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**ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ
ДЛЯ АСПІРАНТІВ ТЕХНІЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

*Рекомендовано до видання рішенням вченої ради Харківського
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Метою посібника є навчання читання та розуміння науково-популярних
текстів і текстів за фахом, засвоєння загальнонаукової лексики, формування
навичок говоріння з широкого кола тем академічного спілкування та навичок
писемного мовлення в галузі науки і техніки. Ефективне практичне оволодіння
мовою забезпечується системою лексичних і комунікативних вправ, що
стимулюють інтерес і творчу діяльність тих, хто вивчає мову.

Посібник призначений для підготовки докторів філософії за всіма
спеціальностями ХНАДУ, а також для широкого кола тих, хто вдосконалює
англійську мову в її науковому і академічному аспектах.

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ПЕРЕДМОВА

Вивчення іноземної мови у закладах вищої освіти передбачає формування комунікативної компетенції, яка в посібнику контекстуалізується у таких сферах, як читання загальнонаукової літератури, академічне спілкування й академічне письмо. Академічна сфера, що відображена у посібнику, пов'язана з навчальним і тренувальним контекстом, який розроблено з метою оволодіння специфічними знаннями або вміннями, методологією наукової та науково-педагогічної діяльності, формування здатності усно й письмово презентувати та обговорювати результати наукових досліджень та інноваційних розробок англійською мовою.

Метою посібника є навчання англійської мови на основі загальнонаукових та фахових текстів за спеціальністю аспіранта в усній та письмовій формах, способам їхнього перекладу, методам обробки інформації тексту за фахом, особливостям професійної комунікації іноземною мовою з питань наукового дослідження.

Одним із основних компонентів іншомовної підготовки аспірантів є оволодіння науковою термінологією за відповідною спеціальністю. Але, на погляд авторів посібника, на перших порах автентичні матеріали повинні мати науково-популярний характер, бути зрозумілими не лише для аспірантів як спеціалістів певного фаху, але й для викладача іноземної мови, який, як правило, не має додаткової технічної освіти. Й лише після того, як аспіранти привчаються легко оперувати загальнонауковою лексикою в рецептивних і продуктивних видах діяльності, доцільно переходити до роботи з вузькопрофільними матеріалами.

Окремий розділ посібника присвячений підготовці майбутніх науковців до участі в міжнародних наукових конференціях, де англійська мова використовується як робоча. Діалоги та вправи пропонують лексичні розмовні зразки, засвоєння яких допоможе аспірантам розвивати навички усного мовлення й подолати бар'єри спілкування з іноземними колегами.

Аспіранти вчаться брати участь у будь-якій розмові чи дискусії наукового або академічного характеру, вживаючи ідіоматичні звороти та колоквиалізми; опрацьовувати сучасну наукову літературу за спеціальністю для підготовки дисертаційного дослідження, що

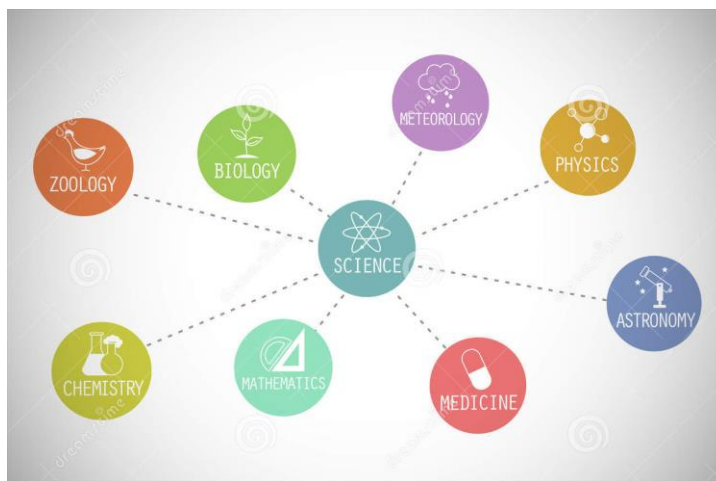
дозволяє їм розширити й поглибити свою професійну компетентність.

Посібник дає можливість засвоїти найбільш проблемні й складні лексико-граматичні конструкції. Кожен розділ складається із словника до тексту та викладення текстового матеріалу з перекладом. Курс супроводжується аудіо роликами за кожною темою, які викладено на сучасній Інтернет-платформі, і прослуховування яких дозволяє тренувати навчальний матеріал у зручний для аспіранта час і місце. Це надає можливість самостійного оволодіння мовою, що є найсучаснішим трендом світового освітнього процесу і робить цей курс унікальним. Посібник також буде корисний під час написання наукових статей, доповідей та повідомлень англійською мовою.

Робота з посібником сприятиме набуттю інтегральних, загальних і фахових компетенцій, які необхідні для здійснення дослідницько-інноваційної діяльності.

PART 1. READING

UNIT 1. BRANCHES OF SCIENCE



Audio Block

1. Read, listen to and learn the following words (Прочитайте, прослухайте та вивчіть такі слова):

| | |
|-------------------|----------------------|
| branch | розділ, галузь |
| main | основний |
| divide | розділяти |
| major | головний |
| behavior | поведінка |
| society | суспільство |
| natural sciences | природничі науки |
| phenomenon | явище |
| make up | складати |
| applied science | прикладна наука |
| include | включати |
| matter | матерія |
| composition | склад |
| properties | властивості |
| relationships | відносини |
| comprise | включати, охоплювати |
| solid | твердий |
| rock | гірська порода |
| be concerned with | стосуватися |
| origin | походження |

2. Read the text and listen to it (Прочитайте та прослухайте текст):

Branches of Science

The main branches of science are usually divided into two major groups: social sciences, which study human behavior and societies, and natural sciences, which study natural phenomena. There are also formal sciences, such as mathematics and logic, which study formal systems. These three categories make up the fundamental sciences.

Natural science studies the rules that govern the natural world. Natural sciences include physics, chemistry, ecology, geology, biology etc. *Physics* studies matter and its motion through space and time. *Chemistry* studies the composition, behavior, structure, and properties of matter. *Ecology* is the scientific study of the relationships that living organisms have with each other and with their environment. *Geology* comprises the study of solid Earth, the rocks of which it is composed. *Biology* is concerned with the study of life and living organisms, their structure, origin, and evolution.

Social sciences include anthropology, archaeology, economics, education, international relations, political science, psychology, sociology etc.

Formal sciences are concerned with formal systems, such as logic, mathematics, information theory. *Applied science* is the application of scientific knowledge in a physical environment. Examples of applied science include Applied mathematics, Applied physics, Medicine, Computer science, Engineering.

3. Read the text and its translation and listen to it (Прочитайте та прослухайте текст та його переклад):

| Branches of Science | Галузі науки |
|---|--|
| The main branches of science are usually divided into two major groups: | Основні галузі науки зазвичай поділяються на дві основні групи: |
| social sciences, which study human behavior and societies, | суспільні науки, які вивчають поведінку людини та суспільства, |
| and natural sciences, which study natural phenomena. | і природничі науки, які вивчають природні явища. |
| There are also formal sciences, such as mathematics and logic, | Існують також формальні науки, такі як математика та логіка, які |

| | |
|---|---|
| which study formal systems. | вивчають формальні системи. |
| These three categories make up the fundamental sciences. | Ці три категорії складають фундаментальні науки. |
| Natural science studies the rules that govern the natural world. | Природознавство вивчає правила, що керують природним світом. |
| Natural sciences include physics, chemistry, ecology, geology, biology etc. | До природничих наук належать фізика, хімія, екологія, геологія, біологія тощо. |
| Physics studies matter and its motion through space and time. | Фізика вивчає матерію та її рух через простір та час. |
| Chemistry studies the composition, behavior, structure, and properties of matter. | Хімія вивчає склад, поведінку, будову та властивості матерії. |
| Ecology is the scientific study of the relationships that living organisms have with each other and with their environment. | Екологія – це наукове дослідження взаємозв'язків, які живі організми мають один з одним та з навколишнім середовищем. |
| Geology comprises the study of solid Earth, the rocks of which it is composed. | Геологія включає вивчення твердої Землі, гірських порід, з яких вона складається. |
| Biology is concerned with the study of life and living organisms, their structure, origin, and evolution. | Біологія займається вивченням життя та живих організмів, їх будови, походження та еволюції. |
| Social sciences include anthropology, archaeology, economics, education, international relations, political science, psychology, sociology etc. | До суспільних наук належать: антропологія, археологія, економіка, освіта, міжнародні відносини, політологія, психологія, соціологія тощо. |
| Formal sciences are concerned with formal systems, such as logic, mathematics, information theory. | Формальні науки стосуються формальних систем, таких як логіка, математика, теорія інформації. |
| Applied science is the application of scientific knowledge in a physical environment. | Прикладна наука – це застосування наукових знань у фізичному середовищі. |

| | |
|--|---|
| Examples of applied science include Applied mathematics, Applied physics, Medicine, Computer science, Engineering. | Приклади прикладної науки включають прикладну математику, прикладну фізику, медицину, інформатику, інженерію. |
|--|---|

Test Block

1. Match the words with close meaning (Об'єднайте близькі за змістом слова):

| | | | |
|----|-------------|----|-----------------|
| 1. | major | a. | structure |
| 2. | make up | b. | sphere |
| 3. | properties | c. | beginning |
| 4. | composition | d. | hard |
| 5. | origin | e. | main |
| 6. | solid | f. | contain |
| 7. | include | g. | characteristics |
| 8. | branch | h. | compose |

2. Match the words with their definitions (Об'єднайте слова з їхнім значенням):

| | | | |
|----|---------------|----|---|
| 1. | rock | a. | manner of acting, reacting or functioning |
| 2. | society | b. | a fact or event of scientific interest |
| 3. | behavior | c. | the state of being connected or related |
| 4. | comprise | d. | hard, naturally formed mineral |
| 5. | divide | e. | consist of, be composed of |
| 6. | phenomenon | f. | the totality of people living as an organized community |
| 7. | relationships | g. | separate into parts |

3. Choose the correct answers to questions 1–5 (Оберіть правильну відповідь до питань 1–5):

| | |
|---|--|
| 1. What do social sciences study? | |
| a. human behavior and societies | b. natural phenomena |
| 2. To what group do mathematics and logic belong? | |
| a. formal sciences | b. social sciences |
| 3. What do natural sciences study? | |
| a. the rules that govern the physical world | b. the rules that govern the social sphere |

| | |
|---|---|
| 4. What are formal sciences concerned with? | |
| a. logic, medicine, information theory | b. logic, mathematics, information theory |
| 5. What is engineering related to? | |
| a. applied sciences | b. formal sciences |

4. Sort out the following by categories (Розподіліть наступне за категоріями):

| | | | | |
|------------|--------------|------------|------------|------------|
| 1. Physics | 2. Chemistry | 3. Ecology | 4. Geology | 5. Biology |
| | | | | |

- a. is concerned with the study of life and living organisms;
- b. studies the solid Earth;
- c. studies the properties of matter;
- e. studies the relationships of living organisms with their environment;
- g. studies the motion of the matter through space and time.

UNIT 2. FROM STONE TO IRON AGE



Audio Block

1. Read, listen to and learn the following words:

| | |
|-----------|-----------|
| stone | камінь |
| iron | залізо |
| invention | винахід |
| tool | знаряддя |
| technique | метод |
| permanent | постійний |

| | |
|-------------|-----------------|
| settlement | поселення |
| be tied | бути пов'язаним |
| survival | виживання |
| development | розробка |
| shift | зсув |
| nomadic | кочовий |
| prove | доводити |
| evidence | дані |
| smelting | плавка |
| copper | мідь |
| alloy | сплав |
| tin | олово |
| adoption | впровадження |
| ore | руда |
| widespread | поширений |
| refuge | притулок |

2. Read the text and listen to it:

From Stone to Iron Age

The history of technology is the history of the invention of tools and techniques.

During the Stone Age major technologies were tied to survival, hunting, and food preparation. Fire, stone tools and weapons, and clothing were technological developments of major importance during this period.

Although the Stone Age cultures left no written records, the shift from nomadic life to settlement and agriculture can be proved by some archaeological evidence.

The Stone Age developed into the Bronze Age which included development of agriculture, animal domestication, the building of permanent settlements and metal smelting, with copper and later bronze, an alloy of tin and copper.

The Iron Age involved the adoption of iron smelting technology. It generally replaced bronze, and made it possible to produce tools which were stronger, lighter and cheaper to make than bronze equivalents. Iron ores were much more widespread than either copper or tin.

In Europe, large hill forts were built either as a refuge in time of war, or sometimes as permanent settlements.

3. Read the text and its translation and listen to it:

| From Stone to Iron Age | Від кам'яного до залізного віку |
|---|--|
| The history of technology is the history of the invention of tools and techniques. | Історія техніки – це історія винаходу інструментів та методів. |
| During the Stone Age major technologies were tied to survival, hunting, and food preparation. | У кам'яному віці основні технології були пов'язані з виживанням, полюванням та приготуванням їжі. |
| Fire, stone tools and weapons, and clothing were technological developments of major importance during this period. | Вогонь, кам'яні інструменти та зброя, одяг були важливими технологічними розробками у той період. |
| Although the Stone Age cultures left no written records, | Хоча культури кам'яного віку не залишили жодної писемності, |
| the shift from nomadic life to settlement and agriculture can be proved by some archaeological evidence. | перехід від кочового життя до поселення та землеробства може бути підтверджений деякими археологічними даними. |
| The Stone Age developed into the Bronze Age | Кам'яний вік перетворився в Бронзовий вік, |
| which included development of agriculture, animal domestication, the building of permanent settlements | який включав розвиток сільського господарства, одомашнення тварин, будівництво постійних поселень |
| and metal smelting, with copper and later bronze, an alloy of tin and copper. | та виплавлення металів, з міддю та пізніше бронзою, сплавом олова та міді. |
| The Iron Age involved the adoption of iron smelting technology. | Залізний вік передбачав засвоєння технології плавки заліза. |
| It generally replaced bronze | Воно, як правило, замінювало бронзу, |
| and made it possible to produce tools which were stronger, lighter and cheaper to make than bronze equivalents. | і давало можливість виготовляти інструменти, які були міцнішими, легшими та дешевшими, ніж бронзові еквіваленти. |

| | |
|---|--|
| Iron ores were much more widespread than either copper or tin. | Залізні руди були набагато більш поширені, ніж мідні чи оловні. |
| In Europe, large hill forts were built either as a refuge in time of war, | У Європі великі фортеці на пагорбі будувалися або як притулок у воєнний час, |
| or sometimes as permanent settlements. | або іноді як постійні поселення. |

Test Block

1. Match the words with close meaning.

| | | | |
|----|-----------|----|--------------|
| 1. | tied | a. | important |
| 2. | permanent | b. | introduction |
| 3. | evidence | c. | mixture |
| 4. | technique | d. | data |
| 5. | shift | e. | change |
| 6. | alloy | f. | method |
| 7. | adoption | g. | linked |
| 8. | major | h. | constant |

2. Match the words to make up possible word-combinations:

| | | | |
|----|---------------|----|---------------|
| 1. | permanent | a. | information |
| 2. | iron | b. | evidence |
| 3. | widespread | c. | settlement |
| 4. | archeological | d. | smelting |
| 5. | stone | e. | domestication |
| 6. | technological | f. | life |
| 7. | metal | g. | developments |
| 8. | nomadic | h. | tool |
| 9. | animal | i. | ore |

3. Sort out the following developments by the Ages:

| The Stone Age | The Bronze Age | The Iron Age |
|---------------|----------------|--------------|
| 1 | 2 | 3 |

- a. animal domestication
- b. fire
- c. permanent settlements

- f. hill forts
- g. weapons
- h. clothing

- d. iron smelting technologies
- e. stone tools

i. bronze

4. Choose the right option to complete the sentences (Оберіть правильний варіант, щоб завершити речення):

| | |
|--|---------------------------|
| 1. During the Stone Age humans' lifestyle involved ... use of tools. | |
| a. limited | b. widespread |
| 2. Clothing was the technological development of major importance during the ... Age. | |
| a. Stone | b. Iron |
| 3. The shift from nomadic life to settlement and agriculture can be proved by some | |
| a. written records | b. archeological evidence |
| 4. The Bronze Age involved development of agriculture, animal domestication and building of | |
| a. hill forts | b. permanent settlements |
| 5. Bronze, an alloy of tin and ... , was developed due to metal smelting. | |
| a. iron | b. copper |
| 6. Tools produced during the Iron Age were stronger, lighter though ... to make than bronze equivalents. | |
| a. more expensive | b. cheaper |

UNIT 3. THE ANCIENT WORLD'S TECHNOLOGIES



Audio Block

1. Read, listen to and learn the following words:

| | |
|---------|-----------|
| produce | виробляти |
| advance | успіх |
| wheel | колесо |

| | |
|--------------------|------------------------|
| sophisticated | складний |
| predict | передбачувати |
| eclipse | затемнення |
| be responsible for | бути відповідальним за |
| numerous | численний |
| discovery | відкриття |
| contribution | внесок |
| cast iron | чавун |
| suspension bridge | підвісний міст |
| steam engine | паровий двигун |
| create | створювати |
| ownership | володіння |
| arch | арка |
| harbor | гавань |
| dam | дамба |
| dome | купол |
| scale | масштаб |
| concrete | бетон |
| skills | навички |
| blade | лезо |
| crack | щілина |

2. Read the text and listen to it:

The Ancient World's Technologies

The ancient civilizations produced the greatest advances in technology and engineering which stimulated other societies to adopt new ways of living.

The Egyptians invented and used many simple machines to aid construction processes. The peoples of Mesopotamia invented the wheel. The Babylonians were good astronomers, able to predict eclipses. Their palaces had sophisticated drainage systems.

The Chinese were responsible for numerous technology discoveries and developments. Major technological contributions from China include matches, paper, cast iron, the suspension bridge, the parachute, natural gas as fuel, the magnetic compass, the propeller and gunpowder.

Greek inventors were the first to experiment with wind power and created the earliest steam engine and the watermill.

The Romans created laws providing for individual ownership, advanced road-building, military engineering, and civil engineering. Roman engineers were the first to build monumental arches, aqueducts, arch bridges, harbours, dams, domes on a very large scale across their Empire. Notable Roman inventions include glass blowing and concrete.

The engineering skills of the Inca and the Mayans were great, even by today's standards. An example is the lifting of pieces with the weight of one ton placed together so that not even a blade can fit in-between the cracks.

3. Read the text and its translation and listen to it:

| The Ancient World's Technologies | Технології стародавнього світу |
|--|---|
| The ancient civilizations produced the greatest advances in technology and engineering | Стародавні цивілізації досягли найбільших успіхів у техніці та інженерії, |
| which stimulated other societies to adopt new ways of living. | що стимулювало інші суспільства до прийняття нових способів життя. |
| The Egyptians invented and used many simple machines to aid construction processes. | Єгиптяни винайшли і використовували багато простих машин для сприяння будівельним процесам. |
| The peoples of Mesopotamia invented the wheel. | Народи Месопотамії винайшли колесо. |
| The Babylonians were good astronomers, able to predict eclipses. | Вавилоняни були добрими астрономами, здатними передбачати затемнення. |
| Their palaces had sophisticated drainage systems. | Їх палаци мали складні системи водовідведення. |
| The Chinese were responsible for numerous technology discoveries and developments. | Китайці відповідали за численні технологічні відкриття та розробки. |
| Major technological contributions from China include matches, paper, cast iron, | Основні технологічні внески Китаю включають сірники, папір, чавун, |
| the suspension bridge, the parachute, natural gas as fuel, the | підвісний міст, парашут, природний газ у якості палива, |

| | |
|--|---|
| magnetic compass, the propeller and gunpowder. | магнітний компас, гвинт та порох. |
| Greek inventors were the first to experiment with wind power and created the earliest steam engine and the watermill. | Грецькі винахідники першими експериментували з енергією вітру і створили найбільш ранні паровий двигун і водяний млин. |
| The Romans created laws providing for individual ownership, advanced road-building, military engineering, and civil engineering. | Римляни створили закони, що передбачали індивідуальну власність, просунуте дорожнє будівництво, військове будівництво та цивільне будівництво. |
| Roman engineers were the first to build monumental arches, aqueducts, arch bridges, harbours, dams, domes on a very large scale across their Empire. | Римські інженери першими побудували монументальні арки, акведуки, аркові мости, гавані, дамби, куполи в дуже великих масштабах по всій своїй Імперії. |
| Notable Roman inventions include glass blowing and concrete. | Помітні римські винаходи включають видування скла та бетон. |
| The engineering skills of the Inca and the Mayans were great, even by today's standards. | Інженерні навички інків та майя були чудовими навіть за сьогоденніми мірками. |
| An example is the lifting of pieces with the weight of one ton | Прикладом є підняття фрагментів вагою в одну тонну, |
| placed together so that not even a blade can fit in-between the cracks. | розміщених разом так, щоб навіть лезо не могло поміститися між щілинами. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|---------------|----|-----------|
| 1. | advance | a. | many |
| 2. | produce | b. | size |
| 3. | numerous | c. | make |
| 4. | create | d. | forecast |
| 5. | scale | e. | success |
| 6. | sophisticated | f. | force |
| 7. | predict | g. | difficult |
| 8. | power | h. | develop |

2. Make up word-combinations from the following words:

| | | | |
|----|------------|----|---------|
| 1. | suspension | a. | iron |
| 2. | predict | b. | engine |
| 3. | cast | c. | compass |
| 4. | knife | d. | bridge |
| 5. | steam | e. | harbor |
| 6. | natural | f. | blade |
| 7. | quiet | g. | eclipse |
| 8. | magnetic | h. | gas |

3. Choose the correct answers to questions 1–5:

| | |
|---|-------------------------|
| Which of the societies | |
| 1. ... were good astronomers? | |
| a. Greek | b. Babylonian |
| 2. ... used many simple machines to aid construction processes? | |
| a. Egyptian | b. Mayan |
| 3. ... were the first to experiment with wind power? | |
| a. Roman | b. Greek |
| 4. ... developed legal regulations of ownership? | |
| a. Chinese | b. Roman |
| 5. ... were great engineers even by today's standards? | |
| a. Inca and Maya | b. Chinese and Egyptian |

4. Sort out the following inventions by societies:

| The Egyptians | The Babylonians | The Chinese | The Greeks | The Romans | The Mayans |
|---------------|-----------------|-------------|------------|------------|------------|
| 1 | 2 | 3 | 4 | 5 | 6 |

| | | | |
|--------------|--|----------------------------|--------------------|
| a. cast iron | e. steam engine | i. suspension bridge | m. harbor |
| b. watermill | f. military engineering | j. dam | n. watermill |
| c. arch | g. simple machines to aid construction process | k. lifting of heavy pieces | o. concrete |
| d. matches | h. paper | l. magnetic compass | p. drainage system |

UNIT 4. INDUSTRIAL REVOLUTION



Audio Block

1. Read, listen to and learn the following words:

| | |
|-------------------------|--------------------|
| characterize | характеризувати |
| mining | вуглевидобуток |
| coal | вугілля |
| amount | кількість |
| abundant | багатий |
| constrain | обмежувати |
| drain | осушувати |
| access | мати доступ |
| output | випуск продукції |
| increase | збільшувати |
| pressure | тиск |
| follow | слідувати |
| explore | досліджувати |
| incandescent light bulb | лампа розжарювання |
| profound | глибокий |
| effect | вплив |
| shift | зміна |
| mass production | масове виробництво |
| sewing machine | швейна машина |
| reaper | жатка |
| occur | відбуватися |
| iron-clad | оббитий залізом |
| petroleum | нафта |
| research | дослідження |

2. Read the text and listen to it:

Industrial Revolution

The British Industrial Revolution is characterized by developments in the areas of textile manufacturing, mining, metallurgy and transport. The revolution was driven by cheap energy in the form of coal, produced in big amounts from the abundant resources of Britain. Cheap coal meant that industry was no longer constrained by water resources driving the mills. The steam engine helped drain the mines, so more coal reserves could be accessed, and the output of coal increased. The development of the high-pressure steam engine made locomotives possible, and a transport revolution followed. The first railway line was opened between Manchester and Liverpool in 1830.

Other technologies were explored for the first time, including the incandescent light bulb. This invention had a profound effect on the working process because factories could now work in shifts.

Mass production of sewing machines and agricultural machinery such as reapers occurred around the middle of the 19th century. Bicycles were mass-produced beginning in the 1880s.

Steamships were eventually completely iron-clad, and played a role in the opening of Japan and China to trade with the West. The Second Industrial Revolution at the end of the 19th century saw rapid development of chemical, electrical, petroleum, and steel technologies connected with highly structured technology research.

3. Read the text and its translation and listen to it:

| Industrial Revolution | Промислова революція |
|---|---|
| The British Industrial Revolution is characterized by developments in the areas of textile manufacturing, mining, metallurgy and transport. | Британська промислова революція характеризується розвитком у сферах виробництва текстилю, вуглевидобутка, металургії та транспорту. |
| The revolution was driven by cheap energy in the form of coal, produced in big amounts from the abundant resources of Britain. | Революція рушилась дешевою енергією у вигляді вугілля, виробленого у великій кількості з багатих ресурсів Британії. |
| Cheap coal meant that industry was no longer constrained by water resources driving the mills. | Дешеве вугілля означало, що промисловість більше не обмежувалась водними ресурсами, що приводили в рух млини. |

| | |
|--|---|
| The steam engine helped drain the mines, so more coal reserves could be accessed, and the output of coal increased. | Парова машина допомагала осушати шахти, тому можна було дістатися до більших запасів вугілля, а видобуток вугілля збільшився. |
| The development of the high-pressure steam engine made locomotives possible, and a transport revolution followed. | Розвиток парового двигуна високого тиску зробив можливими локомотиви, і після цього почалась транспортна революція. |
| The first railway line was opened between Manchester and Liverpool in 1830. | Перша залізнична лінія була відкрита між Манчестером та Ліверпулем у 1830 році. |
| Other technologies were explored for the first time, including the incandescent light bulb. | Інші технології були досліджені вперше, включаючи лампочку розжарювання. |
| This invention had a profound effect on the working process because factories could now work in shifts. | Цей винахід глибоко вплинув на робочий процес, оскільки фабрики тепер могли працювати у зміну. |
| Mass production of sewing machines and agricultural machinery such as reapers occurred around the middle of the 19th century. | Масове виробництво швейних машин та сільськогосподарських машин, таких як жатки, відбулося близько середини 19 століття. |
| Bicycles were mass-produced beginning in the 1880s. | Велосипеди масово вироблялися на початку 1880-х років. |
| Steamships were eventually completely iron-clad, and played a role in the opening of Japan and China to trade with the West. | Зрештою пароплави були повністю оброблені залізом і відігравали певну роль у відкритті Японії та Китаю для торгівлі із Заходом. |
| The Second Industrial Revolution at the end of the 19th century saw rapid development of chemical, electrical, petroleum, and steel technologies | Друга промислова революція наприкінці 19 століття спричинила швидкий розвиток хімічних, електричних, нафтових та сталевих технологій, |
| connected with highly structured technology research. | пов'язаних з високо структурованими технологічними дослідженнями. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-----------|-----|---------------|
| 1. | amount | a. | study |
| 2. | explore | b. | limit |
| | | cad | |
| | | w | |
| 3. | abundant | c. | investigation |
| 4. | occur | d. | quantity |
| 5. | profound | e. | deep |
| 6. | research | f. | happen |
| 7. | effect | g. | rich |
| 8. | constrain | h. | influence |

2. Match the words to make up possible word-combinations:

| | | | |
|----|--------------|----|------------|
| 1. | mass | a. | mining |
| 2. | coal | b. | machine |
| 3. | sewing | c. | mill |
| 4. | incandescent | d. | clad |
| 5. | iron | e. | light bulb |
| 6. | wind | f. | shift |
| 7. | eight-hour | g. | production |
| 8. | railway | h. | line |
| 9. | profound | i. | effect |

3. Choose what the following dates are associated with:

| | |
|---|--------------------------------------|
| 1. The middle of the 19 th century | |
| a. mass production of sewing machines | b. the Second Industrial Revolution |
| 2. The end of the 19 th century | |
| a. development of the steam engine | b. the Second Industrial Revolution |
| 3. 1830 | |
| a. mass production of reapers | b. the first railway line was opened |
| 4. The 1880s | |
| a. rapid development of steel technologies | b. mass production of bicycles |

4. Choose the correct answers to questions 1–5:

| | |
|---|---------------------------------------|
| 1. By what source of energy was the Industrial Revolution driven by? | |
| a. in the form of oil | b. in the form of coal |
| 2. What made locomotives possible? | |
| a. steam engine | b. gasoline engine |
| 3. Why was the invention of the incandescent light bulb so important? | |
| a. It allowed to work in shifts. | b. It allowed to save energy of coal. |
| 4. What area was not influenced by the development of the steam engine? | |
| a. textile manufacturing | b. medicine |
| 5. What was not mass-produced in the second half of the 19 th century? | |
| a. bicycles | b. automobiles |
| 6. What technology was not developed during the Second Industrial Revolution? | |
| a. electrical | b. IT |
| 7. Which development is not referred to the Industrial Revolution? | |
| a. printing press | b. sewing machine |

UNIT 5. THE 20TH CENTURY TECHNOLOGY



Audio Block

1. Read, listen to and learn the following words:

| | |
|----------------|--------------------------|
| rapidly | швидко |
| implementation | впровадження, реалізація |
| broad | широкий |

| | |
|----------------------|--------------------|
| scientific | науковий |
| contribute | робити вклад |
| due to | завдяки |
| gains | завоювання |
| in part | частково |
| sound recording | звукозапис |
| pave the way | прокласти дорогу |
| storage | зберігання |
| data | дані |
| improvement | удосконалення |
| vast | величезний |
| nuclear power | ядерна енергетика |
| significant | значний |
| vote | голосування |
| establish | встановлювати |
| supply | постачання |
| highway | автомагістраль |
| spacecraft | космічний корабель |
| household appliances | побутові прилади |
| fiber | волокно |
| material science | матеріалознавство |

2. Read the text and listen to it:

The 20th Century Technology

The 20th century technology developed rapidly. Communication technology, transportation technology, broad teaching and implementation of the scientific method, and increased research spending all contributed to the advancement of modern science and technology. Due to the scientific gains directly tied to military research and development, technologies including electronic computing might not have developed as rapidly as they did in part due to war. Radio, radar, and sound recording were key technologies which paved the way for the telephone, fax machine, and magnetic storage of data. Energy and engine technology improvements were also vast, including nuclear power. Transport by rocketry was another significant 20th century development. Most of this work occurred in Germany, Russia, and the United States.

The US National Academy of Engineering, by expert vote, established the following ranking of the most important technological developments of the 20th century:

| | |
|------------------------|--|
| Electrification | Highways |
| Automobile | Spacecraft |
| Airplane | Internet |
| Water supply | Imaging |
| Electronics | Household appliances |
| Radio and television | Health technologies |
| Mechanized agriculture | Petroleum and petrochemical technologies |
| Computers | Laser and fiber optics |
| Telephone | Nuclear technologies |
| Air conditioning | Materials science |

3. Read the text and its translation and listen to it:

| The 20th Century Technology | Технологія 20 століття |
|--|---|
| The 20th century technology developed rapidly. | Технологія ХХ століття швидко розвивалася. |
| Communication technology, transportation technology, broad teaching and implementation of the scientific method, and increased research spending | Комунікаційні технології, технології транспортування, широко доступне навчання та впровадження наукового методу, а також збільшення витрат на наукові дослідження |
| contributed to the advancement of modern science and technology. | сприяли просуванню сучасної науки та техніки. |
| Due to the scientific gains directly tied to military research and development, technologies might not have developed as rapidly as they did in part due to war. | Завдяки науковим здобуткам, що безпосередньо пов'язані з військовими дослідженнями та розробками, технології могли б розвиватися не так швидко, як вони розвивалися частково через війну. |
| Radio, radar, and sound recording were key technologies which paved the way for the telephone, fax machine, and magnetic storage of data. | Радіо, радіолокація та звукозапис були ключовими технологіями, які проклали шлях до телефону, факсу та магнітного зберігання даних. |

| | |
|---|--|
| Energy and engine technology improvements were also vast, including nuclear power. | Удосконалення в галузі енергетики та двигунів також були величезними, включаючи атомну енергетику. |
| Transport by rocketry was another significant 20th century development. | Транспортування ракетами було ще однією значною розробкою 20 століття. |
| Most of this work occurred in Germany, Russia, and the United States. | Більша частина цієї роботи виконувалась у Німеччині, Росії та США. |
| The US National Academy of Engineering, by expert vote, established the following ranking of the most important technological developments of the 20th century: | Національна інженерна академія США шляхом голосування експертів встановила такий рейтинг найважливіших технологічних розробок XX століття: |
| Electrification | Електрифікація |
| Automobile | Автомобіль |
| Airplane | Літак |
| Water supply | Водопостачання |
| Electronics | Електроніка |
| Radio and television | Радіо та телебачення |
| Mechanized agriculture | Механізоване сільське господарство |
| Computers | Комп'ютери |
| Telephone | Телефон |
| Air conditioning | Кондиціонер |
| Highways | Магістральні дороги |
| Spacecraft | Космічний корабель |
| Internet | Інтернет |
| Imaging | Відтворення зображення |
| Household appliances | Побутова техніка |
| Health technologies | Медичні технології |
| Petroleum and petrochemical technologies | Нафтові та нафтохімічні технології |
| Laser and fiber optics | Лазер та волоконна оптика технологія |
| Nuclear technologies | Ядерні технології |
| Materials science | Матеріалознавство |

Test Block

1. Match the words with close meaning:

| | | | |
|----|----------------|----|--------------|
| 1. | implementation | a. | thanks to |
| 2. | storage | b. | information |
| 3. | rapidly | c. | perfection |
| 4. | spacecraft | d. | introduction |
| 5. | due to | e. | keeping |
| 6. | improvement | f. | quickly |
| 7. | data | g. | rocket |

2. Match the words to make up possible word-combinations:

| | | | |
|----|-----------|----|------------|
| 1. | sound | a. | power |
| 2. | in | b. | science |
| 3. | pave | c. | recording |
| 4. | material | d. | the way |
| 5. | nuclear | e. | part |
| 6. | household | f. | appliances |

3. Choose the best option to complete each sentence:

| | | |
|---|----------------|--------------------|
| 1. Working hard he made a (an) progress in studies. | | |
| a. important | b. significant | c. special |
| 2. The of the town with food products was stopped because of military actions. | | |
| a. support | b. keeping | c. supply |
| 3. Optic is actively used in modern technologies. | | |
| a. material | b. fiber | c. device |
| 4. His works have been translated into many languages. | | |
| a. researcher | b. science | c. scientific |
| 5. Antibiotics are one of the major of the medical science of the 20 th century. | | |
| a. improvements | b. gains | c. implementations |

4. Choose T (True) or F (False) option to each sentence:

| | | |
|----|--|-----|
| 1. | Spending on research was limited in the 20 th century. | T/F |
| 2. | Technologies developed so rapidly due to military research. | T/F |
| 3. | The telephone was followed by radio, radar and early sound recording. | T/F |
| 4. | Most of the research into transport by rocketry occurred not only in Russia. | T/F |

| | | |
|----|--|-----|
| 5. | Developments in shipbuilding were not included in the list of the most important technological achievements of the 20 th century. | T/F |
|----|--|-----|

5. Match the sentences halves 1 – 5 with a – e:

| | | | |
|----|---|----|---|
| 1. | Broad teaching is one of the factors | a. | were ranked by experts from the US National Academy of Engineering. |
| 2. | Some advanced technologies | b. | occurred in Germany, Russia, and the United States. |
| 3. | Nuclear power is one of the main | c. | that contributed to the advancement of modern science and technology. |
| 4. | The most important technological developments of the 20 th century | d. | improvements in energy technology. |
| 5. | Most of the work in transport by rocketry | e. | developed rapidly in part due to war. |

UNIT 6. BIRTH OF COMPUTER SCIENCE



Audio Block

1. Read, listen to and learn the following words:

| | |
|----------------|--|
| computer | людина, яка виконує розрахунки; комп'ютер |
| perform | виконувати |
| computation | обчислення |
| refer to | відноситися |
| value | величина |
| digital | цифровий |
| in contrast to | на відміну |
| store | зберігати |

| | |
|-----------|---------------|
| device | прилад |
| gradually | поступово |
| give away | поступатися |
| network | мережа |
| equipment | обладнання |
| install | встановлювати |
| multiple | численний |
| separate | окремий |
| join | з'єднувати |
| impact | вплив |
| instant | миттєвий |

2. Read the text and listen to it:

Birth of Computer Science

Before the 1920s, computers were human clerks that performed computations. After the 1920s, the expression computing machine referred to any machine that performed the work of a human computer.

Machines that computed with continuous values became known as the analog kind. Digital machinery, in contrast to analog, stores each individual digit. Digital machinery used relays before the invention of fast memory devices. The phrase computing machine gradually gave away, in the late 1940s, to just computer.

The history of the Internet began with the development of electronic computers in the 1950s. The public was first introduced to the Internet when a message was sent from the laboratory at University of California, to the second piece of network equipment installed at Stanford Research Institute. This led to the development of protocols for internetworking, in which multiple separate networks could be joined together into a single network.

Since the mid-1990s, the Internet has had a revolutionary impact on our life including instant communication by electronic mail, instant messaging, the World Wide Web with its discussion forums, blogs, social networking, and online shopping sites. The Internet won the global communication space almost instantly: it only communicated 1% of the information in 1993, already 51% by 2000, and more than 97% of the information by today.

3. Read the text and its translation and listen to it:

| Birth of Computer Science | Народження інформатики |
|--|--|
| Before the 1920s, computers were human clerks that performed computations. | До 1920-х років комп'ютерами були люди, які виконували обчислення. |
| After the 1920s, the expression computing machine referred to any machine that performed the work of a human computer. | Після 1920-х років вираз обчислювальна машина відносився до будь-якої машини, яка виконувала роботу людини-комп'ютера. |
| Machines that computed with continuous values became known as the analog kind. | Машини, які обчислювали з безперервними значеннями, стали називатися аналоговими типом. |
| Digital machinery, in contrast to analog, stores each individual digit. | Цифрова техніка, на відміну від аналогової, зберігає кожен окрему цифру. |
| Digital machinery used relays before the invention of fast memory devices. | Цифрові машини використовували реле до винаходу швидких приладів пам'яті. |
| The phrase computing machine gradually gave away, in the late 1940s, to just computer. | Фраза «обчислювальна машина» поступово поступилася назві просто «комп'ютер» у кінці 40-х років. |
| The history of the Internet began with the development of electronic computers in the 1950s. | Історія Інтернету почалася з розвитку електронних комп'ютерів у 1950-х роках. |
| The public was first introduced to the Internet when a message was sent from the laboratory at University of California, | Громадськості вперше був представлений Інтернет, коли із лабораторії Каліфорнійського університету було надіслано повідомлення |
| to the second piece of network equipment installed at Stanford Research Institute. | в другу частину мережевого обладнання, встановленого в дослідному інституті Стенфорда. |
| This led to the development of protocols for internetworking, | Це призвело до розробки протоколів для роботи в мережі Інтернет, |
| in which multiple separate | за допомогою яких кілька |

| | |
|---|---|
| networks could be joined together into a single network. | окремих мереж можна було б об'єднати в єдину мережу. |
| Since the mid-1990s, the Internet has had a revolutionary impact on our life including instant communication by electronic mail, instant messaging, | З середини 1990-х Інтернет зробив революційний вплив на наше життя, включаючи миттєве спілкування електронною поштою, обмін миттєвими повідомленнями, |
| the World Wide Web with its discussion forums, blogs, social networking, and online shopping sites. | всесвітню павутину, з її дискусійними форумами, блогами, соціальними мережами та веб-сайтами для покупок в Інтернеті. |
| The Internet won the global communication space almost instantly: it only communicated 1% of the information in 1993, | Інтернет виграв глобальний простір спілкування майже миттєво: він передавав лише 1% інформації в 1993 році, |
| already 51% by 2000, and more than 97% of the information by today. | вже 51% до 2000 року, і понад 97% інформації на сьогодні. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|--------------|
| 1. | device | a. | general |
| 2. | perform | b. | calculation |
| 3. | join | c. | set up |
| 4. | gradually | d. | keep |
| 5. | computation | e. | carry out |
| 6. | install | f. | influence |
| 7. | store | g. | apparatus |
| 8. | impact | h. | connect |
| 9. | common | i. | step by step |

2. Match the words with opposite meaning:

| | | | |
|----|-----------|----|------------|
| 1. | separate | a. | fail |
| 2. | join | b. | few |
| 3. | instant | c. | at once |
| 4. | multiple | d. | slow |
| 5. | gradually | e. | disconnect |

| | | | |
|----|---------|----|-----------|
| 6. | install | f. | dismantle |
| 7. | perform | g. | total |

3. Match the words with their definitions:

| | | | |
|----|-----------|----|--|
| 1. | network | a. | a specified or indefinite number or amount |
| 2. | refer | b. | an electronic device for storing and processing data |
| 3. | value | c. | a complex, interconnected system |
| 4. | digital | d. | the things which are used for a particular purpose |
| 5. | equipment | e. | to direct the attention, to make mention |
| 6. | computer | f. | information is stored using a series of ones and zeros |

4. Match the dates with the events:

| | | | |
|----|---------------------|----|---|
| 1. | Before the 1920s | a. | the history of the Internet began. |
| 2. | After late 1940s | b. | the Internet has had a revolutionary impact on various fields of life. |
| 3. | In the 1950s | c. | the Internet communicated only 1% of the information through telecommunications networks. |
| 4. | Since the mid-1990s | d. | computers were human clerks that performed computations. |
| 5. | In 1993 | e. | the Internet communicated more than 97% of information. |
| 6. | By 2007 | f. | the phrase computing machine gave away to just computer. |

5. Choose the right option to complete the sentences:

| | |
|--|-------------------------|
| 1. Before the 1920s, computers were human clerks that performed | |
| a. computations | b. different operations |
| 2. Machines that computed with continuous values became known as the | |
| a. analog computers | b. digital computers |
| 3. Digital machinery used relays before the invention of fast ... devices. | |

| | |
|--|---------------|
| a. calculating | b. memory |
| 4. The history of the Internet began with the development of ... computers in the 1950s. | |
| a. electronic | b. electrical |
| 5. The Internet won the ... communication space almost instantly. | |
| a. global | b. common |

UNIT 7. HISTORY OF MEDICINE



Audio Block

1. Read, listen to and learn the following words:

| | |
|-----------------|--------------------|
| both | обидва, обидві |
| examination | обстеження |
| oath | клятва |
| improve | поліпшувати |
| germ | мікроб |
| disease | хвороба |
| cure | виліковування |
| treatment | лікування |
| surgery | хірургія |
| nurse | медсестра |
| physician | лікар |
| cardiac surgery | хірургія серця |
| accomplish | здійснити |
| kidney | нирка |
| liver | печінка |
| pancreas | підшлункова залоза |
| tiny | крихітний |
| assist | допомагати |
| internal | внутрішній |

| | |
|----------|---|
| tissues | тканини |
| invasive | інвазійний, пов'язаний з проникненням всередину |

2. Read the text and listen to it:

History of Medicine

The ancient Egyptians had a system of medicine that was very advanced for its time and influenced later medical traditions. The Egyptians and Babylonians both introduced the concepts of diagnosis, prognosis, and medical examination. The Greeks went even further, and advanced as well medical ethics. The Hippocratic Oath, still taken by doctors today, was written in Greece in the 5th century BC. During the Renaissance, understanding of anatomy improved, and the microscope was invented. The germ theory of disease in the 19th century led to cures for many infectious diseases. Military doctors advanced the methods of trauma treatment and surgery. The mid-20th century was characterized by new biological treatments, such as antibiotics. New careers opened to women as nurses and as physicians. The 21st century is characterized by very advanced research involving numerous fields of science.

Cardiac surgery was revolutionized in the late 1940s, as open-heart surgery was introduced.

In 1954 the first kidney transplantation was accomplished. Transplantations of other organs, such as heart, liver and pancreas, followed. By the end of the 20th century, microtechnology had been used to create tiny robotic devices to assist microsurgery using micro-video cameras to view internal tissues during surgery with minimally invasive practices.

3. Read the text and its translation and listen to it:

| History of Medicine | Історія медицини |
|---|--|
| The ancient Egyptians had a system of medicine that was very advanced for its time and influenced later medical traditions. | У стародавніх єгиптян була дуже розвинена для свого часу система медицини, яка впливала на пізніші медичні традиції. |
| The Egyptians and Babylonians both introduced the concepts of diagnosis, prognosis, and medical examination. | Як єгиптяни, так і вавілоняни ввели поняття діагностики, прогнозу та медичного обстеження. |

| | |
|---|---|
| The Greeks went even further, and advanced as well medical ethics. | Греки пішли ще далі, і вдосконалювали також медичну етику. |
| The Hippocratic Oath, still taken by doctors today, was written in Greece in the 5th century BC. | Клятва Гіппократа, яку досі приймають лікарі, була написана в Греції в 5 столітті до н. е. |
| During the Renaissance, understanding of anatomy improved, and the microscope was invented. | В епоху Відродження поліпшилося розуміння анатомії, і був винайдений мікроскоп. |
| The germ theory of disease in the 19th century led to cures for many infectious diseases. | Мікробна теорія хвороб в 19 столітті призвела до лікування багатьох інфекційних хвороб. |
| Military doctors advanced the methods of trauma treatment and surgery. | Військові лікарі вдосконалили методи лікування травм та хірургічні операції. |
| The mid-20th century was characterized by new biological treatments, such as antibiotics. | Середина 20 століття характеризувалася новими біологічними методами лікування, такими як антибіотики. |
| New careers opened to women as nurses and as physicians. | Нова кар'єра медсестер і лікарів відкрилася жінкам. |
| The 21st century is characterized by very advanced research involving numerous fields of science. | 21 століття характеризується дуже передовими дослідженнями, що стосуються численних галузей науки. |
| Cardiac surgery was revolutionized in the late 1940s, as open-heart surgery was introduced. | Серцева хірургія зробила революцію в кінці 40-х років, коли була виконана операція на відкритому серці. |
| In 1954 the first kidney transplantation was accomplished. | У 1954 році була здійснена перша трансплантація нирок. |
| Transplantations of other organs, such as heart, liver and pancreas, followed. | Потім послідували трансплантації інших органів, таких як серце, печінка та підшлункова залоза. |

| | |
|---|---|
| By the end of the 20th century, microtechnology had been used to create tiny robotic devices to assist microsurgery | До кінця ХХ століття мікротехнологія була використана для створення крихітних робототехнічних пристроїв для допомоги мікрохірургії, |
| using micro-video cameras to view internal tissues during surgery with minimally invasive practices. | використовуючи мікро-відеокамери для перегляду внутрішніх тканин під час операції малоінвазивними методами. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|-------------|
| 1. | internal | a. | perform |
| 2. | prognosis | b. | study |
| 3. | assist | c. | small |
| 4. | examination | d. | illness |
| 5. | accomplish | e. | forecast |
| 6. | tiny | f. | help |
| 7. | disease | g. | make better |
| 8. | improve | h. | inside |

2. Make up possible word-combinations:

| | | | |
|----|-----------|----|-------------|
| 1. | cardiac | a. | examination |
| 2. | introduce | b. | physician |
| 3. | invasive | c. | operation |
| 4. | family | d. | cure |
| 5. | medical | e. | tissues |
| 6. | complete | f. | new rules |
| 7. | internal | g. | surgery |

3. Match the sentences halves 1–6 with a–f:

| | | | |
|----|-----------------------------|----|----------------------------------|
| 1. | Military doctors | a. | was accomplished in 1954. |
| 2. | The Greeks developed | b. | is still taken by doctors today. |
| 3. | The microscope was invented | c. | medical ethics. |

| | | | |
|----|----------------------------------|----|---|
| 4. | Hippocratic Oath | d. | advanced the methods of trauma treatment and surgery. |
| 5. | The first kidney transplantation | e. | assist microsurgery using micro-video cameras |
| 6. | Tiny robotic devices | f. | during the Renaissance. |

4. Choose the best answer to each question:

| | | |
|---|-----------------------------|------------------------------------|
| 1. Which concept was not introduced by the Egyptians and Babylonians? | | |
| a. the concept of medical examination | b. the concept of diagnosis | c. the concept of cardiac surgery |
| 2. When was the microscope invented? | | |
| a. in the 5 th century | b. during the Renaissance | c. in the 19 th century |
| 3. What did the germ theory help to cure? | | |
| a. infectious diseases | b. heart problems | c. pancreatitis |
| 4. Which organ cannot be transplanted? | | |
| a. liver | b. brain | c. pancreas |
| 5. Which of the following cannot assist microsurgery? | | |
| a. micro-video cameras | b. tiny robotic devices | c. medical ethics |

UNIT 8. HISTORY OF THE SOCIAL SCIENCES



Audio Block

1. Read, listen to and learn the following words:

| | |
|----------|----------------|
| term | термін |
| medieval | середньовічний |

| | |
|-------------------------|-------------------|
| reflect | відображати |
| various | різний |
| quantitative | кількісний |
| qualitative | якісний |
| implication | сенсація |
| consequences | наслідки |
| endeavour | намагатися |
| unify | об'єднати |
| realm | сфера |
| regard | розглядати |
| set up | засновувати |
| scholarly | науковий |
| mind | розум |
| date back | відноситися |
| border on | межувати |
| artificial intelligence | штучний інтелект |
| component | складова частина |
| humanities | гуманітарні науки |

2. Read the text and listen to it:

History of the Social Sciences

Since the mid-20th century, the term “social science” has referred to all those disciplines which analyse society and culture.

There is evidence of early sociology in medieval Islam, and such philosophers as Confucius theorised on topics such as social roles.

The beginnings of the social sciences in the 18th century are reflected in various grand encyclopedias of Diderot. In the 20th century, increasingly, quantitative and qualitative methods were being integrated in the study of human action and its implications and consequences.

Sociology was established by Comte in 1838. He endeavoured to unify history, psychology and economics through the scientific understanding of the social realm.

Though Comte is generally regarded as the "Father of Sociology", the discipline was formally established by another French thinker, Émile Durkheim. Durkheim set up the first European department of sociology in 1895.

The history of psychology as a scholarly study of the mind and behavior dates back to the Ancient Greeks. Psychology was a branch of

philosophy until the 1870s, when it developed as an independent scientific discipline in Germany and the United States. Psychology borders on various other fields including physiology, artificial intelligence, sociology, anthropology, as well as philosophy and other components of the humanities.

