's a good idea to start with a **mind-map**<sup>1</sup> when preparing an essay. Always write a **first draft**<sup>2</sup> before **writing up** the final version. Your essay should be all your own work; **plagiarism**<sup>3</sup> is a very serious offence in most colleges and universities. There is usually a **deadline**<sup>4</sup>. After the essay is **submitted**<sup>5</sup>, it will be **assessed**<sup>6</sup> and usually you can get **feedback**<sup>7</sup>.

- a. diagram that lays out ideas for the topic and how they are connected to one another
- b. first, rough version
- c. using other people's work as if it was yours
- d. date by which you must hand in the work handed in (formal)
- e. evaluated and given a grade
- f. comments from the teacher/tutor

#### 74 Aspects of higher academic study

University academics **carry out** [less formal 'do'] **research** and are expected to read **academic journals** [note: not magazines], which publish **papers/articles** on specialised subjects. If a library does not have a book or journal, you can usually get it through **inter-library loan** [system where libraries exchange books/journals with one another].

Academic study can be very demanding and intensive, and some students **drop out** [leave the course before the end because they cannot cope], but the majority survive till **finals** [the last exams before receiving a degree].

#### 75 Correct the wrong usage of words having to do with written work in these sentences.

1. His PhD assignment was 90,000 words long and was on the history of US place names.
2. Little Martha did her first dissertation in school today. It was called 'My family'.
3. We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
4. The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
5. At the end of this course you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.

6. I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.

7. I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

**76** Rewrite this short text using words and phrases from 'Study and exams' instead of the underlined words.

When I'm preparing intensively for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there's no real substitute for re-reading and going over the term's work. It's a good idea to have some sort of diagram to organise your ideas, and memory-learning is useful, but in a limited way.

At the end of the day, you just have to read a huge amount until you feel you know the subject 100 per cent.

**77** Here are some idiomatic expressions about studying and exams which are not on the opposite page. Use the context to guess what they mean and choose the correct answer.

1. It's very easy to fall behind with your studies if you miss even just a few classes.

- a) stay close behind other students    b) find yourself far behind other students    c) get ahead of other students

2. She seemed to just breeze through the exams. Everyone else was in such a panic and almost had nervous breakdowns.

- a) do them calmly and efficiently    b) not take them seriously    c) cheat in them

3. I just can't seem to get the hang of English prepositions. Just when I think I've learnt them, I make new mistakes.

- a) memorise    b) understand    c) enjoy

4. When I sat down and looked at the exam paper my mind just went blank. Everyone else seemed to be writing away quite happily.

- a) became confused    b) became very focused    c) became empty

**78** Match the words with their definitions:

1. Feedback	a) a piece of work that a student is asked to do
2. Essay	b) a serious magazine produced for professional people or those with a particular interest

3. Assignment	c) a short piece of writing giving someone's ideas about politics, society etc
4. Journal	d) a piece of writing or a plan that is not yet in its finished form
5. Draft	e) advice, criticism etc about how successful or useful something is

**79** Answer the questions:

1. What do we call the first attempt at writing something, e.g. an essay?
2. What word means 'the date by which you must do something'?
3. What word means 'using someone else's ideas as if they were yours'?
4. What are more formal words for 'to hand in' and for 'to mark'?
5. What verb do we use when someone doesn't complete their course?
6. What is another word for an academic article? Where can you read them?
7. What is the name of the system for getting books from other libraries?
8. What word means 'the comments you get back from the teacher about your work'?

**80** Using a dictionary if necessary, underline the correct word in the sentences. Use the remaining words in sentences of your own.

- a) The school is thought high innovative in that it implements a system of continuous (**tests, assessments, finals**) to determine grades.
- b) One could hear the sounds of lively (**debate talk, argument**) coming from the room where the philosophy class was being held.
- c) My brother, who wants to join the clergy, has just entered a (**seminary, university, college**).
- d) It was inevitable that the (**seminar, lecture, tutorial**) would be well-attended as it was being given by the renowned professor.
- e) There's no way I'll be able to come. I've got to hand in a two-thousand word (**assignment, project, essay**) on the Russian revolution.
- f) He was caught (**copying, plagiarizing, stealing**) from his fellow student's test paper and was expelled.
- g) For tomorrow, please read this short original (**article, text, excerpt**) from Dicken's Hard Times and be ready to discuss.
- h) If you're really interested in applying, ask the University to send you a (**syllabus, prospectus, curriculum**) for the upcoming year.

**81** a) Match the pairs of adjectives to the nouns to form collocations.

- first class/Master's
- higher/first-rate
- learning
- degree

- correspondence/refresher
- compulsory/formal
- post graduate/2-year
- long-distance/accelerated
- tuition/registration
- school-leaving/medical
- schooling
- certificate
- fees
- diploma
- course
- education

**b) Now use one word from each set to complete the sentences below. If necessary, use your dictionary to help you.**

1. .... learning was proved highly popular in remote parts of Australia and Canada.
2. In the UK ..... schooling lasts up until the age of sixteen.
3. Nowadays, a ..... certificate does not necessarily guarantee someone a place in the job market.
4. Please forward the £100 ..... fee along with your completed application.
5. Stella already has a Bachelor of Arts but she is now working toward attaining a ..... degree.
6. My father opened a bank account for me on the day I was born to ensure that I receive a ..... education.
7. Now that I've got this job abroad, I think I had better take a ..... course in Spanish.
8. It will take him at least a year to earn a ..... Diploma in child psychology.

**82** Look at the sentences below and fill in the gaps using the appropriate word from *A*, *B*, or *C*

1. He didn't get a good grade the first time he did his IELTS exam, so decided to \_\_\_ it.  
*A. resit B. remake C. repair*
2. People who attend university later in life are often called \_\_\_ students.  
*A. aged B. mature C. old*
3. Although she had left school and was working, she went to evening classes at the local College of \_\_\_ Education.  
*A. Upper B. Further C. Higher*
4. After he left school, he decided to go on to \_\_\_ education and applied for a place at Edinburgh University.  
*A. further B. upper C. higher*
5. He received a local government \_\_\_ to help him pay for his course.  
*A. fee B. fare C. grant*
6. Education helps us to acquire knowledge and learn new \_\_\_.

