

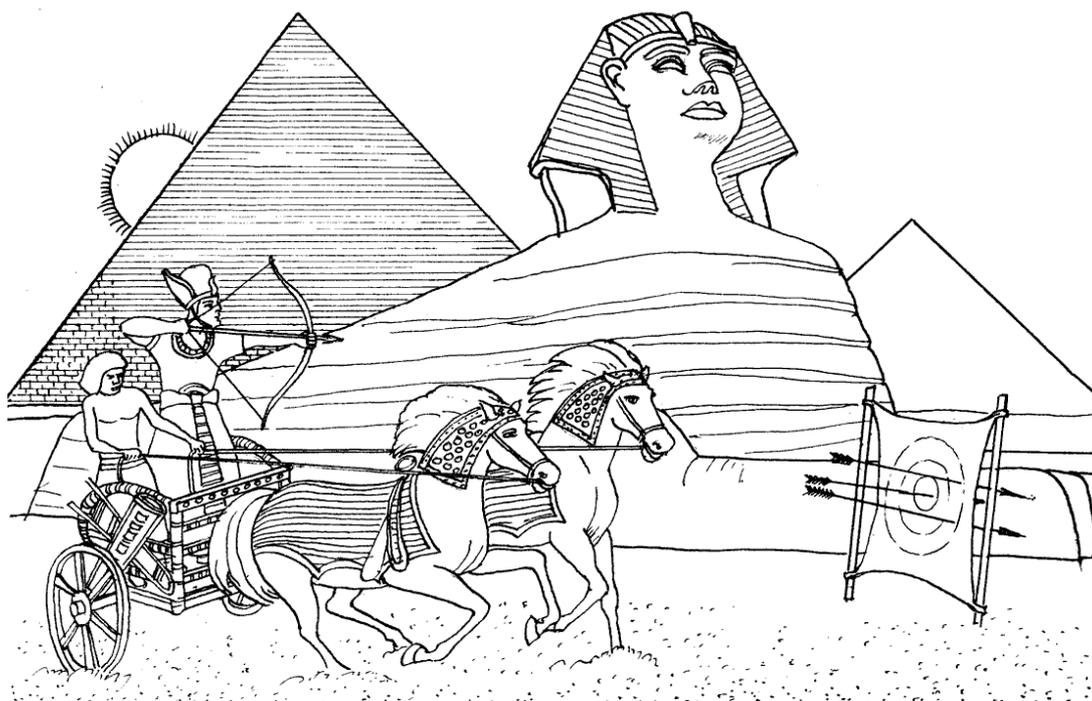
**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ МІСЬКОГО
ГОСПОДАРСТВА**

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**ЗБІРНИК ТЕКСТІВ І ЗАВДАНЬ
З ДИСЦИПЛІНИ
«ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»
(англійська мова)**

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INTRODUCTION

TO THE STUDENT

This book is to help you to improve your skills in reading and speaking English, the English grammar and vocabulary.

All students need practice. There are a lot of different certain basic things in English. They cannot be mastered without a great deal of practice. In order to improve your English, you should try to make the most of your classroom time.

REMEMBER:

- Good learners know that a teacher cannot do everything.
- To make progress, you must take responsibility for your own learning. Learning English or other languages is like learning to ski or skate. Your teacher can show you what to do, but you must do it.
- People often remember things better when we work them out for ourselves, rather when we are simply told. Asking questions does not mean you are stupid. It is a vital part of the learning process.
- Speaking tasks, group work are not a waste of time. If you are asked to do this, it gives you a chance to use your English.
- Do more than give a 'minimum response'. This will help you to be more confident with your English.
- No one can learn languages without making mistakes. Don't worry about every little mistake, identify important mistakes and work on those.
- Your first languages can help you learn English, if some words or grammar structures are similar. But the less you rely on translation, the better you will communicate in English.
- It is never enough simply to know something. You must be able to do things with what you know.

Each unit here gives you the vocabulary of transport, words and expressions that will be useful to you and help you understand written and spoken English.

You can find interesting facts about different vehicles, their history and development.

TO THE TEACHER

This course is for the students studying English for scientific and technical purposes (ESP). The course is designed to familiarize the students of non-language higher education institutions with the information on civil engineering and town planning in particular.

The material has been specifically designed for a variety of class environments and as the basis for individual and group work as well as for self-study.

This course consists of the five units and is expected to be covered during at least 36 classroom hours and about 100 hours for self-study. These are:

Unit One. English in Our Life

Unit Two. Education

Unit Three. Building Profession

Unit Four. Building Materials

Unit Five. Parts of Building

Most of the units provide the learner of English with original texts from different sources.

Each unit contains:

- ***Pre-reading Activity*** which involves students' own experience when possible and motivates them to read.
- ***Text*** which focuses on one type of transport.
- ***Reading Comprehension*** which confirms the content of the text either in general or in detail.
- ***Vocabulary Focus*** which encourages students to work out the meaning from the context and reinforces the vocabulary further.
- ***Vocabulary Development*** with word-formation exercises which helps students improve the range of words and phrases for active or passive use.
- ***Vocabulary Exercises*** which are means of presenting and improving the vocabulary.
- ***Grammar Focus*** which includes different aspects of the English grammar with rules and relevant exercises. These are:
 - Unit One. Sentence Structure: Subject, Verb, Object etc. Uses of 'It'
 - Unit Two. 'To Be', 'To Have' and 'To Do' in Simple Tenses.
Types of Questions.
 - Unit Three. Singular and Plurals. Possessive Case. Simple Tenses Active and Passive Voice.
 - Unit Four. Degrees of Comparison. Participles.
 - Unit Five. Preposition of Place. Continuous Tenses Active and Passive Voice. 'There Is / Are'.
- ***Speaking Practices*** serve as models to demonstrate how to use words and expressions in everyday conversations. The practical exercises give students additional practice in using words and conversational structures found in the unit.
- ***Writing Skills*** which include different tasks that help students put their thoughts into words in a meaningful form and to mentally interact with the message.

UNIT ONE. ENGLISH IN OUR LIFE

Pre – reading Activity

- ✓ Where and when did you begin to study English?
- ✓ Have you ever learnt any foreign language at an intensive language course?
- ✓ Do you think it would be easy for you to speak English all day long?
- ✓ Do you think it is easier or more difficult to learn a foreign language in the country of this language?
- ✓ Have you ever socialized with English native speakers in an informal situation?

Make sure you know these words:

definition	– визначення
ape	– мавпа
utter	– вимовляти
lack	– відчувати недолік
tit	– синиця

1. Read the text and answer the following questions.

What Is Language?

A language is a signalling system which operates with symbolic vocal sounds, and which is used by a group of people for the purposes of communication.

Let us look at this definition in more detail because it is language, more than anything else, that distinguishes man from the rest of the animal world.

Other animals, it is true, communicate with one another by means of cries: for example, many birds utter warning calls at the approach of danger; apes utter different cries, such as expressions of anger, fear and pleasure. But these various means of communication differ in important ways from human language. For instance, animals' cries are not articulate. This means, basically, that they lack structure. They lack, for example, the kind of structure given by the contrast between vowels and consonants. They also lack the kind of structure that enables us to divide a human utterance into words.

We can change an utterance by replacing one word in it by another: a good illustration of this is a soldier who can say, e.g., 'tanks approaching from the north', or he can change one word and say 'aircraft approaching from the north' or 'tanks approaching from the west'; but a bird has a single alarm cry, which means 'danger!'

This is why the number of signals that an animal can make is very limited: the great tit is a case in point; it has about twenty different calls, whereas in human language the number of possible utterances is infinite. It also explains why animal cries are very general in meaning.

1. What is a language?
2. What is the main role of any language?
3. What other means of communication are there?

4. Why is language universal?

Make sure you know these words:

jumbo jet	– реактивний лайнер
worldwide	– в усьому світі
radio and television	
broadcasting	– радіомовлення і телебачення
retrieval	– пошук, вибір даних
infiltration	– проникнення
abolition	– скасування, анулювання
eradicate	– ліквідувати

2. Read the text and decide if the statements after it are true (T) or false (F).

English As a World Language

English is losing its political and cultural associations and becoming the property of all cultures. Over 70 countries in the world use English as the official or semi-official language, and in 20 more English occupies an important position. It is the main foreign language taught within most school systems worldwide, many newspapers are published in English and it is the language of much radio and television broadcasting. English is the language of international business, the main language of airports, air traffic control and international shipping. It is the language of science, technology and medicine, and it is estimated that two-thirds of all scientific papers today are first published in English. It is the language of diplomacy and sport; it is one of the working languages of the United Nations and the language used by the International Olympic Committee. International pop culture and advertising are also dominated by English. 70% of the world's mail is written in English, and 80% of all information in electronic retrieval systems is stored in English.

English infiltration of foreign languages is often regarded with horror. One of the Presidents of France, Pompidou, recommended a return to totally unpolluted French with an abolition of all Anglicisms. In official documents 'fast food' and 'jumbo jet' were to be referred to by French expressions instead. But it would be difficult to eradicate the use of such familiar French terms as 'le weekend', 'le sandwich', or 'le parking'. French is not the only 'polluted' language. In German we find 'der Babysitter', 'der Bestseller' and 'der Teenager'. 'Il weekend' turns up again in Italian, where we can also find 'la pop art' and 'il popcorn'. 'Jeans' is found in almost every language of the world, and in Spanish we also have 'pancakes', and 'sueter' (sweater). Russian young people like to wear the latest trainer-style 'shoozy'. But this invasion is not one-sided. Other languages have quietly been getting their own back for a long time. Native English speakers may think they are speaking 'pure' English when they talk about the alphabet, the traffic, a mosquito, a sofa, a garage, their pyjamas or their boss, but Greek, Italian, Arabic, French, Hindi and Dutch speakers know better!

1. English is losing its importance for the world culture. ()

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

3. Vocabulary Focus

A. Read the text 'What Is Language' again and find all the words which have the same meaning. Notice how they are used and the punctuation that is used with them.

B. The following sentences are based upon the information contained in the text 'What Is Language'. Complete the sentences making use of each of the following words.

illustration	for example	a case in point
an example	for instance	such as

1. At the approach of danger many birds utter warning calls: this is _____ of animals communicating with each other.
2. Cries, _____ those of anger, fear and pleasure, are uttered by apes.
3. There are important differences between human language and animal communication: _____, animals' cries are not articulate.
4. Animals' cries lack, _____, the kind of structure that enables us to divide a human utterance into words.
5. A good _____ of changing an utterance by substituting one word for another is a soldier who can say 'tanks approaching from the north' or 'tanks approaching from the west'.
6. The number of signals that an animal can make is very limited: the great tit is _____.

C. Find words in the text that mean the same or are similar to the following and write them in the blanks.

1. Something you say or the action of saying something. _____ t _____
2. A system of communication by written or spoken words, which is used by the people of a particular country or area. _____ l _____
3. Something that you hear, or what can be heard. _____ s _____
4. The process by which people exchange information or express their thoughts and feelings. _____ m _____

5. Belonging to or relating to people, especially as opposed to machines or animals. h _ _ _ _
6. The smallest unit of language that people can understand if it is said or written on its own. w _ _ _ _
7. To express an idea, feeling, thought etc. using words. s _ _ _
8. One of the human speech sounds that you make by letting your breath flow out without closing any part of your mouth or throat or a letter of the alphabet used to represent a vowel. v _ _ _ _ _
9. The thoughts or ideas that someone wants you to understand from what they say, do, write etc. m _ _ _ _ _
10. A word or group of words with a particular meaning. x _ _ _ _ _

4. Vocabulary Development

A. Complete the table below using a dictionary. The first one has been done for you.

Noun (for person, device)	Noun (for idea)	Verb	Adjective
learner	learning	learn	learned, learning
	reading		
writer			
		pronounce	
			known
	practice		

B. Choose the following most suitable words to fill in the gaps in the sentences below.

1. *communicate communication communicator communicative*

- The ability to _____ effectively, both orally and in writing, is also important.
- I considered myself more a performer than a _____.
- It provides students with the language and _____ skills they will need in their professional lives.
- Good _____ is vital in a large organization.

2. *speak speakers spoken unspeakable*

- Why do people not just _____ directly and say what they mean?
- One very important problem in early learning is caused by the difference between _____ and written language.
- You will need one or more native _____ of the language to help you in your learning.
- Her tastes in everything are, invariably, _____.

3. *transcribed transcript transcription*

- a) The _____ showed without a doubt that the attack not only took place but was in fact deliberate.
- b) Work at your _____ for four or five minutes.
- c) The conversation had been _____ into phonetic script.
- d) Pronunciation is shown by a system of phonetic _____.

4. *use (v) usage use (n) user used usable useful*

- a) Are we allowed to _____ a dictionary in the test?
- b) Drunken drivers are a menace to themselves and other road _____.
- c) Promote the efficient _____ of all forms of energy to reduce consumption.
- d) I know the bicycle's old, but it's still _____.
- e) Electric vehicles built in 1920 were still in _____ in the 1950s.
- f) Crackdown shows one third of _____ cars are not safe.
- g) The Internet is becoming a _____ tool for investors.

C. Match each phrase on the left with a phrase on the right. Write your answers in the boxes.

- | | |
|---------------------------------|-------------------------------|
| 1. to read English books | a) without the teacher |
| 2. to write something down | b) in every way possible |
| 3. to practise speaking | c) from films, TV and records |
| 4. to try to learn the language | d) in cases of difficulty |
| 5. to guess a word | e) in real situations |
| 6. to try to study | f) every day if possible |
| 7. to use a dictionary | g) without being told to |

1	
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5. Vocabulary Exercises

A. Read the text. Decide which answer A, B, C or D best fits in each space. Answer the questions. Then translate the sentences into your native language.

How to Use a Dictionary

1. Don't look up a (1) _____ in a dictionary unless you are sure of its spelling.
2. Always check all the meanings given for a word because the same word may have a different meaning in a different (2) _____.
3. Remember that consulting a (3) _____ can be very helpful, but during a conversation you should use other methods, for example, asking for an explanation or expressing what you mean by different words.
4. Get to know the range of information that is available in your dictionary (e.g. pronunciation, different uses of the word, etc.), the (4) _____ symbols and the codes that your dictionary uses.
5. When you check the meaning of a (5) _____ verb remember to look up the complete verb, for example 'work out', not just 'work'.

6. Your dictionary can give you a lot of help with the English (6) _____ telling you if a noun is countable or uncountable, giving you all forms of irregular verbs, telling you whether a verb is followed by an infinitive or by a gerund.

7. If you want to check the meaning of an (7) _____, look for information under a key word. For example, if you have trouble understanding 'It's taken for granted today that children should study a foreign language at school', look for help under 'grant[ed]'.

8. Your dictionary will help you to (8) _____ between words with similar meanings.

9. It is very important to study the (9) _____ of each word the dictionary gives you because they will show you how the word is used and in what context.

10. Try and work out the meaning of an (10) _____ word from its context before you look it up in a dictionary.

- | | | | |
|-------------------|------------------|------------------|----------------|
| 1. A. word | B. sentence | C. figure | D. picture |
| 2. A. meaning | B. context | C. sentence | D. sense |
| 3. A. book | B. dictionary | C. journal | D. article |
| 4. A. monetary | B. mathematical | C. transcription | D. written |
| 5. A. spoken | B. written | C. every | D. phrasal |
| 6. A. grammar | B. transcription | C. pronunciation | D. syntax |
| 7. A. word | B. sentence | C. idiom | D. adjective |
| 8. A. find out | B. know | C. write | D. distinguish |
| 9. A. examples | B. letters | C. situations | D. meanings |
| 10. A. well-known | B. familiar | C. unfamiliar | D. famous |

1. Why is it needed to check a word meaning?
2. What range of information is available in any dictionary? in a dictionary for specific purposes?
3. How to check the meaning of an idiom?

Sentences with 'LIKE'

1. A subject **like** physics
2. She looks **like** her mother.
3. What is the weather **like** today?
4. It looks **like** rain.
5. She can't cook **like** her mother does.
6. She **likes** him but does not love him.
7. How do you **like** it?
8. Do as you **like**.
9. I will come if you **like**.
10. I would **like** to go home.

Sentences with 'LIFE – LIVES – LIVE'

1. How many **lives** were lost?
2. Three **lives** were saved by his brave act.
3. He still **lives**.

4. She **lives** with husband parents-in-law.
5. Doctors don't think the patient will **live**.
6. No boat could **live** in a such storm.
7. They like to perform before a **live** audience.
8. A **live** question
9. A **live** target
10. A real **live** burglar

Sentences with 'LOOK'

1. Don't **look at** me!
2. He **looked out** of the window to see if she is coming.
3. Are you still **looking about** for a job?
4. Never **look back**!
5. Who will **look after** the children?
6. I **look to** you for the protection.
7. He is **looking for** his son.

B. Read the text about differences between British and American English. Try to change and write down the sentences below in British English.

'England and America are two countries separated by the same language.'

The differences between British and American English have never been as different as people have imagined. Nevertheless, as any learner of English knows, there are some areas of language – especially vocabulary and use – in which the differences between these two varieties of English can be a source of confusion and even embarrassment.

Foreign students with the knowledge of English often experience considerable difficulty in their first contacts with American speakers. The problem here, however, usually has more to do with pronunciation than with the language itself. Apart from the typically nasal quality of American speech, there is a number of basic differences between British and American pronunciation:

a) words ending in *-ary* and *-ory* have a stress on the next to last syllable in American: *secret'ary, laborat'ory*;

b) Americans often pronounce [r] in position where it is not pronounced in British English: *car, here*;

c) in such words as *bath, news* the American pronunciation will be [bæθ], [nu:z];

d) other words which are pronounced differently: *tomato, address*. In American English the pronunciation is [tə'meitau] and ['ædres].

In American English there is an increasing tendency to employ a simplified spelling. The commonest feature of this simplified spellings is the use of *-or* in all words that in English contain *-our*: thus Americans write *labor, honor, honorable*, also many Americans write *thru* for *through*, *Marlboro* for *Marlborough*, *traveling/traveled* for *travelling/travelled*, *canceling/canceled* for *cancelling/cancelled*, *center* for *centre*.

There are, however, a number of cases in which British and American people continue to use different words to mean the same thing. These are still in constant use and have retained their national character. Here are a few examples illustrating certain variations in the two languages.

Types of Homes

Whether you are British or American, the place where you live is your *home*, no matter what type of building it is. This is one case where Americans use the same term as the British. When it comes to naming specific types of homes, however, the Americans and the British usually use terms that are quite different. In a few cases, such as *ranch house* (a house on one level, often with a roof that does not slope much), the terms describe types of dwellings that are native to the American continent, thus unknown in Britain. Some other American terms, such as *apartment* (what the British usually call a *flat*), may be familiar to speakers of British English, but in Britain they are used to describe different sorts of buildings.

Many of the differences in housing vocabulary are in the words used to describe types of homes. The following is a list of examples in which different words and expressions are used to indicate essentially the same type of house and apartment.

British	American
block of flats	apartment house or apartment building
service flats	apartment hotel
owner-occupied flat	condo/condominium
semi-detached house	duplex
terraced house	row house
house (one story) / ranch house	bungalow
single-family house	detached house
apartment	flat (one storey) apartment

In other situations, however, there may be no exact British equivalent for the American term, as is the case with the following:

- A *brownstone* is a house made of red-brown stone, especially one built in the cities of the eastern U.S. in the nineteenth century.
- An *efficiency apartment* is a small apartment that usually already has furniture and has no separate bedroom, and only a very small bathroom and kitchen. The nearest British equivalent is a *bedsit* (or *bedsitter*), a rented room that is used for both living and sleeping in, but which does not have its own bathroom and kitchen.
- A *housing development* is a large group of houses that were built at the same time and are similar in style.

The Rooms in a House

The good news here is that American and British English use the same words to describe most of the rooms in a house: *bathroom*, *bedroom*, *dining room* and *kitchen*. Note, however, the following differences:

- The *bathroom* in an American home always includes a toilet, and Americans often use the word *bathroom* as a polite synonym for the word *toilet* (even in a public building). If you want to use the toilet in an American home, you should say

something like ‘*May I please use the bathroom?*’ as many Americans consider the term *toilet* indelicate.

- The main room in an American home, the room where people usually sit and do things together like watch television and entertain visitors, is called a **living room**. The British name for this room, **sitting room**, sounds rather quaint and old-fashioned to American ears.

- The word **cupboard** exists in both American and British English, but whereas a British **cupboard** can be used for storing all sorts of things, from clothes to toys, to Americans a **cupboard** is almost always a kitchen cupboard – a place for storing food or dishware. Thus, most Americans would be very surprised to hear someone tell them to put their clothes in a **cupboard**, since they usually hang their clothes in a **closet**.

In the Kitchen

Ask an American and a British person to list the things that can be found in their kitchens and then compare the lists. You will discover a relatively large number of appliances and other items that have different names in American and British English. Here is a list of the most common ones:

British	American
tin opener	can opener
clothes peg	clothes pin
power point	electrical outlet
washing-up bowl	dishpan
tea towel	dish towel
scales	scale
cooker	stove
waste bin	waste basket

Polite houseguests in the U.S. will offer to **do the dishes** (wash and dry the dishes) after a meal. The British equivalent **do the washing-up** is confusing to many Americans for whom the verb **wash up** usually means to wash yourself, especially your hands and face.

Furniture and Furnishings

Most items of furniture and household furnishings share the same names in American and British English, but there are a few exceptions that may cause confusion. Sometimes it is merely the case of different names for the same object. For example, what Americans call a **shade** (a sheet of material that you pull down to cover a window) is called a **roller blind** by speakers of British English. And what speakers in Britain call a **standard lamp** (a lamp on top of a tall pole that stands on the floor) is called a **floor lamp** in the U.S. Sometimes, however, the differences are potentially more confusing, as in the following cases:

- To an American, a **bureau** is a piece of furniture with drawers for holding things such as towels or items of clothing. The British call this piece of furniture a **chest of drawers**. To the British, a **bureau** is a piece of furniture with drawers, but with a top part that opens to make a writing table. An American would call this piece of furniture a **writing table**.

- In American English, a *cot* is a light narrow bed that can be folded up, for example for use in camping. In fact, the British call this type of bed a *camp bed*. To speakers of British English, a *cot* is a small bed for a baby with tall sides that have bars, something Americans refer to as a *crib*.

How Many Flights Up?

The American system for indicating the floors of a building is different from that used by the British. In the U.S., the term *first floor* is used to refer to the ground level of a building. However, in the British system the *first floor* is the floor immediately above the ground level. Americans call that floor (the one above the ground level) the *second floor*. This difference in nomenclature continues all the way to the top of a building. To make things even more confusing, Americans who live on the ground level sometimes say they live on the *ground floor*, and some who live on the level above the ground level will describe their apartment as being *one flight up*. And if you live on a really high floor in an American apartment house, you will probably ride upstairs in an *elevator*, what is known in British English as a *lift*.

House and Housing

British	American
bed-sit / bed-sitter	efficient apartment / studio apartment
bin / dust bin	trash can
block of flats	apartment house / apartment building
bungalow	house (one story) / ranch house
bureau	writing table
camp bed	cot
chest of drawers	dresser / bureau
city centre	downtown
clothes peg	clothes pin
cooker	range / stove
cot	crib
couch / sofa / settee	sofa
cupboard	closet
curtains	drapes
detached house	single-family house
drive	driveway
dustbin	garbage can
electric fire	space heater
fence	picket fence
flat (one storey) apartment	apartment
floor	storey
fridge	refrigerator
garden	backyard / yard
ground floor	first floor
hand basin / sink	sink
hob	range/ cook top

hostel	dormitory / dorm
in + <i>name of street</i>	on + <i>name of street</i>
kerb	curb
lift	elevator
linen basket	clothes basket
liquidizer	blender
notice board	bulletin board
opposite	across from
power point	electrical outlet
radio alarm	clock radio
residential district of a city	uptown
restroom	break room
roller blind	shade
run the bath	fill the tub
scales	scale
semi-detached house	duplex/ two-family house
service flats	apartment hotel
sitting room	living room
skirting board	baseboard
standard lamp	floor lamp
tap	faucet
tea towel	dish towel
telephone / blower / phone	telephone
television / box / telly/ TV	TV / Television
terrace (row of houses joined)	town house/ row house
tin opener	can opener
toilet / Loo / WC	bathroom / restroom / washroom
toilet roll	toilet paper
towel rail	towel rack
TV aerial	TV antenna
wardrobe	closet (built-in type)
washbasin	sink
washing-up bowl	dishpan
washing-up liquid	dishwashing liquid
waste bin	waste basket
whereabouts	where
work surface	counter

1. She lives in a really beautiful apartment downtown.

2. The office block was 20 stories high.

3. The dormitory is new; it has barely been completed in time for the beginning of the semester.

4. It was like being in an elevator which suddenly drops from the top of a twenty storey building to the basement.

5. A new bookshop had opened in the high street.

6. Across the street from where we're standing, you can see the old churchyard.

7. He now lives in an apartment a little farther uptown.

8. She knew a couple of friends elsewhere who lived together under the pretense of sharing an apartment or duplex.

9. We all settled around the television set in the living room.

10. The old row house is just a memory.

11. I climbed a narrow staircase leading to the first floor balcony.

12. The kids were playing in the back yard.

6. Grammar Focus

A. Sentence Structure: Subject, Verb, Object etc.

➤ The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb.

