

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**Київський національний лінгвістичний університет**

***PRACTICAL GUIDE TO LEARNING ENGLISH***  
***for Second Year University Students Specialising***  
***in Philology and Translation Studies***

**PART II**

Видавничий центр КНЛУ  
2020

УДК 811.111(075.8)

**Друкується за рішенням вченої ради  
Київського національного лінгвістичного університету  
(протокол № 4 від 28 вересня 2020 року)**

**Рецензенти:** **Макаренко Л. Л.**, доктор педагогічних наук, професор Національного педагогічного університету імені М. П. Драгоманова;

**Скрябіна В. Б.**, кандидат філологічних наук, доцент, доцент кафедри англійської та німецької філології і перекладу імені професора І. В. Корунця;

**Базиляк Н. О.**, кандидат педагогічних наук, доцент Львівського державного університету фізичної культури імені Івана Боберського;

**Аарон Гарфорд М. С.**, викладач англійської мови міжнародного освітнього центру «ІФ Інгліш Фьост»

**Укладачі:** **Гольцова М. Г.**, кандидат філологічних наук;  
**Фабрична Я. Г.**, кандидат педагогічних наук;  
**Черхава О. О.**, доктор філологічних наук, доцент.

**Загальна редакція:** **Фабрична Я. Г.**

**Practical Guide to Learning English for Second Year University Students Specialising in Philology and Translation Studies. Part II.**  
Практичний курс англійської мови. Частина II: Навч. посібник / Заг. редакція – Фабрична Я. Г. – Київ: Видавничий центр КНЛУ, 2020. – 398 с.

Навчальний посібник укладений для студентів 2 курсу першого (бакалаврського) рівня вищої освіти, спеціальності 035 Філологія, спеціалізації 035.041 Германські мови і літератури (переклад включно) і має на меті формування професійно-орієнтованої англомовної комунікативної компетентності майбутніх філологів і перекладачів до рівня володіння мовою B2+ (незалежний користувач) відповідно до рекомендацій РЄ. Посібник складається з трьох частин, зміст і навчальні цілі яких спрямовані на практичне оволодіння студентами системою англійської мови та нормами її функціонування у мовленнєвих комунікативних ситуаціях, пов'язаних із сферою туризму та подорожувань, здійсненням функцій філолога та перекладача, реаліями і традиціями вищої освіти та науки в Україні та англомовних країнах.

© Фабрична Я., Гольцова М., Черхава О., 2020

© Видавничий центр КНЛУ, 2020

## CONTENTS

Introduction .....	4
Map of Manual .....	6
<b>MODULE 1 <i>TOURISM AND TRAVELLING</i></b> .....	13
UNIT 1 The Future of Travel & Tourism .....	13
UNIT 2 Ecotourism .....	32
UNIT 3 Modes of Transportation .....	49
UNIT 4 Types of Holidaymakers .....	71
UNIT 5 Holiday Accommodation .....	92
UNIT 6 Planning an Excursion: London, the UK .....	111
UNIT 7 Planning an Excursion: Kyiv, Ukraine .....	135
FOCUS ON WRITING 1 Opinion Essay .....	163
<b>MODULE 2 <i>CAREER &amp; PROFESSIONAL DEVELOPMENT</i></b> .....	174
UNIT 8 Careers Using Languages .....	174
UNIT 9 Translation vs Interpreting .....	195
UNIT 10 Translation Agency.....	214
UNIT 11 Freelancing: Dreams vs Reality .....	237
FOCUS ON WRITING 2 Applying for a Job .....	252
UNIT 12 Job Interview .....	271
<b>MODULE 3 <i>WELCOME TO THE ACADEMIC WORLD</i></b> .....	291
UNIT 13 What is a University Education Worth? .....	291
UNIT 14 Joining the Academic Community .....	308
UNIT 15 From an Undergraduate to an Esteemed Professor .....	323
UNIT 16 Academic Integrity .....	335
UNIT 17 Academic Research .....	354
UNIT 18 Studying Abroad .....	377
FOCUS ON WRITING 3 Academic Writing (Report) .....	390
Literature & Sources .....	397

## Introduction

This manual is designed for philology and translation studies students in their second year at university and is intended to assist the progress of their profession-specific communicative competence in English. The manual contains three parts: **Module 1 *Tourism & Travelling*** (Units 1-7), **Module 2 *Career & Professional Development*** (Units 8-12), **Module 3 *Welcome to the Academic World*** (Units 13-18).

**Module 1 *Tourism & Travelling*** consists of seven units covering the topics *The Future of Travel & Tourism* (Unit 1), *Ecotourism* (Unit 2), *Modes of Transportation* (Unit 3), *Types of Holidaymakers* (Unit 4), *Holiday Accommodation* (Unit 5), *Planning an Excursion: London, the UK* (Unit 6), *Planning an Excursion: Kyiv, Ukraine* (Unit 7).

**Module 2 *Career & Professional Development*** is comprised of 5 units which topics include *Careers Using Languages* (Unit 8), *Translation vs Interpreting* (Unit 9), *Translation Agency* (Unit 10), *Freelancing: Dreams vs Reality* (Unit 11), *Job Interview* (Unit 12).

**Module 3 *Welcome to the Academic World*** contains 6 units on topics *What is a University Education Worth?* (Unit 13), *Joining the Academic Community* (Unit 14), *From an Undergraduate to an Esteemed Professor* (Unit 15), *Academic Integrity* (Unit 16), *Academic Research* (Unit 17), *Studying Abroad* (Unit 18).

Each unit has clear learning goals stated at the top of the page and consists of 7 sections: *Warming up*, *Reading/Listening Skills*, *Focus on Content*, *Focus on Vocabulary*, *Focus on Language*, *Speaking Skills* and *Test Yourself Section*.

Each unit starts with *Warming up* activities which serve as a springboard into the topic of the unit and engage students' interest. They feature a variety of picture prompts and related tasks designed to elicit vocabulary that students already know as well as the ideas related to the issues under consideration.

*Reading and Listening Skills* sections introduce students to a wide range of authentic reading and listening material and are designed to check comprehension as well as develop such key reading and listening skills as reading/listening for gist, specific information and so on. Sections offer tips and strategies for the development of reading/listening skills as well as introduce essential vocabulary related to the topic. Texts for reading and recordings and video clips for listening have been chosen for their intrinsic interest and for their usefulness in providing a vehicle for the particular vocabulary and language points in focus. Each reading and listening text is accompanied by *Focus on Content* section which provides questions for the discussion of the key issues arising from the texts.

Each unit focuses on the vocabulary relating to the topic as well as vocabulary from reading and listening texts. Items are presented in the context and practiced through a range of activities in *Focus on Vocabulary* section aimed at developing vocabulary skills. Additional vocabulary practice is provided in *Extra Vocabulary* sub-section helping learners to expand vocabulary covered in the unit.

*Focus on Language* section develops students' competence in using language items relating to the topic. They generally arise from reading and listening texts and include easily confused words, collocations and expressions, phrasal verbs and words with prepositions. The section also revises word formation and derivatives and is intended to practise language in a variety of different ways so that learners are able to use it with confidence.

*Speaking Skills* section focuses on speaking practice and speaking skills development and improvement. It facilitates speaking fluency in a number of ways – by giving learners discussion topics they are interested in; by setting up situations where they are motivated to communicate in order to complete a specific task related to the topic of the unit.

*Test Yourself Section* is aimed at checking the progress and facilitating the development of communicative and language skills. There is a *Wordlist* for each manual unit which consolidates key vocabulary and language covered.

At the end of each module there is *Focus on Writing* section. They offer practice in writing and aimed at developing students' writing skills. *Focus on Writing* sections provide models and tips on how to deal with writing an opinion essay, a CV, an application letter and an academic report. They also provide advice and guidance on different writing sub-skills such as punctuation, linking, paragraph construction etc.

## Map of Manual

### MODULE 1 *TOURISM AND TRAVELLING*

#### UNIT 1 The Future of Travel & Tourism pages 13-31

##### Focus on Skills

! **Reading** for the main ideas **Comprehension**: matching  
Texts: *The Future of Travel & Tourism*; *Worst Experiences on Business Trips*

! **Speaking**: giving opinion

##### Focus on Language

! **Vocabulary**: types of holidays, destinations; modes of transportation; technology and VR

! **Use of English**: words easily confused related to the topic of *travel*; nouns, verbs, adjectives with prepositions; phrasal verbs with *look, head, get*; word formation & derivatives: *nouns, adjectives, adverbs*

#### UNIT 2 Ecotourism pages 32-48

##### Focus on Skills

! **Listening** for the main ideas.

**Comprehension**: True, False, Not given

Recordings: *Ecotourism*; *Effects of Tourism*

! **Speaking**: discussing pros and cons; working out a solution to the problem

##### Focus on Language

! **Vocabulary**: types of alternative tourism; ways of protecting nature; conservation volunteering activities

! **Use of English**: words easily confused mainly related to the topic of *protection*; nouns, verbs with prepositions; phrasal verbs with *find, take, leave, spring, come*; word formation & derivatives: *nouns, adjectives, adverbs*

#### UNIT 3 Modes of Transportation pages 49-70

##### Focus on Skills

! **Reading** for specific information

**Comprehension**: correcting statements

Texts: *Modes of Transportation*; *Travelling the world on container ships*

! **Speaking**: presenting information about the traditional and modern alternative modes of transportation

##### Focus on Language

! **Vocabulary**: modes of transportation (travelling by land, air, water)

! **Use of English**: words easily confused related to the topic of *arrival*; nouns, verbs with prepositions; phrasal verbs with *pull, get, take*

**UNIT 4**  
**Types of**  
**Holidaymakers**  
**pages 71-91**

**Focus on Skills**

! **Listening** for specific information  
**Comprehension:** matching  
Recordings: *Types of Holidaymakers; Hiking trip*  
! **Speaking:** presenting information about types of holidaymakers, ways of relaxation and personality features affecting the holidays.

**Focus on Language**

! **Vocabulary:** personality traits, types of holidaymakers, advantages and downsides of different ways of relaxation.  
! **Use of English:** words easily confused related to the topic of *directions*; nouns, verbs with prepositions; phrasal verbs with *keep, make, do, break*; word formation & derivatives: *compounds, opposites*

**UNIT 5**  
**Holiday**  
**Accommodation**  
**pages 92-110**

**Focus on Skills**

! **Reading** for details      **Comprehension:** multiple choice  
Texts: *Types of accommodation; Holiday Plus*  
! **Speaking:** presenting information about *places/quality of every type of accommodation, their equipment, facilities, service*

**Focus on Language**

! **Vocabulary:** basic accommodation, booking holiday accommodation, characteristics of hotel types  
! **Use of English:** words easily confused: *offer, provide, supply, cater, feature, have*; words with prepositions; phrasal verbs with *hold, put, throw*;  
word formation & derivatives: *revision*

**UNIT 6**  
**Planning an**  
**Excursion:**  
**London, the UK**  
**pages 111-134**

**Focus on Skills**

! **Listening** for the specific information  
**Comprehension:** notes completion  
Recordings: *Planning an Excursion; Tour of London; Buckingham Palace; Westminster Abbey.*  
! **Speaking:** presenting information about places of interest in London, UK

**Focus on Language**

! **Vocabulary:** sightseeing in London, UK.  
! **Use of English:** words easily confused related to the topic of *handouts and travel services advertising*; prepositions: nouns with “on, at”, verbs and adjectives with “in, at, to, with, by”; word formation & derivatives: *gender (masculine and feminine nouns)*

**UNIT 7**  
**Planning an**  
**Excursion: Kyiv,**  
**Ukraine**  
**pages 135-162**

**Focus on Skills**

! **Reading** for details      **Comprehension:** multiple choice  
Texts: *Excursion around Kyiv; Best Destinations of Ukraine.*  
! **Speaking:** presenting information about places of interest in  
Kyiv and Ukraine.  
! **Project work:** Kyiv Today

**Focus on Language**

! **Vocabulary:** sightseeing in Kyiv, Ukraine  
! **Use of English:** words easily confused: *nouns with numbers & compound adjectives with numbers*; prepositions: nouns with “on, at”, verbs and adjectives with “in, at, to, with, by”; word formation & derivatives: *revision*

**FOCUS ON**  
**WRITING 1**  
**Opinion Essay**  
**pages 163-173**

**Focus on Skills**

! **Writing:**  
*Understanding the question and planning the writing*  
*Structuring the essay: Paragraphing*  
*Giving & justifying opinion; Connecting ideas*  
*Proofreading*

**Focus on Language**

! **Vocabulary:** topical lexicon on tourism and travelling; academic words  
! **Use of English:** linking words and phrases

**MODULE 2 CAREER & PROFESSIONAL DEVELOPMENT**

**UNIT 8**  
**Careers Using**  
**Languages**  
**pages 174-194**

**Focus on Skills**

! **Reading** for the main ideas  
**Comprehension:** Yes, No, Not Given  
Texts: *Careers Using Languages; Seven Linguists Who Changed the Game*  
! **Speaking:** presenting information about the main requirements and prospects for specialist language occupations

**Focus on Language**

! **Vocabulary:** lexical units connected with jobs and careers of translators, interpreters, language teachers and linguists  
! **Use of English:** words easily confused related to the topic of *job*; nouns, verbs, adjectives with prepositions; phrasal verbs with *sort, back, crop, run, jump*; word formation & derivatives: *revision*



**UNIT 9**  
**Translation vs**  
**Interpreting**  
**pages 195-213**

**Focus on Skills**

! **Listening** for specific information

**Comprehension:** filling in the gaps

Recordings: *Translation vs Interpreting; You Have to Have Speed*

! **Speaking:** comparing/contrasting; describing the workflow of translation and interpretation; the role of interpreters and translators in the evolution of languages and cultures.

**Focus on Language**

! **Vocabulary:** types of translation and interpreting and peculiarities of their workflow;

! **Use of English:** SVO units; interpreter's note-taking abbreviations and symbols; nouns, verbs with prepositions

**UNIT 10**  
**Translation**  
**Agency**  
**pages 214-236**

**Focus on Skills**

! **Reading** for specific information

**Comprehension:** multiple choice

Text: *Professional Translation Agency*

! **Speaking:** describing staff structure and main principles of the translation project workflow; activities of translation agency.

**Focus on Language**

! **Vocabulary:** staff members, their duties and responsibilities, stages of the translation project, translation terms, jargon;

! **Use of English:** words easily confused: related to the topic of *requirement*; nouns, verbs with prepositions; phrasal verbs with 'run'; word formation & derivatives: *revision*

**UNIT 11**  
**Freelancing:**  
**Dreams vs**  
**Reality**  
**pages 237-251**

**Focus on Skills**

! **Listening** for specific information

**Comprehension:** matching

Texts: *Freelancing: Dreams vs Reality*

*How to set up Freelancing Business*

! **Speaking:** giving advice on how to become a successful freelance translator; develop translation business

**Focus on Language**

! **Vocabulary:** gaining experience, getting clients, developing business, global freelancing platforms;

! **Use of English:** words easily confused related to the topic of *income*; nouns, verbs with prepositions; phrasal verbs/idiomatic expressions with *rip, take, get, lose, let*; word formation & derivatives: *revision*

**FOCUS ON  
WRITING 2  
Applying for a  
Job  
pages 252-270**

**Focus on Skills**

! **Reading** for general information  
**Comprehension:** filling gaps  
Text: *How to get an Internship with a Translation Agency*  
! **Writing:** CV, application letter

**Focus on Language**

! **Vocabulary:** hiring process; application documents; personal characteristics; transferable skills; personal statement; education, training and internship;  
! **Use of English:** CV and application letter structure; linking words

**UNIT 12  
Job Interview  
pages 271-290**

**Focus on Skills**

! **Reading** for general information (gist)  
**Comprehension:** matching headings  
Texts: *Job Interview Tips; First time interviewing a candidate?*  
! **Speaking:** roleplay “A job interview”

**Focus on Language**

! **Vocabulary:** job interview; nonverbal communication in a job interview; interview preparation tips; key competencies.  
! **Use of English:** words easily confused on *competence*; nouns, verbs with prepositions; phrasal verbs/idiomatic expressions with *get, turn, make, take, come, keep*; word formation & derivatives: -er/-ee.

**MODULE 3 WELCOME TO THE ACADEMIC WORLD**

**UNIT 13  
What is a  
University  
Education  
Worth?  
pages 291-307**

**Focus on Skills**

! **Listening** for specific information  
**Comprehension:** multiple choice  
Recordings: *What is a University Education Worth? Value of university education*  
Text: *University Education Makes You a Better Citizen*  
! **Speaking:** expressing opinion, comparing higher education in Ukraine and UK

**Focus on Language**

! **Vocabulary:** higher education, types, roles, functions of universities  
! **Use of English:** words easily confused related to the topic of *education*; verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: -hood/-dom/-ship/-ness

**UNIT 14**  
**Joining the**  
**Academic**  
**Community**  
**pages 308-322**

**Focus on Skills**

! **Reading** for specific information  
**Comprehension:** gaps filling  
Texts: *Joining the Academic Community; Students Bring Their Own Technology to Lectures*  
! **Speaking:** sharing experience in learning

**Focus on Language**

! **Vocabulary:** roles of students; ways of studying  
! **Use of English:** words easily confused related to the topic of *achievements*; verbs with prepositions; phrasal verbs/idiomatic expressions;  
word formation & derivatives: *-ment*

**UNIT 15**  
**From an**  
**Undergraduate**  
**to an Esteemed**  
**Professor**  
**pages 323-334**

**Focus on Skills**

! **Listening** for specific information  
**Comprehension:** matching  
Recording: *What makes a good teacher*  
Videos: *What does good university teaching look like? Steps to become a professor*  
! **Speaking:** expressing opinion; reporting on the survey results

**Focus on Language**

! **Vocabulary:** traits, qualities of a good university teacher; university teacher career; university officials  
! **Use of English:** words easily confused: *mentor, advisor, supervisor, monitor*; verbs/nouns with prepositions; phrasal verbs/idiomatic expressions;  
word formation & derivatives: *revision*

**UNIT 16**  
**Academic**  
**Integrity**  
**pages 335-353**

**Focus on Skills**

! **Reading** for specific information  
**Comprehension:** *True, False, No information*  
Texts: *What can universities do to stop students cheating? Plagiarism*  
! **Speaking:** expressing opinion; reporting on the survey results

**Focus on Language**

! **Vocabulary:** academic integrity and honesty  
! **Use of English:** words easily confused: *forms of academic dishonesty*; nouns, verbs with prepositions: *revision*; word formation & derivatives: *revision*

**UNIT 17**  
**Academic**  
**Research**  
**pages 354-376**

**Focus on Skills**

! **Reading** for specific information  
**Comprehension:** correcting statements  
Texts: *How to Begin Basic Academic Research; Is University Research Good for Teaching?*  
Recording: *Advice on Writing a Dissertation*  
! **Speaking:** giving advice

**Focus on Language**

! **Vocabulary:** academic research  
! **Use of English:** words easily confused mostly related to the topic of *academic writing*; nouns, verbs, adjectives with prepositions, mostly *on*; phrasal verbs and expressions: mostly with *take*; word formation & derivatives: *revision*

**UNIT 18**  
**Studying**  
**Abroad**  
**pages 377-389**

**Focus on Skills**

! **Listening** for specific information  
**Comprehension:** gaps filling  
Videos: *The knowledge is great; Education in the USA; British Higher Education.*  
Recordings: *Freshers' Week; Postsecondary Education: Admissions*  
Text: *How to become part of Warwick Academic Community*  
! **Speaking:** role play

**Focus on Language**

! **Vocabulary:** UK and USA universities  
! **Use of English:** words easily confused mostly on *enquire*; nouns, verbs, adjectives with prepositions; idiomatic expressions: *on university life*; word formation and derivatives: *post-*

**FOCUS ON**  
**WRITING 3**  
**Academic**  
**Writing**  
**(Report)**  
**pages 390-396**

**Focus on Skills**

! **Writing:** *Understanding the question and planning the writing; Structuring the survey report: Paragraphing; Connecting ideas; Proofreading*  
Text: *What is Academic Writing*  
Recording: *Academic Writing; Proofreading*

**Focus on Language**

! **Vocabulary:** topical lexicon on academic world; academic words  
! **Use of English:** linking words and phrases

MODULE 1  
**TOURISM AND TRAVELLING**

UNIT 1  
**The Future of Travel & Tourism**

**! Learning Goals**

*Skills*

**! Reading** for the main ideas.  
Texts: *The Future of Travel & Tourism; Worst experiences on business trips*  
**Comprehension:** matching  
**! Speaking:** giving opinion

*Language*

**! Vocabulary:** types of holidays, destinations; modes of transportation; technology and VR  
**! Use of English:** words easily confused related to the topic of *travel*; nouns, verbs, adjectives with prepositions; phrasal verbs with *look, head, get*; word formation & derivatives: nouns, adjectives, adverbs.

**Warming up**

**Task 1** *Work in pairs. Give your predictions about travelling in 10 years' time. Answer the questions below. Compare your predictions with the ones of other students.*

1. Where will we be travelling in 10 years' time?
2. What will we be doing?
3. How will technology, drones and **Virtual Reality** change travel?

**Reading Skills**

**Focus on Comprehension:** *Tips for matching task*

- ✓ Do not read through the whole text first.
- ✓ Read each question and underline the key words.
- ✓ Scan the text by reading through it quickly to find the information. Ignore parts of the text which are not relevant to the point you are looking for.
- ✓ When you find the relevant part of the text, read it carefully.
- ✓ The questions and the text will not contain the same words. Look for and match meaning.

*from FCE Practice Tests, Longman*

**Task 2** Read an article in which travel experts make predictions about the future of tourism and travel. For questions 1-15 choose from the experts from A–E. The people may be chosen more than once. There is an example at the beginning (0).

***Which of the experts***

0. describes the places in the process of becoming tourist destinations? E
1. brings back into the mind the way people spent holidays in the 20<sup>th</sup> century?
2. compares the ways people spent holidays in the 20<sup>th</sup> century and nowadays?
3. finds the size of the Earth the reason for problems discovering new places to visit?
4. predicts some changes in the design and structure of the mode of transportation?
5. gives the reason for preventing virgin lands from turning them into popular holiday destinations?
6. mentions untouched areas attracting more and more travellers who want to run away from civilization?
7. supposes that travelling will become cheaper.
8. is optimistic about the future of the tourism industry?
9. warns about the negative consequences of the uncontrolled amount of tourists?
10. does not think that it will be important for people to use spaceships for travelling to the Moon and other planets?
11. predicts a further expansion of unusual, exciting or dangerous holidays?
12. speaks in support of one mode of transportation?
13. believes that people will always be in search of places where they can escape everyday routine?
14. is concerned about the negative effects of mass tourism?
15. gives examples of technology providing the best choice of accommodation, sites, activities etc?

## **The Future of Travel & Tourism: where will we be going and what will we be doing in 10 years' time?**

*www.wanderlust.co.uk*

### **A. Peter Kerkar (CEO, Cox & Kings – *www.coxandkings.co.uk*)**

The major issue stunting development of **wilderness areas** now is accessibility, but I can see this becoming dramatically changed by the increased sophistication of drones. 10 years may be too soon to start transporting travellers by **pilot-less drones** into wilderness areas, but the delivery of supplies to build and sustain **remote camps** and **lodges** should mean that it is more viable to bring **high-value, low-volume tourism** into some of the world's remotest corners.

I see the significance of **space planes** as being less about people having a brief experience of weightlessness, seeing the Earth from space, or even colonising other moons and planets, and more having to do with speeding up international travel. A **flight** from London to Sydney **via space** would revolutionise **long-haul travel**. The long-weekend or brief **business trip** to Auckland or Melbourne could become viable.

Travellers will soon be able to go to any major city in the world and access a spoken **Auto-Guide** via their mobile phone so that when they are walking down the street they can ask “How old is that building?” or “Tell me about the history of this street”, and hear the answers in their headphones.

The development that may make one of the greatest impacts on tourism is the **autopilot car**. Airports will run fleets of electric **vehicles** pre-programmed to take people to their hotel, office or home.

People often hark back to the ‘Golden Age of Travel’, normally associated with the 1930s, an era of great **ocean liners, flying boats, the Orient Express** and Nile riverboats. While some people are eyeing up the era of the space plane, others will be looking to go retro. In the era of constant connectivity and apps for every eventuality, the **raw thrill of travelling incommunicado** will become a significant trend. Retirees, who recall taking **gap years** before the advent of the mobile phone, will rejoice in locking all devices away and heading off with a **compass, folded map** and a few nagging doubts, as their baffled children and grandchildren look on aghast.

### **B. Jonny Bealby (Managing Director/Founder, Wild Frontiers – *www.wildfrontierstravel.com*)**

The cliché is that those that can afford it will be heading off to space for their summer **getaway**. Here on Planet Earth, personal drones will follow our every move. **Fly-drive holidays** will be a thing of the past because computers will do the driving for us, and Virtual Reality will mean many won't even bother to travel as they can experience paradise in their own backyard.

Technology will play an ever-increasing role in travel and how we choose our holidays. Google Places, showing real live data on how busy a site, restaurant or bar is, will be widely used. Systems like **Amazon's Alexa** will help us find our dream holiday by simple voice recognition. Virtual Reality will help us decide if a hotel or experience is for us. But there will never be any substitute for experiencing the real thing. We'll still be looking for the same things: to escape the world in which we spend most of our time and find a different one in which we can relax, learn, challenge ourselves and have fun.

As far as **adventure travel** goes, the trend that started some 10 years ago will still be prevalent: ever-more inquisitive travellers heading further **off the beaten path**. As a reaction to the huge increase in tourist numbers to **mainstream sites**, the demands for locations further **afield** will become greater than ever. In search of this, people will be willing to take more risks. We're already seeing a rise in travel to locations that offer unspoilt wilderness and a chance to escape connectivity in places like Kyrgyzstan, Mongolia, Bolivia, Ethiopia.

**C. Pete Burrell (MD, Exodus Travels – [www.exodus.co.uk](http://www.exodus.co.uk))**

Over the next decade, I believe we'll all take more responsibility for the impact of our travels. Increasingly, customers will expect their travel companies to measure and manage the impact their trip has, both in terms of energy consumption and the way the holiday affects the **host community**.

Travellers will be looking to understand the culture of the place they are visiting and experience 'real travel'. **Local homestays**, 'taster classes' in things like cookery and crafts, and a move away from huge faceless hotels will ensure the tourist pound or dollar goes back into the community, as well as giving travellers richer experiences.

Another antithesis to the '**fly and flop**' will be an increase in various sports and challenges in people's **leisure time**. **Parkrun Tourism** already exists. People increasingly want to **summit mountains**, cycle around islands, or do yoga on the beach while they're away. The increase in **camaraderie** and participation in Parkruns, Tough Mudders, and Race For Life that we've seen in the UK over the last 10 years will have a big impact on travel abroad over the next 10.

**Plane layouts** will become more flexible, so friends and families can sit around a table, like on a train, to eat, play games and chat.

**VR headsets** will give people a much better taste of what they're signing up to before they **book a trip**. Customers will become more comfortable with more exotic **destinations**, as they watch **drone footage** and **360-video** of it before they go.



When they **arrive**, their ‘translation earpieces’ will enable them to understand the **locals** easily, which will breakdown that fundamental language barrier and encourage cultural understanding and sharing. The future of travel looks bright to me.

***D. Clive Stacey (MD/Co-Founder, Discover the World –[www.discover-the-world.co.uk](http://www.discover-the-world.co.uk))***

The number of tourists **exploring** the world could increase alarmingly if left unchecked, which will have a big impact on the Earth’s most celebrated **travel icons** and **places of natural beauty**, slowly being destroyed by travellers ‘collecting’ experiences.

But, as they realise this, I predict they will be more willing to explore further afield, getting well off the **tourist trail** to discover those ‘hidden’ travel experiences that are less affected by **mass tourism**.

Technology will also no doubt increase in sophistication, as will the ability to make travel arrangements without the need of human interaction. Because of this, it’s likely that the relative cost of travel will continue to drop, which will fuel expansion. Then, of course, there is the thorny question of how we are to limit greenhouse gases, which could limit the amount of travel permitted.

***E. Robin Ball (Director, Bamboo Travel – [www.bambootravel.co.uk](http://www.bambootravel.co.uk))***

One trend that I can’t see changing, as it has been growing continuously for around 20 years now, is the desire to be active on holiday, rather than to fly and flop on a sunbed for a fortnight, as was the norm when tourism first went mass market in the 1970s. People want to try to pack in as much as they can for the duration of the holiday. It isn’t just activities that are increasingly popular. People are also demanding to see as much of the country as possible and even want to visit two or even three countries on the same trip.

One big change will be an increase in **high-speed train** travel, that shifts **leisure travellers** from using **domestic** and **regional flights** to trains. **Seating** in the **Business Class carriages** is already on a par with a **premium cabin** on a leading **airline**. The biggest advantage of this is that people will be able to cover much greater distances and enjoy a multitude of experiences on the same holiday, plus, of course, even at high speed, you see a lot more of the countryside from a train than you do from the **seat** of an **aircraft**.

Finding new destinations for people to discover is also becoming increasingly challenging as the world grows ever smaller. There are some destinations in the making, with great beaches, colonial architecture, lush mountain scenery, a paradise for divers and snorkelers.

## ***Focus on Content***

**Task 3.** *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

**Task 4.** *Answer the questions below.*

1. What is the issue under consideration about?
2. Why do you think the predictions about the future of travel and tourism are trustworthy?
3. What are the predictions about?
4. What destinations will be popular with the tourists in 10 years' time according to the experts? To what extent do you agree or disagree and why?
5. How will the modes of transportation change?
6. What role will technology and Virtual Reality play in the development of the tourism industry?
7. How will travellers' preferences and demands change?
8. What predictions make the future of travel look bright? Which ones are the experts worried about?

## **Vocabulary & Use of English**

### ***Focus on Vocabulary***

**Task 5** *Match the definitions of types of holidays below with the words in bold from the text. Give the Ukrainian equivalents to the types of holidays.*

- 1) The unique approach to tourism aimed at balancing the benefits of a successful tourism industry with the conservation of nature and culture.
- 2) The travel involving the transport of goods or passengers over long distances.
- 3) The act of visiting a leisure destination with large amounts of people at one time.
- 4) A journey that people make to a place and back again as part of their job.
- 5) A year between leaving school and starting university that is usually spent travelling or working.
- 6) A short holiday; a place that is suitable for a holiday.
- 7) A holiday arranged at a fixed price that includes your flight to a place, a car to drive while you are there, and a place to stay.
- 8) A journey involving unusual, exciting or dangerous experience and physically challenging activities.
- 9) A kind of holiday where a person travels somewhere to relax, without any detailed plan of activities.
- 10) The time when you are not working and you can relax and do things that you enjoy.
- 11) The type of holiday which can involve running in a neighbouring park, town, region or even country with some runners travelling to a different run every week.

**Task 6** Use the words from Task 5 in the sentences of your own.

**Task 7** Fill in the blanks to complete the sentences below with the words from Task 5.

1. Hike, climb, cycle, surf, canoe... there are countless ways to explore a country if you've got a taste for \_\_\_\_\_ holiday. 2. My son would like to take a \_\_\_\_\_ between school and university and spend the year exploring North America. 3. For white sand, clear turquoise sea, island location, and luxurious accommodation, the lovely islands of the Maldives are second to none if you prefer \_\_\_\_\_ holidays. 4. A few weeks ago I spent more than 30 hours flying home from Almaty, Kazakhstan to Sydney, via most of mainland China, which means I should now be an expert on the science of surviving \_\_\_\_\_ travel. 5. The last decade has seen a shift in awareness of the importance of \_\_\_\_\_ time activities in the development of a young person. 6. As a journalist who has covered the travel industry for many years, I've taken my share of \_\_\_\_\_ trips – the good, the bad, and the ugly. 7. \_\_\_\_\_ has always been the subject of criticism for its negative impacts on unique ecosystems around the world. 8. Those fond of \_\_\_\_\_ are determined to run at every event on the map. 9. The arrival of August marks the half-way point of summer. If you haven't yet made definite plans for a summer \_\_\_\_\_, it's now or never. 10. Our priority remains \_\_\_\_\_ which is the preservation of the local culture and environment. 11. There's so much to see in the Black Forest and a \_\_\_\_\_ holiday is by far the best way to visit it as the price includes the plane tickets, car hire and hotel accommodation vouchers.

**Task 8** Explain the meaning of words and word-combinations below and give their context. Use a dictionary if necessary.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. a destination              | 11. a tourist trail            |
| 2. a wilderness area          | 12. the locals                 |
| 3. remote                     | 13. a host community           |
| 4. a camp                     | 14. a local homestay           |
| 5. a lodge                    | 15. book a trip                |
| 6. a beaten path              | 16. summit mountains           |
| 7. a mainstream site          | 17. camaraderie                |
| 8. afield                     | 18. a raw thrill of travelling |
| 9. a travel icon              | 19. incommunicado              |
| 10. a place of natural beauty | 20. explore                    |


**Task 9** Express the following ideas in English. Use active vocabulary.

1. Місце призначення; прямувати до місця призначення. У майбутньому літаки зможуть злітати, прямувати до місця призначення та здійснювати посадку без втручання людини. 2. Куточок/район дикої природи/заповідник. Нові технології забезпечать зв'язок з найвіддаленішими районами дикої природи. 3. Табір; прокладений шлях. Наше місце призначення – табір у горах, подалі від прокладених шляхів. 4. Літній дерев'яний будиночок/котедж; на околицях; місце первозданної краси. Відпочинок у котеджі на околицях цивілізації приваблює лише тих туристів, які хочуть побачити природу у її первозданній красі. 5. Популярне туристичне місце; туристична візитна картка/візитівка/визначна туристична пам'ятка. Стародавні замки – головні визначні туристичні пам'ятки України. До їх переліку входять Хотинська фортеця, Острозький і Луцький замки та багато інших яскравих популярних туристичних місць, що мають свою неповторну історію та архітектуру. 6. Туристична стежка; підкорювати гори; нестримне захоплення/передчуття подорожі; дух товаришкості/товариство. На туристичній стежці *Західне шотландське нагір'я* (The West Highland Way) знаходяться головні природні пам'ятки Шотландії. Ви назавжди запам'ятаєте відчуття нестримного захоплення подорожі та духу товаришкості з іншими поціновувачами пригод під час підкорення засніжених вершин. 7. Місцеві мешканці; місцеві громади; проживання у будинку місцевих мешканців. Результати дослідження свідчать, що галасливі вечірки, влаштовані туристами під час проживання у будинках місцевих мешканців, та види відпочинку, які негативно впливають на природу, культуру та звичаї місцевих громад, викликають погане ставлення місцевих мешканців до туристів, що може зіпсувати відпочинок. 8. замовляти/бронювати відпочинок/поїздку; без зв'язку; досліджувати. Найкращий спосіб відпочити від цивілізації – це замовити поїздку до віддаленої маловідомої місцевості. Саме там, де відсутній будь-який зв'язок ви зможете дослідити неперевершену природну красу.

**Task 10** Find in the text “*The Future of Travel and Tourism*” all the lexical units connected with the modes of transportation. Explain your choice. Which ones would you prefer and why?

**Task 11** Make a list of gadgets and devices mentioned in the text about the future of travel and tourism which will be used while planning, arranging, and spending holidays in the future. Do you think new technology will benefit or harm the way people spend their holidays?

## Extra Vocabulary

**Task 12**  Listen to a BBC radio programme about space travel. Before listening, match the words (from 1–11) on the right with their definitions (A–K) on the left. Then listen and check.

- |                              |  |
|------------------------------|--|
| 1) an astronaut _____        | A. An aircraft that goes into space.   |
| 2) a shuttle _____           | B. 4, 3, 2, 1  |
| 3) hydraulics _____          | C. The base from which the shuttle is sent up into the sky, or launched into space.      |
| 4) to launch _____           | D. Faster than the speed of sound.   |
| 5) a launch pad _____        | E. A kind of vehicle which gives the shuttle extra power to take off and get into space. |
| 6) the final countdown _____ | F. A person who goes into space.   |
| 7) boosters _____            | G. When you don't weigh anything because there is no gravity.                            |
| 8) to ignite _____           | H. Parts of a machine that use the pressure of liquids to move things.                   |
| 9) supersonic _____          | I. The force that pulls you down towards earth.  |
| 10) weightless _____         | J. To start burning.   |
| 11) gravity _____            | K. To start something  |

**Task 13** Pretend you are Jeff Hoffman. Answer your groupmates' questions about travel into space. Describe how it feels to get into space.

### Focus on Language

#### Words Easily Confused

**Task 14** Study the words and sentences with them below. Pay attention to the difference in their meaning.

**travel** – the act of taking a journey. Eg.: *His job involves a lot of travel.*

**journey** – when you travel from one place to another. Eg.: *I bought a paper on the return journey last night and had a go at the crossword.*

**trip** – a short, usually for pleasure, journey to a place and back again. Eg.: *She had the pleasure of taking several trips to Mexico to visit family members.*

**expedition** – a long journey, esp. one made by a group of people with a particular aim to explore or research. Eg.: *In the past two years, there have been six or seven research expeditions to the region.*

**tour** – an organised trip, usually for pleasure, during which you visit different places. Eg.: *The highlights of the tour will be visits to Florence, Rome and Venice.*

**excursion** – a short journey made for a particular purpose. Eg.: *One of my favourite excursions was a short drive from downtown at the Ballard Locks, which is absolutely free to visitors.*

**voyage** – a long journey by ship or spacecraft. Eg.: *Seven British warships and support vessels have set off on a voyage around the world to mark the new millennium. The Galileo unmanned spacecraft is about to conclude a 14-year voyage of exploration to Jupiter and its moons.*

**cruise** – a holiday on a large ship. Eg.: *If a luxurious Mediterranean cruise is your dream, do not despair.*

**flight** – a journey in a plane or space vehicle. Eg.: *The deals include return flights with Continental Airlines from Gatwick and a stay at the famous Golden Nugget hotel.*

**Task 15** *Fill in the blanks with the correct words in brackets.*

1. Rutan said the spacecraft would be safer than early commercial airline \_\_\_\_\_, and \_\_\_\_\_ would not be limited to the young and superfit. (*flights; travel*)
2. That venture, along with limited guided \_\_\_\_\_ and day \_\_\_\_\_ for schoolchildren, proved hugely popular and 2,500 people have visited the centre per week. (*tours; trips*)
3. Eventually they were offered an alternative \_\_\_\_\_ with another airline and their \_\_\_\_\_ began on Monday. (*flight; journey*)
4. Following today's inaugural \_\_\_\_\_ classic train will operate a year-round schedule of day \_\_\_\_\_ and weekend \_\_\_\_\_ from York, Manchester and Liverpool. (*trips; excursions; journey*)
5. Cook's third \_\_\_\_\_ was to the northern Pacific, so completing the greatest series of scientific \_\_\_\_\_ ever undertaken. (*expeditions; voyage*)
6. It is worth bearing in mind that many of the activities and \_\_\_\_\_, such as boat \_\_\_\_\_ and diving, are subject to good weather conditions. (*trips; excursions*)

7. It also has a splendid harbour full of boats offering fishing \_\_\_\_\_, pleasure \_\_\_\_\_ and diving \_\_\_\_\_. (*cruises; excursions; trips*)
8. In the course of their \_\_\_\_\_ round the country, the group will go on a bus \_\_\_\_\_ and visit some of Dublin's top attractions. (*tour; travel*)

**Collocations & Expressions**

**Task 16** Study the following collocations and expressions.

- |                           |                     |
|---------------------------|---------------------|
| to make/have an impact on | to fuel expansion   |
| to make arrangements      | unspoilt wilderness |
| to do yoga                | in search of        |
| to do the driving         | in terms of         |

**Task 17** Find the mistakes in the sentences below and correct them.

1. In the near future computers will make the driving for us. \_\_\_\_\_
2. Tourists will demand locations that offer unspoilt wilderness and a chance to escape connectivity. \_\_\_\_\_
3. Customers will expect their travel companies to manage the impact their trip has in terms on natural resources consumption. \_\_\_\_\_
4. The development that may do one of the greatest impacts on tourism is the autopilot car. \_\_\_\_\_
5. People increasingly want to stay active, making yoga on the beach for example, while they're away. \_\_\_\_\_
6. The decrease in the cost of travel will fuel expansion. \_\_\_\_\_
7. Most of the travel arrangements will be done without the need of human interaction. \_\_\_\_\_
8. The number of tourists exploring the world in search for places of natural beauty could increase alarmingly. \_\_\_\_\_

## Prepositions

**Task 18** Complete the blanks with the prepositions where necessary.

___ a journey / trip / tour	a rise ___ ___ mobile phone	an impact ___ an increase ___
___ 10 years time	___ speed	___ a train
___ space	associate ___	a demand ___
affect ___ sth	escape ___ sth	a trip ___
___ far ___	___ an aircraft	a responsibility ___
___ holiday(s)	a flight ___ ... ___	a reaction ___

**Task 19** Choose the correct item.

- We'll still be looking for the way to escape \_\_\_ the world in which we spend most of our time.  
a) from                      b) –                      c) off                      d) of
- I accept full responsibility \_\_\_\_\_ my reaction.  
a) over                      b) on                      c) of                      d) for
- A flight from London to Sydney \_\_\_ space would revolutionise long haul travel.  
a) across                      b) –                      c) via                      d) by
- Where will we be travelling \_\_\_\_\_ 10 years' time?  
a) -                      b) in                      c) through                      d) across
- We're already seeing a rise \_\_\_ travel to locations that offer unspoilt wilderness and a chance to escape connectivity.  
a) at                      b) –                      c) of                      d) in
- People want to visit two or even three countries \_\_\_\_\_ the same trip.  
a) along                      b) at                      c) in                      d) on
- Golden Age of Travel is normally associated \_\_\_\_\_ the 1930s.  
a) to                      b) via                      c) –                      d) with
- The demands \_\_\_\_\_ locations further afield will become greater than ever.  
a) of                      b) for                      c) about                      d) on
- This trend will have a big impact \_\_\_ travel abroad over the next decade.  
a) of                      b) at                      c) for                      d) on
- \_\_\_\_\_ far as adventure travel goes, the trend that started some 10 years ago will still be prevalent.  
a) So                      b) A lot                      c) As                      d) –
- Travellers will soon be able to access a spoken Auto-Guide \_\_\_\_\_ their mobile phone and hear about the history of the place.  
a) via                      b) through                      c) at                      d) to



12. The car was running \_\_\_\_ full speed.

- a) with                      b) at                      c) in                      d) on

13. Plane layouts will become more flexible, so friends and families can sit around a table, like \_\_\_\_\_ a train, to eat, play games and chat.

- a) on                      b) in                      c) via                      d) at

14. As a result of the huge increase \_\_\_\_\_ tourist numbers to mainstream sites, the travelers will look for locations further afield.

- a) of                      b) in                      c) at                      d) –

### ***Phrasal Verbs***

**Task 20** Match the phrasal verbs in the sentences on the left with their definitions on the right by writing the correct number in the box next to each definition. Translate the sentences into Ukrainian.

1. Travellers will be **looking to** understand the culture of the place they are visiting.

2. Baffled children and grandchildren will **look aghast on** their grandparents going on a trip with a compass and a folded map.

3. We'll still be **looking for** the same things: to find the world in which we can relax, learn, challenge ourselves and have fun.

4. Some will rejoice in locking all devices away and **heading off** the beaten paths.

5. Holidaymakers will be more willing to explore further afield, **getting off** the tourist trail to discover 'hidden' travel experiences.

6. While some people are **eyeing up** the era of the space plane, others will want to go retro.

7. The significance of space planes can be seen in **speeding up** international travel.

8. VR headsets will give people a much better taste of what they're **signing up to** before they book a trip.

9. People often **hark back to** the 'Golden Age of Travel', an era of great ocean liners and flying boats.

10. People want to try to **pack in** as much as they can for the duration of the holiday.

to turn back or turn aside

to look closely at sth you are interested in

to direct one's attention to

to agree to become involved in an organized activity

to do a lot of activities to cause sth to happen faster

to search for

to avoid

to watch without getting involved

to remember or talk about sth that happened in the past

## **Word Formation & Derivatives: Formation of Nouns, Adjectives, Adverbs**

**Task 21** *Look at the sentences below. What part of speech (verb, noun, adjective or adverb) is each of the words in bold type? Check their pronunciation.*

1. The world's remotest corners may **be accessed** via pilot-less drones. 2. Two side entrances offer **access** to the front and rear landscaped gardens. 3. The town is also **accessible** by good roads, has an airport and a harbour, but all these facilities need tourist upgrading. 4. These ambitions, however, need to be turned into a credible and **deliverable** programme of investments into the tourism industry. 5. Pilot-less drones will **deliver** supplies to build and sustain remote camps and lodges. 6. What do we need to provide the **sustainability** of the remote wilderness areas? 7. It is the next challenge for those who are active in finding new **sustainable** destinations for people to discover. 8. The Earth's most celebrated travel icons must be conserved and used **sustainably**. 9. I consider space planes a **significant** mode of transportation which will speed international travel. 10. Social meaning and communication derive from a variety of signs and **signifiers**. 11. At the moment there are twenty people who **have signified** their intention to travel. 12. Assuming you're doing this in a gravity environment, more mass means more **weight**. 13. Then you realise that you are sort of floating up **weightlessly**. 14. In space, you seem to **weigh** nothing. 15. The railway and its **connective** powers shaped the character, location, and economy of the small town on the Great Plains of North America. 16. The motorway **connects** with major routes from all parts of the country. 17. The Roman province of Britain is a place in which these **connections** between culture and social relations can be seen with particular clarity. 18. He spent much of his **retirement** travelling in Europe. 19. The arrival of our boats was a rare event in this quiet **retired** corner of the world and nearly all the inhabitants came down to the beach to see us pitch our tents. 20. When Robert **retired** from teaching, his appetite for taking pictures of places of natural beauty grew. 21. He was determined to **participate** in parkrun in Hyde Park, London. 22. All that is needed now is to ensure that all **participants** in the host community share a common sense of place and can express that to visitors in a variety of animated ways.

**Task 22** Fill in blanks in the table with the words from Task 21.

<b>Verb</b>	<b>Noun</b>	<b>Noun (person)</b>	<b>Adjective/Adverb (opp)</b>
_____	<i>accessibility</i>	_____	(in) _____
_____	<i>(non-)delivery</i> <i>deliverance*</i>	deliverer*	_____
<i>sustain</i>	_____	_____	(un)_____ / sustained*
_____	<i>significance</i>	_____	(in)_____/
_____	_____	_____	_____
_____	<i>weightlessness</i>	_____	weightless/ _____
_____	<i>connectivity</i>	_____	_____
_____	_____	_____	connected
_____	_____	<i>retiree</i>	_____
_____	<i>participation</i>	_____	_____

**Task 23** Look the words marked with asterisk (\*) up in the dictionary to find out their meaning.

### Speaking Skills

*Communicative Situation 1:* You are a managing director in a travel company. Make your predictions about the future of travel and tourism.

*Communicative Situation 2:* You are engineers of the aerospace manufacturer and space transportation services company Space Exploration Technologies Corp. Make your predictions about space travel in the future. Work in a group.

*Communicative Situation 3:* You are a co-founder of a travel agency focusing on organizing travel in Ukraine. What are your ideas about travel and tourism in Ukraine in 10 years' time?

## Test Yourself Section

### *Reading Comprehension*

**Task 23** *Revise the Tips for matching task.*

**Task 24** *Read an article in which travellers tell about their worst experiences on business trips. For questions 1-15 choose from the experts from A–E. The people may be chosen more than once.*

*Which traveller*

1. did not learn basic language skills
2. was not aware of the national holidays which delayed her trip
3. has found the way to make him/herself feel full of energy again
4. scheduled leisure before business
5. used another mode of transportation during the journey
6. assumed he/she knew the visa requirements
7. had not travelled a lot before
8. was going nonstop
9. felt stressed after the rest
10. did not check carefully his/her plane ticket

**A. Shane Mitchell, writer**

I was headed to India on assignment. My route was through Kenya and the U.A.E., and I only discovered I lacked the proper paperwork while checking in for a flight, at midnight, in Nairobi. I was refused entry. Not to make that mistake again I do my travel prep homework now which includes the CIA World Factbook, U.S. Department of State travel alerts, the U.K. Foreign Travel Advice site, the Center for Disease Control and even a global religious holiday calendar app. This last one can be crucial. While I was waiting for that emergency visa, I got caught in a vortex of converging religion celebrations — Easter, Passover, Mawlid — when visa offices were shut down across all countries I travelled through.

**B. Tammy Peters, founder, Media Mixology**

When planning a "bleisure" (business + leisure) trip, put the business part first, followed by your leisure stay. If you start with the leisure part of the trip, it's 10 times harder to shift into work mode. I once went on vacation to Cozumel and Tulum right before a conference in Cancun. I was so chilled out and relaxed, and then the conference set me abruptly into high-stress mode. Massive vacation buzzkills! I've never vacationed before work on a bleisure trip since.

***C. Adele Gutman, vice president of sales, marketing & revenue, Library Hotel Collection***

When I was in my 20's I was the regional director of sales of Swissotel for the East Coast and I went to Switzerland to see the hotels. I was late to the train station in Bern dragging too many bags, as I still was not an experienced international traveller. I asked someone in uniform if they knew which track was for the train to Zurich. The person said, "Nein," so I rushed off to track nine and ended up on a train to Geneva. Now I know: "nein" means "no."

***D. Mevish Aslam, founder, Terminal 3 and Sprinters***

Last year, I attended Pirate Summit in Cologne and then numerous tech events in Berlin. After a long week of work, I had a reunion planned with friends in Porto. From Berlin I booked a flight to Cologne as my next flight was 6:30 a.m. from Frankfurt Hahn Airport to Porto. So, I scheduled a BlaBlaCar from Cologne to Frankfurt. The driver agreed to drop me and another passenger off to the airport. We arrived at Frankfurt's huge international airport. But my flight was booked with a budget carrier from Frankfurt-Hahn Airport, which was on the other side of the city. I'm lucky I didn't miss the flight. Lesson learned: the importance of planning.

***E. Alyssa Bushey, vice president, RockOrange***

When I travel, I like to pack in as many meetings as possible. In larger cities – New York City, Los Angeles, Boston, Vegas – I often find that I start my day by leaving the hotel before 8 a.m., and I may not come back there until after dinner, drinks or a club. It is hard to feel fresh all day when you are going for 12 hours straight. A lot of high-end spas offer relatively inexpensive day passes to utilize their thermal experiences (mineral baths, saunas, steam, showers, etc.). During the winter, it is a great place to warm up and revitalize, and during the summer it is a great way to feel fresh during long days. It's amazing what even 30 minutes in a spa can do for the soul.

*from <https://www.forbes.com>*

## Wordlist

1. *Virtual Reality (VR)*
2. *VR headset*
3. *wilderness area*
4. *pilot-less drone*
5. *remote camp*
6. *lodge*
7. *high-value, low-volume tourism*
8. *space plane*
9. *flight, domestic, regional*
10. *premium cabin*
11. *aircraft*
12. *via space*
13. *long-haul travel*
14. *business trip*
15. *auto-guide*
16. *autopilot car*
17. *vehicle*
18. *ocean liner*
19. *flying boat*
20. *the Orient Express*
21. *high-speed train*
22. *business class carriage*
23. *seat*
24. *thrill of travelling*
25. *incommunicado*
26. *gap year*
27. *compass*
28. *folded map*
29. *getaway*
30. *fly-drive holiday*
31. *Amazon's Alexa*
32. *adventure travel*
33. *beaten path*
34. *mainstream sites*
35. *afield*
36. *host community*
37. *local homestay*
38. *fly and flop*
39. *leisure time*
40. *Parkrun Tourism*
41. *summit mountains*
42. *camaraderie*
43. *plane layout*
44. *book a trip*
45. *destination*
46. *drone footage*
47. *360 video*
48. *the locals*
49. *explore*
50. *travel icons*
51. *places of natural beauty*
52. *tourist trail*
53. *mass tourism*

## Use of English

### *Collocations & Expressions*

make/have an impact on  
unspoilt wilderness  
in search of  
in terms of

do yoga  
do the driving  
make arrangements  
fuel expansion

## ***Prepositional Phrases***

in 10 years' time  
via space  
via mobile phone  
as far as  
on a journey/trip/tour

on holiday(s)  
on a train  
on an aircraft  
at speed

## ***Words with/without Prepositions***

### *verbs*

associate with    travel abroad  
escape sth        demand  
affect sth         increase

### *nouns*

a flight from ... to    a demand for  
a reaction to            a rise in  
a trip to                 a responsibility for  
an impact on            an ability to do sth  
an increase in

## ***Phrasal Verbs***

hark back to  
eye up  
look to  
head off  
look on

speed up  
look for  
sign up to  
get off  
pack in

## UNIT 2 Ecotourism

### ! Learning Goals

#### *Skills*

! **Listening** for the main ideas  
**Comprehension:** True, False, Not given  
Recordings: *Ecotourism; Effects of Tourism*  
! **Speaking:** discussing pros and cons; working out a solution to a problem

#### *Language*

! **Vocabulary:** types of alternative tourism; ways of protecting nature; conservation volunteering activities  
! **Use of English:** words easily confused mainly related to the topic of *protection*; nouns, verbs with prepositions; phrasal verbs with *find, take, leave, spring, come*; word formation & derivatives: *nouns, adjectives, adverbs*.

### Warming up

**Task 1** *Discuss the picture below with your partner/groupmates.*



<https://www.bbc.com/ukrainian/vert-cap-48790366>




## Listening Skills

### *Focus on Comprehension: Tips for True /False /Not given task*

- ✓ Before the recording starts, read the tasks carefully.
- ✓ Listen for the specific information you need, focus on synonyms.
- ✓ Do not worry if there is a word you do not understand; you may not need it.
- ✓ Remember that you are matching meanings, not words.
- ✓ Read, write and listen at the same time.
- ✓ Attempt all questions; there are no penalties for incorrect answers.


*from Prepare for IELTS, British Council*

**Task 2**  Listen to a recording about ecotourism. Do the following statements agree with the information you hear? For questions 1-10 write

<b>True</b>	<i>if the statement agrees with the information</i>
<b>False</b>	<i>if the statement contradicts the information</i>
<b>Not given</b>	<i>if there is no information on this</i>

1. Ecotourism incorporates something from all other forms of alternative tourism.
2. Most people contradict the idea that local communities must benefit from ecotourism.
3. Local people must make a profit without destroying natural resources.
4. Nature reserves which allow a small amount of tourist to see rare animals generate little money.
5. A genuine ecotourism project not only does employ local people but also involves them into decision making.
6. While on holiday tourists should be ready to learn the local language to be able to greet, thank or ask for permission.
7. Asking for permission to take a photo means appreciation of local culture and traditions.
8. Buying souvenirs made from endangered species is illegal.
9. Ecotourism holidays which are advertised nowadays are much better than traditional tourism.
10. Travelling by plane to an exotic location is an essential part of your ecotourism holidays.

## ***Focus on Content***

**Task 3**  *Listen again and answer the questions below.*

1. What is the issue under consideration about?
2. How do people try to save the environment nowadays?
3. Why are alternative forms of tourism becoming more and more popular?  
What are they?
4. What four aspects of ecotourism do most people agree about?
5. What is needed to conserve the wildlife and culture of the area?
6. What are the ways to benefit local people and involve local communities?
7. What does sustainability mean?
8. What experience will tourist want to pay for?
9. Why can ecotourism be expensive?
10. How can you prepare for visiting a place you are going to?
11. How can you show your respect for the local culture?
12. How should you use resources?
13. How do you understand the phrase “Leave nothing behind except your footprints and take nothing away except photographs.”?
14. What non-polluting means of transport can you travel?
15. What is to be done when something goes wrong?
16. Why should you choose your holidays carefully?
17. Why is flying not the best way to get to your eco destination?

## **Vocabulary & Use of English.**

### ***Focus on Vocabulary***

**Task 4** *Complete the sentences with the words and word combinations from the box. There are two words you do not need.*

**international luxury  
hotel  
hotel guest  
for hire  
nature reserve  
conservation work  
fair price**

**native forest  
international  
restaurant chain  
local handicraft  
endangered  
animals/plants  
water sprinkles**

**locally produced  
carbon dioxide  
exotic location  
place of natural beauty  
non-polluting forms of  
transport  
ecotourism**

1. .... are heavens on Earth and are home to the last specimens of endangered species. And ecotourism can help protect them.

2. Are you ready to get rid of that gas-guzzler and try .....? Every situation is different, but you may be surprised by how many practical options are out there.
3. He visits ..... including the Solomon Islands and Hawaii, and his first-person accounts and photographs provide insight into these remote places at the beginning of the 20<sup>th</sup> century.
4. The diverse wildlife and nature of Costa Rica attracts many tourists to its national parks every year, and the country has become a world-famous travel destination. The parks are home to ..... and also offer outdoor activities, such as hiking, horseback riding, rafting, zip-line and many more.
5. The .....association brings together luxury hotel experts, travel companies, industry professionals, governments and educators with the common goal of improving standards in service and design in the luxury segment of the hotel industry.
6. The National Museum also opened a hall devoted to ..... in order to disseminate popular traditions and crafts.
7. The ocean has absorbed about 30 per cent of the emitted anthropogenic....., causing ocean acidification.
8. Tours which include stays in luxurious hotels of the highest quality and promenades at ..... of incredible .....
9. A successful hotel business is one that builds trust within ..... and clearly outlines what the customers will expect – and delivers every time. Only then will guests become loyal, repeat customers.
10. This programmatic piece is inspired in childhood memories, train trips, the beauty of nature and the indiscriminate logging of the ..... in southern Chile.
11. Computer notebooks are available ..... from reception.
12. Though ..... (including McDonald's) generally lack an overall presence in Barbados, among Chefette's competitors is US-based KFC.
13. Justice means that we cannot tap a country's resources without paying a ..... for them.
14. The .....is very diverse so volunteers will have many different tasks, from reforestation to trail construction or invasive species management.
15. Farmers increased interaction with the tourism sector, in terms of the number of restaurants and hotels purchasing ..... agricultural products.

**Task 5** Match the words in column A with their definitions in column B.

A	B
1) traditional tourism	a) involves travel that is personal and authentic and encourages interaction with the local environment, people and communities. It includes package tours and individual tourist services.
2) responsible tourism	b) tourism in natural environments, ecotourism, outdoors and adventure including biking, horseback riding, skiing, snowshoeing, rafting, diving, caving and hiking.
3) alternative tourism	c) the movement of the people from one to another place outside their comfort zone for exploration or travel to remote areas, exotic and possibly hostile areas. It is a type of tourism in which tourist do such activities as skydiving, hill climbing, scuba diving.
4) sustainable tourism	d) the set of activities performed by people who travel and stay in places outside their usual environment for not more than one consecutive year, for leisure, business and other purposes
5) nature tourism	e) comprises travel and tourism activity that is primarily motivated by the tourists seeking of reinforcing theoretical insight from the classroom and exposing learners to real-life experience, exploring the field of research on-site and gathering data, or by people interested in foreign languages, architecture, history, etc...
6) adventure tourism	f) leads to the management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems
7) educational tourism	g) any form of tourism that is about "making better places for people to live in and better places for people to visit." It minimises negative social, economic and environmental impacts and generates greater economic benefits for local people.

**Task 6** Make up your own sentences with the words from Task 5 and Task 6.

## ***Extra Vocabulary***

**Task 7** *Read the article below and match the headings with the paragraphs. There are two extra headings that you do not need to use.*

- A. Creating Awareness**
- B. New Experiences**
- C. Valuable Learning Opportunities**
- D. Getting Great Satisfaction**
- E. Travelling**
- F. Meeting other people**
- G. Protection and Maintenance**

### **Conservation Volunteer Projects**

<https://www.volunteerworld.com/>

*Are you concerned about the **natural gems** of the planet and do you love spending time outdoors? If you enjoy travelling, **conservation volunteering** abroad is exactly your thing! Join one of the **conservation projects** abroad and participate in wildlife or environmental volunteer work.*

*Witness breathtaking views and **be immersed** in nature while you work to protect the natural jewels of our planet.*

Volunteer abroad for conservation projects and help to actively preserve our planet whilst travelling the world. Engaging in eco volunteering is a great opportunity for all the nature lovers out there who are interested in environmental science and don't mind getting their hands dirty.

Conservation projects are popping up all around the world. Their main aim is to conserve the natural resources of our world. Projects focus on implementing and improving environmental practices and standards to prevent further environmental destruction. Each project is dedicated to a specific area where their efforts are needed most. The lush green landscapes of Bali, the biodiverse rainforests of Costa Rica or the rough terrain of Patagonia each require a different approach.

Most projects will be based in a natural park which also tends to attract many tourists on a yearly basis. To sustain these practices and conserve wildlife, animals, and biodiversity, it's important to protect our precious environment and wildlife. Environmental conservation volunteers will have many different tasks, from **reforestation** to **trail construction** or **invasive species management**, from spreading awareness on environment protection and natural resources to scientific studies about the region, from collecting data about and observing animals and plants to cleaning up waste. The conservation

work is very diverse so volunteers can work in *marine conservation* or *wildlife conservation*.

#### Top 5 benefits of volunteering for conservation

Conservation volunteering is a great cause because you're contributing to the preservation of nature. By doing this, you are doing the planet and its inhabitants a huge favour. But let's take a look at the benefits this experience will have in store for you:

##### 1. ....

As a conservation volunteer you will learn the ins and outs of what it takes to preserve the earth's natural resources. There will be a lot of *manual work* but some projects also require research work. Volunteering for environmental conservation will increase the survival chances of species on your volatile planet. Students studying environmental studies may find this to be a great addition to their curriculum.

##### 2. ....

Nature-loving volunteers who are also social creatures are in for a treat. Volunteer experiences will bring you in touch with other *like-minded* individuals. This may be the start of some meaningful friendships.

##### 3. ....

Eager to participate in something new? Volunteering will bring you to places you would otherwise never go to and let you engage in activities that you would never get the chance to do. New adventures force us to get out of our comfort zone and prepare us for future *endeavours*.

##### 4. ....

Research shows that having a sense of purpose has a very positive influence on people's happiness. Volunteer and know what it feels like to contribute to a greater cause while you discover natural paradises like Costa Rica, Bali and South Africa. Volunteer and give endangered animal species a chance.

##### 5. ....

This is your chance to explore the world and discover some of the most interesting places the world has to offer. You'll be doing this while contributing to a meaningful cause. What are you waiting for? Get out your luggage and start packing!

**Task 8** Study the words in bold. Translate the article into Ukrainian.

**Task 9** Paraphrase the underlined words in the sentences on page 39 using expressions from Task 8.

1. There are numerous *nongovernmental organizations (NGO's)* dedicated to protecting wild species and their habitats to prevent species from going extinct such as the Nature Conservancy, World Wildlife Fund, and Conservation International.
2. Why do some attempts to conserve wildlife end up pitting local communities against conservationists?
3. Volunteers will be involved in helping with constructing and deploying artificial reef structures, marine conservation education in local schools, scuba diving activities, turtle conservation projects, plastic recycling projects and beach/reef cleans.
4. Now, the objective of this innovation was to involve the local community in the programmes undertaken by environmental organizations.
5. Park staff and volunteers work hard to keep them safe for visitors. The crews consider many factors when they plan pathways maintenance. Some have historical significance, and others may affect important natural areas where endangered species live.
6. Acutely aware of the need for environmental preservation, a small number of villagers initiated a planting trees programme, but their first attempts were a failure.
7. Volunteering abroad to protect wildlife is a great opportunity for everyone who has much in common with those who love animals and want to give something back to them.
8. The preservation of our resorts and national parks, like the jewels in the countryside crown, require particular care and attention.
9. Harmful animals and plants control programs help minimize the damage on natural lands and encourage the health of native plants and wildlife.
10. Environmental not-for-profit activity is part of an ongoing education program to empower a new generation of *environmentally conscious* young village people and is a great opportunity for volunteers who love working with children.
11. Protection and preservation of ecosystems in oceans and seas is for people who want to get involved and get their hands dirty.

**Task 10** *Translate into English using active vocabulary.*

1. У центрі Львова на площі Міцкевича збудують преміум-готель міжнародної мережі Sofitel, який матиме 6 поверхів і терасу на даху. Гості готелю відчуватимуть себе у ньому затишно та комфортно. 2. Електроскутер – швидкий, легкий, зручний, екологічний вид транспорту і є відмінним рішенням для пересування містом. При цьому електроскутер можна взяти напрокат. 3. За даними досліджень, світовий туризм

пов'язаний з 8% усіх викидів вуглекислого газу у світі. Справа не тільки в транспорті, а й у відходах від виробництва їжі, роботи готелів та сфери шопінгу. 4. За прогнозами експертів Всесвітньої туристичної організації (ВТО) екологічний туризм буде і надалі розвиватися, що благотворно вплине на економіку країн, що розвиваються, які ще не втратили свої безцінні природні ресурси. 5. Екотуризм покликаний захищати і оберігати природу. У цьому його відмінність від інших видів туризму, які, навпаки, завдають шкоди навколишньому середовищу. 6. Екологічні маршрути пролягають через національні парки і заповідники, дикі ліси і степи, пустелі й гірські хребти. Мандрівники пізнають довколишній світ, спостерігаючи за тваринами в природному місці їх існування. 7. Екологічне волонтерство – добровільна допомога довкіллю. Таке волонтерство має багато різноманітних форм – від прибирання сміття та висадки рослин до догляду за пораненими дикими тваринами і птахами. 8. Щоб мінімізувати вплив на природу, залишайте місця такими, якими вони були до ваших відвідин. Звертайте увагу на знаки і беріть до уваги поради місцевих. 9. Від напливу туристів сьогодні страждають навіть найвіддаленіші куточки світу. Але якщо сидіти вдома – не ваш варіант, є кілька правил, як подорожувати свідомо. 10. Туристи завдають шкоди довкіллю, не поважають місцеву культуру, торкаються пам'яток та розтягають їх на сувеніри. Через них орендна плата на житло стає непомірною. 11. Проблема в тому, що люди не обізнані з місцевими традиціями і порушують їх, навіть не усвідомлюючи. Головне, хоч би куди ви вирушили, будьте обізнаним, поведіться шанобливо і щиро цікавтеся місцем, куди приїхали. Ставтеся до місця подорожі, як до власного дому, а не екзотичної перлини, заради якої ви викинули купу грошей, а тому маєте право отримати від неї весь комплекс вражень. 12. Природний туризм – будь-які види туризму, які безпосередньо залежать від використання природних ресурсів в їх відносно незмінному стані. Як різновид природного туризму інколи виділяють біотуризм, метою якого можуть бути будь-які об'єкти живої природи, від окремих видів до угруповань і біоценозів. 13. Всесвітня туристична організація ВТО використовує термін пригодницький туризм як більш широке поняття, що включає в себе й екологічний туризм. 14. Сільський зелений туризм або агротуризм – це фактично відпочинок у сільській місцевості. Туристи деякий час ведуть сільський спосіб життя серед природи, знайомляться з цінностями народної культури, прикладного мистецтва, з місцевими звичаями.



## ***Focus on Language***

### ***Words Easily Confused***

**Task 11** *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

**protect** (from) – to prevent sb or sth from being harmed. Eg.: *Only about 4% of the world's oceans are protected, and the vast majority of existing marine parks and reserves are either poorly managed, or not looked after at all.*

**rescue** – get sb out of an unpleasant or dangerous situation. Eg.: *More and more animals are becoming victims of habitat destruction, poaching and illegal pet trade. Those that can be rescued will find a temporary home in animal rescue centres or animal sanctuaries.*

**save** – help sb out to avoid harm or to escape a dangerous situation. Eg.: *Captive breeding is meant to save species from extinction and so stabilize the population of the species that it will not disappear.*

**support** – 1) help, encourage. Eg.: *Volunteer for plastic reduction and take a crucial step to support our environment.* 2) provide sb with money or the things they need. Eg.: *If animals cannot be released back into the wild, they will find a home in a sanctuary where volunteers will support them with activities and the necessary care.*

**defend** – take action in order to protect or support sb or sth guard (v) = watch over in order to protect or not allow to escape. Eg.: *Some birds of this age will occupy empty nests that they will aggressively defend if they have sat on them for two or three days.*

**secure** – to make sth safe from being harmed. Eg.: *Absolute poverty is the absence of enough resources to secure basic life necessities.*

**preserve** – to keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed. Eg.: *The committee will suggest ways to preserve historically important buildings in the downtown area.*

**Task 12** *Fill in the blanks with the correct words in brackets.*

1. From maintaining sources of food to helping ..... (protect/secure/defend/preserve) shorelines, and from protecting biodiversity to providing income and jobs, Marine Protected Areas can achieve so much.
2. If you want to ..... (save/preserve/support/rescue) a sea turtle conservation project in Costa Rica, check out the sea turtle conservation programs in Costa Rica.
3. His hope was that the calcium carbonate would counter the acid in the stream from acid rain and ..... (protect/support/save/secure) the trout that had ceased to spawn.
4. Swimming in pods allows dolphins to better ..... (rescue/support/defend/preserve) themselves against predators.

### ***Collocations & Expressions***

**Task 13** *Study the following collocations and expressions. Give their Ukrainian equivalents.*

make a profit	apply the principles
provide an experience	pay a fair price
have a voice	keep a sense of humour
have in store	do a favour
bring in touch with	pop up
on a yearly basis	ins and outs

**Task 14** *Complete the sentences with the expressions from Task 12.*

1. Conservation projects ..... all around the world.
2. Everyone has a different definition, but most people agree that ecotourism must be sustainable, that is, ..... without destroying natural resources.
3. I realise bartering is expected but I also don't want to be rude and do want to ..... to the local villagers when we visit.
4. It can ..... more enjoyable ..... for tourists through more meaningful connections with local people, and a greater understanding of local cultural, social and environmental issues.
5. The local people have jobs in the nature reserve as guides and wardens, but also ..... in how the project develops.
6. Volunteer experiences will ..... you ..... with other like-minded individuals.

7. Over-tourism isn't just flooding a place with more people than it can handle. It's flooding the place with people who don't know the ..... of the local culture.
8. People who implement and participate in ecotourism activities should ..... the ecotourism.....
9. Knowing how to ..... while travelling will ensure that you make the most of your situation and enjoy your time away from home.
10. Right, let's go and see what other pleasures they ..... for us.
11. Contributing to the preservation of nature you are ..... the planet and its inhabitants a huge.....
12. Natural parks and reserves attract many tourists.....

### *Prepositions*

**Task 15** Complete the blanks with the prepositions where necessary. Use the dictionary if necessary.

benefit (v) .....	contribute .....
benefit (n) .....	seek .....
concerned .....	expose .....
dedicated .....	engage .....
focus .....	affect (v)

**Task 16** Choose the correct answer.

1. Responsible tourism is tourism which involves local people in decisions that affect ..... their lives and life chances  
a) on    b) to    c) -//-
2. It generates greater economic benefits ..... local people and enhances the well-being of host communities  
a) to    b) for    c) -//-
3. It contributes ..... the conservation of natural and cultural heritage embracing diversity  
a) for    b) to    c) -//-
4. Geotourism is very similar to sustainable tourism and is a definition brought about by National Geographic Traveller...The concept of is the same but they focus ..... the 'sense of place' in an area rather than the industry's efforts.  
a) on    b) of    c) in
5. Local Control means engaging and empowering local communities ..... planning and decision making about the management and future

development of tourism in their area, in consultation with other stakeholders.

a) for                                      b) to                                      c) in

6. The project dedicated ..... the wildlife of Malawi works in several ways: a wildlife sanctuary, which houses injured or traumatized animals, a veterinary intervention program for animals requiring appropriate care, and an elephant or primate research program to better understand and protect these endangered species.

a) to                                      b) for                                      c) of

7. Others were concerned ..... possible negative environmental impact.

a) of                                      b) about                                      c) with

8. Be sure you wear sunscreen whenever you are exposed ..... the sun.

a) for                                      b) on                                      c) to

### ***Phrasal Verbs***

**Task 17** Explain the meaning of the phrasal verbs in the sentences below. Translate the sentences into Ukrainian.

1. Today, there is an increasing demand of the society to **find out** more about alternative tourism.
2. National parks of the country are funded by the government and NGO which are aware of climate change and take steps to **take care of** our planet.
3. Nature tourism seeks to give more hope to upcoming generations should we remember what we **leave behind** us for them.
4. In terms of educational tourism, key issues are learning new soft skills, broadening one's horizons, exploring new cultures and **taking** new impressions **away** with you on your return.
5. A lot of new holiday resorts have recently **sprung up** along the Pacific coast.
6. We need to **come up with** more ideas on how to limit environmental damage from tourism.
7. We went on a cruise around Italy to **get away from it all** and it became the holiday of a lifetime for us!

**Word Formation & Derivatives: Revision**

**Task 18** Complete the text with the correct form of the words given on the right.

**Western Ukraine is an Ecotourism Gem**

Ecotourism thrives in Ukraine in 1) \_\_\_\_\_ natural reserves, where you can discover National Nature Parks, 2) \_\_\_\_\_ landscape parks, and biosphere reserves. Ecotourism in Ukraine 3) \_\_\_\_\_ provides protection for the native flora and fauna, so you'll want to add 4) \_\_\_\_\_ tours or 5) \_\_\_\_\_ education elements to these awe-inspiring excursions. Green tourism is similar, but is less 6) \_\_\_\_\_ in both areas and controls. For example, green tourism is normally in 7) \_\_\_\_\_ parks, botanical gardens, and other parks situated both in rural and urban areas. Another 8) \_\_\_\_\_ of ecotourism is rural and heritage tourism, providing travellers with the experience of living in a rural environment with an emphasis on 9) \_\_\_\_\_ foods and lifestyle. One of its biggest draws is the protection and 10) \_\_\_\_\_ of local heritage, folk trades, and unique 11) \_\_\_\_\_ and historic monuments. Agro or farm tourism 12) \_\_\_\_\_ slightly, where visitors actively take part in farm chores and life. These trips are great for 13) \_\_\_\_\_ on a budget, as you can find ecologically clean products and 14) \_\_\_\_\_ housing while still 15) \_\_\_\_\_ traditional customs, rituals and traditions. Even better, your kids will 16) \_\_\_\_\_ their heritage while working on a farm! Owners of these types of 17) \_\_\_\_\_ offer different categories of domestic service, tasty natural food, and plenty of 18) \_\_\_\_\_ activities, like mushroom-picking, trekking, or hiking in the mountains. Trips are 19) \_\_\_\_\_ tailored to each guest and are especially 20) \_\_\_\_\_ for children, who can taste homemade milk, honey, and apples directly from the tree!

- protect
- region
- specify
- ecology
- environment
- restrict
- forest
- vary
- nature
- develop
- architecture
- different
- travel
- expensive
- experience
- discovery
- accommodate
- add
- individual
- interest

## Speaking Skills

**Situation 1** Your partner thinks that responsible tourism is impossible to implement in reality. Explain to him/her that if the principles of ecotourism are applied properly, local culture and environment will benefit from responsible tourists.

**Situation 2** You are going to take part in a conservation volunteer project. What programme would you like to choose? How can you help the local community, culture, environment?

**Situation 3** Your travel agency is going to organize an eco-tour in Ukraine. Comment on the advantages and disadvantages of such a project.

## Test Yourself Section


### Listening Comprehension

**Task 19** Revise the Tips for Listening.

**Task 20** You are going to listen to a teacher giving a lesson on the effects of tourism. Before listening, find out the meaning of the words and expressions below. Translate them into Ukrainian.

<https://www.onlinelanguageacademy.com/en/blog/responsible-tourism-speaking-exercise.htm>

- |   |   |
|---|---|
| <input type="radio"/> places of natural and cultural significance | <input type="radio"/> invade into the natural environment |
| <input type="radio"/> encounter a new way of life                 | <input type="radio"/> mangrove swamps                     |
| <input type="radio"/> backpacker                                  | <input type="radio"/> the inevitable tide of tourism      |
| <input type="radio"/> inject money into the local economy         | <input type="radio"/> fall into decline                   |

**Task 21**  Listen and find out if the following statements agree with the information you hear. For sentences 1-10 write


**True** if the statement agrees with the information

**False** if the statement contradicts the information

**Not given** if there is no information on this

1. The tourism industry is important for the economic development of many countries.
2. Hippies and backpackers were the first tourists to visit Goa until the 1980s.

3. Staying with local families gave visitors from the overseas more cultural experience.
4. A demand for luxury accommodation was caused by the arrival of holidaymakers.
5. Invasion into the natural environment of the country continued with the improvement of communication routes.
6. Large multinational chain hotels opened in Goa earn a lot of money.
7. A decline in traditional industries has forced locals off their land.
8. Mangrove swamps are of primary importance for protecting the marine ecosystem.
9. The Western lifestyle influence is beneficial for traditional values.
10. Increase in crime is one of the severe negative implications of tourism.

**Task 22**  Listen again and make a list of positive and negative effects of tourism for Goa area. Are you personally for or against the development of the tourism industry? Give reasons to support your point of view.

## Wordlist

- |  |   |
|--|---|
| 1. <i>ecotourism</i>                     | 20. <i>endangered animals/ plants</i>       |
| 2. <i>international luxury hotel</i>     | 21. <i>non-polluting forms of transport</i> |
| 3. <i>hotel guests</i>                   | 22. <i>carbon dioxide</i>                   |
| 4. <i>for hire</i>                       | 23. <i>exotic location</i>                  |
| 5. <i>native forest</i>                  | 24. <i>place of natural beauty</i>          |
| 6. <i>international restaurant chain</i> | 25. <i>pristine environment</i>             |
| 7. <i>local handicrafts</i>              | 26. <i>natural gem</i>                      |
| 8. <i>locally produced</i>               | 27. <i>conservation volunteering</i>        |
| 9. <i>alternative forms of tourism</i>   | 28. <i>immerse</i>                          |
| 10. <i>responsible tourism</i>           | 29. <i>reforestation</i>                    |
| 11. <i>alternative tourism</i>           | 30. <i>trail construction</i>               |
| 12. <i>sustainable tourism</i>           | 31. <i>invasive species management</i>      |
| 13. <i>nature tourism</i>                | 32. <i>marine conservation</i>              |
| 14. <i>adventure tourism</i>             | 33. <i>wildlife conservation</i>            |
| 15. <i>educational tourism</i>           | 34. <i>manual work</i>                      |
| 16. <i>traditional tourism</i>           | 35. <i>like-minded</i>                      |
| 17. <i>nature reserve</i>                | 36. <i>endeavour</i>                        |
| 18. <i>ecotourism project</i>            |   |
| 19. <i>conservation work</i>             |   |

37. *nongovernmental organizations (NGO's)*  
38. *places of natural/cultural significance*  
39. *environmentally conscious*

40. *mangrove swamps*  
41. *coastal flooding*  
42. *implication*  
43. *communication routes*

## **Use of English**

### ***Collocations and Expressions***

make a profit  
provide an experience  
have a voice  
have in store  
bring in touch with  
on a yearly basis

apply the principles  
pay a fair price  
keep a sense of humour  
do a favour  
pop up  
ins and outs

### ***Prepositions***

benefit (v)  
benefit (n) for  
concerned about  
dedicated to  
focus on

contribute to  
seek (n)  
expose to  
engage in  
affect (v)

### ***Phrasal Verbs***

take away  
leave behind  
spring up  
get away from

take care of  
find out  
come up with  
force off



## UNIT 3

### Modes of Transportation

#### ! Learning Goals

##### *Skills*

! **Reading** for specific information  
**Comprehension:** correcting statements

Texts: *Modes of Transportation; Travelling the world on container ships*

! **Speaking:** presenting information about the traditional and modern alternative modes of transportation

##### *Language*

! **Vocabulary:** modes of transportation (travelling by land, air, water)

! **Use of English:** words easily confused related to the topic of arrival; nouns, verbs with prepositions; phrasal verbs with *pull, get, take*.

#### Warming up

**Task 1** *Guess the word that denotes “a circular object connected at the centre to a bar, used for making vehicles or parts of machines move”. Write it down. Think about the importance of this thing in our daily life.*

-----

#### Reading skills

**Focus on Comprehension:** *Tips for correcting statements*

1. Skim the text – read the text quickly from the beginning up to the end to get the general idea.
2. Read the sentences from the task carefully and find the passages in the text with the relevant information.
3. When you find the relevant part of the text, scan it – read it carefully.
4. Compare the information in the sentence and the text and spot the difference.
5. Correct the statements.

**Task 2** *Read the article about the modes of transportation people have been using since they invented the wheel. Correct the false statements below.*

1. The invention of the wheel has driven a transportation revolution.
2. Cycle rickshaws are human drawn carriages which are still used in many places in the world.

3. All forms of animal-powered transport are used in developed countries as the way to save money.
4. Nowadays ships are not cost-competitive with the airplanes when travelling vast distances.
5. The evolution of the airplane allows us to travel in space.
6. Only lonely explorers of the adventurous types prefer the feeling of riding a motorbike.
7. The three-wheeler is the trademark of a developed country.
8. Buses and Trucks are available only in poor countries.
9. Henry Ford's dream of everyone having a personal car has already come true.
10. Trains are the most common form of transportation because they can travel large distances and are cheaper than airplanes and take less time than ships.

### **Modes of Transportation**

(by Kuldeep Chauhan)

<https://topyaps.com/top-10-most-common-modes-of-transportation>

Ever since **the wheel** was invented by humans, we have been trying to reach farther and farther places. The urge to explore and travel and to connect with people from the other side of the world has driven a transportation revolution. We use many different **means of transportation** to travel and to trade. We are **upgrading** our **modes of transportation** all the time to decrease the time of travel but there are still some very old modes of transportation in use.

#### **Human-powered Transport:**

Cycle rickshaws and **human-drawn carriages** are still used in many places in the world. These along with the most famous mode of transport of all time, the bicycle, form the human-powered modes of transport. Bicycles have been used for centuries and it seems that they are the best and most **eco-friendly** mode of transport we have ever designed.

#### **Animal-powered Transport:**

**Bullock carts**, horses, horsedrawn carriages, donkeys are all forms of animal-powered transport. Dogs have also been used to draw carriages and huskies are used **to pull sledges** in the arctic. Many of these are still in use around the world, either due to being cheap like in the developing countries or as a **novelty** in the developed countries.

#### **Ships:**

In the old days, the only way to travel **vast distances** was on a ship. Brave sailors faced the harsh seas with wooden sailing ships and travelled to unknown lands. The whole world was explored with the help of the ship and even today

shipping is the most common way of trading. **Passenger ships** and **ferries** still operate in many parts of the world as a cheaper option to flying.

### **Boats:**

Just like ships opened up the world of the oceans, boats opened up the rivers and lakes of the world. Boats have been used for **personal transport**, fishing and trading for thousands of years. They are still widely used in many port cities around the world and along canals that connect the **inland areas** with the seas.

### **Airplanes:**

The airplane can be said to be **the harbinger** of the global age. Airplanes decreased the amount of time required to travel across continents and made the world a smaller place. Airplanes are today widely used for **public transport** and for carrying goods. **Space shuttles** that are an evolution of the airplane allow us to travel in space.

### **Motorbikes:**

No other form of transport can beat the feeling of riding a motorbike. It is the mode of transport preferred by the lonely explorers of the adventurous types. You can travel large distances on a motorbike or just use it to *have a* short thrilling *ride for fun*. Around the world, motorbikes are also used to carry goods and even as single person taxis.

### **Three-Wheelers:**

The three-wheeler is the trademark of a developing country. It has revolutionized the way people travel in big cities. It is a motorized form of **the cycle rickshaw** and *is called by* different names around the world including, **tuk-tuk, auto-rickshaw, tempo, auto, tricycle, mototaxi, lapa** etc. It is mostly used for personal transport within cities but can be used to carry goods too.

### **Buses and Trucks:**

Roads are an important infrastructure of a country and buses and trucks are the main form of transport that unites the country through its **road network**. Trucks carry goods across the country while buses carry passengers. It is the cheapest form of mass public transport available in any country and allows even *the poorest of poor* to travel throughout the country.

### **Cars:**

The mode of transport that we use the most today is the personal vehicle of the car. Henry Ford's dream of everyone having a personal car has almost come true. Cars have become a status symbol in many societies and the more cars you

have the richer you appear. From **hatchbacks** to **sedans, saloons, coupes, SUVs, roadsters, grand tourers, jeeps** etc. there are many forms of the car that are used around the world for personal transport.

### **Trains:**

The most common form of transport in the world has to be the train. Trains are a unique form of transportation because they can travel large distances but are cheaper than airplanes and take less time than ships. This makes the train the ideal form of transport for the masses when they want to travel long distances. Metro rails are also used for quick and cheap travel within cities. Trains are also used for transporting goods and raw materials.

### ***Focus on Content***

**Task 3** *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

**Task 4** *Answer the questions below.*

1. What is the issue under consideration about?
2. What have people been trying to do since the wheel was invented? Why?
3. What do we use transport for?
4. Why are modes of transportation being upgraded all the time?
5. How can we classify them?
6. What modes of transportation are designed to travel by land?
7. What human-powered transport is still used in different parts of the world? Have you ever tried any?
8. What are the most eco-friendly modes of transportation?
9. What are the reasons for using animal-powered transport? What is your attitude to this?
10. What are the motorbikes used for? What are their advantages and disadvantages?
11. What mode of transportation is a motorized version of the cycle rickshaw? What is it mostly used for?
12. What forms of transport unite any country through its road network? What do they carry?
13. What kind of transportation symbolizes the social status of a person? Would you support Henry Ford's dream? Why? Why not?
14. Why are trains considered to be a unique kind of transportation?
15. Which modes of transportation are used to travel by water?
16. What is the difference between ships and boats?

17. Which modes of transportation are designed for travelling by air? What are they used for?

18. What is (are) your favourite mode(s) of transportation? Why do you prefer it (them)? How do you decide what transport to use for a particular journey?

## Vocabulary & Use of English

### Focus on Vocabulary

**Task 5** Listen to four people talking about the modes of transportation. What does each speaker say about? There is one extra option.

