**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**НАЦІОНАЛЬНА АКАДЕМІЯ ПЕДАГОГІЧНИХ НАУК УКРАЇНИ**

**НАУКОВО-МЕТОДИЧНИЙ ЦЕНТР ВФПО**

**ГОРОХІВСЬКИЙ КОЛЕДЖ**

**ЛЬВІВСЬКОГО НАЦІОНАЛЬНОГО АГРАРНОГО УНІВЕРСИТЕТУ**

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

**ПОСІБНИК ДЛЯ ЗДОБУВАЧІВ ОСВІТИ**

**СПЕЦІАЛЬНОСТІ 201 «АГРОНОМІЯ»**

 **КОНКУРС** «Педагогічний Оскар 2022»

 **НОМІНАЦІЯ 2**. Інновації у створенні й

 упровадженні сучасних методик, прийомів

 викладання, навчально- методичного

 забезпечення освітнього процесу

 **ВИД РОБОТИ** Сучасний навчально –

 методичний посібник

 **ГАЛУЗЬ ЗНАНЬ** 20 Аграрні науки та

 продовольство

 СПЕЦІАЛЬНІСТЬ 201 «Агрономія»



**Горохів 2021**

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 Даний посібник розроблено для здобувачів освіти старших курсів спеціальності 201 «Агрономія». Мета посібника – розвиток іншомовного спілкування, вміння працювати з фаховими текстами та засвоєння необхідної лексики. Навчально-методичні матеріали, вправи та тексти для контролю розуміння основного змісту тем спрямовані на формування міжкультурної та комунікативної компетенцій у сферах професійного спілкування, а також, для вдосконалення набутих вмінь та навичок.

 Посібник рекомендується для здобувачів освіти та викладачів, аграрних закладів освіти І – ІІ рівнів акредитації.

Рекомендовано цикловою комісією загальноосвітніх дисциплін Горохівського коледжу ЛНАУ

Протокол № 4 від “2” листопада 2021р.

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**ВСТУП**

 На сьогоднішній день, вивчення іноземних мов є дуже актуальним питанням, тому, проблема підготовки фахівців, які б володіли іноземною мовою професійно, є однією з найважливіших, серед завдань професійної педагогіки вищої школи. Професійна самореалізація та відповідне життя індивіду здебільшого залежить від його професійної компетенції, вміння адаптуватися, реалізовувати свої професійні здібності, нахили, інтереси, бути мобільним в професійному самовизначенні та кар’єрі. Іноземна мова наближує ситуацію навчального процесу до реальних умов, що породжує потребу в знаннях, їх практичному застосуванні й забезпечує персональну зацікавленість здобувачів освіти, перехід від пізнавальної мотивації до професійної. Навчальна дисципліна „Іноземна мова за професійним спрямуванням ” є необхідною складовою частиною підготовки майбутніх спеціалістів.

 Без сумніву, що навички практичного володіння іноземною мовою, зокрема англійською, відкривають нові можливості для майбутнього фахівця, його здатність швидко орієнтуватися у мінливому сучасному середовищі, активно реагувати та знайомитися з новою інформацією у своїй галузі, що підвищує рівень його конкурентоспроможності на ринку праці.

 Основна мета курсу –сформувати комунікативну спроможність в сфері професійного спілкування в усній і письмовій формах, вдосконалювати вміння користуватися широким тематичним словником засвоєної функціональної лексики за фахом, розширювати та збагачувати його. Активне використання навичок двостороннього перекладу, вміння використовувати різноманітні засоби читання для подальшої роботи з інформацією, навички аудіювання, реферування і анотування тексту, оволодіння новітньою фаховою інформацією через іноземні джерела також вдосконалюються у рамках курсу іноземної мови за професійним спрямуванням.

 Основні завдання курсу:

1. Розвиток монологічного мовлення з використанням функціональної

лексики професійного спілкування.

2. Розвиток непідготовленого діалогічного мовлення з використанням

функціональної лексики та засвоєних граматичних конструкцій.

3. Вдосконалення навичок двостороннього усного перекладу в процесі ділових контактів та ділових зустрічей.

4. Вдосконалення навичок письмового перекладу та закріплення навичок аналізу граматичних і лексичних трансформацій при перекладі текстів за фахом.

5. Вдосконалення навичок ознайомчого та пошукового читання для подальшого використання отриманої інформації.

6. Вдосконалення навичок вивчаючого читання із використанням словника для подальшого розширення лексичного запасу за фахом.

7. Формування та розвиток вмінь реферування, анотування, складання резюме та аналізу текстів за фахом.

8. Розвиток навичок аудіювання англомовного тексту.

 За підсумками вивчення курсу майбутній фахівець повинен знати функціональну лексику іноземної мови професійної тематики, що вивчається протягом року; граматичний матеріал в обсязі, передбаченому програмою курсу; основні принципи, методи та лінгвістичні особливості анотування та реферування текстів; принципи та план аналізу граматичних та лексичних трансформацій при перекладі текстів за фахом.

 Здобувач освіти повинен вміти аналізувати робочі ситуації та обмінюватися досвідом з основних аспектів спеціальності іноземною мовою, проводити обговорення проблем загальнонаукового та професійно – орієнтованого характеру, що має на меті досягнення порозуміння; перекладати з іноземної та на іноземну мову інформацію з використанням функціональної лексики за фахом; перекладати тексти у письмовій формі, використовуючи термінологічні двомовні словники, електронні словники; аналізувати граматичні та лексичні трансформації, що виникають при перекладі з іноземної мови та на іноземну мову, в залежності від цього правильно вибирати перекладацьку стратегію; робити аналітичне опрацювання іншомовних джерел з метою отримання інформації, що необхідна для вирішення певних завдань професійно - виробничої діяльності, реферувати та анотувати англомовні джерела за фахом, працювати з інформацією та обробляти інформацію; здійснювати ефективне слухання повідомлень на іноземній мові.

**Програма навчальної дисципліни**

**Змістовний модуль I**

Іноземна мова – мова ділового спілкування. Іноземні мови в сучасному суспільстві. Мовленнєвий етикет спілкування. Мовні моделі. Студенти сільського господарства у Британії. Наш коледж.

**Змістовний модуль II**

Моя майбутня спеціальність. Я – працівник сільського господарства. Сільське господарство. Дві галузі с/г. Інтенсивні технології.

**Змістовний модуль III**

Україна. Географічне положення і клімат. Економіка України. Сільське господарство України.

**Змістовний модуль IV**

Великобританія. Географічне положення і клімат. Економіка Великобританії. Сільське господарство Великобританії. Міжнародні зв’язки України.

**Змістовний модуль V**

Подорожі. Різні види подорожей. Подорож потягом. Подорож літаком. Ділова поїздка за кордон.

**Змістовний модуль VI**

 Митниця. У готелі. Поїздка країною та містом. Транспорт. Національна кухня. Ресторан. Медична допомога.

**Змістовний модуль VII**

Телефонний етикет. Діловий етикет. Представлення. Презентація.

**Змістовний модуль VIII**

Ділова документація. Ділові листи. Працевлаштування. Резюме. В офісі. Візит у господарство.

 **Змістовний модуль IX**

Моя спеціальність – агрономія. Декілька слів про агрономію. Аграрний сектор України. Галузі сільського господарства. Фермерство у Британії. Сучасні ферми.

**Змістовний модуль X**

Технологія виробництва продукції рослинництва. Рослини та їх використання. Частини рослини та їх функції. Класифікація сільськогосподарських рослин. Зернові культури. Селекція сільськогосподарських культур.

**Змістовний модуль XI**

Плодоовочівництво. Вирощування овочів. Садівництво. Кормовиробництво.

**Змістовний модуль XII**

Механізація та автоматизація сільськогосподарського виробництва. Механізація у рослинництві.

**Теми практичних занять**

|  |  |  |
| --- | --- | --- |
| **№** | **Назва теми** | Кількістьгодин |
|  |
| 1.  | **Тема:Іноземні мови в сучасному світі.** Робота з текстом “Foreign Languages in Modern Society”.Читання голосних. Інтонація. | 2 |
| 2. | Розвиток вмінь монологічного мовлення. Виконання вправ .Множина іменників. Артикль. Порядок слів у реченні. Типи питань. | 2 |
| 3. | Мовленнєвий етикет спілкування. Мовні моделі. Робота з діалогами. Транскрипційні знаки. | 2 |
| 4. | Робота з текстом “Are you a multicultural person? ”Складання діалогів. Розвиток навичок письма. | 2 |
| 5. | **Тема:Я працівник сільського господарства.** Робота з текстом “ Students of Agriculture in Great Britain”. Ознайомлення з новими лексичними одиницями.  | 2 |
| 6.  | **Тема : Наш заклад освіти.** Робота з текстом “ Our College”. Ознайомлення з новими лексичними одиницями. | 2 |
| 7. | Розвиток вмінь монологічного мовлення по темі. | 2 |
| 8. | **Тема: Моя майбутня професія**. Робота з текстом “ My Future Profession”. | 2 |
| 9.  | **Тема: Сільське господарство.** Робота з текстом “ What is Agriculture?” | 2 |
| 10 | Робота з текстом “Two Branches of Agriculture”. | 2 |
| 11 | Робота з текстом “Intensive Technologies in Agriculture”. Теперешні часи. | 2 |
| 12. | Розвиток вмінь монол. мовлення по темі. Розвиток навичок письма. Написання реферату. | 2 |
| 13. | **Тема: Україна. Географічне положення і клімат**. Робота з текстом “Geographical Position of Ukraine”. Improve your grammar. | 2 |
| 14. | Робота з текстом“ National Economy of Ukraine” та новою лексикою. | 2 |
| 15. | Робота з текстом “Agriculture of Ukraine.”Виконання вправ. | 2 |
| 16. | Розвиток вмінь монологічного мовлення по темі. Розвиток навичок письма. Написання реферату “Ukraine. Agriculture of Ukraine”. | 2 |
| 17. | **Тема: Великобританія. Географічне положення і клімат**. Робота з текстом “ Great Britain.” | 2 |
| 18. | Робота з текстом “ National Economy of Great Britain”. Виконання вправ. | 2 |
| 19. |  Робота з текстом “ Agriculture of Great Britain.” Виконання вправ. | 2 |
|  20. | Розвиток вмінь монологічного мовлення по темі. Розвиток навичок письма. Написання реферату “ Great Britain. Agriculture of Great Britain ”. | 2 |
| 21. | **Тема: Подорожі**. Робота з текстом “ Different Kinds of Travelling” та новою лексикою. | 2 |
| 22. | Робота з діалогами з текстом “ Travelling by Train”. | 2 |
| 23.  |  Робота з текстом“ Travelling by Plain” та новою лексикою. | 2 |
| 24. | Розвиток вмінь монологічного мовлення по темі Подорожі. Робота з діалогами. Ділова поїздка за кордон. | 2 |
| 25.  | **Тема: Митниця.** Робота з текстом “At the Customs” та новою лексикою. Виконання вправ. | 2 |
| 26. | Розвиток вмінь монологічного та діалогічного мовлення по темі. | 2 |
| 27. | **Тема: Готель.** Робота з діалогами “At the Hotel”. Ознайомлення з новими лексичними одиницями. Минулі часи. |  2 |
| 28. | Розвиток вмінь монологічного та діалогічного мовлення по темі. |  2 |
|  29.  | **Тема: Поїздка містом. Транспорт.** Робота з текстом “Getting about town.” | 2 |
|  30. | Розвиток вмінь монологічного та діалогічного мовлення по темі. | 2 |
|  31. | **Тема: Харчування.** Робота з текстом “ Meals in Great Britain”. Ознайомлення з новими лексичними одиницями “At the Restaurant”. | 2 |
|  32. | Розвиток вмінь діалогічного мовлення по темі “At the Restaurant”.Fast Food. | 2 |
|  33. |  **Тема: У Лікаря.** Робота з текстом “At the Hospital”. Ознайомлення з новими лексичними одиницями. | 2 |
|  34. | **Тема:Телефонний етикет.** Робота з діалогами “Business Phone Calls”.  | 2 |
| 35. | **Тема: Діловий етикет**. Робота з діалогами . Ознайомлення із виразами та словосполученнями. | 2 |
|  36. |  **Тема: Представлення**. Робота з діалогами. Introducing Yourself. | 2 |
| 37. | **Тема: Ділова документація та переписка.** Робота з текстом “Business Letters”. Ознайомлення з новими лексичними одиницями. | 2 |
| 38. | Розвиток вмінь монологічного мовлення по темі. Розвиток навичок письма. Написання листів. | 2 |
| 39.  | **Тема: Працевлаштування. Резюме**. Основні вимоги до резюме. | 2 |
| 40. | Робота з текстом“ Office. At the Modern Office.” Виконання вправ. | 2 |
|  41. | Робота з текстом “A Visit to a Farm”. Виконання вправ. | 2 |
|  42.  | Узагальнення знань студентів. | 2 |
|  43. | **Тема: Моя спеціальність – агрономія**. Робота з текстом “ A Few Words about Agronomy”. | 2 |
|  44. |  Робота з текстом “ Agrarian Sector of Ukraine”. | 2 |
|  45. | Робота з текстом “The Branches of Agriculture”.. | 2 |
|  46. | **Тема: Фермерство.** Робота з текстом “ Modern Farms. Farms in Britain”. | 2 |
|  47. | **Тема: Технологія виробництва продукції рослинництва**. Робота з текстом “ Plants and Their Uses”.  | 2 |
|  48. |  Робота з текстом “ Parts of a Plant and Their Main Functions” та новою лексикою. | 2 |
|  49. | Робота з текстом “ Classification of Field Crops”. | 2 |
|  50. |  Робота з текстом “Cereals and Grain Crops”. | 2 |
|  51. | **Тема: Плодоовочівництво**. Робота з текстом “ Selection of Agricultural Crops”. | 2 |
|  52. | Робота з текстом “ Vegetable Production”. | 2 |
|  53. | Робота з текстом “ Horticulture”. | 2 |
|  54. | Робота з текстом “ Feed Production”. | 2 |
|  55. | Розвиток вмінь монологічного мовлення по темі. | 2 |
|  56. | **Тема: Механізація та автоматизація сільськогосподарського виробництва**. Робота з текстом “Agricultural Machinery”.  | 2 |
|  57. | Розвиток вмінь монологічного мовлення по темі. | 2 |
|  58. | Робота з текстом “ Mechanization in Crop Production”. | 2 |
|  59. | Розвиток вмінь монологічного мовлення по темі. | 2 |
|  60. | Узагальнення знань студентів. | 2 |
| Всього 120 годин. |

**UNIT I.**

**Topic: Foreign Languages in Modern Society.**

**I. Answer the following questions:**

1. What foreign languages do you study in our college?
2. Is it necessary to know any foreign language?
3. What language is the most important in the world?

**II. Remember.**

 Reflect відбивати, відображати

 soul душа

 behaviour поведінка, манери, вчинки

 to create створювати

 similar подібний, схожий

 average пересічний, середній

 mother tongue рідна мова

 worth гідний, що заслуговує, вартий

 satellite супутниковий

 to apply звертатися з проханням, заявою

 well-paid job добре оплачувана робота

**III. Read and translate the text “Why We Learn English”.**

 **Why We Learn English**

People began to speak many centuries ago, and since then they have been speaking different languages. Every language reflects the soul, behaviour and temperament of each nationality. People created their own alphabets and rules, but they always wanted to communicate with each other, to understand and to know more about each other. Languages help people to understand each other better, they help them to solve different economic and political problems, which stands before them, and so people learn foreign languages.

 All languages are different. Some are very hard, some are easier, some are similar, but there are no identical languages in the whole world. Here are more than 2700 languages in the world. Many of them are “alive” because people use them, but there are some “dead” languages, for example Latin.

 Two thousand years ago, Latin was the world’s most important international language. Today this title belongs to English. It’s global language of travel, business, pop culture, sport and science.

 Over one billion people speak English. That’s almost one fifth of the world’s population. For over 400 million it’s their first language. For other 600 million it’s either a second language or foreign language.