➤ There are five main structures which we can use to make a simple statement.

1. SUBJECT	VERB
My arms	are aching.
Something	happened.

2. SUBJECT	VERB	OBJECT
I	need	a rest.
Five people	are moving	the piano.

The subject and object can be a pronoun (e.g. **I**) or a noun phrase (e.g. **the piano**).

3. SUBJECT	VERB	COMPLEMENT
This piano	is	heavy.
It	was	a big problem.

The complement can be an adjective (e.g. **heavy**) or a noun phrase (e.g. **a big problem**). The complement often comes after **be**. It can also come after **appear, become, get, feel, look, seem, stay** or **sound**.

4. SUBJECT

VERB

ADVERBIAL

It

is

on my foot.

Their house

is

nearby.

An adverbial can be a prepositional phrase (e.g. **on my foot**) or an adverb (e.g. **nearby**).

5. SUBJECT

VERB

OBJECT

OBJECT

It

's giving

me

backache.

David

bought

Melanie

a present.

We use two objects after verbs like **give** and **buy**.

➤ **Adverbials**

We can add adverbials to all the five main structures.

My arms are aching **terribly**.

I **really** need a rest.

Of course this piano is **heavy**.

Fortunately their house is nearby.

To everyone's surprise, David **actually** bought Melanie a present **yesterday**.

B. Parts of the sentence

Mike and Harriet are on holiday. They have written a postcard to David and Melanie. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object, complement or adverbial.

Example:

We're having a great time.

_____ object _____.

The weather is marvellous.

We really enjoy camping

It's great fun.

We're on a farm.

We like this place.

The scenery is beautiful.

C. Sentence structure

After moving the piano, the five friends had a rest and a cup of tea. Look at this part of their conversation and then write the letters a) – e) in the correct place.

a) David: That was a difficult job.

b) Tom: I agree.

c) Mike: I'm on my deathbed.

d) David: Someone should give us a medal.

e) Harriet: I've made some more tea.

Subject + verb

_____ **b** _____.

1. Subject + verb + object

2. Subject + verb + complement

3. Subject + verb + adverbial

4. Subject + verb + object + object

D. Word order

Put the words in the correct order and write the statements.

Example:

is / Melanie / very nice

Melanie is very nice.

1. football / likes / Tom

2. an accident/ David / had.

3. moved/ the piano /we

4. a tall woman/ Harriet /is

5. sat/ on the floor / everyone

6. gave/ some help / Mike's friends /him

E. Adverbials

These sentences are from a news report. Write down the two adverbials in each sentence. Each adverbial is a prepositional phrase or an adverb.

Example:

Prince Charles opened a new sports centre in Stoke yesterday.

_____ in Stoke _____.

_____ yesterday _____.

1. He also spoke with several young people.

2. The sports centre was first planned in 1994.

3. Naturally, the local council could not finance the project without help.

4. Fortunately, they managed to obtain money from the National Lottery.

F.

Uses of 'It'

'It' can be used as **subject** or **object** of a sentence:

The chair is in my room. **It** belonged to my grandmother. (SUBJECT)

Mary gave **me a gardening book**. I want to read **it** this weekend. (OBJECT)

'It' can be used as the subject of a sentence to refer to time, the weather, temperature and distance. In these sentences 'it' does not have a specific meaning.

It is seven o'clock and time to leave.

It was pouring with rain when we woke up this morning.

It is only two degrees outside.

It is about a kilometre to the nearest shops.

G. Using information about pronoun 'it', try to translate sentences correctly.

1. Take this letter and read **it**.

2. Where is the cat? – **It** is in the next room.

3. She looked at the child, **it** was sleeping.

4. Who is it? – **It** is a postman.
5. **It** is snowing.
6. **It** is ten o'clock.
7. **It** is cold.
8. **It** is said
9. **It** is clear.
10. **It** is necessary that this question be settled at once.

7. Speaking Practice

Foreign Language in People's Life

A. What do you like more in language learning? Rank the following:

	Quite like	Like	Dis-like	Hate
reading English books in the original				
reading adapted English books				
learning new words				
listening to English songs				
using the language in the classroom				
using the language while travelling				
practising what you know with your group-mates in pairs and working in groups				
communicating with native speakers				
doing grammar exercises				
doing tests for self-check				
writing e-mail letters to your foreign friends				
watching video in English				
listening to English stories on audio cassettes				
browsing the Internet				

Ask your group- mate (friend):

What does he or she hate, dislike and like in learning English? And why?

B. What is more difficult for you in language learning? Rank the following:

	Easy	Difficult	Impossible
reading English books in the original			
reading adapted English books			
learning new words			
listening to native speakers on tapes			
understanding grammar rules			
expressing your ideas orally			
expressing your ideas in writing			
pronouncing words			

remembering what you have learned			
communicating with native speakers			
doing grammar exercises			
doing tests for self-check			
doing tests to be assessed by the teacher			

Ask your group-mate (friend):

What is easy, difficult and impossible for him or her in learning English? And why? How is he or she going to improve English?

8. Writing Skills

Write down several sentences about the English language. At first answer the questions.

1. Why is it important to know any foreign language nowadays?
2. How many people speak English as a mother tongue?
3. Where do the native speakers live?
4. Where is English one of the official languages?
5. Why is English the major international language?
6. Why is the problem of learning English for the purpose of communication especially urgent today?
7. Why is it absolutely necessary to know English for every educated person and every good specialist?

Read the following word combinations below. Perhaps they help you to give correct answer.

the main and most efficient means of information exchange of the people of our planet; the language of the world; language for communication in science, technology, business, mass entertainment, literature, education, modern music, international tourism; one of the official languages of the United Nation Organization.

Remember that you have read the text 'English As a World Language' and it can help you to answer the questions.

UNIT TWO. EDUCATION

Pre – reading Activity

- ✓ What are the first year students nicknamed?
- ✓ Where do university students live?
- ✓ What subjects do students study at university or academy?

Make sure you know these words:

guild	– організація
scholar	– учень
grant	– грант
donation	– грошове пожертвування
funding	– фінансування

1. Read the text.

The Development of Universities

The word ‘university’ comes from the Latin word ‘universitas’, meaning ‘the whole’. Later, in Latin legal language ‘universitas’ meant ‘a society, guild or corporation’. Thus, in mediaeval academic use the word meant an association of teachers and scholars. The modern definition of a university is ‘an institution that teaches and examines students in many branches of advanced learning, awarding degrees and providing facilities for academic research’.

The origins of universities can be traced back to the Middle Ages, especially the 12 – 14th centuries. In the early 12th century, long before universities were organised in the modern sense, students gathered together for higher studies at certain centres of learning. The earliest centres in Europe were at Bologna in Italy, for law, founded in 1088; Salerno in 1115, Italy for medicine; and Paris, France, for philosophy and theology, founded in 1150. Other early ones in Europe were at Prague, Czechoslovakia, founded in 1348; Vienna, Austria, founded in 1365; and Heidelberg, Germany, founded in 1386.

The first universities in England were established at Oxford in 1185 and at Cambridge in 1209. The first Scottish university was founded at St. Andrews in 1412. By comparison, the oldest universities in the U.S.A. are at Harvard, founded in 1636, and Yale, established in 1701.

In the 15th and 16th centuries, three more universities were founded in Scotland: at Glasgow in 1415, Aberdeen in 1494, and Edinburgh in 1582. The next English university to be founded was not until the 19th century – London, in 1836. This was followed, later in the 19th and early 20th centuries, by the foundation of several civic universities. These had developed from provincial colleges which were mainly situated in industrial areas. Manchester, for example, received its charter in 1880, and Birmingham in 1900. In addition, the federal University of Wales was established in 1893 comprising three colleges.

Several other civic universities were founded in the 1940s and 1950s, such as Nottingham in 1948, Southampton in 1954 and Exeter in 1957. However, it was in the 1960s that the largest single expansion of higher education took place in Britain. This expansion took three basic forms: existing universities were enlarged; new universities were developed from existing colleges; and seven completely new universities were founded. The latest, Kent University, in south-east England, and Warwick, in the Midlands, were both founded in 1965. Like the other new universities, they are situated 45 kilometres away from town centres and are surrounded by parkland and green fields.

Finance for universities comes from the three sources, namely grants from the government (the largest), fees paid by students, and donations from private sources. All the British universities, except one, receive some government funding. The exception is Buckingham, which is Britain's only independent university, and which received the Royal Charter in 1983.

One of the latest university developments was the foundation in 1969 of the Open University. It is a non-residential university which provides part-time degree and other courses. It uses a combination of correspondence courses, television and radio broadcasts, and summer schools organized on a regional basis.

2. Reading Comprehension

A. Understanding the reading.

1. When were the first universities in Europe organised?
2. What is the oldest university in Great Britain?
3. What are the sources where finance for universities comes from?
4. What is Open University?

B. Below is a summary of the passage in sentences which are given in the wrong order. Put the sentences in the correct order by writing the letters (a – j) next to numbers (1 – 10).

- a. The quarter of a century from 1940 to 1965 was the period when there was a big increase in the number of universities in Britain.
- b. The Open University was founded in 1969.
- c. The oldest American university was founded in the 17th century.
- d. One of the original meanings of 'university' was an association of teachers and students.
- e. There is one private university in Britain: it was established in 1983.
- f. After three more Scottish universities were established in the 15th and 16th centuries, the next major developments were not until the foundation of a number of civic universities in the nineteenth and early twentieth centuries.
- g. Oxford and Cambridge are the oldest English universities.
- h. Government grants are the most important source of university income.
- i. The first Scottish university was established in the early 15th century.
- j. There were gatherings of students at the centres of learning in Europe between the 12th and 14th centuries.

1	2	3	4	5	6	7	8	9	10

3. Vocabulary Focus

A. Fill in the blank with the correct word.

- About 20% of British school-leavers enter universities and different types of _____ which provide more work-orientated courses.
- About 90% of students receive _____ or loans covering tuition fees and maintenance (accommodation and food).
- Students completing their course of _____ get a Bachelor degree (Bachelor of Arts or Bachelor of Sciences).
- _____ completing their post-graduate work, which is usually a one- or two-year course involving some original research get Master of Arts or of Science.
- Some students continue to complete a three-year period of original _____ for the degree of Doctor of Philosophy.
- Today there are 47 _____ in Britain, compared with only 17 in 1947.
- As with the school system so also with the higher _____, there is a real problem about the exclusivity of Britain's two oldest universities.
- _____ conducts learning through correspondence, radio and television, and also through local study centres.

B. Find words in the text that mean the same or are similar to the following and write them in the blanks.

- A school for advanced education, especially in a particular subject or skill. _____
c _____
- Money, that you give to a person or an organization in order to help them. _____
d _____
- To start a company, organization, system, situation etc. that is intended to exist or continue for a long time. _____
d _____
- An amount of money that you pay to a professional person for their work. _____
f _____
- An amount of money given to someone, especially by the government for a particular purpose. _____
g _____
- The whole system of rules that people in a particular country or area must obey. _____
f _____
- The treatment and study of illnesses and injuries. _____
m _____
- The study of the nature and meaning of existence and reality, good and evil, etc. _____
p _____
- Serious study of a subject, that is intended to discover new facts or test new ideas. _____
r _____

10. An educational institution at the highest level, where you study for a degree.

u _ _ _ _ _

4. Vocabulary Development

A. Complete the table below using a dictionary. The first one has been done for you.

Noun (for person, device)	Noun (for idea)	Verb	Adjective
entrant entrance	entry	enter	entered entering
	education		
examiner			
		study	
			graduated
teacher			

B. Choose the following most suitable words to fill the gaps in the sentences below.

1. *education educator educated educational educative educated(v)*

- Those who receive training are lesser than those who receive _____.
- Young people need to be _____ in new ways to be employable.
- The approach of classroom testing against the hearing norms has a long tradition among _____ and researchers.
- The boy came from a good home, was well _____ and had every advantage.
- The _____ process needs to begin early in a child's life.
- The American _____ system is in need of reform.

2. *entered(v) entrance entrant entry*

- Voice over Professors flew in especially from Prague to supervise the _____ examinations and emphasise the benefits of studying in their country.
- Eighty percent of the children in the program had _____ university with good grades.
- Certainly, Coleman and no other was the route of _____ into the College and into the army veterinary service.
- The winning _____ will receive a scholarship to the famous college of art and a year's supply of artist's materials.

3. *exam examined(v) examiners examination exams*

- Class composition and _____ results are monitored.
- Students will be _____ on all aspects of English literature and history.
- Students who, in the opinion of the _____, do not reach the required standard must take the exam again.

- d. Evening and weekend study, writing reports and taking _____ can all prove quite stressful.
- e. In summary, the research aims at a detailed _____ of the policy-making process.

4. *study(v) studies(n) students studied studious*

- a. Many students will decide to continue their _____.
- b. They thought he should _____ to be a doctor.
- c. She spoke with _____ politeness.
- d. Francis didn't bother with clothes or make-up. She was an extremely serious and _____ young girl.
- e. Seventy percent of the university's business _____ have job offers by graduation.

C. Fill in the blanks with the proper words in the correct form.

a) learn, study, teach

Note: both 'learn' and 'study' mean 'to get knowledge', but while 'study' is used mainly when we mean the process itself, 'learn' as a rule means the result of the process of studying, i. e. 'to know smth. as a result of studying'; 'study' has an additional meaning, i. e. 'to examine smth. carefully';

'teach' is opposite in meaning to these two words as it means not 'to get' but 'to give knowledge, instruction'.

1. Mother thought it necessary to _____ Gerry something useful.
2. Leslie thought Gerry should _____ to sail and shoot and offered to _____ him.
3. 'The most important thing for him is to _____ literature,' said Larry.
4. We _____ our first foreign language at school.
5. Even as a boy Gerry dreamt of _____ biology.
6. She has a very good memory and can easily _____ several pages by heart.
7. What subjects do you _____ in the third year?
8. She was a good teacher and the child _____ quickly.
9. She _____ his face carefully before answering his question.

b) learn, find out, discover

Note: 'learn' may also mean 'to be informed' or 'to receive information' about smth.; in this meaning it is very close to the words 'discover' and 'find out'; 'learn' denotes getting information without any or much effort;

'discover' suggests that the new information is surprising, unexpected;

'find out' means 'to get information by search or inquiry', i. e. 'making an effort to get it'.

1. Mother was surprised to _____ that each member of the family had a different idea of education for Gerry.

2. I was sorry to _____ that our hockey team again lost the game.
3. Give her a ring to _____ if she is at home.
4. I've just _____ that he had passed all his exams.
5. For a long time we tried to _____ something about his past, but failed.
6. When Bell's rivals _____ about his invention, they tried to claim their own rights to it.
7. Suddenly I _____ that I had left my notebook with her address in it behind.

5. Vocabulary Exercises

A. Put each of the following words in its correct place in the text below.

education	libraries	teachers	discipline	examinations	dean
learning	staff	tutor	proctors	professors	study
college	students	guidance	courses	head students	practice
theory	enter	progress	lectures	terms	degrees
vacation	internal organization				

Cambridge University

Cambridge is one of the loveliest towns of England; it is not a modern industrial city and looks much more like a country town. The dominating factor in Cambridge is its well-known University, a centre of (1) _____ and (2) _____, closely connected with the life and thought of Great Britain. In Cambridge everything centres on the University and its colleges.

The oldest college is Peterhouse, which was founded in 1284. The most recent is Robinson College, which was opened in 1977. The most famous is probably King's, because of its magnificent chapel.

The University was exclusively for men until 1871 when the first women's (3) _____ was opened. Another was opened two years later and a third in 1954. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges now are mixed, but it will be many years before there are equal numbers of both sexes. Until today there are more than 20 colleges in Cambridge.

There is a close connection between the University and colleges, though they are quite separate in (4) _____ and (5) _____. Each college has its own building, its own (6) _____, its own (7) _____ and (8) _____. To (9) _____ the university, one must first apply to a college and become a member of the university through the college. The colleges are not connected with any particular (10) _____. Students studying literature, for example, and those trained for physics may belong to one and the same college.

However the fact is that one is to be a member of a college in order to be a member of the University. The colleges are governed by 20 or 30 'fellows'. Fellows of a college are 'tutors' ((11) _____, often called 'dons'). Each (12) _____ has 10 – 12 students reading under his (13) _____.

Tutors teach their own subject to those students in the college who are studying it, and they are responsible for their (14) _____.

Every college is governed by a (15) _____. (16) _____ is looked after by (17) _____ and numerous minor officials called 'bulldogs'.

The University is like a federation of colleges. It arranges the (18) _____, the (19) _____ and the (20) _____, and grants the (21) _____.

A college is a group of buildings forming a square with a green lawn in the centre. An old tradition does not allow the students to walk on the grass: this is the privilege of (22) _____ and (23) _____ only.

Students study at the University for four years, three (24) _____ a year. Long (25) _____ lasts about three months. There are many (26) _____ at Cambridge; some of them have rare collections of books.

Find out whether the statement is true (T) or false (F) according to the information in the text.

1. Cambridge was founded in the 13th century. ()
2. In 1871 the first women's college was opened in Cambridge. ()
3. The University grows as a federation of independent colleges. ()
4. The proctors govern colleges. ()
5. Dean is a person who looks after discipline. ()
6. Everybody has the privilege to walk on green lawns on the territory of the Cambridge University. ()
7. In Cambridge Peterhouse is the oldest college, Robinson College is the most recent one and the most famous is King's College. ()
8. From the 1970s in Cambridge University one group of the colleges open their doors only for men and the other one for women. ()

B. Distribute the following words into the topic groups in the chart.

Topic Group	Words
1) Academic year	
2) Finance	
3) Staff	
4) Students	
5) Teaching	
6) Qualifications	
7) Assessment	
8) Research	
9) Academic writing	
10) Facilities	

- a. visiting
- b. thesis

- o. library
- p. professor

- | | |
|--|--------------------------|
| c. postgraduate (full-time, part-time) | q. sponsorship |
| d. diploma | r. seminars |
| e. tutor | s. supervisor |
| f. fee | t. terms |
| g. grant | (autumn, spring, summer) |
| h. interview | u. undergraduate |
| i. certificate | (full-time, part-time) |
| j. loan | v. vacation/holidays |
| k. lectures | w. viva voice |
| l. lecturer | x. practicals |
| m. article | y. scholarship |
| n. accommodation | z. dean |

B. Match the words with the corresponding definitions.

1	2	3	4	5

- | | |
|---------------|---|
| 1. experiment | a. higher educational institution where students are taught a particular subject or skill. |
| 2. report | b. a thorough test using scientific methods to discover how someone or something reach under certain conditions. |
| 3. test | c. a place where people living away from home can stay and eat fairly cheaply. |
| 4. academy | d. an official piece of writing that carefully considers a particular subject, and is often written by a group of people. |
| 5. hostel | e. a set of questions, exercises or practical activities to measure someone's skill, ability or knowledge. |

C. Find out what is 'a degree'. Fill in the gaps with one of the words given in the box and read the short text about a degree.

Bachelors Master Doctor degree final exam research qualification thesis

A Degree

A degree is an academic (1) _____ awarded at most universities and colleges upon completion of a higher education course (a first (2) _____) or a piece of (3) _____ (higher degree). If students pass their (4) _____ at the end of a three-year course, they get their first degree. Students with first degree become (5) _____ of Arts or Science (B.A. or B.S.). If they want to go a step further and become (6) _____ of Arts or Science, they have to write an original paper, or (7) _____, on some subject based on short period of research, usually soon after graduation. If students wish to teach in a university, they will work for higher degree of a

(8) _____ of Philosophy – a Ph.D. For this they will have to carry out some important research work.

D. Read the text. Find synonyms of the underlined words in the text. Look at the box.

a degree disciplines go to a grant last succeed in obtain studying for

Studying at University (in England and Wales)

If you want to (1) enter university, you must first (2) pass examinations that most students take at the age of eighteen (called ‘A’ levels). Most students take three ‘A’ levels (three examinations in three different (3) subjects) and they must do well in order to (4) get a place at university because the places are limited. At the moment, approximately 30% of young adults go to university in Britain.

If you get a place at university, the teaching is free, and some students also receive (5) money to pay for living expenses, e.g. food and accommodation as well. Students at university are called undergraduates while they are studying for their first degree.

Most university courses (6) go on for three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are studying history, or (7) doing a degree in history, for example. When they finish the course and pass their examinations, they receive (8) the qualification when they complete a university course successfully. This can be a BA or a BS.

E. Use the words given in capitals in brackets to form a word that fits in the space and read the text. Consult a dictionary if required.

Payment Plans

Tuition (1) fees (FEE) are payable in advance in full at the time (2) _____ (BILL). (3) _____ (STUDY) may pay by cash, cheque, (4) _____ (MONETARY) order or credit card (Master Card or Visa). Foreign students must pay in (5) _____ (BRITAIN) currency.

(6) _____ (PAY) may be made by telephone for credit card (7) _____ (HOLD). Payment may also be by mail. However, the College is not (8) _____ (RESPONSE) for lost or (9) _____ (DELAY) mail.

Students who do not pay in full in advance (10) _____ (AUTOMATIC) choose the (11) _____ (DEFER) payment plan of two equal (12) _____ (INSTALL). The initial payment is due (13) _____ (APPROXIMATE) two weeks prior to the beginning of each term. The balance is due four weeks after the (14) _____ (BEGIN) of the term.

6. Grammar Focus

A. The Verb ‘To Be’ in Simple Tenses

Probably the best known verb in the world ‘*To be or not to be...*’

Normally we use the verb **to be** to show the status or characteristics of something or someone. It says what I **am**, what you **are** or what something **is**.

Forms of ‘To Be’

	Present	Past	Future
I	am	was	
he / she / it	is	was	will be
you / we / they	are	were	

Present Simple

I am a teacher.	You are a student.	He /She is a student.	It is a car.	We are all teachers.	They are students.
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Past Simple

I was a student.	You were a student.	He /She was a student.	It was a nice day yesterday.	We were all students once.	They were students.
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Future Simple

I will be a student.	You will be a teacher.	He / She will be a teacher.	It will be nice later.	We will be teachers.	They will be students.
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Positive Statement

Negative Statement (possible short forms)

Question

	Singular	
I am ... (I’m ...)	I am not ... (I’m not ...)	Am I ...?
He / She / It is ... (He’s/She’s/It’s ...)	He / She / It is not (He / She / It isn’t... // He’s / She’s / It’s not ...)	Is he / she / it ...?
I was ...	I was not. ..	Was I ...?
He / She / It was ...	He / She / It was not ... (He / She / It wasn’t)	Was he / she / it ...?
I will be ... (I’ll be ...)	I will not be ... (I’ll not be ...)	Will I be ...?
He / She / It will be ... (He’ll / She’ll / It’ll be ...)	He / She / It will not be (He / She / It won’t be ... // He’ll not be / She’ll not be / It’ll not be ...)	Will he / she / it be ...?
	Plural	
We / You / They are (We’re / You’re / They’re)	We / You / They are not (We’re / You’re / They’re not // We / You / They aren’t)	Are we / you / they?
We / You / They were ...	We / You / They were not ... (We / You / They weren’t ...)	Were we / you / they ...?
We / You / They will be	We / You / They will not be (We / You / They won’t be ... //	Will we / you / they be ...?

(We'll / You'll They'll be ...)	We'll / You'll They'll not be ...)	
	Am/Are	Is
Question – ?	'Am I disturbing you?'	'Is this your coat?'
Positive Answer – Yes	'Yes you are.'	'Yes it is'
Negative Answer – No	'No you're not.'	'No it isn't'
	Was / Were	Was
Question – ?	'Was I disturbing you?'	'Was that your old house?'
Positive Answer – Yes	'Yes you were.'	'Yes it was'
Negative Answer – No	'No you weren't.'	'No it wasn't.'

