



## **Англійська мова (за професійним спрямуванням)**

Методичні вказівки до виконання самостійної роботи  
для здобувачів освітньо-кваліфікаційного рівня молодший спеціаліст  
галузь знань 20 Аграрні науки та продовольство  
спеціальності 208 Агроінженерія  
денної форми навчання

УДК

До друку

Голова навчально-методичної ради Луцького НТУ \_\_\_\_\_ В.І. Талах

Електронна копія друкованого видання передана для внесення в репозитарій  
Луцького НТУ

Директор бібліотеки \_\_\_\_\_ С.С. Бакуменко

Затверджено навчально-методичною радою Луцького НТУ,  
протокол № \_\_\_\_\_ від «\_\_\_\_\_» \_\_\_\_\_ 2019 р.

Рекомендовано до видання методичною радою Любешівського  
технічного коледжу Луцького НТУ,  
протокол № \_\_\_\_\_ від «\_\_\_\_\_» \_\_\_\_\_ 2019 р.

Розглянуто і схвалено на засіданні циклової комісії викладачів математичних та  
природничо-наукових дисциплін Любешівського технічного коледжу Луцького  
НТУ, протокол № \_\_\_\_\_ від «\_\_\_\_\_» \_\_\_\_\_ 2019 р.  
Голова циклової методичної комісії \_\_\_\_\_ Кравчик Л.М.

Укладач: \_\_\_\_\_ Смоляк Г.В., викладач другої категорії

Рецензент: \_\_\_\_\_

Відповідальний за випуск: \_\_\_\_\_ Кравчик Л.М., старший викладач, голова  
циклової методичної комісії викладачів гуманітарних та соціальних дисциплін

Англійська мова (за професійним спрямуванням) [Текст]: методичні вказівки  
до виконання самостійної роботи для здобувачів освітньо-кваліфікаційного  
рівня молодший спеціаліст галузь знань 20 Аграрні науки та продовольство  
спеціальності 208 Агроінженерія денної форми навчання / уклад. Г.В. Смоляк.  
– Любешів : Любешівський технічний коледж Луцького НТУ, 2019. – 51 с.

Методичне видання складене відповідно до діючої програми курсу «Англійська  
мова (за професійним спрямуванням)» з метою перевірки знань та вмінь  
студентів та надання методичної допомоги у процесі виконання самостійної  
роботи.

© Смоляк Г.В., 2019

## ЗМІСТ

1. Пояснювальна записка.....	4
2. Розділ I. Мовленнєвий матеріал:.....	5
2.1 Unit 1 Foreign languages in people's life.....	5
2.2 Unit 2 Languages in Ukraine, Great Britain and the USA.....	8
2.3 Unit 3 Ukraine .....	11
2.4 Unit 4 The United Kingdom of Great Britain and Northern Ireland.....	17
2.5 Unit 5 Higher Education in Ukraine and the UK.....	23
2.6 Unit 6 The Basis of business and professional communication in the modern world.....	25
2.7 Unit 7 Business trip.....	32
3. Розділ II. Лексико-граматичний матеріал:.....	33
3.1. Контрольна робота № 1.....	36
3.2. Контрольна робота № 2 .....	46
4. Список літератури .....	51

## ПОЯСНЮВАЛЬНА ЗАПИСКА

Самостійна робота студентів є складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань. Самостійна робота студентів є основним засобом опанування навчального матеріалу у позааудиторний час.

Мета самостійної роботи студентів – сприяти засвоєнню в повному обсязі навчальної програми та формуванню самостійності як особистісної риси та важливої професійної якості, сутність якої полягає в умінні систематизувати, планувати та контролювати власну діяльність.

Основні завдання:

- навчити майбутнього фахівця вільно орієнтуватися в сучасному інформаційному потоці з метою удосконалення іншомовних умінь і навичок;
- удосконалювати комунікативні уміння й навички володіння ан- глійською мовою при спілкуванні на професійні теми;
- розвивати уміння адекватно поводитися в різних життєвих ситуаціях ділового спілкування;
- готувати майбутнього фахівця до наукової діяльності, продовження освіти.

Наприкінці курсу студенти повинні вміти:

- вести бесіду-діалог проблемного характеру відповідно до програмної тематики та комунікативної функції;
- робити самостійні усні монологічні повідомлення англійською мовою за тематикою курсу;
- реферувати (усно та письмово) оригінальні різностильові тексти; здійснювати адекватний переклад з англійської мови на українську та навпаки текстів, що відповідають тематиці та рівню складності курсу.

## **PART I. SPEAKING MATERIAL**

### **UNIT 1 FOREIGN LANGUAGES IN PEOPLE'S LIFE**

#### *Language Questionnaire*

1. How long have you been studying English?
2. Why did you start learning this language?
3. Did you learn any other foreign languages before you started to study English?
4. Do you enjoy learning this language?
5. What do you like most of all?
  - speaking English to your friends, teachers and native speakers;
  - reading English books in translation and in the original;
  - listening to and understanding English songs;
  - watching video films in the original;
  - doing grammar exercises;
  - doing English crosswords and puzzles;
  - other.
6. What areas of the language do you find most difficult to study?
  - a) grammar; b) vocabulary; c) pronunciation
7. Which language skill is your weak point?
  - a) speaking; b) listening; c) writing; d) reading.
8. What is the most boring aspect of English for you?
9. What do you think is the best way to learn pronunciation (grammar, vocabulary)?
10. Do you work at your language systematically or from time to time?
11. Do you prefer British or American English? Why?
12. Do you think it is possible to learn a foreign language perfectly?
13. What are you going to need foreign languages for in your future job?
  - To act as an interpreter.
  - To be entertained when you are abroad.
  - To entertain foreign guests.
  - To work as a foreign language teacher.
  - To make travel and hotel arrangements when you travel abroad.
  - To read articles in scientific and technical journals.

*Task 1. Read the text and decide if the statements after it are true or false*

#### **English as a World Language**

English is losing its political and cultural associations and becoming the property of all cultures. Over 70 countries in the world use English as the official and semi-official language, and in 20 more English occupies an important position. It is

the main foreign language taught within most school systems worldwide, many newspapers are published in English and it is the language of much radio and television broadcasting. English is the language of international business, the main language of airports, air traffic control and international shipping. It is the language of science, technology and medicine, and it is estimated that two-thirds of all scientific papers today are first published in English. It is the language of diplomacy and sport; it is one of the working languages of the United Nations and the language used by the International Olympic Committee. International pop culture and advertising are also dominated by English. 70% of the world's mail is written in English, and 80% of all information in electronic retrieval systems is stored in English.

English infiltration of foreign languages is often regarded with horror. One of the Presidents of France, Pompidou, recommended a return to totally unpolluted French with an abolition of all anglicisms. In official documents “fast food” and “jumbo jet” were to be referred to by French expressions instead. But it would be difficult to eradicate the use of such familiar French terms as “le weekend”, “le sandwich” or “le parking”. French is not the only “polluted” language. In German we find “der Babysitter”, “der Bestseller” and “der Teenager”. “Weekend ” turns up again in Italian, where we can also find “la pop art” and “il pop corn”. “Jeans” is found in almost every language of the world, and in Spanish we also have “pancakes”, and “sueter” (sweater). Russian young people like to wear the latest trainer-style “shoozy”. But this invasion is not one-sided. Other languages have quietly been getting their own back for a long time. Native English speakers may think they are speaking “pure” English when they talk about the alphabet, the traffic, a mosquito, a sofa, a garage, their pyjamas or their boss, but Grec, Italian, Spanish, Arabic, French, Hindi and Dutch speakers never know better!

*Statements:*

1. English is losing the importance for the world culture.
2. More than 90 countries in the world use English as their official and semi-official language.
3. English is one of the main languages for mass-media.
4. English is the working language of all international airlines.
5. All scientific papers today are first published in English.
6. The staff of all foreign embassies should know English.
7. Some European countries resent the peaceful invasion of English.
8. English is the only language that “pollutes” other languages.
9. It is impossible to preserve language purity in the age of computer technologies.

*Task 2. Read and translate the text. Correct statements given below it.*

### **One world – One language?**

Many people feel that the only realistic chance of breaking the foreign language barrier is to use natural language as a world lingua franca. Today, English is the main contender for the position of world lingua franca.

There are few competitors. Several other languages have an important local role as a lingua franca but no comparable level of international use, such as Russian in Eastern Europe, or Spanish in South and Central America. More people in the world speak Chinese than any other language, but in the West Chinese is too unfamiliar to be a serious contender. French is still widely used, but far less than it was a century ago.

Many factors contribute to the gradual spread of a language – chiefly political and military might, economic power, and religious influence ( all of which artificial languages lack ). These same factors mean that the development of a world language is not viewed with enthusiasm by those who would have to learn it. Such a language, it can be argued, would give its organizing culture an unprecedented influence in world affairs and scientific research. For example, scientists who used it as a mother tongue would be in a privileged position: they would have to spend time learning it and would more easily assimilate ideas expressed in it.

Furthermore, it is thought, a world language would inevitably erode the status of minority languages and pose a threat to the identity of nations. Many people thus vies the current progress of English towards world language status with concern and often with antagonism.

Ironically, the main danger to the growth of a world language comes from within. As the language becomes used in all concerns of the world, by people from all walks of life, it begins to develop new spoken varieties which are used by local people as symbols of their identity.

In the course of time these new varieties might become mutually unintelligible. It cannot be predicted how far this diversification will affect English. Linguistic predictions have a habit of being wrong. A hundred years ago, predictions were being made that British and American English would by now be mutually unintelligible. It is not always easy to predict the trend that will result from increased modern contacts through travel and communications.

#### *Statements:*

1. There is an opinion that none of the existing languages can be used as a world language by all peoples T/F
2. English, Chinese, Russian and French have equal opportunities of becoming a lingua franca T/F
3. English is the most widely spoken language of the world T/F

4. A lot of people in the world would like to learn an artificial language to be able to communicate with each other T/F
5. The development of an artificial language will help other languages to develop T/F
6. Artificial languages can be used as a lingua franca for political reasons T/F
7. Many people in the world welcome English as an international language T/F
8. Not all people are in favour of choosing one modern language to become a world one T/F
9. It would only be fair to choose the most used language to be a lingua franca T/F
10. Few people think that English influences the culture of their countries in a bad way T/F
11. If one language is chosen to become a lingua franca, people in different localities will easily understand each other T/F
12. The author of the article predicts that either British or American English will one day become a world language T/F

## **UNIT 2. LANGUAGES IN UKRAINE, GREAT BRITAIN AND THE USA**

*Task 1. Read and translate the following text.*

### **The Ukrainian Language**

According to the Constitution, Ukrainian is the state language of sovereign independent Ukraine. It is also spoken by Ukrainians living in other countries of the former Soviet Union and in Ukrainian diasporas in Canada, Australia, the USA, Great Britain and other countries of the world. Ukrainian is an independent and original unit of the Slavic branch of the Indo-European family of languages. Together with Russian and Byelorussian it forms the East Slavic group of languages. The history of the Ukrainian language embraces, on the one hand, the history of the phonetic, morphological and syntactical system of the spoken language in its various dialects, and, on the other hand, the history of the literary language. In the latter there have occurred great changes and breaks with tradition, brought about by circumstances in the cultural and political history of Ukraine. Consequently, the history of the literary language is divided into three periods:

- the old period (10—12th centuries), when the basic literary language of Kievan Rus was Church Slavonic, to which popular elements were added slowly but regularly;
- the middle period (14—18th centuries), when the so-called literary language of the 17th century was formed which was a mixture of different elements.