 Now English is spoken practically all over the world, it has become the world’s most important language in politics, science, trade and cultural relations. It is spoken as a mother tongue in Great Britain, the United States of America, Canada, Australia and New Zealand. Beside, a lot of people speak English in Japan, India, China, Africa and many other countries. English is one of the official languages of the United Nation Organization. Half of the world’s scientific literature is in English. It is the language of computer technology.

 To my mind English is worth studying. There is a proverb: “A new language is a new world”. “Knowledge is a power”, one great man said. Speaking a foreign language one can not only read the papers, magazines and original books by outstanding writers, but as well watch satellite programmes, travel easily to different parts of the world. Besides, understanding and speaking a foreign language became necessary while applying for a good and well-paid job.

**IV. Is it true or false?**

1. People began to speak many centuries ago.
2. All languages are not different.
3. Two thousand years ago, Latin was not the world’s most important language.
4. Now English is spoken practically all over the world.
5. English has become the world’s most important language in politics, science, trade and cultural relations.
6. It is not spoken as a mother tongue in Great Britain, the USA, Canada, Australia and New Zealand.
7. To my mind English is not worth studying.
8. Understanding and speaking a foreign language become necessary while applying for a good and well-paid job.

**V. Complete the following sentences:**

1. People began to speak …. .
2. Languages help people … .
3. Latin was the world’s most important … .
4. English is the most ….. .
5. English is spoken as a mother tongue in …. .
6. Understanding and speaking a foreign language became necessary while….

**VI**. . **Match these parts of sayings about foreign language:**

1. “Language is a) is the limit of your world”

2. “The limit of your language b) doesn't know his own one ”.

3. “He, who knows no foreign language, c) a dress of thoughts”.

4. “So many languages you know, d)so many times you are a man”

5. “English is the key e) until you understand at least two.”

6. “Learning another language f) which opens the door of the world”

7. “You can never understand one language g) is like becoming another person.”

8. “ With languages you are h) at home anywhere”

**VII**. **Fill in the gaps in the following articles about learning English with words from the list below: *acquire; spell; pronunciation; command of the language; pronounce; efforts; skills; requires; fluently; mother tongue.***

There are many ways of improving your English. Learning English **1)** *\_\_*actions. If you really want to have a good **2)** *\_\_*you should getthe **3)** \_\_in listening to native speakers and songs in English and try to recognize the words and imitate the sounds and intonation; watch satellite TV programs, video films, cartoons, news; read English newspapers, magazines and interesting books; find English-language websites with interesting information; make up conversations and practise dialogues. The fastest way to learn anything is to do it – again and again until you get it right. It is a long and slow process that takes a lot of time and **4)** *\_\_*. You have to work hard with dictionaries and learn poems and texts by heartif you want to know the language well. Use your English whenever you can. This is very important. The more you use English, the more you will want to learn it. Take notes in English; put English books around your room. The more English material you have around you, the faster you will learn and begin “thinking in English”. Speak English with your friends whenever you can. Don’t worry about mistakes because they are part of learning English. Just relax and practise speaking as much as you can. Never give up and you will **5)** \_\_ the ability to speak English fluently.

**VIII. Answer the following questions:**

1. What was the world’s most important international language two thousand years ago?

 2. How many people speak English as their first language, a second language ?

 3. Where is English used?

 4. How many languages are there in the world?

 5. Why do you learn English?

6. What English – speaking countries do you know?

7. Why do people study English?

8. Are you a motivated learner or you are forced to learn English?

**IX. Watch the video and write out 5 reasons why to study English:**



**Topic: What Makes a Multicultural Person?**

**І. Remember!**

Multicultural багатокультурний

adapt пристосовуватися

community суспільство, громада

open-minded неупереджений

to judge судити (про)

differences відмінності

visible видимий, явний

invisible невидимий, незримий

sensitive чутливий

offensive образливий

to interpret пояснювати, розтлумачувати

genuine щирий

handshaking рукостискання

business card візитна картка

gift подарунок

misunderstanding непорозуміння

**II. Read and translate the text:**

**What Makes a Multicultural Person?**

 Before we discuss the qualities a multicultural person, or multiculturalist, needs to have, it is necessary to explain this term.

 A multiculturalist is someone who can easily adapt to living in a culture different from their own, the sort of person that could be described as a citizen of the world, or a member of a global community. There are four key qualities you need in order to be a multiculturalist.

 The first is to be open – minded, which means not judging one culture as better than another, or believing that the way things are done in your culture is the best or the only way of doing things. In other words, you should not be in any way “ethnocentric”.

 Second, you must de adaptable. To live successfully in another culture, particularly in one that is very differ from your own, you have to adapt to differences: not only visible differences of food, climate, customs, but also to the invisible differences – the ways in which people of other cultures understand and interpret the world, and their different values.

 Third, you need to be sensitive. That means being able to see things from the other person’s point of view and being careful to avoid doing things that people of other culture might find strange or offensive, even if in your culture such things are quite OK.

 Fourth, you need to be interested in other cultures, which is closely related to the three qualities mentioned above. A multiculturalist is a person who has a genuine interest in people of other cultures, who wants to learn their language, find out about their country and its history, and develop a real understanding of their culture. Perhaps, it’s this quality, more than any other, which best describes a multicultural person.

**III. Give the English equivalents of the following phrases:**

Пристосовуватися, громадянин світу, глобальне суспільство, неупереджений, судити (про), успішно, традиції, чутливий, з точки зору іншої людини, уникати, образливий, мати тісний зв’язок з, щира зацікавленість.

**IV. Give Ukrainian equivalents of the following phrases:**

Multicultural, quality, term, adapt, community, differences, sensitive, offensive, genuine, handshaking, business card, gift, misunderstanding.

**V. Complete the following sentences:**

1. A person who can easily \_\_\_\_\_\_\_\_\_\_\_ is a multiculturalist.
2. To be a multicultural person you need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Not to be “ethnocentric” you should be open – minded, which means \_\_\_\_\_\_.
4. Visible differences you have to adapt living in another culture include \_\_\_\_\_\_.
5. Invisible differences are \_\_\_\_\_\_\_\_\_\_.
6. Being sensitive means \_\_\_\_\_\_\_\_\_\_.
7. A multicultural person has a genuine interest \_\_\_\_\_\_\_ and wants to \_\_\_\_\_\_\_\_.

**VI. Answer the following questions:**

1. What kind of person can be called a multiculturalist?
2. What does “to be open – minded” means?
3. What visible and invisible differences do people have to adapt living in another culture?
4. How does a sensitive person see the world?
5. Should a multicultural person be interested in other cultures?
6. How does a real multiculturalist demonstrate his interest in other cultures?

**VII. Express your point of view on the following questions:**

1. What does being a multiculturalist mean to you?
2. Which other qualities do you think a multiculturalist should have?
3. Would you describe yourself as a multicultural person? Why?

**Topic: Etiquette of Communication. Forms of Address.**

**I. Remember!**

Communication спілкування

Acquaintance знайомство

Colleague колега по роботі

Co –worker співробітник

Superior начальник

Subordinate підлеглий

Precisely точно

Entrepreneur підприємець

Conversation розмова

Introduce представляти

Manner манера

**II. Match the words in A with the expressions in B:**

 A B

1. acquaintance a) an informal talk between two or more people

2. business b) the process of giving or exchanging information

3. colleague c) to tell someone another person’s name when they

 meet for the first time

4. communication d) someone who has less power or authority than

 someone else

5. conversation e) someone who works in the same organization with

 you

6. introduce f) accepted way of behaving

7. manner g) something that you have to deal with

8. subordinate e) someone who you know but who is not a close

 Friend

**III. Make up sentences with the words from previous exercise.**

**VI. Read and memorize the dialogues. Act them out:**

1. **Formal**

**Dialogue 1.**

* Good morning, Mr Smith.
* Good morning. How are you?
* Very well, thank you. And you?
* Fine, thank you.

**Dialogue 2.**

* I really must be getting back to the office.
* Must you really?
* Yes, I’m afraid so. I’ve got some urgent work to do.
* Well, I won’t keep you then.
* See you again soon, I hope! I’m glad we were able to meet.
1. **Informal**

**Dialogue 1.**

* Hello.
* Hello, David. How are your things going?
* Not too bad, thanks. And what about you?
* Very well, thanks

**Dialogue 2**.

- I must be going now or I’ll miss the train.

- When does your train leave?

- My train leaves at 12: 30.

- Well, have a good journey.

- Thanks. Goodbye.

- Bye. Keep in touch.

- I will. And thanks for everything.

- Don’t mention it.

**V. How would you greet these people? What would you say? What would you do ( e.g. shake hands, hug them)?**

* a friend you see often;
* a relative you haven’t seen for a while;
* a visitor from another country.

**VI. Complete the conversations. Use the following phrases**:

1. … it was very nice meeting you.
2. Lovely to see you again.
3. … let me introduce you…
4. Pleased to meet you.
5. Goodbye. See you soon.
6. How do you do.
7. May I introduce myself ?
8. How’s business?

1

**Peter**: James, (1) ………………………….. to Mary Morgan. Mary, this is James Wilson. James, this is Mary Morgan.

**Mary:** Hello. ( 2) …………………………………………….

**James:** Pleased to meet you, too.

2

**Mr Smith**: Excuse me, are you Mrs White?

**Mrs White**: Yes, that’s right.

**Mr Smith:** (3) …………………. I’m Robert Smith.

**Mrs White**: How do you do.

**Mr Smith**: (4)……………………………………………………

3

**Joe:** Hello, Bob. How are things?

**Bob**: Fine, thanks, Joe. (5) ……………………………………….

**Joe;** Nice to see you, too. How’s life?

**Bob**: Very well, but busy. (6)…………………………………….

**Joe**: Oh, more or less the same as usual.

4

**Tom**: I’m afraid I must go now.

**Peter**: Well, (7) ……………………………………………………

**Tom**: I really enjoyed meeting you, too.

**Peter**: (8) ………………………………………………………….

**VII. Remember the following Forms of Address**

***The most frequently used forms of address are:***

**Mister ( Mr)** – to a man;

**Mistress (Mrs)** – to a married woman;

**Miss** – to unmarried woman

**Missus ( Ms)** – to a woman not depending on her married status;

**Doctor (Dr)** - a) to a medical doctor; b) to a person with the degree of Doctor of Philosophy or Doctor of science ( the surname is always included);

**Sir** – to a man; **Madam** – to a woman – a) to unfamiliar people;

 b) to clients in a restaurant;

 c) to customers.

**Officer** – to a policeman;

**Father** – to a priest;

**My lord** – to a peer, a bishop, a British judge;

**Professor** – to a University teacher at the highest level;

**Ladies and Gentlemen** – as a formal opening of a speech.

***If you want to know the place of work and living of a person you are talking to, you may use such phrases***:

Where are you from?

Where’s she from?

Where’s he from?

What company are you from?

What country are you from?

***Speaking about a place of work of a person use the question:***

What company (firm) do you work for? – I work for ….

**VIII. Choose the best answer:**

1. When you address a middle – aged man whose name you do not know, you ay:

A) Mister B) sir C) Excuse me, please

 2. If it is a woman, you say:

 A) Madam B) Lady C) Missus D) Excuse me, please

 3. If you want to address an American tourist ( Mrs Jane Hardly) whom you have known for a few days, you say:

 A) Madam B) Mrs Hardly C) Jane

 4. if you want to address an eminent British scientist ( Doctor John Lonsdale), aged 50, you say:

 A) Mr Lonsdale B) Dr Lonsdale C) Doctor D) John

 5. If you want to address a visiting English teacher called Helen Parker, aged 25-30 ( unmarried), you call her:

 A) Helen B) Miss Helen C) Miss Parker D) Miss

**IX. Make up your own dialogues**.

**X. Watch the video and learn tips for improving business etiquette.**



**Unit II.**

**Topic: Students of Agriculture in Great Britain.**

**I. Remember.**

to be responsible for відповідати за

 maintain підтримувати

 arise (arose, arisen) виникати

 fill in заповнювати

 dairy щоденник

 to award нагороджувати

 annually щорічно

**II. Read and translate the text “Students of Agriculture in England”.**

**Students of Agriculture in England**

 In England there are many colleges that train specialist in agriculture. They train agronomists, veterinarians, economists and others

 Each agricultural college cooperates with some leading farmers in student practical training.

 The future students usually have twelve months of practical work on a farm just after finishing school. The importance of such practice is that the students can better understand their lectures on the agricultural processes and operations. It is a diagnostic period during which it becomes clear that those who like hard farm work will study at the agricultural college and those who don’t will change their specialty.

 In September each year all the young men and girls who want to study at an agricultural college are asked to come to the college for a three day conference. At this conference all aspects of college life are discussed. After the conference the future students go to work on the farms during one year.

 Farmers who cooperate within the college in student practical training are also gathered in the college to discuss all the problems of student training.

 One of the lectures of the college is responsible for maintaining regular contacts with the future students working on the farms. He visits the farmers and the students when necessary and discusses with them all the problems arising during the period of student practical work on the farm.

 To become a student of the college one must usually pas the exams in one of the subjects that has not been studied at school. To pass the exam the future students have to attend day or evening classes on that subject.

 Working on the farm each future farmer must fill in his dairy. The diaries are regularly inspected by the responsible lecture during the whole year of the practical work of the students on the farm. These diaries are again inspected before the students begin to study at the college. Each day the students are to write down in the diaries what they do and see on the farm.

 To stimulate the students to work hard and get good knowledge of farm activities the college prize is awarded annually to those students who throughout his pre-college training showed the best knowledge of training.

**III. Is it true or false?**

1. In England each agricultural college collaborates with different enterprises.

 2. The future students have a chance to have a rest just after finishing school.

 3. In September ach year all the young men and girls are asked to come to the

 college for exams.

 4. To become a student of the college one must usually pas the exam in one of the

 subjects that are connected with their future specialty.

 5. It is not necessary to fill in the students’ diaries every day.

 6. The college prize is awarded annually to the most industrious students.

**VI. Answer the following questions:**

1. What specialists do colleges train in England?

 2. Whom do colleges cooperate with in student practical training?

 3. What do future students usually have after finishing school?

 4. Why is this practice very important?

 5. What is held for future students in September?

 6. What is one of the lectures of the college responsible for?

 7. What is necessary to do to become a student of the college?

 8. What must each future student keep while working on the farm?

 9. What is done to stimulate the students to work hard?

**V. Write down all differences in the curriculum that are observed at agricultural colleges in England. Are the rules of admittance of students to**

 **colleges the same as in Ukraine?**

**Topic: Our College.**

**I. Remember the following words and word combinations.**

Agricultural college сільськогосподарський коледж

Head of the college директор коледжу

Department відділення

Academic subjects загальноосвітні предмети

Professional course курс спеціальних дисциплін

Course of study курс навчання

Extra-mural/ correspondence course заочне навчання

Tutor куратор

To attend a lecture відвідувати лекцію

To miss lecture пропускати лекцію

Home assignment домашнє завдання

To do well добре встигати

To make good progress добре вчитись

To be good at бути здібним до

To be keen on виявляти інтерес до

To get scholarship отримувати стипендію

First year student студент - першокурсник

To graduate from the college закінчувати коледж

Hostel гуртожиток

Room – mate товариш по кімнаті

**II. Read and translate the text: Our College**

**Our College**

I study at Gorokhiv College. So I want to tell you some words about it. Our college is situated in the suburb of our town in Studentska street. It was founded in 1955 and since then thousands of young gifted people have been taught by experienced teachers. Our College trains specialists for various fields of economy including agriculture. There are three main departments in it; accountancy, technology and agronomics. Besides we have also extra-mural education, where students combine work and study. Course of study in our college lasts in accountancy 3 years and in agronomy and technology 4 years.

 Our college occupies four-storied building. In front of the main building there are beautiful flower-beds and a small garden with trees. Behind it there are two stadiums, where students have their physical training classes when the weather is fine.

 Our college is opened 5 days a week. There are no classes on Sundays and Saturdays. We have 3 or 4 classes every day. They run according to authorial educational curriculum and programs. The students of our college are constant winners of Olimpiads, sport competitions, tournaments of professional skills. A lot of our leavers become the students of LNAU. They are admitted to the third year of study. Also students of our college receive state grants. Those students who don’t miss studies and have good or excellent marks in all subjects.