**A. skills B. powers C. abilities**

7. Although she already had a first degree from university, she decided that she wanted to work towards a \_\_\_ degree later in life.

**A. further B. senior C. higher**

8. We should make the best of every \_\_\_ to learn.

**A. chance B. opportunity C. availability**

9. Nowadays, \_\_\_ education is promoted a lot in schools.

**A. body B. health C. vitality**

10. A large number of parents are dissatisfied with the \_\_\_ education system, and put their children into private schools instead.

**A. government B. national C. state**

11. Because so many students find exams stressful, some colleges offer a system of \_\_\_ assessment instead.

**A. continual B. continuous C. ongoing**

12. He has read a lot of books and \_\_\_ a lot of knowledge.

**A. acquired B. won C. achieved**

**83**

**Translate the following pieces of advice of a psychologist on how to cope with exam stress into English.**

**Подолання стресу під час сесії. Поради психолога.**

Скоро розпочинається зимова сесія, кожен студент та студентка відчуває емоційне напруження перед заліками та іспитами. Це пояснюється тим, що іспит сприймається вами як своєрідна критична ситуація, що впливає на соціальний статус, матеріальне становище і подальші перспективи навчання у ВНЗ. У деяких студентів процедура іспиту може мати значний травмуючий вплив на психіку аж до появи невротичних розладів.

З метою уникнення вищесказаних психологічних станів, вам пропонуються рекомендації як впоратися зі стресом і зберегти психічне здоров'я.

У період підготовки до іспитів, не слід радикально змінювати свій режим дня, тому що різка зміна звичного способу життя погано впливає на налагоджені біологічні ритми людини і вимагає тривалого періоду адаптації.

Саме в цей період психологи пропонують:

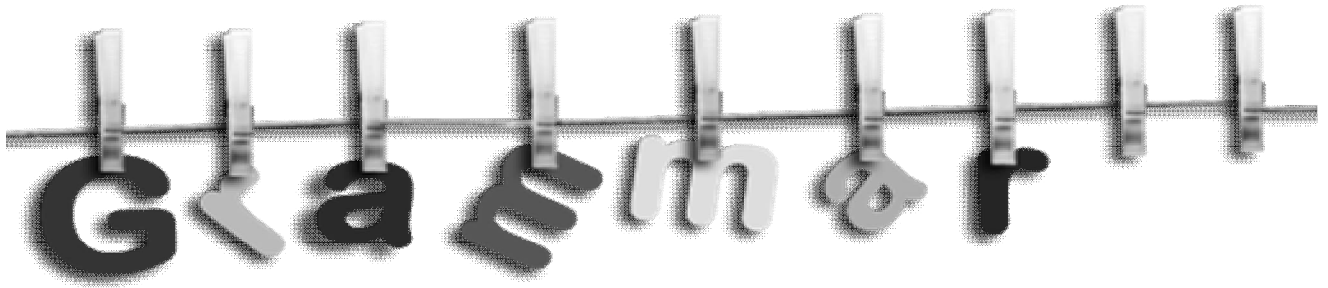
1. Чергувати розумове і фізичне навантаження. Регулярні фізичні вправи покращують ваше здоров'я, а чим краще у вас здоров'я, тим легше боротися зі стресом.
2. Кожного дня засипати не пізніше 23 години. Психофізіологи не рекомендують посилювати навчальне навантаження за рахунок сну.



Саме під час сну відбувається переведення інформації, отриманої за день, з оперативної пам'яті в довгострокову. Тому скорочення кількості часу, відведеного на сон буде сприяти перевтомі, млявості й апатії, а також загалом знизить ефективність засвоєння навчального матеріалу.

3. Вчасно і якісно харчуватися. Під час інтенсивної розумової роботи рекомендується чотириразове харчування. Дуже важлива в цей період наявність у їжі свіжих рослинних продуктів: овочів і фруктів.
4. Існує безліч фізіологічних механізмів розрядки, що діють на людину відновлюючи. Зовні вони виявляються у вигляді плачу, сміху, бажанні виговоритися і т.д. Не треба їх блокувати (стримувати).
5. Спокійно проаналізувати ситуацію, обміркувати її розв'язання, постаратися чітко усвідомити можливі негативні наслідки і примиритися з найгіршими з них.
6. Ви не повинні зустрічати стрес самотньо. Людина в стані стресу може звернутися за допомогою і підтримкою до інших. Підтримка від друзів та близьких може дуже допомогти. Але не менш дієвим є надання допомоги іншим людям. Люди набувають сили, коли надають допомогу іншим.

Бажаємо всім успіхів в здачі сесії!



## Grammar Focus

### REPORTED SPEECH (INDIRECT SPEECH) in English

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or command/request.

The word **that** can either be used or omitted after the introductory verb (say, tell, suggest, etc).

*Ex.: Rachel said (that) she would bake a cake for the party.*

When you have a sentence in Direct Speech, try to follow our 5 steps to put the sentence into Reported Speech:

1. Define the type of the sentence (**statement, questions, command/request**)
2. What tense is used in the introductory sentence?
3. Do you have to change the person (pronoun)?
4. Do you have to backshift the tenses?
5. Do you have to shift expressions of time and place?

#### 1. REPORTED STATEMENTS

- A. backshift of tenses;
- B. changing of the person;
- C. shifting of expressions of time/place.

#### 1-A. Backshift of Tenses

##### 1.1. The introductory sentence in the Simple Present.

If the introductory sentence is in the Present Indefinite, Future Indefinite or Present Perfect there is **NO** backshift of tenses.

- Direct Speech → *Susan: "Mary works in an office."*
- Reported Speech → *Susan says (that) Mary works in an office.*

The introductory sentence is here: Susan **says** ... → this sentence is in the Simple Present, so there is **no backshift** of tenses.

## 1.2. The introductory sentence in the Simple Past.

If the introductory sentence is in the Simple Past, there is mostly backshift of tenses.

- Direct Speech → *Susan: “Mary works in an office.”*
- Reported Speech → *Susan said (that) Mary worked in an office.*

The introductory sentence is here: Susan **said** ... → this sentence is in the Simple Past, so there is **backshift** of tenses.