Russian influence and pressure put an end to this development and led to its decline in the second half of the 18th century.

- the modern period (19—20th centuries), when the literary language was reconstructed and based entirely on the popular language.

The fact that the literary Ukrainian language did not develop in urban centres and for the most part is based on the variety spoken in the countryside, has largely determined the peculiarities of its vocabulary which includes a lot of words and phraseological units describing village life and work, folklore, emotionally coloured elements, localisms, etc.

Under the Soviet power the linguistic policy for Ukraine was at first Russifying. Then from 1926 up to 1930, the so-called “Ukrainization” policy was introduced. At that time much was done in preparing and publishing new dictionaries, opening Ukrainian schools, theatres, cinemas and newspapers. But then the general policy was changed again, and “de-Ukrainization” began which lasted practically till the time of “perestroika”. During that period the majority of Ukrainian philologists and a number of writers and poets who fought for the rights of the Ukrainian language, found themselves in exile or in prison.

Now that Ukraine is independent, Ukrainian language, traditions and culture are experiencing their rebirth.

*Task 2. Decide if the following statements are true or false*

1. Ukrainian language is spoken in Australia T/F
2. Ukrainian is an original unit of Indo-European family of languages T/F
3. Together with Russian and Byelorussian it forms the Western Slavic group of languages T/F
4. The history of literary language is divided into 2 periods T/F
5. The basic literary language of Kievan Rus was Church Slavonic T/F
6. Literary language of the 17th century was formed as a mixture of different elements T/F
7. During 19-20th centuries literary language was not reconstructed T/F
8. Literary Ukrainian language did not develop in urban centres T/F
9. Literary Ukrainian language includes a lot of words and phraseological units describing village life and work T/F
10. During 1926-1930 the majority of Ukrainian philologists who fought for the rights of the Ukrainian language, found themselves in prison. T/F

*Task 3. Read the text about English language and do activity after it*

### **The English Language**

English belongs to the Teutonic or Germanic branch of the Indo-European family of languages. Three periods are usually recognised in its history:

- Old English — from the time of the invasion of Britain by the Germanic tribes of the Angles, Saxons and Jutes in the 5—6th centuries, until the 9th century, after the Norman Conquest in 1066;
- Middle English — from the middle of the 11th to the middle of the 15 th centuries;
- New English — from the middle of the 15th century to the present day.

Besides, the last period is often subdivided into Early New English (1450—1700) and Modern English.

When the Anglo-Saxons came to Britain, they found the island inhabited by a people weaker in a military sense but more civilized than themselves because the Celts for some centuries had shared the civilization of the Roman Empire whose governors had ruled the country. So, Early English speech can be called a mixture of Celtic, Latin and German.

Other changes into the language were brought by two national disasters — the Danish and Norman Conquest. The Danes, who came first to rob Britain and then to settle there brought with them a distant relative of the Anglo-Saxon language which could even be understood without great difficulty. The Normans, however, interrupted the tradition of this language by destroying its literature and culture, and reducing it to the speech of uneducated peasants. English was no longer spoken by the nobility or taught at schools. French became the official language for centuries.

During the Middle and Modern English periods the English vocabulary has increased enormously as a result of borrowing from foreign languages. The revival of learning during the Renaissance gave a new impulse for borrowing new words from Latin. This period in the language development is called “the peaceful invasion”.

Britain’s growing position as a world power and the rapid development of America, resulted in the introduction into English of words from languages in every part of the globe.

Today we do not speak the language that was used by Chaucer or Shakespeare. We even don’t converse like Dickens or Jane Austin, because language is like a living organism — it is born, it lives and changes, and it may die if nobody speaks it any longer.

*Task 4. Before reading the text try to match the beginnings of the following sentences with their completion given below.*

1. British English differs from American in...

2. Both American and English...
3. Words that have been absorbed into English tell much about...
4. Some differences in vocabulary between British and American English...
5. Many new words came into British English from...
6. Immigrants coming to live in America brought with them...
7. Native Indians made...

- A. the world history
- B. can lead to amusing situations
- C. the former colonies of the British Empire
- D. their own contribution into American English
- E. accent, grammar, spelling and vocabulary
- F. their own words which later assimilated into American English
- G. owe a lot to other languages in the world

### **UNIT 3 UKRAINE**

#### *Text 1. The Symbols of the Ukrainian Nation*

**The Ukrainian flag** consists of two horizontal fields: blue and yellow. The fields symbolize two very important things for people: the peaceful blue sky and yellow wheat, as the symbol of welfare of our nation. The combination of the blue and yellow colours dates back to pre-Christian times. They predominated on the flags of the Kyivan Rus and were prominent during the Cossack age.

**The national emblem of Ukraine** is a gold trident on an azure background. In ancient times it was the dynastic coat of arms of the Kyivan princes. It is derived from three spears of the sea god, Poseidon, but since Christianity it has symbolized the Holy Trinity.

In 1992 the Supreme Council of Ukraine accepted the trident as the main element of the official emblem of our state. It was proved once more by the Constitution of Ukraine, adopted in 1996. So nowadays the trident is the essential part of the Little State Emblem (the Sign of Volodymyr State), which is the main element of the Big State Emblem.

**The plant symbol.** The symbol of “Kalyna” is associated with rebirth, the Universe, the fiery trinity of the Sun, Moon and stars. It takes its name from the old name for the Sun-Kolo. The berries of the kalyna are red and they symbolize blood and immortality.

#### **Other Signs of National Identity**

The following are also associated by Ukrainian people with their nation. Ukrainian mentality was formed influenced by many factors: geographical location at crossroads of West and East, specific climate conditions and complex historical

destiny. There is a certain stereotype of the Ukrainians which is well known both in their native land and in other countries. For instance, the Ukrainians are supposed to be great eaters and to eat large amounts of their traditional food: borsch, salo, and varenyky. People all over the world usually play jokes on their appetite.

At the same time Ukrainians are well-known for their hospitality. It became a tradition in Ukraine to meet guests with bread and salt and to offer them Ukrainian traditional meals.

Ukrainian people are also renowned for their dancing and singing ability. They really enjoy music and many of them like to perform in choruses and folk dance groups. These characteristics are, of course, not reliable descriptions of individual people. Nevertheless, they indicate some common features in the value attached to certain kinds of behavior in this country.

**Clothes.** White blouses and shirts with embroidery, chaplets for young girls and ornamented headscarves for women are the elements of Ukrainian national folk costume. Footwear includes red high boots for women and black high boots for men. These costumes are hardly ever worn in everyday life but they are well-known signs of Ukrainian identity.

**Music instrument.** A stringed instrument called the bandura is regarded as distinctively Ukrainian.

Comprehension check

*Task 1. Find in the text the right word for:*

1. A stringed instrument which is regarded as Ukrainian sign of national identity;
2. The element of folk costume which young girls wear on their heads;
3. A traditional Ukrainian dish made of water, meat, and vegetables;
4. People who have good appetite;
5. Singing in a large group or a large group of people singing together;
6. The feature of Ukrainian national character connected with their attitude towards guests;
7. The name of the sea God;
8. The old name for the Sun;
9. The symbol of the sea God power, which he always had in his hand.

*Task 2. Complete these sentences with the appropriate words.*

1. Traditional Ukrainian dishes include \_\_\_ and \_\_\_.
2. Ukrainians enjoy folk \_\_\_ and like to perform in \_\_\_.
3. Each nation has a certain stereotype of national character and some common features related to certain kinds of \_\_\_ in this country.

4. Ukrainian women wear folk costumes including white\_\_with embroidery, red\_\_,\_\_\_\_or\_\_\_\_, only on special occasion.
5. The\_\_is the main element of the official emblem of our state.

### **Text 2. At the Map of Ukraine**

Ukraine is situated in South Eastern Europe on the crossroads of the ways from Asia to Europe. This position is very favourable for establishing contacts with other countries.

In the North it borders on Belarus, in the east and North East on Russia, in the South West its neighbours are Hungary, Romania and Moldova, in the West – Poland and Slovakia. In the South Ukraine is washed by the Black Sea and the Sea of Azov. Its territory is 603,700 square kilometers. By comparison, the areas of France and Spain are 551,600 and 507,600 square kilometers, respectively.

Ukraine occupies only 0, 45% of the planet dry land, but about 5% of the world's mineral resources are concentrated here. There are large deposits of coal, iron ore, oil, and gas. It is also rich in a variety of precious raw materials, such as phosphorite, graphite, native sulphur, apatite, rock salt etc.

Most of the territory is flat, so flatlands constitute 95%. Basic physical-geographical zones are: mixed forest (Polissya), forest-steppe and steppe. The mountains are in the West (the Carpathian Mnts) and in the South (the Crimean Mnts). They are not high. The highest peaks are Hoverla in the Carpathians (2,061 m) and Roman Kosh in the Crimean Mountains (1,545 m). The main rivers are the Desna, the Buh, the Siversky Donets, and the Tisza. They are one of the country's sources of hydroelectric power. The longest river, the Dnieper, flows to 2200 km into the Black Sea. It divides Ukraine into Right-bank and Left-bank territories. The climate is mostly continental, being subtropical on the South Crimean Coast. A few more facts:

- Ukraine's flora number close to 30.000 higher and lower plant species.
- Ukraine's wildlife is represented by over 44.000 animal species.
- Ukraine is washed by 73.000 streams of water including 131 rivers more than 100 km long.

*Task 1. Complete the table using information from the text.*

Official name	
Area	
Population	
Countries to border on	

Capital city	
The biggest cities	
The highest mountain	
The longest river	
Main sources of income	

*Task 2. Find the following numbers in the text. What do they refer to?*

95%	603,000	30.000
0, 45%	551,600	44.000
5%	507,600	73.000

*Task 3. Find the following information in the text.*

1. Two types of climate that Ukraine has \_\_\_\_\_
2. Three types of physical-geographical zones \_\_\_\_\_
3. The names of two parts in which Ukraine is divided by the Dnieper.

### **Text 3. Kyiv**

*Task 1. Read the text and find out:*

1. The date of Kyiv foundation.
2. The names of the founders.
3. Three events that influenced the life of Kyiv inhabitants.
4. The name of the main street and its length.
5. The names of historical monuments and museums mentioned in the text.

#### **Kyiv**

Kyiv is considered one of the largest and most beautiful cities in the world. Its history goes back to the remote past. According to the historiography Kyiv was founded at the end of the 5<sup>th</sup> or at the beginning of the 6<sup>th</sup> century.

A well-known legend which came to us, says that the founders of the city were three brothers Kyi, Shchek and Khoryv. So the city got its name after the eldest brother Kyi.

With the foundation of Kyivan Rus Kyiv became its capital. Centuries passed over it and left their mark here. The city saw the great Tatar invasion, came under Polish and Lithuanian rule, suffered greatly during the Great Patriotic War.

Nowadays Kyiv is not only the capital of Ukraine, its cultural, scientific, administrative and industrial centre.

Kyiv stretches on the high hills along the Dnipro River. With its abundant greenery and chestnut trees it looks like a huge park.

The main street is Kreschatik. The street is only one kilometer long but it is very impressive. Besides government offices and administrative buildings you can see large cinemas, restaurants, shops and cafeterias.

