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# *Traducerea Scrisă Literar-Publicistică*

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## **DESCRIEREA CIP A CAMEREI NAȚIONALE A CĂRȚII**

**Golubovschi, Oxana.**

**Culegere de Texte și Exerciții la cursul de Traducerea Scrisă Literar-Publicistică :**  
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# Unit 1

## MARRIAGE AND FAMILY LIFE



Marriage is a thing which only a rare person in his or her life avoids. True bachelors and spinsters make up only a small percent of the population; most single people are „alone but not lonely”.

Millions of others get married because of the fun of family life. And it is fun, if one takes it with a sense of humour.

There’s a lot of fun in falling in love with someone and chasing the prospective fiancée, which means dating and going out with the candidate. All the relatives (parents, grandparents and great-grandparents, brothers and sisters, cousins, aunts and uncles, nieces and nephews, stepmothers and stepfathers and all in-laws) meanwhile have the fun of criticising your choice and giving advice. The trick here is not to listen to them but propose to your bride-to-be and somehow get her to accept your proposal. Then you may arrange the engagement and fix the day of the wedding.

What fun it is to get all those things, whose names start with the word „wedding” – dress, ring, cars, flowers, cakes, etc.! It’s great fun to pay for them.

It’s fun for the bride and the groom to escape from the guests and go on a honeymoon trip, especially if it is a wedding present from the parents. The guests remain with the fun of gossiping whether you married for love or for money.

It’s fun to return back home with the idea that the person you are married to is somewhat different from the one you knew. But there is no time to think about it because you are newly-weds and you expect a baby.

There is no better fun for a husband than taking his wife to a maternity home alone and bringing her back with the twins or triplets.

And this is where the greatest fun starts: washing the new-born’s nappies and passing away sleepless nights, earning money to keep the family, taking children to kindergarten and later to school. By all means it’s fun to attend parents’ meetings and to learn that your children take after you and don’t do well at school.

The bigger your children grow, the more they resemble you outwardly and the less they display likeness with you inwardly. And you start grumbling at them and discussing with your old friends the problem of the „generation gap”. What fun!

And when at last you and your grey-haired spouse start thinking that your family life has calmed down, you haven’t divorced but preserved your union, the climax of your fun bursts out!

One of your dearest offsprings brings a long-legged blonde to your house and says that he wants to marry. And you think: „Why do people ever get married?”

**Task 1.** A) Read the text. B) Find and underline the words connected with the topic family and marriage. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** Make up your family tree and speak about your family.

**Task 3.** Work in pairs and talk. Imagine that:

- a. *You are speaking with a distant relative trying to find out what relation you are to one another;*
- b. *You show your family album to your friend and answer all his or her questions.*

**Task 4.** Project: Make a video - interview some members of your family, let them speak their mother tongue. Your task is to translate their answers and dub or subtitle the movie.

Text 1.

*A Marriage of Convenience*  
(Story by W. S. Maugham)

I left Bangkok on a shabby little ship. I had gone on board early in the morning and soon discovered that I was thrown amid the oddest collection of persons I had ever encountered. There were two French traders and a Belgian colonel, an Italian tenor, the American proprietor of a circus with his wife, and a retired French official with his.

The French official had been accompanied on board by the French minister at Bangkok, one or two secretaries and a prince of a royal family. He was evidently a person of consequence. I had heard the captain address him as Monsieur le Gouverneur.

Monsieur le Gouverneur was a little man, well below the average height, and small made, with a very ugly face; he had a bushy grey head, bushy grey eyebrows, and a bushy grey moustache. He did look a little like a poodle and he had the poodle's soft, intelligent and shining eyes.

The Governor's wife was a large woman, tall and of a robust build. She towered over her diminutive husband like a skyscraper over a shack.

He talked incessantly, with vivacity and wit, and when he said anything amusing her heavy features relaxed into a large fond smile.

In such a small ship having once made the acquaintance of my fellow passengers, it would have been impossible, even had I wished it, not to pass with them every moment of the day that I was not in my cabin.

Talking of one thing and another we watched the day decline, we dined, and then we sat out again on deck under the stars. Soon, influenced perhaps by the night, the Italian tenor, accompanying himself on his guitar began to sing. He had the real Italian voice, and he sang the Neapolitan songs.

I saw that the little French Governor had been holding the hand of his large wife and the sight was absurd and touching.

- Do you know that this is the anniversary of the day on which I first saw my wife? He said, suddenly breaking the silence.

- It is also the anniversary of the day on which she promised to be my wife. And, which will surprise you, they were one and the same.

- You see, ours was a marriage of convenience pure and simple.

- C'est vrai, said the lady.

- But sometimes love comes after marriage and not before, and then it is better. It lasts longer.

– You see, I had been in the navy, and when I retired I was forty-nine. I was strong and active and I was very anxious to find an occupation. And presently I was sent for by the minister to the Colonies and offered the post of Governor in a certain colony. The minister told me that I must be ready to start in a month. I told him that would be easy for an old bachelor.

- You are a bachelor?

- Certainly, I answered.

- In that case I am afraid I must withdraw my offer. For this position it is essential that you should be married.

- It is too long a story to tell you, but the gist of it was that owing to the scandal my predecessor had caused, it has been decided that the next Governor must be a model of respectability. I expostulated. I argued. Nothing would serve. The minister was adamant.

- Well, think it over, said the minister.

– If you can find a wife in a month you can go, but no wife no job.

I walked away from the ministry with death in my heart. Suddenly I made up my mind. I walked to the offices of the Figaro, composed an advertisement, and handed it in for insertion. You will never believe it, but I had four thousand three hundred and seventy-two replies. It was an avalanche. It was hopeless, I had less than a month now and I could not see over four thousand aspirants to my hand in that time. I gave it up as a bad job. I went out of my room hideous with all those photographs and littered papers and to drive care away went on to the boulevard and sat down at the Cafe de la Paix. After a time I saw a friend passing. My friend stopped and coming up to me sat down.

- What is making you look so glum? He asked me.

I was glad to have someone in whom I could confide my troubles and told him the whole story. He laughed. Controlling his mirth as best he could, he said to me:

- But, my dear fellow, do you really want to marry?

At this I entirely lost my temper.

- You are completely idiotic, I said. If I did not want to marry, do you imagine that I should have spent three days reading love letters from women I have never set eyes on?

- Calm yourself and listen to me, he replied. – I have a cousin who lives in Geneva. She is Swiss. Her morals are without reproach, she is of a suitable age, a spinster, for she has spent the last fifteen years nursing an invalid mother who has lately died, she is well educated and she is not ugly.

- There is one thing you forget. What inducement would there be for her to give up her accustomed life to accompany in exile a man of forty-nine who is by no means a beauty?

When I made this remark to my friend, he replied:

- One can never tell with women. There is something about marriage that attracts them. There would be no harm in asking her.

- But I do not know your cousin and I don't see how I am to make her acquaintance.

- I will tell you what to do, said my friend. – Go to Geneva and take her a box of chocolates from me. You can have a little talk and then if you do not like the look of her you take your leave and no harm is done.

That night I took the train to Geneva. No sooner had I arrived than I sent her a letter to say that I was the bearer of a gift from her cousin. Within an hour I received her reply to the effect that she would be pleased to receive me at four o'clock in the afternoon.

As the clock struck four I presented myself at the door of her house. She was waiting for me. Imagine my surprise to see a young woman with the dignity of Juno, the features of Venus, and in her expression the intelligence of Minerva. I was so taken aback that I nearly dropped the box of chocolates. We talked for a quarter of an hour. And then I said to her:

- Mademoiselle, I must tell you that I did not come here merely to give you a box of chocolates. I came to ask you to do me the honour of marrying me.

She gave a start.

- But, monsieur, you are mad, she said.

Then I repeated my offer.

- I will not deny that your offer has come as a surprise to me. I had not thought of marrying. I have passed the age. I must consult my friends and my family.
- What have they got to do with it? You are of full age. The matter is pressing. I cannot wait.
- You are not asking me to say yes or no this very minute? That is outrageous.
- That is exactly what I am asking.
- You are quite evidently a lunatic.
- Well, which is to be? I said. Yes or no?
- She shrugged her shoulders. She waited a minute and I was on tenterhooks.
- Yes.

And there she is. We were married in a fortnight and I became Governor of a colony.

- I married a jewel, my dear sirs, one in a thousand.

He turned to the Belgian colonel.

- Are you a bachelor? If so I strongly recommend you to go to Geneva.

It is a nest of the most adorable young women.

It was she who summed up the story.

- The fact is that in a marriage of convenience you expect less and so you are less likely to be disappointed. Passion is all very well, but it is not a proper foundation for marriage. For two people to be happy in marriage they must be able to respect one another, and their interests must be alike; then if they are decent people and are willing to give and take, to live and let live, there is no reason why their union should not be as happy as ours. She paused. – But, of course, my husband is a very remarkable man.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** A) Translate the vocabulary notes using the context. B) Use the target language translation to write a micro-composition. C) Give the composition to your group-mate for translation. D) Do the editing of the translation.

**Vocabulary notes**

1. ...a person of consequence... - o persoana importanta
2. He did look a little like a poodle... - Foarte tare semana cu un pudel...
3. Ours was a marriage of convenience pure and simple –
4. C'est vrai [se: 'vre:](French) –
5. ...with death in my heart... -
6. Suddenly I made up my mind –
7. I gave it up as a bad job –
8. ...to drive care away ... –
9. At this I entirely lost my temper. –
10. ... from women I have never set eyes on? –
11. One can never tell with women. –
12. She gave a start. –
13. I was on tenterhooks. –
14. Passion is all very well, but... -

**Task 3.** Comprehension check: ask and answer questions on the text *A Marriage of Convenience*.

## Text 2.

### *Wedding superstitions*

In England the wedding preparations, ceremony and feast have all become loaded with ritual practices to ward off evil and bless the marriage with fortune and fertility.

The choice of date is important. May is traditionally unlucky for weddings. The tradition that the bride's parents should pay for the wedding dates from two or three centuries ago, when wealthy families would pay an eligible bachelor to take an unmarried daughter off their hands in exchange for a large dowry. At most formal weddings, brides still get married in virginal white — many other colors are considered unlucky.

A bride will also ensure that her wedding outfit includes "something old, something new, something borrowed, something blue". "Old" maintains her link with the past; "new" symbolizes the future; "borrowed" gives her a link with the present; and "blue" symbolizes her purity.

Even a modern bride will observe the taboos about wearing her dress before the ceremony. The groom must not see her in it until she enters the church. The veil should be put on for the first time as she leaves for the church.

It is a lucky omen if the bride should see a chimney sweep on her way to church. Sometimes a sweep is paid to attend the ceremony and kiss the bride - a relic of the idea that soot and ashes are symbols of fertility.

After the ceremony, the couple is showered with confetti. One old custom was for the bride and sometimes the groom to negotiate some obstacle as they left the church — guests would impede them with ropes of flowers, for example, or with sticks that had to be jumped over.

After that the bride is faced with the feast. The most important item is the wedding cake, whose richness symbolizes fertility, just as it has been done since Roman times. Today, the first slice is cut by the bride to ensure a fruitful marriage.

**Task 1.** A) Read the following short passage translate it into the TL; B) compare the wedding traditions in Moldova and Great Britain. Say what is different and what they have in common. C) Speak about interesting wedding ceremonies in other countries.

**Task 2.** Agree or disagree with the following statements. Give your reasons:

1. The husband should be more intelligent than the wife.
2. Spouses should be alike.
3. Money often keeps people together.
4. Marriage should be compulsory for everybody.
5. The best wife is a housewife.
6. The marriage contract is incompatible with romantic love.

## Text 3.

### **Familia de azi, familia de mâine**

Familia, ca instituție socială, are o istorie care se confundă cu dezvoltarea civilizației umane. În perioada actuală familia se confruntă cu diversitatea și complexitatea caracteristică societății contemporane. Acestea sunt adevărate provocări pentru familie, pentru găsirea soluțiilor optime de adaptare. Specialiștii spun că schimbările petrecute în lumea contemporană au făcut să crească, în același timp, anxietatea, insecuritatea și instabilitatea vieții de familie. Termenul de „familie” a început să fie înțeles într-un sens mai larg, nu neapărat ca fiind format din copii și părinții lor.

În zilele noastre a fi părinte nu mai este doar o calitate dată de aducerea copiilor pe lume, vârstă sau înțelepciune, ci devine tot mai mult o responsabilitate care cere cunoștințe și competențe. În Republica Moldova familia se confruntă tot mai des cu situații precum paternitatea și



maternitatea în adolescență, căsătoriile nelegalizate, familiile monoparentale, rata ridicată a divorțurilor, noile căsătorii, șomajul, sărăcia, lipsa locuințelor. E legitim să ne întrebăm în acest context cine, unde și cum are responsabilitatea creșterii și educării copilului.

Evoluția rolurilor parentale a înregistrat mari schimbări. Are loc o estompare a diferențelor între cei doi părinți, fiecare putând lua, după caz, locul celuilalt. Nu sunt puține cazurile în care mama stă la serviciu mai mult timp, câștigă mai mult iar tatăl se ocupă de copii. Numărul de copii dintr-o familie a scăzut, în același timp însă au crescut investițiile părinților în vederea creșterii și educării copilului.

Practicile educaționale s-au modificat, observându-se o largă deschidere a familiei spre sprijin extern, familia nu mai are monopolul educării tinerei generații. Pe de altă parte s-au modificat și relațiile cu școala, tot mai mulți părinți înțelegând importanța implicării în viața școlară a copilului.

În îngrijirea copilului ambii părinți au roluri la fel de importante și ar trebui să se implice în mod egal. Sunt familii în care s-a înțeles acest lucru, iar tatăl participă inclusiv la nașterea copilului. În cadrul familiei moderne se încearcă stabilirea unui parteneriat între membrii acesteia, care sunt cu toții colaboratori și parteneri, spre deosebire de familia tradițională în care, toate acțiunile sunt centrate și subordonate creșterii și educării copilului. Se spune chiar că azi are loc o "detronare" a copilului.

Autoarea Elisabeth Roudinesco merge chiar mai departe și se întreabă care va fi rolul tatălui în viitor, acum când clonarea este posibilă, când familiile de homosexuali pot înfia copii.

"În aceste condiții este condamnat tatăl să nu mai reprezinte altceva decât o funcție simbolică? Trebuie să se încapățâneze să îmbrace din nou strălucirea falsă a patriarhatului de odinioară, așa cum ar dori conservatorii? Sau trebuie dimpotrivă să se transforme într-un educator binevoitor, așa cum doresc moderniștii? Dacă tatăl nu mai este tată, dacă femeia controlează întru totul procreația și dacă homosexualii au puterea de-a ocupa un loc în procesul filiației, dacă libertatea sexuală este deopotrivă nelimitată...putem spune că existența familiei este amenințată?"

Foarte interesante sunt studiile referitoare la IQ-ul mamei. Astfel s-a ajuns la concluzia că inteligența mamei este determinantă în dezvoltarea inteligenței copilului. La aceasta se adaugă gradul ei de cultură, pregătirea socială, limbajul folosit și atașamentul acesteia pentru copil. Astfel s-a constatat că acei copii proveniți din medii defavorizate și ale căror mame au un IQ sub 80, obțin scoruri în descreștere la testele de inteligență odată cu înaintarea în vârstă. Cu cât IQ-ul mamei este mai scăzut, cu atât aceste descreșteri sunt mai mari. O mamă cu probleme crează un mediu puțin propice educației copiilor. Important este și limbajul mamei, care constituie o punte de continuitate între mamă și copil, între cei doi există o practică sintactică comună, dar în același timp limbajul și dezvoltarea intelectuală sunt în interdependență.

Cercetătorii în domeniul educației au ajuns la un consens cu privire la importanța covârșitoare a mediului familial asupra dezvoltării copilului. Astfel în 1979 Pourtois face cercetări prin care reușește să demonstreze influența globală a familiei asupra adaptării și achizițiilor școlare ale copilului. Studiul s-a afectuat pe 91 de familii și rezultatele au demonstrat că dezvoltarea copilului este influențată în proporție de 70,63% de familie, iar adaptarea școlară este influențată de familie în proporție de 74,47%.

Fiecare dintre părinți este bine să facă apel la experiența lui anterioară. Ce amintiri are din familia din care provine? Ce îi plăcea? Ce nu îi plăcea? Transformați-vă în copilul de altădată și poate veți înțelege mai bine reacțiile copilului vostru, dar în același timp gândiți-vă la complexitatea societății de azi, la multitudinea de factori care concură la formarea copilului.

Dragostea îmbinată cu rațiunea și bazate pe cunoștințe precise reprezintă o garanție a succesului în educație.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Părinți adoptivi, copii adoptați.**

Se întâmplă uneori ca, în ciuda tuturor eforturilor( deși știința a evoluat foarte mult), unele familii să nu aibă copii. Atunci recurg la metoda adopției. Ce ar trebui să știe familia care vrea să adopte un copil? În afară de regulile impuse de instituțiile care se ocupă de această problemă, mai sunt și alte demersuri, e adevărat, nescrise, dar foarte importante, pe care viitorii părinți ar trebui să le facă.

Este bine ca aceștia să discute cu un psiholog, la care să meargă din proprie inițiativă. Răspunsurile lor nu vor fi contabilizate în niciun fel, va fi o discuție prietenească și în folosul viitorilor părinți. Aceștia trebuie să-și pună cu cea mai mare sinceritate întrebarea "Pentru ce vreau să înfiez acest copil?", și să caute răspunsul în adâncul sufletului, încercând să fie cât mai corecți cu ei înșiși.

Trebuie să știe de la început că vor avea de trecut peste multe obstacole, că vor avea bucurii dar și necazuri. Dacă adopția se face atunci când copilul are o vârstă foarte fragedă, va veni un moment (de preferință cât mai curând posibil), când părinții vor avea o discuție cu el și când îi vor spune că nu ei sunt părinții naturali. Să se evite exprimarea "părinți adevărați", este bine să se folosească termenii "părinți naturali" și "părinți adoptivi", pentru că și unii și alții sunt părinți adevărați, cei naturali pentru că i-au dat viață, iar cei adoptivi pentru că îi cresc. Este foarte important pentru copil să î-și respecte ambele "categorii" de părinți, pentru că atunci se va respecta pe el însuși. Ar fi o mare greșală ca părinții adoptivi să vorbească urât despre părinții naturali, chiar dacă ar spune niște adevăruri. Copilul se va simți vinovat că are astfel de părinți, va considera că este vina lui și se va interioriza, va avea un sentiment de inferioritate față de semenii săi.

Dimpotrivă, părinții adoptivi trebuie să-și exprime recunoștința față de părinții naturali, pentru că l-au adus pe lume pe copil și le-a oferit bucuria de a-l crește. Nu contează motivele pentru care ei nu au putut să facă acest lucru, important este că le-au dăruit un copil frumos, sănătos, care le aduce multă bucurie în casă. Astfel de gânduri trebuie exprimate în fața copilului adoptat. Copilul trebuie să se simtă prețuit și prețios, iubit și important și să mai știe că părinții adoptivi îi prețuiesc pe părinții naturali.

Din păcate, mai sunt și unii părinți adoptivi care nu conțin prin a reaminti copilului ce multe avantaje (în special materiale) are, pentru că a fost adoptat de ei. Este o mare greșală, copilul se va simți îndatorat, împovărat, nici nu se va putea bucura de condițiile oferite.

Un alt aspect important este acela că, părinții trebuie să se aștepte și la eșecuri, la necazuri. Ei trebuie să înțeleagă că toți copiii, naturali sau înfiați, aduc atât bucurii cât și supărări. Este o mare greșală ca, atunci când copilul face "trăsni" mai mari să i se spună că seamănă cu părinții lui naturali care ...și urmează o serie de lucruri neplăcute la adresa părinților naturali. Înseamnă că acei părinți adoptivi au o mare problemă, și anume, nu î-l privesc pe copil ca pe copilul lor.

Se va simți copilul adoptat diferit de ceilalți copii? Da, mai ales dacă sunt "binevoitori" care î-i vor aminti acest lucru ca pe o ofensă. Părinții îi vor explica faptul că fiecare dintre noi ne simțim diferit față de semenii noștri, că acesta este un lucru normal, că și ei sunt diferiți față de ceilalți părinți, dar acest fapt nu-i deranjează, pentru că oamenii nu au cum să fie toți la fel.

O mare grijă trebuie să aibă și părinții care adoptă copilul de la case de copii. Aceștia au trăit de foarte mici în colectivitate, "colectivitatea" este într-un fel mama lor. Ei se vor adapta mai greu într-o casă unde nu sunt decât 3-4 persoane, vor simți în permanență dorința de a sta acolo unde sunt copii mulți și când se fac mai mari chiar au tendința să fugă și să se atașeze diferitelor colectivități.

Unii părinți cad în cealaltă extremă, și anume, atât de mult și-au dorit un copil, încât î-și centrează toată atenția asupra lui, î-l sufocă pur și simplu, î-l transformă în copilul-jucărie.

Familia adoptivă trebuie să știe că și-a asumat o mare responsabilitate, și că de ea depinde, în cea mai mare parte, relizarea și drumul în viață al copilului adoptat.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** Watch the video on Consecutive Interpreting – Interpreter Training Part I and II. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C) Report on the video in written and oral form.

**Topical Vocabulary.**  
**Marriage and Family life**

- Aspirant - \_\_\_\_\_
- Aunt- \_\_\_\_\_
- Baby- \_\_\_\_\_
- Bachelor- \_\_\_\_\_
- Be head over ears in love- \_\_\_\_\_
- Be lost in admiration of smb.- \_\_\_\_\_
- Be related- \_\_\_\_\_
- Be of full age- \_\_\_\_\_
- Best man - \_\_\_\_\_
- Bless the marriage - \_\_\_\_\_
- Breadwinner - \_\_\_\_\_
- Bride - \_\_\_\_\_
- Bridesmaid - \_\_\_\_\_
- Brother - \_\_\_\_\_
- Care about smb. - \_\_\_\_\_
- Childless - \_\_\_\_\_
- Civil marriage - \_\_\_\_\_
- Cleanliness - \_\_\_\_\_
- Cot - \_\_\_\_\_
- Cousin- \_\_\_\_\_
- Court smb. - \_\_\_\_\_
- Cross marriage - \_\_\_\_\_
- Date - \_\_\_\_\_
- Diamond anniversary - \_\_\_\_\_
- Divorce - \_\_\_\_\_
- Divorcee - \_\_\_\_\_
- Double date - \_\_\_\_\_
- Do well at school - \_\_\_\_\_
- Dowry - \_\_\_\_\_
- Earn money - \_\_\_\_\_
- Earn one's living – \_\_\_\_\_
- Efficient housewife - \_\_\_\_\_
- Engagement - \_\_\_\_\_
- Expect a baby - \_\_\_\_\_
- Faithfulness - \_\_\_\_\_
- Fall in love - \_\_\_\_\_
- Family album - \_\_\_\_\_
- Fiancé - \_\_\_\_\_
- Fiancée - \_\_\_\_\_
- Flirt - \_\_\_\_\_
- Foster mother - \_\_\_\_\_
- Fraternal - \_\_\_\_\_

Generation gap - \_\_\_\_\_  
 Get/have a crush on smb.- \_\_\_\_\_  
 Get married - \_\_\_\_\_  
 Get on well together - \_\_\_\_\_  
 Give flowers/presents - \_\_\_\_\_  
 Go Dutch - \_\_\_\_\_  
 Go steady with smb.- \_\_\_\_\_  
 Go out - \_\_\_\_\_  
 Golden anniversary - \_\_\_\_\_  
 Grandparent - \_\_\_\_\_  
 Great grandparent - \_\_\_\_\_  
 Groom - \_\_\_\_\_  
 Grumble at smb.- \_\_\_\_\_  
 Guardian - \_\_\_\_\_  
 Harem - \_\_\_\_\_  
 Head of the house- \_\_\_\_\_  
 Honeymoon - \_\_\_\_\_  
 Host (ess) - \_\_\_\_\_  
 Household - \_\_\_\_\_  
 Housewife - \_\_\_\_\_  
 Husband - \_\_\_\_\_  
 In-laws - \_\_\_\_\_  
 Juggle a family and a career - \_\_\_\_\_  
 Keep house - \_\_\_\_\_  
 Keep the family - \_\_\_\_\_  
 Kith and kin - \_\_\_\_\_  
 Let smb. down - \_\_\_\_\_  
 Live apart - \_\_\_\_\_  
 Live on one's parents - \_\_\_\_\_  
 Love marriage - \_\_\_\_\_  
 Maid of honour - \_\_\_\_\_  
 Make a pass at smb.- \_\_\_\_\_  
 Make acquaintance of smb.- \_\_\_\_\_  
 Marital status - \_\_\_\_\_  
 Marriage certificate - \_\_\_\_\_  
 Marriage advertisement - \_\_\_\_\_  
 Marriage of convenience - \_\_\_\_\_  
 Married - \_\_\_\_\_  
 Marry for love/money - \_\_\_\_\_  
 Marry low - \_\_\_\_\_  
 Maternal - \_\_\_\_\_  
 Maternity home - \_\_\_\_\_  
 Match - \_\_\_\_\_  
 Misalliance - \_\_\_\_\_  
 Monogamy - \_\_\_\_\_  
 Nappy - \_\_\_\_\_  
 New-born - \_\_\_\_\_  
 Newly-wed - \_\_\_\_\_  
 Nephew - \_\_\_\_\_  
 Niece - \_\_\_\_\_  
 Offspring - \_\_\_\_\_  
 Parent - \_\_\_\_\_

Parental - \_\_\_\_\_  
 Pass the age - \_\_\_\_\_  
 Paternal - \_\_\_\_\_  
 Pick up - \_\_\_\_\_  
 Polygamy - \_\_\_\_\_  
 Pram - \_\_\_\_\_  
 Propose - \_\_\_\_\_  
 Proposal - \_\_\_\_\_  
 Raise children - \_\_\_\_\_  
 Relative - \_\_\_\_\_  
 Resemble smb.- \_\_\_\_\_  
 Rush into marriage - \_\_\_\_\_  
 Single - \_\_\_\_\_  
 Sibling - \_\_\_\_\_  
 Silver anniversary - \_\_\_\_\_  
 Singles' bar - \_\_\_\_\_  
 Sister - \_\_\_\_\_  
 Solvent - \_\_\_\_\_  
 Spouse - \_\_\_\_\_  
 Spinster - \_\_\_\_\_  
 Stepmother - \_\_\_\_\_  
 Stepfather - \_\_\_\_\_  
 Take after smb.- \_\_\_\_\_  
 Take children to...- \_\_\_\_\_  
 Twin - \_\_\_\_\_  
 Triplet - \_\_\_\_\_  
 Uncle - \_\_\_\_\_  
 Wallflower - \_\_\_\_\_  
 Wedding - \_\_\_\_\_  
 Wedlock - \_\_\_\_\_  
 Widow(er) - \_\_\_\_\_  
 Wife- \_\_\_\_\_

### *Conversational Formulas*

He's a good family man. \_\_\_\_\_  
 He takes after his parents. \_\_\_\_\_  
 How long have you been married? \_\_\_\_\_  
 She is an efficient housewife. \_\_\_\_\_  
 She comes from a good family. \_\_\_\_\_  
 Cheaper by the dozen. \_\_\_\_\_  
 They had their wedding in the autumn/winter. \_\_\_\_\_  
 They are a nice family \_\_\_\_\_

## Unit 2

### HOME SWEET HOME



Home, sweet home. It does not matter what your home is like — a country mansion, a more modest detached or semi-detached house, a flat in a block of flats or even a room in a communal flat. Anyway, it is the place where you once move in and start to furnish and decorate it to your own taste. It becomes your second „ego”.

Your second „ego” is very big and disquieting if you have a house. There is enough space for everything: a hall, a kitchen with an adjacent dining-room, a living-room or a lounge, a couple of bedrooms and closets (storerooms), a toilet and a bathroom. You can walk slowly around the house thinking what else you can do to renovate it. In the hall you cast a glance at the coatrack and a chest of drawers for shoes. Probably, nothing needs to be changed here.

You come to the kitchen: kitchen furniture, kitchen utensils, a refrigerator (fridge) with a freezer, a dishdrainer, an electric or gas cooker with an oven. Maybe, it needs a cooker hood?

The dining-room is lovely. A big dining table with chairs in the centre, a cupboard with tea sets and dinner sets. There is enough place to keep all cutlery and crockery in. You know pretty well where things go.

The spacious living-room is the heart of the house. It is the place where you can have a chance to see the rest of your family. They come in the evening to sit around the coffee table in soft armchairs and on the sofa. You look at the wall units, stuffed with china, crystal and books. Some place is left for a stereo system and a TV set. A fireplace and houseplants make the living-room really cosy.

Your bedroom is your private area though most bedrooms are alike: a single or a double bed, a wardrobe, one or two bedside tables and a dressing-table.

You look inside the bathroom: a sink, hot and cold taps and a bath. There is nothing to see in the toilet except a flush-toilet.

You are quite satisfied with what you have seen, but still doubt disturbs you: ‘Is there anything to change?’ Yes! The walls of the rooms should be papered, and in the bathroom and toilet — tiled! Instead of linoleum there should be parquet floors. Instead of patterned curtains it is better to put darker plain ones, so that they might not show the dirt. You do it all, but doubt does not leave you. Then you start moving the furniture around in the bedroom, because the dressing-table blocks out the light. You are ready to give a sigh of relief, but... suddenly find out that the lounge is too crammed up with furniture.

Those who live in one-room or two-room flats may feel pity for those who live in houses. They do not have such problems. At the same time they have a lot of privileges: central heating, running water, a refuse-chute and... nice neighbours who like to play music at midnight. Owners of small flats are happy to have small problems and they love their homes no less than those who live in three-storeyed palaces. Home, sweet home!

**Task 1.** A) Read the text. B) Find and underline the words connected with the topic home. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** What category of owners does your family belong to?

**Task 3.** Say what else one can see in a hall, a kitchen, a dining room, a lounge, a bedroom.

**Task 4.** Make a plan of a flat or a house and decide how you would arrange it. Discuss with the classmates what you would buy to furnish it.

**Task 5.** Do you have a room of your own? Is there anything special about it?

Text 1.

***Clara in the Denhams' House.***

*(Extract from the book by Margaret Drabble „Jerusalem the Golden“)*

The Denhams' house was semi-detached. It was a large, tall, four-storeyed building, on one of the steep hillsides of Highgate. In front of the building was a large paved courtyard. It was separated from the pavement by a high, elaborate, wrought iron fence, the gate of which stood open.

The door of the Denhams' house was painted black, and it was solid, and heavily panelled, in the centre of the middle panel there was a lion's head with a brass ring in its mouth. There was also a bell, and Clara chose the bell. The door was opened by a thin, brown, balding, youngish looking man.

'I've come to see Clelia,' said Clara, standing on the doorstep. The man gulped nervously, and nodded, and said, 'Clelia, oh yes, Clelia, just a moment, I'll go and get her.'

And he disappeared. Clara, uninvited, thought she might as well step in, so she did. The hall into which she stepped was not a hall at all, but a large and very high room, with doors leading off it in most directions, and it was so full of unexpected things that she found it hard to know where to look first.

The floor was tiled, in diagonal squares of grey and white marble, and the walls were so densely covered with pictures and looking glasses that it was hard to tell whether or how they were papered, but the general tone and impression was of a deep purple and red. At the far end of the hall, there was a marble fireplace, and under it was a large pot of dying flowers. There was also, she vaguely noted, in one corner a piano, and the windows had shutters of a kind that she had never seen in England.

After a while, Clelia appeared, from one of the doors at the far end of the hall.

'Well, I came,' Clara said.

'So I see,' said Clelia. 'I'm glad you came. Let's go up into my room.'

'Who was that that let me in?' said Clara, following Clelia meekly up the staircase, and up and up, to the second floor.

'That was Martin,' said Clelia. 'He's rather lovely, don't you think?' Clara could not think of any scheme in which the man she had just seen could have been described as lovely, but she instantly invented one.

'Yes,' she said.

'And this,' said Clelia, suddenly throwing open a high white door, 'is my room.'

And she said it with such pride and such display that Clara did not feel at all obliged to conceal the amazement. And it was, by any standards, amazing.

It was a tall, square room, facing towards the back of the house and garden. The room's function — for it was, beneath all, a bedroom — was all but concealed. Clara, when she looked hard, could just descry a bed, almost lost beneath a grey and pink flowered cover, a heap of

books, and a large half-painted canvas. There were a good many books in the room; one wall was lined with them, and they lay in heaps on chairs and on the floor. There were photographs and postcards and letters pinned up and pasted on tables and walls, and amongst these more adult decorations, there was also a great quantity of carefully arranged and ancient toys. Clara was staggered and bewitched; she had never in her life seen anything like it.

She got round to thinking that one of the most charming features of Clelia's room was its sense of prolonged nursery associations. The childhood objects were not only lovely in themselves, they were a link with some past and pleasantly remembered time.

They stayed in the bedroom for half an hour or so, talking, looking at the things, talking.

'I think it must be tea time,' said Clelia. 'I think we'd better go down.'

When they reached the drawing room, the only people there were Mrs. Denham and Martin.

'This is Clara, mama,' said Clelia.

'Clara, yes,' said Mrs. Denham. 'Clelia told me about you. Do sit down, have a cup of tea. Clara, will you have milk or lemon?'

'Lemon, please,' said Clara. And as she stirred her cup of tea, and sipped it, she lost track of the conversation entirely, so engrossed was she in the visual aspect of the scene presented to her: She did not know where first to look, so dazzling and amazing were the objects before her.

It was a large, high, long room, and so full of furniture and mirrors and pictures and books and chandeliers and hangings and refracted angles of light that the eye could at first glimpse in no way assess its dimensions. It seemed to be full of alcoves and angles, though the room itself was a plain rectangle: fish swam in a goldfish bowl on top of a bookcase, and flowers stood on small pedestals here and there. Over the marble mantelpiece was a huge oval mirror with an eagle adorning it. The floor was wooden, and polished, but most of it was covered by a large, intricately patterned coloured carpet.

