

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**O. M. BEKETOV NATIONAL UNIVERSITY  
of URBAN ECONOMY in KHARKIV**

Methodological guidelines  
for independent work  
on the subject

**“English”**

*(for the first year full-time and part-time students  
of all specialities)*

*1<sup>st</sup> semester*



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## UNIT 1

### TEXT 1

#### THE ENGLISH LANGUAGE



English is a West Germanic language originating in England, and the first language for most people of Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States. It is used extensively as a second language and as an official language throughout the world, especially in

Commonwealth countries such as India and South Africa, as well as in many international organizations.

Modern English is sometimes described as the world lingua franca. English is the prominent international language in communications, science, business, aviation, entertainment, and diplomacy and also on the Internet. It has been one of the official languages of the United Nations since its founding in 1945 and is considered by many to be on its way to become the world's first universal language.

The influence of the British Empire is the primary reason for the language's initial spread far beyond the British Isles. Following World War II, the increased economic and cultural influence of the United States led to English permeating many other cultures, chiefly through development of telecommunications technology. Because a working knowledge of English is required in many fields, professions, and occupations, education ministries throughout the world mandate the teaching of English, at least a basic level, in an effort to increase the competitiveness of their economies.

Over 380 million people speak English as their first language. English today is variously estimated as the second, third, or fourth largest language by number of native speakers. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second behind a combination of the Chinese languages. Estimates that include second language speakers vary greatly from 470 million to over a billion



depending on how literacy or mastery is defined. There are some who claim that non-native speakers now outnumber native speakers by a ratio of 3 to 1.

Because English is so widely spoken, it has often been referred to as a 'global language', the lingua franca of the modern era. While English is not an official language in many countries, it is currently the language most often taught as a second language around the world. Some linguists believe that it is no longer the exclusive cultural sign of 'native English speakers', but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow.

Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences.

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lingua franca – *змішана мова*

**1. Answer the following questions to the text.**

1. What countries is the English language used in?
2. What areas does the English language occupy?
3. Why is the English language considered to be the global language?
4. How many people speak English as their first language?

**2. Decide if the statements are true (T) or false (F).**

1. English is an East Germanic language.
2. Modern English is sometimes described as the world lingua franca.
3. English is not considered to be the universal language.
4. The economical and cultural influence of the United States happened before World War II.
5. Over 380 million people speak English as their first language.
6. English is an official language in many countries.
7. Books, magazines, and newspapers written in English are available in many countries around the world.

1-...; 2-...; 3-...; 4-...; 5-...; 6-...; 7-...

**3. Match the following words with their definitions.**

- |              |   |
|--------------|---|
| 1. language  | a. an area of land that has its own government, leader, army, etc, for example, France, China or the USA                |
| 2. originate | b. approved of or done by someone in authority, especially the government   |
| 3. country   | c. a system of words, phrases, and grammar, used by people who live in a country or area to communicate with each other |
| 4. official  | d. a person who speaks a language   |
| 5. influence | e. to start to develop in a particular place or at a particular time  |

- |              |  |
|--------------|--|
| 6. knowledge | f. the power to have an effect on the way that someone or something develops, behaves, or thinks |
| 7. speaker   | g. information that someone knows about something  |
|              | 1...; 2...; 3...; 4...; 5...; 6...; 7...   |

**4. Fill out the gaps with the words from the list and underline them. Write down the paragraph.**

*colonies    language    presumption    learners    region    population*

The other broad grouping is the use of English within an English-speaking (1)\_\_\_\_, generally by refugees, immigrants and their children. It includes the use of English in countries, often former British (2)\_\_\_\_, where English is an official (3)\_\_\_\_\_ even if it is not spoken as a mother tongue by the majority of the (4)\_\_\_\_\_. In the US, Canada and Australia, this use of English is called ESL (English as a second language). This term has been criticised on the grounds that many (5)\_\_\_\_\_ already speak more than one language. A counter-argument says that the word 'a' in the phrase 'a second language' means there is no (6)\_\_\_\_\_ that English is the second acquired language. TESL is the teaching of English as a second language.

## TEXT 2

### RELIABLE WAYS OF LEARNING THE ENGLISH LANGUAGE



The birth and education in the English speaking country, in a philologist and teacher's family is the most foolproof method of learning English. For many others, these lucky people develop hundreds of different techniques. If using a creative approach the studies will turn into an interesting pastime. A complex of these techniques will be also the most reliable.

It will be able to develop reading, writing, spelling, speaking, comprehension and enrich the vocabulary.

First of all, I'd like to call your attention to original films and cartoons. They include catching dialogues, humour and allegories. Also they are a source of quotations and idioms. We feel keenly together with the heroes and try to understand their speech. At this time we start memorizing everything automatically on a subconscious level. Now movies often have dual soundtracks and switched subtitles. It allows us to learn a correct spelling of separate words or to understand the idea of the whole phrase. There is an opportunity to rewind a movie back and forward, to look with or without subtitles, to replay difficult and incomprehensible parts. There

are also objects of discussion in magazines, newspapers and web-sites.

On the other hand, the communication with English native speakers is necessary. Internet's chat can be also very useful during the process of learning a foreign language. At any time you may meet the beginners, fluent and native speakers on special sites. They will ensure an interesting dialogue practice in a real mode on all grade levels. You will find out a lot of new information about countries, customs, traditions and characters of people.

Karaoke or duet with a favourite singer perfectly supplement films and chat. It is perfectly to dream with Sinatra, to philosophize with Sting, to shout with all your might with Bon Jovi. Different singers often bring different attitudes and meanings to a song. The singing also aids the correction of accent and intonation and enlarges the active vocabulary.

The reading of the selected books, magazines and newspapers plays a great role. It is a reliable method of a language's learning which is checked by centuries. There is a famous allegory: the author is a forward, and the reader is a goalkeeper. When you read a book, you want to understand the meaning. The goalkeeper has to be active and exert the right amount of effort at the right time to catch the meaning of what the author is saying. Reading of the original literature helps us to understand better the ideas of author and to find something new in the nature of characters. Any free time can be used for reading for entertainment. You can open the fascinating books in transport, cafe and the hairdresser's. Books for different levels also cannot be neglected.

### **1. Answer the following questions to the text.**

1. What is the most foolproof method of learning English?
2. What is the role of original films and cartoons?
3. Why is the communication with English native speakers necessary?
4. What is the most reliable method of a language's learning which is checked by centuries?

