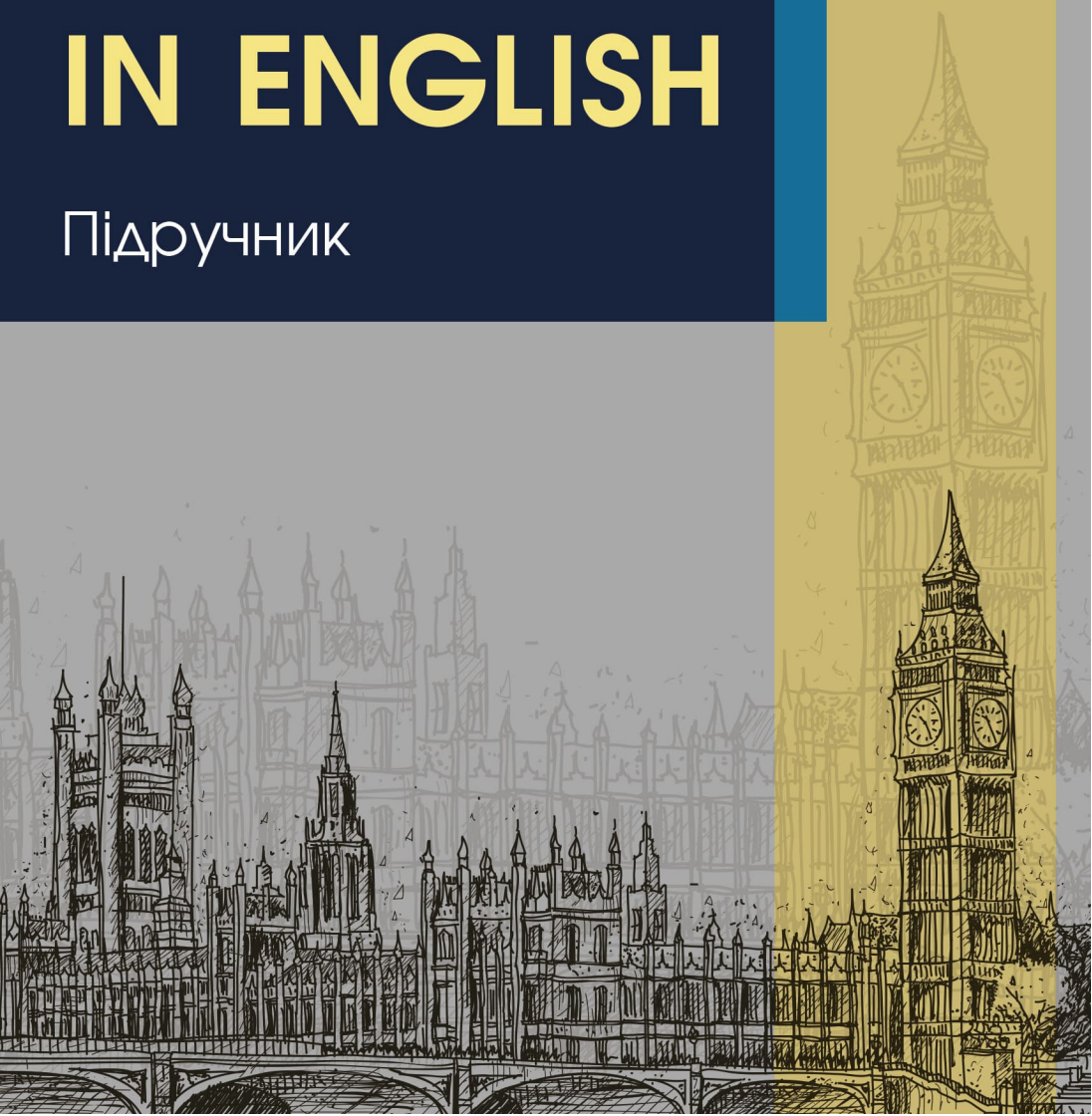




PRACTICE IN ENGLISH

Підручник



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
«ОДЕСЬКА ЮРИДИЧНА АКАДЕМІЯ»

PRACTICE IN ENGLISH

Підручник з іноземної мови для здобувачів першого
(бакалаврського) рівня вищої освіти галузі знань
03 «Гуманітарні науки» спеціальності 035 «Філологія»



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ПРИВІТАННЯ

**Президента Національного університету
«Одеська юридична академія»**

Шановні колеги та здобувачі вищої освіти!

Вітаю вас із завершенням важливого етапу нашого спільного творчого процесу – створенням чергового сучасного освітнього матеріалу. Це велике досягнення, і я пишаюся цінним внеском кожного члена нашої талановитої команди.

Цей підручник є результатом наших спільних зусиль, коли кожен з вас робить вагомий внесок у створення інноваційних і практичних засобів навчання. Відданість справі, досвід і креативність є ключовими факторами успіху цього проекту.

Філологія в сучасному суспільстві є надзвичайно важливою галуззю науки, оскільки вона допомагає зберігати і передавати знання, поглиблювати розуміння мови як засобу спілкування та культурного обміну. Розробки в цій галузі відкрили нові перспективи для нашого суспільства щодо вивчення різних аспектів людського самовираження та спілкування. Саме тому наша спільна робота сприяє впровадженню в освіту сучасних методів і технологій, необхідних для збагачення філологічної освіти.

Освітні ресурси, що становлять ключовий елемент філологічної підготовки, орієнтовані на комплексний розвиток мовних навичок та спеціалізованих компетенцій. Цей всебічний підхід сприяє професійному самовизначенню студентів Національного університету «Одеська юридична академія», дозволяє покращити мовні навички, розвинути здатність аналізувати та інтерпретувати матеріали різних культур та епох.

Щиро вдячний кожному з вас за вашу самовідданість і креативність у цьому проекті. Спільні зусилля допомогли сформувати інтелектуальний ресурс, який буде якісно слугувати здобувачам вищої освіти та стане яскравим прикладом важливості філологічної освіти.

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ВСТУП

Підручник *“Practice in English”* розроблений для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 03 «Гуманітарні науки» спеціальності 035 «Філологія» Національного університету «Одеська юридична академія». Він має на меті комплексний розвиток мовних компетентностей студентів та забезпечення ґрунтовної підготовки у сфері англійської мови як засобу міжкультурної комунікації.

Підручник складається з трьох основних частин: *Reading Comprehension*, *Grammar* та *Glossary*. Така структура забезпечує системний підхід до вивчення мови, поєднуючи розвиток навичок читання з глибоким опрацюванням граматики та активним розширенням лексичного запасу.

Основу підручника становить ідея збалансованого навчання, що інтегрує автентичні тексти, лексичні завдання та граматичний блок. Кожен текстовий матеріал дібраний з урахуванням актуальних тем, що є важливими для здобувачів вищої освіти. Завдання до текстів спрямовані на розвиток навичок розуміння прочитаного, аналізу текстової інформації, а також на формування навичок аргументованого висловлення думки.

Граматичний блок містить чітку теоретичну базу та систему вправ для закріплення та вдосконалення граматичних навичок. Вправи побудовані за принципом поступової ускладненості – від простих конструкцій до складних мовних явищ, що дозволяє студентам систематизувати знання та ефективно їх застосовувати як у письмовому, так і в усному мовленні.

Глосарій включає ключову термінологію, що використовується у текстах, а також ідіоми, фразеологізми та стійкі вирази, які сприяють збагаченню словникового запасу студентів.

Актуальність підручника визначається його спрямованістю на розвиток критичного мислення, що є однією з ключових компетенцій сучасної освіти. У процесі виконання завдань студенти навчаються не лише аналізувати та інтерпретувати інформацію, а й оцінювати її достовірність, формувати власну аргументовану позицію та ефективно комунікувати в академічному та професійному середовищі.

Таким чином, *“Practice in English”* є сучасним навчальним ресурсом, що сприяє не лише опануванню англійської мови, а й формуванню навичок критичного мислення, академічної доброчесності та міжкультурної комунікації, необхідних для успішної професійної діяльності.

PART 1

UNIT 1

Should Fur be Banned?

Pre-Reading Task

Task 1. Read only the title. Predict 5 vocabulary items the text will contain

Task 2. Speak about your attitude to fur clothing

Key words to remember:

animal rights campaigners – борці за права тварин

opulent clothing – розкішний одяг

fur-free clothing – одяг без хутра

fur farming industry – промисловість хутрового тваринництва

faux fur – штучне хутро

low-paid workers – низькооплачувані працівники

battery chickens – фермерські курчата

environmental impact – вплив на навколишнє середовище

ethical treatment – етичний підхід

Task 3. Scan the text and answer the questions given after it.

Animal rights campaigners employed some eye-catching tactics to protest against the use of fur at leading fashion shows. Is it wrong to farm and kill animals to make opulent clothing?

Picture

In the cold winter air, three models stood in Soho, London, wearing nothing but underwear, masking tape and gas masks. They held signs which read: 'Fur is toxic.' Jacqueline Joyce, one of the models, said 'I want to urge people to choose fur-free clothing for the sake of their own health and animal welfare'.

While fur farming has been banned in the UK since 2000, it remains legal to import and sell fur goods.

More than one billion animals – mostly rabbits, minks and foxes – are killed in fur farms each year. They are usually kept in small cages for all of their lives before being killed with gas or by electrocution.

Nevertheless, it is difficult to know the truth about practices in the fur farming industry because most statistics come from either trade groups that rely on fur or animal rights groups like PETA (People for Ethical Treatment of Animals), both of which can be biased. There are reports of cruelty to animals but supporters say the reports are exaggerated by animal activists.

What we know is that the number of animals killed for fur is tiny compared to the estimated 56 billion farm animals killed for meat every year, many of which live in dire conditions.

Some commentators argue that real fur is more sustainable than the alternatives. Faux fur is made from plastic spun into thread, which can take 1,000 years or more to biodegrade, often ending up in oceans and rivers where it harms marine life.

Once bought, a fur coat typically lasts for 30 years and may be handed down for generations. Faux fur, on the other hand, is likely to only last a few years before it needs replacing.

While fur is a luxury item, cheap fashion typically relies on foreign, low-paid workers. Sweatshop workers in Bangladesh can be paid just one US cent per hour to work 100-hour weeks in hot conditions with poor air quality.

So... should wearing real fur be banned?

Of course, say some. The fur industry is monstrous. Animals are crammed into tiny cages and there is strong evidence that some are skinned alive, particularly in China. Now that humane alternatives exist there is no reason for the fashion industry to promote fur, especially as 95 % of women say they wouldn't buy it. There's nothing beautiful about cruelty.

Anti-fur activists are hypocritical, argue others. What is the difference between wearing fur and eating meat, or sitting on leather sofas? Battery chickens and dairy cows, for instance, suffer as much as animals farmed for fur. Besides, the environmental impact of faux fur could be disastrous. At least real fur is natural.

(<https://englishlevelb22.weebly.com/reading.html>)

1. What unusual tactics did animal rights campaigners employ to protest against the use of fur in the fashion industry?
2. What location did the models stage their protest in, and what were they wearing during the protest?
3. While fur farming has been banned in the UK since 2000, why is it still possible to find fur goods in the country?
4. According to the text, what animals are predominantly killed in fur farms?
5. What are the conditions for animals in fur farms before they are killed?
6. Why is it challenging to ascertain the true conditions in the fur farming industry, as mentioned in the text?
7. What arguments are made in favor of real fur in comparison to faux fur in terms of sustainability?
8. What is the potential environmental drawback associated with faux fur, as discussed in the text?
9. How long does a typical fur coat last, and how does this compare to faux fur?

Task 4. Fill in the gaps with the words given below.

*trade groups plastic spun into thread banned 30 years tactics
rabbits, minks, and foxes "Fur is toxic" 2000
meat production and leather manufacturing small cages*

1. Animal rights campaigners used to protest against the use of fur at fashion shows.
2. The models in Soho, London, wore nothing but underwear, masking tape, and gas masks to convey the message that ".....".
3. Fur farming has been banned in the UK since , but it is still legal to import and sell fur goods.
4. More than one billion animals, primarily , are killed in fur farms each year.
5. Fur-bearing animals are often kept in before being killed by gas or electrocution.
6. The reliability of statistics about the fur farming industry is questionable because they come from both and animal rights groups.

7. Some argue that real fur is more sustainable than faux fur because faux fur is made from
8. A fur coat typically lasts for and can be handed down for generations.
9. Critics of the fur industry argue that there is nothing beautiful about cruelty and that it should be
10. On the other hand, some believe that anti-fur activists are hypocritical because they ignore other industries that exploit animals, such as

Task 5. Match the terms (1–10) with their definitions (A–J).

1	Toxic	A	People who actively promote a cause or campaign, often for social or political change.
2	Dire conditions	B	Extremely harmful or poisonous.
3	Hypocritical	C	To decompose naturally and become part of the environment over time.
4	Battery chickens	D	Represented as much worse or more extreme than it actually is.
5	Biodegrade	E	Extremely cruel or inhumane.
6	Monstrous	F	Being kept in very poor and desperate circumstances.
7	Exaggerated	G	The act of removing the skin from a living animal.
8	Skinned alive	H	Capable of being maintained or continued over the long term without harming the environment.
9	Sustainable	I	Acting in a way that contradicts stated beliefs or principles.
10	Campaigners	J	Chickens raised in overcrowded and confined spaces for commercial purposes.

1	2	3	4	5	6	7	8	9	10

Task 6. Write a short essay making assumptions on the future of the fur industry and the fashion’s reliance on fur. Will consumer preferences and ethical considerations lead to significant changes?

UNIT 2

Future Technology

Pre-Reading Task

Task 1. Read only the title. What do you think what information the text will include?

Key words to remember:

climate disaster – кліматична катастрофа
relentlessly fast pace – неймовірно швидкий темп
technological upgrades – технологічні оновлення
artificial intelligence – штучний інтелект
lab-grown food – їжа, вирощена в лабораторії
brain-reading robots – роботи, що читають мозок
necrobotics – некроботика
sand batteries – піщані батареї
resistive heating – резистивний нагрів
smelly VR – віртуальна реальність з системою генерації запахів
за допомогою цифрових технологій
olfactory feedback system – система нюхового зворотнього зв'язку
3D-printed food – їжа, надрукована в 3D форматі
personalized meals – індивідуально підібрані страви
dietary conditions – раціон харчування

Task 2. Scan the text and answer the questions given after it.

The future is coming, and sooner than you think. These emerging technologies will change the way we live, how we look after our bodies and help us avert a climate disaster.

Technology moves at a relentlessly fast pace in the modern world. It can sometimes feel like every single day there are new technologies and innovations that will change our futures forever. But in a steady stream of announcements about new massive futuristic technological upgrades and cool gadgets, it is easy to lose track of the amazing ways the world is progressing.

For instance, there are artificial intelligence programs writing poems from scratch and making images from nothing more than a worded

prompt. There are 3D-printed eyes, new holograms, lab-grown food and brain-reading robots.

All of this just scratches the surface of what is out there, so we've curated a guide to the most exciting future technologies, listing them all below.

Necrobotics

Sometimes new future technologies can offer amazing development, with the possibility of changing the future... while also being incredibly creepy.

This is one way to describe the idea of necrobotics which, as the name suggests, involves turning dead things into robots. While this sounds like a plot to a creepy horror film, this is a technology being explored at Rice University.

A team of researchers turned a dead spider into a robot-like gripper, given the ability to pick up other objects. To achieve this, they take a spider and inject it with air. This works because spiders use hydraulics to force their version of blood into their limbs, making them extend.

Right now this concept is in its infant stages, but it could mean a future where dead animals are used to further science... it all feels very Frankenstein – like!

Sand batteries

Not every technology bettering our future has to be complicated, some are simple, yet extremely effective.

One of these kinds of technologies has come from some Finnish engineers who have found a way to turn sand into a giant battery.

These engineers piled 100 tons of sand into a 4×7 metre steel container. All of this sand was then heated up using wind and solar energy.

This heat can then be distributed by a local energy company to provide warmth to buildings in nearby areas. Energy can be stored this way for long periods of time.

All of this occurs through a concept known as resistive heating. This is where a material is heated by the friction of electrical currents.

Sand and any other non-super conductor are warmed by the electricity passing through them generated heat than can be used for energy.

E-skin could help us hug long-distance friends

While modern technology allows us to communicate verbally and visually almost anywhere in the world, there is currently no reliable method of sharing the sense of touch across long distances. Now, a wireless soft

e-skin developed by engineers at the City University of Hong Kong could one day make giving and receiving hugs over the internet a reality.

The e-skin is studded with flexible actuators that sense the wearer's movements and convert them into electrical signals. These signals can then be sent to another e-skin system via Bluetooth, where the actuators convert them into mechanical vibrations that mimic the initial movements. The system could be used to allow friends and family to 'feel' each other over long distances, the researchers say.

Smelly VR

Researchers at the City University of Hong Kong (CityU) recently invented what they're calling a 'novel, wireless, skin-interfaced olfactory feedback system'. In other words, VR attachments that let you smell stuff.

The smells are generated by the devices heating and melting odorous wax that releases adjustable concentrations of stink. There are two versions of this tech. One is 'mounted' on your upper lip for easy access to your nostrils, and the other is a facemask-like design with hundreds of different odour combinations.

Brain reading robots

No longer a science fiction trope, the use of brain reading technology has improved hugely in recent years. One of the most interesting and practical uses we've seen tested so far comes from researchers at the Swiss Federal Institute of Technology Lausanne.

Thanks to a machine-learning algorithm, a robot arm and a brain-computer interface, these researchers have managed to create a means for tetraplegic patients (those who can't move their upper or lower body) to interact with the world.

In tests, the robot arm would perform simple tasks like moving around an obstacle. The algorithm would then interpret signals from the brain using an EEG cap and automatically determine when the arm had made a move that the brain considered incorrect, for example moving too close to the obstacle or going too fast.

Over time the algorithm can then adjust to the individual preferences and brain signals. In the future this could lead to wheelchairs controlled by the brain or assistance machines for tetraplegic patients.

3D-printed food that takes the cake

What's for dinner tonight? Soon it could be a piece of 3D-printed, laser-cooked cake. Researchers at Columbia University School of Engineering

have created a device that can construct a seven-ingredient cheesecake using food inks and then cook it to perfection using a laser.

Their creation contained banana, jam, peanut butter and Nutella. Tasty. The technology could one day be used to create personalised meals for everyone from professional athletes to patients with dietary conditions, or could be useful for those who are simply short on time.

(<https://www.sciencefocus.com/future-technology/future-technology-22-ideas-about-to-change-our-world>)

1. How does the author describe the pace of technological advancements in the modern world, and what impact does this pace have on society?

2. What are the emerging technologies how are they expected to change various aspects of our lives?

3. What is the concept of “necrobotics”, and how does it work according to the text?

4. What potential applications and implications does necrobotics have for the future?

5. What is the “sand batteries” technology about and how does the process of generating energy use it.

6. How does the “E-skin” technology aim to eliminate restrictions in modern long-distance communication, and what are its key features?

7. How does the “Smelly VR” technology work and what are the two versions mentioned in the text?

8. What is the practical application of brain-reading technology and how does it benefit tetraplegic patients?

9. What is the significance of the 3D-printed food technology, and what are the potential uses of this innovation?

Task 3. Fill in the gaps with the words given below.

*rice keep track of odour dietary nearby
“dead animals” (for the blank referring to necrobotics)
relentlessly fast feel robot arm cheesecake and laser transform*

1. Emerging technologies have the potential to the way we live and address pressing global issues.

2. In the modern world, technological advancements occur at a pace.
3. Necrobotics is a concept that involves turning into robots, and it's being explored at University.
4. Sand batteries use resistive heating to store energy, and this heat can be distributed to provide warmth to areas.
5. The E-skin technology developed by engineers at the City University of Hong Kong aims to allow people to over long distances.
6. Smelly VR attachments generate smells by heating and melting odorous wax, creating various combinations.
7. Brain-reading technology is being used to enable tetraplegic patients to interact with the world by controlling
8. Researchers at Columbia University School of Engineering have created a device that can construct a seven-ingredient using food inks and then cook it with a
9. The text highlights that emerging technologies have the potential to create personalized meals for individuals, including professional athletes and those with conditions.
10. The fast pace of technological innovations can sometimes make it challenging to all the amazing progress happening in the world.

Task 4. Match the words (1–7) with their descriptions (A–G).

1	Brain-reading robots	A	This technology allows for long-distance communication with a sense of touch, using flexible actuators to mimic movements.
2	3D-printed food	B	These are devices that use resistive heating to store energy, which can be distributed for various purposes.
3	Sand batteries	C	It involves turning deceased creatures into robots and is currently being explored at Rice University.
4	Smelly VR	D	It refers to advancements that have the potential to change our lives and address global challenges.
5	E-skin	E	These devices create various smells for virtual reality experiences by heating odorous wax.
6	Emerging technologies	F	Researchers have developed a means for tetraplegic patients to interact with the world using a robot arm and brain-computer interface.
7	Necrobotics	G	This technology constructs and cooks food using food inks and a laser, potentially for personalized meals.

Task 5. Make up your own sentences with the expressions given below.

Emerging technologies, individual preferences, to interact with the world, personalised meals, brain-reading robots, to pick up, to find some way, thanks to, to better smth., to turn smth. into smth., lab-grown food, to be short on time.

Task 6. INTERNET: Search the Internet and find out more information about new technologies. Share the information with your classmates.

UNIT 3

Communication is Key

Pre-Reading Task

Task 1. Speak about effective communication and its role in building and maintaining healthy relationships.

Key words to remember:

internal and external communication – внутрішня та зовнішня комунікація

bottled up and unexpressed anger – накопичений та невисловлений гнів

to articulate needs – сформулювати потреби

active listening – активне слухання

emotional charge – емоційне навантаження

dysfunctional family – проблемна родина

to take responsibility for smth – брати відповідальність за щось

clear communication – чітка комунікація

to explode under pressure – вибухати під тиском

to choke on words – захлинатися словами

Task 2. Look through the text and be ready to do Task 3.

Communication is the foundation of all relationships, whether it occurs within our families, with friends or at work. How we communicate directly relates to the quality of an experience or relationship. Communication operates on two levels: internal and external. Paying attention to the messages we give and receive can assist us in knowing what emotional work needs to take place to create healthy productive relationships. Learning to understand our internal communication is vital to clearer communication with others. Internal communication occurs in numerous ways beyond thoughts or internal dialog. The effects of our inability to communicate can sometimes be measured in aches and pains, or illness. It is important to consider all aspects of life when physical ailments are present. Physical aches, pains and illness can be our body's method of communicating. When we are not in touch with our needs or attempt to ignore and discount their impact on us it can be reflected

in our physical health. Choking on our words or throat problems may be related to not speaking up for ourselves. Breathing problems may be related to making ourselves small by not standing up for our beliefs or by holding our needs as unimportant. Bottled up and unexpressed anger may cause one's heart to be sick.

Dreams are another form of internal communication. A dream may simply reflect feelings of overwhelming stress. Many times, however, dreams help us process emotions and feelings. For example, victims of childhood traumas will often have dreams where the abuse is replayed. Throughout their healing process these dreams change. Initially the victim or someone they trust takes a stand against the abuser. In a dream, they may express anger towards their abuser; they may vocalize how they feel in a way that was never afforded in person. As healing occurs, the dreams reflect an acknowledgement that the abuse has stopped and there is room for healing. This does not take away the fact that the trauma occurred, but it does free the individual stunted by the abuse. This internal healing is one way victims of abuse become survivors, enabling them to change their lives. They begin to stand up for themselves, make clear healthy decisions, take responsibility for their choices, and ultimately change their lives for the better.

Choices and behaviors are informational keys to what we need. Addictions to food, cigarettes, alcohol, or other substances often begin as a way of sucking down or stuffing emotions. Instead of speaking when we feel angry or hurt, we eat, smoke or drink. In the beginning the substance is used only when we are uncomfortable. If we continue to ignore internal messages, eventually the use can become habitual and necessary to managing our life. This is one example of how what begins as an unhealthy coping mechanism can grow into a physical and psychological addiction.

There are two primary keys to assuring messages are as clear as possible. The first is to use "I" statements: I am, I feel, I need, etc. This makes it apparent that you are the one responsible for what you are saying and what you are feeling. "I feel angry" and "You are making me mad" give two very different messages. The first message implies I am responsible for my feelings, whereas the second message states I am giving my power away and "you" have control over how I feel. No one has the power to make us do anything. How we react is our choice and responsibility.

The second key is to wait to communicate issues that are difficult until you are no longer experiencing the emotional reaction. This allows

for a message that is clear, less intense and easier for the receiver to hear. Keeping these two ideas in mind can take the emotional charge out of interactions. Diffusing the situation or environment makes it safer and less likely to explode. It is important to keep in mind our relationship with the person with whom we are interacting. For instance, if it is someone we are fond of or have an intimate relationship with, our words need to reflect this. If in one breath we are telling our family how much we love them and in the next we are screaming about the laundry, we send a mixed message. Generally when one screams about the laundry it indicates that they are not feeling taken care of or not being understood on some level. In addition, when we are listening it is important to hear the other person's words in the context of the relationship. If we are the one being screamed at because of the laundry, it is important to understand that this is a symptom of a greater issue, and getting the laundry done is unlikely to solve the problem. The laundry is not the point; the point is that the person yelling is seeking an external solution to an internal dilemma.

Frequently in intimate relationships we expect our partners to "know" what we want or need, and then we get angry when they do not come through. We feel if we have to verbalize what we want it becomes less special when we receive it. We think, "If s/he really loved me s/he would know". People are not mind readers. Often we do not express our needs for fear they will not be met. We are then left not knowing what to do next. Internally, it is healthier to take the risk of articulating our needs. One of two things will happen: we will get what we asked for, or we will not. If it is feasible for our partners to follow through on our requests, yet on a consistent basis they do not, then possibly we need to reevaluate the relationship.

Another vital key to successful communication is listening. Active listening means to listen for understanding while setting our personal agenda aside. Awareness of the issues and triggers allows us to be present for the other person and what they are saying. It might not always be painless or pleasant to hear another's message or feedback, but it is imperative to a healthy relationship. We can argue details with our loved ones when they are expressing their anger, fear, sadness, or joy, or we can listen and respond to the overall message. Approaching interactions from this perspective also reduces the emotional charge and encourages open communication.

Typically, reactions are based 90 percent on history and 10 percent on what is going on at the time. For instance, if one is not comfortable

around anger, when they perceive someone is angry they may stop listening, whereas someone for whom anger is not a trigger can remain present in the interaction. If we have grown up in a dysfunctional family and have not worked through the issues this can create, we are more likely to accept dysfunction in our lives. In fact, because it is familiar, we may not even acknowledge or recognize it as unhealthy. Responding by first reiterating what you have heard can accomplish two things: it provides time for you to collect your thoughts and process what is being said before you respond, and it allows you to clarify the message to assure you have indeed heard what is being said. Once the message is understood the response may be less charged and therefore more clear and relevant.

In most circumstances, it is better to speak what is on our mind rather than to suppress what we need and ignore its significance – even though we may have to wait until we are calm enough to do it appropriately. People are like teapots. We can handle only so much pressure inside before we explode. It is healthier to speak when we are beginning to steam than to wait until we have reached the boiling point. In this way, we take responsibility for ourselves and come to relationships as honestly as possible. In the end, the only way a relationship can grow is through a foundation of clear communication.

(<https://totalhealthmagazine.com/Lifestyle/Communication-is-Key.html>)

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	Clear communication is not essential for maintaining healthy relationships.	T	F
2	Internal communication only occurs through thoughts and internal dialog.	T	F
3	Physical conditions are not related to our ability to communicate effectively.	T	F
4	Dreams are the way to process emotions and feelings especially in cases of childhood trauma.	T	F
5	Addictions to substances like food, cigarettes or alcohol can never become psychological or physical dependencies.	T	F
6	It is acceptable to blame others if they do not understand what we are trying to communicate.	T	F
7	“I” statements are recommended to clarify personal responsibility in communication.	T	F

8	It's better to wait until you are emotionally calm before addressing difficult issues in communication.	T	F
9	It's crucial to maintain the same communication style with all individuals, regardless of your relationship with them.	T	F
10	Active listening involves listening for understanding while disregarding your personal agenda.	T	F

Task 4. Fill in the gaps with the words given below

*communication internal external relationships dreams
addictions responsibility listening emotional triggers*

- Effective is the foundation of all healthy, whether with family, friends, or at work.
- communication occurs in numerous ways beyond thoughts or internal dialog.
- Physical aches, pains, and illness can be indicators of unresolved issues.
- can serve as a form of internal communication, often reflecting our emotions and feelings.
- to substances like food, cigarettes, or alcohol may develop as a way to cope with unexpressed emotions.
- Using "I" statements in communication helps clarify personal for one's own feelings.
- involves actively focusing on and responding to a speaker with the goal of understanding their message.
- Reactions in relationships are often influenced by past experiences and that impact our responses.
- It is important to take for our 50 percent of any relationship and express our needs and wants clearly.
- Mitigating the emotional in interactions can lead to safer and more productive communication.

Task 5. Comment the statement from the text in 8–10 sentences.

"An individual is 100 percent responsible for his or her 50 percent of any relationship." What does this mean, and do you agree with it?

UNIT 4

Scientists Think They Finally Have a Solution for Jet-lag – and Say it's All About What and When You Eat

Pre-Reading Task

Task 1. Express your point of view concerning jetlag and its influence on people.

Key words to remember:

jet lag – зміна часових поясів, джетлаг

disruption – порушення

internal clocks – внутрішні годинники

resilient – пружний, стійкий

desynchrony – десинхронія

oscillators – осцилятори, генератори

misalignment – невідповідність

Any travel lover will know the frustration of arriving in an exciting new location and wanting to explore, before being hit by debilitating jetlag.

Fortunately, scientists in the US think they finally have a solution – and they claim it's all about what and when you eat. They say having a single, larger meal in the early morning for three days after landing can knock jetlag on the head, although the older you get the less likely it is to work. The experts agree taking a walk in the sunshine is another good tip, so combining this with the new advice puts flyers on the best course for recovery.

It's already known that one of the worst things you can do for jetlag is refusing to assimilate with your new time zone, such as going to sleep during the day.

Jet lag is caused by a difference between the circadian system (the body's internal clock) and the surrounding environment.

The new study was conducted by experts at Northwestern University in Evanston, Illinois, and the Santa Fe Institute in New Mexico.

'Having a larger meal in the early morning of the new time zone can help overcome jetlag,' said study author Yitong Huang at Northwestern

University. 'Constantly shifting meal schedules or having a meal at night is discouraged, as it can lead to misalignment between internal clocks.'

Jetlag is caused by disruptions to the innate biological clock in humans, called the circadian rhythm, which regulates when we become sleepy and when we're more alert.

Modern research has shown that circadian clocks are present in almost every cell and tissue in the human body, and can vary from organ to organ.

For instance, the main clock in the brain is a group of about 20,000 nerve cells that form a structure called the suprachiasmatic nucleus (SCN), which receives direct input from the eyes.

The brain's clock can be reset by exposure to sunlight, which is why jetlag sufferers are recommended to soak up daylight in their new location rather than succumbing to sleep.

Specifically, sunlight affects the production of a hormone called melatonin (produced by the pineal gland in the brain) which helps to regulate sleep.

When we're exposed to sunlight, the production of melatonin is suppressed, which helps us to stay awake during the day.

Meanwhile, peripheral organs such as the stomach and the liver have their own separate clocks that are recalibrated by food – namely, what and when we eat.

Jet lag can result when these clocks drift out of sync with each other, the research team say.

'Conflicting signals, such as warm weather during a short period of light or nighttime eating – eating when your brain is about to rest – can confuse internal clocks and cause desynchrony,' said Huang.

For the study, the authors used computer software to study interactions between multiple internal clocks with jetlag, and how this is affected by aging. They built a model consisting of two 'oscillators' stacked one above the other – one representing the clock controlled by sunlight and the other the clock controlled by food.

Using this model, the team was able to explore how such a coupled system could be disrupted and what makes the effect worse.

Results suggested having one meal a day in the early morning during the first three days – but containing three times the volume of food – is the best option.

'Of the types of meal schedules that we compared (equal meals, eating at night, eating on the old schedule), a schedule with a strong input in the

morning was better than the others for promoting recovery from jetlag', Huang told MailOnline.

However, getting older results in weaker signals between circadian clocks and a lower sensitivity to light, the team also found.

This means older people who are jetlagged after a long flight may need more days to recover compared with younger people.

The authors plan to investigate the other side of the equation and identify the factors that result in more resilient internal clocks.

Such discoveries could result in recommendations to prevent jetlag in the first place, or to keep the circadian system healthy into old age.

The team admit that little is known about how the body's various internal clocks affect each other, although they refer to the brain as the 'central clock' because it coordinates all the other clocks.

'Experimental data clearly demonstrate a hierarchical network of clocks in mammalian animals and these clocks respond to different external stimuli', they say in their paper, published in the journal *Chaos*.

'Therefore, a mathematical framework containing both the central clock and peripheral clocks is necessary to advance our knowledge of circadian rhythms'.

(<https://www.dailymail.co.uk/sciencetech/article-12482337/Scientists-think-finally-solution-jet-lag-say-EAT.html>)

Task 2. Look through the text again and answer the following questions.

1. What is the suggested solution for overcoming jetlag?
2. How does the effectiveness of the proposed solution vary with age?
3. What role does sunlight play in regulating the body's internal clock and its impact on sleep?
4. How do peripheral organs, such as the stomach and liver, relate to the development of jetlag?
5. What are the potential consequences of conflicting signals?
6. What method did the authors of the study use to investigate interactions between internal clocks and jetlag?
7. What did the research results suggest regarding meal timing for jetlag recovery?

8. How does the sensitivity to light and age affect the recovery time from jetlag?

9. What are the authors planning to investigate further, as mentioned in the text?

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	Having a single, larger meal in the early morning for three days after landing can effectively eliminate jetlag for travelers of all ages.	T	F
2	Going to sleep during the day in a new time zone can exacerbate jetlag.	T	F
3	The circadian rhythm is responsible for regulating when humans become sleepy and when they are more alert.	T	F
4	Exposure to sunlight can reset the brain's clock and help combat jetlag.	T	F
5	Jetlag can occur when the internal clocks of different organs in the body become out of sync with each other.	T	F
6	The research team in the study used computer software to examine interactions between internal clocks and aging.	T	F
7	The text recommends that travelers eat equal meals throughout the day to combat jetlag.	T	F
8	Older individuals tend to recover from jetlag more quickly than younger people.	T	F
9	The authors plan to investigate factors that promote more resilient internal clocks to prevent jetlag.	T	F
10	The text asserts that there is a comprehensive understanding of how the body's various internal clocks affect each other.	T	F

Task 4. Fill in the gaps with the words given below.

*conflicting internal early morning jetlag older
circadian rhythm sunlight internal meal*

1) After a long flight, travelers often experience due to the difference between their internal clock and the new time zone.

2) The proposed solution to combat jetlag is to have a single, larger meal in the for three days after arriving at your destination.

3) Exposure to can help reset the body's internal clock and mitigate the effects of jetlag.

4) The body's regulates when we feel sleepy and when we are more alert.

5) Jetlag can occur when the internal of various organs in the body become out of sync with each other.

6) According to the text signals, like nighttime eating, can confuse internal clocks and worsen jetlag.

7) The researchers used computer software to study interactions between multiple clocks and how aging affects them.

8) The text recommends having one a day in the early morning during the first three days to promote jetlag recovery.

9) people may require more time to recover from jetlag compared to younger individuals.

10) The authors aim to identify factors that result in more resilient internal clocks, potentially helping to prevent jetlag or maintain a healthy system into old age.

Task 5. Imagine you are a travel advisor. Create a guide for travelers with practical tips and strategies to minimize the effects of jet lag. Include both the advice mentioned in the text and additional tips you have researched.

UNIT 5

Everything You Need to Know about Achieving Career Success

Pre-Reading Task

Task 1. Answer the following question:

– How would you personally define success in your life and career?

Key words to remember:

career journey – кар'єрний шлях

commitment – зобов'язання

goal-setting – встановлення цілей

improvement – покращення

curiosity – допитливість

resilience – стійкість

flexibility – гнучкість

tolerance – терпимість

accountability – відповідальність

reflection – відображення

deadline – термін

distraction – відволікання

core values – основні цінності

humility – скромність

accountability – відповідальність

Task 2. Scan the text and answer the questions given after it.

When we think about our career journey, our efforts to grow, our commitment to learning, and everything that forms our plans and actions to achieve success, we can all agree that success is the feeling we experience when we attain our objectives.

We also know that success means different things to different people. It can be associated with happiness, living up to your potential, enjoying life and wealth, writing a symphony, becoming an entrepreneur or a published author, or just becoming the best professional you can be.

Let's check some quotes about success that remind us that success is a positive outcome that is closely related to effort, learning, goal-setting, actions, and improvement.

Key Elements for Achieving Success

Listen

Actively listening to team members, co-workers, advisors, and mentors will help you acquire different perspectives. The best way to help yourself and your team achieve confidence is to listen to what each person has to say. When you listen while people express their ideas, thoughts, and solutions, you are teaching yourselves and developing competence, which is essential in achieving and maintaining success. Listening is magic!

Be curious

Dr. Diane Hamilton, in her book *Cracking the Curiosity Code: The Key to Unlocking Human Potential*, explains that “curiosity, by definition, takes us out of our comfort zone. It is part of our DNA and is no different from our pursuit of food, water, or sex. Our bodies are programmed to be curious and reward us when we exercise curiosity”.

Be committed

Knowing why you are on your career road and doing everything you can to keep in the right direction will drive you forward. Staying committed involves dedication, discipline, optimism, and positive thoughts. As the 14th and current Dalai Lama, Tenzin Gyatso, notes: “Just one small positive thought in the morning can change your whole day”. So, can you imagine how big a difference it can make in a whole career life?

Be resilient

Being resilient means practicing flexibility, tolerance, and positive thinking. I usually study the different ways to attain my goals by thinking: “I want to attain this goal well, and for that I need to...” The best way to avoid stress, increased frustration, uncertainty, and fear is by seeing the big picture, being prepared, and avoiding procrastination.

Know what not to do

In executing your strategy, you will face many things that need to be handled. If you try to focus on too much, you will scatter your energy and lose your effectiveness. The faster pace and exciting results in the executing phase will open doors to more opportunities. However, increased opportunity can also increase your distraction from your primary purpose. To succeed, sort out major issues from minor ones. Selectively disengage from some strategic activities so that you can powerfully engage in the most relevant.

Take care of yourself

The pursuit of your goals, accomplishments, and success demands hard work, dedication, time, and extraordinary effort and focus. Therefore, you must understand that “there is virtue in work and there is virtue in rest,” to quote Alan Cohen, author of many inspirational books. So, take time for yourself each day to do what helps you recharge your batteries. The whetstone that sharpens our mind is our body: what we eat, how we sleep, how we exercise.

Don't forget your family

A job is just a job. If you are married to your job from the beginning of your career, prepare to be alone when you retire. Take your family with you on your career journey. Do not abandon them. We need people! We need to keep the best people we have around us in our lives to attain our goals, improve performance, and understand the big picture.

Juggle your expectations and deadlines

Your career journey is a long trip with many incidents, detours, roadblocks, potholes, and surprises. Some beautiful paths during your career journey cannot be discovered without getting lost, finding new ways, creating new expectations, or embracing flexibility. Any career success is about juggling expectations and deadlines in a structured and resilient way. So, read the topics in this article carefully (accepting failure, knowing what to do, being resilient, being accountable, keeping a log of activities, being realistic, being organized, staying focused, and taking care of yourself). They will help you solve the puzzle.

Follow your core values

They support your vision, shape your behavior, and reflect your personal and professional standards. They are your principles and beliefs. In your career journey, every time you notice that what you are doing is not in keeping with what you stand for or believe, you have to stop, reflect, and do your self-assessments. Your values are the toolset that will open the doors to success.

Accept the possibility of failure

There is no success without failure. So, the main question you must ask yourself every day is, “What can I learn from my failures”? We fail in order to grow. Without ever failing, we would never progress in our goals. Times columnist David Brooks said, “Success leads to the greatest failure, which is pride. Failure leads to the greatest success, which is humility and learning”. If we want to reach our potential and great moments of success, we need to be courageous enough to be imperfect.

Be an enabler

A common personality trait of an enabler is helpfulness. By empowering others, you will be enabling positive behaviour in yourself, allowing growth and development.

Be accountable

In the workplace, employee accountability is the responsibility to complete the assigned tasks, perform the duties required by the job, and be ready to fulfill any new activities to help the organization attain its goals. In planning and executing your career strategy, the same is required. You need to follow your mission, set and follow your career goals, create your activity log, and do one task at a time. It is also imperative that you emphasize your strengths, value your time, evaluate your performance, embrace feedback as a gift, and reward yourself in your moments of success.

Stay focused

Have a plan and follow your activity log, know the objective for the day, and work to complete it without distractions. If social media use prevents you from dedicating enough time to fulfilling your goals, eliminate it from your operational day. Owning your time and administering it will help you create a career-focused workspace. The single greatest obstacle to being focused in this digital age is your technology, including computers, tablets, and smartphones. I have no pings, vibrations, or other notifications signaling that a voicemail, email, text message, or social media update has arrived. That gives me more control over at least 50 % of my time.

Know your why

We need a career strategy because we need to know the “why” of what we are doing to follow the right paths to achieve our dreams and goals and understand the importance of our work in the grand scheme of things. Our career strategy helps us structure the tasks we need to perform, ensure competitive advantage, accelerate growth, and enhance engagement. Knowing the “why” enables us to view and understand the big picture and think and act strategically in a consistent way.

Be a realist

No one knows you better than yourself. Break your strategy plan into realistic tasks and manageable pieces, and set solid deadlines for achieving it. Do not let failure deflect you from the path. Once you have all your ducks in a row, take a deep breath and dive in. Move! Take action!

Taking time to pause and reflect

Typically, the moments of success are times to pause and reflect on the journey. When the rush of growth is over, and you are awaiting new challenges and more hard work, you have a unique opportunity to detect the patterns that will help you advance your career and your next steps. Plan your time of pause and reflection to match the impact of your victories, whether the accomplishments are big or small. Think about the factors that contributed to your growth. Think about the decisions and actions you took that helped you achieve success. Think about what delayed your progress. What would you do differently?

(<https://executivesupportmagazine.com/career-success/>)

1. How does success relate to one's career journey and personal growth?
2. How does the author describe the role of curiosity in personal development?
3. What does it mean to be resilient?
4. What advice is provided regarding handling distractions during one's career journey?
5. How does the text emphasize the importance of work-life balance?
6. Why is it important to accept the possibility of failure?
7. What role do core values play in achieving success?
8. How does active listening contribute to success?
9. What ways can an individual balance realistic goal-setting and the pursuit of their dreams in?

Task 3. Fill in the gaps with the words given below.

*grow plans potential objectives professional
learning symphony published author entrepreneur
happiness wealth*

When we think about our career journey, our efforts to (1) , our commitment to (2) , and everything that forms our (3) and actions to achieve success, we can all agree that success is the feeling we experience when we attain our (4) We also know that success means different things to different people. It can be associated with (5)

..... , living up to your (6) , enjoying life and (7), writing a (8) , becoming an (9) or a (10) , or just becoming the best (11) you can be”.

Task 4. Match the concepts with their descriptions.

1	Active Listening	A	Setting specific, achievable goals.
2	Resilience	B	Bouncing back from setbacks with a positive mindset.
3	Curiosity	C	Taking care of your physical and mental well-being.
4	Accountability	D	Positive outcomes related to effort and improvement.
5	Goal-Setting	E	Actively paying attention to others.
6	Self-Care	F	Understanding and following personal principles.
7	Work-Life Balance	G	Engaging in activities to recharge energy.
8	Reflective Pause	H	Balancing work and personal life to avoid burnout.
9	Core Values	I	Pausing to reflect on your journey and plan future steps.
10	Success	G	Being attentive to responsibilities and completing tasks.

Task 5. “My Path to Success”

Imagine you are writing journal notes about your own career and success journey. Use the insights and ideas from the text you’ve just read to inspire and guide your thoughts.

Instructions:

- Start Your Journal Notes:** Begin your journal notes by writing today’s date. Then, write a brief summary of the text you read, highlighting the main ideas.
- Personal Insights:** Share your personal thoughts regarding your future career and success journey. How do you define success? What are your career goals and aspirations?
- Past Achievements:** Reflect your past achievements and successes, both big and small. Write about moments in your career or personal life. What contributed to those successes?

4. **Future Goals:** Set specific and meaningful career and success goals for yourself. Based on the text and your personal reflections, outline the goals you want to achieve in the short-term and long-term. Make sure your goals are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).
5. **Obstacles and Strategies:** Anticipate potential obstacles or challenges on your path to success. Describe how you plan to overcome them. What strategies or actions will you take to stay motivated?
6. **Role Models:** If applicable, mention any role models or individuals whose success stories inspire you. Explain why these individuals are significant to your career journey.
7. **Commitment Statement:** Write a commitment statement to yourself. State your determination to work towards your defined goals and embrace the principles of success discussed in the text.
8. **Gratitude:** Conclude your journal notes by expressing gratitude for the opportunities and resources.
9. **Regular Updates:** Update your journal notes to track your progress, adjust your goals, and celebrate your achievements.

UNIT 6

The Daily Habits of Happiness

Experts

Pre-Reading Task

Task 1. Read only the title. Name several typical components or elements that play a significant role in creating happiness.

Key words to remember:

feasible – можливий

resentment – образа, обурення

coping strategies – стратегії подолання

to embrace – обіймати

pursuing – переслідування

to bask in nature – поніжитися на природі

to marvel – дивуватися

to deter from smth. – утримувати від чогось

elusive concept – невловиме поняття

procrastination – відкладання, прокрастинація

Task 2. Scan the text and decide whether the statements from Task 3 are true (T) or false (F).

Stop trying to force that frown upside down. Instead, try the joy-building tips experts really use.

If anyone knows the secret to happiness, it's surely the people who have dedicated their careers to studying it. The first thing they'll tell you? Being happy all the time isn't a feasible—or even desirable—goal.

“It's not a yellow smiley face”, says positive psychology expert Stella Grizont, founder and CEO of Woopaah, which focuses on workplace wellbeing. “It's being true to yourself and all the emotions that come up”. Instead of trying to force that frown upside down, true happiness stems from surrounding yourself with lots of love, being of service, and having a good time, she says.

Grizont was among 18 leading happiness experts surveyed by TIME about their daily habits, and the professional insights they're most likely

to apply to their personal lives. The results are illuminating—and could help all of us boost our mood and wellbeing.

The meaning of happiness is, to an extent, subjective. But nearly every expert we surveyed emphasized the same cocktail of ingredients: a sense of control and autonomy over one's life, being guided by meaning and purpose, and connecting with others. And they largely agreed that happiness can be measured, strengthened, and taught. "The more you notice how happy or how grateful you are, the more it grows," Grizont says.

Other questions we asked—like "is happiness a choice"?—sparked disagreement. Most experts landed somewhere in the middle, especially since countless external variables influence mood. "Part of it is a choice, part of it is innate," says Tal Ben-Shahar, co-founder of the online Happiness Studies Academy. "And the part that is a choice is the choice to work hard at it." Experts were divided on whether happiness can be bought. As author and podcaster Gretchen Rubin put it, "Money can't buy happiness, but it can buy many things that contribute mightily," such as exciting experiences. Spending money on others is also linked to happiness. Still, many of the most reliable ways to increase happiness levels are free, like meditating and practicing compassion, gratitude, and altruism.

One of the most striking lessons centered on the importance of acknowledging negative emotions, rather than suppressing them. The idea that dodging resentment, fear, or anger is healthy is one of the major misconceptions about happiness, they agreed. We err when we assume that focusing on happiness means acting like a "Pollyanna," ignoring the very real difficulties of life," says Judith T. Moskowitz, a professor of medical social sciences at Northwestern University Feinberg School of Medicine. Instead, the experts say, we should aim to accept and appropriately deal with difficult feelings.

So what works?

The experts we surveyed had a handful of happiness habits in common. Spending time with family outside of the house, and with friends in a non- professional setting, were big ones: the majority did both at least once a week, and many gathered socially three to four times a week. John Zelenski, a psychology professor at Carleton University, describes social relationships as the chief building blocks of happiness. We all stand to benefit from close friendships, romantic partners, and a "general sense of respect and belonging in a community," he says.

Pursuing hobbies, such as art, music, cooking, or reading, was also universally important. Most respondents carved out space for these

interests five to six times a week. Mental well-being has long been linked to sufficient sleep, and our respondents prioritized getting at least seven hours a night. Exercising or playing sports was another shared habit, with respondents saying they fit it in three to six times weekly.

An additional key to unlocking happiness might be basking in nature. More than half of the experts reported doing so at least three times a week. Emiliana Simon-Thomas, science director of the Greater Good Science Center at the University of California, Berkeley, notes that when she's stressed, she takes a walk and "marvel[s] at flowers, plants, birds, insects".

She also counts breathing exercises, reading poetry, and watching stand-up comedy among her go-to coping strategies on bad days. Other experts overcome unhelpful thoughts, anxieties, and stressors by revisiting favorite books, listening to upbeat songs, or journaling. Some described asking a friend for a hug or letting it all out with a good cry.

When she's feeling down, Jenn Lim, author of *Beyond Happiness*, does things she knows will make her smile, like surprising a loved one with a gift. She also reminds herself to stay curious and be gentle on herself. In addition to pausing to "identify and embrace" her emotions, she asks herself if the bad day was within or outside of her control. "If it's within my control, then I can act better on it," she says. And if it's without, she knows to let it go.

Barbara Fredrickson, a psychology professor at the University of North Carolina at Chapel Hill, frequently revisits her personal definition of happiness: choosing to cultivate moments of meaning and enjoyment. When things look bleak, "I remind myself that whatever I'm facing has been faced by others as well," she says. Being happy is, after all, a universal and ancient pursuit. Take comfort in the knowledge that even people who are steeped in happiness science find it to be an elusive concept at times—and that they don't allow that to deter them from pushing closer toward it.

(<https://time.com/magazine/us/6246434/january-16th-2023-vol-201-no-1-worldwide/>)

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	The experts mutually agree that accumulating wealth is crucial for long-term happiness.	T	F
2	Happiness is entirely innate and cannot be taught.	T	F
3	Spending money on oneself is one of the most reliable ways to increase happiness, as suggested by the experts.	T	F

4	Experts recommend to suppress negative emotions for maintaining a constant state of happiness.	T	F
5	Experts mentioned the pursuing hobbies, spending time with family, and exercising as common happiness habits.	T	F
6	Acknowledging and appropriately dealing with negative emotions is the major illusion about happiness.	T	F
7	Stella Grizont believes that being happy all the time is both feasible and desirable.	T	F

Task 4. Look through the text again and answer the questions.

1. What is the main message that positive psychology expert Stella Grizont conveys about happiness?
2. What are some common factors that contribute to happiness?
3. Is happiness considered a choice by the experts? Explain their perspective.
4. How do the experts view the relationship between money and happiness?
5. What is the importance of acknowledging negative emotions?
6. What are some common happiness habits shared by the experts?
7. Why do social relationships, hobbies, sleep, and physical activity contribute to happiness?
8. What is the role of nature? How do some experts incorporate it into their lives?
9. How do the experts cope with bad days or negative emotions? What strategies do they use?

Task 5. Match the words with their definitions.

1	Perseverance	A	The ability to make choices and decisions independently, without external control.
2	Resilience	B	The act of putting things off or delaying tasks and responsibilities.
3	Coping mechanisms	C	The quality of being genuine, real, and true to oneself.
4	Autonomy	D	The ability to bounce back from setbacks, adversity, or challenges.

5	Authenticity	E	Actions or strategies used to deal with and manage stress, difficulties, or emotional distress.
6	Altruism	F	The act of helping or showing kindness to others without expecting anything in return.
7	Consequences	G	The result or outcome of a particular action, event, or situation.
8	Procrastination	H	The process of giving higher importance or preference to certain tasks or activities.
9	Ambiguity	I	The quality of being able to persist and continue working toward a goal despite obstacles.
10	Prioritizing	J	The state of being unclear or having more than one possible interpretation.

Task 6. Choose the correct answers.

1. According to the article, what is the main message that positive psychology expert Stella Grizont conveys about happiness?

- A. Happiness is all about accumulating wealth.
- B. Happiness is achieved by suppressing negative emotions.
- C. True happiness involves acknowledging and embracing all emotions.
- D. Happiness can only be attained by pursuing hobbies.

2. What do the happiness experts largely agree on regarding happiness?

- A. Happiness is entirely innate and cannot be taught.
- B. Happiness can only be measured and not strengthened.
- C. The more you notice happiness, the less it grows.
- D. Happiness can be measured, strengthened, and taught.

3. What is experts' point of view concerning the idea of whether happiness can be bought or not?

- A. They believe that money can buy happiness without exceptions.
- B. They think money cannot buy any form of happiness.
- C. Money can buy experiences that contribute to happiness.
- D. Money has no connection to happiness at all.

4. What is one of the major misconceptions about happiness, according to the experts?

- A. Focusing on happiness means ignoring the difficulties of life.
- B. Negative emotions should always be suppressed.
- C. Happiness is a constant state of being.
- D. Money is the primary source of happiness.

5. *What common habit do the experts share regarding spending time with family and friends?*

- A. They prioritize professional relationships over personal ones.
- B. They do not engage in social activities outside of work.
- C. They gather with family outside the house at least once a week.
- D. They avoid social interactions as it affects happiness negatively.

6. *Which habit was NOT mentioned as a common happiness habit among the experts?*

- A. Pursuing hobbies like art, music, or cooking.
- B. Getting sufficient sleep.
- C. Exercising or playing sports.
- D. Spending money on oneself.

7. *How often do the experts generally fit in exercising or playing sports in their routines?*

- A. Once a month.
- B. Once a week.
- C. Three to six times a week.
- D. Daily.

8. *What is the role of nature in happiness, according to the experts?*

- A. Nature has no impact on happiness.
- B. Nature contributes to happiness by providing free resources.
- C. Nature is harmful to mental well-being.
- D. Nature is the sole source of happiness.

Task 7. Think about the ideas shared by happiness experts. Speak about your own habits and practices related to happiness. Then, answer the following questions.

1. What are some key takeaways or insights you gained from the text about happiness and well-being?

2. Which habits or practices mentioned by the happiness experts resonate with you the most? Why do they resonate with you?

3. Do you currently incorporate any of the happiness habits discussed in the text into your life? If so, which ones? If not, which ones would you like to start incorporating?

UNIT 7

How Ads Influence Our Everyday Lives

Pre-Reading Task

Task 1. Read the title of the text. Comment what you already know about advertising and its influence on daily life.

Task 2. Decide what you hope to gain from reading the text. Are you looking for information on the psychology of advertising, its impact on consumer behavior, or its role in health education? Setting specific goals will help you focus your reading.

Task 3. Basing on the title and introductory information make predictions about what the text might discuss. What arguments or evidence do you expect the author to present?

Key words to remember:

to permeate – проникати, поширюватися повсюдно
subtle – тонкий; не очевидний або легко помітний; діючий у вишуканий спосіб
potent weapon – потужна зброя
qualm – занепокоєння, сумніви
to convey – виражати, передавати
to avail – користуватись
buyer's remorse – почуття жалю чи невпевненості після здійснення покупки

Advertising significantly influences consumer behaviour and permeates all parts of our lives. However, are ads Good for us, or are they bad? How many ads have you observed in your lifetime? Every day, an average person is exposed to around 300–350 advertisements. Advertisements are an excellent method to bring attention to products, causes, and other topics. Advertising has a bigger impact on daily life than many people think.

Because the impacts of advertising are frequently subtle, many individuals do not even know when they are being sold things, or when their behaviour changes in response to adverts.

Advertising is such a potent psychological weapon that an entire field of study has been devoted to uncovering how advertising affects consumer behaviour, and this research is ongoing. Profitable companies are those that can influence people via advertising.

There are numerous types of ads. One such type is direct response ads, which are meant to prompt the viewer to take immediate action. Examples of common direct response advertising terms include – Out Now, Buy Now, Check Here, Try Now, Free Trial, etc.

The element of an advertisement that urges urgent action is known as the call to action. The call to action is essential to any advertisement since it compels the audience to act. A call to action is only effective if the viewer of the commercial believes that taking action is in their best interest. This can be accomplished by employing persuasive language throughout the advertisement.

How advertising influences customer action

To a large extent, advertising's impact on people's lives is based on its ability to affect their attitudes and emotions. An effective advertisement not only piques the viewer's interest to the point that they want to buy the advertised goods, but also dispels any lingering qualms they may have about doing so.

The ultimate goal of reducing uncertainties is to reduce the prospect of the consumer experiencing buyer's remorse and returning the goods, writing a negative review, or just ceasing to patronise the firm that made it. An ad might highlight a money-back promise or a free trial to allay buyers' concerns. By assuring the consumer that they will only spend a lot of money on the goods if they are entirely happy with it, the commercial addresses their concerns about making a purchase, especially if it is a substantial one.

Is advertising good or bad for us?

Sometimes ads can be harmful. However, it has the potential to yield enormous social benefits. When it comes to health-related topics like HIV/AIDS education, diabetes monitoring, the dangers of tobacco and alcohol use, and so on, advertising is a very efficient and potent tool for getting the word out. The world would be much more dangerous if it weren't for mainstream consumer multi-media campaigns warning us about public health and safety problems.

Task 5. Give synonyms and antonyms (if possible) for the following words from the text.

		Synonyms	Antonyms
1	Influence (v.)		
2	Address (v.)		
3	Efficient (adj)		
4	Potent (adj)		
5	Compel (v.)		
6	Persuasive (adj)		
7	Harmful (adj)		
8	Advertizing (n)		
9	Pervasive (adj)		
10	Rational (adj)		
11	Ceasing (n)		
13	Positive (adj)		

Task 6. Replace the underlined words with synonyms from the list above (see Task 5).

1. The potent power of advertising is evident in its ability to influence consumer behavior.

2. A well-crafted advertisement can be highly persuasive in convincing people to make a purchase.

3. Advertising is a marketing tool used by businesses to promote their products and services.

4. The impact of advertising is so widespread that it is pervasive throughout our daily lives.

5. An effective call to action in an ad compels the audience to take immediate steps.

Task 7. Replace the underlined words in the sentences with antonyms from the list above (see Task 5).

1. Sometimes ads can be harmful; however, advertising also has the potential to yield beneficial social benefits.

2. In order to avoid being brand-obsessed, individuals need to remain rational and only buy items they need, not act irrationally.

3. The consumer's concerns about making a purchase can be dispelled by highlighting a money-back guarantee or a free trial.

4. An effective advertisement not only piques the viewer's interest but also dispels any lingering qualms they may have.

5. When it comes to health-related topics, advertising is a positive tool for getting the word out about public health and safety issues.

UNIT 8

What is Money?

Pre-Reading Task

Task 1. List and briefly explain the three main functions of money. How do these functions contribute to the efficiency of commerce?

