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IMPROVE YOUR ENGLISH: LEARN VOCABULARY

ОСНОВНА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

Навчально-методична розробка

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Анотація: Навчально-методична розробка «Improve Your English: Learn Vocabulary», призначений для студентів 2-го року навчання спеціальності «Прикладна лінгвістика», складається із трьох частин, які містять лексичний матеріал і вправи до тем 'Design', 'Education' та 'Engineering'. Підбір комплексу вправ навчально-методичної розробки сприяє розширенню активного словникового запасу студентів із тем, що вивчаються.

ЗМІСТ

ПЕРЕДМОВА

Навчально-методична розробка з англійської мови «Improve Your English: Learn Vocabulary» призначена для студентів 2-го року навчання спеціальності «Прикладна лінгвістика» Інституту іноземної філології. Запропоновані навчальні матеріали сприяють кращому засвоєнню лексичного матеріалу до тем 'Design', 'Education', 'Engineering'.

Навчально-методична розробка складається з теоретичної та практичної частин, кожна з яких містить по декілька секцій. У першій секції практичної частини запропоновані завдання на повторення і закріплення основного (базового) вокабуляру, поданого в підручнику «Language Leader Intermediate». Завдання і вправи з другої секції мають на меті збільшити активний словниковий запас студентів із тем, що вивчаються. Студентам пропонують короткі тексти для читання і вправи, щоб оцінити їхній рівень розуміння матеріалу, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова. Подано низку вправ на переклад з української на англійську мову, побудову словотвірних гнізд, знаходження синонімів та антонімів до запропонованих слів, запам'ятовування і відтворення сталих виразів, розв'язання завдань комунікативного характеру, вдосконалення монологічних і діалогічних навичок. Підбір комплексу вправ даної навчально-методичної розробки сприяє системному вивченню матеріалу з обраних тем.

Навчально-методична розробка може бути використана студентами інших вищих навчальних закладів, де вивчають англійську мову як іноземну, слухачами курсів вивчення англійської мови, а також всіма, хто цікавиться даними темами та вивчає мову самостійно.

TEACHING LANGUAGE SKILLS

Teaching Reading

Reasons for Reading

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing.

Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

Reading Skills

Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

Students also need to be able to skim a text – as if they were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it. They may scan a computer 'Help' window to find the one piece of information they need to get them out of a difficulty, and they may skim a newspaper article to pick up a general idea of what's been happening in the world.

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

Many students are perfectly capable of doing all these things in other languages, of course, though some may not read much at all in their daily lives. For both types of student, we should do our best to offer a mixture of materials and activities so that they can practise using these various skills with English text.

Reading principles:

Principle 1: Encourage students to read as often and as much as possible. The more students read, the better.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word.

Principle 5: Match the task to the topic when using intensive reading texts. Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else.

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life.

Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

Teaching Writing

Reasons for Teaching Reading

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. In the case of the former, writing is used as an aide-memoire or practice tool to help students practise and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students. This is particularly useful for those who need a mix of visual and kinaesthetic activity. Another kind of writing-for-learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity.

Writing-for-writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real-life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness.

Writing Issues

The kind of writing we ask students to do (and the way we ask them to do it) will depend, as most other things do, on their age, level, learning styles and interests. We won't get beginners to try to put together a complex narrative composition in English; we probably won't ask a class of advanced business students to write a poem about their mothers (unless we have specific reasons for doing this).

In order to help students write successfully and enthusiastically in different styles, we need to consider three separate issues:

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Genre. One of our decisions about what to get students to write will depend on what genres we think they need to write in (or which will be useful to them). A genre is a type of writing which members of a discourse community would instantly recognise for what it was. Thus, we recognise a small ad in a newspaper the moment we see it because, being members of a particular group, or community, we have seen many such texts before and are familiar with the way they are constructed. One of the decisions that we will need to make, therefore, is which genres are important and/or engaging for our students.

The writing process. When students are writing-for-writing, we will want to involve them in the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Thus we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before we produce our final version.

Building the writing habit. One other issue, which we can refer to as building the writing habit, deserves mention here.

Many students either think or say that they cannot, or do not want to write. This may be because they lack confidence, think it's boring or believe they have 'nothing to say'. We need to engage them, from early levels, with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at written genres and involve themselves in the writing process with enthusiasm.

More Writing Suggestions

Instant writing: one way of building the writing habit is to use instant writing activities as often as possible with students who are reluctant writers. Instant writing activities are those where students are asked to write immediately in response to a teacher request. We can, for example, dictate half sentences for students to. We can ask students to write two sentences about a topic 'right now'. We can give them three words and tell them to put them into a sentence as quickly as possible.

Instant writing is designed both to make students comfortable when writing, and also to give them thinking time before they say the sentences they have written aloud.

Using music and pictures: music and pictures are excellent stimuli for both writing and speaking. For example, we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany (this can be done after they have looked at a film script model). We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them. We can then dictate the first sentence again and have them write a different story (because the music they hear is very different). They can then read out one of their stories and the class has to guess which music excerpt inspired it.

Pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is.

They can write postcards based on pictures we give them. We can get them to look at portraits and write the inner thoughts of the characters or their diaries, or an article about them.

Newspapers and magazines: the different kinds of text found in newspapers and magazines offer a range of possibilities for genre analysis, followed by writing within that genre. For example, we can get students to

look at a range of different articles and ask them to analyse how headlines are constructed, and how articles are normally arranged (e.g. the first paragraph often – but not always – offers a summary of the whole article). They then write an article about a real or imaginary news story that interests them. At advanced levels, we can get students to look at the same story dealt with by different kinds of publication and ask them to write specifically for one or the other.

Brochures and guides: we can get students to look at a variety of brochures (e.g. for a town, entertainment venue, health club or leisure complex) to analyse how they are put together. They can then write their own brochure or town guide, using this analysis to help them.

Poetry: many teachers like getting students to write poems because it allows them to express themselves in a way that other genres, perhaps, do not. But we will have to give students models to help them write (to start with, anyway), since many of them will be unused to this kind of writing.

Collaborative writing: students gain a lot from constructing texts together. For example, we can have them build up a letter on the board, where each line is written by a different student (with help from the class, the group and/or the teacher). We can tell a story which students then have to try to reproduce in groups.

Writing to each other: the email interview is an example of getting students to write to each other. They can also write emails, or any other kind of message which has to be answered. They can be involved, under our supervision, in live chat sessions on the Internet, or we can organise pen pal exchanges with students in other countries (often called mousepals or keypals when done via the Internet).

Writing in other genres: there are countless different genres that students can write in apart from those mentioned so far. We can have students write personal narratives and other stories. We can prepare them

for this by looking at the way other writers do it. We can analyse first lines of novels and then have students write their own attention-grabbing lines. We can get students to complete stories that are only half told. For many of these activities, getting the students to think together before they attempt the task – brainstorming ideas – will be a major factor in their success.

Students can write discursive essays in which they assemble arguments both for and against a proposition, work out a coherent order for their arguments, study various models for such an essay and then write their own.

Teaching Speaking

Reasons for Teaching Speaking

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.

Speaking Suggestions

The following activities are helpful in getting students to practise 'speaking-as-a-skill'. Although they are not level-specific, the last four will be more successful with higher-level students (upper intermediate plus), whereas the first two, in particular, are highly appropriate at lower levels (but can also be used satisfactorily with more advanced classes).

Information-gap activities: an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is a 'gap' between them.

For information-gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other their pictures).

Telling stories: we spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

One way of getting students to tell stories is to use the information-gap principle to give them something to talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told.

For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions.

We can, alternatively, give students six objects, or pictures of objects. In groups, they have to invent a story which connects the objects.

We can encourage students to retell stories which they have read in their books or found in newspapers or on the Internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language).

Favourite objects: a variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favourite objects (things like MP3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them.

Meeting and greeting: students role-play a formal/business social occasion where they meet a number of people and introduce themselves.

Surveys: surveys can be used to get students interviewing each other.

A variation of this is a popular activity called *Find someone who ...* . In this activity, students list activities (e.g. climb a mountain, do a bungee jump, swim in the Pacific, act in a play, etc) and they then go round the class asking 'Have you ever climbed a mountain?', 'Have you ever done a bungee jump?', etc.

Famous people: students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

Student presentations: individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals

to do this. The students listening to presentations must be given some kind of listening tasks too – including, perhaps, giving feedback.

Balloon debate: a group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

Moral dilemmas: students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They are then given the student's (far-from-ideal) circumstances, and offered five possible courses of action – from exposing the student publicly to ignoring the incident – which they have to choose between.

Teaching Listening

Reasons for Listening

Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. Anything we can do to make that easier will be useful for them. This is especially important since the way people speak is often significantly different from the way they write.

Listening is good for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that

successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

Listening Skills

Students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognise paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation).

A lot will depend on the particular genres they are working with.

Listening Principles

Principle 1: Encourage students to listen as often and as much as possible. The more students listen, the better they get at listening – and the better they get at understanding pronunciation and at using it appropriately themselves.

Principle 2: Help students prepare to listen.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are engaged with the topic and the task and really want to listen.

Principle 3: Once may not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time – and we may well want them to have a chance to study some of the language features on the tape.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

Principle 5: Different listening stages demand different listening tasks. Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text – and if they themselves have spent time choosing and preparing the listening sequence – then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audioscript for a new activity.

Listening Suggestions

Jigsaw listening: in three groups, students listen to three different tapes, all of which are about the same thing (witness reports after an accident or a crime, phone conversations arranging a meeting, different news stories which explain a strange event, etc). Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic.

Jigsaw listening works because it gives students a purpose for listening, and a goal to aim for (solving the 'mystery', or understanding all the facts).

Message-taking: students listen to a phone message being given. They have to write down the message on a message pad.

There are many other kinds of message that students can listen to. For example, they may hear a recorded message about what films are on at a cinema, when they're on, what rating they have and whether there are

still tickets. They then have to decide which film to go to. They might hear the message on an answerphone, or a gallery guide (where they have to identify which pictures are being talked about), or messages about how to place an order. In each case, they have to respond in some way.

Music and sound effects: although most audio tracks consist of speech, we can also use music and sound effects. Songs are very useful because, if we choose them well, they can be very engaging.

News and other radio genres: students listen to a news broadcast and have to say which topics from a list occur in the bulletin and in which order. They then have to listen for details about individual stories. If the news contains a lot of facts and figures, students may be asked to convert them into chart or graph form.

Poetry: poetry can be used in a number of ways. Students can listen to poems being read aloud and say what mood they convey (or what colour they suggest to them). They can hear a poem and then try to come up with an appropriate title. They can listen to a poem which has no punctuation and put in commas and full stops where they think they should occur.

Stories: a major speaking genre is storytelling. When students listen to people telling stories, there are a number of things we can have them do. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version.

