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АНГЛІЙСЬКА МОВА

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Навчальний посібник призначений для інтенсивної підготовки студентів з англійської мови для проходження практичного навчання за кордоном.

Мета посібника – сприяти розвитку у студентів професійно орієнтованої міжкультурної комунікативної компетенції, тобто здатності і готовності реалізувати одержану підготовку як у повсякденних, загальних ділових, так і у фахових ситуаціях, а також активізувати навички автономного навчання.

Добір навчального матеріалу націлений на паралельний і взаємопов'язаний розвиток у студентів навичок та вмінь в основних видах мовленнєвої діяльності у письмовій та в усній формах.

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***Навчальний посібник з англійської мови для слухачів курсів
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Unit 1

Introductions and greetings

Task 1. Study the following phrases and expressions.

Introductions

May I introduce you to... (Dr Petersen)? (F)
I'd like to introduce you to... (Tomas Tauber).
Can I introduce myself? My name is/I'm ... (Ralph Keller).
Can I introduce... (a colleague of mine)? This is... (Pedro Romera).
I don't know if you remember me. We met... (in Prague last year).
Hello. I don't think we've met before. (I)
I don't think you two know each other, do you? (I)
Excuse me. Would you by any chance be... (Signor Tavazzi)?
Hello, you must be... (Leena). (I)
How do you do. - How do you do.
Pleased to meet you. - Pleased to meet you, too.
Please call me... (Anna). - Then you must call me... (Bertrand).

Greetings

Good/Nice to see you again. I haven't seen you for ages!
How are you? - Very well, thanks. And you?
How's work? - Not too bad, thanks. Very busy.
How are things going? - Fine, thanks. What about you?
How's business?- Not too good, I'm afraid.

Task 2. What do you like to talk about when you meet someone for the first time? Look at these topics of conversation.

Tick the things that you like to talk about and put a *minus* next to the things you don't like. Which ones are not suitable – put a *cross*.

	the visitor's clothes your families your city your country the visitor's journey		the weather hobbies religion cars sports
--	--	--	--

	politics literature films and actors TV programmes shopping		recent news recent scandals/gossip health food hopes for the future
--	---	--	---

Task 3. Read these extracts from the conversation between Anna and Mr Bell. Which topics do they talk about?

1 _____

A ... So, how was your journey?

B It was fine, thanks. The plane wasn't full.

A Well, not many people come to Ukraine at this time of year.

B No, I guess not. Is it always this cold in October?

A Well, not usually this cold. How was the weather in Washington?

B Actually, it was quite warm. About 20 degrees.

2 _____

B ... Where in Ukraine are you from?

A From Lviv, in the west. Have you been there?

B Yes, I have. It's a beautiful city.

A What about you? Do you live in Washington?

B Yes, I do, but I was born in Chicago.

3 _____

B ... That's an amazing building – what is it?

A It's the new football stadium. Are you interested in football?

B I don't know much about it, but my brother loves it.

A Your brother? Do you have a big family?

B No, just one brother. What about you? Do you have any brothers or sisters?

A Yes, I have two brothers.

Task 4. Match the questions with the answers below and act out a conversation.

1. Is this your first visit to Ukraine?	<i>No, actually this is my first trip.</i> <i>I really like it. There's a lot to see.</i>
---	--

2. Oh, really. What do you do?	<i>At the Ukraina Hotel.</i>
3. Have you been to Kiev before?	<i>Very! And it has a great view over the central square.</i>
4. Business or pleasure?	
5. How long have you been here?	<i>A week.</i>
6. How long are you staying?	<i>Till tomorrow night.</i>
7. Where are you staying?	<i>Business I'm afraid.</i>
8. Is it comfortable?	<i>I'm a coordinator of the educational exchange programmes.</i>
9. What's the food like?	
10. So, what do you think of Kiev?	<i>No, I come here quite often. It's good, but eating in the hotel restaurant can be quite expensive.</i>

Task 5. Think of two questions the people in the following situations might ask each other.

- A person answering questions for an application form;
- Old friends chatting about their news;
- Students on an English course getting to know each other during a break;
- A businesswoman meeting a colleague from abroad for the first time.

Task 6. Translate the following conversation into English:

- Пробачте, ви міс Уолш?
- Так, вірно.
- Доброго дня, Я Олександр Шевчук. Приємно познайомитись.
- Мені приємно також.
- Ласкаво просимо в Україну.
- Дякую. Мені тут подобається.
- Дозвольте Вам допомогти з багажем.
- О, дуже дякую.
- Як пройшла ваша подорож?
- Прекрасно, дякую. Літак не був переповнений.
- Звичайно, в цю пору року мало хто приїжджає в Україну.
- Гадаю, що так.
- Ви були тут раніше?

- Так, я був тут минулого року. Сьогодні досить тепло. Так завжди в березні?
- Ну, не завжди так тепло. А яка погода у вас в Чикаго?
- Насправді, було трохи холодно. Близько +10. Погляньте, он-та дивовижна будівля, що то?
- А, це новий більярдний клуб. Ви любите більярд?
- Не дуже в ньому розбираюсь, але мій брат справжній фанат.
- Ваш брат? У вас велика сім'я?
- Ні, тільки дружина та син. А у вас є діти?
- Так, дочка та син. Ось вони на фото.
- Які милі.
- Я вас обов'язково представлю своїй сім'ї.

Unit 2

Describing people - appearance

Task 1. Study the following phrases and expressions.

Useful phrases:

She is beautiful/pretty/charming/shy/cheerful/ sensitive/ easy-going/elegant/smart.

She is so unique. Her charm is irresistible.

He is handsome/energetic/aggressive/ talented/good-hearted/ generous/educated/ stubborn.

He is so tactful and sophisticated. He has a noble look.

She is like her mother. = She looks like her mother. = She takes after her mother. (They look alike.)

Task 2. Replace the underlined word with a more polite or more suitable word:

1. He told me he met a handsome girl in the disco last night.
2. She's beautiful but her younger sister is really quite ugly.
3. I think he is getting a bit fat, don't you?
4. Most people want to stay slim, but not as skinny as that girl over there.
5. She hopes she'll meet a few beautiful men at the tennis club.

Task 3. Look at the pictures and memorize the words.



straight hair and
thin-faced



wavy hair and
round-faced



curly hair
and dark-skinned



a crew-cut



bald
with freckles



beard and moustache with
a chubby face



receding hair
and a few wrinkles

He used to have black hair but now it's gone grey, almost white.

What sort of person would you like to go out with?

Blonde, fair, dark or ginger-haired / red-haired?

She has such beautiful auburn hair, [red-brown]

Fair and dark can be used for hair, complexion or skin.

Height and build



a rather plump
or stout man

a slim woman [positive]

an obese person [negative, very fat]

Fat may sound impolite. Instead we often say a bit overweight. If someone is broad and solid, we can say they are stocky. A person with good muscles can be well-built or muscular. If someone is terribly thin and refuses to eat, they may be anorexic.

General appearance

She's a very smart and elegant woman, always well-dressed; her husband is quite the opposite, very scruffy and untidy-looking. He's very good-looking, but his friend's rather unattractive.

Do you think beautiful women are always attracted to handsome men? I don't. I think first impressions matter most.

Tip: The suffix -ish is useful for describing people:

She's tallish. He has brownish hair.

He must be thirtyish.

Task 4. Answer these remarks with the *opposite* description.

Example: **A:** I thought you said he was the short, chubby one.

B: No, quite the opposite, *he's the tall, thin-faced one*

1. **A:** Was that his brother, the dark-skinned, wavy-haired one?

- B:** No, quite the opposite, his brother's...
2. **A:** She's always quite well-dressed, so I've heard.
B: What! Who told you that? Every time I see her, she's...
3. **A:** So Charlene's that rather plump fair-haired woman, is she?
B: No, you're looking at the wrong one. Charlene's...
4. **A:** So, tell us about the new boss; good looking?
B: No, I'm afraid not; rather...
5. **A:** I don't know why, but I expected the tour-guide to be middle-aged or elderly.
B: No, apparently she's only...

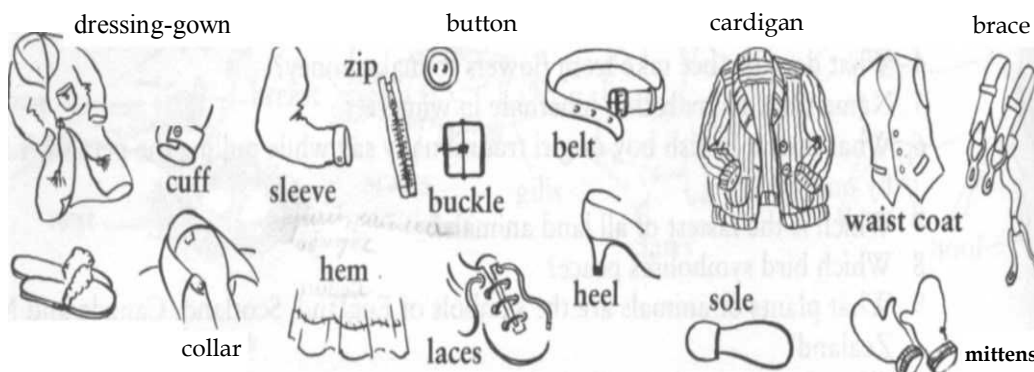
Task 5. Write one sentence to describe each of these people, giving information about their hair and face, their height and build and general appearance:

- you yourself
- a neighbour
- your best friend
- your ideal of a handsome man/a beautiful woman

Task 6. Ask questions about someone's appearance, their height, weight, name, occupation and age.

Clothes

Task 7. Read and memorize the items of clothing or parts of them.



Notice that most items of clothing covering the legs are plural words only and, if you wish to count them, you need to say, e.g. 'Six pairs of trousers'.

Here are some words used to describe materials which clothes are often

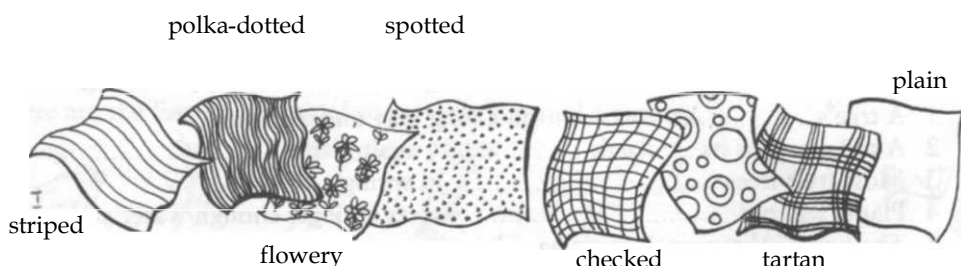
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made of. These words can be either nouns or adjectives.

silk cotton velvet corduroy denim leather wool/woollen suede

Here are some adjectives used to describe the patterns on materials.

slippers



Here are some verbs associated with clothing.

He undressed / got undressed, throwing all his clothes on the floor. She quickly dressed the child.

I love dressing up for parties as I normally wear jeans. Can I try on those grey shoes in the window?

The skirt is too tight and too short - it needs letting out and letting down.

The dress is too loose and too long - it needs taking in and taking up.

She took off her shoes and put on her slippers.

He changed out of his weekend clothes into his uniform.

Red usually doesn't suit people with ginger hair.

Her black bag matches her shoes.

Those shoes don't fit the boy any more. He's grown out of them.

Here are some adjectives for describing people's clothing.

How things fit: baggy loose tight close-fitting

Style: long-sleeved V-neck round-neck

General: elegant smart scruffy chic trendy with-it

Appearance: well-dressed badly-dressed old-fashioned fashionable

Task 8. Complete these sentences *with* any appropriate word. Use 'pair' where it is necessary.

1. I must get my black shoes repaired. One.....is broken and both the

- have holes in them.
2. Do up your..... or you'll fall over.
 3. There's someone at the door. You'd better put your..... on before you open it.
 4. Put your..... on - this *floor* is very *cold*.
 5. I've eaten too much - I'll have to loosen my.....
 6. I've almost finished making my dress for the party but I've *still got to* sew up the.....and sew on some.....
 7. Many women wear nighties in bed whereas most men and children wear....
 8. Blue are a kind of international uniform for young people.
 9. People *with* ugly knees shouldn't wear.....
 10. I need some new underwear. I'm going to buy three new*today*.
 11. Bother! I've got a hole in my tights. I'll have to get some new.....

Task 9. Put the right verb, *match*, *suit* or *fit*, into each of these sentences.

1. The blue dress..... her *properly* now she's *lost* some *weight*.
2. The blue of her dress..... the blue of her eyes.
3. That blue dress..... the girl with the blonde hair.

Unit 3
Personal profile
About yourself and family

Task 1. Answer these questions and ask your partner:

What's your first/patronymic/last name?

What are you? What's your occupation?

How old are you? When were you born?

Where are you from? What country are you from? What is your nationality?

How many persons are there in your family? Are you the only child in the family? (e.g. We are a family of four.)

Have you got many relatives? When do you usually visit them? Have you got any cousins, nephews or nieces?

What is your permanent/ temporary address? What is your phone number?

What are your hobbies? What do you enjoy most? What is your favourite occupation?

When did you leave school? What kind of education did you get?

Did you get a diploma/a certificate?

What are you going to be?

What kind of person is your best friend? What does he/she look like?

Task 2. Make a short summary of your family background (= family history). Use these questions as a plan.

1. Do you know where and when exactly you were born?
2. Is your native town or village a picturesque place?
3. What is your full name (= all the names you have)?
4. Who gave you your first name? Is it a common name in your country?
5. Do you know the origin of your name? What does it mean?
6. How do your close friends call you?
7. Do you have a middle name?
8. What is your patronymic name?
9. (to ladies) What is your maiden name?
10. Do all your relatives share your family name (surname, last name)?

11. Who is the oldest / the youngest in your family tree?
12. Who are your grandparents? Are they pensioners or do they still work?
13. What do your parents do? How do they look like?
14. Are you an only child?
15. What is your permanent and temporary address? Has your family ever moved places?
16. Would you like to live separately or with your parents? Why?

Task 3. Complete the sentences with the information about yourself and speak about your interests and skills to the group:

I was born on the ... of ... in 19.. into a family of
 My native place is situated in ... region to the ... of Kyiv.
 At school I was good at In fact, ... was also to my liking.
 The sphere of my interests is wide. My favourite occupations are
 Besides ..., I enjoy/am fond of/am keen on
 Though I prefer ... , I don't mind
 Speaking about things I dislike I'd like to say that I hate
 At my spare time I go in for
 As for my professional skills I must admit that I haven't got any (*or* have got enough) experience as I
 By the way, I've got driver's license, good computer skills,
 My family and friends say that I am ...
 Honestly, they flatter me. I think I have to be more
 My ambitions in life are: to become a ... , to make a career in ... and
 I'm going to obtain a bachelor's and master's degrees in
 When I graduate from the University I'll be able to realize

Task 4. You are going to listen to Karina showing a colleague the photos from her birthday party.

a) What is her relationship to the following people:

Danny _____
 Nikita _____
 Holly _____
 Richard _____

b) Complete the sentences:

Nikita lives _____ from Karina. She is also Karina's brother's _____.
Danny usually lives _____, but at the moment he's staying with his _____
in Edinburgh. He _____ a design course at Edinburgh College of Art.
Danny _____ the course, but he _____ what he wants to do.
Holly looks _____ Karina, but she's actually her _____.
Richard looks so _____. He's getting really _____.

Tapescript:

Colleague: So who are the people with you in this photo, then?

Karina: Well, this is my friend Nikita. She lives in the flat upstairs from
us, and actually she's going out with my brother Danny...

C: Oh, right, is this Danny then?

K: Yeah.

C: And does he live with your parents, too?

K: Usually he does, but at the moment he's staying with my aunt
and uncle in Edinburgh. He's doing a design course at
Edinburgh College of Art.

C: Really, so he wants to be a designer?

K: Hmm, not sure to be honest. He's enjoying the course, but he
doesn't really know what he wants to do.

C: Mm, and is this your sister? She really looks like you, it's
incredible.

K: No, actually that's my cousin, Holly, but everyone thinks we're
sisters!

C: And this is your gran, I suppose?

K: Yeah. She's getting old now, poor thing. She needs more help
these days so she comes and stays with us every weekend. She
doesn't usually go out much. She loved my birthday party
though. She had a fantastic time!

C: Aah, that's nice. And who's this with her then?

K: That's my little brother Richard – you know Richard...

C: Wow, is that Richard? He looks really grown up... he's getting
really tall.

K: I know! My little brother's taller than me – it's really weird!

Describing life events

Task 5. Put the life events into the correct categories:

- a. love and relationships
- b. home and family
- c. education
- d. career

<input type="checkbox"/> bring up your children	<input type="checkbox"/> leave school
<input type="checkbox"/> get/obtain a degree	<input type="checkbox"/> move house
<input type="checkbox"/> go to university	<input type="checkbox"/> begin studying English
<input type="checkbox"/> have children	<input type="checkbox"/> start/do work
<input type="checkbox"/> rent a flat	<input type="checkbox"/> graduate from university
<input type="checkbox"/> buy a house	<input type="checkbox"/> make a lot of money
<input type="checkbox"/> retire	<input type="checkbox"/> get divorced
<input type="checkbox"/> change job	<input type="checkbox"/> lose your job
<input type="checkbox"/> get engaged	<input type="checkbox"/> become very successful
<input type="checkbox"/> get promoted	<input type="checkbox"/> split up
<input type="checkbox"/> leave home	<input type="checkbox"/> defend PhD thesis
<input type="checkbox"/> pass your exams	<input type="checkbox"/> fail your exam
<input type="checkbox"/> start school	<input type="checkbox"/> get married
<input type="checkbox"/> fall in love	<input type="checkbox"/> get a job

Task 6. Discuss the following questions in pairs:

- What order do the things in each category happen? (there are different possibilities)
- Which of these things have you done? Which haven't you done yet?
- Which of these things would you like to happen soon?
- Are there any things you would never like to happen in your life?

You may also use:

take examinations required for a higher degree
do a postgraduate course

get an official certificate
be awarded a prize
work for a company

Task 7. Answer the questions using *for*, *since* or *ago*. Do not write full sentences. Then practise asking them.

1. How long have you been studying with your present teacher?
2. When did you first start learning English?
3. When did you leave home this morning?
4. How long were you at secondary school?
5. How long have you known your oldest friend?
6. When did you last go to the cinema?
7. How long have you had your present hairstyle?
8. When did you last have a holiday?
9. How long ago did you first apply for a job?
10. How long have you been working at this university?

Unit 4

Describing people - personality

Task 1. Match the opposites:

positive: warm and friendly, kind, honest, nice, pleasant, generous, optimistic, cheerful, relaxed and easy-going, strong, sensitive.

negative: pessimistic, weak, insensitive, miserable, tense and nervous, unkind, mean, cold and unfriendly, horrible, unpleasant, dishonest

Task 2. Fill in the missing words from the lists above:

- a. He is very tense at the moment because of his exams, but he's usually quite ... about most things.
- b. I think the weather influences me a lot: when it's sunny I feel more cheerful and optimistic; but when it's cold and raining I get very
- c. My roommate seemed a bit unfriendly at first, but now I've got to know him I realize he's very ... and

Task 3. Give Ukrainian equivalents to the words describing character:

Reliable, flexible, ambitious, hard-working, punctual, shy, bossy, confident, diligent, creative, tactful, frank, enthusiastic, obedient.

Which adjectives describe you? Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality of character?

Task 4. a) Join these split sentences so they make sense:

- | | |
|----------------------------|--|
| 1 She is incredibly mean | a she can read and she's only 3. |
| 2 It isn't fair | b you've already eaten enough. |
| 3 She wasn't sympathetic; | c to write poetry. |
| 4 You have to be sensitive | d this is going to hurt a little. |
| 5 It is extremely cruel | e he sends everyone to sleep. |
| 6 Anna is really bright; | f so she avoids going to parties. |
| 7 Don't be so greedy; | g she just laughed when I told her my problem. |
| 8 Suspicious people | h she has no respect for other people. |
| 9 Try to be brave, Simon; | I to kick the cat. |
| 10 He is so dull | j to jump the queue like that. |

- 11 She's a shy person k she never buys anyone a coffee.
12 Cathy is so arrogant; l I never believe what you say.

b) Which adjective in the sentences above is the opposite of:

- a) generous? b) trusting?

c) Which adjective in the sentences above means:

- c) courageous, unafraid of pain or danger?
d) intelligent and lively?
e) nervous in the company of others?
f) extremely unkind?
g) boring?
h) proud and self-important?

d) Which adjective in the sentences above is often confused with:

- i) sensible? j) nice?

Task 5. How would you describe the person in each of these descriptions:

- Mary's always here on time.
- One of the great things about Helen is that she is so aware of what other people think or feel.
- John, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings. The other thing about John is that he really wants to get the supervisor's job and then become boss for the whole department.
- Harry often promises to do things but half the time he forgets.
- Nora finds it difficult to meet people and talk to strangers.
- David could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
- I don't think Bob has done any work since he's been here.
- Peter never bought me a drink all the time we were together.
- I have to tell Linda what to do every minute of the working day. She wouldn't even open a window without someone's permission.

Task 6. Match the descriptions of the people above with the words below:

mean _____
unreliable _____
doesn't use her initiative _____
punctual _____
lazy _____
shy _____
flexible _____
sensitive _____
ambitious _____
insensitive _____

Task 7. Describe these people in the similar way:

Ann is generous.

Phil is optimistic.

Barry is stupid.

Kate is friendly.

Bill is reserved.

Tania is honest.

Unit 5

House and Home

Things at home

Task 1. You probably already know the names of most rooms and locations in a typical home. There are some less common ones and what they are for.

utility room: usually just for washing machine, freezer, etc.

shed: small building separated from the house usually for storing garden tools

attic: room in the roof space of a house (could be lived in)

loft: space in the roof of a house usually used only for storage

cellar: room below ground level, no windows, used for storage

basement: room below ground level, windows, for living/working

landing: flat area at the top of a staircase

hall: open area as you come into a house

porch: covered area before an entrance-door

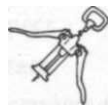
pantry or larder: large cupboard (usually big enough to walk into) for storing food

terrace or patio: paved area between house and garden for sitting and eating, etc. **study:** a room for reading/writing/studying in

Task 2. Small objects about the home

Ordinary, everyday objects are often difficult to name and are often not listed in dictionary. Here is just a sample of such words.

ironing-board



corkscrew



remote control

bin-liners



dust-pan and brush



tea-towel



grater



power-point and plug, washing-up liquid, table-mat, coaster, mop

Task 3. Study the types of house/places people live.

detached house: not joined to any other house

semi-detached house (informal: semi-): joined to one other house

terraced house: joined to several houses to form a row

cottage: small house in the country or in a village

bungalow: house with only one storey (no upstairs)

bedsit: bedroom and living room all in one

villa: large house with big gardens or a rented house in a holiday resort/tourist area

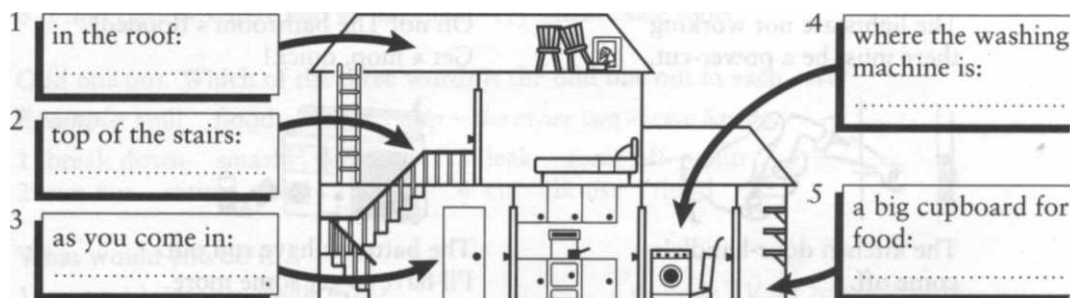
time-share: holiday flat or house where you have the right to live one or two weeks a year

Tip: If you visit an English-speaking country, go to a supermarket and look at the names of ordinary, everyday things for the home. This is often a good way of getting vocabulary that just does not appear in dictionaries.

Task 4. Where in a typical house would you look for the following things?

1. a rake
2. suitcases
3. a grater
4. cutlery
5. a tumble-dryer
6. old empty boxes
7. dental floss
8. a power point
9. a coat-hanger
10. a porch

Task 5. Fill in the room and place labels on the plan of the house.



Task 6. Fill the gaps with a suitable word.

1. I've got a darkroom in the..... where I develop films. It's perfect because there are no windows down there.
2. Is there a..... where I can plug in this radio?
3. You'd better have a..... under your drink in case you mark that side-table. It's an antique.
4. The waste-bin's full again. I'll empty it. Are there any more.... ? Where are they?
5. We keep our skis up in the..... during the summer. They're out of the way up there.
6. You'll find the garden-chairs in the..... at the bottom of the garden. Bring them up and we'll have a drink on the..... and watch the sunset.
7. The light-switch for the stairs is on the..... as you come out of your bedroom.
8. I've moved to a..... now as I found I couldn't manage the stairs any more at my age.

Task 7. *Buildings* Look in your dictionary for the meaning of these words. Draw pictures to illustrate each word or phrase.

apartment

block

bungalow

castle

kennel
church
cinema
condominium
cottage
department store
garage
greenhouse
hospital
house
igloo
kiosk
mosque
office block
palace
police station
railway station
semidetached house
shed
shop
skyscraper
factory
tent
terraced house
barn
tower
warehouse

Task 8. Find and underline fourteen places from the list above where people live.

Task 9. Where do you do these things? Match the rooms and the activities. Complete the sentences.

1. I wash the plates and cups	A. in the bathroom.
2. I eat my lunch	B. in her bedroom.

3. I climb the tree	C. in the garage.
4. My sister sleeps	D. in my bedroom.
5. We watch television	E. in the dining room.
6. My Dad parks his car	F. in the kitchen.
7. I put my clothes	G. in the garden.
8. I have a shower	H. in the sitting room.
9. My dog lives	I. in the hall
10. I put my umbrella	J. in its kennel

1) F 2) ____ 3) ____ 4) ____ 5) ____ 6) ____ 7) ____ 8) ____ 9) ____ 10) ____

Task 10. Where are these things? Are they inside the house? Are they outside the house? Are they on the house?

a television

aerial

the chimney

a corridor

a satellite dish

a drainpipe

the attic

a garden gate

a lamp post

a path

the roof

Task 11. Answer these questions about yourself and, if possible, find out how someone else would answer them.

1. Is your house detached? What sort is it if not?
2. Are time-shares common in any part of your country?
3. Do houses still have pantries in your country?
4. Is it common to rent bedsits in your country? If so, what sorts of people do so?

Unit 6

Filling in a form

Just for fun

Q: What is your date of birth?

A: July fifteenth.

Q: What year?

A: Every year.

Task 1. Most people hate filling in forms. On what occasions did you have to fill in a form? What sort of information did you have to provide?

Occasions	Information
visa license to open bank account CV application	first name surname date of birth country of origin present address permanent address marital status occupation family position annual income

Task 2. Match the information asked with the questions:

- Where do you live? _____
- What do you do? _____
- Where are you living at the moment? _____
- Are you married or single? _____
- What's your first (second) name? _____
- What's your maiden name? _____
- How much do you earn per year? _____
- When were you born? _____
- What's your last name? _____

- Where were you born? _____
- How many children have you got? _____
- What kind of car do you have? _____
- When do you start your work? _____
- How often do you go on business trips? _____
- What activities/sphere of research are you engaged in? _____
- What are you in charge of? _____
- What are your main responsibilities? _____

Task 3. a) You are attending an international conference on the problems of environment. Fill in the form with the details.

b) The night before the conference you attend a dinner for all the delegates. Find out as much as possible about the person next to you and tell them about yourself. Show interest and try to keep the conversation going.

Name:

Age:

Nationality:

Family:

University:

Position:

Subject taught:

Responsibilities:

Languages spoken:

Time with university:

Why are you at the conference:

Foreign countries lived or visited:

How you travelled to the conference:

Future plans:

Hobbies or interests:

Other information:

One interesting thing you did or that happened to you recently:

At the registration desk

Task 4. Work in pairs. Translate and act out the following conversation by giving the real facts about yourselves.

- Доброго дня. Тут реєструються?
- Так, вітаємо вас тут. Це не займе багато часу. Я маю задати вам кілька запитань щоб заповнити вашу реєстраційну форму.
- Авжеж.
- Ваше ім'я? Прізвище? Звідки ви? Місто? Ваша професія? Де ви працюєте? Як довго? На якій посаді? А чим саме ви займаєтесь? Яка ваша головна функція?
- Я (напишіть про себе реальні факти)
- Дякую, надіюсь вам сподобається конференція. Ось ваш бейджик.
- Дякую, до зустрічі.

Task 5. Add the correct verb (main or auxiliary) to the following questions?

1. How things with you?
2. What your full name and address?
3. How your flight?
4. When you get here?
5. You have a good journey to work this morning?
6. Where you staying while you're here?
7. You got any special reason for learning English?
8. You speak any other languages?
9. How your job going?
10. You got any brothers or sisters?
11. You have a nice holiday?
12. This your first visit to New York?
13. How all your family?
14. What sort of music you like?
15. How long you been working here?
16. You ever been to Kiev?
17. How far it from your home to work?
18. What you think of living in Ukraine?
19. You good at driving?
20. What you prefer doing at weekends?

Exchanging information

Task 6. Study the following expressions.

Asking

I'd like some information on... (hotels).

to ask you about... (flights to Prague).

to know... (how long the journey takes).

Could you tell me... (how many flights a day there are)?

Can

Do you know... (if the flight from Moscow has arrived yet)?

Do you happen to know... (what time the airport bus will leave)?

Checking information	Confirming information
You did say...(Tuesday), didn't you? That's... (the 12th of this month), is it?	Yes, that's right
So... (the flight leaves at eight fifteen)? Sorry, did you say... (thirteen or thirty)?	I said thirteen.

Correcting information

Sorry, I made a mistake. It's... (40), not... (400).

Sorry. That's not correct. It should be... (10.30).

Showing you understand

I see.

Right. I've got that.

OK. I understand now.

Task 7. Work in pairs. Use the phrases above.

A) You are both at the airport. Talk to each other to find out the information about your counterpart.

B) Student A: you just arrived in a hotel, talk to a receptionist to find out about a vacant room and facilities in the hotel, book a room and fill in the form.

Student B: you are a receptionist in a hotel, give a guest the information he is interested in, then ask him questions to fill in a registration form.

Task 8. Types of questions:

General question	<i>Are they learning English? Do you use the Internet regularly?</i>
Alternative question	<i>Are they learning British English or American English? Do you spend more time doing exercise or playing computer games?</i>
Special question	<i>What are they learning? What language are they learning? What do you do in your job?</i>
Question to the subject	<i>Who is learning English? What language is spoken there?</i>
Tag-question	<i>They are learning English, aren't they? They never come late, do they?</i>

Task 9. Pair work. Ask each other these questions and give short answers. Pay attention to the auxiliary verb:

Are you living with your parents at the moment?

What book are you reading these days?

By the way, what are you doing tonight?

What do you do?

How do you get to university?

When do you leave home in the morning?

Do you enjoy learning foreign languages?

Do you worry about making mistakes?

Did you write down the new words into your copybook at the previous lesson?

Did your friends come to see you last weekend?

Did you find it easy to learn to drive?

Task 10. Practice asking questions and giving short answers:

Do you like ... (N / V-ing) ?

Can you ... (V)?

Have you got ... (N)?

Have you ever ... (V3) ?

Did you ... (V) yesterday?

Is it ... (Adj) ?

Are you good at ... (N / V-ing) ?

Language Focus

How ...? vs What ...like?

We use ***how?*** to ask about things that change – moods, health, work.

e.g. '***How*** does she seem today?' '*Much better now.*'

We use ***what ... like?*** to ask about things that don't change – people's character and appearance.

e.g. '***What*** does your sister look ***like?***' '*Short, dark and cheerful-looking.*'

Task 11. Make questions with *how* or *what...like*.

- 1 (your flat?) – 'Small but very comfortable.'
- 2 (your mom?) – 'Fine, thanks.'
- 3 (work going?) – 'Not very well at the moment.'
- 4 (business?) – 'Terrible.'
- 5 (Jessica's boyfriend?) – 'Not very nice.'

Note the way the question word *what* is used in the following sentences:

What time does the film start?
What sort of music do you like?
What size are your shoes?/**What size** shoes do you wear?
What colour are her eyes?/**What colour** eyes has she got?
What make is your car?/**What make** of car did you get?
Who ever gave you that necklace? (expresses surprise)
What ever does she see in him?