From its past the city inherited a great number of historical monuments. Among them Saint Volodymyr's Cathedral, Sophia's Cathedral, Saint Andrew's Church, Kyiv-Pecherska Lavra, which remind people that Kyiv has always been the center of Slavonic culture and Orthodox Church.

Kyiv has many museums: the Natural History Museum, the Museum of Historical Treasures, the Ukrainian Art Museum, the Museum of Western and Oriental Art, and the Ukrainian Museum of Folk Architecture and Ethnography. The museums can boast of their wonderful collections. Kyiv is proud of the Shevchenko Opera and Ballet Theatre, the Lesia Ukrainka Drama Theatre, the Theatre of Musical Comedy, the Conservatoire etc.

Kyiv is a busy industrial city. Its numerous enterprises produce excavators, aircrafts, computers, engineering machines, precision instruments, chemical goods and textiles and all kinds of consumer goods.

Not only inhabitants of Kyiv but all citizens of Ukraine are proud of their capital.

*Task 2. Read the summary of the text. There are a few mistakes in it. Say if the sentences are true or false.*

1. Kyiv, the capital of Ukraine, is one of the most beautiful cities in the world.
2. Kyiv is 2 thousand years old.
3. The founders of the city were three brothers: Kyi, Shchek and Khoriv.
4. Almost all the monuments in Kyiv are quite new.
5. Kreschatik is a very long street.
6. Kyiv stands on the banks of the Dnipro River.
7. Kyiv has abundant greenery and looks like a huge park.
8. All citizens of Ukraine are proud of their capital.

#### **Text 4. The Main Cities of Ukraine**

**Kharkiv** is the second largest city in Ukraine after Kyiv. It is the administrative center of Kharkiv region, the historical capital of Slobidska Ukraina. The history of Ukrainian Kossatstvo is closely connected with the region.

Generally accepted date of Kharkiv foundation is 1654/1655. First it was a fortress but its favourable geographic location contributed to the transformation of the fortress into a trading, technological and industrial center. For 16 years Kharkiv was Ukraine's capital which helped it to become a large scientific, cultural and educational center. In terms of industrial enterprises, higher educational

establishments, colleges and research institutes Kharkiv ranks the second place in the country after Kyiv.

**Odesa** is a very special city, a true gem on the Black Sea coast. It is more than 200 years old. The founder of Odesa was Due de Richelieu (later Prime Minister of France). The city developed as a port and trading center, attracting many people from all over the world. With its beautiful harbor on the Black Sea, Odesa has become Ukraine's "Southern Window" to Europe and an important cultural resort within a very short period of time. The port is the city's heart. Ukraine's independent commercial fleet is moored here and the harbor is always filled with an endless stream of tankers and cruise ships.

**Zaporizhzhya** is a busy industrial city in the south of Ukraine. It is a land of plenty, situated behind the Dnipro rapids, which were once inaccessible. This is a cradle of Zaporizke Cossatstvo, well-known all over the world. Khortytsya, the largest island on the Dnipro is a green emerald of Zaporizhzhya. Dniprohes, the most powerful electric station in Europe in the 30-s is situated here.

**Lviv**, is the ancient capital of Galychyna. Lviv, "Lion city" was named by its founder the Galychian-Volynian Prince Danylo Galitsky, in honour of his son Lev. The city was first mentioned in Galychian-Volynian Cronocle in 1256. Busy trade led to the city's dramatic development and prosperity. As early as the 15-th century the city had its own mint, water supply system and regular international post. The streets were paved with cobbled stones and new houses were constantly being built. Lviv is a great cultural centre of Ukraine. Besides its 16 museums, a philharmonic society and circus several theatres perform in Lviv.

**Chernihiv** is the second oldest city in Ukraine after Kyiv. Historical science testifies to the fact that people settled in the area one hundred thousand years ago. The history of Chernihiv is the history of the struggle of its inhabitants for freedom and social justice. The Chernihiv Cossacs proved to be brave warriors and distinguished themselves in so many military battles. There are a lot of historical and cultural monuments in Chernihiv. Among them are: Museum of M.Kotsyubynsky (a prominent Ukrainian writer), Antoniye's Caves, Spasky and Troyitsky Cathedrals and many others. Chernihiv stands on the banks of the Desna River

**Pereyaslav-Khmelnitsky** is a real wonder. The town is situated not far from Kyiv, and happens to be the third oldest town in Ukraine after Kyiv and Chernigiv. Here the mighty prince Volodymyr Monomakh wrote his remarkable Exhortation and his letter to Prince Oleh Svyatoslavovych. Here the biographies of the first Martyrs of the Land of Rus' Borys and Hlib were written. The town survived all the wars and invasions and nowadays it has no fewer than 22 museums.

**Dnipropetrovsk** was founded in 1776. At first it was a small provincial town, named Katerynoslav. Today it is a large industrial center on banks of the Dnipro. The



city is well-known for developed ferrous metallurgy, complex machine building, metalworking and chemical industries. Dnipropetrovsk can boast of many historical and architectural monuments, among them the monument to General Yefym Pushkin, the Transfiguration Cathedral, and Shevchenko Park with its famous island and fresh-water aquarium.

*Task 1. Say if the sentences are true or false.*

1. Kharkiv region is closely connected with Ukrainian Cossatstvo.
2. Kharkiv was the capital of Ukraine for more than 50 years.
3. Odesa is believed to be “Southern Window” to Europe.
4. Lviv is the ancient capital of Slobidska Ukraina.
5. Khortytsya is one of the oldest Ukrainian cities.
6. Pereyaslav-Khmelnytsky is one of the youngest cities of Ukraine.
7. Chernihiv stands on the Desna River.
8. Dnipropetrovsk has changed its name a few times.

## **UNIT 4 THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

### **Who Are the British?**

Great Britain is an island with three different nations: England, Scotland and Wales. Many learners of English say *England* or *English* when they mean *Britain* or *British*. This is a mistake! The United Kingdom (UK) is a political name for England, Scotland, Wales and Northern Ireland together. When people say *Britain* or *British*, they are talking about the UK too.

*Task 1. Read the article quickly and decide what the main idea of the article is. Try to guess the meaning of the underlined words from the context.*

1. Languages in Britain
2. Multicultural Britain
3. Britain's crisis

### **Text 1. Do the British Know Who They Are?**

A To the rest of the world, people from the UK are British. But it's surprising to learn that only 31 percent of people in the UK say they are just British. In fact, nearly half the population says their nationality is something else – English, Scottish, Welsh, Irish or perhaps Vietnamese, Indian or Somali. Some people, about 16 percent, even say that they have two nationalities: they are British, but also Scottish or Chinese. There are hundreds of possibilities! Are they confused? Is it a problem?

**B** No, it doesn't seem to be. Britain is changing all the time and the British are not just tolerant of differences – they are proud of them. They enjoy the diversity that multiculturalism gives them. The ethnic groups that exist in the UK bring with them at least six major religions, including Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Each community contributes its own culture and language. Britain still has two official languages; English and Welsh, but they speak many more – approximately 150 in fact – from Mandarin Chinese to Urdu. Many of them are even bilingual.

**C** And then there is the fun stuff that cultural diversity brings, in music, food and the arts. The days of fish and chips are behind the British, as a walk around capital shows. Almost every district has Lebanese, Chinese, Thai and Vietnamese restaurants. Thousands of Londoners visit the Notting Hill Carnival every year to dance to steel bands, reggae, soca, calypso and jazz. Their cinemas show films from India and South America and thousands of people fill British pubs and clubs to listen to everything from Irish dance bands to African hip-hop. Welcome to New Britain: a confident, tolerant country which is proud of its many cultures.

*Task 2. Use your circled words to help you match the headings with the paragraphs. There are two headings you don't need.*

1. Religion and language
2. Different generations
3. Statistics
4. Geography and population
5. Entertainment and food

*Task 3. Decide which sentence is the best summary of the article.*

1. A typical British person doesn't know what his/her nationality is.
2. Many people don't want to call themselves British.
3. Britain's identity is changing and this makes life in Britain more exciting.

**Task 4.** Look at the underlined words in the text and match them with the definitions.

1. \_\_\_\_\_ a belief in a god or gods
2. \_\_\_\_\_ to be able to speak two languages
3. \_\_\_\_\_ people who live in the same area or town
4. \_\_\_\_\_ the number of people living in a country
5. \_\_\_\_\_ having many types of people or things at the same time
6. \_\_\_\_\_ having people from many different cultures

## **Text 2. London**

London is the capital city of England and the United Kingdom, the largest metropolitan area in the United Kingdom and the largest urban zone in the European Union by most measures. London has been a major settlement for two millennia, its history going back to its founding by the Romans in 43 AD, who called it Londinium. London's ancient core, the City of London, largely retains its square-mile medieval boundaries.

London became capital in the ninth century. Since at least the 17th century, the name London has also referred to the metropolis developed around this core. The bulk of this conurbation forms the London region and the Greater London administrative area, governed by the elected Mayor of London and the London Assembly.

London is a leading global city, with strengths in the arts, commerce, education, entertainment, fashion, finance, healthcare, media, professional services, research and development, tourism and transport all contributing to its prominence. It is the world's largest financial centre alongside New York, has the largest city GDP in Europe and is home to the headquarters of more than 100 of Europe's 500 largest companies. It has the most international visitors of any city in the world. London Heathrow is the world's busiest airport by number of international passengers. London's 43 universities form the largest concentration of higher education institutions in Europe. In 2012 London will become the first city to host the Summer Olympic Games three times.

London has a diverse range of peoples, cultures and religions, and more than 300 languages are spoken within its boundaries. In July 2007 it had an official population of 7,556,900 within the boundaries of Greater London, making it the most populous municipality in the European Union. The Greater London Urban Area is the second largest in the EU with a population of 8,278,251, while London's metropolitan area is the largest in the EU with an estimated total population of between 12 million and 14 million.

London contains four World Heritage Sites: the Tower of London; Kew Gardens; the site comprising the Palace of Westminster, Westminster Abbey and St Margaret's Church; and the historic settlement of Greenwich (in which the Royal Observatory marks the Prime Meridian (0° longitude) and GMT). Other famous landmarks include Buckingham Palace, the London Eye, Piccadilly Circus, 30 St Mary Axe ("The Gherkin"), St Paul's Cathedral, Tower Bridge and Trafalgar Square. London is home to numerous museums, galleries, libraries, sporting events and other cultural institutions including the British Museum, National Gallery, British Library, Wimbledon and 40 theatres. London's Chinatown is the largest in Europe.

The London Underground network is the oldest underground railway network in the world and the most extensive after the Shanghai Metro.

*Task 1. Complete the table using information from the text.*

First name	
Became capital	
Area	
Population	
Date of foundation	
Founders	
Location	
The oldest part	
Most popular tourist destinations	
Most famous art galleries and museums	
World Heritage Sites	
The biggest airport	
Basic means of transport	

#### **Text 4. The London Eye**

*Task 1. Quickly read the guidebook extract about the London Eye and answer the questions.*

1. How high is the London Eye?
2. How far can you see on a clear day?
3. How many capsules are there?
4. How many passengers are there in each capsule?
5. How long is the trip?
6. How fast does it move?
7. What time does it open / close? In the summer/In the winter

8. Can you get tickets on the day you want to go?
9. Where is the ticket office?
10. Which underground station is near the London Eye?

