

**С.М. Донець, О.В. Ель Кассем,
Л.І. Золотаревська**

**ENGLISH
FOR STUDENTS OF ECONOMICS**

Навчальний посібник

Харків – 2016



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УКРАЇНИ

УКРАЇНСЬКИЙ ДЕРЖАВНИЙ
УНІВЕРСИТЕТ ЗАЛІЗНИЧНОГО
ТРАНСПОРТУ

С.М. Донець, О.В. Ель Кассем,
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*Рекомендовано Міністерством освіти і науки, молоді та
спорту України як навчальний посібник для студентів
вищих навчальних закладів*

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Рекомендовано Міністерством освіти і науки, молоді та спорту України як навчальний посібник для студентів вищих навчальних закладів (№ 1/11-5675 від 06.07.2011 р.).

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Навчальний посібник складений відповідно до програми з іноземних мов для немовних вузів. Метою навчального посібника є розвиток у студентів економічних спеціальностей залізничних вузів навичок спілкування на побутовому і професійному рівнях, а також підготовка до роботи з оригінальною економічною літературою як джерелом інформації.

Велике значення в навчальному посібнику приділяється вивченню граматики як основи розуміння та мовлення англійською мовою. Граматичні вправи диференційовані за ступенем складності, ураховуючи різні рівні підготовки студентів, та розраховані на письмову та усну практику в режимах аудиторної та самостійної роботи.

Структурно навчальний посібник має шість розділів та охоплює такі теми: історія залізничного транспорту, основи економіки, попит та пропозиція, фактори виробництва, менеджмент та економіка залізничного транспорту.

Рекомендується як базовий курс для студентів економічних спеціальностей транспортних вищих навчальних закладів на першому та другому роках навчання.

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UNIT 1

Grammar: Sentences with the verbs *to be, to have*

Construction *there + to be*

Degrees of Comparison of Adjectives and Adverbs

Nouns: Countable and Uncountable; Plural and Singular

Indefinite (Simple) Tense

Text: From the History of Railways: 200 Years of Progress

Word Building: -er (-or), -ion (-sion, -tion, -ation), -ist, -ant (-ent), -able (-ible)

READING RULES

a	e	i, y	u	o
відкритий склад (I)				
[ei] make	[i:] tree	[ai] lie, cry	[ju] duke	[oʊ] note
закритий склад (II)				
[æ] cat	[e] bed	[ɪ] bit, mystery	[ʊ], [ʌ] put, cut	[ɒ] dog

Exercise 1. Read the following words.

1. Blame, pale, mate, sake, make, fat, van, sane, name, bad, late, ale, plan, stamp, lad, fame, sand, lamp, man, ape, wake, mad, gate, gave, take, sad, came, behave, amaze, same, dam.

2. Eve, me, net, lend, bet, be, left, let, best, slept, met, sea, mete, spend, Pete, eke, men, fee, red, below, desire, degree, express.

3. My, size, tip, style, fit, type, time, system, mine, fine, side, lift, stick, bye, pit-stop, dive, tin, glide, write, gin, miss, pine, pipeline, sin, tint, sink, hide, which, why, write, mystery, virus, typist, shy.

4. Mute, nude, hut, but, cut, mud, use, dust, fuse, tune, gun, cup, stuff, due, tube, cute, dumb, hue, sue, shut, Dutch, jump, fun, duke, during, furious, refuse, curious, duty.

5. So, no, go, smoke, cost, stone, sole, zone, lot, stop, not, on, dome, scope, sock, vote, note, spoke, alone, rock, role, bottle, wrote, joke.

[oʊ] Oh, no, don't go home alone.

Nobody knows how lonely the road is.

[i:] A sailor went to sea to see what he could see.
But all he could see was sea, sea, sea.

GRAMMAR

Sentences with the Verb *to be* (Речення з дієсловом *to be*)

PRESENT	PAST	FUTURE
<i>I am (I'm)</i>	<i>was</i>	<i>will ('ll) be</i>
<i>he, she, it is (he's)</i>		
<i>you, we, they are (you're)</i>		
NEGATIVE		
<i>I am not (I'm not)</i>	<i>was not (wasn't)</i>	<i>will not (won't) be</i>
<i>he, she, it is not (isn't)</i>		
<i>you, we, they are not (aren't)</i>	<i>were not (weren't)</i>	
INTERROGATIVE		
<i>Am I ...?</i>	<i>Was I, he, she, it ...?</i>	<i>Will you be ...?</i>
<i>Is he (she, it) ...?</i>		
<i>Are you (we, they) ...?</i>		

Exercise 2. Make the sentences negative and interrogative, translate them.

1. He is a well-known scientist. 2. They are at the lecture. 3. It's all over now. 4. We were friends many years ago. 5. She will be busy tomorrow. 6. My grandfather was a railwayman. 7. It was unusually warm yesterday. 8. I was born in a small town.

Exercise 3. Say the following sentences in the Past and Future Indefinite and add the appropriate time guide (*yesterday, 2 days ago, tomorrow, next week, last month, in a year, tonight, when I was a child, etc.*)

1. Victor is free tonight. 2. John is in America now. 3. I am not very busy this week. 4. He isn't in the mood to talk. 5. The child is ten years old. 6. My younger brother is fond of football. 7. The children are at school. 8. We are first-year students. 9. It isn't cold. 10. What is the weather like today?

Exercise 4. Object to the sentence according to the model.

Model: He was in Moscow last month. – *Nothing of the kind. He wasn't. He was in Kiev at that time.*

I hear it will be cold tomorrow. – *Nothing of the kind. It won't. It will be warm enough.*

1. She was unwell last week. 2. Kate is 18 years old. 3. They were present at the meeting yesterday. 4. The film was boring. 5. There will be a lot of people at the birthday party tomorrow. 6. She was late for the classes. 7. Last summer was unusually hot. 8. He is very good at languages.

Exercise 5. Fill in the gaps with the verb *to be* in the appropriate form. Take turns to ask each other questions. Give true answers.

Model: What / your favourite colour? – *What is your favourite colour? – It's violet.*

1. Where / you born? 2. Which month / you born? 3. What / the most interesting subject at school? 4. When / Christmas in our country? 5. What / your favourite sport? 6. Where / you when I called you yesterday evening? 7. What / your parents? 8. What / the best (worst) TV programme for you? 9. How big / your family? 10. Where / you from? 11. Why / you late for the lecture yesterday? 12. Which profession / the most popular (difficult, respectable, useful) in our country? 13. You / busy tomorrow? 14. How old / you?

Exercise 6. Put *was, were, wasn't, or couldn't* into the gaps. Practise the conversation between two friends, Sue and Bill.

Sue: ... you at Eve's party last Saturday?

Bill: Yes, I

Sue: ... it good?

Bill: Well, it ... OK.

Sue: ... there many people?

Bill: Yes, there

Sue: ... Tom there?

Bill: No, he And where ... you?

Sue: Oh, I ... come because I ... at Adam's party. It ... fantastic.

Exercise 7. Translate the sentences.

1. Моєму молодшому брату 12 років. 2. Вона буде там о п'ятій годині. 3. Його брат – інженер. 4. Він буде радий вас бачити. 5. У цій кімнаті холодно. 6. Вона була на дискотеці вчора. 7. Його зараз немає вдома. 8. Ви будете завтра вільні? 9. Тема лекції дуже цікава. 10. Ви були у Криму минулого літа? 11. Він буде в університеті завтра?

Sentences with the Verb *to have (have got)*

(Речення з дієсловом *to have (have got)*)

PRESENT	PAST	FUTURE
<i>have = have got</i>	<i>had</i>	<i>will have</i>
<i>he, she, it has = has got</i>		
NEGATIVE		
<i>don't have = haven't got</i>	<i>didn't have</i>	<i>won't have</i>
<i>he doesn't have = hasn't got</i>		
INTERROGATIVE		
<i>Do you have...? Have you got...?</i>	<i>Did you have...?</i>	<i>Will you have...?</i>
<i>Does she have...? Has she got...?</i>		

Дієслова *have* та *have got* використовуються майже однаково (*have got* використовується лише у теперішньому часі та у розмовній мові, *have* характерно для письмової мови).

Стійке сполучення *have + noun* означає діяльність або звичку:

have a swim / a good time / a party / a holiday

have breakfast / dinner / a cup of tea / a cigarette / a break

have a bath / a shower / a shave / a rest

have a chat / a row / a dream / fun

have a look at something / a word with someone

Exercise 8. Work in pairs. Ask and answer questions as in the model.

Model: Do you have a car? – Yes, I do.

Have you got a car? – No, I haven't.

Ask your partner about the following: a camera, a computer, a bicycle, a credit card, brothers and sisters, his parents/a country house, his sister/a car, his brother/a motorbike, a mobile phone.

Exercise 9. Make these sentences negative.

1. She's got blue eyes. 2. I usually have breakfast at 8.00. 3. I will have a lot of free time soon. 4. They have rows about home duties. 5. We had a good time on holiday. 6. I've got everything I need. 7. Railways had steam locomotives in the 19th century. 8. I had a lot of fun at yesterday's party. 9. He's got some pen friends in Canada.

Exercise 10. Fill in the gaps using *am, is, are, have or has*.

1. Where ... you from? 2. We ... two lectures on physics every week. 3. My father ... a travel agent. 4. Our Academy ... several hostels. 5. ... you hungry? 6. My best friend ... an excellent mark in English. 7. I ... hot. Open the window, please. 8. He ... not interested in football at all. 9. He ... everything he needs. 10. What ... the weather like today? 11. What ... his new car like? 12. Let me ... a moment of rest.

Construction *there + to be*(Зворот *there + to be*)

Зворот ***there + to be*** має значення *є, знаходиться, існує*. Переклад починається з кінця речення (обставини місця) або з присудка, при відсутності обставини.

PRESENT SIMPLE	PAST SIMPLE	FUTURE SIMPLE
<p><i>There is</i> a book on the shelf. <i>There are</i> (some) books on the shelf. На полиці є книга (книги).</p>	<p><i>There was</i> a mistake in my paper. <i>There were</i> (some) mistakes in my paper. У моїй роботі була помилка (були помилки).</p>	<p><i>There will be</i> a new show on TV next week. Наступного тижня по телевізору буде нове шоу.</p>
INTERROGATIVE		
<p><i>Is there</i> a book on the shelf? -Yes, <i>there is</i> (<i>there are</i> some). <i>Are there</i> (any) books on the shelf? -No, <i>there is not</i> (<i>there are not</i> any).</p>	<p><i>Was there</i> a mistake in your paper? -Yes, <i>there was</i> (<i>there were</i> some). <i>Were there</i> (any) mistakes in your paper? -No, <i>there was not</i> (<i>there were not</i> any).</p>	<p><i>Will there be</i> a new show on TV next week? -Yes, <i>there will be</i>. -No, <i>there won't be</i>.</p>

NEGATIVE		
<i>There is no (isn't a) book on the shelf.</i>	<i>There was no (wasn't a) mistake in my paper.</i>	<i>There will be no show on TV next week.</i>
<i>There are no (not any) books on the shelf.</i>	<i>There were no (not any) mistakes in my paper.</i>	

Примітка 1. Зворот *there + to be* указує на існування якого-небудь предмета або особи (про які вже йшла мова) у певному місці. Якщо мова йде про вже відомі предмети, то зворот *there is* не вживається. Порівняйте:

The book is on the table. – (Ця) книга на столі. (*Where is the book?*)

There is a book on the table. – На столі (якась) книга. (*What is there on the table?*)

Примітка 2. При переліченні деяких предметів дієслово *to be* завжди узгоджується у числі з тим підметом, який безпосередньо йде за ним.

There is a fax machine, three minicomputers and a teletype in Mr. Jones's office.

Примітка 3. Після *there* можливо вживання дієслів *exist* (існувати), *appear* (з'являтися) та модальних дієслів (*can, must, should, may*).

There exist special-type vehicles for monorails. – Існують спеціальні вагони для монорейкових доріг.

Later, there appeared a steam locomotive. – Пізніше з'явився паровоз.

There must be some way out. – Повинен бути якийсь вихід.

Exercise 11. Translate the sentences.

1. There are a lot of English books and dictionaries in our library.
2. There is no place like home.
3. There will be some relatives at our wedding.
4. There exist many interesting books on this subject.
5. There stands a new house at the corner of the street.
6. There may be many ways of solving this problem.
7. There were many children in the street walking to school with flowers in their hands.
8. There is a wide network of railways in our country.
9. Without transportation there could be no civilization.
10. There were no mistakes in her test paper.

Exercise 12. Say these sentences in the Past and Future Simple.

1. There are twelve students in our group. 2. There is a letter for him on the table. 3. There is an underground station nearby. 4. Is there anything I can do for you? 5. There is no bread left. 6. There is nothing to add. 7. There is some flour on the shelf. 8. There are different sources of energy.

Exercise 13. Fill in the gaps with *there + to be* in the appropriate tense.

1. ... some celebrities at his birthday party last night. 2. ... many students and teachers in the club tomorrow. 3. ... a new underground station in this district in a year? 4. ... an invisible magnetic field between the poles of the magnet. 5. ... a meeting at the University yesterday. 6. ... some pictures on the wall. 7. ... somebody in the corridor when I entered. 8. ... an opposition to the party in power. 9. ... a lot of guests at his wedding yesterday. 10. ... a lot of sights in Kiev. 11. When he explained everything, ... a long pause. 12. ... any milk left?

Exercise 14. Fill in the blanks with *it is* or *there is*.

1. ... warm in the room. 2. ... a theatre in our street. 3. ... a lot of work to do. 4. ... five o'clock in the afternoon. 5. ... so nice seeing you again. 6. ... nothing to be done about this. 7. ... often a rainbow after rain. 8. ... a lot of snow this year. 9. ... very strange that he is late. 10. ... a 'Who, Where, When' contest at our Academy today. 11. ... cold today; ... a strong wind. 12. ... dark; ... no moon. 13. ... time to begin our lesson. 14. ... no time to explain everything. 15. ... too early to leave yet.

Exercise 15. Change the sentences according to the model.

Model: He has a TV set in his room. – *There is a TV set in his room.*

1. She has a few English books in her library. 2. The list includes only volunteers. 3. She had a message in her e-mail. 4. They have no conveniences in their country house. 5. I had no money left on my account. 6. Our Academy has five departments. 7. I have some facts to prove it in my report. 8. We'll have a new seminar next week.

Exercise 16. Work in pairs. Ask and answer as in the model.

Model: There are two simulators in the laboratory. – Sorry, I didn't catch. How many simulators are there in it? (Are there any simulators in it?)

1. There are about ninety students in the hall. 2. There is little bread left. 3. There is some milk in the fridge. 4. There were six foreign scientists at the conference. 5. There are some errors in his calculations. 6. There are 25 players in 'Dynamo' soccer team. 7. It was reported that there were three burglars in the gang. 8. There will be three colleagues at my birthday party.

Exercise 17. Translate the sentences.

1. У цьому журналі є цікаві статті про історію залізниць України. 2. У нашому офісі буде телефон через кілька днів. 3. Післязавтра буде лекція про охорону навколишнього середовища (environmental protection). 4. На другому поверсі є бібліотека. 5. У залі було багато народу, коли ми увійшли. 6. Скільки факультетів у вашій академії? – У нашій академії п'ять факультетів. 7. У нас залишився хліб? – Так, небагато. 8. У нашому університеті дуже гарна лабораторія вагонів. 9. Існують різні види шкіл.

Degrees of Comparison of Adjectives and Adverbs

(Ступені порівняння прикметників та прислівників)

Тип прикметника	Порівняльний ступінь	Найвищий ступінь
Однокладові <i>hot, easy</i>	<i>hotter</i> <i>easier</i>	<i>the hottest</i> <i>the easiest</i>
Двоскладові (на -y, -ow, -le) <i>happy, narrow, simple</i>	<i>happier</i> <i>narrower</i> <i>simpler</i>	<i>the happiest</i> <i>the narrowest</i> <i>the simplest</i>
Багатоскладові <i>interesting</i>	<i>more interesting</i>	<i>the most interesting</i>
Винятки <i>good</i> <i>bad</i> <i>much, many</i> <i>little</i> <i>far</i>	<i>better</i> <i>worse</i> <i>more</i> <i>less</i> <i>farther/further</i>	<i>the best</i> <i>the worst</i> <i>the most</i> <i>the least</i> <i>the farthest/furthest</i>

Примітка 1. Деякі прикметники мають дві форми ступенів порівняння, що відрізняються за значенням:

- farther, the farthest (віддалений у просторі)
far further, the furthest (віддалений у просторі, подальший, додатковий)
old older, the oldest (старший за віком)
elder, the eldest (старший за положенням у родині)
Edinburgh is *farther/further* away than York. – Едінбург знаходиться далі, ніж Йорк.
For *further* information, see page 6. – Додаткову інформацію дивитися на сторінці 6.
My *elder/older* brother has just got married. – Мій старший брат щойно одружився.
He's *the oldest* student in our group. – Він найстарший студент у нашій групі.

Примітка 2. Деякі прикметники можуть створювати порівняльний та найвищий ступінь двома способами: *common, friendly, happy, lively, lonely, lovely, narrow, pleasant, polite, quiet, true.*

Please be *politer/more polite* to our guests.
This story has a *happier/more happy* ending.

Порівняльні сполучники та звороти

as ... as...	as young as – (такий же) молодий, як
ідіоматичні порівняння:	as busy as a bee – зайнятий, як бджола
<i>twice as old (as)</i>	удвічі старше (за)
<i>three times as large (as)</i>	утричі більше (ніж)
<i>half the price of= half as much as</i>	удвічі дешевше
<i>half as much (many)</i>	удвічі менше
than	younger than ... (молодше ніж ...)
not so (as) ... as – не такий, як	This text is not so interesting as that one.
the ... the ... – чим ... тим ...	The sooner, the better. – Чим скоріше, тим краще.

Remember the expressions:

at least – принаймні

most of all – більш усього

at best – у найкращому випадку

worst of all – гірше усього

best of all – більше (краще)

усього

so far so good – поки усе гаразд

Примітка 1. Порівняльний ступінь прикметників може посилюватися за допомогою прислівників *much* та *far*:

much more powerful – **набагато** міцніший;

far cheaper – **набагато (значно)** дешевший.

Найвищий ступінь порівняння посилюється за допомогою *by far*:

He is by far the most successful manager in his business. – Він найуспішніший менеджер у цьому бізнесі.

Примітка 2. *Most (of)* перед іменником має значення: *більшість, більша частина.*

Most (of the) experiments were made in the laboratory. – Більша частина експериментів проводилась у лабораторії.

Примітка 3. *Most* без артикля або з неозначеним артиклем перекладається словами: *дуже, надто, надзвичайно*:

It is most important. – Це **дуже (надзвичайно)** важливо.

This is a most interesting fact. – Це **дуже (надто)** цікавий факт.

Exercise 18. Translate the sentences.

1. Each time we laugh we feel better and more content. 2. She does not work at her English as much as she did last year. 3. Her eyes are as black as coal. 4. It takes less time to do a thing right than to explain why you did it wrong. (*H. Longfellow*) 5. 'We have two ears and only one tongue in order that we may hear more and speak less'. (*Diogenes*). 6. Mercury is used in thermometers because it expands as it gets hotter. 7. The more, the better. As wet as a fish. As heavy as lead. 8. This flat is less comfortable than ours. 9. The more we study, the more we know. The more we know, the more we forget. The more we forget, the less we know. The less we know, the less we forget. The less we forget, the more we know. So why study? 10. The population of this town will increase sixfold in fewer than ten years. 11. The day yesterday was not so fine as it is today. 12. Good, better, best / Never, never rest / 'til your good is better, / And your better best.

Exercise 19. Give the comparative and superlative degrees of comparison and translate the adjectives.

Model: old – older – the oldest

Expensive, sunny, comfortable, noisy, cheap, dangerous, far, beautiful, long, nice, little, much, sweet, good, fresh, bad, important, safe, young, near.

Exercise 20. Use the adjective or adverb in brackets either in the comparative or superlative degree. Write a similar true story about yourself.

I am in my first year at the Academy and I think it is one of (*important*) periods in my life. Of course, it is (*difficult*) to study at the Academy than at school. I spend (*much*) of my time at the Academy and have (*little*) free time for rest or entertainment. But Alex who is one of my (*good*) friends is even (*busy*). He lives (*far*) from the Academy than I do, and has (*little*) free time. Anyway he finds time to go in for sports, to visit theatres and to read a lot. And at seminars he is always (*brilliant*).

Exercise 21. Fill in the gaps with the conjunctions *as* or *than*.

1. Athens is older ... Rome.
2. I don't watch television as much ... you.
3. You get up earlier ... I do.
4. Your friend isn't as clever ... he thinks.
5. France is smaller ... Germany.
6. Mexico isn't as big ... Canada.
7. He can't wait longer ... an hour.
8. He knows physics better ... you.

Exercise 22. Compare the two persons using *as ... as* or *not so (as) ... as* according to the model.

Model: Bruce was born in 1991. Kevin was also born in 1991. – Kevin is as old as Bruce.

Paul is handsome. Andrew isn't very handsome. – *Andrew is not as handsome as Paul.*

1. Sally is 17. Jane is 17 too. Sally
2. This summer is unusually hot. Last summer was just warm. Last summer
3. This text is hard to translate. That text was simpler. This text
4. Tom and Diane have just married. They are both happy. Tom
5. Ann is very pretty. So is Nancy. Nancy
6. Gary's jokes are smart. So are Dan's. Dan's jokes ...
7. My room is bigger than yours. Your room

isn't 8. She got up at 6 a.m. today. I got up at 6.30 a.m. I 9. It is warm today. Tomorrow it will be warm too. Tomorrow it

Exercise 23. Put the adjective in brackets into the corresponding form of comparison. Then give true answers.

1. Which is (*big*): the Earth or the Moon? 2. Which weighs (*much*): gold or silver? 3. Is Moscow an (*old*) capital city than Kiev? 4. What is (*important*) thing to do when learning a foreign language? 5. Who was (*famous*) woman Prime Minister in Britain? 6. Which is (*large*) city in the world? 7. What is (*high*) speed developed by modern trains? 8. Is wood a (*good*) conductor of electricity than rubber?

Think of your own questions and ask your partner three such questions.

Exercise 24. Fill in the gaps using the superlative (-est / most / least) or comparative (-er / more / less) degree.

Model: This book is more interesting than the one I read last week.

1. This is the (*strange*) book I have ever read. 2. We stayed at (*expensive*) hotel in Berlin. 3. Our room was (*comfortable*) than we thought it could be. 4. Our motel was (*cheap*) than all the others in the countryside. 5. It's a scandal! Felicia isn't (*well paid*) as her male colleagues. 6. He's the (*good*) salesman we've ever employed. 7. The Everest is (*high*) mountain in the world. It is (*high*) than any other mountain. 8. It was a terrible day. It was (*bad*) day of my life. 9. Which is the (*short*) way to get from the city centre to the Academy? 10. My grandparents had three daughters. My mother was (*young*) of them. 11. Our new boss is (*easy*) to deal with than our old one.

Exercise 25. Translate the sentences with *most* and *mostly* in different meanings.

<p>більшість; велика кількість; найбільш; дуже; головним чином; більш за все</p>

1. *Most* elements exist in different forms. 2. Uranium is *mostly* used as atomic fuel. 3. Titanium is a *most* useful construction material. 4. Of

all the transportation means railways remain by far the *most* important. 5. *Most* of all I was afraid of being late. 6. He is ten at the *most*. 7. The neutrons and protons represent *most* of the mass of the atom.

Exercise 26. Translate these sentences.

1. Його волосся біле як сніг. 2. Він мій старший брат. 3. Ми маємо значно більше даних, ніж вони. 4. Які співаки найпопулярніші у вашій країні? 5. Ваша машина не така швидкісна, як моя. 6. Він удвічі старше своєї дружини. 7. Де найближча зупинка автобуса? 8. Її брат такий же високий, як вона. 9. Ця обручка дорожча за ту. 10. Ми зупинилися у найгіршому готелі. Давайте переїдемо до кращого готелю. 11. Чи не могли б ви порадити найкращий ресторан? 12. Чим довше вона говорила, тим менше я розумів.

Exercise 27. Read a postcard, which a girl wrote to her mother. Write your own card to someone on some occasion using the adjectives in superlative and comparative degrees. Then decide whose card is the funniest, the most interesting and the most original of all.

To my mother,

You are the best mother in the whole world. You are the smartest, the brightest, and the funniest of all mothers. You are the nicest friend I've ever known. You are the most wonderful and definitely the least strict. No mum in the world is better than you. You are the greatest mother of all. I love you very, very much!

Love, Sandy

Exercise 28. Compose questions and give true answers.

*Model: What / good gift / you have ever received? – What is **the best** gift you've ever received?*

1. What / smart person / you have ever known? 2. What / nice place / you have ever seen? 3. What / valuable invention / a man has ever made? 4. What / bad experience / you have ever had? 5. What / interesting book / you have ever read? 6. What / mysterious thing / you have ever heard of?

Nouns: Countable and Uncountable Plural and Singular

(Зліченні та незліченні іменники. Однина і множина)

Іменники поділяються на зліченні та незліченні.

Зліченні іменники мають однину та множину, перед ними можуть стояти неозначений *a (an)* або означений *the* артиклі.

Однина: *a flower, one week, the place, this shop.*

Множина: *some flowers, two weeks, many places, these shops.*

Утворення множини іменників, що закінчуються на:

-s/-sh/-ch/-x/-o + es: *bus – buses, church – churches, tomato – tomatoes*

Але! *photos, pianos*

y → ies: *baby – babies*

Але! **-ay/-ey/-oy + s:** *day – days, monkey – monkeys*

-f/-fe → ves: *shelf – shelves, life – lives, wife – wives, knife – knives*

Але! *roofs, chiefs, safes*

Іменники грецького та латинського походження:

basis – bases

stimulus – stimuli

analysis – analyses

phenomenon – phenomena

axis – axes

minimum – minima

crisis – crises

maximum – maxima

formula – formulae

datum – data

Особливі випадки:

a man – men

a goose – geese

a woman – women

a tooth – teeth

a child – children

a foot – feet

a fish – fish

a mouse – mice

a sheep – sheep

a penny – pence (сума грошей)

a deer – deer

It costs 16 pence.

an ox – oxen

Але: *pennies (монети)*

a person – people

Pennies are made of bronze.

Незліченні іменники позначають сфери діяльності та галузі дослідження, матеріали, рідини, їжу, природні явища, абстрактні

поняття тощо: *education, economics, water, bread, weather, knowledge, politics, luggage, progress, research, money, vacation, evidence, fruit, hair, information, news, advice, furniture.*

Вони зазвичай не мають форми множини та не вживаються з артиклем *a (an)* (можливе вживання *the, some*).

No news is good news. Time is money. He never listens to advice.

Незліченні іменники також можуть виділятися як одиничні: *a glass of water, a loaf of bread, a piece of cheese, a cup of tea, a bottle of milk, a can of oil, an interesting item of news, a bit (word) of advice, pieces of luggage, scraps of information.*

Деякі іменники не мають однини і вживаються частіше у множині: 1) *cattle, police, crew, the British.*

*The police **were** called.*

*In 1581 **the Dutch** declared **their** independence from Spain.*

2) парні іменники: *shorts, scissors, pants, glasses, trousers, jeans.*

*The pants **are** in the drawer. A pair of pants **is** in the drawer.*

3) *clothes, congratulations, contents, funds (=money), outskirts, savings, thanks, troops, wages.*

***Congratulations** on your new job.*

*She lives on the **outskirts** of Cambridge.*

Слова, що позначають групу людей, можуть вживатися як в однині, так і у множині: *class, club, committee, family, firm, government, group, team, army, crowd, jury, majority, minority, public, school, union.*

*Our team **is/are** going to win the game.*

*The family **was (were)** happy to hear the news.*

Іменники, які мають у множині додаткове значення:

<i>Однина</i>	<i>Множина</i>
<i>arm</i> – рука	<i>arms</i> – зброя
<i>colour</i> – колір	<i>colours</i> – прапор
<i>custom</i> – звичка, звичай	<i>customs</i> – митниця
<i>good</i> – добро	<i>goods</i> – товар
<i>iron</i> – залізо	<i>irons</i> – наручники
<i>rain</i> – біль	<i>rains</i> – зусилля

scale – масштаб
work – робота

scales – вага, терези
works – завод

Exercise 29. Write the nouns in plural if possible. Find ten uncountable nouns.

Flower, umbrella, family, boat, address, foot, health, woman, knife, holiday, city, sandwich, potato, tie, photo, day, datum, date, life, bus, hair, fun, joke, ice, light, ticket, wallet, credit card, air, lighter, laugh, suitcase, sunshine, happiness, branch, label, oil, advice.

Exercise 30. Offer your guests something to drink or to eat.

Model: Would you like a glass of juice? Would you like some juice?

For ideas: cheese, chocolate, coffee, beer, biscuits, candy, bread, meat, salad, wine, tea, pizza.

Exercise 31. Fill in a (an) or some.

1. I need ... money. I want to buy ... food. 2. We met ... interesting people at the party. 3. I'm going to open ... window to get ... fresh air. 4. She didn't eat much for lunch. Only ... apple and ... bread. 5. I'm going to make ... table. First I need ... wood. 6. We live in ... big house. There's ... nice garden with ... beautiful trees. 7. Listen to me carefully. I'm going to give you ... advice. 8. I want to write a letter. I need ... paper and ... pen.

Exercise 32. Choose the correct noun either in singular or in plural.

1. I'm going to buy some new *shoe/shoes*. 2. Martin has got brown *eye/eyes*. 3. Paula has got short black *hair/hairs*. 4. The tourist guide gave us some *information/informations* about the town. 5. We're going to buy some new *chair/chairs*. 6. We're going to buy some *new furniture/furnitures*. 7. It's difficult to get a *work/job* at the moment. 8. We had *lovely weather/a lovely weather* when we were on holiday.

Exercise 33. Translate the sentences.

1. Я ніколи не п'ю багато води. 2. Ваша інформація дуже важлива. 3. Мені потрібно багато грошей. 4. У кімнаті було багато меблів. 5. Де мої ножиці? 6. Йому потрібні окуляри, але він не може їх знайти. 7. На вулиці було багато людей і машин.

8. Де ваш багаж? 9. Я чув якийсь шум хвилину тому. 10. Будь ласка, переглянь цю газету. Там є цікаві новини. 11. Ваше волосся занадто довге. 12. В неї багато роботи.

Indefinite (Simple) Tense (Часи групи *Indefinite*)

PRESENT	PAST	FUTURE
<i>I, you, we, they work</i> <i>He, she, it works</i>	<i>worked</i> <i>went (2 форма)</i>	<i>will work</i>
NEGATIVE		
<i>I don't work</i> <i>He, she, it doesn't work</i>	<i>didn't work</i>	<i>will not (won't) work</i>
INTERROGATIVE		
<i>Do you work...?</i> <i>Does he, she, it work...?</i>	<i>Did he work...?</i>	<i>Will you work...?</i>

Present Indefinite (Simple) Tense

Вживається для позначення дії, яка трапляється звичайно, регулярно у теперішньому часі, або для констатації позачасових фактів та явищ. Часто використовуються такі обставини: *always, often, seldom, rarely, sometimes, usually, every day, never, frequently, as a rule.*

I usually get up early. – Я звичайно встаю рано.

The Sun rises in the East. – Сонце встає на сході.

Exercise 34. Make the sentences negative and interrogative.

1. He always comes home late in the evening. 2. I often visit my parents. 3. They study every day. 4. We learn English. 5. They speak English very well. 6. We usually go to the seaside on holiday. 7. My little brother likes cocoa with cereals.

Past Indefinite (Simple) Tense

Вживається для позначення одноразових або послідовних дій у минулому. Використовують такі обставини минулого часу: *last month, some days ago, yesterday, long ago, the day before yesterday*

та ін. Також вживається у питальних реченнях, що починаються з *when, what time*.

I worked hard and finally won the prize.

When did you see her last?

Exercise 35. Read the verbs paying attention to different pronunciation of the *-ed* suffix.

[t]	[d]	[id]
like – liked	phone – phoned	state – stated
reap – reaped	play – played	end – ended
hope – hoped	cry – cried	fade – faded
miss – missed	snow – snowed	want – wanted
work – worked	tie – tied	spot – spotted
pack – packed	try – tried	upgrade – upgraded

Exercise 36. Name the Past Simple of the following verbs.

Go, help, study, read, ask, give, play, come, fly, begin, get.

Exercise 37. Make these sentences negative and interrogative.

1. I went to London last year. 2. He helped his brother yesterday. 3. They studied at the University ten years ago. 4. He read adventure books in his childhood. 5. She gave me some pictures yesterday.

Future Indefinite (Simple) Tense

Вживається для позначення майбутніх дій. У сучасній мові допоміжне дієслово *will* вживається для всіх осіб (але *shall* для першої особи може вживатися в офіційному стилі). Використовуються такі обставини: *tomorrow, in a year, next week, soon, the day after tomorrow* та ін.

We will take exams in June.

I will go to Kiev next month.

Exercise 38. Make these sentences negative and interrogative.

1. They will live in the country in summer. 2. We will play tennis next weekend. 3. She will study at college next year. 4. They will have a very important match next Saturday. 5. She will leave school in a year.

Exercise 39. Say the sentences in the Past and Future Simple, adding the appropriate time guide. Beforehand, revise the forms of irregular verbs: *come, go, have, read, take, begin, leave, swim, tell, and know.*

1. I usually come to the Academy at nine. 2. He goes to work by metro. 3. I don't often take books from the library. 4. My friend leaves for Moscow. 5. My son tells me everything. 6. The little boy skates well. 7. The girl learns to dance. 8. He doesn't swim at all. 9. I play tennis every Thursday. 10. We know many English words. 11. She often helps her mother about the house. 12. I study at college.

Exercise 40. Change the verbs in brackets in accordance with the context.

1. My friend (*work*) at a factory. 2. Our group (*go*) to the theatre next month. 3. My mom (*graduate*) from the Academy 15 years ago. 4. I (*come*) home later than usual yesterday. 5. He (*read*) the book about Robinson Crusoe in his childhood. 6. Schoolchildren (*have*) the longest holidays in summer. 7. The great Russian poet A.S.Pushkin (*be born*) in 1799. 8. The teacher (*ask*) the new grammar rule at the next lesson. 9. My little sister usually (*sleep*) till 10 o'clock. 10. My mother (*celebrate*) her birthday two days ago.

Exercise 41. Match a line in A with a line in B. Put the verb in A into the Present Simple and the verb in B into the Past Simple.

A	B
a I usually (<i>work</i>) eight hours a day, but	1 last summer we (<i>stay</i>) in a hotel.
b Ann usually (<i>drive</i>) to work, but	2 last weekend they (<i>play</i>) tennis.
c Max usually (<i>watch</i>) TV in the evenings, but	3 yesterday I (<i>start</i>) at 9 a.m. and (<i>finish</i>) at 9 p.m.
d Ann and Max usually (<i>go</i>) sailing at weekends, but	4 last year it (<i>snow</i>) for three months.
e It usually (<i>rain</i>) a lot in winter, but	5 yesterday she (<i>walk</i>).
f Max and I usually (<i>go</i>) camping in August, but	6 yesterday evening he (<i>listen</i>) to music.

Exercise 42. Complete the sentences with the positive form of the verb. Remember the past form of irregular verbs.

Model: I didn't go to New York, I went to Chicago.

1. We didn't meet Jim, we ... Max. 2. He didn't leave last Tuesday, he ... last Thursday. 3. We didn't see Alice, we ... Marry. 4. They didn't buy a Volvo, they ... a Saab. 5. You didn't know the answer, Tom ... the answer. 6. I didn't lose my passport, I ... my ticket. 7. We didn't have white wine, we ... red wine. 8. He didn't write a letter, he ... a postcard. 9. The film didn't begin at 6.30 p.m., it ... at 7.30 p.m. 10. Shakespeare didn't write music, he ... plays. 11. Christopher Columbus didn't discover India, he ... America. 12. Beethoven didn't come from Paris, he ... from Germany. 13. Leonardo da Vinci didn't live in Germany, he ... in Italy. 14. The USA didn't win the last Football World Cup, Italy ... it.

Exercise 43. Put the verbs into the Past, Present or Future Simple.

My friend Jack is 35. He (*leave*) Britain when he was 20 and (*go*) to Italy. He (*work*) in Naples for eight years, then he (*move*) to Rome. There he (*meet*) Antonella. They (*get*) married in 2001 and now they (*live*) in Florence. Jack (*teach*) English in a language school. And what Antonella (*do*)? She (*sell*) computer software. But she is going to leave her job because in six months she (*have*) a baby. They are both very happy.

Exercise 44. Translate the sentences.

1. Він працює на заводі. 2. Він вчився у коледжі багато років тому. 3. Вона добре грає в теніс. 4. Я прочитав цю книгу на тому тижні. 5. Ми любимо добрі фільми. 6. Я відповів на ваше запитання кілька хвилин тому. 7. Куди ми поїдемо? 8. Вона не працює в школі. 9. Ти дивився телевізор учора? 10. Я прийду завтра. 11. Ви розмовляєте англійською? 12. Ви добре розмовляєте французькою. 13. Ти не допоміг мені вчора. 14. Ми не будемо завтра вчитись. 15. Ми не говорили про це. 16. Вони не живуть у цьому домі. 17. Куди ви їздили минулого літа? 18. Я не бачив його вчора. 19. Їх діти ходять до школи? 20. Ми поїдемо влітку до Москви. 21. Ви підете додому?

READING AND DISCUSSION

Active Vocabulary

- railway** – *n* залізниця (*AmE railroad*); *rail* – *n* рейка, залізниця
- travel** – *n* поїздка, подорож; *v* їхати, подорожувати; *traveller* – *n* пасажир
- choose** (*chose, chosen*) – *v* вибирати
- prefer** – *v* надавати перевагу
- means** – *n* засіб; *by means of* – за допомогою
- combine** – *v* поєднувати, єднати; *syn unite*
- safety** – *n* безпека, надійність; *safe* – *adj* безпечний, надійний
- superior** – *adj* найкращий, переважаючий; *have no superior* – не мати рівних
- important** – *adj* важливий, значний
- carry** – *v* везти, нести; *carry freight (goods)* – перевозити вантажі
- account (for)** – *v* відповідати за, звітувати; *account* – *n* звіт, рахунок
- different** – *adj* різний; *differ from* – *v* відрізнятися від
- place** – *n* місце, місцезнаходження; *v* розміщувати; *take place* – відбуватися, мати місце
- develop** – *v* розвивати(ся), розроблювати, створювати;
- development* – *n* розвиток, досягнення, розробка
- realize** – *v* розуміти, усвідомлювати, виконувати
- challenge** – *n* виклик, проблема; *meet the challenge* – стикатися з проблемою, відповісти на виклик
- engine** – *n* локомотив, двигун; *steam engine* – паровий двигун
- invention** – *n* винахід; *invent* – *v* винаходити; *inventor* – *n* винахідник
- attempt** – *n* спроба; *v* пробувати
- carriage** – *n* вагон; *syn car, coach*
- construct** – *v* будувати, конструювати; *syn build*
- call** – *v* звати, називати
- load** – *v* завантажувати; *n* навантаження
- power** – *n* сила, потужність, енергія; *v* постачати енергію;
- powerful* – *adj* потужний; *tractive power = traction* – тягова сила, тяга
- successful** – *adj* успішний, вдалий; *success* – *n* успіх; *be a success* – мати успіх

offer – *v* пропонувати; *n* пропозиція
be in wide use – широко використовуватися
connect – *n* з'єднувати *syn link*
skill – *n* вміння, майстерність
doubt – *n* сумнів; *v* мати сумнів
possibility – *n* можливість; *possible* – *adj* можливий
in terms of – з точки зору, стосовно; *term* – *n* термін, період, семестр; *terms* – *n* умови
volume – *n* об'єм, маса
complete – *v* закінчувати
get an access to – одержати доступ до
change – *v* змінювати; *n* зміна
rank – *v* займати місце
be over – закінчитися, підходити до кінця
compete (against) – *v* змагатися; *competition* – *n* змагання, конкуренція; *competitor* – *n* конкурент; *competitive* – *adj* конкурентний
due to – *prep* завдяки, внаслідок; *syn thanks to*
high-speed train – високошвидкісний потяг; *syn fast train; ant slow train*
resemble – *v* походити, мати схожість

IRREGULAR VERBS

<i>Infinitive</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Translation</i>
be	was, were	been	бути, знаходитися
break	broke	broken	ламати
build	built	built	будувати
do	did	done	робити, виконувати
draw	drew	drawn	тягнути, малювати
have	had	had	мати
hear	heard	heard	чути
meet	met	met	зустрічати(ся)
run	ran	run	бігти, рухатися, керувати
say	said	said	говорити, сказати

Exercise 45. Read and translate the following combinations.

By means of railroads; the safest means of travel; to run much faster than; to develop a speed; to develop a new method; due to the advanced technologies; to run a factory; to operate well; to be far slower and lighter; much more comfortable than; not so important as; thanks to new developments; the most powerful modern locomotives; to introduce electricity as tractive power; the introduction of diesel traction; to be ready to meet the challenges; the passenger and freight service; the invention of a steam engine; to draw a train; to be the backbone of any country's economy; to be as successful as; to compete successfully; in terms of construction speed; to combine comfort and safety; to resemble aircraft in design.

Exercise 46. Match the words in the left column with the corresponding synonyms in the right one.

Goods, to be over, means of transport, safe, to resemble, high speed, to draw, to think, travel, to run, to build, thanks to, competition, to develop, to offer.

Freight, to come to an end, fast, to pull, to operate, to propose, to construct, due to, to invent, contest, to consider, journey, reliable, vehicle, to be like.

Exercise 47. Pre-text discussion.

Do you know which country was the birthplace of railways? What did first trains and carriages look like? When was 'the golden age' of railway? What would you say about its present and future? Why are railways important for the national economy?

Text

**FROM THE HISTORY OF RAILWAYS:
200 YEARS OF PROGRESS**

Millions of people all over the world spend their time travelling either for pleasure or on business. Some choose automobiles for comfort and mobility; others prefer air travel especially if the distance is long and time is short. Anyway, railway is by far the most popular means of travel. In combining speed, comfort, safety and perfect service railways have no superior. But their most important function is to

carry freight. Railways account for a major part of freight transportation, being, in fact, the backbone¹ of the national economy.

The world is now a very different place from when railways were developed. In May 2004 Britain's National Railway Museum in York organized festivities to commemorate² the birth of the world's first steam locomotive 200 years ago. The idea behind Railfest 2004 was to track the progress of rail transport from Richard Trevithick's locomotive of 1804 to Britain's new flagship³ Pendolino train. To better realize the challenges for modern railways, let us also look back at their start.

The first trains were drawn by horses and transported such products as coal, ore and timber in mines and factories. Later on, the horse railways were used as passenger transport in large cities. However, the boom years of early railways began with the invention of the steam engine at the end of the 18th century. One of the first attempts to use the steam engine for trains was made in 1808 by Richard Trevithick, an English engineer, who demonstrated his working model in London. This locomotive was looked at with great interest when it ran on a circular track of iron rails. For a shilling the public could travel in a carriage drawn by the steam engine. The locomotive was called '*Catch-me-who-can*', and people could really catch it because it developed only 12 miles per hour (mph). The locomotive was too heavy and finally broke the rail, thus ending Trevithick's career as an inventor. Yet, he can be rightly credited⁴ as the father of steam locomotive.

At about the same time, George Stephenson, an engineer of the coalmine of Killingworth, England, constructed the engine called *Locomotion*. This locomotive was much smaller and lighter than the steam locos developed later on, and it was much slower. However, it could draw a small train of loaded cars on the railway and developed an unheard-of speed of 13mph (21km/h). Stephenson was also the builder of the world's first public railway – *the Stockton & Darlington Railroad* (1825) using both steam and horses as tractive power. It began regular service with the only locomotive every day except Sunday.

Yet, Stephenson's really big triumph came in 1825 when he was asked to build another railway, now steam-powered, between Liverpool and Manchester. It was the first truly successful passenger railway in the world. The company offered a prize of 500 pounds for the best steam train. The prize was won by George Stephenson with his famous train *The Rocket*, which is now in London's Science museum. It



Rocket as preserved in the Science Museum, London

could travel at 29mph, which was very fast at that time. Soon the steam-powered railways were already in wide use. By 1854 every town of any size in England was connected by rail.

The invention of steam locomotives made the railway the first and the most important means of mass transportation. In fact, until the invention of the motorcar in the early 20th century, railway had a monopoly on land transport.

The first two steam locomotives built in Russia were made by the Cherepanovs, father and son, who were skilled mechanics in the Urals (1835). Many people had doubts about the possibility of using steam engines in the Russian winter. In 1837 the first public railway – a 15-mile line between St Petersburg and Tsarskoe Selo was built. In 1891 Trans-Siberian railway construction began which in terms of construction speed (12 years), length (7500km), and volume of work completed was the largest in the world. Europe got an access to the Pacific Ocean via Asia.

Since that time many changes have taken place on railways. At present, the total length of the Ukrainian railway system is 22,800 km ranking fourth in the world after Russia, the United States and Canada.

Sometimes one can hear that the 'golden age' of railways is over because we live in the age of high technologies and super-high speeds. Modern railways are ready to meet these challenges. They compete effectively in the transportation market of the new global economy. Due to computer technologies high-speed trains become more and more 'intelligent'. They resemble aircraft in design, fully automated

operation and speed (the world speed record now is 581 km/h). Advances in rail transportation will make the trains still more powerful, and our travel more comfortable with each coming decade.

¹ *backbone* – основа, стержень

² *festivities to commemorate* – свята на честь чого-небудь

³ *flagship* – флагман

⁴ *he can be rightly credited* – його можна по праву назвати

Exercise 48. Complete the sentences according to the text.

1. Railways are of great importance to a country because 2. The very first railways used ... and transported 3. People could catch Trevithick's locomotive because 4. ... built a successful steam locomotive 'The Rocket'. 5. The boom years of early railways began with the invention of 6. Stephenson constructed his 'Rocket' for the railway between 7. Stephenson's locomotive won 8. Thanks to Russia was one of the first countries to use steam as 9. Nowadays railways ... effectively in the transportation market. 10. Modern railways are ready to meet ... of the age of super-high speeds. 11. By now ... is 581km/h. 12. The Ukrainian railway system ranks ... in the world. 13. ... technologies will make our trains still more powerful. 14. High-speed trains resemble ... in design, fully automated operation and speed.

Exercise 49. Scan the text for the numbers and names mentioned below. Be ready to comment on them.

Railfest 2004; Pendolino; 'Catch-me-who-can'; coalmine of Killingworth; Stockton & Darlington; 'Rocket'; Richard Trevithick; 500 pounds; 29mph; George Stephenson; the Cherepanovs; a 15-mile line; the length of 7500 km; 22,800 km; 581km/h, 12 years.

Exercise 50. Answer the questions.

1. What is the most important function of railways? 2. What part do railways play in the national economy of a country and why? 3. What are the advantages and disadvantages of railways? 4. What was the idea behind the Railfest 2004 in York? 5. What were the early railways like? What were they used for? 6. What invention caused the boom years of railway development? 7. Was Trevithick's attempt to use steam engine for a train a success and why? 8. When was the first

successful steam locomotive built? What did it look like? 9. Where was the first truly successful passenger railway built? 10. Who built the first public railway? Where did it take place? 11. Who invented the first steam locomotive in Russia? 12. What was the most challenging railway project of the end of the 19th century? 13. Is the 'golden age' of railways over? Prove your point of view. 14. What are the main challenges for modern railways? 15. What changes will take place on railways in future? 16. What is the total length of Ukrainian railway system? 17. What is the speed record for modern high-speed trains?

Exercise 51. Make up a short story on one of the suggested topics using word combinations in brackets.

1. The importance of railways (*play an important part; carry people; transport freight; economic and political development; the most popular means of travel; combine speed, comfort and safety; the backbone of a country's economy*).

2. The first steam locomotives (*the first attempt to use steam engine; invent a successful steam locomotive; be small and light; not so fast as; draw trains; develop a speed*).

3. The future of railways (*compete; great changes; take place; run powerful locomotives; comfortable cars; develop super-high speeds; intelligent trains operated by electronic computers; introduce advanced technologies; resemble aircraft*).

Exercise 52. Read the following text and put the linking words on the right in the correct place in each paragraph. The linking words are in the right order.

The Advantages and Disadvantages of Travelling by Train

1. Travelling by train has many advantages. There are no stressful traffic jams, and trains are fast and comfortable. You can use the time in different ways. You can just sit and read, or relax and watch the world go by. You can work, or you can have a meal or a snack in the buffet car. And, what is most important, you don't depend on the weather.

First of all
Also
For example
Besides

2. Travelling by train also has some disadvantages. It is expensive and the trains are sometimes crowded and delayed. You have to travel at certain times and trains cannot take you from door to door. You need a bus or a taxi to take you to the railway station.

*However
For one thing
What is more
For example*

3. I prefer travelling by train to either flying or driving. I feel more relaxed when I reach my destination.

*Despite the disadvantages
Because*

CONVERSATIONAL PRACTICE

Exercise 53.

a) Work in pairs. Practise the dialogue.

At the Railway Ticket Office

A: Good morning. Can I help you?

B: Yes, please. I want to go to Edinburgh. When's the next train?

A: Let me see. There's one at 10.42. You change at Doncaster. And there's another at 11.15.

B: Is that direct, or do I have to change?

A: That's direct.

B: What time does it arrive?

A: It gets in at ... 14.10.

B: Right. I'll have a return ticket, then, please.

A: When are you coming back? Are you coming back today?

B: No, tomorrow.

A: Ah, so you don't have a day return. You need a period return. That'll be £8.40.

B: Can I pay by credit card?

A: Yes, certainly.

B: Here you are. Which platform does it leave from?

A: Platform 3.

B: Thanks a lot.

A: Goodbye.

b) Put the lines of the conversation in the correct order and role-play the dialogue.

A: Hello. I'd like a ticket to Newcastle, please.

A: I want to come back this evening, so a day return.

C: How do you want to pay?