 During the year students acquire deep knowledge in various subjects. During the first and second years of study students have academic subjects, then they study professional courses. The academic year is divided into 2 terms. At the end of every term students take exams. After that they have holidays.

 Many class-rooms, studies, laboratories, work-shops, a big reading hall are available at college. The assembly hall and college café are at their service. We usually gather there to celebrate holidays. The students have their PT classes at the gym. Students like to go to the library which is situated on the ground floor. The library is nice and tidy, with light curtains and many flowers. Students can prepare for the classes there.

 Museum “Beregynia” allows students to get acquainted with the achievements of our Ukrainian culture.

 Students of our college are provided with hostels accommodation, meals in the canteen at reasonable prices, sports and recreation facilities.

 The main task of all students in our college is to study well. Because knowledge is a power. I work hard and spend a lot of time preparing for classes. I try to do my best to be highly qualified specialist.

**III. Translate into Ukrainian:**

1. Students are provided with hostel accommodation.
2. Any school-leaver may apply to the college.
3. They are admitted after successful passing the examinations.
4. Students take their practical training before the graduation exams.
5. Many students get scholar-ships.
6. Foreign languages are taught at all faculties.

**IV. Answer the following questions:**

1. Where is our college situated?
2. When was it founded?
3. What specialists does our college train?
4. How many departments are there in our college?
5. What are these departments?
6. What department do you study at?
7. What is your future profession?
8. What year student are you?
9. What is course of study in our college?
10. How many classes do you have every day?
11. What subjects do you study during the first year?
12. What subjects do students study during senior courses?
13. What are there available for our students?
14. What are there outside the college?
15. What can we see inside the college?
16. What does museum allow the students?
17. What is the main task of all students in our college?
18. Do you receive state grant?
19. Do you spend a lot of time preparing for classes?
20. Do you like to study at college and why?

**Topic: My Future Profession.**

**I. Read and remember the following words and word combinations ;**

 Useful корисний

 Common спільний

 Strong міцний

 Rich багатий

 Agronomist агроном

 Agriculture сільське господарство

 Animal husbandry тваринництво

 Crop production рослинництво

 Deal with мати справу, бути пов’язаним

 Source of food джерело їжі

 Yield урожай

 Farm crops сільськогосподарські культури

 Principle основний

 Land земля

 Soil грунт

 Fertilizers добрива

 Condition умова

 Sunlight сонячне світло

 Moisture волога

 Cultivation обробіток

 Weed control контроль над бур’янами

 To select селекціонувати, відбирати

 Disease хвороба

 Acidity кислотність

**II. Read and translate the text “ My Future Profession”.**

**My Future Profession.**

 There are many different kinds of professions: workers, farmers, builders, doctors, teachers, drivers, agronomists, book-keepers and others. All professions are very important and useful. The most common thing for all professions is to work well. If all of us work well our country will be strong and rich. Now it is so important for our country.

 Now I’m a student of agricultural college. I study at agronomy department. My future profession is an agronomist. I decided to study agronomy because I know that agriculture is very important branch of economy, which supplies people with food and clothing. There are two main branches of agriculture: animal husbandry and crop production. Agronomist deal with plants.

 The professions of workers of agriculture are very important, because they help to produce food for people. Plants are important sources of food for man and farm animals. They also supply people with clothing, shelter and other things. To obtain high yields of farm crops it is necessary to study the principle parts of the plants and their functions. We know that land is the basis of agriculture, so we must know soil and prepare it for planting. Farmers cannot obtain high yields if they do not apply organic or mineral fertilizers into the soil. But the agronomist must know that some plants take much nitrogen from the soil, others not so much. All plants need special conditions. The most important are water, soil, sunlight, temperature. So when the weather is bad, it rains all the time and there is nothing to do. But we can prevent the lost of moisture from the soil by proper cultivation, introduce new methods of cultivation, planting, weed control, to select new kinds of plants, control diseases. So to know how to prepare the soil, how to use chemicals, how to test the soil for acidity and other useful things all of this we learn with the help of our teachers at our college.

 While being at the college students master many essential subjects. We also study English, because without this knowledge it is impossible to get a good job now. Our study is also combined with practical training at advanced enterprises. All these help to turn a student into a highly-skilled specialist, ready for work.

**III. Match Ukrainian words with their equivalents** :

1. багатий a) weed control
2. тваринництво b)crop production
3. сільське господарство c)animal husbandry
4. грунт d) useful
5. рослинництво e) land
6. агроном f) rich
7. корисний g) agriculture
8. обробіток h) agronomist
9. добрива i) farm crops
10. сільськогосподарські культури j) select
11. боротьба з бур’янами k) fertilizers
12. селекціонувати l) sunlight
13. сонячне світло m) soil
14. земля n) select
15. урожай o) yield

**IV. Is it true or false:**

 1. There are not a lot of professions in the world.

 2. The most common thing for all professions is to work hard.

 3. I want to be an agronomist.

 4. Agriculture is not an important branch of economy.

 5. The professions of worker of agriculture are not so important.

 6. Plants are very important source of food for men.

 7. Animal husbandry and crop production are two main branches of technology.

 8. Land is the basis of agriculture.

 9. We study essential subjects for our future profession.

 10. Agriculture doesn’t need skilled professionals.

**V. Complete the following sentences;**

1. I study at ……
2. My future profession will be…..
3. Agriculture is very important branch of….
4. Agronomist deal with …..
5. Plants are important sources of …..
6. The basis of agriculture is….
7. We study many essential subjects which are very important for our….
8. We do not only learn at college but we also have some….
9. Agriculture needs trained skilled …..

**VI. Find in the text sentences in which it is spoken about:**

 a) your future profession:

 b) an agriculture and it’s branches;

 c) kinds of plants and their main functions;

 d) main task of agronomists;

 e) main task of students.

**VII. Answer the following questions:**

1. What professions do you know? Are these professions important and useful?
2. What is the most common thing for all professions?
3. What is your future profession?
4. What is agriculture? Name two main branches of agriculture.
5. What does agronomist deal with?
6. Why are the professions of worker of agriculture very important?
7. What can you say about plants?
8. What is the basis of agriculture?
9. What should agronomist know to obtain high yields of plants?
10. What do you do in our college to be trained skilled specialists in agriculture?

**VIII. Scan the QR-code and get more information about your future profession:**



**Topic: Agriculture. What is Agriculture?**

**I. Answer the following questions:**

1. What do you think agriculture is?

 2. Is agriculture very important?

 3. Is life possible without plants?

 4. What do you know about of agriculture of our region?

**II. Remember.**

depend on залежати

 in order для того, щоб

 crop production рослинництво

 animal husbandry тваринництво

 apply застосовувати

 breed розводити

 crop культура

 cultivation обробіток

 develop розвивати

 field поле

 grow (grew, grown) рости, вирощувати

 increase збільшувати

 supply забезпечувати

 yield врожай

**III. Give the Ukrainian equivalents of the following international words.**

Region, climate, machine, tractor, combine, to mechanize, tendency, tradition,

 medicine, intensive, industrial.

**IV. Translate the following groups of words.**

Food products, field crops, land use, crop growth and development, food

 production, intensive technologies.

**V. Read and translate the text “What is Agriculture?”**

**What is Agriculture?**

Agriculture is an important branch of economy. Economic growth of any country depends on the development of agriculture which supplies people with food and clothing and industry with raw materials.

 The word “agro” is a Latin word. It means the cultivation of fields in order to grow crops. Now agriculture also includes the use of land to breed farm animals.

 We do not know when people began to grow crops. It was many thousand years ago. Now crop production and animal husbandry are highly developed branches of agriculture.

 Life is impossible without plants. They play a highly important role in everyday life of people. Plants that are grown by farmers are known as farm crops. They are used for many different purposes. Most of them are used directly as food for people, some are consumed by farm animals, other are used in industry and medicine.

 In order to increase crop yields and animal products our private and state farms apply widely intensive technologies.

**VI. Is it true or false?**

1. Economic growth of any country is not so dependent on the development of

agriculture.

2. Agriculture supplies people with food and clothing and industry with raw

 materials.

 3. The word “agro” is of Greek origin.

 4. Agriculture also includes the use of land to breed farm animals.

 5. Crop production and animal husbandry are highly developed branches of

 agriculture.

 6. Life is possible without plants.

 7. Plants that are grown by farmers are known as farm crops.

 8. Plants are used only as food for people.

**VII. Answer the following questions:**

1. What is agriculture?

 2. Why is agriculture very important?

 3. What are the main branches of agriculture?

 4. What does a Latin word “agre” mean?

 5. Is life possible without plants?

 6. Where are farm crops used?

 7. How do people increase crop yields?

**VIII. Make up the plan of the text “What is Agriculture?” and speak on the topic.**

**IX. Scan the QR-code and do the exercise:**

****

**Topic: Two Branches of Agriculture.**

**I. Answer the following questions:**

1. What is agriculture?

2. Why is agriculture very important?

 3. What does the word “agre” mean?

 4. Where are plants used?

 5. What are the main branches of agriculture?

**II. Remember.**

 under … conditions в … умовах

 beef cattle м’ясна врх

 dairy cattle молочна врх

 favourable сприятливий

 grain зерно

 hog свиня

 improve покращувати

 keep (kept, kept) тримати, розводити

 manure гній

 meat м’ясо

 milk молоко

 nutrient поживна речовина

 nutritious поживний

 poultry домашня птиця

 produce виробляти

 sheep вівця

 soil fertility родючість грунту

**III. Read and translate the text “Two Branches of Agriculture”.**

**Two Branches of Agriculture**

 There are two main branches of agricultural production – crop production and animal husbandry.

 Crop production is the practice of growing and harvesting crops. The most important crops grown by man are grain crops, vegetables and grasses. In order to obtain high yields crops are grown under favourable soil and climatic conditions.

 Animal husbandry is a branch of agriculture including the breeding of farm animals and their use. Dairy and beef cattle, hogs, sheep and poultry are widely bred throughout the world. Farm animals are highly important sources of food for man. They are kept for the production of such nutritious products as meat, milk and eggs.

 Many crops grown by man are used in feeding livestock. At the same time manure produced by farm animals is an important source for the maintenance of soil fertility.

 Most of the nutrients taken by plants from the soil are thus returned. Applying manure, farmers improve the physical conditions of the soil.

 Thus, crop production and animal husbandry are closely connected with each other.

**IV. Is it true or false?**

1. There are two branches of agriculture – crop production and animal husbandry.

 2. Crop production is the practice of growing and harvesting plants.

 3. Animal husbandry is a branch of agriculture including the breeding of farm

 animals and their sale.

 4. Farm animals are kept for the production of such nutritious products as cheese,

 sausage and butter.

 5. Many crops grown by man are used in feeding livestock.

 6. Manure produced by animals is an important source for the maintenance of soil

 fertility.

**V. Connect these parts of sentences with the help of arrows.**

1. Crop production is 1. including the breeding of farm

 animals and their use.

 2. The most important crops grown by man 2. are used in feeding livestock.

 3. Animal husbandry is a branch of agriculture 3. are grain crops, vegetables and

 grasses.

 4. Dairy and beef cattle, hogs, sheep and poultry 4. the practice of growing and

 harvesting crops.

 5. Many crops grown by man 5. improve the physical

 conditions of the soil.

 6. Applying manure, farmers 6. are widely bred throughout the

 world.

**VI. Translate the following sentences into Ukrainian.**

1. Some farmers keep poultry in poultry houses in summer and in winter.

 2. All grain crops take very important nutrients from the soil.

 3. Some cultural practices are highly effective in controlling weeds.

 4. These two farmers use the same methods in growing vegetables.

 5. Fertilizes are applied by all farmers.

**VII. Answer the following questions:**

1. What are the main branches of agriculture?

 2. What is crop production?

 3. What is animal husbandry?

 4. What are the main farm crops?

 5. What farm animals are widely bred throughout the world?

 6. What products do farm animals produce?

 7. How is manure used by farmers?

 8. How are crop production and animal husbandry connected with each other?

**VIII. Speak on the topic using the following diagram and verbs – to be, to produce,**

 **to consume, to connect.**

 **Agriculture**

 **feeds**

 **Crop production Animal husbandry**

 **manure**

the practice of growing and the breeding of farm animals and their use

 harvesting crops

**IX. Watch this video to know more about Agriculture.**

****

**Topic: Intensive Technologies in Agriculture.**

**I. Remember.**

 Per hectare з гектару, на гектар

 high-yielding високоврожайний

 cultural practices агротехніка

 in such a way таким чином

 as not to damage щоб не нашкодити

application застосування

 clean чистити

 control знищення, боротьба

 disease хвороба

 feed годувати

 fertilizer добриво

 harvest збирати

 insect комаха

 livestock худоба

 obtain отримувати

 plant садити

 quality якість

 soil грунт

 variety сорт

 weed бур’ян

**II. Read and translate the text “ Intensive Technologies In Agriculture”**

**Intensive Technologies In Agriculture**

 There are two ways of increasing the yields of farm crops. They are the cultivation of new lands and the increase in yields per hectare. In recent past the first way was more popular. At present more agricultural products are obtained by intensification of agricultural production.

 Intensification is based on mechanization, electrification and chemization which are the main sources of progress in agriculture. Most of agricultural processes in crop production and animal husbandry are mechanized now. They are the preparation of the soil, planting and harvesting crops, feeding farm animals and cleaning livestock buildings. Chemization of agriculture is increased by higher production and use of mineral fertilizers and other chemicals. They increase crop yields and quality.

 Some other important intensive technologies are the development of better high-yielding varieties of crops, the application of most effective cultural practices, the breeding of better farm animals, the control of weeds, insects and diseases.

 All intensification factors must be used in such a way as not to damage the land which is the basis o agriculture.

**III. Is it true or false:**

1. There are three ways of increasing the yields of farm crops.
2. In the recent past the increase in yields per hectare was more popular.
3. At present more agricultural products are obtained by intensification of agricultural production.
4. Intensification isn’t based on mechanization, electrification and chemization.
5. Most of agricultural processes in crop production and animal husbandry are not mechanized.
6. Chemization of agriculture is increased by higher production and use of mineral fertilizers and other chemicals.
7. All intensification factors must be used in such a way as to damage the land.

**IV. Translate some sentences into Ukrainian:**

1. This is the most effective cultural practice.
2. Different farm crops are used in feeding farm animals.
3. The breeding of better farm animals also increases food for people.
4. Cleaning livestock building is done with special machines.

**V. Answer the following questions:**

1. How can crop yields be increased?
2. What is intensification based on?
3. Is harvesting of the most crops mechanized?
4. What is the basis of agriculture?
5. What are any other important intensive technologies in agriculture?
6. What is chemization of agriculture increased by?
7. What are mechanized processes in agriculture?
8. How must one use all intensification factors?

**VI. Make up the plan of the text and retell it.**

**Unit III.**

**Topic: Ukraine. Geographical Position and Climate of Ukraine.**

**I. Answer the following questions:**

1. What country do we live in?

 2. Where is our country situated?

 3. How many administrative regions are there in Ukraine?

 4. Should you change this country for another if you had a chance? Why?

**II. Remember.**

come from походити

 remote area віддалена місцевість

 anthem гімн

 flat рівний

 remain залишатися

 vast величезний

 divide поділяти

 temperate continental помірно континентальний

 mild м’який

 sharp різкий

 average середній

 interfere втручатися

 influence впливати

 vary відрізнятися

 dry сухий

 rainfall опади

 wet вологий

 occur траплятися

**III. Read and translate the text “Geographical Position and Climate of Ukraine”.**

**Geographical Position and Climate of Ukraine**

 The name “Ukraine” is of Slavic origin and comes from the word “okraina” which has several different meanings: country in general, any remote area and border-land.

 Ukraine is one of the largest countries in Europe. It has its own territory, Ukraine’s area consists of 603700 square kilometers. It has its constitution, higher and local bodies of state power (the Verhovna Rada and Local Radas), its government, national emblem, state flag and anthem.

 The geographical position of Ukraine is very favourable to the development of relations with the countries of Europe, as well as with countries throughout the world. It borders on Russia, Belarus, Moldova, Poland, Slovak Republic, Hungary and Romania. There are 24 administrative regions and the Crimean autonomous republic in Ukraine.