3. Read the text and its translation and listen to it:

| History of the Social Sciences | Історія соціальних наук |
|---|--|
| Since the mid-20th century, the term "social science" has referred to all those disciplines which analyse society and culture. | З середини ХХ століття термін «суспільна наука» відноситься до всіх тих дисциплін, які аналізують суспільство та культуру. |
| There is evidence of early sociology in medieval Islam, | Є дані про ранню соціологію середньовічного ісламу, |
| and such philosophers as Confucius theorised on topics such as social roles. | і такі філософи, як Конфуцій, теоретизували на такі теми, як соціальні ролі. |
| The beginnings of the social sciences in the 18th century are reflected in a grand encyclopedia of Diderot. | Початки суспільних наук у ХVІІІ столітті знайшли відображення у великій енциклопедії Дідро. |
| In the 20th century, increasingly, quantitative and qualitative methods were being integrated in the study of human action and its implications and consequences. | У ХХ столітті все частіше кількісні та якісні методи інтегрувались у дослідження людських дій та їх сенсів і наслідків. |
| Sociology was established by Comte in 1838. | Соціологія була заснована Контом в 1838 році. |
| He endeavoured to unify history, psychology and economics through the scientific understanding of the social realm. | Він намагався об'єднати історію, психологію та економіку шляхом наукового розуміння соціальної сфери. |
| Though Comte is generally regarded as the "Father of Sociology", the discipline was formally established by another French thinker, Durkheim. | Хоча Конт зазвичай вважається "батьком соціології", дисципліну офіційно засновав інший французький мислитель – Дюркгейм. |

| | |
|--|--|
| Durkheim set up the first European department of sociology in 1895. | Дюркгейм створив перший європейський відділ соціології в 1895 році. |
| The history of psychology as a scholarly study of the mind and behavior dates back to the Ancient Greeks. | Історія психології як наукового дослідження розуму та поведінки бере свій початок ще в стародавніх греків. |
| Psychology was a branch of philosophy until the 1870s, | Психологія була галуззю філософії до 1870-х років, |
| when it developed as an independent scientific discipline in Germany and the United States. | коли вона розвивалася як незалежна наукова дисципліна в Німеччині та США. |
| Psychology borders on various other fields including physiology, artificial intelligence, sociology, anthropology, | Психологія межує з різними іншими сферами, включаючи фізіологію, штучний інтелект, соціологію, антропологію, |
| as well as philosophy and other components of the humanities. | а також філософію та інші складові частини гуманітарних наук. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|------------|
| 1. | unify | a. | field |
| 2. | term | b. | different |
| 3. | realm | c. | consider |
| 4. | regard | d. | definition |
| 5. | various | e. | combine |
| 6. | implication | f. | community |
| 7. | society | g. | sense |

2. Make up possible word-combinations:

| | | | |
|----|--------------|----|--------------|
| 1. | quantitative | a. | back |
| 2. | artificial | b. | role |
| 3. | date | c. | up |
| 4. | border | d. | method |
| 5. | social | e. | study |
| 6. | scholarly | f. | Greeks |
| 7. | set | g. | intelligence |
| 8. | ancient | h. | on |

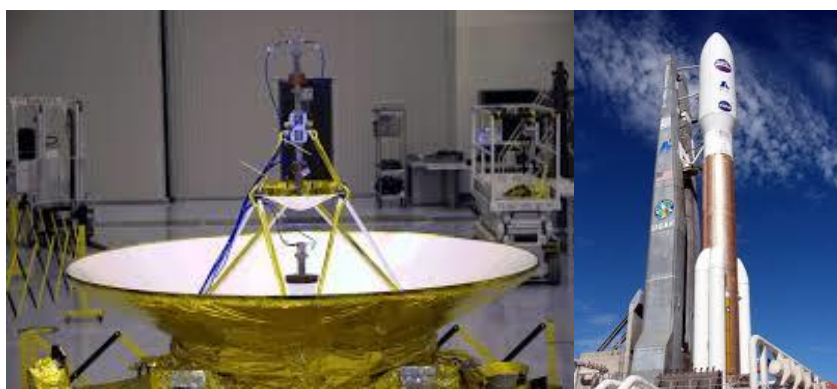
3. Choose the correct answers to questions 1–5:

| | |
|--|---------------------------------|
| 1. Which discipline does not the term “social science” refer to? | |
| a. sociology | b. medical studies |
| 2. Who formally established sociology? | |
| a. Durkheim | b. Comte |
| 3. What did not Comte unify into Sociology? | |
| a. Psychology | b. Physiology |
| 4. What is Psychology? | |
| a. study of the mind and behavior | b. study of history and economy |
| 5. Which field does not psychology border on? | |
| a. Physiology | b. Physics |

4. Choose the best option to complete each sentence:

| | |
|--|---|
| 1. Social sciences analyze the ... and culture. | |
| a. universe | b. society |
| 2. The evidence of early sociology is found in | |
| a. medieval Islam | b. Ancient Greece |
| 3. Social sciences were firstly reflected in various grand | |
| a. encyclopedias | b. journals |
| 4. In the 20 th century social sciences started to use ... methods. | |
| a. theoretical and practical | b. quantitative and qualitative |
| 5. Sociology as a discipline was formally established in | |
| a. 1895 | b. 1838 |
| 6. Psychology borders on | |
| a. physiology, artificial intelligence, sociology, anthropology, etc. | b. physiology, artificial intelligence, geology, anthropology, etc. |

UNIT 9. NEW HORIZONS FOR SCIENCE DEVELOPMENT IN THE 21ST CENTURY



Audio Block

1. Read, listen to and learn the following words:

| | |
|--------------------|---|
| horizon | горизонт |
| broadband access | широкосмуговий доступ в інтернет |
| commonplace | звичайне явище |
| wireless | бездротовий |
| be capable of | бути здатним |
| playback | відтворення |
| application | додаток |
| steadily | стійко |
| decrease | знижувати |
| ongoing | триваючий |
| stem cell | стовбурова клітина |
| bionic | біонічний, який поєднує біологію і техніку |
| nuclear fusion | ядерний синтез |
| beam | промінь |
| superconductivity | надпровідність |
| alternative | альтернативний |
| fuel cell | паливний елемент |
| plug-in | той, який можна підключити, з штепсельним контактом |
| solar cell | сонячна батарея |
| integrated circuit | мікросхема |
| particle | частинка |
| expand | розширювати (ся) |

2. Read the text and listen to it:

New Horizons for Science Development in the 21st Century

In the early 21st century, the main technology being developed is electronics. Broadband Internet access became commonplace in developed countries, as did wireless Internet on smartphones that are capable of multimedia playback (video, audio, eBooks) and running other applications (e.g., navigation, and games). The price of 3D printers is steadily decreasing and finding uses in many areas.

Research is ongoing into quantum computers, nanotechnology, biotechnology (stem cell treatments, developments on new vaccines, bionic body parts, cloning), nuclear fusion, advanced materials (e.g., graphene), drones (along with high-energy laser beams for military uses),

superconductivity, and green technologies such as alternative fuels (e.g., fuel cells, self-driving electric & plug-in hybrid cars), artificial intelligence, solar cells, integrated circuits.

The understanding of particle physics is also expected to expand through particle accelerator projects, such as the Large Hadron Collider – the largest science project in the world.

Spacecraft designs are also being developed. Despite challenges and criticism, NASA plans a manned mission to Mars in the 2030s.

3. Read the text and its translation and listen to it:

| New Horizons for Science Development in the 21st Century | Нові горизонти розвитку науки в XXI столітті |
|--|--|
| In the early 21st century, the main technology being developed is electronics. | На початку XXI століття основна технологія, що розробляється, – це електроніка. |
| Broadband Internet access became commonplace in developed countries, | Широкопasmуговий доступ до Інтернету став звичним явищем у розвинених країнах, |
| as did wireless Internet on smartphones that are capable of multimedia playback (video, audio, eBooks) | як і бездротовий Інтернет на смартфонах, здатних відтворювати мультимедіа (відео, аудіо, електронні книги) |
| and running other applications (e.g., navigation, and games). | та працювати з іншими програмами (наприклад, навігацією та іграми). |
| The price of 3D printers is steadily decreasing and finding uses in many areas. | Ціна 3D-принтерів постійно зменшується і знаходить застосування у багатьох областях. |
| Research is ongoing into quantum computers, nanotechnology, biotechnology, | Тривають дослідження квантових комп'ютерів, нанотехнологій, біотехнологій |
| (stem cell treatments, developments on new vaccines, bionic body parts, cloning) | (лікування стовбуровими клітинами, розробки нових вакцин, біонічних частин тіла, клонування), |
| nuclear fusion, advanced materials (e.g., graphene), | ядерного синтезу, сучасних матеріалів (наприклад, графену), |

| | |
|--|---|
| drones (along with high-energy laser beams for military uses), superconductivity, and green technologies such as alternative fuels | дронів (поряд з високоенергетичними лазерними променями для військових цілей), надпровідність та зелені технології, такі як альтернативні види палива |
| (e.g., fuel cells, self-driving electric & plug-in hybrid cars), artificial intelligence, solar cells, integrated circuits. | (наприклад, паливні елементи, безпілотні автомобілі та електричні гібридні машини), штучний інтелект, сонячні батареї, мікросхеми. |
| The understanding of particle physics is also expected to expand through particle accelerator projects, | Очікується, що розуміння фізики частинок також розшириться завдяки пристроям для прискорювання частинок, |
| such as the Large Hadron Collider – the largest science project in the world. | таких як Великий адронний колайдер – найбільший науковий проект у світі. |
| Spacecraft designs are also being developed. | Також розробляються конструкції космічних кораблів. |
| Despite challenges and criticism, NASA plans a manned mission to Mars in the 2030s. | Незважаючи на виклики та критику, NASA планує місію на Марс з людиною на борту у 2030-х роках. |

Test Block

1. Match two parts to make a word or a word-combination:

| | | | |
|-----|------------|----|--------------|
| 1. | stem | a. | circuit |
| 2. | common | b. | back |
| 3. | nuclear | c. | conductivity |
| 4. | broadband | d. | less |
| 5. | wire | e. | place |
| 6. | plug | f. | cell |
| 7. | play | g. | access |
| 8. | integrated | h. | going |
| 9. | super | i. | in |
| 10. | on | j. | fusion |

2. Match the words with their definitions:

| | | | |
|----|-------------|----|---|
| 1. | steadily | a. | application of biological principles to the study and design of engineering systems |
| 2. | horizon | b. | radiated light, shine |
| 3. | commonplace | c. | a pilotless aircraft operated by remote control |
| 4. | application | d. | without change or variations |
| 5. | drone | e. | a usual or ordinary thing |
| 6. | bionics | f. | the apparent intersection of the earth and sky as seen by an observer |
| 7. | beam | g. | a software program that runs on your computer |

3. Choose the correct option:

| | |
|--|-------------------|
| 1. In the early 21st century, the main technology being developed is ... | |
| a. electronics | b. nanotechnology |
| 2. Broadband Internet access became commonplace in ... countries | |
| a. developing | b. developed |
| 3. The price of 3D printers is steadily ... and finding uses in many areas. | |
| a. decreasing | b. increasing |
| 4. The understanding of particle ... is also expected to expand through particle accelerator projects. | |
| a. physiology | b. physics |
| 5. Despite challenges and criticism, NASA plans ... mission to Mars in the 2030s. | |
| a. a manned | b. an unmanned |

4. Read the text and sort out the following developments by categories:

| Electronics | Engineering | Medicine | Aerospace technologies | Power engineering |
|-------------|-------------|----------|------------------------|-------------------|
| 1 | 2 | 3 | 4 | 5 |

| | | | |
|----|-------------------------|----|----------------------|
| a. | stem cell treatment | g. | particle accelerator |
| b. | nuclear fusion | k. | bionic body parts |
| c. | high-energy laser beams | l. | eBooks |
| d. | wireless Internet | m. | drone |

| | | | |
|----|-------------------|----|---|
| e. | fuel cells | n. | new vaccines |
| f. | cloning | o. | 3D printers |
| g. | superconductivity | p. | integrated circuits |
| h. | solar cells | q. | computer games |
| i. | quantum computers | r. | self-driving electric and plug-in hybrid cars |

UNIT 10. TOP 10 INVENTIONS



Audio Block

1. Read, listen to and learn the following words:

| | |
|----------------------------|----------------------------------|
| transmission | передача |
| image | зображення |
| rotate | обертати |
| resolution | роздільна здатність (зображення) |
| evolve | розвиватися |
| path | шлях |
| cathode ray tube | катодно-променева трубка |
| vehicle | транспортний засіб |
| internal combustion engine | двигун внутрішнього згоряння |
| contrary to | всупереч |
| stuff | речі |
| facilitate | полегшувати |
| nail | цвях |
| crumble | рухнути |
| cast | відливати |

| | |
|----------------|---------------------|
| printing press | друкарський верстат |
| dissemination | поширення |
| sample | зразок |
| contaminate | заражати |
| mold | цвіль |
| fungus | гриб |
| predecessor | попередник |

2. Read the text and listen to it:

Top 10 Inventions

1. The telephone

In 1875, Alexander Graham Bell built the first telephone that converts voice into electrical impulses for transmission by wire to a different location, where another telephone receives the electrical impulses and turns them back into recognizable sounds.

2. Television

In 1884, Paul Nipkow sent images over wires using a rotating metal disk technology with 18 lines of resolution. Television then evolved along two paths, mechanical based on rotating disks, and electronic based on the cathode ray tube.

3. The automobile

In 1769, the very first self-propelled steam-powered vehicle was invented by French mechanic, Nicolas Cugnot. In 1885, Karl Benz built the world's first automobile to be powered by an internal-combustion engine.

4. The camera

Cameras evolved from the camera obscura through many generations of photographic technologies to the modern day digital cameras. Louis Daguerre is considered the inventor of the first practical process of photography in 1837.

5. The light bulb

Contrary to popular belief, Thomas Edison didn't invent the light bulb, but rather he improved upon a 50-year-old idea. He invented a carbon filament that burned for forty hours.

6. The wheel

Before the invention of the wheel in 3500 B.C., humans were limited in how much stuff they could transport over land, and how far. Wheeled

carts facilitated life by enabling the transportation of people and goods over great distances.

7. The nail

Without nails, civilization would surely crumble. The nail became possible only after humans developed the ability to cast and shape metal.

8. The printing press

The German Johannes Gutenberg invented the printing press around 1440. Printing presses exponentially increased the speed with which book copies could be made, that led to the rapid and widespread dissemination of knowledge for the first time in history.

9. Penicillin

In 1928, the Scottish scientist Alexander Fleming noticed that the sample in his laboratory had become contaminated with a mold, and everywhere the mold was, the bacteria was dead. That antibiotic mold turned out to be the fungus *Penicillium* that has saved millions of lives.

10. The Internet

In the 1960s, a team of computer scientists working for the U.S. Defense Department built a communications network to connect the computers in the agency, called ARPANET that became the predecessor of the Internet.

3. Read the text and its translation and listen to it:

| Top 10 Inventions | Топ-10 винаходів |
|---|--|
| 1. The telephone | 1. Телефон |
| In 1875, Alexander Graham Bell built the first telephone that converts voice into electrical impulses | У 1875 році Олександр Грехем Белл побудував перший телефон, який перетворює голос в електричні імпульси |
| for transmission by wire to a different location, where another telephone receives the electrical impulses | для передачі по проводу в інше місце, де інший телефон приймає електричні імпульси |
| and turns them back into recognizable sounds. | і перетворює їх назад у впізнавані звуки. |
| 2. Television | 2. Телебачення |
| In 1884, Paul Nipkow sent images over wires using a rotating metal disk technology with 18 lines of resolution. | У 1884 році Пол Ніпков надіслав зображення по дротах, використовуючи технологію обертового металевого диска з роздільною здатністю 18 ліній. |

| | |
|--|--|
| Television then evolved along two paths, mechanical based on rotating disks, and electronic based on the cathode ray tube. | Потім телебачення розвивалося двома шляхами, механічним на основі обертових дисків, і електронним на основі катодно-променевої трубки. |
| 3. The automobile | 3. Автомобіль |
| In 1769, the very first self-propelled steam-powered vehicle was invented by French mechanic, Nicolas Cugnot. | У 1769 році французький механік Ніколя Куньо винайшов перший самохідний паровий автомобіль. |
| In 1885, Karl Benz built the world's first automobile to be powered by an internal-combustion engine. | У 1885 році Карл Бенц побудував перший у світі автомобіль, що працював на двигуні внутрішнього згоряння. |
| 4. The camera | 4. Камера |
| Cameras evolved from the camera obscura through many generations of photographic technologies to the modern day digital cameras. | Камери еволюціонували від камери обскури через багато поколінь розвитку фотографічних технологій до сучасних цифрових камер. |
| Louis Daguerre is considered the inventor of the first practical process of photography in 1837. | Луї Дагерр вважається винахідником першого практичного процесу фотографії у 1837 р. |
| 5. The light bulb | 5. Лампочка |
| Contrary to popular belief, Thomas Edison didn't invent the light bulb, | Всупереч поширеній думці, Томас Едісон не винайшов лампочку, |
| but rather he improved upon a 50-year-old idea. | а скоріше вдосконалив 50-річну ідею. |
| He invented a carbon filament that burned for forty hours. | Він винайшов вуглецеву нитку розжарення, яка горіла протягом сорока годин. |
| 6. The wheel | 6. Колесо |
| Before the invention of the wheel in 3500 B.C., humans were limited in how much stuff they could transport over land, and how far. | До винаходу колеса в 3500 р. до н. е. люди були обмежені кількістю речей, які вони могли перевезти по суші, та відстанню. |

| | |
|--|--|
| Wheeled carts facilitated life by enabling the transportation of people and goods over great distances. | Візки на колесах полегшали життя, дозволяючи перевозити людей та товари на великі відстані. |
| 7. The nail | 7. Цвях |
| Without nails, civilization would surely crumble. | Без цвяхів цивілізація напевно б розпалась. |
| The nail became possible only after humans developed the ability to cast and shape metal. | Цвях став можливим лише після того, як людина отримала здатність лити і формувати метал. |
| 8. The printing press | 8. Друкарський верстат |
| The German Johannes Gutenberg invented the printing press around 1440. | Німець Йоганнес Гутенберг винайшов друкарський верстат близько 1440 року. |
| Printing presses exponentially increased the speed with which book copies could be made, | Друкарські верстати експоненціально збільшили швидкість, з якою можна було виготовити книжкові примірники, |
| that led to the rapid and widespread dissemination of knowledge for the first time in history. | що призвело до швидкого та широкого розповсюдження знань уперше в історії. |
| 9. Penicillin | 9. Пеніцилін |
| In 1928, the Scottish scientist Alexander Fleming noticed that the sample in his laboratory had become contaminated with a mold, | У 1928 році шотландський вчений Олександр Флемінг помітив, що зразок у його лабораторії забруднився цвіллю, |
| and everywhere the mold was, the bacteria was dead. | і скрізь, де була цвіль, бактерії були мертві. |
| That antibiotic mold turned out to be the fungus Penicillium that has saved millions of lives. | Ця антибіотична цвіль виявилася грибком Penicillium, який врятував мільйони життів. |
| 10. The Internet | 10. Інтернет |
| In the 1960s, a team of computer scientists working for the U.S. Defense Department built a communications network | У 1960-х роках команда вчених-комп'ютерщиків, що працювала в Міністерстві оборони США, побудувала мережу зв'язку |

| | |
|--|--|
| to connect the computers in the agency, called ARPANET | для підключення комп'ютерів в агентстві, під назвою ARPANET, |
| that became the predecessor of the Internet. | яка стала попередницею Інтернету. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|---------------|----|----------------|
| 1. | stuff | a. | fall down |
| 2. | facilitate | b. | infect |
| 3. | evolve | c. | make easier |
| 4. | contrary to | d. | way |
| 5. | crumble | e. | popularization |
| 6. | path | f. | develop |
| 7. | contaminate | g. | unlike |
| 8. | dissemination | h. | things |

2. Make up possible word-combinations:

| | | | |
|----|-------------|----|---------------|
| 1. | self | a. | wheel |
| 2. | printing | b. | bulb |
| 3. | rotate | c. | nail |
| 4. | steel | d. | vehicle |
| 5. | passenger | e. | propelled |
| 6. | light | f. | voice |
| 7. | convert | g. | dissemination |
| 8. | information | h. | press |

3. Match the words with their definitions:

| | | | |
|----|--------------|----|--|
| 1. | stuff | a. | the process of burning |
| 2. | image | b. | the act or process of sending information from one location to another |
| 3. | nail | c. | any organism without chlorophyll, leaves, roots, parasites |
| 4. | transmission | d. | a reproduction of the form of a person or object |
| 5. | combustion | e. | household or personal things considered as a group |
| 6. | fungus | f. | a thin piece of metal with one pointed end to join things together |

4. Match the inventions with their inventors:

| | | | |
|----|-----------------------|----|---------------------------------|
| 1. | Nicolas Cugnot | a. | television |
| 2. | Thomas Edison | b. | internal combustion engine |
| 3. | Louis Daguerre | c. | antibiotics |
| 4. | Alexander Fleming | d. | light bulb with carbon filament |
| 5. | Johannes Gutenberg | e. | self-propelled vehicle |
| 6. | Karl Benz | f. | camera |
| 7. | Alexander Graham Bell | g. | printing press |
| 8. | Paul Nipkow | h. | telephone |

5. Match inventions with their descriptions:

| | | | |
|----|--|----|------------------------|
| 1. | It increased the speed with which book copies could be made. | a. | internet |
| 2. | It facilitated the goods transportation and traveling great distances. | b. | self-propelled vehicle |
| 3. | It contained a carbon fiber filament that burned for forty hours. | c. | antibiotics |
| 4. | It transmits electrically the human voice. | d. | wheel |
| 5. | Without them the civilization would crumble. | e. | light bulb |
| 6. | Its electronic model is based on the cathode ray tube. | f. | telephone |
| 7. | It is a system of data transmission through interconnected computer networks. | g. | nail |
| 8. | It is powered by the internal combustion engine. | h. | television |
| 9. | It fights a huge number of bacterial infections in humans without harming the humans themselves. | i. | printing press |

UNIT 11. METALS



Audio Block

1. Read, listen to and learn the following words:

| | |
|--------------------|----------------------------------|
| shape | форма |
| roll | прокатувати |
| hammer | кувати |
| fairly | досить |
| sheet | лист |
| strength | сила |
| strengthen | посилювати |
| hardness | міцність |
| soft | м'який |
| weak | слабкий |
| pure | чистий |
| mix | змішувати |
| melt | плавити |
| conduct, conductor | проводити, провідник |
| vibrations | коливання |
| readily | швидко |
| rod | прут |
| wood, wooden | дерево (як матеріал), дерев'яний |
| handle | рукоятка |
| manner | спосіб |

2. Read the text and listen to it:

Metals

Metals are worked into the shape needed by rolling or hammering them while hot. When the metal has been rolled into fairly thin sheets

(such as for motor vehicle bodies or aluminum saucepans), further heating is unnecessary and shaping is done in a press while cold.

The strength and hardness of metals can be controlled by alloying and heat treatment. A metal is usually at its softest and weakest when pure and can be strengthened by alloying (mixing) with another metal. For example, pure copper and pure tin are soft and weak, but if the two are melted together they make bronze, a hard, strong alloy.

Most metals are good conductors of heat because the atoms are closely packed in the crystal, and vibrations involved in the conduction of heat are readily passed on through the structure. If you held an iron rod with one end in a fire, the other end would soon become hot. On the other hand, an iron rod with a wooden handle can be held in the same manner for a long time without getting hot because wood is a poor conductor of electricity.

3. Read the text and its translation and listen to it:

| Metals | Метали |
|--|---|
| Metals are worked into the shape needed by rolling or hammering them while hot. | Метали відпрацьовують у потрібну форму шляхом прокатки або кування у гарячому стані. |
| When the metal has been rolled into fairly thin sheets (such as for motor vehicle bodies or aluminum saucepans), | Коли метал розгортається на досить тонкі листи (наприклад, для кузовів автомобілів або алюмінієвих каструль), |
| further heating is unnecessary and shaping is done in a press while cold. | подальше нагрівання непотрібне, а формування проводиться в пресі у холодному стані. |
| The strength and hardness of metals can be controlled by alloying and heat treatment. | Міцність і твердість металів можна контролювати легуванням і термічною обробкою. |
| A metal is usually at its softest and weakest when pure | Метал, як правило, найм'якший і найслабкіший, коли він чистий, |
| and can be strengthened by alloying (mixing) with another metal. | і його можна посилити легуванням (змішуванням) з іншим металом. |
| For example, pure copper and pure tin are soft and weak, | Наприклад, чиста мідь і чисте олово м'які і слабкі, |

| | |
|--|---|
| but if the two are melted together they make bronze, a hard, strong alloy. | але якщо ці два метала плавляться разом, вони роблять бронзу, твердий, міцний сплав. |
| Most metals are good conductors of heat because the atoms are closely packed in the crystal, | Більшість металів є хорошими провідниками тепла, тому що атоми тісно упаковані в кристал, |
| and vibrations involved in the conduction of heat are readily passed on through the structure. | і вібрації, що беруть участь у провідності тепла, легко передаються через структуру. |
| If you held an iron rod with one end in a fire, the other end would soon become hot. | Якби ви тримали залізний прут одним кінцем у вогні, інший кінець незабаром став би гарячим. |
| On the other hand, an iron rod with a wooden handle can be held in the same manner for a long time | З іншого боку, залізний прут з дерев'яною ручкою можна тримати таким же чином тривалий час, |
| without getting hot because wood is a poor conductor of electricity. | не нагріваючись, оскільки деревина є поганим провідником електрики. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|----------|----|---------|
| 1. | strength | a. | way |
| 2. | readily | b. | alloy |
| 3. | shape | c. | rather |
| 4. | pure | d. | manage |
| 5. | fairly | e. | clean |
| 6. | manner | f. | form |
| 7. | mix | g. | force |
| 8. | control | h. | quickly |

2. Make up possible word-combinations:

| | | | |
|----|---------|----|-----------|
| 1. | conduct | a. | sheet |
| 2. | roll | b. | heat |
| 3. | white | c. | treatment |
| 4. | copper | d. | point |
| 5. | soft | e. | metal |

| | | | |
|----|------|----|----------|
| 6. | weak | f. | object |
| 7. | heat | g. | material |

3. Match the words with their definitions:

| | | | |
|----|-----------|----|--|
| 1. | rod | a. | a single cycle of a periodic motion |
| 2. | melt | b. | the part of trees that have been cut and prepared for use as a building material |
| 3. | wood | c. | not mixed with any other material |
| 4. | handle | d. | a thin straight piece of material, such as metal or wood |
| 5. | vibration | e. | to be changed from a solid to a liquid state |
| 6. | pure | f. | the part that is designed to be held or operated with the hand |

4. Choose T (True) or F (False) option to each sentence:

| | | |
|----|---|-----|
| 1. | Motor vehicle bodies are produced from fairly thin sheets of metals. | T/F |
| 2. | Pure copper and pure tin are usually soft and strong. | T/F |
| 3. | Bronze is a hard strong alloy made of copper and tin. | T/F |
| 4. | Wood is a good conductor of electricity. | T/F |
| 5. | Shaping of the metal is done in a press while hot. | T/F |
| 6. | Vibrations involved in the conduction of heat are slowly passed on through the structure. | T/F |

5. Match the sentences halves 1 – 5 with a – e:

| | | | |
|----|--|----|---|
| 1. | If you held an iron rod with one end in a fire | a. | by alloying with another metal. |
| 2. | Alloying and heat treatment | b. | by rolling or hammering them while hot. |
| 3. | Metals are worked into shape | c. | when the metal has been rolled into fairly thin sheets. |
| 4. | A metal can be strengthened | d. | can control the strength and hardness of metals. |
| 5. | Further heating is unnecessary | e. | the other end would soon become hot. |

UNIT 12. NUCLEAR POWER



1. Read, listen to and learn the following words:

| | |
|----------------------|-----------------------|
| unleash | звільнити (енергію) |
| shoot (shot, shot) | вистрілювати |
| nucleus | ядро |
| split (split, split) | розщеплювати |
| release | звільняти |
| contain | містити |
| generate | виробляти |
| atomic power plant | атомна електростанція |
| explosion | вибух |
| dust | пил |
| dirt | бруд |
| giant | гігантський |
| drift | дрейфувати |
| eventually | нарешті |
| deadly | смертельний |
| fallout | опад |
| accident | аварія |
| huge | величезний |
| escape | вириватися |
| creature | істота |
| expose | піддавати дії |

2. Read the text and listen to it:

Nuclear Power

In the 1940s, scientists tried to unleash the energy stored inside the atom. Their plan was simple: if high-speed particles could be shot into the nucleus of an atom, the nucleus would split into two smaller atoms releasing a great amount of energy.

The nucleus contains most of an atom's mass. It is made up of two kinds of particles called "protons" and "neutrons". Both protons and neutrons are made up of smaller particles called "quarks".

There are many uses for the energy that is generated by splitting the atom or atomic energy. It was used in atomic bombs. It is also used in atomic power plants that produce electricity, for ships and submarines.

An atomic explosion draws dust and dirt into the giant mushroom-shaped cloud that rises over the place where the bomb went off. This dirt and dust are covered with radioactive particles, which are carried up into the atmosphere to drift around with the wind. Eventually, they fall back to the earth. These deadly radioactive particles are called "fallout".

In 1986, there was an atomic accident in Chernobyl. One day in April, there was an explosion inside the nuclear reactor. A huge cloud of radioactive particles escaped from the reactor, which swept westward and northward, covering much of Europe. Millions of people and other creatures were exposed to the possibly deadly radiation.

3. Read the text and its translation and listen to it:

| Nuclear Power | Ядерна енергетика |
|---|--|
| In the 1940s, scientists tried to unleash the energy stored inside the atom. | У 1940-х роках вчені намагалися вивільнити енергію, що зберігається всередині атома. |
| Their plan was simple: if high-speed particles could be shot into the nucleus of an atom, | Їхній план був простим: якби швидкісні частинки могли потрапити в ядро атома, |
| the nucleus would split into two smaller atoms releasing a great amount of energy. | ядро розкололося б на два менші атоми, вивільнивши велику кількість енергії. |
| The nucleus contains most of an atom's mass. | Ядро містить більшу частину маси атома. |
| It is made up of two kinds of particles called "protons" and "neutrons". | Воно складається з двох видів частинок, званих «протони» та «нейтрони». |

| | |
|--|---|
| Both protons and neutrons are made up of smaller particles called "quarks". | І протони, і нейтрони складаються з менших частинок, званих «кварками». |
| There are many uses for the energy that is generated by splitting the atom or atomic energy. | Існує багато застосувань для енергії, яка генерується шляхом розщеплення атома, або атомної енергії. |
| It was used in atomic bombs. | Її застосовували в атомних бомбах. |
| It is also used in atomic power plants that produce electricity, for ships and submarines. | Вона також використовується на атомних електростанціях, які виробляють електроенергію, для кораблів і підводних човнів. |
| An atomic explosion draws dust and dirt into the giant mushroom-shaped cloud | Атомний вибух втягує пил і бруд у гігантську хмару у вигляді гриба, |
| that rises over the place where the bomb went off. | що піднімається над місцем, де вибухнула бомба. |
| This dirt and dust are covered with radioactive particles, | Цей бруд і пил покриті радіоактивними частинками, |
| which are carried up into the atmosphere to drift around with the wind. | які переносяться в атмосферу, щоб дрейфувати з вітром. |
| Eventually, they fall back to the earth. | Врешті-решт вони падають назад на землю. |
| These deadly radioactive particles are called "fallout". | Ці смертоносні радіоактивні частинки називають «опадами». |
| In 1986, there was an atomic accident in Chernobyl. | У 1986 році в Чорнобилі сталася атомна аварія. |
| One day in April, there was an explosion inside the nuclear reactor. | Одного дня у квітні стався вибух усередині ядерного реактора. |
| A huge cloud of radioactive particles escaped from the reactor, | Величезна хмара радіоактивних частинок вирвалася з реактора, |
| which swept westward and northward, covering much of Europe. | яка просунулась на захід і на північ, охопивши більшу частину Європи. |

| | |
|---|--|
| Millions of people and other creatures were exposed to the possibly deadly radiation. | Мільйони людей та інших істот піддалися дії можливої смертельної радіації. |
|---|--|

Test Block

1. Match the words with close meaning:

| | | | |
|----|------------|----|------------|
| 1. | generate | a. | finally |
| 2. | eventually | b. | include |
| 3. | unleash | c. | crash |
| 4. | huge | d. | produce |
| 5. | contain | e. | release |
| 6. | accident | f. | giant |
| 7. | make up | g. | break down |
| 8. | split | h. | comprise |

2. Match the words with their definitions:

| | | | |
|----|----------|----|--|
| 1. | dirt | a. | a central part around which other parts are gathered |
| 2. | dust | b. | divide from end to end |
| 3. | nucleus | c. | any unclean substance, soil |
| 4. | split | d. | extreme or terrible |
| 5. | escape | e. | any living thing that can move independently |
| 6. | drift | f. | a cloud of dry particles |
| 7. | deadly | g. | be carried along by air or water |
| 8. | creature | h. | get free from something |

3. Choose the correct answers to the following questions:

| | |
|--|--|
| 1. What happens to the nucleus of an atom when it is shot with high-speed particles? | |
| a. It splits into two smaller parts. | b. It splits into three smaller parts. |
| 2. What is the nucleus made up? | |
| a. protons and quarks | b. protons and neutrons |
| 3. Where is nuclear energy not used? | |
| a. bombs, ships, submarines, power plants | b. bombs, construction, submarines, power plants |

| | |
|---|---|
| 4. How is fallout formed? | |
| a. from dirt and dust | b. from dust and clouds |
| 5. What did the Chernobyl accident cause? | |
| a. millions of creatures died | b. millions of creatures were exposed to deadly radiation |

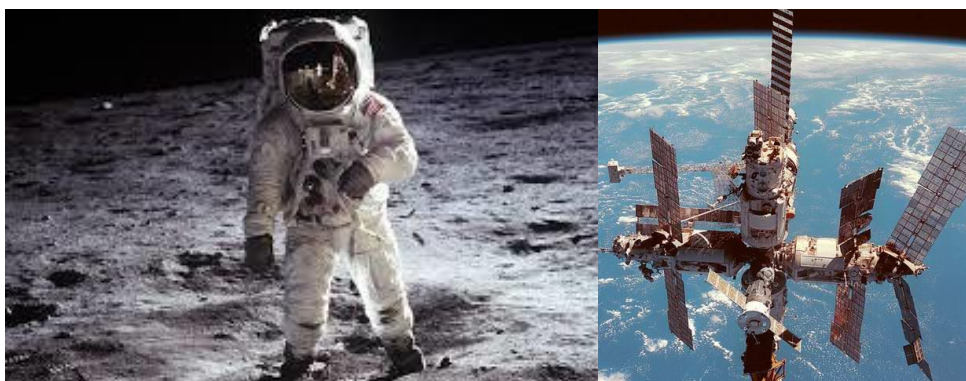
4. Choose the right option to complete the sentences:

| | |
|--|------------------------------------|
| 1. For releasing a great amount of energy the nucleus should be split into three smaller | |
| a. atoms | b. particles |
| 2. Quarks are ... than protons and neutrons. | |
| a. smaller | b. bigger |
| 3. Dust and dirt covered with radioactive particles fall | |
| a. back to the earth | b. are carried into the atmosphere |
| 4. ... were exposed to the deadly radiation after the Chernobyl accident. | |
| a. only people | b. people and other creatures |

5. Match two parts of the sentences:

| | | | |
|----|---|----|----------------------------------|
| 1. | On the place of the bomb explosion there appears | a. | in many ways. |
| 2. | After the explosion inside the nuclear reactor in Chernobyl a huge cloud of radioactive particles | b. | of quarks. |
| 3. | Scientists learnt to unleash the energy of the atom | c. | the giant mushroom-shaped cloud. |
| 4. | Millions of people and other creatures were exposed to | d. | in 1040s. |
| 5. | The nucleus is made up | e. | escaped from the reactor. |
| 6. | Atomic energy is used | f. | possibly deadly radiation |
| 7. | Both protons and neutrons consist | g. | of protons and neutrons |

UNIT 13. SPACE EXPLORATION



Audio Block

1. Read, listen to and learn the following words:

| | |
|----------------|-----------------------------|
| exploration | дослідження |
| launch | запускати |
| orbit | обертатися по орбіті |
| land | приземлятися |
| tranquility | спокій |
| step | крок |
| leap | стрибок |
| mankind | людство |
| sample | зразок |
| shuttle | човник |
| reusable | багаторазового використання |
| aircraft | літак |
| payload | експериментальне обладнання |
| broadcasting | радіомовлення |
| forecast | прогнозувати |
| survey | обстеження |
| detect | виявляти |
| deposits | родовища |
| aid | допомагати |
| reconnaissance | розвідка |
| intelligence | дані |

2. Read the text and listen to it:

Space Exploration

The first unmanned satellite was Sputnik 1. It was launched by the Soviet Union on October 4, 1957. The second satellite carried the dog Laika, which was the first living creature to orbit Earth.

Apollo 11 was the first spacecraft to land humans on the moon. On July 20, 1969, the lunar module Eagle, carrying Neil Armstrong and Edmir Aldrin, landed in the area known as the Sea of Tranquility. Armstrong became the first man to set foot on the moon with the words, "That's one small step for a man, one giant leap for mankind". Together with Aldrin, Armstrong spent about two hours outside the spacecraft, taking photographs, setting up scientific experiments, and collecting rock samples.

On April 12, 1981 the American space shuttle first went into orbit. It was the first reusable spacecraft that was able to fly back from space and land like an aircraft. Mainly used to launch satellites, the shuttle flights also carried specially designed payloads.

There are many different kinds of artificial satellites. Communications satellites are used for broadcasting, telephone, and radio. Weather satellites are helpful in weather forecasting. Earth survey satellites detect mineral deposits, diseased crops, and sources of pollution, and aid in the making of maps. Military satellites are used for reconnaissance and intelligence gathering.

3. Read the text and its translation and listen to it:

| Space Exploration | Дослідження космосу |
|---|--|
| The first unmanned satellite was Sputnik 1. | Першим безпілотним супутником був Супутник 1. |
| It was launched by the Soviet Union on October 4, 1957. | Його запустив Радянський Союз 4 жовтня 1957 р. |
| The second satellite carried the dog Laika, | Другий супутник перевозив собаку Лайку, |
| which was the first living creature to orbit Earth. | яка була першою живою істотою, що вийшла на орбіту Землі. |
| Apollo 11 was the first spacecraft to land humans on the moon. | Аполлон 11 був першим космічним кораблем, який висадив людей на Місяць. |
| On July 20, 1969, the lunar module Eagle, carrying Neil Armstrong and Edmir Aldrin, | 20 липня 1969 року місячний модуль «Орел», що перевозив Ніла Армстронга та Едміра Олдріна, |
| landed in the area known as the Sea of Tranquility. | приземлився в районі, відомому як Море Спокою. |

| | |
|--|---|
| Armstrong became the first man to set foot on the moon with the words, | Армстронг став першою людиною, яка ступила на Місяць зі словами: |
| "That's one small step for a man, one giant leap for mankind". | "Це один маленький крок для людини, і один гігантський стрибок для людства". |
| Together with Aldrin, Armstrong spent about two hours outside the spacecraft, | Разом з Олдріном Армстронг провів поза космічним кораблем близько двох годин, |
| taking photographs, setting up scientific experiments, and collecting rock samples. | фотографуючи, проводячи наукові експерименти та збираючи зразки гірських порід. |
| On April 12, 1981 the American space shuttle first went into orbit. | 12 квітня 1981 року американський космічний човник вперше вийшов на орбіту. |
| It was the first reusable spacecraft that was able to fly back from space and land like an aircraft. | Це був перший космічний корабель для багаторазового використання, який зміг повернутися з космосу та приземлитися як літальний апарат. |
| Mainly used to launch satellites, the shuttle flights also carried specially designed payloads. | Будучи в основному використаними для запуску супутників, під час польотів човники також перевозили спеціально розроблене експериментальне обладнання. |
| There are many different kinds of artificial satellites. | Існує багато різних видів штучних супутників. |
| Communications satellites are used for broadcasting, telephone, and radio. | Супутники зв'язку використовуються для радіомовлення, телефонного та радіо зв'язку. |
| Weather satellites are helpful in weather forecasting. | Погодні супутники корисні для прогнозу погоди. |

| | |
|--|--|
| Earth survey satellites detect mineral deposits, diseased crops, and sources of pollution, | Супутники обстеження Землі виявляють родовища корисних копалин, хворі культури та джерела забруднення, |
| and aid in the making of maps. | а також допомагають у складанні карт. |
| Military satellites are used for reconnaissance and intelligence gathering. | Військові супутники використовуються для розвідки та збору розвідданих. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|--------------|----|-------------|
| 1. | aircraft | a. | humanity |
| 2. | exploration | b. | observation |
| 3. | survey | c. | data |
| 4. | step | d. | plane |
| 5. | mankind | e. | stage |
| 6. | leap | f. | help |
| 7. | intelligence | g. | jump |
| 8. | aid | h. | research |

2. Make up possible word-combinations:

| | | | |
|----|----------------|----|--------------|
| 1. | orbit | a. | spacecraft |
| 2. | hard | b. | weather |
| 3. | reusable | c. | deposits |
| 4. | space | d. | intelligence |
| 5. | forecast | e. | the earth |
| 6. | coal | f. | rock |
| 7. | reconnaissance | g. | deposits |
| 8. | detect | h. | shuttle |

3. Match the dates with the events:

| | | | |
|----|-----------------|----|--|
| 1. | October 4, 1957 | a. | The American space shuttle first went into orbit. |
| 2. | July 20, 1969 | b. | The first unmanned satellite was launched by the Soviet Union. |
| 3. | April 12, 1981 | c. | The Americans landed on the Moon. |

4. Choose the right option to complete the sentences:

| | |
|--|----------------------------|
| 1. The first unmanned satellite was launched by | |
| a. the Soviet Union | b. the USA |
| 2. Apollo 11 was the first spacecraft to | |
| a. land like an aircraft | b. land humans on the moon |
| 3. Being on the moon the Americans spent about two ... outside the spacecraft. | |
| a. hours | b. days |
| 4. ... satellites are used for broadcasting. | |
| a. Weather | b. Communications |
| 5. ... satellites aid in the making of maps. | |
| a. Earth survey | b. Weather |
| 6. ... satellites are used for reconnaissance and intelligence gathering. | |
| a. Military | b. Earth survey |

UNIT 14. ELECTRICITY



Audio Block

1. Read, listen to and learn the following words:

| | |
|---------------------|---------------------|
| medium | середа |
| flow | текти |
| excellent | відмінно |
| thunderstorm | гроза |
| insulate, insulator | ізолювати, ізолятор |
| rubber | гума |
| resist | чинити опір |
| circuit | електричний ланцюг |
| current | струм |
| wire | провід |

| | |
|---------------|------------------------|
| switch | вимикач |
| interrupt | переривати |
| gap | зазор |
| switchgear | розподільний пристрій |
| transformer | трансформатор |
| pressure | тиск |
| voltage | напруга |
| thermal plant | теплова електростанція |
| oil | нафта |
| waterfall | водоспад |
| dam | дамба |

2. Read the text and listen to it:

Electricity

A conductor is a medium that electricity flows through quite easily. Water is an excellent conductor of electricity – which is why you are always told not to swim during a thunderstorm. Most metals are also good conductors of electricity.

An insulator is a medium that does not conduct electricity well. Rubber, glass, plastic resist the flow of electricity and can be used to insulate objects from electricity flow.

An electrical circuit is a path going from one place to another that allows the electric current to pass through it. The "path" is usually made of metal wire, since it conducts electricity very well.

An electrical switch is a device that interrupts the flow of electricity. It usually does this by creating a gap in the wiring of the circuit.

Electricity is first made in power plants. It flows through a switchgear which controls its flow and cuts it off if there are any problems. From here, it goes to a transformer, which increases the pressure so that it can be sent over long distances. High voltage lines then carry the electricity to an area where it will be used.

There are two main kinds of power plants. *Thermal plants* use steam turbines to drive generators to make electricity. The steam to drive these turbines comes from burning fuel like oil or coal or even from a nuclear reactor. *Hydroelectric plants* use falling water from a waterfall or dam to drive the turbines.

3. Read the text and its translation and listen to it:

| Electricity | Електрика |
|--|---|
| A conductor is a medium that electricity flows through quite easily. | Провідник – це середовище, через яке електрика протікає досить легко. |
| Water is an excellent conductor of electricity | Вода – чудовий провідник електрики, |
| which is why you are always told not to swim during a thunderstorm. | саме тому вам завжди кажуть не плавати під час грози. |
| Most metals are also good conductors of electricity. | Більшість металів також є хорошими провідниками електрики. |
| An insulator is a medium that does not conduct electricity well. | Ізолятор – це середовище, яке погано проводить електрику. |
| Rubber, glass, plastic resist the flow of electricity and can be used to insulate objects from electricity flow. | Гума, скло, пластик протистоять потоку електрики і можуть використовуватися для ізоляції предметів від потоку електроенергії. |
| An electrical circuit is a path going from one place to another | Електричний ланцюг – це шлях, що йде від одного місця до іншого, |
| that allows the electric current to pass through it. | і який дозволяє електричному струму проходити через нього. |
| The "path" is usually made of metal wire, since it conducts electricity very well. | «Шлях» зазвичай виготовляється з металевого дроту, оскільки він дуже добре проводить електрику. |
| An electrical switch is a device that interrupts the flow of electricity. | Електричний вимикач – це пристрій, який перериває потік електроенергії. |
| It usually does this by creating a gap in the wiring of the circuit. | Зазвичай це робиться шляхом створення зазору в проводці ланцюга. |
| Electricity is first made in power plants. | Електрика спочатку виробляється на електростанціях. |
| It flows through a switchgear which controls its flow and cuts it | Вона протікає через розподільний пристрій, який |

| | |
|--|---|
| off if there are any problems. | контролює її потік і відключає її, якщо є якісь проблеми. |
| From here, it goes to a transformer, which increases the pressure | Звідси вона переходить до трансформатора, який збільшує тиск, |
| so that it can be sent over long distances. | щоб її можна було направити на великі відстані. |
| High voltage lines then carry the electricity to an area where it will be used. | Тоді лінії високої напруги передають електроенергію в район, де вона буде використовуватися. |
| There are two main kinds of power plants. | Є два основні види електростанцій. |
| Thermal plants use steam turbines to drive generators to make electricity. | Теплові електростанції використовують парові турбіни для приводу у дію генераторів для виробництва електроенергії. |
| The steam to drive these turbines comes from burning fuel like oil or coal or even from a nuclear reactor. | Пар для роботи цих турбін надходить від спалювання палива, такого як нафта або вугілля, або навіть з ядерного реактора. |
| Hydroelectric plants use falling water from a waterfall or dam to drive the turbines. | Гідроелектростанції використовують падаючу воду з водоспаду чи дамби для роботи турбін. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-----------|----|-------------|
| 1. | resist | a. | perfect |
| 2. | medium | b. | cut off |
| 3. | insulate | c. | run |
| 4. | oil | d. | oppose |
| 5. | pressure | e. | environment |
| 6. | excellent | f. | isolate |
| 7. | flow | g. | petroleum |
| 8. | interrupt | h. | stress |

2. Make up possible word-combinations:

| | | | |
|----|-----------|----|--------------|
| 1. | summer | a. | plant |
| 2. | electric | b. | talk |
| 3. | insulate | c. | voltage |
| 4. | thermal | d. | turbine |
| 5. | high | e. | thunderstorm |
| 6. | steam | f. | current |
| 7. | conduct | g. | wire |
| 8. | interrupt | h. | electricity |

3. Match the words with their definitions:

| | | | |
|----|-------------|----|---|
| 1. | dam | a. | a cascade of water falling from a height |
| 2. | power plant | b. | movement that starts and finishes at the same place |
| 3. | waterfall | c. | a barrier constructed across a waterway to control the level of water |
| 4. | circuit | d. | a substance commonly used as fuel |
| 5. | oil | e. | a complex of structures, machinery and equipment for generating electric energy |

4. Choose the correct answer to the questions:

| | |
|--|--|
| 1. Why is it dangerous to swim during a thunderstorm? | |
| a. Because you may catch a cold. | b. Because water is a good conductor of electricity. |
| 2. How does an electrical switch act? | |
| a. It keeps the electricity flowing through the circuit. | b. It interrupts the flow of electricity. |
| 3. What material is used to insulate electricity? | |
| a. rubber | b. metal |
| 4. What does the transformer do? | |
| a. cuts off the electrical current | b. increases the pressure |

5. Match the sentences halves 1 – 6 with a – f:

| | | | |
|----|--|----|--|
| 1. | Electricity flows through a switchgear | a. | that does not conduct electricity well. |
| 2. | Thermal plants use steam turbines | b. | made of metal wire. |
| 3. | An electrical switch is a device | c. | to drive generators to make electricity. |
| 4. | An insulator is a medium | d. | are good conductors of electricity. |
| 5. | An electric circuit is a path | e. | that interrupts the flow of electricity |
| 6. | Most metals | f. | which controls its flow. |

UNIT 15. LIGHT



Audio Block

1. Read, listen to and learn the following words:

| | |
|--------------|-----------------------|
| per (second) | за (секунду) |
| outer space | відкритий космос |
| slow down | уповільнювати |
| depend on | залежати від |
| substance | речовина |
| ray | промінь |
| wave | хвиля |
| X-ray | рентгенівський луч |
| intense | інтенсивний |
| regular | звичайний |
| ordinary | звичайний |
| vibrate | вібрувати |
| coherent | когерентний, зв'язний |

| | |
|---------------------------|------------------|
| film | плівка |
| coat | вкривати |
| absorb | поглинати |
| develop a film | проявляти плівку |
| strike (struck, stricken) | вдарити |
| react | реагувати |
| account for | пояснювати |
| visible | видимий |

2. Read the text and listen to it:

Light

Light travels at a speed of 300,000 km per second when it travels in outer space or in an area without air to slow it down. Light travels at different speeds, depending on what it is traveling through. It would be slower through water, glass or other substances.

The term *radiation* comes to us from the Latin word "radius" meaning "beam" or "ray". In science, radiation is the term used for anything that travels by waves – light, heat, X-rays, or even cosmic rays.

Lasers can send an intense beam over long distances because they are different from regular light in one important way. Ordinary light contains waves vibrating in several different directions. Lasers are coherent – all of their waves are vibrating in the same direction at the same time. This makes them powerful and intense – able to do many things.

Photography film is coated with crystals of silver bromide. Energy from light is absorbed by these crystals. As this happens, they are changed so that when the film is developed the crystals that have been struck by light will react differently from those that have not been struck by light. This accounts for the different colors and shapes that you see in the finished picture.

Visible light is made up of radiation with wavelengths that are a little longer than those of ultraviolet rays.

3. Read the text and its translation and listen to it:

| Light | Світло |
|---|--|
| Light travels at a speed of 300,000 km per second | Світло подорожує зі швидкістю 300 000 км в секунду, |
| when it travels in outer space or in an area without air to slow it down. | коли подорожує у космічному просторі чи на ділянці без |

| | |
|---|---|
| | повітря, яке його сповільняє. |
| Light travels at different speeds, depending on what it is traveling through. | Світло рухається з різною швидкістю, залежно від того, через що воно подорожує. |
| It would be slower through water, glass or other substances. | Воно буде проходити повільніше через воду, скло або інші речовини. |
| The term <i>radiation</i> comes to us from the Latin word "radius" meaning "beam" or "ray". | Термін «випромінювання» прийшов до нас від латинського слова "радіус", що означає "промінь". |
| In science, radiation is the term used for anything that travels by waves – light, heat, X-rays, or even cosmic rays. | У науці випромінювання – це термін, що використовується для всього, що розповсюджується хвилями – світла, тепла, рентгенівських променів або навіть космічних променів. |
| Lasers can send an intense beam over long distances because they are different from regular light in one important way. | Лазери можуть надсилати інтенсивний промінь на великі відстані, оскільки вони відрізняються від звичайного світла одним важливим аспектом. |
| Ordinary light contains waves vibrating in several different directions. | Звичайне світло містить хвилі, що вібрують у декількох різних напрямках. |
| Lasers are coherent – all of their waves are vibrating in the same direction at the same time. | Лазери є когерентними – всі їх хвилі одночасно вібрують в одному напрямку. |
| This makes them powerful and intense – able to do many things. | Це робить їх потужними та інтенсивними – здатними робити багато справ. |
| Photography film is coated with crystals of silver bromide. | Фотоплівка покрита кристалами броміду срібла. |
| Energy from light is absorbed by these crystals. | Енергія від світла поглинається цими кристалами. |
| As this happens, they are changed so | Коли це відбувається, вони змінюються так, |
| that when the film is developed the crystals that have been struck by | що при прояві плівки кристали, які були вражені світлом, будуть |

| | |
|---|--|
| light will react differently from those that have not been struck by light. | реагувати інакше, ніж ті, які не були вражені світлом. |
| This accounts for the different colors and shapes that you see in the finished picture. | Це пояснює різні кольори та форми, які ви бачите на готовій фотографії. |
| Visible light is made up of radiation with wavelengths that are a little longer than those of ultraviolet rays. | Видиме світло складається з випромінювання з довжиною хвиль, які трохи довші, ніж ультрафіолетові промені. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|----------|
| 1. | ray | a. | strong |
| 2. | regular | b. | knock |
| 3. | slow down | c. | explain |
| 4. | account for | d. | accorded |
| 5. | intense | e. | cover |
| 6. | coat | f. | brake |
| 7. | coherent | g. | beam |
| 8. | strike | h. | ordinary |

2. Find an equivalent for each expression in Latin:

| | | | |
|----|------------|----|-------------------|
| 1. | per annum | a. | на тисячу |
| 2. | per capita | b. | щорічно |
| 3. | per diem | c. | процент |
| 4. | per mille | d. | на душу населення |
| 5. | per cent | e. | з іншого боку |
| 6. | per contra | f. | в день |

3. Fill in the gaps with the suitable words from the box:

| | | | |
|----|-----------|----|---------|
| a. | depends | d. | wave |
| b. | film | e. | absorb |
| c. | substance | f. | visible |

1. This _____ can be found very seldom in nature.
2. The distance covered _____ on the time and the speed of the vehicle.