Key words and expressions to remember:

consumption goods – споживчі товари

fungible – взаємозамінний

precious metal – дорогоцінний метал

coincidence of wants – збіг побажань

system of control – система контролю

divisible – подільний

unit of account – одиниця обліку; розрахункова одиниця

scarcity – дефіцит

Task 2. Read the text about money and answer the questions after it.

Money is something that most of us take for granted, as we use it daily to buy goods and services. We constantly transact in money, think in money and strive to earn more of it. However, few genuinely understand what money is, and even those who do often perceive it in very different ways.

Some say that money is a form of energy that can be transformed and exchanged. Others see it as a technological tool that facilitates trade and commerce. Still others argue that money is a social construct shaped and governed by cultural norms and values. All these views can be correct since the concept of money is much deeper than the way it is commonly framed.

Our perspectives on money shape our views on how we use it. Money assumes various forms, spanning physical tender, precious metals, bank deposits, credit and, more recently, bitcoin. The most recognized form of money today is physical tender, encompassing coins and paper notes, which are distributed by the government.

SO, WHAT IS MONEY?

Money is, first and foremost, a means to transact, to purchase goods and services. This function is commonly referred to as a medium

of exchange. It is a good you acquire not for its own sake but merely as a means to purchase another good.

✓ Money is a market good, a good you acquire in order to acquire other goods. For this to happen, the market (sellers) must accept it as a medium of exchange.

✗ Money is not a consumption good, goods that directly satisfy consumer wants and needs. (Examples: a shirt, a pair of shoes, bread, cola, etc.)

✗ Money is not a capital good, which are physical assets that an organization uses to manufacture products and services that consumers will use later – e.g., machines, tools, vehicles, buildings, etc.

How we conceptualize and understand money has evolved over time, and different schools of thought have emerged regarding its nature and function.

WHY DO WE NEED MONEY?

Money is necessary for a society that wants to trade, as it facilitates exchange and allows us to meet our basic survival needs – like shelter, food and clothing

– and enables us to live within specific security and safety standards.

Without the invention of money, people would still be using barter or keeping ledgers of credit and debt. Barter works well when the needs and supplies of two parties match, as they can simply exchange these items directly without any monetary medium. This is called the coincidence of wants or the double coincidence of wants.

FUNCTIONS OF MONEY

Money has taken different forms over the years, from gold and silver to glass beads in Africa or wampum used by Native Americans. What's remained constant across continents and throughout history is that money must perform the following three functions: a medium of exchange, a unit of account and a store of value.

1. Medium of exchange: Money serves as a medium of exchange when it allows people to trade goods and services easily without resorting to barter. This simplifies transactions and makes commerce more efficient.

2. Unit of Account: Money provides a standard measure of value, enabling people to compare the worth of different goods and services. A consistent price allows people to measure the market value of goods, services, economic activities, assets and liabilities. The price is what indicates the measurement of a good's market value relative to other goods on the market.

When goods, services, assets or salaries are quoted in a recognizable unit of account, it allows buyers and sellers to quickly determine if a trade is worthwhile. Prices expressed in a unit of account lets market participants decide to operate complex tasks, accumulate capital or engage in economic calculations.

3. Store of Value: Money serves as a store of value, allowing individuals and organizations to save and store wealth through time, without its value deteriorating. Current expectations of future supply and demand for an asset drive the ability of something to be a good store of value.

4. System of Control (external link): Money as a system of control refers to how money can be manipulated to serve political agendas.

PROPERTIES OF MONEY

There are six widely accepted properties of money and it has been this way for centuries. So long as an item has these properties, it's a good candidate for becoming money. Whichever monetary candidate records the highest score against these properties is likely to be used as the de facto unit of trade.

Standard Properties

Durable – Money must be durable to be passed around and used repeatedly without the danger of wear and damage and the consequent depreciation of its value.

Portable – Money should be easy to transport, physically or digitally, so that it can be transferred in trade. Cash and gold are portable in small quantities, yet more significant amounts can be challenging to move over long distances or through border controls.

Divisible – Money must be capable of being divided into smaller parts. For example, a \$10 bill can be exchanged for two \$5 bills without diminishing its (combined) value. A cow or a stone, on the other hand, is not divisible.

Fungible – Money should be completely interchangeable: one dollar should always be equal to another dollar, the same way two \$5 bills are interchangeable with one \$10 bill.

Scarcity – Scarcity, or limited supply, is another essential property of sound money. Computer scientist Nick Szabo defined scarcity as “unforgeable costliness”, meaning the cost of creating something cannot be faked. If money is too plentiful, it loses value over time as more units can and will be created, and more will be required to purchase a good or service.

Verifiable – Money should be a verifiable record accepted as a medium of exchange to pay for goods and services or to repay a debt in a specific country. It should be easy to recognize and hard to counterfeit; otherwise, it would lose value for payment purposes and would be rejected by vendors.

(<https://bitcoinmagazine.com/guides/what-is-money>)

1. What are some different views on the nature of money, and why can they all be considered correct?

2. Why is money considered a “market good” and not a “consumption good” or a “capital good”? Provide examples to illustrate this distinction.

3. What is the “coincidence of wants” or the “double coincidence of wants”, and how does it relate to the need for money in trade?

4. What are the six widely accepted properties of money, and why are these properties important for an item to become a suitable form of money?

Task 3. Fill in the gaps with the words given below.

*needs money debt value wear and damage
bill energy barter value money*

1. is something that most of us take for granted, as we use it daily to buy goods and services.

2. Some say that money is a form of that can be transformed and exchanged.

3. Money is necessary for a society that wants to trade, as it facilitates exchange and allows us to meet our basic survival

4. Money serves as a medium of exchange when it allows people to trade goods and services easily without resorting to

5. Money provides a standard measure of, enabling people to compare the worth of different goods and services.

6. Money serves as a store of, allowing individuals and organizations to save and store wealth through time.

7. There are six widely accepted properties of, and it has been this way for centuries.

8. Money must be durable to be passed around and used repeatedly without the danger of

9. Money should be completely interchangeable: one dollar should always be equal to another dollar, the same way two \$5 bills are interchangeable with one \$10

10. Money should be a verifiable record accepted as a medium of exchange to pay for goods and services or to repay a in a specific country.

Task 4. Fill in the blanks with the antonyms based on the information provided in the text.

1. In the context of money, “plentiful” is an antonym for
2. The opposite of “durable” in terms of money is
3. While money is considered a “medium of exchange”, a contrasting concept is
4. In contrast to a “store of value”, an antonym for this idea is
5. “Consumption goods” are opposite in meaning to
6. Money should be easily recognizable and hard to , with “counterfeit” being an antonym.
7. The opposite of “limited supply” in relation to money is
8. While money is “divisible”, a contrasting concept is something that is
9. In terms of money, “scarcity” is the opposite of
10. An antonym for “fungible” in the context of money is

Task 5. Match the words (1–5) with their definitions (A–E).

1	Fungible	A	A recognized unit used to compare the worth of different goods and services.
2	Scarcity	B	Something that allows people to trade goods and services easily without resorting to barter.
3	Medium of exchange	C	Money The function of money that enables individuals and organizations to save and store wealth through time.
4	Store of value	D	The property of money indicating that one unit is completely interchangeable with another unit of the same value.
5	Money	E.	A system where an item is considered valuable because of its limited supply or difficulty in creating it.

Task 6. Prepare a short presentation on one of the topics given below.

1. The Evolution of Money.
2. The Importance of Financial Literacy.
3. Cryptocurrencies and the Future of Money.

UNIT 9

Difference Between Village Life and City Life

Pre-Reading Task

Task 1. Please think and express your opinion on the following question.

– Why do people sometimes choose to live in villages, and what are the reasons for choosing city life?

Key words to remember:

hustle and bustle – шум і гамір

white-collar jobs – професії офісних працівників

cost of living – вартість життя

self-sufficient – самодостатній

cultural heritage – культурна спадщина

chronic health conditions – хронічні захворювання

diverse range of people and cultures – різноманіття людей і культур

sense of community – відчуття спільноти

cultural assimilation – культурна асиміляція

environmental sustainability – екологічна стійкість

Task 2. Read the text and be ready to answer the questions after it.

Village life and city life are two different ways of living that have their own set of advantages and disadvantages. Village life is considered to be a more traditional and simpler way of living, while city life is considered to be more modern and fast-paced. Both have their own unique characteristics and offer different experiences to those who live in them.

Definition Of Village Life

Village life refers to the way of living in rural areas, typically in small communities where people live in close proximity to each other. Villages are usually located far from cities and are characterised by a simpler way of life, with fewer facilities and amenities than cities. People in villages typically rely on agriculture and other traditional forms of livelihood, such as animal husbandry and fishing.

Understanding Village Life In Detail

Village life is generally considered to be more peaceful and relaxed than city life. People in villages lead a simple life, have a strong sense of community and tend to be more closely connected to one another. They are also more closely connected to nature, as they are surrounded by greenery and have access to fresh air and clean water.

Villages are typically home to small, closely-knit communities, where people know each other well and look out for one another. This strong sense of community is one of the main advantages of village life, as it provides a sense of security and belonging.

Life in villages also tends to be more affordable than in cities, as the cost of living is generally lower. People in villages typically have smaller homes and gardens, and the community tends to be more self-sufficient, with people growing their own food and trading with one another.

Despite the many advantages of village life, there are also some disadvantages. Villages tend to be less developed than cities, and so they lack many of the facilities and amenities that city dwellers take for granted, such as hospitals, schools, and supermarkets. This can make life in a village more difficult, especially for people with disabilities or chronic health conditions.

Key Characteristics Of Village Life

Small and closely-knit communities: Villages are typically home to small communities where people know each other well and look out for one another.

A traditional and simpler way of living: Village life is characterised by a simpler way of life, with fewer facilities and amenities than in cities.

Reliance on agriculture and traditional forms of livelihood: People in villages typically rely on agriculture and other traditional forms of livelihood, such as animal husbandry and fishing.

Closer connection to nature: Villages are typically surrounded by greenery and have access to fresh air and clean water.

Strong cultural heritage: Villages tend to have a strong cultural heritage and village people hold onto traditional moral values.

Peaceful and relaxed environment: Village life is generally considered to be more peaceful and relaxed than city life.

Affordable cost of living: Villages tend to be more affordable than cities, as the cost of living is generally lower.

Advantages Of Village Life

Peaceful and relaxed environment: Village life is generally considered to be more peaceful and relaxed than city life. People in villages have a slower pace of life and tend to be more closely connected to nature.

Strong sense of community: Villages are typically home to small, closely-knit communities, where people know each other well and look out for one another. This strong sense of community is one of the main advantages of village life, as it provides a sense of security and belonging.

Affordable cost of living: Villages tend to be more affordable than cities, as the cost of living is generally lower. People in villages typically have smaller homes and gardens, and the community tends to be more self-sufficient, with people growing their own food and trading with one another.

Close proximity to nature: Villages are typically surrounded by greenery and have access to fresh air and clean water. This can be beneficial for people who enjoy outdoor activities and want to live in a more natural environment.

Strong cultural heritage: Villages tend to have a strong cultural heritage and traditional values, which can be beneficial for people who want to experience a different culture or way of life.

Disadvantages Of Village Life

Limited facilities and amenities: Villages tend to be less developed than cities, and so they lack many of the facilities and amenities that city dwellers take for granted, such as hospitals, schools, and supermarkets.

Limited job opportunities: Villages tend to have a more limited range of job opportunities, with most people relying on agriculture and other traditional forms of livelihood. This can be a disadvantage for people who want to pursue a different career or are looking for higher-paying jobs.

Isolation: Village life can be isolating for some people, as they may not have access to the same social and cultural activities that are available in cities.

Limited access to healthcare: Villages may lack access to modern healthcare facilities, so people may have to travel to nearby towns or cities to receive medical treatment.

Limited access to technology and internet: Villages may not have access to the same high-speed internet and technology that is available in cities. This can be a disadvantage for people who rely on technology for work or communication.

Definition Of City Life

City life refers to the way of living in urban areas, typically in large communities where people live in close proximity to one another. Cities are characterised by a fast-paced and modern way of life, with a wide range of facilities and amenities available to residents. People in cities typically rely on a variety of forms of livelihood, including white-collar jobs, small businesses, and service industries.

Understanding City Life In Details

City life is generally considered to be more exciting and dynamic than village life. Cities are home to a diverse range of people and cultures, and this diversity is one of the main advantages of city life. Cities are also home to a wide range of facilities and amenities, such as hospitals, schools, and supermarkets, which makes life in a city more convenient than life in a village.

Cities also tend to be more developed than villages, and this means that there are more job opportunities available. People in cities typically have a wider range of career options and can earn higher salaries than people in villages. This is one of the main reasons why many people choose to move to cities.

Despite the many advantages of city life, there are also some disadvantages. Cities tend to be more expensive than villages, and this can make life in a city more difficult for people on low incomes. Cities also tend to be more polluted and crowded than villages, which can make life in a city more stressful.

Key Characteristics Of City Life

A fast-paced and modern way of living: Cities are characterised by a fast-paced and modern way of life, with a wide range of facilities and amenities available to residents.

A diverse range of people and cultures: Cities are home to a diverse range of people and cultures.

Wide range of job opportunities: Cities tend to be more developed than villages, and this means that there are more job opportunities available.

Convenient access to facilities and amenities: Cities are typically home to a wide range of facilities and amenities, such as medical facilities, hospitals, schools, shopping malls, and supermarkets, which makes life in a city more convenient.

High cost of living: Cities tend to be more expensive than villages, with higher costs for housing, transportation, and other necessities.

Crowded and polluted environment: Cities tend to be more polluted and crowded than villages, which can make life in a city more stressful.

Constant noise pollution: Cities tend to be noisy, with constant traffic and other noise pollution which can be disruptive to sleep and daily activities.

Advantages Of City Life

Variety of job opportunities: Cities tend to be more developed than villages, and this means that there are more job opportunities available. People in cities typically have a wider range of career options and can earn higher salaries than people in villages.

Convenient access to facilities and amenities: Cities are typically home to a wide range of facilities and amenities, such as hospitals, schools, and supermarkets, which makes life in a city more convenient.

Cultural diversity: Cities are home to a diverse range of people and cultures, which can be an advantage for people who enjoy experiencing different cultures or ways of life.

Access to entertainment and activities: Cities tend to have a wider range of entertainment and recreational activities available, such as theatres, museums, and sports teams.

Access to education: Cities tend to have more universities and colleges than villages, providing a wider range of educational opportunities.

The Difference Between Village Life And City Life

Life in a village and life in a city both have their own unique characteristics that set them apart. Some of the major differences have been mentioned below.

The first main difference between village life and city life is the pace of life. Village life is generally considered to be more peaceful and relaxed than city life. People in villages have a slower pace of life and tend to be more closely connected to nature. They are also more closely connected to one another, as they are surrounded by a small, closely-knit community. On the other hand, city life is fast-paced and can be stressful, with people rushing from one place to another. The hustle and bustle of city life can be overwhelming for some people.

The second main difference between village life and city life is the cost of living. Villages tend to be more affordable than cities, as the cost of living is generally lower. People in villages typically have smaller homes and gardens, and the community tends to be more self-sufficient, with people growing their own food and trading with one another. In contrast, cities

tend to be more expensive, with higher costs for housing, transportation, and other necessities.

The third main difference between village life and city life is the availability of facilities and amenities. Villages tend to be less developed than cities, and so they lack many of the facilities and amenities that city dwellers take for granted, such as hospitals, schools, and supermarkets. This can make life in a village more difficult, especially for people with disabilities or chronic health conditions. On the other hand, cities are typically home to a wide range of facilities and amenities, such as hospitals, schools, and supermarkets, which makes life in a city more convenient.

The fourth main difference between village life and city life is the job opportunities. Cities tend to be more developed than villages, and this means that there are more job opportunities available. People in cities typically have a wider range of career options and can earn higher salaries than people in villages. This is one of the main reasons why many people choose to move to cities. In contrast, villages tend to have a more limited range of job opportunities, with most people relying on agriculture and other traditional forms of livelihood.

The fifth main difference between village life and city life is the environment. Villages are typically surrounded by greenery and have access to fresh air and clean water. They are also generally quieter and less polluted than cities. On the other hand, cities tend to be more polluted and crowded, which can make life in a city more stressful.

(<https://blog.examarly.com/upsc/difference-between-village-life-and-city-life/>)

1. What are the key characteristics that distinguish village life from city life?
2. How do the advantages of village life contribute to the appeal of living in a village?
3. What disadvantages are associated with village life, and how might these challenges affect the residents?
4. How does city life differ from village life in terms of pace, amenities, and opportunities?
5. What role do job opportunities play in the decision-making process of whether to live in a village or a city?

6. How do cultural norms and values influence the choice between village life and city life?

Task 3. Fill in the gaps with the words given below.

*opportunities dynamic hospitals modern healthcare
community relaxed*

1. Village life is often considered to be a and simpler way of living.
2. People in villages typically rely on and other traditional forms of livelihood.
3. Villages are characterized by a strong and a close connection to nature.
4. One of the main advantages of village life is the it provides.
5. Life in villages is generally more than in cities.
6. Villages tend to have a lower compared to cities.
7. One of the disadvantages of village life is the lack of access to and schools.
8. People in villages may face challenges in accessing facilities.
9. City life is characterized by a fast-paced and way of living.
10. Cities offer a diverse range of job and career opportunities.

Task 4. Critical Thinking:

1. Consider the impact of technology on village life and city life. How might access to technology and the internet influence the advantages and disadvantages of each lifestyle?
2. Think about the global trend of urbanization, where more people are moving to cities. What social and economic implications might this trend have on villages and cities in the future?
3. Reflect on your own experiences or those of people you know. Can you identify any personal stories that align with?

UNIT 10

Criminal & Civil Cases: What Happens in a Courtroom?

Pre-Reading Task

Task 1. Please think and discuss the fundamental distinctions between criminal and civil cases in the legal system.

Key words to remember:

trial – судовий процес

evidence – докази

civil case – цивільна справа

criminal case – кримінальна справа

plaintiff – позивач

defendant – відповідач

to maintain order – підтримувати порядок

legality – законність

bench trial – судовий процес без присяжних

Pro se (лат.) – від власного імені, без адвоката

court reporter – судовий секретар

jury verdict – вирок присяжних

oath – присяга

Task 2. Read the text and answer the questions after it.

A trial is where two or more parties present evidence and information to a court of law. Trials are held in courtrooms for both civil and criminal cases. A civil case takes place to settle claims or lawsuits as a person or multiple people. In a civil case, there is a plaintiff and a defendant. A criminal case occurs when charges are brought against a person by the government. During a courtroom trial, there are several people present including the judge, lawyers, defendant, court reporter, and others. Knowing the roles of the judge and other key players in a trial helps in understanding how a court trial works.

Who Can Be Found in a Courtroom?

The Judge

The judge is the person who presides over a trial from a desk called a bench, which is normally on an elevated platform at the head of the courtroom. A judge has five basic tasks during a trial. First, they are responsible for maintaining order in the court and presiding over all proceedings. The judge must also determine the legality of any evidence to be presented during the trial. Thirdly, the judge is responsible for giving the jury instructions on laws which apply to the case at hand as well as standards that must be maintained in deciding the case. In bench trials, a judge must determine the facts and decide the outcome of the case without a jury. The fifth and final task for judges is sentencing criminal defendants after they have been convicted.

The Lawyers

During a trial, there is a lawyer or lawyers for each party who can be found seated at the counsel tables which face the judge's bench. The task of each set of lawyers is to bring forth facts that paint their client in a positive light and prove their innocence. In the case of criminal trials, one of the lawyers actually works on behalf of the government. Occasionally, parties will represent themselves instead of hiring a lawyer, in which case the party is said to be acting pro se, meaning on their own behalf.

The Court Reporter

A court reporter is present during all trials taking place in a courtroom. They are seated near the witness stand where they type out the official record of the trial using a stenographic machine. Under federal law, every trial must be recorded word for word. The court reporter is also responsible for writing a transcript of the proceedings if any party requests a transcript or appeals the case. Transcripts are not made available to jurors as there is not enough time for them to be created.

The Defendants

During a criminal trial, defendants have the right to be present, and depending on the crime, are often required to be present in the courtroom. In civil cases, the defendant is allowed to be present but oftentimes they are absent from court.

The Court Deputy

There is always a court deputy present during a trial. Deputies are normally seated near the judge where they administer oaths to witnesses.

The court deputy is also responsible for marking exhibits and helping the judge keep the trial in order and running smoothly.

The Witnesses

During a trial, witnesses are called to give testimony about disputed facts in the case. During testimony, witnesses sit on the witness stand, which faces the courtroom. Witnesses are asked to testify by one party in the trial and are therefore referred to as defense witnesses, government witnesses, or plaintiff witnesses.

The Jury

In criminal trials, there is usually a jury present. The jury consists of people who have been questioned beforehand and deemed to be able to provide an objective view. A jury consists of twelve members and often a few alternates in the case that any of the original jury members need to be dismissed.

During a court trial, the parties are allowed to present their cases using approved legal procedures. If a jury is present, they are then tasked with exploring the evidence presented during the trial even further to come up with a verdict.

(<https://www.grabellaw.com/criminal-civil-cases-what-happens-in-a-courtroom.html>)

Part 1.

1. What is the primary purpose of a trial in a court of law?
2. What is the significance of a court reporter in a courtroom trial, and what are their duties?
3. In criminal trials, why is the presence of defendants emphasized, and what rights do they have during the trial?
4. What is the function of witnesses in a trial, and how are they categorized based on their affiliation?
5. How does the text describe the process of exploring evidence and reaching a verdict during a court trial, especially when a jury is present?

Part 2.

1. Differentiate between a civil case and a criminal case highlighting the key elements of each.
2. Explain the role of a judge during a trial outlining the five basic tasks mentioned in the text.

3. Describe the responsibilities of lawyers in a trial and how they contribute to the proceedings.

4. Detail the role of a court deputy and the tasks they perform to assist in the smooth running of a trial.

5. Explain the composition of a jury in criminal trials including the number of members and their role in the trial process.

Task 3. Match each concept with its corresponding definition.

1	Verdict	A	A legal process where a judge decides the outcome without a jury.
2	Court Reporter	B	An individual or group against whom a legal action is brought.
3	Legal Remedy	C	An officer of the court responsible for administering oaths to witnesses and assisting in maintaining trial order.
4	Plaintiff	D	A legal procedure to address claims or lawsuits between individuals.
5	Defendant	E	The action taken to address or resolve a legal dispute or violation.
6	Pro se	F	The decision reached by the jury at the end of a trial.
7	Jury	G	An individual who initiates a legal action in a civil case.
8	Bench Trial	H	The act of representing oneself in a legal proceeding without a lawyer.
9	Civil Case	I	A person responsible for recording the official transcript of a trial.
10	Court Deputy	J	A group of individuals selected to hear evidence and deliver a verdict in a trial.

1	2	3	4	5	6	7	8	9	10

Task 4. Complete each sentence by choosing the correct idiomatic expression.

1. The unexpected testimony by the witness really the defense's case.

A. turned the tables B. spilled the beans

C. opened a can of worms D. hit the nail on the head

2. The cross-examination by the prosecution was designed to the defendant.

A. twist someone's arm B. throw a curveball

C. play hardball D. pull someone's leg

3. Despite the unexpected turn of events, the defense attorney managed to the witness on the stand.

A. have an ace up one's sleeve B. throw in the towel

C. make a long story short D. cut to the chase

4. The judge's decision to admit the new evidence really the trial proceedings.

A. threw a spanner in the works B. went down in flames

C. made a mountain out of a molehill D. barked up the wrong tree

5. The lawyer's argument was so compelling that it completely the jury.

A. made a mountain out of a molehill B. won hands down

C. hit the nail on the head D. pulled the wool over the eyes

6. The new evidence introduced by the prosecution really the case.

A. put all one's eggs in one basket B. caught red-handed

C. nailed it D. added fuel to the fire

Task 5. Fill in the blanks with the appropriate word from the list.

evidence civil case criminal case maintain order legality bench trial

Pro se court reporter jury verdict oath

1. _____: The formal decision or finding made by a group of individuals after reviewing the evidence in a trial.

2. _____: The practice of representing oneself in a legal proceeding without the assistance of an attorney.

3. _____: A legal process where the judge determines the facts and decides the outcome of the case without a jury.

4. _____: Information or material presented to the court to establish facts during a trial.

5. _____: A person or party who initiates a legal action in a civil case.

6. _____: The person or entity against whom charges are brought in a legal proceeding.

7. _____: The official record of the trial proceedings typed out by a professional during the court proceedings.
8. _____: A solemn promise or commitment made by a witness before testifying in a legal setting.
9. _____: Ensuring that legal proceedings are conducted in an orderly manner and in accordance with established rules.
10. _____: A type of legal case involving disputes between individuals or entities, excluding criminal matters.

Task 6. Develop a creative writing in the form of a short courtroom drama script and share your completed scripts within the group.

Instructions:

1. Setting the Stage:

Select a setting for your courtroom drama. It could be a contemporary courtroom, a historical trial, or even a fictional legal world.

2. Character Development:

Develop the characters. Explore the judge's history, motivations and personal struggles. Write about the backgrounds of prosecution and defense lawyers. Write about the witnesses describing their complexities, describe the defendant's life.

3. Plot Development:

Create some plot for your trial story. Add legal complexities, surprises and moral dilemmas.

4. Legal Elements:

Integrate legal elements into your script. Capture the essence of courtroom proceedings, including opening statements, examination and cross-examination of witnesses, the presentation of evidence, and compelling closing arguments.

5. Moral Dilemma:

Improve your story by introducing a moral or ethical dilemma within the legal context. Challenge your characters with decisions that go beyond the courtroom exploring the nuances of what's right and wrong.

6. Resolution:

Plan the ending of your courtroom drama. Surprise your readers with an unexpected verdict or show character development.

7. Formatting:

Format your script according to standard guidelines. Ensure clarity in scene descriptions, character names, and dialogue.

8. Reflective Element:

Write about the creative choices you made, exploring the balance between legal accuracy and storytelling. Consider the influences that shaped your plot, characters, and the overall theme of your courtroom drama.

UNIT 11

How Taking Risks Can Lead You to a Better Life

Pre-Reading Task

Task 1. Speak about your personal perception of risks. How do you personally feel about taking risks?

Key words and expressions to remember:

overcoming shyness – подолання сором'язливості

fear of potential failure – страх потенційної невдачі

to build character – формувати характер

persistence in the face of difficulties – наполегливість в умовах
труднощів

the fear of risk-taking – страх перед ризиком

to build confidence – зміцнити впевненість

to face the fears – зіткнутися зі страхами

cycle of success – цикл успіху

**Task 2. Scan the text and pick up the most important information.
Write it down.**

Many of life's greatest achievements require going outside of your comfort zone. Whether it means overcoming shyness to perform onstage, investing money to help your business grow, or putting yourself out there for the chance to find love, some of life's most rewarding experiences come as a result of taking risks.

However, many of us have a difficult time dealing with the uncertainty that goes along with taking risks. A feeling of unease grows out of not knowing the outcome and the fear of potential failure. What if I embarrass myself in front of everyone? What if I lose all the money that I invested? What if I open my heart and get rejected? What if I'm not good enough?

Answer that with another "what if": what if the point of taking risks isn't the outcome, but the process in and of itself. Through taking risks,

we must confront our own fears, and sometimes that leads to failure... But what if that wasn't such a bad thing after all?

The Key to Succeed? Learn to Fail

"The master has failed more times than the beginner has even tried." – Stephen McCranie

Many may have a negative view of failure, but actually, it can provide an essential tool for building character. Failure makes us stronger and more resilient. People who fail repeatedly develop persistence in the face of difficulties.

Look at the 16th President of the United States, Abraham Lincoln, who lost eight elections, failed twice in business, and suffered a nervous breakdown all before becoming one of the greatest American presidents. Through failure, he developed the persistence necessary to later lead his country through one of its hardest periods in history. Perhaps he never could have done so without experiencing so many failures himself.

What does that tell us? Taking risks doesn't mean succeeding every time, and that's ok! The process of taking risks may lead to failure, but even that can make us a better person by increasing the capacity to recover quickly from difficulties.

The One Thing Risk-Takers Have in Common? Overconfidence

Failure might turn us into better people, but that doesn't make it any less difficult to take risks. It turns out that building confidence can help in overcoming the fear of risk-taking.

Entrepreneurs must go up against tremendous odds to build a successful business. That means taking big risks without knowing the outcome. What makes them do this? Confidence, and a lot of it. In a study, Ohio State University management professor Jay Barney, Ph.D., and Lowell Busenitz, Ph.D., of the University of Houston, asked 124 successful entrepreneurs and 95 top managers to answer a round of questions and rate how sure they felt about their responses. While both groups demonstrated confidence, the results proved that the entrepreneurs had an exceptionally high level of confidence.

Learn to Overcome Your Fears

Luckily, confidence is a learnable skill. Erika Casriel describes in her book, *Living Fully with Shyness and Social Anxiety*, "The reality is that most socially confident people deliberately learn specific skills". That means, through practice, we can develop better confidence, equipping us with the right skills to take risks.

Even someone as seemingly outgoing as comedian Will Ferrell once considered himself painfully shy and claims he had to work very hard to overcome his lack of confidence. To do so, he would do idiotic things in public so that people would laugh at him. He told *People Magazine*, "In college, I would push an overhead projector across campus with my pants just low enough to show my butt. Then my friend would incite the crowd to be like, 'Look at that idiot!' That's how I got over being shy".

What does this tell us about taking risks? When we feel shy or afraid of something, we can take action to build more confidence. Instead of accepting himself as a shy person, Ferrell had the courage to overcome his fears by facing them. In doing so, he felt more confident outside of his comfort zone.

The Cycle of Success

The takeaway? Taking a risk to achieve a goal requires courage to face the fear of uncertainty. No matter the outcome, either way, we grow through the process and become more resilient and confident. Better yet, building those skills helps in taking more risks and improves the chances of achieving future goals.

*([https://www.good-deeds-day.org/
how-taking-risks-can-lead-you-to-a-better-life/](https://www.good-deeds-day.org/how-taking-risks-can-lead-you-to-a-better-life/))*

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	Courage is a quality that often goes hand in hand with fearlessness.	T	F
2	Entrepreneurs carefully engage in risk assessment to evaluate potential challenges before launching a new business.	T	F
3	When someone takes a risk, they are making a decision based on a careful evaluation of potential outcomes and uncertainties.	T	F
4	Innovation can lead to significant progress, but it often involves stepping outside of one's comfort zone to explore new ideas and possibilities.	T	F
5	An adventurous spirit is often associated with a willingness to explore the unknown new experiences.	T	F

6	Opportunity often arises when individuals are open to exploring new paths and considering different options.	T	F
7	Successful entrepreneurship requires a combination of boldness, persistence, and confidence in one's abilities.	T	F
8	Character development can be greatly influenced by how individuals deal with failure and adversity.	T	F
9	Serendipity refers to the occurrence of fortunate events by chance, often when individuals are open to unexpected possibilities.	T	F

Task 4. Read the text again and answer the following questions.

1. What does it mean to you to step outside of your comfort zone? Can you provide a personal example of when you did so?
2. In your opinion, is the fear of failure a significant barrier to taking risks? Why or why not?
3. Can you think of a famous individual who faced multiple failures but ultimately achieved great success? How did their failures contribute to their success?
4. How would you define “persistence” in the context of personal development and facing difficulties?
5. Do you believe that building confidence is a learnable skill? What strategies or actions can help someone build confidence?
6. In your view, how does taking risks contribute to personal growth and development?
7. What are some common fears or challenges that people face when considering taking a risk, and how can they overcome these obstacles?

Task 5. Interview your classmates about their experiences with risk-taking and personal growth. Discuss their challenges, strategies, and what they've learned.

Task 6. INTERNET: Search the Internet and find out more information about the most known risk-takers. Share the information with your classmates.

UNIT 12

AI Predicts Sea Surface Temperature Cooling During Tropical Cyclones

Pre-Reading Task

Task 1. Answer the following question.

- What are the main factors that contribute to the formation and development of extreme weather events, and how do they impact the environment?

Key words to remember:

extreme weather events – екстремальні погодні явища
high winds – сильні вітри
hurricane – ураган, буревій
sustained winds – постійні вітри
ocean currents – океанські течії
machine learning – машинне навчання
cyclone intensity – інтенсивність циклону
latitude and longitude – широта і довгота
photosynthesizing algae – водорості, що фотосинтезують
food webs – харчові мережі/ланцюги
research findings – результати досліджень

Task 2. Look through the text and do Task 3.

Tropical cyclones are extreme weather events, characterized by a circular form and formation over warm tropical oceans experiencing low atmospheric pressure, high winds and heavy rain. Tropical storms exceed 39 miles per hour (mph), while hurricanes experience sustained winds of 74mph and above.

The warm waters fuel the continuation of the cyclone, consequently cooling the surface of the ocean, and high wind speeds increase currents. The latter results in mixing of the layers of the ocean, bringing deeper and cooler water to the surface. In doing so, this can help to reduce the warm water fuel to cyclones, causing them to slow down or even cease altogether.

New research published in *Geophysical Research Letters* has turned towards technology to model the effects of tropical cyclones on oceans, in particular sea surface temperatures. This is important as the temperature can impact wider ecosystem responses, as well as the organisms that call the oceans home.

The machine learning-based random forest method used data from a 20-year period beginning in 1998 to train the system and help predict the evolution of sea surface temperature over time and space within the northwest Pacific Ocean (equator to 30°N, 100–160 °E), one of the most active zones for tropical cyclones.

Doctoral researcher Hongxing Cui, of the Southern Marine Science and Engineering Guangdong Laboratory in China, and colleagues used 12 characteristics of tropical cyclones and pre-storm conditions to predict sea surface cooling in the Pacific Ocean basin.

These characteristics include: cyclone intensity, the speed and direction (translation) at which the cyclone is moving, shortest radius of cyclone reaching speeds of 30 knots, longitude and latitude of tropical cyclone epicenter, mixed layer depth, sea surface height, sea surface temperature, ocean temperature at 75m depth and changes in current speed. Of the aforementioned, tropical cyclone intensity, translation speed and size, pre-storm mixed layer depth and sea surface temperature were found to have the most significant impact on the subsequent surface temperature patterns observed in the ocean.

Comparison of real tropical cyclone data with prediction outputs from the machine learning-based random forest method, considering the spatial distribution of tropical storms through to hurricanes and sea surface temperature changes preceding, during and after the event. Credit: Cui et al, 2023. The random forest method model was trained with historical data from 627,400 tropical cyclones occurring between 1998 and 2018 and considers tropical cyclone activity from the three days preceding the event to 14 days after it has passed through.

The research team observed cooling to begin in the two days prior to the event, intensifying during the passage of the tropical cyclone, but actually peaking the day after the event, with >1.3 °C decline in sea surface temperature (reaching 2 °C for category 3–5 hurricanes).

Over the same period the cooling expands to affect a larger proportion of the ocean surface also, though maximum cooling was found to occur offset to the direct track of the tropical cyclone, 50 km to the right.

By days two to four there was a relatively rapid warming of the oceans as they began returning to normal conditions, with slower recovery thereafter to day 14 when the cooling effect was reduced to just 0.4 °C above the local average.

In summary, stronger intensity, larger and slower-moving tropical cyclones in areas with a shallow mixed ocean layer tend to have a greater cooling effect on the surface waters. Storm intensity and speed have a greater local effect, while the overall size of the cyclone, pre-storm ocean mixed layer depth and sea surface temperature impact the cooling effect over a larger area.

Comparing the real data outputs with predictions from the random forest method, the research team found good correlation between the results and therefore have confidence in the machine learning ability of the model for future tropical cyclone events. This can consequently be used to model effects in other ocean basins globally and help to ascertain the impact of tropical cyclones on the productivity of primary producers in the oceans, such as photosynthesizing algae, which form the basis of the complex food webs comprising the ocean's ecosystems.

(<https://phys.org/news/2023-09-ai-sea-surface-temperature-cooling.html>)

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	Tropical cyclones form over cold ocean waters with high atmospheric pressure.	T	F
2	Hurricanes are characterized by sustained winds of 39 miles per hour (mph) or less.	T	F
3	Warm ocean waters contribute to the continuation and intensification of tropical cyclones.	T	F
4	The random forest method used in the study considers data from 50 years of tropical cyclone history.	T	F
5	The cooling effect on sea surface temperatures peaks during the passage of a tropical cyclone.	T	F
6	Cyclone intensity, translation speed, and size have no significant impact on surface temperature patterns.	T	F
7	Larger and slower-moving tropical cyclones tend to have a greater cooling effect on surface waters.	T	F
8	The research findings indicate that tropical cyclones have no effect on photosynthesizing algae in ocean ecosystems.	T	F

9	The study’s focus is on the impact of tropical cyclones in the Atlantic Ocean.	T	F
10	The machine learning model used in the research is not suitable for predicting future tropical cyclone events.	T	F

Task 4. Match the words (1–10) with their definitions (A–J).

1	Tropical cyclones	A	Research journal that published findings related to tropical cyclone effects on sea surface temperatures.
2	Random Forest Method	B	These are characterized by sustained winds of 74 mph and above.
3	Sea surface temperature	C	The circular weather events that form over warm tropical oceans with low atmospheric pressure.
4	Category 3–5 hurricanes	D	The method used to predict sea surface temperature changes in the study.
5	Warm ocean waters	E	These are essential for the continuation and intensification of tropical cyclones.
6	Ocean currents	F	The depth of mixing in the ocean that impacts the cooling effect of cyclones.
7	Photosynthesizing algae	G	These organisms form the basis of marine food webs.
8	Machine learning	H	The study’s focus on temperature changes in the upper layer of the ocean.
9	Cyclone intensity	I	The measurement of a cyclone’s strength and power.
10	Geophysical research letters	J	A technology that employs data from a 20-year period to model tropical cyclone effects.

1	2	3	4	5	6	7	8	9	10

Task 5. Read the text again and be ready to answer the following questions.

1. What are tropical cyclones, and where do they typically form?
2. How do tropical storms differ from hurricanes in terms of wind speed?

3. What is the significance of warm waters for the development of tropical cyclones?
4. How do high winds in tropical cyclones influence ocean currents?
5. What is the purpose of the random forest method mentioned in the text?
6. According to the research, when does cooling of sea surface temperatures typically begin in relation to a tropical cyclone event?
7. What is the maximum decline in sea surface temperature observed during and after a category 3–5 hurricane?
8. What are some of the factors that impact the cooling effect of tropical cyclones on surface waters?
9. How do tropical cyclones affect photosynthesizing algae in the ocean, and why is this important?
10. How does the research team plan to use the machine learning model in the future, and why is it valuable for understanding the impact of tropical cyclones on oceans?

Task 6. INTERNET: Search the Internet and analyze data using AI techniques to predict Economic Indicators, Election Outcome, Healthcare Diagnostics, Emerging trends in Fashion, etc. Speak about the influence of AI on our future life.

UNIT 13

You Know The Five Human Senses – Here Are Four You Don't

Pre-Reading Task

Task 1. List five classic senses.

Task 2. Read the title and make predictions about additional senses that might be explored in the article.

Key words to remember:

limbs – кінцівки tendon – сухожилля

to topple – валити, перекидати

hypothalamus – гіпоталамус (доля мозку)

drowsy – в'ялий, сонливий

to replicate – реплікувати, повторювати

evidences – докази

to convey – передавати

vestibular – вестибулярний

Task 3. Skim the text and copy out senses which are not identified as classic ones.

Our bodies have more senses than you might think. Here are a few that are crucial to our survival.

Sight, smell, hearing, touch and taste. Almost everyone recognizes our five senses. Without them, we'd have no music, no painting, no culinary delights.

The classic five aside, there's more than meets the visual cortex when it comes to senses. In addition to the famous five, there are a slew of other senses constantly updating us about the world inside and outside of our bodies. They detect hunger and carbon dioxide and tell us where our arms and legs are. They may not help us see the sunset, smell the roses or tune in to our favorite songs. But without this suite of essential senses working in the background, we likely wouldn't even be alive.

Sensing Our Limbs

If you reach up to scratch your head, tug your ear or boop your nose, you'll probably hit your target even without looking at it. That's all thanks to proprioception, which tells us where exactly our limbs are in space and how to control them without looking at them. This handy sense allows us to walk with our heads up, throw a ball while gazing at a target and control the steering wheel while looking at the road.

It's powered by tiny sensory receptors, called proprioceptors, that live in our joints, muscles and tendons. They detect how much tension, strain and load are on our limbs, and are constantly sending that information to our brains. Based on these stats, our brains can discern where our limbs are in relation to our surroundings and the rest of our body. It's an essential part of coordinating our movements – imagine needing to keep your eyes on your feet every time you wanted to walk somewhere.

Proprioception isn't the only sense that helps us get around. Another key player is our sense of balance, or equilibrioception. It allows us to stand, walk and move around without toppling over.

Our sense of balance relies on the vestibular (inner ear) system. Our inner ears have streams of fluid that flow between three winding canals. When we nod our head up and down or turn it left, right or sideways, this fluid will flow to one of the three canals, each detecting a specific sense of direction. This fluid helps the brain indicate your head's position, orientation and motion. Along with input from the visual and proprioceptive systems, our brain uses this information to send messages to our muscles telling them how to stay upright and evenly distribute our weight.

Gut Instincts

While proprioception and balance help us navigate the world outside, we have internal senses reporting on the world inside, too. Perhaps most immediately obvious is our sense of hunger. When we're low on food, our stomach begins producing a hormone called ghrelin. This hormone travels to a region of the brain called the hypothalamus, where it activates neurons that stimulate hunger. The longer we've gone without food, the more our ghrelin levels spike. Once we've indulged in a tasty meal, though, these levels drop back down and hormones like insulin and leptin kick in, telling us that we've had enough to eat. Senses like hunger tell us when we haven't had enough of something, but other senses tell us when we have *too* much of something. A good example of this is our inner carbon dioxide detector.

We get rid of CO₂ by breathing it out, so things like excessive breathing during exercise can cause our levels to drop too low. When they do, we become dizzy, confused and begin experiencing heart palpitations. Conversely, things like anxiety attacks, where we find it hard to breathe, cause our CO₂ levels to spike. When they get too high, we start feeling drowsy, disoriented and often get headaches. In both of these scenarios, sensory cells called chemoreceptors, which detect and respond to high and low levels of chemicals in the blood, send signals to the brain. They tell our bodies to either amp up breathing and expel the excess CO₂, or to slow it down to avoid losing too much.

A Sense of Uncertainty

While hunger and balance are inarguable components of our sensory system, there is another, far more hotly debated, sense. Some researchers think humans might also be able to sense magnetic fields.

For years, researchers thought that magnetoreception, the ability to detect magnetic fields, only existed in migratory birds, fish and a few other animals. In March 2019, though, a group of researchers published a paper on **human magnetoreception** in the journal *eNeuro*.

In their study, they put participants in a chamber surrounded by a small, manmade magnetic field. With an EEG machine, they then watched to see how their brains responded. Ultimately, they saw brain activity in the participants that resembled our response to other stimuli, like sight and sound.

It implies our brains respond in some way to magnetic fields, but what that means exactly is unclear. While the researchers are confident this is the first step toward uncovering magnetoreception in humans, others aren't so sure. And since this study came out fairly recently, no one has had the chance to replicate their results yet.

For now, though, we can take the time to appreciate all of our known senses – not just the five most famous ones. Because without all of them working together, we might not be the happy, healthy and, most importantly, living people we are today.

(<https://www.discovermagazine.com/mind/you-know-the-five-human-senses-heres-four-you-dont>)

Task 4. Decide whether the following statements are true (T.) or false (F.)

1	The text mentions that there are only five senses that humans possess, and all other claims of additional senses are debunked.	T	F
2	Proprioceptors are sensory receptors that help us control our limbs without looking at them.	T	F
3	Our sense of balance relies solely on the visual and proprioceptive systems, with no contribution from the vestibular system.	T	F
4	Ghrelin is a hormone that is produced when we've had enough to eat and want to stop consuming food.	T	F
5	The text describes the inner ear's role in detecting motion and orientation as part of the sense of balance.	T	F
6	Our ability to sense magnetic fields in the same way migratory birds do has been conclusively proven.	T	F
7	Hunger and carbon dioxide detection are examples of our internal senses, helping us respond to changes in our body's needs.	T	F
8	It's suggested that humans might have additional senses beyond the well-known five.	T	F

Task 5. Read the text again and answer the following questions.

1. What are the classic five senses that almost everyone recognizes and why are they significant for our experiences?
2. How does proprioception work, and why is it described as a "handy sense"?
3. Explain the role of the vestibular system in maintaining balance. How does it interact with other sensory systems?
4. What hormone is responsible for signaling hunger, and what happens in the brain when this hormone is produced?
5. The article mentions the possibility of humans being able to sense magnetic fields. Describe the study mentioned in the text and its findings. Why is this concept still debated?

Task 6. Choose one of the following scenarios and write a short paragraph (5–7 sentences) using appropriate adjectives to describe the scenario. Try to be creative and vivid in your descriptions.

Scenario 1: *A Beautiful Sunset*. Describe a beautiful sunset scene. Use adjectives to convey the colors, the atmosphere, and the overall feeling of the moment.

Scenario 2: *Your Dream House*. Imagine your dream house. Describe it in detail using adjectives to talk about its size, design, location, and any special features that make it perfect for you.

Scenario 3: *A Delicious Meal*. Think of your favorite meal. Describe it using adjectives to highlight the taste, texture, and aroma of the food. Make the reader crave that meal!

Task 7. INTERNET: Find more information about senses. Speak about the importance of senses in your life. Which senses do you believe are most crucial for survival, and why?

UNIT 14

Five Tips on Writing a Feature Journalism Article

Pre-Reading Task

Task 1. Write down different types of journalism.

Key words to remember:

soft news – новини, які не відносяться до серйозних тем або подій

feature – постійна рубрика; сенсаційний матеріал

leeway – свобода дій

in-depth look – глибокий погляд

evergreen (adj.) – невмирущий

in-person interviews – особисті інтерв'ю

firsthand (adj.) – безпосередній

Task 2. Read the text. Agree or disagree with the statements given after the text using the given Model. Correct the wrong statements.

Feature journalism (also referred to as soft news) is essentially reporting with flair where you get to use the storytelling skills and creativity that probably drew you to a career in journalistic writing in the first place.

“The newspaper is, in fact, very bad for one’s prose style”, wrote journalist and author Thomas Wolfe. “That’s why I gravitated towards feature stories where you get a little more leeway in the writing style”.

Weaving in a narrative with the facts, feature journalism focuses on entertaining, educating, informing, and engaging the audience. Features are not time-sensitive, so they can be about any topic, taking an in-depth look at a current event, an ongoing issue or situation, a place, person, or a group of individuals.

You’ll find features in regional and national newspapers, regional magazines, national magazines like *The New Yorker* and *The Atlantic*, and of course, online publications.

So, what are the main differences between a feature and a news story?

A news piece *tells* you the story in a simple, straightforward manner, and is usually on the shorter side. A feature can be much longer, with the emphasis more on *showing* you the story. News is immediate and current whereas a feature can be evergreen, although many are also topical. An evergreen story of course has staying power, being just as relevant and interesting a year or even 5 years in the future. The topics are not always lighthearted however—some features shine a light on societal issues or expose suffering.

News writing follows the inverted pyramid structure while feature writing is more flexible, adopting various styles. The lede or opening paragraph for instance can be anecdotal and descriptive. This gives the writer creative freedom and an opportunity to practice their narrative writing skills and employ storytelling techniques like the ample use of descriptions, plot, and character development. A feature piece can be entertaining—profiling an artist or singer; it can be informative—shining a light on an obscure problem, or it can raise awareness about a current issue.

A skilled feature writer will connect emotionally with her audience, drawing them into the story, painting a vivid picture of the people's lives, their work, feelings, struggles, predicament, sorrow, or joy.

So now that we know exactly what feature writing is and what it hopes to achieve, let's look at some simple tips to help you reach these goals.

1. Find a compelling story and choose your style.

A feature can focus on an interesting person, like an author, singer or entrepreneur, a group of people, a topic, an issue, or a certain location. The possibilities are endless. It can be a profile, a human-interest story, seasonal, a lifestyle piece (which are very popular and fun to write—think home décor, fashion, leisure), a hard-hitting news feature, an interview, a Q&A, a trend story, something instructional, food related, business, or travel.

2. Do your research and be observant.

A feature is an in-depth look at a person, place, or event, so it requires a lot of background information. This could be researching the larger topic involved, for instance the history of a community you're covering, or if your story focuses on a person's great achievement, you can ask about their childhood, where they grew up, and so on. Digging behind-the-scenes can uncover some amazing details that will make your story glow. It will also help you formulate the right questions to ask during interviews.

Remember to follow-up on little tidbits that could possibly lead to elements that broaden the scope of the story, adding to the intrigue and interest.

3. Conduct in-person interviews.

If possible, organize an in-person interview so you can get to know the person, and ideally conduct the interview at their home or workplace. Being in a person's environment you get a better feel for who they are, and you can use descriptions of the setting in your piece.

Be observant, ask questions, and then ask follow-up questions.

If you're writing about someone with a particular profession or skill, it's helpful to observe them at work, so you're able to describe what they do firsthand.

Get to know the people you're interviewing beforehand if possible. Try to meet with them a few times prior to the interview, and maybe follow them for a day if that will improve your story and paint a better picture of their lives.

For my piece on flea market pickers however, I spent several hours at the flea market, soaking up the atmosphere, chatting with vendors, taking photos, choosing who to interview, noting down descriptions of booths, items, and different people. Flea market vendors come up with the best quotes, and I wouldn't have got them over the phone.

4. Have a beginning, middle, and superb ending.

Feature ledes, often called delayed, narrative, or anecdotal ledes, must be strong and emotive, to draw readers into the story. It can be as straightforward or as creative as you like. Whereas news ledes focus on the facts, the 5 Ws and H, the opening paragraph of a feature lede sets up the scene or describes a person or location in vivid detail.

With a feature you get to take your time and ease into the story, and it can be several paragraphs long if you're writing a piece 2,000 words or more (you get to the point quicker in a shorter piece of course). Following the lede is the nut graph, and it's here you get to tell the reader what it's all about—in a nutshell. It's a bridge between the lede and body and tells us why the story was written and why we need to care.

The middle part or body of the feature must have all the usual building blocks of a story, the setting, scenes, action, conflict or challenge, and character building. We must get to know the characters and what they've endured, so we care enough to continue and want to see how it all plays out.

Feature stories also need some type of conclusion, so the reader feels they've been following a complete story.

5. Use descriptive language and have fun with it.

Pull out your notes and try to recall all the details of each scene you encountered, including the atmosphere and feelings you experienced.

What was the energy like? Joyful like a Christmas parade? Peaceful? Hostile even?

Engage the senses with vivid descriptions of sights, sounds, colors, smells, textures, and size. The best way to learn and improve of course is to read (and study) the work of successful and talented writers.

(<https://www.writersdigest.com/write-better-nonfiction/5-tips-on-writing-a-feature-journalism-article>)

Models :1) *I strongly agree with this statement.*

I fully agree with the statement.

2) *I strongly disagree with it.*

I am afraid, I can't agree with it.

1. Feature journalism allows a more flexible and creative writing style compared to news journalism.

2. In-person interviews are unnecessary for creating a compelling feature.

3. Feature journalism is less informative compared to news journalism.

4. Feature writers should use descriptive language to engage the senses and make the narrative more vivid and compelling.

5. Feature writing employs a more flexible structure compared to the inverted pyramid structure of news writing.

Task 3. Complete the sentences with the words given below.

*showcase senses evergreen develop natural
environment in-depth scene extensive objective between*

1. Feature journalism allows writers their creative storytelling skills.

2. Unlike news reporting, feature articles often have a/an focus.

3. The writer's is to engage the audience through storytelling.

4. Feature stories can be and do not rely on immediate news events.

5. In feature writing, the lede sets up the of the story.

6. The nut graph in a feature article serves as a bridge the lede and body.

7. To write a compelling feature, it's important to the characters in your story.

8. Feature articles require research to provide depth and context.

9. Interviewing subjects in their can provide valuable insights.
10. Engaging the reader's with descriptive language is key in feature writing.

Task 4. Look through the text again answer the following questions.

1. What is feature journalism, and how does it differ from traditional news reporting?
2. What are the main differences between a feature and a news story? Provide at least three distinctions.
3. What are some different styles or types of feature articles that a writer can choose to focus on? List at least three.
4. Why does the text suggest that conducting in-person interviews is valuable for feature journalism? What benefits does it mention?
5. Summarize the purpose of feature journalism.
6. Provide an example of a situation or topic that would be suitable for a feature article.
7. Why is it mentioned that feature stories also need some types of conclusion? What role does the conclusion play in a feature article?
8. What is the significance of engaging the reader's senses in feature writing, and how does it enhance the reader's experience?

Task 5. Having read the text again list the key characteristics and attributes of feature journalism as described in the text. Explain why these characteristics make feature journalism distinct from other forms of journalism.

Task 6. INTERNET: Find a recent feature article from a reputable news source and analyze it using the criteria and tips discussed in the article you read. Assess how well the article engages the reader and fulfills the objectives of feature journalism.

UNIT 15

Fake or Fact: how to Recognise a Conspiracy Theory

Pre-Reading Task

Task 1. What comes to the mind when you hear the term “conspiracy theories”, and how would you define it?

Key words to remember:

conspiracy theories – теорії змови

doomsayers – провісники апокаліпсису

Large Hadron Collider (LHC) – великий адронний колайдер

subterranean – підземний

multi-dimensional portal – багатовимірний портал

existential angst – екзистенційний страх

intuitive thinking style – інтуїтивний стиль мислення

analytical thinking style – аналітичний стиль мислення

doomscrolling – акт споживання великої кількості негативних новин в інтернеті за короткий проміжок часу.

alternative explanations – альтернативні пояснення

to reinforce – зміцнювати

Task 2. Skim the text. Write down what the main themes of the text are. Everyone is susceptible to misinformation or being led astray online. Here's how to know when to follow your intuition or look for more facts

Cast your mind back to 2008, and you may remember the imminent end of the world. According to various doomsayers, the opening of the Large Hadron Collider (LHC) in Cern was set to create a black hole that would destroy the Earth and everyone on it.

We are still standing today – but this fact has not stopped continued speculation about other dark deeds in those subterranean tunnels. In the stranger corners of the internet, you can find reports that the institute is riddled with Satanists, who are set to blast open a multi-dimensional

portal into hell – rumours that have been fuelled by a video purporting to reveal a human sacrifice.

Let's begin by confronting the myth that belief in conspiracy theories is simply a sign of low intelligence: surveys show that people with higher education are surprisingly susceptible to misinformation. (Even the chess grandmaster, Garry Kasparov, has apparently entertained the bizarre “new chronology” conspiracy, which claims that our accounts of Ancient Greece, Egypt and Rome have been fabricated to hide the true history of the world.) The truth is that many conspiracy theories are designed to play on our brain's biases when we are feeling particularly vulnerable, and a stellar academic record provides little protection.

It is no coincidence that conspiracy theories are most likely to emerge and spread during times of great uncertainty – brought on, for example, by an economic recession, war, or a global pandemic. These unsettling events often have complex causes that are hard to comprehend and they threaten our feelings of control over our lives – and so we look for ways to find sense in the chaos.

Conspiracy theories can offer a neat-and-tidy narrative that helps to settle our existential angst, often through the identification of scapegoats that can be blamed for the crisis. There is an absurd comfort in believing that specific people or organisations have planned a disaster for their own profit – particularly if you feel that you are one of the few who know the “truth” – rather than accepting that, often, terrible events can happen at random without some grand mastermind behind them.

Various psychological studies show that we are more likely to fall for conspiracy theories when we already feel anxious – and this is often surprisingly simple to prime. Dutch researchers, for example, found that simply asking someone to recall a time when they had felt disempowered and helpless was enough to encourage conspiratorial beliefs about a local political controversy.

Whether or not you fall for a false narrative to ease your existential angst will also depend on your thinking style. Consider how strongly you agree with the following statements:

I hardly ever go wrong when I listen to my deepest “gut” feelings to find an answer.

I tend to use my heart as a guide for my actions. Or these statements:

I like the responsibility of handling a situation that requires a lot of thinking. I find satisfaction in deliberating hard and for long hours.

People who agree with the first two statements have a more intuitive thinking style, while those who agree with the latter two have a more analytical thinking style.

There is nothing wrong with relying on our intuitions, per se; gut feelings can often serve us well, particularly when we are drawing on expertise built through years of experience in a particular field. (If you are a doctor, for example, a quick look at a patient may be enough to form a tentative diagnosis.) An overreliance on intuitive thinking can, however, cause someone to jump too rapidly to conclusions in areas where their judgment is less refined. And this tendency makes them more susceptible to conspiracy theories, since they don't stop to think of the holes in the argument or the potentially contradictory evidence that would cause it to crumble, and instead accept any claims that feel "truthy".

Like a mind-altering virus, conspiracy theories can sometimes become so deeply embedded in someone's brain that they may struggle to see sense, even when they are presented with contradictory evidence. To abandon it would cause their whole world view to collapse – and so they double down on their beliefs. Fortunately, these people are in the minority – and the psychological research suggests that there are ways to reinforce our brain's bullshit detection. The first step is self-awareness. Given that uncertainty primes a conspiracy mindset, you might try to look for proactive ways to cope with the stress of unsettling world events, rather than doomscrolling through social media, where you are more likely to find misinformation that feeds your anxiety. If you do come across alternative explanations for the crisis, watch out for overly simplistic stories that pin the blame on a convenient scapegoat, and try to scrutinise the logic of their claims and the basis of their evidence.

(<https://www.theguardian.com/science/2023/apr/24/fake-or-fact-how-to-recognise-a-conspiracy-theory>)

Task 3. Match the words (1–11) with their correct definitions (A–K).

1	Priming	A	People who predict catastrophic events or disasters.
2	Skeptical	B	An overwhelming feeling of anxiety about the human condition and existence.

3	Subterranean	C	Psychological preparation that influences one's beliefs and thinking.
4	Confirmation bias	D	A thinking style that relies on gut feelings and instincts.
5	Doomsayers	E	The act of continuously scrolling through negative or distressing news and social media.
6	Intuitive thinking Style	F	Occurring or existing below the surface of the Earth.
7	Oversimplified	G	A machine used for high-energy particlephysics experiments.
8	Doomscrolling	H	A thinking style that involves a systematic and logical approach to problem-solving.
9	Analytical thinking Style	I	Making something overly simple, ignoring complexities.
10	Large Hadron Collider (LHC)	J	Having doubts or reservations about the truth of something.
11	Existential angst	K	The tendency to favor information that confirms one's preexisting beliefs.

1	2	3	4	5	6	7	8	9	10	11

Task 4. Look through the article again and find the answers to the questions given below.

1. What is the connection between the Large Hadron Collider (LHC) and conspiracy theories?
2. Why does the text argue that people with higher education are not necessarily immune to conspiracy theories?
3. Why are conspiracy theories more likely to emerge during great uncertainty times?
4. What is the difference between intuitive thinking and analytical thinking styles?
5. What steps are suggested in the text to help individuals reinforce their ability to detect and resist conspiracy theories during times of stress and uncertainty?