B. Fill in the blanks with the missing forms of the verb 'to be'.

David _____ at Academy today. He and his group mate George _____ in the library.

They have an English assignment to do. They have to interview each other for their English class.

Here is their interview.

David: Where _____ you from? Aren't you French?

George: No. I' _____ not from France. I'm from Belgium, but I speak French.

David: My family _____ originally from Mexico, but we _____ citizens of the United States now.

George: It _____ certainly interesting to meet people who _____ from different countries.

C. Fill in the blanks with the missing forms of the verb 'to be'.

Karazin Kharkiv National University (1) _____ one of the major universities in Ukraine. It (2) _____ founded in 1805 through the efforts of Vasyl Karazin, (after whom the university (3) _____ now named), becoming the second oldest university in Ukraine after the University of Lviv. The opening ceremony (4) _____ held on January 29, 1805.

Today the University justly rates among the best Ukrainian classical universities and (5) _____ known in many countries.

The history of Kharkiv National University (6) _____ part and parcel of the intellectual, cultural and spiritual history of Ukraine. The names of many world famous researchers, scholars and educators (7) _____ associated with Kharkiv University, among them are P. Hulak-Artemovskiy, M. Kostomarov, M. Barabashov, M. Beketov, D. Bahaliy, O. Potebnya, O. Pogorelov and many others.

Among the scholars associated with the university there (8) _____ three Nobel prize winners: the biologist I. Mechnikov (1908), the economist S. Kuznets (1971), and the physicist L. Landau (1962). Kharkiv University (9) _____ the only university in Ukraine that has trained and employed three Nobel Prize laureates.

The University (10) _____ one of the largest research centers in Ukraine. It covers virtually all spheres of modern fundamental research and incorporates the Re-

search Institutes of Chemistry, Biology, and Astronomy, the Institute of Physics and Engineering, and the Institute of High Technologies.

The University (11) _____ the leading research organization of several space programs.

The University's Botanical Garden (12) _____ founded in 1804 and (13) _____ the oldest botanical garden in Ukraine. It (14) _____ a state preserve with a unique collection of plants representing various botanical and geographic zones of the world.

The University's Natural History Museum (15) _____ founded in 1807 and (16) _____ one of the oldest university museums in the world. The total area of the Museum exhibition facilities (17) _____ 2,000 square meters, and its 23 halls feature about 250,000 exhibits organized into the following sections: the Origin of Man, Darwinism, Zoology, and Geology.

The University's Central Scientific Library (18) _____ founded on January 30, 1805. It numbers 3,500,000 units, including 50,000 unique editions (17 incunabula, over 1,000 manuscripts, 300 palaeotypes, and books by classical writers and scholars published in their lifetime).

V. N. Karazin Kharkiv National University (19) _____ involved in extensive international cooperation and (20) _____ an active member of the international community of the leading European and world universities. It cooperates with 61 partners in 25 countries of the world.

D. The Verb 'To Have' in Simple Tenses

'To have' is one of the most common verbs in the English language. It functions in various ways. The verb '**to have**' implies the meaning of possession.

For example: '**I have** a job.' '**I have** a car.' '**I don't have** any time.'

The forms of the verb 'to have' are *have* and *has* for the present and *had* for the past.

Forms of Have

	Present	Past
I / you / we / they	have	had
he / she / it	has	

Positive Statement (spoken)

I have (I've)
He/she/it has
(He's /she's /it's)
You have (You've)

Negative Statement (spoken)

I have not (I haven't/I've not)
He/she/it has not
(He/she/it hasn't)
You have not
(You haven't/You've not)
I / He / She / It / You had
(I'd / He'd / She'd / You'd)

Question

Have I?
Has he/she/it?
Have you?
Had I / he / she / it / you?

Plural

We / You / They have We / You / They have not Have we / you / they?

(We've)	(We / You / They haven't // We've / You've not)	
You have (You've)	You have not (You haven't/You've not)	Have you?
They have (They've)	They have not (They haven't/They've not)	Have they?
I / He / She / It / You had (I'd / He'd / She'd / You'd)	I / He / She / It / You had not (I / He / She / It / You hadn't)	Had I / he / she / it / you?
<i>Have</i> is often used to indicate possession (I have) or (I have got).		
	Have	Have got
Question – ?	'Do you <i>have</i> a car?' or ' <i>Have you</i> a car?'	' <i>Have you got</i> a car?'
Positive Answer – Yes	'Yes <i>I have</i> a car.'	'Yes <i>I've got</i> a car.'
Negative Answer – No	'No <i>I don't have</i> a car.'	'No <i>I haven't got</i> a car.'

E. Fill in the blanks with the missing forms of the verb 'to have'.

- Oxford and Cambridge _____ a long history of competition with each other.
- Colleges _____ responsibility for admitting undergraduates and organising their tuition.
- Students usually _____ around two tutorials a week.
- In 2005/06 the University _____ income of £609m.
- In future most colleges _____ a broad mix of academics and students from a diverse range of subjects.
- Students who apply from state schools and colleges _____ a comparable acceptance rate to those from independent schools.
- Fifty Olympic medal winners _____ academic connections with the university.
- In previous times, the term 'scholar' in relation to Oxbridge, therefore, _____ a specific meaning as well as the more general meaning of someone of outstanding academic ability.
- In Kharkiv National Municipal Academy 'Megapolis Centre', inter-faculty laboratory of Academic scientific and research complex _____ the international recognition.
- Nowadays technical school _____ a license realize the educational activity to train specialists in 'Green building and garden-park economy', 'Industrial Floriculture', 'Accounting and Bookkeeping', 'Management of Hotel Service', 'Economy of Enterprises'.
- Karazin Kharkiv National University _____ about 20 world famous scientific schools committed to intensive research, 11 specialized councils for conferring doctor's degrees and 5 councils for conferring candidate's degrees.
- It also _____ the Museum of Archaeology and Ethnography of Slobidska Ukraine with about 150,000 exhibits.
- During undergraduate study students _____ an academic major and can choose either a minor or electives.

14. The business school of the National University of Kyiv-Mohyla Academy _____ the best reputation in the country.
15. The National University of Kyiv-Mohyla Academy also _____ a Department of Preuniversity Training, which organizes test preparation courses for prospective students as well as trial testing sessions.
16. NaUKMA _____ the highest level of accreditation as outlined by the Ministry of Education and Science of Ukraine, and takes part in numerous international university collaborations.
17. Students who get a failing grade of '2', _____ two more chances to pass an examination.
18. The presence of such base enables for active employment by sport to the students and employees of National Technical University 'Kharkiv Polytechnical Institute', to show high results in different competitions, _____ high quality sportsmen in different types of sport.
19. Considerable achievements _____ participants the XXVIII Olympic games in Athens of 2004 year: A. Serduk – prizewinner the XXVIII Olympic games.
20. Today NTU 'KHPY' _____ 21 full-time faculty, faculty for instruction by correspondence, faculty for training the university entrants, center for training the foreign citizens, inter-branch institute for advanced studies.

F. The Verb 'To Do' in Simple Tenses

The verb to do is one of the most common verbs in English. It can be used as an auxiliary and a main verb. It is often used in questions.

Forms of Do

	Present Simple	Past Simple
I / you / we / they	do	did
he / she / it	does	did

As an auxiliary verb *do* is used with a main verb when forming interrogative or negative sentences.

Positive Statement (spoken)	Negative Statement (spoken)	Question
Singular		
I do	I do not (I don't)	Do I?
You do	You do not (You don't)	Do you?
He/she/it does	He/she/it does not (He/she/it doesn't)	Does he/she/it?
Plural		
We do	We do not (We don't)	Do we?
You do	You do not (You don't)	Do you?
They do	They do not (They don't)	Do they?
Question – ?	Do 'Do you always take the bus to work?'	Does 'Does she ever do her homework on time?'
Positive Answer – Yes	'Yes I do.'	'Yes she does.'

Negative Answer – No ‘No *I don’t.*’ ‘No *she doesn’t.*’

When using the simple past tense do becomes **did** and it doesn’t change.

Did

Question – ? ‘*Did you* always take the bus to work?’

Positive Answer – Yes ‘*Yes I did .*’

Negative Answer – No ‘*No I didn’t .*’

The verb ‘to do’ works as a main verb.

For example: – My husband **does** the dishes.

– Gosh! **Did** he **do** them yesterday?

– Yes he **did**.

G. Fill in the blanks with ‘do’, ‘does’, ‘doesn’t’ or ‘don’t’.

Tommy and Joey are going to make a solar cooker for a science project. They are talking about the project and the supplies they will need for the project.

Tommy: What do we need for this project?

Joey: I don’t think it’s very hard to make a solar oven. We just need to cover a box with aluminum foil. _____ your mom have some?

Tommy: Yes, I’m sure she does. But we _____ have a big box. Do your parents have any boxes in the garage?

Joey: Yes, they _____. My dad brings home a lot of boxes from work. We also need colored paper and markers. Do you have colored paper and markers?

Tommy: I _____ have any markers, but I have a new box of crayons. My mom _____ have any colored paper, but she has some big sheets of poster board that we can use.

Joey: That’s enough to get started. We don’t need any more supplies.

Tommy: Well, making the oven is easy, but we must write a report and illustrate it.

Joey: Don’t you think we should talk to the teacher? We need information on solar cooking. I don’t know where to find it, but I’m sure the teacher _____.

F. Questions

1. Yes/No questions with verb ‘to be’ in Present and Past Simple

Verb	Subject	Rest	Yes/No	Subject	Auxiliary (+ n’t)
Are	you	from Germany?	Yes,	I	am.
			No,	I	am not. ‘m not.
Is	he	your friend?	Yes,	he	is.
Are	Peter and John	from England?	Yes,	they	are.
Were	you	in Leipzig last week?	Yes,	I	was.
			No,	I	wasn’t.

2. Questions with question words with verb 'to be' in Present and Past Simple (Wh-question)

Question word	Verb	Subject	Rest	Answer
Where	are	you	from?	I'm from Stuttgart.
What	is	your name?		My name is Peter.
How	are	Pat and Sue?		They're fine.
Where	were	you	yesterday?	I was at the cinema.

3. Yes/No Questions in the Present Simple

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Do	you		a cat?	Yes,	I	do.
Do	you	have	a new car?	No,	we	don't.
Does	your brother		a bike?	Yes,	he	does.
Do	you	read	books?	Yes,	I	do.
				No,	I	don't.
Does	Peter	play	football?	Yes,	he	does.

4. Questions with question words in the Present Simple (Wh-question)

Question word	Auxiliary	Subject	Verb	Rest	Answer
Where	do	you	have	your ruler?	I have it in my pencil case.
What	do	you	play	on your computer?	I play games on my computer.
When	does	your mother	go	to work?	She goes to work at 6 o'clock.
Where	do	you	meet	your friends?	I meet them at the bus stop.

5. Subject question in the Present Simple (Wh-question)

Question word	Verb	Rest	Subject	Verb	Object – Place – Time
Who	runs	to the shop?	Peter	runs	to the shop.

6. Object question in the Present Simple (Wh-question)

Question word	Auxiliary	Subject	Verb	Rest	Answer
Who	do	you	like?		I like my mum.
Who	did	Mandy	phone	last Monday?	Mandy phoned her uncle.

7. Yes/No Questions in the Simple Past

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
	you		a cat?	Yes,	I	did.
	you	have	a new car?	No,	we	didn't.
	your brother		a bike?	Yes,	he	did.
Did	Max	play	football?	Yes,	he	did.
				No,	he	didn't.
	you	watch	the film yesterday?	Yes,	I	did.
				No,	I	didn't.

8. Questions with question words in the Past Simple (Wh-question)

Question word	Auxiliary	Subject	Verb	Rest	Answer
Where		you	have	your ruler?	I had it in my pencil case.
What	did	you	do	yesterday evening?	I did my homework.
When		she	meet	her boyfriend?	She met him yesterday.
Where		they	go	after the match?	They went to a café.

9. Subject and Object question in the Past Simple (Wh-question)

Subject question			Object question			
Question word	Verb	Rest	Question word	Auxiliary	Subject	Verb
Who	phoned	John?	Who	did	John	phone?

G. Choose the correct answer.

Tommy is talking to his mother Joanna about a university bake sale.

Tommy: Next week we are having a bake sale to raise money to buy new computers.

_____ can I bring to sell?

a. Where

b. What

c. How

Joanna: _____ don't we bake some cookies? _____ in charge of the sale?

- | | |
|---------|------------|
| a. Why | a. What's |
| b. When | b. Where's |
| c. Who | c. Who's |

Tommy: My teacher, Miss Martin. She wants to know if you can help at the sale.

Joanna: Yes, I can help. _____ cookies should we bake?

- | | | |
|--------------|-------------|-------------|
| a. What time | b. How many | c. How much |
|--------------|-------------|-------------|

Tommy: Let's bake 5 dozen. _____ can we bake them?

- | | | |
|-------------|--------|---------|
| a. How many | b. Who | c. When |
|-------------|--------|---------|

Joanna: We can start today and put some in the freezer. _____ is the sale?

- | | | |
|---------|--------|--------|
| a. When | b. Who | c. Why |
|---------|--------|--------|

Tommy: It's next Wednesday.

Joanna: At what time?

Tommy: It's at lunch time in the cafeteria.

Joanna: _____ do I go to help with the sale?

- | | | |
|-------------|---------|----------|
| a. How many | b. What | c. Where |
|-------------|---------|----------|

Tommy: Miss Martin said to come to her room, 224, at 11:30. She will show you where the cafeteria is.

H. Read the text about Kharkiv National Municipal Academy. Make up question about these universities and ask the group mate.

Kharkiv National Municipal Academy

Kharkiv National Municipal Academy is a modern scientific and educational complex, that trains specialists in all fields of educational and specialization standards: from junior specialist, Bachelor and Master to Candidates and Doctors of Sciences on the basis of higher education.

Academy trains specialists for municipal construction management, transport, electric and energy supply, water and gas supply industries; urban economics; hotel management and tourism; improvement of urban ecology and population areas ecology.

Academy trains more than 16000 students, 300 students are citizens of 30 countries of the world. The branches of Academy successfully work in Greece and Israel. Academy has close scientific and business contacts with higher educational establishments, scientific and research institutions from 11 countries of the world, among them are France, Germany, Finland, the USA, Great Britain, Sweden, Netherlands, Israel, etc.

The staff of Academy enumerates 500 teachers, 70 Professors and Doctors of Sciences, more than 300 PhD lecturers. 8 world standard schools, which are headed by Doctors of Sciences, Professors, Candidates of Sciences, and PhD lecturers, successfully work in Academy.

Academy has 6 educational corps, a library with the stock of 882000 volumes, a student campus with 6 hostels, a sport centre with many large and small game halls, halls for track and fields athletics, gymnastics, bodybuilding and boxing. There is a student sanatorium, dining halls and numerous cafes.

Kharkiv National Municipal Academy trains students at 11 departments such as Town Planning and Development, Economics and Entrepreneurship, Management,

Urban Engineering Ecology, Power Supply and City Lighting, City Electric Transport, Correspondence Department, Foreign Students Department, Postgraduate and Distant Learning Department, Upgrading Skills and Retraining Department and Preparatory Department.

According to the level of training the Academy graduates get the diplomas of Bachelor Degree, Specialist Degree and Master Degree in the following specialties as Industrial and Civil Construction, Labour Safety in Construction, Urban Construction and Economy, Technical Maintenance, Engineering and Reconstruction of Buildings, Geo-Information Systems and Technologies on the Town Planning and Development Department.

The academic year starts on September, 1. The students' training is carried out according to the academic curriculum and programmes, approved by the Ministry of Education and Science of Ukraine.

After acquiring Master's Degree the students can continue their education at the post-graduate course in 21 specialties. The term of training at the post-graduate course is 3 years.

7. Speaking Practice

Education in Ukraine

A. Complete the questions using the words in the box. Then answer them.

assessment	classes	career	coursework	grade
home tasks	group	marks	revising	qualification

1. How many students are there in your _____?
2. How many _____ do you have each day?
3. How many _____ did you get in your last English test?
4. What was your _____ in your last English test?
5. How long does it take you to do your _____ each night?
6. Which do you prefer: exams, continuous _____ or a mixture of the two?
7. Which are you better at: exams or _____?
8. When you leave school, what would you like to do a _____ in?
9. Do you like to have music in the background when you are _____ for an exam?
10. Do you need to have a good _____ in English?

B. How similar is higher education in our country? Answer the following questions. Compare your answers with someone from your group.

1. Do young people need to pass examinations before they can go to academy?
2. Do some students get a grant to study at our academy?
3. Is the tuition free if students go to academy?
4. Do most students go to academy at the age of 18 or 19?
5. Do most degree courses last three years?

6. Do we have similar postgraduate degrees in our country?

C. Match the teacher's questions to the student's answers.

- | Teacher's Questions | Student's Answers |
|---|--|
| 1. Who is absent? | a) I'm afraid I don't quite follow you. Can you explain it to us once more? |
| 2. Why were you absent from our classes yesterday? | b) The opposite of white is black. |
| 3. You are late. What is your excuse this time? | c) I don't know exactly. I want to look it up in the dictionary. |
| 4. When are you going to stop that noise? | d) Just a minute. Let me think. |
| 5. Is this a mistake? | e) May I read the next sentence. |
| 6. Whose turn is it to read now? | f) Yes, that is a bad mistake. |
| 7. Can you give a few examples? | g) I'm sorry for interrupting you. |
| 8. What is the English for 'квиток'? | h) Excuse my being late. I was delayed by the traffic. |
| 9. What words of the opposite meaning do you know? | i) I have a good reason. The reason was that I was ill in bed. I have brought a certificate from the doctor. |
| 10. This tense tells what is being at the present moment. | j) All are here. No one is away. |

8. Writing Skills

Write down several sentences about history of Kharkiv National Municipal Academy using the information below (A) and suitable word combination (B).

A.

1922. All-Ukrainian Technical School of Municipal Economy
1924. Evening working Technical School of National Economy. Faculty of Municipal Economy.
1929. Kharkiv Institute of National Economy. Municipal Faculty.
1930. Kharkiv institute of Municipal Economy.
1935. Kharkiv Educational block of Municipal Economy consisted of Kharkiv Institute of Municipal Economy and Technical School of Greening Building.
1938. Kharkiv Institute of Municipal Engineering.
1941. The Educational block of Municipal Economy is abolished. Kharkiv Institute of Municipal Economy and Technical School of Greening Building were selected in separate educational establishments.
1994. Kharkiv State Academy of Municipal Economy
2003. Kharkiv National Academy of Municipal Economy

B.

to be founded; to be formed on the basis; to entered into the structure; to be transformed; to become; to be reorganized; to be renamed; to be restructured; to be give the structure of the state; to be given to the Academy; to be accredited as an academy of the supreme VI level; to obtain.

UNIT THREE. BUILDING PROFESSION

Pre-reading activity

- ✓ Which jobs do you think are the most stressful? Why?
- ✓ Which jobs in Ukraine are considered the most prestigious (highest status and respect)?
- ✓ At what age do people generally retire in our country?
- ✓ How many hours per week do people generally work in Ukraine?
- ✓ How much paid vacation time do people generally have in our country?

Make sure you know these words:

sewer system	– каналізаційна система
preconstruction planning	– перед проектне планування
implementation	– виконання, здійснення
to assess	– давати оцінку
site	– будівельний майданчик
on the spot	– негайно
on-going support	– активна (безперервна) підтримка

1. Read the text 1 and answer the following questions.

A Day in the Life of Civil Engineer

‘If you’re the type of kid who built whole cities out of blocks in his bedroom, look into civil engineering.’ Civil engineers build real cities, from roads and bridges to tunnels, public buildings, and sewer systems. Projects have three phases: preconstruction planning, implementation, and infrastructure maintenance. The preconstruction phase involves surveying land, reviewing plans, assessing funding and needs, then making decisions about schedule, materials, and staffing. Most work is done indoors during this phase. Implementation is where construction begins, and many civil engineers spend considerable time on-site reviewing progress and coordinating all construction.

One engineer said, ‘Sometimes you live out there for two or three days at a time.’ Problems must be solved on the spot, and civil engineers are the only ones with the knowledge and responsibility to do so. Infrastructure maintenance, which includes stress tests, evaluations, and on-going support, takes place after construction is finished. Civil engineers move back to their offices to wrap up all paperwork and make all final adjustments to the project. Then it is time to start the process again. Civil engineers work hard. Hours can be long, government funding cuts can destroy a project, deadlines are firm, and weather can throw projects off schedule. If the timetable degenerates, an engineer has to overcome scheduling obstacles with ingenuity. Nearly all our surveys mentioned creativity as the first or second most important trait a civil engineer can have. About half of all civil engineers are employed by federal, state, or local governments, which means they must be ready for bureaucratic delays, political stalls, and lots and lots of paperwork. Though civil engineers don’t know

Read the text 3. Study the italicized words and word combinations.

Building Site

George and Angela had been married for two years. At first they lived with Angela's mother, but they wanted a home of their own very much. So they put down a deposit on a new flat.

The builders had demolished two big, old houses with large gardens and they were building ten small, modern flats on the *site*. Most weekends George and Angela went to see how much progress the *builders* had made.

When the *workers* had cleared the site, they dug deep *trenches* for the *foundations*, the *drains*, the *gas* and *water pipes*, and the *electricity supply*. Then they began to build the *brick walls*. Unlike so many *modern buildings*, *these flats* were not made *of concrete*.

There was a lot *of equipment* on the site. A big *crane* was used to unload the *lorries* and there were several *cement mixers*. Neatly stacked in one corner there was a big *pile* of bricks and thirty or forty *bags of cement* covered with *plastic sheets*.

The workers had erected a small *wooden hut* where they made their tea and ate their sandwiches. There were *bricklayers* who built the walls, *carpenters* who *were responsible for* the *woodwork* and *plumbers* who installed the water pipes. There were also *gas fitters* and *electricians* who came and went.

The *foreman*, responsible for coordinating the work of all these people, was a large, red-faced man called Bill. George and Angela got to know him quite well and occasionally he would invite them to sit down in the worker's hut and have a mug of strong tea.

As the building got higher a *scaffold* was built around it and the *painters* arrived and began to *paint* all the woodwork.

One day George and Angela noticed a tall man, dressed in a dark suit, talking to Bill. Bill told them later that it was the *architect*, who had *designed* the flats. He was called at the site to see how things were progressing.

2. Reading Comprehension

1. Who was working on the building site?
2. What equipment was used on the construction site?
3. What were bricklayers, carpenters, plumbers and gas fitters in charge of?
4. What were electricians, painters and foreman responsible for?

3. Vocabulary Focus

A. Choose the following most suitable words to fill the gaps in the sentences below. Find out the meaning of the two words you didn't use.

architect	bricklayers	carpenters	cement mixer	crane	drains
electrician	fitters	foreman	plumbers	scaffold	trenches

1. The _____ build walls.

2. The _____ is in charge of the other worker's job.
3. The _____ will install the bath, showers and toilets.
4. The gas _____ will be responsible for installing the gas pipes.
5. The _____ will fit the wooden window frames.
6. The _____ drew the original plans for the building. He designed the flats.
7. The foundations of the building are sunk in deep _____ .
8. The dirty water from the kitchen will escape down the _____ .
9. Building materials are unloaded from the lorries with a _____ .
10. The painters don't stand on ladders to paint the upper window. A _____ is built to work on.

B. Find words in the text that mean:

1. The stone or brick base on which a building stands.
2. The underground pipe that carries dirty water away.
3. The experienced worker in charge of other workers' job.
4. The place where building will stand,
5. The powder which is mixed with water and used to join bricks together.
6. To plan and to draw.
7. To fit or to fix.
8. The man or woman responsible for planning new buildings.
9. The structure made of poles and planks on which workers can stand while working.
10. The person who has been trained to fit new taps, water pipes, etc.

4. Vocabulary Development

A. Complete the table below using a dictionary. the first one has been done for you.

Noun (for person, device)	Noun (for idea)	Verb	Adjective
builder	building build	build	built
	work		
		design	
painter			
			constructed

B. Make up new words (name of profession) using the examples.

VERB

teach

join

glaze

plaster

weld

roof

plumb

+

ER

=

teacher .