A: Return, please.
 C: Here's your change and your ticket.
 C: Single or return?
 A: Twenty, forty, sixty pounds.
 C: Day return or period return?
 A: Cash, please.
 C: Forty-eight pounds fifty, please.
 A: Thank you.

c) **Work in pairs. Imagine it is 11a.m. Student A works in a railway ticket office. Give Student B the information he/she wants.**

Trains to Bristol		
<i>Depart</i>		<i>Arrive</i>
11.25	Change at Derby	12.35
11.50	Direct	12.50
Tickets		
<i>Single</i> £13.50 <i>Day return</i> £19.00 <i>Period return</i> £22.40		

WORD BUILDING

Noun suffixes: *-er (-or), -ion (-sion, -tion, -ation), -ance(-ence), -ist, -ant*
 Adjective suffixes: *-ant (-ent), -able (-ible)*
 Adverb Suffix: *-ly*

Exercise 54. Translate the following groups of words paying attention to the suffixes.

a) Discuss – **discussion**; combine – **combination**; introduce – **introduction**; conduct – **conductor** – **conduction**; calculate – **calculator** – **calculation**; produce – **producer** – **production**; compete – **competition** – **competitor**; invent – **invention** – **inventor**; load – **loader**

b) Differ - **difference** – **different**; depend – **dependence** – **dependent**; assist – **assistance** – **assistant**; attend – **attendance** – **attendant**; exist - **existence** – **existent**

c) Respond – **responsible**, account - **accountable**, convert - **convertible**, divide – **divisible**, compare – **comparable**, change –

changeable, access – accessible, depend – dependable, comfort – comfortable.

Eat – eatable, teach – teachable, understand – understandable, buy – buyable, recommend – recommendable, punish – punishable, read – readable, break – breakable, win – winnable, work – workable.

Exercise 55. Try to build as many derivative words as possible from the root verbs using the suffixes of nouns and adjectives.

Construct, prefer, exhibit, combine, load, resemble, transport, demonstrate, appear, connect, follow, consider, educate, depend, change, break, run, invent, impress, develop, carry, account, travel.

Exercise 56. Express the following in one word denoting the doer of the action.

Model: one who sells matches → a matchseller

One who drives an engine, one who owns a house, one who operates traffic, one who does wrong, one who rises early, smth that opens cans, smth that washes the floor, smth that kills noise, smth that locates sound, smth that kills pain, one who travels through time.

Exercise 57. Add one of the suffixes to the following words to name a person's profession. You will have to change some of the words a little.

Noun suffixes to name a person who does a job	<i>-er</i> farmer	<i>-ian</i>	<i>-ist</i>	<i>-ant</i>
-----------------------------------------------	----------------------	-------------	-------------	-------------

Music, art, farm, manage, photograph, garden, science, politics, electric, drive, mend, academy, physics, mathematics, chemistry, magic, account.

b) Let's play a guessing game. Think of one of the jobs, but don't tell the rest of the group. They should ask you Yes/No questions to find out what the job is.

Model: Do you ... (work inside, earn a lot of money, work regular hours, in shifts)? Do you have to ... (wear a uniform, use your hands, answer the phone)?

mouse. Can you complete the following similes with *blind, wet and cool*? Find the Ukrainian equivalents.

1. Johnny was as ... as a drowned rat after being caught in the rain.
2. Dad's knocked his head against the bookshelf again. He's as ... as a bat.
3. Jane is as ... as a cucumber – she'll stay absolutely calm even in the worst crisis.

Exercise 61. Join the adjectives on the left with the corresponding nouns on the right to get a popular English saying. Make sentences with the word combinations.

as busy as	a bee
as white as	Adam
as easy as	gold
as good as	snow
as safe as	ABC
as heavy as	the Bank of England
as old as	a hatter
as mad as	lead

Do you know that...

- English has the largest vocabulary with approximately 500,000 words and 300,000 technical terms?
- 85% of the world's mail and 90% of the world's electronic systems are in English?
- one out of five of the world's population speaks English with some degree of competence?
- the oldest written language is Egyptian?
- Cambodian has the most letters in its alphabet – 72?
- there are two million speakers of Esperanto (artificial language created in 1887) in the world?
- a big family of Indo-European languages includes the following groups: German (English, German), Roman (French, Italian, Romanian), Slavonic (Russian, Polish, Slovenian), Baltic, etc.

UNIT 2

Grammar: Possessive Case of Nouns

Articles

Imperative Sentences

Prepositions of Time and Place

Questions

Indefinite (Simple) Tense in the Passive

Modal Verbs *Can, May, Must* and their equivalents

Text: The Basics of Economics

Supplementary text A: Today's Mixed Economies

Supplementary text B: Breaking into New Markets

Word Building: -ure (-ture), -ment, -ness; -less, -ful, -ly

READING RULES

ГОЛОСНА + r (III)				
a + r	e + r	i, y + r	u + r	o + r
[a:]	[ə:]	[ɛ:]	[ɔ:]	[ɔ:]
<u>far</u>	<u>her</u>	<u>sir</u> , <u>myrtle</u>	<u>fur</u>	<u>nor</u>

Exercise 1.

a) Read the following words.

Car, north, her, bird, myrtle, turn, sport, verb, first, far, burn, short, stir, sir, thirst, star, merge, dirt, bar, arc, part, sharp, hard, third, harm, serve, service, shirt, skirt, nurse, darling, serf, fir, worker, dark, market, turbine, person, observe, eternal, surplus, surface, furnish, absurd.

b) Read the proverbs and think of the corresponding Ukrainian or Russian proverbs.

[ə:] An early bird catches the worm.

First come, first served.

As the workman, so is the work.

A a	[ɔ]	після w, qu у закритому складі	watch, quality
	[ɔ:]	після w, qu у закритому складі перед r	war, quarter
	[ɔ:]	перед l + приголосний	call, also, fall
	[ɔ:]	у сполученні з u	autumn
	[ɔ:]	перед w	law, saw

Exercise 2. Read the following words.

quantity	quarter	always	auction	paw
quality	warp	tall	bauxite	draw
watch	warn	false	August	awful
wasp	warm	small	cause	awkward
want	warning	hall	because	saw
wash	ward	bald	fault	raw
wand	reward	salt	auto	flaw
watt	war	already	Paul	lawn

a + th, ss, s (with consonants)

[a:]

['dra:ft] draft	['kla:sp] clasp
['kra:ft] craft	['pa:st] past
['ba:θ] bath	['a:sk] ask
['fa:ðə] father	['fa:sn] fasten

al + f, m

[a:]

['ha:f] half
['ka:f] calf
['a:mənd] almond
['ka:m] calm

GRAMMAR

Possessive Case of Nouns

(Присвійний відмінок іменників)

Присвійний відмінок іменників відповідає на питання *чий?* і позначає належність предмета до якої-небудь особи. Присвійний відмінок вживається:

- коли мова йде про людей та тварин: *my sister's name, my sisters' room, my mother-in-law's flat, the cat's tail, Charles's address, Kate and Alan's yacht (but: Sonia's and Ann's yachts)*;

- у деяких фразах, що позначають час, простір та кількість: *a month's holiday, two hours' walk, a mile's distance, today's newspaper, yesterday's business talks*;

- з назвами країн, міст, рік та словами *world, country, city, ship, earth*: *city's council, country's capital, world's population, ship's crew, London's galleries, the earth's surface*;

- для позначення місця, пов'язаного з людиною певної професії чи родичем: *Yesterday I was at my sister's.* – Вчора я був у моєї сестри. *I bought it at the butcher's yesterday.* – Я купив це вчора у м'ясній лавці.

Належність до неживого іменника виражається або за допомогою прийменника *of*: *the book of the film (not 'the film's book'), the top of*

the box (not *'the box's top'*), або за допомогою складного іменника:
the leg of the table (*the table-leg*).

Exercise 3. Replace the *of*-phrase by the noun in the Possessive Case.

The wife of Doctor Stanford, the elder sister of Helen, the friend of my brother-in-law, the best suit of my husband, the novels of Dickens, the answers of the students, the dress of the girl, the wishes of my friends, the tools of the workers, the distance of two miles, the population of London, the airport of Kharkiv.

Exercise 4. Build a word combination using –'s, –s' or ... of ...:

Model: the owner / that car – *the owner of that car*
the mother / Ann – *Ann's mother*

The new manager / the company, the result / the football match, the garden / our neighbours, the jacket / that man, the ground floor / the building, the top / the page, the children / Don and Mary, the daughter / Charles, the economic policy / the government, the cause / the problem, the husband / Catherine, the newspaper / yesterday, the husband / the woman talking to Mary, the birthday / my father, the name / this street, the car / the parents / Mike, the toys / the children, the wedding / the friend / Helen.

Exercise 5. Translate word combinations using the Possessive Case.

Книга мого друга, сукня сестри, стіл батька, дім бабусі, м'яч дівчат, школа сина, машина того чоловіка, дитина тієї жінки, паровоз Черепанових, у моєї бабусі (вдома), в перукарні, в булочній, діти моєї тітки, життя його батьків.

Exercise 6. Use the Possessive Case if possible.

Model: I stayed at the house of my sister. – *I stayed at my sister's house.*

1. What is *the name of this village*? 2. Do you like *the colour of this coat*? 3. Do you know *the phone number of Bill*? 4. *The job of my brother* is very interesting. 5. Write your name at *the top of the page*. 6. For me the morning is *the best part of the day*. 7. *The favourite colour of Paula* is blue. 8. When is *the birthday of your mother*? 9. *The house of my parents* isn't very big. 10. *The walls of this house* are

very thin. 11. The car stopped at *the end of the street*. 12. Are you going to play *the part of Sylvia* next week? 13. *The manager of the hotel* is on holiday at the moment.

Articles (Артикли)

<i>Невизначений артикль a (an)</i>	<i>Визначений артикль the</i>	<i>Без артикля</i>
Злічені іменники в однині, згадані уперше: <i>I have a house.</i> <i>The house is in the country.</i>	Незлічені та злічені іменники в однині та множині, коли мова йде про певний предмет або особу: <i>Where are the keys?</i>	Іменники у множині та незлічені іменники при узагальненні: <i>Milk is good for kids.</i> (Але: <i>The milk is in the fridge.</i>)
Представники народу, країни: <i>a French woman</i> <i>a Japanese worker</i>	Океани, моря, ріки; озера та гори у множині: <i>the Red Sea, the Atlantic Ocean, the Alps, the Andes</i> (крім озер у однині та гірських вершин <i>Lake Baikal, Mount Vesuvius</i>)	Абстрактні іменники: <i>freedom, happiness</i>
Деякі вирази кількості: <i>a few, a lot, twice a week, a pair of shoes, a little, forty miles an hour, a hundred</i>	Явища або поняття, єдині у своєму роді: <i>the earth, the Queen, the sun, the Moon</i>	Країни, назва яких складається з одного слова, континенти: <i>China, Europe, Asia</i>
Опис людей, предметів, місць: <i>She has a nice face.</i>	Країни, назва яких складається з більш ніж одного слова та частини світу: <i>the United States, the East</i> (Але: <i>Great Britain</i>)	Кількісні числівники після іменників: <i>World War One, Chapter three</i>

Професія, представник або предмет даного класу: <i>He is a manager.</i> <i>This is a table.</i>	Порядкові числівники: <i>the third chapter</i> <i>the First World War</i>	Вирази з видами транспорту та місця: <i>at home, in/to bed, at/to work, at/to school, by bus, by train, on foot</i>
Перед зліченими іменниками в однині після звороту <i>there is</i> .	Театри, музеї, газети та готелі: <i>the Bolshoi Theatre, the Hermitage, the Times, the Hilton</i>	Види спорту, пори року, науки: <i>soccer, autumn, physics</i>
Після слів <i>rather</i> (достатньо), <i>quite</i> (зовсім), <i>such</i> (такий) та <i>what</i> (що за): <i>such a nice girl, quite a young man, what a fine model!</i>	Певна група, клас людей, сім'я: <i>the unemployed, the Petrovs</i>	Планети, сузір'я: <i>Venus, Mars, Milky Way</i>
	Перед прикметниками у найвищому ступені: <i>He was the smartest of all three brothers.</i>	

Exercise 7. Fill in *a/an* or *the* if required.

1. Amanda is ... student. When she finishes her ... studies, she wants to be ... journalist. She lives with ... two friends in ... flat near ... college where she is studying. ... flat is small but she likes it. 2. It's ... nice morning. Let's go for ... walk. 3. What is ... largest city in ... Canada? 4. I like ... this room but I don't like ... colour of ... carpet. 5. Can you recommend ... good restaurant? 6. We had dinner in ... most expensive restaurant in ... town. 7. Excuse me, please. Can you tell me how to get to ... airport? 8. I'm going away ... next week. 9. Could you close ... door, please? 10. I've got ... problem. Can you help me? 11. I'm just going to ... post-office. I won't be long. 12. There were no ... chairs, so we had to sit on ... floor. 13. ... my sister has just got ... job in ... bank in ... Manchester. 14. Where did you have ... lunch? 15. Rita is studying ... English and ... Maths this term. 16. Please give me ... cup of ... coffee with ... cream and ... sugar. 17. ... Lake Erie is one of ... five Great Lakes in ... North America. 18. We crossed ... Atlantic Ocean. 19. What did you eat for ... breakfast this morning? 20. Last night ... bird was singing outside my house. 21. ... chair you are sitting

in is broken. 22. Did you have ... nice holiday? – Yes, it was ... best holiday I've ever had.

Exercise 8. Choose the right word.

1. Where's *milk/the milk*? It's in the fridge. 2. I don't like *milk/the milk*. I never drink it. 3. We went for a swim in the river. *Water/the water* was very cold. 4. I don't like swimming in *cold water/the cold water*. 5. Excuse me, can you pass *salt/the salt*, please? 6. I like this town. I like *people/the people* here. 7. *Vegetables/The vegetables* are good for you. 8. I can't sing this song. I don't know *words/the words*. 9. I enjoy taking *photographs/the photographs*. It's my hobby. 10. He's afraid of *dogs/the dogs*. 11. *Women/the women* live longer than *men/the men*. 12. We had a very nice meal. *Vegetables/The vegetables* were especially good. 13. I like *skiing/the skiing* but I'm not very good at it. 14. Why are *people/the people* violent?

Imperative Sentences

(Наказові речення)

Стверджувальна форма: *Start the engine!* – Увімкни двигун!

Заперечна форма: *Do not (don't) stop here!* – Не зупиняйтеся тут!

Спонування до дії:

Let	me	read.	Давай я прочитаю.
	him		Нехай він читає.
	her		Нехай вона читає.
	us		Давайте прочитаємо.
	them		Нехай вони читають.
	the student		Нехай студент читає.

Exercise 9. Translate the proverbs in the Imperative Mood.

1. Be slow to promise and quick to perform. 2. Never put off till tomorrow what you can do today. 3. Don't trouble trouble until trouble troubles you. 4. When in Rome, do as the Romans do. 5. Let bygones be bygones. 6. Let sleeping dogs lie.

Exercise 10. Translate the sentences in the Imperative Mood.

1. Їдьте!
2. Не їдьте!
3. Давайте поїдемо!
4. Дайте мені поїхати!
5. Нехай він їде куди захоче!
6. Нехай вона робить що захоче!
7. Дайте їм поїхати без проблем!
8. Подивіться на мене. Не дивіться на мене.
9. Вимкніть світло. Не вмикайте світла.
10. Вивчіть це правило. Не вчіть це правило.
11. Розкажіть мені все. Не розказуйте мені всього.
12. Заходьте! Не заходьте!

Exercise 11. Translate the sentences using either the Imperative Mood or a more polite form *will you, could you?*

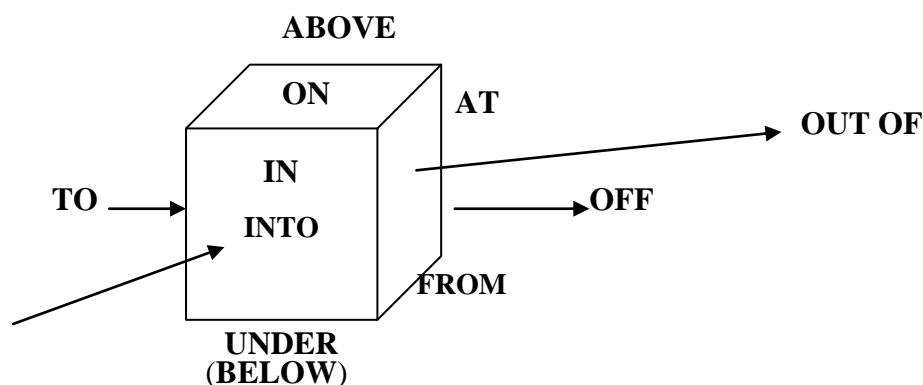
1. Зачиніть двері (ви заважаєте).
2. Зачиніть двері (будь ласка, протяг).
3. Перекладіть ці речення (контрольна робота).
4. Будь ласка, перекладіть цього листа.
5. Зустрінь мене на вокзалі, якщо зможеш.
6. Відкрийте рота (у стоматолога).
7. Чи не могли б ви відкрити вікно?
8. Слухайте уважно.
9. Послухай, будь ласка, цей запис.
10. Вийдіть!
11. Будь ласка, вийдіть, нам треба поговорити.

Prepositions of Time (Прийменники часу)

IN	in September, in July in summer, in winter in the morning/afternoon/evening in 2010 in a year, in two weeks' time (<i>через</i>)
ON	on Monday, on Sunday morning on the first of September on Christmas Day
AT	at 3 o'clock, at half past 8 at night, at noon, at midnight, at lunchtime at Christmas, at the weekend at the moment, at the same time at the age of 5
DURING	during the war, during the meeting (<i>нід час</i>)
FOR	for 5 years, for a week, for several minutes (<i>протягом</i>)
BEFORE	before lunch, before going to bed (<i>перед, до</i>)
AFTER	after lessons (<i>після</i>)

FROM ... TO (TILL)	from morning till night (з ... до ...)
BY	by 2 o'clock (до якогось часу)
SINCE	since my childhood (з якого-небудь часу)
WHILE	while I was reading (поки, у той час)

Prepositions of Place (Прийменники місця)



Exercise 12. Fill in the blanks with prepositions of time and place.

We are students. ... the morning we go ... the Institute. Our lectures begin ... 9 o'clock. We have no lectures ... Sundays. We take examinations ... January and June. We do not study ... summer. We come ... the classroom and sit down ... the tables. We take our books and notebooks ... the bags and put them ... the table. During the lesson we go ... the blackboard and write sentences ... it. When the lessons are over we go ... the classroom and go home. We usually come back ... the Institute ... 3 o'clock ... the afternoon.

Exercise 13. Translate the word combinations.

1. During the lecture, for 2 weeks, for a year, before the war, after classes, from Monday till Friday, since 10 o'clock, for two hours, while they were reading, by 10 o'clock, on Saturday morning, by the end of the week, on his holiday, on her birthday, at 12 o'clock, at night, in 15 minutes, in the evening, in winter, in July.

2. З ранку до вечора, під час канікул, о 9 годині, з 5 до 7, через 10 хвилин, у 1995 році, взимку та літом, у травні, вранці та ввечері, з понеділка по суботу, у вівторок, восени, через рік, через 5 днів,

вночі, під час уроку, після сніданку, перед зустріччю, цього (того, наступного) року, цього (того, наступного) тижня, у цьому (тому, наступному) місяці, протягом місяця, з 2008 року, з 5 години дня, в 5 років.

3. На столі, за столом, у столі, під столом, над столом, між столами, із столу, перед столом, позаду столу, до столу, від столу.

Exercise 14. Put *while, during, or for* into each gap.

1. My uncle died ... the war. 2. The phone rang ... I was having supper. 3. I lived in Paris ... several years. 4. ... I was in the Crimea I made a lot of friends. 5. I was in hospital ... three weeks. 6. ... my stay in hospital, the nurses looked after me well. 7. A football match lasts ... ninety minutes. 8. I hurt my leg ... I was playing football yesterday. 9. I hurt my leg ... the second half of the match. 10. Traffic is always bad ... the rush hour. 11. Last week I was held up ... three hours. 12. Peter came round ... we were eating. 13. Peter came round ... the meal.

Exercise 15. Put a preposition from the box into each gap.

at, in, about, after, for, with, by, on, until, during, to

James lives ... a small flat ... Cambridge. He lives ... two other boys who are students ... Cambridge University. They work hard ... the week, but ... weekends they invite a lot of friends ... their house. They cook a meal ... their friends, and then they go out ... the pub ... a drink, or they stay ... home and listen ... the music. James has two jobs. ... Mondays, Tuesdays and Wednesdays he works ... a hospital, where he helps to look ... children who are ill. He goes ... the hospital ... bus. He starts ... ten o'clock and works ... quarter ... five. On Thursdays and Fridays he works ... home. ... the evening, one of the boys cooks a meal. ... dinner they look in the newspaper to see what's on TV or they talk ... their day. They usually go ... bed ... about midnight.

Questions

General Questions (Загальні питання)

Допоміжне дієслово	Підмет	Змістове дієслово	Додаток	Обставина
<i>Do</i>	<i>you</i>	<i>study</i>	<i>English</i>	<i>at the Institute?</i>
		Yes, I do.	No, I don't.	
<i>Is</i>	<i>he</i>	<i>studying</i>	<i>English</i>	<i>now?</i>
		Yes, he is. No, he isn't.		
<i>Have</i>	<i>you</i>	<i>seen</i>	<i>a new film</i>	<i>in our club?</i>
		Yes, I have. No, I haven't.		
<i>Will</i>	<i>students</i>	<i>take</i>	<i>exams</i>	<i>in June?</i>
		Yes, they will. No, they won't.		
<i>Can</i>	<i>you</i>	<i>speak</i>	<i>English</i>	<i>well?</i>
		Yes, I can. No, I cannot.		

Special Questions (Спеціальні питання)

who – хто	what – що what (colour) – який	how – як	when – коли
whose – чий, чия, чие	which – який, котрий	how long – як довго	where – де
whom – кого, кому	what time – котра година	how much (time) – скільки	why – чому
	what size – який розмір	how many (students) – скільки	
	what kind (sort) of – який, якого роду	how far – як далеко	

How many faculties are there at the University?

When did you enter the Academy?

What will you read me tomorrow?

Whose book have you taken?

Where do you come from?

What specialists does your faculty train?

Who knows this story?

How far is it from here?

What time is it by your watch?

How long does it take you to get to the Academy?

Alternative Questions
(Альтернативні питання)

<i>Will</i>	<i>you</i>	<i>go</i>	<i>by train or by plane?</i>
<i>Is</i>	<i>he</i>	<i>from</i>	<i>Russia or Ukraine?</i>
<i>Does</i>	<i>he</i>	<i>work</i>	<i>at the plant or in the office?</i>

Tag Questions
(Розділові питання)

<i>You</i>	<i>live</i>	<i>in Kharkiv,</i>	<i>don't you?</i>
<i>Maria</i>	<i>will do</i>	<i>her work in time,</i>	<i>won't she?</i>
<i>He</i>	<i>has done</i>	<i>the translation,</i>	<i>hasn't he?</i>
<i>You</i>	<i>don't speak</i>	<i>English,</i>	<i>do you?</i>
<i>He</i>	<i>isn't</i>	<i>your friend,</i>	<i>is he?</i>

Exercise 16. Give answers to the questions.

1. How old are you? 2 When did you finish school? 3. Do you work or study? 4. Are you a part-time student or a full-time student? 5. Which of your friends likes football? 6. You will be an engineer in 5 years, won't you? 7. Your group mate lives in a hostel not far from the Academy, doesn't he? 8. How long does it take you to get to the Academy? 9. How often do you have your English lessons?

Exercise 17. Fill in the blank spaces with the following words.

<i>what, where, when(2), who, why, whose, how much(2), how many, how, how long</i>

Model: What is your name? – Nick.

1. ... are you late? – Because I missed the train. 2. ... does the film start? – At 9.15. 3. ... did you see this morning? – Tom. 4. ... did that bike cost? – Two hundred pounds. 5. do you want to leave? – At 5 o'clock. 6. ... did you buy at the supermarket? – Some milk. 7. ...

sisters have you got? – Two. 8. ... coat is this? – Maria's. 9. ... is the baker's? – It's next to the video club. 10. ... bread have we got? – Half a loaf. 11. ... do you get to the Academy? – By metro. 12. ... does it take you to clean the room? – Half an hour.

Exercise 18. Put questions to the words in italics.

1. He speaks *English, French, and German*. 2. They worked at this problem *some years ago*. 3. *She* is coming in a day or two. 4. I will be an engineer *in 5 years*. 5. Helen didn't come *because she missed the train*. 6. They would like to buy *their own house*. 7. *The pub* is often the only place for men to meet and to speak. 8. *He* can answer all your questions. 9. The call is *urgent*.

Exercise 19. Match a line in A with a line in B and a line in C.

A	B	C
It's chilly today, You don't like this food,	haven't you? is it?	No. How do you do? Yes. They live next door to me.
You know the Browns, This exercise isn't hard,	have you? do you?	Yes. A Renault. Yes. There was frost last night.
You've got a car, You haven't met Henry,	isn't it? don't you?	Well, I find it a bit too salty. No. It's quite easy.

Exercise 20. Make tag-questions of these sentences.

1. You do not live in Kiev. 2. The weather is fine. 3. The film was interesting. 4. You have already done your home task. 5. He is writing a letter now. 6. I can take this book for a week. 7. You can't do this work. 8. They will be here soon. 9. He will be busy tomorrow.

Питання з прийменниками на кінці

Багато дієслів англійської мови вживаються з прийменниками, які зазвичай ставляться у кінці питального речення. При перекладі українською мовою з них починається питання.

Who did you speak **to**?

З ким ти розмовляв?

What are you talking **about**?

Про що ти говориш?

Who will she dance **with**?

З ким вона буде танцювати?

What are you thinking **about**?

Про що ти думаєш?

Exercise 21. Write questions with a preposition at the end.

Model: I'm waiting. – Who are you waiting for?

1. Sh! I'm listening. – *What ... ?*
2. Jane is talking. – *Who ...? What ...?*
3. They're looking everywhere. – *What ...?*
4. Jerry's in love. – *Who ...?*
5. Sophie's getting married. – *Who ...?*
6. She's going on holiday. – *Who ...?*

Exercise 22. Make questions from the statements, asking about the words *in italics*.

Model: I'm looking at that man. – Who are you looking at?

1. He works for *an insurance company*.
2. I stayed with *some friends*.
3. The pen belongs to *me*.
4. The letter is from *the Tax Office*.
5. I'm worried about *the children*.
6. I'm thinking about *what to cook for supper*.
7. I'm waiting for *the postman*.

Exercise 23. Ask each other questions and choose your answers from the dates given below.

Model: When did the First World War end? – On the eleventh of November, nineteen eighteen.

1. when William Shakespeare died;
2. when the first public railway in Russia was built;
3. when Christopher Columbus discovered the New World;
4. when the French Revolution started;
5. when the first man walked on the moon;
6. when Michelangelo, the artist, was born;
7. when President John Kennedy of the United States was killed;
8. when the Berlin Wall was knocked down;
9. how many republics the former USSR included;
10. when Gagarin flew over the Earth for the first time in the history of mankind;
11. when the First World War began.

Dates and numbers: 12.10. 1492; 9.11. 1989; 6.03. 1475; 12.04. 1961; 23.04. 1616; 08. 1914; 14.07. 1789; 21.07. 1969; 22.11. 1963; 15; 1837.

Exercise 24. Take turns to ask your partner about his/her life.

I. Місце проживання; місце народження, дата, рік; рід занять (робота, навчання); чому вирішили стати інженером; володіння іноземною мовою; улюблений предмет у ВНЗ; захоплення; плани на майбутнє.

II. Рідне місто; коли було засновано, де розташовано; визначні місця; культурні заклади (театри, музеї); промисловість та сільське господарство; вузи та технікуми; причина, з якої ви поїхали з рідного міста; чи повернетесь ви туди; відомі імена (письменники, художники).

III. Школа, рік закінчення; улюблені предмети у школі (чому); улюблений шкільний вчитель; друзі; спорт у школі; захоплення; чи сумуєте ви за школою; поїздки, які запам'яталися; участь у житті школи.

IV. Сім'я (велика, мала); батьки (вік, робота); сестри, брати; улюблені заняття в сім'ї; домашні тварини; відпочинок із сім'єю; помешкання (дім, квартира); власна сім'я (чи одружені ви або заміжні).

Indefinite (Simple) Tense in the Passive

(Часи групи *Indefinite* пасивного стану)

Англійське дієслово має два стани: активний (*Active Voice*) та пасивний (*Passive Voice*). *Active Voice* показує, що підмет сам виконує дію.

People speak English there. The students asked many questions.

Passive Voice показує, що підмет зазнає дії на собі.

English is spoken there. The teacher was asked many questions.

BE + V-ed (Past Participle)	
Present Simple	<i>The letter is written by him.</i>
Past Simple	<i>The letter was written by him.</i>
Future Simple	<i>The letter will be written by him.</i>

Exercise 25. Compare the two sentences in the Active and Passive Voice.

1. The first railways used horses for drawing trains. – Horses were used on the first railways for drawing trains. 2. The Cherepanovs constructed the first steam locomotive in Russia. – The first Russian locomotive was constructed in the Urals. 3. George Stephenson demonstrated his locomotive in 1829. – Now this locomotive is demonstrated in a London museum. 4. Many changes will take place on railways in the future. – Many changes will be made on railways in the future. 5. He told them an interesting story. – They were told an interesting story.

Exercise 26. Fill in the missing words to build a sentence in Passive.

1. This hotel is very clean. The rooms ___ cleaned every day. 2. It's not fair. I ___ blamed for something I didn't do. 3. There was an accident on this corner. The driver ___ taken to hospital by ambulance. 4. When I met Jenny last week, I ___ shocked by her appearance. Is she ill? 5. Don't worry about the party tomorrow. Everything ___ be taken care of. 6. When we were in Budapest, we ___ taken everywhere by a very good tourist guide.

Exercise 27. Form the Past Participle of the following verbs and use them in the sentences.

grow, produce, make, deliver, include, employ, speak, pull down

1. English is ... here. 2. Volvos are ... in Sweden. 3. Is service ... in the bill? 4. Whisky is ... in Scotland. 5. About one thousand people are ... in that factory. 6. Lots of tulips are ... in Holland. 7. In Britain milk is ... to your doorstep. 8. That block of flats will be ... because it is unsafe.

Exercise 28. Change active sentences into passive ones.

Model: The teacher asked him a question. – *He was asked a question.*

1. They built some new houses in our street last year. 2. The agent must inform the buyers on the arrival of the ship. 3. She left money at home. 4. I take these books from the library. 5. They robbed the bank

last week. 6. They equipped the laboratory with the latest computers. 7. Scientists make wonderful discoveries. 8. Glinka composed the opera 'Ivan Susanin'. 9. A famous architect designed this theatre. 10. The director will sign the contract last week. 11. Almost half of mankind speaks Chinese.

Exercise 29. Complete the following sentences by putting the verb in brackets into the correct Passive form.

1. When the thief tried to get away, he (*arrest*) by the police. 2. Most of the town (*destroy*) by the earthquake last year. 3. Do you know that most of the cars produced in Japan (*export*)? 4. Our house (*finish*) in about three months and then we'll move in. 5. Four official languages (*speak*) in Switzerland. 6. When I phoned the clinic, I (*tell*) that the doctor would be able to see me at 6p.m. 7. Don't worry about the broken window. Tomorrow it (*replace*).

Exercise 30. Write all kinds of questions to these statements.

1. The money was left at home. 2. The books are taken from the central library. 3. The young workers are trained to use the new equipment. 4. The children of Sparta were given a military education.

Exercise 31. Pay special attention to translation of the sentences in the Passive. Begin your translation with prepositions.

Model: Many inventions were not thought **of** before. – **Про** велику кількість винаходів ми не думали раніше.

1. Super-high speeds were not heard *of* thirty years ago. 2. The achievements on the Ukrainian railways are often written *about* in newspapers and magazines. 3. The beginning of our century was spoken *of* as the Golden Age of travel. 4. The program was insisted *on* by many specialists. 5. One of the projects is objected *to*. 6. The experiment was watched *by* a group of scientists. 7. The invention of the steam engine was followed *by* the development of steam ships and locomotives. 8. Radio communication is affected *by* the weather. 9. My watch is fast, it cannot be relied *upon*. 10. Why was he laughed *at*? 11. He is always listened *to* with great interest. 12. She is very well spoken *of*. 13. Yesterday I saw the film, which is so much spoken *about*. 14. Was the doctor sent *for*? 15. This subject will be dealt *with* in the next paragraph. 16. As an agreement had not been arrived *at*, the dispute was decided by the court.

Exercise 32. Translate the sentences.

1. Його часто посилають до Києва. 2. Телеграму було одержано вчора. 3. Наступного року тут збудують нову станцію метро. 4. Коли повинна бути перекладена ця стаття? 5. Багато нових будинків побудовано минулого року у нашому місті. 6. Це питання буде вирішено наступного тижня. 7. Телеграму відіслали дві години потому. 8. Роботу було закінчено учора. 9. Ця книга буде перекладена німецькою та іспанською мовами. 10. Делегацію зустрінуть завтра увечері. 11. Їм показали лабораторію та бібліотеку університету. 12. Днями мені розповіли дуже цікавий випадок.

Modal Verbs *Can, May, Must* and their Equivalent (Модальні дієслова *can, may, must* та їх еквіваленти)

Модальні дієслова *can, may, must* передають не дію, а відношення до цієї дії (можливість, бажаність, необхідність та ін.). Після модального дієслова іде інфінітив без частки *to*. У заперечних та питальних реченнях модальні дієслова виконують функцію допоміжних дієслів.

Present	Past	Future
<i>Необхідність — Повинність — Обов'язок</i> <i>must — have to — be to — should — ought to</i>		
<i>I must meet him.</i> – Я повинен його зустріти (категоричне зобов'язання, я так вважаю). <i>I have to meet him.</i> – Я повинен його зустріти (мені доводиться, необхідність виконання дії за певних обставин). <i>We are to meet at 6.</i> – Ми маємо зустрітися о шостій годині (повинність згідно з планом, розкладом, домовленістю). <i>You should (ought to) meet him.</i> – Ти повинен (тобі треба, слід) його зустріти (для виразу порад, рекомендацій).	<i>I had to meet him.</i> – Я повинен був (мені довелося) його зустріти <i>I was to meet him.</i> – Я повинен був (передбачалось) його зустріти.	<i>I will have to meet him.</i> – Я повинен буду його зустріти.

Здатність — Здібність — Можливість can — be able to		
<i>He can swim.</i> – Він може плавати. <i>He is able to help you.</i> – Він має змогу тобі допомогти.	<i>He could swim.</i> <i>He was able to help you.</i>	<i>He will be able to help you.</i>
Дозвіл — Можливість (Вирогідність) may — be allowed to		
<i>You may take it.</i> – Ви можете (вам дозволено) це взяти. <i>I am allowed to use the device.</i> – Я маю дозвіл використати цей прилад.	<i>I might use the device.</i> <i>I was allowed to leave.</i>	<i>I will be allowed to use this device.</i>

Exercise 33.

a) Answer the questions as in the model.

Model: - Can you dance well?

- *Yes, I can. I can dance well enough.*

- *No, I can't. I can't dance at all.*

1. Can you speak English a little? 2. Could you swim when you were five? 3. Can you play football? 4. Can you play the piano? 5. Can you dance? 6. Can you drive a car? 7. Can you sing? 8. Could you ride a bike when a child? 9. Could you cook when you got married?

b) Ask your partner if he (she) can ...

Плавати, готувати, співати, танцювати, водити машину, грати у теніс, пояснювати дорогу англійською, грати у футбол.

Exercise 34. Say the sentences in past and future.

Model A: We **must** learn the new words regularly.

We had to learn the new words regularly.

We will have to learn the new words regularly.

1. He must go there at once. 2. She must be at home by 11.00. 3. I must go to this meeting. It is very important. 4. We must pass the examination in physics. 5. I must rewrite the test. I failed last time.

Model B: He **can** skate well.

He could skate well.

He will be able to skate well.

1. He can continue his studies at the evening department. 2. I can meet you at the metro station. 3. His father can help him in his studies. 4. I can translate this text without a dictionary. 5. She can play tennis three times a week.

Model C: You **may** open the window.

You were allowed to open the window.

You will be allowed to open the window.

1. You may go home after classes. 2. They may continue the experiment. 3. The students may use dictionaries while translating the text. 4. He may take my pen. 5. The tourists may attend the sitting of the Parliament.

Exercise 35. Fill in the gaps using *can* or *can't* with one of the given verbs: ~~come~~, *find*, *hear*, *drive*, *see*, *speak*.

Model: I'm sorry but we can't come to your party next Saturday.

1. I like this hotel room. You ... the mountains from the window. 2. You are speaking very quietly. I ... you. 3. Have you seen my bag? I ... it. 4. Catherine got the job because she ... five languages. 5. I ... though I haven't got a driving licence.

Exercise 36.

a) Add your sentence beginning it with *I think ... should...* or *I don't think ... should ...*

Model: It's late. (*go home now*) – *I think we should go home now.*

That coat is too big for you. (*buy it*) – *I don't think you should buy it.*

1. You don't need your car. (*sell it*) 2. Diane needs a rest. (*have a holiday*) 3. Sally and Colin are too young. (*get married*) 4. You're not well this morning. (*go to work*) 5. James isn't well today. (*go to the doctor*) 6. The hotel is too expensive for us. (*stay there*)

b) Give advice to people in the following situations. Use *should*.

1. My twenty-year-old son just stays at home all day watching television! 2. My car keeps breaking down. 3. I just can't get to sleep these days. 4. Since my father retired, he doesn't know what to do with himself. 5. I just don't know what to do with my hair. It looks awful. 6. I'm overweight. 7. I've got exams next week. 8. My cat's ill.

9. I'm always arguing with my parents. 10. It's my parents' wedding anniversary soon. 11. I'm always late.

Exercise 37. Translate the sentences. Express the same in past and future.

1. Ти повинен запитати його про це. 2. Ви повинні сказати їм про це. 3. Дитина повинна лягати спати о дев'ятій. 4. Він повинен багато працювати перед іспитом. 5. Ви повинні відправити телеграму.

Exercise 38. Fill in the gaps with *have to* or *had to* + one of the verbs: *answer, buy, change, go, walk*.

Model: We had to walk home last night. There were no buses.

1. It's late. I ... now. I'll see you tomorrow. 2. I went to the supermarket after work yesterday. I ... some food. 3. This train doesn't go all the way to London. You ... at Bristol. 4. We took an exam yesterday. We ... six questions out of ten.

Exercise 39. Complete the questions.

Model: I have to get up early tomorrow. – *What time do you have to get up?*

1. George had to wait a long time. (*How long ... ?*) 2. Liz has to go somewhere. (*Where ... ?*) 3. We had to pay a lot of money. (*How much ... ?*) 4. I have to do some work. (*What exactly ... ?*) 5. He has to work hard these days. (*Why ...?*) 6. You will have to tell the truth. (*When ...?*)

Exercise 40. Complete the sentences with *don't/doesn't/didn't have to*. Remember that *don't have to* means *не треба, нема потреби*.

Model: Why are you going out? You ***don't have to*** go out.

1. Why is Ann waiting? She 2. Why did you get up early? You 3. Why is Paul working so hard? He 4. Why do you want to leave now? We 5. Why did he worry? He 6. Is he going to quit? He

Exercise 41. *Mustn't* (заборона) or *don't have to* (відсутність необхідності)? Choose the correct modal verb.

Model: We have a lot of work tomorrow. You ***mustn't*** be late.

1. You *mustn't / don't have to* tell Mary what I told you. It's a secret.
2. The museum is free. You *mustn't / don't have to* pay to get in.
3. Terry is a millionaire. He *mustn't / doesn't have to* go to work.
4. We *mustn't / don't have to* rush. We've got plenty of time.
5. You *mustn't / don't have to* play with guns. They're dangerous.
6. 'Shall I come with you?' – 'You can if you want, but you *mustn't / don't have to*.'
7. Children *mustn't / don't have to* tell lies. It's very naughty.

Exercise 42. Translate the proverbs and sayings with modal verbs. Choose one and write a paragraph in which you explain it through a series of supporting sentences, and make your own judgement about it. Feel free to agree or disagree with the idea.

1. The longest day must have an end.
2. They who lose today may win tomorrow.
3. Everything must have a beginning.
4. A man can do no more than he can.
5. Liars need to have good memories.
6. He that can have patience can have what he will.
7. Life can only be understood backwards; but it must be lived forwards.
8. You may lead a horse to the water, but you cannot make him drink.
9. Treat others, as you would like to be treated.
10. What can't be cured must be endured.

Exercise 43. Translate the sentences.

1. Ви можете зустріти його на нашій фірмі.
2. Їй потрібно допомогти матері.
3. Студентам було дозволено користуватися підручниками.
4. Вам потрібно поговорити з ними.
5. Тобі треба написати батькам листа.
6. Я міг це зробити сам.
7. Я зможу допомогти тобі завтра.
8. Можна увійти?
9. Чому їм довелося залишити цей будинок?
10. Він не зможе поїхати в Італію влітку.
11. Вам доведеться зробити цю роботу до понеділка.
12. Я не зможу прочитати цю книгу за тиждень.
13. Вона повинна перекласти цю статтю до середи.
14. Я не можу відповісти на ваше питання.
15. Ти не можеш сьогодні піти в кіно.
16. Тобі слід поговорити з його батьком.
17. Я зможу їх побачити завтра.
18. Він повинен буде зробити доповідь на конференцію.
19. Йому доводиться зараз багато працювати.

Exercise 44. Translate the sentences paying attention to different meanings of *as*.

as: як; у той час як; по мірі того як; так як;
стільки скільки; також як

1. As the time passed, stone tools were replaced by metal ones.
2. There are two kinds of transformations, which are known as physical and chemical changes.
3. This equipment can be relied upon as it is of the highest quality.
4. Every second the Sun sends into space as much energy as mankind has ever consumed.
5. The outer and inner walls of the house are as thick as 4 centimetres.
6. At present plastics as well as metals are widely used in construction.
7. He walked as fast as he could.
8. We walked as far as the post-office.
9. Keep the book as long as you need it.

READING AND DISCUSSION

Active Vocabulary

economics – *n* економіка; економічна наука; *economic* – *adj* економічний, господарський; *economical* – *adj* економний, ощадливий; *economist* – *n* економіст; *economize* – *v* економити, заощаджувати; *economy* – *n* господарство, економіка; *command economy* – адміністративно-командна (неринкова) економіка; *free market economy* – вільна ринкова економіка

browse – *v* переглядати, перегортати

web – *n* ‘всесвітня павутина’, мережа, сітка

define – *v* визначати

distribution – *n* розподіл; *distribute* – *v* розподіляти, поширювати

consumption – *n* споживання; *consumer* – *n* споживач, *v* consume

wealth – *n* багатство, достаток

human – *adj* людський

broadly – *adj* широко, вільно

business – *n* бізнес, справа, підприємство; *adj* діловий

transaction – *n* справа, угода, операція

goods – *n* товар(и), речі, майно

purchase – *v* купувати

interact – *v* взаємодіяти

inquiry – *n* дослідження, довідка

outline – *v* намітити, зробити нарис
subject matter – предмет (обговорення), тема
comprehensive – *adj* всеосяжний, всебічний, вичерпний
defense – *n* захист, оборона
influential – *adj* впливовий
guide – *v* направляти, вести, проводити; *n* провідник, гід, посібник
insufficient – *adj* недостатній, неповний
incentive – *n* спонука, стимул
surplus – *adj* додатковий, зайвий, надмірний
scarcity – *n* недостача, дефіцит
face – *v* зштовхуватися
income – *n* прибуток, дохід, надходження, заробіток
satisfy – *v* задовольняти, відповідати (вимогам)
desire – *n* бажання
wants – *n pl* потреба, бажання
input – *n* ресурс, який вводиться (енергія, кошти, сировина), витрати (на виробництво)
output – *n* продукція, продукт вироблення, випуск
consider – *v* вважати, гадати
demand – *v* вимагати, потребувати, запитувати
be available – бути в наявності
allocate – *v* розміщувати, розподіляти
include – *v* включати; містити в собі, охоплювати
leisure – *n* дозвілля
vote – *v* голосувати
tax – *n* (державний) податок, мито, збір
aggregate – *adj* сукупний, загальний, спільний, весь
concern – *v* стосуватися; мати відношення до чогось
promote – *v* сприяти, допомагати, просувати (товар, по службі);
promotion – *n*; *promoter* – *n* людина, яка чомусь сприяє, промоутер
address – *v* звертатися
issue – *n* проблема, питання
monetary policy – грошово-кредитна політика
fiscal policy – бюджетно-податкова політика, фіскальна політика
be interrelated – бути взаємозв'язаним
price – *n* ціна; **going price** – діюча ціна, існуюча ціна
behaviour – *n* поведінка
full employment – повна зайнятість

rely on (upon) – *v* покладатися на, довіряти
manage – *v* управляти, керувати, завідувати

IRREGULAR VERBS

<i>Infinitive</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Translation</i>
begin	began	begun	починати(ся)
come	came	come	приходити, приїжджати
choose	chose	chosen	вибирати
find	found	found	(з)находити, виявляти
get	got	got	діставати; одержувати
make	made	made	робити, виробляти
mean	meant	meant	означати, мати значення
sell	sold	sold	продавати(ся); торгувати
spend	spent	spent	витрачати, тратити
take	took	taken	брати
understand	understood	understood	розуміти

Exercise 45.

a) Read and translate the following words paying attention to the correct stress. Feel the difference in the meanings!

economy	economics
economist	economic
to economize	economical

b) Change the following phrases using adjectives *economic* or *economical*:

1. A practical woman. 2. Problems of economics. 3. A crisis in the field of economy. 4. To be careful in the spending of money. 5. Reforms in the field of economy. 6. A law regulating the sphere of economics. 7. A plan of the industrial development of the country. 8. A small car that doesn't use too much fuel. 9. Geography that studies the location of industries, markets, transport.

c) Complete the sentences below with the following words: *economy, economics, economist, economic, to economize, economical*.

1. An early definition of ... was 'an inquiry into the nature and causes of the wealth of nations'. 2. The national ... is the system of the

management and use of resources of a country. 3. You can ... if you compare the prices of goods before buying them. 4. J. M. Keynes was a famous ... 5. Inflation may cause a bad ... state in a country. 6. If you've got a large family, it's more ... to travel by car than by train.

Exercise 46. Match the words in the right column with their definitions in the left one.

1 economics	a) the creation or manufacture of goods and services with exchange value
2 distribution	b) a large amount of money and valuable material possessions
3 production	c) the social science concerned with the production and consumption of goods and services
4 wealth	d) the division of the total income of a community among its members
5 goods	e) a compulsory financial contribution imposed by a government to raise revenue
6 scarcity	f) a source of economic wealth (mineral, land, labour, capital, equipment, personnel, etc.)
7 demand	g) the place or activity of buying and selling particular goods and services
8 resources	h) inadequate supply
9 tax	i) things that are produced in order to be used or sold
10 market	j) the amount of a commodity that consumers are willing and able to purchase at a specified price

Exercise 47. Find pairs of synonyms among the words given below.

Web, control, wealth, encounter, transaction, question, consumer, superfluous, goods, dearth, incentive, motive, surplus, buy, scarcity, merchandise, face, buyer, purchase, bargain, issue, Internet, manage, prosperity.

Exercise 48. Translate the following word-combinations.

Browsing the web, human society, a small household, the sum of all business transactions, to outline the subject matter of economics, the comprehensive defense, an influential work, the concept of the 'invisible hand', great economic incentive, the concept of scarcity, to

face economic problems, to satisfy our every desire, to satisfy unlimited wants with scarce resources, to use limited resources, to be considered scarce or limited, to demand more resources and goods than are available, how to best allocate resources, to be broken into a variety of different schools and methods of analysis, the aggregate performance of all markets, to include all government agencies, the total output of a nation, to promote trade and growth for future generations, to address issues of unemployment, to make up the market system, the going prices, the main goals of economic policy, to force governments and individuals to decide, to be applied throughout society.

Exercise 49. Pre-text discussion.

What is economics? What spheres of life does it concern? How would you characterize the economy of Ukraine (developing, developed, market, command, mixed, etc.)? What can be done to improve the economy of the country?

Text

THE BASICS OF ECONOMICS

‘Economics is the study of people in the ordinary business of life’
Alfred Marshall, Principles of economics, 1890

There is no one universal answer to the question what economics is all about. Browsing the web, you will find various answers to the question. The Economist’s Dictionary defines economics as ‘the study of production, distribution and consumption of wealth in human society’. Very broadly, it may also be defined as a social science that studies economy. Any system – from a small household to the global economy – deciding what is produced, how it is produced, and who gets to consume it, is an economy. The economy is the sum of all business transactions, jobs, and goods and services produced, sold and purchased. Economics aims to explain how economies work and how economic agents interact.

We might also take our definition from the father of modern economics, Adam Smith. He entitled his famous book ‘An Inquiry into the Nature and Causes of the Wealth of Nations’ (1776), thus outlining the subject matter of economics itself. This was the first

comprehensive defense of the free market, and continues to be an influential work to this day. Central to the work was the concept of the ‘invisible hand’, the idea that the market, while appearing chaotic, is actually guided to produce the right amount and variety of goods and services. If there are insufficient goods, there will be great economic incentive to produce more; if there are surplus goods, there will be an economic incentive to produce less or different types of goods.

In order to begin our discussion of economics, we first need to understand (1) the concept of scarcity and (2) the two branches of study within economics: microeconomics and macroeconomics.

Economics is about economizing, that is ‘making the most of what we have’. The reason why we face economic problems individually and as a nation is that none of us can have all we want – we live in a world of scarcity. *Scarcity* is the most basic concept in all of economics. It means that we do not and cannot have enough income or wealth to satisfy our every desire. Economics is the study of satisfying unlimited wants with scarce resources and how people choose to use limited resources.

Resources are the inputs that society uses to produce output, called goods. For an individual, resources include time, money and skill. For a country, resources include natural resources, capital, labor force and technology. These resources and goods are considered scarce or limited because of society’s tendency to demand more resources and goods than are available. So, because of scarcity, people and economies must make decisions over how to best allocate their resources. Important choices include how much time to devote to work, and to leisure, how much money to spend and how much to save, and how to vote and shape the level of taxes and the role of government. Economics, in turn, aims to study why we make these decisions and how we allocate our resources most efficiently.