 95% of Ukraine is flat and the rest is mountainous. The Ukrainian Carpathians an the Crimean Mountains make up the remaining 5% of its area. Ukraine I washed by the Black Sea and the Sea of Azov, and it has very important ports.

 The territory of our country has a variety of landscapes as it lies in three main zones: mixed forests, forest-steppes and steppes. There are large tracts of forests in the north, vast steppes in the south.

 The flora and fauna of our country are extremely rich. Almost all kinds of animals and birds can be found on the territory of our vast land.

 The nature of Ukraine is especially beautiful due to a number of rivers and lakes. There are 131 rivers in Ukraine. The longest rivers are the Dniester, the Donets, the Bug. The Dnieper is the main river in Ukraine. It divides the country into Right-bank and Left-bank areas.

 The climate of Ukraine is temperate continental. The climate of the Western regions is mild, while the climate of the Eastern regions is sharp. But nevertheless the climate in most parts of Ukraine is continental and not so mild.

 The highest rainfall is observed in the western part of Ukraine, in the Carpathians. This is the wettest place in Ukraine. The rains are few on the coastline of the Black Sea and the Sea of Azov. On the main part of the country rain falls enough to cultivate different agricultural plants.

 The climate of the Crimea is subtropical. There are a lot of evergreen plants in the Crimea. This is a favourite place for rest because of the climate and nature.

**III. Say what it is…**

 1. The most important city in a country……..

 2. A large town is called a ………………….

 3. A rounded and raised landform, not as high as mountain…….

 4. Low ground between hills…………………………………….

 5. A land surrounded by water, smaller than a continent………..

 6. A big piece of water with land around it……………………...

 7. A large stream of water that flows across the land……………

 8. The salt water which covers nearly three fourths of the earth’s surface….

 9. The weather that a place has, and which is the most typical for it……….

**IV. Complete the following sentences:**

 1. Ukraine covers an area of ……….

 2. Its territory stretches for ………….

 3. Our country borders on …………..

 4. Ukraine is washed by …………….

 5. The two mountainous areas are…..

 6. The main rivers are ………………

 7. The climate of Ukraine is ………..

 8. The flora of Ukraine is……………

 9. The fauna of Ukraine is ………….

 10. Ukraine lies in three main zones:…..

**V. Answer the following questions:**

1. What does the word “okraina” mean?

 2. What are the national symbols of Ukraine?

 3. What countries doe Ukraine border on?

 4. What mountains are there in Ukraine?

 5. What is Ukraine washed by?

 6. What zones does Ukraine lie in?

 7. What is the climate of Ukraine?

 8. How does the climate of western regions differ from the climate of eastern ones?

 9. What is the climate of the Crimea?

10. Is the nature of this country beautiful?

**VI. Work in pairs and make up a dialogue about Ukraine. Use the facts from the text.**

**VII. Get more information about Ukraine:**

****

**Topic: National Economy of Ukraine.**

**I. Answer the questions:**

 1. What is an economy?

 2. What branches of economy do you know?

 3. What branches of agriculture do you know?

 4. What branches of industry do you know?

 5. What kind of goods produces the each branch of industry?

**II. Remember!**

 agricultural production сiльсько-господарське виробництво

 power industry електроенергетика

 fuel industry паливна промисловість

 metallurgical industry металургійна промисловість

 machine-building машинобудування

 building industry будівельна промисловість

 chemical industry хімічна промисловість

 mining industry гірничодобувна промисловiсть

 cellulose paper industry целюлозно-паперової промисловості

 automobile industry автомобільна промисловість

 shipbuilding суднобудування

 aircraft industry авіаційна промисловість

 electronic engineering електротехніка

 light industry легка промисловiсть

 textile текстильна промисловість

 food industry харчова промисловість

**III. Read and translate the text:**

**Economy of Ukraine**

 Ukraine is an agro-industrial country. Ukraine is **rich in** natural resources. The main minerals are iron ore, coal, rock salt, cement, gypsum, uranium, different metals and other natural resources.

Ukraine fully **satisfies its needs** in minerals but it still has to import some of them. So, oil and gas are imported as the oil and gas deposits of Ukraine cannot **satisfy** country’s **needs** in these energy resources.

 In the current structure of Ukraine’s industry a great proposition is occupied by heavy industry, especially, the **ferrous industry**, machine-building and coal industries. A considerable part is played by the food, light and chemical industries.

 Defence industry is being restructured and converted with emphasis on the **output** of **consumer goods**. However, today’s industries are unable to **satisfy** the consumers’ **needs** because they are not integrated into the world process of economic, technological and scientific progress. The national industries have low standard in processing raw material and **outdated and worn-out production equipment**.

 Ukraine is one of the world’s most productive farming regions and is known as **”Europe’s granary”**. There are two main branches of agricultural production in Ukraine: **crop production** and **animal husbandry**. Among the crops grown in Ukraine are sugar beet, wheat, rye, barley, oats, corn, sunflower, a large variety of grain cultures, fruit and vegetables. The most widespread branches of animal husbandry are **dairy and beef cattle breeding** and **pig raising.**

 Two interrogated processes characterize Ukraine’s economy today, namely its assertion as that of an independent state, and its **transition from planned-centralized to market-controlled**. Ukraine has currently achieved macroeconomic stability. Prices, **domestic and foreign trade** have been liberalized. An **austere monetary policy** has been introduced. Tax and budget systems are also being reformed. A **twin-level banking structure** took shape: the National Bank of Ukraine, and commercial banks of all types and forms of property.

 ”Small-scale” privatization is nearly completed in Ukraine today. Privatization has sped up for large and medium size enterprises, including enterprises in the agro-industrial sector.

Ukraine’s foreign policy is aimed at **wide and long-term co-operation**. Ukraine is acting **on the assumption** that this is the most effective way of solving not only economic but also political problems.

 **Comments:**

1. to be rich in smth – бути багатим на щось
2. ferrous industry– чорна металургія
3. outdated and worn-out equipment – застаріле та спрацьоване обладнання
4. Europe’s granary – житниця Європи
5. crop production – рослинництво
6. animal husbandry – тваринництво
7. dairy and beef cattle breeding – розведення молочної та м’ясної худоби
8. pig raising – свинарство
9. transition from planned-centralized to market-controlled – перехід від планово-централізованої до ринково – регульованої
10. austere monetary policy – жорстка монетарна політика
11. twin-level banking structure – дворівнева банківська система
12. wide and long-term co-operation – широкомасштабне і довго­строкове співробітництво
13. on the assumption – виходячи з припущення
14. satisfy needs - задовольнять потреби
15. output - виробництво, випуск
16. consumer goods - споживчі товари
17. domestic trade – вітчизняна торгівля
18. foreign trade – зовнішня торгівля

**IV. Complete the following sentences:**

1. The main mineral s in Ukraine are ... .

 2. Ukraine has to import such minerals as ... .

 3. Defence industry is being ... .

 4. Today’s industries are unable to satisfy the consumers’ wants because ... .

5. Ukraine is one of the world’s most productive farming regions and is known as ... .

6. The main branches of agricultural production in Ukraine are ... .

7. The most widespread branches of animal husbandry are ... .

 8. Ukraine’s foreign policy is aimed ... .

**V. Is it True or False:**

 1. Ukraine is rich in iron ore, coal gas and oil.

 2. Ukraine fully satisfies its needs in minerals.

 3. The main industries are heavy industry, the iron and steel, machine building and coal industries.

 4. The national industry has low standard in processing raw materials.

 5. An austere monetary policy has been introduced.

 6. Small-scale privatization has been completed in Ukraine.

 7. Wide and long-term co-operation is the most effective way of solving not only economic but also political problems.

**VI.**  **Fill in the blanks with the words given below:**

 ***agro-industrial, twin-level, convert, reconstruct, satisfy, consumer , occupy, reform, complete, import***

 1. Ukraine is \_\_\_\_\_ country.

 2. Ukraine fully \_\_\_\_\_ its needs in minerals but it still has to \_\_\_\_\_ some of them.

 3. In the current structure of Ukraine’s industry a great proportion is \_\_\_\_\_ by heavy industry.

 4. Defence industry is being \_\_\_\_\_ and \_\_\_\_ with the emphasis on the output of \_\_\_\_\_ goods.

 5. Tax and budget systems are being \_\_\_\_\_ .

 6. ”Small-seal” privatization is nearly \_\_\_\_\_ in Ukraine.

 7. A \_\_\_\_\_ banking structure took shape.

**VII. Answer the following questions**

1. What natural resources is Ukraine rich in?

2. Why does Ukraine have to import oil and gas?

3. What industries are highly developed in Ukraine?

4. Why are today’s industries unable to satisfy the consumers’ wants?

5. What are the two branches of agricultural production?

6. What crops are grown in Ukraine?

7. What are the branches of animal husbandry?

8. What characterizes Ukraine’s economy today?

9. What reforms have been made in the banking system?

10. What can you say about privatization?

11. What is Ukraine’s foreign policy aimed at?

12. What is the most effective way of solving both economic and political problems?

**Topic: Agriculture of Ukraine.**

**I. Answer the following questions:**

1. What is agriculture?

 2. What are the main branches of agriculture?

 3. What are the leading crops in Ukraine?

 4. What animals are bred in Ukraine?

 5. What is Volyn region specialized in?

**II. Remember.**

 meadow луг

 maize кукурудза

 legumes бобові

 sow (sew, sown) сіяти

 buckwheat гречка

 millet просо

 sunflower соняшник

 flax льон

 onion цибуля

 garlic часник

 melon диня

 trout форель

 bee keeping бджільництво

 plot ділянка

 fur хутро

 mink норка

**III. Read and translate the text “Agriculture of Ukraine”.**

 **Agriculture of Ukraine**

Ukraine has very favourable conditions for the development of agricultural production: fertile soil, temperately warm climate, a well-developed industry processing agricultural raw materials.

 All the principal areas of plant cultivation are: grain and industrial crops, meadow crops, fruit and vegetable raising. Almost half of the cropping area is occupied by cereals such as winter wheat, maize and legumes, rye, oats, barley. The principal grain crop, winter wheat, is sown mainly in the Steppe and Forest-Steppe zones. Maize is grown mostly in Transcarpathia and Steppe zones. Buckwheat, millet, rice play an important role.

 Among the industrial crops such as sugar beet, sunflower, flax, the leading position is occupied by sugar beet.

 Close to 40 types of vegetable crops are grown in Ukraine: cabbage, tomatoes, cucumbers, red beet, carrot, onion, garlic, etc. Melon growing is practiced mainly in the south. Potatoes occupy 6% of total area under cultivation.

 Animal husbandry is the second largest component of agriculture. Like plant cultivation, livestock production is divided into branches. The most widespread branch is cattle breeding, pig raising is another important area. Sheep farming is also practiced.

 The poultry industry is spread in all the provinces. Birds farmed include chickens, ducks, geese, turkeys. There are large mechanized poultry factories to produce eggs and meat

 Fish farming is growing in importance, with carp being the most common fish. Trout, which is found in the mountain rivers, is of commercial interest.

 Bee keeping is spread through all zones. It is extensively practiced on private plots. Fur animals being farmed include the silver and blue fox, mink and nutria.

 Agricultural production is organized around the state and private farm system.

**IV. Is it true or false?**

1. Ukraine has favourable conditions for the development of agricultural

 production.

  2. All the principal areas of plant cultivation are: grain and industrial crops,

 meadow crops, fruit and vegetable raising.

 3. Almost half of the cropping area is occupied by vegetables.

 4. Among the industrial crops the leading position is occupied by sunflower.

 5. The most widespread branches of animal husbandry are cattle breeding and pig

 raising.

 6. The poultry industry is spread in all provinces.

 7. Fish farming is growing in importance.

 8. Bee keeping is spread only in the south.

**V. Answer the following questions:**

1. What are the conditions for the development of agricultural production in

 Ukraine?

 2. What are the principal areas of plant cultivation?

 3. What is half of the cropping area occupied by?

 4. What is the principal grain crop?

 5. What are the main industrial crops of Ukraine?

 6. What vegetables are grown in Ukraine?

 7. What branches is livestock production divided into?

 8. What fish is of commercial interest?

 9. Where is bee keeping practiced?

 10. What is agricultural production in Ukraine organized around?

**VI. Match the term in column A with the definition in column B.**

 **a) A B**

 **poultry** a farm animal reared for wool and meat;

 **breed** the meat of an animal of the cow family;

 **calf** domesticated birds used for food or egg production;

 **feed** animals raised on a farm;

 **sheep** the young of cattle;

 **livestock** the classification of a type of animals;

**b) hybrid** a type of crop which is planted in the fall;

 **crop rotation** organic material used as fertilizer;

 **spring crop** growing various crops at different times on the

 same land in a planned series;

 **winter crop** a plant that results from the crossing of different

 varieties;

 **manure** a type of crop which is planted in spring;

**VII. Make up the plan of the text.**

**VIII. Speak on a) crop growing in Ukraine;**

 **b) animal husbandry in Ukraine.**

**Unit IV.**

**Topic: Great Britain. Geographical Position of Great Britain.**

**I. Answer the following questions:**

1. What foreign language do you study at our college?

 2. What English speaking countries do you know?

 3. Where can students of our college have their practice?

**II. Remember.**

 separate відділяти

 valley долина

 plain рівнина

 scenery пейзаж

 county графство

 influence впливати

**III. Read and translate the text “Great Britain”.**

**Great Britain**

 The United Kingdom of Great Britain and Northern Ireland consists of England, Wales, Scotland and Northern Ireland. It covers the British Isles. Great Britain and Ireland are the largest islands and there are about five thousand small islands.

 The North Sea, The Strait of Dover and the English Channel separate Great Britain from the continent.

 The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. There are numerous lakes in Scotland and they are called Lochs.

 The north and west of England are mountainous, but all the rest – east, centre and south-east is a vast plain. The South English plain is the richest, the most fertile and most populated in the country. In the south-east one can see the most beautiful scenery in England and the largest fruit-producing county Kent is often called “The Garden of England”.

 The mountains in Great Britain are not very high.

 There are many rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames, which flows through rich agricultural districts into the North Sea, is the busiest and the most important river in England.

 The climate of Great Britain is mild. The Atlantic Ocean and the warm waters of the Gulf Stream influence the weather of the British Isles. The summers are cool and rainy. It is not so hot in England as on the continent. July is the warmest month. There is much rain and fog in winter. October is often the rainiest month of the year. Snow is rare and it does not lie on the ground for long. February is the coldest month in Great Britain. But, of course, the climate is different in different parts of the country. In Scotland the climate is colder than in England.

**IV. Is it true or false?**

1. The United Kingdom of Great Britain and Northern Ireland consists of England,

 Scotland and Wales.

 2. Great Britain and Ireland are the largest islands.

 3. The surface of the British Isles varies very much.

 4. There are many rivers in Great Britain and they are very long.

 5. The Severn is the busiest river, while the Thames is the longest one.

 6. The climate of Great Britain is mild.

 7. The Pacific Ocean influences the weather of the British Isles.

 8. The summers are cool and rainy.

 9. There is much fog and rain in winter.

**V. Put in the words that are left out in the gaps.**

1. The North Sea, the Strait of Dover and the English Channel … Great Britain

 from the continent.

2. The surface of the British Isles … very much.

3. The North of Scotland is … and is called the Highlands, while the south, which

 has beautiful … and plains, is called the Lowlands.

4. The Severn is the longest river, while the Thames, which … through rich

 agricultural districts into the north Sea is the … and the most important river in

 England.

5. The climate of Great Britain is … .

6. The Atlantic Ocean and the warm waters of the Gulf Stream … the weather of

 the British Isles.

7. The summers are cool and … .

**VI. Answer the following questions:**

 1. What countries does the United Kingdom of Great Britain and Northern Ireland

 consist of ?

 2. What are the largest islands?

 3. What separates Great Britain from the continent?

 4. What is the capital of Great Britain?

 5. The capital of Scotland is Edinburgh, isn’t it?

 6. Is the Thames the longest river in Great Britain?

 7. Which river is the longest?

 8. Why is Kent called “The Garden of England”?

 9. Are the mountains high in Britain?

10. What is the climate of Great Britain?

11. What is the weather like in summer and in winter in Britain?

12. Is the climate of Britain different from the climate of Ukraine?

**VII.** : **Put down on the map all geographical names mentioned in the text.**

Indicate the names of the islands and parts of the country, oceans and seas, mountains and rivers.