### Backshift of Tenses

<i>Direct Speech</i>	<i>Reported Speech</i>
<b>Present Indefinite</b> <i>Kate: I am a teacher</i>	<b>Past Indefinite</b> <i>Ex. Kate said she was a teacher</i>
<b>Present Continuous</b> <i>Jimm: I am studying at Oxford</i>	<b>Past Continuous</b> <i>Jimm said he was studying at Oxford</i>
<b>Past Indefinite</b> <i>Sarah: I studied 3 Rs at Primary school</i>	<b>Past Perfect</b> <i>Sarah said she had studied 3 Rs at Primary School</i>
<b>Present Perfect</b> <i>John: I have gained a certificate at Coursera</i>	<b>Past Perfect</b> <i>John said he had gained certificate at Coursera</i>
<b>Past Perfect</b> <i>Olive: I had passed my First Certificate before I entered the Open University</i>	<b>Past Perfect</b> <i>Olive said she had passed her first certificate before she had entered the Open University</i>
<b>Past Continuous</b> <i>Susan: I was promoting the Curriculum reform at the Youth forum</i>	<b>Past Perfect Continuous</b> <i>Susan said she had been promoting the Curriculum reform at the Youth forum</i>
<b>Present Perfect Continuous</b> <i>Ray: I have been studying Japanese for all of my life!</i>	<b>Past Perfect Continuous</b> <i>Ray said he had been studying Japanese for all of his life</i>
<b>Past Perfect Continuous</b>	
<b>Future Indefinite (will)</b> <i>Maggie: I will be at the University on Monday</i>	<b>Conditional I (would)</b> <i>Maggie said that she would be at the University on Monday</i>

**NOTE:**

- When we are reporting something that was said in the past but is still true, it is not obligatory to make the tense backshift. The choice is up to the speaker.

For example:

*Mike: 'The train doesn't stop here'.*

*Mike said the train doesn't stop here.*

*Mike said the train didn't stop here*

- The verb tenses also can either change or remain the same in reported speech when reporting a general truth or law of nature.

*The teacher said, 'The tiger belongs to the cat family.'*

*The teacher said (that) the tiger belongs to the cat family*

### Types of introductory sentences

The word **say** in introductory sentences can be substituted with other words, e.g.

- add
- decide
- know
- mention
- remark
- tell (vs say)\*
- think

For example:

*Mike: 'Leila is my best friend'.*

*Mike mentioned that Leila was/is his best friend.*

#### \*Say-Tell

- **say + no personal object** – *Joe said he was an actor.*
- **say + to + personal object** – *Joe said to us he was an actor.*
- **tell + personal object** – *Joe told us he was an actor.*

#### Expressions used with **say, tell** and **ask**.

<b>Say</b>	hello, good morning/afternoon etc., something/nothing, so, a prayer, a few words, no more, for certain/sure,etc
<b>Tell</b>	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
<b>Ask</b>	a question, a favour, the price, after somebody, the time, around, for something/somebody,etc

### 1-B.Changing of the person

In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.

*Phoebe said: 'I'm going to sing my latest hit song.'*

Phoebe said (that) she was going to sing her latest hit song.

### 1-C. Shifting of expressions of time/place

Certain words and time expressions change according to the meaning as follows:

<b>now</b>	→ <b>then, immediately</b>
<b>today</b>	→ <b>that day</b>
<b>yesterday</b>	→ <b>the day before, the previous day</b>
<b>tomorrow</b>	→ <b>the next/following day</b>
<b>this week</b>	→ <b>that week</b>
<b>last week</b>	→ <b>the week before, the previous week</b>
<b>next week</b>	→ <b>the week after, the following week</b>
<b>ago</b>	→ <b>before</b>
<b>here</b>	→ <b>there</b>
<b>come</b>	→ <b>go</b>
<b>bring</b>	→ <b>take</b>

## 2. REPORTED COMMANDS/REQUESTS

There is **no backshift of tenses with commands/requests** in Reported Speech. You only have to change the person and shift expressions of time/place.

**Forms:**

- affirmative commands → **to + infinitive**
- negative commands → **not + to + infinitive**

### 1.1. Affirmative commands

- Direct Speech → Dad: “Do your homework.”
- Reported Speech → Dad **told** me **to do** my homework.

### 1.2. Negative commands

- Direct Speech → Teacher: “Don't talk to your friend.”
- Reported Speech → The teacher **told** me **not to talk** to my friend.

### 1.3. The introductory sentence in commands

The word *tell* in introductory sentences in Reported Commands can be substituted with other words, e.g.: to ask, to advise.

For example: *My mom asked me to bring her iPhone.*

There is no backshift of tenses, no matter which tense is used in the introductory sentence.

Direct Speech

- *Dad: “Do your homework.”*

Reported Speech

- *Dad **tells** me **to do** my homework.*

- *Dad **told me to do** my homework.*

## 2. Suggestions

Direct Speech

- *Father: "Let's watch a film."*

Reported Speech

- *Father **suggested** watching a film.*
- *Father **suggested** that they should watch a film*

Do not use the infinitive after *suggest*. Father **suggested to watch** watching a film.

## 3. REPORTED QUESTIONS

In Reported speech the question becomes a statement.

**!!! MIND THE WORD ORDER: SUBJECT – VERB**

1. The introductory sentence in Reported Questions

### 1.1. The introductory sentence is in the Simple Present

If the introductory sentence is in the Simple Present, there is no backshift of tenses.

- Direct Speech → *Susan: "Does Mary work in an office?"*
- Reported Speech → *Susan **asks** if/whether Mary works in an office.*

The introductory sentence: Susan **asks** ... → is in the **Simple Present**. There is **no backshift** of tenses. The auxiliary **do** is dropped.

### 1.2. The introductory sentence in the Simple Past

If the introductory sentence is in the Simple Past, there is mostly backshift of tenses.

- Direct Speech → *Susan: "Does Mary work in an office?"*
- Reported Speech → *Susan **asked** if/whether Mary worked in an office.*

The introductory sentence: Susan **asked**... → is in the **Simple Past**. There is **backshift** of tenses.