- |   |           |
|---|-----------|
| A – the change of the attitude to traffic problems      | Speaker 1 |
| B – the necessity to change the mode of transportation. | Speaker 2 |
| C – the cancellation of the underground trains          | Speaker 3 |
| D – the only way to return                              | Speaker 4 |
| E – the change of plans                                 |           |

**Task 6** Match the words in column A with their definitions in column B.

A	B
1) public transport	a) a term used to distinguish substantially different ways of transportation
2) personal transport	b) broad category of the human use of non-human working animals (also known as "beasts of burden") for the movement of people and goods
3) modes of transportation	c) is the transport of person(s) and/or goods using human muscle power
4) to upgrade	d) transport of passengers by group travel systems available for use by the general public, typically managed on a schedule, operated on established routes, and that charge a posted fee for each trip
5) animal-powered transport	e) a mode of human-powered-transport by which a runner draws a two-wheeled cart_which seats one or two people
6) human-powered transport	f) to raise (sth) to a higher standard, in particular, improve (equipment or machinery) by adding or replacing components
7) human-drawn carriages	g) transport related to the private aspects of a person's life
8) cycle rickshaws	h) a car with a door across the full width at the back end that opens upwards to provide easy access for loading

9) vast distance	i) environmentally friendly or environment-friendly
10) space shuttle	j) to create or design (something that has not existed before)
11) bullock carts	k) a small-scale local means of transport
12) passenger ships	l) extremely large length of the space between two points
13) eco-friendly	m) a rocket-launched spacecraft able to land like an unpowered aircraft, used to make repeated journeys between the earth and space
14) to invent	n) a two-wheeled or four-wheeled vehicle pulled by oxen (draught cattle)
15) hatchback	o) a merchant ship whose primary function is to carry passengers on the sea

**Task 7** Complete the sentences with the words and word combinations from the box. There is one word you do not need

public transport the wheel explorers eco-friendly the commuters	vast distance novelty roadster upgrade	human-powered transport animal-powered transport cycle rickshaw personal transport
---	---	---

- \_\_\_\_\_ is frequent for people who live in a megapolis community.
- Driving a car is important for people in general because it provides status and the opportunity for \_\_\_\_\_.
- \_\_\_\_\_ can get you from place to place. It is the best invention for disabled people who can't walk.
- Tourists have invaded every corner of the planet with professional \_\_\_\_\_.
- The government should plan \_\_\_\_\_ existing rail routes, because frustrating problems may occur, especially in winter, when people have to wait until workers clear the lines of snow or even branches fallen off the trees.
- Entering a carriage without giving passengers a chance to get off is also annoying and provokes to avoid travelling \_\_\_\_\_ by train.
- Tuk-tuk is a \_\_\_\_\_ in Ukraine.
- \_\_\_\_\_ is an open two-seat car with emphasis on sporting appearance or character
- The main reason to use \_\_\_\_\_ is not to cause the air and noise pollution in the city

10. Ukraine's railway system is undergoing a major makeover at the moment and is currently evolving into the modern \_\_\_\_\_ transport system that would live up to European standards.

11. Like \_\_\_\_\_, human-powered transport has existed since time immemorial in the form of walking, running and swimming.

12. Sure, we love our bicycles, but these alternative vehicles are putting a new spin on \_\_\_\_\_.

**Task 8** Choose the correct option and complete the sentences below.

1. Human-powered transport and animal-powered transport are sometimes regarded as the same \_\_\_\_\_, but these normally fall into the other categories. Each has its own infrastructure, vehicles and operations.

- a) practice                      b) method                      c) format                      d) mode

2. Passengers of the airplane wishing to get up can do so after \_\_\_\_\_ has gone off.

- a) safety strap                      b) the seat belt                      c) lap strap                      d) illumination light

3. The solution to the rail routes pollution is to \_\_\_\_\_ satellite technology which can detect obstacles on rail tracks from miles above the Earth.

- a) create                      b) invent                      c) make up                      d) form

4. Public transport \_\_\_\_\_ raises quality of metropolitan life.

- a) improve                      b) make better                      c) reform                      d) upgrade

5. In the increasingly pollution-conscious world \_\_\_\_\_ transportation systems are in a huge demand

- a) eco-loyal                      b) eco-friendly                      c) eco-amiable                      d) eco-peaceful

6. \_\_\_\_\_ are superior to people in their speed, endurance and carrying capacity, that is why they are used for all land transport impracticable for people, and they remain an important mode of transport in less developed areas of the world.

- a) Pets                      b) Animals                      c) Mammals                      d) Bulls

7. Since \_\_\_\_\_ are non-polluting, they are being increasingly recognized as a major mode of transport in a developing country like India.

- a) motorbikes                      b) ferries                      c) cycle rickshaws                      d) hatchbacks

8. \_\_\_\_\_ was designed to carry large payloads (such as satellites) into orbit and bring them back, if necessary, for repairs

- a) Space shuttle      b) Orbiter      c) Lifting body      d) Space capsule

9. This is a list of countries by total \_\_\_\_\_ size, both paved and unpaved.

- a) complex system      b) interconnected system      c) web system      d) road network

10. Get prepared for a snow day with our pick of the best \_\_\_\_\_ that will have you whooshing down those slopes in no time

- a) sledges      b) tricycles      c) mototaxis      d) lapas


**Task 9** *Translate the following sentences into English using active vocabulary.*

1. Для поціновувачів активного відпочинку пропонуємо спортивний інвентар: ракетки для бадмінтону, м'ячі, велосипеди, а взимку - *сани* та лижі. 2. *Пором* та моторні плавучі засоби можуть перебувати в плаванні тільки в тому випадку, якщо вони знаходяться в належному робочому стані. 3. Уряд проводить модернізацію національної *дорожньої мережі* та будує мости. 4. З розвитком сучасних технологій в майбутньому двигуни внутрішнього згорання (an internal combustion engine) будуть *відсутні* у більшості транспортних засобів. 5. Двигуни, які працюють на відновлюваних джерелах енергії (renewable energy sources), вважають *передвістям* нової ери. 6. Наша агенція може запропонувати справжнім шукачам пригод *захоплюючу подорож* до екзотичних країн світу. 7. Вона врізалася у великого слона на *тук-туці*. 8. Рендж Ровер, Гелендваген і Хаммер входять у трійку найкращих *позашляховиків світу*. 9. Тесла є прекрасним *нововведенням* у світі транспорту 21 століття. 10. Водний шлях використовувався в якості транспортного водотоку британськими *дослідниками* і місіонерами вже півтора століття тому.



## Extra Vocabulary

### Travelling by Train

**Task 9**  Listen to a recording about booking a train ticket. Complete the notes below. There is an example at the beginning (1).


1	Place to go	<i>Sunderland</i>
2	Departure	
3	Return	

	TRAIN	COST	ADVANTAGE	DISADVANTAGE
4	The East Coast Express			
5	The separate Eastern Arrow service			

**Task 10** You and your friend are going to spend your weekend travelling around Europe. Visit the RailEurope website <http://www.raileurope-world.com/train-tickets/train-tickets/> and find the information you need to plan your trip.

1. The best types of train to travel long distances.
2. Types of trains offering great views through the window.
3. Trains to save your money and time.
4. Trains suitable for day trips.
5. The type of the *Eurostar* train; its travel destinations; the speed; routes in different seasons; how competitive it is in time, comfort, efficiency and price with the plane.
6. Destinations the UK trains link
7. The number of Train Operating Companies providing the **rail network** in the UK.
8. When the UK trains tickets are open for **booking**.
9. Classes and facilities offered on board the trains in the UK
10. Trains resembling trains in Ukraine, classes and facilities offered by them.
11. Trains having **panoramic cars**, bar buffet-car, spacious seats with **headrest** and generous legroom
12. The ways to receive European train tickets

## Renting a Car

**Task 11**  Listen to the conversation between a rental car agent and a customer who would like to hire a car. Before listening study the key vocabulary below.

### Key Vocabulary

**mileage** (noun): the number of miles travelled or covered. Eg. *All of our cars have unlimited miles, but of course, that doesn't include gas.*

**eat up** (phrasal verb): use or consume a lot of something like fuel or electricity. Eg. *My parents sold their truck because it ate up so much gas that it was no longer affordable to drive.*

**gouge** (verb): make people pay a lot for something. Eg. *In the middle of the vacation season, gas stations are gouging consumers with astronomical prices.*

**lemon** (noun): a poor-quality car that is useless. Eg. *My brother knows nothing about cars, and he bought a used car, but it turned out to be a real lemon because it broke down only two hours after he bought it.*

**like a dream** (verb): very well. Eg. *The minivan runs like a dream; it handles smoothly, and you feel like you are driving a luxury car.*

**incidental** (adjective): unplanned or unexpected. Eg. *You should budget enough money for maintaining your car because there are often incidental expenses you don't anticipate, like repairing a cracked windshield or fixing a flat tire.*

**boulder** (noun): a large rock. Eg. *The road was closed for two hours because road crews had to remove several large boulders that tumbled into the road as a result of a major rock slide.*

**hassle** (noun): trouble, difficulty, or bother. Eg. *It was such a hassle to drive my dad's truck because there was always something wrong with it.*

**out-of-the-way** (adjective): far away from people or cities that is not traveled much. Eg. *I really enjoy driving to out-of-the-way places because I can get away from large crowds.*

*Listen to the conversation twice. Choose the correct answer.*

1. Why did the man settle on renting the **full-size car**?

- A. It was roomy enough for him.
- B. It was more economical than the **minivan**.
- C. It had more features than the other vehicles.

2. What was one of his major concerns about renting the car?

- A. He couldn't add an additional driver to the **rental plan**.
- B. He was only **limited to** a certain number of miles per day.
- C. The vehicle would probably consume a lot of gas.

3. How would you describe his rental car?
- A. It was a little larger than he expected.
  - B. The car doesn't look very attractive.
  - C. The engine has problems and runs poorly.
4. In which situation would the **car protection plan** NOT help the customer?
- A. The car is stolen from a store parking lot with all of your valuables.
  - B. The driver loses control of the car and crashes it into the power pole.
  - C. The car's exterior and windows are damaged in a hail storm.
5. What can we infer from the closing statement about roadside assistance?
- A. You should call the police in case your car has mechanical difficulties.
  - B. Getting assistance might require some time and patience.
  - C. The company will compensate you for delays in your travel.


**Task 12** *Do you think the man and his son enjoyed their trip by the car they rented? Think of the story of their journey.*

### **Travelling by air**

**Task 13** *Put the dialogue "At the Airport Check-in" into the correct order. Listen to the conversation and check.*

- M: Mm-hm, that's all fine. One moment, please (typing). Do you have any luggage, other than **hand luggage**?
- F: Yes, I've just got one small bottle of perfume. It's under 100 millilitres I'm sure.
- M: Now, would you prefer an **aisle seat** or a **window seat**?
- F: Yes, there's this case.
- M: Mrs M McDonald, travelling alone.
- F: (grunts) There you are.
- M: Morning, madam. May I see your passport, please?
- F: Oh.
- M: On the scales, please.
- F: Yes.
- M: I see. You might have to show that at the **security check**.
- F: Yes, of course. Here you are.
- M: Have you seen the list of prohibited items for hand luggage?
- F: Right. Oh, er, is there any **delay** on the flight?
- M: (printing) There's your **boarding pass**. Watch the screens for the **boarding gate** once you're in the **departure lounge**.

F: Thank you.  
M: Have a good flight. Next, please!  
F: Oh, that's fine, thank you.  
M: Mm-hm (typing). I can give you K3, on the aisle.  
F: Yes, er, here it is.  
M: OK, that's just inside the permitted **weight allowance**. Did you pack your bag yourself?  
F: Er, no, I don't think so.  
M: Fine. Do you have your **e-booking confirmation**?  
F: Aisle, please, and as near the **front** as possible.  
M: No, it should be on time today.  
F: That's right.  
M: And have you left it unattended at any time before or since arriving at the airport?

**Task 14**  Listen to four people speaking about their travelling by air. What do they like or dislike about the travelling? Why? While listening, make notes.

like/dislike	Airport	Flight	Food on board	Service
SPEAKER 1				
SPEAKER 2				
SPEAKER 3				
SPEAKER 4				

**Task 15** Read the dialogue abstracts below and study the words in bold. Fill in the blanks with the modes of transportation from the box.

hop on and hop off buses	cruise	helicopter
a train pass	canoe	glider
car sharing platforms (BlaBla Car)	sail	hot air balloon
	kayak	hitchhiking

1. 'What is the most convenient way to travel for you?' – 'Being a young backpacker, I choose \_\_\_\_\_, because I can select passes based on certain regions or choose **the flex trip**.' (with fixed locations to stop in).

2. 'Getting \_\_\_\_\_ (**regional, global**) is ideal for me, cause I'm **covering big distances**, when I have limited time and want to move rather quickly from one place to the next or if I want to create my **itinerary**'.
3. 'The Titanic \_\_\_\_\_ was definitely not for **budget travellers** as it came with a hefty price tag.'
4. 'Have you heard that \_\_\_\_\_ **pulled in** \$200 million and spread **its ride-sharing platform to** 20 countries this year?' – 'Yes, I know it now claims 25 million members worldwide.'
5. 'Don't you think that \_\_\_\_\_ is a little bit dangerous, because it is a kind of transportation that is gained by **asking** people, usually strangers, **for a ride** in their automobile or other vehicle?' – 'No, I consider it to be the cheapest way to travel in Europe.'
6. 'I've read the interview of one young couple that decided to \_\_\_\_\_ around the world in a 30ft **vessel** despite their hours **in a boat** being limited to teaching themselves to do it on a lake in New Zealand and a short adventure off the country's **coast**.' – 'Oh, I've watched a video about them on YouTube.'
7. 'Hello. Could you explain the difference between a \_\_\_\_\_ and \_\_\_\_\_?' – 'Well the difference is relatively simple. It's related to athlete's position in the boat and the type of **paddle** they use **to propel the boat**.'
8. 'Do you see that nice \_\_\_\_\_ that **hovers in the sky**. It is used not only **for the aerial fun view** but also to save lives.'
9. 'Unlike aeroplane, \_\_\_\_\_ can travel only short distances and **land over water**.'
10. 'That colourful \_\_\_\_\_ is amazing. Look, how it **floats in the air**. You can sit inside and **enjoy beautiful landscapes**.'

**Task 16** *Read the abstracts below. What mode of transport is appropriate for the following dialogues?*

1. "May I see your passport, please? Do you have your e-booking confirmation?"
2. "How can I help you?" – "I'd like to rent a mid-size vehicle for three days for my family to go to the Carpathian Mountains."

3. "Okay, I'll have our mechanic, Louie, check it over and pull it up to the door."
4. "Sorry, could you explain what a hop-on/hop-off service is?" – "Yes, it is a type of backpacker network in New Zealand, which, simply put, is a flexible tour for adventurous travellers!"
6. "You'll have to hurry if you want to have your luggage registered." – "Thanks! I am taking the ten o'clock for Glasgow." – "Have this trunk labelled and put it in the luggage van, and two suit-cases can go in the carriage."
7. "Are you afraid?" – "No, I will try to fly it with the help of a flight instructor on board."
9. "Oh, it is so dangerous!" – "No, you should understand. It is lifted by heating the air inside, usually with fire."
10. "Jenny, this ride can be great fun, if you know that you definitely want to go to Venice."
11. "Hi, I'd like to go down the Dnipro River in Kyiv. What mode of transportation would you advise?"
12. "I'm considering a camping trip in mid-June to Indian Lake Islands. What kind of boats does the park rent?"

### ***Focus on Language***

#### ***Words Easily Confused***

**Task 17** Match the words on the left with their definitions on the right. Complete the sentences with these words.

- |                     |   |
|---------------------|---|
| 1. <i>travel</i>    | a) to cause sb or sth to move from one place to another           |
| 2. <i>transfer</i>  | b) to go from one place to another                                |
| 3. <i>transport</i> | c) take goods, people etc. from one place to another in a vehicle |

1. My father usually \_\_\_\_\_ to work by car.
2. The goods were \_\_\_\_\_ to the United States.
3. Mr Black got \_\_\_\_\_ to Bristol and he is moving there next week.

- |                    |  |
|--------------------|--|
| 4. <i>arrive</i>   | d) arrive at a place                             |
| 5. <i>get</i>      | e) to get closer to sb or sth (in place or time) |
| 6. <i>come</i>     | f) get to a place at the end of a journey        |
| 7. <i>approach</i> | g) to start to be seen or suddenly be seen       |

8. *appear* h) to get, to arrive at  
 9. *reach* i) to move to, towards or into a place (where the speaker is)

4. It took us a long time to \_\_\_\_\_ to the airport but we \_\_\_\_\_ in time for the check-in.  
 5. The ocean liner \_\_\_\_\_ on the horizon and within two hours it had \_\_\_\_\_ the port.  
 6. Will you \_\_\_\_\_ to see me off at the railway station?  
 7. We \_\_\_\_\_ at the village late at night.

### ***Prepositions***

#### **Task 18** *Complete the blanks with prepositions*

- |                 |   |
|-----------------|---|
| _____ hire/rent | _____ car (bus, train, depart _____                   |
| _____ schedule  | plain, helicopter, bicycle, get _____ the train (bus, |
| _____ the move  | sea, land, air) plane, ship)                          |
| _____ board     | _____ sb's car (bus, train, get _____ the car (taxi)  |
| _____ sight     | plain, helicopter, etc.)                              |
| _____ the road  | _____ a bicycle (a                                    |
| _____ arrival   | helicopter, a plane, a                                |
|                 | train, a ship)  |
|                 | _____ horseback                                       |

#### **Task 19** *Complete the sentences with the prepositions.*

- The participants of the expedition were \_\_\_\_\_ the road for two days before they reached their destination.
- James Bowthorpe, aged 31, became the fastest man to go \_\_\_\_\_ his bicycle round the globe when he arrived at Hyde Park in London on September 19th 2009.
- We crossed the Mediterranean Sea \_\_\_\_\_ a cruise ship.
- Well, imagine how my sister felt when she got \_\_\_\_\_ the plane for the first time in New York for her business trip.
- The train is \_\_\_\_\_ sight. It will be pulling in any minute now.
- \_\_\_\_\_ arrival at the railway station, we went straight to the platform.
- Let me check to see if we have mid-size cars available \_\_\_\_\_ rent.
- I'm rather tall and don't think I will be able to squeeze \_\_\_\_\_ that old lemon.
- Get \_\_\_\_\_ the bus and walk back till you come to some traffic lights.

10. Eastern Arrow service is run by a different company and it departs \_\_\_\_\_ London King's Cross.
11. Mike Perham was just 16 when he set off to circumnavigate the globe. He celebrated his 17th birthday alone in the Indian Ocean \_\_\_\_\_ board his 50-foot (15 m) racing yacht.
12. Roads in the UK are becoming increasingly crowded which means more traffic jams and longer journeys for those who travel to work \_\_\_\_\_ car.
13. Americans are restless people who are always \_\_\_\_\_ the move and eager to get to their destination as soon as possible.
14. Just as the taxi was about to turn the final corner a man opened the door and jumped in beside her! She thought he wanted a ride so she decided to get \_\_\_\_\_.
15. Comprehensive information \_\_\_\_\_ the train schedule online will enable you to make your trip planning more effective as well as to meet your colleagues, friends and relatives at the station in time.
16. Travelling \_\_\_\_\_ horseback you will meet others from all over the world who, despite coming from diverse walks of life, still share your love of horses, exotic travel and new experiences.
17. No doubt you're excited at the prospect of your first flight \_\_\_\_\_ a helicopter.

### ***Collocations & Expressions***

**Task 20** *Study the following collocations and expressions. Give their Ukrainian equivalents.*

off-road use	draw a carriage
all the time	pull a sledge
around-the-world	developing countries
for fun	developed countries
with the help of	beat the feeling
to call by name	the poorest of poor
on time	to top up
tend to do	

**Task 21** *Read the sentences and match the underlined phrases (definitions) with the collocations and expressions from Task 20.*

1. A three-wheeler is designed specially to operate away from public roads. 2. Airline delays and unreliable quality are an ongoing problem, though still even extremely poor people may travel throughout the country. 3. Students are pretty



happy about getting to study and travel at the same time (good for the resume and in order to amuse oneself and not for any more serious purpose). 4. All the competitive autostop enthusiasts and interested individuals may join 1000 hours in various parts of Earth. 5. Even though I've reached the station punctually, the train was late. 6. Possibility to make up to the full account for person.

### ***Phrasal Verbs***

**Task 22.** Use the following phrasal verbs pull, take, get together with a proper preposition (or without) choosing the possible mode of transportation from the table. Give the definition and create your own sentences.

<i>Phrasal verb</i>	<i>Prepositions</i>	<i>Modes of transportation</i>	
Pull	away, in, on, off, over, out	<i>LAND</i>	Train, tram, trolleybus, bus, car (taxi), sledges, rickshaw, dog breeds
Take	up, after, in, on, off, down, back, over, by, to, away, around, to...from	<i>AIR</i>	Plane, space shuttle, glider, hot air balloon
Get	up, by, away, across, along, down (to), in, off, on, out, over, through, out of, back	<i>WATER</i>	Ship, boat, vessel, ferry, canoe/kayak, gondola, yacht

### **Speaking Skills**

**Communicative Situation 1:** Present information about the traditional modes of transportation using animal power.

**Communicative Situation 2:** Present information about the modern alternative modes of transportation invented by the technological progress that are putting a new spin on human-powered transport.

**Communicative Situation 3:** Work in groups to design a form of transport for the future. It must be environmentally friendly. Draw the vehicle and be prepared to explain it to the other groups.

**Communicative Situation 4:** Work in pairs. Roleplay the dialogues on page 66.

### At the airport

A	B
You work in the check-in at Heathrow Airport. Today all the flights are cancelled because all of the pilots are on strike. You have to explain to the passengers that there will be no flights for at least three days.	You reserved your flights 6 months ago to travel to Australia for your best friend's wedding. You arrive at the airport early and go to the check-in. You are very excited and you only have two weeks off work so you plan to arrive just the day before the wedding and then you will travel around Australia.

### At the train station

A	B
You work for British Rail. You arrived at work this morning and your boss told you that all trains are cancelled today because of important engineering work on the tracks. You have to tell the passengers the news!	You arrive at Paddington train station in the centre of London. You have paid a lot of money for a ticket to Edinburgh where you have a friend waiting for you. Your friend doesn't have a mobile phone and will be waiting for you at the station.

### Test Yourself Section

**Task 23** *Revise tips for reading for specific information. Read the article about the man who has spent three years travelling the world for free on container ships. Correct the false statements below.*

1. It's better not to ask Mr Pederson about the advantages and disadvantages of travelling the world by cargo vessel.
2. According to Mr Pedersen if one is a millionaire, he/she does not need to cross borders to meet new people and make friends.
3. Extra expenses included local transportation, eating local food and staying with local people.
4. Begging a stay on board a container ship involves a lot of work.
5. He slept on a kitchen floor because all the cabins have been comparable with the worst mid-range hotel rooms.
6. The best luxurious accommodation was on board the ship which was 10 years old.
7. Mr Pedersen could see how poor the world is.

8. Travelling on board the ship which charged him, \$15 (£12) a day for meals and accommodation and \$60 (£49) for insurance was very cheap.
9. Companies that offer passenger accommodation cater for at least a dozen passengers.
10. Cargo vessels taking passengers on board always provide them with such facilities as swimming pools and gyms.

### **Meet the man who has spent three years travelling the world for free on container ships**

<https://www.telegraph.co.uk/travel/cruises/>

For **globetrotters** on a very tight budget, or those who love being at sea but not cruise ship crowds, travelling the world by **cargo vessel** could be the way forward. And for advice on the pros and cons of such a venture, there's no one better than 37-year-old Dane Torbjørn C. Pedersen, known as Thor.

Travelling as a goodwill ambassador for the Danish Red Cross, he has been sailing around the globe on **container ships** since October 2013, with the long-term goal of visiting every country in the world without getting on a plane.

*How is this epic journey possible on a budget?*

While his \$20 (£16) a day budget might not seem like a lot, it covered his daily transport, meals, accommodation and visas and was put in place “to prove that travelling can be done economically and that one does not need to be a millionaire to cross borders, meet new people and make friends,” according to Mr Pedersen.

“But I do have additional costs like repairs, vaccines, internet, insurance, medical checkups, nature parks, national museums, replacement of electronics, online promotions of social media and a fiancée who visits from time to time. With the additional expenses, the total costs double,” he added.

“I could probably travel for less money than \$20 a day. Some countries are more expensive than others but most countries are quite cheap when you use local transportation, eat local food and stay with local people or use cheap guesthouses and dorm rooms. Visas can cost up to \$150 (£122) but you won't need one every day. It's very feasible.

Bagging a **stay on board** a container ship isn't as straightforward as you might think, Mr Pederson explained. It involves a “great deal of work”, from researching which ships go to which ports and how to contact the owners and operators of the ships, to writing emails to “sell” the idea of having you on board.

*Life on board a container ship*

Luxuries are usually lacking, said Mr Pedersen, but he has been pleasantly surprised by the quality of accommodation.

“I've slept on a kitchen floor of a very unclean boat, but the worst cabins have been comparable with mid-range hotel rooms. The best has been downright luxurious. I was on board the ship which was 10 years old but still the bed was good, the walls were clean, the shower and toilet worked - I couldn't complain at all,” he said.

On a few very fortunate occasions, he has been offered the owners' cabin, which typically boasts “large bedrooms with a double bed, a nice bathroom, a small hall and a huge living room. All decorated tastefully.”

Other perks have included long, guilt-free showers because container ships “run the water past the engine, which is immensely hot, so you get hot water for free”.

“Sometimes there's Wi-Fi,” he added. “On one journey, I saw the Northern Lights, and I saw whales and dolphins. It's quite extraordinary sometimes. But most of the time, you just see water.”

While the places he's been have been incredible, it's the people and the experiences that have left the biggest impression on Mr Pedersen, with the greatest eye-opener being how poorly the world is represented through media.

#### *How to book container ship accommodation*

Of the nine container ships Mr Pedersen has been on so far, only one chose to charge him, \$15 (£12) a day for meals and accommodation and \$60 (£49) for insurance. So if you're willing to put in the leg work, like Thor, then it's a very cheap way to travel.

For those who are willing to pay a lot more for a unique cargo vessel **voyage**, there are some companies that can offer passenger accommodation. “Generally, cargo vessels cater for less than a dozen passengers, with the stays including all meals on board, and remain in their **ports of call** for one to three days. Some have small swimming pools and gyms, and dinner at the captain's table is the norm. Passages may be booked for round trips lasting up to two or three months, or for segments en route,” said Gavin Bell, a regular contributor to Telegraph Travel.

## Wordlist

1. *modes/means of transportation*
2. *wheel*
3. *to upgrade*
4. *human-powered transport*
5. *animal-powered transport*
6. *cycle rickshaws*
7. *human drawn carriages*
8. *eco-friendly*
9. *bullock cart (or ox cart)*
10. *sledge*
11. *novelty*
12. *vast distance*
13. *passenger ship*
14. *ferry*
15. *harbinger*
16. *personal transport*
17. *public transport*
18. *inland area*
19. *space shuttle*
20. *thrilling ride*
21. *road network*
22. *hatchbacks*
23. *wheel*
24. *explorer*
25. *sedan*
26. *saloon*
27. *coup*
28. *SUV*
29. *roadster*
30. *grand tourer*
31. *jeep*
32. *tuk-tuk*
33. *single ticket*
34. *return ticket*
35. *off-peak return ticket*
36. *open return ticket*
37. *change*
38. *local rail service*
39. *direct service*
40. *high speed train*
41. *scenic train*
42. *night train*
43. *regional train*
44. *legroom*
45. *bar buffet car*
46. *ticket-holder*
47. *depart*
48. *traffic jam*
49. *departure*
50. *booked in advance*
51. *rail network*
52. *first class/second class*
53. *snacks and beverages*
54. *WiFi Internet*
55. *power sockets*
56. *sleeper single deluxe*
57. *cabin*
58. *courette*
59. *panoramic car*
60. *headrest*
61. *rent/hire a car*
62. *mileage*
63. *out-of-the-way*
64. *full-size car*
65. *minivan*
66. *rental plan*
67. *car protection plan*
68. *weight limit*
69. *check-in*
70. *customs*
71. *luggage claims*
72. *hand luggage*
73. *aisle seat/window seat*
74. *security check*
75. *delay*
76. *boarding pass*
77. *boarding gate*
78. *departure lounge*

79. *e-booking confirmation*  
 80. *front of the plane*  
 81. *hop on and hop off buses*  
 82. *a train pass*  
 83. *car sharing platforms (BlaBla Car)*  
 84. *cruise*  
 85. *canoe*  
 86. *sail*

87. *kayak*  
 88. *helicopter*  
 89. *glider*  
 90. *hot air balloon*  
 91. *hitchhiking*  
 92. *cargo vessel*  
 93. *container ship*  
 94. *voyage*  
 95. *port of call*

## **Use of English**

### ***Prepositional Phrases***

for hire/rent	by car (bus, train, plain,	depart from
on schedule	helicopter, bicycle, sea, land, air)	get on / off the train
on the move	in sb's car (bus, train, plain,	(bus, plane, ship)
on board	helicopter, etc.)	get _____ (into / out of)
in sight	on a bicycle (a helicopter, a	the car (taxi)
on the road	plane, a train, a ship)	
on arrival	on horseback	

### ***Collocations & Expressions***

off-road use	to call by name	developing countries
all the time	on time	developed countries
around-the-world	draw a carriage	beat the feeling
for fun	pull a sledge	the poorest of poor
with the help of		to top up

### ***Phrasal Verbs***

to pull;  
 to get  
 to take

## UNIT 4

### Types of Holidaymakers

#### ! Learning Goals

##### *Skills*

! **Listening** for specific information  
**Comprehension:** matching task  
 Recordings: *Types of Holidaymakers; Hiking Tour*  
 ! **Speaking:** presenting information about types of holidaymakers, ways of relaxation and personality features affecting the holidays.

##### *Language*

! **Vocabulary:** personality traits, types of holidaymakers, advantages and downsides of different ways of relaxation.  
 ! **Use of English:** easily confused words related to the topic of *directions*; nouns, verbs with prepositions; phrasal verbs with *keep, make, do, break*; word formation & derivatives: *compounds, opposites*

#### Warming up

**Task 1** Match the type of a holidaymaker on the left with the description of a perfect holiday for each type on the right.

<b>1. City Slicker</b>	A) The last thing you'll be found doing on holiday is relaxing on a <b>sun lounger</b> . Your holidays are all about <b>exploring the culture and heritage</b> of your chosen destination, <b>mingling with the locals, sampling fresh delicacies</b> and <b>relishing unique experiences</b> that you'd never be able to do at home.
<b>2. Family Focused</b>	B) Your holiday means a lot to you. You look forward to it for months in advance and can't wait to get out of your office and enjoy some fun in the sun; whether that's hiring bikes and exploring the area or relaxing with an ice-cold beer and a good book. You enjoy the odd excursion here and there, but ultimately, you're happy doing anything as long as it's not in the office.
<b>3. Luxury Lover</b>	C) When it comes to going away, beach holidays just aren't always your thing. You much prefer the <b>cosmopolitan buzz of a vibrant city</b> than the <b>laid-back vibe</b> of a beach resort. Whether it's museums and culture or shopping and shows, you're happy if it means you can <b>don your comfy shoes</b> and <b>pound the streets</b> of a new and exciting city.
<b>4. Culture Vulture</b>	D) Holidays for you are just one big party. They're about having fun with your friends, dancing the night away until the sun comes up and then finding the perfect spot on the beach to recover the next day. And then repeat...

<b>5. Sun Seeker</b>	E) Your holiday is the perfect opportunity to enjoy some quality time with the whole family. You want to have plenty to do for all ages to enjoy and being in a great location, close to excellent beaches, shops and restaurants is a must.
<b>6. Party Animal</b>	F) Rest, relaxation and <b>pampering</b> : that's what's <b>on the cards</b> when you go on holiday. You want to live the life of luxury whilst in the company of <b>like-minded</b> adults. Spa treatments, swim-up pools and refreshing cocktails are your idea of heaven. You'll quite happily not move from your sun lounger if you don't have to.

**Task 2** *Work in pairs and do the quiz to find out what type of a holidaymaker you are/your partner is. For more information see <https://www.thomascook.com/blog/holidays/quiz-what-type-of-holidaymaker-are-you/>*

### QUIZ: WHAT TYPE OF HOLIDAYMAKER ARE YOU?

1. *At your departure airport you buy*

- |                                    |                   |
|------------------------------------|-------------------|
| a) your favourite fragrance        | d) extra suncream |
| b) a spare SD card for your camera | e) a beer         |
| c) a pocket guide book             | f) sweets         |

2. *The item you can't be without on holiday is*

- |                        |                          |
|------------------------|--------------------------|
| a) a guide-book        | d) wet wipes             |
| b) a bestselling novel | e) a posh evening outfit |
| c) a selfie stick      | f) a multipurpose sarong |

3. *On holiday your preferred mode of transport from the airport is*

- |                     |                        |
|---------------------|------------------------|
| a) private transfer | d) bus / train         |
| b) car hire         | e) taxi                |
| c) tuk-tuk          | f) shared bus transfer |

4. *You've checked into your room and your next port of call is*

- |                            |                 |
|----------------------------|-----------------|
| a) wherever the locals are | d) a bar        |
| b) visitor information     | e) a restaurant |
| c) the spa                 | f) a pool/beach |

5. *On holiday, you like to share your company with*

- |                    |                          |
|--------------------|--------------------------|
| a) the locals      | d) families              |
| b) the sightseers  | e) whoever's by the pool |
| c) not many people | f) partygoers            |



6. *The main purpose of your holidays is*

- |                                |                                  |
|--------------------------------|----------------------------------|
| a) enjoy quality time together | d) get away from day to day life |
| b) relax                       | e) explore new places            |
| c) party                       | f) broaden the mind              |

7. *Your favourite holiday activity is*

- |                              |                               |
|------------------------------|-------------------------------|
| a) a sightseeing tour        | d) a day at the waterpark     |
| b) a luxurious spa treatment | e) relaxing by the pool       |
| c) a booze cruise            | f) a trip to the local market |

8. *You stay in touch with people back home via*

- |               |                 |
|---------------|-----------------|
| a) Facebook   | d) face time    |
| b) email      | e) text message |
| c) no contact | f) Snapchat     |

9. *Your dream holiday combo is*


- |                                       |   |
|---------------------------------------|---|
| a) spa treatments and comfy beds      | d) fun-filled days and chilled out evenings |
| b) lazy days and crazy nights         | e) sights by day, bars by night             |
| c) local cultures and new experiences | f) plenty of sun and great food             |

## **Listening Skills**

***Focus on Comprehension: Tips for matching task***

- ✓ Before the recording starts, read the tasks carefully.
- ✓ Listen for the specific information you need.
- ✓ Connect the information you are given on paper with the information you are going to hear and combine the two together.
- ✓ Scan the questions given on paper by reading through them quickly to find the information.
- ✓ When you find the relevant part of the text, listen to the interview once more carefully.
- ✓ Ignore parts of the text which are not relevant to the point you are looking for.
- ✓ Attempt all questions.

*From Prepare for IELTS, British Council*


**Task 3**  Listen to the interview with a travel book author in which different personality types of holidaymakers are described. Match the personality types with their dominant traits which may affect their vacation. There is one extra option in both lists.

<ol style="list-style-type: none"> <li>1. relying too much on spontaneous decisions</li> <li>2. ability to change a holidaymaker's personality</li> <li>3. inability to change plans</li> <li>4. disregarding travel companions</li> <li>5. inability to choose appropriate and necessary items</li> </ol>	<p><b>DT - the digital detoxer</b>  <b>H - the hippie</b>  <b>TK - the time-keeper</b>  <b>UP - the underpacker</b>  <b>T - the texter</b></p>
--	--

**Task 4**  Listen again. Match the parts of the sentences to make them true.

1. The main aim of the book is to	a) help travellers choose the right company and avoid disappointment and conflicts.
2. The right attitude to going on holiday may	b) be aware of habits which might spoil the holiday.
3. Specific tips for each personality type can	c) relax and enjoy it.
4. The most important thing is to	d) help people realise how the prevailing features of the character may influence their holidays.
5. The main goal of a holiday is to	e) help holidaymakers do away with habits which might spoil the holiday.

### **Focus on Content**

**Task 6**  Listen to the interview again and complete the notes. Then match the symptoms with the cures.

1. To the \_\_\_\_\_ a trip is like a research paper – they've got to get it done, and there's one very personal, very practical way to do it. They keep their eye on the clock, always hurrying the group from one tour (which they planned) to the next (which they planned) to the restaurant (which they *also* planned). They just want **to make the most of their trip**, but they miss out on the blissful beach naps and spontaneous ice cream runs that can only come during **downtime**.

2. The \_\_\_\_\_ is in a new place, but he's uncomfortable with leaving home behind. He sends texts, tweets, Instagrams and emails during tours, hikes, shows and dinner. He's having fun sending his canoeing pictures to friends, and he feels proud knocking out office emails while on the beach. The only people he *hasn't touched base with*, in fact, are the ones he's travelling with.

3. You couldn't get a \_\_\_\_\_ to worry about a trip if you paid him. She/he doesn't plan anything past her/his flight, saying she/he'll "*figure it out* when she/he gets there." This philosophy works in some destinations, but in others it leads to feelings of bitter regret. There's nothing worse than realizing the museum you came for is closed on Mondays, or that your dream restaurant takes only cash, or that there are no hotel vacancies within a 40-mile radius.

4. \_\_\_\_\_ either doesn't pack the correct essentials for where they're going, or they don't pack at all. They throw a few tank tops into a *duffel bag*, only to arrive and realize his/her shoulders should be covered at just about every Roman landmark. Because of their sporadic suitcase, they spend a lot of precious vacation time tracking down T-shirts and a lot of precious vacation money on the touristy versions of items they already have at home.

**Cure A:** If you belong to this type of a holidaymaker, think of all the moments in life when you've been pleasantly surprised by someone else's suggestions. Then, once a day, go along with someone else's suggestion. – If you're travelling with this type of a holidaymaker, introduce them to the beauty of slowing down. After your companion hustles you through a museum tour, for example, invite him on a leisurely stroll through the rose garden outback. He'll realize there are worthwhile activities that aren't on his schedule.

**Cure B:** They often become this type of a holidaymaker because they're trying to avoid stress before their trip. Make the preparation process approachable by drafting a good old-fashioned packing list one week prior and putting three items in your suitcase each day. – If you're travelling with this type of a holidaymaker, he or she is going to ask to borrow your clothes. And your pillow. And your toothbrush. Make a personal rule that you'll only lend him/her things when it doesn't diminish your vacation experience. Yes, you can afford to lend out one of three skirts. But going without your sunglasses is going to stink, and you'll end up resenting him/her for it.

**Cure C:** If you have this type of personality, make a list of your top three things to do or see in your destination. Then research the basics of each one to make sure you're prepared: vital info like ticket prices and bus schedules are all you need. – When travelling with him, resist the urge to thrust your plan on him. He's a wanderer, and his ideal vacation involves wandering. Book excursions for yourself and invite him to join, but don't be offended if he'd rather just "walk around."

**Cure D:** If you're this type of a holidaymaker, it's time for a *digital detox*. You don't have to ditch your phone for the whole trip, but try *going cold turkey* for just the first day to see how it feels. You'll have just talked to your people, so they won't miss you too much, and there's a chance you'll *get hooked to* the feeling of wild digital abandon. – When you catch this person with his nose to the screen yet again, pull him into a conversation. It's easiest for him to slip into cyberland when he's not directly engaged, but if you ask him a question or to help you row the canoe, he has no choice but to live in the vacation moment.

**Task 7.** *Answer the questions below.*

1. What issue is under consideration?
2. Why should travellers have a serious attitude to going on holiday?
3. What problems can be caused by a wrong attitude?
4. What most common personality types are defined by the attitude to holidays?
5. What do the time-keepers always stick to?
6. Why are they not the best company for a holiday?
7. How do they ruin their holidays?
8. What advice can be given to people who have this type of a holidaymaker or travel with them?
9. What are the texters often unaware of?
10. How do they make up for feeling uncomfortable about leaving their familiar environment?
11. How do those travelling with a texter feel?
12. What are the ways to cure the symptoms of a texter?
13. What is the difference between the hippie and the time-keeper?
14. What do the hippies usually think about the preparation for the holidays?
15. How to avoid feelings of bitter regret while travelling with a hippie?
16. What is the main problem of the underpacker?
17. What similarity is between the hippie and the underpacker?
18. How do they compensate for it?
19. Are there any ways to make travelling with the underpacker more comfortable?
20. Why is it important to be aware of the habits which might spoil your holiday and try to do away with them?

## Vocabulary & Use of English

### Focus on Vocabulary

**Task 8** Give the definition to the following words and word-combinations.

<i>sun lounger</i>	<i>explore the culture and</i>	<i>mingle with the locals</i>
<i>sample delicacies</i>	<i>heritage</i>	<i>relish unique experience</i>
<i>vibrant</i>	<i>cosmopolitan buzz</i>	<i>don your comfy shoes</i>
<i>pound the streets</i>	<i>laid-back vibe</i>	<i>the culture-culture</i>
<i>like-minded</i>	<i>pamper</i>	<i>itinerary</i>
<i>hilarious</i>	<i>duffel bag</i>	

**Task 9** Complete the sentences with the words and word combinations from the box.

1. Like birds that scavenge by the roadside, \_\_\_\_\_ feasts on art wherever they find it.
2. It is one of the oldest pubs in the country and a favourite haunt of the rich and famous who \_\_\_\_\_ over a pint – or a royal gin and tonic.
3. It was so nice to be amongst \_\_\_\_\_ people in a positive atmosphere for the week.
4. I enjoyed our vacation because we had the opportunity to \_\_\_\_\_ of breaking away from our planned routine.
5. Let us craft the perfect holiday \_\_\_\_\_ that fulfils all your requirements.
6. Many of those relaxing by the pool contributed to the \_\_\_\_\_ of a beach resort hotel.
7. I could hear ten pairs of heavy feet \_\_\_\_\_ past me.
8. New York City throbbed the visitors with a \_\_\_\_\_ energy as it always did.
9. The hotel \_\_\_\_\_ its guests with personalized service to add to the facilities it offers.
10. To eat on the street will give everyone a chance to \_\_\_\_\_ (*sample*) foods and \_\_\_\_\_ from other cultures.
11. \_\_\_\_\_ female holidaymaker was threatening to call police claiming that she had been locked in her room by hotel staff, when in fact she had mistaken the “do not disturb” sign on the back of the door as a warning to remain in the room.
12. I should define it as a place which incorporates \_\_\_\_\_ and culture, fun atmosphere and different lifestyles, good quality environment, and hassle-free travel.

13. Tourists visiting Bulgaria can see offers in mountain and seaside resorts as well as \_\_\_\_\_ the \_\_\_\_\_ and historical \_\_\_\_\_ of its towns.

14. The beach was not organized, except for a small part of which had \_\_\_\_\_, umbrellas and a canteen.

15. There's no better way to take in a new city than \_\_\_\_\_ and walking around enjoying immersive cultural experiences.

16. This sidewheeler \_\_\_\_\_ is done in a rich, ruby/black colour with delicate leather details; you'll look posh rolling this bag no matter where your travels take you!

**Task 10** *Translate into English using active vocabulary.*

1. Мешканець великого міста. З приходом перших теплих весняних днів у мешканців великого міста постає одне бажання – вирватися кудись на природу, шашлики, позасмагати та просто відпочити від бетонних офісів та сірих буднів. 2. Лежак. Де б Ви не відпочивали у Чорногорії, можна буде без зусиль знайти безкоштовний і комфортний пляж, не більше 50% території якого можуть займати платні лежаки. 3. Вивчати культуру та спадщину; змішатися з місцевими жителями. Сучасним туристам вже недостатньо лише спостереження; вони хочуть вивчати культуру та спадщину місцевої громади, шукаючи активного залучення до вражень, через яке можуть стати її частиною й, таким чином, «пережити» враження, відчути його на собі. 4. Скуштувати делікатеси. У сучасному світі набирає популярності такий вид туризму як "Кулінарний туризм", тобто не просто відвідати гарні місця, а й скуштувати місцеві делікатеси: крафтові сири, смажених равликів, їх ікру, жаб'ячі лапки, смачне вино та страви за середньовічними рецептами – Закарпаття має чим здивувати туриста. 5. Насолоджуватися унікальним досвідом. Існує нова концепція транспортного засобу, завдяки якому, можливо насолоджуватися унікальним досвідом в незвіданих місцях. 6. Прихильник сімейного відпочинку. Досить популярним серед прихильників сімейного відпочинку є відпочинок у наметовому містечку в Карпатах. Це, перш за все, відпочинок з дітьми на свіжому повітрі на спеціально підготовленій та обгородженій території, де зазвичай розташовані площадки для туристичних наметів, також місця для машин та трейлерів, кімнати для вмивання, душові кабінки, туалети і, звичайно, кухня. Додатково можуть розташовуватись дитячі та спортивні майданчики, басейн, прокат спортивного обладнання, магазин, кафе, пральня. 7. Поціновувач розкішного відпочинку; балувати. Острови у Тихому океані – рай для поціновувачів розкішного відпочинку. Вони вражають уяву казковими

пейзажами, екзотичними стравами, шикарними пляжами та розкішними готелями. Прогуляйтеся по розкішних садах і розслабтеся в басейні, попиваючи коктейль, а після побалуйте себе однією з процедур у срасалоні. 8. Метушня великого міста; любитель засмагати. Тут можна повністю розслабитися і насолодитися тишею, забути про час, відпочити від міської метушні, половити рапанів і мідій; для любителів позасмагати є величезний, широкий і чистий пляж з білим піском, де можна позасмагати, накупатися і подивитися вночі на Чумацький шлях. 9. Невимушена, безтурботна атмосфера, настрій. Вас безумовно вразить Лісабон з його унікальною невимушеною і розслабленою атмосферою, околиці столиці з її палацами і парками. 10. Фанат мистецтва; натягнути зручне взуття; товкти вулиці; однодумці. Барселона з її вернісажами в галереях, численними виставками, незвичайними інсталяціями, безкоштовними майстер-класами та концертами завжди приваблювала фанатів сучасного мистецтва, які, одягнувши зручне взуття, товчуть вулиці європейської столиці у компанії однодумців. 11. тусовщик/тусовщиця, король вечірок, світська левиця. Якщо ви за вдачею своєю тусовщик, то Ібіца чекає вас! Крім красивих пейзажів, життя в цьому місті вирує всіма кольорами веселки. Тут є все: пляжі, готелі, нічні клуби, шоу та розваги! 12. Прихильник спонтанного/незапланованого відпочинку. Якщо ви – спонтанний мандрівник, який любить жити сьогоднішнім днем і мріє про дивовижні поїздки, покупка гарячого туру стане кращим рішенням для вас. 13. Прихильник ретельно-спланованого відпочинку. Як тільки прихильники планування розпочинають свою діяльність, їх уже не зупинити. 14. Пакувальник-невдаха, людина, яка безладно пакує речі для подорожі. Як це не дивно, багато людей безладно пакують свої речі в дорогу та забувають взяти необхідні речі, такі, як аптечка та предмети гігієни. Не слід розраховувати на те, що при потребі ви купите все, як вдома. По-перше, аптеки може поряд і не виявитись. По-друге, в багатьох країнах ціни значно дорожчі, ніж в Україні й без хороших знань англійської купити недорогу потрібну річ досить складно. Отже, грамотно складена валіза — це збережені час та гроші. 15. Інтернет-залежний відпочивальник; відпочинок від інтернету/інтернет детоксикація. Якщо ви постійно перевіряєте смартфон і залипаєте в інтернеті, вам допоможе невеликий відпочинок від інтернету та пристроїв. Відомо, що кращий відпочинок — це зміна діяльності. Нехай весь світ почекає, поки ви насолоджуєтеся живим спілкуванням з друзями, прогулянкою в парку, ароматом квітів і неповторним заходом сонця.

## ***Extra Vocabulary***

**Task 11** *Match the holidaymaker types with their characteristics. Give the Ukrainian equivalents to the holidaymaker types. Use a dictionary if necessary.*

<b>The holidaymaker type</b>	<b>Characteristics</b>
1. The Organiser	A) the type of tourist who knows what he likes and what he likes is a tan-line where there should never be a tan-line
2. The Socks-and-Sandals Stalwart	B) spends hours cuddling up to his freshly-hitched beloved and staring doe-eyed at her over dinner
3. The Honeymooner	C) for him there is no such thing as standing still
4. The All-Inclusive	E) he will be arriving by private jet at the VIP terminal
5. The Adventurer	F) he is the most predictable type of holidaymaker because it's the same place every year, the same hotel, the same restaurants
6. The Bargain Hunter	G) "unexciting hotel with very low prices? Check, it may be quite nice, really"
7. The Old Reliable	H) he usually asks "what's in my cocktail glass, and is it free?"
8. The Money-No-Object	I) he gets up at an unfeasibly early hour to grab the best sunbeds and knows the precise minute when he needs to leave the pool to be first in line for the dinner queue

**Task 12** *Read the travel guide. Match the titles (A-G) with the paragraphs (1-5). There are two extra options lettered. Discuss with a partner to what extent you agree or disagree with the author's advice.*

- A) Tips for destination choosing and holiday planning
- B) Preparations essential for completing immigration formalities
- C) Factors to consider when looking for a place to live in on holidays
- D) Other people's experience and recommendations
- E) The place to start the holiday
- F) Ways to reduce your holiday expenses
- G) Things to bring on a trip



1. \_\_ The amount you can spend is likely to directly impact where you go and how long for, so it's worth doing a few sums so you know how much to budget for. If your plans are set, and the savings goal is high, take such top saving tips: shop less, cook at home, exercise for free, start selling, limit your alcohol intake, switch off and maximise efficiency, always eat everything in the fridge, try to relax.

2. \_\_ The first step is to decide where you'd like to go and what you'd like to do. If you're unsure, asking family and friends is often a good place to start as they can provide recommendations based on their own experiences and what they think you'll enjoy. From these conversations, you may whittle down your list of potential itineraries to your top five. What do you want to experience? When you picture yourself on holiday, what do you envision?

3. \_\_ Here's the highlight of the entire holiday! It's important you pack in such a way where you meet your airline's suitcase weight allowance while including all of the essentials. Pack clothing in compression bags, try to reduce the number of shoes, pack body wash, shampoo and conditioner in travel-size bottles, fix Transport Security Administration approved locks, place a name tag on your luggage.

4. \_\_ You won't get very far if you don't have a valid passport. Give yourself plenty of time to arrange your passport application or renewal. Also be aware that if your passport's pages are nearly or completely filled with stamps, you'll need to obtain a new one – even if it's still valid for a few more years. You need to give yourself at least three weeks to receive a new passport. Some countries will require you to have a visa before you travel, whereas others may allow you to apply for a visa upon arrival.

5. \_\_ There is often a great variety of booking tickets and accommodation options when you're travelling, from meeting people from all parts of the globe in a hostel to staying in a resort that caters to the whole family. Choosing what's best for you will depend on your budget, personal requirements, the location, and the number of travellers in your group.

**Task 13** *Choose the ways and characteristic features of travelling in the box on page 82 to describe the travelling types in the table. Are they advantages or disadvantages of each type? What other ways and features can you add to the list? Which type of travelling would you prefer? Why?*

*to put your money where your mouth is* / travelling with a partner or close friend can be a blast, especially if you have similar interests / an excellent way to bond by sharing experiences together / your travels are much more structured / it can be exhilarating, as you have the freedom to do as you choose / it's certainly more difficult to make bookings and find vacancies / you have no worry about others / the larger the group is, the more restricted you're / depending on your personality, you may feel lonely at times / it's amazing to see children take in new parts of the world with open wonder / to soak in exotic destinations / to go on charity holiday / dream holiday / map out your itinerary together to ensure that you both have the same expectations for the trip / relaxed and stress-free holiday / use your itinerary as a form of structure for your holiday and a decision-maker when you both can't agree on where to eat / to seek an adrenaline rush / to experience something new / to pose some kind of challenge to smb rather than just a rest / to help **switch off** and to be delighted with kids / it gives lots of freedom / a cheap extraordinary holiday / budding daredevil/ widely-travelled globetrotter

<i>Types of Travelling</i>	<i>Ways and characteristic features</i>	
	<i>Advantages</i>	<i>Disadvantages</i>
Solo travelling		
Couple travelling		
Group travelling		
Family travelling		
Unusual travelling		

### ***Focus on Language***

#### ***Words Easily Confused***

**Task 14** Study the words and sentences with them below. Pay attention to the difference in their meaning.

**road** – a specially prepared hard surface for cars, buses etc to travel on. Eg.: *It was a rough mountain road, full of stones and huge holes.*

**street** – a public road in a city or town that usually has buildings on its side(s) and includes sidewalks. Eg.: *Whether it's museums and culture or shopping and*

*shows, you're happy if it means you can don your comfy shoes and pound the streets of a new and exciting city.*

**way** – a route/road etc. taken in order to reach a place. Eg.: *You'll need a map to find your way around this city.*

**direction(s)** – the way sth or sb moves, faces or is aimed / information or instructions about what to do or where to go. Eg.: *Down the road, he could see a bus coming from the opposite direction.*

**route** – the way from one place to another. Eg.: *To find out about the new routes, the app and other changes, click on the city's transit website.*

**path** – a track that people walk along over an area or ground. Eg.: *Heading away from the mountains, I soon found an easier path leading downhill to the village.*

**Task 15** Complete the sentences. In sentences (7–12) use the words from task 14.

1. This street offers a .....
2. The new road has completely .....
3. What direction should I follow to get to .....?
4. Does anybody know the way to .....?
5. We followed the well-trodden tourist route from .....
6. The hikers took the path that .....
7. If you get lost, .....
8. .... or we'll never find the cathedral.
9. .... in an attempt to get back.
10. They walked carefully through the woods .....
11. .... follows the Pacific coastline.
12. He often studied the joyful slivers of city life:.....

### **Collocations & Expressions**

**Task 16** Put the words in the correct column of the table below to make collocations with **HOLIDAY(S)**.

accommodation	cottage	have	romance
activity	destination	home	resort
adventure	disastrous	insurance	school

arrangements	dream	in the	season
annual	during the	job	7-night
a holiday of a	Easter	lovely	skiing
lifetime	enjoyable	need	snaps
book	entitled	to on (a)	summer
brochure	entitlement	overseas	take
business	exciting	package	time
camp	family	paid	two-week
camping	fun-filled	pay	venue
cancel	firm	period	village
Christmas	foreign	photos	winter
company	get	plans	wonderful
complex	go on		

### HOLIDAY(S)

<i>Collocations</i>	<i>Period of time away from home for pleasure</i>	<i>Period of rest from work/school</i>
<i>Adjectives</i>		
<i>Verb+Holiday</i>		
<i>Holiday+Noun</i>		
<i>Prepositions</i>		
<i>Phrases</i>		

**Task 17** Explain the meaning of the following idiomatic expressions. Find the Ukrainian equivalents to them. Work in pairs and think over the situations illustrating the idioms.

*to make the most of sth*  
*downtime*  
*to touch base with sb*  
*to go cold turkey*  
*to be/get hooked to sth*

*to put the money where your mouth is*  
*to get back to basics*  
*to switch off*  
*to be on the cards*  
*to keep an eye on sb/sth*

## ***Prepositions***

**Task 18** *Complete the blanks with the prepositions where necessary.*

\_\_\_\_\_ the sun

tips \_\_\_\_\_

influence \_\_\_\_\_ sth/sb

surprised \_\_\_\_\_

\_\_\_\_\_ a rush

log \_\_\_\_\_

rely \_\_\_\_\_

aware \_\_\_\_\_

uncomfortable \_\_\_\_\_

\_\_\_\_\_ the schedule

\_\_\_\_\_ / \_\_\_\_\_ of touch \_\_\_\_\_

back \_\_\_\_\_

**Task 19** *Correct the mistakes in the sentences below.*

1. If you belong to this type of a holidaymaker, think of all the moments in life when you've been pleasantly surprised at someone else's suggestions.
2. They keep on touch of it all the time by sending messages, e-mails and twits back to their family and friends, logging to to their office mail box while on the beach is nothing odd for them.
3. In this travel guide, you will find the tips about destination choosing and holiday planning.
4. You look forward to getting out of your office and enjoying some fun on the sun.
5. He'll realize there are worthwhile activities that aren't in his schedule.
6. The most important thing is to be aware in habits which might spoil the holiday.
7. The texter is in a new place, but he's uncomfortable leaving home behind.
8. The hippie relies too much to spontaneous decisions.
9. They are constantly on a rush, hurrying themselves and those with them to keep to the schedule of sightseeing trips, lunches, excursions, and the like.
10. The main aim of the book is to help people realise how the prevailing features of the character may influence on their holidays.

## Phrasal Verbs

**Task 20** Use the following phrasal verbs make, keep, do, break, look, get together with a proper preposition(s) and match with their definitions. Give the Ukrainian equivalents and create your own sentences in the holiday context.

make	1) away from	a) to put an end to; remove
do	2) to	b) to feel pleased and excited about something that is going to happen
keep	3) away with	c) to avoid leaving (a path, road, or place)
break	4) forward to	d) to escape from someone's hold
look	5) up for	e) to leave or escape from a person or place, often when it is difficult to do this
get	6) away	f) to compensate for something lost, missed, or deficient

## Word Formation & Derivatives

### Compounds

Compounds are two or more words together that act as a single word. They usually represent an action or description in a short form ('a book which is extremely popular and selling in very large numbers becomes a *bestselling book*.)

Compounds can be written as one word (*campsite*), two words joined by a hyphen (*old-fashioned*) and or two separate words (*rain forest*). There are no rules for this.

*Compound Adjectives* can be formed by combining:

- 1) an adjective or a noun with present participle or past participle: *bestselling, old-fashioned*;
- 2) a past participle or an adverb with a preposition: *fed-up*;
- 3) a noun with an adjective: *duty-free*.

In *Compound Nouns*, the first part usually describes the type of the second part. We can form compound nouns by combining:

- 1) two nouns: *sunglasses*;
- 2) an adjective and a noun: *highlight*;
- 3) a verb and a preposition or an adverb: *breakthrough*;
- 4) a noun and a present participle: *sightseeing*

**Task 21** Study the following compound adjectives and nouns and analyse the ways they are formed.

<i>Compound adjectives</i>	laid-back, like-minded, bestselling, sightseeing, fun-filled, worthwhile, old-fashioned, travel-size, stress-free, widely-travelled, freshly-hitched
<i>Compound nouns</i>	time-keeper, underpacker, sunscreen, holidaymaker, downtime, toothbrush, sunglasses, culture-vulture, honeymooner, highlight, decision-maker, daredevil, globetrotter

### Opposites

The opposites of many English words are formed by adding a negative prefix to the words. The most common negative prefixes are **un-**, **in-**, **dis-** and **mis-**.

Most words that derive from the same root take the same negative prefix as the root word: *approve* – **disapprove**, *approval* – **disapproval**, *approving* – **disapproving**, *approvingly* – **disapprovingly**.

Sometimes verbs, nouns, adjectives or adverbs deriving from the same root form their opposites with the addition of different negative prefixes: *comfort* – **discomfort** (noun) BUT *comfortable* – **uncomfortable** (adjective); *fortune* – **misfortune** (noun) BUT *fortunate* – **unfortunate** (adjective); *equal* – **unequal** (adjective) BUT *equality* – **inequality** (noun).

Some words of the same category (verbs, nouns or adjectives) deriving from one root form two opposites using two different negative prefixes but with a difference in meaning: *able* (adj) – **unable** (not able), **disabled** (handicapped); *informed* (adj) – **uninformed** (not informed), **misinformed** (wrongly informed); *used* (adj) – **unused** (not used), **misused** (wrongly/badly used).

<i>Prefix</i>	<i>Usage/Meaning</i>	<i>Example</i>	<i>NB!</i>
<b>un</b>	+ adjective/adverb – the opposite adjective/adverb	attractive – unattractive attractively – unattractively	
	+ noun (related to adjective) – lack of the quality described by the adjective	certain – uncertain certainty – uncertainty able – unable	ability – inability, disability
	+ verb – the	lock – unlock	

	reverse of what the verb describes	dress – undress do – undo	
<b>in</b>	+ adjective/adverb/ noun (related to adjective) – the opposite of the original word	efficient – inefficient efficiently – inefficiently efficiency – inefficiency	<b>is not</b> used to form opposites of <b>verbs</b> and words beginning with <b>in</b> : interesting – uninteresting interpret – misinterpret integrate – disintegrate
<b>il</b> <b>im</b> <b>ir</b>	before <b>l</b> before <b>m</b> and <b>p</b> before <b>r</b>	legal – illegal mature – immature patient – impatient rational – irrational	
<b>dis</b>	+ verb – the opposite effect or reverse process described by the original verb	agree – disagree connect – disconnect	
	+ noun/ adjective/adverb – the opposite of the root word	agreement – disagreement agreeable – disagreeable agreeably – disagreeably honesty – dishonesty honest – dishonest honestly – dishonestly	
<b>mis</b>	+ verb/noun – doing what the root describes wrongly or badly	judge – misjudge judgement – misjudgement	

**Task 22** Complete the sentences with the correct opposites of the words in brackets.

1. The texter is in a new place, but he's \_\_\_\_\_ (*comfortable*) about leaving home behind. 2. Don't be \_\_\_\_\_ (*pleasantly*) surprised if he'd rather just "walk around." 3. In fact, she had \_\_\_\_\_ (*taken*) the "do not disturb" sign on the back of the door as a warning to remain in the room. 4. The beach was \_\_\_\_\_ (*organized*), except for a small part of which had sun loungers, umbrellas and a canteen. 5. \_\_\_\_\_ (*exciting*) hotel with very low prices? Check, it may be quite nice, really." 6. He gets up at an \_\_\_\_\_ (*feasibly*) early hour to grab the best sunbeds. 7. If you're \_\_\_\_\_ (*sure*), asking family and friends is often a good place to start. 8. Charlie watched as Lucy's plane taxied along the runway, and \_\_\_\_\_ (*appeared*) into the cloudless sky. 9. We have to be very careful how we market our products - it must be their decision and not seen as a



package holiday - we make them think they are \_\_\_\_\_ (*dependent*).  
10. The backs of their heads rode smoothly forward between the landscapes that \_\_\_\_\_ (*rolled*) at either side of the car; hedges, trees, fields, houses came and went before there was time to examine them. 11. I'm talking about their complete \_\_\_\_\_ (*ability*) to know how to behave on holiday. 12. All service providers need to think about how they cater for customers with \_\_\_\_\_ (abilities). 13. It was highly \_\_\_\_\_ (responsible) and could have gone very badly wrong. 14. None of this means that anything \_\_\_\_\_ (legal) is happening. 15. I felt completely \_\_\_\_\_ (connected) from the outside world.

## Speaking Skills

*Communicative Situation 1:* Comment on the following ideas. Share your opinion with a partner.

- ✓ *When it comes to travel, we all like different things.*
- ✓ *You may spoil your holiday because of bad company.*
- ✓ *Holidays should be a time of relaxation.*
- ✓ *The majority of holidaymakers feel uncomfortable about leaving their familiar environment.*
- ✓ *Lack of suitable preparation leads to a waste of holiday time and budget.*

*Communicative Situation 2:* Present information about your personality features that help you to be a) open/close to something new on vacation; b) conscientious in planning ahead rather than being spontaneous.

*Communicative Situation 3:* You have received this email from your English-speaking friend Paul. What would you recommend? Why?

From: Paul Brown  
Subject: Beach holiday

Hi!

Alicia and I are planning on having a foreign beach holiday this summer. I'd be happy to spend every day swimming and sunbathing, but Alicia says she'd get bored and wants to travel around and see the local area. You've had lots of seaside holidays – do you know anywhere with good beaches and an interesting local area that would keep us both happy? A decent nightlife is important, too.


Thanks  
Paul

*Communicative Situation 4:* Prepare the talk about a memorable trip. Say where you went, who you went with, what you did there, explain what made it memorable. The talk should last to three minutes. Record yourself so you can hear your mistakes and improve the talk.


## Test Yourself Section

### *Listening Comprehension*

**Task 23** *Revise the Tips for matching task.*

**Task 24**  *Listen to people talking about a four-day hiking trip to a remote historical site in the mountains. For questions 1–5, choose from the list A–H the reason each speaker gives for going on the trip.*

- |           |   |
|-----------|---|
| Speaker 1 | A – to follow the favourite TV presenter                            |
| Speaker 2 | B – it was like a childhood dream come true                         |
| Speaker 3 | C – got the trip as a present to celebrate an important event       |
| Speaker 4 | D – to check if the speaker is fitted enough                        |
| Speaker 5 | E – family member did not believe in the speaker's ability to do it |
|           | F – understood why another person wanted to go                      |
|           | G – a family member has always dreamt of going                      |
|           | H – to make another person happy                                    |

**Task 25**  *Listen again. Match the parts of the sentences to make them true.*

- |  |  |
|--|--|
| 1. For Speaker 1 the most memorable aspect of the trip was               | a) the way in which the spot was planned and made.         |
| 2. Speaker 2 was impressed by  | b) the way in which they observed the scenery.             |
| 3. Speaker 3 was struck by   | c) problems with health.                                   |
| 4. The expectations of Speaker 4 did not come true completely due to     | d) everybody's waiting patiently for those falling behind. |
| 5. The expectations of Speaker 5 did not come true completely because of | e) the fact that he/she had already seen the place.        |

## Wordlist

1. *City Slicker*
2. *Family Focused*
3. *Culture Vulture*
4. *Luxury Lover*
5. *Sun Seeker*
6. *Party Animal*
7. *sun lounger*
8. *mingle with the locals*
9. *sample delicacies*
10. *relish unique experience*
11. *explore the area*
12. *laid-back vibe*
13. *don comfy shoes*
14. *pound the streets*
15. *pamper*
16. *the hippie*
17. *the time-keeper*
18. *the underpacker*
19. *the texter*
20. *duffel*
21. *digital detox*
22. *vibrant*
23. *explore the culture and heritage*
24. *cosmopolitan buzz*
25. *hilarious*
26. *itinerary*
27. *the Organiser*
28. *the Socks-and-Sandals Stalwart*
29. *the Honeymooner*
30. *the All-Inclusive*
31. *the Adventurer*
32. *the Bargain Hunter*
33. *the Old Reliable*
34. *the Money-No-Object*

## Use of English

### *Collocations & Expressions*

to make the most of sth  
downtime  
to touch base with sb  
to go cold turkey.  
to be/get hooked to

to put the money where your mouth is  
to get back to basics  
to switch off  
to be on the cards  
to keep an eye on sb/sth

### *Words with/without Prepositions*

in the sun  
tips for  
influence sth/sb  
surprised by

in a rush  
log on  
rely on  
aware of

uncomfortable about/with  
on the schedule  
in /out of touch with  
back to

### *Phrasal Verbs*

to make up for  
to do away with

to break away from  
to keep to

to look forward to

## UNIT 5

### Holiday Accommodation

#### ! Learning Goals

##### *Skills*

! **Reading** for details.

**Comprehension:** multiple choice

Texts: *Types of accommodation; Holiday Plus*

! **Speaking:** presenting information about *places/quality of every type of accommodation, their equipment, facilities, service.*

##### *Language*

! **Vocabulary:** *basic accommodation, booking holiday accommodation, characteristics of hotel types*

! **Use of English:** words easily confused: *offer, provide, supply, cater, feature, have*; words with prepositions; phrasal Verbs with *hold, put, throw*; word formation & derivatives: *revision*

#### Warming up

**Task 1** *How to find the best holiday accommodation: 1) to book early; 2) to search for holiday rentals; 3) to visit travel blogs and websites that offer access to special deals on hotels and accommodations.*

**Task 2** *How do you think different holidaymakers (the City Slicker, the Family Focused, the Culture Vulture, the Luxury Lover, the Sun Seeker, the Party Animal, the hippie, the time-keeper, the underpacker, the texter, the Organiser, the Socks-and-Sandals Stalwart, the Honeymooner, the All-Inclusive, the Adventurer, the Bargain Hunter, the Old Reliable, the Money-No-Object) choose their holiday accommodation?*

#### Reading Skills

**Focus on Comprehension:** *Tips for multiple choice task.*

- ✓ Read the text from start to finish in order to get a general idea
- ✓ The questions follow the order of the text.
- ✓ Read each question and underline the key words. Then try to find the part of the text which contains the answer and underline the key words there.
- ✓ Look at the options and decide which option best matches the key information in the text.
- ✓ The questions and the text may not contain the same words. Look for and match meaning.

*from FCE Practice Tests, Longman*

**Task 3** Read the text “Types of accommodation”. For questions 1–10, choose the correct answers A, B, C or D.

## TYPES OF ACCOMMODATION

### A HOTEL

A hotel is an establishment providing paid accommodation. Hotels used to offer **basic accommodation** in the past, but nowadays they mostly provide rooms with **modern facilities, en-suite bathrooms**, air-conditioning, a telephone, a TV set, an Internet connection; a mini-bar including a small refrigerator with drinks and snacks; often there is a facility for making hot drinks in the room (an electric kettle, cups, spoons, instant coffee and tea bags, sugar, milk). Hotels usually have at least one restaurant and a swimming pool and they provide childcare and conference services. The quality of the hotel and its services is usually marked by stars according to the five-star classification.

\* *One-star hotels* – (tourist hotels - low budget hotels)

Hotels are mostly small and privately owned, services may be provided by the owner and the family. Meals may be fairly simple. Rooms are small and have a shower and a toilet (German standard). All rooms have a hand-basin with hot and cold running water (English, Danish standard) and heating. Telephone is available. Breakfast is available. Drinks are offered. Guests can enter or leave any time of the day or night.

\*\* *Two-star hotels* – (standard hotels - budget hotels)

Hotels are small to medium-sized. They are well equipped, offering comfortable accommodation with en-suite bath/shower rooms. **Reception staff** is professional, food and drinks are offered. (German standards require buffet breakfast). Cashless payment is possible.

\*\*\* *Three-star hotels* – (middle-class hotels – comfort hotels)

Usually, hotels support higher **staffing levels**. They have spacious **reception** with seats and other public rooms. Their employees speak at least one foreign language. Their restaurants normally also cater for non-residents. All rooms have en-suite bath and shower rooms with toiletries and good equipment, such as a TV set, a hairdryer, direct dial telephone. They usually offer **room service** and some **business services**. If the hotel has more than two floors, it has a lift. Access to the net is available. Credit cards are accepted.

\*\*\*\* *Four-star hotels* – (first-class hotels)

They maintain a high quality of **furnishings**, decorations and equipment. Bedrooms are spacious and well designed, with en-suite bathrooms with a bath and shower. There is enough staff to provide all necessary service; there is a **24-hour room service, laundry and dry-cleaning**; a lobby, an **a la carte restaurant** and a bar. All rooms are equipped with mini-bars and access to

internet. There are armchairs or couches in the room. Shoe polish implements can be expected in the rooms.

\*\*\*\*\* *Five-star hotels – (luxury hotels)*

Accommodation is spacious and **luxurious**, matching the best international standards. There are **safe-boxes**, **access to internet** and air conditioning in every room. Personalized guest welcome with flowers/sweets can be expected. **Suites** are available. The hotels have special interior design and elegant furnishings. Service is formal and flawless, **round-the-clock rooms service** is available. These hotels have a lift if there is more than one floor. Their restaurants offer high quality cuisine. The staff is very efficient, courteous and helpful. An indoor swimming pool is available, as well as **porter service**, laundry, dry-cleaning, ironing and sale of gifts.

Many 3-, 4- and 5-star hotels offer **conference facilities**, which can also be classified. Three basic kinds of hotels are: - **commercial hotels** – for business travellers and people on short trips; they often have large meeting rooms and catering for different events; - **resort hotels** – for tourists and holiday-makers; they often offer sports and sightseeing; most of them are seasonal (mountain resorts, seaside resorts); - **residential hotels** – guests can rent rooms for long periods of time; they are a lot like apartment houses, but they also provide meals and other hotel services.

### A MOTEL

The word is an abbreviation of motor – hotel and the concept originates from the USA. Motels **differ from** hotels in their location: they are mostly situated along highways. Usually, they are in a shape of connected rooms with their doors facing the parking lot. Sometimes they are a series of small cabins with a common parking. They have small reception rooms and not much attention is paid to the interior of the buildings. Some motels also have restaurants and dining rooms or even swimming pools.

### A YOUTH HOSTEL

This is a kind of cheap accommodation for travellers. Guests can rent a bed or a **bunk bed** in a **dormitory** and share a bathroom, a **lounge** and possibly a kitchen. Private rooms are often available. Besides being cheaper, hostels are also less formal than hotels. There is a lot of opportunity to socialize. But they offer less privacy than hotels, there might be disturbances caused by individual guests. Regardless of their name the hostels are no more intended for young travellers only. Hostels mostly provide breakfast; some also offer other meals. Many have shops where guests can buy food.

### A CAMPSITE

A campsite is a place used for **overnight stay** outdoors. The campsite can be: a) an incidentally chosen place (where backpackers or hikers decide to stop and stay overnight), or b) an area equipped for camping, with various facilities;

it is usually called a campground. **Campgrounds** charge a user fee. They might have a few or many facilities, including the following: 1) fireplaces to build campfires (holes, enclosures, concrete spots); 2) pit toilets/flush toilets; 3) bathrooms with showers and sinks; 4) road access for vehicles; 5) piped potable water; 6) picnic tables; 7) utility hookups (gas, water, electricity, sewer); 8) a small convenience store; 9) wood for cooking and campfires; 10) gravel or concrete parking pads; 11) garbage cans. Most campgrounds also have a set of rules concerning noise and behaviour of campers. Camping outside designated campsites is often forbidden.

### AN INN

An inn is an establishment which offers travellers food, drink and **lodging**. Inns were first established in Roman times when a lot of roads were built. At the time inns were also community gathering places. Nowadays, they have lost their leading role in tourism, as there are numerous hotels, restaurants and pubs. Many hotels or bars use the word “inn” in their names (Holiday Inn). The difference between inns, pubs and taverns is becoming less noticeable. In Europe inns still provide lodgings, whereas the rest of the facilities stated above do not.

### A GUEST HOUSE

A guest house is a private house converted into a lodging facility for tourists. **Bed and breakfast** are usually offered at guest houses, the owner and his family often live in another building in the vicinity.

1. A hotel is an establishment which
  - A) is used to supply basic accommodation for less money
  - B) provided accommodation in the past
  - C) offers accommodation facilities
  - D) provides the five-star quality classification of accommodation
  
2. The main difference between a one-star hotel and a two-star hotel is
  - A) the former is more expensive
  - B) the former is less expensive
  - C) the latter is cheaper
  - D) the latter is less expensive
  
3. They in paragraph 4 refers to
  - A) restaurants
  - B) rooms
  - C) room and business services
  - D) hotels

4. In contrast to their four-star counterparts, five-star hotels provide
- A) round-the-clock room service
  - B) tailored greetings for VIP guests
  - C) spacious and well-designed rooms
  - D) high quality cuisine
5. The lift is available in the hotel if
- A) it is a storyed building
  - B) it is a three-star or a five-star hotel
  - C) it does not offer porter service
  - D) it has more than one level
6. A motel is suitable for those who
- A) travel by car
  - B) would like the door of their room to face the parking lot
  - C) do not pay much attention to the interior
  - D) come from the USA
7. A youth hostel is the type of accommodation in which
- A) guests can share a bed
  - B) only young people can stay
  - C) you can get acquainted with others
  - D) you will be disturbed by other guests
8. To stay at a campsite you need
- A) to be equipped for camping
  - B) to stay outdoors overnight
  - C) to call a campground about the fee
  - D) to follow certain rules
9. European inns are different from pubs and taverns as
- A) they are places where people gather
  - B) they were built in Roman times
  - C) they provide accommodation
  - D) you can find the word “inn” in the names of many hotels or bars
10. What was NOT mentioned in the text?
- A) appliances for self-catering
  - B) modern conveniences
  - C) leisure facilities
  - D) conference activities



## ***Focus on Content***

**Task 4** *Answer the questions.*

1. What is the point to be dwelt upon?
2. What do hotels provide nowadays?
3. What is the quality of the hotel and its services usually marked by?
4. What are the main features of one-star hotels?
5. What are two-star hotels like?
6. Why are three-star hotels called comfort hotels?
7. What hotels maintain high quality of furnishings, decorations and equipment? What services do they provide?
8. What hotels are called luxury hotels? Why?
9. How else can hotels be classified?
10. How do motels differ from hotels?
11. What can a youth hostel offer its guests?
12. Where can you stay outdoors? What do campgrounds charge a fee for?
13. How have inns changed since Roman times?
14. What can be offered in a guest house?
15. What kind of accommodation would you prefer and why?

## **Vocabulary & Use of English**

### ***Focus on Vocabulary***

**Task 5** *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

**Task 6** *Match the types of accommodation and their definitions. There is one extra definition you do not need to use.*

- |                    |  |
|--------------------|--|
| 1. one-star hotel  | _____ a hotel with spacious rooms, air conditioning,     |
| 2. four-star hotel | access to internet                                       |
| 3. motel           | _____ cheap accommodation with dormitories and shared    |
| 4. youth hostel    | bathrooms  |
| 5. campsite        | _____ a hotel without a restaurant                       |
| 6. inn             | _____ a family-owned facility for tourists               |
| 7. guest house     | _____ a place to stay outdoors overnight                 |
|                    | _____ a hotel with small rooms which do not all have en- |
|                    | suite bathrooms  |
|                    | _____ an establishment offering food, drink and lodging  |
|                    | to travellers  |
|                    | _____ a hotel with easy access to the parking lot        |

**Task 7** Complete the notes below according to the information given in the text “Types of accommodation”

TYPE OF ACCOMMODATION	QUALITY OF ACCOMMODATION SERVICE	EQUIPMENT	LOCATION	FACILITIES
A HOTEL				
A MOTEL				
A YOUTH HOSTEL				
A CAMPSITE				
AN INN				
A GUEST HOUSE				

**Task 8** Explain the difference between the following types of hotels:

- a) commercial                                      b) resort                                      c) residential

**Task 9** Choose the best accommodation for different types of holidaymakers. Compare your choice with your partner/groupmate and justify it.

*Eg.:* Holidaymakers **who want privacy but social atmosphere**. – The best accommodation is a **hotel** as it provides individual rooms. Hotels are categorised in a **star rating** based on their quality and the amount of guest services they provide. For example, a one-star budget hotel may provide a room, whereas a luxury five-star hotel may provide a room, bath facilities, gym and spa facilities and breakfast etc.

**hotel, motel, guest house, campsite, B&B, hostel, resort hotel, business hotel**

- ✓ Honeymooners, couples or those who crave relaxation.
- ✓ Those who want personalised accommodation with **catering**.
- ✓ Solo travelers who aren’t concerned about space or spending time indoors.
- ✓ Those on a long holiday.
- ✓ Sporty types and those on an active break.
- ✓ Those who don’t want to spend too much time in their inside.
- ✓ Business travelers.
- ✓ Those who love the outdoors and want **self-catering**.

- ✓ Families with children and those who want to socialise with other holidaymakers.
- ✓ Holidaymakers who want to take a lot of amazing Instagram pictures.
- ✓ Short term holidays and for those who like a quieter and intimate experience.
- ✓ Motorists.
- ✓ Backpackers, budget travelers or groups.
- ✓ Those who want a luxurious and private experience.
- ✓ City breaks and for those who want self-catering, freedom and control.

**Task 10** *What holidaymakers are these types of accommodation best for? Why?*

**Boutique Hotel**

A small and highly stylised hotel of between 10 and 100 rooms, typically situated in a fashionable urban location. Boutique hotels are often designed with an aspirational theme or specific concept in mind.

**Villa**

a large country house estate on its own grounds.

**Penthouse**

An apartment suite situated on the top floor of a building with luxury facilities.

**Apartment**

Self-contained accommodation with a bedroom/bedrooms, a kitchen, living area and bathroom. Situated in a building containing similar units.

**Chateau**

A French country house or castle, situated on an estate, often with a vineyard.

**Manor**

A large historic stately house or mansion, set within its own grounds and formerly owned by nobility.

**Eco Hotel**

Environmentally friendly accommodation, practising green living. They will use renewable energy sources, promote recycling and serve organically sourced local produce.

**Capsule Hotel**

Developed in Japan, capsule hotels provide modern, but inexpensive and very basic accommodation.

**Task 11** *Render the following ideas into English.*

1. Однією з найважливіх складових гарного відпочинку є правильний вибір готелю. 2. В першу чергу ви повинні визначити, чого очікуєте від готелю. Номер, обслуговування, харчування, розваги, додаткові послуги - все це впливає на враження від подорожі. 3. На сьогодні у світі існує понад 30 різних класифікацій готелів. Поширені системи зірок, літер, корон та інші. Найпопулярнішою є "зіркова" система класифікації. Зірки позначають рівень комфорту і сервісу в готелі. Чим більше зірок, тим готель вважається кращим. 4. Одна зірка – це означає, що у готелі всі номери однотипні. Зручності знаходяться на поверсі: ванна кімната та туалет спільні для декількох номерів, телевізор у холі. У перелік послуг однозіркових готелю не входить харчування. 5. Дві зірки говорять про те, що в таких готелях є кілька типів номерів. Як правило, вам запропонують сніданок. У номері обов'язково буде туалет і ванна або душ. 6. Три зірки гарантують наявність у номері телевізора, телефону та міні-бару або холодильника. Як правило, в такому готелі має бути не менше двох об'єктів, що надають додаткові послуги: тренажерний зал, басейн, сауна, масажний кабінет, перукарня, бізнес-центр або конференц-зал. У номері обов'язково буде повноцінна ванна кімната, де ви знайдете шампунь, мило і гель для душу. 7. Чотири зірки свідчать про те, що рівень комфорту і обслуговування в такому готелі набагато вищий за середній. В готелі працюватиме цілодобовий бар та/або ресторан. До ваших послуг бар, пункт обміну валют, бізнес-центр, обов'язковим є наявність фітнес-центру з сауною і басейном. Крім телевізора, телефону і міні-бару в номері сейф, кондиціонер, фен для волосся. 8. П'ять зірок позначають готель класу "люкс". Обслуговування тут на вищому рівні. Вас неодмінно зустрине швейцар, а про ваш багажі подбає носильник. Обслуговування номерів в таких готелях цілодобове, за бажанням вам подадуть сніданок або пізню вечерю в номер. Крім стандартного набору послуг будуть надані також ексклюзивні.


**Extra Vocabulary**


**Task 12** *When booking a hotel room, it's important to know the difference between their types. Complete the sentences on page 101 with the correct word from the box. Give the Ukrainian equivalents to the types of hotel rooms. Use the dictionary if necessary.*

single	double	triple	twin	connecting	suite	junior suites	deluxe
		presidential	royal	bridal	honeymoon		

1. Beautiful hotel complexes with ..... suites ideal for newly married couples are built all over the island.
2. This ..... room with two twin-size beds is spacious and bright. It offers cozy warmth thanks to the furniture and colourful, lively decor and Impressionist reproductions and includes a sitting area leading to a private balcony to enjoy the lovely views.
3. We shared a 'stateroom,' which was actually a ..... with a common room, a bathroom, and two smaller bedrooms for us at either side.
4. Three of the remaining bedrooms are ..... rooms, they have fitted wardrobes and are suitable for one guest to stay.
5. This twin ..... suite has a balcony, a sitting room with soft furniture for relaxation, a TV-set, a fridge and an air-conditioner; the bedroom has a double bed, bedside tables with table lamp-shades, a small table and an exit to the balcony.
6. A ..... room with two comfortable beds, built-in wardrobes and original fireplaces is spacious enough for two people now costs £150 per night including breakfast.
7. A very small number of hotels have both a ..... and a ..... suite. In these instances, usually both suites are of a comparative size and price, but differ in style and facilities. .... suites may be more classically furnished, while ..... suites may be more modern in appearance. .... suites may have facilities such as a private conference room, while ..... suites may have a formal reception room instead.
8. .... rooms are also available, allowing groups to be accommodated close together.
9. Parents are required to book a ..... room if they bring a child over 5 years of age.
10. Some hotels simply give the label of the ..... suite to a hotel room that is below the level of a standard suite but just bigger than a standard or deluxe room.

**Task 13** *Imagine you are phoning a hotel to ask about room rates. Write down phrases and vocabulary you would expect to hear or say.*

**Task 14**  *Listen to the conversation on booking the hotel and see if any of your ideas are mentioned.*

**Task 15**  Listen again and put the dialogue in the correct order. Roleplay the dialogue.

- \_\_\_ F1: One moment, please. I'll **put you through to** reservations.
- \_\_\_ F2: Yes, that is a possibility. Just let me check those dates for you. It is a very busy time of year, as I'm sure you realise!
- \_\_\_ M1: Yes, I'm enquiring about room rates in July, please.
- \_\_\_ M1: Oh, dear. Er, so that would mean either leaving on Friday or moving to two rooms for the last one or two nights, would it?
- \_\_\_ F2: I see, sir. And for how many people would that be?
- \_\_\_ M1: Oh! That sounds wonderful. But what about the price? Can you do any special deals on that?
- \_\_\_ M1: Yes, I'd like to find out about your room rates in July, please.
- \_\_\_ M1: Is it not possible to have a family room for all of us?
- \_\_\_ M1: Well, there's myself, my wife and our two children. They're 9 and 5.
- 1 \_\_\_ F1: (phone ringing) Majestic Hotel, can I help you?
- \_\_\_ M1: Yes, I appreciate that.
- \_\_\_ F2: Yes, I'm afraid so... but I see we do have a suite available for all the nights you're interested in. That would give you two separate bedrooms, a sitting room, bathroom of course, and the one we have available also has a large balcony and a terrific sea view.
- \_\_\_ F2: Yes, of course, sir. Do you have specific dates in mind?
- \_\_\_ F2: Mmm (typing), ah. Well, I can offer you a family room for the nights of Saturday the 6th through to the night of Thursday the 11th, but I'm afraid there are no family rooms for the second weekend. They're all booked already, I'm afraid.
- \_\_\_ F2: (click) Reservations, can I help you?
- \_\_\_ F2: Well, there are various options. (Typing) We could do a double for you and your wife, and a room with two singles for your children. Not adjacent though.
- \_\_\_ M1: Yes, we're thinking of coming up the weekend of the 6th of July and staying for about a week, going back on Saturday the 13th or Sunday the 14th.