On one wall hung a large picture of a classical, mythological nature: on another wall was an equally large picture of pale yellow and beige lines. The third wall was lined entirely with books, and the wall that looked over the garden was not a wall but a window, heavily shrouded with curtains of different fabrics and densities. Clara was astonished; she could compare the room to nothing in her experience. Mrs. Denham herself made a fitting occupant for such a room. She talked of books, from what Clara, in her haze of observation, could hear: about some books that she was, ah yes, what was that word, reviewing? A critic, then? No, not a critic. A writer, then, perhaps: and Clara, searching for help, directed her excellent vision at the distant titles of the books on the shelves behind Martin's head. And help was forthcoming for there was a whole row of somehow familiar books, and the name on the back, she could just decipher it, was *Candida* something. Why, yes, of course, *Candida Gray*, a name that she had known for as many years as she had known any such names. In the sudden satisfaction of recognition, Clara nearly cried out, into the midst of the conversation, I read your book, I read that book of yours, I read *Custom and Ceremony*, but she didn't, she kept quiet, she did not want to betray, even directly, the novelty of her discovery. And she thought, a little aggrieved: I do think Clelia might have told me, how could she assume that I knew her mother's maiden name? Her discovery did, however, do much to help her understanding of the conversation. She began to feel that she knew where she was, a little: and after a while she too began to talk.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** A) Translate the vocabulary notes using the context. B) Use the target language translation to write a micro-composition. C) Give the composition to your group-mate for translation. D) Do the editing of the translation.

### Vocabulary Notes

1. ... wrought iron fence... -
2. ...it was solid and heavily paneled... -



3. I'll go and get her –
4. The room's function –
5. ... she lost the track of conversation entirely, ... -
6. ... the eye could at first glimpse in no way assess its dimensions. –
7. ... heavily shrouded with curtains of different fabrics and densities. –
8. It seemed to be full of alcoves and angles... -

**Task 3. Comprehension check: ask and answer questions on the text.**

1. What was the Denhams' house like?
2. What was there in front of the building?
3. What did Clara choose, the bell or the brass ring?
4. Who opened the door?
5. Was Clara left alone on the doorstep or did the man let her in?
6. What was the hall like?
7. Where did Clelia take Clara?
8. Why was Clara staggled and bewitched in Clelia's room?
9. Where did girls go after half an hour?
10. Who was there in the drawing room?
11. What did Clara see in the drawing room?
12. What impressions did the drawing room produce upon Clara?
13. Was Clara listening to the talk ? Why ?
14. How did Clara make her discovery?
15. Did Clara's discovery help her somehow or not?

Text 2.

**HOME**

**Text A.** (Extract from "A Bear from Peru in England" by Michael Bond)

'Now you'd better come upstairs with me and I'll show you your room. It used to be mine when I was small and it has lots of pictures of bears around the wall so I expect you'll feel at home. 'She led the way up along flight of stairs, chattering all the time. Paddington followed closely behind, keeping carefully to the side so he did not have to tread on the carpet.

'That's the bathroom,' said Judy. 'And that's my room. And that's Jonathan's – he's my brother, and you'll meet him soon. And that's Mummy and Daddy's.' She opened a door. 'And this is going to be yours!'

Paddington nearly fell over with surprise when he followed her into the room. He'd never seen such a big one. There was a large bed with white sheets against one wall and several bit boxes, one with a mirror on it. Judy pulled open a drawer in one of the boxes. 'This is called a chest of drawers,' she said. 'You'll be able to keep all your things in here.'

Paddington looked at the drawer and then at his suitcase. 'I don't seem to have very much. That's the trouble with being small - no one ever expects you to want thing.'

**Text B.** (Extract from "Myself When Young" by Daphne du Maurier)

Our new home was altogether different. The night-nursery, which Jeanne and I shared, had its own bathroom and lavatory. These was promotion indeed. No longer a nurse to supervise but a children's maid, whose orders we could disregard. The day-nursery was on the other side of the house, and could be reached in three separate ways by running down the imposing main staircase, going throw dinning-room and running up a secondary staircase known as the green stairs; by running up the back staircase, which was outside the night-nursery door, along the white corridor on the second floor outside D's and M's bedroom, and sow down the higher flight

of the green stairs; and by crossing the first-floor landing and slipping through the double drawing-room, which took about one minute.

These last two methods were unpopular with a grown-up world, but when they are out the way are superb race could be set in motion between Jeanne and myself, one of us taking the first alternative, the other the second. I generally found the second most successful. It was cheating to go through the drawing room. Besides, someone might be dusting there. Angela now had her own little bedroom, on the same floor as M and D, and was therefore superior. She did not join in the races.

I soon discovered that our lavatory window led on to the flat roof over the dustbins in the courtyard, and by climbing out of this window, and creeping along this same flat roof, one could drop down over the dustbins and reach the courtyard. This was promptly discouraged. A pity. It damped adventure.

The garden at the back of the house made up for this disappointment. First a lawn, then, encircled by bushes, a parapet that locked down on to the lower garden several feet below, where there was a herbaceous border, and also vegetable. I would walk along the narrow parapet, eyes front, while Jeanne, below me in the lower garden, would try to climb through it unseen, and so surprise me. This she seldom achieved.

*Text C. (Extract from "Theatre" by W. S. Maugham)*

Michael gave the room a complacent glance.

'I've had a good deal of experience. I always design the sets myself for our plays. Of course, I have a man to do the rough work for me, but the ideas are mine.'

They had moved into that house two years before and they had put it into the hands of an expensive decorator. The house was furnished in an extremely good taste, with a judicious mixture of the antique and the modern and Michael was right when he said that it was quite obviously a gentleman's house. Julia, however, had insisted that she must have her bedroom, as she liked, and having had exactly the bedroom that pleased her in the old house in Regent's Park, which they had occupied since the end of the war she brought it over bodily. The bed and dressing-table were upholstered in pink silk, the chaise-longue and the armchair in Nattier blue; over the bed there were fat little gilt cherubs who dangled a lamp with a pink shade, and fat little gilt cherubs swarmed all-round the mirror on the dressing-table. On satinwood tables were signed photographs, richly framed, of actors and actresses and members of the royal family. The decorator had raised his supercilious eyebrows, but it was the only room in the house in which Julia felt completely at home. She wrote her letters at a satinwood desk, seated on a gilt Hamlet stool. Luncheon was announced and they went downstairs.

They sat at a reflector table, Julia and Michael at either end in very grand Italian chairs, and the young man in the middle on a chair that was not at all comfortable, but perfectly in character.

**Task 1.** A) Read the texts. B) Translate the texts from the Source Language into the Target Language. C) Do the editing of the texts.

### Text 3.

#### **Surorile Randolf**

Surorile Randolf Sadie și Esther trăiesc la un bloc departare una de alta. Sadie mereu se plînge că oamenii din oras sunt reci si neprietenoși pe cînd Esther îi gasește afectuoși și agreabili.

Deși Sadie observă asta, diferența este in modul în care trateaza oamenii. Sadie si soțul ei au o casă dragută. Este plină cu mobilă antică frumoasă și articole din sticlă care sunt întratît de fragile încît erau ușor de stricat de un oaspete neatent sau un copil neastimpărat. Ori de cîte ori cineva îi vizitează pe casatoriți, ei mereu "î-i ordonează". Comportamentul lor părea să indice că

mai important pentru ei era cum arăta casa lor decât cum se simt oaspeții. Ca rezultat, oaspeții agitați au un comportament excesiv de atent și pleacă cât de repede pot.

Casa lui Esther în contrariu nu este de lux. Chiar este aproape sărăcăcioasă. Dar ea și soțul ei au o atitudine relaxată, prietenoasă față de oaspeți, care nu se îngrijorează să nu strice vre-un obiect de mobilă scumpă sau o vază. Casa lui Esther este un loc unde oamenii pot trece în vizită, pot să-și pună piciorul pe masuța de cafea, și să se simtă ca acasă.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** Answer the questions.

1. Whose house, Sadie's or Esther's, appeals to you? Why?
2. Which one would you drop in? Why?
3. In what house do you feel at home? Why?
4. What do you think of those hosts who put more of an emphasis on the looks of their house than on the comfort of their guests?
5. What house would you call lovely?
6. What house would you call shabby?
7. What does home mean to you?

Text 4.

**Planifică amenajarea casei înainte de construcție.**

1. Construcția și redecorarea unei locuințe se dovedesc a fi procese foarte solicitante dar și extrem de antrenante, oferindu-ne senzații de nerăbdare, încântare sau emoție pură.
2. Chiar dacă etapele de planificare, execuție sau finisare par a dura o veșnicie, există lucruri și mai frustrante, de exemplu nepotrivirea mobilierului în camere.
3. Este o adevărată încercare să vezi cum dulapul preferat este prea mare pentru peretele destinat lui, că lampa nu are loc lângă canapea sau că baia nu poate fi accesoriată cu obiectele sanitare pe care le doreai.
4. Așadar, poți evita aceste neplăceri prin gândirea mobilierului în funcție de stilul de viață al familiei, înainte ca planurile să fie finalizate.
5. Prin pre-aranjarea mobilierului în cameră poți vedea cât spațiu liber rămâne și cât de funcționale sunt piesele de mobilier.
6. Așa că ia un creion și schițează pe hârtie cum vrei să arate dormitorul sau orice altă încăpere. De ce mobilier ai nevoie, cum vrei să fie aranjat și ce dimensiuni să aibă.
7. În caz contrar te poți trezi cu prea mult spațiu liber sau că nu ai loc pentru a circula în voie. Aceste modele virtuale trebuie realizate, în special dacă ești posesorul unor piese de mobilier valoroase, la care ții foarte mult și de care vrei neapărat să te bucuri în noua locuință.
8. Posesorul unor piese de mobilier valoroase:
  - masă lungă din lemn masiv, un ceas de perete foarte vechi, un baldachin (canopy/baldachin) sau un covor moștenit de la bunica – pentru toate acestea trebuie să găsești locul ideal.
9. Planifică dimensiunile camerelor, înălțimea pereților până la tavan, poziționarea ferestrelor sau chiar forma încăperilor.
10. Nu lăsa la voia întâmplării dimensiunea mobilierului sau a accesoriilor. Într-o cameră mare, spațioasă, obiectele de mici dimensiuni par pierdute și nu ies în evidență.
11. La fel în cazul spațiilor reduse – mobilierul masiv nu are ce căuta aici. Gândește la scară largă și cere sfatul unui designer înainte de a construi spații care vor părea prea mari/prea mici pentru stilul tău de viață.
12. Nu uita de iluminatul locuinței. Acesta are un rol funcțional dar și estetic.

13. Poziționarea corectă a obiectelor de iluminat precum și numărul acestora contribuie la crearea unui mediu relaxant și rafinat.
14. Caută un specialist care să realizeze un plan potrivit nevoilor tale, pentru a evita la finalul amenajării spargerea pereților și tragerea cablurilor.
15. Vrei un șemineu într-un anumit loc din living, un spațiu de depozitare alături de dormitor, o nișă în perete pentru televizor, dorești un dulap mai mare în baie, o insulă în bucătărie sau vrei să poți privi apusul din fotoliul dormitorului?
16. Poți avea toate aceste detalii înainte de a finaliza lucrările, fără a face modificări ulterioare. Nu construi casa bazându-te că o vei amenaja cumva când va fi gata.
17. Gândește totul în avans, planifică fiecare piesă de mobilier și vei vedea câtă armonie și eficiență va exprima locuința ta. Această pre-planificare poate economisi bani și îți poate servi pe tavă casa visurilor.

Ca să ai o bucătărie funcțională este necesar să plasezi mobilierul într-un anume fel iar echipamentele să-ți fie la îndemână. Adică:

asează lângă chiuvetă ustensilele și vasele pe care le folosești la gătit

- farfuriile și paharele pe care le întrebuințezi doar la ocazii speciale plasează-le pe polițele de mai sus, nu e nevoie să-ți fie la îndemână

Ca să ai o bucătărie funcțională este necesar să plasezi mobilierul într-un anume fel iar echipamentele să-ți fie la îndemână. Adică:

- delimitează zona de gătit, zona de depozitat, zona de luat masa
- încearcă să nu așezi aragazul departe de chiuvetă și de masa de lucru pentru a nu face plimbări inutile prin bucătărie.

18. Bucătărie: culoarea pereților, materialul pentru mobilier, placarea pardoselii, tipul cuptorului, modelul de hotă sau mărimea frigiderului nu sunt alegeri atât de simple. Totul trebuie să se îmbine într-o unitate cromatică ce reflectă modernism, tehnologie și simplitate.
19. Pentru construcția mobilierului recomandăm lemnul – nu se demodează niciodată. Neapărat încadrea-ză în mobilier frigiderul, mașina de spălat vase, cuptorul, plita, chiuveta din inox, hota și lași la vedere aparatele de ultimă generație.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

### Rooms and Places in the Home

**Task 1.** A) Write a composition or an essay (200 - 250 words, in your mother tongue) on one of the topics using the vocabulary mentioned down:

1. My Dream.
2. Home sweet home.
3. Why there is always a mess in my room.
4. I like to stay at my grandma's Place.

B) Give your composition or essay to a classmate for translation.

#### *Bedroom*

A room used for sleeping in.

Living room (UK also sitting room, AUSTRALIAN ENGLISH also lounge room)

The room in a house or apartment that is used for relaxing, and entertaining guests, but not usually for eating.

#### *Bathroom*

A room with a bath and/or shower and often a toilet.

#### *Hall*

The area just inside the main entrance of a house, apartment or other building which leads to other rooms and usually to the stairs.

*Utility room*

Usually just for washing machine, freezer etc.

*Shed*

A separated building from the house usually for storing garden tools.

*Loft*

Space in the roof of the house usually used only for storage.

*Attic*

Room in the roof space of a house (could be lived in.)

*Cellar*

Room below ground level without any windows used for storage.

*Basement*

Room below ground level, with windows, used for living and working.

*Landing*

Flat area at the top of a staircase.

*Hall*

Open area as you come into the house.

*Porch*

Covered area before the entrance door.

*Pantry or larder*

Large cupboard used, especially in the past, for storing food.

*Terrace or patio*

Paved area between the house and garden for sitting and eating, etc.

*Study*

A room for reading, writing, studying in.

*Balcony*

An area with a wall or bars around it that is joined to the outside wall of a building on an upper level.

Types of houses / Places Where People Live

*House*

A building which people, usually one family, live in.

*Detached house*

Describes a house that is not connected to any other building.

*Semi detached house*

A house that is semi-detached is one that is joined to another similar house on only one side.

*Apartment (UK usually flat)*

A set of rooms for living in, especially on one floor of a building.

*Terraced house*

A house that is joined to the houses on either side of it by shared walls.

*Cottage*

A small house, usually in the countryside.

*Bungalow*

A house that has only one story/floor.

*Bedsit*

A rented room which has a bed, table, chairs and somewhere to cook in it.



















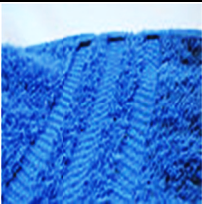


*Villa*

A house usually in the countryside or near the sea, particularly in southern Europe, and often one which people can rent for a holiday.

*Time share*

A holiday house or apartment which is owned by several different people, each of whom is able to use it for a particular period of the year.

## Objects of the home

|  |  |   |
|--|--|---|
|  <p>Remote control</p>  |  <p>Power point</p> |  <p>Plug</p>        |
|  <p>Television</p>      |  <p>Armchair</p>    |  <p>Chair</p>       |
|  <p>Dining table</p>    |  <p>Door</p>        |  <p>Door handle</p> |
|  <p>Table mat</p>      |  <p>Wardrobe</p>   |  <p>Bed</p>        |
|  <p>Bedside table</p> |  <p>Mirror</p>    |  <p>Carpet</p>    |
|  <p>Curtain</p>       |  <p>Drawer</p>    |  <p>Cupboard</p>  |
|  <p>Towel</p>         |  <p>Bookshelf</p> |  <p>Vase</p>      |

**Task 1.** Watch the video on Consecutive Interpreting – Role of the Interpreter. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C). Report on the video in written and oral form.

**Topical Vocabulary.  
Home Sweet Home**

- Adjacent - \_\_\_\_\_
- Adorn - \_\_\_\_\_
- Alcove - \_\_\_\_\_
- Appliance - \_\_\_\_\_
- Armchair - \_\_\_\_\_
- Apartment - \_\_\_\_\_
- Balcony - \_\_\_\_\_
- Bathroom - \_\_\_\_\_
- Basement - \_\_\_\_\_
- Be crammed up with furniture - \_\_\_\_\_
- Be cramped for space - \_\_\_\_\_
- Be short of light - \_\_\_\_\_
- Bedroom- \_\_\_\_\_
- Beside table- \_\_\_\_\_
- Bedsread- \_\_\_\_\_
- Blind- \_\_\_\_\_
- Block of flats- \_\_\_\_\_
- Block out the light- \_\_\_\_\_
- Bookcase – \_\_\_\_\_
- Building- \_\_\_\_\_
- Building society- \_\_\_\_\_
- Bungalow- \_\_\_\_\_
- Bunk bed- \_\_\_\_\_
- Camp bed- \_\_\_\_\_
- Carpet- \_\_\_\_\_
- Ceiling- \_\_\_\_\_
- Cellar- \_\_\_\_\_
- Central heating- \_\_\_\_\_
- Chair- \_\_\_\_\_
- Chandelier- \_\_\_\_\_
- Chest of drawers- \_\_\_\_\_
- China- \_\_\_\_\_
- Closet- \_\_\_\_\_
- Coat rack- \_\_\_\_\_
- Coffee table- \_\_\_\_\_
- Communal flat- \_\_\_\_\_
- Convenience- \_\_\_\_\_
- Cosy- \_\_\_\_\_
- Cooker- \_\_\_\_\_
- Cooker hood- \_\_\_\_\_
- Corridor- \_\_\_\_\_
- Cottage- \_\_\_\_\_
- Country-house - \_\_\_\_\_
- Cover with dustsheets - \_\_\_\_\_
- Cover- \_\_\_\_\_

Crammed up with things- \_\_\_\_\_  
Crockery- \_\_\_\_\_  
Crystal- \_\_\_\_\_  
Cupboard- \_\_\_\_\_  
Curtain- \_\_\_\_\_  
Curtain rail- \_\_\_\_\_  
Cushion- \_\_\_\_\_  
Cutlery- \_\_\_\_\_  
Decorate- \_\_\_\_\_  
Detached house- \_\_\_\_\_  
Dining room- \_\_\_\_\_  
Dinner set- \_\_\_\_\_  
Dish-drainer- \_\_\_\_\_  
Do the decorating- \_\_\_\_\_  
Door-handle- \_\_\_\_\_  
Double bed- \_\_\_\_\_  
Drawing room- \_\_\_\_\_  
Dressing-table- \_\_\_\_\_  
Drive in a nail- \_\_\_\_\_  
Dustbin- \_\_\_\_\_  
Dwelling- \_\_\_\_\_  
Entrance- \_\_\_\_\_  
Fail to operate- \_\_\_\_\_  
Feel at home- \_\_\_\_\_  
Fence- \_\_\_\_\_  
Fitted carpet- \_\_\_\_\_  
Fireplace- \_\_\_\_\_  
Flight of stairs- \_\_\_\_\_  
Floor (parquet, polished) - \_\_\_\_\_  
Floor polisher- \_\_\_\_\_  
Flowered- \_\_\_\_\_  
Fluorescent lamp- \_\_\_\_\_  
Flush-toilet - \_\_\_\_\_  
Four-poster bed- \_\_\_\_\_  
Freezer- \_\_\_\_\_  
Fridge- \_\_\_\_\_  
Front of the house- \_\_\_\_\_  
Focus of the room- \_\_\_\_\_  
Furnish- \_\_\_\_\_  
Furniture- \_\_\_\_\_  
Garage- \_\_\_\_\_  
Get rickety- \_\_\_\_\_  
Hall- \_\_\_\_\_  
Hangings- \_\_\_\_\_  
Hearth- \_\_\_\_\_  
Hedge- \_\_\_\_\_  
Home- \_\_\_\_\_  
Houseplant- \_\_\_\_\_  
Housewarming party- \_\_\_\_\_  
Interior- \_\_\_\_\_  
Keyhole- \_\_\_\_\_  
Kitchen- \_\_\_\_\_



Know where things go- \_\_\_\_\_  
Lamp- \_\_\_\_\_  
Lavatory- \_\_\_\_\_  
Let a flat- \_\_\_\_\_  
Lift- \_\_\_\_\_  
Lights fuse/go out- \_\_\_\_\_  
Linoleum- \_\_\_\_\_  
Living room- \_\_\_\_\_  
Look out onto- \_\_\_\_\_  
Lounge- \_\_\_\_\_  
Lustre - \_\_\_\_\_  
Mansion- \_\_\_\_\_  
Mat- \_\_\_\_\_  
Mixer tap- \_\_\_\_\_  
Modern accommodations- \_\_\_\_\_  
Mortgage- \_\_\_\_\_  
Move in/to- \_\_\_\_\_  
Move the furniture around- \_\_\_\_\_  
Neighbor- \_\_\_\_\_  
Nursery- \_\_\_\_\_  
One/two-room flat- \_\_\_\_\_  
One/two/-storey house- \_\_\_\_\_  
Oven- \_\_\_\_\_  
Owner- \_\_\_\_\_  
Palace- \_\_\_\_\_  
Papered- \_\_\_\_\_  
Parquet- \_\_\_\_\_  
Patterned- \_\_\_\_\_  
Pillow- \_\_\_\_\_  
Pillow-case - \_\_\_\_\_  
Pipes get clogged- \_\_\_\_\_  
Plain- \_\_\_\_\_  
Portable- \_\_\_\_\_  
Put things right- \_\_\_\_\_  
Quilt- \_\_\_\_\_  
Radiator- \_\_\_\_\_  
Real estate agency- \_\_\_\_\_  
Refrigerator- \_\_\_\_\_  
Refuse-chute - \_\_\_\_\_  
Renovate- \_\_\_\_\_  
Repair- \_\_\_\_\_  
Room- \_\_\_\_\_  
Rent a flat- \_\_\_\_\_  
Rug- \_\_\_\_\_  
Running water- \_\_\_\_\_  
Self-contained flat- \_\_\_\_\_  
Semi-detached house- \_\_\_\_\_  
Share a room with smb. - \_\_\_\_\_  
Sheet- \_\_\_\_\_  
Shift- \_\_\_\_\_  
Show the dirt- \_\_\_\_\_  
Single bed- \_\_\_\_\_

Sink- \_\_\_\_\_  
 Sky-scraper- \_\_\_\_\_  
 Sofa - \_\_\_\_\_  
 Sewing-machine- \_\_\_\_\_  
 Space- \_\_\_\_\_  
 Spacious- \_\_\_\_\_  
 Spyhole- \_\_\_\_\_  
 Stack chairs- \_\_\_\_\_  
 Standard lamp - \_\_\_\_\_  
 Statuette - \_\_\_\_\_  
 Stereo system - \_\_\_\_\_  
 Stool - \_\_\_\_\_  
 Storeroom - \_\_\_\_\_  
 Stove - \_\_\_\_\_  
 Tap- \_\_\_\_\_  
 Tea set- \_\_\_\_\_  
 Three quarter bed- \_\_\_\_\_  
 TV set- \_\_\_\_\_  
 Throw open- \_\_\_\_\_  
 Threshold- \_\_\_\_\_  
 Tiled- \_\_\_\_\_  
 Toilet- \_\_\_\_\_  
 Tubular steel chair- \_\_\_\_\_  
 Unlock the door- \_\_\_\_\_  
 Upholstered furniture- \_\_\_\_\_  
 Upholstery- \_\_\_\_\_  
 Utensil- \_\_\_\_\_  
 Vacuum cleaner- \_\_\_\_\_  
 Vegetable cutter- \_\_\_\_\_  
 Waffle-maker- \_\_\_\_\_  
 Wall lamp- \_\_\_\_\_  
 Wall-paper- \_\_\_\_\_  
 Wall units- \_\_\_\_\_  
 Wardrobe- \_\_\_\_\_  
 Washing machine- \_\_\_\_\_  
 Whitewash- \_\_\_\_\_  
 Wash-basin- \_\_\_\_\_  
 Washing wall-paper- \_\_\_\_\_  
 Window-sill- \_\_\_\_\_  
 Yard- \_\_\_\_\_

### *Conversational Formulas*

Do you live in a house or a block of flats? - \_\_\_\_\_  
 I've just had my flat repaired. - \_\_\_\_\_  
 Their flat is well furnished. - \_\_\_\_\_  
 We moved to another flat. - \_\_\_\_\_  
 I live at 15 Pushkin Street. - \_\_\_\_\_  
 I live on the fourth floor. - \_\_\_\_\_

## Unit 3

### DAILY ROUTINE



I'm in the first year at the university, where I'm studying English. My elder sister, Betty, is studying history at the same university. Betty can organize her time wisely, whereas I do not know what order I should do things in. I find it hard to get up on time, and usually I do not get enough sleep. I have to wind two alarm-clocks to make sure I do not oversleep.

My sister, an early riser, is awake by 7 o'clock, refreshed and full of energy. While I'm wandering round the kitchen, fighting the urge to go back to bed, my sister manages to have a quick shower, make her bed, put on make-up, do her hair, eat a full breakfast and set off to the university. It takes me an hour and a half to get ready. I have a hasty bite and rush out of the house. Even if I catch a bus at once I still arrive at the university 15 minutes late, which always makes me feel guilty.

My studies keep me busy all day long. I have 14 hours of English a week. I also have lectures and seminars. At lunchtime I meet up with my sister and we have a snack at the university café. After classes I make myself go to the library where I spend about six hours a week reading for my seminars.

My sister and I come home tired. I always find excuses to put my homework off. Unlike me, my sister manages to do the housework and get down to homework. I like the idea of going to bed early, but quite often I have to sit up late, brushing up on my grammar and vocabulary, though I feel sleepy. My sister says that keeping late hours ruins one's health. Of course, I agree.

As my sister and I do not get any time off during the week, we try to relax on the weekends. One of my greatest pleasures is to lie in bed and read my favourite books. My sister is a sporty person. To keep herself fit, Betty goes for a run in the park; from time to time she works out in the gym.

I hate staying in; sometimes on Saturday night my sister takes me out to a concert or a play. Sometimes we go to a party or to a disco. But more often than not I end up catching up on my studies and my sister goes out. I wonder how I manage to spoil my leisure time.

Every Monday when awoken, I think I should start a new life. I honestly think that I must become well-organized and correct my daily-routine. I make plans to go to keep-fit classes, to do shopping with my sister, to do the cleaning and to do a hundred other good things. But then I remember that I have to call on my school friend in the evening, and I put off my plans till next Monday. It is always better to start a new life in a week.

**Task 1.** A) Read the text. B) Find and underline the words connected with the topic Daily routine. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** Answer the questions: What is your usual day like? Is it very different from this girl's day? What takes up most of your day? Is your daily routine always the same?

Text 1.  
***One Day of Peter's Life***  
(Story by Peter and Heidi Elliott)

I usually manage to be first at waking up — my brother Daniel (he's six) would stay in bed until seven o'clock. Mum can't understand it but it seems obvious to me that this is when the day starts, so why miss the beginning? After a quick warm-up and a chat we creep downstairs to see what's been left around from the night before, although Mum is wise to this and has usually put away anything really interesting.

The refrigerator is always a fairly good place to start, and cold rice pudding tastes much better for breakfast than it does for pudding. In fact I've tried most things at this hour, from cold stuffed marrow to raw sausages; some of it isn't recommendable and some of it can get you into a lot of trouble. Anyway, I can always make my own breakfast of cereals with plenty of sugar and not much milk. We made Mum's the other day but she didn't like the chopped peppercorns and Oxos that we added to it. Mind you, it didn't look too good.

Well, just when we get into a good game, Mum comes down and says that we have to put all the furniture back and get dressed. I always have the last say in what I'm going to wear, which is always jeans and a tee-shirt. I'm just not relaxed if I'm wearing smart trousers. I like a loose jacket and a hat; my old cowboy hat is a bit misshapen but I do not mind that, it seems to put me in the right mood for the day.

It's time to take Daniel to school. I really enjoy this trip at the moment because I've got a super little bike which I ride there and back. Well, I don't exactly ride it because both pedals have fallen off and the chain has snapped, so now it's more like a hobby-bike. I use my feet for brakes and propulsion. It works very well and my balance is now so good that I can ride my brother's big bike if someone helps me to get on and off.

When we get to Daniel's school I have a race around the playground and annoy a few of Dan's friends before the whistle goes, and then, as the trip home is up-hill and rather boring, Mum usually has to give me a push. I generally play then, or visit a friend down the lane whose brother has some super toys, which compensates for the fact that she's a girl.

Lunch can vary from day to day because I'm quite fussy about my food. I find it hard to sit still long enough to eat a whole dinner, so sometimes Mum reads a book to me which makes it much more enjoyable, and if the story is very good, I've even been known to eat things that I didn't think I liked.

I suppose that the way I spend my day must seem fairly routine to some people, but I like to use it to the full no matter what I'm doing. I do everything with enthusiasm — whether constructing a rocket with bricks or practising gymnastics on the bed or just sliding down the banisters, and I've noticed that people who are older than me don't seem to have half as much fun, so I say that I'm going to enjoy myself for as long as possible.

The afternoons are unpredictable. On a fine day I may go swimming or visit a park or the shops. Personally, I think the shops are best, especially the ones with toys in. My mother just doesn't seem to understand that I need them all, anyway I have a good try with as many as I can before getting into trouble with the assistant. Then I move on to the sweets, which I generally get one of. Friends' houses can be a good source of entertainment, although if they haven't got any children it can be a bit frustrating not being allowed to touch anything. Luckily most of mother's friends have got children.

The best treat of all, though, is visiting Nanny. She's got much more time to spend on you than parents have and I do all sorts of things there. I have made some very tasty cakes in Nanny's kitchen and she doesn't mind how much mess goes on the floor.

I also enjoy gardening with her. She is extremely patient with my pruning efforts. So my afternoons vary until we collect my brother from school at 3.30. He's not so much fun in the afternoons, but I do a bit of insect searching on the way home and collect any interesting sticks and stones that I think I could use in our small garden.

My bedtime is fixed at 7.30 and to be honest I'm just about ready for it by then. After doing my duty — by eating some tea — I play for a while or watch television. I'm not a TV addict but cartoons I do enjoy and my favourite programme is Tarzan. When this is on I strip off to my underpants and really get into the part. (I'm fantastically brave.) I then have a trip down a shark-infested river at bath time or practise swimming in the bath, but my room is rather restricted and Mum doesn't appreciate how far I get the water up the wall. So, when the water has got fairly cold, I reluctantly agree to get out and put my pyjamas on. I don't like cleaning my teeth but I do.

Mum has to read a book at bedtime: it gives me a few minutes to have a last play and select my favourite toys before the light goes out. After all, even in my dreams I've had to fight some pretty fierce tigers.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

Text 2.

***One Morning in Victor Wilcox's Life***  
(Extract from "Nice Work" by David Lodge)

Monday, January 13th, 1986. Victor Wilcox lies awake, in the dark bedroom, waiting for his quartz alarm clock to bleep. It is set to do this at 6.45. How long he has to wait he doesn't know. He could easily find out by groping for the clock, lifting it to his line of vision, and pressing the button that illuminates the digital display. But he would rather not know. He feels as if he is the only man awake in the entire world.

The alarm clock cheeps.

He presses the snooze button on the clock with a practised finger and falls effortlessly asleep. Five minutes later, the alarm wakes him again, cheeping insistently like a mechanical bird. Vic sighs, hits the Off button on the clock, switches on his bedside lamp, gets out of bed and paddles through the deep pile of the bedroom carpet to the *en suite* bathroom.

He does not greatly care for the dark purplish suite but it had been one of the things that attracted Marjorie when they bought the house two years ago - the bathroom, with its kidney-shaped handbasin and goldplated taps and sunken bath and streamlined loo and bidet. And, above all, the fact that it was '*en suite*'.

Vic flushes the toilet and steps on to the bathroom scales. Ten stone, two ounces. Quite enough for a man only five feet, five and a half inches tall. Vic frowns in the mirror above the handbasin, thinking again of last month's accounts, the annual review... He runs hot water into the dark purple bowl, lathers his face with shaving foam from an aerosol can, and begins to scrape his jaw with a safety razor.

Vic wipes the tidemark of foam from his cheeks and fingers the shaven flesh appraisingly. Dark brown eyes stare back at him. Who am I? He grips the washbasin, leans forward on locked arms, and scans the square face. You know who you are: it's all on file at Division.

Wilcox: Victor Eugene. *Date of Birth:* 19 Oct. 1940. *Place of Birth:* Easton, Rummidge, England. *Marital Status:* married (to Marjorie Florence Coleman, 1964). *Children:* Raymond (b. 1966), Sandra (b. 1969), Gary (b. 1972). *Present Position:* Managing Director, J. Pringle & Sons Casting and General Engineering.

That's who I am.

Vic grimaces at his own reflection, as if to say: somebody has to earn a living in this family.

He shrugs on his dressing-gown, which hangs from a hook on the bathroom door, switches off the light, and softly re-enters the dimly lit bedroom. Marjorie has, however, been woken by the sound of plumbing.

'Is that you?' she says drowsily; then, without waiting for an answer, 'I'll be down in a minute.'

‘Don't hurry,’ says Vic. *Don't bother* would be more honest, for he prefers to have the kitchen to himself in the early morning, to prepare his own simple breakfast and enjoy the first cigarette of the day undisturbed.

He picks up the Business Section of the *Times* and takes it into the kitchen. While the kettle is boiling he scans the front page.

The kettle boils. Vic makes a pot of strong tea, puts two slices of white bread in the toaster, and opens the blinds on the kitchen window to peer into the garden. A grey, blustery morning, with no frost. One morning not long ago he saw a fox walking past this same window.

Vic has eaten his two slices of toast and is on his third cup of tea and first cigarette of the day when Marjorie shuffles into the kitchen in her dressing-gown and slippers. She carries the *Daily Mail*, which has just been delivered.