### **The London Eye**

The London Eye was opened on New Year's Eve 1999 to celebrate the Millennium. It is 135 meters high, and from the top you can see all of London. On a clear day you can even see Windsor Castle, which is 40 kilometers away. The London Eye has 32 capsules, each with room for 25 people. Each "trip" lasts 30 minutes. It moves quite slowly, at a speed of about 15 meters a minute, but it never stops. Passengers have to get on when it's moving.

**Opening times** Daily from 9 a.m. to 10 p.m. in the summer and from 10 a.m. to 6 p.m. in the winter.

**Tickets** In advance online or by phone. A limited number of tickets are available on the day from the Ticket Office in Country Hall (the building next to the Eye), but go early because you often have to queue.

**How to get there** 5 minutes' walk from Waterloo underground station

*Task 2. Match the highlighted words and expressions with their meanings.*

1. \_\_\_\_\_ before you go
2. \_\_\_\_\_ you can buy them
3. \_\_\_\_\_ every day
4. \_\_\_\_\_ to wait in a line
5. \_\_\_\_\_ space (for people or things)
6. \_\_\_\_\_ people who are travelling

### **Text 5. The Monarchy**

#### **Memorable Monarchs**

Today's royal family, the Windsors, have a family tree that goes back to the eleventh century. The function of the monarchy has changed much over the past 300 years – today Britain is a constitutional monarchy, which means that the government rules the country in the Queen's name. There is even a debate about whether Britain now needs its monarchy. However, there is no doubt that Britain's kings and queens have had a huge influence on British history and identity. Here are three particularly memorable monarchs.

#### **Edward VIII**

As Prince of Wales, Edward fought during World War I. He was worried by the revolutions at the end of the war when Germany and Russia lost their kings. Edward realized that the monarchy had to be close to the nation to survive. During

the economic crisis of the 1930s he worked to help the unemployed. When he finally became king in 1936, he was perhaps the most popular monarch in British history. But he was also in love with an American woman, Wallis Simpson, who was still married. The government presented Edward with an ultimatum – either the throne or Mrs Simpson. On December 11 1936 Edward shocked the nation by telling them that he had abdicated. He had been king for less than eleven months. Edward married Mrs Simpson in 1937 and the couple spent the rest of their lives abroad.

### **Elizabeth I**

When Elizabeth became Queen in 1558, England was a weak, divided country. But during the 45 years she was in power, Elizabeth brought her nation together and England's position became stronger. It was a golden age – the age of Shakespeare and the voyages of discovery. Elizabeth was not a beautiful woman – she started going bald when she was quite young – but she had a magnetic personality and chose talented men to be her ministers. She once said that although she had the body of a woman, she had the heart and stomach of a king. Elizabeth never married – she used to say that her love affair was with the nation.

### **George IV**

The beginning of the 19<sup>th</sup> century was an exciting time in Britain. Industry was growing and every year brought new technological innovations. There was a revolution in the arts too – this was the era of the Romantic poets and writers. It's a pity that one of the most hopeless kings in British history sat on the throne at the time. During the decade he ruled, he became famous for spending public money to support his expensive habits. He often didn't get up until six in the evening and was so large that he needed five men and a special ladder to help him get onto his horse. In fact, his reputation was so awful that British people booed and laughed at him when he appeared in public.

*Task 1. Answer the following questions:*

Which monarch:

- lived in the 20<sup>th</sup> century?
- was on the throne at the beginning of the Industrial Revolution?
- lived at the same time as Shakespeare?

*Task 2. Read the sentences and match them with a monarch from the text.*

1. He/She spent a lot of money on himself/herself. \_\_\_\_
2. He/She was in power for a long time. \_\_\_\_\_
3. He/She decided that love was more important than power. \_\_\_\_\_
4. He/She worried about the future of the monarchy. \_\_\_\_\_
5. He/She was very unpopular with the British people. \_\_\_\_

6. He/She was good at choosing government ministers. \_\_\_\_

*Task 3. Which words do you think best describe each monarch?*

**Choose from the list:** respected, irresponsible, unpopular, strong, romantic, intelligent, lazy, caring, brave, honourable, pathetic, intriguing, loyal, popular, infamous.

- Elizabeth I \_\_\_\_\_
- George IV \_\_\_\_\_
- Edward VIII \_\_\_\_\_

## **UNITE 5 HIGHER EDUCATION IN UKRAINE AND THE UK**

### **Text 1. Higher Education in Ukraine**

Ukraine is a member of the UNO, Council of Europe, UNESCO and nearly 40 other influential international organizations, such as The International Monetary Fund, International Labour Organization, etc.

Higher education in Ukraine has always been and still preserves high quality of education. Over 20 years of independence the country has built a well- developed, competitive and ramified system of national education in the European educational area.

At the moment Ukraine runs over 800 higher educational institutions of all accreditation levels and forms of ownership: universities, academies, institutes, conservatories, colleges, technical and specialized schools. Our graduates, especially those who have diplomas in mathematics, physics, medicine, aviation and naval professions, engineering and chemical technologies are in demand all over the world which is evidenced by the fact that Ukraine has signed the Lisbon Convention on Mutual recognition of qualifications of higher education in European region.

The academic year in higher educational establishments in Ukraine starts on the 1<sup>st</sup> of September. It is divided into two terms, the first term is from September to the end of January and the second begins in February and ends in June. Each term lasts 17 - 18 weeks, followed by a 3 week examination period.

Foreign citizens who would like to enter the higher educational establishments in Ukraine get visas at the Embassy or diplomatic representative offices of Ukraine in their countries and on the grounds of invitation from Ukrainian State Center of International Education of the Ministry of Education and Science of Ukraine or a higher educational institution.

All leisure and sports facilities are available both for foreigner and Ukrainian students. Tuition, accommodation and other facilities fees are fixed in the

corresponding agreements. In comparison with the western countries education and accommodation fees are quite reasonable in Ukraine for all strata of population. Almost all institutions offer accommodation at a moderate price. You can also rent an apartment.

Ukrainian higher educational establishments welcome everybody giving them an opportunity to obtain education of the international level.

*Task 1. Answer the following questions:*

1. Are Ukrainian diplomas recognized abroad?
2. What is the Lisbon Convention?
3. What facilities are available for both foreigners and Ukrainian students?
4. How do foreign students can enter the higher educational establishments in Ukraine?
5. Is it expensive to get the higher education in Ukraine?

### **Education in England**

**Key words and word combinations:** to attend school, bachelor's degree, compulsory, corporal punishment, gap year, nursery school/playgroup, optional, P.E., pre-school-education, school uniform, to specialize **A-levels** = Advanced Level – students usually take two or three subjects at the age of 18. You usually need A-levels to go to university.

*Answer the questions.*

1. How old are children in Britain when they start their education?
2. At what age can they legally finish their education?
3. How many years of compulsory education do students have before they take their school-leaving exams (A-levels)?
4. How old are most students when they finish university?

### **Text 1. Higher Education in the UK**

There are more than 60 universities in the UK. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have fewer than 3000 students, some even less than 1500 ones.

London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges. A number of well-known scientists and writers, among them Newton, Darwin, Byron were educated in



Cambridge. A university consists of a number of departments: Art, Law, Music, Economy, Education, Medicine, Engineering, etc. After three years of study a student may proceed to a Bachelor's degree, and later to the degrees of Master and Doctor.

Besides universities there are 300 technical colleges at present in Britain, providing part-time and full-time education. The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is by means of lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared. Some students get scholarship but the number of these students is comparatively small.

There are many societies and clubs at Cambridge and Oxford. One of the most famous is Debating Society at which students discuss political and other questions with prominent politicians and writers. Sporting activities are also numerous. The work and games, the traditions and customs, the jokes and debates – all are parts of students' life there.

It should be mentioned that not many children from the working-class families are able to receive higher education as the fees are very high. Besides that special fees are taken for books, for laboratory works, exams and so on.

*Task 1. Answer the following questions:*

1. In what way are English universities different from each other?
2. What famous people were educated in Cambridge?
3. Who are Dons?
4. What is Debating Society?
5. Why is it a problem for children from the working-class families to get higher education in Oxford and Cambridge?

## **UNITE 6 THE BASIS OF BUSINESS AND PROFFESIONAL COMMUNICATION IN THE MODERN WORLD**

*Tasks for texts 1 – 3: Read and discuss texts.*

*Be ready for discussing thr problems of Business and Professional Commubication in the Modern World*

### **Text 1. Enterprising Type Work Environment**

Persons having an Enterprising personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in a business or legal setting there will be more persons having an "Enterprising" personality than there will be people who have an Investigative type.

"Enterprising" people create an "Enterprising" environment. For example, they particularly value people who are energetic, ambitious, and sociable — who are good at politics, leading people and selling things or ideas.

Examples of occupations that have an Enterprising environment are:

Auctioneer	Sales Person	Travel Agent	Judge
Recreation	City Manager	Sales Manager	Lawyer
Lank President	TV Newscaster	Customs Inspector	School Inspector
Camp Director	Hotel Manager	Real Estate Agent	School Principal

The two work environments that are closest to the Enterprising type are Social and Conventional. The furthest away is the Investigative type.

### **Text 2. Conventional Type Work Environment**

Persons having a Conventional personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in an office of a bank or real estate company there will be more persons having a "Conventional" personality than there will be people who have a Artistic type.

"Conventional" people create an "Conventional" environment. For example, they particularly value people who are orderly, and good at following a set plan — good at working with written records and numbers in a systematic, orderly way.

Examples of occupations that have a Conventional environment are:

Court Clerk	Secretary	Bank	Teller	Post Office
Clerk	Mail Carrier	Typist	Title Examiner	Timekeeper

The two work environments that are closest to the Conventional type are Realistic and Enterprising. The farthest away is the Artistic type.

### **Text 3. Realistic Type Work Environment**

Persons having a Realistic personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, at a construction site there will be more persons having a "Realistic" personality than there will be people who have a Social or Artistic type.

"Realistic" people create a "Realistic" environment. For example, they particularly value people who are practical and mechanical — who are good at working with tools, mechanical or electrical drawings, machines, or animals.

Examples of occupations that have a Realistic environment are:

Pilot	Locomotive Engineer	Farmer	Forester	Truck
Carpenter	Locksmith Driver	Firefighter	Electrician	
Police Officer	Flight Engineer	Diesel Mechanic		

The two work environments that are closest to the Realistic type are Conventional and Investigative. The farthest away is the Social type.

#### **Text 4. Future Prospects**

From Ernest's point of view, the interview was going very well indeed. Six days before, he had applied for a job (написати заяву з проханням прийняти на роботу) with a small business company and now one of the directors was interviewing him. The advertisement had invited applications from ambitious (амбіційний) young men who would like to travel abroad if necessary and who wouldn't mind working irregular hours. Ernest had tried very hard not to say anything silly and the director seemed most impressed.

- "You say you're not married, Mr Reeves," the director said.
- "No, sir," Ernest answered. "I'm getting married next June, but I'm sure my future wife won't have any objection to my keeping irregular hours."
- "I see from your application form you have worked as a salesman for two years. Why do you wish to change your job now?"
- "I found the work too dull, sir," Ernest answered.
- "That's a pleasant change," the director said.
- "Most young men these days seem to want dull jobs. The first question young men ask me is whether the job I'm offering carries a pension. They want to retire before they start!"
- "Does the job carry a pension, sir?" Ernest asked anxiously.