**Task 16** *Most people look for budget or cheap hotels when they go on vacation, but no matter whether you stay in a cheap hotel or a luxurious one, you can encounter problems when making hotel reservations. Write a list all of the possible problems that could occur with hotel reservations (e.g., the receptionist who took your reservation misunderstood the date you were scheduled to arrive). Talk with a partner and discuss them.*

**Task 17**  Listen to a man checking into the hotel. Answer the questions.  
<https://www.esl-lab.com/difficult/hotel-checkin/>

1. The man's name is ..... Nelson.  
a) Charles                      b) Chris                      c) Chelcie
  
2. The first problem with the reservation is that .....  
a) the hotel confused him with another guest  
b) the rooms are overbooked for that evening  
c) the price for the room is more than he expected
  
3. Mr Nelson made a hotel reservation for the  
a) eighteenth                      b) nineteenth                      c) ninth
  
4. A ..... in the city is making it impossible to get another room.  
a) marathon                      b) conference                      c) festival
  
5. The hotel is ready to give Mr Nelson a ..... Discount after he complains.  
a) 10%                      b) 15%                      c) 20%
  
6. Breakfast is available .....  
a) from Monday to Friday  
b) every day  
c) on Saturday and Sunday

**Task 18** Summarize the problems that the guest encountered on his visit to the hotel in the conversation. Was each problem resolved to his satisfaction? What would you have done if you had been in his shoes? Discuss your feelings.

**Task 19** Roleplay.

**Characters:** two guests, receptionist, manager, police officer, cleaner, guest in the next room (witness), journalist.

**Situation:** two hotel guests return to their room after breakfast and find out that their passports are no longer in a drawer where they left them. The guests search for their documents but can't find them. They decide to call the receptionist. Then they call the manager, the police etc.

## ***Focus on Language***

### ***Words Easily Confused***

**Task 20** *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

**offer** – ask sb if they would like to have or use sth. Eg.: *The hotel offers excellent facilities.*

**provide** – supply sth that sb needs or wants. Eg.: *A balcony is an enclosed outdoor platform that often provides hotel guests with a scenic view.*

**supply** – to provide something that is wanted or needed, often in large quantities and over a long period of time. Eg.: *Tourist offices will supply you with a free basic street map.*

**cater** – provide what is required or desired. Eg. *Hostels often cater to/for young travellers.*

**feature** – to include someone or something as an important part. Eg.: *The hotel features a lovely dining room overlooking the lake.*

**have** – own. Eg.: *A motel normally has a separate entrance for each room and a parking lot in front.*

**Task 21** *Complete the sentences with a proper word in the correct form from Task 20. In some sentences more than one word can be used.*

1. A hostel is an inexpensive establishment that ..... shared rooms and shared bathrooms. 2. Shuttle service is a transportation service that regularly ..... transportation between two or more places. 3. A game room is a room for relaxing which often ..... pool tables, Ping Pong tables, a dartboard, foosball tables, arcade games, etc. 4. Complimentary toiletries are personal care items (toothbrushes, toothpaste, soap, shampoo, razors, etc.) that hotels often ..... to guests free of charge. 5. A kitchenette is a small kitchen or a small area which ..... cooking facilities. 6. If a hotel ..... vacancy, it means that there are available rooms. No vacancy, of course, means that the hotel is completely full. 7. Roadside hotels ..... basic accommodation with a reasonable amount of amenities and plenty of parking space. 8. The company ..... products such as vegetable-based soaps, biodegradable packaging, guestroom energy controls, reusable dry-cleaning bags, battery recycling, lighting recycling, and even water conservation to eco-friendly hotels since 2005. 9. Tourists travel to various places from all nooks and corners of the world, and there are different types of holiday accommodations ..... to their needs.



## ***Collocations & Expressions***

**Task 22** Study the following collocations and expressions. Give their Ukrainian equivalents. Make up a short story with them.

***make a reservation***

***meet the criteria/standards/requirements***

***charge a fee***

***booked under sb's name***

***eleventh hour***

***tighten your belt***

***cost an arm and a leg***

***be in sb's shoes***

## ***Prepositions***

**Task 23** Choose the correct preposition(s).

***differ from / of***

***originate in / from***

***stay at / in***

***book in at / into***

***check in at / into***

***check out of / from***

***in / by cash***

***in / by credit card***

**Task 24** Complete the sentences with words and prepositions from task 23.

1. Please remember to leave your room keys at reception when you ..... (check out). 2. One of the advantages appreciated by B&B fans is the warm welcome they receive, as they are effectively ..... (staying at/in) a local resident's home. 3. Opt to ..... (stay in/at) one of the pet-friendly hotels, which will have numerous state-of-the-art facilities, such as special menus and grooming sessions for your furry friend. 4. Will you pay ..... (by credit card) or ..... (in/by cash)? 5. The concept of a capsule hotel ..... (originates from) Japan where they appeared in 1979, but now they are also found in China and Singapore. 6. For families looking for a peaceful retreat away from the everyday buzz, cottages or villas are among the best options to try out. They ..... (differ from) the hotels as they are larger and more cost-effective. 7. After ..... (booking in at/into / checking in at/into) our hotel, we went straight down to the beach.

## ***Phrasal Verbs***

**Task 25** Match the phrasal words in the sentences on page 106 with their definitions in the box.

continue in danger	connect	grasp or grip firmly	add sth extra free of
charge	wait a short while	try to win/succeed	

1. **Hold on** while I get my coat. .... 2. **Hold on** tight everyone – the driver’s getting ready to go. .... 3. We just had to **hold on** until help arrived. .... 4. Despite his financial problems, he managed to **hold on** to his fortune. .... 5. One moment, please. I’ll **put you through** to reservations. .... 6. I think I can give you an additional 15 percent discount and I’ll **throw in** a free room for the next time you visit us. ....

**Word Formation & Derivatives: Revision**

**Task 26** Complete the gaps with the correct forms of the words on the right.

<b>Travelling Green: The World’s Top Eco-Friendly Hotels</b>	
<p>Travellers are recognizing the 1) ..... of environmental 2)..... and are increasingly seeking 3) ..... that supports environmentally friendly and 4)..... tourism. 5)..... this, hotels around the world are developing award-winning environmental, economic, and socio-cultural programs that preserve both the culture and support the local economy.</p>	<p>1) <i>important</i> 2) <i>conserve</i> 3) <i>accommodate</i> 4) <i>sustain</i> 5) <i>knowledge</i></p>
<p>There is a growing interest in the impact of tourism on a destination. With the help of 6)....., it is possible for tourists to experience and appreciate natural spaces and cultures while conserving and minimizing their effect on the environment.</p>	<p>6) <i>hotel</i></p>
<p>Green resorts support the local communities through economic 7)..... Locals are offered employment opportunities, with potential for career 8)....., while food and goods are sourced locally where possible.</p>	<p>7) <i>power</i> 8) <i>develop</i></p>
<p>Hotels focus on overall 9)..... and local culture with 10)..... design which integrates environment and modern technologies to offer guests the ultimate 11)..... experience. Thus, various parts of the Park Hyatt Maldives Hadahaa hotel are built over the water in the Indian Ocean in order to minimize 12)..... with the natural environment while the various structures of the five-star resort Lefay Resort &amp; SPA in Italy are integrated into the village’s hill slopes to reduce energy and heat 113)..... .</p>	<p>9) <i>well</i> 10) <i>except</i> 11) <i>luxury</i>  12) <i>interfere</i>  13) <i>disperse</i></p>

## Speaking Skills

*Communicative Situation 1:* Present information about the luxurious types of accommodation.

*Communicative Situation 2:* Present information about the affordable/low-cost types of accommodation.

*Communicative Situation 3:* What's the best hotel you've stayed in? Tell a partner then report back to the class.

*Communicative Situation 4:* If a friend is coming to your town, where should they stay and why?

*Communicative Situation 5:* What would your ideal hotel be?

## Test Yourself Section

**Task 27** Read the information about three holidays. Answer the questions below choosing the correct option.

<b>HOLIDAY PLUS</b>						
<i>Need a break? Choose from these three wonderful holidays!</i>						
	<i>Holiday location</i>	<i>Price*</i>	<i>Number of nights</i>	<i>Daily meals included in package</i>	<i>Comments</i>	<i>Transport to/from airport</i>
A	<b>Mountain Lodge</b> a unique wilderness retreat on the edge of the World Heritage-listed National Park and only 5 km from the sea	\$330	1	mountain buffet breakfast <i>plus</i> free soft drinks always available	free canoeing free talks in the evening free open-air tennis courts horse-riding optional extra	self-drive auto 1 hour 15 minutes <i>or</i> bus three times/week approx. 2 hours
B	<b>Pelican Resort</b> a true coral island right on	\$580	4	hot breakfast <i>plus</i> beach	refurbishment: resort will close for May	½ hour by minibus

	the Great Barrier Reef  swim straight from the beach			picnic lunch <i>plus</i> set 4-course dinner	free minibus around island  plane flights to Wilson island only \$50	
C	<b>Cedar Lodge</b>  a blend of casual sophistication and rich rainforest ambience for those over 25	\$740	4	tropical breakfast  picnic lunch – optional extra	oldest living rainforest  free bikes and tennis courts; horse-riding extra	10 min by taxi

\*Price: per person, per package, twin share

1. The holiday which does not cater for young children
  - a) A
  - b) B
  - c) C
  
2. The holiday which provides a tour at no extra cost
  - a) A
  - b) B
  - c) C
  
3. The holiday which involves most travel time from the airport
  - a) A
  - b) B
  - c) C
  
4. The most expensive holiday is
  - a) A
  - b) B
  - c) C
  
5. The outdoor activities provided at no extra cost
  - a) canoeing, horse-riding, tennis
  - b) biking, canoeing, socialising
  - c) canoeing, biking, tennis
  
6. The holiday which provides full-board catering
  - a) A
  - b) B
  - c) C
  
7. The holiday location which will not be under repair for some time
  - a) A
  - b) B
  - c) C

## **Wordlist**

### ***Types of accommodation***

1. *basic accommodation*
2. *lodging*
3. *hotel (one-star, two-star, three-star, four-star, five-star, spa, eco, luxury, commercial, resort, residential, boutique, capsule)*
4. *motel*
5. *youth hostel*
6. *campsite (campground)*
7. *guest house*
8. *inn*
9. *penthouse*
10. *villa*
11. *apartment*
12. *chateau*
13. *manor*

### ***Types of rooms***

14. *room (single, double, triple, twin, connecting)*
15. *suite (junior, deluxe, royal, presidential, bridal, honeymoon)*

### ***Amenities***

16. *modern facilities*
17. *pool, indoor pool*
18. *gym/fitness center*
19. *spa*
20. *bar*
21. *restaurant (a la carte)*
22. *parking (free, valet)*
23. *complimentary breakfast*
24. *complimentary coffee/tea*
25. *complimentary WiFi*
26. *refrigerator*
27. *cable TV*
28. *safe/safe-box*
29. *hairdryer*

30. *iron*
31. *complimentary toiletries*
32. *city view*
33. *ocean view*
34. *minibar*
35. *vending machine*
36. *balcony*
37. *game room*
38. *Jacuzzi/hot tub*
39. *kitchenette*
40. *en-suite bathroom*
41. *bunk bed*
42. *cot*
43. *pull-out sofa*
44. *conference facilities*

### ***Services***

45. *24-hour front desk service*
46. *room service (24-hour, round-the-clock)*
47. *business service*
48. *porter service*
49. *laundry*
50. *dry-cleaning*
51. *shuttle service*
52. *concierge service*

### ***Hotel Employees***

53. *hotelier*
54. *receptionist*
55. *concierge*
56. *porter*
57. *housekeeper*
58. *doorman*

### ***Places in a Hotel***

59. *front desk/reception*
60. *lobby*

### ***Checking in/out***

61. *vacancy*
62. *late check-out*

- 63. *check in/out*
- 64. *Do not Disturb Sign*
- 65. *registration form*
- 66. *wake-up call*

**Catering**

- 67. *self-catering*

- 68. *Bed and Breakfast (B&B)*
- 69. *Half Board (HB)*
- 70. *Full Board (FB)*

**Use of English**

**Words Easily Confused:** *offer provide supply cater feature have*

**Collocations & Expressions**

*make a reservation*

*meet the criteria/standards/requirements*

*charge a fee*

*booked under sb's name*

*eleventh hour*

*tighten your belt*

*cost an arm and a leg*

*be in sb's shoes*

**Prepositions**

*differ from*

*originate from*

*stay at / in*

*book in at / into*

*check in at / into*

*check out of / from*

*in / by cash*

*by credit card*

**Phrasal Verbs**

*hold on*

*put through*

*throw in*

**UNIT 6**  
**Planning an Excursion: London, the UK**

**! Learning Goals**

*Skills*

*Language*

! **Listening** for the specific information.

**Comprehension:** notes completion  
 Recordings: *Planning an Excursion; Tour of London*

Videos: *Buckingham Palace; Westminster Abbey*

! **Speaking:** presenting information about places of interest in London, UK.

! **Vocabulary:** sightseeing in London, UK

! **Use of English:** words easily confused related to the topic of *handouts and travel services advertising*; prepositions: nouns with “on, at”, verbs and adjectives with “in, at, to, with, by”; word formation & derivatives: *gender (masculine and feminine nouns)*

**Warming up**

**Task 1** *Look at the word cloud comprised of the words associated with the UK. Can you explain their meaning? What other words or phrases can you add to the word cloud? Work in teams and make a list.*



**Task 2** *You work in a travel agency organizing holidays in the UK. Prepare the general profile of the country for the travel booklet and the agency website. Use the questions below as a plan guide.*

1. What is the full name of the country?
2. Where is it situated?


3. What parts is it made up of?
4. How many people live in the UK?
5. What is the major language?
6. What is the national currency?
7. Who are the leaders of the country?
8. What do you know about the UK media?
9. What do you know about the British history?

## Listening Skills

*Focus on Comprehension: Tips for completion task.*

- ✓ Look through the task before you start to get an idea of what you will be hearing.
- ✓ Pay particular attention to the words given to help you notice when the word is spoken.
- ✓ Try to guess what may go in the gap – is it a place, name, number, or something else?
- ✓ Remember that the words given may be synonyms of the words from the audio, so you may be listening out for words with similar meanings.
- ✓ Write the exact words, phrases or numbers that you hear in the gap on your question paper.
- ✓ Always check the word limit – your answer will be marked wrong if you exceed the number of words allowed.

*from IELTS Listening Sentence Completion Strategies*

**Task 3**  Listen to the conversation between a tourist and a travel agent about planning an excursion. For questions 1–15 complete the notes below. Use no more than four words (prepositions, articles included) and/or numbers for each answer.

### *Planning an Excursion*

Destination:	<i>Cambridge</i>	<i>Stonehenge</i>
Transport:	1) .....	11) .....
Departure time:	2) .....	12) .....
Place of departure:	<i>Victoria Station</i>	13) .....
Arriving in destination/ duration of the trip:	3) .....	14) about ..... hours
Activities included:	4) .....	15) .....




	5) .....	
	6) .....	
	7) .....	
Leaving time:	8) .....	--
Arriving in London:	9) .....	--
Price:	10) £ .....	--

***Focus on Content***

**Task 4** *Answer the questions.*

1. What city is the man staying in?
2. How long is he going to stay there?
3. What do you know about London?
4. What can one do while staying in London for a few days? Why is it one of the most visited cities in the world?
5. What London's mainstream sights and travel icons can you name? Make a list of them.

**Task 5**  *Listen to the guide inviting people to take a bus tour of London. What sights from your list (Task 4) are included in the tour programme?*

**Task 6** *Read the brief description of London's top attractions and match them with the places mentioned by the guide (see Task 5). There is one extra description you do not need.*

1. **The Palace of Westminster**, better known as, is the oldest royal palace in London, a **world heritage site** and one of the most recognised buildings in the world. Built on the site of a **Roman temple**, the **medieval** palace *has been in* continuous *use* since the first half of the 11th century. After **the Norman conquest** of 1066, it became the political **meeting place** of the **Royal Council** and in 1265 it was the place where the first elected parliament met. Today it is the centre of the **British Government**, the meeting place of **the House of Lords** and **the House of Commons**. Its oldest part is **Westminster Hall**, *dating back to* the reign of King William II. Built in 1097, it is the oldest ceremonial hall in Britain and was the largest hall in Europe. The Gothic palace has over 1100 rooms, 100 staircases, 11 courtyards and a 200m riverside terrace used for entertaining.

2. The UK's **fashion destination** with more than 300 **retailers** from **designer outlets** to **department stores** is the most visited shopping street in Europe.

With its heady mix of unrivalled shopping, fascinating history, captivating architecture, mouth-watering cuisine and unbeatable deals there's nowhere better than London's \_\_\_\_\_. **OXST** has an **array of high street**, boutique and luxury brands – a place where shopping is about entertainment, inspiration, the place where you will find anything you're *looking for*.

3. For over 250 years \_\_\_\_\_ has welcomed millions of visitors with incredible life-like **wax figures** of the world's most famous faces from pop stars and sporting heroes to historic figures. Strike a pose on the red carpet with Hollywood stars such as Benedict Cumberbatch, George Clooney, Kate Winslet and others; relive some of your favourite movie moments with the greatest icons of film history like Audrey Hepburn, Steven Spielberg and the Terminator; enter the Marvel and Star Wars universes and meet your favourite characters. *Snap a selfie* with music legends such as Adele and Beyoncé and step into the interactive sports zone where you'll see iconic names such as Muhammad Ali, Usain Bolt and David Beckham. Encounter some of the greatest cultural and historical figures from Picasso to Albert Einstein and William Shakespeare as well as world leaders such as Nelson Mandela and Martin Luther King. *Have an audience* with the Queen and enjoy an afternoon tea in the company of **Her Majesty** for just £15pp. *Rub shoulders* with other members of **the Royal Family** including the **Duke and Duchess of Cambridge**, Prince Harry and Meghan Markle, the **Duke and Duchess of Sussex**.

4. The Houses of Parliament's iconic **clock tower** is one of London's most **famous landmarks** and **must-see attractions**. **Elizabeth Tower**, commonly called \_\_\_\_\_, in fact, the name of the massive **bell** inside it weighing more than 13 tons (13,760 kg), looks spectacular at night when the four clock faces are illuminated. Although the tower is not open to the general public, UK residents can arrange a visit by writing to their **MP**. In August 2017, **refurbishment work** commenced on Elizabeth Tower. The work is due to last three years. During this time, the tower will be **scaffolded** and the clock mechanism will be stopped for several months (no **chiming** or **striking**), *with the exception of* some special events including New Year's Eve and Remembrance Sunday.

5. \_\_\_\_\_ is one of the most historically significant churches in all of the United Kingdom. From the coronation of **William the Conqueror** in 1066 to the wedding of Prince William and Kate Middleton in 2011 it has been involved in some of the most significant moments in history. It is the final **resting place** for 17 monarchs, but it's not just royalty who are buried here.

Over 3300 people are **interred** in here including Geoffrey Chaucer, Charles Dickens, Isaak Newton and Charles Darwin just to name a few. The cloisters **adjacent to** it were built between the 13<sup>th</sup> and 15<sup>th</sup> centuries and were the centre of life in the **monastery**. **Monks** would use the area for meditation, exercise, study and as a passage between buildings. The octagonal room in the East **cloister** is known as the **Chapter House**. In the 14<sup>th</sup> century, the **precursor to** what would eventually become Parliament would meet in this room before they moved across the road to the Palace of Westminster.


6. \_\_\_\_\_ is the oldest **fortified castle** in Europe, located on the bank of **the Thames** and from the moment you are greeted by the **Beefeaters (Yeoman Warders)** in their traditional garb you will feel like you have **stepped back in time**. It began as King William's castle founded in 1078 and its central structure **the White Tower** dates back to this period. It was not only a palace residence but also a **prison, royal mint, zoo and treasury**. On its grounds you can spot any of the 6 resident **ravens**. The legend has it that if the ravens leave this place, the Kingdom will fall and so 7 ravens (6 plus one spare) have one wing clipped to prevent them from flying. Having booked ahead of time for **the Ceremony of the Keys** you will see some typical British **pageantry**, the 700-year-old ritual which involves the **Chief Warden** locking up the Tower by **lantern** light as the sun sets.


7. Located in **Westminster**, \_\_\_\_\_ is the **Queen's official London residence** and a **working royal palace**. It has been the official home of The Royal Family of England since the late 1600s. It started as a large **mansion** that was originally built for the Duke of Cambridge as a private residence. Purchased by King George I as the property for his wife in 1671 and turned into the official residence of the monarch by Queen Victoria in 1873 it **went through** the significant remodelling. One of its prominent additions and features added in the late 1900s is the balcony from which The Royal Family makes public addresses. In July and August, the public is allowed to visit it when the Queen is in Balmoral. During that time tours are available of the enchantingly decorated with the antique furniture and paintings from famous artists **state rooms, Ballroom** and gardens. Visitors are also able to view **the Queen's Gallery** displaying items that The Royal Family has collected and **the Royal Mews** where the horses used by the Royals for special occasions are kept. At 11 pm every day in the summer and every other day in the winter **the Changing of the Guard Ceremony takes place** in its front court.

8. A modern but already very popular tourist attraction is \_\_\_\_\_, a giant **observation wheel** located in the Jubilee Gardens on the South Bank. The

135 meter (443ft) tall structure was built as part of London's millennium celebrations. The futuristic looking **egg-shaped capsules** (each is eight meters long and weighs five hundred kilograms), accommodating up to twenty-five passengers, were transported from France. Each of 32 capsules represents one of the **London Boroughs**, and people are free to walk around inside the capsule, though seating is provided. The observation wheel turns slow enough for people to **embark** while it is moving. **A complete turn** takes about thirty minutes. Thanks to the construction of the glass capsules on the outer side of the **rim**, the passengers have a great 360-degree view over London.

9. London's \_\_\_\_\_ is a **suspension moveable** bridge which is one of the most recognizable in the world. Its open mechanism is hidden in the two towers. Until 1976, when the mechanism became electrified, steam power was used to pump water into hydraulic accumulators which powered the engines. Each **deck** is more than 30 meters wide and can be opened to an angle of 83 degrees. When opened it has a clearance of almost 45 meters. Nowadays it is raised about one thousand times a year. Inside there is a display area that encompasses the **walkways** and the two famous towers where you can observe **the Tower Bridge Exhibition** and the **Victorian Engine Rooms**. Visitors can learn about the history of it via photos, films, and other media. In 2014 glass floors were installed in the walkways. This permanent feature offers visitors an incredible **birds-eye view** of London life, from 42 metres above the River Thames. Look down to spy those famous red London buses and pedestrians whizzing over the Bridge while river vessels sail under it.

**Task 7**  Watch the video about Buckingham palace. Listen carefully and find the errors in its description in Task 6. Correct the errors.


**Task 8**  Watch the video again and answer the questions.

1. Where is Buckingham palace located?
2. How long has it been the official home of The Royal Family of England
3. What is it also used for?
4. How did it start and what was its original name?
5. Who was the first monarch to reside Buckingham Palace? What feature of Buckingham Palace reminds about her?
6. What another prominent feature was added to the east front in the early 1900s?
7. How many state rooms are there in Buckingham Palace? What are they decorated with?
8. When is Buckingham Palace open to the visitors?
9. What visitors can see during the tour around the Palace?

**Task 9** *Work with unknown words from Task 6 and Task 8 in your vocabulary notebook.*

**Task 10** *Read and translate the description of London's top attractions into Ukrainian. Put the questions to the text in writing. Work in pairs. Let your partner answer your questions.*

**Task 11** *Plan the tour around London. Include 5 most interesting, in your opinion, attractions. Explain your choice.*

**Task 12**  *Listen to the conversation between a tourist and a travel agent about planning an excursion again (task 3). What place to visit should the man choose? Use the information about the mainstream attractions of the UK below to give him grounded advice.*

**Stonehenge** is a breathtaking prehistoric monument in the **rural county** of Wiltshire in the south of England. It is composed of enormous standing stones which are set into the ground to form a circular shape and archaeologists believe it dates back to anywhere from approximately 3000 BC to approximately 2000 BC. In 1986, UNESCO added the site and its surroundings to its list of World Heritage Sites. Although many years and a lot of money have been spent on researching the site, ***the reason behind*** the construction of Stonehenge remains a mystery. Each year, at the time of the summer **solstice**, the monument is ***in alignment with*** the sun. This attracts many visitors, including those who view this as having religious significance. Stonehenge is now fenced off, and visitors can no longer go into the circle. They can only walk around the attraction. But it's worth visiting for the mystery behind it and an excellent and detailed **audio tour**. You can visit Stonehenge as early as 9:30 am. Tickets start at 17.50 **GBP**.

**Oxford**, founded in the ninth century, expanded during **the Middle Ages** as a centre for learning is basically one giant school. Every few feet, a new college springs up on you. The spires, ancient buildings, and courtyards make Oxford a beautiful place to stroll through. **Oxford Botanical Gardens** are one of Oxford's most **scenic spots** to take in the scenery and slower pace of town. **The historical Covered Market** is a great place to taste the local homemade food and do some cheap shopping for groceries. **The Bodleian Library** is one of the oldest libraries in Europe and has one of the largest collections of books in the world. The architecture of the building is very beautiful, making it definitely worth a visit! During the summer, **punting** is an ever-popular activity. Punting is essentially pushing a boat around the rivers and canals of the university with a pole. Rentals cost around 20-25 GBP per hour and can fit up

to 5 people. **Blenheim Palace** outside Oxford, featured in the movie Hamlet, is a magnificent place with amazing architecture, rooms preserved with their original furniture and the grounds including a beautiful garden and a butterfly house. Oxford is one hour away from London and makes for a good overnight trip out of the city, or, if you don't mind being a little rushed, a day trip. There's a lot of history here, and if you're a Harry Potter fan, the college where Hogwarts was filmed is also here.

In **Cambridge** with a choice of galleries, theatrical performances, family shows, all kinds of live music from internationally acclaimed orchestras and ensembles to touring pop stars, pub gigs, the world-famous Folk Festival, ever-popular Beer Festival, family-friendly there's something for everyone when it comes to entertainment. You can go punting on the River Cam, enjoy a picnic in the park, join a **walking tour** of the city or explore further afield from the seat of a bicycle following the excellent network of cycle paths in and around the city. **King's College Chapel** is celebrated for its choral services broadcast live by the BBC to the nation and across the globe on Christmas Eve. If you have a chance to hear the **Choir of King's College**, you will be enchanted. In **the University of Cambridge's Fitzwilliam Museum**, which houses world-class collections of art and antiquities spanning centuries and civilisations, and **Kettle's Yard**, one of the country's finest galleries and a major centre for 20<sup>th</sup> century and contemporary art, visitors will find a wide range of artworks, sculpture trail walks and galleries to appreciate. Theatre lovers will be *delighted by* the range of performances on offer, from student theatre to touring and West End shows. Come summer, Cambridge is buzzing with al fresco performances of music in the parks and green spaces as part of the annual Summer in the City programme of events.

Scotland's capital, **Edinburgh**, which once branded itself **the Athens of the North**, is blessed with a stunning landscape that incorporates rocky hills, a shimmering sea, endless cliffs and a glorious **skyline** made up of buildings from different periods. Standing proud as one of the city's icons is **Edinburgh Castle**, that has played a central role in the country's history since the 11<sup>th</sup> century. Another interesting building is **the Scottish Parliament Building** which offers free guided tours to visitors. Heading underground, **Real Mary's Close** is a subterranean **maze** that once formed part of the medieval Old Town of Edinburgh. Fascinating tours led by costumed guides make this attraction a must for visitors. A true **cultural hub**, Edinburgh has a variety of museums to suit all tastes. **The National Museum of Scotland**, located on Chambers Street, traces the history of the country from early mankind to the turn of the 21<sup>st</sup> century, while **the Scottish National Gallery of Modern Art** houses an incredible collection of works by local artists and is surrounded by breathtaking gardens. The second oldest site of its kind in Britain, **Edinburgh's Royal**

**Botanic Garden** was founded in the 17<sup>th</sup> century and incorporates 70 acres of colourful plants and flowers. The highlight of the botanical gardens is its collection of Victorian glasshouses. No visit to Edinburgh is complete without a stop at **Ocean Terminal**, the city's biggest mall and a shopper's paradise.

**Cardiff**, Wales' Capital city, offers a startling range of unique attractions, top class entertainment and quality shopping with a difference – all within walking distance. Rich in ancient history, sporting excitement, romantic ambience, eclectic culture and '*out of this world*' activities, Cardiff is the perfect holiday destination for families, couples and groups. **Cardiff Castle** is one of Wales' leading heritage attractions and a site of international significance. Located within beautiful parklands at the heart of the capital, Cardiff Castle's walls and fairytale towers conceal 2,000 years of history. **The Animal Wall**, alongside Cardiff Castle, is one of the most delightful and photographed historic features in Cardiff. **Wales Millennium Centre** has the reputation as one of the world's iconic arts and cultural destinations. Visitors come to enjoy blockbuster West End musicals, opera, ballet and contemporary dance, hip hop and stand up comedy, art exhibitions, workshops, training days, free daily foyer performances, guided tours, bars and restaurants. Adventure-seekers of all ages come and enjoy a range of exciting leisure activities at **Cardiff International White Water (CIWW)** which is an exhilarating, on-demand adventure facility in the heart of the International Sports Village.

**Belfast**, the capital of Northern Ireland, is situated right at the mouth of the River Lagan. It offers plenty of attractions for tourists. **Titanic Belfast** is the biggest Titanic museum on the planet and one of the most impressive architectural **masterpieces** in Belfast. In its nine galleries you will get to experience **replicas** of what life was like on board the Titanic for passengers and crew alike, thanks to the amazing replicas of the different areas – from cabins to the engine room. **The Belfast Botanic Gardens & Palm House** does not only boast beautiful scenery, but is also a great place for the entire family to spend the day. Here, you will find a playground and bowling green, and if you're there on the right day you could be treated to beautiful outdoor concerts and operatic performances. Set on the beautifully lush grounds of the **Ulster Botanic Gardens**, and only one mile from the city centre, **the Ulster Museum** is the perfect stop-off point, whether you're travelling alone, in a group or with the family. The museum boasts 8,000 square metres of space with top quality displays, from Ancient Egypt all the way back to the time of the dinosaurs, as well as more contemporary displays of **fine art** and **applied art**.

**Task 13** *Work with unknown words from Task 12 in your vocabulary notebook.*

**Task 14** *Make the notes on the top attractions of the UK completing the table below. Holidaymakers of what type can be interested in visiting the places?*

Tourist Destination	To See & Do	Recommendations
<b>Stonehenge</b>		
<b>Oxford</b>		
<b>Cambridge</b>		
<b>Edinburgh</b>		
<b>Cardiff</b>		
<b>Belfast</b>		

## Vocabulary & Use of English

### *Focus on Vocabulary*

**Task 15** *Give the English equivalents to the words and word-combinations connected with the attractions of London.*

Будівля Британського парламенту, середньовічний палац, Велика Королівська Рада, римський храм, палата громад, норманське завоювання, місце зустрічі, палата лордів, Вестмінстерський палац, Вестмінстерська зала, британський уряд, світова спадщина ЮНЕСКО; вулиця Оксфорд-стрит, головна вулиця, універмаг, крамниця роздрібної торгівлі, розпродаж дизайнерського одягу, безліч, місце паломництва поціновувачів моди; музей мадам Тюссо, воскова фігура, королівська родина, її величність, герцог, герцогиня, пенні (розмінна грошова одиниця Великобританії), 15 пенсів; Біг Бен, Вежа Єлизавети, годинникова вежа, дзвін, дзвін годинника, бій годинника, депутат британського парламенту, реконструкція, оточений лісами для ремонтних робіт; Вестмінстерське абатство, Вільгельм Завойовник, місце поховання, монастир (2), монах, будинок капітулу (колегії духовенства вищого рангу), попередник; Лондонський Тауер, оборонний замок, в'язниця, монетний двір, королівський звіринець, королівська скарбниця, Темза, вартовий Тауера,



головний вартовий Таеура, ворон, Біла башта, церемонія ключів, пишне видовище, ліхтар, Тауерський міст, підвісний розвідний міст, палуба (крило) мосту, вид з висоти пташиного польоту, експозиція, що розповідає історію будівництва мосту, експозиція інженерних досягнень вікторіанської епохи; Букінгемський палац, район Вестмінстер, діючий королівський палац, особняк, зал для прийомів та церемоній, обідній (бальний) зал, художня галерея її величності, королівські стайні, церемонія зміни вартових, офіційна лондонська резиденція британських монархів; Лондонське око, оглядове колесо, кабіна у формі яйця, округ (район) Лондону, зробити посадку, повний оберт, обід кола.

**Task 16** *Express the following ideas in English. Use active vocabulary. Suggest as many variants as you can. Write down the best one(s).*

Лондон – столиця Об'єднаного Королівства Великої Британії та Північної Ірландії. Він розташований на річці Темза і складається з 32 округів (районів). Найбільш відвідуваними місцями є: Лондонський Тауер і Тауерський міст, будівля британського парламенту і Біг Бен, Букінгемський палац і Вестмінстерське абатство, Британський музей (The British Museum) і музей мадам Тюссо. Серед відомих вулиць і площ вулиця Бейкер Стрит (Baker Street), де знаходиться музей Шерлока Холмса, і місце паломництва поціновувачів моди – Оксфорд Стрит із великою кількістю універмагів, крамниць роздрібної торгівлі та бутиків дизайнерського одягу.

Музей мадам Тюссо – музей воскових фігур у лондонському районі Мерілебон (Marylebone). Він вважається одним із символів столиці Великобританії, який ще називають «визначною пам'яткою з людським обличчям». Всі фігури в Музеї мадам Тюссо настільки примітні, що буквально кожному хочеться сфотографувати на пам'ять. Оскар Уайльд і Вільям Шекспір, королева Великобританії Єлизавета II та її чоловік принц Філіп, принцеса Діана і її сини принци Вільям і Гаррі, герцогиня Кембриджська Кейт Міддлтон, британський прем'єр Вінстон Черчилль, – це далеко не повний список відомих людей, політичних та релігійних діячів, чий рішення вплинули на хід людської історії.

Британський парламент розташований у мальовничому вікторіанському палаці на березі Темзи. Його силует визначають три великі вежі. Найвідоміша з них – годинникова вежа Біг Бен, яку в 2012 році на честь королеви назвали нарекли "Вежею Єлизавети". Після Другої Світової війни відбулася велика реконструкція Палацу, зокрема Палати громад, під час якої всі члени парламенту і лорди залишили будівлю, а дзвін Біг Бена замовкнув.

Тауер – одна з найстаровинніших фортець Англії та найстаріша споруда, яка збереглася у Лондоні. Вона відноситься до часів норманського завоювання (XI століття). Призначення Тауеру було різноманітним. Він використовувався як фортеця, слугував резиденцією короля та королівським палацом, у різні часи тут знаходилась в'язниця, монетний двір, перша королівська обсерваторія, зоопарк. Сьогодні Тауер є пам'ятником історії та музеєм, занесеним до списку об'єктів, що належать до всесвітньої спадщини ЮНЕСКО.

У 1894 році за королеви Вікторії був зведений Тауерський міст. Цей розвідний підвісний міст з готичними баштами – один з найкрасивіших на Темзі. Башти мосту виконують не тільки декоративну роль – в них знаходяться парові механізми вікторіанської епохи, які слугують для розведення мосту. На мосту розташоване також машинне відділення з гідравлічним обладнанням, яке збереглося після електрифікації 1976 року, виставкові павільйони.

Букінгемський палац, прославлений як один з діючих дотепер королівських палаців, є найбільшим у світі. У ньому шістьсот шістьдесят одна кімната, він займає площу в 20 га, більша частина яких (17 га) відведена під чудовий пишний сад. Але перш ніж він придбав добре знайомий кожному англійцю величний вигляд, що відповідає статусу офіційної лондонської резиденції британських монархів, минуло чимало років і було зроблено безліч перепланувань і перебудов. Саме тут проводяться банкети для глав інших держав, а також інші королівські церемонії, важливі не тільки для королівської родини, але й для всієї країни. 2 місяці в році (у серпні та вересні) Букінгемський палац відкриває свої двері відвідувачам. Але доступні огляду всього дев'ятнадцять кімнат. Це в основному офіційні приміщення, такі як Тронний зал (Throne Room) і Державний обідній зал, а також картинна галерея і королівські стайні. Цікаво, що палац має власну пошту, басейн і кінотеатр. Відвідувачі отримують можливість оглянути і парк, в якому є навіть водоспади і озеро.

Вестмінстерське абатство – головна церква Англії, розташована в одному з центральних районів Лондона, Вестмінстері. Воно відоме своїми багаточисельними усипальнями та скульптурними монументами королів та королев. Також в ньому знаходиться близько 600 гробниць видатних державних діячів, вчених, військових, музикантів, письменників, які прославили Англію. З 1066 року, починаючи з Вільгельма I Завойовника, всі монархи Англії коронуються у Вестмінстерському абатстві. З XIII століття до 1547 року у будинку Капітулу проходили засідання Палати громад.

Лондон – прекрасне місто, переповнене найрізноманітнішими історичними й архітектурними пам’ятками, тому кожен мандрівник, що потрапляє сюди, прагне побачити якомога більше цікавих місць. Звичайно, детально розглянути усі лондонські чудеса за одну поїздку не вийде, але от окинути їх поглядом з висоти пташиного польоту – запросто! А зробити це допоможе один з найвідоміших атракціонів планети – колесо огляду з назвою «Лондонське око». У комплекс Лондонського ока входять 32 капсульних кабіни, символізуючі собою 32 лондонські передмістя (райони). У кожну з його кабін може вільно поміститися 25 чоловік. Швидкість обертання Лондонського ока складає приблизно 0,9 кілометрів на годину – це дозволяє не зупиняти його обертання для того, щоб узяти на борт нових пасажирів.

**Task 17** Match the words denoting the UK attractions on the left with their definitions on the right. What places to visit are they connected with? What else do you know about the place and the attraction?

1) Cardiff Castle	A. was featured in the movie Hamlet
2) <b>Oxford Botanical Gardens</b>	B. is a great place to taste the local homemade food and do some cheap shopping for groceries
3) Titanic Belfast	C. is celebrated for its choral services broadcast live by the BBC to the nation and across the globe on Christmas Eve.
4) Edinburgh Castle	D. is pushing a boat around the rivers and canals with a pole.
5) Punting	E. offers free guided tours to visitors.
6) The University of Cambridge’s Fitzwilliam Museum	F. are scenic spots to take in the scenery and slower pace of town.
7) <b>Blenheim Palace</b>	G. houses world-class collections of art and antiquities.
8) Real Mary’s Close	H. houses a collection of works by local artists.
9) The Athens of the North	I. is one of Wales’ leading heritage attractions which walls and towers conceal 2,000 years of history.
10) <b>The Covered Market</b>	J. has one of the largest collections of books in the world.
11) The Scottish National Gallery of Modern Art	K. has played a central role in the country’s history since the 11 <sup>th</sup> century.
12) The Bodleian Library	L. is a nickname of the capital city of
13) The Animal Wall	
14) The National Museum of	

<p>Scotland</p> <p>15) King's College Chapel</p> <p>16) Wales Millennium Centre</p> <p>17) Kettle's Yard</p> <p>18) The Scottish Parliament Building</p> <p>19) Hogwarts</p> <p>20) Edinburgh's Royal Botanic Garden</p> <p>21) The Belfast Botanic Gardens &amp; Palm House</p> <p>22) The Ulster Museum</p>	<p>Scotland</p> <p>M. is a subterranean maze that once formed part of the medieval Old Town of Edinburgh</p> <p>N. was filmed in one of its colleges.</p> <p>O. traces the history of the country from early mankind to the turn of the 21<sup>st</sup> century.</p> <p>P. is a major centre for 20<sup>th</sup> century and contemporary art.</p> <p>Q. was founded in the 17<sup>th</sup> century and has a collection of Victorian glasshouses.</p> <p>R. is one of the world's iconic arts and cultural destinations.</p> <p>S. is situated alongside Cardiff Castle</p> <p>T. has displays of fine art and applied art.</p> <p>U. is the biggest Titanic museum on the planet.</p> <p>V. is a great place for the family where you can see outdoor concerts and operatic performances.</p>
---	---

**Task 18** Fill in the gaps with the correct form (singular/plural) of words from the box.

*clock tower tower cloister prison mint treasury mansion residence palace chapel castle temple church cathedral*

1. York can boast the only 'forest \_\_\_\_\_' known to history, used to lock up criminals who had broken the laws of the forest.
2. The monarchy expresses itself physically through the \_\_\_\_\_ and other residences of the royal family.
3. The tower holds the largest four-faced chiming clock in the world and is the third-tallest free-standing \_\_\_\_\_.
4. At the end of the third century, Roman coins were actually struck at a London \_\_\_\_\_, the earliest recorded one in the capital, although it functioned for no more than 40 years.
5. Thirteen additional artworks were packed into the central aisle, adjacent \_\_\_\_\_ and underground crypts of the church.
6. The Bath Roman \_\_\_\_\_ dedicated to the Roman Goddess of poetry, medicine, wisdom, strategic warfare, commerce, weaving, and the crafts Minerva stood on a podium more than two metres above the surrounding courtyard, approached by a flight of steps.

7. If you look closely at the door to Number 10 Downing Street, you will see the title “First Lord of the \_\_\_\_\_” imprinted on the letterbox as it is the traditional residence of the First Lord and not actually the Prime Minister’s.
8. \_\_\_\_\_ and other large \_\_\_\_\_ contained numerous priests, and the need to provide them with chapels and altars for mass was one of the reasons why so many of them were rebuilt on a larger scale during the later Middle Ages.
9. From the top of the \_\_\_\_\_, the outlook over the city was breathtaking.
10. Simple houses to magnificent \_\_\_\_\_ will be showcased in this exhibition detailing New Orleans's vivid architectural past.
11. One of the most familiar forms of fortification, the \_\_\_\_\_ still symbolizes the entire medieval world and seems to define its military outlook.
12. In Quebec City, the 17th-century monastery Le Monastère des Augustines provides rooms in the original \_\_\_\_\_, breakfast served in silence, workshops in painting and opportunities to hear the nuns singing vespers.
13. The castle is now the official \_\_\_\_\_ of the Secretary of State for Northern Ireland.

**Task 19** Choose the correct answer to complete the sentences.

1. The new construction is either an exact \_\_\_\_\_ in style and form of the old part or done in complete contrast, with the aim of highlighting the difference between the periods.

- a) clone                      b) replica                      c) model                      d) image

2. The \_\_\_\_\_ of sculpture and painting were bought in and around their time and many, if not most, are permanently lodged in museums.

- a) models                      b) treasures                      c) monuments                      d) masterpieces

3. Unlike most museums and art \_\_\_\_\_, the National Trust's responsibilities extend beyond works of art to buildings, gardens, and natural and designed landscape.

- a) galleries                      b) halls                      c) collections                      d) displays

4. The photos on \_\_\_\_\_ are among a collection of more than 2,000 photos he had taken on his three trips to that country.

- a) manifestation                      b) array                      c) display                      d) presentation

5. Here are 11 new \_\_\_\_\_ opening this summer at the British Museum that are worth a visit.

a) museums      b) galleries      c) exhibitions      d) collections

6. Our online catalogue currently contains over 10,000 of the most representative works of the collection of \_\_\_\_\_ mainly composed of paintings, sculptures, drawings and prints.

a) applied arts    b) contemporary arts    c) image arts      d) fine arts

7. It is difficult to avoid the feeling that the city is now a living \_\_\_\_\_

a) gallery      b) museum      c) display      d) exhibition

8. The \_\_\_\_\_ Collection of Milan is located in the Sforza Castle museum which is divided into several sections with particular emphasis on jewellery, ivories, pottery and art glass.

a) Applied Arts    b) Fine Arts      c) Contemporary Arts    d) Modern Arts

9. Pictures like these come from national \_\_\_\_\_ which do not charge entry fees and do not send to galleries which do.

a) displays      b) selections      c) collections      d) museums

10. The collection has grown to include masterpieces of Japanese modern and \_\_\_\_\_ art.

a)                      b) applied      c) fine                      d) contemporary

**Task 20** Write the story which begins with “*The palace was an old country mansion that had been extended over the centuries. Its architecture was like no other in the ...*” Use the words/phrases from the box.

tower(s)    courtyard    staircase(s)    terrace(s)    state room(s)    ballroom suspension bridge    mew(s)    walkway(s)    maze    county    rural lantern(s)    warder(s)    scenic spot    array    world heritage site.
---

**Task 21** Put the dialogue between a travel agent (TA) and a tourist (T) into the correct order. Role-play the dialogue with your partner. Ask for (tourist) and give (travel agent) more details on the words in bold.

TA: And then the coach returns at ten thirty, getting back to Victoria around eight thirty in the morning.
T: It’s a long journey. Are there any stops and who can I ask for help if a problem occurs?
TA: After the museum, you are given a <b>coach tour</b> of the city with

	<b>guided commentary</b> on the history and architecture of Edinburgh. It will take a couple of hours depending on the traffic.
	TA: London Victoria Coach Station is just 300 metres from the tube network, and is served by the Victoria Line, the District Line and the Circle Line. Let me get you a brochure about the excursion. Don't worry! You can always ask for help and advice at our <b>visitors' centres</b> all over London.
	TA: Can I help you, Sir/Madam?
	T: How much is the excursion?
	TA: Yes, there are two short <b>comfort stops en route</b> , and a <b>guide</b> on the coach who ensures that your journey runs smoothly and fulfills all of its promises. On your arrival you stop for breakfast at Brunch Edinburgh restaurant just around the corner from the National Museum of Scotland, Chamber Street.
	T: Yes. I'm staying in London for a few days but was wondering about taking an excursion to either Edinburgh or Belfast, or maybe Cardiff?
	T: Are we supposed to take a <b>walking tour</b> of the city?
	TA: Yes, Sir/Madam. All our tours are by coach. Well, once again, you leave London at 10:30 pm and arrive in Edinburgh at 8:30 am.
	T: Well, and what's then?
	T: Oh!
	TA: When would you like to go?
	TA: That's for an all-in price of £ 200 per person.
	TA: Sure. After the lunch at the restaurant of your choice you have a 2-hour <b>guided walk</b> around Edinburgh's Royal Mile and Old Town.
	T: It's a <b>coach trip</b> , isn't it?
	TA: Of course! There is a <b>guided visit</b> to Edinburgh Castle lasting about 45 minutes and then you have the afternoon at leisure to explore this wonderful cultural hub on your own until 5:30 when the group reassembles for Scottish Show and Dinner, a traditional Scottish entertainment with music, dancing and song in the magnificent setting of historic Prestonfield House.
	T: Well, tomorrow or the day after, if possible.
	T: Great! And how can I get to the Victoria Coach Station? It's my first visit to London and the UK, you know...
	TA: Absolutely! The excursion to the history of the country is well organized and easy to navigate with the <b>complimentary audio guide</b> . You can also go up to the roof terrace for a <b>full, uninterrupted view</b> of the Edinburgh skyline.
	T: Will we have a visit to Edinburgh Castle?
	T: So, the first place to visit in Edinburgh is the National Museum of

	Scotland, right?
	TA: Right, well. We have a <b>day trip</b> to Edinburgh tomorrow, leaving at 10:30 pm from Victoria Station.

**Task 22** *Make up your own dialogues about planning the excursion to other places in the UK.*

### **Focus on Language**

#### **Words Easily Confused**

**Task 23** *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

**brochure** – a thin book giving information or advertising sth (Brochures are unbound, multi-page print products. They're normally created from single sheets and are often folded to create bifold, trifold, and so on. Eg.: *If you are a tourism product provider and you have any advertising brochures, we will gladly display them.*

**booklet** – a small thin book with a paper cover that contains information about a particular subject (are *always* multi-sheet and *always* bound). Eg.: *Read this extract from an information booklet about the work of an airline cabin crew.*

**leaflet** – a printed piece of paper for distribution, esp. advertising. Eg.: *The leaflet gives details of all the hotels in the area in descending order of price.*

**flyer** – single sheet print material. Eg.: *The Festival Committee has recently produced a flier detailing the main events of the Festival week.*

**poster** – a large printed picture, notice, or advertisement displayed in a public place. Eg.: *The posters will be displayed around the borough on notice boards and in council offices and libraries.*

**handbook** – a small reference book giving useful facts. Eg.: *The sectional maps, airport facility guides, operating handbooks, etc. are still printed for a reason - safety.*

**catalogue** – a complete list of items, usually in alphabetical order. Eg.: *The catalogue of the exhibition recorded that in its first decade the museum had held 112 exhibitions attended by about one-and-a-half million people.*



**list** – a set of words, numbers, etc. written one below the other. Eg.: *Heading the impressive guest list is Australian Prime Minister John Howard, who will open the conference.*

**Task 24** *Your travel agency organizing excursions to the UK takes part in the International Travel Expo (ITE) exhibition. Think over and discuss with your colleagues the print works which will advertise and give information support to the services you provide. What handouts will you choose and what information each one will include?*

**Collocations & Expressions**

**Task 25** *What is the meaning of the expressions below? Find them in the texts (Task 6 and Task 12) or look them up the dictionary if necessary. Use them in the sentences of your own.*

- |                       |                       |
|-----------------------|-----------------------|
| be in use             | in front of sb’s eyes |
| come to life          | out of this world     |
| have an audience      | resting place         |
| make public addresses | the reason behind     |
| rub shoulders with sb |                       |
| snap a selfie         |                       |
| step back in time     |                       |

**Prepositions**

**Task 26** *Put the words in the box into the correct column*

the museum	the coach	Baker Street	an excursion	display
leisure	10:30 pm	one’s own	the station	top of a
	restaurant	the visitors’ centre	arrival	

<i>at</i>	<i>on</i>

**Task 27** *Some sentences below have mistakes. Find and correct them. Put a tick (✓) opposite the sentence that you think is correct.*

1. At top of the massive Castle Rock, in the centre of the city sits Edinburgh Castle.	
2. At the station there are plenty of features for your comfort and convenience at arrival, from toilet facilities to a coffee shop and phone charging areas.	
3. Just listen to the chap playing the pipes in Princess Street.	
4. You can pick up free brochures and maps, and buy London guide books as well as book theatre, tour and attractions tickets at some Visitors' Centres.	
5. See the magical location where the hit fantasy drama 'Game of Thrones' is filmed on an excursion to the UNESCO-listed Giant's Causeway from Belfast.	
6. With seasonal produce from regional providers, you'll have the perfect excuse to try authentic Welsh cuisine over lunch or the evening meal in Bully's Restaurant.	
7. In the National Museum Cardiff, you'll find Wales's national collections of art, geology and natural history, with a variety of events and exhibitions throughout the year.	
8. We had a few hours at leisure to experience Thames Valley's unique culture by our own.	
9. There are power sockets or USB ports on almost all National Express coaches to charge your mobile phone or laptop.	
10. The National Maritime Museum in Greenwich will also host in display a selection of the artefacts recovered from RMS Titanic's wreck site over the course of seven deep sea expeditions between 1987 and 2004.	

**Task 28** *Fill in the blanks with the correct prepositions where necessary.*

- Cardiff Castle dates back \_\_\_\_ Roman times, when it was the site of a Roman fort – visit the remains of the fort and wall, which can still be seen today.
- Receive a fascinating introduction to the region and its links with the immensely popular TV show, Game of Thrones, before arriving \_\_\_\_ the town of Cushenden, Northern Ireland to explore the caves in which Melisandre of Asshai gave birth to her 'shadow baby.'

3. Although Westminster Abbey was founded in 960AD, the building we see today dates \_\_\_ the reign of Henry III in the 13th century.
4. Coach trips arrive \_\_\_ Cambridge at 2 stations, depending \_\_\_ which coach line you are travelling with.
5. Every year around 21st of December and 20th of June hundreds of people gather to Stonehenge to spot the fabulous attraction happening only twice a year – you can see how the central Altar stone aligns \_\_\_ the Slaughter stone, Heel stone and the rising sun to the northeast.
6. Outwith the city, you can stay \_\_\_ cosy self-catering cottages, farmhouses and lodges in the beautiful countryside of the Lothians.
7. The Royal Council, the precursor \_\_\_ Parliament, met in Westminster Hall from the 11<sup>th</sup> century.
8. For those who want to stay \_\_\_ the midst of the action, consider staying close \_\_\_ the city's historic Old or New Towns where you'll find a wide range of fantastic styles from modern, central serviced apartments, to classic Georgian New Town flats with high ceilings and large rooms.
9. Our apartment, adjacent \_\_\_ Buckingham Palace offers unrivalled access to all that London has to offer, including three Royal Residences, Westminster Abbey, Trafalgar Square, Big Ben, the London Eye, National Gallery, West End Theatres & every conceivable store.
10. Visiting London, I was impressed \_\_\_ the fact that most museums were free, which allows people without means to enjoy the museums.
11. \_\_\_ the exception \_\_\_ two World Wars, the British Museum has remained open since January 1759, gradually increasing its opening hours and moving from an attendance of 5,000 per year to today's 6 million.

### ***Word Formation & Derivatives***

#### **Gender: Masculine and Feminine Nouns**

Some rules that govern the formation of genders from Masculine to Feminine:

- ✓ by adding 'ess' to masculine, Eg.: *host – hostess, master – mistress*;
- ✓ by changing words, Eg.: *boy – girl, brother – sister*.

**Task 29** Complete the table on page 132 with the appropriate nouns denoting a male person (masculine) or a female person (feminine). Add your own examples of masculine and feminine nouns illustrating both rules above.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
bachelor			queen
	countess	prince	
	duchess		madam
emperor		earl	
	goddess		lady
heir		monk	

## Speaking Skills


**Communicative situation 1:** Present information about sightseeing in London. Include five must-see attractions.

**Communicative situation 2:** Present information about top attractions of the UK.

## Test Yourself Section

### Listening Comprehension

**Task 30** Revise the Tips for completion task.

**Task 31**  Watch the video presenting information about Westminster Abbey. For questions 1–10 complete the notes below. Use no more than four words (prepositions, articles included) and/or numbers for each answer.

#### **Westminster Abbey**

1. One of the most significant churches in all of the United Kingdom was built in \_\_\_\_\_. 2. The best way to escape long lines in front of the Abbey is to arrive \_\_\_\_\_. 3. 38 kings and queens have been crowned there since \_\_\_\_\_. 4. Prince William and his bride walked down the aisle of the famous medieval church in London in \_\_\_\_\_. 5. \_\_\_\_\_ kings and queens are buried in the Abbey. 6. The \_\_\_\_\_ the Abbey were built between the 13th and 15th centuries. 7. The predecessor of the \_\_\_\_\_ used to meet in the Chapter house. 8. The Chapter house is \_\_\_\_\_ in shape. 9. Medieval relics include tiles and \_\_\_\_\_ dating back to the 13<sup>th</sup> century. 10. The \_\_\_\_\_ in Britain dates from the 1050s.

## Wordlist

1. *day trip*
2. *coach trip*
3. *coach tour*
4. *guided commentary*
5. *guided visit*
6. *chapel*
7. *all-in price (£, pp)*
8. *comfort stop*
9. *en route*
10. *guide*
11. *complimentary audio guide*
12. *visitors' centre*
13. *full, uninterrupted view of*
14. *guided walk*
15. *brochure*
16. **London** (*the river Thames, cab, double-decker, Tube, Westminster Millennium pier, river bus, the West End, the City*)
17. **Madame Tussauds** (*wax figures, Her Majesty, have an audience, The Royal Family, Duke and Duchess of Cambridge, of Sussex, penny, pence*)
18. **Oxford Street** (*OXST, high street, retailer, designer outlet, department store, fashion destination, array*)
19. **Big Ben** (*landmark, attraction, clock tower, Elizabeth Tower, bell, chime, strike, MP, refurbishment work, scaffolding*)
20. **the Houses of Parliament** (*The Palace of Westminster, world heritage site, medieval palace, Roman Temple, Westminster Hall, Norman conquest, the Royal Council, British Government, meeting place, the House of Lords, the House of Commons*)
21. **The London Eye** (*observation wheel, egg-shaped capsule, borough, a complete turn, embark, rim*)
22. **Tower Bridge** (*suspension bridge, moveable bridge, walkway, deck, the Tower Bridge Exhibition, the Victorian engine room, birds-eye view*)
23. **the Tower of London** (*William the Conqueror, stronghold, fortified castle, fortress, prison, royal mint, treasury, Beefeaters/Yeoman Warders, Chief Warder, the White Tower, ravens, pageantry, the Ceremony of the Keys*)
24. **Buckingham Palace** (*Queen's official London residence, working royal palace, Westminster, Hyde Park, St James's Park, mansion, courtyard, state room, Ball Room, the Changing Guard Ceremony, the Queen's Gallery, the Royal Mews*)
25. **Westminster Abbey** (*William the Conqueror, resting place, inter, monastery, monk, cloister, Chapter House*)
26. **Oxford** (*the Middle Ages, Oxford Botanical Gardens, scenic spot, the Covered Market, The Bodleian Library, punting, Blenheim Palace*)
27. **Cambridge** (*walking tour, King's College Chapel, Choir of King's College, the University of Cambridge's Fitzwilliam Museum, Kettle's Yard*)
28. **Stonehenge** (*rural, county, solstice, audio tour, GBP*)

29. **Edinburgh** (*the Athens of the North, skyline, Edinburgh Castle, the Scottish Parliament Building, Real Mary's Close, maze, cultural hub, The National Museum of Scotland, the Scottish National Gallery of Modern Art, Edinburgh's Royal Botanic Garden, acre, Ocean Terminal*)
30. **Cardiff** (*Cardiff Bay, Cardiff Castle, The Animal Wall, Wales*)
31. **Belfast** (*Titanic Belfast, masterpiece, replica, The Belfast Botanic Gardens & Palm House, Ulster Botanic Gardens, the Ulster Museum, fine arts, applied arts*)
- Millennium Centre, Cardiff International White Water)

## Use of English

### Collocations & Expressions

be in use	rub shoulders with sb	out of this world
come to life	snap a selfie	resting place
have an audience	step back in time	in the reason behind
make public addresses	front of sb's eyes	

### Prepositional Phrases

at the museum	at the visitors' centre	on one's own
at leisure	on the coach	on top of
at 10:30 pm	on an excursion	on arrival
at the station	on display	on Baker Street
at a restaurant		

### Words with/without Prepositions

stay in	with the exception of
arrive in a city/town/country	adjacent to
arrive at a building	precursor to
depend on	in alignment with
close to	date back (to...) / date from...
impressed by/with	

## UNIT 7

### Planning an Excursion: Kyiv, Ukraine

#### ! Learning Goals

##### *Skills*

- ! **Reading** for details.
- Comprehension:** multiple choice
- Texts: *Excursion around Kyiv; Best Destinations of Ukraine*
- ! **Speaking:** presenting information about places of interest in Kyiv and Ukraine.
- ! **Project work:** Kyiv Today

##### *Language*

- ! **Vocabulary:** sightseeing in Kyiv, Ukraine
- ! **Use of English:** words easily confused: *nouns with numbers & compound adjectives with numbers;* prepositions: nouns with “on, at”, verbs and adjectives with “in, at, to, with, by”; word formation & derivatives: *revision*

#### Warming up

**Task 1** *Create a word cloud comprised of words you associate with Ukraine.*

**Task 2** *You work in a travel agency organizing holidays in Ukraine. Prepare the general profile of the country for the travel booklet and the agency website. Use the questions below as a plan guide.*

1. What is the geographical location of Ukraine?
2. How many people live in Ukraine?
3. What are Ukrainian national symbols, language, currency?
4. What can you say about the media in Ukraine?
8. What do you know about the history of Ukraine?
9. What can you say about Kyiv?

#### Reading Skills

**Focus on Comprehension:** *Tips for multiple choice questions.*

- ✓ Read the text carefully. You do not necessarily need to understand every word. The questions follow the order of the text.
- ✓ Read each question and underline the key words. Then try to find the part of the text which contains the answer and underline the key words there.
- ✓ Look at the options and decide which option best matches the key information in the text.
- ✓ The questions and the text may not contain the same words. Look for and match meaning.

*from FCE Practice Tests, Longman*

**Task 3** Read the part of the excursion around Kyiv. For questions 1–10, choose the correct answers A, B, C or D. Check your answers on the keys.

1. According to the archaeologists Kyiv was founded

- A about 1,500 years ago
- B in the seventh or eighth centuries
- C at the end of the ninth or the beginning of the tenth century
- D in 887

2. In the 11th century, Kyiv was the commercial centre of medieval Europe because

- A it was the ruling centre of the largest European state
- B its geographical location promoted trade
- C it was one of the world's most splendid cities
- D its population exceeded the population of Paris and London

3. Nowadays, the Golden Gate of Kyiv is

- A a modern replica of the 11<sup>th</sup>-century gate
- B the main ceremonial gateway to the city
- C a part of the defending fortifications
- D the combination of authentic remains and present-day constructions

4. Frescos on the walls of St Sophia Cathedral depict

- A Prince Yaroslav the Wise and his family
- B praying Virgin Maria
- C the belfry with paintings of the games in the Byzantine capital
- D family members of its founder

5. St Michael's Golden-Domed Cathedral was built to worship

- A saint protector of Kyiv
- B Prince Yaroslav the Wise
- C a family member of Prince Yaroslav the Wise
- D the amalgam of Byzantine style and the Ukrainian Baroque style

6. Why was the Church of the Tithes built?

- A to introduce Christianity
- B to mark the cradle of Kyiv
- C to commemorate the baptizing the Old Rus people
- D to honour Prince Volodymyr the Great

7. St Andrew's Church gave the name to

- A the summit of Starokyivska Hill near it
- B the Montmartre of Kyiv



- C the Podil district
- D a working temple

8. *Its* in the second line of the paragraph about Andriyivsky Uzviz refers to

- A the summit of the hill
- B Starokyivska Hill
- C St Andrew's Church
- D Andriyivsky Uzviz

9. Which museum was *NOT* mentioned in the text?

- A the Miniatures Museum
- B the Great Lavra Belltower Museum
- C the Printing and Books Museum
- D the Historical Treasures Museum

10. Which Kyiv's attraction is *NOT* included into the UNESCO World Heritage List?

- A St Michael's Golden-Domed Cathedral
- B Kyiv Pechersk Monastery
- C St Andrew's Church
- D St Sophia Cathedral

### *Planning an Excursion: Kyiv*

Kyiv, the capital city of Ukraine and one of the biggest cities in Europe, is administrative, economic, scientific, cultural and educational centre. This scenic city with over 3 million people is located on the banks of the Dnipro River.

The name Kyiv is said to have derived from the name of Kyi, according to the **chronicler** Nestor one of four legendary founders of the city (brothers Kyi, Shchek, Khoryv and their sister Lybid). It is one of the oldest cities in Eastern Europe with more than 1,500-year history. Archaeological excavations in Podil District indicate the probability of commercial activity in the 7<sup>th</sup> or 8<sup>th</sup> century. However, dendrochronological analysis of the **remnants** of Podil's log dwellings *provides evidence* of settlement only as far back as 887, and archaeologists speculate that Kyiv as a town did not exist before the last quarter of the 9<sup>th</sup> to the first half of the 10<sup>th</sup> century.

In those times Kyiv was a **commercial hub** on the trade routes connecting European states, Byzantium, Asia and northern Caucasus. At its zenith in the 11<sup>th</sup> century, Kyiv was the ruling centre of the largest political entity in medieval Europe and one of the world's most splendid cities. Its population for the year 1200 has been estimated at more than fifty thousand. By comparison,

Paris had about fifty thousand inhabitants at that time, while London had an estimated population of thirty thousand.

During the **reign of Prince Volodymyr the Great** (978–1015) and his son **Prince Yaroslav the Wise** (1019–1054) Kyiv as the political, commercial and cultural centre of ancient **Kyivan Rus** reached its greatest period. Among historical and cultural monuments dating from those times are: the Golden Gate, St Sophia Cathedral, Kyiv-Pechersk Lavra, Vydubetsky Monastery to name just a few.

**The Golden Gate of Kyiv** served as the main **ceremonial gateway** to the city and a part of the fortifications defending Kyiv from **nomadic tribes**. It was a huge stone and brick structure with the entrance through heavy oak doors, leading to a secure passageway. It was crowned with the viewing platform and the **Church of the Annunciation of the Blessed Virgin Mary**, which was topped with a **gilded dome**, a possible reason for the Gate's name. Another version admits that the Gate took its name after the Golden Gate of Constantinople. The structure that stands today is an **amalgam** of the original remnants of the 11<sup>th</sup> century gate and the modern pavilions that were put up around them in the 20<sup>th</sup> century to mark Kyiv's 1,500-year anniversary. Inside the reconstructed medieval gateway, which is included into the World Heritage List of UNECO, there is a museum exhibiting the remains of ancient buildings, clothes, household items and weapons of Kyivan Rus. Near the Gate you can see the monument to Prince Yaroslav the Wise who initiated its construction. This is also the place where the tourists start their walking tours around the city.

Another invaluable monument of the 11<sup>th</sup> century *inscribed on* the World Heritage List of UNESCO is **St Sophia Cathedral**. It was founded in 1037 by Prince Yaroslav the Wise and dedicated to the Holy Wisdom. The Cathedral got its name after the great Hagia Sofia in Constantinople and was the centre for learning and culture, housing the first school and library in Kyivan Rus. Adjacent to the Royal Palace, it was also where coronations and other royal ceremonies were held, treaties signed and foreign ambassadors received. The cathedral is famous for its **mosaics** and **frescos** by Byzantine masters that date back to the 11<sup>th</sup> century. They decorate walls, **pillars** and **vaults**. Inside, the central part of the cathedral is *adorned with* the large mosaic depicting praying Virgin Maria. Frescos represent Holy Bible subjects as well as **secular** ones. For example, in the cathedral one can see portraits of Yaroslav the Wise family members. The **belfry** is decorated with paintings depicting scenes of the games arranged in Constantinople by Emperor Constantine in honour of Princess Olha. Notes and images on the walls known as **Sophia graffiti** are of great historical value as they relate political events and historical personalities of ancient days. Nowadays, St. Sofia Cathedral is a **historical** and **architectural reserve**. It ranges among the most beautiful temples of Kyiv and its major attractions.

Opposite St Sophia Cathedral is **St Michael's Golden-Domed Cathedral**, one of the most beautiful and important **Orthodox** temples in Ukraine. Founded in the early 12<sup>th</sup> century by the grandson of Yaroslav the Wise, Prince Sviatopolk, it was built in honour of Archangel Michael, **Patron Saint** of Kyiv. The **exterior** of the structure was rebuilt in the **Ukrainian Baroque** style in the 18<sup>th</sup> century while the **interior** remained in its original Byzantine style with the unique mosaics and frescos nicknamed 'glimmering,' because of their exquisiteness and shine. The cathedral was demolished by the Soviet authorities in the 1930s but was reconstructed and opened in 1999 following Ukrainian independence in 1991. The museum telling the history of the cloister operates inside the bell tower while fantastic views on the Ukrainian capital open from it. Just across St Michael's Golden-Domed Cathedral, in Mykhailivska Square is the white marble monument to **Princess Olha**, the first Christian ruler of Kyivan Rus and Orthodox saint. It is surrounded by the statues of St Andrew the Apostle, **Cyrill** and **Mephodius**, the authors of the Slavic alphabet.

Another celebrated symbol of Kyiv is the monument to Prince Volodymyr the Great situated on **Volodymyr's Hill** not far from St Michael's Golden-Domed Cathedral. In the scenic park with paved walkways, cosy nooks, a beautiful **wrought-iron gazebo**, and terraces boasting a **wonderful vista** of the Dnipro the bronze statue of the **Baptizer** of Ancient Rus people with a big cross in his hand stands on the pedestal depicting the scenes of christening, symbols of fertility and the torch of education.

Desyatynna Street leads from Mykhailivska Square to **Starokyivska (Old Kyiv) Hill**, a historically significant area of Kyiv, known as the **cradle** of Kyiv and as the old town of Prince Volodymyr the Great in the 10<sup>th</sup> century. Starokyivska Hill is the place where **the Church of the Tithes**, the first Christian stone church of Kyivan Rus, was built in 988–996 by Prince Volodymyr to celebrate the introduction of Christianity. Nowadays, this place is the site of **the National Museum of the History of Ukraine**. The exhibitions on display include ethnographic material, archaeological items including a notable collection of Scythian art, historical paintings and sculptures, numismatic collections and early printed books.

On the territory of **the Old Town** hidden in the cozy yard there is one of the brightest and the most special areas of Kyiv, **the Landscape Alley**. It is the favourite strolling place for Kyiv residents and the true magnet for capital's numerous guests, who always list this sight in their tourist **itineraries**. Bizarre beasts and fantastic characters "live" there: the cute rabbit, crow, covered with mosaics, the angels on the pillows, the cheerful elephant fountain, zebras in love, and the 30-meter "cat-centipede" along the wall. The Alley is a perfect place for rest from the bustling city life and a great location to spend a family

day. The square offers so much fun, that the feeling of visiting a fairy tale will never leave its visitors.

Soaring grandly on the slope of Starokyivska Hill **St Andrew's Church** forms a splendid look-out point with an **inimitable view** of the Podil district, the Dnipro and the city's new housing projects across the river. It is a major Baroque church in Kyiv, constructed in 1747–1754 to a design by the Italian architect Bartolomeo Rastrelli. The Church is part of **the Sophia of Kyiv National Sanctuary** as a **landmark of cultural heritage**. As any baroque object, St Andrew's Church is notable for its unusual elegance, **luxurious decor, exquisite refinement**, and airiness of form. But even more impressive is the church's interior designed by Rastrelli. Its key decoration is the original bright-red **iconostasis**, made of **linden wood** and covered with gold. Today, the Church is a **working temple** and services are conducted here. It also houses the museum whose collection tells the history of this architectural masterpiece. On Friday, Saturday and Sunday chamber concerts of classical music are held in the Church.

**Andriyivs'kyi Uzviz (Andrew's Descent)**, a steep street paved with **cobblestones**, begins on the summit of Starokyivska Hill near St Andrew's Church, which gave the descent its name, and connects Kyiv's **Upper Town** with the historically commercial district of Podil. The street is known as **the Montmartre of Kyiv** because in the 19<sup>th</sup>–20<sup>th</sup> centuries mainly artists, sculptors, musicians, and writers lived here. Almost each building here is an architectural monument. The apartment house №15, created in the English Neo-Gothic style reminding a medieval castle, is nicknamed **the Castle of Richard the Lionheart**. Another remarkable building on Andriyivskyi Uzviz is the two-story house №13, where the famous writer Mykhailo Bulhakov lived and worked. Today, the house is a museum with an interesting exhibition, which is focused on the writer's stay in Kyiv. **The One Street Museum** is another main attraction of the Descent and is entirely dedicated to its history. Today, as many years ago, a bohemian atmosphere reigns here. The numerous artistic salons, galleries, and art-café's on the street reinforce this aura. Kyiv's Montmartre is always full of artists and craftsmen selling pictures, decorations, glass and ceramic objects, as well as souvenirs.

**Podil** is one of the oldest districts of Kyiv. In ancient times it was the main **trade centre** with a large market and communities of various **artisans** and the river port receiving numerous ships with goods as well as **merchants**, pilgrims and travellers. In the 17<sup>th</sup> century with the establishing of **Kyiv Mohyla Academy**, the first higher school in Ukraine and Eastern Europe, the district became an outstanding cultural and educational center. The most famous attractions of Podil are Kyiv-Mohyla Academy, the Kyiv River Port, Florivsky Monastery, the funicular, the Fountain of Samson, Zamkova Hill. With the

romantic aura of the district's beautiful architecture, museums, experimental theatres and bars, Podil now is a very popular place with Kyivites and guests of the city.

The nickname "city of golden domes" has attached itself to Kyiv for its **abundance** of majestic, gilded cupolas of many churches and cathedrals. The most outstanding among them is **Kyiv Pechersk Lavra**, an Orthodox Christian monastery, inscribed as a UNESCO World Heritage Site and named one of the Seven Wonders of Ukraine. It was founded in 1051 by monks who dug out **cave-like cells** on the hill slope, where they devoted their lives to prayers. After their death because of the catacombs environmental conditions their bodies mummified naturally. The mummies have survived till today, the confirmation of them being true saints for believers, and are preserved in the caves, a system of narrow underground corridors with **relics** of God's servants. The most famous are the bodies of the warrior Ilya of Murom and the author of **the Tale of Bygone Years** Nestor the Chronicler. The Monastery was the seat of Christianity in Ancient Rus and the stronghold of feudalism and Prince's power. The Lavra has always played an important role in the development of Ukrainian culture and education. Beautifully illustrated with **woodcuts** and **copper-plate engravings** books published by its **printing house** were *in* great *demand* in all Slav countries. It had its own primary school, seminary, and established scholarships for the education of poor students. Many famous chroniclers, writers, scientists, painters, doctors lived and worked in it in different times. Coloured **smalt** for mosaic works produced in its glass workshops was used in ornamenting the interiors of **ecclesiastical buildings**. Nowadays, Kyiv Pechersk Lavra contains numerous architectural monuments and several museums operate on its territory. The main attractions of the Lavra include **Great Lavra Belltower**, the notable feature of the Kyiv skyline, and **the Dormition Cathedral**, destroyed in World War II, and fully reconstructed in recent years. The museums include the Folk Crafts Museum, the Printing and Books Museum, and the Theater, Music, and Cinema Museum. Two, however, deserve special mention. The first is the Miniatures Museum, where you can see the smallest in the world book of Taras Shevchenko's poems, as well as a hoofed flea. The second noteworthy landmark is the Historical Treasures Museum, which has one of the richest collections of golden art, including the famous Scythian creations.

## ***Focus on Content***

### **Task 4** *Answer the questions.*

1. What is the issue under consideration about?
2. How important is Kyiv as a city?
3. Where is it situated? How many people live in it?
4. How did Kyiv start? Are there any documental proofs of it?
5. When did Kyiv reach its greatest period? What is known about those times?
6. Who played an important role in the life of ancient Kyiv? What places in Kyiv are the historical monuments dating from the 11<sup>th</sup> century?
7. What is known about the Golden Gate of Kyiv? How did it get its name? What is it nowadays?
8. Who founded St Sophia Cathedral? What was it dedicated to? What was it used for? What is it famous for today?
9. When was St Michael's Golden-Domed Cathedral founded? What architectural styles does it combine? Where can one know about the history of the cathedral? What personalities are represented in the monuments not far from the cathedral?
10. How can one get from Mykhailivska Square to Starokyivska (Old Kyiv) Hill? Why is this place considered to be the cradle of Kyiv? What do the exhibitions of the National Museum of the History of Ukraine display?
11. What place in Kyiv can make the visitors feel as if visiting a fairy tale?
12. What ecclesiastical building was designed by an Italian architect? Where is it situated? What is it notable for?
13. Where does Andriyivs'kyi Uzviz begin? Why is it called the Montmartre of Kyiv? What remarkable buildings can you find here?
14. What district is one of the oldest in Kyiv? What role has it played in the development of Kyiv? What are its most famous attractions?
15. Why is Kyiv Pechersk Lavra the most outstanding among Kyiv's churches and cathedrals? Why can we say that it has always played an important role in the development of Ukrainian culture and education? What do its main attractions include?

**Task 5** *Match the legends illustrating facts about some places of interest of Kyiv. Why do you think tour guides include interesting stories, legends and curiosities of life and the history into their excursions?*

A. This Kyiv's ruler was infamous for the violent nature and the intolerant behaviour, to say nothing of a huge harem with the nearly three hundred «wives». As told in legends, to unite the people under one religion he had a


choice of Christianity, Islam and Judaism and chose Christianity as he didn't like the dietary restrictions of Islam and Judaism. In 998 he ordered to throw old pagan idols into the river and pushed the population of Kyiv in the waters of the Dnipro where the mass christening took place.

B. As described in the Tale of Bygone Years by Nestor the Chronicler IT was built on the hill above the Dnipro on the site where there used to be a sea which went under the ground obeying St Andrew the Apostle who erected a cross on top the hill prophesying that grace of God would be stretched all over these hills and with time there would be a magnificent city. IT has no bells as their ringing is believed to wake up the sea and it will flood the city.

C. A saying "Any owner has to part with what has fallen off the cart" dates back to the 11<sup>th</sup> century when merchants had to pay a customs fee entering Kyiv. The more carts they had the more money they paid. To save money merchants tried to reduce the number of carts in their caravans loading as many goods on one cart as possible. Prince's guards in their turn regulated the position of the moving part of the gate so that the goods on the top fell onto the ground. As everything on the Prince's land belonged to the Prince, merchants could not take their fallen goods back and Prince's tax collectors collected them.

D. According to the legend, fire came down from the sky and burned all the trees and bushes on one of the slopes above the Dnipro after monk Anthony, the founder of the monastery praying. The Mother of God herself came to twelve Greek masters and asked to build a church on that place. She gave them gold for construction, the relics of the seven saints, a miraculous icon and showed the outlines of the temple in the sky. What they built during the day grew down under the earth at night and when the cathedral was finished, it grew out of the earth and impressed everybody with its heavenlike beauty.

E. One of numerous legends tells about a magic mirror that was fixed in the gallery of the building in which one could see the surrounding territory for many miles distant. The mirror is said to have been smashed in a fit of rage by a Kyiv maiden who saw in it her lover courting a Gothic damsel.

**Task 6**  Watch the video <https://www.youtube.com/watch?v=H4P8EnrzHOE> and complete the tasks below.

**Task 6-A** Put the places of interest of Kyiv in the correct order according to the video.

\_\_\_\_\_ The National Opera of Ukraine  
\_\_\_\_\_ The Volodymyr's Hill  
\_\_\_\_\_ The Golden Gate  
\_\_\_\_\_ St Sophia Square

\_\_\_\_\_ The National Bank  
\_\_\_\_\_ The Valeriy Lobanovsky  
Dynamo Kyiv Stadium  
\_\_\_\_\_ Andriyivs'kyi Uzviz

- |  |   |
|--|---|
| _____ The Dnipro   | _____ The Babyn Yar Memorial                        |
| _____ The Hidropark  | _____ St Michael's Golden-Domed Cathedral           |
| _____ The Funicular  | _____ St Andrew's Church                            |
| _____ St Sophia Cathedral  | _____ The Kyiv Pechersk Lavra                       |
| _____ Podil  | _____ St Volodymyr's Cathedral                      |
| _____ The Museum of Folk Architecture and Ethnography in Pyrohiv | _____ The harbour district                          |
| _____ The House with Chimeras                                    | _____ The Museum of the History of Ukraine in WW II |
| _____ The National Philharmonic                                  | _____ Khreschatyk                                   |
| _____ Independence Square  | _____ The Kyiv Zoo                                  |
| _____ The Puppet Theatre   |   |

**Task 6-B** *Who are the monuments erected to? Where are they situated?*

1. The monument to the founder of St Sophia Cathedral
2. The monument to a **hetman** of **the Zaporizhian Host**
3. The monument to victims of the inhumanity of WW II
4. The monument to a hero of Ukrainian struggle against the Poles
5. The monument to a son of a prince and a female slave
6. The monument to the chairman of the Ukrainian Club that encouraged and promoted culture
7. The monument to the main characters of a famous and favourite film
8. The monument to the founders of Kyiv
9. The monument to a legendary football trainer
10. The monument to **Mother Homeland**

**Task 6-C** *What buildings are the masterpieces of*

1. Baroque style \_\_\_\_\_,
2. Renaissance style \_\_\_\_\_
3. **Art Nouveau** style \_\_\_\_\_
4. The XI century architecture \_\_\_\_\_,
5. Baroque and Classical styles \_\_\_\_\_

**Task 6-D** *Which church/cathedral*

1. was built in honour of the Baptizer of Ancient Rus?
2. was built by a grandson of Yaroslav the Wise?



3. history began modestly?
4. was built on the place where the apostle put a cross and prophesied that the city would be built?
5. was built in honour of patron the saint of Kyivan Rus realm?
6. was very expensive in construction?
7. is the oldest monastery complex of Orthodox church?
8. did the Russian tsar order to finish?
9. is the main church of Ukraine?
10. contains coffins of its founders?

**Task 6-E** *What place*

1. was once a Red-Light District?
2. became a centre after the upper town was destroyed by Tatars
3. was once a meeting place for artists and intellectuals?
4. lies on two river islands?
5. was the first to have the city's first heating system and the first telephone connection?
6. is called the Montmartre of Kyiv?
7. is a temple of culture?
8. was once the heart of the city where the ships from Constantinople anchored
9. indicates its past by the names of streets?
10. is the oldest and the biggest bridge?
11. Kyiv turns into a modern metropolis at?
12. features the battle for the fatherland?
13. was the largest in the former USSR?
14. was the first to have an electric tram in Russia?
15. features local architecture and rural life?
16. where time seems to stand still?

**Task 7** *What do you feel about the way the information about Kyiv is presented in the video? What would you change? Why?*

**Task 8** *You are a travel agent helping a tourist who wants to visit interesting places in Ukraine. What destinations would you recommend and why?*

**Task 9** *Read the text about the best places to visit in Ukraine (page 146). Do you know these places? Fill in the blanks with the names of the places. Can you add more information about them? Who can you recommend each of them?*

**-A-**

Seen as Ukraine's cultural capital, \_\_\_\_\_ has the most western architecture of all the country's cities. It boasts a splendid UNESCO-protected Old Town renowned for beautiful narrow streets, magnificent churches, fascinating museums and charming atmosphere. It's cosy and welcoming, offering a wide range of themed restaurants, cool bars and great nightlife. No matter the season, it's popular with Ukrainians who come here for a weekend to feel the Old Town vibes. As a day trip from it, visitors can follow the Golden Horseshoe Route: a tourist trail around the most prominent regional castles – Olesky Castle, Zolochiv Castle, and Pidhirtsi Castle.

**-B-**

As one of Ukraine's largest seaports and trade hubs with a beautiful historic district, \_\_\_\_\_ has plenty of treasures waiting to be discovered. The central part of the city is packed with sights, while architecture lovers can admire the splendid palaces and the unique blend of building styles. For sea enthusiasts, it offers kilometres of Black Sea beaches and lots of entertainment both during the day and night. One of its best restaurants is *Bernardazzi* located in the building of the Philharmonic. It is also home to one of the most beautiful theatre buildings in Europe – the Opera and Ballet Theatre built in the 19th century by the Austrian architectural studio Fellner & Helmer.

**-C-**

One of the most prominent examples of European gardening design dating back to the early 19th century, \_\_\_\_\_ is a unique Ukrainian natural attraction. It was founded by the Polish noble Stanisław Potocki as a birthday gift to his wife Sofia. The extensive park is home to waterfalls, lakes, statues, fountains, antique grottoes and artificial ruins, and is a perfect place to enjoy a relaxing walk surrounded by natural beauty.

**-D-**

Nicknamed Little Vienna for the rich Austro-Hungarian architectural heritage, \_\_\_\_\_ is one of the gems of Western Ukraine. There's the stunning UNESCO-protected building of University, romantic walks and charming Vienna-style cafés. Lovers of Art Nouveau architecture can explore the elegant frescoes and beautiful interiors of the Museum of Art. With a history of multiculturalism and constantly changing jurisdictions, the city is one of the most interesting destinations in the country.

**-E-**

Often referred to as the City of Museums, \_\_\_\_\_, about 50 miles southwest of Kyiv, is home to no fewer than 24 venues hosting a wide variety of artefacts. Among them are the Museum of Bread, the Museum of Rushnyk (traditional Ukrainian ritual cloth), the Museum of Space and the Museum of Ukrainian National Dress. But the most impressive of them all is a large open-

air Museum of Folk Architecture and Rural Life exhibiting unique objects from ancient times until the beginning of the 20<sup>th</sup> century. Across the Dnipro River sits the little city of Kaniv where the Shevchenko National Reserve, devoted to Taras Shevchenko, can be found. The hills of the reserve offer breathtaking views over the river.

#### -F-

This charming little destination in the Western Zakarpattia region has a compact old town full of Austro-Hungarian architecture overlooked by the impressive castle that stands on a nearby hill. Once one of the most important fortresses in the kingdom of Hungary, Palanok Castle is now a highlight of Ukrainian tourism. \_\_\_\_\_ is also a great starting point for exploring the natural wonders of the Carpathian Mountains, including Synevir Lake and picturesque Shypit waterfall.

#### -G-

\_\_\_\_\_ is one of the oldest cities in Ukraine and was once a prospering and important center of medieval Kyivan Rus. There are unique examples of medieval Slavic ecclesiastical architecture, and one of the oldest churches in Ukraine –Transfiguration Cathedral, which was completed in the 11<sup>th</sup> century and features stunning frescoes and ancient interiors. It is home to a third of all the eastern European historic landmarks period before the Mongol invasion.

#### -H-

Once the capital of Ukraine and now its second city, \_\_\_\_\_ is a city of students who drive the thriving restaurant and bar scene. There are enough museums and culture to make it an interesting Eastern Ukrainian destination. Freedom Square is one of the largest squares in Europe, while the Derzhprom building is one of the most famous examples of constructivist architecture. Completed in 1928, it was the most spacious single structure in the world at the time. One of its coolest bars is *Starik Hem*. With quirky Hemingway-inspired design, great drinks and overall affordability, it is one of the best places in the city.

#### -I-

This little city right on the border with Slovakia has belonged to five different countries in the last 100 years. Its historical affiliations can be seen throughout its central district where you'll find Czech functionalist buildings standing next to classical Hungarian mansions, or Ukrainian Orthodox, Catholic and Greek-Catholic churches in close proximity. \_\_\_\_\_ is the vibrant hub of the Zakarpattia region and the gateway to the Carpathian mountains, easily reached from the major central European cities. For the best museum in the region head to the Museum of Folk Architecture and Rural life to see the unique

16<sup>th</sup>-century wooden St. Michael's Church and other magnificent examples of local architecture.