(Northern Ireland, England, Scotland, Wales, the North Sea, the English Channel, London, the Thames River, Ben Nevis, Loch Lomond, the Gulf Stream)



**VIII: Now sum up all your knowledge in the form of “Fact File”. So write down:**

1. Full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Capital: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Number of islands: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Official language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Other languages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Number and names of the parts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. The longest and the deepest rivers:\_\_\_\_\_\_\_\_\_\_\_\_\_
8. The highest mountain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Climate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Watch the video and make up the dialogue about geographical position of great Britain:**



**Topic: National Economy of Great Britain.**

**Remember:**

manufactured goods промислові товари

per head of population на душу населення

apart of smth. крім чогось

 used to be smth. був кимось колись

used to do smth. робив щось колись

to make room for smth. звільняти простір (місце) для чогось

to breed smth. розводити, вирощувати (тварин)

 to tend to do smth. мати тенденцію робити щось

article виріб, товар, предмет виробництва

to require smth. (doing smth.) вимагати, потребувати чогось (робити щось)

precision instruments точні інструменти

 to be widely dispersed широко розповсюджуватись

 to make emphasis on smth. надавати комусьособливу увагу

 raw materials сировина

 soil грунт

 fertile родючий

 semi-finished goods напівфабрикати

 chemicals хімічні препарати

II. Read and translate the text:

**Economy of Great Britain**

 The United Kingdom is one of the world’s largest exporters of **manufactured goods** **per head of population.** For every person employed in agriculture eleven people are employed in mining, manufacturing and building.

 **Apart from** coal and iron ore Britain has very few natural resources. Its agriculture provides only half the food it needs. Most of if the **raw materials** such as oil and various metals (copper, zinc, uranium ore and others) have to be imported. Britain also has to import timber, cotton, fruit and farm products.

 Britain **used to be** richly forested, but most of the forests were cut down **to make more room for** cultivation. The greater part of land is used for cattle and sheep **breeding**, and pig raising. Among the crops grown on the farms are wheat, barley and oats. The fields are mainly in the eastern part of the country. Most of the farms are small. **Farms tend** to be bigger where the **soil** is less **fertile.**

 Britain produces high quality expensive goods, which has always been characteristic of its industry. A shortage of raw materials, as well as the high cost of production makes it unprofitable for British industry to produce **semi-finished goods** or cheap articles. Britain mostly produces **articles, requiring** skilled labour, **precision instruments**, **chemicals.** Britain high quality consumer goods and articles made of various kinds of synthetic (man-made) materials.

 The original basis of British industry was coal mining, and the early factories grew up not far from the main mining areas. Glasgow and Newcastle became great centres of engineering and shipbuilding. Lancashire produced cotton goods and Yorkshire woollens, with Sheffield concentrating on iron and steel. Birmingham developed light engineering. There appeared a tendency for industry and population to move to the south, particularly to the London area. Britain’s industry is now **widely dispersed**. Great progress was made in the development of new industries, such as the aircraft, automobile, electronic industries and others. A number of atomic power reactors were made.

 Great **emphasis** was made on the development of the war industry.

**III. Find the English equivalents in the right-hand column for the following**

1. недостатня кількість сировини а. raw materials

2. дорогі товари високої якості b. various metals

3. свинарство c. to be richly forested

4. вівчарство (розведення овець) d. to import timber

5. ввозити деревину e. to make room for smth.

6. бути багатим на ліси f. sheep breeding

7. різноманітні метали g. pig raising

8. сировина h. high quality expensive goods

9. звільняти місце i. shortage of raw materials

10. військова промисловість j. semi-finished goods

11. синтетичні матеріали k. precision instruments

12. точні інструменти l. electronic equipment

13. атомний реактор m. man-made materials

14. електронне обладнання n. the original basis

15. напівфабрикати o. atomic power reactor

16. початкова основа p. war industry

**IV**. **Complete the following sentences**

 1. Great Britain is rich in ... .

 2. Britain has very few ... .

 3. Britain also has to import ... .

 4. Most of the forests were cut down to ... .

 5. Among the crops grown on the farms are ... .

 6. Britain produces high quality ... .

 7. Britain mostly produces article requiring ... .

 8. Britain produces and exports ... .

 9. The original basis of British industry was ... .

10. Great emphasis was made on the development of the ... .

**V. Is it True or False:**

1. The United Kingdom is the largest exporter of manufactured good.

2. Britain is rich in very few natural resources.

3. Britain has to import coal and iron ore.

 4. The greater part of land is used for sheep breeding, pig raising and flower growing.

5. Britain produces high quality cheap goods.

 6. Britain mostly produces articles requiring skilled labour, precision instruments and electronic equipment.

7. Britain exports cotton and woollen goods but not leather goods.

8. Coal mining was the original basis of British industry.

 9. Aircraft, automobile and electronic industries are new Britain’s industries.

 10. Glasgow is famous for engineering and shipbuilding.

**VI. Answer the following questions**

1. What natural resources does Great Britain have?

2. What raw materials does Britain import?

3. Why does Britain have to import raw materials?

4. What does Britain export?

5. What is the characteristic feature of British industry?

6. Why is it unprofitable for Britain to produce semi-finished goods or cheap articles?

7. What are the main articles produced by British industry?

8. What are Britain’s traditional industries?

9. What are Britain’s main industries today?

10. What are the main industrial centres of Great Britain?

11. What are the main branches of British agriculture?

12. What is the greater part of land used for?

13. What crops are grown on the farms of Britain?

14. Why does Great Britain have to import farm products?

**Topic: Agriculture of Great Britain.**

**I. Answer the following questions:**

1. What is the surface of Great Britain?

2. What is the climate of Britain? Is it favourable for the development of agriculture?

3. Why is the South of England called the “Garden of England”?

4. What does Great Britain import?

**II. Remember.**

 requirement потреба

 amount кількість

 flour мука

 ham шинка

 note відмітити

 Common Market Спільний ринок

**III. Read and translate the text “Agriculture of Great Britain”.**

**Agriculture of Great Britain**

 Up to the Industrial Revolution, Britain was mainly a land of agriculture and sheep-farming. In the 19-th century, when the textile industry began to develop, many of the families who worked on the land before went to the towns to find work in factories and the new industrial enterprises.

 Sheep-farming, cattle-farming and dairy-farming are still important branches of the British economy; large number of sheep can bee seen in many parts of England and Scotland and there are a lot of cattle and dairy farms in the centre of England and in Scotland. Britain still does not produce enough food for its people, much is imported from other countries.

 Wheat is grown in the East of England, but generally barley, oats and rye are the main grain crops.

 Vegetables are grown in all parts of England, especially in the South; potatoes are grown in all the countries of the British Isles.

 Chicken-farms produce a great number of chickens and eggs for the population.

 The South of England is often called the “Garden of England”. This is because there are many gardens and orchards there. Few fruit, mostly apples and pears are gown in the northern regions of the country. The orchards in the south make the country beautiful in spring.

 Wool has become Britain’s most important export for several centuries.

 Before the Second World War Britain produced one-third of its total requirements. Today Britain is self sufficient in milk, eggs, potatoes, barley and oats. Also a large proportion of meat and vegetables are home produced. Home produced flour, cheese, bacon and ham meet half of the country’s needs. Speaking about the Government agricultural policy is necessary to note that Britain is a member of European Community (EEC) or Common Market. That’s why Britain applies the common agricultural policy to its agriculture.

**IV. Is it true or false?**

1. Sheep-farming, cattle-farming and dairy-farming are important branches of the

 British economy.

 2. Britain produces enough food for its population.

 3. Vegetables are grown in all parts of the country.

 4. The south of England is called the “Garden of England” because of great

 number of gardens and orchards.

 5. Milk has become Britain’s most important export for several centuries.

 6. Britain is self sufficient in milk, eggs, potatoes, barley and oats.

 7. Britain is a member of the European Economic Community.

**V. Arrange these parts of sentences with the help of arrows.**

1. Britain was mainly 1. the “Garden of England”.

 2. Wheat is grown 2. in milk, eggs, potatoes, barley and oats.

 3. The South of England is called 3. of the European Economic Community.

 4. Wool has become Britain’s most 4. in the East of England.

 important

 5. Britain is a member 5. a land of agriculture and sheep-farming.

 6. Britain is self-sufficient 6. export for several centuries.

**VI. Put in the words that are left out.**

1. …, … and … are still important branches of the British economy.

 2. Britain still does not … enough food for its population.

 3. Wheat is grown in the East of England, but generally …, … and … are the main

 grain crops.

 4. … has become Britain’s most important export for several centuries.

 5. In 1980 home production of the principal foods … to two-thirds.

 6. Home produced …, … and … meet half of the countries needs.

 7. Britain is a member of the … …. … or … .

**VII. Answer the following questions:**

1. What are the main branches of the British economy?

 2. What are the main grin crops in Great Britain?

 3. Why is the South of England called the “Garden of England”?

 4. What product is the most important export in Britain?

 5. What products are home produced?

 6. What is the Government agricultural policy determined by?

**VIII. Fill in the table using the information from the text.**

|  |  |
| --- | --- |
|  **Branches** |  **Products produced by these branches** |
| sheep-farmingcattle-farming . . . | wool . . .  . . .  |

**IX. Make up the plan of the text.**

**Unit V.**

**Topic: Travelling. Different Kinds of Travelling.**

**I. Answer the following questions:**

1. What is travelling?

2. Do you like to travel?

3. What is your favourite kind of travelling?

4. What can people travel by?

**II. Remember:**

travelling подорож

to travel by: подорожувати

plane літаком train потягом

ship кораблем

car автомобілем

to go abroad поїхати за кордон

to travel on business подорожувати у справах

to spend holiday проводити відпустку

to choose вибирати

to carry перевозити

to enjoy насолоджуватися

to prefer надавати перевагу

advantage перевага

disadvantage недолік

to book tickets замовити квиток

to go on foot ходити пішки

to get airsick захворіти повітряною хворобою

to get seasick захворіти морською хворобою

to go on hike ходити в похід

 **Journey**  - It’s an occasion when you travel from one place to another, a specially when there is a long distance between the places; we had a long journey ahead of us.

**Travel** - It’s the activity of travelling, journeys to places that are

 far away, usually for pleasure.

**Trip** - an occasion when you go somewhere and come back again

a fishing

trip

a camping

**Voyage** - It’s a long journey, especially by boat or into space; the long

 voyage home.

**III. Read and translate the text:**

**Travelling**

 Modern life is **impossible** without traveling. Many people travel on **business,** many people travel for **pleasure**. Many people **go abroad** either on business or **to spend** their holidays there. For some people traveling is their profession, for example, for drivers, pilots, sailors, stewardesses. There are many **means** of traveling nowadays. We can travel **by train, by plane, by sea or by car**. Many people like traveling **on foot.** Each of these kinds of traveling has its **advantages** and **disadvantages**.

 Those, who **prefer** speed and comfort, travel by plane. But there are some disadvantages in this kind of traveling. Some people can **get airsick**. The **flights** can sometimes **be delayed** due to the weather. Besides, the tickets are rather **expensive.**

 Traveling by train is not so fast as traveling by plane, but it gives you the **opportunity** to watch beautiful **sights** from the windows of the **carriages,** to read your favorite book or just to rest.

 Many people like to travel by sea. It is very comfortable kind of traveling. But some people can **get seasick** during the **voyage.**

 Traveling by car is **especially** popular nowadays . You can **drive** as slowly or as fast as you **wish**. You can stop at any place and **enjoy** the **picturesque** views. You don't have **to carry** heavy things and **to book tickets** in advance. It may be rather **tiring** to drive a car for a long time.

 Many people like traveling on foot. They **go on hikes**. It's the slowest kind of traveling, but it is interesting and **useful**. You **enjoy** absolute freedom. You are active all the time and you are close to **nature.**

 As for me I like to travel by plane.

**IV. Complete the following sentences:**

 1. For some people traveling …………….

 2. We can travel………….

 3. Traveling by train…………..

 4. Traveling by car……………

 5. You don`t have to carry………

 6. You are active ……………

##  **V. In each line there is one noun which doesn’t go with the verb. Which one?**

1) to drive a car, a plane, a train, a bus

2) to ride a bike, a boat, a horse, a camel

3) to go by a bus, foot, a car, a helicopter

4) to get into \out of a motorbike, a taxi, a car, a lorry

**VI**. a) Speak about the advantages and disadvantages of travelling by car, train, plane and bicycle.

|  |  |  |
| --- | --- | --- |
|  | Advantages | Disadvantages |
| car | 1. you can stop wherever you want2. you can enjoy the nature3. you can make your own time-table | 1. there are often traffic jams; 2. the price of petrol is high |
| train | 1. you have speed, comfort and pleasure combined2. if you are hungry, you can have a meal in the dining-car 3. if the trip is long you can sleep comfortably | 1. it is slower than by plane |
| plane | 1. it is the fastest | 1. it is very expensive2. you cannot stop wherever you want3. you can see only the clouds as you are flying |
| bicycle | 1. it is the cheapest2. you can see the real country3. you can enjoy the nature: see flowers, green grass, young birds in their nests | 1. it is slow2. you get wet if it rains |

b) How do you like to travel? Why?

You are travelling to the mountains . Say:

a) Where are you travelling? Why?

b) Whom are you travelling with?

c) How did you get to the station?

d) In what season are you travelling?

e) Are you having holidays?

f) What is the weather like this day?

g) What have you taken with you (soap, toothbrush ...)?

**VII. Answer the following questions:**

1. Why do people travel?

2. What kind of traveling do you know?

3. What advantages of traveling by plane do you know?

4. What disadvantages of traveling by car can you name?

5. What kind of traveling do you prefer and why?

**VIII.** **Fill in the table:**

№1. Travelling by plane is the fastest way of travelling. It can take you from one town to the other one in no time. The seats are comfortable. It’s a pity but sometimes you can see very little from the windows. The things are too small to see them. The tickets are very expensive. When the weather is rainy or foggy you cannot travel by it.

№2.Travelling by train is quite fast and not so expensive. The carriages are comfortable. It is so pleasant to travel in them. You can see a lot of interesting things from carriage windows. You can make a long journey on land by it. You need tickets and sometimes it is a problem.

 №3.Travelling on foot is the slowest way of travelling. Both young and old people like it, because it is good for health, but tiring. You need not worry about the tickets. The only thing you need is a rucksack. You can visit many places in such away.

№4.Travelling by bus is comfortable. You can stop at any place you like and go where you like. You need tickets.

|  |  |
| --- | --- |
| ***advantages*** | **disadvantages** |
| ***Travelling by plane*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***Travelling by train*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***Travelling on foot*** |
|  |  |
|  |  |
|  |  |
|  |  |
| ***Travelling by bus*** |
|  |  |
|  |  |

**IX. Scan the QR-code and write out reasons why do people travel:**

****

**Topic: Travelling by Train.**

**I. Remember!**

Carriage вагон
Railway station вокзал
Cloak room камера схову
Timetable розклад
Waiting room зал очікування
Dining car вагон-ресторан
Ticket collector білетер
Booking office каса
Fast train швидкий поїзд
Through train прямий поїзд
To travel abroad поїхати за кордон
To arrive прибувати
To change the train пересісти на інший потяг
To miss train запізнитися на потяг
Full ticket квиток за повну вартість
Single ticket квиток в один кінець
Return ticket квиток в обидва кінці
First (second, third) class car вагон першим (другого, третього) класу
Information office (inquiry office) довідкове бюрo

**II. Read and translate the text.**

**Travelling Around Ukraine**

 Travelling has become one of the most popular hobbies nowadays. But speaking about travelling, we all imagine different things: some people travel once or twice a year to some far away countries by plane, living in large hotels, others prefer travelling by car, sometimes do camping feeling themselves close to nature. So, there are pretty many different ways and options to travel. Our family is not an exception. We like to travel during our school holidays, but of course if our mom and dad are able to take a vacation this time. Luckily our next journey is coming soon. We are big fans of ski, so on winter holidays we are to go to Carpathians to ski a little. I like winter in Western Ukraine - this is a truly fairy-tale time: everything is covered with snow and the streets of the cities are decorated with lights.