### **2. Decide if the statements are true (T) or false (F).**

1. The birth and education in the English speaking country, in a philologist and teacher's family is the most foolproof method of learning English.
2. Watching original films and cartoons is not an effective way of teaching.
3. Different singers often bring different attitudes and meanings to a song.
4. The singing doesn't aid the correction of accent and intonation and doesn't enlarge the active vocabulary.
5. The reading of the selected books, magazines and newspapers plays a great role.
6. When you read a book, you don't try to understand the meaning.
7. Every method of learning foreign languages has its own role.

1-...; 2-...; 3-...; 4-...; 5-...; 6-...; 7-...



### 3. Match the following words with their definitions.

- |                  |   |
|------------------|---|
| 1. technique     | a. a story that is told using moving pictures   |
| 2. communication | b. not easy to understand, do, or deal with   |
| 3. vocabulary    | c. a special skill or way of doing something  |
| 4. film          | d. a set of folded sheets of paper containing new, advertisements etc, that is sold daily or weekly |
| 5. dialogue      | e. a process of exchanging information or ideas by speaking or writing                              |
| 6. difficult     | f. a conversation in a book, play, or film  |
| 7. newspaper     | g. all the words that someone knows or uses   |
- 1...; 2...; 3...; 4...; 5...; 6...; 7...

### 4. Fill out the gaps with the words from the list and underline them. Write down the paragraph.

*competition friend enthusiasm language English favourite*

A participation in different (1)\_\_\_\_\_ competitions plays also a great role. This method is external one on a level of adrenalin in blood! I remember that I couldn't sleep a wink in Internet because of the (2)\_\_\_\_\_ 'Learn English in the heart of England' which was announced in a magazine 'Study abroad'. And my Australian (3)\_\_\_\_\_ in chat have learnt the history of Perth city. Thanks to the competition 'Australia is waiting'. You learn (4)\_\_\_\_\_ taking part in all these. You're interested in the language more and more. And you are filled with (5)\_\_\_\_\_ having won in any competition. So it happened to me when I dealt with Cambridge University Press. It has become my (6)\_\_\_\_\_ publishing house since that time!

## UNIT 2

### TEXT 1

#### HIGHER EDUCATION



Higher education is education provided by universities, vocational universities (community colleges, liberal arts colleges, and technical colleges, etc.) and other collegial institutions that award academic degrees.

Post-secondary or tertiary education, also referred to as third-stage, third level education, or higher education, is the non-compulsory educational level following the completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken



to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Higher education includes teaching, research and social services activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level. In most developed countries a high proportion of the population (up to 50%) now enters higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy.

There are two types of higher education in the UK: the higher general education and the higher vocational education. British universities tend to have a strong reputation internationally for two reasons: history and research output. Britain's imperial past, combined with the longevity of universities like Oxford, Cambridge, St Andrews and Glasgow, are the main reasons that these institutions are world renowned. The reputation of British institutions is maintained today by their continuous stream of world-class research output.

Higher education in the United States specifically refers to post-secondary institutions that offer associate degrees, baccalaureate degrees, master's degrees or Ph.D. degrees or equivalents. Such institutions may offer non-degree certificates which indicate completion of a set of courses comprising some body of knowledge, but the granting of such certificates is not the primary purpose of the institution.

Higher general education and training generally takes place in a university and/or college. Such education is based on theoretical expertise. Higher general education might be contrasted with higher vocational education, which concentrates on both practice and theory. A university is an institution of higher education and research, which grants degrees like Bachelor's degree, Master's degree and doctorates) in a variety of subjects. However, most professional education is included within higher education, and many postgraduate qualifications are strongly vocationally or professionally oriented, for example in disciplines such as law and medicine.

**1. Choose the correct variant corresponding to the content of the text above.**

1. British universities have strong international reputation because of
  - a. the quality of specialists training.
  - b. research and their long history.
  - c. high price for education courses.
  - d. high proficiency of their staff.
2. Higher vocational education distinguishes from higher general education as
  - a. it focuses mainly on theoretical studies.
  - b. it demands longer training course.
  - c. it is based on practice as well as on theory.
  - d. it demands some previous professional experience.

3. Higher education establishments in the United States grant
    - a. baccalaureate degrees.
    - b. associate and baccalaureate degrees.
    - c. master's or Ph.D. degrees
    - d. associate, baccalaureate, master's and Ph.D. degrees as well as offer non-degree certificates.
  4. The peculiarity of universities in the USA is that they
    - A. guarantee obtaining doctorate degree.
    - B. are oriented only to theoretical researches.
    - C. very often include professional education.
    - D. do not grant vocationally oriented postgraduate qualifications.
- 1-...; 2-...; 3-...; 4-...

**2. Answer the following questions to the text.**

1. What types of educational establishments provide higher education?
2. What fields of activity does higher education comprise? What levels does it usually include?
3. Why is the proportion of people gaining higher education in most developed countries so significant?

**3. Match the following explanations with the appropriate words.**

- |  |                         |
|--|-------------------------|
| 1. an official document showing that you have passed an examination                        | a. diploma              |
| 2. the course for those who are studying at a university to get a master's degree or Ph.D. | b. vocational           |
| 3. relating to skills you have been taught that will be useful in your future job          | c. undergraduate course |
| 4. the document you get when you successfully complete a course of study or training       | d. postgraduate course  |
| 5. the course for those who are doing their first degree at university                     | e. certificate          |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...

## UNIT 3

### TEXT 1

#### HIGHER EDUCATION IN THE UK

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about seven or eight thousand students. Most universities have more than 3000 students, some even less than 1500

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



A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may proceed to a Bachelor's degree, and later to the degrees of Master and Doctor. Besides universities there are at

present in Britain 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is by means of lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

Some students get scholarship but the number of these students is comparatively small. There are many societies and clubs at Cambridge and Oxford. The most celebrating at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also numerous.

The work and games, the traditions and customs, the jokes and debates – all are parts of students' life there.

It should be mentioned that not many children from the working-class families are able to receive the higher education as the fees are very high (more than £1,000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

### **1. Answer the following questions to the text.**

1. What are the leading universities in the UK?
2. What is the difference between these universities?
3. What departments does a university consist of?
4. How much does it cost to study at such universities?

### **2. Decide if the statements are true (T) or false (F).**

1. There are fewer than 60 universities in the U.K.
2. The leading are Cambridge, Oxford and London universities.

3. London and Oxford universities are not international.
4. A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.
5. After five years of study a student may proceed to a Bachelor's degree.
6. There are many societies and clubs at Cambridge and Oxford.
7. Many children from the working-class families are able to receive the higher education in Great Britain.

1-...; 2-...; 3-...; 4-...; 5-...; 6-...; 7-...