NOUN	VERB				
engine	drive				<u>engine-driver</u> .
brick	fit				_____
paper	lay				_____
gas	hang	+	ER	=	_____
crane	paint				_____
house	operate				_____
bulldozer					_____
parquet floor					_____

ADJECTIVE					
mathematic					<u>mathematician</u>
physic	+	IAN		=	_____
electric					_____

5. Vocabulary Exercises

A. Match the occupation on the left with the job description on the right.

_____	1.	plumber	A.	designs houses and building
_____	2.	carpenter	B.	fixes water pipes, toilets, sinks
_____	3.	architect	C.	repairs engines
_____	4.	electrician	D.	installs and fixes light, wiring, etc.
_____	5.	bricklayer	E.	has the job of designing things
_____	6.	designer	F.	builds furniture, houses
_____	7.	painter	G.	gives lectures, usually in a university
_____	8.	scientist	H.	paints pictures or the interior and exterior of buildings
_____	9.	lecture	I.	works in the science industry and do many experiments.
_____	10.	mechanic	J.	helps to build houses using bricks

B. Match the quality with the correct definition.

_____	1.	responsible / dependable / reliable	A.	comes on time
_____	2.	punctual	B.	doesn't fire easily
_____	3.	energetic	C.	acts like an adult, not a child
_____	4.	mature	D.	does what he / she says he / she'll do
_____	5.	honest	E.	has good manners
_____	6.	conscientious	F.	works well with others
_____	7.	polite	G.	tells the truth, doesn't lie or steal
_____	8.	co-operative	H.	takes the job seriously

_____	9. thorough	I.	orderly works according to plans
_____	10. patient	J.	can accept new or different ideas
_____	11. organized	K.	stays with the job, doesn't give up easily, can wait without being mad
_____	12. open-minded	L.	does a good job, doesn't forget anything, pays attention to detail
_____	13. neat	M.	correct
_____	14. flexible	N.	can accept change easily
_____	15. accurate	O.	clean and tidy, not messy
_____	16. motivated	P.	pushes oneself to do a good job
_____	17. creative	Q.	not lazy
_____	18. hard-working	R.	can control oneself
_____	19. resourceful	S.	has a talent for making new things and new ideas
_____	20. disciplined	T.	good at solving problems with whatever is available
_____	21. well-groomed	U.	sociable, not shy
_____	22. articulate	V.	neat and clean in appearance
_____	23. self-confident	W.	feels good about him / herself
_____	24. out-going	X.	speaks well

C. Fill in the blanks with the correct word or expression from the list below.

well-groomed	mature	reliable	strengths	motivated
cooperative	creative	punctual	thorough	energetic
organized	accurate	flexible	patient	neat

1. A person who can adapt to change easily is _____ .
2. Mary is a very _____ person. I can always depend on her.
3. Architects are usually very _____ people.
4. It is important for an electrician to be _____ in his / her work.
5. You don't have to be very _____ if you work on construction. It is different if you are working with the public.
6. He is rarely on time. He is not a very _____ person.
7. An _____ person plans things carefully and keeps things in order.
8. A _____ student likes to learn and doesn't have to be pushed to do it.
9. She is a very _____ worker. She completes everything and pays attention to every detail.
10. He is not very _____. He doesn't work well with his co-workers.
11. His desk is never _____. He can never find anything on it.
12. He hates waiting in lines. He is not a very _____ person.
13. He is a very _____ person. He can work long hours and never gets tired.

14. Even though he is still a teenager, he is very _____ and responsible.
 15. When an interviewer asks you about your _____, he wants to know about your good qualities.

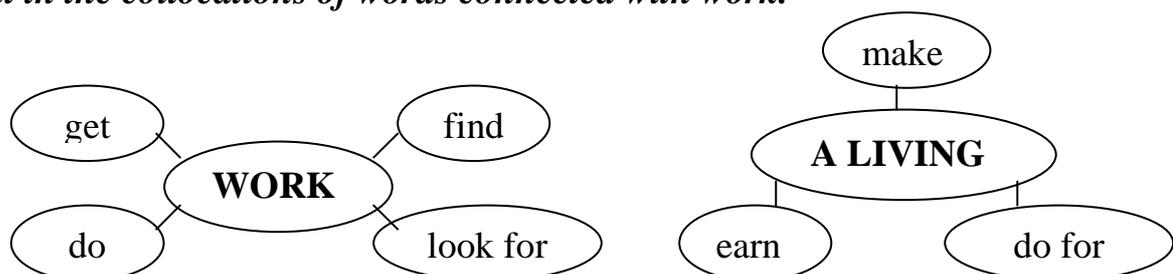
D. Match the expressions connected with work with the correct definition.

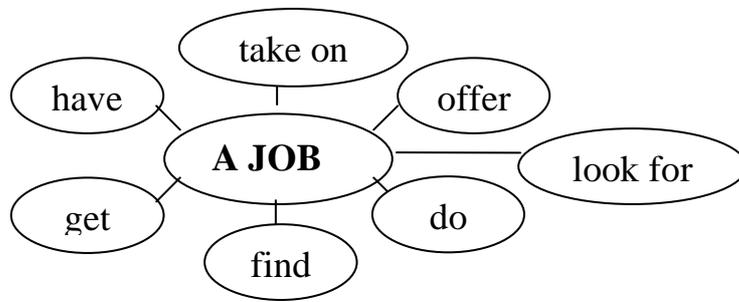
- | | |
|-------------------------------|--|
| _____ 1. to work shift-work | A. to have flexible working hours |
| _____ 2. to be on flexi-time | B. to have regular day work |
| _____ 3. to work nine-to-five | C. to work nights one week, days next |
-
- | | |
|--|--|
| _____ 4. to go / be on strike | D. to be thrown out of your job |
| _____ 5. to get the sack / to be fired / to be dismissed | E. to be thrown out, no longer needed |
| _____ 6. to be made redundant / to be laid off | F. to have industrial dispute |
-
- | | |
|--|---|
| _____ 7. to give up work | G. to retire at 55 |
| _____ 8. to be on / take maternity leave | H. to be ill |
| _____ 9. to be on / take sick leave | I. to expect a baby |
| _____ 10. to take early retirement | J. to stop working in order to study |
-
- | | |
|------------------------------|------------------------------------|
| _____ 11. to be a workaholic | K. to fill in forms |
| _____ 12. to be promoted | L. to love work too much |
| _____ 13. to apply for a job | M. to get a higher position |

Using some of these expressions, say what you think has happened or is happening. The first has already done for you.

- I'm not working now; the baby's due in 3 weeks. She's **on maternity leave**.
- I lost my job. They had to make cutbacks.
- He's enjoying life on a pension, although he's only 58.
- One week it's six-to-two, the next it's nights.
- They've made her General Manager as from next month!
- I was late so often, I lost my job.
- I get in at nine o'clock and go home at five.
- Your trouble is you are obsessed with work!

E. Fill in the collocations of words connected with work.





I'd love to (1) _____ a job in civil engineering, but it's not easy without qualification. Since I have to earn a (2) _____ somehow. I'll have to get (3) _____ wherever I can find it. I've been (4) _____ some part-time work working as a bricklayer, but I'm not sure I want to (5) _____ it _____.

F. Practice choosing the right word when speaking in English about what a construction worker does.

Construction worker

A construction worker is a general term for someone who works on a construction (1) _____ (*sight/site*). Many of these jobs require a lot (2) _____ (*physical/physique*) labor. A construction worker, depending on the skills he/she (3) _____ (*promises/possesses*) (= has), can be involved in any step of the construction (4) _____ (*plan/process*). Construction workers can help build both residential and (5) _____ (*commercial/advertisement*) buildings. Most of the time, the workers are (6) _____ (*overlooked/overseen*) by a foreman, who makes sure that things are done (7) _____ (*properly/proper*). Construction work can be (8) _____ (*exhausting/existing*) (= extremely tiring), so one has to be in good physical (9) _____ (*mood/shape*) to be able to handle this type of work. Although some construction jobs require formal training, a lot of the more (10) _____ (*manual/tough*) (= physical) jobs do not.

6. Grammar Focus

A. Singular and Plurals

- General rule is singular form + *s*: a car – two cars
 - after *s, ch, x, z* the plural is formed by adding *es*: a boxes – two boxes
 - *y* after a consonant is changed to *ie* before the plural *s*: a city – two cities
 - *y* after a vowel is not changed: a boy – two boys
 - After *o* the plural is usually formed by adding *es*: a tomatoes – two tomaes
- In English there are nouns which are used only in the plural.
 - **Pair nouns:** binoculars, headphones, pyjamas, scales, shorts, tights
 - **Nouns not used in the singular (headwords):** wages, people, police
 - **Nationalities:** the Dutch, the British, the English, the French, the Welsh
- In English there are nouns which are used only in the singular.
 - **Collections:** *luggage, jewellery*
 - **some nouns ending in –s:** *athletics, billiards, crossroads, darts, eco-*

nomics, gymnastics, maths, mumps, politics, series
 – **special nouns:** *advice, damage, work*

➤ These nouns have irregular plural forms. They often make their plurals according to the rules of the language they were taken from (e.g. Latin or Greek). Sometimes there is more than one plural form possible or these forms have different meanings. Always use a good dictionary when using foreign plurals. Here are some examples: analysis – analyses, criterion – criteria, datum – data.

B. Choose the correct form of the verb according to the number of noun.

1. Where _____ my **jeans**? (to be)
2. Her **glasses** _____ lost. (to be)
3. These **scissors** _____ well. (not cut)
4. Male **cattle** _____ called bulls. (to be)
5. New **clothes** _____ bought him yesterday. (to be)
6. The **stairs** _____ very dangerous. (to be)
7. The **wages** _____ paid on the last day of the month. (to be)
8. Three **people** _____ killed in the car crash last Friday evening. (to be)
9. Look! The **police** _____ coming. (to be)
10. New **furniture** _____ bought last week. (to be)
11. **The fruit** _____ fresh. (to be)
12. Your **hair** _____ lovely. (to look)
13. Good evening. Here _____ the **news**. (to be)
14. **Physics** _____ our first lesson on Monday morning. (to be)
15. **Progress** _____ made in developing new technologies. (to be)
16. **The United States** _____ a country with 50 federal states. (to be)
17. My Maths **homework** _____ not easy. (to be)
18. All **information** on the hotel _____ on our web-site. (to be)
19. His **knowledge** of English _____ excellent. (to be)

C. Give the plural of the following words of Greek and Latin origin after the models and read them.

- Radius – radii: focus, nucleus, terminus, syllabus
 Stratum – strata: datum, curriculum, medium, spectrum
 Formula – formulae: antenna
 Index – indices: appendix, matrix, radix
 Series – series: species
 Phenomenon – phenomena: automaton, criterion
 Analysis – analyses: axis, basis, diagnosis, thesis

D. Possessive Case

➤ **Possessive Case of Nouns** indicates ownership, measurement, or source.

adding 's or only '	of-phrase
usually used for people	usually used for things

Ronny's brother the boss's problem Emma and Nicole's school project the women's conference the men's training camp the students' projects the Johnsons' house	the name of the school
---	-------------------------------

➤ If there is a relation to people when using the possessive case with unanimated things, often the 's is added instead of using an **of-phrase**.
 Germany's economy or the economy **of** Germany

➤ When using the possessive case with a time, s is added.
 a three week's holiday

E. Use 'of-phrase' instead of the Possessive Case in the following word-combinations.

Our country's technical achievements, the engineer's design, our country's advanced science, Ukraine's scientific-technological potential, mankind's greatest advance, contemporary engineers' creative initiative, Ukraine's leading position, world's first space flight, higher technical establishment's curricula, the designer's overall problem.

F. Use the Possessive Case of the Nouns where it is possible.

The talent of the engineer, the discovery of the scientist, the labour resources of the country, the training of the engineers, the [post-graduates of the institute, the invention of our research workers, the abilities of the man, the contribution of our scientists, scientific groups and societies of the students of our academy, training of highly qualified specialist.

G. Simple Tenses. Active and Passive Voice

Simple Tenses in Active Voice			
TENSE	AFFIRMATIVE NEGATIVE QUESTION	USE	SIGNAL WORDS
Present Simple	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> • action in the present taking place once, never or several times • facts • actions taking place one after another • action set by a timetable or schedule 	always, every..., never, normally, often, seldom, sometimes, usually

Past Simple	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> • action in the past taking place once, never or several times • actions taking place one after another • action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday		
Future Simple	A: He will speak. N: He will not speak. Q: Will he speak?	<ul style="list-style-type: none"> • action in the future that cannot be influenced • spontaneous decision • assumption with regard to the future 	in a year, next..., tomorrow		
Passive Voice					
<ul style="list-style-type: none"> ➤ Passive voice is used when the focus is on the action. ➤ Subject + finite form of <i>to be</i> + Past Participle (3 column of <u>irregular verbs</u>) A letter was written. My bike was stolen. A mistake was made. ➤ When rewriting active sentences in passive voice, note the following: <ul style="list-style-type: none"> – the object of the active sentence becomes the subject of the passive sentence – the finite form of the verb is changed (<i>to be</i> + Past Participle) – the subject of the active sentence becomes the object of the passive sentence (or is dropped) 					
TENSE		SUBJECT	VERB	OBJECT	
Simple Present	<i>Active:</i>	Tom	builds	a house.	
Simple Past	<i>Passive:</i>	A house	is built	by Tom.	
Simple Future	<i>Active:</i>	Tom	built	a house.	
Simple Future	<i>Passive:</i>	A house	was built	by Tom.	
Simple Future	<i>Active:</i>	Tom	will build	a house.	
Simple Future	<i>Passive:</i>	A house	will be built	by Tom.	
		SUBJECT	VERB	OBJECT 1	OBJECT 2
	<i>Active:</i>	Tom	built	a house	for us.
	<i>Passive:</i>	A house	was built	for us	by Tom.
	<i>Passive:</i>	We	was built	a house	by Tom.

H. Complete the sentences (Active or Passive Voice). You must either use Simple Present or Simple Past.

The Statue of Liberty

1. The Statue of Liberty (*to give*) _____ to the United States by France.
2. It (*to be*) _____ a present on the 100th anniversary of the US.
3. The Statue of Liberty (*to design*) _____ by Frederic Auguste Bartholdi.
4. It (*to complete*) _____ in France in July 1884.

5. In 350 pieces, the statue then (*to ship*) _____ to New York, where it (*to arrive*) _____ on 17 June 1885.
6. The pieces (*to put*) _____ together and the opening ceremony (*to take*) _____ place on 28 October 1886.
7. The Statue of Liberty (*to be*) _____ 46 m high (9 m including the base).
8. The statue (*to represent*) _____ the goddess of liberty.
9. She (*to hold*) _____ a torch in her right hand and a tablet in her left one.
10. On the tablet you (*to see / can*) _____ the date of the Declaration of Independence (July 4, 1776).
11. Every year, the Statue of Liberty (*to visit*) _____ by many people from all over the world.

I. Complete the sentences (Active or Passive Voice). You must either use Simple Present or Simple Past.

Portal Dolmen

1. Portal dolmens (*to be*) _____ ancient tombs.
2. They (*to build*) _____ about 6000 years ago.
3. In order to build such a tomb, ancient people (*to put*) _____ up big stones.
4. These standing stones then (*to form*) _____ the walls.
5. Another huge stone, the cap stone, (*to place*) _____ on top of the other stones.
6. Finally, the tomb (*to have*) _____ the form of a little chamber.
7. In that chamber, the dead person (*to bury*) _____.
8. Then the entrance to the tomb (*to close*) _____ with another stone.
9. Nowadays, portal dolmens (*to see / can*) _____ in Ireland, Wales and Scotland.
10. They (*to call*) _____ portal dolmens because they (*to look*) _____ like a huge doorway (or portal).

J. Rewrite the active sentences in Passive Voice and the passive sentences in Active Voice.

- **Active:** Many people visit Washington.
- **Passive:** _____

- **Active:** _____
- **Passive:** The White House was built by James Hoban.

- **Active:** _____
- **Passive:** The White House and the Capitol are connected by Pennsylvania Avenue.

- **Active:** In the Capitol, workers are building a visitors center.
- **Passive:** _____

- **Active:** They will probably finish it in 2012.
- **Passive:** _____

7. Speaking Practice

A Job Interview

A. Make up dialogue choosing the correct phrases below.

Kent is going to have a job interview the next day. His friend Reese is trying to give him some advice.

I hope so. So, how was your interview? Thanks. I'll keep that in mind.

Reese: _____ .

Kent: I haven't gone to the interview yet. It's tomorrow. I'm so nervous.

Reese: Don't worry. You should do fine. You have the experience.

Kent: _____ .

Reese: Remember, they want someone who works well with people. You've got to show them how easy-going and personable you are!

Kent: _____ .

B. Match the question on the left with the answer on the right.

- | | |
|---|---|
| _____ 1. Good morning Ms Brandies, please have a seat. | A. Good morning, it's a pleasure to meet you. |
| _____ 2. Could you tell me who you work for at the moment? | B. I was offered a more interesting position at Frank and Banowitz. |
| _____ 3. How long have you worked for them? | C. I work for Frank and Banowitz construction company. |
| _____ 4. And how long have your been working in the construction department? | D. I've been in the construction department for the past six months. |
| _____ 5. You know this job requires a lot of travel. Have you done much traveling for business? | E. I've been working for Frank and Banowitz for the past three years. |
| _____ 6. And why did you leave that position? | F. The schools I've worked for have all had increased registrations as a result of my collaboration. |
| _____ 7. Have you had any experience in sales? | G. Yes, I've spent a few years working part-time as a construction project consultant for schools offering summer courses. |
| _____ 8. That's interesting. How successful have you been? | H. Yes, the job I had before Frank and Banowitz required me to travel monthly. |

C. Put the questions and the answers into the correct order to make conversation.

Kent is applying for a new job and is very confident about himself.

- _____ 1. **A. Reese:** Well, good luck, then.
Kent: Thanks. I hope it helps.
- _____ 2. **B. Reese:** What are your chances of getting that job?
Kent: I believe I have a very good chance. The director seems to like me.
- _____ 3. **C. Reese:** This Friday? Looks like they want to hire the person as quickly as possible.
Kent: Yeah! I think so, too.
- _____ 4. **D. Reese:** Oh. How did it go?
Kent: I think I did well. They said they would make a decision by this Friday.
- _____ 5. **E. Reese:** Hi, Burt. I heard you're looking for a new job.
Kent: Yeah. I just had an interview yesterday.

8. Writing Skills

A. Read Mark and Tony's conversation and write down a short composition about Tony's occupation.

Working as an Engineer

Mark: What kind of job in Kuwait?

Tony: Oh it would be ahh...well...it could be a number of things...in...civil engineering...you know...maintenance on the base...maintenance on the base, you know...evaluating contracts.

Mark: Are you a civil engineer?

Tony: Well I'm not a cil..an engineer as in a graduate engineer but I'm an engineer as far as managing construction projects, but having a degree as an engineer, no.

Mark: Right.

Tony: Yeah...but working in that background...under an engineer, yes. I would manage...you know...manage the job...or whatever.

B. Make up sentences that describe what kind of work each profession perform.

Architect		a group of other factory or building workers.
Civil engineer		an apartment building.
Electrician	is in charge of is responsible for	connecting, installing and repairing electrical equipment.
Fitter		designing and building engines, machines, roads, bridges.
Foreman		designing, planning or creating buildings, etc.
Planner		making repairs in apartment building.
Steeplejack		planning the building of large structures such as bridges.
Structural engineer		planning the growth and development of a town.
Superintendent		putting together or repairing equipment.
Superintendent		repairing towers, tall chimneys etc.

UNIT FOUR. BUILDING MATERIALS

Pre – reading Activity

- ✓ What materials are obtained from ‘out of the ground’?
- ✓ Which natural smooth material is used on roofs?
- ✓ What purposes are building materials used?

Make sure you know these words:

slate	– шифер
tile	– черепиця
straw thatch	– солом’яний дах
roofing felt	– руберойд

1. Read some texts about building materials, the italicized word and word combination write down in your vocabulary and learn by heard.

Materials for Building Construction

Homes and other buildings all over the world are built using a *wide range* of different materials. Each material is specially chosen for the job it has to do.

Houses can *be made* of many *different materials*. You might live in a house *built* mainly *of bricks*, or in a block of flats *built of concrete*. Bricks and concrete *are the most common building materials used*. Some other building materials you might see used are *stone, wood, plastics* and *metal*.

You will probably see many different kinds of materials *used for* building roofs; this may include *grey slate, red tiles, straw thatch, metals* and *green or black roofing felt*.

Reading Comprehension.

A. Answer the question below.

1. What natural building materials do you know?
2. What manufactured materials are used for construction?

B. According to the text find out if the statements are true (T) or false (F).

1. Building materials are used in the construction industry to create building structure.
2. Building material is any material which is used for construction purpose.
3. Living spaces and their related structures are created using myriad materials, from mud to metal, and from plastic to grass.

Reading articles about building materials write down necessary facts into the table.

Building material	Natural / Manufactured	How can people get it?	Forms	Colours	Characteristics	Where can people use it?
Sandstone	natural	from	stones	red or	soft;	castles;

		rock	of different forms	light brown	can be worn away by weathering; not very hard	old town walls
Sand ...						

Make sure you know these words:

weathering	– вивітрювання, ерозія
roasting	– обпалювання
kiln	– випалювальна піч
paving slab	– тротуарна плитка
reinforced concrete	– залізобетон

Read the text and answer the questions after it.

Sand, Cement and Concrete

Sand, cement and *concrete* are materials used for building. Sand is a *natural material obtained from* the ground. Cement and concrete are *manufactured materials*.

On its own, sand is not much good as a building material. It is too soft and the grains do not stick together. When sand *is mixed with* other materials, it becomes a very *useful building material*.

Sand *is made up* of very tiny grains of rock, found at the seaside or in a rock called *sandstone*. Sandstone is used as a building material. It can be either red or light brown. Many castles and old town walls in some areas were built of sandstone. It has a disadvantage of being a soft stone. It can be worn away by the action of the weather, this is known as weathering. Sandstone is not very hard.

Cement *is made by* roasting a *mixture of chalk* or *limestone* and a *clay* in a very hot *oven* called a *kiln*, once it is cool, it is crushed to powder which is called cement.

Cement is an important building material, used to make *mortar* for building walls. Mortar is a mixture of sand, cement and water. A brick layer builds up the walls of bricks, using mortar to stick the bricks together. Mortar sets very hard.

Concrete is made by mixing tiny stones called *gravel* with sand, cement and water. This makes a *stiff mixture*, like paste, which in a few hours sets very hard. *Paving slabs are* often *made out of* concrete. You can clearly see the tiny gravel stones in the slabs as they become worn and chipped.

Extra-strong concrete, called *reinforced concrete*, is made **by adding steel rods** before the mixture sets. Reinforced concrete can be used for buildings such as blocks of flats or offices. It is also used for building motorways, bridges and structures which need to be very strong. The channel tunnel is built of huge amounts of reinforced concrete.

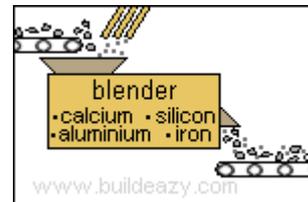
1. What is the difference between cement and concrete?
2. How do we get concrete?
3. What materials is the cement made of?

4. How is cement made by?

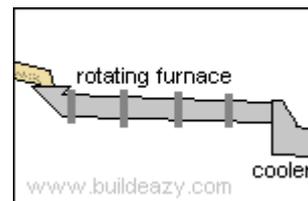
Read the text and match passages below with the correct picture.

How Cement Can Be Made

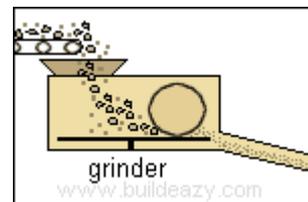
1. Limestone is taken from a quarry. It is the major ingredient needed for making cement. Smaller quantities of sand and clay are also needed. Limestone, sand and clay contain the four essential elements required to make cement. The four essential elements are calcium, silicon, aluminum and iron.



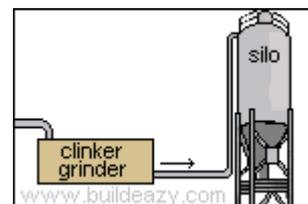
2. Boulder-size limestone rocks are transported from the quarry to the cement plant and fed into a crusher which crushes the boulders into marble-size pieces.



3. The limestone pieces then go through a blender where they are added to the other raw materials in the right proportion.



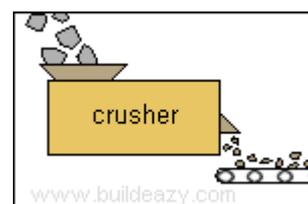
4. The raw materials are ground to a powder. This is sometimes done with rollers that crush the materials against a rotating platform.