Monologues: various monologue genres can be used for different listening tasks. For example, we can ask students to listen to lectures and take notes. We can get them to listen to 'vox-pop' interviews where five different speakers say what they think about a topic and the students have to match the different speakers with different opinions. We can listen to dramatic or comic monologues and ask the students to say how the

speaker feels. We can have them listen to speeches (at weddings, farewells, openings, etc) and get them to identify what the subject is and what the speaker thinks about it.

DESIGN

Section I

	Words and Phrases	Transcription	Translation
1.	aerodynamics		
2.	Bakelite		
3.	built in blow-up pillow / heater / webcam		
4.	circle *n* (circular, round *adj*)		
5.	commuter jacket		
6.	compact *adj*		
7.	concrete *n*		
8.	cube *n* (cubic, cube-shaped *adj*)		
9.	domestic appliances		
10.	drink holder		
11.	duplicator		
12.	durability *n* (durable *adj*)		
13.	energy-saving products		
14.	ergonomic design (*n*. ergonomics)		
15.	eye-catching		
16.	file drawer		
17.	folding chair		

18.	futuristic		
19.	height can be adjusted		
20.	inflatable cushion		
21.	innovative products and services		
22.	interior, *opp*. exterior		
23.	lemon squeezer		
24.	mass consumerism		
25.	mass-produced		
26.	need for modernity in design		
27.	optical viewfinder		
28.	portable		
29.	rectangle / oblong *n* (rectangular / oblong *adj*)		
30.	restrictions on designers		
31.	retro		
32.	short-lived products		
33.	simplification		
34.	solid oak		
35.	spellchecker		
36.	sphere *n* (spherical *adj*)		
37.	spotlight CD player		

38.	square *n* (square *adj*)		
39.	stand for the keyboard		
40.	streamlining *n* (streamlined *adj*)		
41.	target consumer		
42.	the latest model		
43.	throwaway society		
44.	timeless		
45.	to accept the challenge		
46.	to be controlled by voice commands		
47.	to combine appearance and practicality		
48.	to fulfil a user's need / to be adapted to people's need		
49.	to gain market share		
50.	to generate power		
51.	to have misconceptions about design		
52.	to keep up with the latest technological		

	innovation		
53.	to meet government regulations		
54.	to provide an alternative to the chemicals and plastics		
55.	to put sth into practice		
56.	to turn an idea into sth		
57.	toxic chemicals		
58.	triangle *n* (triangular *adj*)		
59.	visual retention		
60.	well-designed, *opp.* badly-designed		
61.	wind-up radio		

Exercises

Exercise 1. Suggest the words for the definitions.

1. A rule or law that limits or controls what people can do.

2. An idea which is wrong or untrue, but which people believe because they do not understand the subject.

3. Based on styles of fashion and design from the recent past (*adj*.).

4. Produced in large numbers using machinery, so that each object is the same and can be sold cheaply (*adj*.).

5. The way in which the careful design of equipment helps people to work better and more quickly.

6. Used to show disapproval when talking about modern societies in which products are not made to last a long time.

7. A piece of equipment, especially electrical equipment, used in people's homes.

8. Staying in good condition for a long time, even if used a lot (*adj*.).

9. A hard plastic used especially in the 1930s and 1940s to make things such as telephones and radios.

10. To agree to do something difficult.

Exercise 2. Translate into English.

1. Промисловий дизайн – використання комбінації прикладного мистецтва і прикладної науки для поліпшення естетики, ергономіки, архітектури, функціональності і зручності використання продукту. Дизайн також може бути застосований для поліпшення конкурентоспроможності продукту. Роль промислового дизайнера полягає у створенні та виконанні проектних рішень з проблем форми, зручності використання, фізичної ергономіки, маркетингу, розвитку бренду і продажів.

2. Насправді, кожна людина, яка працює на своїй ділянці землі, створює на ній ландшафтний дизайн, в міру своїх знань, навичок і смаку. Проте справжній ландшафтний дизайн ділянки – це поєднання мистецтва, науки і психології. Простіше кажучи: на ділянці гарно, всі рослини добре ростуть і квітнуть, а ви відчуваєте себе затишно і зручно.

3. Основою ергономіки як науки є досить багато суміжних дисциплін: від анатомії людини до її психології. Всі вони націлені на те, щоб у людини зберігалося хороше здоров'я, підвищувалася ефективність праці і просто, щоб у неї протягом усієї доби був гарний настрій. Сучасна ергономіка вивчає всі складові зони роботи і відпочинку людини: від падіння кута світла до температурного

режиму приміщення. При цьому, звичайно, значна роль відводиться фактурним і колірним поєднанням. Загалом – дрібниць тут не буває.

Section II

Describing objects:

Adjectives

	Words and Phrases	**Transcription**	**Translation / Examples**
1.	advanced		
2.	affordable		
3.	as good as new		
4.	brand new		*e.g.* mobile phone
5.	charming		
6.	classy		*e.g.* car
7.	cutting-edge (technology)		
8.	distinguished		
9.	elegant		
10.	eminent		
11.	genuine, *syn*. authentic		
12.	in mint condition, *syn*. in perfect condition		
13.	modish		
14.	neat		
15.	notable, *syn*. remarkable, distinguished,		

	great		
16.	pleasing to eye		
17.	prominent		
18.	reconditioned (of a machine)		*e.g.* exercise bike
19.	refined		
20.	refurbished		
21.	renowned		
22.	replica *n*		
23.	robust		
24.	second-hand		
25.	smart		*e.g.* smart building is a computer-controlled building where things like lighting, heating, security, etc. are completely automatic
26.	sophisticated		
27.	superior		
28.	tasteful		
29.	trendy		
30.	up to date, *opp.* out of date / old-fashioned		

Colours

	Words and Phrases	Transcription	Translation
1.	amber		

2.	beige		
3.	bottle green		
4.	brick red		
5.	bright orange		
6.	buff (*e.g.* shoes)		
7.	charcoal grey		
8.	coffee-coloured		
9.	crimson		
10.	dark / light green		
11.	dazzling white		
12.	deep blue		
13.	emerald green		
14.	fawn (*e.g.* trousers)		
15.	flesh-coloured (*e.g.* tights)		
16.	gingery red		
17.	indigo		
18.	iridescent		
19.	jet black		
20.	khaki		
21.	lilac		
22.	lime green		
23.	maroon		
24.	mottled blue and green (*e.g.* carpet)		
25.	multi-coloured		
26.	navy blue		
27.	off-white		

	Words and Phrases	Transcription	Translation
28.	olive green		
29.	opaque		
30.	pale yellow		
31.	pitch black		
32.	pure white		
33.	reddish		
34.	royal blue		
35.	russet		
36.	salmon pink (*e.g.* blouse)		
37.	sandy-coloured		
38.	scarlet		
39.	sea green		
40.	sky blue		
41.	tangerine		
42.	translucent		
43.	transparent		
44.	turquoise		
45.	yellowish		

Shapes

	Words and Phrases	**Transcription**	**Translation**
1.	concave (*adj*)		
2.	cone *n* (conical *adj*)		
3.	convex (*adj*)		
4.	crescent-shaped, half-moon shaped		

5.	crooked		
6.	cylinder *n* (cylindrical *adj*)	28	
7.	diamond-shaped (*or* in the shape of a diamond)		
8.	heart-shaped		
9.	hexagon *n* (hexagonal *adj*)		
10.	log-shaped		
11.	octagon *n* (octagonal *adj*)		
12.	pear-shaped		
13.	pointed		
14.	pyramid *n* (pyramid-shaped *adj*)		
15.	roundish		
16.	semi-circle *n* (semi-circular *adj*)		
17.	serrated (edge)		
18.	straight		
19.	three-sided		
20.	with rounded corners		
21.	with uneven surface		

Materials

	Words and Phrases	Transcription	Translation
1.	alloy	29	
2.	aluminium (*BrE*) / aluminum (*AmE*)		
3.	brass		
4.	brick		
5.	bronze		
6.	cardboard		
7.	cement		
8.	ceramic		
9.	clay		
10.	copper		
11.	glass		
12.	gold		
13.	HDPE plastic		
14.	iron		
15.	leather		
16.	metal		
17.	mud		
18.	nickel		
19.	paper		
20.	perspex (*BrE*) / plexiglass (*AmE*)		
21.	phosphorus		
22.	plastic		
23.	platinium (*BrE*)) / platinum (*AmE*)		
24.	prefabricated		

	Words and Phrases	Transcription	Translation
	material		
25.	PVC		
26.	rubber		
27.	silver		
28.	stainless steel		
29.	timber		
30.	tin		
31.	wire (*e.g.* a coat hanger)		
32.	wood *n* (wooden *adj*)		

Parts of an object

	Words and Phrases	Transcription	Translation
1.	base		
2.	buckle		
3.	face		
4.	handle		
5.	hands		
6.	lid		
7.	strap		
8.	top		

Surfaces and textures

	Words and Phrases	Transcription	Translation / Examples
1.	bumpy		
2.	coarse		*e.g.* sand

3.	downy		*e.g.* newborn baby's hair
4.	fine		
5.	firm		
6.	flat		
7.	furry		*e.g.* a thick sheepskin rug
8.	gnarled		*e.g.* twisted, dead wood from an old tree
9.	jagged		*e.g.* sharp, irregular edges of broken glass or metal
10.	level		
11.	polished		
12.	prickly		*e.g.* a thistle, cactus, thorns on a rose
13.	rough		*e.g.* new, unwashed denim jeans
14.	shiny		
15.	silky		*e.g.* fine, expensive tights
16.	sleek		*e.g.* streamlined, new car bodywork
17.	slippery		*e.g.* a fish just out of the water
18.	smooth		
19.	soft		

Openings

	Words and Phrases	**Transcription**	**Translation**
1.	crack		
2.	gap		

3.	hole		
4.	slit		
5.	space		

Measuring

	Words and Phrases	Transcription	Translation / Explanation
1.	area		*e.g.* 4 m^2 – 'four square metres' *but* 4^2 – 'four squared'
2.	depth		
3.	height		
4.	ruler		
5.	tape measure		
6.	volume		*e.g.* 4 m^3 – 'four cubic metres' *but* 4^3 – 'four cubed'
7.	width		

Exercises

Exercise 1. Translate the following words and phrases that are used to describe objects.

	Words and Phrases	Translation
1.	It measures about 30 cm by 10 cm.	
2.	It's made of plastic.	
3.	It's got a pattern on it.	
4.	It's got a crack in it. / It's cracked.	
5.	It's a stainless steel watch with a glass face.	

6.	It's a plastic watch with a plastic strap. It's got a picture of a cat on the face, and the second hand has got a mouse on the end of it.	
7.	I've got a sports watch with a nylon strap. It's got a digital display.	

Exercise 2. a) Think of ten things made of different materials.

• *a wooden floor*   • *a cotton sheet*

1. _____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10. _____

b) Think of three things made of different types of metals.

• *a brass buckle*   2. _____

1. _____   3. _____

c) Look round your own home and find:

1. something sleek to the touch   4. something furry

2. something rough underfoot   5. something smooth

3. something with a polished surface

Exercise 3. Translate the following phrases into English.