Task 5. For each of the following words or expressions from the text, provide their meanings or definitions. If possible, provide synonyms and examples to illustrate their usage.

	Meaning/ Definition	Synonym (if possible)	Example:
Misinformation			
Confirmation bias			
Existential angst			
Analytical thinking style			
Doomscrolling			

Task 6. INTERNET: Find some information and present a case study that compares a real historical event with a conspiracy theory related to it using the plan:

1. **Choose a Conspiracy Theory:** Select one of the conspiracy theories e.g., moon landing, secret societies, alien influences, etc. as your focus.

2. **Research:** Conduct thorough research to gather information about the real historical event or topic that the conspiracy theory is connected to. Find sources and historical records to establish the factual basis.

3. **Analyze the Conspiracy Theory:** Examine the details and claims of the conspiracy theory as presented in the text and other sources. Identify key arguments and pieces of evidence that conspiracy theorists use to support their claims.

4. **Compare and Contrast:** Create a detailed comparison between the conspiracy theory and the actual historical event or topic. Consider aspects such as key events, participants, motivations, and evidence.

5. **Presentation:** Present your findings in a format of your choice, such as a written report, an infographic, a presentation, or even a creative video. Make sure to include visual aids, citations, and clear references to the text.

UNIT 16

The Smart Cities Of The Future: 5 Ways Technology Is Transforming Our Cities

Pre-Reading Task

Task 1. Make up a list of potential benefits and challenges associated with smart city initiatives.

Key words to remember:

congestion – затор / скупчення

to incentivize – заохочувати, стимулювати

to collaborate – співпрацювати

crowdsourcing – використання або залучення сторонніх ресурсів

quality of life indicators – показники якості життя

autonomous vehicles – автономні автотранспортні засоби

IoT (Internet of Things) – інтернет речей (система фізичних об'єктів («речей»), взаємопов'язаних між собою за допомогою вбудованих датчиків, програмного забезпечення та/або інших технологій).

KPIs (Key Performance Indicators) – ключові показники ефективності

real-time data – дані в режимі реального часу

bottom-line impact – вплив на кінцевий результат

CCTV cameras – камери відеоспостереження

Task 2. Scan the text and copy out key terms mentioned in the text. Get ready to use them in your own sentences.

How smart is your home? If it's anything like mine, it's a heck of a lot smarter than it was 10 or even five years ago. That's because our homes are now stocked with intelligent devices, like smart thermostats, smart speakers, and smart lightbulbs. But the trend for intelligent spaces extends far beyond our homes. All around the world, entire cities are also becoming smart.

What are smart cities, and why do we need them?

A smart city is one that leverages technology to increase efficiencies and improve the quality of services and life for its residents. Smart city initiatives can cover anything from power distribution, transport systems, street lights, and even rubbish collection. The idea is to use data and technology to make everyday life easier and better for the people who live and work in the city, while maximizing the use of resources.

More and more of us are living in cities – the UN predicts that 68 percent of the world’s population will live in urban areas by 2050. And this means our cities are facing growing environmental, societal, and economic challenges. By making cities smarter, we can overcome some of these challenges and make cities better places to live. One report by McKinsey Global Institute found smart city technology can improve key quality of life indicators – such as the daily commute, health issues, or crime incidents – by 10 to 30 percent.

This is all possible thanks to a “perfect storm” of technology trends – trends that allow us to create spaces in which humans and technology interact in a more connected, intelligent, and automated way. Think of trends such as artificial intelligence, big data, the Internet of Things (IoT), and autonomous vehicles. Combined, advances like these are changing the world and how we live in it. Our cities are no exception.

How technology is changing cities

1. Keeping traffic flowing

Traffic is the bane of many a city-dweller’s life, but technology offers some promising solutions. For example, public transport routes can be adjusted in real-time according to demand, and intelligent traffic light systems can be used to improve congestion. In the Chinese city of Hangzhou, an AI-based smart “City Brain” has helped to reduce traffic jams by 15 percent.

2. Using city resources more efficiently

Mobile and broadband company Telefonica has been investing heavily in smart city technology in its home country, Spain. In one example, sensors are attached to refuse containers to report, in real-time, how full they are – which means refuse collectors don’t have to waste time traveling to bins that are only half- full. It also means KPIs can be more closely tied to bottom-line impact, such as how many bins are close to overflowing and won’t be emptied within the next few hours. This is far more meaningful than measuring abstract factors, like how many waste collection trucks are out on the road.

3. Improving energy efficiency

As well as investing in clean energy sources, smart cities also use technology to help closely monitor real-time energy use and reduce energy consumption. For example, in Amsterdam, homes are being provided with smart energy meters that are designed to incentivize reduced energy consumption, and the city of Schenectady, New York is upgrading its street lights to LED technology, which allows the lights to be adjusted or dimmed based on real-time data.

4. Making cities safer

Thanks to the vast spread of Wi-Fi connectivity, IoT technologies, and CCTV cameras, cities are able to harness technology to improve resident safety and boost incident response times. In New Orleans, for example, real-time video data from Bourbon Street is analyzed in order to better track and allocate resources on the ground, and improve public safety.

5. Encouraging greater collaboration with citizens

One of the really exciting things about smart city technology is that it encourages residents to get more involved. Common examples include apps that allow citizens to report local issues more easily, or community networking platforms that allow neighbors to connect and share resources. In another example, a low-cost environmental testing kit is encouraging residents to collect local environmental data. The Smart Citizen Kit can be placed in locations like balconies and windowsills to gather data on the local environment, including air pollution and noise. The data is streamed to an online platform, effectively creating a crowdsourced map of data from all over the world.

(<https://www.forbes.com/sites/bernardmarr/2020/07/02/the-smart-cities-of-the-future-5-ways-technology-is-transforming-our-cities/?sh=5d06e72973f8>)

Task 3. Complete the sentences by filling in the missing key words or phrases.

*CCTV cameras smart solutions energy consumption
2050 rubbish share crime Spain resources*

1. “How is your home? If it’s anything like mine, it’s a heck of a lot smarter than it was 10 or even five years ago”.

2. “Smart city initiatives can cover anything from power distribution, transport systems, street lights, and even collection”.

3. “The idea is to use data and technology to make everyday life easier and better for the people who live and work in the city, while maximizing the use of”

4. “The UN predicts that 68 percent of the world’s population will live in urban areas by”.

5. “One report by McKinsey Global Institute found smart city technology can improve key quality of life indicators – such as the daily commute, health issues, or incidents – by 10 to 30 percent”.

6. “Traffic is the bane of many a city-dweller’s life, but technology offers some promising”.

7. “Mobile and broadband company Telefonica has been investing heavily in smart city technology in its home country”.

8. “As well as investing in clean energy sources, smart cities also use technology to help closely monitor real-time energy use and reduce”.

9. “Thanks to the vast spread of Wi-Fi connectivity, IoT technologies, and , cities are able to harness technology to improve resident safety and boost incident response times”.

10. “One of the really exciting things about smart city technology is that it encourages residents to get more involved. Common examples include apps that allow citizens to report local issues more easily, or community networking platforms that allow neighbors to connect and resources”.

Task 4. Read the text again and answer the following questions.

1. What are some examples of smart devices that are commonly found in homes today?

2. How does the text define a “smart city”, and what is the primary goal of smart city initiatives?

3. Why are smart cities considered a response to the challenges that urban areas face?

4. According to the UN, what percentage of the world’s population is projected to live in urban areas by 2050, and what implications does this have for cities?

5. What kind of improvements in key quality of life indicators can smart city technology offer?

6. How can technology help in keeping traffic flowing in cities? Provide an example.

7. What role do sensors play in using city resources more efficiently? Give an example of how this technology utilize?

Task 5. Match the concepts (1-5) with their descriptions (A-E).

1) Traffic Management A). A term referring to the interconnectedness of everyday objects through the internet, enabling data exchange and automation.

2) Smart Cities B). Specific metrics used to measure the effectiveness or success of smart city initiatives.

3) Crowdsourced Data C). The practice of collecting data or information from a large group of individuals or the public to create a comprehensive dataset.

4) IoT (Internet of Things) D). Urban areas that leverage technology to improve services and the quality of life for residents.

5) Key Performance Indicators (KPIs) E). Strategies and technologies used to optimize the flow of vehicles and reduce congestion in cities.

1	2	3	4	5

Task 6. Real-Life Smart City Example: Research and discuss a real-life smart city project or initiative from around the world. What challenges did it aim to address, and how has it impacted the quality of life for residents? Share your findings with the group.

UNIT 17

How the Internet of Things Works

Pre-Reading Task

Task 1. Answer the following questions.

- How do you understand the idea of “smart homes” or “connected devices”?
- How do you feel about using such technology?

Key words to remember:

Internet of Things (IoT) – інтернет речей (IoT-система взаємопов'язаних комп'ютерних пристроїв)

embedded sensors – вбудовані датчики

machine-to-machine (M2M) communication – міжмашинна взаємодія (M2M – назва технології, яка дозволяє просто, надійно та вигідно забезпечити передачу даних між різними пристроями)

real-time information – інформація в реальному часі

privacy concerns – питання конфіденційності

security concerns – питання безпеки

wearable devices – пристрої для носіння

fitness trackers – трекери фізичної активності

home appliances – побутова техніка

security cameras – камери відеоспостереження

WiFi-enabled devices – пристрої з підтримкою

WiFi self-driving cars – безпілотні автомобілі

unmanned monitoring – безпілотний моніторинг

data mining – глибинний аналіз даних

Task 2. Read the text and explore the applications of IoT in different sectors, including personal, household, public, business, industrial, healthcare, and manufacturing. Provide examples for each sector.

Many of us have dreamed of smart homes where our appliances do our bidding automatically. The alarm sounds and the coffee pot starts brewing the moment you want to start your day. Lights come on as you walk through the house. Some unseen computing device responds to your

voice commands to read your schedule and messages to you while you get ready, then turns on the TV news. Your car drives you to work via the least congested route, freeing you up to get caught up on your reading or prep for your morning meeting while in transit.

We've read and seen such things in science fiction for decades, but they're now either already possible or on the brink of coming into being. And all this new tech is forming the basis of what people are calling the Internet of Things.

The Internet of Things (IoT), also sometimes referred to as the Internet of Everything (IoE), consists of all the web-enabled devices that collect, send and act on data they acquire from their surrounding environments using embedded sensors, processors and communication hardware. These devices, often called "connected" or "smart" devices, can sometimes talk to other related devices, a process called **machine-to-machine** (M2M) communication, and act on the information they get from one another. Humans can interact with the gadgets to set them up, give them instructions or access the data, but the devices do most of the work on their own without human intervention. Their existence has been made possible by all the tiny mobile components that are available these days, as well as the always-online nature of our home and business networks.

Connected devices also generate massive amounts of Internet traffic, including loads of data that can be used to make the devices useful, but can also be mined for other purposes. All this new data, and the Internet-accessible nature of the devices, raises both privacy and security concerns.

But this technology allows for a level of real-time information that we've never had before. We can monitor our homes and families remotely to keep them safe. Businesses can improve processes to increase productivity and reduce material waste and unforeseen downtime. Sensors in city infrastructure can help reduce road congestion and warn us when infrastructure is in danger of crumbling. Gadgets out in the open can monitor for changing environmental conditions and warn us of impending disasters.

Devices of the IoT

The devices that contribute to the Internet of Things span personal, household, public, business and industrial spaces, and any area that's not affected by them now likely will be in the future. The smart gadgets that many of us see and interact with daily are our Internet-connected smartphones, which have sensors including accelerometers, gyroscopes,

GPS and sometimes heart-rate monitors, but those are just the tip of the iceberg.

In the personal-item sphere, we have wearable devices like fitness trackers and heart monitors that use our phones to send and receive data. Smartwatches, like Apple Watch and Pebble, perform those tasks and many more in conjunction with our phones. Sensors and microprocessors on clothing aren't far behind (and are possible to create now with sewable boards and sensors from Arduino and other companies). Even pets can be added to the list of "things" we can add sensors to for tracking purposes. We also already have cameras that send pictures to the Internet, scales that can share our weight on social media, toothbrushes that monitor our brushing habits and gaming systems that listen for verbal commands.

A lot of household appliances, including thermostats, water heaters, security cameras and lights, can gather data, be accessed remotely and communicate via the Internet when there's a problem. Some even learn your patterns over time to change their settings or alert you when something suspicious happens. Connected garage doors and digital door locks can let you into your home with data from your phone instead of a traditional key. WiFi-enabled stoves and ovens can be monitored or turned off or on remotely. One theoretical appliance that people bring up a lot is a refrigerator that can track its contents and let you know what you're out of or what you could make for dinner with your current ingredients. Be assured, someone is working on it.

We're in the early stages of smart cities, where entire metros are being covered in sensors and other tech. Devices that can take sensor readings and transmit them are ideal for things like utility usage monitoring; in most areas this still requires workers taking meter readings from individual houses. Smart devices could enable monitoring for hazardous road conditions, pollution levels, and water and energy consumption. Roads will (and in some cases do) have sensors to detect potential headaches like traffic and road conditions. Smart cars or smartphones in the vicinity can be alerted to traffic delays. Other potential uses include adjusting traffic lights to suit real-time conditions, monitoring garbage cans to know when they need pickup and providing information on available parking. Scientists are working on tiny sensors to place in cement and other materials so the physical condition of the infrastructure itself can be detected before structural issues lead to disasters such as bridge collapses.

Cars are getting smarter, too. GPS in cars has been a thing for years, and we've had attachable toll tags that pay automatically as we pass through toll stations, but we're starting to add more sensors and computing functions to automobiles. Smartcars can act as entertainment and information hubs, provide WiFi to other devices and track driving metrics (including speed and fuel efficiency). And one day soon, we'll likely have self-driving cars that allow hands- and eyes-free driving, all the while monitoring the road and nearby vehicles to prevent accidents. Already there are cars and services that allow you to start or locate your car and unlock doors remotely, as well as contact emergency services and roadside assistance.

There are already a lot of connected devices in use in the healthcare industry, and many more are in the works. Doctors and other caregivers will be able to monitor patients' vital signs, activity and other important metrics remotely, saving lives and perhaps allowing elderly people to live independently longer. Embedded sensors in hospital beds and garments can also gather important data about patients, and researchers are working on things like carpets that can detect falls and tiny computing equipment that can be injected into the human body.

There are even more smart devices in manufacturing and other businesses where unmanned monitoring can save a lot of time and money. GE experimented with various sensors in the ceramic mixing process for battery manufacturing. The researchers analyzed the data to determine what they needed to monitor to know when the ceramic mix was just right, which has allowed them to get predictably even consistency and greatly reduced defect rates. The status and condition of products can be monitored from initial materials all the way to the end of production. Similar monitoring can apply to just about any business. In retail, inventory can be tracked and alerts can be sent when items need restocking. In agriculture, soil and crops can be monitored for irrigation and other needs, and livestock can be tagged and located. In office buildings, environmental controls can be automated to reduce energy waste and cut costs. The possibilities are endless.

(<https://computer.howstuffworks.com/internet-of-things.htm>)

Task 3. Match the words (1–5) with their definitions (A–E).

1	Predictions	A	concerns related to the protection of personal information and data security
2	IOT (INTERNET OF THINGS)	B	devices communicating with each other without human intervention
3	Privacy concerns	C	the potential future outcomes or developments anticipated based on current trends or observations
4	Machine-to-Machine (M2M) communication	D	urban areas that utilize technology to enhance efficiency, sustainability and quality of life
5	Smart cities	E	the network of interconnected devices that collect, send and act on data

Task 4. Read the text once again and answer the questions.

1. What is the Internet of Things (IoT), and how does it function?
2. What “smart” or “connected” devices are commonly encountered in daily life?
3. What are some potential benefits of the Internet of Things and how might these impact individuals and society?
4. What concerns have raised regarding privacy and security in the context of the Internet of Things. Why are these concerns relevant?
5. What are some examples of how IoT is being integrated into the development of smart cities?
6. What is the sequence of steps involved in the development and integration of IoT in the healthcare industry?
7. What potential solutions does the text suggest for improving energy efficiency in office buildings using IoT?

Task 5. Rearrange the words to form complete and meaningful sentences.

- 1) garage doors / can / remotely / into / your / you / data / let / and / phone / home / traditional / a / with / access
- 2) businesses / reduce / processes / waste / productivity / to / material / improve / and / downtime / unforeseen / can
- 3) IoT / they / can / data / that / other / traffic / used / the / make / generate / devices / Internet / for / and / be / useful / devices

4) news / car / to / you / TV / then / your / on / turns / commands / the / morning / your / or / gets ready / you / get / while / schedule / voice / and / the

5) devices / to / interact / them / up / instructions / give / with / humans / data / gadgets / set / access / the / or / can

Task 6. Write a short story of about 25–30 sentences.

Describe a typical day of an individual living in the future where IoT is seamlessly integrated into the environment. Write a short story describing the person's interactions with IoT devices and their impact on the daily routines.

UNIT 18

Do Genetic Factors Play a Role In The Workplace?

Pre-Reading Task

Task 1. Please read the title and express your opinion on the following questions.

- What is genetics and how does it relate to the traits passed from parents to children?
- How might genetics impact physical traits such as height, skin color, and the ability to perform specific actions like rolling your tongue?

Key words to remember:

heredity – спадковість trait – риса (властивість)

sequenced – послідовний

phenotypic – фенотипічний incentives – заохочення

laissez-faire – принцип невтручання (економічна доктрина)

inherent – властивий

environmental conditions – умови навколишнього середовища

predisposed – схильний (вроджено)

grit – витримка

determination – рішучість, цілеспрямованість

to incentivize – мотивувати, заохочувати

to acquire – набувати, отримувати

open-mindedness – відкритість, неупередженість

Task 2. Scan the text and be ready to answer the questions after it.

When you hear the term “genetics”, you might think back to your high school biology class and learning about heredity vs. environment, genetic variations, mutations, and so forth.

When learning about genetics, we tend to focus on the typical subjects – how genetics influences things like your hair color and eye color, how some genetic traits are dominant and others are recessive, and

how genetics can influence how healthy you are and whether or not you develop certain diseases.

Of course, there are many other uses for genetic information. But do genetic factors play a role in the workplace? This is a tricky question.

In short, yes, genetic factors can influence what happens in the workplace. But it isn't as simple as that. Additionally, we should be asking this: Should genetic factors play a role at work?

WHAT IS GENETICS?

Before we get into a discussion of whether or not genetics should factor into workplace issues, we need to quickly review what genetics is.

A short definition might be as follows: the study of genes and heredity.

As part of the study of genetics, researchers examine how parents pass their traits on to their children. Our DNA, which we get from both parents, dictates what traits we inherit. Part of our DNA is genes, which are essentially the instruction manual used by DNA to build molecules.

DNA is in the form of a double helix, or a twisted ladder shape. The rungs of the ladder are comprised of four bases: adenine, thymine, guanine, and cytosine. How these bases are sequenced is what provides the instructions for molecules to be built.

In all, humans have about 20,000 genes. The entirety of the collection of genes is called the genome, which can be found in the nucleus of every cell in our bodies. While the human genome is essentially the same from one person to the next, there are slight variations. For example, sometimes proteins aren't formed correctly, which means they can't perform their duties. As another example, variations in genetic sequences might result in one person having a particular type of disease while another person does not.

Our genetic material is stored in chromosomes. Humans usually have 23 pairs of chromosomes. The chromosomal pairs have the same genes, but each member of the pair have different versions of those genes. This is because one set of genes comes from the mother and the other come from the father.

WHAT EFFECTS DO OUR GENETICS HAVE ON US?

As noted earlier, genetics plays a clear role in some aspects of who we are.

Our height, the color of our skin, the length of our limbs, and whether or not we can roll our tongues into the shape of an O are just a few examples of how our genetics influence our appearance.

Genetics also plays a role in our behavior and the expression of genes, though this is a much more complex process than simple phenotypic traits. That's because genetics and our environment can work together to influence our behavior and genetic expression.

That is, depending on the environment in which we grow up, certain genetic factors may or may not be expressed.

For example, if you carry an obesity gene, but you grow up in a household in which healthy foods are the norm, the obesity gene might not be triggered and you might grow up to be an average weight. However, if you grow up in a household in which nutritious foods are not readily available, the obesity gene might be triggered and you might grow up to be heavier than average.

The same principle applies to certain behaviors. For example, researchers have found that a child's achievement in school is the result of a combination of genetic and environmental factors. In fact, researchers have discovered that achievement in school is mostly controlled by genetics – about 70 percent of a child's success is due to genetics while the remaining 30 percent is due to environmental factors. As a result of studies like this, questions about what role genetics plays in the workplace have become more common. After all, if something like achievement is controlled so greatly by genetics, it stands to reason that something like workplace performance might also be greatly influenced by our genes. So, in a very real way, who we are at the genetic level might have a significant impact on how we perform at work.

GENETICS AND SUCCESS

The notion of employees being hardwired for varying levels of success and achievement raises some complex questions about the ethics of rewarding people for whom skills such as leadership come naturally.

Rewards in the workplace are basically predicated on the idea that everyone has the same opportunities to rise to certain positions. For example, if two employees at a restaurant start on the same day in the same position as a waiter, they theoretically have the same opportunity to work their way up to head of waitstaff. But what if one of the two employees is genetically predisposed to be a better leader? At what point does rewarding people for certain types of skills become a matter of rewarding them for having certain genes?

Of course, this is an oversimplification of the issue. But it illustrates one of the complications of focusing on genetic factors in the workplace.

Furthermore, it is clear that certain workplace dynamics can be altered by changes in the environment.

For example, if one of our two restaurant employees works the day shift, which tends to be less busy and chaotic, and the other employee works the night shift, we might find that the day shift employee demonstrates better organizational skills – a skill that's sought-after for promotions. Yet, their ability to stay on top of orders, work their tables in a timely fashion, and complete the other duties of their job with a high degree of competency might be the result of the environment (the less busy day shift) as opposed to their inherent abilities.

You can see how linking genetics with success in the workplace can be a dicey situation.

Having said that, research in the work design space has shown that genetics do play a role in one's work characteristics and well-being in the workplace. Environmental factors are, of course, also in play.

The research on this topic was simple: to study the effect that genetic makeup has on work characteristics like job control, job complexity, and job demands, researchers examined a large sample of same-sex twin pairs that were raised in the same household. The findings of the study indicated that there is a genetic influence on the measures of job demands, job control, and job complexity. In other words, it isn't just the environment in which a person works that influences their job performance; rather, their genetic makeup affects their work characteristics.

GENETICS, ENVIRONMENT AND WORKER SATISFACTION

Why do people choose the jobs they do? Why do people thrive in some jobs and not others? Some scientists would say it is because of genetics.

According to an article in Wharton Magazine, job satisfaction has a genetic basis. The values and interests people bring into the workplace, their leadership abilities, how they interact with others, and more, can all be traced back to genes.

Environment is certainly a factor as well, but studies have also found that genetic differences tend to have a bigger influence when environmental conditions are similar.

This does not mean that there is no point in trying to improve workplace dynamics or acquire a skill that does not come naturally.

However, recognizing the role of genetic factors in the workplace, including how they influence temperament and ability, can help a workplace better understand that influencing employee behavior can be complex.

For example, some employees may be hardwired to respond better to certain types of incentives, workspaces, and management styles than others. So, if the goal is to improve employee productivity by offering a small monetary bonus for meeting performance goals, not all employees are going to be motivated to increase production. Instead, some employees might respond better to additional time off as a reward for bettering their output.

As another example, some employees are more prone to respond to laissez-faire management styles than others. Where one employee might value having the freedom to do as they see fit, others might perform best if their direct manager engages in an authoritative management style that sets certain expectations and boundaries.

The point is that these factors (and many others) are often influenced by our genetic makeup. If you are a go-getter and can work independently without much oversight, it isn't necessarily because you've made the conscious decision to work that way. Instead, your genetic makeup likely has more influence than you think over your workplace habits.

As a result, job satisfaction might be influenced, at least in part, by your genetics. If you think about it, this makes a lot of sense – if your drive to succeed and your desire to learn more in order to perform better on the job is partially rooted in your genetics, then you have a predisposition for enjoying your work. Your genes give you the grit and determination to get the job done and do it well, which leads to success on the job. Having success on the job improves your attitude about the work you do, which in turn leads to improved job satisfaction.

(<https://www.organizationalpsychologydegrees.com/faq/genetic-factors-play-role-workplace/>)

1. How is genetic material stored in the human body?
2. How does genetics interact with the environment to influence behavior?
3. What percentage of a child's success in school is attributed to genetics?
4. How does the study mentioned in the text examine the influence of genetics on job characteristics like job control, complexity, and demands?
5. What aspects of job satisfaction have a genetic basis, and how is this influenced by environmental conditions?

6. How do both genes and the environment affect a person's behaviour and successfulness at work?
7. What were the key findings of the study mentioned in the text related to the genetic influence on job demands, job control and job complexity?
8. How might an individual's inherent abilities, influenced by genetics contribute to their job satisfaction?

Task 3. Match the words (1–10) with their meanings (A–J).

1	Genetics	A	Inherent
2	Heredity	B	Small monetary reward
3	Dominant	C	To promote or move up
4	Recessive	D	Complex, difficult
5	Phenotypic	E	Basic definition
6	Incentives	F	Passing on traits from parents
7	Genome	G	Outwardly observable traits
8	Chromosomes	h	Entire set of genes
9	Inherent	I	The study of genes and heredity
10	Complexity	J	Unobservable genetic traits

1	2	3	4	5	6	7	8	9	10

Task 4. Provide definitions for the given words. Make up your own sentences with these words. Ensure the sentences reflect the context of the text.

	Genetics		
Heredity			
	Environment		Predisposed
Variations		Leadership	
	Mutations		Rewards
Dominant		Prolific	
	Recessive		Incentives
Influence		Laissez-faire	
	Traits		Job satisfaction

Task 5. Critical Thinking Task

Debate Task: Should Genetics Affect Workplace Decisions?

1. Explore the question of whether genetics should impact workplace decisions.
2. Divide into two teams, Team A supports genetic considerations in the workplace, while Team B argues against it.
3. Each team conducts research, collaborate, and prepare arguments for their respective positions.
4. Include opening statements, individual presentations, cross-examination, and closing statements.
5. Present the conclusion.

UNIT 19

Behavioural Economics

Pre-Reading Task

Task 1. Read only the title. Predict 5 vocabulary items the text will contain.

Key words to remember:

- to demonstrate wealth – демонструвати багатство
- framing – формулювання, обрамлення
- priming effect – праймінг ефект (засіб впливу на свідомість людини)
- to loose aversion – неприйняття втрат
- venture capitals – венчурні капітали perception – сприйняття
- to be worthy of investment – бути гідним інвестування
- to cut corners (phr) – зменшити витрати або дбайливість у виконанні (Am.E.)
- зробити щось найпростішим або найкоротшим шляхом, особливо за рахунок високих стандартів (Br.E.)
- subconscious – підсвідомий
- first-gen iPhone – iPhone першого покоління
- bias – упередженість
- credibility – довіра
- high-end quality – висока якість

Task 2. Look through the text and retell it in 10 sentences.

Behavioural economics is the combination of human psychology, decision science, and economics. It is an innovative and scientific approach to understanding how humans make decisions.

You may have heard of behavioural economics, read ‘Nudge’, or seen the cover of ‘Thinking, fast and slow’. While behavioural economics became famous with the any coffee shop. It is their secondary goal that makes the difference and shows how irrationally we behave. People buy Starbucks coffee to reach their secondary goal ‘Nudge’ book (2009), British economist Adam Smith in fact discussed the impact of human behaviour on economic decisions in his first book, ‘The Theory of Moral Sentiments’, in 1759.

Existing economics models, such as neo-classic, assume that we are always rational with our decisions and make the perfect choice with the perfect information.

You might be wondering, “What is the relationship between behavioural economics and startups”? Corporations are already using behavioural economics principles for their marketing, internal relations, and even for investment purposes. However, behavioural economics is not only for corporations; it is for startups like yours.

Unfortunately, the reality is entirely different. Our brains are not capable of analysing every single piece of information for each decision in order to make the perfect choice. It is nearly impossible to gather all of the information about what could influence our decisions and to analyse this information quickly. We usually use a heuristic process, which gives good results most of the time.

Our decision-making system works quite simply: there is a problem, we need a solution, and we need to reach a goal or satisfy an expectation. Solving a problem may not help you sell your product or get investment.

People don't really buy a Starbucks coffee because they want to have a coffee and reduce their thirst. Their initial goal to get that caffeine hit could be achieved at; this could be demonstrating wealth, being part of a social community, enjoying the experience of buying a coffee, or other things.

EMOTIONS

Eighty-five percent of our decisions pass through the emotional side of our brain, as demonstrated by the Nobel-winning psychologist and economist Daniel Kahneman (2002). Scientific evidence shows the importance of turning your idea into in the ‘good old emotional story. Storytelling is as old as human life on this planet. People who reject a new idea also do storytelling, to show that they are right.

ECONOMICS

Therefore, a new idea cannot be accepted without turning to storytelling. Unfortunately, we tend to reject

Funding is a very important part of the startup world; some products or services may not create profit as soon as they are released to the market. Funding rounds, meetings with investors or venture capitals, or any type of activity concerned with getting money into your business is directly related to behavioural economics. In order to change the perception of the investors, you must turn your idea and product into a story.

PRINCIPLES OF BEHAVIOURAL

Let's start with some of the behavioural economics principles. Firstly, framing: our new ideas and stick with our own beliefs. We are more defence lawyer than scientist. The solution to this problem is to create an emotional story to deliver the idea.

You might be starting to see the connection between behavioural economics and startups. A startup idea is something new to people's minds; people may resist your ground-breaking idea, so they can keep doing things how they did days'. For many people, a Blackberry smartphone was the best smartphone on the market in 2007; people were telling stories of how they sent an email so easily or how they searched the web with a full keyboard. However, at the time they did not realise that they don't use all the buttons all the time, unlike the screen, and that the keyboard was consuming a large portion of potential screen space.

When you watch the first-gen iPhone press conference (2007), you can see how Steve Jobs turned the touch screen into an emotional story, and we accepted his new idea to ditch the keyboard.

Biases brain interprets information depending on how it is presented. For example, the brain does not see '75 % fat free' and '25 % fat' as equal. The fat-free product sounds healthier and therefore seems a better choice. Unfortunately, our brain does not have the capability to process all of the information, as I mentioned before. We make decisions through both conscious and subconscious choices. How you present your data to investors is important. Consider how people can reach their goals by using your products; this is what will help you to frame your product and show a distinctive character.

Secondly, the priming effect is useful when asking for additional funding. Scientific studies show that we are influenced by small cues while making a decision. A website with too many missing images may lose credibility. These small cues do not really represent the product or the service. Our brain just makes a quick heuristic decision and makes an assumption. In most cases, it is wrong. Missing website photos do not mean that the company will take your money and not send their product. However, this is how our brain works. For funding, it is important to pay attention to details and to avoid any small cues that may cause subconscious. For startups, your first impression is very important from PowerPoint slides to your website. Investors won't be expecting high-end quality but cutting corners will not help you to win.

Thirdly, loss aversion: we are 3.5 times more loss sensitive to things than our gains. This comes from our ancestors; when food was limited, they had to act fast to get enough to survive. We still have the same behaviour, but it takes a different shape. Uber, Facebook, Apple, and many other firms began as a startup and changed the world. People who hesitated to invest lost a big return for their investment. Early stage investors would be happy to hear your ideas and future plans; however, in order to use loss aversion, you must show how you are going to execute the plan. Your team and background experiences play critical roles here. You need to rationalise or justify your ideas through your team's ability and expertise. This will prove that you will execute your plans and will show them what they will lose if they don't invest.

FINALLY

Behavioural economics is a very rich scientific area. Investors have limited time to analyse your product and make a decision. Therefore, it is important to think about how you can change their perception towards your product in order to be seen as a promising investment. Even in a short discussion about your product, how you frame it can change how worthy of investment they deem it to be. Unlike computers, we do not process information in isolation. Everything in our mind is interconnected and that's how we make our decisions. In many cases, we don't even realise our decisions are influenced by subconscious cues. This is why startups can gain so much by harnessing the power of behavioural economics.

(<https://startupsmagazine.co.uk/article-behavioural-economics>)

Task 3. Look through the text again and find the answers to the questions.

1. What three fields does behavioural economics combine?
2. How does behavioural economics differ from traditional economic models?
3. Why does the text emphasize that behavioural economics is relevant not only for corporations but also for startups?
4. Why might people resist ground-breaking ideas, especially in the context of startups?

- 5. How does the text illustrate the connection between behavioural economics and the success of the first-gen iPhone?
- 6. Why is it important for startups to turn their ideas into emotional stories?
- 7. What is framing, and why is it emphasized as important in the text?
- 8. Why are people more sensitive to losses than gains?

Task 4. Match the words (1–9) with their correct definitions (A–J).

1	Neo-classic	A	The combination of human psychology, decision science, and economics to understand how humans make decisions.
2	Venture capitals	B	A simplified decision-making strategy that allows people to make judgments and solve problems efficiently.
3	Storytelling	C	The way information is presented or framed, influencing how it is interpreted and perceived by individuals.
4	Credibility	D	Referring to traditional economic models that assume rational decision-making and perfect information.
5	Behavioural economics	E	The influence of subtle cues on decision-making, where small details can affect perception and judgment.
6	Framing	F	The quality of being trusted and believed in, especially in the context of presenting ideas or products.
7	Heuristic process	G	Funds provided by investors to startups and small businesses with perceived long-term growth potential.
8	Return on investment	H	The measure of profitability, indicating the gain or loss generated relative to the amount invested.
9	Priming effect	J	The art of sharing ideas through narratives, often used to create emotional connections and communicate concepts effectively.

1	2	3	4	5	6	7	8	9

Task 5. Fill in the gaps with the words given below.

*perception credibility essential withstand implement
crucial framework rationalize justify application*

1. Startups need to their ideas through storytelling to attract investors.
2. The of behavioural economics can be seen in various aspects of decision-making.
3. In the startup world, gaining from investors is vital for growth and development.
4. Investors look for startups with a high level of, as it instills trust and confidence.
5. When introducing a new product, the of information can significantly impact its reception.
6. It is for startups to understand how human psychology influences decision-making.
7. People often change, especially when it challenges their existing beliefs.
8. The ability to effectively plans and ideas is crucial for startup success.
9. decisions are made based on rules of thumb rather than exhaustive analysis.
10. The of a startup's product can influence how it is perceived by potential investors.

Task 6. Construct your own sentences using the words below.

Startup; emotional; priming effect; investors; worthy of investment; distinctive character; rationalize; resist; application; framework.

Task 7. Give synonyms and antonyms (if possible) for the following words

№	WORD	SYNONYM	ANTONYM
1	presentation (n.)		
2	innovative (adj.)		

3	hesitate (v.)		
4	influence (n.)		
5	reject (v.)		
6	captivating (adj.)		
7	challenge (n.)		
8	effective (adj.)		

Task 8. Critical Thinking

Choose a startup you are familiar with or interested in. Apply at least three principles of behavioral economics discussed in the text to analyze how the startup could improve its marketing, decision-making, or user engagement strategies.

UNIT 20

The Link Between Highly Processed Foods and Brain Health

Pre-Reading Task

Task 1. Speak about your attitude towards healthy nutrition. Share your knowledge about some commonly known benefits of maintaining a balanced and nutritious diet.

Key words to remember:

cognitive – пізнавальний dietary – дієтичний

nutrient-dense – багатий поживними речовинами

anxiety – тривога

cognitive decline – погіршення когнітивних функцій

outcomes – результати

insidious – підступний

regimen – режим

dementia – деменція

inflammation – запалення

ethical considerations – етичні міркування

socioeconomic factors – соціально-економічні фактори

environmental impact – вплив на навколишнє середовище

industrial items – промислові предмети

Task 2. Look through the text and answer the questions after it.

Eating packaged foods like cereal and frozen meals has been associated with anxiety, depression and cognitive decline. Scientists are still piecing together why.

Roughly 60 percent of the calories in the average American diet come from highly processed foods. We've known for decades that eating such packaged products – like some breakfast cereals, snack bars, frozen meals and virtually all packaged sweets, among many other things – is linked to unwelcome health outcomes, like an increased risk of diabetes, obesity and even cancer. But more recent studies point to another major downside

to these often delicious, always convenient foods: They appear to have a significant impact on our minds, too.

Research from the past ten or so years has shown that the more ultraprocessed foods a person eats, the higher the chances that they feel depressed and anxious. A few studies have suggested a link between eating UPFs and increased risk of cognitive decline.

What's so insidious about these foods, and how can you avoid the mental fallout? Scientists are still working on answers, but here's what we know so far.

What qualifies as an ultraprocessed food?

In 2009, Brazilian researchers put food on a four-part scale, from unprocessed and minimally processed (like fruits, vegetables, rice and flour) to processed (oils, butter, sugar, dairy products, some canned foods, and smoked meats and fish) and ultraprocessed. "Ultraprocessed foods include ingredients that are rarely used in homemade recipes – such as high-fructose corn syrup, hydrogenated oils, protein isolates and chemical additives" like colors, artificial flavors, sweeteners, emulsifiers and preservatives, said Eurídice Martínez Steele, a researcher in food processing at University of Sao Paulo, Brazil. This classification system is now used widely by nutrition researchers.

UPFs make up a majority of the packaged foods you find in the frozen food aisles at grocery stores and on the menu at fast-food restaurants – 70 percent of the packaged foods sold in the United States are considered ultraprocessed. They're increasingly edging out healthier foods in people's diets and are widely consumed across socioeconomic groups.

What effect do ultraprocessed foods have on mental health?

Recent research has demonstrated a link between highly processed foods and low mood. In one 2022 study of over 10,000 adults in the United States, the more UPFs participants ate, the more likely they were to report mild depression or feelings of anxiety. "There was a significant increase in mentally unhealthy days for those eating 60 percent or more of their calories from UPFs," Dr. Hecht, the study's author, said. "This is not proof of causation, but we can say that there seems to be an association."

New research has also found a connection between high UPF consumption and cognitive decline. A 2022 study that followed nearly 11,000 Brazilian adults over a decade found a correlation between eating ultraprocessed foods and worse cognitive function (the ability to learn, remember, reason and solve problems). "While we have a natural decline

in these abilities with age, we saw that this decline accelerated by 28 percent in people who consume more than 20 percent of their calories from UPFs”, said Natalia Gomes Goncalves, a postdoctoral researcher at the University of São Paulo Medical School and the lead author of the study.

It’s possible that eating a healthy diet may offset the detrimental effects of eating ultraprocessed foods. The Brazilian researchers found that following a healthy eating regimen, like the MIND diet – which is rich in whole grains, green leafy vegetables, legumes, nuts, berries, fish, chicken and olive oil – greatly reduced the dementia risk associated with consuming ultraprocessed foods. Those who followed the MIND diet but still ate UPFs “had no association between UPF consumption and cognitive decline”, Dr. Goncalves said, adding that researchers still don’t know what a safe quantity of UPFs is.

Why might ultraprocessed foods have this effect?

It’s unclear. “Many high-quality, randomized studies have shown the beneficial effect of a nutrient-dense diet on depression, but we still do not fully understand the role of food processing on mental health”, said Melissa Lane, a researcher at the Food & Mood Centre at Deakin University in Australia. However, there are some clues.

Much of the research has focused on how poor gut health might affect the brain. Diets that are high in ultraprocessed foods are typically low in fiber, which is mostly found in plant-based foods like whole grains, fruits, vegetables, nuts and seeds. Fiber helps feed the good bacteria in the gut. Fiber is also necessary for the production of short-chain fatty acids, the substances produced when it breaks down in the digestive system, and which play an important role in brain function, said Wolfgang Marx, the president of the International Society for Nutritional Psychiatry Research and a senior research fellow at Deakin University. “We know that people with depression and other mental disorders have a less diverse composition of gut bacteria and fewer short-chain fatty acids”.

Chemical additives in UPFs might also have an impact on gut flora. “Emerging evidence – mostly from animal studies, but also some human data – suggests that isolated nutrients (like fructose), additives such as artificial sweeteners (like aspartame and saccharin) or emulsifiers (like carboxymethylcellulose and polysorbate-80) can negatively influence the gut microbiome”, Dr. Marx said.

Poor gut microbiota diversity – as well as a diet high in sugar – may contribute to chronic inflammation, which has been linked

to a host of mental and physical issues, Dr. Lane said. “Interactions between increased inflammation and the brain are thought to drive the development of depression”, she said.

It’s also worth considering the possibility that the link between highly processed foods and mental health works in both directions. “Diet does influence mood, but the reverse is also true”, said Dr. Frank Hu, a professor of nutrition and epidemiology at the Harvard T.H. Chan School of Public Health. “When you get stressed, anxious or depressed, you tend to eat more unhealthy foods, in particular ultraprocessed foods that are high in sugar, fat and chemical additives”.

How to recognize ultraprocessed foods

The best way to identify ultraprocessed foods is to read product labels. “A long list of ingredients, and especially one that includes ingredients you would never use in home cooking”, are clues that the food is ultraprocessed, said Whitney Linsenmeyer, an assistant professor of nutrition at Saint Louis University in Missouri and a spokeswoman for the Academy of Nutrition and Dietetics. Chemical names, unpronounceable words, and anything you would be unlikely to find in a kitchen cabinet are often signs that a food is in the ultraprocessed category.

You can still use convenience foods to make cooking easier without resorting to ultraprocessed foods. Products such as canned beans, frozen vegetables, precooked brown rice or canned fish are all shortcut ingredients that fit well within the scope of a healthy diet, provided there aren’t any industrial items on the ingredient list. “If the added ingredients are ones you would use yourself, like herbs, spices, salt or cooking oils”, Dr. Linsenmeyer said, “that’s an indication that the food, while processed, is not inherently bad for you”.

(<https://www.nytimes.com/2023/05/04/well/eat/ultraprocessed-food-mental-health.html>)

1. What is the main topic of the text, and what are the key points discussed regarding the link between processed foods and mental health?
2. What characterizes ultraprocessed foods?
3. What is the connection between highly processed foods and mental health? Provide specific examples or findings.
4. What evidence does the text provide regarding the relationship between ultraprocessed foods and cognitive decline?

5. How might a healthy diet, such as the MIND diet, reduce the negative effects of consuming ultraprocessed foods?

6. How does poor gut health relate to the impact of highly processed foods on mental well-being?

7. Why is this important for people to identify ultraprocessed foods?

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	Eating packaged foods can be linked to anxiety, depression, and cognitive decline.	T	F
2	Around 70 percent of packaged foods in the United States are ultraprocessed.	T	F
3	Ultraprocessed foods include common ingredients like fruits, vegetables, rice, and flour.	T	F
4	Following a healthy diet like the MIND diet can fully eliminate risks from ultraprocessed foods.	T	F
5	Research proves a direct cause-and-effect relationship between ultraprocessed foods and mental health problems.	T	F
6	A diet high in ultraprocessed foods is typically high in fiber.	T	F
7	Chemical additives in ultraprocessed foods, like artificial sweeteners, positively influence the gut microbiome.	T	F
8	The link between highly processed foods and mental health is one-way; diet influences mood but not the reverse.	T	F
9	Reading product labels is not an effective way to identify ultraprocessed foods.	T	F
10	Eating a specific diet can fully undo the negative effects of ultraprocessed foods on cognitive decline.	T	F

Task 4. Fill in the gaps with the words given below.

*obesity depression fiber chemical additives anxiety cognitive
diabetes gut health consuming cancer
unpronounced artificial sweeteners*

1. Eating packaged foods, such as breakfast cereals, snack bars, and frozen meals, has been linked to feelings of and, according to recent research.

2. Approximately 60 percent of the calories in the average diet are derived from highly processed foods, which are often associated with an increased risk of, and even

3. Recent studies suggest a connection between ultraprocessed foods and a decline in function.

4. Ultraprocessed foods have uncommon ingredients like high-fructose corn syrup, hydrogenated oils, and various , rarely used in homemade recipes.

5. Following a healthy eating plan can substantially reduce the risk of dementia associated with ultraprocessed foods.

6. While the exact reasons are not fully understood, diets high in ultraprocessed foods are typically low in , a crucial component found in plant-based foods that supports

7. Emerging evidence suggests that chemical additives like in ultraprocessed foods may negatively impact the gut microbiome, potentially contributing to mental health issues.

8. Carefully read labels. Watch out for long lists of ingredients, especially with names that are difficult to read, as they often indicate that the food is ultraprocessed.

Task 5. Summarize the negative health problems associated with the consumption of highly processed foods. Do this task in a written form.

Task 6. Share a favorite healthy recipe that coincides with the principles mentioned in the text (e.g., whole grains, vegetables, etc.). Describe the nutritional benefits of the ingredients and how it contributes to overall well-being.

UNIT 21

Emotional Intelligence: How We Perceive, Evaluate, Express, and Control Emotions

Pre-Reading Task

Task 1. Read only the title. What do you know about Emotional Intelligence?

Key words to remember:

to perceive – сприймати awareness – свідомість

strengths – сильні сторони

self-confidence – самовпевненість

self-acceptance – самоприйняття

to embrace – обіймати

curiosity – допитливість

concern – стурбованість

nonverbal signals – невербальні сигнали

conscious involvement – свідома участь

interpersonal communication – міжособистісна комунікація

well-being – благополуччя

critical thinking – критичне мислення

negative feedback – негативний зворотний зв'язок

pitfalls – заміни

Task 2. Look through the text:

- a) Find the answers to the questions given after it;
- b) List and explain at least three signs of emotional intelligence mentioned in the text.

Emotional intelligence (EI or EQ for “emotional quotient”) is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the

ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional intelligence is more important than IQ for success in life.

What Are the Signs of Emotional Intelligence?

Some key signs and examples of emotional intelligence include:
An ability to identify and describe what people are feeling

An awareness of personal strengths and limitations
Self-confidence and self-acceptance

The ability to let go of mistakes

An ability to accept and embrace change

A strong sense of curiosity, particularly about other people
Feelings of empathy and concern for others

Showing sensitivity to the feelings of other people
Accepting responsibility for mistakes

The ability to manage emotions in difficult situations

What Are the 4 Components of Emotional Intelligence?

Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

Perceiving emotions: The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning with emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or it could be because they got a speeding ticket on their way to work that morning or that they've been fighting with their partner.

Managing emotions: The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding appropriately as well

as responding to the emotions of others are all important aspects of emotional management.

The four branches of this model are arranged by complexity with the more basic processes at the lower levels and the more advanced processes at the higher levels. For example, the lowest levels involve perceiving and expressing emotion, while higher levels require greater conscious involvement and involve regulating emotions.

Impact of Emotional Intelligence

Interest in teaching and learning social and emotional intelligence has grown in recent years. Social and emotional learning (SEL) programs have become a standard part of the curriculum for many schools.

The goal of these initiatives is not only to improve health and well-being but also to help students succeed academically and prevent bullying. There are many examples of how emotional intelligence can play a role in daily life.

Thinking Before Reacting

Emotionally intelligent people know that emotions can be powerful, but also temporary. When a highly charged emotional event happens, such as becoming angry with a co-worker, the emotionally intelligent response would be to take some time before responding. This allows everyone to calm their emotions and think more rationally about all the factors surrounding the argument.

Greater Self-Awareness

Emotionally intelligent people are not only good at thinking about how other people might feel but they are also adept at understanding their own feelings. Self-awareness allows people to consider the many different factors that contribute to their emotions.

Empathy for Others

A large part of emotional intelligence is being able to think about and empathize with how other people are feeling. This often involves considering how you would respond if you were in the same situation.

People who have strong emotional intelligence are able to consider the perspectives, experiences, and emotions of other people and use this information to explain why people behave the way that they do.

How to Use Emotional Intelligence

Emotional intelligence can be used in many different ways in your daily life.

Some different ways to practice emotional intelligence include:

Being able to accept criticism and responsibility.

Being able to move on after making a mistake.

Being able to say no when you need to.

Being able to share your feelings with others.

Being able to solve problems in ways that work for everyone.

Having empathy for other people.

Having great listening skills.

Knowing why you do the things you do

Not being judgmental of others.

Emotional intelligence is essential for good interpersonal communication. Some experts believe that this ability is more important in determining life success than IQ alone. Fortunately, there are things that you can do to strengthen your own social and emotional intelligence.

Understanding emotions can be the key to better relationships, improved well-being, and stronger communication skills.

Are There Downsides to Emotional Intelligence?

Having lower emotional intelligence skills can lead to a number of potential pitfalls that can affect multiple areas of life including work and relationships. People who have fewer emotional skills tend to get in more arguments, have lower quality relationships, and have poor emotional coping skills.

Being low on emotional intelligence can have a number of drawbacks, but having a very high level of emotional skills can also come with challenges. For example: Research suggests that people with high emotional intelligence may actually be less creative and innovative.

Highly emotionally intelligent people may have a hard time delivering negative feedback for fear of hurting other people's feelings.

(<https://www.verywellmind.com/what-is-emotional-intelligence-2795423>)

1. How might nonverbal signals such as body language and facial expressions play a role in accurately perceiving emotions?

2. Why is emotional intelligence considered more important than IQ for success in life?

3. How can emotional intelligence be applied in various aspects of daily life?

4. What are the four components or levels of emotional intelligence and how do they contribute to overall emotional intelligence?

Task 3. Fill in the gaps with the words given below.

*creative perceive mistake difficult communication
manage emotions IQ strengths the curriculum creatively*

1. Emotional intelligence involves the ability to accurately emotions which is crucial for effective interpersonal communication.
2. Some argue that emotional intelligence is a more valuable trait than alone when it comes to navigating complex social situations.
3. The key to successful leadership often lies in the capacity to effectively, understanding both personal and team emotions.
4. In many educational institutions, social and emotional learning (SEL) is integrated into to foster a holistic approach to student development.
5. Identifying and leveraging personal is an integral aspect of enhancing emotional intelligence and resilience.
6. Managing emotions becomes particularly challenging in situations, requiring a high level of self-awareness and regulation.
7. Educating a environment in the workplace encourages innovative thinking and problem-solving.
8. Accepting and learning from a is an essential part of developing emotional intelligence and personal growth.
9. Effective involves not just expressing oneself but also understanding and responding to the emotions of others.
10. Developing a high level of emotional intelligence requires a balance between logical reasoning (IQ) and the ability to navigate complex emotional landscapes.

Task 4. Give synonyms and antonyms (if possible) for the following words from the text.

		Synonyms	Antonyms
1	Perceive (v.)		
2	IQ (n.)		
3	Manage emotions (v)		
4	Curriculum (n)		
5	Strengths (n.)		
6	Difficult (adj)		
7	Creative (adj)		

8	Mistake (n)		
9	Communication (n)		
10	Empathy (n)		

Task 5. Writing an essay.

Explore and express your point of view on the impact of emotional intelligence on personal and professional success. Follow the prompts below to structure your essay:

Introduction:

Briefly define emotional intelligence and its key components.

Introduce the thesis statement that outlines your perspective on how emotional intelligence influences personal and professional success.

Structure:

1. Personal Success:

Discuss how emotional intelligence contributes to personal success. Consider self-awareness, self-regulation, and interpersonal skills.

2. Professional Success:

Explore the role of emotional intelligence in the workplace and career advancement.

Provide examples or case studies where individuals or organizations have demonstrated the benefits of high emotional intelligence in professional settings.

3. Interpersonal Relationships:

Examine how emotional intelligence fosters healthy and meaningful relationships.

Discuss the impact of empathy, effective communication, and conflict resolution skills on building and maintaining interpersonal connections.

4. Challenges and Critiques:

Acknowledge potential challenges or critiques associated with the concept of emotional intelligence.

Explore any limitations or areas where emotional intelligence may face scrutiny.

Conclusion:

Summarize the key points discussed in the essay.

List the importance of emotional intelligence in achieving personal and professional success.

Conclude with a call-to-action or reflection on how individuals can enhance their emotional intelligence for a more fulfilling life.

UNIT 22

The History and Influence of Da Vinci's Vitruvian Man

Pre-Reading Task

Task 1. Please define the term “art”. What criteria do you think should be considered when classifying something as a work of art?

Key words to remember:

to convey – передавати apprentice – учень, підмайстер

earth and secular – земний і світський

realm of architecture – область архітектури

scholar – вчений

scarcity of access – обмеження доступу

adjusted positioning – відкориговане розташування

lure of art – привабливість мистецтва

Task 2. Look through the text and be ready to answer the questions after it.

As the original “Renaissance Man”, Leonardo da Vinci's works have influenced artists, scientists, architects, and great thinkers for centuries. Along with the *Mona Lisa* and *The Last Supper*, his *Vitruvian Man* drawing is one of the most iconic images in the history of Western art.

Drawn with pen and ink on paper, Da Vinci completed the *Vitruvian Man* around 1490 when he was an apprentice in Andrea del Verrocchio's workshop, where Da Vinci learned about architectural and technological design. In the drawing, Da Vinci depicts a nude man standing inside a circle and a square with arms and legs drawn in two positions. The drawing was an attempt to illustrate principles of Vitruvius, a Roman architect who described the proportions of the human body in *De architectura*. Yet Da Vinci is not the only – or even the first – artist to attempt illustrating Vitruvius's proportions, though his work is the most famous. Others, such as Francesco di Giorgio Martini had attempted it as early as the 1480s.

Smithsonian Magazine reports that others had attempted the drawing earlier in the 15th century, and notes that the shapes drawn around the man have important significance. Beyond trying to measure the proportions of the human form, “ancient thinkers had long invested the circle and square with symbolic powers”. For these thinkers, circular shapes were linked to the “cosmic and the divine”, while the square represented what was “earth and secular”.

By imposing a human form inside these shapes, scholars were not just noting bodily proportions; they were also showing how humans fit in both worlds and could actually serve as a way to study the perfection of the universe. By doing so, Vitruvius and other architectural scholars believed they could carry over this perfection into the realm of architecture.

This principle of humans serving as a link between the earth and the divine seems to be one that Da Vinci believed, too. As quoted in the book *Da Vinci's Ghost* by Toby Lester, the artist wrote in 1492, “By the ancient man was termed a lesser world, and certainly the use of this name is well bestowed, because...his body is an analogue for the world”.

However, rather than copy Vitruvius’ findings himself, Da Vinci notes in image’s accompanying backwards text that his *Vitruvian Man* features adjusted positioning of Vitruvius’ circle and square, as well as some of the proportions and positions of the man’s limbs based on his own studies of the human form.

Recent scholarship suggests that Da Vinci might have created his *Vitruvian Man* in collaboration with one of his contemporaries, Giacomo Andrea de Farrara. Yet regardless of claims about the work’s history or the fact that Da Vinci’s *Vitruvian Man* was not the first, it is undeniable that this simple sketch has captivated viewers and scholars for centuries, so much so that the drawing has become an iconic image in Western culture. The drawing is so recognizable that it has been repurposed time and again in advertisements and illustrations, often relating to health and medicine.

Today, Da Vinci’s *Vitruvian Man* is housed at the Gallerie dell’Accademia in Venice, Italy, though it is rarely displayed for the public, largely because the drawing is fragile and must be constantly monitored and protected from direct light. Despite arguments from critics who opposed the move due to the drawing’s state, it was displayed at the Louvre in December 2019 in an exhibition that lasted eight weeks commemorating the 500th anniversary of Da Vinci’s death in France, giving visitors a rare look at the manuscript.

While it remains to be seen when the drawing might be viewable by the public again, its scarcity of access only adds to its allure, as it remains an important work marking the history of art and science.

(<https://www.artandobject.com/news/history-and-influence-da-vincis-vitruvian-man>)

1. What is the historical background of Da Vinci's Vitruvian Man?
2. How did Leonardo da Vinci influence various fields, and what is the significance of the Vitruvian Man among his works?
3. Describe the Vitruvian Man drawing. What elements does it include, and what was its purpose according to the text?
4. Who were some artists before Da Vinci attempting to illustrate Vitruvius' proportions?
5. Explain the symbolic significance of the circle and square in the context of the Vitruvian Man. What did these shapes represent for ancient thinkers?
6. According to the article, what philosophical perspective did Vitruvius and Da Vinci share regarding the human form and its connection to the universe?
7. What does recent scholarship suggest about the creation of the Vitruvian Man, and how does it challenge traditional views on its authorship?
8. Why is Da Vinci's Vitruvian Man rarely displayed for the public, and what challenges does its fragility pose for its preservation?

Task 2. Decide whether the following statements are true (T.) or false (F.)

1	Leonardo da Vinci completed the Vitruvian Man during his time as an apprentice in Andrea del Verrocchio's workshop.	T	F
2	Francesco di Giorgio Martini was the first artist to attempt illustrating Vitruvius's proportions before Da Vinci.	T	F
3	The shapes drawn around the Vitruvian Man in Da Vinci's drawing have no symbolic significance, according to the text.	T	F
4	Da Vinci's Vitruvian Man is currently housed at the Louvre in France.	T	F
5	Circular shapes in ancient thinking were associated with the "cosmic and the divine", while square shapes represented the "earth and secular".	T	F

6	The article suggests that Da Vinci might have collaborated with Giacomo Andrea de Ferrara in creating the Vitruvian Man.	T	F
7	The drawing of the Vitruvian Man at the Gallerie dell'Accademia in Venice is frequently displayed for the public.	T	F
8	Da Vinci's adjustments to Vitruvius' circle and square in the drawing were purely aesthetic and did not have any basis in his own studies of the human form.	T	F
9	The scarcity of access to the Vitruvian Man adds to its allure, making it less significant in the eyes of the public.	T	F

Task 3. Read the following sentences from the text. Identify and choose the correct definition for the highlighted words based on the context of the text.

1. Leonardo da Vinci's works have **influenced** artists, scientists, architects, and great thinkers for centuries.

- a. Collaborated b. Inspired. c. Criticized. d. Repurposed

2. Da Vinci completed the Vitruvian Man around 1490 when he was an **apprentice** in Andrea del Verrocchio's workshop.

- a. Novice b. Expert c. Collaborator d. Architect

3. In the drawing, Da Vinci depicts a nude man standing inside a circle and a square with arms and legs drawn in two **positions**.

- a. Locations b. Postures c. Times d. Sizes

6. Instead of copying Vitruvius' findings himself, Da Vinci notes that his Vitruvian Man features adjusted **positioning**.

- a. Placement b. Composition c. Transformation d. Movement

7. Recent **scholarship** suggests that Da Vinci might have created his Vitruvian Man in collaboration with one of his contemporaries.

- a. Creativity b. Research c. Collaboration d. Criticism

8. The drawing is so recognizable that it has been **repurposed** time and again in advertisements and illustrations.

- a. Changed b. Reused c. Critiqued d. Adapted

9. Despite **arguments** from critics who opposed the move due to the drawing's state, it was displayed at the Louvre in December 2019.

- a. Debates b. Agreements c. Collaborations d. Compliments

10. The limitation of access only adds to its **allure** as it remains an important work marking the history of art and science.

- a. Appeal b. Mystery c. Challenge d. Rarity

Task 4. Fill in the gaps with the words given below.