### 1.3. Types of introductory sentences

The word 'ask' in introductory sentences in Reported Questions can be substituted with other words, e.g.: *want to know, wonder*

For example:

*Susan: Did you charge the battery?*

*Susan wanted to know if I had charged the battery.*

2. Questions with and without question words

- Questions can be formed **with or without** question words.

If there is a **question without a question word** in Direct Speech, use **whether or if** in Reported Speech.

Ex.: Peter: "Do you **play** football?" → Peter asked me **whether (if) I played** football.

- If there is a **question with a question word** in Direct Speech, use **this question word** in Reported Speech.

Ex.: Peter: "**When** do you **play** football?" → Peter asked me **when I played** football.

## EXERCISES

**1** Fill in the gaps with *say* or *tell* in the correct tense.

A. 1. All the experts \_\_\_\_\_ the earth is getting warmer

2. Did you \_\_\_\_\_ Mark and Sarah how to find our house?

3. The Sales Manager is going to \_\_\_\_\_ everyone about the meeting.

4. Vicky, why don't you just \_\_\_\_\_ what the matter is?

5. They \_\_\_\_\_ they're going to build a new Disney World here.

6. What did Natasha \_\_\_\_\_ about her holiday plans?

7. Could you \_\_\_\_\_ me the way to the train station, please?

8. The company should \_\_\_\_\_ its employees what's going on.

9. You shouldn't \_\_\_\_\_ lies, you know, Matthew.

10. Did you \_\_\_\_\_ anything to Melanie about the barbecue?

B. 'This sugar-free chocolate is delicious', \_\_\_\_\_ Sandra. 'I can't \_\_\_\_\_ the difference between the chocolate and the one containing sugar.' 'I like it, too', \_\_\_\_\_ Mark. 'I wish someone had \_\_\_\_\_ me about it sooner. I could have lost so much weight,' \_\_\_\_\_ Sandra. 'I like you just the way you are,' she \_\_\_\_\_ him.

C. 'I saw Paul in town today', Steve \_\_\_\_\_ Louise. 'I \_\_\_\_\_ good afternoon to him and noticed that he'd had his hair cut. I should have \_\_\_\_\_ something about it, but it looked awful, so I didn't mention it'. 'You did the right thing', Louise \_\_\_\_\_ him. 'It's better to \_\_\_\_\_ nothing than to \_\_\_\_\_ a lie.

D. At Alison's wedding reception, her father stood up and \_\_\_\_\_ the guests that he would like to \_\_\_\_\_ a few words. He started to \_\_\_\_\_ a story about when Alison was young. Alison felt embarrassed, but she didn't \_\_\_\_\_ so. Then, her father \_\_\_\_\_ the guests some jokes, which everyone found very funny. Finally, he \_\_\_\_\_ a prayer for the happy couple.

**2** Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

Example: Peter: "I clean the black shoes."

Peter told me that \_\_\_\_\_

Answer: Peter told me that he cleaned the black shoes.

- 1) John: "Mandy is at home." John said that \_\_\_\_\_
- 2) Max: "Frank often reads a book." Max told me that \_\_\_\_\_
- 3) Susan: "I'm watching TV." Susan said to me that \_\_\_\_\_
- 4) Simon: "David was ill." Simon said that \_\_\_\_\_
- 5) Peggy: "The girls helped in the house." Peggy told me that \_\_\_\_\_
- 6) Richard: "I am going to ride a skateboard." Richard said to me that \_\_\_\_\_
- 7) Stephen and Claire: "We have cleaned the windows." Stephen and Claire told me that \_\_\_\_\_
- 8) Charles: "I didn't have time to do my homework." Charles remarked that \_\_\_\_\_
- 9) Mrs. Johns: "My mother will be 50 years old." Mrs Jones told me that \_\_\_\_\_
- 10) Jean: "The boss must sign the letter." Jean said that \_\_\_\_\_

**3** Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

*Example:* Peter: "I cleaned the black shoes yesterday."

Peter told me that \_\_\_\_\_

*Answer:* Peter told me that he had cleaned the black shoes the day before.

- 1) Emily: "Our teacher will go to Leipzig tomorrow." Emily said that \_\_\_\_\_
- 2) Helen: "I was writing a letter yesterday." Helen told me that \_\_\_\_\_
- 3) Robert: "My father flew to Dallas last year." Robert told me that \_\_\_\_\_
- 4) Lisa: "Tim went to the stadium an hour ago." Lisa said that \_\_\_\_\_
- 5) Patricia: "My mother will celebrate her birthday next weekend." Patricia said that \_\_\_\_\_
- 6) Michael: "I am going to read a book this week." Michael said to me that \_\_\_\_\_
- 7) Jason and Victoria: "We will do our best in the exams tomorrow." Jason and Victoria told me that \_\_\_\_\_
- 8) Andrew: "We didn't eat fish two days ago." Andrew remarked that \_\_\_\_\_
- 9) Alice: "I spent all my pocket money on Monday." Alice complained that \_\_\_\_\_
- 10) David: "John had already gone at six." David said that \_\_\_\_\_

**4** Rewrite these sentences using direct speech. Complete the sentence.

- 1) She said that she had seen the robber leave the bank. - She said, "..."
- 2) She told them to go to bed. - She told them, "...!"
- 3) He said he couldn't get to sleep that night. - He said, "..."
- 4) He told her that he would phone her the next day. - He told her, "..."



- 5) She asked him if he could phone her that evening. - "...?" she asked him.
- 6) They said they had to get up early the following morning. - "...," they said.
- 7) They said that they didn't want to be late. - They said, "...."
- 8) She said she was going into town later that morning. - She said, "..."
- 9) He told them he had always wanted to play James Bond. - He told them, "..."
- 10) Pond said that he had been working at a tea company before he became a spy. - Pond said, "..."

