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ENGLISH FOR SPECIFIC PURPOSES

A guide for the translation of scientific texts

Chişinău, 2024

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Foreword

The textbook "***English for Specific Purposes***" focuses on teaching English in contexts relevant to specific fields, to a particular area of activity. It tailors language instruction to meet learners' needs and goals in their chosen domain.

Therefore, the textbook was designed to meet the needs of the students who are enrolled in Bachelor and Master programs. It might be used by all learners who want to enhance their professional skills, knowledge and attributes that are specifically valued and connected to their future career.

The didactic material is recommended as well for learners who have at least intermediate knowledge of English and try to improve their skills. Students might use the book on their own or in combination, or as supplementary material. It provides a selection of topics from different fields: *education, chemistry, biology, medicine, geography and mathematics*. Apart from theoretical topics, learners will also find activities focused on practical problems they can come across in everyday life.

The textbook is suitable for both classroom use and self-study. All 9 units include scientific facts and follow the same format. Each unit opens with a brief text introducing the topic and related vocabulary. This part of the unit is followed by exercises meant to practise the vocabulary and sentence structures used in the opening text. The exercises are directed towards practical applications. There are a number of conversational exercises, which, under a teacher's supervision aim at enhancing students' communication skills and encourage their confidence in using spoken English. At the end of the unit learners will find translation activities enabling them to check the knowledge gained throughout the unit. The author hopes that this textbook will help learners strengthen their existing knowledge as well as gain new information employable in their professional field.

Introduction to the Course

I. Theoretical part

The world of translation is vast, with globalization making it an essential part of business strategies for every sector. This variety means there are many different types of translation, each with its own unique processes and requirements. Despite these differences, they all fulfil the same purpose of facilitating communication across language barriers.

Types of translation

Translators typically specialize in one type of translation, allowing them to offer clients the expertise they need for the best results. The type of content they handle ranges from legal documents and commercial contracts to movies, art and poetry. Each specialism has its own jargon and specific processes to follow, with the five most common ***types of translation*** being:

- Literary Translation
- Technical Translation
- Administrative Translation
- Financial Translation
- Legal Translation

Literary Translation

As the name suggests, literary translation is the act of translating literary works, such as plays, novels and poems. The main challenge with these types of texts is that you need to translate the meaning while also considering the author's unique literary style.

Stylistic devices are one of the most important characteristics of literary texts. They can be found in everything from rhythm and meter to word choices, imagery and the innate balance of the sentences. Then there are also puns, humor and rhyme to contend with. These all use the source language in a specific way, and often there is no direct equivalence between the source and target languages.

Technical Translation

Technical documents are necessary for companies to comply with local and international standards. In the era of globalization, technical translation applies to a wide variety of text types including patents, manuals, user guides, tender documents, catalogues, technical drawings and Material Safety Data Sheets (MSDS). This broad range of text types means that technical translation is needed in almost every industry, from engineering and construction to life

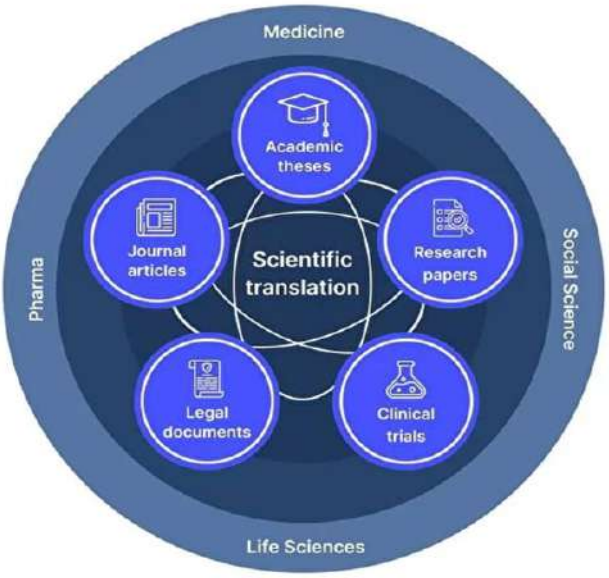
sciences and pharmaceuticals. It is this variety of subject domains is that makes technical translation especially challenging, since each comes with its own specialist jargon. Translators also need an in-depth understanding of how technical texts are written, their nature and their legal requirements.

Administrative Translation

The administrative department oversees the day-to-day workings of a business, and as such, administrative translation plays a crucial role in management. This covers a broad scope of documents relating to business processes and daily activities, including contracts, newsletters, invoices and letters.

Financial Translation

Financial translation is crucial in today's global marketplace and holds great importance for banks, insurance companies and other financial institutions. It helps them expand access to their services and build trust among customers while making sure they comply with international regulations.



What is a scientific translation?

Scientific translation is a sub-branch of technical translation. While *technical translation* has more broad applications. Scientific translation may be needed for any document of a scientific nature, for example for the translation of a *medical or pharmaceutical* text, or a text relating to the fields of *chemistry, physics*, the environment, engineering, biology, astrophysics, nuclear energy, genetics, biotechnology, etc.These scientific texts can include *research works*, publications, journals and magazines, patents, reviews,

reports, *scientific articles*, theses, product sheets, clinical trial reports, product inserts.

Scientific translation is the act of translating documents such as research, academic articles, the results of clinical trials, and more – any document on a scientific subject – into another language.

Most scientific documents feature complex terminology. They are often characterised by very specific language use too. The topics may also be extremely specialised. This means that any linguists involved in the translation need to be experts in this specific field. Otherwise, they may not understand how terms are being applied.

The same is true of signed or *spoken translation – interpreting.* For events like scientific conferences, seminars, and webinars, interpretation should only ever be entrusted to a linguist who is also an expert in the specific field. If they're not, you risk confusion, miscommunication, and concepts being conveyed poorly or inaccurately.

Translation of scientific texts is essential to the advancement of science, especially since in many countries English is considered a second language and is generally the lingua franca of certain industries. However, it should not be assumed that everyone who can benefit from scientific findings speaks English, or that all relevant findings are even being published in English.

Due to this, the translation of scientific texts becomes important to expand global scientific knowledge. That being said technical and scientific translation can be expensive, and some may try to find ways to cut costs which can lead to poor quality work and mistakes.

What are the essential skills needed for a scientific translation?

Sir Isaac Newton once said, "If I have seen further, it is by standing upon the shoulders of giants." And it's this concept, perhaps more than any other, that speaks to most scientists when they think about translation.

The modern field of scientific progress is a globalised one. Among its benefits, scientific translation offers great opportunities for collaboration, competitor investigation, data sharing, recognition, funding, and future-proofing your research. As long, that is, it's carried out by trained and qualified native-speaking translators who have the same kind of expertise in your field that you do.

Scientific translations are used in a very wide range of different specialisations. A scientific translator must have in-depth knowledge of the

sector in question: they must master the codes, *terminologies*, standards and local *legislation* in force.

Scientific texts can be *very complex*, and the stakes can be high. Any ambiguity or approximation in the translation could affect the proper understanding of the text and could have *harmful consequences* in certain contexts. Furthermore, the scientific world is evolving rapidly, and the translator must keep abreast of the latest developments and terminology.

It should also be noted that scientific content can also have a commercial dimension (for example: advertising or marketing texts promoting a pharmaceutical product), and a legal dimension.

A good scientific translator should be *a professional translator*, who is trained in this type of translation. They should translate *into their mother tongue* and have a perfect command of the source language. They should also preferably live in the country where the target language is used, as this makes it easier to master an up-to-date vocabulary. In addition, they should be *meticulous in their work, show attention to detail and be very focused on delivering a high-quality translation.*

Is scientific translation the same as technical translation?

Identifying a clear difference between technical and scientific translation is often challenging, since they are both specialised types of translation that share similar content in the same field: science and technology.

However, there are differences between the purpose and intention of the source texts and, consequently, their translation.

- **Scientific texts** generally have a theoretical focus and an informative purpose: to transmit the author's knowledge through papers that present theories or research work. The scientific translation of this kind of text is geared towards professionals in the same field, who read the texts in order to learn. This is why these types of translations use formal, academic language. Examples include laboratory tests, academic articles, theses and academic books.
- **Technical texts** generally have a practical focus, since their goal is to transmit information for a practical application. Technical translation of these texts and documents often takes place in the industrial sector and can be found in instruction manuals and assembly or user guides.

Scientific Translation Challenges

The essence of scientific texts is in *detailed analysis* and well-founded *explanation of a scientific problem* (especially in articles describing research results, hypotheses, theories, etc.).

The *goal of the translator* is to precisely interpret the scientific data and convey the material to the reader in a manner similar, if not identical, to the original style. This condition branches into several challenges that experts face on a daily basis. Take a look at the most common issues that the translators must solve.

Complex terminology

It's never easy to translate *domain-specific terms and jargon*, but in scientific translation, this problem sprouts even more nuances and challenges. Scientists often introduce new terms in their research papers, and for the translator, it is quite a challenging task to choose a correct way to adapt the new word to the target language. To solve this problem, a specialist requires both *experience and expertise*.

Scientific translation is a very demanding task.

A *scientific translator* has to be:

- Fluent in the source language;
- Fluent in the target language;
- Well-educated in translation techniques;
- An expert in the chosen field of study.

The expertise of professional translators in the field is enormous. Becoming an expert in scientific translation is a challenge within itself.

Adapting style and format

Scientific texts often follow the form of a monologue. The author introduces a problem, a discussion, and a possible solution to the problem. The language is strict and monotonous, the structure includes long compound sentences that deliver information in detail. Thus, the translator should pay close attention when transferring the grammatical structures of the original to the target language.

Features of scientific translation

Scientific translation, as the name suggests, is the translation of scientific texts that may be about very different topics. It is known for using *very specific language* that does not give rise to multiple

interpretations. To translate these types of texts, it is essential to work with a specialized translator who can produce a totally objective text.

Another identifying feature of these texts is that *they do not use figurative language***,** meaning that, in reality, the translator must basically translate a series of data and conclusions, without tapping into their creative side too much. On the other hand, these kinds of texts employ a lot of technical jargon, making the professional's job more complex, given that these words are not often used in other areas and are limited to specialized contexts.

Therefore, in order to do a good job, ***it*** *is essential to be familiar with the terminology* the text contains, as well as the content. This means that the professional in charge of translating these texts must thoroughly research the topic, a task that is not absolutely imperative for other types of jobs.

It is worth highlighting that it's also highly recommendable *to have specific knowledge of the topic* in question, as well as a thorough knowledge of publishing rules in the target country. This is relevant since, if they are not taken into account, the article may not reach a wide audience, despite all the hard work, as a result of not being adapted to said rules.

How to produce a good translation of a scientific article

In order to write these texts it is necessary, as we mentioned earlier, to understand the original. However, we must also keep in mind the following factors:

Having a perfect command of both the source and target languages.

This is essential. As we mentioned above, *the translator must completely understand the text to be translated*, and this is only achieved by mastering both languages to perfection. Having some knowledge about the topic in question, although not strictly necessary, will also make the task easier.

For such tasks, *more research is necessary* in order to gain a deep understanding of what the text is about and, also, to expand the information needed to grasp what the article is about in a rigorous, effective way. Also, this research must be constant since, by doing so, we will be nourished by the article's scientific context, making it increasingly easier to perform such tasks.

Avoiding improvisation

In these articles, *we must never include our own or other people's opinions***,** nor must we draw conclusions. Why? On doing so, we may end up significantly altering the original meaning of the text. These articles are known for their objectivity, so you should stick to what is expressed in the publication.

Adding to what we already mentioned, it is important to keep in mind the following recommendations:

- Always try to translate a term rather than explain it, since it will sound more reliable.
- Avoid complicated structures when expressing actions. Opt for verbs, given that this will help you avoid altering the sentence's syntax.
- In these texts, it is always better to avoid the passive voice.
- Do not overuse appositions.
- You should give preference to English ortho-typographical rules.

It is also very important *to pay close attention to the original content*, since it may contain errors, in which case the author would have to be consulted. Improving the quality of an original text is always positive, since it will help you gain credibility and prestige with your clients.

And, of course, never forget the context. The final text must be a reproduction of the original writing, but it must be done *while adapting to the target culture.* Some elements of the content will be related to the country of origin's culture, meaning that it is essential to adapt them to that of the target country, to facilitate understanding.

Scientific Translation Techniques

Throughout our article, we have highlighted the need to rely on the services of ***a*** *qualified professional for these types of jobs***.** A translator who specializes in this field will help you to adapt all those elements, such as citations or references, so that the text, once translated, meets the publishing requirements of both the target country and the journal where it will appear. Here at Blarlo, we work with translation professionals who will know *how to translate scientific articles* in all languages. We're here when you need us.

In scientific translation, professionals have to be proficient in the specific field of study. Besides, they must be skilled in both source and target languages, be resourceful and be able to adapt to changing styles of scientific materials.

How to build a bridge between scientists speaking different languages? First, an expert drafts *a blueprint of the bridge—rough* translation. Then they check in with a proofreader to weed out errors in the first stage. Then, using the *bricks*—expert knowledge and an assortment of tools—they build models of the bridge, the *translation drafts*. The draft then gets the approval of other experts and the contractors and, finally, the translator constructs *the real-life bridge—the final translation.*

While it sounds easy, in fact, scientific translators have a great deal of responsibility in this section, we will share useful tips that skilled translators use in their work.

A translator should consider:

- *Usage of abstract and linking verbs: appear*, seem;
- *Usage of verb-nominal phrases***:** conduct research, come to conclusion;
- *Impersonal manner of speech and preference of passive voice over active voice***:** the research was carried out, the decision was made;
- *Usage of the present tense***:** present simple is the most commonly used tense in academic writing;
- *Usage of introductory phrases***:** what is usually considered excessive is advised to use in scientific materials. Words and phrases like "finally, first, second, in conclusion" are often present in academic writing.

The *final* and correct *translation version should* meet the following criteria:

- *A separate term*/phrase is appropriately translated within the context;
- Every term is compliant to a *specific term system* used in the original text (translator takes into account the chosen field of study);
- The similarities/differences of specific terms are accounted for *based on source material.*

But how to translate terminology in the first place? Translation experts use a variety of methods to ensure the terminology in the target language perfectly matches one in the source.

Experts distinguish two translation methods: *direct and indirect translation.* Indeed, the message in the original language may properly be translated in the target language, since it is based on the parallel categories, either the parallel concepts. Although, sometimes due to structural or metalinguistic distinctions, some stylistic effects can't be transferred to the target language, without changing in varying degrees, the order of the elements or even lexical items. It is clear that in the second case, it is necessary to resort to more sophisticated methods – indirect methods of translation.

Borrowing, calquing and literal translation are methods of direct translation.

Transposition, modulation, equivalence and adaptation – indirect translation.

Direct translation methods

Take a look at some of them (by Gabriela Bosco):

- **Equivalence.** The translator scans the target language for a term, equivalent to the original. For example, **"***an atom***"** translates equivalently to *"el átomo"* in Spanish. This is the best way, but impossible in many cases;
- **Concretization.** The original term with a more broad meaning is replaced by a similar term with a more specific meaning. This method is used to clarify a term that might have several meanings in the source material. For example, *"bird"* in scientific translation can be replaced with the bird's genus *(like Columba livia can be a concretization for a pigeon)*;
- **Generalization.** The opposite of the previous method: the more narrow term is replaced by a more general term in a target language. For example, *"Taraxacum***"** (Latin name for a genus of dandelion) in translation might be replaced with **"***flower" or "dandelion***"**.
- **Transliteration.** The original term is described in letters of the target language. The expert must explain the term, especially if it was never used in the target language before. For example, **"***bill" is transliterated from English to Japanese in hieroglyphs that are read "bi-ru***"**;
- **Semantic calque (or loan translation).** A term/phrase is borrowed from the source language word-for-word. For example, the word **"***translation" itself is a calque from Latin "translātiō"*.
- **Borrowing.** In this method, the translator uses the word in the target text in the same form as it was in a source text. This technique is used when there's no equivalent to the word in a target language or it's a new word introduced by the author of the original document. For example, English borrowed the word **"***résumé"* from French

These methods alone won't allow just everyone to translate the scientific text, but in the hands of the professionals, they are a sharp weapon.

Indirect translation methods

Transposition refers to the method, which consists in replacing the words in one language without changing the meaning of the sentence in the second language.

Replacement is often necessary because of the different grammatical structures in the language. The translator shall use the method of transposition, if the resulting pattern matches better the whole phrase or allows you to restore the stylistic features.

Modulation is a variation of the message, using a phrase with the different meaning in the original language and the target language for the transfer of the same idea. This method can be resorted when it is clear that literal translation or even transposition results in a grammatically correct statement, which is not contrary to the spirit of the target language.

In addition to modulation, **concretization** method is widely used in translation, i.e., the translator uses a narrow meaning, belonging to a word, but does not provide a new, as in modulation.

Equivalence often occurs that two texts describe the same situation trough very different stylistic and structural means. Most of equivalences are stable and are part of the idiomatic phraseology, including clichés, sayings, adjectival or substantive fixed patterns and so on.

Compensation is used when some semantic elements and stylistic peculiarities can't be transferred reliably. The translator shall remember that the translation is not just the transfer of words from one language to another, it's also transfer of cultures.

Adaptation. When the situation in the original language does not exist in the target language, it shall be transferred through a different situation, which we consider an equivalent.

Formal Writing

A formal writing style is a type of written language that uses complex grammatical rules, correct spelling, and sentence structure to achieve an air of formality. Writers use the formal style when they do not know the recipient, the person, or when they do but are not familiar with them.

Formal style refers to a serious tone, long words, professional and polite writing approach.

For example, writers avoid pronouns like - we, I, they, you, etc. Instead, they substitute these pronouns with passive voice.

Also, the formal writing style includes less emotion in texts and builds the foundation on objectivity.

It's often used in business documents such as reports and proposals.

Characteristics of Formal Writing

Formal writing is typically seen as more objective than informal writing. It tries to avoid slang, figures of speech, and abbreviated words. The use of the first-person is discouraged, and contractions and acronyms are to be avoided unless the acronym is more common than the written out phrase.

- *Developing a complex structure* - does not mean that the text should be hard to understand. Instead, a formal writing style offers us a more

structured approach, prioritized clarity, and logical connections between sentences. No surprises, as this style requires planning, revision, and a strategic approach.

- *Referring to full words instead of acronyms or contractions* - the formal style does not acknowledge the acronyms like MS, NASA, and contractions like don't, won't, etc.
- *Writing in the third person* - formal style does not connect with a personal writing approach.
- *Being objective* - formal style supports main points with arguments and excludes emotion and subjectivity from the text.

When to Use Formal Style of Writing?

The answer to this question depends on the target audience you are writing for. If your goal is to appear professional in front of someone, a formal writing style is your go-to option.

Formal writing is familiar in professional and academic settings where language is more objective and less personal. Also, if you reach out to someone you don't know well, start a conversation with him in a formal style. Generally, writers use the formal style in:

- Business communications
- Legal documents
- Academic research
- Academic writing
- Official Emails
- News coverage
- Job application

LIST OF INFORMAL AND FORMAL WORDS

- *Notice in cafe*: Only food **purchase** (=bought) here may be eaten on the premises.
- *Police statement*: I **apprehended** (=caught) the accused outside the supermarket.
- *Theatre announcement*: They play will **commence** (=start) in the two minutes.
- *Business meeting*: The meeting will **resume** (=start again) this afternoon at 2 pm.
- *Lawyers in court*: My client had a broken ankle, **thus** (=so) he couldn’t drive the car.
- *Business letter*: **I regret to inform you** (I’m sorry to say) that we are **unable to**… (=can’t).

- *Notice*: If you **require** (=need) **further assistance** (more help) please contact…
- *Airport announcement*: Will passenger for Miami please **proceed to** (=go to) gate

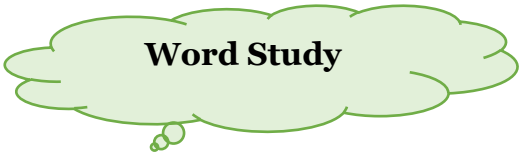
Formal and Informal Expressions

How do you do? >>——-<< What's up?
It is a pleasure to meet you >>——<< Nice to meet you
At your earliest convenience >>——<< As soon as you can
Concerned about you >>——<< Worried about you
Firstly, >>——<< To start with/…, For a start
Give my regards to >>——<< Say hello to
Have you heard from her lately? >>——<< Heard from her lately?
Have you seen Tom? >>——<< Seen Tom?
I agree with my colleague, Anna, that… >>——<< Anna's right.
I would like to remind you that… >>——<< Don't forget
I appreciate your assistance! >>——<< Thanks a lot!
In light of the fact that >>——<< Because
It is my opinion that… >>——<< I think…
It is necessary for me to… >>——<< I need to…
It is not necessary for you to… >>——<< You don't hafta…
It is recommended >>——<< We recommend
Please accept our apologies for… >>——<< Sorry…
Secondly/ Besides/ Furthermore, >>——<< Another good thing is/ What's more/ Not only that,
Lastly, >>——<< And one of the best things is…/ And best of all, / The most important thing is…
She has the ability >>——<< She can
The plan was implemented / carried out >>——<< They put the plan into action
Our destination >>——<< The place where we want to go
I regret to inform you of… >>——<< I'm sorry to tell you that…
I was hoping that you could… >>——<< Could you…?
It will cease to be a problem >>——<< It won't be a problem anymore
One grows weary in these matters. >>——<< I'm getting tired of this junk.
This appeared to rectify the problem >>——<< This seemed to fix the problem
Your arrival >>——<< When you get here,
Please state your business >>——<< Can I help you?
We note that you have not… >>——<< You haven't…

I would be grateful if you could reply early. >>——<< Please get back to me ASAP.
I'd really appreciate it if you could… >>——<< Could you…?
We would like to >>——<< We want to
Would you like me to…? >>——<< Shall I…?
To consider >>——<< To think about
This demonstrates… >>——<< This shows that …
To distinguish >>——<< To tell the difference
We are in receipt of >>——<< We've received
Revision should be done >>——<< You should revise
This will be of great benefit to you >>——<< It will do you good
How are you doing? >>——<< What's going on?
I am writing to inform you… >>——<< Just a note to say…
I am afraid I will not be able to attend >>——<< Sorry, I can't make it.
The experiment was carried out/ performed >>——<< They did the experiment
Thank you for your email of the 10 of March >>——<< Thanks for your mail on 10 Mar
Please let us know of your requirements >>——<< What do you need?
People consume a tremendous amount of… >>——<< People use a huge amount of
Please let me know when you will be available. >>——<< Let me know if we can get together.
I hope to hear from you at your earliest convenience >>——<< Write back soon!
As per our telephone conversation on today's date >>——<< As we discussed this morning
We would be honored if you would attend this event >>——<< It would be great if you could attend this event.
We can assist in the resolution of this matter. >>——<< I can help you to solve this problem.
I am afraid your child is experiencing difficulty >>——<< Your kid is making trouble

II. Practical Part UNIT I. Education

STUDY AND ACADEMIC WORK



- **academia** (noun): all the people and places that make up the world of higher education and academic research – *The first step towards a life in academia is getting a post-graduate degree.*
- **academic** (adjective): relating to education, especially higher education – *Your CV should include your skills, work experience and academic qualifications.*
- **academic** (noun): a person whose job is to teach or do research at a college or university – *I loved studying so much that I became an academic.*
- **advisor:** A person who assists students in planning their educational programs. *(noun)*
- **alumni** (plural noun, mostly US): graduates of a particular school, college or university – *Hundreds of Oxford alumni signed a letter opposing their country's invasion of Iraq.*
- **assignment** (noun): a piece of work done as part of a course of study – *Our latest assignment is a 3,000 word essay that's due next Friday.*
- **attend classes**: to go to classes
- **AA** (or **Associate of Arts**) (noun): in some countries a first degree in arts subjects such as languages – *Matt will use his Associate of Arts to qualify for a BA course in English literature.*
- **AS** (or **Associate of Science**) (noun): in some countries a first degree in scientific subjects such as chemistry – *Some AS degrees like business are somewhat less focused specifically on science.*

- **BA** (or **Bachelor of Arts**) (noun): a first university degree in arts or humanities subjects like a language or history – *Joe has a BA in English literature.*
- **BSc** (or **Bachelor of Science**) (noun): a first university degree in scientific subjects like chemistry or biology – *To teach biology, the minimum requirement is a BSc in biology.*
- **bachelor's degree** (noun): the first degree a student completes at a university – *Is your bachelor's degree a BA or a Bachelor of Science?*
- **boarding school**: a school where pupils live during term time
- **bursar** (noun): a person who manages the financial affairs of a school or college – *If you need extra time to pay your fees, contact the bursar.*
- **bursary** (noun): a grant that pays a person's university or college fees – *If you can't afford to pay for college, apply for a bursary.*
- **campus** (noun): all the land and buildings that a university or college occupies – *All our new students are given a tour of the university's campus.*
- **college** (UK noun): a training institute for school-leavers that awards vocational or technical diplomas – *I wanted to be a mechanic so I went to a technical college.*
- **college** (US noun): a university – *Maria went to college and got a BA.*
- **course** (noun): a series of lessons or lectures on a particular subject – *I'm doing a part-time course in interior design.*
- **credit** (noun): a completed unit of study that counts towards a degree, diploma or other qualification – *Each of these courses counts as one credit towards a degree.*
- **curriculum** (noun): the subjects taught in a course, or all the subjects offered in a school, college, etc. – *Our school's curriculum includes a wide range of subjects, including foreign languages.*

- **dean** (noun): the person in charge of a university department – *She's dean of the faculty of science at Tokyo University.*
- **defer** (verb): to postpone something like a course of study until a later time – *Can you defer university and travel for a year instead?*
- **degree** (noun): the qualification awarded after completing a university course – *I started university but I left before getting a degree.*
- University Degrees
- **Associate Degree**

  In USA and some countries (but not UK) a first academic degree awarded by some colleges and universities

  AA = Associate of Arts

  AS = Associate of Science

  also written as A.A., A.S.
- **Bachelor's Degree**

  An undergraduate academic degree awarded by a university

  BA = Bachelor of Arts

  BSc/BS = Bachelor of Science

  also written as B.A., B.Sc./B.S.
- **Master's Degree**

  A postgraduate academic degree awarded by a university

  MA = Master of Arts

  MSc/MS = Master of Science

  also written as M.A., M.Sc./M.S.
- **Doctoral Degree or Doctorate**

  The highest degree awarded by a university

  PhD = Doctor of Philosophy

  also written as Ph.D.

- **department** (noun): a section of a large organization such as a government, university, corporation, etc – *Kim is a lecturer in the sociology department at Trinity College.*
- **diploma** (UK noun): a vocational course in an institute of higher education – *My boyfriend is doing a diploma in nursing.*
- **distance learning**: a way of studying where tuition is carried out over the Internet or by post
- **dissertation** (noun): a long piece of writing on a particular subject that's done as part of a university degree – *I'm writing a 25,000 word dissertation on the impact of social media on mental health.*
- **doctoral degree** or **doctorate** (noun): the highest degree a university can offer – *My wife can't draw or paint to save her life but she has a doctorate in art history.*
- **dormitory** (noun): a room full of beds in which many people can sleep – *One guy in the dormitory snores so loudly that people are complaining.* (also **dorm**, an informal abbreviation)
- **elective** (noun): a subject that you choose to take when doing a course of study – *Everyone does the compulsory core units as well as three electives of their choice.*
- **emeritus** (often capitalized: **Emeritus**) (adjective): a word added to the title of someone such as a professor after they stop working – *Now that he's retired, Jim's title is Emeritus Professor of Psychology at Toronto University.*
- **enrol** (US spelling **enroll**) (verb): to be accepted into a school or university – *Every year thousands of students try to enrol, but we only have places for a few of them.*
- **entry requirements** (noun): qualifications or grades needed to enrol in a course of study – *What are the entry requirements for studying law at Cambridge?*

- **fellow** (UK noun): a senior member of a university or college faculty, or a member of an academic or professional organization – *Judith is a fellow in the Faculty of Medicine and a fellow of the Royal College of Surgeons.*
- **fall behind with your studies**: to progress less quickly than others
- **fraternity** (informal **frat**) (US noun): a club for male students at an American college or university – *The guys in my fraternity drink way too much alcohol.* (Note: a similar club for female students is a **sorority**)
- **freshman** (US noun): a first-year student at a college or university – *I made lots of friends when I was a freshman at university.*
- **fresher** (UK noun): a student who has just started his or her first year at a university – *Even as a fresher her grasp of theoretical physics amazed her professors.*
- **gap year** (UK noun): a year that some young people take off from study in order to travel or work, often between secondary school and university – *After spending my gap year exploring Europe, I was ready to start university.*
- **give feedback**: to offer guidance on a student's work
- **graduation ceremony**: an event where a successful student receives his or her academic degree
- **Grade Point Average:** The average of a student's grades during his or her studies at university
- **grant** (noun): money given by a government or other organization to help someone pay for something like a degree or a research project – *Why don't you apply for one of those grants for students who can't afford college fees?*
- **hall of residence** (UK noun) : a building in or near a campus in which students can live while studying – *How much is a room in one of the halls of residence?* (also **dormitory** or **dorm**, mostly US)

- **keep up with your studies**: to not fall behind
- **learn something by heart**: to memorize it
- **lecture** (noun): a talk given in order to teach a particular subject, especially at a university or college – *Did you understand that lecture on quantum computing?*
- **lecturer** (noun): someone who gives a lecture – *Great lecturers can make any subject sound fascinating.*
- **major** (noun): the main subject a student studies at college or university – *I got a bachelor's degree with a major in anthropology.*
- **major in** (phrasal verb): to study something as the main subject of a college or university course – *What did you major in at college?***matriculate** (verb, formal): to be officially accepted as a student at a university – *I matriculated in 2006 and graduated in 2010.*
- **matriculation** (noun, formal): the act of being officially accepted as a student at a university – *To enter university you have to satisfy requirements such as passing a matriculation examination.*
- **mentor** (noun): an experienced person who helps someone less experienced – *Ever since I decided to study jazz, Miles has been my mentor.*
- **minor** (noun): a subject that's studied for a shorter time than a main subject or a major – *My music major took three years to complete, but my minor in French only took two.*
- **Oxbridge** (noun): the two most elite UK Universities of Oxford and Cambridge, when considered together – *An Oxbridge education was essential for success in British business or politics.*
- **play truant**: to stay away from classes without permission
- **private language school**: an independent school run as a business concern
- **public schools**: exclusive independent schools in the UK

- **personal statement** (noun): a written account of your achievements and interests that's used when applying for a job or a place at university – *In your personal statement you should explain why you'd like to do the course.*
- **postgraduate** (adjective): relating to study done after you've graduated with a first or bachelor's degree – *I'm going back to university to do a postgraduate course.*
- **postgraduate degree** (noun): any university degree more advanced than a first or bachelor's degree – *I'm going back to university to get a postgraduate degree.*
- **president** (also **President**) (US noun): the person in charge of a university or college – *Who's the President of Harvard University these days?*
- **prerequisite:** A class that must be taken before another class. *(noun*
- **principal** (UK noun): the head of a college or university – *Who's the Principal and Vice-Chancellor of the University of St Andrews in Scotland?*
- **principal** (US noun): the head of an elementary or secondary school – *Can you remember who your high school principal was?*
- **proctor** (noun): a person who watches students who are taking an exam to ensure they have whatever they need, follow the rules, etc. – *One of the proctors said she saw me cheat, but I didn't!* (also **invigilator**, mostly UK)
- **provost** (also **Provost**) (UK noun): the person in charge of a college at a UK university – *I earned more as a provost, but doing research was much more interesting.*
- **provost** (US noun): a senior official who manages the affairs of a college or university – *James is good at all that administrative stuff that provosts do.*

- **rector** (UK noun): the head of a university, college or school – *I'm going to complain to the rector about this.*
- **registrar** (noun): a senior officer who manages the affairs and records of a college or university – *The new registrar is putting all our official records online.*
- **research graduate** (noun): a university graduate who does research in his or her field of study– *I'm going to apply for the position of research graduate.*
- **room and board:** A room to sleep in with food provided. *(noun)*
  roommate: Someone who you share a room with for a period of time during your study at university. *(noun)*
- **sandwich degree** (also **sandwich course**) (noun): an academic degree that combines study with work to give students practical experience – *Lots of employers prefer applicants with sandwich degrees these days.*
- **scholarship** (noun): money given by a school, university, or other organization to help a talented student pay for a course – *Kelly was offered several scholarships after getting such high grades.*
- **send down** (UK phrasal verb): to tell someone to leave a college or university due to bad behaviour – *Students can still be sent down for smoking marijuana. How ridiculous!*
- **sophomore** (US noun): a second-year student in a US college or high school – *You have to be a freshman or a sophomore to get into this team.*
- **sorority** (US noun): a club for female students at an American college or university – *African-American girls couldn't join sororities back then.* (Note: a similar club for male students is a **fraternity**)
- **students' union** (also **student union**) (noun): an organization at a university or college that provides students with services, meeting places, sports facilities, etc – *Joining the students' union isn't free, but it's definitely worth it.*

- **syllabus** (noun): a list of subjects taught in a course of study – *Most of the subjects on the history syllabus were about royal families and the wars they caused.*
- **single-sex school**: a school where only boys or girls attend (as opposed to a mixed-sex school)
- **sit an exam**: to take an exam

  spring break: A two-week holiday from college or university in the spring (American English). *(noun)*

  student loan: An amount of money that you borrow from the government or a bank to fund your study at a university and which you must pay back after you completed your study. *(noun)*
- **subject specialist**: a teacher who has a great deal of knowledge about the subject they teach.
- **term** (noun): one of the periods into which the academic year is divided – *Have you rented a room for next term yet?*
- **term paper** (US noun): a long essay on a particular subject that's done as part of an academic course – *Do you choose your term paper's topic yourself?*
- **tertiary education** (noun): education after secondary school, esp. at a college or university – *Tertiary education used to be free in Australia, and tertiary students even got a government allowance.*
- **take a year out**: to spend a year working or travelling before starting university
- **tuition fees** (noun): money paid to study at a college, university or private school – *Your uncle will pay half your tuition if you go to university.* (also **tuition fee**)
- **tutor** (UK noun): a teacher in a college or university – *My tutor said my essays are getting much better.*

- **tutorial** (noun): a lesson in which a small group of students discuss a subject with a tutor – *Our tutorials on modern art are really interesting.*
- **transcript:** An official record of the courses that a student has taken and the marks received (American English). *(noun)*
- **undergraduate** (noun): a student who is studying for their first university degree – *Hundreds of undergraduates are protesting against these higher tuition fees.*
- **undergraduate degree** (US noun): a degree you can get after high school, such as an associate or bachelor's degree – *After getting an undergraduate degree you can go to graduate school.*
- **varsity** (US adjective): related to the main team at a school, college or university, esp. in North America – *Christine was thrilled when she got into the varsity basketball team.*
- **warden** (also **Warden**) (UK noun): the head of a college – *The Warden of New College at Oxford from 1379 to 1389 was Nicholas Wykeham.*
- **work your way through university**: to have a paid job whilst studying to support yourself financially

Idioms about thinking, education, schooling

- **to draw a blank**

To draw a blank means to not be able to remember something. "*Sheila tried to remember the answer to the question, but she drew a blank."*

- **to put one's thinking cap on**

To put one's thinking cap on means to think very seriously or very hard about something. *"It's a difficult riddle. If you want to solve it, you'll have to put on your thinking cap."*

- **to figure something out**

  To figure something out means to discover something or resolve a problem. *"I can't figure out how to do the math homework."*

- **to rack one's brain**

  To rack one's brain means to think long and hard about something. *"I racked my brain, but I couldn't think of a good topic for my research paper."*

- **to daydream**

  To daydream means to fantasize instead of paying attention to one's surroundings. *"Richard isn't a bad student, but he has a tendency to daydream in class."*

- **to be lost in thought**

  To be lost in thought means to be completely consumed by thought, often to the point of being unaware of one's surroundings."When Dave is programming, he often gets lost in thought."