Task 12. Complete the questions with a suitable expression.

- 1 _____ jeans do you wear?
- 2 _____ is her hair?
- 3 _____ books do you read?
- 4 _____ is your laptop?
- 5 _____ is the concert?
- 6 _____ does the train leave?
- 7 _____ food do you prefer?
- 8 _____ are your gloves?
- 9 _____ car is the best?
- 10 _____ did you find that coat? (surprise)
- 11 _____ told you could use the notes?
- 12 _____ are you going to do?

Unit 7

Interests and preferences

Task 1. Work with a partner. You are going to find what you have got in common and what differences there are between you. Think of relevant questions to ask on the following topics.

a) Family and home

(People you live with? Married or single? Brothers and sisters? Extended family? Area you live in? type of home?)

b) Interests and tastes

(Things you especially love/hate? Sports? Reading books/newspapers? TV? Computers/Internet? Cinema/theatre/concerts? Music? Food? Travelling?)

c) Work/studies

(Previous jobs/studies? Aims and ambitions?)

d) Daily life

(Get up/go to bed? Mealtimes? Go out a lot? Evenings/ weekends? Housework? Transport? Childcare?)

Task 2. Work in pairs. A) Match the questions with the topics above, then use them in your dialogues:

- ☐ Which do you think is harder: to study or to work? Are you an ambitious person?
- ☐ Are you good at working on computer? How long do you work on it on average?
- ☐ What do you think of modern music? What is your favourite style?
- ☐ Do you spend much time doing exercise? Which would you prefer: gardening or cycling?
- ☐ What do you especially enjoy about travelling: meeting new people or witnessing places of interest? Are you afraid of flying?
- ☐ Have you got any relatives abroad? How often do you go there?
- ☐ Do you think you are physically active enough? How much time do you spend socializing?

- ☐ Do you prefer theatre to cinema? What theatre is the closest to the university?
- ☐ Do you prefer home-cooked food to ready meals? How often do you eat out?
- ☐ Are you keen on surfing the Internet? What do you use it for?
- ☐ What is your favourite newspaper? Do you prefer watching the news to reading it?
- ☐ Are you fond of shopping? Where do you prefer to buy food? Clothes?
- ☐ Who does the main share of housework in your family? Do you feel exhausted after tidying your flat?
- ☐ How often do you go to concerts? Do you prefer going there with a friend or family?
- ☐ What do you think is the aim of this English course? Do you do your best?

B) Find differences and common things between you and your partner. Use the phrases from the box.

Finding things in common	Finding differences	Telling other people
<i>Me too.</i>	<i>Oh, I'm the opposite!</i>	<i>We both like...</i>
<i>Me neither.</i>	<i>Really? I ...</i>	<i>Neither of us</i>
<i>That's the same for me.</i>	<i>Oh, that's</i>	<i>have...</i>
<i>So do/have I.</i>	<i>interesting!</i>	<i>I ... but he/she ...</i>
<i>Neither do/have I.</i>	<i>I differ from you.</i>	

Comparing objects

Task 3. Study the ways how we compare things.

A Comparative and superlative adjectives

hot – hotter – the hottest

busy – busier – the busiest

crowded – more crowded – the most crowded

good – better – the best

bad – worse – the worst

far – farther/further – the farthest/the furthest

*His house is **further/farther** away from the post office than ours.*

*Don't hesitate to ask me if you need any **further** information.*

B Large and small differences

Russia is **far/a lot/much bigger** than Belgium.

France is **a little/a little bit/slightly bigger** than Spain.

C Common phrases with superlatives

Brazil is **by far the largest** country in Latin America.

Baghdad is **one of the oldest** cities in the world.

The Dnieper is **the third longest** river in Europe.

The coach is **the least expensive** way to get to the airport.

I've just read **the saddest** book ever written.

D Other ways of making comparisons

*Silver **isn't as** expensive **as** gold.*

*Alison **isn't quite as** witty **as** Cynthia.*

*The sofa is **as** comfortable **as** the armchair.*

*This film is **less exciting than** the other one we saw.*

*Rome has **more historic buildings** than any city I know.*

*There are **fewer** CDs in that box.*

*There's **less** space in this room than in the other one.*

Phrases for comparing

Task 4. Put the phrases in the best place on the line.

very different from

very similar to

exactly the same as

slightly different from

about the same as

completely different from

a _____

b the same as

c _____
 d _____
 e similar to
 f _____
 g different from
 h _____
 i _____

Order of Adjectives

- Adjectives normally go before nouns. *She bought an **expensive** house.*
- Adjectives can also be used without a noun after certain verbs (*appear, be, feel, etc.*) *He felt **nervous**.*
- Nouns can be used as adjectives if they go before another noun. They have no plural form in this case. *A **morning** class, a **two-week** holiday*
- Certain adjectives can be used as plural nouns referring to a group of people in general. These are; *the poor, the rich, the blind, the young, the disabled, the strong, the dead, the sick, the elderly, the living, etc.*
- **Opinion** adjectives (*wonderful, awful, etc.*) go before **fact** adjectives (*large, old*): *She bought a **beautiful leather** bag.*
- When there are two or more fact adjectives, they normally go in the following order:

opinion	size	age	shape	Colour	origin	material	used for	noun
fine	large	new	round	Brown	Greek	wooden	dinner	table

Task 5. Put the adjectives in the correct order:

- a) A Chinese/little/pretty/girl
- b) An wedding/expensive/satin/white/dress
- c) A detective/ brand new/brilliant/French/film
- d) An Greek/ancient/fascinating/monument

- e) An pair of/leather/black/walking/old/shoes
- f) An German/brown/enormous/beef/sausage
- g) A red and white/lovely/marble/Turkish/chess set
- h) A round/gold/big/medallion
- i) An motorcycling/old/black/dirty/jacket

Unit 8

Giving opinions

(adjectives with –ed and –ing)

Task 1. Study the following phrases and expressions.

Asking for opinions

What are your views... (on the location)?

What's your opinion... (of the hotel)?

What do you think... (about the design)? How do you feel... (about John's proposal)?

Do you think... (we need more information)?

Agreeing

Yes, I agree completely. (S)

Yes, definitely. (S)

I agree.

I'd go along with that.

Yes, you have a point there.

Giving opinions

I'm (quite) sure... (it's the best option). (S)

I really do think... (we need more research). (S)

From a (financial) point of view... (it should be very profitable).

In my opinion... (it's too expensive).

I think... (it's an excellent idea).

I'm inclined to think... (it won't work). (T)

Disagreeing

In my opinion that's out of the question. (S)

I'm afraid I disagree completely. (S)

I'm afraid I can't agree with that idea.

Sorry, but I don't agree.

I'm afraid I don't really agree.

I'm afraid that's not how I see it.

Expressing reservations and doubts

I agree up to a point, but... (we need more information).

You could be right, but... (it's very risky).

Maybe, but... (/ think you should speak to him first).

Task 2. Read the opinions. What is the person giving an opinion about? Look at the six things in the box. Write the correct word from the box in the chart on the right.

<i>restaurant film book football match hotel museum</i>

1. The food was disgusting! restaurant
2. I love being frightened by a good horror film.
3. The stadium was crowded with fans of United.
4. I was surprised by the score at the end.
5. The special effects were amazing.
6. The last chapter is very exciting.
7. I am very interested in Ancient Egypt.
8. The menu was rather disappointing.
9. The hieroglyphs were very well displayed,
10. I was bored with the first chapter.
11. I was very tired and I wanted a nice comfortable bed.
12. I had a relaxing Jacuzzi before I went to bed.

Task 3. Read these opinions. Are they grammatically correct or incorrect? Mark the opinions *c* (=correct) or *i* (= incorrect).

1. I didn't enjoy the party. It was very bored. *i*
2. The ghost story was very frightening. _
3. I was shocking by what she told me. _
4. The children were over-excited and noisy. _
5. Your holiday in South America sounds very exciting. _
6. I was embarrassing when they asked me to sing. _
7. It was very depressing to hear about your problems. _
8. I thought the story was very confusing. _
9. I was very tiring so I went to bed. _

10. I went home early because the party was boring.

Task 4. Underline the correct form of the adjective in these opinions.

1. I've just read a very | amusing | amused | book
2. The basketball game was very | excited | exciting | because both teams played well.
3. I couldn't find the way to your house because your map was very | confused | confusing |.
4. I was | amazed | amazing | that your daughter did so well in her exam.
5. Please go away. You are very | annoyed | annoying |.
6. I was | shocked | shocking | when I saw the bill! It was .54.25!
7. Are you | interested | interesting | in politics?
8. I was very | embarrassed | embarrassing | because I didn't understand Spanish.
9. Everybody was | amused | amusing | by her imitations of her teachers.
10. The walk to the top of the hill was | exhausted | exhausting |.

Task 5. Write the best adjective from the box to describe the events.

amusing disgusting satisfying annoying depressing enchanted terrifying moving relaxing boring
--

1. I had a very good meal. satisfying
2. I was very angry when they didn't answer the phone. _____
3. The music was very beautiful and made me feel magical.

4. The massage took away all my stress. _____
5. My room was dirty and made me feel sick. _____
6. The story was very funny and made me laugh. _____
7. The news was very bad so I felt unhappy. _____
8. The film was very long, slow and uninteresting. _____
9. The children cried when Bambi's mother was killed. _____

10. Your story about the air crash made me feel frightened.

Task 6. Look at the sentences in exercise 4 again. Write how you felt.

1. I was satisfied. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Language practice

V + -ed / V + -ing

Past Participle (V+ -ed)	Present Participle(V+ing)
describe the thing or person that has an effect on us	describe our feelings about something or someone

Paul is an **interesting** person. (What kind of person? Interesting.)

Mary is **interested** in English literature. (How does she feel about English literature? Interested)

The journey was really **fascinating**. (=it fascinated me)

I felt **bored** at the party. (=I found the party boring)

Task 7. Underline the correct item:

He was very surprised / surprising by her sudden change of attitude.

The adventure was exciting / excited.

Her experience was terrified / terrifying.

The police were puzzled / puzzling.

What an amazing / amazed person he is!

She felt relaxed / relaxing in the hot sun.

He was disturbed / disturbing by the threatened / threatening phone calls.

He found the history lesson extremely bored / boring.

The audience were thrilled / thrilling with the magician's tricks.

Task 8. Fill in the correct participle:

- You must be very _____ (excite). Paris is a _____ (fascinate) city. There are so many _____ (interest) things to do. You won't be _____ (bore).
- Well, I'm a bit _____ (worry) because I can't speak French very well.
- You should buy a phrase book and then you won't be _____ (embarrass) if someone speaks to you. They won't be _____ (annoy) if you make a mistake, and most people will be _____ (please) if you ask for something in French.
- I'm sure they'll find my accent very _____ (amuse).
- Don't be silly. I'm sure you'll have a very _____ (stimulate) holiday.

Unit 9

Handling conflicts

Task 1. Work in pairs. Answer the questions.

1. When do people usually have conflicts?
2. What do you need to do to handle a conflict?
3. Do you often have conflicts? Tell about when you last were in a conflict situation.
4. Have you ever made a complaint? What was it about?

Task 2. A) Listen to the dialogues and tick the phrases you hear.

it doesn't work

it doesn't fit

a receipt

a refund

an exchange

B) listen again and complete the box.

Ask for help	Excuse me. _____ you help me?
Explain the situation	I _____ this yesterday.
Explain the problem	It _____ fit/work.
Ask for an exchange/refund	Can I _____ it?/I'd _____ a refund.

Tapescript.

Dialogue 1.

Customer: Excuse me. Can you help me?

Shop assistant: Yes, madam?

Customer: bought this jacket yesterday and it doesn't fit.

Shop assistant: Do you want to try a different size?

Customer: No, I'd like a refund.

Shop assistant: Have you got your receipt?

Customer: Yes. Here it is.

Shop assistant: Ok. So that's €150. Here you are.

Dialogue 2.

Shop assistant: Can I help you?

Customer: Yes. I bought this DVD player last week and it doesn't work.

Shop assistant: I see. Have you got your receipt?

Customer: Yes, I have. Can I exchange it for another one?

Shop assistant: Of course. Just a moment. Here it is.

Customer: thanks very much.

Task 3. Work in pairs.

Student A: roleplay 1 – you bought Ace Technology C 100 computer at computer Central in Danby Street, Dublin yesterday. You paid €1250. It doesn't work because the screen is broken. You want to exchange it to another one.

Roleplay 2 – you are a shop assistant. Your shop doesn't give refunds, but you can exchange things.

Student B: roleplay 1 – you are a shop assistant. You can't exchange the computer because you don't have another one in the shop, but you can give refunds.

Roleplay 2 – you bought a wool jacket for €150 last Wednesday. It doesn't fit. You want a refund or another jacket in a large size.

Task 4. Read the letter and answer the questions.

Dear sir,

I bought a Toshiba RX90 cooker at your shop in the Heaton Shopping Centre on 20th of June. I'm afraid it doesn't work because the cooker doesn't broken. I phoned the manager yesterday and she asked me to write to you.

I would like a refund. I enclose a copy of my receipt.

Yours faithfully

Celia Smith

1. Why do we write letters like this?
2. Are letters like this formal or informal?
3. How do we start formal letters?
4. How do we finish formal letters?
5. What does *enclose* mean?

Task 5. You are a costumer from a roleplay 1. Use the information and write the letter of complaint.

Present Continuous For Future Arrangements

Task 6. Who do the diaries below belong to? Choose from the box.

a university student, a politician, a business person, a dentist, a pop singer

Diary A

Tuesday 8th

9.00 Mrs Philips, Ben & Sally – check up

10.00! Mr Lord – extraction

11.00

12.00 Susan Kennedy

1.00

2.00

3.00 afternoon off

4.00

5.00

Diary B

Tuesday 8th

10.30 Shakespeare lecture

12.00 Daniella – lunch

1.00 squash with Paul

3.00 meeting with Professor Livesy to discuss essay

Task 7. Use the prompts to make complete sentences with the correct form of the Present Continuous.

Diary A

A: Hello, Mr Haines' surgery.

B: Yes, hello ... could the dentist see my daughter? She's got terrible toothache.

A: Well, he / see / patients all morning.

Well, he's seeing patients all morning

(1)

B: Um ... what about the afternoon?

A: I'm sorry, he / have / the afternoon off, but he could see you at 1 o'clock.

(2)

B: Oh thank you, I'll bring her then.

Diary B

C: I need to talk to you. Can we meet sometime today?

D: Well, I'm quite busy: I / go / to a lecture this morning and I / meet / Daniella for lunch.

(3)

C: What / you / do in the afternoon?

(4) ?

D: Well, I / play / squash until 3.00, then I've got a meeting.

(5)

you / do / anything in the evening? I'm free then.

(6)

C: No, that's fine.

Dealing with numbers

Learn the following examples to speak about numbers and make calculations:

4,007 four thousand and seven (AmE four thousand seven)

139 a hundred (and) thirty-nine

5,139 five thousand **one** hundred (and) thirty-nine (NOT **a** hundred)

1,000 a thousand

1,700 one thousand seven hundred

We spent *hundreds of thousands* of dollars on travel last year.

a potential market of 1bn people (billion)

an increase of between 5 and 6 per cent

20-30% from twenty **to** thirty per cent

0.07 naught point naught seven (AmE zero point zero seven)

0.45 naught point four five

1.425 one point four two five

83.6 eighty three point six

1/6 a (one) sixth

$\frac{3}{4}$ three quarters

+ and or *plus*; – *minus*; = *is, are or equals*

2 x 4 *two times four (two fours)*

Last year indexes increased *threefold*.

150 x 25 = ... *a hundred and fifty multiplied by twenty five equals...*

300:6 = ... *three hundred divided by six equals...*

25% of customers – Only *one out of four* (one in four) customers preferred the new line.

1:7 *a ratio of one to seven*

a ten pound note, a sixty dollar check, a three hour flight, a two hundred thousand dollar loan

Unit 10

Weather and mood

Task 1. Translate, if necessary, and learn these words and word combinations:

Heat(terrible), frost (bitter), thaw, shower, rainfall (heavy, hard), snowfall, snow showers, hail, icicles, thunderstorm, lightning, rainbow, breeze, gale=strong wind, sleet, ground frost, thick fog, mist, humidity.

Variable cloud, possible showers, bright periods, a spell of sunny weather, Indian summer, changeable weather.

To melt, to bud, to blossom, to glitter, to shine, to drizzle, to pour, to fade away, to cover the ground, to freeze, to sleet, to lessen in force, to grow green, to appear=to come up, to improve.

My teeth are chattering with cold.

It's raining cats and dogs.

It is going from bad to worse.

What a severe(# mild) winter we are having this year.

I can smell the spring in the air.

It's a charming/lovely/ wonderful/ starry night!

What dreadful weather we are having.

Isn't it hot/ today? – Yes, it's boiling indeed, the heat's unbearable.

Quite chilly this morning, isn't it? – Yes, and it looks like rain.

Large snowflakes are slowly falling to the ground.

The temperature rises(=goes up) or falls (=goes down).

The temperature is 5 degrees above//below zero.

The day looks full of promise.

I've got wet to the bone.

It is drizzling.

What a flash of lightning!

What a clap of thunder!

This wet weather scale gets stronger from left to right.

damp — drizzle — pour down / downpour - torrential rain - flood

Autumn in London is usually chilly and damp with rain and drizzle.
It was absolutely pouring down, or There was a real downpour.
In the Tropics there is usually torrential rain most days, and the roads often get flooded. *or* There are floods on the roads.
This rain won't last long; it's only a shower, [short duration]
The storm damaged several houses, [high winds and rain together]
We got very wet in the thunderstorm, [thunder and heavy rain]
Hailstones were battering the roof of our car. [small balls of ice falling from the sky].
Note also hail (uncountable).
The sky's a bit overcast; I think it's going to rain, [very cloudy]
We had a drought /draut/ last summer. It didn't rain for six weeks.

Mist and fog

Nouns and adjectives: haze/hazy [light mist, usually caused by heat]
mist/misty [light fog, often on the sea, or caused by drizzle] fog/foggy [quite thick, associated with cold weather] smog [mixture of fog and pollution (smoke + fog)]

Note: avoid using the word 'weather', except in certain fixed phrases: "it's wonderful weather we are having", or "Beastly (terrible) weather, isn't it?". In conversation the English prefer to use the words 'morning, day, evening, night', e.g. What a foggy day! – Yes, a thick fog is spreading over the town and you can hardly see a car in front of you.

Task 2. Read the text and match the words in bold with their meaning below.

In Scandinavia, the **chilly** days of autumn soon change to the cold days of winter. The first **frosts** arrive and the roads become icy. Rain becomes **sleet** and then snow, at first turning to **slush** in the streets, but soon **settling**, with severe **blizzards** and **snowdrifts** in the far north. Freezing weather often continues in the far north until May 1 or even June, when the ground starts to **thaw** and the ice **melts** again.

(1) staying as a white covering (2) change from hard, frozen state to normal (3) change from solid to liquid under heat (4) dirty, brownish, half-snow, half-water (5)) cold, but not very (6) snow blown by high winds (7) deep banks of snow against walls, etc. (8) thin white coat of ice on everything (9) rain and snow mixed

Task 3. Fill the gaps with words from the previous exercises..

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown _____ (1) with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly _____ (2). Apart from that, British winters meant a bit of white _____ (3) on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the _____ (4) and _____ (5) that can paralyze a whole city in less than an hour and close roads completely. However, when the earth finally _____ (6) and all the snow _____ (7) away in spring, everything comes to life again and looks more beautiful than ever.

Task 4. What kinds of weather do you think caused the following to happen? Write a sentence which could go *before* each of these.

1. We had to sit in the shade every afternoon.
2. The sweat was pouring out of us. I can hardly breathe; I wish it would rain to cool us down.
3. Cars were skidding out of control
4. Even the postman had to use a boat to get around.
5. They had to close the airport; the snow was a metre deep.
6. We were able to sit in the garden in the middle of winter,
7. The earth became rock-hard and a lot of plants died.
8. It blew the newspaper clean out of my hands.
9. A row of big trees had been uprooted like matchsticks.
10. I could hardly see my hand in front of my face.

Task 5. What types of weather are bad and good for doing these things?

Example: Skiing bad: mild weather which make the snow melt; good: cold, clear days

1. Planting flowers in a garden
2. A day of sightseeing in a big city
3. Having an evening barbecue
4. Camping out in a tent
5. Going out in a small sailing boat
6. Looking at ships through binoculars

Task 6. Browse through the list of phrases you will hear later and check whether you understand them:

it varies
it instantly cheers me up
something to do with
I used to love
to rush back from work
that's hardly likely
to fancy
I'm convinced
to pick oneself up
to reach for
being enclosed
to carry on feeling
to be exhausted
to get rid of
it's weird
to make every excuse to avoid
to join in
I don't even bother
to rely on friends

Task 7. You will hear five different people talking about what puts them in a good mood. Choose from the list A-F what each speaker says.

Use the letters only once. There is one extra letter which you do not need to use.

A talking to friends makes me feel good.

B taking exercise works for me.

C receiving e-mails cheers me up.

D I have to go shopping.

E I need to eat something sweet.

F I rely on music.

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker5

Tapescript:

1

I think I'm a fairly well-balanced person, although there are days when I feel a bit down. Even listening to my favourite music doesn't help, and I like being alone until I feel more positive. One thing that does help me feel better is what people call 'comfort food'. I know it varies from person to person but for me something like chocolate or a sugary bun – that instantly cheers me up. It's crazy, I know, but I think there are good scientific reasons for the way it affects one's mood – something to do with body chemistry I'm told.

2

I used to love getting letters. If the post came before I left for school, I'd be in a good mood all day. That's all changed now. I rush back from work to see if I've got any e-mails as they have exactly the same effect on me. I still spend quite a lot of time on the phone to my friends but it's easy to run up huge bills and that's hardly likely to put me in a good mood. One of my friends has got a video phone but I'm not sure I fancy one of those. The good thing about using a computer is that you can contact people in your own time and it doesn't matter how you look.

3

My friends say I'm quite a moody person. I'm convinced it's to do with the weather and that if the sun's shining, I automatically feel better. But that's

completely outside my control. If I need to pick myself up, I reach for my walkman, put on my headphones, shut out the world and listen to my favourite groups. I've tried listening to music on the internet but it's not the same because I don't have that feeling of being enclosed in my own private world. I can guarantee that I'll be in a good mood for the rest of the day.

4

There's nothing worse than sitting around wondering why you feel moody, and if I don't get out there and do smth, I'm sure I'd just carry on feeling depressed. I generally go for a long run, whatever the weather and I come back exhausted – but my mood's changed completely. Perhaps it's to do with tension or the need to get rid of energy. But it's weird because I don't actually like organised sport. I hated it at school and I made every excuse to avoid having to run anywhere, at any time!

5

I spend hours on the Internet, e-mailing my friends and joining in chat rooms. And then there's suddenly a day when I don't even bother to switch on my computer. I might feel really fed up and although going shopping cheers me up, the good mood doesn't last long because I get home and decide I don't like what I've bought – so I feel depressed again. Then I rely on my friends and I'll phone around to see who's free. We might just stay in and chat or we might go out for a coffee but either way I go home feeling heaps better at the end.

Task 8. Find in the tapescripts who feels better or not so well and explain what makes them feel so.

- ☐ to feel a bit down
- ☐ to feel positive
- ☐ to feel really fed up
- ☐ to feel heaps better
- ☐ to feel depressed

Unit 10

Visiting a doctor

Task 1. Read and learn the following words and word combinations:

to avoid - запобігати
to catch an illness - захворіти
infectious - інфекційний
disease - хвороба
advice – порада
to advise - радити
hospital - лікарня
short-sight - близькозорість
long-sight - далекозорість
to write out a prescription - написати призначення
optician - окуліст
glasses - окуляри
paleness - блідість
to complain - жалітися
headache - головний біль
stomachache – біль в животі
toothache – зубний біль
sore throat - біль у горлі
to take one's temperature - зміряти температуру
to have a cold - застудитися
to stay in bed - залишатися у ліжку
complications - ускладнення
to follow smb's instructions - слідувати інструкціям
to feel much better - почуватися краще

Ache (with 5 parts of the body)

headache
stomachache
toothache
backache
earache

pain (with other parts of the body)

pain in my chest / knee ...

spasm of pain - судова болю

stab of pain - напад болю

ease / relieve pain - полегшувати біль

to be in chronic pain - відчувати хронічний біль

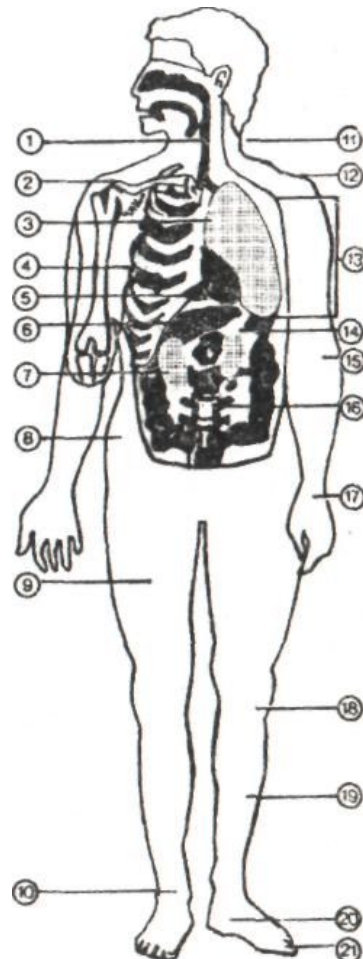
to cause pain - викликати біль

to feel / experience / suffer pain - відчувати біль

to remove pain - зняти біль

Task 2. Read and translate, if necessary, the names of parts of the body:

- 1 throat
- 2 collar bone
- 3 lung
- 4 rib
- 5 heart
- 6 liver
- 7 kidney
- 8 hip
- 9 thigh
- 10 ankle
- 11 neck
- 12 shoulder
- 13 chest
- 14 stomach
- 15 elbow
- 16 spine
- 17 wrist
- 18 knee
- 19 shin
- 20 heel
- 21 toe



Task 3. Work in pairs. Answer the following questions:

1. What do you usually do when you fall ill?
2. When do you send for a doctor?
3. Who is treated at the polyclinic, and who is treated at the hospital?
4. What does the doctor do when he comes to examine you?
5. Why must one follow the doctor's directions?
6. When do you receive injections?
7. What do you feel when you have the flu?
8. Who do you consult when you have a toothache (broken leg, eyeache)?
9. Who operates on people?
10. How does a sick person look like?
11. What catching diseases do you know?
12. When is one put on a sick leave?
13. What must one do if an accident happens?
14. What do you do to cure a cold (a headache, toothache, etc.)?
15. Why do doctors insist on patients following their directions until their recovery is complete?
16. How long does it take you to recover from a cold?
17. What must we do so as not to have complications after a cold?
18. Are all kinds of complications easily cured?
19. Have you ever been operated on? Was it serious?
20. Have you been on a sick leave this year?
21. Who usually makes out prescriptions? Can a nurse do it?

Task 4. Match words or word combinations from A with the definitions from B.

A	B
bandage	to be confined to bed or the house through illness
hospital	to examine a patient (thoroughly)
to be laid up with the flu	a common illness of the nose accompanied by sneezing and running nose
a cold in the head	a pain in a tooth or teeth.
ointment	the art and science of the prevention and cure of

	disease
medicine	sorts of medicinal paste made from oil or fat and used on the skin (to heal injuries or roughness, or as a cosmetic)
surgeon	strip of material for binding round a wound or injury
cough	condition of the body or the mind
toothache	continuous pain in the head
to give a patient a (thorough) check up	act or sound of coughing
headache	a doctor who performs operations
health	a place where people are treated for, nursed through their illness or injuries

Task 5. Read and act out the following dialogues.

At the Doctor

Mary Healy fell off her bicycle. She's in the emergency room at the local hospital. Dr. Singh is examining her.

Doctor: Well, hello, young lady. It looks like you've had quite a fall. What were you doing? Going too fast?

Mary: Yes, doctor. I fell off going around a corner.

Doctor: I see. Well, let me take a look at you. Hmm. That's a bad cut. I'll have to put a couple of stitches in that.

Mary: I have a cut here too, doctor.

Doctor: It looks worse than it is. Only the skin is broken. The nurse will clean it up for you. It'll sting, but that's all. Now does it hurt anywhere else?

Mary: I have a pain in my arm. It's very sore, and it feels stiff.

Doctor: Well, there's nothing broken, but you've bruised your shoulder. It'll be sore for a few days. Did you bump your head?

Mary: Yes, I did. I fell on the bike. But it doesn't hurt now.

Doctor: Did you feel dizzy?

Mary: No, not at all.

Doctor: Look up there. I'm going to shine this light in your eye. Uh huh. All right. That's fine. I'll sew this cut up, and the nurse will put a bandage on it. Then you can go home.

Dialogue 2

Laura: Boy, I feel awful. I've been sneezing all day, and I think I even have a fever.

Vern: Sounds like you're getting a cold, honey. Did you take some vitamin C?

Laura: Yeah, I did. I hate colds! I hate having to carry cold tablets around, and have to worry about viruses, and I don't like taking those cold tablets like Coldrex.

Vern: Have you taken your temperature?

Laura: Not yet, but I guess I should. Where's the thermometer? Well, it's 37.6. I guess I have flu or quinsy.

Vern: Yeah, you should just stay in bed. May be we can keep it from getting worse if you're really coming down with something. I'll make you something hot to drink-you know you should have plenty of fluids. And I'll call your boss and say that you can't come to the office today.

Laura: Thank you.

Dialogue 3

Doctor: Have a seat right here and open your mouth wide, please. Yes, your throat looks pretty sore. Have you taken anything for it?

Keith: Yes, some aspirin yesterday. It didn't help much.

Doctor: Mm-Hmm. Have you had a cold or the flu lately?

Keith: No, I haven't.

Doctor: There's a bad virus going around and that's probably what it is. But I'm going to take a throat culture so we'll know for sure. But it'll be a couple of days until we get the lab report back. Are you allergic to any medication?

Keith: Not that I know of.

Doctor: Okay, just sit right. I'll be back in a minute.

Dialogue 4

Bob: Hello?
Andy: Hi! This is Andy. How are you doing?
Bob: Not so good. I've got the flu.
Andy: Oh, I'm sorry to hear that. What kind of flu is it?
Bob: Stomach flu. You know, terribly upset stomach, nausea, vomiting, yesterday I couldn't even keep warm water down.
Andy: That sounds awful. Is there anything I can do? *Bob:* No, I don't think so. Peg's taking care of me. I just have to wait until it's over.
Andy: Well, I hope it doesn't take long. Let me know if I can help.
Bob: Okay, I will see you.

Dialogue 5

Doris: Hello?
Cal: Doris? This is Cal Fairly from the office. I heard you were ill.
Doris: That's right. It was appendicitis. I had some very sharp stomach pains a few days ago, so they put me in the hospital for observation for a day. Then I decided to operate.
Cal: I'm sorry it was so serious. How are you feeling now?
Doris: Pretty good, considering. I'll probably be back at work next week.
Cal: Well, I'm glad to hear that. Let us know if there's anything we can do.
Doris: Thank you, I'll do that.

Dialogue 6

Frank: Hello?
Ellen: Hi! This is Ellen. I heard you'd been in an accident, so I thought I'd call on and see how you're doing.
Frank: I'm not feeling' well. I've got a broken ankle, two broken ribs. I'm stiff and sore and bruised all over, and my head still aches like hell. Aside from that I'm doing really well been lying in bed all day feeling sorry for myself. The doc says I might as well forget about the world cup next weekend.

Ellen: Well, at least you still got your sense of humor!
Frank: That's about all I got.
Ellen: **You want me to come over?**
Frank: Sure. I need some cheering up.
Ellen: Okay, I'll be over this afternoon.

Task 6. Read a story and use the underlined phrases to speak about a similar case in your life.

A bad cold

A 40-year old man came home from his work. In the evening he felt a bad headache and cold. Next morning his wife called a doctor. The doctor examined the man, felt his pulse (It was fast) and checked his blood pressure (It was 140 over 80, just a normal BP for his age). The doctor found all the symptoms of influenza. The man complained of pains in the head, back, eyes, limbs and joints. His temperature was 38.5 C. He was hoarse (охрип), had a running nose, a sore throat and a bad cough. He often sneezed. The doctor prescribed some medicine to the man, wrote a sick-list for him and told him to keep in bed for some days. The man took the medicine regularly, gargled his throat, drank much tea with lemon and stayed in bed. His wife put mustard plasters on his back and chest. The treatment was effective. In a few days the temperature became normal, there was no pain in the limbs and joints but he remained hoarse for several days. In two weeks he was well again and went to work.