3. Green plants are considered very useful for their ability to _____ carbon dioxide.

4. After developing the _____ he was pleased to see how many beautiful views he had taken.

5. Suddenly he was covered with the huge _____.

6. He switched on the headlamps and the part of the road became_____.

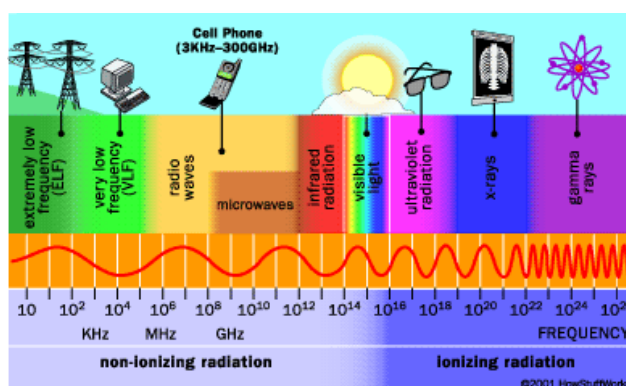
4. Complete the sentences with the correct option:

| | |
|---|------------------|
| 1. Light travels at a speed of 300,000 km per second when it travels | |
| a. in an area without air | b. through water |
| 2. Lasers can send an intense beam over long distances because they are ... from regular light. | |
| a. similar | b. different |
| 3. In science, radiation is the term used for anything that travels by ... | |
| a. vibrations | b. waves |
| 4. Photography film is coated with ... of silver bromide. | |
| a. crystals | b. drops |
| 5. Visible light is made up of radiation with wavelengths that are a little ... than those of ultraviolet rays. | |
| a. longer | b. shorter |
| 6. All of the laser waves are vibrating in the same direction at the ... time. | |
| a. same | b. different |

5. Choose T (True) or F (False) option to each sentence:

| | | |
|----|---|-----|
| 1. | Light travels slower in outer space than in other medium. | T/F |
| 2. | Cosmic rays travel by waves. | T/F |
| 3. | Ordinary light contains waves vibrating in the same direction at the same time. | T/F |
| 4. | Photography film is coated with crystals which absorb energy from light. | T/F |
| 5. | Ultraviolet rays are longer than waves of visible light. | T/F |
| 6. | Lasers are able to do many things because they are powerful and intense. | T/F |

UNIT 16. RADIATION SPECTRUM



Audio Block

1. Read, listen to and learn the following words:

| | |
|-------------|---------------------|
| frequency | частота |
| ultraviolet | ультрафіолетовий |
| reflect | відбивати |
| valuable | цінний |
| skin | шкіра |
| cause | спричиняти |
| cancer | рак |
| extremely | надзвичайно |
| dangerous | небезпечний |
| damage | збиток |
| cell | клітина (організму) |
| however | однак |
| permanent | постійний |
| coil | котушка |
| sphere | сфера |
| stream | потік |
| spark | іскра |
| whenever | всякий раз, коли |
| tap | натискати |
| oscillation | коливання |

2. Read the text and listen to it:

Radiation Spectrum

Radiation spectrum includes high frequency rays (gamma rays, X-rays, ultraviolet rays, visible light, infrared rays) and low frequency rays (microwaves, radio waves).

X-rays pass through many kinds of materials that reflect light. When an object is exposed to X-rays, we can often see right inside. X-rays are very valuable in medicine.

Sunburn occurs when too much ultraviolet light comes in contact with the skin. Scientists now believe that long exposure to ultraviolet light can cause skin cancer.

The beta rays that come from radioactive materials are extremely dangerous. Gamma rays (the shortest waves of all) and X-rays can cause damage. In small doses, they are often used to kill dangerous cells within the body. Long contact with them, however, can kill healthy cells and cause permanent damage to the body.

When Marconi showed the world his first wireless "radio" in 1896, it made use of electromagnetic waves to send sound from place to place. Marconi's device was simple. It had a coil connected to a battery, which caused high voltage across two metal spheres. Because of the presence of electricity in the spheres, a stream of sparks jumped across the gap between them whenever Marconi tapped an electrical switch. This stream of sparks sent vibrations, or oscillations, up an antenna—and out into the atmosphere.

3. Read the text and its translation and listen to it:

| Radiation Spectrum | Радіаційний спектр |
|--|--|
| Radiation spectrum includes high frequency rays (gamma rays, X-rays, ultraviolet rays, visible light, infrared rays) | Радіаційний спектр охоплює високочастотні промені (гамма-промені, рентгенівські промені, ультрафіолетові промені, видиме світло, інфрачервоні промені) |
| and low frequency rays (microwaves, radio waves). | та низькочастотні промені (мікрохвилі, радіохвилі). |
| X-rays pass through many kinds of materials that reflect light. | Рентгенівські промені проходять через багато видів матеріалів, які відбивають світло. |
| When an object is exposed to X-rays, we can often see right inside. | Коли об'єкт потрапляє під дію рентгенівських променів, ми часто можемо бачити його прямо всередині. |
| X-rays are very valuable in medicine. | Рентгенівські промені дуже цінні у медицині. |

| | |
|---|---|
| Sunburn occurs when too much ultraviolet light comes in contact with the skin. | Сонячний опік виникає, коли занадто багато ультрафіолетового світла стикається зі шкірою. |
| Scientists now believe that long exposure to ultraviolet light can cause skin cancer. | Вчені зараз вважають, що тривалий вплив ультрафіолету може спричинити рак шкіри. |
| The beta rays that come from radioactive materials are extremely dangerous. | Бета-промені, які надходять від радіоактивних матеріалів, надзвичайно небезпечні. |
| Gamma rays (the shortest waves of all) and X-rays can cause damage. | Гамма-промені (найкоротші хвилі з усіх) і рентгенівські промені можуть завдати шкоди. |
| In small doses, they are often used to kill dangerous cells within the body. | У малих дозах їх часто використовують для знищення небезпечних клітин всередині організму. |
| Long contact with them, however, can kill healthy cells and cause permanent damage to the body. | Тривалий контакт з ними, однак, може вбити здорові клітини і завдавати постійної шкоди організму. |
| When Marconi showed the world his first wireless "radio" in 1896, | Коли Марконі показав світові своє перше бездротове "радіо" в 1896 році, |
| it made use of electromagnetic waves to send sound from place to place. | воно використовувало електромагнітні хвилі для передачі звуку з місця на місце. |
| Marconi's device was simple. | Пристрій Марконі був простим. |
| It had a coil connected to a battery, | Він містив котушку, підключену до акумулятора, |
| which caused high voltage across two metal spheres. | що спричинило високу напругу в двох металевих сферах. |
| Because of the presence of electricity in the spheres, | Через наявність електричної енергії у сферах |
| a stream of sparks jumped across the gap between them | потік іскор стрибав через проміжок між ними, |
| whenever Marconi tapped an electrical switch. | всякий раз, коли Марконі натискав на електричний вимикач. |

| | |
|---|--|
| This stream of sparks sent vibrations, or oscillations, | Цей потік іскор посилав вібрації або коливання |
| up an antenna and out into the atmosphere. | вгору на антену і в атмосферу. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|-------------|
| 1. | cause | a. | touch |
| 2. | damage | b. | ball |
| 3. | whenever | c. | portion |
| 4. | tap | d. | destruction |
| 5. | oscillation | e. | periodicity |
| 6. | dose | f. | every time |
| 7. | frequency | g. | lead |
| 8. | sphere | h. | vibration |

2. Make up possible words or word-combinations:

| | | | |
|----|-------------|----|-----------|
| 1. | micro | a. | sphere |
| 2. | skin | b. | rays |
| 3. | high | c. | exposure |
| 4. | long | d. | radio |
| 5. | ultraviolet | e. | cancer |
| 6. | wireless | f. | frequency |
| 7. | metal | g. | waves |

3. Fill in the gaps with the suitable words from the box:

| | | | |
|----|----------|----|-------------|
| a. | whenever | d. | extremely |
| b. | however | e. | frequencies |
| c. | cells | f. | stream |

1. The Gulfstream is a warm ... in cold Atlantic waters.
2. One day scientists will find the medicine which can stop the growth of cancer
3. He had promised not to be late many times, ... he was late again.

4. The chief said he was ... pleased with the results of our common activities.
5. ... I meet him I remember that funny story.
6. Radio works at various

4. Choose the correct answers to the questions below:

| | |
|--|---|
| 1. Where are X-rays widely used? | |
| a. In construction. | b. In medicine. |
| 2. What are the shortest waves of radiation spectrum? | |
| a. X rays. | b. Gamma rays. |
| 3. What can cause skin cancer? | |
| a. Long exposure to ultraviolet light. | b. Short exposure to ultraviolet light. |
| 4. What waves are extremely dangerous? | |
| a. Beta. | b. Electromagnetic. |
| 5. What waves did Marconi use to send sound from place to place? | |
| a. Microwaves. | b. Electromagnetic waves. |

5. Match the sentences halves 1–5 with a–e:

| | | | |
|----|--|----|--|
| 1. | Scientists believe that long exposure to ultraviolet light | a. | we can often see right inside. |
| 2. | Gamma rays and X rays when used in small doses | b. | connected to a battery which caused high voltage across two metal spheres. |
| 3. | Marconi's radio looked like a coil | c. | was shown in 1896. |
| 4. | When an object is exposed to X rays | d. | can cause skin cancer. |
| 5. | The first wireless radio | e. | can kill dangerous cells. |

UNIT 17. AUTOMOBILE FACTS



Audio Block

1. Read, listen to and learn the following words:

| | |
|--------------|----------------------------------|
| average | середній |
| separate | окремий |
| range | варіювати в діапазоні |
| knob | кнопка (для натискання) |
| complicated | складний |
| dashboard | приладова панель |
| provide | забезпечувати |
| transmission | коробка передач |
| actually | фактично |
| clutch | зчеплення |
| press | натискати |
| disconnect | від'єднувати |
| gear | передача, передавальний механізм |
| set | набір |
| shaft | вал |
| needle | стрілка (приладу) |
| point | вказувати |
| fluid | рідина |
| decade | десятиліття |
| manufacturer | виробник |
| reach | досягти |
| custom-built | виготовлений на замовлення |

2. Read the text and listen to it:

Automobile Facts

Today's average car is made up of over 14,000 separate parts! They range from simple knobs to complicated electronic circuit boards and are made of everything from plastic to steel and silicon.

The car's engine provides the energy to make the car move. Internal combustion engines that burn gasoline are the most common kind of automobile engine. Electric cars are becoming increasingly popular.

The transmission joins the engine to the wheels, which actually move the car. A car's clutch, when pressed to the floor, disconnects the engine from the transmission. This allows you to change gears so that you can move faster. A car's speedometer is connected to a set of gears inside its transmission. When the car starts moving, these gears turn the shaft that

connects the speedometer to the transmission. This shaft turns a magnet that controls the speedometer's needle. It points to the speed at which the car is traveling.

Automatic transmissions contain fluid that allows the car to change gears, depending on how fast the engine is working and how fast the car is going.

For the past decades, the cars from three manufacturers – Porsche, Ferrari, and Lamborghini – have generally been considered the fastest cars in the world, with models that reach speeds of nearly 320 kph (kilometers per hour). Certain custom-built cars and racing machines are capable of even higher speeds.

3. Read the text and its translation and listen to it:

| Automobile Facts | Факти про автомобілі |
|---|--|
| Today's average car is made up of over 14,000 separate parts! | Сьогоднішній середній автомобіль складається з понад 14 000 окремих деталей! |
| They range from simple knobs to complicated electronic circuit boards | Вони варіюються від простих кнопок до складних електронних плат |
| and are made of everything from plastic to steel and silicon. | і виготовляються з усього, від пластику до сталі та кремнію. |
| The car's engine provides the energy to make the car move. | Двигун автомобіля забезпечує енергію, щоб змусити машину рухатися. |
| Internal combustion engines that burn gasoline are the most common kind of automobile engine. | Двигуни внутрішнього згоряння, які спалюють бензин, є найпоширенішим видом автомобільних двигунів. |
| Electric cars are becoming increasingly popular. | Електромобілі стають все більш популярними. |
| The transmission joins the engine to the wheels, which actually move the car. | Коробка передач з'єднує двигун з колесами, які фактично рухають автомобіль. |
| A car's clutch, when pressed to the floor, disconnects the engine from the transmission. | Зчеплення автомобіля при натисканні на підлогу відключає двигун від трансмісії. |
| This allows you to change gears so that you can move faster. | Це дозволяє змінювати передачі, щоб ви могли рухатися швидше. |

| | |
|---|--|
| A car's speedometer is connected to a set of gears inside its transmission. | Спідометр автомобіля підключений до набору передач всередині коробки передач. |
| When the car starts moving, these gears turn the shaft that connects the speedometer to the transmission. | Коли машина починає рухатися, ці передачі повертають вал, який з'єднує спідометр і трансмісію. |
| This shaft turns a magnet that controls the speedometer's needle. | Цей вал повертає магніт, який контролює голку спідометра. |
| It points to the speed at which the car is traveling. | Вона вказує на швидкість, з якою рухається машина. |
| Automatic transmissions contain fluid that allows the car to change gears, | Автоматичні трансмісії містять рідину, яка дозволяє автомобілю змінювати передачі, |
| depending on how fast the engine is working and how fast the car is going. | залежно від того, наскільки швидко працює двигун і як швидко їде машина. |
| For the past decades, the cars from three manufacturers – Porsche, Ferrari, and Lamborghini – have generally been considered the fastest cars in the world, | Протягом останніх десятиліть автомобілі трьох виробників – Porsche, Ferrari та Lamborghini – зазвичай вважаються найшвидшими автомобілями в світі, |
| with models that reach speeds of nearly 320 kph (kilometers per hour). | з моделями, які досягають швидкості майже 320 км/год (кілометрів на годину). |
| Certain custom-built cars and racing machines are capable of even higher speeds. | Деякі автомобілі, виготовлені на замовлення, та гоночні машини здатні досягти ще більшої швидкості. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|-----------|
| 1. | fluid | a. | middle |
| 2. | complicated | b. | vary |
| 3. | gasoline | c. | difficult |
| 4. | separate | d. | liquid |
| 5. | average | e. | produce |

| | | | |
|----|-------------|----|------------|
| 6. | range | f. | in fact |
| 7. | manufacture | g. | individual |
| 8. | actually | h. | petrol |

2. Make up possible words and word-combinations:

| | | | |
|----|---------------|----|------------|
| 1. | dash | a. | speed |
| 2. | press | b. | gasoline |
| 3. | speedometer's | c. | part |
| 4. | point | d. | board |
| 5. | run out of | e. | combustion |
| 6. | reach | f. | knob |
| 7. | internal | g. | needle |
| 8. | separate | h. | westward |

3. Match the words with their definitions:

| | | | |
|----|-----------|----|--|
| 1. | range | a. | to vary within specified limits. |
| 2. | clutch | b. | an equipment panel. |
| 3. | dashboard | c. | a device for gripping and holding two working parts of a driving mechanism. |
| 4. | needle | d. | a toothed machine part to transmit motion or to change speed or direction. |
| 5. | shaft | e. | a thin pointer or indicator on a dial of a mechanical device. |
| 6. | gear | f. | a long cylindrical rotating rod for the transmission of motive power in a machine. |

4. Choose T (True) or F (False) option to each sentence:

| | | |
|----|--|-----|
| 1. | Today's average car is made up of over 1,400 separate parts. | T/F |
| 2. | The car's engine provides the energy to make the car move. | T/F |
| 3. | A car's speedometer is connected to a set of gears outside its transmission. | T/F |
| 4. | The speedometer's needle points to the speed at which the car is traveling. | T/F |
| 5. | Certain custom-built cars are capable of speeds higher than 320 kph. | T/F |

5. Choose the best option to complete each sentence:

| | |
|--|-----------------|
| 1. Electric cars are becoming ... popular. | |
| a. less | b. increasingly |
| 2. The car's ... provides the energy to make the car move. | |
| a. engine | b. transmission |
| 3. The transmission joins the engine to the ... , which actually move the car. | |
| a. wheels | b. clutch |
| 4. A car's clutch, when pressed to the ... , disconnects the engine from the transmission. | |
| a. wall | b. floor |
| 5. Automatic transmissions contain fluid that allows the car to change | |
| a. direction | b. gears |
| 6. Certain custom-built cars and ... machines are capable of even higher speeds. | |
| a. racing | b. construction |

UNIT 18. WATER TRANSPORT



Audio Block

1. Read, listen to and learn the following words:

| | |
|-----------|---------------|
| float | плавати |
| vessel | судно |
| cruise | крейсувати |
| craft | судно |
| sails | вітрила |
| rower | весляр |
| power | надавати руху |
| steamship | пароплав |

| | |
|-----------------|--------------------------------------|
| tow | тягти (на буксирі) |
| barge | баржа |
| exclusively | виключно |
| warfare | бойові дії |
| missile | ракета (бойова) |
| freight | вантаж |
| run | рейс |
| tramp steamer | трампове судно |
| wander | мандрувати |
| cargo | вантаж |
| tug | буксир |
| lumber schooner | шхуна для перевезення лісоматеріалів |
| ore | руда |
| ferry | паром |

2. Read the text and listen to it:

Water Transport

A ship is a large floating vessel that can cruise in open waters. A boat is a much smaller craft.

Most early ships used sails, although many also used rowers to power the craft when the wind was light.

The first working steamship was built in 1801 to tow barges in the canals of Scotland. In 1807, the American inventor Robert Fulton built a steam-boat that went up the Hudson River in about one-fourth the time that it usually took in a sailboat.

Most ships today are powered by diesel engines. A few nuclear-powered ships have been built, but almost all ships still use gasoline as a source of fuel.

The first working submarine was built in 1776. Submarines have always been used almost exclusively for warfare. They attack surface ships, launch missiles, or set floating bombs in areas where they could be hit by passing ships.

Most ships carry freight. They travel either on regular runs or as "tramps". Tramps wander from port to port, picking up cargoes and not knowing where it will go next.

Many ships – oil tankers, for example – are built especially for certain kinds of cargo. Other special ships include refrigerator ships, tugs, lumber schooners, grain ships, ore boats, ventilated ships for tropical

fruits, ferryboats that are usually double-ended, icebreakers that are designed to ride up over the ice and crush it with their weight.

3. Read the text and its translation and listen to it:

| Water Transport | Водний транспорт |
|--|---|
| A ship is a large floating vessel that can cruise in open waters. | Корабель – це велике плаваюче судно, яке може крейсувати у відкритих водах. |
| A boat is a much smaller craft. | Човен – це набагато менший корабель. |
| Most early ships used sails, | Більшість ранніх кораблів використовували вітрила, |
| although many also used rowers to power the craft when the wind was light. | хоча на багатьох також використовувались гребці для надання руху кораблю, коли вітер був легким. |
| The first working steamship was built in 1801 to tow barges in the canals of Scotland. | Перший робочий пароплав був побудований у 1801 р. для буксирування барж у каналах Шотландії. |
| In 1807, the American inventor Robert Fulton built a steam-boat | У 1807 р. американський винахідник Роберт Фултон побудував пароплав, |
| that went up the Hudson River in about one-fourth the time that it usually took in a sailboat. | який піднявся по річці Гудзон приблизно на чверть менше часу від того, який зазвичай потребував вітрильник. |
| Most ships today are powered by diesel engines. | Більшість суден сьогодні працюють на дизельних двигунах. |
| A few nuclear-powered ships have been built, | Було побудовано декілька кораблів на ядерному паливі, |
| but almost all ships still use gasoline as a source of fuel. | але майже всі кораблі все ще використовують бензин як джерело палива. |
| The first submarine was built in 1776. | Перший підводний човен був побудований у 1776 р. |
| Submarines have always been used almost exclusively for warfare. | Підводні човни завжди використовувалися майже виключно для ведення війни. |

| | |
|---|---|
| They attack surface ships, launch missiles, | Вони атакують надводні кораблі, запускають ракети |
| or set floating bombs in areas where they could be hit by passing ships. | або встановлюють плаваючі бомби в районах, де на них можуть наштовхнутися кораблі, які проходять повз. |
| Most ships carry freight. | Більшість суден перевозить вантажі. |
| They travel either on regular runs or as "tramps". | Вони подорожують або регулярними рейсами, або як «бродяги». |
| Tramps wander from port to port, | «Бродяги» мандрують з порту в порт, |
| picking up cargoes and not knowing where they will go next. | збираючи вантажі і не знаючи, куди вони пойдуть далі. |
| Many ships – oil tankers, for example – are built especially for certain kinds of cargo. | Багато кораблів, наприклад, танкери для нафти, побудовані спеціально для певних видів вантажів. |
| Other special ships include refrigerator ships, tugs, lumber schooners, grain ships, ore boats, | До інших спеціальних кораблів відносяться кораблі-холодильники, буксири, шхуни для перевезення лісоматеріалів, зернові кораблі, рудовози, |
| ventilated ships for tropical fruits, ferryboats that are usually double-ended, | вентильовані кораблі для тропічних фруктів, поромні човни, які зазвичай є двосторонніми, |
| icebreakers that are designed to crush ice with their weight. | криголами, призначені для роздавлення льоду своєю вагою. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|-------------|----|-----------|
| 1. | gasoline | a. | drive |
| 2. | tow | b. | petrol |
| 3. | warfare | c. | freight |
| 4. | exclusively | d. | apparatus |

| | | | |
|----|-------|----|--------|
| 5. | craft | e. | vessel |
| 6. | power | f. | draw |
| 7. | ship | g. | only |
| 8. | cargo | h. | combat |

2. Make up words or word-combinations:

| | | | |
|----|--------|----|----------|
| 1. | oil | a. | barge |
| 2. | lumber | b. | ship |
| 3. | ice | c. | ended |
| 4. | steam | d. | tanker |
| 5. | war | e. | freight |
| 6. | double | f. | fare |
| 7. | carry | g. | schooner |
| 8. | tow | h. | breaker |

3. Match the words with their definitions:

| | | | |
|----|---------|----|--|
| 1. | float | a. | a piece of fabric to convert the force of the wind into forward motion of the vessel |
| 2. | row | b. | a long, large boat for transporting freight |
| 3. | sails | c. | propel a boat |
| 4. | barge | d. | a vehicle that moves or tows other vehicles |
| 5. | missile | e. | remain on the surface of a fluid without sinking |
| 6. | tug | f. | a weapon that is fired projected at a target |

4. Choose the correct option to complete the sentences:

| | |
|--|---------------|
| 1. The boat is ...than the ship. | |
| a. smaller | b. larger |
| 2. Most early ships used ... to power the craft when the wind was light. | |
| a. rowers | b. sails |
| 3. The first working steamship towed barges | |
| a. in Scotland | b. in the USA |
| 4. ... ships are powered by diesel engines. | |
| a. Few | b. Most |

| | |
|--|------------|
| 5. Submarines have always been used ... for warfare. | |
| a. exclusively | b. mainly |
| 6. ... freight ships travel only on regular runs. | |
| a. Some | b. All |
| 7. Many ships are built for ... kinds of cargo. | |
| a. any | b. certain |

5. Match the type of the vessel with its description:

| | | | |
|----|-------------------|----|--|
| 1. | a ship | a. | It is designed to crush ice with its weight. |
| 2. | a submarine | b. | It carries tropical fruits |
| 3. | a tramp boat | c. | It attacks surface ships, launches missiles or sets floating bombs. |
| 4. | a ferryboat | d. | It wanders from port to port picking up cargoes and not knowing where it will go next. |
| 5. | an icebreaker | e. | It is usually double-ended. |
| 6. | a ventilated ship | f. | It can cruise in open waters. |

UNIT 19. AIR TRANSPORT



Audio Block

1. Read, listen to and learn the following words:

| | |
|------------|-----------------------------|
| successful | успішний |
| add | додавати |
| horsepower | потужність в кінських силах |
| jet | реактивний |
| push | штовхати |
| span | розмах |

| | |
|--------------------|-------------------------|
| length | довжина |
| controls | штурвал |
| make sure | переконуватися |
| collision | зіткнення |
| takeoff | зліт |
| landing | посадка |
| smoothly | гладко |
| conversation | розмова |
| deck | борт |
| hover | зависати (про вертоліт) |
| runway | злітно-посадкова смуга |
| troops | війська |
| rescue | рятувати |
| hard-to-reach area | важкодоступний район |
| be willing | мати бажання |
| downtown | центр міста |

2. Read the text and listen to it:

Air Transport

Flight began when two Americans, the Wright Brothers, began work on an airplane in 1899. By 1902, they had created a successful two-winged glider. In 1903, the Wrights added a 12-horsepower engine and two propellers, so the machine flew for 59 seconds.

Today a jet engine works by pushing hot gas out of itself. The modern jet Boeing 747 has a wing span of 60m and a length of 56,4m. Powered by four very large engines, it cruises about 970 km per hour.

Either the pilot or copilot is always seated at the controls during every moment of flight. The pilot must make sure that there are no midair collisions. A pilot and copilot are also at the controls for most takeoffs and landings, just to make sure that everything goes smoothly. The so-called "black box" flight recorder automatically records every detail of the flight and conversations on the flight deck.

The first helicopter was built by the Russian engineer, Igor Sikorsky. Because the helicopter can hover in the air and lift straight off the ground without a runway, they are extremely useful. They are used to carry troops into battle and rescue people, especially in hard-to-reach areas. Today, they are also popular for making short air flights. Some passengers are

willing to pay a high price for the privilege of taking them from a city's downtown to a nearby airport.

3. Read the text and its translation and listen to it:

| Air Transport | Повітряний транспорт |
|---|---|
| Flight began when two Americans, the Wright Brothers, began work on an airplane in 1899. | Політ почався, коли двоє американців, брати Райт, розпочали роботу над літаком у 1899 році. |
| By 1902, they had created a successful two-winged glider. | До 1902 року вони створили успішний двокрилий планер. |
| In 1903, the Wrights added a 12-horsepower engine and two propellers, | У 1903 році Райти додали двигун потужністю 12 кінських сил і два гвинти, |
| so the machine flew for 59 seconds. | таким чином машина пролетіла 59 секунд. |
| Today a jet engine works by pushing hot gas out of itself. | Сьогодні реактивний двигун працює, виштовхуючи гарячий газ із себе. |
| The modern jet Boeing 747 has a wing span of 60m and a length of 56.4m. | Сучасний реактивний літак Boeing 747 має розмах крил 60м і довжину 56,4м. |
| Powered by four very large engines, it cruises about 970 km per hour. | Працюючи завдяки чотирьом дуже великим двигунам, він пролітає близько 970 км на годину. |
| Either the pilot or copilot is always seated at the controls during every moment of flight. | Або пілот, або другий пілот завжди сидять біля штурвалу в кожен момент польоту. |
| The pilot must make sure that there are no midair collisions. | Пілот повинен буди впевненим, що не буде зіткнень у повітрі. |
| A pilot and copilot are also at the controls for most takeoffs and landings, | Пілот та другий пілот також знаходяться за штурвалом під час більшості злетів та посадок, |
| just to make sure that everything goes smoothly. | просто щоб переконатися, що все проходить гладко. |
| The so-called "black box" flight recorder automatically records every detail of the flight | Так званий «чорний ящик», реєстратор польотних даних, автоматично записує кожную деталь польоту |

| | |
|--|--|
| and conversations on the flight deck. | та розмови на борту літака. |
| The first helicopter was built by the Russian engineer, Igor Sikorsky. | Перший вертоліт побудував російський інженер Ігор Сікорський. |
| Because the helicopter can hover in the air and lift straight off the ground without a runway, | Оскільки вертоліт може зависнути в повітрі і піднятися прямо з землі без злітно-посадкової смуги, |
| they are extremely useful. | вони надзвичайно корисні. |
| They are used to carry troops into battle and rescue people, especially in hard-to-reach areas. | Вони використовуються для перевезення військ у бойову зону та рятування людей, особливо у важкодоступних районах. |
| Today, they are also popular for making short air flights. | Сьогодні вони також популярні для здійснення коротких рейсів. |
| Some passengers are willing to pay a high price for the privilege of taking them from a city's downtown to a nearby airport. | Деякі пасажери мають бажання заплатити високу ціну за привілей перевезти їх з центру міста до найближчого аеропорту. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|--------------|----|----------|
| 1. | conversation | a. | wish |
| 2. | rescue | b. | record |
| 3. | privilege | c. | crash |
| 4. | collision | d. | take off |
| 5. | be willing | e. | save |
| 6. | register | f. | talk |
| 7. | lift | g. | right |
| 8. | downtown | h. | centre |

2. Make the words and word-combination:

| | | | |
|----|-------|----|-------|
| 1. | down | a. | plane |
| 2. | horse | b. | way |
| 3. | make | c. | off |
| 4. | run | d. | sure |

| | | | |
|----|------|----|--------|
| 5. | co | e. | town |
| 6. | air | f. | pilot |
| 7. | jet | g. | power |
| 8. | take | h. | engine |

3. Fill in the gaps with the correct words from the box:

| | | | |
|----|------------|----|-----------|
| a. | jet | d. | make sure |
| b. | collision | e. | deck |
| c. | horsepower | f. | runway |

1. This make of the car has a 70-... engine.
2. The conversations on the flight ... are recorded by the flight recorder.
3. The real cause of the ... can't be discovered unless the "black box" is detected.
4. Don't forget to ... that everything is going smoothly.
5. As different from helicopter the plane needs a _____ to speed up.
6. _____ – propelled plane was first used in the 1950s.

4. Choose T (True) or F (False) option to each sentence:

| | | |
|----|---|-----|
| 1. | The first successful aircraft was a two-winged glider. | T/F |
| 2. | Powered by two very large engines, the modern Boeing cruises about 970 km per hour. | T/F |
| 3. | Either the pilot or copilot is always seated at the controls during every moment of flight. | T/F |
| 4. | The so-called "black box" flight recorder automatically records all conversations on the flight deck. | T/F |
| 5. | The helicopter can hover in the air and lift from the ground with a runway. | T/F |
| 6. | Helicopters are popular for making long air flights. | T/F |

5. Match the sentences halves 1–5 with a–e:

| | | | |
|----|---------------------------------------|----|--|
| 1. | A jet engine works | a. | began work on an airplane in 1899. |
| 2. | Helicopters are used to rescue people | b. | of taking them from a city's downtown to a nearby airport. |

| | | | |
|----|---|----|--------------------------------------|
| 3. | A pilot and copilot are also at the controls | c. | that there are no midair collisions. |
| 4. | Flight began when the Wright Brothers | d. | by pushing hot gas out of itself. |
| 5. | The pilot must make sure | e. | in hard-to-reach areas. |
| 6. | Some passengers are willing to pay a high price for the privilege | f. | for most takeoffs and landings. |

UNIT 20. HOW COMPUTER WORKS



Audio Block

1. Read, listen to and learn the following words:

| | |
|-----------------|--------------------|
| word processor | текстовий редактор |
| type | друкувати |
| typewriter | друкарська машинка |
| keyboard | клавіатура |
| brain | мозок |
| letter | буква |
| project | проектувати |
| erase | витирати |
| input unit | блок введення |
| output unit | блок виведення |
| memory unit | блок пам'яті |
| processing unit | блок обробки даних |
| subtract | віднімати |
| fraction | частка |
| pretty much | майже |

| | |
|---------------|----------------|
| item | предмет |
| identify | розпізнавати |
| width | ширина |
| cash register | касовий апарат |
| sales slip | касовий чек |

2. Read the text and listen to it:

How Computer Works

A word processor is a computer-type machine that takes the place of a typewriter. When you type the words you want on a keyboard, electronic signals are sent to the computer "brain" where letters are formed and projected onto a video screen. Because these are electronic signals, you can change, erase, or move them using other electronic signals. Then, when you are ready to make a printed copy of your work, you simply tell the "brain" to send the work to the printer.

Electronic signals from words (numbers, symbols, etc.) come into an input unit. These signals are passed to a memory unit, where they are stored. A central processing unit then carries out what has to be done – adding or subtracting, or putting words on a screen. The new signals are then sent to an output unit, which is usually a television-type screen or a printer. Because everything happens electronically, all of this takes only a fraction of a second to carry out.

Supermarket lasers work pretty much the same way. Lasers can "read" the prices on the things you buy. Each item is marked with a special code. When you buy something, the clerk in the store passes the object over the laser scanner. The laser identifies the lines and their widths, and a small computer tells the cash register what the item is and how much it costs. That's why your sales slip tells you how much you spent, what you bought and what it cost.

3. Read the text and its translation and listen to it:

| How Computer Works | Як працює комп'ютер |
|---|---|
| A word processor is a computer-type machine that takes the place of a typewriter. | Текстовий процесор – це машина комп'ютерного типу, яка використовується у якості друкарської машинки. |
| When you type the words you want on a keyboard, electronic signals | Коли ви друкуєте потрібні слова на клавіатурі, електронні |

| | |
|---|---|
| are sent to the computer "brain" | сигнали надсилаються на комп'ютерний «мозок», |
| where letters are formed and projected onto a video screen. | де букви формуються та проєктуються на відеоекран. |
| Because these are electronic signals, you can change, erase, or move them using other electronic signals. | Оскільки це електронні сигнали, ви можете їх змінювати, стирати або переміщувати, використовуючи інші електронні сигнали. |
| Then, when you are ready to make a printed copy of your work, | Потім, коли ви готові зробити друковану копію своєї роботи, |
| you simply tell the "brain" to send the work to the printer. | ви просто говорите «мозку» відправити роботу на принтер. |
| Electronic signals from words (numbers, symbols, etc.) come into an input unit. | Електронні сигнали від слів (цифр, символів тощо) надходять у блок введення. |
| These signals are passed to a memory unit, where they are stored. | Ці сигнали передаються в блок пам'яті, де вони зберігаються. |
| A central processing unit then carries out what has to be done – adding or subtracting, or putting words on a screen. | Тоді центральний процесор виконує те, що потрібно зробити – додавання чи віднімання або виведення слів на екран. |
| The new signals are then sent to an output unit, which is usually a television-type screen or a printer. | Потім нові сигнали надсилаються на блок виведення, який зазвичай є телевізійним екраном або принтером. |
| Because everything happens electronically, all of this takes only a fraction of a second to carry out. | Оскільки все відбувається через електроніку, все це займає лише частку секунди. |
| Supermarket lasers work pretty much the same way. | Лазери у супермаркету працюють майже так само. |
| Lasers can "read" the prices on the things you buy. | Лазери можуть "прочитати" ціни на речах, які ви купуєте. |
| Each item is marked with a special code. | Кожен предмет позначений спеціальним кодом. |
| When you buy something, the clerk | Коли ви щось купуєте, клерк в |

| | |
|--|---|
| in the store passes the object over the laser scanner. | магазині проводить предмет над лазерним сканером. |
| The laser identifies the lines and their widths, | Лазер розпізнає лінії та їх ширину, |
| and a small computer tells the cash register what the item is and how much it costs. | а невеликий комп'ютер повідомляє касовому апарату, що це за предмет і скільки він коштує. |
| That's why your sales slip tells you how much you spent, what you bought and what it cost. | Ось чому ваш касовий чек показує, скільки ви витратили, що купили і скільки це коштувало. |

Test Block

1. Match the words with opposite meaning:

| | | | |
|----|----------|----|---------|
| 1. | type | a. | add |
| 2. | width | b. | whole |
| 3. | input | c. | lose |
| 4. | subtract | d. | subject |
| 5. | fraction | e. | sell |
| 6. | store | f. | output |
| 7. | buy | g. | length |
| 8. | object | h. | erase |

2. Make up words or word-combinations:

| | | | |
|----|-------|----|-----------|
| 1. | laser | a. | screen |
| 2. | key | b. | out |
| 3. | input | c. | processor |
| 4. | type | d. | scanner |
| 5. | carry | e. | register |
| 6. | video | f. | board |
| 7. | word | g. | writer |
| 8. | cash | h. | unit |

3. Fill in the gaps with the correct words from the box:

| | | | |
|----|------------|----|----------|
| a. | identified | e. | brain |
| b. | erased | f. | width |
| c. | subtract | g. | fraction |
| d. | keyboard | | |

1. She learnt to type on the ... very quickly.
2. The police ... the criminal according to the database.
3. They had to restore information because its biggest part was ... by chance.
4. The ... of the river in this place is more than a kilometer.
5. Everything happened in a ... of a second.
6. If you ... five from ten you receive five.
7. The human ... consists of two spheres being responsible for emotional and intellectual activities of a man.

4. Match the sentences halves 1–6 with a–f:

| | | | |
|----|---|----|---|
| 1. | When you buy something, | a. | come into an input unit. |
| 2. | Sales slip tells you | b. | you simply tell the computer “brain” to send the work to the printer. |
| 3. | A central processing unit | c. | to read the prices on the things you buy. |
| 4. | Lasers are used | d. | what you bought and what it cost. |
| 5. | Electronic signals from words | e. | can add or subtract, or put words on a screen. |
| 6. | When you are ready to make a printed copy of your work, | f. | the clerk in the store passes the object over the laser scanner. |

5. Match the objects with their functions:

| | | | |
|----|---------------|----|----------------|
| a. | keyboard | d. | sales slip |
| b. | laser scanner | e. | memory unit |
| c. | screen | f. | word processor |

1. It identifies the lines and their widths, and a small computer tells the cash register what the item is and how much it costs.
2. When you type the words you want on a keyboard, electronic signals are sent to the computer “brain” where letters are formed and projected onto a video screen.
3. You can type letters, words, numbers, and symbols on it.
4. It tells you what you bought and how much you spent.
5. This is the place where electronic symbols are stored.
6. This is a panel of an electronic device on which images or data are displayed.

UNIT 21. MECHANICAL ENGINEERING



Audio Block

1. Read, listen to and learn the following words:

| | |
|------------------------------|---------------------------------------|
| mechanical engineering | машинобудування |
| combine | комбінувати |
| principle | принцип |
| maintain | підтримувати |
| require | вимагати |
| core | серцевина |
| thermodynamics | термодинаміка |
| in addition to | крім |
| computer-aided design | система автоматизованого проектування |
| computer-aided manufacturing | автоматизоване виробництво |
| product lifecycle management | управління життєвим циклом продукту |
| machinery | механічне обладнання |
| emerge | виникати |
| trace back | простежити |
| pursue | займатися |
| overlap | перетинатися |
| metallurgical engineering | металургія |
| civil engineering | цивільне будівництво |

2. Read the text and listen to it:

Mechanical engineering

Mechanical engineering is an engineering discipline that combines engineering physics and mathematics principles with materials science to design, analyze, manufacture, and maintain mechanical systems.

The mechanical engineering field requires an understanding of core areas including mechanics, dynamics, thermodynamics, materials science, structural analysis, and electricity. In addition to these core principles, mechanical engineers use tools such as computer-aided design (CAD), computer-aided manufacturing (CAM), and product lifecycle management to design and analyze manufacturing plants, industrial equipment and machinery, heating and cooling systems, transport systems, aircraft, watercraft, robotics, medical devices, weapons, and others.

Mechanical engineering emerged as a field during the Industrial Revolution in Europe in the 18th century; however, its development can be traced back several thousand years around the world. In the 19th century, developments in physics led to the development of mechanical engineering science. Today mechanical engineers are pursuing developments in such areas as composites, mechatronics, and nanotechnology. It also overlaps with aerospace engineering, metallurgical engineering, civil engineering, electrical engineering, chemical engineering, and other engineering disciplines to varying amounts.

3. Read the text and its translation and listen to it:

| Mechanical engineering | Машинобудування |
|--|---|
| Mechanical engineering is an engineering discipline that combines engineering physics and mathematics principles | Машинобудування – це інженерна дисципліна, яка поєднує принципи інженерної фізики та математики |
| with materials science to design, analyze, manufacture, and maintain mechanical systems. | з матеріалознавством для проектування, аналізу, виготовлення та обслуговування механічних систем. |
| The mechanical engineering field requires an understanding of core areas | Область машинобудування вимагає розуміння основних розділів, |
| including mechanics, dynamics, thermodynamics, materials science, structural analysis, and electricity. | включаючи механіку, динаміку, термодинаміку, матеріалознавство, структурний аналіз та електрику. |
| In addition to these core principles, mechanical engineers use tools | Крім цих основних принципів, інженери-механіки |

| | |
|---|---|
| such as computer-aided design (CAD), computer-aided manufacturing (CAM), | використовують такі інструменти, як система автоматизованого проектування (САПР), автоматизоване виробництво |
| and product lifecycle management to design and analyze manufacturing plants, industrial equipment and machinery, | та управління життєвим циклом продукції для проектування та аналізу виробничих установок, промислового обладнання та машин, |
| heating and cooling systems, transport systems, aircraft, watercraft, robotics, medical devices, weapons, and others. | систем опалення та охолодження, транспортних систем, літальних апаратів, судов, робототехніки, медичних пристроїв, зброї та ін. |
| Mechanical engineering emerged as a field during the Industrial Revolution in Europe in the 18th century; | Машинобудування виникло як галузь під час промислової революції в Європі у XVIII столітті; |
| however, its development can be traced back several thousand years around the world. | проте його розвиток можна простежити за декількома тисячами років у всьому світі. |
| In the 19th century, developments in physics led to the development of mechanical engineering science. | У XIX столітті розвиток фізики призвів до розвитку науки машинобудування. |
| Today mechanical engineers are pursuing developments in such areas as composites, mechatronics, and nanotechnology. | Сьогодні інженери-механіки займаються розробкою в таких сферах, як композити, мехатроніка та нанотехнологія. |
| It also overlaps with aerospace engineering, metallurgical engineering, civil engineering, electrical engineering, | Крім того, воно перетинається з авіакосмічною промисловістю, металургією, цивільним будівництвом, електротехнікою, |
| chemical engineering, and other engineering disciplines to varying amounts. | хімічною промисловістю та іншими інженерними дисциплінами в різному ступені. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|------------|----|-----------|
| 1. | combine | a. | appear |
| 2. | maintain | b. | demand |
| 3. | require | c. | basics |
| 4. | principles | d. | equipment |
| 5. | emerge | e. | unite |
| 6. | amount | f. | heart |
| 7. | core | g. | support |
| 8. | machinery | h. | quantity |

2. Match the words to make up possible word-combinations:

| | | | |
|----|----------|----|--------------|
| 1. | in | a. | dynamics |
| 2. | product | b. | developments |
| 3. | trace | c. | system |
| 4. | civil | d. | aided |
| 5. | thermo | e. | addition |
| 6. | cooling | f. | back |
| 7. | computer | g. | lifecycle |
| 8. | pursue | h. | engineering |

3. Choose the correct option to complete the sentences:

1. Mechanical engineering is an engineering discipline that ... physics and mathematics principles with material science.

- a) includes
- b) combines

2. Core areas of mechanical engineering include

- a) dynamics and electricity
- b) electricity and astrophysics

3. Mechanical engineers use tools ... CAD and CAM.

- a) like
- b) such as

3. Mechanical engineering emerged as a field during the ... Revolution in Europe in the 18th century.

- a) scientific
- b) industrial

4. Mechanical engineering overlaps with many disciplines to ... amounts.

- a) varying
- b) varied

4. Match the sentences halves 1–5 with a–e:

| | | | |
|---|---|---|--|
| . | Mechanical engineers | . | during the Industrial Revolution in Europe in the 18th century. |
| . | In addition to some core principles, | . | led to the development of mechanical engineering science. |
| . | Mechanical engineering emerged as a field | . | design, analyze, manufacture, and maintain mechanical systems. |
| . | Developments in physics | . | to varying amounts. |
| . | Mechanical engineering overlaps with many disciplines | . | mechanical engineers use such tools as computer-aided design and computer-aided manufacturing. |

UNIT 22. AUTOMOTIVE ELECTRONICS



Audio Block

1. Read, listen to and learn the following words:

| | |
|------------------------|--------------------------|
| automotive electronics | автомобільна електроніка |
|------------------------|--------------------------|

| | |
|--------------------------------|--------------------------------|
| vehicle | транспортний засіб |
| ignition | запалювання |
| carputer | автомобільний комп'ютер |
| telematics | телематика |
| in-car entertainment system | автомобільна система розваг |
| truck | вантажівка |
| motorcycle | мотоцикл |
| off-road vehicle | позашляховик |
| forklift | навантажувач |
| autonomous | автономний |
| rely on | покладатися на |
| array | безліч |
| networking | комп'ютерна мережа |
| wiper | склоочисник |
| electronic lock | електронний замок |
| dozen | десяток |
| antilock braking | антиблокувальне гальмування |
| distribute | розподіляти |
| embedded system | вбудована система |
| according to | згідно з |
| domain | домен |
| cockpit | кабіна |

2. Read the text and listen to it:

Automotive Electronics

Automotive electronics are electronic systems used in vehicles, including engine management, ignition, radio, carputers, telematics, in-car entertainment systems, and others. Ignition, engine and transmission electronics are also found in trucks, motorcycles, off-road vehicles, and other internal combustion powered machinery such as forklifts, tractors and excavators.

Future autonomous cars will rely on powerful computer systems, an array of sensors, networking, and satellite navigation, all of which will require electronics.

In the early 1970s, the Japanese electronics industry began producing integrated circuits and microcontrollers for the Japanese automobile industry, used for in-car entertainment, automatic wipers, electronic locks, dashboard, and engine control. Today's automobiles contain a dozen or more processors with such functions as engine management, transmission control, climate control, antilock braking, passive safety systems, navigation, and other functions.

Automotive electronics or automotive embedded systems are distributed systems, and according to different domains in the automotive field, they can be classified into: engine electronics, transmission electronics, chassis electronics, passive safety, driver assistance, passenger comfort, entertainment systems, electronic integrated cockpit systems.

3. Read the text and its translation and listen to it:

| Automotive Electronics | Автомобільна електроніка |
|---|--|
| Automotive electronics are electronic systems used in vehicles, | Автомобільна електроніка – це електронні системи, що використовуються в транспортних засобах, |
| including engine management, ignition, radio, computers, telematics, in-car entertainment systems, and others. | включаючи управління двигуном, запалювання, радіо, комп'ютери, телематику, системи автомобільних розваг та ін. |
| Ignition, engine and transmission electronics are also found in trucks, motorcycles, off-road vehicles, | Електроніка запалювання, двигуна та трансмісії також є у вантажівках, мотоциклах, позашляховиках |
| and other internal combustion powered machinery such as forklifts, tractors and excavators. | та інших машинах із внутрішнім згорянням, таких як навантажувачі, трактори та екскаватори. |
| Future autonomous cars will rely on powerful computer systems, an array of sensors, networking, and satellite navigation, | Майбутні автономні машини будуть покладатися на потужні комп'ютерні системи, безліч датчиків, мережеву та супутникову навігацію, |
| all of which will require electronics. | для всього цього знадобиться електроніка. |

| | |
|--|--|
| In the early 1970s, the Japanese electronics industry began producing integrated circuits and microcontrollers for the Japanese automobile industry, | На початку 1970-х японська індустрія електроніки почала випускати інтегровані мікросхеми та мікроконтролери для японської автомобільної промисловості, |
| used for in-car entertainment, automatic wipers, electronic locks, dashboard, and engine control. | використовувані для розваг в автомобілі, автоматичних склоочисників, електронних замків, приладової панелі та регулювання двигуна. |
| Today's automobiles contain a dozen or more processors with such functions as | Сьогоднішні автомобілі містять десяток і більше процесорів з такими функціями, як |
| engine management, transmission control, climate control, antilock braking, passive safety systems, navigation, and other functions. | управління двигуном, управління коробкою передач, контроль клімату, антиблокування гальмування, пасивні системи безпеки, навігація та інші функції. |
| Automotive electronics or automotive embedded systems are distributed systems, | Автомобільна електроніка або автомобільні вбудовані системи є розподіленими системами, |
| and according to different domains in the automotive field, they can be classified into: | і відповідно до різних областей у автомобільній галузі їх можна класифікувати на: |
| engine electronics, transmission electronics, chassis electronics, passive safety, | електроніка двигуна, електроніка трансмісії, електроніка шасі, пасивна безпека, |
| driver assistance, passenger comfort, entertainment systems, electronic integrated cockpit systems. | допомога водію, комфорт пасажирів, розважальні системи, електронні інтегровані системи кабіни. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|------------|---|----------|
| . | vehicle | . | loader |
| . | motorcycle | . | mass |
| . | forklift | . | cabin |
| . | rely | . | security |
| . | array | . | car |
| . | safety | . | field |
| . | domain | . | bike |
| . | cockpit | . | depend |

2. Match the parts to make up possible words or word-combinations:

| | | | |
|---|------------|---|---------------|
| . | automotive | . | road |
| . | in-car | . | braking |
| . | off | . | entertainment |
| . | integrated | . | to |
| . | net | . | system |
| . | safety | . | electronics |
| . | antilock | . | working |
| . | according | . | circuit |

3. Choose T (True) or F (False) option to each sentence:

| | | | |
|---|---|----|---|
| . | Automotive electronics are electronic systems used in sea navigation. | /F | T |
| . | Automotive electronics can be found in various internal combustion powered machinery. | /F | T |
| . | Autonomous car computer systems will include an array of sensors, networking, and satellite navigation. | /F | T |
| . | The Japanese electronics industry began producing integrated circuits and microcontrollers for the Japanese railway industry. | /F | T |
| . | Today's automobiles contain a dozen of processors with numerous functions. | /F | T |

4. Match the sentences halves 1–5 with a–e:

| | | | |
|---|---|---|--|
| . | Automotive electronics are electronic systems | . | engine electronics, transmission electronics, chassis electronics, passive safety, etc. |
| . | Future autonomous cars will rely on | . | were used for in-car entertainment, automatic wipers, electronic locks, dashboard, and engine control. |
| . | Integrated circuits and microcontrollers for the Japanese automobile industry | . | contain a dozen of processors with numerous functions. |
| . | Automotive electronics can be classified into | . | used in vehicles and other internal combustion powered machinery. |
| . | Today's automobiles | . | an array of sensors, networking, and satellite navigation. |

UNIT 23. TRANSPORTATION TECHNOLOGIES



Audio Block

1. Read, listen to and learn the following words:

| | |
|---------------------------------|---|
| experience | відчувати |
| impact | впливати |
| trucking | вантажоперевезення |
| self-driving automobile | безпілотний автомобіль |
| consumer | споживач |
| smart vehicle | розумний транспортний засіб |
| fuel-efficient | паливо економний |
| utilize | використовувати |
| GPS (Global Positioning System) | GPS (глобальна система позиціонування) |
| make adjustments | пристосуватися |
| route | маршрут |
| public transportation | громадський транспорт |
| personal transportation pod | особистий транспортний відсік |
| mitigate | пом'якшити |
| issue | проблема |
| overstuffed | перевантажений |
| tremendous | величезний |
| globe | земна куля |
| loop | петля |
| version | версія |
| next-gen (next generation) | нове покоління |
| solve a problem | вирішити проблему |

2. Read the text and listen to it:

Transportation Technologies

Modern transportation is currently experiencing major changes thanks to transformative transportation technologies. Here are some transportation technologies sure to impact the trucking and transportation industries forever.

Self-driving automobiles are already here. They are still undergoing the stages of development and testing, but they are already present on our roadways.

Many consumers already own smart vehicles. Smart car is described as a compact, fuel-efficient vehicle that utilizes innovative technology to make life easier for the driver and passengers.

Today's GPS units do not only plan a trip, but they can make adjustments for extreme weather, traffic conditions and your route.

Future public transportation will also change thanks to developing transportation technologies. Personal transportation pods will be used to mitigate such issues as being overstuffed with passengers.

High-speed rail networks are generating tremendous interest all around the globe. The Hyperloop – originally conceived by Elon Musk – is an underground rail that shows speeds up to 386 kph in tests. Developers hope to achieve three times that speed with the finished version.

Hovering vehicles which are propelled with the assistance of monorails and balanced through the innovative use of next-gen gyroscopes could solve public transportation problems across the globe.