- **teacher's pet**

  A teacher's pet is a student who is clearly the favorite of the teacher and often receives special treatment. *"I know he's the teacher's pet now, but that doesn't mean he'll be like that when he's a teenager."*

- **bookworm**

  A bookworm is a person who loves to read. "*My son is into sports and video games, but my daughter is more of a bookworm."*

- **class clown**

  A class clown is a disruptive student who often makes jokes instead of paying attention and doing their work. *"Brett is a college professor now. Ironically, he was the class clown of our elementary school."*

- **to pass with flying colors**

  To pass with flying colors means to easily accomplish something. We often use this expression to talk about tests or exams. *"It was such a hard test. I have no idea how you managed to pass with flying colors."*

- **to breeze/sail through**

  To breeze/sail through something means to easily succeed at something. *"I don't think you'll be able to breeze through college if you're majoring in chemical engineering."*

- **to ace**

  To ace a test means to get an "A" or a very high grade."My mother and father would sometimes take me out for ice cream if I aced a particularly hard test."

- **cheat sheet**

  A cheat sheet is a piece of paper with answers written on it that student use to cheat on a test. *"I would never use a cheat sheet. I'm not dishonest." "Students caught using cheat sheets will get a zero on the test."*

- **to bomb**

  To bomb a test means to get a terrible grade on a test. *"Do you think Mrs. McGillicuddy will give let us retake the test if we all bomb it today?"*

- **a piece of cake, a cakewalk, a breeze, a cinch, a walk in the park**

  We use all of these idioms to communicate that something is very easy. They all can be used to talk about tests, exams, or classes. *"The exam was a piece of cake. We all received high scores.""We thought the test was going to be a cakewalk, but it was actually pretty hard."*

- **to play hooky**

  To play hooky is an informal expression which means to miss school or work without having a valid reason or excuse. *"There's a baseball game tomorrow at 2 p.m. We should play hooky and go see it."*

- **to cut/skip/ditch class**

  To cut, skip, or ditch class means to intentionally miss class, usually in favor of doing something else. *"Students are automatically suspended for cutting class."* "If you skip a class, it's going to be very difficult for you to catch up."

- **to hit the books**

  To hit the books means to study.*"Finals are next week and I haven't even started studying yet. I'd better hit the books tonight."*

- **to pull an all-nighter**

  To pull an all-nighter means to stay up all night studying or working. *"I'd recommend that you not pull an all-nighter. It's not good for your health."*

- **to catch on**

  To catch on means to understand something after initially not being able to comprehend it. *"The present perfect tense used to be hard for me. It took me a while to catch on."*

- **to cram**

  To cram means to study a lot right before a test. "*This isn't a test you can cram for. You have to start studying for it weeks in advance."*

- **to burn the midnight oil**

  To burn the midnight oil means to study or work late at night. *"Many people prefer to burn the midnight oil and study at night. Others prefer to study during the day."*A man burning the midnight oil. (Photo by bruce mars from Pexels)

- **to burn the candle at both ends**

  To burn the candle at both ends means to go to bed late and wake up early. *"I think I'll sleep until noon tomorrow. I've been burning the candle at both ends and could really use some rest."*

- **to drop out**

  To drop out means to decide to leave school and no longer pursue a degree or diploma. We can also use drop out as a noun to talk about someone who drops out of school. *"Why do you think so many people drop out of college?"* Many successful entrepreneurs, such as Steve Jobs, were college drop outs.

- (**flunk/fail out**

  To flunk/fail out means to be **expelled** from an institution because of low grades or poor performance. *"Matt never went to class and eventually flunked out of college." In the US, almost 30% of students leave school after their first year of university. Some drop out, while others fail out.*

- **to put one self through school**

  To put oneself through school means to pay one's own tuition. "*Previous generations in the United States could easily put themselves through school, but with today's high tuition rates, it's almost impossible."*

- **to call on someone**

  To call on someone means to ask a student to answer a question. *"Theresa tried to make herself invisible so the teacher wouldn't call on her."*

- **to kiss up to someone**

  To kiss up to someone means to flatter someone, often in an attempt to obtain special favors or treatment. A synonym is to suck up (though this term is a bit more vulgar). We can use both kiss up and suck up as nouns as well.

- **to hit the books**

  When it's time to prepare for an exam, you need to study intensively and with full concentration. This process of revising everything you need to know is sometimes called **hitting the books**.*"I can't come out tonight as I have a test in the morning and must hit the books."*

- **to rush up on (something)**

  When you **brush up on** a subject, you are revisiting something you have already learned in order to refresh your memory or hone your skills.

  "Althought Kim did well in the exam she may wish to brush up on her Victorian history."

- **copycat**

  When it comes to school idioms, you don't want to be called this. If you cheat during a test or an exam by using the same answers that you see on your friend's paper, you are copying their answers. You are a **copycat**.

  "I think we have a copycat in our class as two exams had exactly the same answers."

- **to cover a lot of ground / A lot of ground to cover**

  To literally **cover a lot of ground** would mean to travel a great distance. However, in the context of education idioms, it has a different meaning.

  When you have **a lot of ground to cover** at school or college, it means you have a lot to learn or a lot of topics to study.

  "Ok everyone, I need you to settle down as we have to cover a lot of ground this afternoon."

- **the school of hard knocks**

  Some school idioms aren't actually about real schools. **The school of hard knocks** refers to living through hardships and disappointments in life. You're acknowledging that bad things have happened to you to help form the way you are now.*"Ladies and gentlemen, I stand here before*

you as a survivor of the school of hard knocks, and a better person for it."

- **school someone / (to be) schooled**

  Here's another term not referring to a physical school. You can **school someone** by simply teaching them how to do something. When you are **schooled** you are taught something, but perhaps in an embarrassing way; for example, being beaten breakdance competition by someone with better moves.*"I'm schooling my brother in chemistry to help him." "Wow she really schooled that guy with her drop shot."*

- **make the grade**

  This is another education idiom relating to tests or exams. Usually, there is a particular score that is required for you to pass the test. If you achieve this required score, you **make the grade**.

  "The school policy is quite simple. If you don't make the grade, you'll becut from the team." A similar phrase, **make the cut**, is almost the same in meaning but doesn't refer specifically to passing a test with a certain score. It could be used in reference to a job interview or an audition, for example.

- '**A' for effort**

  When you get the top score in your homework or tests, you could be given 100% or grade 'A'. If someone gives you an **'A' for effort**, it means that you tried your best, even if you didn't actually get an 'A'.*"Although we didn't win the match, all I can say is you guys get an 'A' for effort."*

- **you can't teach an old dog new tricks**

  The popular saying **you can't teach an old dog new tricks** suggests that the older you are, the harder it is to learn new things. It's best not to say this directly to the person in question, as they may find it a little offensive.*"I don't know why the math professor is still using a computer*

when a tablet would be more convenient. Guess you can't teach an old dog new tricks."

- **bunk class / cut class / skip class**

  Sadly, there are plenty of ways to say you are not in school when you should be. To bunk, cut or skip class all mean that you miss your class without authorization.*"The tickets for the Five Town concert go on sale tomorrow. Let's cut class so we can get in line to book the best seats."*

- **in a nutshell**

  In brief. *In a nutshell, the chapter teaches us the importance of hard work and honesty.*

  use your noodle

  To apply brain in solving problems. *This is a tough numerical. Use your noodles to arrive at the right solution.*

- **eager beaver**

  Someone who works hard and is very enthusiastic.

- **show of hands**

  Raising hands to vote about something. *With a **show of hands**, who would prefer to have longer working days but a shorter working week?*

- **call the roll / take the roll**

  To call the names of a group of people (or students) and expect them to respond to show they are present. *Jamie **called the roll** on the coach before we left to make sure that everyone had arrived.*

- **crack a book**

  To open a book to study (usually used in a negative sense). *I kept telling my mum I didn't need to study too hard for this exam because it's easy, she wouldn't listen to me though. She insisted I **crack a book** every evening!*

- **crank out a paper**

  To mechanical wa*I had to **crank out a new**this*

- **learn by rote**

  To learn something by memorising it without giving any thought to what is being learnt.

- **learn the ropes**

  To learn how to do a job properly, or how things work. *It took me a while to **learn the ropes** in this law firm, some of their procedures are so complicated.*

- **single file**

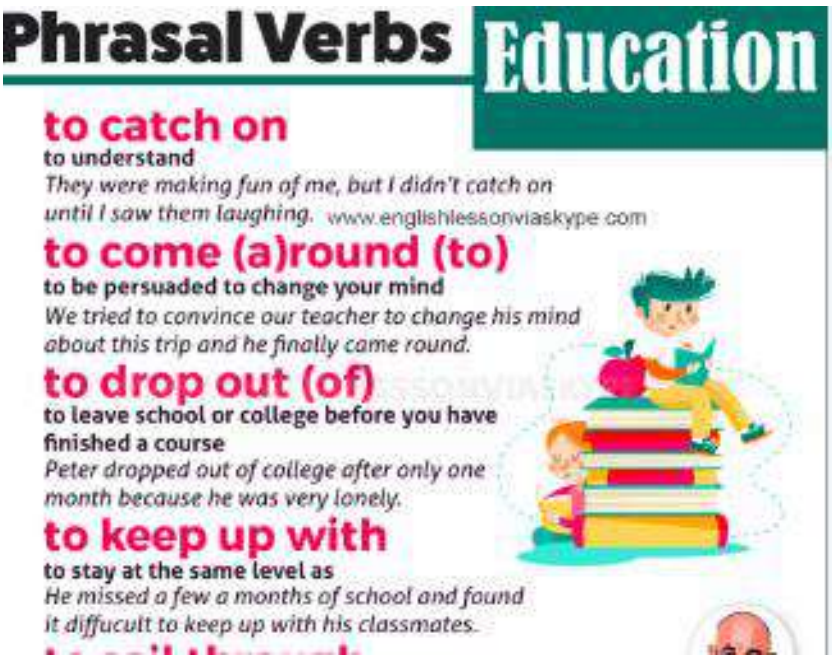
  A line of people with one person standing behind another. *We didn't have any issues with crowd control at all. Everyone was eager to get an autograph from the band, but they waited patiently in **single-file**.*

- **meet the requirements for/of something**

  To fulfil the requirements for/of something.

- **goof off/goof around**

  To waste time, procrastinate. *He spent all of last week **goofing around**, and now he's panicking the day before the test!*



Vocabulary in context

Text A. Study and examens.

Before an exam, some students **cram** for it. Even if you're a **genius**, you'll have to **do some revision**. If the exam happens every year, you can revise by looking at **past papers**. Some things can be memorised or learnt (off) by heart. But **rote-learning** is not sufficient for most subjects. It is also possible **to use mnemonics**/niˈmɒnɪks/. However, all things considered, the best idea is **to bury yourself in your books** and **to study intensively** until you **know the subject inside out**.

Text B. Academic writing

It's a good idea to start with a **mind map** when preparing an essay. Always write a **first draft** before **writing up** the final version. Your essay should be all your own work; **plagiarism** is a very serious offence in colleges and universities. It is an increasing problem because it is so easy to cut and paste from materials available on the internet, and students have to sign a plagiarism form to say that the work they are handing in is all their own and that they **acknowledge** any sources they have used. There is usually a **deadline**. After the essay is **submitted**, it will be **assessed** and usually you can get **feedback**.

Text C. Aspects of higher academic study

University academics **carry out research** and are expected to read academic **journals**, which publish papers/articles on specialized subjects. If a library does not have a copy of a book or journal, you may be able **to access it online** or you can usually get it through an **inter-library loan**. Open **educational resources** are particularly convenient for many students. Academic study can be very demanding, and some students **drop out**, but the majority survive till **finals** and become **well-qualified** members of their future professions.

EXERCISES

1. Correct the wrong usage of words to do with written work in these sentences.

1. His PhD assignment was 90,000 words long and was on the history of US place names.
2. Little Martha did her first dissertation in school today. It was called 'My family'.
3. We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
4. The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
5. At the end of this course, you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
6. I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.
7. I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

2. **Rewrite this text using words and phrases from the texts above instead of the underlined words.**

When I'm studying in a very focused way because I'm preparing hard for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there's no real substitute for rereading and going over the term's work. It's a good idea to have some sort of diagram showing different ideas to organise your thoughts, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100%.

3. Find the word which suits the definition:

- study in a very concentrated way for a short time_____
- an exceptionally clever person _____
- exam papers from previous years_____
- learning purely by repetition _____
- tricks that help you remember something. _____
- spend the maximum time studying _____
- in a very focused way _____
- know it completely_____
- diagram that *lays out* ideas for a topic and how they are connected to one another_____
- first, rough version _____
- using other people's work as if it was yours_____
- give details of _____
- date by which you must hand in the wor_____
- handed in; _____
- evaluated and given a grade _____
- comments from the teacher/tutor_____
- do research _____
- magazines with academic articles_____
- get hold of (it) on the internet_____

- system where libraries exchange books/journals with one another_____
- online materials that can be freely used by teachers and students anywhere_____
- leave the course before the end _____
- last exams before the end of a college or university course_____
- with the right formal qualifications_____

4. Choose the best word from the opposite page to complete these sentences.

1. If you quote an article in an essay, you must your source, giving details of author and title.
2. Open educational can be particularly useful for students who do not have easy access to a university library.
3. How much have you done for tomorrow's maths exam?
4. Don't forget to sign the form and hand it in with your dissertation.
5. Some people take a long time to find suitable work even though they are very.
6. Orla has had a published in the British Medical Journal.
7. All students need a username and password to be able to journals online.
8. Caspar is bound to do well in his mechanics exam – he knows the subject out.

5. Answer these questions.

1. What do we call the first attempt at writing something, e.g. an essay? 2. What word means 'the date by which you must do something'? 3. What word means 'using someone else's ideas as if they were yours'? 4. What are more formal words for 'to hand in' and for 'to mark'? 5. What phrasal verb do we use when someone doesn't complete their course? 6. What is another word for an academic article? Where can you read them? 7. What is the name of the system for getting books from other libraries? 8. What word means 'the comments you get back from the teacher about your work'? 9. What word can you use for a person who is extraordinarily intelligent? 10. What is a more formal way of saying 'do research'?

TRANSLATION FOCUS



1. Translate the text into Romanian. Point out all the words related to the topic studied.

University resources – Imperatives for efficient utilization. Wondwosen Tamrat 31 May 2019 Share

The expansion and diversification of tertiary education across the globe is welcomed as a remarkable development, but an accompanying hurdle has been the inability of governments to meet the financial demands that come with expansion. This can have a multitude of challenges and ramifications. Although diversified financing strategies have most often been suggested as the panacea for addressing such challenges, equally important is the capacity of institutions to properly utilise their existing capacities and resources.

Matching goals with means

Despite the government's continued commitment to the growth of higher education in Ethiopia, many local and international observers ask how a country like Ethiopia, with meagre resources and significant competing demands such as clean water, roads, etc, is able to afford and-or sustain the financing of its higher education sector and meet its quest for growth.

In fact, as far back as 2003 the World Bank aptly commented on the financial sustainability of Ethiopia's higher education expansion schemes as follows: "Matching goals with means is at the crux of the challenge facing policy-makers in Ethiopia." The observation in Ethiopia's new Education Roadmap of 2018 with regard to the difficulty of reaching 22% gross enrolment in higher education by 2025 echoes the World Bank's earlier observation and forewarns that achieving this goal is unlikely because of the lack of available resources and the existing financing modalities. The answer to this conundrum lies not only in an improvement of the existing pattern of higher education financing, but also in the efficient utilisation of available resources, among others.

Efficient use of resources

The quest for efficiency through the proper utilisation of resources should be one of the major goals of Ethiopian higher education institutions since it can make a significant contribution towards ensuring the sustainability of the higher education sector. The internal efficiency required of higher education

institutions can be augmented through a variety of strategies including, but not limited to, having the right student-to-faculty and administrative staff-to-faculty ratios, reducing student attrition and dropout rates, outsourcing non-academic services, instituting efficient financial and procurement systems, and introducing a diversified means of educational delivery.

Teacher-student ratios

The teacher-to-student ratio in the regular undergraduate programmes was very low two decades back but has shown a constant upward climb over the years. It was 1:8 in 1992, 1:12 in 2003,1:28 in 2008-09 and 1:26.4 in 2014-15. The changes were the result of an aggressive expansion scheme pursued by the government. However, after having achieved the efficient ratio set by the ministry (around 1:25) the ratio dropped to 1:13.3, according to recent information from the Ministry of Education (2016-17).

Exploring the reasons why the system has started losing its efficiency can have wider implications, especially at a time when a significant number of universities complain about the excessive teaching load of their instructors, especially in particular areas of studies.

2. Translate the text into English. Point out all the words related to the topic studied

Citirea, activitate fundamentală în dezvoltarea competențelor de comunicare 18 noiembrie 2019 • Alina-Ionica Joițoiu • Școala Gimnazială Pîrşcoveni (Olt) • România

Formarea deprinderilor de citire reprezintă temelia necesară spre dezvoltarea competenței de comunicare, respectiv spre înţelegerea mesajului textelor literare, cu multiplele valenţe ale acestora: cognitive, formativ-educative, cultural artistice, stilistice. Având în vedere schimbările produse în societatea actuală, ritmul rapid de acumulare de experienţă prin volumul mare de informaţii, educaţia trebuie să îşi replieze obiectivele, conţinuturile şi metodele de educaţie în acord cu aceste cerinţe ale societăţii. În acest sens, putem vorbi despre o separare clară a „informaţionalului" (a cantităţii) promovat în didactica tradiţională, față de valoarea formativă a procesului didactic care are în vedere formarea unor abilități, deprinderi, capacităţi specifice, competenţe.

Elevul nu mai este un simplu obiect al instruirii, ci devine un subiect activ al propriilor schimbări, participant la învățare în mod conștient și responsabil, rolul cadrului didactic fiind acela de facilitator al învățării elevului, un mediator care dirijează efortul de învățare al elevului. Caracterul formativ al activităților didactice care au ca scop formarea deprinderilor de citire și lectură din ciclul

primar, trebuie să aibă în vedere elaborarea unor obiective concrete care arată „ce trebuie să știe să facă elevul”, adică să se urmărească afectarea unor niveluri superiare ale gândirii precum: analiza, sinteza, comparația, problematizarea.

Metodele activ-participative reprezintă o nouă abordare a activității didactice, adaptate la nevoile și cerințele elevilor, însă rolul metodelor „tradiționale” nu trebuie minimalizat.

„Obiectul limba şi literatura română este de primă importanţă în procesul pe care îl reprezintă învăţământul naţional. De însuşirea corecă a limbii române depinde succesul la învăţătură al elevilor la celelalte discipline din planul de învăţământ, iar de însuşirea marilor modele ale artei literar-artistice româneşti depinde de gradul educativităţii şi formativităţii personalităţiilor, profilul lor intelectual, afectiv, moral, cetăţenesc.” (Parfene, C., 1999: 178).

Având în vedere schimbările produse în societatea actuală, ritmul rapid de acumulare de experienţă prin volumul mare de informaţii, educaţia trebuie să îşi replieze obiectivele, conţinuturile şi metodele de educaţie în acord cu aceste cerinţe ale societăţii.

Cititul este cel mai important instrument al activităţii intelectuale, iar în viaţa contemporană rămâne o activitate plăcută a omului modern, deşi există numeroase mijloacele de difuzare a culturii. După cum afirma şi profesorul Ioan Șerdean, cititul unei lecturi reprezintă „prilejuri unice de reflecţie, de meditaţie; îndeamnă la introspecţie, angajează valori formativ-educative, care îşi pun amprenta în întregul comportament al cititorului” (Șerdean, I., 2008: 141).

În învăţarea cititului, este necesar, să ţinem cont de particularităţile psihologice ale şcolarilor mici, astfel vom înţelege de ce formarea aceastei deprinderi are un traseu anevoios:

- câmpul de citire al copiilor este foarte mic, se rezumă la o literă de aceea el va citi cu vocale de sprijin, de exemplu cuvântul „masă”, va fi citit de el „mâ-a-sâ-ă”, iar pentru a evita acest lucru învăţătorul trebuie să-l ajute iniţial să citească pe silabe, pentru a-şi forma câmpul vizual de o silabă;
- elevii revin asupra fiecărui cuvânt şi apoi asupra citirii cuvintelor din propoziţie, deoarece au dificultăţi în a sintetiza silabele în cuvânt, uită ce au citit anterior, sau au dificultăţi de a asocia sensul cuvântelor pentru a înţelege integral enunţul;
- nu sesizează sensul cuvintelor în momentul citirii acestora, de aceea învăţătorul trebuie să le explice copiilor şi înţelesul acestora.

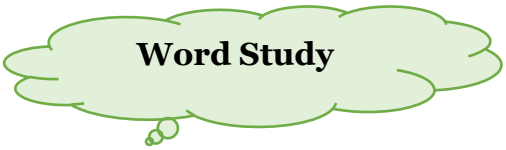
Ca orice altă deprindere şi cea a cititului, sub atenta îndrumare a dascălului, trebuie să respecte mai multe exigenţe:

- „corectitudinea: a citi corect, fără omisiuni, inversiuni sau substituiri;
- ritmicitatea: este de preferat însuşirea unui ritm mediu, nu precipitat, dar nici lent prin exerciţii desfăşurate periodic. Rolul şcolii nu este acela de a-i învăţa pe copii să citească repede, ci corect;
- înţelegerea: vizează ansamblul construcţiilor sintactice – propoziţie / frază – prin înţelegerea semnificaţiei fiecărui cuvânt. Ca probă a înţelegerii pot fi folosite exerciţii precum cititul pe sărite sau lectura selectivă;
- expresivitatea: constă în respectarea regulilor comunicării, respectiv pauzele gramaticale, impuse de semnele de punctuaţie, respectarea intonaţiei" (Bloju, C., L., 2013: 84).

O condiţie esenţială în realizarea cu succes a procesului de citire şi scriere, este dezvoltarea auzului fonematic, dezvoltatea funcţiilor aparatului fonator, folosirea în vorbire a pauzelor şi a accentului: „A articula clar şi a pronunţa exact, este un semn de bună creştere şi pentru învăţător o calitate profesională" (Dottrens, R., 1970: 85 apud Șerdean, I., 2008: 94). Această activitate începe încă de la clasa pregătitoare, când dascălul trebuie să depisteze şi să îndrepte greşelile de pronunţie ale şcolarilor mici, şi se desfăşoară până în clasa I, sau chiar mai târziu. În aceste condiţii, cadrul didactic trebuie să fie un model, să se exprimare clar şi corect din punct de vedere logic, gramatical dar şi expresiv, să dea dovadă de multă răbdare şi tact.

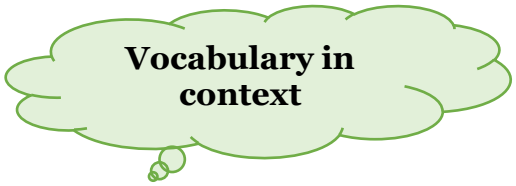
Deşi există şi o abordare tradiţională a învăţării citit-scrisului, în care cele două deprinderi se formează separat, din practica de la clasă s-a dovedit că este mai eficientă abordarea integrată a citit-scrisului, lucru susţinut şi de profesorul Vasile Molan, care a constatat că, „în abordarea tradiţională, situarea citirii model a profesorului la începutul lecţiei menţine elevul în situaţia de ascultător al textului şi trecerea în situaţia de cititor devine mai grea", citirea pe silabe repetată a cuvintelor pune probleme în citirea unui text, întrucât copiii au tendinţa de a respira după fiecare silabă, astfel cuvintele sunt pronunţate sacadat şi copiii nu le percep sensul, iar scrierea repetată devine monotonă (Molan, V., 2014: 115).

EDUCATIONAL OPPORTUNITIES AND EQUALITY



List of acronyms related to Education

EHCP - Education Health and Care Plan (replaced Statement of educational needs)
SENCo - Special Educational Needs Coordinator
PEP - Personal Education Plan
TAF - Team around the family
TAC - Team around the child
FSW - Family Support worker
EWO - Educational Welfare Officer
EP - Educational Psychologist
SALT - Speech and Language Therapist
SPL - Speech and Language
IEP - Individual Education Plan
RI – Reintegration
IIR - Internal Isolation room
AO - Attendance Officer
PP - Pupil Premium
HPL - High Potential Learner
LAC - Looked after child
IU - Inclusion Unit
TA - Teaching Assistant
LSA - Learning Support Assistant
HLTA - Higher Level Teaching Assistant
ELSA - Emotional Literacy Support Assistant
R - Accelerated Reader
RR - Round Robin
SGO - SafeGuarding Officer
SLT - Senior Leadership Team
SAP - School action plan
OT - Occupational Therapy
SLT - Senior Leadership Team
PRU - Pupil Referral Unit
CAMHs - Child Adolescent Mental Health service



Compound adjectives *like well-off, well-endowed, high-achieving, badly-performing* can be used in comparative and superlative forms, *e.g. better-off, best-endowed, higher-achieving, worst-performing*

Text A. Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**. This is often referred to in the debates over **selective** versus **comprehensive schooling**. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism** of one sort or another is **inherent** in the system. **League tables** for schools and colleges may actually help unintentionally **to perpetuate** inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, success and failure, resulting in a **two-tier system**, or at least that is how the public **perceives** it. The ability of **better-off** parents and **well-endowed** schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing** opportunity for the **less well-off** or for children from home environments that do not provide the push and motivation **to excel1**. Financial support of different kinds can help to make educational opportunity more equal. There are, for example, **scholarships** or **bursaries** that make it possible for less privileged youngsters to afford **tertiary** education. **Student loans** allow **undergraduates** to pay for their **tuition** fees and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

Text B. Debates and Issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. [*reading, writing and arithmetic*] **Literacy** and **numeracy** are skills no one can afford to be without. *[the ability to read*] [*the ability to count / do basic maths*] **Curriculum reform** is often done for political reasons rather than for good educational ones. [*changes to what is covered in the national syllabus = plan of what is to be studied*] Nowadays, **lifelong/continuing education** is an issue, and creating opportunities for mature students is important. [*education for all ages] [adult students older than the*

average student] **Special needs education** is expensive because class sizes need to be small or **one-to-one**. *[education for children who cannot learn in the normal way, because they have some disability*] [*one teacher and one pupil, not a group*] Children are unhappy at school if there is a lot of **bullying**. *[threatening behaviour*] Some headteachers complain that getting to grips with constant new government **guidelines** on what schools should be doing is a **distraction** from what they ought to be focusing on. [advice (*often official) on how something should be done*] [*takes attention away*].

EXERCISES

1. Find the word which suits the definition:

- when everyone has the same chances_____
- pupils are chosen for entry, usually for academic reasons, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection _____
- everyone enters without exams and education is free, paid for by the government _____
- education received at school_____
- when you favour a small, privileged group _____
- existing as a basic part of something _____
- lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria_____
- make something continue_____
- a system with two separate levels, one of which is better than the other _____
- sees, considers _____
- richer _____
- receiving a lot of money in grants, gifts from rich people, etc. _____
- reducing _____
- poorer _____
- achieve an excellent standard _____
- money given to pay for studies, usually provided on the basis of academic merit_____

- money given to pay for studies, usually provided on the basis of need _____
- education at university or college level _____
- money that students can borrow from a bank while studying and then pay back once they are in work _____
- students doing a first degree [postgraduates = students doing a further degree]_____
- money paid to receive teaching_____

2. Complete the collocations by filling in the missing words according to the meaning given in brackets.

1 _____tables (lists of schools from best to worst)
2 _____education (entry to schools is decided by exam results)
3 equality of _____(when everyone has the same chances)
4 _____inequalities (make inequalities continue)
5 _____education (at university or college level)

3. Rewrite these sentences so they are more formal by using words and phrases from the texts above instead of the underlined words. Make any other changes that are necessary.

1. Inequality <u>is built into</u> the education system.
2. <u>Giving access only to privileged groups</u> is bad for the country in the long term.
3. Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.
4. <u>A system where there are two levels</u> of schools reduces the opportunities for children from poorer families and favours those from richer families.
5. Some private schools <u>have lots of wealth and receive gifts of money</u>, and this means they can have better resources.
6. All parents want their children to <u>achieve the best possible results</u> at school.
7. Emphasis on the three Rs is <u>considered</u> by parents to be the key to success.
8 The government is increasing its provision for <u>education that young people can enter after finishing secondary schoo</u>l.

4. Correct these statements about words or expressions from the texts above. Correct each of them twice – once by changing the definition and once by changing the word being defined.

1. One-to-one education is another way of saying continuing education.
2. Numeracy refers to the ability to read.
3. A student who is doing a doctorate is an undergraduate.
4. Excelling is when a pupil uses frightening or threatening behaviour towards another child who is smaller or less powerful in some way.
5. Tertiary education is the stage that follows primary education.
6. Comprehensive schools choose the best students to study there.
7. Guidelines list schools from good to bad according to their exam results.

5. Complete each sentence with a word from the texts above.

1 Matt won a_____ because of his excellent academic record. 2 Zara's parents said that starting a rock band with her friends would be too much of _____a from her studies. 3 The report contains some interesting _____on how best to prepare for exams. 4 There were two _____students in my class at university, but most of us were just 19. 5 Katia wouldn't have been able to go to university if her grandparents hadn't paid her tuition _____for her. 6 Most undergraduates need to take out a student _____ to cover their costs while they study for a degree. 7 Primary schools usually spend a lot of time on the _____Rs. 8 At university I was lucky enough to have a lot of_____ tutorials, just me and the tutor!

TRANSLATION FOCUS

1. Translate the words and word combinations into Romanian.

- **Types of schools**: maintained (state), county* voluntary, nursery, primary, infant, junior, secondary, grammar, technical, comprehensive, all-through, two-tier, first, middle, upper, mixed (coeducational), single-sex, special, independent (fee-paying, private), pre-preparatory, preparatory, public, sixthform college, tertiary college.
- **Stages of education**: compulsory, pre-school, primary, secondary, further, higher.
- **Education policy**: administration, schooling, full-time education, part-time education, tripartite system, class-divided and selective system of education, to sustain inequality of opportunity, to go comprehensive, the

Department of Education and Science, Local Education Authorities (LEAs), to be responsible for national education policy, to run a school, to prescribe curricula or textbooks, the provision of schools, to provide maintained school education.