Керамічна чашка з візерунком; склянка з вертикальною тріщиною; пластикова коробка для сніданків з округлими кутами; металева аптечка з кришкою та ручкою; дзеркальце у формі сердечка з дерев'яною рамкою; напівкруглі арки; прямокутний радіо-годинник з цифровим дисплеєм; швейцарський наручний годинник з браслетом із нержавіючої сталі; висота коробки 20 см, ширина – 25 см, глибина – 18 см; об'єм контейнера 9,000 см^3, площа – 450 см^2.

Exercise 4. Which of the words in the box you can use to describe

1. a road? _____   3. a piece of paper? _____

2. a pillow? _____   4. someone's hair? _____

| coarse | firm | bumpy | flat | soft | shiny | level | slippery |
| rough | smooth | fine | | | | | |

Exercise 5. Translate the following phrases into Ukrainian.

a gap in the hedge _____;

a hole in the ground _____;

a skirt with a slip up the side _____;

a crack in the glass _____;

a space on the luggage rack_____.

Exercise 6. Complete these sentences with the correct colour.

1. You mix black and white to get _____ .

2. You mix red and white to get _____ .

3. You mix brown and yellow to get _____ .

4. You mix red and blue to get _____ .

5. You mix blue and green to get _____ .

Exercise 6. a) What object is being described in each of these sentences?

1. It's got a point at one end and that's the end you write with.

2. It's rectangular and often green. There are white lines on it, and people play on it.

3. It's a reddish-orange vegetable, quite long and usually pointed at one end.

4. For some of the month it's completely round; at other times, it's closer to a semi-circle.

5. It can look grey, pale blue, dark blue, or a greenish blue. It really depends where it is and whether the sun is shining on it.

6. It's roundish, and white, beige or brown in colour. You eat the inside when it's cooked.

7. The bottom part is triangular, and at the top there is another bit in the shape of a semi-circle. You put things on the triangular part and hang them using the semi-circular part.

b) And now some sophisticated work on the English alphabet. Which capital letters are being described below?

1. One full-length perpendicular line is joined at the top and at its centre point by two parallel lines, the former slightly longer than the latter, extending to the right horizontally.

2. A symmetrical, wedge-shaped figure: two straight but oblique lines slanting down to the base from a common point at the top; these are bisected by a single horizontal line.

3. A long vertical line is connected at two points – at the top and halfway down – to a curved, semi-circular line running to the right. From the centre intersection a sloping line drops to the baseline at an angle of 45 degrees to the perpendicular, again to the right.

Exercise 7. Complete the phrases or sentences.

1. _____ of date   4. cutting _____

2. in _____ condition   5 brand _____

3. _____ as new   6. second-_____

7. It's a beautifully made, 18th-century _____ clock. At least, I hope it's genuine!

8. We bought a second-hand lawnmower – it was fully _____ , and it was fantastic value.

9. I don't want a copy of the clock: I want a _____ antique.

10. They want something really _____ to date, and they're awarding a prize for the most _____ design.

Exercise 8. Learn the following words and phrases:

Change and Technology

	Words and Phrases	Transcription	Translation / Explanation
1.	broadband (*adj*, *n*)		
2.	consumer electronics		
3.	craft (*v*, *n*)		
4.	download (*v*, *n*)		
5.	(games) console		
6.	manual (*adj*, *n*)		
7.	offline (*adj*, *adv*)		
8.	online (*adj*, *adv*)		
9.	upload (*v*)		
10.	adapt (*v*)		
11.	adjust (*v*)		
12.	alternate (*v*)		
13.	amend (*v*)		
14.	conservative (*adj*)		
15.	convert (*v*)		
16.	decay (*v*, *n*)		
17.	deteriorate (*v*)		
18.	distort (*v*)		
19.	dynamic (*adj*)		
20.	endure (*v*)		
21.	evolve (*v*)		

22.	mature (*v*, *adj*)		
23.	novel (*adj*)		
24.	radical (*adj*)		
25.	refine (*v*)		
26.	steady (*v*, *adj*)		
27.	substitute (*v*)		
28.	sustain (*v*)		

Phrases and collocations

	Phrases and collocations	**Translation / Explanation**
1.	**access:** (have/ gain/ provide) access to, internet access, wheelchair access	
2.	**break:** break a habit, break with tradition, make the break (from), take/ have/ need a break, a welcome break from	
3.	**change**: change from sth to, change sth into, change sth for, change for the better/ worse, change you mind, change the subject, make a change, undergo a change	
4.	**clock**: set a clock, watch the clock, against the clock, around the clock, clockwise, clockwork	
5.	**date**: date from, date back to, keep (sth) up to date, set/ fix a date, go on / make a date (with sb), at a later/ future date, to date	

6.	**demand**: demand sth from sb, meet/ satisfy a demand, make a demand, the demand for, in demand, on demand	
7.	**energy**: have/ lack the energy to do, put/ throw your energy into, nuclear energy, source of energy, energy needs, energy crisis	
8.	**form**: form an impression of, take/ assume the form of, fill in/ out a form, in the form of, in good/ bad form, application form	
9.	**good:** good (for sb) to do, a good deal, a good many/ few, good of sb to do, for sb's own good, no good, it's no good doing	
10.	**know**: know (sth) about, know sb/ sth to be/ do, know better, get/ come to know, let sb know, in the know, know-how	
11.	**lead:** lead sb into, lead the way, lead the world, lead sb to do, lead to/ down/ through, take/ hold the lead, follow sb's lead, in the lead	
12.	**link:** link to, link sth/ sb to/ with, link on / follow a link, (find/ prove/ establish) a link between	
13.	**place:** change/ swap places with, take the place of, take sb's place, put sth in(to) place, in place of, out of place,	

	place of work, no place for	
14.	**process:** the process of, in the process of doing, peace process, a process of elimination	
15.	**purpose:** serve a purpose, the purpose of doing, sb's purpose in doing, a sense of purpose, on purpose	
16.	**reality:** escape from reality, face (up to) reality, become a reality, in reality, virtual reality, TV reality	
17.	**tool:** a tool for (doing), a tool of, toolbar, tool kit, tool box	
18.	**use:** use sth for (doing), use sth to do, use sth as, use sth properly, have many uses, in use, of (no) use, it's/ there/s no use doing, what's the use of doing?	
19.	**web:** surf the Web, on the Web, webcam, webmaster, weblog (blog)	
20.	**wheel:** take the wheel, at/ behind the wheel, on wheels, wheel of fortune	

Exercise 9. If the word in bold is correct, put a tick. If it is incorrect, replace it with one of the words in bold from the other sentences.

1. The Internet is really a vast **console** of computers, all connected together. _____

2. Since we got **resource**, we've been watching music videos online. _____

3. Early computer games seem quite **nuclear** compared to today's games. _____

4. It seems to me that **primitive** power is far cleaner than oil. _____

5. These ancient tools have been **crafted** with an enormous amount of skill. _____

6. The next generation of games **technique** will have better graphics. _____

7. There's a **network** in computing called 'beta testing', which means you test something to see if it works properly before it becomes official. _____

8. This latest **breakthrough** will mean cheaper, faster internet access for all. _____

9. The computer has finished analysing all the **broadband**. _____

10. The sea is a great natural **data** but we need the right technology to use it. _____

Exercise 10. Complete using the correct form of the words in the box.

decay	endure	innovation	mature	modify	potential
progress	shift	substitute	switch		

1. Sometimes I wonder how many of the changes we see around us will really _____ .

2. There has been a real _____ in attitudes towards this lately.

3. Mobile phones that receive TV programmes are a real _____ .

4. Iris has a lot of _____ and should do well in her future career.

5. You have to try to be _____ about the situation and use your experience to find a solution.

6. This isn't my laptop! Someone must have _____ my bag and theirs.

7. We've made a lot of _____ with the plans, but we still have a long way to go.

8. You might have learnt the theory, but there's no _____ for practical experience.

9. When trees fall and start to _____ , they provide a home for many insects.

10. I've _____ the design by giving the car six wheels instead of four.

Exercise 11. For each question, write one word which can be used in all three sentences.

1. There will be a help and support line when the new computer system is in _____ .

I'm giving my laptop away because it's of no _____ to me any more.

What's the _____ of trying to keep up with fashions that change too quickly?

2. I think it's time Megan faced up to _____ and realised that she's going to have to change her life style.

There's a lot of talk about the effects of technology, but I don't think people have really changed that much in _____ .

It's amazing how popular _____ TV has become in such a short time.

3. Many of today's mobile phones wouldn't look out of _____ in science fiction films.

Vikram's been offered a _____ at Oxford to study computer science.

Nothing will ever take the _____ of my old, reliable transistor radio.

4. Do all these lights on the stereo serve a _____ , or are they just for decoration?

Jerry seems to lack a sense of _____ since he retired.

I can't believe that Alfie would've sent you a computer virus on _____ .

5. In this game, you compete against the _____ to collect as many gold rings as you can.

People in my office waste time surfing the Net and watching the _____ until it's time to leave.

We produce full technical support for all our products around the _____ .

6. During the 1970s, computer chips began to appear in people's homes in the _____ of the first games consoles.

You need to fill out the _____ online to become a member of the website.

All the players have been in good _____ lately, so it should be a good match.

7. I was in the _____ of texting Debbie when my phone rang and it was her!

Recent developments mean that there is a good chance the Middle East peace _____ could be restarted.

If the monster isn't behind that door, then it must be behind the third one – it's just a _____ of elimination.

8. The path _____ around the side of the building.

What _____ you to come up with the idea of a clockwork radio?

The scientist _____ me into the laboratory, where an experiment was going on.

Exercise 12. Write one word in each gap.

1. The government decision not to publish this report represents a real _____ with tradition.

2. Bill Gates made his money by satisfying the _____ for computer operating systems that were easy to use.

3. You should _____ better than to spend all your time playing computer games when you've got exams next week.

4. I was _____ the Web when I came across a site that had lots of information about my favourite band.

5. Click on the _____ below to become a member and enjoy everything that *Musiconline* has to offer.

6. We've lived in this area for over 20 years, and I can tell you that things have definitely _____ for the worse.

7. When you're _____ the wheel of the new T4sports car, it's obvious that there's a lot of computing power under the bonnet, as well as engine power.

8. People's attitude to disability are changing and more and more places have wheelchair _____ these days.

9. Now, don't complain about having to spend the holidays away from your computer – it's for your own _____ and you'll thank me later.

10. Since she changed jobs, Anne has really thrown her _____ into her career.

11. You should keep your computer system up to _____ , or you might find that some programs won't run.

12. The workman said that he needed a spanner and asked me to pass him one from his _____ kit.

Exercise 13. Read, translate and retell the text.

Nine Steps to Becoming a Designer

Do you have what it takes to break into a design career? Do you want to become a designer but don't know where to begin? Or are you a

current or second career designer? You're in the right place! Here is a nine-step guide to help you along the way.