### 3. Match the following words with their definitions.

- |                 |   |
|-----------------|---|
| 1. profession   | a. to obtain a degree from a college or university                            |
| 2. education    | b. something that helps you to be better or more successful than other people |
| 3. to graduate  | c. an explanation for something that has not yet been proved to be true       |
| 4. productivity | d. the process of learning or the knowledge that you get at school or college |
| 5. advantage    | e. an ability to do something well, especially because you have practised it  |
| 6. skill        | f. a job that needs special education and training                            |
| 7. theory       | g. the speed at which goods are produced, and the amount that is produced     |

### 4. Fill out the gaps with the words from the list and underline them. Write down the paragraph.

*official language territories legislation actions English*

English is the sole official (1)\_\_\_\_\_ in US. It is also one of multiple official languages in US. The United States does not have an (2)\_\_\_\_\_ language; nevertheless, English (specifically, American English) is the language used for (3)\_\_\_\_\_, regulations, executive orders, treaties, federal court rulings, and all other official (4)\_\_\_\_\_. Additionally, one must demonstrate an ability to read, write, and speak (5)\_\_\_\_\_ to become a naturalized citizen. Many individual states and (6)\_\_\_\_\_ have also adopted English as their official language.

## TEXT 2

### HIGHER EDUCATION IN UKRAINE

Higher education is generally recognized as preparing individuals to realize more fully their human potential, enrich their understanding of life and make them more productive to society.

Future specialists in various fields of science, technology, economics and art get a fundamental general and specialized training, all students regardless of their specialty study foreign languages.

Apart from educational work and schooling Ukrainian higher schools carry out a great deal of scientific work in all branches of knowledge. They have either a students' research Society (Club) or a Technological Design Bureau which provide excellent facilities for young researches.

Our country needs specialists in all fields of science and all branches of industry and agriculture. Institutes exist not only in big cities like Kyiv, Kharkiv, Lviv, but in many towns of Ukraine like Irpin.



Higher education establishments of our country fall into three main types. The first type includes the universities and institutes where there are only full-time students, which receive state grants. Students who do not live at home get accommodation in the hostels.

The second and third types of higher schools provide educational facilities for factory and office workers who combine work with studies. The second type of higher education in establishments includes evening faculties and evening higher schools for those who study in their spare time.

The third type covers extra-mural higher schools where students take correspondence courses. Every year extra-mural students receive from 30 to 40 days' leave to prepare for their exams.

The diplomas by the evening faculties and extra-mural higher schools have the same value as the diplomas of all other institutes and universities.

The period of study at higher schools is from four to six years. According to the subjects studied there exist three groups of higher schools: universities, polytechnic and specialized institutes.

### **1. Answer the following questions to the text.**

1. Does higher education help to develop your human potential and enrich your understanding of life?
2. What specialists does our country need?
3. How many types of higher education establishments do we have in our country?
4. Is there any difference between the diplomas by the evening faculties, extra-mural schools and full-time schools?

### **2. Decide if the statements are true (T) or false (F).**

1. Higher education is generally recognized as preparing individuals to realize more fully their human potential.
2. Future specialists in various fields of science, technology, economics and art do not get a fundamental general and specialized training.
3. Apart from educational work and schooling Ukrainian higher schools carry out a

great deal of scientific work in all branches of knowledge.

4. Our country does not need specialists in agriculture.
5. Higher education establishments of our country fall into five main types.
6. Every year extra-mural students receive from 30 to 40 days' leave to prepare for their exams.
7. The period of study at higher schools is from five to seven years.  
1-...; 2-...; 3-...; 4-...; 5-...; 6-...; 7-...

### 3. Match the following words with their definitions.

- |                 |   |
|-----------------|---|
| 1. productivity | a. a place where children are taught  |
| 2. specialist   | b. a combination of all the knowledge, equipment, methods etc. that are used in scientific or industrial work |
| 3. various      | c. the speed at which goods are produced, and the amount that is produced                                     |
| 4. technology   | d. several different (things)   |
| 5. school       | e. the production of goods, especially in factories   |
| 6. knowledge    | f. someone who knows a lot about a particular subject or has a lot of skill in it                             |
| 7. industry     | g. information that someone knows about something   |
- 1...; 2...; 3...; 4...; 5...; 6...; 7...

### 4. Fill out the gaps with the words from the list and underline them. Write down the paragraph.

*fields secondary education students school includes*

The system of secondary education in Ukraine (1)\_\_\_\_\_ primary forms and junior and senior secondary forms. Children usually go to (2)\_\_\_\_\_ at the age of six or seven. There are some pre-school institutions, like nursery or kindergartens, but they are not obligatory. Primary forms comprise one to four forms. Junior (3)\_\_\_\_\_ forms comprise five to nine forms. After the ninth form children can enter technical schools of different types. Those who want to enter higher education institutions should complete ten or eleven forms. (4)\_\_\_\_\_ can also enter higher (5)\_\_\_\_\_ institutions after graduating from specialized colleges or lyceums. They prepare students in different (6)\_\_\_\_\_, whether the humanities or the science.

## UNIT 4

### TEXT 1

#### CHOOSING A CAREER

Everyone needs at least one profession in his life. So when you begin spending sleepless nights thinking about a job and money, when you think longingly of the plans for the future it's no doubt about it you're ready to choose most suitable career for you.



So in the world there are very and very many different professions: you can work with people as a doctor, a lawyer, a receptionist, a teacher, etc.; on the enterprise, bank, school, state institution. And what kind of a profession you choose mainly depends on yourself. And I think it's

a very difficult task for everybody.

And now there is such situation in the life that it is very difficult to find some worthy job especially suitable for you. So if you want some-how to get a job, you can make plans for the future when you study still at school. It's a good idea to take different factors into account: job satisfaction – your future job must satisfy you; money – it's important that your future profession must be well-paid or you must have a high salary to support the family, etc; good conditions; training; travelling and so on; the place of work -in the office, away from home, in the open area, abroad, etc.

But now I can say that I made up my mind what to do in the future. I think I have an aptitude for working with figures and solving financial problems and I am interested in knowing how money is made. So I think I can work as an economist in the financial field. I think that it is more in demand now especially in banks where a really good specialist can have a lot of money. The success of this profession depends on mainly my education.

### 1. Answer the following questions to the text.

1. What does everyone need in his life?
2. What are the main kinds of professions you can choose?
3. Which factors should a person take into consideration when choosing a profession?
4. What profession did the author choose? Why?

