

# Speak *Authentic* English!

**A handbook for Ukrainians**

*Second edition*

D. Puffalt and V. Starko

Lutsk, 2012

# CONTENTS

<b>PREFACE .....</b>	<b>4</b>
<b>SECTION 1: DIFFICULTIES INVOLVING ENGLISH VOCABULARY</b>	
Selected words and phrases.....	6
Examples of transfer from Ukrainian to English.....	7
Difficulties not uniquely connected with Ukrainian.....	44
Cultural issues and language.....	48
Addressing people .....	48
Expressing congratulations.....	52
Expressing regret.....	53
'False friends'.....	54
<b>SECTION 2: SELECTED GRAMMAR PROBLEMS</b>	
Verb tenses .....	66
Sequence of tenses .....	68
Modal verbs .....	68
Gerunds .....	70
Articles .....	71
Pronouns .....	73
Adverbs and adjectives.....	75
Prepositions .....	75
Numbers .....	76
Questions.....	80
Negations .....	81
Contractions .....	83
Subjects and objects in the sentence .....	83
Word order .....	85
Punctuation.....	86
<b>SECTION 3: PRONUNCIATION ISSUES.....</b>	<b>87</b>
Phonetic transcription .....	87
'Received Pronunciation' vs. American English pronunciation .....	89
Difficulties with consonant sounds.....	90
Devoicing voiced consonants in the final position .....	90

Specific consonants and consonant sequences .....	90
Difficulties with vowel sounds .....	95
Specific vowel sounds .....	95
Vowels in unstressed syllables .....	97
Transitions from one vowel sound to another .....	99
Stress shift .....	100
Word stress .....	100
Intonation .....	101
Some techniques for teaching English pronunciation .....	102

## APPENDICES

Appendix 1. Table of phonetic symbols .....	104
Appendix 2. Contrasting BrE and AmE .....	109
A. Spelling differences .....	109
B. Pronunciation differences .....	111
C. Grammatical differences .....	116
D. Lexical differences	
Contrastive BrE/AmE vocabulary .....	117
Words used in both BrE and AmE but with differing meanings .....	129
BrE/AmE word groups .....	132
Minor differences .....	137
Appendix 3. Words which have different stress patterns for different functions .....	138
Appendix 4. Nouns which are only singular or only plural (English vs. Ukrainian) .....	140
Appendix 5. Verbs followed by infinitives or gerunds .....	142
Appendix 6. Terms associated with academic institutions and education: English and Ukrainian .....	143

BIBLIOGRAPHY .....	165
--------------------	-----

## PREFACE

*"How are you today?"— "Nice!"*

This brief exchange with one young student was my opening for the preface of the first edition of *Speak Authentic English!* (published in 2003). Later in that handbook, I explained why the young man's reply surprised me. This, along with most of the material found in that handbook, has been retained in this edition, and some additional points have been included here. In this handbook, my co-author Vasyl Starko and I have attempted to list and to analyse some common mistakes and inappropriate expressions which one may hear in speaking with Ukrainian students of English.

As a native speaker and a teacher of English, I have found it very interesting and enjoyable to work with teachers and students of my mother tongue in Ukraine; most of this contact has occurred at Lesya Ukrainka Volyn National University in Lutsk, where I have been working for several years. Some unusual expressions and patterns developed in 'Ukrainian English' during the years when almost no contact with native speakers was possible, and it has been rewarding to observe how receptive so many teachers and students are when we try to identify these structures for them. Discussions on this topic led initially to the publication of a small handbook in 2000 (*English Vocabulary, Usage and Pronunciation: a practical handbook specifically formulated for Ukrainian students and teachers of English.*). The first edition of *Speak Authentic English!* reflected the results of further research into these issues, and we sought to investigate the underlying patterns of expression in Ukrainian which are apt to be transferred into English. In this undertaking, the help of my Ukrainian co-author was invaluable. During the years since 2003, I have continued this research, and many interesting discoveries have emerged.

The initial section of the book, then, deals primarily with words and expressions that could be termed 'Ukrainian English.' The subsequent section touches on various grammar problems that I have encountered in my contact with Ukrainians speaking English; this is in no sense a comprehensive study of English grammar, but could be viewed rather as a collection of grammar-related 'episodes.'

Various textbooks deal with pronunciation problems experienced by Ukrainian learners of English, but this handbook devotes particular attention to the phenomena that strike the ear of a native English speaker. A table of phonetic symbols (based on the International Phonetic Alphabet, or IPA) has been incorporated so as to increase the usefulness of the pronunciation-related subject matter contained in this handbook.

In addition to the basic information mentioned above, some supplementary material



originally presented in the 2003 edition has been retained in the present edition; I hope it will also be useful and interesting to students and teachers. In the appendices, extensive and up-to-date comparative British/American vocabulary data is presented, as well as detailed information about phonetic differences. British English was the model used in teaching English throughout the former Soviet Union and for the most part it has retained its status in present-day Ukraine. However, during the past two decades there has been a dramatic increase in the exposure of Ukrainian students and teachers to American English. For this reason, it seems useful to provide a significant body of information about the lexical and phonetic features of this important variety of English. That its status is rising is confirmed by the fact that it is now being extensively used outside America as the alternative model to BrE in TEFL (Teaching of English as a Foreign Language). An additional indication of the growing importance of American English is the publication of dictionaries of American English by major publishers.

Following this, there are a number of other appendices containing information of various types that has been considered useful for Ukrainians working toward a mastery of English. One very useful feature is an extensive compilation of education-related terms in English and Ukrainian.

At various stages of the work on both editions of this handbook, I have been grateful for the suggestions and observations of many friends and colleagues. I would like to underline the fact that this 2012 edition represents part of an ongoing process which will no doubt lead to further editions in the coming years, and for this reason I will be very glad to respond to questions and suggestions that you may have regarding the content of this handbook. I can be contacted through my email address: [dpkipling@europe.com](mailto:dpkipling@europe.com). It is my hope that in the years ahead, this handbook (in its present edition and in future editions) may constitute a useful tool and reference source for students and teachers of English here in Ukraine.

Don Puffalt  
Lutsk, Ukraine  
June 2012

# SECTION 1

## DIFFICULTIES INVOLVING ENGLISH VOCABULARY

### SELECTED WORDS AND PHRASES

When English native speakers hear or read how their language is used by people in Ukraine (or in other areas of the former Soviet Union), they are often startled by the frequent use of expressions which are seldom or never used in the English-speaking world, or which are used there in a different way than they are here in Ukraine. In many cases, these 'non-standard' English expressions are literal translations of corresponding phrases in Ukrainian or Russian (a process often referred to as interlingual transfer.) When possible, we will try to identify those original phrases.

Throughout the handbook we refer to British English and American English as BrE and AmE, respectively; these abbreviations are quite frequently used in dictionaries and in other sources. By BrE we mean the variety of English considered standard in the UK in terms of grammar, vocabulary and spelling. The standard British pronunciation is called "Received Pronunciation" (RP). In TEFL (Teaching English as a Foreign Language), RP and other aspects of British English serve as a model throughout the world. In using the abbreviation AmE, we are making reference to the general form of English spoken in the United States, including its spelling conventions, and its vocabulary and pronunciation patterns.

In some cases where we considered it to be useful, the essential points of the vocabulary articles have been summarized briefly under the heading "Main point(s)."

**In cases where example sentences are provided, the following pattern is used:**

- ✓ *This 'check mark' denotes a correct sentence.*
- ✗ *This 'x' marker denotes an incorrect sentence.*
- ? *A question mark denotes an expression that is not grammatically incorrect, but which is inappropriate in certain contexts where it tends to be used.*

The phrases and words in this section are presented in alphabetical order; the initial word of each phrase is used to determine its alphabetical position among the entries. **The items in this section of our handbook have been divided into two groups:** the first group consists of words or expressions that clearly reflect interlingual transfer from Ukrainian, whereas the second group includes items which present difficulties to Ukrainian learners of English, but which might also be problematic for English learners from other language backgrounds.

## PART 1: Examples of transfer from Ukrainian to English

### actually

This word is used very frequently by native speakers, but English learners sometimes have difficulty recognizing the connotations that it has in some contexts. For example, in one Ukrainian textbook for English learners, there is a description of the narrator's family, and then the sentence,

*✗ Actually we are a very friendly family.*

The Ukrainian sentence suggested by this is no doubt something like this:

*Насправді ми дуже дружна сім'я.*

This meaning could be conveyed by wording such as the following:

*✓ We are really a very friendly family.*

You might ask, "What's wrong with using 'actually'?" The fact is that if we start this sentence with 'actually', it's as if we've just finished telling about all sorts of quarrels and problems in our family, and then, after our family's reputation seems to be damaged beyond repair, we turn around and say that in spite of all these negative events, we are a very friendly family!

### to admit

On several occasions, I have seen sentences like the following one taken from one domestically-published manual for English practice:

*✗ I should admit that I take after my father in my appearance.*

This is evidently an English rendering of the Ukrainian, *Я повинен визнати, що я схожий на свого батька зовнішністю.*

The point here is that when we say "I must admit" or "I should admit", we are preparing to reveal something negative that we would almost prefer to keep hidden, but something is causing us to expose our faults. This isn't what the speaker wanted to say, of course!

There are many ways to express the idea that is involved here, such as:

*✓ I can say that I take after my father in my appearance.*

However, it really isn't necessary to precede the main thought of this sentence with any extra words; their presence likely just reflects someone's habit of using that phrase as kind of a 'filler' in Ukrainian.

*✓ I take after my father in my appearance.*

### and

There is a pattern in Ukrainian which differs greatly from English,  
Ukrainian: *Міста бувають великі та малі.*

Ukrainian English: *✗ Cities are big and small.*

Authentic English: *✓ Cities may be big or small.*

*✓ There are both big cities and small cities.*

To English ears, the Ukrainian (or 'Ukrainian English') wording suggests that a city can



be both large and small at the same time. Various alternatives are possible, as can be seen here; adding the word "both" is one way of indicating that two different possibilities are being presented.

Another point: in Ukrainian one might hear "і в школі, і вдома", but in English it is not possible to say, "and at school and at home": we would say "both at school and at home."

### to apply to

Incorrect usage of this word has come to my attention more in written than in spoken contexts. In one manual published in Ukraine for English learners, there is a sentence containing a phrase about people,

✗ "whom you can apply to with your problems"

This error is no doubt the result of some confusion in choosing the best way to translate звертатися; there are indeed some contexts where "apply to" gives the desired sense, involving some official application procedure. However, some options that could be used in this sentence are:

✓ "whom you can turn to with your problems"

✓ "whom you can go to with your problems"

As a matter of fact, the use of "whom" suggests a somewhat formal style, in which case it would be better to use the following word order:

✓ "to whom you can turn with your problems"

✓ "to whom you can go with your problems"

### "as far as I know"

This is a common expression in English, corresponding to "(на)скільки я знаю" or "(на)скільки мені відомо". However, it is sometimes used here as if it were exactly equivalent in meaning to the phrase, "to the best of my knowledge". There is actually a slight difference in connotation: for example, the sentence, "As far as I know, he is an honest man" is somewhat casual in tone, and implies "I think he is an honest man—I haven't heard anything to the contrary up to now." The sentence, "To my knowledge / to the best of my knowledge, he is an honest man" is more formal and serious in tone, and implies that one is quite convinced that he is honest. The Ukrainian sentence "Я знаю, що він чесна людина." conveys this feeling. If one were writing something along the lines of a letter of recommendation, this is the type of phrase that one would use to express one's complete confidence in someone else's integrity.

In spoken English and Ukrainian, the degree of assurance implied by the person using any of these phrases can vary considerably according to the intonation and facial expressions that accompany the words themselves.

#### Main point:

In most academic or professional contexts, it would be better to avoid "as far as I know", and to use "to the best of my knowledge" instead.

### "as for me..."

This phrase (sometimes expressed "as to me") is often used by Ukrainian students at the beginning of a presentation, as in the sentences,

? *As for me, I would like to speak to you today about Roman history.* or

? *As to me, I feel that the prospects for the future are not very promising.*

**Native speakers of English would not generally feel the need to use any such expression when starting to speak about something.** This may come as a surprise to students here, who are accustomed to using phrases such as "як на мене", "на мою думку" or "по-моєму" in circumstances of this kind.

A native speaker would generally use "as for me" *after having said something pertaining to another person*, and then would use "as for me" to signal the shifting of attention to his own personal opinion or situation. "As for..." is commonly used in connection with both people and things:

✓ *Tim and Rob enjoy rock music; **as for me**, I much prefer Mozart.*

✓ *Many birds can fly freely; **as for the hens**, they can only flutter.*

Native speakers often convey this simply by stressing a particular word:

✓ *Tim and Rob enjoy rock music; **I** much prefer Mozart.*

✓ *Many birds can fly freely; **hens** can only flutter.*

Extra emphasis on the first word implies that the speaker is changing the focus of attention from someone else to himself, or is comparing his or her utterance with what has just been said by someone else.

The same result may be achieved by using the expression "for me", "for him", etc, as illustrated in the following sentences:

*The other students want to go home; **for me**, that isn't so appealing.*

*We wanted to leave sooner than John; **for him**, it was too early.*

There are various other expressions that can be used to express our opinions or thoughts on a given subject instead of "as for me." Some examples:

***In my opinion**, he is working too slowly to succeed.*

***In my estimation**, the situation looks very promising.*

***To my mind**, she is the most promising candidate for the post.*

***From my point of view**, Brazil is a very interesting country.*

***My viewpoint is** that some major changes are needed.*

***In my view**, there will be separatist problems in Canada for many years.*

These expressions are somewhat more formal than "as for me", so are the ones we would prefer in written English (not that they are excluded in oral presentations). In informal situations, there is also an even more common option:

***I think** he is too bold. (with strong emphasis on "I".)*

"As to" is not frequently used by native speakers, but may be heard mainly in connection with things, rather than with people:

*He made no comments **as to** the tool's usefulness.*

There are quite a number of other expressions which can be used in exchange with "as to", such as the following:

He said something **about** the house that was on his land.  
 He whispered something **to do with** his mother's death.  
 The president said something **in connection with** the economy.  
 He wrote several books **dealing with** the environment.  
 He wrote something in his will **concerning** the new property.  
 They said something **with respect to** the offer that had been made.  
 Jennifer wrote a few sentences **regarding** her brother's job.  
 They wrote a letter **with regard to** their health problems.  
**As regards** the question of his salary, there are no new proposals.  
 She made a few comments **in relation to** what they were expecting.  
 He gave an answer **bearing some relation to** what had been asked.  
 He passed on several complaints **relating to** the store's poor service.  
 They discussed some problems **pertaining to** the new developments.  
 She told about some prospects **linked with** her new job.

Note, however, that with the exception of the first three examples, all of these expressions are rather formal and are not usually used in informal conversations. One Ukrainian structure which is sometimes incorrectly translated using "as for" is that which is found in the sentence,

*The Ivano-Frankivsk Region is the 18th ... **as for** the population....*

It is impossible to us "as for" in this context; there are several correct alternatives, such as "in terms of population" or "with respect to population."

#### Main points:

- at the beginning of a presentation, "as for me" should be avoided.
- "as for me" is one of a number of expressions which can be used to show that the speaker is shifting attention to himself from some other person.
- "as to" can be replaced by one of the expressions provided above, especially in more formal contexts

#### "at all"

Ukrainians speaking in English sometimes use sentences such as,

- ✗ *He forgot at all what he was wanting to tell us.*
- ✗ *We may forget our French at all.*

The incorrect use of "at all" in these sentences is simply the result of translating "зовсім" into English in a setting where that is not possible. Those using it may have been aware that in negative sentences such as,

- ✓ *He didn't have any time at all to escape from the collapsing tower.*

"зовсім" does correspond to "at all", but "at all" is used only in negative and interrogative sentences: in affirmative sentences, adverbs such as "completely", "totally", "altogether" or "entirely" would be used instead.

- ✓ *He forgot completely what he was wanting to tell us.*
- ✓ *He totally destroyed the tool that he was using.*
- ✓ *She altogether refused to accept the suggestion they made.*



## bad

Two completely separate and unrelated points could be mentioned in connection with the word "bad" (translating the Ukrainian поганий):

● When they have a health problem, Ukrainians sometimes describe it in English by saying,

✗ *I feel (very) **bad** today.*

Native speakers sometimes use this wording colloquially (or, in more educated speech, "I feel badly") to express the idea that they feel **regret** or **sadness** about something, but they don't use it in connection with health problems. For that, better alternatives would be:

✓ *I don't feel well today.*

✓ *I feel quite ill today.*

● In a number of contexts where we render the meaning of поганий into English, we use the word "poor" instead of "bad":

## besides

BESIDES AS AN ADVERB:

Since it is sometimes—but not always!—possible to use "besides" as an English equivalent to крім того, Ukrainian learners of English often use it in places where it is not suitable.

It is useful to consider the various ways in which the meanings of крім того are rendered in English; all of these options indicate that some additional information is about to be given:

### ● besides

BESIDES differs from some other options in that it often suggests that the additional information is in the nature of an afterthought. Some examples:

### ● moreover

MOREOVER is different from 'besides' in the sense that it suggests that the new information being added isn't just a minor detail, an afterthought, but that it is a *significant* piece of additional information.

*He doesn't have the skills for that job, and moreover, he doesn't even have a European passport yet.*

BESIDES AS A PREPOSITION:

The **preposition** 'besides' can have two somewhat different meanings.

1. It can function either as 'in addition to',

*They had many problems besides that one.*

*There are several planets besides Earth which have natural satellites.*

2. It can function as 'apart from', 'other than', 'except' or 'with the exception of'

*Besides John Lennon, how many Beatles were there?*

## better

Ukrainian sentences such as the following, "Я краще піду зараз, ніж пізніше." are often translated more or less literally:

✗ *I would better go now than later.*

This wording is not possible in English; we would say,

✓ *I would rather go now than later.* or

✓ *I would prefer to go now rather than later.* If one's actual preference isn't the issue, but rather the suitability of the circumstances, then we might say,

✓ *It would be better for me to go now than later.*

It should be noted that "Тобі краще піти зараз" is translated "you had better go now". This must be the source of the the confusion: one single construction in Ukrainian is rendered in two different ways in English, depending on the subject.

## bring, take and get

Non-native speakers often have difficulty using the verbs **bring**, **take** and **get** as they are used by native speakers. We sometimes hear pupils or students being told, "Take your copybooks." in situations where a native speaker would probably say "Get your notebooks." (Візьміть свої зошити) or "Take out your notebooks." (Вийміть свої зошити). (This illustrates the additional point that "copybook" is often used here in referring to what native speakers usually describe as a **notebook**.)

When we hear the verb "**take**", we think of something being transported, but not being conveyed to a place nearer to us than it was to begin with—usually it ends up being farther away than it was.

"**Bring**" is used when the object to be transported is at some distance, and we are thinking of the process of transporting it from that point to the place where we are.

"**Get**" often describes the same process, but seems to direct more attention to the act of obtaining or picking up the object from the place where it is, *as well as* transporting it from that more distant location to the point where the speaker is. Some other example sentences:

✗ *You can take this dictionary in the library.*

✓ *You can get this dictionary in the library.*

✗ *Somebody had better go to the library and take some dictionaries.*

This latter sentence is a more startling example: to a native speaker, it seems to say, "Somebody should go to the library and steal some dictionaries." We would say,

✓ *Somebody had better go to the library and get some dictionaries.*

Another example:

✗ *I promised my wife to take our son from the kindergarten.*

✓ *I promised my wife to get our son from the kindergarten.*

Another possibility for this sentence which is even *more* common:

✓ *I promised my wife that I would get our son from the kindergarten.*



This is an interesting case: if the man means that he is going to **pick up** his son and to transport him home from the kindergarten, the verb "get" is the most appropriate one. "Take" would be used if the man were going to transport his son from the kindergarten to some other location, as in "I promised my wife to take our son from the kindergarten to the swimming pool." As soon as we sense that the person or thing to be transported is not going to end up *near* to us, then we immediately feel the need to use "take" instead of "bring" or "get."

**Main points:**

- "take" involves movement further away from the speaker or at least not toward the speaker.
- To indicate movement toward the speaker, "bring" may be used; if something needs to be picked up or collected in some way, "get" is used—it covers both the phase of collecting and that of transporting something or someone.

### brother, sister

In Ukrainian, it is common for people to use the terms брат (brother) and сестра (sister) when they actually mean двоюрідний брат or двоюрідна сестра (terms which refer to male or female first cousins). This pattern may even be heard on occasions when people are referring to a second cousin (троюрідний брат; троюрідна сестра.) However, this pattern does NOT exist in English, so non-Ukrainians will be very confused if a cousin is referred to as a 'brother' or 'sister.'

See also "grandfather, grandmother"

### childhood

On a number of occasions, I have seen or heard sentences such as,

✗ *We did that very often in childhood.*

(Ми часто робили це у дитинстві.)

Native speakers would (at least) add a possessive pronoun before the noun:

✓ *We did that very often in our childhood.*

Other ways of expressing this thought are:

✓ *We did that very often during our childhood.* or

✓ *We did that very often when we were children.*

When used in a general sense, rather than in connection with the lives of certain individuals, "childhood" may appear without a modifier. For instance:

✓ *Childhood is the stage of life which we are most likely to idealize.*

✓ *During childhood and adolescence, individuals develop rapidly.*

## come vs. go

Once I was travelling by bus with a friend, and mentioned something that I wished I could say to the driver. My friend replied, "I would just come up to the driver and tell him...." I explained that from our perspective in a seat behind the driver, we needed to go up to the driver. In Ukrainian, the thought could be expressed in two different ways: "Я просто підійду до водія і скажу йому...." or "Я просто піду до водія і скажу йому...." My friend's (incorrect) expression reflected the first of these two sentences. The latter structure is the one that corresponds directly to the only correct English sentence in that situation. On the other hand, we would refer to the driver *coming* [to us] from his place at the front of the bus to check our tickets.

## comfortable vs. convenient

Students sometimes say something like,

**X** *It won't be comfortable for me to come to the class today.*

The origin of this mistake can be easily explained: the Ukrainian adjective зручний can express both the idea of "comfortable" (which we most often use in English when speaking about clothing, or about chairs, etc.), or that of "convenient" (which we use in connection with circumstances). In the situation mentioned above, the correct English sentence would be,

**✓** *It won't be convenient for me to come to the class today.*

(Synonyms such as 'suitable' may also be used here.)

## daughter

— see **"Cultural Issues and Language: Addressing People"**, page 41-44.

## first, at first, first of all

One type of sentence that one is apt to hear is,

**X** *At first she went to the butcher's, and then she looked at some hats.*

In this context, a native speaker would use "first" or "first of all"

**✓** *First (of all) she went to the butcher's, and then she looked at some hats.*

The difference between these expressions can be described as follows:

● "first (of all)" means "to begin with, before anything else", as illustrated in the example sentence above.

● "at first" means "in the beginning" in the sense of "in the early stages" of something:

**✓** *At first she didn't feel confident enough to drive alone.*

## to found

To translate "Будівля була заснована в 1893 році." Ukrainians might say,

**✗** *The building was founded in 1893.*

In English the verb "to found" isn't suitable in this context; we might say,

**✓** *The construction of the building began in 1893.*

The Ukrainian verb засновувати is a correct equivalent to "to found" in English, but learners of English sometimes make mistakes in using it because засновувати can have the sense of beginning the construction of a physical building, whereas in English "to found" is generally used nowadays only in the sense of establishing a community or a legal entity. For example, we speak of the year when the British East India Company was founded, or the year when the city of Quebec was founded.

## "frankly speaking"

This expression, which one might hear, for example, in a sentence such as,

*Frankly speaking, I don't feel able to give a speech today.*

is not incorrect, but it tends to be used excessively by many Ukrainian students. Moreover, the intonation used is often "frankly SPEAKING," whereas we would say "FRANKLY speaking...." When the stress is on "speaking", it sounds as if "frankly speaking" is being referred to in contrast with "frankly singing" or "frankly whispering", for example!

It is possible to account for the existence of this expression and its 'popularity', as well as for the intonation pattern used in uttering it, by observing the usage of the corresponding Ukrainian expressions "відверто **кажучи**" or "широ **кажучи**."

Among native speakers, it would be more normal simply to say "Frankly", as in the sentence,

*Frankly, I think they are using more words than necessary!*

There are several other expressions which might be used in this context, as exemplified in the following sentences:

**Actually**, he doesn't know very much about that subject.

**To tell (you) the truth**, he has never studied it at all.

**To be truthful**, he never obtained the diploma that he likes to tell about.

**To be candid**, I think he invents most of his facts.

**To be honest**, I'm afraid he would have trouble proving anything.

**Honestly**, I feel concerned about his future.

**In all honesty**, I don't believe I promised to do that.

## to go to school

The direct Ukrainian counterpart of this expression can actually have two different meanings; not surprisingly, this can cause some confusion.

1. Я пішов в школу кожен день.

**✓** *I went to school every day.*

In this meaning, English and Ukrainian follow the same pattern, and no problems are likely to arise.



2. Я пішов до школи, коли мені було п'ять років.

✗ *I went to school when I was five years old.*

The Ukrainian expression refers to someone beginning his primary-school studies, but to express this in English, we must use a different verb, as in the following sentence:

✓ *I started school when I was five years old.*

## grandfather, grandmother

Misunderstanding can occur in connection with a sibling (brother or sister) of one's grandparents. In Ukrainian, they are usually referred to as дід / дідуся or бабуся, but they are called 'great uncles' and 'great aunts' in English. The terms 'grandfather' and 'grandmother' can only be used for the parents of our parents.

✗ *It seems different to visit my father's home village now that his parents have died. However, one grandfather is still living there.*

✓ *It seems different to visit my father's home village now that his parents have died. However, one great-uncle is still living there.*

## granny

When referring to a grandmother, students here seem almost without exception to use the word "granny." To a native speaker, this seems rather surprising, because "granny" is at best informal, and is certainly not the universal basic word used in connection with grandmothers. In fact, it would be specifically *avoided* by some speakers. The reason for this becomes evident when we see how the word is sometimes used. In the *Encarta World Dictionary*, the word "granny" (in addition to its function as an informal term for grandmother) is defined as "a slightly disrespectful name for a woman of advanced years" or "an annoyingly fastidious or fussy person." The main alternatives to "granny": ● **"grandmother"** is almost universally used in formal contexts, but can also be quite familiar, mainly in speaking *about* "бабуся". In earlier times (and perhaps even yet in certain families) it could be used in *addressing* one's grandmother.

● **"grandma"** (variously pronounced ['grænmə:], ['grændmə:] or ['græmmə:]) is less formal than "grandmother", but very commonly used both in referring to one's grandmother and in addressing her. "Grandma" is certainly just as much a term of endearment as "granny", and corresponds equally well to "бабуся" in Ukrainian. The 'diminutive-like' ending of the word "granny" may seem to a non-native speaker to be a signal that this word is more a term of endearment than "grandma", but as a matter of fact, this is not the case.

A point to remember: whenever any of these words are used as terms of address they become proper nouns, and as such they naturally need to be capitalized.

Somewhat related to this issue involving the use of 'granny' is the usage of the word "mummy". Students can quite often be heard making reference to their "mummy", reflecting the usage found in one textbook,

? *"His Mummy is busy in the kitchen."*

A young child might say, "Mummy is busy in the kitchen," but an outside observer would say, "His mother is busy in the kitchen." As a corresponding term of endearment, older children and even adults would much more likely use the form "Mum" (or "Mom" in North America) in addressing their mother or referring to her. These words correspond fairly closely to the Ukrainian "мама".

In the example sentence above, "Mummy" is capitalized, because it is a name, rather than a descriptive term.

✓ *I spoke with Mother yesterday.* but ✓ *I spoke with my mother yesterday.*

See also **"Cultural Issues and Language: Addressing People"**, page 41-44.

### **"happen with"**

Instead of saying

✓ *Something happened to someone.*

Ukrainians are apt to say,

✗ *Something happened with someone.*

This clearly reflects the use of the pronoun in Ukrainian: *щось трапилося з кимось*.

### **to have a good mood / a bad mood**

This is a structure that is very often used by Ukrainian students of English; if they have in mind the sentence "*У нього поганий настрій*," they are likely to say,

*He has a bad mood.*

This is not said in English: our wording is rather,

*He is in a bad mood.*

It could be argued that this error is so obvious that it shouldn't need to be included, but it can actually be heard very frequently. It should perhaps be noted that the same pattern is used for any other kind of a mood.

### **to have a mistake**

Ukrainian students quite often speak of "having" many mistakes, reflecting the sense of what is said in Ukrainian: *У мене багато помилок*.

✗ *I have many mistakes.*

✓ *I make many mistakes.*

Another type of incorrect wording that is often heard is

✗ *I do many mistakes.*

This error is often made by English learners in various countries, because of the fact that *робити* and its counterparts in other languages sometimes are translated into English as "to do", and sometimes as "to make."

### **to hear about vs. to hear of**

On numerous occasions, one hears sentences such as

✗ *Have you heard about this city? Have you heard about this businessman?*

The correct way of expressing the intended thought is:

✓ *Have you ever heard of this city? Have you heard of this businessman?*



What the speaker is wanting to ask here is whether the hearer has become aware of the *existence* of an object or a person as a result of being told about it/him, or having read about it/him. The verb "to hear" does not take a direct object here. It would be incorrect to say:

✗ *Have you ever heard anything of this city?*

In cases like this the expression "to hear of" is used in English. "To hear of" is translated as "чути про" in Ukrainian.

When we say "to hear about" we are thinking about some information concerning an object, event, situation or a person (besides the fact of his or its existence) as can be seen in the following examples:

✓ *Have you heard anything about the accident?*

✓ *Have you heard anything about him lately?*

✓ *Have you heard anything about the new kind of computer invented in Japan?*

It should be noted that the verb "to hear" in these sentences takes the direct object "anything." In Ukrainian, "to hear about" is expressed with the same wording as "to hear of" — "чути про". This may well be the source of the confusion with these constructions. Let's take a look now at a group of words that behave somewhat differently in combination with the verb "to hear." These words designate *things that one can hear*, such as words, expressions, sounds and songs. Consider the examples below:

(1) *Have you ever heard this song? (i.e. Have you heard anyone sing it?)*

*Ви коли-небудь чули цю пісню?*

(2) *Have you ever heard of this song? (i.e. Are you aware that this song exists?)*

*Ви коли-небудь чули про цю пісню?*

(3) *Have you ever heard anything about this song?*

*(=Do you know what people say about this song?)*

*Ви коли-небудь чули щось про цю пісню?*

The Ukrainian words "слово", "вислів" or "звук" may be used instead of "пісню" in sentence (1). They may also appear in sentence (3), although this use is infrequent. However, a different construction should be used with these words in Ukrainian in sentence (2):

*Ви знаєте це слово? Ви знайомі з цим висловом? Вам відомий цей звук?*

#### Main points:

● "to hear of" is used in speaking about the process of becoming aware that something or someone exists.

● "to hear about" is used to refer to the process of receiving some additional information about something or someone.

● "to hear" + [direct object] denotes a situation of direct aural perception.

#### "to hear the smell"

This is an interesting case of transfer from Ukrainian into English. To denote the perception of smell, the expression "чути запах" is used in Ukrainian. The word "чути" used alone means "to hear", which sometimes leads to the incorrect usage "Can you hear this smell?" In English we say, "Can you smell it?" In Ukrainian, on the other hand, "нюхати" (to smell) can only denote the *process* of smelling something but not the *perception* of smell. In English "to smell" covers both. Consider the following pairs:

ДИВИТИСЯ - БАЧИТИ .....	to look - to see
СЛУХАТИ - ЧУТИ .....	to listen - to hear
НЮХАТИ - ЧУТИ ЗАПАХ .....	to smell - to (perceive a) smell

(Note: "to smell" can also mean "пахнути", i.e. "to have an odour." Students sometimes have difficulties with this verb, creating sentences such as "This flower smells nicely" instead of "The flower smells nice." It must be remembered that in contexts of this kind, an adverb is not suitable, because the real sense is "The flower is nice to the smell." The same principle applies with other verbs of this type which indicate the sense with which we perceive the nature of a thing, such as "It sounds nice", "It looks nice", "it tastes nice" or "it feels nice.")

### help: "with the help of"

In Ukrainian, when one is describing the means by which one has done something, or the device one has used to do it, it is very common to use the phrase, *з допомогою* — literally translated, "with the help of." However, this Ukrainian structure is used in many contexts where it is not usual to say "with the help of..." in English, because we use this expression mainly to refer to some active helping agent, presumably some person. For example, it would be possible to say,

✓ *I could never have carried that load by myself, but **with the help of** my friends it was possible to do it.*

However, when no human or active helper is involved, we generally use some other wording:

*Я написав свою дисертацію за допомогою комп'ютера.*

✗ *I wrote my thesis with the help of a computer.*

✓ *I wrote my thesis on a computer.*

### home task

The expression "home task" tends to be used as a counterpart of "домашнє завдання" — in textbooks and in everyday usage by Ukrainian speakers of English. In a book on education-related terms<sup>1</sup>, the authors state that "home task" is a result of interlingual transfer, and that the term itself was coined by Soviet teachers and gained considerable currency among Soviet speakers of English. The word "task" is used in a variety of contexts by native speakers, and can sometimes have the meaning "завдання", (but not "домашнє завдання.") It seems that following on from this, the expression "home task" was devised as a translation for "домашнє завдання", the two English words simply being put together to do the same job as their Ukrainian or Russian counterparts do. Of course, the fact that this translation seems to conveniently reflect the difference between "домашня робота" and "домашнє завдання" facilitated the spreading and the entrenchment of "home task."

<sup>1</sup> Povey J., Walshe I. *An English Teacher's Handbook of Educational Terms*. Moscow: "Vysshaya Shkola" Publishers, 1975.



There are various terms in common use by native speakers when referring to the work assigned to students for completion at home:

*homework, home study, assignment, home assignment, school holiday assignment, library assignment, outside assignment*

**Main point:**

**The expression "home task" should be avoided, and other terms such as "homework" or "home assignment" can be used to replace it.**

**"I would appreciate it if you ..."**

A sentence similar to the following one was written by a Ukrainian student of English:

*I would appreciate it if you could inform me about the result.*

*(Я буду вдячний, якщо Ви повідомите мені результат.)*

The wording here is correct, but a native speaker might get a different impression than the writer intended, because we also use precisely this wording in a context such as the following:

- *(Father to son) I would appreciate it if you turned off the stereo!*

- *(Батько синові) Зроби ласку, вимкни магнітофон.*

Here the father is expressing his rather forceful request along with his disapproval. To a native speaker, the construction "I would appreciate it if..." often implies some degree of displeasure. To avoid this implication, one may use other structures, such as *"I would be grateful if ...."* or *"I would be thankful if ...."*

**Main point: Avoid the construction "I would appreciate it if..." when trying to express a polite request.**

**if**

There is a structure beginning with "if" which is very frequently used by Ukrainian speakers of English: it consists of "if", followed by the infinitive of some verb, such as

✗ "if to compare...." or ✗ "if to take into consideration...."

These are direct translations of "якщо порівнювати..." and "якщо брати до уваги..." **It must be stressed that in English, it is never possible to use an infinitive form after "if".** Instead of "if to compare", native speakers might say,

✓ "If we compare...." or ✓ "If you compare..."; or else a passive construction could be formed,

✓ "If [the two items] are compared...."

**language: "the English (French, etc) language"**

Whereas native speakers of English most commonly refer to languages simply as "English", "French", "German", etc, Ukrainian speakers of English tend to attach the word "language", no doubt because of the fact that it is normal in Ukrainian (for example) to say "англійська мова", etc. This usage is not incorrect, of course, but it catches the ear of an English native speaker because of the frequency with which it is



used. (Some students are even apt to omit the definite article and to say "English language" rather than "the English language.")

✓ *I have been studying German for five years.* (more common)

✓ *I have been studying the German language for five years.*

✗ *I have been studying German language for five years.*

In general, the expression "the English / German / Ukrainian language" represents more formal usage; "English / German / Ukrainian" is somewhat less formal.

## learn vs. study

These two words both correspond to the Ukrainian verbs "вчитися," "вивчати," and "вчити (щось)." These Ukrainian words are so similar in meaning that it is not easy for Ukrainians to determine when to use which word in English.

The main difference between "to learn" and "to study" is this:

● "to study" means "to spend time trying to gain knowledge or skill (reading, attending classes, etc)"

● "to learn" means "to gain knowledge or skill."

The following example sentences may help to make the distinction clearer:

*You study in order to learn, and usually the more you study, the more you learn.*

*Unfortunately, a lot of studying occurs without much learning.*

*On the other hand, a great deal of learning occurs without any studying.*

## "Let it be."

This expression is very common in 'Ukrainian English,' but many native speakers of English never use it under any circumstances. It is doubtless a literal translation of "Хай буде." and is often used by Ukrainian teachers and students of English to express acceptance of a situation, a proposition or a statement. In these contexts, native speakers have a number of possibilities available to them, which may be expressed in sentences such as

✓ *That will be fine / good / all right / okay.*

or in simple expressions such as "All right." or "Okay." Some native speakers might very occasionally use "let it be" to make a recommendation, rather than to indicate acceptance; in such cases, "let it be" expresses the same idea as that which is conveyed in the following sentences:

✓ *You can just let it be. ("Leave it as it is. Don't try to change it.")*

✓ *It's better just to let it be. ("Let it pass. Don't react to it. Leave it alone.")*

(As these examples demonstrate, the expression "let it be", if it appears at all, is likely to be contained within a sentence.) It was probably this meaning that was expressed by the Beatles in their well-known song containing this phrase, but its appearance in that song should not give anyone the impression that it is commonly used in ordinary discourse.

### Main point:

**Non-native speakers would be best advised to avoid using the expression "Let it be." and to use some other structure instead.**

### to live: e.g. "to live in a hotel"

The Ukrainian expression "жити в готелі" naturally is translated directly into English by many students as

✗ *to live in a hotel*

In English, this wording suggests that the person is a full-time resident of the hotel. To convey the idea of spending a night or a few nights in a place, we use a different verb in English:

✓ *to stay in a hotel*

Of course, the same applies to staying in a cabin, in a tent or in any other type of lodging that is not one's regular residence.

### to live better

A native speaker would likely be puzzled when reading a sentence such as the following one:

✗ *They live better than we do.*

Reading that wording, we might assume that it means living by a higher standard of moral principles, or having a better lifestyle. However, when Ukrainians explain to us what they have in mind when they say, "Вони живуть краще, ніж ми", it becomes evident that their meaning is what we may express in the following way:

✓ *They have a higher standard of living than we do.*

### to look as if / like

In one source, we noticed the sentence,

*"It doesn't look as if you have been here very long."*

This sentence contains no grammatical errors, but we perceived a usage problem. The intended idea was

*"It doesn't **seem** to me that you have been here very long."*

Native speakers more frequently use "look like" and "look as if" in situations where there is something *visible* that is giving us a certain impression. Although there are some exceptions to this 'rule', it is difficult to find a clear pattern that would guide students in the use of these exceptions, so it seems best to recommend simply that "to look as if" and "to look like" be used principally with things that are visible.

Perceiving the subtle differences in meaning between such constructions may be even more difficult for students here because in many contexts in Ukrainian, this distinction becomes blurred or else disappears entirely. The nearest corresponding words in Ukrainian are "виглядати так, як ніби", "виглядати на (що)", "видаватися, ніби" and "здаватися (комусь)".

### **matter: "The matter is..."**

This expression is used very frequently by Ukrainian speakers of English to translate "Річ у тім, що..." in its meaning that something is wrong, or that there is a problem of some kind. The following example sentence illustrates this pattern:

✗ *"The matter is that I have no time for studying now."*

It should be emphasized that this structure, "The matter is..." is not likely to be seen or heard in English-speaking countries, and is in fact rather puzzling to the native speaker who encounters it so often when conversing with Ukrainian speakers of English.

Some of the various words which *are* most often used in this context are illustrated in the following example sentences:

✓ *The **fact** is that I have no time for studying now.*

✓ *The **point** is that your time is almost gone and you haven't started yet.*

✓ *The **thing** is that he has too much work to do.*

✓ *The **problem** is that I have too many other activities.*

✓ *The **trouble** is that he never looks at the clock.*

We do not use "matter" interchangeably with words such as "problem" as the *subject* of a sentence. However, it is true that the idea of something being wrong or out of order can be conveyed in English in expressions such as,

*Something is the matter with...*

*There is something the matter with...*

In these sentences it is necessary to use a very specific word order to convey this idea of something being wrong. For example, the following sentence appears in one source that we checked:

✗ *"What do you think the matter was?"*

To express the desired meaning, the word order must be,

✓ *"What do you think was the matter?"*

(i.e. What do you think was wrong?)

At first glance, this latter word order may seem to defy grammar rules, but if it is changed, the sense of *something being wrong* is lost. It is useful to note how this can be expressed in the affirmative:

✓ *There is something the matter. (=There is something wrong.)*

In other words, only when "the matter" is used as a predicative does it convey the idea of something being wrong.

#### **Main point:**

To express "Річ у тім, що..." in English, the phrase, "The matter is ...." should be avoided; some possible alternatives are provided above. For the word "matter" to convey the meaning of a problem of some kind, it is necessary to use very precise word order.



## meet

No doubt because of the fact that the Ukrainian verb "зустрічати(ся)" is often used both when Ukrainian speakers refer to meeting *people* and when they speak of encountering *things*, they have a tendency to use the English verb "meet" in exactly the same way:

*We met that expression in a book of British idioms.*

However, "meet" (as a transitive verb) is not so often used with concrete objects, whereas alternatives such as "see", "encounter", "get acquainted with" or "come across" may be as readily used with people or with things. Some examples:

✓ *We met/got acquainted with Mr. Thomas for the first time last Monday.*

✓ *We encountered/came across/saw Mr. Thomas while we were shopping last Monday.*

✓ *We got acquainted with that expression in a book of British idioms.*

✓ *We encountered/came across/saw that expression in a book of British idioms.*

## morally

Echoing the structure used in Ukrainian, such as "Він допомагає мені морально", students often express something like,

✗ He helps me morally.

The correct English structure is,

✓ He gives me moral support.

## mummy – see "GRANNY"

## name: "... by name"

In one textbook, the following sentence appears:

*"There was a dog, Bruno by name, who saved forty people in the mountains."*

One is apt to hear students using this construction from time to time as well. This use of "by name" no doubt reflects the Ukrainian expression "на ім'я." Native speakers would be more likely to phrase it,

*There was a dog by the name of Bruno... or*

*There was a dog named Bruno who saved forty people in the mountains.*

## "native town"

To refer to the place where they were born, Ukrainians often say,

✗ *"my native town."*

It might seem that since "native" means "рідний" in a phrase such as "my native language" ["my mother tongue"], it should be possible to use it with "town." However, native speakers tend to use a different expression in this context:

✓ *my home town.*

One of the most common uses of this adjective is in the expression

✓ *my native land,*

which is quite often used by English native speakers interchangeably with

✓ *my homeland.*

"Motherland" is another possibility, but is more often used as follows:

✓ *In Canada, Australia and New Zealand, Britain is often considered to be the motherland.*

### "Nice."

When greeting someone in English (as in many languages) it is normal to ask about the other person's well-being, without really expecting to receive any detailed information. Learners of English need to know how these questions may be asked, and how best to answer them. When Ukrainians hear the following questions, "*How are you? / How's it going? / How are you doing?*" they sometimes reply,

✗ — *Nice.*

A better reply would be,

✓ — *Fine.*

"Nice" conveys a totally different meaning than "fine", because it describes someone's character in general, rather than his condition at a given moment. This reply, then, implies, "I am a nice person", so it would not be used under any circumstances as a reply in an exchange of greetings.

### An additional note with respect to greetings:

It should be noted that in contrast with "How are you doing?", etc, the very similar and familiar greeting, "How do you do?" can be used, both in BrE and AmE, only when one has been introduced to someone for the *first time* — after that, one of the other formulas is chosen! It appears that not all Ukrainian students of English realize this fact, and even in some of the most comprehensive contemporary English-Ukrainian dictionaries this point is not presented with sufficient clarity. Consider the following (unsatisfactory) dictionary translations:

*How do you do? — здрастуйте!; як поживаєте?*

*How goes it? How are things? — як поживаєте, як справи?*<sup>2</sup>

This gives the impression that all three English expressions may be used in the same context of everyday exchanges of greetings, which is not true! The most appropriate Ukrainian translation for "How do you do?" is "Дуже приємно!" or "Радий познайомитися!" because these are the formulas used in Ukrainian when people meet each other for the first time.

It should also be noted that "How do you do?" is not the only expression used when one has just been introduced to someone for the first time. "Pleased to meet you" is another possibility, and according to the circumstances, one's pleasure at making the acquaintance can be further emphasized by saying "I'm very pleased to meet you!" or "I'm really glad to meet you!", for example. "How do you do?", on the other hand, can be used as a polite response to an introduction even if there is no hint of personal pleasure involved.