5. Everything then goes into a huge, extremely hot, rotating furnace to undergo a process called 'sintering'. Sintering is to cause to become a coherent mass by heating without melting. In other words, the raw materials become sort of partially molten. The raw materials reach about 1480°C inside the furnace. This causes chemical and physical changes to the raw materials and they come out of the furnace as large, glassy, red-hot cinders called 'clinker'.



6. The clinker is cooled and ground into a fine gray powder. A small amount of gypsum is also added during the final grinding. It is now the finished product – Portland cement.



The cement is then stored in large holding tanks where it awaits distribution.

The cement is usually shipped in bulk in purpose-made trucks, by rail or even by barge or ship. Some is bagged for those who want small quantities.

Make sure you know these words:

rock	– бруківка
pebble	– ракушки
flint	– кремній
hard-wearing material	– зносостійкий матеріал
pebble-dashed walls	– прикрашені ракушками стіни
stone chips	– щебінь

Read the text and match questions and answers correctly. Then answer these questions using information in the article.

Stone

Rocks, pebbles and *gravel* are all made of *stone*. Stone is a natural material which is dug from quarries in the ground.

Pebbles are found at the coast. They are pieces of stone rounded and smoothed by the action of the sea. It can be interesting to collect different coloured pebbles and to sort them. Some pebbles you might find could be *flint, granite* or sandstone.

The stone used for buildings is a *heavy material*. It is mostly used where there is a supply nearby. There are exceptions to this. Some of the stone is used in building. Stonehenge in England was brought to the site from south-west Wales, nearly 350 km away. Stone is a *hard-wearing material*.

Stone can be used to *decorate* houses. Some houses have *pebble-dashed walls*, where the house is coated with a thin layer of cement, then tiny pebbles are thrown into the effect. Flint is a particular kind of stone. It is sometimes used for decoration. Flint is very hard.

Most of the stone quarried is used as basis for road building. Stone provides roads with a hard, solid base or foundation. In road-surfacing, *stone chips* are mixed with *tar* to produce a hard-wearing surface.

Gravel is made up of small pieces of stone. It is *used in* making concrete and for surfacing paths and driveways around houses. Gravel is obtained from the ground. Where it is removed, it leaves huge holes in the ground. These usually are filled with water and become small lakes.

- _____ 1. How can we use stone? **A.** Natural stone is first of all a decorative material which means that it can be easily polished as well as processed. It is also versatile as it has the durability of one hundred to one hundred fifty years. It is also universal due the fact that it can be used for either interior or exterior decoration, classic or modern interior. What is more, natural stone is economic as its use in decoration is long term whereas its maintenance is 5-8 times cheaper as there is no need to repaint, etc.
- _____ 2. What types of stone are there? **B.** Natural stone goes from exterior to interior, from the open public to private closed area, from bath-

room to kitchen furniture, from fireplace to fountains, from terraces to staircase. It is used not only in modern but also in traditional interior and exterior architecture – decoration of flooring, walls, window sills, facades, plinths and fencing, etc.

- _____ 3. Why has stone been popular for many hundreds of years?
- C. Granite, marble, travertine and sandstone are some examples of natural stone.

Make sure you know these words:

seasoning

– витримування деревини на повітрі

bent

– згинати

manageable piece

– шматок установленого розміру

rot

– гнити

Read the text, answer the questions below.

Wood

Wood is a natural material obtained from trees. The trees are cut down, dried and sawn into *manageable pieces* called *planks*.

Before wood can be used it has *to be dried*. The process of *drying* wood is called *seasoning*. Wood is usually seasoned quickly in special ovens called kilns. It can be dried very slowly in the open air. Wood is a very useful material because:

- it can *be very strong*;
- it can *be bent easily*;
- it can *be of light weight*;
- it can *be shaped easily*;
- it can *be joined easily*.

Wood is used as a building material because it is easy to be cut and shaped. It can be joined using nails, screws or glue. If it is looked after, it will last for a long time. Wooden window frames and door frames can be painted. This helps to stop the wood from rotting.

1. What advantages and disadvantages have wood?
2. What is wood used for?

According to the article find out if the statements are true (T) or false (F).

1. Wood is one of the most popular building materials not only due to the technical characteristics it has but also the elegance it brings to your home interior.
2. Each type of wood has its own characteristics, i.e. level of hardness, level of moisture, stability, density, colour and texture.
3. Hardness of wood is the ability of wood to resist the dents of harder surfaces.
4. Wood stability helps to define how much and how quickly a certain type of wood has a tendency to change its dimensions in different moisture levels.
5. The wood needs to be dried and stored only in dry conditions.

Make sure you know these words:

firing	– обпалювання
adobe wall	– глинобитна стіна
cob wall	– глинобитна стіна
limewash	– вапнування (вапняна побілка)

Read the text and choose the one best answer A, B and C to the questions.

Clay

Clay is a natural material which *comes out* of the ground. It is made up of pieces of rock so tiny that they stick together to make a *soft substance*. When soft clay *is* dried or *baked* inside an oven or a kiln it becomes very hard. This process is called *firing*.

Bricks for building are made *by firing clay* at very high temperatures. This makes it very hard and ideal for walls. Walls are usually made by setting the bricks into a cement mixture called mortar. In Mexico, clay bricks are shaped, then dried in the sun. The bricks are stuck together with liquid clay to make walls. Walls built like this are called *adobe walls*.

Roof tiles and some water pipes are also made by firing clay at high temperatures.

In some parts of Britain, clay is used as a building material for *cob walls*. Cob walls are a mixture of clay, gravel, sand and straw, built up layer by layer. Houses built with walls of this material need to be made waterproof by coating with lime wash. Clay is a good insulator. It is very good at keeping temperatures at a constant level like stone.

1. What is the name of the processing clay drying?
 - A. It is called drying.
 - B. It is called seasoning.
 - C. It is called firing.
2. How can we use clay?
 - A. It is used to produce bricks, roofs tiles and water pipes.
 - B. It is used to produce rock and mortar.
 - C. It is used to produce adobe and cob walls.
3. What is the same between clay and stone?
 - A. Clay holds heat or cold, releasing it over a period of time.
 - B. Clay is a natural material.
 - C. They can be used to decorate houses.

Make sure you know these words:

rust	– іржавіти
decay	– гнити
rigid	– негнучкий
thermoset	– термореактивний пластик

Read the text and choose the one best answer A, B and C to the statements.

Plastics

Plastics are widely used for many different purposes. It is used for building because it will not rust or decay. This means plastics-coated window frames and doors are easier to look after than wooden ones, and they do not rot. They do not have to be painted.

There are many kinds of plastics, including *polythene* and nylon. They *are* all *made of chemicals* which *come from oil*. Most plastics *are not coloured* at first, so dye *is added* to colour them. Some plastics are *rigid* and will *snap* if you try to *bend* them. Others are *flexible* and *bend easily*. They can be quite soft. Some plastics can only be shaped once. They are called *thermosets*. Other plastics can change shape when heated. They are called *thermoplastics*.

1. Plastics is used for producing
A. plastics window frames and doors.
B. polythene and nylon.
C. chemicals.
2. The advantages of plastics are
A. unable to rust, to decay and to rot. It does not have to be painted.
B. rigidity and flexibility.
C. ability to be shaped once and change shape when heated.
3. Plastic materials consist of
A. chemicals come from oil.
B. polythene and nylon.
C. different chemicals.

Make sure you know these words:

window pane	– віконне скло
colourful stained glass window	– вітражне вікно
patio door	– великі скляні двері на балкон чи у сад
patterned glass	– скло з малюнком на поверхні
frosted glass	– матове скло

Read the text, answer the questions below.

Glass

Glass is a manufactured material. It is important in everyone's daily life. Glass is made by *heating sand* together with substances called *soda* and *lime* in a *furnace* until they *melt*. When it *cools*, the mixture will be glass.

Nobody really knows who first discovered how to make glass. It is thought that around 5,000 years ago, the Egyptians were already using it to make jugs and vases.

The Romans were the first to use glass window panes. These have since been found during archaeological excavations at places such as Pompeii.

Glass is used for windows because it can be made transparent and it lets the light through. You can see clearly through **transparent glass**. Glass for windows is made in very **large sheets**. It is then cut to size.

Many buildings, including churches sometimes have **colourful stained glass windows**. Many stained glass windows are very old. They may be pictures showing stories, or they may be made into bright patterns.

The windows of patio doors must be **toughened by safety glass** in case people walk into them. Safety glass is made so that it will not **shatter** and **splinter** if broken. It is very strong.

Patterned or frosted glass is often used for **bathroom windows**. This type of glass lets light in, but it is difficult to see through. It is **translucent**.

1. What is glass?
2. What kinds of glass are there?
3. Where is glass used for?

Read the text and do some tasks after the text.

Metals

Sixty of the hundred or so elements in the periodic table of the elements, **which** make up all known matter, are classified as metals. The remaining elements which include sulphur, chlorine, phosphorus or nitrogen, are simply called non-metals.

The best known metallic elements are iron, copper, zinc, tin, lead, aluminum, nickel, cobalt, magnesium, gold, silver, platinum, tungsten, chromium, manganese and mercury. We can distinguish two groups of metals: ferrous metals and non-ferrous metals. **The former** contain mainly iron, but in **the latter**, the basic material is a metal other than iron.

Ferrous metals include cast iron; wrought iron and steels. There are several different grades of steels. We can classify them according to **their** carbon content:

Low-carbon steels	0.07 – 0.15% carbon.
Mild-steels	0.15 – 0.25% carbon.
Medium-carbon steels	0.25 – 0.50 % carbon.
High-carbon steels	0.50 – 1.40 % carbon.

Non-ferrous metals include copper, zinc, lead, tin, etc...

The physical properties of metals differ greatly, chiefly in density (comparative weight) strength, hardness, elasticity, melting and boiling points under heat, and electrical and heat conductivity. In order to obtain the properties desired, metals are often blended with other metals, or even with non-metals such as carbon or silicon. These blended metals are known as alloys. Non-ferrous alloys include brass which is made from copper and zinc and bronze which is made from copper and tin.

Reading Comprehension.

A. Are these statements true (T) or false (F) according to the text. Correct the false ones.

1. Nitrogen and chlorine are non ferrous metals. ()
2. Iron is contained in brass and bronze. ()
3. Mercury is a non-ferrous metal. ()
4. There are 60 ferrous metals in nature. ()

B. Answer the following questions according to the text.

1. How many elements make up the matter?
2. What is an alloy?
3. In what way can we classify steels?

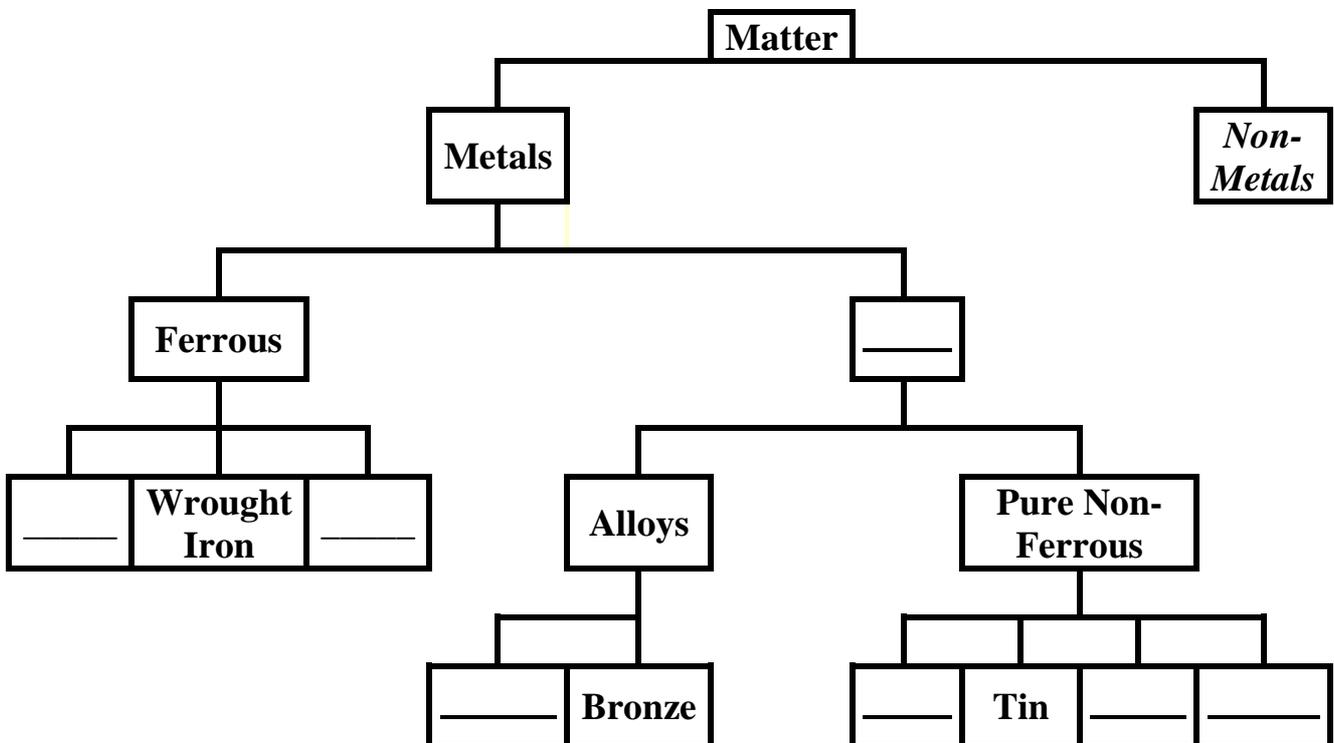
C. Find in the text words that are close in meaning to the following.

- | | | | |
|-----------------|-------|------------------|-------|
| 1. episodic | _____ | 4. concentration | _____ |
| 2. thing | _____ | 5. hotness | _____ |
| 3. constituents | _____ | | |

D. What do the underlined words in the text refer to?

1. which -> _____
2. The former -> _____
3. the latter -> _____
4. their -> _____

E. Read the text again the complete the following diagram classifying the metals.



2. Vocabulary Focus

A. Read the riddles try to find out what it is and write down this word into the crossword below.

					1.			2.	
	3. / 4.								
5.									

Down

2. It is made from either limestone or chalk. To manufacture it, the rock is quarried, crushed, mixed with small amounts of other minerals (clay or shale) and then heated to about 1450° Celsius. The material is cooled, powdered, sometimes mixed with other additives and then packed in waterproof bags. Builders mix its powder with sand and water and use it as an adhesive, called *mortar* to hold bricks and other building materials together. **What is it?**

4. It is a sedimentary rock, made up of tiny mineral particles that were originally part of another quite different rock. The original rock may have been changed by the Earth’s heat and movement, by chemical action and erosion. The particles were probably deposited in ancient seas and lakes. **What is it?**

Across

1. It is mainly made from clay. The clay is mixed with water, moulded, dried and then fired in a kiln. The colour of it depends on the mineral content of the original clay and the way that it is fired. **What is it?**

3. It is widely used in the building industry. It has been described as ‘the most versatile building material in the world. It can made into blocks or can be taken to site in a liquid form and set into any moulded shape as a solid. It gets stronger with time as crystals grow and interlock.’ It is a mixture of sand, cement, and gravel, crushed rock or recycled building waste to which water is added. **What is it?**

5. It is an obvious material in many buildings. The main ingredient in it is sand. If heated to 1700° Celsius the silica in sand would fuse to produce a glassy substance. However, by adding soda to the sand, the fusion process takes place at much lower temperatures. Soda ash is made from a chemical process involving both limestone and salt. **What is it?**

B. Fill in the blank with the correct adjectives according to the texts.

1. Stone is a _____ solid mineral substance.
2. Plastic is a light strong material that is produced by a chemical process, and which can be made into different shapes when it is _____.
3. Metal is a _____, usually shiny substance such as iron, gold, or steel.
4. Cement is a grey powder made from lime and clay that becomes _____ when it is mixed with water and allowed to dry, and that is used in building.

5. Concrete is a _____ substance used for building that is made by mixing sand, small stones, cement, and water.
6. Reinforced concrete is an _____ concrete with metal bars in it to make it stronger.
7. Granite is a very _____ grey rock, often used in building.
8. Glass is a _____ solid substance used for making windows, bottles etc.

C. Choose the following most suitable words to fill the gap in the text below.

1. Glass _____ humans about 4,500 years ago.
2. Glass is generally made of _____, _____, _____ and occasionally some other chemicals.
3. Glass _____ melting together all ingredients and cooling it at air temperature.
4. Concrete is made of _____, _____, _____, air, and crushed stones.
5. Cement _____ a mixture of elements that are found in natural materials such as _____, _____, sand and / or shale.
6. Cement mixed with _____, _____ and _____, forms concrete.
7. Cement mixed with _____, _____ and _____, forms mortar.
8. Concrete block _____ concrete and brick is made up of _____.
9. Plastic is made from _____, petroleum is a liquid fossil fuel which is formed underground.
10. Glue _____ natural sources or synthetically.

4. Vocabulary Development

A. Complete the table below using a dictionary. The first one has been done for you.

Noun (for material)	Adjective	Verb
sand	sandy	sand
	wooden	
		stone
glass		
	brick	
		concrete

B. Try to translate the sentences below correctly.

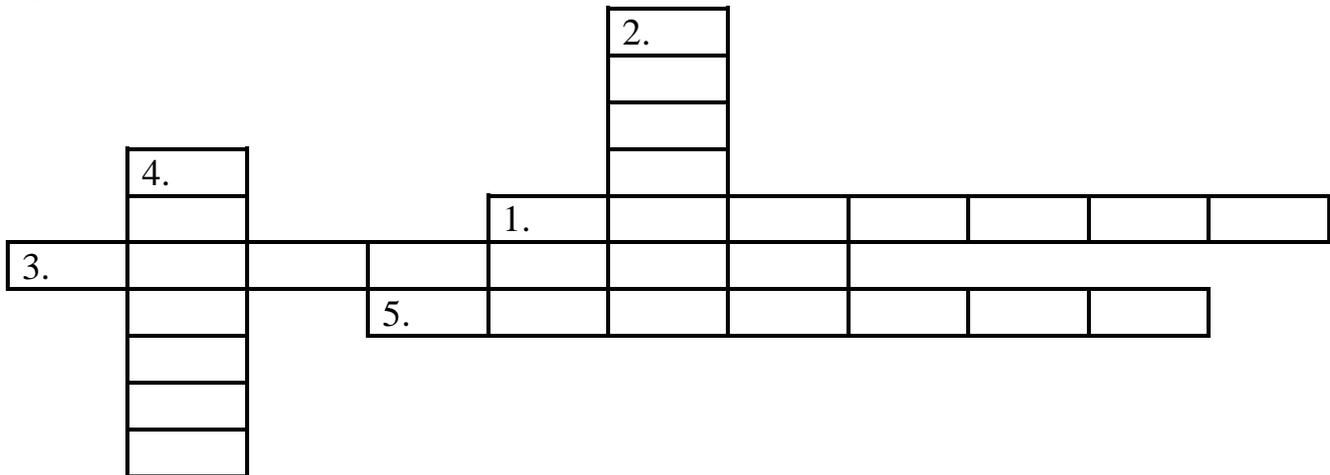
1. 1. Two bags of **cement** were parked behind the fence, and a stepladder there, leading to the top.
 2. Air pollution is also a major concern with lime and **cement** kilns.
 3. On the building site two workers are **cementing** the path near the house.
2. 1. Inside, the church has cream-washed walls, a **brick** floor and green painted pews.

2. **Brick** up the windows of this old house. – Ok. The windows will be **bricked** up.
 3. **To brick** is to construct, line, or pave with bricks.
 4. **Brick** is a rectangular block of clay baked by the sun or in a kiln; used as a building or paving material.
3. 1. The interior of the castle contains fine examples of intricately carved **wood** and plaster work, and is furnished from the 17th century onwards.
 2. A Cathedral was begun in 1136, but this mainly **wooden** structure was destroyed by fire forty years later.
4. 1. Lots of mud and the smell of wet **concrete**.
 2. We'll have to **concrete** the garden path.
 3. There are these huge **concrete** blocks, built where the ghetto used to be.
 4. The pier can be bolted directly to a suitable **concrete** floor.
5. 1. This will melt the **plastic** around the hole and seal it.
 2. These tiny building blocks are made of colorful translucent **plastic** and slot together to create amazing shapes, sculptures and detailed images... .
 3. We return the **plastic** bags to the grocery store for them to recycle.

C. Read the list of words.

friable	petrous	connect	massive	vitrous
---------	---------	---------	---------	---------

Find synonyms of the following words and write down them into the crossword below.



Down

2. What is the synonym to the 'stone'?
4. What is the synonym to the 'sandy'?

Across

1. What is the synonym to the 'to cement'?
3. What is the synonym to the 'glassy'?
5. What is the synonym to the 'concrete'?

5. Vocabulary Exercises

A. Write down the necessary words into the table below and make up sentences. The first has already been done for you.

What could they be made of ?



Paper



Sunglasses



Sandals



Mouse



Pencil



Belt



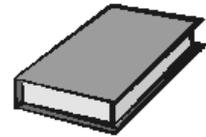
Ring



T-shirt



Sweater



Book



Tea pot



Scissors



Motorbike



Chair



Monitor

diamond	iron	leather	wood
cotton	silver	plastic	glass
gold	wool	clay	steel

1. Ring could be made of diamond.
- 2.

B. Find the correct answer.

What's it made of?

Materials of products



1. What are most of our shoes made of?
2. Most wedding rings are made of gold and _____.
3. What is your T-shirt made of?
4. My SONY TV is made in _____.
5. Cars are made of iron and _____.
6. Where are BMW and Mercedes cars made?
7. What are most tables and chairs made of?
8. What are our TV screens made of?
9. It is something we write on which is made of wood.
10. What are sweaters made of?
11. What animal does wool come from?
12. What are most shopping bags made of?
13. Some teapots are made of iron and silver. Others are made of _____.
14. It is used for drawing and writing and is made of wood.
15. It is used for telling the time and is usually made of glass, iron and _____.

C. Read the text about building materials of the pyramids builders, do tasks for each of part and find out if the statements after the whole text are true (T) or false (F).

Read Part 1 and decide which answer A, B, C and D best fits each space.

(1) _____ the pyramids were built with (2) _____ different stone materials. (3) _____ the material used was fairly rough, low grade limestone used to build the pyramid core, while fine white limestone was often employed for the outer casing (4) _____ to cover interior walls, though pink granite was also often used on inner walls. Basalt or alabaster was not uncommon (5) _____ floors, particularly in the mortuary temples and as was mudbricks to build walls within the temples (though often as not they had limestone walls).

Egypt is a country rich (6) _____ stone and was sometimes even referred (7) _____ as the 'state of stone'. In particular, Egypt has a great quantity of limestone formation, which the Egyptians called 'white stone'. The country is also rich in sandstone.

Limestone seems to have first been employed in the area of Saqqara, where it is of poor quality but layered in regular, strong formations (8) _____ as half a meter thick. This limestone is coarse grained with yellow to greenish gray shading. The layers are separated (9) _____ each other by thin layers of clay and the coloration may vary according to layer. It could often be quarried very near the building sites, and quarries have been found (10) _____ Saqqara, Giza and other locations.

- | | | | |
|-------------------|--------------|---------------|------------|
| 1. A. Many | B. Many of | C. Much of | D. Much |
| 2. A. a number of | B. number of | C. a number | D. number |
| 3. A. Most of | B. Most | C. Many | D. Much |
| 4. A. well as | B. as well | C. as well as | D. also |
| 5. A. to | B. by | C. from | D. for |
| 6. A. in | B. on | C. by | D. of |
| 7. A. to | B. – | C. of | D. at |
| 8. A. much | B. more | C. as much | D. as more |
| 9. A. from | B. by | C. – | D. of |
| 10. A. at | B. in | C. on | D. near |

Read the Part 2 and fill in the correct words derived from the words in brackets.

In order to quarry this stone, the blocks were marked out with just enough space in between each to allow for a small passageway for the (1) _____ (WORK) to cut the blocks. The workmen would use a number of (2) _____ (DIFFER) tools to cut the blocks, (3) _____ (INCLUDE) copper pickaxes and chisels, granite hammers, dolerite and other hard stone tools.

The finer, white limestone employed in the pyramids and mortuary temples was not as easy to quarry, and had to be found further from the (4) _____ (BUILD) site. One of the main sources for this limestone was the hills on the west bank of the Nile. This stone laid buried further from the surface, so tunnels had to be dug in order to reach the (5) _____ (ACT) stone quarry. Sometimes these deposits were as deep as fifty meters, and huge caverns had to be built to reach the quarry. Generally, large chunks of stone were removed, and then finely cut into blocks. The blocks were then moved to the building site on large (6) _____ (WOOD) sledges pulled by oxen. The path they took would be prepared with a mud

(7) _____ (LAY) from the Nile in order to facilitate the (8) _____ (MOVE).