### 2. Decide if the statements are true (T) or false (F).

1. Everyone needs at least one profession in his life.
2. There aren't many kinds of professions in the world.
3. What kind of a profession you choose mainly depends on yourself.
4. It is not difficult to find some worthy profession.
5. Your future job must satisfy you.
6. Your job must be well-paid.
7. The author didn't know what profession to choose.

1-...; 2-...; 3-...; 4-...; 5-...; 6-...; 7-...

### 3. Match the following words with their definitions.

- |            |   |
|------------|---|
| 1. success | a. coins, paper notes etc. that have a fixed value and are used |
|------------|---|



- |              |  |
|--------------|--|
|              | for buying and selling things  |
| 2. student   | b. the control of how money should be spent especially in a company or government  |
| 3. teacher   | c. a job or profession that you have been trained for and intend to do for a long time                                   |
| 4. money     | d. someone who studies at a school, university etc   |
| 5. situation | e. when you achieve what you have been trying to do  |
| 6. finance   | f. the combination of all the things that are happening and all the conditions that exist at a particular time and place |
| 7. career    | g. someone whose job is to teach   |
- 1...; 2...; 3...; 4...; 5...; 6...; 7...

**4. Fill out the gaps with the words from the list and underline them. Write down the paragraph.**

*university standard manager organizations to achieve resources*

Our society is made up of all kinds of (1)\_\_\_\_\_, such as companies, government departments, unions, hospitals, schools, libraries and the like. They are essential to our existence, helping to create our (2)\_\_\_\_\_ of living and our quality of life. In all organizations there are people carrying out the work of the (3)\_\_\_\_\_ although they do not have that time. The vice-chancellors of a (4)\_\_\_\_\_, the president of a students union or a chief librarian are all managers. They have the responsibility to use the (5)\_\_\_\_\_ of their organization effectively and economically (6)\_\_\_\_\_ its objectives.

## UNIT 5

### TEXT 1 TECHNOLOGY



In general, ‘technology’ is the relationship that society has with its tools and crafts, and to what extent society can control its environment. The Merriam-Webster dictionary offers a definition of the term: ‘the practical application of knowledge especially in a particular area’ and ‘a capability given by the practical application of knowledge’. Technology is a term with origins in the Greek ‘technologia’,

‘τεχνολογία’ – ‘techne’, ‘τέχνη’ (‘craft’) and ‘logia’, ‘λογία’ (‘saying’).

The history of technology is at least as old as humankind, if not older. The human race's use of technology began with the conversion of plentiful natural resources into simple tools. The prehistoric discovery of the ability to control fire increased the available sources of food, and the invention of the wheel helped humans in travelling in and controlling their environment. Recent technological

developments, including the printing press and the Internet, have lessened physical barriers to communication and allowed humans to interact on a global scale. However, not all technology has been used for peaceful purposes; the development of weapons of ever-increasing destructive power has progressed throughout history, from clubs to nuclear weapons.

Technology has affected society and its surroundings in a number of ways. In many societies, technology has helped develop more advanced economies (including today's global economy). However, many technological processes produce unwanted by-products, known as pollution, and deplete natural resources, to the detriment of the Earth and its environment. Various implementations of technology influence the values of a society and new technology raises new ethical questions. Philosophical debates have arisen over the present and future use of technology in society, with disagreements over whether technology improves the human condition or worsens it.

Today technology is pervasive. It is nearly impossible to go anywhere today and escape from technology or from its impact, either upon the environment or upon society. But the most important contribution of technology is making life of common people much easier and helping them achieve what was previously not possible. It is important to keep in mind that although technology enriches many spheres of human life, there may also be drawbacks. This is the ethical challenge faced by society as technology becomes more ingrained in our lives.

**1. Choose the correct variant corresponding to the content of the text above.**

1. Technology determines
  - a. the efficiency of productive resources use.
  - b. the general progress the society has achieved.
  - c. the extent to which the society can control its environment.
  - d. human influence on surrounding environment.
2. In many societies technology
  - a. changed people's life.
  - b. increased people employment.
  - c. provided additional resources.
  - d. stimulated the development of economy.
3. Some technological processes can bring negative effects as
  - a. they are very expensive to be introduced.
  - b. they produce some unwanted by-products which cause pollution.
  - c. they are often not thoroughly tested.
  - d. they demand a lot of production facilities changes.
4. The most significant role of technology is that
  - a. it gives additional profits.
  - b. with its help people can improve their life.
  - c. it facilitates society development.
  - d. it reduces resources depletion.

1-...; 2-...; 3-...; 4-...

## 2. Answer the following questions to the text.

1. What is the origin of the term 'technology'?
2. What were the first examples of technology use?
3. How did recent technological developments change people's life?

## 3. Match the following explanations with the appropriate words.

- |  |                      |
|--|----------------------|
| 1. the process of making air, water, soil, etc. dirty                                  | a. implementation    |
| 2. introduction or starting to use smth  | b. by-product        |
| 3. practical use of smth, especially a theory or discovery                             | c. pollution         |
| 4. a supply of smth that exists naturally and can be used, especially to create wealth | d. application       |
| 5. a substance that is produced during the process of making or destroying smth else   | e. natural resources |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...

## TEXT 2

### COMPUTERIZATION AND SOCIAL TRANSFORMATIONS



Computers are part of our everyday lives. They have an effect on almost everything you do. When you buy groceries at a supermarket, a computer is used with laser and barcode technology to scan the price of each item and present a total. Barcoding items (clothes, food and books ) require a computer to generate the barcode labels and maintain the inventory. Most television advertisements and many films use graphics produced

by a computer. In hospitals, beside terminals connected to the hospital's main equipment, computer allow doctors to type in orders for blood tests and to schedule operations. Banks use computers to look after their customers' money. In libraries and bookshops, computers can help you to find the book you want as quickly as possible.

The Internet has revolutionized the computer and communications world like nothing before. The invention of the telegraph, telephone, radio, and computer set the stage for this unprecedented integration of capabilities. The Internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location.

Electronic Learning or e-Learning is reinventing the way people learn. The desk, the chalkboard, the paper and pencil, and the knowledge-giver no longer dominate the classroom. The Internet is the biggest influence. When delivered via the Internet, the vendors' curricula can personalize learning. Any student can use the computer as a medium through which the access of information and resources manifest itself as the supernatural agency.

One of the fascinating and important sociological questions surrounding computerization is the extent to which the use of computer-based systems really transforms any part of the social order. It is a fundamental question, since social studies of technology gain their public value by shedding light on the consequences of social group's using various technologies. Whether and how the widespread use of computer-based systems transform parts of the social order are just two of the fascinating questions about the social consequences of computerization. But they have attracted attention and stimulated significant discussion.