Unit 12
Describing things
Advice and suggestions

Task 1. Think of situations in which you need to explain something. Tell other students your ideas.

- to visitors.
- to family/friends.
- to colleagues.
- to other students.

e. g. In a restaurant, I sometimes have to explain the local dishes to visitors to my country.

Task 2. Read the descriptions below. What are the speakers describing?

1. **"It's a type of** sport which you do in the sea. You need a board and big waves. It can be dangerous, but it's really exciting.
2. **"It's a kind of** meal you get in Indian restaurants. It's hot and spicy and usually has meat in it. You eat it with rice.'
3. **'It's the stuff** you find under the grass. It's brown. You see it when it rains.
4. **It's something you use for** cleaning the house. It's a machine that picks up dust and small pieces of dirt.'
5. **'They are usually made of** wood. They are a useful **thing** to have in the house, because you can put your books on them '

Answer the questions below.

- 1 When do we use the expressions in bold?
- 2 Which word, *thing or stuff*, do we use for countable nouns and which do we use for uncountable nouns?

Task 3. Put the words in order to make sentences. Then match descriptions to the words in the box.

1. It's in windows something find of you front
2. It's you a pasta type cheese which on of put
3. It's you opening wine use bottles something for
4. It's your for use stuff you hair washing the
5. It's large made stone figure of a

Statue, cork-screw, shampoo, curtains, parmesan

Task 4. Work in groups. Complete the notes below. Which group can finish first?

Shape – draw something that is :

- rectangular
- oval
- round
- square

Weight – name the animal that is:

- heavy
- light

Size- name something that is :

- enormous/huge
- tiny
- wide
- narrow

Texture – name a type of material or a thing that is:

- smooth
- rough
- sticky
- soft
- hard

Task 5. Work with a partner. Ask and answer the following questions.

1. How can you make very small pieces of cheese to sprinkle on a dish?
2. What might you fetch if someone dropped a saucer and it broke into small pieces on the floor?
3. What could you put under a dinner plate to prevent it marking the table?
4. How can you switch off the TV without leaving your chair?

Advice and suggestions

Task 6. Study the following phrases and expressions.

Asking for advice and suggestions

What would you advise us to do? /suggest?

What do you recommend?

I'd like to hear your ideas on this.

Do you have any suggestions?

Do you think we should... (hire a consultant)?

Giving advice and suggestions

I'd recommend /suggest (that)... (we consult an expert).

I recommend / suggest... (getting expert advice).

My advice would be to... (ask a lawyer).

If I were you I'd... (advertise on TV).

I think you should... (increase prices).

Have you thought of... (selling abroad)?

Why don't we... (delay production)?

How about... (asking local people)?

You could... (employ more staff). (T)

It might be a good idea to... (do more research). (T)

Accepting

Yes, I'm definitely in favour of doing that. (S)

Yes, I think we should do that.

Yes, that's an interesting idea.

Yes, that sounds like a good idea.

Yes, let's do that.

Rejecting

I'm sorry, but that's out of the question. (S)
I'm afraid I'm not very keen on that idea.
I'm not sure about that.
That's very interesting but... (it's too complicated).
No, ... (I don't think that will work).

Task 7. Read the mini-dialogues and pay attention to the way the advice is given.

-I've got a terrible headache.
-Why don't you lie down for half an hour?
-I think I will.

-I'm putting on weight.
-You should go on a diet.
-I suppose I should. But I haven't got enough willpower.

-This book is very difficult to understand.
-You should try something easier first.
-Perhaps you are right.

-I left my umbrella in the bus.
-Well, you'd better go to the lost property office. Perhaps somebody has handed it in.

-My room is so cold.
-Is it? Well, you'd better get an electric fire.
-That's a good idea.

-You must go and see this film. It's brilliant.
-I haven't got time this week. May be later.

-It takes me over an hour to get to work.
-If I were you, I'd change my work.
-I'd rather not. You see, I enjoy my work.

-I don't advise you to apply to drama school.

-Why not?

-The competition's too stiff.

-Mary was very offended when I said she was lazy.

-I'm not surprised. I think you ought to apologize.

-Why should I? It's true. She lets me do everything.

-I can't afford to go on holiday this year.

-Why not ask somebody to lend you some money?

-I'd rather not.

-It's rather cold. You'd better put your other coat on.

-Don't worry. I'll be warm enough.

-Well, don't blame me if you catch cold.

Task 8. Advise someone who says to you:

1. I've got a terrible headache.
2. I'm nearly always late for work.
3. I'm afraid I shall fail my exam.
4. I don't know where to spend my holiday this year.
5. I'm cold.
6. I can't do all the shopping by myself.
7. I'm afraid I'll be late for the concert.
8. I have a high temperature.

- a) -You should get up earlier.
- b) -Why not ask Pat to help.
- c) -Why don't you put on a sweater?
- d) -You should make some hot tea.
- e) -You must work harder.
- f) -You'd better send for the doctor.
- g) -If I were you, I'd go to the seaside.
- h) -Why don't you have a rest?
- i) Why not take a taxi?

Unit 13

Travelling. Sightseeing.

Task 1. Read and learn the following words and word combinations:

railway station- залізничний вокзал
airport- аеропорт
to pack- пакувати
suitcase- валіза
departure- від'їзд
waiting-room- зала очікування
to announce- повідомляти
passenger- пасажир
carriage- вагон
berth- - спальне місце в вагоні
package- пакет, тюк, упаковані речі
rack- - вішалка для одєжі
to board a train (ship, etc.)- сісти на потяг(корабель)
to stand in the line - стояти в черзі
in advance- достроково, завчасно
to make one's preparations- готуватися
to settle one's business- вирішувати бізнес питання

Task 2. Work with a partner. Ask and answer the following questions:

1. What means of travel do you know?
2. Why are many people fond of traveling?
3. Do you like traveling by train? Why? What makes you like (dislike) it?
4. What are the advantages of traveling by train?
5. How many days in advance do you book your train tickets?
6. What trains are most convenient for traveling over long distances?
7. Where do you get information about trains?
8. Who helps travelers to carry their luggage?
9. Where do you have your meals while traveling by railway?
10. Have you ever traveled by plane?
11. How does the ground look from a plane?

12. Is it possible to sleep on board a plane?
13. What refreshments can you get on board a plane?
14. What are the advantages and disadvantages of traveling by air?
15. What do you think about walking tours?
16. What are, in your opinion, the most enjoyable means of travel?
17. What ways of traveling are the most comfortable for people?
18. What kinds of ships do you know?
19. What happens to some passengers when the sea is rough?
20. Do you think traveling helps a person to become wiser?

Task 3. What are the differences between the pairs of words and phrases?

a castle/a palace
a museum/an art gallery
a pub/a cafe
a park/a garden
a lake/a fountain
a bookshop/a library
a shop/a market

e. g. palace is a large building where a king or queen lives (or lived), but a castle is an old building, built to defend people from attack.

Task 4. Tell a partner your top three choices of things to do when you visit a new city.

Number 1 for me is visiting markets, because the atmosphere is usually very friendly. You can meet local people and buy presents too.

Task 5. Listening

Stefan and Karina are travelling around Ireland.

A) Listen to their conversations. Where are they? Choose the correct answer.

1. a) at a train station b) on a bus c) in an airport

2. a) in a museum b) on a bus c) in the street
3. a) in a post office b) in the street c) in a taxi
4. a) at an airport b) at a bus stop c) at a train station
5. a) in a restaurant b) in a cafe c) in a museum

Tapescript

Dialogue 1

S- Stefan W- Woman

S: I'd like two tickets to Dublin, please.

W: Single or return?

S: Return, please.

W: That's thirty-two pounds thirty, please.

S: Thank you. Could you tell me what time the next train leaves?

W: Two fifteen. But there are some delays to the service. You need to listen to the announcements.

S: Oh! Thanks.

Dialogue 2.

K – Karina M – Man

K: Excuse me. How do we get to the National History Museum?

M: Um... right. The quickest thing to do is to take the 31 bus to Grafton Street, and then ask again.

K: Is it far from Grafton Street?

M: No. it's a short walk from there. I think it's about five minutes' walk.

K: Ok. Thank you.

M: But it's closed at the moment.

K: Ok. Thank you anyway.

Dialogue 3

S- Stefan W- Woman

S: Excuse me. Is there a post office near here?

W: Yes. There's one just down the road. Just go straight on and it's on your left.

S: Thank you.

W: But it's closed now. You need to go before six o'clock.

S: Oh no! Thank you.

Dialogue 4

S- Stefan W- Woman

S: Excuse me. Does this bus go to temple Bar?

W: No. this one for the airport. You need the 356.

S: Ok. Thanks.

W: But you need to go to the bus stop across the road.

S: Oh, ok.

W: There's one every hour.

S: Thanks for your help.

Dialogue 5

K – Karina M – Man

K: Two student tickets, please.

M: Have you got a student card?

K: Yes. One moment. Oh. I can't find it. I think I have left it at home.

M: Then I'm afraid you'll have to pay the full price. That'll be nineteen euros please.

K: Nineteen euros. Ok. Thanks.

B) Listen to the conversations again. What is the problem in each dialogue?

Task 6. Read these notes about traveling by train. Make notes about the advantages and disadvantages of other ways of travelling. Then speak about the way of travelling you have chosen.

Advantages

- fast
- comfortable
- not stressful

You can:

- relax (read and look out of the window)
- work
- eat

Disadvantages

- expensive
- sometimes crowded

- sometimes delayed
- not door to door

You must:

- travel at certain times
- use other transport to get to the station

Task 7. Look through the phrases. Work with a partner. A) Talk about activities you can do while travelling. B) Describe some places you have visited.

Activities: I'd like to do a bit (or a lot) of sightseeing // to go on a tour of the castle, cathedral, temple, mosque, gallery, fountains, market, palace // to have a look round the shops // to buy some souvenirs // to take some pictures // to go for a stroll along historical streets.

Describing 'places': lovely, lively, great, fantastic, cosmopolitan, beautiful, marvelous, famous for..., fascinating, full of usual tourist attractions, really worth visiting; crowded, absolutely packed with ..., very touristy, filthy.

Task 8. Look through the phrases in the box. Work in pairs. Make up short dialogues using these phrases.

a Recommending places, food etc.

You must see ...

You should definitely visit/try ...

I'd recommended ...

Personally, I'd ...

... is really worth seeing.

B Recommending not to do things

I wouldn't recommend ...

Personally, I wouldn't ...

It's too far/too crowded, etc.

c Describing places

It's famous for ...

It's one of the most beautiful (beaches) in ...

It's on the way to ...

d Responding

It sounds amazing / really interesting!

So how long should we stay in ...?

E Sightseeing

I'd like ...

- to do a bit (or a lot) of sightseeing*
- to go on a tour of the fortress*
- to have a look round the shops*
- to buy some souvenirs*
- to take some pictures*
- to go for a stroll along historical streets*

Unit 14

Asking the way.

Public transport.

Task 1. Learn the given words and word-combinations.

провулок - side street

тротуар - sidewalk/pavement

перехрестя, перехід - crosswalk/crossing/intersection

пішохід - pedestrian

трамвай - streetcar/tram

метро - subway

вхід - entrance

вихід - exit

кінцева зупинка - terminal /last stop

зупинка автобуса - bus stop

їхати до... - to go to ...

рух - heavy/light traffic

пересаджуватися - to transfer/to change

світлофор - traffic light

повернути наліво/направо - to turn (to the) left/right

заблукати - to lose the way

Я заблукав. Не підкажете мені дорогу до...?- I'm lost. Could you show me the way to ?

Як мені доїхати до... ? How can I get to ?

Який автобус іде до метро - Which bus goes to the subway?

Їдьте до... - Go as far as...

Потім пересядьте на трамвай - Then change to the streetcar.

Мені потрібно робити пересадку Do I have to transfer?

Ви мені підкажете, коли виходити- - Will you tell me when to get off?

Скільки мені їхати? - How long does the journey take?

Цей трамвай їде до пляжу? - Does this streetcar go to the beach?

Скільки коштує проїзд? - How much is the fare?

Ви не могли б розміняти мені долар? - Can you give me change for a dollar?

Де мені вийти, щоб ...? What is the right stop for ...?

Вам виходити на наступній зупинці. - You must get off at the next stop.
 Це місце зайнято? - Is that seat taken?
 Яка наступна зупинка What is the next stop?
 Ви виходите на наступній зупинці? - Are you getting off at the next stop?
 Це далеко? - Is it far?
 Ні, це близько. - No, it's near.
 Коли починається автобусний рух? - When do the buses start running?
 Я можу дійти туди пішки? - Can I walk there?
 Як ближче дійти до... - Which is the shortest way...
 Мені йти прямо? - Should I go straight ahead?
 Пройдете прямо два квартали, а потім повернете - Go straight for two blocks and then turn to the right, направо.
 Я правильно йду до...? - Is this the right way to..? Am I going the right way ?
 Я намагаюсь знайти цю адресу. - I'm trying to find this address.
 До ... всього лише п'ять хвилин ходьби. - It's only five minutes' walk to ...
 Це там - It is over there.
 Це за рогом - It is at the corner
 Це в цьому напрямку It is in this direction
 Будь-ласка, зупиніть тут, я хочу вийти. - Please, stop here, I want to get off
 Я хочу викликати таксі.- I want to call a cab (a taxi).
 Викличте таксі,будь ласка - Would you call a cab for me...
 Ви вільні? - Are you free?
 Куди ви хочете їхати ? Where do you want to go?/
 За цією адресою,будь ласка To this address, please.

Task 2. Act out the following dialogues with a partner.

Dialogue 1

- A:** Excuse me, can you tell me the way to Trafalgar Square?
B: Certainly. Go down Regent Street to Piccadilly Circus and then go down the Haymarket. Turn to the left at the bottom, and in less than a minute you'll be in Trafalgar Square.

- A:** Thank you very much. How far is it from here?
B: If you walk, it'll take you ten minutes or a quarter of an hour.
A: Is there a bus?
B: There's sure to be, but you'd better ask the policeman over there. He'll give you all the information you want.
A: Thank you.

Dialogue 2

- A:** Excuse me.
P: Yes? Can I help you?
A: I'm a stranger in London and I'm completely lost. Could you, please, tell me the way to Piccadilly Circus?
P: Piccadilly Circus? Well, look here. I'm going in the same direction myself, so I might as well show you the way there.
A: Oh, thank you. It's very kind of you.

Dialogue 3

- A:** Pardon me, Sir, but am I right for the History Museum?
B: I am sorry! I do not know. I am a complete stranger here myself.
C: Yes, quite right! Keep straight on along this road until you come to Vladimirskaya Street and turn to the right. But it's rather far. I'd take a trolley-bus, if I were you. Take number 16 trolley-bus. That will take you to the History Museum.

Dialogue 4

- Richard:** Do you go to the university district?
Driver: Yes. Put your 55 in the fare box.
Richard: Oh... I've only got quarters. Can you change one for me?
Driver: Didn't you see the sign? Exact change only.
Richard: Oh... uh, say, do you have change for a quarter?
Man: I do. Let me check my pocket... uh, yeah, here you are. Two dimes and a nickel.
Richard: Thanks!
Man: Sure, any time.

Dialogue 5

Driver: Did you call a cab?
Lady: Yes, I did.
Driver: Okay, where to, lady?
Lady: Beauty saloon "Twilight".
Driver: Uh, is that the one in the Riverview hotel?
Lady: No, it's at the corner of station and market Downtown.
Driver: Oh, sure, I know where that is. I'll have you there in moment.
Lady: Fine.

Dialogue 6

Customer: How much is a ticket to Reno, please?
Clerk: Forty-two fifty one-way, eighty bucks even round trip. You see, there's a saving if you get the round trip. You want it?
Customer: No thanks. Just one-way, please. I'll be going on from there later.
Clerk: Oh, well, in that case you could get a ticket to wherever you're going after that, or you could get one of our thirty-day passes.
Customer: Thanks very much, but a one-way ticket to Reno is all I need today.
Clerk: Okay, it's up to you. A one-way to Reno, then.
Customer: Yes, thanks.

Dialogue 7

Clerk: Here's your ticket, ma'am.
Customer: Thank you. Uh, can I check my suitcase?
Clerk: Sure can. Just carry it out to the bus and the driver'll take care of it for you.
Customer: All right.
Man: Excuse me, I'll take it for you, if you like.
Customer: No, thank you, I'm fine. It's not very heavy
Man: If you say so.
Customer: Thanks anyway.

Task 3. Complete the sentences box.

How to get around new place	
Ask about places in a	What time does the _____?

town	Is there a _____ nere here? Can you _____ a good restaurant?
Ask for travel information	How much is a _____ city centre? _____ this bus go to the airport?
Sound polite	Excuse me. Could you tell me what time the _____? Excuse me. Do you know _____?
Ask/give direction	Can you tell me the way _____? Just go straight on. It's on _____.

Task 4. Speaking

Student A: look at the role cards below. Student B: turn to the information below. Ask and answer questions to find out the information you/your partner needs. Try to use expressions from the How to ... box.

Student A

Situation 1: In a train station: You work in the ticket office.

Tickets for Cambridge cost:

Adult single: £7.50 Adult return: £10

Child single: £4.50 Child return: £8.50

Trains to Cambridge leave on the hour, and at half past every hour. There are delays today. Trains leave from platform 4.

Situation 2: In a tourist office: You would like to see the Picasso exhibition at the Tate Gallery. Find out:

- how to get to the Tate Gallery.
- what time it opens/closes.
- how much the exhibition costs

Student B

Situation 1: In a train station: you would like three return tickets to Cambridge (two adults and one child). Find out:

- how much they cost.
- what time the next train leaves

- which platform to go.

Situation 2

In a tourist office:

You work in a tourist office. Give directions to the Tate gallery.

Opening times:

9.00a.m. – 5.00p.m. Monday – Thursday

9.00a.m. – 10.00p.m. Friday – Saturday

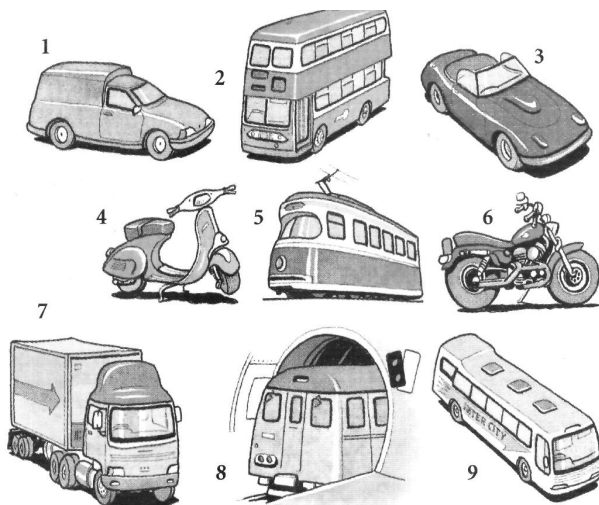
Closed – Sundays

Tickets: adults £12.50, children –free

Vehicles and traffic

Task 5. Match the words and pictures.

a bus a sports car a coach a tram a lorry the underground a motorbike a van a scooter



Traffic

Task 6. Match the words and definitions.

(cycle) lane, parking ticket, rush hour, pavement, speed limit, fine (n. and v.) public transport, traffic jam, motorway, road sign

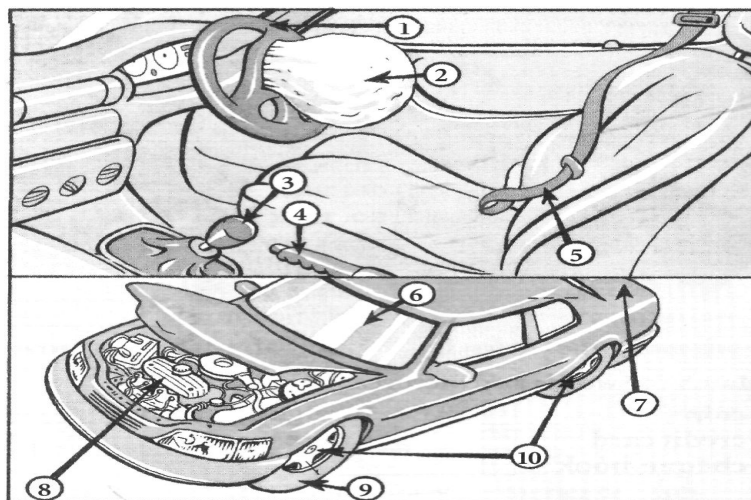
1 _____ buses, underground, etc.

2 a _____ single part of a motorway or main road

- 3 a _____ piece of paper put by the police on badly-parked cars
- 4 a _____ a lot of cars which can't move
- 5 the _____ the side of the road where pedestrians walk
- 6 a _____ words or symbols which give traffic information
- 7 a _____ money you have to pay for driving too fast or parking badly
- 8 the _____ time of day when there is a lot of traffic
- 9 the _____ maximum speed permitted, e.g. 120 km per hour
- 10 a _____ fast road between cities

Cars and driving

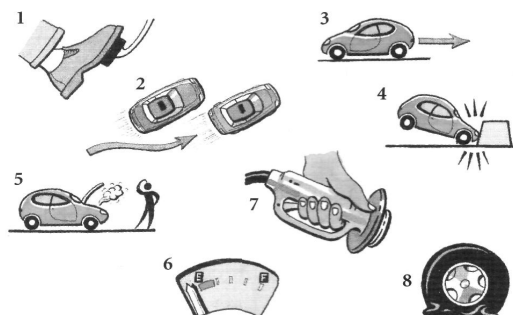
Parts of a car



Task 7. Match the words and pictures.

airbag	handbrake	wheels
boot	seat-belt	windscreen
engine	steering wheel	
gear stick	tire	

Driving



Task 8. Match the verbs and pictures. Remember the words. What's the past tense of each verb?

- | | |
|--------------------------|-----------------------|
| a) brake | e). get a puncture |
| b) break down | d). overtake |
| c) crash into | f). reverse |
| d) fill up (with petrol) | g). run out of petrol |

Unit 15

Booking

Air travel

Task 1. Complete the text with the words from the box:

reception	tip	chambermaid	tourist	suitcases
	stayed	arrived	porter	

We ... in the Carlton Hotel for three nights in July, but I booked a twin room a month in advance because it was the middle of the ... season. When we ... we checked in at ..., then the ... carried our ... up to our room. I gave him a small The staff were very friendly – we had a very nice ... and the room was very cozy (comfortable). The only problem we had, in fact, was with the shower, which didn't work very well.

Useful words and expressions:

A single / double / twin room
en suite (=room with private bathroom)
full board (breakfast, lunch and dinner)
half board

Task 2. Practice asking these questions:

Are you fully booked next week?

Could I book a room for next Thursday?

Could I have an early morning call at 7am, please?

Could you put it on my bill, please?

Could I pay my bill, please?

Could you order a taxi for me to go to the airport?

Is breakfast included?

How do I get to the underground station from here?

Task 3. What would you say in these situations?

1. you want to stay in a hotel for two nights next week with your husband/wife. You phone the hotel.

2. you are at the hotel reception and you are planning to leave in about 15 minutes.
3. you want to wake up at 7am but you are not sure that your alarm clock will go off.
4. you have a drink in the hotel bar. The barman asks how you want to pay.
5. when you turn on the shower in your room, the water comes out very very slowly.
6. you want to go to the nearest bank but don't know where it is.

Possible answers:

1. I'd like to book a double room for two nights for next Thursday and Friday, please, or Do you have a double room free for next Friday and Saturday?
2. Could I have my bill, please? Could you order a taxi for me, please.
3. Could I have a call tomorrow morning at 7am, please?
4. Could you put it on my bill, please?
5. I'm afraid there's smth wrong with shower in my room, or I'm afraid the shower in my room isn't working very well.
6. How do I get to the nearest bank from here? Or Could you tell me the way to the nearest bank, please?

Task 4. Look at the list of hotel facilities:

a disco
tennis court
fax machines
a swimming pool
a fast food snack bar
a high-quality restaurant
cartoon film shows
horse-riding
a room with a balcony
a room with a view
a sports centre
meeting room
tour guides

a children's playground
babysitting services
secretarial services
mobile telephone hire
photocopier
a laundry service
a dry-cleaning service
car hire
satellite television

Task 5. What would you expect to have in a room if you are staying in a three-star hotel in a foreign/our country?

a room with a private bathroom,
a hairdryer in the bathroom,
a colour television,
a telephone,
writing paper,
a machine for making tea and coffee,
an electric iron,
air conditioning, etc

Air travel

Task 6. Read about air traveling.

Departures

This is the usual sequence of activities when you get to the airport. First you go to the check-in desk where they weigh your luggage. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay excess baggage (= you pay extra). The airline representative checks your ticket and gives you a boarding card for the plane with your seat number on it. Then you go through passport control where an official checks [~~NOT controls~~] your passport, and into the departure lounge. Here, you can also buy things in the duty-free, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before take-off, you are told to go to a gate number, e.g. gate 14', where you wait before you get on the plane. When you board (= get on) the plane, you find your seat. If you have hand luggage, you can put it under your seat or in the overhead locker above your seat.

The plane then taxis (= moves slowly) towards the runway, and when it has permission to take off, it accelerates along the runway and takes off.

Note: The verb to taxi is generally only used in this context.

The flight

You may want or need to understand certain announcements; these come from the captain (= the pilot) or from an air steward or stewardess / cabin crew / flight attendants (= people who look after the passengers):

Please fasten your seat belt and put your seat in the upright position. We are now cruising (= flying comfortably) at an altitude (= height) of 10,000 metres. May we remind passengers (= ask passengers to remember) that there is no smoking until you are inside the terminal building (= where passengers arrive and depart). The cabin crew (= air stewards) are now coming round with landing cards. (These are cards you sometimes have to fill in when you enter certain countries.)

Arrival

When the plane lands (= arrives on the ground), you have to wait for it to stop / come to a halt. When the doors are open, you get **off** the plane and walk through the terminal building and go to the baggage reclaim where you collect your luggage. You then pass through customs (green = nothing to declare; red = goods to declare; blue = European Union citizens). If you are lucky, you can then get a bus, taxi or train to the centre of town without waiting too long. You can also hire a car (= rent a car) at most airports.

Note: In British English you normally hire something for a short period, e.g. hire a room **for** a party, and rent something for a long period, e.g. a flat; for a car, you can use both words.

Task 7. Complete the words or phrases below using words from the box.

off control free card	baggage in	lounge	luggage reclaim	locker
-----------------------	------------	--------	-----------------	--------

1. Boarding _____
2. Duty _____
3. Baggage _____
4. Overhead _____
5. Excess _____
6. take- _____

7. passport_____
8. departure_____
9. hand_____
10. check-_____

Task 8. What do you call:

1. The place where you go when you arrive at the airport with your luggage?
2. The card they give you with the seat number on it?
3. The money you have to pay if your luggage is very heavy?
4. The place where you sit and have a drink when you are waiting for your flight to be called?
5. The bags you carry onto the plane with you?
6. The place above your head where you can put your hand luggage?
7. The part of the airport where the plane accelerates and takes off?
8. The people who look after you on the plane?
9. The part of the airport you walk through when you arrive or depart?
10. The place where you collect your luggage after you land?

Unit 16

Shops and shopping

Task 1. Read and learn the following words and word combinations.

1. Central Department Store - ЦУМ
2. a purchase - покупка, закупка
3. a counter - прилавок
4. a window dressing - вітринна прикраса
5. a shop-window - вікно магазину
6. grocery - бакалійний
7. food stuff - продукт харчування
8. to be on sale - бути у продажу
9. haberdashery - галантерея
10. leather-wear - шкіряні вироби
11. a wallet - гаманець
12. fur - хутро
13. footwear - шкарпетки
14. knitwear - трикотаж
15. ready-made clothes - напівфабрикати
16. to be the latest fashion - по останній моді
17. to make up one's mind - зробити вибір
18. to try on - приміряти
19. shop-assistant, salesman - продавець
20. household utensils - господарчі товари
21. crockery- посуд
22. electric appliances - електроприлади
23. pots and pans - каструлі та петельні, горщики
24. vacuum-cleaner - пилосос
25. a washing machine - пральна машина
26. a camera - фотоапарат
27. perfumery - парфумерія
28. florist's - квітковий магазин
29. gift, souvenir department - сувенірний, подарунковий відділ
30. to suggest - пропонувати
31. a price - ціна

32. a cash-desk - каса

33. a receipt – касовий чек

Task 2. Answer the following questions with a partner:

1. When do you usually go shopping?
2. Where do you shopping?
3. What have you bought today in the way of food?
4. What have you bought in the way of manufactured goods?
5. Are the shops crowded when you do your shopping?
6. What do you usually buy in the market?
7. Which is the biggest Department Store in Kyiv (in your home-town)?
8. What kind of clothes do you prefer: ready-made or made-to-order?
9. What time is your nearest shop open (closed)?
10. What size dress do you wear? What about your mother and father?
11. What size shoes you wear?
12. What colour hats do you prefer?
13. What colour gloves would you like to buy to match your new handbag?
14. You are run out of vegetables. Where will you go?
15. You want to try a coat on. Where will you do it?
16. What things do you wear in summer and in winter?
17. What can you buy in the Central Department Store? Describe your visit there.

Task 3. Read the definitions of these words and give their Ukrainian equivalents:

retail – the sale of goods in shops to customers, for their own use and not for selling to anyone else: *goods for retail only*

wholesale the business of selling goods in large quantities to retailers and not to consumers, especially at low prices

retail chain – a number of shops owned or managed by the same company or person

cash and carry – a business that sells goods at discount on condition that buyers pay cash and carry the goods away themselves

outlet – a shop, company or organization through which products are sold:
Benetton has retail outlets in every major European city.

shop *BrE* **store** *AmE* – a building or place where things are sold to the public: *furniture/ clothes/record/pet/shoe/toy* **shop** or **store**, **bookshop**, **bookstore**

go to the shops/store to go to your local shops to buy food and other small things you need

go shopping to go to look at things in shops and buy things that you do not buy regularly, such as records or clothes

Different types of shops

supermarket / grocery store (*AmE*) a large shop that sells a wide range of things: food, cleaning material, and other things that people buy regularly

convenience store (*AmE*) a shop in your local area that sells food, alcohol, magazines etc and is often open 24 hours a day

corner shop (*BrE*) a small local shop, usually on the corner of a street, that sells food, alcohol, magazines etc

bakery / baker's (*BrE*) a shop that sells bread and cakes

butcher's a shop that sells meat

delicatessen / deli (informal) a shop that sells high quality food such as cheeses and cold meats, often from different countries

off license (*BrE*) / **liquor store** (*AmE*) a shop that sells beer, wine and other alcoholic drinks

chemist's (*BrE*) / **drugstore** (*AmE*) a shop that sells medicine, beauty and baby products

pharmacy (especially *AmE*) a shop or part of a shop where medicines are made and sold

hardware shop/store a shop that sells equipment and tools that you can use in your home or garden

newsagent's (*BrE*) a shop that sells newspapers and magazines, cigarettes, chocolates etc

newsstand a small movable structure on a street, which sells newspapers and magazines

kiosk a very small shop on a street, which has an open window where you can buy newspapers, cigarettes, chocolates etc

department store a very large shop which is divided into several big parts, each of which sells one type of thing, such as clothes, furniture or kitchen equipment

superstore a very large (under 30,000 square metres) modern shop, especially one that is built outside the centre of a city

DIY store (BrE) / **home center** (AmE) a very large shop that sells equipment and tools for repairing and decorating your home

garden centre (BrE) / **nursery** (AmE) a place that sells a wide range of plants, seeds, and things for your garden

shopping centre an area in a town where there are a lot of shops that have all been built together in the same place

mall (especially AmE) a very large building with a lot of shops inside it, and often also cinemas, restaurants etc

market an area outside where people buy and sell many different types of things, **market stall** (= one of the tables that things are sold from in a market)

hypermarket a very large (over 30,000 square metres) supermarket usually built outside a town

Task 4. What word or phrase is being defined in these sentences?

1. A shop where you can buy fashionable clothes.
2. A place with many shops, either outside or indoors.
3. A person who works in a shop.
4. The place where you can try on clothes in a shop.
5. The place where you pay for things in a shop.
6. To look round the shops without planning to buy anything.
7. The shop where you buy meat.
8. The shop where you buy medicines, baby products, shampoo, etc.

Task 5. Read the dialogue in the shop and act it out.

Assistant: Can I help you?

Customer: Yes, I'm looking for (= I want) a blue jumper.

Customer: No, I'm just looking, thanks. (= I don't need help)

Customer: I'm being served, thanks. (= another assistant is already serving/helping me)

Assistant: What size are you looking for? (e.g. big? small? medium? 12? 14? 16?)

Assistant: Can I help you?

Customer: Where's the changing room? (= the room where you try on clothes; also called the fitting room)

Assistant: It's down there on the right.