*permanent creates essence provide illuminates bathed
intersection underscores discerning provides*

1. The collection at the museum features an impressive array of abstract paintings from the 20th century.
2. The artist's use of unconventional materials, such as recycled plastic and discarded metal, her commitment to environmental awareness.
3. The painting, in soft hues of blue and green, evokes a sense of tranquility and calmness.
4. The curator's insightful commentary the historical context of each artwork, enriching the visitors' understanding.
5. Not only the sculptures but also the intricate sketches a glimpse into the artist's creative process.
6. The museum's latest exhibition explores the between traditional art forms and contemporary digital installations.
7. The art critic, known for her reviews, praised the exhibition for its innovative approach to visual storytelling.
8. The artist's ability to capture the of fleeting moments is evident in his series of impressionist paintings.
9. The gallery, famous for promoting emerging artists, a platform for avant-garde and experimental artworks.
10. The juxtaposition of vivid colors and stark contrasts a powerful visual impact in the abstract painting.

Task 5. Compare the information in the text about Da Vinci's Vitruvian Man with another famous artwork of your choice. Discuss similarities, differences, and the cultural impact of each.

UNIT 23

What Is the Scientific Mystery Behind the Bermuda Triangle?

Pre-Reading Task

Task 1. Investigate on a map the region referred to as the Bermuda Triangle (Miami, San Juan, Puerto Rico, and Bermuda).

Research the geographical features of the North Atlantic Ocean in this area.

Key words to remember:

bounds – межі

naval disasters – морські катастрофи

scientifically valid – науково обґрунтований

lore – знання, професійні знання; легенди

magnetic anomalies – магнітні аномалії

navigational challenges – навігаційні виклики

undersea methane deposits – підводні родовища метану

rogue waves – гігантські хвилі

Baader – Meinhof Effect (Frequency illusion) – Феномен Бадера – Майнгофа (ілюзія частоти) (полягає в тому, що почувши або дізнавшись раз про щось вам невідоме, ви дуже скоро знову натрапляєте на ту ж інформацію, яка була в загальному доступі до цього, однак до вас не доходила)

statistical discrepancies – статистичні розбіжності

seafloor – дно моря

Task 2. Read the text and answer the questions after it.

The Bermuda Triangle has supposedly swallowed ships whole, and it has fascinated us for decades. But where is the Bermuda Triangle and is there any truth to the tales?

Just off the southeast coast of the United States, there lies a span of ocean that's long held a fearsome reputation. Ships traversing its choppy breadth disappear without a trace. Flights routed above the waters blink from radar screens, never to be seen again.

The mysterious happenings have conjured stories of supernatural interference, alien kidnappings, and an area somehow outside the normal bounds of physical reality. The Bermuda Triangle, it's said, is a haunted place. That's just one version of the story, of course.

What Is the Bermuda Triangle?

The Bermuda Triangle has been the site of a number of high-profile and still- mysterious naval and aviation disappearances. But that those disasters are the result of anything sinister, as opposed to the logical conjunction of environment and statistics, is extremely doubtful.

Still, a number of people have proposed scientifically valid explanations for the disappearances of ships and planes in the Bermuda Triangle over the years. The ocean is a dangerous place, after all, and it's not uncommon even today for things to go wrong. In the storm-tossed waters of the North Atlantic, safety is never a guarantee.

Where Is the Bermuda Triangle?

The Bermuda Triangle, as it's most commonly defined, stretches between Miami, San Juan, Puerto Rico, and the island of Bermuda. In all, it encompasses hundreds of thousands of square miles in the North Atlantic Ocean, a huge area. The region also sees heavy traffic from ships coming and going from the East Coast and Gulf of Mexico.

Is the Bermuda Triangle Real?

Yes, the Bermuda Triangle is a real geographic area, but the mysteries associated with it are often considered to be the result of sensationalized storytelling. These incidents, and others, have today become part of the lore of the Bermuda Triangle. These stories are often stitched together to hint at something untoward lurking beneath the surface of the Atlantic Ocean.

Why Is the Bermuda Triangle Dangerous?

The perceived danger of the Bermuda Triangle stems from its heavy maritime and air traffic, unpredictable weather, and the human tendency to emphasize mysterious or unexplained events. Historical incidents of disappearances have been attributed to natural phenomena rather than any supernatural causes.

Magnetic Anomalies and Navigational Challenges

Common explanation for the Bermuda Triangle rests on magnetism. The Earth's **magnetic North Pole isn't the same as its geographic North Pole**, which means that compasses usually don't point exactly north. Only along what's known as agonic lines, which line up magnetic and geographic north, are compasses truly accurate.

One theory posits that the Bermuda Triangle might be home to a large-scale magnetic anomaly, a region where the Earth's magnetic field lines are warped and twisted. This, too, could cause navigational mistakes. But, as others have noted, there's no evidence the Bermuda Triangle contains any unusual magnetic disturbances, something that's clear when looking at a **magnetic map of the region**.

Undersea Methane Deposits

More recently, some scientists have suggested that ship sinkings in the Bermuda Triangle could be due to **massive bubbles** released from undersea methane deposits. The seafloor in the region is known to contain large pockets of gas that could be released suddenly, turning the ocean into a frothy soup that swallows ships.

Rogue Waves

Another explanation for the Bermuda Triangle that checks out on paper is the presence of rogue waves. These huge waves can form unexpectedly and rise two or even three times above surrounding waves. As Vice reports, British researchers used lab and computer models to simulate the effects of rogue waves more than 100 feet tall on ships as part of an investigation into the Bermuda Triangle. Ships that were sufficiently long could get caught suspended between two wave peaks with nothing supporting them from below and snap in half, one researcher theorizes. But, while rogue waves are certainly capable of capsizing or breaking a ship, we have no definitive evidence tying them to any of the naval disasters in the Bermuda Triangle.

What Is the Truth Behind the Bermuda Triangle Legend?

The true explanation for the Bermuda Triangle may ultimately reside not in the ocean, but in our minds. Our minds are often biased toward bizarre or otherwise memorable events, and have trouble accurately accounting for statistical discrepancies.

Baader-Meinhof Effect

And once something stands out to us, it can form the basis for further attention. It's a form of the **Baader-Meinhof effect** or frequency illusion. Essentially, once we're introduced to something once, we tend to notice it more often all around us. That can lead us to think whatever we've noticed is becoming rapidly more common, when, in reality, we're just noticing it more.

Whatever is ultimately responsible for the legend of the Bermuda Triangle, be it psychological or otherwise, it's worth remembering that there's never

been any evidence that the region is any more dangerous than anywhere else. So go ahead and take that vacation to Bermuda – but, as always, make sure to wear a lifejacket when you’re out on the water. It’s just common sense.

(<https://www.discovermagazine.com/planet-earth/the-bermuda-triangle-what-science-can-tell-us-about-the-mysterious-ocean>)

- 1. What are the examples of high-profile incidents or disappearances associated with the Bermuda Triangle?
- 2. What is the role of magnetic anomalies in some theories, and why is it considered doubtful?
- 3. What evidence is mentioned regarding the theories of undersea methane deposits and rogue waves?
- 4. What is the Baader-Meinhof Effect, and how does it relate to the discussion of the Bermuda Triangle?
- 5. How can the Frequency Illusion impact our perception of events in the Bermuda Triangle?
- 6. Why is skepticism important in evaluating the Bermuda Triangle mysteries?
- 7. How do cultural influences and storytelling contribute to the lore of the Bermuda Triangle?
- 8. What safety measures are suggested in the text for those navigating the waters of the Bermuda Triangle?

Task 3. Give synonyms and antonyms (if possible) for the following words from the text.

		Synonyms	Antonyms
1	Mysterious		
2	Uncommon		
3	Perceived		
4	Biased		
5	Valid		
6	Definitive		
7	Conjunction		
8	Heavy		
9	Caption		
10	Skepticism		

Task 4. Fill in the gaps with the words given below.

*critical anomaly rogue magnetic navigation captions
methane conjunction validity uncommon*

1. The of ships and planes in the Bermuda Triangle has fueled numerous legends and stories over the years.

2. Many theories surrounding the Bermuda Triangle involve the idea of a large-scale that affects navigation instruments.

3. The Bermuda Triangle, as a geographic, encompasses a vast area in the North Atlantic Ocean.

4. The Bermuda Triangle has a long-held reputation for being a region where disappearances and unexpected events occur.

5. Historical on maps often highlight the boundaries of the Bermuda Triangle and its associated mysteries.

6. Some scientists propose that undersea deposits could explain certain ship sinkings in the Bermuda Triangle.

7. Skilled is essential for sailors and pilots navigating the Bermuda Triangle, given its reputation for unexpected challenges.

8. When examining the various theories about the Bermuda Triangle, maintaining a perspective is crucial to separate fact from speculation.

9. The presence of waves in the Bermuda Triangle has been investigated as a possible explanation for certain naval disasters in the region.

10. Ensuring the of scientific explanations is important when debunking myths associated with the Bermuda Triangle.

Task 5. Rearrange the words to form complete and meaningful sentences.

1. disappearances / the / centuries / have / region / for / Bermuda Triangle / in / of / unsolved / posed / mysteries / been / have.

2. Legends / around / of / events / speak / mysterious / town / have / ancient / down / that / been / passed.

3. A / the / home / Triangle / might / Bermuda / magnetic / large-scale / be / to / anomaly / proposes / theory / that / be / of.

4. Unexplained / reports / forest / lights / the / of / have / been / sightings / mysterious / in.

5. The / pyramid / source / ancient / a / has / of / centuries, / mysterious / been / a / for / strange / mysteries.

Task 6. INTERNET: Critical Thinking. Find some examples of unexplained phenomena and conduct an investigative analysis. Prepare a short report.

Instructions:

1. Select Unexplained Phenomena:

Choose three unexplained events or phenomena similar to the Bermuda Triangle. These could include mysterious disappearances, supernatural occurrences, or other enigmatic happenings.

2. Research Each Phenomenon:

Conduct research on each selected phenomenon. Gather information from reputable sources, considering historical records, eyewitness accounts, and scientific analyses.

3. Identify Patterns and Anomalies:

Identify any patterns, commonalities, or anomalies across the selected phenomena.

4. Consider Scientific Explanations:

Evaluate scientific explanations or theories related to each phenomenon.

5. Explore Cultural Perspectives:

Investigate how cultural beliefs and perspectives may contribute to the mystique surrounding each phenomenon. Consider how cultural narratives shape public perception and interpretations.

6. Analyze Skeptical Perspectives:

Include skeptical perspectives in your investigation. Explore critiques or alternative explanations offered by skeptics or scientists who challenge the mysterious nature of these events.

7. Draw Comparisons:

Draw comparisons between the selected phenomena and the Bermuda Triangle. Explore similarities and differences in the narratives, scientific scrutiny, and cultural impact.

8. Formulate Conclusions:

Formulate conclusions regarding the mysterious phenomena you've explored. Reflect on the challenges of investigating and explaining unexplained events.

UNIT 24

11 Essential Soft Skills In 2023

Pre-Reading Task.

Task 1. How do you understand the expression “soft skills”? Provide examples of skills that you think fall under this category.

Key words to remember:

collaboration – співпраця

time management – управління часом

work ethic – трудова етика

critical thinking – критичне мислення

conflict management – управління конфліктами

emotional intelligence – емоційний інтелект

professional setting – професійне оточення

feedback – зворотний зв'язок

accountability – відповідальність

risk-taking – прийняття ризику

growth mindset – менталітет росту

Task 2. Scan the text and get ready to do Task 3 deciding whether the sentences are true (T.) or false (F.)

In today's fast-paced world, success in the workplace requires more than just technical expertise and knowledge. As the nature of work continues to evolve, it is important for individuals to possess attributes and abilities that allow them to collaborate with teams and colleagues – otherwise known as soft skills.

From communication and collaboration to adaptability and problem-solving, soft skills are the foundation of effective teamwork and organizational success. In this article, we will explore 11 critical soft skills examples that are essential to workplace success and why they are becoming more important than ever before.

What Are Soft Skills?

Soft skills – also known as “people skills” or “interpersonal skills” – are a set of personal attributes and abilities that allow individuals to effectively

interact with others in a professional setting. At their core, these include the ability to collaborate effectively, manage time and communicate with clarity, among others.

Soft skills are difficult to measure or quantify; however, they are essential for success in a wide range of industries and professions. Whether you are working with colleagues from diverse cultural backgrounds or communicating with customers and clients around the world—the ability to navigate complex interpersonal dynamics and build strong relationships is the key to success.

1. Communication

Effective communication is essential to build strong relationships with colleagues, clients and stakeholders. Not only does this involve the ability to convey messages in a clear and compelling way, but also the ability to understand the needs of others and respond to feedback. Employers want people who can build professional relationships with colleagues, which is especially important when working with teams.

Communication is often evaluated in the workplace through informal feedback, such as verbal or written comments from colleagues and supervisors. An alternative method is a formal evaluation or assessment. The ability to communicate effectively is often considered a critical component of professional success, and is highly valued by employers in a wide range of industries and professions.

Here are some examples of communication skills: Active listening; Verbal communication; Nonverbal communication; Written communication; Presentation skills.

2. Leadership

A good leader has the ability to inspire their team to achieve greatness. They are able to set a clear vision, communicate it effectively and create a culture of accountability and excellence. More importantly, they're able to inspire and influence team members to achieve shared goals and objectives.

The ability to lead effectively is often considered a critical component of professional success, and is highly valued by employers in a wide range of industries and professions. Because most employees work in teams, leadership is widely recognized as a critical attribute for success in the modern workplace. Here are some examples of leadership skills: Problem-solving; Coaching and mentoring; Management; Strategic thinking.

3. Teamwork

Teamwork involves the ability to work with others toward a shared goal. It requires communication, collaboration and a shared commitment to work in a group. Individuals who are able to work collaboratively with others are more likely to achieve their professional goals, and to contribute to the success of their organizations.

In a professional setting, good teamwork can help to foster creativity and innovation because it encourages members to share ideas, brainstorm new solutions and collaborate on new initiatives. Working as part of a collaborative team can also enhance job satisfaction and contribute to a positive work environment.

Here are some examples of teamwork skills: Conflict resolution; Mediation; Accountability; Collaboration.

4. Creativity

Creativity involves the ability to think outside the box and come up with ideas that challenge assumptions. Needless to say, it requires a mindset of curiosity, risk-taking and a willingness to embrace ambiguity and uncertainty.

On another front, creativity is essential for effective problem-solving, meaning it allows individuals to tackle issues from new and different angles. Creative individuals also give organizations a competitive edge by enabling them to develop new products and systems that set them apart from their competition.

Here are some examples of creative skills: Brainstorming; Imagination; Curiosity; Experimentation.

5. Time management

Time management involves the ability to set priorities, organize tasks and allot time across different activities. It requires discipline and a willingness to avoid distractions and low-priority tasks.

Naturally, good time management skills can help individuals avoid the stress and anxiety that can arise from missed deadlines. But more importantly, those who can manage their time effectively are more likely to be seen as reliable and efficient, which allows them to stand out in the workplace.

Here are some examples of time management skills: Planning; Goal-setting; Delegation; Time blocking.

6. Adaptability

In today's rapidly changing business landscape, adaptability is a key soft skill that enables individuals to stay ahead of the curve.

An employee with this skill can adjust to changing circumstances, for example, and learn new skills and technologies to remain relevant in the workplace.

Because it's impossible to avoid unexpected challenges, having adaptable employees allows organizations to bounce back from setbacks much faster. Plus, they can also read situations quickly and adjust their approach to adapt based on the situation.

Here are some examples of adaptability skills: Flexibility; Resilience; Growth mindset; Analysis.

7. Problem-solving

Problem-solving involves the ability to come up with alternative solutions. This skill is crucial to identifying and addressing complex challenges and opportunities in a variety of contexts.

Problem-solving also makes it easier to make more informed decisions because employees are able to analyze situations and identify the best course of action. As a result, teams are able to get more done in less time.

Here are some examples of problem-solving skills: Critical thinking; Analysis; Strategic thinking; Initiative.

8. Work ethic

Work ethic demonstrates an individual's commitment to their job. Having a strong work ethic makes you seem more reliable and dependable, which improves your credibility in the workplace.

There are a lot of ways to demonstrate a strong work ethic. Some examples include arriving on time for meetings, meeting deadlines consistently and being accountable for your actions. If you encounter any challenges in the workplace, you should also maintain a positive demeanor and adapt to changing situations. Here are some examples of work ethic skills: Punctuality; Reliability; Professionalism; Discipline.

9. Critical thinking

Critical thinking enables individuals to approach problems and challenges with a strategic and analytical mindset. When making informed decisions, this skill allows you to weigh available options and consider potential outcomes.

A critical thinker can evaluate the strength of arguments and identify flaws in reasoning. They consider multiple perspectives, which makes them more likely to pinpoint the short-term and long-term consequences of their decisions. Additionally, they can also identify the root cause of a problem and generate multiple solutions.

Here are some examples of critical thinking skills: Analysis; Evaluation; Deductive reasoning; Synthesis.

10. Conflict management

Not every employee can get along with colleagues every time. As a team tackles obstacles, conflict and opposing ideas could arise every now and then.

Conflict management is the process of addressing disputes or disagreements in a constructive and effective manner. Often, this requires good communication skills, active listening, empathy, negotiation skills and a willingness to collaborate and find common ground.

When managing conflict, it is important to identify common goals and interests for all parties involved. This can help to establish a sense of unity and collaboration, and even lead to better outcomes for everyone involved. Being open to different ideas and perspectives can also make individuals feel motivated to work towards resolution.

Here are some examples of conflict management skills: Empathy; Negotiation; Mediation; Conflict resolution

11. Emotional intelligence

Emotional intelligence refers to the ability to recognize and understand one's own emotions and those of others. In today's collaborative work environments, this skill enables employees to navigate complex social dynamics and work effectively within teams. It also allows them to provide constructive feedback in a way that is sensitive to the emotions of others, leading to more successful outcomes and stronger relationships.

Effective leaders often have the ability to motivate others and navigate challenging situations with grace and empathy.

Here are some examples of conflict management skills: Self-awareness; Empathy; Social skills; Motivation; Bottom Line.

In the modern workplace, employers seek candidates who possess technical expertise and soft skills that enable them to thrive in a collaborative work environment. Soft skills such as communication, teamwork, creativity, adaptability, problem-solving, work ethic, critical thinking and conflict management can be developed and honed over time. While it is important for individuals to continue to build their technical expertise, developing soft skills can ultimately set you apart in the workplace and lead to long-term success.

(<https://www.forbes.com/advisor/business/soft-skills-examples/>)

Task 3. Decide whether the following statements are true (T.) or false (F.)

1	Soft skills are often referred to as “interpersonal skills” and are vital for effective interactions in professional settings.	T	F
2	Creativity is considered irrelevant in effective problem-solving, as it leads to impractical and unrealistic solutions.	T	F
3	Adaptability is a crucial soft skill that enables individuals to stay ahead of the curve in today’s rapidly changing business landscape.	T	F
4	Leadership is not recognized as a critical attribute for success in the modern workplace since most employees work independently.	T	F
5	Time management involves only setting priorities and organizing tasks, without the need for discipline or avoiding distractions.	T	F
6	Conflict management is the process of avoiding disputes or disagreements rather than addressing them constructively.	T	F
7	Effective communication in the workplace is primarily assessed through formal evaluations and assessments.	T	F
8	Critical thinking enables individuals to approach problems with a strategic mindset but does not involve considering multiple perspectives.	T	F
9	Emotional intelligence is irrelevant in collaborative work environments and does not contribute to successful outcomes.	T	F
10	Soft skills such as teamwork and collaboration are only beneficial in creative fields, not in a wide range of professions.	T	F

1	2	3	4	5	6	7	8	9	10

Task 4. Fill in the gaps with the words given below.

ground ambiguity work ethic shared communication
critical thinking alternative accountability
time management adaptability

1. Effective is crucial for building strong relationships with colleagues, clients, and stakeholders.

2. A good leader is able to set a clear vision, communicate it effectively, and create a culture of and excellence.

3. Teamwork involves the ability to work with others toward a goal, fostering creativity and innovation in the process.

4. Creativity requires a mindset of curiosity, risk-taking, and a willingness to embrace and uncertainty.

5. Good skills can help individuals avoid stress and anxiety related to missed deadlines, making them more reliable and efficient.

6. In today's rapidly changing business landscape, is a key soft skill that enables individuals to stay ahead of the curve.

7. Problem-solving is crucial for addressing complex challenges and opportunities by coming up with solutions.

8. demonstrates an individual's commitment to their job, improving credibility and reliability in the workplace.

9. enables individuals to approach problems with a strategic and analytical mindset, considering multiple perspectives.

10. Conflict management involves addressing disputes in a constructive manner, requiring good communication skills, active listening, empathy, negotiation skills, and a willingness to collaborate and find common

Task 5. Please answer the following questions.

1. What term is used interchangeably with "soft skills" in the text, and how are these skills described at their core?

2. Why are soft skills considered crucial for success in the modern workplace? Provide at least two reasons.

3. What benefits does the text attribute to good teamwork in a professional setting? Provide at least two advantages.

4. What is emphasized as the key result of good time management in the workplace? How can effective time management positively impact an individual's reputation?

5. How does critical thinking enable individuals to approach problems? Provide an example of a situation where critical thinking could be beneficial.

6. What does the term "emotional intelligence" refer to, and how is it described in the context of collaborative work environments? Why is emotional intelligence considered beneficial for workplace success?

Task 6. List several qualities of a good leader. Discuss with you classmates the influence of these qualities on effective leadership in the workplace.

Task 7. List several skills a manager needs to resolve conflicts. Get ready to speak about conflict management.

Task 8. Write an essay “Soft Skills in the Workplace” Instructions:

1. Introduction:

Begin your essay with an introduction that captures the essence of soft skills and their relevance in the modern workplace.

2. Overview of Soft Skills:

Provide an overview of the soft skills discussed in the text.

3. Importance of Soft Skills:

Explore and discuss why soft skills are considered essential for success in the workplace. Draw on examples from the text and consider real-world scenarios where soft skills play a key role.

4. Impact on Professional Success:

Examine how the possession of strong soft skills can positively impact an individual's professional success.

5. Personal Reflection:

Share your personal thoughts on the soft skills that you believe are crucial for success in your chosen field.

6. Real-Life Examples:

Provide real-life examples or case studies of individuals or organizations that have successfully demonstrated the effective application of soft skills.

7. Conclusion:

Conclude your essay by summarizing the key points and the significance of soft skills in achieving long-term success in the workplace. End with a strong closing statement that leaves a lasting impression.

UNIT 25

What Does It Mean To Be Ambitious?

Pre-Reading Task

**Task 1. What comes to your mind when you hear the term “ambition”?
How do you personally define ambition in your life?**

Task 2. List qualities or actions that make a person ambitious in your eyes.

Key words to remember:

determination – рішучість

adversity – труднощі, негаразд

core motivators – основні мотиватори

failure – невдача

to invest in yourself – інвестувати в себе

prerequisite – передумова, обов’язкова умова

part-time consultant – консультант на неповний робочий день

to falter – коливатися, сумніватися

trove of knowledge – скарбниця знань

mediocre performance – середній результат, продуктивність

futility – напрямок в нікуди; нікчемність, марність

boredom – нудьга

in the long run (phr.) – в довгостроковій перспективі

Task 3. Scan the text:

- a) copy out three characteristics common to ambitious people;
- b) be ready to answer the questions after it.

When you imagine an ambitious person, you might think of a Fortune 500 CEO, a celebrity actor, or an Olympic athlete. It’s probably people who have reached the top level of their respective fields.

Maybe you want to be a high-paid part-time consultant so you can spend time with your family. Or maybe you want to maximize your income so you can retire early.

All of those goals are valid. But what sets successful people apart isn't the nature of their goals; it's their determination to reach them.

Think about what it would take to achieve your own version of success. Understand Yourself Better:

What is ambition?

For most people, ambition isn't about achieving massive wealth, fame, power, or influence. Rather, it's about doing whatever they can to achieve their own version of success.

The idea is to work hard and focus on the life you want to build. Ambition is about staying motivated in the face of adversity, all in pursuit of your personal and professional goals.

It starts from within

An important prerequisite to being ambitious is knowing yourself and setting goals true to yourself and your life. Otherwise, you risk losing your way and neglecting your personal well-being in the process.

It's tough to drown out the noise. You might want to quit your job and be a stay-at-home parent but you're afraid of what your colleagues or future hiring managers will think. But if you give in to fear, you risk losing valuable time with your kids.

Understanding your personal values can help in this dilemma. If you wholeheartedly decide your family is your top priority, making your decision will be that much easier.

Top characteristics of ambitious people

Let's assume you're now clear on your goals and based them on your core motivators, beliefs, and values. What do you need to reach them?

Here are some characteristics common to ambitious people:

1. They're always looking to improve

Ambitious people always try to improve in some way. They're comfortable stepping out of their comfort zone because they know they'll learn something new. This could mean taking on new projects or professional development courses at work. At home, it could mean signing up for a dance class as a family or undertaking a new, more efficient chore schedule.

2. They're willing to learn from others

Every person is a trove of knowledge. Ambitious people ask questions and learn from other people's perspectives and experiences.

It doesn't matter if it's your boss, an employee, or a friend at a party – genuine curiosity can lead to surprising outcomes. You never know when you might learn of a higher-paying job opportunity, tricks to boost your

efficiency, or a lesson about how to balance work and life. Let other people's life lessons become your own.

Knowing someone who has already accomplished your dreams will provide you valuable insight on how to reach the same place.

3. They accept failure as part of the process

Ambitious people recognize that failure is a fact of life. You might say something hurtful in an argument, make a mistake at work, or be rejected from a dream job. These moments can leave you feeling ashamed, embarrassed, and deflated.

It's okay to take risks and make mistakes so long as you learn from them and move on.

How to become more ambitious

Some of the above traits might not yet resonate with you, and that's okay. They'll solidify as you find your ambition in life. Here are some tips to help you along the way.

1. Find your motivation

Why do you want to be more ambitious? This is the fundamental question. Your answer will set the foundation for the rest of your decisions going forward.

Clearly define why you want to focus on your goal, no matter what it is. You may want to buy a house because you want to raise a family, become a leader in your community to improve the lives around you, or increase your salary to be comfortable when you retire.

2. Set goals

Ambitious people use the SMART method to set their goals, which helps them succeed. SMART stands for:

- **Specific:** You know what your end result will look like.
- **Measurable:** You can easily quantify your results so you know when you've crossed the finish line.
- **Achievable:** You can reach your goal with your current skills and resources.
- **Relevant:** Your goal serves your wider life ambitions.
- **Time-bound.** You have a clear deadline for your goal.

You can use this method for your personal goals, career goals, and short, medium, and long-term goals.

3. Get to work

Identifying your motivators and setting ambitious goals can take time. You might find yourself in an existential crisis, unable to make any decisions about your life.

4. Invest in yourself

Take a course, read a book, listen to a podcast, find a mentor – investing in your personal and professional development is rarely a bad move. Even if your learnings aren't directly related to your current situation, they might be useful in the future.

5. Improve your focus and concentration

Take care of your body, eat well, sleep more, and perform mentally stimulating activities like meditating or reading. These actions can improve your focus and concentration. In the long run, this will help you complete the work required to realize your ambitions.

Ambition in the workplace: finding the right balance

The qualities of an ambitious person can help you in the workplace, too. Being a motivated and goal-oriented employee will help your career while benefiting the rest of the organization.

But it's important to strike a balance. Too much ambition at work can make you unpopular with your colleagues. You might appear selfish and arrogant, unafraid of putting your needs ahead of others. This kind of ambition can hold your career back in the long run.

On the flip side, too little ambition can make you appear lazy and unmotivated. More than that, you risk falling into a rut of mediocre performance, boredom, and a sense of futility in your work.

But if your ambitions don't harm other people, your conscience can rest easy as you pursue your goals.

(<https://www.betterup.com/blog/how-to-be-ambitious>)

1. What are some examples of professions associated with ambitious individuals mentioned in the text?
2. According to the text, what sets successful people apart?
3. How does the author define ambition for most people?
4. What is the SMART method, and how does it help ambitious individuals in setting their goals?
5. Why is it important to strike a balance in ambition in the workplace?
6. Why might too much ambition in the workplace be harmful to one's career?
7. What are some tips provided in the text to help individuals become more ambitious?

8. How does the text suggest handling failure as part of the ambitious journey?

9. How can investing in personal and professional development contribute to one's ambition, as mentioned in the text?

Task 3. Fill in the gaps with the words given below.

*top process celebrity perspectives determination ambitious
version improve place embark well-being balance*

When you envision an person, you might picture a Fortune 500 CEO, a actor, or an Olympic athlete. What distinguishes successful people is not the nature of their goals but their to achieve them.

For most people, ambition is not about attaining massive wealth, fame, power, or influence. Instead, it revolves around doing whatever is necessary to achieve one's own of success. An essential prerequisite to being ambitious is understanding yourself and setting goals true to your own life.

Let's assume you are now clear on your goals and have based them on your core motivators, beliefs, and values. What are some characteristics of ambitious people? Firstly, they are always looking to Ambitious individuals are comfortable stepping out of their comfort zone because they recognize it as an opportunity to learn something new.

Moreover, ambitious people are willing to learn from others. They view every person as a trove of knowledge and display genuine curiosity, asking questions and learning from other people's and experiences. Ambitious people also accept failure as an inherent part of the

To become more ambitious, it is crucial to find your motivation and clearly define why you want to on a specific goal. Utilizing the SMART method for goal-setting—ensuring goals are Specific, Measurable, Achievable, Relevant, and Time-bound—can help in this process. Additionally, investing in personal and professional development, improving focus and concentration, and maintaining a healthy are all steps that contribute to realizing ambitious goals.

Ambition can also be applied in the workplace, but striking a is vital. As long as ambitions align with personal values and do not harm others, pursuing goals is encouraged.

Task 4. Read the following sentences from the text and identify synonyms/antonyms (if possible) for the highlighted words. Create your own sentences.

1. When you imagine an **ambitious** person, you might picture a Fortune 500 CEO, a celebrity actor, or an Olympic athlete.

Synonym for "ambitious": Antonym for "ambitious":

2. The distinctive features of successful people are not the nature of their goals but the **determination** to achieve them.

Synonym for "determination": Antonym for "determination":

3. It can be **challenging** to block out external influences. For instance, you might desire to quit your job and be a stay-at-home parent, but fear the judgment of your colleagues or future hiring managers.

Synonym for "challenging":

Antonym for "challenging":

4. Knowing someone who has already achieved the dreams can provide **valuable** insight on how to reach the goal.

Synonym for "valuable":

Antonym for "valuable":

5. Ambitious people accept failure as an **inherent** part of the process.

Synonym for "inherent":

Antonym for "inherent":

6. As long as ambitions are in accordance with personal values and do not harm others, pursuing goals is **encouraged**.

Synonym for "encourage":

Antonym for "encourage":

7. Using the SMART method for goal-setting helps to ensure that goals are Specific, Measurable, **Achievable**, Relevant, and Time-bound.

Synonym for "achievable":

Antonym for "achievable":

Task 5. Rearrange the words to form complete and meaningful sentences.

1) ambitious / is / not / about / wealth, / power, / influence, / ambition / massive / fame, / or / It / for / doing / necessary / whatever / to / people's / version / of / success.

2) yourself / you / and / your / It / goals / to / true / understanding / is / prerequisite / life / ambitious / setting / own / being / personal / to / true / a / ambitious / to / knowing / and.

3) from / zone / comfort / to / stepping / their / comfortable / people / Ambitious / are / always / something / learn / they / out / of / because / it's / recognize / an / opportunity / to / new.

Task 6. Ambition Exploration

During a week document moments when you feel ambitious and witness ambitions in others. Compare your notes with the characteristics discussed in the text. Create a short review based on the questions:

- What situations or activities make you feel most ambitious?
- Have you faced any challenges or setbacks related to your ambitions?
- Did you observe ambition in someone else?
- What were the circumstances?

PART 2

GRAMMAR VERB

SIMPLE TENSES

	PAST	PRESENT	FUTURE
AFFIRMATIVE	I You We They He She It DID STUDIED	I You We They He She It DO STUDY DOES STUDIES	I You We They He She It WILL STUDY
	I You We They He She It DID NOT STUDY	I You We They He She It DO NOT STUDY DOES NOT STUDY	I You We They He She It WILL NOT STUDY
INTERROGATIVE	I You We They He She It DID STUDY?	I You We They He She It DO STUDY? DOES STUDY?	I You We They He She It WILL STUDY?

THE PRESENT SIMPLE TENSE FORMATION

1. Affirmative Sentences:

To make affirmative sentences in the Present Simple Tense, the base form of the main verb is used for all subjects, except for the third person singular.

For third-person singular subjects (he, she, it), the addition of the endings ‘-s’ or ‘-es’ to the base form of the verb is required.

- *I **walk** to school every day.*
- *She **walks** to school every day.*

2. Negative Sentences:

To form negative sentences, the auxiliary verb “**do**” + **not** should be used. The auxiliary verb changes according to the subject (do/does), and the main verb remains in its base form.

- *I **do not like** coffee.*
- *She **does not like** coffee.*

3. Questions:

To form questions the auxiliary verb “**do**” should be used and placed before the subject. The auxiliary verb changes according to the subject (do/does), and the main verb remains in its base form.

- ***Do** you **like** ice cream?*
- ***Does** he **like** ice cream?*

USE

The Present Simple Tense is used:

1. Habits and routines:

To express regular and habitual actions.

- *I **go** for a run every morning.*

2. General truths and facts:

To present facts that are generally true.

- *The Earth **revolves** around the sun.*

3. Permanent states:

To describe permanent states or conditions.

- *She **lives** in Kyiv.*

4. Schedules, timetables:

To express scheduled events or actions that occur according to a fixed timetable or routine.

– *The train **leaves** at 13:00 tomorrow.*

5. Commentaries and narration:

To provide commentary or narration, particularly in sports or entertainment.

– *The commentator **explains** the rules of the game.*

6. Opinions and beliefs:

To express opinions, thoughts, and beliefs.

– *We **believe** in the importance of education.*

7. Instructions and directions:

To give instructions, especially in recipes, manuals, or guides.

– *First, you **mix** the ingredients, then you **bake** the cake.*

8. Scientific facts:

To present scientific facts or laws.

– *Water **boils** at 100 degrees Celsius.*

9. Headlines and titles:

To convey information concisely in headlines, titles, or newspaper articles.

– *“Scientists **Discover** New Cure for Cancer”.*

10. Historical present:

To narrate or describe past events, often for dramatic effect.

– *The very air of the best parlour, when I went in at the door, the bright condition of the fire, the shining of the wine in the decanters, the patterns of the glasses and plates, the faint sweet smell of cake, the odour of Miss Murdstone’s dress, and our black clothes. Mr. Chillip **is** in the room, and **comes** to speak to me.*

*“And how is Master David”? he **says**, kindly.*

*I **cannot** tell him very well. I **give** him my hand, which he **holds** in his.*

– *Charles Dickens, David Copperfield*

11. Quotes and sayings:

To quote proverbs, sayings, or general truths.

– *“Practice **makes** perfect”.*

PRACTICE

Exercise 1. Fill in the blanks with the correct form of the Present Simple Tense.

1. The train (arrive) at 9:00 AM every morning.

2. The company (produce) high-quality products.
3. She (work) as a teacher at the local school.
4. They (play) tennis every Saturday.
5. Water (boil) at 100 degrees Celsius.
6. I (read) a book every night before bed.
7. The ancient artifact (hold) significant cultural value for centuries.
8. Cats (sleep) a lot during the day.
9. My parents (live) in this city for over 20 years.
10. The team always (perform) well under pressure.
11. He rarely (complain) about anything.
12. She (enjoy) watching movies on weekends.
13. She always (eat) breakfast before leaving for work.
14. The students (study) diligently for their exams every weekend.
15. The clock on the wall (tick) loudly throughout the day.
16. The CEO of the company (make) important decisions regularly.
17. My cat (purr) contentedly when it's being petted.
18. The sun (shine) brightly in the morning.
19. The artist (create) captivating masterpieces throughout his career.
20. The company's employees (attend) training sessions every month.

Exercise 2. Choose the correct form of the present simple tense.

1. The political leader (address / addresses) the nation on critical matters every quarter.
2. The committee (meet / meets) once a month to discuss important issues.
3. Despite the challenges, the team (always deliver / always delivers) exceptional results.
4. The river (flows / flow) through the center of the city.
5. The technology company (innovate / innovates) continuously to stay ahead in the market.
6. The artist (create / creates) intricate sculptures using unconventional materials.

7. In his spare time, he (read / reads) complex philosophical texts.
8. The renowned author (write / writes) a new novel every year.
9. She usually (go / goes) for a run in the morning.
10. The sun (rises / rise) in the east and (sets / set) in the west.
11. The company (provides / provide) excellent customer service.
12. The research team (conduct / conducts) experiments to explore new scientific theories.
13. The classical orchestra (perform / performs) at prestigious venues around the world.
14. He often (travels / travel) to different countries for work.
15. The professor (publish / publishes) groundbreaking research regularly.

Exercise 3. Fill in the blanks with the appropriate form of the Present Simple tense, using the following verbs:

to topple

to convey

to replicate

to reinforce

to incentivize

to acquire

to loose aversion

to cut corners

to perceive

to marvel

1. The old building in strong winds due to its weakened structure.
2. Effective communicators their ideas clearly and concisely.
3. In scientific experiments, researchers often try to the same results under different conditions.
4. Regular exercise the body's immune system and overall health.
5. Successful companies frequently employees to encourage high performance.
6. She a new language by practicing regularly.
7. Some people their aversion to public speaking by attending communication workshops.

8. In business, it's important not to to maintain high-quality standards.

9. People colors differently based on their individual perceptions.

10. Travelers often at the beauty of new landscapes and cultures.

THE PAST SIMPLE TENSE FORMATION

1. Affirmative Sentences:

Regular Verbs:

The Past Simple Tense is formed by adding **"-ed"** to the base form of the **regular verb**.

– Call (base form) → Called (past tense)

– Play → Played

Irregular Verbs:

Irregular verbs have unique past tense forms that do not follow the regular **"-ed"** pattern. These verbs must be memorized.

– Go (base form) → Went (past tense)

– Have → Had

2. Negative Sentences:

To form negative sentences in the Past Simple Tense, use the past tense of the auxiliary verb **"to do" + not (did not or didn't)** followed by the base form of the main verb.

– *She **did not** (didn't) have breakfast.*

– *I **did not** (didn't) watch the movie yesterday.*

3. Questions:

To form questions in the Past Simple Tense, the past form of the auxiliary verb **"to do" – did**, should be used and placed before the subject. The main verb remains in its base form.

– ***Did** you **go** to the park?*

– ***Did** you **finish** your homework?*

USE

The Past Simple Tense is used:

1. Completed actions:

To express actions that are finished or completed in the past.

– *I **visited** London last summer.*

2. Sequential events:

To indicate the chronological order of actions, when narrating a series of events in the past.

- *I **woke up**, **had** breakfast, and **went** to work.*

3. Specific time in the past:

When the time of the action or event is specified.

- *She **called** me at 8 PM yesterday.*

4. Past habits or states:

To talk about habits or states that were true in the past but may not be true anymore.

- *She always **played** the piano when she **was** a child.*

5. Describing past experiences:

When sharing personal experiences or stories from the past.

- *When I **was** a child, I **played** soccer every day.*

6. Historical events:

To describe and discuss historical events.

- *The Industrial Revolution **transformed** societies in the 18th and 19th centuries.*

7. Changes in state:

When discussing a change in a state or condition in the past.

- *She **became** a doctor after completing medical school.*

8. Past achievements:

To highlight accomplishments or achievements that occurred in the past.

- *She **won** the championship last year.*

9. Expressions of duration:

With expressions of duration to convey how long an action lasted in the past.

- *We **studied** for five hours yesterday.*

10. Questioning about past actions:

When asking questions about specific actions in the past.

- ***Did** you **enjoy** the concert?*

PRACTICE**Exercise 1. Choose the correct form of the past simple tense.**

1. She (went / gone) to the concert last night.
2. They (saw / seen) a movie at the cinema on Friday.
3. He (bought / buy) a new car last month.

4. We (visited / visit) the museum on our trip to London.
5. I (ate / eat) sushi for the first time when I was in Japan.
6. The team (played / play) exceptionally well in the championship match.
7. She (gave / give) a fantastic presentation at the conference.
8. We (had / have) a great time at the beach party last night.
9. He (spoke / speak) fluently in three languages during his business trip.
10. The adventurous couple (climbed / climb) the highest peak in the Himalayas.
11. She (wrote / write) her first novel when she was just 20 years old.
12. The famous artist (painted / paint) several masterpieces during his career.
13. The thunderstorm (caused / cause) a power outage in the entire neighborhood.
14. The children (built / build) an impressive sandcastle on the beach last summer.
15. We (visited / visit) the museum on our trip to London.

Exercise 2. Complete the sentences with the correct form of the past simple tense.

1. She (go) to Paris last winter.
2. They (visit) their grandparents every weekend when they were kids.
3. He (win) the championship last year.
4. We (eat) at that restaurant yesterday.
5. I (read) that book when I was in high school.
6. He (travel) to London for his vacation with his parents last month.
7. We (have) a fantastic time at the concert.
8. They (visit) the historical museum on their school trip.
9. The chef (cook) a delicious meal for the guests.
10. I (lose) my keys, but luckily, I found them later.
11. The children (build) a fort in the backyard.
12. He (meet) his old friend at the coffee shop yesterday.

13. The weather (be) perfect during our beach vacation.
14. The team (win) the championship last year.
15. They (sing) their favorite songs at the karaoke party.

Exercise 3. Fill in the blanks with the appropriate form of the Past Simple tense, using the following verbs:

to topple

to convey

to replicate

to reinforce

to incentivize

to acquire

to loose aversion

to cut corners

to perceive to marvel

1. The ancient monument during the earthquake.
2. She her excitement through a heartfelt message.
3. Researchers successfully the experiment's conditions for accuracy.
4. Years of regular exercise his physical well-being.
5. The company's leadership employees with attractive bonuses.
6. During her travels, she proficiency in several foreign languages.
7. With consistent practice, he gradually his aversion to public speaking.
8. Unfortunately, they to meet the tight budget, compromising quality.
9. Individuals the artwork differently based on their unique perspectives.
10. As they explored the new city, they constantly at its historical landmarks.

THE FUTURE SIMPLE TENSE FORMATION

1. Affirmative Sentences:

To make affirmative sentences in the Future Simple Tense, the auxiliary verb "**will**" (or "shall" in formal English) is used followed by the base form of the main verb.

– *I **will visit** my aunt next week.*

2. Negative Sentences:

To form negative sentences in the Future Simple Tense, the negative form of the auxiliary "**will not**" (won't) is used followed by the base form of the main verb.

– *He **won't forget** your birthday.*

3. Questions:

To form questions in the Future Simple Tense, the past form of the auxiliary verb "**will**" (or "shall") should be used and placed before the subject. The main verb remains in its base form.

– ***Will** they **come** to the party?*

USE

The Future Simple Tense is used:

1. Action in the future:

To express an action that will happen in the future. This tense can express either a one-time or repeated action in the future.

– ***I'll go** to the library on Monday.*

2. Spontaneous decisions:

To express spontaneous decisions made at the moment of speaking.

– *The phone is ringing. **I will answer** it.*

3. Promises and offers:

For promises or offers made in the future.

– ***I will help** you with your project.*

4. Expressions of probability:

To express probability or likelihood about a future event.

– *She **will probably arrive** before noon.*

5. Conditions and hypotheticals:

In conditional statements or hypothetical situations.

– *If it rains, **I will stay** at home.*

6. Requests and commands:

For polite requests or commands.

– ***Will** you please **pass** the salt?*

7. Uncertainty:

To express uncertainty or lack of commitment.

– *I think I **will go** to the party.*

8. Hope:

To express hopes or wishes about the future.

– *I hope you **will have** a great time.*

9. Predictions:

To make predictions about the future that are based on personal judgement, opinion, and not on present evidence.

– *It **will rain** tomorrow.*

PRACTICE**Exercise 1. Fill in the blanks with the correct form of the Present Simple Tense.**

1. They believe that she (succeed) in her new venture.
2. We hope the weather (be) sunny for the picnic.
3. He is confident that he (pass) the exam.
4. She thinks they (win) the championship this year.
5. I'm sure you (enjoy) the movie; it has great reviews.
6. Someday I (visit) my relatives in another city.
7. The technology (revolutionise) the way we communicate.
8. She believes that he (become) a successful entrepreneur.
9. Tomorrow, he (attend) an important business meeting.
10. The students are optimistic that they (excel) in the final exams.
11. The company anticipates that its profits (increase) in the next quarter.
12. After graduation, he (pursue) a career in environmental science.
13. In the future, electric cars(become) more affordable.
14. He promises that he (not forget) your birthday.
15. The space mission (explore) distant galaxies and planets.

Exercise 2. Choose the correct form of the past simple tense.

1. They believe that he (will achieves / will achieve) his goals.
2. I'm confident that you (will succeed / will succeeding) in your new job.
3. The team is determined that they (win / will win) the championship.
4. He is certain that it (will rain / will raining) later today.
5. Tomorrow, I (will visit / be visiting) my grandparents.
6. She is optimistic that she (will be published / will publish) her novel soon.
7. The company predicts that their profits (will increase / will increased) next year.
8. We (will have attended / will attend) the conference next year to gain new insights.
9. She (will organize / will be organized) a charity event to raise funds for the local community.
10. Exercise regularly and you (will improving / will improve) your overall well-being.

Exercise 3. Fill in the blanks with the appropriate form of the Past Simple tense, using the following verbs:

to topple
to convey
to replicate
to reinforce
to incentivize
to acquire
to loose aversion
to cut corners
to perceive
to marvel

1. The construction team is confident that the new structure during the storm.
2. She believes she her ideas more effectively in the upcoming meeting.
3. In the upcoming experiment, scientists hope to successfully the previous results.

4. Regular exercise and a healthy diet the body's overall well-being in the future.

5. The company's management plans to employees with performance- based bonuses.

6. As technology evolves, individuals a better understanding of the potential of innovative solutions in various fields.

7. With consistent practice, they their aversion to public speaking.

8. The team has decided they to meet tight deadlines in the upcoming project.

9. As technology advances, people virtual reality differently.

10. During their upcoming trip, they at the natural wonders they encounter.

CONTINUOUS TENSES

	PAST	PRESENT	FUTURE
	TO BE + Ving		
AFFIRMATIVE	I He She WAS STUDYING It You We WERE STUDYING They	I AM STUDYING He She IS STUDYING It You We ARE STUDYING They	I He She WILL BE STUDYING It You We They
NEGATIVE	I He WAS NOT She STUDYING It You WERE NOT We STUDYING They	I AM NOT STUDYING He She IS NOT STUDYING It You ARE We NOT STUDYING They	I He She WILL NOT BE STUDYING It You We They
INTERROGATIVE	I He WAS She STUDYING? It You WERE We STUDYING? They	AM I STUDYING? He IS She STUDYING? It You ARE We STUDYING? They	I You WILL We BE They STUDYING? He She It

THE PRESENT CONTINUOUS TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + am/is/are + present participle** (-ing form of the verb).

- *I **am reading** a book.*
- *She **is studying** for her exams.*
- *They **are playing** football.*

2. Negative Sentences:

Structure: **Subject + am/is/are not + present participle.**

- *I **am not reading** a book.*
- *She **is not studying** for her exams.*
- *They **are not playing** football.*

3. Questions:

Structure: **Am/Is/Are + subject + present participle?**

- ***Am I reading** a book?*
- ***Is she studying** for her exams?*
- ***Are they playing** football?*

USE

The Present Continuous Tense is used:

1. Actions happening at the moment:

To describe actions that are happening at the moment of speaking.

- *I **am watching** the film right now.*

2. Temporary situations:

For temporary situations or actions occurring around the present time.

- *She **is working** on a project this week.*

3. Future plans and arrangements:

To express future plans or arrangements.

- *I **am meeting** my friend for dinner tomorrow.*

4. Annoyance or irritation:

To convey annoyance or irritation about a repeated action.

- *Why **is he always** interrupting me?*

5. Progressive/developing actions and situations:

To describe ongoing or progressive actions or developing situations.

- *The team **is improving** their performance.*

***Stative verbs:**

Some verbs, often called non-continuous or stative verbs, are not typically used in the continuous form. They describe a state of being or perception; they can refer to mental (e.g., “believe”) or emotional states (e.g., “dislike”), as well as physical states or qualities (e.g., “contain”).

– *I **know** the answer. (Not: I am knowing the answer.)*

Common stative verbs:

like	know	belong
love	realise	fit
hate	suppose	contain
want	mean	consist
need	understand	seem
prefer	believe	depend
mind	recognise	see
own	appear	look (=seem)
sound	taste	smell
hear	astonish	deny
disagree	please	impress
doubt	think (=have an opinion)	feel (=have an opinion)
wish	imagine	concern
dislike	be	have
remember	involve	include

Some verbs can be both stative and action:

Be

in the continuous form it means ‘behaving’ or ‘acting’

Think

think (stative) = have an opinion think (action) = consider

Have

have (stative) = own

have (action) = part of an expression (e.g. have a party)

See

see (stative) = see with your eyes; understand see (action) = meet; have a relationship with

Taste

taste (stative) = has a certain taste taste (action) = the action of tasting

PRACTICE

Exercise 1. Choose the correct form of the Present Continuous tense.

1. They (are having / is having) a meeting at the moment.
2. The chef (is preparing / are preparing) a special dish for tonight's event.
3. The team (is working / are working) on a new project this week.
4. She (is studying / are studying) for her final exams next month.
5. The company (is launching / are launching) a new product in the market.
6. The children (is playing / are playing) in the park right now.
7. My parents (is visiting / are visiting) us this weekend.
8. The students (is presenting / are presenting) their research findings tomorrow.
9. The teacher (is explaining / are explaining) a complex concept in class today.
10. The construction workers (is building / are building) a new skyscraper downtown.

Exercise 2. Complete the sentences with the correct form of the present continuous tense.

1. I (work) on a challenging assignment this week.
2. The children (play) in the garden right now.
3. We (plan) a surprise party for our friend's birthday next weekend.
4. The construction crew (build) a new bridge across the river.
5. He (learn) to play the guitar in his free time.
6. I (read) a book right now.
7. They (work) on a new project at the moment.
8. She (study) for her exams these days.
9. We (discuss) the new proposal this week.
10. He (prepare) for the meeting at the moment.

Exercise 3. Complete the sentences with the verbs in brackets in the present simple or continuous form.

1. We can't believe how quickly their children (grow).

2. Which colour (you / prefer) – this blue or this grey?
3. Kate and Fred (come) home next weekend.
4. Tom still (owe) me £1,000. I lent him the money six months ago.
5. Wow! Your German (improve).
6. What (you / do) this weekend?
7. Dolly (not usually get) home until around eight o'clock.
8. Sam isn't playing because he (not really like) volleyball.
9. Dad usually (start) work at eight o'clock, but he's starting at seven o'clock today because he's really busy.
10. Sandy (visit) his cousins in Helsinki at the moment.

Exercise 4. Complete the following sentences by putting the verb in brackets in either the present simple or present continuous for future simple meaning

1. Dawn her parents next Tuesday. (to visit)
2. Our bus at 12 noon. (to arrive)
3. The family home next Christmas. (to stay)
4. Ian during the following three weekends. (to work / not)
5. The meeting this afternoon every department. (to involve)
6. Hurry, the play at 8 p.m. and I don't want to be late! (to start)
7. Everyone is waiting for Cathy, because she champagne. (to bring)
8. The ghost at sundown, we must be ready. (to appear)
9. Construction work on the new apartment block tomorrow. (to begin)
10. To the dance on Thursday? (you / to come)
11. The speech this evening? (Adrian / to give)
12. For a piano class in the morning? (we / to meet)
13. At three or four? (the train / to leave)
14. Us for dinner? (your new girlfriend / to join)
15. Today? (the post office / to deliver)

THE PAST CONTINUOUS TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + was/were + present participle** (-ing form of the verb).

- *I was reading a book.*
- *They were playing tennis.*
- *She was cooking dinner.*

2. Negative Sentences:

Structure: **Subject + was not/were not + present participle.**

- *I wasn't reading a book.*
- *They weren't playing tennis.*
- *She wasn't cooking dinner.*

3. Questions:

Structure: **Was/Were + subject + present participle?**

- *Was I reading a book?*
- *Were they playing tennis?*
- *Was she cooking dinner?*

USE

The Past Continuous Tense is used:

1. Actions in progress in the past:

To describe actions that were ongoing at a specific point or duration in the past.

- *I was studying when the phone rang.*

2. Parallel actions:

To describe two or more actions that were happening simultaneously in the past.

- *While she was cooking, he was cleaning.*

3. Background actions:

To set the scene for a story or narrative.

- *It was raining, and the wind was blowing.*

4. Interrupted actions:

To describe actions that were in progress but were interrupted by another event.

- *I was reading a book when the power went out.*

PRACTICE

Exercise 1. Fill in the blanks with the correct form of the verbs in brackets.

1. While I (watch) TV, the phone (ring).
2. They (play) video games when the power went out.
3. She (study) for her exam when the doorbell rang.
4. The children (swim) in the pool when it suddenly started raining.
5. While we (have) dinner, the neighbors (have) a loud party.
6. I (read) a book while my brother (work) on his computer.
7. The cat (sleep) on the couch when the dog (bark) loudly.
8. While they (wait) for the bus, it (rain) heavily.
9. I (cook) dinner when the guests arrived.
10. The students (listen) to the teacher when the fire alarm (go) off.

Exercise 2. Complete the story. Use the past simple or past continuous form of the verbs in brackets.

Yesterday, I **was walking** (walk) to work when I 1 (see) a shocking event. The weather was awful. It 2 (rain) heavily and there 3 (be) a lot of water on the road. People 4 (try) to get to work and a dad 5 (take) his little boy to school. Suddenly, a large van 6 (drive) past and 7 (splash) the boy. The boy's father 8 (shout) at the driver, but the driver just 9 (laugh) and 10 (drive) away. How awful!

Exercise 3. Put the following verbs into the correct tense – either the past simple or the past progressive.

1. She (walk) down the street when she (see) her mother and stopped to say hello.
2. Helen (see) the old man and (go) to help him.
3. Coral (read) a book when the phone (ring).

4. When he (receive) her letter, he
(stay) in Germany.

5. While he (look) out of the window, he
(notice) that there was a man who (stand) on the other
side of the road.

6. The grocer (lock) up his shop, (get)
on his bicycle and (go) home.

7. I (give) Claire her present and she
(say) thank you.

8. The pirates (dig) a hole and (hide)
the treasure in it.

9. While they (eat) their lunch, somebody
..... (come) to the door.

10. When he (be) younger, he (grow)
vegetables for the whole family.

11. Sarah (meet) Mrs Jones while she
(do) her shopping.

12. (he, break) his leg while he (play)
football?

13. She (drop) the glass because she
(carry) too much.

14. Kate (meet) Maria while he
(work) as a waiter in Benidorm.

15. Mr and Mrs Smith (lose) their passports while
they (travel) through California.

16. All the time I (write) a letter, she
(try) to practise the piano.

17. While I (be) in town yesterday, I
(call) you four times.

18. This morning, as I (come) out of the house, the
sun (rise).

19. He (steal) lots of cars before the police
..... (catch) him.

20. What (you, do) all the time I
(work) in the garden?

THE FUTURE CONTINUOUS TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + will be + present participle** (-ing form of the verb).

- *I **will be studying** all day tomorrow.*
- *They **will be working** on the project next week.*
- *She **will be traveling** to Paris in the evening.*

2. Negative Sentences:

Structure: **Subject + will not (won't) be + present participle.**

- *I **will not be studying** all day tomorrow.*
- *They **will not be working** on the project next week.*
- *She **will not be traveling** to Paris in the evening.*

3. Questions:

Structure: **Will + subject + be + present participle?**

- ***Will I be studying** all day tomorrow?*
- ***Will they be working** on the project next week?*
- ***Will she be traveling** to Paris in the evening?*

USE

The Future Continuous Tense is used:

1. Ongoing actions in the future:

To describe actions or events that will be in progress at a specific point or duration in the future.

- *At 8 PM tomorrow, I **will be watching** a movie.*

2. Future interruptions:

To describe actions or events that will be happening when another event occurs in the future.

- *I **will call** you when you **will be leaving** work.*

3. Polite inquiries:

To make polite inquiries about someone's plans or activities.

- ***Will you be using** the conference room later?*

4. Parallel structures:

To express two ongoing actions happening simultaneously in the future.

- *At 10 AM tomorrow, I **will be working**, and she **will be attending** a meeting.*

PRACTICE

Exercise 1. Fill in the blanks with the correct form of the verb in the future continuous tense:

1. She (read) a book when the phone rings.
2. They (play) football when it starts raining.
3. I (cook) dinner while my husband watches TV.
4. By this time next year, I (work) on my master's thesis.
5. At 8 PM tonight, we (have) dinner at our favorite restaurant.
6. By the time you arrive, I (prepare) everything for the meeting.
7. They play) football when it starts raining.
8. At 8 PM tonight, we (have) dinner at our favorite restaurant.
9. Tomorrow at this time, they (travel) to a new city.
10. In a year, she (pursue) a higher degree in engineering.

Exercise 2. Choose the correct form of the future continuous tense.

1. This time next week, we (celebrate / will be celebrating) our anniversary.
2. When you arrive, I (will be cook / will be cooking).
3. At 3 PM tomorrow, they (have / will be having) a meeting.
4. Next month, she (study / will be studying) for her final exams.
5. This time tomorrow, I (complete / will be completing) my project.
6. At 8 o'clock tonight, we (watch / will be watching) a movie.
7. In two hours, they (driving / will be driving) to the airport.
8. At 10 AM tomorrow, I (sit / will be sitting) in a job interview.
9. This time next year, they (travel / will be traveling) around the world.

Exercise 3. Create a short story using the future continuous tense to describe a series of events that will be happening simultaneously:

For example: “This time next week, Sarah will be taking an exam, her roommate will be practicing the guitar, and their neighbors will be hosting a barbecue in the backyard”.

PERFECT TENSES

	PAST		PRESENT		FUTURE
AFFIRMATIVE	I He She It You We They	HAD STUDIED	I He She It You We They	HAVE STUDIED HAS STUDIED HAVE STUDIED	I He She It You We They WILL HAVE STUDIED
NEGATIVE	I He She It You We They	HAD NOT STUDIED	I He She It You We They	HAVE NOT STUDIED HAS NOT STUDIED HAVE NOT STUDIED	I He She It You We They WILL NOT HAVE STUDIED
INTERROGATIVE	HAD	I He She It You We They	HAVE I STUDIED? He She It You We They		I You We They He She It WILL HAVE STUDIED?

THE PRESENT PERFECT TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + have/has + past participle** (third form of the verb).