The computer field continues to experience huge growth. Computer networking, computer mail, and electronic publishing are just a few of the applications that have grown in recent years. Advances in technologies continue to produce cheaper and more powerful computers offering the promise that in the near future, computers or terminals will reside in most, if not all homes, offices, and schools.

**1. Choose the correct variant corresponding to the content of the text above.**

1. The Internet has revolutionized the computer
  - a. making it a world-wide broadcasting tool.
  - b. being a means for communication between individuals.
  - c. limiting the possibility of spreading computer viruses.
  - d. combining broadcasting capability, information dissemination and communication between individuals.
2. Electronic Learning is reinventing the way people learning as
  - a. it is less time-consuming way of learning.
  - b. it provides the possibility of personalizing learning.
  - c. the knowledge – giver doesn't dominate the learner.
  - d. sitting at the computer learners can feel more confident.
3. The social consequences of total computerization
  - a. are absolutely evident.
  - b. worry scientists all over the world.
  - c. are of precise attention and stimulate a lot of discussion.
  - d. can't stop new technology development.
4. The computer field is constantly growing and in the nearest future computers
  - a. will be very cheap.
  - b. will penetrate all spheres of modern life.
  - c. will greatly influence electronic publishing.
  - d. will change the people's attitude to new technologies.

1-...; 2-...; 3-...; 4-...

**2. Answer the following questions to the text.**

1. In what fields, mentioned in the text, has the computer found a wide application?
2. How has the Internet revolutionized the process of communication and information dissemination?
3. What is the most significant sociological question around total computerization?

**3. Match the following explanations with the appropriate words.**

- |  |                  |
|--|------------------|
| 1. how much smth is worth for people   | a. integration   |
| 2. a pattern of thick and thin lines that is printed on things you buy in a shop or a store, which contains information that a computer can read | b. dissemination |
| 3. spreading   | c. curriculum    |
| 4. a process of combining two or more things or systems so that they work together well  | d. barcode       |
| 5. the general programme developed for learners  | e. public value  |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...

**ADDITIONAL READING**

**TEXT 1**

**WORK-LIFE BALANCE**

Finding a suitable balance between work and daily living is a challenge that all workers face. In particular, families are the most affected. Some couples would like to have (more) children, but do not see how they could afford to stop working. Other parents are happy with the number of children in their family, but would like to work more. This is a challenge to governments because if parents cannot achieve their desired work-life balance, not only is their welfare lowered but so is development in the country. If parents have to choose between earning money and looking after their children, the result is that there will be too few babies and too little employment.

People spend one-tenth to one-fifth of their time on unpaid work. The distribution of tasks within the family is still influenced by gender roles: men are more likely to spend more hours in paid work and the percentage of male employees working very long hours is higher compared with that one for women. Women spend longer hours in unpaid domestic work. Fewer hours in paid work for women do not necessarily result in greater leisure time, as time devoted to leisure is roughly the same for men and women across many countries studied. On average men in OECD\* countries spend 131 minutes per day doing unpaid work, women spend 279 minutes per day cooking, cleaning or caring. This average difference, approximately 2.5 hours per day, conceals many disparities among countries. For instance Turkish and

Mexican women spend between 4.3 and 5 hours more than men working on domestic chores, while the difference is only a little over one hour in the Nordic countries.

An important aspect of work-life balance is the amount of time a person spends at work. Evidence suggests that long work hours may impair personal health, jeopardize safety and increase stress. The more people work, the less time they have to spend on other activities, such as personal care or leisure. The amount and quality of leisure time is important for people's overall well-being, and can bring additional physical and mental health benefits.

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*\*Organisation for Economic Co-operation and Development (OCDE)—is an international economic organisation of 34 countries founded in 1961 to stimulate economic progress and world trade.*

**1. Answer the following questions to the text.**

1. Who is the most affected while finding a suitable balance between work and daily living?
2. How is paid and unpaid work traditionally distributed between men and women?
3. What is the work-life balance correlated with?

**2. Find the words in the text that mean the following.**

- 1 health, happiness, prosperity, and well-being in general \_\_\_\_\_
- 2 enjoyable activities that you do when you are not working \_\_\_\_\_
- 3 a state in which different things occur in equal or proper amounts \_\_\_\_\_  
or have an equal or proper amount of importance \_\_\_\_\_
- 4 the state or quality of being active \_\_\_\_\_
- 5 something that is advantageous or good \_\_\_\_\_

## TEXT 2

### PHYSICAL WORK VS MENTAL WORK

Physical work is a poor way to make the most of oneself because the tasks are so few and repetitive that there will come a day that one will be fed up with one's work and probably quit. There is another problem. Physical work makes people retire sooner and with less money because physical work pays less and people can only work on such tasks at most until they are 50 years old.

Construction workers spend their day outside, in the hot sun, shoveling, hammering, painting, etc., and do lots of hard, manual work. They are exhausted when they get home, so exhausted, that it's tiring to get off the couch to go get something to eat. Their body aches, they're tired, and they just want to crawl into bed and go to sleep.

On the other hand people can do mental work forever because it is proven that some people in their 80's are as mental sharp as young adult in his 20's. The brain is the perfect tool that works forever without getting tired and without complaining.

Mental work tasks or jobs pay several times more and there is no billionaire that made his fortune with physical work, not even the sports people who are paid the most.

Financial analysts spend most of their day at a desk. They run report after report, analyzing all different aspects of a company. They are in and out of meetings all day. They stare at a computer screen and try to figure out why line 10 doesn't match line 13. They rack their brains all day to finish their work for the day. When they leave work, they may have headaches, they're tired, and they are so mentally burnt out they can hardly perform simple math. They just want to crawl into bed and sleep.

Who has the harder job? Is it the construction worker who spends all day doing manual work or is it the financial analyst who spends all day analyzing numbers and other kinds of mental work?

The author used those jobs as an example. The same could be said for waitresses, loggers, janitors, for physical jobs, just as it could be for lawyers, investment bankers, and administrative assistants for mental labour.

**1. Answer the following questions to the text.**

1. What kind of work is a poor way to make the most of oneself?
2. What kind of work allows people to make their fortune?
3. Whose job is the hardest?