Modern economics can be broken into a variety of different schools and methods of analysis, but the primary two methods are – microeconomics and macroeconomics. *Macroeconomics* (‘big economics’) considers the aggregate performance of all markets in the market system and is concerned with the large subsectors of the economy – the household sector, including all consumers; the business sector, which includes all firms; and the government sector, which

includes all government agencies. Macroeconomics looks at the total output of a nation and the way the nation allocates its limited resources of land, labor and capital in an attempt to maximize production levels and promote trade and growth for future generations. It is not simply the sum of many 'microeconomics'; many of the concepts are entirely different. Macroeconomics addresses issues of unemployment, inflation, monetary and fiscal policy for an entire economy.

Micro- and macroeconomics are interrelated. *Microeconomics* ('small' economics) looks into similar issues, but on the level of the individual people and firms within the economy. Where micro will study a single consumer, a paper-clip manufacturing plant or the airline industry, macro studies the entire economy within which those three exist. Microeconomics considers individual markets that make up the market system and small economic units such as individual consumers or firms. Microeconomics is concerned with how consumers (buyers) and producers (sellers) come together to exchange goods and services, how much is produced, what to produce, and the going prices.

An economic policy is intended to influence or control the behaviour of the economy. The main goals of economic policy are: economic growth, full employment, price stability. They are achieved depending on the nature of the economic system.

The systems by which nations allocate their resources can be placed on a spectrum where the command economy is on the one hand and the market economy is on the other. The *market* economy relies on the forces within a competitive market (the 'invisible hand') to determine how resources should be allocated. The *command* economic system relies on the government to decide how the country's resources would best be allocated. In both systems, however, scarcity and unlimited wants force governments and individuals to decide how best to manage resources and allocate them in the most efficient way possible. Markets are an important means of allocating resources, so economists study markets.

Economic analysis is applied throughout society, not only in business and government, but also in education, the family, health, law, politics, social institutions, and science.

Exercise 50. Answer the following questions.

1. Is there one universal answer to the question what economics is all about? 2. Find in the text all the definitions of economics. 3. Who is considered the father of modern economics? 4. What was the first comprehensive defense of the free market? 5. What was the central concept of the work? Explain this idea. 6. What do we need to understand in order to study economics? 7. Why do we face economic problems individually or as a nation? 8. What is scarcity? 9. What is considered under the term ‘resources’ (for an individual and for a country)? 10. Why do people and economies have to make decisions over how to best allocate their resources? 11. What are the two primary methods of modern economics? What are they concerned with? 12. What is an economic policy aimed at? Name the main goals of economic policy. 13. What do the *market* economy and the *command* economic system rely on? 14. What is similar in both systems (the *market* economy and the *command* economic system)?

Exercise 51. Complete the following sentences using the text.

1. The Economist’s Dictionary defines economics as ... 2. Very broadly, economics may also be defined as ... 3. ... is the sum of all business transactions, jobs, and goods and services produced, sold and purchased. 4. Economics aims to ... 5. Adam Smith’s famous book ... was the first comprehensive defense of ... 6. Central to the work was the concept of ... 7. To start discussing economics, we first need to understand ... 8. Economics is about ..., that is ... 9. ..., the most basic concept in all of economics, means that ... 10. Resources are ... 11. Because of scarcity, people and economies must make decisions over how to ... 12. Important choices include ... 13. ... considers the aggregate performance of all markets in the market system and is concerned with the large subsectors of the economy. 14. ... considers individual markets that make up the market system and small economic units such as individual consumers or firms. 15. The main goals of economic policy are: ... 16. ... relies on the forces within a competitive market (the ‘invisible hand’) to determine how resources should be allocated. 17. ... relies on the government to decide how the country’s resources would best be allocated.

Exercise 52. Fill in the gaps with the words from the box.

<i>consume(2) aims limited interact available guided income incentive (2) surplus face scarcity insufficient wealth wants household resources policy behaviour chaotic global</i>

1. Any system – from a small ... to the ... economy – deciding what is produced, how it is produced, and who gets to ... it, is an economy.
2. Economics ... to explain how economies work and how economic agents ...
3. The market, while appearing ..., is actually ... to produce the right amount and variety of goods and services.
4. If there are ... goods, there will be great economic ... to produce more.
5. If there are ... goods, there will be an economic ... to produce less or different types of goods.
6. We ... economic problems individually and as a nation because we can't have all we want – we live in a world of ...
7. We do not and cannot have enough ... or ... to satisfy our every desire.
8. Economics is the study of satisfying unlimited ... with scarce ...
9. The resources and goods are considered scarce or ... because of society's tendency to ... more resources and goods than are ...
10. An economic ... is intended to influence or control the ... of the economy.

Exercise 53. Choose the appropriate word or word combination.

1. (*A command economy / a free market economy*) is a society where the government makes all decisions about production and consumption.
2. (*Economics / Economy*) studies how markets and prices allow society to solve the problems of what, how, and for whom to produce.
3. Every economist sees (*the restriction / the importance*) of the question of what, how, and for whom to produce.
4. Nations have different (*consumption / levels*) of farm production.
5. When (*the price / the importance*) of some goods grows, people will try to use less of them but producers will want to produce more of them.
6. In (*mixed / both*) countries, Canada and the USA, structural changes in the agricultural sector of economy have become of interest to economists and general public in the 80s and 90s of the 20th century.
7. After years of competition between command and market economies, (*the former / the latter*) gave way in many countries of the world to (*the former / the latter*).

Exercise 54. Translate from Ukrainian into English.

1. Не існує жодної універсальної відповіді на питання що таке економіка. 2. Як Інтернет, так і словники можуть дати нам різні відповіді на це запитання. 3. У дуже широкому визначенні економіки мовиться, що економіка – це соціальна наука, яка вивчає економіку (або господарство). 4. Батьком сучасної економіки вважається Адам Сміт, який намітив предмет самої економіки у своїй книзі. 5. Ми зіштовхуємося з економічними проблемами як індивідуально, так і у складі нації тому, що ми не маємо усього того, що ми хотіли б – ми живемо у світі недостачі (дефіциту). 6. Завдяки недостачі (дефіциту) люди та господарства навчаються як найкраще розмістити свої ресурси. 7. Два головні методи сучасної економіки – це макроекономіка та мікроекономіка. 8. Макроекономіка звертається до проблем безробіття, інфляції, грошово-кредитної політики та бюджетно-податкової політики всієї економіки. 9. Мікроекономіка займається тим, як споживачі (покупці) та виробники (продавці) обмінюються товарами та послугами, як багато вироблено, що вироблено та які є діючі ціни. 10. Головні цілі економічної політики – це економічне зростання, повна зайнятість, стабільність цін.

Supplementary Text A **Today's Mixed Economies**

Today, the mixed economy – an economic system that has elements of traditional, command, and market economies – is the most common type of economic system.

Even the most strongly market-based modern economies have some elements of central planning. Similarly, market influences have penetrated all of today's command economies to some extent. Traditional production methods are still followed in some areas of both market and command systems. And traditional economies everywhere are experiencing greater government involvement and growing pressure from market influences.

Although all modern economies are mixed, they often emphasize one type of system or another.

Many European countries have a more even mix of market and command economies. France, for example, tried to find a ‘middle way’ between socialism and capitalism. In the years following World War II, its economy emphasized the command system with government ownership of core industries. In the 1980s, however, many people expressed dissatisfaction with the performance of government-owned industry. As a result, the French government pulled back from its ownership role in the economy, privatizing several industries, most notably banking and insurance. Even so, it still has a controlling share of ownership in a number of industries, including energy, automobiles, transportation, communications, and defense.

Sweden, while also a mixed economy, has much greater government involvement.

The Swedish government and government-related organizations own about one third of all Swedish companies.

Each country has its own distinct balance of economic types. Namibia, for example, has a large number of people engaged in subsistence farming, following traditional production methods. Since the early 1990s, however, the Namibian government has been encouraging a more market-driven approach, including foreign investment in farming and other businesses. The country’s leaders hope that these efforts will help the economy to grow and provide more economic opportunities for all Namibians.

Describe the French and the Swedish economies. What is specific for the Namibian economic model? Why are mixed economies so often found in the modern world? Which economic model does Ukrainian economy correspond to, in your opinion?

Exercise 55. Read and translate the following text, be ready to discuss it.

Economics is everywhere

Harry Potter may seem like he lives in a world where wizards have a *wand*¹ and receive instant gratification, but that’s a view that needs to be demolished by the *Womping Willow*².

Scarcity exists in the magic world just as much as in the *Muggle*³ world. There are a limited number of tickets to the *Quidditch*⁴ World Cup, magical creatures only shed so many feathers or hairs to go into wands, and not everyone has an invisibility clock.

J.K. Rowling's fictional world ... has its own central government (the Ministry of Magic), owl postal system, jail, hospital, news media, and public transport, not to mention Gringotts Bank and a special wizard currency. There are enough institutions to make Adam Smith *salivate*⁵.

With scarcity and a monetary system, the Harry Potter series should be a case study for any economics course.

¹*wand* – чарівна паличка

²*Womping Willow* – Гримуча Вербка

³*Muggle* – Магли – люди, які не користуються магією

⁴*Quidditch* – вигадана гра, де гравці літають на мітлищах

⁵*salivate* – виділяти слину

Points for discussion: Do you agree with the author? Can you give any examples of economy from books, films, and your environment? Create an imaginary country or island with its own economics: describe all the details. (*Hints: You find yourself on a deserted island and you must survive – what to start with? Or: There is a country named ... and the life in the country ... Use your imagination!*)

Supplementary text B

BREAKING INTO NEW MARKETS

Complete the article with the following words in the box.

<i>acquisition</i>	<i>model</i>	<i>transaction</i>	<i>buyers</i>	<i>sales</i>
<i>income</i>	<i>risks</i>	<i>monopoly</i>	<i>investigation</i>	<i>interest</i>

A business model for e-commerce?

eBay, the world's leading online auctioneer, has a business *model* that definitely suits the Internet. Thanks to many clever search features, it can match up sellers and _____ of even the most unfamiliar items. And because of its smart cost and revenue structure (it charges a modest commission on each _____ and does not store goods), eBay has been one of the most consistently profitable e-commerce

businesses. In the first quarter, its net _____ more than doubled, to \$104.2 m, on revenues of \$476m. This was partly due to eBay's _____ of PayPal, a payments business, last year. Taking out the effects of that deal, _____ were up by 56% over the previous year. One of eBay's greatest strengths, however, is also one of the biggest _____ it faces. Its business, like any marketplace, is a natural _____, and so once it is established, it is pretty hard for a newcomer to challenge it. This has already aroused the _____ of America's Department of Justice. It took no action after an _____ a couple of years ago, but some think it will be tempted to take another look as eBay expands.

Exercise 56. Read the article about eBay again. Are the statements true or false?

1. eBay is regarded as the top online auction company. 2. The company buys goods and holds them before reselling them. 3. It makes a large profit on every deal. 4. eBay has only just started to make profit. 5. eBay had recently bought a payments business. 6. The US Department of Justice has tried to stop eBay trading.

Exercise 57. Would you like to become an expert in e-commerce and know more about? Read the following recommendations.

What do you sell?

Products sold through catalogues and other direct channels usually do well on the web too. Some services, such as travel planning, are also suitable for online sales. Below is a list of types of products and services that might sell well online and those that may not.

Easy to sell online:

- Products which can be sent easily through the post.
- Services or goods which customers don't need to see or touch before buying.
- Things you need and have to buy often.
- Technology products.

Difficult to sell online:

- Products that are difficult to ship.
- Services that can only sell in a local market.
- Products which customers may want to customize to their own tastes/needs.

Are your customers online?

The most important e-commerce question to ask is: Do your customers use the Internet? Do they go online to buy the kind of products and services you plan to sell? For example, if your customers have busy lifestyles, the time-saving advantages of shopping online may appeal to them.

Are your competitors online?

It's a good sign if your main competitors are already online. But you need to make your website different! For instance, if you want to sell children's toys online, it may be difficult to compete against the e-commerce efforts of national toy store chains. Look for a niche market such as educational toys, or toys based on book characters – you may be able to compete more successfully.

Exercise 58. Project.

a) Have you ever tried buying or selling on the Internet? Share your (your friends') experience and give advice as to the usage of eBay auction. Use supplementary sources to know more about eBay auction.

b) Organize your own firm dealing with online sales. Think about all the details and present the information at the lesson. (You may also draw a sketch of your web site.)

CONVERSATIONAL PRACTICE

Exercise 59. Complete the conversations with the correct expressions. Practise these flashes in the dialogues of your own.

I'm sorry Excuse me of course Pardon

A: ... ! Can I get passed?

B: ... ?

A: Can I get passed, please?

B: I didn't hear you. Yes,

A: Thanks a lot.

That's right Oh, what a pity Congratulations Never mind I hear

A: ... you're going to get married soon. ... !

B: ..., next July. July 21. Can you come to the wedding?

A: ... ! That's when we're away on holiday.

B: We'll send you some wedding cake.

A: That's very kind.

Hurry up all right Oh, dear Just a minute I haven't a clue

A: ... ! Look at the time! ..., or we'll miss the train.

B: ... ! I can't find my umbrella. Do you know where it is?

A: But you won't need it. It's a lovely day. Just look at the sky!

B: Oh, Let's go, then.

*Good luck See you later Same to you Good idea
What about you No, of course not*

A: ... in your exam!

B: I hope we both pass.

A: Did you go out last night?

B: I went to bed early. ... ?

A: Me, too. ... after the exam. Let's go for a drink.

B:

Exercise 60. Agree or disagree with these sentences. Give your reasons. Discuss your answers in groups.

1. Job satisfaction is more important than money. 2. It is better to work for the government than in a private company. 3. There are better opportunities in a family firm than a large business. 4. A job in marketing is more interesting than a job in production. 5. The best jobs of all are in multinational companies. 6. Private firms are nearly always more efficient than a state run businesses. 7. I would accept a more important job title rather than a higher salary.

WORD BUILDING

Noun Suffixes: *-ure (-ture), -ment, -ness*

Adjective Suffixes: *-less, -ful, -ous*

Exercise 61. Read and translate the following pairs of words.

a) To depart – departure, to please – pleasure, to press – pressure, to seize – seizure, to sign – signature.

b) Dark – darkness, cheap – cheapness, bright – brightness, near – nearness, great – greatness, smooth – smoothness, hard – hardness, steady – steadiness, idle – idleness, gentle – gentleness.

Exercise 62. Form the nouns by adding *-ment* and use them in the sentences.

amuse, engage, improve, achieve

1. There are a lot of ... in a big city: plays, films, concerts, football matches and so on. 2. At the meeting the chief of our plant told us about the ... in this branch of industry. 3. I have several ... next week. 4. Sales figures continue to show signs of

Exercise 63.

a) Translate the words.

Hopeless, aimless, windowless, meaningless, breathless, moonless nights, thankless task, limitless hatred, classless society, springless seat, priceless treasure, beautiful, masterful, helpful, dutiful, useful, watchful, forgetful, thankful, painful, dreadful, doubtful, fearful.

b) Express the following in one word using the suffix *-less*.

Having no collar, having no end, without a home, without help, without defence, without motion, doing no harm, making no effort, making no sound, without care, without words.

Exercise 64. Translate the following words using *-less* or *-ful*.

a) Безсердечний (*heart*), безсмачний (*taste*), безсонний (*sleep*), безглуздий (*sense*), безмовний (*speech*), беззмінний (*change*), безгрішний (*sin*), безжалісний (*pity*), даремний (*use*), безформний (*shape*), без каблуків (*heel*), неродючий (*fruit*);

b) багатий подіями (*event*), чудовий (*wonder*), законний (*law*), сильний (*force*), фатальний (*fate*), успішний (*success*), моложавий (*youth*), повний зневаги (*scorn*), забутливий (*forget*), уважний (*care*), потужний (*power*), довірливий (*trust*), повний жаху (*fear*).

Exercise 65.

a) Translate the pairs of words.

space – spacious

grace – gracious

grief – grievous

glory – glorious

humour – humorous

scandal – scandalous

marvel – marvellous

synonym – synonymous

b) Define the nouns from which the following adjectives are formed.

Desirous, melodious, studious, pompous, murderous, dangerous, spacious, righteous, anxious, religious, joyous, thunderous, famous, mysterious, conscious, nervous, suspicious, jealous, adventurous.

REVISION EXERCISES

Exercise 66. Choose the correct form of comparison.

When I first started working in the business, advertising was much *less important / the most important* than it is nowadays and our budgets weren't anything like as *big / bigger* as they are now. Companies now realize that marketing is *more complex / complexer* because there are so many different kinds of media. For example, the Internet is one of the *fastest / most fast* ways of launching a new product, especially to young people. At the click of a button you can send our adverts. It's also *cheaper / cheapest* than television advertising, which takes months of planning and costs a fortune. It's true that television reaches the *higher / highest* number of people at once but in many cases Internet advertising can be just as effective *than / as* TV. For example, by choosing the right websites you are *more / most* likely to reach your target market.

Exercise 67. Read the true story and then write the questions.

A couple called Michael and Kate, who lived in Hereford in England, booked a holiday using the Internet. They thought they were going to Gerona in Spain. When they arrived after their flight, they were puzzled because they saw Italian flags everywhere. When a bus driver refused their pesetas, they realized something was wrong. Michael and Kate only spoke English, so they asked another British couple for help. That was when they discovered that they were in Genoa in Italy. Their mistake was that they had clicked the wrong box.

Questions

Answers

What were the names of the two people?

Michael and Kate.

1. _____ live? In Hereford.
2. _____ holiday? They used the Internet.
3. _____ ? To Gerona.
4. _____ ? They flew.
5. _____ ? Because of all the Italian flags.
6. _____ ? When someone refused their pesetas.
7. _____ ? Another British couple.
8. _____ ? They told them they were in Italy.
9. _____ ? The wrong one.

ENJOY YOURSELF

Exercise 68. Retell the following jokes.

1. *English professor:* What is the difference between an active verb and a passive verb?

Student: An active verb shows action and a passive verb shows passion.

2. *Professor:* Can you tell me anything about the great scientists of the 17th century?

Student: They are all dead, sir.

3. A motorist speeding along a highway at a very high speed was stopped by a policeman. 'Was I driving too fast?' the motorist asked apologetically. 'Hell, no', replied the policeman, 'You were flying too low'.

Exercise 69.

a) Memorize the following proverbs with the passive form of the verb. Find their Ukrainian equivalents.

1. Rome was not built in a day.
2. What is done cannot be undone.
3. The road to hell is paved with good intentions.

b) Fill in the blanks of the following proverbs with the verbs in the Passive voice from the brackets.

1. Well begun ... half (*do*) 2. The devil is not so black as he
(*paint*) 3. Marriages in heaven. (*make*)

Do you know that ...

- few millionaires started with inherited wealth?
- the first Rockefeller (John D. 1839-1937) started as a clerk?
- the biggest coins (found in one of the East Pacific Islands) are so heavy that it takes several men to carry them?
- the lightest and smallest coins (southern India) were pin-head size?
- everyone is familiar with the pound sign £. But do you know that it comes from the Latin word *libra* meaning pound. £1 consists of 100 pence. The highest denomination for a British banknote is £50.

UNIT 3

Grammar: Continuous Tense

Present Participle

Pronouns

Use of *It*

Numerals

Attributive group

Text: Supply and Demand

Supplementary text A: Joint Demand and Joint Supply

Supplementary text B: Why are the Salaries of Professional Sport Stars So High?

Word Building: -ity, -ty, -ship; -ive, -y; -ate, -en

READING RULES

C c	[s]	перед i, e, y	cap <u>a</u> city, <u>c</u> ell, bicy <u>c</u> le
	[k]	перед усіма іншими голосними та приголосними	<u>c</u> ome, ex <u>a</u> ct, dire <u>c</u> tion
	[tʃ]	у сполученнях ch, tch	<u>ch</u> arge, wat <u>ch</u>
	[ʃ]	перед сполученнями ial, ient	spe <u>cial</u> , eff <u>icient</u> вукл. <u>ch</u> emistry [k], te <u>ch</u> nique [k], ma <u>ch</u> ine [ʃ]

Exercise 1. Practice the following sounds.

[s]	[k]	[tʃ]	[ʃ]
saucer	can	watch	special
once	cat	fetch	efficient
certain	come	catch	especially
cinema	close	match	commercial
centimetre	cake	patch	crucial
December	describe	chain	sufficient
dance	correct	chess	ancient

Exercise 2. Read the following words and explain the rules of reading.

Chalk, picture, chair, mechanic, machinery, French, teacher, exercise, pencil, clean, nice, ceiling, chemistry, mathematics, actual, black, cent, dance, colour, certainly, clock, watch, catch, children, circular, can, ice, nice, neck, space, pact, face, chin, chest, match, catch, cell, chick, chill, watch, charge, patch, snatch, place, chain, cheap, cigarette, cigar, class, species, specialize, specific, cycle.

I, i	[ai]	у відкритому складі	five, pine <i>but</i> give ['giv], live ['liv]
	[ai]	перед nd, ld, gh	kind, mild, light
	[i]	у закритому складі	did
	[i:]	у сполучниках ie з наступним приголосним	field, <i>but</i> : friend [frend]
	[ə:]	перед r або r + приголосний	sir, first
	['aiə]	перед r + голосний	fire, tired

Exercise 3. Read the following words.

a) Mine, side, bride, like, kite, while, white, Friday, write, nice, crime, mile, tie, exercise, slide, surprise, precise, title, silence, microchip;

b) bit, pit, picture, sincere, resist, cubic, width, fix, mixture, ill, still, different, difficult, since, simple, middle, tilt, timber, signify;

c) knight, fight, bright, tonight, mind, find, wild, sign, might, right, sight, blind, child, kind, tights;

d) third, birth, sir, bird, fir, virtual, virgin, shirt, skirt, mirth, irk, girl, firm, firth, dirty, circus, circulate, birch;

e) retire, require, shire, admire, wire, tire, sire, mire, ire, hire, dire, tiresome, entire, desire;

f) believe, brief, chief, field, grief, grievance, grieve, mischief, niece, piece, priest, siege, yield, achieve, diesel.

GRAMMAR
Continuous Tense
(Часи групи *Continuous*)

	Active be+Present Participle (-ing)	Passive be+being+Past Participle (-ed)
<i>Present</i>	I am discussing a new plan now. He is still discussing a new plan. They are discussing a new plan.	A new plan is being discussed . New plans are being discussed .
<i>Past</i>	He was discussing a new plan when the manager came. They were discussing a new plan during the meeting.	A new plan was being discussed when we came. New plans were being discussed during the meeting.
<i>Future</i>	We will be discussing a new plan tomorrow at 5.	-

Spelling:

1. *argue* – *arguing*, *hate* – *hateing*, *love* – *loveing* (але: *age* – *ageing*, *dye* – *dyeing*, *agee* – *ageeing*, *see* – *seeing*)
2. *hit* – *hitting*, *run* – *running*, *stop* – *stopping*
3. *ad'mit* – *admitting*, *be'gin* – *beginning*, *pre'fer* – *preferring* (але: *'budget* – *budgeting*, *'enter* – *entering*)
4. *signal* – *signalling*, *travel* – *travelling* (AmE.: *signaling*, *traveling*)
5. *carry* – *carrying*, *enjoy* – *enjoying*, *hurry* – *hurrying*
6. *die* – *dying*, *lie* – *lying*

Present Continuous Tense

1. Подовжені дії, що здійснюються під час говоріння (*still, now, at 11 o'clock, from 5 to 9 o'clock*) або в теперішній період часу (*today, this week, this season*).

*Please, don't make so much noise. I **am studying**.* (not *I study*)

*Tom and Ann **are talking and drinking** in a café. Tom says, 'I'm **reading** an interesting book at the moment.'*

*'You **are working** hard today.'* *'Yes, I have a lot to do.'*

2. Ситуації, які швидко змінюються:

*The population of the world is **rising** very fast. (not rises).*

3. Майбутні дії, якщо висловлюється намір їх здійснення або впевненість у їх виконанні.

*What **are you doing** tomorrow evening?*

*I **am going** to the theatre.*

Примітка. *Present Continuous Tense* також може використовуватися:

- для висловлення меншої впевненості та офіціальності:

*I **am hoping** you can lend me \$100.*

*I'm afraid we must **be going**;*

- для висловлення незадоволення, скарги тощо:

*He is continually **borrowing** money from me.*

Past Continuous Tense

Подовжена дія, що відбувалася у певний момент у минулому або в певний відрізок часу.

*I **was reading** a book at seven yesterday.*

*In June that firm **was carrying on** negotiations for the purchase of wheat.*

Past Continuous не вказує на те, чи завершилась дія:

*Tom **was cooking** the dinner* (= він готував обід і не відомо, чи приготував він його).

*Tom **cooked** the dinner* (= він приготував обід).

Примітка. *Past Continuous* часто стоїть разом з *Past Simple*, якщо одна дія здійснювалася на фоні іншої.

*Tom **burned** his hand when (while) he **was cooking** the dinner.*

При переліку подій у минулому вживається *Past Indefinite*, незалежно від тривалості дії.

*I **came** home early, **rested** from five till six, and then **worked** the whole evening.*

Future Continuous Tense

1. Подовжена дія, що буде відбуватися в певний момент у майбутньому або в певний відрізок часу.

*This time tomorrow they **will be sitting** in the cinema. They **will be watching** a film.*

*I **will be preparing** for my examination in May.*

2. Намір здійснити дію або впевненість у її здійсненні (замість *Future Indefinite Tense*).

He will be meeting us at the station.

Зворот *to be going to do smth*

To be going to виражає намір здійснити дію або впевненість у її здійсненні у майбутньому.

We were going to ship these goods by the steamer. – Ми збиралися відправити цей товар пароплавом.

The sky is clearing up; the rain is going to stop in a minute. – Небо прояснюється; дощ ущухне через хвилину.

Verbs, used only in *SIMPLE* tenses

Ментальний та емоційний стан	Чуттєве сприймання	Відношення	Інші
<i>believe</i>	<i>appear</i>	<i>(dis)agree</i>	<i>be</i>
<i>(dis)like</i>	<i>hear</i>	<i>promise</i>	<i>consist</i>
<i>know</i>	<i>look (=seem)</i>	<i>surprise</i>	<i>depend</i>
<i>remember</i>	<i>see</i>	<i>satisfy</i>	<i>include</i>
<i>understand</i>	<i>seem</i>	<i>deny</i>	<i>matter</i>
<i>want</i>	<i>smell</i>	<i>impress</i>	<i>own</i>
<i>prefer</i>	<i>sound</i>	<i>astonish</i>	<i>need</i>
<i>imagine</i>	<i>taste</i>	<i>mean</i>	<i>lack</i>

Exercise 4. Translate the following pairs of sentences defining the tense of the verb in each case.

1. She *prepares* her lessons in the evening every day. – She *is* still *preparing* her lessons. 2. He *worked* hard at his English last term. – He *was working* hard at his English when we *came* to see him. 3. I *am* tired, I *will learn* this rule tomorrow. – I *will be learning* this rule all the morning tomorrow. 4. The work *is* usually *done* in time. – The work *is being done* now, and soon it *will be finished*. 5. The safety system *was installed* two years ago. – The safety system *was being installed* all the day yesterday.

Exercise 5. Complete the following sentences putting the verbs in brackets into the Present Simple or Present Continuous Tense.

1. Alec and Mary are Scottish. They (*come*) from Glasgow. 2. They'll be here very soon. They (*come*) by car. 3. Liza can't answer the phone. She (*have*) a bath. 4. She (*have*) two new pairs of jeans. 5. I (*think*) that all politicians tell lies. 6. I (*think*) about my girlfriend. She's in New York at the moment. 7. Be quiet! I (*watch*) my favourite programme. I always (*watch*) it on Thursday evenings. 8. John's not at home. He (*see*) the doctor about his sore throat. 9. I (*see*) the problem but I can't help you. 10. This room (*be used*) usually for big meetings. But today it (*be used*) for a party.

Exercise 6.

a) Role-play the dialogue.

A: What do you do?

B: I'm an interior designer. I decorate people's houses, and give them ideas for furniture and lighting.

A: And what are you doing at the moment?

B: Well, now I'm working on a house. I'm working on a hotel. I'm designing a new dining room for the Hilton.

b) Work in pairs. Make up similar dialogues with some of the jobs below.

For ideas: a film director, a mechanic, a football manager, an artist, an architect, a ski instructor, a journalist, a travel agent, an actor, a farmer.

Exercise 7. Tom wants you to visit him but you are very busy. Look at your diary for the next few days and explain to him why you can't come. (Use the Present Continuous for arranged actions.)

Tom: Can you come on Monday evening?

You: Sorry, I'd love to but *I'm playing volleyball ...*

Tom: What about Tuesday evening then?

You: I can't I'm afraid. ...

Tom: Well, what are you doing on Wednesday evening?

You: ...

Tom: I see.

Exercise 8. What are these people going to do? Write sentences using the words: vet, actress, pilot, interpreter, chef, teacher, lawyer, athlete.

Model: Frank and I are learning to fly. – We're going to be pilots.

1. Lisa loves children. She 2. Maria's good at languages. 3. Mary's at drama school. 4. Sue and Peter are studying law. 5. Anna loves animals. 6. Bill cooks very well. 7. Bob can run very fast.

Exercise 9. Choose the Past Simple or Past Continuous Tense.

I met / was meeting a friend while I did / was doing the shopping. I paid / was paying for my things when I heard / was hearing someone call my name. I turned / was turning round and saw / was seeing Paula. She wore / was wearing a bright red coat. We decided / were deciding to have a cup of coffee. While we had / were having a drink, a waiter dropped / was dropping a pile of plates. We all got / were getting a terrible shock. While the waiter picked / was picking up broken plates, he cut / was cutting his finger. We left / were leaving the café and said / were saying goodbye. I finished / was finishing my shopping and went / was going home.

Exercise 10. Replace the Indefinite Tense by Continuous Tense adding the following time guides: now, still, at...o'clock, from...to, when he came, etc.

1. The car went along the street at high speed. 2. We had dinner at home. 3. She prepares her lessons in the library. 4. My father smokes a pipe. 5. Tomorrow we will have a practical class on mathematics. 6. They worked in the laboratory the day before yesterday. 7. They will show a very interesting football match.

Exercise 11. Write the verbs in brackets in the Past Continuous or the Past Simple.

When I ___ (*study*) at university, I took a part-time job as a security guard at a factory to earn some extra money. I often ___ (*work*) at night, and one evening I ___ (*check*) the warehouse when I heard a noise. I was really scared so I ___ (*call*) the police. They arrived and while they ___ (*search*) the area they found someone asleep in a small cupboard next to the warehouse. The person ___ (*be*) the daytime security guard, who ___ (*live*) in the factory because he couldn't

afford to rent a flat. He ___ (*wear*) pyjamas produced in the factory. The factory owners were furious at first and ___ (*plan*) to sack the young man but in the end they found him a cheap flat and he ___ (*keep*) his job.

Exercise 12. Translate the following sentences.

1. З ким розмовляє ваш товариш? – Він розмовляє з нашим учителем.
2. Куди ви підете увечері? – Ми підемо до парку.
3. Коли задзвонив телефон, вони обговорювали це питання.
4. О десятій ранку він готувався до екзамену.
5. Я не робив записи, коли він читав лекцію.
7. Не телефонуй їй завтра, вона буде готуватися до екзамену.
8. Що будеється на цьому березі річки?
9. Ми не знали своїх оцінок, тому що наші контрольні ще перевірялись, коли ми пішли з інституту.
10. Чи часто ви відвідуєте своїх друзів?
11. Що ви пишете? – Ми пишемо слова сьомого уроку.
12. Він часто готує реферати з економіки?
13. Хто стоїть біля вікна? – Моя сестра.
14. Під час уроку наш учитель стоїть біля столу.
15. Зараз усе більше і більше людей вивчають іноземні мови.
16. Ці студенти зараз вивчають нові слова.

Present Participle (-ing)

(Дієприкметник дійсного часу)

Present Participle (Participle I) – неособова форма дієслова, що має властивості дієслова і прикметника (*verbal adjective*). *Present Participle* входить до складу дієслова-присудка часів групи *Continuous*, а також використовується самостійно у функціях означення та обставини.

Функції Present Participle у реченні

Функція	Місце у реченні
Означення	<i>a reading girl</i> (перед означуваним словом) – дівчина, яка читає
Означальний дієприкметниковий зворот	<i>The girl reading a newspaper is our student</i> (після означуваного слова) – Дівчина, що читає газету, наша студентка.

Обставинний дієприкметниковий зворот	<i>(When, while) Looking through the book she came across the description of this process</i> (на початку або у кінці речення) – Переглядаючи книгу, вона натрапила на опис цього процесу (<i>або Коли вона переглядала книгу ...</i>)
Входить до складу часів групи <i>Continuous</i>	<i>She is reading an interesting book</i> (разом з допоміжним дієсловом <i>be</i>) – Вона читає цікаву книгу.

Примітка 1. У реченні дієприкметники можуть виконувати функцію вставного звороту:

beginning with – починаючи з;

judging by – судячи з;

speaking of (for) – говорячи про (на користь);

broadly (generally) speaking – говорячи взагалі;

strictly (roughly, frankly) speaking – строго (грубо, відверто) кажучи.

Примітка 2. Закінчення *-ing* може бути в іменників або прикметників:

an interesting (burning) question – цікаве (невідкладне) питання;

a building – будова, дім.

Exercise 13. Give the Present Participle of the following verbs and translate them. Write word combinations with participles.

Build, grow, bring, obtain, find, produce, teach, return, tell, change, write, read, make, speak, see, say, begin, offer, save, equip, get, take, burn, show.

Exercise 14. Read and translate the following word combinations paying attention to the Present Participle.

A	B
<p>the student attending all the lectures</p> <p>the plan containing many details</p> <p>the workers building a new house</p> <p>the engineer using a new method</p> <p>the car developing a high speed</p> <p>the plant producing machinery</p> <p>the growing population of the country</p> <p>the student studying foreign languages</p> <p>the young man entering the institute</p> <p>the engineer carrying out the research</p>	<p>constructing new machines</p> <p>achieving good results</p> <p>dividing the apple into three parts</p> <p>discovering new lands</p> <p>refusing to give an explanation</p> <p>receiving important information</p> <p>constructing new roads</p> <p>moving at high speed</p> <p>graduating from the Institute</p> <p>finishing the work</p>

Exercise 15. Translate the following word combinations paying attention to the Present Participle.

A	B
<p>професор, що читає лекцію</p> <p>студент, що вивчає англійську</p> <p>методи, які покращують процес</p> <p>дівчинка, яка питає дорогу</p> <p>інженер, який знає іноземну мову</p> <p>людина, яка пропонує свою послугу</p> <p>хлопчики, які грають на вулиці</p> <p>директор, який одержує лист</p>	<p>вивчаючи іноземну мову</p> <p>розуміючи це правило</p> <p>знаходячи нові засоби</p> <p>переїжджаючи на нову квартиру</p> <p>перекладаючи тексти арабською</p> <p>дивлячись на нову картину</p> <p>створюючи нові умови</p> <p>нагріваючи цю суміш до 50 градусів</p>

Exercise 16.

a) Substitute the subordinate attributive clause for a clause with the Present Participle.

Model: All the people who live in this house are students. – All the people living in this house are students.

1. The woman *who is speaking now* is our secretary.
2. The apparatus *that stands on the table in the corner of the laboratory* is quite new.
3. People *who take books from the library* must return them in time.
4. There are a lot of students in our group *who take part in all kinds of extracurricular activities*.

b) Substitute the subordinate adverbial clause for a clause with the Present Participle.

Model: As he felt more at ease, the man spoke in a louder voice. – Feeling more at ease, the man spoke in a louder voice.

1. *Since he knew who the man was*, Robert was very pleased to have the chance of talking to him.
2. *As he had education and experience in this field*, Steve decided to apply for the job.
3. *Since he needed a shelter for the night*, Peter decided to go to the neighbour's house.

Exercise 17. Rewrite sentences using the information in brackets.

Model: That girl is Australian. (She is talking to Tom.)

The girl talking to Tom is Australian.

1. A plane crashed into the sea yesterday. (*It was carrying 28 passengers.*)
2. When I was walking home, there was a man. (*He was following me.*)
3. I was woken up by the telephone. (*It was ringing.*)
4. At the end of the street there is a path. (*The path leads to the river.*)
5. Some paintings were stolen from the palace. (*They belong to the Queen.*)

Exercise 18. Rewrite the sentences, using one of the following words and a participle clause with *-ing*.

while when after by on since

Model: He finished work and went home. – After finishing work he went home.

1. He read a book and ate his supper.
2. He worked hard and saved a lot of money.
3. I came to live in the country a few years ago. I now

realize how much I hated living in town. 4. He graduated from the university, and went off to work in Australia. 5. When you go abroad, it is advisable to take out travel insurance. 6. I came across a wonderful book. I was browsing in our local bookshop. 7. I worked hard, and I managed to pass all my exams. 8. When you open a tin, be careful not to cut yourself. 9. When we heard the weather forecast, we decided not to go camping in the mountains.

Exercise 19. Translate the sentences using the Present Participle.

1. Студенти, які багато займаються англійською, зможуть розмовляти цією мовою через два роки. 2. Розмовляючи з Петром, ми розглянули багато проблем. 3. При написанні диктанту я зробив декілька помилок. 4. Він розмовляв тихо, бо боявся потурбувати дітей, які спали у сусідній кімнаті. 5. Працюючи з цими інженерами, він дізнався багато цікавого. 6. Слухаючи лекцію професора, я записав декілька питань, які я збирався у нього спитати.

Pronouns (Займенники)

Особові		Присвійні		Зворотні
Називні	Об'єктні			
<i>Хто?</i> <i>Що?</i>	<i>Кому? Чому?</i> <i>Кого? Чого?</i>	<i>Чий? Чия?</i> <i>(з іменником)</i>	<i>Чий? Чия?</i> <i>(самотійно)</i>	<i>Кого? Як?</i> <i>(себе, сам)</i>
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Exercise 20. Fill in the gaps with the appropriate pronouns.

1. He doesn't need your help. He can do it 2. When you try, ... jokes are really funny. 3. The first train carried freight. But ... also carried passengers. 4. This engineer presented a new project of a railway. ... suggested connecting two cities. 5. ... doesn't work at her

English hard. 6. ... took our luggage and went to the station. 7. Our friends like to travel. This year ... have visited many European countries. 8. We're staying at a very nice hotel. ... room is very comfortable. 9. They are going to invite all ... friends to the party. 10. Do you think that most people are happy in ... jobs? 11. I live in a very old town. ... name came from the river ... stands on.

Exercise 21. Choose the right word.

1. Is this *your / yours* book? 2. It is *their / theirs* problem, not *our / ours*. 3. That is not *my / mine* umbrella. *My / Mine* is yellow. 4. They know *our / ours* address but we don't know *their / theirs*. 5. *My / Mine* room is bigger but *her / hers* is nicer. 6. Is this camera *your / yours*? 7. They've got two children but I don't know *their / theirs* names.

Exercise 22. Finish the sentences with *myself / yourself* etc.

Model: I cut myself with a knife.

1. Be careful! That plate is very hot. Don't burn ... 2. I'm not angry with you. I'm angry with ... 3. They never think about other people. They only think about ... 4. When people are alone they often talk to ... 5. I got out of bath and dried ... with a towel. 6. He fell off the ladder but he didn't hurt ... 7. I'd like to know more about you. Tell me about ... (one person) 8. Goodbye! Have a good holiday and look after ... ! (two people) 9. The doctor said that she felt ... much better.

Exercise 23. Translate the following sentences.

1. Мої підручники лежать на столі, а його – на дивані. 2. У мене дуже старий підручник. У ньому немає п'ятої вправи. 3. Вчора вони взяли наші журнали і залишили нам свої. 4. Моя книжка дуже важка для мене, а його книга – легка. 5. Я чув це від людини, яка була там сама. 6. Поглянь у дзеркало, ти себе не впізнаєш. Ти дуже брудний. Підйди помийся. 7. Я завжди готую собі сніданок сам. 8. Він переклав цю статтю самостійно. 9. Вони збудували цей дім самі. 10. Вона відчула себе зовсім молодою.

Use of *It*

(Вживання *It*)

1. Замінює згаданий раніше іменник-неістоту та перекладається залежно від його граматичного роду.

Where is my book? – It is on the table.

Де моя книга? – **Вона** на столі.

2. Використовується як підмет чи додаток, перекладається як *це*.

It is a magazine. – **Це** журнал.

I am going to do it. – Я збираюся **це** зробити.

3. Використовується як формальний або безособовий підмет (не перекладається).

It is spring now. – Зараз весна.

It is getting dark. – Стає темно.

It is five o'clock now. – Зараз п'ята година.

It is dangerous to drive so fast. – Небезпечно їздити так швидко.

It often rains in late autumn. – Наприкінці осені часто йде дощ.

4. Емфатична конструкція *It is (was) + визначальне слово + that (who, which, when)*. Перекладається як *саме, це, як раз*.

It was yesterday when I met her at the concert. – **Як раз** учора я зустрів її на концерті.

It was in Kiev that I ran into my old friend. – **Саме** у Києві я випадково зустрів свого старого друга.

It is our group, which will participate in the competition. – **Це (Саме)** наша група братиме участь у змаганні.

Exercise 24. Translate the following sentences.

1. Where is my suit? – It is in the wardrobe. 2. It is the book of a well-known English writer. 3. Have you watched this film? – No, I have not. But I am going to do it. 4. Look at this building. It is the highest building in our city. 5. It is important to learn new English words every day. 6. It is hard to learn this subject in a short time. 7. It is known that new railway will connect two big cities. 8. It is no use missing lessons. It would be difficult to pass the exam. 9. It was the railway that became the shortest way from Europe to Asia. 10. It is the railways that are the most popular means of travel. 11. It was only yesterday when we discussed the plan of work at the project. 12. It gets dark early in winter. 13. It was raining cats and dogs. 14. It got colder.

Exercise 25. Paraphrase the following sentences using the emphatic construction *It is (was) ... that (who, which)*.

1. *The Cherepanovs* constructed the first steam locomotive in Russia.
2. *Climatic conditions* made the construction of this line difficult.
3. *In 1891* the construction of Trans-Siberian railway began.
4. *Job satisfaction* is more important than money.
5. *Railways* are the safest and the most popular means of communications.

Exercise 26. Complete the sentences. Use *it's + A + to + B*.

A	B
difficult, dangerous, easy , impossible, nice, stupid, easy	see you again, wear, understand him , meet people, go out alone, sleep, save

Model: It's easy to understand him because he speaks very slowly.

1. ..., Jill. How are you?
2. ... at night. There is always a lot of noise.
3. A lot of cities are not safe. ... at night.
4. If you haven't got a well-paid job, ... money.
5. ... warm clothes in hot weather.
6. Everybody is very friendly in this town.

Exercise 27. What does *it* refer to in the following sentences?

Model: It's very interesting. I've just read Chapter 10. (it = a book or a novel)

1. We stood on *it* and looked down at the river.
2. *It* landed ten minutes ago.
3. *It's* next Saturday in St. Mary's Church. Then the reception's in the Bedford Hotel.
4. *It* isn't very sharp. I can't cut the meat.
5. I can't see my face in *it*. *It's* cracked.
6. *It* barked and ran after us.
7. Can I have *it* well done, please, with chips?
8. I like *it* dry and white.
9. I need a new bulb for *it*.
10. I don't take *it* in tea, but I take one spoonful in coffee.

This / These	That / Those
<p>- для людей або речей поруч з нами. <i>These shoes over there are mine;</i></p> <p>- для позначення ситуацій у наступному або майбутньому часі. <i>I'm going to Disneyland this month;</i></p> <p>- коли знаходимося у місці, про яке говоримо. <i>This room is very untidy. (The speaker is now in the untidy room);</i></p> <p>- для того, щоб познайомити людей одного з одним або представитись по телефону. <i>'John, this is Ann.'</i> <i>'Hello? This is Pam speaking.'</i></p>	<p>- для людей або речей, які знаходяться на відстані від нас. <i>That chair over there is broken;</i></p> <p>- для позначення ситуацій у минулому часі. <i>We had a wonderful Christmas that year;</i></p> <p>- для того, щоб відіслати до чогось, що згадувалось раніше. <i>'She failed her exams.'</i> <i>'That's bad';</i></p> <p>- коли, розмовляючи по телефону, ми запитуємо, хто говорить з нами. <i>'Hello? This is Jo. Who's that speaking?'</i></p>

Exercise 28. Put this, these, it or they into the gaps.

Model: A: Bob, *this* is my mother.

B: Hello, Mrs Smith.

1. Take ... bags into the kitchen. 2. I don't like ... music. 3. Is ... book John's? – Yes, ... is. 4. Are ... books Mary's? – Yes, ... are. 5. How much are ... glasses? – ...'re very cheap. 6. ... exercise is very easy. – No, ... isn't. ...'s difficult.

Exercise 29. Put that, those, it or they into the gaps.

1. Is ... your brother over there? 2. Look at ... beautiful flowers! 3. What's ... in your bag? 4. Is ... house Ann's? – Yes, ... is. 5. Are ... boys your brothers? Yes, ... are. 6. How much is ... hi-fi? – ...'s \$350. 7. Do you like ... shoes? – No, I don't. ...'re horrible.

Exercise 30. Translate the following sentences.

1. Зараз зима. 2. Йому було важко перекладати цю статтю, бо він не знав багато слів. 3. Так дивно, що йому не сподобалось подорожувати. 4. У кімнаті дуже темно і я не бачу, що знаходиться у дальньому кутку. 5. Нам цікаво поговорити з ним. Він вчора повернувся з Англії. 6. Зараз шоста година. Гадаю,

дуже рано будити його. 7. Вам буде приємно подивитись на наше місто. Воно дуже змінилося. 8. Я знаю, що йому важко вчитися в інституті і працювати на заводі. 9. Студентам було легко розмовляти з ним англійською. 10. Тут дуже спекотно, чи не так?

Numerals (Числівники)

Кількісні <i>Cardinal</i>	Порядкові <i>Ordinal</i>	Кількісні <i>Cardinal</i>	Порядкові <i>Ordinal</i>
1 - one	the first	11 - eleven	the eleventh
2 - two	the second	12 - twelve (a dozen)	the twelfth
3 - three	the third	13 - thirteen	the thirteenth
4 - four	the fourth	20 - twenty (a score)	the twentieth
5 - five	the fifth	21 - twenty-one	the twenty-first
6 - six	the sixth	100 - one (a) hundred	the hundredth
7 - seven	the seventh	1000 - one (a) thousand	the thousandth
8 - eight	the eighth		
9 - nine	the ninth		
10 - ten	the tenth		
0 - (<i>BrE</i>) - nought, (<i>AmE</i>) - zero, (<i>розм.</i>) - oh			
101 - one hundred and one (books)			
1001 - one thousand and one			
1235 - one thousand two hundred and thirty five = twelve hundred and thirty five			
2, 045, 328 - two million forty-five thousand three hundred and twenty-eight			

ДРОБИ

<i>Прості дроби</i>	<i>Десяткові дроби</i>
$\frac{1}{2}$ - a half (half of a kilometre)	0.2 - point two
$\frac{1}{3}$ - a third (third of a ton)	1.56 - one point five six
$\frac{1}{4}$ - a fourth, a quarter	3.5% - three and half per cent
$\frac{1}{5}$ - a fifth	1% - one per cent
$\frac{2}{3}$ - two thirds	
$1\frac{1}{2}$ - one and a half	
$\frac{3}{4}$ - three fourths, three quarters	

Запам'ятайте:

* у два рази, два рази - <i>twice</i>	* раз - <i>once</i>
* у три рази, три рази - <i>three times</i>	* пара - <i>a pair, a couple</i>
* у чотири рази - <i>four times</i>	* дюжина - <i>a dozen</i>
* у чотири рази вище - <i>four times as high</i>	* півдюжини - <i>half a dozen</i>
* у ... рази вище - <i>числівник + fold</i>	

The reaction was accelerated tenfold. – Реакція прискорилася у 10 разів.

Дії

7 + 3 = 10 seven plus (and) three equals (is) ten

9 - 8 = 1 nine minus eight equals one

10 x 3 = 30 ten times (multiplied by) three equals (is, makes) thirty

20 : 5 = 4 twenty divided by five equals (is) four

Розміри, виміри

3m x 4m - three meters by four meters

5cm³ - five cubic centimetres

60mph - sixty miles an hour (per hour)

5cm² - five square centimetres

50mpg - fifty miles per (to) the gallon

Номери телефонів, автобусів та ін.

Tel: 14 – 07 – 44 one-four-oh-seven-double four

in Room 203 = room two-oh-three

to take bus 67 = sixty seven

on page 305 = three hundred and five = three – [ou] five.

Дати

BC = Before Christ - до Різдва Христового, до нашої ери (до н.е.)

AD = anno domini = нашої ери (н.е.)

1900 - nineteen hundred

1999 AD - nineteen ninety nine [ei di:]

2000 BC - twenty hundred, two thousand [bi: si:]

2002 - two thousand (and) two, twenty hundred and two

2015 - twenty fifteen

GB: 3rd January 1998 = 3/1/98 = the third of January nineteen ninety eight.

US: January 3, 1998 = 1.3.98 = January the third, nineteen ninety eight.

Час

Час до 12⁰⁰ дня позначається – а.т., після 12⁰⁰ дня – р.т.

	<i>GB</i>	<i>US</i>	<i>Formal</i>
7.00	seven o'clock, seven a.m.		seven hundred hour
7.03	three past seven	three after seven	seven oh three
7.15	a quarter past seven	a quarter after seven	seven fifteen
7.30	half past seven	half after seven	seven thirty
7.35	twenty five minutes to eight	twenty five minutes before eight	seven thirty - five
7.57	three minutes to eight	three minutes before eight	seven fifty-seven
12.00	midday, noon		twelve hundred hours
	midnight		twenty-four hundred hours

Exercise 31. Read the numerals.

1) 5; 15; 50; 51; 12; 20; 11; 112; 201; 10; 446; 376; 267; 6,000,000; 0.85; 5.3; 0.6; $\frac{1}{3}$; $7\frac{1}{8}$; $\frac{1}{2}$; $4\frac{1}{4}$; 1,234; 1.234.