- *I **have visited** that museum before.*
- *They **have finished** their homework.*
- *She **has lived** in this city for five years.*

2. Negative Sentences:

Structure: **Subject + have/has not (haven't/hasn't) + past participle.**

- *I **have not visited** that museum before.*
- *They **have not finished** their homework.*
- *She **has not lived** in this city for five years.*

3. Questions:

Structure: **Have/Has + subject + past participle?**

- ***Have I visited** that museum before?*
- ***Have they finished** their homework?*
- ***Has she lived** in this city for five years?*

USE

The Present Perfect Tense is used:

1. Completed actions with relevance to the present:

To describe actions or events that started in the past and have relevance to the present moment.

- *I **have lived** here for ten years.*

2. Unspecified time in the past:

When the time of the action is not specified, or when it is not important.

- *They **have already eaten**.*

3. Experiences in life:

To talk about life experiences up to the present.

- *I **have never traveled** by train.*

4. Multiple actions in the past:

To express multiple actions or events that have occurred at different times up to the present.

- *She **has visited** Paris, London, and Rome.*

5. Actions that started in the past and still continue:

To describe actions that started in the past and are still ongoing.

– *I **have known** him since childhood.*

6. Recently completed actions:

To talk about actions that were completed recently, even if the exact time is not mentioned.

– *They **have just finished** their meal.*

PRACTICE**Exercise 1. Complete the sentences with the correct form of the present perfect tense.**

1. She (travel) to many countries in her lifetime.
2. They (never try) sushi before today.
3. He (live) in three different cities since he graduated from college.
4. The company (achieve) great success in the past year.
5. I (not finish) reading that book yet.
6. We (visit) that museum several times.
7. She (not see) her best friend since last year.
8. They (already visit) the new art gallery downtown.
9. He (work) for the same company for ten years.
10. They (not win) a championship in recent years.

Exercise 2. Choose the correct form of the present perfect tense.

1. I (have / has) visited Paris several times.
2. They (have / has) never been to Asia.
3. She (have / has) lived in London for five years.
4. We (have / has) seen that movie already.
5. He (have / has) studied Spanish for two years.
6. The team (have / has) won the championship twice.
7. She (have / has) never tasted sushi before today.
8. They (have / has) completed the project ahead of schedule.
9. He (have / has) traveled to more than ten countries.
10. The children (have / has) played in the park all afternoon.

Exercise 3. Complete the dialogue. Use the present simple or the present perfect of the verbs in brackets or an appropriate short answer.

A: Have you ever been (you / ever go) abroad?

B: Yes, 1 2 (I / go) to Miami last year. 3 (you / go) there?

A: No, but I don't think I'd like it. Isn't it just full of nightclubs? My sister told me about it. 4 (he / stay) in a hostel for a week. 5 (he / sleep) for only fourteen hours during the whole week!

B: Well, you need to know where to go. 6 (I / do) a lot of research, so I know where all the most quiet and lovely spots are.

A: So, 7 (you / discover) all the best places to get tasty food?

B: Yes, 8 You should come with me next time and I can show you.

Exercise 4. Fill in the blanks with the present perfect tense of the verbs in brackets.

1. Environmental campaigners (fight) against the inhumane treatment of battery chickens for years.

2. The impact of plastic waste on our planet (become) increasingly clear, leading to a surge in demand for biodegradable alternatives.

3. Some fashion brands (adopt) more sustainable practices in recent years, responding to growing concerns about the industry's environmental footprint.

4. The horrifying practice of animals being skinned alive (shock) the public, sparking widespread calls for stricter regulations in the fur industry.

5. Critics argue that the use of exaggerated marketing claims (mislead) consumers about the true environmental impact of certain products.

6. Many people (not hear) about the monstrous conditions in which battery chickens are raised.

7. Sustainable fashion (emerge) as a response to the environmental and ethical challenges posed by traditional clothing production methods.

8. The biodegradable packaging industry (experience) significant growth as consumers seek alternatives to reduce their plastic waste.

9. Animal rights campaigners (work) tirelessly to raise awareness about the ethical treatment of animals in various industries.

10. The use of fur in fashion (draw) criticism from activists and ethical consumers alike, leading to a decline in its popularity among certain demographics.

THE PAST PERFECT TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + had + past participle.**

- *I **had** already **finished** my work.*
- *They **had** **completed** the project by the time I arrived.*
- *She **had** **visited** the museum before.*

2. Negative Sentences:

Structure: **Subject + had not (hadn't) + past participle.**

- *I **had not** already **finished** my work.*
- *They **had not** **completed** the project by the time I arrived.*
- *She **had not** **visited** the museum before.*

3. Questions:

Structure: **Had + subject + past participle?**

- ***Had** I already **finished** my work?*
- ***Had** they **completed** the project by the time I arrived?*
- ***Had** she **visited** the museum before?*

USE

The Past Perfect Tense is used:

1. Action completed before another in the past:

To describe an action that was completed before another specific action or point in the past.

- *By the time I arrived, they **had** already **left**.*

2. Establishing a sequence of events:

To establish a clear sequence of events when narrating a story or recounting past occurrences.

- *She **had** **studied** in Paris before moving to London.*

3. Expressing regret or missed opportunities:

To express regret or highlight missed opportunities in the past.

– *I realized I **had forgotten** my keys when I reached the door.*

PRACTICE**Exercise 1. Fill in the blanks with the correct form of the past perfect tense.**

1. By the time we arrived, they (already / finish) the project.
2. She was relieved because she (never / visit) that city before.
3. Before I came to the party, they (eat) all the pizza.
4. By the time the teacher arrived, the students (complete) the assignment.
5. After they (watch) the movie, they realized they had read the book.
6. When I got to the airport, the plane (already / take off).
7. He was upset because someone (steal) his bicycle.
8. After she (read) the book, she wrote a summary.
9. By the time we reached the theater, the movie (start).
10. Before they met, he (not / travel) outside of the country.

Exercise 2. Fill the gaps with the verb in brackets using either the past perfect or the past simple tenses.

1. By the time we (get) to the cinema the film (start) , so we missed the first five minutes.
2. When I rang the bell there was no answer. The neighbour (tell) me that they (go out) about half an hour ago.
3. I saw Casablanca for the first time last night. I (never, see) it before.
4. After I (have) a huge lunch, I (feel) fat.
5. I spent a week in Miami recently. I (never, be) there before.
6. There was so much to see in Toledo. I wanted to see everything but I (not, have) enough time.

7. She told me she (buy) a new car.
8. When he arrived, Eve wasn't there. She (leave) about five minutes before.
9. When we (arrive) back in Spain, they (lose) our luggage.
10. When I (get back) nobody (do) the washing up. I was furious.
11. After he (start) the lesson I (leave)
12. I (be) very happy after I (finish) my lesson.
13. As soon as he (mend, reparieren) the old watch it (break) again.
14. Everybody (leave) the house by the time I (come) home.
15. I (buy) a new car because some thieves (steal) my old one.
16. It (not, be) his first trip to the mountains, he (be) there many times before.
17. My teacher (ask) me why I (not, do) my homework.
18. She (not, know) him for a long time when she (marry) him.
19. These shoes (be) very clean because our housemaid (clean) them.
20. Yesterday afternoon I (go) downtown and I (meet) Peter.

THE FUTURE PERFECT TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + will have + past participle.**

- *By next year, I will have completed my degree.*
- *They will have finished the project by the end of the month.*
- *She will have written the report by tomorrow.*

2. Negative Sentences:

Structure: **Subject + will not (won't) have + past participle.**

- *By next year, I will not have completed my degree.*
- *They will not have finished the project by the end of the month.*
- *She will not have written the report by tomorrow.*

3. Questions:Structure: **Will + subject + have + past participle?**

- *Will I have completed my degree, be next year?*
- *Will they have finished the project by the end of the month?*
- *Will she have written the report by tomorrow?*

USE

The Future Perfect Tense is used:

1. Completed action before a future point:

To express an action that will be completed before a specific point or event in the future.

- *By the time you arrive, I will have finished my work.*

2. Anticipation of completion:

To express the anticipation of the completion of an action before another event or time in the future.

- *By next summer, they will have traveled to all the continents.*

3. Expressions of duration:

With expressions of duration to convey how long an action will have lasted by a certain future point.

- *By the end of the day, I will have worked for eight hours.*

PRACTICE**Exercise 1. Fill in the blanks with the correct form of the verb in the future perfect tense:**

1. By the time you arrive, I (finish) my work.
2. They (complete) the project before the deadline.
3. She (graduate) from college by next year.
4. By this time next week, I (write) my novel for three months.
5. Before the end of the month, they (travel) to five different countries.
6. By the time you return, I (learn) how to play the piano.
7. By the end of the day, he (read) all the assigned chapters.
8. By next summer, we (save) enough money for the vacation.
9. Before the concert starts, they (rehearse) the entire performance.
10. By the time the guests arrive, she (prepare) a delicious meal.

Exercise 2. Choose the correct form of the future perfect tense.

1. By the end of the month, she (will have finished / will finish) her novel.
2. In two years, they (will have travel / will have travelled) to all seven continents.
3. By the time you arrive, I (will have prepared / will prepare) dinner.
4. In five years, he (will have graduated / will graduate) from college.
5. By next summer, we (will know / will have known) each other for a decade.
6. By midnight, they (will have completed / will complete) the construction of the bridge.
7. In three hours, she (will have taken / will have taken) her final exam.
8. By the time the movie ends, he (will have seen / will see) all the sequels.
9. In a month, we (will have moved / will move) to a new city.
10. By this time next week, I (will have learned / will learn) a new language.

Exercise 3. Create a short story using the future perfect tense to describe a series of completed actions in the future:

For example: "By the time he turns 30, James will have visited every continent, written a bestselling book, and founded his own company".

PERFECT CONTINUOUS TENSE

	PAST		PRESENT		FUTURE
AFFIRMATIVE	I He She It You We They	HAD BEEN STUDYING	I He She It You We They	HAVE BEEN STUDYING HAS BEEN STUDYING HAVE BEEN STUDYING	I He She It You We They WILL HAVE BEEN STUDYING
NEGATIVE	I He She It You We They	HAD NOT BEEN STUDYING	I He She It You We They	HAVE NOT BEEN STUDYING HAS NOT BEEN STUDYING HAVE NOT BEEN STUDYING	I He She It You We They WILL NOT HAVE BEEN STUDYING
INTERROGATIVE	HAD I He She It You We They	BEEN STUDYING?	HAVE I BEEN STUDYING? He She It They You We	HAS SHE BEEN STUDYING? HAVE YOU BEEN STUDYING?	I You We They WILL WE HAVE BEEN STUDYING? He She It

THE PRESENT PERFECT CONTINUOUS TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + have/has been + present participle** (-ing form of the verb).

- *I **have been working** on this project for two hours.*
- *They **have been studying** Spanish since last year.*
- *She **has been waiting** for the bus for 30 minutes.*

2. Negative Sentences:

Structure: **Subject + have/has not (haven't/hasn't) been + present participle.**

- *I **have not been working** on this project for two hours.*
- *They **have not been studying** Spanish since last year.*
- *She **has not been waiting** for the bus for 30 minutes.*

3. Questions:

Structure: **Have/Has + subject + been + present participle?**

- ***Have I been working** on this project for two hours?*
- ***Have they been studying** Spanish since last year?*
- ***Has she been waiting** for the bus for 30 minutes?*

USE

The Present Perfect Continuous Tense is used:

1. Duration of an ongoing action:

To emphasize the duration of an action that started in the past, is still happening, and may continue into the present or future.

- *I **have been living** in this city for five years.*

2. Ongoing action with present result:

To express an action that began in the past and is still ongoing, with a focus on its impact on the present.

- *She **has been learning** French, so now she can communicate with native speakers.*

3. Expressing effort or progress:

To convey the effort or progress put into an action.

- *They **have been working** hard on the project.*

PRACTICE

Exercise 1. Complete the sentences with the correct form of the present perfect continuous tense.

1. I (study) for the exam for three hours.
2. She (work) on the project since last Monday.
3. They (wait) for the bus for over an hour.
4. He (practice) the piano all morning.
5. We (exercise) at the gym for the past two hours.
6. I (wait) for your response for two days.
7. She (teach) English to non-native speakers for five years.
8. We (discuss) the proposal for the entire meeting.
9. The kids (play) in the park since the early afternoon.
10. They (clean) the house since this morning.

Exercise 2. Choose the correct form of the present perfect continuous tense.

1. I (have been working / has been working) on this report for hours.
2. They (have been waiting / has been waiting) for you since 3 o'clock.
3. She (has been studying / have been studying) Spanish for a long time.
4. We (has been traveling / have been traveling) around Europe for weeks.
5. He (has been playing / have been playing) basketball all afternoon.
6. We (has been decorating / have been decorating) the party venue.
7. The team (has been practicing / have been practicing) for the championship match.
8. She (has been cooking / have been cooking) a delicious meal for the family.
9. I (has been writing / have been writing) in my journal every day this month.
10. They (has been planning / have been planning) this event for months.

Exercise 3. Complete the following sentences by putting the verb in brackets in either the present perfect or present perfect continuous form

For example:

- Q: I to Vilnius many times. (to go)
- A: *I **have been** to Vilnius many times.*
 1. Martha six shops in Brighton. (to open)
 2. We in hotels many times this year. (to stay)
 3. The sea warmer all summer. (to get)
 4. He to class a single time this week. (to go / not)
 5. You the dishes twice today. (to wash)
 6. I as many letters as I used to, and hope that will change. (to receive / not)
 7. Claudia on her brother for fifteen minutes. (to spy)
 8. Eliot any television since yesterday. (to watch / not)
 9. Margaret her geography textbook since last Wednesday. (to study)
 10. You your shoes in the wrong cupboard for months. (to put)
 11. The boy his teacher an apple once a week this year. (to give)
 12. The girl the bus to school almost every day this year, but sometimes walks. (to take)
 13. How many times they would repair the road? (they / to say)
 14. in Oxford recently? (you / to bowl)
 15. her hair short for a long time? (she / to cut)
 16. How long for? Get them some water! (the clients / to wait)

Exercise 4. Complete the dialogues with the verbs in brackets. Use the present perfect continuous, present perfect simple or past simple. Choose for or since.

For example:

A: We've **been planning** (plan) our wedding for / *since* three years.

B: When **did they decide** (they / decide) to get married?

1. A: How long (you / know) Linda?

B: *For* / *Since* we (be) at school.

2. A: How long (you / learn) German?
B: *For / Since* I (start) university.
3. A: I (live) in China *for / since* around four years.
B: When (you / come) back?
4. A: How long (you / work) here?
B: *For / Since* about three months. I'm still learning what to do.
5. A: That's a nice bike. How long (you / have) it?
B: *For / Since* I (move) to this village.
6. A: I (play) basketball *for / since* eleven years.
B: Why (you / stop)
A: I (injure) my leg quite badly.
7. A: How long (she / want) to speak Ukrainian?
B: *For / Since* she (go) to Kyiv last summer.
8. A: They (travel) around Australia *for / since* two months.
B: Which countries (they / visit) already?
9. A: (they / finish) the marathon yet?
B: No, not yet. They (run) *since / for* six hours!
10. A: (you / belong) to your golf club for a long time?
B: Not really. Only *for / since* last year.

THE PAST PERFECT CONTINUOUS TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + had been + present participle** (-ing form of the verb).

- *I **had been studying** for two hours before the phone rang.*
- *They **had been working** on the project for several weeks.*
- *She **had been waiting** at the airport since morning.*

2. Negative Sentences:

Structure: **Subject + had not (hadn't) been + present participle.**

- *I **had not been studying** for two hours before the phone rang.*
- *They **had not been working** on the project for several weeks.*
- *She **had not been waiting** at the airport since morning.*

3. Questions:

Structure: **Had + subject + been + present participle?**

- *Had I been studying for two hours before the phone rang?*
- *Had they been working on the project for several weeks?*
- *Had she been waiting at the airport since morning?*

USE

The Past Perfect Continuous Tense is used:

1. Duration of an ongoing action before another in the past:

To emphasize the duration of an ongoing action that occurred before another point or action in the past.

- *She had been reading a book for hours before she went to bed.*

2. Ongoing action with a specific endpoint:

To express an action that started in the past, continued for a certain period, and had a specific endpoint.

- *By the time I arrived, they had been waiting for an hour.*

3. Events leading up to another past action:

To describe events leading up to another past action or event.

- *She was exhausted because she had been working all day.*

PRACTICE

Exercise 1. Fill in the blanks with the correct form of the verb in the past perfect continuous tense:

1. I was tired because I had been working all day.
2. By the time we arrived, they had been waiting for over an hour.
3. She was out of breath because she had been running for miles.
4. When I met him, he (play) tennis for three hours.
5. By the time I got there, she (study) for the exam for weeks.
6. When they arrived, we (wait) for them for a long time.

Exercise 2. Create a short story using the past perfect continuous tense to describe ongoing actions in the past:

“She was exhausted because she had been working non-stop for days without taking a break”.

Exercise 3. Complete the conversation with the correct verb form, past perfect simple or past perfect progressive.

Layla: Hi, Pete. How was the rock concert last night?

Pete: Well, when I was getting on the bus to go there, I realised that I (forget) my money. So I had to get off again. I didn't want to miss the concert because I (look forward) to it for a few weeks. So I ran, but when I got home, I realised that I (not take) my keys with me either, so I couldn't get in. I rang the doorbell for ages, but everybody (go) out. So there I was – no money, no tickets, no keys. I thought about asking Will, but it's a long way to his house, and when I got there, I was really out of breath.

Layla: Let me guess, Will (just spend) all his money. No, I know. He (lend) it all to someone else.

Pete: Wrong. He hasn't even been there. He (not come) home yet. His mother could see that I (run), so she asked me in and gave me a drink. She put the TV on for me a while I was waiting. I (watch) stupid cartoons for twenty minutes when I heard somebody come in. But it wasn't Will. When he finally arrived, I (wait) for over half an hour. He said he (take) bottles to the bottle bank for the neighbour for some extra cash. Well, after I (explain) the situation he gave me some money and I rushed for the next bus. I (waste) so much time, and when I finally got there, my favourite band (already play).

THE FUTURE PERFECT CONTINUOUS TENSE FORMATION

1. Affirmative Sentences:

Structure: **Subject + will have been + present participle** (-ing form of the verb).

- *By this time next year, I **will have been working** here for a decade.*
- *They **will have been studying** Spanish for five years by the end of 2023.*
- *She **will have been living** in that city for a month next week.*

2. Negative Sentences:

Structure: **Subject + will not (won't) have been + present participle.**

- *By this time next year, I **will not have been working** here for a decade.*
- *They **will not have been studying** Spanish for five years by the end of 2023.*
- *She **will not have been living** in that city for a month next week.*

3. Questions:

Structure: **Will + subject + have been + present participle?**

- ***Will I have been working** here for a decade, by this time next year?*
- ***Will they have been studying** Spanish for five years by the end of 2023?*
- ***Will she have been living** in that city for a month next week?*

USE

The Future Perfect Continuous Tense is used:

1. Duration leading up to a future point:

To emphasize the duration of an ongoing action that will continue up to a specific point or event in the future.

- *By the time you arrive, I **will have been waiting** for three hours.*

2. Expectation of ongoing action:

To express an action that is expected to be ongoing and will continue until a specified future moment.

- *By the end of the day, I **will have been working** on this report for eight hours.*

3. Anticipation of completion and duration:

Future Perfect Continuous combines the anticipation of completion with an emphasis on the ongoing nature and duration of the action.

- *By next summer, they **will have been renovating** the house for a year.*

PRACTICE

Exercise 1. Fill in the blanks with the correct form of the verb in the future perfect continuous tense:

1. I will be tired because I (work) all day.
2. By this time next year, they (live) in the new house for six months.
3. She will be out of breath because she (run) for miles.

4. By the time you arrive, I (work) on this project for 10 hours.
5. By next summer, they (travel) around Europe for three months.
6. When he comes back, she (wait) for him for two hours.

Exercise 2. Create a short story using the future perfect continuous tense to describe ongoing actions in the future:

For example: "By this time next year, she will have been studying at the university for four years".

Exercise 3. Complete the following sentences by putting the verb in brackets in either the future continuous or future perfect continuous form.

1. My parents will together for 20 years this October. (to live)
2. The fishermen will in 15 minutes. (to return)
3. You are going to all evening. (to study)
4. He will to fix the sink all day before he admits he needs help. (to try)
5. By the time of the competition, Sally is going to for eighteen months. (to train)
6. I am going to for three days, so I won't be able to call. (to travel)
7. The cat will in the loft during the party. (to sleep)
8. Inflation will for five months by February. (to rise)
9. Colin is going to all day if he reaches the seaside by sunset. (to walk)
10. At midnight, we will the fireworks. (to watch)
11. At noon, we will for Robert for an hour. (to wait)
12. The days will shorter in September. (to get)

EXPRESSING FUTURE

The alternative ways of expressing the future in the English language:

1. Present Simple Tense with future time markers:

This usage is common when talking about scheduled events, timetables, and fixed plans.

– *The museum **opens** at 10 AM tomorrow.*

2. Be going to:

“Be going to” is often used for intentions, plans, and predictions based on present evidence.

- *Look at those dark clouds. It's **going to** rain soon.*
- *They **are going to** visit us during the summer vacation.*

3. Present Continuous Tense for future arrangements:

This usage is common for personal plans or events that are already set.

- *I'm **flying** to Paris next month.*

4. Future time clauses:

Future time clauses connect two actions in time and are often introduced by subordinating conjunctions. These clauses establish a temporal relationship between the main clause and the future event.

a. Present Simple in time clauses:

It's used to indicate a future event when the main clause is in the present simple tense.

- *I'll **call** you when I arrive.*

b. Present Continuous in time clauses:

It's used to indicate a future event when the main clause is in the present continuous tense.

- *They'll **be eating** dinner while we **are watching** a movie.*

c. “Be Going To” in time clauses:

It's used to express future intentions, plans, or predictions.

- *She will **be happy** when she finds out we **are going** to the beach.*

d. Future Simple in time clauses:

It's used to indicate a future event when the main clause is in the Future Simple tense, while the *Present Simple Tense* is used in the time clause.

- *I **will call** you as soon as I **receive** the message.*

e. Present Simple for scheduled events:

It's used to express future events that are part of a schedule or timetable.

- *The train **departs** at 3 PM.*

5. Future in the past:

This construction is used when narrating events from a past perspective, discussing expectations that were held in the past. It's a way to express past predictions or plans that may or may not have come true.

- *She knew that by this time, she **would have completed** her degree.*

6. Use of “about to”:

“About to” is used when something is imminent, happening in the very near future. It suggests that the action is on the verge of happening.

– *I’m about to send the email.*

PRACTICE**Present Tenses**

1. Ted ... a newspaper at the moment.
 - a) reads
 - b) reading
 - c) is reading
2. Jane ... in a hospital.
 - a) is working
 - b) works
 - c) have worked
3. Oh, no! We are late! Nobody opens the door. They ... out.
 - a) have gone
 - b) went
 - c) are going
4. She ... twenty pancakes today.
 - a) cooked
 - b) cooks
 - c) has cooked
5. The climate on Earth ... rapidly nowadays.
 - a) has changed
 - b) change
 - c) is changing
6. I ... to France.
 - a) was never
 - b) am never
 - c) have never been
7. He ... at 9 o’clock every day.
 - a) gets up
 - b) is getting up
 - c) has got up
8. They ... too loud!
 - a) always talk
 - b) talking
 - c) are always talking

9. Look! Your kitten ...!
 - a) swim
 - b) is swimming
 - c) is swimming
10. Everyone knows that the Earth ... round.
 - a) is
 - b) is being
 - c) be
11. Oh, no way, I ... that woman before!
 - a) saw
 - b) have seen
 - c) see
12. The train from London ... at 10:25.
 - a) arrives
 - b) is arriving
 - c) arrive
13. They're fond of history. They often ... to museums.
 - a) went
 - b) go
 - c) been
14. My husband usually ... a cup of coffee before going to work.
 - a) drink
 - b) is drinking
 - c) drinks
15. I can't find Dave. It seems he
 - a) already go
 - b) already went
 - c) has already gone
16. The sun ... in the west.
 - a) has set
 - b) sets
 - c) is setting
17. Our plane to London ... at 09:30. There're no changes in the timetable.
 - a) is departing
 - b) departs
 - c) depart

18. It's better to get rid of this oven. It ... more and more insecure.
 - a) is getting
 - b) gets
 - c) has got
19. Alex is very busy. He ... a rest really seldom.
 - a) takes
 - b) is taking
 - c) has took
20. It ... hotter. Do you really want to go out?
 - a) getting
 - b) is getting
 - c) gets
21. I ... Sam since 2001.
 - a) knew
 - b) know
 - c) have known
22. I like to watch horror films, but now I ... a romantic comedy.
 - a) watching
 - b) watch
 - c) am watching
23. Dan and Sally ... friends for many ages.
 - a) have been
 - b) are
 - c) are been
24. Don't disturb! She ... a letter now.
 - a) writes
 - b) is writing
 - c) writing
25. Ralf... in Berlin since Saturday.
 - a) has been
 - b) was
 - c) is
26. Cathe ... the task yet.
 - a) finishes
 - b) finishing
 - c) hasn't finished

27. Sue ... this car for five years.
- a) is having
 - b) has had
 - c) has
28. Actually, we ... pineapples.
- a) don't like
 - b) like not
 - c) am not liking
29. I can bring his bag back now. He ... from Poland recently.
- a) return
 - b) returning
 - c) has returned
30. Oh my God! I ... the race!
- a) have just won
 - b) win
 - c) am just win

Past Tenses

1. The Romans ... to Britain in 54 BC.
- a) coming
 - b) came
 - c) come
2. They were strolling in the garden when suddenly it
- a) thundered
 - b) thunders
 - c) was thundering
3. Suzie was watching TV while the children ... in the garden.
- a) played
 - b) playing
 - c) were playing
4. He was writing an email while his wife... .
- a) was cooking
 - b) cooked
 - c) cooking
5. I ... the piano at 10 o'clock yesterday.
- a) play
 - b) was playing
 - c) played

6. Albert Einstein ... a paper on the general theory of relativity in 1916.
 - a) was publish
 - b) published
 - c) was publishing
7. Bill was eating a pear while Harry ... his home task.
 - a) has done
 - b) was doing
 - c) did
8. He ... the Nobel Prize in literature in 1967.
 - a) had won
 - b) was winning
 - c) won
9. He ... home at 8 p.m. yesterday.
 - a) driving
 - b) was driving
 - c) drove
10. The girl ... to music when the door bell rang.
 - a) listened
 - b) listen
 - c) was listening
11. Teddy woke up at 6 a.m., ironed his clothes and ... out.
 - a) went
 - b) gone
 - c) was going
12. Max ... Molly two years ago.
 - a) has met
 - b) was meeting
 - c) met
13. We ... to Prague last year.
 - a) had gone
 - b) went
 - c) had been
14. My puppy ... with a toy when I called it.
 - a) played
 - b) has played
 - c) was playing

15. Pavarotti ... his last performance at the 2006 Winter Olympics in Turin.

- a) had given
- b) was giving
- c) gave

16. Beethoven ... his first piece of music when he was 12.

- a) composed
- b) composing
- c) had composed

17. Robby put his coat on and ... a look in the mirror.

- a) taken
- b) had taken
- c) took

18. I was going to a shop when the fire ... out.

- a) break
- b) broke
- c) was breaking

19. Ben ... football at 11 o'clock yesterday.

- a) played
- b) was playing
- c) have played

20. Andy ... to his cousin while his wife was reading a magazine.

- a) talking
- b) talk
- c) was talking

21. Sean ... the first book when he was five years old.

- a) had read
- b) read
- c) was reading

22. We went to the cinema and then we ... in a restaurant.

- a) relaxed
- b) have relaxed
- c) were relaxing

23. David Beckham ... for Manchester United from 1993 to 2003.

- a) was playing
- b) played
- c) playing

24. Sarah wiped the table after dinner, took a shower and ... to bed.
 - a) was going
 - b) had gone
 - c) went
25. Lincoln ... the 16th President of the USA in 1860.
 - a) had become
 - b) became
 - c) become
26. My friend was sitting in the café when her phone
 - a) was ringing
 - b) had rung
 - c) rang
27. Tom was listening to music when his mum ... my room.
 - a) entered
 - b) has entered
 - c) entering
28. Sandy was trying to concentrate when suddenly her boyfriend ... her a fright.
 - a) had given
 - b) gave
 - c) given
29. Kelly was reading a book while the children
 - a) slept
 - b) had slept
 - c) were sleeping
30. The first Derby ... place in May 1780.
 - a) took
 - b) has taken
 - c) had taken

Future Tenses

1. Betsy ... her parents next week. She has got an appointment with them.
 - a) visits
 - b) will visit
 - c) is visiting
2. Jill has invited us to her birthday party. Shee ... 21 next week.
 - a) will be
 - b) is
 - c) is going to be

3. It's an amazing evening. I really don't think it ... tomorrow.
 - a) rain
 - b) will rain
 - c) is going to rain
4. Frank is 16. He already knows what she wants. He ... a programmer.
 - a) becomes
 - b) become
 - c) is going to become
5. I'm sorry, but I don't have time to do it. I ... in important negotiations tomorrow.
 - a) take part
 - b) will take
 - c) am going to take part
6. Can you help him? – Well, it's a difficult situation but I ... what I can do for him.
 - a) will see
 - b) am seeing
 - c) am going to see
7. I promise, I ... tomorrow.
 - a) call you up
 - b) will call you
 - c) am going to call you
8. She ... very glad to see you tomorrow.
 - a) is
 - b) will be
 - c) is going to be
9. Dorothy doesn't know whether she ... to Paris next month.
 - a) go
 - b) is going
 - c) will go
10. My friends are planning the wedding. They ... soon!
 - a) marry
 - b) will marry
 - c) are going to marry
11. Wait a minute, I ... a laptop.
 - a) take
 - b) will take
 - c) am going to take

12. I suppose that he ... to Australia in a few days.
 - a) will return
 - b) is returning
 - c) is going to return
13. Henry ... to the dentist next Friday. He has made this decision today.
 - a) will go
 - b) shall go
 - c) is going to go
14. My cousin chose a new car three days ago. Today he ... buy it.
 - a) will
 - b) is going to
 - c) had
15. Our team is stronger. I believe they
 - a) will win
 - b) winning
 - c) are going to win
16. When water ... at 100 degrees, put some salt and pasta into the saucepan.
 - a) will boil
 - b) is boiling
 - c) boils
17. Deborah has got serious problems. She ... a lawyer. She has already informed him about her visit.
 - a) will visit
 - b) is visiting
 - c) is going to visit
18. Well, we ... this pair of shoes.
 - a) are taking
 - b) will take
 - c) are going to take
19. They have won the lottery. They ... the prize to charity. They had decided to do that before.
 - a) donate
 - b) will donate
 - c) am going to donate
20. Phill has to do so much today. He ... tired after work.
 - a) will be
 - b) be
 - c) is going to be

21. Lisa ... busy tomorrow.
a) is going to be
b) is
c) will be
22. Ok, I've decided! I ... to the circus next Friday.
a) will go
b) go
c) am going
23. I'm so tired of this huge city. I ... to a small town.
a) will move
b) am moving
c) am going to move
24. Wendy ... to the birthday party this weekend. Ann invited her two days ago.
a) has to go
b) will go
c) is going to go
25. It's very cold today. I expect it ... tomorrow.
a) snows
b) will snow
c) is going to show
26. Nathan is in Boston now. You ... him till Thursday.
a) won't see
b) don't see
c) are not going to see
27. Our company ... a new store on Saturday.
a) opens
b) opening
c) will open
28. It's so difficult to make a choice. Ok, I ... the blue one.
a) buy
b) will buy
c) am going to buy
29. We wanted to go for a walk but we're too tired to do something today. We ... at home and read something.
a) am to stay
b) stay
c) am going to stay

30. They don't know what to do. They can't visit us because they ... for Amsterdam tomorrow.

- a) will leave
- b) leave
- c) am going to leave

Exercise 1. Fill in the blanks with the appropriate forms of the verbs in brackets.

1. Last summer, a sudden climate disaster (strike) the coastal region, leaving thousands displaced.

2. By the end of the month, the team (keep track of) the project milestones and (submit) the final report to the client.

3. While we relentlessly fast pace (work) on the project, new challenges (arise) every day.

4. By 2030, experts predict that Emerging technologies (revolutionize) healthcare, improving patient outcomes and accessibility.

5. The company (undergo) significant technological upgrades, when a breakthrough in artificial intelligence (occur).

6. By the time the researchers_(successfully produce) lab-grown food, they (work) on the project for several years.

7. While the team____(work) on the project, they (discover) the potential of sand batteries as a sustainable energy source.

8. In a few years, technology (transform) the workplace, and employees (rely) more on virtual collaboration tools.

9. The engineers (develop) impressive (brain-reading robots) that (change) the landscape of human-machine interaction.

10. Before the field of necrobotics (emerge), scientists (explore) various applications of robotics in medicine.

11. The VR experience (be) uncomfortable because the developers (overlook) the issue of "Smelly VR".

12. By the 1990s, experiments (conduct) on alternative energy sources, including the development of sand batteries.

13. The chef believes that in the future, new cooking techniques (transform) the way we approach dietary choices, making healthier options more accessible.

14. The old heating system (be) replaced because it use outdated resistive heating technology.

15. The company (announce) that it (launch) Brain- reading robots in the near future to assist in various industries.

16. In the future, our understanding of nutrition (evolve), and people (make) more informed dietary choices.

17. While users experience “smelly VR”, developers (work) on incorporating an olfactory feedback system to enhance the virtual experience.

18. Next year, while they (keep) track of their fitness goals, they (participate) in a marathon to test their endurance.

19. The concept of 3D-printed food (capture) attention after chefs (experiment) with the technology in their kitchens.

20. Individuals (have) the opportunity to enjoy personalized meals after researchers (study) various dietary conditions.

21. The unpleasant (odour) in the kitchen (disappear) once the windows (be) opened to let in fresh air.

22. Our understanding of robotics (evolve) rapidly, and E-skin (be) one of the most exciting breakthroughs.

23. In the coming months, they (transform) their living space by incorporating sustainable practices and (reduce) their carbon footprint.

24. Last year, scientists (develop) innovative 3D-printed food that (change) the way we perceive culinary creations.

PASSIVE VOICE

Passive voice in English is a construction where the object of an active sentence becomes the subject of a sentence, and the agent (the doer of the action) is either omitted or mentioned at the end of the sentence.

Present Simple	[am/are/is] + past participle	The book <i>is read</i> by the students.
Past Simple	[was/were] + past participle	The cake <i>was baked</i> by my mom.
Future Simple	[will be] + past participle	The report <i>will be submitted</i> tomorrow.
Present Continuous	[am/are/is] + being + past participle	Breakfast <i>is being cooked</i> by my mum.

Past Continuous	[was/were] + being + past participle	The car <i>was being repaired</i> by her husband.
Present Perfect Simple	[has/have been] + past participle	The document <i>has been signed</i> by the manager.
Past Perfect Simple	[had been] + past participle	The project <i>had been completed</i> before the deadline.
Future Perfect Simple	[will have been] + past participle	By next year, the new building <i>will have been constructed</i> .

Uses and characteristics of Passive Voice

1. Focus on the object:

Passive voice is used when the focus is on the receiver of the action (the object) rather than the doer.

– *The letter **was written** by Jane.*

2. Unknown or unimportant doer:

Passive voice is used when the doer of the action is unknown or unimportant.

– *The painting **was stolen**.*

3. Formality and objectivity:

Passive voice is often used in formal writing and scientific documents to maintain objectivity.

– *The experiment **was conducted** in a controlled environment.*

4. Emphasis on the action:

Passive voice can be used to emphasize the action rather than the doer.

– *The decision **has been made**.*

5. Variety in sentence structure:

Passive voice adds variety to sentence structure, especially when the subject is repetitive or monotonous.

– *The documents **were filed**, and the reports **were submitted**.*

6. Avoiding blame or responsibility:

Passive voice is used to avoid attributing blame or responsibility.

– *Mistakes **were made**.*

7. Sequential events:

Passive voice can be used to describe a sequence of events, especially in storytelling.

– *The treasure **was found**, and celebrations ensued.*

PRACTICE

Exercise 1. Complete the sentences with a suitable passive form of the verbs in brackets. There may be more than one correct answer.

1. Discounts of 20 % (give) to all students who show their university card.
2. Your essays (submit) to the department office by 3.00pm on Friday.
3. It is possible that we (ask) to take care of our neighbours' dog this weekend.
4. William would like (consider) for the role of captain of the basketball team.
5. Due to a decrease in sales, the marketing team (not give) a bonus until March 31st.
6. My dad's car (get damage) when our house and garden were flooded.
7. New branches of the company (open) in several capital cities at the moment.
8. Rose was skating too fast on the ice and she fell over and (get injure).
9. Nowadays the internet (use) for an enormous range of daily tasks.
10. This dress present (buy) for me by my grandmother as a graduation.
11. Susanna is delighted at (choose) to sing in the school concert.
12. When we bought the old farm in 2015 it (not occupy) for over ten years.

Exercise 2. Put the words in the correct order to complete the sentence.

1. Because of the long delay, the passengers (a / were / drink / offered / free) by the train staff.
- 2 The Incas (invented / said / have / are / to) a very successful system of accountancy.
3. Jane (by / flowers/ was / some / sent) her work colleagues when she was in hospital.

4. Although (that / it / said / is / often) having a university degree is of great importance in today's job market, this is likely to change in the future when the focus moves to more practical skills.

5. The Japanese diet (be / generally / is / to / thought) one of the healthiest in the world as it contains large amounts of protein from fish and vegetables.

6. The children (made / to / were / sit) quietly and read for thirty minutes before going outside to play games.

7. The Prime Minister and her partner (flying / are / be / to / believed) back to London tonight on flight number BZ4320.

Exercise 3. Complete the second sentence so that it has a similar meaning to the first sentence.

We hope that last year's Nobel Prize winner will say a few words.

It is hoped that last year's Nobel Prize winner will say a few words.

1. It is necessary to investigate an irregular pulse.

An irregular pulse

2. Some believe that Planet X has ten times the mass of Earth.

Planet X is ten times the mass of Earth.

3. The doctors improved my uncle's quality of life when they fitted him with a pacemaker.

It improved my uncle's quality of life when fitted.

4. They were supposed to notify us of the changes a month ago, but they didn't.

We should of the changes a month ago.

5. The Life Sciences team are doing the study. They aim to finish it by the end of March next year at the latest.

The study, which by the Life Sciences team, by the end of March next year at the latest.

6. The solar eclipse can be seen throughout the north of Scotland from 5pm.

..... the solar eclipse throughout the north of Scotland from 5 pm.

7. A government spokesperson says it is unlikely they can justify further research.

A government spokesperson says it is unlikely further research

8. The university are donating materials for the presentation.
The materials for the presentation the university.
9. In order to raise money for the academy, the committee has suggested organising various fund-raising activities.
In order to raise money for the academy, it by the committee that various fund-raising activities
10. Make sure you keep the chemicals in a safe place, out of the reach of children.
Make sure the chemicals in a safe place, out of the reach.

Exercise 4. Spot and correct the mistakes.

1. Animal rights campaigners passionately advocates for the ethical treatment of animals.
2. Nowadays consumers were urge to choose fur-free clothing over garments made from the controversial fur farming industry.
3. In the world of fashion, the demand for opulent clothing gradually is replaced by a growing preference for stylish and cruelty-free alternatives such as faux fur, championed by animal rights campaigners.
4. The fashion industry under increasing scrutiny for its environmental footprint, prompting a shift towards more sustainable practices, including the use of faux fur and efforts to minimize the environmental impact of clothing production.
5. Concerns about the exploitation of low-paid workers in the fashion industry had prompted ethical consumers to support brands that prioritises fair wages and humane practices.
6. The shift towards fur-free clothing is being not only a victory for animal rights campaigners but also a positive step in reducing the demand for products linked to the fur farming industry.
7. Ethical consumers are increasingly aware of the harsh conditions faced by battery chickens.
8. Choosing faux fur over real fur not only align with the principles of animal rights campaigners but also help mitigate the adverse environmental impact associated with the fur industry.
9. The rise of sustainable fashion reshape consumer preferences, with an increasing number of individuals opting for clothing that reflects both style and a commitment to ethical treatment of workers and animals.

10. The conversation surrounding the ethical implications of fashion have been extend beyond animal welfare to encompass broader issues.

11. In response to environmental concerns, several influential trade groups are collaborated to explore sustainable alternatives, such as using recycled plastic spun into thread, to reduce the impact of textile manufacturing.

12. Recognizing the detrimental effects of single-use plastics, many countries have been implemented strict regulations, leading to the banning of certain plastic products.

13. Environmental activists employing innovative tactics to raise awareness about the detrimental effects of plastic pollution.

14. Some governments worldwide is considering or already implementing bans on specific plastic items to combat pollution caused by industries like meat production and leather manufacturing.

15. As awareness grows regarding the environmental impact of the fashion industry, consumers are being pushed for more eco-friendly practices, prompting trade groups to seek alternatives to traditional materials, such as finding innovative substitutes for plastic spun into thread.

16. The textile industry undergoes a transformative shift as it explores eco- friendly materials to replace traditional processes.

17. Governments and environmental organisations are worked together to implement stricter regulations on the disposal of plastic waste, aiming to curb pollution caused by industries like meat production and leather manufacturing.

18. In the pursuit of more sustainable practices, some trade groups endorse the development of technologies that can transform agricultural and industrial waste into usable materials.

19. The global movement against plastic pollution have gained momentum, with citizens demanding stronger tactics from policymakers to address the environmental consequences of industries.

20. In response to public pressure and environmental concerns, fashion brands had been reevaluating their supply chains.

Exercise 5. Use the correct form of the verbs in active or passive voice and fill in the gaps with the appropriate lexical unit.

feasible resentment coping strategies pursue
to bask in nature to marvel to deter from elusive concept
procrastination
permeate subtle potent weapon qualm to avail
buyer's remorse consumption goods fungible precious metal
coincidence of wants system of control divisible scarcity

1. The plan (deem after a thorough examination of its components.
2. solutions often arise when creative thinking (encourage).
3. Effective (employ) during challenging times can lead to better mental health.
4. Opportunities change should (embrace) rather than resisted.
5. Success in any endeavor requires dedication to consistently one's goals.
6. It's essential to find time to restore mental well-being.
7. The audience couldn't (help) but at the magician's incredible performance.
8. Negative influences can individuals from pursuing their passions.
9. Happiness (remain) an that different people interpret in various ways.
10. can be a major obstacle to achieving long-term goals if it (not address).
11. The aroma of freshly baked bread seemed to the entire room.
12. Profound personal growth can (achieve) by a shift in perspective.
13. When facing challenges, it's important to oneself of available resources.
14. assets (use) as a medium of exchange.
15. Gold is a that (widely recognize) for its value and durability.

SEQUENCE OF TENSES

The sequence of tenses is a grammatical phenomenon that regulates the correspondence of verb tenses in the main and subordinate (dependent) clauses of complex sentences. It serves to establish temporal coherence within a narrative structure.

1. Present or future tense in the main clause:

The main clause may be in the present or future tense and can be followed by any tense in the subordinate clause that is needed to accurately convey the intended meaning.

- *The researcher **asserts** that her findings **support** the hypothesis.*
- *She'll **know** that he **loves** her.*

2. Past tense in the main clause:

When the main clause is in the past tense, it often dictates the tense that should be used in the subordinate clauses:

a. Past Simple Tense in the main clause:

If the main clause is in the Past Simple Tense, the subordinate clauses typically use past tenses to indicate actions that happened simultaneously or before the main event.

- *She **told** me that she **had** already **finished** her homework before dinner.*

b. Past Continuous Tense in the main clause:

When the main clause is in the Past Continuous Tense, the subordinate clauses often use past continuous or past simple tenses.

- *While they **were playing** outside, it **started** raining.*

c. Past Perfect Tense in the main clause:

If the main clause is in the Past Perfect Tense, the subordinate clauses often use past perfect or past simple tenses, depending on the relationship between the events.

- *By the time we **arrived**, they **had** already **left**.*

d. Past Perfect Continuous Tense in the main clause:

When the main clause is in the Past Perfect Continuous tense, the subordinate clauses usually use past perfect continuous or past simple tenses.

- *He **realized** that he **had been waiting** for hours.*

3. Present Perfect and Past Perfect influences:

In the sequence of tenses, both Present Perfect and Past Perfect Tenses play a key role in establishing the temporal relationships between events or actions in a sentence:

a. Present Perfect Tense:

– In the main clause: When the main clause is in the Present Perfect tense, it implies that an action or state was completed at some indefinite point in the past but has relevance to the present. The Present Perfect in the main clause often influences the use of present or present perfect tenses in the subordinate clause.

– *She **has visited** many countries, so she **knows** a lot about different cultures.*

– In the subordinate clause: The subordinate clauses, following a Present Perfect main clause, may use present simple or present perfect tenses to convey actions that are ongoing, habitual, or have a connection to the present.

– *She **says** that she **has already seen** the movie.*

b. Past Perfect Tense:

– In the main clause: The Past Perfect Tense in the main clause indicates that an action or state was completed before another past action. It helps to understand the chronological order of events.

– *By the time they **arrived**, he **had already left**.*

– In the subordinate clause: Following a Past Perfect main clause, the subordinate clauses often use past perfect or past simple tenses to convey actions that occurred prior to the main event.

– *She **realized** that she **had forgotten** her keys before leaving the house.*

4. Expression of general truths:

Subordinate clauses frequently adopt the simple present tense when expressing general truths, regardless of the tense in the main clause.

– *Everyone **stated** that the Earth **is** a planet.*

PRACTICE

Exercise 1. Spot and correct the mistakes in tenses choice.

1. By the time we arrived, they already left.
2. She told me that she is reading that book for a week.

3. After they finished dinner, they will go for a walk.
4. When I saw the movie, I realized that I already saw it before.
5. After he had finished his work, he will relax for a while.
6. She said that she never visited that place before.
7. He said that he is working on that project for months.
8. They told me that they haven't visited their grandparents since last year.
9. They said that they will not come to the party.
10. He told me that he already ate dinner.

Exercise 2. Fill in the blanks with the correct form of the verb.

1. By the time he (arrive), the party (already / start).
2. She said that she (never/eat) sushi before.
3. I hope that by next year, I (learn) a new language.
4. When I visited Paris, I (explore) all the famous landmarks.
5. They (not/see) each other since they (graduate) from college.
6. He (wait) for the bus for an hour before it finally (arrive).
7. By the time they reach the summit, they (already / climb) for hours.
8. He waits patiently for the train that (delay) for over an hour.
9. She told me that she (never/visit) that city before she (move) there.
10. By the time he (return) from his business trip, he (already/visit) three countries.

Exercise 3. Identify and correct the mistakes.

1. Yesterday, she told me that she is going to the concert tonight.
2. By the time we arrived, they already finished their lunch.
3. When I saw him, he said he will call me later.
4. Before she left, she asked if I will join her for dinner.
5. Last week, they told us that they are planning a trip to Europe next summer.

6. After the movie, we realized we forgot to buy tickets for the play.
7. By the time I got there, the party was already started.
8. He promised that he will help us with the project tomorrow.
9. When you arrive, I am already leave for the airport.
10. She explained that she was working on the project for several hours before we arrived.

Exercise 4. Fill in the blanks with the appropriate verb forms using the provided words and phrases.

internal and external communication

bottled up and unexpressed anger

to articulate

active listening

emotional charge

dysfunctional family

to take responsibility for

clear communication

to explode under pressure

to choke on words

1. Last week, during the family meeting, Mary (try) her needs, but her bottled-up and unexpressed anger (become) too overwhelming.
2. Sarah (struggle) with in her for years, but last month, she (make) a conscious effort to improve her skills.
3. While the counselor (advise) the family on the importance, they (realize) that they (often, fail) to engage in this crucial practice.
4. As the tension (build) up in the room, Tom (realize) he (need) his role in the communication breakdown.
5. In the past, Sarah (often, explode) under pressure, but this time, she (choose) instead of letting her anger escalate.
6. The therapist (encourage) the family (practice) to avoid misunderstandings in the future.

7. Tom (struggle) with the of his unexpressed anger, but he (finally, learn) his emotions and express them appropriately.

8. Sarah (feel) during the argument, but instead, she (practice) her needs calmly and assertively.

9. The counselor (emphasize) the importance of, and the family (begin) applying this skill regularly.

INDIRECT SPEECH

Indirect speech, also known as reported speech, is a linguistic phenomenon that involves the relay of information, statements, commands, questions, or requests from a speaker or writer to a recipient. The transformation of direct speech into indirect speech requires particular changes in pronouns, tenses, and sometimes word order.

1. Indirect speech for statements:

Statements are reported or paraphrased without quoting the speaker directly. The verb tenses may change according to the rules of sequence of tenses.

Direct Speech	Indirect Speech
Present simple	Past simple
Present continuous	Past Continuous
Present perfect	Past perfect
Past simple	Past perfect
Past Continuous	Past perfect continuous
Future simple	Present Conditional (would+V1)
Future Continuous	Conditional Continuous (would + be + Ving)

– Direct Speech: She **says**, “**I love this movie**”. Indirect Speech: She **says** that she **loves** this movie.

– Direct Speech: They **say**, “**We have visited that museum**”. Indirect Speech: They **said** that they **had visited** that museum.

2. Indirect speech for commands:

Commands or imperatives in direct speech are transformed into indirect speech through the integration of appropriate reporting verbs and alterations in pronouns and verb forms → *to* – infinitive clause.

– Direct Speech: “The teacher **instructed**, ‘**Complete the assignment by tomorrow**’”.

– *Indirect Speech: The teacher **instructed** the students **to complete** the assignment by the following day.*

3. Indirect speech for questions:

Interrogative sentences in direct speech are restructured in indirect speech by converting the question into a declarative sentence, with adjustments in pronouns and verb forms → *if*-clause / *whether*-clause; *wh*-clause.

- *Direct Speech: “She **asked**, ‘Have you **completed** the task?’”*
- *Indirect Speech: She **inquired** if I **had completed** the task.*

4. Indirect speech for requests:

Requests made in direct speech are transformed into indirect speech by employing suitable reporting verbs and modifying the sentence structure to reflect the request in a more formal manner.

- *Direct Speech: “He **pleaded**, ‘Grant me an extension.’”*
- *Indirect Speech: He **pleaded for** an extension to be granted.*

5. Use of reporting verbs in Indirect Speech:

The selection of reporting verbs in indirect speech is crucial for conveying the speaker’s attitude or the nature of the reported information. Verbs such as “stated”, “explained”, or “asserted” can add nuance to the reported content.

– *The expert **argued** that the findings underscore the significance of further research.*

6. Pronoun adjustments in Indirect Speech:

Pronouns in indirect speech are adjusted based on the perspective of the reporting speaker or writer, ensuring clarity and coherence in the reported information.

– ***He** exclaimed, ‘I have solved the equation!’ → **He** exclaimed that **he** had solved the equation.*

PRACTICE

Exercise 1. Make reported commands from the sentences below.

1. “Submit your assignment by Friday”, the professor instructed the students.
2. “Practice the piano for at least an hour every day”, her music teacher advised.

3. "Don't forget to water the plants in the morning", my mum reminded me.
4. "Read the entire novel before the book club meeting", she told her friend.
5. "Be sure to double-check your calculations", the supervisor warned the employees.
6. "Respect your elders", the wise woman advised the young generation.
7. "Don't talk during the movie", the usher reminded the audience.
8. "Complete the report and send it to me by the end of the week", the manager instructed the team.
9. "Remember to set your alarm for the early morning meeting", he reminded his colleague.
10. "Hand in your permission slip for the field trip", the teacher told the students.
11. "Don't interrupt when someone else is speaking", the etiquette instructor advised the class.
12. "Follow the safety guidelines closely", the coach instructed the athletes.
13. "Submit your visa application well in advance", the travel agent advised the clients.
14. "Don't skip any steps in the experiment procedure", the scientist reminded his assistants.
15. "Remember to bring your identification for the security check", the airport staff informed the passengers.

Exercise 2. Write the general questions in reported speech.

1. "Aren't they going to fall"? she asked.
2. "Could you lend me your dictionary"? Mike asked April.
3. "Did you find any evidence"? they asked the police.
4. "Will you be in the school team next year"? she asked Michele.
5. "Have you ever watched this cartoon"? they asked children.
6. "Have you met the new manager"? he inquired.
7. "Did you enjoy your vacation"? the interviewer asked.
8. "Have you ever been to Paris"? she wondered.
9. "Did you attend the conference last week"? the colleague inquired.
10. "Have you completed the survey"? the market researcher asked.

Exercise 3. Make reported requests from the sentences below.

1. "Please pass me the salt", she asked.
2. "Could you help me with this heavy box"? he requested.
3. "Don't forget to pick up some groceries on your way home", she reminded him.
4. "Would you mind closing the window"? he politely asked.
5. "Please send the documents before the end of the day", the boss instructed.
6. "Could you please make a reservation for two"? she asked the receptionist.
7. "Don't disturb me while I'm working", he told his colleagues.
8. "Would you mind turning off the lights before you leave"? she requested.
9. "Please let me know if you can attend the meeting", the organizer said.
10. "Could you pass along the message to your sister"? she asked.
11. "Don't be late for the appointment", the doctor advised.
12. "Would you mind not using your phone during the lecture"? the professor asked.
13. "Please bring your ID for the security check", the guard instructed.
14. "Could you please forward my email to the team"? she asked her assistant.
15. "Don't play music too loudly in the shared spaces", the neighbor requested.

CONDITIONALS

Conditional sentences in English express hypothetical situations, consequences, or relationships between different events or actions. These sentences typically consist of two clauses: the "if" or conditional clause, and the main or result clause. The grammatical structure of conditional sentences is categorized into different types, each serving specific functions. Here are the key grammatical rules for conditional sentences:

1. Zero Conditional:

Structure: **If + present simple, present simple**

Expresses general truths, scientific facts, and habitual actions.

– *If water **reaches** 100 degrees Celsius, it **boils**.*

2. First Conditional:

Structure: **If + present simple, will + base form of the verb**

Describes likely or possible future situations based on a present condition.

– *If it **rains** tomorrow, we **will stay** indoors.*

3. Second Conditional:

Structure: **If + past simple, would + base form of the verb**

Expresses hypothetical or unlikely present or future situations.

– *If I **won** the lottery, I **would travel** around the world.*

4. Third Conditional:

Structure: **If + past perfect, would have + past participle**

Describes unreal situations in the past; expresses regret or speculation about past events.

– *If they **had studied** harder, they **would have passed** the exam.*

5. Mixed Conditionals:

We can use mixed conditionals when we imagine a past change with a result in the present, a present change with a result in the past or a past change with a result in the future.

a. Past/Present – Mixed third/second conditional

We use this combination to talk about a hypothetical condition happening in the past (third conditional) with a present result (second conditional). We use past perfect in the **if** clause and **would / could / might + infinitive** in the main clause.

– *If I **had won** the lottery, I **would be** rich.*

– *I **might have** a better job now if I **hadn't dropped** out of school.*

– *If I **hadn't** got the job in Tokyo, I **wouldn't be** with my current partner.*

b. Present/Past – Mixed second/third conditional

We use this combination to talk about a hypothetical condition happening in the present (second conditional) with a past result (third conditional). We use past in the **if** clause and **would / could / might + have + past participle** in the main clause.

– *If I **were** a man, they **would have given** me the job.*

– *If I **didn't have** so much work, I **would have gone** to the party last night.*

– *I would have understood them if I spoke German.*

Note that in this type of combination, the present condition also existed in the past, when the result in the main clause took place. Let's take a look, for example, at the first sentence:

– *If I were a man, they would have given me the job.*

If I were a man now would mean that I would also have been a man in the past, when I was not given the job. As I'm not a man now (which implies that I wasn't a man when I applied for the job either), I didn't get the job.

c. Past/Future

Here's a sentence imagining how a change in a past situation would have a result in the future.

If she had signed up for the ski trip last week, she would be joining us tomorrow.

If she hadn't cheated on me, we would be getting married tomorrow.

Jon would come on the trip with us next week if his grandfather hadn't died.

6. Unless:

Acts as an alternative to "if", introducing a negative condition.

– *Unless you finish your homework, you cannot go out.*

7. Inversion in conditional sentences:

In formal or literary English, the structure can be inverted in the conditional clause for emphasis.

– *Had I known about the traffic, I would have left earlier.*

8. Imperative in the conditional clause:

Structure: **If + present tense, imperative**

Used for giving polite or conditional instructions.

– *If you see her, tell her to call me.*

9. "I wish" and "If only"

These expressions are used to convey desires or regrets about situations that are not true or likely to happen. They are often used in combination with different conditional structures to express hypothetical or unreal conditions:

a. Expressing present unreal situations (Second conditional):

Both “If only” and “I wish” are used to express a present unreal situation using the second conditional. The speaker desires more time, but the reality is that they don’t have enough time.

If only:

– *If only I had more time, I would travel the world.*

I wish:

– *I wish I had more time to travel the world.*

b. Expressing past regrets (Third conditional):

Both expressions are used to express regret about a past event using the third conditional. The speaker wishes the past had been different.

If only:

– *If only I hadn’t missed the train, I would have arrived on time.*

I wish:

– *I wish I hadn’t missed the train; then I would have arrived on time.*

c. Expressing current discontent (Zero conditional):

Both expressions are used in a zero conditional structure to express a current dissatisfaction or desire for a different present situation.

If only:

– *If only it isn’t raining today; I could go for a walk.*

I wish:

– *I wish it isn’t raining today; I could go for a walk.*

d. Expressing future desires (First conditional):

Both expressions are used in a first conditional structure to express a future desire, suggesting that the speaker hopes for a specific condition to be true in the future.

If only:

– *If only it doesn’t rain tomorrow, we can have a picnic.*

I wish:

– *I wish it doesn’t rain tomorrow; then we can have a picnic.*

PRACTICE

Exercise 1. Fill in the blanks with the correct form of the first conditional:

1. If she (study) hard, she will pass the exam.
2. If it (rain) tomorrow, I will bring an umbrella.
3. If they (not arrive) on time, we will start without them.

4. She (not be) late for the meeting if she (set) her alarm clock.
5. If you (study) hard, you (pass) the exam.
6. If they (invite) us, we (come) to the party.
7. He (not get) the job if he (not prepare) for the interview.
8. If the bus (arrive) on time, we (not miss) our flight.
9. I (buy) a new car if I (save) enough money.
10. If it (snow) tonight, we (build) a snowman in the morning.
11. She (not be) tired if she (get) enough sleep.
12. If they (not finish) the project on time, they (face) consequences.

Exercise 2. Complete the second conditional sentences. Use the verbs in brackets.

1. Which restaurant (you / choose) to eat in if you had €200?
2. If I (not try) to lose weight, I'd have a burger.
3. I wouldn't be able to pay my rent if I (not have) a job.
4. If I (be) on holiday, I could stay out all night.
5. I'd be happy to host the party if my place (not be) so small.
6. What would he do if he (fail) his exams?
7. We (eat) at the new restaurant if it served vegetarian food.
8. If they won a lot of money, they (not move) to a new house.
9. If she (win) the lottery, she (travel) around the world.
10. If I (have) more time, I (learn) to play the piano.
11. If they (know) about the traffic, they (take) a different route.
12. If it (be) sunny tomorrow, we (have) a picnic in the park.
13. If he (be) more careful, he (not break) his phone.