- **Management**: Head Teacher (Master), Principal, Assistant Principal, Acting Head Teacher, staff, governing body, to have responsibility, to employ teachers, provide and maintain buildings, supply equipment, provide grants, appointment and dismissal of staff.
- **Admission**: to admit, to allocate, to apply for admission, selective procedure, intelligence tests, substitute for the abolished 11 + exams, to measure inborn abilities, to have a time limit, to coach for, catchment area, without any reference to a child's ability or aptitude, to transfer (promote) from one class to another.
- **Curriculum**: broad curriculum, academic course, non-academic course, vocational bias, foundation course, foundation subjects, to meet special interests, common curriculum, simplified curriculum, education with a practical slant for lower-attaining pupils, to be encouraged to do smth., the three R's, subject teaching, specialist teacher, to have set periods, remedial teaching.
- **Examinations**: GCSE (exam); to sit for an.exam; "A" level exam; Common Entrance Exam; to Йe set and marked by ... ; to hand the papers out; examining board; grades, "pass" grade; resits and retakes; unsuccessful pupil; to repeat the year; to pass an exam, to keep up with the group; to fall behind.
- **Punishment**: corporal punishment, detention (after school orduring the dinner hour), lines, exclusion from normal routine, exclusion from privileges (loss of privilege), collection of litter, suspension from school, withdrawal from lessons, setting extra work,putting "on report", telling the parent

Quotes

2. Translate the quotes into Romanian

- "Success doesn't rush. The greatest reward is the journey." – *Jeff Moore*
- "Cherish your visions and your dreams as they are the children of your soul, the blueprints of your ultimate achievements." – *Napoleon Hill*
- "Even if you're on the right track, you'll get run over if you just sit there." – *Will Rogers* "Your time is limited, don't waste it living

someone else's life. Don't be trapped by dogma, which is living the result of other people's thinking. Don't let the noise of other's opinion drown your own inner voice. And most important, have the courage to follow your heart and intuition, they somehow already know what you truly want to become. Everything else is secondary." –*Steve Jobs*

- "My favorite animal is the turtle. The reason is that in order for the turtle to move, it has to stick its neck out. There are going to be times in your life when you're going to have to stick your neck out. There will be challenges and instead of hiding in a shell, you have to go out and meet them." –*Ruth Westheimer*
- "Live your life each day as you would climb a mountain. An occasional glance towards the summit keeps the goal in mind, but many beautiful scenes are to be observed from each new vintage point." – *Harold B Melchart*

3. Translate the quotes into English

1.„Învățarea nu este atinsă din întâmplare. Ea trebuie căutată cu ardoare și practicată cu perseverență" Abigail Adams

2. „Este imposibil să împiedici mintea receptivă să se educe, așa cum este imposibil să forțezi educația asupra celor ce sunt irațional*i*" *Agnes Repplierg*

3.„Scopul educației nu este să crești volumul de cunoștințe ci să creezi posibilitatea ca un copil să descopere și să inventeze, de a crea oameni care sunt capabili de lucruri noi" Jean Piaget

4. „Este semnul unei minți educate că poate să aibă un gând fără să îl accepte"*Aristotel*

Web articles

4. Translate the text into English. Point out all the words related to the topic studied.

Effective and efficient higher education
Towards effective and efficient higher education

Achieving effectiveness and efficiency in higher education depends on public authorities creating the right framework, withing which higher education institutions can operate. This is characterised by adequate funding and effective quality assurance policies, among other factors.

The EU's strategic framework for Education and Training (ET 2020) stresses that:

- Higher education systems require adequate funding and, as an investment in economic growth, public spending in higher education should be protected
- The challenges faced by higher education require more flexible governance and funding systems, which balance greater autonomy for education institutions with accountability to stakeholders

The Renewed EU agenda for higher education also reinforces the need for adequate and efficiently deployed human and financial resources, as well as the use of incentives and reward systems.

Moreover, the reform and modernisation of Europe's higher education system relies on the efforts and competences of teaching and research staff. Despite this, staffing levels do not expand at the same rate as student numbers in many cases.

Improved working conditions, better initial training and continued professional development, and greater recognition of teaching and research excellence are essential to ensure that Europe produces, attracts and retains the high-quality academic staff it needs.

Why is effective and efficient higher education important?

Quality assurance raises confidence in higher education. Every higher education institution should have a rigorous system of internal quality assurance assessed by external Quality Assurance Agencies.

Such challenges require greater flexibility. Autonomous institutions can specialise more easily, promoting improved performance in teaching and research, and excellence within higher education systems. However, legal, financial, and administrative restrictions often limit institutions' freedom to define strategies and structures, and to differentiate themselves from their competitors.

In addition, national governments in EU Member States remain responsible for their higher education systems and their funding.

What is the EU doing to promote effectiveness and efficiency in higher education? Through its support for research and policy cooperation, the Commission assists EU Member States to develop effective higher education governance and funding models. The Commission is also cooperating with the Organisation for Economic Co-operation and Development (OECD) on a review of funding, incentive and reward structures for higher education systems.

Furthermore, the Commission is fostering mutual learning on good practices in governance and funding among EU Member States through the peer counselling instrument and peer learning activities.

Between 2014 and 2020, 17 EU Member States invested European structural and investment funds (ESIF) in higher education. Overall, €5.2 billion

from the European Social Fund (ESF) was spent on training individuals, reforming programmes and aligning education with the needs of the labour market.

An additional €1.5 billion from the European Regional Development Fund (ERDF) was spent on revitalisation and building new education infrastructure.
Some loan-based support managed by the European Investment Bank (EIB) Group is also available to higher education institutions. Institutions can apply for a loan to upgrade their facilities through the European Fund for Strategic Investments (EFSI) and participate in innovative funding programmes, such as Erasmus+ master degree loans for international students.

With regard to quality assurance, the Standards and Guidelines for Quality Assurance (ESG) in the European Higher Education Area set a common framework ensuring accountability at European, national and institutional level. The European Quality Assurance Register (EQAR) for higher education also helps to develop quality assurance at the European level.

The Commission publishes progress reports on developments in quality assurance at the European level in the field of higher education.

5. Translate the text into English. Point out all the words related to the topic studied

Repere metodologice privind organizarea procesului educațional
Curriculumul realizat

În scopul realizării unui proces educațional în spiritul valorilor din curriculum, responsabilii de organizarea procesului educațional la EPS din OLSDÎ, administrația instituției de învățământ și cadrele didactice:
- asigură un mediu școlar bazat pe respectarea demnității umane și a drepturilor omului, în special incluziunea tuturor elevilor/elevelor: cu CES, cu statut de refugiat, veniți din altă țară, indifrent de confesiune, limbă vorbită, etnie etc.
- oferă condiții și resurse pentru realizarea demersului didactic atât în instituție cât și în afara acesteia, orientat pe îmbinarea învățării „prin", „pentru" și „ despre" drepturile omului, cetățenie democratică și interculturalitate;
- susțin procesul de autoreflecție și reflecție în grup asupra competențelor cadrelor didactice de a proiecta, facilita și evalua demersul didactic la EPS (vezi algoritmul de reflecție în Reperele metodologice privind organizarea procesului educațional la disciplinele școlare

Educație pentru societate/Educație civică în anul de studii 2020-2021, https://mecc.gov.md/sites/default/files/_
19.educatie_pentru_societate_repere_metodologice_2020-2021_ro_final.pdf);
- respectă etica profesională în relațiile cu elevii/elevele, colegii, părinții, parteneri, mai ales în abordarea subiectelor controversate etc. (vezi principiile eticii profesionale în Reperele metodologice de organizare a procesului educaţional la disciplina școlară
Educaţie civică în anul de studii 2017-2018,

https://mecc.gov.md/sites/default/files/educatia_civica_repere_
metodologice_rom.pdf);- încurajează colaborarea cu Centrele de tineret și alte instituții/organizații care oferă oportunități șiservicii pentru dezvoltarea CCD, respectând Politica de protecție a copilului;
- desfășoară activități extracurriclare la nivel instituțional și raional/municipal care respectă principiile și valorile cadrului de referință al CCD fără a încuraja competițiile, compararea calităților sau a competențelor elevilor/elevelor etc.;
- organizează etapa locală și raională/municipală a Forumului copiiilor apărători ai drepturilor
omului, conform Regulamentului aprobat de MEC;
- propune/oferă asistență metodică, printr-un proces reflexiv, inclusiv în elaborarea, prezentarea și
evaluarea produselor/proiectelor din practica educațională;
- asigură procesul de formare continuă a cadrelor didactice la EPS;
- monitorizează procesul de formare a CCD, în special implicarea elevilor în timpul orelor în activități care contravin principiilor și valorilor curricumului la EPS (curățenie în curtea școlii, pregătirea pentru examenele de absolvire sau a festivităților școlare/ comunitare etc.).

Administrația instituției de învățământ repartizează orele de EPS unui cadru didactic care are formare inițială/recalificare/formare continuă la Educație civică/EPS, deține CCD și participă la atelierele de formare profesională la disciplină.

Curriculumul evaluat

Evaluarea rezultatelor învățării la disciplina EPS se realizează prin descriptori, în conformitate cu Metodologia de evaluare prin descriptori la Educația pentru societate (ediția 2022).

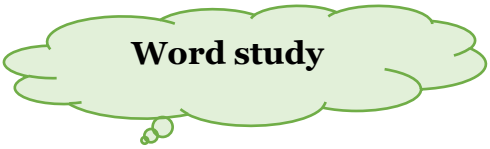
În catalogul școlar (format hârtie cât și electronic), pe parcursul anului de studii, se înregistrează doar un descriptor specific unei competențe. La manifestarea celui de-al doilea descriptor al aceleiași competențe, acesta poate fi consemnat în catalog, în limitele spațiului disponibil. Determinarea calificativului, la sfârșitul anului de studii, presupune luarea în considerare doar a unui descriptor de competență.

Pe durata lunilor septembrie-octombrie, în clasa a V-a, la EPS se consemnează în catalogul școlar descriptorii de competență manifestați de către elevi/eleve. Descriptorii exprimă comportamente observabile și se încadrează în prevederile pct. 45 al Regulamentului privind evaluarea și notarea rezultatelor învățării, promovarea și absolvirea în învățământul primar și secundar (ordinul MEC nr.70/2020).

Elevul/eleva care se transferă, pe parcursul anului de studii, dintr-o instituție în alta nu susține diferențe de program. Până la finele anului de studii, cadrul didactic observă comportamentul elevului/elevei în timpul lecțiilor și în alte contexte educaționale, consemnând descriptorii manifestați în catalogul școlar.

Elevii/elevele care au studiat peste hotare, s-au transferat într-o altă instituție de învățământ cu schimbarea modelului de Plan - cadru în învățământul liceal sau din alte motive, li se stabilește o sesiune de susținere a diferenței de program pentru fiecare an de studii (din ciclul gimnazial sau liceal). Aceasta presupune activități în grup în cadrul lecțiilor și în afara lor și reflecții individuale sau/și în grup mic, în scris sau oral, în timpul cărora elevul/eleva și profesorul determină descriptorii de competență observați și nu prevede sub nici o formă probe de evaluare sumativă.

Academic Writing: Register, Degrees of Formality



Register is concerned with the overall tone of a text or conversation, and the relationship that is built between the speaker and listener, or reader and writer. It is important to speak and write in the appropriate register for the situation.

The formal style is used in academic texts/writings.

Some words are formal or informal, and others are quite neutral. Is your partner (neutral) / other half (informal) not with you today? *[husband/wife]* Rick's a really nice bloke/guy. *[man;* informal] She is able to converse with everyone, which is a great gift. *[have a conversation; formal]*

What is formality?

A. **Formality** is all about yourrelationship with the person you're speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, orto put yourself at a distance (for example, 'official' language, or academic language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should never use informal language justto sound fluent or clever.

B. **Scales of formality** Some groups of words can be put on a scale from formal to neutral to informal.

Words of Latin and Greek origin

Many longer words that come from Latin and Greek are quite formal.

Here are some with their neutral and/or informal equivalents, which are often shorter words. I'll go and email Kieran **immediately.**[*neutral equivalent*: **at once**; *informal equivalent*: **right away**] The researchers **utilise** the most modern equipment.[*neutral equivalent*: **use**] This problem **frequently occurs** with older software.[*neutral equivalent*: **often happens**] The study **established** a link

between stress and ill-health.[*neutral equivalent*: **showed/proved**] This book **provides** us with a picture of ordinary life in the Middle Ages.[*neutral equivalent*: **gives**] The government **attempted** to reduce unemployment by supporting new businesses.*[neutral equivalent*: **tried**] Physicists **seek** answers to **fundamental** questions about the universe.[*neutral equivalents*: **search for**/ **look for; basic**]

Formal phrases

Many phrases are typical of formal contexts such as academic or official language. What should the government do **in terms of** *[as regards, about*} helping young people? Students, in **particular***[especially*], need support to complete their studies, **on account of** *[because of*] the high fees and living costs they have to meet. Should students be given financial support **on the basis of** [*according to*] their family circumstances? And how should the government act **in relation to** [*as regards, about, in connection with] youth unemployment?*

FORMAL vs INFORMAL VOCABULARY

Expressions and phrases for writing formal and informal letters.

Formal letters are requests, applications, enquiries etc. sent to people or organisations. The tone is respectful and the letter is structured.
Informal letters are sent to friends and relatives. The tone is casual and friendly.

	FORMAL	INFORMAL
Beginning **Ending**	▪Dear Sir/Madam / Dear Mr/Ms Brown ▪Yours faithfully / Yours sincerely	▪Dear Mark/Laura ▪Best/kind regards
Reason for writing	▪I am writing -with regard to ... -to request -to enquire about ... -to inform you that... -in response to ...	▪This is a short note -to thank you -to apologise -to mention ▪I thought you might like to know that ...
Recalling facts	▪As you may recall, we recently discussed the possibility of ... ▪As you know, our company is interested in ...	▪As you know, we talked about... ▪You probably remember our recent conversation about ...
What you propose	▪In order to develop this idea ▪To allow us to take the matter further, may I suggest that.. ▪To enable us to move forward on this, we would like to propose ... ▪I/we/our firm would be pleased to ...	▪If you agree, we could ... ▪It might be a good idea to ... ▪What I suggest is ... ▪One /another possibility would be to ...

Further contact	▪Please do not hesitate to contact us if you require further details / more information. ▪We would be happy to provide more detailed information.	▪Feel free to contact me at any time for more details. ▪Let me know how you feel about my suggestion.
Signing off	▪We would be pleased to have an opportunity to work with your firm. ▪I look forward to hearing from you.	▪We could discuss this over lunch one day. ▪Hope to hear from you soon.

Other words typically used in academic contexts

academic verb	everyday verb
append	add (at the end)
conceive	think up
contradict	go against
demonstrate/indicate	show
denote	be a sign of, stand for
negate	make useless, wipe out
perceive	see
reflect upon	think about
reside	lie, live
trigger	cause
utilise	use
academic expression	**everyday expression**
an instance of something	an example of something
the converse	the opposite
crucial	very important
notwithstanding	despite this
somewhat	rather
thereby	in this way
whereby	by which (method)

Vocabulary in context

A. Presenting arguments and commenting on others' work

If you **advocate s**omething, you argue in favour of it: He **advocated** capital punishment. If you **deduce** something, you **reach a conclusion** by thinking carefully about the known facts: Look at these sentences and see if you can **deduce** how the imperfect tense is used. If you **infer** something, you reach a conclusion indirectly: From contemporary accounts of his research, we can **infer** that results were slower to come than he had anticipated. If someone's work **complements** someone else's, it combines well with it so that each piece of work becomes more effective: Elswick's (2016) research **complements** that of Johnson (2012). If someone's work **overlaps** with someone else's work, it partially covers the same material. You might call someone's work: **empirical [***based on what is observed rather than theory]*, **ambiguous** *[open to different interpretations*], **coherent** [*logically structured*], **comprehensive** *[covering all that is relevant*], **authoritative** [thorough and expert].

B. Talking about figures and processes

If figures are referred to as **arbitrary**, they are based on chance or personal choice rather than a system or data that supports them. Figures that **deviate from the norm** are different from what is typical. If statistics **distort** the picture, they give a false impression. If you refer to the **incidence** of something, e.g. a disease, you are talking about how often it **occurs**. If something, e.g. the incidence of brown eyes, is **predominant**, it is the largest in number. If things, e.g. stages in a process, happen **in sequence**, they happen in a particular order. If you want to say that something happens in many places or with many people, you can say that it is **widespread**, e.g. **widespread outbreaks** of an illness, widespread alarm.

EXERCISES

1. Which of the five verbs in A best fits in each sentence?

1. The French and Swedish teams work in similar areas, but their research, fortunately, does not _____ . However, the French data_____ the Swedish data very well.
2. Look at the complete set of graphs and see if you can_____ the rules governing the data from them.
3. This article_____ a different approach to the problem.
4. A great deal can be_____ about the artist's state of mind from his later works.

2. Which of the five adjectives in A best describes each of these things?

1. a textbook written by the most highly regarded expert in the field
2. research based on a survey of the population
3. a poem which can be understood in two quite different ways
4. an argument which is well-expressed and easy to follow
5. a textbook which gives a broad overview of an entire discipline

3. Answer these questions which use vocabulary studied above (B).

1. If the incidence of asthma in children is increasing, what is actually going up: (a) the seriousness of asthma attacks or (b) the number of asthmatic children?
2. What are the next two numbers in this sequence: 1, 4, 9, 16, 25, 36?
3. If the average mark in a maths test was 68% and Ulla's mark deviated noticeably from that average, what do we know about Ulla's mark?
4. If facts are distorted, are they presented (a) accurately, (b) clearly or (c) in a misleading fashion?
5. If sociologists choose the subjects of their research in an arbitrary fashion, do they take care to get people from an appropriate balance of backgrounds?

4. Use the words studied to rewrite the underlined parts of the sentences in a more formal academic style.

1. The information <u>lies</u> in archives that must not be opened until 2050.
2. He <u>thought up</u> his theory while still a young man.
3. Each of the symbols in the phonetic alphabet <u>stands for</u> a sound.

4. This study went against what was previously held to be true, and so started a great deal of discussion amongst specialists in the field.
5. Details of the experiment have been added at the end of the report.
6. Jelowski's book thinks about the rise and fall of great Empires over two millennia. She sees the Roman Empire as an example of a pattern that has repeated itself in other times and other parts of the world.

5. Rewrite this paragraph. Change the bold words and use words to make it sound more academic.

The present study was initially **thought up** in order to validate a new method of enquiry **by which** genetic information could be **used** to predict disease. The study **goes against** the findings of Hill (2009); indeed it would appear **to show** the **opposite** of what he claimed. It presents a **rather** different view of the genetic factors which cause disease. **Despite** this, the study does not **wipe** out Hill's, as his studies served the **very important** purpose of devising symbols **to stand for** certain tendencies, **in this way** facilitating further research.

6. Insert formal expressions which correspond to the ones in brackets.

1. I _____ to _____ you that our prices have _____. *(sorry - tell - gone up*)
2. This is _____ to _____ _____ that costs have risen. *(because)*
3. Unfortunately, I have to _____ you that I ___ not ____ _____ to _____ the meeting. (*tell - can't - come to*)
4. _____ _____ some brochures describing our products. *(Here [in this letter] are)*
5. We have _____ _____ to increase our prices. (*had)*
6. You are 90 days past due on invoice #2792, please _____ _____ as soon as possible. *(pay up*)
7. Please write _____ any _____ (*if you've got - questions*) 8. Your account is _____ (*in the red*)

7. Transform the following sentences from informal to formal English.

1. We are not going to renew the sole representative agreement again because you haven't produced enough business for us.
2. The machine should work because it has been tested.
3. Our bank has told us that you haven't made this month's payment.

4. We can't send you the engineering blueprints on disk until the full joint-venture agreement is signed in full next month.
5. We're too busy to go to London for the meeting in this period. Can you come over here?
6. Your client didn't complete the documents properly. Please get him to do it and then send them back to us as soon as possible.
7. If you've got any problems give me a call.
8. There's a problem on the computer system. It won't work between 10 and 12pm tomorrow.
9. This is because we think it's necessary.
10. We'll help you if you need it.
11. If we don't receive payment we'll call our lawyers.
12. We'll give you 8 days to solve this problem.

8. Find formal words for the following.

1. the opposite of stationary _____
2. the opposite of **to board** _____
3. a) to be sorry _____
   b) to buy_____
   c) to speak to _____
   d) get on _____
4. a formal word for people _____
5. a formal word for stairs_____

9. Make the underlined words more formal, using the words studied.

1. The link between smoking and lung cancer <u>was shown</u> decades ago.
established
2. Anyone <u>looking for</u> employment in the film industry faces a tough time.
3. Social scientists often <u>use</u> official statistics in their research.
4. How <u>often</u> does the temperature fall to below zero?
5. If there is a fire, sound the fire alarm <u>right away</u>. Do not try to put the fire out.
6. Poverty is a <u>basic</u> issue in the world today.
7. This problem <u>happens</u> when the computer's hard drive becomes full.
8. The doctor <u>gave</u> the patient a new drug that had not been fully tested

10. Complete the table using the words from the box. Do not fill the shaded boxes.

Shades kids endeavour cop really useful ensure umbrella employ children

neutral	formal	informal
	offspring	
sunglasses		
policeman/woman	police officer	
		brolly
	invaluable	
make sure		
try		
use		

11. Decide whether these words are more likely to be associated with everyday spoken or everyday written English. Write S or W next to the word.

1 frequently 2 start 3 begin 4 maybe 5 moreover

12. What do you think are the present-day equivalents of these now-outdated English words? Use a dictionary if necessary.

1 apothecary 2 damsel 3 poesy 4 whither

13. Look at these text extracts and decide which register types you would classify them in. Underline key words which help you decide the register. For example, if you think the text is 'written, formal, poetic and archaic', which word(s) make you think that?

Some register types: literary / poetic / non-literary academic / non-academic archaic / modern technical / non-technical spoken / written formal / informal

1 When you have created a file that is to be stored in a shared folder, or one that is located on a server, you can use the tools in the client software to restrict access to the file.

2 Views are certainly divided on the answers to the questions listed above; even whether it matters that pluralism and different paradigms reign in SLA is a matter of heated debate.

3 Sweetest love, I do not go,
For weariness of thee,
Nor in hope the world can show
A fitter love for me;
But since that I
Must die at last, 'tis best,
To use myself in jest
Thus by feigned deaths to die.

4 And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

5 Mind you there was a lot of rain in Germany over Christmas wasn't there, cos I saw the river in Bonn on the news on telly, the Rhine. Yeah, the river in Bonn.

TRANSLATION FOCUS

1. Translate the text into English. Point out all the words related to the topic studied

Articolul 116 Codul educaţiei al Republicii Moldova în Republica Moldova. Cercetarea ştiinţifică

(1) În instituţiile ofertante de programe de învăţământ superior, activitatea de cercetare, dezvoltare şi inovare şi de creaţie artistică se realizează în scopul producerii de cunoaştere şi al formării profesionale a specialiştilor de înaltă calificare.
(2) În instituţiile de învăţământ superior, activităţile de cercetare, dezvoltare şi inovare se efectuează în cadrul catedrelor, departamentelor, laboratoarelor şi altor unităţi proprii şi/sau în parteneriat cu alte instituţii, agenţi economici sau autorităţi publice.
(3) Finanţarea cercetării în instituţiile ofertante de programe de master şi doctorat se face, în baza criteriilor de calitate şi performanţă, prin mecanisme distincte, stabilite printr-un regulament aprobat de Guvern, şi din alte surse legal constituite.
(4) Modul de organizare şi desfăşurare a cercetării ştiinţifice în instituţiile de învăţământ superior se reglementează prin Carta universitară, prin regulamentele

de organizare şi funcţionare a şcolii doctorale, a programelor de studii superioare de doctorat, aprobate de senat, şi prin alte acte normative.
(5) Finanţarea de la bugetul de stat a proiectelor de cercetare, dezvoltare şi inovare, de creaţie artistică şi sport se efectuează exclusiv pe bază de concurs, organizat de Agenția Națională pentru Cercetare și Dezvoltare.
(6) Instituțiile de învățământ superior pot beneficia de finanțare instituțională pentru domeniile cercetării și inovării în conformitate cu prevederile Codului cu privire la ştiinţă şi inovare.
(7) Instituţiile de învăţământ superior sînt deţinătoare de drept a proprietăţii intelectuale generate din propria activitate de cercetare finanţată de la bugetul de stat şi sînt autonome în valorificarea rezultatelor cercetărilor ştiinţifice.
(8) Instituţiile de învăţământ superior şi instituţiile de cercetare ofertante de programe de studii superioare au obligaţia de a recompensa autorii rezultatelor de cercetare care au devenit obiect al dreptului de proprietate intelectuală cu cel puţin 15% din veniturile obţinute prin comercializarea acestora.
(9) Pentru cadrele didactice din învăţământul superior în domeniul artelor sau sportului, activitatea de creaţie artistică sau în domeniul sportului poate substitui activitatea de cercetare ştiinţifică.

2. Translate the text into English. Point out all the words related to the topic studied

Agenția Națională pentru Cercetare și Dezvoltare anunță lansarea concursului pentru recrutarea personalului în cadrul Oficiului Național al 4 Programului Uniunii Europene pentru Cercetare și Inovare ” Orizont Europa”Published on: Lun, 03/13/2023 - 16:27

Agenția Națională pentru Cercetare și Dezvoltare lansează crearea Oficiului Național al Programului UE ”Orizont Europa” (în continuare – Oficiu) și anunță concurs pentru recrutarea personalului.

Scopul instituirii Oficiului este creșterea numărului de participanți din țară la Apelurile lansate de către Comisia Europeană prin intermediului Programului-cadru pentru cercetare și inovare „Orizont Europa” 2021-2027 (în continuare – Program) și asigurarea unei rate de succes înalte a proiectelor ce au obținut finanțare din partea UE. Competițiile în cadrul Programului se deschid gradual și se publică pe portalul Comisiei Europene *Funding and tender opportunities* ***(https://ec.europa.eu/info/funding-enders/opportunities/portal/screen/programmes/horizon)***
,pe pagina oficială a Agenției Naționale pentru Cercetare și Dezvoltare (www.ancd.gov.md), precum și pe portalul național al Programului în Republica Moldova (www.horizoneurope.md).

I. Scopul concursului este selectarea șefului Oficiului și a trei coordonatori tematici

II. Concursul se anunță pentru următoarele poziții:

1) Șeful Oficiului Național pentru Programul „Orizont Europa”

Sarcinile de bază:

- gestionarea activității Oficiului;
- asigurarea cooperării cu organizațiile internaționale și naționale în aspectele legate de implementarea Programului;
- coordonarea rețelei Punctelor Naționale de Contact al Programului „Orizont Europa” (PNC);
- coordonarea activității Reprezentanților Oficiali și Experților Naționali desemnați pentru participare în Comitetele Programului;
- cooperare cu Reprezentanții Oficiului pentru Știință și Tehnologie (MOST) cu sediul la Bruxelles, Belgia;
- facilitarea cooperării cu instituțiile superioare de învățământ, instituții de cercetare, ONG-uri, întreprinderi mici și mijlocii, precum și alte organizații interesate de participare în Program;
- oferirea consultațiilor privind aspectele generale ale Programului și pe domeniile sale tematice;
- furnizarea rapoartelor cu privire la implementarea activităților;
- coordonarea paginii web naționale dedicate Programului;
- documentarea referitor la subiectele abordate în cadrul Configurațiilor Strategice, Blue Deal, Green Deal, EOSC, Misiunile programului; Infrastructuri de cercetare; Parteneriate.
- alte sarcini legate de activitatea Oficiului.

2) Coordonatori tematici pentru:

Pilonul I „Știința Excelentă”—1 unitate

Pilonul II „Provocări globale & Competitivitatea industrială europeană”—1 unitate

Pilonul III „Europa Inovativă”—1 unitate

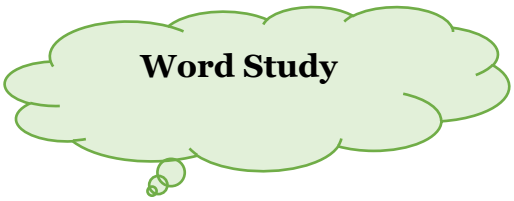
Sarcinile de bază:

- coordonarea și conlucrarea cu PNC nominalizate pe domeniile din fiecare arie tematică,
- oferirea consultațiilor persoanelor interesate referitor la tematicile coordonate;
- asistență și suport în căutarea de parteneri și cooperarea cu diaspora;
- organizarea training-urilor, seminarelor, zilelor de informare și a altor evenimente la nivel național și internațional cu implicarea experților străini și a reprezentanților rețelei de PNC europene cu experiență avansată în domeniu, în

vederea sporirii capacităților PNC din Moldova și persoanelor interesate în aplicarea propunerilor de proiecte la Program;
- promovarea și asigurarea vizibilității Programului, inclusiv prin plasarea informațiilor relevante pe pagina web națională a Programului (www.horizoneurope.md) și alte surse;
- facilitarea cooperării cu instituțiile superioare de învățământ, instituții de cercetare, ONG-uri, întreprinderi mici și mijlocii, precum și alte organizații interesate de participare în Program;
- participarea la ședințe, grupuri de lucru și alte evenimente naționale și internaționale din domeniul cercetării și inovării;
- furnizarea rapoartelor cu privire la implementarea activităților; alte sarcini legate de dezvoltarea activităților PNC.

UNIT II. EMPLOYMENT

Employment Vocabulary



Here are twenty words often used in talking about jobs and employment.

- **bonus** additional pay given to employee as incentive or reward
- **curriculum vitae UK**
  short account of one's education, career etc; CVUK; resume US;
- **dismiss**
  to remove or discharge from employment; to sack [colloq.]; to fire US
- **employer**
  person or firm who employs people - employee n. person employed
- **fire US** **v.** [colloq.] to dismiss
- **interview**
  an oral examination of an applicant for a job - also v.
- **make redundant UK** v. [made, made]
  to dismiss because of not being needed – redundancy UK n.
- **maternity leave**
  period of absence from work (for a woman) when having a baby
- **notice**
  advance warning of intention to resign - to give or tender one's notice v.
- **perk** abbr. perquisite;
  something additional to regular salary [eg: free meals; a car]
- **personnel** the people who work for a firm
- **personnel officer**
  manager responsible for recruitment, training and welfare of personnel
- **promotion**
  advancement in rank or position - to promote v.
- **prospects** opportunity for success, promotion etc
- **recruit**
  to look for and employ personnel - recruitment n.
- **resign**
  to give up a job - letter of resignation n.
- **retire**
  to leave employment, esp. because of age - retirement n.

- **staff**
  the people who work for a firm or a particular department; employees
- **take on**
  [took, taken] to employ; to hire
- **application**
  A letter or form with details of your qualifications, skills, experience, etc. sent to a firm or company when requesting to be considered for a job or position.
- **apprentice**
  An **apprentice** works for a skilled employer in order to learn a trade or skill (for example a carpenter or a plumber, etc.)
- **apprenticeship**
  A fixed period of time during which an apprentice is trained.
- **assessment**
  Evaluation of one's knowledge or abilities.
- **background**
  A person's education, qualifications and/or work experience.
- **bonus**
  Additional payment to an employee as an incentive or reward.
- **curriculum vitae**
  Summary of one's education and experience to date; resume.
- **dismiss**
  Discharge from employment (to fire, to sack, to let go).
- **employee**
  Person who works for a firm or company for wages or a salary.
- **employer**
  Person or firm who employs or hires people to do work for wages or a salary.
- **fire**
  Dismiss from a job (to sack, to let go).
- **flexitime**
  A system that allows employees to choose the time they start and finish their work.
- **fringe benefits**
  Advantages offered in addition to salary (life insurance, retirement scheme, company car, etc.). Also called 'perks', abbreviation for 'perquisites'.
- **full-time**
  Work a full number of hours considered normal or standard.
- **hire**
  Employ or take on personnel in a company.
- **intern**
  A student or recent graduate who works for a period of time in order to gain practical experience.

- **internship**
  Period of time during which someone works in order to gain experience in a particular type of work.
- **maternity leave**
  Period of absence from work of a female employee before and after the birth of a baby.
- **notice: to give or hand in one's notice**
  Advance warning of intention to leave one's job - to give or hand in one's resignation.
- **overtime**
  Work more than the number of hours required by contract.
- **part-time**
  Work fewer hours or days than is considered standard.
- **payslip**
  A piece of paper given to an employee showing the amount of money earned and the deductions for insurance, tax etc.
- **prospects**
  Opportunities for success or promotion in a career.
- **recruit**
  Look for and hire new people (personnel) to work for a company.
- **redundancy pay**
  Amount of money received to compensate for being asked to leave (made redundant) because your job is no longer needed.
- **resign**
  Leave one's job voluntarily.
- **retire**
  Leave employment because of age.
- **sick leave**
  Absence because of illness - to be on sick leave.
- **shift work**
  A type of work schedule in which different groups work in relay at set periods of time during the day or night (for example in hospitals, airports, etc.).
- **skeleton staff**
  The minimum number of people needed to operate a business.
- **strength**
  Strong characteristic or particular ability.
- **strike: go on strike**
  To stop working in protest against something.
- **take on**
  Employ or hire somebody to do a job or fill a position.
- **trainee**

A person who is practising the skills of a particular job or profession, for example a trainee journalist or a trainee teacher.

- **unemployment benefits**
  Payments made by the state to an unemployed person who meets the required conditions.
- **vacancy**
  A position to be filled or a job that is available for a new employee.
- **weakness**
  A lack of ability or a shortcoming in character.
- **workforce**
  All the people who work for a company or organisation.

Common phrases and idioms based on work

- **a nine-to-five job**: It denotes the normal 8 hours of work.
- **tempting offer:** An offer that is given for you which is unable to refuse.
- **land a new job:** Found a new job and joined.
- **take up the post:** Begin to or work on a specific position in the company.
- **earn a good living:** Working and getting a good amount of salary.
- **carve a niche for myself:** Finding and securing an appropriate position for oneself.
- **get the sack:** Getting dismissed suddenly from the job.
- **throw a sickie**: To take off a day for ill health.
- **to meet a deadline:** Work to finish a project or something on specified time.
- **move up the ladder:** Progressing in one chosen career or position.
- **to take a career break:** It is described as an extended period of time of work off which is usually unpaid.
- **supportive work colleague:** A colleague who gives guidance and advice to their fellow workers.
- **to have a steady job:** taking up a job which lasts for a long time and pays regularly.
- **dead-end job**: A job that promises no improvement and advancement.
- **a golden handshake:** A payment given to an employee who did a good and long service after leaving a job.