Customer: Yes, I'll take this one / these. (= Yes, I want to buy this one / these)

Customer: No, I'll leave it thanks. (= No, I don't want to buy it/them)

Customer: Excuse me. Where do I pay for these?

Assistant: Over at the cash desk/till.

Customer: And can I pay by cheque / credit card?

Assistant: Yes, of course.

Task 6. Complete this shopping dialogue.

Assistant 1: Can I help you?

Customer: Yes, I'm _____ a blouse like this, but in blue.

Assistant 1: I see. And what _____ are you looking for?

Customer: Uh, 14 usually.

Assistant 1: Ok, I'll just go and see if we've got any.

Customer: Thank you.

Assistant 2: Can I help you?

Customer: No, it's OK, I'm _____, thanks.

Assistant 1: Here we are. The last one in stock.

Customer: Great. Can I try it on?

Assistant 1: Yes of course. The _____ is just over there.

Assistant 1: How was it?

Customer: Fine. I'll _____.

Assistant: Right. Would you like to pay over there at the _____?

Task 7. Listen to two conversations and complete the table:

	Conversation 1	Conversation 2
--	----------------	----------------

Item		
Reference number	—	
Cost of item		
Cost of delivery		
Pay by credit card		
Other useful information		

Tapescript:

Conversation 1: (A – assistant, C – customer)

A: Can I help you at all?

C: Yes, I'd like to buy a Toshiba 50cm screen television.

A: I'll just check that we've got one in stock. Just a moment. Yes, that's fine. You can either pick it up from our customer collection point or we can deliver it for you.

C: Do I have to pay for delivery?

A: Yes, I'm afraid it's an extra €20.00.

C: No, I'll pick it up then, thank you. Where is the customer collection point?

A: It's just round the back of the shop, you can't miss it. It'll be ready for you in about ten minutes. How would you like to pay, sir?

C: By Master card, if that's okay.

A: Yes, that's fine, so that's €349.99, please. Okay. If you could just sign here. Okay. This is your copy, and here's your receipt. Keep your receipt sir, because it's also your guarantee.

C: Oh okay, and how long is it guaranteed for?

A: Two years parts and labour.

C: Right, thanks then ...

Conversation 2: (O – operator; C – customer)

O: Hello, this is First Directory, Tania speaking. Do you want to make an enquiry or place an order?

C: Place an order, please.

O: Have you ordered from us before?

C: Yes, but it was quite a long time ago.
O: Okay, let's try. Can you give me your postcode?
C: BR5 8KS ... S for sugar.
O: And your house number?
C: 25
O: Is that Miss E Simpson?
C: That's right.
O: Okay, what would you like to order today?
C: Erm, it's a pair of trousers from page twenty-one of your catalogue.
O: Have you got the reference number?
C: Yes. It's RZ1 224BL.
O: Okay, black trousers at €39.99. And the size?
C: Twelve ... long.
O: Yes, we've got those in stock. Anything else?
C: No, that's it, thanks.
O: Okay the total cost of your order including postage and packing is €42.49 and it should be with you within three to five working days.
C: And I can send them back if they don't fit?
O: Yes, that's fine. Phone us up within seven days and we'll collect them free.
C: Great.
O: Would you like to pay now by credit card, or shall we send you a statement?
C: Er, send a statement, please.
O: Okay the order will be added to your next statement. Thank you for your order.
C: Thanks, bye.

Persuading

Task 8. Match the sentence halves:

1 It's in all of our interests	a the deal's off.
2 Don't forget, we're all	b to make this work.
3 If you don't do it this way, then we'll	c I've decided not to proceed with the project.
4 Bearing all things in mind	d in this together.

<p>5 After looking at all sides of the argument,</p> <p>6 Unless you're prepared to pay 50% upfront</p>	<p>e have to forget the whole thing.</p> <p>f don't think we've done too badly.</p>
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Unit 17

Meals, eating out, cuisine

Task 1. Read and translate the words and word combinations:

waiter

headwaiter

customer

table-cloth

cover прибор

napkin

pepperbox

salt-cellar

bread-plate

glass

goblet

cup and saucer

soup plate

bowl - миска, тарілка

salad bowl, sugar bowl

decanter графин

tray

cod(тріска), trout(форель), pike(щука), perch(окунь), carp, plaice
(камбала)

meat course (мясні блюда):

grills: beefsteak, mutton/lamb chop (відбивна з баранини), pork chop,
roast chicken

vegetables: boiled, fried potatoes, cauliflower, stewed carrots, peas, onions,
garnish(гарнир)

salad dressing (seasoning, sauce— заправка для салата, приправа, соус

sweet course =dessert: tart, fruit salad, apple pie, biscuits, pine-apple,

water-melon, grapes, strawberries

drinks: lemonade, champagne, claret червоне вино бордо, stewed

fruit=compote

quality of meal

delicious, excellent, first-class fresh stale, tender, underdone, sweet, sour, salty, spicy=highly seasoned, too tough, overdone, quite eatable=edible, badly cooked, absolutely tasteless

bill of fare - меню (в ресторані)

Is it customary to tip waiters here?

Please, show me the bill of fares/ the menu-card.

Can I have a rump steak?

I can't eat fried fish: I'm on a diet.

Of all vegetable dishes I like stuffed pepper most of all.

Fried meat disagrees with me.

What would you advise me to take for the first course?

-Let me help you to some more cheese. – No, I'm not a big eater.

-Shall I cut you some melon? Shall I treat you to some salad in season? –

Just a little, if you please.

-Help yourself to some ham. -Thank you, I have had enough.

What does the bill come to?

Let's go Dutch (halves). Let's pay fifty-fifty.

Please lay another plate at this table.

Will you please call for the manager/ bring me another cover/show me the menu/the wine list/lay two extra glasses/show me to the table we've reserved.

I'd like to have my tea black/hot/strong/warm/sweet/iced/weak

I'm hungry as a hunter. I gulped only a cup of coffee this morning.

How about having a snack in the roadside restaurant over there? It's famous for an excellent cuisine and cheap rates.

I feel so hungry that I wouldn't choose come on.

Food

vegetables: cabbage cauliflower broccoli spinach cucumber
courgettes (Am. Eng: zucchini) aubergines (Am. Eng: egg plants) leeks

meat: venison liver kidneys veal

fish: cod hake plaice whiting mackerel herring sardine trout
salmon /saeman/

seafood: prawns shrimps crab lobster crayfish squid cockles
mussels oysters

herbs: parsley rosemary thyme chives oregano tarragon sage

spices: curry cinnamon ginger nutmeg

Flavours and tastes - adjectives and some opposites

sweet bitter [sharp/unpleasant] sour [e.g. unripe fruit] hot, spicy [e.g. curry] mild bland [rather negative] salty [a lot of salt] sugary [a lot of sugar] sickly [too much sugar] savoury [pleasant, slightly salty or with herbs] tasty [has a good taste/flavour] tasteless [no flavour at all]

General appearance, presentation and quality:

These chips are terribly greasy, [too much oil/fat]

This meat is over-cooked/overdone / under-cooked/underdone.

British cooking can be very stodgy, [heavy, hard to digest]

Mm, this chicken's done to a turn, [just perfect, not overdone]

These pistachio nuts are terribly moreish. [informal; you want to eat more]

Ways of cooking food – verbs



Boil

fry

bake

roast

grill

Shall I stew the beef? [boiled with vegetables in the same pot], or would you prefer it as a casserole? [similar, but in the *oven*] These lamb chops would be nice barbecued, [done over hot coals, usually outdoors] Have you seasoned the stew? [added herbs/spices/salt/pepper]

Task 2. To learn long lists of words, it is sometimes helpful to divide them up into groups. Try dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.). If possible, compare your answers with someone else's. There are some more words.

aubergine	leek	cucumber	spinach	carrot	potato	cauliflower
green/red	pepper	courgette	sweetcorn	lettuce	onion	rice pea
cabbage	garlic	radish	bean	shallot	turnip	asparagus
beetroot	celery					

Task 3. Sort these dishes out under the headings *starters, main courses or desserts*.

chicken casserole	coffee gateau	fresh fruit salad	sorbet	Irish
stew pate and toast	prawn cocktail	rump steak	chocolate fudge	
cake grilled trout	shrimps in garlic			

Task 4. What might you say to the person/people with you in a restaurant if...

- your chips had too much oil/fat on them?
- your dish had obviously been cooked too much/too long?
- your piece of meat was absolutely perfectly cooked?
- your dish seemed to have no flavour at all?

Task 5. How do you like the following foods prepared? What do you like to put on the foods from the list in the box?

a leg of chicken eggs potatoes cheese sausages a fillet of cod
prawns mushrooms
salt pepper vinegar mustard brown sauce ketchup salad-
dressing oil mayonnaise lemon juice

1) Which are *fish* and which are usually called *seafood*?

prawns sardines squid oysters mackerel mussels hake crab plaice trout
lobster cod sole whiting

2) What do we call the meat of these animals?

calf deer sheep (two names) pig (three names)

3) Which of these fruit grow in your country/region? Are there others not listed here?

peach plum grapefruit grape nectarine star-fruit
blackcurrant raspberry melon lime kiwi-fruit mango

Task 6. Read and act out the dialogues.

Dialogue 1:

- Waiter, will you show us the bill of fare?
- Here you are, sir. And this is the wine list.
- Well, you may remove it as we are not going to take any drink. We are driving, you know. We mean to have a snack and that's all. Have you got lobsters?
- I'm sorry sir, but they are not on the menu.
- And what about salmon?
- We have run out of it, sir.
- What a nuisance. Well, what is that famous food you treat your customers to?
- Chicken broth is our speciality, sir.
- What would you recommend for the hors d'oeuvres?
- I think there is nothing like Caesar salad, which is, by the way, our cooks's favourite job.
- Indeed? And choosing a grill, what will you suggest?
- Oh, sir: if you order roast saddle of mutton, you'll make a fine meal.
- What is it garnished with?
- With onions. And what about the sweet, sir?
- I'll go without it. Just a glass of orange juice, and that's all.

Dialogue 2

- May I help you to some apple-pie
- Quite a small piece, please. It looks very appetizing.
- I'd advise you to leave some space for the pudding. It is always delicious with them here.
- Oh, with all my heart. But I thought there would be nothing coming yet. And I could hardly manage it. Can we cancel the order/

Task 7. Reply to a waiter:

You are being served, aren't you?

Do you have your tea strong, madam?

The steak is just to your taste, isn't it?

You have ordered salad twice, haven't you, sir?

Do you still need the menu card?

Shall I charge the bill to your hotel account, gentlemen?

Any hard drink, sir?

Will you have strawberries with sugar?

Will you eat a la carte or table d'hôte?

Task 8. Answer the questions:

1. Do you always eat at home?
2. Is eating out popular with your family?
3. Do you care much for spices?
4. How many lumps of sugar do you take in your tea?
5. In what case would you leave the choice of dishes to the waiter?
6. Did you ever keep a diet?
7. What personal or public festive occasions might be celebrated at a restaurant?
8. Why is it advisable to reserve tables in advance?
9. What do you generally do while waiting for the waiter to serve the meal?
10. Would you recommend any café which is famous for its excellent cuisine in Kiev?
11. There are a few reasons for which visitors may be displeased with the place? What are they? (slow service, tasteless meals, dirty table-cloth, dusty furniture, careless attendance...)
12. What does the job of a waiter require? (tact, skill, love for people ...)

Task 9. Make your own conversations in a restaurant.

Task 10. Choose a situation below and have a conversation.

Invite your partner

- to a concert/football match/club/film/exhibition;
- to your house for a drink/meal/party;
- out for a drink/coffee or to play sport.

Suggest a day and time. Your partner will accept or refuse, giving a reason.

Unit 18

Jobs and responsibilities

Task 1. It is impossible to give the names of every job or profession here, and you probably already know many of them. However, some job-titles are found in a wide range of different work places. Check the general meanings in a dictionary.

Boss, director, manager, executive, administrator, secretary, clerk, skilled worker, unskilled worker, labourer, receptionist, public relations officer, safety officer, security officer, union official, economist, personnel officer, sales assistant, adviser, education officer, research-worker, supervisor.

Task 2. Here are some professions (jobs that require considerable training and/or qualifications) and trades (skilled manual jobs requiring on-the-job and other training).

Lawyer, dentist, hairdresser, mechanic, architect, priest, farmer, vet, librarian, physiotherapist, child-minder, police officer, accountant, engineer, scientist, chef firefighter, civil servant, tailor/dressmaker, designer, builder, carpenter, plumber.

Things used at work

Task 3. Match the person with the thing she/he uses at work:

Cable, computer, crash helmet, easel, handcuffs, hose, make-up, microphone, notebook, saddle, sewing-machine, tap, vase.

Task 4. What skills and qualities are needed for different jobs:

*e.g. To be a receptionist at a hotel you need **to have good language skills and to be well-organized.***

SKILLS (to have ... skills)

computer

typing

driving

telephone

interpersonal

artistic

language
mathematical
managerial
financial
QUALITIES (to be ...)
patient
physically strong
emotionally strong
well-organized
intelligent
caring
calm
quick-thinking
honest
punctual

Mental abilities

Task 5. What sort of intelligence have you got? Give yourself marks from 1 to 5 for each of the following mental abilities: 1-very bad, 2-poor, 3-average, 4-good, 5-very good.

mathematical ability
artistic ability
memory
imagination
sense of humor
decisiveness
planning ability
quick thinking
ability to analyze problems
logical thinking
ability to deal with large numbers of facts
ability to learn new things
practical common sense

Task 6. Read the collocations of words connected with work.

What do you do for a living? It's difficult to make a living as a freelance writer, [earn enough money to live comfortably]

I've been offered a job in Paris. She's not prepared to take on that job.

[includes the idea of 'having personal responsibility']

It's not easy to get/find work.

I'd love to do this kind of work.

Expressions connected with work

to work shift-work [nights one week, days next]

to be on flexi-time [flexible working hours]

to work nine-to-five [regular day work]

to go/be on strike [industrial dispute]

to get the sack [thrown out of your job]

to be fired [more formal than 'get the sack'; often used as a direct address: 'You're fired!']

to be dismissed [more formal than 'be fired']

to be made redundant [thrown out, no longer needed]

to be laid off [more informal than 'made redundant']

to give up work [e.g. in order to study]

to be on / take maternity leave [expecting a baby]

to be on / take sick leave [illness]

to take early retirement [retire at 55]

to be a workaholic [love work too much]

to be promoted [get a higher position]

to apply for a job [fill in forms, etc.]

Task 7. Which of the job-titles would best describe the following?

1. The person who represents the workers' interests in disputes with the management in a factory.
2. A person who has a high (but not the highest) position in a company and whose job it is to make important decisions.
3. An important person in a company who sits on the Board.
4. A worker whose job requires no special training.
5. A person generally in charge of the day-to-day administration in a company.

6. The person who makes sure there are no risks of accidents from machinery, etc.
7. A person whose job it is to keep an eye on the day-to-day work of other workers.
8. A person who does hard physical work.
9. The person who handles applications for vacant posts.
10. The person who gives out information to the press for a company.

Task 8. Using the expressions given above, say what you think has happened / is happening.

*Example: I'm not working now; the baby's due in 3 weeks. **She's on maternity leave.***

1. I lost my job. They had to make cutbacks.
2. He's enjoying life on a pension, although he's only 58.
3. One week it's six-to-two, the next it's nights.
4. They've made her General Manager as from next month!
5. I was late so often, I lost my job.
6. I get in at nine o'clock and go home at five.
7. Your trouble is you are obsessed with work!

Task 9. Fill in the collocations.

I'd love to... (1) a job in journalism, but it's not easy without qualifications. Since I have to earn a.... (2) somehow, I'll have to get..... (3) wherever I can find it. I've been..... (4) some part-time work editing a typescript for a book, but I'm not sure I want to (5) it.

Unit 19

Job interview

Task 1. The personality adjectives describe employee qualities and performance. Match the descriptions with the words in the box:

ambitious, self-confident, dynamic, efficient, tidy,
punctual, cautious, reliable, demanding, adaptable

1. works well, does not waste time _____
2. doesn't get angry when he or she has to wait _____
3. wants to have a top job _____
4. has a positive feeling about him or herself _____
5. energetic and usually successful _____
6. keeps desks, papers, files in good order _____
7. thinks carefully before doing or deciding anything _____
8. makes other people work hard, often to a high standard _____
9. trustworthy, dependable _____
10. able to change so as to be suitable in new situations _____

Task 2. Match the synonyms describing people's qualities and performance at work:

friendly	neat
careful	dependable
intelligent	self-assured
reliable	consistent
self-confident	warm
flexible	adaptable
systematic	acceptable
satisfactory	cautious
excellent	clever
tidy	outstanding

Task 3. Make up a dialogue using the questions below as the plan:

Student A: You are having an informal conversation with the representative of a foreign company. Ask him about his job.

Student B. You are a representative of a foreign company. Answer the questions about your job inventing as many details as you wish.

What's your job?

What daily duties does your job involve? (What do you do in your job?)

What are your main responsibilities? (= What are you in charge of?)

How many weeks' holiday do you have? (=How much holiday do you get?)

What are your working hours? Do you do/work any overtime?

Have you been promoted since you started working here? Do you expect to have a pay rise?

How do you feel about your future prospects at your work? Are you happy in the job or do you feel it is time for a fresh challenge somewhere else?

Why do you need to go on training course?

Task 4. Think about these jobs. Make notes of the *skills and qualities* needed by people who do these jobs.

tourist guide, pizza chef, school bus driver, computer shop assistant, tree surgeon, driving instructor

Task 5. Imagine you wanted to employ a tourist guide, a pizza chef, a school bus driver, a computer shop assistant, a tree surgeon and a driving instructor. Write five job advertisements like the example below.

WANTED – TREE SURGEON

Should be fit and healthy, should be willing to work outside in all weather conditions,

shouldn't be afraid of heights, should be able to operate a chain saw.

Should have a clean driving licence, HGV (Heavy Goods Vehicle) licence would be a great advantage.

Task 6. Read about these people. Work in pairs or small groups. Decide which of the jobs you have advertised should each one apply for? (There may be more than one suitable job for each person.)

a) Arthur Collins worked for 30 years in the army. He is now 52 years old. While he was in the army he was a tank driver but he has arthritis and he can't walk very well. Arthur receives a pension from the army but he is looking for some part-time work. Arthur is quite good with people. He has four children.

b) Maria Falcone was born in Italy but she has lived in Montreal, Canada since she was 13 years old. Her children have now all left home. They are working or at university. When she was younger, Maria studied for a degree in art history. She can speak English, French, Italian. She is looking for part-time work.

c) Raymond Selkirk was a teacher of computer science in a secondary school until he decided at the age of 48 that he hated teenagers. He loves cars and he is an excellent mechanic. He is looking for a full time job.

d) Lillian Gardener has just left school. Her academic qualifications were not very good. Lillian's mother hated cooking so Lillian has cooked for her parents and her two brothers for the past 12 years. While she was still at school she used to work in the kitchen at Burger King on Saturdays.

e) Indira Sayal loves rock climbing and being outside in the fresh air. At school she got A Levels in History, Computer Science and Botany. She has just passed her driving test and she wants to earn some money so she can buy a car. She is going to university to study History next year.

Task 7. Think about your own job (or a job you would like to have). Which skills and qualities should a person have to do that job? Make notes and then talk to the class about your job (or the job you would like to have).

Interview skills

Task 8. Read the text “How to have the perfect interview”.

Find out what the company is like before you apply for the job.

Are they really the kind of organization you want to work for?

Write an effective CV

Keep it brief and simple – a bad written one will lose you the job before you get to the interview.

Discover as much as you can about the interview.

This means finding out exactly who will be conducting the interview, what position they hold, whether it's an informal chat or a formal interview, possibly in front of a whole panel of interviewers.

Dress the part.

Even if the job is in a modern company where the code is casual, you should dress formally for an interview – a suit is always safe. Never keep your overcoat or mac on during the interview – this will make you an outsider from the start. If possible take it off outside the interview room.

Think positively and confidently about myself.

From the moment you decide to apply for the job think about (and write down) all the qualities you have to offer the company as well as the reasons you would suit the job. Use the interview to discover as much about the job as possible. Even if they offer it to you on the spot ask for some time to consider their offer. Is it right for you and them?

Be aware of your body language.

Most interviewers don't realize it but they are influenced by your body language the moment you walk into the room. Be assertive, smile, look the interviewer in the eye, give him a handshake. Don't lean too far over the desk or slump in the chair with your arms crossed. Practice your entrance at home with a friend so you feel comfortable.

Keep a balance of power throughout the interview.

From a psychologist point of view this is what interviews are all about. Don't be too timid or allow the interviewer to dominate you because an interview is a two way process, and you are to decide whether you want the job. It's as important to you to ask questions about your potential job as it is for the interviewer to question you. But don't be overconfident or

cheeky. No one likes a difficult candidate however good your qualification are.

Keep calm before and during the interview.

Three quarters of people feel anxious about job interviews and their nervousness often lets them down. The key is to learn interview skills and control your nerves. Remember, the interviewer may be nervous as well.

Task 9. Complete the following sentences according to the information in the text.

1. Before you apply for a job you.....
2. You don't have to..... long CV.
3. wear a suit.
4. When you go into the interview room you
5. Try not
6. During the interview you mustn't
7. If you are offered a job,
8. You should As well as answer them.
9. Interviewers don't like candidates who.....

Task 10. Read the job interview, act it out with a partner.

M: Well, now then, one thing I'd like to ask is, exactly why you've applied for the job. I mean, just looking at your application form, you are actually overqualified.

W: Yes, I thought you might ask that. Um, the thing is, in my present job, although I'm actually in charge of a small team and I have a lot of responsibilities, it's largely a desk job with a lot of paperwork.

M: And you're not too keen on been stuck in an office all day?

W: To be honest, no, I'm not. I much prefer being out on site where I can supervise things and deal with problems as they occur. And this job should give me that kind of contact with other engineers, architects, builders and so on.

M: Mmm. You'd certainly have to do quite a lot of travelling in the local area, you know, visiting local sites. You do realize, though, that the starting salary isn't as good as the salary on your present job?

W: Yes, I realize that, but um, it is said in the job advertisement that the promotion prospects are very good.

M: That's true, as this is a new project that we are working on, we think there will be a very good chance of fairly quick promotion, depending on performance, this is...

W: Yes, of course. Well, you see, I've got very little chance of promotion in my present job. I mean it's a very small company and there is nowhere really for me to go; that's why I'm looking around for somewhere else.

Task 11. Work in pairs. Roleplay the job interview at a soft drink company.

Student A

You work for a soft drink company and want to recruit some energetic, youthful people to your marketing department. Experience is not essential but enthusiasm and the desire to learn is. Read student's B CV, then prepare to interview him/her. Make sure the interview is well-structured, and that you have a list of questions about the interviewee's CV ready.

Student B

You have applied to a soft drink company that want to recruit some energetic, youthful people to its marketing department. You are very keen on the job, and think you have a chance because they say that experience is not essential, but enthusiasm and the desire to learn is. Give student A your CV to read, then prepared to be interviewed by him/her. Prepare a list of subjects that you think the interviewer might ask about and have answers about your CV ready. Plan how to "sell" yourself at the interview.

Unit 20

Invitations requests and offers

Task 1. Study the following phrases and expressions.

Requesting

Could you possibly... (call him)?

Do you think you could... (come too)?

Would you... (ring the company)?

Could you... (translate this), please?

Can you... (give me a hand)?(I)

Would / do you mind... (checking it)?

Offering

Would you like me to... (book a room)?

If you like, I can... (find out).

Shall I... (change the flight)?

Do you want me to... (call her)? (I)

Would you like... (a lift)?

Can I get you a drink? (I)

Do you need a hand? (I)

Agreeing

Yes, certainly.

Yes, that's no problem.

Yes, of course.

Yes, I'll do that.

No, of course not.

Not at all.

Refusing

I'm sorry but that's not possible... (It's too late).

I'm afraid not... (I have to go now).

I think that will be very difficult... (I'm very busy).

Sorry, but... (I'm too busy). (I)

Accepting

Thanks. I'd appreciate that.

That's very kind of you.

Thanks, if you're sure it's no trouble.

Yes, please. Thanks very much.

Declining

Thanks, but that won't be necessary.

That's very kind of you but... (I can manage).

Thanks, but please don't bother.

Saying goodbye

I must be going now... (or I'll miss my plane).

I really must be getting back to the office.

I think I should get back to my hotel now... (as I'm leaving very early tomorrow).

I must be off.

It's been very interesting / I have enjoyed meeting you. - I've enjoyed meeting you, too.

I hope you have / have a good flight/ trip/ weekend. - Thanks... (and the same to you). /Thanks... (you too). (I)

I hope to meet you again. - I hope so, too.

Thank you so much for all your hospitality.

Thanks very much for inviting me out to lunch. I've really enjoyed it.

Thank you for a really excellent meal.

Thank you very much for all your help. I really appreciate it.

I'm looking / look forward to... (meeting you again).

Bye. See you on (3 May).

I'll be in touch soon.

Task 2. Write *to* in the correct spaces in these offers and invitations.

Offer Would you like a glass of orange juice?

Invitation Would you like to come to my party?

- a) Would you like _____ some garlic bread?
- b) Would you like _____ go to the cinema?
- c) Would you like _____ come to my house?
- d) Would you like _____ a baked potato?
- e) Would you like _____ watch this DVD?
- f) Would you like _____ spaghetti bolognese?
- g) Would you like _____ play with my Gameboy?
- h) Would you like _____ a game of tennis?

Task 3. Complete the invitations with the correct verbs from the box.

Read, play, eat, come, watch, see, come

- a) My dad has got three tickets for a TV quiz show.
Would you like to come?
- b) I'm going to see the new Harry Potter film.
_____?
- c) My dad gave me the new Harry Potter book.
_____ it?
- d) I've got the photographs of the school party in my bag.
_____ them?
- e) This is the DVD of *Mountain Adventure*.
_____ it?
- f) My sister made these chocolate biscuits.
_____ one?
- g) I'm going to play tennis at the sports centre.
_____?

Task 4. Underline the correct answers.

- a) Would you like to go to the sports centre?
| Yes, I'd. | Yes, I'd go. | Yes, I would. |
- b) Would you like to hear my new CD?
| Yes, I would. | Yes, I'd like. | Yes, I can. |
- c) Would you like to like to watch the basketball match on Tuesday?

| Sorry, I can't. | Sorry, I wouldn't like. | No, please. |
 d) Would you like to play chess?
 | Yes, I'd like to. | Yes, I'd would. | Yes, I would. |
 e) Would you like to go to a Robbie Williams concert tomorrow?
 | No, thanks. | No, I'd like. | No, I'm not. |
 f) Would you like to watch my Britney Spears video?
 | Yes, please. | Yes, I watch. | Yes, I'd like. |
 g) Would you like to go for a walk in the forest?
 | Yes, I'd. | Yes, I would. | Yes, I can. |

Task 5. Correct the spelling mistakes in this invitation.

Daer (Your name),
 My brithday is on August 15th. Wood you like to came to me party at
 Pizza Pronto? The party strats at 7.30 in the evning.
 Love
 Sally

Task 6. Write an answer to Sally's invitation. Say you would like to come to her party at Pizza Pronto. Say thank you.

Asking for permission and making requests:

Give me your pen, **please**.
Please do it for me.
Can/could I stay here? (*informal*)
May/might I use your car? (*formal*)
Would you mind if I *closed* the window? (=Is it all right if I *close* the window?)
Don't take it, please.
Don't invite them, will you?
Will/can you show us the way to the university?
Could/would you please pass me the pepper? (*more polite*)
 Excuse me. **Would you mind passing** me the knife?

Giving permission and answering requests:

Yes, of course. / Yes, you can. / Yes, you may.
 Here you are!
 All right. Sure (*informal*).
 Certainly. Okay.
 I'd be happy to.
 No, not at all. Of course not.
 No, that would be fine.
 No, you can't. / No, you may not.
 I'd rather you didn't.
 I'm afraid not.

Task 7. Practise making requests.

1. -Will you help me move the table?
 - Yes, of course.
2. -Could you pass me the water, please?
 -Here you are.
3. -Will you give me a ring tomorrow morning about ten?
 -All right.
4. -Could you lend me a pound till Saturday?
 -I'm sorry, but I'm rather short of money at the moment.
5. -Could you tell me the way to the station, please?
 -Yes. Turn left at the traffic lights and then keep straight on.
6. -Would you fill in this form, please?"
 -Certainly.
7. -D'you think you could give me a lift?
 -Of course. Get in.
8. -Would you mind waiting a moment?
 -Not at all.
9. -Would you be so kind as to show me the way?
 -Certainly.
10. -Please don't take the texts away. I need them.
 -Of course I won't.
11. -Try not to miss the train.
 -I'll do my best.
12. -Would you mind not sitting there? These seats are reserved.

- Oh, I'm sorry. I didn't know.
13. -Would you mind not talking so loudly?
-I'm sorry. I didn't realize we were disturbing you.
14. -Try not to be late.
-I won't.
15. -Would you mind posting this letter for me?
-Not a bit.
16. -Will you help me with the shopping?
-OK
17. -Would you be so kind as to tell me your name again?
-Yes, certainly.
18. -Could you switch off the radio?
-All right.
19. -Is it all right if we sit here?
-Sure, go ahead.
20. -Could you possibly change this five pound note for me?
-Sorry but we've got no change ourselves.
21. -Do you mind if I borrow your mobile, really quickly?
-I'm afraid the battery's flat, sorry.
22. -Excuse me, can I get past, please?
-Sure.
23. -Could I have the bill, please?
-Certainly, sir.

Task 8. Imagine what the speakers might say in the following situations. Complete the polite requests with your own words:

1 A driver and an officer.

- What's the trouble, Officer?
- You made an illegal U-turn.
- I did?
- Yes. _____?
- Certainly. It's in my purse.
- Would you please remove it from your purse?

2 A waiter and a customer.

- Good evening. Are you ready to order?
- No, we're not. _____?
- Certainly. And if you have any questions, I'd be happy to tell you about anything on the menu.

3 Two neighbours.

- Are you driving downtown tonight?
- Uh-huh, I am.
- _____?
- Sure. I'll pick you up at 6 p.m.

4 A clerk and a customer.

- _____?
- Yes, please. _____ in silk scarves?
- Surely. Do you have a particular color in mind?

5 Business partners.

- I have to leave now, but I'd like to continue this conversation later.
_____?
- Of course. My phone number is 527-4473. I'll look forward to hearing from you.

Possible completions:

1. *Might I see your driver's license?*
2. *Could we have a few more minutes?/Could you give us a little more time?*
3. *Could I get a ride with you?*
4. *May I help you? ... Could I see what you have...?*
5. *May I call you this evening?*

Unit 21

New technologies and machines

Task 1. Listen to four short conversations. Which of the machines below are the people talking about? Which words and phrases tell you this?

an answering machine, a DVD player, a digital camera, a laptop computer, a photocopier, a vacuum cleaner, a watch, a mobile phone, a radio

Tapescript

1

- ...so if you need to play a section of the tape again, make sure you've set the counter to zero so you can rewind to the part you want...
- Right.
- ...otherwise it can take you a while to find it. OK, so rewind, and once you're in the right place and use the pause button if you need to – that's the one on the end there.
- Yes, I do know that.
- Of course, yes.
- Where do I switch it off?
- Just press this button at the back there. There's also a little light there to tell you it's plugged in.

2

- They told me it was the very latest model. Well, I've had nothing but trouble with it over the last week. It's driving me mad to be honest 'cos I need to use it, y'know, every day.
- So what's the problem exactly?
- Well, it just keeps crashing, without warning. The screen just ... just freezes. I've no idea why – usually when I'm in the middle of something important, actually.
- Yeah, it always happens, doesn't it?

– And I have to switch it off and restart it. I keep losing my work, losing things I've done. It's so frustrating and I've tried re-installing ...

3

... and you should all be aware of a few basic safety measures. Firstly, if something gets stuck, or the machine breaks down at any time, don't just leave it and hope someone else'll fix it. Switch the machine off here at the wall. There's no need to unplug it. Just switch it off here, and you open it here, by holding down this button here. Now, it can get extremely hot inside, especially if you're making a large number of copies so do take care you don't touch anything. Oh, and by the way, if you ever see smoke ...

4

– Is that new?
– Yeah, I just got it the other day. Nice, isn't it?
– Mmm.
– It's got these really cool features and it's got loads of games on it. And it's got some really funny ring tones ... like that ...
– Nice.
– And I've just recorded a really good message for my voicemail, I'll play it to you. Oh, hang on. The batteries are a bit low at the moment. I'll recharge it as soon as I get home.

Task 2. Match a word or phrase from A with a phrase from B. then listen and check.