**-J-**

For spectacular views and cosy old-town vibes, this little town in the western part of the country has one of the most breathtaking fortresses in Eastern Europe. \_\_\_\_\_ stands majestically on an island surrounded by a canyon and encircled by the Smotrych River. Apart from the castle, it is famous for the festival of hot-air balloons that is usually held in the late spring. Another magnificent castle can be found in the nearby city of Khotyn. Khotyn Fortress is considered to be one of the most picturesque and most visited castles in Ukraine. It has been a setting for many historical movies because of its authentic atmosphere and majestic views.

**Task 10** *Make up a dialogue between a travel agent and a tourist who wants to take an excursion to interesting places in Ukraine. Roleplay the dialogue with your partner.*

## **Vocabulary & Use of English**

### ***Focus on Vocabulary***

**Task 11** *Work with unknown words from the text 'Planning an Excursion: Kyiv' in your vocabulary notebook.*

**Task 12** *Find at least three key words to the sights below.*

*Eg.: The Golden Gate of Kyiv – architectural monument of the 11<sup>th</sup> century, main ceremonial gateway to the city of Prince Yaroslav the Wise, a museum exhibiting the remains of ancient buildings, clothes, household items and weapons of Kyivan Rus.*

*the Golden Gate of Kyiv  
the Church of the Annunciation of  
the Blessed Virgin Mary  
St Sophia Cathedral  
St Michael's Golden-Domed  
Cathedral  
Volodymyr's Hill  
Starokyivska (Old Kyiv) Hill  
the Church of the Tithes*

*the National Museum of the  
History of Ukraine  
the Old Town  
the Landscape Alley  
St Andrew's Church  
Andrew's Descent  
the Upper Town  
the Montmartre of Kyiv  
the Castle of Richard the Lionheart*

*The One Street Museum*  
*Podil*  
*Kyiv Mohyla Academy*  
*Kyiv Pechersk Lavra*  
*Great Lavra Belltower*

*Dormition Cathedral*  
*the Museum of Folk Architecture*  
*and Ethnography in Pyrohiv*  
*the Museum of the History of*  
*Ukraine in WW II.*

**Task 13** Complete the sentences with the words from the box.

*artisan, Baptizer, chronicler, Cyrill and Mephodius, hetman, merchant, Patron Saint, Princess Olha, Prince Volodymyr the Great, Prince Yaroslav the Wise, reign, St Andrew the Apostle.*

1. Lower Kyiv stood on the territory of present Podil and was inhabited by \_\_\_\_\_ and \_\_\_\_\_.
2. Kyiv was at the height of its glory towards the end of the 10<sup>th</sup> and the beginning of the 11<sup>th</sup> centuries, during the \_\_\_\_\_ of \_\_\_\_\_.
3. St Sophia Cathedral, the main temple of the 10<sup>th</sup>–12<sup>th</sup> centuries, was founded by \_\_\_\_\_ at the site where the ancient Rus troops had defeated the pechenihy hordes. At that time, this site was beyond Kyiv walls and was described by the \_\_\_\_\_ as "a field outside the town".
4. St Volodymyr's Cathedral, one of the city's major landmarks and the mother cathedral of the Ukrainian Orthodox Church, was built in 1852 to commemorate the 900<sup>th</sup> anniversary of the baptism of Kyivan Rus by Prince Volodymyr known as the \_\_\_\_\_ of ancient Rus people.
5. The tradition regarding the early Christian history of Ukraine holds that \_\_\_\_\_ preached on the southern borders of modern-day Ukraine, along the Black Sea. He travelled up the Dnipro River and reached the future location of Kyiv, where he erected a cross and prophesied the foundation of a great Christian city.
6. \_\_\_\_\_ of Zaporizhian Cossaks is a historical term that defined the leader of Ukrainian warriors, the commander of Zaporizhian Host.
7. \_\_\_\_\_ was the first Kyivan Rus ruler to become a Christian. Some scholars claim that she was baptized in 955 in Constantinople.
8. \_\_\_\_\_ translated the Bible into the language later known as Old Church Slavonic and invented the Hlaholitic alphabet, a Slavic alphabet based on Greek characters that in its final Cyrillic form is still in use as the alphabet for a number of Slavic languages.
9. Saint Michael the Archangel, the supreme angel in Christian belief, was adopted by Ukrainians as the \_\_\_\_\_ of hunters and the city of Kyiv.

**Task 14** Choose the correct answer.

1. In the 14th century the site occupied by Odesa, then under Lithuanian control, became a Crimean Tatar fortress and a commercial \_\_\_\_\_ called Khadzhi-Bei.

- a) vista                      b) hub                      c) preserve                      d) abundance

2. Besides being the \_\_\_\_\_ of Ukrainian book-printing, Lviv used to be the major breeding ground for book-publishing.

- a) cradle                      b) preserve                      c) house                      d) temple

3. As spring came, Kyivan merchants loaded their goods into small boats and moved them down the Dnipro in convoy to discourage attacks by nomadic steppe \_\_\_\_\_.

- a) princes                      b) relics                      c) tribes                      d) Cossacks

4. During the 18<sup>th</sup> century the Lviv Fraternity printing-house issued books artistically decorated with \_\_\_\_\_ engravings by Gregoriy Levitsky, a notable Kyiv artist who collaborated with the Lviv engraver Ivan Philipovich.

- a) woodcut                      b) copper-plate                      c) gilded                      d) wrought-iron

5. The tradition of cave monasteries came from the Middle East, where monks dug \_\_\_\_\_ cells and temples in rocks.

- a) tribe-like                      b) heaven-like                      c) cradle-like                      d) cave-like

6. Despite the uneasy history, the fortifications of the castle remained almost intact and today are the part of the National Historic and Architectural \_\_\_\_\_ “Kamianets-Podilskyi” that is included in the List of UNESCO World Heritage Sites.

- a) Reserve                      b) Hub                      c) Centre                      d) Landmark

7. St Catherine Church (1715, Chernihiv) with its 5 gilded \_\_\_\_\_, traditional for Ukrainian architecture, is thought to have been intended as a memorial to the regiment's exploits during the storm of Azov in 1696.

- a) belfries                      b) altars                      c) domes                      d) vaults

8. The trip by the Kharkiv cableway (Zip line) running through wonderful picturesque \_\_\_\_\_ over the green forest tracts of city parks lasts 18 minutes, and slowly strolls above the canopy at 8 to 26 meters above the ground.

- a) domes                      b) vistas                      c) reserves                      d) caves

9. Located on the southern side of the city, the Golden Gate formed one of three ceremonial entrance \_\_\_\_\_ to Kyiv constructed in the first half of the 11<sup>th</sup> century by Prince Yaroslav the Wise.

- a) gateways                      b) vistas                      c) doorways                      d) getaways

10. An interesting story is connected with the \_\_\_\_\_ gazebo, located not far from Volodymyr's monument, which was built on money donated by Vasyl Kokorev, a well-known entrepreneur and financier.

- a) gilded                      b) copper-plate                      c) wrought-iron                      d) linden

11. The preliminary source for the architectural style of Ukrainian \_\_\_\_\_ buildings is that of Byzantine church architecture.

- a) secular                      b) ecclesiastical                      c) nomadic                      d) Orthodox

12. The origin of printing in Ukraine is associated with the name of Ivan Fedorov, a distinguished figure of national culture, who over 400 years ago, in 1574, established a printing \_\_\_\_\_ in Lviv.

- a) centre                      b) hub                      c) house                      d) abundance

13. The most defining feature of the Ukrainian baroque style was the \_\_\_\_\_ of ornaments and decorative elements.

- a) abundance                      b) remnants                      c) amalgam                      d) relic

14. One of the \_\_\_\_\_ of cultural heritage of Ukraine is Mukachevo Castle in Zakarpattia region, a large, well-preserved castle on the top of the extinct volcano. Constructed by Hungarians in the 14th century, it has some 140 rooms with numerous underground passages.

- a) remnants                      b) hubs                      c) relics                      d) landmarks

15. St Andrew's Church is a \_\_\_\_\_ temple and services are conducted here.

- a) operating                      b) acting                      c) working                      d) performing

**Task 15** *Express the same ideas using active vocabulary.*

1. The House with Chimaeras (Horodetsky House) is a residential building, constructed in the architectural style characterized by intricate linear design and flowing curves based on natural forms in 1902. The House is adorned with

numerous sculptures of animals. 2. The monument to the Motherland is a part of the National Museum of the History of Ukraine in the Second World War and symbolizes the feat accomplished by people during the war. 3. Famous examples of the structures in architectural style which emerged during the 17th-18th centuries and combined the age-old traditions of Ukrainian wooden churches, Ukrainian folk motifs and decorative elements of Ukrainian architecture with the principles of classical baroque include Kyiv Pechersk Lavra, Vydubychi Monastery, Pochayiv Monastery. 4. Like other Byzantine churches dating from the days of Kievan Rus, St Michael's was transformed at the end of the 17th century into a magnificent baroque structure. Architectural historians consider it to have been one of the most successful mergings of two distinct architectural styles. 5. Saint George's Church in Drohobych is one of the oldest wooden churches in this region, built around 1500. In the late 17th – early 18th century inside was covered with paintings done on wet plaster. 6. Pochayiv Lavra in Ternopil is an Orthodox monastery, founded in 1527 or earlier. It is famous for Dormition Cathedral (1771 – 1783), built in Baroque and Neo-Classicism style, 65 m tall bell tower and two cave churches built in 1774–1860. 7. The Orthodox male monastery occupies the lower territory of Kyiv-Pechersk Lavra and consists of the complex of Far and Near Caves, where the remains of the saints are kept. 8. The indoor paintings of the Gate Church of Trinity substitute an important example of iconography of the 18<sup>th</sup> century and the highlights of the church is a gilded wooden screen with doors and tiers of icons that separates the bema from the nave. 9. According to a legend a young girl named Oksana was walled in the walls of the castle by Ottoman Turks because she refused to help Turkish forces get inside Khotyn Fortress. Before she died, a young maiden cried for her unfortunate fate and her tears made their way through rock of the wall and now a wet spot is clearly visible outside the castle. 10. This small white church was built in 1123 and features the stunning Tsar's Gate, door recast from a single pagan idol found near the church in the 17<sup>th</sup> century. Now it houses a museum containing household items, decorations made of small pieces of coloured glass, and precious religious artefacts from the time of Kyivan Rus. 11. The first major era of rapid economic growth in the history of the East Slavs was brought about by Prince Volodymyr's conversion to Christianity. 12. The Greek glassmakers, who used a variant of the classical Mediterranean Near Eastern recipe, first appeared in Kyiv during the late 10<sup>th</sup> century. They made the cubes of glass with gold used for mosaics in the early Rus' churches. 13. Researchers with magnifying glasses have discovered some 300 autographs scratched into the walls of St Sophia Cathedral; most of them are at eye-level, but a few of them artists needed ladders or scaffolds to make their marks. 14. In the painting of the main table at which the bread and wine are consecrated in communion services of the Assumption of the Blessed



Virgin Mary Cathedral in Odesa is an image of the Assumption of the Virgin Mary which is a copy of Raphael's. 15. Market Square, located at the intersection of eight bustling streets, is the most popular place for tourists and residents alike. It is imbued with the spirit of history, roughly paved with small round stones and rimmed by sophisticated buildings and refined antique sculptures. 16. Ribbed cross vaults of the cathedral are supported by six columns in the interior and by buttresses outside. The church has narrow and high arched windows; those in the presbytery and the central one on the west façade have tracery and stained glasses made in the late 19<sup>th</sup> century. 17. The lost Mazepa's Palace in Baturin was the largest and the most ambitious of his residences and boasted an innovative architectural design and luxurious decoration and furnishing. 18. The iconostasis is a main decorative and artistic component of the interior which plays the primary role in the arrangement of inner space of the church. It attracts one's attention with its striking combination of red background with the gilded sculptures and wood carved details made from lime wood. 19. Wood engravings were the primary medium for the illustration of books such as Fedorov's *Apostle* (1674) and the *Ostrih Bible* (1580–81).

**Task 16** *Work with unknown words from Task 9 in your vocabulary notebook.*

**Task 17** *You are a freelance translator. A travel agency needs the English version of the information below to be put on their website. Translate into English. Use active vocabulary.*

### ***Красива країна***

Культура України багата своєю історичною спадщиною. По всій території країни можна знайти і середньовічні замки і культові споруди IX-XIII століть, і місця грандіозних баталій.

За даними істориків, на території України існує понад 5000 замків і фортець. Усі вони по-своєму унікальні та особливі. Деякі знаходяться в кращому стані, від деяких залишилися лише руїни. Близько 20 з них – це пам'ятники архітектури Київської Русі. На архітектурних конструкціях позначилася багатонаціональність України. Вони зберігають відбитки культури Австро-Угорщини, Польщі, Литви, Росії, Туреччини.

У західній частині України зберігається найбільша кількість замків. Так, у Львівській області знаходиться один з найстаріших замків країни – Олеський замок (Olesko Castle). Його історія налічує багато століть, інтриг, подій та життєвих історій. Олеський замок стоїть на 50-метровій горі і з часів його заснування на початку 14 століття він мав стратегічне значення, бо вважався ключем до Червоної Русі (давня назва Галичини та Волині). За період свого існування Олеський замок зазнав багато

руйнувань та перевтілень: він слугував фортецею, палацом та королівською резиденцією. Унікальний за формою – овальний замок має два крила, що поєднуються в'їзною триповерховою вежею і прибудованим до неї двоповерховим корпусом. В'їзну браму прикрашають портрети польських королів, символічні постаті та химери. Довкола фортеці розкинувся красивий пейзажний парк, алеї якого прикрашають скульптури сучасних митців.

Підгорецький палац (Pidhirtsi Palace) – одна із найкоштовніших перлин «історико-архітектурної колекції» Західної України. Він був збудований у XVII столітті під керівництвом відомого архітектора з Венеції Андреа дель Аква і вражав своєю величчю та вишуканістю. Заможні польські роди, у власності яких був маєток, не шкодували на нього грошей. Палац завжди славився своїми вишуканими інтер'єрами з великою колекцією картин, зброї, дорогих меблів. У Підгорецькому замку збереглось дуже цікаве приміщення – найстаріший в Україні готель і водночас корчма – *Гетьманський заїзд*, побудований у 1740-х роках. Відомо, що свого часу, у Гетьманському заїзді зупинявся Оноре де Бальзак. Підгорецький палац цікавий своєю містикою та загадковими історіями про Білу Пані, яку, начебто, живцем замурував у стіну її чоловік і чий привид ночами бродить залами замку.

Здатні вразити уяву і інші середньовічні шедеври фортифікаційних споруд. Наприклад, Кам'янець-Подільська фортеця, що знаходиться у Хмельницькій області. Своєрідність та унікальність цього місця полягає у гармонійному поєднанні ландшафту і містобудівної структури середньовічного міста, в якому у різні періоди його історії військові інженери, архітектори й скульптори з Італії, Нідерландів, Вірменії, Польщі, Франції, Туреччини створили фортифікаційну систему, що не має аналогів у Європі. До складу Кам'янецької фортеці входять одинадцять башт, кожна з яких має свою назву й історію. Так, найвища башта названа Папською тому, що була збудована на кошти, надіслані Папою Римським Юлієм II. Ще її називають Кармелюковою, бо в ній тричі був ув'язнений український народний герой Устим Кармелюк. У Чорній (кутовій) башті знаходиться криниця завглибшки 40 м і діаметром 5 м, видовбана у скелі.

За декілька десятків кілометрів на схід від Хмельницького розташований Меджибізький замок (Medzhybizh Castle), який у свій час був однією з улюблених споруд гетьмана Богдана Хмельницького. Сьогодні Меджибіж знаменитий своєю фортецею, яка бере початок у XIII столітті з дерев'яної оборонної споруди. Протягом століть фортеця переходила із рук в руки: тут господарювали і козаки, і польські військові, і турецькі та російські солдати. Кожна доба додавала до замку щось своє, змінювала його, руйнувала, а потім знову відновлювала. Різні господарі

панували у замку по-різному. Хтось перебудовував споруди у бароковий стиль, хтось – у романтичний. Радянська ж доба перетворила замок на маслозавод, що, звісно, дуже пошкодило архітектурну пам'ятку, та ще більше знищили її самі люди, які порозбирали частини історичної фортеці на будівельні матеріали. Та попри це сучасний стан подільської архітектурної пам'ятки задовільний. Система укріплень, що збереглися до нашого часу, була створена у XVI столітті. Фортечні мури у найвищих місцях досягають 17 метрів, а їх товщина – до 4 метрів. Кожна будівля на його території має свій власний стиль і форму та становить самостійну архітектурну цінність. Посередині території стоїть церква святого Миколая, покровителя воїнів і мандрівників.

Луцький Замок Любарта (Lubart's Castle in Lutsk) у 2011 році був відзначений першим місцем в акції «7 Чудес України». Він був заснований у 1340 р. литовським князем Любартом на місці, де у 1000 р. князь Володимир заснував дерев'яну фортецю для захисту західних земель Київської Русі. Фортеця має форму трикутника з трьома вежами. В'їзна вежа звернена на захід. У ній є дві замуровані арки, що раніше служили в'їздом до фортеці, обладнані підйомними мостами. Існує багато цікавих фактів, легенд і домислів про замок. За легендою, в стінах фортеці зберігаються скарби. Знайти скарб Луцького замку Любарта можна, але винести за ворота не можливо. Сам засновник прокляв скарби, що можуть використовуватись лише в інтересах мешканців Луцька. Щоправда, у кожного є шанс примножити капітал фортеці. Необхідно перед в'їзною баштою, зображеною на 200-гривневій купюрі, потерти вищевказану банкноту в руках.

Ужгородський замок – могутня фортеця на річкою Уж – скарбниця історії Закарпатського краю. Кінець X століття вважається часом його заснування, але більшість збережених до сьогодні укріплень була зведена у XIV столітті. Зовні замок має вигляд могутньої оборонної споруди, головною частиною якої є палац, масивна двоповерхова споруда у стилі ренесансу, яка має близько 40 залів. На території замку є залишки церкви св. Юрія, про яку письмово згадували ще у 1248 році. Прикрашають замкове подвір'я старовинні скульптури. У приміщенні палацу діє Закарпатський краєзнавчий музей із безліччю просторих експозиційних залів, які розповідають про династії, які правили замком, природу краю, національний одяг і музичні інструменти місцевих українців.

## *Focus on Language*

### **Words Easily Confused: nouns with numbers vs compound adjectives with numbers/numerals**

**Task 18** *Read the sentences. What parts of speech are the underlined words/word combinations? Do they take the plural in English?*

*Eg.:* Kyiv is one of the oldest cities in Eastern Europe with more than 1,500-year history. – *a compound adjective with number, does not take a plural form.*

Kyiv, one of the oldest cities in Eastern Europe is more than 1,500 years old. – *a noun with number, takes a plural form.*

1. The structure that stands today was put up to mark Kyiv's 1,500-year anniversary.
2. Bizarre beasts and fantastic characters “live” there: the most unusual is the 30-meter “cat-centipede” along the wall.
3. Cat-centipede, which is 30 meters long, is one of the bizarre beasts and fantastic characters “living” there.
4. The famous writer Mykhailo Bulhakov lived and worked in the house consisting of two floors at 13, Andriyivskyi Uzviz.
5. Another remarkable building on Andriyivskyi Uzviz is the two-floor house №13, where the famous writer Mykhailo Bulhakov lived and worked.
6. Often referred to as the City of Museums, it is about 50 miles southwest of Kyiv.
7. This little city right on the border with Slovakia has belonged to five different countries in the last 100 years.
8. This 100-year old little city right on the border with Slovakia has belonged to five different countries.
9. The 18-minute trip by the Kharkiv cableway (Zip line) running through wonderful picturesque view over the green forest tracts of city parks slowly strolls above the canopy at 8 to 26 meters above the ground.
10. The trip by the Kharkiv cableway (Zip line) running through wonderful picturesque view over the green forest tracts of city parks lasts 18 minutes.

## ***Collocations & Expressions***

**Task 19** *Read the sentences and explain the meaning of collocations and expressions in bold italics. Translate them into Ukrainian.*

1. Dendrochronological analysis of the remnants of Podil's log dwellings ***provides/gives/presents evidence*** of settlement only ***as far back as*** 887.
2. Notes and images on the walls known as Sophia graffiti are ***of great historical value*** as they relate political events and historical personalities of ancient days.
3. St Michael's Golden-Domed Cathedral, one of the most beautiful and important Orthodox temples in Ukraine, was built ***in honour of*** Archangel Michael, Patron Saint of Kyiv.
4. St Andrew's Church is a major Baroque church in Kyiv, ***constructed to a design*** by the Italian architect Rastrelli in 1747–1754.
5. Nowadays, St. Sofia Cathedral ***ranges among*** the most beautiful temples of Kyiv and its major attractions.

**Task 20** *Complete the sentences with collocations and expressions from Task 19*

1. The belfry is decorated with paintings depicting scenes of the games arranged in Constantinople by Emperor Constantine \_\_\_\_\_ Princess Olha.
2. Archaeologists are unable to \_\_\_\_\_ the Bible.
3. The church was \_\_\_\_\_ that of a famous Byzantine cathedral.
4. Kyiv has much to offer to its visitors. It \_\_\_\_\_ the largest European cities, but it is not as familiar to the foreign guests as London, Paris, and other world tourist centers.
5. Visitors to the exhibition of the Museum of Historical Treasure in Lviv can have a look at the complex of units which are not only of artistic but also of a significant \_\_\_\_\_. They are related to important events in the history of the city, life and work of prominent city citizens.
6. Ukraine's history goes \_\_\_\_\_ thousands of years ago – the first domesticated horses were here – and it has long been characterized by intersections between "east" and "west."

## ***Prepositions***

**Task 21** *Complete the blanks with the prepositions where necessary.*

adorn \_\_\_\_\_  
centre \_\_\_\_\_

home \_\_\_\_\_  
include \_\_\_\_\_

notable \_\_\_\_\_  
packed \_\_\_\_\_

crown _____	_____ demand	reason _____
dedicate _____	inscribe _____	refer _____
famous _____	monument _____	surround _____

**Task 22** *Fill in the gaps.*

1. Independence Square, or Maidan Nezalezhnosti, is the central square in Kyiv notable \_\_\_\_\_ parades, concerts, festivals held here on special occasions. 2. If she were a wall, we would build upon her towers of silver; if she were a door, we would adorn her \_\_\_\_\_ panels of cedar. 3. Home \_\_\_\_\_ 720,000 people, Lviv is a compact and walkable city (although the cobbles can make it hard underfoot), with the historic Old Town at its centre. 4. The Vikings, referred \_\_\_\_\_ as Varangians in Eastern Europe, were known throughout Europe as traders and raiders, and perhaps the creators or instigators of Kyivan Rus. 5. In its time Kyiv-Pechersk Lavra played an important role in the development of the ancient Ukrainian culture by being the centre \_\_\_\_\_ chronicle writing and foreign authors' works translation. 6. Cobbled Rynok Square is the centre, surrounded \_\_\_\_\_ pastel-coloured buildings dating from the 16th century. 7. The Kharkiv Art Museum is famous \_\_\_\_\_ its permanent collection of Repin's paintings including *Zaporizhian Cossacks Writing a Letter to the Turkish Sultan*. 8. The territory of the Lutsk Castle complex offers few museums dedicated \_\_\_\_\_ the subjects of painting, bells, architectural pottery, printing and weapons. 9. Lviv coffee shops are always packed \_\_\_\_\_ people who are open to communication. 10. For 250 km, the Dnister River flows in the amazingly beautiful Dnister Canyon – the national park included \_\_\_\_\_ the list of the seven wonders of Ukraine. 11. The reason \_\_\_\_\_ rafting on the Dniester River in spring is that in this period the snow melts in the Carpathians, ensuring powerful flow. 12. There is a funny legend about the bronze monument \_\_\_\_\_ the nose of the famous writer Mykola Hohol on the facade of the building at 13, Desyatynna Street telling that anyone can heal a runny nose by rubbing their nose against the monument. 14. Arabic house, built in the heart of Kyiv in 1912 by the Ukrainian architect Pavlo Aleshin, is a semicircular building crowned \_\_\_\_\_ a dome. 15. Secret spots of Kyiv are \_\_\_\_\_ demand among experienced travellers saying that it is the best way to feel the soul and specific character of the city.

**Project Work**

**Task 23** *Work in a team (teams) on the video project "Kyiv Today" Deliver the social roles and responsibilities: project managing; script writing; filming; editing; presenting.*

## Speaking Skills

**Communicative situation 1:** Present information about sightseeing in Kyiv. Include five must-see attractions.

**Communicative situation 2:** Present information about top attractions of Ukraine.

**Communicative situation 3:** Tell about your participation in the project “Kyiv Today”

## Test Yourself Section

### Task 24 Word Formation & Derivatives

#### Travels in an “Eco” Style – by Ukrainian Paths

The Ukrainian Carpathians are the ideal place for the travels in an “eco” style: find your own edelweiss flower, see the sunrise high in the mountains, take a rest with a fishing tackle near a quiet lake, and also enjoy the 1. \_\_\_\_\_ of the rural area to the fullest and have a look at the traditions and folk crafts. silent

A small mountain village Lumshory is one of the 2. \_\_\_\_\_ places of the Ukrainian Carpathians. And this is because of the unique baths 3. \_\_\_\_\_ from the remote past. They look like a 4. \_\_\_\_\_ house without the roof, with a big cast-iron water tank in the middle, full brimmed with the mineral water 5. \_\_\_\_\_ up on the open fire. As soon as you are in a water tank, the bath owner 6. \_\_\_\_\_ begins to add the brushwood into the fire. If you begin to feel that it is too hot, run 7. \_\_\_\_\_ to the fresh mountain stream to cool the blood. picture origin wood warm enthusiast fast

Kolochava, a beautiful village 8. \_\_\_\_\_ by mountains, is located in Tereblianska Valley. The summit ascends one of the 9. \_\_\_\_\_ Carpathian mountain – Strymby (1719m) lures with fascinating landscapes, the 10. \_\_\_\_\_ of enjoying the peace and getting a lungful of fresh mountain air. In summer lush green hillsides are 11. \_\_\_\_\_ with blueberries and crocuses, and there are a lot of strawberries, raspberries and blackberries in the forest. The generous sun warms the crystal-clear streams of the Kolochava and the Tereblia and there is a lot of trout in the local lakes, which 12. \_\_\_\_\_ most eager travellers to go fishing. surround high possible drip seduction

Being in Berehove and not visiting wine cellars is the same

as visiting Paris without seeing the Eiffel Tower. The winemaking tradition of Berehove is 13. \_\_\_\_\_ for its unique proven by fame time technologies, being 14. \_\_\_\_\_ in oak barrels. By tradition, age the wine is made from quality 15. \_\_\_\_\_ of grape, keeping the barrels in the ancient cellars, the walls of which are covered vary with the blast of centuries steeped with medieval 16. \_\_\_\_\_. The most well-known cellar of Berehove is romantic located in the cliff, where the borders of the Roman Empire stretched in the past times.

## Wordlist

- |  |  |
|--|--|
| 1. <i>chronicler</i>   | 26. <i>Ukrainian Baroque</i>                             |
| 2. <i>remnants</i>   | 27. <i>exterior</i>                                      |
| 3. <i>commercial hub</i>   | 28. <i>interior</i>                                      |
| 4. <i>reign</i>  | 29. <i>Princess Olha</i>                                 |
| 5. <i>Prince Volodymyr the Great</i>                                 | 30. <i>St Andrew the Apostle</i>                         |
| 6. <i>Prince Yaroslav the Wise</i>                                   | 31. <i>Cyrill and Mephodus</i>                           |
| 7. <i>Kyivan Rus</i>   | 32. <i>Volodymyr's Hill</i>                              |
| 8. <i>the Golden Gate of Kyiv</i>                                    | 33. <i>wrought-iron gazebo</i>                           |
| 9. <i>ceremonial gateway</i>   | 34. <i>wonderful vista</i>                               |
| 10. <i>nomadic tribes</i>  | 35. <i>Baptizer</i>                                      |
| 11. <i>the Church of the Annunciation of the Blessed Virgin Mary</i> | 36. <i>Starokyivska (Old Kyiv) Hill</i>                  |
| 12. <i>gilded dome</i>   | 37. <i>cradle</i>  |
| 13. <i>amalgam</i>   | 38. <i>the Church of the Tithes</i>                      |
| 14. <i>St Sophia Cathedral</i>                                       | 39. <i>the National Museum of the History of Ukraine</i> |
| 15. <i>mosaics</i>   | 40. <i>the Old Town</i>                                  |
| 16. <i>fresco</i>  | 41. <i>the Landscape Alley</i>                           |
| 17. <i>pillar</i>  | 42. <i>itinerary</i>                                     |
| 18. <i>vault</i>   | 43. <i>St Andrew's Church</i>                            |
| 19. <i>secular</i>   | 44. <i>inimitable view</i>                               |
| 20. <i>belfry</i>  | 45. <i>landmark of cultural heritage</i>                 |
| 21. <i>Sophia graffiti</i>   | 46. <i>luxurious decor</i>                               |
| 22. <i>architectural and historical reserve</i>                      | 47. <i>exquisite refinement</i>                          |
| 23. <i>St Michael's Golden-Domed Cathedral</i>                       | 48. <i>iconostasis</i>                                   |
| 24. <i>Orthodox</i>  | 49. <i>linden wood</i>                                   |
| 25. <i>Patron Saint</i>  | 50. <i>working temple</i>                                |
|  | 51. <i>Andriyivs'kyi Uzviz (Andrew's Descent)</i>        |



52. *cobblestone, cobbled*  
 53. *the Upper Town*  
 54. *the Montmartre of Kyiv*  
 55. *the Castle of Richard the Lionheart*  
 56. *The One Street Museum*  
 57. *Podil*  
 58. *artisan*  
 59. *merchant*  
 60. *Kyiv Mohyla Academy*  
 61. *abundance*  
 62. *Kyiv Pechersk Lavra*  
 63. *cave-like cell*  
 64. *relic*  
 65. *the Tale of Bygone Years*  
 66. *woodcut*

67. *copper-plate engraving*  
 68. *printing house*  
 69. *smalt*  
 70. *ecclesiastical building*  
 71. *Great Lavra Belltower*  
 72. *Dormition Cathedral*  
 73. *the Museum of the History of Ukraine in WW II*  
 74. *hetman*  
 75. *the Zaporizhian Host*  
 76. *Mother Homeland*  
 77. *Art Nouveau*  
 78. *the Museum of Folk Architecture and Ethnography in Pyrohiv*

### ***Use of English***

#### ***Collocations & Expressions***

provide evidence  
 as far back as  
 in honour of  
 be of great value

range among  
 constructed to a design

#### ***Words with/without prepositions***

crowned with  
 included in  
 surrounded by  
 home to

inscribed on  
 dedicated to  
 adorned with  
 referred to

reason for  
 centre for  
 notable for  
 in demand

famous for  
 monument to  
 is packed with

#### ***Words Easily Confused***

a thousand (a hundred, a dozen) of people  
 thousands (hundreds, dozens) of people  
 two thousand (two hundred, two dozen) people  
 1,500-year history  
 1,500 years of history

two stories of the house  
 two-story house  
 30 meters of the wall  
 30-meter wall

## KEYS

**Task 3:** 1.C; 2.B; 3.D; 5.A; 6.C; 7.B; 8.D; 9.B; 10.A. **Task 5:** A Monument to Prince Volodymyr; B St Andrew's Church; C the Golden Gate of Kyiv; D the Dormition Cathedral, Kyiv Pechersk Lavra; St Sophia Cathedral. **Task 6-A:** 1.The Golden Gate; 2.The National Philharmonic; 3.The National Opera of Ukraine; 4.The National Bank; 5.The Puppet Theatre; 6.St Sophia Cathedral; 7.St Sophia Square; 8.St Michael's Golden-Domed Cathedral; 9.Volodymyr's Hill; 10.St Andrew's Church; 11.Andriivsky Uzviz; 12.Podil; 13.The Funicular; 14.The harbour district; 15.The Dnipro; 16.The Hidropark; 17.Khreschatyk; 18.Independence Square; 19.St Volodymyr's Cathedral; 20.The House with Chimeras; 21.The Valeriy Lobanovsky Dynamo Kyiv Stadium; 22.The Kyiv Zoo; 23.The Babyn Yar Memorial; 24.The Museum in Pyrohiv; 25.The Museum of the History of Ukraine in WW II; 26.The Kyiv Pechersk Lavra. **Task 6-B:** 1.Prince Yaroslav the Wise near the Golden Gate; 2.Hetman Petro Sahaidachnyi in Podil; 3.The Babyn Yar Memorial; 4.Bohdan Khmelnytskyi in St Sophia Square; 5.Prince Volodymyr on Volodymyr's Hill; 6.The composer Mykola Lysenko near the National Opera of Ukraine; 7.Pronya Prokopivna & Holokhvastov near St Andrew's Church; 8.Kyi, Schek, Khoryv and Lybid in Independence Square; 9.Valeriy Lobanovsky near the Dynamo Kyiv Stadium; 10.The Museum of the History of Ukraine in WW II. **Task 6-C:** 1.The National Opera, St Andrew's Church; 2.The National Bank; 3.The House with Chimeras; 4.The Golden Gate, St Sophia Cathedral; 5.St Michael's Golden-Domed Cathedral. **Task 6-D:** 1, 6, 8, 9 – St Volodymyr's Cathedral; 2, 5 – St Michael's Golden-Domed Cathedral; 3, 7, 10 – the Kyiv-Pechersk Monastery; 4 – St Andrew's Church. **Task 6-E:** 1, 3, 6 – Andriivsky Uzviz; 2, 9 – Podil; 4 – the Hidropark; 5, 11, 14 – Khreschatyk; 7 – the National Opera of Ukraine; 8 – the harbor district; 10 - the Paton Bridge; 12 – the Museum of the History of Ukraine in WW II; 13 – the Zoo; 15, 16 – the Pyrohiv Museum. **Task 9:** A – Lviv; B – Odesa; C – Sofiyivsky Park in Uman; D – Chernivtsi; E – Peryaslav-Khmelnytskyi; F – Mukacheve; G – Chernihiv; H – Kharkiv; I – Uzhhorod; J – Kamianets-Podilskyi. **Task 13:** 1. merchants, artisans; 2. reign, Prince Volodymyr the Great; 3. Prince Yaroslav the Wise, chronicler; 4. Baptizer; 5. St Andrew the Apostle; 6. hetman; 7. Princess Olha; 8. Cyrill and Mepholdius; 9. patron saint. **Task 14:** 1 b) hub; 2 a) cradle; 3 c) tribes; 4 b) copper-plate; 5 d) cave-like; 6 a) Reserve; 7 c) domes; 8 b) vistas; 9 a) gateways; 10 c) wrought-iron; 11 b) ecclesiastical; 12 c) house; 13 a) abundance; 14 d) landmarks; 15 c) working. **Task 15:** 1. Art Nouveau; 2. Mother Homeland monument; 3. Ukrainian Baroque; 4. amalgams; 5. its interior, frescoes; 6. belfry; 7. relics; 8. iconostasis; 9. on the castle exterior; 10. mosaics, relics; 11. Orthodoxy; 12. smalt; 13. graffiti; 14. altar; 15. cobblestones/cobbled, exquisite; 16. pillars; 17. décor; 18. linden wood; 19. woodcuts. **Task 18:** 1, 2, 5, 8, 9 – compound adjectives with numbers, do not have plural; 3, 4, 6, 7, 9, 10 – nouns with numbers, have plural form. **Task 20:** 1.in honour of 2. provide evidence of 3. constructed to a design 4. ranges among 5. historical value 6. as far back as. **Task 23:** 1. silence 2. picturesque 3. originated 4. wooden 5. warmed 6. enthusiastically 7. fast 8. surrounded 9. highest 10. possibility 11. dripped 12. seduce 13. famous 14. aged 15. varieties 16. romance.

## FOCUS ON WRITING 1

### Opinion Essay

#### ! *Learning Goals*

#### *Skills*

- ! *Understanding the question and planning the writing*
- ! *Structuring the essay: Paragraphing*
- ! *Giving & justifying opinion*
- ! *Connecting ideas*
- ! *Proofreading*

#### *Language*

- ! **Vocabulary:** topical lexicon on tourism and travelling; academic words;
- ! **Use of English:** linking words and phrases.

#### ! **Understanding the question and planning the writing**

*An opinion essay* is a formal piece of writing. It requires your opinion on a topic which must be stated clearly, giving various viewpoints on the topic supported by reasons and examples. You should also include the opposing viewpoint in another paragraph.

**Task 1** *You are going to write an opinion essay on “The Challenges to Travel Industry in the Future.” Work with a partner. Discuss if the following ideas might be appropriate to include in your essay? Why? Why not?*

1. In some parts of the world, there seems to be growing fear of people different to ourselves, including refugees and immigrants and people with different religious beliefs.
2. Being a tourist in a new city could be an exciting as well as terrifying experience.
3. Tourists should behave in a more responsible way to the environment and the people they come into contact with.
4. While travel agencies promise you paradise where you will have a wonderful time, local people and environments face some serious challenges around development and conservation.
5. The tourists’ world is shrinking because of technological advances. The ability of the Internet to inform and to break boundaries allows consumers to choose a tourist destination anywhere in the world — and beyond.
6. Destinations will become increasingly fashionable in the future.

7. The tourist of tomorrow will be better informed, have wider choice and be able to purchase holidays on demand, helped by technology such as the Internet, video on demand and online booking.
8. There is a growing feeling that despite the economy and a large proportion of livelihoods dependent on tourism, visitors are taking more than they are giving back, and that mass tourism is not creating better places in which to live.
9. If you treat people and places fairly and with respect, it means that you will get a much more memorable holiday experience, while local communities and conservation efforts benefit fully from your visit.
10. Tourists want holidays that offer physical and mental recharging in a short time before they must return to normal life.

**Task 2** *You are going to write an opinion essay on the topic “Some countries have come to rely on tourism as their major source of income. However, many people believe that the problems caused by tourism are more serious than those it has solved.” Work with a partner. Make a list of ideas that you want to include.*

### **! Structuring the essay: Paragraphing**

A successful opinion essay should have:

- I – an introductory paragraph in which you state the topic and your opinion.
- II – a main body which consists of several paragraphs, each presenting a separate viewpoint supposed by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint;
- III – a conclusion in which you restate your opinion using different words.

#### **Introduction**

Paragraph 1: state the topic and your opinion clearly

#### **Main Body**

Paragraph 2: viewpoint 1 & reason, example

Paragraph 3: viewpoint 2 & reason, example

Paragraph 4: opposing viewpoint & reason/example

#### **Conclusion**

Final paragraph 5: restate your opinion, using different words

**Task 3** Read the essay and label the paragraphs with the correct headings.

**“The aeroplane is the most convenient means of travel.”**

**Give your opinion on this statement.**

**Paragraph 1** \_\_\_\_\_

*Over the past few years, people have begun to travel to places they would only have dreamt of visiting thirty years ago, thanks to the possibilities offered by air travel. In my opinion, travelling by aeroplane cannot be compared with any other means of transport.*

**Paragraph 2** \_\_\_\_\_

*To start with, there really is no faster way to travel. You can go from one country to another in a matter of hours which gives you more time to enjoy the actual purpose of your trip, rather than waste time travelling and dragging your luggage around.*

**Paragraph 3** \_\_\_\_\_

*Furthermore, you always feel well looked after on an aeroplane. You are served drinks and meals and offered newspapers and blankets which all help to make the journey more comfortable and enjoyable.*

**Paragraph 4** \_\_\_\_\_

*As opposed to the above ideas, there are people who argue that travelling by plane can be a nightmare, with airport delays, cramped seats and turbulence to put up with. What is more, aeroplanes and airports are often targeted by terrorists, which makes some people think that travelling by plane is unsafe. They forget, however, that number of deaths caused by cars is larger than that caused by planes.*

**Paragraph 5** \_\_\_\_\_

*In my opinion, air travel will always remain popular. Its speed, comfort and convenience are hard to beat.*

### **! Giving & justifying opinion**

A typical paragraph contains a main or topic statement, with supporting points. The topic statement, which introduces an opinion/argument, is usually, but not always, in the first sentence of paragraph. The opinion/argument should be expanded by supporting points.

**Task 4** Read the essay again. Underline the topic statements in each paragraph. What supporting points are made?

A paragraph may also contain a qualifying statement which introduces a different perspective, and this may also be followed by supporting points.

**Task 5** Read the paragraph below. Does it contain a qualifying statement?

*The tourist wants to sample the ethnicity of the destination, increasingly interests in culture; food and sport are shaping the way people approach their choice of holiday. As a society, our leisure time and disposable wealth are increasing and are primary catalysts within a growing tourism industry. However, the consumers' perception is one of blurring between increasing stress at work and a desire to rejuvenate through experience. In contrast, consumers have a wealth of choice, which means that they search for value for money.*

**Task 6** Read the opinion essay on the topic "Travelling by air is the most convenient means of travel. Do you agree or disagree?" Put the paragraphs into the correct order; define the topic and qualified statements, and their supporting points in each paragraph.

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

*Nevertheless, some people are against travelling by air. Some of them cannot afford high price tickets. Others suffer from airsickness or acrophobia. Moreover, sometimes flights are delayed because of unfavourable weather conditions. More than that, people often suffer from jet lag. I disagree with this point of view. For every complicated problem there is a simple solution: travel sickness pills or budget airlines correspondingly. Above all, when the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes at the sight of which you realize how majestic and tremendous our planet is.*

2. \_\_\_\_\_

*Modern life is impossible without travelling. No wonder that one of the latest means of travelling is by plane. In my opinion, travelling by air is the most comfortable and convenient mode of transportation.*

3. \_\_\_\_\_

*To start with, air travel is a necessity when people plan a long-distance trip and want to save time. It should be mentioned that during the flight you can take a nap, read newspapers, communicate with fellow-travellers or simply relax.*

4. \_\_\_\_\_

*All things considered, I still strongly believe that travelling by air is breathtaking and exciting from the moment the plane takes off until it lands. Air travel saves time and gives many opportunities to explore the world around us.*

5. \_\_\_\_\_

*Furthermore, in some planes you can also watch video or listen to music. Besides, the process of making arrangements is quite easy, because I always book tickets in advance on the Internet. That's why there is no need to stand in long lines.*

**Task 7** Match the arguments (1–8) with supporting points (A–H). What is your idea of justifying the opinions?

1. *The ability to travel between countries can be seriously impacted by the requirement for passports and in some cases for visas.* A) *I guess that is mostly because it is what I have grown up with, what I have become accustomed to.*

2. *A good solution, in my opinion, would be the maintaining of a travel document but a relaxation of the requirement for visas and other peripheral paperwork.* B) *After all, there is no point in travelling abroad if everything is the same as in your home country. The point is to learn something about the world, to see how other people live.*

3. *New Zealand is a great place to spend your holidays.* C) *For example, I have never heard of people cooking food under the earth before like they do with a hangi.*

4. *There is so much to do.* D) *For example, Google Places, showing real live data on how busy a site, restaurant or bar is, will be widely used.*

5. *Personally, I agree with something my friend told me years ago – only boring people get bored.* E) *If people could travel and simply show their travel document, time-consuming applications and costly administration could be reduced, allowing people to travel with far greater ease.*

6. *It can be quite exciting to discover some of the cultural differences between nations anyway.* F) *Summer there is bustling full of backpackers who want to experience it all, from the stunning sunny weather to the ever-changing scenery to the pure adventure.*

7. *I prefer food from my own country.* G) *Travel around the European Union, for example, is now extremely*

*easy for citizens of member states, but from people outside the Union, it can still be a costly and time-consuming exercise to get the relevant paperwork.*

8. *Technology will play an ever-increasing role in travel and how we choose our holidays.* H) *It is the home of so many extreme sports, such as bungee jumping and skydiving.*

**Task 8** *Think of the supporting points to the following topic statements.*

1. As it can be seen, electric cars are in many ways more preferable than conventional gasoline vehicles.
2. The most dangerous part of hitchhiking is the capability of drivers.
3. Flying is considered to be the safest way to travel.
4. Ukraine has great potential in tourism development.
5. Manned space travel is a waste of time and money.

### **! Connecting Ideas**

Good linking is essential for successful writing. A variety of linking words (see table 1.8 below) can be used to connect two separate sentences or the ideas within one sentence. For example:

*Over the next two decades, the number of people in the middle classes in many countries will grow – **and** these will be the tourists of tomorrow.*

*Families are spending more time on activities, **although** the pool-based holiday is still high on the list of priorities **because** it provides entertainment for children, whilst allowing parents to relax. **However**, holidays are now perceived as prime family quality time, something that is on the wane at home.*

Table 1.8

#### **Linking words**

<b><i>Contradiction &amp; Comparison</i></b>	<b><i>Adding information</i></b>	<b><i>Cause &amp; Effect/Result</i></b>	
<i>although</i>	<i>additionally</i>	<i>as</i>	<i>as a consequence</i>
<i>by/in contrast</i>	<i>also</i>	<i>because (of)</i>	<i>(of)</i>
<i>but</i>	<i>and</i>	<i>due to</i>	<i>as a result (of)</i>
<i>despite/in spite of</i>	<i>as well as</i>	<i>for</i>	<i>consequently</i>
<i>(the fact that)</i>	<i>besides</i>	<i>for this reason</i>	<i>therefore</i>
<i>even though</i>	<i>further</i>	<i>on account of</i>	<i>this means/meant</i>
<i>however</i>	<i>furthermore</i>	<i>on the grounds</i>	<i>(that)</i>
<i>nevertheless</i>	<i>in addition (to)</i>	<i>that</i>	<i>leads to</i>



<i>on the contrary</i>	<i>moreover</i>	<i>since</i>	<i>thus</i>
<i>on the other hand</i>	<i>too</i>		<i>in fact</i>
<i>though</i>	<i>what is more</i>		<i>produces</i>
<i>unfortunately</i>			<i>results in</i>
<i>whereas</i>			
<i>while</i>			
<i>yet</i>			

**Task 9** Read the essays (Tasks 3, 5, 6) again. Find the connecting words and comment on their function.

**Task 10** Fill in the gaps choosing the correct answer A, B or C.

### Tourism in the Arctic

Tourism in the Arctic is growing in popularity. High-latitude coastal areas are attractive to tourists **1** ..... the wildlife that can be found there. **2** ....., there are problems associated with tourism in this area. **3** ....., there is inadequate infrastructure in the Arctic. **4** ....., there is little provision for large numbers of tourists and damage can occur to the environment **5** .....

**6** ..... infrastructure development is not projected, **7** ..... the few tour operators offering trips to the Arctic are not interested in large investments.

**8** ..... special observers are supposed to travel on all cruise ships visiting the area, tourism still tends to be uncontrolled. Excursions by helicopter are particularly harmful to nest sites **9** ..... the pursuit of polar bears by motorboats **10** ..... in very stressed animals.

**11** ....., we need to do all we can to ensure that future tourism in the region is better regulated than it is in present.

You can help by, **12** ....., checking that your tour operator follows the code of practice laid down for trips to the Arctic.

- |                           |                |             |
|---------------------------|----------------|-------------|
| <b>1</b> A so that        | B because of   | C since     |
| <b>2</b> A However        | B Because      | C Even      |
| <b>3</b> A So             | B But          | C Firstly   |
| <b>4</b> A In other words | B Therefore    | C Rather    |
| <b>5</b> A as a result    | B consequently | C therefore |
| <b>6</b> A Because        | B What is more | C So        |

- 7 A since B but C also
- 8 A By comparison B Additionally C Although
- 9 A however B and C in fact
- 10 A results B causes C leads
- 11 A In conclusion B At the end C At last
- 12 A what is more B for example C so

### *Useful language*

To give opinions: to my mind; to my way of thinking; it is my firm belief/opinion that...; I firmly believe; in my opinion/view; it strikes to me that; As far as I am concerned; it seems/appears to me; I definitely feel/think that...

To list points: in the first place, firstly, to begin/start with, secondly; thirdly; finally.

To add more points: moreover, apart from this, in addition, furthermore, above all, also; what is more; another major reason; not to mention the fact that.

To introduce examples: for example; for instance; such as; in particular; especially.

To introduce opposing/contrasting viewpoints: it is argued that, opponents of this view say, there are people who oppose; contrary to what most people believe; as opposed to the above ideas; people argue that; on the other hand, however, although, despite the fact.

To conclude: taking everything into account, all things considered, on the whole, all in all, to sum up.

**Task 11** Use the linking words and phrases from the list below to fill in the table that follows, as in the example.

Apart from this; for instance; people argue that; to begin with, however, in particular; although, what is more; all in all, despite the fact; not to mention the fact that; furthermore; also; on the whole, another major reason; I firmly believe; moreover; such as; on the other hand; above all; thirdly; to my way of thinking; finally; in addition; in my view; especially; it strikes to me that; to sum up.

<i>To list points</i>	to start with
<i>To add more points:</i>	

<i>To introduce opposing viewpoints</i>	
<i>To introduce examples</i>	
<i>To conclude</i>	

**Task 12** Read the extract below and answer the following questions.

- What is the main idea of the paragraph? Find the topic sentence.
- What supporting sentences does the writer give?
- Which linking words/phrases has the writer used? Suggest other suitable words/phrases which could replace these.

*On the other hand, there are certain risks involved with hitchhiking. To start with, one such risk is that you could accept a ride from a person that does not have good intentions for you. For this reason, hitchhikers should exercise caution when selecting rides and female hitchhikers should never travel alone. Moreover, another risk is the possibility that the driver could take off with your belongings after a stop at a store or gas station. Therefore, hitchhikers should never put their belonging in the trunk of the driver's vehicle and keep in sight all times. While these protective measures are good to know, the possibility of meeting bad people and losing valuable belongings are still disadvantages associated with hitchhiking.*

### **! Proofreading**

After completing the essay remember to check your grammar and spelling carefully – that is, proofread your work!

**Task 13** Identify and correct the errors in the following sentences.

- An increase of building work in tourist areas leads to a loss of agricultural land.
- Tourism competes with wildlife for habitat and natural resources and this results to a loss of biodiversity.
- Travel companies need to face up to the fall of demand on package holidays.
- Agencies have to employ extra stuff when it is high season.
- What are the advantages of a two-weeks holiday away from home?
- I am agree that people should be allowed to trave to find work.
- One of the most imporant things in travelling are safety.
- Four in five tourists which visit the country arrive by air.
- It is worth to point out that this is not the only possible cause of the problem.

**Task 14** Read one more example of the opinion essay on travelling by plane. Proofread and improve this written work by correcting structural and language mistakes.

*It is my firm belief that the aeroplane is one of the most popular and widely used form of transport today. However, it does have both its advantages and disadvantages, as outlined below.*

*To begin with, you always feel that you are well looked after when travelling by a plane. Once you have checked your luggage in, you need not worry about it until you will reach your destination. What is more, once you are on board the plane, you are made to feel comfortable and are served refreshments and meals by friendly, helpful cabin crew. Finally, the speed of the aircraft ensures that you will reach your destination in a matter of hours.*

*Also, many people are afraid of flying, and the cramped seats and claustrophobic atmosphere of a plane can be frightening, especially if it is turbulence. What is more, travelling from one time zone to another within a few hours means that you are likely to suffer from jet lag.*

*Finally, the main and obvious disadvantage is cost. Travelling by airplane is generally more expensive than doing so by other means of transportation (if those are available).*

**Task 15** Write an opinion essay on one of the topics below. Follow the points to consider and writing techniques below.

- 1. Electric cars are in many ways more preferable than conventional gasoline vehicles.*
- 2. Flying is considered to be the safest way to travel.*
- 3. Ukraine has a great potential in tourism development.*
- 4. Manned space travel is a waste of time and money.*
- 5. Some countries have come to rely on tourism as their major source of income. However, many people believe that the problems caused by tourism are more serious than those it has solved.*
- 6. Meeting individual needs will be one of the biggest challenges to travel industry in the future.*
- 7. We need to find the ways to promote responsible tourism.*

### **Points to consider**

- First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.
- Write well-developed paragraphs consisting of more than one sentence.
- Begin each paragraph with the topic sentence which summarises what the paragraph is about. Expand your argument by justifying your opinion.

- Use linking words throughout your composition.
- Use the techniques below to begin and end your essay.
- Remember to proofread your work.

### **Techniques for beginnings and endings**

<p><b><i>The first paragraph may:</i></b></p> <ul style="list-style-type: none"> <li>- address the reader directly or ask a rhetorical question;</li> <li>- start with a quotation;</li> <li>- make reference to a scene/situation.</li> </ul>	<p><b><i>The last paragraph may:</i></b></p> <ul style="list-style-type: none"> <li>- state a personal opinion;</li> <li>- give the reader sth to consider;</li> <li>- end with a quotation/rhetorical question.</li> </ul>
--	---

MODULE 2  
**CAREER & PROFESSIONAL DEVELOPMENT**

**UNIT 8**  
**Careers Using Languages**

**! Learning Goals**

*Skills*

**! Reading** for the main ideas  
**Comprehension:** Yes, No, Not Given  
Texts: *Careers Using Languages;*  
*Seven Linguists Who Changed the*  
*Game*  
**! Speaking:** presenting information  
about the main requirements (language  
skills and qualifications) and prospects  
for specialist language occupations

*Language*

**! Vocabulary:** lexical units connected  
with jobs and careers of translators,  
interpreters, language teachers and  
linguists  
**! Use of English:** words easily  
confused related to the topic of job;  
nouns, verbs, adjectives with  
prepositions; phrasal verbs with *sort,*  
*back, crop, run, jump;* word formation  
& derivatives: *revision*

**Warming up**

**Task 1** *Work in pairs. Ask your partner about his/her career goals and aspirations. Think over abilities, skills and knowledge your partner needs to achieve them. Prepare to tell about your partner's career ambitions and your advice.*

**! Reading Skills**

**Focus on Comprehension:** *Tips for Yes, No or Not Given task*

- ✓ Scan the text by reading through it quickly to understand the information.
- ✓ Read the questions and analyze meaning and vocabulary in the questions.
- ✓ Scan the text to find the information relevant to the questions, to the point you are looking for.
- ✓ Decide if it is Yes, No or Not Given. Put “Yes” if the statement agrees with the views/claims of the writer. Put “No” if the statement contradicts with the views/claims of the writer. Put “Not Given” if it is impossible to say what the writer thinks of this.

*from IELTS Online Test, Longman*

**Task 2** Read the article about different types of careers using languages. Do the following statements agree with the information in the text? Write

**Yes** if the statement agrees with the information  
**No** if the statement contradicts the information  
**Not Given** if there is no information on this

1. Language skills allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.
2. The key requirement for a wide variety of jobs is knowledge of one or more foreign languages.
3. Linguist is different from other specialist language professions in terms of the necessity of spoken language.
4. Translation cannot be performed properly without profound knowledge of the source language and culture.
5. Translators working for translation agencies are well-paid.
6. Delegates of conferences and meetings whose speeches are rendered by an interpreter usually sit in a soundproof booth with headphones and a microphone.
7. To obtain the position for an interpreter in the United Nations you have to be able to interpret both to and from your native language without using dictionaries or other references materials.
8. Language teachers work with foreign language students who share the same native language.
9. Language teachers who work at universities and colleges acquire professional teaching qualifications while undertaking research.
10. Such branches of science as theoretical and applied linguistics are among many different specializations within the sphere of language study.

### **Careers Using Languages**

Knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, *language skills* are one of the main requirements. For other jobs, a combination of languages and other *qualifications*, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much *sought-after*.

#### **Specialist language occupations**

These include working as a *translator*, *interpreter*, *language teacher* or *linguist*. For the former three, you'll need *in-depth knowledge* of one or more foreign languages. Linguists don't necessarily need to speak foreign languages, but such knowledge can be useful for them.

Though the terms interpreting/interpretation and translating/translation are often used interchangeably, these professions are different. There are many differences between the training, skills, and talents needed for each.

### **Translation**

Translators *render* written material from one language into another. The kind of material involved may include product manuals, business reports, business correspondence, legal documents, websites, subtitles for films, song lyrics, and literature.

To be a translator you need the ability to write and express yourself very well in the *target language*, usually your *native tongue*, and good knowledge of the *source language(s)*, usually foreign languages. *Fluency* in the source language(s) is not essential, but you definitely need an *excellent understanding of* the written version of the source language and the culture of the people who speak it. Specialist knowledge of other subjects, *qualifications in translation*, and membership of a *professional association* are also very useful.

Translators make great use of dictionaries, the internet, and other reference materials. Some also use *translation memory software*, such as *TRADOS*.

Many translators are *self-employed* and find clients themselves, and/or work for *translation agencies*, which find clients and arrange payment. There are also positions for *in-house translators* in some large organisations. Translators are usually *paid per word* in the source language.

### **Interpreting**

Interpreters work with *the spoken word* at conferences, meetings, trials, hospitals and anywhere else that interpretation is needed. There are two types of interpreting: *simultaneous* or *conference interpreting* and *consecutive interpreting*.

Simultaneous interpreting usually happens at big conferences and meetings and involves the interpreter sitting in *a soundproof booth listening on headphones* to delegates giving speeches in a foreign language and at the same time, speaking a translation in their (the interpreter's) native language into a microphone so that delegates who speak that language can understand what's going on. Simultaneous interpreting is *a high-pressure, high-stress* and usually *well-paid job*. Simultaneous interpreters often work in teams with each individual interpreting for 15-20 minutes at a time.

Consecutive interpreting involves giving a translation after speakers have spoken, and often translating in both directions between languages (*bilateral interpretation*). Consecutive interpreting may occur at smaller meetings, discussions between politicians, businesspeople and journalists, and also in courtrooms and hospitals.

Interpreters have to be able to interpret both to and from their native language without using dictionaries or other *reference materials*.



They also have *to be* very **good at** listening and remembering what has been said in one language while simultaneously or consecutively providing a translation in another language. Good knowledge of the **subjects under discussion** is also essential.

Many interpreters are self-employed and find clients themselves, and/or work for agencies, which find the clients and handle payments. There are also positions for interpreters in some large organisations, such as the United Nations, governments and the military.

### **Language teaching and training**

Language teaching may involve teaching a foreign language to students who share the same native language as you or teaching your own language to speakers of other languages. Language teachers work in a variety of **educational establishments** from **primary/elementary schools** to universities and colleges.

There are many paths into language teaching: some people **do a degree** in a subject that interests them, then **acquire a postgraduate qualification** in teaching; some study education at the undergraduate level; some start working as a teaching assistant, then later acquire professional teaching qualifications; some do some teaching while **undertaking research**.

Those teaching a foreign language need **near-native ability** in that language, while knowledge of other languages can be useful when teaching your native language to foreign students, especially to beginners.

### **Linguistics**

**Linguistics** is the scientific study of language. Linguists study the nature and characteristics of human language. There are many different specializations **under the umbrella of** linguistics, including **theoretical** and **applied linguistics**.

<https://www.omniglot.com/language/careers.htm>

## **Focus on Content**

**Task 3** *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

**Task 4** *Answer the questions below.*

1. What is the issue under consideration about?
2. For what jobs is knowledge of one or more foreign languages one of the main requirements?
3. What skills make the jobs in the spheres of IT, law, finance or sales much sought-after?
4. What jobs do specialist language occupations include? Which of them need in-depth knowledge of one or more foreign languages?

5. What does the job of a translator involve?
6. What abilities, skills, knowledge and qualifications does a translator need? Why?
7. What sources and reference materials are used in the process of translation? Have you ever used any of them? What can you add to the list?
8. How do interpreters perform their job?
9. What are the types of interpreting?
10. Where does simultaneous interpreting usually happen? What does it involve?
11. What is consecutive interpreting and where may it occur?
12. What abilities, skills, knowledge and qualifications does interpreting require? Why?
13. What are the types of the translators' and interpreters' employment and payment?
14. Is it correct to use terms interpreting/interpretation and translating/translation interchangeably? Why?
15. What does language teaching involve?
16. What abilities, skills, knowledge and qualifications do language teachers need? Why?
17. What can be said about linguists?
18. Which occupation would you choose? Justify your choice commenting on your knowledge, abilities, skills and qualifications which make you fit for the job. Which ones need developing and improving?

**Task 5** Study the following adjectives. Give their Ukrainian equivalents.

sought-after	self-employed
high-pressure	near-native
high-stress	in-depth
well-paid	strong-willed
bad-tempered	self-assured
open-minded	big-headed
easy-going	narrow-minded
be angry/annoyed/furious with (colleague)	angry/exited/worried/upset about (job) be good/excellent/brilliant at

**Task 6.** Classify the following adjectives into 3 groups (denoting job/character/knowledge or skills)

**Task 7.** *Work in teams organised according to the specialist language occupation you have chosen. Make a list of knowledge, skills, abilities and qualifications a person should have to meet your occupation requirements. Justify your choice explaining why the knowledge, skill, ability or qualification is important.*

## **Vocabulary & Use of English**

### ***Focus on Vocabulary***

**Task 8** *Match the definitions of lexical units in bold from the text. Give the Ukrainian their equivalents.*

1. A linguistic database that stores "segments", which can be sentences, paragraphs or sentence-like units (headings, titles or elements in a list) that have previously been translated, in order to aid human translators. 2. An interdisciplinary field which identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to it are education, psychology, communication research, anthropology, and sociology. 3. Awareness, facts, information, and skills acquired fully, carefully or with great attention to detail through experience or education; the theoretical or practical understanding of a subject. 4. The Computer Assisted Translation (CAT) tool used by translation professionals, which provides a range of features to help you complete projects more quickly and easily. 5. Someone who conveys written material communicated in one language such as English into another language – like French, Chinese, or Spanish – without losing the literal meaning or nuances of the original work. 6. Working for oneself as a freelance or the owner of a business rather than for an employer. 7. Provide or give; cause to be or become; make. 8. An organization that provides people to translate speech or writing into a different language. 9. A set of capabilities such as listening, reading, writing and speaking allowing an individual to use language for proper interpersonal communication. 10. A translator who works for a specific company as an employee on a full-time basis, usually at the company office. 11. The language into which a text, document, or speech is conveyed. 12. Describes a system of paying for translations 13. A person whose job is to render what someone is saying into another language. 14. Refers to language expressed in speech, in contrast to written texts 15. The language of the country that someone is born in or native to. 16. The process of listening to, comprehending, and instantaneously rendering a speaker's statements into another language. 17. An official record showing that you have finished a training course or have the necessary skills, abilities, characteristic, or

experience that make you suitable for a particular job or activity 18. A form of verbal communication which takes place when the person with limited foreign language proficiency speaks, and is followed by the interpreter's conversion of what was said to the foreign language speaker. During these sessions, there are pauses or breaks between sentences when each party is speaking. 19. The language from which a translation or interpretation is made. 20. The equipment used to provide optimal work conditions with sound insulation, enabling interpreters to efficiently perform their job without interfering noises from external sources. 21. A person whose job is to teach to speak, comprehend and write in a foreign language, also provide instruction in the culture and sometimes the literature of countries where the language is spoken. 22. A type of consecutive interpreting conducted for smaller groups when the interpreter generally interprets between two people. 23. The ability to speak or write a foreign language easily and accurately. 24. Various sources that provide background information or quick facts on any given topic. 25. Wanted by many people and usually of high quality or rare. 26. An organization whose main purpose is education. 27. A specialist in linguistics who studies every aspect of language, including vocabulary, grammar, the sound of language, and how words evolve over time. 28. Defines highly proficient speakers who are distinguishable from native speakers, but only in small ways. 29. A body of persons engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies. 30. The branch of linguistics which inquires into the nature of language itself and seeks to answer fundamental questions as to what language is; how it works; how universal grammar operates; if it exists at all; what are its unique properties; how languages relate to cognitive processes, etc.

**Task 9** *Fill in the blanks to complete the sentences below with the words from Task 2.*

1. There are many ways to gain initial experience as a \_\_\_\_\_; a popular one is volunteering to work for free for a translation company. It is always better to do this with a local firm or sometimes this work can be done remotely over the web as well. 2. Each day, many people wonder about what they will do as soon as they graduate from a variety of \_\_\_\_\_ such as high schools, colleges, or universities. 3. Although a translation dictionary is one of the most useful resources in the translation industry, it can give you problems in the translation and can cause the use of misleading words as they do not have all the words and terms a translator needs, nor do they contain all the information which specialized \_\_\_\_\_ may have. 4. Interpreting occurs in real time, in the presence – physical, televised, or telephonic – of the parties for whom the interpreter \_\_\_\_\_ an interpretation. 5. CAT is the term which normally refers to a range of specialized programs available to the

translator, including \_\_\_\_\_, terminology-management, concordance, and alignment programs. It can include standard dictionary and grammar software. 6. When a \_\_\_\_\_ language has lacked terms that are found in a \_\_\_\_\_ language, translators have borrowed them, thereby enriching it. 7. In applied linguistics and second-language pedagogy, the term "target language" refers to any language that learners are trying to learn in addition to their \_\_\_\_\_. 8. The majority of professional full-time \_\_\_\_\_ work for international organizations like the United Nations, the European Union, or the African Union. 9. In \_\_\_\_\_ interpretation (SI), the interpreter renders the message in the target-language as quickly as s/he can formulate it from the source language, while the source-language speaker continuously speaks; sitting in a \_\_\_\_\_, the SI interpreter speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones. 10. One of the requirements of the job is \_\_\_\_\_ in two or more African languages. 11. Like most professions, translators and interpreters have a \_\_\_\_\_ which can assist individuals and organisational members through learning, networking, quality control and research. 12. Some of the advantages of working as a(n) \_\_\_\_\_ include a regular workflow and set schedule as well as a salary, often with additional benefits such as healthcare and paid vacations. 13. Analysis of native and \_\_\_\_\_ speakers indicate that they differ in their underlying grammar and intuition, meaning that they do not interpret grammatical contrasts the same way.

**Task 10** *Read the text and fill in the gaps with words from the box. There are four extra words you do not need.*

experience in-house profession university trained job full-day staff  
 interview school well-paid translator studied translation memory  
 translation fluency agency colleagues part-time clients

### FINDING EMPLOYMENT

My first 1) \_\_\_\_\_ was a 2) \_\_\_\_\_. I wanted to work 3) \_\_\_\_\_, because I was still studying at 4) \_\_\_\_\_ and I was only able to work a few days a week. I came across the advertisement in the local newspaper. I remember the 5) \_\_\_\_\_ as though it was yesterday. The personnel manager of the 6) \_\_\_\_\_ agency sat behind a large desk. He asked me various questions, which surprised me because all I wanted was to become 7) \_\_\_\_\_ translator. An hour later I was told that I had got the job and was given a contact to go over. I was to be 8) \_\_\_\_\_ for ten days before I took my post. Also, as a member of 9) \_\_\_\_\_, I was entitled to some benefits, including 10) \_\_\_\_\_ tasks. When I eventually

started, I was responsible for helping to use 11) \_\_\_\_\_ software, such as TRADOS. I really enjoyed it there and I loved demonstrating my IT skills and 12) \_\_\_\_\_ in foreign languages. I was surprised at how friendly my 13) \_\_\_\_\_ were too. They made working there fun even when we had to deal with 14) \_\_\_\_\_ who got on our nerves. On the whole, working there was a great 15) \_\_\_\_\_ which I will never forget.

**Task 11** *Is the story in task 10 real? Think of your own version of the story about finding employment by a student.*

**Task 12** *Translate into English using active vocabulary.*

### **Робота для поліглота**

Знання мов і вміння їх легко вивчати – той талант, який можна застосувати в різних напрямках. Професії, пов'язані з іноземними мовами, різноманітні та цікаві. Мовні навички не тільки значно полегшують пошук роботи та виділяють претендента з сотні інших. Знання іноземної розширює для шукача і коло професій, в яких він може розпочати, продовжити або змінити свій кар'єрний шлях.

Перекладач – популярна та затребувана на сучасному ринку професія. На сайтах вакансій для перекладачів сотні пропозицій. Роботодавців цікавить не тільки диплом і спеціальна освіта, а і рівень володіння іноземною мовою. Найчастіше – англійської, але є вакансії і для тих, хто володіє німецькою, іспанською, французькою та навіть китайською мовами.

Професія перекладача об'єднує різні спеціалізації. "Універсальних" перекладачів не існує, більшість фахівців у цій сфері концентруються на якомусь одному напрямку. У першу чергу всі перекладачі діляться на усних і письмових. Усні перекладачі можуть спеціалізуватися на послідовному або синхронному перекладі. Письмові перекладачі, в свою чергу, можуть займатися художнім або технічним перекладом (до технічного перекладу в широкому сенсі відносять будь-який спеціальний переклад – власне технічний, юридичний, медичний і т. п.).

Любов'ю до вивчення мов можна ділитися за допомогою викладання або репетиторства. Викладачі англійської мови затребувані не менш за перекладачів. Сотні роботодавців шукають тих, хто знає англійську та може навчати інших. Викладачі іноземної мови можуть викладати в школі, у виші, на курсах, сфокусуватися на підготовці до здачі певних іспитів тощо. А якщо ви плануєте зайнятися репетиторством й працювати з приватними клієнтами, зверніть увагу на онлайн компанії, які допомагають у пошуку учнів. Так що і у викладача, і в перекладача є кілька варіантів розвитку кар'єри.

Але цим професії, пов'язані з іноземними мовами, не вичерпуються. Якщо ви цікавитесь наукою, можете після закінчення факультету іноземних мов професійно зайнятися лінгвістикою. Це дуже велика сфера знань, яка, всупереч поширеним стереотипам, має практичне застосування. Практичним використанням лінгвістичних знань займається прикладна лінгвістика. Наприклад, якщо ви цікавитесь сучасними комп'ютерними технологіями, можете спробувати себе у комп'ютерній лінгвістиці. Так, у розробці систем машинного перекладу, електронних словників, систем автоматичного розпізнавання символів і мови приймали безпосередню участь вчені-лінгвісти.


Однак далеко не всіх приваблює наукова кар'єра. Спеціаліст зі знанням іноземних мов може спробувати себе в ролі екскурсовода або гіда-перекладача (керівника туристичних груп). Є два основні варіанти роботи: проведення екскурсій для іноземних туристів або супровід вітчизняних туристів у поїздках за кордон. Зрозуміло, в такому випадку потрібно володіти не тільки знанням іноземної мови, але і бути комунікабельним, мати гарну дикцію, вміння в короткі терміни засвоювати нову інформацію, грамотно і цікаво викладати її слухачам.

Знання іноземних мов необхідне на будь-яких посадах, які передбачають спілкування з іноземцями: менеджер по роботі з клієнтами в міжнародній компанії, співробітник відділу міжнародних/культурних зв'язків, редактор, керівник проектів, стюардеса і т.п. Затребувані фахівці зі знанням іноземної мови у сфері створення та супроводу веб-сайтів.

Також є варіанти працевлаштування за кордоном. Існують спеціальні програми, що дозволяють знайти тимчасову роботу за кордоном (Work and Travel, Au Pair, Camp Counselors USA, Camp America і т.п.). Щоправда, такі програми передбачають тимчасове працевлаштування і розраховані в основному на студентів (у більшості програм верхня вікова планка – 30 років, в деяких навіть менше).

Вирішивши зв'язати своє життя з іноземними мовами, важливо розуміти, що вам потрібно буде або вивчити іноземну мову практично досконало (щоб виділитися серед конкурентів), або паралельно здобувати освіту в іншій сфері, щоби потім працювати на стику двох спеціальностей. Є й третій варіант – зайнятися вивченням якоїсь рідкісної, але затребуваної на ринку праці іноземної мови.

## Extra Vocabulary

**Task 13**  Watch a video about the habits of successful translators. Complete the notes below. Before watching, study the words and phrases in the box.

<i>referral</i>	<i>CV</i>	<i>juicy offer</i>
<i>non-native speaker</i>	<i>entrepreneur</i>	<i>deadline</i>
<i>lingo</i>	<i>procrastinate</i>	<i>miss a deadline</i>
<i>subspecialty</i>	<i>translation project</i>	<i>meet a deadline</i>
<i>resume</i>	<i>tangle</i>	

### Translator Career Improvement Strategies

Translators who are at the top of their game: first – \_\_\_\_\_, second – stand a better chance of \_\_\_\_\_, and third – are more likely to \_\_\_\_\_, which will help their translation business thrive and grow.

Reading will help you keep \_\_\_\_\_, \_\_\_\_\_, and the latest \_\_\_\_\_. Reading in your native language keeps you from \_\_\_\_\_.

Good writing is a skill that needs to be refreshed, both to \_\_\_\_\_ and also to \_\_\_\_\_.

Staying up to date means \_\_\_\_\_. \_\_\_\_\_ in your source and target languages enables you to know what's going on in the world. Staying current helps to \_\_\_\_\_ and prevents your business from being left in dust by \_\_\_\_\_.

\_\_\_\_\_ implies keeping your resume and CV \_\_\_\_\_ by \_\_\_\_\_, deciding if it belongs on the resume, is more or less important than the old one and should replace it.

\_\_\_\_\_ with your potential clients will help you create business connections.

Among reasons for \_\_\_\_\_ are urgency of extra time for dealing with tangles in the text and sorting things out, possibility of another juicy offer or force majeure such as \_\_\_\_\_ or force majeure such as \_\_\_\_\_ or \_\_\_\_\_.

To \_\_\_\_\_ you can use flash drive, a second hard drive, another computer, or storage in the cloud. You should do it early and often if you don't want to \_\_\_\_\_ or \_\_\_\_\_.

If you don't do what you say you will do, it is easy to \_\_\_\_\_.

Meet all \_\_\_\_\_. A contraction deadline is a promise \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are two phrases which sum up the best habits of successful translators.



**Task 14** *Are the strategies presented in the video suitable for other specialist language occupations? Why? Why not?*

### ***Focus on Language***

#### ***Words Easily Confused***

**Task 15** *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

**job** – the work sb does to earn money, employment.

*\*get / take / lose / find / have / offer / apply for / look for / go for / know / do / be out of / quit / resign from / give up / change a job*

*\*a summer / holiday / Saturday / vacation / temporary / permanent / part-time / steady / regular job*

*\*job satisfaction / security*

**occupation** [job, profession, employment (referred to generally)] – a person's regular work or profession.

*\*full-time / current / main occupation*

*\*choose / find / follow occupation*

**work** – occupation or profession / particular tasks sb has to do in their job / the place where sb does their job

*\*arrive at / get to / leave / start / finish / do / have / take on / be engaged in / be involved in / give up / be at / be out of work*

*\*temporary / freelance / voluntary work*

**employment** – work, esp. in return for regular payment

*\*be in / be out of / offer / seek / look for / take up with / provide / employment*

*\*full-time / part-time / regular / previous / employment*

*\*conditions / terms of employment*

*employment history / status / prospect / market / discrimination / patterns / level / agency / legislation*

**profession** – job requiring advanced education or training

*\*enter / go into / join / change / practise / learn / choose a profession*

*\*medical / legal / teaching, etc. profession*

*\*by profession*

*\*be at the top of sb's profession*



10. The college provides training in a wide range of\_\_\_\_\_.

- a) jobs    b) occupations    c) works

11. What sort of \_\_\_\_\_are you experienced in?

- a) occupation    b) profession    c) work

12. He was tempted to give up freelancing and get a regular\_\_\_\_\_.

- a) job    b) profession    c) career

### ***Collocations & Expressions***

**Task 17** *Study the following collocations and expressions. Explain their meaning and use them in the sentences of your own.*

*be at the top of the game*  
*under the umbrella of*  
*keep abreast of*  
*be left in the dust*

*be sought-after*  
*do a degree*  
*meet a deadline*  
*miss a deadline*

### ***Prepositions***

**Task 18** *Complete the blanks with the prepositions where necessary.*

<i>be good _____</i>	<i>_____ a daily basis</i>
<i>_____ discussion</i>	<i>_____ favour</i>
<i>belong _____/_____ (be in the right or</i>	<i>understanding _____</i>
<i>suitable palce)</i>	<i>qualifications _____</i>
<i>belong _____ (be property of sb or sth)</i>	<i>membership _____</i>

**Task 19** *Choose the correct item.*

1. They also have **to be** very **good in/at** listening and remembering what has been said in one language while simultaneously or consecutively providing a translation in another language.
2. You have to decide if something old should be dropped **in/for favour** of a new credit.
3. Reading in your native language keeps you from starting to sound like a non-native speaker, which is surprisingly easy to do when one is immersed in/another language **on/at a daily basis**.

4. Fluency in the source language(s) is not essential, but you definitely need an excellent ***understanding in/of*** the written version of the source language and the culture of the people who speak it.
5. Good knowledge of the subjects ***under/in discussion*** is also essential.
6. As soon as you add something new, figure out that it ***belongs on/to*** your resume.
7. Specialist knowledge of other subjects, ***qualifications in/of translation*** and ***membership of/in*** a professional association are also very useful.

### ***Phrasal Verbs***

**Task 20** Match the phrasal verbs in the sentences on the left with their definitions on the right by writing the correct number in the box next to each definition. Translate the sentences into Ukrainian.

- |  |  |
|--|--|
| <p>1. Whether you choose to use a flash drive, a second hard drive, another computer, or – perhaps easiest of all – storage in the cloud – <b><i>back up</i></b> your work early and often.</p>            | <p>to do what is necessary to deal with a problem, disagreement, or difficult situation successfully</p> |
| <p>2. New areas and subspecialties <b><i>crop up</i></b> all the time, others become less important.</p>   | <p>to come to an end; not to have any more of sth left</p>   |
| <p>3. When you <b><i>run out of</i></b> space, you have to decide if something old should be dropped in its favour or if the older credit is, in fact, more important and worthy of attention instead.</p> | <p>to make extra copy of information on the computer that is stored separately</p>                       |
| <p>4. You don't need to <b><i>jump on</i></b> every trend, but know that the field you are working in is moving in a specific direction.</p>   | <p>to seize on (sth) eagerly; give sudden (typically critical) attention to</p>                          |
| <p>5. You may need that extra time <b><i>to sort things out</i></b> or to ask your clients a question about some tangles in the source text.</p>   | <p>to appear, occur, or come to one's notice unexpectedly.</p>   |

### ***Word Formation & Derivatives***

**Task 21.** Complete the text on page 189 with the correct form of the words given on the right.

## Arrival: Linguist behind film talks speaking to aliens

Jessica Coon discusses how humans would make contact with

1) \_\_\_\_\_

*terrestrial*

Jessica Coon, an associate professor in the Department of

2) \_\_\_\_\_ at McGill University, Montreal, acted as a

*linguist*

consultant on *Arrival* (science-fiction film), helping bring to

life Dr Banks, a linguistics teacher 3) \_\_\_\_\_ by the US

*employ*

army to translate aliens' language into English. As well as

providing pointers to what the character's office would look

like, Coon looked over the film's script, discussing with the

filmmakers how a linguist – a person who studies linguistics,

defined as “the 4) \_\_\_\_\_ study of

*science*

5) \_\_\_\_\_ language” – would go about

*humanity*

communicating with an alien life form.

In many ways, Coon explains, the way Banks translates

the alien language is similar to how we would translate another

human language into our own.

While building from simple to complex sentences is a

tactic used when communicating between 6) \_\_\_\_\_

*know*

languages, when it comes to human languages, we have a huge

head start. “Human languages share certain things in common,”

Coon says. “We know how to find certain patterns, and when

we find one common property, we are able to find others.

Human language seems to be very directly linked to other more

general aspects of human 7) \_\_\_\_\_.”

*cognitive*

“We are born ready to learn languages and we can do this

8) \_\_\_\_\_. When it comes to alien languages, we do not

*effort*

have this luxury. It would be very 9) \_\_\_\_\_, actually,

*surprise*

if they were similar-to-human language because, really, human

languages are directly tied to our genes – to our 10) \_\_\_\_\_

*human*

– and so we can expect alien languages to 11) \_\_\_\_\_

*difference*

hugely from our own.”

This directly ties into a 12) \_\_\_\_\_ theory within the

*leader*

study of linguistics: 13) \_\_\_\_\_ grammar. Often credited

*universality*

to Noam Chomsky, the idea postulates how human language is

innately tied to what makes us human; that whatever the case,

humans will 14) \_\_\_\_\_ languages that share certain

*development*

properties. “Toddlers are very bad at doing 15) \_\_\_\_\_ things

*base*

like tying their shoes or adding numbers,” Coon says. “But they

learn very complicated linguistic 16) \_\_\_\_\_ effortlessly.”

*decide*

<https://www.independent.co.uk>

## Speaking Skills

*Communicative Situation 1:* You are a student ambassador taking part in the faculty of the translation studies open day. Prepare a talk for the visitors about the career prospects for translators, interpreters and linguists after graduating from the university.

*Communicative Situation 2:* Your friend has lost interest in learning English recently. Persuade him/her in the usefulness of knowledge of the language in his/her future profession.

*Communicative Situation 3:* Present information about the main requirements (language skills and qualifications) for such jobs as translating, interpreting, language teaching and linguist.

## Test Yourself Section

### Reading Comprehension

**Task 22** *Revise the tips for Yes, No or Not Given task.*

**Task 23** *Read the article about famous linguists and their achievements. Do the following statements agree with the information in the text? Write Yes if the statement agrees with the information*

*No* if the statement contradicts the information

*Not Given* if there is no information on this

1. Not a lot of people are aware of the important accomplishments within the realm of linguistics.
2. According to Ferdinand de Saussure, misunderstandings occur because two components (meaning and form) of any word have no natural link.
3. Roman Jakobson changed phonology.
4. Edward Sapir's classification of indigenous American languages is still widely used by modern linguists in discussions about the link between language and culture.
5. Paul Grice believed that if a speaker is saying too little, he may be insincere.
6. Noam Chomsky argues that everyone has the ability to learn any language and that all languages have a connection.
7. Eve Clark's theory mystifies the way children learn their first language successfully and efficiently.
8. Steven Pinker's book 'The Language Instinct' made him a popular science author.

9. According to the article language and linguistics play an important role in our life.

10. One of the best ways to a more interesting and satisfying personal and professional life is learning a foreign language.

### **Seven Linguists Who Changed the Game**

We've all heard of famous physicists like Isaac Newton and Albert Einstein; everyone knows the names of famous composers like Beethoven, Bach, and Brahms. But how many people can claim that they know the names of some of the most influential linguists? Indeed, important names in linguistics have not quite infiltrated the mainstream in the way that they have in hard sciences and music. This list will give you a crash-course in big-name linguists, and the ideas they had which changed the field of linguistics forever.

#### ***1. Ferdinand de Saussure: Linguistic signs***

Ferdinand de Saussure is widely considered to be one of the forefathers of both linguistics and semiology, which is the philosophical study of the interpretation of signs and symbols. Most notably, Saussure introduced the idea that every word is a linguistic sign, which consists of two components: the signifier, or the phonetic form of a word (e.g., the word “dog” consists of two consonants split up by a vowel); and the signified, or the conceptual meaning underlying the sign (e.g., a dog is a furry animal that is commonly used as a household pet). Crucially, Saussure articulated the arbitrariness of the linguistic sign: the phonetic form and the underlying concept of the word “dog” have no natural link, and instead are the product of social interaction. The arbitrariness of meaning and form is a fundamental tenet of modern linguistics.

#### ***2. Roman Jakobson: Distinctive features***

Linguist and literary theorist Roman Jakobson had many influential ideas about language; most remarkably, he changed the way scholars studied phonology, the sound structure of language. Specifically, he proposed the idea of distinctive features, which suggests that all sounds of speech are marked by binary contrasts which can be described and quantified. The difference between “p” and “b”, for instance, is that “b” uses our vocal cords (it’s voiced), whereas “p” does not (it’s unvoiced). Similarly, “b” and “m” are the same, except in “m”, air comes out of the nose (it’s nasal), whereas in “b”, it does not (try it!). Though the idea of distinctive features has been questioned in recent years, it allowed linguistics to classify the sounds of languages in an organized, hierarchical structure, which had previously been impossible.

#### ***3. Edward Sapir: Linguistic relativity***

Edward Sapir was a linguistic anthropologist whose thorough classification of indigenous American languages is still widely used today. Sapir is most famous, however, for a concept known as linguistic relativity, which he

developed with his student, Benjamin Whorf. This hypothesis, in its strongest form, claims that the language one speaks drastically influences the way in which one perceives the world. This hypothesis has been largely dismissed by modern linguists, but caused significant discussion and consideration about the link between language and culture.

#### ***4. Paul Grice: Cooperative principle***

Paul Grice is one of the most important contributors to pragmatics, which is the study of how context contributes to meaning. His best-known idea is the cooperative principle, which breaks down how people behave in conversations in order to enable effective communication. In general terms, Grice articulates that speakers must be truthful, relevant, and unambiguous, and must say neither too much nor too little. If a speaker violates one of these principles (known as “maxims” in Grice’s terminology), communication is compromised. A classic example of a violation of the cooperative principle is if somebody says to you, “I love you. Do you love me?” and you answer, “Yes.” This is saying too little, which suggests that your answer might be a lie.

#### ***5. Noam Chomsky: Universal grammar***

Probably the best-known name on this list, Noam Chomsky is famous for many things. But within the realm of linguistics, he’s most famous for his idea of universal grammar, which poses that all languages have the same underlying structure, and simply use different words and sounds on the surface. Humans, Chomsky claims, are biologically equipped with a language acquisition device, which endows us with the innate ability to learn the language.

#### ***6. Eve Clark: First language acquisition***

Users of Immersia are most likely interested in learning a second (or third, or fourth!) language. However, in order to understand how it’s best to learn a second language, we must also understand how we acquire our first language. Eve Clark is a pioneer in the field of first language acquisition and has revolutionized the way in which we understand how children pick up the language. From babbling to the coherent conversation, Eve Clark proposes theories and cites evidence that sheds insight into the mystifying topic of how children learn their first language so successfully and efficiently. Ultimately, this information will help us understand how to maximize efficiency in second language acquisition, too.

#### ***7. Steven Pinker: Popularizing linguistics***

In his wildly popular books such as *The Language Instinct*, Steven Pinker argues for a biological basis of language acquisition. As the title suggests, he proposes that language is an instinct – a behaviour which, like any other instinct, was formed by natural selection, and has adapted to suit humans’ communicative needs throughout time. His accessible, fun-to-read books have



made great strides in popularizing the field of linguistics and making it accessible to those outside the realm of academia.