2) 1,005 students; 5,400,000 coins; 6.75 miles; by bus 9; in room 218; the 3rd time; 506 samples; 4,790 magazines; 627 hryvnias; on page 733; by tram 27; on the 12th day.

3) The 1st of January; on July the 16th, 1661; on August the 2nd, 2002; at the end of 1789; in early 1990s; on June 18, 1997; on December 31, 1991; on the 8th of July; at the beginning of 1770; in late 60s.

4) 5.4 tons; $\frac{2}{3}$ of an inch; 0.2 pound; 9,152 gallon, 26.5 ounces; $\frac{4}{9}$ of a mile; 0.1 foot; 7.89 grams.

5) The thirtieth kilometre, the second hour, the eleventh night, the eightieth year, the hundredth passenger, the first day, the sixteenth locomotive, the second proposal, the twentieth coach, the fifth floor.

Exercise 32. Change cardinal numerals into ordinal.

6; 60; 7; 8; 18; 82; 9; 19; 91; 12; 100; 103; 300; 425; 705; 2,000; 7,056.

Exercise 33. Translate and read the word combinations.

а) 4 лютого 2001; 25 травня 1837; 17 серпня 1907; 8 червня 43 р. н.е.; у червні 305 р. н.е.

б) 50 фунтів; 300 автомобілів; 61 фунт; два мільйони тонн; сотні шухляд; тисячі людей; 281 долар; десятки полісменів; шість тисяч гривень; п'ять ваших книжок; троє моїх друзів.

Dozen, hundred, thousand та million не мають закінчення –s після числа, few або several.

Three dozen bottles, a few hundred times, several million pounds
але: *We've got dozens (of) bottles. She made millions in the property market.*

Exercise 34. Put in dozen(s) (of), hundred(s) (of), thousand(s) (of) or million(s) (of).

1. He had to sign his name five (*hundred*) times. 2. We export 40 (*million*) tons a year. 3. I just need to borrow a few (*hundred*) pounds. 4. I've told you (*million*) times. 5. (*Thousand*) refugees are flooding into the country. 6. Could I have two (*dozen*) eggs?

Exercise 35. Say the following.

1. Your telephone number. 2. Your date of birth, your relatives' date of birth. 3. The approximate population of your home village (town, city) and your country. 4. The floor where your apartment is.

Attributive Group

(Група означень)

У функції означення можливе використання як прикметників, так і іменників. Ключовим позначеним словом у такій низці іменників є останній іменник.

Артикль	Іменник у ролі означення	Позначений іменник
The	land	transport
The	land transport	improvement
The	land transport improvement	problem

life test – випробування на строк праці

labour cost – витрати на робочу силу

safety standard – стандарт, який установлює правила техніки безпеки

College Science Improvement Program – Програма вдосконалення наукової роботи в коледжах (США)

emergency snow clearing – термінове розчищення снігових заметів

rail transport movement table – графік руху залізничного транспорту

Exercise 36. Find the headword of the word combinations and translate them.

Bathroom door, winter jacket, evening school, school evening, lunch basket, oil output, the shoe factory, the lake shore, world disarmament conference, railway duty train dispatcher, railway track maintenance, information control systems, flight control equipment, traffic flow density, school bus service, the research program result, the traffic speed increase, the New York region newspaper ad, the temperature limit determination, the railway bridge reconstruction, the household goods sale, the London underground extension project, the household goods store, the steam engine invention, the energy accumulation process, the wheel invention, the modern house ventilation facilities, the deep sea current measuring device, the car speed calculation, the high quality concrete.

Exercise 37. Translate the sentences paying attention to different meanings of *like*.

like: як; подобатися, любити; не може зрівнятися, нема нічого кращого; хотів би; подібний, такий самий; нема бажання; щось приблизно; точно як; здається, нагадує; дуже нагадує; на відміну від; являє собою

1. Radio-waves are *like* light waves. 2. I enjoy travelling because I *like* new impressions. 3. We should *like* to know if we can get our order on time. 4. I don't feel *like* going out tonight. 5. You can contact our production manager on this and the *like* issues. 6. It looks *like* raining. 7. *Like* charges repel each other, while *unlike* charges attract each other. 8. *Unlike* his brother, Nick has always kept his word. 9. It was just *like* you said. 10. What is your new flat *like*? 11. She looks very

much *like* her mother. 12. There is nothing *like* a cup of hot tea for a headache. 13. It costs something *like* \$100.

Exercise 38. Which is the correct word in these sentences?

I have to do /make an exam tomorrow.

I'm sorry. I've done /made a mistake.

We should say **do an exam** and **make a mistake** and not vice versa. Words which often go together (like *do+an exam*, and *make+mistake*) are called collocations.

a) Match the verbs (A) and nouns (B) that usually go together.

A: *do, draw, fall, go, have, lose, save, tell, watch*

B: *weight, on holiday, money, a story, your homework, TV, pictures, in love, a good time*

b) Use your expressions in the appropriate form in the following sentences:

1. Why haven't you ... homework? 2. She ... in love with him the moment she saw him. 3. If you hadn't ... so much TV, your eyes wouldn't be hurting now. 4. You look fabulous! Have you ... weight? 5. 'Where is Eva?' 'She has ... on holiday.' 6. The children love ... pictures. 7. I wish he wouldn't ... the same stories over and over again. 8. Did you ... a good time at the party? 9. We need to keep more money if we want to buy a car.

READING AND DISCUSSION

Active Vocabulary

both – *pron* обидва; *both ... and* – як ..., так і...; і ..., і ...

supply (*with*) – *v* постачати; поставляти; *n* пропозиція

demand – *n* попит

citizen – *n* громадянин

relationship – *n* зв'язок, взаємини, стосунки

product – *n* продукція, виріб; *production* – *n* виробництво, виготовлення; *produce* – *v* виробляти; *producer* – *n* виробник, постачальник; *productivity* – *n* продуктивність; *productive* – *adj* продуктивний, плідотворний

amount – *n* кількість; *syn quantity*

willing – *adj* охочий; готовий (щось зробити)

certain – *adj* певний, деякий

rent – *v* орендувати, брати в оренду

afford – *v* мати змогу, дозволяти собі
sale(s) – *n* продаж, збут
receive – *v* одержувати, отримувати
depend (*upon, on*) – *v* залежати (від)
offer – *v* пропонувати
determine – *v* визначати, встановлювати
driving force – рушійна сила
equalize – *v* зрівнювати, урівноважувати; *equilibrium* – *n* рівновага
increase [*in'kri:s*] – *v* збільшувати, збільшення; *n* [*'inkri:s*] – зростання; *ant decrease* – *v* зменшувати(ся)
rise – *v* підніматися, підвищуватися, зростати
respond – *v* відповідати, відгукуватися, реагувати
few – *adj* мало, небагато
exception – *n* виняток; *except* – *prep* за винятком, крім
taste – *n* смак; *taste* – *v* пробувати на смак
effect – *n* дія, вплив
fall – *n* падіння, занепад, зниження
earn – *v* заробляти; *earnings* – *n* заробіток, дохід, прибуток
profit – *n* користь, прибуток, дохід; *profitable* – *adj* прибутковий, вигідний, дохідний
cost – *n* вартість, ціна, собівартість
input prices – ціни на фактори виробництва
labour – *n* праця, робота, зусилля
raw material – сировина
capital – *n* капітал, багатство, майно
tend – *v* мати тенденцію, схилитися (*до чогось*)
lead – *v* вести, приводити
expect – *v* очікувати; сподіватися; *expectation* – *n* очікування
predict – *v* провіщати, передрікати
curve – *n* крива
arrive – *v* досягати; прибувати, приїжджати
trade – *n* торгівля; комерція
shortage – *n* недостача, дефіцит
cause – *v* приводити до, примушувати, викликати щось
settle – *v* встановлювати, влаштовувати
advertising – *n* рекламування; *syn advertisement, advert, ad* – реклама

impose – *v* вводити, встановлювати; накладати, обкладати (податками, митом і т.п.)

ceiling price – максимально допустима ціна

floor price – мінімальна дозволена (стартова) ціна

guarantee – *v* гарантувати, забезпечувати; *n* – гарантія

agricultural – *adj* сільськогосподарський, землеробський

receive – *v* одержувати, отримувати

severe – *adj* важкий, тяжкий, серйозний

fix – *v* встановлювати, призначати

foodstuff – *n* продукти харчування

IRREGULAR VERBS

<i>Infinitive</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Translation</i>
become	became	become	робитися, ставати
bring	brought	brought	приносити, привозити
buy	bought	bought	купувати, придбати
cost	cost	cost	коштувати
drive	drove	driven	їхати, приводити, доводити
let	let	let	пускати; дозволяти
lie	lay	lain	лежати
show	showed, shown	shown	показувати; демонструвати
pay	paid	paid	платити; сплачувати
think	thought	thought	думати; обмірковувати
write	wrote	written	писати

Exercise 39. Use the words in the box once each to complete the paragraph below.

*produce, products, production, productivity
producer, produce, productive, unproductive*

A few years ago, Harry Coe's, a large _____ of tinned food _____, decided that some of their workers were not _____ enough. Much of the work of preparing fruit and vegetables was done on rows of tables rather than on a _____ line. So they decided to introduce a piecework system, whereby workers got paid according to the amount of work

they completed. The company thought that this would motivate previously _____ workers, and thereby increase _____. Yet the new pay scheme did not _____ the results they expected: after six months they were still processing the same amount of agricultural _____, but there was a lot of dissatisfaction among the workers who were now all earning different amounts of money.

Exercise 40. Match the following words with their definitions.

1. price	a) willingness and ability to offer goods and services for sale
2. trade	b) money that you earn from your job or that you receive from investments
3. income	c) money or property used to produce wealth
4. labour	d) the sum of money for which something is bought, sold, or offered
5. business	e) money that you gain from selling something, or from doing business after taking away costs
6. capital	f) the act of buying and selling goods and services on markets
7. supply	g) telling people publicly about a product or service in order to persuade them to buy it
8. advertising	h) deficit or lack in the amount needed
9. profit	i) establishment, such as a firm or factory or commercial activity
10. shortage	j) work involving physical or mental efforts

Exercise 41. Change the *italicized* words into the synonyms given in the box below.

<p style="text-align: center;"><i>sale purchase fix effect shortage</i> <i>cause trading business impose</i></p>

To *buy* goods and services, a *lack* of money, a dangerous *occupation*, to *regulate* prices, to *tax* incomes, to *make* the price settle, to have an *influence* on smth, the *selling* of goods, to be engaged in *commerce*.

Exercise 42. Translate the following word combinations.

Both buyers and sellers, the useful model for a competitive market, to interact in the market, to lie at the very centre of economics, to

purchase at a certain price, to bring to the market for sale, to depend upon the prices, to be offered for sale, the supply-demand model, one of the fundamental concepts of economics, to increase competition, to drive the price down, to allocate resources, the law of demand, with very few exceptions, the prices of related goods, consumers' incomes, consumers' tastes, the fall in price, to earn the maximum profit, the cost of production, to be less profitable, methods of transforming inputs into outputs, expect prices to rise, the equilibrium point, the supply and demand curves cross, by a gradual process, to impose ceiling prices and floor prices, to guarantee minimum prices for certain agricultural products, times of severe shortage, the prices of basic foodstuffs.

Exercise 43. Pre-text discussion.

What is demand and supply, in your opinion? How do the forces of demand and supply interact in the market? Do they act spontaneously or are there any laws? Is the price of a good connected with these notions? What factors can affect price?

Text

SUPPLY AND DEMAND

In every market, there are both buyers and sellers. Supply and demand is the most useful model for a competitive market, showing how buyers (citizens) and sellers (businesses) interact in that market. In fact, these two market forces – demand and supply, and the relationship between them lie at the very centre of economics.

The demand for a product is the amount that buyers are willing and able to purchase at a certain price. You may want to take a round-the-world cruise or to rent a huge apartment that overlooks the ocean. However, you may not be able to afford any of these things. Therefore, economists would say that you have no actual demand for them. Even though you want them, you don't have the money needed to buy them. On the other hand, you may want the latest CDs by several of your favorite bands. And, at a price of between \$12 and \$15 each, you can afford them. Since you have both the desire for them and the ability to pay for them, you do have demand for CDs.

The supply of a product is the amount that producers are willing and able to bring to the market for sale when receiving a certain price. The

amounts which firms are prepared to supply will depend upon the prices which people are prepared to pay. When farmers consider market prices to be too low, they will sometimes plough¹ vegetables back into the ground or dump² fruit crops³, rather than take these products to the market. In such cases, the vegetables and fruit were produced, but they were not part of the supply of these things because they were not offered for sale.

In classical economic theory, the market price of a good is determined by both the supply and demand for it. This relationship is thought to be the driving force in a free market. In 1890, English economist Alfred Marshall published his work, *Principles of Economics*, which was one of the earlier writings on how both supply and demand interacted to determine price.

Today, the supply-demand model is one of the fundamental concepts of economics. It concludes that in a competitive market, price will function to equalize the quantity demanded by consumers, and the quantity supplied by producers, resulting in an economic equilibrium of price and quantity. As demand for an item increases, prices rise. When manufacturers respond to the price increase by producing a larger supply of that item, this increases competition and drives the price down.

In market economy theories, demand and supply theory will allocate resources in the most efficient way possible. How? Let us take a closer look at the law of demand and the law of supply.

Price is one of the major factors that influence demand. Experience shows that, with very few exceptions, the quantity demanded of a good increases as the price decreases. The *law of demand* states: 'Other things being equal, more will be demanded at lower prices than at higher prices'. The expression 'other things being equal' is a very important part of the statement. There are some other factors influencing demand for a good, such as the prices of related goods, consumers' incomes, or consumers' tastes. If they change too, the effects of the fall in price become very uncertain.

As it is true with demand, price is a major factor that influences supply. The *law of supply* states, 'More will be supplied at higher prices than at lower prices'. Firms want to earn the maximum profit, so when the price of a good or service rises they are willing to supply

more of it. When the price falls, they want to supply less of it. A very important factor that influences supply is the cost of production which includes:

Input prices – As the prices of inputs such as labour, raw materials, and capital increase, production tends to be less profitable, and less will be produced. This leads to a decrease in supply.

Technology – Technology relates to the methods of transforming inputs into outputs. Improvements in technology will reduce the costs of production and make sales more profitable so it tends to increase the supply.

Expectations – If firms expect prices to rise in the future, they may try to produce less now and more later.

Price, therefore, is a reflection of supply and demand. The law of supply and demand predicts that the price level will move toward the point that equalizes quantities supplied and demanded. The equilibrium point must be the point at which quantity supplied and quantity demanded are in balance, which is where the supply and demand curves cross. This is the *market* or *equilibrium price*. This market price is arrived at by a gradual process. If trading takes place at prices other than the market price, there will be either a shortage or a surplus, which will cause the price to move until it settles at the equilibrium level.

Modern economic theory proposes that many other factors affect price, such as government regulations, monopolies, and modern techniques of marketing and advertising. Government regulates demand and supply, imposing ceiling prices (maximum prices) and floor prices (minimum prices) and adding its own demand to the demand of the private sector. For example, in the European Economic Community (EEC) and in many other parts of the world, governments guarantee minimum prices for certain agricultural products. These guaranteed prices are often higher than the prices the farmers would receive if they had to sell products on a free market. Or, in times of a severe shortage, for example in wartime, the government will fix the prices of basic foodstuffs at levels which pensioners and those on low incomes can afford to pay.

¹*plough* – *v* орати, борознити

²*dump* – *v* звалювати, збувати товари за демпінговими цінами

³*crop* – *n* урожай, сільськогосподарська культура

Exercise 44. Answer the following questions.

1. What is the most useful model for a competitive market? 2. What does it demonstrate? 3. What is the demand? 4. What is the supply? 5. Why do farmers sometimes plough crop into the ground rather than take it to the market? 6. What relationship is thought to be the driving force of the market? 7. Who was one of the first economists to consider the forces of supply and demand and their influence on the price? 8. In what way will price function in a competitive market? 9. What does the supply-demand theory conclude? 10. What is one of the major factors that influence demand? 11. What do the laws of demand and supply state? 12. What is a very important factor that influences supply and what does it include? 13. What is the equilibrium point? 14. What other factors affect price? 15. How does government regulate demand and supply?

Exercise 45. Complete the following sentences using the text.

1. ... is the most useful model for a competitive 2. The model shows how ... interact in that market. 3. The two market forces – ... lie at the very centre of economics. 4. The demand for a product is 5. The supply of a product is 6. The ... model is one of the ... of economics. 7. In a competitive market, price will function to 8. ... is one of the major factors that influence demand. 9. There are some other factors influencing demand for a good, such as 10. ... is a reflection of supply and demand. 11. Many other factors affect price, including 12. The law of supply and demand predicts

Exercise 46. Skim through the text to find explanations for the following notions.

Demand, supply, the supply-demand model, an economic equilibrium of price and quantity, the law of demand, the law of supply, the cost of production, price, the equilibrium point, ceiling prices, floor prices.

Exercise 47. Are these statements true or false?

1. The supply and demand model is useless for a competitive market. 2. The two market forces – demand and supply, and the relationship between them lie at the very edge of economics. 3. The demand for a product is the amount that buyers are willing and able to purchase at a certain price. 4. The supply of a product is the amount that producers

are willing and able to bring to the market for sale when receiving the lowest price. 5. The market price of a good is determined by both the supply and demand for it. 6. As demand for an item increases, prices decrease. 7. The supply-demand model is one of the fundamental concepts of economics. 8. The demand for a good is constant and doesn't depend on other economic factors. 9. The cost of production includes input prices, technology, and expectations. 10. The equilibrium point must be the point at which quantity supplied and quantity demanded are maximum.

Exercise 48. Translate the following sentences.

1. Попит і пропозиція – це найбільш успішна модель конкурентоспроможного ринку, яка показує як покупці та продавці взаємодіють на ринку. 2. Фактично ці дві ринкові сили та взаємовідносини між ними лежать у самому центрі економіки. 3. Попит на продукт – це кількість, яку покупці бажають та мають змогу придбати за певною ціною. 4. Пропозиція – це кількість, яку виробники бажають та мають змогу доставити на ринок для продажу, якщо вони отримують за нього певну ціну. 5. У 1890 році Альфред Маршал надрукував свою роботу, яка розкрила як попит та пропозиція взаємодіють, щоб визначити ціну. 6. Модель «попит–пропозиція» – це одна з фундаментальних концепцій економіки. 7. Це означає, що на конкурентоспроможному ринку ціна урівноважує кількість, яку запитують споживачі, та кількість, яку пропонують виробники. 8. Результатом цього буде економічна рівновага ціни та кількості. 9. Ціна – це відображення попиту та пропозиції. 10. На ціну мають вплив багато факторів, як то: урядові розпорядження (регулювання), монополії, сучасні засоби маркетингу та реклами.

Exercise 49. In the texts you have encountered the names of outstanding economists who greatly contributed to the economic science. Prepare a report about Adam Smith, Alfred Marshall, any other famous economist (either old or modern). Make a good oral presentation about his (her) life, career, contribution to world economics or the economy of his (her) country.

Exercise 50. Read and translate the text with a dictionary paying attention to the *italized* words. Match them with their synonyms given in the box below.

shocking *income* *enormous* *inevitable* *lack* *retail* *heave*
stock *give up*

Seeking a balance

Demand for Apple’s iPod will be *huge* again this holiday season, no question. The only issue is supply – and how much *revenue* Apple will *forgo* because of *shortages* that look *unavoidable*.

Circuit City Stores says it expects shortages, and two smaller *retailers* say they’re getting less than half of what they order each week. With demand expected to *surge* – analysts figure Apple could sell upwards of 10 million iPods in the final quarter – last-minute shoppers can be left with empty *stockings*.

Of most concern is iPod Nano. Chief Operating Officer Tim Cook told analysts: ‘The demand for this product is *staggering*. At this point I can’t project when supply will meet demand’.

Match the questions with the answers:

Questions	Answers
1. What will be huge this season?	1. Circuit City Stores.
2. What is the only issue to consider?	2. Supply.
3. What will Apple forgo because of shortages?	3. Demand for Apple’s iPod.
4. What expects shortages?	4. Less than half of what they order.
5. How much are two smaller retailers getting?	5. iPod Nano.
6. What can last-minute shoppers be left with?	6. Staggering.
7. What is of most concern?	7. Revenue.
8. How great is the demand for this product?	8. Tim Cook can’t project.
9. When will supply meet demand?	9. Empty stockings.

Exercise 51. Now read the following text about the revolutionary-new Apple's product. Have you heard of it? What do you think of it? Forecast its future (from the point of view of demand and supply).

Apple iPad's - Impressive Device

January 27th, 2010 Apple iPad is official! Apple iPad's full details have been released. Steve Jobs, CEO (Chief Executive Officer) of Apple, has just unveiled its latest product, called the **iPad**. Jobs said that 'iPad is our most advanced technology in a magical and revolutionary device at an unbelievable price.'

Apple iPad's portable tablet-like device is a revolutionary device for browsing the web, reading and sending email, enjoying photos, watching videos, listening to music, playing games, reading e-books and much more. iPad's responsive high-resolution Multi-Touch™ display lets users physically interact with applications and content.

Once Apple iPads become available, you can predict that stores will be emptied of it within days, as happened with the 3G iPhone.

Using the Internet find out more information about Apple's iPad. Present your reports to your group-mates.

Exercise 52. Read and translate the following text. Give your own examples of goods in joint demand or supply.

Supplementary text A

Joint Demand and Joint Supply

Goods are said to be in *joint demand*¹ when the use of one good requires the use of the other: cameras and films. These goods are also called complementary goods. When two goods are in joint demand, an increase in the price of one good will reduce the demand for the other good.

If goods are in *joint supply*², the production of one of the goods automatically creates a supply of the other good. For example, it is not possible to produce *mutton*³ without producing sheepskins, and *beef*⁴ cannot be produced without creating a supply of *hides*⁵.

Problems arise when the demand for one of the goods in joint supply increases. For example, *lead*⁶ and *zinc*⁷ are found in the same *ore*⁸. An

increased demand for lead will cause more of it to be produced, and more zinc is also being produced, even though the demand for zinc has not changed. The increased supply of zinc will cause its price to fall.

Another interesting example of joint supply occurs in the transport industry. It means that on many *return journeys*⁹ vehicles are running empty. A *petrol*¹⁰ tanker will almost certainly return empty to the *oil refinery*¹¹. 'Empty running'¹² raises the costs of transporting goods and people, because the transport *charges*¹³ must cover the costs of any return journey which does not have a paying load.

¹ <i>joint demand</i> – суміщений	⁸ <i>ore</i> – руда
ПОПИТ	⁹ <i>return journey</i> – зворотний
² <i>joint supply</i> – суміщене	рейс
ПРОПОНУВАННЯ	¹⁰ <i>petrol</i> – бензин
³ <i>mutton</i> – баранина	¹¹ <i>oil refinery</i> – нафтоочисний
⁴ <i>beef</i> – яловичина	завод
⁵ <i>hide</i> – шкіра	¹² <i>empty running</i> – порожній
⁶ <i>lead</i> – свинець	пробіг
⁷ <i>zinc</i> – цинк	¹³ <i>charges</i> – витрати

Exercise 53. Skim the text above and:

a) explain what is ...

joint demand, joint supply, return journey, oil refinery, empty running.

b) say whether these statements are true or false:

1. Goods are in joint demand when the use of one good does not require the use of the other.
2. Complementary goods are goods in joint demand.
3. If goods are in joint supply, the production of one of the goods automatically creates a supply of the other good.
4. Problems don't usually arise when the demand for one of the goods in joint supply increases.
5. 'Empty running' reduces the costs of transporting goods and people.
6. The transport charges must cover the costs of any return journey which does not have a paying load.

Exercise 54. Project. Make your own research of Ukrainian market for mobile phones of the latest models. Which are in the greatest demand? Does the supply meet the demand? What will the price of the good depend on?

Supplementary text B

Why are the Salaries of Professional Sport Stars So High?

Have you ever heard people complain about how many important, worthy professions, such as teaching and nursing, are underpaid, while professional baseball, football, and basketball players often make huge amount of money? If we compare the salaries of the 10 highest-paid NBA players with those of 10 common US professions we will see that the difference between what a top NBA player makes and what ‘ordinary Americans’ make is huge. Yet, some people would argue that nurses benefit society greatly by saving lives and teachers have a tremendous impact on the nation’s young people, while basketball players merely provide entertainment. So, from an economic standpoint, how can these salary differences be justified?

To a certain extent, all the salaries are determined by supply and demand. A high demand for a certain profession, combined with a low supply of people able to perform the job, will generally result in a high salary for the job, and vice versa. In the case of professional ball players, the law of supply and demand is especially important in setting salaries. The public likes to watch professional sports, and so there is a high demand for professional sports players. However the number of people who are able to meet the physical and mental challenges of playing professional sports – that is, the supply of players – is relatively small. In this case the demand exceeds the supply, which drives salaries up.

Also, professional basketball players are usually allowed ‘free agency’ – that is they are allowed to sell their services to any team willing and able to pay them what they want. When teams really want talented and popular players to pay for them, they will bid against each other, thus driving players’ potential salaries higher and higher.

Compare that situation with the case of high-school teachers. Although teaching is a very difficult and demanding profession, many more people are able to meet the requirements to become a teacher than are able to play basketball at a professional level. Therefore, even though the nation needs many more teachers than pro ball players, the supply of certified teachers often meets or even exceeds demand – keeping teachers’ salaries relatively low and stable.

Discussion:

How do you think players' salaries would be affected if free agency was not allowed? Why? Do the high salaries of ball players affect the ticket prices you pay? What might happen in the market if players' salaries continue to rise? What is to be done to raise the salaries of high-school teachers and nurses? Can you give some other examples of such 'demanding' and therefore highly paid professions?

Exercise 55. Read the text without using a dictionary and write its summary in two or three sentences. Discuss it with your classmates. What are the most notorious computer crimes you have heard of lately?

Computer Crime

In many businesses, computers have largely replaced paperwork, because they are fast, flexible and do not make mistakes. As one banker said, 'unlike humans, computers never have a bad day'. And they are honest. Many banks advertise that their transactions are 'untouched by human hands' and therefore safe from human temptation. Obviously, computers have no reason to steal money. But they also have no conscience, and the growing number of computer crimes shows that they can be used to steal.

Computer criminals don't use guns. And even if they are caught, it is hard to punish them because there are no witnesses and often no evidence. A computer cannot remember who used it, it simply does what it is told. The head teller at a New York City bank used a computer to steal more than one and a half million dollars in just four years. No one noticed this theft because he moved money from one account to another. Each time a customer he had robbed asked questions about the balance in his account, the teller claimed a computer error, then replaced the missing money from someone else's account.

Some employees use the computer's power to get revenge on employers they consider unfair. Recently, a large insurance company in the USA fired its computer-tape librarian for reasons that involved her personal rather than her professional life. She was given thirty

day's notice. In those thirty days, she erased all the company's computerized records.

All computer criminals have been minor employees. Now police wonder if this is 'the tip of the iceberg'. One official said, 'I have a feeling that there is more crime out there than we are catching. What we are seeing now is all so poorly done. I wonder what the real experts are doing – the ones who really know how a computer works.'

CONVERSATIONAL PRACTICE

Exercise 56. Complete the three telephone conversations. Use the phrases from the box. Role-play the dialogues.

No, it isn't. I'll just get her.
Can I take a message?
Great! See you on Sunday at ten. Bye!
Never mind. Perhaps next time. Bye!
This is Jo speaking.
I'll ring back later.
I'm having a party on Saturday. Can you
come?
Can I speak to the manager, please?

I. A: Hello. Can I speak to Jo, please?

B: ...

A: Oh! Hi, Jo. This is Pat. I'm just ringing to check that Sunday is still OK for tennis.

B: Yes. That's fine.

A: ...

B: Bye! See you soon.

II. A: Hello. Is that Liz?

B: ...

A: Hello. Liz here.

B: Hi, Liz. It's Tom. Listen! ...?

A: Oh sorry, Tom. I can't. I'm going to my cousin's wedding.

B: ...

A: Bye!

III. A: Hello. Barclays Bank, Chasswood.

B: Hello. ...

A: Hold on. I'll put you through ... I'm afraid Mr Smith isn't in his office. ...?

B: Don't worry. ...

A: All right. Good bye.

WORD BUILDING

Noun Suffixes: *-ity, -ty, -ship*

Adjective Suffixes: *-ive, -y*

Negative prefixes: *un-, in-, il-, im-, ir-, non-*

Verb Suffixes: *-ate, -en*

Exercise 57.

a) Form nouns by adding – *ity* (*-ty*) to the adjectives.

Model: active (adj) – activity (n) (активний – активність)

Capacious, certain, various, curious, human, fatal, stupid, public, able, equal, regular, extreme, possible, probable, responsible, absurd.

b) Form nouns by adding –*ship* to the following nouns.

Leader, apprentice, owner, relation, professor, acquaintance, companion, citizen, member, friend, author, clerk, editor.

Exercise 58.

a) Form adjectives by adding –*y* to the following nouns.

Grass, star, rain, chalk, room, water, foam, snow, fog, frost, wind, silk, mist, sand, slang, milk.

b) Form adjectives by adding –*ive* to the verbs and translate them.

Collect, reflect, respect, attract, prevent, construct, correct, oppress, communicate, create, imitate, regulate, interrogate, illustrate, alternate, demonstrate.

Exercise 59.

a) Translate the words paying attention to the negative prefixes *un-*, *in-* (*im-*, *ir-*, *il-*) and *non-*.

Uncomfortable, unfair, unjust, untrue, uncertain, unclear, unsuitable, uncultured, uncover, unfasten, unfix, unable;

incorrect, independent, incomparable, inconvenient, indelicate, improper, immoral, immovable, impossible, irresponsible, irresistible, illegible, illiterate;

non-existent, non-conductor, non-standard, non-resistance, non-durable, non-provided, non-governmental, non-essential.

b) Express in one word with the negative prefix *un*-.

un- not able, not seen, not lawful, not well, not intentional, not explored, not selfish, that cannot be forgotten, that cannot be changed, that cannot be thought of, that cannot be believed;

c) Translate the following words using the stems given.

un- виймати пробку (*cork*), відмикати (*lock*), викривати (*mask*), знімати кришку (*cover*), відколювати (*pin*), некритичний (*critical*), нестійкий (*steady*), неохайний (*tidy*), небезпечний (*safe*), недійсний (*real*), незбагнений (*achievable*), нечестолюбний (*ambitions*), несхвалений (*approved*);

in- (il-, im-, ir-) несором'язливий (*modest*), нелогічний (*logical*), нетвердий (*firm*), непристойний (*decent*), нерішучий (*resolute*), неправильний (*correct*), незвичайний (*regular*), невизначний (*expressive*), нелегальний (*legal*).

Exercise 60.

a) Translate the verbs.

Graduate, affiliate, facilitate, activate, accumulate, sanitize, legislate, originate, agitate, indicate, circulate, dedicate, fascinate.

b) Express in one word.

To make light (soft, sad, glad, deaf, mad, wide, fat, deep), to subject to threat (fright, haste), to give strength (length, height).

Exercise 61. Form verbs by adding *-en* and use some of them in the sentences below.

heart, red, tight, bright, black, dark, white, length, short, weak

1. Mother often ... the stove in the kitchen. She likes when it is white like snow. 2. 'Pete, ... the classroom. We shall watch a film', said the teacher. 3. Ann says that her skirt is too long. She will ... it. 4. My brother asked to ... his trousers, because they are short for him now. 5. The boy's strength was ... , because he stayed in bed and did not move.

GRAMMAR REVISION

Exercise 62. Put verbs in brackets in the Passive.

The Tower of London

The Tower of London (*build*) by William the Conqueror in 1078 as a castle and palace. Since that time it has been expanded to its present size and used as an armoury, a zoo, a royal mint, a prison, and a museum. At the time when it was a prison a lot of people (*lock*) in the Tower for their religious beliefs or suspected treason. Elizabeth the First (*shut up*) there too. Spies (*imprison*) in the Tower during both World Wars. Some of the prisoners (*allow*) to walk in the grounds, live in comfortable rooms and receive visitors. Many convicted (*publicly / execute*) on Tower Hill. They (*behead*) with the block and axe, which (*keep*) and (*show*) in the Tower Armoury now. The Jewel House (*situate*) at the Tower. The collection of the Crown Jewels (*keep*) in it. In 1671 a daring attempt (*make*) to steal it by a man named Captain Blood.

Exercise 63. Make questions from the sentences.

1. I live in a flat near the centre of town. (*Where?*) 2. Jane speaks three languages. (*How many?*) 3. I'm learning English because I need it for my job. (*Why?*) 4. I've been to France, Germany, Sweden, and the United States. (*Which countries?*) 5. He was in Dublin in 1970. (*Where? When?*) 6. I've been learning German for three years. (*How long?*)

Exercise 64. Put *a, an, the*, if necessary.

1. ... brevity is ... soul of wit. 2. ... charity begins at ... home. 3. ... experience is ... best teacher. 4. ... fire and ... water are good servants, but ... bad masters. 5. One cloud is enough to eclipse ... sun. 6. One drop of ... poison infects ... whole tun of wine. 7. There is no ... place like ... home. 8. Please clean ... blackboard. 9. I must go to ... bank and ... post office. 10. It's as cold as ... ice. 11. Which is longer: ... Volga or ... Danube? 12. Is ... Everest ... highest mountain in ... world? 13. ... news that you brought was ... great shock. 14. It's ... pity that you can't come. 15. ... weather was fine, and we decided to take ... walk.

16. They say ... sugar is bad for you. 17. Is ... Amsterdam in ... United States or in ... Netherlands? 18. ... Statue of Liberty was presented as ... gift by ... people of ... France to ... people of ... United States. 19. ... sun rises in ... east and sets in ... west. 20. ... Loch Ness is ... lake in ... Scotland. 21. ... English are very proud of their history. 22. Do you know what is on at ... 'Bolshoi' tomorrow evening? 23. Is ... Malta in ... Mediterranean? 24. They are looking for ... man with ... long dark hair. He is armed and dangerous.

ENJOY YOURSELF

Proverbs

a) Match the beginning of each proverb on the left with its ending on the right. Add the articles – a, an, the – if necessary.

- | | |
|--------------------|--------------------------------------|
| 1. Money | a is certain except death and taxes. |
| 2. Diamonds | b makes the world go round. |
| 3. Don't | c shared is problem halved. |
| 4. Friends | d cry over spilt milk. |
| 5. Nothing | e are girls' best friend. |
| 6. Problem | f in need is friend indeed. |
| 7. Every cloud | g pave way to Hell. |
| 8. Good intentions | h has silver lining. |

b) Here are the meanings of three of the proverbs from above. Which proverbs are they?

1. If you can't change it, don't worry about it. 2. Every bad thing has a positive side. 3. Action is needed if you want to achieve anything: intentions are not enough.

Do you know ...

- that Bingo is a popular British game played for money and held in large halls, many of which are former cinemas. To play this game you have to buy one or more cards with numbers printed on them and then cross the numbers out as they are drawn at random (навмання) and called out by the caller, who is usually a man. There are cash prizes for the first to complete a whole card. To make the numbers more interesting, some of them have been given certain associations or nicknames. An example of this is 'Legs Eleven' – the number eleven

resembling a pair of legs. 'Unlucky for some' – 13, 'Two fat ladies' – 88, 'Clickety Click' – 66, 'Sunset Strip' (назва серіалу) – 77.

• how to sneeze in English or what to say if you walked into a lamppost?

Ой! – Ouch!

Апчихи! – Atchoo!/ Atishoo!

Бувай здоровий! – Bless you!

Опля! – Whoops-a-daisy!/Oops-a-daisy!/Whoops!/Oops!

За ваше здоров'я! – Your health! Here's to you! Cheerio!

Test

GREAT EXPLORERS

Write these verbs in the quiz below in the past simple. Afterwards test your own knowledge and complete the quiz. Check your answers below.

Be reach lead make sail

1. Who ___ the South Pole first?

a Robert Scott; **b** Roald Amundsen; **c** Richard Branson

2. Who ___ the first expedition westwards from Europe to Asia via the Pacific?

a Ferdinand Magellan; **b** Marco Polo; **c** Vasco da Gama

3. Who ___ the second man on the Moon?

a Yuri Gagarin; **b** Neil Armstrong; **c** Edwin Aldrin

4. Who ___ to America first?

a The Vikings; **b** Christopher Columbus; **c** James Cook

5. Which European first ___ contact with the continent of Australia?

a Thor Heyerdahl; **b** Captain James T Kirk; **c** Captain James Cook

(1b, 2a, 3c, 4a, 5c)

UNIT 4

Grammar: Perfect Tense

Pronouns *Some, Any, No* and their Derivatives

Past Participle

Phrasal Verbs

Pronoun *One*

Text: Production and Factors of Production

Supplementary text: The Knowledge Society

Word Building: -ic, -al, -an; -age, -th, -ee; -ize, -(i)fy; en- (em-), -ward(s)

READING RULES

G g	[dʒ]	перед e, i, y	age, engineer, gym <i>викл.</i> get [g], give [g]
	[g]	перед приголосними та голосними (крім e, i, y); у кінці слів	great, go, big, dog
	[ŋ]	у сполученні ng	bring, wrong, strong

Exercise 1. Practice the following sounds.

[dʒ]	[g]	[ŋ]
language	gold	sing
generation	bag	thing
algebra	girl	working
original	dog	English
engine	good	king

Exercise 2. Read the words and explain the rules of reading.

Garbage, sing, king, bridge, bag, large, great, song, agronomist, language, go, village, agriculture, college, gauge, large, young, forget, cabbage, gorgeous, engineer, George, Germany, struggle, generation, region, again, grain, engagement, grow, geometry, bring, Google, angry, along, change, gymnasium, refrigerator, girl, original, geologist, gel, gene.

E, e	[ə:]	у сполученнях er, ear + приголосний	term, heard
	[iə]	у сполученні ee + r	beer, deer
	[iə] [ɛə]	у сполученні ea + r	near, dear bear, tear
	[ju:]	перед w	knew, few
	[u:]	перед w с попереднім r	grew, drew

Exercise 3. Read the following words.

1. Pearl, mercy, perm, permissibility, permit, heard, percent, perplex, persecutor, persist, person, nerve, perspective, perspire, search, earl, learn;

2. beard, clear, near, hear, beer, blear, dear, deer, deerstalking, fleer, gear, hearsay, jeer, ear, earmark, eerie, fear, fearless, imperial, inferior, sincere, queer, tear, mere, rear, sear, cereal, near,

3. dew, dewy, knew, hew, mew, mewl, newsprint, few, view, pew;

4. crew, flew, brew, brewery, drew, grew, screw, screwdriver.

Exercise 4. Read and explain the reading rules.

Quite, quick, quest, quiz, quit, small, fall, tall, call, all, chalk, walk, talk, few, stew, news, write, wrest, wrist, wring, wreck, wrap, dry, wrong, angry, angle, high, right, bright, might, light, fight, reel, grim, sack, bloom, fly, seep, stove, made, plate, mean, heat, pine, teach, shelf, bud, fume, laid, bay, hard, term, bird, skirt, thirsty, icy, gent.

GRAMMAR

Perfect Tense

(Часи групи *Perfect*)

	Active have + Past Participle (-ed)	Passive have + been + Past Participle (-ed)
<i>Present</i>	I have just written the letter. She has already written the letter.	The letter has been written by a secretary. All the letters have been written .

<i>Past</i>	We had written the letter before you came to the office (by 6 o'clock yesterday).	The letter had been written before you came in (by 6 o'clock yesterday).
<i>Future</i>	They will have written the letter by 6 o'clock tomorrow.	The letter will have been written by 6 o'clock tomorrow.

Present Perfect Tense

1. Дія відбулася до теперішнього моменту, час здійснення дії не вказаний.

I've met a lot of famous people (before now).

She has written twenty books (up to now).

Якщо вказаний час, коли була здійснена дія, вживається тільки *Past Indefinite*.

I lost my key the day before yesterday.

Jim went to Canada in 1999.

2. Дія відображає недавній досвід у чому-небудь (часто з прислівниками *never, ever, lately, recently*).

Have you ever been to China?

We have never had a car.

3. Дія закінчилась у недавньому минулому і має безпосередній результат у теперішньому часі (часто з прислівниками *just, already*, які зазвичай стоять після додаткового дієслова, та *yet*, що стоїть на кінці та вживається тільки у питальних та негативних реченнях).

I've lost my wallet. (I haven't got it now)

Jim has gone to Canada. (= he is in Canada or on his way there)

Would you like something to eat? – No, thanks! I have just had lunch!

Don't forget to post the letter, will you? – I have already posted it!

Has Ben come yet? – Бен вже прийшов?

They have not completed it yet. – Вони ще не закінчили це.

4. Дія почалася у минулому та триває у теперішньому (часто з обставинами часу *since* та *for*).

I've lived here for twenty years (since 1995; since I left school).

– Я живу тут двадцять років.

Але: *I lived there for twenty years.* (I don't live there now)

How long have you worked as a teacher? (you still work there)

5. З обставинами часу *this year, today, this week, this term* (якщо ці періоди часу не скінчились до моменту говоріння).

*Ron hasn't studied very much **this term**.*

*I haven't seen Tom **today**. Have you?*

Past Perfect Tense

Дії, що відбувались та закінчились до якогось моменту або іншої дії у минулому.

*I had translated the article **by five o'clock**.*

*George didn't want to go to the cinema with us because he had **already** seen the film twice.*

*It was my first time in an airplane. I was very nervous because I hadn't flown **before**.*

Future Perfect Tense

Майбутні дії, які будуть здійснені до певного моменту або певної дії у майбутньому, що виражається за допомогою прийменника *by*.

***By the time** you get home, I will have cleaned the house from top to bottom.*

*They will have finished **by tomorrow afternoon**.*

Exercise 5. Match a line in A with a line in B.

A	B
Joe is happy because	he has just burnt the meal.
Richard is sad because	he has just got some good news.
Tim is worried because	his girlfriend has gone away on business.
Malcolm is excited	his daughter hasn't come home yet.
because	his wife has just given birth to a baby.
Ken is annoyed because	

Exercise 6. Fill in *just, already* or *yet* into each gap.

Model: I'm not hungry. I've *just* eaten my lunch.

1. Peter hasn't phoned ... and its ten o'clock. 2. Tina's ... told me that you won. Congratulations! 3. We've ... seen that film – it was on last week. 4. Have you been to the doctor ...? No, I haven't. 5. Lock the

door! I've ... seen her coming up the path. 6. Careful! She's ... passed her driving test. 7. Has the postman been ...? 8. Yes, he's ... been. He was here a long time ago.

Exercise 7. Open the brackets, using verbs in the Present Perfect or Past Simple Tense.

1. I (*live*) in London for eight years, and I don't want to move. 2. He (*live*) in Oxford for two years, and then in 1993 he (*move*) to London. 3. The rain (*stop*) and the sun is shining in the sky again. 4. The rain (*stop*) half an hour ago. 5. Mary (*buy*) a new flat. 6. I (*buy*) a pair of gloves yesterday. 7. We (*meet*) Ann and Paul three years ago. How long you (*know*) them? 8. Alex (*meet*) his friend two hours ago. 9. We just (*discuss*) our new plan. 10. I (*see*) Peter today. 11. I (*not see*) you for a long time. I (*see*) you in the town two or three days ago, but you (*not see*) me. I (*be*) on a bus.

Exercise 8. Complete the sentences with a verb from the box. Use the Present Perfect Tense.

break, buy, finish, do, go, go, lose, paint, read, take

Model: 'Are they still having a dinner?' 'No, they have finished.'

1. I ... some new shoes. Do you want to see them? 2. 'Is Tom here?' 'No, he ... to work.' 3. '... you ... the shopping?' 'No, I'm going to do it later.' 4. 'Where is your key?' 'I don't know. I ... it.' 5. Look! Somebody ... that window. 6. Your house looks different. ... you ... it? 7. I can't find my umbrella. Somebody ... it. 8. I am looking for Sarah. Where ... she ...? 9. 'Do you want the newspaper?' 'No, thanks. I ... it.'

Exercise 9. Answer the following questions using the words in brackets.

Model: When did you last smoke? (for two years) – I haven't smoked for two years.

1. When did it last rain? (*for ages*) 2. When did they last visit you? (*since June*) 3. When did you last play tennis? (*for a long time*) 4. When did you last drive? (*six months*) 5. When did you last go to Spain? (*never*)

Exercise 10. Work in pairs. Make questions by choosing a beginning from A to a suitable ending from B below. If possible, ask and answer further questions, giving details, as in the example.

Q: Have you ever lost your luggage?

A: Yes, I have.

Q: Where did you lose it?

A: I lost it when I flew to Berlin last year.

Q: Did you get it back?

A: I got it back in the end, but I had to wear the same clothes for a couple of days.

A	B
Have you ever	travelled abroad (on business)?
	ever had?
Have you worked	had an interview?
	missed a flight or connection?
How often have you	been ill this year?
How many times have you	been late for class this year?
	had a serious argument at home?
Where's the furthest you've	ever travelled?
	in this company for long?
What's the worst journey you've	lost your job?

Exercise 11. Read the news story and put the verbs in brackets into the Present Perfect or Past Simple (Active or Passive).

The Loch Ness Wallet

14 years ago Spanish tourist Gaspar Sanchez (*drop*) his wallet into the waters of Loch Ness in Scotland. His passport, his car keys, his business card and his money (*lose*) in 150m of water. This week the phone (*ring*) in Senor Sanchez's Barcelona flat and a Scottish policeman told him, 'Sir, your wallet (*find*)! It (*discover*) last Sunday on the bed of the loch by some scientists in a submarine looking for the Loch Ness monster!'

Senor Sanchez said, 'The whole thing is absolutely amazing. Apparently my wallet and its contents (*put*) in the post to me already. I should get them tomorrow. I can't believe it!'

Exercise 12. Complete the sentences using the verbs in brackets in the Past Perfect. You went back to your hometown after many years and you found that many things were different.

Model: Most of my friends were no longer there. They had left.

1. My best friend was no longer there. He (*go*) away. 2. The local cinema was no longer open. It (*close*) down. 3. Mr. Johnson was no longer alive. He (*die*). 4. I didn't recognize Mrs Johnson. She (*change*) a lot. 5. Bill no longer had his car. He (*sell*) it.

Exercise 13. Put the verbs into the Past Perfect or Past Simple.

1. The house was very quiet when I got home. Everybody (*go*) to bed. 2. I felt very tired when I got home, so I (*go*) straight to bed. 3. Sorry I'm late. The car (*break*) down on my way here. 4. There was a car by the side of the road. It (*break*) down and the driver was trying to repair it. So we (*stop*) to see if we could help. 5. 'Was Tom there when you arrived?' – 'No, he (*go*) home.' 6. 'Was Tom there when they arrived?' – 'Yes, but he (*go*) home soon afterwards.'

Exercise 14. Read this extract from an insurance claim. Put the verbs in brackets into the Past Simple, Past Perfect, or Past Continuous.

I am fairly sure that the theft took (*take*) place while I ___ (*have*) breakfast. In fact, on my way back to the room, I ___ (*pass*) a man who was about twenty-five years old who ___ (*behave*) rather strangely, and who ___ (*hold*) some sort of bag in his hand. Anyway, as soon as I ___ (*get*) to my room, I ___ (*know*) at once that someone ___ (*be*) in there – the drawer ___ (*lie*) on the floor and my traveller's cheques and passport ___ (*steal*). Then, while I ___ (*look*) around, I ___ (*realize*) that the souvenirs and presents I ___ (*buy*) the day before were missing as well.

Exercise 15. Complete each of the following sentences in three different ways, using your own ideas. Write sentences using the Past Simple, Past Continuous, and Past Perfect.

1. When the car broke down...	<i>we had just passed a small village. we were driving from our country house. the driver phoned the company.</i>
2. When I finally got to the airport...	
3. When we climbed to the top of the mountain...	
4. When the police arrived at the hotel...	

Exercise 16. Use the Future Perfect to put the beginnings and ends together.

<i>BEGINNINGS</i>	<i>ENDS</i>
I (<i>not finish</i>) the report by Monday, ...	and we'll be able to get a smaller house.
In a couple of years the children (<i>leave</i>) home ...	and it's needed for Monday morning.
On our next wedding anniversary ...	I (<i>drive</i>) for fourteen hours non-stop.
When I get home tonight ...	I (<i>work</i>) for forty years.
When I retire ...	we (<i>be</i>) married for twenty-five years.

Exercise 17. Translate the sentences paying attention to different meanings of *for* and *since*.

for: для; впродовж; за; так як

1. The unusual phenomenon occupied the boy's thoughts *for* hours.
 2. See what I have *for* you, my boy. 3. *For* a few years Albert Einstein lived in Prague. 4. His unexpected arrival was a great surprise *for* everybody. 5. In 1993 our Institute was given the status of the Academy *for* great successes in training specialists *for* railway transport. 6. Einstein always answered all students' questions, *for* there were no foolish or simple questions *for* him.

since: з; з тих пір (як), так як, бо, оскільки

1. *Since* the Moon is the nearest body to the Earth, we know more about it than about any planet. 2. *Since* that time railway has become the most popular means of transport. 3. *Since* the atomic structure became known, many chemical processes became much cheaper. 4. He left for Moscow and we did not see him *since*. 5. *Since* I can't say anything for sure, I'll make no comments so far.

Pronouns *Some, Any, No* and their Derivatives

(Займенники *some, any, no* та їх похідні)

Стверджувальне речення	<i>There are some important articles in this magazine.</i> – У цьому журналі є декілька важливих статей. <i>Take any magazine.</i> – Візьми будь-який журнал.
Питальне речення	<i>Are there any important articles in this magazine?</i> – Чи є будь-які важливі статті у цьому журналі?
Заперечне речення	<i>There are not any important articles in this magazine. (There are no important articles in this magazine.</i> – У цьому журналі немає ніяких важливих статей.

Some

Використовується у стверджувальних реченнях.

She's got some interesting ideas. – У неї декілька цікавих ідей.

There's some mud on the carpet. – На килимі бруд (перед незліченними іменниками не перекладається).

There are some 20 students in the room. – У кімнаті приблизно 20 студентів.

Примітка. Може використовуватися у питальних реченнях, що є пропозицією, проханням або коли очікується позитивна відповідь.