---

<sup>2</sup> Careful speakers of Ukrainian avoid saying "Як поживаєте?" to mean "How are you doing?" Instead such expressions as "Як справи?", "Як ся маєте?" etc are used. Likewise "Вітаю Вас." is preferable to "Здрастуйте."

## pleasant

Students sometimes use the word "pleasant" when they wish to express great pleasure, such as in the sentence, "It is very pleasant to meet you!" (corresponding to the Ukrainian "Дуже приємно познайомитися!") To convey this depth of feeling, a native speaker would generally find "pleasant" to be too unenthusiastic (approaching a polite unfriendliness), and might instead say something along the lines of

- ✓ *I am **delighted** to meet you!*
- ✓ *I am **very pleased** to meet you!*
- ✓ *It is **very nice** to meet you!*

In trying to analyze the difficulty this presents to students, we came to the following conclusion about the probable source of the problem: non-native speakers of English may assume that the adjective "pleasant" and the verb "to please" are more closely related than native speakers feel when they are using the words. It is not really surprising that they should draw such a conclusion, considering the relationship that exists between certain other verbs and the adjectives that correspond to them, such as "to comply" and "compliant."

Reading this, a student may wonder when it is appropriate to use the adjective "pleasant"! Here are some typical contexts:

- The weather is very pleasant today.*
- Norma has a very pleasant personality.*
- The increase in salary was a pleasant surprise for Martin.*

## to present

This verb is very often used by Ukrainian students when they want to express the meaning of their verb 'подарувати'. They might say,

- ✗ *On my birthday, my parents presented me with a new computer.*

However, the important point to remember here is **"to present" is not generally used in connection with gifts: it has the sense of дати нагороду**, even though the nouns "gift" and "present" are synonyms. In English we actually do not have a special verb to express the idea of подарувати! For this reason, we use the simple verb "to give", and make it perform this function, usually adding some extra words to remove any confusion:

- ✓ *My parents gave me a new computer for my birthday.*
- ✓ *The old man gave his niece a valuable book for Christmas.*
- ✓ *He said, "I'm not just lending you this bicycle—I'm giving it to you!"*

## print vs. type (type in, type out)

Many Ukrainian speakers of English confuse these two verbs. For example, students frequently speak about "printing a diploma paper" when they really mean **typing** it. The source of the problem is very likely the fact that in Ukrainian the word "друкувати" has a dual function, since it corresponds both to "print" and to "type" (including the associated forms "type in" and "type out".)

- (1) *друкувати на друкарській машинці*  
*to type on a typewriter*
- (2) *друкувати/видрукувати текст на принтері*  
*to print/print out the text on a printer*



(3) Зараз він набирає текст (на клавіатурі комп'ютера).

*He is typing (in) the text now.*

"Друкувати" and "to type" are the only possible words to use in referring to typewriters, where the processes of "typing" and "printing" are synchronized, so to speak.

**With regard to computers, we can see the following equivalences in Ukrainian:**

"друкувати" means ● виводити на папір

● робити тверду копію

● видруковувати на принтері

"набирати" means ● вводити з клавіатури текст (у комп'ютер)

This distinction between the Ukrainian words "друкувати" and "набирати" when they refer to computers is the same as between "print" and "type" / "type in". Some native speakers of Ukrainian do not differentiate clearly between the Ukrainian words, which is regrettable in the sense that clarity of usage in Ukrainian would help them to avoid confusion in English.

**The use of the English expressions may be broken down as follows:**

**"type":** keying text in, either on a typewriter or on a computer.

**"type out":** typing something with the specific thought of having it appear on paper shortly thereafter; (most often used with reference to typewriters.)

**"type in":** used more in connection with computers, because it implies entering the text into the memory; a great deal of material which is "typed in" ("entered") is never printed out on paper.

**Summary of English/Ukrainian equivalences (verbs used in connection with computers):**

"to type" or "to type in" (a text)..... набирати / вводити (текст)

"to print" or "to print out"..... друкувати / видруковувати (на принтері)

### **provided that (or providing that)**

Some students have received the impression that the conjunctions "providing (that)" and "provided (that)", which correspond to "за умови, якщо" are rather formal stylistically, and that they are mainly used in official documents. It is true that they are sometimes used in documents of various kinds, but these expressions are in very common use even in spoken English, and they are very useful.

*Providing (provided) that we have all the documents we need, we should be able to get our visas tomorrow.*

### **to put (a mark/grade)**

*Я поставив йому погану оцінку.*

**X** *I put him a bad mark.*

**✓** *I gave him a bad mark.*

The Ukrainian verb used in this context has a meaning essentially similar to 'put', so Ukrainians in referring to this very often uses the English verb that seems correspond to most closely.

## rather

When used to modify an adjective in modern English, this adverb usually has almost the same function as the word "somewhat" and corresponds fairly closely to "досить" in Ukrainian. In some texts that we have checked here, the word seems to be used as if it were interchangeable with "very", and we sometimes hear it used in that way by students. One example sentence:

*"The question is **rather** important and urgent."*

To most native speakers, this is nearly the same as saying "The question is somewhat important and urgent" (which almost seems to be a contradiction in terms.) They would be more likely to say,

*"The question is **very** important and urgent."*

It would be more typical to use "rather" in a context such as the following (where it has the sense of "somewhat"):

*It was **rather** unfortunate that we were not able to arrive on time.*

The use of "rather" to mean "very" was more common towards the beginning of the 20th century, or prior to it. In any case where it seems that there could be some ambiguity, we can choose from several different words and expressions which very distinctly convey the sense of 'somewhat.' Here are some examples:

*It was **quite** late by the time he got to school.*

*He was **fairly** certain that there was to be a test that day.*

*He was **considerably** better prepared than some of the others.*

*He was **somewhat** surprised that the lights were not working.*

*It was **a bit** unfortunate that he didn't have his books with him.*

*The teacher was **a little** annoyed that he had forgotten his work.*

*That was **more or less** what he was expecting, but he didn't enjoy it.*

*It was **to some extent** his own fault that he had some problems.*

*It was **to some degree** the result of the bad weather that day.*

Particularly in informal speaking and writing, the word "pretty" is used a great deal, as in the following sentences:

*He was **pretty** embarrassed when he tripped on his chair.*

*It was **pretty** hard to know who would win the election.*

### Main point:

**"Rather" is not generally used to mean "very", but instead has the sense of "somewhat, quite, fairly". The synonymic words and expressions mentioned above should also be noted.**

## "Really!" "Surely!"

In many contexts, "really" (or "surely") function exactly like "дійсно". However, they cannot be used as single-word expressions of agreement, as in the following examples:

— Я впевнений, що сонце встане на  
сході.

— Дійсно!

— I'm sure the sun rises in the east.

✗ — Really! (✗ — Surely!)



Native speakers would be puzzled to hear "really" (or "surely") used in this way; the only time they use "really" as an exclamation is when they are strongly questioning the accuracy of what they have just heard:

- *The moon has just been destroyed by an asteroid.*
- *Really?*

To express the Ukrainian exclamation "Дійсно!", there are several alternatives:

- ✓ *That's true!*
- ✓ *That's right!*
- ✓ *That's for sure!*

Under **no** circumstances can "surely" stand alone as a reply.

## remember vs. remind

Here is an example of what may sometimes be heard from Ukrainian speakers of English:

- ✗ *This remembers me about a story I once heard.*
- ✓ *This reminds me of a story I once heard.*

In the first the phrase "remembers me about" is a reflection of the Ukrainian construction:

*Це нагадує мені про історію, яку я колись чув.*

The confusion may be connected with the fact that the Ukrainian "згадати" (to remember, to recollect) is very similar to "нагадати" (to remind) in its form.

## rest

Ukrainians expressing themselves in English might speak of "resting" or "having a rest" when they mean more than just a brief nap or a brief respite from work, as English native speakers would expect. Here is a typical example:

- Влітку ми відпочивали на морі.*  
? *In summer we rested at the seaside.*  
? *In summer we had a rest at the seaside.*

The following sentences convey the thought more accurately:

- ✓ *In summer we went to the seaside on vacation.*
- ✓ *In summer we went to the seaside to get some rest.*  
(*This implies an extended period of rest.*)

"To have a rest" means "to have a brief respite from work":

*He was feeling sleepy, so he decided to have a rest (for a few minutes).*

To use the word rest to convey the idea of something more than a brief nap, some additional descriptive words are used, as in the following examples:

- His doctor ordered him to take two weeks' rest after his treatment.*  
*She had three weeks of bed rest before the birth of her baby.*

We might speak of having a day off (work), or some time off; we might even speak of having a short holiday, but in these contexts "rest" is generally not used. Instead we say:

- He was totally exhausted after his operation and was given several days off work.*  
*He had worked long hours for several weeks, and finally requested some time off.*

Another pair of examples:

(1) *Відпочиньте!* - ✗ *Rest!* ✓ *Take a rest!*

(2) *I was tired after the trip and rested for a while.*

*Я був стомлений після подорожі і приліг відпочити.*

(Here, "приліг" explicitly conveys the idea of lying down.)

Students sometimes say,

✗ *After school I listen to music to have a rest.*

This does not work well in English, because we don't equate resting with some kind of **activity**—resting is **abstaining from activity**. Native speakers would be more likely to say

✓ *After school I listen to music to relax.*

Unlike the noun, the verb "to rest" appears to indicate a situation of sitting down or lying down to relax from work in a more direct way. The noun "rest" has a wider range of meaning, and may also convey the idea of simply taking some time off work.

The concept that is connected with відпочивати in the context of a summer vacation is sometimes expressed in English with the phrase, "to get rested up." This implies a process that may take a certain amount of time, and provides a significant recovery from weariness or exhaustion.

#### Main points:

- "відпочити" can be translated as "to rest" or "to have/take a rest" only when referring to a **situation of sitting down or lying down to relax from work**.
- To indicate a prolonged period of "відпочинок," constructions such as "**to get some rest**" or "**to take two months' rest**" should be used. The synonymous expressions listed above should also be noted.

#### ruin

In Ukrainian, the word руйнувати sometimes has the same meaning as 'ruin' in English, but there are many contexts where 'destroy' is more appropriate than 'ruin.' For example, in one book containing information about British history, I saw the sentence,

? *William, who was a fierce man, ruined Anglo-Saxon villages and cottages.*

✓ *William, who was a fierce man, destroyed Anglo-Saxon villages and cottages.*

A similar manual dealing with Ukraine had the sentence,

✗ *Then came the formidable Mongol hordes of Batu Khan, emptying wheat fields and ruining ancient cities.*

✓ *Then came the formidable Mongol hordes of Batu Khan, emptying wheat fields and destroying ancient cities.*

After being subjected to a surge of electricity, a computer might be ruined (no longer usable) even though it wasn't destroyed or even visibly damaged.

On the other hand, in figurative contexts, 'ruin' is more frequently used than 'destroy' (*His foolish actions ruined his chances of becoming president.*)



## science, scientist, scientific

### ● science

It may come as a surprise to many Ukrainian speakers of English to learn that the English word "science" does not always correspond to the Ukrainian "наука." In actual fact, "science" has several meanings:

1. The English word "science" [uncountable], as defined in the *Longman Dictionary of Contemporary English*, means "knowledge about the world, especially based on examination and testing, and on facts that can be proved." The Ukrainian "наука" is broader than "science" in this sense and includes not only the definition above, but also the study of man and society. Thus, the most precise Ukrainian equivalent of the English word "science" [uncountable] is "природознавство."

2. "Science" [countable], when used alone, denotes any of the natural [concerned with nature] or physical [concerned with inanimate matter or with energy] sciences such as chemistry, biology, physics, or astronomy. The Ukrainian translation for this meaning is "одна з природничих наук." The plural form "sciences" corresponds to "природничі науки." It should be noted that "science" [uncountable] mentioned above and "the sciences" differ in form, but mean basically the same thing: "природознавство, природничі науки."

3. "Science" [countable] may also refer to a branch of systematic and formulated knowledge, but not necessarily in the field of natural sciences. In this context, "science" is usually used with a qualifier:

*physical science; natural science; social science; medical science;  
linguistic science (i.e. the science of language)*

The Ukrainian "наука" is fully interchangeable with "science" in this sense.

### ● scientist

The definition of the word "**scientist**" in *The Chambers Dictionary* is "someone who studies or practises any science, especially natural science." This last comment is quite significant, in that many native speakers tend to use the word "scientist" *only* in connection with someone working in the natural sciences. It may, and indeed does seem illogical to students here that even though we [English speakers] consider linguistics to be a science, we do not generally refer to those working in the field of linguistics (for example) as "scientists." Just as "наука" means more than "science", "науковець" is broader than "scientist" in some respects. Some confusion may arise here because of the fact that the meaning of the Ukrainian word "науковець" and the English "scientist" only overlap partly.

"Науковець" or "вчений" may also be represented in English by the word "**scholar**". *The Chambers Dictionary* definition of "scholar" which is most relevant here is "someone whose learning (formerly especially in Latin and Greek) is extensive and exact, or whose approach to learning is scrupulous and critical." In *The Merriam-Webster Collegiate Dictionary*, this aspect of the meaning of "scholar" is expressed as "a: one who has done advanced study in a special field b: a learned person." From all of this, it is possible to state that **scholars work in various fields inside and outside of the sciences**, and that **researchers in certain branches of knowledge are more likely to be referred to as "scholars" than as "scientists."**

that **researchers in certain branches of knowledge are more likely to be referred to as "scholars" than as "scientists."**

The following chart may help to clarify these distinctions:

AREAS OF STUDY IN WHICH RESEARCHERS ARE REFERRED TO AS 'SCIENTISTS':	Natural and exact sciences: biology, chemistry, physics, geology, etc.
AREAS OF STUDY IN WHICH RESEARCHERS ARE REFERRED TO AS 'SCHOLARS':	Linguistics, computer science. Social and behavioural sciences: psychology, sociology, political science, economics, jurisprudence (legal science) Humanities: literature, art, philosophy, etc.

Note: in connection with some fields such as "computer science" and "linguistic science" it is possible to speak about "computer scientists" and "linguistic scientists", even though "scholar" is the only word that may be used without a qualifier to refer to a specialist in one of those fields.

### ● **scientific**

This word has come to be used in Ukrainian (as well as in Russian) in ways that are puzzling and misleading to native speakers of English. Without going into extensive detail, we can provide a list of translations that are self-explanatory:

науковий керівник .....	X scientific supervisor .....	✓ research supervisor
наукова конференція ....	X scientific conference .....	✓ research conference
наукова стаття .....	X scientific article .....	✓ research paper/scholarly article
наукова дискусія .....	X scientific discussion .....	✓ scholarly discussion
наукова бібліотека .....	X scientific library .....	✓ scholarly library
наукове товариство .....	X scientific society .....	✓ learned society

In most of the contexts above, "scientific" would imply "relating to natural or physical sciences."

Journals concerned with natural or physical sciences are called "scientific journals" and journals devoted to other areas of study are called "scholarly journals."

There are a number of cases when "scientific" may be translated as "науковий", such as in referring to the scientific attitude, scientific classification, scientific film and scientific method.

Problems involving the word "so" can be broken down into several categories:

● **If ..., so ... (an incorrect construction based on "Якщо..., то....")**

In English as spoken by Ukrainians, the word "so" is frequently used in ways that seem rather surprising to native speakers. One often hears sentences such as the following one:

✗ *If he arrives on time, so we will be able to visit our friends.*

As indicated above, this seemingly corresponds to the Ukrainian construction "Якщо..., то....". This incorrect insertion of "so" may stem from the close phonetic resemblance between "so" and "то". In standard English, one could say,

✓ *If he arrives on time, then we will be able to visit our friends.*

However, the most normal pattern would be simply to say,

✓ *If he arrives on time, we will be able to visit our friends.*

● **Another incorrect construction with "so" in the middle of a sentence**

There is another slightly different type of sentence in the middle of which Ukrainian students have a very strong tendency to insert "so":

✗ *From the books I have, so I will be able to obtain some useful information.*

✗ *When he sees me, so he will be surprised.*

Sentences in which "so" is used this way are (unpleasantly) surprising to the ear of a native speaker, because inserting "so" actually changes the meaning of a sentence very significantly. In the second sentence, for example, it sounds as if one were saying

✗ *When he sees me, therefore he will be surprised.*

✗ *Коли він побачить мене, тому він буде здивований.*

Correct usage can be seen in the following examples:

✓ *He broke his leg, so he was unable to participate in the race.*

✓ *He broke his leg, as a result of which he was unable to ...*

✓ *He broke his leg, and thus he was unable to ...*

✓ *He broke his leg and hence was unable to ...*

It is also possible to say:

✓ *He broke his leg and was unable to participate in the race.*

● **So, ... (at the beginning of a sentence)**

In certain situations, Ukrainian speakers of English begin sentences with "So" in ways that are somewhat surprising to native speakers. In one student's composition, a sentence began in the following way:

✗ *So, in front of me are two bottles....*

It seems that in this type of phrase, "So" probably corresponds to "Отже" in Ukrainian. In English, there is no reason for inserting "so" when there is no preceding phrase or sentence to which the subsequent words are to be connected. We can simply say, "In front of me are two bottles...."



In spoken (but not in written) English, one might find an initial "so" in the following contexts:

— *I will run for president of the club.*

— *So, what is your platform?"*

("So" refers to what has just been said)

*So! You bought a new car!*

(Some new information has just been discovered.)

*So, I broke the window. Nothing to cry about, really.*

(admitting, almost in a defiant tone, to having done something wrong, and at the same time asserting that it is not important)

*So what have you been doing today?*

(A conversation opener that makes the question seem more natural)

### ● **So, ... (Introducing a conclusion)**

In Ukrainian, "отже" is used to introduce a conclusion, and in this function it may refer to ideas expressed in a text of considerable length such as a research article. In English "so" is not used for that purpose. Instead, phrases such as "to sum up", "in conclusion", "to summarize", "to abstract", or "to recapitulate" may be used.

### ● **..., so, ... (as a hesitation syllable or 'gap-filler')**

Some students insert "so" at many points in their sentences, to the extent that its use is basically that of a hesitation syllable (like "uh", "er" and "um"). Speech habits of this kind become engrained and are extremely difficult to eradicate.

### ● **I think so, I hope so.**

English native speakers regularly use the word "so" in one sense which requires some explanation for students from other language backgrounds, including Ukrainian. In replying to a question such as "Is he at home today?" we might say, "I think so." or "I hope so." However, Ukrainian speakers are apt to say:

✗ *"I think it."*

✗ *"Yes, I think."*

It should be stressed that this wording is very surprising to native speakers, because in the absence of the word "so", we feel the lack of the distinct and expected 'pointer' to the topic that has just been under discussion.

The corresponding Ukrainian expressions are "Я гадаю (думаю), що так.", "Я гадаю (думаю), так.", or "Я думаю." The last one of these is the probable source for the incorrect "Yes, I think." in 'Ukrainian English.'

## **some**

The adjective "some", corresponding to "декілька", "кілька" or "деякі" in Ukrainian, is used extensively in English to indicate an indefinite number or quantity. However, one notices here in Ukraine that in its function of describing *countable* items, it is very frequently used in places where native speakers tend to use some other expression, such as "a few". For a native speaker, it is somewhat surprising to hear sentences such as,

✗ *I will now give you some words....*

Another example similar to this is the following:

✗ *It will be ready in some minutes.*

This wording would *never* be used by a native speaker: we would say,

✓ *It will be ready in a few minutes.*

It is not easy to offer a precise explanation for our usage, but it seems that we tend to use "some" when our main attention is directed towards the *noun*, and to the *indefiniteness* of the number, whereas we use "a few" when we are wishing to stress the fact that it is a *limited* number. Thus we might say,

✓ *There are **some** words on the blackboard.* На дошці є **якісь** слова.

(more attention directed to "words" and to the indefiniteness of the number)

✓ *There are **a few** words on the blackboard.* На дошці є **кілька** слів.

(more attention directed toward the smallness of the number)

## state

Ukrainians expressing themselves in English often use the word 'state' as a counterpart to the words 'держава' and 'державний' in contexts where we would use 'government' in English. For example, I've seen a chapter heading,

✗ *"The state system of Ukraine"*

Native speakers would use a phrase such as

✓ *Ukraine's system of government* or

✓ *the system of government in Ukraine*

Держава often corresponds to the words "country" or "nation" as we use them in English. One map of the world published here has the caption,

✗ *States of the World*

In English, maps of that type usually have a caption such as

✓ *Countries of the World*

In contexts where reference is made to the 'state budget' in Ukrainian English, native speakers would use 'government budget' or 'national budget.' We also speak of 'national revenue'. It should be noted that 'state' (in the sense штат) must be used when referring to states within the United States or Australia (among others).

Another context:

*Ukraine has state borders with Russia, Belarus and Moldova.*

A better way to express this would be,

*"Ukraine has international borders with Russia, Belarus and Moldova."*

## student vs. pupil

On several occasions I have used the word "student" to describe someone studying in a school, and have been very quickly corrected—"He's only a *pupil*." As can be observed in various English dictionaries, the word "student" can be applied to people studying at various levels, and the sentence, "He's a very good student" could easily be used to describe a 12-year-old pupil, for example. This is theoretically true in British or American English, although it should be noted that the use of the word "student" for those below university level is particularly common in North America, whereas the word "pupil" is more characteristic of the British usage. In Ukrainian, on the other hand, the word студент would never be used in referring to school-age children, so it's sometimes difficult to English learners here to imagine that the comparable English word could have a much broader meaning.

## such

Ukrainians expressing themselves in English often use the word “such” in contexts where native speakers use some other word or phrase. Some cases involve wording that is simply not possible, such as when someone said,

✗ We have **a such** expression in Ukrainian. or perhaps even

✗ We have **such** expression in Ukrainian.

Constructions used by native speakers:

✓ We have **that** expression in Ukrainian.

✓ We have an expression **like that** in Ukrainian. or

✓ We have an expression **of that kind** in Ukrainian.

Sentences such as these are often distinctly preferable to constructions with *such*. For instance, when another student stated that

We say **such** a word. (Ми кажемо таке слово.)

her sentence was technically correct, but native speakers would simply say,

We say **that** word.

The problem occurs with Ukrainian speakers when the word or phrase (to which “such” points) itself *follows* later in the conversation. In Ukrainian “такий” is again used, but in English *such* is impossible in this function. Native speakers of English would use a different word. Compare, for example:

✗ There is **such kind of** custom in Canada that May 13 is Mother's Day.

✓ There is **a** custom in Canada that May 13 is Mother's Day. **and**

✗ This word has **such** meaning that you thought it had.

✓ This word has **the** meaning that you thought it had.

*Such* can be used to add emphasis. To refer to similarity, native speakers prefer phrases with **like this/that**. (Note that again in this function, “такий” is used in Ukrainian.)

✗ Look over there. I'd love to have **such** a house

✓ Look over there. I'd love to have a house **like that**.

Some confusion in this particular use of “such” is probably due to the fact that native speakers *do* use it frequently to refer to something that hasn't yet been mentioned—exactly as “такий” is used in Ukrainian. A few examples:

(1) (used to add emphasis; a modifier is always used before the noun)

He is **such** a good musician!

Він **такий** хороший музикант!

It was **such** a small room that...

Кімната була **така** мала, що...

(2) (used to give an example in the construction “such ... as...”)

She likes **such** composers as Mozart and Vivaldi.

Їй подобаються **такі** композитори, як Моцарт і Вівальді.

**Main point: when “такий” is to be expressed in English, consider the points presented in this article before using “such.”**



## **"take off your clothes"**

The Ukrainian sentence,

*Роздягайтеся, будь ласка.*

may refer either to the removal of outer clothing ("Take off your coat") or of all clothing ("Take off your clothes"). Someone thinking in Ukrainian might use the latter expression, not realizing how startling it would be to an English native speaker to be invited to remove his clothes.

## **tell and say**

Numerous students here have difficulty remembering whether or not to use the preposition "to" after these (and other related) verbs; as a result, they are apt to say, for example,

- ✗ *He told to me that he was worried* or
- ✗ *He told that he was worried* instead of
- ✓ *He told me that he was worried.*
  
- ✗ *He said me that he would be absent* instead of
- ✓ *He said to me that he would be absent.*

Similarly, we often hear sentences such as

- ✗ *Can you explain me what is needed here?* instead of
- ✓ *Can you explain to me what is needed here?*

This indicates that these structures may require repeated attention. As the second incorrect sentence shows, we sometimes encounter yet another type of problem, where the indirect object has been omitted completely. In the phrase, "...he told that there are still a few alive in these mountains" (taken from a local textbook), a native speaker would likely use the wording, "he **said** that there *were* still a few alive...." Another case, in the same textbook, is the following:

- ✗ *"The librarian told that I might take that book home."*

A native speaker might say,

- ✓ *"The librarian **said** that I might take that book home."* or
- ✓ *"The librarian **told me** that I might take that book home."*

(A very common alternative in modern English would be, "The librarian told me that I could take that book home." Here, as is so often the case, "I could" means "I had permission to" rather than "I was able to.")

**Main point: "to tell someone that..." = "to say that..."**

**"To tell someone (something)..." = "to say (something) to someone..."**

## **till vs. until**

One of the many pitfalls for foreign students of English is the temptation to look for exact parallels between English and their mother tongue (and then to believe that they have found some!) This can produce some interesting phenomena. For example, some Ukrainian students of English appear to make a distinction between "till" and "until" of

the same kind that exists in Ukrainian between "доки" and "доки не". This is, of course, a false distinction, because "till" and "until" are identical in meaning and are totally interchangeable.

**"today in the morning / evening",  
"yesterday in the evening"**

We have observed that Ukrainian students are apt to make mistakes with time references containing these expressions. Here are a few examples of transfers which they make from Ukrainian:

- (1) *Сьогодні вранці я прокинувся о 7 год.*  
✗ *Today in the morning I woke up at seven.*  
✓ *This morning I woke up at seven.*
- (2) *Він приїхав вчора ввечері.*  
✗ *He arrived yesterday in the evening.*  
✓ *He arrived yesterday evening.*  
✓ *He arrived last night.*
- (3) *Що ти робиш сьогодні ввечері?*  
✗ *What are you doing today in the evening?*  
✓ *What are you doing tonight?*

Note: to refer to 2.00 a.m. (two hours after midnight), the Ukrainian expression is: друга година ночі. However, in English we don't call this

- ✗ *two o'clock in the night*      We call it  
✓ *two o'clock in the morning*

**until vs. by**

Here is a typical example of a construction we have heard repeatedly from Ukrainian students:

- ✗ *I must have this assignment done **until** June 20th.*

The correct wording of this sentence is:

- ✓ *I must have this assignment done **by** June 20th.*

Although students receive instruction concerning these two words, they are apt to confuse them when speaking, since the Ukrainian preposition до can perform both functions. The following simple rule may clarify the issue: "until" is used to emphasize **duration** and "by" is used to stress **the time of completion**. The former is illustrated in the following example:

- ✓ *I have **until** June 20th to complete this assignment.*

Trying out this pattern in various contexts will help students to develop a feeling for the correct pattern.

**Main point:**

- **until** means "throughout the entire period leading up to a specified point in time"
- **by** is used to indicate "at some moment no later than the specified time"

## upbringing

The problem with this word stems from the fact that its Ukrainian counterpart, *виховання*, is used in contexts where 'upbringing' would rarely be used in English. This is particularly noticeable in connection with the functions of schools and teachers: in Ukrainian, the word *виховання* is often used to describe these functions. In one source, I saw the phrase

*'a specialisation in pre-school upbringing.'*

To describe this, we would probably use the expression,

*a specialisation in pre-school education.*

'Upbringing' is most often associated with the guidance that children receive from their own parents.

## usual vs. common

In the speech of Ukrainians the word "usual" sometimes appears in places where "common" should be used. "**Usual**" means "the same as what has happened most of the time or in most situations," whereas "**common**" means "existing in large number or happening often and in many places" (*Longman Dictionary of Contemporary English*). "Common" represents a general perspective on the current state of affairs—what is happening in one particular case is compared with what happens in many other cases (to different people and in different circumstances), and if it is the same thing, "common" is used. In this sense "common" is synonymous with "widespread, general, ordinary." Consider the following examples:

- |                                  |                             |
|----------------------------------|-----------------------------|
| ✓ a common mistake .....         | ✗ a usual mistake           |
| ✓ a common event .....           | ✗ a usual event             |
| ✓ a common disease .....         | ✗ a usual disease           |
| ✓ his usual behaviour .....      | ✗ his common behaviour      |
| ✓ the usual summer weather ..... | ✗ the common summer weather |

It seems, in fact, that "usual" is connected with one distinctive customary pattern, to such a degree that it can only be used with the definite article. Thus it is not possible to speak of "a usual saying", for example. In addition, it isn't possible to speak of one activity being "more usual" than another; we'd say "more common."

## variant

Ukrainian students of English, accustomed to using this word very frequently in all the situations where the Ukrainian word *"варіант"* might be used, are often surprised to learn that many native speakers never use the word, and may even be unaware of its existence (although in more technical and linguistic contexts it does serve a useful purpose.) We use several different words or phrases to express the meaning of *"варіант"*. Some examples:

Several **versions** of the test were used.

The composer wrote several **variations** of his sonata.



*This French word has several **equivalents** in English.  
Two **possibilities** exist for the phrasing of this idea.  
After he had an accident, he had to consider what his **options** were.  
The elderly man was confused by all the **choices** that were offered.  
Several **forms** of this word can be found in the new dictionary.  
Several **alternatives** of pronunciation are used for this word.*

In the last two sentences above, it is also possible to use the word "variant":

*Several **variants** of this word can be found in the new dictionary.*

*Several **variants** of pronunciation are possible for this word.*

It is also possible simply to say,

*Several **pronunciations** of this word may be heard in England.*

When students have in mind the Ukrainian phrase, "американський варіант англійської мови", they may be inclined to translate it as "the American variant of English", whereas native speakers are more likely to refer simply to "American English", or occasionally "the American model of English."

**Main point:**

**Except in technical contexts, the word "variant" is very seldom used by native speakers.** (Alternative expressions are given above.)

## visit

Students frequently speak of "visiting" a class, rather than *attending* a class. This error evidently arises from the fact that the Ukrainian verb "відвідувати" is used in both situations.

Native speakers talk about *attending* gatherings (including regular church services and meetings of societies) or events such as concerts, exhibitions or performances. They also use "attend" when they speak about the act of going regularly to an education institution (such as a school or university.) The verb "visit" is used when one is present in a building or at a specific location or function as an observer.

To explain this in another way, we could say that only the verb "attend" can be used with the specific names of events, or when an event is implied, whereas "visit" is used with designations of buildings and places, but not with events. The following examples illustrate the comparison:

<i>to <b>attend</b> a meeting in the museum</i>	but	<i>to <b>visit</b> a museum;</i>
<i>to <b>attend</b> school (to receive education)</i>	but	
<i>to <b>visit</b> a school (to be present in the school building as a guest)</i>		

'To attend classes' means 'to be present in during the regular class sessions' (which is what is expected of students). 'To visit a class' means 'come, see the class and go away possibly never to come again' (that is something a school inspector or a foreign guest might do).

We may be referred to in English as "visitors" or "guests", or in Ukrainian as "відвідувачі" or "гості", **only** when we *visit* (відвідуємо) some type of function. When we "attend" something, we have the status of "participants" (учасники) or something comparable.

Since гість in Ukrainian can have the meaning of 'visitor' as well as 'guest', Ukrainians sometimes make an incorrect word selection. I read an account of one city which hosts an annual fair, and it was said that,

*✗ The streets of the city are full of guests at that time of the year.*

This use of "guests" is not typical because it is connected with people who have simply chosen to attend the fair, without any personal invitations that would create a guest-host relationship.

*✓ The streets of the city are full of guests at that time of the year.*

## well

Although the word "well" as an **interjection** is very frequently used by native speakers of English, Ukrainian speakers use it even more often, and sometimes in situations where native speakers would not do so. It seems likely that they use it in any context where "Ну" or "Добре" would be used in Ukrainian to indicate agreement with what has just been stated by the other speaker. In situations like this, an English native speaker would be more likely to say "Yes" or "That's right."

Some people here have even developed the pattern of using "well" almost as a hesitation syllable, comparable to "uh" or "um". (We already noted a similar tendency above, in connection with the word "so.") This is disconcerting for native speakers to listen to, because it interrupts the flow of meaning in the sentence in a way to which we are not accustomed.

Another pattern which makes the usage of this interjection somewhat puzzling to a native speaker is the voice inflection that is sometimes used here when "well" introduces a reply to a question. A native speaker might hesitate and say, "Well, I think....", using a clearly-distinguishable rising tone on "well" to show that he is introducing some further thoughts on the subject. (The comma which we use in the written text of this sentence also points to this intonation pattern.) Ukrainian speakers, on the other hand, sometimes begin a reply by saying "Well, I think....". The falling tone on "well" suggests to an English-speaking listener that the reply has concluded after just that one word! In a context such as this one, a Ukrainian speaker may possibly be using "well" as a counterpart to "Добре". In this situation, a native English speaker would be more likely to say "Good." or "Very well."

In other cases, people here may begin a sentence by saying, "Well, and ...." This pattern is similarly unfamiliar to native speakers, but it can even be found in some textbooks. One example is the sentence,

*✗ Well, and what if we move the armchair?*

This wording no doubt reflects the Ukrainian structure, "Ну, а що, якщо...." English speakers would not insert "and": they would more likely say,

*✓ Well, what if we move the armchair?*

## "What is he / she?"

When asking about someone's occupation in Ukrainian, one can say, "Хто він?", implying "Хто він за професією?" To ask this question in English, some students (and even some textbooks) word the question "What is he?" without anything preceding it to establish the context. This background must be provided, as in the following imaginary dialogue:

- *My sister has been changing jobs at least once a week. First she was a baby-sitter, then she became a gardener, and then after that she tried working as a hairdresser.*
- *What is she now?*

This background information is needed to make the question "What is she now?" understandable: without it, a native speaker will not automatically realize that the question "What is your sister?" refers to her *occupation*. This problem can also be avoided if some explanatory wording is contained in the question. For example:

- ✓ *What is your sister's work / job?*
- ✓ *What kind of work does your sister do?*
- ✓ *What does your sister do for a living?*

**Main point: "What is he/she?" can be used to mean "What is his/her job?" only in those situations when the preceding context makes it absolutely clear that the question refers to a person's occupation. Otherwise it is best to use some other expression.**

## worse

The words "worse" in English and "гірший" in Ukrainian may appear to be exact equivalents, but in reality they are not: "worse" can only be used when comparing two things that are BOTH bad, whereas "гірший" can imply a comparison of two things that are both reasonably (but not equally) good; of one good thing and one bad thing; or of two bad things, like "worse" in English. Here is one sentence that may illustrate this point:

*Іван гірший студент, ніж свого брата.*

Translating this directly into English gives the following wording:

? *Ivan is a worse student than his brother.*

However, to express the relative superiority of one as opposed to the other, the best English rendering is,

✓ *Ivan isn't as good a student as his brother.*

This issue also arises with the verb "погіршуватися": the best English equivalent for this word is *deteriorate*, because "to get worse" (or "to worsen") can only be used when something was already bad to begin with!



## to write a test badly / write a test well

In Ukrainian, when someone's poor test results are referred to, it may be said that

*Він написав контрольну дуже погано.*

Students wishing to express this in English often translate it literally, resulting in a sentence like,

**X** *He wrote the test very badly.*

Native speakers wouldn't likely recognize this to be a comment on the test results, because we don't use the verb "to write" when talking about this. There are various ways of conveying this idea in English, such as:

✓ *He got a (very) poor mark on the test.*

✓ *He didn't do well on the test.*

✓ *His test results were not good.*

Similarly, it isn't possible to speak of writing a test well. (A native speaker might wonder if the quality of the student's handwriting is being referred to!)

## PART 2: Difficulties not uniquely connected with Ukrainian

### "afraid of ..." vs. "afraid to ...."

Consider the following incorrectly-constructed sentence:

**X** *Should you need any help, don't be afraid of asking me.*

"Don't be afraid of asking me" implies a long-term and repeated need for the dreaded asking process, which is not what is really meant here. The only wording possible involves the use of the infinitive:

**✓** *Should you need any help, don't be afraid to ask me.*

This issue is more fully illustrated in the following chart:

<b><i>What we say:</i></b>	<b><i>What we mean, in other words:</i></b>
I was afraid to speak in public.	I wanted to speak in public, but my fear stopped me.
versus	
I was afraid of speaking in public.	I felt fear every time I had to speak in public.
but note the following:	
I was afraid of hurting his feelings.	I was afraid that I would / might hurt his feelings unintentionally. ( <i>This does not mean that I felt fear every time I hurt his feelings.</i> )
I was afraid of breaking the vase.	I was afraid that I would / might break the vase.

It is not possible to say

**X** *I was afraid to hurt his feelings.*

**X** *I was afraid to break the vase.*

because we can only **be afraid to do something** when it is something we are wanting to do. Normally one wouldn't have the goal of hurting someone's feelings or breaking a vase, so it would be illogical to say that we were afraid to do that.

### care

It is sometimes difficult for Ukrainian (and other) students to understand the various ways in which we use the word "care" as a verb, often in combination with certain prepositions. Dictionaries provide some illustrations of this, but we would nonetheless like to refer here to a few particular usages.

Used alone, "to care" is intransitive, and refers to affection or concern which we may feel for someone. This is fairly straightforward. However, when certain prepositions are used along with "to care", many different ideas can be conveyed; sometimes even a slight change in word order can make a difference in the meaning.

The expression "**to care for**" can be used either with or without conveying the idea of affection; consider the following examples:

*The nurses cared for their patients very efficiently.* or

*The nurses cared very efficiently for their patients.*

(The above two sentences refer to the medical care that was provided.)

*The girl cared very deeply for her grandmother.*

(This sentence refers to the affection that was felt.)

The expression "**to care for**" is sometimes used in negative or interrogative sentences to convey something totally different than in the sentences above:

*Do the children care for spinach? They do not care very much for spinach.*

(This means that the children do not like eating spinach.)

The expression "**to care about**" does not have the variety of meanings found with "**to care for**": it can only be used in connection with feelings.

*He doesn't care about his parents very much.* or

*He doesn't care very much about his parents.*

(This sentence refers only to his lack of affection.)

The expression "**to take care of**" is completely different from "to care about", in that it has nothing to do with affection:

*The nurse took care of an elderly lady for several years.*

(This refers only to the care provided, as in the first example of "cared for" above.)

### **elder vs. older**

Many students learning English as a foreign language have been instructed to refer to "my elder brother" or "my elder sister." It might be useful to mention that although this seems to be the only expression which appears in Ukrainian textbooks for the study of English (and may well be the most frequent wording used in BrE), it should also be noted that in some regions of Great Britain and in North America, it is more common to say, "my older brother" or "my older sister."

### **especially vs. specially (see 'False Friends', p. 52)**

### **"... for a long time"**

This is a common expression in English, but some students here use it somewhat differently than native speakers generally do. The correct usage:

- when used in affirmative or interrogative sentences, "for a long time" refers to a *duration*. An example of this usage:

*He has been at home for a long time.*

(He has had a prolonged stay at home.)



- when used in a negative sentence, the very same phrase instead conveys the idea of **the length of the interval between two events:**  
*He has not been at home for a long time.*  
 (A considerable amount of time has passed since his last visit home.)
- to indicate the contrary idea to that contained in the sentence "*He has been at home for a long time*", we would say,  
*He has not been at home **for very long**.*  
 (He has only been at home for a short time so far.)  
 (Alternative wording: *He has not been at home very long.*)

## fun and funny

Ukrainian speakers of English sometimes make mistakes with these words, mainly in using "funny" as if it were an adjective directly associated with the noun "fun". Although the two words have the appearance of being closely related, they actually are very different in meaning, as the following example sentences illustrate:

*It was a lot of fun. We had a great time.*

*Було дуже весело. Ми чудово провели час.*

*It was so funny that we couldn't help laughing.*

*Це було так кумедно/смішно, що ми не могли втриматися від сміху.*

"Funny" can also have the meaning of "дивний".

## "in case..."

In one book, the following sentence was observed:

*In case you have time, please come and see me.*

It should be noted that this use of "in case", where it could be replaced by "if", is mainly American, and even there, it wou. A more typical example of "in case" (both in BrE and AmE) would be,

*I'll take an umbrella with me in case it rains.*

Here, "in case" is used to introduce a hypothetical situation *which we wish to avoid or guard against*—"so as to be safe in the event that..."

## to intone

This English verb is connected with a certain manner of uttering words or sentences. However, the Ukrainian verb інтонувати and its Russian cognate интонировать may also be used with the meaning "to mark the intonation", and users here no doubt assume that the English verb has the same range of meaning as its Ukrainian and Russian counterparts.

✗ *Intone the following sentences.*

One possible way of indicating this in standard English would be the following:

✓ *Indicate the intonation pattern in the following sentences.*

## **much**

Ukrainians sometimes use this word in inappropriate contexts involving uncountable nouns. For instance,

*✗ She has much money.*

*✗ He has much courage.*

*✗ They ate much food.*

The correct expression to use in these sentences is "a lot of" (or in some cases its more colloquial variant "lots of"):

*✓ She has a lot of money. (She has lots of money.)*

*✓ He has a lot of courage.*

*✓ They ate a lot of food. (They ate lots of food.)*

"Much" is only used with uncountable nouns and only in negative or interrogative sentences:

*✓ Does she have much money? She doesn't have much money.*

*✓ Does he have much courage? He doesn't have much courage.*

*✓ Did they eat much food? They didn't eat much food.*

"A lot of" or "lots of" are, so to speak, "all-purpose modifiers": they may be used both with countable and uncountable nouns and in all kinds of sentences. "Many" is less "universal" because it modifies only countable nouns.

### **Main points:**

● **"Much" is used with uncountable nouns, and only in negatives or in questions.**

● **"A lot of" may be used with both countable and uncountable things in all kinds of sentences.**

## **"... my junior / senior"**

Ukrainian students telling about their families frequently use the formulas, "My brother is six years my junior" or "My sister is two years my senior." These sentences are correct, but many native speakers would tend to use them only in writing or in very formal situations, if at all. Evidence available from various dictionaries indicates that its use is more prevalent in British English, but throughout the English-speaking world, people in less formal situations more often say, "My brother is six years younger than I am" or "My sister is two years older than I am." (Despite the best efforts of generations of English teachers, in various English-speaking countries one also often hears "My brother is six years younger than me" or "My sister is two years older than me.")

## CULTURAL ISSUES and LANGUAGE

In this section we present some linguistic issues that are interconnected with the cultural environment in which they are used. For a foreign student of English, mastering proper English usage in these cases is more a matter of learning the patterns which exist in the English-speaking cultural environment, than of engaging in a painstaking study of grammar or semantics.

---

### ADDRESSING PEOPLE

This is one of the areas where language and culture are most closely intertwined. Each language provides a range of accepted formulas for addressing people, and speakers of the given language use these formulas according to the unspoken 'guidelines' that have developed in their culture and society. Considerations involving the social standing of people also play an important role, influencing speakers as they seek the most appropriate form of expression for a particular social environment.

It would be possible to consider a number of situations where differences exist between English and Ukrainian in this sphere, but our main objective here is to consider some which may lead to particular problems for Ukrainians as they attempt to find English expressions or formulas that convey their ideas or attitudes. From one person to another, factors such as age, education and social status may also produce significant differences in attitude as to the appropriateness of particular expressions.

Although the pattern of second-person personal pronouns in Ukrainian differs greatly from English, Ukrainian students do not seem to have any difficulty adapting to the use of the English "you" for both "ТІ" and "ВІ". Problems may arise, however, with the use of a person's first name. In English-speaking countries there is really no counterpart to the Slavic patronymic name, which is such an essential part of any Ukrainian full name. Some English names include a middle name (a name situated between the first name and the family name), but it is generally used only in official documents. If it is used consistently, it is simply considered to be part of the first name, as in the case of the famous female American tennis player, Billie Jean King.

The following list gives the main patterns for addressing a person (speaking to him or her directly) in Ukrainian and in English, respectively:

- |                                       |   |
|---------------------------------------|---|
| 1) the first name                     | 1) the first name   |
| 2) the first name and patronymic name | 2) "Mr" (or "Ms", "Mrs"), "Dr", "professor", "judge", etc, then the surname |
| 3) "пан(і)" and the first name        | 3) "sir", "madam"   |

It should be noted that the words "Dr", "Professor", "Judge", etc, rather than "Mr", "Ms" or "Mrs", are generally used in formal situations for addressing people who have these respective degrees or titles.

There are a number of situations both in Ukrainian and in English in which a person may be addressed simply by his first name. This usually occurs in informal circumstances, when people know each other very well and when they are in the same age group or at the same social level. If the situation is more formal, the second option on the above list



would be chosen in Ukrainian and in English: it sounds polite and respectful. There are many different types of circumstances where this is appropriate, such as in a discussion between a boss with an employee in a large company, or between scholars at a conference.

In situations that are not strictly formal, English speakers tend to switch to first names, and North Americans do so more readily than the British. Ukrainians seem to do so even more reluctantly than the British, in many cases continuing to use the same form of address for a person throughout the entire period of their acquaintance.