 We usually go there by train which terminates in Lviv. Thus we always have some time for a walk in this fantastic city. In Lviv we change for the train to Carpathians, it’s very convenient. I like travelling by train - it’s a safe and relaxing way of moving for long distances. Besides you’re never “blocked” in a small space like in a car, bus or plane. After finding your compartment you should ask a train conductor for a set of bedding. During the trip you can lie or sit on your berth, reading a book or having a cup of tea with snacks and even go out to take a breath on different stations. Moreover, you can take as much luggage as you want, what has become a serious problem for those travelling by plane. This is a very important aspect for us, as we take a lot of great with us - skies for four of us and they really take much place. But in train - it has never been a problem.

 My dad likes travelling by train even more because this way he has a rest from driving. So, when he comes to a ski resort he isn’t tired or exhausted from a long drive. Well, as you see, there are many reasons for our family to travel by train. Of course, train doesn’t suit all the destinations like very far away countries, but it’s always a good idea when you travel around Ukraine.

**III. Is it True or False:**

1. The fastest way of travelling is by train.

2. There are many people who are fond of travelling by foot.

3. It is interesting to travel by ship in winter.

4. When people travel on business, they prefer to travel by plane.

5. Travelling by train has its advantages.

6. When you travel by plane, you can stop wherever you want.

**IV. Answer the following questions:**

1. Do you like travelling by train?

2. What is your impression from your last train ride?

 3. What do you like more in such way of travelling?

4. Do you think the service in our trains is always perfect?

5. What should you improve in our train service?

6. Would you recommend your friends travelling to Lviv or to Kyiv by train?

7. If you have a choice what way of travelling around Ukraine will you choose?

 Why?

**V. Read the dialogues and act them out:**

**At the Booking Office**

“ What trains are there to Leeds?”

“There are two through trains at 9 a. m. and at 3.20 p. m.”

“How much is one-way ticket there?”

“ 30 pounds”.

“ And a return one?”

“ 55 pounds”.

“ Fine. Please give me a return ticket for a 9 o’clock train”.

“All right. What berth would you prefer?”

“Upper one, please”.

“That’s unusual. Everybody asks for the lower berth.”

“ of course, it is much more convenient, but there is always a lady or a child who needs a lower berth, so I prefer an upper one”.

**At the station**

“ Here you are at last! I’ve been waiting for half an hour for you.”

“ I’m sorry, I’m late. But I was stuck in a traffic jam.”

“ Here’s your ticket”.

“ Oh, thank you. Is it a through train”.

“Yes. I’m glad we shan’t have to change.”

“Fine. When is it due in Edinburgh?”

“According to the timetable we are due there at 9.15 a. m.”.

“And when is it leaving, by the way?”

“Oh, in ten minutes. Come on or we’ll miss it.”

**In the Compartment**

“ Well, we are moving at last. The train doesn’t seem to be very crowded.”

“ Not as overcrowded as at the peak tourist time in summer. What berth do you prefer?”

“ The lower one, if it is O.K. with you”.

“Sure. Shall I open the window? It’s rather stuffy in here.”

“ Do, please.”

**VI. Fill in the missing remarks:**

1. Where is the inquiry office? - ……………………………………………….

2. Is it a fast train? - ……………………………………………………………

3. When is the train due in Boston? - …………………………………………...

4. Oh, I’m afraid it is not very convenient. - ……………………………………

5. What berth would you prefer? - ………………………………………………

6. Did you check our luggage? Where is the receipt? - ………………………….

7. We still have half an hour before the train. Shall we go to the waiting room?- …………………………………………………………………………………...

**VII. Translate into English:**

**-** Я збираюся їхати до Києва у відрядження.

**-** Коли ?

**-** У понеділок.

**-** Є прямий поїзд. Він відходить о 9 год. Вечора.

**-** Чудово. А коли він прибуває до Києва?

**-** О 8 год. Ранку.

**-** Це мені підходить.

**-** Я можу замовити вам квиток.

**-**Дякую. Я хотів би купейне місце, нижню лаву.

**-**Добре. Постараюся зробити все можливе.

 **-** Дякую. Ви мені дуже допомогли.

**VII. Make up dialogues of your own.**

**Topic: Travelling by Plane.**

**I. Remember:**

flight політ

nowadays в наші дні; тепер; в наш час

means засіб, спосіб

no wonder не дивно, що

unfortunately на жаль

speed швидкість

destination місце призначення, пункт призначення

convenient зручний

comfortable комфортний

unfavorable незручний, несприятливий

weather conditions погодні умови

excess надлишковий

personal belongings особисті речі

brief-case портфель

boarding pass посадочний талон, квиток

departure відправлення

altitude висота

fasten one's belts пристегнути ремені

scenery вид, пейзаж; ландшафт

landscape ландшафт, пейзаж

majestic грандіозний, величавий

customs regulations митні інструкції

**II. Read and translate the text:**

**Travelling by Plane**

 As for me there is nothing like travelling by air! It is more comfortable, more convenient and, of course, far quicker than any other method. There is none of the dust and dirt of a railway or car journey; none of the trouble of changing from train to steamer, pushing your way through crowds to get from the boat to the Customs ( if you travel abroad) and then to another train.

 A taxi, bus or a van of the Airline Service takes us to the airport. There on the run way we see a sleek and beautiful jet- propelled passenger liner ready to carry us to our place of destination. When the formalities of registering ourselves and weighting our baggage are over, we get up the gangway and board the plane.

 When you board the plane the stewardess greets you and shows you your seat and by radio before the plane takes off she gives the passengers all the information about the flight, she asks the passengers to fasten their seat belts and not to smoke when the plane takes off. Then by radio the pilot of the plane on behalf of his crew says that they are happy to have you on the board and will do everything possible to make your journey pleasant. When the plane takes off the stewardess gives the information about the speed and altitude at which the plane will be flying. During the flight you do whatever you like.

 The whole experience is a spiritually thrilling thing for me, I enjoy greatly the feeling of flying. As we leave the earth behind us, it seems to us, that we belong to another world, a bigger, wider, freer world than the one we left. What beauty is on earth when we see it from above: the view of a charming landscape – fields carefully cultivated and pasturelands, ahead – cheerful river winding its way through the lowlands. On we fly pas villages and cities, hills and valleys, each following the other in quick changing. On and on we fly with ever- changing scenes below till we safely land at the airport in Kyiv.

 As for me there is nothing better than travelling by air.

**III**. **Write out Ukrainian equivalents of the following words:**

 Convenient, dust, dirt, journey, trouble, altitude, speed, seat belts, cheerful.

**VI. Find in the text English equivalents of the following words:**

 Зручний, подорож літаком, комфортний, мандрівка, пароплав, блискучий, злітна смуга, стюардеса, місце призначення, пристібати ремені безпеки, команда літака, швидкість, аеропорт.

**VII. Translate into English:**

 1. Я хочу замовити квиток до Лондона/ Києва/ Нью – Йорка.

 2. Я віддаю перевагу безпосадочному рейсу вдень.

 3. Коли прибуває/ відлітає літак до Варшави?

 4. Коли я повинен бути в аеропорту?

 5. Ви добре долетіли? – Ні, дуже погано. Мене нудило.

 6. Коли наступний рейс до Мехіко?

 7. Ваш рейс оголосять.

**VIII. Answer the following questions:**

1. What are the advantages of travelling by air?

2. What are the disadvantages of travelling by air?

3. What do people do after the formalities of registering?

4. Who greets people on the board of the plane?

5. What information does stewardess give to the passengers?

6. What makes flight so excitement?

7.What can people see from the plane?

8. Have you ever travelled by plane?

**IX. Watch the video and make up the dialoduees:**



**Unit VI.**

**Topic: Business Trip. At The Customs.**

**I. Answer the following questions:**

1. Do you know the meaning of the word “custom”?

 2. Have you ever been at the customs?

 3. Do you imagine the custom examination?

**II. Remember.**

 to have an opportunity мати можливість

 to be excited бути схвильованим

 landing приземлення

 speed швидкість

 to lose something from sight втратити з виду

 to land at … приземлитися в …

 to declare задекларувати

 to make remarks робити зауваження

 personal belongings особисті речі

 to be in order бути в порядку

 exchange office пункт обміну

 rate курс

**III. Read these word-combinations and then cover the left side of the exercise and**

 **translate them into English.**

Where do I go through the customs, please? Де проходити митницю?

 Here is my baggage, Це мій багаж

 entrance visa, в’їзна віза

 exit visa, виїзна віза

 passport,

 health certificate

 Shall I fill out a customs declaration? Потрібно заповнювати

 декларацію?

 Are these things subjected to duty?

 Must I pay any duty on this? Потрібно платити мито?

 How much do I have to pay? Скільки платити?

 I have nothing to declare. Я нічого не декларую.

 These are my personal belongings. Це мої особисті речі.

 Where is the exchange office, please? Де пункт обміну валют?

 I’d like to exchange American dollars Я хотів би обміняти долари на

 into English pounds. фунти.

 What’s the rate for dollars, please? Який курс долара?

 Customs examination митний огляд

 Customs officer митник

 Duty мито

 Free of duty без сплати мита

 Customs duties (fees) митні збори

**IV. Pay attention at the prohibited items at the customs.**

**PROHIBITED ITEMS**

gold

 silver

 jewelry

 valuables

 icon

 weapons

 drugs

 pornography

 currency

**V. Read and translate the text “At the Customs”.**

**At the Customs**

Last month I had an opportunity to visit London. It was my first business trip abroad. Certainly I was very excited.

 A van from air service have arrived to the Airport. Flying by jet was wonderful. It’s not only the fastest but the most comfortable way of traveling. We flew at about 30000 feet at a speed of 470 miles an hour, and I saw nothing but the blue sky and white clouds all round the plane. I first got a view of the sea and only a few minutes before landing I lost it from sight, because we went into clouds. We had quite a good lunch on the plane: coffee, sandwiches, cakes, sweets. The plane landed at Heathrow Airport.

 I went through the customs. First the custom officer looked through my passport. I showed him my entrance and exit visas. He asked me to open the suitcases and examined them. He asked me if I had anything to declare. I answered I had brought some boxes of chocolates. The officer did not make any remarks. My personal belongings were in order. I asked him where had been the exchange office and he showed me politely. I wanted to exchange American dollars into English pounds. The clerk in the exchange office gave me all the information I wanted about the rate. Then we went to the waiting-room.

 Representatives of the organizing committee of the conference met me at the airport and we drove to the hotel not far from the Trafalgar Square.

**VI. Is it true or false?**

1. It was my second business trip abroad.

 2. The plane landed at London Airport.

 3. I didn’t go through the customs.

 4. The custom officer looked through my passport.

 5. The officer made some remarks.

 6. I wanted to exchange American dollars into English pounds.

 7. Representatives of the organizing committee of the conference met me at the

 airport.

**VII. Answer the following questions:**

1. Why was the character of this story very excited?

 2. What did he see through the window of the plane?

 3. Where did the plane land at?

 4. Describe the actions of the custom officer.

 5. What did the character want to exchange?

 6. Who met the character at the airport?

 7. What items are prohibited at the customs?

**VIII. Read and dramatize the following dialogues:**

**A.**

Custom officer: Will you show your things, please?

 Passenger: Yes, here they are. These are my things.

 C.O.: How many places do you have?

 P.: Two. A suitcase and some hand luggage.

 C.O.: Do you have anything to declare?

 P.: No, I don’t. I have five packs of cigarettes.

 C.O.: This quantity is not liable to duty. And what do you have in your

 suitcase?

 P.: Only things for my personal use.

 C.O.: Thank you, that’s all.

 P.: Thank you.

**B.**

C.O.: Have you got anything to declare?

 P.: Yes, I’ve got a bottle of perfume and a bottle of whisky.

 C.O.: One bottle of perfume?

 P.: Yes, one bottle of perfume.

 C.O.: And what is this?

 P.: It’s a bottle of whisky.

 C.O.: All right. Thank you.

**C.**

 C.O.: Your passport, please. How long are you planning to stay in the country?

 P.: Three weeks. Could I prolong my entrance visa in case of necessity?

 C.O.: Sure. The receiving party shall take care of it. Well, bags on the table and

 your customs form, please.

 P.: How much do they weight?

 C.O.: 23 kilos. I’m sorry, but you’ll have to pay an excess luggage charge.

 P.: Oh! It’s only three kilos overweight.

 C.O.: Yes, sir … that’s 6 pounds. Thank you. Have you anything to declare?

 P.: What?

 C.O.: Alcohol, cigarettes, fresh fruit, plants …?

 P.: Uh, no. Only for personal needs.

 C.O.: Open your suitcases, please. Any gifts?

 P.: Only one bottle of vodka.

 C.O.: All right. It’s duty free. As you probably know, it’s forbidden to bring more

 than two bottles of alcohol and two blocks of cigarettes to England. And no

 limitations as to currency. Here’s your form.

 P.: Thank you.

 C.O.: Not at all. The next please.

**IX. Watc the video and make up your own dialogue:**



**Topic: At the Hotel.**

**I. Answer the following questions:**

1. Where do we usually stop at on business trip for night?

 2. Have you ever stopped at the hotel?

**II. Remember.**

 receptionist регістратор

 reception desk бюро реєстрації

 hotel clerks персонал готелю

 porter швейцар

 guest гість

 to engage a room зупинитись у готелі

 to depart виїхати з готелю

 single/double room кімната на одного/двох

 maid, bell-boy покоївка, посильний

 express/urgent service термінове обслуговування

 laundry, laundress пральня, прачка

 tip чайові

 I have a reservation Для мене заброньована кімната.

 Have you got any vacant rooms? У вас є вільні номери?

 Get my bill ready, please! Приготуйте рахунок, будь ласка.

 reception clerk адміністратор

 The hotel is full. У готелі немає місць.

 to fill in the forms заповнити бланки

 to vacate the room in due time залишити кімнату у визначений час

**III. Read and translate the text:**

 **At a Hotel**

 Hotel is an establishment providing accommodation, meals, and other services for travellers and tourists. A [motel](https://www.britannica.com/technology/motel) performs the same functions as a hotel but in a format designed for travelers using automobiles.

 The primary purpose of hotels is to provide travelers with shelter, food, refreshment, and similar services and goods, offering on a commercial basis things that are customarily furnished within households but unavailable to people on a journey away from home.

 As soon as you are through with the customs you’ll probably take a taxi to a hotel. It’s best to book a room ( make a reservation) in advance. In this case you’ll be sure to stay at a hotel without any problems. You can book a room by telephone or telegram.
In many hotels a porter ( bell-boy) takes your luggage and shows you the way to the receptionist’s desk. The receptionist will most probably ask you what room you want (a single or a double room, a suite etc.) and for how many days (nights) you are going to stay at the hotel. He may offer you a room with all modern conveniences (bath, telephone, TV). Then he will ask you to sign in (check-in). In this case you have to sign your name in a hotel register (book). In the USA you have to put down your name, nationality and address in a special registration form (fill in a form).
When this formality is over, the receptionist gives you your key and the porter shows you up to your room. Now you are referred to as a “guest”. When going out you are supposed to leave your key at the desk. All the keys are hung on a special key-rack.
The room charge (price) usually includes your breakfast. Sometimes it includes the service or the service is paid additionally.
The guests are requested to warn the receptionist in advance about the day and hour of signing out (A.E. — checking out) so that he could have the bill ready for them in time. Make sure that the bill is ready one day before leaving.

**IV. Answer the following questions:**
1. Why is it best to book a room (make a reservation)?
2. How can you book a room at a hotel?
3. Who usually helps you with your luggage when you come to a hotel?
4. Whom should you address (обратиться) for a room when you come to a hotel?
5. What will the receptionist most probably ask you about?
6. What do you call the formality of putting down your name in a hotel register?
7. Who usually shows a traveller to his (her) room?
8. Why are you requested to warn the receptionist in advance about the day and hour of signing out (checking out)?