- **out of work:** Someone who is unemployed.
- **to be called for an interview**: to be invited to attend an interview
- **to be your own boss**: to have your own business
- **a dead-end job**: a job with no promotional opportunities
- **to do a job-share**: to share the weekly hours of work with another person
- **a good team player**: somebody who can work well with other people
- **full-time**: the number of hours that people usually work in a complete week
- **a heavy workload**: to have a lot of work to do
- **a high-powered job**: an important or powerful job
- **holiday entitlement**: the number of days holiday allowed
- **job satisfaction**: the feeling of enjoying a job
- **manual work**: work that requires physical activity
- **maternity leave**: time off work given to a woman about to have a baby
- **to meet a deadline**: to finish a job by an agreed time
- **a nine-to-five job**: a normal job that consists of an 8 hour day (approximately)
- **one of the perks of the job**: an extra benefit you get from a job
- **part-time**: working less than full-time
- **to run your own business**: see 'to be your own boss'
- **to be self-employed**: see 'to be your own boss'
- **sick leave**: time allowed off work when sick
- **to be stuck behind a desk**: to be unhappy in an office job
- **to be/get stuck in a rut**: to be in a boring job that is hard to leave
- **to take early retirement**: to retire early (retire: to reach an age when you are allowed to stop working for a living)
- **temporary work**: work done for a limited time only
- **voluntary work**: to work without pay
- **to be well paid**: to earn a good salary
- **working conditions**: the hours, salary and other entitlements that comes with the job
- **to work with your hands**: to do manual work

Vocabulary in context

A. Examiner: What do you do?
Sasha: I **do a job-share** with a friend in a boutique … I enjoy it … I like working with customers … unfortunately it's only **temporary work** but **one of the perks of the job** is I get a discount on the clothes …

B. Examiner: Do you have any career plans yet?
Carly: Yes … I'd like to **be my own boss** one day … I'm interested in programming and I'd like to create apps for myself or for other companies … I know being **self employed** would be a challenge but the idea of doing a **nine-to-five job** doesn't appeal to me at all …

C. Examiner: What do you see yourself doing in 10 years time?
Marie: I'd hope to be working … not **a high-powered job** … but I'm quite a creative person so something where I can **work with my hands** would be nice … as long as I'm not **stuck behind a desk** doing something boring **in a dead-end job** I'll be happy …

A. Max: I've always loved watching wildlife programmes on TV and often thought how much I'd enjoy working with animals … perhaps in a safari park something like that … you'd probably need a degree to have any chance of being **called for an interview** and whether there are many **full-time jobs** I don't know … I'm sure a lot of parks rely on **voluntary work** so it might not be easy … and it probably wouldn't be **well-paid** either but money isn't everything … I'd get so much **job satisfaction** … I can't imagine it being the kind of job where you get **stuck in a rut** … and I think I'd be good at it as well … I'd love to work with animals I enjoy **manual work** and I'm **a good team player** … so even though the **working conditions** might not be the best I think that would be my ideal job …

B. Examiner: If there are a limited number of jobs available who should be given priority, young people or older people with more experience?
Anna: Things are so different these days … a few years ago older employees would often **take early retirement** or go onto **part-time** contracts and there were always opportunities for younger people but now jobs are so scarce … I think younger people need to be given the chance whenever possible …

C. Examiner: What are some of the important things a candidate should find outbefore accepting a job?
Ali: Well … you'd need to know about your area of responsibility … and your salary of course and then there are things like **holiday entitlement** … **maternity or paternity leave** … if you're thinking of having children … and what the situation is regarding **sick leave** … that kind of thing …

Applying for a job

Aspects of job satisfaction

A A job ad

FDR BANK Careers Branches About Us Contact

Customer Service Assistant

Do you have excellent **communication skills** and a genuine **passion for**[1] customer service? Are you looking for a **challenging**[2] role within a **fast-paced**[3] working environment?

FDR Bank has several new **openings**[4] for Customer Service Assistants. **Reporting to**[5] the Customer Service Manager, you will be responsible for dealing with customer enquiries on the phone and via email. No **previous experience**[6] is necessary as **full training**[7] will be given. The **post**[8] offers excellent **career prospects**[9] to candidates who demonstrate **leadership qualities**[10] as we are keen to promote and develop talent within the company.

We offer a **competitive salary**[11] and an attractive **benefits package**[12] including pension, **healthcare plan** and **subsidised**[13] meals.

If this sounds like the job for you, then click here to fill in the **online application** form, including details of your **salary expectations**.

[1] if you have a passion for something, you like it very much
[2] a positive word for something which is exciting and difficult
[3] if an environment is fast-paced, things happen quickly there
[4] available jobs
[5] if you report to someone, he/she is your boss
[6] experience of this type of job from before
[7] all the training you need
[8] job
[9] opportunities for promotion and career development
[10] the ability to lead a group
[11] as good as, or better than, other salaries for similar jobs
[12] all the extra benefits that a company offers (as well as a salary)
[13] partly paid for by the company

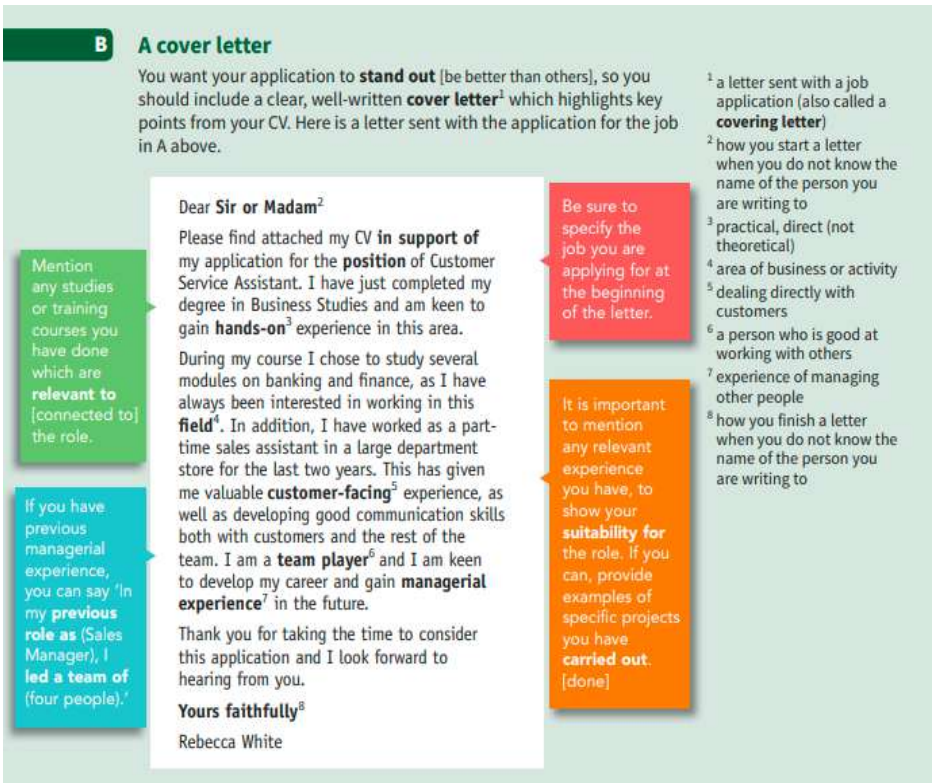
A Preparing for interviews

When companies are **recruiting**[1], they often have a set of **criteria**[2] (e.g. three years of experience in the field, or a degree in a relevant area) which they use to find the most suitable candidates. If you are **shortlisted**[3] for an interview, make sure you **do your homework** first: find out as much as you can about the company, its products, markets, competitors, etc. If you can, ask a friend to do a **trial run**[4] with you. This will help **boost**[5] **your confidence**. The interview may be conducted by a **panel** [a group of people], probably including your future **line manager**[6]. Don't forget to **make eye contact** with all the interviewers while you are talking. As you arrive for the interview, **body language**[7] is important. Give a **firm handshake** and **speak up**[8]. This will help to create a good **first impression**.

[1] hiring (new staff) [2] requirements you use to make a decision [3] selected from a larger group [4] a practice of something new [5] improve or increase [6] the person who is directly responsible for your work [7] physical movements which show how you are feeling [8] speak (more) loudly and clearly

What does **job satisfaction** mean? *[a feeling that your job is worth doing and fulfils you]* Is it just having a pleasant **workplace** or is it more than that? *[the place where you work*] Can **a run-of-the-mill** job be satisfying? *[ordinary, not special or exciting]*. Some people are prepared to put up with a stressful or unpleasant job if it means **short-term financial reward**. [immediate; opp. = *long-term] [money gained*].

Staff **morale** has been very low since the company announced a freeze on pay rises. *[amount of confidence felt by a person or group]*. Our new manager is very keen to encourage **teamwork** to help us solve problems. *[working together for a common purpose]*.Is **job stability** more motivating than an exciting, high-risk career? *[not likely to change]*. After working in the **fast-moving** fashion industry for six years, Sam has decided to look for a career with a better **work–life balance**. *[developing or changing very quickly]* [*the amount of time spent working compared to the amount of time spent doing things you enjoy]*. Daniel's job in a **dynamic** new company is often challenging but exciting. *[continuously developing]*. Chloe is **demotivated** in her current job following recent changes in the finance sector. [feeling less enthusiastic about work]. She is **looking to work in / seeking a career** ***[****we say look to, meaning consider or plan, NOT look for.]* in something more creative, like marketing.



B **A cover letter**

You want your application to **stand out** [be better than others], so you should include a clear, well-written **cover letter**[1] which highlights key points from your CV. Here is a letter sent with the application for the job in A above.

Dear **Sir or Madam**[2]

Please find attached my CV **in support of** my application for the **position** of Customer Service Assistant. I have just completed my degree in Business Studies and am keen to gain **hands-on**[3] experience in this area.

During my course I chose to study several modules on banking and finance, as I have always been interested in working in this **field**[4]. In addition, I have worked as a part-time sales assistant in a large department store for the last two years. This has given me valuable **customer-facing**[5] experience, as well as developing good communication skills both with customers and the rest of the team. I am a **team player**[6] and I am keen to develop my career and gain **managerial experience**[7] in the future.

Thank you for taking the time to consider this application and I look forward to hearing from you.

Yours faithfully[8]

Rebecca White

Mention any studies or training courses you have done which are **relevant to** [connected to] the role.

If you have previous managerial experience, you can say 'In my **previous role as** (Sales Manager), I **led a team of** (four people).'

Be sure to specify the job you are applying for at the beginning of the letter.

It is important to mention any relevant experience you have, to show your **suitability for** the role. If you can, provide examples of specific projects you have **carried out**. [done]

[1] a letter sent with a job application (also called a **covering letter**)
[2] how you start a letter when you do not know the name of the person you are writing to
[3] practical, direct (not theoretical)
[4] area of business or activity
[5] dealing directly with customers
[6] a person who is good at working with others
[7] experience of managing other people
[8] how you finish a letter when you do not know the name of the person you are writing to

. **Expressions connected with working life**

In many countries, women are allowed **maternity leave**, and men **paternity leave**, if they're having a baby. If they adopt a child, they may have a right to **adoption leave**. [*time away from work to prepare for and look after a new baby / adopted child*]

B During an interview

These are examples of things that might be said at a job interview.

A: So, can you **talk us through**[1] your CV?

B: Well, I studied Engineering and then took a job as a **trainee**[2] at F3 Telecom.

A: I'd like to ask about opportunities for **professional development**[3].

B: We have a very good **in-house**[4] training programme for **new recruits**[5].

Can you give us an example of how you've worked well **under pressure**?

How would your colleagues / your **supervisor**[6] describe you?

I'm keen to **take on**[7] more responsibility.

A: We're looking to **fill the post**[8] fairly quickly. If you are successful, how soon could you start?

B: The **notice period**[9] on my present job is just two weeks, so I could start very soon.



[1] tell us about in more detail [2] a person who is learning a new job [3] training given to employees to increase their knowledge or skills [4] within the company [5] people who have just joined (the company) [6] the person who checks your work [7] start to have [8] find someone to do the job [9] time you need to work in your job after you have officially told the company you are leaving

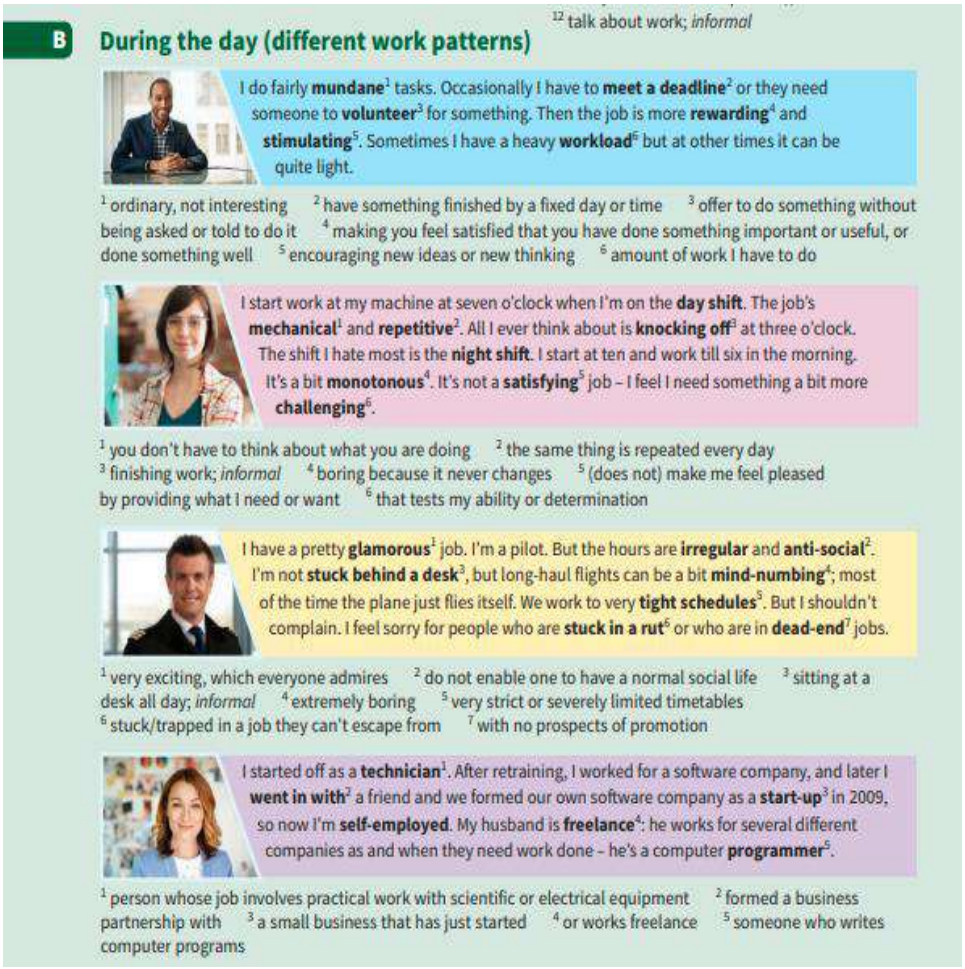
A Colleagues



Philip is my **opposite number**[1] in the company's New York office. We have a good **working relationship**[2] and there's a lot of day-to-day **collaboration**[3]. Having a **counterpart**[4] like Philip in another branch is a great support. Last month we got a new boss, who quickly established a good **rapport**[5] with everyone. She likes us to **take the initiative**[6]. The company is very **hierarchical**[7]; there's a **pecking order**[8] for everything. I do a **job-share**[9] with a woman called Rose, which suits us as we each have childcare responsibilities. My office uses a **hot-desking**[10] system, so I sit in a different place every day. I socialise with my **workmates**[11] outside of work, but we try not to **talk shop**[12] on those occasions.

[1] has the same position / does the same job as me
[2] way of communicating and working together
[3] working together to achieve shared goals
[4] more formal equivalent of *opposite number*
[5] /ræ'pɔː/ communication/relationship
[6] make decisions without being told what to do
[7] /ˌhaɪə'rɑːkɪkəl/ has a structure with important and less important people
[8] a system where some people have the right to get benefits/promotions before others
[9] an agreement where two people each share the same job
[10] a policy of sharing desks in an office, so people sit at whichever desk is free on a particular day
[11] colleagues you are friendly with (especially in non-professional occupations); *informal*
[12] talk about work; *informal*

What **perks** (*informal)* / **(extra) benefits** (*formal*) do you get in your job? [*extra things apart from salary, e.g.* **a car, health insurance]** What's your **holiday entitlement**? I get four weeks a year. *[number of days you have the right to take as holiday]* Do you get regular salary i**ncrements** each year? [*increases/rises; formal]* Do you get **performance-related** pay rises*? [depending on how well you do your job*] Do you get an **annual bonus**? [*extra money paid once a year, usually based on good performance*] Most people think they are **overworked and underpaid**. (*often said together as an informal, humorous fixed expression)* Because of the recession, the company announced that there would have to be **voluntary/ compulsory redundancies**. *[people losing their jobs, by offering to do so / having no choice]* During the strike, the airport managed to continue running with **a skeleton staff** of volunteers. [*the minimum number of workers needed to keep operating]* The people on **the interview panel** at the last job I applied for were so unfriendly that I got very nervous. [*the group of people interviewing someone for a job]*



[12] talk about work; *informal*

B **During the day (different work patterns)**

I do fairly **mundane**[1] tasks. Occasionally I have to **meet a deadline**[2] or they need someone to **volunteer**[3] for something. Then the job is more **rewarding**[4] and **stimulating**[5]. Sometimes I have a heavy **workload**[6] but at other times it can be quite light.

[1] ordinary, not interesting [2] have something finished by a fixed day or time [3] offer to do something without being asked or told to do it [4] making you feel satisfied that you have done something important or useful, or done something well [5] encouraging new ideas or new thinking [6] amount of work I have to do

I start work at my machine at seven o'clock when I'm on the **day shift**. The job's **mechanical**[1] and **repetitive**[2]. All I ever think about is **knocking off**[3] at three o'clock. The shift I hate most is the **night shift**. I start at ten and work till six in the morning. It's a bit **monotonous**[4]. It's not a **satisfying**[5] job – I feel I need something a bit more **challenging**[6].

[1] you don't have to think about what you are doing [2] the same thing is repeated every day [3] finishing work; *informal* [4] boring because it never changes [5] (does not) make me feel pleased by providing what I need or want [6] that tests my ability or determination

I have a pretty **glamorous**[1] job. I'm a pilot. But the hours are **irregular** and **anti-social**[2]. I'm not **stuck behind a desk**[3], but long-haul flights can be a bit **mind-numbing**[4]; most of the time the plane just flies itself. We work to very **tight schedules**[5]. But I shouldn't complain. I feel sorry for people who are **stuck in a rut**[6] or who are in **dead-end**[7] jobs.

[1] very exciting, which everyone admires [2] do not enable one to have a normal social life [3] sitting at a desk all day; *informal* [4] extremely boring [5] very strict or severely limited timetables [6] stuck/trapped in a job they can't escape from [7] with no prospects of promotion

I started off as a **technician**[1]. After retraining, I worked for a software company, and later I **went in with**[2] a friend and we formed our own software company as a **start-up**[3] in 2009, so now I'm **self-employed**. My husband is **freelance**[4]: he works for several different companies as and when they need work done – he's a computer **programmer**[5].

[1] person whose job involves practical work with scientific or electrical equipment [2] formed a business partnership with [3] a small business that has just started [4] or works freelance [5] someone who writes computer programs

EXERCISES

1. Replace the underlined words with a similar meaning.

1. You don't need to have done this job before.
2. As part of my new job, I get meals partly paid for by the company.
3. It's really important to make your application look different from all the others.
4. Working in the factory over the summer gave me some direct experience of manufacturing.
5. I'm hoping to work in the area of automotive manufacturing.
6. Prism Consulting has a number of positions available for graduates.
7. The ad said the company will provide all the training you need.
8. You should only apply for the job if you have led a team before.
9. The salary isn't great, but they offer an attractive set of other advantages.

2. Fill the gaps in these sentences, using a word from the box and a suitable preposition.

Carried	passion	relevant	reported	role	suitable	support

I. I am sending my CV in _____my application for the position of sales team leader.
2. I have a_____ sales.
3. Jakob's experience is more_____ the job than Sylvana's.
4. In my previous _____Sales Representative, I the Sales Manager.
5. While working as a Customer Service Assistant, I also_____ some research projects for the marketing department.
6. He only has 6 months' experience as a trainee. I don't think that makes him_____ the job of quality manager.

3. Answer these questions.

1. What do we call a job which deals directly with the customers? .
2. How can we describe someone who works well with other people?
3. How should you start a letter to someone whose name you don't know?
4. What four other words can be used instead of 'job' in an advertisement?
5. How can we describe a working environment which is busy and rapidly changing?

4. Fill in the tips for a successful interview.

1. Before the interview, _____your_____ : find out as much as you can about the company and prepare answers to common interview questions.
2. If you can, do a _____ to practise how you will answer the interview questions.
3. You need to create a good _____with the interviewers. Dress smartly and professionally.
4. Remember that your_____ also plays an important part. Don't forget to smile! This will make you seem more friendly, and might actually your confidence too.
5. Make sure you greet your interviewer with a _____-. Make _____when you talk to them – look at them directly.
6. During the interview, describe all your relevant education and experience to show how you fulfil all the _____for the job.

5. Choose the correct word to complete the sentences.

1. I'm afraid you'll have *to speak up / eye up / head up*. I can hardly hear what you're saying. 2. We are *taking / recruiting / searching* people for our new branch in the city centre. 3. If we can't *fill / fulfil / supply* the post internally, we'll have to advertise externally. 4. If I get the new job, I will have *to take up / over / on* more responsibility, but I will get a salary increase. 5. I don't like working *under pressure / under stress / by force*. I end up making mistakes. 6. As part of the programme of *reporting structure / professional development / notice period*, we would like to invite you to a session on project management.

6. Rewrite the following sentences using the appropriate expressions from the unit.

1. Could you <u>tell us about</u> your previous experience in this field?
2. I think we should <u>give the job</u> to Ruth. She seems <u>perfectly suited to the team</u>.
3. Employees are entitled to 30 days' <u>holiday.</u>
4. The <u>group of interviewers</u> will include your future line manager.
5. They just called me to say I <u>have been chosen (as one of the best candidates) for</u> an interview.

7. There is one mistake in each of these sentences. Correct the mistakes.

1. Please find attached a document overviewing your working conditions. 2. In some companies the leaving period can be as much as six months. 3. I'm going

to be working as a superior, in charge of a team of 4 people. 4. The company doesn't do any in-office training. It's all done externally. 5. My begin date for the new job is 1 July. 6. I'm a trainer accountant. I haven't passed my qualifying exams yet.

8**. Correct seven mistakes in this paragraph**



9. Use words and phrases from the unit to complete these sentences.

1. A good friend suggested we set up a small company together, so I_____ her and we formed a_____ in 2012. 2. I'm really tired; I've had a very heavy_____ recently. 3. I don't want an off ice job. I don't want to spend all day stuck _____. 4. I'd hate to feel trapped in my job and to be stuck in _____. 5. I work for diff erent companies at diff erent times as it suits me. I'm _____ . 6. I used to work for someone else, but now I'm my own boss; I'm _____. 7. I stopped working in the hamburger restaurant. It was such a dead _____. 8. When I was working in the factory, all I could think of all day was the moment when I could knock _____. 9. Being a hospital nurse is a good job, but you can't go out much with friends. The hours are a bit _____ . *(two possible answers)* 10. I find_____ annoying, because it means I don't have my own desk where I can keep things at work.

10. Choose adjectives from the box to describe the jobs below. You can use more than one for each job. Add other adjectives of your own.

Glamorous	stimulating	repetitive	stressful	
monotonous	varied	mechanical	mundane	challenging

1. assembly-line worker in a car factory
2. lifeguard on a beach
3. supermarket shelf stacker
4. receptionist at a dentist's
5. public relations officer in a multinational company
6. private detective
7. bodyguard to a celebrity
8. refuse collector in a city
9. surgeon
10 night-security guard

11. **Rewrite these sentences by using words and phrases from the unit instead of the underlined words**.

1. Do you enjoy working as part of a team? 2. I don't think that earning a lot of money is the key to job satisfaction. 3. Would you feel nervous giving a presentation to a group of people at interview? 4. Sales staff are often paid extra money each year when they perform well.

12. Find expressions which mean the opposite of the underlined words or phrases.

1. a very unusual, exciting job
2. a person who is highly motivated
3. a rather static and slow-moving profession
4. a drop in salary
5. compulsory redundancy
6. a full staff of workers
7. someone who has a light workload and is paid a lot
8. an automatic pay rise each year

13. Choose the best word or phrase to complete each sentence.

1. Rafael has done the same job for the last fifteen years and his job will be secure until he retires. For Rafael, *job stability/job satisfaction* is very important. 2. Kate has a good *workplace/work–life* balance. She never works late and she often finds time to relax with her family or go to the cinema in the evening. 3. After graduating from Manchester University, Dan started work in *the run-of-the-mill / fast-moving film* industry. 4. Amy joined the law firm for the *bonus / long-term career* prospects they offered. It would be hard work for the first few years, but she could later become a senior partner.

14. Each sentence in these pairs of sentences contains a mistake. Correct them.

1. She was on mother leave for three months after the birth of her baby. Then her husband took father leave for three months.
2. Sarah has been on adapted leave since she and Brian welcomed their new two-year old child into their family. Brian took volunteer redundancy from his job, which means he is at home too.
3. My holiday titlement is four weeks a year. The atmosphere in my place for work is very pleasant, so I'm happy.
4. When I applied for the job, I was looking for join a dynamic team. However, the interview jury gave an impression of complete boredom and lack of interest.
5. The factory had to operate with a skeletal staff during the economic crisis. There had been a large number of compulsive redundancies.
6. I get some good parks in my new job. I get a company car and free health security.

15. Discussion

• What do you do before a stressful situation to boost your confidence?
• Would you rather have a lot of paid leave or a higher salary?
• Do you work better under pressure? Or do you prefer to have more time?
• Do you enjoy taking on extra responsibility? Or do you find it stressful?
• What does job satisfaction mean to you?

TRANSLATION FOCUS

1. Translate the text into Roumanian. Point out all the words related to the topic studied

The Link Between Employment and Health

A good-paying job makes it easier for workers to live in healthier neighborhoods, provide quality education for their children, secure child care services, and buy more nutritious food—all of which affect health. Good jobs also tend to provide good benefits. Higher earning also translates to a longer lifespan—since 1977, the life expectancy of male workers retiring at age 65 has risen 5.8 years in the top half of the income distribution, but only 1.3 years in the bottom half.

By contrast, unemployed Americans face numerous health challenges beyond loss of income. Laid-off workers are far percent more likely than those continuously employed to have fair or poor health, and to develop a stress-related condition, such as stroke, heart attack, heart disease, or arthritis. With respect to mental health, a 2010 Gallup Poll found that unemployed Americans were far more likely than employed Americans to be diagnosed with depression and report feelings of sadness and worry.

Additionally, millions of Americans are employed but classified as "working poor." This status is associated with health challenges as well. Research shows that insurance coverage is more likely to be offered to employees earning higher salaries. Moreover, those with lower wages are less likely to access preventive care services that insurance may cover, such as screenings for blood pressure and cholesterol.

Good health is not tied only to whether we work—working conditions need to be safe as well. Private sector employees report nearly 3 million nonfatal workplace injuries and illnesses each year, with more than half being serious enough to result in days missed, job transfer, or restriction. Studies have estimated that workplace injuries and sick days cost employers upwards of $250 billion annually.

Proactive steps to promote health and safety can improve employees' well-being while saving money. Studies indicate that employers save an average of $6 for every $1 spent on workplace wellness programs. Health promotion programs reduce sick leave, health plan costs, worker compensation, and disability costs by about 25 percent.

Employers can institute a variety of strategies—including workplace wellness programs, job safety training, and education initiatives—to keep employees healthy and help their bottom line.

2. Translate the text into English. Point out all the words related to the topic studied

Studiu: Rata de angajare a persoanelor cu dizabilități în câmpul muncii este de trei ori mai mică decât a populației generale

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Pandemia de COVID-19 a înrăutățit considerabil situația persoanelor cu dizabilități pe piața muncii. Rata de ocupare a atins cel mai mic nivel din ultimii cinci ani (13,5%), fiind de trei ori mai mică în raport cu populația generală (39,8%). Sunt concluziile studiului „Intenții bune, rezultate incerte: ocuparea

persoanelor cu dizabilități pe piața muncii", lansat astăzi de către Centrul Parteneriat pentru Dezvoltare (CPD) cu suportul Fundației Soros Moldova, notează IPN.

Potivit studiului „Intenții bune, rezultate incerte: ocuparea persoanelor cu dizabilități pe piața muncii", deși situația persoanelor cu dizabilități a fost dificilă de-a lungul anilor, criza pandemică a cauzat o înrăutățire considerabilă. A scăzut numărul peroanelor cu dizabilități angajate în câmpul, iar cei care au în continuare un loc de muncă, se regăsesc preponderent în domenii modest plătite.

„Situația persoanelor cu dizabilități a fost vulnerabilă și până la pandemie, în special în privința prezenței pe piața muncii. Datele Biroului Național de Statistică arată o prezență extrem de redusă pe piața muncii a persoanelor cu dizabilități. Datele din 2021 arată că 13% din persoanele cu dizabilități se regăsesc pe piața muncii, în raport cu 40% din populația generală. În ultimii ani tot mai puține femei se regăsesc pe piața muncii, și aici putem vorbi despre o dublă marginalizare, pe de o parte femeile mai greu accesează piața muncii având în vedere sarcinile de îngrijire pe care și le asumă, pe de altă parte, starea de sănătate apare ca o barieră și un factor de discriminare atunci când femeile cu dizabilități încearcă să se angajeze", a spus autoarea studiului, Natalia Covrig.

Potrivit datelor studiului, o mare parte din persoanele cu dizabilități activează în sectorul agricol, iarveniturile rezultate din activitatea agricolă sunt relativ mici, fapt ce plasează persoanele cu dizabilități în zona sărăciei. Mai mult, seceta din acest an a provocat un declin al volumului producției agricole, fenomen care a afectat veniturile angajaților din domeniu.

„În mare parte persoanele cu dizabilități se regăsesc cu productivitate scăzută, în special în domeniul agricol. 40% din persoanele cu dizabilități activează în agricultură, acesta fiind un domeniu care solicită un nivel mai redus de calificare. Datele statistice arată că persoanele cu dizabilități au acces limitat și la educație, 10% dețin studii superioare. Această situația îi împiedică să acceseze locuri de muncă în domenii cu o productivitate înaltă. Deși în perioada pandemiei sectorul agricol nu a fost printre cele mai afectate domenii, totuși pe termen lung, prezența concentrată a persoanelor cu dizabilități în sectorul agricol, le vulnerabilizează și mai mult, creându-le o insecuritate financiară", a mai spus autoarea studiului.

Potrivit autorilor studiului, 2021, rata șomajului în rândul persoanelor cu dizabilități a fost de 4,2%, fiind de două ori mai mare față de anul precedent și atingând cea mai mare valoare din ultimii ani.

„În perioada pandemiei situația persoanelor cu dizabilități s-a înrăutățit semnificativ comparativ cu populația generală. Peste 50% din persoanele cu

dizabilități au menționat că situația la serviciu s-a înrăutățit. Un număr semnificativ de persoane au menționat că s-a înrăutățit situația legată de venituri. În perioada pandemică, rata de încadrare a persoanelor cu dizabilități în câmpul muncii a scăzut semnificativ. Ele fiind cele mai susceptibile de a activa în condiții nesigure de muncă", a spus autorul studiului, Andrei Brighidin.

La 1 ianuarie 2021, conform datelor Casei Naționale de Asigurări Sociale, numărul persoanelor cu dizabilități în Republica Moldova era de 174. 500 mii persoane, inclusiv 10. 400 mii copii cu vârste cuprinse între 0-17 ani. Ponderea bărbaților constituie 51,8% în structura persoanelor cu dizabilități.