To give an illustration of the general idea mentioned above, we could imagine a scenario in which several students in the U.S.A. meet their teacher for the first time. The appropriate form for students to use in addressing their teacher would be the second level on our list above—"Mr.", or a corresponding feminine form. However, after being in two or three classes with that teacher, when the students feel that they know him a bit better, they are apt to call him by his first name. In contrast to this, the established pattern for students in Ukraine is to call teachers and professors by their first and patronymic names throughout the period of their studies. As has been stated above, in terms of social interaction class and age barriers seem to fall most rapidly in North America, somewhat more slowly in the U.K., and even more gradually in Ukraine. It is important for students to be sensitive to this difference.

With respect to the subject of addressing people, it can be observed that textbooks of English which were published in the Soviet Union seem to reflect the social conventions established there rather than those actually found in English-speaking countries. In that setting, for example, one would not have expected an informal, lively conversation between students and their teacher to take place, or to be presented in a textbook. On the contrary, the dominant forms of address involve the use of "Mr". Since students are sometimes still exposed to those books, they naturally become accustomed to the patterns illustrated there, and they are apt to adopt them as being typical of modern English. However, this can lead to the use of expressions that sound awkward and inappropriate in real-life situations with native speakers.

The third Ukrainian option indicated in the chart above, ["пан(i)"], is a form of address that seems to have been gaining more currency, especially in the western part of Ukraine, since the country regained its independence in 1991. It provides a convenient means of addressing people if one wishes to be polite and respectful, and not to sound either too casual or too stilted. This form covers part of the range of level (2) above, but may also be used interchangeably with (1).

It should be noted that none of the English forms of address mentioned above (Mr., Mrs., Miss, Dr., etc) should be used with the first name alone. For example, we can say *Miss Brown* or *Miss Mary Brown*, but not *Miss Mary*.

Special mention needs to be made concerning the forms of address that do not include the person's name. In English, "sir" is used in some set situations such as when a customer or a military superior is being addressed. ("Madam", sometimes shortened to "ma'am", especially in AmE, is the corresponding term used in addressing women). It shows respect and also indicates that the speaker, by using this formula, is acknowledging the superiority of the other interlocutor.

In Ukrainian, it is possible to use a form such as "пане професоре" whereas in English one needs to include the last name in the comparably respectful form, such as "Mr. Brown" (it is not possible to say "Mr. Teacher.") "Sir" may be used in BrE by school children addressing their male teachers. It may occasionally be used in AmE by a boy or young man who is politely addressing an older man.

For other possibilities which do not include a surname, we may consider the following examples found in the *Cambridge International Dictionary of English*:

*Miss, can I leave early?* (addressing a female teacher)

*Will he be all right, doctor?* (speaking to a medical doctor; note that in the UK male surgeons and dentists use "Mr" instead of "Dr").

*Thank you, nurse.* (addressing a nurse in a hospital)

*Excuse me, officer.* (addressing a police officer)

The *Longman Dictionary of Contemporary English* makes the observation that in AmE, "sir" or "mister" may be used "to get the attention of a man whose name you do not know": "Sir! You dropped your wallet!", "Hey, mister, you dropped your paper." However, "sir" would be *much more appropriate* and is by far the most desirable alternative, since "mister" can have quite an insulting connotation.

### **Addressing family members**

Under the heading "granny" in the vocabulary section of this handbook we mentioned a number of points about the way native speakers perceive the terms "grandmother", "grandma" and "granny", as well as the rather similar issue in connection with "mummy." We discussed the difference between these various words as they are used in *referring* to grandmothers and mothers. Closely related to this topic is that concerning the many ways of **addressing** family members in general. It seems that Ukrainian has developed more forms than English has in this domain, and one is led to wonder whether this tendency to use many forms of endearment in Ukrainian may have had some bearing on the excessive use of the word "granny", which by reason of its 'diminutive' ending might seem to be a more affectionate form of address than "grandmother" or "grandma". As we indicated earlier, native speakers would not likely think of "granny" as being more affectionate than "grandma", or "mummy" than "mum" and "mom". To illustrate the rich diversity of expressions available in Ukrainian, we can think of many words that may be used in addressing various family members, and which may influence the way Ukrainian students are apt to look for comparable terms in English. Here is a list of the terms of endearment for family members:

**father:** татусь, татуньо, татко; татусечко, татунечко

**mother:** мама, мамуся, мамуня, мамця, матінка, матуся, неня, ненька

**son:** син, синок, синочок, синула

**daughter:** доня, доця, донечка, дочечка

**brother:** братик, братунь, братуньо, братусь, братко, братонько

**sister:** сестричка, сестриченька, сестронька, сестриця, сеструня

**grandfather:** дідусь, дідунь, дідуньо

**grandmother:** бабуня, бабця, бабуля; бабусенька, бабусечка

In English, there are fewer distinctly different variations for referring to one's parents, and even those variations often consist mainly of different spellings of what is basically the same word. Here is a summary of these forms:



In English, there are fewer distinctly different variations for referring to one's parents, and even those variations often consist mainly of different spellings of what is basically the same word. Here is a summary of these forms:

"Father" (formal) and "Dad" (informal) are the main forms used in both BrE and AmE; "Papa" (with variants "Pop" or "Poppa" and "Pa") is another possibility in informal speech, mainly in AmE. "Daddy" is used mainly by children.

"Mother" is considered formal in BrE but in AmE it may also be used informally. "Mama" is mainly an AmE form (informal), with variant forms "Momma" and "Ma". The most common informal variant is "Mum" (BrE), generally spelled "Mom" in AmE, with the corresponding forms "Mummy" (BrE) / "Mommy" (AmE), mainly used by children.

***Additional note: addressing sons and daughters***

It might be particularly surprising for some Ukrainians to discover that native speakers of English do not use "Daughter" as a form of address. To do so would have a completely impersonal ring to it, and would never be used in a context such as the following:

(Mother to child): *Daughter, I want you to help me with this work.*

This could be especially startling for Ukrainians in view of the fact that in Ukrainian there are several terms of endearment used precisely in that context, as we noted above.

On the other hand, it is completely possible in English to use "Son" as a form of address, even though "Daughter" is never used! Ukrainian speakers can thus be advised to avoid saying "Daughter", simply using the girl's name instead in that function.

It should at the same time be kept in mind that personal names are much more often used by parents addressing their sons, than the word "son" itself. A diminutive form "sonny" or "sonny boy" does exist, but it is actually more likely to be used when someone is speaking to a boy who is not his son. The *Encarta Dictionary* classifies these terms as 'informal', and describes each of them as "an affectionate, or sometimes condescending, way of addressing a man or boy."



## Expressing congratulations

Native speakers of English who have the opportunity to spend some time conversing (in English) with Ukrainians note that such expressions as "Congratulations!" or "I congratulate you ..." are used more frequently than they would normally be in English as spoken by native speakers. This rather interesting case could be regarded as an illustration of both intercultural and interlingual transfer.

The meaning of this expression in both languages is essentially the same. The following definition of "congratulations" is given in the *Longman Dictionary of Contemporary English*: "words saying you are happy that someone has achieved something". However, there are differences in usage between English and Ukrainian.

There are many situations in which people congratulate each other both in Ukraine and in English-speaking countries:

- when someone is celebrating a birthday (mainly for "landmark birthdays", such as the 18th, 21st, 30th, 40th, etc; otherwise "Happy Birthday!" is simply used);
- when someone is celebrating a wedding anniversary (again, especially for notable anniversaries, such the 25th and 50th); also "Happy anniversary!"
- upon receiving high marks on an exam
- upon graduating from high school or university; upon entering a university
- upon one's engagement or marriage, and upon the birth of a child
- upon finding a good job, being promoted to a better position, receiving a new military rank, retirement, opening one's own business,  
and also after  
winning the lottery, winning a prize, or winning in a game or competition.

In some situations where Ukrainians may say, "Вітаю (Вас, тебе...)", people in English-speaking countries use expressions which do not specifically include the word **"Congratulations!"**. This may concern specific special holidays, as in the expressions "Happy New Year!", "Merry Christmas!", and "Happy Easter!"

The pattern of congratulating people when they've succeeded in buying something important for a modest price or in completing some personal project varies a great deal from one culture to another, even in the English-speaking world: for example the British are in general more reserved, and less inclined toward effusive congratulating than Americans. However, even in North America, we wouldn't want to risk exposing ourselves to ridicule by getting carried away with something like this. This may indicate that Ukrainians speaking English should consider the circumstances carefully before saying anything of this sort in English, even though it may seem a perfectly suitable occasion for congratulations within the Ukrainian cultural setting.

## Expressing regret

When one wishes to express regret to someone else, it can be a delicate matter to find the appropriate formula for conveying in the 'new' language what one is accustomed to saying in one's mother tongue. It is necessary to understand how varying degrees of regret can be communicated, according to the circumstances one is in. For example, if a friend has lost a close family member, one might say, *"I'm terribly / really / very sorry to hear that your mother passed away yesterday."*

On the other hand, if a friend has just lost one of his gloves, one would use a less profuse expression, such as *"That's a pity!"* (mainly BrE) or *"that's too bad!"* (mainly AmE).

Sometimes I have heard Ukrainian students exclaim, "Shame on me!" This expression doesn't exist in English: when we reproach someone **else**, we might say, "Shame on you!", but we never use a comparable expression when referring to ourselves. Native speakers might say, "I'm so ashamed." or "I'm so embarrassed."

## 'FALSE FRIENDS'

A 'false friend' is a word in a second language that looks (and often sounds) as if it could be translated by the corresponding word in the first language, but actually has a different meaning. It often happens that a student of a foreign language assumes that these particular words he encounters are identical in meaning to their 'counterparts' in his own language because they are so close in form. This obviously leads to some inaccurate usages.

We provide here a selection of English/Ukrainian 'false friend' word pairs involving words which are frequently used and which are most likely to lead to confusion<sup>3</sup>. In the cases where specific English and Ukrainian words may share some of their meanings but differ in others, we give only the particular meanings that are being confused. These words are especially deceptive, because if a student is aware that they have some meanings in common, he is likely to assume that they share all their varied shades of meaning. Whenever there seems to be a reason for doing so, we provide both the meanings that are different and the meanings that are shared. The method of indicating these shared meanings is explained at the beginning of the list, on p. 48.

It should also be noted that the confusion may occur in translations *in either direction* between the two languages in question. Thus a distinction can be made between Ukrainian-English and English-Ukrainian false friends. In the list below, all entries have been placed in alphabetical order according to the English words. A few entries that require more in-depth treatment will be dealt with first, followed by the general list.

### **actual and актуальний, actuality and актуальність**

Problems with these words often arise in translations from Ukrainian into English, and even some of the most comprehensive Ukrainian-English dictionaries may not deal with this issue fully, or with complete accuracy. Thus it may be useful at this point to provide a summary of the meanings of these words about which there is some confusion:

<i>actual</i> .....	<i>current, present, existing now</i>
<i>актуальний</i> .....	<i>of current relevance or interest</i>
<i>actuality</i> .....	<i>reality</i>
<i>актуальність</i> .....	<i>topicality, urgency</i>

Some Ukrainian expressions, with their English equivalents:

<i>актуальна проблема</i> .....	<i>an urgent / pressing current problem, an issue of the day</i>
<i>актуальне питання</i> .....	<i>a question of current importance, a pressing (topical, urgent) question</i>
<i>актуальність (наукової роботи)</i>	<i>current relevance (of a research project)</i>

<sup>3</sup> In the course of compiling this list, we consulted the following sources:

*Cambridge International Dictionary of English*, Cambridge University Press, 2001.

*Англо-русский и русско-английский словарь "ложных друзей переводчика"*. Под общ. рук.

В.В.Акуленко., Москва, 1969. (*An English-Russian and Russian-English Dictionary of 'Interpreter's False Friends'* Ed. by V. V. Akulenko, Moscow, 1969.)



## **colleague and колега**

The following is a sample of 'Ukrainian English':

**X** *A student talked with his colleagues in the classroom.*

"Colleague" means 'a fellow-worker at one's place of work', while "колега" has a broader meaning and may refer to people with whom one habitually does things together, people united by common interests. The above sentence needs to be formulated as

**✓** *A student talked with his fellow-students / groupmates / friends in the classroom.*

In various other contexts "колега" may also be translated as "associate, fellow, partner or companion."

## **fantasy and фантазія**

Ukrainians may occasionally be heard using sentences like the following:

**X** *You have to have a good fantasy to work as a designer.*

**X** *His fantasy is amazing.*

The problem occurs in sentences where one would use the Ukrainian words "фантазія" or "уява", denoting a person's ability to imagine things. In these contexts the appropriate corresponding English word is "imagination":

**✓** *You have to have a good imagination to work as a designer.*

**✓** *His imagination is amazing.*

Two different meanings of "фантазія" are being confused:

- 1) something one imagines — a fantasy
- 2) one's ability to imagine things — imagination

As this demonstrates, the difference between these two meanings of "фантазія" corresponds to the basic difference between the meanings of "fantasy" and "imagination". We might further note that "fantasy" is synonymous with "dream, reverie" (мрія), whereas "imagination" is closer in meaning to "creativity, creative thinking." The following examples could be considered:

**✓** *He used to have fantasies of becoming president of the USA.*

**✓** *Her biggest fantasy was to own a cottage by the sea-side.*

**✓** *You should use your imagination in solving that problem.*

**✓** *Little children have a more vivid imagination than adults.*

**✓** *Her paintings show a regrettable lack of imagination.*

## FALSE FRIENDS: MAIN LIST

### A note regarding shared meanings:

In the list of false friends provided below we have used parenthesized numbers to indicate cases where certain aspects of a word's meaning are shared by Ukrainian and English. Here is one sample listing:

<b>legal</b> .....	<b>легальний</b>
1. правовий	legal (2)
2. законний, легальний	

The "(2)" after "legal" is a reference pointer to "2. законний, легальний"—the meaning which "legal" and "легальний" share.

<b>academic</b> ( <i>noun</i> ) .....	<b>академік</b>
студент чи викладач університету	academician
<b>academy</b> .....	<b>академія</b>
спеціальний навчальний заклад (на рівні між середньою і вищою школою); училище	1. special higher education institution
e.g. <i>military academy</i> — <i>військове училище</i>	2. academy
<b>accord</b> <b>акорд</b>	
згода	musical chord
<b>accuracy</b> .....	<b>акуратність</b>
точність, правильність	neatness, tidiness
( <i>similarly</i> ): <b>accurate, accurately</b> .....	<b>акуратний, акуратно</b>
<b>action</b> .....	<b>акція</b>
дія, вчинок тощо	1. <i>démarche</i>
	2. share of stock, security
<b>adventure</b> .....	<b>авантюра</b>
1. пригода	venture, adventure (2)
2. авантюра	
<b>advocate</b> .....	<b>адвокат</b>
1. захисник, прихильник (точки зору тощо)	barrister, attorney (at law), defense attorney,
2. адвокат (у Шотландії, Франції та в деяких інших країнах)	advocate (2)
<b>agency</b> .....	<b>агенство</b>
(державний) орган ( <i>також</i> агенство)	agency (a business, a private company)
e.g. <i>law-enforcement agencies</i> — <i>правоохоронні органи</i>	
<b>agony</b> .....	<b>агонія</b>
мука, страждання	mortal agony, death agony
<b>alley</b> .....	<b>алея</b>
вузька доріжка/провулок між або за будинками	path (bordered by trees and bushes)
<b>ambitious</b> .....	<b>амбіційний</b>
честолюбний, що прагне (успіху тощо)	1. pretentious, pompous
	2. aiming higher than is appropriate
<b>ammunition</b> .....	<b>амуніція</b>
боєприпаси, військовий обладунок	(BrE) accoutrements, (AmE) accouterments

<b>angina</b> .....	<b>ангіна</b>
1. грудна жаба, стенокардія	tonsillitis
2. ангіна	
<b>apartment</b> .....	<b>апартаменти</b>
1. ( <i>AmE</i> ) квартира	luxury apartment, apartment (2)
2. ( <i>esp BrE pl</i> ) апартаменти	
<b>arch</b> .....	<b>арка</b>
1. дуга, згин	arch (2)
2. <i>архіт.</i> арка	
<b>argument</b> .....	<b>аргумент</b>
1. суперечка	argument (2)
2. аргумент	
<b>artist</b> .....	<b>артист</b>
1. митець	actor, artist (2)
2. артист	
<b>aspirant</b> .....	<b>аспірант(ка)</b>
претендент, кандидат	( <i>BrE</i> ) post-graduate student, ( <i>AmE</i> ) graduate student
<b>athlete</b> атлет	
спортсмен (особливо легкоатлет)	weight-lifter, wrestler or boxer; circus performer (doing feats of strength, skill or daring)
<b>athletics</b> .....	<b>атлетика</b>
1. ( <i>BrE</i> ) легка атлетика	athletic sports, ( <i>AmE</i> ) athletics
2. ( <i>AmE</i> ) атлетика	
<b>attack</b> .....	<b>атака</b>
1. ( <i>військ.</i> ) атака	onslaught, attack (1)
2. ( <i>мед.</i> ) напад	
<b>attraction</b> .....	<b>атракціон</b>
1. цікавинка (те, що приваблює увагу)	1. circus performance
2. аттракціон (2)	2. ( <i>pl.</i> ) recreational devices (in an amusement park)
3. притягання, тяжіння	
<b>audience</b> .....	<b>аудієнція</b>
1. публіка, слухачі	formal interview with a person in authority
2. аудієнція	
<b>auditorium</b> .....	<b>аудиторія</b>
1. глядацький зал ( <i>у театрі</i> )	(lecture-)room / hall
2. концертний зал ( <i>будова</i> )	
3. аудиторія	
<b>authority</b> .....	<b>авторитет</b>
1. влада, повноваження	authority (2), prestige
2. авторитет	
<b>balloon</b> .....	<b>балон</b>
1. повітряна куля	cylindrical or spherical container; cylinder
2. надувна кулька	
<b>barracks</b> .....	<b>барак</b>
казарма	temporary building



<b>basin</b> . . . . .	<b>басейн</b>
1. басейн (річки, моря)	swimming pool
2. ( <i>BrE</i> ) таз; раковина	
<b>baton</b> . . . . .	<b>батон</b>
диригентська паличка; естафетна паличка	long loaf (of bread), French loaf
<b>battle</b> . . . . .	<b>баталія</b>
битва, боротьба	1. ( <i>jokingly</i> ) row, squabble; 2. ( <i>dated</i> ) battle
<b>billion</b> . . . . .	<b>більйон</b>
1. ( <i>BrE</i> ) $10^{12}$ — трильйон	$10^9$ — ( <i>BrE</i> ) milliard, ( <i>AmE</i> ) billion
2. ( <i>AmE</i> ) $10^9$ — більйон, мільярд	
<b>biscuit</b> . . . . .	<b>бісквіт</b>
1. ( <i>BrE</i> ) сухе солодке печиво	sponge cake
2. ( <i>AmE</i> ) невелика кругла булочка	
<b>box</b> . . . . .	<b>бокс</b>
коробка	boxing
<b>cabinet</b> . . . . .	<b>кабінет</b>
1. шапка, комод	office, study
2. ( <i>заст.</i> ) кабінет	
<b>cadre</b> . . . . .	<b>кадр</b>
1. <i>військ.</i> кадровий склад	1) ( <i>мн. кадри</i> ) personnel, skilled workers
2. керівники, лідери . . . . .	2) ( <i>кіно</i> ) still, shot, frame
<b>cake</b> . . . . .	<b>кекс</b>
1. торт, тістечко	raisin cake
2. кекс	
<b>camera</b> . . . . .	<b>камера</b>
1. фотоапарат	1. inner part of camera
2. камера, <i>напр.</i> <i>TV camera</i> — телекамера	2. cell, ward, chamber
<b>candidate</b> . . . . .	<b>кандидат (наук)</b>
кандидат, претендент	'Kandidat Nauk' degree (Doctor of Philosophy, Ph.D.)
<b>champion</b> . . . . .	<b>чемпіон</b>
1. поборник, борець (за щось)	champion (2), title-holder
2. чемпіон	
<b>chef</b> . . . . .	<b>шеф</b>
шеф-повар	chief; leader; boss
<b>civil</b> . . . . .	<b>цивілізований</b>
громадянський; цивільний	civilized
<b>colloquium</b> ( <i>rare</i> ) . . . . .	<b>колоквіум</b>
науковий колоквіум	1. quiz, oral examination 2. colloquium
<b>comfort</b> . . . . .	<b>комфорт</b>
1. зручність; ( <i>pl.</i> ) (побутові) зручності	conditions affording physical and material comfort
2. втіха, спокій	
3. забезпеченість	

<b>command</b> .....	<b>команда</b>
1. наказ, команда	1. sports team; crew
2. (комп.) команда (2)	2. (comp.) command, instruction
<b>communal</b> .....	<b>комунальний</b>
громадський, колективний	municipal
<i>напр.</i> комунальні послуги – public utilities	
<b>complex</b> .....	<b>комплексний</b>
1. складний, складений; заплутаний	1. comprehensive, overall
2. (мат.) комплексний (2)	2. (math) complex (2)
<b>complexion</b> .....	<b>комплексія</b>
колір обличчя, стан шкіри обличчя	build, constitution, physique
<b>compositor</b> .....	<b>композитор</b>
складач, набирач ( <i>у друкарстві</i> )	composer (of music)
<b>concurrent (adj.)</b> .....	<b>конкурент</b>
одночасний, супровідний	competitor, rival
<b>confuse (transitive)</b> .....	<b>конфузити</b>
збивати з пантелику; заплутувати	embarrass
<b>conserve(s)</b> .....	<b>консерви</b>
консервовані фрукти, варення	tinned/canned food
<b>contribution</b> .....	<b>контрибуція</b>
внесок, пожертвування; сприяння	(war) reparations
<b>control</b> <b>контроль</b>	
1. керування; регулювання	inspection, check, supervision
2. контроль	
<b>correct</b> .....	<b>коректний</b>
1. правильний	tactful, polite
2. коректний	
<b>costume</b> .....	<b>костюм</b>
1. одяг, стиль одягу	1. (men's) suit
2. жіночий костюм	2. (national) costume, (swimming) costume
<b>decade</b> <b>декада</b>	
10 років	ten days, ten-day period
<b>decoration</b> .....	<b>декорація</b>
прикраса; оздоба, оздоблення	scenery, decor
<b>delicate</b> .....	<b>делікатний</b>
1. витончений; легко вразливий	1. tactful, polite ( <i>person</i> )
2. делікатний (2), (3)	2. considerate, mindful ( <i>action</i> )
	3. ticklish ( <i>situation</i> )
<b>depot</b> .....	<b>депо</b>
1. склад	shed (for public transportation vehicles)
2. автовокзал; автобусне/залізничне депо	
<b>deputy</b> <b>депутат</b>	
1. заступник (на посаді)	delegate, deputy (2)
2. депутат	

<b>diet</b> .....	дієта
1. раціон, харчування	diet (2)
2. дієта	
<b>director</b> .....	директор
1. режисер; керівник	1. chief executive/manager
2. директор (1), ( <i>інколи</i> ) директор (2)	2. ( <i>BrE</i> ) headmaster, ( <i>AmE</i> ) school principal
<b>divan</b> .....	диван
тахта, софа (без спинки і білець)	couch, sofa (with arms and a back)
<b>drape</b> .....	драп
( <i>зв'яз. мп.</i> ) порт'єри	thick cloth
<b>especially</b> .....	спеціально
особливо	specially
<b>example</b> .....	екземпляр
приклад, взірць	copy
<b>extra</b> .....	екстра
1. додатковий; зайвий	first-rate, best quality ( <i>about goods</i> )
2. вищої якості	
<b>extravagant</b> .....	екстравагантний
марнотратний; непомірний, надмірний	eccentric
<b>fabric</b> .....	фабрика
тканина	factory
<b>fabricate</b> .....	фабрикувати
1. фабрикувати	fabricate (1), forge (document),
2. збирати з готових частин	trump up (charges)
<b>faggot</b> .....	фагот
обережок хмизу; в'язка	bassoon
<b>figure</b> .....	фігура
1. фігура	figure (1)
2. цифра	
3. рисунок (ілюстрація)	
4. (мн.) кількісні показники (дані)	
<b>film</b> .....	фільм
1. (кіно)плівка	( <i>BrE</i> ) film, ( <i>AmE</i> ) movie
2. ( <i>BrE</i> ) фільм	
<b>focus</b> .....	фокус
1. фокус (у фізиці, математиці)	1. focus
2. центр; осередок	2. (conjuring) trick, magic act
<b>fundamental</b> .....	фундаментальний
1. основний, корінний	solid; thorough, profound
2. фундаментальний ( <i>про дослідження</i> )	( <i>about knowledge</i> ), fundamental (2)
<b>gallantry</b> .....	галантерея
1. відвага	haberdashery, fancy goods shop
2. галантність	



<b>genial</b> .....	<b>геніальний</b>
добрий, сердечний, приязний	brilliant, (man of) genius
<b>geyser</b> .....	<b>гейзер</b>
1. гейзер	geyser (1)
2. ( <i>BrE</i> ) газова колонка	
<b>gymnasium</b> .....	<b>гімназія</b>
1. спортзал	grammar school, classical school
2. ( <i>інколи</i> ) гімназія	
<b>gypsum</b> .....	<b>гіпс</b>
гіпс ( <i>в мінералогії</i> )	1. ( <i>med.</i> ) plaster cast
	2. gypsum
<b>hazard</b> .....	<b>азарт</b>
ризик, небезпека	excitement, passion
<b>herb</b> .....	<b>герб</b>
трава; рослина (особ. лікарська)	coat of arms, national emblem
<b>history</b> .....	<b>історія</b>
історія (минуле), історія (наука)	1. history
	2. story
<b>human</b> .....	<b>гуманний</b>
людський	humane
<b>humanitarian</b> .....	<b>гуманітарний</b>
гуманітарний (1), гуманний	1. humanitarian
	2. ~і науки — the humanities
<b>hymn</b> .....	<b>гімн</b>
духовна пісня; прославляння	1. (national) anthem
	2. hymn
<b>instruct</b> .....	<b>інструктувати</b>
1. навчати	instruct (2)
2. інструктувати, давати вказівки	
<b>intelligence</b> .....	<b>інтелігенція</b>
інтелект, розум	intellectuals, intelligentsia
<b>intelligent (adj.)</b> .....	<b>інтелігентний</b>
розумний, здібний	educated and well-bred
<b>journal</b> .....	<b>журнал</b>
1. журнал ( <i>фаховий</i> )	magazine, journal (1)
2. щоденник	
<b>legal</b> .....	<b>легальний</b>
1. правовий	legal (2)
2. законний, легальний	
<b>liquor</b> .....	<b>лікер</b>
напій (особ. алкогольний)	liqueur
<b>machine</b> .....	<b>машина</b>
машина, механізм, верстат	car, vehicle, ( <i>BrE</i> ) lorry, ( <i>AmE</i> ) truck

<b>machinist</b> .....	<b>машиніст</b>
(слюсар-) механік; верстатник	engine driver
<b>magazine</b> .....	<b>магазин</b>
журнал	shop, store
<b>manufacture</b> .....	<b>мануфактура</b>
1. виробництво	1. textile mill
2. (pl.) продукти, фабрикати	2. textiles
<b>manuscript</b> .....	<b>манускрипт</b>
1. манускрипт ( <i>старовинний рукопис</i> )	manuscript (1)
2. рукопис	
<b>marmalade</b> .....	<b>мармелад</b>
джем	fruit sweets, fruit jelly
<b>materially</b> .....	<b>матеріально</b>
1. суттєво, значно	financially
2. стосовно матерії, матеріальних речей	
<b>mayor</b> .....	<b>майор</b>
мер	major
<b>nation</b> .....	<b>нація</b>
1. народ	nation (2)
2. нація	
<b>natural</b> .....	<b>натуральний</b>
1. природний	real, genuine
2. природничий	
<b>nervous</b> .....	<b>нервозний</b>
1. нервовий (прикм. до <i>нерв</i> )	irritable, quick-tempered, high-strung
2. боязкий	
<b>novel</b> .....	<b>новела</b>
роман	short story
<b>obligation</b> .....	<b>облігація</b>
зобов'язання	bond
<b>occasion</b> .....	<b>оказія</b>
1. випадок; (важлива) подія	1. opportunity
2. оказія (1)	2. oddity, adventure
<b>occupant</b> .....	<b>окупант</b>
мешканець; орендатор	invader
<b>officer</b> .....	<b>офіцер</b>
1. посадова особа, чиновник	officer (2)
2. офіцер	
<b>opponent</b> .....	<b>опонент</b>
ворог, суперник; конкурент	adversary, contender (in a dispute); devil's advocate ( <i>dated</i> ), opposer
<b>order</b> .....	<b>ордер</b>
1. порядок	warrant
2. замовлення	
<b>ordination</b> .....	<b>ординатура</b>
посвячення в духовний сан, рукопокладання	(post-)graduate course in internal medicine

<b>original (n)</b> .....	<b>оригінал</b>
оригінал (документа тощо)	1. original
	2. eccentric person
<b>original (adj)</b> .....	<b>оригінальний</b>
1. первісний, початковий	original (2)
2. оригінальний	
<b>pamphlet</b> .....	<b>памфлет</b>
брошура, буклет	lampoon
<b>paragraph</b> .....	<b>параграф</b>
абзац (у тексті)	1. paragraph
	2. section (of a text)
	3. article, clause (of law)
<b>partisan</b> .....	<b>партизан</b>
1. прихильник, прибічник	guerilla, partisan (2)
2. партизан	
<b>party</b> .....	<b>партія</b>
1. партія (1)	1. (political) party
2. загін, група	2. batch of goods
	3. game (of chess)
<b>pasta</b> .....	<b>паста</b>
макаронний виріб	paste
<b>pathetic</b> .....	<b>патетичний</b>
зворушливий, жалісний; жалюгідний	full of pathos, passionate
<b>perspective</b> .....	<b>перспектива</b>
1. перспектива (1)	1. perspective ( <i>visual</i> )
2. ракурс, кут зору, погляд	2. prospects, plans
3. ( <i>інколи</i> ) перспектива (2)	
<b>physician</b> .....	<b>фізик</b>
лікар, терапевт	physicist
<b>practice</b> .....	<b>практика</b>
1. практика ( <i>на противагу теорії</i> )	1. practice (1)
2. вправління	2. training; apprenticeship
<b>pretend</b> .....	<b>претендувати</b>
удавати (із себе)	aspire
<b>principal</b> .....	<b>принциповий</b>
головний, провідний, основний	principled (having high principles)
<b>prognosis</b> .....	<b>прогноз</b>
1. ( <i>мед.</i> ) прогноз	1. weather forecast
2. передбачення	2. ( <i>med.</i> ) prognosis (1)
<b>prospect</b> .....	<b>проспект</b>
1. вид, перспектива	avenue, boulevard
2. плани на майбутнє	
<b>protection</b> .....	<b>протекція</b>
захист	favouritism, patronage



<b>record (n)</b> .....	<b>рекорд</b>
1) запис; реєстрація	( <i>sports</i> ) record (2)
2) ( <i>спорт.</i> ) рекорд	
<b>remark</b> ремарка	
заувага, репліка	stage direction
<b>rent</b> .....	<b>рента</b>
квартплата; орендна плата	annuity
<b>repetition</b> .....	<b>репетиція</b>
повторення	rehearsal
<b>replica</b> репліка	
репродукція	remark, retort
<b>resident</b> .....	<b>резидент</b>
постійний мешканець	'fixed-post spy'; chief of a country's intelligence operations in another country
<b>revenge</b> .....	<b>реванш</b>
помста	1. revenge ( <i>in a war, struggle, etc</i> )
	2. ( <i>sports</i> ) return match
<b>revision</b> .....	<b>ревізія</b>
перегляд, перевірка; переопрацювання	inspection; ( <i>accounting</i> ) audit(ing)
<b>routine</b> .....	<b>рутина</b>
заведений порядок, певний режим	humdrum, groove, jog trot
<b>salad</b> .....	<b>салат</b>
салат (1)	1. salad
	2. lettuce
<b>scene</b> .....	<b>сцена</b>
місце (події), місце дії	( <i>BrE</i> ) theatre stage, ( <i>AmE</i> ) theater stage
<b>scenery</b> .....	<b>сценарій</b>
(театральні) декорації; ландшафт	script, scenario
<b>sentence</b> .....	<b>сентенція</b>
1. речення	maxim
2. вирок суду, покарання	
3. ( <i>заст.</i> ) сентенція	
<b>specific</b> .....	<b>специфічний</b>
особливий, спеціальний; конкретний	peculiar, distinctive
<b>spectacle</b> .....	<b>спектакль</b>
видовище, сцена	performance, play
<b>speculate</b> .....	<b>спекулювати</b>
1. обмірковувати (можливі наслідки)	profiteer; speculate (3)
2. висувати здогади	
3. грати (спекулювати) на біржі	
<b>student</b> .....	<b>студент</b>
1. учень школи	student (2)
2. студент	
<b>sympathetic</b> .....	<b>симпатичний</b>
співчутливий; близький за духом	nice(-looking), likeable, attractive

<b>technique</b> .....	<b>техніка</b>
техніка ( <i>вміння</i> ); методика	equipment, machinery; technology
<b>theses</b> .....	<b>тези</b>
1. положення	abstract, summary, resume
2. дисертації	
<b>urn</b> .....	<b>урна</b>
1. поховальна урна	1. dustbin
2. урна для голосування	2. (ballot) box, urn (2)
3. урна ( <i>ваза</i> )	3. (burial) urn (1)
<b>wagon</b> .....	<b>вагон</b>
1. фургон	railway/tram carriage
2. вагон-платформа, вантажний вагон	

## **SECTION 2**

### **SELECTED GRAMMAR PROBLEMS**

In this section, we deal with grammar-related errors and non-standard patterns which have come to our attention, and which to some degree have a specific and traceable connection with the Ukrainian language. We have made an effort to show whether specific structures we are examining are actually incorrect, or whether they simply require rewording to be clearly understandable for native speakers.

#### **VERB TENSES**

##### **Present continuous tense vs. simple present**

Ukrainian students sometimes use the *present continuous tense* where native speakers use the *simple present*:

✗ *"He is speaking English very well"* instead of

✓ *"He speaks English very well."*

The use of the present continuous tense here suggests that the person referred to is in the process of speaking right at this moment, but the adverbial qualifier "very well" shows that the speaker is actually referring to someone's general competence in the language, not just something related to the present moment.

##### **Past simple tense vs. past perfect**

Although teachers of English grammar diligently instruct their students in the use of the simple past tense (preterite) as opposed to the present perfect, choosing correctly between these two tenses remains one of the thorniest verb tense problems for those learning English as a foreign language. In one English textbook published in Ukraine, there is a dialogue involving someone who had made a trip to England, and who was later asked,

✗ *"What have you seen there?"*

Someone asking this question *while the interlocutor was still in England* could have used the present perfect (changing "there" to "here"), but once the experience is completely in the past, it is necessary to use the simple past tense:

✓ *"What did you see there?"*

Even though the specific time frame (normally the cue for using the simple past tense) is not mentioned within this sentence, the fact that the conversation is taking place outside of England shows that the visit to England is completely in the past, and this makes the simple past tense the most appropriate one to use. (It might be useful to note that in informal speech, especially in AmE, English speakers may often use the past indefinite tense instead of the present perfect, although this pattern is avoided by careful speakers.)



### **A couple of special cases:**

#### **"I forgot."**

This expression is often used by Ukrainian speakers of English when they want to say "Я забув." If native speakers are asked for some information, and are unable to think of it on the spur of the moment, they are likely to begin their reply by saying, "I forget...", rather than "I forgot...." If one's train of thought is lost in the midst of a discussion, a present-tense or a present perfect construction may be used:

*I forget what I was trying to tell you.*                      or

*I've forgotten what I was trying to tell you.*

The simple past tense is used in referring to an instance of forgetfulness that is completely in the past:

*Yesterday I forgot the word just when I needed it.*

It is interesting to note that if we suddenly remember the piece of information that had escaped us, we may say in English, "Now I remember it!" In Ukrainian, the past tense would be used to express this thought: "Я згадав!" (See also the article about "I have understood you" below.)

#### **"I have understood you."**

We have heard Ukrainian speakers say in the course of English conversations, "I have understood you" or else "I understood." When we are listening to someone's explanation of something and we wish to express that we have understood what is being said, we would normally say, "I understand." In Ukrainian there are two possibilities. When the other interlocutor has finished his explanation one may say "Я зрозумів." or something along the lines of "Тепер я розумію, що...." One may also say "Я розумію." to show comprehension or agreement and to keep the conversation going. This latter expression may be interjected repeatedly within a conversation, in a similar way to the English expression, "I see."

## SEQUENCE OF TENSES

Our intention here is just to provide a few illustrations of errors we have observed, along with the form that a native speaker would be inclined to use instead.

✗ *Even if he came there yesterday, they wouldn't have spoken to him.*

✓ *Even if he had come there yesterday....*

Another example sentence we noted in one source:

✗ *It looks as if they had left.*

A native speaker reading this sentence cannot be sure which time frame is intended.

There are two possibilities:

✓ *It looked as if they had left. ("It appeared that they had left.")* or

✓ *It looks as if they have left. ("It appears that they have left.")*

✗ *[Yesterday] we ought to wash the dishes but not to dry them.*

✓ *[Yesterday] we were to wash / were supposed to wash the dishes....*

✗ *The question was often put to me but I have never answered it.*

✓ *The question has often been put to me....*

✗ *We ought to deal with the problem before it was talked about.*

✓ *We ought to have dealt with the problem....*

## MODAL VERBS

### can vs. may

In one textbook, we noticed a sentence containing the phrase,

✗ *.... you can be late for your classes.*

This suggests to a native speaker that "it is permissible for you to be late." However, it is clear from the context of this sentence that the desired meaning is "there is a strong possibility that you will be late." To express this, it is necessary to say,

✓ *... you **may** be late for your classes.*

Another example was along the lines of the following sentence:

✗ *Instead of looking here, you can find something useful in that book.*

Once again, native speakers would say,

✓ *Instead of looking here, you **may** find something useful in that book.*

More examples:

✗ *The man in the picture can be a lawyer.*

✓ *The man in the picture **may** be a lawyer.*

✗ *She can be about 20 or 21.*

✓ *She **may** be about 20 or 21.*

### had to vs. was / were supposed to

One sometimes hears sentences such as,

✗ *"It is already eleven o'clock! You know that you **had to** be here at ten!"*

The correct form is,

✓ *"... You know that you **were supposed to** be here at ten!"*

More examples:

*Наш потяг мав прибути о другій, але запізнився.*

✗ *Our train had to arrive at two, but it was late.*

*Він має прийти за півгодини, і я очікую, що він прийде вчасно.*

✗ *He has to come in half an hour, and I expect him to be on time.*

Some possible correct constructions would be:

✓ *Our train was supposed to arrive at two, but it was late.*

✓ *Our train was expected to arrive at two, but it was late.*

✓ *He is supposed to come in half an hour, and I expect him to be on time.*

The confusion most probably stems from the fact that in Ukrainian the verb "мати" is used both to express obligation and to convey the idea of an expected event. In English the verb "to have to" is usually used in the first case, and "to be supposed to" or "to be expected to" in the second case.

### **must**

Some textbooks suggest the use of "must" in certain contexts to express obligation in the past.

✗ *I knew that I must go there too.*

However, a native speaker hearing this sentence would likely interpret its wording to be equivalent in meaning to that found in one of the following sentences:

✓ *I know that I must go there too.*

(present: for any kind of strong obligation)

✓ *I knew that I had to go there too.*

(past: mainly for a self-imposed obligation)

✓ *I knew that I was supposed to go there too.*

(past: particularly expresses an externally-imposed obligation)

This illustrates the point that instead of "must", it is better to use "had to" or "was/were supposed to" in a past time context, depending on the meaning to be expressed.

### **"should" vs. "are / were supposed to"**

In some instances, we have noted the use of "should" in contexts where native speakers use formulas which express a stronger form of obligation. For example, here is something that was expressed one time after a background sentence (clarifying the context) such as, "After we got our instructions from the teacher, my friend spent some time developing a plan, and I also worked out a possible outline. Then, after that..."

✗ *... we should combine the two ideas.*

From the context, it was evident that the actual meaning was

✓ *We were supposed to combine the two ideas.*

If, instead of beginning with "Then, after that..." the sentence began with "Now...", then the correct form would be,

✓ *We are supposed to combine the two ideas.*

In another instance, someone said,

✗ *When I think of something, I should express it.*

In one sense, it is possible to say this, but the idea that was actually intended by my interlocutor was

✓ *When I think of something, I must express it / I have to express it.*



### "should better..."

Very frequently, one hears recommendations such as

✗ *You should better do that now.*

The appropriate form is,

✓ *You had better do that now.*

"Should better" is not used by native speakers, although "somebody **had better** do something" (or "somebody'd **better** do something") are in current use. Another very common way of saying this is:

✓ *It would be better for you to do that now.*

Related to the discussion here is the use of the following expression:

✗ *We would better say ...* used where it should be

✓ *We would rather say ...*

"Would better" is a form that is not used by native speakers.

### will vs. can / could

One pattern of verb tense usage which may be heard here from time to time is exemplified by the following sentence:

✗ *Maybe you will look through the book and you will find some examples.*

This construction was used in a context where the speaker was suggesting to his interlocutor that he look through the book. This usage of the auxiliary verb for the future tense is somewhat confusing to a native speaker, because this tense is not generally used in English to describe a proposed or hypothetical situation. To convey this element of gentle suggestion, we would tend to choose a modal verb, and to say,

✓ *Maybe you can look through the book....* or

✓ *Maybe you could look through the book....*

If we use the phrase "Maybe you will find...", we mean "When you look, it is possible that you will find...", rather than "I hope and recommend that you find...."

## GERUNDS

Some Ukrainian speakers of English use gerund forms in non-standard ways, such as in the phrase "at the end of your *staying*..." (instead of "at the end of your stay"), or "Thank you for your calling." (instead of "Thank you for your call.")

**One extremely often hears students use the gerund "studying" in situations where native speakers would tend to refer to "studies:"**

? *Next year I plan to continue my **studying** in Kyiv.*

✓ *Next year I plan to continue my **studies** in Kyiv.*

Various other similar examples could be cited. In one textbook, the following sentence can be found:

✗ *"Could you read before schooling?"*

This gerund form is not used in this way by native speakers. We might use the word "schooling" in a sentence such as "I received my schooling in a village", but in the context suggested above, we would say,

✓ *"Could you read before starting school?"* or

✓ *"Could you read before you started school?"*

There are many contexts where it is a challenge for students of English to choose between the gerund and the infinitive. We have noticed the following sentences:

**X** *Even if I had enough money, I should not afford buying such an expensive car.*

After "afford", it is necessary to use the infinitive, "to buy." Moreover, native speakers would use the modal verb "could" instead of "should."

**✓** *Even if I had enough money, I couldn't afford to buy such an expensive car.*  
or

**✓** *Even if I had enough money, I wouldn't be able to afford to buy such an expensive car.*

Some examples of verbs after which we use gerunds or infinitives are provided in Appendix 5.

## ARTICLES

For students whose mother tongue is Ukrainian, a language which does not have definite or indefinite articles, it is definitely a challenge to acquire an instinct for the insertion of articles where English speakers would use them. The general principles of article usage are explained in many different grammar books, and we will not attempt to repeat their presentations here. Above all, it is necessary for the student to grasp the fact that articles really are important in English communication, and that omitting them can sometimes lead to confusion or even total misunderstanding. The way we use them demonstrates something about the way we view the nouns with which they are associated. We have generally found that when we draw the attention of Ukrainian students to an article problem, they reply that they have already been taught the necessary principles, and have merely failed to apply them. This being the case, we have decided simply to provide some examples of the four types of article errors that we have encountered, with the hope that these examples will help students to sense the importance of applying the rules which they have already studied.

### ● Failing to use an article in contexts that require one

In one textbook, there are two instances of the sentence,

**X** *Take umbrella with you.*

Here, an article is clearly called for, but in this case it would be possible to use either the definite or the indefinite article, depending on the circumstances. If there were only one umbrella in the house, then the definite article would be appropriate, but if there were several umbrellas available, we would say,

**✓** *Take an umbrella with you.*

Under other circumstances, it might be more natural to use the possessive form:

**✓** *Take your umbrella with you.*

or the demonstrative form, if the umbrella is actually visible:

**✓** *Take that umbrella with you.*

A similar problem can be seen in the following question taken from a textbook,

**X** *Have you done exercise?*

Native speakers would ask,

**✓** *Have you done **the** exercise?*

### ● Inserting an article where native speakers would not use one

In one textbook, there is a chapter entitled,

**X** *The Classification of the English Verbs.*

A native speaker would refer to "the classification of English verbs", because he would think of "English verbs" in a general sense. Using the definite article seems unnatural to us because it seems to direct attention to a specific group of verbs, rather than to English verbs in general.

Another sentence in the same book is

**X** *It was explained to us that the man in those days had almost no chance of protecting themselves against such monsters.*

Since "man" seems to be used in a generic sense here, native speakers would not use an article. In addition, there is a singular/plural number agreement problem: it is necessary to say that man had "... almost no chance of protecting himself...."