**2. Find the words in the text that mean the following.**

1. any thing, matter, person, etc., that is difficult to deal with, solve, or overcome \_\_\_\_\_
2. something (such as coins or bills) used as a way to pay for goods and services and to pay people for their work \_\_\_\_\_
3. work for which someone is paid \_\_\_\_\_
4. one whose wealth is estimated at a billion or more (as of dollars or pounds) \_\_\_\_\_
5. a device, usually electronic, that processes data according to a set of instructions \_\_\_\_\_

### **TEXT 3**

#### **DREAM JOB VS JOB TO PAY THE BILLS**

It's not unusual to hear that over 70% of people are dissatisfied with their jobs and that over a third of people are either looking for another job or just going through the motions. It's also not unusual for many people to feel bad because instead of stepping into their dream job, they have unfortunately taken a job that pays the bills and puts food in their mouths. But what if that's okay? It's something to consider when you think about whether we work to live or live to work. Working to live means that we take a job that allows us to enjoy life.



The hours aren't too bad and the pay is pretty good, and as far as the work goes, we can tolerate it. But the point is that this job pays enough so that we can make a living. And after we tolerate an eight-hour day, we go home and have fun. We put some money away for retirement and spend the rest of the check at the local mall. But living to work is an entirely different thing altogether.

This is what a person may be doing if they are currently working their dream job. Let's say for instance that a person is an actress. She probably went through a lot to get that job. Days spent on foot traveling to auditions, while taking advantage of her single status finally lands her on the set of a film. Who knows how little or how much she is getting paid for this first onscreen job. Who knows how much debt it took.

It could take the budding actress years of work before she becomes successful. And when she finally does make it, who knows what she'll have to do to maintain her star status. She might have to work 12-hour days. She might have to work weekends. She may even have to postpone parenting. An actress is an example of a person who lives to work. And what kind of life is that? There are some things to consider when deciding if you should work to live or live to work.

Many dream jobs involve a lot of work to get to the place of fulfillment with little to no rewards along the way. Just ask an actor or a writer and you'll learn that it takes a lot to make it and many people don't end up 'making it.' However, some do, so the option to try or not to try is still a reasonable one.

### **1. Answer the following questions to the text.**

1. How many people are not satisfied with their jobs?
2. What does working to live mean?
3. What job is opposite to a dream job?

### **2. Find the words in the text that mean the following.**

1. a series of images, ideas, emotions, and sensations occurring involuntarily in the mind during certain stages of sleep \_\_\_\_\_
2. the characteristic state or condition of a living organism \_\_\_\_\_
3. the place (such as a house or apartment) where a person lives \_\_\_\_\_
4. the act of ending one's working or professional career \_\_\_\_\_
5. human beings making up a group or assembly or linked by a common interest \_\_\_\_\_

## **TEXT 4**

### **THE ROLE OF PERSONALITY IN ORGANIZATIONAL BEHAVIOR**

Personality plays a key role in organizational behavior because the way that people think, feel, and behave affects many aspects of the workplace. People's personalities influence their behavior in groups, their attitudes, and the way they make decisions. Interpersonal skills hugely affect the way that people act and react to things during work. In the workplace, personality also affects such things as

motivation, leadership, performance, and conflict. The more the managers understand how a personality in organizational behavior works, the better equipped they are to be effective and accomplish their goals.

People have many different views of the world that affect their personalities. When a situation arises, an individual will handle it based upon his or her personal values, beliefs, and personality traits. These traits are developed throughout a person's lifetime and cannot be easily changed, so it is more helpful for managers to attempt to understand this rather than to fight it.

Traits such as openness, emotional stability, and agreeableness all predict that an individual will have less conflict, work better in teams, and have positive attitudes about his or her work. People with this type of personality should be placed in situations where they would be working with or leading others. Those who do not have these traits will have less motivation and be more negative when they are placed in these same situations.

Positive interpersonal skills is a personality trait that greatly affects the workplace. Individuals who exhibit this trait generally enjoy working with other people, and they have the empathy and sensitivity that enables them to get along well with others. People with this trait are often placed in roles where they work with customers, manage employees, or mediate problems.

Decision-making and independence are greatly affected by personality. Personality traits such as self-efficacy, conscientiousness, and pro-activity contribute to good decision-making under pressure and independence, while traits such as neuroticism and not being open do not. Managers can place individuals with these traits in appropriate positions to do their best work.

Placing individuals with certain characteristics in jobs that best suit them raises their levels of motivation. It also affects their overall job performance because they are happier on a daily basis. This affects the overall productivity of the workplace because more is getting accomplished due to better attitudes and happier employees.

**1. Answer the following questions to the text.**

1. What influences people's behavior in groups, their attitudes, and the way they make decisions?
2. What affects people's personalities?
3. What raises people's levels of motivation and affects their overall job performance?

**2. Find the words in the text that mean the following.**

1. the office, factory, etc., where people work
2. the manner of conducting oneself
3. special ability in a task, sport, etc., especially ability acquired by training
4. something that you are trying to do or achieve
5. a quality that makes one person or thing different from another

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## TEXT 5

### WORK AT HOME JOBS

Are there real work at home jobs? Yes, there are some, but they are not nearly as plentiful as one would think considering the amount of interest there is in working from home. Finding work at home employment isn't easy. Despite all the online advertising one sees, there aren't that many legitimate work at home jobs. In fact, there are more than real work from home opportunities.

Job seekers who are interested in home employment need to spend a good deal of time searching for legitimate opportunities, as well as a significant amount of time weeding through scams.

Many people who work from home started out working in an office, but were able to arrange with their employer to work some or all of time at home.

There are companies that hire employees directly to work from their homes. Some of the positions for work at home jobs are those which cover a territory, for an insurance company or a consumer products firm, for example. Thus the employees for work at home jobs spend some time on the road and some time in one's home office. There are also customer service, recruiting, sales, scheduling, technical, writing, and telemarketing jobs available. In many cases, the jobs are part-time, commission-based, or pay a lump sum for a completed project.

In other cases, one can work as a home based agent where a person is an employee of the company who works from a home office, providing customer service to client companies. Virtual assistants provide administrative, secretarial, and clerical support, as well as creative and/or technical services for clients.

Full-time jobs that provide health insurance, a pension, vacation, and other benefits while one works full-time from home, especially if one doesn't have experience, are few and far between. Finding them online is a little like looking for a needle in a haystack.

Flexibility is one key to successfully working from home. If one is willing to consider freelance or contract employment or willing to combine a couple of part-time positions, one will have a greater chance of success in finding opportunities that are legitimate. It's also critically important to take the time to search for positions and to thoroughly research those that sound viable.

#### **1. Answer the following questions to the text.**

1. What two problems dealing with work at home jobs are mentioned in the text?
2. What jobs are available for the employees for work at home jobs?
3. Why flexibility is important for those who work from home?