**5** Choose the correct answer a, b or c.

- 1) Mary: "I will go downtown tomorrow."  
Jill: "Mary said (that) she would go downtown ."  
**a. on Friday b. tomorrow c. the following/next day**
- 2) Mary: "I am going to play tennis today."  
Jill: "Mary said (that) she was going to play tennis ."  
**a. that day b. today c. tomorrow**
- 3) Mary: "I went shopping yesterday."  
Jill: "Mary said (that) she had gone shopping ."  
**a. yesterday b. the day before c. on Saturday**
- 4) Mary: "I am enjoying life now."  
Jill: "Mary said (that) she was enjoying life ."  
**a. now b. at that time c. today**
- 5) Mary: "I will cook dinner later this evening."  
Jill: "Mary said (that) she would cook dinner later ."  
**a. that evening b. in the evening c. this evening**
- 6) Mary: "I'm going to class in three hours."  
Jill: "Mary said (that) she was going to class ."  
**a. three hours before b. three hours later c. in three hours**
- 7) Mary: "I went to bed early last night."  
Jill: "Mary said (that) she had gone to bed early ."  
**a. the night before b. last night c. the night prior**
- 8) Mary: "I am going to go to London in 10 days."  
Jill: "Mary said (that) she was going to go to London ."  
**a. in 10 days b. 10 days later c. on Wednesday**
- 9) Mary: "I had lunch at noon."  
Jill: "Mary said (that) she had had lunch ."  
**a. at 12 o'clock b. at noon c. that noon**
- 10) Mary: "I will play cards the day after tomorrow."  
Jill: "Mary said (that) she would play cards ."  
**a. in two days b. on Thursday c. two days later**
- 11) Mary: "I bought it three years ago."  
Jill: "Mary said (that) she had bought it ."

- a. in three years   b. three years ago   c. three years before

**6** For each of the following sentences, read the direct quote, and then complete the sentence.

### Student Dilemma

1. "I like taking English classes at DeMaisonneuve College."  
She says that \_\_\_\_\_ English classes at DeMaisonneuve College.
2. "Every day I practice how to write a formal paragraph."  
She says that \_\_\_\_\_ every day how to write a formal paragraph.
3. "I have already written this paragraph four times."  
She has said that \_\_\_\_\_ that paragraph four times.
4. "I really wanted to drop my English class."  
She has already said that \_\_\_\_\_ to drop his English class.
5. "I had made too many mistakes to continue."  
Tomorrow she will say that \_\_\_\_\_ too many mistakes to continue.
6. "I am not going to give up yet."  
She will say that \_\_\_\_\_ yet.
7. "I have to get a scholarship for college."  
She says that \_\_\_\_\_ a scholarship for university.
8. "I must support myself after college graduation."  
She will say that \_\_\_\_\_ herself after college graduation.

**7** Put the following statements into indirect speech.

1. 'I'm going out now, but I'll be in by nine,' he said. (*Omit now.*)
2. 'I'm working in a restaurant, and don't much care for it,' she said.
3. 'I can't live on my basic salary,' said Peter. 'I'll have to offer to do overtime.'
4. 'My young brother wants to be a tax inspector,' said Mary. 'I can't think why. None of my family has ever been a tax inspector.'
5. 'We're waiting for the school bus,' said the children. 'It's late again.'
6. 'I've made a terrible mistake!' said Peter.
7. 'You're always making terrible mistakes,' I said. 'You should be used to it by now.'
8. 'We make £450 a week,' said one of the men, 'and send most of it home to our wives.'
9. 'It's lonely being away from our families,' said another, 'but we earn three times as much in this factory as we would in our own country.'
10. 'We've been here for two and a half years,' said the man who had spoken first, 'and we're going to stay another six months.'
11. 'I've got a job on an oil-rig,' said Paul. 'That'll be very hard work,' I said.

12. 'I know it'll be hard,' he replied, 'but I don't mind hard work, and it'll be a good experience.'
13. 'The ice will soon be hard enough to skate on,' said Tom. 'I'll look for my skates when I get home,' Ann said.
14. 'I'm living with my parents at present,' she said, 'but I hope to have a flat of my own soon.'
15. 'I'm leaving tomorrow,' she said, 'by the 4.30 from Victoria. 'We'll come and see you off,' we said.
16. 'I've just bought a car,' said Peter, 'but it's not insured yet so I can't take you for a drive.'
17. 'I'd like to speak to Susan,' said Mary, 'but I'm bathing the babies and they will drown if I leave them alone in the bath while I go to the phone.'
18. Mary has just received a postcard from Ann, beginning, 'I'm coming up to London next week. I hope you and Jack will meet me for lunch one day.'  
(*Imagine that Mary is reading this card to Jack. Begin: Ann says . . .*)
19. 'Nothing ever happens in the village,' she said. 'It's like a dead village. All the young people have drifted away to the towns.'
20. 'I've missed my train,' said Bill. 'Now I'll be late for work and my boss will be furious.'
21. 'We'll wait for you if you're late,' they said.
22. 'They are supposed to be landing at London airport,' I said. 'But if the fog gets any thicker the plane may be diverted.'
23. 'If you lend me the chainsaw,' said Mary, 'I'll bring it back the day after tomorrow.'
24. 'I hate getting up on dark mornings,' grumbled Peter.
25. 'It is horrible,' agreed his wife, 'but the mornings will be lighter soon and then it won't be quite so bad.'
26. 'The sales are starting tomorrow,' said the typist. 'As soon as we finish work the whole typing pool is going to make a dash for the shops.'
27. 'I hope you'll all get what you want,' I said.
28. 'I wish I had something to eat,' said Peter.
29. 'You've only just had lunch,' said his sister. 'I don't know how you can be hungry again so soon.'
30. 'If you're short of money I can lend you £50,' said my aunt, 'and you can take your time about paying it back.'
31. 'I usually take my dog out for a walk when I come home from work,' he said.
32. 'I have a message for your brother,' I said.
33. 'He isn't at home,' said Ann. 'He left two days ago.'
34. 'I bought this bag in Milan,' I said.

35. 'You shouldn't have bought that colour,' said Peter. 'It doesn't go with your coat.'
36. 'I must hurry. My father is always furious if any of us are late for meals,' she said.
37. 'If you want to smoke you'll have to go upstairs,' said the bus conductor.

**8** Translate the extract from the article 'Evhen Nishchuk. Monologues' into English, transforming Direct Speech into Indirect.  
**Євген Нищук. Монологи.**

Я народився 29 грудня 1972 року в Івано-Франківську, затишному, але закритому місті, яке було в радянські часи військовим об'єктом. Увесь вільний час проводив у дворі — мріяв стати футболістом, доки не отримав травму, що й стало своєрідним знаком змінити мрію про майбутнє.