3. Read the text and its translation and listen to it:

| Transportation Technologies | Транспортні технології |
|---|--|
| Modern transportation is currently experiencing major changes thanks to transformative transportation technologies. | Сучасні перевезення в даний час зазнають великих змін завдяки новаторським транспортним технологіям. |
| Here are some transportation technologies sure to impact the trucking and transportation industries forever. | Ось деякі транспортні технології, які обов'язково впливатимуть на вантажоперевезення та транспортну галузь назавжди. |

| | |
|---|---|
| Self-driving automobiles are already here. | Безпілотні автомобілі вже є. |
| They are still undergoing the stages of development and testing, | Вони все ще проходять етапи розробки та тестування, |
| but they are already present on our roadways. | але вони вже є на наших дорогах. |
| Many consumers already own smart vehicles. | Багато споживачів вже володіють розумними транспортними засобами. |
| Smart car is described as a compact, fuel-efficient vehicle | Розумний автомобіль описується як компактний паливо економний автомобіль, |
| that utilizes innovative technology to make life easier for the driver and passengers. | який використовує інноваційні технології, щоб полегшити життя водієві та пасажирам. |
| Today's GPS units do not only plan a trip, | Сьогоднішні GPS-пристрої не лише планують поїздку, |
| but they can make adjustments for extreme weather, traffic conditions and your route. | але можуть пристосовуватися до екстремальної погоди, умов дорожнього руху та вашого маршруту. |
| Future public transportation will also change thanks to developing transportation technologies. | Майбутній громадський транспорт також зміниться завдяки розвитку транспортних технологій. |
| Personal transportation pods will be used | Особисті транспортні відсіки будуть використовуватися, |
| to mitigate such issues as being overstuffed with passengers. | щоб пом'якшити такі проблеми, як переповненість пасажирами. |
| High-speed rail networks are generating tremendous interest all around the globe. | Швидкісні залізничні мережі викликають величезний інтерес по всьому світу. |
| The Hyperloop – originally conceived by Elon Musk – is an | Гіперлуп – спочатку задуманий Елоном Маском – це |

| | |
|--|---|
| underground rail that shows speeds up to 386 kph in tests. | підземна залізниця, яка демонструє швидкість до 386 км/год на випробуваннях. |
| Developers hope to achieve three times that speed with the finished version. | Розробники сподіваються досягти в три рази більшої швидкості у готовій версії. |
| Hovering vehicles which are propelled with the assistance of monorails | Зависаючі транспортні засоби, які приводяться в рух за допомогою монорейок |
| and balanced through the innovative use of next-gen gyroscopes | і врівноважуються завдяки інноваційному використанню гіроскопів нового покоління, |
| could solve public transportation problems across the globe. | можуть вирішити проблеми громадського транспорту по всьому світу. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|--------------|---|-----------|
| . | impact | . | clever |
| . | self-driving | . | huge |
| . | smart | . | problem |
| . | consumer | . | way |
| . | tremendous | . | influence |
| . | route | . | variant |
| . | issue | . | buyer |
| . | version | . | unmanned |

2. Match the words to make up possible word-combinations:

| | | | |
|---|------|---|------------|
| . | fuel | . | technology |
|---|------|---|------------|

| | | | |
|---|------------|---|----------------|
| . | make | . | transportation |
| . | innovative | . | gen |
| . | next | . | problem |
| . | experience | . | efficient |
| . | public | . | changes |
| . | solve | . | vehicle |
| . | smart | . | adjustments |

3. Choose the correct option to complete the sentences:

1. Modern transportation is currently experiencing major changes thanks to
 - a) overpopulation
 - b) transformative technologies
2. Smart vehicles make life ... for the driver and passengers.
 - a) more difficult
 - b) easier
3. Today's GPS units make adjustments for
 - a) extreme weather and traffic conditions
 - b) your route and mood
4. Elon Musk originally conceived
 - a) personal transportation pod
 - b) the hyperloop
5. Public transportation problems across the globe can be solved thanks to
 - a) hovering vehicles
 - b) self-driving automobiles

4. Match the sentences halves 1–6 with a–f:

| | | | |
|---|---|---|---|
| . | Some transportation technologies are sure | . | to mitigate such issues as being overstuffed with passengers. |
| . | Smart car is described | . | could solve public transportation problems across the globe. |
| . | Personal transportation pods will be used | . | as a compact, fuel-efficient vehicle. |
| . | High-speed rail networks | . | that shows tremendous speeds. |
| . | The Hyperloop is an underground rail | . | to impact the trucking and transportation industries forever. |
| . | Hovering vehicles | . | are generating tremendous interest all around the globe. |

UNIT 24. AUTOMATION



Audio Block

1. Read, listen to and learn the following words:

| | |
|--------------|----------------|
| cover | охоплювати |
| measurement | вимірювання |
| achieve | досягти |
| means | засоби |
| hydraulic | гідравлічний |
| pneumatic | пневматичний |
| productivity | продуктивність |
| reason | причина |
| justify | виправдати |
| benefit | перевага |
| labor saving | економія праці |

| | |
|--------------|------------------|
| precision | точність |
| displace | витіснити |
| job loss | втрата роботи |
| ultimately | зрештою |
| subjugate | підкорити |
| humankind | людство |
| privacy | конфіденційність |
| invade | вторгнутись |
| endanger | загрожувати |
| civilization | цивілізація |
| well-being | благополуччя |

2. Read the text and listen to it:

Automation

Automation is the technology by which a process is performed with minimal human assistance. Automation covers applications ranging from a household thermostat controlling a boiler, to a large industrial control system with tens of thousands of input measurements and output control signals.

Automation has been achieved by various means including mechanical, hydraulic, pneumatic, electrical, electronic devices and computers, usually in combination. Complicated systems, such as modern factories, airplanes and ships typically use all these combined techniques.

Higher output and increased productivity have been two of the biggest reasons in justifying the use of automation.

Its other benefits include labor savings, savings in material costs, and improvements to quality, and precision.

On the other hand, workers are already being displaced by automation that results in job losses.

Also there are potential risks that automation will ultimately subjugate rather than serve humankind. The risks include the possibility that workers will become slaves to automated machines, that the privacy of humans will be invaded by computer data networks, that human error in the management of technology will somehow endanger civilization, and that society's economic well-being will fully become dependent on automation.

3. Read the text and its translation and listen to it:

| Automation | Автоматизація |
|--|---|
| Automation is the technology by which a process is performed with minimal human assistance. | Автоматизація – це технологія, через яку процес виконується з мінімальною допомогою людини. |
| Automation covers applications ranging from a household thermostat controlling a boiler, | Автоматизація охоплює застосування, починаючи від побутового термостата, що управляє бойлером, |
| to a large industrial control system with tens of thousands of input measurements and output control signals. | до великої промислової системи управління з десятками тисяч вхідних вимірювань та вихідних розпорядчих сигналів. |
| Automation has been achieved by various means | Автоматизація досягалася різними засобами, |
| including mechanical, hydraulic, pneumatic, electrical, electronic devices and computers, usually in combination. | включаючи механічні, гідравлічні, пневматичні, електричні, електронні пристрої та комп'ютери, як правило, у поєднанні. |
| Complicated systems, such as modern factories, airplanes and ships typically use all these combined techniques. | Складні системи, такі як сучасні заводи, літаки та кораблі, зазвичай використовують усі ці комбіновані методи. |
| Higher output and increased productivity have been two of the biggest reasons in justifying the use of automation. | Більш високий обсяг виробництва та підвищення продуктивності праці були двома з найбільш важливих причин виправдання використання автоматики. |
| Its other benefits include labor savings, savings in material costs, and improvements to quality, and precision. | Інші її переваги включають економію праці, економію матеріальних витрат, поліпшення якості та точності. |
| On the other hand, workers are already being displaced by automation that results in job losses. | З іншого боку, працівники вже витісняються автоматизацією, яка призводить до втрати робочих місць. |

| | |
|---|--|
| Also there are potential risks that automation will ultimately subjugate rather than serve humankind. | Також існують потенційні ризики, що автоматизація в кінцевому підсумку підкорить себе, а не послужить людству. |
| The risks include the possibility that workers will become slaves to automated machines, | До ризиків можна віднести ймовірність того, що робітники стануть рабами автоматизованих машин, |
| that the privacy of humans will be invaded by computer data networks, | що у приватне життя людей вторгнуться комп'ютерні мережі передачі даних, |
| that human error in the management of technology will somehow endanger civilization, | що людська помилка в управлінні технологією певним чином загрожуватиме цивілізації, |
| and that society's economic well-being will fully become dependent on automation. | і економічне благополуччя суспільства стане цілком залежним від автоматизації. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|--------------|---|------------|
| . | cover | . | cause |
| . | achieve | . | efficiency |
| . | means | . | advantage |
| . | reason | . | methods |
| . | productivity | . | finally |
| . | benefit | . | include |
| . | ultimately | . | break |
| . | invade | . | reach |

2. Match the words to make up possible word-combinations:

| | | | |
|---|----------|---|--------------|
| . | input | . | savings |
| . | various | . | costs |
| . | labour | . | measurements |
| . | job | . | civilization |
| . | serve | . | being |
| . | material | . | humankind |
| . | endanger | . | means |
| . | well | . | losses |

3. Choose T (True) or F (False) option to each sentence:

| | | | |
|---|--|----|---|
| . | Automation requires minimal human assistance. | /F | T |
| . | Modern factories, airplanes and ships are the examples of complicated systems of automation. | /F | T |
| . | Job losses justify the use of automation. | /F | T |
| . | There is a possibility that workers will become slaves to machines. | /F | T |
| . | Civilization cannot be endangered by automation. | /F | T |

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|--|---|--|
| . | Automation has been achieved | . | and improvements to quality, and precision. |
| . | Higher output and increased productivity | . | that automation will ultimately subjugate rather than serve humankind. |

| | | | |
|---|--|---|---|
| . | Benefits of automation include labor savings, savings in material costs, | . | may fully become dependent on automation. |
| . | There are potential risks | . | by various means. |
| . | Society's economic well-being | . | justify the use of automation. |

UNIT 25. METROLOGY



Audio Block

1. Read, listen to and learn the following words:

| | |
|-------------------------|--------------------------|
| establish | встановити |
| establishment | установлення |
| unit | одиниця |
| crucial | вирішальний |
| traceability | простежуваність |
| reference standard | еталонний стандарт |
| sub-field | подобласть |
| deal with | мати справу з |
| legal | юридичний |
| requirement | вимога |
| exist | існувати |
| calibration facilities | апаратура для калібровки |
| accreditation body | сертифікаційна установа |
| implement | здійснити |
| affect | впливати |
| recognition | визнання |
| international community | міжнародна спільнота |

| | |
|---------------------|-------------------|
| consumer confidence | довіра споживачів |
| fair trade | чесна торгівля |
| agreed-upon | узгоджений |

2. Read the text and listen to it:

Metrology

Metrology is the scientific study of measurement. It establishes a common understanding of units, crucial in linking human activities. Metrology is divided into three basic overlapping activities. The first being the definition of units of measurement, second – the realisation of these units of measurement in practice, and last – traceability, which is linking measurements made in practice to the reference standards. These overlapping activities are used in varying degrees by the three basic sub-fields of Metrology. The sub-fields are Scientific or fundamental metrology, which is concerned with the establishment of units of measurement; Applied metrology deals with the application of measurement to manufacturing and other processes in society; and Legal metrology, which covers the regulation requirements for measuring instruments and the methods of measurement.

In each country, a national measurement system exists as a network of laboratories, calibration facilities and accreditation bodies which implement and maintain its metrology infrastructure.

The national measurement system affects how measurements are made in a country and their recognition by the international community, which has a wide impact on economics and consumer confidence. To facilitate fair trade, there must be an agreed-upon system of measurement.

3. Read the text and its translation and listen to it:

| Metrology | Метрологія |
|--|---|
| Metrology is the scientific study of measurement. | Метрологія – це наукове вивчення вимірювань. |
| It establishes a common understanding of units, crucial in linking human activities. | Вона встановлює загальне розуміння одиниць, що мають вирішальне значення для зв'язку людської діяльності. |
| Metrology is divided into three basic overlapping activities. | Метрологія поділяється на три основні види діяльності, що перетинаються. |

| | |
|---|--|
| The first being the definition of units of measurement, | Перша – це визначення одиниць вимірювання, |
| second – the realisation of these units of measurement in practice, | друга – реалізація цих одиниць вимірювання на практиці, |
| and last – traceability, which is linking measurements made in practice to the reference standards. | і остання – простежуваність, яка пов’язує вимірювання, проведені на практиці, з еталонними стандартами. |
| These overlapping activities are used in varying degrees by the three basic sub-fields of Metrology. | Ці види діяльності, що перетинаються в різній мірі, використовуються трьома основними подобластями метрології. |
| The sub-fields are Scientific or fundamental metrology, which is concerned with the establishment of units of measurement; | Ці подобласті – наукова або фундаментальна метрологія, яка стосується встановлення одиниць вимірювання; |
| Applied metrology deals with the application of measurement to manufacturing and other processes in society; | прикладна метрологія займається застосуванням вимірювань у виробничих та інших процесах у суспільстві; |
| and Legal metrology, which covers the regulation requirements for measuring instruments and the methods of measurement. | та юридична метрологія, яка охоплює нормативні вимоги до вимірювальних приладів та методів вимірювання. |
| In each country, a national measurement system exists as a network of laboratories, calibration facilities and accreditation bodies | У кожній країні існує національна система вимірювань як мережа лабораторій, апаратури для калібровки та сертифікаційних установ, |
| which implement and maintain its metrology infrastructure. | які впроваджують та підтримують її метрологічну інфраструктуру. |
| The national measurement system affects how measurements are made in a country and their | Національна система вимірювань впливає на те, як здійснюються вимірювання в |

| | |
|---|---|
| recognition by the international community, | країні та їх визнання міжнародною спільнотою, |
| which has a wide impact on economics and consumer confidence. | що має широкий вплив на економіку та довіру споживачів. |
| To facilitate fair trade, there must be an agreed-upon system of measurement. | Для сприяння чесній торгівлі повинна бути узгоджена система вимірювань. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|-------------|---|--------------|
| . | establish | . | one |
| . | crucial | . | connect |
| . | link | . | law |
| . | unit | . | coordinated |
| . | deal | . | set up |
| . | legal | . | equipment |
| . | facilities | . | be concerned |
| . | agreed-upon | . | critical |

2. Match the words to make up possible word-combinations:

| | | | |
|---|---------------|---|------------|
| . | overlapping | . | field |
| . | reference | . | community |
| . | sub | . | upon |
| . | fair | . | body |
| . | international | . | activities |

| | | | |
|---|---------------|---|----------|
| . | | . | |
| | accreditation | | with |
| . | | . | |
| | deal | | trade |
| . | | . | |
| | agreed | | standard |
| . | | . | |

3. Choose the correct answer to the questions:

1. What does Metrology establish?

- a) common understanding of units
- b) links in human activities

2. How many activities is Metrology divided into?

- a) 2
- b) 3

3. What is traceability?

- a) the realisation of units of measurement in practice
- b) linking measurements made in practice to the reference standards

4. What does Legal metrology deal with?

- a) regulation requirements for measuring instruments
- b) the establishment of units of measurement

5. What does not a national measurement system include?

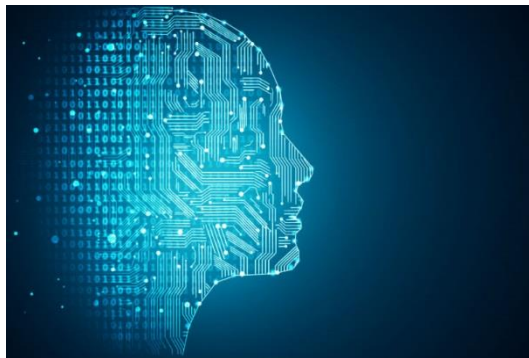
- a) a network of laboratories,
- b) a network of libraries

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|---|---|--|
| . | Metrology establishes a common understanding of units, | . | the establishment of units of measurement. |
| . | The three overlapping activities of Metrology are used in varying degrees | . | to manufacturing and other processes in society. |
| | Scientific or | | by the three basic sub- |

| | | | |
|---|---|---|---|
| . | fundamental metrology is concerned with | . | fields of Metrology. |
| . | Applied metrology deals with the application of measurement | . | crucial in linking human activities. |
| . | Legal metrology covers the regulation requirements | . | to facilitate fair trade. |
| . | There must be an agreed-upon system of measurement | . | for measuring instruments and the methods of measurement. |

UNIT 26. INFORMATION TECHNOLOGY



Audio Block

1. Read, listen to and learn the following words:

| | |
|---------------|--------------------------|
| retrieve | отримати |
| manipulate | обробляти |
| sense | значення |
| appear | з'являтися |
| encompass | охоплювати |
| hardware | комп'ютерне обладнання |
| software | програмне забезпечення |
| semiconductor | напівпровідник |
| e-commerce | електронна комерція |
| as follows | наступний |
| actuator | приводний пристрій |
| connectivity | підключення до інтернету |
| enable | робити можливим |

| | |
|-------------------|-------------------|
| exchange | обмінювати |
| solidify | затвердіти |
| three-dimensional | тривимірний |
| grain | гранула |
| fuse | з'єднуватися |
| feedback | зворотний зв'язок |
| emphasize | робити акцент |

2. Read the text and listen to it:

Information technology

Information technology (IT) is the use of computers to store, retrieve, transmit, and manipulate data or information. Humans have been storing, retrieving, manipulating, and communicating information since the development of writing in about 3000 BC, but the term *information technology* in its modern sense first appeared in 1958. The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information technologies such as television and telephones. Information technology includes computer hardware, software, electronics, semiconductors, internet, telecom equipment, and e-commerce.

Some of the main trends of IT are as follows.

The Internet of Things is the network of physical devices, vehicles, home appliances and other items embedded with electronics, software, sensors, actuators, and connectivity which enables these objects to connect and exchange data.

3D printing refers to processes in which material is joined or solidified under computer control to create a three-dimensional object, with material being added together (such as liquid molecules or powder grains being fused together).

Robotics deals with the design, construction, operation, and use of robots, as well as computer systems for their control, sensory feedback, and information processing.

Artificial intelligence (AI) is an area of computer science that emphasizes the creation of intelligent machines that work and react like humans.

3. Read the text and its translation and listen to it:

| | |
|-------------------------------|--------------------------------|
| Information technology | Інформаційні технології |
|-------------------------------|--------------------------------|

| | |
|--|--|
| Information technology (IT) is the use of computers to store, retrieve, transmit, and manipulate data or information. | Інформаційні технології (IT) – це використання комп'ютерів для зберігання, отримання, передачі та обробки даних чи інформації. |
| Humans have been storing, retrieving, manipulating, and communicating information since the development of writing in about 3000 BC, | Люди зберігали, отримували, обробляли та передавали інформацію з моменту розвитку писемності приблизно в 3000 р. до н. е., |
| but the term <i>information technology</i> in its modern sense first appeared in 1958. | але термін «інформаційні технології» в сучасному значенні вперше з'явився в 1958 році. |
| The term is commonly used as a synonym for computers and computer networks, | Термін зазвичай використовується як синонім для комп'ютерів та комп'ютерних мереж, |
| but it also encompasses other information technologies such as television and telephones. | але він охоплює й інші інформаційні технології, такі як телебачення та телефони. |
| Information technology includes computer hardware, software, | Інформаційні технології включають комп'ютерне обладнання, програмне забезпечення, |
| electronics, semiconductors, internet, telecom equipment, and e-commerce. | електроніку, напівпровідники, Інтернет, телекомунікаційне обладнання та електронну комерцію. |
| Some of the main trends of IT are as follows. | Деякі основні тенденції IT є такі. |
| The Internet of Things is the network of physical devices, vehicles, home appliances and other items | Інтернет речей – це мережа фізичних пристроїв, транспортних засобів, побутової техніки та інших предметів, |
| embedded with electronics, software, sensors, actuators, and connectivity | із вбудованою електронікою, програмним забезпеченням, датчиками, приводними пристроями та |

| | |
|--|--|
| | з'єднанням з інтернетом, |
| which enables these objects to connect and exchange data. | що дозволяє цим об'єктам підключатись та обмінюватися даними. |
| 3D printing refers to processes in which material is joined or solidified under computer control to create a three-dimensional object, | 3D-друк стосується процесів, в яких матеріал з'єднується або твердіє під комп'ютерним керуванням для створення тривимірного об'єкта, |
| with material being added together (such as liquid molecules or powder grains being fused together). | при цьому матеріал додається один до одного (наприклад, молекули рідини або гранули порошку, що зливаються разом). |
| Robotics deals with the design, construction, operation, and use of robots, | Роботика займається розробкою, побудовою, експлуатацією та використанням роботів, |
| as well as computer systems for their control, sensory feedback, and information processing. | а також комп'ютерними системами для їх управління, сенсорного зворотного зв'язку та обробки інформації. |
| Artificial intelligence (AI) is an area of computer science that emphasizes the creation of intelligent machines | Штучний інтелект – це область інформатики, яка робить акцент на створенні розумних машин, |
| that work and react like humans. | які працюють і реагують як люди. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|------------|---|---------|
| . | retrieve | . | emerge |
| . | manipulate | . | meaning |
| . | appear | . | join |
| . | sense | . | receive |

| | | | |
|---|-----------|---|---------------|
| . | | . | |
| . | solidify | . | pay attention |
| . | fuse | . | crystal |
| . | grain | . | process |
| . | emphasize | . | harden |

2. Match the words to make up possible word-combinations:

| | | | |
|---|-------------|---|-------------|
| . | manipulate | . | conductor |
| . | information | . | equipment |
| . | hard | . | technology |
| . | semi | . | dimensional |
| . | telecom | . | data |
| . | as | . | back |
| . | feed | . | ware |
| . | three | . | follows |

3. Choose the correct option to complete the sentences:

1. The term information technology first appeared in

- a) 3000 BC
- b) 1958

2. The term information technology is ... used as a synonym for computers and computer networks.

- a) commonly
- b) seldom

3. Embedded electronics enables objects to connect and ... data.

a) exchange

b) keep

4. 3D printing refers to processes in which material is ... under computer control.

a) separated

b) joined

5. Artificial intelligence is an area of computer science that emphasizes the creation of

a) intelligent machines

b) robots

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|---|---|---|
| . | Humans have been storing, retrieving, manipulating, and communicating information | . | embedded with electronics. |
| . | The term information technology | . | work and react like humans. |
| . | The Internet of Things is the network of physical devices | . | but also with computer systems for their control. |
| . | Robotics deals not only with the design of robots | . | since the development of writing. |
| . | Machines with artificial intelligence | . | encompasses such technologies as television and telephones. |

UNIT 27. ECOLOGY



Audio Block

1. Read, listen to and learn the following words:

| | |
|----------------------|-------------------------------|
| interaction | взаємодія |
| biodiversity | біорізноманіття |
| competition | конкуренція |
| species | види |
| conservation biology | збереження біорізноманіття |
| wetland | водно-болотні угіддя |
| treat | трактувати |
| separate | окремий |
| in turn | у свою чергу |
| moderate | регламентувати |
| sustain | підтримувати |
| life-supporting | життєзабезпечення |
| soil | ґрунт |
| erosion | ерозія |
| flood | повінь |
| protection | захист |
| feature | особливість |
| value | значення |
| coin | створювати |
| rigorous | точний |
| cornerstone | основа |

2. Read the text and listen to it:

Ecology

Ecology is a branch of biology concerning interactions among organisms and their biophysical environment. Topics of ecology include the biodiversity, distribution, biomass, and populations of organisms, as well as cooperation and competition within and between species.

Ecology has practical applications in conservation biology, wetland management, natural resource management, city planning, community health. It is not treated as separate from humans. Organisms (including humans) and resources compose ecosystems which, in turn, maintain biophysical feedback mechanisms that moderate processes in living and non-living components of the planet. Ecosystems sustain life-supporting functions and produce natural capital like biomass production (food, fuel, fiber, and medicine), the regulation of climate, global biogeochemical

cycles, water filtration, soil formation, erosion control, flood protection, and many other natural features of scientific, historical, economic value.

The word "ecology" was coined in 1866 in Germany. Ancient Greek philosophers such as Hippocrates and Aristotle laid the foundations of ecology in their studies on natural history. Modern ecology became a much more rigorous science in the late 19th century. Evolutionary concepts relating to adaptation and natural selection became the cornerstones of modern ecological theory.

3. Read the text and its translation and listen to it:

| Ecology | Екологія |
|---|---|
| Ecology is a branch of biology concerning interactions among organisms and their biophysical environment. | Екологія – це галузь біології, що стосується взаємодії організмів та їх біофізичного середовища. |
| Topics of ecology include the biodiversity, distribution, biomass, and populations of organisms, | Екологічні теми включають біорізноманіття, розповсюдження, біомасу та популяції організмів, |
| as well as cooperation and competition within and between species. | а також співпрацю та конкуренцію всередині та між видами. |
| Ecology has practical applications in conservation biology, | Екологія має практичне застосування в галузі збереження біорізноманіття, |
| wetland management, natural resource management, city planning, community health. | управління водно-болотними угіддями, управління природними ресурсами, містобудування, охорони здоров'я громади. |
| It is not treated as separate from humans. | Вона не трактується окремо від людини. |
| Organisms (including humans) and resources compose ecosystems | Організми (включаючи людину) та ресурси складають екосистеми, |
| which, in turn, maintain biophysical feedback mechanisms | які, у свою чергу, підтримують біофізичні механізми зворотного зв'язку, |

| | |
|---|---|
| that moderate processes in living and non-living components of the planet. | що регламентують процеси в живих та неживих компонентах планети. |
| Ecosystems sustain life-supporting functions | Екосистеми підтримують життєзабезпечуючі функції |
| and produce natural capital like biomass production (food, fuel, fiber, and medicine), | та виробляють природний капітал, такий як виробництво біомаси (їжа, паливо, волокна та ліки), |
| the regulation of climate, global biogeochemical cycles, water filtration, soil formation, erosion control, flood protection, | регулювання клімату, глобальні біогеохімічні цикли, фільтрація води, ґрунтоутворення, контроль ерозії, захист від повеней |
| and many other natural features of scientific, historical, economic value. | та багато інших природних особливостей, які мають наукову, історичну, економічну цінність. |
| The word "ecology" was coined in 1866 in Germany. | Слово "екологія" було придумано в 1866 році в Німеччині. |
| Ancient Greek philosophers such as Hippocrates and Aristotle laid the foundations of ecology in their studies on natural history. | Давньогрецькі філософи, такі як Гіппократ і Аристотель, заклали основи екології у своїх дослідженнях з природознавства. |
| Modern ecology became a much more rigorous science in the late 19th century. | Сучасна екологія стала набагато точнішою наукою наприкінці 19 століття. |
| Evolutionary concepts relating to adaptation and natural selection became the cornerstones of modern ecological theory. | Еволюційні концепції, що стосуються адаптації та природного відбору, стали основою сучасної екологічної теорії. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|-------------|---|----------|
| . | interaction | . | regulate |
| . | species | . | support |

| | | | |
|---|-------------|---|----------------|
| . | | . | |
| . | diversity | . | foundation |
| . | moderate | . | cooperation |
| . | sustain | . | create |
| . | feature | . | variety |
| . | coin | . | type |
| . | cornerstone | . | characteristic |

2. Match the words to make up possible word-combinations:

| | | | |
|---|--------------|---|------------|
| . | in | . | diversity |
| . | life | . | formation |
| . | bio | . | stone |
| . | soil | . | supporting |
| . | corner | . | biology |
| . | wet | . | turn |
| . | conservation | . | selection |
| . | natural | . | land |

3. Choose T (True) or F (False) option to each sentence:

| | | |
|---|---|---------|
| . | Ecology concerns interactions among organisms and their social environment. | T /F |
| . | Ecology is treated separate from humans. | T |

| | | |
|---|---|---------|
| . | | /F |
| . | Ecosystems are composed of organisms (including humans) and resources. | T /F |
| . | Modern ecology became a much more rigorous science at the present century. | T /F |
| . | Evolutionary concepts relating to adaptation and natural selection became the cornerstones of modern ecological theory. | T /F |

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|--|---|---|
| . | Ecology has practical applications | . | moderate processes in living and non-living components of the planet. |
| . | Cooperation and competition within and between species | . | laid the foundations of ecology in their studies on natural history. |
| . | Biophysical feedback mechanisms | . | in conservation biology, wetland management, city planning, etc. |
| . | Modern ecological theory is based on | . | evolutionary concepts relating to adaptation and natural selection |
| . | Ancient Greek philosophers | . | are included in the topics of ecology. |

UNIT 28. ROAD CONSTRUCTION



Audio Block

1. Read, listen to and learn the following words:

| | |
|-------------------|-------------------|
| asphalt | асфальт |
| concrete | бетон |
| setting out | розбивка ліній |
| earthworks | земляні роботи |
| paving | мощення |
| profile board | профільна дошка |
| fixed height | фіксована висота |
| traveller | трівелер |
| excavate | розкопувати |
| sight-line | поле зору |
| removal | видалення |
| vegetation | рослинність |
| scraping | скреперні роботи |
| grading | планіровка |
| shovel | лопата |
| subgrade | земляне полотно |
| drainage | дренаж |
| install | встановити |
| flexible | гнучкий |
| rigid | жорсткий |
| pros and cons | плюси і мінуси |
| flexural strength | міцність на вигин |
| contract | стискатися |

2. Read the text and listen to it:

Road construction

Modern roads are mostly constructed using asphalt and/or concrete.

Very broadly, the construction of roads can be described by three processes: setting out, earthworks, paving construction.

A commonly used setting out procedure is the profile board method. A profile board with a fixed height, called the traveller, is used for controlling the excavated levels between these profile boards. By placing the traveller in the sight-line between two level boards, it can be seen whether or not the excavation has been carried out to correct levels.

Earthwork is one of the major works in road construction. It involves the removal of topsoil, along with any vegetation, before scraping and grading the area to the finished formation level. This is usually done using

a tractor shovel, grader or bulldozer. Below the formation level, the soil is known as the 'subgrade'.

Once the subgrade has been prepared and drainage installed, the paving construction can begin. Paving can be either flexible or rigid. There are pros and cons to each type, with one being selected over the other depending on the specific needs of a project.

Rigid pavements tend to have lower maintenance costs, a longer design life and higher flexural strength; but flexible pavements tend to have lower construction costs and have a higher ability to expand and contract with temperature.

3. Read the text and its translation and listen to it:

| Road construction | Дорожнє будівництво |
|--|---|
| Modern roads are mostly constructed using asphalt and/or concrete. | Сучасні дороги здебільшого будуються з використанням асфальту та / або бетону. |
| Very broadly, the construction of roads can be described by three processes: setting out, earthworks, paving construction. | В широкому сенсі, будівництво доріг можна описати трьома процесами: розбивка ліній, земляні роботи, будівництво покриття. |
| A commonly used setting out procedure is the profile board method. | Найпоширенішою процедурою розбивки ліній є метод профільної дошки. |
| A profile board with a fixed height, called the traveller, | Профільна дошка з фіксованою висотою, яка називається тревелер, |
| is used for controlling the excavated levels between these profile boards. | використовується для контролю розкопаних рівнів між цими профільними дошками. |
| By placing the traveller in the sight-line between two level boards, | Помістивши тревелер у поле зору між двома рівневими дошками, |
| it can be seen whether or not the excavation has been carried out to correct levels. | можна зрозуміти, чи були проведені екскаваційні роботи до правильного рівня. |

| | |
|--|--|
| Earthwork is one of the major works in road construction. | Земляні роботи – одні з основних у будівництві доріг. |
| It involves the removal of topsoil, along with any vegetation, | Вони передбачають видалення верхнього ґрунту, разом з будь-якою рослинністю, |
| before scraping and grading the area to the finished formation level. | перед скрепуванням та плануванням території до кінцевого рівня конструкції. |
| This is usually done using a tractor shovel, grader or bulldozer. | Зазвичай це робиться за допомогою тракторної лопати, грейдера або бульдозера. |
| Below the formation level, the soil is known as the ‘subgrade’. | Нижче рівня конструкції ґрунт відомий як «земляне полотно». |
| Once the subgrade has been prepared and drainage installed, the paving construction can begin. | Після того, як земляне полотно підготовлено та дренаж встановлено, може розпочатися будівництво покриття. |
| Paving can be either flexible or rigid. | Покриття може бути або гнучким, або жорстким. |
| There are pros and cons to each type, with one being selected over the other depending on the specific needs of a project. | У кожного типу є плюси і мінуси, причому один вибирається залежно від конкретних потреб проекту. |
| Rigid pavements tend to have lower maintenance costs, a longer design life and higher flexural strength; | Жорсткі покриття, як правило, вимагають менші витрати на обслуговування, мають більш тривалий термін експлуатації та більш високу міцність на вигин; |
| but flexible pavements tend to have lower construction costs | але гнучкі покриття, як правило, потребують менші витрати на будівництво |
| and have a higher ability to expand and contract with temperature. | та мають більшу здатність до розширення та стискання залежно від температури. |

Test Block

1. Match the words with opposite meaning:

| | | | |
|---|----------|---|-----------|
| . | excavate | . | dismantle |
| . | fixed | . | contract |
| . | install | . | cons |
| . | rigid | . | fill |
| . | pros | . | general |
| . | expand | . | free |
| . | specific | . | flexible |

2. Match the words to make up possible word-combinations:

| | | | |
|---|-------------|---|--------------|
| . | road | . | grade |
| . | earth | . | line |
| . | setting | . | construction |
| . | top | . | soil |
| . | sub | . | out |
| . | sight | . | height |
| . | fixed | . | costs |
| . | maintenance | . | work |

3. Choose T (True) or F (False) option to each sentence:

| | | |
|---|---|---------|
| . | Modern roads are mostly constructed using asphalt concrete. | T /F |
|---|---|---------|

| | | | |
|---|---|----|---|
| . | A commonly used setting out procedure is the profile board method. | /F | T |
| . | Paving involves the removal of topsoil, along with any vegetation. | /F | T |
| . | Scraping and grading are usually done using a tractor shovel, grader or bulldozer. | /F | T |
| . | The paving construction can begin before the subgrade has been prepared and drainage installed, | /F | T |

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|---|---|---|
| . | A profile board with a fixed height | . | before scraping and grading the area to the finished formation level. |
| . | Earthwork involves the removal of topsoil, along with any vegetation, | . | is the profile board method. |
| . | By placing the traveller in the sight-line between two level boards, | . | is used for controlling the excavated levels between these profile boards. |
| . | A commonly used setting out procedure | . | lower maintenance costs, a longer design life and higher flexural strength. |
| . | Rigid pavements tend to have | . | it can be seen whether or not the excavation has been carried out to correct levels |

UNIT 29. ROAD CONSTRUCTION MATERIALS



Audio Block

1. Read, listen to and learn the following words:

| | |
|------------------------|---------------------------------|
| surface | поверхня |
| pavement | дорожнє покриття |
| durable | довговічний |
| lay down | класти |
| intended | призначений |
| vehicular | автомобільний |
| mixture | суміш |
| metalled road | щебеневе покриття макадам |
| unmetalled road | грунтова автомобільна дорога |
| load | навантаження |
| gravel road | грунтова дорога |
| frequently | часто |
| guide | направляти |
| viscous | в'язкий |
| bitumen binder | асфальтове в'язуче |
| fatigue | втома |
| failure | несправність |
| subgrade | земляне полотно дороги |
| coarse aggregate | крупний заповнювач |
| distressed | зношений |
| rehabilitate | відновлювати |
| grind (ground, ground) | перемелювати |
| milling | подрібнення |
| incorporate | включати до складу |
| recycle | переробляти |

2. Read the text and listen to it:

Road construction materials

A road surface, or pavement, is the durable surface material laid down on an area intended to sustain vehicular or foot traffic. Asphalt mixtures have been used in pavement construction since the beginning of the 20th century and are of two types: metalled roads and unmetalled roads. Metalled roadways are made to sustain vehicular load. Unmetalled roads, also known as gravel roads, are rough and can sustain less weight. Road surfaces are frequently marked to guide traffic.

Asphalt (or asphalt concrete), is sometimes called flexible pavement due to the nature in which it distributes loads. The viscous nature of the bitumen binder allows asphalt concrete to sustain significant plastic deformation, although fatigue from repeated loading over time is the most common failure mechanism. Most asphalt surfaces are laid on a gravel base, although some asphalt surfaces are laid directly on the native subgrade.

Concrete surfaces (or Portland cement concrete) are created using a concrete mix of Portland cement, coarse aggregate, sand, and water.

Distressed road materials can be reused when rehabilitating a roadway. The existing pavement is ground or broken up into small pieces, through a process called milling. It can then be transported to an asphalt plant and incorporated into new pavement, or recycled in place to form the base for new pavement.

3. Read the text and its translation and listen to it:

| Road construction materials | Дорожньо-будівельні матеріали |
|--|---|
| A road surface, or pavement, is the durable surface material laid down on an area | Поверхня дороги або покриття – це довговічний поверхневий матеріал, покладений на ділянку, |
| intended to sustain vehicular or foot traffic. | призначену для підтримання автомобільного або пішохідного руху. |
| Asphalt mixtures have been used in pavement construction since the beginning of the 20th century | Асфальтобетонні суміші використовуються в будівництві дорожнього покриття з початку ХХ століття |
| and are of two types: metalled roads and unmetalled roads. | і бувають двох типів: щебенеve покриття макадам і ґрунтова автомобільна дорога. |
| Metalled roadways are made to sustain vehicular load. | Дороги з щебеним покриттям макадам створені для витримки автомобільного навантаження. |
| Unmetalled roads, also known as gravel roads, are rough | Ґрунтові автомобільні дороги, також відомі як гравійні |

| | |
|--|--|
| and can sustain less weight. | дороги, нерівні і здатні витримати меншу вагу. |
| Road surfaces are frequently marked to guide traffic. | Дорожні поверхні часто позначаються для регуляції руху. |
| Asphalt (or asphalt concrete), is sometimes called flexible pavement | Асфальт (або асфальтобетон) іноді називають гнучкою поверхнею |
| due to the nature in which it distributes loads. | через характер, в якому вона розподіляє навантаження. |
| The viscous nature of the bitumen binder allows asphalt concrete to sustain significant plastic deformation, | В'язка природа бітумного в'язучого дозволяє асфальтобетону витримати значну пластичну деформацію, |
| although fatigue from repeated loading over time is the most common failure mechanism. | хоча втома від багаторазового навантаження з часом є найпоширенішим механізмом несправностей. |
| Most asphalt surfaces are laid on a gravel base, | Більшість асфальтових поверхонь укладається на гравійну основу, |
| although some asphalt surfaces are laid directly on the native subgrade. | хоча деякі асфальтові поверхні укладаються безпосередньо на рідне земляне полотно дороги. |
| Concrete surfaces (or Portland cement concrete) are created using a concrete mix of Portland cement, | Бетонні поверхні (або портландцементний бетон) створюються за допомогою бетонної суміші портландцементу, |
| coarse aggregate, sand, and water. | крупного заповнювача, піску та води. |
| Distressed road materials can be reused when rehabilitating a roadway. | Зношені дорожні матеріали можуть бути повторно використані при відновленні проїжджої частини. |
| The existing pavement is ground or broken up into small pieces, | Існуюче покриття перемелюється або розбивається на невеликі шматочки |

| | |
|--|---|
| through a process called milling. | за допомогою процесу, який називається подрібненням. |
| It can then be transported to an asphalt plant and incorporated into new pavement, | Потім його можна транспортувати на асфальтобетонний завод і включити до складу нового покриття, |
| or recycled in place to form the base for new pavement. | або переробити на місці, щоб сформувати основу для нового покриття. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|--------------|---|-----------|
| . | pavement | . | direct |
| . | load | . | restore |
| . | frequently | . | include |
| . | guide | . | cover |
| . | fatigue | . | worn down |
| . | rehabilitate | . | weight |
| . | distressed | . | tiredness |
| . | incorporate | . | often |

2. Match the words to make up possible word-combinations:

| | | | |
|---|----------|---|-----------|
| . | road | . | binder |
| . | metalled | . | aggregate |
| . | guide | . | cement |

| | | | |
|---|----------|---|----------|
| . | bitumen | . | subgrade |
| . | coarse | . | road |
| . | Portland | . | load |
| . | native | . | surface |
| . | sustain | . | traffic |

3. Choose T (True) or F (False) option to each sentence:

| | | | |
|---|--|----|---|
| . | Asphalt mixtures have been used in pavement construction since the beginning of the 19th century. | /F | T |
| . | Unmetalled roads can sustain big vehicular load. | /F | T |
| . | The viscous nature of the bitumen binder allows asphalt concrete to sustain significant plastic deformation. | /F | T |
| . | Most asphalt surfaces are laid on the native subgrade. | /F | T |
| . | Distressed road materials can be reused when rehabilitating a roadway. | /F | T |

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|--|---|---|
| . | Pavement is the durable surface material laid down on an area intended | . | to form the base for new pavement. |
| . | Metalled roadways are made | . | to sustain significant plastic deformation. |
| . | Road surfaces are frequently marked | . | to sustain vehicular or foot traffic. |
| . | The viscous nature of the bitumen binder allows asphalt concrete | . | to sustain vehicular load. |
| . | Distressed road | . | to guide traffic. |

| | | | |
|---|------------------------------------|---|--|
| . | materials can be recycled in place | . | |
|---|------------------------------------|---|--|

UNIT 30. ECONOMY



Audio Block

1. Read, listen to and learn the following words:

| | |
|--------------------|--|
| distribution | розподіл |
| consumption | споживання |
| goods and services | товари та послуги |
| agent | діючий суб'єкт |
| business | підприємство |
| transaction | угода |
| party | сторона угоди |
| commonly | звичайно |
| express | висловити |
| currency | валюта |
| spur | підстібувати |
| diversification | диверсифікація |
| niche market | нішевий (вузькоспеціалізований) ринок |
| notably | особливо |
| demand and supply | попит і пропозиція |
| participant | учасник |
| low-carbon | низьковуглецевий |
| inclusive | інклюзивний, враховуючий індивідуальні особливості |
| gig | тимчасова робота |
| short-term | короткостроковий |

| | |
|--------|----------|
| assign | доручати |
| via | через |

2. Read the text and listen to it:

Economy

An economy is an area of the production, distribution and trade, as well as consumption of goods and services by different agents.

Economic agents can be individuals, businesses, organizations, or governments. Economic transactions occur when two groups or parties agree to the value or price of the good or service, commonly expressed in a certain currency.

Economic activity is spurred by production which uses natural resources, labor and capital. It has changed over time due to technology (e.g. automation), innovation (new products, expanding markets, diversification of markets, niche markets), changes in industrial relations (most notably child labor being replaced in some parts of the world with universal access to education).

A market-based economy is one where goods and services are produced and exchanged according to demand and supply between participants. A command-based economy is one where political agents directly control what is produced and how it is sold and distributed. A green economy is low-carbon, resource efficient and socially inclusive. A gig economy is one in which short-term jobs are assigned or chosen via online platforms. New economy is a term referred to the whole emerging ecosystem where new standards and practices were introduced, usually as a result of technological innovations.

3. Read the text and its translation and listen to it:

| Economy | Економіка |
|--|--|
| An economy is an area of the production, distribution and trade, | Економіка – це сфера виробництва, розподілу та торгівлі, |
| as well as consumption of goods and services by different agents. | а також споживання товарів і послуг різними діючими суб'єктами. |
| Economic agents can be individuals, businesses, organizations, or governments. | Діючими суб'єктами економіки можуть бути особи, підприємства, організації чи |

| | |
|--|--|
| | уряди. |
| Economic transactions occur when two groups or parties agree to the value or price of the good or service, | Економічні операції відбуваються, коли дві групи або сторони погоджуються на вартість або ціну товару або послуги, |
| commonly expressed in a certain currency. | що зазвичай виражається у певній валюті. |
| Economic activity is spurred by production which uses natural resources, labor and capital. | Економічну активність підстимує виробництво, яке використовує природні ресурси, робочу силу та капітал. |
| It has changed over time due to technology (e.g. automation), | Воно з часом змінилося завдяки технологіям (наприклад, автоматизації), |
| innovation (new products, expanding markets, diversification of markets, niche markets), | інноваціям (нові продукти, розширення ринків, диверсифікація ринків, нішеві ринки), |
| changes in industrial relations (most notably child labor being replaced in some parts of the world with universal access to education). | змінам у виробничих відносинах (особливо це стосується заміни дитячої праці в деяких частинах світу універсальним доступом до освіти). |
| A market-based economy is one where goods and services are produced and exchanged according to demand and supply between participants. | Ринкова економіка – це така, де товари та послуги виробляються та обмінюються відповідно до попиту та пропозиції між учасниками. |
| A command-based economy is one where political agents directly control | Командна економіка – це економіка, де політичні суб'єкти безпосередньо контролюють те, |
| what is produced and how it is sold and distributed. | що виробляється, та те, як це продається та розподіляється. |
| A green economy is low-carbon, resource efficient and socially inclusive. | Зелена економіка є низьковуглецевою, ресурсно ефективною та соціально |

| | |
|--|---|
| | інклюзивною. |
| A gig economy is one in which short-term jobs are assigned or chosen via online platforms. | Економіка тимчасової роботи – це така, коли короткострокові роботи доручаються або обираються через онлайн-платформи. |
| New economy is a term referred to the whole emerging ecosystem | Нова економіка – це термін, що відноситься до всієї екосистеми, що розвивається, |
| where new standards and practices were introduced, usually as a result of technological innovations. | де були запроваджені нові стандарти та практики, як правило, в результаті технологічних інновацій. |

Test Block

1. Match the words with close meaning:

| | | | |
|---|-------------|---|-----------|
| . | consumption | . | company |
| . | agent | . | usually |
| . | business | . | global |
| . | occur | . | subject |
| . | spur | . | through |
| . | universal | . | happen |
| . | via | . | use |
| . | commonly | . | stimulate |

2. Match the words with their definitions:

| | | | |
|---|--------------|---|--------------------------------------|
| . | distribution | . | a job usually for a specified time |
| . | transaction | . | a person who takes part in something |

| | | | |
|---|-------------|---|---|
| . | currency | . | consumer wish to pay a price for a good or service |
| . | demand | . | give someone a piece of work to do |
| . | supply | . | lasting a relatively brief time |
| . | participant | . | an agreement between a buyer and seller to exchange a good or service |
| . | gig | . | wish and ability of producers to create goods and services to take them to market |
| . | short-term | . | a system of money in general use in a particular country |
| . | assign | . | the way in which something is shared among the group |

3. Choose T (True) or F (False) option to each sentence:

| | | | |
|---|--|----|---|
| . | Goods and services are commonly expressed in a certain currency. | /F | T |
| . | Economic activity has changed over time due to geographic reasons. | /F | T |
| . | Changes in industrial relations include child labor being replaced with universal access to education. | /F | T |
| . | A market-based economy is one where political agents directly control production and distribution. | /F | T |
| . | A command-based economy is socially inclusive. | /F | T |

4. Match the sentences halves 1 – 5 with a – e:

| | | | |
|---|------------------------|---|--|
| . | Economic agents can be | . | by production which uses natural resources, labor and capital. |
|---|------------------------|---|--|

| | | | |
|---|--------------------------------|---|--|
| . | Economic transactions occur | . | resource efficient and socially inclusive. |
| . | Economic activity is spurred | . | short-term jobs are assigned or chosen via online platforms. |
| . | A green economy is low-carbon, | . | when two parties agree to the price of the good or service. |
| . | A gig economy is one in which | . | individuals, businesses, organizations, or governments. |

PART 2 SPEAKING

UNIT 1. GREETING AND INTRODUCTION



1. Read, listen to and learn the following words:

| | |
|-----------------------|--|
| introduce | представляти |
| meet | зустрічати, знайомитися |
| nice | приємно, приємний |
| things | (тут) справи |
| pleased | задоволений |
| first name | ім'я |
| guest | гість |
| catch | (тут) почути |
| colleague | колега |
| honour | честь |
| work for | працювати в (організації) на (когось) |
| come from | бути звідкись |
| enjoy | насолюджуватися |
| flight | політ |
| let | дозволити |
| by the way | до речі |
| Same here! (You too!) | І я! Я також! І вам! І вас! (повторення та повертання фрази тому, хто каже її перший) |
| speaker | той, хто виступає (говорить) |
| like | подібно, як |

2. Listen to the dialogues:

Dialogue 1

- Hello! Glad to meet you!
- Hi! Pleased to meet you too!
- My name is Mike. Let me introduce my partner to you. His name is Tom.
- And my name is Carol. It's very nice to meet you here!
- Hello, Michal, remember me? I'm Jane. This is my friend Andy, we work together.
- Hello! Nice to see you! Pleased to meet you, Andy!
- Me too! Can I call you by your first name?
- Sure!

Dialogue 2

- Hi, Nick! How are things with you! Did you enjoy the flight here?
- Fine, thanks. And you? It's great to meet you, by the way!
- I'm fine. You too!

Dialogue 3

- Hello! You must be Professor Black from London!
- Hello! Yes, I am. And you?
- I'm your colleague from Kyiv, Professor Krasen.
- Sorry, I didn't catch your name.
- It's Krasen.
- It's an honour to meet you, Professor!
- Same here!

Dialogue 4

- Hello, Linda! Can you introduce me to your guest?
- Of course, Mary! Please, meet Professor Nieman, he comes from Germany.
- Oh, nice to meet you, Professor.
- Same here, Mary. And you are from ...?
- Like Linda, I'm from Brasil.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian):

| | |
|-------------------------------------|---|
| Hello, glad to meet you! | Привіт, приємно познайомитись. |
| Hi, pleased to meet you, too. | Привіт, мені теж приємно познайомитись. |
| Let me introduce my partner to you. | Дозвольте мені представити Вам мого партнера. |

| | |
|---|---|
| And my name is Carol. | Мене звуть Керол. |
| It's very nice to meet you here. | Дуже приємно зустріти Вас тут. |
| Hello, Michael. Remember me? | Привіт, Майкл! Пам'ятаєте мене? |
| This is my friend. We work together. | Це мій друг. Ми працюємо разом. |
| Nice to see you. | Приємно Вас бачити. |
| Me too! | Мені також! |
| Can I call you by your first name? | Я можу називати тебе за ім'ям? |
| Sure! | Так, звичайно! |
| Hello! How are things with you? | Привіт! Як справи! |
| Did you enjoy the flight here? | Тобі сподобався переліт? |
| Fine, thanks. And you? | Я в порядку, дякую. А ви? |
| It's great to meet you, by the way. | Чудово зустріти Вас, між іншим. |
| You too. | І вас. |
| You must be Professor from London! | Ви, мабуть, професор із Лондона? |
| Yes, I am. And you? | Так. А ви? |
| I'm your colleague from Kyiv, Professor Krasen. | Я ваш колега з Києва, професор Красень. |
| Sorry, I didn't catch your name. | Вибачте, я не почув Вашого імені. |
| It's an honour to meet your, Professor. | Для мене честь познайомитися з вами, професор. |
| Same here! | І з вами! |
| Can you introduce me to your guest? | Можете представити мене своєму гостю? |
| Please, meet Professor Nieman, he comes from Germany. | Будь ласка, познайомтесь із професором Німаном, він з Германії. |
| Nice to meet you, Professor. | Приємно познайомитися, професор. |
| Same here, Mary. And you are from...? | Мені також, Мері. А ви з? |
| Like Linda, I'm from Brazil. | Я з Бразилії, як і Лінда. |

Test block

1. Match the words with their definitions:

| | | | |
|----|---------------|----|--|
| 1. | come from | a. | a person who is speaking |
| 2. | work together | b. | a name that close people call each other |
| 3. | introduce | c. | hear |
| 4. | meet | d. | be a resident or citizen of some country |
| 5. | first name | e. | to present a person |
| 6. | catch | f. | to work at the same organization |
| 7. | speaker | g. | to see for the first time |

2. Match the phrases with their translation:

| | | | |
|----|---|----|--------------------------------------|
| 1. | Nice to meet you! | a. | Як справи? |
| 2. | Let me introduce my partner! | b. | Політ був приємним? |
| 3. | Where do you come from? | c. | Вибачте, не почув Ваше ім'я. |
| 4. | Did you enjoy the flight? | d. | Дуже приємно бути вашим гостем. |
| 5. | Sorry, I didn't catch your name. | e. | Працювати разом з Вами велика честь. |
| 6. | I'm pleased to be your guest. | f. | Приємно познайомитися! |
| 7. | It's an honour to work together with you. | g. | Звідки Ви? |
| 8. | How are things? | h. | Дозвольте представити мого партнера. |

3. Put the words in the correct order:

1. pleased to / Hello, / David. / meet you. / my name is / I am
2. introduce / my friend / Let me / to you. / from / He / comes / Germany.
3. see you / nice / It's / to. / the flight / enjoy / Did you / here?
4. name. / Sorry, / didn't / your / catch / I
5. first / Can / I / name? / call / you / your / by

4. Fill in the blanks with the proper word:

| | | |
|--------------|----------|---------|
| a. introduce | c. comes | e. by |
| b. together | d. catch | f. with |

1. This is my colleague. He from Germany.

2. He works with his brother in a big IT company in Ukraine.
3. Let me my friend. He is so pleased to be at this conference.
4. Can I call you your first name?
5. Sorry, I didn't the name of the speaker.
6. Hello! How are things you?