Pink granite, basalt and alabaster were used much more (9) _____ (SPARING). Most of this material was moved from various (10) _____ (LOCATE) in southern Egypt by barges on the Nile. Pink granite probably most often came from the quarries around Aswan.

Add the necessary suffix to the verbs, put them into the Part 3 and read it.

connect +	construct +	inundate +
-----------	-------------	------------

Basalt, on the other hand was not as far away. Only recently have we discovered that most of the basalt used in pyramid (1) _____ came from an Oligocene flow located at the northern edge of the Fayoum Depression (Oasis). Here, we find the worlds oldest paved road, which led to the shores of what once was a lake. During the Nile (2) _____ each year, this lake made a (3) _____ to the Nile, so at that time, the basalt was moved across the lake and into the Nile for transport.

Complete the sentences using an appropriate conjunction from the box and read Part 4.

and	either	or	or
-----	--------	----	----

Alabaster is quarried from (1) _____ open pits (2) _____ underground. In open pits, veins of Alabaster are found 12 to 20 feet below the surface under a layer of shale which can be two (3) _____ three feet deep. The rocks have an average height of 16 – 20 inches (4) _____ a diameter of two to three feet. Much of the alabaster used in the pyramids probably came from Hatnub, a large quarry near Amarna north of modern Luxor.

Match each word on the left with a noun on the right to make up word combinations and put them in its correct place in the passage below.

- | | |
|-------------|--------------|
| 1. building | A. buildings |
| 2. city | B. deserts |
| 3. eastern | C. forms |
| 4. various | E. material |
| 5. wooden | F. types |

However, it should be pointed out that by even the end of the Old Kingdom, there were hundreds of (1) _____ of quarries scattered across the western and (2) _____, the Sinai and southern Palestine.

Mudbricks, of course were made throughout Egypt and were a common (3) _____ everywhere, in common homes and palaces and probably many (4) _____. The better mudbricks were fired, or 'burnt' in an oven, though it was not uncommon for mudbrick not to be fired, and so not as durable. Unfortunately, most structures built of mudbrick have not weathered the ravages of time well. They were built using (5) _____ and Nile mud mixed with various fillers.

1. Pyramid is a large stone building with four three-sided walls that slope in to a point at the top in Egypt. ()
2. The analysis determined the primary building materials were 'pinkish' granites, black and white granites, sandstones and various types of limestones. ()
3. The stones were transported up the pyramid with a system of sledges. ()
4. They used tools like the mallet (similar to the hammer), adze (similar to an axe), the chisel. ()
5. Limestone and sandstone were the main building stones of ancient Egypt. ()

6. Grammar Focus

A.

Degree of Comparison

Positive Form

- Use the positive form of the adjective if the comparison contains one of the following expressions:
 - as ... as, *e.g.* Jane is **as** tall **as** John.
 - not as ... as / not so ... as, *e.g.* John is **not as** (so) tall **as** Arnie.

Comparative Form and Superlative Form (-er/-est)

- one-syllable adjectives (clean, new, cheap).
- two-syllable adjectives ending in -y or -er (easy, happy, pretty, dirty, clever).

positive form	comparative form	superlative form
clean	cleaner	the cleanest

Exceptions in spelling when adding -er / -est

- silent 'e' is dropped, *e.g.* late – later – latest
- final 'y' after a consonant becomes *i*, *e.g.* easy – easier – easiest
- final consonant after short, stressed vowel is doubled *e.g.* hot – hotter – hottest

Comparative Form and Superlative Form (more/most)

- adjectives of three or more syllables (and two-syllable adjectives not ending in -y/-er)

positive form	comparative form	superlative form
difficult	more difficult	the most difficult

Comparative Form and Superlative Form (irregular comparisons)

positive form	comparative form	superlative form
good	better	the best
bad / ill	worse	the worst
little (amount)	less	the least
little (size)	smaller	the smallest
much / many	more	the most
far (place + time)	further	the furthest
far (place)	farther	the farthest
late (time)	later	the latest
late (order)	latter	the last
near (place)	nearer	the nearest
near (order)	-	the next
old (people and things)	older	the oldest
old (people)	elder	the eldest

B. Put the adjectives into the correct form.

1. Los Angeles is (**large**) _____ than Chicago.
2. But New York is the (**large**) _____ city of the United States.
3. The weather in Hollywood is (**good**) _____ than in New York or New Jersey.
4. Nestor Studios is the (**old**) _____ movie company in Hollywood.
5. Disneyland is (**interesting**) _____ than any other amusement park.

C. Fill in the correct form of the following adjectives.

1. London is the (**large**) _____ city in Great Britain.
2. No other British city has as (**many**) _____ inhabitants as London.
3. The London underground, the tube, is the (**old**) _____ underground in the world.
4. The Tower of London is one of the (**famous**) _____ London sights.
5. Another sight is the London Eye. With its 135 metres, it is (**tall**) _____ than any other big wheel in the world.

D. Complete these sentences using the names of different building materials from the box.

concrete	glass	plastics	polythene	reinforced concrete
sand	sandstone	stone	wood	granite

1. _____ is the softest.
2. _____ is the strongest.

3. _____ and _____ are the hardest.
4. _____ is the heaviest.
5. _____ is the most hard-wearing.
6. _____ and some kind of _____ are the most easily bent.
7. _____ is the lightest.
8. _____ is the most flexible.
9. _____ is the most transparent.
10. _____ is the softest stone.

E. Now write the sentences about these building materials using the following structure.

1. _____ is (much) softer than _____ .
2. _____ is (much) stronger than _____ .
3. _____ is (much) more hard-wearing than _____ .
4. _____ is (much) lighter than _____ .
5. _____ is (much) more flexible than _____ .
6. _____ is (much) more transparent than _____ .
7. _____ is as hard-wearing as _____ .
8. _____ is as flexible as _____ .
9. _____ is not so soft as _____ .
10. _____ is not so hard as _____ .
11. _____ is not so strong as _____ .
12. _____ is not so rigid as _____ .
13. _____ is not so light as _____ .
14. _____ is not so transparent as _____ .
15. _____ is (less) softer than _____ .
16. _____ is (less) stronger than _____ .
17. _____ is (less) more hard-wearing than _____ .
18. _____ is (less) lighter than _____ .
19. _____ is (less) more flexible than _____ .
20. _____ is (less) more transparent than _____ .

F. Put adjectives in the brackets in the correct form.

1. Burj Dubai in United Arab Emirates built in 2009 is _____ skyscraper in the world. Its height is 818m. (*tall*)
2. The Causeway un USA built in 1956 is _____ bridge in the world over water, measuring at 38,42 km long. (*long*)
3. Sydney harbour bridge in Australia is the world's _____ bridge. It has 16 lanes of car traffic, 8 lanes in the upper floor and 8 lanes in the lower one. (*wide*)
4. The world _____ bridge in Donghai Bridge in China with length of 32,5 km. (*long*)
5. Freedom Square in Kharkiv is the third-_____ one in Europe. Its area is 119,000m². The world _____ one is Tiananmen Square in China with area 440,000 m². (*large*)

6. The Seikan Rail Tunnel in Japan is _____ tunnel in the world at 53,9km, of which 23,3 km is under the seabed. It is also _____ one in the world. (*long; deep*)
7. The Channel Tunnel in UK and France is the second _____ one in the world with _____ underwater section. But it is _____ international tunnel in the world and _____ railway tunnel in Europe. (*long*)
8. Skara Brae in Scotland built in 3100 BC is _____ building in UK. (*old*)
9. The world _____ excavator is built in Germany and has weight 45,500 tons, height 95 meters and length 215 meters. (*big*)
10. Burj Al Arab Hotel in Dubai is the world's _____ hotel. It is the only 7 star hotel in the world. The cheapest room costs \$1000 per night. (*expensive*)
11. The world's _____ stadium is New Wembley Stadium in London. It costed \$1,6 billion. (*costly*)
12. _____ palace in the world is the Palace of the Parliament in Bucharest with more than 500 bedrooms, 55 kitchens and 120 sitting rooms. (*large*)
13. The World Water Park in Edmonton, Canada is the world's _____ indoor swimming pool. Its area is 5 acres. (*big*)
14. The Capital Gate in Abu Dhabi is _____ in the world. (*inclined*)
15. _____ building moved intact is the Fu Gang Building in China. It weighs 15,140,4 metric tones and is 34 m tall. (*heavy*)
16. Grande Dixence in Switzerland is _____ concrete dam in the world. Its height is 285m, length 700m. (*high*)

G. Participles

➤ There are three kinds of Participles in English: Present Participle, Past Participle and Perfect Participle. The first two form certain tenses and adjective forms. Apart from that, participles are also used to shorten sentences.

Present Participle

➤ The Present Participle is the *ing*-form. You surely know this form:

- from progressive / continuous tenses – I am *speaking*.
- as an adjective form – The film is *interesting*.
- as a gerund – He is afraid of *flying*.

➤ The Present Participle can be used to describe such verbs as *come, go, sit*.
e.g. The girl **sat** *crying* on the sofa.

➤ The Present Participle can also be used after verbs of the senses if we do not want to emphasize that the action was completed: *feel, find, hear, listen to, notice, see, smell, watch*.

e.g. Did you **see** him *dancing*?

➤ Furthermore, the Present Participle can be used to shorten or combine **active** clauses that have the same subject.

e.g. She left the house *and whistled*. – She left the house *whistling*.

e.g. *Watching TV*, she forgot everything around her.

e.g. I heard him *playing* the guitar.

Past Participle

➤ The Past Participle is the Participle that you find in the third column of lists with irregular verbs. You surely know this form:

- from perfect tenses – I have *spoken*.
- from passive voice – The letter was *written*.
- as an adjective form – I was *bored* to death.

➤ For irregular Participle forms see third column of irregular verbs. Regular verbs form the Past Participle by adding *ed*.

➤ The Past Participle can also be used to shorten or combine **passive** clauses that have the same subject.

e.g. The boy *was given* an apple. He stopped crying. – *Given* an apple, the boy stopped crying.

Perfect Participle

➤ The Perfect Participle can be used to shorten or combine clauses that have the same subject if ...

- ... one action (the one where the perfect participle is used) is completed before the next action starts.

e.g. *She bought* a bike and cycled home. – *Having bought* a bike, she cycled home.

- ... one action has been going on for a period of time when another action starts.

e.g. *He had been living* there for such a long time that he didn't want to move to another town. – *Having lived* there for such a long time, he didn't want to move to another town.

➤ The Perfect Participle can be used for Active and Passive Voice.

- Active Voice: having + Past Participle (*Having cooked*, he set the table.)
- Passive Voice: having been + Past Participle (*Having been cooked*, the food looked delicious.)

H. Read the text. Find and underline both types of Participles.

Houses in Other Countries

Home is one of the most important places in the world. It is the place where we live, where we keep our possession, where we belong to and feel safe. From the beginning of human history, people found or constructed homes.

Early people were wandering hunters and food gatherers. They would shelter in a cave or anywhere, that would protect them from the weather, wild beasts, and other dangers. Gradually, as they discovered how to make tools, people began to make shelters from natural materials.

Early builders learned how to create homes that suited the local environment and made use of the raw materials that nature provided. For thousands of years, earth, vegetation, stone and wood were traditional building materials.

Different people of different cultures developed their own distinctive ways of using them. Beside the lake of Titikaka in Peru, people build homes from reeds. Earth and rubble have long been used to build the homes high up in the mountains of Peru. Along the Sepik River in New Guinea, people build their homes on stilts to keep them safe from flooding. In the desert of New Mexico, native Americans build their homes out of sun-dried bricks called adobe. These homes have thick walls and tiny windows to keep out the summer heat and to keep in the warmth during winter. The houses in Western Samoa have a high roof and no side walls to keep it as cool and dry as possible. The traditional Korean house is built of wood and stone. Its roof of thick reed thatch helps to keep it warm and dry. Half-timbered houses are a feature of many European countries. The wooden frame of the building is filled in with woven twigs and plaster to make strong 'wattle and daub' walls. Stone walls and roofs of growing turf keep these cottages warm and dry in the wet climate of western Ireland. Where there is a good supply of trees, homes are built with wooden sides and roofs. In dry places where there was little good building wood, settlers made cottages out of blocks of turf.

In some other countries, building materials for houses can be different from those used here. Mud bricks are used for some houses in the hot, dry countries in Africa. If mud bricks were used in Britain, the rain would wash them away. Log cabin are sometimes built in the huge forests of Canada. Log cabins can be built quickly and cheaply using the local trees from the forest.

In Ethiopia, some homes are built using locally grown bamboo leaves and strong grasses. Houses like these provide shelter from the blazing sun.

On Greek islands, concrete houses are painted white to reflect the heat of the sun. They often have thick, rounded roofs of concrete to keep the inside of the house cool.

In the Far-East, in the countries such as Thailand, some houses in the countryside are built on wooden stilts. This stops them from flooding and allows breezes to cool them from beneath.

Homes around the world are built to cope with different conditions on different countries.

Answer the following questions.

1. Why do people need homes?
2. What were the traditional building materials for thousands of years?
3. Why do people use different kinds of natural building materials?
4. What is the difference between using building materials in different countries?
5. What natural building materials do people use?

I. Complete the sentences with the correct Participle.

1. Thank you for your **interesting / interested** offer.
2. We hereby send you the **signed / signing** contract.
3. Thank you for your letter **dating / dated** 30 March 2005.
4. **Enclosing / Enclosed** please find our order.
5. **Being / Been** responsible for the project, I put all my energy into it.
6. Do you know the man **talking / talked** to Tom?
7. We hereby return the **damaging / damaged** items.
8. The goods were more expensive than **expecting / expected**.
9. **Tidying / Tidied** up my desk, I found Mister Thompson's business card.
10. **Working / Worked** abroad, she hardly ever sees her family.

J. Combine the sentence using Past Participle.

1. Timbers are used for building purposes. Timbers are divided into two groups. They are called softwood and hardwood.
2. Plastics are artificial materials. they are used in construction work for a large number of purposes.
3. Foamed glass is made of fine-ground glass and frothing agent. It is a high-porosity heat insulating material, available in block.
4. Concrete is an artificial stone. It is made by mixing such natural ingredients as cement, sand and gravel or stone what is broken before.
5. Sand is made up of very tiny grain of rock. The rock is found at the seaside.
6. The strongest concrete is called reinforced concrete. It is made by adding steel rods before the mixture sets.
7. Many kinds of plastics are made of chemicals. The chemicals are come from oil.
8. Clay is a natural material/ it is obtained from the ground.
9. Wood is seasoned quickly in special ovens. They are called kilns/
10. Timber is a natural material. It is obtained from trees.

7. Speaking Practice

What Things Are Made of?

A. Match questions and answers to make up dialogues.

- | | |
|---|-----------------------------------|
| _____ 1. What is that? | A. It is made of wood and metal. |
| _____ 2. What do we use for? | B. We use it to hammer the nail. |
| _____ 3. What is it made of? | C. It was made in Germany. |
| _____ 4. Where was it made? | D. They were made in Germany too. |
| _____ 5. Where were these nails made? | E. It's a hammer |
| _____ 6. Was the window frame made of timber? | F. On. It was made of plastic. |

B. Put the following parts of conversation in the correct order.

_____ A.	Teacher	Very good. And now will you tell me what the different parts of the room are made of?
	Student	The walls are of stone, the door is of wood, and the windows are of glass.
_____ B.	Teacher	You are right. And what are the door-lock and key made of?
	Student	They are made of iron.
_____ C.	Teacher	That's right. And what do you know about glass?
	Student	The Egyptians were the first people who knew the secret of making glass. But the glass was very expensive, and they didn't use it even for windows. Glass is made of sand, soda and lime.
_____ D.	Teacher	If you look around, students, you will see some things in the lecture hall. Which of you can tell me what they are made of?
	Student	I can. The desk and blackboards are made of wood, the books and notebooks are made of paper, the pens of steel, the bags of leather.

C. Put the necessary information in the conversation to make up a dialogue about country side house project.

Customer: I would like to order a countryside house. Here is the project.
Foreman: Let's see. A _____ house with a _____ .
_____ rooms and _____ staircases. What will the foundation be made of? _____ ?
Customer: Yes, _____ .
Foreman: And what about the walls?
Customer: I want _____ . The _____ are large. By the way, the panes should be airtight. I want them to be double-glazing.
Foreman: We'll make them hermetic with putty. We put it in the grooves, and then fix the panes.
Customer: Excellent. The hinges and handles should be _____ .
Foreman: Ok. What types of roof would you like?
Customer: I want the _____ to be _____ , with a _____ garden.
Foreman: Do you have an interior-designer?
Customer: Yes, but the drafts aren't ready.
Foreman: What idea does he have?
Customer: There will be a mantelpiece in the _____ and the _____ will be decorated with _____ .
Foreman: _____ ?
Customer: Oh, no. panels must be made of _____ .
Foreman: What _____ do you prefer?
Customer: I think _____ is the best.

8. Writing Skills

Answer the question below and write down a short story about building materials which were used by three little pigs to build their own houses.

	Naff-Naff	Snuff-Snuff	Niff-Niff
The house was built of	brick. The house builder was building it for a long time.	stick in a great hurry.	grass in a great hurry.
		The Wolf sneezed on the houses and blew the house down.	

1. What materials did the pigs use to build their houses?
2. Why do you think they chose straw? Sticks? Bricks?
3. Which pig(s) chose a poor material for building a house?
4. What makes this a poor building material?
5. Are any of these materials like straw? Which? In what way is it like straw?
6. Are any of these materials like sticks or wood? Which? In what way is it like wood?
7. Are any of these materials like bricks? Which? In what way is it like a brick?
8. What other materials could they have used?
9. If you were going to build a house for the pigs, what material would you choose?
10. What makes this a good material for building a house?
11. What are the properties of the material?

UNIT FIVE. PARTS OF BUILDING

Pre – reading Activity

- ✓ What parts of building are the same for each building?
- ✓ What should be done at first to construct the house?
- ✓ What is the base of each building?

Make sure you know these words:

progress	– процес
coat of paint	– шар фарби
stability	– міцність
fire-resisting material	– вогнестійкий матеріал

1. Read the text 1 and complete sentences below.

Parts of Building

Almost everyone saw the construction of a building and followed its progress with interest.

First the excavation is dug for the *basement*, then the *foundation walls* below ground level are constructed; after this the *framework* is erected and clothed with various finishing materials and protected by several coats of paint.

The part upon which the stability of the structure depends is the *framework*. It is intended for safety carrying the loads imposed. The *floors, walls, roofs*, and other parts of the building must be carefully designed and proportioned.

The architect or designer must decide, what the size of the walls, the floors, the beams, the girders and the parts which make up the framework will be and how they will be placed and arranged.

Here are the main parts of a building and their functions.

Foundations serve to keep the walls and floors from contact with the soil, to guard them against the action of frost to prevent them from sinking and setting which cause cracks in walls and uneven floors.

Floors divide the building into *stories*. They may be either of timber or of a fire-resisting material. Walls are built to enclose areas and carry the weight of floors and roofs. The walls may be solid or hollow. The materials used for the walls construction can be brick, stone, concrete and other natural or artificial materials.

1. The excavation is dug _____ .
2. _____ is done first during the construction of a building.
3. The stability of the structure depends upon _____ .
4. The building is divided into stories by _____ .
5. The main parts of the building are _____ .
6. _____ keeps the walls and floors from contact with the soil.
7. The walls of a building serve for _____ .
8. The walls are made of _____ .
9. Floors are made of _____ .

Read the text 2, decide if the statements given below are true (T) or false (F).

Mr. Hudson sells his house. At the moment he is showing it to Mr. and Mrs. Willis.

– Here we are. And you can see, Mr. and Mrs. Willis, it's really quite a big *house*, with two *storeys*. *Upstairs* there are three *bedrooms* and a *bathroom*, and *downstairs* we have a large *dining room* and a *kitchen*. There is no *basement* under the house.

Before we go in, let's take a look at the house from the *outside*. I think you'll agree that *the front garden* is a nice size and the *hedge* around it makes it a little more private. There is a large *garage* from two cars next to the house. Now we look up there at the *roof*. It was repaired only four months ago, so you won't have any trouble from the rain. The *chimney* up there doesn't work any more. You see, the *fireplaces* were taken out when the *central heating* was put in.

Let's go in here through the *garden gate* and up *the path* to *the front door*.

I'll just open the door and here we are *inside*. Here's a little *hall* where we can hang our hats and coats. On your right there is the living room, and this door on your left leads into a small dining room. As you can see, it has a lovely *wooden floor*. The dining room and the kitchen are connected, so you can cook in the kitchen and serve the meals in the dining room. From the *kitchen window* you can have a pleasant view of the *back garden*, which has a strong *wooden fence* around it.

The house is *in excellent condition*. You'll have no problems with any of the *walls*, *floors* and *ceilings*. So any questions? Ah, yes, the price. Three bedrooms, a garage and a garden. Well, what do you think?

1. Mr. Hudson's agent is showing the house to perspective buyers. ()
2. There are three rooms, a bathroom and a shower upstairs. ()
3. The house is surrounded by a green fence which makes it more private. ()
4. The kitchen and the dining room are close to each other which makes cooking and serving meals easier. ()
5. The back garden has a green lawn and several flowerbeds. ()
6. Mr. Hudson was sure that the buyers would not have any problems with the house. ()
7. The price of the house satisfied both the buyer and the seller. ()

Answer the questions given below.

1. What do you like and what do you dislike about the Hudsons' house?
2. Can you think of any reasons why the Hudsons' are selling their house?
3. What kind of family do you think would buy the Hudsons' house? How many people could comfortably live in it?
4. Would you like to live in Mr. Hudson's house? Why? Why not?
5. If you decided to buy it, would you make any changes in the house? What kind?

Read text 3 and choose the correct statement A, B, C.

Mr. Smith's House

Mr. Smith's house has got four bedrooms, a living-room, a dining-room, a kitchen, a bathroom and a separate toilet. There is a toilet in the bathroom too. The bedrooms and the bathroom are upstairs, and the living-room, the dining-room, the kitchen and the toilet are downstairs.

The first bedroom is Mr. and Mrs. Smith's, the second one is John's, the third one is Mary's, and the fourth one is Anne's. Catherine's baby bed is in Anne's bedroom too.

When you enter Mr. Smith's house, the room on your left is the living-room, and the room on your right is the dining-room. The kitchen is behind the dining-room. The toilet is straight on, in front of you. There is a garden behind the house, but it is not big. There is a very small garden in front of the house too.

When you go upstairs, Mr. and Mrs. Smith's bedroom is on your left. The bedroom on your right is John's, and the bathroom is between his bedroom and Mary's. Anne's bedroom is behind Mary's.

There is a big bed and two big wardrobes in Mr. and Mrs. Smith's bedroom, and there is a small bed and a wardrobe in John's room. John and Mary's beds are big, and Anne's bed is small. The wardrobe in Mary's room is very big, and the wardrobe in John's room is small.

Anne's room has got blue walls, and there are white ships and green islands on them, because it is a child's bedroom. John's bedroom has got white walls, and Mary's has got grey walls. John has got pictures of horses on his walls, and Mary has got pictures of beautiful clothes.

1. **A.** Three of Mr. Smith's bedrooms are upstairs, and one of them is downstairs.
B. Mr. Smith's four bedrooms are downstairs.
C. Mr. Smith's four bedrooms are upstairs.
2. **A.** There is one toilet in Mr. Smith's house. It is downstairs.
B. There are two toilets in Mr. Smith's house. One of them is upstairs.
C. There is one toilet in Mr. Smith's house. It is upstairs.
3. **A.** The living room is upstairs.
B. The living room is downstairs.
C. The dining room is upstairs.
4. **A.** There are two beds in Anne's bedroom.
B. There is one bed in Anne's bedroom.
C. There are three beds in Anne's bedroom.
5. **A.** The kitchen is between the living-room and the dining-room.
B. The dining-room is between the living-room and the kitchen.
C. The living-room is between the dining-room and the kitchen.

6. **A.** There is a small garden in front of the house, and there is a big one behind it.
B. There is a small garden in front of the house, and there is a small one behind it.
C. There is a big garden in front of the house, and there is a big one behind it.
7. **A.** The bathroom is between the first bedroom and the second one.
B. The bathroom is between the second bedroom and the third one.
C. The bathroom is between the third bedroom and the fourth one.
8. **A.** John's bedroom is behind Mary's.
B. Mary's bedroom is in front of John's.
C. Mary's bedroom is in front of Anne's.
9. **A.** Anne's room is on a green island.
B. Anne's room is in a white ship.
C. Anne's room is a child's bedroom.
10. **A.** There are pictures in all of the children's bedrooms.
B. There are pictures in some of the children's bedrooms.
C. There aren't any pictures in the children's bedrooms.