A	B
Switch on/off	the button
Plug in	your mobile phone
Press	the tape
Rewind/ fast forward	the vacuum cleaner
Restart	the volume
Turn up/down	your message
Replay	your computer
Shut down	the tape

Hold down Pause	your computer the button
My computer My mobile phone The batteries	needs recharging is crashed need replacing

Tapescript

You should switch off your mobile phone when you're in class, or in a cinema.

You can plug in the vacuum cleaner at the wall socket over here.

Press this button to turn it on.

You can rewind or fast forward the tape using this button.

You should restart your computer if you're having problems.

I love this song. Turn up the volume.

Does your mobile phone company charge you to replay your messages?

You should always shut down your computer when you've finished work.

If you hold down this button, it will restart your computer.

You can pause the tape while you fill in the gaps.

My computer's crashed again. I think it's got a virus.

Can I use your mobile phone? Mine needs recharging.

My walkman batteries must need replacing. It's playing very slow.

Everyday problems

Things that go wrong in houses and flats.



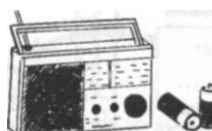
The lights are not working there must be a power-cut.



Oh no! The bathroom's flooded! Get a mop, quick!



The kitchen door-handle's come off.



The batteries have run out. I'll have to get some more.



The washing machine broke down the other day. I'll have to wash by hand



Oh dear! This chair's broken.
I wonder how that happened?



I'm sorry, your cup's chipped.

Everyday minor injuries



Sharon fell down and cut her knee this morning



I bumped/banged my head against the cupboard door and got a bruise.



She twisted her ankle coming down the stairs.

Other everyday problems

I've mislaid Bob's letter. Have you seen it anywhere? [put it somewhere and can't find it]

She spilt some coffee on the carpet. I hope it doesn't stain, [leave a permanent mark]

I overslept this morning and was half an hour late for work.

I've locked myself out. Can I use your phone to ring my wife?

The car won't start. I hope it's nothing serious.

The kitchen clock's slow/fast/stopped. What time d'you make it?

Task 3. What do you think happened to make these people do/say what they did?

Example: We had to send for a plumber. *Maybe a pipe was leaking/the lavatory was flooded.*

1. I had to call out our local mechanic.
2. Our neighbours let us use their washing machine.
3. Don't worry, it often does that; I'll screw it back on.
4. Come here and I'll put a plaster on it.
5. How many batteries does it take? I'll get some for you.
6. I don't know where you've put them. Try the bedside table.

Task 4. Odd one out. Which of the three words is the odd one out in each case?

Example: spill flood chip *chip - the other two involve liquids.*

- break down smash break
- leak come off chip
- run out stain stop
- cut bruise flood

Task 5. What would you do if...

1. you mislaid your credit card?
2. your TV set broke down?
3. you noticed your guest's glass was chipped?
4. you bruised your forehead?
5. one of your coat-buttons came off?
6. your watch was slow?

Unit 22

Telephoning

Task 1. Discuss.

1. What is difficult about speaking on the phone in English?
2. Have you ever made a phone call in English? Who to? What was it about?

Making a phone call

Telephone problems:

The line is engaged (busy) = Someone is already on the phone.

It's the wrong number = You have dialed another number.

You get through to him (make contact) but he's out (not at home).

He phones you back but you are out. So he leaves a message on your answer phone.

Task 2. Describe the sequence of actions in which you make a phone call:

receiver hang up pick up dial listen for
ringing tone dial tone

Task 3. Complete the box using the words below.

Message through back take like calling this

Person answering: First words	Hello. Smith and Son. Tracy speaking. Hello. Tracy Brown
Caller: say who you want to speak to	Hello. Is ____ there , please? Hello. I'd ____ to speak to...
Person answering: find out who is speaking	(May I ask) who's ____, please? Can I take your name?
Caller: say who you are and why you are calling	____ is John Fox. I'm calling about...

Person answering: continue the call	<p>I'll put you _____. One moment.</p> <p>I'm afraid he's not here at the moment. Would you like to call back later?</p> <p>Can I _____ a message?</p>
Caller: continue the call	<p>Could he call me _____ back? My number is...</p> <p>Can I leave a _____?</p>

Task 4. A) Listen to three telephone conversations. Complete the table.

	Call 1	Call 2	Call 3
Caller's name			
Message			
Caller's phone/ fax number			

B) Listen again and check your answers.

C) Look at the tapescripts on page 170 and practise the phone calls with a partner.

Tapescript.

Call one

Personal assistant (PA): Davies Electronics.

Mr. Sharp (S): Hello. I'm calling from Washington DC. I'd like to speak to Mrs. Davies, please.

PA: Yes. May I ask who is calling, please?

S: Sure. It's MR. Sharp.

PA: Thank you. I'm afraid she's not in the office at the moment. Can I take a message?

S: Yes. Could you ask her to call me back, please? It's about Friday's meeting.

PA: Yes, of course. Can I take your number?

S: It's 202 943 8226.

PA: That's 202 943 8226. I'll ask her to call you back this afternoon.

S: Thank you.

PA: Good bye.

S: Good bye.

Call two

PA: Clanner Fabrics. Robert speaking.

G: Oh hello. This is Gabriella Jones from Accounts.

PA: Hello, MRS. Jones.

G: Can I speak to Paul, please?

PA: I'll put you through. One moment... his line is engaged, I'm afraid.

G: Ok. Can I leave a message?

PA: Yes, of course.

G: Can he call me, Gabriella Jones on line 6. It's the Accounts Department.

PA: Ok. No problem.

G: Thanks.

Call three

PA: Good morning. Juarez and Son. How can I help you?

A: Good morning. Can you put me through to Ricardo Villas?

PA: Yes. May I ask who's calling?

A: It's Andrea Jackson.

PA: Anthea Jackson?

A: No, Andrea Jackson.

PA: Thank you. I'm afraid he's not at his desk at the moment. Would you like to leave a message?

A: Yes. Could you ask Mr. Villas to fax me an invoice?

PA: Fax you an invoice. Does he have your fax number, Miss Jackson?

A: No. it's 682 3149.

PA: Ok. I'll leave a message for him. The number's 682 3149. Is that right?

A: That's right. Thanks. Good bye.

PA: Goodbye.

Task 5. Put the words in order.

a) I'll that Yes, do. _

b) *Johnson and Johnson*, you help may I How ? I _

- c) afraid the not I'm office in moment at she's the. _
 - d) is Brown Mr This. Hello, like please Cardusio to Maria I'd to speak.
 - e) course Yes, of.
 - f) Can call her to back ask you me ?
 - g) Oh. I Can message leave a ?
 - h) you Thank. Goodbye .
- b Now put the sentences in order to make a telephone conversation.

Task 6. Work in pairs. Roleplay the telephone conversations.

Student A: 1) answer the phone.

1. You work in an office (Smith and Co). Your manager is on holiday.
 2. You work in a private bank (Jeeves Bank). Mr Jones is in a meeting.
 3. You work at hotel reception (Hotel Paradiso). The line is engaged.
- 2) phone your partner.
1. Your partner works in a computer shop (Bust Computers). Ask for an engineer (your computer isn't working).
 2. Your partner works in an office (Lula Incorporated). Ask to speak to Lula (about an invoice).
 3. Your partner works in a school (Cool School of English). Ask to speak to the school director (about doing a course).

Student B: 1) phone your partner.

1. Your partner works in an office (Smith and Co). ask to speak to the manager about the job.
 2. Your partner works in a private bank (Jeeves Bank). Ask to speak to Mr. Jones (your bank manager) about your bank account.
 3. Your partner works at hotel reception ((Hotel Paradiso).ask to speak to Jill Orwell in room 101.
- 2) answer the phone.
1. you work in a computer shop (Bust Computers). The engineer isn't in today.
 2. you work in an office (Lula Incorporated). The line is engaged.
 3. you work in a school (Cool School of English). The director is out shopping

Unit 23

Using the land

Task 1. Read the following words and divide them into groups: a) animals; b) birds; c) crops; d) vegetables; e) fruit; f) others.

1. comfortable зручний
2. favourable сприятливий
3. temperate - помірний
4. soil - ґрунт
5. wealth багатство
6. arable орний
7. crop сільськогосподарська культура
8. branch - галузь
9. fertile родючий
10. suitable придатний, відповідний
11. to grow рости, вирощувати
12. successfully - успішно
13. sugar beet - цукровий буряк
14. grains зернові культури
15. buckwheat гречка
16. wheat пшениця
17. rye - жито
18. barley ячмінь
19. oats овес
20. maize кукурудза
21. millet просо
22. sunflower - соняшник
23. flax - льон
24. carrot морква
25. cabbage - капуста
26. cucumbers огірки
27. onion цибуля
28. garlic часник
29. irrigation - зрошування
30. rice - рис
31. pepper - перець

- 32. water-melon кавун
- 33. berry ягода
- 34. to need - потребувати
- 35. moisture - волога
- 36. apricot - абрикос
- 37. peach персик
- 38. small fruits - ягоди
- 39. goat коза, цап
- 40. poultry - с.-г. птиця
- 41. hen - курка
- 42. turkey індичка, індик
- 43. ostrich страус
- 44. to favour - сприяти
- 45. to process - переробляти

Word-combinations:

- 1. due to - завдяки
- 2. adequate rainfall - достатня кількість опадів
- 3. crop growing рослинництво
- 4. animal husbandry тваринництво
- 5. industrial plants - технічні рослини
- 6. fodder plants кормові рослини
- 7. sugar production - виробництво цукру
- 8. vegetable crops - овочеві культури
- 9. to grow - вирощувати
- 10. dairy cattle молочна худоба
- 11. pedigree cattle - племінна худоба
- 12. to raise - розводити, вирощувати
- 13. throughout the country по всій країні
- 14. fish farming рибництво
- 15. bee-keeping бджільництво
- 16. raw materials сировина

Task 2. Read the following text.

Agriculture in Ukraine

Due to comfortable geographical position, favorable temperate climate, adequate rainfall and good soil Ukraine is traditionally an agricultural country.

Land is the main wealth of Ukraine. Arable land makes 42 million hectares. There are two main branches of agriculture. They are crop growing and animal husbandry. Now crop growing is a highly developed branch of agriculture. The soil is the basis of agriculture. The fertile soil and warm climate of Ukraine are suitable for growing different crops. That's why Ukraine is the most important producer of sugar beets, grains, industrial and fodder plants, buckwheat, vegetables, fruit, grapes. It is the centre of sugar production.

The main grain crops are: wheat, rye, barley, oats, maize, millet. The most important industrial crops are: sugar beet, sunflower, flax.

About 40 types of vegetable crops are grown in Ukraine: potatoes, beet, carrot, cabbage, tomatoes, cucumbers, onion, garlic and others. Irrigation is used in the southern regions. Due to large-scale irrigation systems such crops as rice, pepper, water-melons, fruit, berries and grapes are successfully grown there. Rice needs a lot of moisture. Such fruit as apples, pears, plums, cherries, apricots, peaches, small fruits and berries are grown in the orchards in our country.

Animal husbandry is a large component of agriculture. The most productive pedigree and dairy cattle, sheep, pigs, goats and poultry (hens, geese, ducks, turkeys and even ostriches) are raised throughout the country, especially around all big cities. The abundance of fodder plants favors the development of animal husbandry in Ukraine. Fish farming is growing in importance. Bee-keeping is practiced too. Ukraine has a well-developed industry processing agricultural raw materials.

Task 3. Give the answers to the questions:

1. Why is Ukraine an agricultural country?
2. What is the main wealth of the country?
3. What are the most important branches of Ukrainian agriculture?
4. What grain crops are grown in Ukraine?
5. What are the most important industrial crops?
6. What vegetable crops are grown in our country ?

7. What fruit are grown in the orchards?
8. What farm animals are raised in Ukraine?
9. What favors the development of animal husbandry in Ukraine?
10. Are fish-farming and bee-keeping practiced in Ukraine?

Task 4. Do the given tasks:

1. *Translate the given words without using a dictionary:*
comfortable, geographical, position, climate, fruit, industrial, production, tomatoes.
2. *Find in the text sentences with the given word-combinations:*
 1. орні землі України;
 2. кормові рослини;
 3. виробництво цукру;
 4. вирощування динь.
3. *Translate into English:*
сприятливий клімат; родюча земля; сільськогосподарська країна; головне багатство; овочеві культури

Unit 24

Tillage

Task 1. Read and translate the text.

The final objectives of tillage operations are to produce: a seedbed favourable for growth and development of crops, plants, and to control weeds. Weeds compete with cultivated plants for light, soil moisture, and plant nutrients.

There are various tillage operations. For instance, when we plough in autumn we hope that we are creating a condition in which the soil will remain sufficiently open, rain will penetrate into the subsoil and the soil will be fully exposed; to the action of frost. When in spring we cultivate the autumn ploughed land our aim is to produce a suitable seedbed. It means to produce a zone of fine soil in which we place the seed and, below this, a well compacted layer where plants develop their root system and obtain a supply of moisture.

The inter-row cultivation of root crops aims at destroying the weeds. Today in controlling weeds we can combine measures such as rotational cropping with tillage operations and the use of chemical herbicides. The use of chemicals for weed control dates back to the time when copper sulphate was found to kill some of the weeds. Before World War II copper sulphate, sulphuric acid and a number of other materials were used for the control of weeds in cereal crops.

Different chemicals act on plants in different ways. There are selective chemicals and non-selective ones. There are many crops which may be treated by pre-emergence applications, and there are very many crops which can be successfully treated with selective herbicides after their emergence. But be careful in applying herbicides as many crops can be damaged by a comparatively small overdose.

Task 2. Answer the following questions:

What is the final objective of tillage operations?

What is the aim of ploughing in autumn?

What is the aim of ploughing in spring?

What is the aim of inter-row cultivation of root crops?

What measures can we combine in controlling weeds?

What chemicals were used for weed control before World War II?

Task 3. Translate the sentences into English:

Наша мета — отримати добрий ґрунт для росту і розвитку сільськогосподарських культур.

Бур'яни конкурують з культурними рослинами за світло, вологість ґрунту, поживні речовини.

Міжрядкова культивування кореневих культур має на меті знищення бур'янів.

Різні хімікати діють на рослини по-різному.

Існують гербіциди вибіркової і невибіркової дії.

Будьте обережні, застосовуючи гербіциди, тому що деякі рослини можуть бути пошкоджені порівняно невеликим перевищенням дози.

Task 3. Translate the following sentences into Ukrainian, pay attention the function of the infinitive.

To plough in autumn is very useful.

We plough in autumn to create a condition in which the soil will remain open and rain will easily penetrate into it.

Our aim is to produce a suitable seedbed.

To produce a suitable seedbed it is necessary to cultivate the autumn ploughed land in spring.

Copper sulphate is found to kill some of the weeds.

Sulphuric acid and a number of other materials are used to kill the weeds in cereal crops.

Different chemicals are known to act on plants in different ways.

We want these crops to be treated by pre-emergence application of herbicides.

We do not want weeds to compete with cultivated plants for light, soil moisture, and plant nutrients.

Unit 25

Field crops

Task 1. Read and translate the text.

By the word crop we understand every useful plant cultivated for the benefit of mankind. Depending upon their field of application, crops can be subdivided into the following four groups:

I. *Food crops*, including mainly cereals, or grain crops. The most important of them is wheat which is grown practically at all latitudes. Wheat is followed by rye grown essentially in Northern countries. Next to rye in significance comes barley used for the preparation of gruels and for malting. Buckwheat and millet serve principally for making gruels. Oats belong both to the group food and feed crops. Porridge made of it is a highly nutritive food for man, but oats are practically widely used for feeding domestic animals. To the group of food also belong rice, tea, coffee, cocoa, grapes, etc.

II. *Feed crops* are those, the main purpose of which is to supply provender to cattle. Many varieties of grasses belong to this group: clover, timothy, alfalfa, vetch, etc. Many of these grasses serve at the same time the purpose of returning to the soil those particular nutritive elements which the preceding crop has extracted from the earth. Swedes and mangle are also important feed crops.

III. *Industrial crops* are those that provide raw materials for further processing. Sugar beet is the main primary for the sugar industry. The flax plant yields the fine fibers of which linen is made. Flax oil received from the seeds is known to be a food product and an industrial as well. The hemp plant also yields raw materials for producing rough cloth, sacking and oil. Perhaps the most important industrial crop for the textile industry is cotton. The cotton plant yields the cotton fiber. The seeds are either kept for sowing again, or are used in making oil and oil-cake for cattle. The main oil crop in our country is the sunflower plant which gives one of the best food oils and oil-cake for cattle. The potato plant is one of the most important field crops. This tuber crop is a very valuable food, feed, and industrial crop as well. Nowadays the cultivation of the potato plant has widely spread throughout the world. Potatoes are grown on almost all of

classes of soil. That is why this tuber crop is grown in our country. IV. The fourth group of crops is represented by *vegetables*.

Task 2. Arrange the following words in pairs of synonyms:

apply, produce, important, provender, earth, particular, provide, specific, soil, forage, use, make, significant, give.

Task 3. Answer the following questions:

1. What plant do we call crop?
2. How many groups of crops do you know?
3. What are the main food crops?
4. What is barley used for?
5. To what group do oats belong?
6. What is the main purpose of feed crops?
7. Are grasses only feed crops?
8. What do industrial crops provide?
9. What is the main primary for the sugar industry?
10. What does the flax plant provide?

Task 4. Make up sentences choosing the appropriate words and word combinations given in brackets:

1. Industrial crops include (vegetables, grasses, flax, hemp, cotton).
2. In Northern countries grows (cotton, tea, rye, rice).
3. Linen is made of (rye, cotton, flax, hemp) fibers.
4. The hemp plant serves for (making gruels, malting, producing oil).

Task 5. Fill in the blanks with appropriate words given below:

potato, vegetables, yields, seeds, oil, flax, grown, sunflower

1. Linen is made of fine ... fibres.
2. Flax oil is made o the ... of flax.
3. The hemp plant... raw materials for clothing, sacking and... .
4. The ... is one of the best oil producers.
5. The ... plant is a valuable tuber crop.
6. To fourth group of crops belong

Task 6. Read the following English words, find their Ukrainian equivalents in the right column:

to return	специфічний
crop	отримувати
to subdivide	використовувати
to depend	в основному
essentially	значення
to use	служити
preparation	жмих
significance	залежати
to serve	підрозділяти
particular	сільськогосподарська культура
to extract	повертати
oil-cake	підготовка

Task 7. Translate the following sentences into English:

1. Сільськогосподарська культура — це будь-яка рослина, що вирощується на користь людині.
2. Культурні рослини можна підрозділити на чотири групи.
3. До харчових культур належать в основному зернові культури.
4. Пшениця вирощується практично на всіх широтах.
5. За пшеницею по її важливості для людини йде жито.
6. Жито вирощується в основному в північних країнах.
7. Наступним по значенню злаком є ячмінь.
8. Овес належить як до харчових культур, так і до кормових.
9. Овес широко використовується для годівлі домашніх тварин.
10. Основне призначення кормових культур - забезпечення худоби фуражем.
11. До цієї групи сільськогосподарських культур належать в першу чергу трави.
12. До кормових культур належать також кормові буряки та бруква.
13. Технічні культури є сировиною для промисловості.
14. До технічних культур належать бавовник, цукрові буряки, льон та інші культури.

Task 8. Read and translate the text. Answer the questions.

SMALL GRAINS

The small grains include wheat, oats, barley, rye, and rice. These plants furnish a very large part of man's food. They are members of the grass family, and all are annuals or winter annuals.

The small grains are used for many purposes. The most important uses are as human food, feed for animals, and beverage production.

As human food. Wheat is the most important food plant. Wheat is used for food in the form of bread, biscuits, pastries, macaroni, crackers, and the like.

Practically all of the oats used as human food are in the form of rolled oats.

Barley is used to a lesser extent as human food.

Most of the rye consumed is in the form of bread.

As feed for animals. All the small grains are used to some extent as feed for animals. Oats are universally recognized as a good feed for horses, and nearly all the oats, except those used for seed and the small amount for rolled oats, is fed to livestock. Most of the barley is fed to livestock, and by-products of wheat and rice are used in feeding animals.

Wheat is cultivated throughout the world. Districts of heavy rainfall are not suitable for wheat, and the yield is very dependent on summer sunshine.

Wheat is extremely deep-rooted and drought-resistant, and on all soils, except very light ones, gives the best yields in dry and sunny seasons; it is more resistant to winter frost than either barley or oats. It is the safest cereal to grow on really rich land, as it stands heavy manuring, and is not very liable to lodge.

Rye is the most winter-hardy of the small grains, practically all rye being fall sown. It can withstand generally unfavourable conditions better than the other small grains. Though rye does best on fertile soils, it can be grown on poor, acid or sandy soils better than any other small grain, it does not do well on wet soils, and is likely to lodge on rich soil.

Answer the following questions:

What cereals do the small grains include?
What family do the small grains belong to?
What are the most important uses of small grains?
In what form is wheat used for food?
Which of the small grains are used to a greater extent as feed for animals?
What districts are not suitable for wheat growing?
What are wheat yields dependent on?
Which of the small grains is the most winter-hardy?
What season is rye sown in?
What kind of soils can rye be grown on?
What soil is rye likely to lodge on?

Task 9. Read and translate the following sentences:

All our food and clothing are produced either directly or indirectly by plants.

Oats are grown chiefly for livestock feed.

Rye is used only in combination with other grains for the feeding of hogs and horses.

The by-products of wheat are fed to livestock.

The zoo technician must know the feeding-values of both hay and grain crops.

The feeding-value of foodstuffs is known from the results of chemical analysis.

In our region maize is used for livestock feed in the form of green feed and silage.

Task 10. Make the following sentences a) interrogative, b) negative:

She swims well.

He graduated from the university two years ago.

They will soon visit you.

Last week they went on an excursion.

You saw him yesterday.

We go to lectures every day.

They usually visit you on Sundays.

The show will begin in two hours.

You have two English lessons a week.

Yesterday she was at the library.

Task 11. Find a) synonyms b) antonyms in this groups:

a) hardy, autumn, grain crops, resistant, to withstand, grains, fall, to resist, cereal.

b) wet, sensitive, dry, to a greater extent, favourable, hardy, to a lesser extent, unfavourable

Unit 26

Agricultural operations

Task 1. Read and translate the text.

The seed-bed preparation begins with stubble-cleaning which is made by means of stubble cleaners. These machines turn up the ground, mix it with the stubble and partly turn it over. Now it is time to plough. In modern practice ploughing is effected by gang-ploughs which are generally trailers but may be also tractor-mounted. The foot cuts the soil, after which the share goes into the ground more deeply, while the mould board throws the slices aside. Seed-bed preparation is effected by refining with the help of sweepers, next with tine and disc harrows, then by leveling cultivation and occasionally rolling.

After that comes seeding which is at present practically always effected by means of tractor-driven drills. Fertilizers are applied at the same time as drilling takes place. This is known as ferti-seeding. Otherwise tractor drawn spreaders are used. With some crops, cluster-pocket, (or checkrow) planting is employed after that shoots begin to show. In the case of some crops hilling is necessary. The extraction of weeds by means of weeders is of great importance for they may stifle crop or, at least, arrest the growth.

When the crop is ripe harvesting sets in. Swath or subsequent pick-up harvesting is now recommended practice. Harvesting grain is everywhere made by harvester-combines, which can cut, thresh, winnow and bin the corn in one operation. Combines are practically always self-propelled, though they are occasionally tractor-drawn with power take-off. Not outdated, however, are also reapers, which are often of great importance helping during the hot time of harvesting. The best of them are windrowers and self-binding reapers, making ready sheaves on the fields.

Task 2. Answer the following questions:

1. What does the seed-bed preparation begin with?
2. By what means is stubble cleaning made?
3. What operation comes after stubble cleaning?
4. How is stubble cleaning influenced in modern practice?
5. What kind of plough is the gang-plough?
6. Can gang-ploughs also be tractor-mounted ploughs?

7. What does the foot of a plough do?
8. What are the functions of the share and the mould-board?
9. How is seed-bed preparation effected?
10. What harrows are used for soil refining?
11. What operation follows the seed-bed preparation?
12. What kinds of drill are used at present?

Task 3. Fill in the blanks with appropriate words from the list below:

reapers, self-binding, bin, self-propelled, potatoes, maize, row, thresh, cultivation, harvester-combines, begins, ripe

1. With ... cluster-pocket planting is used.
2. Several crops, for example ..., require hilling.
3. Sugar beet is a ... crop which permits....
4. When the crop is ... harvesting....
5. Harvesting grain is effected by, which can cut,...., winnow and ... the grain in one operation.
6. Combines Eire usually.....but they also may be tractor-drawn.
7. During the hot time of harvesting also ... are used.
9. The.....reaper makes ready sheaves on the fields.

Task 4. Find the following words in the dictionary, read them, pay attention to their translation:

1. practical — practically — practitioner — practice — practiced;
2. seed — seedage — seed-bed — seed-case — seed-corn — seed-drill — seeder — seeding — seeding-machine - seeder — seedling — seed-potatoes—seed-time—seed-vessel;
3. preparation — preparative — preparatory — prepare - preparedness;
4. fertile — fertility — fertilization — fertilize — fertilizer;
5. agronomic — agronomics — agronomist — agronomy;
6. harvest — harvest-bug — harvester — harvesting

Task 5. Match the following English words with their Ukrainian equivalents:

to bin	вирівнювання
disc harrow	валкова жатка

leveling	лущення
self-binding reaper	жатка-снопов'язалка
stubble-cleaning	зсипати в бункер
stubble cleaner	лущильник
sweeper	віяти
windrower	дискова борона
to winnow	розрихлювач

Task 6. Translate the following sentences into English:

1. Лущення стерні проводиться за допомогою лущильника.
2. Тракторні плуги звичайно є причіпними, але можуть бути і навісними до трактора.
4. Передпосівне зрихлення виконується розпушувачами, зубчастими і дисковими боронами і культиваторами.
5. Сівба тепер практично всюди здійснюється за допомогою тракторних сівалок.
6. Часто під час сівби вносяться добрива.
7. При посіві деяких культур застосовується квадратно-гніздовий спосіб сівби.
8. Деякі культури вимагають підгортання.
9. Бур'яни можуть повністю заглушити культурні рослини або затримати їх ріст.
10. Для видалення бур'янів застосовуються полольники.
11. Міжряддя просапних культур дозволяють проводити культивуацію.

Unit 27

Plant

Task 1. Read the text.

Plant, its parts and their functions

Plants are highly important sources of food for man. They supply us with food, clothing and many other things as well.

Man's progress has closely been connected with the cultivation of plants, as in order to grow plants man had to settle down and to begin building homes.

Many plants are being grown and used for many purposes. To have knowledge of plant growth it is necessary to study the principal parts of the plant and their functions.

There are three principal parts of a plant: 1 — the root system; 2 — stems and leaves; 3 — the reproductive part made up of flowers, fruits and seeds.

The roots grow downward into the soil and have two main functions — to absorb plant nutrients and water from the soil and to anchor the plant.

As to stems and leaves, they are usually above the ground. The food used in growth by green plants is manufactured in the leaves from the raw materials taken from the soil and air. This process is known as photosynthesis.

The main functions of the stem are to support the leaves and to connect them with the roots.

A flower is the part of the plant where seeds are produced. A seed consists of an embryo, a supply of food and one or more seed coats surrounding the young plant and its food supply.

All parts of a plant must be developed well and proportionally enough to function properly. If conditions for plant growth are bad, the plant will be too weak to develop its parts well.

Task 2. Answer the following questions:

1. What are the main functions of the roots?
2. Where are the stems and leaves of a plant usually situated?
3. Where is the food of green plants manufactured?
4. Where are the raw materials taken from?
5. What are the main functions of the stem?

6. In what part of a plant are seeds produced?
7. What does a seed consist of?
8. What do plants supply us with?

Task 3. Fill in the blanks with appropriate words from the list below:

functions, nutrients, made up, flower, system, anchor, produced, air, materials, take, known, connect, support

1. The root... is one of the principal parts of a plant.
2. The reproductive part of a plant is.....of flowers, fruits or seeds.
3. The roots have two main ... to absorb plant... and water from the soil and ... the plant.
4. The food used by green plants is ... in the leaves.
5. The root... raw ... from the soil and the leaves — from the...
6. This process is ... as photosynthesis.
7. The stem has to ... the leaves and to ... them with the roots.
8. Seed are produced in a ... of a plant.

Task 4. Translate the following word combinations into English:

коренева система, поживні речовини рослини, вирощування рослин, важливе джерело, джерело знань, ріст рослини, основна частина

Task 5. Translate the following sentences into English:

1. Рослини забезпечують людину їжею, сировиною для одягу та іншим.
2. Вони відіграють важливу роль у житті людини.
3. Дуже важливо знати основні органи рослини та їх функції.
4. Одною з найважливіших частин рослини є її коренева, система.
5. Органи розмноження складаються з квітки і насіння.
6. Коренева система має дві основні функції: поглинати поживні речовини і воду для рослини і укріплювати рослину у ґрунті
7. Стебло підтримує листя і з'єднує його з кореневою системою.
8. У квітці утворюється насіння.
9. Кожна насінина має одну або декілька оболонок.

Task 6. Match the words in A with the synonyms in B:

A

to study, principal, ground, to
make up, to anchor, to connect,
process, to support

B

main, to keep up, to fasten, soil,
to learn, action, to join, to form

Task 7. Find the following words and word combinations in the dictionary, read them:

1. feed — to feed — to feed up — feeder — feeding crop;
2. food — food crop — food-stuff;
3. plant — plantation — planter — plant-lose — plant pathology

Task 8. Read the text. Translate the words and phrases in bold:

CLIMATIC REQUIREMENTS OF PLANTS

Man cannot **influence** climatic conditions. However, with new progress in science, crop production can be controlled by **applying improved** farming practices.

So, the farmer cannot regulate the **amount of rainfall**, but he can prevent **loss of moisture** by proper cultivation and by incorporating into the soil large amounts of **organic matter**, which helps **conserve moisture**. In some areas **irregularities** in rainfall and **lack of moisture** are compensated by irrigation.

Proper temperature is also **essential** for successful plant growth. In addition it helps conserve water in the soil. So, some plants grow best in cool climates not only because of direct effect of temperature, but **due to** higher supply of water under such conditions.

Wind is another climatic factor influencing crop production. The farmer cannot control the wind, but he can farm his land in such a way as to lose **as little soil as possible** due to wind erosion. He can plant winter crops in areas where they will **mature** before dry, hot windy weather becomes a problem the next summer.

Sunlight is highly important for many processes taking place in the growing plant. There exists a relationship between **length** of day and the **flowering and fruiting of plants**. Some plants produce flowers only when days are long and nights are short. They are called **long-day plants**. Some plants produce flowers and fruit in autumn when days are short and nights are long. They are called **short-day plants**. Some plants are not likely to be affected by the length of the day.

Crops **vary** in their climatic requirements. Corn can be grown under **a variety** of climatic conditions, the most favourable environment being the one where the **average** summer temperature is between 70° and 80° F. Wheat sown in the fall does best in regions where the climate is cool and moist during the fall, winter and early spring months followed by warm and dry harvest period. **Low yields** may often result from too low temperatures and abnormally dry weather. Wheat and corn may sometimes be grown **in rotation** with each other, because wheat is a winter and spring crop, and corn is a summer crop. Like potatoes, oats and barley do best in cool, moist climate. Both quality and yield of potatoes are better in cool regions. Vegetables, because of their high **adaptability**, are grown under different soil and climatic conditions, soils of good **physical properties** being especially important.

To obtain high yield of a **good quality crop** it is necessary to select a proper variety best adapted to the conditions of the region it is to be grown in.

Task 9. Are the following sentences true or false? Correct wrong ones:

1. Man can control the amount of moisture in the soil.
2. All plants are classified into long-day plants and short-day plants.
3. Application of the most progressive agricultural practices may improve crop production.
4. Choosing the proper variety to be grown is one of the important factors in crop production.
5. Wheat and corn have the same climatic requirements,
6. There are two ways of increasing moisture in the soil.
7. Soil moisture is in direct proportion to temperature.
8. There are no ways of controlling wind erosion.

Task 10. Answer the questions to the text:

1. How can crop production be controlled?
2. How can the farmer regulate the amount of moisture?
3. What is proper temperature essential for?
4. How can farmer control losses from winds?
5. What is a relationship between the length of day and the flowering and fruiting of plants?
6. What are the climatic requirements for different crops (wheat, corn, potatoes, oats, barley, vegetables)?
7. What is necessary to obtain high yields of good crops?