‘Shall I do you a bit of bacon?’ says Marjorie.

‘No, I've finished.’

Vic takes the *Daily Mail*. The tempo of his actions begins to accelerate. He strides through the kitchen, where Marjorie is listlessly loading his soiled breakfast things into the dishwasher, and runs up the stairs. Back in the *en suite* bathroom, he briskly cleans his teeth and brushes his hair. He goes into the bedroom and puts on a clean white shirt and a suit. He has six business suits, which he wears in daily rotation. Today is the turn of the navy-blue pinstripe. He selects a tie diagonally striped in dark tones of red, blue and grey. He levers his feet into a pair of highly polished black calf Oxfords.

When he comes downstairs again, Marjorie helps him on with his camelhair overcoat. ‘When will you be home?’ she inquires.

‘I don't know. You'd better keep my dinner warm.’

She closes her eyes and tilts her face towards him. He brushes her lips with his.

Vic passes through the glazed porch and out into the open air. The cold wind ruffles his hair and makes him flinch for a moment. As he approaches the garage door it swings open as if by magic — in fact by electricity, activated by a remote-control device in Vic's pocket. He backs the car out, shutting the garage door with another touch on the remote control. Vic puts the automatic gear level into Drive, and glides away.

Now begins the best half-an-hour of the day, the drive to work. Vic swings on to the motorway, going north-west, and for a few miles gives the Jaguar its head, moving smoothly up the outside lane at 90.

Vic is very near his factory now. He turns down Coney Lane and reaches the main entrance. The barrier is raised and he drives to his personal parking space.

Vic pushes through the swing doors to the reception lobby.

‘Good morning, Vic.’ His secretary, Shirley, smirks from behind her desk.

‘Morning, Shirley. Make us a cup of coffee, will you?’

He hangs up his camelhair coat in the anteroom, shrugs off the jacket of his suit and drapes it over the back of a chair. He sits down at his desk and opens his diary. He leafs through the file of correspondence in his Inray. He lights a cigarette, inhales deeply, and blows two plumes of smoke through his nostrils. Through walls and windows comes a muffled compound noise of machinery and traffic, the soothing, satisfying sound of men at work.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

### Text 3.

#### Cum sa fii proaspăt o zi intregă?

La întrebarea de mai sus aveam nelămuriri acum o bună perioadă de timp, pe când simțeam că dimineața nu mă pot da jos din pat, și că seara eram rupt de oboseală.

Aveam probleme cu treaba asta, nu spun că acum aș fi cel mai proaspăt om de pe planetă, dar cu timpul, poate voi reuși.

În perioada următoare cu siguranță voi adopta o rutină de dimineață de care sper să mă țin foarte foarte mult timp, și când scriu ceva pe blog, rămâne scris, și dacă e scris cu propriile mâini înseamnă că e și mai important. Așa că, ce-i aici e foarte important și mai ales trebuie respectat cu strictețe. Nu am așteptat foarte mult până să adopt această rutină pe care o voi relata mai încolo. Am spus că trebuie început cât mai repede, așa că, în a doua zi de școală (prima în care trebuie să mă trezesc mai repede), am recurs la noul stil de a începe o dimineață. Și pe calea asta-i mai mulțumesc o dată lui Florin Roșoga pentru cartea lui, ea mi-a deschis oarecum ochii și spre acest obiectiv.

Dimineața organismul nostru este cel mai în formă de pe tot parcursul zilei, se poate învăța mai ușor și se pot face multe alte activități mai ușor decât pe timpul zilei. Plus că, de multe ori îmi caut momentele mele de liniște, ador de foarte multe ori să fiu doar eu și cu mine-n liniștea mea, și dimineața chiar e un moment oportun pentru așa ceva. Ah, și voi face parte din grupul oamenilor de top care au sau au avut o rutină de dimineață, printre care se enumeră: Benjamin Franklin, Robin Sharma, Napoleon, Ernest Hemingway, Immanuel Kant, Thomas Jefferson sau Theodore Roosevelt.

Rutina mea de dimineață în acest moment e la un stadiu de nou-născut, adică nu cuprinde foarte multe lucruri, și nu cred că asta am dorit de la început, doresc să o îmbunătățesc treptat, și ușor ușor îmi voi face o dimineață exact cum îmi place. Zic să o sistematizez să se înțeleagă mai ușor:

-Sună ceasul la 05:30.

-Imediat îl opresc și mă ridic tot atunci din pat pentru a nu mă pune la loc și a rămâne așa încă 15-20 min.

-Mă așez pe un alt scaun, undeva unde nu este foarte confortabil pentru a mă trezii complet

-Ies 10 minute afară (aici este perioada de trezire 100%)

-Vin înapoi, mănânc, și fac câteva exerciții fizice (am făcut doar flotări și abdomene, și înainte o mini încălzire).

-Apoi dușul, spălatul pe dinți, etc.

Doar atât fac dimineața până în acest moment, și cum spuneam, voi încerca treptat să mai adaug multe alte lucruri. Din câte observ, mai rămân aproximativ 40-50 de minute, pe care le pot acorda cititului. Acțiune pe care o evit ziua ori din cauza gălăgiei, ori din cauză că găsesc alte activități.

Și ușor diminețile încep să capete o altă culoare.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** A) Define the concept of the direct and indirect translation procedures. Identify the difference between the direct and indirect translation procedures. B) Describe the indirect translation procedures: *transposition*, *modulation*, *explication*. Illustrate with examples.

Text 4.

***One Morning in Robyn Penrose's Life***  
(Extract from "Nice Work" by David Lodge)

Robyn rises somewhat later than Vic this dark January Monday. Her alarm clock, a replica of an old-fashioned instrument purchased from Habitat, with an analogue dial and a little brass bell on the top, rouses her from a deep sleep at 7.30. Unlike Vic, Robyn invariably sleeps until woken. Then worries rush into her consciousness, as into his; but she deals with them in a rational, orderly manner. This morning she gives priority to the fact that it is the first day of the winter term, and that she has a lecture to deliver and two tutorials to conduct. She always feels a twinge of anxiety at the beginning of a new term. She sits up in bed for a moment, doing some complicated breathing and flexing of the abdominal muscles, learned in yoga classes, to calm herself.

She was born, and christened Roberta Anne Penrose, in Melbourn, Australia, nearly thirty-three years ago, but left that country at the age of five to accompany her parents to England. Robyn had a comfortable childhood. She attended an excellent grammar school which she left with four A grades at A-level. Though urged by the school to apply for a place at Oxbridge, she chose instead to go to Sussex University.

Robyn kicks off the duvet and gets out of bed. She goes to the window, pulls back the curtain, and peers out. She looks up at the grey clouds scudding across the sky. A gust of wind rattles the sash window and the draught makes Robyn shiver. Clutching herself, she skips to the door from rug to rug, like a Scottish country dancer, across the landing and into the bathroom. She pulls the nightdress over her head and steps into the bath, not first pulling the chain of the toilet because that would affect the temperature of the water coming through the showerhead on the end of a flexible tube, with which she now hoses herself down. She steps from the bath, stretching for a towel in one of those ungainly postures so beloved of Impressionist painters.

Robyn, a dressing-gown over her underclothes and slippers on her feet, descends the short dark staircase to the ground floor and goes into her narrow and extremely untidy kitchen. She lights the gas stove, and makes herself a breakfast of muesli, wholemeal toast and decaffeinated coffee. The sound of the *Guardian* dropping on to the doormat sends her scurrying to the front door. Robyn scans the front-page headline of the *Guardian*, but does not linger over the text beneath. She puts her soiled breakfast things in the sink, already crammed with the relics of last night's supper, and hurries upstairs.

Robyn straightens the sheet on the bed, shakes and spreads the duvet. She sits at her dressing-table and vigorously brushes her hair, a mop of copper-coloured curls. Now she rubs moisturizer into her facial skin as protection against the raw wintry air outside, coats her lips with lip-salve, and brushes some green eyeshadow on her eyelids. Her simple cosmetic operations completed, she dresses herself in green tights, a wide brown tweed skirt and a thick sweater loosely knitted in muted shades of orange, green and brown. She takes from the bottom of her wardrobe a pair of half-length fashion boots in dark brown leather and sits on the edge of the bed to pull them on.

Robyn goes into her long narrow living-room, which also serves as her study. She lifts from the floor a leather bag, and begins to load it with the things she will need for the day.

Returning to the kitchen, Robyn turns down the thermostat of the central heating and checks that the back door of the house is locked and bolted. In the hall she wraps a long scarf round her neck and puts on a cream-coloured quilted cotton jacket. Outside, in the street, her car is parked, a red six-year-old Renault Five. Robyn turns the ignition key, holding her breath as she listens to the starter's bronchial wheeze, then exhales with relief as the engine fires.

She drives through the gates of the University, parks her car in one of the University's car parks, and makes her way to the English Department. She passes into the foyer of the Arts Block. There are several students slouching against the wall, or sitting on the floor, outside her room. Robyn gives them a wry look as she approaches, having a pretty good idea of what they want.

'Hallo', she says, by way of a general greeting as she fishes for her door key in her coat pocket. 'Who's first?'



Eventually they are all dealt with, and Robyn is free to prepare for her lecture at eleven. She opens her bag, pulls out the folder containing her notes, and settles to work.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

*Text 5.*

***The Day before You Came***

*(A Song by ABBA)*

I must have left my house at eight because I always do,  
My train, I'm certain, left the station  
Just when it was due.  
I must have read the morning paper going into town,  
And having gotten through the editorial,  
No doubt, I must have frowned.  
I must have made my desk around a quarter after nine,  
With letters to be read  
And heaps of papers waiting to be signed.  
I must have gone to lunch at half past twelve or so,  
The usual place, the usual bunch,  
And still on top of this, I'm pretty sure, it must have rained  
The day before you came.  
I must have lit my seventh cigarette at half past two  
And at that time I never even noticed I was blue,  
I must have kept on dragging through the business of the day  
Without even knowing anything,  
I hid a part of me away;  
At five I must have left, there's no exception to the rule,  
A matter of routine — I've done it ever since  
I've finished school.  
A train back home again —  
Undoubtedly I must have read the evening paper then.  
Oh, yes, I'm sure my life was well within it's usual frame  
The day before you came  
I must have opened my front door at eight o'clock or so  
And stopped along the way to buy some Chinese food to go.  
I'm sure I had my dinner watching something on TV —  
There's not, I think, a single episode of Dallas that  
I did not see. I must have gone to bed around a quarter after ten:  
I need a lot of sleep and so I like to be in bed by then;  
I must have read a while the latest one by Marilyn French  
Or something in that style,  
It's funny, but I had no sense of living without aim  
The day before you came.  
And turning out the light I must have yawned  
And snuggled up for yet another night,  
And rattling on the roof  
I must have heard the sound of rain  
The day before you came.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

## Text 6.

### **Beneficiile mersului pe bicicletă pentru sănătate!**

Mersul pe bicicletă, care devine un mijloc de transport urban din ce în ce mai popular, este un sport excelent pentru sănătate, bun pentru inimă și pentru starea de spirit.

Ciclismul regulat te poate ajuta să pierzi în greutate, poate reduce stresul și î-ți poate îmbunătăți condiția fizică.

Ciclismul este activitatea ce se află pe locul trei în lume ca popularitate, estimându-se că 560 milioane de persoane efectuează cel puțin o plimbare cu bicicleta în fiecare lună.

Ca o formă de exercițiu, ciclismul se adresează tuturor categoriilor de vârstă. Copiii, pensionarii, sau persoanele cu handicap se pot bucura de toate beneficiile mersului cu bicicleta, dacă au echipamentul potrivit.

**Mersul pe bicicletă este unul dintre cele mai simple moduri de a include exercițiul fizic în rutina de zi cu zi, deoarece este, de asemenea, o formă de transport rapidă și eficientă. Acesta îți economisește bani, te menține în formă și este excelent pentru mediul înconjurător.**

E o formă de exercițiu cu impact redus, fiind mult mai ușoară pentru articulații decât alergatul sau alte activități cu impact aerobic ridicat. Dar totuși vă ajută să aveți o formă fizică bună.

De exemplu, o persoană care are o greutate de 80 kg., va arde mai mult de 650 de calorii într-o oră de mers pe bicicletă și î-și va tonifia atât picioarele cât și posteriorul. Dacă circuli pe dealuri sau off-road, vei lucra, de asemenea și partea superioară a corpului.

Cel mai bun mod de a construi rezistență cardiovasculară pe bicicletă, este de a merge cel puțin 150 de minute în fiecare săptămână. De exemplu, a-i putea începe ciclul cu câteva zile pe săptămână sau poți face câteva plimbări scurte în timpul săptămânii, cu o plimbare mai lungă, la sfârșit de săptămână. Te asigurăm că vei simți în curând beneficiile.

Trebuie să știi că sportul cu bicicleta este indicat și persoanelor care au probleme cu articulațiile, au artrită sau alte afecțiuni ale sistemului osos și ajută la o bună funcționare a sistemului cardiovascular, respirator și digestiv.

Și totuși dacă nu te poți debarasa de confortul mașinii, iată câteva motive care te vor convinge că mersul pe bicicletă este necesar. Gândește-te puțin la sănătatea ta și apoi la binele pe care î-l faci naturii!

### **10 motive pentru a alege mersul pe bicicletă:**

1. În primul rând, e bine de știut că mersul pe bicicletă ajută la menținerea stării generale de sănătate, astfel vei economisi banii pe tratamente pentru ca vacanțele tale să fie de neuitat;
2. Î-ți îmbunătățește condiția fizică;
3. Poți merge cu bicicleta în diferite zone (parcuri, la țara, pe malul lacului) care te vor ajuta să te eliberezi de stresul cotidian;
4. Este un exercițiu cu rol terapeutic pentru trup și minte, este ceva distractiv care sigur te va relaxa;
5. Ciclismul este o metoda terapeutica pentru sistemul cardiovascular (scade nivelul colesterolului din sânge, iar tensiunea arteriala este mentinută în parametri normali), respirator, digestiv și osos. De asemenea, mersul pe bicicletă reduce riscul cancerului de colon;
6. Tonifică musculatura, dar și sănătatea pielii va avea de câștigat, deoarece orice exercițiu fizic contribuie la detoxifierea organismului;
7. Te mentine în formă și la o greutate corporală normală;
8. Reprezintă activitatea de bază în cazul persoanelor obeze, contribuind la scăderea în greutate și la îmbunătățirea calității vieții;
9. Î-ți permite să observi mai multe detalii și nuanțe din mediul înconjurător, dezvoltându-ți imaginația și creativitatea;
10. Poate fi un mijloc de transport plăcut, iar în trafic va fi o mașină în minus, ceea ce înseamnă o poluare redusă a aerului și apei.

### Te-am convins? Merită să folosești zilnic o bicicletă?

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** Identify the translation difficulties and comment on translation techniques used for their translation

**Task 3.** Watch the video on Consecutive Interpreting – Public Speaking. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C). Report on the video in written and oral form.

### Topical Vocabulary Daily Routine

- annoy smb . – \_\_\_\_\_
- apply make-up, cosmetics – \_\_\_\_\_
- arrange a party – \_\_\_\_\_
- arrive at work late/on time – \_\_\_\_\_
- attend classes of aerobics – \_\_\_\_\_
- awake smb – \_\_\_\_\_
- awake out of a dream – \_\_\_\_\_
- awaken – \_\_\_\_\_
- be a TV addict – \_\_\_\_\_
- be an early riser – \_\_\_\_\_
- be awake – \_\_\_\_\_
- be busy – \_\_\_\_\_
- be/feel sleepy(refreshed, tired) – \_\_\_\_\_
- be fixed at...o'clock – \_\_\_\_\_
- be frustrating – \_\_\_\_\_
- be fussy about smth – \_\_\_\_\_
- be in/out – \_\_\_\_\_
- be sporty – \_\_\_\_\_
- bedtime – \_\_\_\_\_
- brush up on smth – \_\_\_\_\_
- call on smb – \_\_\_\_\_
- catch a bus – \_\_\_\_\_
- catch up on smth – \_\_\_\_\_
- clean one's teeth – \_\_\_\_\_
- collect smb from school – \_\_\_\_\_
- comb one's hair – \_\_\_\_\_
- daily routine – \_\_\_\_\_
- do morning exercises – \_\_\_\_\_
- do one's hair – \_\_\_\_\_
- do the cleaning – \_\_\_\_\_
- do the cooking – \_\_\_\_\_
- do the homework – \_\_\_\_\_
- do the shopping – \_\_\_\_\_
- get dressed – \_\_\_\_\_
- get down to work – \_\_\_\_\_
- (not to)get enough sleep – \_\_\_\_\_
- get into trouble – \_\_\_\_\_
- get out of bed – \_\_\_\_\_
- get up on time/late/early – \_\_\_\_\_
- go for a run – \_\_\_\_\_

go out – \_\_\_\_\_  
 go shopping – \_\_\_\_\_  
 go to a disco – \_\_\_\_\_  
 go to keep-fit classes – \_\_\_\_\_  
 have a good night's rest – \_\_\_\_\_  
 have a hasty bite – \_\_\_\_\_  
 have/take a shower – \_\_\_\_\_  
 have a snack – \_\_\_\_\_  
 have a warm-up – \_\_\_\_\_  
 have the last say in smth – \_\_\_\_\_  
 keep fit – \_\_\_\_\_  
 keep late hours – \_\_\_\_\_  
 keep smb busy – \_\_\_\_\_  
 leisure time – \_\_\_\_\_  
 lie awake all night – \_\_\_\_\_  
 lie in bed – \_\_\_\_\_  
 lunchtime – \_\_\_\_\_  
 make a timetable – \_\_\_\_\_  
 make the bed – \_\_\_\_\_  
 organize one's time – \_\_\_\_\_  
 plan one's week – \_\_\_\_\_  
 put on make up – \_\_\_\_\_  
 practice swimming/running – \_\_\_\_\_  
 put in a good mood – \_\_\_\_\_  
 receive guests – \_\_\_\_\_  
 relax – \_\_\_\_\_  
 set off to work – \_\_\_\_\_  
 sit up late – \_\_\_\_\_  
 sleep like a log – \_\_\_\_\_  
 stay in – \_\_\_\_\_  
 stay in bed – \_\_\_\_\_  
 stay out of trouble – \_\_\_\_\_  
 strip off to – \_\_\_\_\_  
 take a nap – \_\_\_\_\_  
 take a rest – \_\_\_\_\_  
 take smb out – \_\_\_\_\_  
 treat – \_\_\_\_\_  
 use to the full – \_\_\_\_\_  
 vary – \_\_\_\_\_  
 wake up – \_\_\_\_\_  
 work out – \_\_\_\_\_

***Conversational formulas:***

He who does not work neither shall he eat. – \_\_\_\_\_  
 I could get no rest. – \_\_\_\_\_  
 I haven't slept a wink. – \_\_\_\_\_  
 Let's call it a day. – \_\_\_\_\_  
 Let's make a rest from work. – \_\_\_\_\_  
 He has a very tight schedule. – \_\_\_\_\_

## Unit 4

### DOMESTIC CHORES



Have you ever met a woman who never touched a broom or a floor-cloth in her life? Nearly all women but a queen have to put up with the daily routine doing all sorts of domestic work. But different women approach the problem differently.

The so-called lady-type women can afford to have a live-in help who can do the housework. She is usually an old hand at doing the cleaning and washing, beating carpets and polishing the furniture. She is like a magician who entertains you by sweeping the floor in a flash or in no time making an apple-pie with one hand. Few are those so lucky as to have such a resident magician to make them free and happy.

Efficient housewives can do anything about the house. Tidying up is not a problem for such women. An experienced housewife will not spend her afternoon ironing or starching collars; she gets everything done quickly and effortlessly. She keeps all the rooms clean and neat, dusting the furniture, scrubbing the floor, washing up and putting everything in its place. She is likely to do a thorough cleaning every fortnight. She removes stains, does the mending, knits and sews. What man doesn't dream of having such a handy and thrifty wife?

The third type of woman finds doing the everyday household chores rather a boring business. You can often hear her say that she hates doing the dishes and vacuuming. So you may find a huge pile of washing in the bathroom and the sink is probably piled high with plates. A room in a mess and a thick layer of dust everywhere will always tell you what sort of woman runs the house. What could save a flat from this kind of lazy-bones? Probably a good husband.

Finally, there are housewives who do not belong to any group. They like things in the house to look as nice as one can make them. But they never do it themselves. They'd rather save time and effort and they do not feel like peeling tons of potatoes or bleaching, and rinsing the linen. It is simply not worth doing. They persuade their husbands to buy labour-saving devices — a dishwasher, a vacuum-cleaner, a food processor or... a robot-housewife. Another way for them to avoid labour-and-time-consuming house chores is to send the washing to the laundry, to cook dinner every other day, or at least make their husbands and children help them in the home.

In the end, there exist hundreds of ways to look after the house. You are free to choose one of them. What kind of housewife would you like to be?

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** Four types of a housewife have been described in the text above. The first three types have been given names – the lady-type, the lazy-bones type, the efficient housewife. What would you call the fourth type? Which of the types is preferable, to your mind? Why?

**Task 3.** A) Name the activities which you see in the pictures below. B) Think over and name other activities which one can do about the house. D) Say how you share domestic chores in your family. Who does the major part of the household work? Which of you is good at helping your mother?

Text 1.

***Dishwashers.***

*(From "Meanings into Words" by Adrian Doff, Christopher Jones and Keith Mitchell)*

Over the last fifty years housework has been made considerably easier by the invention of an increasing number of labour-saving devices and appliances, mostly electrical, which have drastically cut down the amount of time and effort previously needed to do the everyday household chores. For many years now there have been vacuum cleaners, electric irons, washing machines and floor-polishers; now we have electric potato-peelers and even electric carving knives. We can buy cookers that will switch themselves on and produce a meal that is ready to eat the minute we-get back home. If we have one of those electric pop-up toasters, we can make toast at the breakfast table itself. Mashed potatoes can be quickly and effortlessly made with a mixer, which usually has a variety of attachments that enable you to make all sorts of other more exotic things like fresh orange juice or real mayonnaise. And a tumble-drier can save you from the frustration of hanging out the washing only to have to bring it in again ten minutes later when menacing storm-clouds loom over.

Probably the most important piece of electrical equipment to become widely used in the last twenty years is the dishwasher. Washing up by hand is not only a time-consuming task (it can take longer than eating the meal itself), but also an extremely boring one, particularly when you are on your own, and it also ruins your hands. Dishwashers come in a range of different sizes and models to suit your purse, the size of your family, and the layout of the kitchen. They can be stood on the floor or on a worktop, or they can be mounted on a wall. And their capacity ranges from six to twelve place-settings. If you buy one, it is worth having it plumbed into the main water supply to save you having to connect robber pipes to your taps each time you use it. All you have to do is load the dirty dishes, glasses and cutlery into the racks inside the machine, pour in some special detergent powder, close the door and switch it on; it does the rest by itself while you get on and do more interesting things. Of course, most dishwashers can't accommodate large saucepans and frying pans, and you do have to scrape all scraps of solid food from the dishes before you put them in to avoid blocking the filters, but the machine will wash almost everything else and get rid of even the most stubborn egg and lipstick stains. When the washing cycle is over, the machine dries the plates and glasses with its own heat, and indeed they can be left inside until they are needed for the next meal.

If you buy a medium-sized dishwasher, you probably won't need to wash up more than once a day. The drawback of this, of course, is that you have to have enough dishes, cutlery, etc. to last three or four meals. So it can happen that people who buy a dishwasher have to buy new china and glasses, either because they haven't got enough or because the ones they've got don't fit the machine. This extra expense may not only be necessary, but also desirable, for one has to remember that dishwashers can be quite noisy. This means that many people prefer only to use their machine once a day, preferably last thing at night, when you can just shut the kitchen door on it and go to bed.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** A) Express your agreement or disagreement with the following claims about the dishwashers:

*They cannot be stood on the floor; You can hang them on the wall; You cannot use them for washing cutlery; You do not need any detergent powder for washing up; There is a special place in any dishwasher for large saucepans and frying pans; They get rid of most stubborn stains and of scraps of solid food; Hot air flowing through dishes dries them; Dishwashers can be quite noisy.*

B). Work in pairs. Discuss the advantages and disadvantages of having a dishwasher. One of you prefers to have it while the other is not fond of electrical appliances in general.

C) Explain in your own words the advantages and disadvantages of:

*Vacuum cleaners; automatic cookers; electric toasters; mixers; etc.*

D) Work in groups. Give your opinion on the use of labour saving devices. If you are in favour of this sort of appliances give arguments why, if you are not in favour of them give arguments why.

E) Write your opinion in your mother tongue then give it to your group-mate to be translated into English.

**Task 3.** Translate into Romanian. Convey the original information without omissions, additions or distortions. Develop appropriate semantic coherence (right meaning of the word/term, etc.) Choose correct grammatical structures. Choose appropriate lexical units relevant to the topic.

1. When Mum came in, she was horrified to see that I had not cleared up the mess in my room.
2. My brother and I do hate washing up. Dad persuaded us to form an agreement between us that we should do it in turn.
3. Every other day I sweep the carpets with the carpet-sweeper, or vacuum them and dust the furniture. It really helps me to keep my room clean and tidy.
4. John's son is rather untidy. He always leaves such a mess in his room. John doesn't like things left around in the room and he makes his son tuck things away and clean the room every day.
5. Once a season we turn out our flat. We usually vacuum the floor, the furniture, beat the carpets and rugs, mop the floor, and dust all the rooms. It's a messy and dull job, I should say.
6. Frank is very good at helping his wife. She is proud of him and says that he is always ready to share household chores with her. And apart from that he's an old hand at repairing all sorts of electrical appliances.
7. My wife left a note for me and asked me to vacuum the living-room as we were giving a party that day. That was a chance for me to try out the new vacuum-cleaner and I got on so well that I cleaned the living-room and the bedroom. It was a real joy cleaning with such a marvellous vacuum. I was amazed at the speed with which time went when I was working.
8. I was pressed for time and had a lot of work to do about the house. So I bolted down some coffee and started washing up. The kitchen was just in a hideous mess but I realised that I couldn't leave all that till tomorrow, otherwise it would become a mess of a greater magnitude.
9. - Bill, go and empty the dustbin. It's full. And you didn't wipe your feet on the doormat again', said Bill's mother. She was more than frank in her annoyance over the mess she discovered on her coming back home. It really made her upset.
10. Fiona is so fastidious! When she comes home she starts cleaning the flat and she never finishes until she cleans it from top to bottom. It's so depressing, to my mind. Always the same. I would get bored with all these things. I don't like it when people make a fuss about housekeeping.

**Task 4.** Give a description of:

a) *an untidy kitchen*

► **Use:**

To squeeze something on to something, to be piled high with something, to be cluttered with peelings, basins etc., to be in an awful mess, to spill rice, flour etc., not to manage ones household chores properly, to leak, to drip something all over the floor, to scrub, a stiff brush, ragged;

b) *a room in a mess*

► **Use:**

Unattractive, shabby, broken, to give the place a clean-out, to be littered with something, to stain, finger marks, to put things tidy, to do the repairs, to need decorating, to be crammed with something, to find chaos, not to have been decorated for years, to be in a hideous mess, to be in a horrid condition, to smell unaired, can hardly move about, to knock smth. over, to leave the bed unmade, to be not much of a housewife, to do a thorough turn out;

c) *a neat room*

► **Use:**

An efficient housewife, to clean the room from top to bottom, a lovely colour scheme, to look neat, spacious, to have a minimum of furniture, newly decorated, vivid colours of upholstery and paintings, in good taste, to be comfortably furnished with something, potted flowers, spick and span, to vacuum the room, to owe much of its charm to something, to give a bright mood;

d) *the most boring house chores*

► **Use:**

To get bored with something, to make somebody nervous, to hate doing something, to get through the usual tedious business of doing something, to turn a blind eye to the state of things.

## Text 2.

### ***36 household chores men don't bother to do...***

Men empty the bins, change lightbulbs and do a spot of DIY - and women do almost everything else, according to a survey showing the division of household chores.

Women do twice as much housework as men even when they have done a full day in the office, according to new research.

Putting the bins out, DIY and changing lightbulbs are the only three household tasks for which men take primary responsibility.

By contrast, 36 other chores – including vacuuming, cleaning the bathroom, washing and ironing – are done by women all or most of the time.

The findings come from a survey by Mumsnet, which questioned nearly 1,000 working mothers on the division of labour in their home.

It found that women spend an average 10 hours per week on household tasks, while men spend only five.

Only five per cent of men take responsibility for giving the house a weekly clean, compared to 71 per cent of women. In the remaining households, the task is shared equally.

Women are also chiefly responsible for managing their children's lives, such as organising birthday parties, buying clothes and packing schoolbags.

When it comes to Christmas, 81% said they were responsible for making arrangements all or most of the time. Only one per cent said they partner was in charge, while 20 per cent said the burden was shared equally.

Yet two-thirds of women surveyed said they did not want their partner to do more, either because they were comfortable with the balance or because they believed men would not perform tasks "to the requisite standards".



## **Mumsnet survey: household tasks for which women are chiefly responsible**

1. Weekly clean
2. Daily clean
3. Vacuuming
4. Cleaning kitchen/bathroom
5. Heavy duty kitchen cleaning (oven/fridge)
6. Tidying up
7. Washing clothes
8. Washing bedding
9. Changing sheets
10. Ironing
11. Managing the family budget
12. Organising car insurance
13. Organising home insurance
14. Organising payment of utility bills
15. Liaising with school/nursery over everyday issues
16. Liaising with school/nursery over trips
17. Being the first person called if there's a problem at school/nursery
18. Packing schoolbags
19. Doing/supervising homework
20. Arranging childcare
21. Arranging applications for primary/secondary school
22. Arranging play dates
23. Taking children to clubs
24. Organising birthday parties
25. Buying clothes
26. Organising Christmas
27. Buying family presents/cards
28. Managing doctor/dentist/optician appointments
29. Looking after children at evenings and weekends
30. Preparing activities for your partner to look after the children at evenings and weekends
31. Reading bedtime stories
32. Looking after poorly children
33. Taking time off work to look after poorly children
34. Settling children that wake in the night
35. Organising birthday presents for family members
36. Booking holidays

Justine Roberts, chief executive of Mumsnet, said: "One in three working mums is the main family wage earner, a rise of one million over the last 18 years.

"Despite this, women are still busting a gut back home, responsible for the vast majority of chores and domestic responsibilities. It's not surprising we still talk about glass ceilings and the lack of women at the top.

"Most of us are just too exhausted to climb the greasy pole."

A separate survey by BBC Radio 4's Woman's Hour – which questioned 1,001 men and women – produced similar findings, with women estimating they spend 11.5 hours a week on housework compared to only six hours a week for men.

It found that two-thirds of respondents aged 18-34 said they argued with their partner over chores, but only one in three people aged 65 and over found housework to be a source of contention.

Sources of argument include differing standards of cleanliness, division of labour and the cost of a cleaner.

Jane Garvey, the Woman's Hour presenter said equality of the sexes only went so far.

“Times have changed. Women are no longer trapped in the home. They can go out to work then come back and start the housework,” she said.

The programme is launching an online ‘Chore Wars’ calculator enabling couples to settle who does most around the house.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

### Text 3.

#### **10 TREBURI CASNICE CARE ARD CELE MAI MULTE CALORII !!!**

Alergatul maratonului și înotul în bazin nu sînt singurele căi de a arde calorii.

Păstrarea curățeniei în casă și munca în grădină vă pot ajuta de asemenea să ține-ți departe kilogramele. Aici ve-ți găsi 11 dintre cele mai comune treburi casnice și activități în grădină care ard calorii, cu estimarea ratelor de ardere a caloriilor într-o ora pentru o persoană de greutate medie de 73 de kg. Desigur orice persoană tunde iarba, spală podelele și sterge praful într-un ritm diferit și arde un număr diferit de calorii, astfel încît acestea sînt estimări generale.

Primul număr este furnizat de Fundatia Livestrong, care enumeră numărul de calorii arse pentru o mare varietate de treburi, sporturi și alte activități. Oriunde a fost posibil a fost furnizat un al doilea număr de către Prietenul Meu de Fitness, care oferă urmărirea atît a ingestiei de calorii, cît și a celor consumate, online sau cu aplicațiile iPhone și Android. Prietenul Meu de Fitness are o listă mai mică de activități, așa ca nu toate treburile au două estimări. De exemplu, site-ul nu listează activități specifice de curățenie, dar estimează că se ard între 164 și 197 de calorii pe oră pentru o persoană de 73 de kg în timpul curățeniei. La fel, grădinăritul arde aproximativ 263 de calorii pe oră, conform aceleși liste. De asemenea sînt listate echivalentele calorice pentru numărul de calorii arse pe oră. Multe dintre acestea și valorile lor calorice sînt listate la [Fatsecret.com](http://Fatsecret.com)

1. Curățarea zăpezii (395 pînă la 408): Pute-ți sta în fața focului și să mînca-ti fără a vă simți vinova-ți o porție de lasagna cu carne după ce a-ți petrecut o oră arzînd echivalentul caloric al mesei curățînd de zăpadă trotuarul. Conducusul unei mașini de spulberat zăpada în loc de mînuirea lopeții reduce consumul de calorii cu 100 de unități.

2. Smulgerea buruienilor din grădină (400): O oră de munca grea în grădină arde echivalentul unui hamburger de la McDonald's și a unui con cu înghețată cu grăsime redusă. Livestrong listează de asemenea zugrăvirea interiorului, finisarea mobilei și lustruirea podelelor la aceeași rată de ardere calorică.

3. Cositul manual (395): Proprietarii de case, constienți ecologic, realizează beneficiile pentru mediu ale tunsului ierbii cu mașina acționată manual, dar există și beneficii pentru sănătate. O oră de cosit manual poate arde faimoasa masă de la KFC de 395 de calorii, care include două bucăți de pui la grătar, cartofi piure și fasole verde. Folosirea unui aparat acționat cu combustibil sau electric este o muncă mai redusă, arzînd 296 de calorii pe oră.