'Could I have some coffee?' 'Sure.' – «Чи можу я попросити каву?» «Звичайно».

'And would you like some biscuits?' – «Чи не бажаєте печива?».

Any

1. Використовується замість *some* у негативних реченнях і у більшості питань.

Do you know any good jokes? – Чи знаєш ти які-небудь анекдоти?

He hasn't got any money. – У нього немає грошей.

2. У реченнях з *if*, а також зі словами *never, hardly, without, refuse, doubt* (що мають негативне значення).

We got there without any difficulty. – Ми дістались туди без труднощів.

I refused to give him any help. – Я відмовився надати йому допомогу.

3. У стверджувальних реченнях означає *будь-який*.

Any of us could help you. – Кожний з нас може Вам допомогти.

No

Це більш виразний спосіб сказати *not a* або *not any*. На початку речення завжди вживається *no*.

Sorry, I've got no time.

No tourists ever come to our village.

None of his friends likes his wife.

	thing	body	one	where
some	<i>something</i> щось що-небудь	<i>somebody</i> хтось хто-небудь	<i>someone</i> хтось хто-небудь	<i>somewhere</i> де-небудь куди-небудь
any	<i>anything</i> що-небудь	<i>anybody</i> хто-небудь	<i>anyone</i> хто-небудь	<i>anywhere</i> де-небудь куди-небудь
	у стверджувальних реченнях			
	все що завгодно	всякий будь-який	всякий будь-який	усюди
	у негативних реченнях при негативній формі дієслова			
	ніщо	ніхто	ніхто	ніде, нікуди
no	<i>nothing</i> ніщо	<i>nobody</i> ніхто	<i>no one</i> ніхто	<i>nowhere</i> ніде, нікуди
every	<i>everything</i> все	<i>everybody</i> усі, кожний	<i>everyone</i> усі, кожний	<i>everywhere</i> усюди

He asked somebody to help him.

They have done something.

Anybody could do it. Can anyone show me the way to the station?

I couldn't understand anything from his letter.

Nobody failed in this examination yesterday.

No one expected such news.

Nothing interesting happened while I was away.

Exercise 18. Choose the right word.

1. Have you got (*some / any*) free time on Wednesday afternoon?
2. There's (*something / anything*) strange about the way Pete's acting today.
3. Is there (*something / anything*) we should bring to the meeting?
4. (*Some / Any*) of Laure's friends were at the party last night.
5. I had three sets of house keys, and I can't find (*some / any*) of them now.
6. Hardly (*some / any*) of the smaller cars have enough leg room for Jill.
7. Do you know if (*some / any*) of the Morrisses are coming on Sunday?
8. Can I get you (*some / any*) coffee? I've just made (*some / any*).
9. She refuses to have (*something / anything*) to do with her family now.
10. If there's (*some / any*) soup left, could you put it in the fridge, please?
11. Never trust (*someone / anyone*) who has a perfectly tidy desk.

Exercise 19. Put the pronouns *something, anything, nothing or everything*.

Model: My husband taught his son everything he knows.

1. The patient has a bad memory. She can't remember
2. I think there is ... wrong with my watch.
3. We've got ... to eat. We've got only ... to drink.
4. The student didn't understand ... because she heard
5. Does he know ... about computers? – Yes, he knows ... because he is the best specialist in computer science at Harvard University.
6. He felt terrible. He couldn't do
7. ... is all right, the patient is much better today.
8. Is there ... interesting in the program of the concert?
9. I could see ...: it was quite dark.
10. Give me ... to drink.
11. I didn't take any money with me, so I couldn't buy
12. My new eyeglasses are very good, I can see ... now.
13. I saw ... near the wood that looked like a tent.

Exercise 20. Put *some* or *any* if needed.

1. This car hardly uses ... petrol.
2. This car doesn't use ... petrol; it's battery-powered.
3. Would you like ... beer?
4. In Belgium they make a stew with ... beef and ... beer.
5. Do you ever read ... novels?
6. I read ... wonderful novels by O'Brien when I was on holiday.
7. Are your sisters ... doctors too?
8. We met ... doctors at the party.
9. Could you lend me ... money?
10. Is ... money something you worry about?
11. Do you like ... mushrooms?
12. Are there ... mushrooms left?
13. We need ... more milk.
14. Cheese is made from ... milk.

Exercise 21. Put in *no* / *none* / *nobody*.

1. 'Why can't I have toast for breakfast?' – 'Because there's ... bread.'
2. 'My students expect me to know everything.' – '... knows everything.'
3. ... newspaper tells the whole truth.
4. 'What were your photos like?' – 'I'm afraid ... of them came out.'
5. 'Do you think he's honest?' – '... politician is completely honest.'
6. ... of the people there remembered seeing anything unusual.
7. I've got ... patience with people like her.
8. There's ... I can talk to in this place.
9. ... of you cares what I think.
10. He had ... money, ... job and ... place to live.

Exercise 22. Put in *some*, *any*, *no* or their derivatives.

1. Can ... wash the dishes?
2. Tell me ... about this man. I don't know him.
3. There is ... in the room, it is empty.
4. Is there ... at home?
5. She has ... money to buy the book.
6. I don't know ... Chinese words.
7. There is ... I can do for you, I'm sorry.
8. ... knows the right answer.
9. You may take ... book you like.
10. Are you waiting for ... ?
11. Who has already seen this film? –
12. You can say ..., I don't believe you.

Exercise 23. Match a line in A with a line in B.

A	B
He told the police that he knew He didn't tell the police	anything. nothing.
I think they live I don't mind I'll live	anywhere in London. somewhere in London.
Anybody Nobody	phoned you, sorry. can cook. It's easy.
I've searched I can't find it	anywhere. everywhere.
I thought I'd know I didn't know	somebody at the party. anyone at the party.
My parents never took me My parents took me	everywhere when I was young. anywhere when I was a kid.
Jane always got Jane didn't have	everything she wanted. anything to wear.
I've already had I've had	something to eat. nothing to eat.

Exercise 24. Translate the sentences into English.

1. Я не зголоднів, тому нічого не їв. 2. Чи не хочете ви щось випити? 3. Можете сісти на який завгодно автобус звідси до центру. 4. Ти живеш десь близько біля Тома? – Ні, він живе в іншій частині міста. 5. В офісі нікого немає. 6. По телевізору нічого немає. 7. Ми нічого не знайшли. 8. Вони нікуди не ходили. 9. Що ти хочеш? – Нічого. 10. Хто вас бачив? – Ніхто. 11. Я нічого не знаю про двигуни. 12. У нього немає дітей. 13. Вони йдуть на пошту. Їм потрібні марки. 14. Він живе десь біля Бостона.

Past Participle (-ed)

(Дієприслівник минулого часу)

Past Participle (Participle II) – неособова форма дієслова, що має властивості дієслова і прикметника (*verbal adjective*). *Past Participle* входить до складу дієслова-присудка часів групи *Perfect, Passive Voice*, а також використовується самостійно у функціях означення та обставини.

Функції Past Participle у реченні

Означення	<p><i>The <u>constructed</u> railway was 15 miles long</i> (перед означуваним словом). – Збудована залізниця була 15 миль довжиною.</p> <p><i>The railway <u>constructed</u> carried heavy traffic</i> (після означуваного слова). – Збудована залізниця здійснювала великий обсяг перевезень.</p>
Означальний дієприкметниковий зворот	<p><i>The house <u>built in our street</u> has simple and severe lines</i> (після означуваного слова). – Будинок, збудований на нашій вулиці, має прості та строгі лінії.</p>
Обставинний дієприкметниковий зворот	<p><i>When <u>built</u>, this house will be the highest in our street.</i> – Коли цій дім збудують, він буде найвищим на нашій вулиці.</p> <p><i>Metal bars become longer if <u>heated</u>.</i> – Металеві бруси подовжуються, якщо їх нагріти.</p>
Входить до складу всіх часів пасивного стану	<p><i>That house was <u>built</u> two years ago</i> (після допоміжного дієслова <i>be</i>). – Той дім було збудовано два роки тому.</p>
Входить до складу часів групи <i>Perfect</i>	<p><i>The construction firm has recently <u>built</u> a house in our street</i> (після допоміжного дієслова <i>have</i>). – Ця будівнича фірма нещодавно збудувала будинок на нашій вулиці.</p>

Exercise 25. Give the Past Participle of the verbs and write word combinations with them.

Build, grow, bring, obtain, find, produce, teach, return, tell, change, write, read, make, speak, see, say, begin, offer, save, equip, get, take, burn, show.

Exercise 26. Translate the sentences paying attention to the Past Participle.

1. She put a plate of *fried* fish in front of me. 2. The coat *bought* last year is too small for me now. 3. Nobody saw the things *kept* in that box. 4. My sister likes *boiled* eggs. 5. We stopped before a *shut* door.

6. They saw *overturned* tables and chairs and pieces of *broken* glass all over the room. 7. This is the church *built* many years ago. 8. The books *written* by Dickens give us a realistic picture of the 19th century England.

Exercise 27. Read and translate the word combinations paying attention to the Participle.

A

B

all developed countries;
the apple divided into three parts;
the information obtained recently;
the railway built between the two towns;
help offered by the teacher;
the lecture read by a well-known person;
the research made in the laboratory;
the film shown to the students;
the letter sent to his parents

книга, яка була залишена дома;
метод, упроваджений на виробництві;
стаття, перекладена на декілька мов;
виступ, надрукований у газеті;
дані, одержані у попередньому тесті;
іспити, складені на минулому тижні;
тест, запропонований видатним ученим;
речі, знайдені у шафі;
експеримент, проведений ретельно

Exercise 28. Compare the pairs of sentences and define the function of participles.

1. The steam locomotive invented by G. Stephenson developed low speed. – When invented, the steam locomotive played an important part in transportation. 2. The first railways built used slow locomotives. – The railway, when built, will shorten the way between two cities. 3. The rails heated by the sun become longer. – Rails become longer when heated. 4. The trains drawn by horses were short and light. – When drawn by electric locomotives, the trains may have more than 90 cars. 5. The radio used for the sorting of trains makes the work of railwaymen much easier. – If used, the electronic computers will make the sorting of trains far more efficient.

Exercise 29. Rewrite the sentences. Each time use the information in brackets to make an -ed clause.

Model: The man was taken to hospital. (*he was injured in the accident*) – The man *injured in the accident* was taken to the hospital.

1. The window has now been repaired. (*it was broken in the last night's storm*) 2. Most of the suggestions were not very practical. (*they were made at the conference*) 3. The paintings haven't been found yet. (*they were stolen from the museum*) 4. Did you hear about Bob's car? (*it was damaged badly this morning in the car crash*)

Exercise 30. Choose the necessary form of the Participle.

1. We listened to the girl (*singing, sung*) Russian folk songs. 2. We listened to the Russian folk songs (*singing, sung*) by the girl. 3. The girl (*washing, washed*) the floor is my sister. 4. The floor (*washing, washed*) by Helen looked very clean. 5. Who is that boy (*doing, done*) his homework at the table? 6. The exercises (*doing, done*) by the pupils were easy. 7. The house (*surrounding, surrounded*) by high trees is very beautiful. 8. The wall (*surrounding, surrounded*) the house was very high. 9. The girl (*writing, written*) on the blackboard is our best pupil. 10. Everything (*writing, written*) here is quite right. 11. Read the (*translated, translating*) sentences once more. 12. I picked up the pencil (*lying, lain*) on the floor. 13. Do you know the girl (*playing, played*) in the garden? 14. The (*losing, lost*) book was found at last. 15. Look at the beautiful flowers (*gathering, gathered*) by the children.

Exercise 31. Complete the sentences with participles from the following verbs.

blow, call, invite, live, offer, post, read, sit, study, wait, work

Model: None of the people *invited* to the party can come.

1. Tom has a brother ... in a bank in London and a sister ... economics at the university in Glasgow. 2. Somebody ... Jack phoned while you were out. 3. All letters ... today should arrive tomorrow. 4. When I entered the waiting room there was nobody ... except for a young man ... by the window and ... a magazine. 5. A few days after the interview, I received a letter ... me a job. 6. There was a tree ... down in the storm

last night. 7. Sometimes life must be very unpleasant for people ... near airports.

Exercise 32. Translate the following sentences using participles.

1. Вона дала мені книжки, *взяті* у бібліотеці. 2. Я розмовляв з нашим студентом, *який брав участь* у конференції два роки тому. 3. Викладач відповів на питання, *що поставили* студенти. 4. *Принесений* викладачем журнал був дуже цікавим. 5. *Готуючись* до екзамену, я прочитав багато книжок, *написаних* нашими викладачами. 6. Дуже цікаво читати твори, *написані* дітьми. 7. Це мої доповіді, *прочитані* минулого року. 8. Ми стояли перед *зачиненими* дверима. 9. Вона показала мені парасольку, *куплену* у Лондоні. 10. Мені хотілося забути історію, *яку він розповів*.

Phrasal Verbs

(Фразові дієслова)

Jack put the books down on the table. – Джек кладе книги на стіл. (*put smth down* – дієслово з прийменником)

She's always putting people down. – Вона завжди критикує людей. (*put smb down* – ідіоматичне фразове дієслово)

Exercise 33. Consult your dictionaries for different meanings of the phrasal verb *look* and write them out.

1. We are *looking forward* to seeing you again. 2. The police *looked through* his papers for the letter. 3. You should *look up* the new word in your dictionary. 4. He *looked at* me attentively. 5. The old woman needs a nurse *to look after* her. 6. Are you still *looking for* a job? 7. The first house of glass and plastics was *looked upon* as an experimental construction. 8. *Look out!* It may be dangerous.

Exercise 34. Translate sentences paying attention to phrasal verbs. Consult your dictionary.

1. If you are seen stealing that car the police will *be after* you. 2. Sheila *broke off* her engagement last week. 3. By stealing, Mark *brought about* his dismissal from work. 4. We often *eat out*. 5. The two Germans *played off* for a place in the final. 6. They *called off* the meeting. 7. This situation *calls for* immediate action. 8. They *turned*

down my application. 9. Why did you let James *talk* you *into* this crazy scheme? 10. Please *draw back* from the edge of the cliff. 11. I *dropped out* of school and got a job. 12. He has tried *to give up* smoking twice. 13. They were forced *to give in* to enemy.

Exercise 35. Read the article and decide which phrasal verb describes the following meaning: *has become popular; returned; were worthwhile; learn information; stop trying; improved.*

The Art of Feng Shui

Ho Da-ming's new restaurant was failing. His customers rarely *came back*. Why? Mr Ho contacted a feng shui consultant *to find out*. Feng shui (meaning 'wind and water') is the ancient Chinese art of placing things in your surroundings. According to this art, the arrangement of furniture, doors and windows affects our health, wealth and happiness. Mr Ho was concerned about his business but he didn't *give up*. Following the consultant's advice, he remodelled and redecorated his restaurant. His actions *paid off*. Soon business *picked up* and Mr Ho became rich. 'It was the best decision I ever made,' he says happily. And he isn't alone in his enthusiasm. Feng shui *has caught on* with modern architects and homeowners everywhere.

Exercise 36. Read this article about the architect I.M. Pei. Complete it using the correct form of the following phrasal verbs: *come up with, give up, go back, go up, grow up, carry on, pay off, turn out.*

Born in 1917, Ieoh Ming Pei ... in Canton, China. When he was seventeen, he went to the United States to learn about building. As it ..., Pei became one of the most famous architects of the twentieth century.

Pei is famous for his strong geometric forms. One of his most controversial projects was his glass pyramid at the Louvre in Paris. The old museum had a lot of problems but no one wanted to destroy it. Pei had to ... a solution. Many Parisians were shocked with his proposal for a 71-foot-high glass pyramid. It ... anyway, blending with the environment. Today many people say that it is a good example of the principles of feng shui.

Pei ... despite criticism. He strongly believed that ‘you have to identify the important things and press them and not ...’. His determination He continued to build structures that reflected the environment. Pei received many prizes for his work. He used some of the prize money to start a scholarship fund for Chinese students to study architecture in the United States and then to ... to China to work as architects.

Exercise 37.

a) Complete the sentences with a preposition from the box to build a phrasal verb.

<i>out out up in on off</i>

1. Put ... something warm. It’s cold today. 2. There’s some ice-cream in the freezer. Can you get it ... ? 3. Why are your clothes on the floor? Please pick them 4. I’m going to take the dog ... for a walk. 5. Turn ... the TV! It’s time to go to sleep. 6. You should fill ... a customs declaration when crossing the border.

b) Look at the position of the object when it is a pronoun in these sentences. Complete the sentences with phrasal verbs adding *up*, *away*, *off*, *in*, *after*.

Model: Your shoes are dirty. Take them off.

This jumper looks nice. Can I try it on?

1. We don’t need all these lights on. Put 2. Leave little Annie with me. I’ll look 3. I haven’t got time to fill in this form. I’ll fill ... later. 4. Are you still smoking? – No, I gave 5. I have never liked this thing. I just threw

Pronoun *One*

(Неозначено-особовий займенник *One*)

• Виражає невизначену особу та перекладається безособовим зворотом.

One should say that making a timetable is a very complicated job. – Треба сказати, що складання розкладу – дуже важка робота.

One can’t learn a language in six weeks. – Не можна вивчити мову за шість тижнів.

• Використовується для заміни раніше згаданого іменника для уникнення повтору, після *the*, *the only*, *the main* та *every*.

'Is this your umbrella?' 'No, mine's the big blue one (= umbrella).' – «Це твоя парасолька?» «Ні, моя велика, синя (парасолька)».

I think his best poems are his early ones (= poems). – Гадаю, що його найкращі поеми – це ранні (поеми).

The only jokes I tell are the ones that I hear from you. – Я лише розповідаю ті анекдоти, що чую від вас.

Exercise 38. Translate the following sentences.

1. *One* may say that studying foreign languages is a hard work. 2. *One* must understand that the work of a driver requires much experience. 3. *One* can expect that a new metro line will be opened soon. 4. At the exhibition *one* could see the last works of the famous artist. 5. At the conference *one* should mention the latest achievements of the plant. 6. *The only ones* who will benefit are the shareholders. 7. *One* after another, tropical storms battered the Pacific coastline. 8. Great pictures make *one* think.

Exercise 39. Use the appropriate substitute words instead of italicized ones.

1. I think this department store is bigger than that *department store*. 2. These shoes are less comfortable than those *shoes*. 3. My watch isn't working well. I must buy a new *watch*. 4. I've got a pair of black gloves but I must buy brown *gloves* to match my new shoes. 5. I think my watch is ten minutes slow. What's the time by your *watch*? 6. This English book is too easy for me. Please give me a more difficult *book*. 7. I don't like these pictures. They're too dark. I saw better *pictures* in a shop in our street. 8. I think this show will be more interesting than the last *show*.

Exercise 40. Complete the dialogues. Use the words or expressions in brackets.

Model: - Is this your new car? – No. (*blue/over there*) – No, it's the blue one over there.

1. Which apples do you want: the ... or ... (*red/green*) 2. Do you prefer the striped socks or ... (*plain*) 3. Which boy is Tony? – He ... (*with dark, curly hair*) 4. The green shorts are cheaper than ... (*yellow*) – Yes, but ... are nicer. (*yellow*)

Exercise 41. A asks B some questions. Use the information in the box to write B's answers. Use *one* in the answers.

<i>B</i> doesn't need a car	<i>B</i> has just had a cup of coffee
there is a chemist' in Mill road	<i>B</i> can't ride a bicycle
<i>B</i> hasn't got a pen	<i>B</i> hasn't got an umbrella

A: Can you lend me a pen?	B: I'm sorry, I haven't got one.
A: Would you like to have a car?	B: No, I don't ...
A: Have you got a bicycle?	B: No, I can't ...
A: Can you lend me an umbrella?	B: I'm sorry,
A: Is there a chemist near here?	B: Yes, ...
A: Would you like a cup of coffee?	B: No, thank you, ...

READING AND DISCUSSION

Active Vocabulary

mean – *n* означати, *meaning* – *n* означення
as well as – а також; не тільки, але і
employ – *v* брати на роботу, використовувати, *employer* – *n* роботодавець, *employee* – *n* (найманий) працівник
entrepreneurship [*ˌ*ɒntrəprɛz `nɛ:(r)ʃɪp] – *n* підприємництво, *entrepreneur* – *n* підприємець
particular – *adj* особливий; *syn specific*
contribute (*to*) – *v* робити внесок, сприяти
create – *v* створювати, *creation* – *n* творіння
asset(s) – *n* актив (балансу), фонд, засіб
renewable – *adj* відновлювальний; *renew* – *v* відновлювати
use up – *ph v* використати, вичерпувати
essential – *v* основний, головний; *syn main, major*
process – *v* обробляти
variety – *n* різноманітність; *various* – *adj* різний, різноманітний
transfer – *v* переміщати, перевозити; *syn move*
wages – *n* заробітна плата (робітників); *syn salary* (службовців), *fee* – *n* гонорар
payment – *n* оплата
interest – *n* процент

cost – *v* коштувати; *cost(s)* – *n* витрати, ціна; *costly* – *adj* дорогий, *production cost* – собівартість, витрати на виробництво
efficiency – *n* ефективність; *efficient, effective* – *adj* ефективний; *effective cost* – собівартість
measure – *v* вимірювати
up-to-date – *adj* сучасний, новий; *syn modern*
equipment – *n* обладнання; *equip (with)* – *v* обладнувати, оснащати
exchange – *v* обмінювати; *n* обмін; *exchange value* – обмінна вартість
refer to – відноситися до, посилатися на
distinction – *n* різниця, відмінність
bond – *n* облігація
stock – *n* акція, запас, фонд
capital – *n* капітал, фонди; *fixed capital* – основні фонди; *working (circulating) capital* – оборотні фонди
divide into – поділяти на
describe – *v* описувати; *description* – *n* описання
durable – *adj* тривалий, довготривалий
participate – *v* брати участь; *syn take part*
operate – *v* працювати, приводити до дії, управляти
ration – *n* порція, норма
unit – *n* одиниця, *per unit* – за одиницю
acceptable – *adj* припустимий; *accept* – *v* допускати, приймати
ability – *n* здібність, вміння
undertake – *v* братися за, починати; *undertake responsibility* – брати на себе відповідальність
benefit – *n* користь, прибуток, перевага
visionary – *adj* далекоглядний, прозорливий, мудрий
merely – *adv* тільки, просто, лише
destroy – *v* руйнувати
reward – *n* винагорода; *v* нагороджувати; *syn award*
exploit – *v* використовувати

IRREGULAR VERBS

<i>Infinitive</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Translation</i>
eat	ate	eaten	їсти
fall	fell	fallen	падати
give	gave	given	давати
grow	grew	grown	рости
lose	lost	lost	загубити
put	put	put	класти
seek	sought	sought	прагнути, шукати
send	sent	sent	відправляти
speak	spoke	spoken	говорити

Exercise 42. Change the italicized words into their synonyms from the active vocabulary.

To *make* some physical objects, a *major* natural resource, to *transport* things from one place to another, a general *difference*, modern *machinery*, to *classify* into fixed and working capital, to *take part* in the production, the *proportion* of labour and capital, to demonstrate one's *capability*, to undertake one's *obligations*, a monetary *profit*, to *ruin* the old order, an *award* to an entrepreneur.

Exercise 43.

a) Match the verb with its definition.

satisfy	to give somebody a job
employ	to ask for something very firmly
contribute	to think about something carefully
increase	to be in a better position because of something
demand	to help somebody
transfer	to start doing something
consider	to move from one place to another
undertake	to provide what is wanted or needed
benefit	to consist of something
comprise	to make something greater in amount

b) Fill in the gaps with the verbs from section a).

1. The company ... a major programme of modernization. 2. The crew ... one woman. 3. She ... her speed to overtake the lorry. 4. The factory ... over 200 people 5. She ... a large number of articles to the

magazine. 6. She never ... nursing as a career. 7. The programme is designed to ... the needs of adult learners. 8. Could I ... \$500 from my saving to my checking account? 9. I walked into the office and ... to see the manager. 10. They would ... by reducing their labour costs.

Exercise 44. Find explanations for the following nouns: *output, entrepreneur, asset, income, interest, responsibility, benefit, reward.*

1. a duty to deal with something; 2. something of value that a person owns; 3. the money you receive regularly as payment for your work; 4. something that you are given because you have done something good; 5. the amount that person or machine produces; 6. an advantage or useful effect that something has; 7. a person who makes money by starting or running businesses; 8. the money that you pay for borrowing money from a bank, etc.

Exercise 45. Read and translate the following combinations from the text. Use the active vocabulary.

To grow crops, to have a much wider meaning, people's wants are satisfied, to be classified into, to bring them together, in a literal sense, to be used up sooner or later, to meet an increase in demand, to make gifts of nature satisfy our needs, to put efforts into creation of something, demand for labour, total production costs, geographic mobility, poorly equipped, badly managed, available bank balances, to be worked up in the production process, can be considered, furniture maker's supply of timber, a major distinction almost all firms must take, to lead to a monetary benefit, per unit of capital, he is not merely a risk taker, as much to destroy something as to create something.

Exercise 46. Pre-reading discussion.

What factors are necessary for a production process? Which of them are the most important? What natural resources do you know? What is extracted from mines? Where is oil produced in Ukraine? What is the main difference between production and service? What can increase the efficiency of production? What qualities should an entrepreneur have? What is the difference between an entrepreneur and a businessman?

PRODUCTION AND FACTORS OF PRODUCTION

The word 'production' usually means the making of physical objects, or the growing of crops. In economics, however, it has a much wider meaning. Production takes place so that people's wants are satisfied. Production includes the output of services as well as goods.

The resources employed to produce goods and services are factors of production. They are classified into four major groups: natural resources (land), human resources (labour), manufactured resources (capital), and entrepreneurship which brings all these resources together for production. Each factor of production has a particular function. In a literal sense anything contributing to the productive process is a factor of production.

Natural Resources: Land and Mineral Resources

Natural resources are not created by people. As an asset, they include the surface of the earth, anything on the ground (such as buildings, crops, forests, water), above the ground (air, sunlight, wind and space), and under the ground (mineral resources). Some natural resources, wheat, for example, are renewable; others such as iron and ore are non-renewable and will sooner or later be used up. The supply of land, an essential natural resource, is limited and cannot be easily increased to meet an increase in demand. Land can be used for housing or offices, for mining, or for building roads as well as for production of crops. The price paid for the use of land is called rent, which becomes income to the owner of the land.

To make the gifts of nature satisfy our needs and desires, people must process natural resources; they must use their efforts, and this usage is called labour.

Human Resources: Labour

Physical and mental efforts, which people put into the creation of goods and services, are called labour. Labour has a variety of functions: production of raw materials, manufacturing final products, transferring things from one place to another, management of production, and services. The price paid for the use of labour is called wages. Wages represent income to workers who own their labour. Payment for the use of someone else's money or capital is called

interest. Demand for labour depends upon the demand for goods produced by workers, the proportion of wages in total production costs, etc. The supply of labour depends upon the size of population, geographic mobility, skills, education level, etc. The contribution of labour to the production process can be increased. The efficiency of labour is described as productivity and is usually measured in terms of output per worker's hour. Workers in firms which are well organized, well managed and which use up-to-date equipment will generally be more efficient than those employed in firms poorly equipped and badly managed.

The goods which satisfy human desires and have exchange value are called wealth. When some of the wealth is used to produce more wealth, economists refer to it as capital.

Manufactured Resources: Capital

In economic theory, the term 'capital' refers to goods and money used to produce more goods and money. There are different classifications of capital, the most general distinction is the one made between *physical*, *financial*, and *human* capital. Physical capital is land, buildings, equipment, and raw materials. Bonds, stocks, available bank balances are included in the financial capital. They both make a great contribution to production. Human capital is knowledge that contributes 'know-how' to production. Some firms believe that their employees are their most important asset. Like physical capital, human capital is very important and can be considered an indicator of economic development of a nation.

Capital can be divided into fixed capital and working capital. The former refers to means of production such as land, buildings, machinery and equipment. They do not change their form in the process of production. A manufacturing firm would describe its factory buildings and machinery as fixed capital. For a farmer, fixed capital would be assets such as barns, cowsheds, milking machines and tractors. They are durable, that is, they participate in the production process over several years. Working capital includes those things which are used up in the process of production; that is they are changed into some other form. A farmer's seeds and fertilizers, a shoe manufacturer's stock of leather, and a furniture maker's supplies of timber are good examples of working capital.

Capital and labour are active factors while land is passive. Labour operates capital to produce. The ration of labour and capital is a major decision almost all firms must take. Neither too much labour per unit of capital, nor too much capital per unit of labour is acceptable.

Entrepreneurship

This factor of production is a special type of human resources. It consists of entrepreneurial ability. It is associated with the founding of new businesses, or the introduction of new products and new techniques. It includes undertaking responsibilities and taking risks, inventing new methods of making existing goods, and generally experimenting with any type of new thinking that could lead to a monetary benefit. The role of organizer and innovator is revolutionary and visionary; he is not merely a manager or a risk-taker, but also, someone who seeks as much to destroy the old order as to create something new. The reward to entrepreneurs is profit.

All factors of production must contribute equally in the production process; and income from exploiting the four production factors comprises the national income.

Exercise 47. Answer the following questions on the text.

1. What groups can factors of production be classified into? 2. Give some examples of natural resources. 3. What is the essential natural resource? 4. How can land be used? 5. What is the difference between renewable and non-renewable resources? 6. What is the income for the owner of the land? 7. What functions does labour perform? 8. What do wages represent? 9. What does demand for labour depend on? 10. What does supply of labour depend on? 11. How can capital be classified? 12. What does fixed capital refer to? Give some examples of fixed capital. 13. What does working capital refer to? Give some examples of working capital. 14. What assets are called durable? 15. What does entrepreneurial ability encompass? 16. What is the role of an organizer in the production process? 17. What factors of production are active? 18. What is one of major decisions almost all firms should take?

Exercise 48. Fill in the missing words.

1. Production includes the ... of services and goods. 2. They into four major groups. 3. Such natural resources as iron, oil, coal are 4. ... can be used for housing, mining, building roads, etc. 5. Rent becomes ... to the owner of the land. 6. Demand for labour many factors. 7. Land, buildings, equipment and raw materials are called 8. Human capital is an ... of economic development. 9. ... capital doesn't change the form in the process of production. 10. Things that participate in the production process over several years are 11. Entrepreneurship is associated with the of new businesses. 12. These factors must ... equally for the final economic value be realized.

Exercise 49. Using the text find explanations for the following notions.

Production, factors of production, rent, labour, wages, interest, wealth, capital, physical capital, financial capital, human capital, fixed capital, working capital, entrepreneurship.

Exercise 50. Find definitions for the following explanations.

1. price paid for the use of land; 2. physical and mental efforts; 3. the price paid for the use of labour; 4. payment for the use of someone's money or capital; 5. goods which satisfy human desires and have exchange value; 6. goods and money used for production; 7. the reward to entrepreneurship; 8. income from exploiting all factors of production.

Exercise 51. Match the following people with their job role:

employer, manufacturer, owner, entrepreneur, manager, supplier, economist, worker, farmer, furniture maker.

1. owns something; 2. makes goods; 3. starts new businesses; 4. provides goods to shops and businesses; 5. hire other people for a job; 6. directs and supervises the work; 7. studies economics; 8. does a particular kind of work; 9. makes tables, chairs, wardrobes, etc; 10. grows crops.

Exercise 52. Are these statements true or false?

1. Production includes only the output of goods. 2. Factors of productions may be classified into six major groups. 3. Some natural resources are durable, others are non-durable. 4. Wind is an essential natural resource. 5. The price used for the use of land is called interest. 6. Renewable resources are those which sooner or later will be used up. 7. Labour has only one function that is production of raw materials. 8. The supply of labour depends upon the size of population, skills, education, etc. 9. Physical capital is people's knowledge contributing to production process. 10. Land, buildings, machinery and equipment are examples of working capital. 11. Durable assets can participate in the production over several years. 12. The role of an organizer is limited to taking risks and making decisions.

Exercise 53. Translate the following word combinations.

Задовольняти бажання людей, випуск товарів, використання ресурсів для виробництва, у буквальному розумінні, вносити вклад у процес виробництва, відновлювальні природні ресурси, зростання попиту, дари природи, прикладати зусилля, різноманітні функції, кінцевий продукт, управління виробництвом, загальна вартість виробництва, рівень освіти, обмінна вартість, загальна різниця, банківські баланси у наявності, показник економічного розвитку країни, брати участь у виробництві, запас деревини, підприємницька здатність, заснування нового бізнесу, брати на себе відповідальність, винаходити нові методи, нове мислення, вести до грошової вигоди, той що ризикує, вносити рівний вклад.

Exercise 54. Make a report on one of the following topics.

1. Stages of production 2. Scarcity of resources 3. Human resources is the main asset 4. Physical and working capital 5. Entrepreneur's ability as one of the production factors

Exercise 55. Read and translate the text.

The stages of industry

There are three stages in the process of making *saleable* products from raw materials: *extractive industry*, *processing industry* and *manufacturing industry*.

The raw materials are extracted from natural resources, for example the miner mines ore and the farmer grows wheat. The raw materials are processed into a form suitable for further use, for example the iron is made into steel and the wheat is made into flour.

The results of the processing stage are made into *semi-finished* and *finished goods*, for example the steel is made into knives and the flour is made into bread. Finished goods are goods which are complete in themselves, for example steel forks. Semi-finished goods must be assembled before they can be used, for example wooded knife handles and steel knife blades.

saleable – придатний для продажу

extractive industry – добувна промисловість

processing industry – переробна промисловість

manufacturing industry – виробництво

semi-finished goods – напівфабрикат

finished goods – готовий продукт

Exercise 56.

a) What kind of industry do I work in?

1. I'm a market gardener. 2. My company produces computers. 3. I work on an oil rig in the North Sea. 4. In my spare time, I spin wool and sell it to companies which make exclusive knitwear. 5. I'm a carpenter. 6. I'm a deep-sea fisherman. 7. We make jewellery. 8. We make leather. 9. I'm a cotton weaver. 10. My company makes steel girders for bridges.

b) Are these finished or semi-finished goods?

Umbrellas, table legs, computer monitors, bottle tops, door handles, toys, bicycle saddles, coils for light bulbs, carpets, shoelaces.

Exercise 57.

a) Read and translate the text.

Services

Some people do not contribute directly to production, but are needed for example to transport the goods from the manufacturer to the customer, to insure the goods etc. These people render services. There are several types of service: public, private, consumer and commercial services.

People in public services are employed by the government, for example civil servants and teachers. Private services are rendered by skilled people with their own organizations, for example lawyers and doctors in private practices. Consumer services are services used by people in their everyday life, e.g. electricians and hairdressers. Commercial services are rendered by people who are needed for the efficient distribution of goods, for example exporters, bankers, agents.

b) What kind of service do I render?

1. I'm a teacher. 2. I'm a plumber. 3. I work for a shipping company. 4. I'm a customs officer. 5. I work in a warehouse. 6. I'm an insurance broker. 7. I'm a mechanic. 8. I own a wholesale company which sells clothing. 9. I'm a judge. 10. I'm an architect.

Exercise 58.

a) Read and translate the text.

The chain of distribution

Companies must have ways to get their goods to the buyers. This is called distribution. There are three main ways to distribute the product.

Direct Sales: A manufacturer sells its product directly to the customer. Usually a company will have salespeople who make a commission on the amount they sell. The more the salespeople sell the more money they make. The commission is an incentive for them to sell more products. If an area is large and the company does not have enough salespeople, they might hire a sales representative to sell their product.

Wholesale Sales: Wholesalers are people or companies that buy large quantities of products from manufacturers. Then they sell the products to other businesses in large quantities.

Retail Sales: Retailers buy products either from wholesalers or directly from the manufacturer. Then they sell them to consumers. In a shopping mall we can see a lot of retail stores from discount stores to large department stores.

Normally the manufacturer sells his products to the wholesaler, the wholesaler sells to the retailer, and the retailer sells to the consumer or end-user. However, depending on the type of product, one or more stages may be missed out.

b) How do you think the following goods are distributed? There may be more than one answer.

Ready-made clothes, designer clothes, hand-made chocolates, flowers, stationery.

Exercise 59. Choose one or more of the following products and describe (in as much detail as possible) the process it undergoes from the time the natural resources are extracted to the time it reaches the consumer: *bread, paper, leather shoes, wooden chairs, copper pipes*. Mention the three stages of industry and the chain of distribution.

Exercise 60. Read the text below about German electronics wholesaler and his problems with time. Match the words in *italics* in the text to their definitions (1-6).

- 1) *time from the customer's order to delivery;*
- 2) *when something is late;*
- 3) *arrival of goods at a person's or company's address;*
- 4) *sending products from the factory;*
- 5) *all the stages leading to a result;*
- 6) *the latest time for completing a task.*

Getting out products to our customers is a long and difficult *process*. Our main problem is time. Customers order our printers and then we have to arrange *delivery* to their offices. The problem is that we make the printers in the UK and it can take a long time for our factory to *dispatch* the printers to our customers in Germany. This can take a long time. Sometimes we miss *deadlines*: we say we want the printers with the customer in two weeks, but they often get them four weeks later! There are many reasons for the *delays*: the factory is too busy,

problems with the paperwork, etc. To be successful, we need to keep our *lead time* short – it shouldn't take longer than two weeks from the customer's order to the moment the printer arrives at their office.

Exercise 61.

a) Skim the text and decide which answer (A-C) best describes the overall topic.

A Education in the past and present.

B Changes in work patterns and what they mean.

C Education and work in developed and developing countries.

b) Find answers to these questions.

1. Which two time periods does paragraph A contrast?

2. Underline a new expression that the writer explains in paragraph A. How does the writer show this is a new expression?

3. In paragraph B, find another new expression that is explained by the writer.

4. Which one key word in the first sentences of both paragraphs C and D introduces the topic of both those paragraphs?

Supplementary text

The Knowledge Society

A A century ago, the overwhelming majority of people in developed countries worked with their hands: on farms, in domestic service, in small craft shops and in factories. There was not even a word for people who made their living other than by manual work. These days, the faster-growing group in the developed world is 'knowledge workers' – people whose jobs require formal and advanced schooling.

B At present, this term is widely used to describe people with considerable theoretical knowledge and learning: doctors, lawyers, teachers, accountants, chemical engineers. But the most striking growth in the coming years will be in 'knowledge technologists': computer technicians, software designers, analysts in clinical labs, manufacturing technologists, and so on. These people are as much manual workers as they are knowledge workers; in fact, they usually spend far more time working with their hands than with their brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education.

They are not, as a rule, much better paid than traditional skilled workers, but they see themselves as professionals. Just as unskilled manual workers in manufacturing were the dominant social and political force in the twentieth century, knowledge technologists are likely to become the dominant social – and perhaps also political – force over the next decades.

C Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuing education throughout their working lives to keep their knowledge up to date. For the old high-knowledge professionals such as doctors, clerics and lawyers, formal education has been available for many centuries. But for knowledge technologists, only a few countries so far provide systematic and organised preparation. Over the next few decades, educational institutions to prepare knowledge technologists will grow rapidly in all developed and emerging countries, just as new institutions to meet new requirements have always appeared in the past.

D What is different this time is the need for the continuing education of already well-trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops. Continuing education of already highly educated adults will therefore become a big growth area in the next society. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programmes, and in any number of places, from a traditional university to the student's home. The information, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers, allowing knowledge to spread near-instantly, and making it accessible to everyone.

c) Reading comprehension: choose the correct letter A, B, C or D.

1. According to the writer, a hundred years ago in the developed world, manual workers

A were mainly located in rural areas.

B were not provided with sufficient education.

C were the largest single group of workers.

- D** were the fastest growing group in society.
2. The writer suggests that the most significant difference between knowledge technologists and manual workers is
- A** their educational background.
 - B** the pay they can expect.
 - C** their skill with their hands.
 - D** their attitudes to society.
3. He predicts that in the coming years, knowledge technologists
- A** will have access to the same educational facilities as professional people.
 - B** will have more employment opportunities in educational institutions.
 - C** will require increasing mobility in order to find suitable education.
 - D** will be provided with appropriate education for their needs.
4. According to the writer, the most important change in education this century will be
- A** the way in which people learn.
 - B** the sorts of things people learn about.
 - C** the use people make of their education.
 - D** the type of people who provide education.
5. The writer says that changes in women's roles
- A** mean women are now judged by higher standards.
 - B** have led to greater equality with men in the workplace.
 - C** are allowing women to use their traditional skills in new ways.
 - D** may allow women to out-perform men for the first time.

Exercise 62. Give your opinion of the famous people's sayings.

'I was taught that the way of progress is neither swift nor easy' (*Marie Curie*)

'No machine can replace the human sparks: spirit, compassion, love and understanding' (*Louis V. Gerstner, Jr*)

'Ideas are like wandering sons. They show up when you least expect them' (*Bern Williams*)

CONVERSATIONAL PRACTICE

Exercise 63.

a) **Social expressions. Match an expression in column A with a reply in column B.**

A	B
Mind your own business.	Thank you.
I've changed my mind.	Where to?
Excuse me.	I don't feel very well.
Mind the step.	Ouch! Too late.
Sorry!	I don't mind. You choose.
Pardon?	Never mind. It doesn't matter.
I don't care what he does.	I'll say it again for you.
It serves him right.	Oh, no. I hate decisions.
Here you are.	Why? What did he do?
Come on!	All right. All right. I didn't mean to be noisy.
What's up?	Yes, can I help you?
It's up to you.	What again?
Do you want this one or that one?	That's not very nice. I thought you two were friends.

b) **Compose short dialogues using these expressions.**

Exercise 64.

a) **Make up dialogues on the topic 'Travelling in the city'. Explain to the city guests how to get to their hotel (the centre of the city, some monuments, shopping centres, theatres, cinema palaces, etc).**

Use the expressions:

- Excuse me, how can I get to...?
- Is this the right way to...?
- It's over there (not far from here; within 5 minutes walk; next to; straight ahead; two blocks away; round the corner; opposite the hotel; nearby).
- You'd better take a taxi.
- Is there a bus to the airport?
- It takes you ten minutes to get there on foot.

b) **Translate the dialogue.**

- Вибачте мені, як пройти до готелю «Інтурист»?
- Униз по цій вулиці, потім поверніть біля світлофора і ви побачите готель.
- Дякую.
- Не варто подяки. Будьте обережні, переходьте вулицю по підземному переходу (pedestrian subway), на дорозі сильний рух (the traffic is heavy).
- Ви дуже добрі.

WORD BUILDING

Adjective Suffixes: *-ic, -al, -an*
 Noun Suffixes: *-age, -th, -ee*
 Verb Suffixes: *-ize, -(i)fy*
 Verb Prefix: *en- (em-)*
 Adverb Suffix: *ward(s)*

Exercise 65. Form nouns using the suffix *-age*. Translate them.

Marry, use, root, herb, break, post, anchor, dose, wreck, mile, percent.

Exercise 66. Translate the nouns ending *-ee*.

Assignee, trustee, addressee, presentee, grantee, trainee, refugee, referee, consignee, payee, arrestee, examinee, employee, interviewee.

Exercise 67.

a) Translate the pairs of words.

Long – length, dead – death, true – truth, strong – strength, breathe – breath, warm – warmth, deep – depth, broad – breadth, grow – growth.

b) Choose the necessary word.

1. The street is two kilometres (*long, length*). 2. The (*long, length*) of the street is two kilometres. 3. Peter is a (*strong, strength*) boy. 4. The (*strong, strength*) of the wind was great. 5. It was a (*warm, warmth*) day. 6. The woman spoke with some (*warm, warmth*). 7. 'I am (*warm, warmth*),' said the child. 8. The (*warm, warmth*) of the sun is so pleasant!

Exercise 68.

a) Translate the following words and define the root word the suffix is added to.

Economize, centralize, mechanize, mineralise, hospitalise, specialize, localize, particularize, generalize, standardize, naturalize, patronize, popularize, realize; beautify, simplify, glorify, purify, classify, horrify, falsify, personify, terrify, certify, intensify, justify, electrify.

b) Express the following in one word using *-ize* or *-fy*.

To make real (legal, material, public, spiritual, sterile); to make into vapour (crystal, fluid, a dialogue, a summary, a colony).

To bring gas (terror, glory, beauty); to make clear (solid, intense, simple, pure, jelly).

Exercise 69.

a) Translate the verbs with the prefix *-en(-em)*.

Encage, entrap, embed, embody, endanger, enable, enact, enclose, encamp, encase, endanger, endear, enfeeble, enrich.

b) Express the following in one word using *en-*.

To put smth. into a circle (a frame, a plane, a roll, a trap); to make smth. large (rich, sure, bitter).

Exercise 70. Form adjective from the words using *-an (-ian, -n)*.

Africa, Mexico, Russia, America, Scandinavia, Kant, Ukraine, Hungary, Siberia, Syria, Paris, Australia, Arab, Shakespeare, Crimea, Chile, Canada, crocodile.

Exercise 71.

a) Translate the pairs of words.

Influence – influential, confidence – confidential, province – provincial, essence – essential, race – racial, substance – substantial, resident – residential, sacrifice – sacrificial, finance – financial, president – presidential.

b) Form adjectives from the nouns adding *-al*.

Experiment, continent, function, profession, sentiment, form, critic, cynic, fraction, nation, addition, instrument, position, provision.

Exercise 72.

a) Translate the adjectives.

Symbolic, periodic, poetic(al), acrobatic, pessimistic, journalistic, stylistic(al), synonymic(al), aristocratic, mystic, clinical, ironic(al), magnetic, tragic(al), optimistic, formalistic.

b) Note the difference.

A comic paper – a comical story, economic policy – economical housewife, historic event – historical fact, classic French wine – classical music.

Exercise 73.

a) Translate the words.

Seaward, southward, backward, upward, downward, outward, onwards, towards, inward, forward, homeward.

b) Translate the words using the stem given: *east, wind, west, in, north, sky, home, earth.*

На захід, у напрямку землі, на північ, до будинку, в небо, по вітру, направлений усередину, на схід.

GRAMMAR REVISION

Exercise 74. Open the brackets, using verbs in the Simple or Continuous Tense.

1. Where your brother (*work*)? – He (*work*) at an institute. 2. Your grandmother (*sleep*) when you (*come*) home yesterday? 3. What your brother (*do*) tomorrow? 4. Where Kate (*go*) when you (*meet*) her yesterday. 5. Look at these children: they (*skate*) very well. 6. You (*skate*) last Sunday? – Yes, we (*skate*) the whole day. 7. What you (*do*) at three o'clock yesterday? – I (*have*) dinner. 8. When the boss (*come*) tomorrow? 9. Kate (*not write*) letters every day. 10. A disco, which (*take*) place at the club last weekend, (*keep*) people awake half the night.

Exercise 75. Complete the story with the verbs in brackets in one of the Past Tenses.

Amazing but true!

One day, a fisherman on the Aral Sea (*sail*) home after a day's work. It (*rain*) and he (*not feel*) very happy. He (*not have*) a very good day and (*not catch*) very many fish. Suddenly, he (*hear*) a strange noise. A

cow (*fly*) towards his boat! The cow (*hit*) the boat and nearly (*destroy*) it. When the fisherman (*get back*) home, people (*not believe*) his story. Then, some time later, the USA Air Force (*show*) that the fisherman (*tell*) the truth. While one of their transport planes (*fly*) over the Aral Sea, a cow on the plane (*go*) mad and the pilot (*throw*) it out into the sea!

Exercise 76. Fill in the gaps with necessary pronouns.

1. ... lives in Kharkiv. 2. 'Does ... sometimes meet his friends at the office?' – 'Yes, ...does.' 3. ... always speaks English at her English lessons. 4. Take this book and read ... at home. 5. These are very good exercises. Do ... at home, please. 6. My sister knows English very well. I often do my homework with 7. Read these words and learn ... by heart. 8. We know this girl. She works with ... 9. I don't see ... Where is he? 10. I like this book very much. ... is ... favourite one.

Exercise 77. Complete the sentences using *myself* / *yourself* etc. and the verbs:

teach, ~~cut~~, lock, look after, hurt, burn, talk, blame

Model: Tom cut himself while he was shaving this morning.

1. Be careful! That pan is very hot. Don't ... 2. They couldn't get back into the house. They had ... out. 3. It isn't her fault. She really couldn't ... 4. The boy was lucky when he fell down the stairs. He didn't ... 5. I'm trying to ... Spanish but I'm not making much progress. 6. He spends most of his time alone, so it's not surprising that he ... 7. Don't worry about us. We can

Exercise 78. Complete the sentences with modal verbs (more than one answer may be possible).

1. ... I use your phone? 2. ... you lend me a pen? 3. She has very good clothes. She ... have a lot of money. 4. She doesn't answer the phone. She ... be at home. 5. People ... smile more often. 6. One day, people ... go to the moon on holiday. 7. Cara wants to be a doctor. She ... study hard. 8. 'Do I look all right?' 'You ... get a haircut.' 9. What ... I do to get a visa? 10. The sign says we ... smoke here.

Exercise 79. Choose a comparative or a superlative.

1. 'The Marriage of Figaro' is (*beautiful*) of all Mozart's operas.
2. My new car is (*fast*) than my old one.
3. My mother and her sisters are all (*short*) than their children.
4. I think Annie is (*intelligent*) person in our class.
5. Let's meet in the library – it's (*quiet*) than all the other rooms.
6. My bedroom is (*cold*) room in the house.
7. A 3-year-old's voice is (*loud*) that 200 people in a busy restaurant.
8. Brazil is (*big*) South American country.

ENJOY YOURSELF

Exercise 80. Read the quotations given below. Write a paragraph in which you paraphrase the quotation, explain it through a series of supporting sentences, and make your own judgement about it. Feel free to agree or disagree with the idea.

Thoughts that help us live

1. The important thing is not to stop questioning. (*Albert Einstein, a physicist*)
2. Shoot for the moon. / Even if you miss, you will band among the stars. (*Les. Brown, an American writer*)
3. If we wait for the moment when everything, absolutely everything is ready, we shall never begin. (*Ivan Turgenev, a Russian writer*)
4. The supreme happiness in life is the conviction that we are loved. (*Victor Hugo, a French writer*)
5. The liar's punishment is not in the least that he is not believed, but that he cannot believe anyone else. (*G.B. Shaw, an English writer*)
6. The difference between men and boys is the price of their toys. (*Robert Frost, an American writer and poet*)
7. The test of a man or woman's breeding is how they behave in a quarrel. (*G.B Shaw*)
8. Travelling makes men wiser but less happy. (*Thomas Gefferson, a US president*)

Exercise 81. Make small groups of 3-4 students. Complete this form for self-evaluation. Then evaluate your partners. Exchange your assessments and discuss them. Draw conclusions about who is best suited for the job of a manager.