UNIT 2. STARTING AND KEEPING A CONVERSATION GOING



1. Read, listen to and learn the following words:

| | |
|-----------------------|---|
| greet | вітати |
| keep | тримати, продовжувати |
| first time | вперше |
| actually | насправді, дійсно |
| apartments | апартаменти, квартира |
| book | бронювати |
| booking.com airbnb | найвідоміші сайти для бронювання житла |
| make a presentation | робити презентацію |
| be over | закінчитися |
| audience | аудиторія, слухачі |
| fine weather | гарна погода |
| awful weather | погана погода |
| delay | затримувати |
| break | перерва |
| save time | зберігати час |

2. Listen to the dialogues:

Dialogue 1

- Do you know who the first to make a presentation is?
- Yes, a professor from Kyiv. We live in the same hotel.
- Did you arrive yesterday?
- No, only today in the morning. My flight was delayed.

And you?

- I live in this city.
- Do you know when the coffee break will be? I want to greet my friends from Canada.
- It will start at 12. I want to greet some old friends too!
- See you during the break then!

Dialogue 2

- Where are you staying? I couldn't book a hotel! They said there were no free rooms!
- Actually, I booked a hotel a month before. I have a comfortable room. And where do you live?
- Lucky you! And I live in a small apartment very far from here!
- Sorry to hear that.

Dialogue 3

- Hello! I see you are the next to make a presentation! Good luck!
- Hello! Yes, I am. Thanks! I only hope that the audience will be interested.
- Oh, don't worry. They will. And what is it about?
- Sorry, the break is over, I must hurry. You will hear and see it soon.

Dialogue 4

- Did you get here by plane?
- No, by train. I don't like planes. And you?
- I like planes, they save time. But I understand you. Was the weather fine for the plane?
- Yes, it arrived in time.

Dialogue 5

- Hello! So, is the coffee OK?
- Hello! Yes, strong and tasty.
- Good. And how is the audience?
- The audience is very kind!

- Great! I've just arrived! I'm so nervous!

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|--|
| Do you know who the first to make presentation is? | Ви знаєте хто наступний робить презентацію? |
| Yes, a Professor from Kyiv. We live in the same hotel. | Так, професор з Києва. Ми живемо в одному готелі. |
| Did you arrive yesterday? | Ви вчора приїхали? |
| No, only today in the morning. My flight was delayed. | Ні, тільки сьогодні вранці. Мій рейс затримали. |
| Do you know when the coffee break will be? | Ви знаєте коли буде кавабрейк? |
| I want to greet some friends from Canada. | Я хочу привітати друзів з Канади. |
| See you during the break then. | Тоді побачимося під час перерви. |
| Where are you staying? | Де Ви зупинилися? |
| I couldn't book a hotel. They said there were no free rooms! | Я не зміг забронювати готель. Вони сказали – немає вільних кімнат! |
| Where do you live? | Де Ви живете? |
| I live in small apartments far from here. | Я живу в маленьких апартаментах далеко звідси. |
| Sorry to hear that. | Шкода чути це. |
| I see you are the next to make a presentation. Good luck! | Я бачу Ви наступний виступаєте? Щастя! |
| Thanks! I only hope that the audience will be interested. | Дякую! Сподіваюся, що слухачі будуть зацікавлені. |
| Oh, don't worry, they will. | Не турбуйтеся, їм буде цікаво. |
| Sorry, the break is over, I must hurry. | Вибачте, перерва закінчилася, я повинен поспішати. |
| You will hear and see it soon. | Ви скоро її почуєте та побачите. |
| Did you get here by plane? | Ви добиралися сюди |

| | |
|-------------------------------------|--------------------------------------|
| | літаком? |
| No, by train. I don't like planes. | Ні, поїздом. Не люблю літаки. |
| I like planes, they save time. | Я люблю літаки, вони зберігають час. |
| Was the weather fine for the plane? | Чи хороша була погода для літака? |
| Yes, it arrived on time. | Так, він прибув вчасно. |
| How is the audience? | А як Вам аудиторія? |
| The audience is very kind. | Аудиторія дуже добра. |

Test block

1. Match the words with their definitions:

| | | | | |
|---|---------------------|---|---|---------------------------------|
| . | greet | . | a | a group of listeners, public |
| . | keep | . | b | give a demonstration, a lecture |
| . | delay | . | c | to reserve |
| . | audience | . | d | a pause in something |
| . | break | . | e | to continue, to hold |
| . | make a presentation | . | f | a set of rooms |
| . | apartments | . | g | to put off for a later time |
| . | book | . | h | to say "hello" |

2. Match the phrases with their translation:

| | | | | | |
|---|---|--|---|---|--|
| . | 1 | The coffee break will be from 12.00 to 12.45 | . | a | Де Ви зупинилися? |
| . | 2 | Who is the first to make a presentation? | . | b | Сподіваюся, аудиторія буде зацікавленою. |
| . | 3 | Where are you | . | c | Я забронював |

| | | | |
|---|--|---|--------------------------------------|
| . | staying? | . | апартаменти на Airbnb. |
| 4 | I booked an apartment on the Airbnb. | d | Кава-брейк буде з 12 до 12.45. |
| 5 | My flight was delayed. | e | Хто перший робить презентацію? |
| 6 | It's my first time at an international conference! | f | Мій рейс був затриманий. |
| 7 | Did you get here by plane? | g | Я вперше на міжнародній конференції. |
| 8 | I hope the audience will be interested! | h | Ви добиралися літаком? |

3. Match the halves of the sentences:

| | | | |
|--|------------------|--|----------------------|
| | The audience | | is strong and tasty. |
| | The flight | | in the same hotel. |
| | The coffee | | yesterday. |
| | I arrived | | some old friends. |
| | We live | | will be at 12. |
| | I want to greet | | is interested. |
| | See you | | the audience? |
| | The coffee break | | was delayed. |
| | How is | | during the break. |

4. Choose the best answer to each question:

| | | | |
|--|--|--|------------------------------------|
| | Who is the first to make a presentation? | | Yes, strong and tasty. |
| | How is the audience? | | In small apartments far from here. |
| | Did you get here by plane? | | You will hear and see it soon. |
| | Is the coffee OK? | | The audience is very kind. |
| | Was the weather fine for the plane? | | No, today. My flight was delayed. |

| | | | |
|--|----------------------------------|--|--|
| | Where are you staying? | | Yes, it arrived in time. |
| | What is your presentation about? | | They say it will be a professor from Canada. |
| | Did you arrive yesterday? | | No, I don't like planes. |

UNIT 3. SHOWING INTEREST AND REACTING TO NEWS



1. Read, listen to and learn the following:

| | |
|----------------|-----------------------|
| scholarship | стипендія |
| news | новини |
| kid | жартувати, дражнитися |
| react | реагувати |
| great | прекрасно |
| fantastic | фантастично |
| concentrate | фокусуватися |
| lucky | щасливий |
| congratulation | вітання |
| poor | бідолашний |
| pity | жаль, шкода |
| participate | брати участь |
| really | дійсно |
| joke | жартувати |
| well... | ну... |
| coincidence | збіг |

2. Listen to the dialogues:

| |
|---|
| <p>Dialogue 1</p> <p>- You know, I've received a scholarship from Erasmus program.</p> |
|---|

| |
|--|
| <ul style="list-style-type: none"> - Wow, that's great news! What University? - It's a small university in the USA. - Really? You are kidding! I've always dreamed to work in the USA. |
| <p>Dialogue 2</p> <ul style="list-style-type: none"> - I met my old friend from school here! - Wow, that's fantastic! How long have you not seen each other? - Well...it's been a long time. - What a coincidence that you both came to this conference! |
| <p>Dialogue 3</p> <ul style="list-style-type: none"> - Oh, it's hard to concentrate for me. I had an awful night! - What a pity. What happened? - My flight was delayed, I arrived only at night and slept only two hours. - That's too bad. I only hope that you won't fall asleep during the presentation! - Let's hope! |
| <p>Dialogue 4</p> <ul style="list-style-type: none"> - I've been invited to participate in the International Conference in France. - Oh, congratulations! When? - It will be in summer. - By the way, how long will it last? - It will last for a week. - Lucky you! That's fantastic – a week in France! |

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| You know, I've received a scholarship from Erasmus program. | Знаєш, я отримав стипендію від програми Еразмус. |
| Wow, that's great news! What University? | Вау, яка чудова новина! Який університет? |
| It's a small University in the | Це маленький університет у |

| | |
|---|--|
| USA. | США. |
| Really! You are kidding! I've always dreamed to work in the USA. | Правда? Ви жартуєте? Я завжди мріяв працювати у США! |
| I met my old friend from school here! | Я зустрів тут свого старого шкільного друга! |
| Wow, that's fantastic! | Вау, просто фантастика! |
| How long have you not seen each other? | Скільки ви один одного не бачили? |
| Well, it's been a long time. | Ну, досить давно. |
| What a coincidence, that you both came to this conference! | Який збіг, що ви обидва приїхали на цю конференцію! |
| It's hard to concentrate for me. | Мені важко сфокусуватися. |
| What a pity! What happened? | Дуже шкода! Що трапилося? |
| I arrived only at night and I slept only two hours. | Я тільки вночі прибув та спав пару годин. |
| That's too bad! I only hope that you won't fall asleep during the presentation! | Дуже погано! Сподіваюся, що ти не заснеш під час презентації! |
| I've been invited to participate in the International Conference in France! | Мене запросили взяти участь у міжнародній конференції у Франції! |
| Oh, congratulations! That's great! | О, мої вітання! Це прекрасно! |
| By the way, how long will the conference last? | До речі, як довго буде конференція? |
| It will last for a week. | Вона буде проходити тиждень. |
| Lucky you! That's fantastic – a week in France! | Пощастило Вам! Це фантастично – тиждень у Франції! |

Test block

1. Match the words with their definitions:

| | | | |
|---|------|---|-----------|
| 1 | news | a | wonderful |
| . | | . | |

| | | | |
|---|----------------|---|--|
| 2 | to react | b | to say something for fun |
| 3 | great | c | two or more events at one time |
| 4 | to joke | d | new or recent event or information |
| 5 | coincidence | e | expressing pleasure or happiness to somebody |
| 6 | awful | f | to act in response, to answer |
| 7 | congratulation | g | extremely bad |

2. Match the phrases with their:

| | | |
|---|------------------------------|----------------------------|
| 1 | That's great news! | Дійсно? Ти жартуєш! |
| 2 | Wow, that's fantastic! | Пощастило тобі! Вітаю! |
| 3 | Lucky you! Congratulations! | Вау, це фантастично! |
| 4 | How awful! Poor you! | Який збіг! |
| 5 | What a pity! That's too bad. | Це прекрасні новини! |
| 6 | Really? You are kidding! | Який жаль! Це дуже погано. |
| 7 | What a coincidence! | Як жахливо! Бідолашний! |

3. Match the halves of the sentences (Підберіть половинки речень):

| | |
|-----------------------|--------------|
| Lucky | way, |
| Wow, that's fantastic | bad. |
| By the | kidding! |
| What a | you! |
| That's too | coincidence! |
| Really? You are | news! |

4. Fill in the blanks with the proper word. (Заповніть пропуски необхідним словом).

| | | |
|---------|------------|----------------|
| a. bad | c. kidding | e. news |
| b. pity | d. way | f. coincidence |

1. You are I don't believe you!
2. He was invited to work at the University! That's fantastic!
3. They are both from Kharkiv! What a!
4. By the, where are you from?
5. That's too that you left your presentation in the hotel!
6. We had so little time during the break. What a!

UNIT 4. PAYING AND RECEIVING COMPLIMENTS



1. Read, listen to and learn the following words:

| | |
|------------------|--------------------------|
| do one's best | зробити все можливе |
| look forward to | чекати з нетерпінням |
| twice | двічі |
| terrific | неймовірний |
| brilliant | прекрасний, блискучий |
| topic | тема |
| pay a compliment | сказати комплімент |
| credit | похвала, визнання заслуг |
| special | особливий |
| compliment | комплімент |
| excellent | відмінний |
| motivated | мотивований |

| | |
|-----------|---------------|
| organizer | організатор |
| organized | організований |

2. Listen to the dialogues:

| |
|--|
| <p>Dialogue 1</p> <ul style="list-style-type: none"> - What a wonderful presentation! - Thank you very much! I was nervous, but I did my best! - And it worked! I would like to have a video of it if I could! - No problem. I'll send it to you. |
| <p>Dialogue 2</p> <ul style="list-style-type: none"> - I must say, you've done a good job. The audience is not very easy, and your presentation was terrific! - Oh, thanks a lot. I'm happy you liked it! I'm looking forward to your presentation! - How nice of you to say that! |
| <p>Dialogue 3</p> <ul style="list-style-type: none"> - Your speech was terrific! You seem so motivated! - I am. And it was nothing special, really. Besides, the credit should go to my colleague, too. - Of course, you both did a great job! |
| <p>Dialogue 4</p> <ul style="list-style-type: none"> - You wrote a brilliant article, I read it twice! - Oh, thank you. Really, it wasn't very hard. I really know the topic. - I understand. But I still want to pay you a compliment. - That's very kind of you. |
| <p>Dialogue 5</p> <ul style="list-style-type: none"> - I think this meeting is very well organized! Let us thank the organizers! - Oh, thanks a lot. It wasn't easy with so many guests! - You've done a great job! - Thanks again. |

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|------------------|-------------------------|
| What a wonderful | Яка чудова презентація! |
|------------------|-------------------------|

| | |
|--|--|
| presentation! | |
| I was nervous, but I did my best! | Я нервнував, але зробив все можливе! |
| It worked! I would like to have a video of it! | Це спрацювало! Я б хотів мати її запис! |
| I must say, you've done a good job. | Я повинен сказати, Ви прекрасно упоралися із задачею. |
| The audience is not very easy, and your presentation was terrific! | Аудиторія непроста, а Ваша презентація була неймовірна! |
| Oh, thanks a lot. I'm happy you liked it! | О, дуже дякую. Я щасливий, що Вам сподобалося. |
| I look forward to your presentation. | З нетерпінням чекаю Вашої презентації. |
| How nice of you to say that! | Дуже мило, що ви так кажете! |
| Your speech was terrific! | Ви прекрасно виступили! |
| You seem so motivated! | Ви вдаєтеся таким мотивованим! |
| It was nothing special, really. | Нічого особливого, правда. |
| Besides, the credit should go to my colleague, too. | До того ж, треба віддати належне моєму колезі також. |
| Of course. You both did a great job! | Звичайно! Ви обидва зробили прекрасну роботу! |
| You wrote a brilliant article, I read it twice! | Ви написали блискучу статтю! Я прочитав її двічі! |
| Really, it wasn't very hard. I really know the topic. | Правда, це було не надто важко. Тема мені дуже добре відома. |
| I want to pay you a compliment. | Хочу зробити вам комплімент. |
| That's very kind of you. | Дуже люб'язно з вашого боку. |
| I think this meeting is very well organized! | Думаю, цю зустріч прекрасно організовано. |
| Let us thank the organizers! | Давайте подякуємо організаторам! |
| Oh, thanks a lot! It wasn't easy with so many guests! | О, щиро дякуємо! Це було нелегко з такою кількістю |

| | |
|--------------------------|---------------------------|
| | гостей. |
| You've done a great job! | Вам це прекрасно вдалося! |

Test block

1. Match the words with their definitions:

| | | | |
|---|------------|---|-----------------------------------|
| 1 | credit | a | expression of respect, admiration |
| 2 | motivated | b | individual, specific |
| 3 | compliment | c | extremely good |
| 4 | hard | d | reputation, authority |
| 5 | terrific | e | a piece of work, a process |
| 6 | job | f | systematized, with a structure |
| 7 | organized | g | having a reason to act |
| 8 | special | h | difficult to do |

2. Match the phrases with their translation:

| | | | |
|---|-------------------------|---|--------------------------|
| 1 | Wonderful presentation! | a | Неймовірна промова! |
| 2 | Good job! | b | Прекрасна стаття! |
| 3 | Terrific speech! | c | Я зробив все, що міг. |
| 4 | Brilliant article! | d | Нічого особливого! |
| 5 | I did my best. | e | Це було не важко. |
| 6 | It wasn't hard. | f | Хочу віддати належне ... |
| 7 | Nothing special. | g | Чудова робота! |
| 8 | I want to pay the | h | Прекрасна |

| | | | |
|---|---------------|---|--------------|
| . | credit to.... | . | презентація! |
|---|---------------|---|--------------|

3. Fill in the blanks with the proper word:

| | | | |
|------------|--------------|--------|--------|
| a. go | c. organized | e. did | g. did |
| b. nothing | d. pay | f. of | |

1. I want to ... you a compliment.
2. You ... a great job!
3. How nice ... you to say that!
4. I ... my best!
5. The credit should ... to my colleague.
6. I think the meeting was very well ... !
7. It was ... special, really.

4. Match the halves of the sentences:

| | | | |
|--|------------------------|--|---------------|
| | What a wonderful | | best! |
| | I did my | | job! |
| | It was nothing | | hard. |
| | Really, it wasn't very | | you. |
| | I want to pay you | | presentation! |
| | How nice of you to | | a compliment. |
| | You've done a great | | say that! |
| | That's very kind of | | special. |

UNIT 5. SAYING THANK YOU, SORRY AND GOOD BYE



1. Read, listen to and learn the following:

| | |
|----------|-----------|
| excuse | вибачати |
| be sorry | шкодувати |

| | |
|------------------|---|
| apologize | вибачатися |
| the rest | залишок, решта |
| appreciate | бути вдячним, цінувати |
| so much | дуже |
| unfortunately | на жаль |
| some day | коли-небудь |
| keep in touch | тримати зв'язок |
| get in touch | зв'язатися |
| pleasure | задоволення |
| give sb a call | зателефонувати комусь |
| take care | (тут) бути обережним, берегти себе |
| trip | поїздка |
| see around | побачитись |
| wonder | цікавитися |
| right now | прямо зараз |
| I can't make it. | В мене не виходить (часто у зв'язку з відсутністю часу) |
| See you! | Побачимося! |
| for now | поки що |
| leave | йти, покидати |
| be afraid | боятися |

2. Listen to the dialogues:

Dialogue 1

- Please, I would like to ask you some questions.
- I'm really sorry, I can't make it right now. Can you give me a call tomorrow?
- Sure, I'll get in touch. Bye. Take care!
- You too!

Dialogue 2

- Will you excuse me? I'm afraid I must leave soon. Family business.
- Of course, no problem. It was a pleasure to meet you. See you again some day.
- Yes, sure, we will keep in touch. Bye. See you around!
- Bye.

Dialogue 3

- I'm looking forward to seeing you in a week. I'll come to your lecture.
- Oh, thanks. I think now we can keep in touch.
- Yes, sure. Can you give me a call if the time of the lecture changes.
- Of course. I must go right now, or I'll be late. Bye for now!

Dialogue 4

- I appreciate your coming to my presentation. I wonder if you liked it.
- Oh, of course. The presentation was great.
- Will you stay for the rest of the conference?
- Unfortunately, I must go. My train leaves very soon.
- Then have a nice trip! See you some day!

Dialogue 5

- Sorry, I must leave right now.
- But it's so early!
- I apologize. I received an important call and I'm afraid I must go right now.
- Can you come tomorrow?
- I'm sorry, I can't make it tomorrow. I'll give you a call.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| I would like to ask you some questions. | Я б хотів задати Вам пару питань. |
| I'm really sorry, I can't make it right now. | Мені дійсно жаль, але зараз в мене немає часу. |
| Can you give me a call tomorrow? | Ви можете подзвонити мені завтра? |
| Sure, I'll get in touch. Bye. Take care! | Звісно. Я зв'яжуся з вами. Бувайте! Бережіть себе! |
| Will you excuse me? I'm afraid I must leave right now. Family business. | Ви мене вибачите? Боюся, я повинен прямо зараз піти. Сімейні справи. |
| Of course, no problem. | Звичайно, не проблема. |

| | |
|---|--|
| It was a pleasure to meet you. | Було приємно познайомитися з вами. |
| See you again some day. | Побачимося якось знову. |
| We will keep in touch. See you around! | Будемо на зв'язку. Побачимося! |
| I'm looking forward to seeing you in a week. I'll come to your lecture. | З нетерпінням чекаю на вас через тиждень. Я прийду на Вашу лекцію. |
| Oh, thanks. I think now we can keep in touch. | Дякую. Думаю, тепер ми будемо на зв'язку. |
| Can you give me a call if the time changes? | Можете зателефонувати мені, якщо зміниться час? |
| Sure. I must go right now, or I'll be late. | Звичайно. Я повинен йти прямо зараз, бо запізнюся. |
| Bye for now. | Поки що до побачення. |
| I appreciate your coming to my presentation. I wonder if you liked it. | Я дуже вдячний, що ви прийшли на мою презентацію. Цікаво, чи вона Вам сподобалася. |
| Oh, of course. The presentation was great. | О, звісно. Презентація була прекрасна. |
| Will you stay for the rest of the conference? | Ви залишитесь на решту конференції? |
| Unfortunately, I must go. My train leaves very soon. | На жаль, я повинен йти. Мій потяг скоро відправляється. |
| Then have a nice trip! See you some day! | Тоді гарної Вам поїздки! Коли-небудь побачимося! |
| Sorry, I must leave right now. | Вибачте, я повинен бігти прямо зараз. |
| But it's too early! | Але ще так рано! |
| I apologize. I received an important call and I'm afraid I must go right now. | Вибачте. Я отримав важливий дзвінок і боюся, що мені треба йти прямо зараз. |
| Can you come tomorrow? | Зможете завтра прийти? |
| I'm sorry, I can't make it tomorrow. I'll give you a call. | Вибачте, завтра я не можу. Я вам зателефоную. |

Test block

1. Match the words with their definitions:

| | | | |
|---|-------------------|---|---------------------------------------|
| 1 | to give sb a call | a | to ask sb to excuse you |
| 2 | to apologize | b | to be interested |
| 3 | to look forward | c | going somewhere |
| 4 | to wonder | d | to be careful |
| 5 | trip | e | to use a telephone to connect with sb |
| 6 | to keep in touch | f | to feel pity or sympathy |
| 7 | to take care | g | to wait for sth and want it very much |
| 8 | to be sorry | h | to connect with each other |

2. Match the phrases with the words from the list with the translation:

| | | | |
|---|---|---|---|
| 1 | Will you excuse me? I'm afraid I must go now. | a | Ми можемо зустрітися завтра? |
| 2 | I am looking forward to seeing you in a week. | b | Було приємно познайомитися з вами. |
| 3 | I am sorry, I can't make it right now. | c | Будь ласка, бережіть себе. Побачимося завтра. |
| 4 | Can we meet tomorrow? | d | Ви мене вибачите? Мені потрібно йти зараз. |
| 5 | Bye! See you tomorrow! | e | З нетерпінням чекаю на зустріч через тиждень |
| 6 | Unfortunately, I must go right now. | f | Мені потрібно йти. Будь ласка, подзвоніть мені. |
| 7 | I hope to see you | g | Вибачте, прямо |

| | | | |
|-----|---|---|--|
| . | soon. Please, get in touch. | . | зараз я не можу. |
| 8 | It was a pleasure to meet you. | h | Сподіваюся скоро побачитися. Будь ласка, зв'яжіться зі мною. |
| 9 | I must leave now. Please, give me a call. | i | На жаль, мені потрібно йти прямо зараз. |
| 10. | Please, take care. See you around! | j | Пока! Побачимося. |

3. Match the halves of the sentences:

| | | | |
|--|-----------------------|--|------------------------|
| | I'm afraid, I must go | | to meet you! |
| | Take | | you soon. |
| | Keep | | care! |
| | Can you give me | | you tomorrow! |
| | It was a pleasure | | right now. |
| | I'm looking | | excuse me? |
| | I hope to see | | in touch! |
| | See | | a call? |
| | Will you | | forward to seeing you! |

4. Fill in the blanks with the proper word. (Заповніть пропуски необхідним словом).

| | | | |
|---------|------------|-----------|---------|
| a. care | c. get | e. touch | g. give |
| b. see | d. forward | f. excuse | |

1. Can you me a call tomorrow?
2. I'll in touch with you tomorrow.
3. Bye! Take!
4. you around!
5. I'm looking to seeing you in a week.
6. Will you me? I must leave right now.
7. Bye! Let's keep in

UNIT 6. INVITATION



1. Read, listen to and learn the following words:

| | |
|---------------------|--------------------------|
| invite / invitation | запрошувати / запрошення |
| accept | приймати |
| decline | відхиляти |
| join | приєднатися |
| details | подробиці |
| arrangement | домовленість |
| dispute | спір |
| lovely | чудово |
| nearby | неподалік |
| be away | бути відсутнім |
| sound | звучати |
| manage | впоратися, мати змогу |

2. Listen to the dialogues:

Dialogue 1

- What are you doing next month? We are having an interesting meeting with some colleagues. Would you like to join?
- That sounds lovely, thanks. I'm free and I will join with pleasure.
- I'll give you a call with the details. See you!

Dialogue 2

- There's a really interesting seminar next room. It starts in 20 minutes. Let's visit it. We can leave if we don't like it.
- That's a good idea. Thanks for inviting me. Do we have time for coffee?
- Yes, we have 20 minutes, we'll manage.

Dialogue 3

- Let's continue our dispute in the café nearby! We are all hungry!
- That's an interesting idea, but I have to decline. I have some other arrangement already.
- Sorry to hear that. Well, till next time then. Bye.
- Please, don't forget to invite me next time, I will accept with pleasure.

Dialogue 4

- I've heard of a seminar next Monday that may interest you. If you are not very busy, we can go.
- O, sorry! Next Monday? That's a pity, I will be away for the whole week. If it were a webinar, I would be happy.
- Yes, webinar is a great idea. More people manage to visit webinars than seminars. The Internet is a great help.
- Thanks, it was very kind of you to invite me.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|---|
| What are you doing next month? We are having an interesting meeting with some colleagues. | Що Ви робите наступного місяця? У нас буде цікава зустріч з деякими колегами. |
| Would you like to join? | Хочете приєднатися? |
| That sounds lovely, thanks. I am free and I will join with pleasure. | Звучить чудово, дякую. Я вільний і я приєднуюся із задоволенням. |
| I'll call you with the details. See you! | Я зателефоную з подробицями. Побачимось. |
| There is a really interesting seminar next room. It starts in 20 minutes. | В сусідній аудиторії дійсно цікавий семінар. Він починається через 20 хвилин. |
| Let's visit it. We can leave if we don't like it. | Давайте відвідаємо його. Ми можемо піти, якщо не сподобається. |
| That's a good idea. Thanks for inviting me. | Прекрасна ідея. Дякую за запрошення. |

| | |
|---|---|
| Do we have time for coffee? | У нас є час на каву? |
| We have 20 minutes, we'll manage. | У нас є 20 хвилин, ми впораємося. |
| Let's continue our dispute in the café nearby! We are all hungry! | Давайте продовжимо наш спір у кав'ярні неподалік. Ми всі голодні! |
| That's an interesting idea, but I have to decline. | Ідея цікава, але я вимушений відмовитися. |
| I have some other arrangement already. | В мене є інша домовленість. |
| Sorry to hear that. Well, till next time then. Bye. | Шкода це чути. Ну, тоді до іншого разу. Бувайте! |
| Please, don't forget to invite me next time, I'll accept with pleasure. | Будь ласка, не забувайте запросити мене наступного разу, я прийму запрошення із задоволенням. |
| I've heard of a seminar next Monday that may interest you. | Я чув про семінар наступного понеділка, який може тебе зацікавити. |
| If you are not very busy, we can go. | Якщо ви не сильно зайняті, ми можемо піти. |
| Sorry, I'll be away for the whole week. | Вибачте, я буду відсутній весь тиждень. |
| If it were a webinar, I would be happy. | Якби це був вебінар, я був би щасливий. |
| Yes, webinar is a great idea. | Так, вебінар прекрасна ідея. |
| More people manage to visit webinars than seminars. The Internet is a great help. | Вебінари мають змогу відвідувати більше людей, ніж семінари. Інтернет дуже допомагає. |
| Thanks, it was very kind of you to invite me. | Дякую. Було дуже мило з вашого боку запросити мене. |

Test block

1. Match the words with their definitions:

| | | | |
|---|------------|---|----------------------------|
| 1 | to invite | a | to be able to do something |
| 2 | to decline | b | not to be in the place |

| | | | |
|---|-------------|---|--|
| . | | . | |
| 3 | to accept | c | to say that you can not take the invitation |
| 4 | arrangement | d | to ask somebody to be in some place or take part in some event |
| 5 | dispute | e | plans, preparations |
| 6 | to be away | f | to say "yes" to the invitation |
| 7 | to manage | g | disagreement |

2. Match the phrases with their translation:

| | | | |
|---|---|---|--|
| 1 | Are you free this Wednesday? | a | Вибачте, я буду відсутній наступного тижня. |
| 2 | Would you like to join our discussion? | b | Яка прекрасна ідея, дякую. |
| 3 | That's sounds lovely, thanks. | c | Насправді в мене інша домовленість, вибачте. |
| 4 | What a great idea, thanks. | d | Думаю, я справлюсь із цим. |
| 5 | Actually, I have some other arrangement, sorry. | e | Ви вільні наступної середи? |
| 6 | Sorry, I will be away next week. | f | Давайте відвідаємо якусь зустріч наступного тижня? |
| 7 | I think I can manage this. | g | Ви хочете приєднатися до нашої дискусії? |
| 8 | Let's visit some meeting next week! | h | Звучить чудово, дякую. |

3. Match the halves of the sentences:

| | | | |
|--|------------------------|--|--------------------------|
| | Sorry, actually I have | | 's join the seminar next |
|--|------------------------|--|--------------------------|

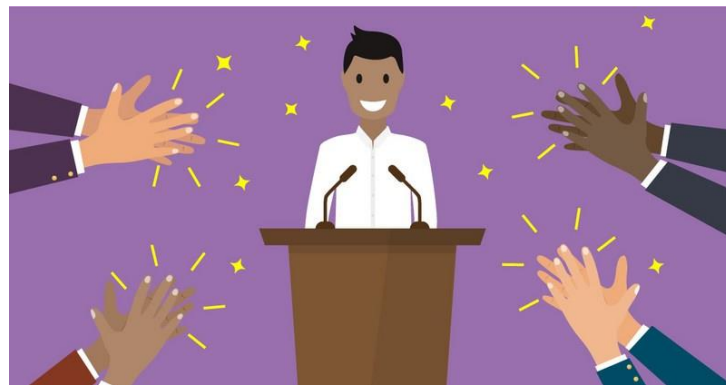
| | | | |
|--|---------------------------------------|--|--------------------------|
| | another | | room. |
| | Thanks for inviting me, but I have to | | I can't manage it today. |
| | That's a great | | arrangement already. |
| | Let | | lovely! |
| | That sounds | | decline. |
| | Sorry, I'm very busy, | | idea. |

4. Fill in the blanks with the proper word.

| | | |
|------------|----------------|-----------|
| a. join | c. arrangement | e. manage |
| b. decline | d. busy | f. sounds |

1. That lovely!
2. Sorry, I have another already.
3. Thanks for inviting me, but I have to
4. Would you like to our discussion?
5. He can't come today, he is the whole week!
6. Sorry, I can't I am very busy today.

UNIT 7. WHAT MAKES A GOOD PRESENTATION?



1. Read, listen to and learn the following words:

| | |
|----------|--------------|
| prepare | підготувати |
| check | перевірити |
| meaning | значення |
| slide | слайд |
| rehearse | репетирувати |
| notes | нотатки |
| overview | огляд |
| follow | слідкувати |

| | |
|-----------------------------------|-----------------------------------|
| example | приклад |
| illustrate | ілюструвати |
| visual | візуальний |
| emphasize | підкреслювати, робити наголос |
| eye contact | візуальний контакт |
| main points | головні пункти |
| avoid | уникати |
| “pet” words | слова «паразити» |
| repetitive | такий, що повторюється |
| gesture | жест |
| body language | мова тіла |
| clear | зрозуміло |
| calm down | заспокоїтися |
| advice | порадити |
| extra | зайвий |
| support | підтримка |
| point | (тут) пункт |
| colourful | яскравий |
| shy | сором'язливий |
| point out | вказувати |
| in the far end of (e.g. the room) | у дальньому кінці (напр. кімнати) |
| in the beginning | на початку |
| make sure | впевнитися |

2. Listen to the dialogues:

Dialogue 1

- You know, I see that I have some problems with the audience today.
- Well, are you sure? How can I help?
- I think I use too many “pet” words and some phrases are too repetitive, like “Is it clear?”?
- Well, just try to calm down and speak from you notes.

Dialogue 2

- It's going to be my first presentation ever in front of such a big audience! What do you advice?
- First of all, prepare you presentation very well and

rehearse several times.

- What about the body language? I don't know how to stand, where to put my hands...

- Don't be nervous. Just don't use extra gestures and don't walk much.

Dialogue 3

- Do you think that my visual support is OK?

- Of course! Every slide has its meaning. The slides illustrate the main points of your speech and they are very colourful.

- It is also hard for me to make an eye contact with the audience, I am too shy.

- No problem! You can always look at the people in the far end of the room.

Dialogue 4

- Can you point out my mistakes during the presentation?

- Well, there weren't many. But still I would recommend making a short overview of the speech in the beginning.

- Right, I will remember that. Anything else?

- Also, the meaning of some words was not clear to the audience. Make sure that next time you check the understanding.

- Will do. Thanks for your recommendations.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| You know, I see that I have some problems with the audience today. | Знаєте, я бачу, в мене сьогодні проблеми з аудиторією. |
| Are you sure? How can I help? | Ви впевнені? Чим я можу допомогти? |
| I think, I use too many "pet" words and some phrases are too repetitive, like "Is it clear?". | Я використовую багато слів-паразитів та деякі фрази повторюю багато разів, наприклад «Зрозуміло?». |
| Well, just calm down and try to speak from your notes. | Ну, просто заспокойся та намагайся говорити за нотатками. |
| It's going to be my first | Це буде моя перша |

| | |
|--|---|
| presentation ever. What do you advice? | презентація. Що Ви порадите? |
| First of all, prepare you presentation very well and rehearse several times. | По-перше, добре підготуйте презентацію та порепетируйте кілька разів. |
| What about the body language? I don't know how to stand, where to put my hands... | А як щодо мови тіла? Я не знаю, як стояти, куди подіти руки... |
| Don't be nervous. Just don't use extra gestures and don't walk much. | Не нервуйте. Просто не використовуйте зайвих жестів та не ходіть багато. |
| Do you think that my visual support is OK? | Думаєш мої наглядні матеріали хороші? |
| Of course! Every slide has its meaning. | Звичайно! Кожний слайд має значення. |
| The slides illustrate the main points of your speech and they are very colourful. | Слайди ілюструють основні пункти твоєї промови і вони дуже яскраві. |
| It is hard for me to make an eye contact with the audience, I am too shy. | Мені важко підтримувати візуальний контакт з аудиторією, я дуже сором'язливий. |
| No problem! You can always look at the people in the far end of the room. | Не проблема! Ви завжди можете дивитися на людей у кінці кімнати. |
| Can you point out my mistakes during the presentation? | Ти можеш вказати на мої помилки під час презентації? |
| Well, there weren't many. But still I would recommend making a short overview of the speech in the beginning | Їх було небагато. Але все ж таки я би порекомендувала робити короткий огляд промови на початку. |
| Right, I will remember that. Anything else? | Добре, я це запам'ятаю. Ще щось? |
| Also, the meaning of some words was not clear to the audience. | Також значення деяких слів було незрозумілим слухачам. |
| Make sure that next time you check the understanding. | Наступного разу впевнись, що важкі слова зрозумілі. |
| Will do. Thanks for your | Так і зроблю. Дякую за |

recommendations.

рекомендації.

Test block

1. Match the words with their definitions:

| | | | |
|---|---------------|---|--|
| 1 | to check | a | a movement or position of the hand, arm, body, head and face to express an idea or emotion |
| 2 | to rehearse | b | words that have no meaning, but are used too often in somebody's speech |
| 3 | to illustrate | c | to practice before a public presentation |
| 4 | body language | d | an image on a screen or a monitor that illustrates the presentation |
| 5 | overview | e | to find out if everything is correct |
| 6 | “pet” words | f | a summary or outline |
| 7 | slide | g | to explain by examples |

2. Match the phrases with the translation:

| | | | |
|---|---|---|--|
| 1 | You should prepare an interesting presentation. | a | Впевнись у тому, що слайди виглядають яскраво. |
| 2 | Rehearse your speech many times. | b | Говори за нотатками, а не читай текст. |
| 3 | Make sure that your slides are colourful. | c | Відрепетируй промову багато разів. |
| 4 | Speak from notes, not the text. | d | Спочатку дай короткий огляд своєї презентації. |
| 5 | Give an overview | e | Ілюструй приклади |

| | | | |
|-----|---|----|---|
| . | of your speech at the beginning. | . | візуальною підтримкою. |
| 6. | Illustrate your examples with visual support. | f. | Підкреслюй основні пункти своєї промови. |
| 7. | Avoid “pet” words like ‘well’, ‘OK’. | g. | Роби візуальний контакт із слухачами. |
| 8. | Emphasize the main points of your speech. | h. | Тобі потрібно підготувати цікаву презентацію. |
| 9. | Don’t use extra gestures. | i. | Слідкуй за мовою тіла. |
| 10. | Mind your body language. | j. | Не використовуй зайвих жестів. |
| 11. | Make eye contact with the audience. | k. | Уникай слів-паразитів, таких як |

3. Match the halves of the sentences:

| | | | |
|--|----------------|--|--------------------|
| | Check | | an overview. |
| | Speak | | contact. |
| | Make | | the understanding. |
| | Make an eye | | language. |
| | Mind your body | | “pet” words. |
| | Rehearse your | | from the notes. |
| | Avoid | | speech. |

4. Fill in the blanks with the proper word.

| | | | |
|-------------|-----------|-------------|----------------|
| a. points | c. eye | e. gestures | g. interesting |
| b. overview | d. visual | f. speech | |

1. You should prepare an presentation.
2. Rehearse your many times.
3. Emphasize the main of your speech.
4. Give an of your speech at the very beginning.
5. Try to make contact with the audience.

6. Use to emphasize the main points of your speech.
7. Illustrate your examples with the support.

UNIT 8. ACADEMIC EVENTS



1. Read, listen to and learn the following words:

| | |
|-------------------------|----------------------------|
| event | подія |
| lecture | лекція |
| briefing | брифінг |
| demonstration | демонстрація |
| seminar | семінар |
| workshop | майстер-клас |
| conference presentation | презентація на конференції |
| commercial presentation | комерційна презентація |
| occasion | випадок |
| formal | офіційний |
| subject | предмет |
| activity | діяльність |
| persuade | переконувати |
| inspire | надихати |
| entertain | розважати |
| debate | дебатувати |
| promote | просувати, рекламувати |
| share | ділитися |
| report | докладати |
| positive review | позитивний відгук |
| licensed product | ліцензований продукт |
| work on | працювати над |

| | |
|------------------|----------------------|
| listen carefully | слухати уважно |
| put away | відкласти |
| experience | досвід |
| in the end | у кінці |
| completely | повністю |
| opinion | думка |
| expert | експерт |
| field | область (діяльності) |

2. Read and listen to the phrases giving definition of various academic events.

| | |
|---|--|
| Conference presentation is a speech of one person supported by visuals to a group of people | Презентація на конференції це промова однієї людини з використанням візуальних матеріалів для групи людей. |
| A meeting of people demonstrating some practical aspects is demonstration. | Демонстрацією називається зустріч людей, де демонструються якісь практичні аспекти |
| An event where an expert shows a group of people how to do something is called a workshop | Захід, де експерт показує групі людей як щось робити, називається майстер-класом |
| Commercial presentation describes a product that can be bought. | Комерційна презентація описує продукт, який можна купити. |
| Seminar is a talk to people of the same field about the research with the following discussions. | Семінар це розмова людей однієї області діяльності про дослідження з обговоренням |
| Lecture is a formal talk on some serious subject given to a group of people, for example, students | Лекція – це офіційний виступ на серйозну тему перед групою людей, наприклад, студентів. |
| A short meeting where some information is given to people just before they do something is called a briefing. | Коротка зустріч, де людям дається інформація безпосередньо перед виконанням роботи, називається брифінгом |
| At the press conference a person or a group of people make a | На прес конференції людина або група людей роблять |

statement and can answer some questions.

заяву і відповідають на питання

3. Listen to the dialogues demonstrating some of the events from task 2:

Dialogue 1 (Commercial presentation)

- Well, I'm not going to tell you that it is the best, but believe me, it is very good. Thousands of people have already sent us their thanks and positive reviews.
- Tell us, please, how much is the whole complex of materials and is the price different in the shops and online?
- I cannot tell you the exact price but, of course, it is cheaper online. Only make sure that you buy the licensed product.

Dialogue 2 (Seminar)

- Hello. Please, ask your questions, I'm ready to answer.
- When did you start to work on your project?
- Well, I've been working on it for 5 years already.
- After you finish it, what is your idea of the next one?
- Before I start the next one I will have a long rest.
- Are you happy with the results?
- Sure I am. But I know my mistakes.

Dialogue 3 (Lecture)

- Fine, let's start. The topic of today is "Energy of the future". Listen carefully. Put away your smartphones.
- Professor, can I take the photos of the presentation on the phone?
- Yes, you can, but you will find my presentation on my site and now please try to concentrate on the subject. So, what do you think the energy of the future will be? Sun? Wind? Water? You, please, a boy with the smartphone, what do you think?
- If I knew, professor, I would stand in your place!

Dialogue (or rather monologue) 4 (Workshop)

- So, thank you all for coming! There is one thing that I know how to do well, and I want to share it with you. I wrote a book on this topic and now during these two hours I want to tell you about my experience. In the end, I would like you to tell me which information was completely new to you. We will have some practical tasks and you will tell me your opinion on the whole

subject. At the end of our meeting, you will be the experts in the field. Let's start.

4. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| I'm not going to tell you that it is the best, but believe me, it is very good. | Я не збираюся вам казати, що він найкращий, але повірте, що він гарний. |
| Thousands of people have already sent us their thanks and positive reviews. | Тисячі людей вже прислали нам подяки та позитивні відгуки. |
| Tell us, please, how much is the whole complex of materials and is the price different in shops and online? | Скажіть, будь ласка, скільки коштує весь комплекс матеріалів та чи є різниця в ціні в магазинах та онлайн? |
| I cannot tell you the exact price, but, of course, it is cheaper online. | Я не можу вам сказати точну ціну, але, звичайно, онлайн дешевше. |
| Only make sure that you buy the licensed product. | Тільки впевніться, що ви берете ліцензований продукт. |
| Please, ask your questions, I'm ready to answer. | Будь ласка, задавайте ваші питання, я готовий відповідати. |
| When did you start to work on your project? | Коли ви почали роботу над своїм проектом? |
| Well, I've been working on it for 5 years already. | Я працюю над ним вже п'ять років. |
| After you finish it, what's your idea of the next one? | Після закінчення цього, чи є ідея щодо наступного? |
| Before I start the next one I will have a long rest. | Перед тим, як почати наступний, я буду довго відпочивати. |
| Are you happy with the results? | Ви задоволені результатом? |
| Sure I am. But I know my mistakes. | Звичайно, так. Але я знаю свої помилки. |
| Fine, let's start. The topic of today is "Energy of the future". | Добре, почнемо. Тема сьогодні «Енергія майбутнього». |

| | |
|---|--|
| Listen carefully. Put away your smartphones. | Слухайте уважно. Приберіть смартфони. |
| Can I take the photos of the presentation on the phone? | Я можу знімати презентацію на телефон? |
| Yes, but you will find my presentation on my site. | Так, але ви знайдете мою презентацію на сайті. |
| Please, try to concentrate on the subject. | Будь ласка, постарайтеся сконцентруватися на темі. |
| Please, a boy with the smartphone, what do you think? | Будь ласка, хлопець зі смартфоном, що ви думаєте про це? |
| If I knew, Professor, I would stand in your place! | Якби я знав, професор, я б стояв на вашому місці! |
| So, thank you all for coming. | Дякую всім, що прийшли. |
| There is one thing that I know how to do well, and I want to share it with you. | Є одне, що я вмію добре робити, і я хочу цим з вами поділитися. |
| I wrote a book on this topic and now during these two hours I want to tell you about my experience. | Я написав книгу на цю тему і за дві години хочу розказати вам про свій досвід. |
| In the end I would like you to tell me which information was completely new to you. | У кінці я прошу вас сказати, яка інформація була повністю новою для вас. |
| We will have some practical tasks and you will tell me your opinion on the subject. | Ми зробимо декілька практичних завдань і ви мені скажете свою думку з цього приводу. |
| At the end of the meeting you will be the experts in the field. | У кінці зустрічі ви станете експертами в цій області. |
| Let's start. | Почнемо! |

Test block

1. Match the words with their definitions:

| | | | |
|---|---------|---|--|
| 1 | lecture | a | A speech of one person supported by visuals to a group of people |
|---|---------|---|--|

| | | | |
|---|-------------------------|---|--|
| 2 | briefing | b | A meeting of people demonstrating some practical aspects |
| 3 | demonstration | c | An event where an expert shows a group of people how to do something |
| 4 | seminar | d | A talk describing a product that can be bought |
| 5 | workshop | e | A talk to people of the same field about the research with the following discussions |
| 6 | press conference | f | A formal talk on some serious subject given to a group of people, for example, students |
| 7 | conference presentation | g | A short meeting where some information is given to people just before they do something |
| 8 | commercial presentation | h | A meeting where a person or a group of people make a statement and can answer some questions |

2. Match the halves of the word-combinations:

| | |
|----------|------------------|
| positive | product |
| send | start! |
| licensed | tasks |
| Let's | in the field |
| Listen | the smartphones. |

| | | | |
|----|---------------|---|----------------|
| . | Put away | . | their thanks |
| . | concentrate | . | for coming! |
| . | Thank you all | . | on the subject |
| . | practical | . | reviews |
| 0. | expert | . | carefully! |

3. Fill in the blanks with the proper word:

| | | | |
|-------------|-----------------|--------------|------------------|
| a. debating | c. promote | e. briefing | g. demonstration |
| b. formal | d. presentation | f. persuaded | |

1. During a conference a speaker usually uses visuals and speaks to a very big group of people.

2. During the he was showing some practical results of his inventions and we could see how it worked.

3. During the seminar we were about the practical use of different methods, not all of us had the same opinions.

4. At the the boss told us very quickly what to do and sent to work.

5. The aim of the meeting was to the product which was very badly sold.

6. Because of the occasion he was dressed in a suit.

7. I him to go to the lecture because it was given by a famous professor.

UNIT 9. WORKING WITH VISUALS



1. Read, listen to and learn the following words:

| | |
|-----------------------|----------------------------------|
| tip | підказка |
| certain | певний |
| focus | зосередитися |
| neutral | нейтральний |
| summarize | підсумувати |
| result | результат |
| growth | ріст |
| in progress | в процесі |
| decision | рішення |
| drop | падати |
| outline slide | оглядовий слайд |
| prompt | підказка |
| conclusion slide | заключний слайд |
| background | фон |
| key points | основні пункти |
| heading | заголовок |
| statistical data | статистичні дані |
| visual support | візуальна підтримка |
| graph | графік |
| refer | відсилати, давати посилання на |
| figure | цифра |
| diagram/chart | діаграма, графік |
| table | таблиця |
| axis | вісь |
| horizontal / vertical | горизонтальний / вертикальний |
| line | лінія |

| | |
|-------------|-------------|
| upward | вгору |
| downward | вниз |
| take a look | подивитися |
| clearly | ясно, чітко |
| area | область |

2. Listen to the dialogues:

Dialogue 1

- Can you give me some tips on how to prepare the visuals?
- Well, don't forget, that you must have certain slides to help you. First, the outline slide, it will help the audience focus on the topic. And the good conclusion slide is a good ending of the presentation.
- OK, thanks. What about the slides? What background is the best?
- I think the background must be something neutral. And you must put prompts almost on every slide which will help you. Good luck! Everything will be OK!

Dialogue 2

- Are you ready to listen to my recommendations after I checked your presentation and report?
- Of course, thank you very much.
- Well, first of all, your statistical data must have a visual support. There are different forms of diagrams. Besides, you use too many words on the slide.
- I use so many words because I am afraid that I will forget some important information.

Dialogue 3

- Now, dear friends, take a look at the next slide. This table summarizes the results of the research. As you see the line of progress goes upward.
- What about the graph on slide 5 which you refer to?
- The vertical line shows the year and the horizontal line shows the figures. We can see the growth in progress.

Dialogue 4

- Now, take a look at the most important chart. The green area of the chart is much bigger than the red, so our decision was right.
- What does the downward line in the next graph mean?
- Thank you for the question. This line shows the dropping number of petrol cars.

| | |
|---|--|
| - | Thanks. |
| - | If you have any questions, I am ready to answer. |

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| Can you give me some tips on how to prepare the visuals? | Можете мені допомогти із тим, як готувати презентацію? |
| Don't forget, that you must have certain slides to help you. | Не забувай, що в тебе повинні бути певні слайди, які тобі допомагатимуть. |
| The outline slide will help the audience focus on the topic. | Оглядовий слайд допоможе аудиторії зосередитися на темі. |
| And the good conclusion slide is a good ending of the presentation. | Хороший заключний слайд це хороша кінцівка презентації. |
| What about the slides? What background is the best? | А як щодо слайдів? Який фон найкращий? |
| I think the background must be something neutral. | Я думаю, фон повинен бути нейтральним. |
| Of course, you must put prompts on every slide, which will help you. | Звичайно, ти повинен помістити підказки на кожен слайд, які допоможуть тобі. |
| Good luck! Everything will be OK! | Щастя! Все буде добре! |
| Are you ready to listen to my recommendations after I checked your presentation and report? | Ти готовий до моїх рекомендацій після перевірки твоєї презентації та доповіді? |
| First of all, statistical data must have a visual support. | По-перше, статистичні дані треба давати із візуальною підтримкою. |
| There are different forms of diagrams. | Існують кілька видів діаграм. |
| Besides, you use too many words on the slide. | До того ж, ти використовуєш надто багато слів на одному слайді. |
| I use too many words because I am afraid that I will forget some important information. | Я використовую так багато слів, бо боюся забути важливу інформацію. |
| Now take a look at the next slide. | Тепер подивіться на наступний |

| | |
|---|--|
| | слайд. |
| This table summarizes the results of the research. | Ця таблиця підсумовує результати дослідження. |
| As you see, the line of progress on the diagram goes upward. | Як ви бачите, лінія успіху на діаграмі іде вгору. |
| What about the graph on slide 5 which you refer to? | А що за графік на слайді 5, на який ви посилалися? |
| The vertical line shows the year and the horizontal line shows the figures. | Вертикальна вісь показує рік, а горизонтальна – цифри. |
| We can see the growth in progress. | Ми можемо бачити ріст у процесі. |
| Now, take a look at the most important chart. | Тепер подивіться на найважливіший графік. |
| The green area of the chart is much bigger than the red, so our decision was right. | Зелена частина графіку більша за червону, тобто наше рішення було вірним. |
| What does the downward line in the next graph mean? | Що означає направлена униз лінія на наступному графіку? |
| Thank you for the question. This line shows the dropping number of petrol cars. | Дякую за питання. Ця лінія показує падаючу кількість бензинових автомобілів. |
| If you have any questions, I am ready to answer. | Якщо в вас є питання, я готова відповісти. |

Test block

1. Match the words with their definitions:

| | | | |
|----|-----------|----|--|
| 1. | summarize | a. | advice on something |
| 2. | graph | b. | a list of numbers or facts arranged in rows across and down the page |
| 3. | table | c. | a number from 0 to 9 |
| 4. | prompt | d. | to give the main results of the presentation. |
| 5. | figure | e. | a sign helping a person to remember what to say |
| 6. | tip | f. | a picture presenting figures in visual form (lines or boxes) |

2. Match the phrases with the translation:

| | | | |
|-----|--|----|--|
| 1. | The line of progress on the diagram goes upward. | a. | Заключний слайд підсумовує основні пункти моєї презентації. |
| 2. | The outline slide will help the audience focus on the topic. | b. | Хороший заключний слайд це хороша кінцівка презентації. |
| 3. | The good conclusion slide is a good ending of the presentation. | c. | Оглядний слайд допоможе аудиторії зосередитися на темі. |
| 4. | The conclusion slide summarizes the key points of my presentation. | d. | Статистичні дані треба давати із візуальною підтримкою. |
| 5. | You must put prompts on each slide that will help you to remember what to say. | e. | Ця таблиця підсумовує результати дослідження. |
| 6. | Statistical data must have a visual support. | f. | Подивіться на зелену область таблиці. |
| 7. | There are different forms of diagrams. | g. | На слайді не повинно бути багато слів для описання графіків. |
| 8. | You should not use too many words that describe the graphs on the slide. | h. | Існують кілька видів діаграм. |
| 9. | Take a look at the green area of the chart. | i. | Лінія успіху на діаграмі іде вгору. |
| 10. | This table summarizes the results of the research. | j. | Ти повинен помістити підказки на кожний слайд, які допоможуть тобі не забувати, що говорити. |

3. Match the halves of the sentences:

| | | | |
|---|-----------------------------|---|-------------------|
| 1 | The background must be | a | in progress. |
| 2 | Now take a look at the | b | a visual support. |
| 3 | Here we can see the growth | c | neutral. |
| 4 | The vertical line shows the | d | upward. |

| | | | |
|---|----------------------------|---|---------------------------------------|
| | year and | | |
| 5 | The line in the graph goes | e | next slide. |
| 6 | Statistical data must have | f | the horizontal line shows the figures |

4. Fill in the blanks with the proper word.

| | | |
|---------|------------|---------|
| a. look | c. outline | e. line |
| b. key | d. upward | |

1. The presentation should start with an slide, that will help the audience to focus on the topic.
2. The horizontal of the graph shows the year.
3. Take a at the next slide.
4. The line of progress in this graph goes
5. The conclusion slide summarizes the points of my presentation.