Task 11. Translate the following words paying attention the prefixes:

- regular - irregular
- proper - improper
- mature - immature
- normal - abnormal
- favorable - unfavorable
- successful - unsuccessful
- possible – impossible

Unit 28

Weeds

Task 1. Read and translate the text.

A weed can be defined as a plant that grows where it is not wanted.

Weeds do much damage to crops. When we consider losses from weeds for all of the crops, including pastures, plus damage by insects and diseases harbored by weeds, plus the lower quality of milk and its products and grain and wool because of weeds, the figures ran into unbelievable millions. And this is not all of the loss. The extra labour required to keep weeds under control is probably the greatest loss they cause. A large proportion of the labour of producing crops is spent in destroying weeds.

We cannot list here all of the causes of the great losses from weeds, but we will list a few of them:

1. Weeds rob other plants of water in the soil.
2. They rob other plants of food materials.
3. Weeds often shade and smother small-cultivated plants because: they grow faster.
4. They harbour plant diseases.
5. They harbour insects and injurious worms.
6. They cause lower quality of grains and wool. This is due to weed seeds in grain, and to burs in wool.
7. Some kinds of weeds poison livestock and people.

8. Weeds cause bad flavours in milk, butter and cheese.
9. They cause hay fever and other diseases, which some people get from breathing the pollen from weeds.

Weeds spread because they are hardier than cultivated plants, because they have so many seeds, and because the seeds have so many ways of being scattered. Weeds grow faster than most cultivated plants and are more difficult to kill. Weed seeds live a long time. The seeds of some weeds buried in the soil may live fifteen to thirty-five years. There is a popular expression: One year of seed gives seven years of weeds.

There are three classes of weeds, according to length of life: annuals, biennials, and perennials.

The number and kinds of weeds would increase unless united action is taken against them. We can be almost free of the troublesome weeds by doing the following three things:

1. Preventing weeds from going to seed on the farm;
2. Preventing weed seeds from being brought to the farm;

3. Preventing perennial weeds from making top growth, and thus finally starving out the underground parts.

Task 2. Answer the following questions:

1. What is a weed?
2. What do weeds cause in the production of agricultural crops?
3. What do weeds harbour?
4. What is the greatest loss caused by weeds on a farm?
5. What do weeds rob other plants of?
6. How do weeds affect the quality of grains and wool?
7. What do weeds cause in milk and milk products?
8. What does the breathing; of the pollen from weeds cause in some people?
9. What enables weeds to spread so widely?
10. Explain the expression: One year of seed gives seven years of weeds.
11. How many classes of weeds are there according to their length of life?
12. Describe the different ways in which weeds are introduced into a farm.
13. What are the ways of controlling weeds?

Task 3. Read and translate into Ukrainian the following sentences:

1. Weeds reduce yields of cultivated plants.
2. Annual weeds complete their life in one year.
3. Biennial weeds are relatively unimportant in field crops since they can be destroyed by tillage operations in their first year.
4. Almost all perennial weeds have underground vegetative parts.
5. Weeding by hand labour requires too much time.
6. A weeder is a light cultivator adapted for destroying weeds.
7. There are several general methods of weed control.
8. Cultivation is an old but still common method of weed killing.
9. The processes of tillage not only kill the living weeds, but prevent them from going to seed.
10. Smothering crops can often be used in controlling certain weeds.
11. Farmers should use only weed-free seeds of their crops.

12. Chemicals were applied to (he weedy fields.

Task 4. Fill in the blanks with the following words:

nutrients, killing, seeds, to prevent, weeds, vegetative, loss, greater, moisture, rapidly.

1. There are different kinds of damage by ...
2. Weeds propagate themselves by ..., which are produced in great quantities.
3. Action must be taken ... weeds from going to seed.
4. The survival and increase of perennials are also ensured by ... parts.
5. Weeds absorb soil... that would otherwise be used by crop plants.
6. Cultivated plants are robbed of ... by weeds.
7. Many weeds grow more ...than crop plants.
8. Chemicals are now used quite widely in ... weeds.
9. The annual ... in crop product on in the USA caused by weeds is about 5,000,000,000 dollars.
10. This loss is believed to be ... than the combined loss from insects and diseases of both plants and animals.

Task 5. Make the following sentences interrogative and negative.

1. Weeds reduce yields of cultivated plants.
2. There are several general methods of weed control.
3. Cultivation is an old but still common method of weed killing.
4. Weeds cause bad flavour in milk, butter and cheese.
5. Weeds grow faster than most cultivated plants and are more difficult to kill.

Task 6. Make up sentences putting the words in correct order:

1. Weeds, to crops, do, damage, much.
2. Weeds, other, of water, rob, plants, in the soil.
3. Chemicals, weeds, are, now, quite widely, in , killing., used.
4. There, different, weeds, kinds, of damage, by, are.

Unit 29

Precision farming

Task 1. Read and translate the text.

Obviously with today's large-scale agriculture, the individual treatment of each plant is impossible without some remarkable assisting technologies. It was the invention and availability of new technologies that have made the concept of 'precision farming' feasible.

As agriculture became mechanized, farmers began to treat whole fields as the smallest management units. They abandoned the idea of managing smaller-than-field-size units in order to take advantage of the increased capacity and speed of large tractors and implements. By treating large areas the same, the farmer spent less time in the field and covered more acres per day. The advantages of increased productivity for outweighed any benefits from the labour intensive management of smaller sub-field units.

Today technology has reached a level that allows a farmer to measure, analyze and deal with in field variability that was known to exist previously but wasn't manageable. The ability to handle variations in productivity within a field and maximize yields has always been a desire of the farmer, especially the farmer with limited land resources. The recent development of microprocessors and other electronic technologies are new tools to help all farmers reach this goal.

The major technologies and techniques used for precision farming include: satellite positioning systems, yield monitoring and mapping, soil testing, remote sensing geographic information systems, variable rate technology and others.

The positioning systems (can be applied to a large number of precision farming operations. The first logical step for implementing precision farming is the yield mapping. The soil testing and remote sensing deal with gathering site-specific data from a field. The geographic information systems enable the farmer to manage and analyze data from many different sources. Data management and analysis result in the map creation. Some maps can be used to control the operation of vehicles and variable-rate technology.

The techniques and technologies for precision farming can be combined to create a new system for managing crop production.

All of these possible precision farming applications, crop yield monitoring is the most logical starting point for a farmer interested in adopting the technology. If yield within a field does not vary much and the field level is satisfactory, then there is probably little incentive to invest in additional precision farming technologies. In contrast, highly varying yields within a field indicate that the current management practices may not be providing the best possible growing conditions everywhere in the field, in this case, further adoption of precision farming for the other operations may be beneficial. However, several years of yield data may be necessary to make a good decision.

Precision farming has the potential to improve the operations of who adopt it in one form or another. By better matching crop production inputs to the needs of the soil and the crop being grown, farmers can benefit themselves economically and improve the environment in which they live and work.

Task 2. Find in the text equivalents to the following word-combinations:

1. обробка кожної рослини
2. наявність нових технологій
3. ділянки, за розміром менші ніж поле
4. мати перевагу
5. контроль урожаю
6. картографування
7. технологія змінних норм внесення
8. дистанційний контроль
9. співвідносити
10. давати можливість
11. специфічна визначеність кожної елементарної ділянки поля
12. приводити до
13. методи точного землеробства
14. застосувати нові технології

Task 3. Match the given English words with their Ukrainian equivalents:

- | | |
|---|---|
| 1. advantage of something | a) широкомасштабне сільське господарство |
| 2. to assess field | b) оцінювати стан поля |
| 3. satellite positioning | c) контроль врожаю |
| 4. to adopt precision farming | d) підтримувати якість навколишнього середовища |
| 5. large scale agriculture | e) змінність стану поля |
| 6. to maintain the quality of environment | f) технологія змінних норм |
| 7. in-field variability | g) застосовувати точне землеробство |
| 8. remote sensing | h) тестування (контроль) стану поля |
| 9. to outweigh | i) переваги чого-небудь |
| 10. yield monitoring | j) переважати |
| 11. variable-rate | k) дистанційний |
| 12. site-specific data | l) супутникові позиційні системи |
| 13. soil testing | m) специфічна визначеність кожної ділянки поля |

Task 4. Complete the sentences using the words and expressions from the text:

1. Treatment of each plant is impossible without....
2. The advantages of increased productivity far outweighed
3. Today a farmer can
4. A desire of the farmers was
5. The first step for implementing precision farming is
6. The site-specific data from a field are gathered by
7. To manage and analyze data from many different sources deals with
8. The operation on vehicles and variable-rate technology are controlled by
9. The most logical starting point is
10. Further adoption of precision farming is beneficial, if... .

Task 5. Make up sentences putting the words and word combinations into the correct order:

1. there, are, production, some, crop, advantages, for managing, of the, technologies, latest..
2. of, through, the farmer, a, create, the use of, operation, can, picture, very, detailed, his, technology, satellite positioning systems, such as.
3. techniques, production, the farming, can, in aspects, Precision, be, all, of crop, used cycle.
4. technologies, farming, for, can and, be, the, Techniques, combined, precision, system, a, to, managing, production, create, new, for, crop.

Task 6. Decide whether the following statements are true or false:

1. There are some positive sites of the latest technologies for managing crop production.
2. It is difficult to create a detailed picture of agricultural operation through the use of technologies, such as satellite, positioning system, electronic sensors, controlled and sophisticated software.
3. Managing big areas within a field to reduce chemical use and improve productivity is the goal of precision farming methods.
4. Farmers can benefit themselves economically by better matching of crop production inputs to the needs of soil and the crop being grown.
3. The future means managing each crop production input -fertilizer, limestone, herbicide, insecticide, seed, etc. - on a site-specific basis to reduce waste, increase profits and maintain the quality of the environment

Unit 30

Fertilization

Task 1. Read and translate the following text:

In spite of the increasing use of synthetic fertilizers in agricultural practice and the subsequent raise of crop yields, it is found generally that to maintain a high level of inherent fertility their use must be accompanied by periodic applications of bulky organic manure, either in the form of farm manure, compost, or other organic by product, either of the farm or of certain industries.

The maintenance, of high productivity depends on a number of factors; the soil must be in the optimum condition for crop growth and must be in a position to furnish both food and water; it must have a suitable reaction in the chemical sense, and it must contain no substances toxic to growth. It must be physically amenable to cultivation, resistant to forces of erosion, and the micro - flora and micro - fauna must be of a character to ameliorate the general chemical and physical properties of the soil 'and the soil plant relationship. Any substance which when added to the soil brings about an improvement in any one of those directions could be considered as a fertilizer or manure using the terms in their widest sense, and it is in connection with these indirect benefits that organic manures are of such great importance in fertilizer practice.

As a source of plant food, farmyard manure contains all the important nutrients although their availability is variable. The potassium present is readily soluble and immediately available; the nitrogen is present in both available forms, and in compounds which only slowly break down; the phosphate compounds also decompose slowly. This is one reason why, for particular crops, applications of manure need to be supplemented with dressings of inorganic fertilizers and in particular with available phosphorus compounds. The less available portions of the farmyard manure are slowly released and become of value to succeeding crops.

Whatever the type of soil, applications of manure can have a beneficial action upon the physical properties. Heavy soils can be made easier to work, and the aeration and drainage improved by means of the increased organic - matter content, whilst on sandy soils the moisture holding capacity of the manure increases drought resistance, the binding effect of the organic matter controls erosion and the increased base -

exchange capacity' improves the power of the soil to retain plant nutrients. Soil colour will be darkened by the incorporation of humus, with an increase in the heat -absorbing power.

If a crop is growing under conditions of a single nutrient deficiency, the addition of appropriate fertilizer will give an increase in yield, but increases so observed are not directly proportional to the quantity of fertilizer used. As the rate of application increases, a given extra increment of fertilizer gives a smaller increase in crop until a maximum yield is reached. Beyond this figure further additions may either have no effect or may even do damage and cause crop reduction.

The growth responses following the provision of adequate supplies of two or more limiting nutrients are not necessarily the arithmetical sum of the separately obtained responses. Quite frequently it is found that the increase in yield of a crop when supplied with two different fertilizers is much greater than the sum of the individual yield increases; the two fertilizers are then said to have a positive interaction.

The use of compound or mixed fertilizers is increasing and possesses many advantages from a management point of view. Labour costs are considerably lowered by the reduction of the number of operations necessary, and frequently compounds can be obtained commercially containing the nutrients in concentrated form, thus reducing the quantity to be applied in any particular instance.

Task 2. Learn the given words:

1. sewage - стічні води, нечистоти
2. beneficial - корисний, вигідний, прибутковий
3. droppings - гній, послід
4. ash - попіл
5. thrive - добре, буйно рости; розростатися
6. fibre - волокно
7. hydrogen - водень(гідроген)
8. potassium - калій
9. magnesium - магній
10. boron - бор
11. chlorine - хлор
12. copper - мідь

13. molybdenum - молібден
14. dissolve - розчиняти
15. deficient відсутній, недостатній
16. ammonia аміак
17. solid - твердий
18. anhydrous - безводний
19. sulphate сульфат, сіль сірчаної кислоти
20. furnish постачати, забезпечувати
21. phosphate - фосфат, сіль фосфорної кислоти
22. apatite - апатит
23. meat-packing plant м'ясокомбінат
24. disposal - розміщення, розташування
25. compost - компост (добриво)
26. pile - купа, бурт
27. manure - гній, добриво
28. nodule, knot - вузол, нарост на рослині, кап
29. legume - біб, стручкова рослина
30. nourish - підживлювати

Task 3. Complete the sentences with the words from the text.

1. Fertilizer is a ... that is added to soil to help plants grow. Farmers use various ... of fertilizers to help produce ... crops.
2. Some fertilizers are made from such organic materials as ... or
3. Others are manufactured from certain ... or- are produced as synthetic ... in factories.
4. The elements which plants receive from soil are normally provided by ... plant and animal... and ... minerals.
5. Inorganic fertilizers are the most widely used fertilizers. They supply three main elements: (1) ..., (2) phosphorus, and (3)
6. Nitrogen fertilizers, the most widely used inorganic fertilizers, are produced mainly from ... gas.
7. Phosphorus fertilizers, also called ..., are made from the mineral....
8. Potassium fertilizers come largely from deposits of potassium Manufacturers mine the deposits or extract them with water and produce such fertilizers as ... chloride, potassium ... , and potassium

GRAMMAR REFERENCES

Present Simple

Positive		Negative		
I/You/We/They	Work	I/You/We/They	don't (do not)	work
He/She/It	works.	He/She/It	doesn't (does not)	
Question		Answer		
Do you work? Does he work?		Yes, I do./No, I don't. Yes, he does./No, he doesn't.		
Use		Examples		
Long-term situations		She lives in Stockholm.		
Habits and routines		How often do you go abroad?		
Feelings and opinions		I don't like spicy food.		
Facts		It rains a lot in the spring.		
Timetables and programmes		The train arrives at 18.20.		

Frequency adverbs

never , seldom, hardly ever, rarely, occasionally, sometimes, often, frequently, usually, always

- Frequency adverbs go after the verb to be but before all other verbs.
*They are **often** late.*
*She **occasionally** phones me at weekends.*
- We can use usually, frequently, often, sometimes and occasionally at the beginning or end of a sentence, for emphasis.
***Sometimes** he's away on business.*
*I go to the theatre **occasionally**.*
- We can also use rarely and seldom at the end of a sentence, especially with very.
*They eat out very **rarely**.*

Present Continuous

Positive			Negative		
I	'm (am)	leaving	I	'm not (am not)	leaving
You/We/They	're (are)		You/We/They	aren't (are not)	
He/She/It	's (is)		He/She/It	isn't (is not)	
Question		Answer			
Are you leaving? Is she leaving?		Yes, I am./No, I'm not. Yes, she is./No, she isn't.			
Use		Examples			
Actions happening now		<i>He's talking to a visitor.</i>			
Temporary situations or actions		<i>They're attending a training course.</i>			
Present trends		<i>House prices are falling.</i>			
Fixed future arrangements		<i>I'm flying to New York tomorrow.</i>			

State verbs

Verbs of feeling and thinking:

like, love, want, prefer, dislike, hate, appreciate, think*, know, believe, understand, forget, remember, mean, realize, recognize.

Verbs of sense:

hear, see*, taste*, smell*, feel*

Other verbs

own, have*, be*, belong, consist of, contain, exist, include

- State verbs are not normally used in the continuous form.
- We often use can with verbs of sense.

I can smell something burning. Can you hear that noise?

- *We can use some verbs in the continuous form, often with a

different meaning.

I'm seeing (meeting) her at 11 a.m. I see (understand) what you mean.

Future: going to

Positive				Negative			
I	'm (am)	going to	leave start	I	'm not (am not)	going to	leave. start.
You/We/ They	're (are)			You/We/ They	aren't (are not)		
He/She/ It	's (is)			He/She/I t	isn't (is not)		
Question				Answer			
Is it going to start? Are they going to leave?				Yes, it is./No, it isn't. Yes, they are./No, they aren't.			

Use

Future plans, intentions, and decisions

Future actions/events resulting from a present situation

Examples

I'm going to change my job.

He isn't going to attend the meeting.

I'm sure the problem is going to get worse.

Be careful! You're going to fall over!

- With come and go we normally use the Present Continuous.

I'm going to South Africa soon.

When are you coming to see us?

Future: Present Continuous

Use

Fixed future arrangements

Examples

I'm flying to Milan at 2 p.m. tomorrow.

They're not coming until next week.

What time are you leaving?

- Going to can also be used for fixed future arrangements.

I'm going to fly to Milan at 2 p.m. tomorrow.

What time are you going to leave?

Future: will

Positive			Negative		
I/You/We/ They He/She/It	'll (will)	arrive	I/You/We/ They He/She/It	won't (will not)	arrive
Question			Answer		
Will you start?			Yes, I will./No, I won't.		
Use			Examples		
Future facts and predictions			<i>Plastic money will replace coins and bank notes.</i> <i>There won't be an election this year.</i>		
Decisions and offers made at the time of speaking			<i>I'll get the information this afternoon.</i> <i>Shall I ring for a taxi?</i>		

- Going to is also often used to talk about future facts and predictions.
There isn't going to be an election this year.
- In written contexts, **will** is more common.

Future probability

Use	Examples
Certain	<i>I'm sure prices will increase. Prices will definitely rise.</i>
Likely	<i>I expect sales will decrease. Sales will probably decrease.</i> <i>It's likely sales will decrease.</i>
Possible	<i>Unemployment may get worse.</i> <i>It's possible unemployment will get worse.</i>

Unlikely	<i>It's unlikely the company will expand.</i> <i>I doubt if/that the company will expand.</i>
Impossible	<i>I'm sure he won't resign. He definitely won't resign.</i>

Past Simple

Positive		Negative		
I/You/We/ They He/She/It	Arrived left	I/You/We/ They He/She/It	didn't (did not)	arrive leave
Question		Answer		
Did he leave?		Yes, he did. /No, he didn't.		

Use

Finished actions and situations in the past

Past trends

Examples

I lived in Paris from 1980 to 1989.

How long ago did you meet her?

Air fares went up last month.

- Regular verbs in the Past Simple end in -ed.

Past Continuous

Positive			Negative		
I/He/She/It	was	working	I/He/She/It	wasn't (was not)	working
You/We/They	were		You/We/They	weren't (were not)	
Question		Answer			
Was he working?		Yes, he was./No, he wasn't. Yes, they were./No, they weren't.			
Were they working?					

Use

An action in progress when another

action happened

An action in progress at a specific time in the past

Examples

Experts discovered that chemicals

Were destroying marine life.

This time last year I was working in Madrid.

Previous plans

We were going on holiday next month but we changed our minds.

Present Perfect Simple

Positive			Negative		
I/You/We/ They	've (have)	worked left	I/You/We /They	haven't (have not)	Worked left
He/She/It	's (has)		He/She/It	hasn't (has not)	
Question			Answer		
Have you worked? Has it worked?			Yes, I have. /No, I haven't. Yes, it has. /No, it hasn't.		

Use	Examples
Situations that began in the past and continue to the present	<i>He's been a diplomat for fifteen years.</i>
Situations and actions in a time up to the present	<i>Venice has always had floods.</i> <i>She's lived in several different countries.</i>
Past actions with results in the present	<i>They've built factories all over the world.</i> <i>He's broken his leg.</i>
Past actions in a time up to the present where we give a quantity	<i>The sea level has risen.</i> <i>How many cars have you sold this year?</i> <i>I've written three reports this week.</i>

- In British English the Present Perfect Simple is normally used with **just, already, yet, recently, and ever.**

They haven't moved house yet.

I've just returned from Denmark.

- In American English the Past Simple may be used.

for and since

We use **for** to refer to a **period of time**: for five days/ages/a year/half an hour.

We use **since** to refer to a **point in time**: since yesterday/10 o'clock/1995.

Present Perfect Continuous

Positive			Negative		
I/You/ We/They	've (have)	been working	I/You/ We/They	haven't (have not)	been working
He/She /It	's (has)		He/She/It	hasn't (has not)	
Answer			Question		
Has he been working? Have they been running?			Yes, he has. /No, he hasn't. Yes, they have. /No, they haven't.		
Use			Examples		
Activities that began in the past and continue to the present			<i>Scientists have been trying to solve the problem for years.</i>		
Activities that began in the past and have just stopped			<i>That smells good! What have you been cooking?</i>		

- We often use the continuous form to focus on an activity rather than its result.
I've been fixing the car. (My hands are dirty.)
I've fixed the car. (Now I can drive to work.)
- The continuous form can also suggest that an activity will continue.
Venice has been sinking for years. (It's still sinking.)
I've been working for my company for six years. (I will continue to work there.)

Past Perfect

Positive			Negative		
I/You/We/ They He/She/It	'd (had)	arrived left.	I/You/We /They He/She/It	hadn't (had not)	arrived left
Question			Answer		

Had they arrived?	Yes, they had. /No, they hadn't.
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Use

A past action which happened before another past action.

Examples

He had left when I arrived.

She was nervous because she had never flown before.

- We use the Past Perfect to indicate which past action happened first.
- We often do not use the Past Perfect if it is already clear which action happened first.

He left after I arrived. I arrived before he left.

Comparative and superlative adjectives

Form	Adjective	Comparative	Superlative
One syllable	low	lower	the lowest
	big	bigger	the biggest
Two syllables ending in -y	busy	busier	the busiest
	early	earlier	the earliest
Two or more syllables	modern	more modern	the most modern
	enjoyable	more enjoyable	the most enjoyable
Irregular adjectives	good	better	the best
	bad	worse	the worst
	far	further/farther	the furthest/farthest
	much/many	more	the most
	little	less	the least

Use

We use than after a comparative adjective.

(not) as... as shows something is (or isn't) the same or equal.

a little/slightly show a small difference.

a lot/much show a big difference.

Examples

The north is more industrialized than the south.

Rome is as hot as Madrid.

Paris isn't as big as London.

Budapest is a little/slightly cheaper than Prague.

London is a lot/much less expensive than Tokyo.

- One-syllable adjectives ending with one vowel and a consonant double the consonant: hot, hotter, hottest. This doesn't happen when the consonant is -w or -y. few, fewer, fewest; grey, greyer, greyest.

1st Conditional

if + Present Simple, will + infinitive (without to)

Positive	Negative
If I change my job, I'll move house. They'll celebrate if they win the contract.	I won't visit you if I'm too busy. If he doesn't phone, I won't go.
Question	Answer
Will you tell me if you change your mind?	Yes, I will./No, I won't.

Use

Future possibilities and their results.

Example

If car prices rise, sales will fall.

- We use can in both the if clause and the main clause.
If I can finish the job today, we'll go away for a few days.
Can you tell me if you change your mind?
- Unless means except if or only if.
I won't contact you again unless there are problems.
You can't use the club's facilities unless you're a member.
- We use in case to refer to a less likely possibility.
I'll give you a map in case you get lost.

2nd Conditional

if+ Past Simple, would/could/might + infinitive (without to)

Positive	Negative
Crime might decrease if unemployment went down.	If we weren't so busy, we could go out more.
Question	Answer

Would you work if you didn't have to?	Yes, I would./No, I wouldn't.
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Use

Unlikely or unreal situations and their probable results

Example

If manufacturers made cars more secure, there would be less car crime.

- With I, he, she, and it, we can use *was* instead of *were* in the *if* clause, especially in a more informal style.
I wouldn't go on strike if I was you.
- *Could* is both the Past and Conditional of *can*.
He could swim when he was six.
(Past) *If everyone worked together we could reduce crime.*
(Conditional)
- The past tense does not refer to past time in a conditional sentence. It refers to an unreal situation.
If he were the prime minister.. (but he isn't).
- We use *I wish* or *If only* + Past Simple to express a wish or a regret referring to present time.
I wish I were on holiday. If only I didn't have so much to do!

3rd Conditional

if+ Past Perfect, would/could/may/might + have + past participle

Positive	Negative
If the weather had been better, we would've enjoyed our holiday more. You could've come with us if we'd known you were free.	If he hadn't warned them, they wouldn't have known the risks. They might not have won the contract if they'd increased their prices.
Question	Answer
Would you have taken the	Yes, I would./No, I

job if the pay had been higher?	wouldn't.
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Use

Unreal past situations and actions and their probable results

Example

If the company had improved quality, sales wouldn't have gone down.

- A past condition may have a result in the present.
If you had accepted the job, you might be in charge of the company now.
- The Past Perfect in a conditional sentence refers to an imaginary situation.
If the company had improved quality... (but it didn't).
- We use I wish or If only + Past Perfect to express a wish or regret referring to past time.
I wish you'd come to the party. You would've enjoyed it a lot.
If only I'd known you were in hospital, I would've visited you.

Do and Make

Use

There are no fixed rules about do and make. Generally we use make when there is an end product, e.g. make a complaint, make a profit; and do when the activity is an end in itself, e.g. do a job, do some gardening, but there is often no clear difference.

do: badly, (one's) best, business (with), cooking, an exam, an Exercise, a favour, gardening, good, harm, homework, housework, a job, photocopying, sailing, shopping, sightseeing, sport, travelling, washing-up, well, work.

We normally use **the** or **some** before these nouns.

make: an agreement, an apology, an appointment, an arrangement, an attempt, a complaint, a decision, an effort, an excuse, a fortune, friends (with), fun of, a good/bad impression (on), a journey, a loss, love, a mistake, money, a noise, an offer, a phone call, a photocopy, a profit, progress, a success of, a suggestion, a trip, war.

Gerund

Verbs + gerund (*He enjoys cooking. I can't risk making a mistake.*)

admit, appreciate, avoid, can't help, consider, delay, deny, dislike, enjoy, finish, imagine, mind, postpone, propose, recommend, risk, spend time, suggest.

Verbs + gerund/infinitive

(*I love travelling. I'd like to go to Norway.*)

hate, like, love, prefer, remember, stop.

Verbs with prepositions + gerund

(*She's used to flying. He insisted on paying.*)

apologize for, be accustomed to, be for/against, be good/bad at, be interested in, be used to, have difficulty in, insist on, look forward to, object to, succeed in.

Expressions + gerund (It's no use complaining.)

it's no good, it's no use, it's (not) worth

Modal verbs

Necessity/obligation	<i>You must be very patient. Men have to do military service. Do I need to get permission?</i>
Prohibition	<i>You mustn't break the law.</i>
No necessity/obligation	<i>You needn't eat everything. I don't have to make a speech. He doesn't need to get a visa.</i>
Advice	<i>You shouldn't use first name. We ought to inform the police.</i>
Possibility	<i>It may take a year to get results. The system can be frustrating. You could be very successful. She might be very lucky.</i>

Permission	<i>You can smoke here. Could I use your phone? May I smoke?</i>
Ability	<i>Can you speak Portuguese? I couldn't see because of the fog.</i>
Requests	<i>Could you hold on a minute? Would you book a hotel for me?</i>
Offers	<i>Shall I get you a coffee? Would you like some more wine?</i>
Regret/criticism	<i>I should have warned them. He shouldn't have refused the offer.</i>

- The form of a modal verb is the same for all persons. *I/He/They might come.*
- To make the negative we add not or -n't. *I cannot/can't see him today.*
- We can't add -n't to may. *We may not be able to come. (Not mayn't)*
- We put modals before I/you/he, etc. to make questions. *May I smoke?*
- With I and we, we use shall for offers, and when asking for and making suggestions.
Shall I call you a taxi? Where shall we go for lunch?
- To make questions and negatives with *have to* and *need to* we use the auxiliary verb 'do'. *Does she have to work? We don't need to ask them.*
- *have to* and *need to* can be used in other tenses. *I had to work on Sunday.* (Past Simple) *I've had to do a lot of travelling recently.* (Present Perfect Simple) *We'll need to discuss this again next week.* (Future)

Passive (to be + past participle)

Positive	Negative
The problem has been solved. Elections will be	Smoking isn't allowed on the underground. Prices weren't

held in six months.	increased last year.
Question	Answer
Are safety checks carried out monthly? Was the problem discovered by engineers?	Yes, they are./No, they aren't. Yes, it was./No, it wasn't.

- We use the Passive when we are more interested in the person or thing affected by the action than in who or what did the action.
- If we want to say who or what did the action we use by.
Kansai Airport Terminal was designed by Renzo Piano.

Relative clauses

Defining relative clauses

Use	Examples
Who/that/ whom for people	<i>The candidate who/that got the job was Norwegian.</i> <i>The applicant who/that/whom we saw was well-qualified.</i>
Which/that for things	<i>The car which/that broke down had cost a fortune.</i> <i>The house which/that they own dates from the 16th century.</i>
Where for places	<i>I'd like to live in a city where the air is not polluted.</i>
Whose for people	<i>I met a woman whose husband knows you.</i>

- Whom is mainly used in formal, written English.
- Who, that, and which can be omitted when they are the object of the verb in the relative clause.
- Whose can also be used for places and things. *France is a country whose food is well-known internationally.*

Non-defining relative clauses

Use

Who/whom for people

Which for things

Where for places

Whose for people

Examples

His daughter, who lives in Canada, is a famous actress.

I stayed at the Moat Hotel, which was recommended by a friend.

He's returning to Mexico, where he was born.

My boss, whose children are grown up, wants to retire abroad.

- Whom is mainly used in formal, written English.
- That cannot be used in a non-defining relative clause.
- Who or which cannot be omitted.
- Commas are used to separate the relative clause from the rest of the sentence.
- Whose can also be used for places and things. Seoul, whose population is 10 million, is the capital of South Korea.

Reported speech

Direct statement	Reported statement
"Prices usually go up in spring," she told me. (Present Simple)	She told me (that) prices usually went up in spring. (Past Simple)
"We're expanding into Eastern Europe." he said. (Present Continuous)	He said the company was expanding into Eastern Europe. (Past Continuous)
"The plane arrived late." she explained. (Past Simple)	She explained that the plain had arrived late. (Past Perfect)
"We haven't sold the company," they told the staff.	They told the staff they hadn't sold the company. (Past Perfect)

(Present Perfect)	
"I'll fax the information," he promised. (will)	He promised he would fax the information. (would)
"We can increase salaries," they announced. (can)	They announced they could increase salaries. (could)

- When reporting verbs are in the past tense, the verbs of the original speech usually 'move back' one tense when reported.
 "Nothing valuable has been stolen."
He told reporters nothing valuable had been stolen.
- When the reporting verb is in the present tense there is no change in the verb tense when reported.
 "There'll be a delay."
He says there'll be a delay.
- In spoken language the tense may stay the same in reported speech, especially if the statement is still true.
 "I live in Paris."
She told me she lives in Paris.
- Sometimes the idea is reported rather than the actual words.
 "I'm not going to say anything."
He refused to say anything.
- Tell is followed by an object.
They told them to leave.
- **Would, should, might, and could** stay the same in reported speech.
- **Must** may stay the same, or change to had to.
- **May** may stay the same, or change to might.
- Time references change if they are no longer true in reported speech.

Direct speech	Reported speech
today	that day
this morning	that morning
tomorrow	the next/following day
next week	the next/following week

yesterday	the day before/the previous day
last week	the week before/the previous week

Direct question	Reported question
'Where are you staying?'	He asked me where I was staying.
'What has happened?'	They wanted to know what had happened.
'Will you visit us tomorrow?'	They asked me if I would visit them the next day.
'Can you solve the problem?'	She asked if I could solve the problem.

- Reported questions do not have the word order of direct questions and the auxiliary (do, does, did, etc.) is no longer necessary.
'Where do you work?'
He asked me where I worked.
(Not He asked me where did I work.)
- When there is no Wh-question word in the direct question, if or whether is used in the reported question.
'Have you lived abroad?'
She asked me if/whether I had lived abroad.

Direct order/request	Reported order/request
"Stay in bed for a week."	The doctor told her to stay in bed for a week.
"Don't cause any trouble."	He told them not to cause any trouble.
"Could you sign the letter?"	She asked him to sign the letter.