##### *1. Work in pairs. Ask Ernest questions:*

- if the interview went well;
- whether it is a large company;
- how he learnt about the job;
- whether Ernest is ambitious;
- whether he will like to travel abroad;
- if he will have to work irregular hours;
- if he was careful not to say anything silly;
- why the director seemed to be impressed;
- whether he is married;
- whether he is going to get married;
- whether his wife will object to his keeping irregular hours;
- what his previous job was;
- why he wished to change his job;
- how long he had worked as a salesman;

- if the job carries a pension.

2. *Reproduce the interview between Ernest and the company director. Read the dialogue and the account of it.*

**Aunt Mary:** Oh dear. It's eight o'clock already. It's time I began getting ready to go... Will you call a taxi for me, John? My train is leaving at nine. I wouldn't like to miss it.

**John:** Don't worry, Aunt Mary- I'll take you to the station. My car is outside and it won't take more than 10 minutes.

**Aunt Mary:** Well, really, I'm afraid it's too much trouble for you. I expect you have other things to do tonight.

**John:** No, Aunt Mary, it's all right. No trouble at all. Anyway, I'm free tonight.

**Aunt Mary:** Oh, thank you, John. It's very sweet of you. Are you absolutely sure it's all right with you?

**John:** Of course I am. No problem. Have another cup of coffee.

**Aunt Mary:** Oh, thank you very much. For a man, John, you make excellent coffee. By the way, how are things with you and Pam?

**John:** Oh, fine...

**Aunt Mary:** You are going to get married soon, I hear.

**John:** Well... Not quite... We've no definite plans yet. Er... I think... probably next August. It depends. Pam's got her examinations to take, you know. Of course, we'll let you know the minute we fix the date... Oh, really, I'm afraid we must be going if you don't want to miss the train.

**Aunt Mary:** Oh, yes, John, dear.

\* \* \*

Aunt Mary *gave an exclamation of surprise* when she saw it was already eight o'clock, and said it was time she thought about leaving. She *asked* John whether he would mind calling a taxi for her, *explaining* that her train left at nine and she didn't want to miss it. John *reassured* his aunt and said that he would drive her to the station - the car was outside the door and it would only take ten minutes. Aunt Mary *hesitated* at first. But John *managed to persuade* her that he had nothing else to do that evening, and that it would be no trouble at all. She eventually *agreed*, so John offered her another cup of coffee, which she gratefully accepted, commenting that, for a 1 man, he made excellent coffee. This *led to the question* that John had been fearing - Aunt Mary *insisted on knowing* whether he and Pamela had decided when they would be getting married. John *mumbled* (прошепотів) something about the following August, saying that it depended on how Pam got on with her examinations. He *promised* to let Aunt Mary know the date the minute it was fixed. Then he looked

at his watch and *said* he was afraid that they really would have to be going if she was to catch the tram. (From "Functions of English")

3. *How do you think :*

- What is a career path?
- What character traits are essential for a mentor?

### **Text 5. The Stages in a Person's Career**

Each person's career goes through stages, and it is important to understand how careers evolve. One reason is that you can better plan your own career and deal with occasional career crises if and when they occur. Another is because it can improve your own performance by giving you a better insight into your employees' behavior. The main stages of one's career can be summarized as following.

#### *Growth stage*

During this stage (from birth to age 14) the person develops a self-concept by identifying with and interacting with other people such as family, friends and teachers. Towards the beginning of this period, role-playing is important, and children experiment with different ways of acting; this helps them to form impressions of how other people react to different behaviors, and contributes to their developing a unique self-concept, or identity. Towards the end of this stage, the adolescent (who by this time has developed some preliminary ideas of what his or her interests and abilities are) begins some realistic thinking about alternative occupations.

#### *Exploration stage*

During this stage (from 15 to 24) the person seriously explores various occupational alternatives, attempting to match these alternatives with what he or she has learned about them (and about his or her own interests and abilities from school, leisure activities, and part-time work). Some tentative broad occupational choices are usually made during the beginning of this period. This choice is, then refined as the person learns more about the choice and about himself, until, before the end of this period, a seemingly appropriate choice is made and the person tries for a first job.

Probably the most important task the person has in this and the preceding stage is that of developing a realistic understanding of his or her abilities and talents. Similarly, the person must discover and develop his or her values, motives and ambitions, and make sound educational decisions based on reliable sources of information about occupational alternatives.

#### *Establishment stage*

This stage (from about 24 to 44) is the heart of most people's working lives. Sometimes during this period a suitable occupation is found and the person engages

in those activities that help him or her to earn a permanent place in it. Often the person locks on to a chosen occupation early. But in most cases, this is the period during which the person is continually testing his or her capabilities and ambitions against those of the initial occupational choice. This stage itself comprises three substages.

#### *Trial substage*

This lasts from about 25 to 30; during this period the person determines whether or not the chosen field is suitable; if it is not, several changes might be attempted.

#### *Stabilization substage*

This lasts from about 30 to 40. During this period firm occupational goals are set while at the same time the period does more explicit career planning to determine the sequence of promotions, job changes and / or any educational activities that seem necessary for accomplishing these goals.

#### *Mid-career crisis substage*

Finally, somewhere between the mid-thirties and midforties people often make a major reassessment of their progress relative to original ambitions and goals. They may find that they are not going to realize their dreams or that, having accomplished what they set out to do, their dreams are not all they were made out to be. Also, during this period, people have to decide how important work and career are to be in their total life. It is often during this substage that a person is, for the first time, faced the difficult decisions of what he or she really wants, what really can be accomplished and how much must be sacrificed to achieve this.

#### *Maintenance stage*

Between the ages of 45 and 65, many people slide into this stage. During this period the person has typically created for himself a place in the world of work and most efforts are now directed to securing that place.

#### *Decline stage*

As retirement approaches, there is often a deceleration period during which many people are faced with the prospects of having to accept reduced levels of power and responsibility, and have to learn to accept and develop new roles as mentor and confidant for those who are younger. There is, then, the more-or-less inevitable retirement. After this, the person is faced with the prospect of finding alternative uses for the time and effort formerly expended on his or her occupation.

#### *1. Answer the questions.*

1. When does a person begin to develop ideas about possible jobs?
2. What is the most important task in the first two stages?
3. When do professional people usually engage upon their chosen occupation?

#### 4. Why is the decline stage associated with deceleration?

##### *2. Translate into Ukrainian:*

occasional career crises, to give a better insight, a self-concept by identifying with and interacting with other people, alternative occupations, occupational choice, explicit career planning, a major reassessment of one's progress, a deceleration period.

##### *3. Translate the sentences into English.*

1. Важливо зрозуміти, через які етапи і як розвивається кар'єра, це дозволить краще планувати власну кар'єру.
2. Головними етапами кар'єри є: етап росту, дослідницький етап, випробування, етап становлення, етап збереження та етап спаду.
3. Протягом підетапу випробування людина визначає, чи підходить їй обрана сфера діяльності.
4. Протягом періоду спаду багатьом людям доводиться вчитися брати на себе нові ролі, такі як роль наставника та довіреної особи молодших працівників.
5. Кар'єра визначає службовий шлях людини, її можливість самомотивації і самовираження та впливає на якість трудового життя.
6. Важливо, щоб реальна кар'єра і бажання людини збігалися.
7. На етапі дослідження людина шукає різні професійні альтернативи, прагнучи застосувати їх відповідно до своїх здібностей, інтересів, амбіцій.

##### *4. Find proper definitions.*

- 1) occupation (n);
  - 2) retirement (n);
  - 3) communication (n);
  - 4) adolescent (n);
  - 5) mentor (n).
- 
- a) a person aged between 13 and 16, not yet adult;
  - b) time when one stops working because of old age or illness;
  - c) time when one stops working because of old age or illness;
  - d) job;
  - e) exchange of views and information either in speech or writing

## **UNITE 7 BUSINESS TRIP**

### **At the Hotel**

The lobby was becoming busier. A group of new arrivals has just come in and were registering, while others were still checking baggage that was being unloaded from an airport limousine. A small line had formed at the reception counter. A middle-aged, well-dressed Negro, valise in hand, had entered the hotel. He came towards reception counter, put down his valise and stood waiting, third in line...

«Good morning,» the Negro said. His voice — a Midwestern accent — was pleasant and cultured. «I'm Dr. Nickolas; you have a reservation for me.» The clerk looked up. «I'm sorry,» he said firmly, «the hotel is full.» The Negro replied smilingly. «I have a reservation. The hotel sent a letter confirming it». The clerk barely glanced at the letter placed in front of him. «There must have been a mistake... I'm sorry but we have a convention here».

«I know,» said the Negro, «it's a convention of dentists. I happen to be one». The room-clerk shook his head. «There is nothing I can do for you». The Negro put away his papers. «In that case I'd like to talk with someone else». «You can talk to the assistant manager». Leaning forward across the counter, the room-clerk called: «Mr. Bailey, would you come here, please?»

The assistant manager walked across the lobby, putting on a professional smile. «Mr. Bailey,» the room-clerk said, «I've explained to this gentleman that the hotel is full». «I've explained,» the Negro said, «that I have a confirmed reservation». The assistant manager nodded and said in a business-like tone, «Well, doctor, I apologize for the misunderstanding, but I'm sure we can find you other accommodation in the city». He pulled a telephone towards him and lifted the receiver. «Just a moment,» for the first time the Negro's soft voice sounded angry. «You tell me the hotel is full but your clerks are checking people in. Do they have some special kind of reservation?» The professional smile on Mr. Bailey's face disappeared.

«Jim Nickolas!» the cheerful greeting resounded across the lobby. A small elderly man with unruly white hair hurried towards them.

«Dr. Ingram! How good to see you!» The Negro extended his hand which the older man grasped. «How are you, Jim, my boy? No, don't answer! I can see for myself you're fine. I believe your practice is going well». «It is, thank you». Dr. Nickolas smiled. «Of course my university research still takes a good deal of time».

«Don't I know it! That paper of yours on mouth cancer has caused a lot of discussion and we're all looking forward to your firsthand report. By the way, I shall have the pleasure of introducing you to the convention. You know they made me president this year?»



«Yes, I've heard. I can't think of a finer choice». The small white-haired man, Dr. Ingram, continued. «Give me your room number, Jim. A few of us will be getting together for drinks later on. I'd like you to join us».

«Unfortunately,» Dr. Nickolas said, «I've just been told I won't be getting a room. It seems to have something to do with my colour».

There was a shocked silence in which the dentists' president flushed deep red. Then he said, «Jim, I'll deal with this matter. I promise you there'll be an apology and a room. If there isn't, I guarantee every other dentist will walk out of this hotel». He added addressing the assistant manager, «Dr. Nickolas is a highly respected member of our profession. When you refuse to accommodate him in your hotel, it's a personal insult to me and to every member of our convention».

## **PART II. LEXICAL AND GRAMMAR MATERIAL**

### **CLASSIFICATION OF THE PARTS OF SPEECH IN MODERN ENGLISH**

According to their meaning, morphological characteristics and syntactical functions, words fall under certain classes called **parts of speech** (notional and structural).