UNIT III. ARTS

Word Study

Visual art

- ceramics
- drawing
- painting
- sculpture
- printmaking
- design
- crafts
- photography
- video
- film-making
- architecture

Written art

- literature
- novels
- drama
- short story
- biography / autobiography
- poetry

Performing art

- dance
- cinema
- theater
- ballet
- concert
- opera

Painting

- portrait
-
- brush stroke
- canvas
- landscape

- still-life picture
- palette
- impressionism
- expressionism
- sketch sitter

Places and events

- museum
- gallery
- theater
- cinema/ movies
- exhibition

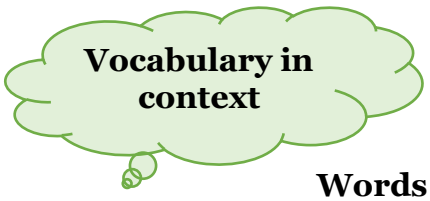
Collocations

- the sets were incredible
- colorful / elaborate / lavish / national / traditional / period / eighteenth-century / Victorian costume
- a good cast
- give a fantastic performance
- do a performance
- get a rave review
- an exhibition by Salvador Dali
- to publish a book
- cinema is showing Steven Spielberg's latest film
- what's on at the cinema / theater next week

WORDS	MEANING
abstract art	Abstract art is more concerned with the expression of the objects through color, texture, shape, form and marks then the actual appearance of the objects.
acrylics	Almost like oils but more durable, quicker to dry and you can paint on any unprimed surface and will not crack over time.
balance	An arrangement of parts so that they have equal force.
background	The shapes that appear behind the foreground.
baroque	Art that was ornately decorated, dynamic and was filled with emotion.

batik	A method of dyeing cloth, where you use wax to repel the dye on parts of the design where you do not wish to use dye
blot	When you take an absorbent material to soak up or dry excess paint or water.
brushes	Tools used to apply paint and ink to a surface, consisting of hairs, or bristles held in place by a metal ring or cap attached to a handle.
byzantine	His art was very religious and mostly created for the Eastern Orthodox Church.
canvas	A prepared cloth surface used for painting.
caricature	An exaggeration or distortion of the subject which makes it comical, satirical, or grotesque.
collage	The technique of building up a picture in two-dimensional form by using newspaper, magazines, wallpaper, and wood. Sometimes drawn or painted sketches where done over a collage background.
color value	The color value is the position in reference to the amount of white and black.
compose	To create and arrange the elements of art in an artwork.
composition	The plan, placement or arrangement of the elements of art in a work, usually according to the principles of design.
contrast	Opposites placed next to or near each other in a picture.
cloisonne	An object having an enamel coating.
engraving	You draw with a steel needle on a metal plate.
emphasis	When an artist makes one part of a picture more important than another.

etch	To cut into the surface by using chemicals to create a design.
focal point	The part of an artwork you look at first.
foreground	The first shapes that appear in front of a picture.
form	The shape of an object that has many sides and viewpoints.
freehand	Drawn by hand without the aid of tracing or drafting devices
kaolin	Fine clay used in ceramics and refractories and as a filler or coating for paper and textiles.
kinetic	Any artwork with parts that move.
lacquer	A glossy, resinous material, used as a surface coating.
landscape	Outdoor scenes like city, sea, sky or land.
limited edition	The specific amount an artist will print of her artwork



Words for commenting on art

- **original**: new in a special and interesting way (opp. = **predictable**)
- **highbrow**: intended for educated, intelligent people (often disapproving) (opp. = **lowbrow**) **impenetrable**: extremely difficult to understand (opp. = **transparent**)
- **sophisticated**: showing advanced skills and understanding (opp. = **primitive**)

- **challenging**: demanding considerable effort to be understood (opp. = **undemanding**)
- **dazzling**: inspiring great admiration because it is brilliant in some way (opp. = **pedestrian**) **evocative**: calling up images and memories (opp. = **uninspiring**)
- **thought-provoking**: making people think (opp. = u**nstimulating**)
- **exquisite**: having rare beauty or delicacy (opp. = **clumsy**)
- **intriguing:** interesting because it is strange or mysterious (opp. = **dreary**)
- **peerless**: better than any other (opp. = **run-of-the-mill**)
- **tongue-in-cheek**: not intended to be taken seriously, despite appearing serious (opp. = **earnest) priceless**: extremely valuable (opp. = **worthless**) **skilful**: clever, masterly, done well (opp. = **poorly done)**

Useful adjectives for describing works and performances

That TV series is **overrated**. [*not as good as people say*]
The plot was so **hackneyed**! [*done so often it is boring*]
The play was **disjointed** and difficult to follow. *[unconnected and not in a clear order*]
The film Green Aliens from Mars was a bit **far-fetched**. [*impossible to believe*]
The play was a bit **risqué**, and some religious leaders criticised it. *[/rɪˈskeɪ/ against accepted social standards and likely to shock some people]*
It was a **gripping** film from start to finish. [*exciting and keeping your attention the whole time*]
It was a **harrowing** documentary about war and refugee camps. [*extremely upsetting*]
It's a **moving** story about a child whose mother dies. [*making you feel pity or sadness*]
What a truly **memorable/unforgettable** performance. [*you remember it long after*]
The ballerina's performance was **understated**. [*done or expressed in a simple but attractive style]*
The play was long and **tedious**. *[boring*]
That new stand-up comedian is **hilarious**. [*extremely funny*]

The adjectives above can also be used about writing, e.g. *The plot of the novel is* ***far-fetched/hilarious/gripping***, etc.



Success and failure

The audience clearly loved the play – the **applause** was deafening. [clapping to show enjoyment] So it's not surprising that it got **glowing reviews**. [excellent reviews]

The audience called for several **encores** after his concert. [/ˈɒŋkɔːz/ calls from the audience to perform some more]

She got a **standing ovation** as Juliet in *Romeo and Juliet*. [the audience stood up and applauded at the end of the performance]

Her latest album has already won three **awards**. [prizes/honours, e.g. 'Best album of the Year']

Sam Dell won the award for 'Best **up-and-coming** actor'. [likely to become very successful]

The critics generally agree that her new symphony is a **masterpiece**. [very great work of art]

She has become **typecast** as a middle-aged mother in TV drama series. [always associated with that type of role]

His latest opera was **panned**/**slated** by the critics, which is strange, since all his previous works have been universally **lauded**. [very negatively criticised] [highly praised]

The play **bombed** in London's West End, although it had been really successful in New York. [was a failure]

The show was **booed** on the first night. [got disapproving noises from the audience]

The new TV soap has turned out to be a **total flop**. [complete failure]

Novak **was** definitely **miscast** as the father in that film; he was very **unconvincing**. [was the wrong person for the role] [not seeming real or true]

EXERCISES

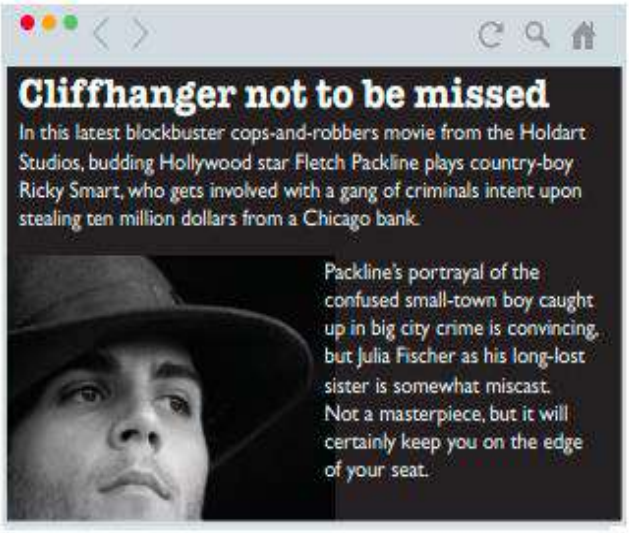
1. Use other adjectives from the unit instead of the underlined words in these sentences. Make any other changes that are necessary.

1. The musical <u>shocked some people because they thought it was immoral</u> and was attacked by several politicians and religious figures.
2. Her dance performance was <u>one of those you will never forget</u>, simply marvellous.
3. I can't remember the last time I saw such <u>a film that keeps you in suspense and totally absorbed all the time.</u>
4. It was a play that <u>aroused very deep emotions in me</u>.
5. It's a film that <u>is difficult to watch without getting very upset</u>.
6. His first stand-up routine <u>had the audience falling off their seats with laughter</u>

2. Fill the gaps in this paragraph with words from the unit. The first letter is given to help you. Two new musicals opened last week. The first, Dogs, turned out to be a total 1 f _____. It was loudly 2 b_____ by the audience and 3 p_____ by critics, who had praise only for the male lead's 4 i_____ of his role. The other show, Danger, has, however, received 5 g_____ reviews and has been given a standing 6

Read the text and underline the words or phrases that match the eight definitions. Use a dictionary if necessary.

1 the way an actor creates a picture of a person
2 he/she is the wrong actor for that part
3 a film/book/play that keeps you in suspense
4 keep you in suspense / constantly excited
5 up-and-coming
6 a film which huge numbers of people will go and see
7 a police or crime theme
8 a very great work of art



Cliffhanger not to be missed

In this latest blockbuster cops-and-robbers movie from the Holdart Studios, budding Hollywood star Fletch Packline plays country-boy Ricky Smart, who gets involved with a gang of criminals intent upon stealing ten million dollars from a Chicago bank.

Packline's portrayal of the confused small-town boy caught up in big city crime is convincing, but Julia Fischer as his long-lost sister is somewhat miscast. Not a masterpiece, but it will certainly keep you on the edge of your seat.

3. **Choose a word to answer the questions.**

1. What is the early 20th century school of art which shows unusual or impossible things happening?
2. What is the mid 20th century school of art which has its origins in optical illusions?
3. What is the early 20th century school of art which depicts people or objects as a set of geometric shapes?
4. What is the late 19th century school of art whose aim was to represent the effects of light on people or scenes?
5. What phrase can be used to mean the content of a painting or other work of art?
6. What phrase can be used to describe someone with an educated understanding of art?

4. Read the sentences and answer the questions.

1 Finn enjoys painting but he's a dauber not an artist. Does the speaker have a high or low opinion of Finn's work?

2 Curious as it now seems, the artist's work was deemed morally dangerous. Is this sentence more likely to come from a formal or informal source?
3 The sculptor is now inured to criticism. How is the sculptor affected by criticism?
4 While at art school, Matilda was particularly interested in the Cubist school of art. What is the difference between art school and school of art?

5. Choose the correct word to complete these sentences.
1. I think that the artist's cartoons are usually rather *highbrow / dreary / lowbrow* as they are intended to appeal to a mass audience. 2. When an artist sent in an ordinary red brick to an exhibition, no one was sure whether it was *impenetrable / run-of-the-mill / tongue-in-cheek* or intended as a serious statement. 3. Although the artist's early work is very sophisticated, some of his later pieces are surprisingly *primitive / thought-provoking / original* in style. 4. I find pictures of dull grey street scenes rather *dreary / peerless / dazzling*. 5. The design on that china plate is *earnest / exquisite / transparent* – however did they manage to paint such fine detail? 6. Although his photographs are quite *challenging / evocative / intriguing*, it is worth making the effort to understand them.

TRANSLATION FOCUS

1. Translate the text into English. Point out all the words related to the topic studied

Arte audio-vizuale (cu specificarea: artă teatrală; artă muzicală; artă cinematografică, televiziune şi alte genuri de artă audiovizuală)
Paşaportul specialităţii:
Domeniul ştiinţific în care se conferă gradul ştiinţific:
Studiul artelor

Formula specialităţii:

Arta teatrală ţine de domeniul studiul artelor şi se ocupă de cercetarea diverselor aspecte ale fenomenului teatral, precum sunt: istoria şi teoria teatrului şi a dramaturgiei; arta actorului şi arta regizorală, scenografia, muzica de spectacol, plastica şi mişcarea scenică, critica de teatru, sociologia teatrală.

Arta teatrală studiază diferite genuri de teatru, care sunt: teatru dramatic, teatrul liric, teatru de păpuşi, teatru muzical, teatru de balet, folosindu-se pentru analiza tuturor acestor aspecte de metodele interdisciplinare pe care le şi elaborează şi perfecţionează.

Direcţii de cercetare:

- istoria teatrului
- teoria teatrului
- istoria şi teoria dramei
- arta actorului
- arta regizorală
- arta scenografiei
- organizarea plastică a spaţiului scenic

(pictura, lumina, costume, mizanscene)

- muzica în spectacol şi coloana sonora
- plastica, mişcarea scenică şi coregrafia
- critica teatrală (istoria şi teoria)
- curente estetice în arta teatrală
- arhitectura teatrală
- managementul teatral
- pedagogia teatrală
- teatrul şi TV
- teatrul şi filmul
- teatrul şi publicul
- rolul teatrului în societate
- organizarea şi regia manifestărilor artistice de masă.

Delimitările de specialităţile adiacente:

Teatrul, fiind de natură sintetică, include în sine diferite genuri de artă: literatura dramatică, muzică, coregrafie, scenografie şi arhitectură, cinematografie şi televiziune.

Specificul artei teatrale rezidă în faptul că unele aspecte ale disciplinelor adiacente aparţin şi teatrului, mijloacele vizuale şi audiovizuale fiind o parte componentă a spectacolului. Astfel soluţionarea obiectivelor trasate în investigaţiile ştiinţifice la specialitatea 17.00-01. necesită utilizarea metodelor specifice disciplinelor adiacente menţionate, precum şi celor complementare care ţin de istorie, filosofie, estetică, filologie, psihologie, sociologie.

Totuşi pentru teatrologie ca domeniul ştiinţific multidisciplinar este importantă nu atât folosirea plenară a metodologiei disciplinelor menţionate, cât aplicarea lor doar în măsură în care ele sunt o componentă a fenomenului teatral.

Specialitatea „Arta teatrală" spre deosebire de specialitatea „Arta plastică, arta aplicativă şi decorativă şi arhitectura" nu studiază diverse genuri şi tehnici, ci doar scenografia care se bazează pe principiile artelor plastice şi a arhitecturii pentru a crea imaginea artistică vizuală a spectacolului. „Arta teatrală" spre deosebire de specialitatea „Arta muzicală" studiază funcţia muzicii în componenţa spectacolului şi influenţa ei asupra artei scenice în procesul de creaţia imaginii artistice.

De specialitatea „Cinematografia, Televiziunea şi alte genuri de artă audiovizuală" cercetările în specialitatea „Arta teatrală" se deosebesc prin faptul că aceasta se referă doar la studierea aspectelor audiovizuale şi metodelor cinematografice folosite în realizarea spectacolelor teatrale.

Metodele de analiză elaborate de specialitatea „Arta teatrală" se referă într-o anumită măsură la alte domenii de studiul artelor, precum şi la specialităţile complementare. Tezele de doctorat elaborate la interferenţa specialităţii „Arta teatrală" cu specialităţile adiacente menţionate mai sus pot fi prezentate spre susţinere la două specialităţi cu condiţia includerii în componenţa consiliului specializat a specialiştilor respectivi.

2. Translate the text into Romanian. Point out all the words related to the topic studied

Key Ideas & Accomplishments

- Beginning in the second half of the 19th century, many artists and critics felt that for painting to be relevant to modern life, it needed to throw off the tradition of illusionistic depth and historical narrative and instead re-establish the flat surface of the canvas. Painting was no longer an illusionistic window to look through but an announcement of its construction out of canvas and paint.
- Greenberg did not consider abstraction to be an artistic style, but the specific nature of painting itself, as the artist emphasizes the two-dimensional flatness of the canvas and the paint represents nothing other than paint. He felt that a painting that included narrative content or figuration had been invaded and weakened by literature or sculpture.
- Greenberg argued that painting required an "escape from ideas," to maintain its medium specificity. The artwork and the critic were required to

reject or dismiss biographical connection, social and political purpose, and cultural or philosophical associations.

- Greenberg's style of criticism - focusing on the formal aspects of the work of art - has its source in Enlightenment-era thinking and owes much to the teachings of Hans Hofmann. Subsequently, Greenberg's insistence on attending to compositional arrangement and relationships and not on biography or cultural context was widely influential for younger critics, although many critics and historians have questioned the narrow focus.

UNIT IV. HISTORY: SINCE THE DAWN OF CIVILIZATION

Word Study

Words for describing historical cause

agitated	aroused	awakened	brought about	catalyst
developed	deteriorated	encouraged	exacerbated	fuelled
generated	incited	inflamed	instigated	kindled
led to	long term	motivated	popularised	propagandised
prompted	promoted	protested	provoked	radicalised
reformed	rocked	roused	set off	short term
solicited	sparked	spurred	stimulated	stirred up
transformed	triggered	urged	whipped up	worsened

Words for describing historical effect or consequence

boosted	catastrophic	consolidated	crippled	decimated
demoralised	depleted	disastrous	disbanded	disoriented
dispersed	dissolved	divided	drained	elevated
emboldened	enriched	exhausted	fatigued	hardened
heartened	improved	inspired	mobilised	prospered
punished	restored	sapped	scattered	separated
stimulated	strained	strengthened	stretched	unified
united	unsettled	uplifted	upset	wearied

Words for describing historical continuity

blocked	calmed	censored	clamped down	concealed
conservative	contained	curbed	deterred	dispersed
froze	halted	held back	limited	mollified
pacified	oppressed	overpowered	prohibited	quashed
quelled	reactionary	regressed	repressed	resisted
restored	restrained	restricted	smothered	stabilised
stemmed	stunted	subdued	suppressed	wound back

Words for describing historical significance

adverse	calamitous	catastrophic	destabilising	destructive
devastating	dire	disastrous	essential	expedient
far reaching	far sighted	fateful	forerunner	ground breaking
healing	important	innovative	meaningful	modernising

negative	ominous	opportune	profound	pivotal
positive	revolutionary	ruinous	serious	shaking
shattering	significant	spear heading	timely	trail blazing
transforming	tumultuous	unsettling	uprooting	vital

Words for evaluating historical sources

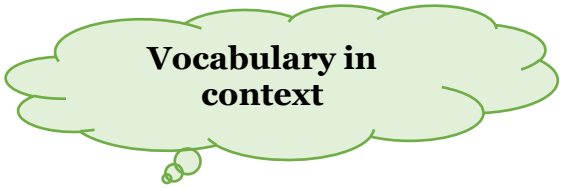
balanced	baseless	biased	convincing	credible
deceptive	dishonest	distorted	doubtful	dubious
emotive	exaggerated	fallacious	far fetched	flawed
honest	imbalanced	impossible	inflated	limited
misleading	one sided	overwrought	persuasive	phoney
plausible	propagandist	realistic	reasonable	selective
sensationalist	skewed	sound	spurious	unrealistic
unreliable	untenable	useful	valid	vivid

Command words for history tasks and activities

analyse	Examine and discuss the important structure or parts of something
annotate	Record written questions, comments or explanations on a document or visual source
annotated bibliography	A list of books that contains a note about the content and usefulness of each book
argue	Present a case, to express and explain a particular reason or theory
brainstorm	Gather and record thoughts and ideas spontaneously, without sorting or evaluating them
cite	Refer to an authority or trusted source, as evidence of your

	information or idea
compare	Examine two or more propositions and identify and discuss similarities between them
concept map	A visual chart or diagram, using shapes and lines to organise and connect topics or ideas
conclusion	The last paragraph in sustained writing, it restates the contention and 'rounds off' the text
contrast	Examine two or more propositions and identify and discuss differences between them
critically analyse	Analyse something and offer views and judgements about the merit or value of its parts
define	Provide precise meanings and explanations about something
describe	Provide a detailed and graphic account of something
discuss	Provide a balanced commentary about something, mentioning arguments for and against
evaluate	Analyse something and form final conclusions about its value, credibility or merit
explain	Provide a clear, straightforward and detailed account of something
historiographical activity	A task requiring discussion of historians and their interpretations of a particular topic
interpret	Examine something to extract its meaning and express it in your own words
introduction	The first paragraph in sustained writing, offering a contention and an outline of the text
issue	A topic or question that is open to discussion, debate or dispute
justify	Provide clear reasons, grounds and evidence for a

	particular argument or conclusion
outline	Provide a basic overview of something, describing only its main features
paraphrase	To describe someone else's words, statement or meaning, in your own words
review	Read or examine something and offer your own thoughts and judgements about it
signpost	Use phrases and sentences outlining the direction or structure your writing will take
summarise	Briefly describe the main points or attributes of something, without going into much detail



Historical eras

In ancient Egypt, the **Bronze Age** began about 5,000 years ago. [*period when the metals copper and tin began to be used to make weapons, tools, etc.; we also talk of the Stone Age, the Iron Age*] Life in **medieval** times was hard. [*of or from the European Middle Ages, i.e. 1000–1500 AD*]

I love the great **Renaissance** art of Italy. [*period of new growth of interest and activity in the arts especially in Europe in the 14th to 16th centuries*]

Magnificent architecture and works of art were created in Central America in the **pre-colonial** era. [*period before Europeans arrived in large numbers and took power; opp. = post-colonial*]

Military history infantry: soldiers on foot (uncountable)

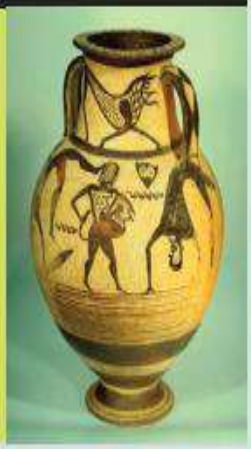
cavalry: soldiers on horseback (uncountable)

(suit of) armour: metal protective clothing worn by soldiers

chariot: two-wheeled vehicle pulled by a horse and used in ancient times for racing and war **galleon:** large sailing ship with three or four masts, used in the 15th to 18th centuries

A **History – the great and the ordinary**

Archaeologists[1] patiently work among the remains of past civilisations, trying to understand once-powerful vast **empires**[2], **kingdoms**[3] and **dynasties**[4]. Since the **dawn**[5] of civilisation, societies have recorded the **reigns**[6] of kings and emperors, the fate of their **heirs**[7] and **successors**[8] and major events such as **coronations**[9], wars and **conquests**[10]. All this can be recorded in **manuscripts**[11] or on stone tablets. When an heir succeeds to the throne and is crowned, we usually learn how long he/she reigns. Meanwhile, the lives of the ordinary people, the **peasants**[12] and **labourers**[13], the pattern of their days, the **migrations**[14] of social groups, often go unrecorded, and archaeologists and historians have a tougher task in interpreting whatever **shreds**[15] of evidence remain. But for many, this is the real history and archaeology, the true key to our past.



[1] person who studies the material evidence of past societies [2] group of countries ruled by a single person [3] individual countries ruled by a king or queen [4] different rulers who are all from the same family, or a period of time that a country is controlled by them [5] beginning [6] period that a king, queen or emperor rules [7] person who is legally entitled to continue the work of someone important who has died or who has the same position as they had [8] person who takes over from another person [9] event when a king or queen receives his/her crown [10] when someone or an army defeats and takes over another country [11] texts written by hand [12] person who works on the land and earns little, usually having a low social status [13] person who does unskilled manual work [14] moving from one place to another in large numbers [15] very small amounts

- **People warlord**: a military leader who controls a country or, more oft en, an area within a country
- **slave**: person legally owned by someone else and who has to work for them (noun = **slavery**)
- **ruler**: leader of a country
- **explorer**: someone who travels to places that no one is thought ever to have visited, in order to find out what is there
- **merchant**: someone who buys and sells things in large amounts, especially by trading with other countries
- **monarch**: neutral term for a king or queen (a country with a king or queen at its head can also be called a **monarchy**)
- **the nobility**: collective term for people of the highest social rank in a society

EXERCISES

1. Which words are these definitions of?

1. The period during which someone is king or queen _____
2. A family that rules during different generations _____
3. Someone who is legally entitled to take power or control when someone dies _____
4. A text written by hand _____
5. The event when a king or queen receives a crown _____
6. Several different countries ruled by one person _____
7. A metaphorical expression meaning 'the beginning' of something_____
8. A small amount _____
9. A historical era when the use of copper and tin to make weapons and implements began _____
10. The period in the history of many countries before European conquerors arrived_____

2. Here are some of the words used in a metaphorical way. Read the sentences and answer the questions about the underlined phrases.

1. The princess swept into the room <u>like a galleon in full sail</u>. Was the princess (a) small and awkward or (b) large and stately?
2. He doesn't mind criticism and it's often hard to penetrate his <u>armour</u>. Is the person described likely to be (a) thick-skinned or (b) physically strong?
3. There has been <u>a renaissance of interest</u> in the harp. Has interest (a) increased or (b) decreased?
4. No one should be <u>a slave</u> to tradition. Does the writer think people should (a) always follow tradition or (b) not always follow tradition?
5. Mike has a positively <u>medieval</u> attitude towards the role of women in society. Does Mike have (a) a liberal, open-minded attitude or (b) a very old-fashioned, conservative attitude?

TRANSLATION FOCUS

1. Translate the text into Romanian. Point out all the words related to the topic studied

Treaty of Versailles 1919

After the First World War, American President Woodrow Wilson promoted an idealistic 14 points and creation of a new "League of Nations" to help prevent war. However, the American Senate voted against joining the League of Nations and France and Britain sought 'reparations' from Germany and the defeated powers. Germany was occupied by French troops until the mid 1920s and the German army severely limited. These restrictions were considered 'humiliating' by many German army officers and this sense of 'betrayal' would be exploited by Hitler in the coming years. French general Ferdinand Foch stated. "This is not peace. It is an armistice for twenty years." The Treaty of Versailles and other similar treaties arbitrarily re-drew the map of the world – creating new countries, such as Czechoslovakia, Finland, Poland, Latvia, and Yugoslavia out of ethnically mixed populations, which would prove problematic many years later.

Just 20 years later, Hitler would plunge the continent into conflict for a second time in an effort to restore lost pride.

Stock Market Crash 1929

In October 1929, after the long economic and stock market boom of the 1920s, in October 1929, shares on Wall Street dropped sharply. This led to a prolonged fall in share [roce and precipitated the global great depression. Unemployment rose to 25% in US with output and trade falling around the world. The widespread poverty and sense of alienation led to the growth of political extremes across the world. Japan and Germany both turned to far-right nationalist movements, which led to military expansionism and the Second World War.

In America, the Great Depression led to the election of FDR and a great expansion in the size of the Federal government as people wanted the government to intervene in dealing with the depression. German Invasion of Poland – 1939

1st September 1939 German and Russian soldiers Poland-1939

On 1st September 1939, Hitler's Nazi Germany invaded Poland, ostensibly for 'lebensraum' and to redress the imbalances of the Treaty of Versailles. The invasion of a sovereign nation finally convinced the allies – Great Britain and

France of Hitler's wider intentions for the occupation of Europe. After appeasing Hitler over Austria and Czechoslovakia, Poland proved the final straw and on September 3rd, 1939, Great Britain declared war on Nazi Germany. The Second World War was to last until May 1945, costing the lives of approximately 50 million people. Less well known is that under a secret Nazi-Soviet pact the Soviet Union also occupied parts of Poland at the same time as Germany's invasion.

2. Translate the text into English. Point out all the words related to the topic studied

Extras din referat:

Epoca moderna,deosebit de importanta prin realizarile ei isi are inceputurile in secolul al XVII-lea si dureaza pana catre sfarsitul secolului XIX. Epoca moderna, ca epoca distincta cultural, a fost impusa istoric in principal, de profundele mutatii pe care le-a cunoscut una dintre componentele de baza ale culturii, stiinta. Inca din secolul XVII, datorita unui impresionant proces de cuceriri si transformari fundamentale in mai multe ramuri ale stiintei, s-a declansat o adevarata revolutie stiintifica, a doua in istoria umanitatii. Aceasta a doua revolutie a transformat intreaga structura a stiintei, a cunoasterii stiintifice in general, a metodologiei si a idealului explicativ al stiintelor particulare, dar a si redimensionat statutul stiintei in ansamblul culturii. Toate acestea au determinat remodelarea raporturilor stiintei cu filosofia, cu religia, cu arta si au influentat conditia omului in lume. Noua stiinta, impunandu-se, reuseste, impreuna cu tehnica, sa creeze pentru om noi repere valorice, sa dea noi rezonante omului in tendinta lui permanenta de a-si ameliora conditiile de existenta.

Aceasta a doua revolutie stiintifica n-a fost un fenomen spontan, discontinuu. Ea isi are originile in noutatile aparute in constiinta si stiinta Renasterii prin realizarea de exceptie exceptie a lui Copernic (teoria heliocentrica), prin noua conceptie anatomica a lui Vesalius, prin critica conceptiei aristotelice despre structura si functionarea universului.

Conceptia heliocentrica emisa in Renastere de catre Copernic va capata intemeiere stiintifica in secolul XVII prin realizarile unor personalitati, precum: Kleper, Galilei si Newton. Kepler, luand ca punct de reper Soarele si descoperind legile miscarii planetelor, confirma conceptia copernicana dar, in acelasi timp o corecteaza prin postulate stiintifice riguroase. G.Galilei a contribuit decisiv la fundamentarea stiintifica a heliocentrismului, rupand cu

metodele speculative si impunand in astronomie observatia ca metoda stiintifica de investigare si in acelasi timp criteriu de confirmare a adevarului.

Prin opera sa, Isaac Newton a reusit o sinteza mecanica de mare valoare stiintifica a sistemului solar. Fundamentand legea gravitatiei universale pe care o formuleaza matematic, el reuseste pentru prima data sa stabileasca in spiritul rigurozitatii stiintifice o lege a intregului Univers, valabila atat pentru macrocosmos,cat si pentru microcosmos. El reuseste astfel sa cuprinda intregul Univers - de la stele pana la atomi - intr-o singura lege si astfel conceptia sa ne apare si astazi ca o superba realizare a ratiunii umane.

Descoperirea legilor (legile dinamicii de catre Galilei, legile astronomice ale lui Kepler, legea gravitatiei universale ale lui Newton), ca si incercarea de fundamentare a notiunii de lege in plan stiintific si filosofic constituie una dintre marile descoperiri ale stiintei moderne. O data cu descoperirea legilor si a domeniului lor de manifestare incep inca din sec. XVII sa se schimbe atat sarcinile, cat si natura stiintei. Dupa cum stim inca de la Aristotel, viziunea despre univers includea ideea ierarhizarii formelor de existenta. Noua stiinta impune conceptia dupa care toate formele de existenta, oricat de diferite vor fi sub aspect fizic au acelasi statut ontologic.

Aceasta noua stiinta a contribuit decisiv la trecerea de la vechea stiinta a calitatii, intemeiata pe cunosterea senzoriala, la noua stiinta a cantitatii bazata pe calcul matematic, fapt ce determina trecerea de la cunoasterea aproximativa la cea riguroasa, apta a reusi performante cognitive autentice. Fr. Bacon si R. Descartes criticand principiul autoritatii, ca si factorii nocivi, perturbatori au reformulat atat metoda inductiva (Bacon), cat si pe cea deductiva (Descartes) fiind considerti fondatorii acestor metode in forma lor contemporana.

Aceste transformari din interiorul stiintei, ce i-au schimbat profund statutul, au determinat, relatii noi cu celelalte componente ale culturii, ca si schimbarea conditiei existentei umane. George Gusdorf afirma ca in stiinta traditionala exista o unitate organica intre om, cosmos si Dumnezeu. In functie de etapele istorice, soarta omului era considerata ca fiind dependenta de relatia sa de subordonare fata de cosmos sau fata de divinitate. Noua stiinta, desacralizata si dezantropofizata, il indeamna pe om sa cunoasca natura nu pentru a i se supune sau a se impaca cu ea, ci pentru a o stapani si prin aceasta pentru a-si ameliora existenta.

Majoritatea indemnurilor marilor personalitati cereau cunoasterea lumii reale, a lucrurilor si fenomenelor particulare si apelul la tehnica, adica tot la realizarile lui pentru a stapani aceste lucruri si fenomene. Prin aceasta, omul modern capata si un nou statut ontologic. El nu mai apeleaza la ajutor extern, ci

la propriile sale puteri si creatii, intre care stiinta si tehnica sunt cele mai demne de luat in seama.