14. If we (live) closer to the beach, we (go) surfing every weekend.

15. If you (tell) me earlier, I (help) you with your homework.

16. If the restaurant (serve) vegetarian options, she (eat) there more often.

Exercise 3. Match the sentence halves. Then label the sentences with the functions from the box.

advice advice definite result general truth
obligation
obligation offer plan possibility

If you want a change, you should get a new haircut – advice

- | | |
|--|--------------------------------------|
| 1. You'll miss the train | a. if Guy moves out. |
| 2. If you're worried about the exam, | b. I'm going to find another job. |
| 3. We might get a smaller place | c. if you don't get a move on. |
| 4. I'll make some pasta | d. we all catch it. |
| 5. If they don't promote me this time, | e. you should speak to your teacher. |
| 6. If you don't start helping out, | f. you'll have to get a taxi home. |
| 7. If one of us gets a cold, | g. you'll have to move out. |
| 8. If you work late, | h. if you're hungry. |

Exercise 4. Open the brackets to form First, Second and Third Conditional sentences.

- If he (to find out) the truth, he (to be) really happy.
- We (to visit) her in the hospital, if we (to know) about her illness.
- If you (not to like) our suggestion, you (to tell) us about it.
- If Sally (to want) the advice, she (to ask) you.
- If Mr Smith (to have) better qualification, he (to be able to) apply for better job.
- Our friends (to find) the solution, if they (to understand) the problem.
- If Ben (to go) to his native town, he (to be) happier.
- If we (not to agree) with you, we (to go) to Mrs Brown.
- What they (to do), if your boss (tell) them to leave?

Exercise 5. Complete each sentence by using the appropriate conditional form (zero, first, second, or third).

1. If the artist more time, she could have added intricate details to the portrait.
2. The abstract painting will be displayed at the gallery next month it passes the final inspection.
3. If visitors the interactive art installation, they would understand the artist's message more deeply.
4. The curator suggested that the exhibition more engaging if it included multimedia installations.
5. If the sculptor access to a larger studio, he could create monumental sculptures.
6. The landscape painting, skillfully, might have fetched a higher price at the auction.
7. If the museum a dedicated space for contemporary art, it would attract a younger audience.
8. The artist believes that her work more impactful if displayed in natural light.
9. If the gallery owner the emerging artist earlier, the painter's career might have taken off sooner.
10. The critic argued that if the public the symbolism in the artwork, they would appreciate it more.

Exercise 6. Match the halves of these mixed conditional sentences.

1. Martha would have gone to the night club
2. Tom would have accepted your invitation
3. John would be emigrating to Australia soon
4. Kate would be going to university
5. My teacher would be pleased
 - a. if he wasn't going away on Friday.
 - b. if he had been able to get a work permit.
 - c. If I had completed my project.
 - d. if she didn't have her driving test tomorrow.
 - e. if she hadn't failed some of her exams.

Exercise 7. Complete these mixed conditional sentences with the correct form of the verbs in brackets.

1. You (have) more money now if you (waste) it on clothes and magazines.

2. If my school results (be) better, I (apply) to become an airline pilot when I left school.

3. If I (pay) more attention in Spanish classes, I (speak) better Spanish.

4. If I (not like) fish, I (not order) it from the menu last night.

5. She (not be) at this school now if her parents (not move) to this town three years ago.

6. If it (not be) so cold this morning, I (not wear) my woolly scarf now.

7. If I (like) horror films, I (watch) *Bloodbath*.

Exercise 8. Complete these sentences with your own ideas. Make them mixed conditional sentences.

1. If the phone hadn't been invented,

2. If I were extremely rich,

3. If I could change some moments in history,

Exercise 9. Make up sentences using "I wish" or "If only":

I wish I could play chess. (can play chess)

a. speak Spanish fluently.

b. study harder for the exam.

c. turn back time and change my decision.

d. say those things to her.

MODAL VERBS

Modal verbs are a category of auxiliary verbs in the English language that express a sense of necessity, possibility, ability, permission, or probability. They are used to modify the meaning of the main verb in a sentence.

Modal verbs in English indicate a range of special conditions or circumstances related to the main verb in a sentence:

1. Ability:

Modal Verbs: *Can**, *Could*

– She can swim like a fish.

* *Can* is used to talk about the present and the future, while “*Be able to*” is used in all tenses to show ability.

2. Possibility:

Modal Verbs: *Can, Could, May, Might*

- It may rain later.

3. Permission:

Modal Verbs: *Can, Could, May*

- You can borrow my book.

4. Requests:

Modal Verbs: *Can, Could*

- Could you please pass the salt?

5. Polite Suggestions:

Modal Verbs: *Shall, Should*

- Shall we go for a walk?

6. Future Actions:

Modal Verbs: *Will, Shall*

- I will call you later.

7. Willingness:

Modal Verbs: *Will, Would*

- I would help if I could.

8. Promises:

Modal Verbs: *Will, Shall*

- I shall do my best to support you.

9. Obligation:

Modal Verbs: *Must, Should, Ought to, Need*

- You must finish your homework.

10. Prohibition:

Modal Verbs: *Mustn't, Shouldn't*

- *You mustn't smoke in here.*

11. Logical Deduction:

Modal Verbs: *Must, Can't*

- *She must be at home.*

12. Deduction about the Past:

Modal Verbs: *Must have, Can't have*

- *She must have missed the bus.*

13. Advice:

Modal Verbs: *Should, Ought to*

- *You should exercise regularly.*

14. Regret or Unfulfilled Wishes:Modal Verbs: *Would*

- *I would have helped if I had known.*

15. Habit:Modal Verbs: *Will, Would*

- *When I lived with my family, we **would go** for a walk every evening.*
- *I **will arrive** early to my office every day and **leave** late.*

PRACTICE

Exercise 1. Choose the correct options to complete the sentences. Sometimes two answers are correct.

1. That statue is enormous. It *must / may / can't* be very heavy.
2. I love this painting. It *can / might / can't* be my favourite.
3. This *can / could / may* be the most bizarre photograph I've ever seen.
4. You've been doing sport all day. You *can't / must / could* be exhausted.
5. I *mustn't / can't / can* be the only person that hates art.
6. The gallery is losing money so it *might / may / must* well have to close.

Exercise 2. Complete the sentences with *must* and a verb from the box:
have finished have been be have taken

1. You joking! That can't be true.
2. They the project by now.
3. We a wrong turn. This doesn't look like the right way.
4. She the one who called. She's out of town.

Exercise 3. Rewrite the following sentences using *may* instead of *might*; will it change the meaning?

1. It might rain tomorrow, so we should bring umbrellas.
2. She might have already left for the airport.
3. They might not be able to attend the meeting due to prior commitments.
4. I might have forgotten to lock the door before leaving.

Exercise 4. Complete the sentences with *should* or *ought*:

1. You to apologize for what you said. It was very rude.
2. We start preparing for the presentation as soon as possible.
3. They have informed us about the change in schedule.
4. She to have known better than to trust him.

Exercise 5. Choose the correct answer a, b or c.

1. Last month Jill travel to London for a conference.
a. had to b. must c. needed
2. They to listen to my instructions carefully; otherwise they could hurt themselves.
a. don't have b. must c. need
3. All workers attend the health and safety course.
a. need b. have c. must
4. You fill in this part of the form; I'll do it for you.
a. need b. needn't c. have to
5. I attend a science conference yesterday afternoon.
a. need b. must c. had to
6. Your students touch any of the exhibits in the museum.
a. mustn't b. needn't c. don't have to
7. Bill worry about applying to university; he's an excellent student.
a. needs b. has to c. needn't
8. Milly do any ironing tonight, her husband has already done it for her.
a. doesn't need b. doesn't have to c. mustn't

Exercise 4. Write a paragraph describing a skill or ability that you can do well, using *can* at least five times.

Exercise 5. Create a dialogue between two people discussing what they can and cannot do, using modal verbs appropriately.

Exercise 6. Write a short story about a character who faces a difficult decision and uses *may* to consider different options and outcomes.

GERUND VS INFINITIVE

Gerunds and infinitives are both verb forms in English, but they function differently and have distinct roles in sentences. Understanding the differences between gerunds and infinitives is crucial for constructing grammatically correct and meaningful sentences:

1. Form:

Gerund:

Tense	Active Voice	Passive Voice
Indefinite (Simple) Gerund	studying	being studied
Perfect Gerund	having studied	having been studied

- I enjoy **reading** novels.
- She likes **being visited** by her grandchildren.
- They are excited of **having seen** this play.
- She was angry at **having been cheated**.

Infinitive:

Tense	Active Voice	Passive Voice
Simple Infinitive	to study	to be studied
Continuous Infinitive	to be studying	—
Perfect Infinitive	to have studied	to have been studied
Perfect Continuous Infinitive	to have been studying	—

- I like **to read** novels.
- The weather seemed **to be changing**.
- She will pretend **to have lost** her purse at home.
- He seems **to have been living** here since his childhood.
- This article needs **to be read** today.
- This house seems **to have been rebuilt** already.

2. Key functions:

a. Subject:

- *Reading is a great way to relax.*
- *To read is a great way to relax.*

b. Object:

- *She enjoys **reading** novels.*
- *She wants **to read** a novel.*

c. Attribute:

- *Everyone likes her manner of **singing**.*
- *I have a book **to read**.*

3. Use:

a. After certain verbs:

Gerund:

- acknowledge – визнавати, підтверджувати;
- admit – визнавати, допускати;
- advise – радити;
- allow – дозволяти, дозволяти;
- anticipate – передбачати, очікувати;
- appreciate – цінувати, бути вдячним;
- avoid – уникати, ухилятися;
- be worth – коштувати чого-небудь, заслуговувати;
- can not help – не можу не;
- consider – розглядати, обмірковувати;
- defend – захищати, відстоювати;
- delay – затримувати, відкладати;
- detest – ненавидіти;
- discontinue – припиняти, переривати;
- discuss – обговорювати;
- dislike – не любити;
- enjoy – насолоджуватися;
- escape – тікати, вирватися, позбутися, уникнути;
- evade – ухилятися, уникати;
- explain – пояснювати;
- fancy – уявити, бажати, хотіти;
- fear – боятися;
- feel like – хотіти, збиратися;
- finish – закінчувати;

- forgive – прощати;
 - give up – здаватися, відмовлятися;
 - keep – продовжувати;
 - mention – згадувати;
 - mind – заперечувати (в питаннях і запереченнях);
 - omit – пропускати, не включати;
 - permit – вирішувати, дозволяти;
 - postpone – відкласти, перенести;
 - practice – практикувати, займатися;
 - prevent – запобігати, перешкоджати, заважати;
 - recall – згадувати;
 - recommend – рекомендувати, радити;
 - report – повідомляти, доповідати;
 - resist – чинити опір, утримуватися;
 - resume – резюмувати, підбивати підсумок, відновлювати;
 - risk – ризикувати;
 - suggest – пропонувати;
 - tolerate – терпіти, допускати;
 - understand – розуміти;
 - urge – спонукати, переконувати, наполягати.
- *He suggested visiting them immediately.*

Infinitive:

- to agree – погоджуватися;
- to aim – намір, намагатися;
- to appear – виявлятися;
- to arrange – домовлятися;
- to ask – просити;
- to attempt – спробувати;
- to be able – бути в змозі;
- to beg – просити, благати;
- to begin – починати;
- to choose – вибирати;
- to claim – заявляти, стверджувати;
- to dare – наважуватися, мати сміливість;
- to decide – вирішити;

- to demand – вимагати;
- to deserve – заслуговувати;
- to expect – чекати;
- to fail – не збуватись, не зробити, не зможти;
- to happen – виявитися, трапляться;
- to hesitate – не наважуватися;
- to hope – сподіватися;
- to hurry – поспішати;
- to intend – збиратися;
- to learn – вчитися;
- to manage – зможти, справлятися;
- to need – потребувати;
- to neglect – забувати, не зробити чогось;
- to plan – планувати;
- to prepare – підготувати;
- to pretend – вдавати;
- to proceed – перейти до, почати робити щось після чогось;
- to promise – обіцяти;
- to refuse – відмовлятися;
- to seem – здаватися;
- to swear – присягатися, поклястися;
- to tend – мати схильність, тяжити;
- to threaten – загрожувати, залякувати;
- to wait – чекати;
- to want – хотіти;
- to wish – хотіти, бажати;

- *She **decided to study** abroad to broaden her cultural horizons.*
- *He **promised to complete** the project before the deadline.*
- *I **plan to travel** to Europe next summer to explore different cultures.*
- *She **hopes to learn** a new language during her sabbatical in Spain.*

b. Gerunds after prepositions and verbs with prepositions:

- *I do not **feel like dancing** with him.*
- *I'm **looking forward to going** to Italy.*
- *She **suspected** her boyfriend **of deceiving** her.*

c. Bare Infinitive:

A bare infinitive is the base form of a verb without the “to” particle that usually precedes infinitives.

a) After modal verbs:

Modal verbs, such as “can”, “will”, “shall”, “should”, “must”, “might”, “would”, and “could”, are followed by the bare infinitive.

– *She **can** swim.*

b) After Let, Make and Help:

– *Let me **go** to the store.*

– *She **helped** me **cook** dinner.*

– *He **made** me **laugh**.*

c) After Had Better and Would Rather:

– *You **had better finish** your homework.*

– *I **would rather stay** home tonight.*

d) After Why, How, What, Where:

Direct questions using “why”, “how”, “what”, “where”, etc. require the bare infinitive.

– ***Why go** there alone?*

e) After certain verbs of perception:

Some verbs of perception, such as “see”, “hear”, and “feel”, can be followed by the bare infinitive.

– *I **heard** him **sing**.*

PRACTICE

Exercise 1. Put the verbs in brackets into the correct *infinitive* or *gerund*.

1. Sam is looking forward (get) married.
2. I can't help (think) about what happened.
3. Peter can (run) very fast.
4. You are not allowed (use) a dictionary during the exam.
5. I'd like (see) Victoria Falls one day.
6. He is considering (move) to Australia.
7. The tourist stopped on the side of the road (ask) for directions.
8. She doesn't remember (meet) me at Jenny's party.
9. They will never forget (visit) China.
10. Try (exercise) more if you want to lose weight.

11. Don't forget (bring) the wedding ring with you.
12. I will try (convince) her to change her mind.
13. Please remember (pay) the bills today.
14. Anita has stopped (talk) to me for no apparent reason.
15. I enjoy (read) mystery novels in my free time.
16. She promised (help) me with the homework after school.
17. We decided (go) to the beach this weekend.
18. My brother always avoids (do) his chores.
19. They suggested (visit) the museum on Saturday.
20. I can't stand (listen) to loud music late at night.
21. She hopes (travel) to Europe next summer.
22. Mark regrets (not, study) for the exam earlier.
23. We plan (have) a picnic in the park.
24. He offered (give) us a ride to the airport.
25. She decided (quit) her job and start a new business.

Exercise 2. Rewrite the second sentence so that it means the same as the first.

1. Nancy can't wait to get engaged. Nancy is looking forward
2. She said she didn't lie to her parents. She denied
3. She told me she would marry me. She promised
4. Could you pass me that newspaper, please? Would you mind ?
5. Belinda thinks she will get promoted soon. Belinda expects
6. Teenagers are not old enough to make important life decisions. Teenagers are too young
7. You're wasting your time arguing with Eva. There's no point
8. I'm sure he is telling the truth. He
9. Sam would prefer not to get married so young. Sam would rather
10. I expected her to have apologised by now. She

Exercise 3. Spot and correct the mistakes.

1. I suggest him to consider taking the job offer.
2. We look forward to see you at the party next weekend.
3. We discussed about going camping in the mountains.
4. The teacher asked the students not talk during the exam.
5. He needs finishing his assignment before the deadline.
6. Let's plan going to the movies this Friday.
7. Sarah decided quitting her job and traveling around the world.
8. I avoid to eat spicy food because it upsets my stomach.
9. She enjoys to swim in the ocean every morning.

NOUN

A noun is a part of speech that serves as a name for a person, place, thing, idea, or concept. It is a word that typically represents a concrete entity (e.g., “dog”, “book”, “mountain”) or an abstract concept (e.g., “love”, “freedom”, “happiness”). Nouns can function as subjects or objects in sentences and can be singular or plural.

Noun formation in English involves several processes, including the creation of new words, modifying existing words, or combining words to form nouns:

FORMATION**1. Suffixes:**

Many nouns are formed by adding suffixes to existing words. Common noun-forming suffixes include:

- “-er” (e.g., teacher, baker)
- “-ist” (e.g., artist, scientist)
- “-ment” (e.g., development, agreement)
- “-ion” (e.g., creation, decision)
- “-ness” (e.g., happiness, darkness)

2. Prefixes:

The most common prefixes include:

- “re-” (e.g., reduction, reunion)
- “co-” (e.g., co-author)
- “dis-” (e.g., disagreement)
- “mis-” (e.g., misunderstanding)
- “inter-” (e.g., interaction)

- “under-” (e.g., underestimation)
- “over-” (e.g., overestimation)

3. Conversion or zero derivation:

This involves changing the grammatical category of a word without adding a morpheme. For example, “*email*” can be both a noun and a verb without any changes in form. More examples, “*run*”, “*swim*”, “*walk*”, “*ally*”, “*cover*”, “*drain*”, etc.

4. Compounding:

Noun formation through combining two or more words. These can be written as one word, hyphenated, or separate words. Examples include:

- *toothpaste*, *bookshelf*, *birthday*
- *green thumb*, *post office*, *living room*
- *merry-go-round*, *jack-in-the-box*

5. Acronyms and initialisms:

Nouns can be formed from the initial letters of a phrase or a series of words.

- NASA (*National Aeronautics and Space Administration*)
- RADAR (*Radio Detection and Ranging*)

6. Clipping:

Creating a new word by shortening an existing one. For example, “phone” is a clipped form of “telephone”, “fridge” of “refrigerator”.

7. Blending:

Combining parts of two words to create a new one. For example, “brunch” is a blend of “breakfast” and “lunch”.

8. Proper noun conversion:

Turning proper nouns into common nouns. For instance, “Xerox” was originally a brand name but is commonly used as a noun meaning photocopy.

9. Reduplication:

Repeating part or all of a word to create a new one. Examples include “choo-choo” and “bye-bye”.

CLASSIFICATION

1. Common nouns:

Refer to general, non-specific people, places, things, or ideas. Common nouns are typically not capitalized unless they appear at the beginning of a sentence.

– *dog, city, book*

a. Collective nouns:

Collective nouns refer to groups of people or things. They can be singular or plural, depending on whether the emphasis is on the group as a whole or its individual members (e.g., “The team is winning” vs. “The team are all talented players”).

– *team, family, herd*

b. Concrete nouns:

Concrete nouns refer to tangible objects. They can be perceived through the senses (sight, touch, taste, etc.).

– *table, car*

c. Abstract nouns:

Abstract nouns refer to intangible concepts or qualities. They represent ideas, emotions, or states that cannot be directly observed.

– *love, happiness*

2. Proper nouns:

Refer to specific, unique entities. Proper nouns function as names and are always capitalized. They include names of people, places, organizations, and titles.

– *John, Paris, The Great Gatsby*

3. Countable nouns:

Countable nouns have both singular and plural forms. They can be quantified with numbers (e.g., one cat, three books).

– *cat/cats, book/books*

4. Uncountable nouns:

Uncountable nouns do not have a distinct plural form. They are often treated as singular and cannot be directly counted with numbers. They may take quantifiers like “some”, “a lot of”, or “much”.

– *water, advice*

CATEGORY OF NUMBER

The category of number in noun classification refers to whether a noun is singular or plural:

1. Singular nouns:

Singular nouns refer to one person, place, thing, or concept. They are used when referring to a single item or individual. Articles like “a” or “an” are often used with singular nouns (e.g., a cat, an apple).

– *a cat, a book, a chair, an apple*

2. Plural Nouns:

Plural nouns refer to more than one person, place, thing, or concept. They are formed by adding “-s” to most singular nouns.

– *cats, books, chairs, apples*

* Some nouns ending in -s, -x, -z, -sh, or -ch form the plural by adding “-es” (e.g., box/boxes, buzz/buzzes).

* Irregular plurals have unique forms (e.g., man/men, child/children).

3. Singular and Plural forms:

Some nouns have the same form in both singular and plural (e.g., deer, sheep).

* Collective nouns can be singular or plural based on whether the emphasis is on the group as a whole or its individual members:

– *The team is winning.* → *The team are all talented players.*

4. Quantifiers with plural nouns:

Plural nouns are often used with quantifiers such as “many”, “several”, or “few” to indicate quantity (e.g., many books, several cats).

5. Plural possessive forms:

To show possession with plural nouns, the apostrophe is usually placed after the “s” (e.g., the cats’ toys, the books’ covers).

6. Uncountable nouns:

Uncountable nouns, also known as mass nouns, do not have a distinct plural form (e.g., water, advice). They are often treated as singular and cannot be directly counted with numbers.

– *The professor gave me sound advice.*

7. Dual forms:

The English language generally lacks dual forms (distinct forms for two items), but there are some remnants in words like “both” or “either”.

– *Put both books in your bookshelf.*

CATEGORY OF CASE

Unlike some languages that have a more elaborate system of cases, English has a relatively simple system of case distinctions. In the English language, nouns typically exist in one of two cases: the common case and the possessive case.

1. Common case:

The common case is the base form of a noun. It is the form of the noun used in a sentence when the noun is not showing possession.

– *cat, book, table, house*

– *cats, books, tables, houses*

2. Possessive case:

The possessive case is used to indicate ownership or possession.

The possessive form of a singular noun is usually formed by adding an apostrophe and an “s”.

– *cat's, book's, Mary's*

The possessive form of a plural noun is generally formed by adding an apostrophe after the “s” (if the plural noun ends in “s”) or by adding an apostrophe and an “s” (if the plural noun doesn't end in “s”).

– *cats', books', students'*

– *men's, children's*

PRACTICE**Exercise 1. Form nouns from the following words:**

impress

excite

decide

expand

celebrate

organize

succeed

create

develop
analyze

Exercise 2. Fill in the gaps with the correct form of the words given in brackets.

1. Tom's (promote) means more money and more (responsible).
2. A (king) is a country ruled by a king or a queen.
3. Jack used all his powers of (persuade) to convince Ann that it was the right thing to do.
4. Warwickshire are the current holders of the cricket (champion).
5. An (astronomy) is a_(science) who studies the stars and planets.
6. She's been writing poems since her (childish).
7. Sally looked away so that Mark wouldn't see her (miserable).
8. Can I tempt you to another (help) of ice cream?
9. Special (arrange) can be made for guests with disabilities.
10. A volcanic (erupt) is a breathtaking sight.

Exercise 3. Read the sentences below and identify the type of noun used.

Proper Noun Abstract Noun Collective Noun Common noun

1. Paris is known as the city of love.
2. The Great Wall of China is a historical monument.
3. The team won the championship.
4. Honesty is the best policy.
5. The pack of wolves howled at the moon.
6. The cat is known to be an independent animal.
7. The Amazon is the largest river in the world.
8. The courage of the firefighter saved many lives.
9. I bought a new set of cutleries for my kitchen.

Test on Nouns

1. What is a noun?
 - A. A word that expresses an action.
 - B. A word for a person, place, or thing.
 - C. A describing word.
2. Select the noun:
 - A. Butter
 - B. Vibrant
 - C. Slowly
3. Select the noun:
 - A. Exquisite
 - B. To survive
 - C. Mountain
4. Select the abstract noun:
Happiness is having a large, loving, caring, close-knit family in another city.
5. Select the collective noun:
 - A. Flour
 - B. Flock
 - C. Feathers
6. Select the gender-specific noun:
 - A. Actress
 - B. Monarch
 - C. Musician
7. Select the noun:
 - A. Tuesday
 - B. Bright
 - C. Old
8. True or false? A collective noun can be singular or plural.
 - A. True
 - B. False
9. Select the noun:
 - A. Frozen
 - B. Poodle
 - C. Tranquil
10. Select the compound noun:
Behind every successful man stands a surprised mother-in-law.

11. Select the abstract noun:

- A. Happy
- B. Loyalty
- C. Flame

12. Select the second collective noun:

A man who wants to lead the orchestra must turn his back on the crowd.

13. True or false? "Oxygen" is a non-countable noun.

- A. True
- B. False

14. Which type of noun is being described?

These represent things you cannot perceive with your senses.

- A. abstract nouns
- B. concrete nouns
- C. gender-specific nouns

15. Select the collective noun:

- A. Brother
- B. Family
- C. Ships

16. What is a concrete noun?

- A. A noun that you can perceive with at least one of your senses.
- B. A noun which names something that you cannot see, hear, touch, smell, or taste.

17. Select the compound noun:

- A. Sunrise
- B. Sunny day
- C. Dawn

18. Select the second abstract noun:

Deep summer is when laziness finds respectability.

ARTICLE

Articles are a structural part of speech of the English language that is used with nouns, shaping the meaning and structure of sentences. There are two main types of articles: definite and indefinite.

1. Definite article "*The*":

- a. The definite article "*the*" is used to refer to a specific noun that is already known to the reader or listener.

– *I saw **the** movie last night.* (Referring to a specific movie that both the speaker and the listener are aware of.)

b. It also indicates that there is only one of that particular noun.

– ***The** sun rises in the east.*

c. When an adjective is used as a noun, use “the” to indicate the entire category.

– ***The** poor suffer the most.*

d. Before superlative adjectives to indicate the highest degree.

– *She is **the** tallest girl in the group.*

e. When referring to unique entities or when there is only one of a particular thing.

– ***The** sun rises in the east.*

f. Before ordinal numbers:

– *We watched **the** first episode of the series last night*

g. With geographical names:

– points on the globe (the North Pole)

– mountain ranges (the Andes)

– island chains (the Pacific Islands)

– rivers, seas, and oceans (the Atlantic Ocean, the Nile River)

– deserts

– peninsulas

– groups of lakes (the Great Lakes)

h. Before musical instruments:

– *She plays **the** piano.*

2. Indefinite articles “A” and “An”:

a. When referring to non-specific countable nouns / non- specified member of a group or category:

– *I would like **a** cup of coffee.*

– *I think **an** animal is in the barn.*

b. When introducing something for the first time:

– *Have you heard? She’s got **a** new job!*

3. Zero article:

a. Plural non-specific nouns (general meaning):

– *Dogs are loyal animals.*

b. Uncountable nouns (general meaning):

– *Water is essential for life.*

c. Sports, games and activities:

– *They play tennis every Saturday.*

d. Names of: people, streets, academic subjects, days and months:

– *Jack lives in Bangkok.*

PRACTICE

1. Do you want ... cup of tea?
a. a b. the c. an d. -
2. Do you wear ... glasses?
a. an b. a c. - d. the
3. England is ... European country.
a. the b. - c. an d. a
4. He will come back in ... hour.
a. a b. the c. an d. -
5. I bought ... hat and ... umbrella.
a. an b. a c. - d. the
6. Can you give me ... example, please?
a. the b. - c. an d. a
7. ... Cambridge University
a. a b. the c. an d. -
8. ... Canary Islands
a. an b. a c. - d. the
9. What does she do? She is ... engineer.
a. - b. a c. an d. the
10. What's your job? I am ... dentist.
a. the b. - c. an d. a
11. Would you like to be ... teacher?
a. - b. a c. an d. the
12. ... Corsica is ... island in ... Mediterranean.
a. -/the/- b. the/-/the c. -/an/the d. a/the/-
13. ... dinner is ready!
a. a b. the c. an d. -
14. ... Edinburg Castle
a. the b. - c. an d. a
15. ... flowers are beautiful.
a. an b. a c. - d. the

16. France is ... very large country.
a. -/the b. the/- c. -/a d. a/the
- 17.. ... Great Wall of China
a. a b. the c. an d. -
18. ... Hilton
a. an b. a c. - d. the
19. ... Irish Republic.
a. the b. - c. an d. a
20. ... life is not possible without ... water.
a. a b. the c. an d. -
21. ... London Zoo
a. an b. a c. - d. the
22. ... Mediterranean
a. a b. the c. an d. -
23. ... Munich Airport
a. - b. a c. an d. the
- 24.... National Theatre
a. the b. - c. an d. a
25. ... Netherlands
a. a b. the c. an d. -
26. ... Nile
a. - b. a c. an d. the
27. ... Odeon
a. a b. the c. an d. -
28. ... Paddington Station
a. the b. - c. an d. a
29. ... Philippines
a. an b. a c. - d. the
30. ... weather isn't very nice today.
a. a b. the c. an d. -
31. ... Westminster Abbey
a. - b. a c. an d. the
32. After she leaves ... school, she wants to go to ... university.
a. a/a b. the/the c. -/- d. the/a
33. Are you going to ... post office?
a. a b. the c. an d. -
34. Are you interested in ... history of your country?
a. the b. - c. an d. a

35. Are you interested in ... history?
a. an b. a c. - d. the
36. Britain is ... island.
a. - b. a c. an d. the
37. Can you tell me ... time, please?
a. a b. the c. an d. -
38. Can you turn off ... television?
a. an b. a c. - d. the
39. Do you drive on ... left or on ... right in your country?
a. a b. the c. an d. -
40. Do you have ... bank in your city?
a. - b. a c. an d. the
41. Do you have ... guitar?
a. - b. a c. an d. the
42. Do you live very far from ... centre?
a. a b. the c. an d. -
43. Do you often to ... cinema?
a. an b. a c. - d. the
44. Do you think ... English is difficult?
a. the b. - c. an d. a
45. Don usually goes to ... church on Sundays.
a. a b. the c. an d. -

PRONOUN

A pronoun in the English language is a word that is used to replace a noun in a sentence, functioning to avoid unnecessary repetition and enhance the flow of language. Pronouns serve as substitutes for specific people, places, things, or ideas mentioned earlier in the discourse.

TYPES

1. Personal pronouns:

Cases:

Nominative: *I, you, he, she, it, we, they*

Objective: *me, you, him, her, it, us, them*

Possessive: *my, your, his, her, its, our, their*
mine, yours, his, hers, ours, theirs (absolute forms*)

– *They completed their project on time.*

* Absolute forms of possessive pronouns replace nouns and show ownership.

– *That's not our car, it's hers.*

2. Reflexive pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

Reflexive pronouns refer back to the subject of the sentence and emphasize the action. May be used with such verbs as *enjoy, amuse, cut, introduce, blame, hurt, etc.*

- I cut myself while cooking.
- They enjoyed themselves at the party.

3. Demonstrative pronouns: *this, that, these, those, such, the same*

- This is my favorite movie.
- I prefer those shoes.

4. Interrogative pronouns: *who, whom, whose, which, what*

- Who is coming to the party?
- What is your favorite color?

5. Relative pronouns: *who, whom, whose, which, that*

Relative pronouns introduce relative clauses that provide more information about a noun.

- *The person who called left a message.*
- *The book that I borrowed is on the shelf.*

6. Indefinite pronouns: *all, some, none, any, anyone, someone, everybody, nobody, everything, nothing*

Indefinite pronouns refer to nonspecific people or things.

- *Everyone enjoyed the concert.*
- *Is anything bothering you?*

7. Reciprocal pronouns: *each other, one another*

- They love each other deeply.
- The team members respect one another.

8. Distributive pronouns: *either, neither, each, any, none*

Distributive pronouns single out a member of a group.

- *All of my friends studied hard, and **none** of them failed the exam.*

PRACTICE

Exercise 1. Fill in the blanks with the appropriate possessive pronoun.

- This is car, not yours.
 The keys to the house are on the table. Are they ?
 I can't find my phone. Have you seen ?
 Jenny and Sarah are sisters. parents are coming to visit this weekend.
 The project is a collaboration between John and me.
 This part is contribution.
 The cat is washing face on the windowsill.
 Whose book is this? Is it ?
 My brother lost wallet at the mall.
 The students handed in assignments to the teacher.
 Lisa and David share an office. desks are next to the window.

Exercise 2. Choose the correct pronoun to agree with the gender and number of the antecedent in each sentence.

- Each student must submit homework by tomorrow.
 The team celebrated victory with a parade.
 My sister and her friends will bring own snacks to the party.
 Neither of the boys remembered to bring lunch.
 The cat and the dog are playing in beds.
 Every student should be proud of accomplishments.
 Many of the flowers in the garden have lost petals.
 Neither the teacher nor the students could find misplaced textbooks.
 Each of the athletes received a medal for outstanding performance.
 None of the employees wanted to attend the meeting without supervisor.

Exercise 3. Combine the two sentences to one, using a relative pronoun.

- That is the man. I spoke to him the other day.

.....

2. They elected a new mayor. His aim is to help the poor.

3. I really like the car. I bought it last year.

4. Mr Black took over the company. His wife died last year.

5. The restaurant is the best in town. We usually eat there.

6. The film is about a woman. Her son mysteriously disappears.

7. That is the place. I grew up there.

8. I met a woman. Her husband is a famous producer.

9. The man was arrested yesterday. He escaped from prison a week ago.

10. The bag is heavy. It contains a lot of presents.

11. The Marybelle Hotel is opening up again. I stayed there a few years ago.

12. My friend's father gave us the tickets. He owns a travel agency.

13. Mr Honeywell is a good teacher. Everyone likes him.

14. The exercise was very complicated. Nobody could do it.

15. That's the producer. His films are always a great success.

Exercise 4. Identify and correct the mistakes.

Me and Sarah went to the store yesterday.

He and me will finish the project by Friday.

Us students are organizing a charity event next month.

Between you and I, the secret is out.

Me and my brother share a room.

Him and her always bring snacks to the movie night.

The gift is for my friend and I.

We all need to take responsibility for our actions.
 My sister and me love to go hiking in the mountains.
 The decision was made by my boss and I.

Exercise 5. Transform each sentence by replacing repeated nouns with pronouns.

Mary is my friend. Mary is very kind. I like Mary.
 The car is expensive. The car is red. I want the car.
 John and Susan are classmates. John and Susan work well together.
 I admire John and Susan.
 The movie was interesting. The movie was long. We watched the movie.
 The dog is playful. The dog is cute. I love the dog.
 My parents are supportive. My parents are loving. I appreciate my parents.
 The computer is new. The computer is fast. I use the computer.
 The job is challenging. The job is rewarding. I applied for the job.
 The restaurant is popular. The restaurant is always crowded. We often dine at the restaurant.
 The house is big. The house is old. I inherited the house.

Exercise 6. Choose the correct pronoun (subject or object) to complete each sentence.

She and went to the park to play soccer. (Him)
 and my brother fixed the car yesterday. (Me)
 The teacher gave a gold star for the excellent presentation. (I)
 We saw at the mall last night. (They)
 and Jenny will be working on the project together. (Her)
 Please give this letter to (He)
 My parents and are going on vacation next week. (Us)
 The director asked to join the meeting. (We)
 and Sarah are the winners of the dance competition. (Them)
 The manager chose as the team leader. (He)

ADJECTIVE

Adjectives in the English language can be formed in several ways:

1. Adding a suffix:

Many adjectives are formed by adding a suffix to a noun, verb, or another adjective. Common suffixes include:

- able / – ible (readable / permissible),
- ful (beautiful),
- less (careless),
- ous (curious),
- al (emotional),
- y (happy),
- ive (attractive),
- ish (foolish), etc.

2. Adding a prefix:

Adjectives can also be formed by adding a prefix to a word. Common prefixes include:

- un- (unhappy),
- dis- (disorganized),
- pre- (prepaid),
- non- (nonchalant),
- in- (inhuman),
- il- (illegal),
- im- (immortal),
- ir- (irregular), etc.

3. Compound adjectives:

Compound adjectives are formed by combining two or more words. They can be hyphenated or written as a single word.

- *well-known, high-tech, blue-eyed*

4. Using nouns as adjectives:

Nouns can function as adjectives when they modify other nouns.

- *coffee mugs* (“coffee” describes the type of mugs)

5. Using past participles:

Past participles of verbs can function as adjectives.

- *baked bread* (“baked” describes the type of bread)

6. Borrowing adjectives:

English often borrows adjectives from other languages. For instance, “al dente” from Italian or “déjà vu” from French.

Comparison of adjectives:

Adjectives often have comparative and superlative forms to indicate degrees of comparison.

For regular one-syllable adjectives: suffixes **-er** for the comparative form and **-est** for the superlative form are typically added. The same works for some two-syllable adjectives ending in *-y*, *-ow*, *-le*, *-er*.

– *happy* (comparative: *happier* / superlative: *happiest*)

For two and more syllable adjectives: the words **more** for the comparative form and **the most** for the superlative form are used.

– *beautiful* (comparative: *more beautiful* / superlative: *the most beautiful*)

Order of adjectives:

When multiple adjectives are used to describe a noun, there is a specific order in which they should be arranged:

1. Quality or opinion
2. Size
3. Age
4. Shape
5. Colour
6. Nationality or other place of origin
7. Material
8. Purpose or qualifier
9. Noun being modified

– *She was a gorgeous, pretty short, thin, middle-aged, blonde, English woman.*

PRACTICE

Exercise 1. Form adjectives from the following nouns:

- Beauty
- Environment
- Danger

Logic
 Knowledge
 Honesty
 Silence
 Curiosity
 Bravery
 Joy

Exercise 2. Form adjectives from the following verbs:

Understand
 Explore
 Invent
 Organize
 Communicate
 Achieve
 Adapt
 Connect
 Create
 Relax

Exercise 3. Fill in the gaps with the appropriate adjective.

1. Our house color is a kind of **yellow**. → We live in a house.
2. He often acts like a **child**. → He often acts in a way.
3. The event was a big **success**. → We enjoyed a event.
4. We enjoyed the sound of the drum's **rhythm**. → We enjoyed the drum's sound.
5. She adopted a dog without a **home**. → She adopted a dog.
6. Look out, that plant is **poison**. → Look out for that plant.
7. It looks like it will **rain** today. → It looks like we'll have weather today.
8. She always acts with **courtesy**. → She always behaves in a manner.
9. Her hair is **pretty**. → She has the hair.
10. We go for a walk each **day**. → We go for a walk.

Exercise 4. Put the adjectives in brackets into the correct form, adding any necessary words.

1. The Mothman is by far (intriguing) urban myth.
2. The Odyssey is (fascinating) any other poem I have read.
3. The Corpus Museum in Amsterdam is (amazing) Science Museum I've ever been to.
4. Do you know what (fast) aircraft is?
5. I think medical research is (important) space exploration.
6. Notre Dame is considered one of (great) gothic structures in Europe.

Test on Adjectives

1. An adjective is:
 - A. a describing word.
 - B. a word for a person, place, or thing.
2. Select the adjective.
 - A. old
 - B. runs
 - C. happily
3. Select the adjective.
 - A. gladly
 - B. gladness
 - C. glad
4. Select the adjective.
 - A. wooden
 - B. would
 - C. wood
5. Select the answer with an attributive adjective.
 - A. old man
 - B. something old
 - C. It is old.
6. Select the answer with a predicate adjective.
 - A. happy camper
 - B. time immemorial
 - C. He looks happy.
7. Select the answer with a postpositive adjective.
 - A. Here comes body beautiful.
 - B. Here comes the heavy rain.
 - C. This soup tastes awful.

8. Select the answer that DOESN'T feature a determiner.

- A. attractive, azure, complex, dizzy
- B. ample, bountiful, these, deafening
- C. deep, ancient, five, concurrent

9. Select the possessive determiner.

When a man opens a car door for his wife, it's either a new car or a new wife.

10. Select the demonstrative determiner.

That man's silence is wonderful to listen to. (Novelist Thomas Hardy)

11. How many determiners are in this quotation?

"The poets are only the interpreters of the gods". (Philosopher Socrates).

- A. two
- B. three
- C. four

12. True or false? Formed from a verb, a participle is a word that can be used as an adjective.

- A. True
- B. False

13. True or false? There are two types of participle: the present participle (ending -"ing") and the past participle (usually ending -"ed", -"d", -"t", -"en", or -"n").

- A. True
- B. False

14. Select the infinitive being used as an adjective.

To progress things you need the ability to make things simple.

15. Select the one with the adjectives and determiners in the correct order.

- A. those talented middle-aged cooking experts
- B. those middle-aged cooking talented experts

16. Select the one with the adjectives and determiners in the correct order.

- A. the young small girl
- B. the wooden red stool
- C. my attractive cluttered cupboard

17. True or false? An adjective phrase is a group of words headed by an adjective that describes a noun.

- A. True
- B. False

18. Select the one with an adjective phrase.

- A. My dog is scatty.
- B. It is a wonderfully crisp morning.
- C. Keep off the grass!

ADVERB

Adverbs in the English language constitute a grammatical class of words that primarily function to modify verbs, adjectives, or other adverbs. They provide additional information about the manner, degree, time, frequency, or place of an action or state.

TYPES

1. Adverbs of manner:

Adverbs of manner indicate how an action is performed. They modify verbs and provide details about the manner of an action.

- *Quickly, carefully, efficiently*

2. Adverbs of degree:

Adverbs of degree modify the intensity or degree of an adjective, adverb, or verb. They indicate the extent or intensity of a quality, action, or state.

- *Very, too, extremely*

3. Adverbs of time:

Adverbs of time indicate when an action occurs. They provide information about the timing or temporal context of an action.

- *Now, soon, yesterday*

4. Adverbs of frequency:

Adverbs of frequency indicate how often an action occurs. They specify the frequency or repetition of an action.

- *Always, rarely, frequently*

5. Adverbs of place:

Adverbs of place indicate the location or direction of an action. They provide information about the spatial aspects of an action.

- *Here, there, everywhere*

6. Interrogative adverbs:

Interrogative adverbs are used to ask questions about the manner, place, time, reason, etc. They introduce questions seeking information about the action or state.

– *How, where, when, why*

7. Relative adverbs:

Relative adverbs function as subordinating conjunctions to introduce relative clauses. They connect dependent clauses to a main clause and provide additional information.

– *When, where, why*

Degrees of comparison:

Adverbs can be compared to express different degrees of intensity, manner, or frequency. The three degrees of comparison for adverbs are: comparative, and superlative:

1. For adverbs ending in “-ly”:

Comparative: more quickly / faster Superlative: most quickly / fastest

* Adverbs ending in “-ly” that do not follow the general rule:

Comparative: later / Superlative: latest

Comparative: earlier / Superlative: earliest

– *This is **the most slowly** I've ever driven.*

2. For adverbs with irregular forms:

Comparative: better / Superlative: best

Comparative: worse / Superlative: worst

– *He was **the best** football player.*

3. Special cases:

Comparative: more often/oftener; more slowly/slower, etc.

Superlative: most often/oftenest; most slowly/slowest, etc.

– *We should do this **oftener**. We should do this **more often**.*

PRACTICE

Exercise 1. Put the adverbs in brackets into the correct form, adding any necessary words.

1. Jeff is very bright and learns (quickly) anyone I know.

2. The temple was found in one of (remotely) located areas in the country.

3. Why didn't you tell him about it (early)?
4. His plays are (widely) performed in the USA.
5. Simon tries(hard) he can to study properly.
6. James tells a tale (vividly) any of the other kids.

Exercise 2. Put the adjectives/adverbs in brackets into the correct form, adding any necessary words.

1. A: Sorry! Could you tell me where the Science museum is.
B: Oh, yes! It's (far) down the street towards the river.
2. A: Wow! Did you see that?
B: Yep! That was (strange) thing I've ever seen.
3. A: He really believes in aliens, doesn't he?
B: Yeah, no one believes in them (passionately) than Thomas.
4. A: Lenny knows a lot about ancient civilisations, doesn't he?
B: Yes, he is by far (knowledgeable) person I know.
5. A: Shall we leave soon?
B: Sure! The (early) we leave, the (good).
6. A: Let's take a taxi.
B: No, the underground will cost us (little).
7. A: Does anyone know what happened?
B: No, it's just (mysterious) as all the other disappearances.
8. A: So everyone agrees then?
B: Yes, it is (widely) accepted theory in the world.

Exercise 3. Choose the correct item.

1. Maths is **more/most** difficult than English.
2. Stories about Bigfoot go back as **farther/ far** as the 1950s.
3. The article I read about Atlantis was **less/least** interesting than I had expected.
4. The Pyramids are much **old/older** than the Parthenon.
5. Bicycles aren't as fast **than/as** cars.
6. Helen's project on ancient civilisations was the best **of/in** class.
7. Space shuttle technology is becoming **the more/more and more** advanced.
8. The Inca empire expanded more **rapidly/rapid** than any other empire at that time.

9. I am not impressed by alien stories as **easy/easily** as you are.

10. The **longer/longest** we stay, the more time we can spend visiting the ancient ruins.

Exercise 4. Pick out and classify the adverbs in the following sentences.

1. That's what she voices so wistfully.
2. Send him in. He is a little worried.
3. It is a bit tough. You are too risky.
4. None of us really wants to be like you.
5. You know very well how I feel about you.
6. Thank You anyway, I am very grateful.
7. I must be in bed early.
8. How delightful! This is quite splendid.
9. Come back again, I'll be anxiously waiting for you.
10. So soon? You are quite in a hurry.
11. He travelled abroad and will not come back.
12. He speaks well for you.
13. Never hesitate to call on us.
14. Now or never. Don't put me off.
15. He is not cool enough, let me speak to him first.

Exercise 5. Complete each sentence below using one of the following adverbs:

highly (x2) bitterly (x2) firmly gravely truly desperately keenly

1. Esther is a successful businesswoman and is reportedly worth millions.

2. He's now in his eighties. Unfortunately, he's confined to bed and is ill.

3. She was disappointed when told she'd failed her driving test.

4. Despite being intelligent, he suffered from nerves during exams and never got the best results.

5. New England is a great place to visit, but the weather is cold in winter.

6. The government minister refused to resign and said he was committed to his job and responsibilities.
7. He's observant. He'd be a wonderful detective.
8. Dorothy filed for divorce, saying she was unhappy in her marriage.
9. He said he regretted his actions and was sorry for any harm caused.

Test on Adverbs

1. True or false? Adverbs are modifiers. They can be used to express when, where, how, for what reason, or to what degree an action is performed.
- A. True
B. False
2. Select the adverb.
- A. Gracefully
B. Elegance
C. Poise
3. Select the adverb.
- A. Heavy
B. Heavily
C. Heave
4. True or false? Adverbs can modify adjectives and other adverbs.
- A. True
B. False
5. Select the sentence with the adverb modifying an adjective.
- A. The students eagerly waited for their test results.
B. Joseph accidentally broke the plate.
C. My friend's dog is extremely cute.
6. Select the word that is not an adverb.
- A. Gleefully
B. Happy
C. Gladly
7. Select the adverb.
- Humor is the instinct for taking pain playfully.
8. True or false? All adverbs end in "ly".
- A. True
B. False

9. Select the adverb of manner.

The fool shouts loudly, thinking to impress the world.
(Marie de France)

10. Select the sentence with an adverb of time.

- A. Remove the ice-cream from the freezer immediately.
- B. Remove the ice-cream from the freezer carefully.

11. True or false? "Only" is an adverb.

- A. True
- B. False

12. Select the adverb of manner.

- A. In London
- B. In a minute
- C. Very nicely

13. Select the single-word adverb.

When I eventually met Mr. Right, I had no idea that his first name was Always. (American comedian Rita Rudner)

14. Select the sentence with an adverb of time.

A. Life's tragedy is that we get old too soon and wise too late.
(Benjamin Franklin)

B. Wine is constant proof that God loves us and loves to see us happy.

15. Select the adverb.

- A. Slow
- B. Blue
- C. Fast

16. True or false? "Upstairs" is an adverb of place.

- A. True
- B. False

17. Select the first adverb.

Life is too important a thing ever to talk seriously about. (Playwright Oscar Wilde)

GLOSSARY

alternative – *attrib.* (of one or more things) available as another possibility or choice; of or relating to activities that depart from or challenge traditional norms; *noun* one of two or more available possibilities.

argue – *verb* give reasons or cite evidence in support of an idea, action, or theory, typically with the aim of persuading others to share one's view [with clause]; persuade someone to do or not to do (something) by giving reasons; exchange or express diverging or opposite views, typically in a heated or angry way.

ascertain – *verb* [with *obj.*] find (something) out for certain; make sure of...

assumption – *noun* a thing that is accepted as true or as certain to happen, without proof; [*mass noun*] the action of taking on power or responsibility.

ban – *verb* (*bans, banning, banned*) [with *obj.*] officially or legally prohibit (something); officially prevent (someone) from doing something; to state officially that it must not be done, shown, or used.

noun – an official or legal prohibition; an official exclusion of a person from an organization, country, or activity; an official ruling that something must not be done, shown, or used.

bias – *verb* (*biases, biasing, biased*) [with *obj.*] cause to feel or show inclination or prejudice for or against someone or something; to influence sth or sb in favour of a particular choice. *noun* [*mass noun*] inclination or prejudice for or against one person or group, especially in a way considered to be unfair; a concentration on or interest in one particular area or subject; a systematic distortion of a statistical result due to a factor not allowed for in its derivation.

biodegrade – *verb* [*no obj.*] (of a substance or object) be decomposed by bacteria or other living organisms.

campaigner – *noun* a person who works in an organized and active way towards a goal; a person who campaigns for social or political change.

cause – *noun* a person or thing that gives rise to an action, phenomenon, or condition; [*mass noun*] reasonable grounds for doing, thinking, or feeling something; a principle, aim, or movement to which one is committed and which one is prepared to defend or advocate; a matter to be resolved in a court of law.

challenging – *adjective* testing one's abilities; demanding; inviting competition; provocative.

circumstance – *noun* (usu. circumstances) a fact or condition connected with or relevant to an event or action; an event or fact that causes or helps to cause something to happen, typically something undesirable; (circumstances) one's state of financial or material welfare.

compare – *verb* [*with obj.*] estimate, measure, or note the similarity or dissimilarity between; (compare something to) point out or describe the resemblances with; liken to; draw an analogy between one thing and (another) for the purposes of explanation or clarification; *no obj., with adverbial*] have a specified relationship with another thing or person in terms of nature or quality.

comparison – *noun* a consideration or estimate of the similarities or dissimilarities between two things or people; an analogy; [*mass noun*] the quality of being similar or equivalent.

confined – *adjective* (of a space) restricted in area or volume; cramped.

considerations – *noun* [*mass noun*] careful thought, typically over a period of time; [*count noun*] a fact or a motive taken into account in deciding something; thoughtfulness and sensitivity towards others; a payment or reward; *Law* (in a contractual agreement) anything given or promised or forborne by one party in exchange for the promise or undertaking of another.

contradict – *verb* [*with obj.*] deny the truth of (a statement) by asserting the opposite; assert the opposite of a statement made by (someone); be in conflict with.

convey – *verb* [*with obj.*] transport or carry to a place; make (an idea, impression, or feeling) known or understandable; communicate (a message or information); *Law* transfer the title to (property).

cram – *verb* (*crams, cramming, crammed*) [*with obj.*] completely fill (a place or container) to the point of overflowing; force (people or things) into a place or container that is or appears to be too small to contain them; [*no obj.*] (of a number of people) enter a place that is too small to accommodate all of them; [*no obj.*] study intensively over a short period of time just before an examination.

cruelty – *verb* [*with obj.*] represent (something) as being larger, better, or worse than it really is (*pl. cruelties*) [*mass noun*] cruel behavior or attitudes; behavior that deliberately causes pain or distress to people or animals; behavior which causes physical or mental harm to another whether intentionally or not.

dairy cows – are cattle bred for the ability to produce large quantities of milk, from which dairy products are made.

desperate – *adjective* feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with; [*predic.*] (of a person) having a great need or desire for something.

dire conditions – extremely serious or urgent, of a very poor quality state of something with regard to its appearance, quality, or working order; extremely serious or urgent circumstances or factors affecting the way in which people live or work, especially with regard to their well-being.

disastrous – *adjective* causing great damage; *informal* highly unsuccessful.

drawback – *noun* a feature that renders something less acceptable; a disadvantage or problem.

electrocution – *noun* execution of a person (a criminal) sentenced to death by using electricity.

ending up – eventually coming to a specified place or situation.

environmental impact – any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, ...

estimate – *verb* [*/ˈestɪmənt/*] [*with obj.*] roughly calculate or judge the value, number, quantity, or extent of someone or something; *noun* [*/ˈestɪmət/*] an approximate calculation or judgment of the value, number, quantity, or extent of something; a written statement indicating the likely price that will be charged for specified work or repairs; a judgment of the worth or character of someone or something.

evidence – *noun* [*mass noun*] the available body of facts or information indicating whether a belief or proposition is true or valid; *Law* information drawn from personal testimony, a document, or a material object, used to establish facts in a legal investigation or admissible as testimony in a law court; signs or indications of something.

exaggerate – *verb* [*with obj.*] represent (something) as being larger, better, more important or worse than it really is;

exploit – *verb* make full use of and derive benefit from (a resource); make use of (a situation) in a way considered unfair or underhand; benefit unfairly from the work of (someone), typically by overworking or underpaying them.

eye-catching – *adjective* immediately appealing or noticeable; striking.

faux – *adjective* made in imitation; artificial.

gas mask – *noun* a protective mask used to cover a person's face as a defense against poison gas; a device that you wear over your face in order to protect yourself from poisonous gasses.

generation – *noun* all of the people born and living at about the same time, regarded collectively; the average period, generally considered to be about thirty years, in which children grow up, become adults, and have children of their own; a set of members of a family regarded as a single step or stage in descent; a group of people of similar age involved in a particular activity; a single stage in the development of a type of product; [*mass noun*] the production or creation of something.

hand down – *phrasal verb* If you hand down something such as knowledge, a possession, or a skill, you give or leave it to people who belong to a younger generation.

harm – *verb* [*with obj.*] physically injure; damage the health of; have an adverse effect on.

in favor of – to be replaced by; in support or to the advantage of.

in terms of – with regard to the particular aspect or subject specified.

item – *noun* an individual article or unit, especially one that is part of a list, collection, or set; a piece of news or information; an entry in an account.

likely – *adjective* such as well might happen or be true; probable; apparently suitable; promising; *adverb* probably.

luxury – *noun* (*pl. luxuries*) [*mass noun*] a state of great comfort or elegance, especially when involving great expense; [*count noun*] an inessential, desirable item which is expensive or difficult to obtain; [*in sing.*] a pleasure obtained only rarely; *adjective* [*attrib.*] luxurious or of the nature of a luxury.

maintain – *verb* [*with obj.*] cause or enable (a condition or situation) to continue; keep (something) at the same level or rate; keep (a building, machine, or road) in good condition by checking or repairing it regularly; provide with necessities for life or existence; keep (a military unit) supplied with equipment and other requirements.

masking tape – *noun* [*mass noun*] adhesive tape used in painting to cover areas on which paint is not wanted; plastic or paper tape which is sticky on one side and is used, for example, to protect part of a surface that you are painting.

mention – *verb* [*with obj.*] refer to (something) briefly and without going into detail; [*with obj.*] refer to (someone) as being noteworthy, especially as a potential candidate for a post.

mink – *noun* (*pl. same or minks*) a small semiaquatic stoat-like carnivore native to North America and Eurasia; a small animal with highly valued fur; [*mass noun*] the thick brown fur of the mink.

monstrous – *adjective* having the ugly or frightening appearance of a monster; inhumanly or outrageously evil or wrong; extraordinarily and dauntingly large. **opulent** – *adjective* ostentatiously costly and luxurious; wealthy; things or places look grand and expensive.

overcrowded – *adjective* (of accommodation or a space) filled beyond what is comfortable, safe, or desirable.

poisonous – *adjective* (of an animal or insect) producing poison as a means of attacking enemies or prey; (of a plant or substance) causing or capable of causing death or illness if taken into the body; extremely unpleasant or malicious.

practice – *noun* [*mass noun*] the actual application or use of an idea, belief, or method, as opposed to theories relating to it; the carrying out or exercise of a profession, especially that of a doctor or lawyer; [*count noun*] the business or premises of a doctor or lawyer; the customary, habitual, or expected procedure or way of doing of something; an established method of legal procedure; repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it.

predominantly – *adverb* mainly; for the most part.

promote – *verb* [*with obj.*] support or actively encourage (a cause, venture, etc.); further the progress of hypocritical; give publicity to (a product, organization, or venture) so as to increase sales or public awareness; attempt to ensure the passing of (a private Act of Parliament); raise (someone) to a higher position or rank; transfer (a sports team) to a higher division of a league. **purpose** – *noun* the reason for which something is done or created or for which something exists; (usu. purposes) a particular requirement or consideration, typically one that is temporary or restricted in scope or extent; [*mass noun*] a person's sense of resolve or determination.

questionable – *adjective* doubtful as regards truth or validity; likely to be dishonorable or morally suspect.

regarding – *preposition* in respect of; concerning.

reliability – *noun* the quality of being able to be trusted or believed because of working or behaving well; the probability that a product, system, or service will perform its intended function adequately for

a specified period of time, or will operate in a defined environment without failure.

reliance – *noun* [*mass noun*] dependence on or trust in someone or something; [*count noun*] a person or thing on which someone depends.

rely – *verb* (*relies, relying, relied*) [*no obj.*] (rely on/upon) depend on with full trust or confidence in order to live or work properly; be dependent on.

rely on – *verb* (*relies, relying, relied*) [*no obj.*] (rely on/upon) depend on with full trust or confidence; be dependent on.

remain – *verb* [*no obj.*] 1) continue to exist, especially after other similar people or things have ceased to do so; stay in the place that one has been occupying; [*with complement*] continue to possess a particular quality or fulfil a particular role; be left over or outstanding after others or other parts have been completed, used, or dealt with; stay in the same state or condition and not change or move away;

sign – *noun* an object, quality, or event whose presence or occurrence indicates the probable presence or occurrence of something else; something regarded as an indication of what is happening or going to happen; [*with negative*] used to indicate that someone or something is not where they should be or are expected to be; [*mass noun*] the trail of a wild animal; a gesture or action used to convey information or an instruction; an action or reaction that conveys something about someone.

significant – *adjective* sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something; suggesting a meaning or message that is not explicitly stated.

skin – *verb* (*skins, skinning, skinned*) [*with obj.*] remove the skin from (an animal or a fruit or vegetable); graze (a part of one's body); *informal* take money from or swindle (someone).

spun – *verb* (*spins, spinning, spun*) turn or whirl round quickly; [*with obj.*] draw out and twist (the fibers of wool, cotton, or other material) to convert them into yarn, either by hand or with machinery.

supporter – *noun* a person who approves of and encourages a public figure, political party, policy, etc.; a person who is actively interested in and wishes success for a particular sports team.

sustainable – *adjective* able to be maintained at a certain rate or level; able to be upheld or defended.

sustainability – *noun* the ability to maintain or support a process continuously over time.

tiny – *adjective* (*tinier, tiniest*) very or extremely small.

underwear – *noun* [*mass noun*] clothing worn under other clothes, typically next to the skin; clothing such as vests and pants which you wear next to your skin under your other clothes.

urge – *verb* [*with obj. and usu. infinitive*] try earnestly or persistently to persuade (someone) to do something; recommend (something) strongly; [*with obj. and adverbial*] encourage (a person or animal) to move more quickly or in a particular direction; (urge someone on) encourage someone to continue or succeed.

welfare – *noun* [*mass noun*] 1) the health, happiness, and fortunes of a person or group; 2) statutory procedure or social effort designed to promote the basic physical and material well-being of people in need; financial support given to those who are unemployed or otherwise in need; *N-UNCOUNT* In the United States, welfare is money that is paid by the government to people who are unemployed, poor, or sick.