Step One: Recognise Your Design Abilities

You've got talent! **Recognise your strengths.** First, you want to recognise what you do well. Is your strength with observational drawing? Colour? Telling stories visually? Flash animation? Creating three-dimensional models? Do you learn imaging software quickly? Make a list of your strengths and ask your friends, family or teachers what they think your strengths are.

Think Again: Art or Design? Think about whether you enjoy executing your own ideas or succeeding others' expectations for their ideas. If you enjoy working on your own ideas, you may be happier with a career as an artist. Artists make work based on something that they want to communicate, and then try to sell the work. Designers typically work creatively to fulfill a need of a client such as: a logo, a redesigned home, a dress, a product, an illustration for an article, etc. There is enormous room for personal creativity when working on a design project, while fulfilling the clients desires.

Step Two: Research Design Careers

Here's the fun part! Find out about the various careers in the design field. Wondering what you can do with a design major? A lot. There are a variety of career paths that can lead you into a lucrative career, without stifling your creativity. Here are some examples of where a career in design might take you:

Graphic Designers – or graphic artists – plan, analyse, and create visual solutions to communicate an idea. They decide the most effective way of getting a message across in print, electronic, and film media using a variety of methods such as colour, type, illustration, photography, animation, and various print and layout techniques.

Graphic designers develop the overall layout and production design of magazines, newspapers, journals, corporate reports, and other publications. They also produce promotional displays, packaging, and marketing brochures for products and services, design distinctive logos for products and businesses, and develop signs and signage systems – called environmental graphics – for business and government. An increasing number of graphic designers also are developing material for Internet web pages, interactive media, and multimedia projects. Graphic designers also may produce the credits that appear before and after television programs and movies.

Fashion Designers help create the billions of clothing articles, shoes, and accessories purchased every year by consumers. Designers study fashion trends, sketch designs of clothing and accessories, select colours and fabrics, and oversee the final production of their designs. Clothing designers create and help produce men's, women's, and children's apparel, including casual wear, suits, sportswear, formal wear, outerwear, maternity, and intimate apparel.

Footwear designers help create and produce different styles of shoes and boots. Accessory designers help create and produce items that add the finishing touches to an outfit, such as handbags, belts, scarves, hats, hosiery, and eye wear. Some fashion designers specialise in clothing, footwear, or accessory design, while others create designs in all three fashion categories.

Illustrators typically create pictures for books, magazines, and other publications and for commercial products such as textiles, wrapping paper, stationery, greeting cards, and calendars. Increasingly, illustrators are working in digital format, preparing work directly on a computer. Illustrators also delve in the world of motion, character development and animation.

Cartoonists draw political, advertising, social, and sports cartoons. Some cartoonists work with others who create the idea or story and write the captions. Most cartoonists have comic, critical, or dramatic talents in addition to drawing skills.

Sketch artists create likenesses of subjects with pencil, charcoal, or pastels. Sketches are used by law enforcement agencies to assist in identifying suspects, by the news media to depict courtroom scenes, and by individual patrons for their own enjoyment.

Art directors develop design concepts and review material that is to appear in periodicals, newspapers, and other printed or digital media. They decide how best to present the information visually, so that it is eye catching, appealing, and organised. Art directors decide which photographs or artwork to use and oversee the layout design and production of the printed material. They may direct workers engaged in artwork, layout design, and copy writing.

Photographers produce and preserve images that paint a picture, tell a story, or record an event. To create commercial-quality photographs, photographers need both technical expertise and creativity. Producing a successful picture requires choosing and presenting a subject to achieve a particular effect, and selecting the appropriate equipment. For example, photographers may enhance the subject's appearance with natural or artificial light, shoot the subject from an interesting angle, draw attention to a particular aspect of the subject by blurring the background, or use various lenses to produce desired levels of detail at various distances from the subject.

Interior designers draw upon many disciplines to enhance the function, safety, and aesthetics of interior spaces. Interior designers are concerned with how different colours, textures, furniture, lighting, and space work together to meet the needs of a building's occupants. Designers are involved in planning the interior spaces of almost all

buildings – offices, airport terminals, theatres, shopping malls, restaurants, hotels, schools, hospitals, and private residences. Designers help to improve these spaces in order to boost office productivity, increase sales, attract a more affluent clientele, provide a more relaxing hospital stay, or increase the building's market value.

Step Three: Narrow Your Interests in Design

Having researched the possibilities in the arts, think of which areas interest you most. Research how much art professions usually pay.

Step Four: Identify Lacking Design Skills

What Skills Do You Need? Look at the skills that you have and the skills that you will need to acquire to become the designer that you want to be. These skills will include learning new software and principles of good design such as: colour, spatial relationships, and typography. It will also be helpful to you to know about the history and theory associated with design.

Consider Non-Design Skills. You may decide that you need a broad based set of artistic skills rather than a narrow set. For any design professional, good writing skills are a must. Other skills / classes that come in handy especially if you're interested in a freelance career would be: Business, Communication, Accounting, and Advertising.

Step Five: Choose a Design School

There is no perfect design school. What you have to do is to find one that matches your priorities and has a program you are looking for. As a general rule, consider these points: location, cost, reputation, strengths of the program, teachers that you want to work with, facilities.

Step Six: Networking for Designers

Careers are built on networks. Your network consists of your classmates, teachers, family, friends, and mentors. These are people that support you and want you to succeed. Ask them if they know of any opportunities for you. Build your network.

The best way to get a foot in the door is by making a connection with a designer in your field. Ask your designer friends, professors, and co-workers if there's anyone in their network you could contact. Make use of social networking events, conferences, parties, and social media! Twitter is a great way for you to connect with design firms and individuals and start a conversation!

Step Seven: Get an Internship

On the Job Training. The field of design is ever-changing, especially now that there are so many new technologies to learn. Start your practical education early by getting a field for the real world through design internships. An internship is a great way to network and get on-the-job training for graphic designers, photographers, illustrators and other design-oriented careers. It's a great idea to do multiple internships in college. You'll gain broader experience in the field, and you will have a better idea of what kind of workplace environment that you're looking for. Do you prefer small or large companies? You can better assess whether you would be a good fit for the office culture you'd be working in.

Step Eight: Interviewing

When someone is interested in your work, set up an appointment to show them your portfolio. This could be a formal interview for a job or more informational, to ask them for design advice and opportunities.

Remember that this interview is not just a review of your work, but an assessment to see if you are easy to work with and / or if you would fit in with their team or gallery. Be yourself, but be prepared. Before talking about your work, the interviewer / curator will want to know about you. Prepare a short statement noting some background information and highlighting a recent accomplishment.

Don't just answer questions with a direct answer; take control of the conversation! Politicians do this and they aren't much smarter than you, are they? Do this by making short statements about achievement or

abilities that you possess then provide a specific example to illustrate that statement.

Step Nine: Follow Up

Practice Gives You Experience. Interviewing gets easier the more you do. Look at them as learning experiences and opportunities to sharpen your verbal communication skills.

Follow Up. Follow up with your contact within a couple of days, unless they have specifically told you not to contact them. Again, express your interest in the job and thank them for their time. You may do this via a mailed note, email, or phone call. If you didn't get the desired result, you may want to ask the interviewer if they know of any career opportunities that would fit with your work. Use the information that they give you and keep networking and following up with your contacts. Over 90% of jobs are filled by using your network. Don't give up! If you did get the job, congratulations! It is time to celebrate!

Exercise 14. Read the text about six designs for the houses of the future. Which of the houses would you most and least like to live in?

Houses of the Future

Introduction

In a recent international competition called 'Houses of the Future', six exciting designs showed us a glimpse of our possible future homes. In order to win, the buildings had to conform to several key concepts: each house had to be easily transportable, constructible in around four days, environmentally sustainable (with particular regard to rainwater recycling and use of solar panels) and, finally, architect-designed.

The concrete House

Even though we are looking at houses of the future, the first house is based on a readily available material. To supporters, concrete is affordable and simple to construct, which means you don't have to rely on

highly specialised skilled labour. It is both robust and durable and, because it is a dense material, it keeps the house cool in summer and warm in winter.

The competition entry design is very adaptable, since it utilises pre-cast concrete. The Pantheon in Rome, which is made of concrete, is nearly 1,900 years old.

The Steel House

Based on a prefabricated material, the steel house entry is a modernist dwelling which is available as an off-the-shelf, affordable product. Being modular, the design can be positioned to make the most of any site. A single module could be a holiday retreat, a guest studio or an office; two or more modules can be combined to form a family home. In addition, the internal layout can be configured to suit individual preferences.

The components of the house are lightweight yet strong, featuring steel sheet materials that have advanced coatings to resist rust and reduce glare. Because of the weight, the house is easily transportable. Steel can be easily re-used at the end structure's life. In addition, a steel frame does not warp or rot. It doesn't burn easily and it is impervious to termite attack.

The Cardboard House

The cardboard house is a simplified 100% recyclable temporary housing option. It is extremely low-cost and easily transportable in a light commercial vehicle. It is ideal for emergency or short-term accommodation. Although cardboard is not a traditional building material, the introduction of innovative bonding, cutting and structural techniques has provided the opportunity to seriously consider this as an option for environmentally sustainable housing. The roof and under-floor water tanks are made waterproof using HDPE plastic.

The Cardboard House comprises a flat of frames, and infill floor and wall panels. Due to its insignificant weight, the building can be effortlessly assembled by two people over a six-hour period.

The Glass House

The basis of the glass house was to design an environmentally responsive, ultra-low energy living space incorporating state-of-the-art material technologies. More specifically, this house employs nanotechnology, which is an emerging area of science that is concerned with the control of matter at the scale of atoms and molecules. The Glass House features nano-engineered coatings and materials which can alter reflection, absorption and transmission of light through and off surfaces by selective wavelength control of the material's attributes. These coatings can therefore alter the properties of building materials. As we know them.

The house is fully prefabricated, and made almost entirely of glass, with timber floors and steel portal frames.

The Timber House

Whilst some typical timber products are already represented, this house aims to challenge traditional notions about how timber can be used and what constitutes a timber product. It introduces advances in materials technology using timber-fibre products that, with carefully managed farming, can be an excellent renewable resource. The skin, which is made of a timber- fibre cladding, has several purposes: it acts as water catchment, shading mechanism and solar collector. A red streak of solar cells cuts through the surface of the building, generating renewable energy from the sun's energy as it strikes the building.

Timber is sustainable, affordable and easily worked by relatively unskilled labour. The material is soft, warm and tactile. Unlike clay or concrete, timber-framed structures have a relatively low thermal capacity, so the design considerations are different. Timber-framed structures can be easily insulated, and will have a fast response to heat or cooling because

you don't need to heat or cool the entire material for it to perform thermally.

The Clay House

The design, which can be applied to create small and larger houses, features bricks and tiles made of clay – a popular material because it is so durable. All the rooms in the house open onto the central glass area, a key part of the design. The glass provides both lighting and power via solar energy from photo cells located in the roof. The roof is adjustable and rooms can be added by module, making expansion simple and affordable, and facilitating transportation if necessary. A final benefit of using clay as the main material is that, because of its density, it is particularly suitable in climates where insulation is a consideration.