UNIT V. PSYCHOLOGY AND MENTAL HEALTH

Word Study

- **anxiety** - worry or fear that is not proportional to reality
- **attachment theory** - Henry Harlow's theory of the four attachment styles (secure, avoidant, anxious, and disorganized)
- **attitude -** a person's mindset that changes in different situations
- **bias -** feeling prejudice for or against something
- **Big Five** - the five main personality traits (neuroticism, extraversion, openness, agreeableness, and conscientiousness)



- **catharsis** - relief that occurs unconscious thoughts become conscious
- **cognition** - mental activity (e.g., understanding, creativity, problem-solving)
- **consciousness** - one's awareness of the world around them
- **construct** - a method of thinking or theory
- **coping mechanism** - tool to manage and/or relieve stress
- **defense mechanism -** tool to defend oneself against emotional trauma or stress
- **delusions** - beliefs that are held even when proven wrong
- **ego** - part of Freud's model of the psyche that balances the conflict between the moral conscience (superego) and primal instincts (id)
- **emotional intelligence** - one's ability to regulate, process, and express emotions
- **extrovert** - a person who gains energy from being around other people
- **hierarchy of needs** - Maslow's theory that people's motivations come from four levels of needs (physiological, safety, love and belonging, and self-esteem) that lead to self-actualization
- **id** - the primal, instinctual part of Freud's model of the human psyche

- **intelligence quotient (IQ) -** score that measures a person's cognitive abilities
- **introvert** - a person who feels energized after time alone
- **long term memory** - memory system that stores information for a long period
- **mindfulness** - ability to use all five senses to focus on the present moment
- **nature vs. nurture** - debate about whether one's genes (nature) are more or less influential than they way they were raised (nurture)
- **paradox** - a contradictory statement
- **pathology -** scientific study of disease and/or behavior
- **personality** - one's standard pattern of thinking, feeling, and behaving
- **projection -** defense mechanism that applies one's own negative behavior to others
- **schema -** mental model that includes prior knowledge and expectations
- **self-actualization** - the highest need in Maslow's hierarchy of needs; the need to realize one's full potential
- **short-term memory -** memory system that only stores information for a short amount of time
- **self-efficacy -** one's knowledge and confidence that they can meet challenges
- **stress** - the negative effect of challenging circumstances on one's mental and emotional wellbeing
- **superego** - part of Freud's model of the psyche that handles moral decisions; also known as the conscience

Terms for Psychological Conditions or Disorders

- **addiction** - psychological and physiological dependence on a substance or behavior
- **antisocial personality disorder** - personality disorder marked by a pattern of behaviors that are not socially acceptable
- **anorexia nervosa** - eating disorder characterized by the need to restrict one's eating in order to control one's weight
- **Attention Deficit Hyperactivity Disorder (ADHD)** - disorder marked by one's inability to focus, sit still, or control impulsive behavior
- **bipolar disorders** - mood disorders that fluctuate between depressive and manic episodes

- **borderline personality disorder** - personality disorder in which a person exhibits impulsive, erratic behavior and unstable relationships
- **bulimia nervosa** - eating disorder marked by a person's compulsion to binge and purge food in an effort to control their weight
- **cognitive dissonance** - state of anxiety that occurs when a person encounters information that contradicts their beliefs
- **dementia** - condition in which one experiences significant cognitive decline
- **depression** - mood disorder marked by lack of motivation, energy, and joy
- **dissociative disorders** - disorders in which a person protects themselves from emotional trauma by detaching from reality for short or long periods of time
- **eating disorders** - disorders in which one attempts to control their environment by controlling their eating habits

- **generalized anxiety disorder** - pattern of persistent worry about typical events
- **histrionic personality disorder** - personality disorder marked by one's desire for attention and propensity for high emotions
- **hypochondriasis** - disorder in which one believes they have a serious illness or disease
- **insanity** - legal term that indicates a person's inability to take responsibility for their actions
- **mental illness** - psychological condition that makes it difficult to function
- **mood disorders** - disorders in which one experiences rapid, volatile mood swings
- **Munchausen syndrome** - disorder in a person seeks attention by fabricating an illness (known as **Munchausen** **by proxy** in the case of a caregiver fabricating illness in a child or patient)
- **narcissistic personality disorder** - disorder in which a person's sense of extreme importance leads to a lack of empathy
- **obsessive-compulsive disorder** - anxiety disorder characterized by an obsessive and/or compulsive need to control one's environment
- **panic disorder** - the experience of constant and unexpected panic attacks
- **personality disorders** - patterns of behavior and experience that are not typical to one's primary culture or environment
- **phobia** - anxiety disorder that is characterized by an extreme, irrational fear

- **post–traumatic stress disorder (PTSD)** - condition in which an environmental trigger causes a person to re-experience the stress or trauma of a traumatic event
- **psychosis** - perception that is extremely distorted and divergent from reality
- **psychosomatic** - a physical illness brought on by one's belief that they are ill
- **schizoid personality disorder** - personality disorder that inhibits a person's social skills and emotional processing
- **schizophrenia** - disorder in which one experiences an alternate reality, which may include hallucinations, delusions, and erratic behavior
- **substance abuse -** pattern of drug use that adversely affects one's life

WORDS RELATED TO MEDICINE

- **anaesthetic**
  a drug that causes temporary loss of bodily sensations
- **anaesthetic agent**
  a drug that causes temporary loss of bodily sensations
- **anaesthetise**
  administer an anesthetic drug to

- **anaesthetist**
  a specialist who administers an anesthetic to a patient before he is treated
- **anaesthetize**
  administer an anesthetic drug to
- **blunt**
  not sharp (used of a knife or other blade)
- **brace**
  a support that steadies or strengthens something else
- **cast**
  put or send forth
- **casualty**
  someone injured or killed in an accident
- **constipated**
  have difficult or incomplete or infrequent evacuation of the bowels
- **diarrhea**
  frequent and watery bowel movements
- d**iarrheal**

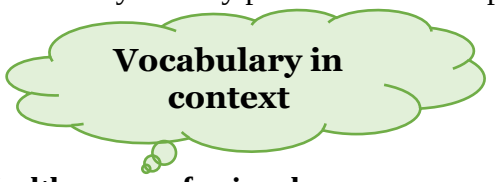
of or relating to diarrhea

- **diarrhoeal**
  of or relating to diarrhea
- **ease**
  freedom from difficulty or hardship or effort
- **filling**
  any material that fills a space or container
- **fracture**
  breaking of hard tissue such as bone
- **gowna**
  woman's dress, usually with a close-fitting bodice and a long flared skirt, often worn on formal occasions
- **indigestion**
  a stomach disorder characterized by discomfort or pain
- **knee brace**
  a brace worn to strengthen the knee
- **lotion**
  any of various cosmetic preparations that are applied to the skin
- **operating room**
  a room in a hospital equipped for the performance of surgical operations
- **operating theatre**
  a room in a hospital equipped for the performance of surgical operations
- **optician**
  a worker who makes glasses for remedying defects of vision
- **painkiller**
  a medicine used to relieve pain
- **prescription**
  the action of issuing authoritative rules or directions
- **prescription drug**
  a drug that is available only with written instructions from a doctor or dentist
  to a pharmacist
- **prescription medicine**
  a drug that is available only with written instructions from a doctor or dentist to a pharmacist
- **prevent**
  keep from happening or arising; make impossible
- **recuperate**

restore to good health or strength

- **sprain**
  twist suddenly so as to wrench
- **stiff**
  incapable of or resistant to bending
- **stitch**
  a link or loop made by sewing, knitting, or needlework
- **stitched**
  fastened with stitches
- **stitchery**
  needlework on which you are working with needle and thread
- **strain**
  exert much effort or energy
- **surgeon**
  a physician who specializes in surgery
- **surgery**
  science treating disease or injury by operative procedures
- **syringe**
  a medical instrument used to inject or withdraw fluids
- **syrup**
  a thick sweet sticky liquid
- **tickle**
  touch (a body part) lightly so as to excite the surface nerves and cause uneasiness, laughter, or spasmodic movements
- **tonsil**
  either of two masses of lymphatic tissue one on each side of the oral pharynx
- **tonsillitis**
  inflammation of the tonsils
- **tooth decay**
  soft decayed area in a tooth
- **torture**
  infliction of suffering to punish or obtain information
- **torture chamber**
  a room in which torture is inflicted
- **walking stick**
  a stick carried in the hand for support in walking

- **wheelchair**
  a movable chair mounted on large wheels
- **prescribe**
  issue commands or orders for
- **reimburse**
  pay back for some expense incurred
- **reimbursement**
  compensation paid for damages or money already spent
- **slippery**
  causing or tending to cause things to slip or slide
- **Aegean**
  an arm of the Mediterranean between Greece and Turkey
- **shoehorn**
  a device used for easing the foot into a shoe
- **velvet**
  a silky densely piled fabric with a plain back



Healthcare professionals

Many professionals are trained to help people stay healthy and to treat health problems. **Primary care** is provided by the doctors (also known as **physicians)** or nurses who the patient goes to first when they have a problem. This may happen at the doctor's surgery or, sometimes, during a **home visit**. A **locum** is a doctor who does the job of another doctor who is ill or on holiday. Most medical care, whether it is for an **acute condition**[1] or a **chronic** condition, is provided through the primary care system. **Secondary care** is provided by specialists in special clinics or hospitals. Patients are **referred to** a specialist by their doctor. These may specialise, for example, in a particular **organ**[2] or a specific age group. Specialists (what they specialise in is in brackets) include, among many others: **ophthalmologists** (eyes), **cardiologists** (heart), **psychiatrists** (the mind), **dermatologists** (skin), **gynaecologists** (women's reproductive systems), **obstetricians** (pregnancy and childbirth), **paediatricians** (children), and **anaesthetists** (**anaesthesia** or stopping people from feeling pain during surgery). **ternative medicine** or **complementary medicine**[3], including: **acupuncturists**[4], **chiropractors**[5]**, homeopathic doctors**[6] and **aromatherapists**[7].

1. *- one that is severe and sudden in onset*

2*.- part of the body, e.g. stomach, liver*

3. *- approaches that differ from conventional western approaches*

4.- */ˈækjʊpʌŋktʃərɪsts/ people who treat patients by using needles at special points around the skin*

5. *- /ˈkaɪrəʊpræktəz/ people who treat patients by pressing joints in places where two joints are connected, e.g. the spine, or backbone*

6. *- /ˌhəʊmiəʊˈpæθɪk/ doctors who use tiny amounts of natural substances to treat an illness*

7. *- /əˌrəʊməˈθerəpɪsts/ therapists who use aromatic oils and massage*

Health systems

In Britain, **healthcare**[1] is paid for through taxes and **national insurance**[2] payments taken directly from wages and salaries. The government decides how much will be spent on the **National Health Service**[3], but a lot of people feel they do not spend enough. Hospital treatment and visits to a **family doctor** (or **GP4**) at a **surgery**[5] or **clinic**[6] are free, but there is often a **prescription charge**[7]. Private healthcare is available and a large number of **insurance schemes** exist to enable people to '**go private'**[8].

1*.- general expression for all of the services offered by hospitals, clinics, dentists, opticians, etc.*

2*.- tax paid by most working adults which covers the costs of healthcare for everyone*

3*.- British name for the state-funded service that covers hospitals, clinics, dentists, etc. (often abbreviated to the **NHS**)*

4. *- doctor who looks after people's general health (GP = **general practitioner**)*

5. *- small centre offering primary care, run by a single GP or a group of GPs (surgery can of course also mean the branch of medicine that involves carrying out operations)*

6. *- centre which specialises in treating a particular condition or group of conditions*

7*. - charge for the medication the doctor prescribes, which you pay at a pharmacy*

8*. - choose private healthcare*

Feeling unwell

Some informal expressions that mean 'not well, but not seriously ill'.

A: You look a bit **off-colour** today. Are you all right?

B: I'm just feeling a bit **out of sorts**, it's nothing to worry about.

I was feeling a bit **under the weather**, so I stayed at home yesterday.

Katy's been **feeling poorly** for a while.

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

Rani isn't in today; she's **gone down with** flu. [*has caught, usually a non-serious illness*]

I'm not going to work today. I've **come down with** a dreadful cold. (*we usually say come down, not go down with, when talking about ourselves)*

Harry **suffers from** hay fever and sneezes a lot if he's near grass or flowers. [*used for more long-term problems]*

Getting better

I had a virus last week, but I **got over** it quickly. [*got better, recovered*]

Jo's **recovering from** a major operation. [*getting better: used for more serious illnesses*]

Dan felt terrible last week, but he's **on the mend** now. [*getting better*]

It's taking Hania some time to recover from her accident, but **she's over the worst** now. [*past the most difficult period*]

She'll **be back on her feet** again soon. [*fully healthy again*]

You can call a physical pain *a dull/nagging/ throbbing ache* but the noun *hurt* refers to emotional pain, e.g. *The break-up of their relationship caused them both deep* ***hurt***.

Minor health problems

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

My arm **hurts** where I banged it against the car door.

[*gives pain caused by an injury*]

My back **aches** after all that digging yesterday. [*persistent low-level pain]*

The fixed expression **(the usual) aches and pains** is often used to refer in a non-serious way to minor problems: Mum's feeling fine, apart from the usual aches and pains (*NOT pains and aches*). The fixed expression **cuts and bruises** can refer to minor injuries: Jason had a few cuts and bruises when he fell off his bike, nothing serious (*NOT bruises and cuts).* Some other kinds of physical discomfort:

My hand's been **stinging** ever since I touched that plant. [*sudden, burning pain*]

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

I have a **stiff neck** from sitting in a draught yesterday. [*pain and difficulty in moving your neck round*]

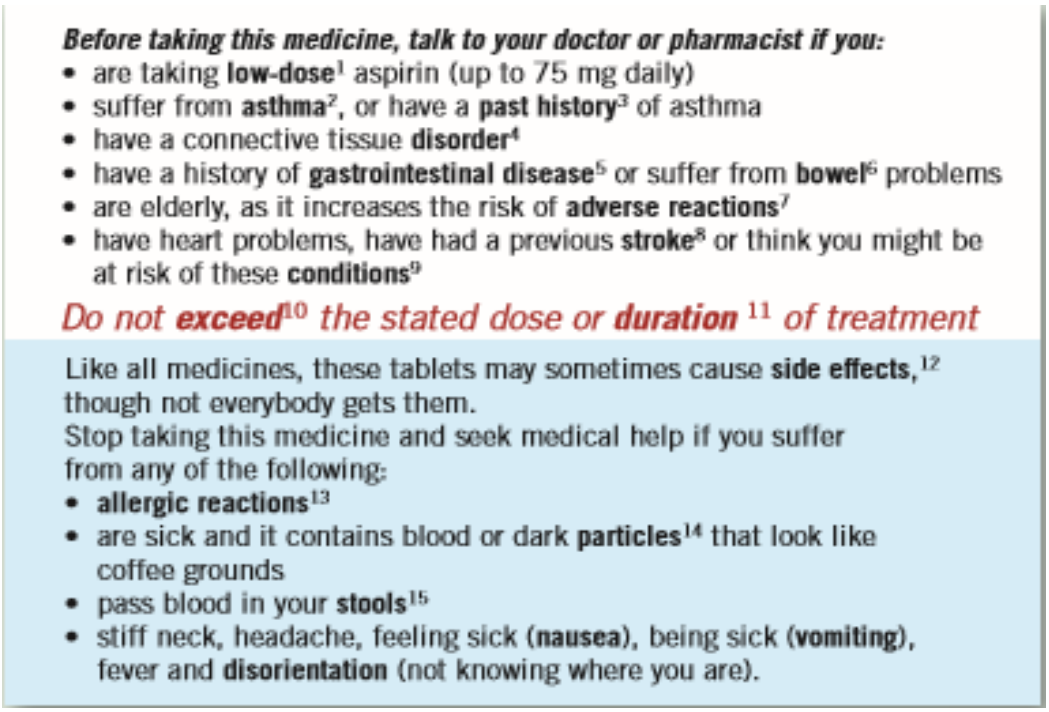
She tripped on the uneven pavement and **twisted her ankle**. [*injured by turning it suddenly*]

I feel a bit **dizzy**. I think I should sit down. [*a feeling that you are spinning round and can't balance*] She was a bit **feverish** this morning, so I told her to stay in bed. [*with a high temperature/fever*] I feel quite **shivery / hot and cold**. I think I must have a temperature. [*shaking slightly, usually because of a fever*] I've had a lot of **sleepless** nights recently. [*without sleeping much*]

I had a terrible **nauseous** feeling after taking the medicine, but it passed. [*feeling that you want to vomit*] He was **trembling** all over; I knew it must be something serious. [s*haking*]

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

Medical information leaflets



Before taking this medicine, talk to your doctor or pharmacist if you:

- are taking **low-dose**[1] aspirin (up to 75 mg daily)
- suffer from **asthma**[2], or have a **past history**[3] of asthma
- have a connective tissue **disorder**[4]
- have a history of **gastrointestinal disease**[5] or suffer from **bowel**[6] problems
- are elderly, as it increases the risk of **adverse reactions**[7]
- have heart problems, have had a previous **stroke**[8] or think you might be at risk of these **conditions**[9]

*Do not **exceed**[10] the stated dose or **duration**[11] of treatment*

Like all medicines, these tablets may sometimes cause **side effects**,[12] though not everybody gets them.
Stop taking this medicine and seek medical help if you suffer from any of the following:

- **allergic reactions**[13]
- are sick and it contains blood or dark **particles**[14] that look like coffee grounds
- pass blood in your **stools**[15]
- stiff neck, headache, feeling sick (**nausea**), being sick (**vomiting**), fever and **disorientation** (not knowing where you are).

Read this extract from a leaflet included in a packet of painkillers.

1*- measured amount of medicine that is relatively small.*

2 *- medical condition in which breathing becomes difficult because air passages have narrowed.*

3*. - record of medical conditions a person has experienced.*

4*.- illness of the body or mind.*

5*. - illness of the stomach or digestive passages.*

6*. - tube that carries solid waste out of the body.*

7. *- unwanted results.*
8. *- sudden change in blood supply to the brain causing loss of function of part of the body.*
9. *- illnesses or physical problems.*
10. *- take more than.*
11. *– length.*
12. *- unwanted eff ects in addition to the intended one.*
13. *- conditions aff ecting skin or breathing because of eating or coming into contact with certain substances.*
14. *- small pieces.*
15. *- medical term for excrement (formal) or poo (informal, childish).*

Medical metaphors

Social and other problems are often talked about as if they were illnesses: The current spate of car theft s is a symptom of a deeper underlying problem. *[medical meaning = problem indicating an illness*] This behaviour is **symptomatic** of his general lack of self-confidence. The causes of a problem can be **diagnosed** and the outlook for a situation can also be referred to as the **prognosis**. [*medical meaning = identify what illness a patient has*] [*medical meaning = how experts expect an illness to develop*]

The medical meaning of the key word is given in brackets before the examples below:[**ailing** = *unwell, sickly*] an **ailing** organisation [*one that has a lot of problems*].

The economy has been **ailing** for some time, but there are hopes of a recovery soon. [**rash** = *a lot of small red spots on the skin*] **a rash of** burglaries [*a number of similar things happening at the same time*] [**fever** = *high temperature*] World Cup **fever,** election **fever** [*great excitement*]at **fever pitch**, to reach **fever pitch** [*a point of very high intensity*] With a week to go before Anne's wedding, preparations had reached **fever pitch**.[**jaundiced** = *yellow-looking skin because of a liver problem*] Experts in the history of the area take a rather **jaundiced** view of the likely success of the peace talks. [*unenthusiastic or sceptical because of previous bad experiences*] [**scar** = *mark left on skin aft er an injury such as a cut*] **carry the scars of** / **be scarred by** [*be permanently aff ected by a negative experience*] I'm afraid that children will always **be scarred** by experiencing war at a young age. [**infect** = pass on an illness] I hope Helen's enthusiasm will **infect** everyone else. [*pass on to*] [**pulse** = *regular beating of heart, e.g. as felt on wrist*] That journalist really **has his finger on the pulse** of public opinion. [*understands how things are changing*]

EXERCISES

1.Choose a word from the box to complete each sentence.

Acute	chronic	condition	locum	organ	prescription	refer

1. [illegible] blood test.
2. He suffers from_____ bronchitis – it comes back year after year.
3. The doctor wrote me a _____for some painkillers.
4. The GP decided to_____ Alex to a specialist.
5. Chris has a skin_____ which is taking a long time to clear up.
6. I saw a very nice_____ today because our normal GP was on leave.
7. The heart is the_____ which pumps blood around our bodies.
8. Lydia had her appendix removed after an_____ attack of appendicitis.

2. Correct the mistakes in the collocations in these questions about healthcare. 1. What is the name of your familiar doctor? 2. Is there a prescription price in your country? 3. In your country is there a similar structure of primary care and second care? 4. Do doctors often do home visitors in your country? 5. Are there insurance societies for private healthcare in your country? 6. When it comes to healthcare, do many people in your country make private? 7. How popular is complimentary medicine in your country? 8. Have you ever been to a specialist who practises some kind of alternating medicine?

3. Rewrite the underlined parts of these sentences using words and phrasesfrom the unit.

1. I was feeling quite <u>as if I had a high temperature</u>.
2. The smell of paint always made her feel that <u>she wanted to vomit</u>.
3. I felt <u>as if my head was spinning</u>, so I went and lay down for an hour.
4. My nose was <u>blocked</u>, so I got a spray from the chemist.
5. I got <u>a pain in my neck</u> from driving for a long time in an awkward position.
6. Laura was <u>feeling hot and cold</u> and looked unwell, so I told her to go to bed.
7. My knee hurts today because <u>I moved it awkwardly</u> getting out of Andrei's sports car yesterday.
8. I <u>didn't sleep at all</u> last night.

4. Sort these everyday phrasal verbs and expressions connected with health and illness into two groups, depending on whether they have positive or negative meanings with regard to health.

suffer from be over the worst fight off be on the mend be back on your feet again get over come down with under the weather

Positive	**Negative**

5. Choose the best word to complete each sentence.

1. Anorexia is a serious eating *effect / disorder* in which a person tries to eat as little as possible.
2. The doctor asked me a lot of questions about my medical *history / story*. 3. Far more children these days are *asthmatic / allergic* to nuts than ever before. 4. It is important not to *overtake / exceed* the number of pills the doctor tells you to take. 5. Talk to your pharmacist if you suffer any *side / adverse* reactions to the tablets. 6. My grandfather had *a bowel / stroke* last year. 7. Doctors use the word stools but children talk about *poo / excrement*. 8. If you vomit, you *feel / are* sick. 9. *Disorientation/Disease* can be the result of a bang on the head. 10. Maria is not allowed to drive for the *duration/dose* of her treatment.

6. Replace the underlined expressions with one of the metaphors studied. Make any other necessary changes.

1. Excitement grew extremely strong as the day of the final match dawned.
2. Although industry is doing well in the north of the country, in the south it is weak.
3. The manager said that there had been a sudden large number of complaints about the hotel.
4. Unfortunately, she is still affected in a negative way by her divorce.
5. The problems we have experienced in our neighbourhood are evidence of wider problems in society.
6. What do you think the prospects are for the peace talks?
7. I voted for the Green Party because they seem to be in touch with what's happening.8. The business has been having problems for some time now. 9. I'm afraid I have rather a sceptical view of the banking industry.

TRANSLATION FOCUS

1. Translate the text into Romanian. Point out all the words related to the topic studied

The Grand Challenges of Psychological Science
Leah Thayer, APS staff writer

In October, APS invited members to share what they consider to be the "grand challenges" psychological science must address in the coming years. Our goal was to illuminate worrisome fault lines within the discipline, strengthen the field's collective impact, and draw attention to how scientific psychology can more effectively inform public policy and advance human welfare. We reached out to members around the world, aiming for a collective response that reflects the diversity of experiences and opinions within the multidomain world of psychological research. Well over 100 of you responded, weighing in from every continent and representing every stage of your careers, from graduate school to more than 50 years postdoctorate. Although respondents were disproportionately White, North American, and male, your concerns were global and inclusive, touching on matters from rigor and relevance to stronger engagement of scientists, policymakers, the media, and society broadly. Many of you identified several overlapping challenges, along with detailed lists of priorities. Some of you suggested future directions for the discipline, whereas others aimed your recommendations squarely at APS. You expressed equal measures of skepticism and hope. In this article, we spotlight some of the consensus issues that surfaced, excerpting some responses and paraphrasing others. Though we can't include every response, APS is taking them all to heart and will continue to do so as we move through our long-term strategic planning process. On behalf of APS to all of our members—especially those who responded to this challenge—we are deeply grateful for your time, thoughts, and commitment to psychological science.

Globalization and diversity

Discussions of psychological science's need for greater support of and engagement with researchers outside of Western, educated, industrialized, rich, and democratic (WEIRD) parts of the world emerged again and again in your responses, amplifying the three-part "Psychological Science Needs the Entire Globe" series that concludes in this issue of the *Observer*. Carryl Baldwin, a cognitive psychologist at Wichita State University, offered a particularly succinct analysis: "We need to broaden our science to facilitate a decolonization

approach that recognizes and includes perspectives and contributions from people outside of WEIRD societies."

Experimental psychologist Braj Bhushan of the Indian Institute of Technology framed the challenge in historic terms. "Since [Wilhelm] Wundt's effort to kickstart scientific psychology in 1879, the scientific endeavor of psychological science is 138 years old now. However, the scientific temper of the field is not homogeneous across different geographical areas," he wrote. "Experimental study of indigenous concepts and their dissemination through academic journals of repute remains a challenge. This, in turn, hampers fostering diversity that the area should really have. The lack of funding for carrying out timely research is another bigger challenge in many countries. The availability of technology, tools, and techniques for research is highly skewed across the globe." APS Fellow Susan Cross, a personality/social psychologist at Iowa State University, elaborated: "The field of psychology MUST grapple with and develop much more extensive knowledge, theories, and research literature on cultural variation in psychological phenomena." Doing so, she proposed, will require funding to help scholars recruit more diverse, global samples; more training of journal editors to recognize and value strong cross-cultural research; development of methods and tools that enhance cross-cultural collaboration; the inclusion of indigenous scholars able to question and replace "dominant theories, methods, and data that are biased by Western ideals, values, and beliefs"; and "humility and an ability to think outside one's cultural and disciplinary constraints on the part of Western researchers." Means toward these ends include cross-national partnerships among psychological associations to create networks, share information, and inform researchers of opportunities to collaborate. "We must become a more global science or we will consign ourselves to irrelevance."

English-language proficiency is another obstacle, Bhushan noted. "Even those authors from the non-English-speaking countries who have published in international journals keep receiving comments about the quality of language in the review reports." He suggested "an inclusive program" of continuing education as one way to help level the playing field in terms of language.

Why does any of this matter? "Taken together, the lack of representation and of transparency greatly threaten both the internal and external validity of our research," wrote clinical neuropsychologist Luis D. Medina, University of Houston. "As our society becomes increasingly diverse across multiple domains, our observations, constructs, tools, and other products of our research—largely reliant on data from a limited subset of the global population—will become increasingly limited, or even irrelevant." Consequently, "rather than working toward better understanding of human psychology and the reduction of human

suffering, our field will continue contributing to the perpetuation of health disparities."

2. Translate the text into English. Point out all the words related to the topic studied

Insuficiența renală: cauze, simptome, tratament



Insuficiența renală este o afecțiune a rinichilor și înseamnă că aceștia nu mai funcționează în totalitate în parametri normali. În aceste condiții, rinichii nu își mai îndeplinesc funcția principală - de a elimina din organism substanțele toxice, apa și alți compuși nocivi, astfel că, ulterior, reziduurile sunt reținute în organism.

Insuficiența renală este cunoscută și sub denumirea de boală cronică de rinichi (BCR) și poate duce la diverse complicații. De aceea, este important să cunoști cauzele acesteia, simptomele, dar și cum are loc diagnosticarea afecțiunii și care este tratamentul pe care medicii îl recomandă, de obicei, pacienților care suferă de boală.

- Care această este rolul rinichilor în organism
- Care sunt cauzele insuficienței renale
- Ce simptome are insuficiența renală
- Cum se diagnostichează insuficiența renală
- Care este tratamentul pentru insuficiența renală
- Cum poate fi prevenită insuficiența renală
- Care este rolul rinichilor în organism

Rinichii sunt organe-pereche și au forma boabelor de fasole. Sunt situați retroperitoneal, de o parte și de alta a coloanei vertebrale. În cazul adulților, un rinichi are o greutate de aproximativ 150 de grame, o lungime de 12 centimetri, o lățime de 6-7 centimetri și o grosime de 3 centimetri.

Principalele roluri ale rinichilor includ:

- eliminarea produșilor catabolismului - procesul metabolic prin care moleculele complexe ale anumitor substanțe energetice, precum lipidele, proteinele și glucidele, sunt transformate în unele mai simple, și, ulterior, eliminate, cu scopul producerii de energie;
- eliminarea excesului de apă din sânge;
- reglarea nivelurilor de minerale - calciu, sodiu, potasiu - din sânge;
- producerea de hormoni importanți pentru funcționarea organismului - eritropoetina (susține producerea de celule sangvine roșii), renina (reglează volumul de sânge și tensiunea arterială).

Zilnic, rinichii filtrează în jur de 200 de litri de sânge și produc aproximativ 2 litri de urină.

Care sunt cauzele insuficienței renale

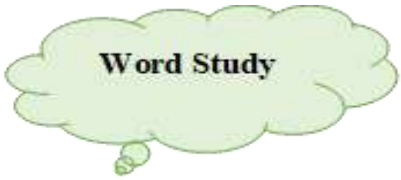
Insuficiența renală se poate declanșa din mai multe cauze, printre care se numără:

- glomerulonefrita - afectează sistemul de filtrare al rinichilor;
- diabetul zaharat de tip I si II - acestea pot duce la nefropatie diabetică, una dintre cauzele insuficienței renale cronice;
- hipertensiunea arterială necontrolată;
- boala polichistică ereditară;
- administrarea regulată de analgezice precum acetaminofen sau ibuprofen pentru o perioadă îndelungată; acestea pot cauza nefropatie analgezică, una dintre cauzele insuficienței renale;
- ateroscleroza, care poate provoca nefropatie ischemică, o altă cauză a afecțiunilor renale;
- prezența calculilor vezicali, stricturi, tumori sau adenoame de prostată care să obstrucționeze căile urinare;
- patologii vasculare, precum arterita, vasculita sau displazia fibro-musculară;
- afecțiuni ale articulațiilor și mușchilor care impun utilizarea regulată a unor soluții antiinflamatorii;
- moștenirea genetică

Riscul de insuficiență renală există și în cazul persoanelor care:

- sunt infectate cu HIV;
- consumă droguri;
- suferă de amiloidoză - presupune acumularea anormală de amiloid (o proteină) în diverse țesuturi sau organe;
- suferă de eritematos sistemic - boală autoimună cronică;
- au calculi renali;
- suferă de infecții cronice renale.

UNIT VI. MATHEMATICS



Distribution

Distribution is an algebraic term that defines the act of spreading terms out equally.

Bell curve

A bell curve is a graph that reveals when data are evenly distributed. Bell curves show a small percentage of points on each of the graph's two tails and a larger percentage in the middle.

Complementary angles

Two angles are complementary when they combine to form a right angle.

Derivative

Derivatives are models that are used to show rates of change.

Integral

Along with derivatives, integrals are the fundamental objects of calculus.

Coefficient

A coefficient is a number—the constant—in a variable term in a mathematical expression. The University of Chicago gives the example of 3c + 8d, in which 3 and 8 are coefficients.

Pascal's triangle

Pascal's triangle is a visual representation of coefficients arranged in a triangular pattern. It's named for French mathematician Blaise Pascal, but it was used and described by mathematicians in Persia, China, India, Italy, and Germany centuries before.

Conic section

Conic sections are nondegenerate curves that are formed when a cone meets a plane. They can take the form of hyperbola, ellipses, parabolas, and circles.

Factor

Every mathematical product contains two or more numbers. Those numbers are called factors.

Infinite

The concept of infinity can apply to metaphysical, physical, and mathematical concepts that represent something endless or without bounds. In math, a continuous numerical sequence (1, 2, 3, 4, 5, 6…) could be infinite, as could the number of points on a line.

Frequency distribution

A frequency distribution is a statistical graph, table, or list that outlines the frequency of various events in a given sample. It's a generally simple model that displays how often something occurs.

Irrational numbers

Irrational numbers are real numbers that can't be made by dividing two integers, which have no fractional parts. The decimals of irrational numbers go on infinitely. The most famous irrational number of all is pi.

Logarithm

Mathematicians used logarithms to determine the power to which a base or fixed number has to be raised to get to a given number. Math is Fun defines it simply as "How many of this number do we multiply to get that number?"

Prime numbers

Prime numbers, or prime integers, are whole numbers greater than 1 that can't be achieved by multiplying any two other whole numbers other than 1 and itself. The first five prime numbers are 2, 3, 5, 7, and 11.

Slope

A slope represents the steepness of a line. Often defined as "rise over run," slopes, and understanding how to determine them, is one of the keys to reading mathematical graphs.

Tangent

A tangent is a straight line that passes through a curve and has the slope of the curve at the point of intersection. The concept can also be applied to planes intersecting with curves.

Root

Roots are numbers that, when multiplied by themselves a given number of times, equal a different number. The square root of 9 is 3.

The cube root of 64 is 4.

Mean

Mean is a mathematical term for the concept commonly defined as "average." The mean is determined by adding all the numbers in a list and then dividing the sum by the number of numbers in the list.

Median

Median numbers are like mean or average numbers, but the concept is used to determine the number that falls in the middle of a list of numbers. In the list 0, 1, 2, 4, 5, for example, the mean is 2.4. The median is 2.

Odds

Every gambler in the world understands the concept of odds, even if they don't know the mathematical breakdown of the term. Odds are the probability that an event will occur—the number of times it's expected to happen in a set number of trials—divided by the probability that it will not occur.

Abstract algebra

Standard algebra deals with regular number systems. Abstract algebra deals with abstract structures, the most important of which are fields, rings, and groups. Branches of abstract algebra include homological algebra, representation theory, and commutative algebra.

Linear algebra

Despite the name, linear algebra is not actually algebra in the technical sense. It is involved in nearly all areas of mathematics and is fundamental to geometry. It allows for rotations while defining standard geometric shapes like planes and lines.

Topology

Topology is the study of geometric objects whose shapes are preserved, even when twisted, stretched, or otherwise deformed. Möbius strips are common subjects of topology, as are trefoil knots.

Complex number

Complex numbers are the combination of real numbers and "imaginary" numbers. Virtually every number is a real number since real numbers represent the value of a continuous quantity. Imaginary numbers are unusual numbers that give a negative result when squared.

Game theory

Game theory is a mathematical formulation used by biologists, social scientists, and economists. It's a complex system that is used to analyze and predict logical decision making in humans, animals, and computers.

Chaos theory

Chaos theory studies how tiny changes in parts of a system can create enormous differences in the overall behavior of the larger system. The most famous representation is the so-called butterfly effect, which imagines that the flapping of a butterfly's wings on one continent could trigger a chain of events that lead to a tornado on another continent.

Theorem

Theorems are statements that are not self-evident, but that can be proved and deduced by relying on previously accepted truths. This can include previously proved theorems.

Postulate

Unlike theorems, postulates are statements that are assumed to be true, even though there isn't any proof. They sometimes serve as starting points for proving other statements, and other times they are used to explain terms that are undefined.

Divergence

Divergence is a concept in vector calculus. It, along with curl, is one of the vector operators that show themselves when mathematicians view vector fields like the flow of gas or fluid.

Convergence

The concept of convergence has applications in logic, computer science, and math. It deals with infinite functions coming closer to a limit as a variable—or an argument when dealing with logic—that increases or decreases along with the number of terms in the series.

Arc

An arc is any portion of the circumference of a circle. It's found by measuring the curved portion of a circle that exists between any two radius endpoints reaching from the center of the circle to the circle's enclosing circumference.

Difference: The difference is the answer to a subtraction problem, in which one number is taken away from another.

Digit: Digits are the numerals 0-9 found in all numbers. 176 is a 3-digit number featuring the digits 1, 7, and 6.

Dividend: A number being divided into equal parts (inside the bracket in long division).

Divisor: A number that divides another number into equal parts (outside of the bracket in long division).

Edge: A line is where two faces meet in a three-dimensional structure.

Ellipse: An ellipse looks like a slightly flattened circle and is also known as a plane curve. Planetary orbits take the form of ellipses.

End Point: The "point" at which a line or curve ends.

Equilateral: A term used to describe a shape whose sides are all of equal length.

Equation: A statement that shows the equality of two expressions by joining them with an equals sign.

Even Number: A number that can be divided or is divisible by 2.

Event: This term often refers to an outcome of probability; it may answers question about the probability of one scenario happening over another.

Evaluate: This word means "to calculate the numerical value".

Exponent: The number that denotes repeated multiplication of a term, shown as a superscript above that term. The exponent of 3^4 is 4.
Expressions: Symbols that represent numbers or operations between numbers.
Face: The flat surfaces on a three-dimensional object.
Factor: A number that divides into another number exactly. The factors of 10 are 1, 2, 5, and 10 (1 x 10, 2 x 5, 5 x 2, 10 x 1).
Factoring: The process of breaking numbers down into all of their factors.
Factorial Notation: Often used in combinatorics, factorial notations requires that you multiply a number by every number smaller than it. The symbol used in factorial notation is ! When you see $x!$, the factorial of x is needed.
Factor Tree: A graphical representation showing the factors of a specific number.
Fibonacci Sequence: A sequence beginning with a 0 and 1 whereby each number is the sum of the two numbers preceding it. "0, 1, 1, 2, 3, 5, 8, 13, 21, 34..." is a Fibonacci sequence.
Figure: Two-dimensional shapes.
Finite: Not infinite; has an end.
Flip: A reflection or mirror image of a two-dimensional shape.
Formula: A rule that numerically describes the relationship between two or more variables.
Fraction: A quantity that is not whole that contains a numerator and denominator. The fraction representing half of 1 is written as 1/2.
Frequency: The number of times an event can happen in a given period of time; often used in probability calculations.
Furlong: A unit of measurement representing the side length of one square acre. One furlong is approximately 1/8 of a mile, 201.17 meters, or 220 yards.
Geometry: The study of lines, angles, shapes, and their properties. Geometry studies physical shapes and the object dimensions.
Graphing Calculator: A calculator with an advanced screen capable of showing and drawing graphs and other functions.
Graph Theory: A branch of mathematics focused on the properties of graphs.
Greatest Common Factor: The largest number common to each set of factors that divides both numbers exactly. The greatest common factor of 10 and 20 is 10.
Hexagon: A six-sided and six-angled polygon.
Histogram: A graph that uses bars that equal ranges of values.