Future technology

actuate – *verb* [*with obj.*] make (a machine or device) operate; make (someone) act in a particular way; motivate.

adjust – *verb* [*with obj.*] alter or move (something) slightly in order to achieve the desired fit, appearance, or result; [*no obj.*] permit small alterations or movements so as to achieve a desired fit, appearance, or result; [*no obj.*] adapt or become used to a new situation; [*with obj.*] assess (loss or damages) when settling an insurance claim.

amazing – *adjective* causing great surprise or wonder; astonishing; very impressive; excellent.

announcement – *noun* a formal public statement about a fact, occurrence, or intention; [*mass noun*] the action of making an announcement; a notice appearing in a newspaper or public place and announcing something such as a birth, death, or marriage; a piece of information given over a public address system.

bettering – *adjective* more desirable, satisfactory, or effective; [*predic. or as complement*] partly or fully recovered from illness, injury, or mental stress; complicated.

convert – *verb* [kən'və:t] 1) [*with obj.*] change the form, character, or function of something; [*no obj.*] be able to change from one form to another; change (money, stocks, or units in which a quantity is expressed) into others of a different kind; adapt (a building) to make it suitable for a new purpose; transpose the subject and predicate of (a proposition) according to certain rules to form a new proposition by inference; [*no obj.*] change one's religious faith or other belief.

creepy – *adjective* (creepier, creepiest) causing an unpleasant feeling of fear or unease.

curate – *noun* (also assistant curate) a member of the clergy engaged as assistant to a vicar, rector, or parish priest; a minister with pastoral responsibility.

device – *noun* a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment; a bomb or other explosive weapon; a plan, method, or trick with a particular aim; a form of words intended to produce a particular effect in speech or a literary work; a drawing or design; the design or look of something.

distribute – *verb* [*with obj.*] 1) give a share or a unit of (something) to each of a number of recipients; supply (goods) to retailers; spread (a load) over an area.

friction – *noun* [*mass noun*] the resistance that one surface or object encounters when moving over another; the action of one surface or object rubbing against another; conflict or animosity caused by a clash of wills, temperaments, or opinions.

gripper – *noun* a kind of a clamp.

horror – *noun* [*mass noun*] an intense feeling of fear, shock, or disgust; a bad or mischievous person, especially a child.

hug – *noun* an act of hugging someone; a squeezing grip in wrestling; *verb* (hugs, hugging, hugged) [*with obj.*] squeeze (someone) tightly in one's arms, typically to express affection; hold (something) tightly around or against part of one's body; fit tightly round; keep close to.

hydraulics – *plural noun* [*usu. treated as sing.*] the branch of science and technology concerned with the conveyance of liquids through pipes and channels, especially as a source of mechanical force or control; hydraulic systems or forces.

incredibly – *adverb* [*as submodifier*] to a great degree; extremely; [sentence adverb] used to introduce a statement that is hard to believe; strangely.

infant – *noun* a very young child or baby; Brit. a schoolchild between the ages of about four and eight [as modifier]; [as modifier] denoting something in an early stage of its development; a person who has not attained legal majority.

intelligence – *noun* the ability to acquire and apply knowledge and skills; [*count noun*] a person or being with the ability to acquire and apply knowledge and skills; the collection of information of military or political value; people employed in the collection of military or political information.

limb – *noun* an arm or leg of a person or four-legged animal, or a bird's wing; a large branch of a tree; ranch of a cross; each half of an archery bow; a projecting landform such as a spur of a mountain range, or each of two or more such projections as in a forked peninsula or archipelago; a projecting section of a building.

occur – *verb* [*no obj.*, *with adverbial*] happen; take place; exist or be found to be present in a place or under a particular set of conditions; (occur to) (of a thought or idea) come into the mind of [with clause].

pile – *verb* [with *obj.* and *adverbial*] place (things) one on top of the other; increase or cause to increase in quantity [*no obj.*]; [*no obj.*] (pile into/ out of) (of a group of people) get into or out of (a vehicle) in a disorganized manner. plot; [*with obj.*] cause one to think that (something) exists or is the case; state or express indirectly [with clause]; evoke; (suggest itself) (of an idea) come into one's mind.

preference – *noun* a greater liking for one alternative over another or others; [*mass noun*] favor shown to one person or thing over another or others; Law) a prior right or precedence, especially in connection with the payment of debts.

relentlessly – *adverb* unceasingly intensely; harshly or inflexibly.

resistive – *adjective* able to withstand the action or effect of something.

scratch – *verb* [*with obj.*] score or mark the surface of (something) with a sharp or pointed object; make a long, narrow superficial wound in the skin of; rub (a part of one's body) with one's fingernails to relieve itching; [with *obj.* and *adverbial*] make (a mark or hole) by scoring a surface with a sharp or pointed object; write (something) hurriedly or awkwardly; [with *obj.* and *adverbial*] remove (something) from something else by pulling a sharp implement over it; [*with obj.*] cancel or strike out (writing) with a pen or pencil; cancel or abandon (an undertaking or project); [*no obj.*] (often as noun scratching) play a record using the scratch technique (sense 2 of the noun).

spider – *noun* an eight-legged predatory arachnid with an unsegmented body consisting of a fused head and thorax and a rounded abdomen.

stud – *noun* a large-headed piece of metal that pierces and projects from a surface, especially for decoration; a small, simple piece of jewelry for wearing in pierced ears or nostrils; a fastener consisting of two buttons joined with a bar, used in formal wear to fasten a shirt front or to fasten a collar to a shirt; (usu. studs) a small projection fixed to the base of footwear, especially sports boots, to allow the wearer to grip the ground; (usu. studs) a small metal piece set into the tyre of a motor vehicle to improve roadholding in slippery conditions; a small object projecting slightly from a road surface as a marker; an upright timber in the wall of a building to which laths and plasterboard are nailed; the height of a room as indicated by the length of a timber wall stud; a rivet or crosspiece in each link of a chain cable; *verb* (studs, studding, studded) [*with obj.*] decorate or augment (something) with many studs or similar small objects.

suggest – *verb* [reporting verb] put forward for consideration;

tetraplegic – *noun* a person who is permanently unable to use their arms and legs.

wheelchair – *noun* a chair built on wheels for an invalid or disabled person, either pushed by another person or propelled by the occupant; a chair with wheels that you use in order to move about in if you cannot walk properly, for example because you are disabled or sick.

wireless – *adjective* using radio, microwaves, etc. (as opposed to wires or cables) to transmit signals.

Communication is Key

abuse – *verb* [ə 'bju:z] [*with obj.*] use (something) to bad effect or for a bad purpose; misuse; make excessive and habitual use of (alcohol or drugs, especially illegal ones); assault (someone, especially a woman or child) sexually; use or treat in such a way as to cause damage or harm; treat with cruelty or violence, especially regularly or repeatedly; speak to (someone) in an insulting and offensive way.

accomplish – *verb* [*with obj.*] achieve or complete successfully.

ache – *noun* a continuous or prolonged dull pain in a part of one's body; [in sing.] an emotion experienced with painful or bittersweet intensity.

acknowledgement – *noun* [*mass noun*] acceptance of the truth or existence of something; recognition of the importance or quality of something; the expression of gratitude or appreciation for something; the action of showing that one has noticed someone or something; [*count noun*] a letter confirming receipt of something; a statement printed at the beginning of a book expressing the author's.

addiction – *noun* [*mass noun*] the fact or condition of being addicted to a particular substance or activity.

afford – *verb* [*with obj.*] (*can/could afford*) have enough money to pay for; have (a resource such as money or time) available or to spare; [*with infinitive*] be able to do something without risk of adverse consequences; provide or supply (an opportunity or facility).

agenda – *noun* a list of items to be discussed at a formal meeting; a plan of things to be done or problems to be addressed; the underlying intentions or motives of a particular person or group; Amer. an appointment diary.

aliment – *noun* [*mass noun*] food; nourishment; maintenance; alimony.

apparent – *adjective* clearly visible or understood; obvious.

articulate – *adjective* [*a: 'tɪkjʊlət*] having or showing the ability to speak fluently and coherently; *verb* [*a: 'tɪkjʊlət*] [*with obj.*] pronounce (something) clearly and distinctly; express (an idea or feeling) fluently and coherently.

assist – *verb* [*with obj.*] help (someone), typically by doing a share of the work; help by providing money or information; [*no obj.*] be present as a helper.

assure – *verb* [*reporting verb*] tell someone something positively to dispel any doubts [*with obj. and clause*]; [*with obj.*] make (something) certain to happen.

attempt – *verb* [*with obj.*] make an effort to achieve or complete (something difficult); try to climb to the top of (a mountain); try to take (a life).

awareness – *noun* [*mass noun*] knowledge or perception of a situation or fact; concern about and well-informed interest in a particular situation or development.

breath – *noun* [*mass noun*] the air taken into or expelled from the lungs; an inhalation or exhalation of air from the lungs.

charge – *verb* [*with obj.*] demand (an amount) as a price for a service rendered or goods supplied; formally accuse (someone) of something,

especially an offense under law; entrust (someone) with a task as a duty or responsibility; store electrical energy in (a battery or battery-operated device); [*with obj.*] rush aggressively towards (someone or something) in attack; [*with adverbial of direction*] move quickly and forcefully.

clarify – *verb* (*clarifies, clarifying, clarified*) [*with obj.*] make (a statement or situation) less confused and more comprehensible; (often as *adj.* clarified) melt (butter) in order to separate out the impurities.

crucial – *adjective* decisive or critical, especially in the success or failure of something; of great importance; excellent.

discount – *verb* [*dis 'kaunt*] [*with obj.*] 1) deduct an amount from (the usual price of something); reduce (a product or service) in price; regard (a possibility or fact) as being unworthy of consideration because it lacks credibility.

disregard – *verb* [*with obj.*] pay no attention to; ignore; *noun* [*mass noun*] the action or state of paying no attention to something.

encourage – *verb* [*with obj.*] give support, confidence, or hope to (someone); [*with obj. and infinitive*] persuade (someone) to do or continue to do something by giving support and advice; stimulate the development of (an activity, state, or belief).

essential – *adjective* absolutely necessary; extremely important; [*attrib.*] fundamental or central to the nature of something or someone.

evaluate – *verb* [*with obj.*] form an idea of the amount, number, or value of; assess.

explode – *verb* [*no obj.*] burst or shatter violently and noisily as a result of rapid combustion, excessive internal pressure, or other process; (of a violent emotion or a situation) arise or develop suddenly; increase suddenly in size, number, or extent; [*with obj.*] show (a belief or theory) to be false or unfounded.

feasible – *adjective* possible and practical to do easily or conveniently; likely; probable.

foundation – *noun* (*often foundations*) the lowest load-bearing part of a building, typically below ground level; [*mass noun*] a cream or powder used as a base to even out facial skin tone before applying other cosmetics; an underlying basis or principle; [*mass noun*] the action of establishing an institution or organization.

frequently – *adverb* regularly or habitually; often.

handle – *verb* [*with obj.*] feel or manipulate with the hands; manage (a situation or problem); have commercial responsibility for; cope or deal

with (someone or something); conduct oneself in a specified manner; drive or control (a vehicle).

healing – *noun* [*mass noun*] the process of making or becoming sound or healthy again; *adjective* tending to heal; therapeutic.

honestly – *adverb* in a truthful, fair, or honorable way; used to emphasize the sincerity of an opinion or feeling; [sentence adverb] used to emphasize the truthfulness of a statement; [sentence adverb] used to indicate the speaker's annoyance or impatience.

illness – *noun* a disease or period of sickness affecting the body or mind.

imply – *verb* (*implies, implying, implied*) [*with obj.*] indicate the truth or existence of (something) by suggestion rather than explicit reference; (of a fact or occurrence) suggest (something) as a logical consequence.

interaction – *noun* [*mass noun*] reciprocal action or influence.

issue – *noun* an important topic or problem for debate or discussion; personal problems or difficulties; problems or difficulties, especially with a service or facility; [*mass noun*] the action of supplying or distributing an item for use, sale, or official purposes; [*count noun*] a number or set of items distributed at one time; a result or outcome of something.

laundry – *noun* [*mass noun*] clothes and linen that need to be washed or that have been newly washed; a room in a house, hotel, or institution where clothes and linen can be washed and ironed; a company washing and ironing clothes and linen commercially.

overwhelming – *adjective* very great in amount; (especially of an emotion) very strong.

pain – *noun* [*mass noun*] highly unpleasant physical sensation caused by illness or injury; (informal) an annoying or tedious person or thing; mental suffering or distress.

perceive – *verb* [*with obj.*] 1) become aware or conscious of (something); come to realize or understand; become aware of (something) by the use of one of the senses, especially that of sight; interpret or regard (someone or something) in a particular way.

reflect – *verb* [*with obj.*] (of a surface or body) throw back (heat, light, or sound) without absorbing it; (of a mirror or shiny surface) show an image of; embody or represent (something) in a faithful or appropriate way; (of an action or situation) bring (credit or discredit) to the relevant parties; [*no obj.*] (reflect well/badly on) bring about a good or bad impression of; [*no obj.*] (usu. reflect on/upon) think deeply or carefully about.

regardless – *adverb* despite the prevailing circumstances; (regardless of) without regard or consideration for.

reiterate – *verb* [*reporting verb*] say something again or a number of times, typically for emphasis or clarity [with clause].

relevant – *adjective* closely connected or appropriate to the matter in hand. **remain** – *verb* [*no obj.*] continue to exist, especially after other similar people or things have ceased to do so; stay in the place that one has been occupying; [with complement] continue to possess a particular quality or fulfill a particular role; be left over or outstanding after others or other parts have been completed, used, or dealt with.

sadness – *noun* [*mass noun*] the condition or quality of being sad.

scream – *verb* [*no obj.*] 1) give a long, loud, piercing cry or cries expressing extreme emotion or pain; [*reporting verb*] cry something in a high-pitched, frenzied way; make a loud, high-pitched sound.

seek – *verb* (past and past participle sought) [*with obj.*] attempt to find (something); attempt or desire to obtain or achieve (something); ask for (something) from someone; search for and find someone or something.

significance – *noun* [*mass noun*] the quality of being worthy of attention; the meaning to be found in words or events; (also statistical significance) the extent to which a result deviates from that expected to arise simply from random variation or errors in sampling.

statement – *noun* a definite or clear expression of something in speech or writing; an official account of facts, views, or plans, especially one for release to the media; a formal account of events given by a witness, defendant, or other party to the police or in a court of law; a document setting out items of debit and credit between a bank or other organization and a customer; (in the UK) an official assessment made by a local education authority concerning a child's special educational needs.

steam – *noun* [*mass noun*] the vapor into which water is converted when heated, forming a white mist of minute water droplets in the air; the invisible gaseous form of water, formed by boiling, from which this vapor condenses; the expansive force of this vapor used as a source of power for machines; *verb* [*no obj.*] give off or produce steam; become or cause something to become covered or misted over with steam; [*with obj.*] cook (food) by heating it in steam from boiling water; [*no obj.*, with adverbial of direction] (of a ship or train) travel somewhere under steam power.

stuffing – *noun* [*mass noun*] a mixture used to stuff poultry or meat before cooking; padding used to stuff cushions, furniture, or soft toys; [*count noun*] a heavy defeat in sport.

stunt – *verb* [*with obj.*] prevent from growing or developing properly.

substance – *noun* a particular kind of matter with uniform properties; an intoxicating, stimulating, or narcotic chemical or drug, especially an illegal one; [*mass noun*] the real physical matter of which a person or thing consists and which has a tangible, solid presence; the most important or essential part of something; the real or essential meaning; the subject matter of a text, speech, or work of art, especially as contrasted with the form or style in which it is presented; [*mass noun*] the quality of having a solid basis in reality or fact; the quality of being dependable or stable; the quality of being important, valid, or significant; wealth and possessions.

suck – *verb* [*with obj.*] draw into the mouth by contracting the muscles of the lips and mouth to make a partial vacuum; hold (something) in the mouth and draw at it by contracting the lip and cheek muscles; draw fluid from (something) into the mouth by suction; [*with obj. and adverbial of direction*] draw in a specified direction by creating a vacuum; [*no obj.*] (of a pump) make a gurgling sound as a result of drawing air instead of water; [*with obj.*] involve (someone) in something without their choosing.

suppress – *verb* [*with obj.*] forcibly put an end to; prevent the development, action, or expression of (a feeling, impulse, idea, etc.); restrain; prevent the dissemination of (information); prevent or inhibit (a process or reaction); partly or wholly eliminate (electrical interference); consciously inhibit (an unpleasant idea or memory) to avoid considering it.

throat – *noun* the passage which leads from the back of the mouth of a person or animal; the front part of a person's or animal's neck.

trigger – *noun* a small device that releases a spring or catch and so sets off a mechanism, especially in order to fire a gun; an event that is the cause of a particular action, process, or situation; *verb* [*with obj.*] cause (a device) to function; cause (an event or situation) to happen or exist.

verbalize – *verb* [*with obj.*] express (ideas or feelings) in words, especially by speaking out loud; [*no obj.*] speak, especially at length and with little real content; make (a word, especially a noun) into a verb.

vital – *adjective* absolutely necessary; essential; indispensable to the continuance of life; full of energy; lively; fatal.

vocalize – *verb* [*with obj.*] utter (a sound or word); express in words.

yell – *noun* a loud, sharp cry of pain, surprise, or delight; [in sing.] an extremely amusing person or thing.

Scientists Think They Finally Have a Solution for Jet-lag – and Say it's All About What and When You EAT

admit – *verb* [reporting verb] confess to be true or to be the case [*with clause*]; [*with obj.*] confess to (a crime or fault, or one's responsibility for it); [*with obj.*] acknowledge (a failure or fault); [*with obj.*] (usu. admit to) allow (someone) to enter a place; allow (a person, country, etc.) to join an organization; [*with obj.*] accept as valid; [*no obj.*] (admit of) allow the possibility of.

advance – *verb* [*no obj.*] move forwards in a purposeful way; move forward in time; [*with obj.*] change the date of (an event) so as to occur earlier than planned; make or cause to make progress; [*no obj.*] (of shares) increase in price; [*with obj.*] put forward (a theory or suggestion); pay (money) to (someone) before it is due.

advice – *noun* [*mass noun*] guidance or recommendations offered with regard to prudent action; a formal notice of a financial transaction; information; news.

alert – *adjective* quick to notice any unusual and potentially dangerous or difficult circumstances; vigilant; able to think clearly; intellectually active; *noun* [*mass noun*] the state of being watchful for possible danger; [*count noun*] an announcement or signal warning of danger; [*count noun*] a period of vigilance following a warning of danger; [*count noun*] a signal on an electronic device that prompts the user to do something or attracts their attention; *verb* [*with obj.*] warn (someone) of a danger or problem.

cell – *noun* a small room in which a prisoner is locked up or in which a monk or nun sleeps; a small monastery or nunnery dependent on a larger one; the smallest structural and functional unit of an organism, which is typically microscopic and consists of cytoplasm and a nucleus enclosed in a membrane; an enclosed cavity in an organism; a small compartment in a larger structure such as a honeycomb; a small group forming a nucleus of political activity, typically a secret, subversive one terrorist cells; a device containing electrodes immersed in an electrolyte, used for generating current or for electrolysis; a unit in a device for converting chemical or solar energy into electricity; the local area covered

by one of the short-range transmitters in a cellular telephone system; Amer. a mobile phone.

circadian – *adjective* (of biological processes) recurring naturally on a twenty- four-hour cycle, even in the absence of light fluctuations.

confuse – *verb* [*with obj.*] make (someone) bewildered or perplexed; make (something) more complex or less easy to understand; identify wrongly; mistake.

constantly – *adverb* continuously over a period of time; always.

debilitating – *adjective* (of a disease or condition) making someone very weak and infirm; tending to weaken something.

discourage – *verb* [*with obj.*] cause (someone) to lose confidence or enthusiasm; prevent or try to prevent (something) by showing disapproval or creating difficulties; persuade (someone) against an action.

disrupt – *verb* [*with obj.*] interrupt (an event, activity, or process) by causing a disturbance or problem; drastically alter or destroy the structure of.

disruption – *noun* [*mass noun*] disturbance or problems which interrupt an event, activity or process.

drift – *verb* [*no obj.*] be carried slowly by a current of air or water; [*with adverbial of direction*] walk slowly, aimlessly, or casually; [*with adverbial*] move passively, aimlessly, or involuntarily into a certain situation or condition; (especially of snow or leaves) be blown into heaps by the wind.

equation – *noun* a statement that the values of two mathematical expressions are equal (indicated by the sign); [*mass noun*] the process of equating one thing with another the equation of science with objectivity; (the equation) a situation in which several factors must be taken into account.

exposure – *noun* [*mass noun*] the state of having no protection from something harmful; a physical condition resulting from being outside in severe weather without adequate protection; the action of placing oneself at risk of financial losses, e.g. through making loans or underwriting insurance; the revelation of something secret, especially something embarrassing or damaging; the publicizing of information or an event; the action of exposing a photographic film to light.

fortunately – *adverb* [*sentence adverb*] it is fortunate that; is used to introduce or indicate a statement about an event or situation that is good.

framework – *noun* an essential supporting structure of a building, vehicle, or object; a basic structure underlying a system, concept, or text.

frustration – *noun* [*mass noun*] the feeling of being upset or annoyed as a result of being unable to change or achieve; [*count noun*] an event or circumstance that causes one to feel frustrated; the prevention of the progress, success, or fulfillment of something.

gland – *noun* an organ in the human or animal body which secretes particular chemical substances for use in the body or for discharge into the surroundings; a structure resembling a gland, especially a lymph node; a secreting cell or group of cells on or within a plant structure.

hierarchical – *adjective* of the nature of a hierarchy; arranged in order of rank. **hit** – *verb* [*with obj.*] bring one's hand or a tool or weapon into contact with (someone or something) quickly and forcefully; accidentally strike (part of one's body) against something, often causing injury; (of a moving object or body) come into contact with (someone or something stationary) quickly and forcefully; touch or press (part of a machine or other device) in order to work it; cause harm or distress to; (of a missile or a person aiming one) strike (a target); reach (a particular level, point, or figure); propel (a ball) with a bat, racket, stick, etc. to score runs or points in a game.

identify – *verb* recognize or distinguish (especially something considered worthy of attention); associate someone or something closely with; regard as having strong links with; regard oneself as sharing the same characteristics or thinking as someone else.

innate – *adjective* inborn; natural; originating in the mind.

input – *noun* [*mass noun*] what is put in, taken in, or operated on by any process or system; a contribution of work or information; energy supplied to a device or system; an electrical signal; the action of putting something in; the information put into a computer; *in Electronics* a place where, or a device through which, energy or information enters a system the signal being fed through the main input.

investigate – *verb* [*with obj.*] carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc.) so as to establish the truth; carry out research or study into (a subject or problem, typically one in a scientific or academic field) [*with clause*]; make inquiries as to the character, activities, or background of (someone); [*no obj.*] make a check to find out something.

jetlag – *noun* [*mass noun*] extreme tiredness and other physical effects felt by a person after a long flight across different time zones.

liver – *noun* a large lobed glandular organ in the abdomen of vertebrates, involved in many metabolic processes; a organ similar to the liver in other animals; [*mass noun*] the flesh of an animal's liver as food [as modifier]; [*mass noun*] a dark reddish brown.

mammalian – *adjective* in zoology, mammalian means relating to mammals. **meanwhile** – *adverb* (also in the meanwhile) in the intervening period of time; at the same time; on the other hand.

misalignment – *noun* [*mass noun*] the incorrect arrangement or position of something in relation to something else.

multiple – *adjective* having or involving several parts, elements, or members; numerous and often varied.

network – *noun* an arrangement of intersecting horizontal and vertical lines; a group or system of interconnected people or things; a complex system of railways, roads, or other routes; a group of people who exchange information and contacts for professional or social purposes; a number of interconnected computers, machines, or operations; a system of connected electrical conductors; a group of broadcasting stations that connect for the simultaneous broadcast of a programmer [as modifier].

overcome – *verb* [*with obj.*] succeed in dealing with (a problem or difficulty); defeat (an opponent); (of a feeling or emotion) overpower or overwhelm.

pineal – *noun* a pea-sized conical mass of tissue behind the third ventricle of the brain, secreting a hormone-like substance in some mammals.

prevent – *verb* [*with obj.*] keep (something) from happening; stop (someone) from doing something.

recalibrate – *verb* [*with obj.*] calibrate (something) again or differently. **recovery** – *noun* (*pl. recoveries*) [*mass noun*] a return to a normal state of health, mind, or strength; the action or process of regaining possession or control of something stolen or lost; the action of regaining or securing compensation or money lost or spent by means of a legal process or subsequent profits; [*count noun*] an object or amount of money recovered; the action of taking a vehicle or aircraft that has broken down or crashed to a place for repair [as modifier]; the process of removing or extracting an energy source or industrial chemical for use, reuse, or waste treatment.

refuse – *verb* [*no obj., with infinitive*] indicate or show that one is not willing to do something; [*with obj.*] indicate that one is not willing

to accept or grant (something offered or requested); decline to accept an offer of marriage from (someone).

reset – *verb* [*with obj.*] set again or differently; cause (a binary device) to enter the state representing the numeral 0.

resilient – *adjective* (of a substance or object) able to recoil or spring back into shape after bending, stretching, or being compressed; (of a person or animal) able to withstand or recover quickly from difficult conditions.

schedule – *noun* a plan for carrying out a process or procedure, giving lists of intended events and times; one's day-to-day plans or timetable; an appendix to a formal document or statute, especially as a list, table, or inventory; (with reference to the British system of income tax) any of the forms (named 'A', 'B', etc.) issued for completion and relating to the various classes into which taxable income is divided.

sensitivity – *noun* (*pl. sensitivities*) [*mass noun*] the quality or condition of being sensitive.

separate – *adjective* forming or viewed as a unit apart or by itself; not joined or touching physically; different; distinct.

shifting – is used to describe something which is made up of parts that are continuously moving and changing position in relation to other parts.

soak up – *phrasal verb* If a soft or dry material soaks up a liquid, the liquid goes into the substance; if you soak up the sun, you sit or lie in the sun, because you enjoy it; if you soak up the atmosphere in a place that you are visiting, you observe or get involved in the way of life there, because you enjoy it or are interested in it. [*informal*]; if something soaks up something such as money or other resources, it uses a great deal of money or other resources.

software – *noun* [*mass noun*] the programs and other operating information used by a computer.

stacked – *adjective* (of a number of things) put or arranged in a stack or stacks; (of a pack of cards) shuffled or arranged dishonestly so as to gain an unfair advantage; (of a woman) having large breasts; (of a task) placed in a queue for subsequent processing.

succumb – *verb* [*no obj.*] fail to resist pressure, temptation, or some other negative force; die from the effect of a disease or injury.

sufferer – *noun* a person who is affected by the illness or condition.

suprachiasmatic nucleus – *noun* each of a pair of small nuclei in the hypothalamus of the brain, above the optic chiasma, thought to be concerned with the regulation of physiological circadian rhythms.

surrounding – *adjective* [*attrib.*] all round a particular place or thing.

sync – *noun* [*mass noun*] synchronization; *verb* [*with obj.*] synchronize.

tip – *noun* the pointed or rounded end or extremity of something slender or tapering; a small piece or part fitted to the end of an object.

tissue – *noun* [*mass noun*] any of the distinct types of material of which animals or plants are made, consisting of specialized cells and their products; paper; [*count noun*] a disposable piece of absorbent paper, used especially as a handkerchief or for cleaning the skin; rich or fine material of a delicate or gauzy texture [*as modifier*].

vary – *verb* [*no obj.*] differ in size, amount, degree, or nature from something else of the same general class; change from one condition, form, or state to another; [*with obj.*] introduce modifications or changes into (something) so as to make it different or less uniform.

Everything You Need to Know about Achieving Career Success

abandon – *verb* [*with obj.*] cease to support or look after (someone); desert; leave (a place or vehicle) empty or uninhabited, without intending to return; (abandon someone/thing to) condemn someone or something to (a specified fate) by ceasing to take an interest in them; give up completely (a practice or a course of action); discontinue (a scheduled event) before completion; (abandon oneself to) allow oneself to indulge in (a desire or impulse).

accelerate – *verb* [*no obj.*] (especially of a vehicle) begin to move more quickly; increase in rate, amount, or extent.

accomplishment – *noun* something that has been achieved successfully; [*mass noun*] the successful achievement of a task; an activity that a person can do well; [*mass noun*] skill or ability in an activity.

accountability – *noun* [*mass noun*] the fact or condition of being accountable; responsibility.

administrate – *verb* less common term for administer.

advantage – *noun* a condition or circumstance that puts one in a favorable or superior position; [*mass noun*] the opportunity to gain something; benefit or profit; a favorable or desirable feature.

advisor/adviser – *noun* a person who gives advice in a particular field.

assign – *verb* [*with obj.*] allocate (a job or duty); appoint (someone) to a job, task, or organization; designate or set (something) aside for a specific purpose. **attain** – *verb* [*with obj.*] succeed in achieving (something that one has worked for); reach (a specified age, size, or amount).

avoid – *verb* [*with obj.*] keep away from or stop oneself from doing (something); contrive not to meet (someone); not go to or through (a place); prevent from happening; *Law* repudiate, nullify, or render void (a decree or contract).

commitment – *noun* [*mass noun*] the state or quality of being dedicated to a cause, activity, etc.; [*count noun*] a pledge or undertaking; an engagement or obligation that restricts freedom of action.

committed – *adjective* pledged or bound to a certain course or policy; dedicated; in or denoting a long-term emotional relationship.

competitive – *adjective* relating to or characterized by competition; having or displaying a strong desire to be more successful than others; as good as or better than others of a comparable nature; (of prices) low enough to compare well with those of rival traders.

confidence – *noun* [*mass noun*] the feeling or belief that one can have faith in or rely on someone or something; the state of feeling certain about the truth of something; a feeling of self-assurance arising from an appreciation of one's own abilities or qualities; the telling of private matters or secrets with mutual trust.

consistent – *adjective* acting or done in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; (of an argument or set of ideas) not containing any logical contradictions; [*predic.*] compatible or in agreement with something.

contribute – *verb* [*with obj.*] give (something, especially money) in order to help achieve or provide something; [*no obj.*] (contribute to) help to cause or bring about; supply (an article) for publication in a newspaper, magazine, or journal; [*no obj.*] give one's views in a discussion.

core – *adjective* denoting the part of something that is central to its existence or character.

courageous – *adjective* not deterred by danger or pain; brave.

crack – *noun* a line on the surface of something along which it has split without breaking apart; a narrow space between two surfaces which have broken or been moved apart; a vulnerable point; a flaw; a sudden sharp or explosive noise; *informal* a joke, typically a critical or unkind one.

curiosity – *noun* [*mass noun*] a strong desire to know or learn something; an unusual or interesting object or fact.

deadline – *noun* the latest time or date by which something should be completed; a line drawn around a prison beyond which prisoners

were liable to be shot; a time or date before which a particular task must be finished or a particular thing must be done.

dedication – *noun* [*mass noun*] the quality of being dedicated or committed to a task or purpose; the action of dedicating a church or other building; [*count noun*] an inscription or form of words dedicating a building, book, etc. to a person or deity.

definition – *noun* a statement of the exact meaning of a word, especially in a dictionary; an exact statement or description of the nature, scope, or meaning of something; [*mass noun*] the action or process of defining something; [*mass noun*] the degree of distinctness in outline of an object, image, or sound; the capacity of a device to make images distinct in outline [*in combination*].

deflect – *verb* [*with obj., and usu. with adverbial of direction*] cause (something) to change direction; turn aside from a straight course; [*no obj., with adverbial of direction*] (of an object) change direction after hitting something; cause (someone) to deviate from an intended purpose; cause (something) to change orientation.

delay – *verb* [*with obj.*] make (someone or something) late or slow; [*no obj.*] be late or slow; loiter; postpone or defer (an action).

detour – *noun* a long or roundabout route that is taken to avoid something or to visit somewhere along the way; an alternative route for use by traffic when the usual road is temporarily closed; *verb* [*no obj., with adverbial of direction*] take a long or roundabout route; [*with obj.*] avoid by taking a detour,

digital – *adjective* (of signals or data) expressed as series of the digits 0 and 1, typically represented by values of a physical quantity such as voltage or magnetic polarization Often contrasted with analogue; relating to, using, or storing data or information in the form of digital signals; involving or relating to the use of computer technology;) (of a clock or watch) showing the time by means of displayed digits rather than hands or a pointer; relating to a finger or fingers.

disengage – *verb* [*with obj.*] separate or release (someone or something) from something to which they are attached or connected; [*no obj.*] become released; [*with obj.*] remove (troops) from an area of conflict; [*no obj.*] pass the point of one's sword over or under the opponent's sword to change the line of attack.

distraction – *noun* a thing that prevents someone from concentrating on something else; a diversion or recreation; [*mass noun*] extreme agitation of the mind.

eliminate – verb [*with obj.*] completely remove or get rid of (something); exclude (someone or something) from consideration or further participation; expel (waste matter) from the body; remove (a variable) from an equation, typically by substituting another which is shown by another equation to be equivalent; generate (a simple substance) as a product in the course of a reaction involving larger molecules.

embrace – verb [*with obj.*] hold (someone) closely in one's arms, especially as a sign of affection; accept (a belief, theory, or change) willingly and enthusiastically; include or contain (something) as a constituent part.

emphasize – verb [*with obj.*] give special importance or value to (something) in speaking or writing; lay stress on (a word or phrase) when speaking; make (something) more clearly defined.

empower – verb [*with obj. and infinitive*] give (someone) the authority or power to do something; [*with obj.*] make (someone) stronger and more confident, especially in controlling their life and claiming their rights.

engage – verb [*with obj.*] occupy or attract (someone's interest or attention); [*no obj.*] (engage in or be engaged in) participate or become involved in; [*with obj.*] arrange to employ or hire (someone); (with reference to a part of a machine or engine) move into position so as to come into operation [*with obj.*].

enhance – verb [*with obj.*] intensify, increase, or further improve the quality, value, or extent of.

execute – verb [*with obj.*] put (a plan, order, or course of action) into effect the corporation executed a series of financial deals; produce (a work of art); perform (a skilful action or maneuver) they had to execute their dance steps with the greatest precision; Law make (a legal instrument) valid by signing or sealing it; Law carry out (a judicial sentence, the terms of a will, or other order) police executed a search warrant; carry out an instruction or program; carry out a sentence of death on (a legally condemned person) he was convicted of treason and executed; kill (someone) as a political act.

expectation – noun a strong belief that something will happen or be the case; a belief that someone will or should achieve something; one's prospects of inheritance.

failure – noun [*mass noun*] lack of success; [*count noun*] an unsuccessful person or thing; the neglect or omission of expected or required action; the action or state of not functioning.

fear – *noun* [*mass noun*] an unpleasant emotion caused by the threat of danger, pain, or harm; [*count noun*] (fear for) a feeling of anxiety concerning the outcome of something or the safety of someone; the likelihood of something unwelcome happening.

feedback – *noun* [*mass noun*] information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement; the modification or control of a process or system by its results or effects, for example in a biochemical pathway or behavioral response See also negative feedback, positive feedback; the return of a fraction of the output signal from an amplifier, microphone, or other device to the input of the same device; sound distortion produced by this.

flexibility – *noun* [*mass noun*] the quality of bending easily without breaking; the ability to be easily modified; willingness to change or compromise. **frustration** – *noun* [*mass noun*] the feeling of being upset or annoyed as a result of being unable to change or achieve something; [*count noun*] an event or circumstance that causes one to feel frustrated; the prevention of the progress, success, or fulfillment of something.

fulfill – *verb* (fulfills, fulfilling, fulfilled) achieve or realize (something desired, promised, or predicted); carry out (a duty or role) as required, promised, or expected; satisfy or meet (a requirement, condition, or need).

humility – *noun* [*mass noun*] the quality of having a modest or low view of one's importance.

imperative – *adjective* of vital importance; crucial; giving an authoritative command; peremptory.

improvement – *noun* an example of improving or being improved; [*mass noun*] the action of improving or being improved; a thing that makes something better or is better than something else.

incident – *noun* an instance of something happening; an event or occurrence; a violent event, such as a fracas or assault; a hostile clash between forces of rival countries; [*mass noun*] the occurrence of dangerous or exciting things; a privilege, burden, or right attaching to an office, estate, or other holding.

inspirational – *adjective* providing or showing creative or spiritual inspiration.

involve – *verb* [*with obj.*] have or include (something) as a necessary or integral part or result; cause to participate in an activity or situation.

juggle – *verb* [*with obj.*] continuously toss into the air and catch (a number of objects) so as to keep at least one in the air while handling

the others; cope with by adroitly balancing (several activities); organize (information or figures) in order to give a particular impression; *noun* [*in sing.*] an act of juggling.

log – *noun* a part of the trunk or a large branch of a tree that has fallen or been cut off; (also logbook) an official record of events during the voyage of a ship or aircraft; a regular or systematic record of incidents or observations; an apparatus for determining the speed of a ship, originally one consisting of a float attached to a knotted line that is wound on a reel, the distance run out in a certain time being used as an estimate of the vessel's speed; *verb* [*with obj.*] enter (an incident or fact) in the log of a ship or aircraft or in another systematic record; cut down (an area of forest) in order to exploit the timber commercially.

mentor – *noun* an experienced and trusted adviser; an experienced person in a company or educational institution who trains and counsels new employees or students.

mind – *noun* the element of a person that enables them to be aware of the world and their experiences, to think, and to feel; the faculty of consciousness and thought; a person's ability to think and reason; the intellect; a person's memory; a particular way of thinking, influenced by a person's profession or environment; a person identified with their intellectual faculties; a person's will or determination to achieve something.

notice – *verb* [*with obj.*] become aware of; treat (someone) as worthy of recognition or attention.

notification – *noun* [*mass noun*] the action of notifying someone or something. **objective** – *noun* a thing aimed at or sought; a goal; the lens in a telescope or microscope nearest to the object observed.

obstacle – *noun* a thing that blocks one's way or prevents or hinders progress.

outcome – *noun* the way a thing turns out; a consequence.

pace – *noun* a single step taken when walking or running; a unit of length representing the distance between two successive steps in walking; a gait of a horse or other animal, especially one of the recognized trained gaits of a horse; [*mass noun*] a person's manner of walking or running.

performance – *noun* an act of presenting a play, concert, or other form of entertainment; an act of performing a dramatic role, song, or piece of music; a display of exaggerated behavior or a process involving a great deal of unnecessary time and effort; a fuss; [*mass noun*] the action or process of performing a task or function; [*mass noun*] the action

or process of performing a task or function; a task or operation seen in terms of how successfully it is performed; the capabilities of a machine, product, or vehicle; (also linguistic performance) an individual's use of a language, i.e. what a speaker actually says, including hesitations, false starts, and errors. Often contrasted with competence.

pothole – *noun* a deep natural underground cave formed by the erosion of rock, especially by the action of water; a deep circular hole in a riverbed formed by the erosion of the rock by the rotation of stones in an eddy; (also pothole lake) a pond formed by a natural hollow in the ground in which water has collected; a depression or hollow in a road surface caused by wear or subsidence; *verb* [*no obj.*] (often as noun potholing) explore underground potholes as a pastime.

pride – *noun* [*mass noun*] a feeling of deep pleasure or satisfaction derived from one's own achievements, the achievements of one's close associates, or from qualities or possessions that are widely admired; consciousness of one's own dignity.

procrastination – *noun* [*mass noun*] the action of delaying or postponing something your first tip is to avoid procrastination.

purpose – *noun* the reason for which something is done or created or for which something exists; (usu. purposes) a particular requirement or consideration, typically one that is temporary or restricted in scope or extent; [*mass noun*] a person's sense of resolve or determination.

pursuit – *noun* [*mass noun*] the action of pursuing someone or something; [*count noun*] a cycling race in which competitors set off from different parts of a track and attempt to overtake one another; an activity of a specified kind, especially a recreational or sporting one.

quote – *noun* a quotation from a text or speech; a quotation giving the estimated cost for a particular job or service; (quotes) quotation marks.

relish – *noun* [*mass noun*] great enjoyment; liking for or pleasurable anticipation of something; a piquant sauce or pickle eaten with plain food to add flavor; an appetizing flavor.

remind – *verb* [*with obj.*] cause (someone) to remember someone or something; cause (someone) to fulfill an obligation or to take note of something.

resilient – *adjective* (of a substance or object) able to recoil or spring back into shape after bending, stretching, or being compressed; (of a person or animal) able to withstand or recover quickly from difficult conditions.

responsibility – *noun* (pl. responsibilities) [*mass noun*] the state or fact of having a duty to deal with something or of having control over someone; the state or fact of being accountable or to blame for something; [*in sing.*] (responsibility to/towards) a moral obligation to behave correctly towards or in respect of; the opportunity or ability to act independently and take decisions without authorization.

retire – *verb* [*no obj.*] leave one's job and cease to work, typically on reaching the normal age for leaving service; [*with obj.*] compel (an employee) to leave their job, especially before they have reached retirement age; (of a player) cease to participate in competitive sport; (of a sports player) withdraw from a race or match as a result of accident or injury; [*no obj.*] withdraw to or from a particular place; go to bed; [*with obj.*] order (a military force) to retreat; [*with obj.*] withdraw (a bill or note) from circulation or currency; [*with obj.*] pay off or cancel (a debt).

reward – *verb* [*with obj.*] give something to (someone) in recognition of their services, efforts, or achievements; show one's appreciation of (an action or quality).

roadblock – *noun* a barrier or barricade; a hindrance or obstruction.

scatter – *verb* [*with obj.*] throw in various random directions; cover (a surface) with objects thrown or spread randomly over it; [*no obj.*] (of a group of people or animals) separate and move off quickly in different directions; [*with obj.*] cause (a group of people or animals) to move off quickly in different directions; *noun* a small, dispersed amount of something; [*mass noun*] the degree to which repeated measurements or observations of a quantity differ.

sharpen – *verb* make or become sharp or sharper; (sharpen up or sharpen something up) improve or cause to improve.

solid – *adjective* (solider, solidest) firm and stable in shape; not liquid or fluid; strongly built or made of strong materials; not flimsy or slender; having three dimensions; [*attrib.*] concerned with objects having three dimensions; not hollow or containing spaces or gaps.

support – *noun* a thing that bears the weight of something or keeps it upright; [*mass noun*] the action of supporting something or someone or the state of being supported; [*mass noun*] material assistance; approval, encouragement, or comfort; technical help given to the user of a computer or other product; [*mass noun*] evidence that serves to corroborate something.

toolset – *noun* a set of software tools.

trait – *noun* a distinguishing quality or characteristic, typically one belonging to a person.

update – *verb* [*ʌp* 'dett] [*with obj.*] make (something) more modern or up to date; give (someone) the latest information about something; *noun* [*/'ʌpdett*] an act of updating something or someone or an updated version of something.

value – *noun* [*mass noun*] the regard that something is held to deserve; the importance, worth, or usefulness of something; the material or monetary worth of something; the worth of something compared to the price paid or asked for it; (values) principles or standards of behavior; one's judgment of what is important in life; the numerical amount denoted by an algebraic term; a magnitude, quantity, or number.

virtue – *noun* [*mass noun*] behavior showing high moral standards; [*count noun*] a quality considered morally good or desirable in a person; [*count noun*] a good or useful quality of a thing; [*mass noun*] virginity or chastity, especially of a woman; (virtues) (in traditional Christian angelology) the seventh-highest order of the ninefold celestial hierarchy.

vision – *noun* [*mass noun*] the faculty or state of being able to see; [*mass noun*] the ability to think about or plan the future with imagination or wisdom; an experience of seeing someone or something in a dream or trance, or as a supernatural apparition.

voicemail – *noun* [*mass noun*] a centralized electronic system which can store messages from telephone callers.

whetstone – *noun* a fine-grained stone used for sharpening cutting tools; a stone which is used for sharpening knives or other tools that have a blade.

The Daily Habits of Happiness Experts

a handful – *noun* (pl. handfuls) a quantity that fills the hand a small handful of fresh coriander; a small number or amount only a handful of people were in the pub; a person or group that is very difficult to deal with or control.

anxiety – *noun* (pl. anxieties) [*mass noun*]; a feeling of worry, nervousness, or unease about something with an uncertain outcome he felt a surge of anxiety [*count noun*] anxieties about the moral decline of today's youth; Psychiatry a nervous disorder marked by excessive uneasiness and apprehension, typically with compulsive behavior or panic

attacks; [with infinitive] strong desire or concern to do something or for something to happen.

carve – *verb* [with obj.] cut (a hard material) in order to produce an object, design, or inscription the wood was carved with runes (as adj. carved) bookcases of carved oak; produce (an object, inscription, or design) by cutting into a hard material the altar was carved from a block of solid jade I carved my initials on the tree; cut (cooked meat) into slices for eating; cut (a slice of meat) from a larger piece; Skiing – make (a turn) by tilting one's skis on to their edges and using one's weight to bend them so that they slide in an arc.

compassion – *noun* [mass noun] sympathetic pity and concern for the sufferings or misfortunes of others.

deter – *verb* (deters, deterring, deterred) [with obj.] discourage (someone) from doing something by instilling doubt or fear of the consequences only a health problem would deter him from seeking re-election; prevent the occurrence of.

dodge – *verb* [with obj.] avoid (someone or something) by a sudden quick movement marchers had to dodge missiles thrown by loyalists; [no obj., with adverbial of direction] move quickly to one side or out of the way Adam dodged between the cars; avoid (something) in a cunning or dishonest way. *noun* a sudden quick movement to avoid someone or something; informal a cunning trick or dishonest act, in particular one intended to avoid something unpleasant.

enjoyment – *noun* [mass noun] the state or process of taking pleasure in something the enjoyment of a good wine; [count noun] a thing that gives pleasure one of his particular enjoyments was campfire singing; the action of possessing and benefiting from something.

founder – *noun* a person who manufactures articles of cast metal; the owner or operator of a foundry an iron founder; *verb* [no obj., with adverbial] (of a ship) fill with water and sink six drowned when the yacht foundered off the Cornish coast; (of a plan or undertaking) fail or break down as a result of a particular problem the talks foundered on the issue of reform; [no obj.] (of a horse or its rider) stumble or fall from exhaustion, lameness, etc.; (of a hooved animal, especially a horse or pony) succumb to laminitis; *noun* [mass noun] laminitis in horses, ponies, or other hooved animals.

frown – *verb* [no obj.] furrow one's brows in an expression indicating disapproval, displeasure, or concentration he frowned as he reread the

letter; (frown on/upon) disapprove of promiscuity was frowned upon; *noun* a facial expression or look characterized by a frowning of one's brows.

gentle – *adjective* (gentler, gentlest); having or showing a mild, kind, or tender temperament or character a gentle, sensitive man her gentle voice; moderate in action, effect, or degree; not strong or violent take some gentle exercise a gentle breeze; (of a slope) gradual a gentle embankment; (of a person) noble or having the qualities attributed to noble birth; courteous and chivalrous; *verb* make or become gentle [*no obj.*] Cobb's tone gentled a little; [*with obj.*] touch (a person or animal) gently, typically in order to make them calmer or more docile.

gratitude – *noun* [*mass noun*] the quality of being thankful; readiness to show appreciation for and to return kindness.

innate – *adjective* inborn; natural her innate capacity for organization; originating in the mind.

insights – *noun* [*mass noun*] the capacity to gain an accurate and deep understanding of someone or something his mind soared to previously unattainable heights of insight; [*count noun*] an accurate and deep understanding his work provides important insights into language use [*mass noun*] the town offers some insight into Finnish rural life; [*mass noun*]; Psychiatry –awareness by a mentally ill person that their mental experiences are not based in external reality.

mightily – *adverb* with a lot of force; fiercely Holly struggled mightily with her mother over doing her homework; to a great or impressive extent; enormously this little town has contributed mightily to the life of the nation [*as submodifier*].

misconception – *noun* a view or opinion that is incorrect because based on faulty thinking or understanding.

mood – *noun* a temporary state of mind or feeling he appeared to be in a very good mood about something; the atmosphere or pervading tone of something a concept album which captures the mood of modern times; [*as modifier*] (especially of music) inducing or suggestive of a particular feeling or state of mind mood music; an angry, irritable, or sullen state of mind.

resentment – *noun* [*mass noun*] bitter indignation at having been treated unfairly.

smiley – (also smiley) *adjective* (smilier, smiliest) smiling; cheerful he drew a smiley face; (also smiley) *noun* (pl. smileys or smilies)

(in electronic communications) a symbol that represents a smiling face, typically formed by the characters :-) and used to indicate that the writer is pleased or joking.

stand-up – *adjective* *adjective* [*attrib.*] involving, done by, or engaged in by people standing up a stand-up party; (of comedy or a comedian) performed or performing by standing in front of an audience and telling jokes a stand-up comic his stand-up routine depends on improvised observations; (of a fight or argument) involving direct confrontation she had a stand-up row with her husband; US informal courageous and loyal in a combative way; designed to stay upright or erect.

steep – *verb* soak (food or tea) in water or other liquid so as to extract its flavor or to soften it the chillies are steeped in olive oil; [*no obj.*] the noodles should be left to steep for 3–4 minutes; soak or saturate (cloth) in water or other liquid; (usu. be steeped in) surround or fill with a quality or influence.

survey – *verb* [sə'veɪ] [*with obj.*] look closely at or examine (someone or something); examine and record the area and features of (an area of land) so as to construct a map, plan, or description; investigate (behavior or opinions) by questioning a group of people the investigator surveyed the attitudes and beliefs held by residents; *noun* [/'sə:veɪ] a general view, examination, or description of someone or something the author provides a survey of the relevant literature; an investigation of the opinions or experience of a group of people, based on a series of questions; a written report detailing the findings of a building survey; a map, plan, or detailed description obtained by surveying an area; a department carrying out the surveying of land the British Geological Survey.

to pause – *verb* [*no obj.*] interrupt action or speech briefly she paused, at a loss for words; [*with obj.*] temporarily interrupt the operation of (a process or device).

unanimously – *adverb* without opposition; with the agreement of all people involved.

upbeat – *adjective* informal cheerful; optimistic.

upside down – *adverb & adjective* with the upper part where the lower part should be; in an inverted position [as adv.] the car rolled and landed upside down [as adj.]; an upside-down canoe; in or into total disorder or confusion.

How Ads Influence Our Everyday Lives

accomplish – *verb* [*with obj.*] achieve or complete successfully.
advertisements – *noun* a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy; Syn: advert, ad.

advertising – *noun* [*mass noun*] the activity or profession of producing advertisements for commercial products or services.

allay – *verb* [*with obj.*] diminish or put at rest (fear, suspicion, or worry); relieve or alleviate (pain or hunger).

avail – *verb* use or take advantage of (an opportunity or available resource); [*with obj.*] help or benefit.

benefit – *noun* an advantage or profit gained from something; a payment made by the state or an insurance scheme to someone entitled to receive it; an event such as a concert or game, intended to raise money for a particular player or charity.

claim – *verb* [reporting verb] state or assert that something is the case, typically without providing evidence or proof [*with clause*]; [*with obj.*] assert that one has gained or achieved (something); [*with obj.*] formally request or demand; say that one owns or has earned (something); [*with obj.*] make a demand for (money) under the terms of an insurance policy [*no obj.*]; call for (someone's notice and thought); cause the loss of (someone's life).

commercial – *noun* a television or radio advertisement.

compel – *verb* [*with obj.* and infinitive] force or oblige (someone) to do something; [*with obj.*] bring about (something) by the use of force or pressure; [*with obj.* and adverbial of direction] force to come or go in a particular direction.

concern – *noun* [*mass noun*] anxiety; worry; [*count noun*] a cause of anxiety or worry; a matter of interest or importance to someone; a business.

devote – *verb* [*with obj.*] (devote something to) give all or most of one's time or resources to (a person or activity); use a certain amount of space or time to cover (a topic).

dispel – *verb* [*with obj.*] make (a doubt, feeling, or belief) disappear.

expose – *verb* [*with obj.*] make (something) visible by uncovering it; (often expose someone to) cause someone to be vulnerable or at risk; (expose someone to) introduce someone to (a subject or area

of knowledge); (expose oneself) publicly and indecently display one's genitals; reveal the true, objectionable nature of (someone or something); make (something embarrassing or damaging) public.

gutter – *noun* a shallow trough fixed beneath the edge of a roof for carrying off rainwater; the blank space between facing pages of a book or between adjacent columns of type or stamps in a sheet; *verb* [*no obj.*] (of a candle or flame) flicker and burn unsteadily; [*with obj.*] make channels or furrows in (something).

highlight – *noun* an outstanding part of an event or period of time; a bright or reflective area in a painting, picture, or design; *verb* [*with obj.*] draw special attention to; make visually prominent; create highlights in (hair).

HIV/AIDS – HIV is a virus which reduces people's resistance to illness and can cause AIDS. HIV is an abbreviation for 'human immunodeficiency virus.' AIDS a disease in which there is a severe loss of the body's cellular immunity, greatly lowering the resistance to infection and malignancy, is a disease which destroys the natural system of protection that the body has against other diseases. AIDS is an abbreviation for 'acquired immune deficiency syndrome.'

lingering – *adjective* lasting for a long time or slow to end.

mainstream – *adjective* belonging to or characteristic of the mainstream; (of a school or class) for pupils without special needs; *noun* (the mainstream) the ideas, attitudes, or activities that are shared by most people and regarded as normal or conventional.

patronize – *verb* [*with obj.*] (often as *adj.* patronizing) treat with an apparent kindness which betrays a feeling of superiority; frequent (a shop, restaurant, or other establishment) as a customer; give financial or other support to (a person, organization, or cause).

persuasive – *adjective* good at persuading someone to do or believe something through reasoning or the use of temptation.

pique – *verb* [*with obj.*] arouse (interest or curiosity); (be piqued) feel irritated or resentful.

profitable – *adjective* (of a business or activity) yielding profit or financial gain; beneficial; useful

prompt – *verb* [*with obj.*] (of an event or fact) cause or bring about (an action or feeling); cause someone to take a course of action; encourage (a hesitating speaker) to say something.

qualm – *noun* an uneasy feeling of doubt, worry, or fear, especially about one's own conduct; a misgiving; a momentary faint or sick feeling.

substantial – *adjective* 1) of considerable importance, size, or worth; strongly built or made; (of a meal) large and filling; important in material or social terms; wealthy; concerning the essentials of something; real and tangible rather than imaginary.

trial – *noun* a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings; a test of the performance, qualities, or suitability of someone or something; a person, experience, or situation that tests a person's endurance or forbearance.

ubiquitous – [*ju:ˈbɪkwɪtəs*] *adjective* present, appearing, or found everywhere.

ultimate – *adjective* being or happening at the end of a process; final; basic or fundamental; being the best or most extreme example of its kind.

uncertainty – *noun* (pl. uncertainties) [*mass noun*] the state of being uncertain; something that is uncertain or that causes one to feel uncertain.

urgent – *adjective* requiring immediate action or attention; (of an action or event) done or arranged in response to an urgent situation; (of a person or their manner) earnest and persistent.

via – *preposition* travelling through (a place) en route to a destination; by way of; through; by means of.

yield – *verb* [*with obj.*] produce or provide (a natural, agricultural, or industrial product); [*no obj.*] give way to arguments, demands, or pressure; [*no obj.*] (of a mass or structure) give way under force or pressure; *noun* an amount produced of an agricultural or industrial product; a financial return.