4. Gătirea la cuptor (168 pînă la 348): Puteți pre-arde caloriile cîtorva prăjituri în timp ce le prepara-ți. Nivelul de ardere a caloriilor lucrînd la copt variază larg depinzînd de cît de mult efort depune-ți pentru framîntat și rulat. Totuși, păstrați în minte că fiecare fursec clasic cu bucățele de ciocolată Nestle are 108 calorii, așa că plănui-ți să coace-ți din răspuțeri dacă vă propune-ți să mînca-ți o farfurie întregă.

5. Curățatul streșinilor (329): Această muncă poate arde tot atîtea calorii cît dansatul la un bal și o oră de cățărat, adunatul și frecatul pot arde echivalentul unei căni de orez cu pui prăjit.

6. Adunatul și încărcarea în saci a frunzelor (263 pînă la 283): O oră de adunat frunze de toamna poate arde echivalentul unei chifle cu lapte.

7. Frecatul băii și al faianței (260): Cea mai vîguroasă muncă de curățare în interiorul casei este frecatul băii. Este probabil cea mai puțin plăcută dintre munci, dar cel puțin ne putem consola cu gîndul că o oră de curățat în baie va arde puțin mai mult decît un hamburger de la McDonald's.

8. Curățenia viguroasă (220 pînă la 250): Curățatul podelelor cu mop-ul, măturatul, datul cu aspiratorul, sau folosirea unui aparat de spulberat frunze ard aproape tot același număr de calorii. Aceste sarcini nu reprezintă chiar atîta muncă precum frecatul băii, dar vor arde cel puțin două fursecuri cu bucățele de ciocolată pe oră.

9. Spălatul geamurilor (197): Poate că nu știm cum să îl facem, dar spălatul geamurilor pare cel puțin la fel de obositor ca și curățatul cu mop-ul. Livestrong listează această muncă mai jos pe scala efortului și sugerează că spălatul geamurilor arde mai puțin decît două fursecuri pe oră. De asemenea, spălatul automobilului, al covoarelor și munca de electrician toate ard un număr egal de calorii ca spălatul geamurilor.

10. Curățenia superficială (164): Livestrong listează următoarele munci usoare, de bază la aceeași rată de ardere a caloriilor, care este egală cu aproximativ o uncie de migdale: ștersul prafului, spălatul vaselor, ducerea gunoiului, hrănitul animalelor și schimbarea cearșeafurilor. Căratul alimentelor pentru o oră va arde de asemenea aceeași cantitate de migdale, dar rata sare la 493 dacă se cară alimentele pe scări pentru o oră.

Bonus:

11. În sfîrșit, cei de la Livestrong pun călcatul rufelor la coada listei de treburi casnice. Totuși, notează că aceasta este o muncă pentru întreaga parte superioară a corpului. La 151 de calorii pe oră, călcatul mai mult decît dublează caloriile arse cînd stăm și ne uităm la televizor.

În loc de amânarea sarcinilor zilnice, gîndiți-vă la potențialul de slăbire al tuturor acestor activități. Toate muncile, de la datul zăpezii la călcatul rufelor oferă beneficii solide pentru sănătate.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

**Task 2.** I. Arrange the words and word combinations given below in a logical order to show how you usually do the following household chores:

**washing:**

to wring (squeeze); to rinse; to sort out the lights, darks, and whites; to hang (out) the laundry on the washing-lines; to starch; to take a wash-basin; to dry the linen; to blue; to add detergent (washing powder); to use laundry soap; to pour out warm water; to bring a pile of washing; to bleach; to do a big wash; to choose a wash(ing) day; to pin with clothes-pegs.

**ironing:**

to press diligently; to scorch; to iron; to get rid of the creases; to use a damp cloth; to set up an ironing board; to switch on an electric iron.

**washing up:**

to put cups, etc. in the plate rack; to do the dishes; to dry (up) plates and dishes; to pile everything up tidily; to scrape all scraps of solid food from the dishes; to take washing liquid or laundry soap; to rinse the plates; to start with china and cutlery; to do greasy frying pans and large saucepans; to use a bottlebrush.

**dusting the furniture:**

to keep clean and tidy; to vacuum; to get through the tedious business of doing something; to throw things away; to rob over with a soapy cloth; to air the room; to use a duster; to look spick and span; to prepare for a messy job.

II. Tell your groupmates how you do the washing, the ironing, etc.

**Task 3.** Watch the video on Consecutive Interpreting – Concentration and Memory . A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C). Report on the video in written and oral form.

### Topical Vocabulary Domestic Chores

- abrasive - \_\_\_\_\_
- apron - \_\_\_\_\_
- ash – \_\_\_\_\_
- attachment – \_\_\_\_\_
- basin – \_\_\_\_\_
- be not much of a housewife – \_\_\_\_\_
- beat – \_\_\_\_\_
- bleach – \_\_\_\_\_
- bottle-brush – \_\_\_\_\_
- broom – \_\_\_\_\_
- brush(stiff, clothes) – \_\_\_\_\_
- chaos – \_\_\_\_\_
- cinder – \_\_\_\_\_
- dry-cleaner’s – \_\_\_\_\_
- do the cleaning – \_\_\_\_\_
- cleanser – \_\_\_\_\_
- clear the table – \_\_\_\_\_
- clear up a mess – \_\_\_\_\_
- clothes line – \_\_\_\_\_
- clothes-peg – \_\_\_\_\_
- cook-general – \_\_\_\_\_
- damage things – \_\_\_\_\_
- damp cloth – \_\_\_\_\_
- darks – \_\_\_\_\_
- detergent – \_\_\_\_\_
- dish-cloth – \_\_\_\_\_
- dish-washer – \_\_\_\_\_
- domestic chores – \_\_\_\_\_
- domestic work – \_\_\_\_\_
- do a big wash – \_\_\_\_\_
- do one’s laundry – \_\_\_\_\_
- do smth about the house – \_\_\_\_\_
- do the dishes – \_\_\_\_\_
- do the ironing – \_\_\_\_\_
- do the mending – \_\_\_\_\_
- do the repairs – \_\_\_\_\_
- do the room – \_\_\_\_\_
- do the work of a flat – \_\_\_\_\_
- drip – \_\_\_\_\_
- drudgery – \_\_\_\_\_
- dry(plates/dishes) – \_\_\_\_\_
- dust(the furniture/a room) – \_\_\_\_\_
- dustbin – \_\_\_\_\_
- duster – \_\_\_\_\_
- dustpan – \_\_\_\_\_
- electrical appliances – \_\_\_\_\_

filthy – \_\_\_\_\_  
 floor-cloth – \_\_\_\_\_  
 floor-polisher – \_\_\_\_\_  
 food processor – \_\_\_\_\_  
 get out of order – \_\_\_\_\_  
 get smth adjusted – \_\_\_\_\_  
 get the dirt into a dustpan – \_\_\_\_\_  
 glaze the window – \_\_\_\_\_  
 go and empty the dustbin – \_\_\_\_\_  
 go wrong – \_\_\_\_\_  
 grimy – \_\_\_\_\_  
 grubby – \_\_\_\_\_  
 handy – \_\_\_\_\_  
 hang(out) one's washing – \_\_\_\_\_  
 hang stockings up by the heels – \_\_\_\_\_  
 help smb in/about the home/house – \_\_\_\_\_  
 hideous mess – \_\_\_\_\_  
 household refuse – \_\_\_\_\_  
 househusband – \_\_\_\_\_  
 housekeeping – \_\_\_\_\_  
 housework – \_\_\_\_\_  
 iron – \_\_\_\_\_  
 ironing board – \_\_\_\_\_  
 keep house – \_\_\_\_\_  
 knit – \_\_\_\_\_  
 labour-saving devices – \_\_\_\_\_  
 laundry – \_\_\_\_\_  
 laundry soap – \_\_\_\_\_  
 leave smth till tomorrow- \_\_\_\_\_  
 leave things around – \_\_\_\_\_  
 lights – \_\_\_\_\_  
 (bed) linen – \_\_\_\_\_  
 litter – \_\_\_\_\_  
 liver in/live-in help – \_\_\_\_\_  
 load(the dirty dishes) into – \_\_\_\_\_  
 look spick and span – \_\_\_\_\_  
 make a mark – \_\_\_\_\_  
 mark(finger) – \_\_\_\_\_  
 mark the linen/do the marking – \_\_\_\_\_  
 mend – \_\_\_\_\_  
 mess in/up – \_\_\_\_\_  
 messy job – \_\_\_\_\_  
 mop – \_\_\_\_\_  
 old hand at smth – \_\_\_\_\_  
 peel off – \_\_\_\_\_  
 polish the furniture/the floor – \_\_\_\_\_  
 put smth in its place – \_\_\_\_\_  
 put up the curtains – \_\_\_\_\_  
 remove – \_\_\_\_\_  
 rinse – \_\_\_\_\_  
 roll up one's sleeves – \_\_\_\_\_  
 rub at smth with a cloth – \_\_\_\_\_

rub over – \_\_\_\_\_  
 ruin one's hands – \_\_\_\_\_  
 run the house – \_\_\_\_\_  
 save time and effort – \_\_\_\_\_  
 scorch – \_\_\_\_\_  
 scrape – \_\_\_\_\_  
 scrub the floor – \_\_\_\_\_  
 set things right – \_\_\_\_\_  
 sew – \_\_\_\_\_  
 smudge – \_\_\_\_\_  
 soap suds – \_\_\_\_\_  
 sort out things – \_\_\_\_\_  
 spill – \_\_\_\_\_  
 squeeze – \_\_\_\_\_  
 stain(make a stain) – \_\_\_\_\_  
 starch – \_\_\_\_\_  
 start a machine – \_\_\_\_\_  
 sweep(up) the floor, the dirt - \_\_\_\_\_  
 take down the curtains – \_\_\_\_\_  
 take the dirt out to the dustbin – \_\_\_\_\_  
 do a thorough cleaning – \_\_\_\_\_  
 tidy up – \_\_\_\_\_  
 tidy out/do the tidying out – \_\_\_\_\_  
 tuck things away – \_\_\_\_\_  
 tumble-dryer – \_\_\_\_\_  
 turn a blind eye to smth. – \_\_\_\_\_  
 turn out(a room) – \_\_\_\_\_  
 vacuum – \_\_\_\_\_  
 vacuum cleaner – \_\_\_\_\_  
 washing – \_\_\_\_\_  
 wash, do the/ one's washing – \_\_\_\_\_  
 wash by hand – \_\_\_\_\_  
 washable – \_\_\_\_\_  
 wash-board – \_\_\_\_\_  
 wash tub – \_\_\_\_\_  
 wash up – \_\_\_\_\_  
 washing line – \_\_\_\_\_  
 washing soda – \_\_\_\_\_  
 washing up – \_\_\_\_\_  
 whites – \_\_\_\_\_  
 wipe one's hands on smth. – \_\_\_\_\_  
 wring – \_\_\_\_\_

### *Conversational Formulas*

Give me a hand! – \_\_\_\_\_  
 He has a wonderful pair of hands. – \_\_\_\_\_  
 He worked like a horse/slave. – \_\_\_\_\_  
 I am dog tired. – \_\_\_\_\_  
 I worked my fingers to my bones. – \_\_\_\_\_  
 Tired Tim. – \_\_\_\_\_  
 Wipe the feet on the doormat! – \_\_\_\_\_

## Unit 5

### SHOPPING FOR ...

Buying foodstuffs in a modern supermarket can be considered a sort of art. It is the art of combating a temptation.

Supermarkets play a dirty trick on the customers: practically every shopper is tempted to buy things he or she does not need or cannot afford.

The mechanism of this lamentable deceit is simple. Firstly, supermarkets are laid out to make a person pass as many shelves and counters as possible. Only the hardest of souls can pass loaded racks indifferently and not collect all sorts of food from them.

Secondly, more and more supermarkets supply customers with trolleys instead of wire baskets: their bigger volume needs more purchases. One picks up a small item, say, a pack of spaghetti, puts it into a huge trolley and is immediately ashamed of its loneliness. He or she starts adding more.

Thirdly, all products are nicely displayed on the racks and all of them look fresh in their transparent wrappings with marked prices. A normal person cannot ignore attractively packed goods. And so one cannot but feel an impulse to buy. And, finally, supermarkets don't forget about those who look for bargains. The so-called "bargain bins" filled with special offers wait for their victims. No one can tell for sure if the prices are really reduced, but it is so nice to boast later that you have a very good eye for a bargain.

So when a simple-hearted customer approaches a check-out, his or her trolley is piled high. Looking at a cashier, running her pen over barcodes, he or she starts getting nervous while the cash register is adding up the prices. And, getting a receipt, he or she gives a sigh of relief if the indicated sum does not exceed the cash he or she has.

Of course, one can give a piece of advice to the simple-hearted: compile a shopping list and buy only pre-planned goods. But is it worth losing that great sensation of buying? One can really wonder.

A lot of people prefer to do their shopping in small shops. The daily shopping route of some housewives includes visits to the baker's, butcher's, grocer's, greengrocer's, fishmonger's and a dairy shop. In the end of the route their bags are full of loaves of bread, meat cuts, packs with cereals, fruit, vegetables, fish and dairy products. Only very strong women can call in at the tobacconist's after all that.

The explanation for this housewives' craze is very simple. In every shop their buys are weighed, wrapped up, their money taken and the change given back. Meanwhile they can have a chat with salesgirls and shop-assistants about their weak hearts and broken hopes.

So, friends, go shopping as often as you can. Because the simple truth is: a visit to a good shop is worth two visits to a good doctor.

From this....

...to this...



**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** Say what one can buy in the shops mentioned in the text (baker's, butcher's, etc. )

**Task 3.** Fancy that you take a little child to a supermarket for the first time. Explain to him what you see around and what one should do.

**Task 4.** Describe a) the supermarket closest to your block of flats; b) your favourite supermarket.

**Task 5.** Say how you buy goods in an ordinary shop and in a supermarket.

Text 1.

### ***Shopping for One***

*(A story by Anne Cassidy)*



Supermarkets are much the same the world over — especially the queues at check-out points. What extraordinary things other people are buying! There are odd snatches of overheard conversation too. But what if one is living alone, 'Shopping for one'?

'So what did you say?' Jean heard the blonde woman in front of her talking to her friend.

'Well,' the darker woman began, 'I said I'm not having that woman there. I don't see why I should. I mean I'm not being old-fashioned but I don't see why I should have to put up with her at family occasions. After all...'

Jean noticed the other woman giving an accompaniment of nods and headshaking at the appropriate parts. They fell into silence and the queue moved forward a couple of steps.

Jean felt her patience beginning to itch. Looking into her wire basket she counted ten items. That meant she couldn't go through the quick till but simply had to wait behind elephantine shopping loads; giant bottles of coke crammed in beside twenty-pound bags of potatoes and 'special offer' drums of bleach. Somewhere at the bottom, Jean thought, there was always a plastic carton of eggs or a see-through tray of tomatoes which fell casualty to the rest. There was nothing else for it — she'd just have to wait.

'After all,' the dark woman resumed her conversation, 'how would it look if she was there when I turned up?' Her friend shook her head slowly from side to side and ended with a quick nod.

Should she have got such a small size salad cream? Jean wasn't sure. She was sick of throwing away half-used bottles of stuff.

'He came back to you after all,' the blonde woman suddenly said. Jean looked up quickly and immediately felt her cheeks flush. She bent over and began to rearrange the items in her shopping basket.

'On his hands and knees,' the dark woman spoke in a triumphant voice. 'Begged me take him back.'



She gritted her teeth together. Should she go and change it for a larger size? Jean looked behind and saw that she was hemmed in by three large trollies. She'd lose her place in the queue. There was something so pitiful about buying small sizes of everything. It was as though everyone knew.

'You can always tell a person by their shopping,' was one of her mother's favourite maxims. She looked into her shopping basket: individual fruit pies, small salad cream, yoghurt, tomatoes, cat food and a chicken quarter.

The cashier suddenly said, 'Make it out to J. Sainsbury PLC.' She was addressing a man who had been poised and waiting to write out a cheque for a few moments. His wife was loading what looked like a gross of fish fingers into a cardboard box marked "Whiskas". It was called a division of labour.

Jean looked again at her basket and began to feel the familiar feeling of regret that visited her from time to time. Hemmed in between family-size cartons of cornflakes and giant packets of washing-powder, her individual yoghurt seemed to say it all. She looked up towards a plastic bookstand which stood beside the till. A slim glossy hardback caught her eye. The words *Cooking for One* screamed out from the front cover. Think of all the oriental foods you can get into, her friend had said. He was so traditional after all. Nodding in agreement with her thoughts Jean found herself eye to eye with the blonde woman, who gave her a blank, hard look and handed her what looked like a black plastic ruler with the words "Next customer please" printed on it in bold letters. She turned back to her friend. Jean put the ruler down on the conveyor belt.

She thought about their shopping trips, before, when they were together. All that rushing round, he pushing the trolley dejectedly, she firing questions at him. Salmon? Toilet rolls? Coffee? Peas? She remembered he only liked the processed kind. It was all such a performance. Standing there holding her wire basket, embarrassed by its very emptiness, was like something out of a soap opera.

'Of course, we've had our ups and downs,' the dark woman continued, lazily passing a few items down to her friend.

Jean began to load her food on to the conveyor belt. She picked up the cookery book and felt the frustrations of indecision. It was only ninety pence but it seemed to define everything, to pinpoint her aloneness, to prescribe an empty future. She put it back in its place.

'So that's why I couldn't have her there you see,' the dark woman was summing up. The friends exchanged knowing expressions and the blonde woman got her purse out of a neat leather bag. She peeled off three ten pound notes and handed them to the cashier.

Jean opened her carrier bag ready for her shopping. She turned to watch the two women as they walked off, the blonde pushing the trolley and the other seemingly carrying on with her story.

The cashier was looking expectantly at her and Jean realized that she had totalled up. It was four pounds and eighty-seven pence. She had the right money, it just meant sorting her change out. She had an inclination that the people behind her were becoming impatient. She noticed their stack of items all lined and waiting, it seemed, for starters orders. Brown bread and peppers, olive oil and, in the centre, a packet of beefburgers.

She gave over her money and picked up her carrier bag. She felt a sense of relief to be away from the mass of people. She felt out of place.

Walking out of the door she wondered what she might have for tea. Possibly chicken, she thought, with salad. Walking towards her car she thought that she should have bought the cookery book after all. She suddenly felt much better in the fresh air. She'd buy it next week. And in future she'd buy a large salad cream. After all, what if people came round unexpectedly?

**Task 1.** A) Read the text. B) Find in the text words or phrases similar in meaning to the following:

*A cash desk, a purchase, coca-cola, a plastic bag, big size cartons, to calculate, goods, a heap, half-empty.*

**Task 2.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions.

### Text 2.

#### **Era Producției în Exces.**

Există doi factori, care, împreună, explică multe. Unul este producția din ce în ce mai mare de bunuri din întreaga lume. În tot mai multe părți ale globului, creșterea economică depinde de vânzarea bunurilor către populațiile ale căror nevoi fundamentale au fost deja satisfăcute. Pentru atingerea acestui scop — cultivarea unei dorințe puternice de a avea bunuri inutile —, sunt folosite resurse ce par infinite.

**Publicitatea și media dau forma dorințelor noastre de natură materială, iar industria cardurilor de credit face ca împlinirea acestor dorințe să pară extrem de facilă.**

Astăzi, fiecare dintre noi este considerat drept „consumator-țintă“ de către agenții economici, în goana lor neîncetată după câștig. Suntem împinși, stimulați, programați să cumpărăm.

În 2006, au existat 9,2 miliarde de oferte de carduri de credit pentru cei 300 de milioane de cetățeni americani — peste 30 de oferte pentru fiecare bărbat, femeie și copil! Mersul la cumpărături în sine a devenit o modalitate de a-ți petrece timpul liber și un stil de viață; mall-urile reprezintă acum noile centre ale orașelor. Suntem copleșiți, din leagăn și pînă în mormânt, de mesaje care ne îndeamnă să facem cumpărături, de mesaje care, cu o sofisticare psihologică tot mai profundă, asociază, în mod eronat, produse de care nu avem nevoie cu stări de spirit pe care ni le dorim din tot sufletul.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

### Text 3.

#### **Shopping for Consumer Goods.**



Shopping is a very important part of life, but shoppers are faced with a confusing and rapidly changing situation. The confusion arises from the claims made by advertising, a wider choice of goods than ever before, and new places to shop. The prices of clothes, shoes, and make-up have gone sky-high, so it's vital that you do not waste your money and that you shop carefully for value.

Be sure of what you want — never shop vaguely, because when you get home your purchase may not match anything else you've got.

Shop around for the best price and quality. Start with a department store, where they stock a wide range of goods and souvenirs. There you can find many departments: haberdashery, hosiery, drapery, millinery, ladieswear, menswear, and footwear. If you are looking for a skirt and a top to go with it, you'll need "Separates". You'll find shorts or T-shirts in "Leisurewear",

jumpers in "Knitwear", and a nightdress in "Nightwear". In "Accessories" they sell belts, gloves, and purses. Try on all the trousers or dresses they have in the line although it may be quite boring to wait if the changing room is occupied. Check out the racks with the sign "sale". Although it usually seems to be the small sizes that are offered in sales, you can sometimes find some super buys.

Feeling cheered up by your new purchase, don't forget to keep the receipt, in case an item turns out to be faulty. You'll need the receipt if you want to exchange the item or have your money refunded. If you are a bargain-hunter, try clothes markets. They often don't have the high overheads of town shops and can therefore keep prices lower, though they can stock substandard goods. Flea markets are not the best place to buy anything. The prices are low, but the quality is, too.

Don't put off the purchase of festive gifts until there are only two days left before a holiday. Department stores are swarming with last-minute shoppers, so you may have to queue for half an hour at the checkout till. From everywhere you can hear people swapping rumors, 'They have sold out all the scarves', 'They have run out of that cream'. You inevitably get involved in exchanging remarks with other people in the queue or with salesgirls. Sometimes the talk gets so interesting that the cashier's question whether you want to pay in cash or by credit card takes you by surprise. Anyway, you pay and feel happy that you have made a bargain, which puts you in a good mood.

Dear friends, make shopping entertaining. Shop together with your friends. Enjoy attractively designed displays and well-dressed shoppers browsing through trendy items. Then you will definitely like it.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions.

**Task 2.** Discuss your shopping habits. What do you look for when you shop? Why? What factors are important for you when you go shopping? List the factors below in order of importance:

*friendly service*

*the quality of goods*

*the size of the shop*

*shops aren't crowded*

*low prices*

*the design of the shop interior*

*brand name goods on sale*

*nearby entertainment/cafe*

**Task 3.** A) Give a (written form as well) talk on the subject „How to Shop Sensibly”. Include the following points:

*which shop to check out;*

*what to wear;*

*what bag to take;*

B) Make use of the following words and phrases:

*to be a devoted shopper*

*to afford*

*to be a spendthrift/a big spender*

*to be extravagant*

*to spend/waste money on*

*to cost the earth*

C) Give your advice. Use the following structures:

*I advise you to...*

*You'd better not...*

*(I think) you'd better/should...*

*Why don't you....*

*It might be a good idea to ...*

*Have you thought of...ing*

*I wouldn't advise you to ...*



#### Text 4.

### **Cât Costă Cea Mai Scumpă Achiziție.**

Peste jumătate dintre moldovenii care cumpără online aleg produse sau servicii care nu depășesc 100 de euro, se arata într-un studiu recent.

Astfel, 6 din 10 moldoveni care au făcut cumpărături de pe Internet în ultima jumătate de an au plătit mai puțin de 100 de euro pentru cel mai scump produs sau serviciu achiziționat. La extrema cealaltă, la fiecare 100 de cumpărători online din Rep. Moldova există unul care în ultimele 6 luni a achiziționat un produs sau serviciu cu valoare mai mare de 1.000 euro, conform unui studiu realizat de compania de cercetare de marketing Daedalus Millward Brown remis Ziare.com. De asemenea, numărul femeilor care au cumpărat doar lucruri cu valoare redusă (până în 20 de euro) de pe Internet în ultima jumătate de an este aproape dublă față de cel al bărbaților aflați în aceeași situație (21,7% femei versus 12,6% bărbați).

Pe de altă parte, pe măsură ce vârsta crește, cumpărătorii tind să cumpere produse din ce în ce mai scumpe. De exemplu, ponderea celor care au achiziționat în ultimele 6 luni cel puțin un produs mai scump de 100 euro este de 17% în rândul tinerilor (18-24 ani) și crește la 41% pentru categoria 25-44 ani și la 58% pentru cei cu vârsta între 45 și 55 ani. Cum să primești bani înapoi când faci cumpărături online Educația joacă și ea un rol important în achiziționarea produselor cu valoare mare de pe Internet.

Astfel, produsul cel mai scump achiziționat de persoanele cu educație superioară este în medie de două ori...mai mult

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

#### Text 5.

### **Modul Corect de a Face Cumpărături.**

**De fiecare dată când mergi la cumpărături te întrebi de unde și ce să mai achiziționezi de mâncare, nu-i așa? Ei bine, am venit în ajutorul tău cu un plan care să te transforme într-un cumpărător avizat. La sfârșitul lecturii acestui articol vei ști cum să economisești bani, energie și timp, dar mai ales cum să câștigi sănătate.**

Primul lucru pe care trebuie să-l ai în minte când te apuci de cumpărături este să știi care este cel mai bun loc pentru a face asta. Indiferent că e piață sau hipermarket, trebuie să te asiguri că oferă alimente de cea mai bună calitate.

Brand-ul este și el important în alegerea produselor. Fii sigur că alegi acele brand-uri care promit calitate excelentă, dar o calitate ce poate fi confirmată de semenii din jurul tău.

Nu desconsidera lista de cumpărături! Aceasta certifică existența unei planificări și cuprinde alimentele necesare pregătirii meniului pentru următoarele zile. Totodată te ajută să te abții de la achiziționarea anumitor produse de care oricum nu aveai nevoie.

Eticheta produselor trebuie să-ți fie unul dintre cei mai buni prieteni. Deși ambalajul frumos colorat î-ți poate atrage atenția și influența în cumpărarea aceluși produs, este mult mai important să vezi dacă acel aliment conține vitamine, enzime, minerale și antioxidanți, nu doar kilocalorii goale.

*O etichetă corectă trebuie să conțină următoarele informații:*

- Valabilitatea și termenul de garanție al produsului
- Compoziția produsului
- Conținutul energetic
- Conținutul nutrițional

După ce te-ai asigurat că produsul nu a depășit termenul de valabilitate trebuie să verifici dacă acesta conține aditivi, coloranți, conservanți și "arome naturale". Cu cât lista acestora este mai lungă, cu atât este mai clar că acel produs nu este natural, așa cum indică pe partea din față a ambalajului. Conținutul energetic al alimentului măsurat în kilocalorii stabilește dacă vei cumpăra un produs cu conținut caloric:

- crescut peste 400-500 kcal/100g
- moderat între 150-300 kcal/100g
- redus sub 150-100kcal/100g.

După ce a-i verificat și **conținutul energetic** trebuie să vezi și ce cantitate de zahăr și **grăsimi saturate** conține produsul. Brânzeturile afișează în două moduri conținutul de grăsimi: primul în care conținutul de grăsimi se raportează la substanța uscată (brânza rămasă după deshidratarea produsului) având valori foarte ridicate și cel de-al doilea, prin care conținutul de grăsime se raportează la 100g de produs consumabil, astfel ca vom avea brânza proaspătă cu 2%, 4% și 8% grăsime, iar branzeturile mature cum ar fi parmezanul sau cașcavalul cu 30% sau 40% grăsime. După aceste considerente, o porție corectă pentru o persoană este de 100g brânză proaspătă și doar de trei linguri de parmezan sau cașcaval ras.

Acum știi să faci cumpărauri corect, să alegi cele mai bune și mai sănătoase alimente din multimea de produse de pe rafturile hipermarket-urilor sau de la taraba din piață. Învită-i și pe cei dragi să adopte acest obicei sănătos!

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

**Task 2.** A) Have you ever had problems like these? What did you do?

*Your blouse has shrunk.*

*The zip doesn't work.*

*The sole's come unstuck.*

*The colours ran.*

*Your pullover has stretched.*

*Your socks are different colours.*

*The heel's come off.*

*The strap has broken from the side.*

*The stitching's come undone.*

*Your dress has come apart at the seams.*

*Your boots pinch.*

B) Write down the names of three major items you have bought recently. For each one, say whether you paid a lot, a little, or an average price, how long it took you to find the item. Then say what kind of shop you bought it in, and give reasons why. Write it in your mother tongue, then translate this passage into English.

**Task 3.** Watch the video on Consecutive Interpreting – Note Taking. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C). Report on the video in written and oral form.

## Topical Vocabulary. Shopping for ...

### Shopping for Food

add up prices - \_\_\_\_\_

almond - \_\_\_\_\_

apple - \_\_\_\_\_

apricot - \_\_\_\_\_

afford smth. - \_\_\_\_\_  
 bacon - \_\_\_\_\_  
 baker's - \_\_\_\_\_  
 banana - \_\_\_\_\_  
 bargain - \_\_\_\_\_  
 bargain bins - \_\_\_\_\_  
 bar-code - \_\_\_\_\_  
 basket (wire shopping) - \_\_\_\_\_  
 bass - \_\_\_\_\_  
 be laid out - \_\_\_\_\_  
 beans - \_\_\_\_\_  
 beef - \_\_\_\_\_  
 beer - \_\_\_\_\_  
 beet (beetroot) - \_\_\_\_\_  
 brandy - \_\_\_\_\_  
 bread roll - \_\_\_\_\_  
 brown/white bread - \_\_\_\_\_  
 bunch - \_\_\_\_\_  
 burgundy - \_\_\_\_\_  
 butcher's - \_\_\_\_\_  
 butter - \_\_\_\_\_  
 buyer - \_\_\_\_\_  
 cabbage - \_\_\_\_\_  
 cauliflower - \_\_\_\_\_  
 carrot - \_\_\_\_\_  
 cucumber - \_\_\_\_\_  
 carrier bag - \_\_\_\_\_  
 cart - \_\_\_\_\_  
 carton - \_\_\_\_\_  
 cash (pay in ~) - \_\_\_\_\_  
 cash register - \_\_\_\_\_  
 cashier - \_\_\_\_\_  
 cereals (n., pl.) - \_\_\_\_\_  
 champagne - \_\_\_\_\_  
 change - \_\_\_\_\_  
 check-out point - \_\_\_\_\_  
 cheese - \_\_\_\_\_  
 chicken - \_\_\_\_\_  
 chocolates (n., pl.) - \_\_\_\_\_  
 cod - \_\_\_\_\_  
 cognac - \_\_\_\_\_  
 collect smth. from the racks - \_\_\_\_\_  
 conveyor belt - \_\_\_\_\_  
 counter (sell below the ~) - \_\_\_\_\_  
 cream - \_\_\_\_\_  
 customer - \_\_\_\_\_  
 cut in front of smb. - \_\_\_\_\_  
 dairy shop - \_\_\_\_\_  
 display - \_\_\_\_\_  
 dried - \_\_\_\_\_  
 drum - \_\_\_\_\_  
 duck - \_\_\_\_\_

egg - \_\_\_\_\_  
ends of cuts - \_\_\_\_\_  
expire - \_\_\_\_\_  
expiry date - \_\_\_\_\_  
family pack - \_\_\_\_\_  
family-size - \_\_\_\_\_  
fishmonger's - \_\_\_\_\_  
flour - \_\_\_\_\_  
food store - \_\_\_\_\_  
foodstuffs (n., pl.) - \_\_\_\_\_  
frozen - \_\_\_\_\_  
grape-fruit - \_\_\_\_\_  
grapes (n., pl.) - \_\_\_\_\_  
greens (n., pl.) - \_\_\_\_\_  
greengrocer's - \_\_\_\_\_  
grocer's - \_\_\_\_\_  
ham - \_\_\_\_\_  
have cash on smb. - \_\_\_\_\_  
herring - \_\_\_\_\_  
honey - \_\_\_\_\_  
item - \_\_\_\_\_  
lemon - \_\_\_\_\_  
lettuce - \_\_\_\_\_  
lobster - \_\_\_\_\_  
make out a bill/cheque - \_\_\_\_\_  
margarine - \_\_\_\_\_  
marked prices - \_\_\_\_\_  
martini - \_\_\_\_\_  
mayonnaise - \_\_\_\_\_  
melon - \_\_\_\_\_  
mushroom - \_\_\_\_\_  
mutton - \_\_\_\_\_  
net bag - \_\_\_\_\_  
nut - \_\_\_\_\_  
pack - \_\_\_\_\_  
oatmeal - \_\_\_\_\_  
onion - \_\_\_\_\_  
orange - \_\_\_\_\_  
packet - \_\_\_\_\_  
pasta - \_\_\_\_\_  
patisserie - \_\_\_\_\_  
pear - \_\_\_\_\_  
peach - \_\_\_\_\_  
peas (pl.) - \_\_\_\_\_  
per kilo - \_\_\_\_\_  
pick up from the rack - \_\_\_\_\_  
pile up - \_\_\_\_\_  
pineapple - \_\_\_\_\_  
plum - \_\_\_\_\_  
pork - \_\_\_\_\_  
potato - \_\_\_\_\_

poultry - \_\_\_\_\_  
prepackaged/prepacked - \_\_\_\_\_  
pre-planned goods - \_\_\_\_\_  
pre-prepared goods - \_\_\_\_\_  
purchase - \_\_\_\_\_  
queue (jump the ~) - \_\_\_\_\_  
quick till - \_\_\_\_\_  
rack - \_\_\_\_\_  
radish - \_\_\_\_\_  
raisins (n., pl.) - \_\_\_\_\_  
rice - \_\_\_\_\_  
salami - \_\_\_\_\_  
salesgirl - \_\_\_\_\_  
salmon - \_\_\_\_\_  
sausage - \_\_\_\_\_  
scales - \_\_\_\_\_  
scotch - \_\_\_\_\_  
sherry - \_\_\_\_\_  
shop assistant - \_\_\_\_\_  
shopper - \_\_\_\_\_  
shopping list - \_\_\_\_\_  
shopping load - \_\_\_\_\_  
shopping trip/expedition - \_\_\_\_\_  
shrimps (n., pl.) - \_\_\_\_\_  
skimmed milk - \_\_\_\_\_  
sole - \_\_\_\_\_  
sort one's change out - \_\_\_\_\_  
sour cream - \_\_\_\_\_  
spaghetti - \_\_\_\_\_  
special offer - \_\_\_\_\_  
spinach - \_\_\_\_\_  
strawberry - \_\_\_\_\_  
sugar - \_\_\_\_\_  
supermarket - \_\_\_\_\_  
sweet - \_\_\_\_\_  
till - \_\_\_\_\_  
tin - \_\_\_\_\_  
tinned - \_\_\_\_\_  
tobacconist's - \_\_\_\_\_  
toffee - \_\_\_\_\_  
tomato - \_\_\_\_\_  
total up - \_\_\_\_\_  
transparent wrappings - \_\_\_\_\_  
trolley - \_\_\_\_\_  
tub - \_\_\_\_\_  
tuna - \_\_\_\_\_  
underweight - \_\_\_\_\_  
veal - \_\_\_\_\_  
vodka - \_\_\_\_\_  
water-melon - \_\_\_\_\_  
weigh - \_\_\_\_\_



wheel the trolley - \_\_\_\_\_  
wine - \_\_\_\_\_  
wrap(up) - \_\_\_\_\_  
yog(h)urt - \_\_\_\_\_