Subject and object questions

Who and what can be the subject or the object of a question. There is no auxiliary verb or inversion in subject questions as there is in object questions. We use an auxiliary verb in the answer to a subject question.

Who did Ricardo inherit the company from? (object question)

(From his father.)

Who inherited the company? (subject question)

(Ricardo did.)

What do employees vote on? (object question)

(On big decisions.)

What changed in 1980? (subject question)

(Semco did.)

Time clauses

Use	Examples
We use the Present Simple to express the future in time clauses beginning with when, as soon as, before, after, and (not) until.	<p>I'll leave as soon as I finish.</p> <p>I won't make any changes until you agree.</p> <p>Will you phone me when you get to the hotel?</p>

- We can also use the Present Perfect Simple in future time clauses.

I'll leave as soon as I've finished.

I won't make any changes until you've agreed.

used to

Positive			Negative		
I/You/We/ They He/She	Used to	smoke	I/You/We/ They He/She	didn't use to	smoke

Question	Answer
Did you use to smoke?	Yes, I did./No, I didn't

Use

Repeated actions in the past

Past states

Examples

I used to jog two hours a day.

He used to be a professional footballer.

- We use *used to* to emphasize that the past action or state is no longer true. *I used to do a lot of sport. (But I do very little now.)*
- Note the difference between *I **used to live** in the city centre.* (I don't now.) and *I **am used to living** in the city centre.* (I am accustomed to it.)

SOCIAL AND FUNCTIONAL ENGLISH

(S=strong, T=tentative. All other forms=neutral)

Advice and suggestions

Asking for advice and suggestions

What would you advise us to do? /suggest?
What do you recommend?
I'd like to hear your ideas on this.
Do you have any suggestions?
Do you think we should... (hire a consultant)?

Giving advice and suggestions

I'd recommend /suggest (that)... (we consult an expert).
I recommend / suggest... (getting expert advice).
My advice would be to... (ask a lawyer).
If I were you I'd... (advertise on TV).
I think you should... (increase prices).
Have you thought of... (selling abroad)?
Why don't we... (delay production)?
How about... (asking local people)?
You could... (employ more staff). (T)
It might be a good idea to... (do more research). (T)

Accepting

Yes, I'm definitely in favour of doing that. (S)
Yes, I think we should do that.
Yes, that's an interesting idea.
Yes, that sounds like a good idea.
Yes, let's do that.

Rejecting

I'm sorry, but that's out of the question. (S)
I'm afraid I'm not very keen on that idea.
I'm not sure about that.
That's very interesting but... (it's too complicated).
No, ... (I don't think that will work).

Business correspondence

Explaining the reason for writing

I am writing to enquire about... (your latest product range).
inform you that... (we are moving office).
confirm... (the details of our recent discussion).

Making reference

With reference to your fax of... (10 June).
Thank you for your letter of... (17 March).
Further to your telephone enquiry,... (I enclose our catalogue and price list).

Apologizing

I am sorry... (about the delay).
I apologize... (for not replying sooner).

Requesting

We would appreciate it if you would... (send us further details).
Could you please... (reserve two single rooms)?
Please... (send confirmation of this booking).
Would you kindly... (check the tickets)?

Agreeing to requests

I would be pleased to... (attend the meeting).
delighted to... (act as consultant).

Giving good news

I am pleased to inform you that... (your application has been approved).
delighted to tell you that... (the order has been confirmed).

Giving bad news

I am afraid... (the trip has been delayed).
Unfortunately... (the hotel is fully booked).

Explaining reasons

This is the result of... (an urgent meeting on Thursday).
due to... (an annual conference here this week).

Enclosing documents

I enclose... (a copy of my book).
Please find enclosed... (airline tickets for Ms R Lanson).

Closing remarks

Please contact us again if... (we can help in any way).
let me know if... (you require any further information).
pass on my best wishes to... (Bob Wyatt).
give our kind regards to... (Senor Curzon).

Referring to future contact

I look forward to... (meeting you).
I very much look forward to... (meeting you again).
Looking forward to... (seeing you soon).

Exchanging information

Asking

I'd like some information on... (hotels).
to ask you about... (flights to Prague).
to know... (how long the journey takes).
Can/Could you tell me... (how many flights a day there are)?
Do you know... (if the flight from Moscow has arrived yet)?
Do you happen to know... (what time the airport bus will leave)?

Checking	Confirming
You did say...(Tuesday), didn't you? That's... (the 12th of this month), is it?	Yes, that's right
So... (the flight leaves at eight fifteen)? Sorry, did you say... (thirteen or thirty)?	I said thirteen.

Correcting information

Sorry, I made a mistake. It's... (40), not... (400).
Sorry. That's not correct. It should be... (10.30).

Showing you understand

I see.
Right. I've got that.
OK. I understand now.

Interviewing language

Introducing a topic

Could I start by asking you about... (the area of production)?
Perhaps I could ask you first about...
I wonder if you could tell me...
Could we talk about... (production methods) now?

Statement questions

I imagine... (a lot of the sherry that's produced is exported). Is that the case?
So... (all sherry comes from this area)?
So if ... (70% is exported), then... (only 30% is drunk in Spain)?

Asking for more information

You say... (tastes are changing). Could you explain in what way?
Earlier you referred to... (the solera system). Could you describe how... (the solera system works)?
You said... (a new image was needed). Could you expand on that?

Asking for clarification

By... (DO wine), do you mean... (the wine produced in classified areas)?
Could you explain what you mean by... (DO wine)?

Introductions and greetings

(F=formal, I=informal. All other forms=neutral)

Introductions

May I introduce you to... (Dr Petersen)? (F)

I'd like to introduce you to... (Tomas Tauber).

Can I introduce myself? My name is/I'm ... (Ralph Keller).

Can I introduce... (a colleague of mine)? This is... (Pedro Romera).

I don't know if you remember me. We met... (in Prague last year).

Hello. I don't think we've met before. (I)

I don't think you two know each other, do you? (I)

Excuse me. Would you by any chance be... (Signor Tavazzi)?

Hello, you must be... (Leena). (I)

How do you do. - How do you do.

Pleased to meet you. - Pleased to meet you, too.

Please call me... (Anna). - Then you must call me... (Bertrand).

Greetings

Good/Nice to see you again. I haven't seen you for ages!

How are you? - Very well, thanks. And you?

How's work? - Not too bad, thanks. Very busy.

How are things going? - Fine, thanks. What about you?

How's business?- Not too good, I'm afraid.

Invitations

Inviting

I'd like to invite you... (to dinner).

Would you like to join us for... (lunch)?

Would you like to... (go to the theatre)?

What about... (going out for a meal)? (I)

Accepting

Thank you. That would be very nice.

Thank you. I'd enjoy that.

Thanks. I'd love to.

That's a good idea. (I)

Declining

I'd love to but... (I'm afraid I've made another arrangement).

That's kind of you but... (unfortunately I won't be able to. I'm leaving).

Thanks but... (I can't. I'm too busy). (I)

Chairing a meeting/discussion

Opening

Right. Shall we start?

OK. Let's start. (I)

Stating objectives

The aim of this meeting is to...

In this meeting we must decide first... and second.

We need to decide...

(The pilot programme) has to achieve two aims...

Beginning the discussion

So, what are your views?

(Eric), would you like to start?

Could you begin, (Rosa)?

Asking for clarification

Sorry, (Rosa), I don't quite follow you.

Could you explain what you mean by... ?

Could you explain that again? Would you mind repeating that?

Could you go over that again?

Narrating a story

Beginning

Did I ever tell you about... (my holiday in the mountains)}

The worst experience I ever had was... (on a plane to New York).

I'll never forget the time... (/ lost my car keys).

I had a real shock the other day when... (I arrived home).
This rather strange thing happened to me in... (a shop near the office).
Something really unusual happened not long ago.

Adding details

The worst thing was...
What was really frightening was... (the landing).
The funniest part was... (when the police arrived).
And do you know what happened next?
And after that you'll never guess what happened.
What we didn't realize was... (it was the wrong address).

Checking agreement

So, are we all in agreement?
Do we all agree then?

Moving on

Can we get back to the main point?
Good. Then let's move on to the next topic.

Interrupting

Just a minute, could I just ask something?
Before you go on, could I say something?
Excuse me. Could I come in here?

Summarizing

So, to sum up...
We've agreed that...

Concluding

Well, I think that's everything.
Is there anything else you want to discuss?

Closing

Good, let's call it a day, then.

Listening to a story

Reacting

Really?

How amusing!

That sounds really frightening!

That's really embarrassing!

How extraordinary!

How awful!

Asking for more details

When was that?

So what did you do?

Did you discover how... (you lost them)?

Why didn't you... (go somewhere else)?

How did you feel?

What happened in the end?

Commenting

Well, we all live and learn.

What an amazing coincidence!

Opinions

Asking for opinions

What are your views... (on the location)?

What's your opinion... (of the hotel)?

What do you think... (about the design)? How do you feel... (about John's proposal)?

Do you think... (we need more information)?

Agreeing

Yes, I agree completely. (S)

Yes, definitely. (S)

I agree.

I'd go along with that.

Yes, you have a point there.

Giving opinions

I'm (quite) sure... (it's the best option). (S)

I really do think... (we need more research). (S)

From a (financial) point of view... (it should be very profitable).

In my opinion... (it's too expensive).

I think... (it's an excellent idea).

I'm inclined to think... (it won't work). (T)

Disagreeing

In my opinion that's out of the question. (S)

I'm afraid I disagree completely. (S)

I'm afraid I can't agree with that idea.

Sorry, but I don't agree.

I'm afraid I don't really agree.

I'm afraid that's not how I see it.

Expressing reservations and doubts

I agree up to a point, but... (we need more information).

You could be right, but... (it's very risky).

Maybe, but... (/ think you should speak to him first).

Requests and offers

Requesting

Could you possibly... (call him)?

Do you think you could... (come too)?

Would you... (ring the company)?

Could you... (translate this), please?

Can you... (give me a hand)?(I)

Would / do you mind... (checking it)?

Offering

Would you like me to... (book a room)?

If you like, I can... (find out).

Shall I... (change the flight)?
Do you want me to... (call her)? (I)
Would you like... (a lift)?
Can I get you a drink? (I)
Do you need a hand? (I)

Agreeing

Yes, certainly.
Yes, that's no problem.
Yes, of course.
Yes, I'll do that.
No, of course not.
Not at all.

Refusing

I'm sorry but that's not possible... (It's too late).
I'm afraid not... (I have to go now).
I think that will be very difficult... (I'm very busy).
Sorry, but... (I'm too busy). (I)

Accepting

Thanks. I'd appreciate that.
That's very kind of you.
Thanks, if you're sure it's no trouble.
Yes, please. Thanks very much.

Declining

Thanks, but that won't be necessary.
That's very kind of you but... (I can manage).
Thanks, but please don't bother.

Saying goodbye

I must be going now... (or I'll miss my plane).
I really must be getting back to the office.
I think I should get back to my hotel now... (as I'm leaving very early tomorrow).

I must be off.

It's been very interesting / I have enjoyed meeting you. - I've enjoyed meeting you, too.

I hope you have / have a good flight/ trip/ weekend. - Thanks... (and the same to you). /Thanks... (you too). (I)

I hope to meet you again. - I hope so, too.

Thank you so much for all your hospitality.

Thanks very much for inviting me out to lunch. I've really enjoyed it.

Thank you for a really excellent meal.

Thank you very much for all your help. I really appreciate it.

I'm looking / look forward to... (meeting you again).

Bye. See you on (3 May).

I'll be in touch soon.

Social responses

Invitations and offers

Would you like to come to our barbecue? - I'd love to, but I'll be away then.

How about joining us tomorrow evening? - That sounds like a good idea.

Do you fancy another drink? (I) - Thank you. I'd like some more wine.

Do try one of these canapes. - Thanks, but I couldn't eat anything else.

How do you like your coffee? - Black, one sugar, please. /White, please.

Would you like a lift? - That's very kind of you, if it's no bother.

Responding politely

Oh, dear. I've just spilt some wine. - Never mind.

I'm afraid Sara couldn't come. - Oh, I'm sorry to hear that.

Antonio sends his regards. – Thank you. Do give him mine.

I hope you have a good weekend. – Thanks. The same to you

I hope the next programme goes well. - Thanks. I hope so too.

I'm afraid I didn't catch your name. – It's Claire. Claire Hallan.

Do you mind if I open this window? - Not at all.

Common expressions

Talking of... (holidays, have you made any plans for next summer)?

By the way,... (we've managed to get tickets for the match on Sunday).

As I was saying,... (their daughter has just started her own business).

That reminds me,... (I must get in touch with him again).

If you ask me,... (I think he's making a big mistake).

As you say,... (the economic situation isn't getting any better).

Talks and presentations

Introducing the topic

This morning I'm going to... (talk about...)/Today I'd like to...
(describe...)

The aim of my presentation this morning is to... (explain...)

I've divided my presentation into... /My talk will be in...(three parts).

First, I'd like to... (give you an overview of...)

Second, I'll move on to.../Then I'll focus on...

After that we'll deal with.../Finally, we'll consider...

Referring to questions

Feel free to/Do interrupt me if there's anything you don't understand.

If you don't mind, we'll leave questions till the end.

Introducing each section

So, let's start with... (the objectives...)

Now let's move on to... (the next part...)

Let's turn our attention to... (the question of...)

This leads me to... (my third point...)

Finally,... (let's consider...)

Summarizing a section

That completes my... (description of...)/So, to summarize,... (there are five key points...)

Referring

I mentioned earlier... (the importance of...)
I'll say more about this later./We'll come back to this point later.

Checking understanding

Is that clear? /Are there any questions?

Referring to visual information

This transparency/diagram shows...

If you look at this graph you can see.../What is interesting in this slide is...

I'd like to draw your attention to... (this chart...)

Referring to common knowledge

As you know.../As I'm sure you are aware...

Concluding

That concludes my talk. /That brings me to the end of my presentation.

If you have any questions, I'd be pleased/I'll do my best to answer them.

Thank you for your attention.

Dealing with questions

That's a good point. /I'm glad you asked that question.

Can I get back to you on that later? I'm afraid I don't have... (the information at present).I'm afraid I'm not the right person to answer that.

Telephoning

Making contact

Hello. This is... (Claire Hallan).

Is that... (Rosa)? - Yes, speaking.

Could I speak to... (Mr Ames)? - Who's calling, please?

I'm calling / phoning about... (the meeting).

I'm sorry, the line is busy. Will you hold?

I'm afraid... (Mr Dean) isn't available today.

Leaving a message

Would you like to leave a message?

Shall I ask... (him) to ring you?

Could I leave a message?

Could you ask... (her) to call... (Bob Dunn)? / tell... (him) that... (James) called?

Could you spell... (your name), please?

Making an appointment

When would be convenient for you?

 would suit you?

 would be possible for you?

What time could we meet?

 are you free?

Would... (Tuesday) be convenient? - Yes... (Tuesday) would be fine.

Could you manage... (tomorrow)? - Yes...(tomorrow) suits me fine.

Shall we say... (10 a.m.)? - Yes, I can make it then.

Can you make it... in the afternoon? - No, I'm afraid I'm not available then.

Is... (3 p.m.) possible for you? - No. I'm afraid I'm busy then.

Changing an appointment

I'm sorry, I have to cancel the appointment on... (Monday).

I'm afraid I can't manage our meeting... (next week).

I'm sorry, but... (Piet) isn't available... (at that time).

Could we arrange another time?

Welcoming a visitor

The visitor's journey

Did you have a good flight?

How was your journey?

I hope you had a good trip.

How long was the flight?

Did you have any problems finding us?

Accommodation

Where are you staying?

What's your hotel like?

I hope everything is OK at the hotel?

Home town/country

Which part of... (Canada) are you from?

Where in... (France) do you live?

Which part of the city/country is that?

Where were you born?

Have you always lived in... (London)?

Travel and holidays

Do you often travel abroad?

Which countries do you visit?

Have you (ever) been to... (Brazil)?

Where did you spend your last holiday?

The visit

Is this your first visit to... (Prague)?

Have you been to... (Brussels) before?

What do you think of... (the city)? Do you like... (the food)?

Are you here on business/holiday?

How long are you here for?

Weather

What was the weather like when you left... (Toronto)?

What's the weather been like in... (England)?

Isn't this weather wonderful/terrible?

Work

What do you do?

Who do you work for?

Where are you based?

How long have you been with... (the company)?

Interests

What do you do in your spare time?

How do you spend your weekends?

Are you interested in sport?

Current affairs

What's the latest news on... (the hostage crisis)?

What's the situation regarding... (unemployment)?

Is there any more news on... (the elections)?

Is... (crime) a serious problem?

Is the government tackling the problem of... (terrorism)?

Do you think... (the political situation) will change?

Dates and numbers

Dates

15 May the fifteenth of May / 15th May

May 15th May the fifteenth

May 15

- When we say the date, we use ordinal numbers. June (the) twenty-third; December (the) eighth.
- May fifteenth; June twenty-third, etc. is also possible, especially in American English.
- In the short form, the month is written before the day in American English. 7/13/97: 3 July 1997 (US); 7/3/97: 7 March 1997 (UK).

Fractions, decimals, and percentages

$\frac{1}{2}$ a/one half

$\frac{2}{3}$ two thirds

$\frac{3}{4}$ three quarters

$\frac{1}{5}$ a/one fifth

- With numbers less than one, we use of before a noun phrase. A third of the money was paid in advance.
- With numbers above one, we use a plural noun. The office is one and a half miles from the station.

2.7 two point seven
 38.96 thirty-eight point nine six
 9.04 nine point oh/nought four
 25.3% twenty-five point three per cent

- After a decimal point we say each number separately.
- Americans usually say zero rather than oh.

How numbers are spoken

Round figures	
<i>139</i>	a/one hundred (and) thirty-nine
<i>232</i>	two hundred and thirty-two (AmE two hundred thirty-two)
<i>4,007</i>	four thousand and seven (AmE four thousand seven)
<i>5,139</i>	five thousand one hundred (and) thirty-nine (NOT a hundred)
<i>1,000</i>	a/one thousand
<i>1,700</i>	one thousand seven hundred
<i>1bn</i>	one billion
Percentages	
<i>5-6%</i>	between 5 and 6 per cent
<i>20-30%</i>	from twenty to thirty per cent
Decimals	
<i>0.07</i>	nought point nought seven (AmE zero point zero seven)
<i>1.425</i>	one point four two five
<i>83.6</i>	eighty three point six
Fractions	
<i>1/6</i>	a (one) sixth
<i>3/4</i>	three quarters
<i>25% of customers</i>	– one out of four (one in four) customers
<i>1:7</i>	a ratio of one to seven

Ordinal numbers	
<i>20th</i> twentieth	<i>21st</i> twenty-first
<i>22nd</i> twenty-second	<i>23rd</i> twenty-third
<i>25th</i> twenty-fifth	<i>90th</i> ninetieth
<i>100th</i> hundredth	<i>101st</i> hundred and first
Dates	
<i>1861</i> eighteen sixty-one	<i>1905</i> nineteen-oh-five
<i>1991</i> nineteen ninety-one	<i>2004</i> two thousand four
The amount of increase can be indicated using these verbs:	
<i>to halve (1/2)</i>	<i>to double (x2)</i>
<i>to triple (x3)</i>	<i>to quadruple (x4)</i>
<i>to increase tenfold (x10)</i>	

Describing your company or organization

I work for...

(It) was founded /established in ...

(It) is (100)% owned by...

belongs to...

(It) produces /sells /provides /specializes in...

(It) employs... /has... employees (world-wide).

(It) is located in..

(Its) annual turnover is...

The headquarters are in..

There are subsidiaries in...

Describing trends

Present trends

People are drinking less wine.
 eating a lot less convenience food.
 more
 a lot more

Fewer people are smoking.
A lot fewer buying microwaves.
More
A lot more

Past trends

Wine consumption increased by 6%.
rose 200 litres a month.
declined
fell

There was an increase of 5%.
a rise \$10.
a decline in the birth rate,
a fall market share.

- Verb + by (decreased by \$40)
- Noun + of+ amount (a decrease of \$40/500/60%)
- Noun + in + topic (a decrease in inflation/the cost of living/sales)

Linking words

Cause/reason

because of + noun

because + clause

- We use because of before a noun. The Socialists were expected to lose votes because of a corruption scandal.
- We use because before a clause. The Socialists were expected to lose votes because they had failed to deal with the problems.

Contrast

although + clause

however + sentence

despite/in spite of + noun or -ing form of verb (gerund)

despite/in spite of the fact that + clause

- We use although, in spite of, despite, and in spite of the fact that to

link two

clauses. Although voting is compulsory, the electorate showed little interest in the election campaign. The government is expected to remain in power, although it is unpopular.

- We cannot use however to link two clauses. Voting is compulsory. However, the electorate showed little interest in the election campaign.
- We use despite and in spite of in the same way, and with the same meaning.
Despite/In spite of being unpopular, the governing centre-left coalition is expected to remain in power.
- We can use in spite of the fact that in the same way as although.
The governing centre-left coalition is expected to remain in power, in spite of the fact that/although it is unpopular.

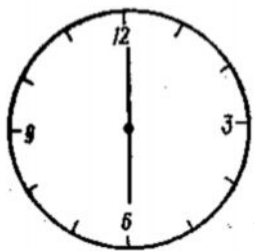
Asking the time

A: Excuse me, what's the time?

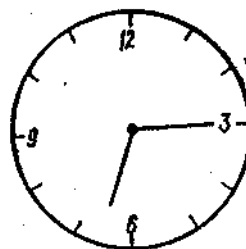
B: It's six o'clock.

A: Thank you very much.

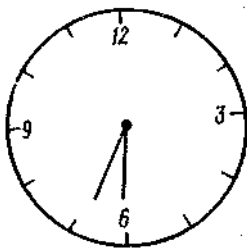
B: Not at all.



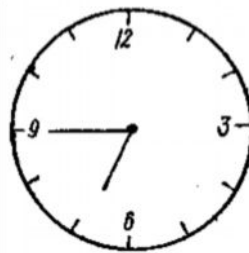
It's six o'clock



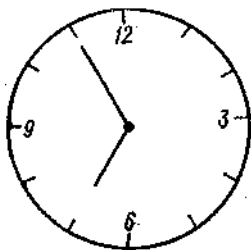
It's a quarter past six



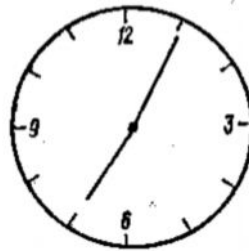
It's half past six



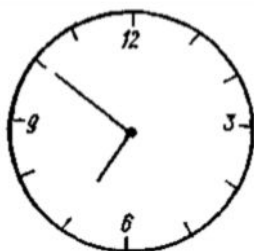
It's a quarter to seven



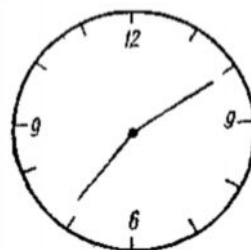
It's five (minutes) to seven



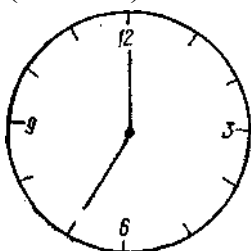
It's five (minutes) past seven



It's ten to seven by my watch.
My watch is five minutes slow
(відстає)



It's ten past seven by my watch.
My watch is five minutes fast
(спішить)



This watch keeps good time (йде
точно)

Якщо ми говоримо про час англійською мовою, потрібно пам'ятати, що ми не говоримо про 15, 24 годину. Ми говоримо: "It's nine o'clock a.m." — дев'ята година ранку. "It's nine o'clock p.m." — дев'ята година вечора.

a. m. (Latin) — ante meridiem ['æntimə'ridiəm] — до полудня (від 24 до 12 години).

p. m. (Latin) — post meridiem ['poust mə'ridiəm] — після полудня, (від 12 до 24 години).

Вирази зі словом “time”

in time — завчасно

on time — вчасно

from time to time — час від часу

hard times — тяжкі часи

next (last) time — наступного (минулого) разу

three times — тричі;

but: once — одного разу, twice — двічі.

Irregular verbs

Infinitive	Past	Participle	Infinitive	Past	Participle
be	was/were	been	catch	caught	caught
beat	beat	beaten	choose	chose	chosen
become	became	become	come	came	come
begin	began	begun	cost	cost	cost
bend	bent	bent	cut	cut	cut
bite	bit	bitten	deal	dealt	dealt
blow	blew	blown	do	did	done
break	broke	broken	draw	drew	drawn
bring	brought	brought	drink	drank	drunk
build	built	built	drive	drove	driven
buy	bought	bought	eat	ate	eaten
fall	fell	fallen	say	said	said
feed	fed	fed	see	saw	seen
feel	felt	felt	sell	sold	sold
fight	fought	fought	send	sent	sent

find	found	found	set	set	set
fly	flew	flown	sew	sewed	sewn
forbid	forbade	forbidden	shake	shook	shaken
forget	forgot	forgotten	shine	shone	shone
forgive	forgave	forgiven	shoot	shot	shot
freeze	froze	frozen	show	showed	shown
get	got	got	shrink	shrank	shrunk
give	gave	given	shut	shut	shut
go	went	gone	sing	sang	sung
grow	grew	grown	sink	sank	sunk
hang	hung	hung	sit	sat	sat
have	had	had	sleep	slept	slept
hear	heard	heard	slide	slid	slid
hide	hid	hidden	speak	spoke	spoken
hit	hit	hit	spend	spent	spent
hold	held	held	split	split	split
hurt	hurt	hurt	spread	spread	spread
keep	kept	kept	stand	stood	stood
know	knew	known	steal	stole	stolen
lay	laid	laid	stick	stuck	stuck
lead	led	led	strike	struck	struck
leave	left	Left	swear	swore	sworn
lend	lent	lent	sweep	swept	swept
lie	lay	lain	swim	swam	swum
light	lit	lit	take	took	taken
lose	lost	lost	teach	taught	taught
make	made	made	tear	tore	torn
mean	meant	meant	tell	told	told
meet	met	met	think	thought	thought
pay	paid	paid	throw	threw	thrown
put	put	put	understand	understood	understood
read	read	read	wake	woke	woken
ride	rode	ridden	wear	wore	worn
ring	rang	rung	win	won	won
rise	rose	risen	write	wrote	written
run	ran	run			

VOCABULARY

Unit 1

How do you do?	Добрий день!
Topping! Just wonderful!	Чудово!
I don't think you've met.	Я гадаю, ви не знайомі.
to check accounts	перевірити рахунки
I've caught a bit of a cold.	Я трохи застудився.
There's a lot of flu about just now.	Зараз кругом грип.
I expect.	Я сподіваюсь.
Isn't it lovely weather today?	Сьогодні чудовий день, правда?
What an awful day?	жахлива погода
Looks a bit like rain.	Схоже, буде дощ.
weather forecast	прогноз
flight	політ, рейс
journey <i>How was your journey?</i>	подорож <i>Як пройшла подорож.</i>
trip, business trip	поїздка, відрядження
to catch a cold	застудитись
weather forecast	прогноз погоди
rather, rather a good summer	досить, доволі гарне літо
Let me help you with your luggage.	Дозвольте вам допомогти з багажем.
to give sb a hand	надати допомогу
to clear up	прояснитись
a great deal of	багато
give her my regards	передавайте їй мої вітання
actually	фактично
view over the square	вид на площу
well-nigh	майже
roughly = approximately	грубо = приблизно
an increase, to increase	збільшення, зрости
inhabitant	мешканець
a ratio of one to seven	співвідношення 1:7
move the table	пересунути стіл
give me a ring	подзвони мені

lend <i>Can you lend me ...</i>	позичати (дати в борг)
borrow <i>Can I borrow ...</i>	позичати (брати в борг)
turn left, right	повернути наліво, направо
fill in a form	заповнити анкету
give somebody a lift	підвезти
miss the train	запізнитись на поїзд
disturb	турбувати
change a banknote	розміняти купюру
the battery's flat	батарейка сіла
get past...	пройти (повз)
keep straight on	йдіть прямо
I'm short of money	У мене мало грошей.
Would you mind ...? -Not a bit.	Ви не проти ...? – Зовсім ні.
afraid <i>I'm afraid of flying.</i>	переляканий, я боюсь літати
pleased	задоволений
<i>Pleased to meet you.</i>	приємно познайомитись
proud of	гордий
disappointed with	розчарований
amazed by/at	вражений
fed up with	набридло
excited about	захоплений
bored with	нудьгуючий
scenery	пейзаж
complaint, <i>make a complaint</i>	скарга, скаржитись
salary	зарплата
thunderstorm	гроза
achievement	досягнення
acquaintance	знайомство
schedule	розклад
position	посада
household chores	робота по господарству
accommodation	проживання
to share (a room, opinion)	поділяти (кімнату, думку)

Unit 2

acquaintance	знайомий
husband	чоловік
twins	близнята
aunt	тітка
cousin	кузен
niece	племінниця
half-sister	єдинокровна сестра
uncle	дядько
stepfather	вітчим
nephew	племінник
relative	родич
mother-in-law	свекруха, теща
sister-in-law	невістка
son-in-law	зять
efficient	ефективний
generous	щедрий
selfish	егоїстичний
easy-going	добродушно-веселий
punctual	пунктуальний
slim, slender	тонкий, стрункий
tall, medium height	високий, середнього зросту
broad-shouldered	плечистий
plump	повний, гладкий
skiing	лижний спорт
knitting	в'язання
patronymic name	по-батькові
permanent	постійний
temporary	тимчасовий
work overtime	працювати понадурочний час
be retired on pension	бути на пенсії
neighbour	сусід
stepdaughter	падчерка
colleague	колега
flatmate	сусід по кімнаті

stranger	незнайомець
supervisor	керівник, інспектор
fellow-traveller	попутник
customer	клієнт
soulmate	задушевний друг
best man	дружко (на весіллі)
sweetheart	кохана
interpreter	перекладач
driver's licence	права водія
good computer skills	хороші комп'ютерні навички
to flatter	лестити
bachelor's degree	ступінь бакалавра
master's degree	ступінь магістра
to graduate from	закінчити ВНЗ зі ступенем
an au pair	помічниця по господарству
senior position	посада керівника
I must admit ...	Мушу визнати ...
To be honest...	Чесно кажучи ...
It's incredible...	Це неймовірно...
I suppose ...	Я гадаю...
to improve my English	поліпшити англійську
I'm terrible at ...	у мене не виходить, не вмію..
Come round and see us some time	заходь якось до нас...
I bet ...	Ручаюсь ...
I'm just the same.	Все так само.