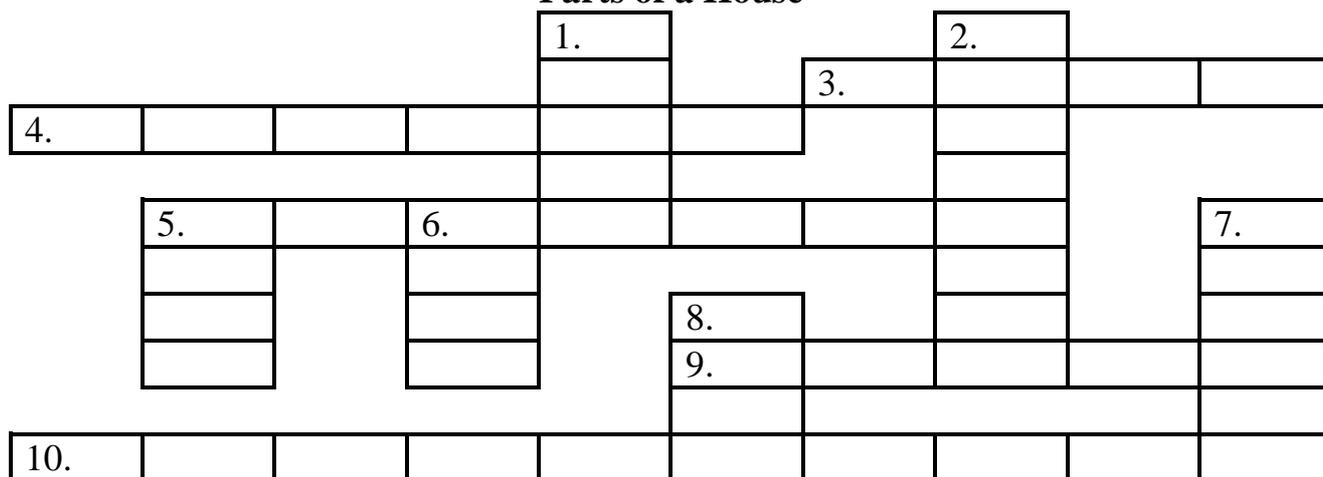
Answer the questions.

1. Where is Mr Smith's living room?
2. Which is bigger, Catherine's bed or Anne's?
3. Where are the toilets in Mr. Smith's house?
4. Is Catherine's bed in the third bedroom?
5. Which room is between the living room and the kitchen?
6. Where are the gardens?
7. Are the gardens big or small?
8. Where is the bathroom?
9. Where is Mary's room?
10. Which is smaller, Mr and Mrs Smith's bed, or Mary's?
11. Why is John's cupboard smaller than Mary's?
12. What colour are the walls near Catherine's bed?
13. Which bedroom has got horses on its walls?
14. Which bedroom has got pictures of beautiful clothes?
15. Which bedroom has got green islands on the walls?

2. Vocabulary Focus

A. Find the correct words across and down according to the explanation and write down then in the crossword puzzle.

Parts of a House



Across

- 3. you enter the house here
- 4. it is made of glass
- 5. you sleep here
- 9. it is at the top of the house
- 10. it gives you warmth

Down

- 1. it is under your feet
- 2. it is below the rooms
- 5. you can wash yourself in it
- 6. open it to go to another room
- 7. it is outside the entrance
- 8. it separates rooms

B. Fill in the blank with the correct word.

1. _____ is the flat surface that you stand on inside a building.
2. _____ is the solid layer of cement, bricks, stones etc that is put under a building to support it.
3. _____ is an upright flat structure made of stone or brick, that divides one area from another or surrounds an area.
4. Interior _____ is a solid structure that encloses a room. This word most often refers an interior structure of a building.
5. Exterior _____ is a solid structure that encloses a room. This word most often refers an external structure, like those found in a garden.
4. _____ is the structure that covers or forms the top of a building.
5. _____ is a set of stairs inside a building with its supports and the side parts that you hold on to.
6. _____ is a space in a house or building used for particular purpose.
7. _____ is an opening in a room or building to allow access to another space.
8. _____ is the inner, top part of a room.
9. _____ is an opening in a wall that allows visible access to the other side.

4. Vocabulary Development

A. Combine words to make Compound Noun.

bed
bath
rest

+

room

=

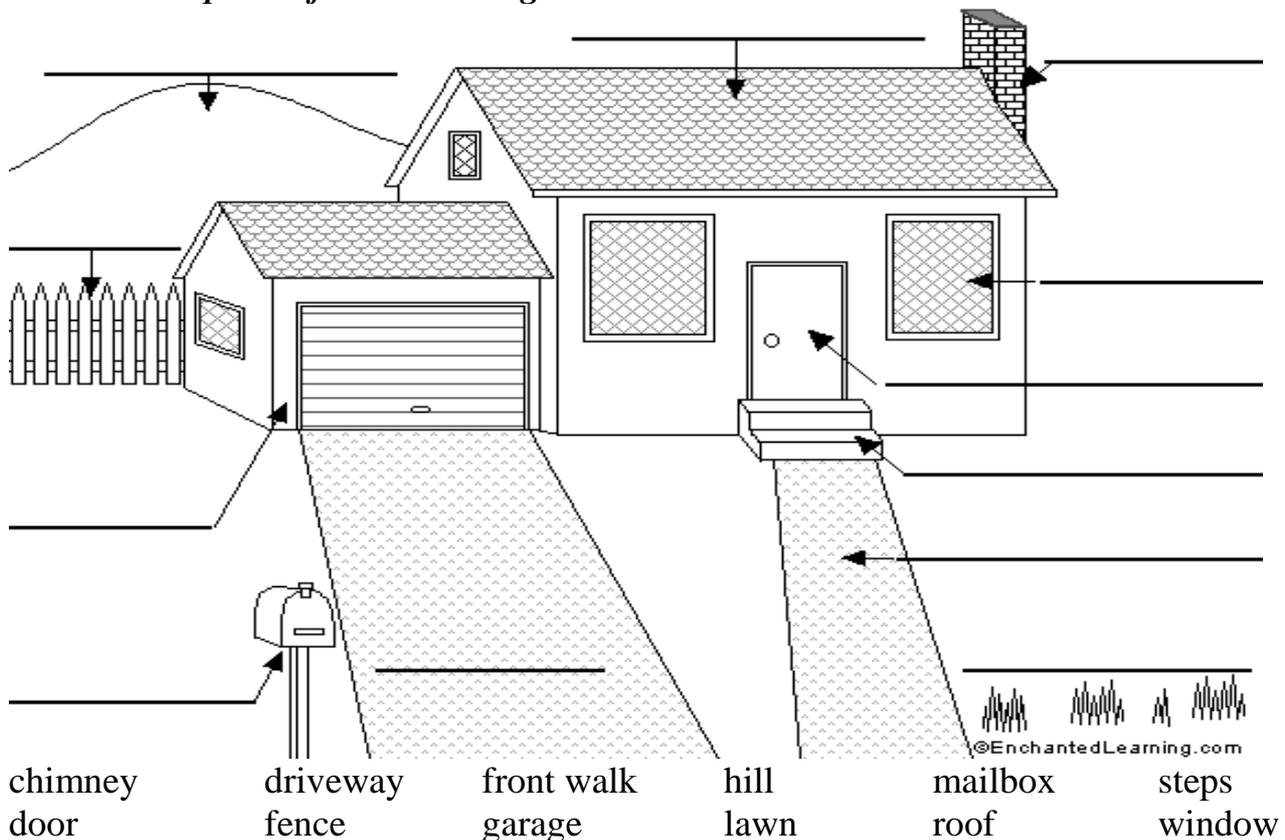
front
sitting
dining
boiler
drawing
family
guest

B. Put words from exercise A in the sentences below.

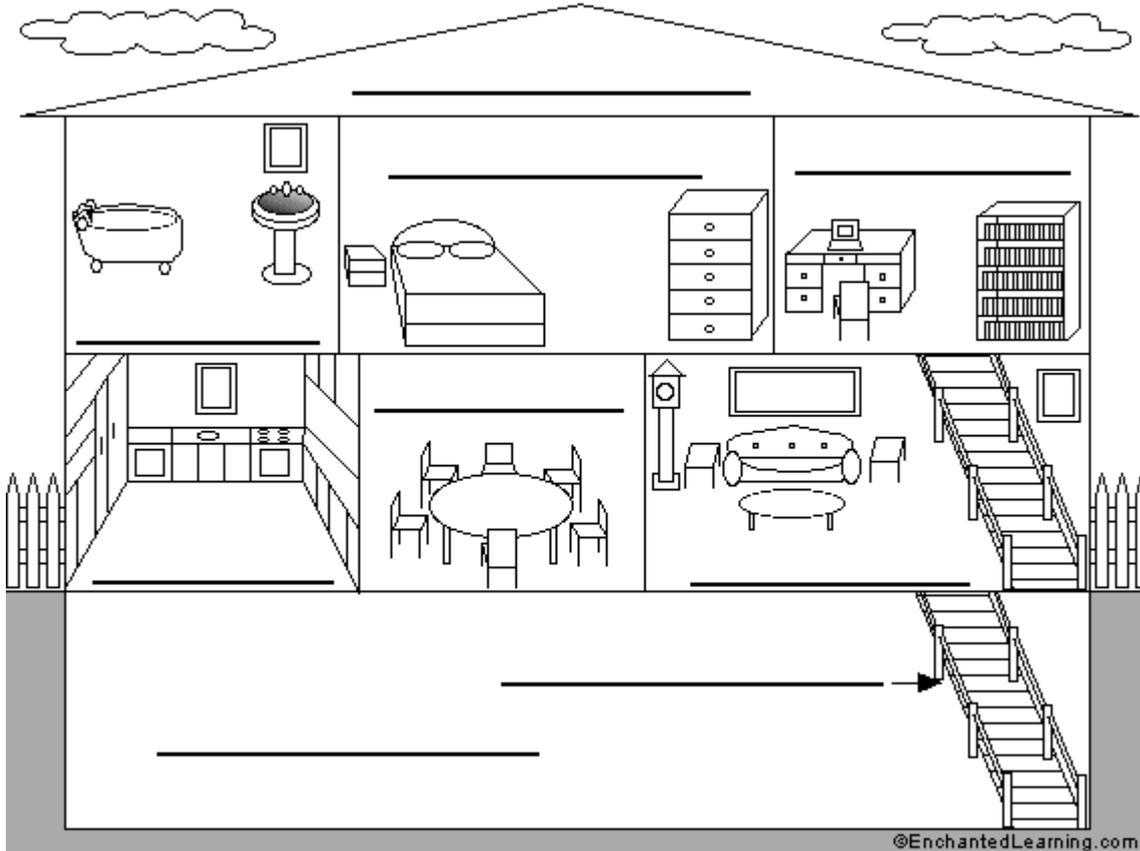
1. _____ a room in a large building where the building's boiler is.
2. _____ a room where you eat meals in a house.
3. _____ a room, especially in a large house, where you can entertain guests or relax.
4. _____ a room in a house where the family can play games, watch television etc.
5. _____ the main room in a house where you usually sit.
6. _____ a bedroom for a visitor or visitors to use.
7. _____ a room with a toilet.
8. _____ the room in a house where you sit, relax, watch television etc.
9. _____ is a room for sleeping in.
10. _____ is a room where there is a bath or shower, a basin, and sometimes a toilet.

5. Vocabulary Exercises

A. Label the parts of house in English.



B. Label the Rooms in a House in English.



- | | | |
|----------|-------------|-------------|
| attic | bedroom | kitchen |
| basement | den | living room |
| bathroom | dining room | staircase |

C. What are the rooms used for? Match each part of the house with what usually happens in it.

- | | |
|--------------------|---|
| 1. The kitchen | a) is a place to wash. |
| 2. The dining room | b) is a place to sleep. |
| 3. The bedroom | c) is a place to hang coats. |
| 4. The garage | d) is a place to relax and have a rest. |
| 5. The garden | e) is a place to cook. |
| 6. The bathroom | f) is a place to grow flowers. |
| 7. The lounge | g) is a place to keep a car. |
| 8. The hall | h) is a place to eat. |

D. Put the following words into the sentences below:

- | | | | | |
|-----------------------|--------------------------|-------------------|------------------|-----------------|
| <i>a sitting room</i> | <i>a double glazing</i> | <i>a skylight</i> | <i>an attic</i> | <i>a cellar</i> |
| <i>a dining room</i> | <i>French windows</i> | <i>downstairs</i> | <i>a chimney</i> | <i>a gutter</i> |
| <i>a letter box</i> | <i>a central heating</i> | <i>a landing</i> | <i>a porch</i> | <i>upstairs</i> |
| <i>a hall</i> | | | | |

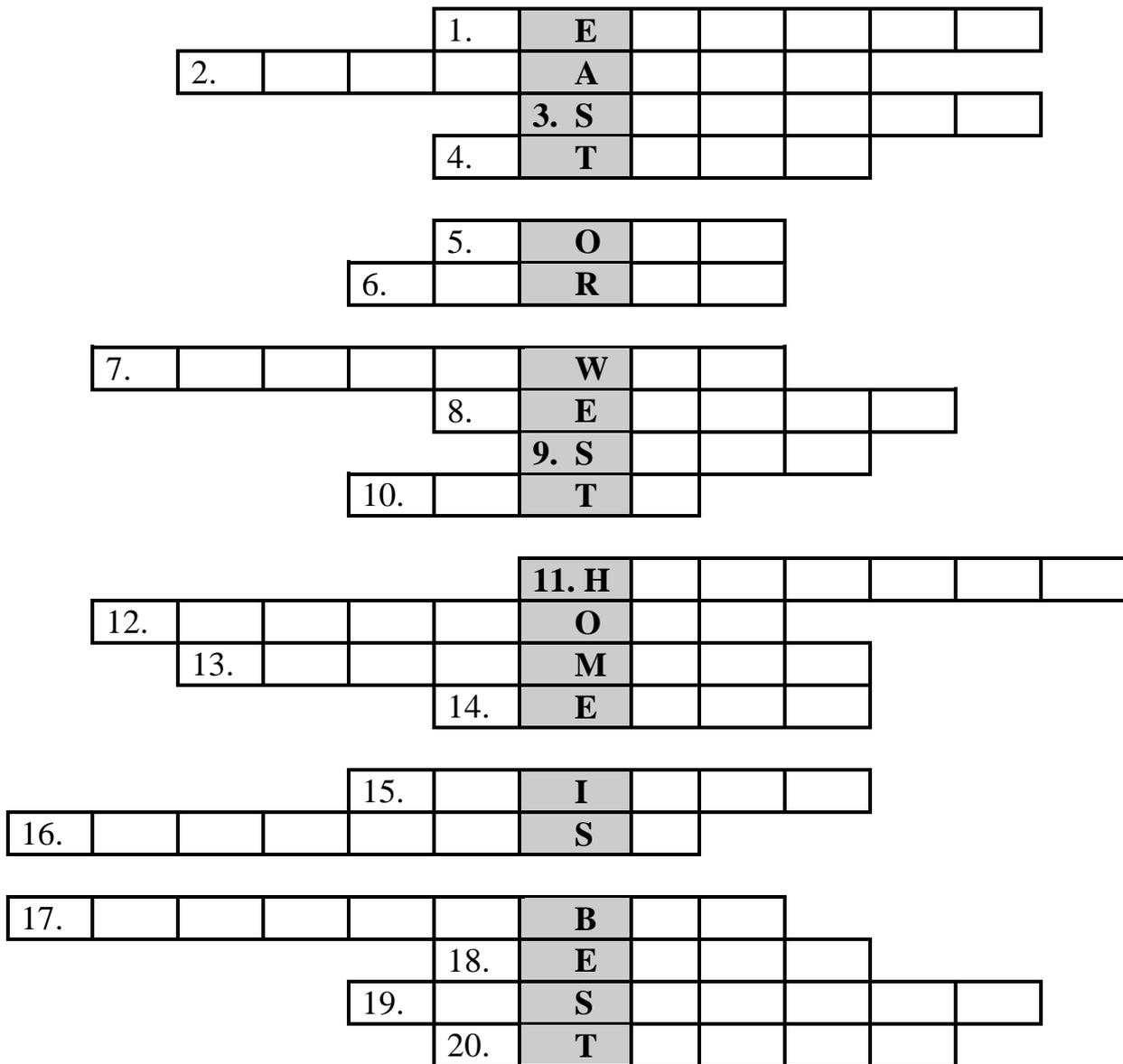
- a) A house consists of two floors _____ and _____ .
- b) Smoke comes out of a _____ .
- c) The room under the house is called the _____ .

- d) The pipe at the bottom of the roof to carry away rainwater is called the _____ .
- e) You eat in the _____ .
- f) The space under the roof, often used for storing boxes, etc. is called the _____ .
- g) The window which opens out into the roof is called the _____ .
- h) The postman delivers letters through the _____ .
- i) Most modern houses have _____ instead of open fires.
- j) The space inside the front door (usually higher the stairs) is called the _____ .
- k) In modern houses, the windows are made up of two panes of glass instead of one. This is called _____ .
- l) The space at the top of the stairs is called the _____ .
- m) Doors made of glass which usually open out into the garden are called _____ .
- n) In some houses, there is a covered space before you go through the front door. This is called _____ .

E. Match the definition with the correct part of a house.

- | | |
|--------------------|--|
| 1. alcove | A. windows made up of two panes of glass instead of one |
| 2. attic | B. the half-pipe along the edge of the roof to carry away rainwater |
| 3. chimney | C. a small space in the form of a small room added to another room for a bed, books, etc. |
| 4. cellar | D. a window in the roof |
| 5. central heating | E. used in modern houses instead of open fires |
| 6. double glazing | F. the space at the top of the stairs |
| 7. French windows | G. a roofed entrance built onto a house |
| 8. hall | H. doors made of glass which usually open out onto the garden |
| 9. guttering | I. a hall or corridor, not a room, which leads from the entrance to the rooms inside a building |
| 10. landing | J. the wide passage just inside the entrance of a house off which the rooms open |
| 11. lobby | K. a room immediately below the roof of a house |
| 12. lounge | L. a hollow passage often rising above the roof of a building which allows smoke and gases to pass from the fire |
| 13. niche | M. an underground room, usually used for storing goods |
| 14. porch | N. a comfortable room for sitting in |
| 15. skylight | O. a hollow place in a wall, usually made to hold an ornament, books, etc. |

F. Read through the sentences and fill in the missing words.



1. The top inside surface of a room right above the floor.
2. A house built all on one level without stairs.
3. A building in which horses are kept.
4. A room or space just below the roof of a house, often used for storing things.
5. The structure that covers the top of the house.
6. A small area at the entrance to a building that is covered by a roof and often has walls.
7. A wide path or a private road that leads from the street to a house.
8. An underground room often used for storing things.
9. A small simple building usually built of wood or metal, used for keeping things.
10. A way or track that is made or built by the action of people walking.
11. A system used to make a building warm.
12. A room where people wash themselves.
13. The room in the building, partly or completely below the level of the ground.
14. A structure made of wood or wire supported with posts that is put between two areas of land as a boundary or around a garden or a house.

15. A covering for a window especially one made of a roll of fabric that is fixed at the top of the window and can be pulled up and down.
16. A heated building usually made of glass used for growing fruit and vegetables.
17. A piece of ground in a garden or park where flowers are grown.
18. A row of bushes or small trees planted close together, usually along the edge of a garden.
19. The floor in a building that is above the ground floor.
20. A level of a building, a floor.

I. Choose the most suitable word.

1. As you can see, the garden has two ornamental iron *doors/gates* and there's a stone *path/pavement* leading to the house.
2. This is the front *entrance/entry*, but there is another door at the edge/side of the house.
3. All the rooms have *U covered/fitted U* carpets.
4. All the *cupboards/wardrobes* in the kitchen and the *bookshelves/library* in the living room are included in the price.
5. There is a beautiful stone *chimney/fireplace* in the living room, and there are *sinks/washbasins* in all the bedrooms.
6. At the top of the *stairs/steps* there is a 19th century *coloured/stained glass* window.
7. The bathroom has a *shower/washer* and modern mixer *pipes/taps*.
8. At the top of the house there is an *attic/cellar* and the garden contains *glass-house/greenhouse* and a garden *hut/shed*.
9. There is a wooden *fence/wall* on one side of the garden, and a *bush/hedge* on the other.
10. All in all, this is a fine *single/detached* house in a quiet residential *neighbourhood/suburb*.

J. Choose the right answer.

1. They bought the land with a _____ to building a new office block.
A. goal **B.** purpose **C.** reason **D.** view
2. Nowadays builders must get _____ from the planning authorities before putting up a new house.
A. allowance **B.** freedom **C.** liberty **D.** permission
3. An architect planning a new house should always _____ in mind his client's needs.
A. bear **B.** carry **C.** take **D.** train
4. The fire officer is coming to _____ the building tomorrow.
A. inspect **B.** look **C.** watch **D.** witness
5. They decided to _____ down their original plans for the house and make it smaller.
A. change **B.** climb **C.** play **D.** scale

6. We are going to _____ our house by building another room on to it.
A. develop **B. extend** **C. spread** **D. stretch**
7. The _____ of the house were dug in June and the roof was on by December.
A. basements **B. ground floors** **C. scaffolds** **D. foundations**
8. When you build a house you must start by laying the _____ .
A. attic **B. basement** **C. cellar** **D. foundations**
9. The house is old and it's in bad _____ .
A. condition **B. damage** **C. situation** **D. state**
10. She was keen to _____ the house to its original condition.
A. rebuild **B. renew** **C. renovate** **D. restore**
11. His flat is in the _____ .
A. basement **B. cellar** **C. ground** **D. lift**
12. Three stone _____ lead up to the front door.
A. levels **B. stairs** **C. stones** **D. steps**
13. It is a large building, on six _____ , and many families live there.
A. flats **B. floors** **C. stages** **D. stairs**
14. The _____ from the gate to the cottage was overgrown with weeds.
A. passage **B. path** **C. road** **D. street**
15. Their office _____ of four small rooms.
A. consists **B. contains** **C. includes** **D. numbers**
16. My address is 52 Long Street, and I live on the _____ .
A. basement **B. cellar** **C. ground floor** **D. foundations**
17. Their flat is on the top _____ .
A. attic **B. floor** **C. loft** **D. store**
18. We haven't got a garage, so we leave our car outside in the _____ .
A. drive **B. garden** **C. pavement** **D. porch**

6. Grammar Focus

A. Preposition of Place

General Information

➤ We use **AT** for a **point**:

at the window – **at** the entrance – **at** the door

at the end of the street – **at** the station – **at** the top

Bill is waiting for you **at** the bus stop.

- We use **ON** for a **surface**:
on the wall – **on** the ceiling – **on** the floor – **on** a page – **on** a cover

Have you seen the notice **on** the notice board?

- We use **IN** for an **enclosed space**:
in the garden – **in** the house – **in** London – **in** the water
in her bag – **in** a row – **in** a town

There is nobody **in** the room. She lives **in** a small village.

Special Information

- We say **AT** that someone is at an **event**:
at a party – **at** a pop concert – **at** a conference – **at** a meeting
Tom is **at** a party.
- We say **AT** with buildings when we say **where the event** (film, concert,...) **takes place**:
Where were you yesterday? **At** the cinema.
The meeting took place **at** the headquarters.
- We say **AT someone's house**:
We were **at** Bill's house last Thursday.
- We say **AT** for a **place which is a part of our journey**:
We stopped **at** a very nice village. Does the train stop **at** Nashville?
- We use **ON** with **small islands**:
She spent her holiday **on** a small island.
- We say **ON** that a place is **on the coast / on a river / on a road**:
London is **on** the river Thames.
Portsmouth is **on** the south coast of England.
- We say **IN** when we talk about **a building itself**.
The rooms **in** Tom's house are small.
- We usually say **IN** with **towns and villages**:
His parents live **in** York.