### ***Conversational formulas:***

Can I help you? - \_\_\_\_\_  
Here's your change. - \_\_\_\_\_  
Here's your change from your . - \_\_\_\_\_  
Pounds/dollars ... note. - \_\_\_\_\_  
How much do i owe you? - \_\_\_\_\_  
How much does it come to? - \_\_\_\_\_  
How much is it? - \_\_\_\_\_  
I'll save smth. for you. - \_\_\_\_\_  
That's a bargain. - \_\_\_\_\_  
That's expensive. - \_\_\_\_\_  
We've sold out at the moment. - \_\_\_\_\_  
What can I get for you? - \_\_\_\_\_  
What does it cost? - \_\_\_\_\_  
Will that be all? - \_\_\_\_\_  
Will this do? - \_\_\_\_\_  
shopping for - \_\_\_\_\_

### **Shopping for consumer goods**

Accessories - \_\_\_\_\_  
advertise - \_\_\_\_\_  
afford - \_\_\_\_\_  
antique shop - \_\_\_\_\_  
art shop - \_\_\_\_\_  
article - \_\_\_\_\_  
bargain-hunter - \_\_\_\_\_  
be good on smb. - \_\_\_\_\_  
be loose on smb. - \_\_\_\_\_  
be of service - \_\_\_\_\_  
be on offer - \_\_\_\_\_  
be two sizes too large (small) - \_\_\_\_\_  
bookshop - \_\_\_\_\_  
boutique - \_\_\_\_\_  
browse - \_\_\_\_\_  
charging room - \_\_\_\_\_  
check-out till - \_\_\_\_\_  
choice of goods - \_\_\_\_\_  
client - \_\_\_\_\_  
come off - \_\_\_\_\_  
come undone - \_\_\_\_\_  
come unstuck - \_\_\_\_\_  
cost the earth - \_\_\_\_\_  
costly - \_\_\_\_\_  
courteous - \_\_\_\_\_  
customer - \_\_\_\_\_  
dear - \_\_\_\_\_

department store - \_\_\_\_\_  
 discount - \_\_\_\_\_  
 display - \_\_\_\_\_  
 display goods - \_\_\_\_\_  
 drapery department/draper's - \_\_\_\_\_  
 exchange - \_\_\_\_\_  
 extravagant - \_\_\_\_\_  
 faulty goods - \_\_\_\_\_  
 festive - \_\_\_\_\_  
 fit - \_\_\_\_\_  
 florist's/flower shop - \_\_\_\_\_  
 furniture shop - \_\_\_\_\_  
 gift shop - \_\_\_\_\_  
 give (about things) - \_\_\_\_\_  
 give a discount - \_\_\_\_\_  
 glaze - \_\_\_\_\_  
 go cheap - \_\_\_\_\_  
 go sky-high - \_\_\_\_\_  
 go well with smth. - \_\_\_\_\_  
 haberdashery - \_\_\_\_\_  
 hi-fi store- \_\_\_\_\_  
 hosiery department - \_\_\_\_\_  
 instep - \_\_\_\_\_  
 ironmonger's - \_\_\_\_\_  
 jeweller's - \_\_\_\_\_  
 kiosk - \_\_\_\_\_  
 knitwear - \_\_\_\_\_  
 leather - \_\_\_\_\_  
 leisurewear - \_\_\_\_\_  
 lingerie department - \_\_\_\_\_  
 loafers - \_\_\_\_\_  
 look around - \_\_\_\_\_  
 mall - \_\_\_\_\_  
 manageress- \_\_\_\_\_  
 mannequin - \_\_\_\_\_  
 match - \_\_\_\_\_  
 measure - \_\_\_\_\_  
 merchandise - \_\_\_\_\_  
 millinery department - \_\_\_\_\_  
 money spinner - \_\_\_\_\_  
 nightwear - \_\_\_\_\_  
 optician's - \_\_\_\_\_  
 order - \_\_\_\_\_  
 overheads (n., pl.) - \_\_\_\_\_  
 pet shop - \_\_\_\_\_  
 photographic shop - \_\_\_\_\_  
 pinch - \_\_\_\_\_  
 purchase - \_\_\_\_\_  
 purchaser - \_\_\_\_\_  
 price (cut/reduce ~) - \_\_\_\_\_  
 (increase/raise ~) - \_\_\_\_\_  
 queue/line (am\*) - \_\_\_\_\_

rack - \_\_\_\_\_  
 radio shop - \_\_\_\_\_  
 range of goods - \_\_\_\_\_  
 record shop - \_\_\_\_\_  
 retail - \_\_\_\_\_  
 receipt - \_\_\_\_\_  
 refund - \_\_\_\_\_  
 run - \_\_\_\_\_  
 run out of smth. - \_\_\_\_\_  
 sale (be on ~) - \_\_\_\_\_  
 sell out - \_\_\_\_\_  
 shop around - \_\_\_\_\_  
 shopper - \_\_\_\_\_  
 devoted shopper - \_\_\_\_\_  
 shopping centre/precinct - \_\_\_\_\_  
 shop counter - \_\_\_\_\_  
 shrink - \_\_\_\_\_  
 size - \_\_\_\_\_  
 spend money - \_\_\_\_\_  
 spendthrift/big spender - \_\_\_\_\_  
 sports shop - \_\_\_\_\_  
 stall - \_\_\_\_\_  
 stationer's - \_\_\_\_\_  
 stiletto shoes - \_\_\_\_\_  
 stock - \_\_\_\_\_  
 stretch - \_\_\_\_\_  
 substandard - \_\_\_\_\_  
 suede - \_\_\_\_\_  
 suit - \_\_\_\_\_  
 super buy - \_\_\_\_\_  
 tight - \_\_\_\_\_  
 toy shop - \_\_\_\_\_  
 trendy - \_\_\_\_\_  
 try smth. on - \_\_\_\_\_  
 value for money - \_\_\_\_\_  
 vendor - \_\_\_\_\_  
 wait on stub. - \_\_\_\_\_  
 waste money. - \_\_\_\_\_  
 wholesale - \_\_\_\_\_  
 window shopping (go -) - \_\_\_\_\_

***Conversational formulas:***

Are you in the queue/line? - \_\_\_\_\_  
 Are you the last in the queue /line? - \_\_\_\_\_  
 It's not my size. - \_\_\_\_\_  
 What do you have in size 7? - \_\_\_\_\_  
 This colour shoe does not match my dress. - \_\_\_\_\_  
 I'll pay in cash/by card/by cheque. - \_\_\_\_\_

## Unit 6

### WORLD OF FOOD



Living in Moldova one cannot but stick to a Moldovan diet. Keeping this diet for an Englishman is fatal. The Moldovans have meals four times a day and their cuisine is quite intricate.

Every person starts his or her day with breakfast. Poor Englishmen are sentenced to either a continental or an English breakfast. From the Moldovan point of view, when one has it continental it actually means that one has no breakfast at all, because it means drinking a cup of coffee and eating a bun. A month of continental breakfasts for some Moldovans would mean starving. The English breakfast is a bit better, as it consists of one or two fried eggs, grilled sausages, bacon, tomatoes and mushrooms. The English have tea with milk and toast with butter and marmalade. As a choice one may have corn flakes with milk and sugar or porridge.

In Moldova people may have anything for breakfast. Some good-humoured individuals even prefer soup, but, of course, sandwiches and coffee are very popular. One can easily understand that in Great Britain by one o'clock people are very much ready for lunch. Lunch is the biggest meal of the day. That would be music for a Moldovan's ears until he or she learns what lunch really consists of. It may be a meat or fish course with soft drinks followed by a sweet course.

The heart of a Moldovan person fills with joy when the hands of the clock approach three o'clock. His or her dinner includes three courses. A Moldovan will have a starter (salad, herring, cheese, etc.), soup, steaks, chops, or fish fillets with garnish, a lot of bread, of course, and something to drink. The more the better. At four or five the Moldovans may have a bite: waffles, cakes with juice, tea, cocoa, or something of the kind.

In Great Britain they have dinner at five or six. Soup may be served then, but one should not be misled by the word "soup". British soup is just thin paste and a portion is three times smaller than in Moldova. A lot of British prefer to eat out. "Fish and Chips" shops are very popular with their take-away food. The more sophisticated public goes to Chinese, Italian, seafood or other restaurants and experiments with shrimp, inedible vegetables and hot drinks.

Supper in Moldova means one more big meal at seven. The table groans with food again. In England it is just a small snack — a glass of milk with biscuits at ten.

Most Moldovans have never counted calories and they are deeply convinced that their food is healthy. Some housewives may admit that it takes some time to prepare all the stuff, including pickles, home-made preserves a traditional Moldovian pies and pancakes. But they don't seem to mind too much and boil, fry, roast, grill, broil, bake and make. Paraphrasing a famous proverb one can say: "What is a Moldovan man's meat is a British man's poison".

**Task 1.** A) Read the text. B) Find and underline the words connected with the topic meals and food. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

Text 1.

*The Three Fat Women of Antibes*  
(Extract from the story by S. Maugham.)

One was called Mrs. Richman and she was a widow. The second was called Mrs. Sutcliffe; she was American and she had divorced two husbands. The third was called Miss Hickson and she was a spinster.

They were great friends, Miss Hickson, Mrs. Richman and Arrow Sutcliffe. It was their fat that had brought them together and bridge that had cemented their alliance. They would have been independent of anyone else if they had not needed a fourth at bridge. It was for this reason that Frank invited Lena Finch to come and stay with them at Antibes. They were spending some weeks there on Frank's suggestion. She proposed then that they should take a house at Antibes, where they could get plenty of exercise — everyone knew that nothing slimmed you like swimming. With a cook of their own they could at least avoid things that were obviously fattening. The plan worked very well.

Frank — Frances Hickson

But the fourth at bridge continued to be the difficulty. One morning when they were sitting in pyjamas on the terrace, drinking their tea (without milk or sugar), Frank looked up from the letters.

Lena Finch is coming down to the Riviera, she said. What about asking her to come here for a fortnight?

Does she play bridge? asked Beatrice\*.

Beatrice — Mrs. Richman

You bet your life she does, boomed Frank in her deep voice. And a damned good game too. We should be absolutely independent of outsiders.

It was settled. And three days later Lena Finch arrived. Frank met her at the station. She was in deep mourning for the recent death of her husband. Lena was not, however, unduly depressed. Frank introduced the stranger to her two friends and they sat down in what was known as the Monkey House. It was crowded with chattering people, who were seated at the tables having drinks. The conversation was gay and easy, and presently they strolled back to the villa for luncheon.

In each napkin were two little antifat rusks. Lena gave a bright smile as she put them by the side of her plate.

May I have some bread? she asked.

The grossest indecency would not have fallen on the ears of those three women. Not one of them had eaten bread for ten years.

Frank, the good hostess, recovered herself first.

Of course, darling, she said and turning to the butler asked him to bring some.

And some butter, said Lena in that pleasant easy way of hers.

There was a moments embarrassed silence.

I dont know if theres any in the house, said Frank, but I'll inquire.

The butler brought a long crisp roll of French bread. Lena slit it in two and plastered it with the butter, which was miraculously produced.

A grilled sole was served. The rest of the luncheon consisted of lamb cutlets, with the fat carefully removed, and spinach boiled in water, with stewed pears to end up with, Lena tasted her pears and gave the butler a look of inquiry. That resourceful man understood her at once and though powdered sugar had never been served at that table before handed her without a moments hesitation a bowl of it. She helped herself liberally. The other three pretended not to notice. Coffee was served and Lena took three lumps of sugar in hers.

You have a very sweet tooth, said Arrow in a tone which she struggled to keep friendly.

But human nature is weak. You must not ask too much of it. They ate grilled fish while Lena ate macaroni sizzling with cheese and butter; they ate grilled cutlets and boiled spinach while Lena

ate pate de foie gras; twice a week they ate hard-boiled eggs and raw tomatoes, while Lena ate peas swimming in cream and potatoes cooked in all sorts of delicious ways. The chef was a good chef and he leapt at the opportunity afforded him to send up one dish more rich, tasty and succulent than the other.

The butler disclosed the fact that he could make half a dozen kinds of cocktail and Lena informed them that the doctor recommended her to drink burgundy at luncheon and champagne at dinner. The three fat women persevered.

Lena was going to stay with friends on the Italian Riviera and Frank saw her off by the same train as that by which she had arrived. When she turned away from the departing train she heaved such a vast sigh of relief that the platform shook beneath her.

She passed through the Monkey House, looking about her to say Good morning to anyone she knew, and then stopped dead still. Beatrice was sitting at one of the tables, by herself.

Beatrice, what are you doing? she cried in her deep voice. Beatrice looked at her coolly.

Eating, she answered.

In front of Beatrice was a plate of croissants and a plate of butter, a pot of strawberry jam, coffee and a jug of cream. Beatrice was spreading butter thick on the delicious hot bread, covering this with jam, and then pouring the thick cream overall.

The tears welled up to Frank's eyes. Suddenly she felt very weak and womanly. Speechless she sank down on a chair by Beatrice's side. A waiter came up. With a pathetic gesture she waved towards the coffee and croissants.

I'll have the same, she sighed. In a moment the waiter brought her croissants, butter, jam and coffee.

Where's the cream, you fool? she roared like a lioness.

She began to eat. She ate gluttonously. The place was beginning to fill up with bathers. Presently Arrow strolled along. On her way she caught sight of Frank and Beatrice. She stopped. She could hardly believe her eyes.

My God! she cried. You beasts. You hogs.

She seized a chair. Waiter. In the twinkling of an eye the waiter was at her side.

Bring me what these ladies are having, she ordered.

Frank lifted her great heavy head from her plate.

Bring me some pate de foie gras, she boomed.

The coffee was brought and the hot rolls and cream and the pate de foie gras. They spread the cream on the pate and they ate it. They devoured great spoonfuls of jam. They crunched the delicious crisp bread voluptuously. They ate with solemn, ecstatic fervour.

I haven't eaten potatoes for twenty-five years, said Frank in a far-off brooding tone.

Waiter, cried Beatrice, bring fried potatoes for three. The potatoes were brought. They ate them with their fingers.

Bring me a dry Martini, said Arrow.

Bring me a double dry Martini, said Frank.

Bring three double dry Martinis, said Beatrice.

They were brought and drunk at a gulp.

I wonder if they've got any chocolate eclaires, said Beatrice.

Of course they have.

And of course they had. Frank thrust one whole into her huge mouth, swallowed it and seized another, but before she ate it she looked at the other two and plunged a vindictive dagger into the heart of the monstrous Lena.

You can say what you like, but the truth is she played a damned rotten game of bridge, really.

Lousy, agreed Arrow.

But Beatrice suddenly thought she would like a meringue.

**Task 1.** A) Read the text, find and correct all syntactic mistakes. B) Comprehension Check.

Answer the given question, give the details from the text:

1. What were Mrs. Richman, Mrs. Sutcliffe and Miss Hickson?
2. Why did they need the fourth person in their company?
3. Where were they staying and why?
4. What did Frank suggest one morning?
5. How did Lena Finch and the ladies meet?
6. Where did the ladies go from the Monkey House?
7. What terrified the ladies at luncheon?
8. What did the ladies have for luncheon?
9. How did Lenas dishes and the ladies food differ during her stay?
10. What kind of talents did the chef and the butler disclose?
11. How did Lena and Frank part?
12. When did Frank stop dead still?
13. What was Beatrice eating?
14. What did Frank suddenly do?
15. How did Arrow react when she saw the two ladies eating?
16. What else did the ladies order?
17. Did the ladies eat calmly or not?
18. What was Franks revenge upon Lena like?

**Task 2.** A). Pick out from the text words and expressions denoting: a) *food*, b) *drinks*, c) *adjectives used to describe dishes*. Try to explain their meaning in English or translate them into Romanian.

B). Pick out from the text: a) *all phrases used to denote quantities of foodstuffs, i.e. ;a lump of sugar;, etc.;* b) *all words used to denote the ways food may be cooked, i.e. ;boil — boiled;, etc.*

**Task 3.** Find in the text words or phrases similar in meaning to the following. Read aloud the sentences containing them :

*To make someone thinner; juicy and delicious; food making people fat easily; to drink; to cut into two parts; to put something on ones plate; to put butter on top; to like sweet things; to use hands when eating; to eat noisily; to eat fast, swallowing large quantities.*

**Task 4.** Put in the missing prepositions looking for help in the text:

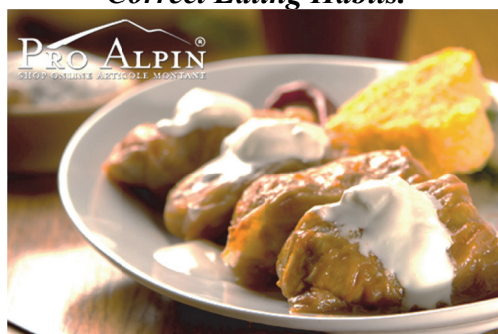
1. It was strange that a quiet restaurant round the comer was crowded ... people at this late hour.
2. Young people just starting their life always want to be independent... their parents.
3. The teacher said the phrase ... a tone which could not be misinterpreted.
4. The boys were so hungry that they did not notice the forks lying ... the sides of their plates and started eating the fish... their fingers.
5. The hostess wanted to introduce a new chef... all the other cooks in the restaurant.
6. Something was wrong with the lady's health and so spicy dishes were never served ... her table.
7. The girl gave up dieting and ordered two cakes ... a moment hesitation.
8. The news fell... my ears like a bolt from the blue.
9. The English certainly know how to eat buns: they slit them ... two, plaster ... butter, and put jam and cream on top.
10. At the sound all the readers in the reading-room immediately lifted their heads ... their books.
11. You should spread pate ... butter, then your sandwich will taste better.
12. In the restaurant we ordered salad, steaks, fried potatoes and ice-cream ... three.
13. In Great Britain they never drink whiskey or vodka ... a gulp; they sip it.
14. When we were seated ... the tables, I suddenly caught sight ... my old friends passing by.

**Task 5.** Complete the sentences and expand on them:

1. It was their fat that had brought...
2. They were spending two weeks there on Franks ...
3. Nothing slimmed you like ...
4. She was in deep mourning for ...
5. In each napkin were ...
6. There was a moments embarrassed ...
7. A grilled sole was served. The rest of the luncheon consisted of...
8. You have a very sweet...
9. The chef was a good chef and he ...
10. Beatrice, what are you doing? she cried ...
11. The tears welled up to Franks eyes. Suddenly she felt...
12. I'll have the same, she sighed. In a moment the waiter...
13. Presently Arrow strolled along. On her way she caught...
14. The coffee was brought, and the hot rolls and ...
15. The potatoes were brought. They ate them with ...
16. Frank thrust one whole into her huge ...

**Task 6.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Do the editing of the text.

Text 2.  
***Correct Eating Habits.***



„Eat to live. Do not live to eat” is an old saying the truth of which a person realises only when he or she suffers from some serious ailment like a heart condition and is advised by his or her physician to cut down on his or her food. All schools of medicine lay emphasis on correct eating habits for a healthy life.

Remember that after you have had a hearty meal, the pressure on your heart is increased. The amount of food should be such that the hunger is assuaged, but there is no feeling of fullness.

The second golden rule is to avoid fats and too much starch and carbohydrates derived from sugar. In communities where sugar intake is low, there is very little incidence of heart disease.

The third rule is that stimulants like spices (chillies etc.) should be avoided. A bland diet with a little salt and a pinch of pepper may not taste as good as highly spiced food would, but it would be safer in the long run.

Kids with high cholesterol need an exotic diet. Mostly, they should stick to the guidelines that apply to all adults. Officially, the American Heart Association recommends that kids get no more than 30 percent of their calories from fat. That means (1) Limiting fast-food runs to once or twice a week. Otherwise, push the salads and leave out the jumbo fries, high-fat sauces, and everything-but-the-kitchen-sink burgers; (2) Sticking to lower-fat pizza toppings like mushrooms, ground beef, veggies, and plain cheese; (3) Choosing peanut butter, lean meat or skinless chicken or turkey for lunchtime; put limits on high-fat items like hot dogs, luncheon



meats, and deep-fried anything; (4) Serving more complex carbohydrates like fruits, vegetables, and whole-grain products. Kids may not always eat them, but at least they'll recognise them on sight.

Fortunately, lots of foods that kids like are also good for them. Most breakfast cereals are low in fat, for instance, as are pasta, lean meats, bread, tuna, skinless chicken, and fruit.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions.

**Task 2.** Discuss correct eating habits for grown-ups and children dwelling on:

1. the amount of food a person should eat;
2. the consumption of fats, starch and carbohydrates;
3. the use of stimulants;
4. going to fast-food places.

Text 3.

### **"Gustoșenii" specifice din bucătăria lumii.**

Ce înțelegem prin cuvântul "gustoșenii"? În principiu acele caracteristici specifice din alimentația anumitor popoare care fac deliciul celor dornici de noi experiențe.

Haide-ți să pornim la drum către diferite locații ale lumii și să vedem prin ce anume se remarcă acestea din punct de vedere al bucătăriei lor tradiționale.

#### **Bucătăria Românească**

Era normal să începem această "pleiadă de gusturi" cu bucătăria tradițională românească care are puternice influențe legate de agricultură și păstorit. Totul a pornit de la hrana de bază a păstorilor ce includea produse lactate, terciul de mei și mălaiul.

Deși este știut faptul că mâncarea noastră tradițională se rezumă în principiu la sarmalele din foi de viță de vie, la aceasta se adaugă și ciorba de pște, fasolea bătută, ardei umpluți cu carne și orez, perișoare etc. Pe lângă aceste adevărate delicii culinare se mai adaugă și pastrama de berbecuț și șuncuța afumată.

#### **Bucătăria Englezească**

Caracteristicile specifice ale bucătăriei englezești constă în fulgi de ovaz, patrunjel verde tocat și placinte cu carne.

Amintim că micul dejun englezesc se referă la o porție destul de mare de cartofi prăjiți, fasole, ouă ochiuri etc. dar și faptul că cina este considerată cea mai copioasă masă a zilei.

#### **Bucătăria Germană**

Ca și specific nemțesc bucătăria germană folosește în principiu carnea de porc, de vacă și de pasăre, la fel ca și untura și cartoful.

În Germania, te poți delecta cu un șnițel sau mai multe, salată de castraveți și strudel cu mere.

Ceea ce este cu adevărat interesant este felul deosebit prin care se prepară varza (albă, roșie, de Bruxelles, precum și cea acrită).

#### **Bucătăria Scandinavă**

Constituentul de bază al bucătăriei scandinave este reprezentat de sandvișurile cu pâine albă, și inedit este faptul că singura masă caldă este servită între orele 17-18.

Printre alimentele consumate de scandinavi se numără în primul rând peștele, dar și carnea de porc, vacă, berbec, oaie, pasăre, dar și vânat, foarte bine condimentate. Aceste popoare nordice s-au orientat în principiu pe consumul de bere, cidru și hidroneel dar totodată și de unt și untură.

Fie că te afli în România, Germania, Scandinavia sau în orice alta zonă din această lume este bine să fii deschis spre noi experiențe culinare care o sa-ți dezvolte cu siguranță papilele gustative.

Și pentru că tot am discutat despre diferite zone ale lumii î-ți recomand ca și idei de călătorie să citești și articolele „Calatorie prin lume”:4 state sărbătorite în luna aprilie și pentru cei care iubesc hiking-ul “Top 5 destinații de hiking toamna în Elveția”.

**Ce bucate alese ai gustat în călătoriile tale prin lume? Care au fost cele care te-au impresionat în mod deosebit?**

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

**Task 2.** Write about your trips through the world? Which cuisine do you find special? Describe in details eating habits of the country which cuisine you liked the best, and describe in details ingredients and steps to cook your favourite dish.

Text 4.

#### **Ce se ascunde în mâncarea fast-food!?**



Într-un top a celor mai gustoase alimente, mâncarea de tip fast-food ocupă de departe locul întâi. Cu toate acestea este considerată cel mai mare dușman al sănătății. Află de ce!

Alimentele de tip fast-food sunt principalul factor care predispune la obezitate și, cu toate acestea, cele mai multe persoane le consumă zilnic. Urmarea: numărul obezilor a crescut foarte mult în ultimii ani și la noi în țară. Datele statistice arată că 3,5% din copii și peste trei milioane de români sunt obezi, iar numărul lor este în creștere.

Aceste cifre sunt ușor de explicat în condițiile în care o porție de fast-food conține între 500-800 de calorii, iar o porție de mâncare sănătoasă maximum 200 de calorii.

#### **Hrană săracă în nutrienți**

Hamburgerii, pizza și shaorma sunt preparate de tip fast-food care conțin multe alimente lipsite de nutrienți esențiali. „Alimentele industriale rafinate nu numai că sunt dezzechilibrate nutrițional, dar nu mai au nici nutrienții esențiali, fiind devitalizate complet”, explică prof. dr. Gheorghe Mencinicopschi, directorul Institutului de Cercetări Alimentare din București.

De asemenea, acestea sunt bogate în zaharuri rafinate (cresc glicemia și favorizează apariția cancerului), grăsimi aterogene (de exemplu, margarina care determină depunerea de grăsimi pe vasele de sânge) și proteine cu valoare biologică scăzută (de exemplu, șorici, gluten denaturat).

### Conțin peste 300 de E-uri

Te-ai întrebat vreodată de ce mâncarea de la fast-food are un aspect atât de plăcut spre deosebire de cea preparată în casă? Ei bine, responsabile de acest lucru sunt cele peste 300 de E-uri care se găsesc în compoziția lor.

În plus, pe lângă E-uri (coloranți, conservanți, îndulcitori, antioxidanți și întăritori de aromă), alimentele de tip fast-food conțin și peste 300 de arome artificiale. De asemenea, acestea sunt bogate în calorii, mai exact, 100 grame de alimente conținând 500 de calorii.

„Majoritatea alimentelor conțin ceea ce numim „calorii goale”, care, culmea, nu numai că nu ne dau bruma de substanțe nutritive, dar ne fură și bruma de nutrienți pe care o mai avem în corp, deoarece ne consumă rezervele de vitamina B, magneziu și de crom”, explică nutriționistul

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

#### Text 5.

### *Food shortages could force world into vegetarianism, warn scientists.*

Water scarcity's effect on food production means radical steps will be needed to feed population expected to reach 9 bn by 2050.

Leading water scientists have issued one of the sternest warnings yet about global food supplies, saying that the world's population may have to switch almost completely to a vegetarian diet over the next 40 years to avoid catastrophic shortages.

Humans derive about 20% of their protein from animal-based products now, but this may need to drop to just 5% to feed the extra 2 billion people expected to be alive by 2050, according to research by some of the world's leading water scientists.

"There will not be enough water available on current croplands to produce food for the expected 9 billion population in 2050 if we follow current trends and changes towards diets common in western nations," the report by Malik Falkenmark and colleagues at the Stockholm International Water Institute (SIWI) said.

"There will be just enough water if the proportion of animal-based foods is limited to 5% of total calories and considerable regional water deficits can be met by a ... reliable system of food trade."

Dire warnings of water scarcity limiting food production come as Oxfam and the UN prepare for a possible second global food crisis in five years. Prices for staples such as corn and wheat have risen nearly 50% on international markets since June, triggered by severe droughts in the US and Russia, and weak monsoon rains in Asia. More than 18 million people are already facing serious food shortages across the Sahel.

Oxfam has forecast that the price spike will have a devastating impact in developing countries that rely heavily on food imports, including parts of Latin America, North Africa and the Middle East. Food shortages in 2008 led to civil unrest in 28 countries.

Adopting a vegetarian diet is one option to increase the amount of water available to grow more food in an increasingly climate-erratic world, the scientists said. Animal protein-rich food consumes five to 10 times more water than a vegetarian diet. One third of the world's arable land is used to grow crops to feed animals. Other options to feed people include eliminating waste and increasing trade between countries in food surplus and those in deficit.

#### *Advertisement*

"Nine hundred million people already go hungry and 2 billion people are malnourished in spite of the fact that per capita food production continues to increase," they said. "With 70% of all

available water being in agriculture, growing more food to feed an additional 2 billion people by 2050 will place greater pressure on available water and land."

The report is being released at the start of the annual world water conference in Stockholm, Sweden, where 2,500 politicians, UN bodies, non-governmental groups and researchers from 120 countries meet to address global water supply problems.

Competition for water between food production and other uses will intensify pressure on essential resources, the scientists said. "The UN predicts that we must increase food production by 70% by mid-century. This will place additional pressure on our already stressed water resources, at a time when we also need to allocate more water to satisfy global energy demand – which is expected to rise 60% over the coming 30 years – and to generate electricity for the 1.3 billion people currently without it," said the report.

Overeating, undernourishment and waste are all on the rise and increased food production may face future constraints from water scarcity.

"We will need a new recipe to feed the world in the future," said the report's editor, Anders Jägerskog.

A separate report from the International Water Management Institute (IWMI) said the best way for countries to protect millions of farmers from food insecurity in sub-Saharan Africa and south Asia was to help them invest in small pumps and simple technology, rather than to develop expensive, large-scale irrigation projects.

"We've witnessed again and again what happens to the world's poor – the majority of whom depend on agriculture for their livelihoods and already suffer from water scarcity – when they are at the mercy of our fragile global food system," said Dr Colin Chartres, the director general.

"Farmers across the developing world are increasingly relying on and benefiting from small-scale, locally-relevant water solutions. [These] techniques could increase yields up to 300% and add tens of billions of US dollars to household revenues across sub-Saharan Africa and south Asia."

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.)

#### Text 6.

#### A). Secrete pentru o viață sănătoasă, fără mulți bani.



**Cei care vor să manânce sănătos se confruntă cu probleme legate de prețul prea mare al unor fructe și legume. Există însă metode pentru a face economii și a alege ceea ce este benefic corpului.**

Mâncarea nesănătoasă este adesea scumpă și nu are un impact tocmai pozitiv asupra corpului nostru, scrie Fox News. A mânca sănătos nu înseamnă neapărat să cumpărăm cea mai scumpă hrană sau exclusiv produse organice.

### **A fi sau a nu fi organic?**

Deși produsele organice sunt foarte sănătoase (au un conținut de minerale cu 87% mai mare), cei care au posibilitați financiare limitate nu și-i le permit. Cel mai bine este să te orientezi spre fructele care se decojesc. De exemplu, bananele. În cazul acestor fructe, pesticidele sunt reținute de coaja lor, iar sănătatea nu îți este pusă în pericol. Specialiștii recomandă și consumul de alimente neprocesate. Fructele și legumele crude conțin multe enzime de care corpul tău are nevoie.

### **Fără zahăr în băuturi**

Sucurile de fructe și cele răcoritoare au adesea zahăr adăugat, ceea ce face din ele o alegere care trebuie evitată. Apa este cel mai bun remediu pentru a scăpa de sete. Ea te poate ajuta și să slăbești, dacă îți propui acest lucru.

Apa elimină toxinele din corp, hidratează pielea, îmbunătățește metabolismul și duce oxigen caăre celulele din corpul tău. Este bine de știut că e necesar să consumi apă cu 30 de minute înainte și după masă.

### **B). Ce alimente luăm cu noi când mergem pe tura de munte?**

Ar fi cel puțin incomod ca atunci când sunte-ți pe munte să face-ti vre-o indigestie sau să aveți puternice dureri de stomac. De aceea trebuie să știți ce alimente sunt recomandate și care nu sunt, atunci când plecați pe un traseu montan.

Dacă e să privim per ansamblu, alimentele pe care le lua-ți trebuie să fie ușor digerabile, să nu poată fi afectate ușor de schimbările de temperatură (de exemplu untul, care se topește) și să fie bogate în vitamine și minerale, pentru a vă da putere și rezistență!

Ce legume și fructe puteți lua cu voi: ardeii grași și gogșarii (aport de vitamina C), lămâi grepfruit sau portocale (sucul lor este revigorant, și se pot amesteca cu apă plată sau minerală eventual), fructe confiate (curmale, smochine), stafide, nuci.

Ce mezeluri și lactate puteți să aveți la voi: diferite tipuri de brânzeturi (de preferat uscate), salamuri uscate, conserve cu pește sau/și carne, mezeluri (nu multe, pentru că trebuie consumate repede, nefiind foarte rezistente și care pot provoca toxiinfecții alimentare dacă nu sunt consumate la timp).

**Cafeaua, nessler, cappuccino și ceaiurile** sunt și ele binevenite și chiar indicate.

Neapărat să aveți la îndemână miere, glucoză, dulceturi, și alte produse ce conțin zahăr, pentru că dacă le consuma-ți moderat, și în momente-cheie, vă dau energie și vă ajută la drum.