Nowadays, linguistics is a rich field with many subdivisions – sociolinguistics, psycholinguistics, neurolinguistics – and there are too many brilliant minds in each field to fit in this article. Still, these seven prominent figures are a good starting point if you're looking to get a sense of who the major players are.

And if you're looking to amp up your own linguistic skills, one of the best ways to do so is to take advantage of your brain's aptitude for learning languages and familiarize yourself with an entirely new syntax. Indeed, learning a foreign language is not only beneficial from a linguistic standpoint but also is a great way to open the door to new personal and professional opportunities.

<https://www.listenandlearn.org>

## Wordlist

1. *specialist language occupations*
2. *language skills*
3. *remnants*
4. *qualification*
5. *sought-after*
6. *translation*
7. *translator*
8. *interpreting*
9. *interpreter*
10. *language teacher*
11. *linguist*
12. *in-depth knowledge*
13. *render*
14. *target language*
15. *native tongue*
16. *source language*
17. *fluency*
18. *professional association*
19. *reference materials*
20. *translation memory (TM) software*
21. *TRADOS*
22. *self-employed*
23. *translation agency*
24. *in-house translator*
25. *spoken word*
26. *simultaneous interpreting*
27. *conference interpreting*
28. *consecutive interpreting*
29. *soundproof booth*
30. *bilateral interpretation*
31. *language teaching and training*
32. *educational establishment*
33. *primary/elementary school*
34. *postgraduate qualification*
35. *near-native*
36. *linguistics*
37. *theoretical linguistics*
38. *applied linguistics*
39. *referral*
40. *non-native speaker*
41. *lingo*
42. *subspecialty*
43. *resume*
44. *CV*
45. *entrepreneur*
46. *procrastinate*
47. *translation project*
48. *tangle*
49. *juicy offer*
50. *deadline*

## Use of English

### *Collocations & Expressions*

be at the top of the game  
under the umbrella of  
keep abreast of  
be left in the dust

be sought-after  
do a degree  
meet a deadline  
miss a deadline

### *Words with/without prepositions*

be good at  
under discussion  
belong on/in (be in the right or suitable place)  
belong to (be property of sb or sth)

on a daily basis  
in favour  
understanding of  
qualifications in  
membership of

### *Words easily confused*

job  
occupation  
work  
employment  
profession  
career

### *Phrasal verbs*

back up  
crop up  
run out of  
jump on  
sort out

## UNIT 9

### Translation vs Interpreting

#### ! Learning Goals

##### *Skills*

! **Listening** for specific information  
**Comprehension:** filling in the gaps  
Recordings: *Translation* vs  
*Interpreting; You Have to Have*  
*Speed*  
! **Speaking:** comparing/contrasting;  
describing the workflow of  
translation and interpretation; the  
role of interpreters and translators in  
the evolution of languages and  
cultures.


##### *Language*

! **Vocabulary:** types of translation and  
interpreting and peculiarities of their  
workflow;  
! **Use of English:** SVO units;  
abbreviations and symbols used in  
interpreter's note-taking; nouns, verbs  
with prepositions.

#### Warming up

**Task 1** Give your predictions about the professions of an interpreter and a translator in 40 years' time. Answer the questions below. Work in pairs.


1. Will these professions still exist in 40 years' time?
2. Will it be possible to substitute a real translator or an interpreter with a high-quality machine translation?

**Task 2**  Listen to conference interpreter Toby Screech talking about differences between interpreting and translation. Fill in the gaps with the missing words.

1. The first thing one has to sort out is that a translator \_\_\_\_\_ (reads) and \_\_\_\_\_ whereas the interpreter \_\_\_\_\_ (listens) and \_\_\_\_\_.
2. In case of a legal contract you need a \_\_\_\_\_ translation in which every word must be \_\_\_\_\_ and which takes \_\_\_\_\_ to make it.
3. At a meeting or a conference, when you don't want to wait days to read a translation, interpreting is good because it is \_\_\_\_\_. Interpreting is also \_\_\_\_\_ since an interpreter can never be quite as precise as a translator.
4. To make the point of the speaker's words an interpreter doesn't \_\_\_\_\_ and s/he may have to \_\_\_\_\_ if the speaker refers to realia in his/her culture.

5. When the speaker's ideas are being immediately interpreted so that someone else can listen straight away, a \_\_\_\_\_ interpretation is performed.
6. In a \_\_\_\_\_ interpretation an interpreter \_\_\_\_\_ while the speaker delivers his/her ideas and when the speaker \_\_\_\_\_, the interpreter renders his/her words.
7. Although simultaneous interpretation requires \_\_\_\_\_, most people prefer it because consecutive is much \_\_\_\_\_.
8. The job of an interpreter is suitable for people who \_\_\_\_\_ pressure and feel \_\_\_\_\_ about the process, whereas translation appeals to people who are \_\_\_\_\_ and like \_\_\_\_\_.
9. At the end of the day a translator has \_\_\_\_\_ while an interpreter has \_\_\_\_\_, which makes some of them \_\_\_\_\_.
10. The best things about interpreting Toby Screech are \_\_\_\_\_ and \_\_\_\_\_, while the possibility of travelling, visiting interesting places and meeting famous people is a(n) \_\_\_\_\_.

## Focus on Content

**Task 3**  Listen to conference interpreter Toby Screech again and answer the following questions.

1. What issue is under discussion?
2. What is the main difference between an interpreter and a translator?
3. When is translation good? Why? Why does it take a long time?
4. Where is interpreting good? Why?
5. Why can interpreter never be quite as precise as a translator? Why is interpreting considered to be creative?
6. What should interpreter do to provide listeners with understanding of something belonging to speaker's culture?
7. What are the two main kinds of interpretation?
8. Why do most people prefer to use simultaneous interpreters? What does interpreting require?
9. What kind of person wants to be an interpreter?
10. What are the main personality traits of a perfect translator? Why? How is translation similar to interpretation?
11. What types of people does simultaneous interpretation appeal to?
12. Why do some people find the job of an interpreter rather frustrating?
13. What are the major advantages of working as an interpreter?
14. Would you like to choose interpreting or translation as a career? Why? Why not?

## Vocabulary & Use of English

### *Focus on Vocabulary*

**Task 3** Study profession specific terms translators and interpreters use while performing their job. Do they refer to translation/translators, interpretation/interpreters or both? Work in teams. Justify your choice.

accuracy	adaptation	AIIC	ASTM F2575-06	back-	bilateral/liaison
bilingual (n)	CI	long CI	short CI	conference	computer-
assisted/machine	dictionary	EN 15038	escort	faithful	
fidelity/faithfulness	glossary	idiom	idiomatic	INT	interactive
legal	legal/court/judicial	literal	literary	marketing/focus group	
media	misconception	on-site	over-the-phone	pidgin	Privacy and
Confidentiality Agreement	public sector/community	SI	sight	sign	
language	singing/sung	SL	software	ST	TL
	transparency	TT	video	website	

**Task 4** Match the following definitions with profession specific terms in the translation and interpretation domain.

1. A native speaker of a language of habitual use who is also able to speak, read and write a foreign language and can become a translator/interpreter. 2. Adjusting the text to the customs and values of the target audience, also known as “Free Translation” is when the translator substitutes cultural realia or scenarios for which there is no reference in the target language. 3. A type of interpretation most commonly used in business meetings, interviews or negotiations involving few participants. The interpreter will act as a mediator between two people or groups of people by translating each party's speech, and must therefore constantly switch between one language and another. 4. An informal division of CI in which an interpreter takes notes of the message to aid rendering long passages. 5. The International Association of Conference Interpreters is the only worldwide association of conference interpreters. Founded in 1953, it assembles more than 2,800 professional conference interpreters in more than 90 countries. 6. A procedure whereby a computer program analyzes a source text and produces a target text without further human intervention. In reality, however, it typically does involve human intervention, in the form of pre-editing and post-editing. 7. Consecutive interpreting. 8. A type of interpreting when an interpreter accompanies a person or a delegation on a tour, on a visit, or to a meeting or interview. It is also called liaison interpreting. 9. Translation tools with pop-up windows which show

several possible translations of each word or phrase. Human operators merely need to select the correct translation as the mouse glides over the foreign-language text. **10.** A quality of translation pertains to the extent to which a translation accurately renders the meaning of the source text, without adding to or subtracting from it, without intensifying or weakening any part of the meaning, and otherwise without distorting it. **11.** A phrase whose meaning cannot be determined by the literal definition of the phrase itself, but refers instead to a figurative meaning that is known only through common use. **12.** One of the most important qualities of a good translation/interpretation which conveys exactly the same meaning as the original, or at least it tries to get as close as possible to the intended meaning whilst being effective and appropriate in the target language. **13.** Interpreter's note-taking. **14.** A type of interpreting which occurs in courts of justice, administrative tribunals, and wherever a legal proceeding is held. It can be the consecutive interpretation of witnesses' testimony for example, or the simultaneous interpretation of entire proceedings, by electronic means, for one person, or all of the people attending. **15.** Quality standards for translation services in the USA. **16.** A type of interpreting is provided particularly for live television coverage such as press conferences, live or taped interviews with political figures, musicians, artists, sportsmen or people from the business circle. In this type of interpreting, the interpreter has to sit in a sound-proof booth where ideally, he/she can see the speakers on a monitor and the set. The interpreter has to sound as slick and confident as a TV presenter. **17.** A translation that meets the criterion of fidelity. **18.** A type of interpreting during which an interpreter sits in a soundproof booth or an observer's room with the clients. There is usually a one-way mirror between the interpreter and the focus group participants, wherein the interpreter can observe the participants, but they only see their own reflection. The interpreter hears the conversation in the original language through headphones and simultaneously interprets into the target language for the clients. **19.** A translation of a translated text back into the language of the original text, made without reference to the original text. In the context of machine translation, this is also called a round-trip translation. Comparison of it to the original text is sometimes used as a quality check on the original translation. In cases when a historic document survives only in translation, the original having been lost, researchers sometimes undertake it in an effort to reconstruct the original text. **20.** A type of translation ("crib," "pony") sometimes prepared for a writer who is translating a work written in a language he does not know. It is also known as direct translation, is the rendering of text from one language to another "word-for-word" rather than conveying the sense of the original. Such translation of idioms is a source of numerous translators' jokes. This is a famous example it: When the sentence "The spirit is strong, but the flesh is weak" (an allusion to

Mark 14:38) was translated into Russian and then back to English, the result was "The vodka is good, but the meat is rotten." **21.** Quality standards for translation services in Europe. **22.** A translation that meets the criterion of transparency; **23.** An informal division of CI when the interpreter relies on memory each message segment being brief enough to memorize. **24.** A list of words relating to a specific subject, text, or dialect. **25.** A mix of the two languages eg. Spanglish or Germish. **26.** The translation of texts within the field of law (contracts, Certificates of Accuracy, Witness Statements<sup>1</sup>, Depositions, Trusts, Wills, Articles of Incorporation, Litigation Documents, Immigration Documents, and Property/Exhibit Labels and in some cases attendance in court by the translator(s). **27.** The type of interpreting occurring in fields such as legal, health, and local government, social, housing, environmental health, education, and welfare services. **28.** A type of interpreting, also called "in-person interpreting," which requires the interpreter to be physically present for the interpretation to take place and all the parties who wish to speak to one another are usually located in the same place. **29.** Simultaneous Interpretation. **30.** It will demonstrate to the client complete respect and professionalism in keeping the privacy and discretion of any document available to the public, unless otherwise advised. **31.** The interpretation of a conference, either simultaneously or consecutively. **32.** Translation of literary works (novels, short stories, plays, poems, etc.). **33.** A type of reference materials used in translation. **34.** A type of interpreting also referred to as "over-the-phone interpreting," "telephonic interpreting," and "tele-interpreting," which enables the interpreter to deliver interpretation via telephone which is added to a conference call. **35.** A common one is that anyone who can speak a second language will make a good translator. **36.** It combines interpretation and translation; the interpreter must read aloud the source-language document to the target-language as if it were written in the target language. **37.** A quality of translation which pertains to the extent to which a translation appears to a native speaker of the target language to have originally been written in that language, and conforms to the language's grammatical, syntactic and idiomatic conventions. **38.** Translation of a text that is sung in vocal music for the purpose of singing in another language. **39.** A range of specialized programs available to the translator, including translation-memory, terminology-management, concordance, and alignment programs. **40.** A type of interpreting when a hearing person speaks, an interpreter will render the speaker's meaning into the sign language used by the deaf party. When a deaf person signs, an interpreter will render the meaning expressed in the signs into the spoken language for the hearing party, which is sometimes referred to as voice interpreting or voicing. This may be performed either as simultaneous or consecutive interpreting. **41.** Source text. **42.** A type of interpreting during which interpreters work remotely with a video camera and audio feed so that

the interpreter can hear and see the other parties, and vice versa. **43.** Target language. **44.** Target text. **45.** Translation software working on sites. **46.** Source language.

**Task 5** *Work with words from task 3 in your vocabulary notebook. Compile a glossary of translators'/interpreters' profession specific terms.*

**Task 6** *Translate into English using active vocabulary.*

1. Професійний переклад – це складний та копіткий процес. Якісний та точний переклад вимагає досконалого розуміння і вільного володіння вихідною та цільовою мовами. 2. Головною метою перекладача є адекватність й еквівалентність тексту перекладу. Переклад тексту можна вважати адекватним і еквівалентним, якщо у ньому точно передано зміст вихідного тексту з дотриманням літературної норми і стилю мови перекладу. 3. Буквальний переклад – це послідовний переклад слів або речень у тексті. Іноді його роблять для письменника, який не володіє мовою оригіналу. Машинний переклад виконує грубий буквальный переклад, тому з'являються такі загальновідомі жарти перекладачів: New Jersey State University – Державний університет Нової Фуфайки замість Університет штату Нью-Джерсі. 4. Вільний переклад застосовують у особливих випадках, коли не вимагається передача стилю оригіналу чи коли відтворення стилістичних особливостей оригіналу викликає великі труднощі, наприклад переклад стародавніх текстів. Цей спосіб перекладу застосовують у перекладі поезії, реклами, заголовків, різноманітних стилістичних засобів. 5. Білінгвізм – досить поширене явище 21 століття, яке набирає все більшого розповсюдження. Це – здатність оперувати двома мовами. Таким чином, якщо людина, окрім рідної мови, володіє іншою мовою хоча б на середньому рівні, вона може вважати себе білінгвом. 6. Розповсюджена думка про те, що достатньо знати дві мови, щоб зробити кар'єру перекладача є хибною. У перекладацькій спільноті вважається, що найкращі переклади виконуються рідною мовою людиною, яка вільно володіє вихідною мовою, розуміється на питаннях, що розкриваються у тексті оригіналу та досконало володіє мовою перекладу. У зв'язку з цим постає проблема вживання суржик у перекладі. 7. Перше, що ви маєте зрозуміти, усний перекладач це не теж саме, що письмовий перекладач, тобто перекладач читає і пише, тоді як усний перекладач слухає і говорить. 8. Письмовий переклад приваблює людей, які є ретельними, старанними та пильними. Хоча і їм часто доводиться працювати в умовах щільного графіка. 9. Загальними вимогами, що пред'являються до письмових перекладачів, є грамотність і



професійне володіння рідною мовою; ґрунтовне знання мови, якою написаний вихідний текст; навички роботи зі словниками, іншими довідниковими матеріалами, комп'ютером на високому рівні і вміння користуватися необхідним для роботи програмним забезпеченням. 10. Письмовий перекладач виконує переклад різних текстів: технічних, юридичних, економічних і творів художньої літератури. Перекладач отримує документ, читає його та друкує точний переклад. Кожне слово має бути перекладено ретельно та правильно. Незважаючи на те, що в основі успішного виконання завдання лежить вдумлива і неспішна робота з текстом, перекладач повинен зуміти укластися у встановлені терміни здачі замовлення. Для цього незайвим буде володіння навичками ефективного планування часу і самоорганізація. 11. Усні переклади поділяються на два типи: послідовний та синхронний. Для того, щоб успішно практикувати кожен з них, необхідно спеціальне навчання та підготовка, що включає численні тренування. 12. Послідовний переклад заснований не на дослівній передачі тексту, а на збереженні сенсу сказаного. Процес роботи відбувається наступним чином: під час промови оратора перекладач конспектує суть тексту, записуючи ключову інформацію – імена, дати, назви та інше за допомогою перекладацького скоропису. Доповідач зупиняється і дає перекладачеві час для передачі його промови іншою мовою. 13. Як правило, абзацно-фразовий послідовний переклад є двостороннім. Це означає, що перекладач виступає посередником між двома сторонами зустрічі, перекладаючи для кожної з них. Головним завданням усного перекладача під час такого перекладу є запам'ятовування фрагмента тексту і його змісту і відтворення його рідною та іноземною мовою по черзі. 14. Синхронний переклад – один із найскладніших видів усного перекладу, без якого зазвичай не обходиться жодна міжнародна конференція, семінар чи конгрес. Він вимагає від виконавця одночасного аудіювання повідомлення мовою оригіналу та його передачі мовою перекладу. 15. Для виконання синхронного перекладу потрібне спеціальне обладнання – звукоізольована кабіна, мікрофон і навушники. Такий переклад відбувається за умов фізичної присутності перекладача на конференції. Усний переклад може здійснюватися дистанційно з використанням відео обладнання та телефону. 16. Під час зустрічей фокус-груп перекладач знаходиться у спеціальній кімнаті чи кабіні з дзеркальною стіною між ним/нею та учасниками зустрічі, через яку він/вона може їх бачити, а вони бачать лише свої відображення. 17. Перекладач, який обслуговує медійні події такі як прес-конференції, інтерв'ю у прямому ефірі з політиками, музикантами, спортсменами тощо, знаходиться у звукоізольованій кабіні, де він бачить учасників в моніторі. Цей вид усного перекладу вимагає від

перекладача вмінь володіти своїм голосом та чіткої дикції як у телеведучого. 18. Для людей з вадами слуху використовується сурдопереклад. Сурдоперекладачі виступають посередниками між ними та людьми, що чують виконуючи переклад на мову жестів з будь-якої мови і навпаки. Такі перекладачі працюють на телебаченні, навчальних закладах і навіть на концертах. 19. Переклад з аркушу поєднує письмовий та усний переклади, оскільки перекладач має перекласти усно цільовою мовою письмовий текст, що написаний вихідною мовою. 20. Ви можете зустріти відомих людей, різних високопоставлених осіб, відвідати цікаві місця, наприклад, замок, палац чи фабрику, які б ви так просто ніколи б не побачили, якби не працювали перекладачем.

### *Extra Vocabulary*

**Task 7** *Read the text about the history of simultaneous interpretation. Choose from sentences (A–J) the one which best fits each space (1–7). There are three extra options you do not need to use.*

**A.** Each of them being represented had a team of six interpreters, twelve translators and nine stenographers who all worked together as a team to ensure an accurate interpretation and translation of the trial.

**B.** The technology for simultaneous interpretation was there, but a necessary missing element needed to be incorporated to tie it all together.

**C.** It required interpreters who had an advanced level of education and experience in using these techniques and also often involved the use of specialized equipment.

**D.** This is where the use of interpretation was needed.

**E.** They are famous because they led to the prosecution of many high-ranking military, political, judicial and economic leaders of Nazi Germany.

**F.** This added hours to the meetings and would water down any freedom of personality, cultural nuances or emotions behind the messages that were being interpreted due to the lengthy time frame and mental exhaustion that the interpreters faced.

**G.** Long before there was a technology that helped support the ideas surrounding simultaneous interpretation, there was whispering interpretation.

**H.** This system allowed a more precise and less time-consuming interpretation.

**I.** The interpreters were set up into teams.

**J.** At this point simultaneous interpretation was very new and there were not any courses or training offered to educate the interpreters on the skill.

## **The Fascinating History of Simultaneous Interpretation**

The need for interpretation presented itself as far back as the ancient Egyptian era, while Romans and Greeks used interpreters as well and much more frequently. Once they conquered a group of people, they didn't feel it was necessary to learn the language because they viewed the people and their languages to be beneath them. 1) \_\_\_\_\_. At that time most of the interpreters were slaves who could not be trusted by the people in charge, therefore the information interpreted was often misconstrued and never fully accurate. Interpretation has grown significantly since those days as a trusted translation service that is vital in today's society evolving tremendously alongside technology.

Before simultaneous interpretation there was consecutive interpretation which is the original form of interpretation. After WWI, during the Paris Peace Conference, the need for consecutive interpretation arose, due to the fact that people with different backgrounds, cultures and languages were all getting together to hear the same information.

As a result of WW I, the League of Nations and the International Labor Organization were formed. This meant that there would continuously be a need for interpretation due to all of the international meetings that would be occurring in the future. These meetings would often drag on because of the act of consecutive interpretation is time-consuming; the speaker would speak several sentences and the interpreter would take notes and relay the message in the target language. 2) \_\_\_\_\_.

The methods including the ability to conduct simultaneous interpretations as well as the head-set method were most famously used during the Nuremberg trials held in the city of Nuremberg, Germany in 1945. 3) \_\_\_\_\_.

The Nuremberg trials are important to the history of simultaneous interpretation since this was the first time it was successfully used on a prominent stage. The trials were interpreted in the four major languages of the time English, French, Russian and German. 4) \_\_\_\_\_. The interpretation method used had the interpreter sitting right next to the accused person on trial, to be able to interpret everything they said. 5) \_\_\_\_\_. While team A interpreted for 45 minutes, team B would sit in the next room listening to the proceedings to keep them up to date on what was happening, preparing them for their turn interpreting.

During the 1920s and the 1930s, the American businessman Edward Filene and the British engineer Alan Gordon Finlay developed a system to help with simultaneous interpretation. They used telephone equipment for their original design and later their method became known as telephonic interpretation. This device was designed to attach to a telephone transmitter to reduce noise and

increase privacy. The idea was revolutionary but needed further development. This led Thomas Watson Sr. the founder of IBM to become involved in the development of simultaneous interpretation equipment. By 1926 the patent for the equipment was given to IBM and was called IBM Hushaphone Filene-Findlay System. It was clear that this device would lead people to an international understanding of one another. 6) \_\_\_\_\_ This element would allow the use of this new technology in a professional setting and this is where the soundproof booth came into play. The soundproof booth which was made of glass and faced the speaker soon would be incorporated and used universally. These booths were not fully soundproof when they originated, and it wasn't until nearly two decades later that fully soundproof booths were installed at the United Nations in New York allowing interpreters to speak at a normal volume without being afraid that they were disturbing others around them.

The skill of simultaneous interpretation with the use of equipment is very impressive. The interpreter must possess the mental capacity to listen, interpret and speak in the target language all at the same time while using the technology needed to relay the interpretations to the audience listening.

7) \_\_\_\_\_ It is when an interpreter sits next to the person that needs to understand the language and whispers the interpretation in the person's ear, in real-time and with no equipment. In other words, the act of whispering interpretation is the most basic form of simultaneous interpretation, using the skills of listening, translating and speaking all at the same time without any use of equipment.

Simultaneous interpretation has evolved over the years and today interpreters sit comfortably in actual soundproof booths and sometimes with portable transmitters and interpret what is being said. The concept of simultaneous interpretation has stayed the same throughout history, it is just within the past 70 years that technology has allowed the concept to flourish and the use to become universal.

**Task 8** *Work with unknown words from the text on the history of simultaneous interpretation in your vocabulary notebooks.*

**Task 9** *Write the questions to the text on the history of simultaneous interpretation. Ask your questions to your partner to find out how well s/he is aware of the subject matter.*

**Task 10** *Provide the sight interpretation of the text on the history of simultaneous interpretation into Ukrainian.*

**Task 11** *Read some tips which can help you to become a professional translator. Complete the sentences with the words and word combinations from the box. There is one word you do not need to use.*

source language    bachelor's    mother tongue    master's    perseverance  
 continuing    native    love    majoring    proficiency    updated    graduating  
 professional    rewarding    an intern    diversify    specific    monetary  
 freelance    tests    target language    permanent    must    fluently

- A. If you speak another language 1) \_\_\_\_\_ other than your 2) \_\_\_\_\_, and you have always been interested in other languages and foreign culture, you might want to become a translator.
- B. Translation work is very 3) \_\_\_\_\_ and fulfilling. Aside from the 4) \_\_\_\_\_ benefits, translation allows you to help people understand one another, allow more people to enjoy the works of literary writers and facilitate communication.
- C. Just like any career, the road to becoming a translator is not easy. It takes dedication and 5) \_\_\_\_\_ and a genuine 6) \_\_\_\_\_ for languages.
- D. You need fluency in the 7) \_\_\_\_\_ or the language you would be translating from. You must be a native speaker of the 8) \_\_\_\_\_ or the language you would be translating into.
- E. Very few people are able to translate into a language that is not 9) \_\_\_\_\_ to them. To work as a 10) \_\_\_\_\_ translator, only native speakers are considered by most translation firms.
- F. Living in the country or at least spending a major part of the year in the country where the source language is spoken will help improve your language 11) \_\_\_\_\_.
- G. Aside from being proficient in at least two languages, you should take translation studies to become a translator. You have to get a 12) \_\_\_\_\_ degree, 13) \_\_\_\_\_ in a particular language.
- H. You can boost your resume by passing language proficiency 14) \_\_\_\_\_.
- I. Industry experience is important for translators who are just starting. To gain experience, you can start by working as 15) \_\_\_\_\_.
- J. Marketing yourself is important if you decide to go 16) \_\_\_\_\_ or even if you are seeking 17) \_\_\_\_\_ employment as a translator. Look for companies, firms, organizations, government agencies, hospitals, clinics and LSPs (Language Service Providers) that may be looking for translators.
- K. As you start to establish yourself as a professional translator, it is very important to stay 18) \_\_\_\_\_ with translations trends, with new technologies and industry news. It is also important not to stop learning. Several translators take their 19) \_\_\_\_\_ degree to improve their marketability. 20) \_\_\_\_\_ education allows you to either specialize or 21) \_\_\_\_\_.

L. If you decide to specialize in any subject, it is critical to keep up to date about your specialization. The translation of a 22) \_\_\_\_\_ subject matter requires a thorough knowledge of the language and the subject matter, so improving your researching skills is a 23) \_\_\_\_\_.

**Task 12** *Translate the following text into English, using the key vocabulary*

1. Робота перекладачем вимагає високої кваліфікації, самовідданості, наполегливості та справжньої любові до мов. Водночас, вона приносить регулярні грошові виплати і велике задоволення. Перекладачі сприяють комунікації, дозволяють людям розуміти одне одного та насолоджуватися художньою літературою. В основі цієї професії лежать знання та досвід. 2. Професія перекладача вимагає довшого періоду навчання, ніж будь-яка інша. Перша сходинка в кар'єрі перекладача – період навчання – це час, коли потрібно інвестувати в себе, набираючись знань і життєвого досвіду. Недостатньо тільки вчитися на курсах, щоб стати гарним перекладачем. Потрібно обов'язково закінчити ВНЗ, отримавши ступінь бакалавра чи навіть краще магістра. Також не забувайте постійно поповнювати свої знання, розширювати пасивний словниковий запас та вивчати культуру. 3. Професійний перекладач має вільно володіти вихідною мовою, тобто тією, з якої буде перекладати. Також, перекладач має бути носієм мови перекладу, так як мало хто здатен перекладати на мову, що не є рідною для нього. Саме тому лише носії мови розглядаються переважною більшістю перекладацьких бюро. 4. Якщо ви вирішили обрати певну спеціалізацію, то необхідно відвідувати тренінги, семінари та конференції з вашої спеціалізації та бути готовим постійно вдосконалювати свої знання у ній. 5. Професія перекладача приваблює насамперед свободою, яку вона дає. Кожна людина так чи інакше прагне бути незалежною, тобто самостійно вирішувати, коли працювати, коли займатися сімейними справами, а коли відпочивати. Професія фрілансера ідеально підходить для цього.

### ***Focus on Language***

#### **Abbreviations and Symbols used in Interpreters' Note-taking**

**Task 13** *In long CI an interpreter relies on interpreter's note-taking to aid rendering long passages. Among its main principles are noting ideas not words*

*The basic unit for communicating an idea in a language is a sentence. And the basic units of a sentence is a **Subject-Verb-Object (SVO)** unit, in other words, "Who is Doing What". Identify the idea (SVO units) in the following*

*sentences ignoring all the padding and additional information. Organise your notes in sections diagonally across the page, separating sections by a horizontal line. The margin on the left is for adverbial modifiers of time, place, cause etc. Follow the example.*

Eg.: The need for interpretation presented itself as far back as the ancient Egyptian era, while Romans and Greeks used interpreters as well and much more frequently.

*As this sentence has two SVO units, the notes of it will be arranged in the following way:*

	(S) interpretation	(V) appeared	(O) Egypt
	(S) Romans & Greeks	(V) used	(O) interpreters

1. At that time most of the interpreters were slaves who could not be trusted by the people in charge, therefore the information interpreted was often misconstrued and never fully accurate. 2. After WWI, during the Paris Peace Conference, the need for consecutive interpretation arose, due to the fact that people with different backgrounds, cultures and languages were all getting together to hear the same information. 3. These meetings would often drag on because of the act of consecutive interpretation is time-consuming; the speaker would speak several sentences and the interpreter would take notes and relay the message in the target language. 4. While team A interpreted for 45 minutes, team B would sit in the next room listening to the proceedings to keep them up to date on what was happening, preparing them for their turn interpreting. 5. During the 1920s and the 1930s, American businessman Edward Filene and British engineer Alan Gordon Finlay developed a system to help with simultaneous interpretation.

**Task 14** *Use your notes to render the ideas into Ukrainian.*

**Task 15** *Another principle of INT is using abbreviations and symbols. Study the main rules of abbreviating the words and using symbols.*

- ✓ *Write some of the first and last letters rather than trying to write as many letters as possible from the start onwards. If we have to note 'specialized' it is more meaningful and reliable to note  $sp^{ed}$  than to write *spec*. Other examples: *Stat.* could be read as 'statute' or 'statistics' whilst  $St^{te}$  and  $St^{cs}$  are unambiguous. *Prod.* could be read as 'production', 'producer', 'product' or 'productivity' while  $Pr^{on}$ ,  $Pr^{er}$ ,  $Pr^{ct}$ ,  $Pr^{vity}$  are unambiguous.*

*Com.* could be read as 'Commission' or 'committee' while  $C^{on}$  and  $C^{tee}$  are unambiguous.

- ✓ To indicate gender and number we add  $e$  or  $s$  to the symbol or abbreviation. To indicate tense we add  $^{ll}$  for the future and  $^d$  for the past.
- ✓ Repace long phrases with their shorter synonyms. For example, 'which have contributed' – 'help $^d$ '; 'worth looking at' – 'int $^g$ '; 'In order to arrive at some conclusions' – 'to end'; 'Taking into account the situation at the present time' – 'sit $^{on}$  now'.
- ✓ Symbols are used for specific terms and the ideas that recur regardless of the topic, i.e. **think, decide, propose, agree**. Symbols represent not only the word written alongside them but rather all synonymous ideas.

Eg.:  $\hat{O}$  - think;  $e^{\nearrow}$  - energy;  $W$  - work,  $W^{er}$  - worker,  $W^d$  - worked.

**Task 16** Abbreviate the following words according to the rules from task 15.

interpretation; simultaneous interpretation; interpreter; consecutive interpreter; translation; translator; needed; appeared; people in charge; cultures; languages; international; organization; speaker; United Nations; New York; mental capacity; to begin with; at the moment; at that time.

**Task 17** Look at the words on the left and their symbols on the right. Write the symbols next to the words. Explain your choice.

question/problem	before
agree	similar
disagree	as opposed to
think	look forward to
know	need
in addition	listen to/hear
join	want
lead to, cause	nation/country
history	
develop	
important question/problem	
very important question/problem	

$\hat{O}$  vs  $\bar{O}$  +  
 =  $\bar{O}$  ?  
 by ? OK  
 ? ~~OK~~  
 $\frac{100}{\infty} \rightarrow nd$  ?  
 $\infty \rightarrow \heartsuit$   
 Hx  $\square$   
 $\rightarrow$

**Task 18** Rewrite the notes you made in task 13 using abbreviations and symbols. Remember to arrange your notes in sections separated by horizontal lines diagonally across the page to provide space for details. Follow the example. Compare your notes with your partner's.



Eg.: The need for interpretation presented itself as far back as the ancient Egyptian era, while Romans and Greeks used interpreters as well and much more frequently.

	$\frac{nd}{int^{on}}$	$ap^d$	Egpt
Rom <sup>s</sup> & Gr <sup>s</sup>		= $us^d$ ↑ ofn	$int^{ers}$

**Task 19** Write an idea of your own using INT. Give it to your partner or group-mate(s) to guess.

## Word Formation & Derivatives

### Derivatives Easily Confused

#### *-ness vs -ity*

The suffix "**-ity**" usually implies an *ability* to accomplish or do something. The suffix "**-ness**" usually implies an *attribute* or a *state of being*. Of course, there are exceptions to all rules and conventions, for which it seems tradition is responsible.

**Task 20** Complete the sentences with the correct word.

#### *creativity vs creativeness*

- A) The English vocabulary has three trends: \_\_\_\_\_, globalization and simplification.
- B) Common sense and \_\_\_\_\_ are some of the intangibles we're looking for in an employee.

#### *activity vs activeness*

- A) The essence of language is human \_\_\_\_\_.
- B) The dimension of career decision - making attitude included five factors: \_\_\_\_\_, independence, confidence, utilitarian and decisiveness.

#### *connectivity vs connectedness*

- A) Connections may use feedback or feedforward techniques; networks may have partial or full \_\_\_\_\_.
- B) The \_\_\_\_\_ of the individual worker to his work environment is such that it can easily be controlled by others.

*sincereness vs sincerity*

- A) Believe that our \_\_\_\_\_ ensures you to get better resplendence.  
B) Misfortune tests the \_\_\_\_\_ of friends.

*complexness vs complexity*

- A) Sorting is very important when dealing with data. The sorting algorithm has great influence on the \_\_\_\_\_ of your program.  
B) I was astonished by the size and \_\_\_\_\_ of the problem.

*effectiveness vs efficiency*

- A) Our efforts need to be further coordinated for higher \_\_\_\_\_.  
B) The exam results demonstrated the \_\_\_\_\_ of personal tuition.

*expansiveness vs expansibility*

- A) An evaluation must follow the principles of essential nature, guidance, objectivity, student-centeredness, \_\_\_\_\_, measurability, simplicity, and the synthesis of quantity and quality.  
B) The properties of dynamic processes driven by knowledge seem to ultimately derive from the scarcity-defying \_\_\_\_\_ or non-rivalrous aspect of knowledge.

## Speaking Skills

**Task 21** Read the following quotations about translation. Choose 2-3 of them you like best and be ready to comment on their main message.

1. "Without translation, we would be living in provinces bordering on silence." (George Steiner).
2. "In translation language facility is not enough; blood and sweat are the secret." (Samuel Putnam).
3. "There can never be an absolutely final translation." (Robert M. Grant).
4. "Translation is the other side of a tapestry." (Cervantes).
5. "The difference between the right word and the almost right word is really a large matter — it's the difference between lightning and a lightning bug." (Mark Twain).
6. "It is impossible to translate poetry. Can you translate music?" (Voltaire).
7. "Translation is like a woman: if she is faithful, she is not beautiful; if she is beautiful, she is not faithful." (Russian Proverb).
8. "The first rule of translation: make sure you know at least one of the bloody languages!" (Faiz Ahmad Faiz).


**Task 22** *Work in pairs. Discuss with your partner.*

- Do you intend to work as a translator or interpreter?
- What does it take to become a successful professional translator or interpreter?
- What role have translators and interpreters played in the evolution of languages and cultures?

## Test Yourself Section

### *Listening Comprehension*


**Task 23** *Revise the tips for filling in the gaps task.*

**Task 24**  *Listen to the UN interpreter Lynn Visson talking about her experience. Fill in the gaps with the missing words.*

#### ***You Have to Have Speed***

1. Lynn Visson has been invited to talk about learning foreign languages because she's \_\_\_\_\_ a fluency in different languages.
2. L. Visson worked as an interpreter at the United Nations for \_\_\_\_\_ years, interpreting \_\_\_\_\_ and \_\_\_\_\_ into English.
3. The interval between the source message and the start of simultaneous interpretation is about \_\_\_\_\_.
4. An interpreter hopes that the speaker \_\_\_\_\_ to give him/her chance to interpret.
5. One of the worst things an interpreter can do is \_\_\_\_\_.
6. The UN delegates who forget that the interpreter needs time are compared to \_\_\_\_\_.
7. Interpreting for notable people an interpreter has to care of \_\_\_\_\_ and \_\_\_\_\_ in the language into which they're interpreting.
8. The job of an interpreter rendering something offensive or unpleasant is compared to \_\_\_\_\_, even though they'd never in their lives kill anybody.
9. Lynn thinks that every professional interpreter has at some point been confused with \_\_\_\_\_.
10. One can understand when someone is not a native speaker of the language by \_\_\_\_\_.

















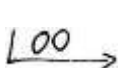





**Task 25** Choose an extract from the interview with Lynn Visson and take notes of it using INT. Then render it into Ukrainian using your notes.

**Task 26**  Watch a sign language interpreter doing his job at the concert. What skills, knowledge and abilities are imperative for this job? The video is available at: <https://www.youtube.com/watch?v=qvMsm-XLVxU>

## Wordlist

1. translation
2. interpretation
3. consecutive interpretation (CI)
4. long CI
5. short CI
6. translation/interpretation accuracy
7. adaptation
8. The International Association of Conference Interpreters (IACI)
9. ASTM F2575-06
10. back-translation
11. bilateral/liaison interpretation
12. bilingual
13. conference interpretation
14. computer-assisted/machine translation
15. EN 15038
16. escort interpretation
17. faithful translation
18. fidelity/faithfulness
19. idiom
20. idiomatic
21. interpreter's note-taking (INT)
22. interactive translation
23. legal translation
24. legal/court/judicial interpretation
25. literal translation
26. literary translation
27. marketing/focus group interpretation
28. media interpretation
29. misconception
30. on-site interpretation
31. over-the-phone
32. pidgin
33. Privacy and Confidentiality Agreement
34. public sector/community interpretation
35. simultaneous interpretation (SI)
36. sight interpretation
37. sign language interpretation
38. singing/sung translation
39. source language (SL)
40. translation software
41. source text (ST)
42. target language (TL)
43. translation transparency
44. target text (TT)
45. video interpretation
46. website translator
47. proficiency
48. Subject-Verb-Object (SVO) unit

## *INT Abbreviations and Symbols*

	<i>energy</i>		<i>agree</i>
	<i>work</i>		<i>disagree</i>
	<i>question/problem</i>		<i>think</i>
	<i>important question/problem</i>		<i>know</i>
	<i>very important question/problem</i>		<i>in addition</i>
	<i>join</i>		<i>lead to, cause</i>
	<i>nation, country</i>		<i>before; earlier</i>
	<i>similar, the same</i>		<i>as opposed to; on the contrary</i>
	<i>look forward to; wait</i>		<i>need</i>
	<i>listen/hear</i>		<i>want</i>
	<i>history</i>		<i>develop</i>

## UNIT 10

### Translation Agency

#### ! Learning Goals

##### *Skills*

! **Reading** for specific information  
**Comprehension:** multiple choice  
Text: *Professional Translation Agency*

! **Speaking:** describing staff structure and main principles of the translation project workflow, activities of translation agency.


##### *Language*

! **Vocabulary:** staff members, their duties and responsibilities, stages of the translation project, translation terms, jargon;

! **Use of English:** words easily confused; nouns, verbs with prepositions; phrasal verbs with 'run'; word formation & derivatives: *revision*.

#### Warming up

**Task 1**  Watch the video with the sound off. Comment on what you can see.

**Task 2**  Watch the video with the sound on. Make notes of what you hear. Use your notes to interpret the ideas into Ukrainian.

#### Reading Skills

**Task 3** Read the text about a translation agency and choose the correct answer.

### Professional Translation Agency

Professional translation is far from being a simple task: delivering material with a high standard of quality involves the work of specialists in various areas. This is why good **Language Service Providers (LSPs)** are characterized by viewing translation as a demanding process, rather than an isolated activity in which a single professional bears full responsibility for all of the work.

In other words, agencies rely on the involvement of professionals in different areas at various stages, which minimizes the chances of human errors by making it possible to identify problems and/or improvements throughout the process.

Getting to know the structure of a translation agency is the first step to understanding the importance of this **multidisciplinary team (MDT)**. For this reason, we have outlined the work of each of these areas below.

**Commercial Team:** responsible for contact with the client, understanding needs, preparing a *quote* according to the *scope* and *delivery deadline* needs, and *following up on* the *negotiation* to turn the demand into a project.

**Project Managers:** monitor the whole translation process, from *receipt of the request* to delivery of the *finished file*. They also plan and prepare instructions for the *contracted service*, supported by a translation project management tool that *allows for* tracking each stage of the process. Project Managers manage stages within an agreed-upon *timeframe*, allocate resources according to the specific area of knowledge and provide instructions based on the specific details of each project. They are also responsible for *aligning* communications with all professionals involved in the job, as well as with clients for resolving any uncertainties, receiving and applying feedback.

**Translators:** hired *on demand*, these professionals must pass a test to be approved and registered in the *agency's database* according to their *areas of specialization* and the tools they work with. They are native speakers of the language into which the text will be translated, with extensive *linguistic expertise in* both the source language and the target language. Their role is to translate the requested content in a manner that conveys the message accurately, researching terminology and contextual factors related to the *subject matter*, and to follow the instructions and/or any reference materials provided.

**Editors:** like translators, editors are also hired on demand and must pass a test to be approved and registered in the agency's database. In keeping with the aforementioned rule, these professionals must be native speakers of the language into which the text is being translated, with extensive linguistic expertise in both the source language and the target language. They are responsible for reviewing the translation and correcting possible errors in transmitting the message, as well as improving textual quality. They also ensure that terminology is *compatible* with the market segment in question and that all provided instructions and references have been followed properly by the translator.

**Quality Assurance (QA) or Quality Control:** the in-house team responsible for ensuring a high standard of quality in the final delivery of all projects. The QA role is to check whether the translated text contains spelling or grammar errors, if *industry-specific technology* was properly used, and if the instructions and any reference materials sent by the client were followed. QA personnel also analyze, respond to and apply feedback received from the client, as well as giving freelancers feedback based on the agency's internal evaluations.

**Technical Department (DTP):** a department formed by experts in translation tools and DTP. They work with files sent by clients, which may be in an *editable format (DOC, PPT, PSD, XLS, etc.)* or not (*PDF, JPG, etc.*)

They are responsible for conducting a detailed analysis of the material and importing the content into translation programs to **run a word count** that will determine the quote for the project. They also provide technical support for any problems or issues that in-house staff and/or freelancers **run into** with these tools. Finally, they are trained to handle typesetting of final translated files, thereby ensuring that the layout is delivered as requested by the client: in edited text or with the same layout as the original.

#### *Advantages of a multidisciplinary team*

Relying on professionals that handle different stages of the translation process represents certain advantages for the client. The first of them, for example, is independence in selecting a provider. If any unforeseen circumstances arise with the initially contracted translator or editor, the Project Manager can allocate new resources immediately, transferring the project information to a new team, according to the content. This keeps the quality and deadline from being affected.

Another benefit that warrants mention is high **production capacity**, given that professional agencies rely on a database of approved translators, residing in different countries and specialized in different **market segments**. This makes it feasible to divide the project among several translators simultaneously, using clear criteria for maintaining **consistency** and quality control.

Moreover, with the presence of a multidisciplinary team to discuss different aspects of the project, risks that could impact the final text quality can be anticipated, and pre-tested solutions can be presented to the client.

Finally, contact with the **Sales team**, later taken over by the Project Manager, who screens all communication to and from the **Production team**, ensures assertive, direct communication with everyone involved in the project, including the end customer.

#### ***1. The main aim of the author of the text is to***

- A) help the reader understand how the structure of a professional translation agency favours the delivery of high-quality material;
- B) understand how the structure of a professional translation agency provides the delivery of high-quality material;
- C) explain the structure of a professional translation agency;
- D) explain how a professional translation agency should work.

#### ***2. According to the author, good agencies are characterized by***

- A) involving single professionals who bear full responsibility for all of the work;
- B) considering the workflow of translation as a task which requires a lot of skill and effort;



C) viewing translation as an isolated activity which demands the involvement of specialists in various areas;

D) trying to minimize the chances of human errors in different areas at various stages.

**3. *The initial interaction between a client and an LSP is the responsibility of a***

A) Project Team;

B) Quality Assurance Team;

C) Commercial Team;

D) Multidisciplinary Team.

**4. *Translation project management tool assists PMs in monitoring***

A) the stages of receiving the request and delivering the finished file

B) the communication of all professionals involved in the job with clients

C) the translation project workflow as a whole

D) the specific details of the translation project

**5. *Translators and editors are***

A) approved and registered in the agency's database native speakers of the target language

B) professionals with a perfect understanding of the SL and the TL

C) both

D) neither

**6. *Quality improvement of the target text is the responsibility of***

A) QA personnel

B) industry-specific technology team

C) both

D) neither

**7. *To run a word count the Technical Department team***

A) uses software

B) analyses the content

C) determines the quote

D) works with files of different formats

**8. *Free choice of an LSP is a benefit for a client since it***

A) gives independence

B) makes a PM immediately transfer the project information to a new team

C) eliminates any unforeseen circumstances

D) ensures the quality of the final text and its delivery within an agreed-upon timeframe

**9. *High production capacity of professional agencies is provided by***

A) the availability of specialists in a variety of market segments from different countries

B) the possibility to involve several translators in the project at the same time

C) clear criteria for maintaining consistency and quality control

D) a database of approved translators

**10. A probable disadvantage of relying on the services of a translation company is**

A) Privacy and Confidentiality Agreement

B) lack of personalized attention

C) high cost

D) no disadvantages

### ***Focus on Content***

**Task 4** Answer the questions.

1. What is the topic under discussion about?
2. How is the process of professional translation viewed by good LSPs?
3. What do most LSPs rely on? Why?
4. Why is a professional translation agency a multidisciplinary team?
5. Who is responsible for contact with the client? How do they keep up the relationship with a client?
6. What are the responsibilities of Project Managers?
7. How are translators hired? How are they registered in the agency's database?
8. What competences should translators have? What is their role?
9. How are editors hired and registered? What are they responsible for?
10. What is the QA's role?
11. Who is the Technical Department formed by? What are they responsible for and what do they provide?
12. What are the advantages of a multidisciplinary team for a client?
13. What are the benefits of working in a multidisciplinary team, in your opinion?

### ***Focus on Vocabulary***

**Task 5** Match the definitions below with the lexical units in the text from task 3.

1. Hired on demand professionals, whose role is to translate the requested content in a manner that conveys the message accurately, researching terminology and contextual factors related to the subject matter, and to follow the instructions and/or any reference materials provided.
2. A person behind this role has to spend most of their working hours talking on the phone with clients, carefully listening to project requirements, creating cost estimates or quotes, assuring them that everything's **on track**.
3. Experts in translation tools and Desktop Publishing
4. This refers to delivering the project on time

stipulated in advance by the customer and agreed by the agency. **5.** Microsoft PowerPoint file format. **6.** A structured set of data listing translators/interpreters searchable by language combination, subject matter expertise and rate. **7.** A formal, legally binding agreement between a business and a self-employment individual. **8.** People in charge of the entire production process for a particular or set of products. They plan, organize and recommend strategies in ensuring that the product is developed successfully, in accordance with all specifications. **9.** Format of the file which allows changes and amendments. **10.** The process of preparing documentation (format & layout) for publication (print or online). **11.** A company that provides language services, such as translation, localization, interpretation etc. **12.** Microsoft Word file format. **13.** A group of people who share one or more common characteristics lumped together for marketing purposes. **14.** An agreement regulation translation cost. **15.** Able to exist, live, or work successfully with something or someone else. **16.** The person responsible for planning, executing and completing a project. **17.** Layered image file used in Adobe PhotoShop, which abbreviation stands for Photoshop Document. **18.** The category of stocks relating to the research, development and/or distribution of technologically based goods and services. **19.** The process of matching source and target segments for the creation of a Translation Memory (TM.) **20.** Microsoft Excel file format. **21.** A group of professionals in different areas at various stages working together on the same project. **22.** The matter presented for consideration in discussion, thought, or study. **23.** The discussion aimed at reaching an agreement. **24.** Hired on demand professionals, responsible for reviewing the translation and correcting possible errors in transmitting the message, as well as improving textual quality. **25.** The work that needs to be accomplished (materials for translation and the language(s) involved, evaluation of the source material contents and technical characteristics (file types, accessibility, format, etc.) to deliver a product, service, or result with the specified features and functions. **26.** Receiving the order or inquiry. **27.** A file type for images and a means of compressing an image. **28.** A particular area of knowledge or the process of becoming an expert in a particular area. **29.** A period of time especially with respect to some action or project. **30.** The process that checks translation quality and provides procedures to identify translation quality errors. **31.** Abbreviation for Portable Document Format, an Adobe Acrobat file format. **32.** The volume of products that can be generated by a company in a given period by using current resources. **33.** The process of checking whether a segment has been translated the same way. **34.** People responsible for making sales, growing your business and retaining existing customers.

**Task 6** Complete the sentences with the correct word/word-combination.

1. Much like businesses in any industry, translation agencies – which are increasingly known as \_\_\_\_\_ – vary in size and scope.

- A) DTPs                      B) LSPs                      C) DNTs

2. Any established language service provider will have a \_\_\_\_\_ of reliable translators who it knows it can count on for projects which fit within certain parameters, and which match their required language pair.

- A) database                      B) consistency                      C) alignment

3. Quoted rates do vary, and certain projects might cost more than others. For example, a translation agency which uses \_\_\_\_\_ might offer you lower rates for a technical project which will include a large amount of phrase repetition.

- A) Bilingual Files              B) Translation Memories      C) Translation Glossaries

4. For simple jobs – which only include one or two languages, and which aren't going to require that much in the way of \_\_\_\_\_, directly hiring a freelance translator can be a way to keep costs down.

- A) Language Pair              B) Hourly Rate                      C) Quality Assurance

5. If you continually hire different freelance translators, you'll have no way of maintaining \_\_\_\_\_ across multiple projects.

- A) translation memory      B) quality assurance              C) consistency

6. Most translation agencies around the world are centralized at one location and consist of a couple of \_\_\_\_\_ that are equipped with project management systems (PMS) to be able to manage a comparably larger number of translators and clients located at various places around the world.

- A) project managers      B) contracted services              C) translators

7. The project management system is essential because many processes are automated, such as generating \_\_\_\_\_ and invoices for clients and job offers for translators.

- A) delivery deadline      B) market segments                      C) quotes

8. There are translation agencies that have their project managers sitting in London, their \_\_\_\_\_ experts sitting in Poland and the translators and proofreaders sitting in the various countries of their mother tongue.

- A) DOC                              B) DTP                              C) XLS

9. The first let's-get-down-to-business type of interaction between a client and an LSP is with the \_\_\_\_\_.

A) market segment      B) Commercial Team      C) subject matter

10. \_\_\_\_\_, being part of the resource group, are the guys and gals that do the heavy lifting in terms of translating the content into the required target languages.

A) Translators              B) Editors                      C) Technical Department

11. Any changes to the \_\_\_\_\_ should be measured in terms of its effect on time, cost, quality, resources and risks. Furthermore, these changes should be budgeted for accordingly and recorded as a change request and registered in the control registry.

A) database                  B) translation memory      C) project scope

12. The \_\_\_\_\_, then, is not determined by a single person, but is determined in close consultation by respecting a set of guidelines, requirements and directions that come from both sides.

A) editable format      B) deadline                      C) consistency

13. While a single person can translate a text for informational purposes, it generally takes a \_\_\_\_\_ to produce a quality, final translation for publication or distribution.

A) freelancer                  B) multidisciplinary team      C) industry-specific technology

14. The step which involves checking the translation thoroughly against the original in order to eliminate any possible errors, ambiguities, and omissions is often performed by \_\_\_\_\_ who works in the same language pair as the original translator.

A) a negotiation              B) an alignment                  C) an editor

15. Distribution-friendly formats such as \_\_\_\_\_ are difficult for translators to work with; the process will be much easier with the source files such as MS Word, Excel, etc.

A) PDFs                          B) ASAPs                          C) PTOs

16. Consider whether you have the resources available to extract text for translation from programs such as \_\_\_\_\_, which are not translation-friendly, or to work with graphics, or audio files.

A) PSD                              B) TM                                  C) CAT

17. In case you are unable to assign the translation to a specialist, you may decide to have the translated documents reviewed for style and accurate terminology by a \_\_\_\_\_ (SME), perhaps within your organization, who should at least be **proficient in** the target language.

A) Small and B) System Management C) Subject Matter Expert  
Medium-sized Entity  
Enterprises

**Task 7** *Translate into English using active vocabulary.*

1. Потреба у перекладі все частіше і частіше виникає у кожної людини. Це може бути пов'язано з професійною діяльністю або особистими потребами. Для цього можна використовувати Інтернет-переклад або програмне забезпечення, але, якщо потрібен професійний переклад високої якості, краще звернутися у бюро перекладів. 2. Бюро перекладів/перекладацька агенція – це організація, вид діяльності якої – переклади текстів, документів, сайтів з різних мов багатьма мовами світу. Враховуючи постійний розвиток компаній з надання мовних послуг, потрібно обрати того постачальника, який підійде саме для певного проекту перекладу. 3. Кадрова структура бюро перекладів будується на тривалих дослідженнях запитів клієнтів. Як правило, воно представляє собою команду, яка складається не тільки з перекладачів, але і редакторів, програмістів, верстальників, менеджерів проектів, які є носіями мов різних країн світу. 4. Бюро перекладів з правильною організацією праці, потужним штатом перекладачів, редакторів та менеджерів діє за напрацьованим та чітким алгоритмом. Після того, як комерційний відділ прийме замовлення та визначить вартість проекту з урахуванням обсягів та термінів виконання, менеджер проектів за декілька хвилин розставить пріоритети серед замовлень, вивільнить вже зайнятих перекладачів, при потребі залучить фрілансерів, внесе відповідні зміни в план роботи бюро. До години часу формується команда перекладачів та редакторів, розподіляються завдання. Координація проекту на цьому не завершується, а триває в інтерактивному режимі (значною мірою завдяки автоматизації рутинних процесів з допомогою програмного забезпечення), тому більшість узгоджень та основні правки відбуваються вже під час роботи. 5. Перекладачі, яких залучають до перекладу проекту, повинні володіти відповідною фаховою кваліфікацією, мати досвід перекладу технічних текстів, а також бути носіями «цільової мови», тобто мова перекладу має бути рідною для них. 6. Високі стандарти якості перекладу забезпечуються інтенсивною співпрацею перекладачів з редакторами, спеціалістами з необхідної тематики та, коли тематика перекладу складна і має вузькопрофільну спеціалізацію, консультантами у предметній області, які обов'язково є носіями мови. 7. Сьогодні на ринку є широкий спектр «перекладацьких інструментів» – програм, які активно використовують перекладацькі агенції. Ці програми, двомовні словники

термінів і термінологічні бази дозволяють не тільки скоротити час опрацювання перекладу і зменшити грошові витрати на нього, а й гарантувати універсальне використання термінології і повторне вживання вже перекладених сегментів тексту. Це забезпечує зв'язність, послідовність та однорідність термінології перекладеного тексту. 8. Для опрацювання складних чи об'ємних документів у технічних відділах перекладацького бюро застосовують спеціальні прикладні програми та системи документообігу, які забезпечують спроможність працювати з різними форматами.

### ***Extra Vocabulary***

**Task 8** *Discuss with your partner the importance of knowledge of jargon the translation agency staff use in the translation project workflow.*

**Task 9** *Match the translation terms numbered on the left with their meanings lettered on the right.*

1. Copy-writing	a) the numeronym which refers to localization, a process of adapting or modifying a product, service, or website for a given language, culture or region.
2. I18N	b) Translation Memory Exchange used exactly to exchange the work between colleagues or to combine two or more TMs together. It can be file-based (saved in a computer) or server-based (saved on a remote server).
3. L10N	c) Abbreviation for French, Italian, German and Spanish.
4. Proof-reading	d) Language service provider that offers services in multiple language pairs.
5. SEO	e) Abbreviation for global information management.
6. TMX	f) writing of advertising copy, translation of which will rarely be satisfactory due to the different cultural contexts it has to be translated in.
7. Concordance	g) The practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people and especially from the online community rather than from traditional employees or suppliers.
8. CMS	h) Search Engine Optimization. The process of optimizing a website in order to be more easily found by search engines such as Google, Bing or Yahoo.
9. Crowdsourcing	i) Translation - Edit - Proofread Process.

10. DNT	j) the numeronym which refers to Internationalization which is the planning and preparation stages for a product that is built by design to support global markets.
11. FIGS	k) Quality improvement, the process designed to ensure translation quality, in which the overall goal is to enhance performance.
12. GILT	l) Abbreviation for price per word.
13. GIM	m) The feature that allows translators to select one or more words in the source segment and the system retrieves segment pairs that match the search criteria. This feature is helpful for finding translations of terms and idioms in the absence of a terminology database.
14. in-country review	n) Abbreviation for do not translate. List of such phrases and words include brand names and trademarks.
15. Multi-language vendor (MLV)	o) Checking a text or a translation to ensure that there are no mistakes and that the text is fluent.
16. Networking	p) Process of producing a document in one format and automatically translating or publishing it into multiple formats.
17. PPW	q) Acronym for globalization, internationalization, localization, and translation.
18. QI	r) Content Management System, the tool that stores, organizes, maintains, and retrieves data.
19. Single sourcing	s) It makes possible to translate a text efficiently together with a group of translators. This way, the translations entered by one translator are available to the others. Moreover, if translation memories are shared before the final translation, there is a chance that mistakes made by one translator will be corrected by other team members.
20. TEP	t) Evaluation of a translated text by an individual who resides within the country where the target text will be used.

**Task 10** *Answer the questions.*

1. Why will a simple translation of the copy writing NOT be satisfactory?
2. How many letters are there in the term abbreviated as I18N? Does this process include any cultural assumptions or any country- or language-specific content?
3. What does 10 in L10N stand for? What does the localization phase involve?



4. Which members of the translation project team can be responsible for proofreading?
5. How does SEO make L10N effective?
6. If a TM can be compared with a bottle full of water, what can a TMX file be compared with?
7. What feature is helpful for finding translations of terms and idioms in the absence of a terminology database?
8. What does CMS stand for?
9. In which cases is crowd-sourcing an efficient solution?
10. How is the list of phrases and words which include brand names and trademarks marked?
11. Who can write FIGS in the language expertise CV graph?
12. What stage of the translation project can include an in-country review?
13. What are the benefits of networking?
14. What is the difference between QA, QC and QI?

**Task 11** *Fill in the gaps with the correct answer.*

### **Understanding the Translation Process**

While a single person can translate a text for informational purposes, it generally takes 1. \_\_\_\_\_ participants to produce a quality, final translation for publication or distribution. Translation is also a multi-step process, involving some iteration and redundancy. We can break this process down into a series of general steps:

I. *Translation*: The first phase of the translation process involves creating the initial 2. \_\_\_\_\_ language text. It generally works best to have a single translator or a small, collaborative team of translators translate all the material. Most (although not all) professional translators work into their 3. \_\_\_\_\_ language only. A translator who is also an expert in the field is ideal, but may not always be easy to find. In these cases, 4. \_\_\_\_\_ by an expert in the field is strongly recommended as part of the Editing/Revising step. The translation stage can 5. \_\_\_\_\_ a lot of research. It is also the time when a 6. \_\_\_\_\_ glossary may be created, problems are identified, and content questions are addressed.

II. *Editing/Revising*: Editing involves checking the translation thoroughly against the original 7. \_\_\_\_\_ eliminate any possible errors, ambiguities, and omissions. All changes in terminology need to be made 8. \_\_\_\_\_ throughout the text and in the project glossary. This step is often performed by a translator who works in the same language 9. \_\_\_\_\_ as the original translator. However, it may be beneficial to have the text checked by a native

speaker of the 10. \_\_\_\_\_ language, who may be able to spot errors due to the translator's 11. \_\_\_\_\_ of the source text. If the original translator was not an expert in the field, use an expert target-language reviewer with good writing skills, even if he or she is not a professional translator.

III. 12. \_\_\_\_\_: This final quality assurance step serves to smooth out the writing, correct any minor punctuation and style details, and run a final spelling check. At this point, it should not be necessary to consult the source text except for clarification. The proofreader should have excellent native 13. \_\_\_\_\_ of the target language and should be familiar with the style guidelines being used for the document.

IV. *Maintenance*: While not an inherent part of the process of translation, this step is important to avoid the material becoming 14. \_\_\_\_\_. Updates to the original material should trigger the update of any translated versions. Simple updates may be handled by one translator, but more complex updates with extensive changes or rewriting may call for editing/revising, and proofreading.

It is worth 15. \_\_\_\_\_ that professional translators typically perform the first three steps themselves before presenting their work to the editor or reviewer, who will likely repeat steps 2 and 3.

1.	a) multiple	b) multiplex	c) various	d) different
2.	a) aim	b) goal	c) target	d) purpose
3.	a) national	b) native	c) mother tongue	d) local
4.	a) analyses	b) study	c) examination	d) review
5.	a) inquire	b) require	c) request	d) want
6.	a) bilateral	b) bilingual	c) two-language	d) monolingual
7.	a) in order to	b) so	c) in case	d) with the view
8.	a) constantly	b) consistency	c) consistently	d) consistent
9.	a) pair	b) couple	c) combination	d) match
10.	a) local	b) native	c) source	d) origin
11.	a) misconception	b) confusion	c) misinterpretation	d) error
12.	a) Proofreading	b) Editing	c) Removing errors	d) Refining
13.	a) knowledge	b) expertise	c) understanding	d) command
14.	a) ancient	b) obsolete	c) old-fashioned	d) extinct
15.	a) taking	b) to note	c) having noted	d) noting

## ***Focus on Language***

### ***Words Easily Confused***

**Task 12** *Study the following words and difference in their meaning.*

**require** – need something or make something necessary. Eg.: *The contract requires that we notify our sponsors of all changes in the project specification.*

**inquire** – ask for information. Eg.: *Mrs Tuck called half an hour ago to inquire whether her order was ready.*

**request** –ask for something politely or officially. Eg.: *To let respondents spontaneously express their opinions, an open-ended question requested of them to list conditions in their companies which they found attractive and unattractive.*

**order** – ask for goods or services. Eg.: *All our customer orders are handled by computer.*

**demand** – ask for something forcefully, in a way that shows that you do not expect to be refused. Eg.: *She strode purposefully up to the desk and demanded to speak to the manager.*

**Task 13** *Complete the sentences with the words from the box in the correct form.*

inquire   demand   require   order   request
--

1. This is a very difficult piece of text to translate – It \_\_\_\_\_ a lot of concentration.
2. Reports should specify why an assessment has been undertaken and, where appropriate, who has \_\_\_\_\_ this work.
3. There's no logic in the decision to reduce staff when \_\_\_\_\_ are the highest for years.
4. Translation is a complex endeavour which \_\_\_\_\_ the active collaboration of multiple participants in order to produce a quality product.
5. I \_\_\_\_\_ about the translation project and was informed that it was in the stage of localisation.

## Prepositions

**Task 14** Complete the blanks with the prepositions.

independence ___/___/___sth	___order (organized well;	request ___ V
___ demand (at any time that sb wants or needs sth)	prepared or arranged)	inquire ___ sth
___ demand (very popular)	___ need	expertise ___ sth
___order (you've asked for it but have not yet received it)	___ request (if sb ask)	command ___
	___ request (sb asked)	requirement ___ / ___
	request ___ sth	proficient ___

**Task 15** Choose the correct item.

1. The boss refused our **request for/to** leave work early. 2. The clause was added to the contract **at/on** Carlos's **request**. 3. As a manager, he is known for his **independence of/in** mind. 4. Upon application of either or both of the parties, provided the employees be not less than twenty, this board is required to **inquire for/into** the cause of the dispute, with the aid of two expert assistants, who shall be nominated by the parties, and to render a decision, which is binding for at least six months upon the parties to the application. 5. An application form will be sent to you **at/on request**. 6. It struggled to maintain editorial **independence in/from** selecting its own contents, adapting its own tone and writing style, and ultimately, taking different positions regarding a whole range of issues. 7. We've despatched all we have – the rest are **on/in order** from the supplier. 8. How **proficient** are you **in/of** reading other languages? 9. This is one man **in/at need** of a good joke book. 10. Good teachers are always **in/on demand**. 11. She has an impressive **command of/at** the English language. 12. A good degree is a minimum **requirement of/for** many jobs. 13. We have also benefited from working with a partner which has significant experience and **expertise in/of** managing projects 14. Hired **on/at demand** professionals, whose role is to translate the requested content in a manner that conveys the message accurately, researching terminology and contextual factors related to the subject matter, and to follow the instructions and/or any reference materials provided. 15. And he recruited the creativity of a subject matter expert to develop a management plan that would meet the special **requirements for/of** this case.

## Phrasal Verbs

**Task 16** Match the phrasal verbs on the left with their definitions on the right.

- |  |  |
|--|--|
| 1. We have to <b>allow for</b> the possibility of the project being delayed.   | A) to perform, do, carry out.  |
| 2. They're <b>on track</b> to make record profits.   | B) to tell someone about sth so that that person can give their opinion about it |
| 3. They are responsible for importing the content into translation programs to <b>run a word count</b> that will determine the quote for the project.                                    | C) to think about or plan for (sth that will or might happen in the future)      |
| 4. If you do <b>run your own business</b> , you will have to know ahead of time how you plan to deal with emergencies, unhappy clients, unhappy contractors and general troubleshooting. | D) to unexpectedly begin to experience problems or difficulties                  |
| 5) They agreed to sell last year after they <b>ran into</b> financial problems.  | E) making progress and likely to succeed   |
| 6) Would you <b>run your idea by me</b> one more time?   | F) to be in charge of or organize business or activity                           |

## Word Formation & Derivatives.

**Task 17** Complete the text with the correct form of the words given on the right.

### Subject Matter Experts

Subject matter experts (SMEs) able to work in the target language can be a \_\_\_\_\_ resource during the translation process and you should enlist their \_\_\_\_\_ early in the project. Subject matter experts familiar with the correct technical or \_\_\_\_\_ terminology and style in the target language can contribute to a final translation of the \_\_\_\_\_ quality. Ideally, a subject matter expert should not be doing the translation itself (he or she may not be a skilled writer) but should be involved in glossary \_\_\_\_\_, and the editing/revising and proofreading steps.

These are some useful \_\_\_\_\_ for selecting SMEs:

- ✓ \_\_\_\_\_: Choose experienced SMEs that are familiar with the scientific and technical terms involved in your translation project. *qualify*
- ✓ Formats: Can the SMEs work \_\_\_\_\_ with your files? *comfort*
- ✓ Time: Are they available? Check with the \_\_\_\_\_ of the SMEs to ensure that the work you require can be completed within your deadlines. *manage*
- ✓ Recordkeeping: Keep and maintain records on the linguistic profiles of your SMEs, and the documents they have revised/edited and proofread, for future \_\_\_\_\_. *refer*
- ✓ Clear \_\_\_\_\_: What is expected of the SME? Just \_\_\_\_\_ work? Input on the content? Grammar \_\_\_\_\_? It is best to define this person's role \_\_\_\_\_, and not to overextend the scope of his/her involvement. *expect term correct accuracy*

## Speaking Skills

*Communicative Situation 1:* You are a project manager of a translation agency. Tell a new-comer about the staff structure and main principles of the translation project workflow.

*Communicative Situation 2:* A new client of your translation agency, whose company provides meteorological services, is interested in translating instructional materials to support their training and professional development efforts. Persuade him/her to choose your translation agency.

*Communicative Situation 3:* You are offered to occupy the position of PM in a translation agency. Would you accept or refuse the offer? Why?

## Test Yourself Section

**Task 18** Read the text about running a translation agency and choose the correct answer.

### *Running a Translation Company*

By Emily Rebecca,  
a writer and editor, Translation Services Singapore  
<http://www.translationservice.sg>

Considering running your own translation company? This can be an important step in the career of any translator. Understanding how you should set up your agency, and what responsibilities and challenges you will likely face, can help make that decision for you.

The pros and cons of setting up your own translating company will be largely dependent on your skill sets and passions. While more money for less work is often the motivating factor for many small business start-ups, the truth is it often means more money for more responsibility, and more work. Knowing if you're ready to step into the shoes of being your own (or someone else's) boss is the most important step in starting your own business. Here are some things to consider:

#### **Administration**

Do you want to take a more administrative approach to the translation business? If you do, will you be able to achieve the same level of income by being an employer? If not, will you be able to afford an administrative assistant or someone else to cover the day to day running of the agency?

#### **Will you still translate?**

If you are still planning to work as a translator, and simply want to outsource some work to other contractors, then you might want to consider working as a freelance translator who outsources as an alternative to starting your own small business or agency.

#### **Longer hours**

Especially at first, you can expect to work more hours every week. This is the nature of just about any change in business. You're stepping into a new role. Even if you have decades of translation experience, the responsibilities of being the CEO of your own company are far different from working as a contractor, employee or freelancer. Make sure you have a plan in place for the first two years of your business. Ensure that your family and friends understand the commitment you are undertaking and responsibilities outside the work that might be affected. While it's possible to run your own small business with a regular workday schedule, almost every manager and CEO has to at least be

contactable at most times to deal with crises and emergencies, and troubleshoot a broad range of issues.

### **Crisis control and management**

If you do run your own business, you will have to know ahead of time how you plan to deal with emergencies, unhappy clients, unhappy contractors and general troubleshooting. Can you answer the following questions?

- What will you do if the company's website goes down?
- What procedures do you have in place for clients who won't pay their invoices?
- What happens if one of your primary employees or contractors is taken ill, or needs to go on holiday?
- How will you ensure the quality control of the work being done by your business, particularly in languages that you may not be familiar with?

Regardless of your business structure, these problems will ultimately be your responsibility. Ensuring the smooth running of any business can be a full-time task. You have to decide if that's something you're ready to undertake.

### **Consider the tax implications**

Setting up your own small business means considering the tax implications of your earnings and that of your business. Part of your business plan should be projections of income, how you will handle tax (will you take on employees and pay their tax for them, or will your contractors be responsible for their own tax?) and a thorough understanding of the record keeping required for your business.

### **Be a freelancer who outsources**

One good way of finding out if you are ready to start your own translation agency is to work as a freelancer who outsources. Freelancing teaches you how to hunt for clients and stimulate your own business, while the freelancer who outsources gains valuable knowledge on how to be the middleman between client and translator. Freelancers who outsource are also able to step into new markets where previously they weren't able to translate. Consider the following scenario. As a freelance translator, you already have your own client who sends you regular work in the language of your preference. Now, this client wishes to move into new markets that require translation into a language that you are not familiar with. Because you have made it known to the client that they should bring all their translation needs to you, the client has trust in your ability to deliver. By outsourcing the work, you gain valuable experience dealing with an 'employee', although technically at this point, they aren't yet employees. It's also a good way to progress into an agency model, as you're already networking and building up a database of potential employees and contractors.



## **Build a good website**

While freelance translators and transcribers might be able to get by with just a LinkedIn profile and a registration with a couple of freelancer sites, if you are thinking of starting your own translation agency, building your own website (or contracting someone to do it for you) is a must. Your own website should be professional-looking, simple to navigate, and create a 'sales funnel' that guides users easily from the page they land on to purchase or request for a quote, or to make contact with your agency via a simple call to action. Because your new agency is competing with established agencies in a global marketplace, it pays to learn a bit about the following in web design trends:

### **SEO**

Search engine optimisation is when you create content that caters to search engine queries and is formatted with the behaviour of search engines in mind. As a new agency, you will want to start out targeting smaller traffic niches (using longtail keywords) to build up the organic flow of search traffic before targeting larger terms and audiences.

### **Online advertising**

Understanding the difference between advertising on Facebook and advertising through Google AdWords will go a long way to developing your overall sales strategy. Explore what kind of advertising options are available, test what you get out of them, and keep detailed reports of their effectiveness.

### **User experience (UX) and responsive web pages**

How a user interacts with your website is important to your overall strategy in client acquisition and retention. The current trend is towards 'flat' designs that create a uniform experience. Another consideration is the responsiveness of your website. Responsive sites change their layout to suit the type of device they are being viewed on (mobile, tablet, laptop, desktop) without losing any of the key features integral to the site's function.

### **Create your own or hire a professional**

There are many web services that help you build your own functional site, and learning some of the basics of web design and HTML will save you money over time. Remember, the web is always changing, and like many industries is subject to trends in design and functionality. Employing a professional might ensure you receive a top-notch website, but are you learning how to manage and maintain that site? Will the web developer keep your site updated? How much will they charge for this work? Will it be easy to migrate your website to another domain or server, or allow another developer to access the site if you require it? Having the answers to these questions before employing a professional will save you time and money in the long term. Consider your website in your business plan, and if you're not ready to start your own

translation business just yet, come back to the article when you're ready to take the next step.

**1. The main aim of the author of the article is to**

- A) help the reader understand if s/he is ready to start their own translation business;
- B) explain that running a translation agency is not an easy task;
- C) to answer all the questions connected with setting up a translation company;
- D) persuade the reader that running a translation company is an important step in the career of any translator.

**2. According to the author, being your own boss means**

- A) more money and less work;
- B) more pros and cons of setting up your own translating company;
- C) a motivating factor for small business start-ups;
- D) more work and more responsibility.

**3. A more administrative approach to the translation business will be achieved by**

- A) the same level of income;
- B) an assistant covering the day to day running of the agency;
- C) outsourcing;
- D) none of the three.

**4. Longer hours are characteristic of**

- A) decades of translation experience;
- B) responsibilities of being the CEO of your own company;
- C) neither;
- D) both.

**5. something in the last sentences of the part about crisis control and management refers to**

- A) answering the questions;
- B) regarding business structure;
- C) challenges on a regular basis;
- D) smooth running of business.

**6. A freelance translator who outsources**

- A) deals with potential employees;
- B) hunts for clients;
- C) is not familiar with the client;
- D) needs the client's trust in his/her ability to deliver.

**7. Building a good website is necessary because**

- A) freelance translators and transcribers get by with a LinkedIn profile and a registration with freelancer sites;
- B) your new company has serious rivals;

- C) it should be professional-looking, simple to navigate;
- D) it guides users to request.

**8. *Developing the overall sales strategy***

- A) requires understanding the difference between advertising on social networks and advertising through an online advertising platform;
- B) needs research on advertising options;
- C) both;
- D) neither.

**9. *High production capacity of professional agencies is provided by***

- A) the availability of specialists in a variety of market segments from different countries
- B) the possibility to involve several translators in the project at the same time
- C) clear criteria for maintaining consistency and quality control
- D) a database of approved translators

**10. *A probable disadvantage of relying on the services of a translation company is***

- A) Privacy and Confidentiality Agreement
- B) lack of personalized attention
- C) high cost
- D) no disadvantages

**Wordlist**

- |   |   |
|---|---|
| 1. <i>language service provider (LSP)</i> | 18. <i>linguistic expertise in</i>      |
| 2. <i>multidisciplinary team (MDT)</i>    | 19. <i>subject matter</i>               |
| 3. <i>commercial team</i>                 | 20. <i>editor</i>                       |
| 4. <i>quote</i>                           | 21. <i>quality assurance (QA)</i>       |
| 5. <i>scope</i>                           | 22. <i>compatible</i>                   |
| 6. <i>delivery deadline</i>               | 23. <i>industry-specific technology</i> |
| 7. <i>follow up on</i>                    | 24. <i>technical department (DTP)</i>   |
| 8. <i>negotiation</i>                     | 25. <i>editable format</i>              |
| 9. <i>project manager</i>                 | 26. <i>DOC</i>                          |
| 10. <i>receipt of the request</i>         | 27. <i>PPT</i>                          |
| 11. <i>finished file</i>                  | 28. <i>PSD</i>                          |
| 12. <i>contracted service</i>             | 29. <i>XLS</i>                          |
| 13. <i>timeframe</i>                      | 30. <i>PDF</i>                          |
| 14. <i>align communication</i>            | 31. <i>JPG</i>                          |
| 15. <i>translator</i>                     | 32. <i>run a word count</i>             |
| 16. <i>agency's database</i>              | 33. <i>production capacity</i>          |
| 17. <i>area of specialization</i>         | 34. <i>market segment</i>               |

- |                                 |  |
|---------------------------------|--|
| 35. <i>consistency</i>          | 48. <i>FIGS</i>                        |
| 36. <i>sales team</i>           | 49. <i>GILT</i>                        |
| 37. <i>production team</i>      | 50. <i>GIM</i>                         |
| 38. <i>translation memories</i> | 51. <i>in-country review</i>           |
| 39. <i>copy-writing</i>         | 52. <i>multi-language vendor (MLV)</i> |
| 40. <i>I18N</i>                 | 53. <i>networking</i>                  |
| 41. <i>L10N</i>                 | 54. <i>PPW</i>                         |
| 42. <i>proof-reading</i>        | 55. <i>QI</i>                          |
| 43. <i>TMX</i>                  | 56. <i>single sourcing</i>             |
| 44. <i>concordance</i>          | 57. <i>TEP</i>                         |
| 45. <i>CMS</i>                  | 58. <i>SEO</i>                         |
| 46. <i>crowdsourcing</i>        |  |
| 47. <i>DNT</i>                  |  |

## **Use of English**

### ***Words with/without prepositions***

independence in/of/from sth	on request
on demand	request to V
in demand	inquire into sth
in need	expertise in sth
in order	command of
on order	requirement for/of
request for sth	proficient in
at request	

### ***Words Easily Confused***

require  
inquire  
request  
order  
demand

### ***Phrasal verbs***

allow for  
on track  
run a word count  
run your own business  
run into sth  
run your idea by me

## UNIT 11

### Freelancing: Dreams vs Reality

#### ! Learning Goals

##### *Skills*

! **Listening** for specific information  
**Comprehension:** matching  
Recordings: *Freelancing: Dreams vs Reality; How to set up Freelancing Business*  
! **Speaking:** giving advice on how to become a successful freelance translator; develop translation business.

##### *Language*


! **Vocabulary:** gaining experience, getting clients, developing business, global freelancing platforms;  
! **Use of English:** words easily confused related to the topic of *income*; nouns, verbs with prepositions; phrasal verbs & idiomatic expressions with *rip, take, get, lose, let*; word formation & derivatives: *revision*.

#### Warming up

**Task 1** *Think about the possibilities of possessing professional credibility and developing a good business reputation throughout your work presentation. Discuss with your partner.*


1. What could be so special about your translating job that would actually keep bringing your clients back to you?
2. Could that be the way you approach and develop the translation of your documents?
3. What about the attention and care you give to your clients that makes them require even more from your professional translation services?
4. What valuable qualities and tools you choose to work might make a big difference and increase your business reputation?
5. What problems for your business as a professional translator could making mistakes and having negative information cause?
6. How can listening to your clients' ideas and suggestions and not underestimating them help?

#### Listening Skills

**Task 2**  *Listen to a freelance translator speaking about how to set up a successful freelancing business. Match the parts of the statements on page 238 to make them true.*

- |   |  |
|---|--|
| 1. Freely offering your translation services                    | A) you can become more skilled in the subject area.                              |
| 2. Doing crowd-source translations                              | B) you should have a marketing plan and build strong relationships with clients. |
| 3. Getting certified in a specific field                        | C) you get access to professional development.                                   |
| 4. Putting an additional focus on industry-specific terminology | D) you can get useful feedback from your colleagues.                             |
| 5. Marketing your services                                      | E) you have a unique view for your personal career.                              |
| 6. Developing computer skills                                   | F) can provide you with advice on proper conduct.                                |
| 7. Joining a professional organisation                          | G) you can get some necessary experience.  |
| 8. A code of ethics   | H) make sure that you have a good resume and proper calculation of your rates.   |
| 9. Entrepreneuring means that                                   | I) you can make the translation process quicker and more efficient.              |
| 10. Freelancing means that                                      | J) you can manifest that you have knowledge of the language used in the context. |

### ***Focus on Content***

**Task 3**  *Listen again. Answer the questions.*

1. What is the issue under discussion about?
2. What are the prerequisites of becoming a successful freelance translator/interpreter?
3. What are the suggested steps in setting up a successful freelance business?
4. What are the ways to get the experience?
5. How can you benefit from crowd-source translations?
6. Where can crowd-source translations usually be found?
7. What documents can support your experience?
8. What certifications can develop and improve your resume?
9. What opportunities does getting certified as a translator/interpreter provide?
10. What can show that you know a lot about the language used in the context?
11. Why is it necessary to put some additional focus on industry-specific terminology?
12. When is the time to start marketing your services?

13. What is a great way to market your services?
14. Why is it important to work on your computer skills? What are the common programmes used by professional translators?
15. How will joining a professional organization get credibility to your profile?
16. What privileges and benefits will you have from this kind of membership?
17. Why are networking opportunities important?
18. How can you develop professionally?
19. Why is it necessary to treat freelancing as a real business?
20. What are the prospects of successful freelancing?

## Vocabulary & Use of English

### *Focus on Vocabulary*

**Task 4** *Work out the meaning of the words and word-combinations in bold from the context.*

1. So, this episode is geared to new or **aspiring** freelance linguists. 2. The **prerequisite** is being fluent in two languages or more, having good writing skills and is willing and able to work hard and learn new skills along the way. 3. You can try to get an **internship** in the translation company. 4. You can also volunteer your translation services for charity organizations or even to postgraduate students to get **testimonials** and use these testimonials as a spring to **launch your career**. 5. **Crowd-source translations** are generally unpaid and can usually be found on **online apps**. 6. You are often able to receive helpful **feedback** from other translators who might correct or comment on your work. 7. You can always check **Upwork** or **Fiverr** both of which connect users with freelance opportunities. 8. You can get education from several **self-paced** online courses. 9. A great way to market your services is to start a website and join an **online community of language professionals**. 10. Common programmes used by the professional translators are CAT tools, for example, Trados, **MemoQ**, **Wordfast** or **Memsources**. 11. Joining a professional organization will get a **credibility** to your profile and you will learn a lot. 12. Many associations have **directories** of their members which clients can use to find translators/interpreters. 13. **GDPR** is a new set of rules designed to give EU citizens more control over their personal data. It aims to simplify the regulatory environment for business so both citizens and businesses in the European Union can fully benefit from the digital economy. 14. Most associations also have a **code of ethics** that can give guidance to members in

tricky situations. 15. Never forget that you are not just a translator or an interpreter, you are an **entrepreneur**.

**Task 5** *Work with lexical units from task 4 in your vocabulary notebook.*

**Task 6** *Express the following ideas in English using active vocabulary.*

1. Фрілансер, як зазначено у Вікіпедії, - це вільнонайманець, який сам шукає собі проекти, може одночасно працювати на декілька фірм. У фрілансери ідуть люди, які прагнуть більшого заробітку, вільного графіку роботи, свободи вибору робочого місця, успішної кар'єри. 2. Передумовами для реалізації перекладацької діяльності є вдосконалене знання іноземних мов, здатність до систематичної наполегливої праці та навчання впродовж життя. 3. Під час стажування у центрі перекладів ви зможете набути досвід роботи, взявши участь у цікавих проектах, а також перевірити рівень своїх знань, умінь і навичок. 4. Якщо ви успішно пройшли практику у бюро перекладів, ви отримуєте рекомендаційний лист як підтвердження досвіду роботи. 5. Без чіткого уявлення своєї майбутньої діяльності важко розпочати кар'єру перекладача-фрілансера та заробляти гроші. 6. Виконуючи переклади краудсорсинг-проектів ви отримаєте зворотній зв'язок від ваших колег з усього світу. 7. Метою краудсорсингу в перекладацькій галузі є спрощення етапу призначення перекладацьких робіт, зменшення ставок за переклад, а в деяких випадках – отримання безкоштовного перекладу. 8. Upwork – це компанія, що пропонує глобальний майданчик з пошуку роботи й низку програмних продуктів для роботодавців, які хочуть винаймати й керувати віддаленими спеціалістами. 9. Fiverr – це сервіс, де люди пропонують свої послуги за 5 долларів. Послуга називається «гіг». Описуючи свої послуги перекладача, використовуйте ключові слова, за якими замовник буде шукати виконавця, та детально опишіть ваш гіг, що до нього входить, що замовник отримає, чому він має обрати саме вас. 10. Онлайн-курси – це оптимальний формат навчання, який дозволяє отримувати необхідні знання і навички всюду, де є Інтернет, за графіком, який ви складаєте самі. 11. Вступ до інтернет-співтовариства мовознавців надає безмежні можливості для спілкування з колегами та професійного вдосконалення. 12. Серед програм, які виконують автоматизований переклад, підтримують пам'ять перекладів, дозволяють виконувати сегментацію вихідного тексту на основі регулярних виразів, створювати та використовувати глосарії термінів, шукати контексти в базах даних, працювати з ключовими словами виділяють Wordfast, Trados, MemoQ, та Memsource. 13. Загальний регламент про захист даних запроваджує більш суворі правила поводження з інформацією про особу, через що бізнесовим



та онлайн-сервісам доводиться повністю переформатовувати свою роботу. 14. Етичний кодекс визначає норми та правила поведінки членів спільноти перекладачів (у широкому розумінні – учасників перекладацького ринку) при здійсненні ними професійної діяльності, які ґрунтуються на морально-етичних цінностях і професійних стандартах. Недотримання етичних принципів може слугувати підставою для морального осудження порушників. 15. Фрілансер та підприємець чимось схожі між собою. Вони обидва незалежні, а їх успішність залежить від прикладених зусиль.