Hyperbola: A type of conic section or symmetrical open curve. The hyperbola is the set of all points in a plane, the difference of whose distance from two fixed points in the plane is a positive constant.
Hypotenuse: The longest side of a right-angled triangle, always opposite to the right angle itself.
Identity: An equation that is true for variables of any value.
Improper Fraction: A fraction whose numerator is equal to or greater than the denominator, such as 6/4.
Inequality: A mathematical equation expressing inequality and containing a greater than (>), less than (<), or not equal to (≠) symbol.
Integers: All whole numbers, positive or negative, including zero.
Irrational: A number that cannot be represented as a decimal or fraction. A number like pi is irrational because it contains an infinite number of digits that keep repeating. Many square roots are also irrational numbers.
Isosceles: A polygon with two sides of equal length.
Kilometer: A unit of measure equal to 1000 meters.
Knot: A closed three-dimensional circle that is embedded and cannot be untangled.
Odds: The ratio/likelihood of a probability event happening. The odds of flipping a coin and having it land on heads are one in two.
Odd Number: A whole number that is not divisible by 2.
Operation: Refers to addition, subtraction, multiplication, or division.
Ordinal: Ordinal numbers give relative position in a set: first, second, third, etc.
Order of Operations: A set of rules used to solve mathematical problems in the correct order. This is often remembered with acronyms BEDMAS and PEMDAS.
Outcome: Used in probability to refer to the result of an event.
Parallelogram: A quadrilateral with two sets of opposite sides that are parallel.
Perimeter: The total distance around the outside of a polygon. This distance is obtained by adding together the units of measure from each side.
Perpendicular: Two lines or line segments intersecting to form a right angle.
Pi: Pi is used to represent the ratio of a circumference of a circle to its diameter, denoted with the Greek symbol π.
Plane: When a set of points join together to form a flat surface that extends in all directions, this is called a plane.
Polynomial: The sum of two or more monomials.
Polygon: Line segments joined together to form a closed figure. Rectangles, squares, and pentagons are just a few examples of polygons.

Prime Numbers: Prime numbers are integers greater than 1 that are only divisible by themselves and 1.
Probability: The likelihood of an event happening.

EXERCISES

I. Read the sentences and think of a word which best fits each space. 1. Subtraction is _____ of addition. 2. Addition and subtraction are arithmetical _____ . 3. Positive and negative numbers are known as _____ numbers. 4. Minuend is a number from which we _____ subtrahend. 5. The process of checking subtraction consists of adding subtrahend to _____ . 6. In arithmetic only _____ numbers with no _____ in front of them are used. 7. The multiplicand is a number, which must be _____ by a multiplier. 8. The number y which we divide is _____ . 9. Division and multiplication as well as addition and _____ are inverse. 10. Division by _____ is meaningless. 11. The multiplicand and _____ the names for factors. 12. The product is get as the result of multiplying multiplicand and _____ . 13. The _____ is the part of the dividend left over after the division if the _____ isn't contained a whole _____ of times in the dividend.

2. Answer the questions:
1. Can people live without numerals? 2. How many digits do we use in our Hindu/Arabic system of numeration? 3. Is a base five system used in modern computers? 4. Is subtraction an inverse operation of division? 5. Is addition an inverse operation of multiplication? 6. Are subtraction and addition inverse operations? 7. Are division and multiplication inverse operations? 8. Is the product the result of subtraction? 9. Is the difference the result of division? 10. Will there be a remainder if you divide 36 by 6? 11. Will there be a remainder if you divide 31 by 7? 12. How many basic operations of arithmetic do you know?

3. Complete the following definitions.
a) Pattern: The operation, which is the inverse of addition is subtraction. 1. The operation, which is the inverse of subtraction _____ 2. The quantity, which is subtracted _____ 3. The result of adding two от more numbers _____ 4. The result of subtracting two от more numbers ____ 5. To find the sum _____ 6. To find the difference _____ 7. The quantity number or from

which another number (quantity) is subtracted _____ 8. The terms of the sum _____

b) Pattern: number that is divided is dividend. 1. The process of cumulative addition _____ 2. The inverse operation of multiplication _____ 3. number that must be multiplied _____ 4. number by which we multiply _____ 5. number by which we divide _____ 6. part of the dividend left over after division _____ 7. The number which is the result of the operation of multiplication _____

4. Solve the following mathematical problems and read them in English: 145 + 478 = 594 – 357 = 510 : 15 = 234 – 167 = 4810 : 65 = 296 +401 = 287 × 56 = 623 × 41 = 742 – 397 = 1260 : 28 = 827 + 511 = 92 × 172 = Make your own mathematical problems and ask your partners to solve them.

5. Read the sentences and think of a word which best fits each space. For ideas: *shape, point (4), size, geometry, Euclid, object.*

1. The Egyptians were mostly concerned with applying _____ to their everyday problems. 2. In 300 B.C. all the known facts about Greek geometry were put into a logical sequence by _____. 37 3. Today geometry includes not only the study of the _____ and _____ __ of the earth and all things on it, but also the study of relations between geometric _____. 4. The most fundamental idea in the study of geometry is the idea of a _____. 5. You cannot see a _____, feel a _____, or move a _____, because it has no dimensions.

6. Project Ideas. Choose any field (e.g. economics, science, sports, etc.) of everyday life and research the real world applications of maths there. Prepare a short report and a presentation on the achieved results. Share your ideas.

TRANSLATION FOCUS

1. Translate the text into Romanian. Point out all the words related to the topic studied

Addition, Subtraction, Multiplication and Division of Fractions

To add fractions having the same denominator (like fractions) add their numerators and write the sum over the common denominator (do not add the denominators). Reduce the resulting fraction to lowest terms. To add fractions having different denominators (unlike fractions) the fractions must be changed to equivalent fractions which have the same or a common denominator. The least number which will be a common denominator, for example, of 2/3 and 3/5 is 15, 15 is the least common denominator, or lowest common denominator of 2/3 and 3/5. The least common denominator is sometimes denoted by the letters L.C.D. To subtract fractions having the same denominator subtract the numerators and write the difference over the common denominator (do not subtract denominators). To subtract fractions having different denominators first change the fractions to equivalent fractions having a common denominator. To subtract the fractions when they have a common denominator, subtract the numerators and write the difference over the denominator. To multiply a mixed number and a fraction: *1) reduce the fraction to its lowest terms; 2) change the mixed number to an improper fraction; 3) multiply the two numerators to obtain the numerator of the answer; 4) multiply the denominators to obtain the denominator of the answer; 5) reduce the fraction obtained when possible.* Reduction can be done by dividing a numerator and a denominator by the same number. The numbers that are divided are crossed out, and the quotients are written as the new numerator and the new denominator. To divide a whole number by a fraction, multiply the whole number by the denominator of the fraction and divide the result by the numerator of the fraction. Changing Fractions The numerator and denominator of a fraction may be multiplied by the same number without changing the value of the fraction. The resulting equivalent fraction is actually the same fraction expressed in higher terms. To change a mixed number to an improper fraction we must: *1) multiply the denominator of the fraction by the whole number; 2) add the numerator of the fraction to the product of the multiplication; 3) write the result over the denominator.* To change an improper fraction to a whole or a mixed number we must divide the numerator by the denominator. If there should be a remainder, write it over the denominator. The resulting fraction should then be reduced to

its lowest terms. To change a whole number to an improper fraction with a specific denominator: *1) multiply the specific denominator and the whole number; 2) write the result over the specific denominator.*

2. Translate the text into Romanian. Point out all the words related to the topic studied

Circles

If you hold the sharp end of a compass fixed on a sheet of paper and the turn the compass completely around you will draw a curved line enclosing parts of a plane. It is a circle. A circle is a set of points in a plane each of which is equidistant, that is the same distance from some given point in the plane called the center. A line segment joining any point of the circle with the center is called a radius. In the given figure R is the center and RC is the radius. What other radii are shown? A chord of a circle is a line segment whose endpoints are points on the circle. A diameter is a chord which passes through the center of the circle. 52 A B C In the given figure AB and BC are chords and AB is a diameter. Any part of a circle containing more than one point forms an arc of the circle. In the given figure, the points C and A and all the points in the interior of ∠ARC that are also points of the circle are called arc AC which is symbolized as AC. ABC is the arc containing points A and C and all points of the circle which are in the exterior of ∠ABC. Instead of speaking of the perimeter of a circle, we usually use the term circumference to mean the distance around the circle. We cannot find the circumference of a circle by adding the measure of the segments, because a circle does not contain any segments. No matter how short an arc is, it is curved at least slightly. Fortunately mathematicians have discovered, that the ratio of the circumference (C) to a diameter (d) is the same for all circles. This ratio is expressed C/d. Since d = 2r (the length of a diameter is equal to twice the length of a radius of the same circle), the following denote the same ratio.

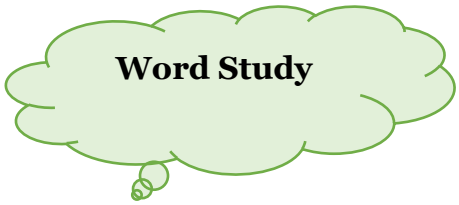
3. Translate the text into Romanian. Point out all the words related to the topic studied

Decimal Fractions

A decimal fraction is a special type of fraction written without a denominator (which is 10 or a power of 10) but in which the number of figures on the right-hand side of a dot, called the decimal point, indicates whether the denominator is 10 or a higher power of 10; e.g. 2/10 is written as a decimal in the form 0.2, 23/100 as 0.23, and 23/1000 as 0.023. If any figure of the number is moved one place to the left, the value of the number is multiplied by 10. Suppose you have been given 587.9 where 9 has been separated from 587 by a point, but not a comma (a comma separates each group or period of numbers).

The numeral 587 names a whole number. The sign (.) is called a decimal point. All digits to the left of the decimal point represent whole numbers. All digits to the right of the decimal point represent fractional parts of 1. The digits to the right of the decimal point name the numerator of the fraction, and the number of such digits is the denominator. The place-value position at the right of the ones place is called tenth. You obtain a tenth by dividing 1 by 10. Such numerals like 687.9 are called decimals. You read .2 as two tenth. To read .0054 you skip two zeroes and say fifty four ten thousands. Decimals like .777…, or 0.242424…, are called repeating decimals. In a repeating decimal the same numeral or the same set of numerals is repeated over and over again indefinitely. In our development of rational numbers we have named them by fractional numerals. We know that rational numerals can just as well be named by decimal numerals. As you might expect, calculations with decimal numerals give the same results as calculations with the corresponding fractional numerals. Decimal fractions are added in the same way that the whole numbers are added. Since only like decimals fractions can be added, that is hundredths to hundredths, the tenths to tenths, the addends are arranged in a vertical column with the decimal points directly below one another, all the way down to the answer. In subtracting decimal fractions we must write decimal fractions so that the decimal point of the minuend, subtrahend and remainder are below each other. Zeroes should be annexed so that both minuend and subtrahend are carried out to the same number of places. Check the answer the same way you check the subtraction of whole numbers. In multiplying a decimal fraction or mixed decimals multiply as you do whole numbers. Then, starting at the right, mark off as many decimal places in the product as there are in the multiplier and multiplicand together. To divide a number by 10 or any power of ten, move the decimal point in the dividend as many places to the left as there are zeroes in the divisor. Add zeroes when needed.

UNIT VII. BIOLOGICAL TEXTS



- ***Adrenal Gland:*** A gland that sits on top of each kidney and produces hormones.
- ***Bladder:*** The sack in the lower abdomen that holds urine.
- ***Bowman's Capsule:*** A small nodule of tissue consisting of an outer wall and a small bunch of capillaries bunched together inside separated by a space; functions as a part of the filtering system, allowing wastes to pass through the walls of the capillaries and into the proximal tubule; named for William Bowman.
- ***Collecting Duct:*** Tubes inside the kidneys that collect waste products from the rest of the filtering system and move the wastes into the ureter.
- ***Dialysis:*** The process of separating substances in solution by diffusion through semipermeable membranes; hemodialysis refers specifically to purifying blood by dialysis.
- ***Excretory System:*** The system made up of bladder, kidneys and connecting tubes that cleans the blood and excretes waste from the body (also called the urinary system).
- ***Glomerulus:*** Small bunches of blood vessels or capillaries inside each Bowman's capsule that act as waste expulsion stations for salts, minerals and other waste products expelled from the blood stream.
- ***Henle Loop:*** U-shaped loop in the proximal tubule that slows the passage of waste to allow re-absorption of water.
- ***Nephron:*** The filtering unit inside the kidney used to filter impurities and waste from the blood.
- ***Proximal Tubule:*** A tube connecting glomerulus to collecting ducts within the kidney.
- ***Renal Artery:*** The main artery that brings blood into the kidney to be cleaned.
- ***Renal Vein:*** The main vein that takes cleaned blood out of the kidney and back to the heart.
- ***Ureters:*** Tubes connecting the bladder and the kidney.
- ***Urethra:*** The exit tube from the bladder.

- ***Urinary System:*** The system made up of bladder, kidneys and connecting tubes that cleans the blood and excretes the waste from the body (also called the excretory system).
- ***Urine:*** Liquid waste expelled from the body

Define the words.

Microscope	Ganglion	Nervous system
Throughout	Hallucinogenic	Distant location
To gather	Epilepsy	Voluntary acts
Meninges	Amphetamines	Hallucinogenic drug
Fluid	Barbiturates	Brain electrical activity
Dendrites	Seizure	
Myelin sheaths	Acetylcholine	Skeletal muscles
Hypothalamus	Outside world	Parkinson's disease
Medulla oblongata	Side effects	Steady temperature
Groove	Spinal cord	Myelin sheaths

Tissue, battery, billion, blood, throughout, skeleton, esophagus, stomach, intestine, nutrient, saliva, to soften, to moisten, digestive, system, for a while. Mouth, to chew, teeth, to tear, to grind, liquid, incisor, canine, to crush, to push, juice, thick, diet, calcium, stomachache, to breathe, diabete, varicose, deficiency, carbohydrate, cholesterol, duodenum, mucus, appendicitis, jaundice, peptic ulcer, malnutrition.

EXERCISES

1**. Find the synonyms among the pool of words**:

1. blood stem cells leukemia hematopoietic cells blood cancer
2. treatment cure open uncover
3. essential deprive abridge necessary
4. repair regenerate determine identify

2. How would you define a healthy person? Choose at least six statements which you consider that a person needs in order to be healthy.

A healthy person:

¬ Exercises regularly

¬ Lives in a clean environment

¬ Avoids cigarettes, alcohol and drugs
¬ Has a beautiful skin
¬ Avoids food that has too many food additives
¬ Eats regularly; doesn`t eat snacks
¬ Has a beautiful silhouette
¬ Doesn`t need medicine
¬ Can run after the bus without losing his breath
¬ Goes in outdoor trips
¬ Has a comfortable house
¬ Has a good self-image
¬ Esteems hygiene
¬ Avoids eating suits
¬ Has certain beliefs that help her/him in life
¬ Doesn`t eat excessive amounts of food
¬ Goes to the doctor regularly
¬ Never looks depressed
¬ Successfully manages his/her way out of any difficult situation
¬ Makes friends easily

3. Answer the questions

- What kind of serious and irreversible diseases do you know? What diseases are the most common around the world and in our country?
- What kind of the most effective cancer cures do you know?
- Which two typical cancer cures are mentioned in the text? What's the alternative to these cures?
- How do people usually obtain amino acid valine?
- What's the effect of valine deprivation?
- Why is it possible to say that valine deprivation can open the bone marrow transplant to some people? What kind of people?
- What's the side-effect of valine deprivation? How is it possible to avoid this side-effect?

4. Think! Explore and Apply!

- In a written report, choose one unhealthy behavior in your life (e.g., not getting enough exercise sleep or the proper nutrition, drinking too much, smoking). Describe the behavior and formulate a realistic plan to try and improve the condition. Finally, assess the potential barriers, both internal

and external (social, environmental), that may prevent you from completing this plan.

- **C**hoose one particular disease or health behavior and research the differential rates among minority groups. Analyze the possible causes of the differences between the groups.
- Brainstorm the following: why do you think people are obese? have heart attacks? abuse drugs? have diabetes?
- Which jobs can be related to health and physical education?
- Why are personal health and well-being important while looking for a job?
- Which jobs require a high level of fitness?
- Why is nutrition important to sport people? Who could sport people go to for nutritional advice?
- What occupations that aren't sport-related require a high level of fitness?
- Why is a netball coach similar to a doctor? (You can use other occupation combinations.)
- Here are two people with eating disorders.

Write a paragraph for each that describes possible signs of the disorder that other people might notice. Next, write a paragraph about the health consequences that each person may have.

- ***Sophia is 15***. At 5'5" tall and 115 pounds, she looks in the mirror and sees a fat person. At dinner, she tells her parents, "I'm not hungry – I'll eat later." But Sophia doesn't eat later because she has begun to starve herself in secret. For the past week, she's been eating about 400 calories a day.
- ***Daryl is 16***. He's a wrestler – the best in his weight class. But if he gains 5 pounds, he'll get bumped up a weight class and have to wrestle larger guys and possibly lose. Daryl exercises obsessively. He also takes laxatives to lose weight, and he has thrown up a few times after friends dragged him out for fast food. Daryl even stops drinking water a day before he gets weighed for a match.

Pretend that these two students are your friends. How would you go about helping them? What advice would you give them?

5. **Project. Create a poster or infographic called "A Healthy Dose of Reality." Do some research.** Search the Internet or magazines for images that you think promote unhealthy eating habits or a starved or unhealthy appearance. Next, find images that represent the opposite: good nutrition and

healthy bodies. Then use these images to start a poster or infographic. You can add your own drawings, and text to explain your message.

TRANSLATION FOCUS

1. Translation of podcasts

1. ***Listen to the podcast*** *Extreme Exercise Can Poison the Blood* ***and complete the given statements with missing words. Translate the podcast into Romanian:***

1. If you're serious about fitness, you know the importance of training your_____ and your brain. 2. But it turns out that it may be just as important to train your gut—or suffer _____. 3. During the race, their _____ got leaky — due to a lack of blood flow to the intestines, and the physical trauma from so many jarring miles. 4. Some runners actually had blood profiles identical to those of patients admitted to the hospital with _____ _____. 5. Their bodies launched a counterattack, unleashing _____ _____ tamp down their bodies' immune overreaction. 6. Four hours of activity is extreme enough to kick off this chain of _____.

2. Listen again and answer the questions:

1. Where were the results of the research published?
2. How many runners did researchers examine?
3. Who was able to avoid the problem of blood poisoning?

3. Translate the text into Romanian. Point out all the words related to the topic studied

PEOPLE'S HEALTH: SERIOUS AND IRREVERSIBLE DISEASES

Scientists make a fundamental discovery about the amino acid valine's role in blood stem cell development. A team of researchers from California and Japan has found that an essential amino acid plays a crucial role in the creation of blood stem cells—a discovery the scientists say could offer a potential alternative to chemotherapy and radiation in treating blood cancer patients. The amino acid valine, which people obtain by eating protein, appears key to the formation of blood stem cells. Mice deprived of the protein building block for two to four weeks stopped making new blood cells altogether, according to the

new study, published Thursday in Science. In lab tests the study showed human blood stem cells also appear to be as dependent on valine, the researchers said. If this proves true, depriving patients of the amino acid before a bone marrow transplant might spare them the necessity of chemotherapy or radiation, both of which destroy blood stem cells to make room for new, transplanted ones. But with these procedures one in 20 transplant patients dies, sometimes from complications linked to the toxic treatments.

Additionally, depriving certain leukemia patients of valine might even kill off the cells that are causing their cancers, says HiromitsuNakauchi, a senior author on the new paper. “If such a simple and relatively less harmful therapy could be used to treat leukemias, that would be great,” says Nakauchi, a stem cell researcher at both the University of Tokyo and Stanford University. “That’s what I’m hoping at the moment.” Nakauchi adds that he was surprised to uncover such a basic biological process. “I couldn’t believe it myself,” he says. Camilla Forsberg, a blood stem cell researcher at the University of California, Santa Cruz, who was not involved in the research, says she was impressed with the results and thrilled there are still such fundamental discoveries to be made. “It’s pretty exciting how the basic things we think about are still giving us surprises,” she says, adding that it will be crucial to figure out why these blood stem cells—also called hematopoietic cells—are so sensitive to valine. Other cell types might have particular sensitivities to the other 19 amino acids active in the body, nine of which are vital and must be obtained via food, so Forsberg believes these must now be studied as well.

The essential role valine plays in blood should not come as such a surprise, says Linheng Li, a stem cell biologist at the Stowers Institute for Medical Research. Some people who eat a low-protein vegetarian diet are known to develop anemia, a disease characterized by low levels of red blood cells. 42 Li was not involved in the new research, but says he made a similar, unpublished finding in his own lab that makes him confident of Nakauchi’s results. He also thinks valine deprivation could work as well in people as it does in mice, although it will take a lot of research to determine how long people can tolerate being deprived of the amino acid. If valine deprivation works in bone marrow transplant patients, it could open the procedure to some people—such as pregnant women—who are usually not considered candidates for chemotherapy or radiation, he says. Li suspects, however, that valine deprivation alone will not be effective for treating cancer directly, although it might work well combined with other therapies.

4. Translate the text into Romanian. Point out all the words related to the topic studied.

PROBLEMS OF NUTRITION

Obesity and weight control

Obesity is a major health problem for over 20 percent of adult Americans. Obesity is a condition in which a person's body weight is above the normal weight by 10 percent or more. Overeating is a factor in causing obesity. A person may overeat to lower tension. Improper functioning of the appetite control center of the brain as well as a slow metabolic rate may be linked with obesity.

An overweight person may have larger than normal fat storage cells. He or she may not be able to break down stored fat quickly. Obesity is a factor in a number of diseases. These diseases include certain types of diabetes, high blood pressure, heart and artery disease, and varicose veins.

The health hazards linked with obesity have been given wide publicity in recent years. This knowledge has sparked great interest in fad diets, most of which lack many of the nutrients the body needs for proper functioning. To maintain a healthful weight, a person should maintain the correct level of nutrients while reducing the level of Calories. Regular exercise is an important part of a weight control program. A doctor should always be consulted before a person begins a special diet or an exercise program.

For some people, dieting can become an obsession. Some people take diet pills that decrease the appetite and stimulate body metabolism. Such pills may produce harmful side effects, such as increased blood pressure, rapid heartbeat, restlessness, dizziness, and sleeplessness. An extreme obsession to lose weight is the condition called *anorexia nervosa*. Although the exact cause of this condition is unknown, the basis of it is probably both psychological and physiological.

Malnutrition and dietary deficiencies

Malnutrition is the condition that occurs when the body cells do not get enough of the nutrients needed for growth and health. Some people suffer from malnutrition even though they eat a balanced diet. In such cases the persons may be unable to absorb certain nutrients from the intestine. For many people in the world, however, malnutrition is caused by not having enough food. For other people, malnutrition results from choosing foods that do not give a balanced diet

Severe malnutrition results when a person does not have enough food. Proteins and carbohydrates are lacking in the diet. In such cases there is a breakdown of body tissues, loss of weight, lowered rate of metabolism, and lowered resistance to infection. Choosing a diet of junk foods can also lead to malnutrition. Foods high in sugar but low in other nutrients do not make up a balanced diet Such a diet can lead to a variety of nutritional problems.

5. Translate the text into Romanian. Point out all the words related to the topic studied

Ce sunt neuronii si cum functioneaza? By Lefter Mirela

Sistemul nervos reprezintă „centrul de comandă" al organismului, deoarece recepționează, transmite și integrează informațiile din mediul extern și intern, pe baza cărora elaborează răspunsuri adecvate. Neuronul este celula nervoasă specializată pentru generarea și transmiterea influxului nervos.

Celulele din sistemul nervos, numite neuroni, comunică între ele în moduri unice. Neuronul este unitatea funcțională de bază a creierului. Este o celulă specializată, concepută pentru a transmite informații către alte celule nervoase, mușchi sau glande.

Componentele neuronilor

Neuronii variază în mărime, formă și structură, în funcție de rolul și locația lor. Cu toate acestea, aproape toți neuronii au trei părți esențiale: un corp celular, un axon și dendrite.

Corpul celulei sau "soma"

Corpul celular este secțiunea centrală a neuronului. Corpul celular conține informații genetice, menține structura neuronului și oferă energia necesară pentru a transmite stimuli mai departe. Ca și alte celule, soma unui neuron conține un nucleu și alte organe specializate. Este protejat de o membrană care îi permite să interacționeze cu alte structuri din apropiere.

Axonul

Un axon este o structură lungă, asemănătoare unei cozi. Mulți axoni sunt izolați cu o substanță formată din lipide, numită mielină. Mielina ajută axonii să conducă un semnal electric mai rapid. Acesta conduce impulsul nervos, informația, de la corp spre periferie.

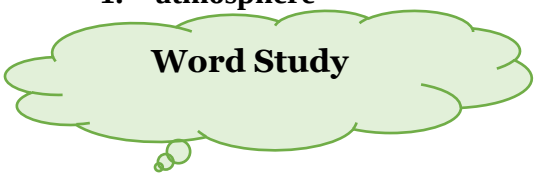
Dendritele

Dendritele sunt rădăcini fibroase care se ramifică din corpul celular. Ca și antenele, dendritele primesc și procesează semnale de la axonii altor neuroni. Neuronii pot avea mai mult de un set de dendrite, cunoscute sub numele de arbori dendritici.

Câte dendrite are un neuron depinde în general de rolul acestuia. De exemplu, celulele "Purkinje" sunt un tip special de neuroni găsiți într-o parte a creierului numită cerebel (noi îl cunoaștem și drept "creierul mic"). Aceste celule au arborii dendritici foarte dezvoltați, care le permit să primească mii de semnale. Acestea au multe rădăcini pentru a primi multe semnale, fiind importante în mișcare, gândire și trăirea emoțiilor.

UNIT VIII. GEOGRAPHICAL TEXTS

1. **atmosphere**



the envelope of gases surrounding any celestial body

2. **aurora**
   bands of light caused by charged solar particles
3. **basin**
   a bowl-shaped vessel used for holding food or liquids
4. **bay**
   an indentation of a shoreline smaller than a gulf
5. **biosphere**
   the regions of the Earth where living organisms exist
6. **capital**
   a large alphabetic character used in writing or printing
7. **cavern**
   a large cave or a large chamber in a cave
8. **cliff**
   a steep high face of rock
9. **coast**
   the shore of a sea or ocean
10. **continent**
    one of the large landmasses of the earth
11. **cosmography**
    the science that maps the general features of the universe
12. **country**
    the territory occupied by a nation
13. **dale**
    an open valley in a hilly area
14. **delta**
    a low area of alluvial deposits where a river divides
15. **desert**
    leave someone who needs or counts on you; leave in the lurch
16. **desert**
    arid land with little or no vegetation
17. **dew**
    water that has condensed on a cool surface overnight
18. **distributary**
    a branch of a river that flows away from the main stream and does not rejoin it

19. **dune**
    a ridge of sand created by the wind
20. **east**
    the cardinal compass point that is at 90 degrees
21. **equator**
    an imaginary line around the Earth forming a great circle
22. **erosion**
    the process of wearing or grinding something down
23. **fjord**
    a long narrow inlet of the sea between steep cliffs
24. **floodplain**
    a low plain adjacent to a river that is formed chiefly of river sediment and is subject to flooding
25. **fluvial**
    of or relating to or happening in a river
26. **fog**
    droplets of water vapor suspended in the air near the ground
27. **frost**
    ice crystals forming a white deposit
28. **gale**
    a strong wind moving 34–40 knots
29. **geographer**
    an expert on geography
30. **geographical**
    of or relating to the science of geography
31. **glacier**
    a slowly moving mass of ice
32. **gulf**
    an arm of a sea or ocean partly enclosed by land
33. **hail**
    precipitation of ice pellets
34. **hurricane**
    a severe tropical cyclone usually with heavy rains and winds
35. **hydrosphere**
    the watery layer of the earth's surface
36. **iceberg**
    a large frozen mass floating at sea
37. **isthmus**
    a narrow strip of land connecting two larger land areas
38. **lake**
    a body of (usually fresh) water surrounded by land
39. **levanter**
    an easterly wind in the western Mediterranean area

40. **marsh**
    low-lying wet land with grassy vegetation
41. **mesa**
    flat tableland with steep edges
42. **mist**
    a thin fog with condensation near the ground
43. **mistral**
    a strong north wind that blows in France during the winter
44. **monsoon**
    a seasonal wind in southern Asia
45. **mountain**
    a land mass that projects well above its surroundings
46. **north**
    the direction corresponding to the northward cardinal compass point
47. **oasis**
    a shelter serving as a place of safety or sanctuary
48. **ocean**
    a large body of water that is part of the hydrosphere
49. **oceanography**
    the branch of science dealing with physical and biological aspects of the oceans
50. **oceanology**
    the branch of science dealing with physical and biological aspects of the oceans
51. **orography**
    the science of mountains
52. **peninsula**
    a large mass of land projecting into a body of water
53. **plain**
    simple
54. **plateau**
    a relatively flat raised area of land
55. **political**
    involving or characteristic of governing or social power
56. **reef**
    a submerged ridge of rock or coral near the water's surface
57. **river**
    a large natural stream of water (larger than a creek)
58. **simoon**
    a violent hot sand-laden wind on the deserts of Arabia and North Africa
59. **sinkhole**
    a depression in the ground formed by underground erosion
60. **sirocco**
    a windstorm that lifts up clouds of dust or sand

61. **smog**
    air pollution by a mixture of smoke and fog
62. **south**
    the direction corresponding to the southward cardinal compass point
63. **stalactite**
    a cylinder of calcium carbonate hanging from a cave roof
64. **stalagmite**
    a cylinder of calcium carbonate projecting from a cave floor
65. **state**
    the way something is with respect to its main attributes
66. **steppe**
    an extensive plain without trees
67. **subcontinent**
    a large, distinct landmass that is part of a larger landmass
68. **temperate**
    not extreme
69. **topography**
    the configuration of a surface and its features
70. **topology**
    topographic study of a given place
71. **tornado**
    a violently destructive windstorm occurring over land
72. **trench**
    a long steep-sided depression in the ocean floor
73. **tributary**
    a branch that flows into the main stream
74. **tropic**
    either of two parallels of latitude about 23.5 degrees to the north and south of the equator representing the points farthest north and south at which the sun can shine directly overhead and constituting the boundaries of the Torrid Zone or tropics
75. **tsunami**
    a cataclysm resulting from a destructive sea wave
76. **typhoon**
    a tropical cyclone in the western Pacific or Indian oceans
77. **universalism**
    the theological doctrine that all people will eventually be saved
78. **vale**
    a valley
79. **valley**
    a long depression in the surface of the land
80. **vortex**
    a powerful circular current of water

81. west
the cardinal compass point that is a 270 degrees
82. wetland
an ecosystem, like a bog or swamp, saturated with water

Vocabulary in context



Weather conversations
Here are some less common but nonetheless useful words about weather, so that you can have typical weather conversations where you agree with someone by using a near-synonym. In these examples, B replies using more informal language.

A: **Bit cold** today, isn't it?
B: Yes, it's **chilly/freezing/nippy**, isn't it?
A: It's **hot**, isn't it?
B: Yes, it's **boiling/sweltering/roasting**!
A: It's a bit **windy** today!
B: Yes, really **blowy/breezy**, isn't it?
A: What **oppressive/sultry** weather!
B: Yes, isn't it **stifling/heavy/close**?
A: What a **downpour/deluge**!
B: Yes, it's **chucking it down / it's pouring**!
A: Isn't it **humid** today? B: Yes, horrible **muggy/clammy/sticky** weather

Climate and metaphors
Climate metaphors are often used, particularly in written English.
The word **climate** can refer to the general atmosphere or situation in society.
His secrecy and dishonesty created a **climate of distrust**.
The government reforms have contributed to a **climate of change**.
The words **cultural, current, economic, financial, moral, political, social and prevailing** all collocate strongly with **climate** in this social sense.

She has a very **sunny disposition** – she's hardly ever miserable.
Though they won the championship last year, the outlook for the team is less **sunny** this year. Unfortunately, our plans met with a **frosty** reception.
I'm snowed under with work – I'll never get through it all in time.
After the company accounts were examined, the manager left **under a cloud**.
Don't let your love for him **cloud your judgement**.
The soldiers were hit with a **hail of bullets**.
The Prime Minister was greeted with **a hail/storm of abuse**. I've only **a hazy memory** of my first day at school.
The truth is hidden in **the mists of history**.
The article sparked **a whirlwind of** speculation. They had a **whirlwind romance** and got married just a month after they met.
The horses **thundered** down the racetrack.
Thunderous applause followed his speech.