Bun, acum să vedem ce este de evitat cu orice preț: fructele și legumele ce se înmoaie repede (de exemplu, prunele și roșiile), cârnații, castraveții (sunt greu digestibili), alcoolul, băuturile energizante sintetice.

Grija mare la ciupercile pe care le găsi-ți în pădure! Culege-ți și consuma-ți ciupercile numai și numai în cazul în care le cunoaște-ți foarte bine.

Același avertisment este valabil și pentru apa de izvor. Ideal este să o fierbe-ți și să o lasa-ti să se răcească și, eventual să prepara-ți un ceai, pentru că așa se distruge bacteriile și alți "inamici" ce v-ar putea dăuna organismului!

Dacă am trecut în agendă și aceste mici detalii, dar cu importantă deosebită, nu-mi rămâne decât să vă urez 'drum bun pe cărări de munte!' și să ne auzim cu bine!

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

**Task 2.** Watch the video on Consecutive Interpreting – Coping Tactics. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C). Report on the video in written and oral form.

**Topical Vocabulary.**  
**World of food.**

- Aperitif - \_\_\_\_\_
- appetite - \_\_\_\_\_
- bake - \_\_\_\_\_
- baking pan - \_\_\_\_\_
- be overweight - \_\_\_\_\_
- be ready for dinner ... - \_\_\_\_\_
- be seated at the table - \_\_\_\_\_
- beat - \_\_\_\_\_
- beverage - \_\_\_\_\_
- biscuit - \_\_\_\_\_
- boil - \_\_\_\_\_
- bolt - \_\_\_\_\_
- book the table - \_\_\_\_\_
- borsch - \_\_\_\_\_
- breadcrumbs - \_\_\_\_\_
- breakfast - \_\_\_\_\_
- bring to the boil - \_\_\_\_\_
- broil - \_\_\_\_\_
- buffet - \_\_\_\_\_
- bun - \_\_\_\_\_
- cafe - \_\_\_\_\_
- cafeteria - \_\_\_\_\_
- cake - \_\_\_\_\_
- calorie/calory - \_\_\_\_\_
- canteen - \_\_\_\_\_
- casserole - \_\_\_\_\_
- champ - \_\_\_\_\_
- chew - \_\_\_\_\_
- choke on smth. - \_\_\_\_\_
- chicken kiev - \_\_\_\_\_
- chop - \_\_\_\_\_
- cocoa - \_\_\_\_\_
- coffee - \_\_\_\_\_
- condiment - \_\_\_\_\_
- continental breakfast - \_\_\_\_\_
- cook - \_\_\_\_\_
- com flakes - \_\_\_\_\_
- crunch - \_\_\_\_\_
- crust - \_\_\_\_\_
- cuisine - \_\_\_\_\_
- cutlet - \_\_\_\_\_
- delicious - \_\_\_\_\_
- dessert - \_\_\_\_\_
- devour - \_\_\_\_\_
- drink to smth. - \_\_\_\_\_

double martini - \_\_\_\_\_  
dough - \_\_\_\_\_  
doughnut - \_\_\_\_\_  
dumpling v \_\_\_\_\_  
eat out - \_\_\_\_\_  
eat with a fork/fingers - \_\_\_\_\_  
eclair - \_\_\_\_\_  
fast food restaurant - \_\_\_\_\_  
fattening products - \_\_\_\_\_  
fillet - \_\_\_\_\_  
fish and chips - \_\_\_\_\_  
fried eggs - \_\_\_\_\_  
fry - \_\_\_\_\_  
frying pan - \_\_\_\_\_  
garnish - \_\_\_\_\_  
glutton - \_\_\_\_\_  
gnaw - \_\_\_\_\_  
gobble - \_\_\_\_\_  
gourmand - \_\_\_\_\_  
gravy - \_\_\_\_\_  
groan with food - \_\_\_\_\_  
grill - \_\_\_\_\_  
gulp - \_\_\_\_\_  
hard-boiled/soft-boiled eggs - \_\_\_\_\_  
have a sweet tooth - \_\_\_\_\_  
have breakfast/dinner - \_\_\_\_\_  
have meals - \_\_\_\_\_  
healthy food - \_\_\_\_\_  
heat - \_\_\_\_\_  
hog - \_\_\_\_\_  
home-made preserves - \_\_\_\_\_  
hot - \_\_\_\_\_  
hot drink - \_\_\_\_\_  
inedible - \_\_\_\_\_  
jam - \_\_\_\_\_  
juice - \_\_\_\_\_  
keep the diet - \_\_\_\_\_  
lard - \_\_\_\_\_  
lay the table for two - \_\_\_\_\_  
lose weight - \_\_\_\_\_  
lunch - \_\_\_\_\_  
luncheon - \_\_\_\_\_  
macaroni - \_\_\_\_\_  
marmalade - \_\_\_\_\_  
meat balls - \_\_\_\_\_  
meat/fish/sweet course - \_\_\_\_\_  
melt - \_\_\_\_\_  
meringue - \_\_\_\_\_  
mince - \_\_\_\_\_  
minced meat - \_\_\_\_\_  
mix - \_\_\_\_\_  
muffin - \_\_\_\_\_

munch - \_\_\_\_\_  
mustard - \_\_\_\_\_  
nibble - \_\_\_\_\_  
orange juice - \_\_\_\_\_  
oven - \_\_\_\_\_  
overdone - \_\_\_\_\_  
pan - \_\_\_\_\_  
pancake - \_\_\_\_\_  
paste - \_\_\_\_\_  
pasta - \_\_\_\_\_  
pastry - \_\_\_\_\_  
pickles - \_\_\_\_\_  
pie - \_\_\_\_\_  
pizzeria - \_\_\_\_\_  
porridge - \_\_\_\_\_  
portion - \_\_\_\_\_  
powdered sugar - \_\_\_\_\_  
pub - \_\_\_\_\_  
puff pastry - \_\_\_\_\_  
raise a glass - \_\_\_\_\_  
ravioli - \_\_\_\_\_  
recipe - \_\_\_\_\_  
refectory - \_\_\_\_\_  
restaurant - \_\_\_\_\_  
rich - \_\_\_\_\_  
rind - \_\_\_\_\_  
roast - \_\_\_\_\_  
roll - \_\_\_\_\_  
roll out - \_\_\_\_\_  
rub smth. into smth. - \_\_\_\_\_  
rusk - \_\_\_\_\_  
russian beet salad - \_\_\_\_\_  
salad - \_\_\_\_\_  
sandwich - \_\_\_\_\_  
sauce - \_\_\_\_\_  
saucepan - \_\_\_\_\_  
say/pronounce a toast - \_\_\_\_\_  
seafood restaurant - \_\_\_\_\_  
shortcrust - \_\_\_\_\_  
shrimp - \_\_\_\_\_  
simmer - \_\_\_\_\_  
sizzle - \_\_\_\_\_  
slim - \_\_\_\_\_  
snack bar - \_\_\_\_\_  
soak - \_\_\_\_\_  
soft drink - \_\_\_\_\_  
souffle - \_\_\_\_\_  
spaghetti - \_\_\_\_\_  
specialty - \_\_\_\_\_  
spicy - \_\_\_\_\_  
squeeze out - \_\_\_\_\_  
starter - \_\_\_\_\_



steak - \_\_\_\_\_  
stick to a diet - \_\_\_\_\_  
stir - \_\_\_\_\_  
strain - \_\_\_\_\_  
stuff - \_\_\_\_\_  
substantial - \_\_\_\_\_  
swallow - \_\_\_\_\_  
take milk in one's coffee/tea - \_\_\_\_\_  
takeaway food - \_\_\_\_\_  
taste smth. - \_\_\_\_\_  
tea - \_\_\_\_\_  
toast - \_\_\_\_\_  
underdone - \_\_\_\_\_  
vermicelli - \_\_\_\_\_  
waffle - \_\_\_\_\_  
wait on smb. - \_\_\_\_\_  
waiter - \_\_\_\_\_  
whipped cream - \_\_\_\_\_  
whisk - \_\_\_\_\_  
whistling kettle - \_\_\_\_\_

***Conversational formulas:***

I'm thirsty. - \_\_\_\_\_  
I'm hungry. - \_\_\_\_\_  
I'm starving. - \_\_\_\_\_  
Thank you, I've had enough. - \_\_\_\_\_  
The potatoes (the spaghetti) need some salt, - \_\_\_\_\_  
Would you like some more? - \_\_\_\_\_  
No, not for me, thanks. - \_\_\_\_\_  
Could you pass me the salt? - \_\_\_\_\_  
It is just the kind my mother makes. - \_\_\_\_\_

## Unit 7

# COLLEGE LIFE



The merry-go-round of college life is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a full-time or a part-time student.

Who can forget the first day at the university when one turns from an applicant who has passed entrance exams into a first-year student? I did it! I entered, I got in to the university! A solemn ceremony in front of the university building and serious people making speeches. Hey, lad, do you happen to know who they are? Who? The rector, vice-rectors, deans, subdeans... and what about those ladies? Heads of departments and senior lecturers? Okay. Some of them must be professors, some — associate or assistant professors, but, of course, all of them have high academic degrees. And where are our lecturers and tutors? Oh, how nice...

The monitors hand out student membership cards, student record books and library cards — one feels like a real person. First celebrations and then days of hard work. So many classes, so many new subjects to put on the timetable! The curriculum seems to be developed especially for geniuses. Lectures, seminars and tutorials. Home preparations; a real avalanche of homework.

If one cannot cope with the work load of college he or she immediately starts lagging behind. It is easier to keep pace with the programme than to catch up with it later. Everyone tries hard to be, or at least to look, diligent. First tests and examination sessions. The first successes and first failures: "I have passed!" or "He has not given me a pass!" Tears and smiles. And a long-awaited vacation.

The merry-go-round runs faster. Assignments, written reproductions, compositions, synopses, papers. Translations checked up and marked. "Professor, I have never played truant, I had a good excuse for missing classes". Works handed in and handed out. Reading up for exams. "No, professor, I have never cheated — no cribs. I just crammed".

Junior students become senior. Still all of them are one family — undergraduates. Students' parties in the students' club. Meeting people and parting with people. You know, Nora is going to be expelled and Dora is going to graduate with honours. Yearly essays, graduation dissertations, finals...

What? A teacher's certificate? You mean, I've got a degree in English? I am happy! It is over! It is over... Is it over? Oh, no...

A postgraduate course, a thesis, an oral, and a degree in Philology. The first of September. Where are the students of the faculty of foreign languages? Is it the English department? Oh, how nice...

**Task 1.** A) Read the text. B) Find and underline the words connected with the topic university and college life. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** A) Say a few words about your university : say what it is called, speak about its faculties and their specializations. B) Would you compare college life with a merry-go-round or with something else? C) What do you think of the first months at the university? Use the words: dean, assistant lecturer, head of the department, vice-rector, associate professor, subdean, professor.

Text 1.

***Ruth at College.***

*(Extract from the book by A. Brookner "A Start in Life")*

The main advantage of being at college was that she could work in the library until nine o'clock. She was now able to feed and clothe herself. She had, for the moment, no worries about money. In her own eyes she was rich, and it was known, how, she did not understand, that she was not on a grant, did not share a flat with five others, did not live in a hall of residence, and took abundant baths, hot water being the one element of life at home.

There was also the extreme pleasure of working in a real library, with access to the stacks. The greed for books was still with her, although sharing them with others was not as pleasant as taking them to the table and reading through her meals. But in the library she came as close to a sense of belonging as she was ever likely to encounter.

She was never happier than when taking notes, rather elaborate notes in different coloured ball-point pens, for the need to be doing something while reading, or with reading, was beginning to assert itself. Her essays, which she approached as many women approach a meeting with a potential lover, were well received. She was heartbroken when one came back with the words "I cannot read your writing" on the bottom.

She bought herself a couple of pleated skirts, like those worn by Miss Parker; she bought cardigans and saddle shoes and thus found a style to which she would adhere for the rest of her life. Miss Parker — Ruth's teacher at school.

The days were not long enough. Ruth rose early, went out for a newspaper and some rolls, made coffee, and washed up, all before anybody was stirring. She was the neatest person in the house. As she opened the front door to leave, she could hear the others greeting the day from their beds with a variety of complaining noises, and escaped quickly before their blurred faces and slippers feet could spoil her morning. She was at one with the commuters at the bus stop. There would be lectures until lunch time, tutorials in the afternoon. In the Common Room there was an electric kettle and she took to supplying the milk and sugar. It was more of a home than home had been for a very long time. There was always someone to talk to after the seminar, and she would take a walk in the evening streets before sitting down for her meal in a sandwich bar at about six thirty. Then there was work in the library until nine, and she would reach home at about ten.

'But don't you ever go out?' asked her friend Anthea. For she was surprised to find that she made friends easily. Needing a foil or acolyte for her flirtatious popularity, she had found her way to Ruth unerringly; Ruth, needing the social protection of a glamorous friend, was grateful. Both were satisfied with the friendship although each was secretly bored by the other. Anthea's conversation consisted either of triumphant reminiscences — how she had spumed this one, accepted that one, how she had got the last pair of boots in Harrod's sale, how she had shed five pounds in a fortnight — or recommendations beginning 'Why don't you?' Why don't you get rid of those ghastly skirts and buy yourself some trousers? You're thin enough to wear them. Why don't you have your hair properly cut? Why don't you find a flat of your own? You can't stay at home all your life.

These questions would be followed rapidly by variants beginning 'Why haven't you?' Found a flat, had your haircut, bought some trousers. It was as if her exigent temperament required immediate results. Her insistent yet curiously uneasy physical presence inspired conflicting feelings in Ruth, who was not used to the idea that friends do not always please.

By the end of the second year a restlessness came over Ruth, impelling her to spend most of the day walking. The work seemed to her too easy and she had already chosen the subject for her dissertation: "Vice and Virtue in Balzac's Novels". Balzac teaches the supreme effectiveness of bad behaviour, a matter which Ruth was beginning to perceive. The evenings in the library now oppressed her; she longed to break the silence. She seemed to have been eating the same food, tracing the same steps for far too long. And she was lonely. Anthea, formally engaged to Brian, no longer needed her company.

Why don't you do your postgraduate work in America? I can't see any future for you here, apart from the one you can see yourself.

Ruth took some of Anthea's advice, had her hair cut, won a scholarship from the British Council which entitled her to a year in France working on her thesis, and fell in love. Only the last fact mattered to her, although she would anxiously examine her hair to see if it made her look any better. Had she but known it, her looks were beside the point; she was attractive enough for a clever woman, but it was principally as a clever woman that she was attractive. She remained in ignorance of this; for she believed herself to be dim and unworldly and had frequently been warned by Anthea to be on her guard. 'Sometimes I wonder if you're all there,' said Anthea, striking her own brow in disbelief.

She did this when Ruth confessed that she was in love with Richard Hirst, who had stopped her in the corridor to congratulate her on winning the scholarship and had insisted on taking her down to the refectory for lunch. Anthea's gesture was prompted by the fact that Richard was a prize beyond the expectations of most women and certainly beyond those of Ruth. He was one of those exceptionally beautiful men whose violent presence makes other men, however superior, look makeshift. Richard was famous on at least three counts. He had the unblemished blond good looks of his Scandinavian mother; he was a resolute Christian; and he had an ulcer. Women who had had no success with him assumed that the ulcer was a result of the Christianity, for Richard, a psychologist by training, was a student counsellor, and would devote three days a week to answering the telephone and persuading anxious undergraduates.

Then Richard would wing home to his parish and stay up for two whole nights answering the telephone to teenage dropouts, battered wives, and alcoholics. There seemed to be no end to the amount of bad news he could absorb.

Richard had been known to race off on his bicycle to the scene of a domestic drama and there wrestle with the conscience of an abusive husband, wife, mother, father, brother, sister.

He was rarely at home. He rarely slept. He never seemed to eat. His ulcer was the concern of every woman he had ever met in his adult life. His dark golden hair streamed and his dark blue eyes were clear and obdurate as he pedalled off to the next crisis.

Into Ruth's dazed and grateful ear he spoke deprecatingly of his unmarried mothers and his battered wives. She thought him exemplary and regretted having no good works to report back. The race for virtue, which she had always read about, was on.

So Ruth took more of Anthea's advice and found a flat for herself.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Do the editing of the text.

**Task 2.** Find in the text words denoting:

— a short piece of writing on one particular subject that is written by a student;

— a class, usually at college or university, where the teacher and the students discuss a particular topic or subject;

- a long essay that a student does as part of a degree;
  - financial aid that the government gives to an individual or to an organisation for a particular purpose such as education, welfare, home, improvements;
  - a student at a university or college who has not yet taken his or her first degree;
  - a person who has a first degree from a university and who is doing research at a more advanced level;
  - someone who has left school or college before they have finished their studies;
  - a long piece of written research done for a higher university degree, especially a PhD\*;
  - money given to a student to help pay for the cost of his or her education;
  - a regular meeting in which a tutor and a small group of students discuss a subject as part of the students' course of study;
  - a block of flats where students live;
  - a person who travels to work in town every day, especially by train;
  - a large dining hall in a university.
- PhD — doctor of Philosophy (an academic degree).

**Task 3.** Make up all possible derivatives from the stems of the verbs below.

*Share, assert, adhere, complain, bore, accept, require, inspire, oppress, prompt, absorb, wrestle, report.*

**Task 4.** Pronounce the words correctly and comment on the shift of meaning in the pairs of 1) one-stem nouns and adjectives; 2) one-stem verbs and nouns.

- 1) advantage — advantageous      anxious — anxiety  
 extreme — extremity      attractive — attraction  
 greed — greedy      presence — present  
 conflicting — conflict      violent — violence  
 2) to note — note      to examine — examine  
 to receive — reception      to devote — devotion  
 to supply — supply      to concern — concern  
 to subject — subject      to absorb — absorption

**Task 5.** Pick out from the text 1) nouns, denoting different types of classes at the university; 2) nouns, denoting money support for students; 3) nouns, denoting types of written works done by students.

**Task 6.** Explain the meaning of the following English words or phrases and say how the corresponding notions in Romanian differ from the English ones:

*A dissertation, a thesis, postgraduate work, a tutorial, a grant, a scholarship, an essay, an undergraduate, a student counsellor, a commuter, a hall of residence.*

**Task 7.** Complete the sentences:

1. The main advantage of being at college was that...
2. It was known that Ruth ...
3. There was also the extreme pleasure of ...
4. She was never happier than when ...
5. She found a style to which ...
6. As she opened the front door to leave ...
7. There would be lectures until lunch time ...

8. In the Common Room there was an electric kettle and she ...
9. It was more of a home than ...
10. Needing a foil or acolyte for her flirtatious popularity, Anthea ...
11. By the end of the second year ...
12. The work seemed to her too easy and she ...
13. She seemed to have been eating the same food ...
14. Ruth took some of Anthea's advice ...
15. Ruth confessed that...
16. Richard was a prize beyond ...
17. Richard, a psychologist by training, was ...
18. There seemed to be no end to ...
19. She thought him exemplary and ...
20. So Ruth took more of Anthea's advice and ...

**Task 8.** Complete the sentences choosing the appropriate word or phrase from the list. Change their form if necessary.

*To have no worries about something; in one's own eyes; a hall of residence; read through one's meals; to adhere to something; to be at one with somebody; to go out; to make friends; to find one's way to somebody.; to get rid of something; to need somebody's company; beside the point; to be on one's guard; on three counts; no end to something; the concern of somebody.*

1. A communicative person ... with other people very quickly and feels at ease in any company.
2. It is important ... a definite style when choosing clothes; otherwise one risks looking strange.
3. Police ask people ... when strangers approach them, try to make contact with them or ask favours of them.
4. Sharing a room with other people, one has ... all bad habits: smoking, scattering things here and there, coming late.
5. Having passed the exam, she grew .... The exam was very difficult and being through with it meant success.
6. The teacher tried... a little boy in primary school; she spoke with him, made him speak and play too, but he remained aloof and constrained.
7. The child seemed not ... ; he liked to stay all by himself, with no companions to play with.
8. Most British students live either in ... or share flats with other students.
9. In the evening most British students .... They go to pubs, discos or just walk around with their friends.
10. Doctors do not recommend.... It may lead to indigestion.
11. The athlete's physical power was almost.... It was his mental discipline that really made him a champion.
12. There was ... her friend's advice: she always had new ideas and poured them out incessantly.
13. Her success rested ...: she was President of Students' Society, she had only excellent marks and she won a scholarship from the British Council.
14. Hurrying up to the university in the morning, she ... all the rest of the students: she was an integral part of this moving mass.
15. His constant failures soon became ... every lecturer. Nobody knew what to do in a situation like this.
16. She ... domestic chores: her mother and grandmother did everything in the house.

## Text 2.

### *Classroom Notetaking*

How would you feel if you were forced to spend hours and hours sitting in a hard-backed chair, eyes wide open, listening to the sound of someone else's voice? You wouldn't be allowed to sleep, eat, or smoke. You couldn't leave the room. To make matters worse, you'd be expected to remember every point the speaker made, and you'd be punished for forgetting. And, to top it off, you'd have to pay thousands of dollars for the experience.

Sounds like the torture scene from the latest spy thriller? Actually, its nothing of the kind. Its what all college students do who take a full load of courses.

Unfortunately, many students do regard these hours as torture, and they do all sorts of things to deaden the pain. Some of them sit through class with glared eyes, minds wandering somewhere. Others hide in the back of the room, sneaking glances at the newspaper or the book. Still others reduce the pain to zero: they simply don't come to class. These students do not realize that they are missing out on one of the most important aspects of their education.

One reason you should take lecture notes is that lectures add to what you read in textbooks. Lecturers combine the material and approaches of many texts, saving you the trouble of researching an entire field. They keep up to date with their subjects and can include the latest studies or discoveries in their presentations. The best lecturers combine knowledge with expert showmanship. Both informative and entertaining speakers, they can make any subject leap wildly to life.

But isn't it good enough just to listen to these wonderful people without writing down what they say? Studies have shown that after two weeks you'll forget 80% of it. And you didn't come to the lecture room just to be entertained. You came to learn. The only way to keep the material in your head is to get it down in permanent form — in the form of lecture notes.

There are three steps to mastering the art of taking good lecture notes: the preparation, the note-taking process itself, and the post-lecture review.

**Preparation.**

First, mentally prepare yourself to take good notes. Examine your attitude. Remember, you're not going to the lecture room to be bored, tortured, or entertained; you're going there to learn. Also, examine the material the lecture will cover. Read the textbook chapter in advance.

Second, prepare yourself physically. Get a good nights sleep, and get to class — on time. Even better, get to class early, so you can get a good seat near the front of the room. You'll hear better there and be less tempted to let your mind wander. You'll also have time to open your notebook to a new page, find your pen, and write the date and topic of the lecture at the top. This way, you wont still be groping under your chair or flipping through pages when the lecturer begins to speak.

**Process.**

Be prepared to do a good deal of writing in class. A good rule of thumb for taking notes is, „when in doubt, write it down”. After class, you will have time to go over your notes and make decisions about what is important enough to study and what is not. But in the midst of a lecture, you dont always have time to decide what is really important and what is quite secondary. You dont want to miss getting down a valuable idea.

Be sure to always write down what the lecturer puts on the board. If he or she takes the time to write something on the board, it is generally safe to assume that such material is important. And dont fall into the trap that some students make. They write down what is on the board but nothing more. They just sit and listen while the instructor explains all the connections between those words that have been chalked on the board. Everything may be perfectly clear to a student then, but several days later, chances are that all the connecting materials will be forgotten. If you write down the explanations in class, it will be much easier for you to make sense of the material and to study it later.

Here are some other hints for taking good classroom notes:

If you miss something, don't panic. Leave space for it in your notes and keep going. Later, get the missing information from a classmate or your textbook

Don't ignore the very beginning and end of class, often lecturers devote the first five minutes of their lectures to a review of material already covered or a preview of the next days lecture. The last five minutes of a lecture can contain a clear summary of the class. Don't spend the first five minutes of class getting your materials out and the last five minutes putting them away. If you do, you'll probably miss something important.

Post-Lecture Review.

The real learning takes place after class. As soon as you have time, sit down and reread your notes. Fill in anything unclear or missing while its still fresh in your mind. Then write a few key words and phrases that summarise the points of the lecture.

Cover your notes, and, using only these key words, try to reconstruct as much of the lecture as you can. This review will cement the major points in your memory and will save significant time when you study for the exam.

To sum all this up, be prepared to go into class and be not just an active listener but an active notetaker as well. Being in class and taking good notes while you are there are the most valuable steps you can take to succeed in college.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

**Task 2.** Answer the questions:

1. *What do you do during a classroom lecture?*
2. *Do you sit and stare at the lecturer, wondering if he or she will ever stop?*
3. *Do you try to write everything which is said, but can't keep up?*
4. *Why take lecture notes? Isn't it good enough just to listen to the lecturer without writing down what he or she says?*
5. *What are the three steps to mastering the art of taking good lecture notes? Discuss in class each step.*
6. *Could you think of some more hints for taking good classroom notes?*
7. *Have you got your own tips on how to make the best use of class time?*

Text 3.

**Examination.**

*(Extract from, Dusty Answer, by R. Lehman)*

Then, for months, there was nothing in life save work: a careful planning out of day and night in order that sleeping and eating and exercise might encroach as little as possible on the working hours.

From early morning till late at night the desperate meek untidy heads of girls were bowed over tables in the library, their faces when they lifted them were feverish and blurred with work.

Pages rustled; pencils whispered; squeaking shoes tiptoed in and out. Somebody tapped out a dreary tune on her teeth; somebody had a running cold; somebody giggled beneath her breath; somebody sighed and sighed.

Examination week.

This week there was nothing in your mind save the machine which obeyed you smoothly, turning but dates and biographies, contrasting, discussing, theorizing.



Judith walked in a dream among the pale examination faces that flowed to their doom. Already at nine o'clock the heat struck up from the streets, rolled downwards from the roofs. By midday it would be extremely unpleasant in Cambridge.

This was the great examination hall. Girls were filing in, each carrying a glass of water, and searching in a sort of panic for her place. Here was a white ticket labelled Earle, J. So Judith Earle really was expected, an integral part of this grotesque organized unreality. No hope now.

The bench was hard.

All over the room girls' heads turned, nodding and winking at friends, whispering, giggling and grimacing with desperate bravery. One simulated suicide by leaning her bosom on her fountain pen.

Then panic descended suddenly upon Judith. Her head was like a floating bubble; there was nothing in it at all. She caught at threads of knowledge and they broke, withered and dissolved like cobwebs in the hand. She struggled to throw off a crowding confusion of half-remembered words.

A headful of useless scraps rattling about in emptiness — The clock struck nine.

You can begin now, said a thin voice from the dais.

There was an enormous sigh, a rustling of paper, then silence.

The questions had, nearly all, at first glance a familiar reassuring look. It was all right. Panic vanished, the mind assembled its energies coolly, precisely, the pen flew.

After an hour the first pause to cool her forehead with a stick of frozen Eau de Cologne and to sip some water.

Girls were wriggling and biting their pens. Somewhere the toothtapper was playing her dreary tune.

Another hour fled. The trouble was having too much to say, rather than too little. The room was rigid, dark with concentration now.

Three hours. It was over. You could not remember what you had written; but you had never felt more firm and sure of mind. Three hours nearer to life.

A troop of undergraduates passed on the way from their examination room. They looked amused and exhilarated. They stuffed their papers into their pockets, lit pipes, straightened their shoulders and went cheerfully to lunch.

The girls crept out in twos and threes, earnestly talking, comparing the white slips they carried.

"Did you do this one?"

"What did you put for that?"

"Oh, I say! Will they take off marks do you think?"

"It was a beast."

"Oh, it might have been worse."

Girls really should be trained to be less obviously female students. It only needed a little discipline.

Of course I see now I shan't pass — It seems a pity, after all that work — My memory is practically gone.

Back to the vault now for another three hours.

That day passed smoothly; and the next.

Suddenly there were no answers to be written from nine till twelve, from two till five — no lectures, no coachings, no notes, no fixed working hours. Instead, a great idleness under whose burden you felt lost and oppressed. The academic years were gone for ever.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

**Task 2.** A) Answer: How many universities are there in your country/city? Name a few of them. What do you know about the university you've been studying? What is your daily program? How does your day start? Speak with a partner about your daily routine at the University. B) Write a report.

## **Cele mai cunoscute 5 mituri despre viața de student.**

Fie că ești bobocel și aștepti cu nerăbdare să înceapă facultatea (și începi să dai din aripioare de fiecare dată când cineva ți se adresează cu apelativul: „Student-o! Student-ule”), fie că ești încă în liceu și visezi cu ochii deschiși în timpul orelor, la vremurile când vei fi independent (și evident profesorii aruncă după tine cu vorbe, replici, priviri acide și într-un final cu lucruri – glumesc), cu siguranță ai auzit măcar două mituri despre studenție. Că no...verba volant, scripta manent (vorba inflorita ar merge mai bine).

Însă, din nefericire, nu-mi amintesc atât de multe mituri. Dar, am să vă transmit și vouă câteva care au speriat Vestul.

### **1. Când ești student ești slăbuț că ești rupt de foame**

Cum, ce, stai, unde? E adevărat că nu mai e mama sau tata sau bunica sau sora unchiului, care să î-ți gătească în fiecare zi, dar asta nu înseamnă că mori tot timpul de foame. Adică serios, mama oricum o să-ți trimită pachetul săptămânal, chiar dacă tu mai ai mâncare pentru o eventuală apocalipsă cu zombie.

Și dacă totuși, ai colegi de cameră sau de apartament care sunt mândăcioși, tot timpul se găsește cineva care să î-ți de-a de mâncare, câte-un coleg care are prea multă. Probabil că viitorii studenți vor zâmbi și vor zice: „nu-i adevărat”, da’ vă spun eu că așa e de multe ori. Mâncarea se strică, și dacă stai în cămin, te poate face popular. (sau cel puțin asta am raționat noi la un seminar).

Desigur, nu vei fi prea plinuț, pentru că uneori te vei mai plimba pe jos, vei mai merge la o bățâială sau poate chiar vei face sport (la unele facultăți e obligatoriu sportul, mm, deci da). Dar, nu vei muri de foame. Numai dacă vrei asta. (și desigur, nu vei mai fi pretențios.)

### **2. Te vei îneca sub munți de teme**

Vor exista nenumărate momente când vei simți că munca ta academică îți va absorbi fiecare gram de viață din tine, dar hei, cu siguranță au fost nenumărate momente în care ai avut același sentiment și în liceu. Trebuie să ții minte că facultatea e diferită de liceu, dar nu chiar atât de tare...adică nu, tot trebuie să înveți și dai mai multe examene. Și ai o mai mare libertate.

O să primești multe teme, asta-i adevărul, dar bineînțeles, depinde de facultate. Și dacă ai două proiecte, și mai ai o săptămână să le faci, tot o să ți se pară mult, și o să începi să te panichezi, să te intoxici cu cafeină, să plângi mult, iar într-un final chiar să reușești să-ți termini proiectele, cu note mari.

Ideea e să î-ți faci un program, ca să reușești să î-ți termini treaba din timp, și să nu te trezești pe ultima sută de metri, cu ochii cât cepele și cu stresul la nivel maxim, că poți să-ți cazi examenul că nu ai terminat. (ai restanță, n-ai vacanță)

### **3. Dacă nu bei, nu te distrezi**

E adevărat că în timpul facultății, băutul devine un obicei comun (mâncarea-i fudulie, băutura-i temelie), dar asta nu înseamnă că toată lumea trebuie să o facă.

Băutul trebuie să fie o alegere personală: dacă vrei, bei. Dacă nu, nu. Dacă tu te simți confortabil, atunci poți să-i dai bătaie. Dacă îți displace ideea în sine, nu te forțază nimeni. Desigur, poți să ieși cu prietenii tăi care beau, și tu să bei suc de mere. E destul de amuzant, până când încep cu o exprimare foarte dubioasă, care sună a „rarwr argy bargy”...ai prins ideea. Dar oricum, poți să cunoști alți oameni, să flirtezi și să te distrezi, chiar dacă ești treaz/ă. Nimeni nu are dreptul să te judece.

Nu-ți place atât de mult să mergi la chefuri? E în regulă, există și alte moduri de a te distra. Spre exemplu: maratoane de filme, karaoke sau concerte...nu e neapărat nevoie să bei!

### **4. Examenele sunt exagerat de grele**

Poate așa puțin...puțin mai mult. Adevărul e că prima sesiune e cea mai grea! Serios! E cel mai groaznic moment din viața ta, pentru că nu știi cum trebuie să-ți împarți timpul, ești nesigur ce trebuie subliniat din carte (iar atunci cumperi o cutie de vopsea cu care „subliniezi”, că oricum totul e important). Și ajungi într-un moment de panică...și...și...cedezi.

Nu trebuie să te stresezi, că oricum o să te descurci. Plus, dacă înveți din timp, și mergi la cursuri și seminarii, o să te descurci.

### 5. Devii un/o fișos/oasă

Nu știi dacă mitul ăsta e general-valabil peste tot, dar la mine-n oraș (pseudo), e unul dintre cele mai răspândite. Dacă ești student, iar o parte din cunoștințele tale nu au ajuns încă la facultate sau nu o fac, o să te bârfească în permanență, fie pe față, fie pe la spate, că „de când te-ai dus la studii în oraș, ai venit cu aere...da' cine te crezi?” iar întrebări de genul pot continua la infinit.

Desigur, te vei schimba. Nu prea tare, dar vizibil, cică. Însă, nu trebuie să te demoralizeze. Zâmbește și ignoră-i. Aia-i cea mai bună metodă. Din nefericire, nu mai știi mituri. Însă, dacă voi mai știți, nu ezita-ți să le lăsa-ți în comentarii.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

#### Text 5.

#### *Choosing a Career.*

Sooner or later all of us face the problem of choosing a career when we are to decide what we are going to be in future. Choosing a career is not a simple matter — in fact, it can be one of the most important in our life. You don't need to hurry making a decision. You should examine thoroughly your abilities and character, take a realistic view of your strengths and weaknesses, pay attention to your parents' and friends' advice and take into account your own preferences. The last point in the list is particularly important because there are many examples when people make great mistakes choosing their future profession. Sometimes they either simply follow in the footsteps of their parents or relatives or just blindly follow their advice. Your choice should be mostly based on your own opinion. Family traditions are good, but your turn of mind may be quite different. So, never base only on other people's opinion.