**The notional parts** of speech perform certain functions in the sentence: the functions of subject, predicate, attribute, object, or adverbial modifier. They are:

- a noun
- the words of the category of state
- a verb
- the modal words
- an adjective
- the interjection
- an adverb
- a pronoun
- a numeral

**The structural parts** of speech either express relations between words of sentences or emphasize the meaning of words or sentences. They never perform any independent function in the sentence. Here belong: an article a preposition a conjunction a particle

According to another theory (R. Close, J. Eastwood) there are main word classes (parts of speech) in English: verb, noun, adjective, adverb, preposition, pronoun, conjunction, determiner (article, possessive and demonstrative (this, that), pronouns, quantifier (numeral; all).

## Peculiarities of English

Languages may be synthetic and analytical according to their grammatical structure. In synthetic languages, such as e.g., Russian, Ukrainian, the grammatical relations between words are expressed by means of inflections: e.g. дах будинку.

In analytical languages (English), the grammatical relations are expressed by means of form words and word order: e.g. the roof of the house.

Unlike words in some other languages, English words do not have a lot of different endings nouns take "s" in the plural, but they do not have endings to show whether they are subject or object.

**THE ARTICLE** Is a structural part of speech, used only a noun. The form of the articles

The basic use of the articles

**A/an** is the indefinite articles, and **the** is the definite article. We use **the** when it is clear which one we mean. This can happen in three different ways. Firstly, by repetition: we say "**an**" exhibition when we first mention it but "**the**" exhibition when it is mentioned again, when it means "the exhibition just mentioned". Secondly, when there is only one: the captain. And thirdly, because a phrase or clause after the noun makes clear which one is meant: the woman sitting behind us.

<b>The</b>		<b>The</b>	
1.	the doctor / the dentist	1.	to bed, in bed
2.	the police / the fire brigade / the army	2.	Home, at home
3.	the top / the end / the middle / the left etc.	3.	sports/game
4.	the piano / the guitar / the trumpet etc.	4.	to prison, in prison
5.	the north / the south / the east / the west / the middle	5.	to hospital, in hospital
6.	the cinema / the theater / the bank / the post office / the 200	6.	to church, in church
7.	the sun / the moon / the world / the sky / the sea / the country	7.	to work, at work, start work, finish work
8.	the door / the ceiling / the floor / the carpet / the light etc. a room	8.	to school, at school, start school, leave school
9.	the roof / the garden / the kitchen / the bathroom etc. a house	9.	to university / college, at university / college

10	the station/the airport/the center/the city center/ the town hall etc. a town	10	breakfast / lunch / dinner / supper
11	the... with "republic"/ "states"/ "kingdom"	11	The general + names of places
12	the + names of oceans / seas / rivers / canals	12	names of streets, squares, roads etc.
13	the + plural names of countries / islands / mountains	13	next / last + week / month / year / summer / Monday etc.
14	the + names of hotels / restaurants / pubs / cinema / theatre / museum	14	names of place (or person) station / airport / university / castle etc.
15	the = names with ... of (the Bank of England)	15	television (but Can you turn off the television?)
16	the ... est (superlative) city (bank etc.)	16	languages or academic subjects (history / biology / geography / physics etc.)
17	the radio	17	
18	the; same...	18	

Pay your attention to the continents:

- we do say the with the names of continents: Africa (not "the Africa", Asia, Europe, South America)
- countries and states: we do not say **the** with the names of countries and states: France (not "the France"), Japan, West Germany, Nigeria,
- But we say the with the names which include words like "republic", "union", "kingdom", "states":

**the** United Kingdom      **the** United States

**the Republic** of Ireland    **the** United Arab **Emirates**

We also use the with *plural* names:

**the** Netherlands    **the** Philippines

- cities: we do not use the with the names of cities / towns / villages: Cairo (not "the Cairo"), New York, Glasgow, Madrid

Exception: the Hague (in the Netherlands)

- islands: island groups usually have plural names with **the**: the Bahamas, the Canaries / the Canary islands, the British Isles. Individual islands usually have singular names without **the**: Corfu, Sicily, Bermuda, Easter Island.
- regions: we say

**the** Middle East    **the** Far east

**the** North of England    **the** South of Spain **the** West of Canada

(but: **northern** England / **southern** Spain / **western** Canada - without **the**)

- mountains: mountain ranges usually have plural names with **the**: **the** Rocky Mountains / **the** Rockies, **the** Andes, **the** Alps
- But individual mountains usually have names without the: (Mount) Everest, Ben Nevis (in Scotland), (Mount) Etna.
- lakes: lakes usually have names without the: Lake Superior, Lake Constance
- names of oceans / seas / river / canals have **the**: **the** Atlantic Ocean, **the** Indian Ocean, **the** Mediterranean (Sea), **the** Red Sea, **the** English Channel, **the** Nile, **the** Amazon, **the** Thames, **the** Rhine, **the** Suez Canal, **the** Panama Canal.

Note: on maps **the** is not usually included in the name.

## THE NOUN

The noun is a word expressing substance, and does not have special endings to show that they are nouns, or to show that they are subject or object. The noun is generally associated with the article, can be modified by an adjective, a pronoun, by another noun or by verbals.

## TEST 1

1. *Write all possible questions to which the following sentences are the answers:*
  - 1) The street in which I live is broad and straight.
  - 2) My girl-friend has just arrived in Kyiv from the Crimea.
  - 3) There is a new cinema not far from the metro station.
  - 4) In summer we shall visit a lot of towns in different parts of the country and we will see many places of interest.
2. *Use "it" or "there" with the appropriate tense of "be"*
  1. \_\_\_\_\_ some glasses in the cupboard. Would you fetch them?
  2. \_\_\_\_\_ very hot when I went out this morning.
  3. \_\_\_\_\_ difficult to speak English correctly, don't you think?
  4. \_\_\_\_\_ warm today, but some clouds in the sky.
  5. \_\_\_\_\_ true that.
  6. \_\_\_\_\_ some difficult questions in this exercise?

7. \_\_\_\_\_possible that .
8. \_\_\_\_\_another war soon?
9. \_\_\_\_\_difficult to understand why Gertie ever married him.
10. \_\_\_\_\_a flight in the street last week.

### 3. *Articles or pronouns - found the place!*

Charles Dickens, one of greatest and most popular English novelists, was born on 7<sup>th</sup> of February, 1812, in small English town. He was weak child and did not like to take part in noisy and the active games. Little boy was very clever and learnt to read at early age. He read lot of books in the childhood. When he was about six, someone took him to theatre the first time. He saw play by Shakespeare and liked it so much that he decided to write a play of own. When it was ready, he performed it with some of friends. Everybody enjoyed performance, and little writer felt very happy.

When Dickens was nine years old, family moved to London where they lived in old house in suburbs.

They had very hard life. There were several younger children in the family besides Charles. Future writer could not even go to school, because at time his father was in Marshalsea Debtor's Prison. There was in London to whom Mr. Dickens could go for money, and his wife with all children except Charles went to join in prison. Family lived there until Mr. Dickens could pay debts. Were most unhappy days of all Charle's life. Boy worked from early morning till late at night to help family.

### 4. *Find the proper prepositions*

1. "Why cant we live ... a fine house like that?" the boy asked his father. "We're rather poor, and can't pay ... it," his father answered.

2. Little Charles often went... that place. He liked to look ... the house and play outside it. Many years later he really moved ... that house and lived there ... a long time.

3. Theodore Driser, the great American writer, was born ... the 27<sup>th</sup>... August, 1871 ... a small town ... America.

4. When Jack London was a boy ten, he sold newspapers ... the streets and ... this way helped ... his parents.

5. Which novels ... Jack London are popular... the Soviet reader?

6. The boy learned to read ... the age ... five.

7. The Caucasus is famous ... its holiday centers.

8. When we were travelling ... the Crimea, we stopped one day ... a nice little village ... the mountains.

9. Are you travelling ... business or... pleasures?

10. I like travelling...train, because when the train passes ... beautiful places, I can see them the window.
11. As we were flying ... my home town, I could see how large it had become
12. .... the way ... Italy the plane flew ... many European countries.
13. The book I advise you to read consists ... three parts.

5. *Definite, indefinite article or zero?*

**United Kingdom**

The UK (short for.. .United Kingdom of great Britain and Northern Ireland) is situated on two large islands called ...British Isles. ...Larger island is Great Britain, which consists of .. .three parts: ...England,.. .Scotland and .. .Wales, and .. .smaller is Ireland. Southern Ireland, now called Eire or the Irish Republic, is... independent of... UK.

...Country is washed by.. .Atlantic Ocean,.. .North Sea and .. .Irish Sea, which is between Great Britain and Ireland.

If you travel to .. .England from .. .Ukraine, it will take you two days to pass through ... several countries on .. .Continent by train, and six more hours to cross .. .English Channel by boat You can also fly there, and then .. .journey will only take three and ... half hours.

There are mountain chains in .. Scotland, Wales and North-West England, but they are not very high. North-West England, but they are not very high. North-West England is also famous for its ...beautiful lakes.

...Longest river in England is ...Severn, and ...deepest is ...Thames, on which stands capital of England, London.

...UK is ...highly-developed industrial country. She exports machinery, vessels, motors and other goods. One of her main industries is textile industry and ...lot of British textiles are exported ...UK buys more goods than she sells because she has to import food products and raw materials from many countries of world including Ukraine.

6. *Fill articles or possessives pronouns.*

It happened early in ... spring. ... village schoolgirl of about twelve was going home after school. When she was approaching ... river, she suddenly heard cries. She hurried in that direction and saw two small children on ... piece of... ice. It didn't take her long to make up ... mind, and minute later she was down on ... ice. Very quickly she reached ... children. They had calmed down little and she was about to go back with them when ... ice broke and she saw... smaller boy fall into water. She immediately lay down on ... ice and caught (схватила) ... boy by hand. Thought it was very dangerous and she was very tired, she continued lying on

this position until two men saw them. They first carried them to ... safe place on ... bank and then took them to nearest hospital.

*7. Do you know how the prepositions are used in English?*

1. It has just been announced ... the radio that a famous French doctor is arriving... Kyiv a few days. 2. Jane is ... a very good mood because the doctor told her yesterday that her father's life was danger. 3. the boat is expected to arrive ... the port... the 20<sup>th</sup> of October. 4. When did world War II break ...? 5. When the audience saw the famous singer appear... the stage, they greeted her... a storm ... applause. 6. When the ship was approaching ... Kyiv, all the tourists went out to look at the great city that could already be seen ... the distance. 7. I wonder what school this writer belongs ? 8. The children jumped... joy when they saw the New Year tree ... the middle...the room.

*8. Put the sentences into the interrogative and negative forms, paying attention to the use of indefinite pronouns.*

1. Someone's waiting for you.
2. There's something interesting in this magazine.
3. Something can be done to help you.

*9. Answer the question bearing in mind the use of the indefinite pronouns and adverbs.*

1. Is there anything on that table? What is it?
2. Can you see anything on that wall? What is it?
3. Did you read anything interesting last month? What did you read?
4. Did any of you read any English books last year?
5. Why did none of you read English books last year?
6. Have you invited anybody to dinner at the week-end?
7. Are you going to invite anybody?
8. Why didn't you invite any of our students to (your place for) your last birthday party?
9. Why doesn't anybody go to the office on Saturday and Sunday?
10. Are you going away anywhere for your holiday, or are you staying in town?
11. Did all of our students take part in the last English language show?
12. Do you always hurry if anyone's waiting for you? Why?