EXERCISES

1. The following expressions are either natural disasters or are somewhat related to them. Look at the expressions in bold and find their right definition below:

Tsunami, Volcano, Wildfire, Blizzard, Core, Crust, Drought, Earthquake, Flood, Fujita scale, Hurricane, Magnitude, Mercalli scale,
Saffir-Simpson scale, Tornado

a. ____a series of waves created when a body of water, such as an ocean, is rapidly displaced on a massive scale.
b. __ _is a phenomenon that results from the sudden release of stored energy in the Earth's crust that creates seismic waves.
c._____is a severe winter storm condition characterized by low temperatures, strong winds, and heavy blowing snow.
d. _____is a 1-5 rating based on the hurricane's present intensity.
e. _____is used to rate the intensity of a tornado by examining the damage caused by the tornado after it has passed over a manmade structure.
f. _____is a scale used for measuring the intensity of earthquake.

2. How scary are these places? Why? Complete this table with your partner(s). Change partners and share what you wrote.

	How scary?	Why?
Haunted house		
Deep forest		
Prison		
Graveyard		
In a nightmare		
In the city at night		

3. Answer the questions

- Which of the 10 risky places do you consider the riskiest?
- Name all types of natural disasters mentioned in the article, choose one and try to explain its origin and cause.
- Is there anything that can be done in order to prevent natural disasters?
- How are natural disasters related to climate change?
- What natural disasters do you consider the most threatening?
- Think of the recent natural disasters in the world, choose one and try to explain their cause.
- What areas on Earth are most prone to natural disasters?
- Have there been any natural disasters in your country?
- What places in the USA are most susceptible to natural disasters?
- Place the 10 risky places on the map of the USA.
- Try to label as many states on the map as you can.

4. Debate the idea *"Life on Earth in the past was more dangerous than it is now."*

5. Make a Canva Poster about dangerous places. Show your work to your classmates and identify similar things?

6. Case study. Develop a letter to an expert on dangerous places. Ask him/her three questions about them. Give him/her three of your ideas on the most dangerous place. Read your letter to your partner(s). Your partner(s) will answer your questions.

7. Role-play.

A – Sharks You think sharks are the most ferocious animals. Tell the others three reasons why. Tell them why their animals aren't as ferocious. Also, tell the others which are the cutest of these (and why): bears, snakes or hornets.
B – Bears You think bears are the most ferocious animals. Tell the others three reasons why. Tell them why their animals aren't as ferocious. Also, tell the others which are the cutest of these (and why): sharks, snakes or hornets.
C – Snakes You think snakes are the most ferocious animals. Tell the others three reasons why. Tell them why their animals aren't as ferocious. Also, tell the others which are the cutest of these (and why): bears, sharks or hornets.

8. Project.

- Write a magazine article about spending lots of money on cleaning up dangerous places and making them safer. Include imaginary interviews with people who are for and against this. Read what you've written to your classmates. Write down any new words and expressions you hear from your partner(s).

- Think about risky places in Moldova. What are they and what is the threat? Are there any ways how to prevent such risks? Do some research on this subject and prepare a presentation.

TRANSLATION FOCUS

1. Translate the text into English. Point out all the words related to the topic studied

Ten Risky Places
by Mark Monmonier

Hazards of different types affecting areas of varying size are not easily compared. Even so, the research experience makes it easy to identify ten typical risky places—areas to which I would be reluctant to move.

1. Almost any place in California, for various reasons: In addition to earthquakes, wildfire, landslides, the state has volcanically active areas in the north, around Mt. Shasta and other major volcanoes, as well as in the east, where the Long Valley Caldera shows signs of renewed activity. Even beyond its infamous seismic zones, California's shoreline is vulnerable to tsunamis (seismic sea waves) from submarine earthquakes throughout the Pacific. More recent additions to this smorgasbord of hazards are smog, freeway snipers, urban riots, oil spills, and (looking ahead a few decades) severe water shortages.

2. Located only 70 miles from Mt. Rainier and Glacier Peak, which the U.S. Geological Survey considers active volcanoes, Seattle, Washington is also vulnerable to severe earthquakes. Unlike Californians, long aware of the risk, Washingtonians have only recently begun to plan for a seismic disaster.

3. Coastal Alaska and Hawaii are especially susceptible to tsunamis, huge waves whipped up by submarine earthquakes in the Ring of Fire encircling the Pacific Ocean. Alaska's Pacific coast is seismically active, and the Hawaiian Islands can generate their own tsunamis: deposits on Lanai suggest past run-ups as high as three thousand feet, and geophysicists fear a similar disaster were the southeast side of the Big Island (the island named Hawaii) to slide suddenly into the sea.

4. Tropical hurricanes pose a less catastrophic but more frequent danger to the Atlantic Coast, particularly to North Carolina's Outer Banks, a long, thin barrier island, from which evacuation is difficult. Since the seventeenth century, infrequent but fierce storms have carved new inlets, filled old channels, and move the shoreline westward at a rate of 3 to 5 feet per year. Moreover, if forecasts of a 250-foot rise in sea level because of global warming prove correct, current settlements on the Outer Banks could be wiped out in the next century or so.

5. Inadequate building codes, shoddy construction, low elevation, and level terrain make areas south of Miami especially vulnerable to high winds and flooding from storms like Hurricane Andrew, which caused over 20 billion dollars damage there in August 1992. Adding to the region's misery is metropolitan Miami's crime rate, one of the highest in the nation.

6. The Louisiana coast is also vulnerable to multiple hazards: winds and storm surge from tropical hurricanes, unnaturally high levees along the lower Mississippi River, and air and groundwater pollution from poorly regulated chemical industries concentrated along the state's

2. Translate the text into Romanian. Point out all the words related to the topic studied

DID YOU KNOW THAT…….?

1. Death Road Road – Extremely Dangerous Road

North Yungas Road is known as the "Death Road" for all the right reasons that you can guess. Driving up or down this 43-mile (69-kilometer) switchback is extremely dangerous because of fog, landslides, waterfalls and cliffs falling 2,000 feet (610 meters) in each turn. Until 1994, almost 300 drivers were killed every year, justifying its nickname and putting it in the list of the *most dangerous places to visit in the world.* The road extends far enough to connect the Amazon rainforest to the capital city, surrounded by mountainous terrain. This means that merchants were not unusual to cram into trucks and buses trying to sell their wood and crops in the area. The hairpin turns, however, were not wide enough for each vehicle — further leading many trucks to go down with people and their livelihoods.

2***. Snake Island – The Deadliest Place On Earth***

There is an island about 25 miles off Brazil's coast where no local would ever dare to walk. There are rumors that the last fisherman who strayed too close to his shores was found drifting in his boat days later, lifeless in a blood pool. The mysterious island is known as Ilha da Queimada Grande, and setting foot there is reportedly so dangerous that the Brazilian government has made it illegal for anyone to visit. The island's threat comes in the form of the golden lancehead snakes – a pit viper species and one of the world's deadliest serpents. The island is certainly the most dangerous place on earth.

3. Lake Natron – The Most Inhospitable Areas On Earth

Let's not allow the ring of salt marshes along the edge of Lake Natron fool us. This lake is better known as one of the most inhospitable areas on Earth. North Tanzania's Lake Natron looks and acts a lot like a lake of fire. The lake's high levels of Natron (sodium carbonate decahydrate) make its waters corrosive to human skin and eyes, sometimes reaching a ph level of over 12The lake also contains red-colored bacteria, resulting in its unique pink-red hues. Even if most species cannot handle the 120-degree lake water, cyanobacteria have made Natron their home and turned the lake its trademark reds and oranges. Surprisingly, 2.5 million Lesser Flamingos call Lake Natron their home, considering that it is one of their only breeding grounds, further making the protection of the lake a priority for the climate. It is among the **10 most dangerous places in the world.**

4. Oymyakon – Experiences An Extreme Climatic Condition

Oymyakon is a small village located in the Oymyakonsky district in Russia. This place is considered to be one of the most dangerous places because of its extreme climatic condition. The severe temperature makes it impossible for life to sustain in this region. The temperature drops to as low as -40 degrees Celsius (-90 degree Fahrenheit), making it impossible for tourists or travelers to visit the place safely as not many can survive this temperature. Apart from the heat, people do not visit this place as no vegetables are available and nothing can be grown, so the lack of food is another major issue. Only about 500 people have managed to settle down in this place and survive the bitter cold.

3. Translate the text into English. Point out all the words related to the topic studied

MĂSURAREA UMIDITĂȚII AERULUI

A. Consideratii teoretice

Prin umiditate se intelege continutul aerului in vapori de apa. Cu cat cantitatea de vapori de apa continuta de o anumita masa de aer aflata la o anumita temperatura este mai mare, cu atat umiditatea aerului va fi mai mare. Pentru o anumita temperatura, cantitatea de vapori de apa nu poate trece peste o anumita limita, care daca este atinsa, aerul devine saturat de vapori, si masa in exces acestora se condenseaza. Limita de saturatie creste cu temperatura.

Umiditatea aerului este caracterizata de urmatoarele marimi:Umiditatea absoluta a aerului; este cantitatea de vapori de apa exprimata in grame, existenti

intr-un m^3 de aer: cand aerul este saturat cu vapori, umiditatea absoluta devine maxima.

Tensiunea vaporilor de apa; reprezinta presiunea sau forta elastica exercitata de vaporii de apa existenti la un moment dat in atmosfera. Se exprima, la fel ca si presiunea atmosferica, in milibari si torri. Tensiunea vaporilor poate sa creasca pana la valoarea maxima ce corespunde saturatiei, valoare care depinde de temperatura.

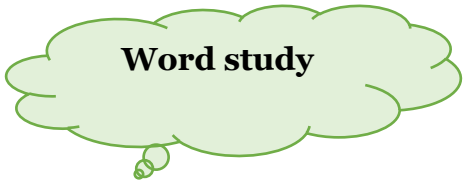
Umiditatea specifica; reprezinta masa exprimata in grame a vaporilor aflati intr-un kg de aer. Daca atmosfera este saturata cu vapori, umiditatea specifica devine maxima. Deficitul de saturatie reprezinta diferenta intre tensiunea maxima si tensiunea la un moment dat a vaporilor.

Gradul de uscaciune al aerului este diferenta (100-U) si constituie inca o indicatie asupra umiditatii aerului. Punctul de roua (T_R) este temperatura la care trebuie racit aerul sub presiunea constanta, pentru ca vaporii continuti sa-l satureze. Pentru masurarea diferitelor marimi ce caracterizeaza umiditatea aerului se folosesc metode higrometrice si psihrometrice. Se folosesc psihrometre fara aspiratie, cum este psihrometrul de tip August si psihrometrul cu morisca aspiratoare sau psihrometrul de tip Assmann.

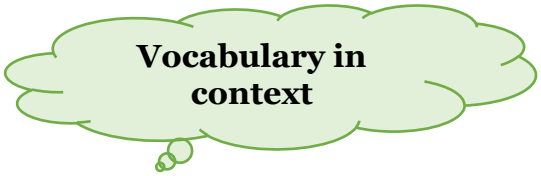
Psihrometrul August este format din doua termometre identice fixate pe un suport. Unul din termometre are rezervorul infasurat in tifon, care se prelungeste sub forma unui fitil, al carui capat patrunde intr-un paharel cu apa distilata sau de ploaie, care se afla sub rezervorul termometrului, la distanta de aproximativ 2 cm, distanta care asigura circulatia aerului in jurul rezervorului termometrului.

Din cauza evaporarii produse in jurul rezervorului termometrului umed, fenomen ce absoarbe caldura, se produce o scadere a temperaturii acestui termometru. Evaporarea si scaderea temperaturii fiind proportionale cu gradul de uscaciune al aerului, din indicatiile celor doua termometre se deduce umezeala aerului, folosind tabelele psihrometrice.

- **airplane, aeroplane, plane**: *We boarded the plane and waited for it to take off.*



- **air bridge**: *We walked through the air bridge and onto the plane.*
- **control tower**: *The staff inside the control tower can see all the planes taking off and landing.*
- **landing lights**: *The runway was illuminated by the landing lights.*
- **hangar**: *The enormous hangar was full of half-finished planes.*
- **check-in counter**: *I walked up to the check-in counter and presented my passport and ticket.*
- **luggage carousel**: *We waited at the luggage carousel until our luggage finally arrived.*
- **passenger lounge**: *Before boarding my flight, I spent a few hours relaxing in the passenger lounge.*
- **passenger**: *Attention all passengers flying on flight KM106 to Rome. Please proceed to gate 11.*
- **air hostess**: *The patient air hostess looked after us throughout the flight.*
- **pilot**: *Thanks to the skilled pilot, we had a very smooth landing.*
- **gate**: *By the time we got to our gate, most of the passengers had already boarded the plane.*
- **passport**: *My passport is full of stamps from all the countries I've visited.*
- **flight ticket**: *When I checked in at the airport, I had to present my passport and my flight ticket.*
- **luggage**: *After getting off the plane, we went to collect our luggage.*
- **backpack**: *I carry everything I need inside my backpack.*
- **trolley**: *We pushed our luggage through the airport on a metal trolley.*
- **baggage scanners**: *Before entering the departure lounge, we had to put our luggage on the baggage scanners.*
- **pay phones**: *I needed to make a phone call, so I headed towards the pay phones.*
- **windsock**: *The pilots rely on the windsock to tell them which way the wind is blowing.*



- **Connection or Layover**
  When I stop in Doha, it is called a "connection," or a "layover." So when you are talking about airplane flights, the word "connection" means a city that your flight stops in before you reach your final destination. There are even more words to describe this!
  Ex. Do you have a **connection,** or do you have a direct flight?
  Yes, I have a **connection** in Doha.
- **Leg (of a Trip)**
  If you have two flights to get to one destination, for example, Berlin to Doha and Doha to Singapore, each flight is called a "leg" – just like the legs I have above my feet!
  Ex.The first **leg** of my trip is from Berlin to Doha.
  The second **leg** of my trip is from Doha to Singapore.
- **Stop Over**
  If your layover is very long, it's called a "stop over." This just means that you will stay in that connecting city for many hours – usually more than four hours.
  Ex. Last year, I had a **stop over** in Ankara for 12 hours!
- **Travel Backpack**
  Before you travel, you need a backpack. Not any type of backpack – you need a "travel backpack." A "travel backpack" is much bigger than a normal backpack. You have room for lots of clothes, a computer, some toiletries, packing cubes – for lots of things!
- **Travel backpacks** aren't essential, but they are so practical and useful!

ONLINE BOOKING

Many people book their holiday **accommodation** on the Internet. To **book online**, you need to search for your **destination** and the dates when you plan to travel. You can look for hotels or **B&Bs (***a small hotel where breakfast is included in the price*). Often websites have low prices, especially in winter. It is helpful to read **the online reviews** *(a description of a hotel, restaurant, etc, written by people who've been there before)* you **book the accommodation**. A popular option **for a weekend break** is to rent an apartment in an interesting

city. But if you want to make life easy, you might like a **package holiday**, which includes the flight, hotel room and sometimes meals.

RENTING A PRIVATE APARTMENT

We have arrived at your apartment. We **picked up** the keys from the neighbours without any problems. We like the apartment a lot, but we have a few questions. We can't find the **wi-fi password**. Could you send it to us? Also, the **listing (***written description of something to buy or rent)* said that there **was an iron** in the kitchen, but we can't see it. Can you let us know where it is? Finally, it's very cold and we can't find the instructions for the central **heating**. Where do we **switch it on**? Where's the nearest supermarket? And can you **recommend** a **nearby** restaurant for dinner?

BEACH ACTIVITIES

Volleyball is a popular beach game and some people enjoy water sports such as **surfing**, **windsurfing** or **diving**. If the sea is **calm** (*without waves (does not move very much); opp rough*), you can go for a swim, but a lot of people just want to lie on the beach and **sunbathe** and get a nice **(sun)tan** (*when the skin becomes brown*). However, there are now worries about the **dangers of sunbathing**. People who lie in the sun without any **protection** *(something to keep someone safe)* can get sunburn (*when the skin becomes red and very sore)*, and worse still, they are **at risk** of (*if you are at risk of something, there is a danger that*) getting **skin cancer**. Doctors now **recommend** (*say what someone should do*) that people do not sit in the sun without using **sunscreen** (*cream that gives protection from the sun; syns, sunblock, sun cream*). It may be safer just to sit in the **shade** *(an area where there is no light from the sun, so it is darker and less hot).*



A **scheduled flight** is a normal, regular flight; **a charter flight** is a special flight taking a group of people, usually to the same holiday destination. Some airline tickets may have **restrictions** (e.g. you can only travel on certain days). Such tickets can offer good **value for money** but, if you cancel, they are **non-refundable** *(you can't get your money back)* or you may have to pay a **cancellation fee**. Some tickets allow a **stopover (***you may stay somewhere overnight before continuing to your destination)*. **A package** holiday normally includes accommodation and **transfers,** e.g. a coach or a **shuttle bus** to and from your hotel. An **all-inclusive** holiday includes your flight, accommodation and all meals, drinks and snacks in the hotel.

Sea travel is normally on a **ferry**, and the journey is called a **crossing**, but you can have a holiday on the sea if you **go on a cruise**. For some people, a luxury cruise is the **holiday of a lifetime** *(one you will always remember)*. You may decide to book a **berth** in a **shared cabin** *(a bed in a cabin with other people)*, or to have a single or double cabin. For more money, you can often get a **deluxe** cabin, perhaps on the **upper deck** *(the higher part of the ship which is often bigger and more comfortable)*. Cruises often go to **exotic** *(unusual or exciting***) i**slands where you can **get away from it all** *(escape your daily life and routines)*. Train travel allows you to relax as you travel and look at the countryside through the windows of your **carriage**. Railways link major towns but you may have to **change trains** *(get off one train and on to another)* if you are not able to get a **through train (***or* ***direct train,*** *one which takes you***).** Car hire is another way of **getting around** *(travelling to different places; informal*). When you book it, you may have to choose whether you want **unlimited mileage** *(/ˈmaɪlɪdʒ/ you can travel as many miles as you like for the same price)*. There may also be **extras** to pay, such as accident insurance. If you hire a car, it gives you the freedom to **come and go as you please** *(go where you want when you want)*.

Accommodation when travelling

Some people like **camping**[1] while others prefer hotels. Or you can have a **self-catering**[2] holiday, such as staying in an apartment or **chalet**[3]. You can also choose to stay in a **guest house**[4] or an **inn**[5]. Some types of accommodation offer **half board**[6] or **full board**[7].

[1] sleeping in a tent or a caravan [2] where you do your own cooking [3] /ˈʃæleɪ/ small cottage or cabin specially built for holiday-makers [4] small, relatively cheap hotel [5] similar to a pub, but also offering accommodation; sometimes in an attractive old building [6] usually breakfast and one other meal [7] all meals

Tourism is a **multi-billion** dollar business with hundreds of millions of travelers arriving in destinations across the world every year, but there's a lot more to tourism than just the tourists. Before you even leave home you probably use a number of services. You book your trip through a **tour operator**, if it's a **package holiday**, or a travel agent, if you want to buy products and services like flights separately. These days, many people **book directly online** with companies that offer both organized and independent travel. You usually need to **purchase airline**, train, **ferry and coach tickets** to your **holiday resort** in advance to reserve a seat and get a good price. If you're hiring a car it's also a good idea to book in advance, but you can arrange local transport like taxis and buses when you're there. You also need **to book accommodation** to be sure to stay where you want, when you want. There is a wide range of options for different people and pockets: from luxury hotels **to roadside motels**, **family-run guesthouses** or B&Bs (***Bed and Breakfasts***), **to self-catering apartments** to youth hostels.

You can decide about hospitality (catering and entertainment) during your holiday, unless you book it with your accommodation. B&B means you get breakfast included in the price of your stay. **Half board**, usually only available at hotels, means breakfast and dinner are included. **Full board** means breakfast, lunch and dinner are included. This option is common **on package or cruise ship holidays** to keep the cost down, as are all inclusive leisure activities such as sport, shopping and live shows. Most places have a Tourist Information Point where they give you free information about what to see and do and how to get around. Organized trips often have travel reps (representatives) on hand to help you, but you can also pay a local tour guide to take you sightseeing or show you tourist attractions.

EXERCISES

1. Complete the e-mail with the words from the box.

Airlines, airport, board, book, by rail, check in, flights, gate, journey, luggage, platform, return, security, station

From: gepeppy@hitmail.con
To: fimiller@jmail.con Subject: your visit

Hi! Great news that you're coming to visit. The best way to get here? Well, there are some budget 1 _____ that offer really cheap 2 _____. But I prefer to go 3 _____. It's a more comfortable 4 _____ and if you get a 5 _____ ticket, it doesn't cost much more. Especially if you 6 _____ a few weeks before you travel. And when you think about it, it's just as fast. If you fly, you have to get to the 7 _____, which is miles from the city centre. You have to 8 _____ two hours before you 9 _____ the plane! You have to queue up for ages to get through the 10 _____ check! And then it takes about half an hour to get to the right 11 _____. Whereas at the railway 12 _____ you just walk up the 13 _____ and get on the train. It's so easy! And you can take as much 14 _____ as you like, which I know is important for you.

Looking forward to seeing you.
All the best
Gerry.

2. Use the appropriate verbs or phrasal verbs to complete the sentences below.

1 It can be cheaper to _____ a flight online. 2 I'd like to _____ a reservation for a first-class ticket to London. 3 I've got to go. I've got a train to _____. 4 If you _____ your train, I'll take you in the car. 5 We're going to _____ sightseeing in London this weekend. 6 Just call me if you _____ lost. 7 If I won the lottery, I'd _____ around the world. 8 _____ the car and put your seat belt on. It's time to go. 9 I was lucky. I managed to _____ the train five seconds before it left. 10 You can _____ the bus now, sir. We've arrived.

3. Determine the right word. You are given its first letter.

Black Friday When I was 1 *d*_____ to a meeting in Glasgow yesterday, I saw a man at the side of the road. He had a big 2 *r*_____ on his back and he was 3 *h*_____. It was raining so I stopped to give him a 4 *l*_____. Then things started to go wrong. First, I got stuck in a traffic 5 *j*_____, and then I got a 6 *f*_____ tyre. My 7 *p*_____ helped me put on the spare tyre and we 8 *s*_____ off again. Five minutes later, I stopped at a red 9 *l*_____ and the engine stopped. I thought the car had broken 10 *d*_____, but the hitchiker said it had probably just 11 *r*_____ out of petrol. Fortunately, there was a petrol 12 *s*_____ nearby so a few minutes later we were 13 *o*_____ our way again. I was afraid I was going to be late so I started driving too fast - at least 20 miles over the 14 *s*_____ limit. Then at a 15 *j*_____ I didn't notice the 16 *g*_____ Way sign and I almost ran 17 *o*_____ a 18 *p*_____ on a zebra 19 *c*_____. I lost control of the car, went across a bike 20 *l*_____, onto the 21 *p*_____ and 22 *c*_____ into a tree. Fortunately, nobody was hurt in the 23 *a*_____. But then the hitchhiker gave me a piece of paper. It was a £50 24 *f*_____ for 25 *s*_____ and reckless driving. He was an off-duty policeman.

4. Guess the noun which goes with the adjectives.

a. clean, sandy, dirty, secluded **b** _ _ _ _

b. trendy, expensive, second-hand, souvenir **s** _ _ _

c. narrow, busy, winding, cobbled **s** _ _ _ _ _

d. luxury, family, five-star, Victorian **h** _ _ _ _

e. delicious, local, gourmet **c** _ _ _ _ _ _

f. rocky, snow-capped **m** _ _ _ _ _ _ _

g. exotic, tropical, desert **i** _ _ _ _ _

5. Put the following words into the correct column from the table below.

boot brake cancelled flight coach cockpit compartment departure lounge flight delay detour dock duty-free shop ferry deck fishing boat freight train harbour hijack jet lorry mechanic passenger train petrol station plane crash port restaurant car road accident runway shipwreck sleeping-car sports car steering wheel steward(ess) subway ticket inspector tram tyre waiting room wing flight attendant derail puncture double-decker taxi rank air traffic controller lost luggage travel sickness jetlag seasickness

Transport type	Kinds of vehicles	Parts of vehicles	People working with it	Associated facilities	Associated problems
road					
rail					
sea					
air					

6. Look at the sentences below and fill in the gaps with an appropriate word from the box.

self-catering • single • tour operator • bed and breakfast (B & B) • shoulder bag • passport • travel agency • tour • foreign currency • voyage • excursion • family • trip • journey • full-board • en-suite • terrace • insurance • double • aisle • half-board • boarding card (USA = boarding pass) • reservation • twin balcony • cheques • all-inclusive • suitcase

1. We're planning a(n) _____ to the seaside at the weekend. **2.** The _____ from Southampton to New York by ship took about five days**. 3.** The best way to see London is by taking a guided _____. **4.** Last year they went on a train _____ across China. **5**. James is going on a business _____ to Singapore next week. **6.** We went to the _____ on the High Street to book our holiday, but they were informed by the _____ that there were no more places left. **7**. (At the airport check-in desk) Would you like a seat by the window or one by the _____? **8**. Here's your ticket and _____. You're in 33B. It's a no smoking seat. **9**. I've just made a list of the things I need to take on holiday with me. First of all I need my _____ so that I can enter the country. I must get _____ in case I have an accident or lose something important. I have to go to the bank to get some _____ and _____. Oh, and of course I need my _____ to carry my clothes and other things. I'll also take a _____ so that I can carry my camera, some books and other bits and pieces. **10.** Quattro Vientos Holiday Club offers a variety of accommodation options. If you want a bedroom and something to eat

in the morning, they have _____ accommodation. If you prefer to have breakfast and dinner, you can stay on a _____ basis. If you want breakfast, lunch and dinner, you can stay on a _____ basis. They also have rooms with cooking facilities if you want to prepare your own food and stay on a _____ basis. Alternatively, if you want all your meals and drinks included, you can stay on an _____ basis. **11.** _____ rooms in the hotel have just one small bed. _____ rooms have two small beds. _____ rooms have one large bed. _____ rooms have one large bed and two small beds. Most of the rooms are _____, with their own private bath or shower. All rooms have a _____ or a _____ with a view of the sea. Telephone 01645 98109 to make a _____.

7. Brainstorm a list of negative and positive effects of tourism on a country, its people and the environment. Think about *earning money, employment, environment, income, pollution, social and cultural links, commercialization of culture and heritage, infrastructure etc.*

8. Project. Share your experiences of tourism and traveling. Create a travel brochure encouraging people to visit that location. Include some things in the brochure:

- Name and location of the destination
- Map illustrating the destinations location
- Landmarks to see
- Things to do
- Food that is special in that country
- Celebrations special to that country
- Weather in that country
- Image illustrating the destination

TRANSLATION FOCUS

1. Translate the text into Romanian. Point out all the words related to the topic studied

1. DID YOU KNOW THAT...?

- **Pilots and co-pilots won't eat the same meal before a flight.** In most cases, both the pilot and co-pilot will not eat the same meal before flying the aircraft. This is because they want to reduce the risk of both pilots contracting food poisoning from eating the same food.
- **The smoke trailing out of the aeroplane is actually water vapor**. Have you ever wondered how pilots use their aircraft to make those shapes in the sky using smoke? Well this is actually water vapor formed as a result of chemicals, hydrocarbon and oxygen, combining to produce water and some carbon dioxide.
- **The high amount of pressure contained within a cabin prevents you from opening an aeroplane door mid-flight**. One of the facts about the travel and tourism industry you might not know is, despite popular belief and conventional representations in the film industry, you can't actually open an aeroplane door during a flight due to the high amount of pressure contained in the cabin. The cabin pressure is so high due to the altitude of the aircraft and thin air outside.
- **Saudi Arabia has no rivers**. This has got to be another one of my favorite facts about the travel and tourism industry! Saudi Arabia really has 0 rivers. Due to Saudi Arabia's constant high temperatures and huge lack of annual rainfall, it is simply too hot for any rivers to exist due to the heat causing the rainfall to evaporate immediately.
- **The Maglev bullet train in Japan is the fastest in the world**. With top speeds of 375 miles per hour, the Japanese Maglev bullet train is guaranteed to ensure you get to work on-time! Japan's high speed railways have also had a total of 0 fatal incidents, labelling it one of the safest existing forms of travel. This bullet train has been labelled as 'futuristic', with some tourists visiting Japan to take a look at this super speedy train in-person
- **France is the most popular tourist destination**. Yearly reports have shown that France continues to be the most popular visitor destination, with visitor numbers as high as 90 million a year! The wide range of

diverse visitor attractions are one of the main reasons why France is such a popular destination, with tourists visiting to see popular attractions like the Eiffel Tower.

- **Vatican is the smallest country in the world**. Measuring at only 0.2 square miles, Vatican City is the smallest country in the world. Nearly 120 times smaller than Manhattan. Nevertheless, approximately 17,000 people visit Vatican City everyday. The Vatican Museums are the most popular attraction and are the main reason why a lot of tourists choose to visit such a small country.
- **Canada has over 2 million lakes**. A huge 9% of Canada's surface are lakes, making Canada the country with the most lakes in the world. As a result of this, Canada is a popular destination to visit for tourists looking for lake holidays, both inbound and domestic. Accessible by road, a lot of Canada's lakes are used for water sports and are a hotspot for tourists.
- It can take thousands of years for a natural beach to be created. Beaches don't form overnight! It takes thousands of years for them to form. They form because of the water that is moving constantly.

2. Translate the text into English. Point out all the words related to the topic studied

Depășește anxietatea provocată de călătoria în Maldive

Călătoria în Maldive poate fi un vis devenit realitate pentru mulți oameni, dar poate fi și o sursă de anxietate pentru cei care au emoții în legătură cu această călătorie. De la teama de zbor până la preocupările legate de siguranță și diferențele culturale, există multe motive pentru care cineva ar putea avea emoții în legătură cu călătoria în această frumoasă destinație. Dacă te simți anxios în legătură cu viitoarea ta călătorie, descoperă câteva sfaturi utile care te vor ajuta să te liniștești.

Înțelegerea și identificarea cauzei principale a anxietății tale de călătorie

Înțelegerea și identificarea cauzei de bază a anxietății asociate călătoriilor este un pas important în gestionarea acestei probleme comune. Pentru unele persoane, anxietatea poate proveni din teama de a zbura sau din teama de a merge în destinații necunoscute. Alții pot experimenta anxietate legată de aspectele organizatorice ale călătoriei, cum ar fi împachetarea, deplasarea prin aeroporturi sau găsirea biletelor de avion și a locurilor de cazare. Identificarea

factorilor declanșatori specifici care îți provoacă anxietatea de călătorie te poate ajuta să dezvolți strategii de adaptare eficiente pentru a-ți gestiona simptomele.

Planifică-ți călătoria spre Maldive din timp

Pregătirea din timp a călătoriei în Maldive este esențială pentru o vacanță fără griji și plăcută. Chiar înainte de a rezerva zborurile și cazarea, cercetează cel mai bun moment pentru a vizita, cerințele pentru viză și orice alte documente necesare. Apoi, folosind motorul de căutare al unei agenții de turism online, poți căuta și achiziționa un bilet avion Maldive pentru perioada dorită. Astfel, vei avea acces la toate companiile aeriene într-un singur loc, combinarea zborurilor de la diferite companii aeriene într-o singură rezervare – număr nelimitat de destinații din întreaga lume, acces la un număr mare de oferte avantajoase și limitate, dar și rezervarea ușoară a biletelor pentru atracții și excursii locale în avans, înainte de călătorie.

Prin intermediul contului creat pe site-ul agenției de turism, vei economisi timp de căutare prin reunirea zborurilor alternative într-un singur loc și îți vei putea adapta călătoria la propriile nevoie. De asemenea, vei beneficia de protecție împotriva evenimentelor neprevăzute în timpul călătoriei, precum și de protecție împotriva pierderii banilor dacă întrerupi călătoria. În acest fel vei scăpa de stresul provocat de găsirea celor mai bune oferte de zbor și oricare alte probleme ce ar putea apărea din momentul rezervării biletelor până în cel al călătoriei.

Pregătește-ți bagajele și planifică itinerarul pentru o călătorie fără stres

Indiferent că ai rezervat un zbor spre Maldive, un bilet avion Barcelona sau înspre alt oraș din țară, o călătorie fără stres necesită o pregătire atentă și atenție la detalii. Odată stabilite planurile de călătorie și achiziționate biletele de avion, începe să împachetezi din timp pentru a evita stresul de ultim moment. Ia în considerare climatul insulei și împachetează în conformitate cu acesta, inclusiv cremă de protecție solară, spray împotriva insectelor și îmbrăcăminte adecvată. Nu uita să aduci cu tine orice medicamente sau obiecte personale necesare, deoarece este posibil ca acestea să nu fie disponibile pe insulă. În cele din urmă, planifică-ți itinerarul în avans, astfel încât să poți profita la maximum de timpul petrecut în această destinație minunată.

Cum să gestionezi anxietatea în timpul vacanței?

O vacanță în Maldive ar trebui să fie un moment de relaxare și bucurie, dar pentru unii poate fi o sursă de anxietate. Cu toate acestea, există câteva sfaturi care pot ajuta la gestionarea anxietății în timpul vacanței în această destinație uimitoare. Să rămâi prezent în momentul de față și să te bucuri de experiență

este esențial pentru a reduce nivelul de stres și anxietate. Păstrarea unei minți deschise și îmbrățișarea noilor experiențe poate ajuta, de asemenea, la atenuarea oricăror sentimente de îngrijorare sau aprehensiune. Este important să te concentrezi pe un autocontrol optimist și să ai încredere în capacitatea ta de a face față oricăror provocări care pot apărea. Amintindu-ți de experiențele de călătorie reușite din trecut îți poate oferi, de asemenea, un sentiment de liniște.

Să călătorești pentru prima dată în Maldive poate fi o experiență stresantă, mai ales dacă te lupți cu anxietatea provocată de călătorii. Cu toate acestea, luând câteva măsuri simple pentru a te pregăti, poți depăși aceste temeri și te poți bucura de o vacanță memorabilă. Nu trebuie uitat că a călători este o oportunitate interesantă de a explora locuri noi și de a crea amintiri de neuitat.

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