Having thought carefully about what sort of person you are, try to work out a list of your occupation requirements.

Nowadays there is a great variety of jobs to any taste. Choosing a future career, we should consider the following things.

- **Pay.** Is the size of your salary important? Generally speaking, it is important. Of course there may be various situations, but if you are going to be independent, successful and wealthy, you have to find a well-paid job. Moreover, if you are going to have a family, you should be ready to support it, to be a bread winner. Naturally, you'd like to live in good conditions, and your children to study at good schools, and then to enter prestigious universities, to travel all around the world and so on. Now you understand why you should take money into consideration when choosing a job.

- **Further training, promotion prospects and job conditions** should also be kept in mind. Just after graduating it is very difficult to find a plum job which will respond to all your preferences. It is usually a monotonous, tedious clerical job, but if you are a capable and hard-working person, you will certainly be offered an opportunity to climb the ladder.

- **Place of work.** You ought to decide whether you want to work indoors (cashier, chemist, librarian, secretary, etc.) or outdoors (driver, firefighter, estate agent, etc.). Your choice may be based on your lifestyle or health condition.

- **Full-time, part-time, flexitime jobs.** There is no set pattern to part-time working. It may involve a later start and earlier finish time than a full-time position, working mornings or afternoons only, fewer working days in a week for less salary. It is a perfect variant for

students who want to juggle their studies and work, as well as flexitime jobs. Employees decide by themselves when to begin and end their working day.

• **Communication with different people.** Meeting and dealing with people doesn't appeal to every person. Some people are not very sociable; on the contrary, they are timid, shy and diffident. Frankly speaking, it is a great talent to have communication skills. If you think you have it, you may choose a profession involving close contacts with people, such as a doctor, a journalist, a lawyer, a guide, a teacher.

• **Business trips.** You should keep in mind that some professions imply travelling all over the world, such as tour guides, scientists, actors, journalists, pilots and so on. It's not always fun. Business trips may last a week, a month and even more. You may be sent to London for a few days, then you'll spend only a few hours in Paris, and right after that, without any rest, you'll have to go to Berlin. Sometimes it turns out that you don't have even an hour for yourself just to relax and see the town you've come to. Such trips may be very exhausting and stressful. However, if you are young, ambitious and full of energy, you will be able not only to do your job successfully but also see the world.

• **Aspiration for creative work.** If you are a creative person, it's a must for you to find such job. It can be a job of an artist, a tailor, a designer or a stylist.

• **Jobs connected with risk.** Such jobs are usually well-paid, but very dangerous. A police officer, a fireman, a bodyguard, a lifeguard — these are the names of jobs which imply risk. Those, who want a rewarding but demanding job and who are ready to devote all their lives to it, may choose this kind of work.

Analyzing all these points will help you not to make a wrong choice.

In case you are an aspiring, responsible, creative, optimistic, reliable person, who is ready to learn and be laborious, who is not afraid of any difficulties of the future and ready to solve any problem with a smile, the world of jobs and careers will be open to you.

Choosing a career should not only be a matter of future prestige and wealth. Work should bring real satisfaction; otherwise your whole life will become dull and monotonous.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

#### Text 6.

### **Zece adevăruri despre viața de student**

Cu ocazia zilei studentului, am decis să scriu un articol cu câteva adevăruri despre visele sterile ale studenților. Pe proaspeții studenți îi invit azi să vadă mai mult decât bate lumina de la lanterna lor, și credeți-mă că o fac cu cele mai bune intenții. Viața frumoasă de student este un mit în care credem cu toții de mici, nu și după ce ne luăm diploma.

#### **Trecem la adevăruri.**

1. Un student învață mult-mult mai puțin decât un elev.
2. Cunoștințele obținute la facultate asigură circa 5% din cerințele viitorului job.
3. Nimeni nu are nevoie de diplomele voastre
4. Provocarea nr.1 este să știi a filtra informația necesară din tâmpeniile inutile.
5. Un student trebuie să-și înceapă cariera în prima zi de facultate, nu în ultima.
6. Personalitatea și abilitățile de comunicare sunt indispensabile.
7. Toți angajatorii vor studenți cu experiență de muncă. Aceasta se poate câștiga în timpul universității.
8. Universitățile educă slujbași, nu lideri.
9. Studenții care în anii de facultate s-au ocupat doar cu învățatul și nu s-au implicat în activități extracurriculare, rămân studenți și după finisarea studiilor.
10. Viața de student este doar o provocare.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

**Task 2.** Watch the video on Consecutive Interpreting – *Cultural Awareness*. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C) Report on the video in written and oral form.

### Topical Vocabulary. College Life.

analytical reading - \_\_\_\_\_  
applicant - \_\_\_\_\_  
assignment - \_\_\_\_\_  
assistant professor - \_\_\_\_\_  
associate professor - \_\_\_\_\_  
bachelor's degree - \_\_\_\_\_  
be absorbed - \_\_\_\_\_  
be bored - \_\_\_\_\_  
be good at smth. - \_\_\_\_\_  
be used to smth. - \_\_\_\_\_  
be on - \_\_\_\_\_  
be smth. by training - \_\_\_\_\_  
campus - \_\_\_\_\_  
carry on scientific/research work - \_\_\_\_\_  
catch up (with) - \_\_\_\_\_  
certificate - \_\_\_\_\_  
cheat - \_\_\_\_\_  
check up - \_\_\_\_\_  
coach - \_\_\_\_\_  
coach smb. for an exam - \_\_\_\_\_  
college - \_\_\_\_\_  
college work - \_\_\_\_\_  
come down to a choice - \_\_\_\_\_  
composition - \_\_\_\_\_  
conversation - \_\_\_\_\_  
cram - \_\_\_\_\_  
crib - \_\_\_\_\_  
curriculum - \_\_\_\_\_  
deal with smb. - \_\_\_\_\_  
dean - \_\_\_\_\_  
dean's office - \_\_\_\_\_  
degree (to take one's ~) - \_\_\_\_\_  
department - \_\_\_\_\_  
devote much time to studies - \_\_\_\_\_  
diploma - \_\_\_\_\_  
disrupt classes - \_\_\_\_\_  
dissertation - \_\_\_\_\_  
distraction - \_\_\_\_\_

do postgraduate work - \_\_\_\_\_

do well - \_\_\_\_\_

educate - \_\_\_\_\_

education (primary/secondary/higher ~) - \_\_\_\_\_

educational system - \_\_\_\_\_

enter a university - \_\_\_\_\_

examine - \_\_\_\_\_

examination (exam) - \_\_\_\_\_

examination period (exams) - \_\_\_\_\_

examination question (paper) - \_\_\_\_\_

essay - \_\_\_\_\_

faculty - \_\_\_\_\_

faculty office - \_\_\_\_\_

fail an examination in smth. - \_\_\_\_\_

failure - \_\_\_\_\_

fall (lag) behind - \_\_\_\_\_

final exams (finals) - \_\_\_\_\_

freshman (am.) - \_\_\_\_\_

full-time student - \_\_\_\_\_

get down to work - \_\_\_\_\_

get on well (in/at smth.) - \_\_\_\_\_

give a pass - \_\_\_\_\_

give up - \_\_\_\_\_

go to lectures - \_\_\_\_\_

go up to university - \_\_\_\_\_

grammar - \_\_\_\_\_

grammatical theory - \_\_\_\_\_

grade (am.) - \_\_\_\_\_

graduate from a university - \_\_\_\_\_

graduate - \_\_\_\_\_

graduation dissertation - \_\_\_\_\_

grant - \_\_\_\_\_

grind away (for, at) - \_\_\_\_\_

have a lecture - \_\_\_\_\_

have classes in smth. - \_\_\_\_\_

have a good command of smth. - \_\_\_\_\_

head of department - \_\_\_\_\_

hold examinations - \_\_\_\_\_

holidays (vacation) - \_\_\_\_\_

home-reading - \_\_\_\_\_

homework - \_\_\_\_\_

hostel - \_\_\_\_\_

improve - \_\_\_\_\_

instruct - \_\_\_\_\_

junior - \_\_\_\_\_

keep up (with smb.) - \_\_\_\_\_

keep in one's head - \_\_\_\_\_

lack (smth.) - \_\_\_\_\_

learn - \_\_\_\_\_

learn smth. by heart - \_\_\_\_\_

lecture - \_\_\_\_\_

lecturer - \_\_\_\_\_

library card - \_\_\_\_\_  
 live in a hall of residence - \_\_\_\_\_  
 major in smth. (am.) - \_\_\_\_\_  
 make progress (in smth.) - \_\_\_\_\_  
 master's degree - \_\_\_\_\_  
 master - \_\_\_\_\_  
 memorize - \_\_\_\_\_  
 miss classes (~ on a plausible excuse, for a good reason) - \_\_\_\_\_  
 neglect - \_\_\_\_\_  
 oral - \_\_\_\_\_  
 paper - \_\_\_\_\_  
 pass an examination - \_\_\_\_\_  
 pass in smth. - \_\_\_\_\_  
 part-time student - \_\_\_\_\_  
 period - \_\_\_\_\_  
 philology - \_\_\_\_\_  
 phonetics - \_\_\_\_\_  
 pick up - \_\_\_\_\_  
 pick up a foreign language - \_\_\_\_\_  
 play truant - \_\_\_\_\_  
 post-graduate - \_\_\_\_\_  
 student - \_\_\_\_\_  
 professor - \_\_\_\_\_  
 put off - \_\_\_\_\_  
 read up for exams - \_\_\_\_\_  
 reader - \_\_\_\_\_  
 record book (students' record book) - \_\_\_\_\_  
 rector - \_\_\_\_\_  
 scholarship (apply for a ~) - \_\_\_\_\_  
 (get/receive/win a ~) - \_\_\_\_\_  
 semester (am.) - \_\_\_\_\_  
 senior - \_\_\_\_\_  
 senior lecturer - \_\_\_\_\_  
 session - \_\_\_\_\_  
 students' membership card - \_\_\_\_\_  
 subdean - \_\_\_\_\_  
 specialize in smth. - \_\_\_\_\_  
 students' council - \_\_\_\_\_  
 students' society - \_\_\_\_\_  
 study - \_\_\_\_\_  
 synopsis pl -es - \_\_\_\_\_  
 take a degree - \_\_\_\_\_  
 take an examination - \_\_\_\_\_  
 take notes - \_\_\_\_\_  
 talk (give a ~ on smth.) - \_\_\_\_\_  
 teach (english) - \_\_\_\_\_  
 teacher (a history teacher) - \_\_\_\_\_  
 teacher training - \_\_\_\_\_  
 teacher's certificate - \_\_\_\_\_  
 teacher's training college - \_\_\_\_\_  
 teaching profession - \_\_\_\_\_  
 teaching staff - \_\_\_\_\_

test period - \_\_\_\_\_  
thesis pl.-es - \_\_\_\_\_  
train - \_\_\_\_\_  
translation - \_\_\_\_\_  
tuition - \_\_\_\_\_  
pay tuition fee - \_\_\_\_\_  
free (half) tuition - \_\_\_\_\_  
tutor (~ smb in latin) - \_\_\_\_\_  
tutorial - \_\_\_\_\_  
undergraduate - \_\_\_\_\_  
university - \_\_\_\_\_  
vice-rector - \_\_\_\_\_  
written composition - \_\_\_\_\_  
written reproduction - \_\_\_\_\_  
yearly essay - \_\_\_\_\_

***Conversational formulas:***

I have passed. - \_\_\_\_\_  
I have failed. - \_\_\_\_\_  
to get smth. down pat. - \_\_\_\_\_  
crammer/tool/mug. - \_\_\_\_\_  
It goes in one ear and out the other. - \_\_\_\_\_  
He crammed the pupil for an examination. - \_\_\_\_\_



## Unit 8

### CHARACTER AND APPEARANCE



Appearances are deceptive. It is common truth; practically everyone has met at least someone whose character and appearance differ radically.

When one sees a tall, broad-shouldered youth, one expects him to be strong-willed and brave. One thinks: ‘A model to follow!’ How often a good-looking individual turns out to be petty, weak-willed or even cowardly. Then one thinks: ‘A mediocrity!’

At the same time everyone knows that a lot of great people were of a poor build: short and fragile. It did not stop them from displaying intelligence and courage. Ingenuity does not depend on one’s complexion or constitution.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be thrifty or even greedy. One usually thinks: ‘A scrooge!’

On the other hand, thin or slim nervous ladies often tend to be lavish. They like to buy and never think twice when they pay. One thinks: ‘I would call her open-handed and Mother would call her a spendthrift’. Yes, mothers are always stricter in judgements.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: Round-faced, small narrow eyes, dimples on the cheeks and an upturned nose. What a kind-hearted person! A simpleton! You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, harsh and wilful. You never get your help and think: ‘A stone heart and an iron fist’.

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose and a high forehead, one is inclined to think that the beauty is intelligent and nice. It may be disappointing to think later ‘What a stupid, capricious, impolite bore!’

On the contrary, when one sees a skinny brunette with ugly irregular features — a hooked nose, pointed chin, close-set eyes and thin lips, strange thoughts come to ones head; because it is the image of evil people — cruel and cunning . It may be a relief some time later to find her a clever, gentle and good-mannered lady and think: ‘What charm! A heart of gold!’

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents like it when children take after them. Relatives like to compare moles, the shape of noses, etc. The greatest compliment is: “They are as like as two peas”. The greatest disappointment is to find nothing in common. We want to deny people their exclusiveness, we dont want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows!

Nature likes to play tricks on us. But dont you think it is a present on the part of nature? Life becomes not a boring routine, but a brilliant kaleidoscope of characters and appearances which often clash.

**Task 1.** A) Read the text. B) Find and underline the words connected with the topic character and appearance. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** 1. Do you agree that appearances are deceptive? Tell your classmates about your own experience. 2. Do you think it is worth judging by appearances? Give your reasons. 3. Look at the pictures below and choose the right word from the lists to describe the shape of ones face, eyes, nose, chin, lips, forehead.

Face:



a) oval   b) round   c) long   d) square

Eyes:



a) almond   b) slanting   c) round   d) narrow

Nose:



a) aquiline   b) hooked   c) straight   d) upturned

Chin:



a) protruding   b) split   c) double   d) pointed

Lips:



a) thin   b) plump   c) thick   d) heart-shaped

Forehead:



a) wrinkled   b) narrow   c) balding   d) high

**Task 3.** Find people among your relatives who resemble one another. Describe their appearance.

**Task 4.** Say a few words about your character. Do you take after your parents?

Text 2.

***Young Archimedes.***

*(Extract from the story by A.Huxley ;Young Archimedes.)*

It was the view which finally made us take the place. Our nearest neighbours lived very near. We had two sets of them, as a matter of fact, almost in the same house with us. One was the peasant family. Our other neighbours were the owners of the villa.

They were a curious people, our proprietors. An old husband, grey, listless, tottering, seventy at least; and a signora of about forty, short, very plump, with tiny fat hands and feet and a pair of very large, very dark eyes, which she used with all the skill of a born comedian. But we had found other reasons, after a few days residence, for liking the house. Of these the most cogent was that, in the peasants youngest child, we had discovered the perfect play-fellow for our own small boy. Between little Guido — for that was his name — and the youngest of his brothers and sisters there was a gap of seven years. He was between six and seven years old and as precocious, self-assured, and responsible as the children of the poor generally are.

Though fully two and a half years older than little Robin — and at that age thirty months are crammed with half a lifetimes experience — Guido took no undue advantage of his superior intelligence and strength. I have never seen a child more patient, tolerant, and untyrannical. He never laughed at Robin; he did not tease or bully, but helped his small companion when he was in difficulties and explained when he could not understand. In return, Robin adored him, regarded him as the model and perfect Big Boy, and slavishly imitated him in every way he could. Guido was a thoughtful child, given to brooding. One would find him sitting in a corner by himself, chin in hand, elbow on knee, plunged in the profoundest meditation. And sometimes, even in the midst of the play, he would suddenly break off, to stand, his hands behind his back, frowning and staring at the ground. And his eyes, if one looked into them, were beautiful in their grave and pensive calm.

They were large eyes, set far apart and, what was strange in a dark-haired Italian child, of a luminous pale blue-grey color. They were not always grave and calm, as in these pensive moments. When he was playing, when he talked or laughed, they lit up. Above those eyes was a beautiful forehead, high and steep and domed in a curve that was like the subtle curve of a rose petal. The nose was straight, the chin small and rather pointed, the mouth drooped a little sadly at the corners. My gramophone and two or three boxes of records arrived from England. Guido was immensely interested. The first record he heard, I remember, was that of the slow movement of Bachs Concerto in D Minor for two violins. That was the disc I put on the turn-table.

Guido came to a halt in front of the gramophone and stood there, motionless, listening. His pale blue-grey eyes opened themselves wide; making a little nervous gesture that I had often noticed in him before, he plucked at his lower lip with his thumb and forefingers. After lunch he reappeared. May I listen to the music now? he asked. And for an hour he sat there in front of the instrument, his head cocked slightly on one side, listening while I put one disc after another. Thence forward he came every afternoon. What stirred him almost more than anything was the Coriolan overture. One day he made me play it three or four times in succession; then he put it away.

-I dont think I want to hear that any more, he said.

-Why not?

-It's too... too... he hesitated, too big, he said at last. I dont really understand it. Play me the one that goes like this. He hummed the phrase from the D Minor Concerto.

-Do you like that one better? I asked.

He shook his head. -No, its not that exactly. But its easier.

-Easier? It seemed to me rather a queer word to apply to Bach.

In due course, the piano arrived. After giving him the minimum of preliminary instruction, I let Guido loose on it. He made excellent progress. Every afternoon, while Robin was asleep, he came for his concert and his lesson. But what to me was more interesting was that he had begun

to make up little pieces on his own account. He had a passion for canons. When I explained to him the principles of the form he was enchanted. It is beautiful, he said, with admiration. Beautiful, beautiful. And so easy! Again the word surprised me. But in the invention of other kinds of music he did not show himself so fertile as I had hoped. He's hardly a Mozart, we agreed, as we played his little pieces over. I felt, it must be confessed, almost aggrieved. He was not a Mozart. No. But he was somebody, as I was to find out, quite extraordinary. It was one morning in the early summer that I made the discovery. I was sitting in the warm shade of our balcony, working. Absorbed in my work, it was only, I suppose, after the silence had prolonged itself a considerable time that I became aware that the children were making remarkably little noise. Knowing by experience that when children are quiet it generally means that they are absorbed in some delicious mischief, got up from my chair and looked over the balustrade to see what they were doing. I expected to catch them dabbling in water, making a bonfire, covering themselves with tar. But what I actually saw was Guido, with a burnt stick in his hand, demonstrating on the smooth paving-stones of the path, that the square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the other two sides. Robin listened, with an expression on his bright, freckled face of perfect incomprehension.

Guido implored: But do just look at this. Its so beautiful. Its so easy. So easy... The theorem of Pythagoras seemed to explain for me Guido's musical predilections. It was not an infant Mozart we had been cherishing; it was a little Archimedes with, like most of his kind, an incidental musical twist. Leaning on the rail of the balcony, I watched the children below. I thought of the extraordinary thing I had just seen and of what it meant.

I thought of the vast differences between human beings. We classify men by the color of their eyes and hair, the shape of their skulls. Would it not be more sensible to divide them up into intellectual species? There would be even wider gulfs between the extreme mental types than between a Bushman and a Scandinavian. This child, I thought, when he grows up, will be to me, intellectually, what a man is to a dog.

**Task 1.** A) Read the text. Find and correct syntactic mistakes. B) Find and underline the words connected with the topic character and appearance. C) Translate the text from the Source Language into the Target Language. D) Do the editing of the text.

**Task 2.** Comprehension Check:

1. What made the family rent the house?
2. What were the two sets of neighbours they had?
3. What sort of people were the owners of the villa?
4. What did the parents discover in the peasant's youngest child?
5. What made Guido so responsible and precocious?
6. What gap was there between Guido and Robin?
7. Did Guido take advantage of his superior intelligence and strength?
8. How did Guido treat Robin?
9. What was Robin's attitude to Guido?
10. What kind of child was Guido?
11. What did Guido look like? What was strange about his eyes?
12. What was Guido immensely interested in once?
13. What piece of music stirred him more than anything?
14. Did Guido make slow progress in playing the piano?
15. What did he start doing on his own account?
16. Did he show himself fertile in the invention of all kinds of music?
17. What word surprised the author in Guido's comment on the music?
18. Why were Robin's parents almost aggrieved?
19. What interrupted the author's work one morning?

20. What did the author see when he looked over the balustrade?
21. What sort of discovery did the author make one morning?
22. What kind of ideas came to the author's mind?

**Task 3.** Match the words on the left with the meaning on the right:

*Adjectives:*

- |                 |   |
|-----------------|---|
| 1. curious      | A. thinking deeply about something  |
| 2. listless     | B. having no energy or enthusiasm   |
| 3. tolerant     | C. having or showing good reasoning power   |
| 4. pensive      | D. allowing other people to say and do what they think is right even if one doesn't agree with it |
| 5. intellectual | E. being able to stay calm and not get annoyed  |
| 6. tyrannical   | G. unusual and interesting  |
| 7. patient      | F. acting cruelly and unjustly towards the people who one controls                                |

*Verbs:*

- |            |  |
|------------|--|
| 1. totter  | A. make fun of somebody, deliberately embarrass somebody     |
| 2. bully   | B. walk in an unsteady way                                   |
| 3. tease   | C. delight, bewitch, charm somebody                          |
| 4. stir    | D. care lovingly and tenderly                                |
| 5. enchant | E. think about something a lot seriously and often unhappily |
| 6. cherish | F. excite somebody, make one react with a strong emotion     |
| 7. brood   | G. use one's strength or power to hurt or frighten somebody  |

*Nouns:*

- |                    |   |
|--------------------|---|
| 1. gap             | A. the state of being unable to understand something  |
| 2. skill           | B. mental preference, liking  |
| 3. companion       | C. the ability to understand and learn things   |
| 4. intelligence    | D. a great difference between two things, people or ideas   |
| 5. predilection    | E. ability to do something well   |
| 6. mischief        | F. someone who you spend time with  |
| 7. incomprehension | G. naughty behaviour of children, eagerness to have fun by playing tricks or by embarrassing people |

**Task 4.** I. Draw lines between the pairs matching the words on the left with their opposites on the right.

- |              |               |
|--------------|---------------|
| self-assured | calm          |
| fat          | undelightful  |
| dark-haired  | inferior      |
| nervous      | thin, slender |
| delicious    | fair-haired   |
| listless     | miserable     |
| superior     | energetic     |
| steep        | rough         |
| smooth       | sloping       |

II. Draw lines between the pairs matching the words on the left with the words or phrases of similar meaning on the right.

plump  
tiny  
precocious  
sensible  
queer  
extraordinary  
cogent  
motionless  
grave

prematurely developed  
reasonable  
rather fat  
odd  
exceptional  
convincing  
still  
serious  
extremely small

**Task 5.** Choose a suitable word or phrase from the passage you have read to complete the sentences:

1. *The owners of the villa were a ... people. There was a... of almost thirty years between husband and wife.*
2. *The signora had very large, black eyes and she used them with ... .*
3. *Robin adored Guido, he ... him as the ... and copied him in ... he could.*
4. *Being a ... child, Guido was given to ... and liked to sit... , chin .... elbow ..... in the profoundest meditation.*
5. *Sometimes Guido suddenly interrupted the game and stood ... at the ground.*
6. *If you looked into Guide's eyes you would find out that they were beautiful in their ... and ... calm. They were set... .*
7. *When Guido was listening to the music, he ... at his lower lip with his ... and ... .*
8. *Soon Guido started ... little pieces on ... . He had ... for canons.*
9. *Guido was really ... by canons and the principles of the form.*
10. *When Robin's parents played Guide's little pieces over they felt almost....*
11. *There was an expression of ... on Robin's bright and ... face when Guido was... the theorem of Pythagoras to him.*
12. *The author expected the boys to be ... in some ... , to ... them ... in water or ... a bonfire.*
13. *Guido appeared to be not an... Mozart, Robin's parent had been ... but... Archimedes with an ... musical twist.*
14. *There was a wide ... between Guido and Robin as between the two different... types.*

**Task 6.** Fill in the blanks in the following sentences. Use only one expression in each space. Change the form of a word or a phrase if necessary.

*to laugh at somebody*  
*to make progress*  
*to make up on*  
*to make noise*  
*in return*  
*to know by experience*  
*to take advantage of something*

*to be an Archimedes*  
*to shake one's head*  
*one's own account*  
*to put something away*  
*to come to a halt*  
*to be cramped*  
*to be in difficulties*

1. *My brother is in the habit of... those people he has a grudge against.*
2. *The silence was oppressive. He ... that something was wrong.*
3. *She was so scared that she couldn't say a word. When the policeman asked her something she just ... to say «No».*

4. Dick adored my daughter. As soon as she started playing the piano he ... near it and could stand motionless for half an hour enjoying both my daughter and the music.
5. You never know what's on his mind. It's characteristic of him to ... all sorts of stories. No wonder his friends do not have much confidence in him.
6. Sometimes it may be so annoying to look after kids. They like to ... when playing.
7. As Brian was left to himself and had to go through lots of difficulties his life appeared ... with all sorts of experience.
8. Little George is a special child; he is immensely interested in maths and physics. His parents and teachers are so proud of him that they say that he ....
9. Jane is always calm and patient and never loses her temper when explaining things to her pupils. That is why they just adore her... .
10. Practically all composers started writing music ... in early childhood.
11. One's career depends on how quickly he or she ... in acquiring new skills and knowledge.
12. In sports and games competitors always try to ... their opponents' mistakes and weaknesses.
13. After a child has played enough with his new toy, he ... and forgets about it for a while playing with his old favourite ones.
14. Noble and generous people always come to help their friends when the latter ....























**Task 7. Read below the descriptions and match each with the correct person. (Below the pictures of people)**

- a) He's in his 20s. He's tall and well-built with curly brown hair. He's got a beard and a moustache.
- b) He looks about 50. He's short and a bit overweight. He's bald.
- c) She's a teenager. She's slim and medium-height. She's got shoulder-length hair and a fringe.
- d) She's in her 40s. She's quite tall and thin. She's got grey hair and it's short and straight. She wears glasses.

**DESCRIBING PEOPLE**

**A Appearance**

Match the descriptions and pictures.

|  |  |   |  |   |   |  |  |  |  |  |
|--|--|---|--|---|---|--|--|--|--|--|
| <p>1</p>  | <p>2</p>  |  <p>skinny</p>     |  <p>slim</p>              |  <p>muscular</p> |  <p>overweight</p> |  <p>not very good looking</p> |  <p>medium length</p> |  <p>long sideburns</p> |  <p>a moustache</p> |  <p>a beard</p> |
| <p>3</p>  | <p>4</p>  |  <p>attractive</p> |  <p>about 160 cm tall</p> |  <p>freckles</p> |  <p>dark</p>       |  <p>wears glasses</p>         |  <p>narrow</p>        |  <p>narrow</p>         |  <p>in her 50s</p>  |  <p>bald</p>    |

**Text 3.**

**Ce spune chipul: putem citi caracterul unui om după trăsăturile feței?**  
(de Mihaela Stănescu)

Idea că putem citi caracterul unui om privindu-i trăsăturile feței datează de milenii. Ajunsă la apogeul popularității sale în secolul al XIX-lea, sub numele de fiziognomie, această concepție

a fost ulterior discreditată, fiind trecută în rândul pseudoștiințelor. Dar iată că, în secolul nostru, corelația dintre trăsăturile chipului și firea unei persoane a devenit obiectul unor studii realizate, de data aceasta, după criteriile riguroase ale metodei științifice moderne. În lumina rezultatelor acestor cercetări, este oare adevărat că fața unui om îi exprimă caracterul? Iată concluziile unor studii recente, care au explorat chestiunea.

Scrierile lui Balzac și ale altor scriitori din secolele XVIII-XIX conțin adesea referiri la relația dintre trăsături și fire; în mod evident, aceste observații erau tributare popularității fiziognomoniei, mai târziu căzută în dizgrație și socotită o teorie cu totul neștiințifică.

Cel mai cunoscut apărător al acestei teorii a fost **Cesare Lombroso** (1835-1909), medic și criminalist italian care, în tot cursul carierei sale, a susținut că înclinarea spre fărâdelegi este înăscută și că infractorii pot fi deosebiți de non-infractori prin mai multe trăsături fizice atavice, ce trădează apartenența infractorului la un tip primitiv, chiar subuman, caracterizat prin trăsături ce amintesc de maimuțe sau de oamenii primitivi (așa cum și-i imagina lumea pe atunci, ca pe niște brute sălbatice, neevolute). Realizând măsurători antropometrice ale multor răufăcători, vii sau morți, Lombroso a ajuns la concluzia că un infractor înăscut poate fi identificat cu ușurință, chiar fără a ști nimic altceva despre el, pe baza unor trăsături fizice evidente: frunte teșită, asimetrii ale feței și ale craniului, prognatism (proeminența maxilarelor), urechi de dimensiuni neobișnuite, brațe anormal de lungi și alte semne fizice - alcătuind celebrul portret al "criminalului lombrosian" - alături de unele caracteristici senzoriale, psihologice și comportamentale. A trecut de atunci mai bine de un veac, iar aceste afirmații și-au pierdut din credibilitate, criminaliștii moderni nemaifiind înclinați să evalueze aplecarea spre infracțiuni a unui om doar prin citirea trăsăturilor feței.

De fapt, „firea” unui om este ceva atât de complex, încât e greu de crezut că poate fi dedusă, în detaliu, din aspectul chipului.

Și totuși, unele dintre trăsăturile faciale ale oamenilor exprimă într-adevăr ceva despre felul lor de a fi, - desigur, nu cu o precizie de 100%, ci cu o mare probabilitate statistică.

De pildă, la bărbați, **forma feței și anumite amănunte ale trăsăturilor** transmit într-adevăr privitorilor un mesaj privind felul lor de a fi și sunt efectiv corelate cu anumite trăsături de caracter, după cum arată mai multe studii recente întreprinse la diferite universități. Dar nu e nimic misterios în asta: corelațiile au, de multe ori, o explicație rațională, legată de anumite gene și anumiți hormoni, după cum veți vedea.

Lățimea feței (în raport cu înălțimea) este un parametru care, după cum sugerează rezultatele mai multor studii științifice, poate spune lucruri interesante despre firea unui bărbat.

- **bărbații cu fețe late sunt mai înclinați să mintă și să înșele** și inspiră mai puțină încredere (studiu realizat la University of Wisconsin-Milwaukee și publicat în 2011 în *Proceedings of the Royal Society B*); studiul a arătat, de asemenea, că bărbații cu fețe mai late se simțeau, în general, mai puternici, iar această senzație de putere, cred cercetătorii, le afecta comportamentul etic.
- **bărbații cu fețe late erau mai înclinați să se comporte agresiv**, să exprime prejudecăți rasiale, făcând remarci rasiste (nu erau mai predispuși decât alții să aibă asemenea prejudecăți, ci doar să le exprime, dacă le aveau); erau mai puțin preocupați de modul în care îi judecau cei din jur, mai puțin înclinați să se supună normelor societății în care trăiau și, în general, aveau o atitudine dominantă mai pronunțată (studiu întreprins la University of Delaware, SUA, publicat în 2013 în *Psychological Science*)
- **tot lățimea mai mare a feței a fost asociată și cu succesul în afaceri**: un studiu realizat la Sussex University (publicat în 2013 în *British Journal of Psychology*) arăta că bărbații cu asemenea proporții ale feței au o fire mai dominatoare, ceea ce poate explica reușitele lor, fie pentru că oamenii tind să îi perceapă ca lideri, fie - mai probabil - pentru că însăși firea lor hotărâtă, îndrăzneată, competitivă, îi conduce spre succes.



- iar cercetări întreprinse la University of London, asupra unor sportivi japonezi (rezultatele fiind publicate în *Biology Letters*, în 2013) indicau că **aceia care aveau fețe mai late tindeau să aibă calități atletice mai bune și succese mai mari în domeniul sportului.**

Toate aceste rezultate sunt corelate între ele, într-o oarecare măsură, cred mulți cercetători, și pot fi explicate prin influența hormonilor: **hormonul masculin numit testosteron influențează atât forma feței, cât și psihologia și comportamentul.** Un nivel mare al testosteronului este cel care duce la dezvoltarea unor trăsături faciale percepute ca fiind “masculine” - mai “colțuroase”, cu arcade proeminente, maxilare puternic conturate - și tot testosteronul conferă bărbaților forță fizică și agresivitate (ceea ce explică succesul în sporturi), competitivitate și îndrăzneală (ceea ce poate explica succesul în afaceri) și, în general, un comportament mai dur și mai multă siguranță de sine.



*Un chip într-o fotografie...*

Interesant este faptul că, deși mulți dintre noi nu cred în posibilitatea de a descifra firea unui om doar privindu-i chipul într-o fotografie, de fapt judecăm adesea caracterul în acest fel - inconștient, însă.

Un studiu efectuat în 2012 la University of Western Australia, publicat în *Biology Letters*, arată că femeile își pot forma rapid păreri referitoare la comportamentul unui bărbat, cu destul de multă precizie, îndată ce văd o fotografie a chipului acelui bărbat. Astfel, **bărbații cu trăsături “tipic masculine” - maxilare late, unghiulare, bărbie pătrată, arcadele sprâncenelor proeminente - erau percepuți ca fiind mai înclinați spre infidelitate.** Din nou, poate fi vorba despre testosteron, aflat în concentrații ridicate, care le conferă acestor bărbați un impuls sexual mai puternic, iar acest lucru îi poate face să pară (ori chiar să fie) mai predispuși la infidelitate.