In conversations, one quite regularly hears students refer to "the God" instead of simply "God", as we express it in English. The possessive pronoun may be used with "God" (as in "my God"), although when used in the second or third person in combination with "God", it might give the impression that the people we are addressing or referring to have a different God than our own. This pattern can be seen in the following example sentences:

*Your God seems to be rather different from the One I have read about.*

*His God rather conveniently seems to accept certain transgressions.*

We do use an article or a possessive pronoun when we refer to "the Lord," but it is interesting to note that when people address the Lord in a prayer, they simply say, "Lord...."

Some other errors which we have heard involving the use of unnecessary articles:

**X** a terrible weather

✓ terrible weather

**X** a good handwriting

✓ good handwriting

### ● Use of an article in place of a possessive

In one textbook, the following sentence is used: "Tell the mother that I shall come in time." Although this sentence is theoretically possible, it would be very unlikely for anyone to say this; it would more likely be "Tell your mother...", "Tell my mother..." or simply "Tell Mother...."

### ● Incorrect choice of article (definite/indefinite)

In this category, we notice a very common tendency to use definite articles where native speakers use indefinite articles. For example, students often say,

**X** *My grandparents live in the village.*

This implies that there is only one village. We would say,

✓ *My grandparents live in a village.* or

✓ *My grandparents live in the country.*

The origin of the problem lies in the confusion of the two constructions: "in a village" but "in the country."

On the other hand, the indefinite article is sometimes incorrectly used in place of the definite article. For example, one textbook contains the following sentence:

**X** *I forget a title of the book.*



This should be

✓ I forget **the** title of the book.

because the use of "a" suggests to us that the book has several titles, and that the speaker has forgotten one of them.

Someone once made the following inquiry:

*Do you have the key to the office?*

The question would have been correct if only one key had existed for the office. Since there were several keys, the question ought to have been formulated like this:

*Do you have a key to the office?*

In this case, the fact that there are multiple copies of the office keys seems to the speaker to override the "definiteness" of that particular key.

## PRONOUNS

### ● ***This vs. it and that***

As one listens to Ukrainian students and teachers speaking English, one often hears "it" or "this" used where native speakers would tend to use "that." First of all, it is necessary to become sensitive to situations where native speakers instinctively feel the need of using one specific pronoun as opposed to any other.

When reference is made to someone else's words, "this" is used to introduce new information, while "that" is used to refer to the information already mentioned. Consider the following pair of sentences:

✓ ***This*** is how he spells his last name: K-o-v-a-l. but

✓ K-o-v-a-l. ***That's*** how he spells his last name.

Another example involves a typical comment that one might hear:

*It's very interesting.*

As a general comment on something that is being described, this construction is perfectly correct. However, if someone is speaking to us and tells us something that we find very interesting, we would generally reply,

✓ ***"That's very interesting"***

in order to make clear that we are referring to what has just been said. **This particular point needs to be very strongly emphasized—it is a problem for many students of English.**

When showing pictures in a photo album, students are apt to point to someone in a photo and say, "It's my mother... it's my uncle... it's our house," etc. In this situation, a native speaker would definitely say, "This is my mother... this is my uncle... this is our house", etc. This demonstrative form is absolutely necessary to clearly establish the identity of the people or things which are being pointed out in the photos. Using "it" instead of "this" leaves the sentence sort of 'floating in mid-ocean' with no clear connection to anything.

### ● **This vs. that (as determiners)**

The issue of "this" as opposed to "that" in the function of a determiner must now be considered. In general, the correlation between "this" and "that" in English is the same as between *цей* and *той* in Ukrainian. The word pairs "this/*цей*" and "that/*той*" have identical functions in many contexts, but not in all. Since precise rules are hard to formulate in this case, we will try to provide some illustrations to make the points clear. Scenario 1: Imagine that there is a book on the table at which you are sitting. As long as you can easily reach the book with your hand, you can say that it is "**this** book" or in Ukrainian "*ця книжка*." If you move just a few centimeters away from the table and no longer can pick up the book without reaching out and making an effort to get it, the book becomes "**that** book" in English but remains "*ця книжка*" in Ukrainian. If you move to the other side of the room, you will refer to the book as "**that** book" and as "*та книжка*." Scenario 2: You are in a room looking out of a window. There are two houses across the street: one is farther than the other from your house. A few kilometres from your house there is a group of high-rises that look very small. You point across the street at the nearby house and say:

Look at **that** building (over there).

*Поглянь на цей будинок.*

Then you point in the direction of the other house that is farther away and say:

Now look at **that** building over there.

*А тепер поглянь на той будинок.*

Finally, you speak about the high-rises far away from your house and say:

Can you see **those** high-rises over there?

*Бачиш (он) ті висотні будинки (там)?*

The following example with "this" and "that" involves a comparison of abstract concepts: if someone was holding a book and reading about a subject that was discussed in someone else's book, he might say, "This is a better explanation than that one."

### ● **Possessives**

From time to time, one encounters sentences in written or spoken English here in Ukraine in which the possessive pronoun is used in a manner which does not provide sufficient clarity. In one textbook, the following sentence appears:

✗ *"Her fiancé is her fellow-student."*

Native speakers would tend to say

✓ *"Her fiancé is a fellow student of hers"* or possibly

✓ *"Her fiancé is one of her fellow students."*

because the other sentence suggests that the girl has only **one** fellow-student, and he is her fiancé.

## ADVERBS AND ADJECTIVES

Students in Ukraine have some problems regarding the correct usage of adverbs and adjectives with a certain class of English verbs, even though this is one of the basics in English grammar instruction. The particular difficulty which has come to our attention is illustrated in the following sentence:

✗ *The German language sounds so unpleasantly.*

Since adverbs are used similarly in English and Ukrainian in most contexts, it is not surprising that Ukrainian students often slip back into the Ukrainian pattern of using an adverb in sentences of the type shown above. This demonstrates the need of repeatedly directing attention to the five English verbs which may appear to violate the usual pattern.

The verbs “**to sound**”, “**to smell**”, “**to look**”, “**to feel**” and “**to taste**” are followed by **adjectives** when they are used in the same basic function as the verb “be,” i.e. when they function as “link verbs.” In this case they are used intransitively. Consider the following examples:

*The music sounds wonderful.*

*The flower smells nice.*

*The dress looks pretty.*

*Pepper tastes bitter.*

*He feels happy.*

When the verbs mentioned above are used transitively and refer to a *process* rather than a *state* they may be modified by adverbs:

*A trumpet was sounded repeatedly.*

*He cautiously smelled the poison.*

*He looked at me angrily.*

*He tasted the dish reluctantly.*

*The lady felt each pear carefully.*

The verbs “feel” and “look” may also go together with the adjectives “well” and “poorly” when these are used in connection with one’s health:

*I don’t feel well today.*

*Я недобре почуваюся сьогодні.*

*I’ve been feeling poorly since Monday. (Informal, esp. BrE)*

*Я почуваюся погано з понеділка.*

## PREPOSITIONS

Prepositions present a challenge for foreign students of English from various language backgrounds. This section deals with some of the problems experienced by Ukrainian students.

### open ... at page ...

This is a prime example of a deeply-ingrained structure that is no longer considered standard in contemporary English:

*Відкрийте свої книжки на сторінці 25.*

✗ *Open your books at page 25.*

Today in both BrE and AmE the accepted preposition is **to**, not **at**:

✓ *Open your books to page 25.*



Note also a related expression, "turn to page 43." One may encounter the preposition "at" in this context in older English textbooks, but it also seems to have been carried over into some of the newer books published for use in English courses.

### **in vs. into**

With respect to the use of "in" as opposed to "into," even some textbooks contain errors. This is a problem which makes it necessary for students to be very careful in constructing sentences with these prepositions. Some example sentences:

- X She always interferes into what doesn't concern her.*
- ✓ She always interferes in things which don't concern her.*
- X We must look in the matter.*
- ✓ We must look into the matter.*

It is important to remember that we speak of translating a document **into** English (for example), rather than **"In English."** (We may speak of writing compositions **in** English, but when the idea of something being changed or transformed is implied, we use the preposition **"into."** )

It may be a somewhat related problem that sometimes causes students to use "in" where "to" is needed, especially in sentences such as,

- X I went in France for a holiday last year.*
- ✓ I went to France for a holiday last year.*

### **"student of a university"**

One often hears students refer to someone else who is "a student of our university." Native speakers of English would more likely refer to "a student at our university", "a student in our university" or "a student from our university." "A student of our university" sounds more like someone who is studying the university as his subject, just as a "student of mathematics" is one who is studying mathematics.

## **NUMBERS**

### **Ordinal vs. cardinal numbers**

Ordinal numbers are used in many contexts in Ukrainian where cardinal numbers are generally used in English. For example, for the **titles** of lessons or chapters in a book, formulas such as "Lesson Fifteen" and "Chapter Five" are generally used, whereas "Fifteenth Lesson" and "Fifth Chapter" would more likely be used in Ukrainian (and can actually be found in some English-language books written by Ukrainian authors for the study of Ukrainian.) Native speakers *may* use ordinal or cardinal numbers when they are just discussing a chapter:

- The fifth chapter is the longest chapter in the book.*    **or**
- Chapter Five is the longest chapter in the book.*

Ordinal numbers are used in Ukrainian when referring to the time (o'clock), or to the year, whereas only cardinal numbers are used in these contexts in English.

### **Expressing numbers**

It is completely normal to say:

- Seven hundred and forty-five people attended the meeting.*

but in referring to the number of a hotel room (such as Room 745) a native speaker would say:

- "I'm staying in room seven forty-five."*

It would sound strange to use the cumbersome "seven hundred and forty-five" for a room number. We seem to use the full number form when talking about an actual quantity, but shorten it when it is merely a numerical designation not associated in our minds with a quantity.

In informal speech we tend to say "page one thirty-two" rather than "page one hundred and thirty-two", but the latter possibility is not excluded. (See page 101 for additional comments about references to numbers.)

Note: In British English the 'and' is always used in numbers such as 175: *one hundred and seventy five*, whereas in American English it is often left out: *one hundred seventy five*. In informal speech one may also hear *one seventy five*, especially when reference is made to a number (e.g. Room 175) and not a quantity.

### Writing numbers

Some numbers are written differently in English than in Ukrainian:

#	Ukrainian	English
1	5,5	5.5
2	25000 (25 000, 25 тисяч)	25,000
3	3 мільйони (3 млн.)	3 million/billion

1. A dot (rather than a comma) is used to separate the decimal part of a figure.
2. A comma separates every three digits in a numeral with more than four digits, counting from the right (except street numbers, temperatures, or telephone numbers).
3. Numbers greater than 1 мільйон ( $10^6$ ) are not spelled out. Instead the word *million* (BrE) or *billion* (AmE) is used.

### Expressing plural units of measurement and time

Ukrainian students sometimes express units of measurement and time in this way:

✗ *We are in a three-meters long room.*

✗ *The city had a five-years water shortage.*

One should note when to use the plural form and when only the singular form is possible:

✓ *This room is three **meters** long.*                      **but**

✓ *We are in a three-meter-long room.*

✓ *The water shortage lasted for five **years**.*                      **but**

✓ *The city had a five-year water shortage.*

If the number and the unit itself are combined and come **before** the noun they modify, they are linked together with a hyphen and the singular form of the unit's name is used. The whole structure functions then as an adjectival phrase. These English constructions usually correspond to adjectives in Ukrainian: "триметровий ..." (three-meter-long ...), "п'ятирічний ..." (five-year ...), etc.

Otherwise, when the number and the unit do not function as modifiers of a noun in the sentence, the name of the unit takes the plural form as in Ukrainian:

*to last for five years — тривати п'ять років.*

In the typing of textual material, it seems to be more common in Ukrainian than in English to insert figures along with words, as in "Він був у політиці 10 років." In English, it would be considered better style to write this, "He was in politics for ten years." Figures would be used mainly when the word corresponding to the number is longer and more 'unwieldy'.

In one textbook, we saw a reference to the "5-th century," corresponding to the "5-го століття". In English, there is no hyphen: it is written as the "5th century."

### Expressing decimal fractions

Problems sometimes arise when students wish to refer to decimal fractions and to sums of money involving fractions of the main currency unit. To begin with, as we saw above, there is the peculiar difference between English and other European languages, in that a 'dot' is used in English to indicate a decimal fraction, whereas a comma is used in the other languages. The next question is how to *refer* to that dot!

● **0.5** may be read "zero point five" (BrE and AmE) or "nought point five" (BrE only). Similarly, **3.5** can be read "three point five" or possibly even "three decimal five" *but this pattern does not work in referring to sums of money*:

● **\$3.50** can be "three dollars and fifty cents" (more formal) or "three fifty" (less formal). However, **£3.50** is generally read only in one way: "three pounds fifty."

In connection with numbers, if the pattern "three decimal five" is used, it is likely to be heard only in the context of a mathematics class; native speakers wouldn't be apt to say, "three decimal five meters"—they would simply refer to "three point five meters."

### Referring to a penultimate number or item

In connection with the item preceding the final one on a list, the British expression is "the last ... but one"; in North America, one might hear "the next to last ...", or "the second-last ...." A more technical word that describes this in both BrE and AmE is "penultimate."

### Written and oral expression of dates

Dates may be written and expressed in a number of different ways:

*on March the 18th, 2001* (read "on March the eighteenth, 2001")

*on March 18th, 2001* (read "on March eighteenth, 2001") or

*on March 18, 2001* (read "on March eighteenth, 2001") or

*on 18 March 2001* (read "on the eighteenth of March, 2001")

In texts, the name of the month contained within a date is spelled out (*e.g. He received the award on April 17, 2000.*) If the date is not written out in words (in application forms, for example), the **month-day-year** standard is generally used in AmE:

4/17/2001 – April 17, 2001

In BrE, as in Ukrainian, the **day-month-year** standard is used:

17/4/2001 – 17 квітня 2001р.

The pattern of writing out the ordinals such as "October 31st" and "March 5th" is becoming less common.



It can be confusing for students to decide how to read the numbers which make up dates. For example, one group was asked how to say "1902". Several suggested that it might be "nineteen zero two", but in fact the normal way to read it is "nineteen oh two", occasionally "nineteen two" or "nineteen hundred and two." Native speakers consistently express years such as "1984" as "nineteen eighty-four". The arrival of the new millennium presented a slightly more awkward situation: "2003" is generally pronounced "two thousand and three", or occasionally in AmE, "two thousand three." However, 2010 was pronounced "twenty-ten", and that pattern will no doubt continue for the rest of the century.

## QUESTIONS

### “how” vs. “what”

Consider the following example questions:

*Як це звучить / пахне?*

✗ *How does it sound like / smell like?*

✓ *What does it sound like / smell like?*

This (incorrect) use of “how” is another case of interlingual transfer. In questions of this type, “як” (how) is generally used in Ukrainian. The corresponding word in similar English questions is usually “what.” Consider the following example sentence:

*Як пахнуть орхідеї?*

✗ *How do orchids smell like?*

✓ *What do orchids smell like?*

Besides the construction “what ... like?” there are other structures where “what” should be used to translate “як”:

*Як це називається по-англійськи?*

✗ *How do you call it in English?*

✓ *What do you call it in English?*     or

✓ *What's the English for that?*

Another construction that may cause confusion is

*Як Ви думаєте?* (a preferable expression here is “Яка Ваша думка?”)

✗ *How do you think?*

✓ *What do you think?*

In comparison with this, the following examples are worth noting:

✓ *What do you think they saw the other day?*

✓ *How do you think he found his lost dog?*

Interestingly, in these sentences “what” and “how” are *not* connected with “do you think,” but with what comes after it. Therefore, the following approximate paraphrases are possible:

✓ *What did they see the other day?*

✓ *How did he find his lost dog?*

### “Don’t you know...?”

Students have sometimes surprised me by asking questions like,

*Don't you know his telephone number?*

Considering that question to be a simple request for information, equivalent to “Do you know his telephone number?” they wondered why I was surprised. They are then quite surprised to discover that for us, these two questions have very different implications.

*Do you know his telephone number?*

is a completely normal question to ask, when trying to find out someone’s number. However, when the question begins with “Don’t you know....”, the message we get is “How can you be so ignorant that you don’t even know his telephone number?” It may be expressed as criticism, or else as an insult. This is important to remember. The

problem no doubt arises because there is no difference in meaning between *Чи знаєте ви його номер?* and *Чи ви не знаєте його номер?* in Ukrainian. It may also be heard in many other similar questions that do not involve the verb "to know".

## NEGATIONS

### Negations with "have"

Learning the structures normally used with **negations** in modern English is necessary for Ukrainian speakers, as it is for those of other language backgrounds. In one English textbook published in Ukraine, the following sentences appear:

*"I have not a sister. " "We have not this text. "*

This type of structure sounds especially strange to speakers of American English, but it is a bit unusual even in British English. However, many British speakers might express these sentences in their contracted form: *"I haven't a sister. " and "We haven't this text. "* In contemporary BrE the construction *"have got"* is often used to refer to possession, or to appearance, quality, features, or to something being included or contained, etc. (e.g. *Has she got a cat? Has she got long hair?*) In AmE, "have" is used in tandem with the auxiliary verb "to do" in all cases (e.g. *Does she have a cat?*).

### "I think he won't come."

Very frequently, one hears students express sentences such as "I think he won't come." This sentence is not actually incorrect, but native speakers tend to put the negation in the part of the sentence which indicates the thinking process:

*I don't think he will come.*

(instead of *"I think he won't come. "*)

*I don't believe he will be able to come to work today.*

(instead of *"I believe he won't be able to come to work today. "*)

### Replies to questions in negative form

A problem often arises when a Ukrainian speaker of English wishes to reply to someone who has just asked a question **using a negative sentence structure, ending with a tag question**. When a question is asked in this way, it usually means that the speaker is almost sure he knows what the answer will be, and is just asking for confirmation of what he already thinks. For example, if one person says,

*"You don't plan to go outside in this weather, do you?"*

the wording of his question implies his certainty that the other person is not planning to go outside, and that the reply will be, "No, I don't." The very fact of asking the question in the negative form clearly conveys this expectation that we already know what the answer is going to be, and we are simply inviting the other person to confirm our assumption by saying "No...." It is true that if a rising tone is used in expressing the tag question, it sounds somewhat more like an inquiry than a statement of one's strong impression, but in both cases, it is surprising to receive an answer beginning with "Yes."

If, on the other hand, a native speaker really does wish to disagree with the assumption contained in a question of this kind, he is likely to say something like:

*"Well, yes, as a matter of fact, I do intend to go out. "*

with emphasis on the word "do."



With regard to the confusion that can arise when replying to questions of this kind, it seems that the same problem is apt to develop in a Ukrainian conversation. This is proven by the fact that one interlocutor may frequently find it necessary to ask the other to repeat his question or to explain it, because he is not sure what is meant. For example,

— *Хіба Ви не йдете додому зараз?* *Aren't you going home now?*

To reply to this question, in Ukrainian a speaker may actually use all of the following constructions:

— *Ні, я не йду.* (= *No, I am not going.*)

— *Ні, я йду.* (= *No, I am going.*)

— *Так, я йду.* (= *Yes, I am going.*)

— *Так, я не йду.* (= *Yes, I am not going.*)

In English there are only two ways to reply to this question,

— *Aren't you going home now?*

— *No.* (or "*No, I'm not.*") (= "*No, I'm not going home now.*")

— *Yes.* (or "*Yes, I am.*") (= "*Yes, I am going home now.*")

The latter reply implies the idea "I am going home now, *contrary to what you may have thought.*" It is useful for Ukrainian students to remember that in English only two kinds of replies are possible. We may call these "yes...yes" replies and "no...no" replies, e.g. "Yes, I *am* going ...", "No, I *am not* going...." It must also be kept in mind that a "yes...yes" reply to a negatively-formulated question always conveys the impression that one is contradicting the original assumption of the other interlocutor.

### Using "neither do I" as opposed to "so do I"

A problem is encountered by some Ukrainian students of English who are wishing to express the idea conveyed in Ukrainian by "Я також" when it is meant negatively. It is necessary to understand the use of the contrasting expressions "neither do I" and "so do I":

— *I have several books with me today.*

— ✓ **So do I.** [best option]    ✓ — *Me too.* [also possible]    ✗ — *I too.*

— *I don't have any books with me today.*

— ✓ **Neither do I.**    (but: ✗ — *So do I.*    ✗ — *Me too.*    ✗ — *I too.*)

In Ukrainian, "Я також" can be used to express the sense of both "So do I." and "Neither do I," so students are very apt to say "So do I." (or "Me too.") in contexts where native speakers would say "Neither do I."

The same structure can be used with other verbs; for example,

— *I can see many stars.*

— *I cannot read that small print.*

— ✓ **So can I.**

— ✓ **Neither can I.**

## CONTRACTIONS

A pattern one sometimes observes in English compositions written by various foreign students of English involves the tendency to use a large number of **contractions** which native speakers would use in speaking or in casual writing, but not so frequently in a serious document. By way of illustration, the sentence

*It isn't difficult to find exceptions to this rule.*

would not likely appear in a book or a research paper—it would likely be written,

*It is not difficult....*

However, in newspapers and magazines, and even in some manuals, it has become quite common to make occasional use of contractions such as "hasn't" and "don't."

Some Ukrainian students pronounce sentences such as, "He will find a solution." as if the verb "will" was contracted "He'll find a solution." This is not as surprising as it might seem, when we see that this pattern is recommended in one of the local textbooks commonly used to teach phonetics:<sup>4</sup>

*He will do it.* [hi: I ,du: it], [hi wil `du: it], [hi I `du: it], [hi I `du: it] (page 95)

*He will go there.* [hi: I ,gu: ðeə], [hi I `gu: ðeə] (page 96)

It is probable that the suggested transcriptions of "will" in these sentences may create some confusion for students. On the basis of these transcriptions, they are likely to assume that a pronoun plus an unstressed "will" are always to be reduced automatically to a contraction, even though the authors do not seem to state that explicitly. As a matter of fact, it is quite surprising to a native speaker to hear a sentence containing "he will" (or some similar structure) being read aloud as if it contained the reduced form. If the contraction is not found in the written text, one expects that the full form will be heard when the sentence is read out.

## SUBJECTS AND OBJECTS IN THE SENTENCE

Quite frequently, Ukrainian students form sentences such as:

✗ *Who wishes to succeed must study well.*

This is evidently a case of transferring the thought contained in the Ukrainian sentence, "Хто хоче мати успіх мусить добре вчитися." In English, we need some additional words preceding the relative pronoun. Here are some examples:

✓ *Anyone who wishes to succeed must study well.*

✓ *A person who wishes to succeed must study well.*

✓ *A man/woman who wishes to succeed must study well.*

✓ *He who wishes to succeed must study well.*

This problem may likewise arise with "what" and "where."

The direct object can sometimes be omitted in Ukrainian in situations where it must appear in English sentences, and this leads to some problems. For example, if we said, "I don't know where I put my pen" and received the reply "I have," we would be rather

<sup>4</sup> *Фонетика английского языка. Нормативный курс. Учебник для ин-тов и фак. иностр. яз./*  
Васильев В.А. и др. — М.: Высш. школа, 1980.

surprised, because in standard English, a reply to that effect would likely be worded, "I have *one*." However, in Ukrainian it would be perfectly normal in that context to say simply "Я маю."

In one textbook, we noticed the following sentence:

*X I've taught to do it for three years.*

In this sentence, we would expect an indirect object to appear directly after the verb "taught", but it is omitted completely.

*✓ I've taught them to do it for three years.*

In sentences which we read or hear, we quite frequently notice some confusion regarding the kinds of grammatical objects certain verbs take. The following example can be found in one textbook, describing what a man said he expected to do, in answer to a question about his plans for the immediate future:

*X Hunt a job.*

*✓ Hunt for a job.*

It is possible to hunt animals, but when "hunt" is a synonym of "search", it must be followed by the preposition "for."

Another example:

*X Even if it were so, it wouldn't influence upon our decision.*

*✓ Even if it were so, it wouldn't influence our decision.*

In this case, the verb "influence" requires a direct object. The confusion may have come about because of the fact that when "influence" is used as a noun, we might say, "...it wouldn't have any influence upon our decision."



## WORD ORDER

Ukrainian students of English are apt to transfer word-order patterns that are natural for them in their own language when they form English sentences:

*Я навіть не міг уявити цього.*

✗ *I even couldn't imagine it.*

The correct word order in English is

✓ *I couldn't even imagine it.*

In Ukrainian the word “навіть” (even) is inserted immediately preceding the word which it modifies. In English the presence of auxiliary verbs complicates the situation. Consider the following examples:

*Навіть він не знав цього.*

✓ *Even he didn't know that.*

*Він навіть не знав цього.*

✓ *He didn't even know that.*

*Він не знав навіть цього.*

✓ *He didn't know even that.*

In the English translation of the second Ukrainian sentence the word “even” has to be placed between “didn't” and “know.” A transfer of the Ukrainian structure leads to incorrect sentences such as,

✗ *He even didn't know that.*

Another case which can often be heard involves the word “just”:

✗ *I want just to read the sentence.*

✓ *I just want to read the sentence.*

The error reflects Ukrainian word order: *Я хочу просто прочитати речення.*

The question of word order also arises in the case when a sentence contains two subjects, one of which is “I.” For example, Ukrainian students telling about some activity or situation involving themselves and someone else (or a group of other people) often begin by saying, “I and my sister / brother / friends....” This reflects the Ukrainian structure “Я і моя сестра/мій брат/мої друзі....” In English, the reference to oneself must come **after** the references to others, as in this example:

*My brother, my cousin and I had an exciting holiday last year.*

Another example:

✗ *I with my friends rode our bicycles.*

✓ *My friends and I rode our bicycles.*

## PUNCTUATION

A correct understanding of the use of punctuation is indispensable for lucid and effective expression of thoughts in writing. We would like to focus here on a few points of punctuation which, although they are rather elementary principles in written English, have proven to be problematic for Ukrainian students of English. In practical terms, most of our discussion revolves around the use of the comma. Since commas are not used in English in the same way as in Ukrainian, some English learners might conclude that they are not important, but that is definitely not the case: they are very important, and they provide critical clues about the intonation of sentences.

### Use of the comma with subordinate clauses

With regard to the *written* language, mention must be made of the comma that inevitably separates subordinate clauses from main clauses in Ukrainian (and German), but which is not necessarily used in similar constructions in English. In certain cases, the meaning is completely altered when commas are added. An example of this can be found in the sentence

*"The students who had read the book participated in the classroom discussion."*

which means that **some** of the students had read the book, and they were the ones who participated in the discussion. (The subordinate clause in this sentence is termed a 'restrictive attributive clause.')

*"The students, who had read the book, participated in the classroom discussion."*

means that **all** the students had read the book, and that they **all** participated in the discussion. (This subordinate clause is called a 'non-restrictive attributive clause.')

### Use of the comma with 'if-clauses'

Some Ukrainian students seem to have difficulty acquiring a clear conception of the use of the comma in if-clauses in English, and this can lead to punctuation errors. In Ukrainian, clauses beginning with "якщо" (if-clauses) are always separated by commas. In English the pattern is different. If an English sentence begins with an if-clause (like this one, for example), it is always separated from the main clause by a comma. In other situations it usually does not require a comma. This simple rule may help students to avoid mistakes caused by their imitation of the use of the comma in Ukrainian in instances of this kind.

### Comma splice

In Ukrainian writing, it seems to be possible to connect two distinct coordinate clauses with a comma, which in English writing causes an error which is described as 'comma splice.' In English, it is generally necessary to insert a conjunction between these clauses. Otherwise, they need to be written as two separate sentences, or at least to be separated by a colon or a semicolon, depending on the relationship between the two clauses. Here is an example:

✗ *They were impatient to leave, they could see that a storm was near.*

In English, it is not correct to use a comma as it is used here, to connect two clauses of this kind. Possible solutions:

- ✓ *They were impatient to leave; they could see that a storm was near.*
- ✓ *They were impatient to leave, as they could see that ....*

## **SECTION 3**

### **PRONUNCIATION ISSUES**

Certain English sounds present a particular challenge to many Ukrainian learners of English, as do some stress and intonation patterns. We would like to consider some of the problems that present the greatest difficulty, concentrating especially on those which seem specifically related to Slavic-language origins. In a number of cases, we will be discussing problems that are already dealt with in schools and universities, but which remain difficult for students to master, and we hope to offer some practical recommendations that will help students to improve their pronunciation skills.

To begin with, we will make a few comments on phonetic transcription, and on the two main patterns of English pronunciation which Ukrainian students may be exposed to during the course of their studies. Then the pronunciation difficulties we have just referred to will be divided into four main categories, involving:

- consonant sounds
- vowel sounds
- syllable stress
- intonation.

### **PHONETIC TRANSCRIPTION**

The possibility of describing pronunciation by the use of the IPA (International Phonetic Alphabet) provides enormous help to those who wish to compare the sounds found in different languages, and who wish to master those sounds which are new to them. (Transcriptions can likewise be useful in demonstrating the difference between correct and incorrect pronunciation, when a student is having difficulty understanding the nature of his mistake.)

It is unfortunate that many North American dictionaries have adopted a completely different system, according to which the pronunciation of "let" and "late" (by way of example) would be described as "lēt" and "lāt." This system of transcriptions has no usefulness for any anglophone trying to learn another language, or for anyone with a foreign-language background who is trying to pronounce an English word on the basis of that type of a pronunciation key. In addition, the system is rather complicated. This is probably the reason why some North American encyclopedia editors (among others) have devised one type of system or another based on analogies with well-known words. According to one of these systems, the pronunciation key for a word such as "plutonium" might be "plew-TOH-nee-uhm". Many variations of this system exist in



different books and periodicals. Obviously, this does not lead to standardization, and is likewise confusing for foreign students of English.

Even in some dictionaries which use international phonetic symbols, there are certain problems that can be perplexing to students. For example, there are some cases in which a single phonetic symbol is used to represent two different sounds and there is actually a need for two separate symbols. Another problem is that in some dictionaries, no specific attention is given to the differences which exist between BrE and AmE, and in a few cases there are even inconsistencies as to which of these pronunciation patterns is used in the drafting of the transcriptions.

Still another problem, sometimes related to those just mentioned, is that when a certain word is checked in various dictionaries, a variety of transcription differences may be observed. In the process of developing a clear and comprehensive standard for the transcription of sounds in English words, we have made extensive use of the two most authoritative pronunciation dictionaries — Jones' *English Pronouncing Dictionary* (15<sup>th</sup> edition)<sup>5</sup> and the *Longman Pronunciation Dictionary* (2nd edition).<sup>6</sup> At the present time, these two works are the best sources of information about English pronunciation, even offering extensive coverage of variant and substandard pronunciations both in RP (BrE) and AmE.

We made reference above to the inadequacy of the transcriptions found in some dictionaries. It can be observed, for example, that many dictionaries represent the distinction between "hit" and "heat" as [hit] and [hi:t]. Others represent it by [hɪt] and [hi:t], which we in the course of our present study have found to be much more satisfactory, in that the difference between the two sounds is much more than a mere difference in length. (See also the notes on pp. 93-94.) A similar problem arises with the transcription of words such as "wool" and "book". Many dictionaries use the formula [wul] and [buk], and then represent the sound contained in "tool" with [u:]. Some phoneticians have adopted a more exact method of distinguishing between these sounds, and use the symbol [ʊ] (Greek letter upsilon) to represent the sound found in "wool" and "book". Again we find this to be a much more satisfactory and helpful solution.

Throughout this handbook the transcription system found in Appendix 1 has been used.

---

<sup>5</sup> Jones, Daniel. *English Pronouncing Dictionary*. 15th edition. Ed. by P. Roach and J. Hartman. Cambridge University Press, 1997.

<sup>6</sup> Wells, John C. *Longman Pronunciation Dictionary*. 2nd edition. Harlow, England, Pearson Education Limited, 2000.

## **'RECEIVED PRONUNCIATION' vs. AMERICAN ENGLISH PRONUNCIATION**

Received Pronunciation (RP) is defined as "the particular pronunciation of British English which is generally regarded as being least regionally limited, most socially acceptable, and is considered the standard" (*Chambers Dictionary*). It is an essential component of what is known as BBC English or Queen's/King's English. One issue which also cannot be altogether disregarded is the substantial difference between RP and the variants of English which are used by large groups of native speakers, in the British Isles and elsewhere. Since the RP variant has been taught by several generations of teachers in the area of the former USSR who have had little if any opportunity to converse with a native speaker of British English, certain distortions have developed, particularly in the formation of some of the more difficult diphthongs. The situation is complicated by the fact that some of these 'RP' diphthongs are relatively difficult to master fully even for many anglophones, and North American speakers naturally make no attempt to do so. Due to the fact that American English is what many Ukrainian students hear in songs and movies, as well as in their conversations with many English-speaking visitors to Ukraine, the pronunciation which they develop is often something of a 'hybrid', containing some vestiges of RP and some elements of North American pronunciation.

To illustrate the confusion that exists with regard to RP, American English pronunciation and the transcriptions which correspond to them, we could mention what we found in one textbook: the transcription provided for the word "opened" was "[oupnd]", which contains symbols descriptive of the North American diphthong rather than its RP counterpart. In another book, this same [ou] diphthong, instead of the RP [ɛʊ] or [əʊ], is indicated as being the standard one for words such as "no" and "go" even though its transcriptions reflect RP in almost all other words. It seems that some students have the impression that [ou] (or [oʊ]) in some locally published dictionaries simply represents another way of writing the sound [əʊ]. This is unfortunate, because in dictionaries published in North America, the U.K. and Europe these two transcriptions denote two different diphthongs.

For the purposes of this handbook, it may be of interest to teachers and students to study a short list of words for which we have provided a transcription of both RP and American pronunciation. This list is found in Appendix 2, Part B. When given consecutively, the two transcriptions will be separated by the symbol ||; this is the system used in the *Longman Pronunciation Dictionary* and the *Longman Dictionary of Contemporary English*. For the table of phonetic symbols used throughout the handbook see Appendix 1.

Finally, it needs to be stated that when it comes to the correct pattern of English pronunciation, one cannot afford to be totally dogmatic: there is room for variation even in the most rigid standard of English—Received Pronunciation. J.C.Wells, author of the *Longman Pronunciation Dictionary* (LPD), writes, "RP itself inevitably changes as the



years pass. There is also a measure of diversity within it. [...] LPD includes a number of pronunciations that diverge from traditional, 'classical' RP. The 'RP' transcriptions shown in LPD in fact cover very much more than a narrowly-defined RP."<sup>7</sup>

## DIFFICULTIES WITH CONSONANT SOUNDS

### Devoicing voiced consonants in the final position

Before we begin discussing problems associated with specific consonant sounds, we consider it necessary to draw attention to the tendency among Ukrainian students to devoice consonants found at the end of syllables, as a result of which "bed" becomes "bet", "beg" becomes "beck", and so on. This problem stems from the inclination on the part of many Ukrainian speakers to devoice final-position consonants when speaking their own language. Interestingly, this phonetic process is actually a case of transfer from Russian, and is discouraged in Ukrainian: careful speakers of Ukrainian avoid devoicing consonants at the end of a word. Thus, with respect to English, this turns out to be a "multilingual transfer": from Russian to Ukrainian and then to English!

There may be some connection between this problem and that involving glottal stops, which some students frequently insert between words. A glottal stop is a speech sound produced by totally closing the glottis, and then suddenly and rather explosively opening it again, as in the expression "uh uh!" When the 'flow' of the voice is repeatedly interrupted with glottal stops, the preceding consonant is more apt to be devoiced than it would be if the voice continued smoothly into the next word. Excessive use of these glottal stops also leads to a rather 'choppy' kind of diction compared to the pronunciation of native speakers.

### Specific consonants and consonant sequences

#### [ŋ]

In the word **singing** ['sɪŋɪŋ] (and other words containing the same sound), some students have difficulty forming the '...ng' consonant sound [ŋ]; in this case, the result is a pronunciation resembling 'sinning' or even 'sinnin', rather than 'singing'. In certain cases, the sound (incorrectly) formed is somewhere between an 'n' and an 'ng', as a result of the tongue being pressed against the roof of the mouth from the soft palate almost to the alveolar ridge, rather than just against the soft palate as it should be. Another type of problem that sometimes occurs in conjunction with this consonant is the tendency to say "sing-ging" ['sɪŋgɪŋ], which involves the addition of a hard 'g' sound which is not used by native speakers. (This problem seems, if anything, even more prevalent among students of German, where it is *essential* to avoid this hard 'g' sound in words like "singen" ['zɪŋən], *to sing*.) Adding to the difficulty for students of English is the existence of a number of cases where native speakers *do* add an extra hard 'g' (such as

---

<sup>7</sup> Wells, John C. *Longman Pronunciation Dictionary*. Harlow, England, Pearson Education Limited, 2000. — p.xiii



in the words “anger” [ˈæŋgə], “finger” [ˈfɪŋgə], “linger” [ˈlɪŋgə], “stronger” [ˈstrɒŋgə] and “hunger” [ˈhʌŋgə]<sup>8</sup>.) It should be noted that exceptions of this kind do not exist in German.

There is one other aspect of the use of [ŋ] which deserves careful attention by Ukrainian students of English: one notices an occasional tendency to mispronounce words such as “think” or “thank”, rendering them as [θɪnk] and [θænk] rather than [θɪŋk] and [θæŋk], which is the correct pronunciation. When I first noticed this pattern I was somewhat surprised by it, but then when I heard how words such as “інколи” are pronounced in Ukrainian, with no trace of [ŋ] in the transition from “н” to “к”, I realized how this pattern had originated.

### **Summary of difficulties:**

- using [n] instead of [ŋ] in words such as “singing”
- using [ŋg] instead of [ŋ] in words such as “singer”
- using [nk] instead of [ŋk] in words such as “think”

### **[θ] and [ð]**

For those whose mother tongue does not have these consonants, they often take some time to master. Added to the difficulty of their ‘strangeness’ is the fact that students are sometimes instructed to form them as *interdental* consonants, with the tip of the tongue protruding slightly from between the teeth. This is how these sounds are indeed pronounced by certain native speakers of English. However, the majority of English speakers pronounce [θ] and [ð] with “tongue tip and rims making light contact with edge and inner surface of upper incisors, and a firmer contact with upper side teeth.” (David Crystal, *The Cambridge Encyclopedia of the English Language*). Since the interdental consonant is unfamiliar and awkward to pronounce, students are often apt to gravitate to some easier substitute consonant such as [f] or [s] in the case of [θ], and [v], [z] or [d] in the case of [ð]. Obviously, none of these substitutes are acceptable! I have stressed to students here that when these sounds are formed using the tongue position employed by most native speakers, as described above, they become much more comfortable and more natural to pronounce. I have also pointed out to them, to indicate the importance of accurate pronunciation, that when [f] is substituted for [θ], for example, the mistake can be *seen* as well as heard, because it involves the most visible part of the mouth—the lips! (I stress this same point when teaching the correct pronunciation of [v] and [w].)

### **Summary of difficulties:**

- using [f] or [s] instead of [θ] in words such as “three”
- using [v] or [z] instead of [ð] in words such as “mother”
- incorrect tongue position when pronouncing [ð] and [θ]

---

<sup>8</sup> The transcriptions provided here reflect RP.

### [s] vs. [z]

Some students have difficulty pronouncing words which may end either with [s] or with [z], depending on their grammatical function. The following examples could be considered:

abuse (v) .....	[ə'bjʊ:z]	abuse (n) .....	[ə'bjʊ:s]
close (adj, adv) .....	[kləʊs    klouz]	close (v, n) .....	[kləʊz    klouz]
excuse (v) .....	[ɪk'skju:z]	excuse (n) .....	[ɪk'skju:s]
diffuse (v) .....	[dɪ'fju:z]	diffuse (n) .....	[dɪ'fju:s]
use (v) .....	[ju:z]	use (n) .....	[ju:s]

A similar problem arises with the word pair "lose" [lu:z] and "loose" [lu:s].

Mistakes also occur with [s] and [z] in the middle of a word, especially in such words as

absorb [əb'zɔ:b || əb'zɔ:rb] (less commonly [əb'sɔ:b || əb'sɔ:rb])

absurd [əb'sɜ:d || əb'sɜ:rd] (less commonly [əb'zɜ:d || əb'zɜ:rd])

hesitate ['hezɪteɪt]

observe [əb'zɜ:v || əb'zɜ:rv]

Note that variant pronunciations exist both in RP and AmE for some of these words.

### Summary of difficulties:

- confusion between [s] and [z] in the final position and in the middle of a word

### [-θs] vs. [-ðz]

Some students experience difficulties with the pronunciation of words ending either in **-ths** or **-thes**. It may be useful for them to keep in mind that in the *majority* of nouns, the final **-ths** is pronounced [θs] both in RP and AmE. Ordinal numbers ending in **-ths** basically follow the same pattern. The **-ths** plural form of nouns is pronounced as [ðz] after long vowels:

truths [tru:ðz]                      mouths [maʊðz]                      paths [pɑ:ðz || pæðz]

Note, however, that in a number of cases this ending is pronounced as [θs], although less commonly than [ðz].

In verbs containing the ending **-thes** (third person singular, in the present indefinite tense), the pronunciation is [ðz]: *bathes, breathes, loathes, soothes* etc.

Nevertheless, there are important differences in this area between RP and AmE, as well as variant pronunciations and exceptions to the above rules. Here are a few examples:

booths [bu:ðz    bu:θs]	moth [moθs    mɑ:ðz]
cloths [klɒθs    klɑ:ðz]	
clothes [kləʊðz    klouz]	sixths [sɪksθs], [sɪks] ( <i>casual</i> )
laths [lɑ:θs    læðz]	tenths [tɛnθs, tɛns]
months [mʌnθs, mʌns]	youths [ju:θs    ju:ðz]

### Summary of difficulties:

- mispronunciation of words ending in **-ths** or **-thes**.

### [tʃ]

When students say the word “teacher”, one sometimes hears a pronunciation closer to [ti:ʃə || -ʃər] than to [ti:tʃə || -tʃər]. However, since both [ʃ] and [tʃ] are such familiar sounds in Ukrainian, it is easy to explain the change that is needed.

#### **Summary of difficulties:**

- using [ʃ] instead of [tʃ] in words such as “teacher”

### [v] vs. [w]

The problem of correctly pronouncing words containing the consonant [v] or the semi-vowel [w] seems to me, on the basis of my experience with students in Ukraine, to require more determination and care than any other consonant problem. For example, when they say the words “**very well**”, many students are inclined to pronounce them [wɛrɪ 'vɛl] or [wɛrɪ 'vœl]. The difficulty with the initial 'v' may arise partly from the fact that (as was mentioned earlier) students have sometimes been instructed to form the sound by placing the lower lip somewhat *behind* the upper front teeth (an awkward and uncomfortable position), whereas native speakers use a more comfortable position, with the *inside* of the lower lip gently touching the upper front teeth (incisors.) This is basically the same sound as that of the Ukrainian [в] before [a], [e], or [и]: “вал”, “велич”, “видно.” This aspect needs to be considered carefully when these sounds are being taught. Another factor that undoubtedly complicates things for those students who also study German is the fact that the letter 'w' in German corresponds to the sound of the English 'v'. In any case, this problem very often affects students' pronunciation of virtually all English words beginning with 'v'.

In cases where students had serious difficulty with this sound even when we were working together face to face (and where the position of my lips could be easily observed), I sometimes found it most helpful to ask them to repeat (for example) the Ukrainian personal pronoun “він”, and then to transfer that consonant directly to the English word “village”.

#### **Summary of difficulties:**

- using [v] instead of [w] in words such as “well” (especially as in “very well”)
- using [w] instead of [v] in words such as “village”

### Consonant sequence [z] + [ð]

Ukrainian students (as well as those from other language backgrounds) often need some special assistance when they are trying to master the pronunciation of phrases which include these two consonants consecutively, a pattern which occurs (for example) in the word sequences “... is the ...” and “... was the ...”. The most common tendency among those who have difficulty with this is to change the [z] to a [ð], which gives “was the” a sound more like “wath the” [wɒððə].



When students become aware that they have this problem, they sometimes insert a schwa<sup>9</sup> [ə] between the two consonants. This produces an undesirable pronunciation which could be transcribed [ʷəzəðə].

In working with students who are having difficulty with this, we try to make them more conscious of the fact that the alveolar [z] when it is followed by the dental [ð] becomes dental itself. This means that instead of touching the alveoli the tip of the tongue moves toward the back of the upper teeth to facilitate the articulation of the next [ð]. Then we try to teach them to move the tongue smoothly from one position to the other without retracting it: it is that brief retraction which produces the [ʷəzəðə] effect.

### **Summary of difficulties:**

- inappropriately inserting a schwa between consecutive [z] and [ð] consonants.
- using [ð ð] instead of [z ð] in consonant sequences such as in "was the"

### **Consonant sequence [s] + [ð] — voiceless + voiced consonants**

Some students have difficulty with the consonant sequence [s] + [ð], such as occurs in the sentence,

✓ *I cannot pronounce that word.*

On a number of occasions, I have noticed that they change the [s] to [ð] or [θ], which in the sentence just given would lead to a pronunciation something like,

✗ *I cannot pronoun' that word.*

It is necessary to emphasize the importance of enunciating the [s] clearly, while using the same pattern of tongue movement as is described above for [z] + [ð].