Exercise 15. a) Classify the following attributes as referring to the house type:

A steel and cardboard

B steel and glass

C concrete, cardboard and timber

D steel, cardboard, timber and concrete

b) Write the correct letter A–D next to Questions 1–6.

1 easy to put together _____

2 easily transportable _____

3 affordable _____

4 prefabricated _____

5 lightweight _____

6 with special coatings _____

Exercise 16. Discuss these questions with a partner.

1. What was the last hi-tech product you bought? Are you satisfied with it? Has it changed a particular aspect of your life? If so, how? Speak on its design.

2. Would you classify yourself as a technophile or a technophobe? Why?

3. In what types of places do people work? What are the advantages and disadvantages of some of these workplaces?

Exercise 17. Write a short composition (about 150-200 words) entitled *My vision of the Future.* **Consider the future in terms of technology and design.**

EDUCATION

Section I

	Words and Phrases	Transcription	Translation
1.	academic achievement		
2.	accelerated course		
3.	accredited school		
4.	board of governors		
5.	bullying		
6.	college prospectus		
7.	compulsory education		
8.	continuous assessment		
9.	continuous education		
10.	cooperation *n* (cooperative *adj*)		
11.	corporate training		
12.	correspondence course / studies		
13.	correspondence school / college		
14.	curriculum		
15.	dead-end job		
16.	distance learning		
17.	educationalist		

18.	e-learning		
19.	entrance exam		
20.	face-to-face learning		
21.	'fake' school		
22.	fringe benefits		
23.	general / technical / vocational lyceum		
24.	hall of residence		
25.	higher education		
26.	home schooling		
27.	honorary degree		
28.	internal corporate training		
29.	lifelong learning		
30.	mixed-sex school, *opp*. single-sex school		
31.	nursery / kindergarten / playschool		
32.	pass-or-fail test		
33.	postgraduate programme		
34.	primary (elementary education)		
35.	principal		
36.	school attendance		

37.	secondary education		
38.	spacious campus	56	
39.	sports facilities		
40.	state-of-the-art computer laboratories		
41.	student feedback		
42.	student intake		
43.	syllabus		
44.	thesaurus		
45.	to assess students' progress		
46.	to attend student union meeting / a course		
47.	to bring one's skills up to date		
48.	to change the pace of the lesson		
49.	to charge a small fee		
50.	to develop at one's own pace		
51.	to develop one's observation skills		
52.	to enclose an enrolment form for the arts and crafts		

53.	to establish teacher-training centres		
54.	to free children's minds	57	
55.	to get a certificate		
56.	to get a good grade		
57.	to get heavily into debt		
58.	to hand in an essay / an assignment		
59.	to learn without being criticised or restricted / by self-teaching and self-correction		
60.	to open students' eyes to the wonders around them		
61.	to pioneer a new teaching method		
62.	to raise issues		
63.	to retake / to resit a course (an exam)		
64.	to retrain for a new line of work		
65.	to revise for an exam		
66.	to slave away to get a degree		

67.	to study for a test		
68.	to take / sit / do an exam		
69.	to teach deprived children		
70.	truancy		
71.	tutor		
72.	tutorial system		
73.	well-equipped lecture room		
74.	well-stocked library		
75.	you can't teach an old dog new tricks		

Exercises

Exercise 1. Suggest the words for the definitions.

1. When students deliberately stay away from school without permission.

2. The number of people who join a school, profession etc at a particular time.

3. A method of study that involves working at home and sending your work to your teacher.

4. A way of judging a student's ability by looking at the work they have done during the year rather than by an examination.

5. To study facts again, in order to learn them before an examination.

6. A book in which words are put into groups with other words that have similar meanings.

7. A small book that advertises a school, college, new business etc.

8. A system, mainly in universities, in which students receive guidance in academic or personal matters from tutors.

9. Members of a committee that controls an organisation or institution.

10. A job with low wages and no chance of progress.

Exercise 2. Translate into English.

1. Інтернет-освіта – освіта, що здійснюється з використанням ресурсів та технологій глобальної мережі Інтернет. У відношенні до поняття дистанційна освіта є видовою відмінністю, більш строго регламентує техніко-технологічну специфіку навчання – використання мережі Інтернет (дистанційно можна навчатися не тільки через Інтернет, а й за допомогою локальних мереж, відеозв'язку тощо).

2. Університети завжди були вищими навчальними закладами, які допомагали здобути знання, розширити своє світобачення, вивчити мови, навчитись виступати перед публікою. Університет – це місце, яке сприяло пошуку істини. Але як у кожної людини своє власне життя, так і навчальний заклад для кожного студента виконує різнобічні функції. Для одних – це просто місце здобуття освіченості і мудрості, для інших – хороша школа життя, яка допомагає зрозуміти пріоритети і сенс буття. Інколи університет – це втілення мрій батьків, а не дітей.

3. Освіта – це процес, в якому беруть участь вчитель-наставник та той, хто вчиться з метою освоєння нових знань і застосування їх на практиці. Освіта не обмежується спеціально відведеними для цього місцями (університетами, школами). Освіченішою людина стає, прочитавши ще одну книгу, вивчивши ще одну іноземну мову і т.д. Освіта не завжди відіграє тільки роль набування знань; вона дає людині значно більше...

4. Серед великої кількості вчителів дуже мало тих, яких пам'ятаєш все життя і згадуєш з любов'ю і вдячністю. Але все ж таки вони є. До таких вчителів у своєму житті я б віднесла мою вчительку з

української мови та літератури. Це людина, в якій поєднувалася суворість і вимогливість до учнів з людяністю та добротою.

5. Учитель моєї мрії – це людина, яка незважаючи на вік, завжди йде в ногу з прогресом, яка може втілювати консервативність і новаторство одночасно, яка навіює страх, але всиляє впевненість, яка завжди строга, але й справедлива. Це компанійська, творча людина, але при потребі вона може бути взірцем організованості і зібраності, може бути розуміючою, але ніколи не дасть слабину і поблажки.

Section II

Terms associated with academic institutions and education

	Words and Phrases	Transcription	Translation / Examples
1.	academy		
2.	adjunct professor		позаштатний професор, професор-сумісник
3.	admission		
4.	Admissions Office		
5.	alma mater		
6.	applicant		
7.	application fee		
8.	art school		
9.	Arts school (*BrE*)		гуманітарний (філологічний) факультет
10.	boarding school		
11.	chancellor		
12.	class teacher (*BrE*, *primary school*), form		

	teacher / master / mistress (*BrE*, *secondary school*); grade teacher, supervising instructor (*AmE*)		
13.	coeducational school, *opp*. single-sex school		
14.	comprehensive school / system		
15.	degree paper, graduation thesis, senior paper (*AmE*), diploma paper		
16.	department		*e.g.* The Department of Oriental Languages
17.	deputy dean, assistant dean		
18.	dormitory (*AmE*), hall of residence (*BrE*), hostel (*BrE*)		
19.	dropout		
20.	educational institution		
21.	educator		
22.	elective		
23.	enrolment (*BrE*), enrollment (*AmE*)		
24.	evening / night school *inf*		

25.	exam / question paper (*BrE*), answer sheet (*AmE*)		
26.	examining board		
27.	extracurricular activities		
28.	facilities		*e.g.* athletic / research / educational facilities
29.	faculty		*e.g. the Science Faculty, the Faculty of Science, the Economics Faculty, the Faculty of Economics*
30.	fee-paying school		
31.	fellowship (*esp AmE*)		
32.	final		
33.	freshman (*AmE*), first-year student		
34.	full-time student, *opp.* part-time student		
35.	further / continuing / adult education		
36.	grade form		
37.	grade record book		
38.	grade-point average (GPA)		
39.	graduation (*BrE*), commencement		

	(*AmE*)		
40.	grammar school		
41.	grant		
42.	gymnasium		
43.	hand-outs		
44.	high-school graduate (*AmE*), school-leaver (*BrE*)		
45.	independent school (*esp BrE*)		
46.	infant school		
47.	intern (*mainly AmE*)		
48.	Ivy League		
49.	junior college		
50.	lecture hall		
51.	liberal education		
52.	liberal studies (*BrE*), liberal arts (*AmE*)		
53.	major *n*, *v*		*e.g.* to have a major in physics; to major in law
54.	minor *n*, *v*		
55.	monitor		
56.	non-degree course / program		
57.	open day (*BrE*), open house (*AmE*)		
58.	optional course		
59.	period		*e.g.* double period, free

			period
60.	polytechnic		
61.	pre-school (2-5 years old)		
62.	proctor (*BrE*), invigilator (*AmE*)		
63.	provost		
64.	public school, *compare* private school, state school		
65.	reference (*esp BrE*), recommendation (*esp AmE*)		
66.	refresher course		
67.	scholar		
68.	scholarship		
69.	scholarship-holder (*AmE*)		
70.	school report (*BrE*), report card (*AmE*)		
71.	school-leaving certificate (*BrE*), high-school diploma (*AmE*), secondary education certificate		
72.	sixth form college (16-18 years old)		
73.	student loan		

74.	teaching staff *compare* faculty		
75.	technical college		
76.	term, semester (*AmE*)		
77.	the arts, *compare* the humanities		
78.	to cheat (on examinations)		
79.	to do a degree in physics / to get a degree in German from York University		
80.	to do research into / on		
81.	to do well in an exam, *opp*. to do badly in an exam		
82.	to enrol (on) (*BrE*), to enroll (in) (*AmE*)		
83.	to get credit for a course		
84.	to invigilate (*BrE*)		
85.	to keep down for another year (*BrE*), to keep back for another year (*AmE*), not to promote to the next year (*AmE*)		

86.	to skip (a class), to play truant (from a class), play hookey *inf, compare* to miss a class		
87.	training school		
88.	transcript		
89.	undergraduate		
90.	virtual course		
91.	visual aids		
92.	vocational training		*e.g.* hotel management, secretarial courses
93.	voluntary school		
94.	workshop		

Ranks and Positions of University Teachers in Ukraine, Great Britain and the U.S.

Ukraine	UK	USA
професор	Professor	Full Professor
доцент	Reader	Associate Professor
старший викладач	Senior Lecturer	Assistant Professor
викладач	Lecturer	
асистент	Assistant Lecturer	Instructor

Names of Students

Ukraine	UK	USA
семикласник	seventh-form boy (girl), seventh-former *inf*	seventh-grade boy (girl), seventh-grader *inf*
випускник школи	school-leaver	high-school graduate

абітурієнт, вступник	applicant		
першокурсник	first-year student		
			freshman
другокурсник	second-year student		
			sophomore
третьокурсник	first-year student		
			junior
четвертокурсник	fourth-year student		
			senior
п'ятокурсник	fifth-year student		
магістрант	graduate student	master's candidate	postgraduate student
аспірант			
докторант		doctor's candidate	

Most Common Degrees and Academic Titles

B.A. (Bachelor of Arts), *e.g.* to get a BA in French	бакалавр гуманітарних наук
B.S. (Bachelor of Science), *e.g.* to get a BSc in computer science	бакалавр природничих наук
M.A. (Master of Arts), *e.g.* to do a Masters in English	магістр гуманітарних наук
M.S. (Master of Science)	магістр природничих наук
Ph.D. (Philosophyy Doctor)	доктор філософії

Exercises

Exercise 1. Translate into English.