### ***Extra Vocabulary***

**Task 7** *You are going to have a meeting with an experienced freelance translator and interpreter. Think over the things you would like to know from her/him. Work in groups and make a list of your questions.*

**Task 8** *Read the interview with Sylvia Dekyndt, a translator and editor based in Quebec, with over ten years of experience in translating from English to French. Have you found the answers to your questions? Which ones? Which ones are not answered?*

For this edition of **Ask A Pro**, we asked Sylvia Dekyndt about her career as a translator, her perspective on the translation and localization industry, and what her favourite translation tools are. She has some great insights for aspiring linguists and anyone interested in the translation process.

#### **A When or how did you realize that you would like to be a translator?**

I realized that I would like to be an English to French translator when I was 40. At the time, I was making a career change and wondering “What could I do that I would be really good at?”

Becoming a freelance translator was not only a natural choice for me, but also a logical one, as two of the things I had done the most in my life were reading and writing – all kinds of administrative and technical documents in the course of my duties, and poetry mainly for my own pleasure. Plus, I’ve had the chance to work for more than seven years with senior managers in the private and public sectors. So, when I decided to **make that move** and do translation studies at the university, I already had some field experience.

For example, among other things, I knew how businesses work, what their needs are; how each department relates to another; what were the most common problems. I also had a deep and factual knowledge of the administrative language and the technical terminology used in various fields (marketing, HR,

finance, legal, business operations and management, etc.). And was used to writing in both French and English in the course of my duties.

Besides, I had strong entrepreneurial, methodological, computer, and relational skills. And I was quite an autonomous, creative and self-disciplined person by nature. So freelancing was the perfect solution for me.

Being a freelance English to French translator and proofreader is definitely one of the best things I've done in my life. This career has always brought me so much pleasure and satisfaction. I'll never regret that move.

## **B What is the best part of your job? What is the most challenging part?**

For the past 11 years, the very best part of my job has been that I've learned something new each and every day. For an inquiring mind like mine, this is unquestionably the greatest luck of all, a pure blessing really.

As for the most challenging part, it is to be very careful and apply the utmost attention to not changing the meaning of the source text while translating it.

Having excellent linguistic skills and deep knowledge of the field is not enough. The first and foremost quality required to avoid that common pitfall is showing humility at all times. Too much confidence, too much pride, too much of "I already know that...", too much over-reliance on one's memory, is exactly what will keep one from opening grammars and dictionaries. And this is what inevitably leads any translator, old or young, expert or newbie, into the ditch of serious mistakes. Actually, the more experienced you get, the more you should watch yourself so you don't fall into that trap.

So, this is why each time I start working on a project, I keep in mind what Mr. Lionel Meney taught us: "Always translate any document that is submitted to you as if it was the very first time."

## **C What does that mean?**

Well, it means check, double check and triple check everything, ALWAYS. Particularly at early stages of the translation process. It also means never fail to use reliable terminology databases, dictionaries, grammars, or any other reliable reference books, to perform your terminology research and to carry out these QA checks.

No one can pretend to know by heart or remember all of the acceptations of a word, neither all of the rules and subtleties specific to one language, at once – not even the most brilliant mind – as we are not computers, but simply humans. Pretending the opposite is to be walking on the sure road leading to shifts of meaning or mistranslations, much sooner than later.

It certainly doesn't mean **to get hooked on** these books or online resources either though, as many other aspects should be taken into account here: translation is and will always be quite a complex and demanding process.

After more than 11 years of professional practice, I still consider I know nothing compared to what there is still left to learn – Linguistics is a huge and fascinating field and, just as life is, it's an ongoing learning process. And still today, I never fail to apply what Mr Meney told us then, in order to ensure the steadiness of the quality of translations I deliver.

It's worth mentioning that besides being the author of the *Dictionnaire québécois-français: pour mieux se comprendre* (ISBN: 2-7601-5482-3), which is a great and very useful dictionary, Mr. Meney used to be one of my teachers at Laval University, and furthermore, is one **hell of great linguist** and funny teacher! I owe him a lot and I'm more than very grateful for all he taught me.

## **D Are there any special requirements for or challenges associated with your language pair?**

When I started this career, I had already a clear vision of how to deliver high quality translation/proofreading services to my clients and about the means to be taken to do so. And one thing I knew instinctively was that being a great translator doesn't simply **amount to** mastering the target language, or to having a **hell of a deep knowledge** and understanding of the source language.

Even though great linguistic skills are critical to any language pair, the reality is that they are only one part of the many skills required to become an efficient professional translator-proofreader.

Among other special requirements/challenges associated with my language pair (and this also applies to other language pairs) are the two following:

1. No matter what one's fields of specialization are, having a good knowledge of various business management processes, and especially how one relates to another, is definitely a must. – Translation-wise, it's important to remember that we live in a commercial world, and that most translation projects submitted to a translator have first and foremost a commercial purpose, somehow, whether obvious or not.

Therefore, lacking such basic knowledge shows. For example, one might then overlook that contextual aspect, which eventually might have an impact on the appropriateness of the words chosen and used in the translated text.

They say that one thing leads to another. Well, this is especially true in French: one word leads to another; and one mistake leads to another; it's truly a chain reaction.

2. Having a good knowledge of technologies (hardware, software, online resources, etc.) available (not only in the industry, but in general); knowing how to use them; and again, knowing how one relates to another, is also a must.

– The first impact of this is an economic one, as translators lacking such knowledge, or who didn't make proper investments, in order to be technologically up-to-date and meet the standards of the industry, will definitely have a hard time to **make a living out of** translation on a freelance basis, due to poor productivity and performance levels among other things. Besides, such a lack of know-how ends up making the whole translation-proofreading process much more burdensome.

Please note that there are many other equally important requirements/challenges related to that profession (i.e. the importance of terminology research; QA processes; developing a rigorous methodology and even stronger research skills; having more than one field of specialization; offering great customer service; being flexible and result-based oriented; etc.).

**E Since you started working in translation what changes have you seen in the industry?**

Two trends:

1. More post-editing of “machine translations”, based on human translation memory databases.
2. More translation and proofreading multitasking.

**F. What are a couple of tools/pages/references you find useful for translators?**

Among the tools that will help you deliver high quality English to French translations are:

Software: SDL Trados Studio, SDL Multiterm Desktop, Adobe Acrobat Pro, Microsoft Office.

Reference books and online linguistic resources: Termium, Le grand dictionnaire terminologique, Le guide du rédacteur, Le Petit Robert on CD-ROM, Multidictionnaire de la langue française on CD-ROM, The Collins-Robert French Dictionary on CD-ROM, Antidote on CD-ROM

There are many other very useful tools, but these ones I've just mentioned are mostly the ones you'll be required to work with.

Thanks, Sylvia!

Find Sylvia online: [sylviadekyndt.com](http://sylviadekyndt.com) or on [LinkedIn](#).

**Task 9.** *Read the interview again. Find the words which mean the following:*

1. Someone who is trying to become successful (introduction)
2. An academic interdiscipline dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. (part A)
3. Relating to someone who starts their own business or is good at seeing new opportunities to make money (part A)
4. A person whose job is to check the text before it is printed or put online. (part A)
5. The original text that is to be translated into another language. (part B)
6. The quality of not being proud because you are aware of your bad qualities. (part B)
7. Organized records of controlled vocabularies and, optionally, their standard translations. (part C)
8. Checks for correctness, appropriate writing style and consistency. (part C)
9. Very small details or differences which are not obvious and therefore difficult to render into the target language (part C)
10. A product identifier used by publishers, booksellers, libraries, internet retailers and other supply chain participants for ordering, listing, sales records and stock control purposes. It identifies the registrant as well as the specific title, edition and format. (part C)
11. Defines a source language for a translation and a target language. (part D)
12. A set of related events in which each event causes the next one (part D)
13. A sub-field of computational linguistics that investigates the use of software to translate text or speech from one language to another. (part E)

### ***Focus on Language***

#### **Words Easily Confused**

**Task 10** *Study the following words and difference in their meaning.*

***income*** – money that someone gets from working or from investing money.  
Eg.: *Our income has dropped because my wife lost her job and no longer has a salary.*

***profit*** – money that is earned in trade or business after paying the costs of producing and selling goods and services. Eg.: *You don't expect to make much profit within the first couple of years of setting up a company.*

**wage** – an amount of money that you earn for working, usually according to how many hours or days you work each week or month Eg.: *The maximum wage you can earn, though, is defined by supply and demand for labour, and by your negotiating ability, but it also has a cap.*

**minimum wage** – the smallest amount of money that an employer is legally allowed to pay a worker. Eg.: *In reality, some businesses tend to be affected by the minimum wage more than others.*

**starvation wage** – a small amount of money that someone earns that is not enough for ordinary living. Eg.: *Customers don't want goods that rely on child labour or starvation wages or that increase the company's carbon footprint.*

**salary** – a fixed amount of money that you earn each month or year from your job. Eg.: *The costs were also driven up by huge salaries and remuneration packages paid to chief executives.*

**pay** – money that you receive for doing your job. Eg.: *He has been suspended without pay pending the results of the investigation.*

**performance-related pay** – pay that increases when you are successful at your job and that goes down when you are not successful. Eg.: *Contracted terms are variable, with flexibility in terms and conditions and performance-related pay.*

**earnings** – the amount of money that you earn. Eg.: *The rise in the value of the dollar has depressed the company's earnings/profits this year.*

**living** – money that you earn to live on. Eg.: *Forced to earn a living by writing, he developed an astounding literary activity.*

**Task 11** Complete the text with the words from task 10.

Professional people and office workers receive a ....., which is paid monthly. However, when talking about someone's ....., you usually give the annual figure. .... is a general noun which you can use to refer to the money you get from your employer for doing your job. Manual workers are paid....., or a ..... The plural is more common than the singular, especially when you are talking about the actual cash that someone receives. .... are usually paid, and quoted, as an hourly or a weekly sum. Your ..... consists of all the money you receive from all sources, including your pay.

## ***Prepositions***

**Task 12** *Complete the blanks with the prepositions.*

apply .....	tips ..... sth
amount .....	work ..... sb
familiar ..... sth ( <i>have knowledge</i> )	work ..... sth
familiar ..... sb ( <i>recognizable</i> )	..... heart
fluent .....	..... nature
need ..... sth	..... sb own pleasure
put focus .....	...../.....a resume
targeted .....	

**Task 13** *Choose the correct item.*

1. The prerequisite is being **fluent at/in** two languages or more, having good writing skills and are willing and able to work hard and learn new skills along the way. 2. Merely being fluent doesn't always provide the relevant terminology that you need to translate. You need to **put** some additional **focus on/at** industry-specific terminology. 3. If you are **familiar to/with** your specific field you may otherwise consider putting together a list of important terms, then you can look up and study the vocabulary words in the language that you want to translate from. 4. You may **apply to/for** a certification, which will give you a lot of benefits. 5. I was quite an autonomous, creative and self-disciplined person **by/in nature**. 6. Each time I start **working on/at** a project, I keep in mind what Mr. Lionel Meney taught us: "Always translate any document that is submitted to you as if it was the very first time." 7. No one can pretend to know **from/by heart** or remember all of the acceptations of a word, neither all of the rules and subtleties specific to one language. 8. One thing I knew instinctively was that being a great translator doesn't simply **amount to/in** mastering the target language, or to having a hell of a deep knowledge and understanding of the source language. 9. I would have loved this book with plenty of practical, applicable **tips for/on** freelance translation to start out or move up to higher earnings and productivity. 10. I felt there was a **need for/of** a book with this positive attitude that also gives a great deal of realistic, useful advice for translators about how to improve their situation. 11. Certifications will get you a special designation that you can use with your name **on/in** your **resume**, website, business cards and other materials. 12. There are also industry-specific certifications available though these are often **targeted to/at** interpreters.

## *Phrasal Verbs & Idiomatic Expressions*

**Task 14** Match the phrasal verbs and idiomatic expressions on the left with their definitions on the right.

1. Who's telling the truth? Who knows what they're doing? Who's trying to **rip you off**? A) addicted to; very interested and enthusiastic about (something)
2. Our potential client knows of Google Translate and that it is capable of translating thousands of words per second for free. And then they turn to you and discover that it will take days and cost several hundreds or thousands of euros. Understandably, they may well be **taken aback**. B) to have learned or succeeded in something that might be an advantage in the future
3. It certainly doesn't mean **to get hooked on** these books or online resources either though, as many other aspects should be taken into account here: translation is and will always be quite a complex and demanding process. C) to make someone disappointed by not doing something that they are expecting you to do
4. Once you get more exp **under your belt** you can usually more and more compensations for your services. D) an intensive to emphasize certain qualities about the noun it modifies. (By itself the idiom is ambiguous, for its exact meaning depends on the context.)
5. I know personally how hard it is to start freelancing, it's easier to give up and get back to office work but once you get started you should not **lose heart**. E) cheat someone by making them pay too much money for something
6. Mr. Meney used to be one of my teachers at Laval University, and furthermore, is **one hell of a great linguist** and funny teacher! F) to stop believing that you can succeed
7. It's far better to laugh about such things with our colleagues around the world than to **bang your head against the desk!** G) to be very shocked or surprised
8. Too many good translators are **let down** by a lack of simple, practical business nous that doesn't seem to get taught enough in formal education. H) Used to express frustration or irritated disbelief, from the tendency of annoyed or irritated people to want to repeatedly do it.



## **Word Formation & Derivatives.**

**Task 15** Complete the text with the correct form of the words given in brackets.

*Confessions of a Freelance Translator, Secrets To Success* by Gary Smith is a book offering practical, easily ..... (**apply**) tips to make a successful ..... (**live**) out of freelance translation. The book is divided into easily ..... (**digest**) sections relating to: finding, keeping and dealing with clients, setting fees, visibility, guiding the client through the translation process, freelance ..... (**organize**) in general, ..... (**specialize**) with some useful tips on ..... (**science**) and technical translation, a general discussion of hot topics (e.g. machine and crowd translation), some tips on small ..... (**inteprete**) jobs and of course some hilarious examples of ..... (**confess**) of a freelance translator!

“It’s taken about three years to write and I’ve used material from my own talks as well as studying ..... (**success**) small businesses and listening to the advice from my ..... (**experience**) translation colleagues, of course. The ..... (**differ**) with this book is that there are lots of examples we can all relate to from ..... (**serve**) providers we come across in everyday life, using similar “tricks of the trade” that are in fact ..... (**relevance**) to all professions and applying them to translation services to help attract and keep good clients. Whether we like it or not, most translators have to be freelancers and therefore ..... (**entrepreneurial**) to a certain extent to make a good living.”


### **Speaking Skills**

*Communicative Situation 1:* You are an experienced freelance translator. Give some advice to a beginner on how to become a successful translator and grow your business.

*Communicative Situation 2:* You have come to the decision to start the career of a freelancer in translation and interpretation field. What would you start with?

*Communicative Situation 3:* The message of the book *Confessions of a Freelance Translator, Secrets To Success* by Gary Smith is that you can definitely make a good living out of translation by being a good professional and that the pros definitely outweigh the cons. It’s a great job if you get it right! To what extent do you agree or disagree?

## Test Yourself Section

**Task 16**  Listen to a freelance translator speaking about how to set up a successful freelancing business. Match the parts of the statements to make them true.

- |   |  |
|---|--|
| 1. The areas of specialization of Eleonora Angelici are           | A) marketing and advertising.  |
| 2. She is a MA in   | B) writing and selling application emails.                           |
| 3. Her first job involved   | C) translation and interpretation.                                   |
| 4. The right instruments you need to start your business with are | D) reducing the level of payment.                                    |
| 5. She got her first customers thanks to                          | E) CV, presentation email, web page, business card, social profiles. |
| 6. First two months she spent all days long                       | F) marketing and networking.   |
| 7. The roadblock she had to get over was self-                    | G) marketing and technology.   |
| 8. She made a mistake in  | H) keeping to a schedule.  |
| 9. The advice to translators is                                   | I) recommendations.  |
| 10. Her goals are improving                                       | J) proofreading and project managing                                 |

## Wordlist

- |                             |  |
|-----------------------------|--|
| 1. professional credibility | 14. online community of language professionals |
| 2. business reputation      | 15. MemoQ                                      |
| 3. aspiring                 | 16. Wordfast                                   |
| 4. prerequisite             | 17. Memsources                                 |
| 5. internship               | 18. directory                                  |
| 6. testimonial              | 19. GDPR                                       |
| 7. launch your career       | 20. a code of ethics                           |
| 8. crowd-source translation | 21. entrepreneur                               |
| 9. online apps              | 22. HR   |
| 10. feedback                | 23. relational skills                          |
| 11. Upwork                  | 24. source text                                |
| 12. Fiverr                  | 25. humility                                   |
| 13. self-paced              |  |

- 26. *terminology database*
- 27. *QA check*
- 28. *subtlety*

- 29. *ISBN*
- 30. *language pair*
- 31. *freelancer*

## **Use of English**

### ***Words Easily Confused***

*income*

*profit*

*wage*

*minimum wage*

*starvation wage*

*salary*

*pay*

*performance-related pay*

*earnings*

*living*

### ***Prepositions***

apply for

amount to

familiar with

fluent in

need for sth

put focus on

targeted at

tips on sth

work for sb

work on sth

by heart

by nature

for sb own pleasure

on / in your resume

### ***Phrasal Verbs & Idiomatic Expressions***

rip you off

be taken aback

get hooked on

under your belt

lose heart

a hell of great linguist

bang your head against the desk

be let down

make a living out of sth

make the move

## FOCUS ON WRITING 2

### Applying for a job

#### ! Learning Goals

##### *Skills*

! **Reading** for general information

**Comprehension:** filling gaps

Text: *How to get an Internship with a Translation Agency*

! **Writing:** CV, application letter.

##### *Language*

! **Vocabulary:** hiring process; application documents; personal characteristics; transferable skills; personal statement; education, training and internship;

! **Use of English:** CV and application letter structure; linking words.

#### Warming up

**Task 1** Answer the questions below. Work in pairs.

1. Have you ever applied for a job?
2. What is the best way to find a job?
3. At what age do people usually begin to work in your country?
4. How many jobs have you had?
5. What are resumes like in your country? What information do employers want to know?

**Task 2** Read the text about how to get an internship with a translation agency. Choose from sentences (A - E) the one which best fits each space (1 - 5):

- A. However, many companies will gladly invest their money on training and supporting their interns that are doing a good job.
- B. They're not really sure of what kind of job to apply for, mainly because they either don't have the desired experience for the position in question or don't have the required qualifications.
- C. It may look unprofessional.
- D. You should learn about the company just as much as they want to know about you.
- E. This experience can make a big difference when applying for a permanent position.

## How to get an Internship with a Translation Agency

Each day, many people wonder about what they will do as soon as they graduate from high schools, colleges, or universities. 1.\_\_\_\_. But, how would they pursue such experience if they never had a chance to work in the field?

The same process happens when you're ready to apply for a translator job position. Getting an internship with a translation agency or company could help you assemble some experience in the translation field as well as knowledge that you will gather along the way.

You can actually use all of the information you're gaining working as an intern to build up your own resume. 2. \_\_\_\_\_. Future employers will appreciate reading and getting to know more about your experiences during an interview.

Here are some tips when applying for an internship position:

a) Write a simple and clean resume explaining a bit about yourself and what your goals are when it comes to the translation field. Be sure to highlight how much you know about the language you will be working with.

b) Send your resume by mail or email to many translation agencies and companies that you may be interested in working for.

c) Make sure to always check for spelling and grammar mistakes on your application form and remember to attach a copy of your resume. Do not use short terms when writing important messages. 3.\_\_\_\_\_.

d) Write a good explanation of why you would like to become part of the company.

e) Internship programs are not always paid so being prepared for an unpaid internship is also part of the process. 4.\_\_\_\_\_.

f) Remember to make a list of things you would like to know about the company/agency you intend to work for. 5.\_\_\_\_\_. It is important to find out about what they have to offer you in terms of benefits, working conditions and working hours.

**Task 3** *Read the information about the structure of a curriculum vitae and be ready to answer the following questions.*

1. What does CV stand for?
2. What is a CV commonly called in American English?
3. What is the main purpose of a CV?
4. How many sections are there in a typical CV? What are they?
5. What are the key tips of a curriculum vitae format?

## Curriculum Vitae

A **curriculum vitae** /kə'rikjʊləm 'vi:tai/ (CV – a Latin expression which can be loosely translated as *[the] course of [my] life*) is a written overview of a person's experience and other qualifications for a job opportunity. It is akin to a résumé in North America. A CV is typically the first item that a potential employer encounters regarding the job seeker and is typically used to screen applicants, often followed by an interview.

### **The structure of a curriculum vitae**

Not all CVs look the same. You may choose to include only some of these sections because others do not apply to your background or your industry. You should include what seems appropriate for your area of specialty.

**Contact information:** At the top of your CV, include your name and contact information (address, phone number, email address, etc.). Many CVs include even more personal information, such as gender, date of birth, marital status, and even names of children.

**Professional Summary / Career Profile / Personal Statement:** It always comes near the top of the CV, before the main body and presents the facts in the most positive way. This is a brief **personal** summary given to prospective employers to help you stand apart from the competition.

**Education:** This may include college and graduate study, internship, studying abroad. Include the school attended, dates of study, and degree received.

**Honours and Awards:** This may include dean's list standings, departmental awards, scholarships, fellowships, and membership in any honours associations.

**Thesis/Dissertation:** Include your thesis or dissertation title. You may also include a brief sentence or two on your paper, and/or the name of your advisor.

**Research Experience:** List any research experience you have, including where you worked, when, and with whom. Include any publications resulting from your research.

**Work Experience:** List relevant work experience; this may include non-academic work that you feel is worth including. List the employer, position, and dates of employment. Include a brief list of your duties and accomplishments.

**Teaching Experience:** List any teaching positions you have held. Include the school, course name, and semester. You may also include any other relevant tutoring or group leadership experience.

**Skills:** List transferable skills that are relevant to the job. This may include language skills, computer skills, administrative skills, communication skills, interpersonal skills, analytical skills, presentation skills, negotiation skills etc.

**Publications and Presentations:** List any publications you have written, co-written, or contributed to. Include all necessary bibliographic information. You should also include any pieces you are currently working on. Include papers you presented at conferences and/or associations: list the name of the paper, the conference name and location, and the date.

**Professional Memberships:** List any professional associations to which you belong. If you are a board member of the association, list your title.

**Extracurricular Activities:** Include any volunteer or service work you have done, as well as any clubs or organizations to which you have belonged. You can also include any study abroad experiences here if you have not already mentioned them.

### Curriculum Vitae Format: Quick Tips

**CV Length:** While resumes are generally one page long, CVs are longer. Most CVs are at least two pages long, and often much longer.

**Font and Size:** Do not use ornate fonts that are difficult to read; Times New Roman, Arial, Calibri, or a similar font is best. Your font size should be between 10 and 12 points, although your name and the section headings can be a little larger and/or bolded.

**Format:** However, you decide to organize the sections of your CV, be sure to keep each section uniform. For example, if you put the name of one organization in italics, every organization name must be in italics. This will keep your CV organized and easy to read.

**Accuracy:** Be sure to edit your CV before sending it. Check spelling, grammar, tenses, names of companies and people, etc. Have a friend or career services counsellor check over your CV as well.

**Task 4** *Listen to Silvia and her friend, Sophie, discussing CVs. In pairs, discuss the following questions.*

1. What are the two most popular ways of structuring a CV?
2. What are the key differences between the two most popular ways of structuring CVs?
3. Does any of Sophie's advice surprise you?

**Task 5** *Listen again and complete the following CV structures.*

#### **Chronological CV**

1. \_\_\_\_\_ in large letters
2. \_\_\_\_\_
3. ( \_\_\_\_\_ )

#### **Skills-based CV**

1. \_\_\_\_\_ in large letters
2. \_\_\_\_\_
3. \_\_\_\_\_ / Career profile

4. \_\_\_\_\_/ \_\_\_\_\_  
qualifications

5. \_\_\_\_\_

6. Activities and \_\_\_\_\_

7. Additional \_\_\_\_\_  
\_\_\_\_\_

4. Key \_\_\_\_\_

5. \_\_\_\_\_ details  
Professional \_\_\_\_\_

6. \_\_\_\_\_/ \_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

**Task 6** Read two examples of CVs. Which structure is used in each version?

### Example 1

.....  
CYNTHIA McQUEEN

Address: 56, Canal Street, New York

Telephone: 080986987

Email: cmqueen@anymail.com

Citizenship: The USA

Marital Status: Single

### Professional Summary / Career Profile / Personal Statement

Knowledgeable and experienced translator able to work in multiple environments. Fluent in multiple languages with knowledge of cultural and regional variations. Excellent communicator able to read and write as well in foreign languages as in English. Can travel nationally and internationally for different work projects and assignments.

### Skills

- Fluent in Spanish, Portuguese, and German;
- Able to read Russian and Turkish;
- Skilled at interpreting legal codes in multiple languages;
- Knowledgeable in how culture can influence language;
- Skilled written and verbal communicator;
- Experienced with foreign language software, including Ace Translator and Stormdance.

### Work Experience

1) Court Interpreter – International Firm of Halley & Jones, January 2013 to Present

- Serve as a consultant for international court cases by translating non-English contracts and dispositions.



- Listen to recorded conversations and provide translations.
  - Maintain records of results dealing with translations in order to build a best-practice manual.
- 2) Technical Translator – Compu-Exports, Inc., March 2010 – December 2012
- Translated manuals for use by IT personnel.
  - Sought technical advice for translations dealing with uncommon words.
  - Made handy translation guides for coworkers to use for spotting important words.
  - Participated in real-time translations between technical groups in Germany and the USA.
- 3) Educational Interpreter – North Radley Independent School District, August 2006 – March 2010
- Translated excerpts from textbooks for English as a Second Language class.
  - Assisted teachers in making lesson plans with cultural differences in mind.
  - Held seminars to teach simple phrases to English-only speaking students, teachers, and administrative staff to help them interact with new students.

### **Education and Training**

Bachelor of Arts in Spanish Literature – 2008, University of New York.

Courses included Latin American History and European History.

Master of Arts in European History – 2013.

Dissertation Title: Language and Trade in the Sixteenth Century.

University of New York.

Certified Interpretive Host – 2013

National Association for Interpretation

Certified Interpreter – 2014

Administrative Office of the United States Courts

### **Hobbies and Interests**

Collector of European antiques that are found while travelling or at local shops.

Enjoy vacation spots with shopping and a beach. Frequent commenter to different travel sites and blogs offering hands-on experience to travellers new to international trips. Enjoy local outdoor concerts during summer.

### **References**

References available upon request.

## Example 2

.....  
JANE PEARCE / Teaching Assistant

Address: 10, Pilgrim Street, Newcastle

Telephone: 07070987

Email: jane@pearse.com

Citizenship: The UK

Marital Status: Single

**Personal Profile** “Accomplished Primary School Teaching Assistant with a proven track record supporting teachers in the education and development of pupils.”

With extensive experience working with primary schools as a teaching assistant; I have the organizational skills to assist with the planning and preparation of successful lessons, monitor children’s learning and assess pupils as well as the ability to encourage children to learn through motivation. I have good knowledge of primary school policies and procedures including welfare and safety standards as well as creative attitude towards teaching.

### Education

2016 – Level 3 Supporting Teaching and Learning in Schools – College;

2012 – Higher National Diploma (HND) Business Studies – University;

2007 – A Level in English literature;

2005 – 12 GCSE including A-C in English and Maths.

### Career Summary

Nov 2017 – Present – Teaching Assistant;

#### *Outline*

Working with a class of 23 children; supporting pupils and a teacher in the delivery of lessons and ongoing development of all pupils;

#### *Key responsibilities*

- Working closely with class teacher to prepare lessons with books and equipment;
  - Liaising with teacher to ensure I am aware of lessons expectations and learning needs;
  - Keeping an up to date knowledge of school reading schemes, policies and procedures;
  - Supporting teacher with behaviour and classroom management;
  - Observing pupil and monitoring responses to learning activities;
- .....

- Resolving pupil conflicts and encouraging responsibility for behaviour;
- One-to-one support of children with SEN, EAL and challenging behaviour;
- Ensuring pupils are learning in a safe and happy environment;
- Being a positive role model for children in terms of behaviour, dress code and punctuality.

Jan 2016 – Oct 2016 School, Reception Teaching Assistant;

*Outline*

Working closely with teacher to support class of 26 pupils with all learning activities.

*Key responsibilities*

- Assisting teacher to deliver the national curriculum throughout the year;
- Supporting the creation of a safe and fun atmosphere to encourage learning;
- Working with children in group to develop their social and interpersonal skills;
- One-to-one support to all children;
- Supporting teacher with phonics, guided reading, literacy and numeracy;
- Maintaining pupils’ records and carrying out observations and assessments;
- Planning and set up of special events such as sports day;
- Supervising indoor and outdoor activities in child-initiated time to encourage learning through play.

Nov 2012 – Jun 2010 – Company O&G, Receptionist & Administrator;

Apr 2009 – May 2010 – Company, Client Service Advisor.

**Activities and Interests**

- Playing volleyball;
- Reading modern literature;
- Cycling;
- Voluntary work.

**Additional skills**

- Computer skills;
- Spanish language (upper-intermediate).

**References**

- References available upon request.

**Task 7** *Read the information about writing a personal statement. Why should we include it in our CV?*

A **personal statement** is a brief statement of the type of person you are, your skills and your achievements. It always comes near the top of the CV, before the main body and presents the facts in the most positive way. A well-written personal statement will immediately capture the attention of the employer and make them want to find out more about you.

**Task 8** *Read the personal statement from skills-based CV and find words and phrases which demonstrate the following points.*

1. education
2. character
3. skills
4. work experience
5. success

“Recent graduate with a degree in English from Bath University. Practical work experience as the former chief editor of Bath University student blog and magazine. Looking to start my career in journalism in a role where I can build on the skills gained at university and through my editorial experience. Self-motivated, resourceful and able to motivate others, with excellent communication and interpersonal skills.”

**Task 9** *Read different examples of career profiles and provide the appropriate title (A-E) for each personal statement.*

- A. Unemployed/redundancy personal statement;
- B. Graduate personal statement;
- C. School leaver personal statement;
- D. Personal Statement for an experienced professional CV;
- E. Career break personal statement.

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

A highly motivated and hardworking individual, who has recently completed their A-Levels, achieving excellent grades in both Maths and Science. Seeking an apprenticeship in the engineering industry to build upon a keen scientific interest and start a career as a maintenance engineer. Eventual career goal is to become a fully-qualified and experienced maintenance or electrical engineer, with the longer-term aspiration of moving into project management.

2. \_\_\_\_\_

I am a motivated and enthusiastic individual with a background in translation and interpreting. After being made redundant due to company closure, I am now seeking a new role that I can get my teeth into. With over 7 years of experience, I have learned to be dedicated to my role, I enjoy my work and thrive upon new challenges. I have excellent communication skills and feel that I can use them well in any new role and company.

3. \_\_\_\_\_

As a recent graduate from university, with an honours degree in communications, I held several internships within leading organizations, including Bertelsmann. These internships enabled me to gain experience in the field and learn how to serve up valuable contributions in a fast-paced, professional environment.

4. \_\_\_\_\_

A bilingual individual with the ability to communicate effectively in writing and orally in English and Spanish, and strong knowledge of medical terminology and procedures looking to resume my professional career after dedicating the last three years to raising a family. Seeking to work as a Spanish Interpreter at HOH Medical Center; bringing exceptional knowledge of English and Spanish languages, medical terminology, and five years' experience performing interpretation and translation duties in assisting non-English speaking patients to access medical facilities.

5. \_\_\_\_\_

As a friendly, professional and highly trained educator, I am passionate about teaching and have an innate ability to understand student's needs. Creating a safe and productive environment for optimal learning is my top priority. I've worked as a teacher for nearly 20 years in a variety of subjects and my experience and skill set make me the perfect fit for your team.

**Task 10** *Imagine that you are going to apply for the position of an interpreter or a translator. Write a personal statement which will attract the attention of a recruiter or a hiring manager. Your personal statement should include a brief overview of who you are, your strengths and any work experience and/or education you've got. Be sure to include skills you've gained.*

**Task 11** *Read one more example of a CV, written by a student of Kyiv National Linguistic University. Which approach is used in this CV? Write your curriculum vitae following either chronological or skill-based structure.*

.....  
:Nina Bondarenko / Translator and Interpreter  
:  
:.....

Address: 34, Tychyna St., Kyiv, Ukraine, 03028

Telephone: +380979428732

Email: mary.bondarenko@yahoo.com

Citizenship: Ukraine

Marital Status: Single

**Personal Profile** Knowledgeable translator and interpreter able to work in multiple environments. Fluent in English and Spanish with knowledge of cultural and regional variations. Self-motivated, hard-working and able to motivate others, with excellent communication and interpersonal skills. Can travel nationally and internationally for different work projects and assignments.

### **Education**

2010 – Diploma in Art and Design - Secondary Art School of Lysychansk

2016 – HSD with honour from Lysychansk Multidisciplinary High School

2019 – B2 level of Spanish - Modern Languages Center in Granada

2019 – Diploma of completed internship at UGR (University of Granada)

2020 – Bachelor's Diploma with honour: completed the full course of Kyiv National Linguistic University, obtained bachelor's degree field of study "Philology", obtained qualification of interpreter-translator (the Spanish and English languages)

### **Career Summary**

June 2018 – Cabin Counselor in “The Vineyard Camp”; Head Counselor.

#### *Outline*

Living in the cabin with 3-5 international campers from 12 till 19 y. o. at the summer camp in North Carolina, USA.

#### *Key responsibilities*

- Be responsible for the health and well-being of the campers in the cabin
- Provide different sports activities and religious education
- Entertain, lead games, tell stories, and keep the campers involved
- Resolve camper's conflicts and encouraging responsibility for disciplined behaviour
- Ensure that campers are learning English and talking in it most of the time
- Be a positive role model for children in terms of behaviour, dress code and punctuality

As a Head Counsellor:

- Be present at head counselors' gatherings
- Read files about upcoming campers
- Be aware of all medical prescriptions of campers from the cabin

- Receive new campers with their parents on “Check-in” Sundays

July 2018 – Crafts and Arts teacher in “The Vineyard Camp”;

*Outline*

Working in the team of international teachers and supporting class of 15 campers with all learning activities

*Key responsibilities*

- Supporting safe, fun and creative atmosphere, encouraging learning both crafts and English
- Working with children in group to develop their social and interpersonal skills
- One-to-one support to all children
- Maintaining campers’ records and carrying out observations and assessments
- Planning and set up schedule for craft activity

August 2018 – Wilderness Adventures Assistant in “The Vineyard Camp”;

*Outline*

Working in the team of international teachers and going for the hike tours with small groups of campers to the Hanging Rock State Park, water-skiing classes at “CAROLINA MARINA” on Belews lake.

*Key responsibilities*

- Supporting the creation of a safe and fun atmosphere to encourage participating of campers in sport activities
- Give clear instructions about activities
- Make sure that all campers are well-equipped (have with them water-bottles, snickers, swimsuit if needed)
- One-to-one support to all campers
- Provide Bible studying in inspiring places (mountain tops, woods, riverbanks, waterfalls etc.)

**Skills**

- Computer skills: MS Office, Outlook Express (advanced user), Video editing in many programs
- English language (C1 in international scale)
- Spanish language (upper-intermediate; B2 in international scale)
- Russian language (native speaker)
- Knowledgeable in how culture can influence language
- Skilled written and verbal communicator
- Experienced in foreign language software

## Activities and Interests

- Playing volleyball
- Reading classical, modern literature and linguistic articles
- Cycling
- Travelling
- Filming videos in trips or everyday life
- Profound interest in music and cinematography

## Additional skills

- Drawing

## References

- References available upon request.

**Task 12** *Read the information about a letter of application and answer the following questions:*

1. What is a letter of application?
2. When do we need to write it?
3. What information should be included?
4. How many paragraphs are there in a letter of application? What are they?
5. What tenses are used?

## A Letter of Application

A **letter of application**, also known as a **cover letter**, is a document sent with your resume to provide additional information about your skills and experience. A formal letter of application is written when applying for a job or a place on an educational course. Effective application letters explain the reasons for your interest in the specific organization and identify your professional qualifications, most relevant skills and qualities, details of previous experience. Previous experience should be presented in a clear order using linking words such as: *currently, before this, subsequently, prior to this, following, whereupon*, etc.

A successful letter applying for a job should have:

### 1) Introduction - Paragraph 1:

State reason(s) for writing; the name of the job, where and when you saw it advertised; e.g. ... *the position of Online English Teacher advertised in the website Work.ua. yesterday;*

### 2) The main body - Paragraphs 2-3-4:

State:

- your age, present job and/or studies (e.g. *I am a nineteen-year-old university student*)



- qualifications (e.g. *I have a BA in English*)
- previous experience (e.g. *I have been working as a private English tutor for the last two years.*)
- skills (e.g. *I believe I possess the right combination of communication and interpersonal skills*) and
- personal qualities that are suitable for the job (e.g. *I consider myself to be mature and responsible*)

### 3) Conclusion - Final Paragraph

Write **closing remarks** (when you are available for interview, where and when you can be contacted, references you can send, a remark that you hope your application will be considered; e.g. *I will be available for interview in September. I enclose references from my last two employers. I look forward to hearing from you.*)

#### Usage of tenses in a letter of application

We use:

- the present simple to describe skills/personal qualities  
e.g. *I am a patient and reliable person.*
- the past simple to talk about past experiences  
e.g. *I left school in 2004. I worked for Innovecs for four years.*
- the present perfect to talk about recent work/studies  
e.g. *I have been working for English school Speak up for two years. I have recently graduated from Kyiv National Linguistic University.*

#### Useful language

##### ● To begin letters:

I am writing to apply for the post of... advertised in yesterday's...

I am writing in connection with the vacancy in your language school *Speak Well*.

I am writing with regard to the vacancy in your Sales Department, as advertised in *The Times* on/of 14<sup>th</sup> October.

I wish to apply for the post of... which you advertised in....

I have pleasure in applying for the advertised position, as...

I would like to apply for the position of...

##### ● To write about your experience

I am currently / At present I am employed/working as a translator.

I was employed as (position) by (company) from (date) to (date)...

During this time, I held the position of... / was responsible for... / my duties included...

I have received training in.../ completed an apprenticeship, etc...

Currently I am working for... and my responsibilities include...

I am used to dealing with customers / managing big budgets etc.

- **To write about your qualifications**

My qualifications include... / I am presently studying/ attending a course.

I am due to take my final examinations in June.

I have/ hold/ obtained a degree/ diploma/ certificate in...

I have successfully / recently completed a course in (subject).

- **Reasoning**

I am particularly interested in this job, as...

I would like to work for you, in order to...

I think I'm suitable for the position of... because ...

My strengths are...

I would say that my only weakness is.... But I am looking to improve in this area.

I would be well suited to the position because...

My professional qualifications / skills appear to be well suited to your company's requirements.

During my time as ..., I improved / furthered / extended / my knowledge of...

Whilst working at... I became highly competent in...

Even under pressure I can maintain high standards.

Even when working at high speed, I do not neglect accuracy and would therefore be particularly suitable for the demands of working as ...

I have a lively interest in foreign languages and would appreciate the opportunity / chance to broaden my knowledge by working with you.

My current position as a translator for *Pilgrim Translation Agency* has provided me with the opportunity to work in a high-pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet deadlines.

As you can see from my enclosed résumé, my experience and qualifications match this position's requirements.

- **To write about your skills**

My native language is..., but I can also speak...

I am fluent in both spoken and written English.

I have an excellent command of the English language.

I have a working knowledge of...

I am an experienced user of... (computer software)

I believe I possess the right combination of communication and negotiation skills.

I have excellent communication skills / good interpersonal skills / analytical skills /

presentation skills.

- **To end letters**

I enclose my CV/ references from...

Please find enclosed my CV/ references from...

I can supply references from my previous employer if required.

I would appreciate a reply at your earliest conveniences.

I would welcome the opportunity to discuss further details of the position with you personally.

I would be available for an interview at any time / until the end of July.

I would be pleased/ happy to supply you with any further information/details.

Please contact me should you have any further questions.

Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited to this position. Please contact me via...

I look forward to receiving a reply in due course.

Yours faithfully (Formal, recipient name unknown).

Yours sincerely (Formal, widely used, recipient known).

**Task 13** *Read the example of a letter of application. Translate it into Ukrainian.*

March 1, 2019

Ian Appling

Language School 'English Prime' 12, Shota Rustaveli St, Kyiv, 02000

**Introduction (opening remarks / reason for writing)**

Dear Mr Appling,

I am writing to apply for the position of an English teacher in your school *English Prime* which was advertised in this week's edition of *The Kyiv Post*.

**Main body**

**(age/qualifications)**

I am a 19-year-old student of Kyiv National Linguistic University. In December 2018 I passed IELTS exam with grade 6.5. It is my ambition to become a teacher of English. Therefore, employment in your school particularly appeals to me.

**(experience/personal qualities)**

Despite the lack of formal work experience, I feel that I would be well-suited for the position. For the last two years, I have been working as a private tutor to small children aged 6-9. I believe I possess the right combination of communication and interpersonal skills. I can describe myself as responsible, enthusiastic, dedicated and reliable.

**(other information)**

Since the university vacation includes the month of July and August, I will have no other commitments and would be available to work at any time, excluding Saturdays and Sundays for as many hours as needed.

### **Conclusion**

Please find enclosed my curriculum vitae and my photograph as requested. I would be happy to supply you with any further information. I look forward to the opportunity to personally discuss why I am particularly suited to this position.

Yours sincerely,  
Diana Dovzhenko.

**Task 14** *Read the following letter of application and write down the topic of each paragraph.*

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

Dear Sir / Madam,

I am writing to apply for the position of Physical Education teacher at the All Saints' Girls' school in Liverpool as advertised in The Herald of 24<sup>th</sup> May.

2. \_\_\_\_\_

I am twenty-six years old and obtained a degree in Sport Science at Liverpool University in 2014. I am presently working as a teaching assistant in the P.E. department at Grammar School in Manchester where I have been working for the last four years. Prior to this, I worked for two years as a swimming coach in Middlesex at the Regent Leisure Centre.

3. \_\_\_\_\_

I am extremely interested in the post available as I am eager to upgrade my present status from teaching assistant to fully appointed P.E. teacher. I am patient and believe in encouraging all pupils to reach their full potential.

4. \_\_\_\_\_

I enclose my CV and I would be glad to attend an interview at any time convenient to you. I look forward to hearing from you in due course.

Yours faithfully,  
Barbara Winters

**Task 15** *Put the parts of the letter of application in the correct order.*

a) Currently, I am working for "BelBagno Australia" and my responsibilities include managing content creation for the company social media, ensuring content stays up to date and relevant. I am used to dealing with social media and English software. During summer 2018, I held the position of "The Vineyard Camp" staff, I was responsible for taking care of campers from my cabin, working in the team of international teachers of Crafts & Arts and Wilderness Adventures.

b) Please find enclosed my CV as required and references from previous places of work. I may be contacted by telephone on 098-564-73-45. I would be happy to supply you with any further information. I look forward to hearing from you in due course.

Yours sincerely,  
Nina Bondarenko

c) I am a 20-year-old student of Kyiv National Linguistic University. But I am presently doing an internship at the University of Granada. I am due to take my final examinations in June and then I'm going back to Ukraine. In February 2019 I passed the exam in the Modern Language Centre of Granada for B2 level of Spanish.

d) Dear Mr Hyson,

I am writing with regard to the vacancy in your Marketing & Communications Department as advertised on your official website on the 21st of March.

e) April 2, 2019

Nina Bondarenko

“Google Ukraine”

25B, Petra Sahaidachnoho Str.

Kyiv, 04070

f) I am from a bilingual family; therefore, I am a native speaker of the Ukrainian and Russian languages, I can also speak English and Spanish fluently. I am an experienced user of computer software and social media. Moreover, I believe I possess the right combination of communication and negotiation skills.

**Task 16** Write a letter of application in response to one of the advertisements below.

1) You have decided to spend some time working this summer. You have seen an advertisement in the paper for the position of an English teacher to work for a month in the *Friends World English* camp. Write a letter of application for this position.

2) You have read the following advertisement ‘A company **Livingston** is seeking responsible and motivated young people for the positions of translators in Kyiv, Ukraine. Successful candidates are expected to conduct translation of written materials from English into Ukrainian in a timely and qualitative manner’. Write a letter of application for this position.

3) There is a vacancy for a *Part-time Historic Interpreter* in Andrew Jackson Foundation - Hermitage, TN. Read the advertisement and apply for the position.

Do you have a passion for history and an interest in sharing stories with the public? Then apply for the position of Historic Interpreter!

Interpreters spend their days engaging our visitors with stories, information, and conversation about the people, places, and events of Andrew Jackson's home, family, and times. Interpreters guide visitors through Andrew Jackson's Hermitage for about 24 hours per week, with occasional nights, weekends, and holidays.

### **Qualifications**

- Excellent speaking and presentation skills
- An engaging manner with the public
- A willingness to serve visitors of all sorts
- A commitment to historical accuracy

### **Physical Demands**

Interpreters wear historical costumes and must be able to walk and stand for long periods of time in all sorts of weather.

To apply, please send resume and cover letter to:

Mike Zimmerman, Director of Interpretation

4580 Rachel's Lane

Nashville, TN 37076

4) There is a vacancy for a *Seasonal Interpreter* in Fruitlands Museum. Read the advertisement and apply for the position.

### **The Opportunity.**

Are you an engaging storyteller with a passion for history and art? Do you enjoy meeting and talking with people? Are you open to learning new things and participating in a dynamic work environment?

### **In This Role You Will.**

- Engage and educate the public with accurate and relevant information about each of the collections, working both as a stationed interpreter and tour guide.
- Welcome and orient visitors, acting as an ambassador for the site and The Trustees
- Facilitate education programs and manage group visits for school field trip programs.

## UNIT 12

### Job Interview

#### ! Learning Goals

##### *Skills*

! **Reading** for gist

**Comprehension:** matching headings

Texts: *Job Interview Tips; First time interviewing a candidate?*

! **Speaking:** roleplay “A job interview”

##### *Language*

! **Vocabulary:** job interview; nonverbal communication in a job interview; interview preparation tips; key competencies.

! **Use of English:** words easily confused; nouns, verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *-er/-ee*.

#### Warming up

**Task 1** Look at the advice for job interviews. Tick the things that can “make a job interview” and put a “X” next to the ones which can “break” it. Explain your choice.

- Put on casual clothes for the interview.
- Go out for a walk before the interview to relax.
- Say you didn't **get along well with** a previous employer.
- Find out information about the company.
- **Turn up** at the interview a couple of minutes early.
- **Make up** information about yourself.
- **Make out** you understand something when you don't.
- Go into a lot of detail about your personal life.
- Stare at the floor.
- Sit up straight and maintain eye contact.
- Say you really need a job.
- Sit down and get up when you are asked to.
- Show eagerness to learn.
- Show how your skills fit the employer's needs.
- Apologize for your English.
- Think about the job and write down your strengths and weaknesses.
- Take another person with you.
- Speak up and express yourself clearly.
- Tell the employer how to run his or her business.

- Ask about vacations and other benefits.
- **Take down** notes during the interview.
- Have facts about your former jobs and your qualifications.
- After the interview thank the employer for his or her time.

## Reading Skills

*Focus on Comprehension: Tips for matching headings task.*

- ✓ Pay attention to headings that are different or similar to each other.
- ✓ Spend time paraphrasing keywords in the possible headings.
- ✓ Read the paragraphs to find the main idea.
- ✓ Distinguish between main ideas and extra information in the paragraph.
- ✓ The heading should provide the main idea of the paragraph.
- ✓ Do not try to match words – this is about paragraph aims.

**Task 2** *Read seven tips about the job interview. Match the headings (1 – 10) with the extracts (A – G). There are three extra headings you do not need.*

- |  |  |
|--|--|
| <b>1. Interview Thank You Letter</b>     | <b>6. Understanding when the interview is finished</b> |
| <b>2. The STAR approach</b>              | <b>7. Job evaluation matrix</b>                        |
| <b>3. Behaviour during the interview</b> | <b>8. Professional outfit</b>                          |
| <b>4. Nonverbal communication</b>        | <b>9. Making the best impression</b>                   |
| <b>5. Researching the company</b>        | <b>10. Planning your schedule</b>                      |

**A** Your posture during an interview is also important. Whether you are sitting or standing. Your posture communicates to the interviewer whether you are an interested, alert, energetic person or a tired, unsure, nervous person. This is called **body language**. The interviewer's body language can also communicate information to you. For example, if she or he glances at the clock, says "uh-huh" too much, plays with a paper clip or fidgets, then you may be talking too much. Then it would be time to "give the floor back" to the interviewer. The interviewer will also give you certain nonverbal signals when the interview is over, such as looking at his or her watch, making a phone call, calling the secretary or even standing up.



**B** This technique is oftentimes used at work or in school, and here's how it works. First, write down all of the factors that are important in a new job. This includes items such as *commuting time*, *work hours*, time for friends and family, and benefits such as vacation. This list should include a mix of both lifestyle and *career features*.

The next step is to assign a weight to each attribute. For example, if work hours are important, then assign it a higher weight. After going through the process of identifying each attribute and assigning a weight to each, the final step is to start comparing different jobs and see how they *measure up against* the "ideal" career.

<p><b>C</b></p> <p>Situation or Task</p>	<p>Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.</p>
<p>Action you took</p>	<p>Describe the action you took and be sure to <i>keep the focus on</i> you. Even if you are discussing a group project or effort, describe what you did – not the efforts of the team. Don't tell what you might do, tell what you did.</p>
<p>Results you achieved</p>	<p>What happened? How did the event end? What did you accomplish? What did you learn?</p>

**D** Understanding key information about the company you're interviewing with can help you go into your interview with confidence. Using the company's website, social media posts and recent press releases will provide a solid understanding of the company's goals and how your background makes you a great fit.

**E** Map out your route to the interview location so you can be sure to arrive on time. Consider doing a practice run. If you're taking public transportation, identify a backup plan if there are delays or closures. When you arrive early, use the extra minutes to observe workplace dynamics.

**F** Ask for the business card of each person you speak with during the interview process so that you can follow up individually with a separate thank you email. If you interviewed in the morning, send your follow-up emails the same day. If you interviewed in the afternoon, the next morning is fine. Make certain that each email is distinct from the others, using the notes you took during the conversations.

**G** Most job interviews today involve more than just a casual conversation with the hiring manager to see if someone is qualified for the job or a good fit with the company's *corporate culture*. Every detail is important, including how to dress for an interview. For any *professional job* a suit, a shirt, and a tie for a man and a suit with a skirt and a simple pastel blouse for a woman will make the best impression. Good colours for interview clothes are brown, black, grey, blue and beige. Matching suits are the most effective: the more tailored and conservative you look the better. Of course, the style of dress may vary depending upon what type of job you are being interviewed for. Some suggest that if possible, you visit the company before going on the interview to get a better idea of the company's *dress code*.

### ***Focus on Content***

**Task 3** *Read tips about the job interview again and answer the questions.*

1. What is the issue under discussion about?
2. What do most job interviews today involve? Why?
3. Why is it important to understand that the job you are applying for suits you and your career goals?
4. What is a job evaluation matrix technique? How does it work?
5. How can information about the company you are interviewing with help? Where can it be found?
6. Why is it necessary to be in time for the interview and what is to be done for it?
7. Is there any advice on how to dress for the interview? To what extent do you agree or disagree?
8. What interview techniques do more and more companies employ nowadays? What is their main goal?
9. What does the STAR approach involve?
10. What information can a body language communicate?
11. Does applying for a job end with the interview?
12. What is the key to becoming a successful candidate?

### ***Focus on Vocabulary***

**Task 4** *Read the tips on how to behave during the interview (page 275). Match the behaviour-based questions with the key competencies sought by the interviewer.*

## How to Behave in a Behaviour-Based Interview

*Lombardi, who earned a master's degree in industrial organizational psychology from West Chester University, wrote his thesis on **behaviour-based interviewing**. Now he's a college relations specialist at Kulicke & Soffa Industries Inc., based in Willow Grove, Pennsylvania, and he says his background has helped him understand an interviewing technique that has become increasingly popular and, according to both his research and popular opinion, more effective than traditional techniques.*

"It seemed like the more structure and the more thought that was put into an interview, the better it was," he says.

Lombardi says behaviour-based questions are generally designed to determine if a candidate possesses certain "**key competencies**." "When I start any behavioural interview, I explain the process," Lombardi says. "I say, 'I'm going to be asking you for specific examples. I will be asking you for details, including names of people, dates, and outcomes.' I really like talking to people about lengthy projects they've had to do – how their role evolved, how they handled time deadlines, pressures, and unexpected situations, and especially how they handled any adversity...Everyone's got that kind of experience."

Lombardi says that the best way for students and new graduates to prepare for a behaviour-based interview is to dig up old research papers, to think hard about any difficulties encountered in summer and part-time jobs, and to recount the steps it took to successfully complete school projects and projects that were part of internships or co-ops. "What I would recommend is for them to just kind of think through situations that have occurred, projects they've worked on, specific experiences they've had," he says. "They should be able to talk about that in detail and be very specific. They should reread that term paper...A lot of it is just common sense."

<b>Behaviour-Based Questions</b>	<b>Key Competencies</b>
1. Describe a situation in which you had to use reference materials to write a research paper. What was the topic? What journals did you read?	a) <b>commitment to task</b>
2. Give a specific example of a time when a co-worker or groupmate criticized your work in front of others. How did you respond? How has that event shaped the way you communicate with others?	b) <b>decision making</b>
3. Give a specific example of a time when you <b>sold</b> your	c) <b>time</b>

supervisor or professor <i>on</i> an idea or concept. How did you proceed? What was the result?	<i>management</i>
4. Describe the system you use for <i>keeping track of</i> multiple projects. How do you track your progress so that you can meet deadlines? How do you stay focused?	d) <i>research/ written communication</i>
5. Tell about a time when you <i>came up with</i> an innovative solution to a challenge your company or group was facing. What was the challenge? What role did others play?	e) <i>teamwork</i>
6. Describe a specific problem you solved for your employer or professor. How did you approach the problem? What role did others play? What was the outcome?	f) <i>assertiveness</i>
7. Describe a time when you got co-workers or groupmates who dislike each other to work together. How did you accomplish this? What was the outcome?	g) <i>goal setting</i>
8. Tell about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn?	h) <i>flexibility</i>
9. Describe a time when you put your needs aside to help a co-worker or groupmate understand a task. How did you assist them? What was the result?	i) <i>oral communication</i>
10. Describe two specific goals you set for yourself and how successful you were in meeting them. What factors led to your success in meeting your goals?	j) <i>creativity and imagination</i>
11. Give an example of a situation that could not have happened successfully without you being there.	k) <i>leadership</i>
12. Describe a situation when you had many projects due at the same time. What steps did you take to get them all done?	l) <i>planning and organization</i>
13. Give an example of when you involved others in making a decision.	m) <i>initiative</i>

**Task 5** Read questions and decide what competency/competencies from Task 4 they refer to.

1. How do you ensure that someone understands what you are saying?
2. Give an example of a time you had to make a difficult decision.
3. What did you do to prepare for this interview?
4. Tell about a time when you had to present complex information.
5. How do you determine priorities in scheduling your time? Give an example.
6. Give an example of when taking your time to make a decision paid off.

7. Describe a time where you were faced with problems or stresses that tested your coping skills.
8. Tell about a time in which you had to use your written communication skills in order to **get across** an important point.
9. Tell about a time when you influenced the outcome of a project by taking a leadership role.
10. Tell about a time when you were particularly effective in prioritizing tasks and completing a project on schedule.


**Task 6** *Discuss with your partner/team which competencies interpreters/translators need. Justify your opinion.*

**Task 7** *Work with new lexical units in your vocabulary notebook.*

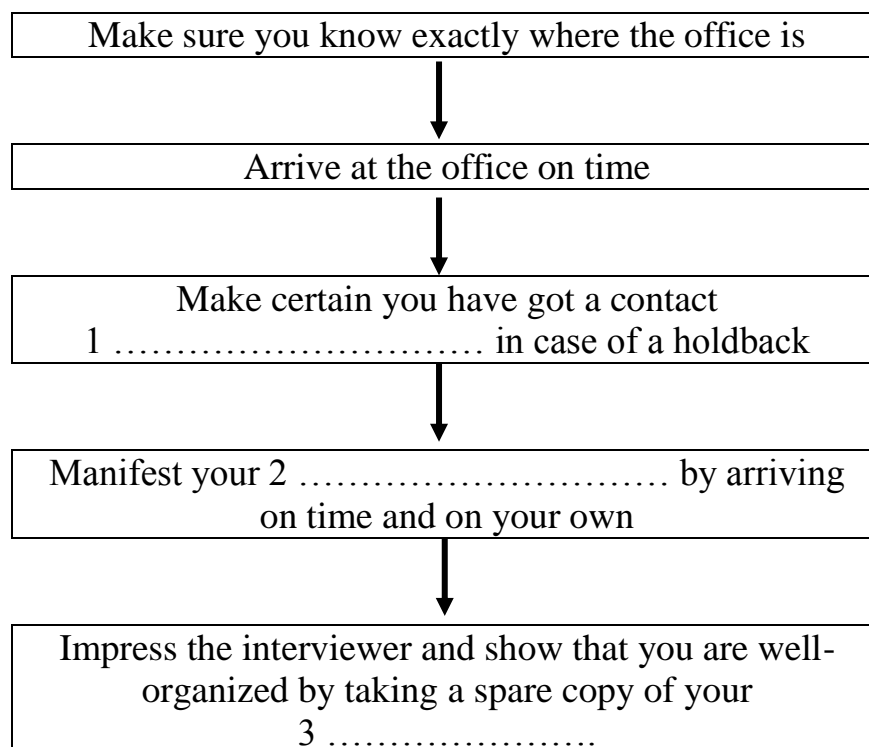
**Task 8** *Render the ideas into English using active vocabulary.*

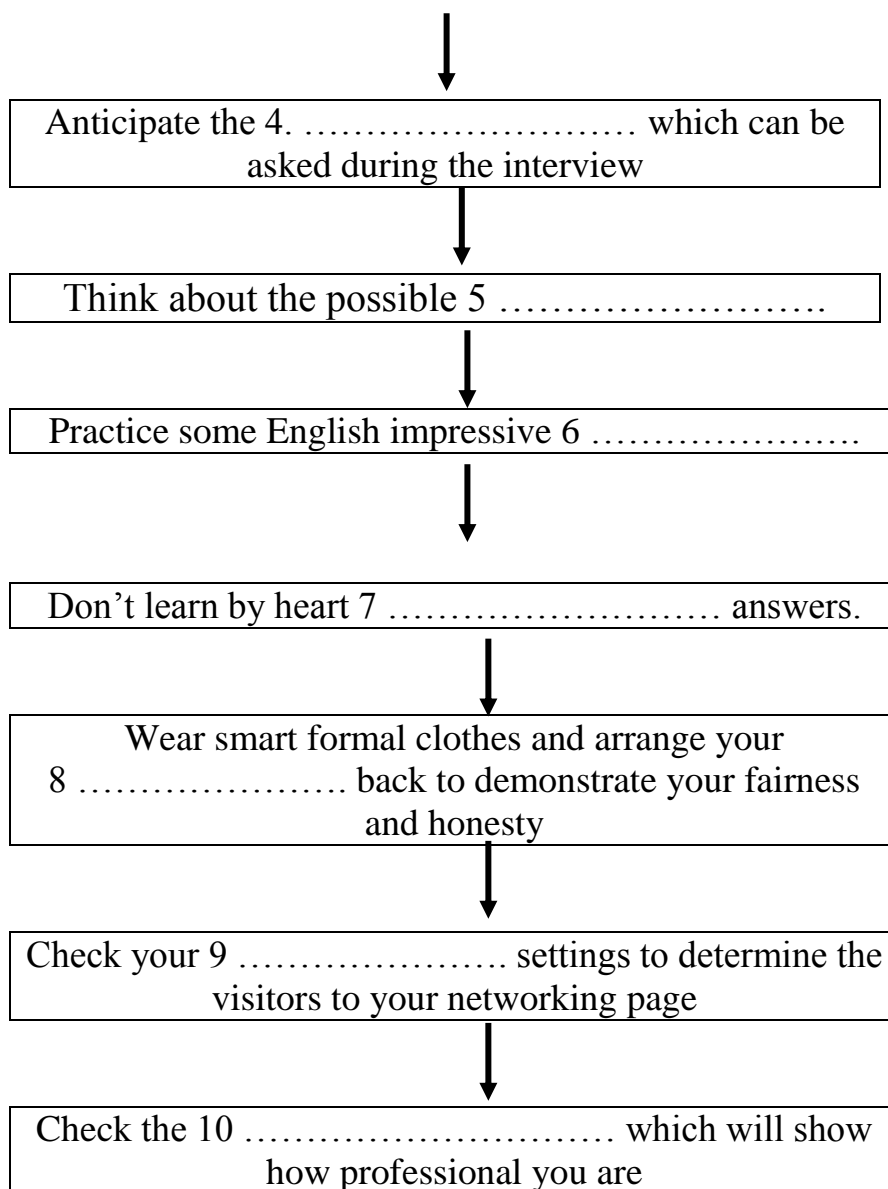
1. Перше враження про людину формується лише за кілька секунд спілкування. Зовнішній вигляд, жести, поведінка свідчать про те, наскільки людина надійна, безпечна, поступлива тощо. "Тому щоб не нашкодити самому собі та запобігти поганому враженню про себе з перших секунд бесіди, потрібно розуміти мову свого тіла. Особливо це стосується важливих зустрічей. Якщо ви прийшли на співбесіду вимагати більшої зарплати або зустрічаєтеся з новими колегами, ретельно стежте за мовою свого тіла. Підсумок зустрічі буде залежати від сприйняття вас співрозмовником", - радить бізнес-фахівець Бернард Марр. 2. Час, витрачений на те, щоб дістатися до роботи і назад, впливає на здоров'я, продуктивність праці і навіть на кар'єру працівника. У цьому впевнені фахівці по роботі з кадрами, лікарі та самі працівники. Так, недавні дослідження Міжнародного кадрового порталу hh.ua, показали, що звичайний офісний працівник з великого міста з середньому витрачає годину в день на дорогу в одну сторону. Час, витрачений на дорогу до роботи, має вважатися частиною робочого дня. Таке рішення прийняв Європейський суд, повідомляє «Independent». 3. До особливостей роботи перекладача можна віднести нові знайомства, змогу поспілкуватися з цікавими та відомими людьми, постійне перебування в епіцентрі подій, можливість стати очевидцем важливих заходів. 4. Корпоративна культура має складатися із навчання на власних помилках, визнання основних цінностей, пошуку людей, які доповнюють та кидають виклик один одному, відкритого спілкування, веселощів та командної роботи. Втім, корпоративна культура також повинна давати можливість вести здорові суперечки, щоб люди могли дискутувати щодо певних цінностей і норм та висловлювати різні думки. Саме коли культура припиняє підтримку


різноманіття та інакомислення, вона перетворюється на культ. 5. Перекладач повинен заздалегідь знати стиль одягу тієї людини, з якою працює та підбирати свій одяг відповідно. Це важливо для подальшої оцінки вашого клієнта партнерами, а також більш серйозного ставлення до вас. Ви будете виглядати не просто перекладачем, а повноцінним помічником. 6. Серед найпоширеніших та найбільш дієвих методик проведення поведінкових інтерв'ю спеціалісти виділяють STAR. Це методика виявлення поведінкової реакції людини, сенс якої полягає в тому, що кандидату на вакантне місце в компанії ставлять тільки ситуаційні питання. Наприклад, не питають про наявність лідерських якостей, а просять навести приклад із його минулого досвіду, коли він був ініціатором якогось проекту, або розповісти про свою поведінку в конфліктній ситуації. У процесі співбесіди кандидата запитують про конкретні ситуації. Відповіді зможуть продемонструвати ступінь розвитку його компетентностей. Варто просити розповісти про реальні приклади, коли людина знаходила вихід із нестандартної ситуації. Кандидат повинен спочатку описати ситуацію, потім визначити завдання для її вирішення, а також вказати конкретні дії, які призвели до певного результату.

**Task 9**  *Silvia has been invited for an interview at the communications agency. Before her interview, she meets a human resources manager for some interview preparation tips. Listen to the conversation and complete the flow-chart below.*

### Interview Preparation Tips





**Task 10**  You will hear five people speaking about bad impressions in interviews. Number the problem in the order you hear them. Then match each problem (1 – 5) to the advice (A – F) on how to avoid it. There is one extra problem and advice you do not need to use.

Trembling voice, sweating, shaking hands, no eye contact,  
invading interviewee's "personal space", bad posture

- |                 |  |
|-----------------|--|
| Problem 1 ..... | A) Make eye contact, but remember not to stare.    |
| Problem 2 ..... | B) Politely decline tea or coffee.                 |
| Problem 3 ..... | C) Sit up straight and lean forward when speaking. |
| Problem 4 ..... | D) Make sure you know in advance                   |

- Problem 5 ..... how to find the interview venue.  
E) Be aware of the distance between you and the interview.  
F) Breathe slowly and deeply.

### *Focus on Language*

#### *Words Easily Confused*

**Task 11** *Study the following words and difference in their meaning.*

### **Competencies and Competences: Quick Facts**

What are **competencies**, why are they so important nowadays? How are competencies used in HR and how can individuals use them to their advantage?

1. Some years ago when executives and managers talked about the type of employees they wanted to contract for their businesses they spoke of skills and qualifications. These words are still used but have been overshadowed by the term competencies. Competencies are a concept taken on board by HR departments to measure a person's appropriateness for a particular job.
2. In simple terms a competency is a tool that an individual can use in order to demonstrate a high standard of performance. Competencies are characteristics that we use to achieve success. These characteristics or traits can include things like knowledge, aspects of leadership, self-esteem, skills or relationship building. There are a lot of competencies but they are usually divided into groups. Most organisations recognise two main groups and then have numerous subgroups which competencies can be further divided into.

There has been a lot written about competencies. It is easy to see how people can become easily confused by what a competency actually is. It is also essential that people in the world of business have a clear understanding of what different competencies are and, in particular, which competencies are of interest to them – either as an individual interested in self-development – or as an employer looking for the best candidate for a job.

3. Competencies can be divided into two distinct types; technical competencies (sometimes referred to as functional) and personal competencies. As the name suggests, technical competencies are those which are related to the skills and knowledge that are essential in order



for a person to do a particular job appropriately. An example of a technical competency for a secretary might be: “Word processing: able to word process a text at the rate of 80 words per minute with no mistakes.” Personal competencies are not linked to any particular function. They include characteristics that we use together with our technical competencies in order to do our work well. An example of a personal competency is: “Interpersonal Sensitivity: Demonstrates respect for the opinions of others, even when not in agreement.”

4. As can be seen from the examples above there is a particular way of expressing a competency. First, the competency is given a title; for example “word processing”. Then a brief indicator or explanation is given as an example of the person’s aptitude in that competency; for example “able to word process a text at the rate of 80 words per minute with no mistakes.”

Many organisations identify a set of generic competencies which they require in all or selected groups of their staff. These are personal attributes and behaviours required in the workplace.

The recruitment and selection of professionals and managers is one of the most significant and costly investments an organisation can make. Risks can be high, and the cost of a bad hire can have a tremendous impact on time, money and company culture.

A **competence** and competency-based approach to recruitment and selection of professionals and managers can help your organisation make it an effective and successful investment of time, money and expertise.

Such an approach will help ensure that:

- the organisation is clear regarding the competencies and skill sets required by the job
- the selection processes encourage a good fit between individuals and their jobs
- managers and staff have the required skills and competencies
- individual competence and competencies are matched to the requirements of the position, the fit of the person with the immediate team, the overall cultural fit, and the particular challenge
- a good process can also support and sell the decision internally if it is determined that an external candidate is the best choice for the position.

This topic examines examples of different competencies and competences, competency frameworks and analysis techniques.

- Competencies and competences can have different meanings in the world of modern learning and management, although the two terms are often used interchangeably.
- Competencies are the personal attributes or behaviours of an employee which result in effective or superior performance in a job.
- A competence is the ability to do a particular activity to a prescribed standard and is dependent on the employee's knowledge and skills.
- Knowing which competencies are required by an organisation can help inform decisions relating to recruitment, reward, promotion and personal development.
- Competencies are particularly useful for assessing the requirements of service or management jobs where employers need to measure employees' behaviours or soft skills.
- Competences need to be defined in order to identify knowledge and skills gaps and plan for training provision.
- Competences can be defined by analysing the knowledge and skills required for each job.

<https://app.croneri.co.uk/topics/competencies-and-competences/quickfacts>

**Task 12** Choose the correct word. Explain your choice.

1. Teaching faculty carries a tremendous responsibility to guide resident and student charges on related matters of ethics, professionalism, interpersonal skills, and multicultural *competency/competence*.
2. The case is made for promoting and supporting communication as key skills and *competencies/competences* for care workers.
3. Her *competence/competency* as an interpreter is unquestionable.
4. We need objective standards to assess the *competency/competence* of our workforce.
5. Students can prove their *competency/competence* by performing well in the exam.
6. Research into semantic skills focuses less on the qualitative aspects of linguistic *competence/competency* than does research into phonological and morphosyntactic skills.
7. In addition, a further matrix was designed, with a weighting applied, to show the order of importance for each *competence/competency*.
8. The goal of the task is to assess a person's language *competence/competency*, language expression (production/performance), and proficiency.
9. In order for cooperation to be rational, participants must have a certain degree of confidence in each other's *competency/competence* to complete their assigned tasks.

10. The authors note that attempts to apply research-based evidence on protective factors frequently tend to be oversimplified, targeting individual skills or *competencies/competences*.

### ***Prepositions***

**Task 13** Complete the blanks with the prepositions.

*by, with, in, through, on, across, to, about*

1. If you use more than one email address to *communicate* ..... us, please notify us of each email account you use.
2. Management can *communicate* ..... the personnel what are the important objectives are.
3. Once you have established web-based customers or prospects, it is important to *communicate* ..... them regularly.
4. Even those that were able to *communicate* ..... English were not able to communicate well.
5. So it exists in the brains of people because concepts can be *communicated* ..... language.
6. She often says that if a non-English speaking diplomat or statesman visits Ghana, he *communicates* ..... an interpreter.
7. The Reddit community is one of the most active on the internet, allowing you to *communicate* ..... a vast number of topics.
8. Those at the top of one of the world's greatest communications businesses seem to find it impossible to *communicate* ..... a personal level with those who work for them.
9. At the heart of either role in corporate communications lies a challenge to learn and *communicate* ..... complex topics whilst retaining a 'man in the street' view.
10. He shared his tips for *communicating* ..... a 'group' and steps taken to ensure that company culture is reflected across multiple sites.
11. Your posture *communicates* ..... the interviewer whether you are an interested, alert, energetic person or a tired, unsure, nervous person.
12. The interviewer's body language can also *communicate information* ..... you.

### ***Word Formation & Derivatives: Agent and Recipient Nouns***

An **agent noun** denotes a person who performs an action. Most agent nouns end in either *-er* (standard) or *-or* (for words derived directly from Latin).

A **recipient noun** denotes a person who receives an action. Recipient nouns usually have the suffix *-ee*, which technically means *one to whom*.

Agent nouns are more common than recipient ones simply because recipients need agents while agents do not need recipients. Here are just a few of the thousands of agent nouns in English: *debtor, director, employer, flyer, lecturer, payer, performer, prosecutor, runner, server, teacher*.

There are far fewer established *-ee* words. Here are a few of the more common ones: *employee, evacuee, honoree, lessee, payee, trustee*

### **Creating words with the -er, -or, and -ee suffixes**

Each of these suffixes are living, which means they may be attached with no hyphen. Your spell check may catch coinages such as *condemnee, directee, and lecturee*, but these are perfectly good words if used well.

When creating recipient nouns, keep in mind that a recipient is one to whom something is given or one for whom something is done. So, for example, the relatively new word *attende*, indicating one who attends, is questionable because one does not receive attendance. The word technically should be *attender* (but, of course, it's not).

Creating *-er* and *-or* words can be tricky in a different way. The *-er* suffix is safer, as it can be applied to any solidly English word. The suffix *-or* is reserved for words that come directly from Latin. For example, *prosecute* comes from the Latin *prosequi*, so the English agent noun is *prosecutor*. Words that are further removed from their Latin roots often take the *-er* suffix. When in doubt, consult a dictionary.

### **Task 14** Complete the sentences with the correct form of the words given in brackets. Explain the meaning of them.

1. Even when we are not the ..... (address) but a later ..... (read), they make us feel that we are members of a fortunate audience.
2. The amount of compensation paid to the ..... (employ) may also have a bearing on the amount of skill the ..... (employ) has a right to expect.
3. Many ..... (employ) consider hands-on experience to be just as useful as academic qualifications.
4. If an ..... (assign) of a copyright fail to print a proper notice he will have no remedy even against his ..... (assign) for infringement.
5. In fact, one ..... (attend) went so far as to describe the event as "super awesome."
6. Years ago, as an ..... (escape) of the George W. Bush administration, I wrote a whole book about it.
6. But if you're a

..... (stand) yourself you feel free to look any of 'em in the eye. 7. Today, she and her family are among the 13,500 Syrian ..... (refuge) families living in Concern-supported housing in northern Lebanon. 8. Every match must be assigned a rule ..... (keep) known as a ..... (refer), who is the final arbitrator. 7. Fixed terms for ..... (appoint) and party-balancing requirements for ..... (nominate), however, have little relationship to the costs of agency termination. 8. The ..... (nominate) was also responsible if the ..... (nominate) was charged with corruption, and could be punished if he refused to nominate qualified individuals. 9. The ..... (nominate) submit names of artists they believe should be considered for an award. 10. Perhaps because the 'experiences' are not collective, but instead extremely personal and individual, most ..... (devote) devotees are keen to share their 'experiences' with others. 11. He is a ..... (biography) in CONTEMPORARY AMERICAN AUTHORS, and has been featured twice in "The Writers Almanac" with Garrison Keillor, as well. 12. We are forced to read between the lines – the ..... (biography) rarely pauses to give his opinion on behaviour or character.

### ***Phrasal Verbs & Expressions***

**Task 15** Match the phrasal verbs and idiomatic expressions on the left with their definitions on the right.

- |  |   |
|--|---|
| 1. Say you didn't <b>get along well with</b> a previous employer.  | A) try to understand  |
| 2. <b>Turn up</b> at the interview a couple of minutes early.  | B) invent something, sometimes in order to deceive people                               |
| 3. <b>Make up</b> information about yourself.  | C) have a friendly relationship   |
| 4. <b>Make out</b> you understand something when you don't.  | D) suggest or think of an idea or plan  |
| 5. <b>Take down</b> notes during the interview.  | E) arrive   |
| 6. Give a specific example of a time when you <b>sold</b> your supervisor or professor <b>on</b> an idea or concept.         | F) persuade someone that something is good, valuable, or useful                         |
| 7. Tell about a time when you had to use your written communication skills in order to <b>get across</b> an important point. | G) make certain that you know what is happening or has happened to someone or something |
| 8. Tell about a time when you <b>came up with</b> an innovative solution to a challenge                                      | H) direct attention towards something or someone  |

your company or group was facing.

9. the final step is to start comparing different jobs and see how they *measure up* against the "ideal" career. I) to communicate an idea or message successfully

10. Describe the action you took and be sure to *keep the focus on* you. J) write

11. Describe the system you use for *keeping track of* multiple projects. K) to be good enough, or as good as someone or something else

## Speaking Skills

**Task 16** *Look at the following common interview questions. Think of a job you would like to apply for. Prepare your answers to all the questions using words and phrases from this unit.*

1. Can you tell us something about yourself?
2. Why did you choose to study your degree subject?
3. What skills did you develop at university?
4. What was the most challenging aspect of your degree course?
5. How will your degree help you in this position?
6. What do you know about our company?
7. What do you consider to be the key skills necessary for this position?
8. Why do you want this job?
9. Why should we hire you?
10. What will you do if you don't get this job?
11. Tell me about a time when you had to make a difficult decision.
12. Where do you see yourself in five years' time?
13. How do you hope to develop your career further?
14. Do you have any questions you would like to ask us?
15. What do you like doing in your spare time?

**Task 17** *In groups of three roleplay a job interview.*

**Student A** is the interviewer. He should ask a selection of questions from Tasks 4, 5 and 12.

**Student B** is the candidate. He should answer the questions honestly.

**Student C** is the observer. He should make notes on the candidate's answers in the table below.

*If possible, record the interview, as this will help you to identify your individual strengths and weaknesses. When you have finished, the observer should give feedback on the candidate's performance. Swap roles and practise again.*

Question	Audible	Concise	Truthful	Explicit	Body language	Grammar mistakes
1. Can you tell us something about yourself?						
2. Why did you choose to study your degree subject?						
3. ...						

*Communicative Situation 1:* You are a human resources manager. What interview preparation tips can you give to a candidate?

*Communicative Situation 2:* You are a recruiter. Give some tips on how to behave during the behaviour-based interview.

*Communicative Situation 3:* Give the feedback on the job interview roleplayed in Task 17.

## **Test Yourself Section**

**Task 18** *Read about the mistakes a hiring manager can make during his/her first interviewing a candidate and the advice on how to avoid them. Match the mistakes (1–10) with the pieces of advice (A–G) on page 288. There are three extra mistakes you do not need.*

- |  |   |
|--|---|
| <b>1. Not putting the candidate at ease from the start</b> | <b>6. Poor timekeeping</b>                                    |
| <b>2. Appearing disinterested</b>                          | <b>7. Not being ready for their questions</b>                 |
| <b>3. Being too quick to judge</b>                         | <b>8. Not reading the candidate's CV before the interview</b> |
| <b>4. A poor questioning technique</b>                     | <b>9. Not asking about their ambitions</b>                    |
| <b>5. Speaking negatively</b>                              | <b>10. Giving a robotic introduction</b>                      |

## **First Time Interviewing A Candidate? Avoid These Mistakes**

Christine Wright  
Senior Vice President, Hays US

*As a manager of a growing team, interviewing other people properly is essential. For the most part, a good interview technique will help you to put the candidate at ease, get the very best out of them and ultimately make a fair and educated assessment of their suitability. Not only this, interviewing effectively will ensure that you make the right hiring decisions throughout your career, guaranteeing the success of your teams going forward.*

However, this skill is too often overlooked and not given the attention it deserves. Most first-time hiring managers simply aren't taught the basics of interviewing, or reminded of the fact that this is a two-way process, and that they too are being assessed by the candidate. As a result, many hiring managers tend to make similar mistakes when conducting their first interview. In this blog, I hope to highlight what these common mistakes are, so that you can avoid these ahead of time:

### **-A-**

Schedule half an hour before each interview to familiarize yourself with the candidate you are about to see. Review any projects and examples of their work which are of interest, and take a look at their LinkedIn profile. Doing so will help you feel prepared, and allow you to start building a rapport with the candidate.

### **-B-**

During your preparation for the interview, be mindful not to form any preconceived ideas or opinions about the candidate's suitability for the role. Perhaps, after reading their CV, you are concerned about a possible skills gap or career decision that they made. Whilst these concerns may well be justified, don't rule any candidate out or make any snap judgements before interviewing them, or even during. Keep an open mind and give the candidate a fair chance.

### **-C-**

Turning up late to the interview is poor form and will only serve to worsen the candidate's nerves. Likewise, hurrying the candidate out of the door once the interview has ended because you have another meeting to attend is discourteous, and can damage your reputation as an employer. Whilst, of course, your role is demanding and you don't often have the luxury of time, do try to make a concerted effort to clear at least 30 minutes either side of the interview. Treat the candidate and the entire hiring process as your priority, because at this point in time, it is.

### **-D-**

Being on time to the interview may help keep the candidate's nerves at bay for a brief moment, but this can soon be undone if you don't make a concerted



effort to make the candidate feel comfortable from the beginning of the interview. Be sure to greet the candidate warmly. Smile, shake their hand, and make conversation as you walk to the interview room. Make sure you are in a private area. As I said, the candidate will already be nervous, and distractions such as ringing phones, curious employees peering into the room as they walk past, or people knocking on your door to ask you a question, certainly won't help.

**-E-**

When interviewing a candidate, always start with brief information about yourself, the company, as well as the vacancy you are hiring for. This may sound like a simple task, but it can be surprisingly easy to slip up here. Avoid simply rattling off information in the job description and company website. Instead, bring the opportunity to life for the candidate, and give them an insight that they wouldn't have been able to find during their preparation for the interview. Explain how the role has evolved, why it is important to the company's purpose and objectives, and what a typical working day might look like. Talk about the company culture, the team dynamic, and your favourite aspects of working here. Ultimately, make the candidate feel excited about the opportunity and able to picture themselves in the role.

**-F-**

Another big red flag for a candidate is an interviewer who appears completely impartial in what they have to say. Hopefully, you know to put your phone away during the interview and refrain from checking it. However, your subconscious behaviours could let you down if you aren't paying attention; from not making eye contact to fidgeting and looking around the room. Make a conscious effort to adjust your behaviour when interviewing a candidate; sitting up straight, leaning in when they speak, maintaining eye contact, smiling and nodding as they answer, and taking notes. Above all, listen intently to them. If you are truly paying attention and are engaged with what the candidate has to say, this will naturally be conveyed in your body language and behaviour.

**-G-**

On the subject of questions, the candidate may well ask you how the role came about. Whatever you do, do not say anything negative about the predecessor for this role. Even if they left on bad terms, there's no need to share this information. The candidate may also ask you about some of the challenges you face as a business or within your team, after all, challenges at work are inevitable. But again, this type of question still demands a positively and professionally phrased answer. Yes, you can talk about the trials you are sometimes up against, but place the emphasis on how you work to overcome them.

## Wordlist

1. *Interview Thank You Letter*
2. *the STAR approach*
3. *nonverbal communication*
4. *Job evaluation matrix*
5. *body language*
6. *commuting time*
7. *work hours*
8. *career features*
9. *corporate culture*
10. *professional job*
11. *dress code*
12. *behaviour-based interviewing*
13. *key competencies*
14. *commitment to task*
15. *decision making*
16. *time management*
17. *research/written communication*
18. *teamwork*
19. *assertiveness*
20. *goal setting*
21. *flexibility*
22. *oral communication*
23. *creativity and imagination*
24. *leadership*
25. *planning and organization*
26. *initiative*
27. *Interview Preparation Tips*

## Use of English

**Words Easily Confused:** *competency vs competence*

### **Prepositions**

*communicate by language*  
*communicate with sb*  
*communicate in language*  
*communicate through sb/sth*

*communicate on sth (topic)*  
*communicate across a group*  
*communicate sth to sb*  
*communicate about sth (topic)*

### **Phrasal Verbs & Idiomatic Expressions**

*get along well with*  
*turn up*  
*make up*  
*make out*

*take down*  
*sell sb on sth*  
*came up with*  
*get across*

*measure up against*  
*keep the focus on*  
*keep track of*

MODULE 3  
**WELCOME TO THE ACADEMIC WORLD**

UNIT 13  
**What is a University Education Worth?**

**! Learning Goals**

**Skills**

**! Listening** for specific information  
**Comprehension:** multiple choice  
Recordings: *What is a University Education Worth? Value of university education*  
Text: *University Education Makes You a Better Citizen*  
**! Speaking:** expressing opinion, comparing higher education in Ukraine and UK

**Language**


**! Vocabulary:** higher education, types, roles, functions of universities.  
**! Use of English:** words easily confused on *education*; verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *-hood/-dom/-ship/-ness*.

**Warming up**

**Task 1** *Work in pairs/groups. Discuss the following issues.*

✓ Every year thousands of excited and anxious, young and mature students arrive at the institution of their choice to embark upon a new phase in their life – as a university student. *Ask your partner what it is like for him/her to be a university student. Then be ready to tell the information you get. What can you say about your university? Use all your knowledge about KNLU and the life of a uni student, give the definition to university.*

**Listening Skills**


**Task 2**  *Listen to the recording about university education in the UK. Choose the correct answer.*

*1. According to the speaker*

- a) more and more British students are getting higher education
- b) higher education in the UK is getting more and more expensive
- c) a university diploma is really worth large debts

2. *Many students in England and Wales have to take a student loan as*
- a) the interest on student loans is not high
  - b) more than 80 % of students want to get higher education
  - c) universities charge them payments for instruction and other services
3. *The average British graduate has a debt of*
- a) £12,000
  - b) £20,000
  - c) £15,000
4. *Graduates start paying back*
- a) when they leave parents' home
  - b) when their income is more than £15,000
  - c) in the April after they leave the course
5. *British employers look for people*
- a) in white collars
  - b) with skills and knowledge
  - c) with university education
6. *A lot of graduates are dissatisfied and frustrated as*
- a) they have more knowledge and skills than their work requires
  - b) their work requires more knowledge and skills
  - c) the universities promised them exciting and challenging jobs
7. *The number of those who want to study at university has declined recently since*
- a) British people are sure that a degree is not worth money
  - b) there are certain difficulties in getting the loan
  - c) loan companies aren't available
8. *The problem which is considered to be the worst is*
- a) fewer university applicants
  - b) student poverty
  - c) students breaking the law
9. *The growing number of foreigners entering British universities is caused by*
- a) the rate of the British currency
  - b) the high level of their wealth
  - c) the reputation of British universities
10. *The universities in the UK prefer foreign students because*
- a) they can pay more
  - b) more of them come to the UK every year
  - c) British people fear to go to university

## *Focus on Content*

**Task 3**  *Listen to the recording again and put the ideas in the logical order.*

- \_\_\_\_\_ They use it to pay for educational and other services as well as for living expenses.
- \_\_\_\_\_ It can be explained by the fact that most people in ‘white-collar jobs’ seem to have a degree which leads to severe competition.
- \_\_\_\_\_ It means that graduates cannot afford to buy a house, and they struggle to pay a rent on a flat or have to live with their parents.
- \_\_\_\_\_ More than that, the British universities offer more and more of the available places to richer international students rather than poorer British students.
- \_\_\_\_\_ The student loan has to be paid back in the April after the graduation and when a person earns over £15,000 a year, the government takes repayments directly from the monthly salary.
- \_\_\_\_\_ The issue under consideration is about higher education in the UK and problems university students and graduates face.
- \_\_\_\_\_ In addition, British companies tend to value work experience over a piece of paper.
- \_\_\_\_\_ Although the interest on student loans is quite low, it begins as soon as the student receives it.
- \_\_\_\_\_ As a result, the number of British students at UK universities has fallen recently.
- \_\_\_\_\_ Since the tuition fee British universities charge is rather high, the majority of the university applicants have to take out a student loan.
- \_\_\_\_\_ That is why by the time the average student graduates from the university, his or her debt is rather big.
- \_\_\_\_\_ Studying at university students dream about exciting and challenging job while in reality they start at the bottom and work their way up like everyone else.
- \_\_\_\_\_ Therefore, life after university ends up being quite disappointing for a lot of graduates since they are often overqualified for the work they are doing.
- \_\_\_\_\_ The factors which make the situation worse are: loan companies refuse to give loans to some students; to support themselves financially most students have to combine study with part-time or summer job or even turn to crime.
- \_\_\_\_\_ All of the above is beginning to make British people question whether a university degree is really worth the money.