У школі активно брав участь у різноманітних культурних заходах. Власне, на одному з концертів мене помітили і запропонували піти в театральну студію при Івано-Франківському театрі. З того все і розпочалося...

Пригадую, що напередодні вступу мені казали, аби в жодному разі не говорив, що десь займався. Моя професорка, Валентина Зимня, пізніше згадувала, як на співбесіді я заявив, що ніде раніше не грав, і бігав у футбол з ранку до вечора...

**9** Rewrite the questions in reported speech.

1. 'Will the flight be delayed?' Jill wanted to know \_\_\_\_\_
2. 'Where have you been all night?' My parents wanted to know \_\_\_\_\_
3. 'Will I pass my exam?' Mark wondered \_\_\_\_\_
4. 'Did you remember the invitations?' Sue asked me \_\_\_\_\_
5. 'How long have you been learning German?' Karl asked us \_\_\_\_\_
6. 'What's Peter's address?' \_\_\_\_\_
7. 'When's the new manager coming?' \_\_\_\_\_
8. 'How does she know my name?' \_\_\_\_\_
9. 'Why are all the windows open?' \_\_\_\_\_
10. 'How many books does he want?' \_\_\_\_\_
11. 'Where do they keep the money?' \_\_\_\_\_
12. 'What time is the meeting?' \_\_\_\_\_
13. 'When does the last train leave?' \_\_\_\_\_
14. 'How does the photocopier work?' \_\_\_\_\_
15. 'How often does Ann go shopping?' \_\_\_\_\_

**10** Rewrite these questions using reported speech.

- 1) "Do you like ice cream?" my aunt asked me.
- 2) "Where are you from?" the man asked me.
- 3) "Why don't you take up the piano?" my mum asked us.
- 4) "Have you ever been to Disneyland?" she asked me.
- 5) "When did you last go to the dentist?" the teacher asked me.
- 6) "Can you speak any other languages?" the woman asked us.
- 7) "Must you leave so soon?" I asked the girl.
- 8) "Will we see some paintings by Picasso?" she asked me.
- 9) "Why do you wear jeans all the time?" he asked her.
- 10) "Did you enjoy the film?" she asked me.

**11**

**Write indirect questions from these questions.**

1. Where is the post office?	Could you tell me
2. What does this word mean?	Do you know
3. What time is it?	Don't you know where
4. Where did you park your car?	Do you have any idea
5. Where does Jack live?	Do you know
6. What time did he live?	Could you tell me
7. Where can I change some money?	I want to know
8. What qualification do I need?	I don't know
9. Why didn't Tom come to the party?	Do you know
10. How much does it cost to park here?	She asked me

**12**

**Turn these into indirect questions, beginning *I wondered*.**

1. Do they like me?
2. Will I be ready in time?
3. Is there any food in the house?
4. Is service included or not?
5. Can I pay by cheque?
6. Does my hair look funny?
7. Has the postman been?
8. Do they speak English?
9. Am I doing the right thing?
10. Is the meeting on Tuesday or Wednesday?

**13**

**Put the following questions into reported speech.**

1. 'Who has been using my typewriter?' said my mother
2. 'Do you want to see the cathedral?' said the guide.
3. 'Do you mind working on the night shifts?' he asked.
4. 'Would you like to come with us?' they said.
5. 'Who did you give the money to?' asked Ann.

6. 'How long does it take to get to Edinburgh by coach?' asked the tourist.
7. 'How much do you think it will cost?' he said.
8. 'What did you miss most when you were in prison?' Mary asked the ex-convict.
9. Another passenger came in and said, 'Is this seat taken?'
10. 'How do you get on with your mother-in-law?' said Paul.
11. 'How did you get into the house?' they asked him.
12. 'What were you doing with these skeleton keys?' said Mr Jones. 'Were you trying to get at the secret files?'
13. 'Did you sleep well?' asked my hostess.
14. 'Have you been here long?' the other students asked him.
15. 'Can you tell me why Paul left the university without taking his degree?' Paul's sister asked.
16. 'How many people know the combination of the safe?' said the detective.
17. 'Are there any letters for me?' said Mary.
18. 'How long have you been learning English?' the examiner said.
19. 'Why aren't you taking the exams?' said Paul.
20. 'Are these free-range eggs?' said the customer.
21. 'Where are you going for your summer holidays?' I asked them.
22. 'Will it be all right if I come in a little later tonight?' asked the au pair girl.
23. 'Have you ever seen a flying saucer?' said the man.
24. 'Where can I park my caravan?' she asked the policeman.
25. 'Would you like a lift?' said Ann.  
'Which way are you going?' I said.
26. 'Who do you want to speak to?' said the telephonist.
27. 'Does anyone want tickets for the boxing match?' said Charles.
28. 'What are you going to do with your old car?' I asked him.
29. 'Do you grow your own vegetables?' I asked.
30. 'What train are you going to get?' my friend inquired.
31. 'Could you change a five-pound note? I'm afraid I haven't got anything smaller,' said the passenger to the conductor.
32. 'How many sleeping pills have you taken?' said the night sister. 'I have no idea,' said Mr Jones sleepily.
33. 'Could we speak to the manager, please?' said the two men. 'Have you an appointment?' said the secretary.
34. 'Do you think you could live entirely on your own for six months, 'said Tom, 'or would you get bored?'
35. 'Did any of you actually see the accident happen?' said the policeman.
36. 'Could I see Commander Smith?' the lady asked.
37. 'I'm afraid he's in orbit,' I said. 'Would you like to leave a message?'