*10. Fill in the blanks with the indefinite pronouns and adverbs.*

1. Can ... help me with this work today? I'll be very glad if you invite... else to join us. 3 of us could answer this difficult question. 4. If... rings me up, tell them that I'll

be at home at five. 5. ... must be done to save the child's life. 6. If you don't find ... at home when you get back, you'll have to wait for me. 7. We got home late and ... went to bed at once. 8. Can you get this book form me ...? 9. I don't like shopping on Saturday because there are too many people .... 10. "I don't think ... is here yet. Let's wait a little".

### *11. Translate the sentences into English*

1. Якщо хто-небудь запізниться, ми не будемо чекати, усі повинні прийти вчасно. 2. Я нічого не бачу тут. 3. Всі міцно заснуть, як тільки доберуться до своїх ліжок. 4. Розкажіть нам що-небудь цікаве, добре? 5. Ходімо у магазин. Мені потрібно купити що-небудь до вечері. 6. Вас хтось чекає у вашій кімнаті. 7. Попрохайте його, будь-ласка, казати гучніше. Ми тут теж нічого не чуємо. 8. В моєму оповіданні є що-небудь смішне. 9. Якщо ви не розпочнете працювати над своїми помилками зараз, ніщо не допоможе вам потім (пізніше). 10. Вас хто-небудь запросив на цей вечір, 11. Зараз дуже пізно що-небудь робити. 12. Ця людина ніколи нічого не боїться. 13. Він зараз де-небудь біля моря. 14. Чи бажає (хоче) хто-небудь іще прийняти участь в обговоренні. 15. Чому ніхто з вас не слухає? 16. Ніхто не забуде цього. 17. Хіба ніхто з вас не знав, що він приїздить сьогодні? 18. Я знайшов чиюсь ручку. 19. Вони всі виступали на зборах? - Ні, для всіх не вистачило часу. 20. Все було зроблено, щоб врятувати життя цієї людини.

### *12. Answer the question paying attention to the use of the article with the geographical names:*

1. How many continents do you know? What are their names?
2. Which European countries do you know?
3. How many oceans are there in the world? What are their names?
4. Which is the largest island in the world?
5. Which is the largest sea in Europe?
6. Which is the deepest lake in the world? Where is it?

### *13. Find the mistakes in the sentences:*

1. Africa is much largest than Europe.
2. South of England is warmer than north.
3. We went to Spain for holidays and swam in Mediterranean.
4. Tom has visited most countries in Western Europe.
5. A friend of mine used to work as a reporter in Middle East.
6. Neat year we are going skiing in Swiss Alps.
7. Malta has been a republic since 1974. Nile is the longest river in Africa



8. United Kingdom consists of Great Britain and Northern Ireland.

14. *Fill in the articles.*

There is more water than land in our planet. ... Largest and deepest ocean in ... world is ... Pacific, then comes ... Atlantic. ... Indian ocean is only ... little smaller... smallest ocean is ... arctic.

... longest river in ... world is ... Mississippi, ... largest sea is ... Mediterranean, ... deepest lake is ... Lake Baikal.

Large masses of... land are called ... continents. They are ... Europe and Asia, ... North and ... South America,... Australia and ... Antarctica.

There are mountain chains in my parts of... world. Some of them such as ... Urals are old, others like ... Caucasus are much younger. ... highest mountain chain, which is called ... Himalayas, is situated in ... Asia.

15. *Add the prepositions: "on", "at", "In", "until", "from", "to"*

1. He came to London... 13<sup>th</sup> June and left again ... September.
2. They went out... half past one; they'll be back ... ten minutes.
3. He plays cricket... summer and football... winter.
4. He always leaves early... the morning and comes back late... night.
5. He rests... the weekends but works hard... Monday... Friday.
6. He was born ... the nineteenth century.
7. I am working... six o'clock... Friday evening.
8. He's busy ... present. He'll see you ... 30 minutes' time.

16. *Write this paragraph using only one of the four choices in each bracket*

I had (1. a number of / a great deal of / many / much) work to do and I didn't have (2. many / much / plenty of / a number of) time to waste, so when my son began to ask ( 3. much / many / plenty of / a number of) questions, I became rather angry. I told him he had (4. lots of / many / much / a great deal of) toys to play with and (5. much / plenty of / many / a large quantity of) friends to go and see. As soon as he had gone, I took (6. many / much / a great deal of / a quantity of) magazines from my desk and tried to find an important article to one of them. I haven't got (7. many / a number of / much / plenty of) patience and I soon stopped searching. There was (8. a lot of / much / many / a number of) noise coming from the street outside my window, and when I looked out, I saw (9. a large number of / much / many / plenty of) people gathered round a car. There had been an accident and there wasn't (10. many / a large quantity of / much / lots of) doubt that it was serious.

17. Write these sentences in the negative, using "much" or "many"

Example: I've got a lot of time. - I haven't got much time.

1. There are a lot of people in the street.
2. I took a large number of photos while I was on holiday.
3. The people were spending a lot of money.
4. He gave me lots of help.
5. They've got plenty of whisky.
6. He can't drink a great deal of wine.
7. There was a large quantity of blood on his face.
8. He saw a great many animals.

18. Write the adjectives in the comparative or superlative degrees.

1. The arctic (Ocean), the Atlantic (ocean) - *cold*.
2. The Baltic (Sea), the Black Sea - *large*.
3. The Caspian (Sea), Lake Baikal - *beautiful, deep*.
4. The mountains in the Caucasus, the mountains in the Crimea - *high*.
5. The Dnieper, the Volga - *long*.
6. The Urals, the Caucasus - *old*.
7. The Mediterranean, the Black Sea - *large*.

19. Translate the sentences into English paying attention to the degrees of comparison of adjectives and adverb

1. Зима в Україні не така холодна, ніж на півночі Європи.
2. Зараз грудень. Дні становляться коротшими, ночі - довшими.
3. 22 грудні самий короткий день в році.
4. Який самий спекотливий місяць в році? Липень.
5. В Києві не так спекотливо, як в Ташкенті.
6. Яке ваша сама улюблена пора року? Я люблю весну більш за все. Що ж до моєї дружини, вона не любить ні весни, ні літа. Осінь її улюблена пора року.
7. Хто ваш самий кращий друг? Ви одного віку? Ваш друг такого ж зросту як і ви? Мі самий кращий друг - Нік. Ми одного віку. Він трохи вищий за мене. І він і я любимо читати. Я прочитав стільки ж книжок, скільки і він. Правда у мене менше англійських книжок у бібліотеці, чим у нього.
8. Нью-Йорк являється самим великим містом США. Нью-Йорк - один з найкрупніших промислових центрів США. Добратися до Нью-Йорку швидше літаком, аніж морем. Але це самий дорогий вид транспорту. Уолт-Стріт - одна з самих старих та коротких вулиць Нью-Йорку. На цій вулиці багато банків, відомих у всьому світі.
9. В цьому році ціни на це обладнання були набагато нижчими. Я гадаю, ми повинні купити його зараз. На даний момент це сама оптимальна ціна. Я впевнений, що на наступний рік ціни будуть набагато вищими.

10. В цьому місяці у нас такий же прибуток, як і у вас. А в минулому місяці у нашої фірми був самий великий прибуток.
11. Яка фірма надає нам найвигідніші умови поставки? Фірма "Белл і Ко" Але ми ніколи не працювали з нею. Умови фірми "Кребтрі і Блум" - не такі гарні, як у "Белл і Ко". Але "Кребтрі і Блум"- наш самий надійний партнер.
12. Перша партія товару була краще, ніж друга, а третя партія сама погана.
13. Ми продивимось ваші пропозиції ще раз і більш детально (closely).
14. Скільки часу займуть переговори? Я думаю, дня два чи трохи більше.
15. Ви часто їздите у відрядження? Так, останні й час я їжджу все частіше.
16. Все складніше стає нам займатися експортно-імпортними операціями, але декілька років тому це був самий вигідний вид бізнесу.
17. Чим більше я займаюся цією справою, ти більше вона мені подобається.

*20. Choose the appropriate word for each gap:*

1. "This is a very ... problem to solve, but if you try ..., you will find the answer". "I've tried very ..but you've... tried at all", (hard, hardly).
2. "Have you seen the boss "No. he always comes ..., and I always leave ..., So I... over see him now" (early, hardly, late, lately).
3. "How ... is it to the hotel?" "It's not... from here. If you walk.... it won't take you ... to get there". "But I always walk... .I've ... walker, but a ... driver"(long, far, slow, slowly).
4. "My boss says he thinks ... of my work, but he doesn't pay me a ... salary". "He thinks you'll climb ... in the organization though" (high, highly).

*21. Make this story much shorter using only one of the four choices in each bracket*

I had (1. a number of / a great deal of / many / much) work to do and I didn't have (2. many / much / plenty of / a number of) time to waste, so when my son began to ask (3. much / many / plenty of / a number of) questions, I became rather angry. I told him he had (4. lots of / many / much / a great deal of) toys to play with and (5. much / plenty of / many / a large quantity of) friends to go and see. As soon as he had gone, I took (6. many / much / a great deal of / a quantity of) magazines from my desk and tried to find an important article to one of them. I haven't got (7. many / a number of / much / plenty of) patience and I soon stopped searching. There was (8. a lot of / much / many / a number of) noise coming from the street outside my window, and

when I looked out, I saw (9. a large number of / much / many / plenty of) people gathered round a car. There had been an accident and there wasn't (10. many / a large quantity of / much / lots of) doubt that it was serious

*22. Practice your "if" sentences by writing about countries and their languages*

If I lived in (Cuba, Denmark, Canada, Japan, Poland, Czechoslovakia, Norway, Greece) I should speak .... (Spanish, Danish, English and French, Japanese, Polish, Czech and Slovak, Norwegian, Greek).

*23. Write a story about Graham again using a double comparative (the more the better)*

1. When Graham eats more he gets fatter.
2. But then his wife grumbles more, and Graham smokes more.
3. And when he smokes more he eats less.
4. And when he eats less he gets thinner.
5. When he gets thinner he feels fitter.
6. When he feels fitter he plays more squash.
7. But then he gets thirstier, and he drinks more beer.
8. And when he drinks more beer he gets fatter...

*24. Add "a", "some", or "any", if needed, in the blank spaces*

1. I want... paper to write ... letter.
2. He wants ... milk and ... teaspoonful of... sugar in his tea.
3. You need ... sharp knife to cut... wood.
4. I'd like ... cup of... coffee and ... water, please.
5. There's ... tea in the pot but there isn't... coffee left.
6. Have you got... good ideas?
7. John gave me ... good advice, but I didn't take ... notice.
8. I went to the manager to get... information.

*25. Fill in articles where necessary:*

1. ... United Kingdom includes ... Great Britain and ... Northern Ireland.
2. John took ... train from Waterloo station and read times on ... journey to ... south coast of... England.
3. He stayed ... night in .. Grand Hotel, which is in ... Brook Street in ... center of ... Southampton.
4. His ship,... Queen's Star, sailed next morning down ... English Channel towards ... Atlantic Ocean.

5. They passed ... Channel Islands and John recognized ... Jersey,... island he had once visited.
6. He went to ... North America, where he spent ... week with ... uncle who lives in ... Canada... near Lake Superior.
7. Now he's travelling by... car across ... United States, along... Mississippi River and into ... Mexico.