We find that students often succeed in overcoming these problems if we ask them to pronounce a Ukrainian word containing a clear [s] or [z] consonant just before attempting the English word or phrase that is causing the difficulty.

This problem involving a **voiceless consonant + voiced consonant sequence** is not limited to this particular set of consonants. To see this in perspective, it is useful to remember that in cases where a voiceless consonant is followed by one which is voiced, assimilation occurs very rarely and is restricted mainly to BrE. In Ukrainian, however, this is a standard feature of pronunciation, and when that pattern is transferred into English, it can make it rather difficult to understand the words that are spoken. Some of the cases that one hears most frequently involve phrases where [t] is followed by [d], resulting in phrases that sound like "ad the end" instead of "at the end", and "about the fact" instead of "about the fact", for example. The same pattern may occur when a word ending with [k] is followed by a voiced consonant. One frequently hears pronunciations such as "I cheg them (instead of "check them")", and a word such as "background" is apt to be pronounced "bagground." The phrase "step by step" is apt to be pronounced "steb by step", and the word "hot dog" is likely to be pronounced "hoddog". The same mechanism is at work when [s] is incorrectly replaced by [ð] by Ukrainian speakers as described in the previous paragraph.

It must be noted that assimilation is distributed unevenly across different varieties of English. It is a more noticeable feature in RP than in other forms of English, particularly

---

<sup>9</sup> A schwa may be described as *an indistinct vowel sound*.

in American English. However, there seems to be an even stronger tendency among Ukrainian students of English to transform the unvoiced consonant than one normally detects among native speakers, including those in Britain.

### **Summary of difficulties:**

- using [ð ð] or [θ ð] instead of [s ð] in consonant sequences such as in "pronounce the"
- in a more general sense, the voicing of voiceless consonants in the final position under the influence of a subsequent voiced consonant

## **DIFFICULTIES WITH VOWEL SOUNDS**

Before making reference to specific vowel sounds, we will briefly mention a tendency that we have noticed frequently in the pronunciation of English by Ukrainian students: there is a significant pattern of 'clipping' syllables by reducing the vowels ("quantitative reduction"), so that they are shorter than when pronounced by native speakers. This shows up particularly in one-syllable words. For example, the word "speak" is apt to sound more like "spick" (here the speaker used a vowel that differs from the proper [i:] also in its quality). This problem also arises in the stressed syllables of multisyllabic words. One often hears "recently" pronounced ['rɪsntli], whereas the native-speaker pronunciation is ['ri:ntli]. We will make some observations later with respect to the vowels found in unstressed syllables.

There is one other problem which can be detected in some students, involving the pronunciation of several different vowel sounds—they tend to introduce an 'r' sound into what should be a simple vowel. The tongue is drawn back and curled up somewhat when it should remain flat and without tension. For example, I have heard the word "yes" pronounced as if it were spelled "yarss" [jars] or "yerss" [jers], and "has" as if it were written "harz" [harz]. For those who have developed this pattern, it extends to virtually all words containing these vowel sounds. In a few cases, I have noticed that it also affects the pronunciation of [ʌ], so that a word like "come" is pronounced with a sound somewhere between "kerm" and "karm."

### **Specific vowel sounds**

#### **[ɛ]**

We should mention at this point that students may not be familiar with the symbol [ɛ], since many local dictionaries use the symbol [e] to represent this sound. Further explanation will be provided later with regard to the adoption of the symbol [ɛ]. (For a detailed treatment of this phonetic symbol and the associated vowel, see Appendix 1, explanatory note.)



It seems that there is a tendency among some Ukrainian speakers of English (both in Ukraine and in the Ukrainian diaspora population in Canada) to use the sound [æ] in words where [ɛ] is required; as a result, a word such as "better" ends up sounding more like "batter."

We have already mentioned the words "very well" in connection with consonant problems. Special attention is required in connection with the [ɛ] vowel sounds which occur in these words, since "very" is frequently given the sound of [væri], rather than [vəri], and "well" is sometimes pronounced [wæəl], [waɪ] or even [waɪ], instead of [wɛl].

A problem of another kind arises with the definite article "the". The fact that this word is so commonly used does not eliminate the possibility of it being pronounced incorrectly! Of course, there is the initial difficulty which arises because it is pronounced [ðə] before a word beginning with a consonant, and [ði] before a word beginning with a vowel. However, many Ukrainian students of English say [ðɛ] where [ðə] is needed, no doubt a simple transfer from the sound contained in Ukrainian words such as "де".

### **Summary of difficulties:**

- using [æ] instead of [ɛ] in words such as "better"
- using [ɛ] instead of [ə] in "the"

### **[ɪ] vs. [i:]**

The ability to make this distinction clearly is very important, because there are numerous words with the same consonant arrangement in which this vowel sound is the only distinguishing factor. Some examples:

bit / beet [bɪt / bi:t]    fit / feet [fɪt / fi:t]  
hit / heat [hɪt / hi:t]    mitt / meet [mɪt / mi:t]  
knit / neat [nɪt / ni:t]    lid / lead [lɪd / li:d]

The problem in correctly making the distinction between these vowels also arises in words such as "live" (*verb*). There is a tendency to pronounce this word as if it sounded exactly as "leave" [li:v]. When [ɪ] or [i:] is followed by an unvoiced consonant, they seem to present somewhat less of a problem. I have observed that students are much more likely to succeed in making the distinction *bit* / *beat*, than that involving *live* / *leave*.

An error in the opposite direction may occur when some students refer to the "BBC". It is often pronounced somewhat as if it were written "бѣбѣсі", whereas the actual pronunciation is closer to "бѣѣбѣсіѣ". I have also noticed this tendency in words such as "receive", which in the pronunciation of many native speakers is closer to "пѣсіѣв" than to "рѣсіѣв". In words such as "speak", this tendency leads to a pronunciation resembling "spick" (as was mentioned earlier).

### **Summary of difficulties:**

- using [i:] instead of [ɪ] in words such as "live"
- using the Ukrainian [ѣ] instead of the English [ɪ] and [i:] in such words as "BBC" and "receive"



### [u:] vs. [ʊ]

In some Ukrainian-English dictionaries, no distinction is made between the vowel sound contained in "good" [ɡʊd] and that in "moon" [mu:n]. This is quite disconcerting because a difference does exist: [u:] is described as "close back rounded vowel" and [ʊ] as "near-close near-back unrounded"<sup>10</sup>. Despite the fact that this distinction is so fine, students should be able to distinguish these two vowel phonemes.

### [ʌ]

The most clearly-audible examples of this vowel occur in words such as "up" and "cut". In these words, Ukrainian students of English tend to be very successful in reproducing the sound as it is used by native speakers. However, there is one group of words containing the vowel [ʌ] which presents more of a challenge. In these words [ʌ] is followed by [r], as in:

current ['kʌrənt] (RP)

hurry ['hʌri] (RP)

discourage [dɪs'kʌrɪdʒ] (RP)

When native speakers (British ones in particular) pronounce [ʌ] followed by [r], the vowel seems to acquire a special 'colouring' which is difficult for students to reproduce. If the [ʌ] is prolonged to some degree (as tends to happen with Ukrainian students), it results in quite an unnatural sound. In American English the pronunciation which is used in these words differs significantly from the one found in RP; it is represented in transcriptions as [ɜ:r] or [ɜ:ɹ].

Among Ukrainian students there is a tendency, in the pronunciation of [ʌ] in words such as "**butter**" ['bʌtə || 'bʌtər], to move toward a pronunciation more like ['bʌtər] or ['bʌtər]. This pattern is perhaps even stronger in a word like "**money**" ['mʌni], because of the spelling of the word, and it is often pronounced more like ['mʌni]. One might expect the same problem to arise in the word "love" and "above", but students for some reason seem to be better able to detect and reproduce the correct sounds in these words.

## Vowels in unstressed syllables

In the vast majority of cases, vowels which occur in the unstressed syllables of English words are reduced both qualitatively and quantitatively, and lose most of their original vowel 'colour.' This process covers such a wide area that foreign students of English are apt to assume that it is universal in English; however, there are actually some important exceptions in which unstressed vowels retain their **full** value. In the pronunciation of these words, more careful enunciation is needed. (It should also be noted that the overall pattern of vowel reduction occurs more often in RP than in American English pronunciation, as can be seen in Appendix 2, Part B.)

---

<sup>10</sup> Pullum Geoffrey K., Ladusaw William A. *Phonetic Symbol Guide*. The University of Chicago Press, Chicago and London, 1996.

Examples of this problem involve several different vowel sounds:

(1) using [ə] instead of [ɛ]:

concept	['kɒnsɛpt]	<i>Pronunciation to avoid:</i> ['kɒnsəpt]
conquest	['kɒŋkwɛst]	<i>Pronunciation to avoid:</i> ['kɒŋkwəst]
contents (n)	['kɒntɛnts]	<i>Pronunciation to avoid:</i> ['kɒntənts]
contest (n)	['kɒntɛst]	<i>Pronunciation to avoid:</i> ['kɒntəst]
context	['kɒntɛkst]	<i>Pronunciation to avoid:</i> ['kɒntəkst]
dialect	['daɪəɛkt]	<i>Pronunciation to avoid:</i> ['daɪəəkt]
comment	['kɒmɛnt]	<i>Pronunciation to avoid:</i> ['kɒmənt]
index	['ɪndɛks]	<i>Pronunciation to avoid:</i> ['ɪndəks]

The origin of this problem may well be a false analogy with words such as "commitment" and "fulfilment", in which "-ment" is a suffix, always pronounced [-mənt].

(2) using [ə] instead of [æ]:

abstract	['æbstrækt]	<i>Pronunciation to avoid:</i> ['æbstɹəkt]
contract	['kɒntrækt]	<i>Pronunciation to avoid:</i> ['kɒntrəkt]
diagram	['daɪəgræm]	<i>Pronunciation to avoid:</i> ['daɪəgrəm]
Japanese	[dʒæpə'niːz]	<i>Pronunciation to avoid:</i> ['dʒəpə'niːz]

(3) using [ə] instead of [ɒ]:

dialogue	['daɪələg]	<i>Pronunciation to avoid:</i> ['daɪələg]
monologue	['mɒnələg]	<i>Pronunciation to avoid:</i> ['mɒnələg]

It is important not only to recognize the difference in the transcription, but also to be able to reflect it correctly when speaking. For those who have difficulty mastering the articulation of the unstressed [ɛ], it might be helpful to repeat the word "project" (noun) ['prɒdʒɛkt || 'prɑːdʒɛkt], which is well known, and is generally pronounced correctly.

*Note:*

In some cases where an unstressed [ə] is used in RP, [ɛ] is preferred in AmE, and may even carry a secondary stress. The following set of words ending in "-berry" may be used to illustrate this point:

cranberry	['krænbəri    'kræn,bəri]	blueberry	['bluːbəri    'bluː,bəri]
strawberry	['strɔːbəri    'strɑː,bəri]	gooseberry	['guːzbəri    'guːs,bəri]

It is worth noting that the pronunciations of the last word diverge in more ways than just in the [ə] / [ɛ].

## Transitions from one vowel sound to another

### **graduate** (verb)

Students sometimes pronounce this word somewhat like [ˈgrædiərt] rather than [ˈgrædjuərt] as they are generally taught to pronounce it. Although this latter pronunciation still exists in RP, the most prevalent variant in both RP and American English is now [ˈgrædjuərt]. Most native speakers pronounce the word with a slight transient semivowel [w] that makes it sound almost like [ˈgrædʒuərt]. This same pronunciation pattern can be heard in words such as “situate” and “situation”, leading to something approaching [ˈsɪtʃuərt] and [ˌsɪtʃuə ˈeɪʃn]. A failure to insert this [w] is confusing not only with respect to the *sound* of these words, but also with respect to the highly-visible lip position that native speakers use when pronouncing the words.

Another word of that kind which students similarly mispronounce is “schedule.” It ends up sounding like [ˈskɛdiəl] rather than AmE [ˈskɛdʒu:l] (In RP it is pronounced [ˈʃɛdju:l].

### **studying**

This word often tends to be pronounced more like [ˈstʌdiŋ] (2 syllables) than ‘stud-y-ing’ [ˈstʌdiɪŋ] (3 syllables). Once again, many native speakers tend to make the transition from [i] to [ɪ] more comfortable by inserting a transient [j] semivowel: [ˈstʌdijɪŋ]. It should be noted that these semivowels are not usually reflected in dictionary transcriptions.



## STRESS SHIFT

This is a phonetic phenomenon that Ukrainian students need to be aware of. *Stress shift* refers to the change in the stress pattern which occasionally occurs in some words in connected speech. By way of example, we might consider the way in which the numbers in the 'teens' are pronounced. When pronounced on their own, they have the secondary stress on the first syllable and the primary stress on the second syllable, but if followed by a more strongly stressed word, then the stress shifts to the first syllable. For example (RP transcriptions are used):

*You are in Room 13.* [ru:m θɜ:tɪn] **but**

*All in all there are 13 rooms on this floor.* [θɜ:tɪn 'ru:mz]

and also in a contrastive context

*This is Room 13, not 14.* [ru:m θɜ:tɪn ,nɒt 'fɔ:tɪn]

Without the stress shift the phrase "13 rooms" sounds "unbalanced" to native speakers. English is known for its peculiar rhythm, and stress shift seems to be one way for achieving it. In trying to assess the prevalence of stress shift in English, it is interesting to note a statement in the *Longman Pronunciation Dictionary*: "In principle, stress shift can apply to any word that has a secondary stress before its primary stress. In practice, though, it is most likely to apply to those which are regularly followed in a phrase by a more strongly stressed word: most adjectives, but only certain nouns."

There are many cases where stress shift affects words similarly in RP and AmE. With some words, however, stress shift may occur in RP and be absent in AmE, or vice versa. For example, in some dictionaries, the word "complex" is described as having the pronunciation [kɑ:m'plɛks] in AmE and ['kɒmplɛks] in RP. In general usage, this seems to be correct. However, in AmE (but never in RP), the stress shifts in a context such as,

*It is a very complex [kɑ:mplɛks] problem.*

## WORD STRESS

Students of both English and Ukrainian are often daunted by the problem of learning correct syllable stress, since there are so many words where no general rule can be applied, and it is necessary simply to memorize the pattern. Although English does not have the characteristic of shifting syllable stress according to the declension as is found in Ukrainian, it does reserve a few surprises for the student. Among these is the use of different stress patterns for one word, depending on the part of speech it represents. This phenomenon occurs in the pronunciation of some words which may function as nouns or verbs. There are also a few cases where an adjectival form is involved. To illustrate this, we have provided a limited list of such words in Appendix 3, along with a note as to the change in grammatical function which is involved in each case.

## INTONATION

Sentence intonation within the English sentence is often taught in Ukraine with a rigour and intricacy that is astonishing to a native speaker. However, this occasionally leads students to use intonations that sound exaggerated to native speakers, whatever their origin. (Intonation patterns naturally vary significantly from one part of the English-speaking world to another, and even from one area of England to another.)

### Sentence stress

In working with students and teachers of English here in Ukraine, I have tried to demonstrate that as soon as a speaker seems to be placing stress on a word other than the one we expect to be stressed in the context of the sentence, it immediately alters our perception of what he is trying to convey. (This is the point already raised in connection with the expression "frankly speaking"; it is an issue that is normally presented to students, but which is not easily mastered.)

This point may be more easily understood if an example is provided: if 'Joe' was planning to make a trip by himself and his friend 'Bill' heard about these plans, Bill might say, "I would like to come **with** you." Some non-native speakers, although intending to express this same idea, have a tendency to place the stress on the final pronoun: "I would like to come **with you**." To a native speaker, this suggests that Bill had the possibility of going with **someone else**, but that he decided he would prefer to go with Joe.

To illustrate more fully how many different connotations can be given to this one simple sentence just by changing the intonation, I have provided various patterns, along with an explanation of what each one implies to a native speaker. **No single pattern can be called 'incorrect', but any pattern can be inappropriate or misleading if it doesn't correspond to what native speakers expect in the given situation.**

- "I would like to come with you."

(*"As opposed to or in addition to others, I would like to accompany you."*)

- "I **would** like to come with you."

(*"To change your impression that I did **not** wish to come with you, I want to emphasize that I **do** want to accompany you."*)

- "I would **like** to come with you."

(*"In case you thought I was somewhat indifferent about the possibility of coming with you, I want to emphasize that I am strongly in favour of coming with you."*)

- "I would like to **come** with you."

(*Rather similar in meaning to the next pattern with the stress on "with", except that it implies slightly more that "I would enjoy making this interesting trip", rather than "Instead of seeing you leave on your trip all alone, I would like to be with you."*)

- "I would like to come **with** you."

(*"Whereas you were planning to go alone, I would like to accompany you."*)

- "I would like to come with **you**."

(*"Whereas others may be choosing to go with someone **else**, I would like to accompany **you**."*)



Ukrainian students are apt to make a transfer from Ukrainian and place the stress on "you" as in the last example when they mean to express the idea of the previous sentence (with the stress on "with"). Compare:

*Я хотів би піти з Вами.*

**X** I would like to come with **you**.

**✓** I would like to come **with you**.

A native speaker immediately contrasts "with **you**" with "with **them**", "with **him**" etc.

In other words, what is a normal sentence stress in Ukrainian sounds like a logical stress in English. If there are no such contrasts involved and the speaker simply wants to express his intention to accompany the listener, "with" is stressed in that sentence in English.

## SOME TECHNIQUES FOR TEACHING ENGLISH PRONUNCIATION

Some readers of this handbook may be surprised to see that I occasionally use Cyrillic characters rather than (or in addition to) phonetic symbols to explain the pronunciation of certain words. I am aware that this technique has been strongly discouraged by educators in the past, and I wish to underline the fact that am in no way downgrading the importance of training students in the use of the international phonetic symbols. While the use of Cyrillic characters is admittedly a rather unorthodox technique, I have discovered by repeated experimentation in classroom situations that for certain pronunciation problems, it seems to be the most effective way of helping students to detect the difference between the sounds that they are forming and the sounds which native speakers use. In some cases, even when they were acquainted with the correct transcriptions of the words they were saying, they had not associated the correct mouth positions with the phonetic symbols.

Ironically, there were some cases (such as with the consonant [v]) where most students were using a lip position that we native speakers do not use (with the lower lip almost tucked behind the upper teeth), when a much more accurate and more comfortable lip position actually exists in Ukrainian (in this instance, in the word "vii"). It was easier to retrain the students in the formation of this sound by associating it with the Ukrainian consonant they already knew, than by referring solely to the phonetic symbol. Thus, I simply instructed them to use the sound they knew, from "vii", when pronouncing the "v" at the beginning of "village", for example.

Another example that could be mentioned involves words containing the vowel [ɪ]; I have noticed that many students tend to use the vowel sound of Ukrainian [и] instead of [ɪ] in words such as "BBC" and "receive", for example. As I described earlier, the pronunciation of many native speakers is closer to "бій-бій-сій" and "рісій" than to "би-би-сі" and "рісiv". When I explain to students that it is useful to move more in the direction of the Ukrainian "ій" to obtain the effect represented by [i:], the students consistently respond to this technique and make a very perceptible improvement in their pronunciation. As a result of these and other experiments involving the use of the Ukrainian Cyrillic alphabet, I have concluded that I cannot afford to set aside a tool that has in some cases given such good results.



For the description of other techniques concerning particular sounds see the following sub-headings in the section "Difficulties with consonant sounds:"

**[v]** vs. **[w]** – *p. 80.*

Consonant sequences **[z] + [ð]** and **[s] + [ð]** – *pp. 80-81*

**[θ]** and **[ð]** – *p. 78.*

## APPENDIX 1. TABLE OF PHONETIC SYMBOLS

There may well be a larger number of distinct and dissimilar transcription systems for English than for any other language of the world. We are not attempting here to offer a new transcription system. The set of phonetic symbols that we have used throughout this handbook and recommend for use in teaching English pronunciation to Ukrainian students has been drawn from the International Phonetic Alphabet and assembled to meet two requirements. First of all, it needs to be capable of adequately representing RP and AmE pronunciation, and of accurately reflecting the differences between the two. Secondly, it has to be based largely on the system with which most Ukrainian students are familiar, without unreasonable divergences. Any features of our transcriptions which differ in a significant way from those in some familiar dictionaries have been adopted for the purpose of increasing consistency in the representation of English sounds.

Symbol	RP	AmE	Sample words
<b>VOWELS</b>			
[ʌ]	✓	✓	up, love, young, blood, <u>does</u> RP only: hur <u>ry</u> , bur <u>row</u> AmE only: wh <u>a</u> t
[ɑ:]	✓	✓	father, car, heart, calm RP only: class, half, f <u>a</u> st, <u>a</u> sk, lau <u>gh</u> , dan <u>ce</u> , <u>a</u> unt AmE only: <u>a</u> we, l <u>o</u> t, w <u>a</u> sh, thou <u>gh</u> t, tau <u>gh</u> t, sau <u>s</u> age, ge <u>o</u> logy, g <u>o</u> ne
[ɒ]	✓		RP only: l <u>o</u> t, w <u>a</u> s, w <u>a</u> sh, wh <u>a</u> t, ge <u>o</u> logy, sau <u>s</u> age, g <u>o</u> ne
[ɔ:]	✓	✓	sort, all, d <u>o</u> or, t <u>a</u> lk, s <u>a</u> lt, f <u>a</u> ult, c <u>o</u> urt, s <u>a</u> w, w <u>a</u> r RP only: <u>a</u> we, thou <u>gh</u> t, tau <u>gh</u> t AmE only: cat <u>e</u> g <u>o</u> ry
[æ]	✓	✓	cat, sang AmE only: class, half, f <u>a</u> st, <u>a</u> sk, lau <u>gh</u> , dan <u>ce</u> , <u>a</u> unt
[ə]	✓	✓	comma, happen, <u>a</u> bout, t <u>o</u> day RP only: coll <u>a</u> r, min <u>o</u> r, fut <u>u</u> re, lit <u>r</u> e, moth <u>e</u> r, cat <u>e</u> g <u>o</u> ry
[ɪˈr]		✓	AmE only: moth <u>e</u> r, coll <u>a</u> r, min <u>o</u> r, fut <u>u</u> re, lit <u>r</u> e
[ɛ]	✓	✓	l <u>e</u> t, v <u>e</u> ry, l <u>e</u> ngth, h <u>e</u> ad, fri <u>e</u> nd, b <u>u</u> ry
[ɜ:]	✓		RP only: p <u>e</u> rson, b <u>i</u> rd, j <u>o</u> urn <u>a</u> l, f <u>u</u> r, l <u>e</u> arn
[ɜ:r]		✓	AmE only: p <u>e</u> rson, b <u>i</u> rd, j <u>o</u> urn <u>a</u> l, f <u>u</u> r, l <u>e</u> arn, hur <u>r</u> y, bur <u>ro</u> w, cl <u>e</u> rk
[ɪ]	✓	✓	in, city, fin <u>i</u> sh, cr <u>y</u> stal, r <u>e</u> t <u>a</u> in, vill <u>a</u> ge, b <u>u</u> sy
[ɪ]	✓	✓	penn <u>y</u> , happ <u>i</u> ness, vall <u>e</u> y, <u>e</u> lect, radiat <u>i</u> on, stud <u>y</u> ing
[i:]	✓	✓	m <u>e</u> , s <u>e</u> en, f <u>e</u> at, f <u>i</u> eld, r <u>e</u> c <u>e</u> iv <u>e</u> , k <u>e</u> y, p <u>e</u> ople, sk <u>i</u>

[ɒ]	✓	✓	good, <u>loo</u> k, <u>pu</u> t, <u>fu</u> ll, <u>cou</u> ld, <u>suga</u> r, <u>circu</u> lar, <u>stimu</u> lus
[ʊ]	✓	✓	infl <u>u</u> ence, gradu <u>a</u> tion, actu <u>a</u> l
[u:]	✓	✓	<u>too</u> , <u>foo</u> d, <u>cute</u> , <u>new</u> , <u>true</u> , <u>rule</u> , <u>do</u> , <u>sou</u> p
<b>DIPHTHONGS</b>			
[aɪ]	✓	✓	sigh <u>i</u> , try <u>y</u> , rice
[aʊ]	✓	✓	now <u>u</u> , house
[əʊ]	✓		RP only: h <u>o</u> me, g <u>o</u> , b <u>oa</u> t, kn <u>ow</u> , <u>o</u> ld, r <u>oll</u>
[oo]		✓	AmE only: h <u>o</u> me, g <u>o</u> , b <u>oa</u> t, kn <u>ow</u> , <u>o</u> ld, r <u>oll</u>
[ɛə]	✓		RP only: <u>air</u> , b <u>ear</u> , th <u>ere</u> , <u>car</u> e, variable (AmE [ɛ <sup>o</sup> r])
[eɪ]	✓	✓	pay <u>y</u> , race <u>e</u> , eight
[ɪə]	✓		RP only: <u>ear</u> , <u>mere</u> , <u>deer</u> (AmE [ɪ <sup>o</sup> r])
[ɔɪ]	✓	✓	join <u>y</u> , <u>toy</u>
[ʊə]	✓		RP only: <u>tour</u> , <u>poor</u> , <u>jury</u> (AmE [ʊ <sup>o</sup> r])
<b>SEMI-VOWELS</b>			
[ɪ]	✓	✓	you, <u>use</u> , <u>bea</u> uty
[w]	✓	✓	<u>way</u> , <u>one</u> , <u>quic</u> k
<b>CONSONANTS*</b>			
[ŋ]	✓	✓	sing, Eng <u>l</u> ish, hang <u>g</u> ing, than <u>k</u>
[r]	✓	✓	ream, boring, sor <u>rr</u> y
[ʃ]	✓	✓	ship, <u>suga</u> r, <u>tissu</u> e
[tʃ]	✓	✓	<u>chea</u> p, <u>patch</u> , <u>richest</u>
[ʒ]	✓	✓	vis <u>ion</u> , gen <u>re</u> , mirag <u>e</u>
[dʒ]	✓	✓	ag <u>ent</u> , judg <u>e</u> , sold <u>ier</u>
[θ]	✓	✓	<u>th</u> ink, m <u>ou</u> th, auth <u>or</u>
[ð]	✓	✓	breath <u>e</u> , <u>th</u> at, fath <u>er</u> , smoo <u>th</u>
[x]	✓	✓	loch

\* Not mentioned in the chart are the IPA consonant symbols which are basically the same as the letters used in English: [b], [p], [t], [d], [k], [g], [f], [v], [s], [z], [h], [m], [n], [l].



## EXPLANATORY NOTES

These notes are mainly addressed to those readers who are more deeply involved with phonetics and phonetic symbols than is usually required in TEFL. We will be making periodic reference to the two pronunciation dictionaries, Longman and Jones, which have already been mentioned.

### [e] vs. [ɛ]

According to Geoffrey K. Pullum and William A. Ladusaw<sup>11</sup>, [e] is used for the "close mid front unrounded" vowel found, for example, in the English diphthong [eɪ] and in French words such as "répéter" [repete]. (In all dictionaries of the French language, [e] is likewise used for this sound.) This use of [e] has been adopted both in IPA and in American usage. The authors point out that the source of the symbol is the letter *e* which is used in the writing systems of French, Spanish and Italian.

However, this symbol is also commonly used for representing a *different* vowel, namely that found in the English word "pen" and the French word "reste" (for example). This is rather surprising, because the latter is clearly distinguished from the sound in "répéter" and is always transcribed in French dictionaries as [rɛst]. The same issue arises when these sounds occur in German words, where the identical contrast can be found, for example, between the words "sechs" and "zehn", for which the correct transcriptions are [zɛks] and [tse:n].

This vowel (found in "sechs" and "reste") is in its quality so unlike the [e] of "zehn" and "répéter" that we much prefer the solution chosen by certain phoneticians and lexicographers who in representing it use the symbol [ɛ], called "epsilon". Pullum and Ladusaw confirm that [ɛ] is used unambiguously and consistently both in the IPA and in American usage to represent this open mid front unrounded vowel.

In attempting to use [e] for this sound, even the editors of the Longman and Jones dictionaries were unable to avoid a certain incongruity. For example, in giving the sound of the French words "crèche" and "Crécy", totally distinct sounds represented respectively in all French dictionaries by [ɛ] and [e], Longman and Jones resort to [e] for both words, although Longman does acknowledge subsequently that the French transcription of the word is actually [kʁɛʃ]. For the phrase "crème de la crème", Longman gives two different transcriptions, [krem də la:krem] for English and [kʁɛm də la kʁɛm] for French, even though the "e" vowels are pronounced in the same way in both languages. The same inconsistency can be observed with respect to German words. The Longman Pronunciation Dictionary provides the following transcriptions for the German "Gesellschaft": [gə'zɛlʃa:ft] (English), [gə'zɛlʃaft] (German). For students who study English as well as German and/or French, this creates confusion and is misleading. To avoid this phonetic inconsistency, we have thus chosen to adopt the pattern of using [e] for the common English diphthong [eɪ] as found in "late", and [ɛ] for the sound contained in "let" and "men".

11

Pullum, Geoffrey K., and Ladusaw, William A. *Phonetic Symbol Guide*. Chicago, London: The University of Chicago Press, 1996.

### [ɜ:r] as in "bird" (AmE)

This sound, characteristic of AmE pronunciation, is similar to the RP [ɜ:], but has an "r-colouring" (or "rhoticity"). To represent this sound, the Longman Pronunciation Dictionary (LPD) uses a special rhoticity sign in the symbol [ɜ:r] and Jones employs [ɜ:r]. The first choice has the disadvantage of being very unfamiliar for students of English (as well as being somewhat complicated typographically), even though it does have the advantage of establishing a one-to-one correspondence between the phonetic symbol and the sound. For our purposes, we find it more practical to use the combination [ɜ:r] to represent this vowel sound, at the same time reminding our readers that it actually represents a **single** vowel sound found in AmE, not two consecutive sounds. The symbol [r] here serves as means for representing "r-colouring" of the vowel.

### [<sup>ə</sup>r] AmE

For the letter combination "er" in words like "father" as pronounced in AmE, Jones uses a special symbol [ə̤] called "right-hook schwa." The disadvantage of this approach is that the symbol [ə̤] is unknown to most students of English.

To represent that AmE sound, the *Longman Pronunciation Dictionary* employs the combination of two symbols [<sup>ə</sup>r] where the superscript schwa [<sup>ə</sup>] denotes a sound "sometimes optionally inserted."

We have adopted the same symbol [<sup>ə</sup>r] to represent this AmE sound, but without the implication that [<sup>ə</sup>] may be omitted. In other words, both [<sup>ə</sup>] and [r] are always present in the word. As is the case with [ɜ:r], [r] serves here as a rhoticity sign. This is how [<sup>ə</sup>r] is used in the transcriptions throughout this handbook.

### [ɪ] in the diphthongs [aɪ], [ɔɪ], [eɪ] and [ɪə]

Along with Jones, LPD and numerous other dictionaries, we use [ɪ] in all of these diphthongs. In some cases, however, it is extremely difficult, if not impossible, to detect whether the sound being pronounced is actually [ɪ] or [i].

### [i]

It may be surprising to some students of English that besides [ɪ] and [i:] there is another "i" sound: [i]. Locally published dictionaries overlook this sound or (misleadingly) employ the symbol i to represent the sound [ɪ] as in the word "it." When it is used appropriately, this symbol [i] basically represents a sound which has the same length as [ɪ] but has the quality of [i:], and occurs in situations where the contrast between [i:] and [ɪ] would not normally be very strong. According to LPD, this is apt to arise in two different environments:

- at the end of a word (or at the end of part of a compound word or of a stem) in an unstressed syllable: "happy" ['hæpi], "valley" ['væli], "babies" ['beɪbiz].
- when the vowel is in an unstressed syllable before another vowel, as in "radiation" ['reɪdi'eɪʃən], "glorious" ['glɔ:riəs].

On the basis of our observations, it appears that [ɪ] is also pronounced in one other environment:

3) in an unstressed syllable at the beginning of certain words: "evict" [i 'vɪkt], "eclipse" [i'klɪps], effect [i'fɛkt], elect [i'lɛkt], ellipse [i'lips], eliminate [i'lɪmɪneɪt], elicit [i'lɪsɪt] and elide [i'lɪd].

The necessity of using [ɪ] becomes especially evident when one considers the gerund forms of verbs ending in '-y' or 'i'. Without [ɪ], they have to be transcribed with [-ɪɪ] at the end, which certainly does not reflect their actual pronunciation (in fact, even with considerable effort it is very difficult to pronounce that vowel sequence). We thus find [-ɪɪ] to be a much more satisfactory solution here.

### **[oʊ] as in "home" (AmE)**

This diphthong is sometimes transcribed as [ou]. Indeed, the way Americans pronounce its second element may sometimes be slightly different from the British [ʊ] in [əʊ]. However, the difference appears so minute that to try to reflect it does not seem justified. Both LPD and Jones use [oʊ]; it is really indispensable to represent the difference that exists between RP and AmE in the pronunciation of the diphthong found in words such as "go" [gəʊ || goʊ] and loaf [ləʊf || loʊf].

### **T-voicing in AmE**

In AmE the words "shutter" and "shudder" are often pronounced almost alike, if not identically: [ʃʌdʱr]. This voicing of a [t] when it occurs between two vowels, referred to as "T-voicing", produces the effect of a quick English [d]. Since the phenomenon is very common in AmE, editors of some dictionaries have devised special formulas for representing it, such as the symbol [ ɹ̥ ], but for the purposes of this handbook, we have chosen not to introduce this new symbol. We consider it sufficient to remind our readers in a general way that in AmE, [t] in the position between two vowels becomes voiced and is pronounced very close to a quick [d].

### **[(ə)]**

A schwa in parentheses represents an [ə] sound that may be optionally omitted.



## APPENDIX 2. CONTRASTING BrE AND AmE

To be able to communicate effectively in English, foreign students—especially those who are going to use English in their profession—need to be sensitive to the variety of English used by the other interlocutor and to be aware of the model of English they themselves are/will be using in teaching, translation or everyday communication. The two chief varieties of English—British English and American English—serve worldwide as the two models in TEFL (Teaching English as a Foreign Language). Distinctions between BrE and AmE are not limited to vocabulary; they can also be observed in phonetics, spelling and grammar. This appendix is intended to offer students help in the task of distinguishing between BrE and AmE forms.

### PART A. SPELLING DIFFERENCES

Among the various words which tend to be spelled differently in Britain (and many other English-speaking countries) than they are in the United States, there are many which can be placed within a few general categories on the basis of certain letter combinations. The list below includes a fairly extensive sample of these words, as well as a few other words which do not really fit into any particular category. (It should be noted that the list shows the *preferred* spellings in BrE and AmE and does not reflect the fact that some of them may sometimes be seen in both varieties.) Some of the main pattern groups that can be distinguished are the following:

Model		Examples		Some exceptions
BrE	AmE	BrE	AmE	
-ise	-ize	modernise	modernize	advise, compromise
-our	-or	colour	color	inferior, actor, detector
ae, oe	e	aeon, foetus	eon, fetus	aerobic, aerial
-re	-er	metre	meter	writer, worker, seller
-l-	-ll-	skilful	skillful	
-ll-	-l-	travelling	traveling	appalling
-nce	-nse	defence	defense	
(mute) -e	—	axe	ax	
-ogue	-og	catalogue	catalog	

#### BRITISH ..... AMERICAN

aeon..... eon	amoeba..... ameba	archaeology ..... archeology
aeroplane ..... airplane	anaemia..... anemia	ardour ..... ardor
aesthetic ..... esthetic	anaesthesia ..... anesthesia	armour ..... armor
ageing ..... aging	analogue ..... analog	axe ..... ax
aluminium ..... aluminum	analyse ..... analyze	behaviour ..... behavior
	annexe ..... annex	callipers ..... calipers
	appal ..... appall	callisthenics ..... calisthenics

candour .....	candor	honour .....	honor	pretence .....	pretense
carburettor .....	carburetor	hotchpotch .....	hodgepodge	prise (v.) .....	prize
catalogue .....	catalog	humour .....	humor	programme .....	program
cauldron .....	cauldron	hypnotise .....	hypnotize	prophecy .....	prophecy
centralise .....	centralize	industrialisation .....	industrialization	plough .....	plow
centre .....	center	instalment .....	installment	publicise .....	publicize
characterise .....	characterize	jeopardise .....	jeopardize	pyjamas .....	pajamas
cheque .....	check	jewellery .....	jewelry	rancour .....	rancor
chequer .....	checker	judgement .....	judgment	rationalise .....	rationalize
chilli .....	chili	kerb .....	curb	realise .....	realize
civilise .....	civilize	ketchup .....	catsup, ketchup	revolutionise .....	revolutionize
colonise .....	colonize	labour .....	labor	rigour .....	rigor
colour .....	color	lasagne .....	lasagna	rumour .....	rumor
computerise .....	computerize	licence .....	license	sanatorium .....	sanitarium
connexion .....	connection	liquorice .....	licorice	saviour .....	savior
conservatoire .....	conservatory	localise .....	localize	savour .....	savor
cosy .....	cozy	lupin .....	lupine	sceptic(al) .....	skeptic(al)
councillor .....	councilor	manoeuvre .....	maneuver	skilful .....	skillful
criticise .....	criticize	marvellous .....	marvelous	smoulder .....	smolder
defence .....	defense	materialise .....	materialize	sombre .....	somber
demeanour .....	demeanor	meagre .....	meager	specialise .....	specialize
dentine .....	dentin	mechanise .....	mechanize	spectre .....	specter
dialled .....	dialled	mediaeval .....	medieval	splendour .....	splendor
dialogue .....	dialog	mobilise .....	mobilize	staunch .....	stanch
doughnut .....	donut	modernise .....	modernize	storey (floor) .....	story
dramatise .....	dramatize	mollusc .....	mollusk	subsidise .....	subsidize
draught .....	draft	mould .....	mold	sulphur .....	sulfur
embed .....	imbed	moult .....	molt	summarise .....	summarize
empanel .....	impanel	moustache .....	mustache	symbolise .....	symbolize
encyclopaedia .....	encyclopedia	mum .....	mom	theatre .....	theater
endeavour .....	endeavor	nationalise .....	nationalize	travelled, -er .....	traveled, -er
favor .....	favor	naturalise .....	naturalize	tumour .....	tumor
fertilise .....	fertilize	neighbour .....	neighbor	tyre (vehicle) .....	tire
fervour .....	fervor	neutralise .....	neutralize	utilise .....	utilize
fillet .....	filet	odour .....	odor	vapour .....	vapor
flautist .....	flutist	oesophagus .....	esophagus	vice (tool) .....	vise
flavour .....	flavor	offence .....	offense	vigour .....	vigor
focussed .....	focused	omelette .....	omelet	visualise .....	visualize
foetus .....	fetus	orthopaedic .....	orthopedic	waggon .....	wagon
fulfilment .....	fulfillment	ostler .....	hostler	-wards .....	-ward
furor .....	furor	paediatric .....	pediatric	willful .....	willful
gaol .....	jail	paralyse .....	paralyze	woollen .....	woolen
gauge .....	gauge	parlour .....	parlor		
gelatine .....	gelatin	pedlar .....	peddler		
grandad .....	granddad	penalise .....	penalize		
grey .....	gray	phoney .....	phony		
harbour .....	harbor	pitta bread .....	pita bread		
haemo- .....	hemo	plough .....	plow		
haemorrhage .....	hemorrhage	polarise .....	polarize		
haemophilic .....	hemophilic	practise (v) .....	practice (v)		
haulier .....	hauler	pressurise .....	pressurize		

## PART B. PRONUNCIATION DIFFERENCES

It is very interesting to consider some of the ways in which the pronunciation patterns of American English differ from those of 'Received Pronunciation' (RP), the 'standard' British pronunciation. To this end, we have prepared a list of words which illustrate these differences. Although the list itself has not been divided into categories, it might be useful at this point to indicate what some of the main categories are:

Category	Word	Transcription	
		RP	AmE
Stressed vowel + [r]	her personal harp pair spear sort poor	hɜː 'pɜːsn(ə)l hɑːp pɛə spiə sɔːt pɔː, pʊə	hɜːr 'pɜːrsn(ə)l hɑːrp pɛər spiər sɔːrt puər
Unstressed vowel + [r]	supper minor	'sʌpə 'maɪnə	'sʌpər 'maɪnər
[ɑː] vs. [æ] (before [f], [s], [z], [θ], [ð], [n], [m])	half class raspberry dance path rather sample	hɑːf klɑːs 'rɑːzb(ə)ri dɑːns pɑːθ 'rɑːðə 'sɑːmp(ə)l	hæf klæs 'ræzbəri dæns pæθ 'ræðər 'sæmp(ə)l
[ɒ] vs. [ɑː]	pot rod	pɒt rɒd	pɑːt rɑːd
Reduced vowel in RP vs. strong variant in AmE in an unstressed syllable	accent category dictionary cemetery	'æksənt 'kætəg(ə)ri 'dɪkʃən(ə)ri 'sɛmətri	'æksənt 'kætəgɔːri 'dɪkʃənəri 'sɛmətəri
Strong variant in RP vs. reduced vowel in AmE	docile mobile	'dɔːsɪl(ə)l 'məʊbaɪl(ə)l	'dɑːs(ə)l 'məʊb(ə)l
[əʊ] in RP vs. [oo] in AmE	home solo	həʊm 'səʊləʊ	hoʊm 'soʊləʊ
[juː] in RP vs. [uː] in AmE (after [t], [d], or [n])	new due tune	njuː djuː tjuːn	nuː duː tuːn

It should be added that although there is a great degree of consistency in the pronunciation of speakers throughout a very large part of North America (including Canada), there are certain distinctive regional patterns which cannot be reflected in a list such as this one, which only attempts to identify general patterns—more precisely, **main RP and AmE pronunciations**—that are followed in Teaching English as a Foreign Language (TEFL), with the model being one of the two varieties of English: BrE or AmE.