Note These Expressions

➤ **at** home – **at** work – **at** school – **at** university – **at** college – **at** the station – **at** an airport – **at** the seaside – **at** sea (**on** a voyage) – **at** reception – **at** the corner of a street – **at** the back / front of a building / cinema / group of people, etc. – arrive **at** with other places or events

➤ **in** the newspaper – **in** bed – **in** hospital – **in** prison – **in** the street – **in** the sky – **in** an armchair (sit) – **in** a photograph – **in** a picture – **in** a mirror – **in** the corner of a room – **in** the back / front of a car – arrive **in** a country / town / village –

➤ **on** a farm – **on** the left – **on** the right – **on** the ground floor – **on** the first, second,... floor – **on** the way – **on** the chair (sit) – **on** the radio – **on** television – **on** a horse – **on** the corner of a street – **on** the back / front of a letter / piece of paper etc.

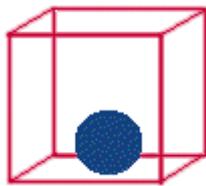
➤ **near, quite close** is only a short distance from a person or thing:
They live **near** London.

➤ **above, over** is in a higher position than something:
Our office is **above** the hairdresser's.

➤ **on / to the right (left) of**
Our car is just **to the right of** that white van.
Our house is just **to the left of** the school.

➤ **in the middle of** is the part that is nearest the centre of something, and furthest from the sides, edges, top, bottom etc.
Jo was standing in the middle of the room.

➤ **In front of** is further forward than someone or something.
An old wooden desk stood **in front of** the window.
There's the house, right **in front of** you.



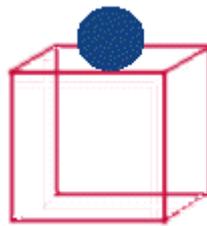
The ball is **in** the box
John's house



John's house is **next to**
Jane's house.



The climbers
stood **on top**



The ball is **on** the box.
Jane's house



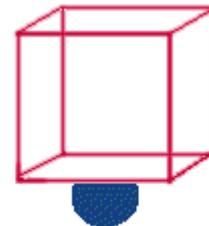
Jane's house is **between**
Bill's and John's houses.



The man stood
between the



The enemies
stood **opposite**



The ball is **under** the box.
Bill's house



Bill's house is **next to**
Jane's house.



The gardeners
stood **behind**



The man stood
next to the

of the mountain.



The man looked **through** the telescope **in** his hands.

two enemies.



The man wrote the address **on** the package.

each other.



The man looked **at** the mail **in** the post box.

the pumpkins.



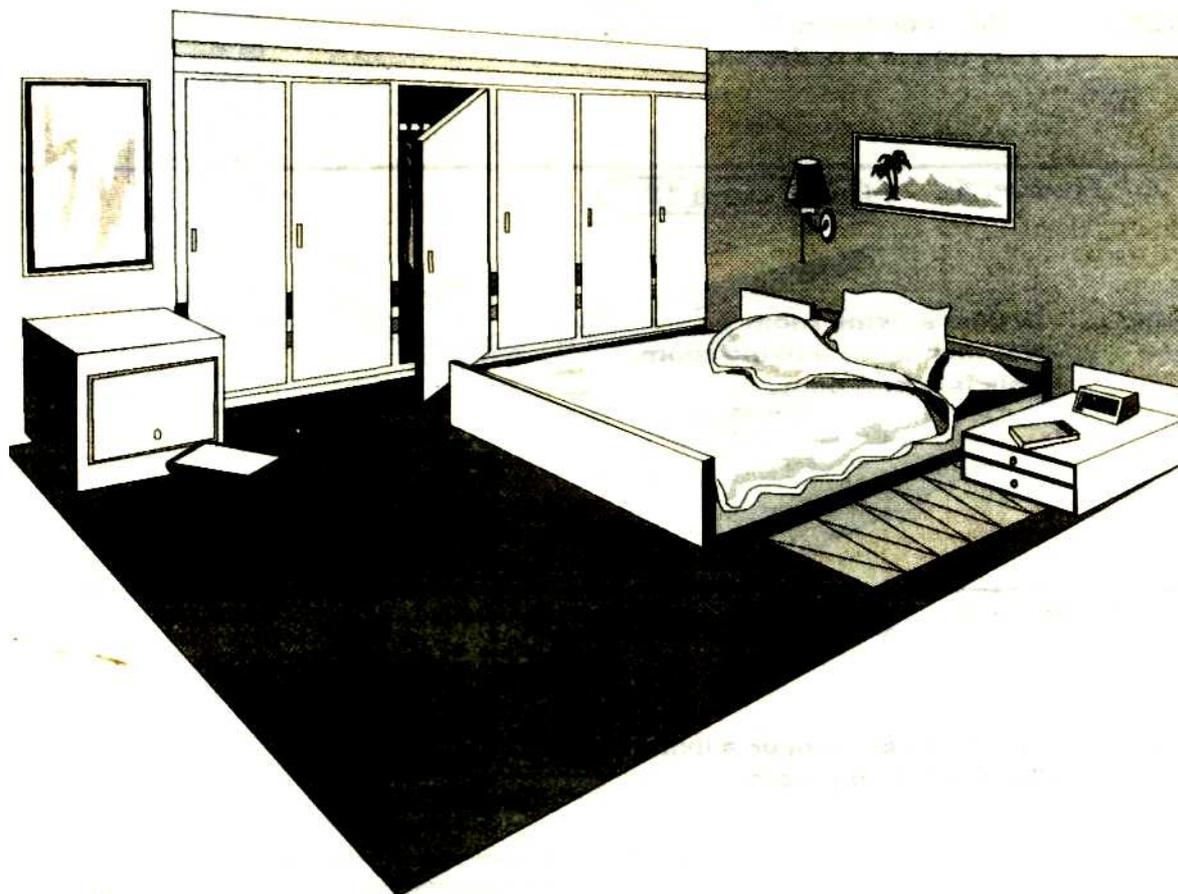
The man looked **at** the clock **on** the wall.

gopher and held the umbrella **over** it.



The manager sat **at** his desk **on** his chair.

B. Look at the picture and put the correct preposition.



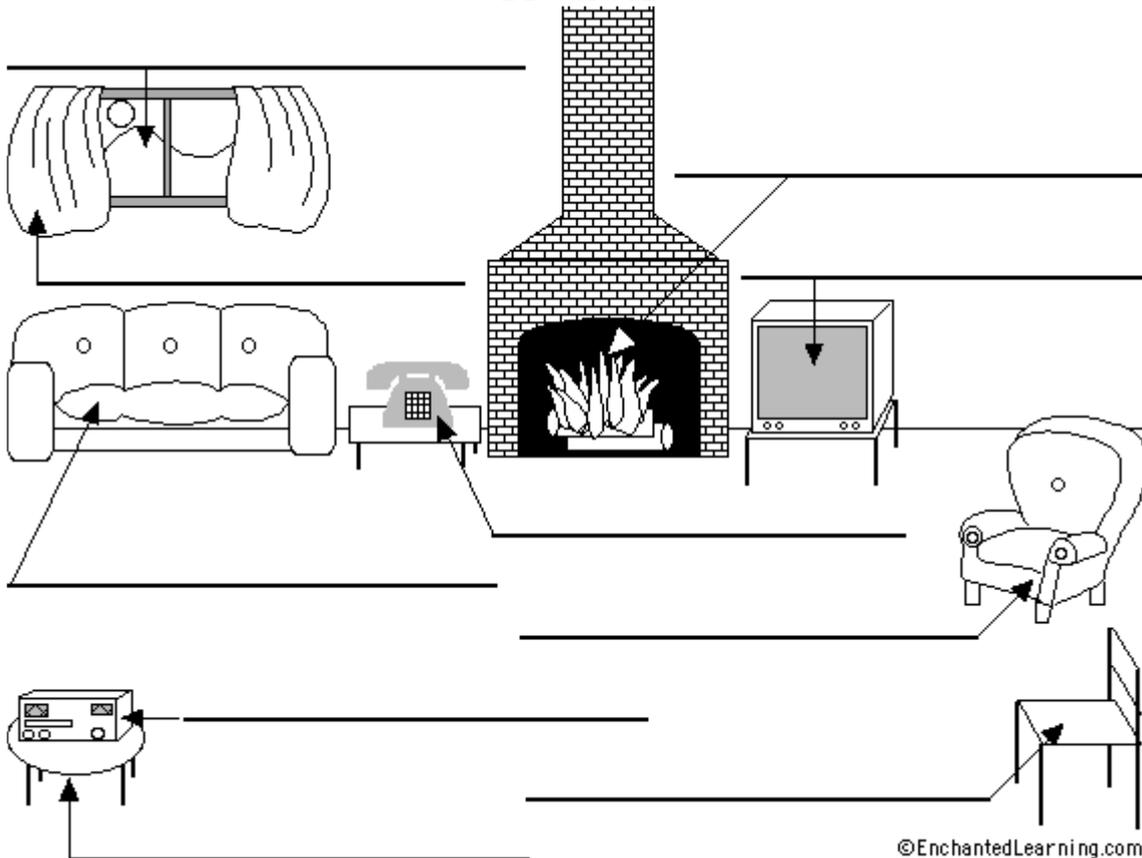
This is a bedroom. The bedroom is big and light. There is a big bed (1) _____ the bedroom. This is a double bed. There is a beautiful bedspread (2) _____ the bed. The bedspread is light blue. There is a sheet (3) _____ the bedspread. The sheet is white. There is a pillow (4) _____ the sheet. The pillow is white, too. The sheet is (5) _____ the mattress. The mattress is light green. There is a reading lamp (6) _____ the bed. The lamp is for reading. The lamp is red. There is a picture (7) _____ the reading lamp. The picture is beautiful. There is a rug (8) _____ the floor (9) _____ the bed. The rug is blue and red. There is a bedside cabinet (10) _____ the bed. There are two drawers (11) _____ it. There is a book and an

alarm clock (12) _____ the cabinet. This is an electrical alarm clock. The cabinet is brown, the book is green, and the alarm clock is red. The frame of the bed is brown. There is another cabinet (13) _____ the bed. There is a big wardrobe (14) _____. There are a lot of clothes (15) _____ the wardrobe: coats, raincoats, jackets, trousers, blouses, sweaters, skirts, dresses, etc. There is a dressing table (16) _____ the wardrobe. The dressing table is light brown, and the wardrobe is light brown, too. There is a mirror (17) _____ the dressing table. The mirror is big. There is a stool (18) _____ the dressing table. This is a dressing stool. The dressing stool is red. There is a wall-to-wall carpet (19) _____ the bedroom. This is a fitted carpet. The carpet is yellow.

C. Describe pictures A and B, using necessary preposition of place.

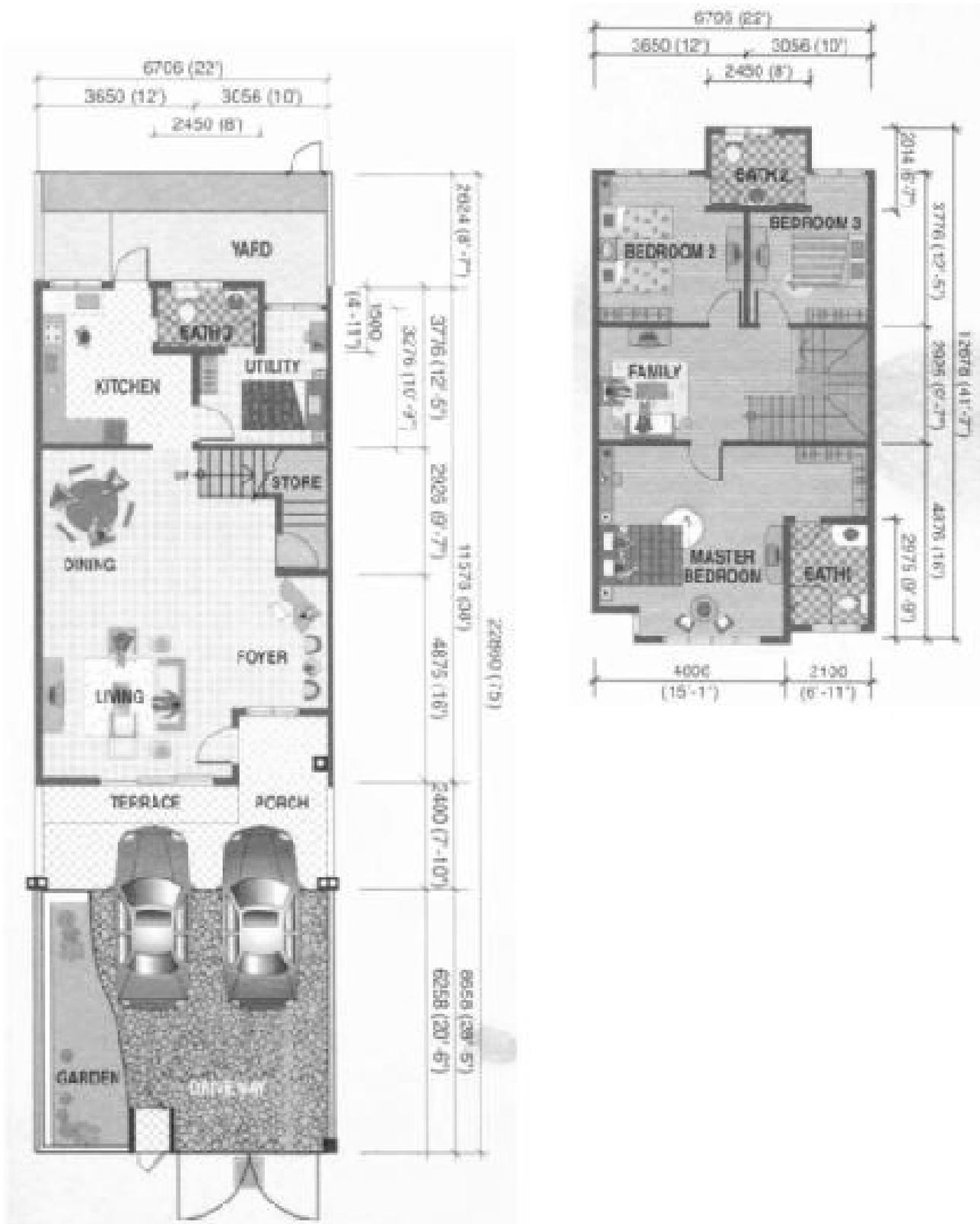
e.g. **There is** a phone on the coffee table. – The phone **is** on the coffee table.

Picture A



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Picture B



D. Continuous Tenses in Active and Passive Voice

TENSE	AFFIRMATIVE / NEGATIVE / QUESTION	USE	SIGNAL WORDS
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Present Con- tinuous	A: He is speaking.	▪ action taking place in the at the mo-		
	N: He is not speaking.	moment of speaking ment, just,		
Past Continuous	Q: Is he speaking?	▪ action taking place only for just now,		
	A: He was speaking.	▪ action arranged for the fu- Listen!,		
Future Con- tinuous	N: He was not speaking.	▪ action going on at a certain when, while,		
	Q: Was he speaking?	time in the past as long as		
Future Con- tinuous	A: He will be speaking.	▪ actions taking place at the same time		
	N: He will not be speak- ing.	▪ action in the past that is in- terrupted by another action		
Future Con- tinuous	Q: Will he be speaking?	▪ action that is going on at a in one year,		
		certain time in the future next week,		
		▪ action that is sure to happen tomorrow		
		in the near future		
	TENSE	SUBJECT	VERB	OBJECT
Present	<i>Active:</i>	Rita	is writing	a letter.
Continuous	<i>Passive:</i>	A letter	is being written	by Rita.
Past	<i>Active:</i>	Rita	was writing	a letter.
Continuous	<i>Passive:</i>	A letter	was being written	by Rita.

E. Put the verbs in brackets in Present, Past or Future Continuous.

A Day on the Building Site

This is a big construction site. The building company (1) _____ (*to erect*) residential area with a large number of blocks of flats, shops, with a buildings of a post office, school and a hospital. Several foremen, construction site chief, chief engineer and work safety engineer (2) _____ (*to inspect*) the progress of building construction. Here workers are clearing the land with the big bulldozer. Bulldozer operator (3) _____ (*to level*) the soil. They (4) _____ (*to toil*). In two days bulldozer operators (5) _____ (*to dug*) an excavation for the basement. There builders (6) _____ (*to pour*) the floor with concrete that will harden. Opposite some roofers (7) _____ (*to put*) the roof on tight to keep the rain away. On the right bricklayers (8) _____ (*to put up*) the walls with sturdy. They (9) _____ (*to construct*) the skeleton of the building. On the left plumbers (10) _____ (*to lay out*) all the plumbing and spouts and (11) _____ (*to fit*) pipes all day long yesterday so water can come in here. But today electricians (12) _____ (*to string*) the wire to start the electricity and joiners (13) _____ (*to fix*) wooden windows and doors to keep residents locked in tight. Tomorrow house painters (14) _____ (*to paint*) the building to make it look bright. The new buildings (15) _____ (*to stand*) very proud as years roll on.

F. Write down the text 'A Day on the Building Site' from exercise E in Present, Past or Future Continuous Passive Voice.

e.g. Builders are constructing the foundation walls. (Active Voice)

The foundation walls are being constructed by builders. (Passive Voice)

7. Speaking Practice

A. Which part of the house is different from the other three in each group? Explain, why?

- | | |
|----------------------------------|---|
| 1. Floor, wall, stairs, ceiling. | 5. Fireplace, roof, central heating, chimney. |
| 2. Window, wall, gate, door. | 6. Bathroom, garage, kitchen, bedroom. |
| 3. Fence, path, hedge, wall. | 7. Downstairs, upstairs, basement, storey. |

B. Find the answer the following questions. Study the underlined words and word combinations.

HOUSE I.

QUESTIONS

1. What is it necessary to start building a house from?
2. Where is the *foundation* built?
3. Why is it built under the ground?
4. What is built on the foundation?
5. What *are the walls built of*?
6. What other *building materials* are the walls built of?
7. Where are *stones* got from?
8. What material is stone?
9. What are *bricks*?
10. What *are* bricks *made of*?
11. What is a man who *builds with bricks*?
12. What is a man who builds with stones?
13. What is mortar made of?

HOW TO START

ANSWERS

- A.** The foundation is built under the ground.
- B.** The walls are built on the foundation.
- C.** Sometimes the walls are built of mortar, *timber* and *metals*.
- D.** Stone is a *natural building material*.
- E.** Bricks are made of *clay, sand* and *burnt lime*.
- F.** A man who *works with* stone is a mason.
- G.** Mortar is made of sand, *cement* and water.
- H.** A man who *lays bricks* is a bricklayer.
- I.** Bricks are *artificial*.
- J.** Stones are got from rocks and quarries.
- K.** The walls are built of brick, *stone blocks* and *concrete*.
- L.** It is built under the ground to make the house stand firmly.
- M.** To build a house it is necessary to build the foundation first.

HOUSE II.

QUESTIONS

1. Why do builders leave *square openings in the walls*?
2. What are the *doors* and *windows* made of?

WINDOWS AND DOORS

ANSWERS

- A.** The windows are to open to let fresh air in during the day time.
- B.** Glass *is made out of sand, flint* and *soda, melted together*.

3. How do they *move easily*?
 4. What are the *hinges* made of?
 5. How *are* the doors *kept shut*!
 6. What parts are windows made of?
 7. Why are windows made *of glass*?
 8. What is glass made of?
 9. How do we call each square of glass in a window frame?
 10. 10. Why are the windows to open?
- C. The windows are made *of wooden frames filled with glass*.
 - D. The hinges are made *of iron*. Sometimes they are made *of brass*.
 - E. They are made of timber and metal.
 - F. Each *square of glass* in a window frame is *a pane*.
 - G. Builders leave square openings in the walls for doors and windows.
 - H. They are made of glass to let the light in and keep out the wind, rain and snow.
 - I. Windows and doors move easily on the hinges.
 - J. The doors are kept shut by *latches* and *locks*.

HOUSE III.

QUESTIONS

1. When the walls are built what *is the top of the house closed by*?
2. What materials are roofs built of?
3. What *are* the roofs *covered with*?
4. How do we call the *wooden beams* in the roof?
5. What were cottages covered with in early times?
6. What are *slates*?
7. What are tiles?
8. What part of the wall rises higher than the roof?
9. Why are *chimneys* built over the roof?
10. What is there on the top of the chimney?

HOUSE IV.

QUESTIONS

1. How is the inside of a house divided?
2. How is the room for cooking called?

THE ROOF

ANSWERS

- A. In early times cottages were covered with straw then called *thatch*.
- B. Tiles are *broad thin bricks* made of clay.
- C. The chimney is built over the roof not to let smoke in and to carry it away from the house
- D. The top of the house is closed by the roof.
- E. The roof is covered with *slate, tile, metal-tile* or *other covering materials*.
- F. On the top of the chimney there is *a cap*.
- G. The chimney rises over the roof.
- H. Slate is a *dark-coloured stone* easily *split into thin plates*.
- I. The wooden beams in the roof are called *rafters*.
- J. The roof is built of timber, iron, concrete and wooden beams.

INTERIOR PREMISES

ANSWERS

- A. From one room to another on the same storey you can go by a *passage*.
- B. The rooms in the roof of the house are called *attics or garrets*.

3. What is the room for sleeping?
 4. How is the room for receiving guests called?
 5. What is the room full of books?
 6. How are underground rooms called?
 7. What *are* cellars *used for*?
 8. What are the rooms in the roof of the house?
 9. What do all the rooms on one level *make up*?
 10. How do you get from one room to another on the same floor?
- C. Underground rooms are called *cellars*.
 - D. The room for guests is a *sitting-room* or a *parlour* or a *drawing-room* or a *reception-room*.
 - E. The room for cooking is called a *kitchen*.
 - F. The inside of a house is divided into *rooms, stairs and passages*.
 - G. The room for sleeping is a *bed-room*.
 - H. The room full of books is a *library* or a *study*.
 - I. Cellars are used for keeping vegetables and foodstore.
 - J. The rooms or *apartments* on one level make up a *story (a storey)*.

HOUSE V. QUESTIONS

1. How can you get from one story to another?
2. What are *the stairs*?
3. What stairs are safer?
4. What are *the floors* made of?
5. What is *the inside roof of a room* called?
6. What are the floors covered with?
7. What are the inside walls and the ceiling covered with?
8. What *is* the plaster generally *laid on*?
9. How are *the plaster walls* covered?
10. How can we make the room quite dark during the day?
11. What is the function of *shutters* at night?

INTERIOR DECOR ANSWERS

- A. We can get from one story to another by *the stairs*.
- B. It is safer to have *stone stairs*.
- C. The inside roof of a room is called *ceiling*.
- D. The inside walls and the ceiling are covered *with plaster, a mixture of lime, sand and water*.
- E. *The plaster walls* are covered *by painting* or sometimes *with paper-hangings*.
- F. At night *shutters* keep out wind, noise and robbers.
- G. The stairs are number *of steps*, made of wood or stone.
- H. Generally the floors are made of wood, cut *into planks* and fitted closely together.
- I. The floors are covered with *carpets with parquet, linoleum, wood cut into planks*.
- J. The plaster is generally laid on *thin strips of wood fastened* to the wall, called *laths*.
- K. We can make the room quite dark during the day by closing the shutters, *Venetian blinds* or *jalousie*.

HOUSE VI. QUESTIONS

1. How do we *light* our rooms at night?
2. How do we *heat* our rooms?
3. How is gas *brought* to the house?
4. How is gas *carried through* the rooms in the house?
5. What is carried in *radiator* ?
6. *Are* all houses *supplied* with water?
7. Why should every house be supplied with water?
8. How can *drains* work?
9. What are *gas stoves* made of?
10. What parts does any gas stove consist of?
11. What are they made of?
12. What are *gas ovens* made of?
13. What are the most *common modern conveniences* in a house?

MODERN CONVENIENCES ANSWERS

- A. The most common modern conveniences in a house are: *gas, heating and water supply systems, drains electricity, telephone and radio.*
- B. *Gas rings* and *gas sprayers* are made of *fireproof metal alloys.*
- C. Gas stoves are made of metal and *fire resistant glass.*
- D. Every house should be supplied with water because water is needed for health as much as air.
- E. Water is carried in radiators.
- F. Gas is brought from the gas work in *iron pipes* laid under the ground.
- G. At night we light our rooms with electric lamps.
- H. Gas ovens are made of *heat resistant glass, fibre and metal.*
- I. Any gas stove consists of gas rings, gas sprayers and the oven.
- J. No drains can work without water.
- K. Not all houses are supplied with water supply system. Many people have to carry water from *a well* or *pump.*
- L. Gas is carried through rooms in the house in *tin pipes.*
- M. Our rooms are heated by radiators or by *gas heating system.*

8. Writing Skills

- A. *Think of a house you live in and describe it to an auditorium.*
- B. *Make up a story «How a Small Brick House Is Built».*

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