Unit 3

to go out with friends	вийти з друзями
to be short of money	бракувати грошей
envious	заздрісний
to feel out of sorts	відчувати себе не в дусі
to avoid	уникати
to respect	поважати
to judge	судити
to argue	сперечатися
to break up	зламати
to get on well	ладити
to have much in common	мати багато спільного
to get the same sense of humor	мати таке ж почуття гумору
to get the same tastes	мати такі ж смаки
to keep in touch	підтримувати стосунки
to apply for a job	подати заяву на роботу
to dismiss, to sack, to fire	звільнити з посади
to move house	переїхати
unemployed	безробітний
to get married	одружитись
affectionate	ніжний
bossy	що любить командувати
shy	полохливий
insecure	ненадійний
lazy	ледачий
moody	легко піддається змінам настрою
self-confident	самовпевнений
selfish	егоїстичний
jealous	ревнивий
sensible	розсудливий
sensitive	чутливий
ambitious	честолюбний
charming	чарівний
co-operative	кооперативний
aggressive	агресивний

jealous	ревнивий
sociable	товариський
day-off	вихідний
to develop a film	проявити плівку
to test eyes	перевірити зір
to type a new version	надрукувати новий варіант
to replace, a replacement	замінити, заміна
‘off the peg’ suit	готовий костюм
to have a photo taken	сфотографуватися
to service a car	провести огляд, поточний ремонт
photocopier	копіювальна машина
a sole of a shoe	підшва черевика
to repair, to fix, to mend	лагодити
dry cleaning service	хімчистка
to fall to pieces	розпадатися на шматки

Unit 4

generous	щедрий
appearance	зовнішність
weight	вага
honest	чесний
easy-going	безтурботний
tense	напружений
nice	хороший, милий
horrible	страшний
nervous	нервовий
cheerful	бадьорий
mean	підлий
miserable	жалюгідний
annoyed	роздратований
marvelous	дивовижний
messy	брудний
good-looking	красивий
handsome	красивий
wealthy	багатий
modern	сучасний
tidy	охайний
ugly	потворний
awful	жахливий
poor	бідний, поганий
angry	сердитий
wonderful	дивовижний
rude	грубий
stupid	дурний
expensive	дорогий

Unit 5

full name	повне ім'я
have a special reason	мати спеціальну причину
foreign language	іноземна мова
scissors	ножиці
co-worker	співробітник
in the front/back row	у передньому/задньому ряду
previous	попередній
Customs officer	митник
customs declaration	митна декларація
to declare goods	задекларувати товари
Have you got anything to declare?	Ви маєте що-небудь задекларувати?
Import/export of these goods is forbidden.	Імпорт/експорт цих товарів заборонений.
to bring smth into the country	ввозити в країну
gift	подарунок
prescription drugs	ліки по рецепту
painkiller	болезаспокійливе
Do I need to specify these things in my declaration?	Мені потрібно зазначити ці речі в моїй декларації?
suitcase	валіза
I have permission on the import/export.	Я маю дозвіл на імпорт/експорт.
Only my personal things.	Тільки мої особисті речі.
What's the purpose of your visit?	Яка мета ваших відвідин?
I'm with the group.	Я з групою.
private visit	приватні відвідини
to travel on business	подорожувати у справах

Unit 6

to adore	обожнювати
to be fond of, to be keen on	полюбляти
to be really into, to enjoy	дійсно захоплюватись
I can't stand	Я не виношу
on average	у середньому
gardening	озеленення
cycling	їзда на велосипеді
witness	свідок
physically active	фізично активний
socializing	спілкування
home-cooked food	домашня їжа
to eat out	їсти не вдома
surf the Internet	оглядати Інтернет
watch the news	дивитись новини
the main share of housework	головна частка роботи по господарству
feel exhausted	відчувати себе виснаженим
tidy the flat	прибирати квартиру
the aim of the course	мета курсу
to do one's best	робити все можливе
opposite	протилежний
to differ from	відрізнятись
to be satisfied/delighted	бути задоволеним/захопленим
to be upset/disappointed	бути засмученим/розчарованим
to afford	дозволити собі
to commute	добиратись до роботи громадським транспортом
to hang out with friends	проводити час з друзями
to text	надсилати смс
to chat on the phone	розмовляти по телефону
sudden change	раптова зміна
attitude	відношення
to threaten	загрожувати
to puzzle	спантеличувати
to terrify	наводити жах

to disturb	непокоїти
to thrill	трепетати
audience	аудиторія
to embarrass	бентежити
to fascinate	чарувати
crowded	переповнений
ridiculous	смішний
hilarious	веселий
to freeze	заморожувати
to boil	кип'ятити, варити

Unit 7

a watch	годинник
resort	курорт
furniture	меблі
guest	гість
colleague	колега
lawyer	юрист, адвокат
current account	поточний рахунок
Hang on!	не кладіть слухавку
What are you up to?	А як у вас справи?
What's up?	Що сталося?
to wait ages	довго чекати
to look fed up	виглядати ніби щось набридло
a couple of	пара
in italics	курсивом
in bold print	жирним шрифтом
to miss a bus	запізнитись на автобус
to miss a person	сумувати за кимось
to miss a lesson	пропустити урок
to catch the bus	встигнути на автобус
to tell the truth/a lie/a joke	сказати правду/брехню/жарт
to start a car	завести автомобіль
to run a shop	управляти магазином
heavy traffic/rain	важкий рух/сильний дощ
soft drink/ strong drink	безалкогольний/міцний напій
in a soft voice/ loud voice	тихо/ гучно
dry/wet weather	суха/волога погода
strong/weak coffee	міцна/слабка кава
strong/slight accent	сильний/незначний акцент
flavour	аромат
strong language	сильний вираз, круте слівце
serious illness	важка хвороба
to be fully aware	бути повністю обізнаним
it is vitally important	це життєво важливо
It is highly unlikely	Це надзвичайно неправдоподібно

It's quite common	Це досить звичайно
It's polite/rude	Це ввічливо/грубо
It's acceptable	Це прийнятно
to be flexible	бути гнучким
to appear	появитись, виглядати як...
to familiarize	познайомити
to avoid	уникати
to negotiate	вести перегови
the basics	основи
to write in block capitals	писати друкованими великими літерами
to reach a peak/a low point	досягти піку/найнижчої точки
to rise slightly	підвищитися злегка
to go up/down steadily	йти вгору/вниз стійко
to increase/decrease dramatically	збільшитись/зменшитись різко
to recover	відновитись
to fluctuate	коливатись
to level out	вирівнятись
to fall rapidly/slowly	впасти швидко/повільно

Unit 8

cloud, cloudy	хмара, хмарний
thick fog, foggy	густий туман
sultry	задушливий, душний
chilly	холодно
bitterly cold	страшенно холодно
humid, humidity	вологий, вологість
slippery	слизький
thaw	відлига
heavy rainfall	злива
snow shower	заметіль
hail	град
sleet	дощ із снігом
ground frost	заморозки
Indian summer	бабине літо
a spell of sunny weather	період сонячної погоди
changeable weather	нестійка погода
to melt	танути
to bud	випускати бруньки
to blossom	розквітати
to glitter	блищати
to drizzle	мрячити, дрібний дощ
to pour	лити
to fade away	згасати, в'янути
to cover the ground	покрити землю
to lessen in force	зменшитися в силі
to grow green	зазеленіти
It's raining cats and dogs.	Йде сильний дощ.
unbearable heat	нестерпне тепло
temperature	температура
to vary, various	змінюватися, різний
variety	різноманітність
It cheers me up.	Це підбадьорює мене.
to rush back from work	мчатися додому з роботи
to get rid of	позбавитися від
to make every excuse	виправдовуватися

to fancy	уявляти, мати схильність
I'm convinced	Я переконаний.
to pick oneself up	підняти собі настрій
to reach for	тягнутися за
to join	приєднуватися
I don't bother	Я не переймаюсь
to rely on	залежати, покладатись
to feel down	відчувати себе не в дусі
to run up huge bills	набігти (про величезні рахунки)
an accident	нещасний випадок
to steal (stole, stolen)	вкрасти
to whistle	свистіти
to put off	відкладати
to chase	полювати, переслідувати
to quit	покинути
to allow	дозволяти
to warn	попереджувати
to remind	нагадувати
to encourage	заохочувати
to hitchhike	їхати автостопом
to queue	стояти в черзі
to refuse	відмовити
to mention	згадувати, посилатися на

Unit 9

to avoid	запобігати
to catch an illness	захворіти
infectious disease	інфекційна хвороба
advice, to advise	порада, радити
short-sight	близькозорість
long-sight	далекозорість
to write out a prescription	написати призначення
paleness	блідість
to attract the attention of smb	привертати увагу
to complain of	скаржитись
sore throat	біль у горлі
to take one's temperature	зміряти температуру
to have a cold	застудитися
to stay in bed	залишатися у ліжку
complications	ускладнення
to follow smb's instructions	слідувати інструкціям
to feel much better	почуватися краще
emergency room	кімната для надзвичайних
to cause pain	екстрених випадків
to remove pain	спричинити біль
to relieve pain	полегшити біль
to sew a bad cut up	зашити поріз
to sting	жалити
Does it hurt anywhere?	Чи болить де-небудь?
put a bandage on	накласти бинт
to feel dizzy	відчути запаморочення
to bruise a shoulder	забити плече
to receive injections	одержати ін'єкції
catching disease	заразні хвороби
to cure	лікувати
to recover	одужувати
to be operated on	бути прооперованим
to be on a sick leave	бути на лікарняному
to make an appointment	призначити побачення
surgeon, surgery	хірург, хірургія

to cough	кашляти
a thorough check up	грунтова перевірка. огляд
quinsy	ангіна
to have a seat	мати місце, присісти
to take a throat culture	узяти аналіз з горла
to be allergic to medications	бути алергічним до лікувань
sharp stomach pains	гострі болі живота
nausea	нудота
vomiting	блювота
a broken ankle	зламана кісточка
to sprain an ankle	розтягти зв'язки
to feel the pulse	відчувати пульс
limbs and joints	кінцівки і суглави
to be hoarse	бути хрипким (про голос)
a running nose	з носу тече
to sneeze	чхати
to gargle throat	полоскати горло
to take medicine regularly	прийняти ліки постійно
to put mustard plaster	покласти гірчичник
effective treatment	ефективне лікування
to listen to sb's heart and lungs	послухати серце і легені
to strip to the waist	роздягнутись до талії
to make a deep breath	зробити глибокий подих
to show a tongue	показати язик
to send for a doctor	послати за лікарем
to blame sb	звинувачувати когось
to adopt a child	усиновляти, прийняти дитину
to swallow	ковтати
to burn a finger	обпекти палець

Unit 10

to reduce the risk	зменшити ризик
strength	сила
stamina	витримка
suppleness	податливість, гнучкість
to lose weight	втратити вагу
to increase the tone of muscles	збільшити тонус м'язів
lifting and pushing	підйом і поштовх
agile and graceful	моторний і граціозний
to ward off heart disease	відвести серцеву хворобу
to beat the stress	збити тиск
to feel refreshed	відчувати себе посвіжівшим
to support a team	підтримувати команду
armchair sport	глядацький спорт
managed to win	вдалось перемогти
by fits and starts	уривками
to dare do sth	осмілитись, ризикнути
spectacular	захоплюючий
dangerous, risky	небезпечний, ризикований
breathhtaking	захоплюючий дух
enduring	є терпіння
fragile	крихкий
to score goals or points	забивати голи або пункти
to defeat	надати поразки
to draw, in a draw	закінчити в нічию
to commit a foul	зробити фол
to tackle	спробувати утримати
to over-exercise	позайматись понад норму
to overtake	наздоганяти
to trim one's figure	привести в форму свою фігуру
to drop out of a race	випасти з гонки
to shoot	стріляти
to kick, to hit	бити ногою, руками
an ardent fan, supporter	гарячий уболівальник, прихильник
plot of a film	сюжет фільму

to make a speech	зробити промову
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Unit 11

railway station	залізничний вокзал
airport	аеропорт
to pack	пакувати
suitcase	валіза
departure	від їзд
waiting-room	зала очікування
to announce	повідомляти
passenger	пасажир
carriage	вагон
berth	спальне місце в вагоні
package	пакет, тюк, упаковані речі
rack	вішалка для одєжі
to board a train (ship, etc.)	сісти на потяг(корабель)
to be on the safe side	бути на небезпечному боці
to stand in the line	стояти в черзі
in advance	достроково, завчасно
to make one's preparations	готуватися
to settle one's business	вирішувати бізнес питання
on board a plane	на борту літака
to get refreshments	одержати сніданки
walking tour	похід
rough sea	бурхливе море
to pay extra charge	сплатити додаткові нарахування
It won't fit under your seat.	Це не поміститься під вашим сидінням.
boarding pass	посадочний талон
cycle lane	полоса для велосипедів
parking ticket	квиток для стоянки
rush hour	час пік
pavement	тротуар
speed limit	обмеження швидкості
to fine, a fine	штрафувати, штраф
public transport	міський транспорт

road sign	дорожній знак
I'm a stranger here.	Я - незнайомець тут.
I'm completely lost.	Я зовсім заблукав.
How much is the fare?	Яка плата за проїзд?
Fasten your seat belts.	Закріпіть свої паски безпеки.
junction	перехрестя (доріг)
pedestrian crossing	пішохідний перехід
road works	дорожні роботи
motorway, freeway, highway	автострада, автострада, шосе
petrol station	бензозаправка
bridge	міст
lorry, truck	вантажівка, вантажівка
to create a traffic jam	створити скупчення транспорту
to brake hard	гальмувати сильно
to prevent the crash	запобігти зіткненню
to be badly injured	поранитись
to damage	пошкодити
to be a bit airsick	страждати повітряною хворобою
to look forward to seeing ...	чекати зустрічі
I'm scared stiff of flying	Я страшенно боюсь літати
to be frightened	бути наляканим
I was just kidding.	Я пожартував.

Unit 12

sightseeing	огляд визначних пам'яток
rocks at the bottom	скелі внизу
layer	шар
over the edge	над краєм
temple	храм
cliff	круча
to abandon	покинути
to see sth in person	бачити щось своїми очима
unique	унікальний
painting	живопис
magnificent architecture	прекрасна архітектура
gambling	азартна гра
tropical paradise	тропічний рай
to be surrounded by	бути оточеним
remote beach	віддалений пляж
to possess	володіти
astonishing variety	дивовижне розмаїття
cultural treasures	культурні скарби
notable attractions	відомі атракціони
agreeable climate	приємний клімат
lush vegetation	розкішна рослинність
gourmet	гурман
connoisseur	знавець
exquisite view	винятковий вид
delicious seafood	чудові дари моря
to boast	хвастати
expensive	дорогий
scenery	пейзаж
harbour	гавань
traditional cuisine	традиційна кухня
picturesque	живописний
mosque	мечеть
fountain	фонтан
filthy	забруднений
absolutely packed with	переповнений

ugly polluted	потворний забруднень
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Unit 13

reception	прийом
to give a tip	дати на чай
chambermaid	покоївка
porter	швейцар, носильник
to book in advance	замовити наперед
en suite (=room with private bathroom)	номер люкс (в готелі)
full board	повний пансіон
half board (HB)	напівпансіон
to check in, check-in desk	реєструватись, реєстрація
to check out	виписуватись
cozy, comfortable	зручний,
There's sth wrong with the shower.	Душ не працює.
fully booked	Немає вільних номерів
breakfast included	сніданок включений
to put on the bill	записати на рахунок
to pay the bill	сплатити рахунок
to order a taxi	замовити таксі
fast food snack bar	закусочна
high-quality restaurant	першокласний ресторан
a room with a view	кімната з видом
dry cleaning service	хімчистка
laundry service	пральня
car hire	автомобіль напрокат
tour guide	тур гід
air steward or stewardess	стюардеса
arrival	прибуття
arrive	прибувати
baggage reclaim	отримання багажу
board	борт, сідати на борт
cabin crew	екіпаж
cruise	круїз
declare	декларувати
depart	відлітати
departure	відліт

departure lounge	зала відльоту
duty-free	неоподаткований
excess baggage	надлишковий багаж
flight	політ
flight attendant	стюардеса
gate	вихід
get off the plane	вийти з літака
get on the plane	сісти в літак
go through passport control	проходити паспортний контроль
hand luggage	ручний багаж
luggage	багаж
overhead locker	багажне відділення для ручного
pass through customs	багажу
pilot	пілот
put your seat in the upright position	підняти сидіння у вертикальне
	положення
unway	злітна смуга
seat	сидіння
single / double / twin room	одномісна/двомісна кімната
stay	залишатися, зупинятися
suitcase	валіза
take off	злітати
take-off	зліт
terminal building	аеропорт
tourist	турист

Unit 14

Central department store	ЦУМ
purchase, to purchase	покупка, робити закупки
counter	прилавок
shop window	вітрина магазину
grocery	бакалія
food stuff	продукт харчування
leather goods	шкіряні вироби
wallet	гаманець
fur	хутро
footware	взуття
knitwear	трикотаж
the latest fashions	по останній моді
perfumes	парфумерія
souvenirs, gift department	сувенірний, подарунковий відділ
cheque, receipt	чек
to search, to look for	шукати
to be on sale	бути у продажу
to make a choice	зробити вибір
to try on	приміряти
salesman	продавець
to fit perfectly	досконало підійти
household goods	господарчі товари
electric appliances	електроприлади
kitchen utensils (pans and pots)	каструлі та пательні, горщики
crockery, pottery	глиняний і фаянсовий посуд
china	фарфоровий посуд
vacuum cleaner	пилосос
washing-machine	пральна машина
camera	фотоапарат
to offer	пропонувати
price	ціна
cashdesk	каса
manufactured goods	промислові товари
ready-made clothes	готовий одяг
made-to-order clothes	зроблений на замовлення одяг

to match in colour	відповідати в кольорі
to try on	приміряти
linen cloth	льняне полотно
suede jacket	жакет із замші
bathing suit	купальний костюм
swimming trunks	купальні плавки
high heels	високі підбори (каблуки)
trainers, sneakers	кросівки
apron	фартух
light frock	легке плаття
retail	уроздріб
wholesale	оптом
cash and carry	магазин-склад
outlet	кіоск
convenience store	магазин товарів щоденного попиту
corner shop	магазинчик на розі
bakery	булочна
butcher's	м'ясний магазин
deli	гастрономічні товари, делікатеси
off licence, liquor store	алкогольні напої
pharmacy, chemist's, drugstore	аптека
newsagent's, newsstand	газетний кіоск
DIY store	товари "змайструй сам"
hardware shop	магазин металевих виробів, апаратура
garden centre, nursery (Am)	магазин сад-город
mall	алея магазинів
market stall	намет; прилавок; ларьок
pay by credit card	сплатити кредитною карткою
cost of delivery	вартість доставки
customer collection point	пункт одержання товарів
to have in stock	бути в наявності
to make an enquiry	зробити запит
to place an order	зробити замовлення
to send a statement	надіслати звіт

Keep the receipt, it's your guarantee.	Зберігайте чек – це ваша гарантія.
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Unit 15

absolutely tasteless	зовсім без смаку
apple pie	яблучний пиріг
badly cooked	погано приготований
bake	пекти
barbecue	барбекю
beefsteak	біфштекс
bill of fare	меню (в ресторані)
biscuits	печиво
bitter	гіркий
boil	варений
bowl	миска, тарілка
bread-plate	хлібниця
broccoli	броколі
cabbage	капуста
carp	короп
casserole	сотейник
cauliflower	цвітна капуста
champagne	шампанське
chop	відбивна з баранини
cinnamon	кориця
claret	червоне вино бордо
cod	тріска
courgette (Am. Eng: zucchini)	кабачок
aubergine (Am. Eng: egg plant)	баклажан
leek	цибуля-порей
cover	прибор
crab	краб
cucumber	огірок
cup and saucer	чашка та блюдце
decanter	графин

delicious	смачний
drink	пити, напій
fish	риба
fresh	свіжий
fruit salad	фруктовий салат
fry	смажити
garnish	гарнір
ginger	імбир
glass	стакан
goblet	бокал
grapes	виноград
greasy	жирний
grill	смажений на грилі
hake	хек
herbs	трави
herring	оселедець
hot	гарячий
kidney	нирка
lemonade	лимонад
liver	печінка
lobster	лобстер
meal	їжа
meat	м'ясо
meat course	м'ясні блюда
mild	м'який
mussel	мідія
mutton/lamb	баранина
napkin	серветка
nutmeg	мускатний горіх
onion	цибуля
oregano	орегано
over-cooked	переварений
overdone	пережарений
oyster	устриця
parsley	петрушка
peas	горох

pepperbox	перечниця
perch	окунь
pike	щука
pine-apple	ананас
plaice pork chop	камбала
potato	картопля
prawn	креветка
quite eatable=edible	їстівний
roast	смажений у духовці
salad bowl	салатниця
salad dressing (seasoning, sauce)	заправка для салата, приправа
salmon /saeman/	лосось
salt-cellar	сільничка
salty	солоний
sardine	сардина
savoury	несолодкий
seafood	морепродукти
season	приправляти приправами
shrimp	креветка
soup plate	супова тарілка
sour	кислий
spicy=highly seasoned	гострий
spinach	шпинат
stale	зіпсований
stew	тушкований
stewed fruit=compote	компот
stodgy	важкий
strawberries	полуниця
sugar bowl	цукорниця
sugary	цукровий
sweet	солодкий
sweet course =dessert	десерт
table-cloth	скатертина
tart	пиріг
tasty	смачний
tender	ніжний

to be done to a turn	в самый раз
too tough	занадто жорсткий
tray	підніс
trout	форель
underdone	недосмажений
veal	телятина
vegetable	овоч
waiter	офіціант
water-melon	кавун
whiting	хек

Unit 16

accountant	бухгалтер
administrator	адміністратор
apply for a job	подати заявку на роботу
be a workaholic	бути трудоголіком
be dismissed	бути звільненим
be fired	бути звільненим
be laid off	бути скороченим
be made redundant	бути скороченим
be on / take maternity leave	бути у декретні відпустці
be on / take sick leave	бути на лікарняному
be on flexi-time	працювати за гнучким графіком
be promoted	отримати підвищення
builder	будівельник
carpenter	столяр
chef	шеф-кухар
child-minder	няня
civil servant	службовець
clerk	клерк
dentist	стоматолог
designer	дизайнер
economist	економіст
engineer	інженер
executive	виконавчий директор
farmer	фермер
firefighter	пожежник
get the sack	бути звільненим
give up work	кинути роботу
go/be on strike	страйкувати
hairdresser	перукар
labourer	чорно робочий
lawyer	юрист
librarian	бібліотекар
mechanic	механік
personnel officer	працівник відділу кадрів

physiotherapist	психотерапевт
plumber	сантехнік
police officer	поліцейський
priest	священик
receptionist	секретар
sales assistant	продавець
scientist	вчений
secretary	секретар
supervisor	наглядач
tailor/dressmaker	швачка
take early retirement	піти у відставку/на пенсію
unskilled worker	некваліфікований працівник
vet	ветеринар
work nine-to-five	працювати за звичайним графіком

Unit 17

advertise an vacancy	оголосити про вакансію
applicant	кандидат на посаду
application form	анкета
attend an interview	відвідувати співбесіду
candidate	кандидат на посаду
covering letter	лист супровід
curriculum vitae	резюме
earn	заробляти
employ	наймати на роботу
employee	найманий працівник
employer	роботодавець
employment	робочі місця
experience	досвід
gain useful experience	набути корисного досвіду
get a job	отримати роботу
interview	співбесіда
interviewee	людина, яка проходить співбесіду
interviewer	людина, яка проводить співбесіду
job advertisement	оголошення про вакансію
make a living	заробляти на прожиття
occupy a position	займати посаду
part time job	часткова зайнятість
position	посада
post	посада
probationary period	випробувальний термін
qualification	кваліфікація
recruit	наймати на роботу
recruitment agency	агенція по найму
reference	рекомендація
resume	резюме
shortlist	скоротити список претендентів
skill	навичка
staff	персонал
subordinate	підлеглий

superior	людина, яка займає вищу посаду
take on a job	взяти на себе роботу
training period	тренувальний період
vacancy	вакансія
visit an interview	відвідати співбесіду

Unit 18

accuse someone of a crime	звинуватити у злочині
acquit an accused person of a charge	оправдати обвинувачену особу
arson	підпал
assault	нападати, гвалтувати
blackmail	шантаж
bribery	хабарництво
burglary	пограбування
case	справа
charge someone with	обвинуватити когось в чомусь
commit a crime or an offence	здійснити злочин
community service	громадські роботи
death penalty	смертна кара
defend/prosecute someone in court	захищати когось у суді
detective	детектив
drug-trafficking	наркотрафік
drunken driving	керування у нетверезому стані
evidence	покази свідків
fine	штраф, штрафувати
fine someone a sum of money	оштрафувати на певну суму
flogging	побиття
forgery	підробка
hi-jacking	угон
judge	суддя, судити
jury	присяжні
kidnapping	викрадення дітей
member of a jury	член присяжних
mugging	напад з метою пограбування
murder	вбивця, вбивати
pass verdict on an accused person	виносити приговор обвинуваченому
pickpocketing	кишенькові крадіжки
plead guilty or not guilty	визнати винним або ні
prison	в'язниця
proof	доказ

rape	зґвалтування
release someone from prison/jail	звільнити когось із в'язниці
rob	грабувати
robbery	пограбування
send someone to prison	відправити до в'язниці
sentence someone to a punishment	винести покарання
shoplifting	крадіжки в магазині
smuggling	контрабандизм
steal	красти
terrorism	тероризм
theft	крадіжка
trial	судовий процес
witness	свідок

Unit 19

break down	ламатися, розбиватися
button	кнопка
flood	потоп, заливати
hold down the button	притримувати кнопку
leak	пропускати воду, протікати
pause	натиснути на паузу
plug in	ввімкнути в розетку
power-cut	знеструмлення
press	натискати
recharge	перезарядити
replace	замінити
replay	програвати (інформацію)
restart	перевантажити
rewind/ fast forward	перемотати (плівку)
run out	закінчитися (про терміни)
shut down	вимкнути
switch on/off	включити/виключити
turn up/down volume	зробити голосніше/тихіше
vacuum cleaner	пилосос
wash by hand	прати вручну
washing machine	пральна машина

Unit 20

answer a phone call	відповісти на дзвінок
call back	передзвонити
Can I speak to...	можу я поговорити з...
Can I take a message?	можу я прийняти повідомлення?
connect	з'єднувати
dial a number	набрати номер
dial tone	тональний виклик
get through to	зв'язатися з
hang up	повісити трубку
hold on	зачекайте
I didn't catch that	я не дочув...
I'm calling about...	я дзвоню з приводу...
It's the wrong number	це невірний номер
leave a message	залишити повідомлення
make a phone call	дзвонити
phone call	телефонний дзвінок
phone back	передзвонити
pick up	зняти трубку
put through	з'єднати
receiver	телефонна трубка
ring up	подзвонити
ringing tone	звук дзвінка
The line is engaged (busy)	лінія занята
This is...	це...
Who's calling?	хто дзвонить?

Unit 21

to reach land	досягти землі
to travel by land	подорожувати по суші
land plants	наземні рослини
to uproot trees and bushes	викорчовувати дерева і кущі
to cultivate/ till / work soil	обробляти землю
to irrigate soil	зрошувати землю
to fertilize the soil	удобряти ґрунт
to redistribute soil	перерозподіляти землю
barren / poor soil	безплідна земля
fertile soil	родючий ґрунт
grazing land	пасовищна земля
plot of land	ділянка
private land	приватні володіння
public land	суспільна земля
no man's land	нейтральна смуга
to fall to the ground, to collapse	впасти; рушитися
sacred land (the Holy Land)	святищенна земля
firm/hard/solid ground, soil	твердий ґрунт
frozen ground, soil	замерзлий ґрунт
soft ground, soil	м'який ґрунт
to chalk/lime soil	вапнувати ґрунт
clay soil	глинистий ґрунт
fill-up soil	насипний ґрунт
packed soil	ґрунт, що злежався
sandy soil	піщаний ґрунт
soggy soil	сирий, важкий ґрунт
swampy soil	болотистий ґрунт
virgin soil	цілина
agriculture/farming	сільське господарство
to fertilize their fields	удобрювати поля
to store the crops	зберігати врожаї
to plant the crops	садити с/г культури
to plough the fields	орати поля
to spray the crops	окропити с/г культури

to harvest the crops	зібрати урожай
to keep animals	тримати тварин
to feed the animals	годувати тварин
dairy produce	молочна продукція
poultry	свійська птиця
to slaughter, kill	забивати, різати (худобу)
meat (beef, pork, mutton, chicken)	м'ясо (яловичина, свинина, баранина, курча)
to grow trees and plants	виросувати дерева і кущі
to till the soil	обробляти землю, орати
to sow the seed	сіяти насіння
to water plants	полювати
to pick the fruit	збирати плоди
cereals (wheat, maize, barley, rye, buckwheat, oats, rice)	злаки (пшениця, кукурудза, ячмінь, жито, гречка, овес, рис)
roots and leaves	коріння і листя
mining/extracting materials from below the ground	гірська промисловість / видобувати матеріали з-під землі
precious metals	дорогоцінні метали
tin, copper, iron, silver	олово, мідь, залізо, срібло
animal	тварина
bark	кора
bee	бджола
birch	береза
blossom	цвісти
crop	с/г культура
deciduous tree	листяне дерево
endangered species	зникаючі види

evergreen	вічно зелений
extinct	вимерлий
fertilize	удобрювати
gill	зябра
hedgehog	їжак
mammal	ссавець
mane	грива
petal	пелюстка
pick flowers	збирати квіти
plant	рослина, саджати
poplar	тополя

Unit 22

bay	бухта
beach	пляж
cape	мис
casualty	постраждалий
cliff	скала
coast	узбережжя
damage (things)	пошкодити (речі)
destruction of the ozone layer	знищення озонowego шару
destruction of the rainforests	знищення тропічних лісів
disaster	катастрофа
drought	засуха
earthquakes	землетрус
epidemic	епідемія
eruption	виверження
explosion	вибух
famine	голод
flood	паводок
footpath	стежка
greenhouse effect	парниковий ефект
gulf	затока
hill	пагорб
hurricane	ураган
injure (people)	поранити
island	острів
lake	озеро
major accident	нещасний випадок
mountain	гора
ocean	океан
overfishing	виловлювання риби
overpopulation	перенаселення
peak	вершина
peninsula	півострів
plane crash	авіа катастрофа
pollution	забруднення

pond	ставок
puddle	калюжа
refugee	біженець
river	річка
sea	море
shore	берег
source	джерело
starve	помирати від голоду
stream	струмок
survivor	той хто вижив
tornado	торнадо
tributary	притока
typhoon	тайфун
valley	долина
volcano	вулкан
waste	відходи
waterfall	водоспад

Unit 23

buckwheat	гречка
cattle	велика рогата худоба
cereals	круп'яні культури
clover	конюшина
cultivate	обробляти
domestic animal	свійська тварина
feed	годувати
feed crops	їстівні рослини
food crops	кормові культури
forage	фураж, їжа для тварин
hemp	конопля
millet	просо
oil crop	олійні культури
preceding crop	переробка с/г культур
seed	насіння
Swedes	бруква
tuber crops	клубні
yield	урожай

Unit 24

bin	засипати в бункер
disc harrow	дискова борона
drill	борозна, сіялка, сіяти рядками
fertilizer	добри́во
gang-plough	секційний плуг
harvester-combine	комбайн
leveling	вирівнювання
mould	гумус
plough	орати, плуг
ripe	стиглий, достигати
seed-bed	рілля
seeding	сівба
self-binding reaper	жатка-снопов'язалка
self-propelled	самохідний
sheaf	сніп
spreader	розкидач, розкидна сівалка
stifle	заглушати
stubble	стерня
stubble cleaner	луцильний
stubble-cleaning	луцення
sweeper	культиватор
trailer	тягач
thresh	молотити
weed	бур'ян
weeder	прополювач
windrower	валкова жатка
winnow	віяти
winnower	віялка

Unit 25

absorb plant nutrients	вбирати поживні речовини
adaptability	рослини
anchor	пристосування
average	кріпити, закріплювати
climatic conditions	середній
conserve water	кліматичні умови
embryo	зберігати воду
erosion	зародок
irrigation	ерозія
keep up	зрошення
leaf	підтримувати
mature	листок
moist	стиглий, дозрівати
moisture	вологий, сирий
organic matter	вологість
rainfall	органічна речовина
reproductive part	опад
root system	репродуктивна рослина
rotation	коренева система
seed coat	ротація
select	насіннєва оболонка
soils of good physical properties	відбирати
stem	грунти з хорошими фізичними властивостями
	основа

Unit 26

annual	однорічна рослина
biennial	дворічна рослина
damage	шкода, шкодити
destroying weeds	знищення бур'янів
hardy	морозостійкий
insect	комаха
keep weeds under control	тримати бур'яни під контролем
loss	втрата
pasture	пасовище
perennial	багаторічна рослина
poison	отруювати
pollen	пилок
prevent	попереджувати, запобігати
scatter	розсіюватися
shade	тінь
smother	подавляти
spread	розповсюджувати
worm	хробак

Unit 27

assess field satellite positioning adopt precision farming large scale agriculture maintain the quality of environment in-field variability remote sensing outweigh yield monitoring variable-rate site-specific data soil testing	тестування (контроль) стану поля супутникові позиційні системи застосовувати точне землеробство широкомасштабне сільське господарство підтримувати якість навколишнього середовища змінність стану поля дистанційний переважати контроль врожаю технологія змінних норм специфічна визначеність кожної ділянки поля оцінювати стан поля
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Unit 28

ammonia	аміак
anhydrous	безводний
apatite	апатит
ash	попіл
beneficial	корисний, вигідний, прибутковий
boron	бор
chlorine	хлор
compost	компост (добрива)
copper	мідь
deficient	відсутній, недостатній
disposal	розміщення, розташування
dissolve	розчиняти
droppings	гній, послід
fiber	волокно
furnish	постачати, забезпечувати
hydrogen	водень(гідроген)
legume	біб, стручкова рослин
magnesium	магній
manure	гній, добрива
meat-packing plant	м'ясокомбінат
molybdenum	молібден
nodule, knot	вузол, наріст на рослині, кап
nourish	підживлювати
phosphate	фосфат, сіль фосфорної кислоти
pile	купа, бург
potassium	калій
sewage	стічні води, нечистоти
solid	твердий
sulphate	сульфіт, сіль сірчаної кислоти
thrive	добре, буйно рости; розростатися

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НАВЧАЛЬНЕ ВИДАННЯ

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ЯМНИЧ НАТАЛІЯ ЮРІЇВНА
ТКАЧУК ВАДИМ АНАТОЛІЙОВИЧ**

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