UNIT 10. TELECONFERENCING



1. Read, listen to and learn the following words:

| | |
|----------------|---------------------------|
| specify | визначати, уточнювати |
| agenda | порядок денний |
| feedback | реакція |
| scheduled time | визначений час |
| small talk | невимушена (легка) бесіда |
| kill time | «вбивати час» |
| roll call | переклик |
| ban | забороняти |
| hold | проводити |

| | |
|----------------|--|
| as for | щодо |
| first of all | перш за все |
| in advance | заздалегідь |
| urgent | терміновий |
| speak up | говорити гучніше |
| mention | згадувати |
| quality | якість |
| difference | різниця |
| time zone | часова зона |
| vote | голосування |
| stage | етап, стадія |
| preview | анонс, попереднє ознайомлення |
| to make it | змогти, знайти можливість (щось зробити) |
| point of view | точка зору |
| solve problems | вирішувати проблеми |
| tiring | виснажливий |
| disconnect | роз'єднати |

2. Listen to the dialogues:

Dialogue 1

- I am holding my first teleconference tomorrow. What advice would you give to me as for how to start?
- Oh, it will be a great experience. First of all, specify the time zone.
- OK, I will do it. Anything else?
- Meet some minutes before the start and check the sound quality. You can kill the time then by small talk. I wish you good luck!
- Thanks for your advice! I'll try to do my best.

Dialogue 2

- Dear colleagues, I sent the agenda in advance and now I ask you for a feedback!
- (replies from different people)*
- Hi, I think the format of the conference is very urgent today.
 - Hi, the agenda is OK, but, unfortunately, I can't make it tomorrow.
 - Hi, the problems are important, but we must try to keep the conference short and have time for a small talk.
 - Hi, the agenda is rather standard. Does everybody hear me? I must have some sound problems...

Dialogue 3

- Hello, everybody. Let us start with a roll call. Does everybody hear me well?

(replies from different people)

- Yes. Yes. Yes.....

- Right. I will ask you some questions. Has everyone joined the conference? Is time difference a problem? First, I will make a short preview. Please, note that we ban texting during the conference. OK, we have a couple of minutes before the start, so.... How is the weather there?

Dialogue 4

- OK, let us summarize our conference. Can we have a quick vote to see what everyone thinks? Right, does everybody support our decision about the next conference time?

(replies from different people)

- Yes, but let us keep the next conference short, because it is very tiring.

- I agree. And let us speak up next time, because I didn't even catch any name.

- Agree. And let us have a preview of the agenda so that people who are not interested could disconnect.

- So, thanks everyone. Good luck!

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|--|
| I am holding my first teleconference tomorrow. What advice would you give to me as for how to start? | Завтра я проводжу першу онлайн конференцію. Даш якісь поради? |
| Oh, it will be a great experience. | О, це буде чудовий досвід. |
| First of all, specify the time zone. | По-перше, уточни часову зону. |
| Meet some minutes before the start and check the sound quality. | Зустріньтесь за декілька хвилин перед початком конференції, щоб перевірити якість звуку. |
| You can kill the time by the small talk. | Ви можете «вбити час» за допомогою легкої бесіди. |
| Thanks for your advice. I'll try to | Дякую за поради. Зроблю все |

| | |
|--|---|
| do my best. | можливе. |
| Dear colleagues, I sent the agenda in advance and now I ask you for a feedback. | Поважні колеги! Я заздалегідь розіслав порядок денний та зараз хочу отримати вашу реакцію. |
| I think the format of the conference is very urgent today. | Я думаю, формат конференції дуже важливий сьогодні. |
| The agenda is OK, but, unfortunately, I can't make it tomorrow. | Порядок денний нормальний, але, на жаль, я не зможу завтра. |
| The problems are important, but we must try to keep a conference short and have time for a small talk. | Проблеми важливі, але ми повинні зробити конференцію недовгою і залишити час на легку бесіду. |
| The agenda is rather standard. | Порядок доволі стандартний. |
| Does everybody hear me? I must have some sound problems... | Всі мене чують? Здається, в мене проблеми зі звуком... |
| Hello, everybody. Let us start with a roll call. | Привіт всім. Давайте почнемо з переклику. |
| Has everyone joined the conference? | Всі приєдналися до конференції? |
| Is time difference a problem? | Різниця в часі є проблемою? |
| I will make a short preview. | Я коротко ознайомлю вас із порядком денним. |
| Please, note that we ban texting during the conference. | Будь ласка, занотуйте, що в нас заборона на переписку під час конференції. |
| OK, we have a couple of minutes before the start, so... | ОК, в нас є кілька хвилин перед початком, отже... |
| Let us summarize the conference. | Давайте підсумуємо конференцію. |
| Can we have a quick vote to see what everyone thinks? | Ми можемо швидко проголосувати, щоб узнати, що ви думаєте? |
| Right, does everybody support our decision about the next conference time? | Добре, всі підтримують рішення про час наступної конференції? |
| Let us keep the next conference short, because it is very tiring. | Давайте зробимо її короткою, бо дуже виснажливо. |
| And let us speak up next time, | І давайте розмовляти голосніше |

| | |
|---|---|
| because I didn't even catch any name. | наступного разу, я навіть нічиє ім'я не почув. |
| And let us have a preview of the agenda so that people who are not interested could disconnect. | І давайте зробимо короткий огляд конференції, щоб від'єдналися ті, кому це не цікаво. |
| So, thanks everyone. Good luck! | Отже, всім дякую. Щастя! |

Test block

1. Match the words with their definitions:

| | | | |
|----|-------------|----|--|
| 1. | agenda | a. | a description of something before it starts |
| 2. | feedback | b. | polite friendly conversation |
| 3. | small talk | c. | to say that something must not be done |
| 4. | to ban | d. | a list of subjects to be discussed at the meeting |
| 5. | to speak up | e. | one of the 24 areas that the world is divided into, each of which has its own time |
| 6. | time zone | f. | advice or reaction about how you are doing something |
| 7. | preview | g. | to speak louder |

2. Match the phrases with the translation:

| | | | |
|----|--|----|---|
| 1. | Specify in which time zone the conference is held. | a. | Розішліть порядок денний і запитайте про реакцію. |
| 2. | Send out the agenda in advance and ask for feedback. | b. | Підготуйте теми легкої бесіди на випадок, якщо буде потрібно «убити час». |
| 3. | Meet five minutes before the scheduled time. | c. | Робіть телеконференції недовгими. |
| 4. | Prepare small talk topics in case you have to kill time. | d. | Перевірте якість звуку. |
| 5. | Start with a roll call. | e. | Перевірте чи може хтось запізнівся та чекає приєднання до конференції. |

| | | | |
|-----|---|----|--|
| 6. | Ban emailing and texting during the conference. | f. | Підсумуйте всі рішення у кінці конференції. |
| 7. | Check if some people are late and waiting to join the conference. | g. | Уточни у якій часовій зоні проводиться конференція. |
| 8. | Keep teleconferences short. | h. | Попросіть усіх представитися чітко та гучно на початку. |
| 9. | Ask everyone to introduce themselves clearly and loudly at the beginning. | i. | Не соромтеся попрохати людей говорити гучніше. |
| 10. | Summarize all decisions at the end of the conference. | j. | Зустріньтесь за п'ять хвилин до початку. |
| 11. | Don't be shy to ask people to speak up. | k. | Забороніть імейли та обмін повідомленнями під час конференції. |
| 12. | Check the sound quality. | l. | Почніть з переліку. |

3. Match the halves of the sentences:

| | | | |
|----|---|---|--|
| 1. | Meet several minutes before the scheduled | a | time. |
| 2. | Small talk can help kill | b | to join the conference. |
| 3. | It is good to start with a roll | c | time to check the sound quality. |
| 4. | If you don't hear a person well, | d | for feedback. |
| 5. | Check if people are waiting | e | zone in which the conference will be held. |
| 6. | Send the agenda in advance and ask | f | ask him to speak up. |
| 7. | Specify the time | g | call. |

4. Fill in the blanks with the proper word:

| | | |
|---------|--------------|------------|
| a. kill | c. time | e. roll |
| b. up | d. scheduled | f. texting |

1. You should ban during the conference.
2. Prepare small talk topics in case you will have to “..... time”.
3. Ask people to speak if you don't hear them well.

4. Start with a call.
5. Meet some minutes before the time of the conference th
check the sound quality.
6. Specify the zone of the meeting.

UNIT 11. SOCIALIZING AT A CONFERENCE



1. Read, listen to and learn the following words:

| | |
|----------------------|---------------------------|
| serve | (тут) подавати |
| surprise | несподіванка |
| from all over Europe | зі всієї Європи |
| for ages | дуже довго, ціла вічність |
| besides | до того ж |
| recognize | впізнавати |
| quite | якоюсь мірою |
| quite right | абсолютно правий |
| session | сесія (набір заходів) |
| accommodation | житло |
| surroundings | все, що оточує |
| explore | досліджувати |
| comment | коментувати |
| venue | місце проведення заходу |
| Long time no see! | Давно не бачилися! |
| Why? | А що? |
| hall | зал |
| hurry | поспішати |

2. Listen to the dialogues:

Dialogue 1

- What a nice surprise! Dave! How's life?
- Hi! Everything is fine, thanks. And you?
- Very much the same. Do you recognize many people here?
- Not many, but some.
- Same here. OK, we'll see each other during the break. They serve great coffee here!
- OK, see you! Oh! Is that you, Mary? Long time no see!
- Yeah, I haven't seen you for ages! But I was hoping you'd be here! And I was looking forward to seeing you!
- Me too. The conference is great. And besides, I like the surroundings.
- I didn't have the chance to explore it yet, but yes, it is nice.
- OK, see you at the session. Sit near me.
- Will do!

Dialogue 2

- Sorry, have we met before?
- I am not sure...
- I recognize your face, but I don't remember the name. Did you visit the same conference last year?
- Yes, it was in Vienna, in October.
- Quite right, I was there too. And how can you comment on this conference?
- I must say it is better than I expected. And so many people from all over Europe!
- Sorry, did you mention the conference in Vienna last year? I wasn't there, but my friend says it was very well organized.
- Yes, quite so. All guests had very good accommodations and the venue was great. I liked it very much.
- Well, they are inviting us to the hall. Let's hurry!

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|--|
| What a nice surprise! How's life? | Яка приємна несподіванка! Як поживаєш? |
| Hi! Everything is fine, thanks. And you? | Привіт! Все добре, дякую. А ти? |

| | |
|--|--|
| Very much the same. | В мене все по старому. |
| Do you recognize many people here? | Ви впізнаєте багато людей тут? |
| Not many, but some. OK, we'll see each other during the break. They serve great coffee here! | Не багато, але впізнаю. Добре, ми побачимося під час перерви. Тут подають чудову каву! |
| Is that you, Mary? Long time no see! | Це ти, Мері? Давно не бачилися! |
| I haven't seen you for ages! | Я не бачила тебе цілу вічність! |
| I was hoping you'd be here. | Я сподівався, що ти тут будеш. |
| I was looking forward to seeing you! | Я з нетерпінням чекала на нашу зустріч! |
| Me too. The conference is great. And besides, I like the surroundings. | Я також. Конференція прекрасна. До того ж, мені подобається те, що я бачу навкруги. |
| I didn't have the chance to explore it yet, but yes, it is nice. | В мене не було нагоди все обслідувати, але так, тут мило. |
| See you at the session. Sit near me. | Побачимося на сесії. Сідай біля мене. |
| Will do! | Так і зроблю! |
| Sorry, have we met before? | Вибачте, ми зустрічалися раніше? |
| I am not sure... | Я не впевнена... |
| I recognize your face, but I don't remember the name. | Я впізнаю ваше обличчя, але не пам'ятаю ім'я. |
| Did you visit the same conference last year? | Ви були на такій самій конференції минулого року? |
| Yes, it was in Vienna, in October. | Так, у Відні, в жовтні. |
| Quite right. I was there too. | Саме так. Я теж там була. |
| How can you comment on this session? | Як ви прокоментуєте цю сесію? |
| It is better than I expected. And so many people from all over Europe. | Все краще, ніж я очікувала. І стільки людей з усієї Європи. |
| Sorry, did you mention the conference in Vienna last year? | Вибачте, ви згадали минулорічну конференцію у Відні? |
| I wasn't there, but my friend says it was very well-organized. | Я там не був, але друг сказав, що вона була прекрасно організована. |
| Yes, quite so. All guests had very | Так. У всіх гостей було прекрасне |

| | |
|--|---|
| good accommodation and the venue was great. | житло та місце проведення було чудовим. |
| Well, they are inviting us to the hall. Let's hurry! | Все, нас запрошують у зал. Поспішаймо! |

Test block

1. Match the words with their definitions:

| | | | |
|----|-----------------|----|--|
| 1. | surprise | a. | a place for someone to stay |
| 2. | to recognize | b. | to move quickly |
| 3. | accommodation | c. | unexpected or unusual event |
| 4. | venue | d. | to be excited and pleased about something that is going to happen |
| 5. | to hurry | e. | to know who someone is |
| 6. | to look forward | f. | to say about something very quickly without details |
| 7. | to mention | g. | a place where an organized event (for example, a conference) takes place |

2. Match the phrases with the translation:

| | | | |
|----|---|----|--|
| 1. | What a nice surprise. | a. | Вибачте, я впізнаю ваше обличчя, але не пам'ятаю ім'я. |
| 2. | They serve great coffee here! | b. | Це приємна несподіванка. |
| 3. | We haven't met for ages! | c. | Я пам'ятаю, що ви згадували цю конференцію під час телефонної розмови. |
| 4. | I was looking forward to meeting you. | d. | Вам вдалося отримати гарне житло? |
| 5. | Sorry, I recognize your face but I don't remember the name. | e. | Тут подають чудову каву! |
| 6. | I remember you mentioned this conference in our telephone conversation. | f. | Як ви прокоментуєте цю сесію? |
| 7. | How can you comment on this session? | g. | Ми не зустрічалися цілу вічність! |
| 8. | Did you manage to get a | h. | Мені дуже подобається все, що |

| | | | |
|----|---|----|--|
| | good accommodation? | | нас оточує. Таке чудове місце! |
| 9. | I like the surroundings very much! Such a lovely place. | i. | Я з нетерпінням чекав зустрічі з вами. |

3. Match the phrases to the situations when they are used:

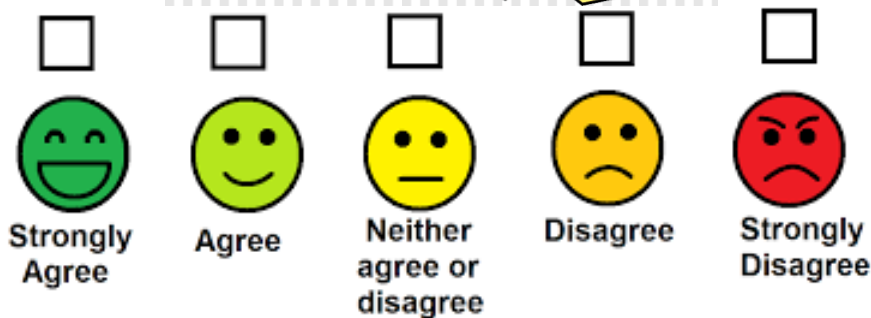
| | | | |
|---|---|---|---|
| 1 | What a nice surprise! | a | You see and hear people from very many European countries. |
| 2 | Long time no see! | b | You see someone that looks familiar but you don't know exactly who the person is. |
| 3 | There are people from all over Europe! | c | You comment the session which is more interesting than you thought. |
| 4 | Sorry, I recognize your face, but... | d | You comment on the surroundings that you like. |
| 5 | It is better than I expected. | e | You meet someone who you didn't see for a long time. |
| 6 | Did you come to the same conference last year? | f | You meet someone who you didn't expect to meet there. |
| 7 | I didn't have much time to explore, but it is nice! | g | You mention the conference to someone. |

4. Fill in the blanks with the proper word:

| | | |
|-------------|--------------|--------|
| a. on | c. recognize | e. no |
| b. surprise | d. forward | f. for |

1. Long time see!
2. They haven't met ages!
3. Since the last conference I was looking to seeing you.
4. How can you comment the session?
5. What a nice! I didn't expect to meet you here!
6. Sorry, I your face but I don't remember the name.

UNIT 12. AGREEING, DISAGREEING, MAKING SUGGESTIONS



1. Read, listen to and learn the following words:

| | |
|----------------------------|---|
| agree | бути згодним |
| disagree | бути незгодним |
| completely/totally | повністю |
| absolutely | абсолютно |
| exactly | точно |
| depend (on) | залежати (від) |
| it depends | як сказати..., буває по всякому..., залежить від обставин |
| up to a point | певною мірою |
| in principle | в принципі |
| presenter | доповідач |
| differently | інакше |
| at all | зовсім (при запереченні) |
| get anywhere | досягти (успіху), просунутися |
| move on | продовжити розмову, змінивши тему |
| how about/what about? | як щодо....? |
| suggest | запропонувати, припустити |
| main | головний |
| report | доповідь |
| in practice | на практиці |
| why don't we...? | чому б нам....? |
| personally | особисто |

| | |
|------------|-------------|
| neutral | нейтральний |
| preference | вподобання |

2. Listen to the dialogues:

Dialogue 1

- I think it was the best presentation at the conference!
- I completely agree. And not only the visuals, but the presenter was great.
- You are absolutely right. Everybody started listening after 2 minutes of his speech.
- Exactly.

Dialogue 2

- Do you agree with the main idea of the report?
- Well, it depends... I agree up to a point, but...
- Yes, that's exactly what I mean. We can agree in principle, but in practice it looks differently.
- Yes. And still we can't say that we disagree.

Dialogue 3

- I am not so sure about this last phrase of the speaker...
- You are right, it was strange.
- Do you think that he meant someone personally?
- Not necessarily. I agree with his ideas, but I don't like his presentation.
- I don't agree at all! His presentation was unusual, but I liked it.

Dialogue 4

- Well, we don't seem to be getting anywhere with this, so let's move on.
- Totally agree. Why don't we suggest a new topic, something neutral?
- How about ecology in Europe?
- I recommend speaking on something absolutely neutral, like new sorts of coffee...
- Great idea. How about coffee preferences? I prefer espresso. What about you?

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|--|
| I think it was the best presentation at the conference. | Гадаю, це була найкраща презентація цієї конференції. |
| I completely agree. | Я повністю згоден. |
| Not only the visuals, but the presenter was great. | Не тільки ілюстративні матеріали, але й сам доповідач чудовий. |
| You are absolutely right. | Ви абсолютно праві. |
| Everybody started listening after two minutes of his speech. | Всі почали слухати через дві хвилини після початку доповіді. |
| Exactly! | Точно! |
| Do you agree with the main idea of the report? | Ви згодні з основною ідеєю доповіді? |
| Well, it depends. | Ну, як сказати... |
| I agree up to a point, but... | Певною мірою, але... |
| That's exactly what I mean! | Це точно те, що я маю на увазі! |
| We can agree in principle, but in practice it looks differently. | Ми можемо бути згодні у принципі, але на практиці все виглядає інакше. |
| Still we can't say that we disagree. | Все ж таки ми не можемо сказати, що ми не згодні. |
| I am not sure about this last phrase of the speaker... | Я не впевнений щодо останньої фрази доповідача... |
| You are right, it was strange. | Ви праві, вона була дивна. |
| Do you think that he meant someone personally? | Ви гадаєте, він мав на увазі когось особисто? |
| Not necessarily. | Не обов'язково. |
| I agree with his ideas but I don't like his presentation. | Я згоден з його ідеями, але мені не подобається презентація. |
| I don't agree at all! | Ні, я зовсім не згоден! |
| His presentation was unusual, but I liked it! | Його презентація була незвичайною, але мені сподобалася. |
| I see we are not getting anywhere with this, so let's move on. | Я бачу, тут ми нічого не досягнемо. Давайте змінимо тему. |
| Totally agree. | Повністю згоден. |
| Why don't we suggest a new topic, something neutral? | Чому б нам не запропонувати якусь нову тему, зовсім нейтральну? |
| How about coffee preferences? | Як щодо кавових вподобань? |
| Great idea. I prefer espresso. | Гарна ідея! Я віддаю перевагу |

| | |
|-----------------|----------------|
| What about you? | еспресо, а ви? |
|-----------------|----------------|

Test block

1. Match the words with their definitions:

| | | | |
|----|-----------------|----|--------------------------------------|
| 1. | to disagree | a. | partly, but not completely |
| 2. | totally | b. | to have some progress |
| 3. | up to a point | c. | to advise somebody to do something |
| 4. | to get anywhere | d. | to have a different opinion |
| 5. | to move on | e. | on the other way |
| 6. | to recommend | f. | to start talking about a new subject |
| 7. | differently | g. | fully, completely |

2. Match the phrases with their translation:

| | | | |
|-----|---|----|---|
| 1. | I completely agree. | a. | Ви абсолютно праві. |
| 2. | You are absolutely right. | b. | Це точно те, що я кажу! |
| 3. | That's exactly what I say! | c. | Боюся, я не згоден. |
| 4. | Well, I don't know, it depends ... | d. | Ні, вибачте, я зовсім не згоден! |
| 5. | I agree with you up to a point. | e. | Я повністю згоден з вами. |
| 6. | I agree with you in principle, but... | f. | Я не впевнений щодо цього. |
| 7. | I'm afraid, I disagree. | g. | Так, можливо, але не обов'язково. |
| 8. | I'm not so sure about it. | h. | Ну, я не знаю, буває по всякому. |
| 9. | I see it differently. | i. | Давайте змінимо тему. Я бачу, тут ми нічого не досягнемо. |
| 10. | Yes, maybe, but not necessarily. | j. | Я з вами згоден, але не повністю. |
| 11. | I'm sorry I don't agree at all! | k. | Я це бачу інакше. |
| 12. | Let's move on. I see we are not getting anywhere with this. | l. | Я з вами згоден у принципі, але... |

3. Match the sentences with the same meaning:

| | | | |
|---|---|---|--|
| 1 | What about having a discussion in a good café after the conference? | a | I can make presentation using my own laptop. |
| 2 | I suggest making presentation using my own laptop. | b | What types of visuals do you like the most? |
| 3 | How about asking him for some data? | c | Let us discuss it in a good café after the conference? |
| 4 | What are your preferences in visuals? | d | How about changing the topic! This one is too difficult. |
| 5 | Let's move on! This topic is too difficult. | e | We can ask him for some data, can't we? |

4. Put the + in the segment A (agreeing), D (disagreeing) or S (suggestion) next to the phrase:

| | | A | D | S |
|---|---|---|---|---|
| 1 | Exactly! That's how I see it! | | | |
| 2 | What about changing the topic? | | | |
| 3 | Let's talk about your presentation. | | | |
| 4 | I am sorry, I don't agree with that at all. | | | |
| 5 | I see it differently. | | | |
| 6 | I agree with you up to a point. | | | |
| 7 | I agree with you in principle. | | | |

UNIT 13. MEETING: STARTING, ASKING AND GIVING OPINIONS, SUMMARIZING



1. Read, listen to and learn the following words:

| | |
|----------------|-----------------------------------|
| since | так як |
| minutes | протокол |
| brainstorming | мозковий штурм |
| strategy | стратегія |
| allocate tasks | розподіляти завдання певним людям |
| collaborate | співпрацювати |
| make decisions | приймати рішення |
| get started | почати |
| welcome | вітати |
| in order to | для того, щоб |
| offer | пропозиція |
| be positive | бути абсолютно впевненим |
| be convinced | бути впевненим |
| believe / feel | (тут) думати, вважати |
| take your seat | займати місце |
| honest | чесний |
| sum up | підсумувати |
| in brief | коротко кажучи |
| go over | повторити |
| hacking | хакерський |
| cover | охопити |
| wrap up | закінчити |
| participation | участь |
| fight | боротися |
| no doubt | без сумніву |

2. Listen to the dialogues:

Dialogue 1

- Hi. Since everyone is here, let's get started! First, I'd like to welcome you all. I think you all received the agenda. I've called this meeting in order to discuss the strategy of our future work. The minutes of the meeting will be sent to you by email. If the agenda is OK, we can just start. Any other opinions?
- No, let's begin.

Dialogue 2

- Well, since we can't agree on the problem, let's have a brainstorming.
(half an hour later)
- Well-well-well, now that we've come to an agreement, let's allocate the tasks. I am asking for volunteers, then I will give my own names.
- We can invite some people from other departments and collaborate for the better result. After that we will make the final decisions.

Dialogue 3

- Hello, everyone. Let me welcome our guests. Meet Martha and Greg from IT department. Please, take your seats and we'll get started. The topic today is hacking attacks and how to fight them.
- The help from our guests will be welcomed!
- That's why they are here. I'm convinced that with their help we will win.
- I'm positive that the problem can be solved.
- No doubt. But I feel it will cost money.
(in two hours)
- Well, in brief, I think we've decided on the strategy and can wrap the meeting up. Thank you all!

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|---------------------------------------|
| Since everyone is here, let's get started! | Отже, раз усі тут, почнемо. |
| First, I'd like to welcome you all. | По-перше, я радий вас всіх привітати. |
| I think you all received the | Думаю, ви всі отримали порядок |

| | |
|--|--|
| agenda. | денний. |
| I've called this meeting in order to discuss the strategy of our future work. | Я зібрав вас, щоб обговорити стратегію нашої майбутньої роботи. |
| The minutes of the meeting will be sent to you by email. | Протокол засідання буде вам відправлений електронною поштою. |
| If the agenda is OK, we can just start. | Якщо порядок денний влаштовує, ми почнемо. |
| Any other opinions? – No, let's begin. | Є інші думки? – Ні, давайте почнемо. |
| Well, since we can't agree on the problem, let's have a brainstorming. | Так як ми не можемо дійти згоди щодо проблеми, давайте влаштуємо мозковий штурм. |
| Well-well-well, now that we've come to an agreement, let's allocate the tasks. | Так-так, тепер, коли ми дійшли згоди, давайте розподілимо завдання. |
| I'm asking for volunteers, then I'll give my own names. | Я питаю волонтерів, потім сам назву імена. |
| We can invite people from other departments and collaborate for the better result. | Ми можемо запросити людей з інших відділів для співробітництва на найкращий результат. |
| After that we will make the final decisions. | Ми приймемо остаточне рішення потім. |
| Hello, everyone. Let me welcome our guests. | Привіт всім. Давайте привітаємо наших гостей. |
| Meet Martha and Greg from IT department. | Знайомтеся із Мартою та Грегом з відділу ІТ. |
| Please, take your seats and we'll get started. | Будь ласка, займайте місця та почнемо. |
| The topic today is hacking attacks and how to fight them. | Тема сьогодні – хакерські атаки та боротьба з ними. |
| The help from our guests will be welcomed. | Допомога від наших гостей дуже допоможе. |
| That's why they are here. I'm convinced that with their help we will win. | Тому вони тут. Я впевнений, що з їхньою допомогою ми переможемо. |
| I am positive that the problem can | Я абсолютно впевнений, що |

| | |
|--|--|
| be solved. | проблему можна вирішити. |
| No doubt, but I feel it will cost money. | Без сумніву, але я відчуваю, це буде коштувати грошей. |
| Well, in brief, I think we've decided on the strategy and can wrap the meeting up. | Отже, коротко кажучи, я думаю, що ми вирішили щодо стратегії і можемо завершувати збори. |

Test block

1. Match the words with their definitions:

| | | | |
|----|-------------------|----|---|
| 1. | minutes | a. | a plan for completing a project |
| 2. | brainstorming | b. | to work together |
| 3. | strategy | c. | the official record of the meeting. |
| 4. | to allocate tasks | d. | to decide what to do |
| 5. | to collaborate | e. | to be glad to see someone or to be glad that something happened |
| 6. | to make decisions | f. | creating a lot of different ideas that later will be analyzed. |
| 7. | to welcome | g. | to assign specific work for specific people |

2. Match the phrases with the translation:

| | | | |
|----|---|----|---|
| 1. | Since everyone is here, let's get started! | a. | Я впевнений, що ми переможемо. |
| 2. | First, I'd like to welcome you all! | b. | Так, я зібрав вас, щоб обговорити стратегію нашої подальшої роботи. |
| 3. | Well, I've called this meeting in order to discuss the strategy of our future work. | c. | Я думаю, що наша стратегія вірна. |
| 4. | I'm convinced that we will win. | d. | По-перше, хочу вас усіх привітати! |
| 5. | I feel that our strategy is right. | e. | Зважаючи на те, що всі зібралися, давайте почнемо. |

3. Match the sentences with the same meaning:

| | | | |
|----|--|---|---|
| 1. | I feel that it's time for us to wrap up. | a | Let us look once again through the main issues. |
|----|--|---|---|

| | | | |
|----|---|---|---|
| 2. | Let us go over today's main points. | b | It's time to summarize what we've discussed and decided. |
| 3. | OK, in brief, I think we've covered all the issues. | c | Thanks that you all came and took part in the meeting! |
| 4. | It's the right moment to sum up the results of the meeting. | d | I think, we should finish now. |
| 5. | Thank you all for participation! | e | Right, in one word, I think we've discussed all the points. |

4. Put the + in the segment A (asking for opinion), G (giving opinion) or S (summarizing) next to the phrase:

| | | A | G | S |
|---|--|---|---|---|
| 1 | What are your views on? | | | |
| 2 | If there are no other comments, I'd like to wrap the meeting up. | | | |
| 3 | I am positive that... | | | |
| 4 | Thank you all for active participation! | | | |
| 5 | If you want my honest opinion, it is that... | | | |
| 6 | Let me go quickly over today's main points. | | | |

UNIT 14. Q & A SESSION



1. Read, listen to and learn the following words:

| | |
|---|---------------------------------------|
| Q & A session (questions and answers session) | сесія у форматі «питання – відповідь» |
| repeat | повторювати |
| part | частина |
| mean | мати на увазі |
| Good point. | Вірно підмічено. Точно сказано. |
| consider | розглядати |
| deserve | заслужувати |
| quote | цитувати |
| beyond the scope | за межами |
| mislead | ввести в оману |
| reasonable | розумний |
| raise the question | підняти питання |
| be aware of | знати, бути в курсі |
| understand somebody's point | розуміти, що людина має на увазі |
| see | бачити (в сенсі – розуміти) |
| asker | той, хто питає |

2. Listen to the useful phrases grouped by the purpose:

| | |
|---|--|
| <i>When you don't hear the question well or you don't understand the question.</i> | <ul style="list-style-type: none"> - Sorry, I couldn't hear that. Can you say it louder, please? - Could you repeat the question? - Sorry, I didn't catch your question. - Sorry, I didn't understand the last part. - I'm not sure that I understand. - I'm afraid I don't quite see what you mean. |
| <i>When you need a little time to think.</i> | <ul style="list-style-type: none"> - Good point... Well.... - That's a good question... OK.... - Oh, that's interesting... Let me think... - Let me consider the best way to answer that... - That point deserves some thought... |
| <i>When you are not sure about the answer</i> | <ul style="list-style-type: none"> - Well, maybe... - I'm not sure what to answer.... - Don't quote me on this, but I think... - I haven't thought about that before, but... - Well, it's possible that... |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Well, I don't have enough data... - I don't want to mislead... - I'm not sure how to give a reasonable answer. - Well...thank you for raising the question. |
| <i>When you disagree with the asker</i> | <ul style="list-style-type: none"> - It seems we think differently. - I'm aware of that, but... - I understand your point, but I have a different opinion. - Thanks for the comment. I'll think about it. |
| <i>When you agree with the asker</i> | <ul style="list-style-type: none"> - Yes, you are quite right. - Yes, I totally agree with you here. - That's what I was just saying. - That's exactly what I mean. |

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| Sorry, I couldn't hear that. Can you say it louder, please? | Вибачте, я не почув. Можете повторити голосніше, будь ласка? |
| Could you repeat the question? | Ви можете повторити питання? |
| Sorry, I didn't catch your question. | Вибачте, я не почув питання. |
| Sorry, I didn't understand the last part. | Вибачте, я не зрозумів останню частину. |
| I'm not sure that I understand. | Я не впевнений, що зрозумів. |
| I'm afraid I don't quite see what you mean. | Боюся, я не зовсім розумію, що ви маєте на увазі. |
| Good point... Well.... | Точно сказано... Ну... |
| That's a good question... OK.... | Це хороше питання... Добре... |
| Oh, that's interesting... Let me think... | О, як цікаво... Дайте подумати... |
| Let me consider the best way to answer that... | Дайте я подумаю, як відповісти найкраще... |
| That point deserves some thought... | Ця точка зору заслуговує осмислення. |
| Well, maybe... | Ну, можливо... |
| I'm not sure what to answer.... | Я не впевнений що відповісти... |

| | |
|--|---|
| Don't quote me on this, but I think... | Не цитуйте мене, але я думаю... |
| I haven't thought about that before, but... | Я про це раніше не думав, але... |
| Well, it's possible that... | Ну, можливо, що... |
| Well, I don't have enough data... | Ну, в мене немає достатньо даних... |
| I don't want to mislead... | Не хочу вводити вас в оману... |
| I'm not sure how to give a reasonable answer. | Я не впевнений як дати розумну відповідь. |
| Well...thank you for raising the question. | Ну... дякую за те, що підняли питання. |
| It seems we think differently. | Здається, ми мислимо по різному. |
| I'm aware of that, but... | Я в курсі про це, але... |
| I understand your point, but I have a different opinion. | Я розумію, що ви маєте на увазі, але в мене інша думка. |
| Thanks for the comment. I'll think about it. | Дякую за коментар. Я подумаю про це. |
| Yes, you are quite right. | Так, ви праві. |
| Yes, I totally agree with you here. | Так, я повністю згоден. |
| That's what I was just saying. | Я саме це говорив. |
| That's exactly what I mean. | Я саме це мав на увазі. |

Test block

1. Match the words with their definitions:

| | | | |
|----|---------------|----|--|
| 1. | Q & A session | a. | to hear what someone is saying |
| 2. | to catch | b. | to repeat exactly what someone else said or wrote |
| 3. | to mislead | c. | someone who asks the questions |
| 4. | to quote | d. | to make someone believe something that is not true |
| 5. | data | e. | to say once again |
| 6. | asker | f. | information |
| 7. | to repeat | g. | a period of time when someone answers questions that are asked by the audience |

2. Match the phrases with the words from the list with the translation:

| | | | |
|-----|--|----|--|
| 1. | Could you repeat the question? | a. | Вибачте, я не почув питання. |
| 2. | Sorry, I didn't catch your question. | b. | Я саме це мав на увазі. |
| 3. | Sorry, I didn't understand the last part. | c. | Ви можете повторити питання? |
| 4. | Good point... Well.... | d. | Ну, можливо... |
| 5. | Let me consider the best way to answer that... | e. | Вибачте, я не зрозумів останню частину. |
| 6. | Well, maybe... | f. | Точно сказано... Ну... |
| 7. | I haven't thought about that before, but... | g. | Дайте я подумаю, як відповісти найкраще... |
| 8. | I don't want to mislead... | h. | Я в курсі про це, але... |
| 9. | I'm aware of that, but... | i. | Так, я повністю згоден. |
| 10. | Yes, I totally agree with you here. | j. | Я про це раніше не думав, але... |
| 11. | That's exactly what I mean. | k. | Не хочу вводити вас в оману... |

3. Match the halves of the sentences:

| | | | |
|---|---|---|--------------------|
| 1 | Well...thank you for raising | a | opinion. |
| 2 | I understand your point, but I have a different | b | louder, please? |
| 3 | Don't quote me on this, | c | the question. |
| 4 | It seems we think | d | question... OK.... |
| 5 | Sorry, I couldn't hear that. Can you say it | e | but I think... |
| 6 | That's a good | f | that I understand. |
| 7 | I'm not sure | g | differently. |

4. Fill in the blanks with the proper word.

| | |
|---------------|-------------|
| a. mean | c. deserves |
| b. reasonable | d. session |

1. I'm afraid I don't quite see what you

2. That point some thought.
3. I'm not sure how to give a answer.
4. The Q & A lasted till 6 o'clock.

UNIT 15. NEGOTIATING



1. Read, listen to and learn the following words:

| | |
|------------------|---|
| negotiate | вести переговори |
| bargain | домовлятися, торгуватися |
| bottom-line | (тут) остаточне рішення |
| compensate | компенсувати |
| compromise | йти на компроміс |
| consensus | консенсус, рішення, що задовольняє усіх |
| cooperation | співробітництво |
| counter-proposal | зустрічна пропозиція |
| counterpart | супротивна сторона |
| demand | вимога |
| last-minute | зроблений в останню хвилину |
| deadlock | глухий кут |
| dispute | диспут |
| flexible | гнучкий |
| issue | питання |
| bonus | бонус, премія |
| quarter | чверть |
| term | термін |
| mutual | взаємний |
| objective | ціль |
| proposal | пропозиція |
| resistance | супротив |

| | |
|-------------|----------------|
| resolve | вирішувати |
| trade-off | компроміс |
| unrealistic | нереалістичний |
| victory | перемога |
| to yield | поступатися |
| option | варіант |
| differences | розбіжності |

2. Listen to the dialogues:

Dialogue 1

- So, ladies and gentlemen. We've met here to negotiate on some important issues and I ask you to be flexible and active. Last time we bargained on one issue for over an hour before we came to a consensus.
- Agreed. Cooperation will help. Let all of us try to listen to the counterpart, understand their demands and be polite.
- But if the demands are unrealistic, we will come to a deadlock.
- Deadlock is not an option. We must find a consensus.

Dialogue 2

- We are going to negotiate on how to compensate our workers on their overtime.
- Well, we can compromise on this issue.
- My proposal is a big bonus at the end of the year.
- My counter-proposal is much smaller bonuses every quarter, starting right now.
- OK, let it be the bottom line.

Dialogue 3

- Our dispute seems to go nowhere. Can we please show more mutual understanding or we will never reach the objective? What are your proposals?
- We didn't expect so much resistance of the counterpart. They must yield a little, or we will never resolve our differences.
- Well, their proposal still sounds like a trade-off.

Dialogue 4

- Your proposal sounds good. But can I make a counter-proposal? What if we compromise on the terms of the work?
- Well, if you don't ask us to compensate your time...
- We will not. The work must be done, but we can decide where and when we will do it.

- OK, cooperation is important. It always helps when both parties yield.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|--|
| Ladies and Gentlemen! We've met here to negotiate on some important issues. | Шановні добродії! Ми тут для того, щоб провести перемовини з важливих питань. |
| I ask you to be flexible and active. | Я прошу вас бути гнучкими та активними. |
| Last time we bargained on one issue for an hour before we came to a consensus. | Минулого разу ми домовлялися з одного питання цілу годину, поки прийшли до консенсусу. |
| Agreed. Cooperation will help. | Згода. Співпраця допоможе. |
| Let us all try to listen to the counterpart, understand their demands and be polite. | Намагайтеся слухати противну сторону, розуміти їх вимоги та бути ввічливими. |
| But if the demands are unrealistic, we will come to a deadlock. | Але якщо вимоги нереалістичні, ми зайдемо у глухий кут. |
| Deadlock is not an option. We must find a consensus. | Глухий кут не варіант. Ми повинні знайти консенсус. |
| We are going to negotiate on how to compensate our workers on their overtime. | Ми збираємося обговорити компенсацію робітникам за понаднормовий час. |
| Well, we can compromise on this issue. | Ми можемо піти на компроміс з цього питання. |
| My proposal is a big bonus at the end of the year. | Моя пропозиція – велика премія у кінці року. |
| My counter proposal is much smaller bonuses every quarter, starting right now. | Моя зустрічна пропозиція – менші бонуси кожний квартал, починаючи прямо зараз. |
| OK, let it be the bottom line. | ОК, нехай це буде остаточним рішенням. |
| Our dispute seems to go nowhere. | Наш диспут, здається, нікуди не веде. |
| Can we please show more mutual understanding or we will never | Чи не могли б ми показати більше взаєморозуміння, або ми ніколи не |

| | |
|---|--|
| reach the objective? | досягнемо мети? |
| What are your proposals? | Які ваші пропозиції? |
| We didn't expect so much resistance of the counterpart. | Ми не очікували такого спротиву іншої сторони. |
| They must yield a little or we will never resolve our differences. | Вони повинні трохи поступитися, або ми ніколи не вирішимо наші розбіжності. |
| Well, their proposal still sounds like a trade-off. | Їхня пропозиція все ж таки виглядає як компроміс. |
| Your proposal sounds good. But can I make a counter-proposal? | Ваша пропозиція звучить добре. Але можу я зробити контр-пропозицію? |
| What if we compromise on the terms of the work? | Якщо ми поступимося у питанні термінів роботи. |
| Well, if you don't ask us to compensate your time... | Ну, якщо ви не попросите компенсувати ваш час.... |
| We will not. The work must be done, but we can decide where and when we will do it. | Не попросимо. Робота повинна бути виконана, але ми вирішуємо коли і де. |
| OK, cooperation is important. It always helps when both parties yield. | Добре, кооперація важлива. Завжди допомагає, коли обидві сторони поступаються. |

Test block

1. Match the words with their definitions:

| | | | |
|----|-------------|----|--|
| 1. | bottom line | a. | agreement by all |
| 2. | consensus | b. | to end a conflict |
| 3. | counterpart | c. | a win |
| 4. | deadlock | d. | a person on the other side of negotiations |
| 5. | to resolve | e. | opposition |
| 6. | victory | f. | the final decision |
| 7. | resistance | g. | a point where the negotiations stop and cannot go on |

2. Match the phrases with the translation:

| | | | |
|----|-------------------------------------|----|---|
| 1. | We've met here to negotiate on some | a. | Я прошу вас бути гнучкими та активними. |
|----|-------------------------------------|----|---|

| | | | |
|-----|--|----|--|
| | important issues. | | |
| 2. | I ask you to be flexible and active. | b. | Ми домовлялися з одного питання цілу годину, поки прийшли до консенсусу. |
| 3. | We bargained on one issue for an hour before we came to a consensus. | c. | Моя зустрічна пропозиція така. |
| 4. | Cooperation helps in negotiations. | d. | Намагайтеся слухати противну сторону та розуміти їх вимоги. |
| 5. | Try to listen to the counterpart and understand their demands. | e. | Ми тут для того, щоб провести перемовини з важливих питань. |
| 6. | If the demands are unrealistic, we will come to a deadlock. | f. | Глухий кут не варіант. Ми повинні знайти консенсус. |
| 7. | Deadlock is not an option. We must find a consensus. | g. | Співпраця допомагає в перемовинах. |
| 8. | We can compromise on this issue. | h. | ОК, давайте зробимо це остаточним рішенням. |
| 9. | My counter proposal is the following. | i. | Ми можемо піти на компроміс з цього питання. |
| 10. | OK, let's make it a bottom line. | j. | Наш диспут, здається, нікуди не веде. |
| 11. | Our dispute seems to go nowhere. | k. | Якщо вимоги нереалістичні, ми зайдемо у глухий кут. |

3. Match the halves of the sentences:

| | | | |
|---|--|---|--------------------------|
| 1 | Let us show more understanding | a | of the counterpart. |
| 2 | We didn't expect so much resistance | b | to reach the objective. |
| 3 | You must yield a little or we will never | c | like a trade-off. |
| 4 | Their proposal sounds | d | victory. |
| 5 | It will be a mutual | e | resolve our differences. |

4. Match the sentences with the same meaning:

| | | | |
|---|---------------------|---|----------------------------------|
| 1 | This is a deadlock. | a | The argument was very difficult. |
|---|---------------------|---|----------------------------------|

| | | | |
|---|--|---|---|
| 2 | Our objective today is to reach the consensus. | b | What does the other part offer? |
| 3 | Let us find a consensus. | c | We cannot move anywhere. |
| 4 | The dispute was very hot. | d | Let us all agree on something. |
| 5 | What are the proposals of the counterpart? | e | Our goal today is to make a decision that satisfies both parts. |

UNIT 16. ONLINE INTERVIEW



1. Read, listen to and learn the following words:

| | |
|-----------------|------------------------|
| interview | співбесіда |
| focus | зосереджуватися |
| obtain | отримувати |
| notice | помічати |
| hard-working | працелюбний |
| ambitious | амбітний |
| training | (тут) тренінг |
| team | команда |
| career | кар'єра |
| degree | ступінь |
| skills | навички, вміння |
| strengths | сильні сторони |
| weakness | слабкість |
| quality | якість, риса характеру |
| prevent from | заважати |
| expectations | очікування |
| enthusiastic | захоплений, завзятий |
| time management | управління часом |
| personal life | особисте життя |

| | |
|------------------|---|
| workplace | робоче місце |
| gain | (тут) навчитися |
| promote | просувати (по службі), підвищувати на посаді |
| lead | лідити, управляти |
| salary | зарплата |
| fair | справедливий |
| work environment | умови праці |

2. Listen to the dialogues:

Dialogue 1

- Tell us something about yourself.
- Well, I was born in this country and I obtained an engineering degree five years ago. I am honest, hard-working and ambitious.
- So, why do you want to work for this company?
- I have noticed that your company focuses on training and team work. I want a career in which I can develop my skills. I also think that one of my strengths is teamwork.

Dialogue 2

- We have several candidates for this position. Why do you think we should choose you?
- I believe I have qualifications and qualities that you are looking for. And my work experience helped me develop some skills that you need.
- What do you think your greatest strengths are?
- I have very good organizational and time management skills.
- What are your weaknesses?
- I sometimes take my work home and it prevents from my personal life.

Dialogue 3

- What have you gained from your training?
- I've learned how to work in a team and how to organize my workplace.
- How do you see the next five years?
- Well, after I gain some experience, I'd like to use my skills in management.
- When do you think we can promote you if you receive this job?
- I think if I work well, you will promote me in five years, maybe I

will lead my team if I show good skills.

Dialogue 4

- What are your salary expectations?
- I am sure that you will offer me a fair salary. Salary is not very important right now. I am looking for opportunities.
- Do you have any questions that you want us to answer?
- Could you give me some information about the training programs and the work environment?
- Of course. These two issues are important. Now, listen....

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|--|
| Tell us something about yourself. | Розкажіть нам про себе. |
| I was born in this country and I obtained an engineering degree five years ago. | Я народився у цій країні та отримав диплом інженера п'ять років тому. |
| I am honest, hard-working and ambitious. | Я чесний, працелюбний та амбітний. |
| So, why do you want to work for this company? | Отже, чому ви хочете працювати у цій компанії? |
| I have noticed that your company focuses on training and team work. | Я помітив, що ваша компанія зосереджена на підготовці та роботі в команді. |
| I want a career in which I can develop my skills. | Я хочу таку кар'єру, де я зможу розвинути свої навички. |
| I think that one of my strengths is teamwork. | Я думаю, одна з моїх сильних сторін це робота в команді. |
| We have several candidates for this position. Why do you think we should choose you? | У нас кілька кандидатів на цю посаду. Чому, як ви гадаєте, ми повинні вибрати вас? |
| I believe I have qualifications and qualities that you are looking for. | Я думаю, в мене ті кваліфікація та якості, які ви шукаєте. |
| My work experience helped me develop some skills that you need. | Мій досвід роботи допоміг мені розвинути деякі навички, які вам потрібні. |
| What do you think your greatest strengths are? | Які ваші сильні сторони, на вашу думку? |

| | |
|---|--|
| I have very good organizational and time management skills. | В мене хороші організаційні навички та навички управління часом. |
| What are your weaknesses? | Які ваші слабкості? |
| I sometimes take my work home and it prevents me from personal life. | Я іноді беру роботу додому і це заважає особистому життю. |
| What have you gained from your training? | Чого вас навчив тренінг? |
| I've learned how to work in a team and how to organize my workplace. | Я навчився працювати у команді та організовувати робоче місце. |
| How do you see the next five years? | Як ви бачите себе у наступні п'ять років? |
| After I gain some experience, I'd like to use my skills in management. | Після того, як я набуду досвіду, я б хотів використати свої навички в управлінні. |
| When do you think we can promote you if you receive this job? | Коли, як ви гадаєте, ми можемо просунути вас, якщо ви отримаєте цю роботу? |
| I think if I work well, you will promote me in five years. | Я гадаю, якщо я буду добре працювати, ви просунете мене по службі через п'ять років. |
| Maybe I will lead my team if I show good skills. | Можливо, я буду керувати своєю командою, якщо покажу хороші навички. |
| What are your salary expectations? | Яку зарплату ви очікуєте? |
| I am sure that you will offer me a fair salary. | Я впевнений, ви запропонуєте мені справедливую зарплату. |
| Salary is not very important right now. I am looking for opportunities. | Прямо зараз зарплата не так важлива. Я шукаю сприятливих можливостей. |
| Do you have any questions that you want us to answer? | У вас є питання, на які ви хочете отримати відповідь? |
| Could you give me some information about the training programs and the work | Ви не могли б надати мені інформацію про програми підготовки та умови праці? |

| | |
|---|--|
| environment? | |
| Of course. These two issues are important. Now, listen... | Звичайно. Ці два пункти важливі. Отже, слухайте... |

Test block

1. Match the words with their definitions:

| | | | |
|----|-----------------|----|---|
| 1. | teamwork | a. | knowledge that you gained about the life or job |
| 2. | skill | b. | the skill of controlling time to work effectively |
| 3. | experience | c. | to give someone a better or more responsible job |
| 4. | time management | d. | a monthly pay that you receive at your organization |
| 5. | workplace | e. | ability to do something well |
| 6. | to promote | f. | the place where you work |
| 7. | salary | g. | an effective work of a group of people |

2. Match the phrases with the words from the list with the translation:

| | | | |
|----|---|----|---|
| 1. | I am hard working and ambitious. | a. | Я хочу кар'єру, де я б міг розвинути свої навички. |
| 2. | Your company focuses on teamwork. | b. | Тепер я знаю, як організувати робоче місце. |
| 3. | I want a career where I can develop my skills. | c. | Я хочу справедливу зарплату, але я також шукаю сприятливі можливості. |
| 4. | I don't have any work experience. | d. | Я думаю, ви дуже скоро мене підвищите на посаді. |
| 5. | My greatest strength is time management skills. | e. | Я працелюбний та амбітний. |
| 6. | Now I know how to organize my workplace. | f. | Я б хотів узнати про умови роботи. |
| 7. | I think that you will promote me very soon. | g. | Ваша компанія зосереджена на командній роботі. |

| | | | |
|-----|--|----|--|
| 8. | In some time, I can lead my team. | h. | Моя сильна сторона – навички управління часом. |
| 9. | I want a fair salary, but I also look for opportunities. | i. | Через якийсь час я зможу головувати у команді. |
| 10. | I would like to know about the work environment. | j. | В мене нема досвіду роботи. |

3. Match the answers to the questions:

| | | | |
|---|---|---|--|
| 1 | How do you see your next five years? | a | I think I have the qualities that you are looking for. |
| 2 | What are your strengths? | b | I expect that my salary will be fair. |
| 3 | Why do you think you are the person we should choose? | c | Yes, could you tell me more about the work environment and the training programs in your organization? |
| 4 | What are your salary expectations? | d | I think you will promote me and I will lead my team. |
| 5 | Do you have any questions? | e | I am good at time management. |

4. Fill in the blanks with the translation of the word:

| | | |
|--------------|-----------|--------------|
| a. workplace | c. lead | e. strengths |
| b. weakness | d. degree | |

1. I've obtained an engineering (ступінь) five years ago.
2. I think time management is one of my greatest (сильні сторони)
3. My (слабкість)..... is that I take my work home.
4. My (робоче місце) is quite comfortable.
5. In some years I want to (головувати, керувати) my team.