*26. Find out the right answers using the definite article "the"*

1. What joins the Atlantic and Pacific oceans? (Suez Canal / Panama Canal)
2. What is the name of the ocean between America? (Atlantic / Pacific / Indian Ocean)
3. Which country is Stockholm the capital of? (Norway / Denmark / Sweden)
4. Which country lies between Mexico and Canada? (Venezuela / El Salvador / United States)
5. What is the name of the sea between Britain and Norway? (Norwegian Sea / English Sea / North Sea)
6. Which is the largest continent? (Africa / South America / Asia)
7. What is the name of the mountain range in the west of North America? (Rocky Mountains / Andes / Alps)
8. Which country is Manila the capital of? (Indonesia / Philippines / Japan)
9. What is the name of the ocean between Africa and Australia? (Atlantic / Pacific / Indian Ocean)
10. What is the name of the sea between England and Europe? (Mediterranean Sea / English Channel / French Sea)
11. Where is Ethiopia? (Asia / South America / Africa)
12. Which is the largest country in the world? (United States / China / Russia)
13. Which river flows through Vienna, Budapest and Belgrade? (Rhine / Danube / Volga)
14. Where is Bolivia? (Africa / South America / North America)

*27. Add the prepositions: on, at, in, until, from, to:*

1. He came ... London ... 13<sup>th</sup> ... June and left again ... September.
2. They went out... half past one; they'll be back ... ten minutes.
3. He plays cricket... summer and football... winter.
4. He always leaves early ... the morning and comes back late ... night.
5. He rests ... weekends but works hard ... Monday ... Friday .
6. He was born ... the nineteenth century.
7. I'm working... six o'clock... Friday evening.
8. He's busy at present. He'll see you ... 30 minutes.

28. Fill in prepositions, using these words: *up, in, at, after, of, on, by, to, out*.

1. He takes ... his father. He will be just like him when he grows ...
2. He is interested ... languages, but he isn't good ... them.
3. He specialized ... Roman history.
4. We are thinking... going to Sweden, but we haven't made... our minds yet.
5. ... the morning it was raining.
6. A fog had come ... the mountains ... the sea.
7. You could not see tops ... the mountains.
8. The plateau was dull and gloomy, and the shapes ... the trees and the houses were changed.
9. I walked ... the town to look ... the weather.
10. The bad weather was coming... the mountains ... the sea.
11. Why have you turned... the radio?
12. I'm going to listen ... the seven o'clock news.
13. But I've got to see a button - my coat and to press ... my dress.
14. What mark did you get... History ... the entrance exams?
15. I've got a good mark, I was never good ... history.
16. I do invite you... my birthday party.
17. It's a pity I won't be here ... long, give my best regards ... your family.

29. Fill in prepositions and adverbs where necessary. Use these words: *down, of, up, with, to, on, by, or, until, from, at, into*.

All large cities have the problem ... transport. The roads are jammed ... cars, buses and other vehicles. The pavements are crowded ... people, and it is dangerous ... cross the road ... the traffic is stopped, either... a policeman ... point... duty the ... red traffic lights. I went...one...the big London stores today and enjoyed myself very much, just wandering...one department...another, looking... the various articles...the counters. I went ...one department ... another, ...and ... lifts and ... escalators.

## TEST 2

1. Fill in the blanks using "to have"

1. My best friend... a lot of spare time every day because he doesn't work.
2. ... you a minute? I'd like to talk to you.
3. I wonder where is Peter? He...some work to do.
4. Tomorrow morning I'll ... an appointment with my future boss.
5. What about going to the cinema? I ... enough money.
6. When you were at school ... the best friend?

7. Call the police or we'll...problems!
8. Next Monday I'll...an exam.
9. I decided to ...a pet in my house because I'm very fond of them.
10. Tomorrow we'll ...a party. Will you join us?
11. I am going on a business trip to London ...a ticket?
12. ....some urgent business yesterday?
13. He ...the desire to communicate with me. I don't know why?
14. She...a large flat in the center of the city.
15. I am really very tired after this working week. I need to ...a rest.

2. *Put the questions to the following sentences using the given interrogative word.*

1. Sally feels tired (Why).
2. They want to buy some presents for their friends (Where?).
3. My Daddy want to catch the 6 o'clock train (Why?).
4. Edward prefers to have lunch in the canteen (Why?).
5. Every evening Peter walks his dog (Where?).
6. As a rule I get up early every morning (Why?).
7. Snow melts in spring (Why).
8. We want to have a bite (Where?)
9. He studies English in London (Where?).
10. I hate loud and noisy music (Why?).
11. Usually Ann helps her little brother with mathematics (How?).
12. The Browns always go to the seaside in summer (Where?).
13. Tom wears his old slippers at home (Where?).
14. Sometimes I drink tea for breakfast (Why?).
15. Jane plays the piano every evening (When?).

3. *Make up, the questions with "do" and "does".*

1. John likes classical music?
2. My aunt speaks English fluently?
3. It takes Diana long to get to work?
4. He calls me every evening and tells jokes before going to bed?
5. After classes all the students usually study in the library?
6. As a rule we spend a lot of hours in the picture gallery?
7. Jane attends tennis classes every evening?
8. They are fond of travelling around the world?
9. As a tradition at the beginning of spring we go for a picnic?
10. Mrs. Brown teaches at (he University)?
11. We often help our mother about the house?

12. My brother lives in the nice and comfortable cottage?
13. When we go to the forest we usually gather mushrooms there?
14. He always repairs the radio and TV himself?
15. Sometimes I read English books in the original?

4. *Fill the blanks. Use the verb in brackets in proper tense.*

1. Ann ...in the suburbs of Kyiv (to live).
2. You ...dinner at home on week-days (not, to have).
3. She ... usually supper (not, to have).
4. Bob...at 7 o'clock in the morning (to get up).
5. Sometimes she ...dinner at home (to have).
6. In the evening Mr. Brown ...in his garden (to work).
7. ... they usually ...TV after supper? (to watch).
8. ... Harry ...to his office by bus?
9. Her friend ...to town by train (to get).
10. How much time ...it ...you to get to the college? (to take).
11. It ...him long to reach the college (to take).
12. It often ...in autumn (to rain).
13. It often ... in winter (to show).
14. The weather...fine in summer (to be).
15. How old ...you? (to be)
- 16.... she ...morning exercises? (to do)
17. Harry ...at his office early (to arrive).
18. His office ...near the underground (not, to be).
19. Harry ... to London by train because he ...in the suburbs (to get, to live).
20. What... she for breakfast? (to prefer)
21. Who ... dinner for you? (to cook)
22. There ... many plats on the table (to be).
23. There ... some coffee in the cup (to be).
24. Mary ... her studies in Paris (to begin).
25. Soon they ... close friends (to become).
26. Marry years ago she ... this country (to visit).
27. Yesterday he ... his problem (to solve).
28. I... to study English two years ago (to begin).
29. There ... a report on the table (to be).
30. How long ... it... you to go shopping yesterday? (to take).

5. *Use the required tenses instead of the infinitives in brackets, translate the story into Ukrainian in written form.*



Dear Mr. Priestly,

My letter is rather a surprise, isn't it? Yes, I'm actually in America; I (to live) here for three month, but I (to be) so busy going about "seeing America" that I (to have) hardly any time for writing letters. All the same, I (not to be) lazy, I (to keep) a "journal". I know you (to find) this hard to believe after the way I so often (to waste) my time when you (to be) my teacher, so, to prove what I (to say) I (to send) the journal to you now, under separate cover. I (to see) and (to hear) so many things that interested me that I (to want) to write them down while the impressions (to be) still fresh in my mind. I hope that what I (to write) in the journal may interest you and my old friends. I often (to think) about you and (to hope) we (to meet) again before very long. Kind regards and best wishes to you all,

Yours sincerely, Lucille

6. *Put the verb in brackets in the correct form.*

1. When he rang he got to know the letter (to send) a week ago.
2. He believed the children (to take care of) by a nurse next year.
3. When it began to snow the warm coats (to wear) by the people.
4. He said the meeting (to postpone) yesterday.
5. The letter (to type) at the moment when knocked at the door.
6. She felt the task (to fulfill) by the manager in time.
7. By the next year the book (to publish) and (to send) for selling.

7. *Translate the sentences into English.*

Київ розташований на березі Дніпра Він був сильно зруйнований під час війни. Зараз Київ відновлений і це - один з красивіших міст миру. Кожний рік у Києві будуються нові будинки, готелі, школи та інші споруди. Це дім, в якому я народився. На моїй вулиці збудували нову школу, лікарню у цьому році. На тій розі вулиці будується концертний зал. Він буде закінчений у наступному році. Не заходьте у зал! Там обговорюється важливе питання. Я зачекаю тут поки обговорення закінчиться Містера Н. слухають з великою увагою. Зустріч на вищому рівні між президентом України і президентом відбулася у Нью - Йорку. Головами країн зроблена велика праця. Підписано спільну україно-англійську заяву. Було обговорено ключове питання сучасного міжнародного положення. Обладнання буде доставлене у вересні. Кожен рік наша фірма заключає багато контрактів. Вимоги контракту обговорюються з самого ранку. Зараз нашим представництвом встановлюються ділові контракти з французькими фірмами по виробництву електричних приборів. Документи не були відправлені покупцеві, так як було виявлено недоліки. Ми зацікавлені, щоб виставка ваших товарів була організована якомога раніше. Переговори з представниками

компанії "Браун енд Ко" вже закінчилася. Боюсь, що це обладнання ще не пройшло тестування на заводі виробника. Містер Браун був призначений президентом фірми у цьому році. Останнім часом усі наші контракти заключаються за участю фірми-посередника Термін поставок оговорювався на переговорах на тому тижні.

## СПИСОК ЛІТЕРАТУРИ

1. Барановська Т. В. Граматика англійської мови. Збірник вправ: Навч. посібник. — Мова англ., укр. — Київ: ТОВ „ВП Логос-М”, 2006. — 384 с.
2. Бессонова І. В. Англійська мова (за професійним спрямуванням). Частина II: Навч. посіб. для дистанційного навчання. — К.: Університет «Україна», 2005. — 263 с.
3. Карпусь І. А. Англійська ділова мова: Навч. посібник. - 4-те вид., доп.- К.: МАУП, 1998. - 220 с. - Бібліогр.: с. 216. - Рос.
4. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2002.
5. David Cotton, David Falvey, Simon Kent. Market Leader. Intermediate. Course Book. Pearson Education Limited, 2000.
6. David Cotton, David Falvey, Simon Kent. Market Leader. Intermediate. Practice File. Pearson Education Limited, 2003.
7. George Bethel!, Tricia Aspinall. Test your Business Vocabulary in Use. Cambridge University Press, 2003.

Англійська мова (за професійним спрямуванням) [Текст]: методичні вказівки до виконання самостійної роботи для здобувачів освітньо-кваліфікаційного рівня молодший спеціаліст галузь знань 20 Аграрні науки та продовольство спеціальності 208 Агроінженерія денної форми навчання / уклад. Г.В. Смоляк. – Любешів : Любешівський технічний коледж Луцького НТУ, 2019. – 51 с.

Комп'ютерний набір і верстка : Г.В. Смоляк

Редактор: Г.В. Смоляк

Підп. до друку \_\_\_\_\_ 2019 р. Формат А4.  
Папір офіс. Гарн. Таймс. Умов. друк. арк. 3,5  
Обл. вид. арк. 3,4. Тираж 15 прим.

Інформаційно-видавничий відділ  
Луцького національного технічного університету  
43018, м. Луцьк, вул. Львівська, 75  
Друк – ІВВ Луцького НТУ