**V. Read and dramatize the following dialogues.**

**1.**

 A.: Could you give me the name of a good hotel to stop at?

 B.: I will make out a list of several hotels for you to choose from.

 A.: How will I manage getting there?

 B.: The taxi driver will take you to the different addresses.

 A.: Is it necessary to reserve your hotel room?

 B.: That depends on the reason. At the rush tourist season you have to make your

 hotel reservations two or three months in advance.

**2.**

Guest: Can I book a double room from now till Friday?

 Reception clerk: You can have Room 33 over-looking the sea.

 G.: How much does it cost?

 R.: 5 pounds not counting the service.

 G.: Yes, of course. Would you take a seat for a moment?

**3.**

G.: I’m leaving today. Get my bill ready.

 R.: Certainly. It will be ready in due time.

 G.: When must I vacate the room?

 R.: It must be vacated in two hours’ time.

 G.: Will you, please, send my mail to …

 R.: O.K. I’ll write down the address.

 G.: Thanks. And now could you direct me to the nearest bank? I want to exchange

 some foreign currency. I wonder, what’s the rate of exchange?

**VI. Read, learn, memorize the basic phrases and act out the following dialogue.**

**Engaging a Room**

G.: Excuse me, have you got any vacant room?

 R.: Single or double, Sir?

 G.: Two single, please.

 R.: Which floor would you like, Sir?

 G.: It’s all the same to us. Do we have to pay by the day or by the week?

 R.: By the day, Sir. Will you, please, fill up these forms, Sir?

 G.: Christian name … surname, nationality, place and date of birth … Shall I fill in

 my permanent address and occupation?

 R.: Yes, please. And the date of arrival and departure. How long are you going to

 stay?

 G.: About ten days or so.

 R.: Your signature, Sir. Sign here, please. The bell-boy will show you to your

 rooms. Here is the key.

 G.: Shall we leave the suitcases in the lobby?

 R.: Do, please. The porter will help you with the luggage.

**VII. The following are typical expressions found in forms. Match an expression on**

 **the left with a question on the right.**

 **First name** Are you married or single?

 **Surname** What do you do in your free time?

 **Date of birth** What’s your phone number?

 **Place of birth** What’s your first name?

 **Permanent Address** What do you do?

 **Marital Status** Where were you born?

 **Occupation** When were you born?

 **Qualifications**  What’s your family name?

 **Hobbies/Interests** What degrees, diplomas, certificates, etc. do you have?

 **Tel. no.** Where do you live?

**VIII. Read this conversation in a hotel and put the lines in the correct order.**

\_\_\_\_ Certainly. A single room or a double?

 \_\_\_\_ Just this one bag.

 \_\_\_\_ Yes, sure. Do you want my address, too?

 \_\_\_\_ Here’s your key. Your room number is 311. I hope you enjoy your stay.

 \_\_\_\_ Single, please.

 \_\_1\_\_Good evening. Can I help you?

 \_\_\_\_ A shower. How much is the room?

 \_\_\_\_ Yes, please. Could I have a room for the night?

 \_\_\_\_ No, thanks. Just breakfast. Can I pay by credit card?

 \_\_\_\_ Yes, of course. We take Visa and Access. Could you sign the register,

 please?

 \_\_\_\_ No. Just a signature. Do you have any luggage?

 \_\_\_\_ Would you like a room with a shower or a bath?

 \_\_\_\_ 72 pounds for the room and breakfast. Would you like an evening meal?

 \_14 \_ Thanks.

**IX. Scan rge QR and get more information about types of hotels:**



**Topic: Getting About Town.**

**I. Remember:**

airport  аеоропорт

bakery  хлібний магазин, пекарня

bank  банк

bookstore  книжковий магазин

bus station автобусна зупинка

butcher's  м’ясний магазин

cafe  кафе

church  церква

court  суд

department store  універмаг

cinema/movies  кінотеатр

fire station  пожежна станція

petrol station  автозаправна станція

 gym  спортзал

hairdresser's перукарня

hospital  лікарня

hotel  готель

gallery  галерея

library  бібліотека

museum  музей

pharmacy / chemist  аптека

police station  поліція

pub  паб

park парк

square площа

to get about town пересуватися містом

toget on the bus сідати на автобус

to get off the bus виходити з автобуса

to go by tube / subway їхати на метро

to go on foot йти пішки

to change a bus пересідати на інший автобус

fare платня за проїзд

to cross the street переходити через вулицю

traffic lights світлофор

rush hours години пік

parking place місце для стоянки

**II. Remember the following expressions:**

How could I get to ...? - Як мені дістатися до ...?

Could you show me the way to ...? - Покажіть мені дорогу до ...

Am I right for ...? - Чи я правильно йду до ..?

go straight - йдіть прямо

turn round the corner - поверніть за ріг

turn to the right / left - поверніть праворуч / ліворуч

is it far from here? - Це далеко звідси?

How long will it take me to get there? - Скільки часу необхідно, щоб дістатися туди?

**III. Read and translate the text:**

**Getting About Town**

 There are many ways of getting about town. In Kiev we have a wide choice of tram, bus, trolley-bus and rout taxi in addition to taxi service. But the pride of the Kiev is the Metro, as the Underground is called here. Trams, trolley-buses and buses stop to pick up passengers at special stops. At bus and trolley-bus stops people usually queue up so that those who come first get in first. During the morning rush hour, with so many people hurrying to work, the trams, buses, and trains are usually overcrowded. During the evening rush hour, with everyone hurrying home, they are packed full, too. When a passenger pays for his trip we say he is paying his fare. Passengers are expected to pay their fare without being reminded. If the passenger does not find a vacant seat he usually holds on to a strap to keep from falling. In the USA, if a streetcar, bus or train is going towards the centre it is said to be going downtown. If it is going away from the centre it is said to be going uptown. In England trams and buses going to the centre are called inward bound; those going away from the centre, outward bound. Sometimes the tram you are on does not take you right to the place you want to go. In this case you have to take another tram.           Whenever we get off one tram to take another we say we are changing trams. In the Metro you often find signs showing you where to change for other lines. For example, a sign over escalators at Maidan Nezalezhnosti Station shows you where to change for the Sviatoshinsko-Brovarskaya Line.

**IV. Translate into English:**

1. Вибачте, будь ласка, де мені пересісти на автобус № 49?

2. Ти взяв квиток?

3. Цей автобус довезе вас прямо до музею.

4. Я їду до станції метро "Дарниця".

5. Ми виходимо на наступній зупинці.

6. Автобус був переповнений, і ми не змогли ввійти.

7. Подивись, чи у тебе є дрібні гроші?

8. Ви виходите на наступній зупинці?

9. Мені здається, що ми сіли не на той тролейбус.

10. Якщо ви поїдете туди на метро, то будете на місці за 5 хвилин.

**V. Read and act these dialogues out:**

**1**

“ Excuse me, how could I get to the British museum?”

“Sorry, I can’t tell you. I’m a stranger here myself. You’d better ask a policeman”.

‘ Excuse me!”

“Yes, what is it?”

“ Could you show me the way to the center, please?”

“Why, yes. Hmm… let me think. Take bus 31 and go as far as Trafalgar Square.”

“Is that in the very center of London?”

“Yes, of course.”

**2**

“Excuse me, am I right for Hyde Park?”

“Hyde Park? Well, I’m sorry to say, you aren’t. You’ll have to go back one block and then turn to your left.”

“Oh, I see. Isn’t it better to take a taxi?”

“Well, you needn’t. It won’t take you ten minutes to get there.”

“ Thanks a lot”.

“No trouble”.

**VI. Make up questions using the pattern and prompt words:**

**Pattern:** Can you show me the way to the station? Excuse me, what is the quickest way to the station?

**Prompt words:** the Zoo, the University, the Bank of England, the central Post Office, oxford Street, the Central Park, the railway station, the airport.

**VII. Answer the questions using the following opening phrases:**

***As far as I know, as a rule, in fact’ actually, as for me***

1. Which is the most convenient way of getting about town?

2.When do you have rush hours in your city?

3. Is it easy to get on the bus during it? Why not?

4. What’s the bus fare in your city?

5. What happens if someone hasn’t paid the fare?

6. Do the traffic rules in Britain differ from those in other European countries?

7. How should you address a passer – by in London when you want to ask the way?

8. How should you address a policeman in London?

**VIII. Ask your friend these questions. Agree or disagree with him/her:**

1. Where one should cross the street?

2. If he always crosses the street in the right place?

3. What the traffic lights are used for?

4. What he thinks of the metro in big cities?

5. What he thinks of the advantages of having his own car?

**IX. Speak on the following:**

1. Advantages and disadvantages of having a car.

2. Some people like to live in large cities, some prefer small and quiet places. What do you like? Prove your point.

**X. Try to guess what the building or place is:**



**Topic: Meals in Great Britain**

**I. Remember:**

Breakfast сніданок

Lunch другий сніданок

Dinner обід

Supper вечеря

Snack bar закусочна

Canteen столова

Café кафе

Restaurant ресторан

Waiter офіціант

Waitress офіціантка

Glass склянка

Fruit фрукти

Vegetable овочі

Butter масло

Bread хліб

Cheese твердий сир

Cream вершки

Sour cream сметана

Egg яйце

Bacon бекон

Sausage ковбаса, сосиски

Toast смажений хліб

Meat м'ясо

Beefsteak біфштекс

Broth бульйон

Chicken курка

Chop котлета

Fish риба

Ham шинка

Salad салат

Sandwich бутерброд

Herring оселедець

Porridge вівсяна каша

Soup суп

Pepper перець

Salt сіль

Sweet цукерка

Cake тістечко

Beer пиво

Coffee кава

Juice сік

Tea чай

**II. Read and translate the text:**

**Meals in Britain**

 The usual meals are breakfast, lunch, tea and dinner. A traditional English breakfast is a very big one — sausages, bacon, eggs, vegetables. But many people just have cereal with milk, juice or yoghurt, a toast with marmalade, jam or honey. Marmalade is made from oranges and jam is made from other fruit. The traditional breakfast drink is tea which people have with cold milk. Some people have coffee, often instant coffee, which is made with just hot water. Many visitors to Britain find English coffee just horrible. Lunch isn’t small either. At lunch, which is about one o’clock, cold mutton, fish with potatoes, salad and pickles generally grace the table. Lunch is a quick meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread they want — brown, white, or a roll — and then all sorts of salad and meat or fish to go in the sandwich. English mutton is a treat, and it is prepared in such a way that you wouldn’t know it is mutton. Salad is a little different from ours. You only get the clean green leaves and the so-called «salad dressing», a mixture of oil, vinegar, salt, pepper and mayonnaise, that you may take according to your taste. English pubs often serve good, cheap food, both hot and cold. School children can have a hot meal at school but many just take a snack from home — a sandwich, a drink, some fruit, some crisps.

After lunch most people take coffee, though tea is the favourite beverage in England. That’s why there are no «coffee houses», but tea rooms and luncheon rooms are in abundance. There is nothing like an English party, at home or in the open air. Tea means two things. It is a drink and a meal. Some people have afternoon tea, with sandwiches, cakes, and, of course, a cup of tea. Cream teas are popular. You have scones (a kind of cake) with cream and jam. The evening meal is the main meal of the day for many people. They usually have it quite early, between 6.00 and 8.00, and often the whole family eat together. Dinner begins with some salad, followed by a clear soup, fish, vegetable and dessert. In simplier homes the schedule is somewhat different. In the morning they have breakfast, at midday — dinner, which is considered to be the chief meal, tea in the afternoon and supper in the evening. The supper might consist of an omelette, bacon, sandwich and a cup of tea, coffee or cocoa.

On Sundays many families have a traditional lunch. They have roast meat either beef, lamb, chicken or pork with potatoes, vegetables and gravy. Gravy is a sauce made from the meat juices. When eating out, that is, on a picnic, the English load their luncheon baskets with all sorts of sandwiches made of thin slices of bread and butter with meat, ham, raw tomatoes or cucumbers. There in the basket you would likely find, besides cakes and biscuits, some bottles of ginger beer. The British like food from other countries, too, especially Italian, French, Chinese and Indian. People often get takeaway meals — you buy the food at the restaurant and then bring it home to eat. Eating in Britain is quite international.

**III. Answer the questions.**

1. What are the usual English meals?

2. Is English breakfast big or small?

3. What do people have for breakfast?

4. Do British people have soup for lunch?

5. What’s the difference between English and Russian salad?

6. What does «tea» mean?

7. When do the English have dinner?

8. Sunday lunch is something special, isn’t it?

9. What do British people load their luncheon baskets with?

10. What do foreign people think of English coffee?

**IV. Is it True or False?**

1. Many British people have a big breakfast.

2. People often have cereal or toast for breakfast.

3. Marmalade is made from any fruit.

4. People drink tea with hot milk.

5. Many foreign visitors love English coffee.

6. All British people have a hot lunch.

7. Pubs are good places to go for lunch.

8. British people eat dinner late in the evening.

9. Sunday lunch is a special meal.

10. When you get a takeaway meal, you eat it at home.

**V. Fill in the gaps**

1. English breakfast is a big . . . .

2. People have . . . with milk or juice.

3. People have tea with . . . milk.

4. Pubs . . . good, cheap food.

5. Many children take a . . . from home.

6. The English … their baskets with all sorts of sandwiches.

7. Dinner in some homes is considered to be the . . . meal.

8. Tea is the favourite … in England.

9. At lunch cold mutton, fish, pickles generally .. . the table.

10. English mutton is a ….

**VI. Choose the right answer**

**1. Gravy is . . .**

a) kind of dessert.

b) a sauce made from meat juices.

c) a special beverage.

**2. «Salad-dressing» is . . .**

a) a special dish, consisting of different vegetables.

b) a salad topping.

c) a mixture of oil, vinegar, salt, mayonnaise.

**3. A scone is . . .**

a) a kind of biscuit.

b) a drink.

c) a sauce.

**4. Tea is usually drunk with . . .**

a) hot milk.

b) lemon.

c) cold milk.

**Topic: At the Restaurant.**

**I. Answer the following questions:**

1. Do you like cooking?

2. How often do you eat in a restaurant?

3. Do you have a favourite restaurant

**II. Remember:**

pizzeria піцерія

restaurant ресторан

fast food restaurant ресторан швидкої їжі

snack bar закусочна, буфет

take-out ресторан з готовими стравами на замовлення

café кафе

pub паб

tip чайові

bill рахунок

waiter офіціант

waitress офіціантка

to order замовляти

help yourself to пригощайтеся

May I treat to you/.? - Можна Вас пригостити?

Could we see the menu? – Можна переглянути меню?

Are you ready to do order? – Ви готові замовляти?

I can recommend… - Я можу порекомендувати ….

We’ve run out of…- У нас закінчилося….

The speciality of the house – фірмова страва

**III. Read and translate the text:’**

**In a Restaurant**

 We have a very old family tradition: once a month we pay a visit to the restaurant for a family dinner. It is a great chance to spend the evening out of our usual setting. What is more, it is a good chance to have fun and get away from the routine we get tired of and enjoy some time with the family. A week before that day we choose the restaurant. It is extremely necessary to reserve a table in advance as the place may be overcrowded at the weekend. We mostly book a table for four: my parents, me and my sister.

 The tastes differ in our family. So every time we tend to try a new place or a new type of cuisine. We’ve already visited Indian, Italian, French, Thai, Chinese, Japanese and many other restaurants. The tendency now is that Japanese cuisine is the most popular for the sushi. But my family and I prefer Indian or Indonesian food.

 My sister is a vegetarian so we usually look for a place where she can find something for herself. It is good that more and more restaurants suggest food for any customer’s needs nowadays. When the evening comes we usually take the places, the waiter takes the order and in the beginning we usually have something delicious to drink and spend some time discussing our current issues. We also have a very strong rule: no phones during the dinner.

 Luckily, we don’t usually have any problems with our orders. The food usually is tasty and delicious. But it may happen that it is too salty or spicy. In that case we never argue but ask it to be changed. And we never receive a denial. Maybe because we are very polite . Several hours later we ask for a bill, pay in cash or with a credit card and have a long walk back home. I really enjoy such evenings for the sense of unity and love. It helps to support good relationship with my parents and allows them to know all about my and my sister’s lives. So just try spending some time together with your family at the restaurant, and you will notice that your relationship has become much better.