Word ..... R.P. .... AmE ..... Ukrainian

accomplish	ə'kʌmplɪʃ	ə'kɑ:mplɪʃ	виконувати
after	'ɑ:ftə	'æft <sup>ə</sup> r	після
again	ə'geɪn, ə'geɪn	ə'geɪn	знову
airport	'eəpɔ:t	'e <sup>ə</sup> pɔ:rt	аеропорт
amenable	ə'mi:nəbl	ə'mi:nəbl, ə'menəbl	слухняний
apricot	'eɪprɪkɒt	'æprɪkɑ:t, 'eɪprɪkɑ:t	абрикоса
Asia	'eɪzə, 'eɪʃə	'eɪzə	Азія
ask	ɑ:sk	æsk	питати
asphalt	'æsfælt	'æsfɔ:lt	асфальт
ate	et	ert	їв, їла, їли
aunt	ɑ:nt	ænt	тітка
bath	bɑ:θ	bæθ	ванна
better	'betə	'bet <sup>ə</sup> r	кращий; краще
brochure	'brʊʃə	brʊʃ'ʊ <sup>r</sup>	брошура
capsule	'kæpsju:l	'kæps <sup>ə</sup> l	капсула, оболонка
carrot	'kærət	'kerət	морква
cast	kɑ:st	kæst	кидати
category	'kætəgəri	'kætəgɔ:ri	категорія
cause	kɔ:z	kɑ:z	причина
cemetery	'sɛmətri	'sɛmətəri	цвинтар
centenary	sɛn'tɪ:nəri	sɛn'tɛnəri	століття, сторіччя
chant	tʃɑ:nt	tʃænt	співати
class	klɑ:s	klæs	клас
clause	klɔ:z	klɑ:z	стаття; речення
clerk	klɑ:k	klɜ:rk	клерк
clothes	kləʊðz	klouz, klouðz	одяг
codify	'kəʊdɪfaɪ	'kɑ:dɪfaɪ	кодифікувати
Congress	'kɒŋgrəs	'kɑ:ŋgrəs	конгрес; з'їзд
constituent	kən'stɪtjuənt	kən'stɪtʃuənt	складник
corollary	kə'rɒləri	'kɔ:rələri	наслідок
coupon	'ku:pən	'ku:pɑ:n, 'kju:pɑ:n	купон
dance	dɑ:ns	dæns	танець
derby	'dɑ:bi	'dɜ:rbɪ	перегони
dictionary	'dɪkʃənri	'dɪkʃənəri	словник
diversify	dai'vɜ:sɪfaɪ	dɪ'vɜ:rsɪfaɪ	різноманітити
docile	'ɒʊsɪ(θ)l	'dɑ:s(ə)l	слухняний
draft	dra:ft	dræft	план; чернетка
either	'aɪðə	'ɪð <sup>ə</sup> r	будь-який (з двох)
epoch	'i:pɒk	'spæk	епоха
eraser	'ɪreɪzə	'reɪs <sup>ə</sup> r	гумка

estrogen	'i:stredʒən	'ɛstrədʒən	естроген
example	ɪg'zɑ:mpl	ɪg'zæmpl	приклад
fairness	'feənɪs	'feʳnɪs	справедливість
fast	fɑ:st	fæst	швидкий; швидко
figure	'fɪgə	'fɪgʳ	цифра; фігура
forehead	'fɔ:həd, 'fɔ:ɪd	'fɔ:rhəd	лоб
fortune	'fɔ:tʃən, 'fɔ:tʃu:n	'fɔ:rtʃən	щастя, доля
France	fra:ns	fræns	Франція
garage	'gæra:ʒ	gə'tɑ:ʒ	гараж
	'gæɪɪdʒ	gə'tæɪdʒ (esp. Can.)	
glacier	'glæsiə	'gleɪʳ	льодовик
go	gəʊ	gou	іти
gooseberry	'gu:zberi	'gu:s,beri	агрус
half	hɑ:f	hæf	половина
harm	hɑ:m	hɑ:ɪm	шкода
heart	hɑ:t	hɑ:ɪt	серце
herb	hɜ:b	z:ɪb	трава
home	həʊm	hoʊm	домівка
hoof	hu:f	hu:f, huf	копито
horseshoe	'hɔ:sʃu:, 'hɔ:ʃʃu:	'hɔ:rsʃu:, 'hɔ:rʃʃu:	підкова
imitative	'ɪmɪtətɪv	'ɪmɪtɪtɪv	наслідувальний
insulate	'ɪnsjələɪt	'ɪnsjələɪt, 'ɪnsələɪt	ізолювати
interesting	'ɪntrestɪŋ	'ɪntərestɪŋ, 'ɪntrɪstɪŋ	цікавий
inversion	ɪn'vɜ:ʃn	ɪn'vɜ:rʒn	інверсія
iodine	'aɪəɪdɪn	'aɪədɑ:ɪn	йод
jaguar	'dʒæɡjuə	'dʒæɡwɑ:ɪ	ягуар
jury	'dʒʊəri	'dʒʊɪ	присяжні
laboratory	lə'bɒrət(ə)ri	'ləbrətɔ:ri	лабораторія
laugh	lɑ:f	læf	сміятися
leisure	'leɪʒə	'li:ʒʳ, 'leɪʒʳ	дозвілля
lieutenant	lɛf'tenənt	lu:'tenənt	лейтенант
luxurious	lʌk'ʒʊəriəs, lʌg-	lʌg'ʒʊəriəs	розкішний
Malaysia	mə'leɪziə	mə'leɪʒə	Малайзія
medicine	'meds(ə)n	'mɛdɪsən	медицина; ліки
module	'mɒdju:l	'mɑ:dʒu:l	модуль
neither	'neɪðə	'ni:ðʳ	жоден, ні той ні той
nephew	'neɪʃu:, 'nevju:	'neɪʃu:	племінник
new	nju:	nu:	новий
Nicaragua	ˌnɪkə'reɪɡjuə	ˌnɪkə'ra:gwə	Нікарагуа
obedient	ə'bi:diənt, əv-	ou'bi:diənt, ou'bi:djənt	слухняний
of	ɒv (strong), əv (weak)	ʌv, ɑ:v (strong), əv (weak)	(прийменник)
past	pɑ:st	pæst	минуле

patent	'peɪnt	'pænt	патент
path	pɑ:θ	pæθ	стежка
pattern	'pætn	'pæt <sup>ə</sup> rn	зразок
pentagon	'pentəɡən	'pentəɡɑ:n	п'ятикутник
plant	plɑ:nt	plænt	рослина
plural	'plʊəəl	'plʊrəl	множина
Polynesia	pəli'ni:ziə	pɑ:lə'ni:zə	Полінезія
primary	'praɪməri	'praɪməri	первинний
qualitative	'kwɒlɪtətɪv	'kwɑ:lɪtətɪv	якісний
quantitative	'kwɒntɪtətɪv	'kwɑ:ntɪtətɪv	кількісний
recess (n)	ri'ses	'ri:səs	перерва, канікули
remand	ri'ma:nd	ri'mænd	піддання досудовому ув'язненню
revenue	'revənju:	'revənu:	прибуток
roof	ru:f	ru:f, rɒf	дах
sample	'sɑ:mp(ə)l	'sæmp(ə)l	зразок, проба
schedule	'ʃedju:l	'skɛdʒu:l, -ʒ(ə)l	розклад
secretary	'sekretəri	'sekretəri	секретар
sojourn	'sɒdʒən	'sɒdʒɜ:n	тимчасове перебування (десь)
spinach	'spɪndʒ	'spɪnɪʃ	шпінат
strawberry	'strɔ:bəri	'strɑ:bəri	полуниця
student	'stju:dnt	'stu:dnt	студент
sure	ʃʊ, ʃʊə	ʃʊ <sup>ə</sup> r	певний
talk	tɔ:k	tɑ:k	розмова
tomato	tə'mɑ:təʊ	tə'metəʊ	помідор
tricolo(u)r	'trɪkələ	'traɪ,kʌl <sup>ə</sup> r	триколірний прапор
version	'vɜ:ʃn	'vɜ:rʒn	версія, варіант
what	(h)wɒt*	hwɒt, hwa:t*	що
when	(h)wɛn*	hwɛn*	коли
where	(h)wɛə *	hwɛ <sup>ə</sup> r *	де
whether	(h)wɛðə*	'hwɛð <sup>ə</sup> r *	чи
which	(h)wɪtʃ *	hwɪtʃ *	котрий
while	(h)waɪ(ə)l *	hwaɪ(ə)l *	поки, у той час
why	(h)waɪ*	hwaɪ*	чому
within	wɪ'ðɪn	wɪ'θɪn, wɪ'ðɪn	у межах, всередині
without	wɪ'ðaʊt	wɪ'θaʊt, wɪ'ðaʊt	без
Z	zɛd	zi: (but Can.: zɛd)	англ. літера "Z"

\* Some phoneticians prefer to use the symbol [ɹ] to represent the sound described in these words as [hw]. In colloquial and especially in casual speech, many speakers do not



enunciate [h] in [hw] perceptibly. This sound, however, can be more readily observed in the speech of careful speakers.

## Days of the week

Both Jones' Pronouncing Dictionary and the Longman Pronunciation Dictionary indicate that the main pronunciation both in RP and AmE for words ending in -day is [deɪ]. This is the recommended pronunciation for students of English. However, the option also exists of pronouncing them with [di]. For example, the two patterns of RP pronunciation for the days of the week are:

Sunday .....	'sʌndeɪ .....	'sʌndi
Monday .....	'mʌndeɪ .....	'mʌndi
Tuesday .....	'tʃu:zdeɪ .....	'tʃu:zdi
Wednesday .....	'wenzdeɪ .....	'wenzdi
Thursday .....	'θɜ:zdeɪ .....	'θɜ:zdi
Friday .....	'fraɪdeɪ .....	'fraɪdi
Saturday .....	'sætədeɪ .....	'sætədi ..

## Numbers 13-19

With the numbers 13-19, one can observe a rather unusual phenomenon: many North American speakers unconsciously add an extra [t] sound prior to the one which is already there.

For example:

**BrE..... AmE**

thirteen ..... ,θɜ:'ti:n ... ,θɜ:r'ti:n, ,θɜ:r'ti:n

fourteen ..... ,fɔ:'ti:n ... ,fɔ:r'ti:n, ,fɔ:r'ti:n

These numbers are pronounced as if they were spelled *thirt-teen*, *fourt-teen*, etc. From one speaker to another, there are differences in the degree to which this phenomenon is noticeable with respect to the different numbers in this category. However, in general the extra [t] is most clearly heard in "thirteen" and "fourteen", which is documented by LPD.

### Note:

In pronouncing the numbers 13 and 14, students and teachers of English here in Ukraine have a noticeable tendency to reduce the vowel in the first syllable when that syllable is unstressed. This should be avoided carefully:

thirteen:    **X** ,θə'ti:n    ✓ ,θɜ:'ti:n

fourteen    **X** ,fə'ti:n    ✓ ,fɔ:'ti:n

## PART C. GRAMMATICAL DIFFERENCES

### *Use of the Article*

#### British English

at the age of 33 .....

(be admitted) to hospital, to be in hospital .....

have cramp / get cramp .....

in the light of .....

tell the time .....

#### American English

at age 33

(be admitted) to the hospital,  
to be in the hospital

have a cramp / get a cramp

in light of

tell time

### *Irregular verb forms*

Note: virtually none of the forms are exclusive to one variety.

Verb	BrE		AmE	
	Past tense	Past participle	Past tense	Past participle
burn	burnt / burned	burnt / burned	burned	burned
bust	bust	bust	busted	busted
dive	dived	dived	dived / dove	dived
fit	fitted	fit	fitted / fit	fit
get	got	got	got	gotten / got
kneel	knelt	knelt	knelt / kneeled	knelt / kneeled
lean	leant / leaned	leant / leaned	leaned	leaned
learn	learnt / learned	learnt / learned	learned	learned
plead	pleaded	pleaded	pleaded / pled	pleaded / pled
prove	proved	proved	proved	proved / proven
quit	quit / quitted	quit / quitted	quit	quit
saw	sawed	sawn	sawed	sawed
smell	smelt / smelled	smelt / smelled	smelled	smelled
sneak	sneaked	sneaked	sneaked / snuck	sneaked / snuck
spell	spelt / spelled	spelt / spelled	spelled	spelled
spill	spilt / spilled	spilt / spilled	spilled	spilled
spit	spat	spat	spat/spit	spat/spit
spoil	spoilt / spoiled	spoilt / spoiled	spoiled	spoiled
spring	sprang	sprung	sprang/sprung	sprung

## PART D. LEXICAL DIFFERENCES

### Contrastive BrE/AmE vocabulary

We have compiled a list of words (over 600 entries) comparing BrE and AmE. An effort has been made to select the most common and most useful words and phrases, and to limit the list to those cases where completely different words are used in BrE and AmE to refer to the same thing. The Ukrainian translations correspond to the meaning of each BrE/AmE combination.

#### Using the list:

The words in the first column (BrE) and in the second column (AmE) correspond to the Ukrainian word or phrase given in the third column, but may have other meanings not related to the Ukrainian translation provided. Some of the words (such as *surname* and *last name*) may be used on both sides of the Atlantic, though preferred in either BrE or AmE.

The list below is not comprehensive either in scope or in content; it could be thought of as a 'starting point', containing words with which foreign students of English at the upper intermediate and advanced levels ought to be acquainted.

(Note: <sup>TM</sup> stands for "trademark.")

British English	American English	Ukrainian
<b>A</b>		
action replay (sports)	instant replay	повтор (гострого моменту в трансляції)
accumulator	battery	акумулятор
adjustable spanner	monkey wrench	розсувний (універсальний) гайковий ключ
aerial	antenna	антена
ageism	age discrimination	дискримінація людей похилого віку
airgun	BB gun	пневматична гвинтівка
all-in	inclusive, all-inclusive	що включає все
Alsatian	German shepherd	німецька вівчарка
American football	football	американський футбол
amusement arcade	video arcade	зал (відео)ігор
anorak	parka	анорак, парка (тепла куртка)
antenatal	prenatal	передпологовий
anticlockwise	counterclockwise	проти годинникової стрілки
assault course	obstacle course	смуга перешкод
assurance	insurance	страхування
athletics	track and field	легка атлетика
athletics meeting	track meet	легкоатлетичні змагання
aubergine	eggplant	баклажан
autumn	fall	осінь
<b>B</b>		
baby milk	formula	дитяча (молочна) суміш
back of beyond	middle of nowhere	Бог зна де
backchat	backtalk	зухвала відповідь
banger (informal)	firecracker	петарда
bank holiday	legal holiday	національне свято



bank note, note	bill	банкнота, купюра
bar chart	bar graph	гістограма
barman	bartender	бармен
barrister	attorney	адвокат
bat	paddle	ракетка ( <i>грати в настільний теніс</i> )
beetroot	(red) beet	червоний буряк
bellboy	bellhop	посильний (у готелі)
benefit	welfare	(державна грошова) допомога безробітним
bilberry	blueberry	чорниця
bill ( <i>in a restaurant</i> )	check	рахунок
bin ( <i>for trash</i> )	wastebasket	відро на сміття
binman	garbage man/collector	сміттяр
Biro™	ballpoint pen	кулькова ручка
biscuit	cookie	печиво
blinkers	blinders	шори ( <i>у коня</i> )
block of flats	apartment house, apartment building	багатоповерховий житловий будинок
blood group	blood type	група крові
blow-lamp	blowtorch	пюзувальна лампа
blue-eyed boy	fair-haired boy ( <i>in fm</i> )	улюбленець (керівника тощо)
boiler suit, overalls	overall	робочий одяг, спецодяг
bonnet ( <i>of a car</i> )	hood	капот
booking clerk	ticket agent	продавець квитків (на залізниці)
bookshop	bookstore	книгарня
bookstall	newsstand	газетний ( <i>книжковий</i> ) кіоск
boot ( <i>of a car</i> )	trunk	багажник
bottom gear	low gear, first gear	перша передача
bowler, bowler hat	derby	капелюх ("казанок")
braces	suspenders	підтяжки
(round) brackets	parentheses	( <i>круті</i> ) дужки ( )
brainwave	brainstorm	раптова блискуча ідея
brambleberry	blackberry	ожина
breadbin	breadbox	хлібниця
break, break time	recess	перерва ( <i>між уроками у школі</i> )
breakdown truck/lorry	tow truck	машина технічної допомоги
breeze-block	cinder block	блок зі шлакобетону
broad bean	fava bean	кормовий біб
broadside on	broadside	найдовшим боком ( <i>до</i> )
bumper	fender	бампер
busker	street performer/musician	мандрівний актор
buttonhole	boutonniere	бутонарька, квітка в петлиці

## C

cab rank	cabstand	стоянка таксі
cadge ( <i>in fm</i> )	mooch ( <i>in fm</i> )	жебрати; випрошувати
cake tin	muffin pan	форма для випічки (кексу тощо)
call box	(tele)phone booth	телефонна будка
call sign	call letters	позивний код (користувача радіопередавача)
call up (v)	draft (v)	призивати на військову службу
call-up (n)	draft (n)	призов на військову службу
camp bed	cot	розкладачка
campsite	campground	кемпінг
candyfloss	cotton candy	цукрова вата
car park	1) parking garage 2) parking lot	автостоянка у приміщенні автостоянка ( <i>під відкритим небом</i> )
caravan	wagon	фургон
card index	card catalog	картотека

careers officer/adviser	career counselor	консультант з працевлаштування
caretaker	janitor	доглядач будинку (приміщення)
carpet (verb)	reprimand	зробити догану
carriage (of a train)	car	вагон
carrier bag	shopping bag	пакет (нести покупки)
cash machine	ATM, automated teller	банкомат
caster, castor	shaker (for salt or pepper)	сілля, перець
casual labourer	transient worker	вільний робітник (без постійної роботи)
catapult	slingshot	рогатка
change gear	shift gear(s)	перемкнути передачу
channel hop (v)	channel surf	перемикати з передачі на передачу
chat show	talk show	ток-шоу
check	plaid	картатий
check-in desk	check-in counter	реєстрація
cheeky	sassy	зухвалий, нахабний
chemist (pharm.)	druggist	аптекарь
chemist's	drugstore	аптека
chicory	endive	цикорій
childminder	babysitter	(находя) няня
chimney stack	smokestack	димар
chips (potato chips)	French fries	картопля фрі, смажена картопля
chiropodist	podiatrist	лікар-ортопед, що лікує захворювання стоп
chopping board/block	cutting board	дошечка нарізати овочі чи м'ясо
churn	milk can	великий молочний бідон
cider	hard cider	сидр, яблучне вино
cinema	movie theater	кінотеатр
classified (ad), small ad	want ad	приватне оголошення (у газеті)
clay pigeon shooting	skeet shooting	спорт: стрільба по тарілках
clingfilm™	plastic wrap	поліетиленова плівка-обгортка
cloakroom	restroom	туалет (у приміщенні)
cloakroom	checkroom, coatroom	гардероб
clothes peg	clothespin	защипка (затискач)
clued-up (informal)	clued-in (informal)	добре обізнаний (дойда)
coach	bus	туристський/міжміський автобус
cock	rooster	півень
code, dialling code	(telephone) area code	міжміський телефонний код
colour bar	color line	расова дискримінація
commissionaire	doorman	швейцар
icing sugar	confectioner's sugar	цукрова пудра
conscript	draftee	новобранець (в армії)
conscription	the draft (informal)	призов до армії
consultant	specialist	лікар-консультант, старший лікар
consumer durables	durable/hard goods	споживчі товари тривалого користування
cooker (in kitchen)	stove	плита (кухонна)
cookery book	cookbook	кулінарна книга
cookery	cooking	кулінарія; куховарство
coolbox, coolbag	cooler	переносний холодильник
cornflour	cornstarch	кукурудзяний крохмаль
cot (for a baby)	crib	дитяче ліжко
cotton wool	absorbent cotton	мед. вата
cough sweet	cough drop	таблетка від кашлю
county town	county seat	головне місто округу/графства
courgette	zucchini	кабачок
course	class	курс (серія занять)
court card	face card	фігурна карта (валет, дама, король)
covering letter	cover letter	супровідний лист
crèche	day care center	дитячі ясла, дитсадок

credit account	charge account	кредит (на купівлю товарів у магазині)
crisps	potato chips	чипси (картопляні хрустики)
crossroads	intersection	перехрестя
curling tongs	curling irons	щіпці завивати волосся
current account	checking account	поточний рахунок
cutlery	silverware, flatware	столовий набір
cutting	clipping	вирізка (з газети)
CV (curriculum vitae)	résumé	(коротка) автобіографія

## D

danger money	danger pay	надбавка до зарплати за небезпечність
deckchair	beachchair	шезлонг
demist	defog	авт. очищувати запітніле скло
dialling tone	dial tone	довгий гудок ("лінія вільна")
dinner jacket	tuxedo	смокінг
disinvestment (tech)	divestment	зменшення частки капіталовкладень
diversion (for traffic)	detour	об'їзд
dodgem car	bumper car	електромобіль (у парковому атракціоні)
dog warden	dogcatcher	гнцель
dole	unemployment compensation	(державна) допомога в безробітті
dotted	polka-dot	з узором в дрібний горошок
drain pipe	downspout	ринна
draughts (game)	checkers	шашки
drawing pin	thumbtack	креслярська кнопка
dressing table	vanity table	туалетний столик із дзеркалом
dressing gown	(bath) robe	(домашній) халат
dribble (v)	drool (v)	пускати слину; обślinюватися
drip	IV (from "intravenous")	мед. крапельниця
drive	driveway	під'їзна доріжка (до будинку)
driving licence	driver's license	права водія
dummy (for an infant)	pacifier	пипка (для немовлят)
dungarees	overalls	(робочий) комбінезон
dustbin	garbage can, trashcan	відро/контейнер на сміття
dust cart	garbage truck	сміттєзбиральна машина
dustman	garbage man/collector	сміттяр
dustsheet	drop cloth	чохол (на меблі)

## E

earth (v)	ground (v)	уземлювати
earth floor	dirt floor	грунтова підлога
earth wire (electrical)	ground wire	уземлювач
Elastoplast™	Band-Aid™	лейкопластир
electric fire	electric heater	електронагрівач
engaged (phone line)	busy	"зайнято" (на телефонній лінії)
engine driver (train)	engineer	машиніст
estate agent	realtor, real estate agent	агент з продажу нерухомого майна
estate car	station wagon	вантажний мікроавтобус, фургон
ex-serviceman/-woman	veteran	колишній військовий
exclamation mark	exclamation point	знак оклику
extractor fan	exhaust fan	витягальний вентилятор
extension (lead)	extension cord	подовжувач
extra time	overtime	спорт. додатковий час

## F

fabric conditioner	fabric softener	пом'якшувач тканини
fair, funfair	carnival	масові розваги (на зразок ярмарку)
fanlight	transom	невеличка фрамуга
fibre-tip pen	felt-tip pen	фломастер
film	movie	(кіно)фільм



flims	flippers	спорт. ластя
fire brigade/service	fire department	пожежна команда
first floor (of a building)	second floor	другий поверх
fish finger	fish stick	кулін. рибна палочка
fishmonger's	fish store	рибний магазин
flat (n)	apartment	квартира
flatmate	roommate	співмешканець
flex (electrical)	(electric) cord	електричний шнур
flick knife	switchblade	викидний ніж
flipflops	thongs	"в'єтнамки"
fluff	lint	пух, пушок, ворса
flyover (on a road)	overpass	міст (перетин доріг на різних рівнях)
fog lamp	fog light	протитуманна фара
football	soccer	футбол
form (academic level)	grade	клас
fortnight	two weeks	два тижні
fringe (of one's hair)	bangs	чубок (волосся)
fruiterer's	fruit store	фруктовий магазин
fruit machine	slot machine	градальний автомат
full stop (punctuation)	period	крапка (в кінці речення)
fusspot	fussbudget	метушлива (нервова) людина

## G

gangway	aisle	прохід між рядами (напр., у театрі)
garden	yard	подвір'я; газон біля/навколо дому
garden chair	lawn chair	складане крісло
garden party	lawn party	прийм. гостей на відкритому повітрі
gas ring	burner	конфорка (газової плити)
gear lever (automotive)	gear stick, gear shift	важіль перемикання передач
gents', the (toilet)	men's room	чоловічий туалет
geyser	water heater / boiler	газова колонка
give way (road sign)	yield	"дай дорогу"
glossy (magazine)	slick	журнал на лискучому папері
go-slow	slowdown	зниження темпів роботи (вид забастовки)
goods	freight	вантаж, фрахт
governor (in prison)	warden	начальник тюрми
gradient	grade	ухил, схил (дороги тощо)
grass (informal)	stool pigeon (informal)	інформатор, доносник
Great Bear, the Plough	Big Dipper	астр. Великий Віз
grill (v)	broil (v)	смажити(ся) на відкритому вогні
grill (n)	broiler (n)	рашпер
ground floor	first floor	перший поверх
groundsheet	ground cloth	плащ-намет
guard (on a train)	conductor	начальник поїзда
guide dog	seeing eye dog	пес-поводир

## H

haberdashery	notions	галантерея
hairgrip	bobby pin	шпилька до волосся
hand basin (in bathroom)	hand sink	умивальник, раковина
handbrake	emergency brake	ручне гальмо
hangover (from smth)	holdover	пережиток, спадщина минулого
hat stand	coat stand	вішалка-стояк (на пальто й капелюхи)
have a bath	take a bath	помитися у ванні
head teacher	principal	директор школи
hedgerow	hedge	живопліт
hide (for hunters)	blind	мислив. засідка, спостережний пункт
high street	main street	головна вулиця

hire (v) .....	rent (v) .....	знімати, орендувати
hire purchase .....	installment plan .....	купівля на виплат/в кредит
hockey .....	field hockey .....	хокей на траві
holdall .....	carryall .....	велика сумка
hole (in golf) .....	cup .....	лунка, ямка
holidaymaker .....	vacationer .....	курортник, відпочивалець
hoover™ .....	vacuum cleaner .....	порохотяг
horse box .....	horse trailer .....	трейлер/фургон для коней
horse-riding .....	horseback riding .....	верхова їзда
house-trained .....	housebroken ..	привчений (проситися) (про дом. тварину)
houseman .....	intern (medical) .....	лікар-інтерн
housing estate .....	housing development .....	житловий мікрорайон

# I

ice (v) .....	frost (v) .....	глазурувати
ice lolly .....	Popsicle™ .....	фруктове морозиво на палочці
icing sugar .....	confectioner's sugar .....	цукрова глазур(а)
ill .....	sick .....	хворий
in top gear .....	in high gear .....	на найвищій швидкості
inclusive (Tue to Sun ~) ..	through (Tue ~ Sun) .....	(від вівторка по неділю) включно
(turn) indicator, winker ..	turn signal .....	авт. сигнал повороту
inside lane .....	slow lane .....	крайня права смуга руху
inverted commas .....	quotation marks .....	лапки ("")

# J

jug .....	pitcher .....	глечик
jumble sale .....	rummage sale .....	розпродаж вживаних речей
jump the queue .....	cut in line .....	пройти без черги
jumper (clothing) .....	sweater .....	светр

# K

know-all (inform) .....	know-it-all (inform) .....	всезнавець
knuckleduster .....	brass knuckles .....	кастет

# L

ladder (in stockings) .....	run .....	спущена петля
ladies', the (toilet) .....	ladies' room .....	жіночий туалет
ladybird (insect) .....	ladybug .....	сонечко
lap of honour .....	victory lap .....	спорт. коло пошани
laundry basket .....	hamper .....	кошик на брудну білизну
lay (the table) .....	set (the table) .....	накрити (на) стіл
lead (for a dog) .....	leash .....	повідець
lemonade .....	pop, carbonated beverage ..	газований напій
lesson .....	class .....	урок
level crossing .....	grade crossing .....	переїзд зі шлагбаумом
lift (give sb a lift) .....	ride (give sb a ride) .....	підвезти когось
lift (in a building) .....	elevator .....	ліфт
lightning conductor .....	lightning rod .....	блискавковідвід
Little Bear .....	Little Dipper .....	астр. Малий Віз
liver sausage .....	liverwurst .....	ліверна ковбаса
lodger .....	roomer .....	квартирант
lodging house .....	rooming house .....	нічліжний дім
long vacation, long vac ..	summer vacation .....	літня відпустка
long-sighted .....	farsighted .....	далекозорий
lorry .....	truck .....	вантажівка

# M

main road .....	highway .....	автомагістраль
maintenance .....	child support .....	аліменти
maize .....	corn .....	маїс, кукурудза

mark (n)	grade (n)	оцінка
market garden	truck farm	город (вищувати овочі на продаж)
marrow (vegetable)	squash	кабачок
match (competition)	game	матч
maths (mathematics)	math	математика
merchant navy	merchant marine	торговельний флот
mince	grind	пропускати через м'ясорубку
mince (= minced meat)	ground beef	м'ясний фарш
mincer	meat grinder	м'ясокрутка
mortise lock (on a door)	dead bolt	врзний замок
mortuary	morgue	морг
motorway	highway	автострада
mudflap	splash guard	гумовий бризковик (в автомобіля)
mudguard	fender	болотник (над колесом)
muesli	granola	мюслі

## N

name-tape	label	нашивка з ім'ям власника
nappy (for a baby)	diaper	пелюшка
newsflash	news bulletin	останні новини (вставка у телепрограмі)
newsreader	newscaster	диктор (радіо, телебачення)
non-profitmaking	non-profit	громадська, некомерційна організація
noticeboard	bulletin board	дошка оголошень
noughts-and-crosses	tick-tack-toe	хрестики-нулики (гра)
number plate (car)	license plate	номерний знак
nursery slope	bunny slope	"дитячий спуск" (для лижників-початківців)

## O

old age pensioner	senior citizen	пенсіонер
obstruction	interference	спорт. блокування
off-licence	liquor store	винний магазин
off-the-peg clothes	off-the-rack clothes	готовий одяг
office block	office building	(велике) адміністративне приміщення
one-off	one-shot	одноразовий, спеціальний
open prison	minimum security prison	тюрма відкритого типу
open sandwich	open-faced sandwich	(звичайний, одинарний) бутерброд, канапка
open day	open house	день відкритих дверей

## P

pack	deck (of playing cards)	колода (гральних карт)
a packed lunch	bag lunch, sack lunch	бутерброди (на дорогу, на роботу)
packet	pack	пачка (сигарет тощо)
paddle (v)	wade (v)	брести мілководдям
paddle steamer	side-wheeler	колісний пароплав
paddling pool	wading pool	дитячий плавальний басейн
pants	briefs, shorts, underpants	труси
paper knife	letter opener	ніж до паперу (різати папір)
paraffin (fuel)	kerosene	гас
parcel	package	пакунок, бандероль
parting (in hair)	part	проділ
past ("5 past 7:00")	after	по (5 хвилин по сьомій)
patch (inform)	turf (inform)	територія, чийсь "район", "ділянка"
patience	solitaire	карт. пасьянс
pavement	sidewalk	тротуар, хідник
pavement artist	sidewalk artist	вуличний художник
pay packet	1) paycheck	заробіток, зарплатня
	2) pay envelope	конверт із зарплатнею
pay rise	pay raise	підвищення зарплатні
paying-in slip	deposit slip	депозитний (прибутковий) ордер



peak (of a cap) .....	visor .....	козирок ( <i>кашкета, кепка</i> )
pedestrian crossing .....	crosswalk .....	пішохідний перехід
pedestrian precinct .....	pedestrian mall .....	пішохідна (торгівельна) зона
pen friend .....	pen pal .....	знайомий з листування
pepper pot .....	pepper shaker .....	перечниця
personal allowance .....	exemption .....	річний неоподатковуваний мінімум
personal (phone) call .....	person-to-person call .....	особистий дзвінок (дзвінок із викликом певної особи)
perspex .....	plexiglass™ .....	плексиглас
petrol .....	gas (gasoline) .....	бензин
pink (v) .....	ping (v) .....	стукати ( <i>про двигун машини</i> )
pip .....	beep .....	короткий сигнал, гудок, "біп"
pip .....	seed .....	зернина (у фруктовому плоді)
plain chocolate .....	dark chocolate .....	чорний шоколад
plait (v) .....	braid .....	заплітати
plait (n) .....	pigtail, braid .....	коса ( <i>волосся</i> )
planning permission .....	building permit .....	дозвіл на будівництво
plaster (for wounds) .....	Band-Aid™ .....	лейкопластир
platelayer .....	tracklayer .....	укладальник колій
plimsolls .....	sneakers .....	тенісні туфлі
point (railway) .....	(railroad) switch .....	(залізнична) стрілка
Plough, the .....	Big Dipper, the .....	<i>астр.</i> Великий Віз
plughole .....	drain .....	стік (дірка зливати воду)
pneumatic drill .....	jackhammer .....	пневматичний відбійний молоток
pocket money .....	allowance (for children) .....	кишенькові гроші
polling booth .....	voting booth .....	кабіна для голосування
polling station .....	polling place .....	виборчий пункт, виборча дільниця
polo neck .....	turtleneck .....	светр з високим закачаним коміром
polystyrene .....	Styrofoam™ .....	полістирол
polythene .....	polyethylene .....	поліетилен
post (n, v) .....	mail .....	1) пошта; 2) вислати поштою
postbag .....	mailbag .....	сумка листонози
postbox .....	mailbox .....	поштова скринька
postcode .....	zip code .....	поштовий індекс
poste restante .....	general delivery .....	(пошта) до запитання
post-free (adj) .....	postage paid, postpaid .....	(поштове пересилання) коштом адресата
postgraduate student .....	graduate student .....	аспірант(ка)
postman .....	mailman, letter carrier .....	листоноша
pot plant .....	potted plant .....	кімнатна рослина
pouf .....	hassock .....	пуф (предмет меблів)
power point .....	electrical outlet, plug-in .....	штепсельна розетка
power station .....	power plant .....	електростанція
pram, perambulator .....	baby carriage, buggy .....	дитячий візок
presenter .....	announcer, newscaster .....	провідник програми ( <i>на радіо, телебаченні</i> )
press-up .....	push-up .....	відтискання ( <i>від підлоги на руках</i> )
pressurize .....	pressure .....	чинити тиск ( <i>на когось</i> )
primary .....	elementary .....	початковий ( <i>рівень, школа</i> )
professor .....	full professor .....	професор
Pte (private rank, mil.) .....	pvt .....	<i>військ.</i> рядовий
public company .....	public corporation .....	відкрита акціонерна компанія
public prosecutor .....	district attorney .....	прокурор (державний; в окрузі)
pull-in .....	truck stop .....	стоянка біля дороги (де можна поїсти)
puncture (n) .....	flat tire .....	пробита шина
push chair .....	stroller .....	дитячий складаний візок

<b>Q</b>	
queue (n).....	1) line, line-up (of people) ...черга
	2) order ..... <i>компл.</i> черга завдань

queue (up) (v)	line up	стояти в черзі чи ставати в чергу
quid	pound sterling	фунт стерлінгів

## R

race car	racing car	спортивний автомобіль
racecourse	racetrack	іподром
railway	railroad	залізниця
read (v.) (in university)	major in	вивчати (про спеціальність в університеті)
redundancy pay	severance pay	допомога звільненому працівникові
redundant (of workmen)	unemployed, laid off	безробітний
reef knot	square knot	(морський) рифовий вузол
refectory	cafeteria	їдальня (у школі, університеті)
registered post	registered mail	рекомендована пошта
removal van	moving truck, moving van	меблевий фургон
return ticket	round-trip ticket	квиток в обидва кінці
reverse (v)	back up (v)	задкувати (про машину)
reverse the charges	call collect	дзвонити коштом співрозмовника
revise	review (material studied)	повторювати (вивчене)
ring spanner	box end wrench	накидний гайковий ключ
ring road	beltway	кільцева дорога
ring	burner	конфорка
roof-rack	luggage rack	багажник (на автомобілі)
roundabout	traffic circle	дорожнє кільце
rowing boat	rowboat	весловий човен
rowlock	oarlock	кочет (човна)
rub out	erase	стирати (гумкою)
rubber (for corrections)	eraser	гумка
rubbish	garbage, trash	сміття, непотріб
rucksack	backpack	заплічник, рюкзак
run in (a car)	break in	виїжджувати (машину)
runner beans	string beans	квасоля (стручкова)

## S

S-bend	S-curve	звивиста дорога, S-подібний поворот
sack (inform)	fire, can (inform)	звільнити з роботи
saloon (car)	sedan	седан (тип кузова автомобілів)
salt beef	corned beef	солонина
saltcellar	salt shaker	сільниця
sandpit	sandbox, sandpile	пісочниця (для малюв)
school-leaver	high-school graduate	випускник школи
school report	report card	табель успішності
sell-by date	expiration date	термін придатності
Sellotape™	Scotch tape™	скотч, липуча стрічка
semi-detached)	duplex	два спарені будинки
semi-skimmed	two percent milk	напівзнежирене молоко
semitone (music)	half step	муз. півтон
semolina	cream of wheat	манна крупа
serviette	napkin	серветка
set-square	triangle	косинень
sewage farm	sewage plant	водоочисна станція
shareholder	stockholder	акціонер
shop	store	крамниця, магазин
shop assistant	salesclerk	продавець
shop-soiled	shopworn	що втратив товарний вигляд
shopkeeper	storekeeper	власник крамниці, магазину
short-sighted	near-sighted	короткозорий
shorthand typist	stenographer	стенографіст (-ка)
shorthand	stenography	стенографія



shut (of a shop).....	closed .....	зачинений (не працює)
sideboards (hair) .....	sideburns .....	баки, бачки
sidelights .....	parking lights .....	авт. стоянкові вогні
signal box .....	signal tower .....	(залізнична) сигнальна будка
silencer (automotive) .....	muffler .....	глушник
single ticket .....	one-way ticket .....	квиток в один кінець
singsong .....	singalong .....	імпрізовані співи (групи людей)
skim (rocks, stones) .....	skip .....	поскати по воді "жабки"
skipping rope .....	jump rope .....	скакалка
sledge (n, v) .....	sled (n, v) .....	1) сани; 2) їхати/возити саньми
sleeper (railway) .....	tie, crosstie .....	шпала
sleeping partner .....	silent partner .....	пасивний компаньйон (у бізнесі)
sleeping policeman .....	speed bump .....	гальмувальний гребінь поперек дороги
slip road .....	ramp .....	з'їзд з головної дороги або виїзд на неї
slowcoach (person).....	slowpoke .....	маруда, повільна людина
smack-bang .....	smack-dab .....	прямісінько
small hours, the .....	the wee (small) hours .....	перші (1-4) години по півночі
smart (appearance) .....	sharp .....	елегантний, модний
snigger .....	snicker .....	хихотіння, придушений смішок
soft toy .....	stuffed animal .....	м'яка іграшка
spanner .....	wrench .....	гайковий ключ
sports day .....	field day .....	день спортивних змагань (у школі)
spot (facial blemish) .....	pimple .....	прищ
spots .....	polka dots .....	крапки (більші за dots)
spotted, spotty .....	polka-dotted, polka-dot .....	з узором у великий горошок
square brackets .....	brackets .....	квадратні дужки - [ ]
stand (for public office) .....	run .....	бути кандидатом (на посаду)
standard lamp .....	floor lamp .....	торшер
step .....	tone .....	муз. тон
steps (informal) .....	stepladder .....	драбина
stevedore .....	docker .....	портовий вантажник
sting .....	stinger .....	жало
stock cube .....	bouillon cube .....	бульйонний кубик
stocktaking .....	inventory .....	інвентаризація
stone (unit of weight).....	fourteen pounds .....	стоун, стон (14 фунтів)
stone (n, in fruit) .....	pit (n) .....	(одна велика) кісточка (у плоді)
stopover .....	layover .....	зупинка (у подорожі)
straight (on a road) .....	straightaway .....	пряма частина бігової доріжки
straight away .....	right away, straight off .....	відразу, негайно
strap, strap up .....	tape, tape up .....	забинтувати (рану)
streaky bacon .....	bacon .....	бекон
strip cartoon .....	comic strip .....	розповідь у малюнках (в газеті тощо)
sub .....	advance .....	аванс
subedit .....	copyedit .....	редагувати (виправляти чийсь помилки)
subway .....	underpass .....	пішохідний підземний перехід
sugar the pill .....	sweeten the pill .....	підсолодити пілюлю
sultanas .....	golden raisins .....	кишмиш
sun lounge .....	sun porch/parlor .....	засклена тераса
supply teacher.....	substitute teacher .....	позаштатний замісник учителя
surgical spirit.....	rubbing alcohol .....	медичний спирт
surname .....	last name .....	прізвище
suspender .....	garter .....	підв'язка
swede (vegetable) .....	rutabaga .....	бруква
sweet (n.) .....	1) candy .....	цукерка
.....	2) dessert .....	десерт, ласощі
sweet (adj.) .....	cute .....	гарненький, миленький
swimming bath.....	swimming pool .....	басейн



swimming costume	.....bathing suit	.....купальний костюм
swiss roll	.....jelly roll	.....рулет (завиванець) з варенням
swot ( <i>inform</i> )	.....cram ( <i>inform</i> )	.....зубрити; посилено готуватися до іспиту

# T

tail (sit/be on sb's ~)	.....tailgate (v)	....."сидіти на хвості" (переслідувати на машині)
tailback	.....back-up	.....колона автомобілів перед затором
tale ( <i>tell tales</i> )	.....tattle	.....розм. "кратати" на когось
tall story	.....tall tale	.....небилиця, прикрашена розповідь
tankard	.....stein	.....високий пивний кухоль ( <i>ос. з кришкою</i> )
tap ( <i>water</i> )	.....faucet	.....кран
taxi rank, taxi stand	.....cabstand	.....стоянка таксі
tea towel	.....dish towel, dishcloth	.....кухонний рушник ( <i>на посуд</i> )
tea trolley	.....tea wagon	.....столик на коліщатках ( <i>на чай</i> )
teaching practice	.....student teaching	.....педагогіка ( <i>у школі</i> )
teat	.....nipple	.....пипка ( <i>на пляшечці</i> )
telegraph pole	.....telephone pole	.....телефонний стовп
telephone box	.....telephone booth	.....телефонна будка
term ( <i>academic</i> )	.....trimester	.....тримісяччя
terraces ( <i>in a stadium</i> )	.....bleachers	.....дешеві місця для глядачів (на стадіоні)
terraced house	.....row house	.....один із ряду суміжних будинків
theatre, operating ~	.....operating room, surgery	.....операційна кімната
theological college	.....theological seminary	.....богословська семінарія
tick ( <i>mark</i> )	.....check, check mark	.....позначка, "галочка"
tights	.....pantyhose, pantihose	.....колготки
till	.....register, cash register	.....касовий апарат, каса
timberyard	.....lumberyard	.....склад деревини
timetable	.....schedule	.....розклад, графік
tin opener	.....can opener	.....консервний ніж
tin	1) can	.....консервна банка, бляшанка
	2) pan	.....форма для випічки; деко
tip ( <i>for garbage</i> )	.....dump	.....звалище, смітник
Tipp-Ex™	.....whiteout	.....біла рідина-коректор
titbit	.....tidbit	.....ласий шматочок
"To Let"	....."For Rent"	....."Здаю в оренду"
toilet/sponge bag	.....shaving bag	.....несесер (чоловічий)
toll motorway	.....turnpike	.....платна автодорога
top table	.....head table	.....стіл для почесних гостей
top brass	.....the brass	.....керівна верхівка, високе начальство
topside	.....top round	.....вирізка ( <i>яловичини</i> )
torch ( <i>electric</i> )	.....flashlight	.....(кишеневий) ліхтарик
toss	.....flip	.....підкидувати ( <i>монету</i> )
tout ( <i>n</i> )	.....scalper	.....спекулянт квитками
towelling	.....terry cloth	.....махрова тканина
tower block	.....highrise	.....висотний будинок
town planning	.....city planning	.....планування міст
track	.....trail	.....стежка
tracksuit	.....sweat suit	.....(теплий) тренувальний костюм
trade union	.....labor union	.....профспілка
trainers ( <i>shoes</i> )	.....sneakers	.....кросівки
tram, tramcar	.....streetcar, trolley	.....трамвай
transfer	.....decals	.....перебивна картинка
transferred-charge call	.....collect call	.....(телефонний) виклик коштом відповідача
transport (public ~)	.....transportation (public ~)	.....транспорт (громадський ~)
transport cafe	.....truck stop	.....кафе для водіїв вантажівок ( <i>біля дороги</i> )
treacle	.....molasses	..... патока
tread	1) track	.....(на)слідити, залишати сліди

trial period	2) step	(на)ступити
trials	probation	випробувальний термін
trolley	tryouts	(відбіркове) змагання
trouser suit	(shopping) cart	візок ( <i>у магазині</i> ); стोलик на коліщатках
truncheon	pantsuit	жіночий костюм із штанами
trunk call	nightstick	кийок (поліцейського)
turn-up	long distance (phone) call	міжміський дзвінок
turnabout	cuff	манжета ( <i>на штанах</i> )
turning	turnaround	зміна ( <i>поглядів, ставлення</i> ) на 180%
	turn	поворот ( <i>дороги, вулиці</i> )

## U

U (film)	G (movie)	(фільм) для глядачів будь-якого віку
underground, the	subway	метро
unit trust	mutual fund	інвестиційний траст-фонд
upmarket	upscale	елітний, шикарний
usher	groomsman	дружба ( <i>молодого на весіллі</i> )

## V

vest	undershirt	майка
valve	vacuum tube	електронна лампа

## W

waistcoat	vest	жилет
walker	hiker	піший мандрівник
walkover (inform)	walkaway (inform)	легка перемога
wardrobe	closet	шафа на одяг, гардероб
wash up	wash/do the dishes	мити посуд
washbasin	washbowl	миска (таз, раковина) вмиватися
washing	wash	білизна ( <i>на прання, випрання</i> )
waste disposal	garbage disposal	сміттєпровід
watchstrap	watchband	ремінець ( <i>наручного годинника</i> )
waxworks	wax museum	галерея воскових фігур
wellington boots	rubber boots	гумові чоботи
wendy house	play house	іграшковий дім
white horses	white caps	баранці, білі гребені хвиль
windmill	pinwheel	пропелер ( <i>дит. іграшка</i> )
windscreen	windshield	вітрове скло (транспортного засобу)
windscreen wiper	windshield wiper	склоочисник, "двірник"
wing	fender	крило (автомобіля)
witness box	witness stand	місце для свідків ( <i>у суді</i> )
work-surface, worktop	counter	стіл готувати їжу ( <i>у кухні</i> )

## Z

zebra crossing	crosswalk	пішохідний перехід, "зебра"
zed (letter Z)	zee	26-а літера англ. абетки
zip	zipper	застібка-блискавка

## Words used in both BrE and AmE but with differing meanings

This section deals with words which exist both in British and American English, but which differ significantly from each other in their meaning (although their meanings may overlap in some senses). These differences can lead to confusion (some words having even developed totally contrary senses in BrE and AmE), since the interlocutors may not share the same idea about the meaning of the words or phrases they are using. In this sense, the problem is somewhat related to that which arises with 'false friends', as we observed in the section devoted to that topic.

This list is inevitably incomplete, but it does include some of the most striking examples of this phenomenon. The definitions we have provided reflect only those meanings which are not shared. For students who are analyzing the vocabulary found in books originating either in Britain or in the United States, the list may provide some useful insights.

**ASIAN** — BrE someone from Asia, esp. India or Pakistan AmE someone from Asia, esp. Japan, China, Korea etc.

**BACKYARD** — BrE an area behind a house and attached to it, covered with a hard surface AmE a piece of land behind a house and attached to it, usually covered with grass, possibly including a garden

**BAILIFF (in the judiciary)** — BrE an official whose job is to seize people's goods or property because their debts have not been paid AmE an official whose job is to watch prisoners and keep order in a court of law

**BALL GAME** — BrE any game played with a ball AmE a baseball game

**BANK CARD** — BrE a cheque card; AmE a credit card

**BANK HOLIDAY** — BrE an official holiday when banks are closed AmE "a day during the week when banks are closed by law"

**BILLION** — BrE traditionally, a million million ( $10^{12}$ ) AmE (and now in BrE too) a thousand million ( $10^9$ )

**BISCUIT** — BrE a small flat dry sweet cake, made without raising agents; AmE *cookie* AmE a kind of bread in small round soft cakes, made with a leavening agent BrE *scone*.