#### **2. Find the words in the text that mean the following.**

1. a person who works for another in return for financial or other compensation \_\_\_\_\_
2. the thing that is measured as seconds, minutes, hours, days, years, etc. \_\_\_\_\_

3. a room or set of rooms in which business, professional duties, clerical work, etc., are carried out \_\_\_\_\_
4. a period of time devoted to pleasure, rest, or relaxation, especially one with pay granted to an employee \_\_\_\_\_
5. an opportunity to do something \_\_\_\_\_

## APPENDIX 1

### GENERAL CLASSIFICATION OF THE PARTS OF SPEECH IN ENGLISH

1	<b>the noun</b>	– іменник	– существительное
2	<b>the adjective</b>	– прикметник	– прилагательное
3	<b>the pronoun</b>	– займенник	– местоимение
4	<b>the numeral</b>	– числівник	– числительное
5	<b>the verb</b>	– дієслово	– глагол
6	<b>the adverb</b>	– прислівник	– наречие
7	<b>the modal verbs</b>	– модальні дієслова	– модальные глаголы
8	<b>the interjection</b>	– вигук	– междометие
9	<b>the conjunction</b>	– сполучник	– союз
10	<b>the particle</b>	– частка	– частица
11	<b>the article</b>	– артикль	– артикль
12	<b>the preposition</b>	– прийменник	– предлог
13	<b>the participle</b>	– дієприкметник	– причастие
14	<b>the possessive pronoun</b>	– присвійний займенник	– притяжательное местоимение
15	<b>ing-form</b>	– дієприслівник	– деепричастие
16	<b>the gerund</b>	– герундій	– герундий

#### The principal parts of the sentence:

The subject	– підмет	– подлежащее
The predicate	– присудок	– сказуемое

#### The secondary parts of the sentence:

The object	– додаток	– дополнение
The attribute	– визначення	– определение
The adverbial	– обставина	– обстоятельство
l modifier		

## APPENDIX 2

### Irregular Verbs

There are about 180 irregular verbs. Some are very unusual. Here are the most useful.

<b>First form</b>	<b>Second form</b>	<b>Third form</b>	<b>First form</b>	<b>Second form</b>	<b>Third form</b>
<i>All forms the same</i>			<i>Second and third forms the same</i>		
cost	cost	cost	bend	bent	bent
cut	cut	cut	build	built	built
hit	hit	hit	feel	felt	felt
hurt	hurt	hurt	keep	kept	kept
let	let	let	leave	left	left
put	put	put	light	lit	lit (lighted)
set	set	set	lend	lent	lent
shut	shut	shut	mean	meant	meant
split	split	split	meet	met	met
<i>Similar sound group</i>			send	sent	sent
beat	beat	beaten	shoot	shot	shot
bit	bit	bitten	sleep	slept	slept
eat	ate	eaten	spend	spent	spent
fall	fell	fallen	spoil	spoilt	spoilt
forget	forgot	forgotten	get	got	got
forgive	forgave	forgiven	lose	lost	lost
give	gave	given	sat	sat	sat
hide	hid	hidden			
shake	shook	shaken	bring	brought	brought
take	took	taken	buy	bought	bought
tear	tore	torn	fight	fought	fought
wear	wore	worn	think	thought	thought
			catch	caught	caught
			teach	taught	taught
blow	blew	blown			
flow	flew	flown	feed	fed	fed
know	knew	known	find	found	found
throw	threw	thrown	have	had	had
grow	grew	grown	hear	heard	heard
draw	drew	drawn	hold	held	held
			make	made	made
begin	began	begun	pay	paid	paid
drink	drank	drunk	read	read	read
ring	rang	rung	say	said	said
sing	sang	sung	sell	sold	sold
shrink	shrank	shrunk	stand	stood	stood
			understand	understood	understood
freeze	froze	frozen	tell	told	told
speak	spoke	spoken			

steal	stole	stolen	stick	stuck	stuck
break	broke	broken	win	won	won
wake	woke	woken	shine	shone	shone
choose	chose	chosen	<b><i>All forms different</i></b>		
drive	drove	driven	be	was/were	been
write	wrote	written	become	became	become
ride	rode	ridden	come	came	come
			do	did	done
			go	went	gone
			run	ran	run
			see	saw	seen
			show	shown	shown
			spill	spilled	spilt

### ***Confusing Verbs***

lay	laid	laid	laying - to put sth in a particular position
lie	lay	lain	laying - to be or put yourself in a flat position
lie	lied	lied	lying - to say sth that you know is not true

## **APPENDIX 3**

### **Word formation using, prefixes and suffixes**

The tables below show you how new meanings and new parts of speech can be created using prefixes and suffixes.

#### **Noun formation**

<b>Noun Beginnings (Prefixes)</b>	<b>Meaning</b>	<b>Examples</b>
<b><i>anti -</i></b>	used to prevent something	antifreeze, antiseptic
<b><i>bio-</i></b>	relating to life and living things	biology, biochemistry
<b><i>co-</i></b>	with or together	co-worker, co-author
<b><i>eco-</i></b>	relating to the environment	ecology, ecosystem
<b><i>ex-</i></b>	former, in the past	ex-husband, ex-girlfriend
<b><i>inter-</i></b>	between or among	intersection, interference
<b><i>mid-</i></b>	middle	midday, midnight, midweek
<b><i>mis-</i></b>	bad or wrong	misspelling, mismanagement
<b><i>non-</i></b>	not	non-smoker, nonsense
<b><i>over-</i></b>	too much	overgrowth, overpopulation
<b><i>psycho-</i></b>	relating to the mind	psychology, psychotherapy
<b><i>self-</i></b>	of or by yourself	self-confidence, self-control
<b><i>semi-</i></b>	half	semi-circle, semi-detached

<b>sub-</b>	1. under	submarine, subconscious, subway
	2. less important or smaller	subcommittee, subsection
<b>Noun Endings (Suffixes)</b>	<b>Meaning</b>	<b>Examples</b>
<b>-ability, -ibility</b>	when sth is possible (makes nouns from adjectives)	reliability, flexibility, responsibility
<b>-al</b>	used to say that sb/sth does sth or sth happens (makes nouns from verbs)	arrival, refusal, denial nouns
<b>-an -ian</b>	a particular person, place or subject (makes nouns from names)	American, Christian, historian
<b>-ation</b>	when sb does sth or sth happens (makes nouns from verbs)	creation, confirmation, hesitation, exploration
<b>-ator</b>	sb or sth that does or makes something (makes nouns from verbs)	creator, generator, administrator, investigator
<b>-cy</b>	used in the names of qualities	fluency, accuracy, decency
<b>-er, -or, -ar, -r</b>	1. a person who does an activity 2. a person who lives in a place	footballer, actor, liar Londoner. New Zealander
	3. a thing that does sth	heater, cooler, computer
<b>-ful</b>	the amount that a container holds	spoonful, cupful, handful
<b>ist</b>	1. sb who supports a particular set of ideas or beliefs	idealist, communist, leftist, environmentalist
	2. sb who plays a particular musical instrument	violinist, pianist, cellist, guitarist
	3. sb who does a particular activity or type of work	novelist, journalist, geologist, motorist, cyclist
<b>-ity -ty</b>	used in the names of qualities or types of behaviour (makes nouns from adjectives)	stupidity, brutality, cruelty, beauty, anxiety
<b>-let</b>	a small kind of a particular thing	piglet, booklet
<b>-ment</b>	1. an activity or way of doing sth	development, entertainment