Nu toți oamenii de știință acceptă aceste explicații, considerând, din perspectiva evoluției, că asemenea trăsături negative ale personalității - agresivitate, infidelitate - ar fi trebuit să îi împiedice pe bărbații cu fețe ce indicau astfel de “năravuri” să își găsească partenere și să mențină relații care să asigure transmiterea genelor lor la cât mai mulți urmași; cu alte cuvinte, un astfel de chip ar fi fost dezavantajos pentru succesul reproductiv și ar fi fost eliminat sub presiunea selecției naturale.

Dar alți cercetători cred că **fața lată și cu trăsături aspre nu este neapărat un dezavantaj**, căci ea putea semnifica - pentru femei - și existența, la acel bărbat, a unor calități importante în lupta pentru supraviețuire: forță fizică, îndrăzneală, asociate cu șanse mari de succes social și material și, prin urmare, posibilități mai mari de a întreține o familie. Erau lucruri care, în vechile societăți de vânători-culegători, dar și în cele agrare care le-au urmat, erau de mare însemnătate și nici azi nu sunt lipsite de importanță. Iar firea unui om este modulată de mulți factori, nu numai de nivelul de hormoni, așa că ar însemna să simplificăm excesiv lucrurile și să dăm dovadă de superficialitate dacă am spune, privind o poză, “Cutare are fața lată și cu fălci proeminente, înseamnă că e violent și fustangiu”, înainte de a cunoaște realmente persoana respectivă.

Deși studiul efectuat în 2012 la University of Western Australia sugera că bărbații, spre deosebire de femei, nu descifrează prea bine semnele chipului și nu pot judeca înclinația spre fidelitate a unei femei doar privindu-i fața într-o fotografie, alte cercetări au dat rezultate diferite,

aratând că au și bărbații judecățile (și prejudecățile) lor în privința femeilor și că își pot forma o opinie - care are potențialul de a le influența ulterior comportamentul - pe baza trăsăturilor faciale ale femeilor, așa cum apar ele în poză.

Un grup de cercetători din Marea Britanie și Canada a arătat unui număr de câteva sute de bărbați fotografii (alcătuite pe computer prin îmbinarea mai multor părți) ale unor femei și le-au cerut să le evalueze gradul de atractivitate și să spună pe care le-ar prefera pentru o relație de scurtă durată și care li se păreau potrivite pentru o legătură pe termen lung. Fiecare fotografie avea două variante, una înfățișând un chip foarte feminin, cu trăsături delicate, alta reprezentând aceeași față, dar modificată astfel încât trăsăturile erau puțin mai masculine.

Rezultatele (publicate în 2013 în *British Journal of Psychology*) au fost interesante: bărbații au declarat că sunt atrași, pentru flirturi și relații scurte, de femeile cu trăsături fine, foarte feminine, dar, pentru relații îndelungate, preferă femeile *mai puțin atrăgătoare* - așa au afirmat cercetătorii! - și cu trăsături mai puțin gingașe. Felul în care s-au exprimat autorii studiului când a fost vorba să comenteze aceste rezultate nu este prea flatant, dar asta este explicația dată de ei: bărbații ar prefera, pentru relații pe termen lung, femeile mai puțin atrăgătoare și feminine pentru că e mai puțin probabil ca acestea să fie infidele. **Cele foarte feminine au fost percepute ca fiind mai înclinate spre infidelitate**, ceea ce i-ar putea pune pe bărbați în situația de a crește copiii care nu sunt ai lor.

Alte studii au arătat că și femeile au interpretări și preferințe asemănătoare: preferă, pentru relații scurte, bărbați cu aspect mai masculin, dar, când vine vorba despre o relație cu angajament pe termen lung, obligații și copii, aceleași femei preferă bărbați mai puțin "macho", cu niveluri mai scăzute de testosteron, poate - cred oamenii de știință - pentru că aceștia sunt considerați mai de încredere când e vorba despre creșterea copiilor.

Aceste cercetări sunt abia începutul; nu încapă îndoială că studii viitoare vor scoate la iveală informații dintre cele mai interesante privind legătura dintre aspectul fizic și personalitate. Multă vreme desconsiderată, această viziune - indiferent care ar fi numele ce i s-ar da - ar putea cunoaște un nou avânt în lumea științei.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

Text 4.

### ***Improving Appearance.***

*(Extract from "The Piper Book of Beauty", by Chodev)*

Most women all over the world are interested in improving their appearance. Here are some passages for those who care and wish to make the best of themselves — of their features, their skin and their figure.

What you have got to realise, however, is that true beauty is not just a matter of having a pretty face. It is much more.

Real beauty is the self-awareness that makes you. It is having sparkle, poise, serenity and confidence. It is having an awareness that makes everyone you come in contact with feel that you are a very special and attractive person. It is radiance that comes from good health.

Beauty is being able to make the best of yourself.

Putting it another way — there really are no plain people in this world. Undoubtedly some may have better features than others, but then, very few of us can claim to come up to the current standards of plastic beauty.

Each one of us can, or is, at least, capable of improving oneself, and exuding the radiant glow of an attractive and confident person.

A careless attitude about yourself and an abuse of the body are quickly followed by fading and weakness, whereas careful nurturing will prolong the years of youthfulness, beauty and comfort.

Give proper care to your body, and you can be vitally alive as well as stay attractive all your life.

Remember, nothing you do is going to perform any magical change overnight. Any of the treatments you follow for body care has to be regularly repeated in order to give it a fair chance to work.

As health and beauty go hand in hand, check on the list of questions listed below to see if you qualify to be a member of the healthy group.

1. Do you have a good posture? There should be no sagging in the middle or drooping in the shoulders.
2. Are your eyes clear?
3. Do you have a happy facial expression that is alive and lacks strain?
4. Are you fussy about your food? Do you eat well?
5. Do you sleep well?
6. Is the colour of your skin healthy?
7. Are your teeth in good condition?
8. Do you take a lively interest in living?
9. Finally — do you give the general impression of good health and vigour?

The answers to all the questions except the first part of question 4 should be an emphatic YES. However, if out of the ten; yes; answers you score right with seven to eight questions, you should be in fairly good health. You need a full-length mirror so that you can look at yourself critically from the head to toe, keep a check on your figure and examine your posture. Healthy eyes have a sparkle about them that is quite irresistible. Like your skin, fair and shining, clear eyes indicate good health. If you suffer ill-health or feel emotionally or physically low, your eyes become dull and strained-looking. Sleep is very vital for clear healthy eyes. You need at an average at least eight hours of sleep in a day, without it, your eyes become dull, puffy and red. Dark circles also appear.

#### CHOOSING A HAIR STYLE.

The style that you choose for your hair should depend on the type of hair you have and on the shape of your face.

However fashions may fluctuate, there are certain rules that do not change. Keep these in mind before you choose the style.

Keep fine hair short and fluffy.

Hair that is medium or coarse takes most styles well.

Heavy or thick hair must not be kept very long, as it does not hang well.

Study the shape of the face by severely drawing back all your hair. Remember, the right hair style can make you look more attractive by drawing attention away from your physical flaws towards your more attractive features.

#### LONG FACE

Keep your hair fairly short — long hair tends to; pull down; your whole appearance. Go in for width at the temple — it helps to; broaden; your face. Fringes look good as they help to; shorten; the face.

#### HEART-SHAPED FACE

Softness at the temples and fullness just below ear level suits a heart-shaped face best. Avoid a centre parting because it tends to emphasise your pointed chin.

### SQUARE FACE

Fringes and curls flicked forward help to soften; corners;. Cut your hair short at the temples. Avoid a severe hair style.

### ROUND FACE

The ideal hair length is just below chin level. Choose a straightish style with a centre parting. Avoid fringes, curls or waves.

### OVAL FACE

An oval face can take most hairstyles well. However, do keep your age and personality in mind.

### PEAR-SHAPED FACE

Give width to temples and keep hair off the forehead. Short hair looks best.

### MAKING-UP

Quite possibly you have an imperfect skin or imperfect features. But do not despair. Make-up applied well can do wonders for your appearance.

Perfect skin and perfect features are exceedingly rare. Most models in the glamorous beauty and fashion magazines have in fact quite unremarkable faces. It is make-up that makes them look so eye-catching and glamorous.

If, however, you are one of the rare and lucky ones to have a perfect skin and perfect features, remember that good make-up can make you absolutely beautiful.

Everyday make-up should look completely natural. Its primary object should be to correct colour faults of the complexion, disguise imperfections and accentuate good features.

When your skin is healthy and absolutely clean, make-up can, and should be kept light. Radiance, rather than a pink and white prettiness, should be your aim.

Use less make-up all the time for a fresher and younger look.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

### Text 5.

#### ***Describing a Character's Physical Appearance.***

*(by Angela Ackerman)*

I'm going to be totally honest here. There is little I detest more than trying to describe how my character looks. The reasons are numerous. I think it sounds boring. It slows the story. It reads like a list or sounds cliched, etc, blargh de blargh.

I write in first person, to boot, making it even more difficult to create natural-sounding character description without using the dreaded MIRROR technique. After all, every time a writer uses a mirror to describe their character's physique, somewhere in the world a zombie dies. Think about that. Right now, Zombies are dying. I can't add to this terrible crime. Can you?

But then I read Word Painting and realized I was looking at it all wrong. Physical description doesn't need to be a dry, tasteless blob of facts to help the writer see our character. It can be seasoned and textured, and doled out bite by savory bite.

#### Let's Get Physical - The Problems

When introducing a character, there are a few basics most stick to: *sex, hair, eyes, build*. Which is fine to start, depending how you go about it. A description like *Melvin the bellhop had brown hair, green eyes and was a bit on the skinny side* can be summed up in one word: BLAND. This is the 'just the facts' approach, and can often read like a list.

Another common mistake is the 'throw in some adjectives' approach: *Melvin the attentive bellhop from our luxury hotel, had gleaming, oiled brown hair, haunting green eyes and a crisp uniform that fit his lean frame perfectly.*

Oh dear. Can you hear the zombies screaming, Clarrise? The issue with relying solely on modifiers to liven up the physical description is that they often end up hitting on cliches or sounding overwritten.

### Let's Get Physical - The Solutions

1) *Choose description that is apt and characterizes rather than conveys information.*

The bellhop's well-oiled brown hair suggested an abundance of cowlicks needing to be tamed. This here not only paints a picture, it tells us something about Melvin. He takes pride in how he looks, and will go to lengths to appear professional.

2) *Select a few attributes that stand out and work together to create a full picture.*

The bellhop approached us with steps as crisp as his starched maroon uniform. His gold name tag, exactly level with his lapel, announced his name: Melvin. He smiled as he took our bags, and then with a cock of his eyebrow, enquired if we were ready to go up to our room.

Again, the crisp steps and starched uniform provide an apt comparison. His smile softens the starchiness, and his cocked eyebrow, along with him asking, not telling the hotel guests to come with him, provides the image of a smooth professional who knows how to make customers feel catered to. You'll notice no hair, no eyes, no build is described. Can you see Melvin anyway?

3) *Actions speak louder than words*

Which is easier to describe - a character in motion with a goal in mind, or one standing still? The answer is obvious. This ties back to the *show-don't-tell* line of thought. A character is defined by what he does, and through those actions, the reader can begin to understand what it is that he wants, needs and feels. By showing a character interacting with the setting, we understand more about who he is and can 'see' him better.

A Melvin scanning the lobby for debris, returning empty glasses to the bar and offering help to a flustered businessman wrestling with his oversized laptop case will be seen differently than a Melvin standing near the elevator, eyes straight ahead, waiting for his name to be called to the front desk for assistance.

4) *Create a realistic, personal environment*

Good character description does not rest on the character alone, but also through the places they spend their time and the objects they surround themselves with. Know the setting well and spend time world building it, because characters don't exist in white boxes of nothingness. Think of your bedroom or bathroom, and the personal touches that make it different from a friend's bedroom or bathroom. The things your character touches, the things they view as important...these are also items that will help build a concrete picture of your character.

5) *Remember to use more than SIGHT to describe*

Sight is only one way to get an image across. The other senses like smells, sounds or touching can also reveal a lot about a character and create intimacy ties between the character and the reader through recognition. Use them to characterize! Our pal Melvin would probably steer clear of heavy scents, careful to always consider both his guests sensitivity to strong colognes and to maintain his background role. Yet I could imagine standing next to him in the elevator and catching a whiff of clean soap, or perhaps a touch of aloe from his hair gel.

6) *Description is best in manageable pieces.*

A certain amount of detail is needed to intro a character, but really all that is needed is a line or two. Further characterization, ties and mannerisms will be revealed as you show them in action, so don't hamper the scene with clumps of physical description. Drop tidbits here and

there, and remember to allude to important details more than once. If we described Melvin as pale skinned and it's a defining detail because he's really a vampire, mention it again in a different way down the road. Does a patron note the whiteness of his arm against his dark uniform as his sleeve rides up? Does his face appear to fade somewhat as he stands in front of the pearl-toned wallpaper? A reminder will reinforce the image we need then to see.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Do the editing of the text.

#### Text 6.

### Fața umană și trăsăturile personalității.



Mulți dintre noi am sesizat cum chipul unei persoane exprimă foarte mult din personalitatea, din stările și gândurile sale. Conștienți sau nu de acest aspect, el ne influențează contactul pe care îl avem cu ceilalți. De aici și expresia "iubire la prima vedere", căci ne îndrăgostim de un chip care exprimă de fapt caracteristicile ființei respective. În contactul cu ceilalți chipul are un rol foarte important, în special, expresia lui.

Cuvântul "față" este folosit în ebraică întotdeauna la plural. Aceasta arătând că deseori omul poate exprima mai multe "fețe", adică mai multe stări și aspecte ce îl caracterizează.

Fața omului, chipul lui, exprimă gândurile și sentimentele sale. De aceste lucruri ocupându-se fizionomia, dar mai ales fiziognomia. Ioan Baptista Porta a fost primul care a conferit fiziognomiei, în general, și fiziognomiei, în special, un caracter științific. El a prezentat pe larg despre acestea în lucrarea sa "Du'humana Psysiognomia", scrisă în 1593. El afirmă în această lucrare că temperamentul omului determină fizionomia sa.

În cercetările sale, Ioan Baptista Porta a pornit de la asemănarea fețelor omenești cu diferite figuri faciale ale animalelor. Totuși, el nu a fost primul care a susținut această corelație.

#### *Fiziognomia în antichitate*

Marele filozof al antichității, Platon, a studiat și el temperamentul omului pornind de la asemănările dintre om și animal.

La intrarea în clădirea academiei pe care o fondase Platon, era scris: "Să nu intre aici nici un om cu forma urâtă sau neharmonioasă". Această inscripție arată că Platon cunoștea foarte bine faptul că urâtenia din afară exprimă urâtenia sufletului, adică caracteristicile omului respectiv.

Și Aristotel recunoștea această legătură dintre figura umană și caracteristicile unor animale. El susținea că chipul proștilor seamănă cu cel al măgarului, iar chipul celor falși cu cel al pisicii. Poate de aici gravitatea jignirii care se aduce cuiva atunci când i se spune că "e un măgar".

### ***Asemănările dintre fizionomia umană și cea animală***

Dr. Deker a recunoscut și el această asemănare căreia îi dă anumite interpretări. Vom prezenta în continuare câteva din interpretările pe care le dă dr. Deker, asemănărilor dintre fiziologia umană și cea animală.

*Berbec*: simplu, bun, dulce, dar încăpăținat și imitator (slujește drept țap ispașitor);

*Boul*: neglijent, apatic, serviabil, supus;

*Bufnita*: puțin imaginativ, puțin curajos, puțin docil, dar ordonat, moderat;

*Calul*: fudul, dar generos;

*Camila*: harnic, sobru, dar sarcastic și rece;

*Cainele*: curajos, credincios, devotat;

*Corbul*: rapace, imprudent, hrăpăreț;

*Dihorul*: curios, agitat, foarte viclean, sîcîitor;

*Lupul*: generos, ferm, caracter nobil, prudent, calm, măretie;

*Maimuța*: viclean, lingușitor, perfid, fricos, înclinat spre furtișag, bețiv, trândav;

*Magarul*: leneș, mărginit, lacom de plăceri materiale;

*Pantera*: irascibil, lipsit de sensibilitate, pornit spre înșelaciune;

*Papagalul* (nas cârn, bărbie trasă înapoi): superficial, guraliv, iritabil;

*Pisica*: egoist, lingușitor, prefăcut;

*Porcul*: lipsit de sentimente și delicatețe, rău, lacom;

*Ursul*: mizantrop, nesociabil, grosolan;

*Vulpe*: foarte șiret, foarte răbdător, circumspect, tendințe egoiste, lingușitor;

*Vulturul*: superior, curajos, rezolut.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Develop appropriate semantic coherence (right meaning of the word/term, etc.) E) Choose correct grammatical structures. F) Choose appropriate lexical units relevant to the topic. G) Spell each word correctly. Do the editing of the text.

#### Text 7.

### ***Fog on the Barrow-Downs***

*(Extract from the book by J. R. R. Tolkien "The Lord of the Rings".)*

That night they heard no noises. But either in his dreams or out of them, he could not tell which, Frodo heard a sweet singing running in his mind; a song that seemed to come like a pale light behind a grey rain-curtain.

The vision melted into waking; and there was Tom whistling; and the sun was already slanting down the hill and through the open window.

After breakfast they made ready to say farewell, as nearly heavy of heart as was possible on such a morning; cool, bright, and clean under a washed autumn sky of thin blue. The air came fresh from the North-West.

They rode off along a path and looked out from the hill-top over lands under the morning. It was now as clear and far-seen as it had been veiled and misty when they stood upon the knoll in the Forest. They took a deep draught of the air.

Their way wound along the floor of the hollow, and round the green feet of a steep hill into another deeper and broader valley. As they journeyed the sun mounted, and grew hot. Each time they climbed a ridge the breeze seemed to have grown less. When they caught a glimpse of the country westward the distant Forest seemed to be smoking, as if the fallen rain was steaming up again. A shadow now lay round the edge of sight, a dark haze above which the sky was like a blue cap. On that side the hills were higher and looked down upon them; and all those hills were crowned with green mounds, and on some were standing stones, pointing upwards like jagged

teeth out of green gums. The view was somehow disquieting; so they turned from the sight and went down into the hollow circle. In the midst of it there stood a single stone, standing tall under the sun above, and at this hour casting no shadow. They set their backs against the east side of the stone. It was cool, as if the sun had had no power to warm it. There they took food and drink.

Riding over the hills, and eating their fill, lying a little too long; these things are, perhaps, enough to explain what happened. However, that may be: they woke suddenly from a sleep they had never meant to take. The standing stone was cold, and it cast a long pale shadow. The sun was gleaming through the mist; north, south, and east, the fog was thick, cold and white. The air was silent, heavy and chill.

The hobbits sprang to their feet in alarm, and ran to the western rim. They found that they were upon an island in the fog. Even as they looked out in dismay towards the setting sun, it sank before their eyes into a white sea, and a cold grey shadow sprang up in the East behind. The fog rolled up to the walls and rose above them, and as it mounted it bent over their heads until it became a roof. They felt as if a trap was closing about them. They packed up as quickly as their chilled fingers would work.

Soon they were leading their ponies in single file over the rim and down the long northward slope of the hill, down into a foggy sea. As they went down the mist became colder and damper, and their hair hung lank and dripping on their foreheads. When they reached the bottom it was so cold that they halted and got out cloaks and hoods, which soon became bedewed with grey drops. Then, mounting their ponies, they went slowly on again. To prevent their getting separated and wandering in different directions they went in file, with Frodo leading. Suddenly Frodo saw a hopeful sign. On either side ahead a darkness began to loom through the mist; and he guessed that they were at last approaching the gap in the hills. 'Come on! Follow me!' he called back over his shoulder, and he hurried forward. His pony reared, and he fell off. When he looked back he found that he was alone: the others had not followed him.

'Sam!' he called. 'Pippin! Merry! Come along! Why don't you keep up?'

There was no answer. Fear took him, and he ran back. As he struggled on he called again, and kept on calling more and more frantically. He was weary, sweating and yet chilled. It was wholly dark.

'Where are you?' he cried out miserably.

There was no reply. He stood listening. He was suddenly aware that it was getting very cold, and that up here a wind was beginning to blow, an icy wind. A change was coming in the weather. The mist was flowing past him in shreds and tatters. His breath was smoking. He looked up and saw with surprise that faint stars were appearing overhead amid the strands of hurrying cloud and fog. Out of the east the biting wind was blowing.

'Where are you?' he cried again, both angry and afraid.

'Here!' said a voice, deep and cold, that seemed to come out of the ground. 'I am waiting for you!'

'No!' said Frodo; but he did not run away. His knees gave, and he fell on the ground. Nothing happened, and there was no sound. Trembling he looked up in time to see a tall dark figure like a shadow against the stars. It leaned over him. He thought there were two eyes, very cold though lit with a pale light that seemed to come from some remote distance. Then a grip stronger and colder than iron seized him. The icy touch froze his bones, and he remembered no more.

When he came to himself again, for a moment he could recall nothing except a sense of dread. Then suddenly he knew that he was imprisoned, caught hopelessly; he was in a barrow. A Barrow-wight had taken him, and he was probably already under the dreadful spells of the Barrow-wights about which whispered tales spoke. He dared not move, but lay as he found himself: flat on his back upon a cold stone with his hands on his breast.

As he lay there, thinking and getting a hold on himself, he noticed all at once that the darkness was slowly giving way: a pale greenish light was growing round him. He turned, and there in the cold glow he saw lying beside him Sam, Pippin, and Merry.



There was a loud rumbling sound, as of stones rolling and falling, and suddenly light streamed in. A low door-like opening appeared at the end of the chamber beyond Frodo's feet; and there was Tom's head against the light of the sun rising red behind him.

'Come, friend Frodo!' said Tom. 'Let us get out on to the clean grass! You must help me bear them.' Together they carried out Merry, Pippin and Sam. To Frodo's great joy the hobbits stirred, robbed their eyes, and then suddenly sprang up. They looked about in amazement. 'What in the name of wonder?' began Merry. 'Where did you get to, Frodo?'

'I thought that I was lost', said Frodo; 'but I don't want to speak of it.' But Tom shook his head, saying: 'Be glad, my merry friends, and let the warm sunlight heat now heart and limb! Cast off these cold rags! Run naked on the grass!'

The air was growing very warm again. The hobbits ran about for a while on the grass. Then they lay basking in the sun with the delight of those that have been wafted suddenly from bitter winter to a friendly clime, or of people that, after being long ill, wake one day to find that they are unexpectedly well and the day is again full of promise.

**Task 1.** A) Read the text. B) Translate the text from the Source Language into the Target Language. C) Convey the original information without omissions, additions or distortions. D) Do the editing of the text.

**Task 2.** Comprehension Check:

1. What did Frodo hear in his sleep?
2. Who was whistling?
3. When did the hobbits start out?
4. What was the country like?
5. What was the weather like?
6. Where did the hobbits stop and what for?
7. Why did they fall asleep?
8. What change in the weather did they see when they woke up?
9. What did they do after waking up?
10. Why did Frodo hurry forward?
11. What was Frodo suddenly aware of?
12. What happened to Frodo?
13. What did Frodo realise when he came to himself again?
14. Whom did Frodo suddenly see?
15. Where did Tom and Frodo bear the others?
16. What was the weather like again?

**Task 3.** Match the following definitions in the left column with the words in the right column.

Find sentences with these words in the text:

**Verbs:**

- |   |           |
|---|-----------|
| 1. shine with interrupted brightness          | A. melt   |
| 1. appear indistinctly                        | B. slant  |
| 2. change to liquid condition by heat         | C. bedew  |
| 3. move upwards                               | D. gleam  |
| 4. cover or sprinkle with dew or water        | E. mount  |
| 5. be or feel very cold                       | F. loom   |
| 6. diverge from a vertical or horizontal line | G. freeze |

**Nouns:**

- |   |           |
|---|-----------|
| 1. gentle wind                              | A. shadow |
| 1. climate                                  | B. breeze |
| 2. round portion of liquid such as hangs or | C. cloud  |

- |    |  |           |
|----|--|-----------|
|    | falls separately   |           |
| 3. | grave-mound  | D. shred  |
| 4. | patch of shade, region not reached by sun                  | E. barrow |
| 5. | visible water vapour floating in air high above the ground | F. clime  |
| 6. | torn or broken piece                                       | G. drop   |

**Adjectives:**

- |    |  |              |
|----|--|--------------|
| 1. | biting, harsh; piercingly cold           | A. damp      |
| 1. | of fairly low temperature, fairly cold   | B. icy       |
| 2. | slightly or fairly wet                   | C. chill     |
| 3. | unpleasantly cold to feel                | D. bitter    |
| 4. | covered with ice, very cold              | E. lank      |
| 5. | indistinct in form; of, or covered with, | F. cool mist |
| 6. | straight and limp                        | G. misty     |

**Task 4.** Find in the text one or more synonyms to the following words.

|                 |                |                   |                |
|-----------------|----------------|-------------------|----------------|
| <i>to smoke</i> | <i>a shred</i> | <i>to sink</i>    | <i>cool</i>    |
| <i>to rise</i>  | <i>cold</i>    | <i>to journey</i> | <i>to cast</i> |

**Task 5.** Pick out from the text:

- 1) all verbs used with the nouns: *sun, shadow, fog, rain*;
- 2) all adjectives used with the nouns: *fog, wind, morning, air, light, mist*

**Task 6.** Fill in the gaps in the sentences with one of the expressions from the list. Change their form if necessary.

*To run in one's mind, to give way, to catch a glimpse, in single file, to get separated, to come from some remote distance, to come to oneself, to be heavy of heart, to be crowned with, to grow less, to spring to one's feet, to be lost, to call back over one's shoulder, to freeze one's bones, to rub one's eyes.*

1. The rain ceased and the wind ... ; soon everything had become quiet in nature.
2. Though we were sitting, we all ... when he appeared in the room: our astonishment was so great. No one could expect it.
3. To manage everything we decided ... and meet again later; thus each one could carry out his task better.
4. Having wandered for an hour along the narrow streets, I realised at last that I...
5. The top of the mountain was ... a snowcap although there were green woods in blossom at the foot.
6. The tourists were slowly walking ... . It was a lot easier to walk like this across the marshy ground.
7. The voices of our friends ..., we did not understand how far away they were.
8. I had to leave Paris soon. I ... because it meant the end of my careless and happy life in the city which I started to love so much.
9. For a whole day Ronald could not get rid of a simple melody which he heard on the radio in the morning: it was constantly ....
10. The operation was over and the patient was ... . At first he could not understand where he was.
11. Without turning around, he ... , but nobody answered. In surprise he turned his head and saw nobody.

12. Deadly fear ... . I could not move, I could not even stir a finger.
13. Though we passed the open door very quickly, I managed ... of the people who gathered in the director's office.
14. The medicine did a world of good: the disease started ... , which was almost a miracle.
15. The sight in front of me was so unbelievable, that I felt an impulse ... , but kept back, remembering that I was not a child.

**Task 7.** Watch the video on Consecutive Interpreting – *Professionalism*. A) Note the rules and tasks. B) Translate from the Source Language into the Target Language. C). Report on the video in written and oral form.

### **Topical Vocabulary. Character and Appearance.**

- absent-minded - \_\_\_\_\_
- add to one's attraction - \_\_\_\_\_
- appeal to smb. - \_\_\_\_\_
- aquiline - \_\_\_\_\_
- attractive - \_\_\_\_\_
- bald - \_\_\_\_\_
- bear no resemblance to smb. - \_\_\_\_\_
- be characteristic of smb. - \_\_\_\_\_
- be dressed in smth. - \_\_\_\_\_
- be dressed up - \_\_\_\_\_
- be in the habit of doing smth. - \_\_\_\_\_
- be in one's mid/late thirties - \_\_\_\_\_
- forties, etc. - \_\_\_\_\_
- be the perfect type of smb. - \_\_\_\_\_
- be very much the same in - \_\_\_\_\_
- appearance - \_\_\_\_\_
- beauty - \_\_\_\_\_
- broad-shouldered - \_\_\_\_\_
- calm - \_\_\_\_\_
- capable - \_\_\_\_\_
- charming - \_\_\_\_\_
- close-set - \_\_\_\_\_
- clumsy - \_\_\_\_\_
- coarse - \_\_\_\_\_
- comb back - \_\_\_\_\_
- complexion - \_\_\_\_\_
- conduct - \_\_\_\_\_
- considerate - \_\_\_\_\_
- constitution - \_\_\_\_\_
- cordial - \_\_\_\_\_
- courage - \_\_\_\_\_
- curious - \_\_\_\_\_
- curly - \_\_\_\_\_
- dark-skinned - \_\_\_\_\_
- deep-set - \_\_\_\_\_
- delicately built - \_\_\_\_\_
- determined - \_\_\_\_\_
- dimpled - \_\_\_\_\_

done in a knot - \_\_\_\_\_  
dreamy - \_\_\_\_\_  
dress tastily/cleanly/smarty - \_\_\_\_\_  
enjoy good health - \_\_\_\_\_  
envious - \_\_\_\_\_  
even-tempered - \_\_\_\_\_  
extravagant - \_\_\_\_\_  
fair-haired - \_\_\_\_\_  
fat - \_\_\_\_\_  
finely-curved - \_\_\_\_\_  
firmness - \_\_\_\_\_  
frank - \_\_\_\_\_  
freckled - \_\_\_\_\_  
fussy - \_\_\_\_\_  
generosity - \_\_\_\_\_  
generous - \_\_\_\_\_  
gentle - \_\_\_\_\_  
gesture - \_\_\_\_\_  
gloomy - \_\_\_\_\_  
go back on one's words - \_\_\_\_\_  
good-looking - \_\_\_\_\_  
good looks - \_\_\_\_\_  
good mixer - \_\_\_\_\_  
handsome - \_\_\_\_\_  
have a high opinion of oneself - \_\_\_\_\_  
have a way with smb. - \_\_\_\_\_  
have smth. one's own way - \_\_\_\_\_  
hazel - \_\_\_\_\_  
honesty - \_\_\_\_\_  
hooked - \_\_\_\_\_  
hot-tempered - \_\_\_\_\_  
humility - \_\_\_\_\_  
hypocritical - \_\_\_\_\_  
ignoramus - \_\_\_\_\_  
ill-bred - \_\_\_\_\_  
ill-mannered - \_\_\_\_\_  
ill-tempered - \_\_\_\_\_  
the very image of smb. - \_\_\_\_\_  
industrious - \_\_\_\_\_  
inquiring - \_\_\_\_\_  
inquisitive - \_\_\_\_\_  
intellect - \_\_\_\_\_  
intellectual - \_\_\_\_\_  
intelligence - \_\_\_\_\_  
intelligent - \_\_\_\_\_  
jealous - \_\_\_\_\_  
listless - \_\_\_\_\_  
long-armed - \_\_\_\_\_  
long-legged - \_\_\_\_\_  
look like smb. - \_\_\_\_\_  
look one's age - \_\_\_\_\_

look old/young for one's age - \_\_\_\_\_  
mediocrity - \_\_\_\_\_  
(of) medium height - \_\_\_\_\_  
Mild - \_\_\_\_\_  
Modest - \_\_\_\_\_  
narrow-minded - \_\_\_\_\_  
narrow-shouldered - \_\_\_\_\_  
naughty - \_\_\_\_\_  
nervous - \_\_\_\_\_  
nosy - \_\_\_\_\_  
(dis)obedient - \_\_\_\_\_  
obstinate - \_\_\_\_\_  
open-handed - \_\_\_\_\_  
parted on the right/left side/in the middle - \_\_\_\_\_  
patience - \_\_\_\_\_  
patient - \_\_\_\_\_  
pensive - \_\_\_\_\_  
plait - \_\_\_\_\_  
ins - \_\_\_\_\_  
plump - \_\_\_\_\_  
pointed - \_\_\_\_\_  
(im)polite - \_\_\_\_\_  
Pragmatic - \_\_\_\_\_  
Precocious - \_\_\_\_\_  
Quarrelsome - \_\_\_\_\_  
resemble smb. - \_\_\_\_\_  
reserved - \_\_\_\_\_  
responsible - \_\_\_\_\_  
responsive - \_\_\_\_\_  
rude - \_\_\_\_\_  
scrooge - \_\_\_\_\_  
self-assured - \_\_\_\_\_  
selfish - \_\_\_\_\_  
sense of humour - \_\_\_\_\_  
sensible - \_\_\_\_\_  
sensitive - \_\_\_\_\_  
serious - \_\_\_\_\_  
silky - \_\_\_\_\_  
sincere - \_\_\_\_\_  
sincerity - \_\_\_\_\_  
shoulder length - \_\_\_\_\_  
shrewd - \_\_\_\_\_  
shy - \_\_\_\_\_  
skinny - \_\_\_\_\_  
slanting - \_\_\_\_\_  
slender - \_\_\_\_\_  
slim - \_\_\_\_\_  
(un)sociable - \_\_\_\_\_  
solidly-built - \_\_\_\_\_  
spendthrift - \_\_\_\_\_  
Steep - \_\_\_\_\_  
Stingy - \_\_\_\_\_

Straight - \_\_\_\_\_  
Stubborn - \_\_\_\_\_  
sympathetic - \_\_\_\_\_  
take after smb. - \_\_\_\_\_  
Thrifty - \_\_\_\_\_  
Thoughtful - \_\_\_\_\_  
Timid - \_\_\_\_\_  
Tolerance - \_\_\_\_\_  
Tolerant - \_\_\_\_\_  
Ugly - \_\_\_\_\_  
up-turned - \_\_\_\_\_  
wavy - \_\_\_\_\_  
weak-willed - \_\_\_\_\_  
well-bred - \_\_\_\_\_  
well-brought up - \_\_\_\_\_  
wicked - \_\_\_\_\_  
wise - \_\_\_\_\_  
witty - \_\_\_\_\_  
wrinkled - \_\_\_\_\_

***Conversational formulas:***

He is always the heart and soul of the company. - \_\_\_\_\_  
She has lost her good looks. - \_\_\_\_\_  
She is the picture of health. - \_\_\_\_\_  
They are as like as two peas. - \_\_\_\_\_  
They get along well with each other. - \_\_\_\_\_

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