**14** Translate the sentences into English, transforming Direct Speech into Indirect.

1. Катерина: «Так, часу у мене небагато. 30 хвилин. Вам вистачить? Прекрасно. Отже, що вас цікавить?»
2. Євгенія: «Освіта в мене економічна, але працювати я почала в одній юридичній конторі, і досить швидко від секретаря-референта дійшла до заступника директора. Час був сприятливим для тих, хто володів основами економічних знань.»
3. Каріна: «Так вже склалося, що навколо виявилися філологи зі знанням мов, і я організувала курси, потім - центр перекладів.»
4. Денис: «Наша компанія не відразу почала процвітати, звичайно, а в якийсь момент ми навіть майже зовсім розорилися.»
5. Ольга: «Все було непросто у 2010-му. Але я впоралася з ситуацією. Так, я п'ять років не була у відпустці. Не їжджу за кордон. Мій дім - ось цей кабінет зранку до ночі.»

**15** Rewrite each sentence in reported speech using the verb in capitals.

- 1) "I'll definitely return it tomorrow," he said. (PROMISED)  
He promised to .....
- 2) "Did you invite Tom to your party?" he asked. (ASKED)  
He asked me .....
- 3) "You should stop worrying about his exams," she said. (ADVISED)
- 4) "Yes, I'll come with you," he said. (AGREED)
- 5) "Why don't you come with us?" my parents asked. (SUGGESTED)
- 6) "Don't believe anything he says," she said. (WARNED)
- 7) "Write your names at the top of the exam paper," he said. (TOLD)
- 8) "Don't forget to take the car to the garage," he said. (REMINDED)
- 9) "I won't talk to him until he apologizes," she said. (REFUSED)
- 10) "I have to be there before she arrives," he said. (SAID)

**16** Write the sentences in the indirect speech using the prompts given.

1. Are you a foreigner? - She asked ...
2. Are you doing anything at the weekend? - Mary asked John ...
3. Are you enjoying yourself? - He asked ...
4. Be quiet, children. - The librarian told ...
5. Do you like Marlon Brandon? - She asked ...
6. Do you live near your family? - He asked ...
7. Does your father work here? - She asked ...
8. Don't be late, Tim. - Tim's father told...
9. Don't go near the sea, children. - The children's mother warned ...
10. Don't shoot, men. - The officer ordered ...

11. How did you get to school? - He asked ...
12. I don't like classical music very much. - John told me ...
13. I have to go out now. - John said to her ...
14. I would like to go out for dinner. - She said to John ...
15. I'll phone you later. - Peter told Mary ...
16. Michelle has gone out. - Mary told me ...
17. Paul used to be a member of the scouts. - Mary said ...
18. Sit down Mary. - He told ...
19. The academic year will open on September 1st. - The principal insisted ...
20. The government will have to resolve the problem of unemployment. - A councilor argued ...
21. We can save energy by using solar power. - The scientist claimed ...
22. What's your name? - The woman asked me ...
23. When does the train leave? - I asked ...
24. Where do you live? - The boy asked ...
25. Who did you see at the meeting? - My mother asked ...
26. Why can't you help me with my homework? - Mary asked John ...
27. Why did you take my wallet? - He asked ...
28. Would you mind opening the window? - The waitress asked ...
29. You shouldn't play with matches. - The teacher told the kids ...
30. Your cousins might have been delayed in traffic. - My mother told me ...

### **17 Translate into English.**

1. Дейв сказав Дену, що він хоче поговорити з ним.
2. Кора прошепотіла, що викладачі дивляться на нього.
3. Вона сказала, що працює на цьому підприємстві 20 років.
4. Незнайомець сказав, що запише мій номер телефону.
5. Пітер сказав, що його бабуся отримала поранення під час війни.
6. Том сказав, що його призначили на нову посаду.
7. Том запитав, чи його призначать на нову посаду.
8. Друзі сказали, що закінчили роботу вчора до 5 години.
9. Джуліан нагадав, що він був на конференції лінгвістів у 2005 році.
10. Ден сказав, що він народився у 2000 році.
11. Я сказав, що буду там на наступний день.
12. Я сказав, що буду тут завтра.
13. Кора спитала, чи мій брат завойовували перше місце в шаховому турнірі.
14. Професор поцікавився, чи я працюю чи навчаюсь.
15. Террі розповів, наскільки небезпечно для здоров'я жити у наметі в дощову погоду.



**18** Put the following sentences into indirect speech, using tell/order/urge/ask/ beg/invite/advise/warn/remind + object + infinitive, or ask (+ object) + for, or, in some cases, ask + infinitive.

1. 'Don't put sticky things in your pockets,' said his mother.
2. 'Please, please don't do anything dangerous,' said his wife.
3. 'Go on—apply for the job,' said my friend. 'It would just suit you.'
4. 'I should say nothing about it if I were you,' said my brother.
5. 'Would you please wait in the lounge till your flight number is called?' she said.
6. 'Don't lend Harry any money,' I said to Ann. 'He never pays his debts.'
7. 'Could you please ring back in half an hour?' said the secretary.
8. 'Would you mind moving your case?' said the other passenger. 'It's blocking the door.'
9. 'Remember to book a table,' said Ann.
10. 'Get into the right lane,' said the driving instructor.
11. 'Avoid Marble Arch,' said the policeman. 'There's going to be a big demonstration there.'
12. 'Hold the ladder,' he said. 'It's rather unsteady.'
13. 'Why don't you tie it at the top?' I said. 'It's much safer than way.'
14. 'Read the questions twice,' said the teacher, 'and don't write in the margin.'
15. 'You'd better not leave your money lying about,' said one of the students.
16. 'Why don't you open a bank account?' said another. (*Use advise.*)
17. 'Would you like to have lunch with me today?' said Tom.
18. 'I'm afraid I couldn't; I can't leave the office,' said the girl.
19. 'Don't take more than two of these at once,' said the doctor, handing me bottle of pills.
20. 'Could I speak to Albert, please?' I said. 'He's still asleep,' said his mother.
21. 'Then please wake him,' I said. 'I have news for him.'
22. 'I'd buy the big tin if I were you,' said the grocer.
23. 'You're being exploited,' said the other au pair girls. 'You ought to leave your job.'
24. 'Fasten your seat belts; there may be a little turbulence,' said the air hostess.
25. 'Don't drive through fog with only a fog light on,' he said, 'or oncoming drivers may take you for a motorcycle.'
26. 'Could I see your driving licence?' said the policeman.
27. 'You'd better sweep up that broken glass,' I said.
28. 'The bathroom's empty now,' she said. 'Will you put the light out when you've finished?'
29. 'Remember to insure your luggage/ my father said.
30. 'Please don't drink anymore,' said his wife. 'Don't forget that we have to

drive home.'