	2. a particular quality (makes nouns from verbs)	embarrassment, amusement, contentment
<b>-ness</b>	used in the names of qualities (makes nouns from adjectives)	happiness, goodness, loudness, quietness
<b>-ology</b>	the science or study of sth	psychology, sociology, biology
<b>-ship</b>	1. a situation between people or organizations	friendship, partnership, relationship
	2. skill or ability to do sth well	craftsmanship, musicianship
<b>-ware</b>	used in the names of particular kinds of goods	hardware, software, glassware, silverware
<b>-y</b>	used in the names of feelings	jealousy, sympathy

### Adjective Formation

Adjective beginnings (Prefixes)	Meaning	Example
<b>anti-</b>	1. opposed to 2. opposite to	antinuclear anticlockwise
<b>cross-</b>	going across or between	cross-country, cross-cultural
<b>dis-</b>	not	discontented, disapproving
<b>eco-</b>	relating to the environment	ecofriendly
<b>extra-</b>	beyond or outside, or not included in something	extracurricular, extramarital, extraordinary
<b>in-</b>	not	inexact, incorrect
<b>im-</b> <i>before b, m, p</i>	not	impossible, imprecise
<b>il-</b> <i>before l</i>	not	illegal, illegible
<b>ir-</b> <i>before r</i>	not	irregular, irresponsible
<b>inter-</b>	between or among	international, interpersonal
<b>multi-</b>	having many of something	multinational, multimedia
<b>non-</b>	not	nonstop, non-smoking
<b>over-</b>	1. too much 2. across or above	overexcited, overemotional overland, overseas, overhead
<b>post-</b>	after or later than	postwar, postgraduate
<b>pre-</b>	before or earlier than	pre-existing, prehistoric
<b>trans-</b>	across or on the other side of	transatlantic
<b>ultra-</b>	1. very, extremely sth	ultramodern

	2. beyond	ultrasonic
<b>un-</b>	not	uncomfortable, unhappy

<b>Adjective endings (Suffixes)</b>	<b>Meaning</b>	<b>Example</b>
<b>-able -ible</b>	1. able to be (broken, drunk, washed etc.)	break <u>able</u> , drinkable, washable
	2. having a particular quality (makes adjectives from verbs)	reasonable, responsible
<b>-al -ial</b>	relating to something	political, ceremonial, facial
<b>-an</b>	relating to a particular person	American, Christian, civilian
<b>-ian</b>	place or subject	reptilian
<b>-ed</b>	1. having a particular thing	bearded, armed
	2. having a particular quality	big-headed, bored
<b>-en</b>	made of something	wooden, golden, silken
<b>-er</b>	makes the comparative of short adjectives	hotter, cooler, nearer, bigger, safer
<b>-est</b>	makes the superlative of short adjectives	hottest, coolest, nearest, biggest
<b>-ish</b>	1. relating to a country, its language or its people	British, Spanish, Swedish
	2. like or typical of	childish, impish, boyish
	3. quite or slightly	smallish, greenish
	4. approximately, about	sixish, fortyish
<b>-ive</b>	used to say that sb or sth does or is able to do sth (makes adjectives from verbs)	creative, communicative, cooperative, supportive
<b>-less</b>	without	hopeless, childless, painless
<b>-like</b>	like or typical of (makes adjectives from nouns)	childlike, lifelike, godlike
<b>-ly</b>	1. behaving in a way that is typical of a particular kind of person	friendly, motherly, fatherly
	2. happening regularly	hourly, weekly, monthly topmost
<b>- most</b>	makes the superlative of some adjectives	topmost, northernmost, uppermost
<b>-ous</b>	having a particular quality	dangerous, spacious, envious
<b>-th</b>	makes adjectives from numbers (apart from numbers which end in	sixth, hundredth, ninth, fortieth

	1, 2, 3)	
<b>-y</b>	covered in sth or having a lot of sth, or having a particular quality	dirty, dusty, cloudy, rainy, noisy, windy, smelly, greedy

### Verb Formation

Verb beginnings (Prefixes)	Meaning	Examples
<b>de-</b>	to remove or reduce sth	decaffeinate, devalue
<b>dis-</b>	1. to not do sth 2. to remove sth	disagree, disapprove, disobey disconnect, disinfect
<b>mis-</b>	to do sth badly or wrongly	misunderstand, misinterpret
<b>re-</b>	to make or do sth again	rethink, remake, redo, reinvent
<b>trans-</b>	1. to change sth completel 2. to move sth to a new place	translate, transform transfer, transport
<b>un-</b>	to remove or unfasten sth	undress, unlock, untie

Verb endings (Suffixes)	Meaning	Examples
<b>-en</b>	to become or make sth become	darken, soften, lighten
<b>ize, -ise (BrE)</b> <b>ize (AmE)</b>	to become or make sth become	popularize, legalize, modernize, harmonize
<b>-ify</b>	to give sth a particular quality	solidify, simplify, purify

### Adverb Formation

Because most adverbs are formed from adjectives, they can take the same beginnings as adjectives.

Adverb endings (Suffixes)	Meaning	Examples
<b>-er, -r</b>	makes the comparative of adverbs	later, sooner, farther
<b>est, -st</b>	makes the superlative of adverbs	latest, soonest, farthest
<b>-ly</b>	1. in a particular way (makes adverbs from adjectives)	carefully, slowly, easily, fully, freely, impatiently, hourly, daily, weekly

	2. happening regularly (makes adverbs from nouns)	
<b>ward, -wards</b>	in a particular direction	northward(s), backward(s)

Note that there are a small number of adverbs which do not have the same meaning as the adjectives they were formed from. You should look these up in the dictionary and learn them:

awfully	lately	terribly	hardly
barely	shortly	scarcely	

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