**BLUE BOOK** — BrE an official report issued by the British government AmE a book with a blue cover for writing answers to examinations questions (*in American colleges*)

**BOMB (e.g. about a film)** — BrE a great success AmE a total failure

**BOULEVARD** — BrE a broad tree-lined road in a town AmE a broad main road in a town or city

**BRACKETS** — BrE the pair of marks ( ) also called (*BrE*) *round brackets* and (*AmE*) *parentheses* AmE the pair of marks [ ]; BrE *square brackets*

**BUGGY (for children)** — BrE a light folding push-chair; AmE *stroller* AmE a "baby's bed on wheels"; BrE *pram*

**BUN** — BrE a small round sweet cake AmE a small round type of bread

**BUREAU (furniture)** — BrE a desk or writing table (with drawers) AmE a chest of drawers

**CIDER** — BrE an alcoholic drink made from apples AmE a non-alcoholic drink made from apples (also *sweet cider*)

**CITY EDITOR** — BrE financial editor AmE journalist responsible for local news

**CLOAK ROOM** — BrE a toilet, W.C. AmE a room for the storage of clothing (esp. *outer clothing*)

**CORN** — BrE any grain crop (such as wheat, oats, etc.) AmE sweet corn or field corn (*BrE 'maize'*)

**CREEK** — BrE an inlet (from the sea, a river, or a lake) AmE a brook, narrow stream, tributary of a river

**DAVENPORT** — BrE an antique folding writing desk AmE a large sofa, which may be folded out into a bed at night



**DEADHEAD** (v) — **BrE** (*trans.*) to remove faded flowers from a plant **AmE** (*intrans.*) to drive a vehicle without a load, although it normally transports passengers or goods

**DINKY** — **BrE** (*informal*) neat and attractive **AmE** small and not very appealing

**DORMITORY** — **BrE** bedroom in a boarding school or in a hostel **AmE** residence hall (*e.g. for students*)

**DRESSER** — **BrE** kitchen sideboard **AmE** bedroom drawer chest or vanity

**DUNGAREES** — **BrE** *overalls* (**AmE**) **AmE** heavy cotton work trousers

**FIDDLE** — **BrE** to defraud **AmE** to trifle with something, or to idle aimlessly

**FLANNEL** — **BrE** a washcloth **AmE** a heavy warm cotton fabric

**FLOWERGIRL** — **BrE** a girl or woman who sells flowers **AmE** a young girl who carries flowers at a wedding

**FLYOVER** — **BrE** a highway overpass **AmE** an occasion when airplanes fly over a certain place

**GALLON** — **BrE** about 4.5 liters (sometimes called an "imperial gallon") **AmE** about 3.8 liters

**GARDEN** — **BrE** a yard or grass area adjoining a house; a vegetable garden **AmE** a vegetable or flower garden

**GIDDY** — **BrE** unsteady, dizzy **AmE** lightheartedly silly, euphoric, joyfully elated

**GOON** — **BrE** a stupid person **AmE** a violent criminal hired to bully people

**GRAFT** — **BrE** (*informal*) hard work **AmE** practise of using money or influence to secure unlawful gains in politics or business

**HOLE-IN-THE-WALL** — **BrE** (*informal*) a cash dispenser **AmE** a small, dark store or restaurant

**HOMELY** — 1. (about a house, used only in **BrE**) cosy, welcoming; **AmE** *homey* 2. (about a person) **BrE** unpretentious; simple **AmE** ugly, or at least plain and relatively unappealing (*usu. about facial features*)

**HOOD** (*automotive*) — **BrE** the vinyl top of a convertible car **AmE** the sheet metal piece above the engine; **BrE** *bonnet*

**JUMPER** — **BrE** a light pullover (sweater) **AmE** a type of knee-length woman's dress worn over a blouse or sweater; **BrE** *pinafare*

**JUSTICE** — **BrE** a judge in the High Court **AmE** a judge in a law court

**KINDERGARTEN** — **BrE** a school for children aged two to five **AmE** a class or school for children, usually aged five

**KNOCK SOMETHING OUT** — **BrE** (*informal*) to produce something difficult **AmE** (*informal*) to make something that is not of a very high quality easily and quickly

**LACQUER** — **BrE** hair spray **AmE** wood varnish, shellac (a high-gloss protective finish for wood)

**LAMP-POST** — **BrE** a tall pole supporting a street-light **AmE** a pole supporting an old-fashioned type of lamp

**LEFTY** (also *leftie*) — **BrE** (*informal, humor*) a leftist, left-winger **AmE** (*informal*) a left-hander

**LIFE BELT** — **BrE** a life buoy **AmE** a special belt for keeping a person afloat

**LIFT** — **BrE** a vertically moveable compartment for transporting people; **AmE** *elevator* **AmE** a mechanical lift for transferring goods or cargo

**LOAN** — **BrE** to lend something valuable to an organization **AmE** to lend someone something, esp. money

**MA'AM** — **BrE** a polite way of addressing a woman **AmE** a way of addressing the Queen and some women in authority

**MAD** — **BrE** insane **AmE** angry

**MILK RUN** — **BrE** (*informal*) a routine journey **AmE** (*informal*) a train journey or plane flight with many stops on the way

**MOBILE HOME** — **BrE** a large caravan; **AmE** *trailer* **AmE** a type of house that can be moved to another place

**MOMENTARILY** — **BrE** for a brief period of time **AmE** soon, in a very short time

**MONKEY BARS** — **BrE** bars fixed to the wall in a gym **AmE** a metal frame structure for children to play on; **BrE** *climbing frame*

**MORTUARY** — **BrE** morgue **AmE** the place for keeping a body before the funeral

**MUFFLER** — **BrE** a long scarf worn in cold weather **AmE** a device mounted on the exhaust system of cars to reduce noise emitted; *BrE* *silencer*

**NERVY** — **BrE** nervous, jumpy **AmE** bold, impertinent (*similar to 'cheeky' in BrE*)

**OATMEAL** — **BrE** ground oats (for making cakes and porridge) **AmE** boiled ground oats as breakfast cereal; *BrE* *porridge*

**OBLONG** (*adj*) — **BrE** rectangular, with two of its sides considerably longer than the other two **AmE** considerably longer than wide (e.g. *an oblong leaf*)

**OUTHOUSE** — **BrE** a small building that is a part of a larger building and is near to it; *AmE* *outbuilding* **AmE** an outside toilet

**PARAFFIN** — **BrE** a type of fuel, somewhat similar to gasoline **AmE** a kind of wax

**PAVEMENT** — **BrE** a footway by the side of a street; *AmE* *sidewalk* **AmE** a paved surface, usually a concrete or asphalt road

**PENNY** — **BrE** the singular form of "pence" (1p) **AmE** cent

**PIE** — **BrE** most often refers to a meat pie, unless specified otherwise **AmE** most often refers to a fruit-based pie, unless designated as a 'meat pie'

**(POTATO) CHIPS** — **BrE** long, thinly-sliced pieces of potato fried or deep-fried; *AmE* *French fries* or *French fried potatoes* **AmE** very thin crisp pieces of potato; *BrE* (*potato*) *crisps*

**PRESENTLY** — **BrE** soon, before long **AmE** now, at the present time

**PROM** — **BrE** (*informal*) a promenade concert **AmE** a formal dance party for high-school graduates

**PUBLIC CORPORATION** — **BrE** a government-owned company that operates semi-independently **AmE** a company whose shares are on the stock exchange; *BrE* *public company*

**QUADRILLION** — **BrE** 10<sup>24</sup> **AmE** 10<sup>15</sup>

**RATTY** — **BrE** (*informal*) bad-tempered; irritable **AmE** (*informal*) in bad condition; shabby

**'SEMI'** — **BrE** (semi-detached) duplex, duplex house **AmE** 'semi trailer' — trailer/tractor truck

**SHERBET** — **BrE** ['ʃɜ:bət] a powdered, fruit-flavoured candy **AmE** ['ʃɜ:rbət] frozen dessert; *BrE* sorbet ['sɔ:bet]

**SPATULA** — **BrE** a tongue depressor (medical use) **AmE** a rubber or plastic kitchen utensil

**SPOTTY** — **BrE** (*informal*) having spots on the face **AmE** good only in some parts; patchy; irregular

**STABLE** — **BrE** a building for keeping horses **AmE** a building for keeping horses, cattle, etc.

**SUBWAY** — **BrE** a pedestrian crossing **AmE** an underground railway

**TABLE** (*v, trans.*) — **BrE** to present for discussion at a meeting **AmE** to postpone consideration of

**TABLESPOON** — **BrE** a large spoon for serving food **AmE** a medium-sized spoon used for eating; a spoon that holds exactly 1/128 of a US pint of liquid

**TANK TOP** — **BrE** a sleeveless sweater **AmE** a sleeveless shirt

**TRADESMAN** — **BrE** a shopkeeper; a skilled worker **AmE** a workman in a skilled trade.

**TWISTER** — **BrE** (*informal*) a deceitful person **AmE** (*informal*) a tornado

**UNDERPANTS** — **BrE** a short piece of lower underwear worn by men **AmE** a short piece of lower underwear, worn by men or women

**VEGGIE** — **BrE** (*informal*) a vegetarian **AmE** (*informal*) a vegetable

**VEST** — **BrE** an undergarment for the upper body; an undershirt **AmE** an upper garment sometimes worn under a jacket; *BrE* *waistcoat*

**VETERAN** — **BrE** an elderly ex-serviceman **AmE** ex-serviceman (*of any age*)

**WAFFLE** — **BrE** to blather, to talk in a meaningless way **AmE** (*informal*) to be hesitant about the course of action to be taken

**YANKEE** — **BrE** someone from the USA **AmE** someone born or living in the northern, esp. the northeastern, states of the USA



## BrE/AmE word groups

Differences between North American and British usage can naturally be observed within complete groups of related words and expressions, as well as in individual words. In this subsection, we have provided some lists of selected groups of words whose meanings overlap to a greater or lesser degree. In some cases they vary significantly in their affiliation with AmE or BrE style or semantics, while in other cases they are simply different words that mean basically the same thing. In bringing these lexical items together and providing English definitions, stylistical and regional labels, as well as Ukrainian translations, we hope to illustrate the way they actually function within the language without going into excessive detail.

Note: Definitions in quotation marks have been borrowed from LDCE<sup>12</sup>.

---

### Roads, transport and vehicles

#### Roads and highways

**Highway** (*AmE*), **motorway** (*BrE*): "a broad main road between cities" – шосе, автомагістраль, автострада

**Freeway** (*AmE*), **expressway** (*AmE*): a limited-access road in the US, especially in cities, built for rapid travel – автострада, багатосмутова дорога; швидкісна автомагістраль

**Main road, trunk road** (*BrE*): "a large and important road" – головна дорога, магістраль, шосе

**Dual carriageway** (*BrE*), **divided highway** (*AmE*): "a main road on which the traffic travelling in opposite directions is kept apart by a piece of land or a low fence" – двосмутова дорога з однобічним рухом

**Tollroad, tollway** (*AmE*), **turnpike** (*AmE*): a major road of considerable length that one must pay to use, usually for rapid traffic – платна автомагістраль

**The public highway** (*BrE*): "an expression used in legal documents meaning roads" – дороги громадського користування

#### Vehicles for transporting goods

**Lorry** (*BrE*), **truck** (*AmE*): "a large vehicle for carrying heavy goods" – вантажівка, вантажний автомобіль

**Articulated lorry** (*BrE*), **juggernaut** (*BrE*), **semi** (*AmE*), **semi-trailer** (*AmE*), **semi-truck** (*AmE*), **full trailer** (*AmE*), **tractor-trailer** (*AmE*), **eighteen-wheeler** (*AmE, slang*), **(big) rig** (*AmE, informal*), **six-by-six** (*AmE*), **trailer truck, truck trailer** (*AmE*) – вантажівка з причепом; автопоїзд

#### Caravans/Trailers

**Caravan** (*BrE*), **trailer** (*AmE*): "a vehicle that can be pulled behind a car, used for living and sleeping in during a holiday" – автопричіп-фургон, "будиночок на колесах"

**Mobile home** (*BrE*), **trailer** (*AmE*), **house trailer** (*AmE*): a large *caravan* (*BrE*)/*trailer* (*AmE*) permanently stationed in one place and used as a house – житловий фургон (автопричіп); будиночок-фургон

---

<sup>12</sup> Longman Dictionary of Contemporary English. London, Longman Group, 1987.



- Mobile home (AmE):** "a type of house that looks like an ordinary house but can be moved to another place" - пересувний будинок
- Camper:** "a weatherproof room equipped with cooking equipment and beds, which is fitted onto or pulled behind a vehicle" - будиночок-автопричіп; дача-причіп; причепний будиночок
- Motor home, recreational vehicle (AmE), RV (AmE):** "a large vehicle with beds, a kitchen, toilet etc built into it, used for travelling and holidays" - автомобіль типу "караван"; "сімейний автомобіль"

## Clothes and footwear

### Light footwear

- Pumps (1) (BrE)** are "flat light shoes for dancing, exercising etc" – (чоловічі) бальні туфлі; легкі туфлі
- Pumps (2) (AmE)** are "women's plain shoes that do not fasten"; **court shoes (BrE), high heels (high-heeled pumps/court shoes)** – "туфлі-лодочки"; туфлі на високих підборах
- Pumps (3) (BrE), sneakers (1) (AmE), plimsolls (BrE), gym shoes** are light **sports shoes** with a top made of thick cotton cloth and a flat rubber sole – тенісне взуття; напівкеди (легші, ніж кросівки); легке спортивне взуття (на гумовій підшві)
- Trainers (BrE), sneakers (2) (AmE)** are "light, soft and strong rubber-soled shoes used for sports" – кросівки

### Working clothes

- Overalls (AmE), dungarees (BrE):** heavy cotton trousers with a piece covering the chest, and held up by pieces of cloth that extend over the shoulders from behind – (робочий) комбінезон (штани з нагрудником і шлейками)
- Coveralls (AmE), overall(s) (BrE), boiler suit (BrE):** an article of clothing that is worn over all one's other clothes to protect them – робочий комбінезон
- Dungarees (AmE):** heavy cotton work trousers – робочі штани (з бавовняної саржі (=цупкої тканини), зазвичай синього кольору)

## Food

### Squashes

- Squash** is technically speaking "one of a group of large vegetables with solid flesh and hard skins". The group includes vegetables such as *cucumbers (огірки)*, *scallops (патисони)*, *marrows (BrE) or squashes (AmE), courgettes (BrE) or zucchinis (AmE), and pumpkins*.
- Marrow (BrE), squash (AmE), marrow squash, marrow-type pumpkin, vegetable marrow** all mean "a long dark green vegetable that grows along the ground" and is usually referred to as "кабачок" in Ukrainian. **Courgette (BrE) or zucchini (AmE)** is "(кабачок-)дукіні" or simply "кабачок." The Ukrainian "гарбуз" corresponds to **pumpkin** or may also be called **squash** in AmE.

## Corn

**Corn** (BrE), **grain crop**, **cereal (crop)** (*the plant and its seeds*) - зернова культура (сама рослина та зерно); збірн. зернові, зерно; збіжжя

*Corn* may also refer to the chief crop of a region. *Cereal* may also mean "a breakfast food made from grain and usually eaten with milk" such as *кукурудзяні пластівці* or *вівсяна каша*.

**Maize** (BrE), **corn** (AmE), **Indian corn** (AmE, *old-fashioned*) (*the plant and its seeds*) - маїс, кукурудза (сама рослина та зерно)

**Sweetcorn** (BrE), **corn** or **sweetcorn** (AmE), **maize kernels**, **maize corn** (*only seeds*) - маїс, кукурудза (лише зерно)

**Field corn**: "maize grown to use as grain or to feed animals, rather than for human consumption" - кормова кукурудза

## Chips and crisps

**Chips** (AmE), **crisps** (BrE) - (картопляні) чипси (хрустики)

**Chips** (BrE), **French fries** (AmE) - картопля фри

---

## Public services

### Schools for young children

**Preschool** (AmE), **nursery** (BrE), **nursery school** (*usual term, BrE; also AmE*), **kindergarten** (*occasional term, BrE*), **playgroup** (BrE): a preschool institution for young children, usually between ages of two (or three) and five, where they learn such things as numbers, colours, and letters - ясла-садок

**Kindergarten** (*broadier sense*): any program or class for young children that prepares them for school - дитячий садок, підготовча група, дитячий навчальний

**Nursery**, **day nursery**, **day care center** (AmE), **crèche** (BrE): "a place where young children are taken care of during the day while their parents are at work, shopping etc" - центр догляду за дітьми, (денні) ясла для дітей, денна група.

Note: In BrE **crèche** may be used to denote a temporary arrangement or a place in a big shop, for example, where children are taken care of, whereas **day nursery** refers to a kind of institution and differs from **nursery school** in its focus on minding children, rather than educating them.

**Primary school** (BrE, *in England and Wales*), **elementary school** (AmE, *in US*), **grade school** (AmE, *in US*) is "a school for children between five and eleven years old" - початкова школа.

Note: *Primary school* is divided into two segments: *infant(s)* (5-7 years of age) and *junior(s)* (7-11 years of age).

### Social assistance funding

**Benefit** (BrE), **welfare** (AmE), **relief** (AmE), **social security** (BrE): "money provided by the government to people who are sick or unemployed" (e.g. *child/housing/unemployment benefit*) - (державна) допомога (безробітним, на дитину); пенсія (наприклад, за хворобою); субсидія (наприклад, на житло); соціальне забезпечення

**National Insurance** (BrE), **Social Security** (AmE), **old age pension** (BrE): a system of insurance run by the government of a country, into which workers make regular payments, and which provides money when they are unable to work, especially because they are old - пенсія (за віком); система соціального забезпечення

---

### Miscellaneous

#### Small containers for money

**Purse** (1) (BrE), **change purse** (AmE): "a small container for keeping coins in, made of leather, cloth, plastic, etc" - маленький гаманець на монети

**Purse** (2) (BrE), **wallet** (AmE), **billfold** (AmE), **pocketbook** (AmE): "a small flat container for holding primarily paper money, as well as cards, papers, coins etc" - гаманець, портмоне

**Purse** (3) (AmE), **handbag** (BrE): "a bag, often made of leather, in which a woman carries her money and personal things" - жіноча сумочка

#### Containers for waste

**Wastepaper basket**, **wastepaper bin** (BrE), **bin** (BrE), **wastebasket** (esp AmE): a small container, usually indoors, for unwanted paper etc - кошик на непотрібний папір; відро на сміття

**Dustbin** (BrE), **trashcan** (AmE), **garbage can** (AmE): "a large container with a lid for holding waste material from people's homes" - ящик на сміття, контейнер на сміття

**Litter bin** (BrE), **litter basket** (BrE), **trashcan** (AmE): "a container for waste paper, etc, in a public place" - урна на сміття

**Skip** (BrE), **Dumpster**™ (AmE): a large metal container for heavy waste - великий контейнер на сміття

#### "Public conveniences"

When it comes to the designation of "туалет", there can be some confusion even between native speakers of BrE and AmE, and misunderstandings are frequent. The existing options include formal and informal expressions, and range from euphemisms to totally vulgar and unacceptable forms. In addition to this, there are various regional differences.

The most appropriate general words are: in British English - **toilet**, **cloakroom** (euphemism, used to talk about public toilets in a building) and, less frequently, **lavatory** (formal); in American English - **bathroom**, **rest room** (public toilet) and **washroom**. Note that all these words are usually used with the definite article in sentences such as



Where is the bathroom/the restroom/the washroom/the toilet/the lavatory here? **WC** is the abbreviation for **water closet**. The abbreviation is used in house planning and on signs in public places, whereas the phrase itself is rarely used now.

Informal expressions include fairly common words **loo** (*BrE*) (e.g. *Flush the loo!*), **lav** (short for *lavatory*, *BrE*) and **john** (*AmE*). **Convenience** or **public conveniences** are formal expressions for public toilets/bathrooms. Among these **the gents** (*BrE*)/**mens' room** (*AmE*) and **the ladies** (*BrE*)/**ladies' room** (*AmE*) are differentiated.

#### Containers for mail

**Mailbox** (1) (*AmE*), **postbox** (*BrE*): "a box, usually outside a house, where someone's letters are delivered or collected" – поштова скринька

**Mailbox** (2) (*AmE*), **postbox** (*BrE*), **letterbox** (1) (*BrE*), **mail drop (drop box)** (*AmE*, only in a post office): a container in a post office or street where letters may be posted – поштова скринька (на вулиці чи на пошті)

**Letterbox** (2): "a narrow hole in a door, or a special box where letters, packages etc are delivered", **mail slot** (*AmE*) – скринька чи проріз у дверях на пошту

**Pillar box** (*old-fashioned*): a British expression describing a large red cylindrical box situated on streets for posting letters – поштова скринька на стовпі (на вулиці)

**PO Box, Post office box** (*formal*): – абонентська скринька (на пошті)

---

#### Musical notes

<i>BrE</i>	<i>AmE</i>
hemidemisemiquaver .....	sixty-fourth note
demisemiquaver .....	thirty-second note
semiquaver .....	sixteenth note
quaver .....	eighth note
crotchet .....	quarter note
minim .....	half note
semibreve .....	whole note
breve .....	double whole note

## Minor differences

Contrasts between BrE and AmE sometimes involve only minor differences—a letter, a different verb form, an apostrophe, etc. Some of these distinctions may be referred to as grammatical, some are lexical, others are a 'border case' between the two. What is common to all of them is their 'smallness' (not to be confused with 'insignificance'), so it seems appropriate to bring them together under the heading 'minor differences'.

British English	American English
aluminium .....	aluminum
antennae (pl., of an insect) .....	antennas (radio or television)
at the double (very quickly) .....	on the double
at the weekend, at weekends .....	on the weekend, on weekends
bath (v, transitive) .....	bathe
close season (in hunting) .....	closed season
crackling .....	cracklings
doll's house .....	doll house
drink-driving .....	drunk-driving
driving licence .....	driver's license
be in the driving seat .....	be in the driver's seat
dumpster truck .....	dump truck
enroll on (a course, school, etc) .....	enroll in
equals sign .....	equal sign
figure of eight .....	figure eight
flexitime .....	flextime
flowery .....	flowered
follow-my-leader .....	follow-the-leader
in a street/road .....	on a street/road
in a team .....	on a team
ingrowing .....	ingrown
jimmy .....	jimmy
kid's stuff .....	kid stuff
laughter lines .....	laugh lines
fully-fledged .....	full-fledged
fully-grown .....	full-grown
linesman .....	lineman
mad with sb .....	mad at sb
mother's boy, mummy's boy (infml) .....	mama's boy
old folk (pl.) .....	old folk or old folks (pl.)
overheads (pl.) .....	overhead (sing)
at a pinch .....	in a pinch
past (telling time, e.g. 10 minutes past 8) .....	after
self-raising flour .....	self-rising flour
scrubbing brush .....	scrub brush
sawn-off shotgun .....	sawed-off shotgun
stripy .....	striped
suction cap .....	suction cup
transport .....	transportation
turnround .....	turnaround
a week on (e.g. a week on Thursday) .....	a week from (Thursday)

### APPENDIX 3. WORDS WHICH HAVE DIFFERENT SYLLABLE STRESS PATTERNS FOR DIFFERENT FUNCTIONS

Rather than an exhaustive catalogue, this list constitutes a sampling of words which have different syllable stress patterns according to whether they are nouns, verbs or adjectives. When the note in the 'function change' column says "noun - verb", it means that when the accent is placed on the *first* syllable of the word, it is functioning as a *noun*, and that the *verb* has the stress on the *second* syllable. For example, the word "increase" can function as a noun (pronounced [ɪn'kri:z]) or as a verb (pronounced ['ɪnkri:s]).

Asterisks (\*) mark the cases where there is little or no relation in meaning between the two forms of the same word. For example, when the word "defect" is used as a noun, it refers to a flaw of some kind; when used as a verb, it means "to desert one's country or cause, to transfer one's allegiance." The noun which corresponds to this verb is "defection."

Double asterisks (\*\*) are used to indicate cases where there are some meanings of the word which have no connection with the function change pattern. The word "research" is a special case in that one is apt to hear it used as a noun, verb or adjective, with the syllable stress sometimes on the first or on the second syllable, but without a precise correlation between stress and function.

Word	Function change		
abstract.....	noun/adj* - verb	convert.....	noun - verb
accent.....	noun - verb	convict.....	noun - verb
addict.....	noun - verb	decrease.....	noun - verb
annex.....	noun - verb	defect.....	noun - verb*
combine.....	noun - verb*	desert.....	noun - verb*
compact.....	noun**/adj-verb	escort.....	noun - verb
compound.....	noun/adj - verb	export.....	noun - verb
compress.....	noun - verb	import.....	noun - verb
concert.....	noun** - verb	increase.....	noun - verb
conduct.....	noun - verb	intern.....	noun - verb*
conflict.....	noun - verb	object.....	noun - verb*
conscript.....	noun - verb	perfect.....	adj - verb
console.....	noun - verb*	permit.....	noun - verb
content.....	noun*-verb/adj	present.....	noun/adj* - verb
contest.....	noun - verb	produce.....	noun - verb
contract.....	noun - verb**	project.....	noun - verb
contrast.....	noun - verb	protest.....	noun - verb
converse.....	noun - verb	rebel.....	noun - verb
		record.....	noun - verb
		recount.....	noun - verb**
		refit.....	noun - verb
		refund.....	noun - verb
		refuse.....	noun - verb*
		reject.....	noun - verb
		reprint.....	noun - verb
		rerun.....	noun - verb
		research.....	noun, verb, adj
		rethink.....	noun - verb
		retread.....	noun - verb
		rewrite.....	noun - verb
		segment.....	noun - verb
		subject.....	noun - verb
		survey.....	noun - verb
		suspect.....	noun - verb
		upset.....	noun - verb



There are a few cases where a pronunciation change other than a shift in the syllable stress indicates a change in meaning or function. Some examples of this (RP transcriptions are given):

abuse .....	[ə'bjʊ:s] – noun	[ə'bjʊ:z] – verb
affiliate .....	[ə'fɪliət] – noun	[ə'fɪliert] – verb
alternate .....	[ɔ:l'tɜ:nət] – noun, adj	[ɔ:l'tənert] – verb
appropriate .....	[ə'prəʊpriət] – adj	[ə'prəʊpriert] – verb
approximate .....	[ə'prɒksɪmət] – adj	[ə'prɒksɪmert] – verb
articulate .....	[ɑ:'tɪkjələt] – adj	[ɑ:'tɪkjələert] – verb
associate .....	[ə'səʊsiət] – noun, adj	[ə'səʊsiert] – verb
close .....	[kləʊs] – adj, adv, noun	[kləʊz] – verb
delegate .....	['dɛlɪget] – noun	['dɛlɪgert] – verb
duplicate .....	['dju:plɪkət] – adj, noun	['dju:plɪkert] – verb
estimate .....	['ɛstɪmət] – noun	['ɛstɪmert] – verb
use .....	[ju:s] – noun	[ju:z] – verb

## APPENDIX 4. NOUNS WHICH ARE ONLY SINGULAR OR ONLY PLURAL (ENGLISH VS. UKRAINIAN)

Some things which are countable (and thus possible to pluralize) in English may not be so in Ukrainian (or vice versa), and this provides some pitfalls for students learning either as a foreign language. Here are some examples:

### **advice**

cannot be pluralized in English, as is possible with "порада". To get the plural sense, it is necessary to say something along the lines of "pieces of advice."

### **clothes**

corresponds to the singular Ukrainian word "одяг"; in English, to express the idea of the singular form, we would use the expression "an article/item of clothing."

### **door**

is singular in English (with a plural form "doors"), whereas in Ukrainian it exists only in the plural form—"двері".

### **furniture**

is a singular word with a collective meaning in English, but is expressed in Ukrainian by the plural collective word "меблі." To refer to individual items, it is possible to speak of "pieces of furniture."

### **manners**

when referring to social conduct or good behaviour, cannot be used in the singular: "*He has bad manners.*" This corresponds to "погані манери" in Ukrainian.

### **million**

when used as part of a specific number (2,000,000 or more), is expressed

in the singular in English ("three million people"), as opposed to "3 мільйони" in Ukrainian. "Hundred", "thousand", "billion" and "trillion" follow the same pattern.

### **money**

cannot generally be pluralized in English, whereas in Ukrainian it exists *only* in the plural form, "гроші".

### **news**

despite the ending -s, is always used singularly: "The news he received was not very good." The Ukrainian word "новина" is singular, and could actually be described as "a piece of news."

### **percent**

is used in the singular in English ("four percent"), but in the plural in Ukrainian: "4 відсотки."

### **police**

is used as a plural noun in English: "The police were involved in the international investigation" and only as a singular noun in Ukraine: "Поліція брала участь у міжнародному розслідуванні".

### **research**

is usually used only in the singular form in English, whereas its Ukrainian counterpart can be pluralized "(різні) дослідження".

Some English nouns can function either as countable or uncountable depending on their meaning. Some examples of this:

### experience

can be non-countable, just as "досвід" in Ukrainian, to express the idea of the collection of all the things that have been a part of one's life or one's professional background. However, it is often used as a countable noun to refer to individual events in our lives. For example, "We were in London for a week. That was a very interesting experience." This usage is not possible in Ukrainian. In translating sentences such as the one above, the words "випадок" or "подія" might be used, or else one might resort to an approximate paraphrase such as "Це було дуже цікаво."

### spelling

when it refers to the letters which form a word, may be singular or plural: "What is the spelling of this word?" — "There are two possible spellings for this word." However, when used to describe someone's capacity to spell words correctly, it is non-countable: "He has terrible spelling." It is not possible to say, "He has a terrible spelling."

**Some English nouns are used as if they were countable by some speakers, but not by others, according to the way the users perceive the word. In this sphere, there are some significant differences between BrE and AmE.**

In BrE words like "family", "team", "side" (in the sense of "team"), "class", "club", "military", "party" and "government" may take a plural verb form when they are meant collectively, i.e. as being made up of several people. In AmE these words are **usually** used as representing a single entity, and are therefore used with singular verb forms. In Ukrainian they are **always** singular. For example,

*Our team **have** won the game. (BrE)*

*Our team **has** won the game. (AmE)*

*Наша команда виграла матч.*

*The government **are** going to raise taxes again. (BrE)*

*The government **is** going to raise taxes again. (AmE)*

*Уряд має намір знову підвищити податки.*



## APPENDIX 5. VERBS FOLLOWED BY INFINITIVES OR GERUNDS

### Verbs followed by an infinitive

#### Pattern 1: verb + to + verb

Model: *He kindly agreed to help me.*

agree	consent	fail	learn	refuse	volunteer
appear	decide	guarantee	manage	seem	wait
arrange	demand	happen	mean	struggle	wish
care	deserve	hesitate	offer	swear	
claim	desire	hope	promise	tend	

#### Pattern 2: verb + (pro)noun + to + verb

Model: *The doctor advised the patient to stay in bed.* or

*The doctor advised him to stay in bed.*

advise	command	force	invite	remind	urge
allow	convince	get	oblige	request	warn
authorize	dare	help	order	teach	
cause	encourage	hire	permit	tell	
challenge	forbid	instruct	persuade	train	

#### Pattern 3: verb (+ (pro)noun) + to + verb

Model: *I didn't want John to leave the city so early.* or

*I didn't want to leave the city so early.*

ask	expect	prefer	want
beg	need	prepare	

### Verbs followed by a gerund

Model: *We suggested going by train.*

admit	delay	get through	miss	recommend
anticipate	deny	give up	postpone	resent
appreciate	discuss	imagine	practice	risk
avoid	dislike	keep (on)	quit	suggest
complete	enjoy	mention	recall	tolerate
consider	finish	mind	recollect	

### Verbs followed by infinitives or gerunds

Model: *We like reading.* or *We like to read.*

(can) afford	choose	hesitate**	neglect	regret*	stop*
attempt	dread	intend**	plan**	remember*	threaten
(can) bear	forget*	like	prefer	start	try*
begin	hate	love	pretend**	(can) stand	

An asterisk\* marks the cases where the meaning is different depending on whether a gerund or an infinitive is used.

A double asterisk \*\* marks the verbs which can be used with an infinitive, but not with a gerund.

## APPENDIX 6. TERMS ASSOCIATED WITH ACADEMIC INSTITUTIONS AND EDUCATION: ENGLISH AND UKRAINIAN

Education is a field of social activity in which a considerable diversity of unique and sometimes culture-specific systems have developed from one country to another. The educational systems of the U.K., the USA and Ukraine provide a good illustration of this point, since the differences between them are reflected in entire groups of distinctive concepts and terms. These require a more detailed treatment than is possible within a general or even a large dictionary: some of the most comprehensive dictionaries available in Ukraine do not reflect all the nuances of usage of these terms. It is not surprising that in attempting to express these concepts, Ukrainian students of English experience certain difficulties and are likely to make interlingual and intercultural transfers in this area.

This section of our handbook is intended to meet the growing demand for a reference guide which, although not attempting to list all existing education-related terms, gives a significant amount of information concerning the terms and expressions which are most frequently used or required. The reader should thus be aware that only the *most common* meanings of the listed words are given: regular unabridged dictionaries can be consulted for the complete range of definitions.

We have introduced several features to make the vocabulary handy and useful: a number of entries in the English-Ukrainian part have been mirrored in the Ukrainian-English section and vice versa; many cross-references have been included; distinctions between British English and American English usages have been explained, the most standard translations being given first. We have also provided incorrect expressions that are sometimes used by Ukrainian speakers of English.

Among other sources, we have drawn extensively from *An English Teacher's Handbook of Educational Terms* by J. Povey and I. Walshe<sup>13</sup> especially when referring to the British educational system and its associated terms.

At the end of the section we have included a chart which compares the British and American educational systems. More detail relating to schools for young children such as *preschool*, *nursery* and *kindergarten* can be found in Appendix 2, Part D.

---

<sup>13</sup> Povey J., Walshe I. *An English Teacher's Handbook of Educational Terms*. Moscow: "Vysshaya Shkola" Publishers, 1975.

## Symbols and Abbreviations Used

- X ..... denotes forms which are incorrect or undesirable, but which Ukrainian speakers of English sometimes use
- ..... introduces examples
- ~ ..... represents a vocabulary entry
- ≈ ..... precedes an approximate translation equivalent
- BrE, AmE** ..... indicate which variety of English a particular word or expression ..... is associated with. Words used both in BrE and AmE are not marked.
- "principal"* ..... italics are used to mark words which appear elsewhere on the list as separate entries.
- ВНЗ** ..... abbreviation for "вищий навчальний заклад"
- esp, infml** ..... mark the usage of words and expressions: *especially, informal*

## ENGLISH – UKRAINIAN

- academy** академія, училище, школа □ National Academy of Sciences Національна академія наук □ military ~ військове училище □ musical ~ музична школа
- adjunct professor** позаштатний професор, професор-сумісник (*що його університет наймає на короткий термін, для виконання певного завдання і часто з неповним навантаженням*)
- admission** прийом (вступників)
- Admissions Office, Office of Admissions** приймальний відділ/комісія
- adult education** навчання дорослих
- alma mater** [ælmə 'mɑ:tə, -'mɜ:t- || ælmə 'mɑ:tə] альма-матер (*про ВНЗ*)
- alumna** [ə'lmnə](pl. alumnae [ə'lmni:]) колишня студентка, випускниця (*коледжу чи університету*) див. **alumnus**
- alumni** [ə'lmnɑɪ] випускники, колишні студенти (*спільна назва для випускників і випускниць*)
- alumnus** [ə'lmnəs] колишній студент, випускник (*коледжу чи університету*) див. **alumna**
- applicant** вступник (*що вже подав заяву про вступ*)
- application fee** вступний внесок (*покриває витрати, пов'язані з опрацюванням вступних документів*)
- application form** бланк (форма) заяви про вступ (X *аплікаційна форма*)
- application** заява (про вступ, на участь у програмі) (X *аплікація*)
- art school** школа мистецтв (пор. *Arts school*; див. також *arts*)
- Arts school** (BrE) гуманітарний (філологічний) факультет



**arts, the** гуманітарні науки (історія, філологія, література, філософія) див. *humanities; liberal arts (2); sciences*

**assignment** див. *домашнє завдання*

**assistant, assistant teacher** = асистент (до його обов'язків входить перевіряти роботи студентів, доглядати лабораторії і допомогати викладачам) див. таблицю 2

**assistant lecturer** = асистент, молодший викладач див. таблицю 2

**assistant professor** звання викладача в американських ВНЗ-ах нижче *associate professor*, = викладач або старший викладач див. таблицю 2

**associate professor** ад'юнкт-професор (звання викладача в амер. ВНЗ-ах вище *assistant professor* і нижче *full professor*); = доцент див. таблицю 2

**boarding school** пансіон, закритий навчальний заклад; школа-інтернат

**bursary (BrE)** стипендія

**campus** територія ВНЗ-у (часто разом із приміщеннями)

**chair** посада професора, професура. Слово "chair" не вживають у значенні "кафедра". На одній кафедрі може бути кілька таких посад.

**chancellor** ректор університету (у Великобританії - почесний, у США - чинний)

**cheat** (on examinations) нечесно складати іспити, користуватися шпаргалками, підказками, списувати тощо

**class** 1. заняття 2. (AmE), **lesson** (BrE) урок 3. (AmE), **course** (BrE) курс (цикл занять) 4. клас (учнів), група (студентів) 5. (AmE), **classroom** клас, класна кімната

**coeducational school** школа зі спільним навчанням (хлопчиків та дівчаток) див. *single-sex school*

**college** 1. (esp AmE) коледж (окремий навчальний заклад чи частина університету - university college). Випускники коледжів отримують ступінь бакалавра. □ ~ of education педучилище 2. (esp BrE) коледж, школа, відділ (як частина університету). Такий структурний підрозділ спеціалізується на певній дисципліні. □ ~ of music музичний відділ 3. (BrE) слово, що входить до назв деяких *public schools* □ Eton College

**college of art (and design), art college** коледж образотворчого мистецтва і музики

**collegiate university** університет, що складається з кількох рівноправних коледжів

**commencement** (AmE), **graduation** (BrE) випускний вечір (церемонія вручення атестатів чи дипломів в кінці навчального року)

**community college** (AmE, in the U.S.) місцевий коледж типу *junior college* (1). Такі коледжі призначені для місцевого населення.

**comprehensive school** єдина середня школа (в Англії та Уельсі). Є основною ланкою *comprehensive system*.

**comprehensive system** єдина система шкіл (в Англії та Уельсі). Заступила *tripartite system*.

**correspondence courses/studies** заочні курси/заочне навчання

**correspondence school/college** школа/коледж заочного навчання. *Correspondence school/college* поштою відправляє завдання студенту, а він так само повертає виконані завдання для перевірки.

- county school** (*BrE*) державна школа (ділком контрольована державою). "County schools" разом з *voluntary schools* належать до *state schools*.
- credit, credit hour** (*esp in the US*) кредитний бал. В американській системі вч-ів за кожен успішно закінчений курс або складений іспит студентові нараховують певну кількість кредитних балів. Щоб здобути ступінь (бакалавра, магістра), студент повинен набрати за всі роки навчання встановлену кількість кредитних балів.
- cum laude** (*AmE*) диплом з відзнакою (в американських університетах відзнака першого рівня, нижча за *magna cum laude* і *summa cum laude*)
- curriculum** (pl. *curricula*) навчальний план закладу (перелік предметів) □ *core* ~ основний курс навчання, профільні предмети Пор. *syllabus*
- day school** 1. денна школа (на відміну від *evening school*) 2. школа без пансіону (на відміну від *boarding school*)
- degree course/program** курс/програма на здобуття ступеню
- department** 1. факультет (*в амер. і брит. університетах та коледжах*) 2. кафедра 3. відділ □ *the Department of Oriental Languages* кафедра (відділ) східних мов
- dormitory** див. *гуртожиток*
- drama school** театральна школа
- dropout** вибулий або виключений учень/студент
- education** освіта □ *adult ~, further ~* (*BrE*), *continuing ~* дальша освіта (*вечірні курси для дорослих на базі університету, освітнього центру, але поза системою вищої освіти*). На відміну від "післядипломної освіти" навчання не завершується здобуттям ступеню.
- educational institution** навчальний заклад
- educationalist, educationist** педагог, педагог-методист
- educator** (*formal, esp AmE*) учитель або викладач
- elective** факультативна дисципліна, курс на вибір (*у школі, вч-ї*)
- elementary school** початкова школа (*AmE, термін застарілий у BrE*) див. також *grammar school* (2) і таблицю 1
- enrol (on)** (*BrE*), **enroll (in)** (*AmE*) 1. вступити (до вч-у, до школи), записатися (на курс тощо) 2. зарахувати (когось до вч-у, до школи), записати (когось на курс тощо)
- enrolment** (*BrE*), **enrollment** (*AmE*) загальна кількість студентів (що навчаються у вч-ї, у школі, на факультеті, слухають курс тощо)
- evening school** (*informl*), **night school** (*informl*) вечірній навчальний заклад, вечірні курси (поняття ширше, ніж "вечірня школа")
- exam paper** 1. (*esp BrE*), **question paper** екзаменаційний (іспитовий) лист (із завданнями) 2. (*esp AmE*), **answer sheet** екзаменаційний (іспитовий) лист (з відповідями), екзаменаційна (іспитова) робота
- extracurricular activities** (*formal*) позанавчальна діяльність (*спорт, музика, театр, громадська робота*)
- facilities** обладнання, споруди □ *educational ~* навчальне приладдя □ *athletic ~* спортивні споруди (*приміщення, майданчики, поля*) □ *research ~* обладнання/засоби для дослідів



- faculty** 1. (*mainly AmE*) професорсько-викладацький склад, адміністративно-викладацький склад, колектив (*університету, коледжу*) 2. факультет. У назвах факультетів, здебільшого, уникають прикметників: □ економічний факультет the Economics Faculty, the Faculty of Economics (X the Economical Faculty)
- fee-paying school** (*BrE*) приватна (платна) школа
- fellow** 1. стипендіат 2. (*esp BrE*) член ради університету, коледжу
- fellowship** 1. (*esp AmE*) стипендія (*на навчання на рівні аспірантури*) або грант (*на проведення дослідження*) 2. посада наукового робітника у ВНЗ-і
- final(s)** 1. (*BrE*) випускний(-і) іспит(и) 2. (*AmE*) завершальний іспит (*у кінці курсу*)
- fraternity** (*in the U.S.*) студентське братство. В університеті зазвичай є кілька таких організацій, члени яких живуть, здебільшого, в одному приміщенні (типу окремого гуртожитку) і спільно проводять дозвілля. Належність до таких організацій асоціюється з певним рівнем достатку і престижу. Пор. *sorority*
- freshman** 1. (*AmE*), **first-year student** першокурсник, студент першого курсу 2. (*AmE*) учень першого року навчання у *high school* див. таблицю 1
- full professor** (*AmE*), **professor** (*esp BrE*) професор (*найвище наукове звання викладача університету*) див. таблицю 2
- full-time student** студент денного відділення (*має повне навантаження*)
- grade-point average (GPA)** (*у США*) середній бал за період навчання
- grade school** див. *grammar school* (2)
- graduate** 1. випусник (*ВНЗ-у, особливо такий, що отримав перший ступінь*) 2. **graduate student** (*AmE*), **postgraduate student** (*BrE*) магістрант або докторант (*студент, що отримав перший ступінь і навчається далі, у магістратурі чи докторантурі, що приблизно відповідає аспірантурі в укр. ВНЗ-ах*) 3. **high-school graduate** (*AmE*), **school-leaver** (*BrE*) випускник середньої школи див. таблицю 3
- grammar school** 1. (*у Великобританії*) середня класична школа 2. (*AmE*), **elementary school** (*AmE*), **grade school** (*AmE*) початкова школа див. таблицю 1
- grant** грант, стипендія, субсидія
- gymnasium** спортзал див. також *гімназія*
- hand-outs** (*на занятті*) (друкований) роздатковий матеріал
- head** (*BrE, infml*), **headmaster/headmistress** (*BrE*), **head teacher** (*BrE, official*) директор школи
- high school** 1. (*у США, 9-12 класи школи у менших містах*), **secondary school** (*BrE*) середня школа 2. (*у США*) те саме, що й *senior high school* 3. частина назви деяких середніх шкіл у Великобританії □ Bristol High School. У цьому вживанні *high school* не позначає тип школи, як у США. див. таблицю 1
- homework** домашнє завдання
- humanities, the** гуманітарні науки. Інколи термін означає те саме, що й *the arts*, проте може мати ширше значення, позначаючи також соціальні науки (економіку, історію, політологію, психологію, антропологію та соціологію)
- independent school** (*esp BrE*) приватна школа (*не залежна від держави*)
- infant school** (*BrE*) = підготовча група, = нульовий клас див. таблицю 1
- institute** інститут (*окремий заклад чи підрозділ університету зі спеціалізацією в одній галузі*)



**instruction** викладання, навчання □ **language of ~** мова викладання

**instructor** 1. інструктор 2. (AmE) асистент (викладача) див. таблицю 2

**intern** (mainly AmE) студент-практикант

**Intramural** (courses, competitions) (esp AmE) університетський, внутрішньо-університетський; інститутський, внутрішньоінститутський □ ~ **basketball competition** університетські змагання з баскетболу

**invigilate** див. *proctor*

**Ivy League** група найстаріших і найпрестижніших університетів США (Yale, Harvard, Princeton, Columbia, Dartmouth, Cornell, the University of Pennsylvania, and Brown)

**junior** 1. (AmE) третьокурсник, студент третього курсу 2. (AmE) учень третього року навчання у *high school*. "Junior" відповідає "third-year student" у системах з чотирирічним навчанням. Див. також таблицю 1.