Абітурієнт, випускник школи, викладацький склад, академія наук, вчити уроки, деканат, закінчити школу із золотою медаллю, екзаменатор, доповідач, (екзаменаційна) відомість, директор школи,

гуманітарні науки, доцент, старший викладач, вступити до вищого навчального закладу, журнал, аспірант, ступінь бакалавра, екзаменаційна комісія, приймальна комісія, атестат про середню освіту, церемонія вручення атестатів або дипломів у школі (університеті), 'вікно' (у розкладі), гуртожиток, дипломна робота, дисертація, завідувач кафедри, залікова книжка, скласти залік з предмета, заступник декана, класний керівник, науково-дослідний інститут, педагог, репетитор, платити за навчання, повторювати вивчений матеріал (перед іспитом), прогуляти заняття, пропустити заняття, середній бал, спеціальність (у вузі), стажування, стипендія.

Exercise 2. Translate into Ukrainian.

1. Comprehensive schools in the UK are open to all and are for all abilities. You can only get into a grammar school by competitive entry (an exam). Public schools in the UK are very famous private schools. Colleges include teacher-training colleges, technical colleges and general colleges of further education.

2. Some schools give pupils tests regularly to check their progress. The school-leaving exams are held in May / June. In England, these are called GCSEs (age 16) and A-levels (age 18). In some schools, colleges and universities, instead of tests and exams there is continuous assessment with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you graduate, then you're a graduate and you may want to go to a post-graduate course.

3. The school day is divided into 6-7 lessons in different subjects, with a break in the morning and afternoon. There is also a one-hour lunch break. The school year is usually divided into three terms. Each term is about 13 weeks, and each week pupils do about ten subjects. At the end of the school year they do / take an exam in each subject. After the holidays, pupils go back to school.

Exercise 3. What do you call:

1. the money some students receive if they get a place at university?

2. the qualification you get at the end of university?

3. the name we give students during this period at university?

4. teachers at university?

5. students when they have completed their first degree?

6. students studying for a second, higher degree?

7. the study of one subject in great depth and detail, often to get new information?

8. the talks / lessons that students go to while they are at university?

Exercise 4. Write the opposites.

1. I passed my exam.

2. I did very well.

3. I'm very good at English.

4. I got a very high mark.

Exercise 5. Replace the underlined verbs with less formal verbs that have the same meaning in the context.

1. Is it difficult to <u>obtain</u> a place at university?

2. You have to pass exams before you can <u>enter</u> university.

3. He's <u>studying</u> physics, I think.

4. Did she <u>receive</u> a grant for her course?

5. The course <u>continues for</u> three years.

Exercise 6. Correct the miss-collocations in these sentences.

1. I can't come out. I'm studying. I'm passing an examination tomorrow.

2. Congratulations! I hear you succeeded your examinations!

3. You can study a lot of different careers at this university.

4. I got some good notes in my continuous assessment this term.

5. She's a professor in a primary school.

6. He gave an interesting 45-minute conference on Goethe.

7. She got a degree in personal management from a private college.

8. When I was 12, we started having French seminars at school, and I fell in love with the language.

Exercise 7. Complete this text about the timetable of a typical secondary school in Britain.

The school day is normally _____ into six or seven _____ , with _____ during the morning, at lunch and in the afternoon. Over the whole week, _____ usually do about ten different _____ . The school year normally has three _____ , with exams at the end of the year.

Exercise 8. Fill the gaps in this life story of a British woman.

At 5, Nelly Dawes went straight to _____ school because there were very few _____ schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local _____ school. Nowadays her own children don't do that exam, since most children go to a _____ school. She left school at 16 and did not go on to _____ education, but she works during the day, then goes to _____ at the local school once a week to learn French. She would like to take up her education again more seriously, if she could get a _____ or scholarship from the government. Her ambition is to go to a _____ _____ and become a school teacher.

Exercise 9. Choose *a* or *the* in the following passage. Cross out the wrong one. In some places neither is possible so cross out both.
People in Education

A / The professor is not *a / the* teacher in *a / the* secondary school, but has *a / the* highest academic position in *a / the* university. *A / The* lecturer is *a / the* university teacher. Lecturers – and professors – give *a / the* lectures. Students in Britain usually have *a / the* tutor who gives them *a / the* advice and teaches students in small groups. You graduate from university with *a / the* degree. If you do *a / the* postgraduate work, you will have *a / the* supervisor to help and advise you.

Exercise 10. Read teachers' instructions and advice. Explain the meaning of the phrases in bold.
• First of all, let's **go over** the homework. You can **leave out** Exercise 2.

• If you make a mistake, **rub** it **out**.

• **Take it in turns** to read the dialogue.

• Pascal, **swap places with** Marcel, please.

• **Hand out** (*syn* **give sth out**) the books.

• **Finish** it **off** at home and **hand it in** tomorrow.

• **Put** all the books **away** before you leave.

• OK, let's **call it a day**.

• It is our last lessons. So Lars, could you **hand** the cakes **round**, please?

• If you'**re doing** an English **course**, **take** it **seriously**.

• If you're not sure of the meaning of a word, **look** it **up** rather than guess.

• Do written work **in rough** first, then it doesn't matter if you **cross** something **out**.

• **It's no good** writing things in a notebook if you don't **go back** and study them again.

• Practising with classmates will help you to **build up** your confidence.

• What you learn in class is just **the tip of the iceberg**. You need to study at home as well.

• Don't be embarrassed about speaking: the main thing is to **make yourself understood.**

• Don't be afraid to make mistakes: you learn from **trial and errors**.

• The classroom is an opportunity to practise speaking: so **make the most of** it.

• **Saying** something **out loud** can help you to practise the pronunciation and remember it.

• Don't miss lessons, or you'll **get behind with** your work and find it difficult to **catch up**.

• Don't **give up**. **Stick at** it and you'll **get there** in the end.

Exercise 11. Complete the teacher's instructions.

Silvia, first of _____ , could you _____ out these worksheets, please? Thanks. Now everyone, I want you to do the first exercise and we'll go _____ the answers when you've finished. If you use pencil, you can rub _____ the answers afterwards, and do it again later. Marco, I know you have to leave in a minute, so why don't you finish it _____ at home and hand it _____ to me tomorrow? I think we've done enough; let's call it a _____ .

If you want t talk to Joe, you'll have to swap _____ . After you've used the CD player, remember to put it _____ . If you can't do one of the questions, just leave it _____ .

Exercise 12. Correct the mistakes in each sentence. Write the correct word at the end.

1. If you see a mistake, you can just cross it off. _____

2. I think it's a real problem, and what you can see is just the top of the iceberg. _____

3. It's no use to study grammar if you don't practise it. _____

4. It's not good trying to learn English without a dictionary._____

5. When you're finished the text, get back to the beginning and read it again. _____

Exercise 13. Complete the sentences.

1. I always write essays in _____ first, then I copy them later.

2. They I think they've solved the problem, but this is just the tip of the _____ .

3. My name was on the list, but somebody _____ it out – I don't know why.

4. When I studied English at school, I didn't really _____ it seriously.

5. I wrote the answers quickly, then I went _____ and checked them later.

6. It's no _____ telling him to work harder. He just won't listen to you.

7. He missed last term with a serious illness, and he'll need time to _____ up his strength.

8. Give me the dictionary and I'll _____ it up.

Exercise 14. One word is missing in each sentence. Where does it go? Write it at the end.
• At school, we had to learn certain poems ^ heart. _____*by*_____

1. My pronunciation isn't very good, but I manage to make understood. _____

2. It'll take me a long time to become a doctor, but I'll there eventually. _____

3. He was ill for ages, and unfortunately he got behind his studies. _____

4. It's your only chance, so make the most it _____

5. I missed several lessons, so now I have to up with the others in the class. _____

6. The teacher started the lesson with a long list of and don'ts. _____

Exercise 15. Complete the questions and answer them.

1. Can you usually _____ yourself understood in English?

2. Have you tried to learn certain things by _____ ? If so, what?

3. Do you say words out _____ to help you to remember them?

4. Do you always _____ the most of your time in class?

5. Do you ever _____ behind with any of your studies?

6. Do you think trial and _____ is a good learning method?

7. If you start something, do you generally _____ at it?

8. Have you ever started a course and then _____ up?

Exercise 16. Read the text and explain the meaning of the phrases in bold.

What Happen on Exam Day?

• The night before an exam, I **stay up** late and revise.

• Outside the exam room, I **steer / stay clear of** (take care to avoid sb /sth) other students who are in a panic.

• I **keep one eye on** the clock during the exam on the clock during the exam so that I don't **run out of** time.

• I try to **stick to** the question.

• If I **get stuck** on a question, I **miss** it **out** and go on to an easier one.

• If my mind **goes blank**, I **breathe in** and **out** slowly to calm myself.

• I **read through** my answers at the end to check that they **make sense**.

Exercise 17. Circle the correct answer(s). Both words may be correct.

1. I *stayed* / *continued* up late last night to finish an essay.

2. Most candidates fail because they don't *keep* / *stick* to the questions.

3. I was in such a panic my mind just went completely *black* / *blank*.

4. Try to keep an *ear* / *eye* on the time during a test so that you finish every question.

5. I finished the letter and then I *went* / *read* it through carefully to check the spelling.

6. I got *stuck* / *delayed* on one question, so I *missed* / *left* it out.

Exercise 18. One word is missing in each line. Where does it go? Write it at the end.

I know it was very silly, but I ^ up very late last night, and   *stayed*

through my notes, so this morning I was really tired. I got to the

exam feeling very stressed, and I tried to in and out slowly to

help myself relax, but I could feel my going blank. Eventually,

I looked at the questions, but none of them sense; I was in

such a state. Of course, I didn't keep one on the clock and

unfortunately, I ran of time. And as a result of that, I had to

out the last question completely, so I knew there was not much

chance that I would pass. I steered of my friends as I left the

room.

Exercise 19. Answer the questions.