<i>Name of person being evaluated</i> _____			
<i>Date</i> _____		<i>Rating</i>	
<i>Characteristics:</i>	<i>Poor</i>	<i>Average</i>	<i>Very good</i>
Cooperation with others	_____	_____	_____
Ability to listen	_____	_____	_____
Skill in expressing self	_____	_____	_____
Interest in helping others	_____	_____	_____
Communication with subordinates	_____	_____	_____
Ability to solve problems	_____	_____	_____
Punctuality	_____	_____	_____
Ability to view objectively	_____	_____	_____
Stability of operation	_____	_____	_____
Creativeness	_____	_____	_____
Initiative-taking	_____	_____	_____
Self-control	_____	_____	_____
Ability to be demanding	_____	_____	_____

UNIT 5

Grammar: Perfect Continuous Tense
Sequence of Tenses. Indirect Speech
Expressions of Quantity

Text: Management. Marketing

Supplementary text A: Advertising then and now

Supplementary text B: Outdoor advertising – a breath of fresh air

Word Building: trans-, inter-, re-, under-, sub-; -ary, -ar, -ish; -drom, -hood

READING RULES

U u	[ju:]	у відкритому складі	tube, produce, music
	[ʌ]	у закритому складі	cut, cup, bus, <i>викл.</i> [u] push, put, pull, full
	[juə]	перед r + голосна	pure, cure
	[ə:]	перед r + приголосна	burn, turn
	[u:]	у відкритому складі після звуків [r], [l], [dʒ]	lunar, rule, June
Y y	[j]	на початку слова та перед ГОЛОСНИМ	yet, year, beyond

Exercise 1. Read the following words.

lunar	cure	tube	cut	burn	yet
rule	lure	produce	cup	turn	year
June	mural	music	bus	furniture	yes
July	endure	student	up	curve	yard
flute	impure	cue	buck	turkey	yellow
plume	secure	annual	but	surface	yesterday
lute	during	confuse	summit	furnish	you
junior	impurity	fuel	duck	scurvy	young
rural	durable	tutor	much	disturb	beyond
plural	fury	peculiar	ugly	hurt	Yankee

Exercise 2. Read the following words and explain reading rules.

Agricultural, conclusion, evacuate, curl, graduate, illustrate, peculiar, refuse, surprise, amuse, conduct, supply, occur, upon, union, usually, fusion, why, actual, bunch, manual, lecture, ruler, plural, sly, current,

lunch, menu, luck, cry, budget, absolutely, yarn, hurt, impure, young, stuff, must, pulp, put, rescue, rumour, flute, clue, truck, push, lure, yard, yarn, Yankee, ugly, durable, rural, tutorial, junior, curve, pure, cure, during, yelled, sulked, plunge, fur, our, flour, sour, bulky, nutshel, duty, stupid, usage.

GRAMMAR
Perfect Continuous Tense
(Часи групи *Perfect Continuous*)

	have + been + Present Participle (-ing)
<i>Present</i>	He has been writing a letter since morning. – Він пише лист зранку.
<i>Past</i>	He had been writing a letter for two hours when I came. – Він писав лист упродовж двох годин до того, як я прийшов.
<i>Future</i>	He will have been writing a letter for two hours when I come. – Він писатиме листа впродовж двох годин перед тим, як я прийду.

Present Perfect Continuous Tense

1. Дії, які почалися у минулому та тільки що закінчились.

*You are out of breath. **Have you been running?***

*That man over there is bright red. I think he **has been sunbathing.***

2. Дії, які почалися у минулому та ще триватимуть на момент говоріння.

*How long **have you been learning** English?*

***I have been waiting** here since 2 o'clock.*

Past Perfect Continuous Tense

Дії, що почалися до певного моменту у минулому і тривали до цього моменту.

*Ken **had been smoking** for 30 years when he finally gave it up.*

*I was very tired when I arrived home. I **had been working** hard all day.*

Future Perfect Continuous Tense

Дії, що почнуться до певного моменту у майбутньому і триватимуть до цього моменту.

On Saturday, we will have been living in this house for a year. – У неділю буде річниця, як ми живемо у цьому будинку.

Next year I will have been working in the company for 30 years. – У наступному році буде 30 років, як я працюю у цій компанії.

Якщо часи групи Perfect вказують на факт звершення дії, то часи групи Perfect Continuous привертають увагу до тривалості дії.

They have lived in London for 10 years (Людина привертає увагу до того, що вони живуть у Лондоні).

They have been living in London for 10 years (Людина привертає увагу до того, як довго вони живуть у Лондоні).

Exercise 3. Match a line in A with a line in B.

A	B
Ann has been sunbathing.	She is furious.
She has been shopping.	She has got paint in her hair.
She has been working in the garden.	She is crying.
She has been reading for hours.	Her back hurts.
She has been watching a sad film.	She hasn't got any money left.
She has been waiting for hours.	She is a bit burnt.
She has been doing the housework.	She is soaking wet.
She has been decorating the bathroom.	The house smells of onions and garlic.
She has been cooking.	Her eyes hurt.
She has been bathing the children.	Everything is spotless.

Exercise 4. Choose the correct verb form.

1. How long *has Angela been living / does Angela live* in Paris?
2. She *has been finding / has found* a good job.
3. Have you *waited / been waiting* long?
4. We've *prepared / been preparing* three boxes and they're all ready to be sent.
5. How long *has she known / has she been knowing* Jean-Pierre?
6. Tom *worked / has been working* as a postman for a month.
7. He *has visited / has been visiting* ten museums today.
8. I've *worked / been working* all morning so I'm really tired.

Exercise 5. Complete the sentences with *for* or *since*.

1. I've been trying to call you ___ four hours. Where have you been?
2. ___ the last six years he's been living in France.
3. She's been studying English ___ she left school.
4. ___ 1990, the council has been spending much more on public transport.
5. I've been looking for that ___ weeks . Where did you find it?

Exercise 6. Write the verbs in this conversation in the Present Perfect Continuous.

F: Hi Sandy.

S: Hi Frieda. Sorry I'm late. How long have you been waiting (*wait*)?

F: Not long. It's OK. I ___ (*read*) my book. It's about a detective. He ___ (*chase*) this bad guy for months. I've just got to the final chapter. Anyway, what ___ you ___ (*do*) today?

S: I was with a friend. We ___ (*study*) for our exams.

F: What do you think you'll do after university?

S: I haven't spent any time on that yet. I just want to pass these exams first. What about you? How's the job?

F: Well, my company ___ (*promise*) me a promotion for months but nothing happened.

S: Well, you ___ (*work*) there a long time. Maybe it's time to move on...

Exercise 7. Write full questions using the Present Perfect Simple or Continuous form.

1. How long / you / write / that report? – About 6 hours.
2. How many reports / you / write? – Six in total.
3. Have / you / wait / a long time? – Yes, about an hour.
4. Where / he / live? – In five different countries.
5. Where / they / live? – In France since last year.
6. Who / she / interview / all morning? – Candidates for the post of receptionist.
7. How many / they / interview / this morning? – Two people. One of them is from Vietnam.

Exercise 8. Translate the following sentences using the verbs in one of the Perfect or Perfect Continuous Tenses.

1. Я ніколи не був у Києві.
2. Я не бачу його з понеділка.
3. Прийшла зима і тепер ми знову будемо часто ходити на ковзанку.
4. Вона була здивована: вона ніколи раніше не бачила стільки квітів.
5. Коли я прокинувся, мати вже встала та готувала

сніданок. 6. Ви коли-небудь бачили цей фільм? – Ні. 7. Я знаю, що вона працює над цією статтею вже три тижні. 8. Ти вже уклала нарешті свої речі? Таксі вже десять хвилин чекає біля під'їзду. 9. Я знаю цю жінку вже кілька років. 10. Коли він прийшов додому, ми вже пішли у кіно. 11. Статтю ще не написано. 12. Цю книгу буде перекладено до кінця наступного року. 13. Це питання вже вирішено.

Sequence of Tenses

(Правила узгодження часів)

Якщо присудок головного речення стоїть у минулому часі, то присудок підрядного речення повинен стояти в одному з минулих часів.

<i>He says that</i>	<i>He said that</i>
he will translate this text tomorrow.	he would translate that text tomorrow.
he translates such texts without a dictionary.	he translated such texts without a dictionary.
he is translating this text now.	he was translating that text at that time.
he has already translated this text.	he had already translated that text.
he translated this text yesterday.	he had translated that text the day before.

1. Одночасні дії: *Past Indefinite* (головне речення) → *Past Indefinite* або *Past Continuous* (підрядне речення).

We knew he drank only fruit juice. – Ми знали, що він п'є тільки фруктовий сік.

2. Дія підрядного речення відбулася раніше дії головного речення: *Past Indefinite* → *Past Perfect* або *Past Perfect Continuous*.

I was sure that he had left Washington D.C. – Я був упевнений, що він поїхав з Вашингтона.

3. Дія підрядного речення відбудеться пізніше дії головного речення: *Past Indefinite* → *Future-in-the-Past*.

I hoped that I would find him at the conference. – Я сподівався, що знайду його на конференції.

Виняток з правила узгодження часів

Якщо дієслово у підрядному реченні виражає загальновідомий факт або ситуацію, яка досі не змінилася та відповідає існуючому стану речей, дієслово у підрядному реченні може стояти у теперішньому або майбутньому часі.

Galileo proved that the earth moves round the sun. – Галілео довів, що Земля обертається навколо Сонця.

I came to tell you that I will vote against you. – Я прийшов тобі сказати, що голосуватиму проти тебе.

Exercise 9. Translate the following sentences.

1. She *thinks* that you *passed* your examination in physics. She *thought* that you *had passed* your examination in physics. 2. They *know* you *will graduate* from the institute next year. They *knew* you *would graduate* from the institute the next year. 3. She *wants* to know whether you *completed* your work yesterday. She *wanted* to know whether you *had completed* your work the day before. 4. We *know* that the young writer *is working* on a novel. We *knew* that the young writer *was working* on a novel. 5. We *knew* that you *had gone* sightseeing. 6. He *said* he *had lost* his way. 7. He *knew* that I *never missed* the seminars. 8. We *thought* that we *would be able* to see our old friends. 9. They *thought* I *could* drive a car. 10. I *knew* he *was experimenting* at the lab. 11. We *considered* that she *had* already *obtained* her Master's degree in mathematics.

Exercise 10. Write the principal sentence in the past and point out that the action of the subordinate clause took place before it.

Model: I say that I read the book before. – I said that I had read the book before.

1. I am sure that you have seen the new film. 2. We are glad that you enjoyed your trip. 3. We know that you prefer to spend your days off in the country. 4. I am afraid Ann does not know anything about her friend's plans. 5. He says that he met this woman somewhere before. 6. Nick says that the city makes a great impression on him.

Exercise 11. Write the principal sentence in the past and point out that the action of the subordinate clause took place:

a) after it;

b) **simultaneously.**

Model: She says that she takes books from the library.

a) She said that she would take books from the library.

b) She said that she took books from the library.

1. I know that they will discuss the plan at the meeting. 2. We think that you will enjoy this film. 3. We know that there are many places of interest there. 4. We think that you are full of impressions. 5. We are sure you admire these art treasures. 6. He thinks the house is surrounded by a high wall.

Exercise 12. Translate the following sentences.

1. Я думала, що ви запізнитесь у кіно. 2. Ми вважали, що ви працюєте над дипломним проектом. 3. Ми думали, що ви вже знайшли свій проект. 4. Я знав, що ви отримали квиток у театр. 5. Вона сказала, що збирається поїхати до міста. 6. Він сказав, що взяв у бібліотеці усі необхідні книги. 7. Вона сказала, що піде до музею наступного тижня. 8. Я був упевнений, що ви перекладали статтю без словника. 9. Я не знала, що діти голодні. 10. Ми не були впевнені, що ці шедеври живопису так вразять вас. 11. Ми були впевнені, що цей палац пов'язаний з ім'ям та біографією видатного російського письменника.

Direct and Reported Speech

Пряма мова (*Direct Speech*)

He said, '**I want to go home,**' and walked out. – Він сказав: «Я хочу піти додому» та вийшов.

Непряма мова (*Reported Speech*)

He said that **he wanted to go home,** and walked out. – Він сказав, що хоче піти додому та вийшов.

Розповідні речення у непрякій мові

Direct Speech

'I work hard,' he said.

'I am working hard,' he said.

'I have worked hard,' he said.

'I worked hard,' he said.

'I will work hard,' he said.

Reported Speech

He said (that) he worked hard.

He said (that) he was working hard.

He said (that) he had worked hard.

He said (that) he had worked hard.

He said (that) he would work hard.

'I <u>have been working</u> hard,' he said.	He said (that) he <u>had been working</u> hard.
'I <u>am going to work</u> hard,' he said.	He said (that) he <u>was going to work</u> hard.
'I <u>can work</u> harder,' he said.	He said (that) he <u>could work</u> harder.
'I <u>may work</u> harder,' he said.	He said (that) he <u>might work</u> harder.
'I <u>must work</u> harder,' he said.	He said (that) he <u>had to/must work</u> harder.
'I <u>should work</u> harder,' he said.	He said (that) he <u>should work</u> harder.
'I <u>ought to work</u> harder,' he said.	He said (that) he <u>ought to work</u> harder.

Примітка 1. *To say* може змінюватися на *to tell*, якщо є особа, до якої звернена пряма мова (сполучник *that* іноді опускається).

He said to me, 'The talks have started.' – *He told me (that) the talks had started.*

She said, 'I have enough.' – *She said (that) she'd had enough.*

Примітка 2. Зміни займенників та прислівників:

this – that	yesterday – the day before
these – those	the day before yesterday – two days before
now – then	ago – before
today – that day	next year – the next year, the following year
tomorrow – the next day	year
the day after tomorrow – two days later	here – there

Exercise 13. Write the following sentences in the past.

Model: My uncle says he has just come back from the Crimea.

My uncle said he had just come back from the Crimea.

1. He says he has spent a fortnight in the Caucasus. 2. He says it did him a lot of good. 3. He says he feels better now. 4. He says his wife and he spent most of their time on the beach. 5. He says they did a lot of sightseeing. 6. He says he has a good camera. 7. He says he took many photographs while travelling in the Caucasus. 8. He says he will come to see us next Sunday. 9. He says he will bring and show us the photographs he took during his stay in the Crimea.

Exercise 14. Put *say / said* or *tell / told* into the gaps.

Model: He said (*that*) he was at school yesterday.

He told the teacher (*that*) he was at school yesterday.

1. Sandra ... that she went to India for a holiday. 2. Sandra ... Bob that she didn't see the Taj Mahal. 3. What did Anna ...? 4. What did Anna ... Peter? 5. She ... it was cold in the park. 6. He hasn't ... us his address. 7. Did he ... you his telephone number? 8. They ... that Alice left last week. 9. What did Barbara ... about the dinner party? 10. She ... Alice that it was an awful party. 11. Have you ... Jack about the film? 12. Why did you ... that? 13. ... me what you need. 14. Have you ... the doctor about it? 15. He doesn't ... me anything. 16. Why didn't she ... goodbye? 17. ... him to be quiet.

Exercise 15. Complete the reported sentences with the correct tenses.

1. 'I'm tired.' She said she ... tired. 2. 'You play very well.' He told me I ... very well. 3. 'Can you help us?' They asked if I ... help them. 4. 'We're leaving.' They told us they 5. 'She hasn't brushed her hair.' I noticed that she ... her hair. 6. 'John's had an accident.' Pam rang to say that John ... an accident. 7. 'I left school at fifteen.' Her letter said that she ... school at fifteen. 8. 'She won't say anything.' I knew she ... anything. 9. 'Nobody will know.' I thought nobody 10. 'This letter has been opened.' I could see that the letter

Exercise 16. Sally went to see a landlady called Mrs Mawby about renting the flat. Now she is telling her friend, Paul, about it. Report the sentences according to the model.

Model: 'The rent is \$50 a week.' – *The landlady said the rent was \$50 a week.*

1. 'It's a quiet flat and the neighbours are nice.' – Mrs Mawby said ...
2. 'The rent includes gas and electricity.' – She told me that ... 3. 'I need \$100 deposit.' – Then she said ... 4. 'I decorated the living room recently.' – She told me that ... 5. 'You'll have to make up your mind soon.' – She told me ... 6. 'You can move in immediately.' – She said that ... 7. 'I'll give you a ring soon,' said Sally. – I told Mrs Mawby that ...

Exercise 17. Put in the right tenses.

I had a really funny evening yesterday, Mary. I got talking to this boy in the pub, very nice-looking he was, and I could see he (*fancy*) me. He said he (*never meet*) anybody like me before, and he felt I (*have*) a very unusual kind of beauty. 'Oh, yes?' I said. Then he asked me if I (*want*) a lift home, so I said no. I (*be*) hungry, so we went out for a curry.

I asked him what he (*do*) for a living, and he said he (*do*) some undercover for the CIA at the moment. He said he (*can not*) give me his address because he (*move*) around all the time. So I asked him why he (*think*) I (*want*) his address. Then he asked if he (*can*) have my phone number. He said he (*call*) me today to fix for me to go to America with him. So I asked him why he (*want*) to take me to America, and he said he (*think*) he (*fall*) in love with me. I knew he (*lie*), but it was kind of fun. Anyway, I told him I (*have*) got a boyfriend already, but he said that (*not matter*). We (*be*) meant for each other, he said, and nobody (*go*) to stand in our way, because our lives (*be*) written in the stars. Then he borrowed \$20 from me to pay the bill because he said he (*leave*) his wallet at home, and he went off to the toilet, and I never saw him again.

Питальні речення у непрямій мові

Direct Speech

'Do you work hard enough?' she said to him.

He asked me, 'Shall I phone her?'

He asked me, 'What time is it?'

He asked me, 'Where can I put it?'

Reported Speech

She asked him if he worked hard enough.

He asked me whether he should phone her.

He asked me what time it was.

He asked me where he could put it.
або He asked me where to put it.

Примітка 1. У питанні з *to be* може залишитися непрямий порядок слів.

He asked, 'What is the price of this car?' - He asked me what was the price of that car. (або ... what the price of that car was.)

Примітка 2. У відповідях на загальні питання слова *yes* та *no* опускаються.

I asked him whether he would go there. He answered that he would. (He answered that he wouldn't.)

Примітка 3. Для одержання інформації, поради тощо ми ставимо непрямі запитання, що починаються словами *Could you tell me ... ?*, *I wonder ...*, *I want to know ...*, *I doubt ...* та інші.

I wonder whether to phone her. (or ... whether I should phone her.)

Do you know what time it is?

I doubt whether I can finish this work in time.

Exercise 18. Read this article about stress interviews. Underline all the indirect questions.

The Stress Interview

A few weeks ago, Melissa Morrow had a stress interview, one which featured tough, tricky questions and negative evaluations. First, the interviewer asked why she couldn't work under pressure. Before she could answer, he asked who had written her application for her. Melissa was shocked but she handled herself very well. She asked the interviewer whether he was going to ask her any serious questions. Then she left.

Companies sometimes conduct stress interviews to see how candidates handle pressure. Suppose, for example, that there is an accident in a nuclear power plant. The plant's public relations officer must remain calm when reporters ask how the accident could have happened. Be aware, however, that in some countries, like the United States, certain questions are not allowed unless they are directly related to the job. If your interviewer asks how old you are, you can refuse to answer. The interviewer also should not ask whether you are married or how much money you owe. If you think a question is inappropriate, ask how it relates to the job. If it doesn't relate to it, you don't have to answer.

Exercise 19. Put the following sentences in the Indirect Speech beginning with the words given in brackets.

1. Where did I put the book? (*I forgot ...*) 2. Who has given you this nice kitten? (*She wanted to know...*) 3. Where can I buy an English-Russian dictionary? (*He asked me ...*) 4. How long will it take your brother to get to Madrid? (*He wondered ...*) 5. Where is he going? (*He*

didn't tell anybody ...) 6. Where has he gone? (*Did you know ...*)
7. Where is he? (*Did you know ...*) 8. When is he leaving school? (*I wanted to know ...*) 9. Where does he live? (*Nobody knew ...*)
10. When will he come back? (*She asked them ...*) 11. Where did she buy this hat? (*He wanted to know ...*) 12. How much did she pay for it? (*I had no idea ...*)

Exercise 20. Read the report of an interview with Gary Wilmot, an actor, then write the actual words of an interview.

I asked Gary what sort of music he liked, and he told me that he had always liked jazz. In fact, he played in a jazz band called *Sax Appeal*. When I asked him where the band played, he told me they mainly played in small clubs. I asked him, if he had ever played a Shakespearean role, and he told me that he had. He'd played Othello in Stratford in 1989, and he'd enjoyed it very much. Finally, I asked him if he ever wanted to direct a play, and he told me that he hoped to one day, but he didn't know when it could happen because he was so busy acting.

Interview

Interviewer: What sort of music do you like, Gary?

Gary: I have always liked ... In fact ... called *Sax Appeal*.

I.: Where ...?

G.: We ...

I.: ... a Shakespearean role?

G.: Yes, ... Othello in Stratford in 1989, ... very much.

I.: ... direct a play?

G.: ... one day, but ...

Exercise 21. Put the following dialogue into the indirect speech.

Peter: Are you coming my way?

John: Yes, I am. How are you getting along?

P.: Jolly well. How did you find the last test in geometry?

J.: Rather difficult. I am not very good at solving problems.

P.: Why didn't you ask me to help you? I'll gladly do it.

J.: Oh, thanks a lot. I shall. Have you got a lot of homework for tomorrow?

P: Yes, you know the timetable. Friday is always a bad day. We have six lessons tomorrow and all the subjects are difficult.

J: All right, then I'll come to your place tomorrow evening, if you don't mind.

P: Let's make it tomorrow. I'll be waiting for you.

Exercise 22. Turn these into indirect questions, beginning *I asked*.

1. What's Peter's address?
2. When's the new manager coming?
3. How does she know my name?
4. Why are all the windows open?
5. How many books does he want?
6. Where do they keep the money?
7. What time is the meeting?
8. When does the last train leave?
9. How does the photocopier work?
10. How often does Ann go shopping?

Наказові речення у непрямій мові

Direct Speech

'Work harder!' she said to him.
'Don't lie down,' he said to us.
'Please, stay with us tonight,' he said to her.
'Let's play football,' he said.
'You'd better visit her,' he said.
'If I were you, I'd see a doctor,' he said.
The doctor ordered, 'Rest for a week.'

Reported Speech

She told him to work harder.
He told us not to lie down.
He asked her to stay with them that night.
He suggested playing football.
He suggested that I visit her.
He advised me to see a doctor.
Her doctor ordered her to rest for a week.

Примітка. Після деяких дієслів (*suggest*) вживається герундій або підрядне речення, яке вводиться сполучником *that*, найчастіше з модальним дієсловом.

He suggested trying something else. (...that I should try...)

Після *ask, tell, order, command* та інших обов'язково має стояти доповнення. *Say* в наказових реченнях не використовується.

Exercise 23. Change the sentences as in the model.

Model: I won't tell anybody. (*He promised*) – *He promised not to tell anybody.*

1. I'll cook supper. (*She offered*)
2. Leave early. (*He advised me*)
3. Please, close the door. (*She asked me*)
4. I'll stop smoking. (*She*)

promised) 5. Why don't I do the shopping? (*He offered*) 6. You ought to tell the police. (*She advised me*) 7. Wait outside. (*I told her*) 8. OK. I'll pay half. (*He agreed*) 9. Park round the corner. (*She told me*) 10. How do you find the house? (*I asked him*) 11. Phone me before nine. (*She told me when*) 12. Say you're ill. (*I told him what*) 13. We'll pay for the tickets. (*We offered*)

Exercise 24. Write the following sentences in the indirect speech.

Model: 1) 'When did you receive this letter?' my friend said to me. – *My friend asked me when I had received this letter.*

2) 'Don't make noise,' said Tom's mother to him. – *Tom's mother asked him not to make noise.*

1. 'Do you like my pies, Ann?' asked her grandmother. 2. 'Sit down at the table and do your homework,' said Tom's mother to him. 3. 'What did you do at school yesterday, John?' said his father. 4. 'Will you play the piano today, Helen?' asked her aunt. 5. My uncle said, 'We'll visit you next week.' 6. 'Don't cross the street under the red light,' said the man to Nick. 7. 'I took a very good book from our library yesterday,' said Mike to his father. 8. 'Come to my house tomorrow, Jane,' said Lena.

Exercise 25. First read, then report what the flight attendant told the passengers before takeoff.

Model: Do not smoke in non-smoking areas or in the toilets. – *She told them not to smoke in non-smoking areas or in the toilets.*

1. Please, fasten your safety belts before takeoff. 2. Put your bags in the overhead lockers. 3. Please keep your seats upright during takeoff. 4. Do not run in the aisles. 5. Please do not leave your seats during takeoff or landing. 6. Do not use stereo equipment. 7. Press the button to call a flight attendant. 8. Please do not obstruct the emergency exits.

Exercise 26. Use the following verbs to report the direct speech in the sentences below.

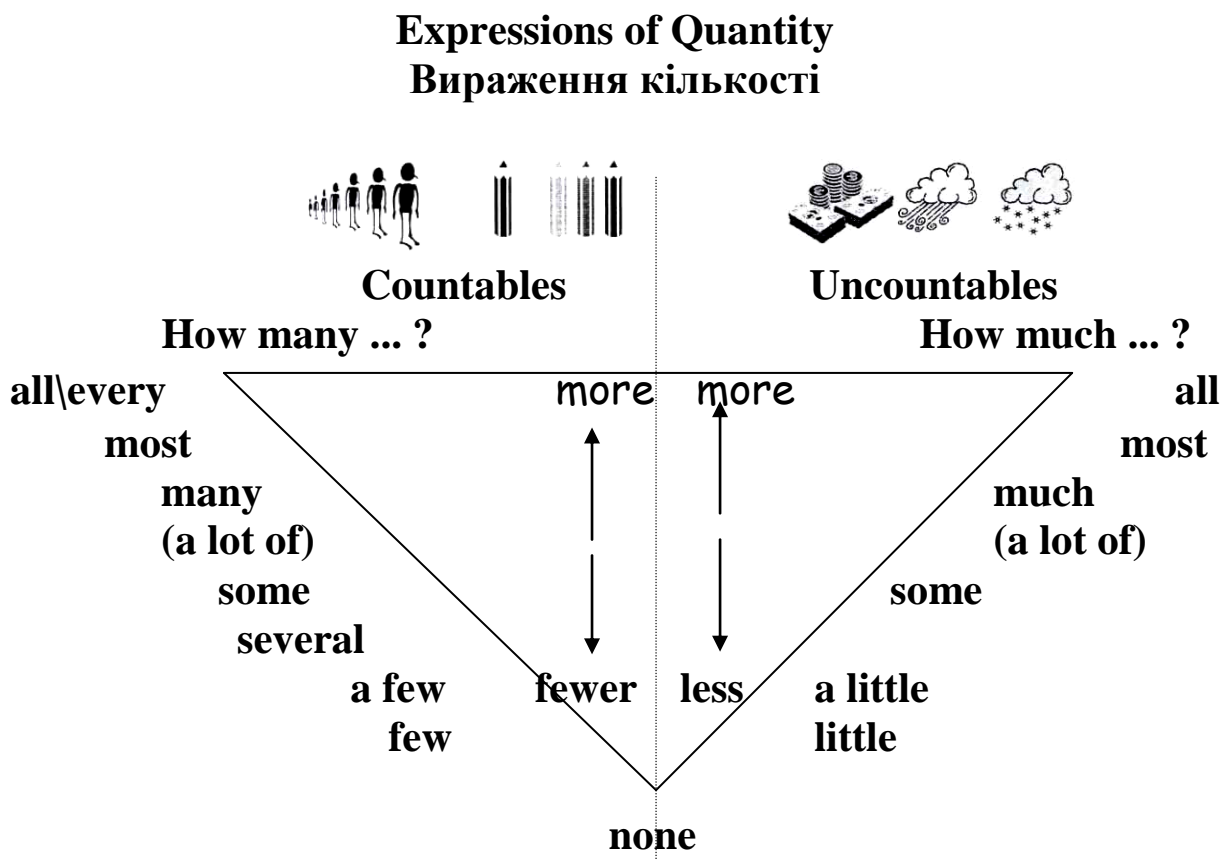
tell, ask, order, invite, remind, warn, beg, refuse, advise, offer

1. 'Please, can you translate this sentence for me?' Maria said to Mark. 2. 'Don't forget to send Aunt Maggie a birthday card,' Mary

said to her son. 3. 'Sign on the dotted line,' the postman said to me. 4. 'Please, please, please, marry me. I can't live without you,' John said to Moira. 5. 'Please, come to my wedding,' John said to his boss. 6. 'I'll pay for the next round,' Mark said. 7. 'Don't run round the edge of the swimming pool or you'll fall in,' Mary said to her children. 8. 'I won't go to bed!' Robby said. 9. 'You should talk to your solicitor,' Ben said to Bill. 10. 'Take that chewing gum out of your mouth immediately!' the teacher said to Jo.

Exercise 27. Translate the sentences.

1. Вона запитала мене, чи знаю я його батьків. 2. Вона запитала, де навчається цей студент. 3. Ми хотіли знати, чи повернувся ваш брат до Нью-Йорка. 4. Він попросив нас не розмовляти. 5. Художник спитав нас, чи можемо ми показати йому наші малюнки. 6. Він спитав, де ми дістали квитки. 7. Архітектор запитав, хто проектував цей дім. 8. Вона просила нас повторити усі слова та граматику. 9. Він запитав, хто з нас хоче їсти. 10. Ми не знали, хто перекладав цю статтю.



Exercise 28. Complete the following sentences with *few, a few, little, a little*.

1. I can't play tennis today. I have ... jobs to do around the house.
2. Help yourself to a whisky. There's still ... left.
3. Nowadays ... people have servants in their houses.
4. I had ... time to catch the train, but I just made it.
5. I have ... friends that I can trust, but not many.
6. We have ... work left; you may leave earlier today.

Exercise 29. Write a sentence with the same meaning. Use the word in brackets.

Model: I saw a very small number of people. (*few*) – *I saw very few people.*

1. I've spent a rather large amount of money. (*lot*)
2. I'll need considerable more information. (*lot*)
3. We had very little time to prepare. (*much*)
4. I drank a little tea. (*bit*)
5. You've made too great a number of mistakes. (*many*)
6. I wish those people would make quite so much noise. (*little*)
7. Many families have only got one car. (*lot*)
8. There are few unspoilt areas left. (*many*)
9. There's hardly any time to relax. (*little*)
10. I bought several things in town. (*few*)
11. There hasn't been much interest in the scheme. (*little*)

Exercise 30. Decide which answer is correct.

1. I can't go out tonight. I have (*any, bit, several, some*) work to do.
2. I know this place. I've been here a (*bit, few, little, several*) times before.
3. There are (*lots, much, numerous, several*) casinos in Las Vegas. They're everywhere you look.
4. Planes are big polluters. They cause a (*considerable lot, great deal, a large deal, small amount*) of pollution.
5. There's been a (*bit, few, little, lot*) of rain but not very much.
6. It's very peaceful on the island because there are (*any, many, much, no*) cars.
7. It'll cost us a certain (*amount, deal, few, number*) of money, but it won't be a lot.
8. There are a (*big deal, large amount, large number, little bit*) of bugs in the program. I'm surprised there are so many.

READING AND DISCUSSION

Active Vocabulary

towards – *prep* до, у напрямку

goal – *n* ціль, мета (довгострокова); *syn objective, aim; set a goal* – ставити мету

origin – *n* походження; *original* – *adj* первісний, вихідний

literally – *adv* у буквальному розумінні, точно

power – *n* сила, міцність, влада

carry out – *phr v* проводити

forecast – *v* прогнозувати

subordinate – *n* підлеглий

guide – *v* спрямовувати; *syn direct, lead*

level – *n* рівень, ступінь; *top (level) management* – вища ланка управління; *middle (level) management* – середня ланка управління; *lower (first-line) management* – нижча ланка управління

board of directors – нарада директорів

managing director – управляючий, головний менеджер

executive director – виконавчий директор

marketing manager – управляючий з маркетингу, менеджер відділу збуту

branch manager – завідуючий відділом

finance manager – завідуючий фінансовим відділом

chief accountant – головний бухгалтер

personnel (human resources) manager – начальник відділу кадрів

sales officer – менеджер з продажу

finance officer – менеджер фінансового відділу

department – *n* відділ, департамент

range – *n* галузь, сфера, коло

amount – *n* кількість

run a business – керувати фірмою

cope with – справлятися, мати справу з

entirely – *adv* повністю; *syn completely*

authority – *n* повноваження, влада, керівництво

pass – *v* передавати

estimate – *v* оцінювати; *syn evaluate*

be likely – ймовірно

overcome – *v* долати, переборювати

implement – *v* застосувати; *implementation* – *n* застосування
arrange – *v* організувати
inspire – *v* надихати, натхнути
boost – *v* піднімати, допомагати
encourage – *v* схвалювати, підтримувати
excellent – *adj* відмінний; *syn first-class*
leadership – *n* керівництво, лідерство
pointless – *adj* даремний, марний
unless – *conj* якщо ні
achieve – *v* досягати
whereas – *conj* у той час, коли
obtain – *v* отримувати; *syn get, receive*
dual – *adj* подвійний
concept – *n* ідея, концепція
determine – *v* визначати; *syn define*
meet the needs – відповідати потребам
brand name – товарна назва, фірмовий знак
marketing mix – комплекс маркетингу, маркетинг-мікс
discount – *n* знижка
be in close touch with – підтримувати тісний контакт з
condition – *n* умова
advice – *n* порада; *v advise*
charge a price – призначати ціну
outlet – *n* ринок збуту; пункт продажу, магазин розпродажу
wholesaler – *n* оптовий продавець
retailer – *n* дрібний продавець
storage – *n* зберігання; *store* – *v* зберігати
selection – *n* вибір; *select* – *v* вибирати
intermediary – *n* посередник
complicated – *adj* складний, заплутаний
warranty – *n* гарантія (якості товару)
target market – цільовий ринок (той, на який фірма акцентує свої зусилля)
publicity – *n* відомість, публіциті
tool – *n* інструмент, механізм, засіб

IRREGULAR VERBS

<i>Infinitive</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Translation</i>
set	set	set	ВСТАНОВЛЮВАТИ
arise	arose	arisen	ПІДНІМАТИСЯ, З'ЯВЛЯТИСЯ
forget	forgot	forgotten	ЗАБУВАТИ
know	knew	known	ЗНАТИ
cut	cut	cut	РІЗАТИ
lead	led	led	ВЕСТИ, ЛІДИРУВАТИ
set	set	set	ВСТАНОВЛЮВАТИ
stand	stood	stood	СТОЯТИ
sleep	slept	slept	СПАТИ

Exercise 31. Change the *italicized* words into their synonyms from the active vocabulary.

Aims of an organization, to *conduct* an experiment, to *direct* their activity, *degree* of education, main *sectors* of a business, a *sphere* of activity, to *deal with* the problem, *completely* different, to *evaluate* the quality, to *combate* difficulties, to *use* new methods, to *organize* the trip, *first-class* results, *useless* efforts, to *reach* the goal, to *obtain* the results of the test, an *idea* of this new approach, to *define* the main characteristics, to *satisfy* the requirements, *terms* of payment, a *choice* of equipment, a *difficult* solution.

Exercise 32.

a) Match the verb with its definition.

to carry out	to deal successfully with a difficult matter
to cope with	to make somebody want to do or create something
to arise	to give hope, support or confidence to somebody
to overcome	to begin to exist
to inspire	to do a task, repair, etc.
to encourage	to get something
to obtain	to put information somewhere to persuade people to buy something
to advertise	to manage to control or defeat something

b) Fill in the gaps with the verbs from a).

1. If you want to attract customers, try to ... in the local paper. 2. I finally managed to ... a copy of the report. 3. Banks actively ... people to borrow money. 4. The actors ... the kids with their enthusiasm. 5. Extensive tests have been ... on the patient. 6. The two parties managed to ... their differences on the issue. 7. He wasn't able to ... the stresses and strains of the job. 8. A new crisis has

Exercise 33. Translate the following word combinations from the text.

Coordination and direction of the activity, there is a need for people, an activity across the business, towards the same aim, specific range of work, entirely on their own, to pass down line to others, decision-making process, management ladder, problems are likely to arise, in a highly efficient manner, effective communication, the firm is meeting its needs, to advise on the best price to charge, manufacturer's own retail outlet, by direct mail-order, tools available to the marketer, advertising slogans.

Exercise 34. Pre-reading discussion.

Explain in your own words what management is. What are the main functions of a manager? Is it possible for a firm to work without a manager and why? What personal qualities should a manager have? What is the difference between a manager and a leader? What are the main functions of market specialists? Could marketing research influence the organization's income?

Text

MANAGEMENT

Management is the coordination and direction of the activities towards some particular goals. The word 'management' is quite an old one. Its origin lies in the Latin 'manus', meaning literally 'by hand', 'power', and 'jurisdiction'¹.

All organizations, whether small or large, have to be managed. This means that there is a need for people with special abilities and skills. Managers should carry out the following: setting objectives,

forecasting and planning, directing subordinates, coordinating and guiding various activities so that all parts of the business are working towards the same goal. There exist three levels of management: top level, middle level and lower level or first-line managers.

The top level consists of board of directors, managing directors and executive directors. The middle level consists of marketing manager, branch manager, finance manager, chief accountant, and personnel manager. The lower level consists of sales officers and finance officers.

Any organization is usually divided into a number of departments, each being responsible for a specific range of work, such as finance (accounting), personnel (human resources), marketing, research and development, production, and others. The amount of work involved in running a large business is usually too much for the senior managers to cope with entirely on their own. This means that responsibilities, authority and duties have to be passed 'down the line' to others – i.e. to middle management and first-line management. This is known as *delegation*².

The main responsibility of senior managers of any business is decision-making. Decision-making is a characteristic of management at all levels. The more important the matter is, the higher up the management ladder the decision is made. These decisions are connected with planning, organizing, leading and controlling.

Planning gives the organization its objectives and sets up the best way to reach them. It is necessary at all levels of management. An organization without proper plans is like a ship without a rudder. Managers have to decide what to produce, how it should be produced, and for whom. They should also estimate what resources will be needed, consider what problems are likely to arise, and decide how they can best be overcome.

To implement plans in a highly efficient manner, managers should organize the process of arranging work, authority and resources. A good leader inspires employees, boosts morale and encourages effective communication among employees. Excellent leadership can even increase the organization's income.

Plans are pointless unless there is a periodic check – a control – on what is being achieved. Whereas planning is concerned with the future, control is concerned with the past.

MARKETING

If production is to meet the needs efficiently, two things are necessary. These are: producers must know what to produce and consumers must know that it is being produced. Linking these two factors together is the task and responsibility of the marketing staff. Marketing involves keeping producers aware of the needs of consumers and ensuring that their products are made available to consumers in the way and form they want.

Implementation of marketing concept begins and ends with marketing information about customers — first to determine what customers need, and later to evaluate how well the firm is meeting those needs.

An essential part of marketing is marketing research. The object of it is to find out what consumers want and advise producers the standard of quality, style of packaging, choice of brand name and general design of the products.

The most famous marketing term is *marketing mix*. Its elements are the basic components of marketing plan. Also known as the Four P's, the marketing mix elements are *price, place, product* and *promotion*.

Price includes both base prices and discounts of various kinds. Marketing managers should always be in close touch with market conditions so that they can advise on the best price to charge for products.

Place is also known as distribution. It is the mechanism through which goods and services are moved from manufacturer to the customer. Products can be distributed to consumers in different ways. Some are best distributed through the manufacturer's own retail outlet, some through a network of wholesalers and retailers, others by direct mail-order. Distribution involves not only transportation and storage but also selection of intermediaries.

For many a product is simply the physical object that they may be buying or selling. But in marketing product is a very complicated component of the marketing mix. It includes decisions about product design, brand name, packing, warranties, and the like.

Promotion focuses on providing information to target markets. It includes advertising and publicity with all the tools available to the marketer for 'marketing communication'. Advertising involves choice of media (for example, radio, television, press, and boarding). It also involves knowing the best form advertisement should take, and the advertising slogan to be used.

¹ *jurisdiction* – повноваження

² *delegation* – делегування, передача повноважень

Exercise 35. Answer the following questions.

1. What is management? 2. What is the origin of the word 'management'? 3. What are the functions of managers? 4. How many levels of management do you know? 5. What are the main departments of any organization? 6. What is the delegation of authority? 7. Who is responsible for decision-making? 8. What are the main aspects that should be planned within a firm? 9. Which way can a good leadership influence an income? 10. What is the responsibility of marketing staff? 11. What does marketing include? 12. What is the object of marketing research? 13. Why is 'marketing mix' sometimes called the Four P's? 14. Why should marketing managers monitor marketing conditions? 15. What are some methods to distribute the product to the customer? 16. What components does product in economics consist of? 17. What does promotion involve?

Exercise 36. Explain the following concepts:

top management, decision-making, long-term plans, promotion, marketing research, advertising.

Exercise 37. Are the statements true or false?

1. There exist four levels of management. 2. Executive directors represent the first-line management. 3. Senior managers usually cope with the work on their own. 4. The main responsibility of senior managers is decision-making. 5. Planning should only be taken at the top level management. 6. Leadership plays a very important role in the work of any organization. 7. Some firms can do without control as useless activity. 8. Marketing is part of management. 9. The whole organization is involved in achieving its main goals. 10. The term

'marketing mix' consists of price, promotion, consumer and place.
11. There is only one way to distribute the product.

Exercise 38. Translate the word combinations.

Направляти зусилля, що буквально означає, спеціальні можливості та навички, ставити мету, прогнозувати результати, керувати підлеглими, поділятися на велику кількість відділів, відповідати за конкретну роботу, керувати великою фірмою, приймати важливі рішення, оцінювати необхідні ресурси, долати перешкоди найкращим шляхом, найбільш ефективно, обмінювати продукти, задовольняти потреби покупця, давати поради з приводу якості та дизайну, переправляти товари від виробника до замовника, пункти дрібної та оптової торгівлі, цільові ринки.

Exercise 39. The job titles in *italics* don't match the responsibilities. Correct them.

1. *The Managing Director* is in charge of hiring new staff. 2. *The Accountant* deals with marketing one of the company's products. 3. *The Director of Human Resources* manages the whole company. 4. *The Brand Manager* is in charge of preparing financial reports. 5. *The Sales Manager* is responsible for marketing research. 6. *The Marketing Manager* buys equipment the company will need.

Exercise 40. Opinions differ about what is the best way to manage and motivate employees. Which of the following statements do you agree with? Discuss your views with your partner.

1. Employees cannot be trusted and must therefore be closely supervised. 2. Staff should be allowed to organise their own work. 3. The best motivation is money and recognition for meeting targets.

Exercise 41.

a) Read and translate the two texts.

1. You are an environmental manager for a chemical firm. All last year, the company was looking for ways of reducing costs because it was making a loss. It decided, therefore, to cut back on investment in technology.

As a result, the company did not spend money on buying some expensive new equipment. This reduces a special toxin in waste water.

At present scientists don't know exactly how poisonous this toxin is, and your waste is within legal limits. However, the polluted waste from the factory flows into a nearby lake and river. It seems to be affecting fish and wildlife, and a local scientist has warned that people should not eat fish caught in the river.

If you tell the press or the local authorities about the waste water, the firm will have to buy the expensive equipment. The company could go bankrupt and everyone, including yourself, would lose their jobs.

2. You are Chief Executive of a car manufacturer. You visited an overseas supplier some time ago, and when you left, he gave you an expensive watch as a present. On returning, you were planning to tell your colleagues about the present, but forgot.

Last week, you were sitting in your office when another present from the same supplier arrived. It was a magnificent antique clock! At the time, you were considering three competing offers to supply radios for a new range of cars. Your generous supplier had made one of the offers. His firm's radios were more expensive than those of another supplier, while the quality of the products was similar. You have never done business before with the supplier of the cheaper radios.

b) Match the texts with the following ethical problems.

1. You have information that could damage the company you work for. 2. A company that gave you an expensive present is trying to become a supplier for your company.

c) Are these statements true or false?

1. The company was acting illegally. 4. The expensive equipment could stop the company going bankrupt. 5. You did not tell your colleagues about the expensive watch. 6. You were given an expensive watch, an antique clock and some radios as gifts.

d) In groups of 2 or 3 students, discuss the questions.

1. What would you do in the situations described in the texts if you were: – the environmental manager? – the Chief Executive? 2. Is there a difference between a gift and a bribe?

Exercise 42

a) Read the interview with Jenny O'Sullivan, a human resources expert. She is talking about leadership and leadership training.

Interviewer: Do you think that some people are born leaders?

Jenny: Well, yes, there are natural salespeople – and in a similar way there are people who are natural leaders. However, I think people can also develop into leaders if they have a long-term goal they really believe in.

I: So in your view, do managers and leaders do the same thing?

J: No, I'd say the roles of managers and leaders are quite different. A manager's work is to make things work well and achieve short-term goals. So management is more the 'small picture': you know, running their department and the motivation of the team leaders. Leaders, on the other hand, are 'big picture' people who think about the direction the organization is going and its long-term goals. However, don't forget good managers, just like good leaders, may have leadership qualities.

I: So can you give me some examples of these qualities?

J: Well, let's see, for example, you need to be able to read situations, understand what others are thinking, and have a clear idea of where the company is going... to have a clear business vision. You need to communicate your ideas – employees think that you care about them. Sometimes though, you have to take hard decisions.

I: And can leadership be learnt?

J: No, I don't think you can learn it from books. It comes from experience and knowing your own strengths and weaknesses. I would say you can improve on weak areas though.

I: For instance?

J: Your knowledge about your field of work, say. Or your communication skills – you can train yourself to be a better communicator, listener, or presenter.

I: And what about copying from another leader?

J: Oh no! Never do that. Just be yourself.

b) Study the list of leadership qualities below. Which three do you think are the most important; are mentioned in the dialogue?

To have a clear business vision; to be able to communicate ideas; to have a good relationship with the employees; to be ready to make quick decisions; to be fair; to know how to do their employee's jobs; to be able to take difficult decisions; to lead by personal example.

c) Answer the following questions on the interview.

1. Does Jenny think that leaders are ‘born’ or ‘made’? 2. According to Jenny, what are the key differences between managers and leaders? 3. What do ‘big picture’ people do? 4. Why do you think it is not worth copying other leaders? 5. How can leadership qualities be trained?

Exercise 43.

a) Read three opinions about advertising.

First of all, an advert has to be attention-grabbing and powerful. You need a strong image that is eye-catching, a catchy slogan, a joke or something shocking. In advertising we talk about the AIDA formula. A is for attention. I is for interest. D is for desire. A is for action. An ad needs to do more than get our attention. It also has to be effective and persuasive. It must get us interested, make us want the product and motivate us to go out and buy it.

Michael Hamilton, advertising executive

Advertising has changed over the years. Adverts are no longer purely informative and focused on the product. Many of the adverts that we see today are short stories telling inspirational tales that are often witty, humorous and sophisticated. People do not want to remember that life can be dull. They want to see something original and creative. The adverts take away the ordinariness of everyday life and take us to somewhere exotic or romantic.

Miranda Hoyles, head of US advertising agency

Many people talk about advertisements that are exciting and intriguing. But for me, an instantly recognizable logo is really important. Good logos have been built up so they are recognizable. Part of what makes a good advert is a clear symbol that people immediately identify with the company. A good slogan also helps you make a connection. ‘The real thing’ makes you think of Coca-Cola immediately. It’s also important that your slogan does not become irritating.

Christie Peterson, illustrator

b) Are these statements true or false?

1. Michael Hamilton says that adverts must attract attention and be persuasive. 2. He also states that an advert should encourage us to buy the product it is advertising. 3. Miranda Hoyles states that adverts

nowadays are different from years ago. 4. Hoyles also says people like adverts that reflect everyday life. 5. Christie Peterson focuses on slogans and logos. 6. She says that excitement is more important than the image of the company.

c) Work with a partner to discuss the following.

1. Which opinion do you agree with the most? 2. Which opinion mentions an advert for a soft drink? 3. Which opinion(s) might these ideas for adverts illustrate? a) a fast car chase with lots of action; b) an advert with a clever use of a few words; c) an advert set on a beautiful island.

d) Find adjectives in the first two texts which mean the following.

1. attracting your attention because it is easily remembered; 2. very noticeable; 3. amusing and enjoyable, easy to remember; 4. very bad, upsetting; 5. works well and produces the results you want; 6. able to make people do or believe something; 7. funny and clever; 8. not interesting or exciting; 9. imaginative, using completely new and different ideas; 10. unusual and exciting because it comes from a distant country.

Exercise 44. Match the words connected with advertising with their meanings.

<i>sponsorship</i> <i>commercial (n)</i> <i>promote</i> <i>misleading</i> <i>slogan</i> <i>endorse</i> <i>logo</i>

1. an advert on TV or radio; 2. financial support a company gives in order to get publicity for themselves; 3. a short phrase that is easy to remember; 4. to say publicly that you support or approve of something; 5. giving the wrong idea or impression; 6. special design / symbol that a company puts on all its products or adverts; 7. to try to sell a product, e.g. by special advertising.

Exercise 45. Read the dialogue and choose the correct answer.

A: OK, let's brainstorm how we're going to *promote* / *endorse* this product.

B: Well, we could get a famous celebrity like David Beckham to endorse it.

A: I think that would be much too expensive. *Commercial* / *Sponsorship* of a TV programme would also cost a lot. And a TV *logo* / *commercial* is out for the same reason. I've seen some great TV

shots which are visually beautiful and really *eye-catching / shocking*, often set in romantic or *dull / exotic* locations. But I don't think they've been very *effective / witty* as people can't remember the product they're advertising.

B: I agree, but we don't want something *catchy / dull* and boring. How about advertising on the radio – would the budget run to that?