## Vocabulary & Use of English

### Focus on Vocabulary

**Task 4** Match the words and phrases in the box with their definitions. Give their context from the recording.

1) attend university	2) tuition fee	3) student loan	4) loan repayment
5) university applicant	6) degree	7) the crunch	8) interest
9) graduate (n)	10) white-collar job	11) overqualified.	

- A) a difficult situation that forces you to make a decision or do something.
- B) having more knowledge, skill, and/or experience than is needed for a particular job.
- C) an amount of money that is borrowed, often from a bank used to pay for educational services, and has to be paid back, usually together with an extra amount of money that you have to pay as a charge for borrowing.
- D) to be present at an institution where students study after they have left school.
- E) a person who formally requests to study at university.
- F) money that a student pays to a university for instruction, educational and other services.
- G) qualification that you get after completing the course.
- H) the act of making payments towards a loan or the payments themselves.
- I) an extra amount of money that you have to pay as a charge for borrowing.
- J) a person who has a first degree from a university or college.
- K) relating to people who work in offices, doing work that needs mental rather than physical effort.

**Task 5** Fill in the blanks to complete the sentences below with the phrases from the box. You may use some phrases more than once.

financial support, available study places, student poverty, to be disappointing for sb, life after university, to get an exciting and challenging job, to be overqualified for the work, to start at the bottom/work one's way up, to value work experience over a piece of paper, white-collar jobs, to leave parents' home, student debt.
---

1. Students can get \_\_\_\_\_ for extra study-related costs due to a disability.
2. \_\_\_\_\_, try to go on a positive note, cause, hopefully, your parents are happy about your plans and support your decision.

3. The impact of higher education drop out on \_\_\_\_\_.
4. \_\_\_\_\_ is a hot conversation topic among lobbyists, politicians, and college graduates.
5. University offers \_\_\_\_\_ at programmes that are not fully booked.
6. One of the best \_\_\_\_\_ is applications software developer
7. \_\_\_\_\_ can be confusing leaving you wondering what to do and \_\_\_\_\_.
8. More than one in every four graduates are \_\_\_\_\_ they take on after completing their degrees and have \_\_\_\_\_ in order \_\_\_\_\_.

**Task 6** *Work with a partner. Tell him/her about what you expect to gain from university. Report about your groupmate's expectations.*

**Task 7** *Read the article about the role of universities in changing societies. Some sentences have been removed. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence that you do not need to use.*

### **University Education Makes You a Better Citizen**

We often think about what young people can expect to gain from university, or what universities contribute to society. But it's not often that we talk about how higher education (HE) can change society beyond the shaping of individuals.

As tuition fees rise, and universities are cast in increasingly intense competition for students and staff, their cultural and civic role has become ever more important. Now, universities need to prove that they do more than just teach students to pass their degree courses.

We already know that individuals' active participation in the organizations, clubs and societies which make up civil society help foster trust and well-being – all of which are also essential for the formation of a democratic and harmonious society. But what is it that UK universities do for society in this regard?

#### **Membership**

According to a recent survey, graduates, on the whole, are more likely to be members of associations, organizations and societies such as trade unions. They are also more likely than non-graduates to join environmental groups, residents' associations, religious organizations and sports clubs. However, the difference in likelihood of graduates and non-graduates joining a trade union was greater for the mass cohort compared to the elite cohort. 1.....

Meanwhile for environmental groups, religious organizations, and tenants and residents' associations, the reverse is true. For the elite cohort, going to

university is more important to their likelihood of joining one of these organizations compared to mass graduates. Put simply, the beneficial effect of going to university on the likelihood of joining these organizations is stronger for elite graduates compared to mass graduates. 2. ....

### **Experiences**

We also wanted to know how important particular university experiences were for equipping graduates with the skills, knowledge or attributes needed for civic participation. One of the most interesting things we learned from the interviews of graduates was the role of degree subjects in amplifying civic participation. This often occurred indirectly, through the way it intensified social and political attitudes and values.

Perhaps unsurprisingly, the effect was most striking for social science, and arts and humanities graduates. 3. .... Many told us that their university experience amplified pre-existing social and political attitudes and values. It also encouraged them to participate in certain social and political activities.

4. .... The tutorial system at Oxford and Cambridge – where students meet once or twice a week with a tutor to discuss their subject – seems to provide some graduates with critiquing, debate and discussion skills. And this is especially so for former social science, and arts and humanities students. For a few, their own personal and intellectual confidence combined with these university-learned abilities gave them the abilities and confidence to take part in civic activities.

### **Participation**

If HE provides individuals with the skills and knowledge needed for civic participation, there is strong justification for getting more students involved, far beyond an economic rationale. Yet HE's effect on civil society does not appear to be equal for all graduates. For students graduating from particular universities, and with particular degrees, their gained skills, credentials and knowledge may give them an advantage in terms of their capacity to participate in civic society. 5. ....

Overall, what we have found is that universities do far more than just teach students in a specific discipline, or increase an individual's job prospects. The skills that are built by students have the potential to fundamentally change society for good.

A) This distinction between systems matters because it changes the “effect” of being a graduate or non-graduate of either cohort, and varies what the students gained in terms of skills that would change their likelihood of participating in civil society.

B) This means that they will have a better opportunity to develop their social capital, which includes their social networks with friends, neighbours and



acquaintances through participating in organizations and associations, compared to other graduates.

C) They were most likely to reflect on how their subject had given them a deeper and broader understanding about politics and social issues.

D) This means that the beneficial effect of going to university on a person's likelihood of joining a trade union is stronger for people who went to university in a mass system compared to an elite system

E) These findings are irrespective of whether they studied in an "elite" higher education system – before the end of the 1980s when under 15% of the population went to university – or a "mass" system, as now when more than 15% attend.

F) Distinct teaching practices also seem to play a role in fostering civic participation.

**Task 8** *Read the article again and answer the questions.*

1. What do universities need to prove nowadays and why?
2. What is essential for the formation of a democratic and harmonious society? What do UK universities do for society in this regard?
3. How do universities benefit membership?
4. How important are particular university experiences for equipping graduates with the skills, knowledge or attributes needed for civic participation?
5. What role do distinct teaching practices play in fostering civic participation?
6. What important skills does the tutorial system at Oxford and Cambridge provide?
7. How does HE's effect on civil society differ depending on a university?
8. What conclusion does the writer come to? Do you agree with it? Why? Why not?

**Task 9** *Work with all unknown words from the article in your vocabulary notebook.*

**Task 10** *Think about "What are universities for?". Put the words in the correct order to compose the sentences. Give your comments on the issues.*

1. is to do with / a university / engaged in / of scholars and students / the "whole" community / a common search for truth /
2. advancement / the future of / of a common culture / instruction / in skills, / has four objectives: / higher education / of the general powers of the mind / of

learning / and transmission / and common standards / of citizenship / promotion /

3. Students are / and having a successful career / to go to university – / and for the vast majority, / getting a better job / fairly clear about / it is about / why they want /

4. As tuition fees / about what universities do / the need for clarity / from one institution to another / begin to differ substantially / is essential /

5. What we are all / for what / looking for / might look like / is a greater vision / the end product /

### ***Extra Vocabulary***

**Task 11** *You have decided to do a postgraduate programme abroad. How to choose a university? Study the main types of higher education institutions in Europe. Where would you like to study? Why?*

**State universities** or **public universities** have their funding provided by the government. Public universities in Europe are often either free to students from countries in the EU, or have capped tuition fees, meaning they are usually cheaper than private universities.

**Private universities** are less common than public universities, and the number of them varies from country to country. Private higher education institutions can charge much higher fees, but often specialise more than public universities. Many of them focus on particular subject areas, such as business or finance. Within private universities there is still a lot of variation – some are for-profit, whereas some are non-profit; some are church-run, others are not.

**Specialised institutions**, sometimes referred to as **colleges**, include: **Medical Colleges/Universities/Schools** which can be stand-alone or attached to a particular university or linked to a hospital and not only train doctors/nurses, but also often have scientific-based courses; **Science/Technical Colleges** that provide courses in theoretical sciences, engineering and technology and **Technical Schools**, sometimes known as **Polytechnics**, focusing on more practical subjects such as IT, Health and Beauty Care, and Agriculture; **Art Schools** focusing on the visual arts, most often painting, photography, fashion.

**General Universities** are the sort of higher education institutions that most students are familiar with – an institution offering a variety of courses in a broad range of subjects. These are the most common types of university in most countries. Within Europe, the tradition of these universities dates back

centuries, which means that one major distinction between many of them is their age – although this doesn't necessarily reflect quality.

**Task 12** *Study the words and phrases used to describe different types of universities and their functions in the box. Give their definition and Ukrainian equivalents. Practice the vocabulary in the sentences of your own.*

vast diversity, the elite research university, research powerhouse, research-focused university, academic (n), degree of autonomy, produce exciting or worthwhile results, academic freedom, a sense of shared commitment to scholarly enquiry, university community, a long-term research project, train students to fulfil professional functions, universities on a mass scale, produce graduates, collaborative learning platform, MOOCs, trends in learning patterns, tertiary education, successful higher education system, push forward the frontiers of knowledge, contribute to the health and wealth of the nation, Bachelor of Arts (BA), Bachelor of Science (BS), Master of Arts (MA), Master of Science (MS), Doctor of Philosophy (PhD).

**Task 13** *Render the following ideas into English. Use active vocabulary.*

1. Ще з дитинства ми слухаємо лекції батьків про те, що вища освіта – це те, без чого людина не зможе стати успішною. 2. Вирішити чи йти в університет достатньо складно. Передусім не зважайте на тих, хто говорить про те, що «всі повинні отримати вищу освіту» та навпаки тих, хто каже «ніхто не повинен навчатися в університеті». Жодна з таких думок не враховує вашу особисту ситуацію, таланти, навички та амбіції, які ви ставите перед собою. 3. Якщо ви все ж хочете вступати до університету, то вам потрібно поспілкуватися з випускниками факультетів, де ви плануєте навчатися. Чи задоволені вони своєю зарплатнею? Чи отримали вони того, що очікували від системи освіти в цьому закладі? Чи допомагає університет в працевлаштуванні? Як вони шукали роботу? 4. Середньо статичний американський студент за 5-6 років проходить програму бакалавра. Після закінчення університету випускники залишаються з кредитом на п'ятизначну суму та працюють не за спеціальністю. Загальний борг на навчання в Америці складає \$1,3 трильйона. 5. Я почну з нуля і наполегливою працею пройду шлях на гору. 6. Здобути вищу освіту у Великій Британії – це дуже престижно, а також затребуване в усьому світі. Вузи об'єднаного королівства мають масу переваг і привабливих перспектив: найдавніша система освіти і колосальний досвід, накопичений за століття; різноманіття напрямків підготовки: економіка, управління, технічні та гуманітарні спеціальності; впровадження ефективних сучасних методик в класичну освітню схему.

Чи варто говорити, що вища освіта в Великобританії, - це пропуск для працевлаштування практично в будь-яку вітчизняну і зарубіжну компанію. І це цілком резонно, адже навчання в університетах Англії робить майбутнього фахівця самостійним, зібраним і стійким до нестандартних ситуацій, а також розвиває мислення. 7. Останнім часом багато хто вважає, що основною метою університетів є надання ними різноманітних освітніх послуг. Є й інша думка, згідно з якою місія університетів полягає в підготовці висококваліфікованих фахівців для різних галузей економіки. 8. На початковому етапі університети займалися підготовкою управлінців, лікарів, священників, юристів та нотаріусів. Але згодом все важливішим напрямом їхньої діяльності стають дослідження в сфері природничих та суспільних наук. 9. Дослідницькі університети є великими установами, що мають значну автономію з основних питань їхньої діяльності. Поряд з підготовкою фахівців вони виконують великий обсяг наукових і прикладних досліджень та розробок у багатьох галузях. 10. Стенфордський університет є приватним вищим навчальним закладом, що належить до класичних дослідницьких університетів. Місією Кембриджського університету є внесок у розвиток суспільства через прагнення досягти найвищого світового рівня в освіті, навчанні й дослідженнях.

## *Focus on Language*

### *Words Easily Confused*

**Task 14** *Study the following words and difference in their meaning.*

**education** – the process of teaching or learning, especially in a school, college or university, or the knowledge that you get from this. Eg.: *The issue under consideration is about higher education in the UK and problems university students and graduates face.*

**tuition** – teaching, especially when given to a small group or one person, such as in a college or university. Eg.: *Learning e-learning – a comprehensive investigation of course developers' and language teacher trainees' views regarding the usefulness and effectiveness of a multimedia self-tuition course.*  
money paid by students for courses at universities, etc. Eg.: *Many students take jobs to pay the tuition for their courses.*

**study** – the act of learning about a subject, usually at school or university. Eg.: *Most British students combine study and part-time summer job.*

**instruction** – the teaching of a particular skill or subject. Eg.: *The trainee learns by carrying out real work tasks under instruction from a more experienced colleague.*

**teaching** – instructing or training someone or giving someone knowledge of something; giving lessons/classes. Eg.: *A number of techniques for teaching peer review are suggested.*

**learning** – the activity of obtaining knowledge. Eg.: *Some students have a more analytical approach to learning.*

**training** – the process of learning the skills you need to do a particular job or activity. Eg.: *In some cases, junior doctors still in training have been enlisted to teach.*

**schooling** - education at school. Eg.: *Without formal schooling, you cannot enter the university.*

**Task 15** *Choose the correct word. Explain your choice.*

1. **Education/Tuition** is the process of giving you the information to learn. 2. **Studying/Training** is the process of analyzing the information you are being educated on in order to understand and remember it. 3. **Learning/Schooling** is the understanding of the **learning/education**. 4. When you get **study/education**, you are attached to a college/university to obtain some degree. 5. After **studying/schooling** in college/school/university you get certified in some course and pass the exam to get a degree. 6. **Training/Learning** by means of **self-studying/self-learning** with or without the aim to get a degree, basically to get expertise in something. 7. **Learning/Schooling** means you are not bound to any college, degree, exam and certificate. you are preparing yourself to face any real-world challenge at your workplace. 8. The educated younger generation understands the value of **education/training** and voluntarily supporting the student community by organizing workshops, **tuitions/studies**, scholarships and monetary support.

### **Prepositions**

**Task 16** *Complete the blanks with the prepositions where necessary.*

graduate .....

interest .....

rent .....

turn .....

specialize .....

limited .....

attached .....

linked .....

course .....

contribute .....

**Task 17** Choose the correct item.

1. Technical College rather than a Science College provides courses **in/of** science, engineering and technology.
2. Worse than that, however, is the fact student leaders report there are increasing numbers of students turning **down to/to** crime to support themselves financially.
3. Technical School usually specializes **in/at** the more practical subjects, rather than the academic ones.
4. Although the interest **on/of** student loans is quite low, it begins as soon as the student receives the loan.
5. The average student in England and Wales now graduates **of/from** university with debts of around £12,000.
6. They conclude that self-management strategies contribute **for/to** an increase in learners' self- and contextual knowledge which can assist in reducing anxiety.
7. They even struggle to pay rent **on/for** a flat, because they have to start paying back the student loan when they reach the April after graduating (or after leaving a course).
8. Sometimes medical schools are attached **to/with** a particular university. In some cases, they may be linked **to/up to** a hospital too.

**Word Formation & Derivatives**

**Formation of nouns with the suffixes: -hood/-ness/-dom/-ship**

**Task 18 A)** Find how each group of words is formed, grammatically

<b>-hood</b>	<b>-ness</b>	<b>-dom</b>	<b>-ship</b>
likelihood	awareness	boredom	scholarship
brotherhood	darkness	freedom	friendship
manhood	happiness	wisdom	professorship
priesthood	illness	kingdom	membership
childhood	kindness	stardom	championship
adulthood	weakness	martyrdom	partnership

- For **-hood**: .....
- For **-ness**: .....
- For **-dom**: .....
- For **-ship**: .....

**B) Find which group represents**

- A quality / a state: .....
- A skill / an occupation / an ability: .....
- A rank / a state / a condition: .....
- A group of people / a type of people: .....

**C) Explain the words and give their Ukrainian equivalents.**

likelihood	awareness	apprenticeship
likeness	consciousness	internship
loveliness	leadership	martyrdom
scholarship	wisdom	serfdom
adulthood	brotherhood	sainthood

**D) If you had to create new words, what suffixes would you use?**

<i>Teacher</i>	<i>Elf</i>	<i>Fee</i>
<i>Student</i>	<i>Hobbit</i>	<i>Art</i>
<i>College</i>	<i>Troll</i>	<i>Master</i>
<i>Elite</i>	<i>Mass</i>	<i>Public</i>

**Phrasal Verbs & Expressions**

**Task 19** Match the phrasal verbs and expressions on the left with their meaning on the right.

- |  |  |
|--|--|
| 1. During the two hours, a lot of ground was covered. But a commonly recurring theme was the importance of recognizing the vast diversity of institutions which come under the term 'university' – <b>in terms of</b> size, scope, priorities, mission and relationship to the wider public. | a) to be careful to notice someone or something interesting                  |
| 2. Choosing your ideal type of university, firstly, will depend on subject, next, both expertise and financing <b>come into play</b> .   | b) to reach a particular place or achieve a situation after other activities |
| 3. But what is it that UK universities do for society <b>in this regard</b> ?  | c) used to describe which particular area of a subject you are discussing    |
| 4. These two types of university often overlap in name, and this can be something to <b>watch out for</b> .  | d) generally   |

5. Like everyone else, graduates usually have to start at the bottom and **work their way up**.
6. Private higher education institutions can **charge** much higher **fees**, but often specialise more than public universities.
7. Life after university **ends up** being quite disappointing for a lot of graduates.
8. **On the whole**, what we have found is that universities do far more than just teach students in a specific discipline, or increase an individual's job prospects.
9. These schools are particularly good for students who already **have** a career **in mind** and wish to develop the practical skills required.
- e) to have a plan or intention
- f) starts to have a use or an effect in a particular situation, and if it is brought into play, it is given a use or an effect
- g) to ask an amount of money for something, especially a service or activity
- h) to make progress in a process or structure
- i) in this particular way

## Speaking Skills

*Communicative Situation 1 Compare the situation with getting higher education in the UK and Ukraine.*

*Communicative Situation 2 Should everybody get university education in Ukraine?*


*Communicative Situation 3 Speak about the role of universities in changing society.*

*Communicative Situation 4 What would you change in Kyiv National Linguistic University?*



## Test Yourself Section

### *Listening Comprehension*

**Task 20**  Listen to a radio show about the value of university education. Choose the correct answer.

[https://www.examenglish.com/B2/b2\\_listening\\_education.htm](https://www.examenglish.com/B2/b2_listening_education.htm)

#### **1. Caller 1**

- a) University education should remain free so that everyone can benefit from it.
- b) The cost of university education nowadays is greater than its value.
- c) She attributes her success in her career to her university education.
- d) In her experience, going to university was a mistake which she regrets.

#### **2. Caller 2**

- a) University gives intelligent people the opportunity to prove their worth above others.
- b) University is only suitable for intelligent people, as only they can engage fully in debates.
- c) University provides opportunities to delve deeply into a subject with peers and experts.
- d) University gives you excellent study skills which will help you in your career.

#### **3. Caller 3**

- a) Apprenticeships and college courses should be valued as highly as university degrees.
- b) University provides little in the way of practical skills and financial security.
- c) Young people choose university because apprenticeships are no longer available.
- d) Attending university would have allowed him to progress further in his career.

#### **4. Caller 4**

- a) A university education improves your career chances and broadens your horizons.
- b) In many parts of the world, a degree is a necessary pre-requisite in finding a decent job.
- c) University gives you the chance to meet interesting people who might offer you a job.
- d) University allows young people to leave their home towns, but live in a safe environment.

## 5. Caller 5

- a) University is only available to the privileged, and that is unfair to poorer members of society.
- b) Too many people are going to university these days not everyone can be a professional.
- c) University education has given us politicians and inventors who have made this country great.
- d) The insight that professionals developed when they were at university affects the whole society.

## Wordlist

- |  |  |
|--|--|
| 1. <i>university education</i>         | 24. <i>tutorial system</i>                       |
| 2. <i>higher education (HE)</i>        | 25. <i>credential</i>                            |
| 3. <i>tertiary education</i>           | 26. <i>teaching practice</i>                     |
| 4. <i>instruction</i>                  | 27. <i>scholar</i>                               |
| 5. <i>tuition</i>                      | 28. <i>scholarship</i>                           |
| 6. <i>tuition fee</i>                  | 29. <i>state / public university</i>             |
| 7. <i>attend university</i>            | 30. <i>private university</i>                    |
| 8. <i>student loan</i>                 | 31. <i>specialised institution</i>               |
| 9. <i>loan repayment</i>               | 32. <i>college</i>                               |
| 10. <i>applicant</i>                   | 33. <i>Medical College / University / School</i> |
| 11. <i>degree</i>                      | 34. <i>Science/Technical College</i>             |
| 12. <i>Bachelor of Arts (BA)</i>       | 35. <i>Technical School / Polytechnic</i>        |
| 13. <i>Bachelor of Science (BS)</i>    | 36. <i>Art School</i>                            |
| 14. <i>Master of Arts (MA)</i>         | 37. <i>elite research university</i>             |
| 15. <i>Master of Science (MS)</i>      | 38. <i>research powerhouse</i>                   |
| 16. <i>Doctor of Philosophy (PhD).</i> | 39. <i>research-focused university</i>           |
| 17. <i>the crunch</i>                  | 40. <i>academic (n)</i>                          |
| 18. <i>interest</i>                    | 41. <i>collaborative learning platform</i>       |
| 19. <i>graduate (n)</i>                | 42. <i>learning patterns</i>                     |
| 20. <i>white-collar job</i>            | 43. <i>frontiers of knowledge</i>                |
| 21. <i>overqualified</i>               |  |
| 22. <i>arts</i>                        |  |
| 23. <i>humanities</i>                  |  |

## **Use of English**

### ***Words Easily Confused***

*education*  
*tuition*  
*study*  
*instruction*

*teaching*  
*learning*  
*training*  
*schooling*

### ***Prepositions***

*graduate from*  
*interest on*  
*rent on*  
*turn to*  
*specialize in*

*limited to*  
*attached to*  
*linked to*  
*course in*  
*contribute to*

### ***Phrasal Verbs & Idiomatic Expressions***

*in terms of*  
*in this regard*  
*on the whole*  
*charge fees*  
*have in mind*

*come into play*  
*watch out for*  
*work sb's way up*  
*end up*

## UNIT 14

### Joining the Academic Community

#### ! Learning Goals

##### *Skills*


! **Reading** for specific information  
**Comprehension:** gaps filling  
Texts: article *Joining the Academic Community*; article *Students Bring Their Own Technology to Lectures*  
! **Speaking:** sharing experience in learning

##### *Language*

! **Vocabulary:** roles of students; ways of studying.  
! **Use of English:** words easily confused on *achievements*; verbs with prepositions; phrasal verbs & idiomatic expressions; word formation & derivatives: *-ment*.

#### Warming up

**Task 1** *Recollect the expectations, feelings and impressions you had on the day when you arrived at university to embark upon a new phase in your life – as a university student. Which ones have come true and which ones have not? Talk and listen to your partner. Compare your expectations and impressions.*

**Task 2**  *Listen to two people talking about their being at university. Match the speakers with the problems they had when they started and which took some time/effort to overcome.*

##### **Speaker 1**

- a) University teachers were not like school teachers.
- b) He was too shy to communicate with other students.
- c) He was too concentrated on his study and grades.

##### **Speaker 2**

- a) It was difficult to focus on study.
- b) She spent evenings studying because of lack of money.
- c) The time went very fast.

#### Reading Skills

**Task 3** *Read the article about the role of university students in creating knowledge. Some sentences have been removed. Choose from the sentences A-F the one which fits each gap (1-5). There are two extra sentences that you do not need to use.*

## Joining the Academic Community – Making a Contribution to Understanding the World

*Questions are always asked as to whether students are simply increasing their knowledge and developing their skills while they are at university; is university simply an extension of school and college or do higher education students play a role in creating the knowledge that universities contribute to society?*

Students starting at university might not fully realise that they will learn to become part of the **academic community**, adding to the **body of knowledge** and understanding in their chosen subject. 1. .... **Apart from** trying to combine study with other aspects of life such as paid work, leisure, family and community responsibilities, first year students are realising what it is that is expected of a learner in higher education.

At university, students learn about the important theories and ideas in the subject they have chosen to study, and about the **key academic community body of knowledge research findings** in their subject. They might be taught by **academics** who may be authors of the text-books that the students used at school or college, or of the books that the students find on the reading list for their university course. Some of the lecturers may also be researchers who do the kind of research that the students are learning about in their course. 2.....

One problem that students can encounter when they start to work on their first university assignments is to **fall into the trap** of **plagiarism**, which is copying or stealing other people's ideas. Of course, copying or stealing another student's work can be a deliberate action in order to avoid the effort of writing the essay or report. 3 ..... . Until it is carefully explained to them, small numbers of students seem not to be able to see why it is unacceptable to **gloss over the details** of who it was that first **came up with** the ideas or proposed the theory, or who **carried out** the research that they mention in their assignment.

A September 2009 report on Communicating Knowledge: How and why UK researchers publish and disseminate their findings concludes that "researchers are driven by a desire to enhance our knowledge and understanding of the world we inhabit, and to communicate their findings to others". This desire to develop and communicate knowledge is also accompanied by a desire to be credited by name and recognised as the researchers and authors for the work they have done. 4 .....

On most **undergraduate degree** courses, students work on an extended piece of written work, or dissertation, as part of their final year of study. 5 ..... Within a couple of years of starting to study at university, students themselves become members of the academic community, having the

opportunity to make a personal contribution to the creation of knowledge and understanding.

- A) By learning about research findings and the process of doing research, undergraduate students are helped to understand that knowledge is created and developed by academics and researchers: it is under construction.
- B) Plagiarism, therefore, **robs researchers and writers of the credit and recognition** they are due, and is seen to be an extremely serious issue in higher education.
- C) They see that new theories and ideas are constantly created and developed by the academic community, many of whom work in universities.
- D) A few weeks ago, thousands of excited and anxious, young and mature students arrived at the institution of their choice to embark upon a new phase in their life – as a university student.
- E) They may be in the form of a small-scale **research project**, and may be linked to the student's current or future profession or field of employment, or some aspect of their course that the student has found particularly compelling.
- F) However, some students are judged to have plagiarised, not because they copied from one of their fellow students, but because they fail to make sure that they explain, in their work, where the ideas that they are writing about originated.
- G) Within a month or so of starting their course, first year university students realise that learning in higher education is different from learning in school or further education college.

### ***Focus on Content***

**Task 4** *Read the article again and answer the questions.*

1. What is the issue under discussion about?
2. What are the usual expectations of those start their new life as university students? What things do they not realise in the beginning?
3. What do first year university students realise within a month or so of starting their course?
4. What do they learn about important theories and ideas, key research findings and academics?
5. What problem can students encounter when they start to work on their first university assignments?
6. What is the reason for copying or stealing another student's work?
7. Why are some students judged to have plagiarized?

8. Why is it unacceptable to gloss over the details of who it was that first came up with the ideas or proposed the theory, or who carried out the research that they mention in their assignment?
9. What are researchers driven by? What is it accompanied by?
10. Why is plagiarism seen to be an extremely serious issue in higher education?
11. What do students work on most undergraduate degree courses? What form may it be in?
12. Who do students become within a couple of years of starting to study at university? What opportunity do they have?

## Vocabulary & Use of English

### *Focus on Vocabulary*

**Task 5** *Explain the meaning of the words and phrases in the box. Give their context and Ukrainian equivalents.*

<b>key research findings</b>	<b>undergraduate degree</b>	<b>credit and</b>
<b>recognition</b>	<b>academic</b>	<b>plagiarism</b>
	<b>academic community</b>	
	<b>research project</b>	<b>body of knowledge</b>

**Task 6** *In the last two decades in the higher education research different roles of university are noted. Some authors analyse university as a service provider while others insist on its function as an academic community. Study the characteristic features of universities below, decide which university they refer to, justify your choice. Can you add any other characteristics to the list? Summarise the features to give the definition of each type of university.*

*Eg.:* obtains feedback from students - both

- obtains feedback from students
- consists of individuals who participate in the process of studies and have common aims and try to achieve them
- professional consultant
- creates new knowledge and emphasises the art of teaching and development of student's personality
- focuses on market needs and satisfies not only students' but also other clients' (employers, state, society) needs
- centre of intellectual culture and criticism

- acts independently from society
- creates new services in order to attract more students
- focuses on results that customers require
- provides quality assurance
- educates an individual who can make important decisions independently and to anticipate their consequences, reform thinking and activity methods
- creates economic profit
- process of learning focuses more on student relations with teachers
- process of learning focuses more on student interactions
- students are treated as clients, consumers of educational service
- highlights the importance of partnership and cooperation
- industrial company that produces knowledge and skills
- develops high-level knowledge, objective truth, dialogue, rationalism, critical reflection, personal development and other values that reflect cultural priorities that it wants to settle in the society

**Task 7** *Use the characteristic features from Task 6 to describe KNLU. Which features do you think our university should get rid of and which ones do you think it should obtain?*

**Task 8** *Construct a model of an ideal university.*

**Task 9** *Conduct a survey among your groupmates and other students to find out their opinion about the role of a student and factors which influence it. Make a list of questions to ask your respondents. The words and phrases in the box can help you to organize your ideas.*

service consumer/client  
 member of the academic community  
 have the right to get higher education services  
 need knowledge and skills  
 develop the need to know/ability to find knowledge  
 contribute to the development of the university  
 assess critically  
 aware/unaware of what service s/he needs and what service s/he would like


take responsibility for the results  
 want to get a certain education note  
 expectations to be employed after graduation  
 consumer (student) is always right  
 participate in/ influence the development of learning process  
 determine outcomes of learning process  
 interested in the process results  
 enter a university with his/her own needs, expectations, understanding,




to get  
creator of service value  
involved in the academic community  
activities  
respect an institution where they study  
academic achievements

previous experience and knowledge  
contribute to the creation of value  
think about and aim to acquire relevant  
skills  
create new experiences and knowledge  
curriculum & syllabus

**Task 10** *Report on the results of the survey.*

**Task 11**  *Listen to the part of research on student academic achievements. Make a list of factors influencing them. Do you agree with the theories mentioned? Why? Why not? What other factors can you add to the list? Which of them do you think are the most important?*


**Task 12** *The system of assessment of students' achievements is based on giving grades. To what extent are the grades important for you? Why? How fare are the grades the teachers give students?*

**Task 13**  *Listen to the report about the grading system some schools have applied recently. Choose the correct summary of the report.*

- A) Increasing the students' grades by only ten per cent by some schools made academic achievements of their graduates more successful automatically.
- B) Some schools have increased graduates' grades in order to make them more attractive for the employers despite the fact that the grades do not reflect true abilities of students.
- C) A new grading system applied by some schools means that a 'C' grade automatically becomes a 'B' and a 'B' grade automatically becomes an 'A'.
- D) Many academic and business communities have not approved the adjustments to the students' grades made by some schools.
- E) Some schools have lifted the students' grades by ten per cent in order to make good business which was not approved by many academic and business communities.

**Task 14**  Listen to the report again and discuss the following issues.

1. Why have some business schools decided to increase the students' grades?
2. What does this change mean?
3. Why do you think academic and business communities criticised such adjustments?
4. Do you agree that giving the students the higher grades than they deserve is damaging for them? Why? Why not?

**Task 15**  The academic achievements depend on the approach to learning and the way of studying. Listen to students talking about the best way of studying. Match the speakers with the pieces of advice (a-g) they give. Use the letters only once. There are two extra options you do not need to use.

- |           |  |
|-----------|--|
| Speaker 1 | a) avoid a relaxing atmosphere           |
| Speaker 2 | b) designate a study area                |
| Speaker 3 | c) study with a group                    |
| Speaker 4 | d) have a relaxing atmosphere            |
| Speaker 5 | e) set yourself up for the process       |
|           | f) remove distractions to improve focus  |
|           | g) avoid eating too much before studying |

**Task 16** Speak with your partner. Share your ideas about efficient ways to study.

**Task 17** The approach to learning and the level of involvement in the academic community define the role of a student and influence his/her academic achievements. Read the research thesis statements focusing on two approaches to learning. To what extent do they reflect the reality, in your opinion?

<i>Deep Approach</i>	<i>Surface Approach</i>
When learning and analysing material students try to understand it and not to simply remember all details. Students feel the need to know, to find something new about what has been known and their aim is not always limited to a better evaluation.	Students, first of all, try to satisfy requirements set in the curriculum, provided by a teacher, evaluation system etc.

<p>Students are highly involved in the academic community activities as deeper knowledge can be acquired and skills can be developed only through interactions with other academic community members.</p>	<p>A majority of students simply want to pass their exams, although some of them focus on better results.</p>
<p>Knowledge and understanding are shared in the process of partnership and cooperation. Thus mental models are shared and common understanding is formed as well as new skills and abilities are developed. Student discussions and cooperation helps them to not only master curriculum but also to create additional value when studying.</p>	<p>Students believe that retrieving more information will ensure better evaluation. Thus students can only “enumerate, define and describe” and are not willing to create new knowledge, acquire new automatic skills and participate in academic discussion; their level of involvement in the academic community is very low.</p>
<p>Students are willing to get actively involved in the academic community and create value.</p>	<p>Students are not willing to involve in the academic community and do not create service value.</p>

**Task 18** *Render the following ideas into English. Use active vocabulary.*

1. Академічна спільнота – усі члени університетської спільноти, які беруть участь в освітній та науковій діяльності Університету. 2. Останнім часом багато хто в Україні вважає, що основною метою університетів є надання ними різноманітних освітніх послуг. Є й інша думка згідно з якою місія університетів полягає в підготовці висококваліфікованих фахівців для різних галузей економіки. З цією думкою охоче погоджуються і чимало роботодавців. Але обидва підходи занадто звужують реальну роль університетів у сучасному суспільстві. 3. Здобуваючи вищу освіту, молода людина прагне до самовдосконалення, реалізації свого покликання, мріє стати фахівцем, затребуваним як на національному, так і на міжнародному ринку праці. Тож у рідних alma mater студентам мають забезпечити належні умови навчання та комфортного перебування. У такому сенсі студент є споживачем освітніх послуг. І перше право таких споживачів – отримання якісних послуг. 4. Студент є завжди найбільш зацікавленою стороною в освітньо-науковому процесі. Він не пасивний споживач

знання, а активний і вмотивований співучасник формування всієї системи науково-педагогічного процесу. 5. Академічні досягнення залежать від ступеня залученості студента до навчального процесу та способів навчання. 6. Коли ми думаємо про навчання, одразу виникають певні асоціації: нескінченні години сидіння на одному місці, “пережовування” одного й того ж матеріалу, відчайдушні спроби зазубрити нову інформацію. 7. Згідно з науковими дослідженнями до ефективних методів навчання відноситься планування часу та регулярна практика. Дослідники не радять намагатися прочитати чи вивчити весь матеріал за один раз, а розбити його на дрібніші частини і розподілити час на їх опанування. Метод практичного тестування можна ще охарактеризувати як «самоперевірка», коли невеликі обсяги вивченого матеріалу регулярно перевіряються самостійно шляхом запитань та відповідей. 8. Дослідження показали, що невеликі перерви на фізичні вправи чи прогулянки під час навчання можуть допомогти вам залишатися у формі і поліпшити пам’ять. 9. Замість того, щоб вчитися тільки самому, спробуйте вчитися з наміром поділитися цими знаннями з кимось іншим. Навчаючи когось іншого матеріалу, який ви вивчили, ви дійсно закріплюєте цей матеріал у пам’яті, а не просто пасивно повторюєте його. Пам’ятайте про це, подумайте про те, як його пояснити іншому, і попросіть друга або родича пройти з вами невеличкий урок.

## ***Focus on Language***

### ***Words Easily Confused***

**Task 19** *Study the following words and difference in their meaning.*

**achievement** – a result gained by effort; the quality and quantity of a student's work. Eg.: *They saw academic achievement as within reach if they put forth the necessary effort, and they were willing to make good grades a primary goal.*

**accomplishment** – a successful result brought about by hard work. Eg.: *Her family is proud of her academic accomplishments.* A quality or ability equipping one for society; a special skill or ability acquired by training or practice. Eg.: *Her knowledge of foreign languages is one of her many accomplishments.*

**outcome** – something that follows as a result or consequence. Eg.: *We do have clear evidence that a teacher's expectation of a student's potential achievement is a crucial determinant of learning outcomes.*

**result** – something obtained by calculation or investigation. Eg.: *The understanding that only through good examination results can one succeed has long been outdated.*

**success** – favourable or desired outcome. Eg.: *Free schools have been a great success – now let's keep up the momentum for education.*

**performance** – how well a person, machine, etc. does a piece of work or an activity. Eg.: *These schools are often heavily oversubscribed, and award places in rank order of performance in their entry tests.*

**a feather in one's cap** (idiom) – an achievement to be proud of. Eg.: *The award was another feather in his cap.*

**Task 20** Choose the correct word. Explain your choice.

1. The rankings reflect how education systems manage to raise the **achievement/success/outcomes** of less able students. 2. These very highly selective schools also tend to dominate the top positions in **result/success/performance** tables. 3. We need to bridge the gaps of academic **success/achievement/outcomes** among all student groups. 4. So the Harvard diploma is now, more than ever, a golden ticket to a certain kind of **success/performance/result**. 5. All of these factors contribute significantly to their high dropout rates and poor academic **accomplishment/achievement/success**. 6. The student celebrated his exam **success/performance/outcomes** by drinking heavily and finally was arrested for being drunk and disorderly. 7. Facilitators must relate **success/performance/result** to accomplishment of training objectives. 8. Self-assessment is defined as the process by which students make judgements about their learning, particularly their learning **performance/results/outcomes**. 9. The focus on learning is group **accomplishment/outcome/success** of tasks, with individual contributions sent to the teacher and the student.

### **Prepositions**

**Task 21** Complete the blanks with the prepositions where necessary

on the list  
work on  
relate to

acceptable to  
irrespective of  
make a contribution to

**Task 22** *Choose the correct preposition.*

1. At Eton he did no more work than was acceptable **for/to** him, but he had an inborn love of literature, and he laid the foundation of that knowledge of the classic languages which in after years was the delight of his life. 2. Plagiarism is **on/in** the list of extremely serious issues in higher education. 3. The examinations are open to candidates irrespective **from/of** where they have studied, but under the Higher Education Act grants are paid to seven colleges that specially devote themselves to preparing students for the graduation courses. 4. What do students work **above/on** most undergraduate degree courses? 5. Students become members of the academic community, having the opportunity to make a personal contribution **to/on** the creation of knowledge and understanding. 6. Many even of these readings merely relate **to/with** variations of spelling, pronunciation or grammatical forms; others substitute a more decent expression for the coarser phrase of the text, but in some instances the suggested reading really affects the sense of the passage.

**Word Formation & Derivatives**

**Formation of nouns with the suffixes:**      **Verb+ment=Noun**  
(state, act, condition)

**Task 23** *Rewrite the sentences replacing the verbs with the nouns derived from them so that they have the same meaning.*

1. Beyond the employment, career, and financial opportunities afforded by a university degree is the satisfaction **of what you achieved personally**. 2. When you learn how to manage your time better, **you'll be able to accomplish more tasks** and experience less stress without having to give up the activities you love. 3. The graduates should be ready to respond to **anything required** on the job market. 4. Popular universities have lately **developed considerably**. 5. You will also be able to enhance the profile of the academic group through **your desire to commit to** research activities. 6. The teacher **assigned a coursework to the students to complete** at the end of each module studied. 7. Methods **to assess alternatively** are not, of course, solely used for classroom purposes.

## ***Phrasal Verbs & Expressions***

**Task 24** *Match the phrasal verbs and expressions on the left with their meaning on the right.*

- |  |   |
|--|---|
| 1. Several of the members have <b>come up with</b> suggestions of their own.   | A) to treat something in a way that fails to recognize its importance or its faults                         |
| 2. More research on the subject needs to be <b>carried out</b> .   | B) to suggest or think of an idea or plan   |
| 3. When you have something painful, boring or unpleasant to do, do you prefer to do it all <b>in one go</b> or a little bit at a time?   | C) something one has accomplished and should be proud of  |
| 4. Popular writing sometimes <b>glosses over</b> important facts.  | D) in one action  |
| 5. Admittedly, Dr. Ross proved that those things don't guarantee strong leadership, but one still might think that having some expertise in your chosen field might be <b>a nice little feather in one's cap</b> . | E) to do or complete something, especially that you have said you would do or that you have been told to do |

## **Speaking Skills**

**Communicative Situation 1** *Speak about the role of a university student.*

**Communicative Situation 2** *What are the most efficient ways of learning? Which ones do you usually use? Why?*

**Communicative Situation 3** *What do the academic achievements depend on?*

**Communicative Situation 4** *How can you contribute to the creation of knowledge and understanding?*

**Communicative Situation 5** *What is the system of assessment at KNLU based on? What would you change?*

## Test Yourself Section

### *Reading Comprehension*

**Task 26** *Read the article about the use of technology in university lectures. Some sentences have been removed. Choose from the sentences A-F the one which fits each gap (1-5). There are two extra sentences that you do not need to use.*

#### **Students Bring Their Own Technology to Lectures**

A trend known as Bring Your Own Device (BYOD) has swept across countless universities and institutions. The idea is that technology can allow students to access online learning tools and interactive resources: students will no longer sit passively in the lecture hall, but instead will be engaging with complementary material online. While supplying (and routinely upgrading) enough technology so that all students can access virtual learning environments is too costly, building a network that allows them to use online resources via their personal devices is less of a financial burden. The practice also allows students to use technology that they're familiar with, according to Jason Lodge, lecturer in higher education in learning futures at Griffith University in Brisbane. 'BYOD eliminates quite a bit of the cognitive load associated with learning. For example, any activity requires multiple levels of understanding in order for students to engage effectively. 1. ....'

Lodge admits that the BYOD trend does have a number of problems. His biggest concern? It encourages students to use technology during teaching time: The major downside of BYOD is the potential for distraction. Students' own devices are likely to include all the applications they use on a regular basis. 2. ....' Tim Cappelli, a senior project manager at Manchester Medical School, disagrees. He explained: '93% of our students said they use their Pads for accessing social networks. I'm surprised it's not higher. Are they doing this in lectures? Probably. But is this any different from me reading a novel at the back of the lecture theatre, or doodling on my notepad, when I was a student?' 3. ....

You don't have to look far to find studies warning that constant access to technology can damage an individual's concentration. A study by Professor Lany Rosen, California State University, found that people could only focus on a given task for six minutes before utilising some form of technology. 4. .... The other aspect which can waste time is the issue of compatibility. Students utilise a multitude of laptops, mobiles and tablets, all of which may have different operating systems. Consequently, lectures and seminars can be dominated by struggles to make everything work properly. Not



only does this take up valuable time to sort out, but most professors lack the specialised knowledge to resolve these issues

While technology is undoubtedly changing the way students learn, there's still some way to go before students' mobiles and tablets are seamlessly interwoven into the classroom environment, says Lodge. The emphasis of BYOD thus far has been more on infrastructure, i.e. making sure there is sufficient wireless bandwidth, rather than incorporating students' own devices into the learning activities they do. 5. .... To my knowledge, designing effective courses, subjects and activities that incorporate the students' devices happens in pockets at the moment.' Professor Steven Furnell, head of Plymouth University's school of computing and mathematics, points out another possible obstacle to universal access. Relying on students to buy their own devices could 'result in a situation of the "haves" and "have nots" amongst the student population'.

- A) However, of course the difference is that iPads offer a multitude of distractions far exceeding those of a novel or a biro. (3)
- B) This cannot be controlled like it can be with computers provided by the institution. (1)
- C) The iPads are used to annotate lecture slides with additional information while the lecturer is talking, as well as for recording lectures and taking notes. (extra)
- D) This of course is particularly problematic at universities, where deep, analytical thinking is highly valued. (4)
- E) By using devices, they are already familiar with, they have more resources available to understand what they are being asked to do and what the actual content of the task is. (2)
- F) Teaching practice is notoriously slow to change in a university setting. (5)
- G) They also help when students are working in groups, he adds: 'They use mind-mapping apps to map out the discussions from given cases, and they will share papers, documents and other resources before, during and after the session using a shared Dropbox folder.' (extra)

## Wordlist

1. *mature student*
2. *undergraduate student*
3. *peer student*
4. *service university*
5. *university service*
6. *key research findings*
7. *undergraduate degree*
8. *credit and recognition*
9. *academic*
10. *academic community*
11. *plagiarism*
12. *research project*
13. *body of knowledge*
14. *consumer of university service*
15. *learning outcomes*
16. *academic achievement*
17. *problem solving methods*
18. *approach to learning*
19. *deep approach*
20. *surface approach*
21. *curriculum*
22. *syllabus*
23. *subject*
24. *grade*
25. *grading system*

## Use of English

### *Words Easily Confused*

*achievement*  
*accomplishment*  
*outcome*

*result*  
*success*  
*performance*

### *Prepositions*

on the list  
work on  
relate to

acceptable to  
irrespective of  
make a contribution to

### *Phrasal Verbs & Idiomatic Expressions*

*carry out*  
*come up with*  
*gloss over sth*  
*a feather in one's cap*

## UNIT 15

### From an Undergraduate to an Esteemed Professor

#### ! Learning Goals

##### *Skills*

! **Listening** for specific information  
**Comprehension:** Matching;  
answering the questions  
Recording: *What makes a good teacher*  
Videos: *What does good university teaching look like? Steps to become a professor*  
! **Speaking:** expressing opinion;  
reporting on the survey results

##### *Language*


! **Vocabulary:** traits, qualities of a good university teacher; university teacher career; university officials.  
! **Use of English:** words easily confused *mentor, advisor, supervisor, monitor*; verbs/nouns with prepositions; phrasal verbs/idiomatic expressions; word formation: *revision*.

#### Warming up


**Task 1** *Work in pairs. Discuss the following issues.*

1. Do/Did you have (a) favourite teacher(s)? What is/was s/he like?
2. What makes a good teacher?
3. How important is a teacher for you? Why?


#### Listening Skills

**Task 2**  *Listen to students talking about what makes a good teacher. What does each speaker say a good teacher should do? Choose the answers from the list (A-H). Choose the letter only once. There are three extra letters which you do not need to use.*


- |           |   |
|-----------|---|
| Speaker 1 | A) be entertaining                                |
| Speaker 2 | B) direct and supervise                           |
| Speaker 3 | C) be helpful and available outside the classroom |
| Speaker 4 | D) reflect on how good s/he are                   |
| Speaker 5 | E) be demanding and praise effort                 |
|           | F) focus on a student                             |
|           | G) be hardworking and responsible                 |
|           | H) do their qualification                         |

**Task 3**  Listen again. Make a list of qualities a good teacher should have. To what extent do you agree or disagree with the speakers?

### **Focus on Content**

**Task 4**  Watch the video with university teachers talking about what good university teaching looks like. Answer the questions below.  
<https://www.youtube.com/watch?v=km0b5RIr9Dk>

1. What three things does Charles Knight associate with good university teaching?
2. What is the way for a university teacher to be on top of his/her craft?
3. What do the students have to feel when the teacher is in the classroom with them?
4. What gap does Charles Knight think the students have to step into? Why?
5. What qualities of good teaching does Julia Prest consider to be similar within universities and across them?
6. What other things does she think a good teacher should do?
7. How can good teaching vary within the same teacher?
8. What is a group dynamic?
9. What is the top quality of a university teacher in Julia Prest's opinion?
10. What according to Rebecca Bushel should good teaching involve besides teaching students the subject knowledge they need?
11. What does she mean saying about preparing the students for the real world?
12. What skills should students be taught to be ready to make advances to the economy and the industries they go into?
13. What does Rebecca Bushel try to do when teaching? Why?
14. What is her attitude to students challenging what she is saying? What are the best answers for her?
15. What does Sara Wolfson think good teaching should prioritise?
16. How can teaching develop the individual?

**Task 5**  Watch the video again. Make the list of qualities of a good university teacher discussed. Compare it with the list of qualities mentioned by the students. Do you have anything to add to the lists?

## Vocabulary & Use of English

### *Focus on Vocabulary*

**Task 6** *Explain the meaning of the words and phrases in the box. Give their context and Ukrainian equivalents.*

<b>teaching qualification</b>	<b>end of term/year report</b>	<b>research-informed</b>
<b>practice-informed</b>	<b>underpin</b>	<b>degree of parity</b>
<b>subject knowledge</b>	<b>employability skills</b>	<b>student cohort</b>
<b>prioritise</b>	<b>sense of partnership</b>	<b>skillset</b>
	<b>academia</b>	<b>higher order thinking (HOT)</b>


**Task 7** *Complete the sentences with the words and phrases in the correct form from Task 6.*

1. It's becoming more common for lecturers to have or to be working towards a ..... 2. .... teaching, which refers to the practice of linking research with teaching in Higher Education, has led to a new interest in undergraduate research, where university students enrolled on bachelor's degrees are given the opportunity to participate in research projects or undertake their own research. 3. Students are always prepared with ....., but nowadays they also need to be able to be innovative, and they need to be creative and to do that they need more than just that subject knowledge. 4. In order to select among and ..... the many possible scientific projects, critical analysis is recommended. 5. A tutor is responsible for writing a(n) ..... which must provide information on general progress of a student, results of exams, vocational qualifications or credits, brief particulars of achievements, highlighting strengths and developmental needs. 6. Critical evaluation of varied sources ..... his commentaries, while religious beliefs and spiritual mysticism proved their enduring themes across his academic oeuvre. 7. Among the ..... you need in HE lecturer job are expertise in your subject area, enthusiasm for your specialist research area and the ability to pass this passion on to your students and peers. 8. I think good teaching should really prioritise the ..... between the student and the lecturer. 9. The report highlights the positive impacts that ..... learning models can have for students, by making their work more engaging, challenging them to think in new ways, grounding theoretical understanding in 'real- world' contexts, and providing skills and networks that will improve their employment prospects. 10. We need a ..... within universities, and across universities, and again up to a point. I think good teaching is going to be similar because good teachers are likely to have some of the same qualities like the

knowledge of the subject, their enthusiasm for the subject, their ability to communicate that enthusiasm and knowledge to others clearly and so on. 11. .... takes thinking to a whole new level. Students using it are understanding higher levels rather than just memorizing math facts. They would have to understand the facts, infer them, and connect them to other concepts. 12. I think, that as an educator, good university teaching should really be about developing the whole person and educating the individual, not only educating them in terms of the subject content, but to helping develop their ....., their socio-cultural skillset and their moral skillset as well. 13. Good university teaching is not just about informing them about the subject, which is of course really important, but it's about making sure they have skills to take that beyond the ivory towers of ..... into the wider world as well.

**Task 8** *Work with the words and phrases from Task 6 in your vocabulary notebook.*

### ***Extra Vocabulary***

**Task 9**  *Watch the video about how to rise from being a lowly undergraduate to an esteemed professor. Put the steps to become a professor in the correct order. Do you think they are really easy?*

1. Do postdoctoral research
2. Get a senior lecturer position
3. Become an esteemed professor
4. Do a university degree
5. Get a junior lecture position
6. Finish A-levels
7. Get promoted to an associate professor and reader
8. Do postgraduate studies for MSc and PhD degree

**Task 10** *Match the steps from Task 9 with the activities they involve. There are activities that belong to more than one step. Watch the video again and check.*

do experiments or theoretical studies	apply for a research fellowship
work with a professor/an academic	three or four years of study
write papers and read about the area of research	do research full-time
tell what research you want to do why it's important to do that research and	apply to university
	supervise master and PhD students
	develop your profile from national to

why it's important that you're the person to do that research deliver lectures to undergraduates develop your own research interest start building, planning, funding and managing your own research group	international take part in international meetings have a good reputation among colleagues to be the head of the division/school write and defend thesis to be internationally leading in your research
---	---

**Task 11** Give the meaning and the context of the words and phrases from the video below.

postgraduate studies	academic ladder	Vice Chancellor
Master of Science (MSC)	probationary period	Pro-Vice Chancellor
Doctor of Philosophy (PhD)	junior lecturer position	byzantine procedure
thesis	senior lecturer position	referee
postdoctoral researcher	research group	external referee
research fellowship	Head of the division/school	promotion
	Dean	professor
		esteemed/merited professor

**Task 12** Match the university officers with their responsibilities. Give their Ukrainian equivalents.

Chancellor	an academic who takes on additional managerial responsibilities for a limited time, alongside their regular teaching and research; may be in charge of areas such as administration, research and development, student affairs, and academic and education affairs.
Vice-chancellor	an official in an academic institution who handles student records; schedules classes and maintains class lists, enforces the rules for entering or leaving classes, and keeps a permanent record of grades and marks.
Pro-Vice Chancellor (PVC)	the leader of a university or a college, often just a ceremonial figure. This means he or she does not make many decisions inside the University. He/She is just a person who is chosen to represent the University at official events and with other organizations.
Registrar	An appointed postholder who has responsibility for either an academic department or school; appointed by and is responsible to the Pro-Vice Chancellor
Head of	the chief executive of a university or a college. He/She is the one

Academic Division	that makes all the decisions, goes at regular meetings and has the day-to-day duties to do; is often very closely linked to the University: for example, he/she might be a fellow there, who decides to take on additional responsibilities; might also represent the university at important events if the chancellor is not available.
-------------------	--

**Task 13** *Translate into English. Use active vocabulary.*

1. Кожне покоління студентів має своє уявлення про те, яким повинен бути їхній викладач. 2. Ще років двадцять-тридцять тому вважали, що педагог знає все. Тепер думка щодо того змінилася, адже ми дійшли слушного висновку – усього знати неможливо, ніхто не знає всього і не повинен до цього прагнути, але ми повинні працювати в тому напрямку, який обрали. Отож, сучасний викладач – це той, хто розвиває себе й до цього спонукає своїх студентів. 3. На думку студентів, сучасні викладачі повинні використовувати новітні методи викладання. Студенти цінують професіоналізм викладача, його вміння вивести слухачів за межі підручника-посібника, створити інтерес до свого предмета, зацікавити реальною справою, спільними діями, у яких вони могли б бути нарівні. 4. Навчальний процес розглядається як спільна діяльність, діалог рівноправних учасників. Викладач є посередником між студентами та навчальним матеріалом, тому викладач повинен бути готовим до виконання ролі порадирика, помічника, консультанта, комунікатора, партнера. 5. Ректор – керівник закладу вищої освіти. В епоху Відродження ректорами називалися головні вчителі і завідувачі багатокласних шкіл. У Франції ректором називається також людина, яка очолювала навчальний округ («академію»). 6. Декан – голова факультету в освітній установі вищої професійної освіти; безпосередньо керує навчальною, виховною і науковою роботою на факультеті. Він підпорядковується безпосередньо ректору, проректору з навчальної частини. 7. У закладах вищої освіти України вища освіта здобувається за освітньо-кваліфікаційними рівнями бакалавра, спеціаліста та магістра. 8. Післядипломну освіту можуть отримати особи, котрі вже мають вищу освіту. За змістом вона являє собою науково-дослідну роботу, за результатами якої присуджується науковий ступінь кандидата наук або доктора наук. 9. Професор – вчене звання і посада викладача закладу вищої освіти чи наукового співробітника науково-дослідної установи. Для кожної країни визначення терміна «професор» має свої особливості. Так, у більшості «англомовних» країн професор – це титул, призначений для вченого, який займає керівну



посаду (як правило, для завідувача кафедри, лабораторії, відділу, відділення тощо), або персональна посада, яка надається (за заслуги в науці) спеціально певній людині. 10. Доцент в Україні - вчене звання викладачів закладів вищої освіти, що виконують функцію університетських лекторів. Вони читають лекції, керують курсовими та дипломними проектами, проводять практичні та лабораторні заняття. 11. У закладах вищої освіти старший викладач – посада, що займає проміжне положення між асистентом і доцентом. Старші викладачі можуть читати курси лекцій та приймати заліки та іспити. Як правило, ними стають викладачі (асистенти), що не мають наукового ступеню, але мають достатній досвід, або викладачі-кандидати наук, які не обіймають посаду доцента.

**Task 14** *Conduct a survey among your groupmates and other students to find out their opinion about a good university teacher. Make a list of questions to ask your respondents.*

### ***Focus on Language***

#### ***Words Easily Confused***

**Task 15** *Study the following words and difference in their meaning.*

**Advisor** – In graduate school an advisor often serves as the person who advises the student regarding courses that are required and other issues that may arise with University policies. Eg.: *You will see on this site that there is great communication between students and their advisors and program coordinators, with information at your fingertips.*

**Mentor** – A wise and trusted counsellor or teacher; the qualities found in a mentor often include involvement in the same field of study as the graduate student, similar research and career interests, involvement in networking circles the graduate student is interested in, and most importantly a relationship between the two that allows the graduate student to feel comfortable discussing their goals, interests, and concerns. Eg.: *It's unfortunate you don't have a mentor to show you more about your talents.*

**Supervisor** – An official in charge of the courses of study for a particular subject and of all teachers of that subject. A supervisor makes sure everybody complies with rules or other requirements set for them. Supervisors have the

responsibility of informing and directing. Eg.: *Each external project has a second academic supervisor directly involved in the course.*

**Monitor** – A student appointed to assist a teacher. A person or machine engaged in monitoring an activity is not generally expected to deal directly with a problem, but to alert a person in charge. Monitors observe without instructing. It's the monitor's job to warn someone that some activity is not proceeding according to plan. Eg.: *Monitor! Where is the register?*

**Task 16** *Complete the sentences with the words from Task 14. Justify your choice.*

1. Students complete their self-designed coursework from their home communities with the support of faculty and graduate ..... 2. The student should agree with his/her ..... on a program of training to develop his / her research skills. 3. They will support you and consult with your ..... about your work-based assignments. 4. It is important for the ..... to set behavioural standards for other students to consider him or her as a role model. 5. Young boys with lots of energy often will love having an older..... who can help them learn to pitch tents or teach them to fish. 6. If you're not sure which to choose, it's helpful to speak with trusted faculty..... 7. They must also maintain regular contact with their dissertation..... 8. The..... should foster a relationship that is conducive to learning. 9. Depending on the nature of the thesis, students may also be allocated an additional thesis..... 10. Students will also be asked to nominate a ..... for personal support.

### ***Prepositions***

**Task 17** *Complete the blanks with the prepositions where necessary*

respond to	count on
make advances to	course on
regard sb as	at random
typical of	

**Task 18** *Choose the correct preposition*

1. Good university teaching is about preparing students for the real world so that they can actually make some advances **to/in/for** the economy and to the

industries that they go into. 2. Throughout my education, though, the teachers I responded **to/with/of** best were the ones that tried to push me along a bit by getting me to try a little bit harder. 3. Noam Chomsky is regarded **as/-/to** the father of modern linguistics. 4. In the summer of 1998, I taught a course **in/on/for** theoretical approaches to historical syntax at the summer school of the Linguistic Society of Germany. 5. As a historian, he was most typical **for/to/of** the times in which he lived. 6. However, even if one hadn't had a chance to give him written drafts ahead of time, once could **count for/on/of** in-depth, valuable comments full of general perspective, while presenting new material and hypotheses to him. 7. The teacher might suddenly address individual students **in/at/on** random.

**Word Formation & Derivatives: Revision**

**Task 19** Complete the gaps in the text with the correct derivative forms of the words on the right.

Linguistics Professor Jaklin Kornfilt, a member of the Languages, Literatures and Linguistics (LLL) faculty, specializes in syntactic theory, theoretically informed linguistic typology, and the syntax-morphology interface recollects her being a student of Noam Chomsky.

<p>I should say a few more words about the experience of being one of his students, especially of working on one's dissertation with him as an <b>1.</b> ..... During the dissertation year, the student meets with him typically once a week. Obviously, this is an amazing <b>2.</b> ..... of time and energy for someone like Chomsky, who has so many <b>3.</b> ..... on his time; back then, he was also teaching, and so had even less time – not to mention all his other <b>4.</b> ....., i.e. all <b>5.</b> ..... candidates in their last year. An <b>6.</b> ..... was typically an entire hour. In order to benefit from that <b>7.</b> ..... hour, the best thing to do was to write a draft of a section and submit it to him ahead, so that his comments could be very detailed during the face-to-face <b>8.</b> ..... However, even if one hadn't had a chance to give him written drafts ahead of time, once could count on in-depth, <b>9.</b> ..... comments full of general perspective, while presenting new material and hypotheses to him. I have rarely encountered anyone who can focus on a conversation at one</p>	<p>1. advise 2. invest 3. commit 4. advise 5. doctor 6. appoint 7. week 8. discuss 9. value</p>
---	---

hundred percent, and be with you with his or her entire attention. Thus, it was not <b>10.</b> ..... for him to raise criticism and to see novel repercussions to one's ideas and <b>11.</b> ....., even if it was the first time that he was presented with those ideas.	10. type 11. propose
He was wonderful with seeing <b>12.</b> ..... between one's ideas and present as well as past work, directing you not only to published or unpublished literature, but also to other students and <b>13.</b> ..... with whom he had talked and from whose ideas or <b>14.</b> ..... and materials he thought you might profit (or who might profit from your proposals).	12. connect 13. school 14. observe
His <b>15.</b> ..... with respect to his time and energy also showed itself with respect to <b>16.</b> “..... property”: In your question, you referred to him as the father of modern linguistics. I think you are correct; however, he would deny this. He has stressed, time and time again, in print and <b>17.</b> ....., that modern linguistics has been a joint effort and joint success from its start until now, and that he has benefited from the work of his colleagues and students, just as they have benefited from his work. As you see, he has been, and still is, a <b>18.</b> ..... model in terms of not only the details of one's work, but as an ethical and moral <b>19.</b> ..... and as a generous human being, as well.	15. generous 16. intellect 17. oral 18. role 19. profession

### *Phrasal Verbs & Expressions*

**Task 20** Match the phrasal verbs and expressions on the left with their meaning on the right.

That brings me on to a top quality of a good university teacher and that is flexibility and an ability to <b>think on her or his feet.</b>	give time/effort
It's about making sure they have skills to take that beyond <b>the ivory towers</b> of academia into the wider world as well.	to make a quick decision or give an answer quickly
There has always got to be <b>a gap</b> for the students to <b>step into</b> and come up with their own answers.	to apply pressure to move someone or something along
The teacher needs to <b>put in</b> the hours, to mark the homework, to prepare lessons carefully.	to find something that is missing

Throughout my education, though, the teachers I responded to best were the ones that tried to <b>push me along</b> a bit by getting me to try a little bit harder.	to leave
So, it's about preparing them for when they <b>get out</b> into the real world so that they can actually make some advances to the economy and to the industries that they go into.	to live or be in this place means not to know about or to want to avoid the ordinary and unpleasant things that happen in people's lives

## Speaking Skills

**Communicative Situation 1** *Speak about the role of a teacher in the life of a student. To what extent do you think the teacher is a contributive factor to his/her learning achievements/progress?*

**Communicative Situation 2** *What traits, in your opinion, a teacher should not have?*


**Communicative Situation 3** *What attitude should a teacher have to his/her students?*

**Communicative Situation 4** *What does the career of a university teacher involve? Would you like to be a university teacher? Why? Why not?*

**Communicative Situation 5** *Report on the results of your survey on what a good university teacher should look like.*

## Test Yourself Section

### Listening Comprehension

**Task 21**  You will hear five young people talking about what makes a good teacher. For the following question, choose from the list which of the opinions each speaker expresses. <https://www.esleschool.com/b2-first-listening-test-part-3-exercise-1/>

- |                  |   |
|------------------|---|
| <b>Speaker 1</b> | A good teacher knows the subject well (4)             |
| <b>Speaker 2</b> | A good teacher is available outside the classroom (1) |
| <b>Speaker 3</b> | A good teacher has experience (3)                     |
| <b>Speaker 4</b> | A good teacher is entertaining                        |
| <b>Speaker 5</b> | A good teacher praises effort (5)                     |
|                  | A good teacher is strict (2)                          |

## **Wordlist**

<i>teaching qualification</i>	<i>research fellowship</i>
<i>end of term/year report</i>	<i>academic ladder</i>
<i>research-informed</i>	<i>probationary period</i>
<i>practice-informed</i>	<i>junior lecturer position</i>
<i>underpin</i>	<i>senior lecturer position</i>
<i>degree of parity</i>	<i>research group</i>
<i>student cohort</i>	<i>Head of the division/school</i>
<i>subject knowledge</i>	<i>Dean</i>
<i>employability skills</i>	<i>Chancellor</i>
<i>higher order thinking (HOT)</i>	<i>Vice Chancellor</i>
<i>prioritise</i>	<i>Pro-Vice Chancellor (PVC)</i>
<i>sense of partnership</i>	<i>Registrar</i>
<i>skillset</i>	<i>byzantine procedure</i>
<i>academia</i>	<i>referee</i>
<i>postgraduate studies</i>	<i>external referee</i>
<i>Master of Science (MSc)</i>	<i>promotion</i>
<i>Doctor of Philosophy (PhD)</i>	<i>professor</i>
<i>thesis</i>	<i>esteemed/merited professor</i>
<i>postdoctoral researcher</i>	

## **Use of English**

**Words Easily Confused:** *advisor mentor supervisor monitor*

### **Prepositions**

<i>respond to</i>	<i>count on</i>
<i>make advances to</i>	<i>course on</i>
<i>regard sb as</i>	<i>at random</i>
<i>typical of</i>	

### **Phrasal Verbs & Idiomatic Expressions**

<i>to step into a gap</i>	<i>think on her or his feet</i>
<i>put in</i>	<i>the ivory towers</i>
<i>push sb along</i>	
<i>get out</i>	

## UNIT 16

### Academic Integrity

#### ! Learning Goals

##### *Skills*

**! Reading for gist**

**Comprehension:** *True, False, No information*

Texts: *What can universities do to stop students cheating?*

**! Speaking:** Discussing the problem of cheating and plagiarism in universities

##### *Language*

**! Vocabulary:** academic integrity and honesty

**! Use of English:** words easily confused: forms of academic dishonesty; nouns,

verbs with prepositions: *revision*; word formation & derivatives: *revision*.

#### Warming up

**Task 1 Work in pairs. Discuss the following questions with your partner.**

- What is your definition of cheating?
- Have you ever cheated on an exam?
- Have you ever been caught cheating on an exam?
- Describe a time when you cheated and it helped you.
- Do you consider cheating to be very bad or normal thing to do?

#### Reading skills

**Focus on Comprehension:** *Yes, No or No Information task*

**Task 2** *Read the text about the problem of cheating in the university. Do the following statements agree with the information you read? For questions 1-10 write*

**True** if the statement agrees with the information;

**False** if the statement contradicts the information;

**No information** if there is no information on this.

1. There was a higher level of cheating among students than it is nowadays.
2. Top universities were also involved in academic misconduct.
3. According to the author of the article, cheating is a problem that might be failed to consider without serious consequences.

4. We do not really know all about the real situation of cheating in universities.
5. There should be the equal assignments and assessment criteria for all students.
6. Text-matching software is widely used in many Eastern European countries.
7. Anti-cheating programs can be too expensive for some universities.
8. It is easy to discover professional ghost-writing.
9. New student unions are going to be opened in many universities for students to have the right to appeal and explain their behaviour.
10. Universities have to set an example of academic honesty and integrity.
11. Failure to lessen corruption and other forms of academic misconduct by university authorities may influence student's professional lives.
12. Cheating students could not affect economic and social development in their countries.

### **What can universities do to stop students cheating?**

Elena Denisova-Schmidt, 20 April 2019

Cheating among students has reached unprecedented levels worldwide. Even top universities have raised the alarm: the 2012 Harvard cheating scandal; a significant increase in academic misconduct among Britain's Russell Group universities from 2014 to 2017; ongoing cheating among student athletes to enter or to stay at universities in the United States; unauthorised exam assignment sharing in Switzerland; contract cheating in Australia; and plagiarism in many Eastern European countries are just a few examples of a problem that is becoming harder to ignore.

It should be noted, however, that all of these cases of academic misconduct were caught and identified as such, so this might only be the tip of the iceberg – and the real situation might be dramatically worse.

#### **Some remedies at the exam level**

Faculty members should consider the heritage of students and take into account their previous educational backgrounds, especially those of international students, when designing assessments.

International students – who are often required to have B2 (CEFR) or mid-advanced (ACTFL) language proficiency for enrolment – should be given some allowances compared to native speakers; even the usage of a single language dictionary or just a note to a grader would be helpful.

Some affordances should also be granted to domestic students who have reading or writing disabilities. Several versions of the same exam or randomised seating may prevent copying from a neighbour; a large number of external proctors to supervise examinations might be an effective remedy as well. Courses on academic learning and writing as well as on academic integrity might increase students' awareness of ethical issues significantly.



Text-matching software, already widely used at many universities, is a useful tool to protect standards of academic integrity. It should be mentioned, however, that even modern software tools can identify only some forms of plagiarism, such as verbatim copying.

Plagiarism from other languages and-or professional ghost-writing often remain undetectable. In some academic cultures, exam assignments might be shared or sold before the exams, which might also remain undetected.

Universities should develop codes of conduct and other internal policies and procedures that clearly describe areas of academic misconduct and possible consequences of violations such as a reduced grade, a classification of 'inadequate' or other disciplinary actions, ranging up to removal from the university.

Students, however, should always have the right to appeal and explain their behaviour. In many universities, student unions, ethical commissions or other committees with student representatives often play the role of ombudsmen.

### **Why are some universities successful, but some not?**

Some universities are successful in preventing and controlling academic corruption among students, while others are less so.

The reasons for this might vary. Some measures might require additional financial resources, such as the use of text-matching software, which might be too costly for some universities, that might only utilise it at the final thesis level when it may be too late to deter students from cheating. Too many regulations and too much control might not be appreciated by already overloaded faculty members and university administrations.

In order to implement all these measures successfully, however, universities should serve as role models. If they just declare their integrity, but do not practise it, they might not be able to expect it from students.

### **What is necessary to combat corruption among students?**

Combating corruption might be a challenge, but especially with regard to student education, it is crucial. Young people in their last formative years spend the majority of their time in educational institutions: what they learn, hear and observe about corruption, real or perceived, its acceptance and the inability of leadership to mitigate it, will highly likely affect their professional lives.

Cheating students might grow to become cheating employees and may even 'encourage' corruption at the organisational level. Cheating students will hamper economic and social development in their countries and globally.

By acknowledging the severity of academic misconduct involving students, and by allocating all the resources necessary to mitigate it,

universities might succeed in preventing corruption on their own campuses and beyond.

### ***Focus on Content***

**Task 3** *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

**Task 4** *Answer the questions below. Work in pairs.*

1. Why is the problem of cheating becoming harder to ignore?
2. Why have top universities raised the alarm?
3. What should faculty members take into account when designing assessments?
4. What allowances should be given to international students?
5. What are the remedies against cheating at the exam level?
6. What is the purpose of text-matching software?
7. Why are some universities successful at the anti-cheating campaign, but some not?
8. What are the methods of fighting against cheating? Are they effective?
9. Who plays the role of ombudsmen in the student community?
10. Why are some universities successful in preventing and controlling academic corruption, but some not?
11. What are the consequences of academic misconduct?
12. Why can cheating students hamper economic and social development in their countries?
13. What is your attitude towards cheating among students?
14. Why should we mitigate cheating globally?
15. What is the main idea of the article?

### **Vocabulary & Use of English**

#### ***Focus on Vocabulary***

**Task 5** *Translate into English*

1. академічна доброчесність; 2. академічне правопорушення; 3. виділяти ресурси; 4. ефективний засіб ("ліки"); 5. оцінювання; 6. обізнаність з етичних питань; 7. правила (кодекс) поведінки; 8. освітня база (студента); 9. зовнішні спостерігачі (на екзаменах); 10; перевантажені члени факультету; 11. робити певні поблажки; 12. запобігання та контроль

академічної корупції; 13. професійний літературний раб ("негр"); 14. серйозність академічного правопорушення; 15. програмне забезпечення; 16. досягнути успіху в чомусь; 17. вершина айсберга; 18. перешкоджати економічному та соціальному розвитку; 19. успішно запровадити (імплементувати) всі заходи; 20. зменшувати, скорочувати, послаблювати; 21. виконувати роль уповноваженого з прав людини (омбудсмена); 22. залишатися невизначеним; 23. слідкувати за проведенням екзамену; 24. брати до уваги; 25. несанкціоноване поширення екзаменаційних завдань; 26. університети підняли тривогу; 27. нечуваний рівень; 28. дослівне копіювання; 29. щодо/стосовно/відносно; 30. боротьба з корупцією.

**Task 6** Read the article from *The Guardian* about the investigation on academic misconduct in universities. Complete the sentences with the words and word combinations from the box. There are two words you do not need to use.

<i>excellent</i>	<i>cheating</i>	<i>surprise</i>
<i>misconduct</i>	<i>university</i>	<i>profitable</i>
<i>cheating</i>	<i>period</i>	<i>academic</i>
<i>investigation</i>	<i>undermine</i>	<i>succeed</i>

### More University Students are Cheating – but it's not because they're lazy



‘Rather than an unhealthy fixation on final exams and coursework, universities should instead focus on the intellectual development of their students.’

Photograph: Martin Godwin for the Guardian

A Guardian 1) \_\_\_\_\_ published last week into academic 2) \_\_\_\_\_ revealed that the number of students caught 3) \_\_\_\_\_ at Russell Group universities has risen by 40% from 2,640 to 3,721 between the 4) \_\_\_\_\_ years 2014-15 and 2016-17. This phenomenon though is not unique to Russell Group universities, with *The Times* reporting on more than 50,000 cases of

cheating at British universities in a three-year 5) \_\_\_\_\_ between 2013 and 2016.

Based on the current state of higher education in this country though, this should come as no 6) \_\_\_\_\_. For students, the pressure to 7) \_\_\_\_\_ has never been greater due to the increased cost attached to learning as well as the seeming necessity for students to get jobs as soon as they 8) \_\_\_\_\_. Both of these factors have led to an environment where results and grades are more important than scholarship and intellectual development and ultimately 9) \_\_\_\_\_ the entire purpose of universities, turning them into nothing more than exam factories with degrees seen as little more than a route into a 10) \_\_\_\_\_ job.

**Task 7** Match these words and word combinations from two previous texts numbered with their definitions lettered.

1) misconduct	a) someone who writes a book or other published work instead of the person who is named as the author;
2) to undermine	b) in exactly the same words as were used originally;
3) undetectable	c) make (something bad) less severe, serious, or painful;
4) ghost-writer	d) an invigilator at a university or college examination;
5) verbatim	e) unacceptable or improper behaviour;
6) unprecedented	f) act dishonestly or unfairly in order to gain an advantage;
7) cheating	g) a person looked to by others as an example to be imitated;
8) role model	h) not able to be perceived, noticed, or discovered;
9) integrity	i) make smth less strong or less secure than it was before, often by a gradual process or by repeated efforts;
10) mitigate	j) never done or known before;
11) proctor	k) an agreement on rules of behaviour for the members of that group or organization;
12) plagiarism	l) make sure that the activity is done correctly or that the person is doing a task or behaving correctly;

13) assessment	m) the practice of taking someone else's work or ideas and passing them off as one's own;
14) supervise	n) the quality of being honest and having strong moral principles;
15) code of conduct	o) a consideration of someone or something and a judgement about them;

### *Extra Vocabulary*

**Task 8** Read the text about academic fraud among politicians. Choose from sentences (A - E) the one which best fits each space (1 - 5):

### **Putin’s Plagiarism, Fake Ukrainian Degrees and Other Tales of World Leaders Accused of Academic Fraud**

April 5, 2019, Author - Ararat Osipian,  
Visiting Professor, George Mason University

**A** There, such criminal acts bring professional disgrace, a likely conviction in court and possibly even jail time.

**B** All of the five presidents that have run Ukraine since its independence from the Soviet Union in 1991 have had their PhD’s – at least in theory.

**C** Twelve years later, the Russian strongman found himself defending against accusations that his dissertation had been ghostwritten.

**D** But in 2006, he decided to add the title of “Dr” to it, completing his doctorate of law at Germany’s University of Beyrouth.

**E** Putin has held top office, as either president or prime minister, since 1999.

**F** I am ready to account for any day in my life, but don’t ask me how I made my first million.

**G** It did.

**H** Don’t ask me how I earned my degree.

A recent college *admissions scandal* in the United States, which revealed that wealthy parents had bribed officials at *elite universities*, exposed the price some people are willing to pay to say, “I went to an Ivy League school.” But *academic fraud* is nothing new – and it wasn’t invented in the United States. In certain countries, some public officials have built their entire political careers on the false *pretense* of *scholastic achievement*.

#### **Lying leaders**

You’d think that former German Minister of Defense Baron Karl-Theodor Maria Nikolaus Johann Jacob Philipp Franz Joseph Sylvester Buhl-Freiherr von und zu Guttenberg already had a long enough name. 1.\_\_\_\_\_ Or so he said. It

turns out that Guttenberg, then widely seen as the *successor to* Chancellor Angela Merkel, had plagiarized large sections of his PhD dissertation comparing US and European legal systems. The *internet sleuths* who *outed* his fraud in 2011 gave Guttenberg yet another name – the *sobriquet* “Googleberg.” He was *forced to resign*, fled possible criminal prosecution in Germany and, in the United States, landed an honorary position at the Washington-based Centre for Strategic and International Studies *think tank*.

### **Denial: The strongman’s tactic**

Russian President Vladimir Putin has been far less *receptive to repeated allegations* that he was not the *intellectual brain trust* behind his 1997 dissertation, “Mineral and Raw Materials Resources and the Development Strategy for the Russian Economy.” *Accusations against* Putin first surfaced in 2006, when an investigation by the Brookings Institution *alleged*, he copied about 16 pages of his 200-page PhD dissertation from other sources. 2.\_\_\_\_\_. According to the former Russian legislator Olga Litvinenko, Putin’s dissertation was written by her father, Vladimir Litvinenko, Putin’s academic advisor and the rector of Saint Petersburg Mining University. Also helpful in “writing” Putin’s dissertation, says Litvinenko: a photocopy machine. Employing the only *cut-and-paste technology* available in the late 1990s, she says her father helped Putin cheat by using scissors to snip paragraphs from various sources, glued them together and copied them to create new pages in his dissertation. Putin has never *responded to the allegations*.

### **Models of cheating**

Leaving office, or even fleeing the country, after allegations of academic corruption, as Guttenberg did, is a rational response in his situation. Germany ranks sixth of 129 countries worldwide in terms of *adherence to the law*. 3.\_\_\_\_\_. And in a *well-established autocracy* like Russia, frankly, top politicians can afford the luxury of simply ignoring allegations of a falsified resumes. 4.\_\_\_\_\_. His grip on power is so *all-encompassing* that he is *immune to the negative consequences of academic scandal* – or pretty much any scandal.

### **Ukraine’s dissertation factories**

The same holds true in Ukraine, another struggling young democracy. In Ukraine, it is traditional for top politicians *to hold doctorates*. 5.\_\_\_\_\_. But since the country has dozens of private firms that offer *ghostwritten dissertations for sale*, it has also become a Ukrainian tradition *to expose politicians* with *unearned doctorates*. President Victor Yanukovich’s doctorate and professorship was *called into doubt* when people noticed that his 2004 application to run for president contained numerous grammatical errors – including the misspelled word “proffesor.” Yanukovich followed Putin’s model: ignore the scandal and hope it will just *go away*. 6.\_\_\_\_\_. Yanukovich became president on his *second try* in 2010.

### Don't ask me about my degree

When asked about how they *made their fortune*, billionaires often cite Henry Ford's *quip*: "7. \_\_\_\_." The car manufacturer's *bon mot* hints at the shady – sometimes illicit – origins of great wealth. For some European and Russian politicians – or even American college graduates – today, the modern equivalent might be, "8. \_\_\_\_."

**Task 9** Answer the following questions. Work in pairs.

1. What did the recent college admissions scandal reveal?
2. What is the career of some politicians based on?
3. What name was given to Guttenberg by the internet sleuths? And why?
4. Describe the only cut-and-paste technology available in the late 1990s.
5. Who had used this technology? What was the purpose of its usage?
6. Compare Putin's and Guttenberg's model of cheating.
7. Why was President Victor Yanukovych's doctorate called into doubt?
8. Interpret the famous Henry Ford's quip.
9. What might be the modern equivalent to it for some politicians or college graduates?
10. What is the message of the article?

**Task 10** Match the collocations with their Ukrainian translation

1. Admissions scandal	a) всеохоплююча, влада / всеосяжний контроль;
2. Bon mot	b) друга спроба;
3. Called into doubt	c) кіберполіція;
4. To expose politicians	d) міцно встановлене самодержавство;
5. Second try	e) гостре слівце;
6. To hold doctorates	f) зникнути;
7. Ghostwritten dissertations for sale	g) фальшиві претензії на наукові досягнення;
8. To respond to the allegations	h) звинувачення проти;
9. Well-established autocracy	i) викривати політиків;
10. All-encompassing grip	j) скандал під час зарахування (до вузу);
11. False pretense of scholastic	k) писати дисертацію на замовлення

achievement	(продаж);
12. Internet sleuths	l) поставити під сумнів;
13. Accusations against	m) відповідати на звинувачення;
14. Unearned doctorates	n) престижні університети;
15. Made their fortune	o) мати імунітет до негативних наслідків;
16. Academic advisor	p) незаконне, протиправне походження;
17. Immune to the negative consequences	q) розбагатіти;
18. Flee the country	r) дотримання законів;
19. Intellectual brain trust	s) обіймати ключову посаду;
20. Elite universities	t) незаслужений ступінь доктора наук;
21. Plagiarized one's PhD dissertation	u) розкрити обман;
22. Adherence to the law	v) покинути країну (в т. ч. незаконно);
23. To be less receptive to repeated allegations	w) кримінальне переслідування;
24. To be forced to resign	x) бути обвинуваченим у академічному шахрайстві;
25. To out one's fraud	y) сплагіатити дисертацію;
26. To be accused of academic fraud	z) бути змушеним піти у відставку;
27. To hold top office	aa) інтелектуальний мозковий центр;
28. To go away	bb) мати докторський ступінь;
29. Criminal prosecution	cc) бути менш вразливим до постійних обвинувачень;
30. Illicit origin	dd) науковий консультант;



**Task 11** *Render the following ideas into English. Use active vocabulary.*

1. Питання забезпечення академічної доброчесності останнім часом привертають підвищену увагу науковців та освітян не лише в Україні, але й у всьому світі. 2. Розвиток сучасних технологій розширив можливості для плагіату, фабрикації, фальсифікації, списування, інших порушень академічної етики. 3. Найбільш поширеною формою списування є використання друкованих і електронних джерел інформації при виконанні письмових робіт, зокрема, екзаменаційних та контрольних робіт, без дозволу викладача. 4. Хабарництво - «надання (отримання) учасником освітнього процесу чи пропозиція щодо надання (отримання) коштів, майна, послуг, пільг чи будь-яких інших благ матеріального або нематеріального характеру з метою отримання неправомірної переваги в освітньому процесі». 5. Майстерно списати зі "шпор" (сгіб) і дати списати товаришу, не здати того, хто списує, вправно скачати з Інтернету чужі реферати і зліпити з них свій – ці "героїчні" традиції важко викоренити з наших вишів. 6. Відверте використання чужих текстів (цитування без вказівки на авторство, скачування з безплатних сайтів рефератів і контрольних) визнає плагіатом більшість студентів. А от такі "безневинні" дії, як копіювання чужих текстів з легким переінакшенням (зміна порядку слів, переклад, переписування власними словами), вважають недоброчесністю набагато менше опитаних. 7. Найменш толерантні студенти до купівлі готових курсових або дипломних робіт і хабарництва (домовленості з викладачем, адміністрацією університету про послугу або оцінку за винагороду). Цілком припустимим це вважають лише 7% і 4% респондентів відповідно. Але серед університетів, що брали участь у дослідженні, є такий, де близько 30% студентів вважають хабарництво припустимим. 8. Як показало опитування, далеко не всі студентські роботи перевіряють на плагіат. Найчастіше перевіряють курсові й дипломні — про це повідомили близько 66% опитаних студентів. А от про перевірку на плагіат проміжних письмових робіт (есе, рефератів, рецензій тощо) розповіли значно менше респондентів – у межах 35-55%. 9. Щоб студенти не списували і не вдавалися та плагіату, вони мають бути мотивовані отримати якісні знання і стати фахівцем з обраної спеціальності.