What is Money

acquire – *verb* [*with obj.*] buy or obtain (an asset or object) for oneself; learn or develop (a skill, habit, or quality); come to have (a particular reputation) as a result of one's behavior or activities.

asset – *noun* a useful or valuable thing or person; (usu. assets) an item of property owned by a person or company, regarded as having value and available to meet debts, commitments, or legacies.

assume – *verb* [*with obj.*] supposed to be the case, without proof; take or begin to have (power or responsibility); seize (power or control) begin to have (a specified quality, appearance, or extent).

bead – *noun* a small piece of glass, stone, or similar material that is threaded with others to make a necklace or rosary or sewn on to fabric; a drop of a liquid on a surface; a small knob forming the foresight of a gun; the reinforced inner edge of a pneumatic tyre that grips the rim of the wheel; an ornamental plaster molding resembling a string of beads or having a semicircular cross section.

calculation – *noun* a mathematical determination of the amount or number of something; an assessment of the risks, possibilities, or effects of a situation or course of action.

cash – *noun* [*mass noun*] money in coins or notes, as distinct from cheques, money orders, or credit; money in any form.

challenging – *adjective* testing one's abilities; demanding; inviting competition; provocative.

coincidence – *noun* a remarkable concurrence of events or circumstances without apparent causal connection; [*mass noun*] the fact of corresponding in nature or in time of occurrence.

consumption – *noun* [*mass noun*] the action of using up a resource; the action of eating or drinking something; [in sing.] an amount of something which is used up or ingested; the purchase of goods and services by the public; the reception of information or entertainment by a mass audience; a wasting disease, especially pulmonary tuberculosis.

counterfeit – *adjective* made in exact imitation of something valuable with the intention to deceive or defraud; *noun* a fraudulent imitation of something else; *verb* [*with obj.*] imitate fraudulently; pretend to feel or possess (an emotion or quality).

depreciation – *noun* [*mass noun*] a reduction in the value of an asset over time, due in particular to wear and tear; a decrease in the value of a currency relative to other currencies.

deteriorate – *verb* [*no obj.*] become progressively worse.

diminish – *verb* make or become less; [*with obj.*] cause to seem less impressive or valuable.

divisible – *adjective* capable of being divided; (of a number) containing another number a number of times without a remainder.

durable – *adjective* able to withstand wear, pressure, or damage; hard-wearing; (of a person) having endurance.

emerge – *verb* [*no obj.*] move out of or away from something and become visible; (of an insect or other invertebrate) break out from an egg, cocoon, or pupal case; become apparent or prominent; (of facts) become known.

encompass – *verb* [*with obj.*] surround and have or hold within; include comprehensively; cause to take place.

fake – *verb* try to make it look valuable or genuine, although in fact it is not; forge or counterfeit (something); pretend to feel or have (an emotion, illness, or injury); pretend to feel or have (an emotion, illness, or injury).

frame – *verb* [*with obj.*] place (a picture or photograph) in a frame; surround so as to create a striking or attractive image; formulate (a concept, plan, or system); form or articulate (words); produce false evidence against (an innocent person) so that they appear guilty.

fungible – *adjective* (of goods contracted for without an individual specimen being specified) replaceable by another identical item; mutually interchangeable.

genuine – *adjective* truly what something is said to be; authentic; (of a person, emotion, or action) sincere.

granted – *adverb* [sentence adverb] admittedly; it is true (used to introduce a factor which is opposed to the main line of argument but is not regarded as so strong as to invalidate it).

interchangeable – *adjective* (of two things) able to be interchanged; apparently identical; very similar.

ledger – *noun* a book or other collection of financial accounts; a flat stone slab covering a grave; a horizontal scaffolding pole, parallel to the face of the building; a weight used on a fishing line without a float, to anchor the bait in a particular place [as modifier].

liabilities – *noun* [*count noun*] (usu. liabilities) a thing for which someone is responsible, especially an amount of money owed.

measurement – *noun* [*mass noun*] the action of measuring something; [*count noun*] the size, length, or amount of something, as established by measuring; [*count noun*] a unit or system of measuring.

perceive – *verb* [*with obj.*] become aware or conscious of (something); come to realize or understand; become aware of (something) by the use of one of the senses, especially that of sight; interpret or regard (someone or something) in a particular way.

plentiful – *adjective* existing in or yielding great quantities; abundant.

portable – *adjective* able to be easily carried or moved, especially because being of a lighter and smaller version than usual; (of software) able to be transferred from one machine or system to another; (of a loan or pension) capable of being transferred or adapted in altered circumstances.

property – *noun* (pl. properties) [*mass noun*] a thing or things belonging to someone; possessions collectively; the right to the possession, use, or disposal of something; ownership; an attribute, quality, or characteristic of something.

record – *verb* [*with obj.*] set down in writing or some other permanent form for later reference; state or set down publicly or officially; (of an instrument or observer) show or register (a measurement or result); achieve (a certain score or result); convert (sound or a performance) into a permanent form for subsequent reproduction or broadcast; produce (a programme, or a piece or collection of music) by recording a performance.

resort – *verb* [*no obj.*] (resort to) turn to and adopt (a course of action, especially an extreme or undesirable one) so as to resolve a difficult situation; go often or in large numbers to.

safety – *noun* (pl. safeties) [*mass noun*] the condition of being protected from or unlikely to cause danger, risk, or injury; [as modifier] denoting something designed to prevent injury or damage.

sake – *noun* (for the sake of something or for something's sake) for the purpose of; in the interest of; in order to achieve or preserve; (for its own sake or something for something's sake or for the sake of it) used to indicate something that is done as an end in itself rather than to achieve some other purpose; (for the sake of someone or for someone's sake) out of consideration for or in order to help or please someone; (for God's or goodness, Christ's, heaven's, Pete's etc. sake) used to express impatience, annoyance, urgency, or desperation.

scarcity – *noun* (pl. scarcities) [*mass noun*] the state of being scarce or in short supply; shortage.

security – *noun* (pl. securities) [*mass noun*] the state of being free from danger or threat; the safety of a state or organization against criminal activity such as terrorism, theft, or espionage; procedures followed or measures taken to ensure the security of a state or organization; the state of feeling safe, stable, and free from fear or anxiety; a thing deposited or pledged as a guarantee of the fulfillment of an undertaking or the repayment of a loan, to be forfeited in case of default; (often securities) a certificate attesting credit, the ownership of stocks or bonds, or the right to ownership connected with tradable derivatives.

sound – *adjective* in good condition; not damaged, injured, or diseased; financially secure; based on valid reason or good judgment;

competent, reliable, or holding acceptable views; (of sleep) deep and undisturbed; (of a person) tending to sleep deeply; (of a beating) severe.

span – *verb* [*with obj.*] (of a bridge, arch, etc.) extend from side to side of; cover or enclose with the length of one's hand; extend across (a period of time or a range of subjects).

store – *noun* a quantity or supply of something kept for use as needed; a place where things are kept for future use or sale; (stores) supplies of equipment and food kept for use by members of an army, navy, or other institution, or the place where they are kept; a computer memory; a shop of any size or kind; a large shop selling different types of goods; (also stores) a shop selling basic necessities.

strive – *verb* (past strove or strived; past participle striven or strived) [*no obj.*] make great efforts to achieve or obtain something; struggle or fight vigorously.

survival – *adjective* denoting the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances.

tender – *noun* an offer to carry out work, supply goods, or buy land, shares, or another asset at a stated fixed price; [*with modifier*] a vehicle used by a fire service for carrying specified supplies or equipment or fulfilling a specified role; a vehicle used in mobile operations by a public service or the armed forces; a dinghy or other boat used to ferry people and supplies to and from a ship; a trailing vehicle closely coupled to a steam locomotive to carry fuel and water; [*usu. in combination or with modifier*] a person who looks after someone else or a machine or place.

vendor – *noun* a person or company offering something for sale, especially a trader in the street

verifiable – *adjective* can be proved to be true or genuine.

wampum – *noun* [*mass noun*] small cylindrical beads made by North American Indians from shells, strung together and worn as decoration or used as money.

whichever – *relative determiner & pronoun* used to emphasize a lack of restriction in selecting one of a definite set of alternatives [*as determiner*]; regardless of which [*as determiner*].

worthwhile – *adjective* worth the time, money, or effort spent; of value or importance; enjoyable or useful, and worth the time, money, or effort that is spent on it.

Difference Between Village Life and City Life

affordable – *adjective* inexpensive; reasonably priced.

amenity – *noun* (pl. amenities) a desirable or useful feature or facility of a building or place; [*mass noun*] the pleasantness or attractiveness of a place. **animal husbandry** – *noun* [*mass noun*] the science of breeding and caring for farm animals.

available – *adjective* able to be used or obtained; at someone's disposal; (of a person) not otherwise occupied; free to do something; not currently involved in a sexual or romantic relationship.

belonging – *noun* plural noun a person's movable possessions.

community – *noun* (pl. communities) a group of people living in the same place or having a particular characteristic in common; a group of people living together and practicing common ownership; a particular area or place considered together with its inhabitants; a body of nations or states unified by common interests [in names]; the people of a district or country considered collectively, especially in the context of social values and responsibilities; society; [*mass noun*] the condition of sharing or having certain attitudes and interests in common.

disability – *noun* (pl. disabilities) a physical or mental condition that limits a person's movements, senses, or activities; a disadvantage or handicap, especially one imposed or recognized by the law.

disruptive – *adjective* causing or tending to cause disruption; innovative or groundbreaking.

diversity – *noun* (pl. diversities) [*mass noun*] the state of being diverse; [in sing.] a range of different things.

dweller – *noun* a person who lives in the kind of place or house indicated.

entertainment – *noun* [*mass noun*] the action of providing or being provided with amusement or enjoyment; [*count noun*] an event, performance, or activity designed to entertain others; the action of receiving a guest or guests and providing them with food and drink.

expensive – *adjective* costing a lot of money

greenery – *noun* [*mass noun*] green foliage, growing plants, or vegetation.

heritage – *noun* [in sing.] property that is or may be inherited; an inheritance; valued objects and qualities such as historic buildings and cultural traditions that have been passed down from previous generations;

[as modifier] denoting or relating to things of special architectural, historical, or natural value that are preserved for the nation.

housing – *noun* [*mass noun*] houses and flats considered collectively [as modifier]; the provision of accommodation [as modifier]; a rigid casing that encloses and protects a piece of moving or delicate equipment; a recess or groove cut in one piece of wood to allow another piece to be attached to it.

livelihood – *noun* a means of securing the necessities of life.

pollute – *verb* [*with obj.*] contaminate (water, the air, etc.) with harmful or poisonous substances; defile or corrupt.

proximity – *noun* [*mass noun*] nearness in space, time, or relationship.

reliance – *noun* [*mass noun*] dependence on or trust in someone or something; [*count noun*] a person or thing on which someone depends.

rely – *verb* (relies, relying, relied) [*no obj.*] (rely on/upon) depend on with full trust or confidence; be dependent on.

rural – *adjective* in, relating to, or characteristic of the countryside rather than the town.

rush – [no obj., with adverbial of direction] move with urgent haste; (of air or a liquid) flow strongly; [*no obj.*] act with great haste; [*with obj.*] entertain (a new student) in order to assess suitability for membership of a college fraternity or sorority; [*with obj.*] overcharge (a customer).

shopping mall – *noun* a specially built covered area containing shops and restaurants which people can walk between, and where cars are not allowed.

treatment – *noun* [*mass noun*] the manner in which someone behaves towards or deals with someone or something; the presentation or discussion of a subject; medical care given to a patient for an illness or injury; the use of a chemical, physical, or biological agent to preserve or give particular properties to something.

Criminal & Civil Cases: What Happens in a Courtroom?

accuracy – *noun* (pl. accuracies) [*mass noun*] the quality or state of being correct or precise; the degree to which the result of a measurement, calculation, or specification conforms to the correct value or a standard.

alternate – *verb* [*no obj.*] occur in turn repeatedly; [*with obj.*] do or perform in turn repeatedly; change repeatedly between two contrasting

conditions; *adjective* [*attrib.*] every other; every second; (of two things) each following and succeeded by the other in a regular pattern; *noun* a person who acts as a deputy or substitute.

appeal – *verb* [*no obj.*] make a serious, urgent, or heartfelt request; (appeal to) try to persuade someone to do something by calling on (a particular principle or quality); apply to a higher court for a reversal of the decision of a lower court; be attractive or interesting; *noun* a serious, urgent, or heartfelt request; an attempt to persuade someone do to something by calling on a particular principle or quality; an application to a higher court for a decision to be reversed; a request for donations to support a charity or cause; [*mass noun*] the quality of being attractive or interesting.

approved – *adjective* officially accepted as appropriate in a particular situation.

charge – *noun* a price asked for goods or services; [*count noun*] an official instruction, especially one given by a judge to a jury regarding points of law; a financial liability or commitment; an accusation, typically one formally made against a prisoner brought to trial; [*mass noun*] responsibility for the care or control of someone or something; [*count noun*] a person or thing entrusted to the care of someone; [*count noun*] a responsibility or duty assigned to someone; the property of matter that is responsible for electrical phenomena, existing in a positive or negative form; the [*mass noun*] energy stored chemically for conversion into electricity; an act or period of storing electrical energy in a battery; [*in sing.*] a thrill; a quantity of explosive to be detonated in order to fire a gun or similar weapon; a headlong rush forward, typically in attack.

counsel – *noun* [*mass noun*] advice, especially that given formally; consultation, especially to seek or give advice; (pl. same) a barrister or other legal adviser conducting a case.

courtroom – *noun* the place or room in which a court of law meets.

cross-examine – *verb* [*with obj.*] question (a witness called by the other party) in a court of law to challenge or extend testimony already given. Compare with examination-in-chief; question (someone) aggressively or in great detail.

dismiss – *verb* [*with obj.*] order or allow to leave; send away; remove from employment or office, typically on the grounds of unsatisfactory performance; [*no obj.*] (of a group assembled under someone's authority) disperse; treat as unworthy of serious consideration; deliberately cease to think about; Law refuse further hearing to (a case).

innocence – *noun* [*mass noun*] the state, quality, or fact of being innocent of a crime or offense; lack of guile or corruption; purity; a person's virginity.

juror – *noun* a member of a jury; a person taking an oath, especially one of allegiance.

lawsuit – *noun* a claim or dispute brought to a law court for adjudication.

preside – *verb* be in the position of authority in a meeting or other gathering; be in charge of (a place or situation); (preside at) play (a musical instrument, especially a keyboard instrument) at a public gathering.

proceedings – *plural noun* an event or a series of activities involving a set procedure; Law action taken in a court to settle a dispute; a published report of a set of meetings or a conference.

prove – *verb* (past participle proved or proven [*with obj.*] demonstrate the truth or existence of (something) by evidence or argument; (prove something up) establish the genuineness and validity of (a will); [*with obj.* and complement] demonstrate to be the specified thing by evidence or argument; [*no obj.*, with complement] be seen or found to be; (prove oneself) demonstrate one's abilities or courage; [*with obj.*] test the accuracy of (a mathematical calculation); [*with obj.*] subject (a gun) to a testing process ;[*no obj.*] (of bread dough) become aerated by the action of yeast; rise.

testimony – *noun* (pl. testimonies) a formal written or spoken statement, especially one given in a court of law; [*mass noun*] evidence or proof of something; a public recounting of a religious conversion or experience; a solemn protest or declaration.

trial – *noun* a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings; a test of the performance, qualities, or suitability of someone or something; a test of individual ability on a motorcycle over rough ground or on a road; (trials) an event in which horses, dogs, or other animals compete or perform horse trials 3) a person, experience, or situation that tests a person's endurance or forbearance.

witness – *noun* a person who sees an event, typically a crime or accident, take place; a person giving sworn testimony to a court of law or the police; a person who is present at the signing of a document and signs it themselves to confirm this; [*mass noun*] evidence; proof; used to refer to confirmation or evidence given by signature or under oath;

open profession of one's religious faith through words or actions; (also witness mark) a line or remnant of an original surface on a workpiece to show how much material has been removed or the shape of the original outline.

How Taking Risks Can Lead You to a Better Life

breakdown – *noun* a mechanical failure; a failure of a relationship or system; a sudden collapse in someone's mental health; the chemical or physical decomposition of something; an explanatory analysis, especially of statistics.

butt – *verb* [*with obj.*] (of a person or animal) hit (someone or something) with the head or horns; strike (one's head) against something; *noun* a push or blow, especially one given with the head; the person or thing at which criticism or ridicule is directed; (usu. butts) an archery or shooting target or range; a mound on or in front of which a target is set up for archery or shooting; a grouse- shooter's stand, screened by low turf or a stone wall.

deliberately – *adverb* consciously and intentionally; on purpose; in a careful and unhurried way.

embarrass – *verb* [*with obj.*] cause (someone) to feel awkward, self-conscious, or ashamed; (be embarrassed) be caused financial difficulties; hamper or impede (a person or action); make difficult or intricate; complicate.

exceptionally – *adverb* to a greater degree than normal; unusually; only in unusual circumstances.

incite – *verb* [*with obj.*] encourage or stir up (violent or unlawful behavior); urge or persuade (someone) to act in a violent or unlawful way.

odd – *adjective* different to what is usual or expected; strange; (of whole numbers such as 3 and 5) having one left over as a remainder when divided by two; [in combination] in the region of or somewhat more than a particular number or quantity; denoting a single goal by which one side defeats another, especially where each side scores at least once; [*attrib.*] happening or occurring infrequently and irregularly; occasional; spare; unoccupied; separated from a usual pair or set and therefore out of place or mismatched.

outgoing – *adjective* friendly and socially confident; [*attrib.*] leaving an office or position; going out or away from a particular place.

overhead – *adjective* situated above the level of the head; (of a driving mechanism) above the object driven; [*attrib.*] (of a cost or expense) incurred in the upkeep or running of a plant, premises, or business and not attributable to individual products or items.

pants – *noun plural noun* underpants or knickers; trousers

seemingly – *adverb* so as to give the impression of having a certain quality; [sentence adverb] according to the facts as one knows them; as far as one knows.

shyness – *noun [mass noun]* the quality or state of being shy.

tremendous – *adjective* very great in amount, scale, or intensity; extremely good or impressive; excellent; inspiring awe or dread.

unease – *noun [mass noun]* anxiety or discontent.

AI Predicts Sea Surface Temperature Cooling During Tropical Cyclones

ability – *noun (pl. abilities) [in sing., with infinitive]* possession of the means or skill to do something; [*mass noun*] talent, skill, or proficiency in a particular area.

affect – *verb [with obj.]* have an effect on; make a difference to; touch the feelings of; move emotionally.

aforementioned – *adjective* denoting a thing or person previously mentioned.

altogether – *adverb* completely; totally; including everything or everyone; in total; [*sentence adverb*] taking everything into consideration; on the whole.

ascertain – *verb [with obj.]* find (something) out for certain; make sure of.

average – *noun* the result obtained by adding several amounts together and then dividing this total by the number of amounts; the mean; an amount, standard, level, or rate regarded as usual or ordinary; [*mass noun*] the apportionment of financial liability resulting from loss of or damage to a ship or its cargo; *adjective* constituting the result obtained by adding together several amounts and then dividing this total by the number of amounts; of the usual or ordinary amount, standard, level, or rate; having qualities that are seen as typical of a particular person, group, or thing; mediocre; not very good.

cease – *verb* come or bring to an end.

confidence – *noun* [*mass noun*] the feeling or belief that one can have faith in or rely on someone or something; the state of feeling certain about the truth of something; a feeling of self-assurance arising from an appreciation of one's own abilities or qualities; the telling of private matters or secrets with mutual trust; [*count noun*] (often confidences) a secret or private matter told to someone under a condition of trust.

consequently – *adverb* as a result.

correlation – *noun* a mutual relationship or connection between two or more things; [*mass noun*] the process of establishing a relationship or connection between two or more things; [*mass noun*] interdependence of variable quantities; a quantity measuring the extent of the interdependence of variable quantities.

current – *noun* a body of water or air moving in a definite direction, especially through a surrounding body of water or air in which there is less movement; a flow of electricity which results from the ordered directional movement of electrically charged particles; a quantity representing the rate of flow of electric charge, usually measured in amperes; the general tendency or course of events or opinion.

decline – *verb* [*no obj.*] (typically of something regarded as good) become smaller, fewer, or less; decrease; [*with obj.*] politely refuse (an invitation or offer); [*no obj.*] (especially of the sun) move downwards; *noun* a gradual and continuous loss of strength, numbers, or value.

depth – *noun* [*mass noun*] the distance from the top or surface to the bottom of something; the apparent existence of three dimensions in a picture or other two-dimensional representation; the quality of being intense or extreme; complexity and profundity of thought; extensive and detailed study or knowledge; intensity of color.

distribution – *noun* [*mass noun*] the action of sharing something out among a number of recipients; the action or process of supplying goods to retailers; the way in which something is shared out among a group or spread over an area. **exceed** – *verb* [*with obj.*] be greater in number or size than (a quantity, number, or other measurable thing); go beyond what is allowed or stipulated by (a set limit); be better than; surpass.

expand – *verb* become or make larger or more extensive; [*no obj.*] (expand on) give a fuller version or account of; [*no obj.*] become less reserved in character or behavior.

experience – *noun* [*mass noun*] practical contact with and observation of facts or events; the knowledge or skill acquired by a period of practical

experience of something, especially that gained in a particular profession; an event or occurrence which leaves an impression on someone; *verb* [*with obj.*] encounter or undergo (an event or occurrence); feel (an emotion or sensation).

fuel – *verb* [*with obj.*] supply or power (an industrial plant, vehicle, or machine) with fuel; cause (a fire) to burn more intensely; sustain or inflame (an intense feeling).

height – *noun* [*mass noun*] the measurement of someone or something from head to foot or from base to top; elevation above ground or a recognized level (typically sea level); [*in sing.*] the point or period at which something is at its best or strongest.

in particular – especially (used to show that a statement applies to one person or thing more than any other).

intensity – *noun* (*pl. intensities*) [*mass noun*] the quality of being intense; the measurable amount of a property, such as force, brightness, or a magnetic field.

latitude – *noun* the angular distance of a place north or south of the earth's equator, or of the equator of a celestial object, usually expressed in degrees and minutes; (latitudes) regions, especially with reference to their temperature and distance from the equator; [*mass noun*] scope for freedom of action or thought.

latter – *adjective* [*attrib.*] occurring or situated nearer to the end of something than to the beginning; recent; (the latter) denoting the second or second mentioned of two people or things.

layer – *noun* a sheet, quantity, or thickness of material, typically one of several, covering a surface or body; a level of seniority in the hierarchy of an organization; [*in combination*] a person or thing that lays something.

longitude – *noun* the angular distance of a place east or west of the Greenwich meridian, or west of the standard meridian of a celestial object, usually expressed in degrees and minutes.

observe – *verb* [*with obj.*] notice or perceive (something) and register it as being significant [*with clause*]; watch (someone or something) carefully and attentively; take note of or detect (something) in the course of a scientific study; [*reporting verb*] make a remark; fulfill or comply with (a social, legal, ethical, or religious obligation).

occur – *verb* [*no obj., with adverbial*] happen; take place; exist or be found to be present in a place or under a particular set of conditions; (occur to) (of a thought or idea) come into the mind of [*with clause*].

offset – *noun* a consideration or amount that diminishes or balances the effect of an opposite one; the amount or distance by which something is out of line; [*mass noun*] [often as modifier] a method of printing in which ink is transferred from a plate or stone to a uniform rubber surface and from that to the paper; *verb* [*with obj.*] counteract (something) by having an equal and opposite force or effect; place out of line; [*no obj.*] (of ink or a freshly printed page) transfer an impression to the next leaf or sheet.

output – *noun* [*mass noun*] the amount of something produced by a person, machine, or industry; a place where power or information leaves a system.

overall – *adjective* [*attrib.*] taking everything into account; *adverb* [sentence *adverb*] taken as a whole; in all; *noun* (*usu. overalls*) a loose-fitting coat or one-piece garment worn, typically over ordinary clothes, for protection against dirt or heavy wear; (*overalls*) close-fitting trousers formerly worn as part of an army uniform, now only on ceremonial or formal occasions.

pattern – *noun* a repeated decorative design; a regular and intelligible form or sequence discernible in the way in which something happens or is done; a model or design used as a guide in needlework and other crafts.

preceding – *adjective* coming before (something) in time; coming before in order or position; going in front or ahead of; prefacing or introducing something with... .

prediction – *noun* a thing predicted; a forecast; [*mass noun*] the action of predicting something.

pressure – *noun* [*mass noun*] continuous physical force exerted on or against an object by something in contact with it; [*count noun*] the force per unit area exerted by a fluid against a surface with which it is in contact; the use of persuasion or intimidation to make someone do something; the influence or effect of someone or something; a sense of stressful urgency caused by having too many demands on one's time or resources; *verb* [*with obj.*] attempt to persuade or coerce (someone) into doing something.

random – *adjective* made, done, or happening without method or conscious decision.

recovery – *noun* (*pl. recoveries*) [*mass noun*] a return to a normal state of health, mind, or strength; the action or process of regaining possession or control of something stolen or lost; the process of removing or extracting an energy source or industrial chemical for use, reuse, or waste treatment.

reduce – *verb* [*with obj.*] make smaller or less in amount, degree, or size; [*no obj.*] become smaller or less in size, amount, or degree; bring someone or something to (a worse or less desirable state or condition).

response – *noun* a verbal or written answer; a reaction to something.

shallow – *adjective* of little depth; varying only slightly from a specified or understood line or direction, especially the horizontal; not exhibiting, requiring, or capable of serious thought.

spatial – *adjective* relating to space.

subsequent – *adjective* coming after something in time; following.

summary – *noun* (pl. summaries) a brief statement or account of the main points of something.

surface – *noun* the outside part or uppermost layer of something; the level top of something; (also surface area) the area of such an outer part or uppermost layer; the upper limit of a body of liquid; [in sing.] the outward appearance of someone or something, especially as distinct from less obvious aspects.

tend – *verb* [*no obj.*, *with infinitive*] regularly or frequently behave in a particular way or have a certain characteristic; (tend to/towards) be liable to possess or display (a particular characteristic); [*with obj.*] care for or look after; give one's attention to.

thereafter – *adverb* after that time.

track – *noun* a rough path or road, typically one beaten by use rather than constructed; a prepared course or circuit for athletes, horses, motor vehicles, bicycles, or dogs to race on; (usu. tracks) a mark or line of marks left by a person, animal, or vehicle in passing; a continuous line of rails on a railway; a recording of one song or piece of music; a continuous articulated metal band around the wheels of a heavy vehicle such as a tank, intended to facilitate movement over rough or soft ground.

train – *verb* [*with obj.*] teach (a person or animal) a particular skill or type of behavior through sustained practice and instruction; [*no obj.*] be taught through sustained practice and instruction; (usu. as adj. trained) develop and improve (a mental or physical faculty) through instruction or practice; [*no obj.*] undertake a course of exercise and diet in order to reach or maintain peak physical fitness in preparation for a specific sport or event; (train down) reduce one's weight through diet and exercise in order to be fit for a particular event; (train something on/at) point or aim something, typically a gun or camera, at; cause (a plant) to grow in a particular direction or into a required shape.

You Know The Five Human Senses – Here Are Four You Don't

amp – *verb* [*with obj.*] (often amp something up) play (music) through electric amplification; (as adj. *amped* or *amped up*) full of nervous energy, especially through taking amphetamines or similar drugs.

pop – *noun* Brit. a dance to pop music; an organized social occasion with dancing to pop music; short for bebop.

carbon dioxide – *noun* [*mass noun*] a colorless, odorless gas produced by burning carbon and organic compounds and by respiration. It is naturally present in air (about 0.03 per cent) and is absorbed by plants in photosynthesis • Chem. formula: CO₂.

cortex – *noun* (pl. cortices [-tɪ, sɪːz]) the outer layer of the cerebrum (the cerebral cortex), composed of folded gray matter and playing an important role in consciousness; an outer layer of another organ or body part such as a kidney (the renal cortex), the cerebellum, or a hair; an outer layer of tissue immediately below the epidermis of a stem or root.

discern – *verb* [*with obj.*] recognize or find out; distinguish (someone or something) with difficulty by sight or with the other senses.

dizzy – *adjective* having or involving a sensation of spinning around and losing one's balance; causing a spinning sensation.

expel – *verb* (expels, expelling, expelled) [*with obj.*] officially make (someone) leave a school or other organization; force (someone) to leave a place; force out (something), especially from the body.

gaze – *verb* [no obj., with adverbial of direction] look steadily and intently, especially in admiration, surprise, or thought.

inarguable – *adjective* another term for unarguable, not open to disagreement; indisputable.

kick in – *phrasal verb* If something kicks in, it begins to take effect. If someone kicks in a particular amount of money, they provide that amount of money to help pay for something. [AM].

limb – *noun* an arm or leg of a person or four-legged animal, or a bird's wing; a large branch of a tree; a branch of a cross; each half of an archery bow; a projecting landform such as a spur of a mountain range, or each of two or more such projections as in a forked peninsula or archipelago; a projecting section of a building.

motion – *noun* [*mass noun*] the action or process of moving or being moved; [*count noun*] a gesture; [*count noun*] a piece of moving mechanism; a formal proposal put to a legislature or committee; an application for a rule or order of court.

nod – *verb* [*no obj.*] lower and raise one's head slightly and briefly, especially in greeting, assent, or understanding, or to give someone a signal; [*with obj.*] signify or express (greeting, assent, or understanding) by nodding; (nod something through) approve something by general agreement, without discussion; move one's head up and down repeatedly; [*no obj.*] let one's head fall forward when drowsy or asleep; make a mistake due to a momentary lack of alertness or attention.

palpitation – *noun* (usu. palpitations) a noticeably rapid, strong, or irregular heartbeat due to agitation, exertion, or illness.

proprioception – *adjective* relating to stimuli that are produced and perceived within an organism, especially those connected with the position and movement of the body.

resemble – *verb* [*with obj.*] have a similar appearance to or qualities in common with (someone or something); look or seem like.

spike – *noun* a thin, pointed piece of metal, wood, or another rigid material; a large stout nail, especially one used to fasten a rail to a railway sleeper; each of several metal points set into the sole of a running shoe to prevent slipping; (spikes) a pair of running shoes with such metal points; a pointed metal rod standing on a base and used for filing paper items such as bills, or journalistic material considered for publication and rejected; a hypodermic needle; a sharp increase in the magnitude or concentration of something.

stat – abbreviation photostat; statistic; thermostat; II [stat] *adverb* (in a medical direction or prescription) immediately.

steering – *noun* [*mass noun*] the action of steering a vehicle, vessel, or aircraft; the mechanism in a vehicle, vessel, or aircraft which makes it possible to steer it in different directions.

tendon – *noun* a flexible but inelastic cord of strong fibrous collagen tissue attaching a muscle to a bone; the hamstring of a quadruped.

topple – *verb* overbalance or cause to overbalance and fall [*no obj.*, *with adverbial of direction*]; [*with obj.*] remove (a government or person in authority) from power; overthrow.

tug – *verb* [*with obj.*] pull (something) hard or suddenly she tugged off her boots; tow (a ship) by means of a tugboat.

tune in – *phrasal verb* If you tune in to a particular television or radio station or programme, you watch or listen to it. If you tune in to something such as your own or other people's feelings, you become aware of them.

Five Tips on Writing a Feature Journalism Article

ample – *adjective* enough or more than enough; plentiful; large and accommodating; (of a person's figure) full or broad.

booth – *noun* a small temporary tent or structure at a market, fair, or exhibition, used for selling goods, providing information, or staging shows; an enclosed compartment that allows privacy, for example when telephoning, voting, or sitting in a restaurant.

emphasis – *noun* (pl. emphases [-si:z]) [*mass noun*] special importance, value, or prominence given to something; stress given to a word or words when speaking to indicate particular importance; vigor or intensity of expression.

endure – *verb* [*with obj.*] suffer (something painful or difficult) patiently; [*no obj.*] remain in existence; last.

flair – *noun* [*in sing.*] a special or instinctive aptitude or ability for doing something well; [*mass noun*] stylishness and originality.

flea market – *noun* a street market selling second-hand goods.

gravitate – *verb* [*no obj., with adverbial*] move towards or be attracted to a person or thing; move, or tend to move, towards a centre of gravity or other attractive force; descend or sink by the force of gravity.

lead – *noun* the initiative in an action; an example for others to follow; a clue to be followed in the resolution of a problem; (in card games) an act or right of playing first in a trick or round of play; the card played first in a trick or round; (the lead) a position of advantage in a contest; first place; an amount by which a competitor is ahead of the others; the chief part in a play or film; [often as modifier] the item of news given the greatest prominence in a newspaper or magazine; a strap or cord for restraining and guiding a dog or other domestic animal; a wire that conveys electric current from a source to an appliance, or that connects two points of a circuit together; the distance advanced by a screw in one turn; an artificial watercourse leading to a mill; a channel of water in an ice field.

leeway – *noun* [*mass noun*] the amount of freedom to move or act that is available; margin of safety; the sideways drift of a ship to leeward of the desired course.

lighthearted – *adjective* unconcern; reckless.

nutshell – *noun* the hard woody covering around the kernel of a nut; (nut shell) any of a number of bivalve molluscs occurring chiefly in cool seas, in particular: a small oval-shelled bivalve (genus *Nuculana*, family

Nuculanidae) a bivalve with a rectangular shell which is rounded at the front and angled behind (genus *Nucula*, family *Nuculidae*).

obscure – *adjective* (obscurer, obscurest) not discovered or known about; uncertain; not important or well known; not clearly expressed or easily understood; hard to make out or define; vague.

observant – *adjective* quick to notice things; adhering strictly to the rules of a particular religion, especially Judaism.

picker – pickers usu N A fruit picker or cotton picker, for example, is a person who picks fruit or cotton, usually for money.

predicament – *noun* a difficult, unpleasant, or embarrassing situation; (in Aristotelian logic) each of the ten ‘categories,’ often listed as: substance or being, quantity, quality, relation, place, time, posture, having or possession, action, and passion.

sensitive – *adjective* quick to detect or respond to slight changes, signals, or influences; easily damaged, injured, or distressed by slight changes; (of photographic materials) prepared so as to respond rapidly to the action of light; (of a market) unstable and liable to quick changes of price because of outside influences; having or displaying a quick and delicate appreciation of others’ feelings; easily offended or upset; kept secret or with restrictions on disclosure to avoid endangering security.

soak – *verb* [*with obj.*] make or allow (something) to become thoroughly wet by immersing it in liquid; [*no obj.*] be immersed in water or another liquid; (of a liquid) cause (something or someone) to become extremely wet; [*no obj.*, with adverbial of direction] (of a liquid) penetrate or permeate completely; (soak something off/out) remove something by immersing it in water for a period of time; impose heavy charges or taxation on; drink heavily; *noun* an act of immersing someone or something in liquid for a period of time; a heavy drinker; a hollow where rainwater collects; a waterhole.

straightforward – *adjective* uncomplicated and easy to do or understand; (of a person) honest and frank.

tidbit – *noun* a small piece of tasty food; a small and particularly interesting item of gossip or information.

Fake or Fact: how to Recognise a Conspiracy Theory

apparently – *adverb* [sentence adverb] as far as one knows or can see.

astray – *adverb* away from the correct path or direction; into error or morally questionable behavior.

bias – *noun* [*mass noun*] inclination or prejudice for or against one person or group, especially in a way considered to be unfair; a concentration on or interest in one particular area or subject; a systematic distortion of a statistical result due to a factor not allowed for in its derivation; a direction diagonal to the weave of a fabric; the irregular shape given to one side of a bowl; the oblique course taken by a bowl as a result of its irregular shape; a steady voltage, magnetic field, or other factor applied to a system or device to cause it to operate over a predetermined range.

bizarre – *adjective* very strange or unusual.

cast – *verb* (past and past participle cast) [*with obj.*] [*usu. with adverbial of direction*] throw (something) forcefully in a specified direction; throw the hooked and baited end of (a fishing line) out into the water; let down (an anchor or sounding line); [*with adverbial of place*] cause (light or shadow) to appear on a surface; [*with adverbial of direction*] direct (one's eyes or a look) at something; cause (uncertainty or disparagement) to be associated with something; [*with adverbial of direction*] discard; shape (metal or other material) by pouring it into a mold while molten; make (a molded object) by casting metal; arrange and present in a specified form or style; cause (a magic spell) to take effect; calculate and record details of (a horoscope); [*no obj., usu. with adverbial of direction*] (in country dancing) change one's position by moving a certain number of places in a certain direction along the outside of the line in which one is dancing; [*no obj.*] (of a dog) search in different directions for a lost scent.

controversy – *noun* (pl. controversies) [*mass noun*] prolonged public disagreement or heated discussion.

crumble – *verb* [*no obj.*] break or fall apart into small fragments, especially as part of a process of deterioration; [*with obj.*] cause (something) to break apart into small fragments; (of something abstract) disintegrate gradually over a period of time; *noun* [*mass noun*] a mixture of flour and fat that is rubbed to the texture of breadcrumbs and cooked as a topping for fruit; a pudding made with crumble and fruit.

imminent – *adjective* about to happen; overhanging.

judgment – *noun* [*mass noun*] the ability to make considered decisions or come to sensible conclusions; [*count noun*] an opinion or conclusion; [*count noun*] a decision of a law court or judge; a misfortune or calamity viewed as a divine punishment.

mastermind – *noun* a person with an outstanding intellect; a person who plans and directs an ingenious and complex scheme or enterprise.

mindset – *noun* [*usu. in sing.*] the established set of attitudes held by someone.

prime – *verb* [*with obj.*] make (something) ready for use or action, in particular: prepare (a firearm or explosive device) for firing or detonation; cover (a surface) with a primer; pour or spray liquid into (a pump) before starting in order to seal the moving parts and facilitate its operation; inject extra fuel into (the cylinder or carburettor of an internal-combustion engine) in order to facilitate starting; [*no obj.*] (of a steam engine or its boiler) mix water with the steam being passed into the cylinder; prepare (someone) for a situation, typically by supplying them with relevant information [*with obj. and infinitive*].

reveal – *verb* [*with obj.*] make (previously unknown or secret information) known to others; cause or allow (something) to be seen; make (something) known to humans by divine or supernatural means.

riddle – *noun* a question or statement intentionally phrased so as to require ingenuity in ascertaining its answer or meaning; a person or thing that is difficult to understand or explain; *verb* [*no obj.*] speak in or pose riddles; [*with two objs*] solve or explain (a riddle) to (someone).

sacrifice – *noun* an act of slaughtering an animal or person or surrendering a possession as an offering to a deity; an act of giving up something valued for the sake of something else regarded as more important or worthy.

scapegoat – *noun* a person who is blamed for the wrongdoings, mistakes, or faults of others, especially for reasons of expediency; (in the Bible) a goat sent into the wilderness after the Jewish chief priest had symbolically laid the sins of the people upon it (Lev. 16).

scrutinize – *verb* [*with obj.*] examine or inspect closely and thoroughly.

stellar – *adjective* relating to a star or stars; featuring or having the quality of a star performer or performers; exceptionally good; outstanding.

susceptible – *adjective* likely or liable to be influenced or harmed by a particular thing; (of a person) easily influenced by feelings or emotions; sensitive; (susceptible of) capable or admitting of.

threaten – *verb* [*with obj.*] state one's intention to take hostile action against (someone) in retribution for something done or not done; state one's intention to do (something undesirable) in retribution; cause (someone or something) to be vulnerable or at risk; endanger; [*with infinitive*] seem likely to produce an unpleasant or unwelcome result; [*no obj.*] (of something undesirable) seem likely to occur.

unsettling – *adjective*. If you describe something as unsettling, you mean that it makes you feel rather worried or uncertain.

vulnerable – *adjective* exposed to the possibility of being attacked or harmed, either physically or emotionally

The Smart Cities Of The Future: 5 Ways Technology Is Transforming Our Cities

bane – *noun* [*usu. in sing.*] 1) a cause of great distress or annoyance; something, especially poison, which causes death.

bin – *noun* a receptacle in which to deposit rubbish; [*with modifier*] a capacious receptacle for storing a specified substance; a partitioned stand for storing bottles of wine; each of a series of ranges of numerical value into which data are sorted in statistical analysis; *verb* (bins, binning, binned) [*with obj.*] throw (something) away by putting it in a bin; discard or reject; end a relationship with someone; store (something, especially wine) in a bin; group together (data) in bins.

boost – *verb* [*with obj.*] help or encourage (something) to increase or improve; amplify (an electrical signal); push from below; steal (something).

broadband – *noun* [*mass noun*] a high-capacity transmission technique using a wide range of frequencies, which enables a large number of messages to be communicated simultaneously.

commute – *noun* a regular journey of some distance to and from one's place of work.

congestion – *noun* [*mass noun*] the state of being congested.

dim – *verb* (dims, dimming, dimmed) make or become less bright or distinct [*with obj.*]; [*with obj.*] lower the beam of (a vehicle's headlights) to avoid dazzling oncoming drivers; make or become less intense [*with obj.*].

empty – *verb* [*with obj.*] remove all the contents of (a container); remove (the contents) from a container; [*no obj.*] (of a place) be vacated by people in it.

heck – exclamation expressing surprise, frustration, or dismay; (the heck) used for emphasis in questions and exclamations; (a heck of a –) used for emphasis in various statements or exclamations.

kit – *noun* a set of articles or equipment needed for a specific purpose; a set of articles forming part of a soldier's equipment; a set of all the parts needed to assemble something; *verb [with obj.]* (kit someone/thing out/up) provide someone or something with the appropriate clothing or equipment.

leverage – *verb [with obj.]* (usu. as adj. leveraged) use borrowed capital for (an investment), expecting the profits made to be greater than the interest payable; use (something) to maximum advantage.

overflow – *verb [no obj.]* (especially of a liquid) flow over the brim of a receptacle; (of a container) be so full that the contents go over the sides; (of a space) be so crowded that people spill out; *[with obj.]* flood or flow over (a surface or area); (overflow with) be very full of (an emotion or quality).

rubbish – *noun [mass noun]* waste material; refuse or litter; material that is considered unimportant or valueless; absurd, nonsensical, or worthless talk or ideas.

stock – *verb [with obj.]* have or keep a supply of (a particular product or type or product) available for sale; provide or fill with goods, items, or a supply of something; *[no obj.]* (stock up) amass supplies of something, typically for a particular occasion or purpose; fit (a rifle or other firearm) with a stock.

How the Internet of Things Works

alert – *verb [with obj.]* warn (someone) of a danger or problem.

bidding – *noun [mass noun]* the offering of particular prices for something, especially at an auction; the prices offered during the course of bidding for something; (in bridge and whist) the action of stating before play how many tricks one intends to make; the ordering or requesting of someone to do something.

brew – *verb [with obj.]* make (beer) by soaking, boiling, and fermentation; make (tea or coffee) by mixing it with hot water; *[no obj.]* (of an unwelcome event or situation) begin to develop.

brink – *noun* the extreme edge of land before a steep slope or a body of water; a point at which something, typically something unwelcome, is about to happen; the verge.

caregiver – *noun* someone who is responsible for looking after another person, for example, a person who is disabled, ill, or very young. [*mainly AM*].

congested – *adjective* (of a road or place) so crowded with traffic or people as to hinder or prevent freedom of movement; (of a part of the body) abnormally full of blood; (of the respiratory tract) blocked with mucus so as to hinder breathing.

conjunction – *noun* a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if); the action or an instance of two or more events or things occurring at the same point in time or space

downtime – *noun* [*mass noun*] time during which a machine, especially a computer, is out of action or unavailable for use; time when one is not working or active.

garbage – *noun* [*mass noun*] rubbish or waste, especially domestic refuse; worthless or meaningless material or ideas; rubbish.

hazardous – *adjective* risky; dangerous.

impending – *adjective* An impending event is one that is going to happen very soon. [FORMAL] livestock.

load – *noun* a heavy or bulky thing that is being carried or is about to be carried; [in combination] the total number or amount that can be carried in something, typically a vehicle or container; a quantity of items washed or to be washed in a washing machine or dishwasher at one time; the material carried along by a stream, glacier, ocean current, etc.; a weight or source of pressure borne by someone or something; the amount of work to be done by a person or machine; a burden of responsibility, worry, or grief; (a load of) a lot of; the amount of power supplied by a source; the resistance of moving parts to be overcome by a motor; the amount of electricity supplied by a generating system at any given time; an impedance or circuit that receives or develops the output of a transistor or other device.

remotely – *adverb* from a distance; without physical contact; [*as submodifier*] [*usu. with negative*] in the slightest degree.

suspicious – *adjective* having or showing a cautious distrust of someone or something; causing one to have the idea or impression that someone or something is questionable, dishonest, or dangerous; having the belief or impression that someone is involved in an illegal or dishonest activity.

tag – *noun* a label attached to someone or something for the purpose of identification or to give other information; an electronic device that

can be attached to someone or something for monitoring purposes, e.g. to track offenders under house arrest or to deter shoplifters; a nickname or description popularly given to someone or something; a nickname or other identifying mark written as the signature of a graffiti artist; a character or set of characters appended to a piece of text or data in order to identify or categorize it; the license plate of a motor vehicle; a small piece or part that is attached to a main body; a ragged lock of wool on a sheep; the tip of an animal's tail when it is distinctively coloured; a loose or spare end of something; a leftover; a metal or plastic point at the end of a shoelace that stiffens it, making it easier to insert through an eyelet.

toll – *noun* a charge payable to use a bridge or road; a charge for a long-distance telephone call; [in sing.] the number of deaths or casualties arising from a natural disaster, conflict, accident, etc.; the adverse effect of something.

utility – *noun* (pl. utilities) [*mass noun*] the state of being useful, profitable, or beneficial; (in game theory or economics) a measure of that which is sought to be maximized in any situation involving a choice; a public utility; a utility program; a utility vehicle.

vicinity – *noun* (pl. vicinities) the area near or surrounding a particular place; [*mass noun*] proximity in space or relationship.

Do Genetic Factors Play a Role In The Workplace?

dicey – *adjective* (dicier, diciest) unpredictable and potentially dangerous democracy is a dicey business.

entirety – *noun* [*mass noun*] the whole of something she would have to stay in her room for the entirety of the weekend – in its entirety.

go-getter – *noun* an aggressively enterprising person.

grit – *noun* [*mass noun*] small loose particles of stone or sand; *verb* (grits, gritting, gritted) [*with obj.*] spread grit and often salt on (an icy road); [*no obj.*] grate.

hardwired – *adjective* involving or achieved by permanently connected circuits rather than software; genetically determined or compelled.

helix – *noun* (pl. helices ['hi:lsi:z, 'hel-]) an object having a three-dimensional shape like that of a wire wound uniformly in a single layer around a cylinder or cone, as in a corkscrew or spiral staircase; Geometry – a curve on a conical or cylindrical surface which would become a straight line if the surface were unrolled into a plane; Biochemistry – an extended

spiral chain of atoms in a protein, nucleic acid, or other polymeric molecule; Architecture – a spiral ornament; Anatomy – the rim of the external ear.

predisposed – *verb* [*with obj.*] (predispose someone to/to do something) make someone liable or inclined to a specified attitude, action, or condition lack of exercise may predispose an individual to high blood pressure I'm kind of predisposed towards disliking them.

recessive – Genetics *adjective* relating to or denoting heritable characteristics controlled by genes which are expressed in offspring only when inherited from both parents Often contrasted with dominant; undergoing an economic recession the recessive housing market; Phonetics – (of the stress on a word or phrase) tending to fall on the first syllable; Linguistics – tending to fall into disuse. *Noun* a recessive trait or gene.

rung – *noun* a horizontal support on a ladder for a person's foot; a level in a hierarchical structure, especially a class or career structure we must ensure that the low-skilled do not get trapped on the bottom rung; a strengthening crosspiece in the structure of a chair.

thrive – *verb* (thrives, thriving, past throve or thrived; past participle thriven or thrived) [*no obj.*] (of a child, animal, or plant) grow or develop well or vigorously the new baby thrived; prosper; flourish.

twisted – *adjective*; forced out of its natural or proper shape; crumpled the crash left a trail of twisted metal across the carriageway; (of a joint) injured by wrenching; sprained suffering a twisted ankle, he was carried from the field; (of a personality or a way of thinking) unpleasantly or unhealthily abnormal; warped a man with a twisted mind.

waitstaff – *noun* [treated as sing. or pl.] waiters and waitresses collectively.

Behavioural economics

ancestor – *noun* a person, typically one more remote than a grandparent, from whom one is descended; an early type of animal or plant from which others have evolved; an early version of a machine, system, etc.

aversion – *noun* a strong dislike or disinclination; someone or something that arouses a strong dislike or disinclination.

captivating – *adjective* capable of attracting and holding interest; charming.

credibility – *noun* [*mass noun*] the quality of being trusted and believed in; the quality of being convincing or believable.

cue – *noun* a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance; a signal for action; a circumstance or piece of information which aids the memory in retrieving details not recalled spontaneously; a feature of something perceived that is used in the brain's interpretation of the perception; a hint or indication about how to behave in particular circumstances; [*mass noun*] a facility for playing through an audio or video recording very rapidly until a desired starting point is reached; *verb* (cues, cueing or cuing, cued) [*with obj.*] give a cue to or for; act as a prompt or reminder; set a piece of audio or video equipment in readiness to play (a particular part of the recorded material).

deem – *verb* [*with obj. and complement*] regard or consider in a specified way.

distinctive – *adjective* characteristic of one person or thing, and so serving to distinguish it from others.

ditch – *verb* [*with obj.*] provide with a ditch or ditches; [*no obj.*] make or repair ditches; get rid of or give up; end a relationship with (someone) peremptorily; bring (an aircraft) down on water in an emergency.

engagement – *noun* a formal agreement to get married; the duration of an agreement to get married; an arrangement to do something or go somewhere at a fixed time; [*mass noun*] the action of engaging or being engaged; a fight or battle between armed forces.

exhaustive – *adjective* including or considering all elements or aspects; fully comprehensive.

expertise – *noun* [*mass noun*] expert skill or knowledge in a particular field.

frame – *verb* place (a picture or photograph) in a frame; surround so as to create a striking or attractive image; formulate (a concept, plan, or system); form or articulate (words); make or construct (something) by fitting parts together or in accordance with a plan; produce false evidence against (an innocent person) so that they appear guilty.

funding – *noun* [*mass noun*] money provided, especially by an organization or government, for a particular purpose; the action or practice of providing funding; ground-breaking; [*mass noun*] advantage; benefit; *verb* (profits, profiting, profited) [*no obj.*] obtain a financial advantage or benefit; obtain an advantage or benefit; [*with obj.*] be beneficial to.

hesitate – *verb* [*no obj.*] pause in indecision before saying or doing something; [*with infinitive*] be reluctant to do something.

heuristic – *adjective* enabling a person to discover or learn something for themselves; proceeding to a solution by trial and error or by rules that are only loosely defined; *noun* a heuristic process or method.

instill – *verb* (instills, instilling, instilled) [*with obj.*] gradually but firmly establish (an idea or attitude) in a person's mind; put (a substance) into something in the form of liquid drops.

justify – *verb* [*with obj.*] show or prove to be right or reasonable; be a good reason for; declare or make righteous in the sight of God; adjust (a line of type or piece of text) so that the print fills a space evenly or forms a straight edge at the margin.

keyboard – *noun* a panel of keys that operate a computer or typewriter; a set of keys on a piano or similar musical instrument; an electronic musical instrument with keys arranged as on a piano.

profit – *noun* a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something **thirst** – *noun* [*mass noun*] a feeling of needing or wanting to drink something; lack of the liquid needed to sustain life; (usu. thirst for) a strong desire for something.

touch screen – *noun* a display device which allows the user to interact with a computer by touching areas on the screen.

withstand – *verb* (past and past participle withstood) [*with obj.*] remain undamaged or unaffected by; resist; offer strong resistance or opposition to.

The Link Between Highly Processed Foods and Brain Health

additive – *noun* a substance added to something in small quantities to improve or preserve it many foods contain chemical additives; *adjective* characterized by, relating to, or produced by addition the combination of these factors has an additive effect; technical relating to the reproduction of colors by the superimposition of primary colors

aisle – *noun* a passage between rows of seats in a building such as a church or theater, an aircraft, or train the musical had the audience dancing in the aisles; a passage between cabinets and shelves of goods in a supermarket or other building; Architecture (in a church) – a lower part parallel to the nave, choir, or transept, from which it is divided by pillars.

causation – *noun* [*mass noun*] the action of causing something the postulated role of nitrate in the causation of cancer; the relationship between cause and effect; causality.

digestive – *adjective* relating to the process of digesting food digestive disorders; (of food or medicine) aiding or promoting the process of digestion tubes of digestive mints; *noun* a food, drink, or medicine that aids or promotes the digestion of food; (also digestive biscuit) a round semi-sweet biscuit made of wholemeal flour.

edge out – *phrasal verb* if someone edges out someone else, they just manage to beat them or get in front of them in a game, race, or contest.

fallout – *noun* [*mass noun*] radioactive particles that are carried into the atmosphere after a nuclear explosion and gradually fall back as dust or in precipitation; [*usu. with modifier*] airborne substances resulting from an industrial process or accident acid fallout from power stations; the adverse results of a situation or action.

gut – *noun*; (also guts) the stomach or belly the terrible pain in his gut; Medicine and Biology – the lower alimentary canal or a part of this; the intestine microbes which naturally live in the human gut; (guts) entrails that have been removed or exposed in violence or by a butcher *informal* a fat stomach; (guts) the inner parts or essence of something the guts of a modern computer; (guts) [*with modifier*] used to form names attributing negative characteristics to people what's the matter with you, misery guts? greedy guts; [often as modifier] used in reference to a feeling or reaction based on an instinctive emotional response rather than considered thought I had a gut feeling that something was wrong I could feel it in my guts – he was out there, watching me; (guts) personal courage and determination; toughness of character he didn't have the guts to tell the truth; [*mass noun*] fiber made from the intestines of animals, used especially for violin or racket strings or for surgical use; a narrow passage or strait; *verb* (guts, gutting, gutted) [*with obj.*] remove the intestines and other internal organs from (a fish or other animal) before cooking it; remove or destroy completely the internal parts of (a building or other structure).

herb – *noun* any plant with leaves, seeds, or flowers used for flavoring, food, medicine, or perfume bundles of dried herbs [as modifier] a herb garden; Botany – any seed-bearing plant which does not have a woody stem and dies down to the ground after flowering.

insidious – *adjective* proceeding in a gradual, subtle way, but with very harmful effects.

legumes – *noun* a leguminous plant, especially one grown as a crop; a seed, pod, or other edible part of a leguminous plant, used as food; Botany – the long seed pod of a leguminous plant.

obesity – *noun* [*mass noun*] the state of being grossly fat or overweight.

offset – *noun*; a consideration or amount that diminishes or balances the effect of an opposite one; the amount or distance by which something is out of line; Surveying – a short distance measured perpendicularly from the main line of measurement; Electronics – a small deviation or bias in a voltage or current; a side shoot from a plant serving for propagation; a spur in a mountain range; Architecture – a sloping ledge in a wall or other feature where the thickness of the part above is diminished; a bend in a pipe to carry it past an obstacle [*mass noun*] [often as modifier] a method of printing in which ink is transferred from a plate or stone to a uniform rubber surface and from that to the paper. *offset* *verb* (offsets, offsetting; past and past participle offset); [*with obj.*] counteract (something) by having an equal and opposite force or effect donations to charities can be offset against tax his unfortunate appearance was offset by a compelling personality; [*with obj.*] place out of line several places where the ridge was offset at right angles to its length; [*no obj.*] (of ink or a freshly printed page) transfer an impression to the next leaf or sheet.

piece – *verb* (piece something together) assemble something from parts or pieces the dinosaur was pieced together from 119 bones; slowly make sense of something from separate pieces of evidence.

roughly – *adverb*; in a manner lacking gentleness; harshly or violently the man picked me up roughly; in a manner lacking refinement and precision people were crouching over roughly built brick fireplaces; approximately.

shortcut – *noun*; an alternative route that is shorter than the one usually taken they were taking a shortcut to town; an accelerated way of doing or achieving something teaching no longer offered a shortcut to secure employment; Computing – a record of the address of a file, website, or other data made to enable quick access.

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cognitive – *adjective* relating to cognition; relating to the mental process involved in knowing, learning, and understanding things.

curriculum – *noun* (pl. curricula or curriculums) the subjects comprising a course of study in a school or college.

empathy – *noun* [*mass noun*] the ability to understand and share the feelings of another.

garner – *verb* [*with obj.*] gather or collect (something, especially information or approval) the police struggled to garner sufficient evidence; store; deposit the crop was ready to be reaped and garnered; *gar|ner noun* a granary.

pitfall – *noun* a hidden or unsuspected danger or difficulty the pitfalls of buying goods at public auctions; a covered pit for use as a trap.

prioritize – *verb* [*with obj.*] designate or treat (something) as being very or most important the department has failed to prioritize safety within the oil industry; determine the order for dealing with (a series of items or tasks) according to their relative importance.

quotient – *noun* Mathematics – a result obtained by dividing one quantity by another; a degree or amount of a specified quality or characteristic.

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allure – *noun* [*mass noun*] the quality of being powerfully and mysteriously attractive or fascinating people for whom gold holds no allure; *al|lure verb* [*with obj.*] powerfully attract or charm; tempt.

apprentice – *noun* a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages [as modifier]; an apprentice electrician; [*usu. as modifier*] a beginner an apprentice barman; *ap|pren|tice verb* [*with obj.*] (*usu. be apprenticed to*) employ (someone) as an apprentice.

array – *noun* an impressive display or range of a particular type of thing there is a vast array of literature on the topic a bewildering array of choices; an ordered arrangement, in particular: Mathematics – an arrangement of troops; an arrangement of quantities or symbols in rows and columns; a matrix.

Computing – an indexed set of related elements; [*mass noun*] elaborate or beautiful clothing he was clothed in fine array; Law – a list of jurors impaneled; *verb* [*with obj. and adverbial of place*] display or arrange (things) in a particular way the manifesto immediately divided the forces arrayed against him; [*with obj.*] (*usu. be arrayed in*) dress someone in (the clothes specified) they were arrayed in Hungarian national dress; [*with obj.*] impanel (a jury).

backwards – *adverb*; (of a movement) in the direction of one's back Penny glanced backwards he took a step backwards; (of an object's motion) back towards the starting point the tape rolled backwards; in reverse of the usual direction or order count backwards from twenty to ten; towards the past the songs look backwards to long-ago battles; towards or into a worse state

bestow – *verb* [*with obj.*] confer or present (an honor, right, or gift) the office was bestowed on him by the monarch of this realm; put (something) in a specified place.

captivate – *verb* [*with obj.*] attract and hold the interest and attention of; charm.

commemorate – *verb* [*with obj.*] recall and show respect for (someone or something) a wreath-laying ceremony to commemorate the war dead; a stone commemorating a boy who died at sea; mark or celebrate (an event or person) by doing or producing something.

contemporary – *noun* (pl. contemporaries) a person or thing living or existing at the same time as another he was a contemporary of Darwin; a person of roughly the same age as another.

depict – *verb* [*with obj.*] represent by a drawing, painting, or other art form; portray in words; describe.

discerning – *adjective* having or showing good judgment.

divine – *adjective* (diviner, divinest); of or like God or a god; devoted to God sacred; informal – very pleasing; delightful; *noun* a cleric or theologian; (the Divine) providence or God; *verb* [*with obj.*] discover (something) by guesswork or intuition; have supernatural or magical insight into (future events); discover (water) by dowsing.

essence – *noun* [*mass noun*]; the intrinsic nature or indispensable quality of something, especially something abstract, which determines its character conflict is the essence of drama; [*count noun*] a property or group of properties of something without which it would not exist or be what it is; an extract or concentrate obtained from a plant or other matter and used for flavoring or scent.

fleeting – *adjective* lasting for a very short time.

fragile – *adjective* (of an object) easily broken or damaged fragile items such as glass and china; easily destroyed or threatened you have a fragile grip on reality; (of a person) not strong or sturdy; delicate and vulnerable

intricate – *adjective* very complicated or detailed.

nude – *adjective* wearing no clothes; naked a painting of a nude model; [*attrib.*] depicting or performed by naked people she won't do any nude

scenes; of a pinkish-beige color nude tights; *noun* a naked human figure, typically as the subject of a painting, sculpture, or photograph.

permanent – *adjective* lasting or intended to last or remain unchanged indefinitely a permanent ban on the dumping of radioactive waste at sea damage was not thought to be permanent; some temporary workers did not want a permanent job; lasting or continuing without interruption he's in a permanent state of rage; per|man|ent *noun* a perm for the hair.

realm – *noun* a kingdom the defense of the realm; a field or domain of activity or interest the realm of applied chemistry an overall Labour majority is not beyond the realms of possibility; Zoology – a primary biogeographical division of the earth's surface.

recycle – *verb* [with *obj.*] convert (waste) into reusable material car hulks were recycled into new steel (as *noun* recycling) a call for the recycling of all paper; return (material) to a previous stage in a cyclic process; use again.

scholarship – [mass *noun*] academic study or achievement; learning at a high level; a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.

secular – *adjective*; not connected with religious or spiritual matters; *noun* a secular priest.

sketch – *noun*; a rough or unfinished drawing or painting, often made to assist in making a more finished picture a charcoal sketch; a short humorous play or performance, consisting typically of one scene in a revue or comedy programme; a comical or amusing person or thing; *verb* [with *obj.*] make a rough drawing of as they talked; (sketch something out/in) give a brief account or general outline of something they sketched out the prosecution case; perform (a gesture) with one's hands or body.

term – *verb* [with *obj.* and usu. with complement] give a descriptive name to; call by a specified term.

tranquility – *noun* [mass *noun*] the quality or state of being tranquil; calm. **unconventional** – *adjective* not based on or conforming to what is generally done or believed.

undeniable – *adjective* unable to be denied or disputed.

underscore – *noun* a line drawn under a word or phrase for emphasis; (on a computer or typewriter keyboard) a short horizontal line _ on the baseline; *verb* [with *obj.*] underline (something); emphasize the company underscored the progress made with fuel cells.

workshop – *noun* a room or building in which goods are manufactured or repaired; a meeting at which a group of people engage in intensive discussion and activity on a particular subject or project; *verb* (workshops, workshopping, workshopped) [*with obj.*] present a performance of (a dramatic work), using intensive group discussion and improvisation in order to explore aspects of the production prior to formal staging.

Навчальне видання

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