**junior college** 1. (in the US) дворічний коледж (на кшталт технікуму). Випускники отримують сертифікати (не ступені). 2. (in the US) неповний коледж (підрозділ виш-у, у якому студенти протягом двох років слухають загальні

**junior high school** (AmE) неповна (або молодша) середня школа (7, 8 і 9 класи школи у більших містах) див. *senior high school* і таблицю 1

**language laboratory, language lab** лінгвафонний кабінет див. *кабінет*

**lecture hall** лекційна зала

**lecture room** аудиторія

**lecturer** лектор (звання викладача у брит. виш-ах нижче *senior lecturer*) див. таблицю 2

**lesson** (BrE), **class** (AmE) урок див. *class*

**liberal arts** (AmE), **liberal studies** (BrE) загальноосвітні предмети (на противагу курсам з обраної спеціалізації та технічним курсам). Поняття охоплює, крім *the humanities (the arts)*, ще образотворче мистецтво, природничі та соціальні науки. Ці предмети спрямовані на загальний розвиток студентів.

**liberal education** гуманітарна освіта; освіта, що включає головню *liberal arts*

**magna cum laude** (AmE) диплом з особливою відзнакою (в амер. виш-ах, відзнака другого рівня, вища за *cum laude* і нижча за *summa cum laude*)

**maintained school** (formal) те саме, що *state school*

**major** 1. (п.) основний (профільний) предмет, спеціалізація (у студента) □ *to have a ~ in physics* вивчати фізику як основний предмет □ *smb's ~ is biochemistry* чиясь спеціалізація — біохімія 2. (в.) вивчати щось як такий предмет □ *to ~ in law* вивчати право як основний предмет, мати спеціальність "право", спеціалізуватися з права 3. (п.) (у сполюках позначає студента) □ *He is a history ~*. Його спеціальність - історія. Пор. *minor*

**mid-term examinations, mid-terms** (inform) іспити посередині семестру

**minor** 1. (п.) другий предмет спеціалізації 2. (в.) вивчати щось як такий предмет. Студент зазвичай може вибрати один *major* і один *minor*.

**monitor** див. *староста*

**non-degree course/program** курс/програма, що не завершується здобуттям ступеня

**open house** (AmE), **open day** (BrE) день відкритих дверей

**optional course** факультативна дисципліна, курс на вибір (у школі, виш-і)

**part-time student**  $\equiv$  студент, що навчається за індивідуальним планом (*має неповне навантаження кожного семестру (в амер. системі — менше 12 кредитних годин), бо поєднує роботу і навчання чи з іншої причини. Такий студент закінчує весь курс навчання пізніше, ніж інші студенти.*)

**period** час, відведений на урок; урок, заняття (*рідко*)  $\square$  **double**  $\sim$  подвійний урок  $\square$  **free**  $\sim$  "вільно" (вільні години між двома заняттями)  $\square$  **form**  $\sim$  (*BrE*)  $\equiv$  виховна

**Philosophy, Master of (M.Phil.)** магістр філософії

**Philosophy, Doctor of (Ph.D.)** доктор філософії (*у певній галузі науки*)  $\square$  **She has a Ph.D. in biology.** Вона має ступінь доктора з біології. **I**  $\equiv$  Вона доктор біологічних наук.

**practice teacher (BrE)** студент-практикант

**playground** (шкільне) подвір'я, майданчик для ігор

**polytechnic 1. polytechnical institute** політехнічний інститут **2.** політехнікум

**postgraduate student 1. (BrE), graduate student (AmE)** магістр *чи* докторант (*студент, що вже отримав ступінь і здобуває наступний*) див. таблицю 3

**preparatory school, prep school (informal) 1.** (*у Великобританії*) приватна підготовча школа (*що готує до public school*) **2.** (*у США*) приватна середня школа (*що готує до виш-у*)

**principal 1. (AmE)** директор **2. (esp BrE)** директор (*у деяких школах*); директор ліцею; ректор університету

**private school 1.** (*у широкому значенні*) приватна школа **2.** (*у вузькому значенні*) приватна школа комерційного типу (*створена задля отримання прибутків*). У такій школі навчаються і хлопчики, і дівчатка. Це може бути денна школа або школа-інтернат. Пор. *public school*

**proctor 1. (n.) (AmE), invigilator (BrE)** асистент, наглядач (за студентами під час іспиту) **2. (v.) (AmE), invigilate (BrE)** наглядати за студентами під час іспиту (*щоб вони не списували*)

**professor 1. (BrE), full professor (AmE)** професор (*найвище наукове звання викладача університету*) **2. (AmE)** викладач університету (*з будь-яким званням*)  $\square \sim$  **emeritus** заслужений професор у відставці див. таблицю 2

**provost 1.** провост, ректор (*в деяких університетських коледжах Великобританії*) **2.** проректор (*в американських університетах*)

**public school 1.** (*у Великобританії*) приватна школа. Більшість таких шкіл є престижними школами-інтернатами для хлопчиків віком 13-18 років, здебільшого платними, але некомерційними (створеними не задля отримання прибутків) **2. (у США)** середня школа з безплатним навчанням. Пор. *private school, state school*

**pupil** учень

**quiz (esp AmE)** коротка контрольна робота  $\square$  **pop**  $\sim$  коротка контрольна робота (*яку викладач дає без попередження, щоб перевірити, чи вчать студенти матеріал*)

**reader 1.** лектор (*у Великобританії звання викладача, нижче professor і вище senior lecturer*);  $\equiv$  доцент (див. таблицю 2) **2.** читанка **3.** хрестоматія (*з текстами для читання з предмету, творами одного автора чи творами певної тематики*)

**recess (AmE), break (BrE)** перерва (*між уроками в школі*)



**reference 1.** (*esp BrE*), **recommendation** (*esp AmE*) характеристика, рекомендація

**2.** людина, що дає рекомендацію; поручитель

**refresher course** курс(и) підвищення кваліфікації / удосконалювання знань

**registrar** секретар навчального закладу

**remedial course** корективний курс (*для слабших студентів*)

**report card** (*AmE*), **school report** (*BrE*) таблиць успішності

**research 1.** (*adj.*) дослідний, науковий □ ~ **institute** науково-дослідний інститут □ ~ **council** наукова рада дослідного інституту □ ~ **university** (*AmE*) дослідний університет **2.** (*n.*) дослідження □ **scientific** ~ наукове дослідження (*особ. в галузі природничих наук*) див. *науковий, науково-дослідний*

**researcher** дослідник, науковець

**revise** (*BrE*), **review** (*AmE*), **study** (*for an exam*) готуватися до іспиту (повторюючи вивчене) див. також *повторювати*

**sabbatical year/leave** річна відпустка викладача (*надавано, зазвичай, через кожні шість років для наукової роботи*)

**scholar 1.** науковець (*особ. гуманітарій*) **2.** стипендіат

**scholarship** стипендія

**scholarship-holder** (*AmE*) стипендіат

**school 1.** школа □ **ballet** ~ балетна школа, хореографічне училище **2.** курси □ **driving** ~ курси водіїв; автошкола; **language** ~ курси вивчання (іноземної) мови **3.** інститут, коледж у структурі університету □ **the London School of Architecture** Лондонська школа архітектури (коледж Лондонського університету); **4.** факультет, відділення університету □ **law/medical** ~ юридичний/медичний факультет

**schoolboy/schoolgirl, schoolchildren** школяр(ка), школярі

**school day 1.** день занять у школі **2.** *pl.* шкільні роки

**school-leaver** (*BrE*), **high-school graduate** (*AmE*) випускник

**science faculty, faculty of sciences** факультет природничих наук

**science 1.** природознавство **2.** одна з природничих наук □ **sciences/natural sciences** природничі науки **3.** галузь знань; наука. Переважну більшість дисциплін можна однозначно зарахувати або до (**natural**) **sciences**, або до **arts**, але є і проміжні випадки, наприклад, географія, психологія. Деякі науки, що належать до **arts**, можуть, проте, сполучатися зі словом **science** у таких конструкціях: □ **the science of linguistics** лінгвістична наука □ **social sciences** соціальні науки див. *наука*

**scientist** науковець (в ділянці точних наук) див. також *науковець*

**secondary school** середня школа (*у Великобританії*) див. таблицю 1

**senior 1.** (*AmE*), **fourth-year student** четвертокурсник **2.** (*AmE*) учень четвертого року навчання у *high school*. Загальне значення — учень чи студент останнього року навчання (у системі з чотирирічним навчанням) див. таблицю 1

**senior high school** (*у США*) повна (або старша) середня школа (*класи 10, 11, 12 школи у більших містах*) див. *high school* (2) і таблицю 1

**senior lecturer** (*BrE*) старший викладач див. таблицю 2

**session 1.** заняття, час навчання (*частина навчального року, коли проводяться заняття*) **2.** навчальний рік. Пор. *сесія*



**single-sex school** школа з окремим навчанням (для хлопчиків або для дівчаток)

**sixth-form college** (у Великобританії) підготовчий коледж (школа для учнів 16 років і старших, що готуються складати випускні іспити найвищого рівня) див. таблицю 1

**sophomore 1. (AmE), second-year student** другокурсник, студент другого курсу 2. (AmE) учень другого року навчання у *high school* див. таблицю 1

**sorority (in the US)** товариство, клуб студенток (організація, подібна до *fraternity*)

**special education** спеціальна освіта (для дітей з психічними і фізичними вадами, розумово відсталих дітей або ж для обдарованих дітей)

**state school** середня школа з безплатним навчанням у Великобританії (що її фінансує держава або органи місцевого самоврядування, поділяється на *country schools* та *voluntary schools*) див. *public school*

**stream (BrE), track (AmE)** потік чи клас, сформований за здібностями учнів; спеціалізований клас □ A ~ потік A (для найкращих учнів)

**student 1.** студент (вищого навчального закладу) **2. (esp AmE)** учень (школи) див. *учень*

**student body** студенство, студенти (певного навчального закладу)

**student loan** кредит на навчання

**student teacher (AmE)** студент-практикант

**study (usu. pl)** навчання, заняття

**summa cum laude (AmE)** диплом з вищою відзнакою (в амер. університетах, найвища відзнака) див. *cum laude, magna cum laude*

**syllabus (pl. syllabi)** програма (курсу, лекцій з одного предмету). *Syllabus* - це документ, де викладено, що саме містить програма з певного предмету. Пор. *curriculum*

**teaching staff** викладацький склад див. також *faculty*.

**technical college (BrE), college of technology (BrE)** технічний коледж (не входить до університету), спеціальне училище, технікум

**technical education, technical training** технічна освіта

**tenure** постійна (до виходу на пенсію) посада викладача в університеті чи право займати таку посаду □ **tenured professor** викладач, що обіймає таку посаду чи має таке право □ **tenure-track staff** викладачі, що претендують на таку посаду чи право

**term 1.** семестр **2. also semester (AmE) 3. also trimester (AmE)** триместр **4. also quarter (esp AmE)** чверть

**the three R's** ("reading, 'riting, and 'rithmetic") читання, письмо і арифметика (три предмети, що їх вважають основою освіти)

**track** див. *stream*

**training school** технікум, спеціальне училище □ *medical* ~ медучилище □ *art* ~ художнє училище

**transcript** виписка оцінок зі школи

**tripartite system** тривидова система шкіл (в Англії та Уельсі). До неї належали *grammar schools, technical schools* та *secondary modern schools*. Поступилась місцем *comprehensive system*.

**tuition 1.** (*AmE*), **tuition fees** плата за навчання **2.** (*formal, esp BrE*) навчання, уроки

□ **private** ~ приватні уроки □ ~ **by correspondence** заочне навчання

**tuition-waiver** звільнення від плати за навчання (*на певний період або на весь час навчання*)

**tutor 1.** репетитор, приватний/домашній учитель **2.** наставник, опікун **3.** куратор групи (*в брит. університетах*), науковий керівник, консультант

**tutorial** (поточна) консультація, практичне заняття з керівником (**tutor**) для одного студента чи невеликої групи. Під час навчання такі консультації проводять регулярно.

**undergraduate** студент див. *студент*

**university college** університетський коледж (*коледж у складі університету*)

**university extension** університетські курси (наприклад, вечірні курси для тих, хто інакше не може відвідувати заняття; вечірній факультет) □ **extension course** університетський курс такого типу

**virtual course** курс дистанційного навчання через Інтернет

**visiting professor** запрошений викладач (професор)

**visual aids** наочність, наочні приладдя

**teaching profession** (*collectively*) педагоги, викладачі, вчителі

**voluntary school** (*у Великобританії*) добровільна школа. Частково фінансована місцевим колективним органом, церквою чи іншою релігійною організацією, або приватними доброчинцями.

**workshop** (практичний) семінар (*передбачає обмін досвідом, знанням між учасниками*) □ **critical thinking** ~ семінар з критичного мислення

## UKRAINIAN - ENGLISH

**абітурієнт** = applicant. Слово "абітурієнт" часто позначає випускників шкіл, що готуються поступати до ВНЗ-у в поточному році. У такому значенні в англ. мові надають перевагу виразам school-leaver (BrE), high-school graduate (AmE). Слово "applicant" стосується тих, хто вже подав заяву про вступ до певного ВНЗ-у.

**академік** academician

**академія наук** Academy of Sciences

**актова зала** school hall (у школі), great hall (в університеті), assembly hall

**асистент 1.** (в університеті) (assistant) lecturer (BrE), assistant (teacher) (AmE), instructor (AmE), teaching assistant (AmE - аспірант, що має певне навантаження як викладач)

**2.** (у школі) assistant (BrE), teacher's aide (AmE) **3.** (на екзамені) invigilator (BrE), proctor (AmE)

**аспірант** postgraduate student (BrE), graduate student (AmE), research student див. graduate student

**аспірантура** postgraduate school (BrE), graduate school (AmE). Перекладаючи англ. мовою, доцільно змінювати конструкцію (це стосується і "докторантири"): □ Вона навчається в ~і за спеціальністю.... She is a postgraduate (BrE) / graduate (AmE) student in .... □ Він планує поступати до ~и. He plans to pursue his postgraduate (BrE) / graduate (AmE) studies.

**атестат про середню освіту** school-leaving certificate (BrE), high-school diploma (AmE), secondary education certificate

**аудиторія** room, lecture room; (велика) lecture theatre (BrE), lecture hall (AmE)

**бакалавра ступінь** bachelor's degree

**бакалаврська робота** bachelor's thesis

**батьківські збори** parents' meeting, (occasionally) home and school meeting. В амер. школах зустрічі батьків учня з учителем відбуваються в приватному порядку і мають назву parent-teacher conference або parent-teacher interview.

**вестибюль** entrance hall (vestibule вживають рідко)

**вечірна школа** evening school див. evening school

**викладач** (university) teacher, professor (esp AmE) див. таблицю 2

**викладацький склад** teaching staff, academic staff, faculty (esp AmE) див. faculty

**випускний вечір 1.** (церемонія вручення атестатів або дипломів у школі, ВНЗ-і) graduation (ceremony) (BrE), commencement exercises (AmE), commencement (AmE)

**2.** (випускний бал, вечірка) graduation party, graduation prom(enade) (AmE)

**випускник 1.** (школи) school-leaver (BrE), high-school graduate (AmE) **2.** (ВНЗ-у) graduate

**вихователь(ка)** nursery school teacher, kindergarten teacher

**виховна година** = form period (BrE)

**вища школа** higher education(al) institutions, higher education (the Higher School не вживано)

**вищий навчальний заклад** higher education(al) institution

**відділ** department □ денний ~ day (full-time) department □ вечірній ~ evening (part-time) department □ заочний ~ = correspondence department □ екстер-натний ~ external department

**відомість (екзаменаційна)** "grade form" (special form for entering students' test grades)

"вікно" (в розкладі) free period, gap (X window)



вступити (до ВНЗ-у) enter, enrol (on) (BrE), enroll (in) (AmE)

вступний іспит entrance examination

вступник див. абітурієнт

вчитель(ка) (primary/secondary) school teacher (BrE), (elementary/high) school teacher (AmE)

□ ~ -замісник substitute teacher (AmE), supply teacher (BrE) □ ~-предметник subject teacher

вчительська staff room, common room (BrE)

вчительський склад/колектив teaching staff

вчити уроки do one's homework / home assignment

гардероб cloakroom, coatroom (AmE)

гімназія Gymnasium. Слово "Gymnasium" доцільно писати з великої літери, аби уникнути сплутування з "gymnasium" у значенні "спортивний зал".

готуватися (до занять) 1. (про вчителів, викладачів) prepare (for), prepare (a lecture, etc)

2. (про учнів) do one's homework (for tomorrow's class), study 3. (про студентів) do one's assignment(s) (for), study □ ~ до екзамену study for an exam, revise (BrE)

група (студентів) group

гуманітарні науки the humanities, the arts

гуртожиток (students') hall of residence (BrE), (students') hostel (BrE), (students') dormitory (AmE)

деканат 1. (кабінет декана) dean's office 2. (кабінет викладачів факультету) faculty office, faculty staff room

день відкритих дверей open day (BrE), open house (AmE)

диплом 1. (документ) (university) diploma 2. (у сенсі "ступінь") (first) degree □ червоний ~ "red diploma" (graduation with distinction) пор. cum laude, magna cum laude, summa cum laude □ отримати ~ get a diploma; graduate

дипломна робота degree paper, graduation thesis, senior paper (AmE); diploma paper

дипломний проект degree/diploma/final project

директор (школи) principal (AmE), head teacher (BrE, official), head (BrE), headmaster або headmistress (BrE) (слово "director" в цьому значенні вживають рідко)

дисертація thesis, dissertation □ кандидатська ~ doctoral thesis (dissertation) (also known abroad as "kandidatskaya", which is a transliteration from Russian) □ докторська ~ doctoral thesis (dissertation)

дистанційне навчання distance learning

доктор наук Doctor of Science (для природничих наук); Doctor of Arts (для неприродничих наук). Оскільки між семантикою слів "science" і "наука" є розбіжності (див. science, наука), доцільно, де можна, вживати назву конкретної науки: □ ~ хімічних наук Doctor of Chemistry □ ~ історичних наук Doctor of History див. кандидат наук

докторант doctoral candidate (more informal), doctoral student (AmE, more formal), = Ph.D. candidate

докторантура = doctoral program (AmE), doctoral programme (BrE) див. також аспірантура

докторська дисертація doctoral thesis, doctoral dissertation

домашнє завдання 1. (у школі) homework 2. (в університеті) assignment. Конструкцію можна змінювати: □ На завтра вашим ~ буде ... For tomorrow I want you to do ... (X home task)

домашня робота see домашнє завдання

доповідач (на конференції тощо) presenter, speaker

доповідь (на конференції тощо) presentation (найближчий відповідник)

доцент associate professor (AmE), reader (BrE).

екзамен див. іспит

екзаменатор examiner

екстерн external student (студент, якому дозволено скласти іспити, не відвідуючи занять)

журнал (класний, групи) (form, group) register (BrE), = daily attendance and grade record (AmE)

завідувач кафедри head of a department, department head

завідувач навчальної частини (у школі) 1. (якщо він один у школі) deputy head (BrE), vice-principal (AmE) 2. (якщо їх кілька, назви у британському варіанті відбивають конкретні обов'язки) head of the primary school (BrE), head of the secondary department (BrE); assistant principal (AmE)

завчання, зубріння rote learning, learning by rote, memorization

закінчити 1. (університет) graduate (less formal), graduate from a university (якщо не вказано назву університету) 2. (школу) leave school (BrE), graduate from high school (AmE)

залишитися на другий рік keep down for another year (BrE), keep back for another year (AmE), not to promote to the next year/grade (AmE)

залишитися на другий рік repeat a year, to stay down (BrE), stay back (AmE) (for another year), not to be promoted to the next year/grade (AmE)

залік credit (AmE, в значенні "одінка"), pass-fail exam/test (у значенні "контроль знань") □ скласти ~ з предмету get credit for a course (AmE) (X pass a credit) □ ставити залік (комусь з чогось) pass (smb in smth)

залікова книжка grade record book

заняття 1. (одн.) class; class hour, period □ проводити ~ take a class (BrE), to teach a class (AmE) див. також практичне заняття 2. (мн., час навчання) school □ Заняття (уроки) починаються о 8:30. School starts at 8:30. (Хибним є вживання слова "line" на позначення заняття в розкладі, як от: X Our teacher has the third line today.)

заочне навчання extramural studies

заочний факультет extramural faculty (department)

засідання (кафедри тощо) meeting ("Sitting" позначає засідання у парламенті)

заступник декана deputy dean, assistant dean

заступник директора (школи) deputy head teacher (BrE, general and official), deputy headmaster/headmistress (BrE, specifically), deputy head (BrE, informal), vice-principal (AmE)

захист (дипломної роботи, дисертації) defence (BrE), defense (AmE)

захищати (дипломну роботу, дисертацію) defend (one's master's or doctor's thesis)

звіт report, account

золота медаль "gold medal" (graduation with highest honours (BrE)/honors (AmE)) □ закінчити школу із золотою медаллю leave school with distinction (BrE), graduate with distinction (AmE)

зошит exercise book, notebook (X copybook)

інститут 1. (тип ВНЗ) college □ медичний ~ medical college 2. (підрозділ у структурі ВНЗ-у) institute 3. (науково-дослідний) (research) institute

інтерн intern

інтернат boarding school

інтернатура internship



**інформатика** information science; (комп'юторика) computer science

**іспит** examination (*formal*), exam (*informal*) □ скласти ~ take an exam(ination) □ скласти ~ pass an exam(ination) □ провалитися на ~i fail an examination □ проводити/провести ~ give an exam(ination) □ випускний ~ final (*BrE*) / degree examination, final(s) □ вступний ~ entrance examination □ державні ~и state examinations □ усний/письмовий ~ oral/written examination □ річний ~ end-of-year examination

**їдальня** (*шкільна, університетська*) refectory (*BrE*), cafeteria (*AmE*), canteen (*esp BrE, esp in schools*); dining hall

**кабінет 1.** (для адміністративних цілей) office **2.** (*англійської мови, фізики тощо*) English (German etc) room; biology (chemistry, physics) lab(oratory) □ лінгафонний ~ language laboratory □ ~ іноземних мов language room □ ~ директора headmaster's/headmistress's room (*BrE*), principal's office (*AmE*)

**кандидат наук** Doctor of Science (для природничих наук); Doctor of Arts (для неприродничих наук). Два українські наукові ступені — "кандидат наук" та "доктор наук" — відповідають одному ступеню в американській та британській системах освіти — Doctor of Philosophy (Ph.D.). Через таку неоднозначну відповідність не можна обрати тільки один з українських термінів відповідником до Ph.D. і відкинути інший. Англійський термін можна використовувати для перекладу обох цих українських термінів. (див. також коментар у статті *доктор наук*.) Є й інша можливість, яка дає змогу звернути увагу на своєрідний характер українських ступенів: їхні назви можна транслітерувати як "Kandidat Nauk" та "Doktor Nauk" (бажано із коротким супровідним поясненням на кшталт "three years of research"). Виразу "Candidate of Science" слід уникати (хоча його й подають деякі українсько-англійські словники), тому що слово "candidate" завжди стосується людини, що прагне дістати схвалення у чомусь, і не позначає того, хто чогось досягнув.

**канікули 1.** (*шкільні*) holidays (*BrE*), vacation (*AmE*) **2.** (*університетські*) vacation □ літні ~ summer holidays (*BrE*), summer vacation (*AmE*)

**кафедра 1.** (*структурний підрозділ факультету*) department (X chair) **2.** (*кімната*) the department(al) office, department('s) staff room, staff room (X chair)

**клас 1.** (*рік навчання в школі*) grade (*AmE*); class, form (*BrE*). У британському варіанті "class" позначає або будь-який клас, або клас в початковій (*primary*) школі, і тоді клас середньої (*secondary*) школи має назву "form". **2.** (*група учнів*) class **3.** (*класна кімната*) classroom, class (*AmE*)

**класний керівник** class teacher (*BrE, primary school*), form teacher/master/ mistress (*BrE, secondary school*), grade teacher (*AmE*), supervising instructor (*AmE*), home-room teacher (*AmE*)

**колектив** (*навчального закладу*) staff (*школи*), faculty (*університету*)

**комерційний технікум** college of commerce

**комісія:** іспитова (екзаменаційна) ~ examining board (X examination commission, X examination committee)

**конспект** notes (*pl.*)

**конспектувати** take notes

**консультація 1.** (*регулярна, поточна*) tutorial **2.** (*перед іспитом*) = special pre-exam class.

Перекладаючи, інколи доцільно міняти конструкцію: □ (Teacher:) At 10 o'clock I've got students coming to get help before the exam. □ (Students:) At 10 o'clock we will be



meeting our teacher to go over some of the exam questions. (**X** consultation - не вживається у жодному з цих значень)

контрольна робота (written) test

куратор (*групи студентів*) tutor (*BrE*). В американському варіанті відповідника немає. Описово значення слова "куратор" можна подати так: a teacher who carries the overall responsibility for a certain group of students (**X** curator - у цьому значенні не вживано)

курс 1. (*цикл навчання з предмету*) course (*BrE*), class (*AmE*) □ ~ вищої математики course (*BrE*) / class (*AmE*) in calculus; прослухати ~ take a course 2. (*рік навчання*) year (**X** course) □ на другому ~i in the second year □ третьокурсник third-year student, junior

курси course, school (див. *school* (2)) □ ~ підвищення кваліфікації advanced training, further training (*BrE*), = refresher course, □ ~ підготовки (*до вступу*) access course

курсова робота end-of-year paper, first-year/second-year/etc paper, freshman/ sophomore/ junior/senior paper (*AmE*), = term paper (*AmE*) (**X** course work)

лаборант (laboratory) assistant □ старший ~ senior (laboratory) assistant. За завданням викладача лаборант може проводити практичні заняття, перевіряти роботи тощо. Якщо ці функції переважають над роботою в лабораторії, слово "laboratory" опускається.

лекція lecture □ відвідати ~ go to a lecture (*less formal*), attend a lecture (*more formal*) (**X** visit a lecture)

лицей lyceum. Слово "lyceum" позначає середню школу в континентальній Європі. У Франції використовують слово "lycée".

магістерська робота master's thesis

магістра ступінь master's degree

магістратура Master's programme (*BrE*), Master's program (*AmE*)

матеріально-технічна база (*навчального закладу*) = resources and facilities

медичний кабінет medical room, sick room

методика (викладання) (teaching) methods, (teaching) methodology

методист (*вчитель*) methodologist, educationalist (educationist)

методичний посібник textbook of teaching methods

музичне училище college of music, music academy

навантаження (*у вчителя, викладача*) teaching load (*formal*), timetable (*BrE, less formal*). У перекладі можлива перифраза: □ How many hours/ lessons(*BrE*) a week do you teach? □ How many classes (*AmE*) do you teach this year?

навчальний план curriculum

навчальний рік academic year (*more formal*), school year (*less formal*)

навчання (*у виш-ї*) studies, (*інколи*) study

наука science. Значення слова "science" (див. *science*) покривають семантичний обсяг слова "наука", проте основні значення англійського терміна пов'язані з природничими науками. Інші науки "science" може позначати тільки у сполучі з означенням, наприклад, "linguistic science." Коли ж йдеться про конкретну науку, найчастіше просто вживають назву цієї науки:  
 □ економічна/історична/географічна/психологічна наука economics/history/ geography/psychology □ природничі/точні/біологічні науки (the) natural/exact/ biological sciences □ працювати в науці do research (*informal*), be engaged in academic work (*more formal*)

- науковець scientist (у природничих і технічних науках), scholar (гуманітарій), researcher.  
 "Scholar" позначає, як правило, авторитетного науковця зі стажем. □ молодий ~ young researcher, young scientist, young scholar (AmE)
- науковий scientific, academic, research. "Scientific" стосується головно природничих наук (див. science). □ scientific career (journal, work, paper, achievements, books, language, terms, instruments, equipment, progress) □ ~ робота/підхід academic work/approach □ ~а стаття research article □ ~ дослідження (scientific) research □ ~ працівник researcher (more formal), research worker (less formal) □ ~є товариство learned society, scientific society □ ~а конференція research conference, scientific conference □ ~ керівник research supervisor (X scientific supervisor) □ (молодший, старший) ~ співробітник (junior, senior) researcher, (junior, senior) research associate/assistant (BrE)
- науково-дослідний інститут research institute
- однокурсник classmate
- оцінка mark (BrE), grade (AmE)
- педагог 1. (вчитель) teacher 2. (спеціаліст з педагогіки, знавець методів навчання) educationalist (formal), educationist (formal), (X pedagogue - у значенні "вчитель, викладач" це слово застаріло)
- педагогіка pedagogy, pedagogics (technical terms), theory and methods of education (less formal)
- педагогічна практика (студентів у школі) teaching practice (BrE), student teaching (AmE) □ проходити ~ в школі to practice-teach (in a school)
- педагогічна рада, педрада staff meeting (X pedagogical council)
- педагогічний □ ~ практика/методи/досвід teaching practice/methods/ experience □ ~ теорія/прогрес educational theory/progress
- педагогічний інститут teachers' (training) college (X "Pedagogical Institute" - цей переклад не є вдалим, оскільки "pedagogical" належить до вузькоспеціальної термінології, а "institute" вживають на позначення науково-дослідних інститутів (переважно природничого і технічного спрямування) та інститутів у структурі університету.) Для термінологічного розрізнення "педагогічних інститутів" та "педучилищ" англійською мовою можна вживати відповідно "teachers' training college" (або "teachers' college") і "college of education."
- педагогічний факультет faculty of education, education faculty
- педучилище college of education див. педагогічний інститут
- перевіряти (роботи учнів, студентів) correct (papers), mark (papers) (BrE), grade (papers) (AmE) (check)
- перерва break, recess (AmE, in school) □ велика ~ long break, lunch break
- підвищення кваліфікації advanced training, further training
- підготовка (рівень професійної спроможності) training □ мати добру ~ з методики викладання англійської мови be well-trained in TEFL (Teaching English as a Foreign Language) / in methods of teaching English
- підгрупа (студентів) subgroup
- плата за навчання tuition fees, tuition (esp AmE) □ платити за навчання to pay tuition fees, to pay tuition (AmE)
- повторювати (вивчений матеріал) go over (previously studied materials); (перед іспитом) study (for an exam), revise (BrE), review (AmE) (X repeat)



подвір'я (шкільне), майданчик для ігор playground (вираз "school yard" застарів і має негативні конотації)  
 політехнічний інститут polytechnic(al) institute (*найадекватніше*)  
 початкова школа primary school (BrE); (*якщо входить до середньої школи*) primary department (BrE), elementary school (AmE) див. таблицю 1  
 практичне заняття class □ ~ з англійської мови an English class, □ практика англійської мови (*назва предмету*) English (X practical, X practice в таких контекстах не вживають) див. також *заняття*  
 предмет subject, course, class (AmE)  
 приватне навчання tutoring, private teaching  
 приймальня комісія admissions office, office of admissions  
 природничі науки natural sciences, sciences  
 прогуляти (заняття) skip (a class), play truant (from a class), cut (a class, *informal*), play hooky (hooky) (*informal*), not to go (to a class) Пор. *пропустити (заняття)*  
 продовжений день (*у школі*) extended (school) day  
 пропустити (заняття) miss (a class)  
 проректор vice-rector, vice-president, vice-chancellor (*in US*), vice-principal (*esp BrE*) див. також *provost*  
 професійно-технічна освіта vocational training  
 професор professor (BrE), full professor (*esp AmE*)  
 професорсько-викладацький склад див. *викладацький склад*  
 профтехучилище (ІТУ) vocational school, trade school (*esp AmE*) □ ~ а і технікуми vocational/training schools  
 рада: наукова (вчена) ~ (*університету*) academic council  
 рекомендація (*рекомендаційний лист*) reference (*esp BrE*), recommendation (*esp AmE*)  
 ректор rector, president, principal (*esp. BrE*), vice-chancellor (*у Великобританії*) див. також *chancellor, provost*  
 репетитор (*приватний*) tutor, private teacher  
 роздатковий матеріал (*друкований*) hand-outs  
 розклад (*занять*) timetable (BrE), schedule (AmE), class schedule (*для вчителів*)  
 семестр term, semester (AmE) □ перший (осінній) ~ autumn term (BrE), fall term/semester (AmE) □ другий (весняний) ~ spring term/semester (AmE)  
 семінар a class where the students give talks on specialized subjects (sometimes followed by discussion). У перекладі доцільно використовувати перифрази "to give talks", "to speak about (smth in a class)", "to make presentations." (X seminar у цьому значенні не вживано)  
 середній бал (за період навчання) grade-point average (GPA) (AmE)  
 середня школа 1. (*взагалі*) school 2. (*без початкової школи*) secondary school (BrE), high school (AmE). □ Він закінчив СШ№1 1997р. He finished Secondary School No.1 in 1997. (BrE); He finished High School #1 in 1997. (AmE)  
 сесія (*екзаменаційна, іспитова*) examination period, examinations □ зимова ~ mid-year examinations, mid-year(s) (*informal*) □ літня ~ end-of-year examinations, second-semester final examinations (X session - окремо це слово в такому значенні не вживають, хоча в американському варіанті прийнятним є вираз "examination session")  
 спеціалізований specialist □ ~ англійська (фізико-математична тощо) школа specialist English (Physics and Mathematics, etc) school



спеціаліст 1. (ступінь) specialist's degree. Оскільки цей ступінь не поширений за кордоном, доцільно додавати пояснення: (representing five years of study) 2. (випускник) graduate 3. (фахівець) specialist

спеціальність (у ВНЗ-і) speciality (BrE), specialty (AmE), = major (AmE). "Speciality" і "specialty" вживають набагато рідше, ніж "спеціальність", тому у перекладі доцільно змінювати конструкцію: □ What is your subject (special field)? What do you specialise (BrE)/specialize (AmE) in? □ працювати за ~ю work in one's own field, do what one has been trained for

спортзал gymnasium, gym (informal)

стажування advanced training (in one's field)

староста 1. (класу) (class) monitor (BrE), "head-student" (AmE) (можливий переклад) 2. (групи, курсу) senior student (responsible for his or her class)

старший викладач senior lecturer (BrE), senior teacher див. таблицю 2

стаціонар (на відміну від заочного навчання) full-time study (BrE), full-time programme (BrE), full-time program (AmE)

стипендіат scholarship recipient (AmE), scholar, fellow (graduate student awarded full scholarship to conduct research)

стипендія 1. (на утримання, звичайна стипендія в Україні) (monthly) stipend (AmE), living allowance; maintenance grant (formal) 2. (для навчання у ВНЗ-і, більш поширена за кордоном) scholarship, student grant, bursary (BrE) 3. (аспірантська, проводити дослідження) research scholarship, fellowship □ іменна ~ memorial scholarship

студентство, студенти (певного навчального закладу) student body, student population

студент student, undergraduate (more formal) □ ~-практикант practice teacher (BrE), student teacher (AmE), intern (mainly AmE) □ ~-платник fee-paying student

студент-заочник extramural student

студентський уряд student government, student council

табелі успішності report card (AmE), school report (BrE) Пор. transcript

тези (статті) abstract

технікум technical (secondary) school, vocational school

товариш (шкільний) school friend, schoolmate

урок lesson (BrE), class (AmE), period

учень, учениця (школи) student, pupil (BrE)

училище "specialized junior college"; training school

учительська (кімната) staff room (X teachers' room не вживано)

факультет faculty, department, school див. faculty, department, school

фізкультура physical education, PE

філолог = philologist. Англійська мова не має загальноприйнятого однослівного еквівалента, який би виражав ідею вивчення мови і літератури так, як укр. "філолог". Англ. "philologist" має депо інше значення. За Енциклопедією Британіка (подаємо цитату мовою оригіналу), "the philologist is concerned primarily with the historical development of languages as it is manifest in written texts and in the context of the associated literature and culture." Перекладаючи термін "філолог", доцільно вживати конкретнішу назву, що позначає спеціалізацію студента чи викладача, наприклад: □ teacher/student of English language and literature див. філологія

**філологія** (у назвах факультетів) language(s) and literature; philology. Хоча слово "philology" і можна використати для перекладу слова "філологія", відтінки значення, що їх виражають ці слова, можуть різнитися. "Філологія" виражає ідею вивчення мови і літератури. "Philology" у сучасній англійській мові є рідковживаним словом, і має воно дещо відмінне значення. За Енциклопедією Британіка (подаємо цитату мовою оригіналу), "[philology is] a term now rarely used but once applied to the study of language and literature. Nowadays a distinction is usually made between literary and linguistic scholarship, and the term philology, where used, means the study of language—i.e., linguistics." Можливі переклади назв факультетів: □ філологічний факультет Faculty of Languages and Literature □ факультет англійської ~ Faculty of English Language and Literature; факультет слов'янської ~ Faculty of Slav(on)ic Languages and Literature

**чверть** term, quarter (*esp AmE*)

**червоний диплом** see *ДИПЛОМ*

**читальний зал** reading room, library

**читанка** reader

**член-кореспондент** associate (of), corresponding member (of)

**шкала** (*оцінки*) grade point scale (*AmE*) □ дванадцятибальова ~ twelve-point grade scale (*AmE*), twelve-point system (*BrE*) □ п'ятибальова ~ five-point grade scale (*AmE*), five-point system (*BrE*)

**школяр(ка)** schoolboy, schoolgirl (pl. schoolchildren); pupil (*BrE*), student

**шпаргалка** crib, cheat sheet. В англійській мові найчастіше говорять про "cheating" (див. *cheat*) □ користуватися ~ (*на іспиті*) use cribs/cheat sheets, cheat (on/at an examination) (*more general*)

**щоденник** (*школяра*) = record book

## Names of Educational Institutions

One rather awkward expression which often appears in English translations of the names of Ukrainian educational institutions is "named after". This is a transfer of the Ukrainian "імені (кого)". It is better to avoid this construction altogether by putting the names of individuals at the beginning of the word cluster:

*Київський національний університет ім. Т.Шевченка*

*Taras Shevchenko National University of Kyiv*

*Львівський національний університет ім. І.Франка*

*Ivan Franko National University of Lviv*

*Інститут мовознавства ім. О.О.Потебні АН України*

*Oleksandr Potebnya Linguistics Institute of the Academy of Sciences of Ukraine*

It is desirable, whenever possible, to avoid having too many consecutive prepositional phrases beginning with "of" (two being the recommended maximum).

**Table 1.** System of Education in the U.K. and the USA

UK			age	USA			
class	school			school		class	
nursery school, playgroup or kindergarten (optional)			3	nursery school (optional)			
			4				
reception	infant	primary school	5	kindergarten			
year 1	school		6	(larger towns) <sup>1</sup>	(small towns)	1st grade	
year 2			7			2nd grade	
year 3			8	3rd grade			
year 4			9	elementary school (or grade school)	4th grade		
year 5			10		5th grade		
year 6			11		6th grade		
year 7			12		junior high school		7th grade
year 8			13	8th grade			
year 9			14	(senior) high school	high school		9th grade
year 10			15				10th grade
year 11			16				11th grade
year 12	secondary school		17	high school	high school	12th grade	
year 13			18			freshman <sup>2</sup>	
first year			19			sophomore	
second year			20			junior	
third/final year			21	senior			
postgraduate university			22	graduate school			
			23				

*(Based on a chart in the Longman Dictionary of English Language and Culture)*

**Notes:** 1. The left column represents schools in larger towns in the U.S.A. The right column shows the types of schools in small towns in the United States.

2. The terms "freshman", "sophomore", "junior" and "senior" are also used in connection with the four years of high school.



**Table 2.** Ranks and Positions of University Teachers in Ukraine, Great Britain and the U.S.

UKRAINE	UK	USA
професор	Professor	Full Professor
доцент	Reader	Associate Professor
старший викладач	Senior Lecturer	
викладач <sup>1</sup>	Lecturer	Assistant Professor
асистент	Assistant Lecturer	Instructor

**Notes:** 1. Укр. "викладач", англ. "university teacher" та амер.-англ. "professor" можуть позначати будь-кого, хто обіймає посаду викладача в університеті.

**Table 3.** Names of Students

UKRAINE	USA	GREAT BRITAIN
(n)-класник (-ця) (семикласник тощо)	(n)th-grade boy (girl), (n)th-grader (infrm) (seventh-grader etc)	(n)th-form boy (girl), (n)th-former (infrm) (seventh-former etc)
випускник школи	high-school graduate	school-leaver
абітурієнт, вступник	applicant	
першокурсник	first-year student	
	freshman	
другокурсник	second-year student	
	sophomore	
третьокурсник	third-year student	
	junior	
четвертокурсник	fourth-year student	
	senior	

п'ятикурсник	fifth-year student		
магістрант	graduate student	master's candidate	postgraduate student
аспірант		doctor's candidate	
докторант			

**Table 4.** Most Common Degrees and Academic Titles

B.A. (Bachelor of Arts)	бакалавр гуманітарних наук
B.S. (Bachelor of Science)	бакалавр природничих наук
M.A. (Master of Arts)	магістр гуманітарних наук
M.S. (Master of Science)	магістр природничих наук
Ph.D. (Philosophy Doctor)	доктор філософії
бакалавр	Bachelor (four years of study) <sup>1</sup>
магістр	Master (six years of study)
спеціаліст	'Specialist' (five years of study)
кандидат ... наук	Doctor of Science/Art, 'Kandydat Nauk'
доктор ... наук	Doctor of Science/Art, 'Doktor Nauk'
професор	professor ( <i>BrE</i> ), full professor ( <i>AmE</i> )
член-кореспондент	associate, corresponding member
академік	academician

**Notes:** 1. Following the name of a Ukrainian degree such as Bachelor's, Master's or Specialist's, it is recommended that the number of years of study involved be indicated.

## BIBLIOGRAPHY

- Azar, Betty Schramper. *Understanding and Using English Grammar*. Englewood Cliffs, New Jersey, U.S.A.: Prentice Hall Regents, 1992.
- Balla, Mykola I. *Anglo-ukrayinskiy slovnyk* (in 2 vols). Kiev: Osvita Publishers, 1996.
- Benson M., Benson E. and Ilson R. *Lexicographic description of English*. Philadelphia: John Benjamins Publishing Company, 1986.
- Bryson, Bill. *Mother Tongue: the English Language*. London: Penguin Books, 1990.
- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 2001.
- Encarta World English Dictionary 2001* [CD-ROM]. Microsoft Corporation, 2000.
- Encyclopaedia Britannica 2001*. [Deluxe Edition, CD-ROM]. Chicago, Encyclopedia Britannica, 2001.
- Jones Daniel. *English Pronouncing Dictionary*. 15th ed. Edited by Roach P. and Hartman J. Cambridge, Cambridge University Press, 1997.
- Longman Dictionary of Contemporary English*. Third Edition. London, Pearson Education Limited, 2000.
- Longman Dictionary of English Language and Culture*. London, Pearson Education Limited, 2001.
- McCrum, Robert et al, *The Story of English*. New York: Penguin Books, 1986.
- Novyi Bolshoy anglo-russkiy slovar'* (in 3 vols). Moscow: Russkiy Jazyk Publishers, 1993.
- Povey J., Walshe I. *An English Teacher's Handbook of Educational Terms*. Moscow: Vysshaya Shkola Publishers, 1975.
- Pullum Geoffrey K., and Ladusaw William A. *Phonetic Symbol Guide*. Chicago, London: The University of Chicago Press, 1996.
- Roach, Peter, *English Phonetics and Phonology: a Practical Course*. Cambridge, England: Cambridge University Press, 1983.
- Sinclair, John et al. *Collins Cobuild English Grammar*. London, HarperCollins Publishers, 1990.
- The American Heritage Dictionary of the English Language*. 3rd ed. Boston: Houghton Mifflin Company, 1992.
- The Chambers Dictionary* [CD-ROM]. AND Software B.V., 1990-93.
- Webster's Third New International Dictionary of the English Language*. Könnemann Verlagsgesellschaft MBH, 1993.
- Wells, John C. *Longman Pronunciation Dictionary*. Pearson Education Limited, Harlow, England, 2000.