***Focus on Language***

***Words Easily Confused: Forms of Academic Dishonesty***

**Task 12** *Study the following words and difference in their meaning.*

<b>Forms of AD</b>	<b>Definition</b>	<b>Methods/Examples</b>
<b><i>Cheating</i></b>	receiving or giving unauthorized assistance, collaborating with another person(s) without authorization on a quiz, test, exam, paper or project or unauthorized use of materials to complete such; taking a quiz, test or exam for someone else or allowing someone else to do the same for you.	crib notes; looking over someone's shoulder; any forbidden sharing of information between students regarding an exam or exercise; hiding notes in the bathroom toilet tank, in the brims of baseball caps, up the sleeves, along the thighs or in the cleavage; storing of information in electronic devices; secretly signalling the right answer (coded sneezes, pencil tapping, high-pitched noises, hand movements, foot jerking)
<b><i>Deception</i></b>	providing false information to a teacher/instructor concerning a formal academic exercise	taking more time on a take-home test than is allowed; giving a dishonest excuse when asking for a deadline extension; falsely claiming to have submitted work
<b><i>Fabrication</i></b>	falsification of data, information, or citations in any formal academic exercise.	making up citations to back up arguments; inventing quotations; making false claims about research performed, including selective submitting of results to exclude inconvenient data; generating bogus data; referring to works whose titles look relevant but which the student did not read; making up bogus titles and authors;
<b><i>Contract cheating</i></b>	hiring a third party to complete work on behalf of a student	purchasing essays from essay mills
<b><i>Plagiarism</i></b>	submitting work in which words, facts or ideas from another source are used without acknowledging that the material is	borrowing without attribution a particularly apt phrase; paraphrasing someone else's original idea without citation; wholesale contract cheating

	borrowed, whether from a published or unpublished source	
<b>Professorial misconduct</b>	improper grading of students' papers and oral exams which can be done for reasons of personal bias towards students (favouritism) or a particular viewpoint (intellectual dishonesty), for a bribe, or to improve the teacher's own perceived performance. It is still occasionally done for matters of ego or to procure sexual favours (sexual harassment).	grade fraud; deliberate negligence towards cheating; assistance in cheating; increasing the passing rate
<b>Sabotage</b>	when a student or professor prevents others from completing their work	cutting pages out of library books; deleting data off of classmate's computer; willfully disrupting the experiments of others

**Task 13** Complete the sentences with words from Task 12. Justify your choice.

1. All assignments, exams, theses and reports that are submitted can be checked for ..... 2. .... on exams can result in you being banned from university and having your examination results annulled. 3. Results of the survey revealed the methods of students .....: they deceived their instructors by engaging in academic misconduct and lying or making up excuses for late work and attendance issues. 4. Examples of ..... include, but are not limited to, the following: citation of a primary source which the student actually obtained from a secondary source; or invention or alteration of experimental data without appropriate documentation such as statistical outliers. 5. It is not clear how widely sites for paid-to-order essays, known as ..... in higher education circles, are used. A 2005 study of students in North America found that 7 percent of undergraduates admitted to turning in papers written by someone else, while 3 percent admitted to obtaining essays from essay mills. 6. Grading an essay or webpage or student's choice of project, requiring criteria which specifically apply to something else, like a scientific hypothesis and argument, is ..... 7. The University operates a zero-tolerance policy in relation to ..... in examinations. 8. Examples of ..... include, but are not limited to, the following:

submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; or making simple changes to borrowed materials while leaving the organization, content, or phraseology intact. 9. Educational ..... is a form of coercive control that directly affects a survivor's efforts to obtain educational credentials, said Rachel Voth Schrag, assistant professor in the School of Social Work. Tactics include disruption of financial aid or academic efforts, physical violence and inducing guilt related to academic efforts. 10. .... also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group.

### *Prepositions*

**Task 14** *Complete the blanks with the prepositions where necessary. Translate these sentences into Ukrainian.*

1. Teachers should take \_\_\_\_\_ account students' previous educational backgrounds.
2. You are required to have B2 language proficiency \_\_\_\_\_ enrolment into this university.
3. A teacher never expects \_\_\_\_\_ their students to know everything.
4. I am writing \_\_\_\_\_ regard to an article in your November edition.
5. The University of Melbourne succeeded \_\_\_\_\_ preventing plagiarism among students.
6. The news article is only the tip \_\_\_\_\_ the iceberg, hidden is a serious situation.
7. Universities should focus \_\_\_\_\_ the intellectual development of their students.
8. International students should be given some allowances compared \_\_\_\_\_ native speakers during exams.
9. There is a significant increase \_\_\_\_\_ academic misconduct \_\_\_\_\_ students in Ukraine.
10. The lecture given \_\_\_\_\_ professor Johnson increased awareness \_\_\_\_\_ the importance of academic integrity.
11. Removal \_\_\_\_\_ the university could be a consequence of violations university code \_\_\_\_\_ conduct.
12. Students in Kyiv National Linguistic University always have the right \_\_\_\_\_ appeal and explain their behaviour.
13. Taking everything \_\_\_\_\_ account, we must admit that very often plagiarism remains undetectable.

14. Students unions could play the role \_\_\_\_\_ ombudsmen.  
 15. It is necessary \_\_\_\_\_ combat corruption \_\_\_\_\_ students.

**Word Formation & Derivatives:** Revision

**Task 15** Complete the gaps in the text with the correct derivative forms of the words in brackets.

Academic ..... (honest) and Academic ..... (integrate) are key concepts that are the ..... (found) of what it means to ‘be academic’. Like it or not, as students at University we must ..... (aspiration) to be academic! We need to practise being academic in our ..... (think), our ways of ..... (work) and ..... (present) and ..... (define), in our academic ..... (write). It does take practice to get it right and a lot of learning is involved. No one can be academic without being taught how and introduced to the concepts. Universities are ..... (increase) highlighting just how important it is – for both students and staff.

The connection between promoting ..... (aware) and ..... (understand) understanding of ‘academic good conduct’ that makes up Academic Honesty and Integrity increase awareness of it and reduce all forms of academic ..... (conduct) has become a ..... (prior) for many Universities and teaching staff.

In the past, much ..... (emphasise) was placed on making students aware of the perils of academic misconduct and students were simply told: Don’t do this! Don’t do that! There was no ..... (discuss) of ..... (explain) of what constitutes good academic ..... (practise) or – very importantly – WHY it is necessary to be academic.

Academic integrity is a fundamental value upon which colleges and universities are built. Students, faculty and staff are expected to ..... (contribution) candid opinions, reviews and ..... (assess) of research and other academic exercises that are vital to sustaining the discussion and ..... (change) of ideas. This conversation stimulates intellectual ..... (grow) and ..... (develop) among the community and its members. For learning and ..... (scholar) to thrive, academic communities cannot tolerate acts of academic ..... (honest) such as cheating, misrepresentation or plagiarism.

Empire State College, New York  
 (<http://www.esc.edu/academic-integrity/>)

## ***Phrasal Verbs & Expressions***

**Task 16** Match the phrasal verbs and expressions on the left with their meaning on the right.

Even top universities **1. have raised the alarm**: the 2012 Harvard cheating scandal; a significant increase in academic misconduct among Britain's Russell Group universities from 2014 to 2017.

It should be noted, however, that all of these cases of academic misconduct were caught and identified as such, so this might only be **2. the tip of the iceberg** – and the real situation might be dramatically worse.

In order to implement all these measures successfully, however, universities should serve as **3. role models**.

The same **4. holds true** in Ukraine, another struggling young democracy. In Ukraine, it is traditional for top politicians to hold doctorates.

President Victor Yanukovych's doctorate and professorship was **5. called into question** when people noticed that his 2004 application to **6. run for** president contained numerous grammatical errors – including the misspelled word “proffesor.”

A. *a small, noticeable part of a problem, the total size of which is really much greater*

B. *a person who someone admires and whose behaviour they try to copy*

C. *cause doubts about something*

D. *make people understand the danger of something*

E. *continue to be true*

F. *compete as a candidate in an election*

## **Speaking Skills**

**Communicative Situation 1** Speak about the importance of academic honesty and integrity.

**Communicative Situation 2** Speak about the forms and methods of academic dishonesty/misconduct.

**Communicative Situation 3** How would you react to the academic fraud/misconduct practice? Why?

**Communicative Situation 4** What are the ways to assure/promote academic honesty and integrity?

**Communicative Situation 5** Speak about the key concepts of being academic.

## Test Yourself Section

### *Reading Comprehension*

**Task 17** *Read the text about the problem of cheating in the university. Do the following statements agree with the information you read? For questions 1-10 write True; False or No information.*

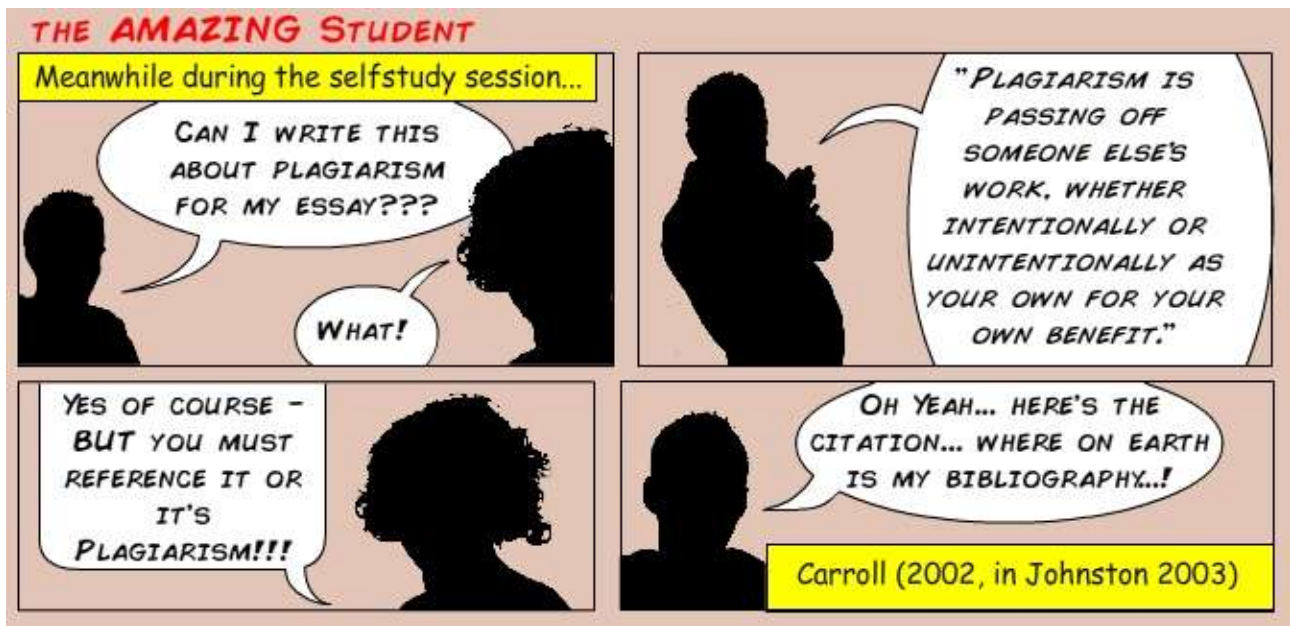
1. Most students plagiarise on purpose.
2. Lack of consideration, attention and time are the main factors of plagiarism among students.
3. We can't reduce the level of plagiarism by educating students of its risks.
4. Plagiarism is the practice of using or copying someone else's idea or work and pretending that you created it.
5. The information technology has helped students to plagiarise and can be perceived as a bad role model.
6. The internet can't be seen as a good example.
7. Both students and university staff agreed that plagiarism is dishonest act.
8. Anxiety about plagiarism in higher education has become greater recently.
9. Academic institutions are obsessed with acquiring smart students.
10. The appropriate penalty for students who cheat and plagiarise is an expulsion from university.

Few students set out to deliberately plagiarise. Misunderstandings over the nature of what constitutes plagiarism, lack of care and attention to detail, an unrealistic sense of the time required to do justice to our assignments and poor consideration of the expectations of thinking academically when engaging with our studies, can all contribute to risks of committing plagiarism unintentionally.

When it comes to the issue of plagiarism and how to avoid it, it isn't just a case of forgetting to insert references to evidence used (though this can be a major factor). Here we explore the complexities surrounding what education, and how we can – through enhanced awareness and better understandings of 'being academic' – reduce the risk of it in our work.

#### **What is it?**

Plagiarism, in essence, is the passing-off of others' ideas as our own. What that means is using someone else's ideas – thought, argument, theory, summary, evidence or words – without giving them credit.



### **A growing problem?**

There's no doubt that concerns about plagiarism in higher education have greatly increased in recent years and Johnston notes that there is a substantial increase of plagiarism in student work, although precise figures of this increase are hard to come by (Johnston, 2003).

The internet age, with information readily available at our fingertips, and the ease with which information can be acquired via 'copy and paste', the proliferation of 'copy and paste' across the internet (where information can be found replicated across the web, often with no attempt to cite the origin of the source), have been seen to contribute to the far greater capacity to commit plagiarism if one wishes. In more than one sense, therefore, the internet can be seen as a poor role model.

Recent studies examining staff and student attitudes to plagiarism, saw shared views among staff and students that plagiarism was wrong, and merited penalties, yet there's a split between what staff feel is appropriate penalty for this and what students feel is appropriate.

### **So why are academic institutions so obsessed?**

Naturally, there is concern. Qualifications are an intangible thing, dependent on perception of their value in the wider world. The maintenance of standards is of paramount importance and at stake is nothing less than an institution's reputation: 'ultimately the value of the awards that an institution gives ... is dependent on those awards being seen to have been gained by honest and fair means.' (Johnston, 2003)



## Wordlist

*academic integrity*  
*academic honesty*  
*academic misconduct*  
*academic corruption*  
*academic dishonesty*  
*awareness of ethical issues*  
*code of conduct*  
*external proctor*  
*professional ghost-writer*  
*ombudsmen*  
*supervise examination*  
*unauthorised assignment sharing*  
*unauthorized assistance*  
*unauthorized use of materials*  
*verbatim copying*  
*admissions scandal*  
*academic fraud*  
*false pretense*  
*scholastic achievement*  
*internet sleuth*  
*sobriquet*  
*think tank*

*allegation*  
*intellectual brain trust*  
*adherence to the law*  
*dissertation factory*  
*bon mot*  
*bribe*  
*Common European Framework of Reference for Languages (CEFR)*  
*The American Council on the Teaching of Foreign Languages (ACTFL)*  
*crib notes*  
*bogus data*  
*essay mill*  
*apt phrase*  
*favouritism*  
*intellectual dishonesty*  
*sexual harassment*  
*grade fraud*  
*negligence towards cheating*

## Use of English

### **Words Easily Confused: academic dishonesty**

*cheating*  
*deception*  
*fabrication*  
*contract cheating*

*plagiarism*  
*professorial misconduct*  
*sabotage*

### **Phrasal Verbs & Idiomatic Expressions**

*raise the alarm*  
*the tip of the iceberg*  
*role model*

*hold true*  
*run for*  
*call into question*

## UNIT 17

### Academic Research

#### ! Learning Goals

##### *Skills*

**! Reading for specific information**

**Comprehension:** correcting statements

Texts: *How to Begin Basic Academic Research; Is University Research Good for Teaching?*

Recording: *Advice on Writing a Dissertation*


**! Speaking:** giving advice

##### *Language*

**! Vocabulary:** academic research

**! Use of English:** words easily confused mostly related to the topic of *academic writing*; nouns, verbs, adjectives with prepositions, mostly *on*; phrasal verbs and expressions: mostly with *take* word formation & derivatives: *revision*.

#### Warming up

**Task 1**  Listen to the teacher talking about the problems undergraduates can have while writing an academic paper. What are the problems? Why do you think these problems occur?

#### Reading Skills

**Focus on Comprehension:** Put the tips for correcting statements in the correct order.

1. When you find the relevant part of the text, scan it – read it carefully.
2. Skim the text – read the text quickly from the beginning up to the end to get the general idea.
3. Correct the statements.
4. Compare the information in the sentence and the text and spot the difference.
5. Read the sentences from the task carefully and find the passages in the text with the relevant information.

**Task 2** Read the text about the process of academic research and the skills one needs for it and correct the statements.

1. The Internet has made the process of research easier shifting the focus from analytical skills to creative ones.
2. Many students prefer approved topics to appropriate ones.
3. Libraries on the ground have more advantages because of the skills and expertise of librarians.

4. Boolean operators define the information you need and conduct searching online successfully.
5. Google Scholar is the only reliable search engine tailored to academic research.
6. If the information you find on the internet is interesting, it will be useful for your research.
7. Among the ways to evaluate the credibility of your source is a quick understanding of the kind of source you are using.
8. To provide balanced and verified information many authors offer the information that supports their political or ideological agenda.
9. Citations and quotations are included by "cut and paste" method.
10. You can easily avoid plagiarism without appropriate citation.

### **How to Begin Basic Academic Research**

<https://www.onlineuniversities.com/articles/students/how-to-begin-basic-academic-research/>

One of the most important aspects of college or university work is *research*. In any course, you will need to gather information, assess it, and present it in your own work. For many students, research is an intimidating and overwhelming process. But another way to look at the prospect of conducting research is that it is *your turn* to delve into a new and interesting subject and present your own ideas about what it means. There is creativity in the research process because you can often choose your own topic and sources, and use your ability to *synthesise* and *analyse* information to create something entirely new, whether it is a paper, report, or presentation. The advent of the Internet simplified research in many ways, making it more convenient and comprehensive, but the search for appropriate sources among the vast amount of information available means you need to refine your *research skills*.

#### **Choose a Topic**

A professor will often assign a topic, or provide you with a list of approved topics from which you can choose the one that interests you most. That makes choosing a topic easy. However, some professors, often in more advanced courses, suggest a general subject area and allow students to narrow their focus on their own within that general subject. This is when many students worry that they won't choose an appropriate topic because they want to make sure they complete the assignment correctly.

The most important thing to remember in this situation is that the topic you choose should be clearly related to the general subject of the assignment or the course. If you have questions, it is always best to consult with your professor, who can provide further guidance on the assignment.

## Gather Your Resources

College-level research involves sophisticated *scholarly* sources. *Libraries*, *archives*, *databases*, and other online materials are all considered appropriate and even necessary sources of information for this work. Here are a few places where you can begin your hunt for data:

**Libraries.** A library, either online or on the ground, may be the best place to begin gathering the sources you will need to learn about your topic. Libraries contain *in-depth* catalogues of their *on-site* and online *holdings*, including books, journals, and archival materials such as document collections. Also, do not forget to *take advantage of* the skills and expertise of librarians. All academic librarians are extensively trained in *library science* and can suggest research avenues that may not *occur to* you. You don't even have to be in a physical library to reap the benefits of librarian help. When you use an online library, there are librarians available to you in real-time, meaning that you can email a question and receive a response in a reasonable amount of time.

**Databases.** In addition to the online catalogue of a library's holdings, databases are searchable electronic lists of all the articles, reviews, and scientific results published in professional scholarly journals. *EBSCOhost* and *Lexis/Nexis* are two of the more well-known databases. There are also searchable newspaper databases like the International Coalition on Newspapers, which can include centuries-old newspapers and popular publications in addition to their book catalogues. Once you find your materials in a database, you can then download the material directly to your computer and read it *at your convenience*. The trick to using online resources successfully is to understand how to use *search terms*. The basic Internet search method is called *Boolean searching* and is conducted by using terms called *Boolean operators* to define exactly what it is you are searching for. The three main Boolean operators are OR, AND, and NOT. For example, if you want to find information on colleges and universities, the phrase you would use to search for course material in a database is "colleges AND universities." There are useful tutorials on Boolean searching available on the Internet if you want to refine your skills.

**Websites.** The Internet can provide a wealth of resources for researchers, but it can also *lead you down a false path* if you do not know how to search efficiently. There are many *search engines* besides *Google Scholar*, one of the most well-known search engines tailored to academic research, including search engines focused on specific academic fields or professional disciplines, and the Search Engine List offers a list of such search tools. Once you select a search engine, it is important to type in the most effective search terms to find the sources you need. To do this, use Boolean operators in website searches, just as you do in database searches, to get accurate information. Also, make sure to

note the *hyperlinks* in any article you read and click on them to find additional information.

### **Evaluate Your Sources**

After you have gathered a number of potential sources to *peruse*, *take the time* to determine whether they are beneficial or not. Unfortunately, some sources are far less helpful than others, so it is important to evaluate the research and articles you have uncovered before launching your project.

**Determine Usefulness.** There are so many interesting resources that it is easy to get distracted while conducting research. Because of this, not everything you find interesting will actually be useful for your research. This is especially true when it comes to finding information on the Internet, where you can find hundreds of websites that are only tangentially connected to your research topic. It is absolutely necessary to remain focused on your research topic, and assess the usefulness of each of your sources. If the source does not deal directly with your topic, it might not be the best material for your research.

**Evaluating Credibility.** Not all books, articles, websites or other pieces of information possess *credibility*, which is the term used to describe the quality or value of the resources you use. Credibility can be established by learning about the author of the source. Are they an expert in their field? For example, a manual on brain surgery written by a biology researcher who has never conducted surgery would have less credibility than a manual written by an experienced brain surgeon. It is also important to evaluate the sources the author used by reading the bibliography. In addition, pay attention to the kind of website on which you find the source by noting the domain name of the site. If the source is from a *.edu* website, for example, it is sponsored by a school, and usually possesses high academic quality. However, if it is from a *.com* address, the site may be more interested in selling you something than in providing credible and unbiased information. There are many different ways to evaluate the credibility of your sources, and knowing the different kinds of websites is a helpful way to get a quick understanding of the kind of source you are using.

**Detecting Bias.** Not all sources are equal in their ability to provide balanced and verified information. Many times, authors have a political or ideological *agenda* they wish to promote, and in their books, articles or websites offer only the information that supports that agenda. This is a form of *bias*, and it is important to ensure that your research sources are free of bias, in order to produce the most effective academic work. Check out a list of *red flags* and other clues that your source is biased.

### **Use Your Sources**

Once you have determined that your research materials are worth digging into and working with, you can approach the data in different ways to get most

out of your researching. Taking notes on all of your materials is essential, as the number of sources you consult in your research might be quite numerous. Note-taking is a varied and inexact science because there are many different methods. It is important to find the method that works best for you so that your research is organized and useful when you are ready to write. By taking notes, you'll be able to keep better track of what information you've gathered from each source.

The end product of all your research should reflect the main points of your sources and support the argument you present in your paper, report, PowerPoint presentation, or oral presentation. The end result should not be a simple summary of your research, but instead, it should be an *analytical assessment* of the topic that is supported by your research. The best way to use your research is to refer to it through *citation* and *quotation*:

**Citing Your Sources.** For any source, you get ideas from, paraphrase, or directly quote, you must cite the source of that information. Citations include *endnotes* or *footnotes*, as well as your bibliographic information, which you can include in a *Works Cited page*, *Bibliography* or list of *References*. Citation format also depends on which *citation form* your professor specifies. The most common citation forms are *MLA*, *APA*, *Chicago* and *Turabian*.

**Using Quotations.** Students can include too many quotations because they are not familiar with the *citation rules* regarding how and when to quote directly from your research sources. With online sources, it is easy to "cut and paste" information, but it is almost always better to paraphrase unless there is no other way the information can be stated or the quote you are using is directly discussed in your work.

Once you have compiled your research and used it to support the arguments you make in your academic assignment, the final step is to edit and proofread your work. The best students remember that all writing involves rewriting to achieve a polished final product. Also, the whole point of any research assignment is to allow students to demonstrate their ability to compile, assess, and analyze information and come to a new conclusion. This cannot be accomplished if students rely on sources without citing them appropriately. Any time someone else's words, ideas, or interpretations are used without appropriate citation is plagiarism, and plagiarism is a serious academic offence that can result in failure of the assignment, course failure, or expulsion from the college. However, plagiarism is easy to avoid if you follow the rules regarding appropriate uses of sources.

In addition to the process outlined above, it is a good idea to stop your research periodically and check to make sure you are still focused on your topic, aware of deadlines, and on schedule to complete your project or assignment. Also, do not be afraid to show your research to your professor and get his/her insight into ways you can improve, refine or expand upon what you

have done. The best research is not rushed, so that you have time to evaluate what you have done, make sure that you are using your source notes effectively, and that you have understood all of your source material. Achieving this balance can sometimes be difficult if your topic is new and challenging. Above all, remember that you are the researcher and that you are in control of the project. You can take your work in any direction, as long as you support your assertions, cite your materials appropriately, and meet the requirements of your assignment.

### ***Focus on Content***

**Task 3** *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

**Task 4** *Answer the questions below.*

1. What is the topic under consideration about?
2. What is the aim of the research? What does it involve?
3. How can a topic be chosen? What is important to remember? What is best to do if you have questions?
4. What scholarly sources are considered appropriate and necessary for the research?
5. Why may libraries be the best place to begin gathering the sources you will need to learn about your topic? How to take advantage of the skills and expertise of librarians?
6. What are databases? How to use online resources successfully? What are Boolean operators?
7. What are search engines? Which of them are tailored to academic research? How to use them efficiently?
8. Why is it important to evaluate the research and articles you have uncovered before launching your project? How to determine their usefulness, evaluate their credibility and detect bias?
9. What are the ways to use your sources? Why is taking notes on all of your materials essential?
10. What should the end product of all your research reflect? What should the end result be like?
11. What is the best way to use your research?
12. What do citations include? What are the most common citation forms? When and how are quotations used?
13. What is the final step of your research? How is a polished final product achieved?
14. What is plagiarism? How to avoid it?
15. How to do the best research?

## Vocabulary & Use of English

### *Focus on Vocabulary*

**Task 5** Match the definitions below with the words in bold from the text. Give their Ukrainian equivalents.

1. To put separate facts, etc. together to form a single piece of work. 2. A building, room, or organization that has a collection esp. of books, music, and information that can be accessed by computer for people to read, use, or borrow. 3. A large amount of information stored in a computer system in such a way that it can be easily looked at or changed. 4. A structured search process that allows the user to insert words or phrases such as AND, OR, NOT to limit, broaden and define the search results. 5. A link from a hypertext document to another location, activated by clicking on a highlighted word or image. 6. Done carefully and in great detail. 7. One of the most heavily used databases in higher education which provides access to full-text news, business, and legal publications, using a variety of flexible search options. It is available at over 1,800 libraries serving over nine million students and faculty. 8. A detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding. 9. A phrase or short piece of writing taken from a longer work of literature, poetry, etc. or what someone else has said. 10. Assets such as property, shares, or cash that a government, company, or person owns. 11. The fact that someone can be believed or trusted. 12. A word or piece of writing taken from a written work. 13. To study something in a systematic and careful way. 14. A note placed at the end of the text. 15. Existing or happening in the place where people are working or involved in a particular activity. 16. A note printed at the bottom of a page that gives extra information about something that has been written on that page. 17. An interdisciplinary or multidisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries. 18. The leading provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. 19. Containing a serious, detailed study of a subject. 20. A word or combination of words or characters entered into a search engine in order to specify a particular thing to be searched for on the World Wide Web, over a computer network, or in a database. 21. Simple words (AND, OR, NOT or AND NOT) used as conjunctions to combine or exclude keywords in a search, resulting in more focused and productive results. 22. A particular program of action, often one that is not directly expressed. 23. A writer or a book, article, etc. that is mentioned in a piece of writing, showing you where particular information was found. 24. The American Psychological Association, which is an organization that focuses on psychology. They are




responsible for creating this specific citation style. 25. The action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment. 26. A specific way to cite, following the Modern Language Association's guidelines. 27. To read through something, especially in order to find the part you are interested in. 28. A list of the books and articles that have been used by someone when writing a particular book or article. 29. A sign of danger. 30. A web-based tool that enables users to locate information on the World Wide Web. Popular examples of search engines are Google, Yahoo!, and MSN Search. 31. A system used by researchers to structure their written work and references preferred by those working in history and other social sciences. 32. The name of an educator who created a spin-off style, specifically for students and others who are using the style for assignments, not to get professionally published.

**Task 6** *Complete the sentences with the correct form of the words from Task 5.*

1. The purpose of students' talk is not to simulate activities in contexts of use, but to investigate, explore and ..... content. 2. At every stage, there are ..... directing the interested reader to possible sources of more information and a good ..... 3. These models are then analyzed using external structural analysis programs, and the results are compared with data collected from ..... measurements. 4. .... utilize automated software applications (referred to as robots, bots, or spiders) that travel along the Web, following links from page to page, site to site. 5. The findings from five separate studies have been ..... in the report. 6. A total of approximately 2000 potentially interesting studies were identified and ..... with respect to potential predictors and inclusion criteria. 7. School librarians often are required to have a teaching credential; however, an additional ..... degree is not generally required. 8. One shortcoming – the bibliography does not contain all the ..... in the notes and therefore full ..... are sometimes unavailable. 9. Specialised ..... maintain whole collections of scientific and technical periodicals and books; this is the case for large university ones and research institutions. 10. .... can be done on any search engine across the Internet using certain symbols and there is no restriction on how many you use in one search string. 11. Verification of the research findings was sought via monitoring of the ..... (trustworthiness) of the collected data. 12. A detailed search included multiple electronic ....., bibliographies of found papers and review articles. 13. Her research was published in a ..... journal. 14. There are some questions here which remain unanswered and belong to future research ..... 15. He has dedicated

his life to scientific ..... 16. A ..... often contains (or is itself) a keyword: a word or phrase search marketers bid on in their search campaigns and try to rank for in the organic search results. 17. The author, along with other research colleagues and representatives from the industry, carried out an ..... analysis in relation to information management.

**Task 7**  Listen to two students talking. An older student, called Howard, is giving advice to a younger student, called Joanne, on writing her dissertation. For questions 1–10 choose the correct answer, **A**, **B** or **C**. The recording is available at <https://mini-ielts.com/690/listening/advice-on-writing-a-dissertation>

### *Advice on Writing a Dissertation*

1. What does Howard say about his experience of writing the dissertation last year?  
A) *It was not easy.*      B) *He really enjoyed it.*      C) *It helped understand the course he studies at university.*
2. What is Joanne's main worry?  
A) *Writing too much.*      B) *Meeting the deadline.*      C) *Finding enough information.*
3. What did Howard worry about most of all while writing his dissertation?  
A) *His reading speed.*      B) *Taking a lot of time to make notes.*      C) *Forgetting the information he read.*
4. What should NOT Joanne do in the first month of tutorials?  
A) *Review a list of the books on the topic.*      B) *Meet her tutor every week.*      C) *Make a plan of the chapters.*
5. What is NOT true about the library?  
A) *Students can rely on librarians' recommendations.*      B) *The staff are always helpful to visitors.*      C) *Students writing a dissertation can take more books than usual.*
6. What is true about the library?  
A) *It has old dissertations.*      B) *It is difficult to access electronic resources.*      C) *You can assess their help positively.*
7. What can the tutor help Joanne with?

A) Find electronic journals. B) Decide what to start with. C) Decide how much time to spend on each chapter.

8. What CAN'T the tutor help Joanne with?

A) Time management. B) Support in case of worries. C) Advise where to find help during holidays.

### **Extra Vocabulary**

**Task 8** Read through the infographic introducing the main differences between MLA and APA citation styles. Answer the questions.  
<https://www.easybib.com/guides/mla-vs-apa-infographic/>

1. What do MLA and APA stand for?
2. Which disciplines use the styles?
3. How are the names of authors and titles displayed?
4. Which citation style would you rather use? Why?

## **MLA VS APA**

### **WHO RUNS THE SHOW?**



The Modern Language Association (MLA) is the organization responsible for creating MLA style.



The American Psychological Association (APA) is the organization responsible for creating APA style.

# SUBJECT MATTER



## Language, Literature, Humanities

MLA is the style most often used in **literature, language, history, art, and theater** subjects. Other disciplines may use MLA as well.



## Sciences

APA is the style most often used in **science** subjects. Other disciplines may use APA as well.

# TITLE PAGES

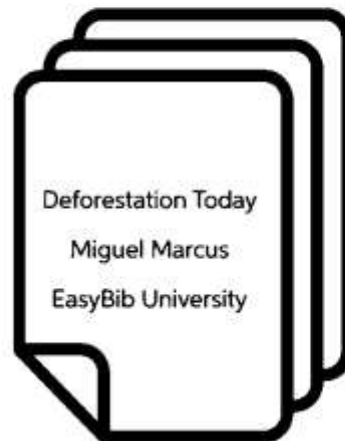


## Header Required

MLA style does not require a standalone title page. Instead, create a **header**, and place it on the first page.

The header includes the:

- name of the writer
- name of the instructor
- course information
- date of submission



## Title Page Required

APA style requires a **standalone title page**.

On the title page, you place the:

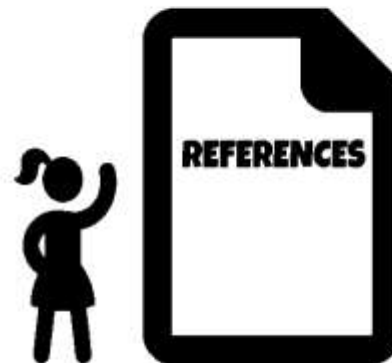
- title of the research paper
- name of the writer
- name of the institution

## TITLE OF SOURCE PAGES



### Works Cited

The source page of an MLA research paper is titled as "Works Cited"



### References

The source page of an APA research paper is titled as "References"

## NAMES ON THE SOURCE PAGE

**Brown, Jasmine**



### Full Names

Full names are displayed on an MLA Works Cited page. A middle initial is acceptable to use.

**Brown, J. G.**



### Initials

Full last names are displayed on APA Reference pages, but first and middle initials are used.

# CAPITALIZATION OF TITLES



**The Complete  
Stories of Franz  
Kafka**

## Title Case

On MLA Works Cited pages, titles are written in "Title case" form. A capital letter is used at the beginning of each major word.



**The complete  
stories of Franz  
Kafka**

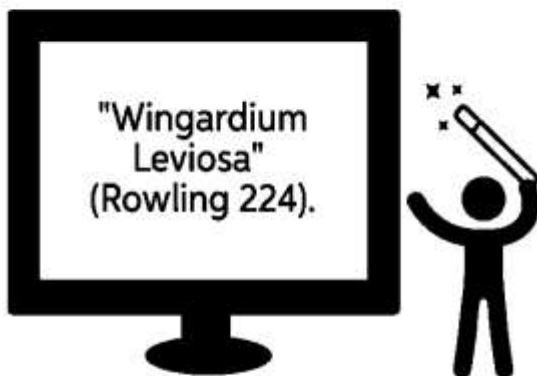
## Sentence Case

On APA Reference pages, titles are written in "Sentence case" form.

Capitalize the first letter of:

- the first word of a title
- the first word of a subtitle
- any proper nouns

# IN-TEXT CITATIONS



## Name & Page Number

MLA in-text citations include the last name of the author and a page number.



## Name, Year, & Page #

APA in-text citations include the last name of the author, the year the source was published, and a page number.

**Task 9** *Play the Information Literacy Game. Work with new active vocabulary in your vocabulary notebooks. The game is available at <https://www.easybib.com/guides/try-this-information-literacy-game-and-become-a-better-writer/>*

**Task 10** *Render the following ideas into English. Use active vocabulary.*

1. Курсові роботи студенти починають писати починаючи з третього курсу. 2. Часто цей процес і довгий, і болісний. Потрібно виконати ряд вимог. Курсова робота повинна бути оформлена належним чином. Вона повинна включати титульну сторінку, зміст, вступ, основну частину, висновок, список використаної літератури, додатки. 3. У написанні роботи ви не самі. У вас є науковий керівник. Науковий керівник, це не просто викладач, що має перевірити і контролювати вашу роботу. Це ще й людина, що має вам допомагати, консультиувати. 4. Коли ви вже знаєте, яка у вас тема, в якого саме викладача ви пишете, тоді настає другий найголовніший етап – це розподіл часу на виконання роботи. 5. Розрахуйте час так, щоб на кожен розділ у вас було не менше двох тижнів. (приблизно 1-2-години кожного дня). 6. Після детального планування йдіть у бібліотеку. Відразу ретельно записуйте всі джерела інформації. 7. Більшість викладачів підказують основні праці, на які потрібно спиратися при написанні курсової (це ще один привід прийти на консультацію, а не відразу вручати науковому керівнику готову курсову). 8. Студент повинен сам провести роботу з пошуку підходящої літератури. Список підручників та енциклопедій не пройде (хоча їх теж можна вказати), у списку повинні бути дослідження - статті у наукових журналах та збірниках, монографії. 9. На жаль, не всі книги і журнали можна знайти в мережі. Наприклад, через боротьбу з піратством деякі нові книги можна тільки купити. Так що не забувайте про існування вузівських, обласних та загальноукраїнських бібліотек – вони, як не дивно, ще працюють. І основні їхні відвідувачі - студенти. 10. А деяким студентам доводиться ще й ритися в архівах, підшивках старих газет ... Ця доля може спіткати, наприклад, майбутнього історика (особливо на кафедрі краєзнавства), журналіста, юриста. 11. Виноска – це пояснення чого-небудь, що зустрічається в тексті для того, щоб читачеві було зрозуміло, про що йде мова. А посилання – це вказівки на джерело інформації, про яку йде мова в тексті (наприклад, автор і назва статті, на яку посилається автор). Виноски і посилання поміщаються або внизу сторінки безпосередньо під основним текстом, або в кінці книги або статті в порядку їх розташування в тексті. Те місце в тексті, до якого адресована посилання або виноска, позначається знаком (найчастіше зірочкою) або номером (якщо посилань або виносок багато).

**Focus on Language**

**Words Easily Confused: Genres of Academic Writing**

**Task 11** Study the following words and difference in their meaning.

<b>Prospect</b>	<b>vs</b>	<b>Perspective</b>
<p>A future possibility; the possibility of being successful, especially at work.                      Eg.: <i>She's hoping the course will improve her career prospects.</i></p>		<p>A particular way of considering something; a way of thinking; a point of view. Perspective on sth, from sb's perspective.                      Eg.: <i>You're approaching the problem from a completely different perspective.</i></p>

<b>Thesis</b>		<b>vs</b>	<b>Dissertation</b>	
<b>US</b>	<p>Shorter than a dissertation and involves preliminary research; helps earn a Master's degree                      Eg.: <i>In a thesis, you need to do all your research work by yourself as your mentor will only guide you with limited bandwidth.</i></p>	<b>US</b>		<p>Constitutes an original research project and helps obtain a doctoral degree.                      Eg.: <i>If students are writing a dissertation, they need to use theory to research a particular subject.</i></p>
<b>EU &amp; UK</b>	<p>An original research work that helps obtain a PhD degree.                      Eg.: <i>The student desiring to proceed to the doctorate is free from examinations thereafter until he presents his thesis for the doctor's degree.</i></p>	<b>EU &amp; UK</b>		<p>Part of a Master's degree involving a broader research project                      Eg.: <i>To achieve a consistent argument throughout the dissertation, you should create a plan of what you want to say.</i></p>

<b>Thesis &amp; Dissertation</b>	<b>vs</b>	<b>Research Paper</b>
<p>Written for a university degree or diploma / to obtain an academic degree or qualification                      Eg.: <i>In comparison to a thesis, in a dissertation, you refer to others' research as guidance. You need to prove your own unique hypothesis,</i></p>		<p>A piece of academic essay writing, generally done as a requirement for a class. In research, you have to do independent research. After the research, you have to write a description of the findings. Moreover, you present your evaluations and</p>



<i>theory or concept.</i>	arguments on the topic under consideration. Eg.: <i>One of the major reasons that you write a research paper is that you get to learn a lot about your chosen subject.</i>
---------------------------	---

<i>Magazine</i>	vs	<i>Journal</i>
A periodical aimed at the general public, which contains news, opinion and personal narratives Eg.: <i>Magazines have eye-catching articles, including illustrations and photographs.</i>		A scholarly periodical aimed at researchers or specialists Eg.: <i>An article in a journal begins with an abstract of the contents. It contains a conclusion, bibliography, charts, graphs, but rarely contains photographs.</i>

**Task 12** Choose the correct variant.

1. She had an interesting **prospect/perspective**, and she made him think about things differently. 2. Another way to look at the **prospect/perspective** of conducting research is that it is your turn to delve into a new and interesting subject and present your own ideas about what it means. 3. A Doctorate is awarded on the basis of defending a **thesis/dissertation/research paper** as in the UK. 4. A postgraduate diploma option can be obtained after completion of the core and optional modules or a master's degree after an additional research project **thesis/dissertation/research paper** (UK). 5. The Master's degree requires the preparation of a **thesis/dissertation/research paper** not exceeding 80,000 words, which must be worthy of publication by a learned society (US). 6. To get a doctor's degree you had subsequently to write a doctoral **thesis/dissertation/research paper**, which had to be a printed book (US). 7. If you have a unique **prospect/perspective** on life, your career, or anything else, a blog is a perfect place to share your thoughts and ideas. 8. One major aspect you need to emphasize on is that a **thesis/dissertation/research paper** writing usually takes place when you reach the last two years of your student life (while doing a Ph.D.) (US). 9. Given that those **magazines/journals** live by advertising, that may be too much to expect. 10. He also encouraged researchers to continue publishing in **journals/ magazines** about their own areas of expertise.

## ***Prepositions***

**Task 14** Complete the blanks with the prepositions where necessary.

<i>delve</i> .....	<i>guidance</i> .....	<i>free</i> .....
<i>search</i> .....	<i>notes</i> .....	
<i>stand</i> .....	<i>manual</i> .....	
<i>occur</i> .....	<i>information</i> .....	
<i>click</i> .....	..... <i>control</i>	

**Task 15** Choose the correct answer.

1. All academic librarians are extensively trained in library science and can suggest research avenues that may not occur **for/to** you. 2. If you have questions, it is always best to consult with your professor, who can provide further guidance **for/on** the assignment. 3. It is your turn to delve **into/upon** a new and interesting subject and present your own ideas about what it means. 4. The basic Internet search method is called Boolean searching and is conducted by using terms called Boolean operators to define exactly what it is you are searching **of/for**. 5. For example, a manual **on/about** brain surgery written by a biology researcher who has never conducted surgery would have less credibility than a manual written by an experienced brain surgeon. 6. Make sure to note the hyperlinks in any article you read, and click **on/-** them to find additional information. 7. If you want to find information **about/on** colleges and universities, the phrase you would use to search **for/-** course material in a database is "colleges AND universities." 8. Above all, remember that you are the researcher and that you are **under/in** control of the project. 9. This is a form of bias, and it is important to ensure that your research sources are free **of/from** bias, in order to produce the most effective academic work. 10. Taking notes **on/about** all of your materials is essential, as the number of sources you consult in your research might be quite numerous.

**Word Formation & Derivatives:** Revision

**Task 16** Complete the gaps in the text with the correct derivative forms of the words in brackets.

**Undergraduate Working Papers in Linguistics**

*University of Rochester  
Department of Linguistics*

**PAPER** ..... (SUBMIT)

Please plan accordingly, seek a professor's ..... (nominate), and submit as early as ..... (possibility). Once your paper is accepted you will have time before the November deadline to revise. Linguistics professors also have the opportunity to nominate a student work from a course of their own.

**QUALITY** ..... (CRITERION)

Papers are selected based on ..... (deep) of research, ..... (strong) of ..... (analyse), and ..... (effect) of style, in ..... (according) with the nominating professor's experience in the field. The paper may be a short squib or a full-length paper. It may be ..... (theory), ..... (analyse), empirical, etc. The paper may be from any class in the department, and it can also arise from a research group or other ..... (curriculum) study. The paper must be ..... (relevance) to the field of linguistics.

**EDITING STAGE**

A ..... (voluntary) committee of at least three undergraduate students from the Linguistics Undergraduate Council will read, discuss, and comment on the paper. Ideally, students will have their submissions reviewed by a Writing Fellow or a Writing Consultant through the Writing Speaking and Argument Program. A professor can also assist in the editing process if it is wished.

**FORMATTING**

Each paper should include APA-style ..... (cite), size 12 Garamond font, and 1-inch margins. Each paper should have a brief, 100- to 400-word abstract. There is no ..... (minimize) or ..... (maximise) page ..... (long). A style sheet can be found on the Linguistics Department website.

## FINISHED PRODUCT

The ..... (publish) will be released each December. All submissions must be in their final version before the deadline in early November.

## JOURNAL PUBLICATION

The ..... (digit) version of the journal will be posted on the Department of Linguistics for viewing and download. A nice quality, spiral-bound copy of the journal will be available in the department library and for purchase.

## ANNUAL SYMPOSIUM

The Linguistics Undergraduate Council will plan and hold a ..... (celebrate) party-symposium in the month of release to which anyone can attend.

## ACADEMIC ..... (HONEST)

All research, analysis, and writing must be the student's own or ..... (appropriate) cited. If the paper is a ..... (collaborate) effort by, all ..... (contribute) must be given credit and must be involved in the ..... (revise) process.

## *Phrasal Verbs & Expressions*

**Task 16** Match the phrasal verbs and expressions on the left with their meaning on the right.

What do MLA and APA *stand for*?

*A) a sign of danger*

This is especially true when it *comes to* finding information on the Internet, where you can find hundreds of websites that are only tangentially connected to your research topic.

*B) to deceive, or give false information that causes sb to waste time*

Check out a list of *red flags* and other clues that your source is biased.

*C) to represent*

Do not forget to *take advantage of* the skills and expertise of librarians.

*D) when you want*

After you have gathered a number of potential sources to peruse, *take the time* to determine whether they are beneficial or not.

*E) to make the effort to do something*

The Internet can provide a wealth of resources for researchers, but it can also **6** *lead you up a garden path* if you do not know how to search efficiently. **F) to reach a particular point or state**

Once you find your materials in a database, you can then download the material directly to your computer and read it **7** *at your convenience*. **G) to use the good things in a situation**

## **Speaking Skills**

**Communicative Situation 1** *Speak about the process of academic research.*

**Communicative Situation 2** *Speak about the skills one needs for academic research.*

**Communicative Situation 3** *Speak about the main differences between MLA and APA citation styles.*

**Communicative Situation 4** *What advice can you give on writing a research paper?*

**Communicative Situation 5** *What should one know if s/he wants to publish his/her research paper in a scholarly journal.*

## **Test Yourself Section**

### **Reading Comprehension**

**Task 17** *Read about the results of the study on the effect of research on teaching in Australian universities. Correct the statements below.*

1. Australian universities debate which mission teaching or research is more important.
2. Academics involving students in their research projects get more awards than those only teaching.
3. Students who are not happy with the way of teaching have better employment opportunities.

4. Two out of three students responded that they do not see a big difference between the high and low research groups.
5. Students of the universities which are more focused on the teaching mission complain about the feedback they receive on their work.
6. Academics doing research complain that they spend more time on students and less time on their own projects.
7. Students who attend high-research universities ask more questions where their universities come out ahead.
8. Many Australian universities have similar approaches to teaching because their staff do not have the skills they need.
9. Universities try to hire researchers who would like to develop their teaching skills.
10. Teams of casual staff and over-worked researchers can provide all students with a chance to succeed in higher education.

### **Is University Research Good for Teaching?**

<https://theconversation.com/is-university-research-good-for-teaching-16225>

Australian higher education is dominated by its universities, and therefore by institutions that have dual teaching and research missions. There is a long debate about whether these two activities complement or contradict each other.

Many believe in a “teaching-research nexus” – that is, ways in which an academic’s research can inform their teaching and vice-versa.

Among the suggested benefits are more opportunities for students to engage with research findings and literature, academics sharing their enthusiasm for research through their teaching, and students collaborating with academics on research projects.

While these benefits are plausible, there are also potential disadvantages. We know that academics tend to prefer research to teaching, and think that research rather than teaching is rewarded in promotion. With only a limited number of hours in the day, it would not be surprising to find that academics favour their research over their teaching.

The limited Australian empirical evidence supports a sceptical view of how research affects teaching. One study found that students at universities with high research ratings tended to be less satisfied with teaching. However, these students also had better employment outcomes.

Overall, the level of research activity does not seem to have a major influence on the student experience in Australian universities. In more than two-thirds of results, there was no statistically significant difference between the high and low research groups.

Examining results for particular questions gives some nuance to the general finding of little difference between the high and low research groups.

Students in low research environments were more likely to agree that they received prompt feedback on their work. That provides some support for the hypothesis that academics doing less research have more time to spend on students. However, other time-use results found no difference between the high and low research groups.

Students in high research environments gave more favourable responses to questions about studying with others. They were also more likely to self-report improvement in their skills. These results could mean that academics in high-research departments are more aware of pedagogical research into peer learning, and do a better job improving their students' skills.

However, it is also possible that these results reflect characteristics of the students who typically attend high-research universities. Students from high socioeconomic backgrounds may have the time, confidence and networks to do well on the questions where their universities come out ahead. This theory could not be assessed on the available data.

Either way, we are left with an inconclusive result on the effect of research. The survey suggests that teaching quality in Australia's universities is patchy. But research activity in itself is not a major explanatory factor.

The more likely cause is that Australian universities have similar approaches to teaching, which leave many teaching staff without the skills they need. All universities are more likely to hire academics for their research than their teaching ability. They are all more likely to promote academics to senior positions based on research rather than teaching performance. They are all happy for temporary staff to do much of the teaching. This is a common culture across Australia's universities, whether they score highly in research ratings or not.

Fortunately, universities generally accept the need for improved teaching. Some are creating new teaching-focused roles that emphasise teaching skills and development, but these positions are often still seen as of lower-status than research positions.

To help speed along the process of recognising and professionalising teaching, "Taking university teaching seriously" recommends a government program to support an expansion of teaching-focused academic jobs.

As Australian universities take increasing numbers of academically under-prepared students, we should not leave their education to teams of casual staff and over-worked researchers. We need skilled teaching professionals to give all students a chance to succeed in higher education.

## **Wordlist**

*academic research*  
*synthesize*  
*analyze*  
*scholarly*  
*libraries*  
*archive*  
*database*  
*in-depth*  
*on-site*  
*library science*  
*EBSCOhost*  
*Lexis/Nexis*  
*search term*  
*search engine*  
*Boolean searching*  
*Boolean operators*  
*Google Scholar*  
*hyperlinks*  
*peruse*  
*credibility*  
*bias*  
*agenda*  
*analytical assessment*  
*citation*

*in-text citation*  
*quotation*  
*endnote*  
*footnote*  
*Works Cited page*  
*Bibliography*  
*References*  
*citation form*  
*citation rules*  
*MLA*  
*APA*  
*Chicago*  
*Turabian*  
*header*  
*title page*  
*Title case*  
*Sentence case*  
*information literacy*  
*.com*  
*.edu*  
*.org*  
*.gov*

## **Use of English**

**Words Easily Confused** *prospect perspective thesis dissertation research paper*  
*magazine journal*

## **Prepositions**

<i>delve into</i>	<i>occur to</i>	<i>notes on</i>	<i>in control</i>
<i>search for</i>	<i>click on</i>	<i>manual on</i>	<i>free of</i>
<i>stand for</i>	<i>guidance on</i>	<i>information on</i>	

## **Phrasal Verbs & Expressions**

<i>stand for</i>	<i>red flag</i>	<i>take the time</i>
<i>come to</i>	<i>take advantage of</i>	<i>at your convenience</i>



## UNIT 18 Studying Abroad

### ! Learning Goals

#### *Skills*

! **Listening** for specific information  
**Comprehension:** gap filling  
Videos: *The knowledge is great; Education in the USA; British Higher Education.*  
Recordings: *Freshers' Week; Postsecondary Education: Admissions*  
Text: *How to become part of Warwick Academic Community*  
! **Speaking:** role play


#### *Language*

! **Vocabulary:** UK and USA universities  
! **Use of English:** words easily confused mostly on *enquire*; nouns, verbs, adjectives with prepositions; idiomatic expressions: *on university life*; word formation & derivatives: *post-*.

### Warming up

**Task 1** *Work in teams. Make the list of most famous/best universities abroad. Give some information about the universities for the members of the other team to guess.*

### Listening Skills


**Task 2**  *Watch the video about the University of Oxford. Fill in the gaps with the missing words.*

#### *Knowledge is Great*

1. .... are among the ones ranked the top 10 in the world.
2. Oxford University has a history of teaching and learning dating back .....
3. The University comprises ..... colleges and its historic buildings including the Bodleian ..... are arranged in a quad.
4. Among ..... students studying here there are students from nearly a ..... countries.
5. Dr Sally Mapstone is ..... of .....

6. Many of the colleges were founded in the ..... century, though some of them were established in the ..... century.
7. Oxford has a huge *alumni* network whose members are ....., such as Margaret Thatcher, David Cameron, ....., such as Bill Clinton, ....., such as Oscar Wilde, and even ....., such as Hugh Grant.
8. By ..... Dr Sally Mapstone means the search for knowledge, the investigation of truth, the asking of questions.
9. Asking the big questions is aimed at ..... for the better.
10. .... for ..... and education is important to Great Britain.

### *Focus on Content*


**Task 3**  Watch again and answer the following questions.

1. Why are huge amounts invested in science and research in Great Britain every year?
2. How long has Oxford been a place of learning?
3. How old is Oxford University?
4. How many colleges is Oxford University made up? When were they founded?
5. What is Old School Quad?
6. How many students are currently studying at Oxford University?
7. How many world leaders have been educated here?
8. Who are the members of the University alumni network?
9. What does the University Pro-Vice-Chancellor of Education mean saying that Great Britain and universities like Oxford have always had a rich interest in critical enquiry?

**Task 4** You are going to listen to a recording about Freshers' week in the UK universities. Before listening look at the following list of words and word combinations. Match these words and word combinations with their definitions.

1) well-respected	a) here, first-year students;
2) overwhelming	b) become familiar with and start feeling comfortable and happy about;
3) academic calendar	c) look or seem the same as people around you, fit in with others;
4) newcomers	d) rules of behaviour that are accepted by a certain group of people;

5) to settle into	e) admired, considered to be very good;
6) nerve-wracking	f) very quickly or very soon;
7) in no time	g) have knowledge or perception of a situation or fact;
8) be aware of	h) a period from one October to the next October when all the lectures, seminars, assignments, exams and extra-curricular activities (i.e. activities which are not part of the usual college course) that a student's life is made up of take place;
9) take it all in	i) putting you under a lot of pressure, very difficult to cope with;
10) blend in	j) causing great anxiety or distress;
11) social etiquette	k) understand and get used to the new environment;
12) handy	l) help you make new friends more easily and quickly;
13) hospitable	m) ready to give out;
14) give you a head start in making friends	n) explain and teach the rules of university life;
15) passing on your wisdom	o) friendly and welcoming to visitors or guests;

**Task 5**  Listen to the recording. Do the following statements agree with the information you hear? For questions 1-10 write

**True** if the statement agrees with the information;  
**False** if the statement contradicts the information;  
**Not given** if there is no information on this

1. If you are a student of one of the top UK universities, you are respected by everybody.
2. In the beginning, the first-year students feel anxiety or distress settling into university life.
3. A special event for the newcomers is organized in October.
4. Lots of confused strangers in big halls gets on everybody's nerves.
5. You will start your university social life on the right foot if you rush into making new friends, joining new clubs and so on.
6. To survive Freshers' Week, it is not necessary to be aware of British social conventions and customs.

7. According to past students treating other people to tea or snacks is a sign of hospitality.
8. You will show your friendliness to your neighbours if you leave your door open when you are out.
9. Doorstops do not work when someone wants to leave your room.
10. Freshers' Week always begins with the past students giving useful advice to the newcomers.

**Task 6** *Answer the questions.*

1. What can settling into university life be like for newcomers?
2. What event do universities in the UK organize for the first-year students? Why? When is it?
3. What does Freshers' Week involve?
4. Why can participating in Freshers' Week be a nerve-wrecking experience?
5. How to start the university social life on the right foot?
6. What tips are given by past students?
7. What should you be aware of to blend in?
8. How to show your hospitality?
9. How to be sociable?
10. What can send a positive message about your friendliness to your neighbours?

**Vocabulary & Use of English**

***Focus on Vocabulary***

**Task 7** *Fill in the gaps with words or phrases from the box. There are two words that you don't need to use.*

Freshers'	master's	seminar
bachelor's	lecture	newcomers
institutions	sandwich	Doctor of Philosophy
terms	science	prestigious
alumni	nerve-racking	well-respected

1. Universities in the UK usually have three \_\_\_\_\_ in a year.
2. The first degree most students study at university is also known as a \_\_\_\_\_ degree.
3. What does PhD mean? \_\_\_\_\_.
4. If a degree course includes a one-year industry placement, it's also known as a \_\_\_\_\_ course.
5. Imperial College

in London is famous for its teaching and research in \_\_\_\_\_. 6. Oxford and Cambridge universities are two of the most \_\_\_\_\_ universities in the country. 7. The first week of your first year at university is called \_\_\_\_\_ Week. 8. A lesson at university which takes place in a big hall with lots of students and one teacher is called a \_\_\_\_\_. 9. The UK has the top universities and research \_\_\_\_\_ in the world. 10. \_\_\_\_\_ are always anxious how to blend in the university life. 11. University administrators have had to establish committees to investigate student complaints while wealthy \_\_\_\_\_ have threatened to withhold financial contributions as a pressure tactic. 12. Speaking in public can be a \_\_\_\_\_ experience. 13. She was still a \_\_\_\_\_ professor of psychology at Harvard University.

### ***Extra Vocabulary***

**Task 8** Read about Warwick Academic Community. Choose from sentences (A - E) the one which best fits each space (1 - 5):

**A** I met my partner at a conference, and ended up getting a job as a conference and events manager because I enjoyed them so much.

**B** This can be done by following and commenting on blogs in your field of study, chatting to people working in your field on Twitter or starting your own blog.

**C** So what are you waiting for?

**D** They'll soon get used to your face, and you could even volunteer to give a talk on your own research.

**E** This is an especially good position to be in when you are looking for a job.

### **How to Become Part of Warwick Academic Community**

Have you been told that the *postgrad life* is one of solitude? It doesn't have to be: with only a little effort your CV, as well as your social life, will shine.

It can seem strange, when *embarking on a postgraduate degree*, that there are so many *like-minded folks* around but you never seem to see them. The guy you met at the welcome drinks, working on a similar subject? He works from home and is never on campus. The woman you chatted with in your research skills training session? No one's seen her for six months. So, what do you do?

Firstly, I promise you that the academic community is there. Here are some ways to find it, and tips on diving in.

**Departmental talks and seminars:** every department will have regular events, with both *internal and external researchers*. Just go to these, even if it

seems like a *hassle* and at first you don't know anyone. 1) \_\_\_\_\_. This is a great way to become part of your department, looks good on your CV, and is an excellent warm-up for going to conferences.

**Conferences:** Go to conferences. Lots of conferences! They're brilliant. 2) \_\_\_\_\_. They are fantastic places for networking – remember, everyone there is alone and desperate to make friends – and *improving your public speaking skills*. Go to a few and you will start to see the same people, and get a good idea of who is doing what research in your field. Some of these people might even recommend you for a job or ask you to write a chapter for their edited collection one day.

**Undergraduate teaching:** grab any teaching or other opportunities to help out in your department, as people will remember someone who has helped them with a *last-minute issue* and you will eventually become part of the fabric of the department. 3)\_\_\_\_\_.

**Organise something:** be it a talk by an external academic, an outreach event with a local school, a reading group, a workshop or a conference, it will always be worth your while. Find someone to *collaborate with* (just ask everyone you know) and together you will make new contacts and add something tasty to your CV. If you don't know how, just ask. Ask everyone (but admin staff are often particularly good).

**Go online:** you can even become part of the academic community without actually talking to anyone. 4)\_\_\_\_\_

**Get a job within the university:** getting a job with the Student Union, Unitemps, as part of Student Services or as a student ambassador is a great way to get in the university loop as well as making some money.

**Don't spend all your time at home:** obvious really, but still important. If you *become a fixture* in different places for *postgraduate students* and generally smile at everyone you see, then you will feel at home in no time.

All of these things will really *complement your studies* as well as making you *feel part of the lifeblood of academia*, and getting involved with one thing often leads to more opportunities. 5)\_\_\_\_ Dive in. I'll see you at the coffee machine.

**Task 9** *Read again and write the questions to the text. Put them to your partner.*

**Task 10** *Work with the unknown words from the text in your vocabulary notebook.*

**Task 11** *Translate the following words and word combinations into Ukrainian.*


Postgrad life; embarking on a postgraduate degree; postgraduate students; like-minded folks; a hassle; improving your public speaking skills; a last-minute issue; to collaborate with; to complement your studies; to feel part of the lifeblood of academia; become a fixture; feel at home; in no time; get used to; making money; to volunteer to give a talk on; ended up getting a job.

**Task 12** *Translate the following sentences into English.*

1. Дуже багато студентів, отримавши базову вищу освіту в Україні, замислюються про можливість вступу до магістратури за кордоном. 2. Відомо у всьому світі, що практично всі університети Англії мають знаменитих випускників. Багато з них ставали президентами, прем'єр-міністрами, лауреатами Нобелівських премій. 3. Магістратура в Англії – це дуже престижно, такий диплом дозволить знайти високооплачувану роботу практично в будь-якій країні. 4. Українські університети, найперше національні, є учасниками програми Erasmus+. Кожен може поїхати за нею вчитися безкоштовно, отримавши стипендію ЄС на навчання. 5. Про рівень вищої освіти у Великобританії можуть свідчити всього дві назви – «Оксфорд» та «Кембридж». Ці два університети створені ще у 12-13 століттях і з того часу стали справжніми символами якісної та високої освіти. 6. Для іноземних студентів університети Великобританії є особливо привабливими. Адже отримання диплому в одному із ВНЗ Англії – це престижність, прекрасна перспектива та яскраве свідчення про високий рівень. 7. Про якість надання вищої освіти у цій країні свідчать щорічні рейтинги серед світових ВНЗ, де британські університети впевнено займають високі позиції. 8. Молодь, яка вступає до університету, проходить Тиждень першокурсника, під час якої новачки занурюються у незрозумілу, галасливу і виснажливу круговерть вечірок, виставок і заходів, організованих студентськими клубами та спільнотами, що намагаються заарканити їх до позакласних занять – спортивними, громадськими, театральними, мистецькими, політичними. 9. Аспірантура може стати реальною альтернативою другої вищої освіти й дати можливість підкріпити практичні навички теоретичними знаннями і ступенем. 10. Особи, які мають ступінь магістра, можуть претендувати на вступ до аспірантури. 11. Аспіранти мають якнайчастіше виступати на конференціях з промовами, так як це чудова нагода покращити вміння ораторського мистецтва. 12. Аспіранти зазвичай легко можуть знайти однодумців, щоб відвідати семінари, поїхати на наукові конференції та відчувати себе частиною наукового суспільства. 13. Ходіть на конференції!

Особисто, я зустріла свою другу половинку на одній з них, а зрештою отримала роботу менеджера з організації конференцій та інших заходів.


14. Якщо Ви станете невід'ємною частиною аспірантської спільноти, зумієте швидко вирішувати нагальні потреби і загалом будете привітними до кожного, то Ви відчуватимете себе як вдома досить швидко.

**Task 13**  Listen to the recording about post-secondary education in the USA and answer the following questions. Words and word-combinations in the box will help you understand the lecture better.

*admissions policies*    *coeducational*    *Scholastic Aptitude Test (SAT)*  
*junior college*    *high school transcript*    *Associate of Arts*  
*accredited school*

### **LECTURE: Postsecondary Education: Admissions**

1. How many accredited senior colleges and universities are there in the United States?
2. How many students have these individual colleges and universities got?
3. What is the range of the tuition-fee at these educational institutions?
4. What two kinds of academic records will most undergraduate colleges or universities ask applicants to submit?
5. Name some of standardized tests that graduate students have to take before being admitted to a graduate programme.
6. Give examples of nonacademic factors that a college or university might consider before admitting a student.
7. State the specific features of the 2-year junior college?
8. What kind of a degree can a student get from a junior college?
9. What are the main purposes of attending junior colleges?
10. Will all of the American graduates be able to find some college or university to accept them?

**Task 14**  Watch the part of a lecture on the education of the USA and make a summary of it.



## ***Focus on Language***

### ***Words Easily Confused***

**Task 15** *Study the following words and difference in their meaning.*

***enquire*** – ask in a general way (more commonly found in BE). Eg.: *I'm writing to enquire about language courses.*

***inquire*** – seek information in a formal way (more commonly found in AE). Eg.: *I inquired about the book in many stores.*

***explore*** – investigate sth (a place or scientific field) systematically, in order to find out more facts about it. Eg.: *A website may have many different web pages for you to click on and explore.*

***investigate*** – discover and examine all the facts about sth. Eg.: *The goal of the present study was to investigate the foregoing issues.*

***research*** – discover new information. Eg.: *Students extensively research their subjects, making sure they're not replicating existing work.*

**Task 16** *Complete the sentences with words from Task 15.*

1. One example of this, which has only been ..... at local school level, is bilingual/immersion education. 2. If you are interested in applying for the graduate management training scheme, or would like to ..... about hosting one of our trainees, please contact Harriet Phillips. 3. In this way researchers have the opportunity to ..... the subject intensively and profoundly. 4. Students ..... their topic and wrote a paper based on information obtained from peer-reviewed literature. 5. It is important to ..... about a teacher's education, experience, and membership in associations.

### ***Prepositions***

**Task 17** *Complete the blanks with prepositions on page 387. Give Ukrainian equivalents to the following word combinations. Make up your own sentences with 10 of these word combinations.*

1. to study \_\_\_\_\_ college credit
2. to conclude \_\_\_\_\_ a few remarks
3. a wide variety \_\_\_\_\_ smth
4. school transcripts \_\_\_\_\_ a record of their grades
5. to apply \_\_\_\_\_ a law college
6. to be admitted \_\_\_\_\_ universities
7. independent \_\_\_\_\_ the school system
8. to drop \_\_\_\_\_ from a university
9. to lead \_\_\_\_\_ an Associate of Arts degree
10. to transfer \_\_\_\_\_ a four-year college
11. to settle \_\_\_\_\_ university life
12. to register \_\_\_\_\_ the following year
13. to receive degrees \_\_\_\_\_ a four-year college
14. to end \_\_\_\_\_ getting a job
15. to embark \_\_\_\_\_ a postgraduate degree
16. to collaborate \_\_\_\_\_ others
17. to feel part \_\_\_\_\_ the lifeblood of academia
18. to smile \_\_\_\_\_ everyone you see
19. So what are you waiting \_\_\_\_\_?
20. the search \_\_\_\_\_ knowledge
21. to change things \_\_\_\_\_ the better
22. to do \_\_\_\_\_ development
23. to be established \_\_\_\_\_ the twentieth century
24. a place \_\_\_\_\_ learning \_\_\_\_\_ hundreds of years
25. to be aware \_\_\_\_\_ British social etiquette

***Word Formation & Derivatives: Words with prefix post-***

**Task 18** *Read definitions and guess the words. Give the example sentences with them and their derivatives.*

1. A person continuing to study in a field after having successfully completed a degree course. 2. To delay or put off an event, appointment etc. 3. Something, such as a title or abbreviation denoting an attained academic degree or a membership in an organization, which is placed after a name. 4. After the publication of the Bible. 5. (A thing which has been) written afterwards, appended. 6. After the fact; after the focus of an activity has already occurred. 7. A postdoctoral academic research position. 8. Descendants who come “after” you 9. “After” noon. 10. “After” death. 11. To place on a document a date which is “after” the date the document was created.

## ***Idiomatic Expressions***

**Task 19** *Look at the idioms below. Each one is connected to university life in some way. Try to match each idiom to its definition.*

### **Idioms**

1. to live in an ivory tower
2. to fly the nest
3. saved by the bell
4. the university of life
5. in the same boat
6. on the right foot
7. to pass with flying colours
8. to hit the books

### **Definitions**

- a. learning from daily life and work rather than going to university
- b. not to be aware of the realities of everyday life
- c. to begin to study hard
- d. to do very well in a test or exam
- e. to leave your parents' home for the first time in order to live somewhere else
- f. something that you say when a difficult situation is ended suddenly before you have to do or say something that you do not want to
- g. to be in the same difficult circumstances as others
- h. successfully

**Task 20** *Now complete the sentences below by using one of the idioms above.*

1. My grandfather began to work in the print shop when he was fifteen and learned everything from \_\_\_\_\_.
2. We were \_\_\_\_\_ when the fire alarm went before, we had to give a very badly-prepared presentation.
3. Parents give their children thousands of pounds to help them \_\_\_\_\_ and get a foot on the property ladder.
4. Like most professors, Jason seems \_\_\_\_\_. He has no idea how ordinary people cope with life.
5. A lot of freshmen will be \_\_\_\_\_ as you worrying about starting their university social life \_\_\_\_\_.
6. I passed my exams \_\_\_\_\_. I have seven As.
7. After playing all weekend I had \_\_\_\_\_ on Sunday evening.

## Speaking Skills

### *Role Play*

**Task 21** *In groups of three roleplay a dialogue.*


**Student A** is a student from Kyiv National Linguistic University. He/she is meeting with a student from the UK who is visiting Kyiv. Ask student B about the educational system in the UK.

**Student B** is a student from Oxford, the UK who will gladly answer all the questions about their system of education.

**Student C** is a student from the Massachusetts Institute of Technology who will tell students A and B about the educational system in the USA.

## Test Yourself Section

### *Listening Comprehension*

**Task 22**  *Listen to the recording about British Higher Education and fill in the gaps with the missing words.*

1. Many students who pass their \_\_\_\_\_-\_\_\_\_\_ then go on to university.
2. In uni in Britain we take one \_\_\_\_\_ subject.
3. A \_\_\_\_\_ degree or \_\_\_\_\_ degree takes 3 years.
4. And at the end of your course you take something called \_\_\_\_\_.
5. These are your exams to see what \_\_\_\_\_ you get.
6. There are a group of \_\_\_\_\_ universities like \_\_\_\_\_, \_\_\_\_\_, Bristol, Edinburgh.
7. It's also common for people to do a \_\_\_\_\_ which is considered to be a \_\_\_\_\_ degree.
8. You can do a master's which is usually one or two years and then of course a \_\_\_\_\_ if you want to continue with your studies.

## Wordlist

*quadrangle (quad)*  
*Old School Quad*  
*Bodleian library*  
*alumnus (alumni)*  
*academic calendar*  
*newcomer*  
*settle into*  
*nerve-wracking*  
*blend in*  
*fresher*  
*Freshers' Week*  
*sandwich course*  
*well-respected*  
*postgraduate*  
*like-minded folks*

*internal researcher*  
*external researcher*  
*last-minute issue*  
*become a fixture*  
*part of the lifeblood of academia*  
*admissions policies*  
*junior college*  
*accredited school*  
*coeducational*  
*high school transcript*  
*Scholastic Aptitude Test (SAT)*  
*Associate of Arts*  
*red-brick universities*  
*Ivy-league*

## Use of English

**Words Easily Confused:** *enquire inquire explore investigate research*

## Prepositions

<i>study for college credit</i>	<i>conclude with</i>	<i>a variety of</i>
<i>register for</i>	<i>collaborate with</i>	<i>independent of</i>
<i>wait for</i>	<i>do with</i>	<i>part of</i>
<i>search for</i>	<i>apply to</i>	<i>place of</i>
<i>change for the better</i>	<i>to be admitted to</i>	<i>aware of</i>
<i>smile at</i>	<i>to lead to</i>	<i>in the twentieth century</i>
<i>embark on</i>	<i>to transfer to</i>	

## Idiomatic Expressions

<i>to live in an ivory tower</i>	<i>in the same boat</i>
<i>to fly the nest</i>	<i>on the right foot</i>
<i>saved by the bell</i>	<i>to pass with flying colours</i>
<i>the university of life</i>	<i>to hit the books</i>

## FOCUS ON WRITING 3

### Academic Writing (Report)

#### ! Learning Goals

##### *Skills*

##### *Language*

! **Writing:** *Understanding the question and planning the writing; Structuring the survey report; Paragraphing; Connecting ideas; Proofreading!*

Text: *What is Academic Writing*

Recordings: *Academic Writing; Proofreading*

! **Vocabulary:** topical lexicon on academic world; academic words;

! **Use of English:** linking words and phrases.

#### ! *Understanding the question and planning the writing*

**Task 1** *Read the information about the essence of academic writing. Answer the questions below after reading it.*

1. What is academic writing?
2. What are the peculiarities of its tone and style?
3. What are the characteristics of academic writing?
4. What is the overall structure of academic writing?
5. Provide examples of signalling words we should use while writing.

### What is Academic Writing

**Academic writing** is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader's understanding.

It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.

Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines.

#### **Characteristics of academic writing**

Academic writing is:

- **Planned and focused:** answers the question and demonstrates an understanding of the subject.

- **Structured:** is coherent, written in a logical order, and brings together related points and material.
- **Evidenced:** demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Formal in tone and style:** uses appropriate language and tenses, and is clear, concise and balanced.

The first step to writing academically is to clearly define the purpose of the writing and the audience.

In other formats, writing usually follows the same overall structure: introduction, main body and conclusion.

**The introduction** outlines the main direction the writing will take, and gives any necessary background information and context.

In **the main body**, each point is presented, explored and developed. These points must be set out in a logical order, to make it easier for the reader to follow and understand.

**The conclusion** brings together the main points, and will highlight the key message or argument you want the reader to take away. It may also identify any gaps or weaknesses in the arguments or ideas presented, and recommend further research or investigation where appropriate.

Use paragraphs to build and structure your argument, and separate each of your points into a different paragraph. Make your point clear in the first or second sentence of the paragraph to help the reader to follow the line of reasoning. The rest of the paragraph should explain the point in greater detail, and provide relevant evidence and examples where necessary or useful. Your interpretation of this evidence will help to substantiate your thinking and can lend weight to your argument.


At the end of the paragraph, you should show how the point you have made is significant to the overall argument or link to the next paragraph.

Use signalling words when writing. Using these words will help the reader to understand the structure of your work and where you might be taking your argument. Use signalling words to:


- add more information – eg. *furthermore, moreover, additionally*
- compare two similar points – eg. *similarly, in comparison*
- show contrasting viewpoints – eg. *however, in contrast, yet*
- show effect or conclusion – eg. *therefore, consequently, as a result*
- emphasise – eg. *significantly, particularly*
- reflect sequence. – eg. *first, second, finally*.

Words like these, help make the structure of your writing more effective and can clarify the flow and logic of your argument.

Revise, edit and proofread your work. Most writing will require several drafts and revisions in order to improve the clarity and structure. It is rare that a writer will make the very best decisions in the first draft.


**Task 2**  Listen to the audio about academic writing and fill in the blanks.

To be honest, the biggest problem for most 1) \_\_\_\_\_ students in terms of 2) \_\_\_\_\_ writing is not only adapting to a far more structured and 3) \_\_\_\_\_ style, but also learning how to 4) \_\_\_\_\_ the difference between important, 5) \_\_\_\_\_ information and unnecessary or even 6) \_\_\_\_\_ material. In my experience, I would say, it takes students the first year if not longer to 7) \_\_\_\_\_ what is required and to start to 8) \_\_\_\_\_ those 9) \_\_\_\_\_ in their writing. What they really should be doing if they are 10) \_\_\_\_\_ with written assignment is to 11) \_\_\_\_\_ help from the excellent support services which are 12) \_\_\_\_\_ at the university.

**Task 3**  Listen to a recording about proofreading. Before listening look at the following list of words and word combinations. Match these words and word combinations with their definitions.

14) in full swing	i) a pleasure obtained only rarely;
15) deadline	j) a mistake;
16) to proofread	k) a quotation from or reference to a book, paper, or author, especially in a scholarly work;
17) luxury	l) one of the periods of time that a school, college, or university divides the year into;
18) error	m) clearly seen, heard, or recognized;
19) to eliminate	n) at the height of activity;
20) spelling	o) see, notice, or recognize (someone or something) that is difficult to detect or that one is searching for;
21) distinct	p) read written or printed material and mark any errors;
22) make sure	i) the latest time or date by which something should be completed;
23) citation	j) completely remove or get rid of something;
24) term	k) establish that something is definitely so; confirm;
25) to spot	l) the correct order of the letters in a word.



**Task 4**  Listen to the audio about proofreading. Summarise the spoken text using key vocabulary above.

**Task 5** Read about some tips for effective proofreading. Complete the sentences with the words and word combinations from the box. There is one word you do not need to use.

<i>appropriate</i>	<i>dictionaries</i>	<i>page</i>	<i>font</i>
<i>refine</i>	<i>repeated</i>	<i>sense</i>	<i>thesaurus</i>
<i>punctuation</i>	<i>submit</i>	<i>avoid</i>	<i>effective correctly</i>
<i>verify</i>	<i>prevent</i>	<i>correct</i>	<i>spelling</i>
<i>errors</i>	<i>fresh</i>	<i>citations</i>	

### Proofreading Your Work

The proofread is your final check before you 1) \_\_\_\_\_ your work. It is an opportunity to 2) \_\_\_\_\_ that your work is accurate, clear and follows the 3) \_\_\_\_\_ styles and conventions. A proofread is a good chance to check again that the edited content still makes 4) \_\_\_\_\_. It is also the point at which you 5) \_\_\_\_\_ the details and consider how the words look on the 6) \_\_\_\_\_. During a proofread you should be checking:

**Accuracy:** are all the facts 7) \_\_\_\_\_?

**Language:** are there any spelling, grammar, 8) \_\_\_\_\_, or typing errors?

**Referencing:** do all 9) \_\_\_\_\_ and references follow your departmental style? Are all source names and titles accurate and their references punctuated 10) \_\_\_\_\_?

**Appearance:** layout, tables, figures, 11) \_\_\_\_\_ size, page numbers, headers. Here are a few tips for 12) \_\_\_\_\_ proofreading:

- Build it in your timings. Leave a day between proofreading so you can look again at the content with 13) \_\_\_\_\_ eyes
- Use technology. Microsoft Word has tools to check layout, 14) \_\_\_\_\_ and grammar, and 15) \_\_\_\_\_ words.
- Check meaning is correct by looking in 16) \_\_\_\_\_ or Google. Use a 17) \_\_\_\_\_ to find variations.
- Read it aloud. This will slow your reading down and 18) \_\_\_\_\_ you from skim reading and missing 19) \_\_\_\_\_.

## **! Structuring the survey report: Paragraphing**

**Task 6** Read the information about the survey report and its structure.

A survey report is normally a formal piece of writing based on research. It may be less formal depending who it is addressed to, e.g. a friend. A good survey report should consist of:

I – an introductory paragraph in which you state the purpose and content of your report;

II – a main body in which all information collected on the topic is presented in detail;

III – a conclusion in which you summarise all points mentioned before. Your recommendation or suggestion(s) can be included as well.

### **Introduction**

Paragraph 1

state the purpose and content of your report

### **Main Body**

Paragraphs 2-3-4\*

summarise your information under suitable sub-headings

### **Conclusion**

Final Paragraph

general conclusion and, if necessary, make recommendations or suggestions

\*The exact number and division of paragraphs will depend on the specific instructions for each report task

### **Points to consider**

- Decide on the main heading of the report, then carefully plan the information you will include in your report and divide it into sub-headings.
- Present tenses should be used in the survey reports to introduce generalization. Use a variety of reporting verbs such as *state, report, agree, claim, complain*, etc., to introduce reported speech.
- Use expressions such as *one in five, seven out ten, thirty percent of the people questioned, the majority of those questioned, a large proportion of, a minority of*, etc. to report the results of the survey.
- Facts may be supported by generalisations. e.g. *Fifty-five percent of young people go to the cinema at least twice a month.* (fact) *This indicates that the cinema is still quite a popular form of entertainment among young people.* (generalisation)

## Useful language for reports:

- **To introduce:** *The purpose/aim of this report; As requested; This survey was carried out/ conducted by means of...; the questionnaire consisted of etc.*
- **To generalize:** *In general; generally; on the whole etc.*
- **To refer to a fact:** *The fact is that...; In fact; In practice; etc.*
- **To conclude/ summarise:** *In conclusion; All things considered; To sum up; All in all; It is not easy to reach any definite conclusions, It is clear that; the survey shows/indicates/demonstrates etc.*

**Task 7** Read the report of a survey on the reading habits of students and label the paragraphs with the correct headings.

### Survey of Academic and General Reading in English

*Paragraph 1* \_\_\_\_\_

On 8th February 1999, a survey was conducted among 16 overseas postgraduate students at the University of England. The purpose of the survey was to discover the reading habits in English of the students.

*Paragraph 2* \_\_\_\_\_

The survey was conducted by means of a questionnaire given to the students to complete. The first part of the questionnaire dealt with the type of reading and its frequency. The second section was concerned with newspapers: the type of items read and those that were read first.

*Paragraph 3* \_\_\_\_\_

From the table of data, the most significant items are as follows. In the first section, 81% of the students regularly read academic books" while 44% regularly read academic journals. Nothing else is read regularly or often by 40% or more of the students. The following comments can be made about the reading of newspapers, magazines and fiction. 75% sometimes read regional or local newspapers, 69% sometimes read books of fiction, 62% sometimes read general magazines, and 56% sometimes read national daily newspapers. On the other hand, 37% never read Sunday newspapers and 31% never read fiction.

*Paragraph 4* \_\_\_\_\_

In the second section, not surprisingly, 100% read news about their own country in newspapers and 56% read this first. 94% read international news, 25% read this first. 81% read about Britain and look at radio and TV information. The only other item that is usually read by more than 50% of the students is current affairs (read by 56%).

*Paragraph 5* \_\_\_\_\_

If any conclusions may be drawn from the data, they are, perhaps, as follows. Overseas students presumably have little time for general reading: most of their

reading time is spent on books and journals on their own subject. Outside their studies, apart from reading news about their own country, international news, and news about Britain, they probably spend most time watching TV and listening to the radio.

*/from Academic Writing Course by R.R. Jordan/*

**Task 8** *Write the report on the results of one of the surveys you conducted.*

- 1. Your groupmates'/friends'/other students' expectations from university.*
- 2. Expectations, feelings and impressions your groupmates/friends/other students had on the day when they arrived at university to embark upon a new phase in their life – as a university student.*
- 3. Your groupmates' and other students' opinions about the role of a student and factors which influence it.*
- 4. The ways to study your groupmates/other students consider efficient.*
- 5. Your groupmates' and other students' opinions about a good university teacher.*
- 6. Academic misconduct.*
- 7. Your groupmates' and other students' attitude to academic research.*

## Literature & Sources

1. Моя Україна. – Режим доступу до джерела: <https://myukraine.org.ua>
2. Фокс, Кейт Спостерігаючи за англійцями [Текст] / Кейт Фокс ; пер. з англ. Марти Госовської. – Львів : Видавництво Старого Лева, 2018. – 608 с.
3. BBC Learning English News about Britain Freshers' Week, 2008. – Access Mode: [bbclearningenglish.com](http://bbclearningenglish.com)
4. Black, M., Sharp, W. Objective IELTS Intermediate. – Cambridge University Press, 2006. – 143 p.
5. [Breaking News English](https://breakingnewsenglish.com). – Access Mode: <https://breakingnewsenglish.com>
6. British Education System. – Access Mode: [https://www.youtube.com/watch?v=I-d3L3F\\_ELo&t=417s](https://www.youtube.com/watch?v=I-d3L3F_ELo&t=417s)
7. Cambridge Free English Dictionary. – Access Mode: <https://dictionary.cambridge.org/dictionary/>
8. CNN International. – Access Mode: <https://edition.cnn.com>
9. Collins Online English Dictionary. – Access Mode: <https://www.collinsdictionary.com>
10. Encyclopedia Britannica. – Access Mode: <https://www.britannica.com>
11. Evans, A. Ukraine. – The Bradt Travel Guide Ltd., UK, The Globe Pequot Press Inc., USA, 2010. – 160 p.
12. Jordan, R. R. Academic Writing Course, Study Skills in English. Third edition, 1999
13. Longman Dictionary of Contemporary English Online. – Access Mode: <https://www.ldoceonline.com>
14. Lviv Today. – Access Mode: <http://www.lvivtoday.com.ua>
15. Mail online. – Access Mode: <https://www.dailymail.co.uk>
16. Moutsou, E. Use of English B2 for all exams. – MM Publications, 2009. – 184 p.
17. The Calvert Journal. – Access Mode: <https://www.calvertjournal.com>
18. Thomas, B., Hashemi, L., Matthews, L. Grammar and Vocabulary for First. – Cambridge University Press, 2015. – 255 p.
19. U.S. System of Education. – Access Mode: <https://www.youtube.com/watch?v=1c1iaPwhF0I>
20. <https://www.adventureinyou.com>
21. <https://www.bbc.co.uk/learningenglish>
22. <https://www.bbc.com/news/world-europe-18023389>
23. <https://www.bbc.com/ukrainian>
24. <https://www.betterteam.com/how-to-interview-candidates>
25. <https://www.checkfront.com>
26. <https://www.dori-ielts.com>

27. <http://www.encyclopediaofukraine.com>
28. [https://www.examenglish.com/B2/b2\\_listening\\_tourism.htm](https://www.examenglish.com/B2/b2_listening_tourism.htm)
29. <https://gocity.com/london/en-us>
30. <https://www.grammar-quizzes.com>
31. [https://www.huffpost.com/entry/types-of-traveler\\_n\\_3998506](https://www.huffpost.com/entry/types-of-traveler_n_3998506)
32. <https://www.indeed.com/career-advice>
33. <https://learnenglish.britishcouncil.org>
34. <https://library.leeds.ac.uk>
35. <https://www.mnn.com/lifestyle/eco-tourism>
36. <https://moyaosvita.com.ua>
37. <https://www.nomadicmatt.com>
38. <https://our.warwick.ac.uk>
39. <https://ozi.pp.ua>
40. <http://www.phrasebank.manchester.ac.uk>
41. <https://www.roberthalf.com.au/career-advice/interview>
42. <https://www.royalcollection.org.uk>
43. <https://studway.com.ua>
44. <http://travelworld.org.ua>
45. <https://www.tripadvisor.co.uk>
46. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/>
47. <https://uk.wikipedia.org>
48. <https://www.visitacity.com>
49. <https://www.visitcambridge.org>
50. <http://www.visitcardiff.com>
51. <http://visittoukraine.com>
52. <http://vsviti.com.ua>
53. <https://www.visitlondon.com>
54. <https://www.teachingenglish.org.uk>
55. <https://thealtruistictraveller.com>
56. <https://topyaps.com/top-10-most-common-modes-of-transportation/>
57. <https://tsn.ua/tourism/yak-vibrati-gotel-nayvazhlivishi-kriteriyi-ta-poradi-332767.html>
58. <https://www.volunteerworld.com/en>
59. <https://we.org.ua/rizne/ekoturizm-u-sviti/>