1. Did you go to nursery school?

2. Do most children start primary school at the age of five?

3. Is the secondary school system in your country similar or different to the English system?

4. How many subjects did you study at secondary school?

5. What was your favourite subject?

6. How many lessons did you have every day?

7. Was your school a state or private school?

8. At what age can you leave school?

9. How many terms are there in a school year?

ENGINEERING

Section I

	Words and Phrases	Transcription	Translation
1.	aerospace engineering		
2.	an efficient use of resources		
3.	asteroid		
4.	avalanche		
5.	below the surface of the sea		
6.	biometrical engineering		
7.	challenge of finding solutions to problems		
8.	civil engineering		
9.	comet		
10.	computer engineering		
11.	computer simulations		
12.	crane		
13.	dam		
14.	dish-shaped levels stacked one upon the other		

15.	early animals were wiped out		
16.	engineers' contribution to society		
17.	giant anchors		
18.	global devastation		
19.	heart pacemaker		
20.	impact *n*		
21.	magnetically raised train		
22.	man-made structure		
23.	mechanical engineering		
24.	meteor		
25.	meteorite		
26.	missile		
27.	MRI scanner		
28.	nanotechnology		
29.	petrochemical industry		
30.	practical problem solver		
31.	project management in the aircraft industry		
32.	results are invalid		
33.	rollercoaster		
34.	snowdome		

35.	The United Emirates (UAE)		
36.	three times the height of the Eiffel Tower	78	
37.	to build a model / prototype		
38.	to collide with the earth (*n* collision)		
39.	to convert the heat of the sun		
40.	to do safety tests / stress and fatigue tests		
41.	to explore new worlds		
42.	to get off the ground		
43.	to investigate project feasibility		
44.	to invite new angles and discussions of the idea		
45.	to make an important breakthrough		
46.	to make modifications to the engine		

47.	to move on to a full-size or production version		
48.	to orbit the sun		
49.	to smash a rocket into the asteroid to deflect it		
50.	to survey the sky		
51.	to suspend		
52.	to test a complicated theory		
53.	to track asteroids on a collision course with the earth		
54.	transatlantic tunnel		
55.	trillion		
56.	visual aid		

Exercises

Exercise 1. Suggest the words for the definitions.

1. The force with which one object hits another.

2. An accident in which two or more people or vehicles hit each other while moving in different directions.

3. A piece of rock or metal from space that has landed on Earth.

4. A body, made up mainly of dust and gases, which orbits the sun and occasionally has a 'tail' of light.

5. A rock the size of a small planet which travels around the sun.

6. The name for an asteroid that enters the Earth's atmosphere, and which you can see burning.

7. Severe and widespread damage or destruction.

8. To make sth move in a different direction.

9. To break into pieces violently and usually noisily; to hit (sth) fast and powerfully.

10. A large mass of snow, ice, and rocks that falls down the side of a mountain.

Exercise 2. Translate into English.

1. Інженерія – це галузь людської інтелектуальної діяльності щодо застосування досягнень науки для вирішення конкретних проблем людства. Інженер використовує уяву й досвід, здатність аналізувати й оцінювати, застосовує свої знання для проектування, будівництва, експлуатації та вдосконалення машин і процесів (наприклад, для технологій виробничих процесів, охорони навколишнього середовища, біотехнологій тощо).

В інженерії широко використовуються технічні випробування та аналіз перед запровадженням проектів, з тим щоб оцінити їхню безпеку, економічність, міцність та витривалість (втому матеріалів). Для цього використовують прототипи, моделі, обчислювальне моделювання. Створення відповідної моделі, яка дозволяє проаналізувати і протестувати можливі рішення, як правило, є незамінним інструментом для інженерів.

2. Бурдж-Халіфа є найвищим хмарочосом на планеті. Це символ Дубая й Арабських Еміратів. Ця будівля має форму сталагміта. Її висота 828 метрів, і вона має більше 160 поверхів. У будівлі розташовано 9 готелів, а біля хмарочоса знаходиться система неймовірно красивих фонтанів. Перших 37 поверхів займають готелі, а з 45 по 108 розташовано близько 700 шикарних квартир. Також велику територію займають офісні будівлі. На 123 і 124 поверхах знаходяться вестибюль і оглядовий майданчик, який часто відвідують туристи. Вартість відвідування оглядового майданчика

складає приблизно 27 доларів, і за квитками вишиковуються довгі черги.

Спеціально для Бурдж-Халіфа була розроблена особлива марка бетону, який може витримувати температуру до +50 градусів. Пожежна система будівлі може евакуювати всіх з хмарочоса всього за 32 хвилин. Споруда повністю виробляє для себе електрику за допомогою великої вітрової турбіни, а також за допомогою великої кількості сонячних батарей. Такі батареї розташовані на стінах будівлі, їх загальна площа становить 15 тисяч метрів квадратних.

Бурдж-Халіфа називають однією із наймасштабніших споруд за все існування людства. Автором даного проекту є американський архітектор Едріан Сміт, який також брав участь при проектуванні китайського хмарочоса Цзінь Мао заввишки 420 м.

Вартість проекту становить 4,1 мільярда доларів.

Section II

	Words and Phrases	Transcription	Translation / Examples
1.	angle *n*, *v*		*e.g.* at an angle
2.	artificial intelligence (AI)		*e.g.* identification systems
3.	beam		a long piece of wood or metal, used to support a weight above.
4.	biotechnology		*e.g.* genetic modification of plants
5.	bracket		a piece of metal or wood fixed to a wall to support sth
6.	computer nerd		

7.	constraint *n*, *syn*. restriction (constrain *v*)		*e.g.* physical/ financial / political constraints
8.	digital technology *opp*. analogue (non-digital)		
9.	ergonomics		efficient design of human environments
10.	footing		
11.	genetic engineering		making artificial changes to the genetic structure of organisms
12.	girder		a strong metal beam in large buildings
13.	GPS (global positioning system)		
14.	high-technology (*inf.* high-tech), *opp.* low-technology (*inf.* low-tech)		
15.	load		the amount of weight pressing down on sth
16.	motion		
17.	rigorous, *syn*. thorough		
18.	satellite communications		*e.g.* satellite navigation systems; mobile phones
19.	screensaver		
20.	stringent		

Note: In row 7, the number "82" appears in the third column.

	Words and Phrases	Transcription	Translation / Explanation
21.	techie		
22.	thumbnail		
23.	to anchor sth		
24.	to bolt sth to sth		
25.	to comply with sth (compliance *n*)		
26.	to counteract sth		
27.	to determine sth, *syn*. establish sth		
28.	to sway		
29.	to withstand sth, *syns*. resist sth, stand up sth.		
30.	trackpad		

Tools and Household Objects

	Words and Phrases	Transcription	Translation / Explanation
1.	axe		
2.	broom		
3.	carpet sweeper		
4.	colander		
5.	cotton / thread		
6.	draining board		
7.	drill		
8.	garden fork		
9.	garlic crusher		
10.	grater		
11.	hammer		
12.	hoe		

13.	ironing board		
14.	mop		
15.	nail clippers	84	
16.	peeler		
17.	pepper mill		
18.	pin		
19.	pliers (pincers)		
20.	rake		
21.	saw		
22.	scissors		
23.	screwdriver		
24.	scythe		
25.	Sellotape		
26.	shears		
27.	shovel		
28.	sickle		
29.	sieve		
30.	spade		
31.	spanner		
32.	spatula		
33.	strainer		
34.	to bang a nail		
35.	to tighten or loosen a screw		
36.	to use string, rope, or wire to tie things together		
37.	tumbler		
38.	tweezers		

Exercises

Exercise 1. Read the text and explain the meaning of the words in bold.

Skyscrapers: Design and Construction

Every skyscraper is designed within physical **constraints** such as climate and geology, and then has to **comply with** the most **stringent** safety regulations. It also has to **meet the needs of** its **occupants**, and satisfy the aesthetic objectives of both owner and architect.

Design engineers translate the architect's vision into a detailed plan that is structurally sound. As each skyscraper is unique, models of the building must undergo **rigorous** tests in wind tunnels to **determine** whether they can **withstand** the effects of high winds. If tests show the building will **sway** excessively, designers may add mechanical devices to **counteract** or restrict **motion**.

In the construction, engineers dig a massive hole in the rock and then establish the **footings**, which form the base that **anchors** the building. Steel or **reinforced concrete** columns are inserted in the footings, and concrete is poured on top.

Vertical supports are put in place by **cranes**, these support the vertical **load**. Horizontal **beams** and steel **girders** are then placed at a 90 degree **angle** to the vertical columns; these hold the building together. Exterior walls merely enclose the structure, and are constructed by attaching **panels** of material such as glass or metal to the building's framework. This is often done by **bolting** them to **brackets** secured to the floors or support columns.

Exercise 2. Circle the odd one out.

1. restriction   compliance   Constraint

2. stringent   rigorous   Thorough

3.	beam	girder	Bracket
4.	motion	anchor	Sway
5.	counteract	determine	Establish
6.	withstand	resist	comply
7.	angle	concrete	steel
8.	occupant	constraint	Resident
9	panels	crane	footings
10	bracket	bolt	load

Exercise 3. Replace the underlined word(s) with a single word of similar meaning.

1. We haven't managed to <u>determine</u> the extent of the damage. _____

2. The building is <u>moving from side to side</u>. _____

3. You can't do anything once it is <u>in motion</u>. _____

4. We hope the structure will be able to <u>stand up to</u> the pressure. _____

5. They hope this will <u>satisfy</u> the needs of the planners. _____

6. Most architects have to operate with various financial <u>restrictions</u>. _____

7. Basically, the fence comprises six <u>rectangular pieces of wood</u>. _____

8. We need to <u>firmly fix</u> it to the ground. _____

9. High-rise buildings have to comply with <u>very strict</u> fire regulations. _____

10. The have very <u>thorough</u> tests before they are given the go-ahead. _____

Exercise 4. Complete the texts with suitable words.

With a skyscraper, the effects of the wind are a greater problem than the weight of the structure, so designers have to ensure that the building can _____ strong winds, and will not _____ enough to cause the _____ physical or emotional discomfort.

In the design, engineers will have to _____ whether the steel _____ are strong enough to support the vertical _____ . If not, engineers will have to _____ the pressure of the weight, and one common method is to add more _____ concrete around the support in order to stiffen the central core of the building.

Exercise 5. One word is missing in each sentence. What is it, and where does it go?

1. The central core of a building is often made of reinforced. _____

2. Large steel are placed between the vertical columns to hold the building together. _____

3. The exterior walls are made by attaching made of glass or metal to the building. _____

4. Skyscrapers undergo rigorous tests to whether they can withstand high winds. _____

5. All support beams are lifted by and then put in place. _____

6. The design has to with strict safety regulations before construction begins. _____

7. All buildings have to conform to physical imposed by climate and geology. _____

8. Mechanical devices may be added to or resist motion. _____

9. All construction has to go through the most safety checks. _____

10. The building's support columns are usually in the footings. _____

Exercise 6. Here are some words and phrases connected with computers. Fill the gaps in the sentences.

computer nerd   analogue   thumbnail   icon

screensaver   trackpad   techie   footprint

1. There are some good pictures of the Olympic Games on that sports website. You can look at _____ pictures and then click on them to see the full-size version.

2. My younger brother's a real _____ . He never goes out, and all he ever thinks about is computers, computers, computers.

3. I'm a bit of a _____ really; I love getting the latest mobile phone or the newest digital camera.

4. _____ video cameras cannot match the versatility and quality of digital cameras.