UNIT 17. SOCIAL NETWORKING



1. Read, listen to and learn the following words:

| | |
|---------------------|--|
| networking | налагодження зв'язків, спілкування в інтернеті |
| follow / follow | приєднатися, підписатися / слідкування, приєднання |
| follower | той, хто підписався або слідкує, фоловер |
| share | ділитися |
| mention / mention | згадувати / згадування |
| link | посилання |
| connect | зв'язуватися |
| make connections | заводити зв'язки |
| comment | коментувати |
| integrate | об'єднувати |
| networking tools | засоби спілкування |
| tweet | «твітнути», написати повідомлення у Твіттері |
| blog | блог |
| post | допис |
| online contact | контакт в інтернеті (людина на зв'язку з вами) |
| message | повідомлення |
| one-line message | коротке повідомлення |
| negative / positive | негативний / позитивний |
| face-to-face | особисто, віч-на-віч |
| impression | враження |
| available | доступний |
| prove | доводити |
| rapport | взаєморозуміння |

| | |
|--------------------|--------------------|
| proactive | ініціативний |
| full-time work | постійна робота |
| include | включати |
| stay in touch | бути на зв'язку |
| make an impression | справляти враження |
| support | підтримувати |

2. Listen to the dialogues:

Dialogue 1

- Hi there! Thanks for the follow!
- Hi, thanks that you mentioned me in your comments!
- I found a link to a very interesting website in your post. It offers a lot of web conferences and they've already invited me to connect them.
- Great news. I invite you to follow my blog where I share the news in the scientific world. I have a lot of followers.
- Thanks for inviting me.

Dialogue 2

- Hi, guys. Here are several tips on social networking that I want to share with you. The real key to social networking is to integrate all networking tools that are available. Connect with people, tweet about your blog posts and read the blogs that your contacts recommend you. Always thank people who are nice to you even if they just follow you on Facebook. You can write a be a one-line message to each of your contacts asking if they are OK. Always stay positive. If you feel negative – turn off your computer and go for a walk. Any questions?

Dialogue 3

- You can use your online contacts to help you meet people face to face, but you can also bring your face-to-face contacts into your social network.
- But how can we do it?
- Every time you meet a person, try to get their name, phone number or email address so that you can find them online. Then you can invite them to join you on Facebook or any other social network to stay in touch.

Dialogue 4

- How to make a good impression and build a rapport with a new contact?
- Networking can be done everywhere and any time. You just talk to

people and at the same time you are making an impression and developing a rapport.

- What if a contact does not support the communication?
- Be proactive, positive and polite. You never know when your new contact will recommend you to someone or connect with you on some issue. Networking can become a full-time work today, so don't give up.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|--|
| Hi there! Thanks for the follow! | Привіт! Дякую, що приєднався! |
| Thanks that you mentioned me in your comments! | Дякую, що згадав мене у своєму коментарі. |
| I found a link to an interesting website in your post. | Я знайшов посилання на цікавий сайт у твоєму дописі. |
| It offers a lot of web conferences and they invited me to connect them. | Сайт пропонує багато веб-конференцій і вони запросили мене приєднатися. |
| Great news. I invite you to follow my blog where I share the news. I have a lot of followers. | Чудово. Я запрошую тебе у свій блог, де я ділюся новинами. У мене багато фоловерів. |
| Thanks for inviting me. | Дякую, що запросив мене. |
| Hi, guys. Here are several tips on social networking that I want to share with you. | Привіт. От декілька корисних порад зі спілкування в інтернеті, якими я хочу поділитися з вами. |
| The real key to social networking is to integrate all networking tools that are available. | Головний фактор у налагодженні зв'язків – це поєднання всіх доступних засобів. |
| Connect with people, tweet about your posts and read the blogs that your contacts recommend. | Зв'яжуйся з людьми, сповіщай про дописи і читай блоги, які рекомендують твої контакти. |
| Always thank people who are nice to you even if they just follow you on Facebook. | Завжди дякуйте людям, які добрі до вас, навіть якщо вони просто слідкують за вами на Фейсбуці. |
| You can write a one-line message to each of your contacts asking if they are OK. | Ви можете написати меседж у одну строку кожному з контактів і спитати, чи все у них в порядку. |
| Always stay positive. If you feel | Залишайся позитивним. Якщо |

| | |
|--|--|
| negative – turn off your computer. | відчуваєш негатив – вимикни комп'ютер. |
| You can use your online contacts to help you meet people face to face. | Ти можеш використовувати онлайн контакти для зустрічі з людьми особисто. |
| You can also bring your face-to-face contacts into your social network. | Ви також можете свій «живий» контакт додати у соціальну мережу. |
| How can we do it? | Як це зробити? |
| Every time you meet a person, try to get their name, phone number or email address so that you can find them online. | Кожного разу, як ви зустрічаєте людину, узнайте її ім'я, номер телефону або імейл з тим, щоб ви змогли знайти її онлайн. |
| Then you can invite them to join you on Facebook or any other social network to stay in touch. | Потім можете запросити її приєднатися до вас у Фейсбуці, або у іншій соціальній мережі, щоб залишатися на зв'язку. |
| How to make a good impression and build a rapport with a new contact? | Як справити гарне враження та налагодити взаєморозуміння з новим контактом? |
| Networking can be done everywhere and any time. | Зав'язувати зв'язки можна будь-де та у будь-який час. |
| You just talk to people and at the same time you are making an impression and developing a rapport. | Ви просто розмовляєте з людьми і в той же час справляєте враження і розвиваєте взаєморозуміння. |
| What if a contact does not support the communication? | Що коли контакт не підтримує зв'язок? |
| Be proactive, positive and polite. | Будь ініціативним, позитивним та ввічливим. |
| You never know when your new contact will recommend you to someone or connect with you on some issue. | Ви ніколи не знаєте коли ваш новий контакт порекомендує вас комусь, або зв'яжеться з вами з якогось питання. |
| Networking can become a full-time work today. | Налагодження зв'язків (або спілкування в інтернеті) може стати постійною роботою зараз. |

Test block

1. Match the words with their definitions:

| | | | |
|----|--------------|----|--|
| 1. | networking | a. | a spoken or written piece of information |
| 2. | to follow | b. | a feeling of trust and understanding with someone |
| 3. | blog | c. | making things happen, not just reacting to them |
| 4. | message | d. | to be interested in something or someone |
| 5. | face to face | e. | communicating with other people, share information and support them |
| 6. | rapport | f. | with someone in person |
| 7. | proactive | g. | a web page containing information or opinions from a particular person or about a particular subject |

2. Match the phrases with the translation:

| | | | |
|----|--|----|--|
| 1. | Thanks that you mentioned me in your comments! | a. | Ви можете використовувати онлайн контакти для зустрічі людей особисто. |
| 2. | In my blog I share the news and I have a lot of followers. | b. | Налагодження зв'язків може стати сьогодні постійною роботою. |
| 3. | Connect with people, tweet about your blog posts and read the blogs. | c. | У своєму блозі я ділюся новинами і у мене багато фоловерів. |
| 4. | You can use your online contacts to help you meet people face to face. | d. | Ви можете особисті контакти принести в соціальні мережі. |
| 5. | You can bring your face to face contacts into your social network. | e. | Будьте ініціативним, позитивним та ввічливим. |
| 6. | You can make a good impression and build a rapport by being positive. | f. | З'єднуйся з людьми, сповіщай про дописи у блозі та читай блоги. |
| 7. | Be proactive, positive and polite. | g. | Дякую, що згадав мене у своїх коментарях. |
| 8. | Networking can become a full-time work. | h. | Ви можете справити гарне враження та побудувати |

| | | | |
|--|--|--|--|
| | | | взаєморозуміння, якщо будете позитивним. |
|--|--|--|--|

3. Match the halves of the sentences:

| | | | |
|---|--------------------------------------|---|------------------------------------|
| 1 | Thanks for | a | to connect them. |
| 2 | I found a link | b | to integrate all networking tools. |
| 3 | They invited me | c | positive. |
| 4 | The real key to social networking is | d | to a website in your post. |
| 5 | Always be | e | turn off your computer. |
| 6 | If you feel negative – | f | the follow. |

4. Fill in the blanks with the proper word.

| | |
|------------|------------|
| a. network | c. message |
| b. face | d. online |

1. You can write a one-line asking you contact if they are OK.
2. When you meet these people face to at the next conference, they will be happy to see you.
3. You can use your contact to help you meet people face to face.
4. You can invite them to join you on Facebook or any other social

UNIT 18. DISCUSSING THE RESEARCH



1. Read, listen to and learn the following words:

| | |
|---------|-------------------|
| review | огляд |
| purpose | задум, ціль, мета |

| | |
|-----------------------|----------------------------|
| aims and objectives | цілі та задачі |
| study / research | дослідження |
| findings | отримані результати |
| previous | попередній |
| quote | цитувати |
| highlight | підкреслювати |
| evidence | докази |
| explanation | пояснення |
| energy transformation | перетворення енергії |
| provide | забезпечувати |
| productive | продуктивний |
| despite | не дивлячись на |
| current | теперішній |
| investigation | дослідження |
| indicate | вказувати |
| limitations | обмеження |
| point out | акцентувати увагу |
| conclusion | висновок |
| data collection | збір даних |
| contribution | внесок |
| stimulate | викликати, підштовхнути |
| assumption | припущення |
| prior studies | попередні дослідження |
| speculation | міркування, здогадка |
| overall summary | загальний висновок, резюме |
| further research | подальше дослідження |
| contribute to | робити внесок, доповнювати |

2. Listen to the dialogues:

Dialogue 1

- So, in this short review I will tell you about the important findings. The purpose of the study was to understand better the idea of energy transformation. The aims and objectives of the research were to provide the evidence of our theory.
- What about the prior studies? For example, you quoted Mr. Brown's article on the topic.
- Well, the author highlighted some key points of the theory, but he didn't give a proper explanation of the conclusion.

Dialogue 2

- The collected data indicated that we could expect for a proper result; and the contribution of the prior studies to the present research is great. The prior studies stimulated the assumption that further research in this area would be productive.
- How can you explain the limitations concerning the results of the study?
- I must say that despite the limitations the results suggest several theoretical and practical implications.

Dialogue 3

- You can see that these results demonstrate my theory. The evidence that we obtained indicate its potential.
- Well, we hope that the current research will stimulate further investigation of this important area.
- Yes, the overall summary points out that there is a great possibility of further research. We can only speculate on the final result. All the findings and implications contribute to the evidence of my theory and my further research will be in this area.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|--|---|
| In this short review I will tell you about the important findings. | У цьому короткому огляді ви почуєте про важливі отримані результати. |
| The purpose of the study was to understand better the idea of energy transformation. | Метою цього дослідження було краще зрозуміти ідею перетворення енергії. |
| The aims and objectives of the research were to provide the evidence of our theory. | Цілями і задачами дослідження було забезпечити доказами нашу теорію. |
| What about the prior studies? | Як щодо попередніх досліджень? |
| For example, you quoted Mr. Brown's article on the topic. | Наприклад, ви процитували статтю pana Брауна за цією темою. |
| The author highlighted some key points of the theory. | Автор підкреслив кілька основних пунктів теорії. |
| He didn't give a proper | Він не дав належного пояснення |

| | |
|--|--|
| explanation of the conclusions. | висновків. |
| The collected data indicate that we could expect for a proper result. | Зібрані дані вказують, що ми можемо очікувати належний результат. |
| The contribution of the prior studies to the present research is great. | Внесок попередніх досліджень у теперішню роботу величезний. |
| The prior studies stimulated the assumption that further research in this area would be productive. | Попередні дослідження викликали припущення, що подальше дослідження у цій області буде продуктивним. |
| How can you explain the limitations concerning the results of the study? | Як ви поясните обмеження щодо результатів вашого дослідження? |
| I must say that despite the limitations the results suggest several theoretical and practical implications. | Я повинен сказати, що, не дивлячись на обмеження, результати припускають кілька теоретичних та практичних висновків. |
| You can see that these results demonstrate my theory. | Ви можете бачити, що ці результати демонструють мою теорію. |
| The evidence that we obtained indicate its potential. | Докази, які ми отримали, вказують на її потенціал. |
| Well, we hope that the current research will stimulate further investigation of this important area. | Ми сподіваємося, що теперішній результат простимулює подальше дослідження у цій важливій області. |
| The overall summary points out the great possibility of further research. | Загальний висновок вказує на величезну можливість подальшого дослідження. |
| We can only speculate on the final result. | Про кінцевий результат ми можемо тільки здогадуватися. |
| All the findings and conclusions contribute to the evidence of my theory and my further research will be in this area. | Всі результати та висновки додають до доказів моєї теорії, і моє подальше дослідження буде в цій самій області. |

Test block

1. Match the words with their definitions:

| | | | |
|----|------------------|----|--|
| 1. | findings | a. | to say or write the words taken from someone's book or speech |
| 2. | to quote | b. | study in the future |
| 3. | to highlight | c. | to mark the words so that people pay attention to them |
| 4. | data collection | d. | the short final statement that includes everything important |
| 5. | further research | e. | getting information from different sources |
| 6. | overall summary | f. | the information that someone has discovered as a result of the study |

2. Match the phrases with the translation:

| | | | |
|----|---|----|--|
| 1. | In this short review I will tell you about the important findings. | a. | Метою цього дослідження було краще зрозуміти ідею. |
| 2. | The purpose of the study was to understand better the idea. | b. | Він не дав належного пояснення висновків. |
| 3. | The aims and objectives of the research were to provide the evidence of our theory. | c. | Які обмеження є у результатах вашого дослідження? |
| 4. | Concerning the prior studies, I can quote you an article by one author. | d. | Цілями і задачами дослідження було забезпечити доказами нашу теорію. |
| 5. | He didn't give a proper explanation of the conclusions. | e. | Попередні дослідження викликали припущення щодо |
| 6. | The contribution of the prior studies to the present research is | f. | Докази, які ми отримали, вказують на потенціал цієї теорії. |

| | | | |
|----|---|----|--|
| | great. | | |
| 7. | The prior studies stimulated the assumption that... | g. | У цьому короткому огляді ви почуєте про важливі отримані результати. |
| 8. | What are the limitations concerning the results of the study? | h. | Внесок попередніх досліджень у теперішню роботу величезний. |
| 9. | The evidence that we obtained indicate the potential of the theory. | i. | Щодо попередніх досліджень, я можу процитувати статтю одного автора. |

3. Match the halves of the sentences:

| | | | |
|---|---|---|---|
| 1 | The author highlighted some key | a | data indicate the following... |
| 2 | The collected | b | research in this area will be productive. |
| 3 | The further | c | points of the theory. |
| 4 | The results suggest several theoretical | d | on the final result. |
| 5 | The overall | e | and practical conclusions. |
| 6 | We can only speculate | f | summary points out the great possibility of further research. |

4. Find the words with the same meaning:

| | | | |
|---|--------------|---|--------------|
| 1 | purpose | a | results |
| 2 | study | b | aim |
| 3 | findings | c | to point out |
| 4 | previous | d | research |
| 5 | to highlight | e | prior |

UNIT 19. GROUP DISCUSSIONS



ROUND TABLE

PANEL DISCUSSION

1. Read, listen to and learn the following words:

| | |
|------------------------------|-------------------------|
| panel discussion | тематична дискусія |
| round table | «круглий стіл» |
| moderator | ведучий |
| energy saving | збереження енергії |
| solar panel | сонячна панель |
| pay off | окупатися |
| solution | рішення |
| road sign | дорожній знак |
| reason | причина |
| pardon | вибачення |
| point | суть, головне |
| way | спосіб |
| interrupt | переривати |
| be short of time | мати мало часу |
| except | крім |
| I beg your pardon. | Прошу вибачення. |
| keep in mind | тримати в умі |
| right | правий |
| wrong | неправий |
| true | правда |
| certainly/definitely | безперечно |
| obvious | очевидний (-но) |
| indeed | насправді, точно |
| in favour of | підтримувати, бути «за» |
| on the other hand | з іншого боку |
| in a way/ to a certain point | певною мірою |
| doubt | мати сумніви |
| specific | особливий |

| | |
|-----------------|---------------|
| on the contrary | навпаки |
| dozen | десяток |
| completely | повністю |
| come to an end | закінчуватися |
| realize | усвідомлювати |
| ridiculous | сміховинний |

2. Listen to the dialogues:

Dialogue 1

- Mr. Black, what do you think of the new ways of energy saving?
- In my opinion there are very many of them, any can be used.
- Mrs. Smith, what is your opinion on the solar panels? People say they pay off in such a long time.
- That is the only reason why every person doesn't buy them, because in every other aspect they are a great solution.
- My question is to Mrs. White. Can you explain why even northern countries have solar panels on every road sign and we don't?
- Thanks for your question. I am sorry to say, but there are no reasons except money.

Dialogue 2

- I beg your pardon, can you repeat your question?
- Certainly. Dear moderator, sorry to interrupt you, but we are short of time. There is no doubt that energy saving is one of the main issues today, but are we going to discuss anything else?
- Definitely so. Energy saving is the main topic of our round table today, but not the only one. The way I see it, we have to highlight the main points of our discussion as it is coming to an end. We have one more issue in our agenda. Let's keep it in mind.
- You've got a good point here. It is obvious that we speak too much on the topic that everybody is in favour of.

Dialogue 3

- You know, in a way I agree with what you say. But on the other hand, can you be more specific with the facts?
- OK, I've already given about a dozen of facts that prove my point.
- And we believe you to a certain point. But on the other hand, these facts can't be checked.
- You cannot be serious! I doubt that I could use the word "fact" if you couldn't check it.

- On the contrary! You will never believe how many people do that!
- Oh, come on, Mr. Shaw! You must be kidding! I completely disagree! Do you realize that it sounds ridiculous!
- Indeed. Mr. Shaw, you have to apologize.

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|---|
| Mr. Black, what do you think of the new ways of energy saving? | Містер Блек, що ви думаєте про нові шляхи збереження енергії? |
| In my opinion, there are very many of them, any can be used. | Я вважаю, що їх багато, будь-який можна використовувати. |
| What is your opinion on the solar panels? | Яка ваша думка про сонячні батареї? |
| People say they pay off in such a long time. | Кажуть, вона окупається за довгий час. |
| That is the only reason why every person doesn't buy them, because in every other aspect they are a great solution. | Це єдина причина чому кожна людина їх не купляє, тому що у інших аспектах вони прекрасне рішення. |
| My question is to Mrs. White. | Моє питання до місіс Уайт. |
| Can you explain why even northern countries have solar panels on every road sign and we don't? | Можете пояснити чому навіть північні країни мають сонячні батареї на кожному дорожньому знаку, а ми ні? |
| Thank you for your question. | Дякую за питання. |
| I am sorry, but there are no reasons except money. | Вибачте, іншої причини, окрім грошей, немає. |
| I beg your pardon, can you repeat the question? | Прошу вибачення! Повторіть питання, будь ласка. |
| Certainly. Dear moderator, sorry to interrupt you, but we are short of time. | Звичайно. Поважний модератор, вибачте що перериваю, але в нас мало часу. |
| There is no doubt that energy saving is one of the main issues today. | Нема сумнівів, що збереження енергії одне з найважливіших питань сьогодні. |
| But are we going to discuss anything else? | Але чи ми маємо намір ще щось обговорювати? |

| | |
|---|---|
| Definitely so. | Безперечно так. |
| Energy saving is the main topic of our round table today, but not the only one. | Збереження енергії є основною темою нашого «круглого столу», але не єдиною. |
| The way I see it, we have to highlight the main points of our discussion as it is coming to an end. | Як я це бачу, нам потрібно зараз виділити основні пункти нашого обговорення, бо воно добігає кінця. |
| We have one more issue in our agenda. | У нас ще один пункт у порядку денному. |
| Let's keep it in mind. | Давайте тримати це в умі. |
| You've got a good point here. | Тут ви вловили суть (маєте рацію). |
| It is obvious that we speak too much on the topic that everybody is in favour of. | Очевидно, що ми дуже багато розмовляємо на тему, з якою і так всі згодні. |
| In a way I agree with what you say. | Певною мірою, я згоден з вами. |
| On the other hand, can you be more specific with the facts? | З іншого боку, ви можете бути більш точним з фактами? |
| OK, I've already given about a dozen of facts that prove my point. | Добре, я вже привів з десяток фактів, які доводять мою точку зору. |
| I believe you to a certain point. | Я частково вірю вам. |
| But on the other hand, these facts can't be checked. | З іншого боку, ці факти не можна перевірити. |
| You cannot be serious! | Ви не серйозно! |
| I doubt that I could use the word "fact" if you couldn't check it. | Я сумніваюсь, що я б використав слово «факт» для того, що не можна перевірити. |
| On the contrary. | Навпаки. |
| You will never believe how many people do that! | Ви не повірите, скільки людей це роблять. |
| Oh, come on, Mr. Shaw! | Облиште, містер Шоу! |
| You must be kidding! | Ви, мабуть, жартуєте! |
| I completely disagree! | Я зовсім не згоден! |
| Do you realize that it sounds ridiculous? | Ви усвідомлюєте, що це звучить сміховинно? |

| | |
|--|---|
| Indeed, Mr. Shaw, you have to apologize. | Насправді, містер Шоу, вам доведеться вибачитися. |
|--|---|

Test block

1. Match the words with their definitions:

| | | | |
|----|------------------|----|---|
| 1. | panel discussion | a. | an important idea of a discussion |
| 2. | point | b. | a discussion when a group of specialists sit and discuss some topic |
| 3. | to keep in mind | c. | easy to understand or notice |
| 4. | to doubt | d. | to remember |
| 5. | obvious | e. | correct and based on true facts |
| 6. | right | f. | not to be sure in something |

2. Match the phrases with the translation:

| | | | |
|----|--|----|---|
| 1. | That is the only reason why. | a. | Вибачте, що перериваю, але в нас мало часу. |
| 2. | I beg your pardon, can you repeat this? | b. | Давайте мати це на увазі. |
| 3. | Sorry to interrupt you, but we are short of time. | c. | Очевидно, що всі за. |
| 4. | Our discussion is coming to an end. | d. | Прошу вибачення, можете повторити? |
| 5. | Let's keep it in mind. | e. | Ви, мабуть, жартуєте! |
| 6. | You've got a good point here. | f. | Наша дискусія закінчується. |
| 7. | It is obvious that everybody is in favour of it. | g. | Точно, це звучить безглуздо. |
| 8. | I believe you to a certain point, but on the other hand... | h. | Це єдина причина чому. |

| | | | |
|-----|-------------------------------|----|--|
| 9. | You must be kidding! | i. | Я вірю вам певною мірою, але, з іншого боку... |
| 10. | Indeed, it sounds ridiculous. | j. | Тут ви вловили суть. |

3. Match the phrase with the situation:

| | | | |
|---|--|---|----------------------------|
| 1 | Could you explain to me ...? | a | Asking for opinion |
| 2 | The way I see it | b | Giving an explanation |
| 3 | What do you think of...? | c | Polite disagreement |
| 4 | Well, the reason for my words is ... | d | Asking for an explanation |
| 5 | That's right. | e | Giving your opinion |
| 6 | I don't think so. | f | Strong disagreement. |
| 7 | You can't be serious! You must be kidding! | g | Agreeing with the opinion. |

4. Find the phrases with the same meaning:

| | | | |
|---|------------------------------------|---|------------------------------------|
| 1 | What do you think of it? | a | Can you give me the reason why...? |
| 2 | Can you explain to me...? | b | What I mean is ... |
| 3 | My point is ... | c | You are right. |
| 4 | That's true. | d | In a way, I agree. |
| 5 | We are all in favour of this idea. | e | What is your opinion about it? |
| 6 | I agree to a certain point. | f | You are kidding! |
| 7 | You can't be serious! | g | We all support the idea. |

UNIT 20. GIVING A LECTURE IN ENGLISH



1. Read, listen to and learn the following words:

| | |
|----------------------------|--------------------------------|
| introduction | введення |
| concern | турбота |
| additional materials | додаткові матеріали |
| handout | роздавальний матеріал |
| make sure | впевнитися |
| make a start/to get going | почати |
| hand in | здати (напр. письмові роботи) |
| focus | увага |
| look through | продивлятися |
| main part | основна частина |
| provide demonstrations | забезпечити демонстрацію |
| give examples | приводити приклади |
| compare | порівнювати |
| rhetorical question | риторичне питання |
| firstly, secondly, thirdly | по-перше, по-друге, по-третє |
| a case in point | питання, що розглядається |
| digression | відхилення |
| write down / put down | записувати |
| summary | резюме |
| draw to a close | завершувати, завершуватися |
| at the lecture | на лекції |
| phenomenon (phenomena) | явище (явища) |
| go on with... | продовжити з ... |
| in the form of | у вигляді |
| emphasis | наголос |
| volunteer | доброволець |
| in writing | у письмовій формі |

2. Listen to the dialogues:

Dialogue 1

Introduction stage of the lecture (вступна частина лекції)

- OK, everyone. Shall we make a start then? Before we get going, can I just ask if everyone has handed in their works?
- Except me. Can I do it at the end of the day?
- Sure. Now, has everyone got handouts? If not – I have more on my table, please, come and take. So..... the focus of today's lecture is on the

various opportunities for each of us to protect the environment.

- But we considered this topic at the previous lecture.
 - Right. But last time it was the first part. Today we will continue.
- So, have you all looked through the additional materials I sent on your emails?

Dialogue 2

The main part of the lecture (головна частина лекції)

- So, guys, let's move to the main part of the lecture. Here I will give you all possible examples and provide all necessary demonstrations. Do you think it will be the best way to prove the point? Don't answer, it was a rhetorical question.
- Firstly, I will give you the explanations of many phenomena. Secondly, you will think of any other phenomenon that you know. Thirdly, we will discuss all of them. Agreed?
- Yeah. But should all examples concern the case in point?
- Of course, I would say it is the main point of giving examples. Well, there can be a digression in the form of an anecdote on the topic. You won't need to write it down though. *(laugh in the lecture hall)*

Dialogue 3

The conclusion stage of the lecture (завершальна частина лекції)

- So, the key point of our lecture was environmental protection. But the emphasis was on the participation of everyone in this process.
- Well, we understand. Last time the key point was participation of governments in solving ecological problems.
- Exactly. Now, to draw our lecture to a close I would like you to provide a summary of what has been said and, if you do it well, I think we'll leave it for today. Any volunteers?
- Professor, can we do it in writing and bring you next time?
- OK, OK. You will hand in your works the first thing next time. So, that's, probably, about all we've got time for today. Next week we'll go on with this. See you!

3. Read the phrases and their translation. During the pause translate the sentences into English (Ukrainian). Listen to the correct variant:

| | |
|---|---------------------------------|
| OK, everyone! Shall we make a start then? | Ну що, почнемо? |
| Before we get going, can I just | Перед тим, як почати, дозвольте |

| | |
|---|--|
| ask if everyone has handed in their works? | запитати чи всі здали роботи? |
| Except me. Can I do it at the end of the day? | Окрім мене. Можна, я це зроблю наприкінці дня? |
| Sure. Has everyone got handouts? | Звичайно. Чи у всіх є роздавальні матеріали? |
| I have more on my table, please, come and take. | У мене ще є на столі, будь ласка, підходьте та беріть. |
| The focus of today's lecture is on the various opportunities for each of us to protect the environment. | Увага сьогоднішньої лекції зосереджена на можливостях кожного з нас захищати середовище. |
| But we considered this topic at the previous lecture. | Але ж ми розглядали цю тему минулого разу. |
| But last time it was the first part. Today we will continue. | Минулого разу була перша частина. Сьогодні ми продовжимо. |
| Have you all looked through the additional materials I sent on your emails? | Ви всі продивилися додаткові матеріали, які я відіслав вам на імейли? |
| So, guys, let's move to the main part of the lecture. | Отже, народ, перейдемо до наступної частини лекції. |
| Here I will give you all possible examples and provide all necessary demonstrations. | Тут я приведу вам всі можливі приклади та забезпечу всі необхідні демонстрації. |
| Do you think it will be the best way to prove the point? | Ви гадаєте, це кращий спосіб довести точку зору? |
| Don't answer, it was a rhetorical question. | Не відповідайте, це було риторичне питання. |
| Firstly, I will give you the explanations of many phenomena. | По-перше, я дам вам пояснення багатьох явищ. |
| Secondly, you will think of any other phenomenon that you know. | По-друге, ви подумаете про інше явище, яке ви знаєте. |
| Thirdly, we will discuss all of them. Agreed? | По-третє, ми обговоримо їх. Згода? |
| But should all examples concern the case in point? | Чи всі приклади повинні стосуватися теми, що розглядається? |

| | |
|---|---|
| I would say it is the main point of giving examples. | Я б сказав, що це основна ціль надавання прикладів. |
| There can be a digression in the form of an anecdote on the topic. | Може бути якесь відхилення у вигляді анекдоту на тему. |
| You won't need to write it down though. | Але записувати його не обов'язково. |
| So, the key point of our lecture was environmental protection. | Отже, основна тема нашої лекції була захист оточуючого середовища. |
| But the emphasis was on the participation of everyone in this process. | Наголос був на участі кожного у цьому процесі. |
| Well, we understand. Last time the key point was participation of governments in solving ecological problems. | Ну, ми розуміємо. Минулого разу головним пунктом була участь урядів у рішенні екологічних проблем. |
| Exactly. Now, to draw our lecture to a close I would like you to provide a summary of what has been said. | Саме так. Тепер, щоб закінчити лекцію, я б хотів, щоб ви надали короткий огляд всього, що було сказано. |
| If you do it well, I think we'll leave it for today. Any volunteers? | Якщо ви зробите це добре, я думаю, ми на цьому закінчимо. Є добровольці? |
| Can we do it in writing and bring you next time? | Можна зробити це у письмовій формі і принести наступного разу? |
| OK. You will hand in your works the first thing next time. | Добре. Ви здасте мені ваші роботи прямо на початку лекції наступного разу. |
| So, that's, probably, about all we've got time for today. | Отже, мабуть, це все, на що у нас був час сьогодні. |
| Next week we'll go on with this. See you! | Наступного тижня ми продовжимо з цим. До зустрічі! |

Test block

1. Match the words with their definitions:

| | | | |
|----|----------|----|--|
| 1. | handouts | a. | saying something which is not the main subject |
|----|----------|----|--|

| | | | |
|----|---------------------|----|--|
| 2. | to make a start | b. | a piece of paper with information given to students at the lecture |
| 3. | rhetorical question | c. | to come to an end |
| 4. | digression | d. | to continue with |
| 5. | to draw to a close | e. | to get going |
| 6. | to go on with | f. | a question which does not require the answer |

2. Match the phrases with the translation:

| | | | |
|----|--|----|---|
| 1. | So, let's move to the main part of the lecture. | a. | Але записувати його не обов'язково. |
| 2. | Here I will give you all possible examples and provide all necessary demonstrations. | b. | Ви всі продивилися додаткові матеріали? |
| 3. | Have you looked through the additional materials? | c. | Я думаю, ми на цьому закінчимо. |
| 4. | You won't need to write it down though. | d. | Отже, народ, перейдемо до наступної частини лекції. |
| 5. | I think we'll leave it for today. | e. | Отже, мабуть, це все, на що у нас був час сьогодні. |
| 6. | That's, probably, about all we've got time for today. | f. | Тут я приведу вам всі можливі приклади та забезпечу всі необхідні демонстрації. |
| 7. | Before we get going... | g. | Увага сьогоднішньої лекції зосереджена на... |
| 8. | The focus of today's lecture is on... | h. | Перед тим, як ми почнемо... |

3. Match the sentences to the part of the lecture:

| | | |
|-------------------------------------|------------------------------------|-------------------------------------|
| <u>A</u> | <u>B</u> | <u>C</u> |
| <i>Introduction stage of</i> | <i>The main part of the</i> | <i>The conclusion of the</i> |

| | | |
|---------------------------|-----------------------|-----------------------|
| <u><i>the lecture</i></u> | <u><i>lecture</i></u> | <u><i>lecture</i></u> |
| | | |

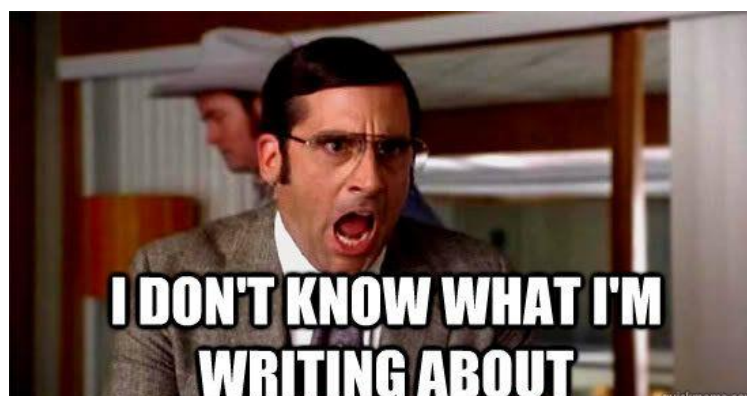
| | |
|----|---|
| 1. | Next week I'd like to go on with it... |
| 2. | The focus of today's lecture is on... |
| 3. | Before we make a start can I just ask if you have handed in your works? |
| 4. | Firstly...secondly...thirdly... |
| 5. | The main point of my lecture is |
| 6. | I think that's about all for today. |

4. Match the halves of the sentences:

| | | | |
|----|--|---|--|
| 1. | Shall we make | a | thirdly, we will discuss all of them. |
| 2. | So, guys, let's move to | b | for today. |
| 3. | Firstly, I will give you the explanations of many phenomena; secondly, you will think of any other phenomenon that you know; | c | a start then? |
| 4. | Now, to draw our lecture to | d | materials I sent on your emails? |
| 5. | OK, I think we'll leave it | e | a close I would like you to provide a summary. |
| 6. | So, have you all looked through the additional | f | the main part of the lecture. |

PART 3. ACADEMIC WRITING

UNIT 1. ACADEMIC WRITING: ESSENCE AND PURPOSE



1. Read and learn the following words:

| | |
|-----------------------|---------------------------------|
| academic setting | академічне середовище |
| specific | конкретний, особливий |
| purpose | призначення, мета |
| persuade | переконувати |
| particular | особливий, конкретний |
| ordering rules | правила упорядкування |
| composing rules | правила написання |
| sound paper | якісна робота |
| research paper | науково-дослідна робота |
| dissertation (thesis) | дисертація |
| research proposal | науково-дослідницька пропозицію |
| literature review | огляд літератури |
| argument | доказ, аргумент |
| evidence | факти, докази свідोцтво |
| examine | досліджувати |
| evaluate | оцінювати |
| primary source | першоджерело |
| secondary source | вторинне джерело |
| peer-reviewed | рецензований |
| synthesize | узагальнювати |
| external | зовнішній |
| submitted | представлений на розгляд |
| book-length | книжкового формату |

2. Read the text:

Academic writing is any formal written work produced in an academic setting.

There are four major types of academic writing however, and each of them has its specific purpose (explain, describe, retell, persuade, etc.). Each type has a particular style of language. Depending on the type of academic writing, there are different ordering and composing rules that must be followed to prepare a sound paper.

While academic writing comes in many forms, the following are some of the most common: essay, research paper, dissertation (thesis), research proposal, summary, journal, book review, literature review, etc.

An academic essay is a focused piece of writing that develops an idea or argument using evidence, analysis and interpretation.

A literary analysis essay examines, evaluates, and makes an argument about a literary work.

Research papers are written in all disciplines and include data, primary sources (e.g., historical records), and secondary sources (e.g., peer-reviewed scholarly articles). Writing a research paper involves synthesizing this external information with your own ideas.

A dissertation (or thesis) is a document submitted at the conclusion of a Ph.D. program. The dissertation is a book-length summarization of the doctoral candidate's research.

3. Read the text and its translation:

| | |
|---|--|
| Academic writing is any formal written work produced in an academic setting. | Академічне письмо – це будь-яка офіційна письмова робота, створена в академічному середовищі. |
| There are four major types of academic writing and each of them has its specific purpose (explain, describe, retell, persuade, etc.). | Існує чотири основні типи академічного письма, і кожен з них має свою конкретну мету (пояснити, описати, переказати, переконати та ін.). |
| Each type has a particular style of language. | У кожного типу є особливий стиль мови. |
| Depending on the type of academic writing, there are | Залежно від типу академічного письма існують різні правила |

| | |
|--|---|
| different ordering and composing rules that must be followed to prepare a sound paper. | упорядкування та написання, яких необхідно дотримуватися, щоб підготувати якісну роботу. |
| While academic writing comes in many forms, the following are some of the most common: essay, research paper, dissertation (thesis), research proposal, summary, journal, book review, literature review, etc. | Хоча академічне письмо буває різних форм, найбільш поширеними є такі: есе, науково-дослідна робота, дисертація, науково-дослідницька пропозицію, резюме, журнал, рецензія на книгу, огляд літератури та ін. |
| An academic essay is a focused piece of writing that develops an idea or argument using evidence, analysis and interpretation. | Академічне есе – це цілеспрямований лист, в якому розвивається ідея або аргумент з використанням доказів, аналізу та інтерпретації. |
| A literary analysis essay examines, evaluates, and makes an argument about a literary work. | В есе літературного аналізу досліджується, оцінюється і аргументується літературний твір. |
| Research papers are written in all disciplines and include data, primary sources (e.g., historical records), and secondary sources (e.g., peer-reviewed scholarly articles). | Наукові статті пишуть з усіх дисциплін і містять дані, первинні джерела (наприклад, історичні записи) і вторинні джерела (наприклад, наукові статті, що рецензуються). |
| Writing a research paper involves synthesizing this external information with your own ideas. | Написання дослідницької роботи містить синтез цієї зовнішньої інформації з вашими власними ідеями. |
| A dissertation (or thesis) is a document submitted at the conclusion of a Ph.D. program. | Дисертація – це документ, представлений на розгляд при закінченні аспірантури. |
| The dissertation is a book-length summarization of the doctoral candidate's research. | Дисертація є стислим викладом досліджень аспіранта у форматі книги. |

Test Block

1. Match the words with close meaning:

| | | | |
|----|--------------|----|----------|
| 1. | particular | a. | proof |
| 2. | purpose | b. | unify |
| 3. | dissertation | c. | reason |
| 4. | evidence | d. | assess |
| 5. | argument | e. | specific |
| 6. | evaluate | f. | convince |
| 7. | persuade | g. | thesis |
| 8. | synthesize | h. | aim |

2. Match the words with their definitions:

| | | | |
|----|------------------|----|--|
| 1. | examine | a. | one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching. |
| 2. | submitted | b. | immediate, first-hand accounts of a topic, from people who had a direct connection with it |
| 3. | secondary source | c. | to cause people to do or believe something, esp. by explaining why they should |
| 4. | primary source | d. | to look at or consider a person or thing carefully and in detail in order to discover something about them |
| 5. | persuade | e. | Presented to a person or body for consideration or judgement |

3. Choose the correct answers to questions 1–5:

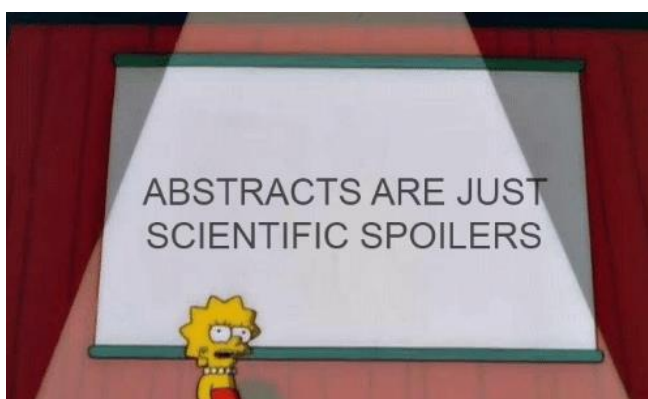
| | |
|---|------------------------------------|
| 1. What does every kind of writing have? | |
| a. specific purpose and audience | b. particular audience and grammar |
| 2. What is the general purpose of academic writing? | |
| a. to present information in order to display a clear understanding of a particular subject | b. to write accurately |
| 3. How many major types of academic writing are mentioned in the text? | |
| a. five | b. four |
| 4. What should we do to write a sound paper? | |
| a. to follow different ordering and | b. to use informal language |

| | |
|---|--|
| composing rules | |
| 5. What does a research paper involve | |
| a. analyzing information with own ideas | b. synthesizing information with own ideas |

4. Match the types of academic text with the definitions:

| | | | |
|----|---------------------|----|---|
| 1. | Essay | a. | The large final research project undertaken at the end of a degree, usually on a topic of the student's choice. |
| 2. | Research paper | b. | An outline of a potential topic and plan for a future dissertation or research project. |
| 3. | Thesis/dissertation | c. | A critical synthesis of existing research on a topic, usually written in order to inform the approach of a new piece of research. |
| 4. | Research proposal | d. | A fairly short, self-contained argument, often using sources from a class in response to a question provided by an instructor. |
| 5. | Literature review | e. | A more in-depth investigation based on independent research, often in response to a question chosen by the student. |

UNIT 2. ABSTRACTS



1. Read and learn the following words:

| | |
|-----------|--------------|
| outcome | результат |
| make sure | перекопатися |
| outline | окреслювати |
| relevant | відповідний |

| | |
|------------------|----------------------|
| requirements | ВИМОГИ |
| submission | ПОДАННЯ |
| completion | ЗАВЕРШЕННЯ |
| conference paper | ДОПОВІДЬ КОНФЕРЕНЦІЇ |
| background | ПЕРЕДУМОВА |
| scope | СФЕРА ЗАСТОСУВАННЯ |
| approach | ПІДХІД |
| findings | ВИСНОВКИ |
| application | ЗАСТОСУВАННЯ |
| implications | НАСЛІДКИ, ЗНАЧЕННЯ |

2. Read the text:

An abstract is a short summary of a longer work (such as a dissertation or research paper). The abstract concisely reports the aims and outcomes of your research so that readers know exactly what the paper is about. The function of the abstract is to outline briefly all parts of the paper. Abstracts allow readers who may be interested in the paper to quickly decide whether it is relevant to their purposes and whether they need to read the whole paper.

There's often a strict word limit, so make sure to check the requirements of the university or journal.

When is it necessary to write abstracts? Abstracts are usually required for:

- submission of articles to journals;
- application for research grants;
- completion and submission of theses;
- submission of proposals for conference papers.

All abstracts generally cover the following five sections:

1. Background (reason for writing);
2. Problem setting and aims;
3. Methodology (specific models or approaches used in the larger study);
4. Results (specific data that indicates the results of the project);
5. Conclusion.

3. Read the text and its translation:

| | |
|-----------------------------------|-------------------------------|
| An abstract is a short summary of | АНОТАЦІЯ – це короткий виклад |
|-----------------------------------|-------------------------------|

| | |
|---|---|
| a longer work (such as a dissertation or research paper). | більшої роботи (наприклад, дисертації або дослідження). |
| The abstract concisely reports the aims and outcomes of your research so that readers know exactly what the paper is about. | В анотації коротко викладено цілі та результати вашого дослідження таким чином, щоб читачі точно знали, про що йдеться. |
| The function of the abstract is to outline briefly all parts of the paper. | Функція анотації – коротко викласти всі частини статті. |
| Abstracts allow readers who may be interested in the paper to quickly decide whether it is relevant to their purposes and whether they need to read the whole paper. | Анотації дозволяють читачам, які можуть бути зацікавлені в статті, швидко вирішити, чи відповідає вона їхнім цілям і чи потрібно їм читати всю статтю. |
| There's often a strict word limit, so make sure to check the requirements of the university or journal. | Часто існує суворе обмеження за кількістю слів, тому обов'язково ознайомтеся з вимогами університету або журналу. |
| When is it necessary to write abstracts? Abstracts are usually required for: • submission of articles to journals; • application for research grants; completion and submission of theses; • submission of proposals for conference papers. | Коли потрібно писати анотацію? Анотації звичайно потрібні для: <ul style="list-style-type: none"> • подання статей до журналів; • заявки на дослідницькі гранти; • завершення й подання дисертацій; • подання пропозицій на доповіді конференції. |
| All abstracts generally cover the following five sections: <ol style="list-style-type: none"> 1. Background (reason for writing); 2. Problem setting and aims; 3. Methodology (specific models or approaches used in the larger study); 4. Results (specific data that indicates the results of the project); | Усі анотації зазвичай охоплюють наступні п'ять розділів: <ol style="list-style-type: none"> 1. Передумови (причина написання); 2. Постановка проблеми і мети; 3. Методологія (конкретні моделі або підходи, використані в більшому дослідженні); 4. Результати (конкретні дані, що вказують на результати проєкту); 5. Висновки. |

| | |
|----------------|--|
| 5. Conclusion. | |
|----------------|--|

Test Block

1. Match the words with close meaning:

| | | | |
|----|--------------|----|----------|
| 1. | outcome | a. | define |
| 2. | make sure | b. | suitable |
| 3. | outline | c. | context |
| 4. | requirements | d. | needs |
| 5. | background | e. | confirm |
| 6. | relevant | f. | result |

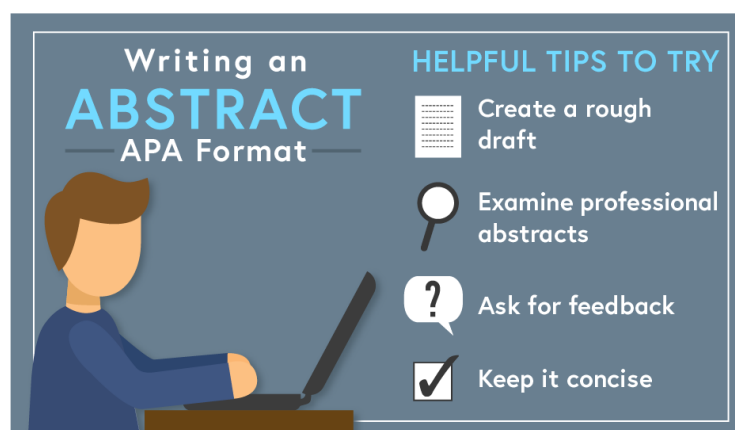
2. Match the words with their definitions:

| | | | |
|----|-------------|----|--|
| 1. | submission | a. | a way of considering or doing something |
| 2. | completion | b. | a way in which something can be used for a particular purpose |
| 3. | application | c. | the act of formally sending a document, plan, etc. to a person or group in authority so that they can make a decision about it |
| 4. | approach | d. | a result that your plans or actions are intended to achieve |
| 5. | aim | e. | the act of finishing something that you are doing or making |

3. Match the parts of an abstract (1-5) to the questions they answer (a-e).

| | | | |
|----|-------------|----|---|
| 1. | background | a. | What was the purpose of the research? |
| 2. | aims | b. | What were the main findings? |
| 3. | methodology | c. | What did the research lead to? |
| 4. | results | d. | What was the context of the work? |
| 5. | conclusion | e. | What were the methods used in the research? |

UNIT 3. ABSTRACT SAMPLES



1. Read and learn the following word combinations:

| | |
|--|--|
| This paper clarifies the role of... . | У цій роботі з'ясовано роль.... |
| This paper describes the mechanism by which..... . | У цій роботі описано механізм, за допомогою якого. . |
| This paper details the algorithm used for | Ця робота детально описує алгоритм, який використовується. . |
| This paper discusses the influence of on | У цій роботі розглядається вплив на. . . |
| This paper explains how..... . | Ця стаття пояснює, як |
| This paper offers four recommendations for.. . | Ця стаття пропонує чотири рекомендації щодо... |
| This paper presents the results of | У цій роботі представлені результати. . . |
| This paper proposes a set of guidelines for | У цій роботі пропонується набір настанов щодо. . . |
| This paper provides the complete framework and.... . | Ця робота забезпечує повну основу та.... |
| This paper reports on our progress so far ... | Ця стаття повідомляє про наш прогрес.... |
| This paper summarizes our results for | Ця стаття узагальнює наші результати для |
| The main objective/goal/purpose of the paper/article is | Основною метою статті є |
| The article deals (is concerned) with... The paper touches upon the issue of... | Стаття присвячена питанням... |

| | |
|--|--|
| The study addresses the problems of ... | |
| Particular (special) attention is paid to...; The paper concentrates on ...; focuses on ...; Extensive coverage is given to ...; Much attention is given to...; The paper deals specifically with...; The article is specifically concerned with...; with an emphasis on ...; ...is/are highlighted. | Особливу увагу приділено.. |
| It has been (was) found (shown, demonstrated) that ...; The study shows that ... | З'ясовано, що ... |
| The author demonstrates the importance of...; The importance of... has been demonstrated; The implications for ... have been demonstrated. | Показано значення... |
| The analysis has shown (shows, showed) that ... The study revealed that ... | Аналіз показав, що ... Дослідження показало, що ... – |
| The specific features of ... are identified (outlined). | Визначено особливості... – |
| The reasons for ... (the causes of ...) are explained. | Розкрито причини... – |
| The position (place) and role of ... are identified. | Установлено місце та роль... |
| The interconnection (interrelation) between ... and ... is shown. | Висвітлено взаємозв'язок з... – |
| Conclusions concerning ... are drawn. | Зроблено висновки щодо ... – |
| The findings support the | Отримані дані підтверджують |

| | |
|---|--|
| prediction/model...; | прогноз / модель ...; |
| Theoretical contributions and practical implications are discussed/presented... | Теоретичні внески та практичні наслідки обговорюються / представлені ... |

2. Read the abstract:

Background. When operating a hybrid vehicle (HEV), it is important to reduce maintenance and repair costs. The HEV electric drive (ED) consists of electronic, electrical and mechanical parts and is considered a complex diagnostic model. The availability of an electrical part greatly simplifies the process of monitoring and obtaining information about the state of the system. **Aims.** In order to create a hybrid diesel-electric propulsion system (HDEPS), the choice of structural and functional parameters as diagnostic ones is justified, the control points are chosen, and the necessary accuracy and unambiguity of measurements are determined. **Methodology.** Qualitative evaluations of the electrical processes occurring in the power supply circuit of ED from a high-voltage accumulator battery for the selection of diagnostic parameters according to the criteria of sensitivity, informative character, stability and manufacturability of measurements are presented. **Results.** It has been revealed that during HDEPS diagnostics both stable and transient modes of operation of electric machines should be considered; for analysis of ED technical state it is necessary to have information about current mode of HDEPS load; for measurement of instantaneous values of supply voltage and consumption current it is necessary to select the sensors with short response time and linear conversion function. In terms of sensitivity to structural changes in the circuit and parametric deviations, it is necessary to choose, as diagnostic parameters, the voltage or current, depending on the mode of operation of the ED and the point of measurement of the electrical value. **Conclusion.** The obtained results are the basis for creating a new system of diagnostics of electric power supply HDEPS in this direction. (DOI: <https://doi.org/10.2478/lpts-2020-0017>)

3. Read the abstract and its translation:

| | |
|--|---|
| When operating a hybrid vehicle (HEV), it is important to reduce maintenance and repair costs. | При експлуатації гібридного автомобіля (ЕГА) важливо зменшити витрати на технічне обслуговування та ремонт. |
|--|---|

| | |
|--|--|
| The HEV electric drive (ED) consists of electronic, electrical and mechanical parts and is considered a complex diagnostic model. | Електричний привід (ЕП) ЕГА складається з електронної, електричної та механічної частин і вважається складною діагностичною моделлю. |
| The availability of an electrical part greatly simplifies the process of monitoring and obtaining information about the state of the system. | Наявність електричної частини значно спрощує процес контролю та отримання інформації про стан системи. |
| In order to create a hybrid diesel-electric propulsion system (HDEPS), the choice of structural and functional parameters as diagnostic ones is justified, the control points are chosen, and the necessary accuracy and unambiguity of measurements are determined. | Для створення гібридної дизель-електричної силової установки (ГДЕСУ) обґрунтований вибір конструктивних та функціональних параметрів як діагностичних, вибираються контрольні точки та визначається необхідна точність та однозначність вимірювань. |
| Qualitative evaluations of the electrical processes occurring in the power supply circuit of ED from a high-voltage accumulator battery for the selection of diagnostic parameters according to the criteria of sensitivity, informative character, stability and manufacturability of measurements are presented. | Представлені якісні оцінки електричних процесів, що відбуваються в ланцюзі живлення ЕП від високовольтної акумуляторної батареї для вибору діагностичних параметрів за критеріями чутливості, інформативності, стабільності та технологічності вимірювань. |
| It has been revealed that during HDEPS diagnostics both stable and transient modes of operation of electric machines should be considered; for analysis of ED technical state it is necessary to have information about current mode of HDEPS load; for | Виявлено, що під час діагностики ГДЕСУ слід враховувати як стабільний, так і перехідний режими роботи електричних машин; для аналізу технічного стану ЕП необхідно мати інформацію про поточний режим навантаження ГДЕСУ; |

| | |
|---|---|
| measurement of instantaneous values of supply voltage and consumption current it is necessary to select the sensors with short response time and linear conversion function. | для вимірювання миттєвих значень напруги живлення та струму споживання необхідно вибрати датчики з коротким часом відгуку та функцією лінійного |
| In terms of sensitivity to structural changes in the circuit and parametric deviations, it is necessary to choose, as diagnostic parameters, the voltage or current, depending on the mode of operation of the ED and the point of measurement of the electrical value. | Що стосується чутливості до структурних змін в ланцюзі та параметричних відхилень, необхідно в якості діагностичних параметрів вибрати напругу або струм, залежно від режиму роботи ЕП та точки вимірювання електричного значення.перетворення. |
| The obtained results are the basis for creating a new system of diagnostics of electric power supply HDEPS in this direction. | Отримані результати є основою для створення нової системи діагностики електропостачання ГДЕСУ у цьому напрямку. |

Test Block

1. Match sentences a-e to abstract parts 1-5:

| | | | |
|----|-------------|----|---|
| 1. | background | a. | The findings of the research illustrate how / show the impact of We can predict/ foresee that... |
| 2. | aims | b. | We conducted the studies of / experiments on...; We employed the following methods ...; The research explored ...; We tested this hypothesis using ... |
| 3. | methodology | c. | This article is motivated by ...; ... is a fundamental question in ...; Previous research indicates / has shown that / has focused on ... |
| 4. | results | d. | This article has the following goals/objectives ...; The article examines/studies ...; |

| | | | |
|----|------------|----|--|
| | | | The main purpose of the article is to ... |
| 5. | conclusion | e. | The findings support the prediction/model...; Theoretical contributions and practical implications are discussed/presented... |

2. Sort out the following phrases by the abstract parts:

| background | aims | methodology | results | conclusion |
|------------|------|-------------|---------|------------|
| 1 | 2 | 3 | 4 | 5 |

- a. We conducted the experiment ...;
- b. In conclusion ...
- c. it has been found that ...
- d. offers a solution to ...;
- e. our aim with this paper was ...;
- f. We can foresee that...
- g. serves as an introduction to ...;
- h. the aim of the article is ...
- i. The findings are of direct practical relevance;
- j. the main purpose of the article is ...;
- k. is a fundamental question in ...;
- l. the results thus obtained are compatible with ...;

3. Fill in the abstract with the phrases given below.

Exercising management of viability of the enterprise is impossible without a clear understanding of the concept “viability of the enterprise”, which fact raises the issue of systematization and generalization of (1) _____, clarifying the content and conditions of using this category. (2) _____, a relatively small number of works setting out different approaches, views on the essence and definition of the substantive characteristics of the concept “viability of the enterprise”. (3) _____ of the essential aspects of viability of the enterprise and construction of a conceptual space that describes this phenomenon. To obtain a system of categories which provide a complete and consistent description of the object of study, the categorical method of two-level triadic decryption of the basic concept is used. (4) _____ of the proposed characteristics, which reveal these areas for the optimal use of opportunities to ensure the viability of the

enterprise. A two-level triadic decryption of the phenomenon of viability of the enterprise (5)_____, whereby its definition was obtained, which enables to determine the nature of this phenomenon more completely and accurately. (6)_____ contribute to the formation of a system view on viability of the enterprise in the context of developing a scientific concept of viability of the enterprise.