31. 'Do go to a dentist, Tom, before your toothache gets any worse,' I said.

32. 'Why don't you cut your hair?' he said. 'You'd find it much easier to get a job if you looked tidy.'

33. 'Could I have some more pudding, please?' said the boy.

19

**Translate the extract from the speech of Apple та Pixar Animation founder Steve Jobs delivered in 2005 to the students of Stanford University, transforming all the sentences from Direct Speech into Indirect as in the example:**

*Initial sent, Ukr.: Для мене велика честь бути з вами сьогодні на врученні дипломів одного з найкращих університетів світу.*

*Ukr., transformed: Джобс сказав, що для нього велика честь бути в той день зі студентами на врученні дипломів...*

*Eng: Jobs said that it was a great honour for him to be present that day...*

Для мене велика честь бути з вами сьогодні на врученні дипломів одного з найкращих університетів світу. Я не закінчував інститутів. Сьогодні я хочу розповісти вам три історії з мого життя. І усе. Нічого грандіозного. Просто три історії.

Я покинув Reed College після перших 6 місяців навчання, але залишався там вільним слухачем ще близько 18 місяців, поки нарешті не пішов. Чому ж я кинув навчання?

Усе почалося ще до мого народження. Моя біологічна мати була молодою, незаміжньою аспіранткою і вирішила віддати мене на усиновлення. Вона наполягала на тому, щоб мене усиновили люди з вищою освітою, тому мені було призначено бути усиновленим юристом і його дружиною. Правда, за мить до того, як я побачив світ, вони вирішили, що хочуть дівчинку. Тому їм зателефонували вночі і запитали: "Зненацька народився хлопчик. Ви хочете його?". Вони сказали: "Звичайно". Потім моя біологічна мати довідалася, що моя прийомна мати – не випускниця коледжу, а мій батько ніколи не був випускником школи. Вона відмовилася підписати папери про усиновлення. І тільки кілька місяців потому все-ж поступилася, коли мої батьки пообіцяли їй, що я обов'язково піду в коледж.

І 17 років потому я пішов. Але я наївно вибрав коледж, що був майже таким же дорогим, як і Стенфорд, і всі накопичення моїх батьків були витрачені на підготовку до нього. Через шість місяців я не бачив сенсу мого навчання. Я не знав, що я хочу робити у своєму житті, і не розумів, як коледж допоможе мені це усвідомити. І от, я просто витрачав гроші батьків, що вони збирали все життя. Тому я вирішив кинути коледж і

повірити, що усе буде добре. Я був спочатку наляканий, але, оглядаючись зараз назад, розумію, що це було моїм кращим рішенням за все життя. У ту хвилину, коли я кинув коледж, я міг перестати говорити про те, що необхідні уроки мені не цікаві і відвідувати ті, котрі здавалися цікавими.

Не все було так романтично. У мене не було кімнати в гуртожитку, тому я спав на підлозі в кімнатах друзів, я здавав пляшки “Коли” по 5 центів, щоб купити їжу і ходив за 7 миль через усе місто кожний недільний вечір, щоб раз у тиждень нормально поїсти в храмі кришнаїтів. Мені він подобався. І багато з того, з чим я зіштовхувався, дотримуючись своєї цікавості й інтуїції, виявилось пізніше безцінним.

## Active Vocabulary

absorb	поглинати
accept	приймати
accessible	доступний
achieve	досягати
admit	визнати
affordable	доступний
appeal	звернення
approximately	приблизно
assess	оцінити
assign	призначати
assignment	призначати
better-off	завдання
bewildered	багатий, заможний
bully	розгублений
canteen	хуліган, грубо поводитися
composition	їдальня
comprehensive	твір
compulsory	всебічний
convert	обов'язкове
correspondence	конвертувати
cram	заочний
curriculum	вбивати в голову, зубріння
cutting-edge	навчальний план
deadline	передові
degree	крайній термін
department	ступінь
devotion	відділ
dissertation	відданість
distance education	дисертація
dormitory	дистанційна освіта
elitism	гуртожиток
embracing	елітарність
engaging	охоплюючий
enroll	привабливий
enrollment	зараховувати
establishment	реєстрація
excel	встановлення
fee	перевершувати
	плата

feedback	зворотний зв'язок
framework	рамки
glaringly	яскраво
governance	управління
grade	оцінка
graft	хабар
gross domestic product	валовий внутрішній продукт
hierarchy	ієрархія
high-paying job	високооплачувана робота
illiterate	неграмотний
impact	вплив
in short	коротко
income	дохід
inequality	нерівність
infant	немовля
less well-off	менш заможні
literacy	грамотність
loathe	ненавидіти
low income countries	країни з низькими доходами
memorize	запам'ятовувати
mitigating	пом'якшувальний
modelling clay	ліплення з глини
numeracy	здібність, схильність до кількісного мислення
oblige	зобов'язати
obtain	отримувати
overall	в цілому
perpetuate	увічнювати
teacher's pet	Улюбленець вчителя
plagiarism	плагіат
poverty	бідність
preschool	дошкільного
profound	глибокий
prospectus	проспект, каталог
realm	сфера
recruitment	набір
refresher	нагадування
regardless	незважаючи на
reinforce	посилювати
reinventing	винаходити
reliable	надійний
residence	резиденція

respectively	відповідно
revise	переглядати
rigorous	строгий
schedule	графік
scholarship	стипендія
schooling	освіта
seductive	спокусливий
selective	селективний
seminary	семінарія
shorthand	стенографія
skill	вміння
stability	стабільність
submit	уявити
subsidized	дотований
supply teacher	учитель на заміну
sustainable	стійкий
syllabus	план
transparency	прозорість
tuition	навчання
tutorial	підручник
two-tier system	дворівнева система
undeniable	незаперечний
undergo	піддаватися
viable	життєздатний
voluntary	добровільне
well-endowed	добре забезпечений
well-equipped	добре обладнаний

## **The List of the Books Used in the Teaching Manual to Illustrate its Vocabulary**

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