5. He has a really cool _____ which is a picture of planets, comets, stars and things all rushing towards you.

6. This new printer's got a smaller _____ than the one I had before, which is good, since my desk is not very big.

7. Just click on that _____ there to open the program.

8. I don't really like this v on my laptop; I'd prefer a proper mouse.

Exercise 7. What types of technology would you associate with the following?

1. a round the world yachtsman / woman trying to establish his / her exact position;

2. a designer creating a new type of computer keyboard which would be more efficient;

3. a scientist producing a new type of wheat which does not need to be sprayed against insects;

4. a camera that does not use film;

5. a computer that can make decisions for itself;

6. the process of altering human and animal genes.

Exercise 8. Underline the correct word.

• Stick it together with *glue / cotton*.

1. Sew it with a *pin / needle*.

2. Cut it with *scissors / a drill*.

3. Tighten it with a *hammer / screwdriver*.

4. Tie it together with *rope / nails*.

5. Bang it in with *string/ hammer*.

6. Make a hole with *thread / a drill*.

7. Stick it together with *Sellotape / wire*.

8. Loosen the *screw / cotton*.

Exercise 9. Complete the sentences.

• She didn't have any string, so she stuck the parcel together with _Sellotape_

1. I've got a hammer and a screwdriver, but I haven't got any other _____.

2. When you make a skirt, you cut the fabric with _____ , you hold the pieces together with pins, and then you _____ it with needle and _____.

3. If you break the handle off a cup, you can _____ it on with _____.

4. I tried all keys together with a piece of _____.

5. If the screws on your door handle are loose, use a _____ to _____ them.

6. A drill is very useful if you need to make a _____ in a wall.

7. Pass the hammer and I can bang in this _____.

8. We _____ a long rope to the tree for the children to play on.

9. You need a _____ to open this bottle of wine.

10. You can cut that plank in half with this _____.

11. We could chop this tree down if we had a sharp _____.

12. I was going to dig the garden but I can't find the _____.

Exercise 10. Replace the words in italics with a verb from the box.

break down	go off	keep up with	pick up	run out	knock down
do without	hang up	look out	put off	stand for	

• My car isn't as fast as yours. I won't be able to *stay near* you. _keep up with_

1. This torch doesn't work. The batteries must have *been used up*. _____

2. This radio doesn't *receive* the BBC World Service very well. _____

3. The car is making a funny noise. I think it's going to *stop working*. _____

4. I was going to buy a motorbike, but In was *discouraged* by my parents. _____

5. People call me on the phone, but then *put down the receiver*. _____

6. *Be careful*! You're going to give yourself an eclectic shock! _____

7. It's difficult to *manage if you don't have* a washing machine. _____

8. The letters DVD *mean* digital versatile disc, actually. _____

9. Without a fridge fresh food will *become bad* very quickly. _____

10. They used special equipment to *demolish* that block of flats. _____

Exercise 11. Read and translate text.

Uncovering the Secrets of the Great Pyramid of Giza

For thousands of years, people have sought to unlock the secrets of the great Pyramid. Constructed more than four millennia ago on the plains of Giza, near present-day Cairo, the Great Pyramid remains shrouded in mystery. Many theories have been proposed to explain its origin. Many believe it was simply a tomb or monument for an ancient pharaoh, others suggest it was an astronomical observatory, a huge sundial, or even a vast communication device to connect with other worlds.

The earliest existing description of the pyramids was written by the Greek historian Herodotus. After visiting Egypt in the fifth century BC, Herodotus described the four faces of the Great Pyramid as being covered with highly-polished limestone, with joints so fine that they were almost invisible. Four centuries later, the geographer Strabo wrote of a perfectly concealed, hinged stone located on the north face of the pyramid. The

stone could be raised to form an entrance, but when closed was indistinguishable from the surrounding stone. The hidden entrance apparently gave access to a narrow passage that descended more than 350 feet into a damp, vermin-infested pit carved out of the bedrock directly beneath the base of the pyramid. However, by the 1st century AD, the whereabouts of this door had been lost.

In 820, Abdullah al-Ma'mun, the son of the Caliph of Baghdad, made the first major attempt to unlock the secrets of the Great Pyramid. After spending years fruitlessly searching for a secret entrance, al-Ma'mun finally ordered his team of workers to use battering rams to knock a hole directly through the pyramid's outer casing. The workmen then burrowed their way more than 100 feet into the core of the monument in the hope of finding a passage that would lead them to the pyramid's interior. With no passage in sight, the workmen were on the point of giving up, when they suddenly heard the sound of a falling rock to the east of the tunnel. After digging their way toward the source of the noise, they emerged into a dark descending passageway.

Al-Ma'mun's fortunate discovery was a long, 3-foot wide passage that descended into the base of the pyramid at an angle of 26'. Working their way up the passageway, al-Ma'mun's workmen found the secret entrance to the pyramid that they had missed before, about 90 feet to the north and nearly 50 feet above the pyramid's base, much higher than al-Ma'mun had guessed. Further down the descending passage, the workers located the entrance, to another ascending passageway which was blocked by three granite-rocks. After cutting around the blocks, the workers climbed the passage until they came to the entrance of a high-roofed ascending corridor, known subsequently as the Grand Gallery. A low horizontal passage from the gallery's entrance led to an empty room now called the Queen's Chamber. At the top of the gallery, the workmen finally arrived at the King's Chamber with its five-storey vaulted ceiling.

Despite searching everywhere for treasure, the only discovery was a large open coffin made of polished granite. The coffin lid – and the King's body – had long since been removed.

The first major study of the great Pyramid was conducted in 1638 by John Greaves, an Oxford professor of astronomy and mathematics. Greaves noticed that near the lower entrance of the Grand Gallery was a narrow shaft, hidden in the wall, which had been dug straight down into the depths of the pyramid. This was the entrance to the so-called 'Well Shaft' which links the Grand Gallery with the descending passage. Using notches carved into the shaft's sides for support, Greaves was able to lower himself down to a small chamber about 60 feet beneath. The purpose of the shaft was a mystery to Greaves, although archaeologists have since suggested it was used as an exit route for the Pharaoh's workers, once the granite blocks had been put in place.

In 1837, Colonel Howard Vyse, an English army officer, re-opened the original forced entryway that had been made by al-Ma'mun a thousand years earlier. Despite some destructive techniques (he used dynamite to blast his way through the pyramid), Vyse was able to make a number of significant discoveries, including air shafts leading from the King's Chamber to the outside of the pyramid which allow the chamber to remain at a constant 20ºC. Vyse's greatest find, though was a small piece of graffiti that gives the only clue to the pyramid's builder, the 4th Dynasty Pharaoh Khufu.

Research into the Great Pyramid took a new direction in 1864 when the Scottish astronomer Robert Menzies proposed that the monument is actually a chronological map of the world's history – past, present and future. According to Menzies, every inch of the pyramid represents one year, with major historical and biblical events represented by key locations within the pyramid's structure. Menzies also contended that the

secret of this divinely-given storehouse of wisdom would remain sealed until a time when it would be most needed.

Inspired by Menzies and his followers, various other pyramidologists have proposed theories that attribute divine or alien guidance to the Great Pyramid's construction, despite the skepticism of the majority of archaeologists, engineers, and architects who instead attribute the pyramid's construction to human ingenuity. Today, the use of robotics and other advanced technology offers the prospect of being able to explore the pyramid's most remote spaces, making both groups of researchers hopeful that someday soon the Great Pyramid's secrets may finally be revealed.

Exercise 12. Label the diagram below. Choose no more than three words from the reading passage for each answer.
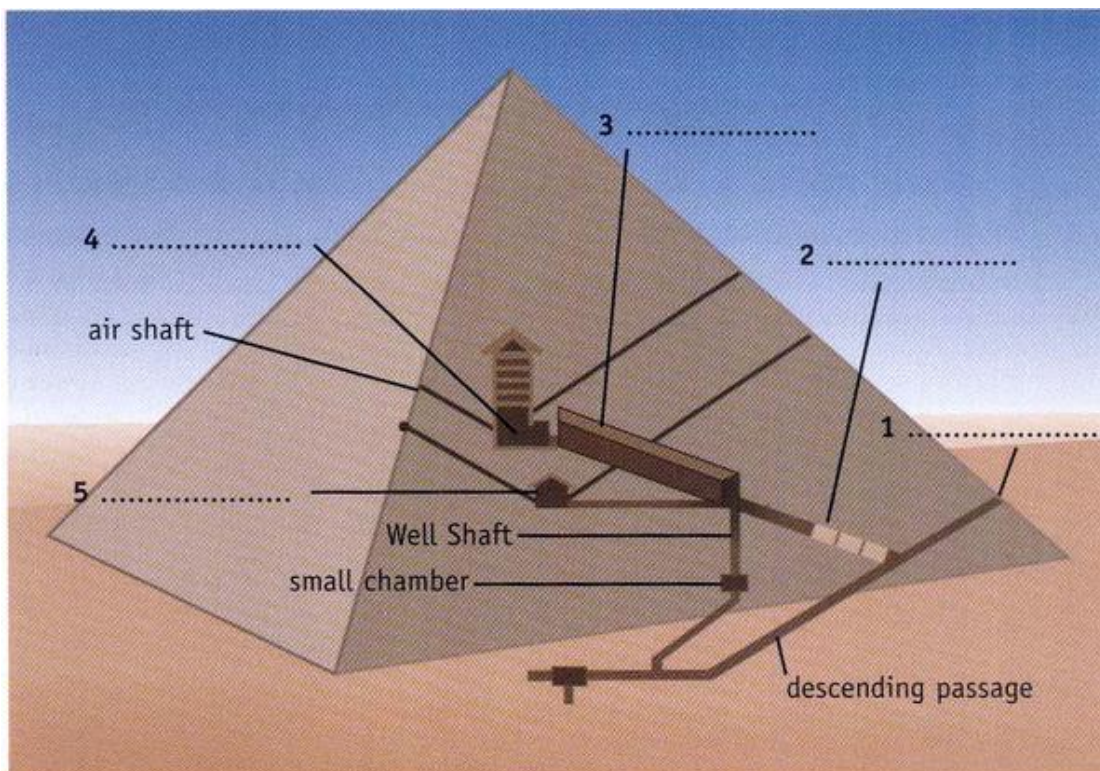
Exercise 13. Classify the following as relating to

    A Abdullah al-Ma'mun

    B John Greaves

C Colonel Howard Vyse

D Robert Menzies

Write the correct letter A, B, C or D next to questions 1-5.

1. discovered the name of the king who built the Great Pyramid.

2. found the interior passageways and chambers by a stroke of luck.

3. discovered an almost vertical, connecting passage.

4. discovered ventilation in parts of the interior.

5. claimed the pyramid holds as yet undisclosed truths would became known in the future.

Exercise 14. Complete the notes below. Choose no more than three words from the reading passage for each answer.
Ancient Descriptions of the Great Pyramid

• originally encased in _____ with an almost smooth surface

• entered by a hidden door on _____ of the pyramid

• unpleasant underground room had _____ living in it

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