- a. The article considers the functional features
- b. was carried out
- c. Theoretical studies of existing definitions of this concept showed
- d. The article proposes a new approach to the study
- e. The results of the study
- f. existing scientific approaches

4. Find the equivalents to the highlighted phrases:

Погіршення за останні десятиліття фізичного стану мостових споруд привело до того, що вони дійшли до критичної межі, **тому проблема виходу із даної ситуації є актуальною** та вимагає певних кроків. Існуюча в нашій країні Система управління експлуатацією мостових споруд не задовольняє мостову галузь, так як вона фінансово і організаційно об'єднані в структурі дорожніх організацій, які виділяють на експлуатацію мостових споруд 4÷10% всього фінансування на експлуатацію доріг, це визвано тим, що мости дуже капіталоемні і вимагають поглибленої підготовки в ієрархії дорожніх організацій. **Метою даної роботи є** на основі аналізу світового досвіду удосконалити Систему управління мостами в країні. **Проведений аналіз** багатьох Систем управління мостами Європи і США **може дозволити знайти** найбільш раціональне з практичної точки зору рішення покращення ситуації в мостовому господарстві – це перехід від капітальних ремонтів до збереження споруд в перші 15-20 років, що дає змогу подовжити строк їх служби, при цьому в цей період виконувати ремонти дорожнього одягу (за рахунок капітального ремонту) які перешкоджають розвитку пошкоджень залізобетонних елементів.

Основною особливістю удосконаленої системи управління експлуатацією мостових споруд є забезпечення регулювання процесу утримання мостів, який би забезпечував комфортність пересування і довгострокову безпеку функціонування споруди. Ця система повинна визначати пріоритетність при плануванні утримання і ремонту

окремих конструктивних елементів, в першу чергу, дорожнього одягу, цілісність якого попереджує руйнування залізобетонних елементів з часом. Для втілення цієї системи необхідно розділити експлуатацію доріг і експлуатацію мостів на окремі структури із окремим фінансуванням.

- a. may allow us to find
- b. so the problem of overcoming this situation is relevant
- c. The analysis of
- d. The main feature of
- e. The purpose of this work is
- f. To implement this system, it is necessary to

UNIT 4. AN ARTICLE



1. Read and learn the following word combinations:

| | |
|----------------------|--|
| empirical evidence | емпіричні докази |
| title | заголовок |
| acknowledgements | подяка |
| references | список літератури |
| indexing services | служби індексації (пошуку в інтернеті) |
| abstracting services | служби реферування |
| summarize | підсумовувати |
| relevant literature | відповідна література |
| reproduce | відтворювати |

| | |
|-------------------|-------------------------------|
| findings | ВИСНОВКИ |
| corresponding to | ВІДПОВІДНО ДО |
| invert the format | ЗМІНЮВАТИ ФОРМАТ |
| make contribution | РОБИТИ ВНЕСОК |
| list | ПЕРЕРАХУВАТИ, СКЛАДАТИ СПИСОК |

2. R

ead
the

text:

A scientific article is a publication that is based on empirical evidence.

An article begins with the **Title, Authors, Abstract** and **Keywords**. The vast majority of papers published in scientific journals today follow a fairly simple structure:

Introduction: What did you/others do? Why did you do it?

Methods: How did you do it?

Results : What did you find?

Discussion: What does it all mean?

The main text is followed by the **Conclusion, Acknowledgements, References**.

A **title** should be the fewest possible words that accurately describe the content of the paper.

The person who did the work and wrote the paper is generally listed as the first **author** of a research paper.

The **abstract** should be one paragraph, which summarizes the purpose, methods, results and conclusions of the paper.

The **keyword** list portrays an accurate representation of what you publish. It provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title.

The **introduction** summarizes the relevant literature so that the reader will understand why you were interested in the question you asked.

Materials (and Methods) includes enough detail for a competent worker to repeat your study and reproduce the results.

In the **Results** section you present the findings obtained corresponding to the methods described in the previous section. Often, these results are presented in tables and/or graphs.

The **Discussion** section inverts the format of the introduction, moving from the specific (the results generated in this work) to the general (how these results demonstrate a general principle that is more widely applicable).

Acknowledgments is optional, where you can thank those who either helped with the experiments, or made other important contributions. In the **References** section list citations in alphabetical order.

3. Read the text and its translation:

| | |
|---|--|
| A scientific article is a publication that is based on empirical evidence. | Наукова стаття – це публікація, яка базується на емпіричних доказах. |
| An article begins with the Title , Authors , Abstract and Keywords . | Стаття починається із Заголовка, Авторів, Анотації та Ключових Слів. |
| The vast majority of papers published in scientific journals today follow a fairly simple structure: Introduction: What did you/others do? Why did you do it? Methods: How did you do it? Results : What did you find? and Discussion: What does it all mean? | Переважна більшість робіт, опублікованих сьогодні в наукових журналах, мають досить просту структуру: Вступ: Що ви / інші зробили? Чому ви це зробили? Методи: Як ви це зробили? Результати: Що ви з'ясували? та Обговорення: Що це все означає? |
| The main text is followed by the Conclusion , Acknowledgements , References . | За основним текстом слідує Висновок, Подяки, Посилання. |
| A title should be the fewest possible words that accurately describe the content of the paper. | Заголовок (назва) повинен складатися з якнайменшої кількості слів, які точно описують зміст статті. |
| The person who did the work and wrote the paper is generally listed as the first author of a research paper. | Людина, яка виконала роботу та написала статтю, як правило, вказується як перший автор статті. |
| The abstract should be one paragraph, which summarizes the purpose, methods, results and conclusions of the paper. | Анотація повинен складатися з одного абзацу, який узагальнює мету, методи, результати та висновки роботи. |
| The keyword list provides the opportunity to add keywords, used | Список ключових слів уможливорює додавання |

| | |
|--|--|
| by the indexing and abstracting services, in addition to those already present in the title. | ключових слів, що використовуються службами індексації та реферування, на додаток до тих, які вже присутні в заголовку. |
| The introduction summarizes the relevant literature so that the reader will understand why you were interested in the question you asked. | У вступі узагальнено відповідну літературу, щоб читач зрозумів, чому вас зацікавило запитання, яке ви задали. |
| Materials (and Methods) includes enough detail for a competent worker to repeat your study and reproduce the results. | Матеріали та методи містять достатньо деталей, щоб компетентний працівник повторив ваше дослідження та відтворив результати. |
| In the Results section you present the findings obtained corresponding to the methods described in the previous section. Often, these results are presented in tables and/or graphs. | У розділі "Результати" ви представляєте отримані результати, що відповідають методам, описаним у попередньому розділі. Часто ці результати представлені в таблицях та / або графіках. |
| The Discussion section inverts the format of the introduction, moving from the specific (the results generated in this work) to the general (how these results demonstrate a general principle that is more widely applicable). | Розділ "Обговорення" інвертує формат вступу, переходячи від конкретного (результати, отримані в цій роботі) до загального (як ці результати демонструють загальний принцип, який є більш застосовним). |
| Acknowledgments is optional, where you can thank those who either helped with the experiments, or made other important contributions. | Розділ "Подяки" є необов'язковим, де ви можете подякувати тим, хто або допоміг у експериментах, або зробив інший важливий внесок. |
| In the References section list citations in alphabetical order. | У розділі Список літератури перелічіть посилання в алфавітному порядку. |

Test Block

1. Match the words and word combinations with close meaning:

| | | | |
|----|------------------|----|--------------|
| 1. | summarize | a. | bibliography |
| 2. | references | b. | appreciation |
| 3. | specific field | c. | recreate |
| 4. | reproduce | d. | conclusion |
| 5. | findings | e. | sum up |
| 6. | acknowledgements | f. | certain area |
| 7. | list | g. | improvement |
| 8. | contribution | h. | classify |

2. Put the parts of the article in the correct order (the first is done):

| | |
|----------|------------------|
| | Abstract |
| | Acknowledgements |
| | Authors |
| | Conclusion |
| | Discussion |
| | Introduction |
| | Keywords |
| | Methods |
| | References |
| | Results |
| 1 | Title |

3. Classify the following into Do's and Don'ts in article writing:

| Do's | Don'ts |
|----------|----------|
| 1 | 2 |
| | |

a. Add the writer's name

b. One can advise, suggest and give the solutions to a problem in any paragraph other than the starting one

c. Only the introduction and the conclusion should be attractive and attention seeking

- d. Target the audience
- e. The heading of the article should be short, clear and informative
- f. The language and the style of writing should be according to the concerning readers
- g. The title should be lengthy and clear
- h. There must be only three paragraphs in an article – introduction, middle one, and conclusion
- i. Use any tense, person, voice, as many abbreviations, and self-made words while writing an article
- j. Use proper punctuations
- k. Write very lengthy articles

UNIT 5. A GRANT PROPOSAL



1. Read and learn the following word combinations:

| | |
|------------------|--------------------------------|
| grant proposal | пропозиція на отримання гранту |
| funding agency | організація, що фінансує |
| reviewer | рецензент, експерт |
| be treated as | розглядатися як |
| get to the point | переходити до суті |
| be factual | дотримуватися фактів |

| | |
|-----------------------|----------------------|
| synopsis | конспект, тези |
| fulfill requirements | відповідати вимогам |
| implement | впроваджувати |
| spell out | викладати |
| articulate | чітко формулювати |
| evaluate the outcomes | оцінювати результати |
| ongoing training | постійне навчання |
| potential growth | потенційне зростання |

2. Read the text:

A grant proposal is a very clear, direct document written to a particular organization or funding agency with the purpose of persuading the reviewers to provide you with support because: (1) you have an important and fully considered plan to advance a valuable cause, and (2) you are responsible and capable of realizing that plan.

Grant proposals are to be treated as a project with a defined deliverable or end result for the money sought. Projects must show tangible results or funding will not be granted. A successful grant proposal is one that is carefully prepared, planned, and packaged. It usually contains all the following sections: the project's summary, a cover letter, problem statement, goals and objectives, methods, strategies or program design, evaluation section, other funding or sustainability, information about your organization, project budget, additional materials, etc.

Proposal summary consists of two or three paragraphs summarising the key points or objectives of the project.

Your cover letter should be brief, get to the point quickly, does not repeat the information that is in the proposal, tell the reader how your grant fulfills the funder's requirements.

In the problem statement, you explain who will benefit and how the solution will be implemented.

Your goals and objectives explain what your organization plans to do about the problem. State what you hope to accomplish with the project (goals) and spell out the specific results (objectives) you expect to achieve. This section is key to providing information on the benefits that the Grantee, community, government or client will see for their investment.

Funders want to know that their investment had an impact. So decide now how you will evaluate the outcomes of your project. Include what

records you will keep or data you will collect, and how you will use that data.

An accurate cost model should include all factors e.g. inflation, specialist skills, ongoing training, potential future growth, etc.

3. Read the text and its translation:

| | |
|---|--|
| A grant proposal is a very clear, direct document written to a particular organization or funding agency with the purpose of persuading the reviewers to provide you with support because: (1) you have an important and fully considered plan to advance a valuable cause, and (2) you are responsible and capable of realizing that plan. | Пропозиція на отримання гранту – це дуже чіткий, правдивий документ, написаний конкретній організації або фінансовій установі з метою переконання рецензентів надати вам підтримку, оскільки: (1) у вас є важливий і повністю продуманий план просування цінної справи, і (2) ви відповідальні та здатні реалізувати цей план. |
| Grant proposals are to be treated as a project with a defined deliverable or end result for the money sought. | Пропозиції грантів слід розглядати як проект із визначеним результатом або кінцевим результатом за гроші, що просили. |
| Projects must show tangible results or funding will not be granted. | Проекти повинні давати відчутні результати, інакше фінансування не буде надано. |
| A successful grant proposal is one that is carefully prepared, planned, and packaged. | Успішна грантова пропозиція – це ретельно підготовлений, спланований та складений до купи документ. |
| It usually contains all the following sections: the project's summary, a cover letter, problem statement, goals and objectives, methods, strategies or program design, evaluation section, other funding or sustainability, information about your | Зазвичай він містить усі наступні розділи: короткий зміст проекту, супровідний лист, визначення проблеми, цілі та завдання, методи, стратегії чи дизайн програми, розділ оцінювання, інше фінансування чи раціональність в |

| | |
|---|---|
| organization, project budget, additional materials, etc. | довгостроковій перспективі, інформацію про вашу організацію, бюджет проекту, додаткові матеріали тощо. |
| Proposal summary consists of two or three paragraphs summarising the key points or objectives of the project. | Короткий зміст пропозиції складається з двох або трьох абзаців, що узагальнюють ключові моменти або цілі проекту. |
| Your cover letter should be brief, get to the point quickly, does not repeat the information that is in the proposal, tell the reader how well you understand the funder and how your grant fulfills the funder's requirements. | Ваш супровідний лист повинен бути коротким, швидко переходити до суті, не повторювати інформацію, що міститься в пропозиції, повідомляти читачеві, наскільки добре ви розумієте спонсора та як ваш грант відповідає вимогам спонсора. |
| In the problem statement, you explain who will benefit and how the solution will be implemented. | У постановці проблеми ви пояснюєте, хто виграє та як буде застосовано рішення. |
| Your goals and objectives explain what your organization plans to do about the problem. | Ваші цілі та завдання пояснюють, що ваша організація планує зробити щодо проблеми. |
| State what you hope to accomplish with the project (goals) and spell out the specific results (objectives) you expect to achieve. | Сформулюйте, чого ви сподіваєтесь досягти за допомогою проекту, та вкажіть конкретні результати, яких ви очікуєте досягти. |
| This section is key to providing information on the benefits that the Grantee, community, government or client will see for their investment. | Цей розділ є ключовим для надання інформації про переваги, які грантоотримувач, громада, уряд чи клієнт побачать від своїх інвестицій. |
| Funders want to know that their investment had an impact. | Фундатори хочуть знати, що їхні інвестиції мали вплив. |
| So, decide now how you will | Тож вирішіть зараз, як ви |

| | |
|--|---|
| evaluate the outcomes of your project. | оцінюватимете результати вашого проєкту. |
| Include what records you will keep or data you will collect, and how you will use that data. | Включіть, які записи ви будете вести або дані, які ви будете збирати, і як ви будете використовувати ці дані. |
| An accurate cost model should include all factors e.g. inflation, specialist skills, ongoing training, potential future growth, etc. | Точна модель витрат повинна містити усі фактори, зокрема інфляцію, навички спеціалістів, постійне навчання, потенційне зростання в майбутньому та інші. |

Test Block

1. Match the words and word combinations with opposite meaning:

| | | | |
|----|----------------------|----|-------------------------|
| 1. | outcomes | a. | generalise |
| 2. | get to the point | b. | speak in vague language |
| 3. | fulfill requirements | c. | reasons |
| 4. | synopsis | d. | finished development |
| 5. | articulate | e. | meet requirements |
| 6. | ongoing training | f. | full text |

2. Match the words and word combinations with similar meaning:

| | | | |
|----|---|----|--|
| 1. | Studies indicated that... | a. | Current research indicates that ... |
| 2. | A survey/An experiment showed that... | b. | Previous research has shown that ... |
| 3. | We plan to improve ... | c. | the Fund reported that ... |
| 4. | Present research states that... | d. | a study ... found that ... |
| 5. | Prior research has reported that... | e. | There is a tremendous need ... for programs that ... |
| 6. | There is a huge demand for projects which ... | f. | we intend to enhance ... |

3. Put the words in order to make sentences about the mission of an organization:

- 1 is / high quality care and services / Our mission / to our members / to provide
- 2 in the city / to reduce / is / air pollution / Our goal
- 3 the development / Our primary focus / distance-learning courses / on / of / online / is
- 4 safely / electricity / The purpose / to deliver / is
- 5 is to serve / higher learning / Our aim / society / as a centre of
- 6 an increase of access to / programmes / Our institution / higher education / is responsible for

4. Read the characteristics of an executive summary and tick the ones that make it attractive to funders:

1. It provides a description of the project and expected results.
2. It gives the correct contact information.
3. It is very detailed and backed up by statistics.
4. It concentrates on the main point of your project, not all the side issues.
5. It may include a time chart and project organisation chart if there is space.
6. It clearly states what is expected from the funder.
7. It includes the one, best, most creative aspect (the 'hook') of the project.
8. It clearly states what your organisation and other partners are investing in the project.

5. Think about a grant proposal you or your institution could make. Complete the model below in a formal style:

The mission of _____ is to _____ .

Our objective is to ... _____ .

We are responsible for . _____ ..

Our primary focus in on _____ ..

We will _____ .

UNIT 6. CV (RESUME)



1. Read and learn the following word combinations:

| | |
|------------------------------|---------------------------------------|
| curriculum vitae | автобіографія, резюме |
| prospective employer | майбутній роботодавець |
| contact details | контактні дані |
| work experience | досвід роботи |
| achievements | досягнення |
| skills | навички |
| useful tips | корисні поради |
| lead a team | очолити команду |
| manage a project | керувати проектом |
| develop a product | розробити продукт |
| create a positive atmosphere | створити позитивну атмосферу |
| deliver results/training | забезпечити результати / навчання |
| provide support/training | забезпечити підтримку / стажування |
| avoid leaving gaps | уникайте прогалин |
| maternity leave | декретна відпустка |
| up to date | в актуальному стані |
| exaggerate | перебільшувати |
| bullet points | основні моменти |
| line up | вибудовувати |
| spell check | перевірка орфографії |
| dedicated | цілеспрямований |
| patient-focused | орієнтований на пацієнта |
| excel | досягти успіху |
| Research Assistant | науковий співробітник |
| Resident Assistant | відповідальний на поверсі в |

2. Read the text:

CV stands for curriculum vitae (also known as a resumé). In Latin, the phrase “curriculum vitae” means “course of life.” A CV is a summary of your education and work experience, often requested by prospective employers.

What should you include in a CV?

Contact details. Make sure the potential employer has a way of contacting you. Include your full name, telephone number and email address.

Education. List and date the most important qualifications you have obtained, starting with the most recent.

Work experience. List and date the jobs you’ve had and the companies you’ve worked for, starting with the most recent. Include your job title, responsibilities and achievements in the job.

Skills. These could include the languages you speak, the computer programs you can use well, the class type of your driving licence and any other professional skills you might have that are relevant to the job you’re applying for.

Here are several useful tips to think about.

Your CV should be one to two sides of A4 paper. If you find you’ve got too much information, summarise and select the most relevant points.

Use active verbs like *led* or *managed* (a team / a project); *created* or *developed* (a product / a positive atmosphere); *delivered* (results/training); and *provided* (support/training).

Fill in the gaps. Avoid leaving gaps in your employment history. If you were travelling the world, on maternity leave, include that in your CV.

Always ensure your CV is up to date.

Don’t exaggerate or lie. Your potential employer can easily check information about where you have studied and worked.

Spend time on the layout. Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists neatly and use a professional-looking font (e.g. Arial font size 12).

Check for mistakes. Mistakes on a CV create a bad impression.

Include a cover letter. When you send your CV to apply for a job, you should send it with a cover letter or email to introduce your application.

Good luck! [<https://learnenglish.britishcouncil.org/>]

3. Read the text and its translation:

| | |
|--|--|
| CV stands for curriculum vitae (also known as a resumé). | CV означає автобіографію (також відому як резюме). |
| In Latin, the phrase “curriculum vitae” means “course of life.” | Латиною фраза “резюме” означає “життєвий шлях”. |
| A CV is a summary of your education and work experience, often requested by prospective employers. | Резюме – це підсумок вашої освіти та досвіду роботи, який часто вимагають майбутні роботодавці. |
| What should you include in a CV? Contact details. Make sure the potential employer has a way of contacting you. Include your full name, telephone number and email address. | Що потрібно включити в резюме? Контактні дані. Переконайтеся, що у потенційного роботодавця є спосіб зв'язатися з вами. Укажіть своє повне ім'я, номер телефону та електронну адресу. |
| Education. List and date the most important qualifications you have obtained, starting with the most recent. | Освіта. Перелічіть і вкажіть дати найважливішої освітньої кваліфікації, яку ви здобули, починаючи з останньої. |
| Work experience. List and date the jobs you've had and the companies you've worked for, starting with the most recent. Include your job title, responsibilities and achievements in the job. | Досвід роботи. Перелічіть і вкажіть дати ваших робочих місць та компаній, де ви працювали, починаючи з останньої. Вкажіть свою посаду, обов'язки та досягнення в роботі. |
| Skills. These could include the languages you speak, the computer programs you can use well, the class type of your driving licence and any other professional skills you might have that are | Навички. Сюди можуть входити мови, якими ви володієте, комп'ютерні програми, якими ви можете добре користуватися, тип класу водійського посвідчення та будь-які інші |

| | |
|---|--|
| relevant to the job you're applying for. | професійні навички, які можуть стосуються роботи, на яку ви претендуєте. |
| Here are several useful tips to think about. | Ось кілька корисних порад, над якими слід подумати. |
| Your CV should be one to two sides of A4 paper. If you find you've got too much information, summarise and select the most relevant points. | Ваше резюме має складати один-два аркуші паперу формату A4. Якщо ви з'ясуєте, що у вас занадто багато інформації, підсумуйте та виберіть найбільш відповідні пункти. |
| Use active verbs like <i>led or managed</i> (a team / a project); <i>created or developed</i> (a product / a positive atmosphere); <i>delivered</i> (results/training); and <i>provided</i> (support/training). | Використовуйте дієслова в активному стані, такі як очолив команду, керував проєктом, розробив продукт, створив позитивну атмосферу, забезпечив результати / навчання, забезпечив підтримку / стажування. |
| Fill in the gaps. Avoid leaving gaps in your employment history. If you were travelling the world, on maternity leave, include that in your CV. | Заповнюйте пропуски. Уникайте прогалин у вашій трудовій історії. Якщо ви подорожували світом, були у декретній відпустці, внесіть це у своє резюме. |
| Always ensure your CV is up to date. | Завжди переконайтесь, що ваше резюме актуальне. |
| Don't exaggerate or lie. Your potential employer can easily check information about where you have studied and worked. | Не перебільшуйте і не кажіть неправду. Ваш потенційний роботодавець може легко перевірити інформацію про те, де ви навчалися та працювали. |
| Spend time on the layout. Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists | Витратьте час на макет. Переконайтесь, що ваше резюме є чітким і зручним для читання. Використовуйте крапки та відповідний інтервал, коротші |

| | |
|---|--|
| neatly and use a professional-looking font (e.g. Arial font size 12). | речення, акуратно вирівнюйте списки та використовуйте професійний шрифт (наприклад, шрифт Arial 12). |
| Check for mistakes. Mistakes on a CV create a bad impression. | Перевірте помилки. Помилки в резюме створюють погане враження. |
| Include a cover letter. When you send your CV to apply for a job, you should send it with a cover letter or email to introduce your application. Good luck! | Додайте супровідний лист. Коли ви надсилаєте своє резюме, щоб подати заявку на роботу, вам слід надіслати його із супровідним листом або електронним листом, щоб представити свою заявку. Удачі! |

Test Block

1. Match the definitions (a–h) with the vocabulary (1–8):

| | | | |
|----|---------------|----|--|
| 1. | neatly | a. | possible in the future |
| 2. | bullet points | b. | deliberately choosing some things and not others |
| 3. | exaggerate | c. | stop oneself from doing something |
| 4. | avoid | d. | directly connected with what is happening or being talked about |
| 5. | potential | e. | the way that something is designed or arranged on the page |
| 6. | layout | f. | symbols, usually small black circles, used in a text to separate each item in a list |
| 7. | selective | g. | make something seem bigger, more important, better, worse, etc. than it is |
| 8. | relevant | h. | in a simple and tidy way |

2. Are the sentences true or false?

1. When you list your work experience, you should put the first job you did first.
2. The longer your CV is, the better it is.
3. Using active verbs rather than passive structures helps to create a good impression.

4. It's better not to mention periods of time when you were not in paid work.
5. You should always tell the truth on your CV.
6. Presentation and small mistakes don't matter – it's the content that's important.
7. Cover letters are nice to have but not entirely necessary.

3. Put the sentences in the correct groups:

| Skills | Education | Work experience |
|--------|-----------|-----------------|
| 1 | 2 | 3 |
| | | |

- a. Responsible for production in a reputable Seoul-based design firm
- b. Led a team of designers to develop graphic and production materials
- c. MA in Creative Arts and Design, Leeds Arts University (July 2011)
- d. Developed over 200 graphic design projects
- e. Diploma in Graphic Design, York College (July 2008)
- f. Proficient with Microsoft Office, Adobe Photoshop and Sketch
- g. High levels of critical thinking, creativity and problem-solving skills
- h. Excellent communicator who brings friendliness, confidence and empathy to leadership and delegation skills
- i. BA in Philosophy, Politics and Economics, University of Oxford (June 1998)

4. Complete the gaps in the CV with appropriate words:

Petro Koval, M.D.

4, Svobody St.

Kharkiv, 61002
petroKoval@gmail.com
066-345-88-11

Curriculum Vitae

Dedicated and patient-focused M.D. positioned to excel within residency providing an opportunity to grow in knowledge and therapeutic practice of pediatric medicine.

1 _____

Doctor of Medicine (M.D.), May 2018 – Kharkiv National Medical University

B.S. in Biology, June 2014 – Kharkiv National Medical University

2 _____

President Scholarship, 2014, 2015, 2016, 2017
Kharkiv Department of Biology Award, 2013

3 _____

USMLE (United States Medical Licensing Examination) Step 1, May 2016

USMLE (United States Medical Licensing Examination) Step 2 CK, May 2018

4 _____

Kharkiv Hospital, Department of Oncology

Research Assistant (2015-2016)

- Assisted Julia Ivanova, M.D. and Viktor Petrenko, Ph.D. in research and submission of “Novel Immunotherapy Approach to Ductal Carcinoma in Situ.”

Kharkiv National Medical University

Resident Assistant (2013-2014)

- Provided leadership, companionship, and emotional support to undergraduate residents of a university dormitory.

5 _____

American Medical Student Association, UCLA (September 2013 – June 2018)

- President, local chapter, May 2014 – June 2018
- Coordinated well-attended Wellness on Campus Fair, September 2017

Volunteer, Venice Family Clinic (September 2014 to June 2017)

- Helped to support the needs of underserved families at the free medical clinic.

Hospital Volunteer, Ronald Reagan UCLA Medical Center (September 2014 – June 2015)

- Volunteered in pediatric, ER, and surgery rotation positions

Volunteer, UCLA People-Animal Connection Program (September 2013 – June 2014)

- Provided companionship to critically ill children in the animal-assisted therapy program.

6 _____

Ukrainian (native)

Russian (native)

English (advanced oral and written fluency)

7 _____

American Medical Student Association, 2014 - present

American Medical Association, 2017 – present

Ukrainian Medical Association, 2018 – present

8 _____

CrossFit, surfing, photography, and yoga.

- PERSONAL INTERESTS
- WORK EXPERIENCE
- MEMBERSHIPS / AFFILIATIONS
- EDUCATION
- HONORS / AWARDS
- EXAMINATIONS
- LANGUAGES
- VOLUNTEER EXPERIENCE

UNIT 7. QUOTES AND REFERENCES

ALWAYS VERIFY YOUR REFERENCES

1. Read and learn the following word combinations:

| | |
|--|----------------------------------|
| quote | цитата |
| references | посилання, список літератури |
| accused of plagiarism | звинувачений у плагіаті |
| note down the source | записуйте джерело |
| direct quotation | пряме цитування |
| indirect quotation | непряме цитування |
| paraphrasing | перефразування |
| book title | назва книги |
| referencing | посилання |
| citation | цитування |
| referencing styles | стилі цитування |
| alphabetically by the author's last name | за алфавітом за прізвищем автора |
| entry | стаття |
| parenthetical system | система дужок |
| bracketed references | посилання в дужках |
| compiled according to | складений відповідно до |
| a sequence of notes | послідовність нотаток |

2. Read the text:

In academic writing you must always indicate when you are using someone else's ideas. If you don't then you may find yourself accused of plagiarism. A good starting point is to make sure that when you are making notes from books or articles you note down the source – author, book and page number – as you go along.

There are two ways of incorporating other people's ideas. The first is direct quotation: *In his guide Writing at University: Some Handy Hints*

David Kennedy notes that, “In academic writing you must always indicate when you are using someone else’s ideas. If you don’t then you may find yourself accused of plagiarism.” (Kennedy, 2003: 12)

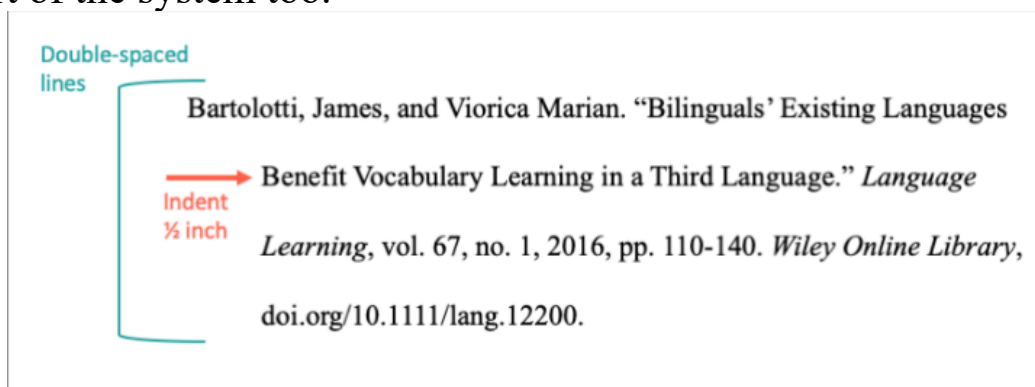
The second way is to incorporate what another author has said into your own text. This is known as indirect quotation or paraphrasing: *Among the many guides to writing at university, one of the clearest accounts of how to reference sources and avoid plagiarism is that of Kennedy (2003) who gives examples of different ways of referencing.*

In academic writing, you must give clear details of the book title, the date it was published, who published it and where. This is called referencing. It is sometimes also called citation. The books, articles or other materials you quote from are called sources.

There are four widely-used referencing styles or conventions. They are called the *MLA* (Modern Languages Association) system, the *APA* (American Psychological Association) system, the *Harvard* system, and the *MHRA* (Modern Humanities Research Association) system.

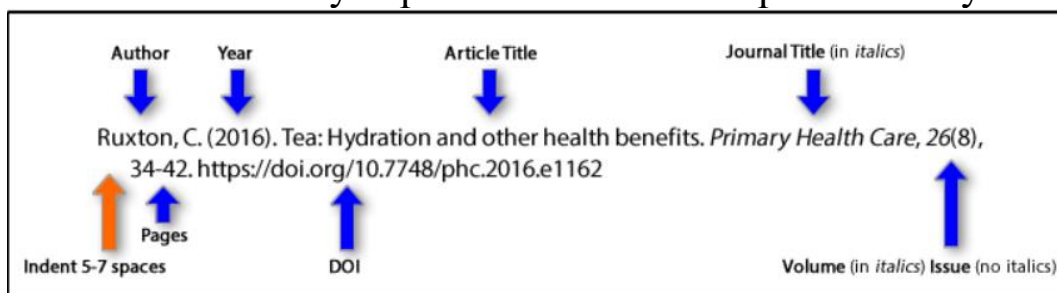
The MLA system is a parenthetical system: i.e. bracketed references in the body of your paper are linked to full length citations in the bibliography at the end of your work. The bracket in the body of the paper contains only the author’s surname and the page number or numbers you are referring to. For example: There are a number of different referencing styles or conventions but there are four that are used most widely. (Kennedy, 17).

A bibliography compiled according to MLA conventions lists items alphabetically by the author’s last name. Each entry should include, in the following order: the author’s name in full, the title of the book, the place of publication, the publisher, and the date. For example: Kennedy, David. *New Relations: The Refashioning of British Poetry 1980-1994*. Bridgend: Seren, 1996. Pay attention to how the entry is punctuated as that is part of the system too.

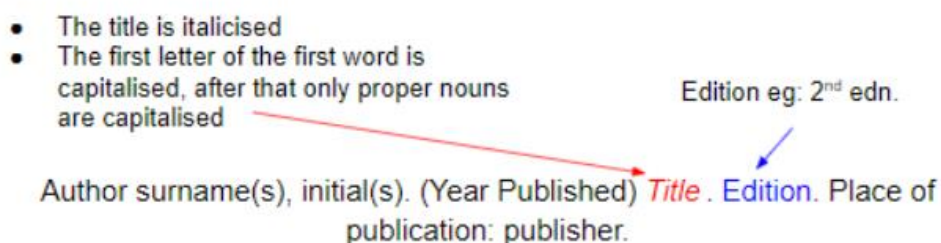


The APA system is also a parenthetical system but the bracketed references in the body of your paper are: the author's surname, the date of publication and the page or page numbers you are referring to. For example: There are a number of different referencing styles or conventions but there are four that are used most widely (Kennedy, 2003, p. 17). The reference always goes at the end of the sentence before the full stop.

A bibliography compiled according to APA conventions lists items alphabetically by the author's last name. Each entry should include, in the following order: the author's surname, their first initial, the date of publication in brackets, the title of the book, the place of publication and the publisher. For example: Kennedy, D. (1996) *New Relations: The Refashioning of British Poetry 1980-1994*. Bridgend: Seren. Again, pay attention to how the entry is punctuated as that is part of the system too.



The Harvard system is another parenthetical system and the bracketed references in the body of your paper are: the author's surname and the date of publication. The list of works at the end of the essay is headed 'References'. The works listed in it appear in alphabetical order by the author's surname and follow the same format as the APA system.



The MHRA system does not use bracketed references in the body of a work. Instead, superscript numbers like this ¹ are linked to a sequence of notes which appear either at the foot of the page or in a section at the end of your paper. The note contains the full reference for the book or article you are referring to. Here's what an MHRA note reference looks like:

¹ David Kennedy, *New Relations: The Refashioning of British Poetry 1980-1994*. (Bridgend: Seren, 1996), p.26.

If the online material or website you are referencing has an author or a title then it should be treated according to the system you are using. However, you must indicate that you are referencing an online resource and include the URL or web address and the date when you accessed it. For example, here's an online article referenced according to the APA system: Girardi, Judith S., (2002) 'Lorine Niedecker: Poetry in the Classroom' [online article]. Available: <http://grad.cgu.edu/~girardij/webpage/lorineclassroom.html>. (4 December 2002)

If the online material or website you are referencing has no author then it should be included in your bibliography in alphabetical order according to the title.

3. Read the text and its translation:

| | |
|---|--|
| In academic writing you must always indicate when you are using someone else's ideas. If you don't then you may find yourself accused of plagiarism. A good starting point is to make sure that when you are making notes from books or articles you note down the source – author, book and page number – as you go along. | В академічному листуванні ви завжди повинні вказувати, коли використовуєте чийсь ідеї. Якщо ви цього не зробите, вас можуть звинуватити в плагіаті. Гарною відправною точкою є забезпечення того, щоб, роблячи замітки з книг або статей, ви записували джерело – автора, книгу і номер сторінки – під час роботи над дослідженням. |
| There are two ways of incorporating other people's ideas. The first is direct quotation: <i>In his guide Writing at University: Some Handy Hints David Kennedy notes that, "In academic writing you must always indicate when you are using someone else's ideas. If you don't then you may find yourself accused of plagiarism." (Kennedy, 2003: 12)</i> | Є два способи вбудовування ідей інших людей. Перший – пряма цитата: <i>In his guide Writing at University: Some Handy Hints David Kennedy notes that, "In academic writing you must always indicate when you are using someone else's ideas. If you don't then you may find yourself accused of plagiarism." (Kennedy, 2003: 12)</i> |

| | |
|---|--|
| <p>The second way is to incorporate what another author has said into your own text. This is known as indirect quotation or paraphrasing: <i>Among the many guides to writing at university, one of the clearest accounts of how to reference sources and avoid plagiarism is that of Kennedy (2003) who gives examples of different ways of referencing.</i></p> | <p>Другий спосіб – внести те, що сказав інший автор, у свій власний текст. Він відомий як непряма цитата або перефразування: <i>Among the many guides to writing at university, one of the clearest accounts of how to reference sources and avoid plagiarism is that of Kennedy (2003) who gives examples of different ways of referencing.</i></p> |
| <p>In academic writing, you must give clear details of the book title, the date it was published, who published it and where. This is called referencing. It is sometimes also called citation. The books, articles or other materials you quote from are called sources.</p> | <p>В академічному листуванні ви повинні чітко вказати назву книги, дату, коли вона була опублікована, хто її опублікував і де. Це називається посиланням. Іноді його також називають цитуванням. Книги, статті та інші матеріали, які ви цитуєте, називаються джерелами.</p> |
| <p>There are four widely-used referencing styles or conventions. They are called the <i>MLA</i> (Modern Languages Association) system, the <i>APA</i> (American Psychological Association) system, the <i>Harvard</i> system, and the <i>MHRA</i> (Modern Humanities Research Association) system.</p> | <p>Існує чотири широко використовуваних стилі або умовних позначень посилань. Їх називають системою <i>MLA</i> (Асоціація сучасних мов), системою <i>APA</i> (Американська психологічна асоціації), системою Гарварда і системою <i>MHRA</i> (Асоціація сучасних гуманітарних досліджень).</p> |
| <p>The MLA system is a parenthetical system: i.e. bracketed references in the body of your paper are linked to full length citations in the bibliography at the end of your work. The bracket in the body of the paper contains only the author's surname and the page number or</p> | <p>Система <i>MLA</i> – це система в дужках: тобто посилання в дужках в основній частині статті пов'язані з повними цитатами в бібліографії наприкінці вашої роботи. У дужках в основній частині статті міститься тільки прізвище автора і номер або</p> |

| | |
|---|--|
| numbers you are referring to. For example: There are a number of different referencing styles or conventions but there are four that are used most widely. (Kennedy, 17). | номери сторінок, на які ви посилаєтесь. Наприклад: There are a number of different referencing styles or conventions but there are four that are used most widely. (Kennedy, 17). |
| A bibliography compiled according to MLA conventions lists items alphabetically by the author's last name. Each entry should include, in the following order: the author's name in full, the title of the book, the place of publication, the publisher, and the date. For example: Kennedy, David. <i>New Relations: The Refashioning of British Poetry 1980-1994</i> . Bridgend: Seren, 1996. Pay attention to how the entry is punctuated as that is part of the system too. | У бібліографії, складеній відповідно до правил MLA, елементи перелічені в алфавітному порядку за прізвищем автора. Кожен запис має містити в наступному порядку: повне ім'я автора, назва книги, місце публікації, видавця і дату. Наприклад: Kennedy, David. <i>New Relations: The Refashioning of British Poetry 1980-1994</i> . Bridgend: Seren, 1996. Зверніть увагу на те, яка пунктуація в записах – це важлива частина системи. |
| The APA system is also a parenthetical system but the bracketed references in the body of your paper are: the author's surname, the date of publication and the page or page numbers you are referring to. For example: There are a number of different referencing styles or conventions but there are four that are used most widely (Kennedy, 2003, p. 17). The reference always goes at the end of the sentence before the full stop. | Система АРА також укладена в дужки, але посилання в дужках в тексті вашої статті містять: прізвище автора, дату публікації та сторінки або номери сторінок, на які ви посилаєтесь. Наприклад: There are a number of different referencing styles or conventions but there are four that are used most widely (Kennedy, 2003, p. 17). Посилання завжди ставиться в кінці речення до точки. |
| A bibliography compiled according to APA conventions lists items alphabetically by the author's last | У бібліографії, складеної відповідно до угод АРА, елементи подані в алфавітному порядку за |

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| <p>name. Each entry should include, in the following order: the author's surname, their first initial, the date of publication in brackets, the title of the book, the place of publication and the publisher. For example: Kennedy, D. (1996) <i>New Relations: The Refashioning of British Poetry 1980-1994</i>. Bridgend: Seren. Again, pay attention to how the entry is punctuated as that is part of the system too.</p> | <p>прізвищем автора. Кожен запис має містити в наступному порядку: прізвище автора, його перший ініціал, дату публікації в дужках, назва книги, місце публікації та видавця. Наприклад: Kennedy, D. (1996) <i>New Relations: The Refashioning of British Poetry 1980-1994</i>. Bridgend: Seren. Знову ж таки, зверніть увагу на те, як вводиться пунктуація, оскільки це також частина системи.</p> |
| <p>The Harvard system is another parenthetical system and the bracketed references in the body of your paper are: the author's surname and the date of publication. The list of works at the end of the essay is headed 'References'. The works listed in it appear in alphabetical order by the author's surname and follow the same format as the APA system.</p> | <p>Гарвардська система – це ще одна система в дужках, а посилання в дужках в тексті вашої статті містять: прізвище автора та дату публікації. Список робіт в кінці реферату озаглавлений 'References'. Перераховані в ньому роботи розташовані в алфавітному порядку за прізвищем автора і мають той же формат, що і система APA.</p> |
| <p>The MHRA system does not use bracketed references in the body of a work. Instead, superscript numbers like this ¹ are linked to a sequence of notes which appear either at the foot of the page or in a section at the end of your paper. The note contains the full reference for the book or article you are referring to. Here's what an MHRA note reference looks like: ¹ David Kennedy, <i>New Relations: The Refashioning of British Poetry 1980-1994</i>. (Bridgend: Seren,</p> | <p>Система MHRA не використовує посилання в дужках в тексті есе. Замість цього надрядкові числа, подібні до цього ¹, пов'язані з послідовністю приміток, які з'являються або внизу сторінки, або в розділі в кінці вашої статті. У примітці міститься повне посилання на книгу або статтю, на які ви посилаєтесь. Ось як виглядає посилання на замітку MHRA: ¹ David Kennedy, <i>New Relations: The Refashioning of British Poetry</i></p> |

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| 1996), p.26. | 1980-1994. (Bridgend: Seren, 1996), p.26. |
| <p>If the online material or website you are referencing has an author or a title then it should be treated according to the system you are using. However, you must indicate that you are referencing an online resource and include the URL or web address and the date when you accessed it. For example, here's an online article referenced according to the APA system: <i>Girardi, Judith S., (2002) 'Lorine Niedecker: Poetry in the Classroom' [online article]. Available: http://grad.cgu.edu/~girardij/webpage/lorineclassroom.html. (4 December 2002)</i></p> | <p>Якщо в онлайн-матеріалі або веб-сайті, на який ви посилаєтеся, є автор або назва, то вони повинні оброблятися відповідно до використовуваної вами системи. Однак ви повинні вказати, що ви посилаєтеся на онлайн-ресурс, і включити URL-адресу або веб-адресу і дату, коли ви зверталися до нього. Наприклад, ось онлайн-стаття, на яку посилається система APA: <i>Girardi, Judith S., (2002) 'Lorine Niedecker: Poetry in the Classroom' [online article]. Available: http://grad.cgu.edu/~girardij/webpage/lorineclassroom.html. (4 December 2002)</i></p> |
| <p>If the online material or website you are referencing has no author then it should be included in your bibliography in alphabetical order according to the title.</p> | <p>Якщо онлайн-матеріал або веб-сайт, на який ви посилаєтеся, не мають автора, їх необхідно включити в вашу бібліографію в алфавітному порядку відповідно до назви.</p> |

Test Block

1. Match the definitions (a–g) with the vocabulary (1–7):

| | | | |
|----|--------------|----|--|
| 1. | quote | a. | is a set of rules on how to acknowledge the thoughts, ideas and works of others in a particular way |
| 2. | references | b. | relating to or inserted as a parenthesis |
| 3. | plagiarism | c. | express the meaning of (something written or spoken) using different words, especially to achieve greater clarity. |
| 4. | paraphrasing | d. | repeat or copy out (words from a text or speech written or spoken by another person) |

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|----|--------------------|----|--|
| 5. | referencing styles | e. | another person's exact words – either spoken or in print – incorporated into your writing. |
| 6. | direct quotation | f. | the use of a source of information in order to ascertain something. |
| 7. | parenthetical | g. | the practice of taking someone else's work or ideas and passing them off as one's own. |

2. Are the sentences true or false?

1. In academic writing you don't need to indicate when you are using someone else's ideas.
2. There are three ways of incorporating other people's ideas.
3. The books, articles or other materials you quote from are called sources.
4. There are three common referencing styles used a parenthetical system.
5. The punctuation of the entry is also a part of the system.
6. The MHRA system uses bracketed references in the body of a work.
7. If the online material or website you are referencing has no author then it shouldn't be included in the reference list.

3. Using Harvard system transform the books into the correct format, the example is given below (Використовуючи Harvard system переформатуйте правильно книги, зразок подано нижче).

Mitchell, J.A. and Thomson, M. (2017) *A guide to citation*. 3rd edn. London: London Publishings.

1. Бороденко Ю.М. Проектування та розрахунків електрообладнання АТЗ. / Ю.М. Бороденко, С.А.Серіков // Навчальний посібник. – Харків: ХНАДУ, 2010. – 444 с.

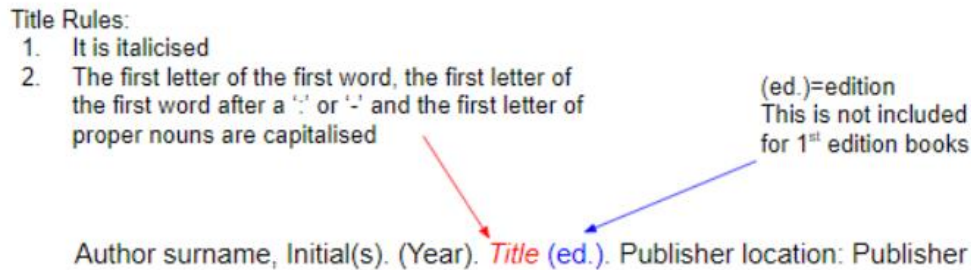
2. Прохоренко А.А. Анализ уравновешенности и уравновешивание двигателей : учебн. пособие / А.А. Прохоренко. – Х. : Изд-во «Підручник НТУ «ХПІ», 2014. – 100 с.

3. Аврунин Г.А. Методические указания к контрольным работам по объемному гидроприводу и гидропневмоавтоматике / Г. А. Аврунин, В. А. Шевченко, О. В. Щербак. – Харьков: ХНАДУ, 2008. – 104 с.

4. Столяр Т.В. Управління автомобільними перевезеннями [Текст] : навч. посіб. для студ. вищ. навч. закл. напряму "Транспортні

технології" / Т. В. Столяр ; Харк. нац. автомоб.-дор. ун-т. – Х. : ХНАДУ, 2012. – 251 с.

4. Using the example of the APA system transform the books in ex.3 into the correct format:



Mitchell, J.A., Thomson, M., & Coyne, R.P. (2017). *A guide to citation*. London, England: My Publisher

5. If you want to practice different styles of bibliography, use the following links:

<https://www.monash.edu/rlo/assignment-samples/arts/writing-an-annotated-bibliography>

<https://courses.lumenlearning.com/wm-writingskillslab-2/chapter/practice-citing-sources/>