A: Yes, we could stretch to that.

B: And would you like something witty and *eye-catching / catchy*?

A: Maybe. I want something new and *dull / original*. But most importantly, it must be *persuasive / misleading*. It must get people to buy the product.

Exercise 46.

a) Read the text and write down the different ways of advertising methods mentioned.

Supplementary text A

Advertising Then and Now

Most advertising in ancient times was word-of-mouth, that is, people liked something and told others about it. But even then, people advertised by putting inscriptions on walls or using papyrus, for example to display political slogans, to offer household goods for sale or to advertise things they had lost or found. Many traces of these advertisements have been found in Rome, Greece, in the ruins of Pompeii, in parts of Asia, Africa and South America.

Printing developed in the 15th and 16th centuries, and this increased the forms of advertising. Handbills – small printed notices and advertisements – became common, then, by the 17th century, advertisements started appearing in weekly newspapers in England, including classified adverts for personal goods and services. In the 19th century mail order catalogues appeared, promoting all kinds of goods.

Finally, the 1960s were a key period in the development of advertising. Advertisements became more creative and more interesting. Also, they began to draw attention to the 'unique selling points', the USPs of products. These are the qualities that make a product different from competitors' products.

These days, advertisers have come up with new ways of promoting their products. For example, product placement is now common. This is advertising in TV programmes or films by having a character, preferably played by a famous actor, use a particular product. For example, Tom Cruise's character in the movie, *Minority Report*, had a computer with the *Nokia* logo on it, and his watch was clearly made by *Bulgari*. James Bond movies are, in some respect, one long advert for vodka, watches and cars. Twenty companies will see their products in the new Bond film, having paid \$70m (£44m) for the privilege. 007 has changed his vodka brand and ditched his *Rolex* watch, and, after driving *BMW*s in his last three films, he is back behind the wheel of an *Aston Martin*.

TV commercials are a very effective medium for advertisers, though these are very expensive. If an organization wants to have a 30-second TV advert during the annual Superbowl game in the United States, they have to pay about 2.5 million.

Perhaps the most interesting development is the use of famous personalities to endorse a product. The basketball player, Michael Jordan, endorsed *Nike* products and wore them while playing. David Beckham, the footballer, endorsed Police sunglasses.

Getting well-known personalities to endorse a product can be very expensive, but endorsements certainly increase a product's sales, especially if the personality has a positive image in the eyes of the public.

b) Find words and phrases in the text that mean the following:

1. passing messages from one person to another orally;
2. a large notice or picture to advertise something;
3. a colourful image on stone;
4. small notices and advertisements;
5. a small advert in a newspaper to buy or sell something;
6. buying goods from a company that sends them by post;
7. advertising a product by putting it in a film or a TV programme;
8. use of a product by a well-known person who says they like it.

c) Answer the following questions.

1. What sort of things were advertised in ancient times and how?
2. What effect did printing have on advertising?
3. What is a USP? Why is it important for a new product to have a USP?
4. What are the three effective ways of advertising nowadays?

Exercise 47.

a) What do you understand by outdoor advertising? Give examples.

b) Match these words with their definitions.

segments a place in a television schedule

soaring rising quickly

mass market small open-fronted shop in the street for selling newspapers, etc.

TV slot concerned with non-luxury goods that sell in large quantities

kiosks parts of a large market or category of customers

c) Complete this statement with four of the words above.

The cost of a prime-time ... is However, advertising on ... is cheap. Outdoor advertising is one of the fastest growing ... in the market.

Supplementary text B

Outdoor advertising – a breath of fresh air

The world of outdoor advertising billboards, transport and ‘street furniture’ (things like bus shelters and public toilets) – is worth about \$18 billion a year, just 6% of all the world’s spending on advertising. But it is one of the fastest-growing segments, having doubled its market share in recent years.

Outdoor advertising’s appeal is growing as TV and print are losing theirs. The soaring costs of TV are prompting clients to consider alternatives. Dennis Sullivan, boss of Portland Group, a media buyer, calls outdoor advertising the last true mass-market medium. It is also cheap. In Britain, a 30-second prime-time TV slot costs over £60,000 (\$100,000); placing an ad on a bus shelter for two weeks works out at about £90.

Adding to its attractions has been a revolution in the quality of outdoor displays. Famous architects such as Britain’s Sir Norman Foster are designing arty bus shelters and kiosks with backlit displays. Backlighting, introduced in Europe by Decaux and More, and plastic poster skins have vastly improved colour and contrast.

Movement is possible too. Smirnoff used new multi-image printing to make a spider, seen through a vodka bottle, appear to crawl up a

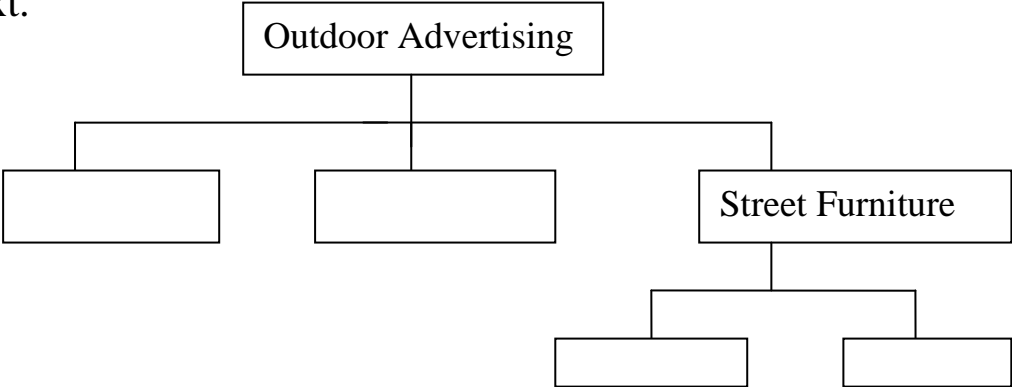
man’s back. And Disney advertised its ‘101 Dalmatians’ video on bus shelters with the sound of puppies barking.

This sort of innovation has attracted a new class of advertiser. Recent data from Concord, a poster buyer, shows that in Britain, alcohol and tobacco have been replaced by entertainment, clothing and financial services as the big outdoor advertisers, like car makers, are using it in new ways. BMW ran a ‘teasers’ campaign in Britain exclusively on bus shelters.

Particularly attractive to the new advertisers is street furniture, the fastest growing segment of the outdoor market. It accounts for some 20% in Europe and about 5% in America.

d) Answer the following questions.

1. Complete the table using information from the first paragraph of the text.



2. What do these numbers in the text refer to?

18 6 30 60,000 100,000 90 20 5

3. Why has outdoor advertising become more popular? List the reason.

4. Which industries are becoming more involved in outdoor advertising?

e) Discuss these questions.

1. Outdoor advertising is increasing in many countries. Is this a good thing? 2. What products do you think are suitable for outdoor advertising?

Exercise 48. Choose one of the advertising media below. Make a short presentation on its advantages and disadvantages.

television billboards newspapers street furniture

Exercise 49.

a) In small groups, say which of the media in the box you would use to advertise the products and services below. You can only choose one medium for each product. Give reasons for your choices.

Model: If I wanted to advertise an expensive ring, I'd put it on the Internet.

TV commercials, radio spots, newspapers, magazines, billboards, the Internet, leaflets, sides of buses/taxis, telephone calls

An expensive ring, a new range of computers, raising money for a charity, a lost wallet, an unwanted new mobile phone, financial advice, a request for information about a crime, a household item, e.g. a carpet, a valuable antique chair.

b) Choose one of the products/services from above and write a brief description of how you would advertise it. Include a slogan if necessary.

CONVERSATIONAL PRACTICE

Exercise 50.

a) While talking we use a lot of idiomatic expressions. Match a line in A with a line in B.

Model: -Hurry up, we're late!

-Hang on a sec. I'm going to the loo.

A

- a) Sorry I'm late. I got held up in the traffic.
- b) Bye, Mum! I'm off to school now.
- c) Have you heard that Jenny's going out with Pete Boyd?
- d) How long did it take you to do the homework?
- e) I don't know about you, but I'm fed up with this weather.
- f) Who was that I saw you with last night?
- g) I'm tired. I'm having next week off.
- h) Right! Let's go for a ten-mile jog in the park!
- i) Let me buy you a drink.
- j) Shall we meet this afternoon at 3.00?
- k) What a fantastic coat! Was it expensive?

B

1. No, no. It's my round. What would you like?
2. That's a good idea. The break will do you good.
3. Me, too. I'm just longing for some sunshine.
4. Never mind. You're here now. Come and sit down.
5. Ages. What about you?
6. It cost an absolute fortune!
7. Really? I don't know what she sees in him.
8. Sorry. I can't make it then. What about a bit later?
9. Take care, my love. Have a nice day!
10. You must be joking!
11. Mind your own business!

b) In pairs practice these flashes of conversations in your own dialogues.

WORD BUILDING

Prefixes: <i>trans-</i> , <i>inter-</i> , <i>re-</i> , <i>under-</i> , <i>sub-</i> Adjective suffixes: <i>-ary</i> , <i>-ar</i> , <i>-ish</i> Noun suffixes: <i>-dom</i> , <i>-hood</i>

Exercise 51. Translate the words, paying attention to prefixes.

under- underline, undervalue, underdeveloped, undercharge, underpay, underground, underproduction, underestimate, understatement;

trans- transcontinental, transformation, trans-Siberian, trans-Atlantic, transplantation, transplant;

inter- international, interdepartmental, intermix, interact, interrelate, interdepend, Internet, interface, intercity, interplanetary;

re- rearrange, refurbish, remake, recopy, reread, resell, recover, refill, reappear, reorganize, re-examine, re-elect, re-unite.

sub- subtitle, subagent, suburban, submental, subsystem, subnormal, subsensible, subdivision, subordinate.

Exercise 52. Translate the adjectives.

a) Legendary, revolutionary, momentary, elementary, reactionary, solitary, military, supplementary, primary, preliminary, ordinary, literary, disciplinary.

b) Blackish, fattish, sweetish tea, babyish, Swedish, British, foolish, Danish, Scottish, English, waterish eyes, bookish words, Anglo-Irish.

Exercise 53. Translate the nouns paying attention to suffixes *-dom* and *-hood*.

Kingdom, freedom, childhood, manhood, wisdom, officialdom, neighbourhood, parenthood, fairyhood, motherhood, brotherhood, girlhood.

Exercise 54.

a) Give nouns of the same root.

Own, pay, exhibit, enter, admire, attract, mean, exclaim, discuss, build, found, silent, possible, different.

b) Give adjectives of the same root.

Price, end, owner, hope, silence, difference.

c) Give verbs of the same root.

Foundation, discussion, builder, admiration, owner, meaning, exclamation, entrance, payment, attraction, exhibition, furniture

d) Give adverbs of the same root.

Week, open, nice, large, possible, present, different, ready, special, right, happy, wonderful, hard, hopeless, clear, silent, cheap.

GRAMMAR REVIEW

Exercise 55. Put the verbs in brackets into one of the Present Tenses.

	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
<i>Present</i>	I take	I am taking	I have taken	I have been taking

I (*work*) as a botanist since my graduation. I (*teach*) students at the university but I also (*spend*) a lot of time travelling. I (*have*) some professional success – I just (*discover*) an unknown orchid in Indonesia. At present I (*study*) a rare Asian plant which Chinese medicine (*use*) to cure rheumatism. I (*collect*) leaves and flowers to examine their properties. I (*examine*) more than ten plants so far. I (*believe*) my job is very interesting and useful.

Exercise 56. Fill in with the appropriate past form.

	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
<i>Past</i>	I took	I was taking	I had taken	I had been taking

In 1894 a steamship (*sail*) across the Atlantic Ocean from England to America. The sun (*shine*) and a gentle breeze (*blow*). The ship (*sail*)

for three weeks and was halfway to its destination – New York. The passengers (*relax*) on deck when suddenly they (*hear*) a loud bang. They all (*jump*) up, (*run*) to the edge of the boat and (*look*) over the side. To their horror they saw that they (*hit*) some hard object which (*tear*) a hole in the side of the ship. Water (*pour*) into the steamship at an alarming speed. Fortunately another ship arrived half an hour later, just in time to save everyone on board.

Exercise 57. Make up sentences according to the model.

Model: a picture (*paint*) – *I saw a picture painted by a modern artist.*
Music (*compose*), a sketch (*draw*), an orchestra (*conduct*), an article (*write*), a play (*stage*), a photograph (*take*), a key (*lose*), a present (*give*), a ticket (*buy*), specialists (*train*).

Exercise 58. Complete this student’s diary entry with the correct particles.

I’ve just finished reading an article about feng shui. At the end, the author suggests sitting (*down, up*) in your home and thinking about how your surroundings make you feel.

So, today when I got (*up, back*) from university, I tried it. I noticed that my flat is really quite dark and it makes me feel down. I think with the addition of some lights, I’d cheer (*away, up*) a lot. I’ve come (*out, up*) with other ideas, too.

My flat is small but I think it will look more spacious if I just tidy (*out, up*) more often. Putting up some more shelves for my books might work (*down, out*) well. With just a few small changes, I could end (*out, up*) feeling happier in my own home.

It’s certainly worth trying (*on, out*)!

Exercise 59. Read this text about advertising controls. Write each adjective in brackets in the comparative or superlative form.

A new group of parents and politicians in the USA are now asking for (*good*) controls on ‘junk food’ adverts. The group describes these as the (*worrying*) type of advert because recent studies show US children are (*fat*) than ever before.

Another key request is to make TV advertising time (*short*) – from the current ten minutes per hour down to five minutes. The group also wants adverts for adults to be broadcast (*late*) in the day, when children are in bed.

While TV commercials might be one of the (*effective*) ways of reaching children, critics also say the situation is made (*bad*) because marketers are now reaching youngsters with an even (*wide*) range of media including the Internet, cellphones and videogames.

And it isn't just at home where advertisers are being (*persuasive*) than ever. Companies can sponsor teams at school and use in-school advertising. As one parent said, 'we can tell our children to be (*aware*) of advertising, but then our schools are giving them a completely different message!'

ENJOY YOURSELF

Exercise 60. Here's a personality test. Do you like to be the centre of attention or do you prefer to be on your own? Do you like to be the leader or do you prefer to be part of a team? Are you confidential, quiet, bossy, and sensitive? Find out more about yourself from the personality test.

1. If you worked in films, which would you like to be?
a a cameraman, **b** a writer, **c** a director, **d** a star
2. If you were a member of a pop group, would you:
a play the bass guitar? **b** play the lead guitar? **c** play the drums?
d sing?
3. If you were an animal, what would you be?
a a horse, **b** a fox, **c** a shark, **d** a cat
4. If you could improve one part of yourself, what would you change?
a your body, **b** your mind, **c** your personality, **d** your face
5. If you could travel, where would you go?
a London, **b** China, **c** Russia, **d** Hollywood
6. If you went to live in another country, which would you miss most?
your family, b your possessions, c your language, d your friends
7. If you won some money **a**, what would you buy?
a something useful, **b** records and books, **c** presents for other people, **d** clothes

8. If you were on a desert island and could only have one thing, what would you take with you?

a a knife, **b** a book, **c** a dog, **d** a mirror

9. If you were on a desert island, with one other person, who would you choose?

a a doctor, **b** a famous scientist, **c** a politician, **d** a film star

10. Which of these would you most like to be?

a loved, **b** free, **c** rich, **d** famous

How did you score?

Did you score mostly 'a's? You are a very practical person. You don't like to work alone and you like to help people. If your dreams come true, you would be a doctor or an engineer.

Did you score mostly 'b's? You are a loner. You are interested in ideas. You like to be free and to work on your own. You don't like to be on the stage. In your dreams you would be a writer or an artist.

Did you score mostly 'c's? You are a natural manager. You like to direct other people. In your dreams you would be a politician, a football manager or a business executive.

Did you score mostly 'd's? You are an 'I' person. You think a lot about your image. You like to be the centre of attention. If your dreams come true, you would be a film star, a pop star or a model.

Was no letter dominant? You have a balanced personality.

Exercise 61. Read and retell the jokes in the indirect speech.

Father's Motto

1) The teacher was giving her class a lecture on mottoes and wished the class to memorise the motto (девіз) 'It is better to give than to receive.' A small boy cried out, 'Yes, Miss, my father says he has always used that as his motto in business.'

'What is his business?' the teacher asked.

'He is a boxer, Miss,' the boy answered.

2) An American who has come to England is trying to tell Tommy how great America is.

American: Well, Tommy, America is one of the greatest countries in the world. If you board the train in Texas in the morning, you will still be in Texas next morning. Do you understand me, Tommy?

Tommy: Yes, sir. I understand you. Our trains are just as bad in England.

Exercise 62. The following is a list of colloquial names for various social types, i.e. different kinds of people you may meet at parties and elsewhere. Use the most suitable one to complete each description below.

wet blanket, gossip, gate-crasher, Don Juan, wallflower, chatterbox, good mixer, social climber, femme fatal, life and soul of the party

1. He's very lively and the centre of the group he's in. People always have a good time when he's there. He's the 2. She's so negative and boring. She has a depressing effect on any group of people she's with. She's a 3. She's confident and interested in other people. She likes to meet different kinds of people. She's a 4. He goes to parties and other occasions without an invitation. He just walks in. He's a 5. Unfortunately she is not usually asked to dance by anyone. She just stands there hoping. She's a 6. He just can't stop talking. He goes on and on excitedly, about totally unimportant things. He's a 7. He loves to discuss and pass on news and rumours about people's private life. He's a 8. She's dangerously attractive to men. Half the men she meets falls in love with her. She's a 9. He knows he's attractive to women. They always fall for him. He's got lots of girlfriends. He's a 10. She's very conscious of her social position and is always trying to improve it by meeting upper-class people. She's a

UNIT 6

Grammar: Infinitive

Complex Object and Complex Subject

Gerund

Modal Verbs: Certainty and Possibility in Present and Past

Text: Railway Transport Economics

Supplementary text: Logistics on the Move

Word building: compound words

READING RULES

X x	[gz]	перед наголосною голосною	exam, exist
	[ks]	у інших випадках	box, next

Exercise 1. Read the following words.

Example, except, expect, exact, exhibit, excellent, was, text, six, fix, tax, excuse, affix, axes, axe, fix, exam, index, Duplex, complex, fix, wax, exaggerate.

th	[ð]	у сполученні th на початку службових слів та між голосними	the, then, mother
	[θ]	у сполученні th на початку та наприкінці знаменних слів	thin, thick, seventh
ph	[f]	в усіх випадках	philosophy, photo

Exercise 2. Read the following words.

[θ] Theme, thick, three, thin, depth, tenth, fifth, sixth, width, teeth, theft, thong, thought, Thursday, third, thousand, theatre, health, tenth, path, lath, cloth, earth, south, birth, mirth, method, sympathy, anything.

[ð] These, they, then, with, within, them, breath, those, thus, thy, there, smooth, lathe, fathom, gather, rhythm, father, mother, brother, rather, either, neither, leather, feather, southern, together, further.

[f] Philosophy, photo, physics, phase, phenomenon, telephone, phonetics, phrase, pharmacology, physician.

Exercise 3. Read the following word combinations.

1. Through thick and thin. 2. Matthew's thirty-third birthday. 3. These thousand thoughts. 4. With these three thieves. 5. The thoughtful Ruth. 6. The fourth and the fifth themes. 7. The enthusiastic brothers. 8. Neither Father nor Mother. 9. The length of this parenthesis. 10. This sympathetic author. 11. The thick cloth. 12. Thinner than this scythe. 13. Thanks to Matthew, Ethel and Bertha. 14. Catherine and Edith are thick together.

Exercise 4. In the following groups of words three words rhyme. Find the odd one.

would, should, good, blood	flower, power, tower, lower
move, love, prove, groove	worth, birth, north, earth
though, through, throw, sew	hate, wait, weight, height
weak, break, ache, shake	fear, near, pear, clear
done, phone, won, son	share, prayer, mayor, layer

GRAMMAR

Infinitive

Інфінітив – неозначена форма дієслова, що тільки називає дію, не вказуючи особи, та відповідає на питання *що робити, що зробити*: **to write** – писати, **to come** – приїжджати, **not to understand** – не розуміти, **not to buy** – не купувати.

Форми інфінітиву

	Active	Passive
Indefinite	<i>to write</i>	<i>to be written</i>
Continuous	<i>to be writing</i>	
Perfect	<i>to have written</i>	<i>to have been written</i>
Perfect Continuous	<i>to have been writing</i>	

Indefinite Infinitive означає дію одночасову або майбутню до дії присудка.

I am sorry to hear it. – Мені прикро чути це.

She likes to be helped. – Вона любить, коли їй допомагають.

Continuous Infinitive виражає тривалу дію, одночасну з дією присудка.

It was pleasant to be driving a car again. – Приємно було знову вести автомобіль.

Perfect Infinitive виражає дію, що трапилася перед дією присудка.

I am pleased to have done something. – Я задоволений, що дещо зробив.

Perfect Continuous Infinitive виражає дію, що тривала протягом певного часу перед дією, що виражена присудком.

I am happy to have been living in London for 25 years. – Я щасливий, що 25 років мешкаю (мешкав) у Лондоні.

Функції інфінітиву

Підмет	<i>To walk is useful for everybody.</i> – Ходити пішки корисно для кожного.
Частина складного присудка	<i>The only thing left was to sit and wait until someone came.</i> – Єдине, що залишилось, це сидіти та чекати поки хтось прийде.
Додаток	<i>He asked me to wait.</i> – Він попросив мене зачекати. <i>He is difficult to understand.</i> – Його важко зрозуміти.
Означення	<i>Suddenly she felt the need to speak.</i> – Раптом вона відчула потребу говорити. <i>The material to be used for this purpose will be waterproof.</i> – Матеріал, який буде використовуватися для цього, буде водонепроникний. <i>He is the only one to be trusted.</i> – Він єдиний, кому можна довіряти.
Обставина мети	<i>I have come here to meet her.</i> – Я прийшов сюди, щоб зустрітися з нею. <i>To earn a living, he became a salesman.</i> – Щоб заробити на прожиття, він став продавцем.

Примітка. Інфінітив без частки *to* вживається:

1. Після модальних дієслів та зворотів: *must, can, could, may, might, need, shall, should, will, would, needn't, had better, would rather, would sooner.*

You must do it at once. – Ти повинен це зробити негайно.

You had better go there tomorrow. – Ти б краще пішов туди завтра.

I would rather not tell them about it. – Мені б краще не розповідати їм про це. (= я б не хотів розповідати їм про це);

2. Після дієслів *make* (= примушувати), *let* (дозволяти), іноді *help* (допомагати), та вислову *why not ... ?*

He made me read this book. – Він примусив мене читати цю книгу.

I let him go. – Я дозволив йому іти.

Help me do it. – Допоможи мені це зробити.

Why not give him socks for Christmas? – Чому б не подарувати йому шкарпетки на Різдво?

Exercise 5. Make up as many sentences as you can from each table.

I	am	glad happy pleased sorry	to meet you.
He	is		to hear it.
She	are		to be late.
We	was		to have missed the train.
You	were		not to have been informed about it.
They	will be		to be given this chance.

I	want would like hate	to tell you everything. to be troubled when I work. to play basketball. to be visited when I am ill. to be sent there.
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Exercise 6. Translate the following sentences and word combinations.

1. To send the letter to inform them; the house to be built; to build the road to connect two towns; the story to listen to; the question to be discussed; the car to be repaired; the test to be carried out.

2. I am happy to help you. I am glad to have helped him. He was glad to have been helped. I am glad to be helping them. I am glad to be helped.

Exercise 7. Translate the sentences defining the function of the Infinitive.

1. They were overjoyed *to take part* in our expedition. 2. She wanted *to be answered* at once. 3. He was delighted *to be working* with the famous scientist. 4. It's very difficult *to drive* a car in a big city. 5. Water may be used *to drive* dynamos, which generate electricity. 6. Sputniks do not need any additional energy *to move* along their orbit. 7. *To extend* the main street they had *to destroy* some old buildings. 8. The workers will use powerful machinery *to assemble* these huge units. 9. In this area there are no monuments *to speak of*. 10. Another reason *to consider* is the absence of necessary facilities for the experiment. 11. He was the first *to come*. 12. She made me *believe* her. 13. Let me *go*.

Exercise 8. Fill in the particle *to* where necessary.

1. Help me ... carry this bag. 2. My son asked me ... let him ... go to the theatre. 3. I must ... go to the country. 4. It cannot ... be done at once. 5. She asked me ... read the letter carefully and ... write an answer. 6. The man told me not ... walk on the grass. 7. Let me ... help you with your work. 8. We had better ... stop ... rest a little. 9. I don't know what ... do. 10. You must ... make him ... practice an hour a day. 11. I would rather ... stay at home.

Exercise 9. Paraphrase the following according to the model.

Model: The stone was too heavy. I couldn't lift it. – *The stone was too heavy for me to lift it.*

1. The text is too difficult. The students can't translate it. 2. The car is too expensive. I can't buy it. 3. The story is easy enough. I can read it without a dictionary. 4. The weather was too bad. We couldn't go to the forest. 5. The coat is too long. She can't wear it. 6. Their speech is rather quick. I can't understand it. 7. The train's speed is too high. It can't stop immediately.

Exercise 10. Combine two sentences as in the model.

Model: We helped him. We are happy about it. – *We are happy to have helped him.*

1. I am going to Paris. I am happy about it. 2. I am spending my holidays in the Alps. I am happy about it. 3. I live in this city. I am

happy about it. 4. I know this man. I am happy about it. 5. I am not working there now. I am sorry about it. 6. I have not seen this film. I am sorry about it. 7. We are taught English. We are glad of it. 8. I was not informed of it. I am sorry about it. 9. I am not allowed to go there. I am sorry about it. 10. She wasn't invited to the evening party. She is sorry about it.

Exercise 11. Rewrite these sentences beginning with the words in brackets.

Model: He'd like to buy a car. (*He can't afford it*) – *He can't afford to buy a car.*

1. I didn't pass my driving test. (*I failed*) 2. He'll pay for all of us. (*He's offering*) 3. Can you move the desk on your own? (*Can you manage*) 4. He wants to join the army. (*He's just applied*) 5. Apologize to her? (*I refuse*)

Exercise 12. Put in the correct forms of the Infinitive.

The Brave Old Lady and the Hopeless Crook¹

Mrs Johns, a 75-year-old widow, woke up with a start. Peering into the darkness, she was astonished (*see*) a man in her room. It was easy (*see*) he was a burglar². At first, she was too afraid (*move*). Then she plucked up³ her courage and said, 'We must (*talk*) about this over a cup of tea. Would you be so kind (*help*) me downstairs?' To her surprise, the man meekly⁴ obeyed. He was eager (*help*) and anxious (*please*) the old lady. He prepared the tea and said he was sorry (*have disturbed*) her. He was too frightened (*run away*). After a cup of tea, he said he would be glad (*give*) Mrs Johns his name and address and left empty-handed. Of course, Mrs Johns informed the police, who commended her for her bravery. Later, during the trial, the judge said it was his duty (*send*) the man to prison, describing him as the most incompetent burglar he had ever met!

¹ *crook* – шахрай

² *burglar* – зломщик, грабіжник

³ *pluck up one's courage* – набратися хоробрості

⁴ *meekly* – покірливо

Exercise 13. Translate the sentences, using the Infinitive.

1. Вона щаслива, що вчилася у цьому інституті. 2. Мені незручно, що турбую вас. 3. Він буде радий, що поїхав туди. 4. Я радий запросити вас на вечір. 5. Я радий, що мене направили на цю конференцію. 6. Я хочу надіслати їй телеграму. 7. Дівчинка любить розповідати казки. 8. Забути цей день було неможливо. 9. Допомогти йому тепер – означає врятувати його. 10. Її мета – стати професіоналом своєї справи. 11. Наше завдання полягало в тому, щоб закінчити роботу до 5 грудня. 12. Вони приїхали в Лондон, щоб брати участь у студентській конференції. 13. Завтра ми поїдемо в аеропорт зустрічати наших колег. 14. Щоб вивчити мову, ви повинні якомога більше читати. 15. Погода була надто гарна, щоб залишитися вдома. 16. Завдання було надто складним, щоб виконати його за годину. 17. У цьому тексті надто багато нових слів, щоб зрозуміти його без словника.

Complex Object

(Об'єктний інфінітивний зворот)

Підмет	Дієслово-зв'язка	Доповнення	Інфінітив
<i>I</i> Я	<i>want</i> хочу, щоб	<i>you</i> ти	<i>to help me clean the flat.</i> допоміг мені прибрати квартиру.
<i>He</i> Він	<i>expects</i> сподівається, що	<i>me</i> я	<i>to type these letters.</i> надрукую ці листи.
<i>I</i> Я	<i>saw</i> бачив, що	<i>him</i> він	<i>cross the road.</i> перейшов дорогу.
<i>I</i> Я	<i>heard</i> чув, що (як)	<i>the car</i> машина	<i>stop.</i> зупинилася.

Дієслова, після яких вживається Complex Object:

<u>Розумова діяльність, припущення, сподівання: consider, believe, think, find, suppose, know, understand, expect та ін.</u>	<i>We believe these experiments to be very important.</i> <i>I found him to be dishonest.</i>
------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

<p><u>Прохання, вимога, порада, дозвіл:</u> <i>ask, permit, recommend, order, command, request, make, cause</i> та ін. Після <i>make</i> і <i>let</i> вживається інфінітив без <i>to</i>! Після <i>ask</i> у значенні «просити» завжди стоїть прийменник <i>for</i>.</p>	<p><i>The teacher makes us learn the new words.</i> <i>The manager ordered the letter to be typed.</i> <i>He asked for the letter to be sent off at once.</i></p>
<p><u>Сприйняття за допомогою органів почуттів:</u> <i>see, hear, feel, notice, observe, watch</i> та ін. (інфінітив без частки <i>to</i>)</p>	<p><i>Have you heard her play the piano?</i> <i>I saw her enter the house.</i></p>
<p><u>Бажання, ненависть, любов:</u> <i>want, desire, should (would) like, hate, like, intend</i></p>	<p><i>I wanted him to be invited here.</i></p>
<p><u>Дієслова з прийменниками:</u> <i>wait (for), rely (on), count (on)</i> та ін.</p>	<p><i>I rely on you to do it in time.</i></p>

Примітка. Після дієслів чуттєвого сприйняття за допомогою органів почуттів може стояти *Present Participle*.

I watched a pavement artist draw a portrait in crayons. – Я спостерігав, як художник намалював портрет пастеллю (закінчена дія).

I watched a pavement artist drawing a portrait in crayons. – Я спостерігав, як художник малював портрет пастеллю (дія виконується, але ще не закінчена).

Exercise 14. Translate the sentences paying attention to the Complex Object.

1. He wanted us to visit the art exhibition.
2. I suppose her to be about 50.
3. Everybody knows him to be working on a new book.
4. We heard him come in and close the door behind him.
5. In spite of bad weather the instructor made the sportsmen continue their training.
6. She felt somebody touch her.
7. We know him to have graduated from the Institute two years ago.
8. We believe cybernetics to be an important branch of modern technology.
9. I heard him mention my sister's name.
10. She saw her son fall and shouted.

Exercise 15. Compose sentences using the Complex Object.

I want	me	to interrupt you. to be interrupted by you. to tell the news.
I'd like	him	to be told the news. to accept your invitation.
Do you want	her	to be accepted to the academy. to become a member of the Scientific Society.
I don't want	them	to go sightseeing. to wash one's hands.
I didn't expect	us	to change one's opinion. to express one's opinion.
	you	to fight for one's rights. to divide the apples between the children.

Exercise 16. Compose sentences with the Complex Object according to the model.

Model: We knew that they would come soon. – *We knew them to come soon.*

1. We knew that they had already arrived. 2. I didn't expect that she would catch the train. 3. She thought that we had influenced their decision. 4. We know that this ancient building was destroyed and rebuilt several times. 5. They expect that these rivers would be soon connected by means of canals. 6. We suppose that this underground system is the best in the world. 7. He expects that great sums of money will be spent on housing construction in this district.

Exercise 17. Write one sentence instead of the given two using the Complex Object according to the model.

Model: I saw John every day. He often spoke with his girlfriend.

I often saw John speak with his girlfriend.

1. I watched the sun. It rose. 2. I heard him. He sang an English song. 3. We noticed a man. The man cleaned his shoes. 4. He saw two girls. They danced on the stage. 5. She watched the children. They ran about and played in the garden. 6. I saw her every morning. She arranged her hair carefully. 7. Every night we saw our neighbour. He listened to the news. 8. John heard his daughter. She talked loudly. 9. We saw

Roger. He crossed the road. 10. They heard their father. He played the piano every night.

Exercise 18. Read the sentence and write a second one from the words given according to the model.

Model: Jill didn't have any money. (she / want / Ann / lend her some) – She wanted Ann to lend her some.

1. Tom's parents were disappointed when he decided to leave home. (*they / want / Tom / stay with them*)
2. Please don't tell anyone that I'm leaving my job. (*I / not / want / anyone / know*)
3. There's a football match next Saturday between England and Scotland. (*you / want / Scotland / win?*)
4. Unfortunately someone had told Sue that I was going to visit her. (*I / want / it / be a surprise*)

Exercise 19. Translate the sentences using the Complex Object.

1. Вони очікують, що ви будете на концерті.
2. Я побачила як таксі зупинилося біля супермаркету.
3. Він хоче, щоб ми розказали йому усе.
4. Його листи примушували її сміятися.
5. Вона чула, як під'їхала машина.
6. Вона бачила, як Том вийшов з воріт зі своєю сестрою.
7. Я ніколи не чула, щоб він так багато говорив.
8. Він спостерігав, як дружина налила каву та поставила чашку на стіл.
9. Чи хочете ви, щоб я вам допоміг?
10. Я не хочу, щоб ви мені щось розповідали про своїх батьків.
11. Ви хочете щоб я пішла туди зараз?

Complex Subject

(Суб'єктний інфінітивний зворот)

Підмет + Дієслово-присудок	Інфінітив
<i>He is said</i> Говорять, що він	<i>to know Chinese very well.</i> дуже добре знає китайську.
<i>MrBrown is expected</i> Очікують, що містер Браун	<i>to come.</i> прийде.

Indefinite Infinitive висловлює дію одночасну з дією присудка.

He is said to work hard at his English. – Говорять, що він наполегливо займається англійською мовою.

Continuous Infinitive підкреслює, що дія є процес, що триває одночасно з дією присудка.

The weather seems to be improving. – Здається, що погода покращується.

Perfect Infinitive висловлює дію, яка трапилась раніше, ніж дія присудка.

The house is said to have been built two hundred years ago. – Говорять, що цей будинок було збудовано двісті років тому.

Дієслова, які вживаються тільки в пасивному стані: *believe* (думати, гадати), *consider* (вважати), *expect* (сподіватися), *suppose* (припускати), *say* (говорити), *report* (повідомляти), *know* (знати), *find* (знаходити), *show* (показувати), *see* (бачити), *announce* (оголошувати) та ін.

The device is thought to be very reliable. – Гадають, що цей прилад дуже надійний.

This article is expected to be published next month. – Сподіваються, що ця стаття буде надрукована у наступному місяці.

Дієслова, які вживаються тільки в активному стані: *seem* (здаватися), *appear* (з'являтися), *prove* (виявлятися), *happen*, *chance* (траплятися).

He seems to know this student well. – Здається, він добре знає цього студента.

Словосполучення, які вживаються у звороті: *be likely* (певно, цілком імовірно), *be unlikely* (малоймовірно), *be certain* (напевно), *be sure* (певна річ).

They are likely to return on Sunday. – Напевно, вони повернуться у неділю.

Exercise 20. Translate the sentences.

1. She seems to know English and French.
2. The weather appears to be improving.
3. Lake Baikal is said to be the deepest in the world.
4. The doctor happened to be there at the time of the accident.
5. He proved to be a good teacher.
6. The English delegation is believed to come at the end of the month.
7. This school is considered to be the best in the town.
8. He is known to have a large collection of pictures.

9. The problem is unlikely to be solved in time. 10. This church appears to be made of wood.

Exercise 21. Paraphrase the following sentences using the Complex Subject with the Infinitive.

Model: It is very likely that the prices for these goods will go up again in England. – *The prices for these goods are likely to go up again in England.*

1. It is certain that they will be here on Monday. 2. It is unlikely that the meeting will be postponed. 3. It is sure that they will come here. 4. It is believed that John has arrived in London. 5. It is known that Jack is good at painting. 6. It is reported that the spaceship has landed successfully. 7. It happened that I saw them at the theatre. 8. It seemed that her dinner party went on too long to her, as it did to you. 9. It is supposed that the students have already submitted their term papers. 10. It was said that the performance had been a success.

Exercise 22. Translate the sentences using the Complex Subject.

1. Говорять, що він найкращий лікар у нашому місті. 2. Бачили, як він перегорнув сторінку та почав читати. 3. Чули, як він незабаром піднявся нагору. 4. З'ясувалося, що я його добре знаю. 5. Здавалося, що вони зовсім його забули. 6. Чули, як він грав на роялі та щось співав. 7. Здавалось, що він хотів поставити ще одне запитання, але змінив своє рішення. 8. Очікують, що делегація прибуде завтра. 9. Відомо, що конкуренція підвищує ціни. 10. Здається, він також допомагає іншим студентам. 11. Цілком імовірно, що вони будуть вдячні за вашу пораду. 12. Сталося так, що ми спізнилися на потяг.

Gerund
(Герундій)

	<i>Active</i>	<i>Passive</i>
<i>Indefinite (Simple)</i>	writing	being written
<i>Perfect</i>	having written	having been written

Герундій – це неособова форма дієслова, що має властивості дієслова та іменника (віддієслівний іменник). Герундій називає дію як процес: **reading** читання, **listening** слухання.

Неперфектна форма виражає дію, одночасну з дією присудка; може відноситися до майбутнього, або не залежати від часу.

*We intend **shipping** the goods in May.* – Ми сподіваємося відправити товари у травні. (відноситься до майбутнього)

*He likes **being invited** by his friends.* – Він любить, коли його запрошують друзі. (не залежить від часу)

*He sat without **turning** his head.* – Він сидів, не обертаючись. (одночасна дія)

Перфектна форма виражає дію, що відбулася раніше дії присудка.

*Thank you for **having helped** me.* – Дякую, що допомогли мені.

Функції герундія

Функції	Приклади
Підмет	<i>Smoking is not allowed here.</i> – Курити тут не дозволено.
Іменна частина присудка	<i>His hobby is driving a car.</i> – Його хобі – керування машиною.
Доповнення: пряме (після <i>begin, start, (dis)like, continue, prefer, hate, intend, can afford, need, remember, enjoy, mind, be busy, excuse, be worth etc</i>)	<i>Excuse my interrupting you.</i> – Пробачте, що втручаюсь. <i>They began building new houses here.</i> – Вони почали будувати тут нові будинки.
прийменникове (після <i>depend on, rely on, dream of, object to, blame for, thank for, feel like, be interested in, be surprised at, be responsible for, result in, be engaged in, fear of, think of, be afraid of, be fond of, get used to, look forward to, etc.</i>)	<i>They spoke about their travelling to the North.</i> – Вони говорили про подорожування на Схід. <i>I look forward to receiving your letter.</i> – Я з нетерпінням чекаю вашого листа. <i>You'll get used to driving on the left.</i> – Ви звикнете до лівостороннього руху.

<p>Обставина (після прийменників <i>after, before, on, by, without, instead of, besides</i>)</p>	<p><i>After reading the letter I put it into the drawer.</i> – Після того, як я прочитав листа, я його відклав у шухляду. <i>They ate without talking.</i> – Вони їли не розмовляючи.</p>
<p>Означення (після абстрактних іменників <i>importance of, interest in, reason for, hope of, way of, experience in, opportunity of, idea of, chance of</i>, перед означальним іменником)</p>	<p><i>What's your idea of bringing up children?</i> – Яка твоя думка про виховання дітей? <i>She had come with the intention of saying something definite.</i> – Вона прийшла з наміром щось ясно висловити. <i>You have always been in the habit of giving her playthings.</i> – Ви завжди маєте звичку давати їй іграшки. <i>writing paper, dancing place</i></p>

Примітка 1. Перед герундієм може стояти присвійний займенник або іменник у присвійному відмінку.

*I don't mind **your** going without me.*

*She was angry at **John's** saying these words.*

Примітка 2. після *need, want, require, be worth* вживається герундій у дійсному стані, незважаючи на пасивне значення.

*My shoes **need** repairing.*

Exercise 23. Translate the sentences paying attention to the Gerund.

1. *Reading* English technical journals is important for an engineer.
2. They finished *installing* the apparatus only on Saturday.
3. They began *making* the experiment in May.
4. After *failing* his examination in January he had to take it again in February.
5. After the meeting they discussed different ways of *improving* their work.
6. The organizers of the conference were informed of his *refusing* to take part in it.
7. We heard of the experiment *having started* last week.
8. He improved his report by *changing* the end.
9. New possibilities for *applying* atomic energy open up.
10. I am looking forward to *sending* my children to the country for the holidays.
11. I'm surprised at his *missing* lessons so often.
12. I'm surprised at your *having missed* so many lessons

Exercise 24. Complete the sentences with *-ing* forms of the following verbs:

answer, climb, drink, forget, hear, learn, lie, pay, say, ski, type, watch.

1. ... too much alcohol is very bad for you. 2. I don't like ... bills. 3. He really enjoys ... his own voice. 4. What's wrong with ... in bed all day? 5. Her favourite sports are ... and ... mountains. 6. ... languages is hard work. 7. I hate ... goodbye. 8. ... is better than remembering. 9. ... animals can teach you a lot. 10. 'What's your job?' – '... the phone and ... letters.'

Exercise 25. Make up sentences from the table.

1. Are you interested		answering that child's questions.
2. Do you feel		changing her job, but I don't think she will.
3. He insisted		coming to Greece with us?
4. I apologize		convincing the police that she was not a burglar.
5. I like cooking	as well as	eating.
6. I sometimes dream	at	going out to a restaurant tonight?
7. I'm fed up	for	looking after the children.
8. I'm not capable	in	moving to Canada.
9. I'm tired	instead of	not doing any work.
10. She succeeded	like	paying for everything.
11. He's keen	of	playing football.
12. She's very good	on	seeing George next week.
13. Thank you	with	selling things.
14. Why don't you come out with us	without	staying at home?
15. I'm looking forward	to	swimming and dancing.
16. She thinks		telling me the truth.

Exercise 26. Complete these sentences with one of the following expressions. Put the verb into the correct form.

go skiing, go shopping, go swimming, go sailing, go riding

1. Barry lives by the sea and he's got a boat, so he often 2. There's plenty of snow in the mountains so we'll be able to 3. It was a very hot day, so we ... in the river. 4. Margaret likes horses. She often 5. The shops are shut now. It's too late to

Exercise 27. Combine the sentences using the Gerund.

Model A: After he finished school, he worked at a plant. – After finishing school he worked at a plant.

1. After they passed their exams, they went to the mountains.
2. Before he moved to this town he lived in Kiev.
3. After he wrote the letter, she went to the post-office.
4. Before you cross the street you must look to the left and then to the right.
5. I turned off the light before I left home.
6. We met him after we walked about two miles.

Model B: She insisted that she should go to the library. – She insisted on going to the library.

1. He insisted that he should show them the way.
2. He insisted that he should be shown the way.
3. They insisted that they should help me.
4. They insisted that they should be helped with their work.
5. I insisted that I should examine them in the afternoon.
6. I insisted that I should be examined first.

Model C: When she plays, I enjoy it. – I enjoy her playing.

1. When you quarrel, I dislike it.
2. I don't mind it, if you open the window.
3. When they dance, I enjoy it.
4. When he gets an excellent mark, his parents are pleased with it.
5. If you make noise, I dislike it.
6. When you don't know the lesson, I am surprised at it.
7. If you pass your examination well, I'll be proud of it.

Дієслова, після яких вживається інфінітив	Дієслова, після яких вживається герундій
<i>agree, dare, decide, expect, fail, happen, hope, manage, mean, offer, prepare, pretend, promise, refuse, seem, wish, choose, forget, need, help, try, want, would like</i>	<i>avoid, can't help, deny, enjoy, feel like, finish, give up, hate, imagine, keep (on), mind, miss, practise, risk, spend time, (can't) stand, suggest, stop</i>

Exercise 28. Put in the correct forms of the verbs.

1. You can't help (*like*) him.
2. We decided (*stay*) at home.
3. We expect (*hear*) from Ann soon.
4. Would you like (*go*) out tonight?
5. I don't feel like (*cook*).
6. When do you finish (*study*)?
7. I've given up (*smoke*).
8. Imagine (*be*) married to her!
9. I managed (*find*) a taxi.
10. Would you mind (*pass*) the bread?
11. I missed (*see*) the

beginning of the film. 12. She pretended (*be*) ill. 13. I suggest (*call*) the doctor at once. 14. He spends ages (*talk*) on the phone. 15. I want (*see*) the manager. 16. Do you enjoy (*watch*) football?

Exercise 29. Translate into English using the Gerund.

1. Пробачте, що я запізнився. 2. Я не сподіваюсь побачити його скоро. 3. Дякую вам за те, що показали нам дорогу до міста. 4. Я здивований, що ти пропустив так багато занять. 5. Мені дивно, що ви так часто запізнюєтесь. 6. Ми наполягаємо на тому, щоб цей будинок було відремонтовано. 7. Вона пішла з дому, не вимкнувши телевізора. 8. Він пішов, не попрощавшись. 9. Я з нетерпінням чекаю того, що знов побачу мою подругу. 10. Мені не подобається ідея залишитися вдома. 11. Він захоплюється грою у футбол. 12. Цей факт не варто згадувати. 13. Ми були зайняті установленням обладнання. 14. Вона боїться залишитися вдома сама. 15. Зараз я не в настрої дискутувати.

Revision of Modal Verbs

просимо, пропонуємо	can, could, will, would
радимо, даємо пораду	should
дорікаємо	ought to
дуже впевнені	must
не дуже впевнені, сумніваємося	may, might, could
змушені, доводиться	have to
дозволяємо	may
не дозволяємо	must not, can't
наказуємо	must
плануємо	be to

Exercise 30. Rewrite the following sentences in past and future.

1. I can do this work myself. 2. She can translate the article into Arabic. 3. I can buy a dictionary for you. 4. I must do my exercises. 5. He should be more attentive to his relatives. 6. You must learn the story by heart. 7. We have to walk fast to get to the station in time. 8. She ought to take care of the baby. 9. I must wait for him. 10. What the businessmen need to know is how the new developments can be applied to industry.

Modal Verbs:

Certainty and Possibility in Present and Past

(Можливість та вірогідність за допомогою модальних дієслів у теперішньому та минулому)

Present	Past
Можливість Possibility	
<i>He <u>can</u> win the race.</i> Він може виграти цю гонку (впевненість 90 %)	
<i>They <u>could</u> still be at school.</i> – Можливо, вони ще у школі. (впевненість 50 %)	<i>She <u>could have been</u> killed in the car crash. (Luckily, she wasn't killed.)</i> – Вона могла загинути в аварії. (На щастя, вона не загинула.)
<i>Tom <u>may</u> be studying in his room.</i> – Можливо, Том займається у своїй кімнаті. (впевненість 50 %)	<i>He <u>may have</u> spoken to Jenny yesterday.</i> – Можливо, що він поговорив з Дженні вчора.
<i>He <u>might</u> want some more food.</i> – Можливо, йому ще потрібна їжа. (впевненість 40 %)	<i>He <u>might have</u> forgotten.</i> – Можливо, він забув.
Вірогідність Probability	
<i>I <u>will</u> be at home soon.</i> – Скоро я буду вдома. (впевненість 100 %)	
<i>Greg <u>should</u> win easily.</i> – Грег з легкістю переможе. (впевненість 90 %)	<i>He <u>should have</u> received his prize by now.</i> – Напевно, він уже одержав свій приз.
<i>They <u>ought to</u> be at home by now.</i> – Певно, вони зараз уже вдома. (впевненість 90 %)	<i>They <u>ought to have</u> arrived an hour ago.</i> – Цілком ймовірно, що вони прибули додому час тому.
Логічне припущення Logical Assumptions	
<i>She <u>must</u> be working.</i> – Напевно, вона зараз працює. (впевненість 90 %)	<i>She <u>must have been</u> working.</i> – Вона, напевно, працювала.
<i>She <u>can't</u> be over forty.</i> – Не може бути, що їй більше 40 років.	<i>She <u>can't have</u> stolen the money.</i> – Не може бути, що вона вкрала ці гроші.
<i>He <u>couldn't</u> be at work.</i> – Не може бути, що він на роботі.	<i>She <u>couldn't have been</u> at work yesterday.</i> – Не може бути, що вона була на роботі вчора.

Критика Criticism	
<i>You could at least help me.</i> – Ти міг би, принаймні, мені допомогти.	<i>You could have at least helped me last night.</i> – Тобі слід було принаймні допомогти мені вчора.
	<i>They should have tried harder.</i> – Їм слід було старатися більше.
	<i>You ought to have behaved yourself yesterday.</i> – Тобі потрібно було б краще поводити себе вчора.

Exercise 31. Translate the following sentences paying attention to the modal predicate.

Можливість: 1. The train is due at 5p.m., they may still catch it. 2. They might have returned from the expedition. 3. This question may not have been discussed yesterday. 4. You could hardly have passed him in the street without taking notice of him. 5. I don't think the car can be repaired. 6. It could rain later this evening.

Випогідність: 1. They left at nine, so they should have arrived by now. 2. This ought to be Pete's book; it certainly isn't mine. 3. Mickey ought to have won by a huge margin. 4. The weather should be fine tomorrow.

Логічне припущення: 1. He is very fit, though he must be at least sixty! 2. It couldn't possibly be a poison. 3. They cannot know what the situation is in the country. 4. If A is bigger than B, and B is bigger than C, than A must be bigger than C. 5. 'We went to Rome last month.' 'That must have been nice.' 6. 'Where can John have put the watch?' 'He can't have thrown it away.' 7. That was a bad place to go skiing – you could have broken your leg.

Критика: 1. You should have been nicer to Annie. 2. You could have passed your exam by now. 3. You could ask before you borrow my car. 4. I ought to have phoned Ed this morning, but I forgot.

Exercise 32. Complete the sentences, putting the verbs in brackets into the correct form.

1. 'What are all those people doing with those lights and cameras?' 'They (*must / make*) a film'. 2. 'I wonder how the thief got into our

apartment?’ – ‘He (*could / use*) the fire escape or he (*might / climb*) that tree’. 3. ‘I saw Harry waving someone off in a taxi.’ – ‘That (*would / be*) his cousin from Australia.’ 4. ‘It’s five past eleven. Ken and Cathy’s plane (*should / touch down*) in Kennedy Airport right now.’ – ‘Your watch (*must / be*) slow. It’s nearly half past. Their plane already (*must / land*)’. 5. ‘Bring very warm clothes. It (*could / snow*) when we arrive. It (*can / snow*) in the mountains even in summer.’

Exercise 33. Rewrite the following sentences using the modal verb in brackets. Add a reason to each of the sentences.

Model: I’m sure she’s had a holiday. (*must*)

She must have had a holiday because she is very brown.

1. I’m sure you didn’t work hard for your exams. (*can’t*)
2. I think they’ve gone to Paris. (*could*)
3. Perhaps I left my umbrella on the train. (*might*)
4. I’m sure he hasn’t bought another new car. (*can’t*)
5. She has probably been on a diet. (*must*)
6. It’s possible they’ve got married in secret. (*could*)
7. I’m sure I haven’t won the lottery. (*can’t*)
8. Perhaps he called while we were out. (*may*)

Exercise 34. Insert *could, may or might* according to the sense.

1. I’m so glad the child is safely back. With your careless driving he ... have easily been injured.
2. I shan’t have a moment’s peace until the child is back. He ... have met with an accident.
3. He isn’t back yet. He ... have lost the way.
4. You oughtn’t to have driven that car so fast. You ... have had a serious accident.
5. Sorry you didn’t tell him about our meeting in time. He ... have come.

Exercise 35. Change sentences using *ought to have* or *ought not to have* (*should have* or *shouldn’t have*) according to the model.

Model: When we got to the restaurant there were no free tables. We hadn’t reserved one. – *We should have reserved a table.*

1. We went for a walk. While we were walking we got hungry but we hadn’t brought anything with us to eat.
2. The driver in front stopped suddenly without warning and I drove into the back of his car. It wasn’t my fault.
3. The accident happened because Tom was driving on the wrong side of the road.
4. It was silly of John to leave home without telling us.
5. Why didn’t you ask for permission?
6. I wish we hadn’t stayed so late.
7. Why didn’t you go to the doctor’s earlier?

8. It's a pity you didn't meet Jenny while you were here. 9. I'm sorry I got so angry about what happened. 10. It would have been better if you had come on your own.

Exercise 36. Dramatize the story given below. Retell it in your own words using *must* to express supposition.

An Overheard Conversation

The ladies at the club were talking about a conversation they had overheard in the morning between a man and his wife.

'They must have been at the Zoo,' said Mrs A., 'because I heard her mention the *trained deer*.'

'Goodness me!' laughed Mrs B. 'What queer hearing you must have! They were talking about going away and she said, 'Find out about the *train, dear*.'

'Well, did you ever?' exclaimed Mrs C. 'I am sure they were talking about musicians, for she said a *trained ear* as distinctly as it could be.' The discussion was beginning to warm up, when in the midst of it the lady herself appeared. They carried their case to her promptly and asked her to settle it.

'Well, well, you do beat all!' she explained after hearing each one. 'I'd been out to the country overnight and I was asking my husband if it *rained here* last night'

READING AND DISCUSSION

Active Vocabulary

conveyance – *n* транспортування, перевезення; *v* convey

primarily – *adv* на початку, перш за все; *syn* firstly, basically

civil engineering – цивільне будівництво

deal with – *phr* *v* мати справу з, обговорювати

mention – *v* згадувати; *n* згадування, посилення

revenue – *n* дохід; *syn* profit

meet the demands – відповідати вимогам

require – *v* вимагати, наказувати

experience – *n* досвід; *v* відчувати, переживати

solve – *v* вирішувати; *syn* solution

huge – *adj* величезний

complex – *adj* складний, сукупний

meet commitments – відповідати, виконувати обов'язки

lack – *n* нестача, відсутність
record – *v* записувати, вести звітність; *n* запис, звіт
accountant – *n* бухгалтер, економіст
specific – *adj* особливий, характерний
summarize – *v* підводити підсумок
financial statement – фінансовий звіт
balance sheet – бухгалтерський баланс
profit and loss account – рахунок прибутків та збитків
strength – *n* сила, міцність; *adj strong*
cover – *v* охоплювати, покривати
involve – *v* включати в себе, торкатися
steadily – *adv* стійко, міцно, рівномірно; *adj steady*
provide – *v* забезпечувати, гарантувати
improve – *v* поліпшувати, удосконалювати
gain – *v* здобувати, заробляти; *n* прибуток, вигода
share – *n* акція, облігація, частина; *v* ділити, розподіляти
relatively – *adv* відносно, порівняно
recent – *adj* недавній, сучасний
flow – *n* потік, рух
through – *prep* через, впродовж
awareness – *n* інформованість, усвідомлення, обізнаність
ultimate – *adj* основний, кінцевий, остаточний
passenger (freight) capacity – пасажиро- (вантажо-)місткість
reduce – *v* зменшувати, ослаблювати, скорочувати
overcrowd – *v* переповняти
enhance – *v* поліпшувати, покращувати
end-to-end service – наскрізне обслуговування, обслуговування від відправника до одержувача
constant – *adj* постійний, безперервний
maintenance – *n* експлуатація, ремонт
rolling stock – рухомий склад

IRREGULAR VERBS

<i>Infinitive</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Translation</i>
deal	dealt	dealt	мати справу (з)
fly	flew	flown	літати
hide	hid	hidden	ховати(ся)
learn	learned, learnt	learned, learnt	вивчати
rise	rose	risen	піднімати
sit	sat	sat	сидіти
wake	woke	waken	будити
win	won	won	вигравати

Exercise 37. Find synonyms among the following words.

Conveyance, to shut, to require, an idea, transfer, district, to involve, output, locality, to enhance, profit, to provide, shortage, primarily, to supply, commitment, productivity, revenue, to reduce, to close, efficiency, production, contribution, obligation, overpopulated, to include, a concept, to demand, input, overcrowded, to improve, essentially, to lessen, lack.

Exercise 38. Fill each gap in the sentences below with the correct form of the word in *italics* print above it.

profit

1. We may witness a decline in company 2. Nobody ... by this transaction. 3. The advertising campaign proved very

consume

1. A smaller vehicle will ... less fuel. 2. It will offer a wider choice of goods for the 3. Vigorous exercise increases oxygen

promote

1. A person who arranges and advertises box events is called a boxing 2. I want a job with good prospects for 3. Tomorrow they will hold a meeting ... trade between Taiwan and the U.K.

Exercise 39.

a) Translate the sentences with the following verbs.

overcome: 1. He struggled to overcome his shyness. 2. The engineer was working on the freezer when he was overcome by gas. 3. Charles was overcome with grief. 4. Australia overcame the Netherlands 2:1.

compete: 1. The Renault Clio competes against such cars as the Peugeot 206. 2. She and her sister are always competing for attention. 3. How many runners will be competing in the marathon? 4. Melinda was plain and knew she couldn't compete with her sister where boys were concerned.

involve: 1. What will the job involve? 2. These changes will involve everyone of the staff. 3. Try to involve as many children as possible in the game. 4. Reilly involves himself in every aspect of his company's business.

satisfy: 1. Nothing I did would ever satisfy my father. 2. The program is designed to satisfy the needs of adult learners. 3. Having satisfied herself that no one was there, she closed the door. 4. Have you satisfied all the requirements for the general degree?

Exercise 40. Translate the word combinations from the text.

Conveyance of passengers and goods from one locality to another, cross-disciplinary study, meet demands for both goods and services, operating a business, traffic forecasting, capital investments, labour productivity, to interpret the figures, the financial strength of the business, market is steadily growing, higher customer's satisfaction, a dynamic role, a clearly improved cost structure, to gain a greater market share.

Text

RAILWAY TRANSPORT ECONOMICS

Transport in general may be defined as the conveyance of passengers and goods from one locality to another. Transport is primarily a function of distance, and when considered by an economist it is the overcoming of distance for a profit. Transport economics is a cross-disciplinary study linking civil engineering and economics.

Transport economics as any other branch of economics deals with several main concepts. Mention just a few of them. The quantity of goods that buyers wish to buy at certain price is *demand*. The quantity of goods that sellers wish to sell at each price is *supply*. Everything that is put into production process, such as land, labour, or raw materials is the *input*. Everything that is produced is the *output*. The revenue from selling the output minus the costs of inputs used is

profit. The person or organization with the demand is the *buyer*, or *customer*. The person or organization that meets demand for both goods and services is the *seller*, or *supplier*. Operating a business requires an investment of resources. Resources include money, time, skill, experience, and work.

Railway transport economists have to solve different problems connected with traffic forecasting, capital investments, labour productivity, wages and financing. Railway transport is a huge complex system and as any organization, whether small or large, has to be managed. Probably there are two main issues that the managers deal with. First, whether the business is operating at a profit; and second, whether the business will be able to meet its commitment, and so not to be closed down due to lack of funds. Therefore, it is important to record and present financial information, which is the responsibility of the accounting department headed by the finance manager. At specific intervals, the information is summarized into *financial statements*. Accountants are mainly concerned with two accounting documents – *the balance sheet and the profit and loss account*. Managers then interpret the figures to determine the financial strength of the business.

Another activity that is covered by transport economics is *marketing*. The marketing function involves market research, distribution, pricing, advertising, promotion and selling. It is also important to forecast changes in rail traffic and study consumer behaviour. Rail's position in the transportation market is steadily growing but there will be no future without higher customer's satisfaction. Competition has entered the field of comfort, time and price. Railways have to develop a stronger customer focus¹ if they want to play a dynamic role in a future multimodal transport system. Railways can enter into this competition with other modes of transport only by providing new offers and a clearly improved cost structure. The objective is to gain a greater market share and to make profits. High-speed rail may serve as a good example of effective competition against air by providing low-cost models for relatively short (up to 5 hours) journeys.

One of the recent but most important departments in railway business is railway *logistics*. Logistics experts optimise a steady flow of goods through a network of transportation links and storage nodes², and

coordinate their work. Today there is a growing awareness of the benefits of integrating one transport mode with another, and it is logistics that organizes this process, and provides the wider range of services for passengers.

The ultimate goal of any railway department whether technical or non-technical is the highest profitability and competitiveness, increasing passenger and freight capacity, improving punctuality, reducing overcrowding, enhancing safety, providing end-to-end international transport services and others. Transport economics may contribute to this by constant investments into the maintenance of infrastructure and rolling stock, by successful management, involvement of private capital, effective use of fixed and working capital, saving operating and capital resources, etc.

¹ *to develop a stronger customer focus* – приділяти більше уваги пасажиром

² *storage nodes* – склади, сховища

Exercise 41. Answer the following questions according to the text.

1. Give one of the definitions of *transport*. 2. What is the peculiarity of transport economics study? 3. Enumerate some major concepts of economics and give their definitions. 4. What are the main problems transport economists have to solve? 5. What questions are of primary importance for any manager? And which way can they find answers to them? 6. Which financial documents are necessary for the work of any company? 7. What does marketing on railway include? Why is it important? 8. What do railways have to do to be competitive on the transportation market? 9. What activities do transport logistics experts deal with? 10. What are the objectives of railway departments regarding better passenger services? Better freight services?

Exercise 42. Find English equivalents.

Перш за все, цивільне будівництво, сировина, заробітні плати та фінансування, збирати інформацію про ринок, відповідальність головних керівників, певний спектр роботи, робота з персоналом, керівництво великим підприємством, повністю самостійно, відповідальність, влада та обов'язки, закриватися з приводу нестачі коштів, бухгалтерський відділ, реалізовувати ідеї.

Exercise 43. Choose the appropriate words in brackets.

1. They solve different problems (*connect, connected, connecting*) with traffic forecasting. 2. It is of primary importance to give (*constructed, constructing, constructive*) answer to these questions. 3. Another activity that is (*cover, covers, covered*) by transport economics is marketing. 4. All the measures are used to satisfy (*organization, organize, organizational*) goals. 5. The ultimate goal is the highest (*profitable, profitless, profitability*).

Exercise 44. Match words with their definitions.

<i>locality</i>	the quantity of a good that buyers wish to buy at each price
<i>concept</i>	the quantity of a good that sellers wish to sell at each price
<i>demand</i>	an activity intended to help sell a product
<i>delegation</i>	a geographical place
<i>supply</i>	an abstract general notion
<i>promotion</i>	someone whose job is to deal with part or all of a company or other organization
<i>to satisfy</i>	arriving, happening, or being done at exactly the time that has been arranged
<i>to predict</i>	to make someone feel pleased by doing what they want
<i>manager</i>	to say that something will happen, before it happens
<i>punctual</i>	the process of giving power or work to someone else so that they are responsible for part of what you normally do

Exercise 45. Complete the text with the words in italics.

Supplementary text

Logistics on the Move

*A new breed of logistics operator takes advantage
of new technology to create new markets*

Logistics is a word most often seen on the side of trucks and is therefore mostly associated with the ¹ _____ of goods from one place to another. But it has a bigger meaning, the management of the flow of material through an organization from ² _____ materials to finished goods. It might sound a simple enough business moving things around but it is growing more complex as new technology and greater use of

the ³ _____ open new ways of passing around ⁴ _____ and selling products. This has opened up many new ⁵ _____ for the logistics industry.

E-commerce has encouraged a new generation of logistics ⁶ _____ to set up new companies. When you first ⁷ _____ a new e-business it is cheaper and more efficient to outsource the packing and delivery of products. It also reduces the initial investment and ⁸ _____ factor in setting up a new business.

Good logistics also plays an important role in reducing the costly inventory problems of over ⁹ _____ and guaranteeing that there are no interruptions in the supply ¹⁰ _____.

1. travel, transport, export; 2. raw, basic, component; 3. email, software, internet; 4. news, stories, information; 5. ways, markets, products; 6. entrepreneurs, engineers, businessmen; 7. begin, launch, commence; 8. inventory, warehouse, materials; 9. filling, stocking, supplying; 10. links, flow, chain.

Exercise 46. Think of the form of transport you would choose for the following consignments and why?

1. A large consignment of cars from Hamburg to Dresden. 2. A small consignment of flour from Wales to London. 3. A consignment of diamonds from Cape Town to Cairo. 4. A large consignment of coal from Sheffield to Leeds (both in the north of England). 5. A cargo of bananas from the Caribbean to Dublin.

Exercise 47. Compare rail and air transport. Use the information given.

Rail transportation

Advantages:

- virtually all types of cargo can be transported
- virtually any distance can be covered
- large quantities can be transported

Disadvantages:

- may be affected by strikes
- a relatively high risk of theft

Air transportation

Advantages:

- fast
- a secure form of transport, which means that insurance costs are low
- no limitation as to distance

Disadvantages:

- relatively expensive
- subject to delays and strikes
- not practical for short distances
- may be necessary to send the goods some distance to reach the cargo terminal of an airport

WORD BUILDING

Compound words

(Складені слова)

post office, sunrise, headache, face-lift

Exercise 48. Translate the compound words defining the word-building pattern.

Week-days, dark-blue, reference-book, day-off, south-west, life-story, fellow-workers, newcomer, present-day, second-hand, best-seller, downtown, west-Ukrainian, out-of-date, long-standing, well-paid, uptown, clockwise, two-thousand-year-old, world-famous, right-hand, overcome, Middle Eastern, newlywed, cold-blooded, kind-hearted, hairdresser, middle-aged, sunshine, afternoon, beforehand, son-in-law, blackboard, letterbox, daybreak, ice-cream, nightfall, dark-eyed, framework, shipbuilding, guardsman, gooseberry, goodwill, godfather, foxtail, fingerprint, footfall, flagship, fireworks, dreamlike.

Exercise 49. Make up compounds by combining a word from A with a word from B.

A	B
Book, video, speed, radio, light, time, remote, junk, word, food, air, computer.	Food, shop, table, mail, conditioned, software, maker, perfect, recorder, processor, bomb, headed, consuming, limit, poisoning, bulb, boat, controlled, worm.

Exercise 50.

a) Match a word in A with a word in B to make a new compound noun.

A	B
department, railway, book, traffic, bus, motor, car, travel, ticket, rush, air	port, way, park, agent's, office, station, stop, store, shop, hour, lights

b) Fill in the gaps with the correct compound noun from mentioned above.

1. Stop the car! The ... are red. 2. Heathrow is one of the biggest ... in the world. 3. Harrods is the best ... in London, but it's very expensive to go shopping there. 4. We waited in the rain at the ... for an hour before the bus came. 5. All big towns have a ... every morning when people go to work, and again in the evening when they go home. 6. Sun and Sea is the best ... in the town. They have good, cheap holidays. 7. I hate driving on the M25. It goes around London and it's one of the busiest ... in the country. 8. The ... was very big and I couldn't find the A man told me that it was near Platform 1. 9. No, I didn't borrow this book from the library. I bought it at a

Exercise 51.

a) Express the following in one word.

Model: with pale cheeks → (pale + cheek) + -ed = pale-cheeked

With long legs, with fair hair, with a mind of a child, with an open mouth, with broad shoulders, with black eyes.

b) Translate the following using the stems given.

З непокритою головою (*bare, head*); у м'якому капелюсі (*soft, hat*); товстошкірий (*thick, skin*); розшитий шовком (*silk, embroider*); скований льодом (*ice, grip*); той, що пахне травою (*grass, scent*); чотириповерховий (*four, story*); омиті дощем (*rain, wash*); у білих халатах (*white, overall*); зроблений руками (*hand, make*).

REVISION EXERCISES

Exercise. 52. Comparing and contrasting: complete the conversation between a man and a woman buying some DVDs with the missing phrases from the box. There is one extra phrase.

*much better, less serious, very different,
worse than, same as, very similar*

M: So, what do you fancy this morning?

W: Nothing violent. I don't want you to get any more of those films with endless fight scenes and awful acting.

M: How about this one?

W: But that's by the same director.

M: Yes, but it's ___ from his others.

W: Well, the front looks ___ with all those people fighting. How about a nice romantic comedy? I haven't seen this one before.

M: We must be able to find something ___ than that. It'll be just lots of kissing in fields. What's this?

W: It's that TV series about global warming. It's beautifully filmed, but I'd rather watch something ___ this evening.

M: This looks good. It's set on a spaceship and slowly everyone disappears.

W: I suppose we could do a lot ___ that. I do like the actress in it.

DVDs discussed: *Love in the country; Live to fight another day; The mystery of satellite 6077; Our dying planet.* **Match the names with the dialogue.**

Exercise 53. Complete the sentences with the correct form of the present perfect or past simple.

1. I / watch an interesting programme last night.
2. You / ever / visit Thailand?
3. I / never / eat a meal as bad as this!
4. You / discuss the trade fair in yesterday's meeting?
5. We / not / see each other since the conference last November.
6. I / work for the same boss since 1995.
7. I / work for Everytalk Consulting from 1996 to 2002.

Exercise 54. In each sentence, replace the words in bold with a phrasal verb. Write the verb next to the sentence.

check in stop over pull over get in take off check out

1. You need to **go to the airline desk** two hours before the plane leaves. *check in*
2. What time do you have to **go to the hotel reception and pay**? ____
3. What time does the plane **arrive**? ____
4. When does the plane **leave**? ____
5. We'll probably **stay** in Singapore for a day in between our two flights. ____
6. I'm lost. **Park the car at the side of the road** and we can look at the map. ____

ENJOY YOURSELF

Test

Are you an optimal performer? Work through this questionnaire. If you haven't had any work experience, do this test as a simulation exercise (imagine an office situation with the established hierarchy).

1. In the decision making process, you prefer
 - a. to delegate authority
 - b. to take decisions for yourself
2. When choosing subordinates/co-workers you make it so that
 - a. surround yourself with competent people
 - b. outsmart people at work
3. In your work strategy, you
 - a. are covered with work from head to feet
 - b. set goals and stick to them
4. Your communication with people at work is
 - a. nothing to be proud of
 - b. businesslike and efficient
5. Your work habits make you
 - a. labour at your desk from dawn to dusk
 - b. do overtime only when it's reasonable
6. When you are working on a project, you focus on the
 - a. quality of work

b. volume

7. Do you know the emotional effect you have on the others? Do you make them

a. tense b. relaxed c. enthusiastic d. subdued e. open
f. guarded

8. If your colleagues or subordinates seem unduly angry or more tense than the situation requires, do you

a. ask them about the emotional display to make them release their feelings

b. join in with a grim smile

c. tell them to pull themselves together

9. In interacting with people, do you

a. tune to the emotional waves fluctuating around you

b. manipulate to make the most effective emotional impact

c. regulate the ways you express yourself to produce the effect you need

d. always work within your personality regardless of the atmosphere around you

10. Misunderstanding often creates all sorts of problems. To avoid wrong interpretations, do you

a. keep your message direct and to the point

b. choose your tone and words

c. concentrate mainly on clear articulate speech

d. check if you are understood by asking question to make sure

e. write detailed memos

11. After work you need to relax. You know this

a. and you do it regularly

b. but never do it because you press yourself to go on

12. You have difficulty sleeping at night even though you're very tired

a. yes b. no

13. Your personal life is in poor state due to your long working hours

a. yes b. no

14. Family and health risks are part of the price you have to pay for success

a. true b. false

Count your score to see what kind of executive you are.

- | | | | | |
|--------------------|-------------------------------------------------------|----------------------------|-------------------------------------|-----------------------------------------------|
| 1. a – 1
b – 0 | 2. a – 0
b – 1 | 3. a – 1
b – 0 | 4. a – 1
b – 0 | 5. a – 1
b – 0 |
| 6. a – 0
b – 1 | 7. a – 1
b – 0
c – 0
d – 1
e – 0
f – 1 | 8. a – 1
b – 1
c – 0 | 9. a – 1
b – 1
c – 0
d – 1 | 10. a – 0
b – 1
c – 1
d – 0
e – 1 |
| 11. a – 0
b – 1 | 12. a – 1
b – 0 | 13. a – 1
b – 0 | 14. a – 1
b – 0 | |

0 – 7 points: Congratulations! You are an optimal performer. You have passion for work, but you are not addicted to it. And you respect your workmates.

8 – 14 points: Be careful! You are not yet a workaholic but very close to it. Think again about your work style, your priorities and attitude to colleagues.

15 – 21 points: You need a rest! You are a non-stop worker. You are overdoing and may well be a candidate for cardiac treatment. And you are pushing your co-workers at that. But don't panic, there is always hope for the better. You may change.

Do You Know That ...

a portmanteau word is a new expression which combines two other words. *Smog*, for example, is a combination of *smoke* and *fog*. Do you know which two words have been combined to create the following expressions? Explain the meaning of the following portmanteau words and then put each in its correct sentence below.

Swatch, bedsit, brunch, Chunnel, Oxbridge, Interpol, Oxfam, Eurovision

1. The ... Song Contest is watched by millions of viewers from Portugal to Finland, from Greece to Iceland, and in other countries.
2. The ... organization, which has the aim of relieving hunger throughout the world, was found in Oxford.
3. The International Police Commission, with headquarters in Paris, is usually referred to as ...
4. If you get up late at the week-end, you might decide to have ... in the middle of the morning.
5. The British and French governments have

taken the first steps towards building a ... to link the two countries. 6. In the past a university degree from ... was a great advantage to anyone wanting a career in the diplomatic service. 7. There's a certain kind of Swiss watch called a 8. She can't afford a proper flat. She rents a ...

good-bye is the contraction of *God be with ye*? Good was substituted for God on the analogy of good night. *Ye* is an old form for you.

farewell means 'good-bye'? *Fare* is an old word for go, travel: go (travel) well!

APPENDIX

Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
awake	awoke	awaken	прокидатися, будити
be	was/were	been	бути
bear	bore	born, borne	народжуватися, носити
become	became	become	ставати
begin	began	begun	починати(ся)
bend	bent	bent	згинатися
blow	blew	blown	дути
break	broke	broken	ламати(ся)
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt, burned	burnt, burned	палити
buy	bought	bought	купувати
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
deal	dealt	dealt	мати справу
do	did	done	робити
draw	drew	drawn	малювати, тягнути
drink	drank	drunk	пити
drive	drove	driven	їхати, приводити у дію
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	почувати(ся), відчувати
fight	fought	fought	боротися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
freeze	froze	frozen	замерзати
get	got	got, gotten	отримувати
give	gave	given	давати
go	went	gone	йти, їхати
grow	grew	grown	рости
hang	hung	hung	вішати
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden, hid	ховати
hold	held	held	тримати

keep	kept	kept	тримати, зберігати
know	knew	known	знати
lay	laid	laid	класти
lead	led	led	вести
leave	left	left	покидати
let	let	let	дозволяти, пускати
lie	lay	lain	лежати
light	lit, lighted	lit, lighted	освітлювати
lose	lost	lost	втрачати, губити
make	made	made	робити
mean	meant	meant	означати
meet	met	met	зустрічати(ся)
pay	paid	paid	платити
put	put	put	класти
read [<i>ri:d</i>]	read [<i>red</i>]	read [<i>red</i>]	читати
ride	rode	ridden	їхати верхи
ring	rang	rung	дзвонити
rise	rose	risen	підійматися
run	ran	run	бігти
say	said	said	говорити, сказати
see	saw	seen	бачити
seek	sought	sought	шукати
sell	sold	sold	продавати
send	sent	sent	відправляти, посилити
set	set	set	встановлювати
shake	shook	shaken	трусити
shine	shone	shone	світити
shoot	shot	shot	стріляти
show	showed	shown	показувати
shut	shut	shut	закривати
sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	говорити, розмовляти
spend	spent	spent	витрачати
spread	spread	spread	поширювати(ся)
stand	stood	stood	стояти
steal	stole	stolen	красти
strike	struck	struck	бити, страйкувати
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	викладати
tell	told	told	розповідати
think	thought	thought	думати

throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake	woke	woken	будити, прокидатися
wear	wore	worn	носити
win	won	won	перемагати
write	wrote	written	писати

Фонетичні правила читання голосних

Тип складу	I тип відкритий	II тип закритий	III тип r після ГОЛОСНОГО	IV тип r між ГОЛОСНИМИ
a	[ei] hate	[æ] hat	[a:] hard	[eə] care
o	[ou] note	[ɒ] not	[ɔ:] nor	[ɔ:] more
u	[ju:] tube	[ʊ], [ʌ] put, cut	[ə:] turn	[juə] cure
e	[i:] Pete	[e] met	[ə:] her	[iə] here
i, y	[ai] fine, my	[i] till, gyps	[ə:] girl, Byrd	[aiə] fire, tyre

Порядок слів у стверджувальному реченні

Обставина часу, місця	Підмет	Обставина способу дії	Присудок	Додаток	Обставина
In winter	children	often	play	snowballs	in the school yards.
	He	usually	does	his homework	in time.

Стверджувальне речення **The shops close / don't close at 7 tonight.**

Питальне речення **Do the shops close at 7 tonight?**

Спонукальне речення **Shut the door. / Don't shut the door.**

Окличне речення **What a slow train this is!**

Pronouns

особові	I you he she it we you they me you him her it us you them
присвійні	my your his her its our your their mine yours his hers its ours yours theirs
зворотні та підсилювальні	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
взаємні	each other, one another
вказівні	this (these), that (those), such, the same
питальні	who, whom, whose, what, which
відносні та з'єднувальні	who, whom, whose, what, which, that
невизначені	some, any, one, all, each, every, other, another, both, many, much, few, little, either, no, none, neither

Active Voice

	Indefinite	Continuous be + V-ing	Perfect have + V-ed (3φ)	Perfect Continuous have been + V-ing
Present	V(s) <i>I write a letter. She writes a letter.</i>	<i>I am writing a letter now.</i>	<i>I have just written a letter.</i>	<i>I have been writing a letter for an hour.</i>
Past	V-ed (2φ) <i>I wrote a letter an hour ago. I worked hard.</i>	<i>I was writing a letter when you called me.</i>	<i>I said that I had already written a letter.</i>	<i>I had been writing a letter when you came.</i>
Future	will + V <i>I will write a letter next week.</i>	<i>I will be writing a letter at 5.</i>	<i>I will have written a letter by 5.</i>	<i>I will have been writing a letter for an hour tomorrow.</i>

Passive Voice

	Indefinite be + V-ed (3ф)	Continuous be being + V-ed (3ф)	Perfect have been + V-ed (3ф)
Present	The letter <i>is written</i> .	The letter <i>is being written</i> now.	The letter <i>has been written</i> .
Past	The letter <i>was written</i> .	The letter <i>was being written</i> when you called.	He said that the letter <i>had not been written</i> yet.
Future	The letter <i>will be written</i> .		The letter <i>will have been written</i> by 5 o'clock.

Functions of Modal Verbs and Synonymous Expressions

USE	PRESENT/FUTURE	PAST
здібність (ability)	He can read Arabic. She's able to run a marathon.	He could/was able to read Arabic when he was four. (<i>дія, що повторюється – здібність у минулому</i>) He was able to escape. (<i>одинична дія</i>)
можливість (possibility)	He can win the race. (<i>90 % впевненості</i>) They could still be at school. (<i>50 % впевненості; можливо вони ще у школі.</i>) Tom may be studying in his room. (<i>може бути; 50 % впевненості; можливо він ще навчається.</i>) He might want some more food. (<i>40 % впевненості; можливо він бажає ще поїсти.</i>) It's likely that he will arrive tonight He is likely to arrive tonight.	She could have been killed in the car crash. (<i>На щастя, вона залишилась жива.</i>) He may have spoken to Jenny yesterday. (<i>Можливо, він розмовляв з Дженні.</i>) He might have forgotten. (<i>Можливо, він забув.</i>) It was likely that he had arrived the day before. He was likely to have arrived the day before.

вірогідність (probability)	They will be home soon. (100 % впевненості; передбачення) Greg should win easily. (90 % впевненості; він переможе без зусиль; лише до майбутнього.) They ought to be home by now. (90 % впевненість; напевно, вони будуть вдома.)	He should have received his prize by now. (На цей час він, можливо, вже його одержав.) They ought to have arrived an hour ago. (Напевно, вони вже приїхали.)
логічне припущення (logical assumption)	She must be working. (90 % впевненості; я впевнений, вона ще працює.) She can't be over forty. (Я впевнений, що їй не більше сорока років.) He couldn't be at work (Я не думаю, що він на роботі.)	She must have been working. (Я впевнений, що вона працювала.) She can't have stolen the money. (Я впевнений, що вона не крада грошей.) He couldn't have been at work yesterday. (Я не думаю, що він був на роботі учора.)
дозвіл (permission)	You can/can't borrow my car. (дозвіл або відмова; неформальний) Could I use your phone? (більш ввічливе; запит дозволу) You may use the phone. (формальне; надання дозволу) Might I speak to Mr Jones, please? (більш формальне; запит дозволу) I'm afraid you can't/mustn't see the patient. (неформальне; відмова) Children may not be left unaccompanied. (формальне; відмова – письмове повідомлення)	He wasn't allowed to/couldn't cross the border. He was allowed to enter the country. (not: could)

<p>необхідність (necessity)</p>	<p>I must buy a new jacket. (<i>Я так вважаю.</i>) He has to put some petrol in the car. (<i>необхідність згідно із зовнішніми обставинами для того, хто говорить</i>) I've got to go to the bank now. (<i>неформальне</i>)</p> <p>My car needs repairing. <u>or</u> My car needs to be repaired. (<i>це необхідно</i>) They don't have to/don't need to/needn't come if they don't want to. (<i>відсутність необхідності</i>) I ought to get my hair cut. (<i>це необхідно</i>)</p>	<p>I had to buy a new jacket. (<i>Я повинен був.</i>) Since his car was being repaired he had to go to York by train. I had to go to the bank yesterday. My car needed repairing. <u>or</u> My car needed to be repaired. (<i>це було необхідно</i>) She didn't have to go. (<i>відсутність необхідності</i>) He needn't have worn such heavy clothes. (<i>Йому можна було не одягати такі важкі речі, але він це зробив.</i>) She didn't need to/didn't have to buy any apples. (<i>Їй не треба було купувати яблука і вона їх не купила.</i>)</p>
<p>порада (advice)</p>	<p>You should drink more water. (<i>загальна порада; я раджу вам</i>) You ought to respect the elderly. (<i>я раджу вам; більшість людей так вважає</i>) You had better finish it. (<i>це добра ідея; порада щодо певної ситуації</i>) Shall I buy that car? (<i>запит поради</i>)</p>	<p>You should have gone to bed earlier last night. (<i>але ви цього не зробили</i>) He ought to have seen a doctor earlier. (<i>але він цього не зробив</i>) It would have been better if you had finished it yesterday. (<i>але ви цього не зробили</i>)</p>
<p>критика (criticism)</p>	<p>You could at least help me.</p>	<p>You could have at least helped me last night. They should have tried harder. (<i>але вони цього не зробили</i>) You ought to have behaved yourself yesterday. (<i>Було б добре це зробити, але ви цього не зробили.</i>)</p>

обов'язок (obligation)	I must go on a diet. (<i>я повинен; я так вважаю.</i>) I have to go on a diet. (<i>Я повинен; так сказав лікар.</i>) We ought to help the poor. (<i>Це добре, але люди не завжди це роблять.</i>)	I had to go on a diet a month ago. I had to go on a diet a month ago.
запити (requests)	Can I borrow your book? (<i>неформальне</i>) Could I borrow your book? (<i>ввічливо</i>) May I have a cup of coffee, please? (<i>формальне</i>) Might I use your phone? (<i>дуже формальне</i>) Will you phone Jane tonight? (<i>дружнє</i>) Would you mind sending this fax? (<i>ввічливе</i>)	
запрошення (offers)	Can I/we do anything for you? (<i>неформальне</i>) Shall I/we do it for you? (<i>формальне</i>) Would you like me to help you?	
пропозиції (suggestions)	Shall we dance? I/We can go now if you like. We could leave if you want.	He could have consulted a lawyer.
заборона (prohibition)	You can't smoke there. (<i>вам не дозволено</i>) You mustn't smoke there. (<i>це заборонено</i>) You may not smoke there. (<i>формальне</i>)	They couldn't smoke there. (<i>їм не було дозволено</i>)
обов'язок (duty)	Everyone must obey the law. People ought to be more tolerant. (<i>Це добре, але вони не завжди це роблять.</i>)	All the villagers had to obey the law. He ought to have been more tolerant. (<i>Це було добре, але вони цього не зробили.</i>)

Prepositions after Particular Words and Expressions

afraid of	Are you <i>afraid of</i> spiders?
agree with	I entirely <i>agree with</i> you. He left the firm because he didn't <i>agree with</i> their sales policy.
agree about	We <i>agree about</i> most things.
agree on	Let's try to <i>agree on</i> a date.
agree to	I'll <i>agree to</i> your suggestion if you lower the price.
arrive at (in)	What time do we <i>arrive at</i> Cardiff? When did you <i>arrive in</i> England?
depend on	We may play football – it <i>depends on</i> the weather.
independent of	
die of (from)	More people <i>died of</i> flu in 1919 than were killed in this war. A week after the accident he <i>died from</i> his injuries.
divide into	The book <i>is divided into</i> three parts.
drive into	Granny <i>drove into</i> a tree again yesterday.
explain smth to smb	Could you <i>explain</i> this rule <i>to</i> me?
get in (to), out of (car, taxi, small boat)	When I <i>got into</i> my car, I found the radio had been stolen.
get on (to), off (train, plane, bus, ship, bike, horse)	We'll <i>be getting off</i> the train in ten minutes.
impressed with/by	I'm very <i>impressed with/by</i> your work.
interest / interested in	When did your <i>interest in</i> social work begin? Not many people <i>are interested in</i> grammar.
(a) lack of, (to) lack	<i>Lack of</i> time prevented me from writing. Your mother <i>lacks</i> tact.
laugh at	I hate being <i>laughed at</i> .
listen to	If you don't <i>listen to</i> people, they won't listen to you.
look at	Stop <i>looking at</i> me like that.
look after	Thanks for <i>looking after</i> me when I was ill.
look for	Can you help me <i>look for</i> my keys?
operate on	They <i>operated on</i> her yesterday evening.
pay for	Excuse me, sir. You haven't <i>paid for</i> your drink.
pleased with smb	The boss is very <i>pleased with</i> you.
pleased with/about/at smth	I wasn't very <i>pleased with/about/at</i> my exam results.
proof of	I want <i>proof of</i> your love. Lend me some money.
reason for (not of)	Nobody knows the <i>reason for</i> the accident.
remind of	She <i>reminds me of</i> a girl I was at school with.

responsible/responsibility for	Who's <i>responsible</i> for the shopping this week?
run into (= meet)	I <i>ran into</i> Philip at Victoria Station this morning.
search search for (= look for)	They <i>searched</i> everybody's luggage. The customs were <i>searching for</i> drugs at the airport.
shocked at/by	I was terribly <i>shocked at/by</i> the news of Peter's accident.
sorry about sorry for/about	I'm <i>sorry about</i> your exam results. I'm <i>sorry for/about</i> breaking your window.
speak to/with	Could I <i>speak to/with</i> your father for a moment?
surprised at/by	Everybody was <i>surprised at/by</i> the weather.
think of/about	I'm <i>thinking of/about</i> studying medicine.
translate into (not in)	Could <i>translate</i> this <i>into</i> Greek for me?

Greetings

Good morning (afternoon, evening)! – Доброго ранку (дня, вечора)!

Hello (Hi)! – Привіт!

How are you? (How are you getting on? How are you doing? How are things?) – Як почуваетесь? Як справи?

Fine, thank you. (Very well, thanks. Oh, pretty well.) – Чудово (Дуже добре, дякую.)

Not too bad. And what about you? – Не погано. А як ви?

So-so. (Same as usual.) – Так собі. (Все по старому.)

What's new? – Що нового?

Getting Acquainted with People

Let me introduce myself. I'm... – Дозвольте представитись. Мене звати ...

May I introduce you to Mr. Smith? – Дозвольте представити вас панові Сміту.

Excuse me, haven't we met before? – Пробачте, ми не зустрічалися з вами раніше?

Jane, meet my friend Bob. – Джейн, познайомся з моїм другом Бобом.

Glad (pleased, happy) to meet you. – Рада з вами познайомитися.

Likewise. – І я також.

We've already met actually. – Ми вже знайомі.

Parting with People

I am afraid I have to go. (I must be off now. Look, I really must be going.) – На жаль, я повинен піти.

I've got to see someone, I am afraid. – Зараз у мене зустріч.

It was so nice of you to have come (called.) – Дуже добре, що ви прийшли сьогодні.

It's been a lovely party. (We have enjoyed ourselves.) – Ми дуже добре провели цей час.

Thank you for an enjoyable evening. – Дякуємо за приємний вечір.

I'm so pleased to have met you. (It was nice meeting you.) – Дуже радий познайомитись з вами.

Love to ... (Remember me to ... Regards to ...) – Передавайте привіт...

Have a good time. – Усього найкращого.

See you. (Be seeing you. See you again soon.) – До наступної зустрічі.

So long. (Cheerio.) – Бувай. (Ну, щасливо.)

Do keep in touch. – Бувай.

You must come round to our place some day. – Ти повинен якось до нас прийти.

Invitations and Proposals

Would you like to...? – Не бажаєте ...?

Could you possibly do me a favour? – Чи не будете ви так люб'язні, що ...?

Will you join me for dinner? – Чи не пообідаєте зі мною?

Would you care for a drink? – Чи не бажаєте чогось випити?

Do you mind if...? If you don't mind I'd like... – Чи ви не проти ...?

Is there anything else I can do for you? – Чи можу я ще бути вам корисним?

Let me offer... – Дозвольте запропонувати ...

What about...? (How about...?) – А що ви думаєте про ...?

Apologies

I am (terribly, awfully, so) sorry. – Пробачте.

Excuse my being late. – Пробачте за запізнення.

I am sorry to butt in, but ... – Пробачте, що втручаюся, але ...

I am sorry this has happened. – Пробачте, що так сталося.

I am sorry to have kept you waiting. – Пробачте, що примусив вас чекати.

I am sorry to bother you but... – Вибачте, що потурбував, але ...

I beg your pardon. (I do apologize. Oh, do forgive (excuse) me.) – Вибачте.

It's my fault entirely. – Це повністю моя провина.

Answers

Yes, I see. – Так, я розумію.

Right. – Правильно.

Yes, of course. No, of course not. – Так, справді. Насправді, ні.

Well, not necessarily. – Ні, це не обов'язково.

That's an idea! – Чудова думка.

How terrible! (How splendid!) – Як погано! (Як чудово!)

What a pity! – Як шкода!

You must be joking (kidding). – Ви шуткуєте!

Magnificent! (Terrific! Fantastic! Amazing!) – Чудово!

Incredible! – Неймовірно!

Agreeing

I agree (with you). (Agreed.) – Я згоден (з вами). (Домовились.)

Sure. (Absolutely). – Так. (Насправді.)

By all means. – Обов'язково.

I see your point. (I get your point.) – Розумію вас.

You are absolutely right. – Ви цілком праві.

I don't mind. – Я не заперечую.

I couldn't agree more. – Авжеж, я згоден.

I go along with what Mr ... says. – Я згоден з думкою пана ...

That's exactly how I feel. – Я саме так і вважаю.

It is true. – Це правда.

Disagreeing

I disagree. – Я не згоден.

I don't think so. – Я так не думаю.

I can't possibly agree. – Я не можу погодитися.

That's all very well, but... – Це все чудово, але ...

I see your point, but... – Я розумію вас, але, ...

Yes, but it seems to me that... – Так, але мені здається, що ...

Yes, but on the other hand... – Так, але з іншого боку ...

On the contrary. – Напроти!

That's completely beside the point. – Це зовсім не стосується справи.

That's out of the question. – Про це не може бути і мови.

Sorry, let me explain. – Вибачте, дозвольте мені пояснити.

That's not the point. – Справа не в цьому.

Hesitations and Lack of Understanding

Actually,... – Насправді, ...

I am not really (quite) sure about... – Я не зовсім впевнений, ...

How shall I put it ... – Як краще сказати ...?

I can't tell you off-hand, I am afraid. – Я не можу сказати вам одразу.

I've no idea, I'm afraid. – Не маю жодних припущень.

Well, let me see... (Let me think for a moment.) – Так, одну хвилину

...

That rather depends. – Як сказати.

Do you follow me? Are you with me? – Ви мене розумієте?

What exactly do you mean? – Що саме ви маєте на увазі?

I am not sure that I quite understand that (... I get your point). – Боюся, я не розумію цього.

What you are driving at (getting at)? – До чого ви ведете?

Starting a Conversation

Might I just have a word with you? – Чи можу я побалакати з вами?

The point (question, problem) is... – Справа в тому, що ...

I would suggest that... – Я пропоную, щоб ...

I would like to stress that... – Я хотів би підкреслити, що ...

Let's get down to business. – Давайте перейдемо до справи.

Besides ... – Крім того, ...

Another argument in favour of this is ... – Іншим аргументом на захист цього є ...

And what's more ... – І, крім того, ...

Telephoning

Good morning. This is ... speaking. – Доброго ранку. Говорить

May I speak to ...? (Can I speak to ..., please?) – Чи можу я побалакати з ...?

Who is calling, please? (Who is speaking?) – Хто говорить?

Just a moment, please. – Одну хвилину.

Hold on, I'll put you through. – Не кладіть трубку, я вас з'єднаю.
Will you hold the line a moment? I'll see if he is free (... if he is in). –
 Не кладіть трубку, я подивлюся, чи він вільний (чи він на місці).
I'll connect you with ... now. – Я вас з'єднаю з
... will take the call now. – ... зараз відповість.
I'm sorry. The line is engaged. – Пробачте, лінія зараз зайнята.
I'm sorry, ... hasn't returned yet. He may be back any minute. –
 Пробачте, ... ще не повернувся. Він може надійти з хвилини на
 хвилину.
Could you phone later? – Чи можете ви передзвонити пізніше?
What's your number, please? – Який у вас номер телефону?
Where can he contact you? – По якому телефону він може вас
 знайти?
Would you like to leave a message? (Any message for ...?) – Не
 бажаєте передати щось ...?
Shall I ask ... to ring (to call) you back? – Попросити ...
 передзвонити вам?
Sorry the line is very bad. Will you repeat, please? – Вибачте, погано
 чути. Зателефонуйте ще, будь ласка.
I am afraid you have got the wrong number. – Ви помилились
 номером.
I am sorry for disturbing you. – Вибачте за хвилювання.

Transitional Words

to show time

after, afterwards, always, as soon as, at last, at once, briefly, eventually, finally, first/second, immediately, in a little, while, in a meantime, in the past/future, last, later, meanwhile, next, now, often, once, once upon a time, sometimes, soon, then, suddenly, when, for a while

to show place

above, among, around, below, beside, beyond, down, forward, from, here, in front of, inside, nearby, next to, on, on the other side, opposite, out, outside, over, through, under

to indicate result

accordingly, as a result, consequently, for that reason, then, therefore, thus, so, it follows

to reinforce an idea

above all, especially, indeed, in fact, most important, equally

to conclude

after all, as has been noted, finally, in brief, in effect, in other words, in short, on the whole, to summarize, that is

to compare and contrast ideas

but, even so, conversely, however, in contrast, in spite of, in the same way, nevertheless, on the contrary, on the other hand, otherwise, still, yet, of course, no doubt, granted that

to illustrate or explain an idea

for example, for instance, in other words, in particular, namely, specifically, such as, that is, thus, to illustrate, like

to add an idea

again, also, and, as well as, besides, further, furthermore, in addition, last (at last), likewise, more, moreover, next, similarly, too

Word Formation

<i>Prefixes</i>	<i>Example</i>	<i>Suffixes</i>	<i>Example</i>
anti- (<i>against</i>)	antinuclear	-ee	employee
bi- (<i>two</i>)	bilingual	-er	employer
co- (<i>with</i>)	cooperation	-ish	childish, smallish
de- (<i>acting against</i>)	decomposition	-proof	waterproof
ex- (<i>before, former</i>)	ex-general	-age	breakage
inter- (<i>between</i>)	intermediate	-al	proposal
mono- (<i>one</i>)	monolingual	-ation	organization
non- (<i>not</i>)	non-stop	-ence	preference
over- (<i>too much</i>)	overeat	-ion	confusion
post- (<i>after</i>)	postgraduate	-ment	amusement
un- (<i>negative</i>)	unbelievable	-sion	suspension
im- (<i>negative</i>)	impossible	-sis	analysis
ir- (<i>negative</i>)	irresistible	-tion	direction
il- (<i>negative</i>)	illegal	-y	perjury
in- (<i>negative</i>)	incompetent	-ance	annoyance
mal- (<i>not correct</i>)	malfunction	-ant(-ent)	significant
dis- (<i>negative</i>)	disagree	-able(-ible)	reliable (efficient)
pre- (<i>before</i>)	prejudge	-an	Siberian
pro- (<i>in favour of</i>)	pro-American	-ar	regular
re- (<i>again</i>)	rearrange	-ary	secondary
semi- (<i>half</i>)	semicircle	-y	faulty
sub- (<i>under</i>)	subconscious	-wards	outwards
super- (<i>above</i>)	supernatural	-less	useless
trans- (<i>across</i>)	transatlantic	-ly	rapidly

tri- (<i>three</i>)	tricycle	-ate	celebrate
under- (<i>not enough</i>)	underestimate	-ize	organize
uni- (<i>one</i>)	unicycle	-fy	simplify
		-en	shorten

British and American English

<i>British English</i>	<i>American English</i>	<i>Ukrainian Equivalent</i>
advertisement	commercial	реклама (на телебаченні)
air host(ess)	flight attendant	стюард(еса)
anti-clockwise	counterclockwise	проти годинникової стрілки
autumn	fall	осінь
banknote	bill	банкнота
barrister	lawyer, attorney	адвокат
bath	bath tub	ванна
bill	check	рахунок
booking office	ticket office	залізнична каса
biscuit	cookie	печиво
blinds (for windows)	shades	жалюзі
carriage	car	вагон
cash dispenser	ATM (automatic teller machine)	банкомат
cashier	teller	касир
centre of the city	downtown	центр міста
chair	department	кафедра (у ВНЗ)
chemist's	drugstore, pharmacy	аптека
chips	French fries	смажена картопля
cinema	movie theater	кінотеатр
clever	smart	кмітливий
coach	bus	туристичний автобус
company	corporation	велика компанія
cooker, oven	stove	кухонна плита
country	nation	країна
crossroads	intersection	переїзд, перехрестя
cul-de-sac	dead end	тупик
current account	checking account	поточний рахунок у банку
dinner jacket	tuxedo	смокінг
doctor	physician	лікар
double track	double line	двоколіїний
draughts	checkers	шашки
driver	engineman	машиніст
dust bin	garbage can	ящик для сміття

enquiry office	information bureau	довідкове бюро
faculty	department	факультет
flat	apartment	квартира
form	grade	клас (у школі)
fortnight	two weeks	два тижні
full stop	period	крапка
goods shed	freight house	товарний склад
government, cabinet	administration	уряд
ground floor	first floor	перший поверх
the High Street	Main Street	головна вулиця міста
on holiday	on vacation	у відпустці
lend	loan	позичати
lift	elevator	ліфт
liquidizer	blender	міксер
lorry	truck	вантажівка
Ltd. (limited)	Inc. (incorporated)	ТОВ
luggage	baggage	багаж
main road	highway	шосе
pavement	sidewalk	тротуар
petrol	gasoline, gas	бензин
primary school	elementary school	початкова школа
post code	zip code	поштовий індекс
queue	line	черга
railway	railroad	залізниця
rolling stock	equipment	рухомий склад
rubber	eraser	гумка
secondary school	high school	середня школа
shop	store	магазин
shopping centre	mall	торговельний центр
shunting	switching	маневри
sleepers	railroad ties	шпали
subway	pedestrian underpass	підземний перехід
thousand million	billion	мільярд
timber	lumber	деревина
toilet	bathroom, restroom	туалет
tram	street car	трамвай
trousers	pants, slacks	брюки
underground, tube	subway	метро
zebra (pedestrian) crossing	cross walk	пішохідний перехід

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