**IV. Read the dialogues and act them out:**

**“Ordering a Meal”**

Waiter: Are you ready to order now, sir?

Ralph: Yes. I’ll have tomato soup, roast beef, mashed potatoes, and peas.

Waiter: That’s tomato soup…roast beef… mashed potatoes… and peas. How do you want the beef - rare, medium, or well done?

Ralph: Well done, please.

Waiter: Anything to drink?

Ralph: Hmmm…just water. I’ll have coffee with my dessert.

**At the Restaurant**

Waitress: Here is the juice that you ordered, sir. Would you like to let it wait for a little while or shall I put it now?

Man: I’ve a glass now, please.

Waitress: Are you ready for me to take your order?

Man: Yes. I’ll have the T- bone steak, please.

Waitress: How would you like it cooked?

Man: Medium red.

Waitress: Ok. That is a sort of the seasonal vegetables and your choice of jacket potatoes or chips?

Man: Jacket potatoes, please.

Waitress: Ok. One steak, seasonal vegetables and jacket potatoes.

Man: Yes. Thank you. (for some minutes)

Waitress: Was everything Ok, sir?

Man: Yes, that was delicious. Thank you.

Waitress: Would you like some dessert? We have cheese and biscuits, fresh apple pie and chocolate éclairs.

Man: I have a chocolate éclair, please.

Waitress: Can I get you anything else?

Man: Yes. I’d like a cup of coffee later, please.

Waitress: I’ll bring it to you in a moment.

**V. Fill in the blanks with the necessary words in brackets:**

1. Help yourself to… .(plate, cup, cherries)

2. Thank you, just… . (some, a little, small)

3. Usually I have… for breakfast. (a cup of tea, soup)

4 .Pass me a/some…, please. (salt, table cloth, dinner)

5.Would you like a glass of…? (juice, milk, water)

**VI. Translate the sentences:**

1. Я хочу замовити суп.

2. Що будете пити?

3. Я хочу добре засмажену яловичину.

4. Я буду пити каву з десертом.

5. Я замовляв столик по телефоную

6. Можна переглянути меню?

7. Це наша фірмова страва.

8. Що ви могли б мені запропонувати?

9. Що у вас є на десерт?

10. Ви готові щось замовити?

**VII. Answer the following questions:**

1. Do you like to dine out?

2. What restaurant would you recommend to your friend from another town?

3. What do you usually order?

4. What’s your favourite dish?

5. Have you ever tried any exotic dish?

6. Describe your favourite restaurant or café.

**VIII. Make up the presentation of your own restaurant:**

**Advertising form**

**The type of the restaurant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Our restaurants will offer you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Children’s menu available: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Vegetarian dishes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Other characteristics: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The menu of a day**

**Appetizers: Desserts:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Main courses: Drinks:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Salads and vegetables:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Watch the videos and make up your own dialogues:**



**Topic: At the Doctor’s.**

**I. Remember:**

I've got a temperature – У мене температура

I've got a sore throat – У мене болить горло

I've got а headache – У мене головний біль

I've got а cough – У мене кашель

I've got аn earache – У мене біль у вусі

My nose is stuffed up – У мене заклало ніс

I've got rash – У мене висип

I feel dizzy – У мене запаморочення

I've got bleeding – У мене кровотеча

I've got high (low) pressure – У мене високий (низький) тиск

I've got a swollen… (finger) – У мене опухлий… (палець)

It hurts here Болить тут

I've been feeling sick – Мене нудило

I've got diarrhea – У мене діарея

I'm constipated – У мене закреп

My stomach hurts / I have a stomachache – В мене болить шлунок

I've got a pain in my back / chest – У мене біль в спині / грудях

I'm allergic to… (antibiotics) – У мене алергія на… (антибіотики)

I have a burn (bruise, cut) – У мене опік, (синяк, поріз)

I had a fainting spell – Я знепритомнів

I feel lightheaded – У мене паморочиться голова

I am vomiting – У мене нудота

It's hard for me to breathe (swallow) – Мені важко дихати (ковтати)

What have you eaten (drunk)? – Що ви їли (пили)?

Has this happened before? – Таке раніше бувало?

Please, take off your clothes – Будь ласка, зніміть одяг

Does it hurt when I press this spot? – Коли я натискаю сюди, вам боляче?

Open your mouth – Відкрийте рот

Take a deep breath – Глибоко вдихніть

You should follow a diet – Вам потрібно дотримуватися дієти

Stay in bed for a few days and take your medicine – Залишайтеся в ліжку кілька днів і приймайте ліки

Take these pills twice a day – Приймайте ці таблетки двічі на день

You will have to stay in hospital for a few days – Вам потрібно буде побути в лікарні кілька днів

You should take antibiotics – Вам потрібно приймати антибіотики

**II. Read and translate the text:**

**At the Doctor's**

If we catch cold, we feel a splitting headache, have a clogged nose, cough, run a high temperature, we must go to the polyclinic. First we come to the registry. The registering clerk on duty asks the name, address, age and occupation. He writes out some slips because several specialists will examine us. Some of them will listen to our heart and lungs, some will check up our kidneys, liver, stomach, eyesight, hearing. The others will conduct our blood analysis, take our blood pressure and X-ray us.

Our district doctor sees his patients in the consulting room No. 4. A nurse gives us a thermometer to take our temperature. We must keep it under an armpit. Last time my temperature was 37.9°C. The doctor asked what my trouble was. He offered to sit down in a chair and to strip to the waist. He felt my pulse. It was faint and accelerated. Then I lay on the examination couch, and the doctor palpated my abdomen. He asked me from what diseases I suffered in my childhood. I suffered from scarlet fever (measles, chicken pox). At that moment I felt dizzy and was damp with sweat. The doctor filled in my card and diagnosed the case as the flu.

Then he wrote out a prescription for some medicine: pills, powder, drops, mixture. He also advised me to take a scalding foot bath, to put a hot water bottle on my feet, to have a hot tea with raspberry jam. That would keep my fever down. The results of my X-ray examination and blood analysis were normal. I had the prescription made at the chemist's. I followed the prescribed treatment to avoid complications. Every day I took a tablespoonful of mixture 3 times a day and some pills. In two days I was better and in a week I recovered from my illness. I began to take a good care of myself. Now I go in for sports because sports make us strong, healthy and cheerful. Every day I do my morning exercises and have a cold rubdown to prevent myself from catching cold. There is a good proverb: an apple a day keeps the doctor away. That's why I eat a lot of fruit and vegetables.

In cause of a sudden and severe illness or an accident calls are made to the first aid station. There doctors are on duty all day round. There are many ambulances there equipped with everything necessary to render first aid. They have all kinds of medicine, stretchers, radio equipment. A patient is transported to the hospital without delay. There he is taken to the reception ward first. After careful questioning and examination the doctor fills in the patient's case history. Then a patient is given special clothes and is put to a ward for treatment. The doctors make their daily round there. They examine patients and prescribe different treatments. The nurses take the patients' temperature, give injections, apply cups and mustard plasters, give medicine.

When a patient is completely cured, he is discharged from the hospital. There are different departments in the hospital. They are: surgical department, therapy, the department of infectious diseases, etc.

The problem of health service has become one of the greatest concerns of the government. It's necessary to expose the disease before it has taken root, to nip the disease in the bud. Periodic medical examination at schools, plants, factories helps to do it. If a person is ill, he can take a sick-leave paid at the government's expense. Trade unions provide sanatoriums, health resorts, rest houses, summer camps. The aim of medical service is to achieve lower mortality rate.

**III. Is it True or False?**

1. If we catch cold, we feel a splitting headache, cough, run a high temperature, we must stay at home, mustn’t we?

2. Taking our temperature, we must keep a thermometer under the leg.

3. The patient suffered from scarlet fever, measles, chicken pox in his childhood.

4. The doctor wrote out a prescription for some medicine, then filled in the patient’s card and diagnosed the case of flu.

5. To take a good care of yourself is a great way to stay healthy.

6. Doctors, that are working in the first aid station are on duty all day round.

7. There are various departments in the hospital.

**IV. Find Ukrainian equivalents to the following word combinations:**

1. To fall ill 1.збити температуру
2. A sharp pain 2.закладений ніс
3. To gargle the throat 3.захворіти
4. To have an earache 4.полоскати горло
5. To examine a patient 5.застудитися
6. Cold in the head 6.гострий біль
7. To bring down the temperature 7.вирвати зуб
8. To get well 8.Що вас турбує?
9. The nose is closed up 9.виміряти тиск
10. To pull out the tooth 10.У мене дуже страшенно

болить голова

1. To catch cold 11.оглядати пацієнта
2. I have a splitting headache 12.дотримуватися постільного

режиму

1. What is troubling you? 13. Мати вушний біль
2. To measure one’s blood pressure 14.видужувати

**V. Read the dialogue:**

**At the Doctor’s Office**

Doctor: What seems to be the problem?

Cathy: Well, I have a bad cough and a sore throat. I also have a headache.

Doctor: How long have you had these symptoms?

Cathy: About three days now. And I’m really tired, too.

Doctor: Hmm. It sounds like you’ve got the flu. Take aspirin every four hours and get plenty of rest. Make sure you drink lots of fluids. Call me if you’re still sick next week.

Cathy: OK, thanks.

**VI. Make up a dialogue using the clues.**

1. Sore throat / temperature / infection / stay in bed,

2. Pain in the stomach /appendicitis / hospital / operation

3. toothache / bad tooth *t* pull out / dental surgery

4. Pain in the ankle / sprained ankle / a tight bandage

5. Catch cold / throat is sore / gargle /drink warm milk

6. Sneezing / coughing / temperature / flu /don't go out.

7. Eyes are sore / eye drops / three times a day/ computer games / TV

**VII. Match these parts of the proverbs and give Ukrainian equivalents:**

1.A healthy mind a) after supper walk a mile

2.After dinner sit a while b)But eat to life

3.An apple a day c)have desperate cures

4. Desperate diseases must d) In a healthy body

5. Early to bed and early to rise e) is above wealth

6.Good health f) is the best medicine

7.Laughter g)keeps the doctor away

8.Life not to eat h)makes a man healthy, wealthy and wise

**VIII. Watch the video and make up your own dialogue:**



**Unit VII.**

**Topic: Telephone Etiquette.**

**I. Answer the following questions:**

1. How often do you make calls?

 2. Do you know the techniques of telephoning?

**II. Read and translate the text “Telephone Etiquette” and answer the following**

 **questions:**

 **1) What your success in job and the success of your company may depend on?**

 **2) What are the ways of identifying yourself?**

 **3) What information should we write down when taking a message?**

**Telephone Etiquette**

In our daily work at the office, we spend a lot of time on the telephone. The success of business can depend upon good telephone manners. Do we answer the telephone politely and with a friendly manner? Do we treat people on the telephone in a polite and friendly way?

 Here are some suggestions for good manners on the telephone. Remember – your success in your job and the success of your company may depend on how you treat your customers on the phone.

 **Answering the telephone**

 Always answer the phone in your office quickly. Don’t let it ring and ring. Your firm can lose business if nobody answers the phone.

 **Identifying yourself**

When you answer the phone, identify yourself or your department clearly. Say “Ann Smith’s office” or “Sales department”. If you’re answering an outside line, identify your company – “Wells and Company” or “Komo”. It is often useful and polite to say “Good morning/afternoon. Can I help you?”

 **Holding on**

 Sometimes we have to ask a caller to hold on. Say clearly “Would you hold on, please?” Don’t leave the caller too long. If you can’t find the person or information required, go back to the caller and say “I’m sorry to keep you waiting.”

 **Putting a call through**

You may have to put the call through to another extension. Find out the name of the person or office required and say “I’m putting you through.” If there is no answer from the extension, go back to the caller and say “I am sorry, I’m getting no answer.” Ask the caller if another person or office can help.

 **Taking a message**

Always keep paper and the pencil beside the phone for taking messages. If you have to take a message, ask for the caller’s name and the telephone number. Ask the caller to spell his or her name if necessary. After writing down the message, read it again to the caller to check the details.

**III. Read these phrases, try to remember them; use them in your own dialogues.**

 1. I’m afraid she’s not available.

 2. Hold on.

 3. Thank you for calling.

 4. I’ll put you through.

 5. Sorry?

 6. When would it be convenient?

 7. My pleasure.

 8. Could you read that back to me?

  **Which phrases would you use? Write the number in the boxes:**

 ⁮ to ask someone to wait?

 ⁮ to fix the time for an appointment?

 ⁮ to say someone is busy?

 ⁮ when you don’t hear something?

 ⁮ to check someone has written a message correctly?

 ⁮ to reply to thank you?

 ⁮ when you connect a caller?

 ⁮ at the end of a phone call?

**IV. When you are transferring information**  **over the phone, it is important to**

 **check and confirm you’ve got the details right.**

 Study these useful phrases:

 Caller Receiver

 *Leaving* *a message Taking a message*

 Could I leave a message? Could I take a message?

 Can you ask him/her to …? Would you like to leave a message?

 I’d like to speak to … Shall I ask him to ring you when …?

 *Giving information*

 My name is …

 The number is …

 *Checking understood* *Asking them to repeat*

 Shall I repeat that? Sorry?

 Could you repeat that?

Who is calling?

 Confirming

I’ve got that.

**Study the following phrases for starting calls.**

 Identifying who is speaking Saying who you want to speak to

 This is Paul Hening Could I …?

 Is that Julia Dardini? Can I speak to …?

 I’d like to speak to …

**V. Read, memorize and reproduce; make up dialogues combining phrases in**

 **substitution patterns:**

 1. 2. 3.

A: Hello. Griffits here. Hello, David Black is Hello. My name is

 Can I speak to Dr. Barton, speaking. May I have a Frank Duncan. Could I

 please? word with the dean? contact the manager,

 please?

B: Hold the line, please. I’ll just see if he is in. I’ll find out if he is in.

 Hang on a moment.

A: O.K. Right. All right.

B: Sorry, but he is out. I’m afraid he is in Sorry, but he won’t be

 conference. back till Monday.

A: Would you tell him Could you take a message? Can you tell him to

 I called up? ring me up?

B: Certainly. By all means. With pleasure.

**VI. Make up the message.**

|  |
| --- |
|  **Telephone message**For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taken by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Message \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

 **VII. Fill in the blanks with suitable sentences so as to complete the dialogue.**

 - Hello! May I speak to Mr. B’s Secretary?

 - … … …

 - Mr. B’s Secretary speaking?

 - … … …

 - So sorry. When will she be back?

 - … …. ….

 - Thank you. In this case I’ll call in a couple of hours again.

 - … … …

 - No, no message, thank you. I’d rather speak to her personally.

 - … … …

 - Thank you very much. Good-bye.

 - … … …

**VIII. Write out the basic tips for telephone etiquette:**



**Topic: Formulas of Politeness.**

**I. Conversational rules.**

 **Read and choose the correct word for each space.**

1. Talk about things that … everyone.

 a) will treat b) will ignore c) will interest

 2. Keep to the … .

 a) behaviour b) theme c) impression

 3. Do not say anything … the feelings of someone present.

 a) to cause b) to solve c) to hurt

 4. Be … .

 a) polite b) rude c) shy

 5. Say “ … “ if you must interrupt someone.

 a) thank you b) please c) excuse me

**II. Read the following dialogues and say which one is formal and informal.**

 **Dialogue 1**

James Goodman: Good morning. My name’s James Goodman.

 Peter Banks: Ah, good morning, Mr. Goodman. Nice to meet you. I’m Peter Banks

 from Personnel. Do sit down.

 JG: Thank you very much.

 PB: Now, have you brought your curriculum vitae with you?

 JG: Oh, my CV. Yes, here it is. There are three copies.

 PB: Have you brought your certificates as well?

 JG: No, I haven’t. I’m awfully sorry. Can I send them to you?

 PB: Yes, that’ll be all right. Now, let’s talk about the post.

 **Dialogue 2**

 Peter Banks: Hello, Bob. Come in. How are you?

 Bob Miles: Fine thanks, Peter. And you?

 PB: Not so bad, thanks. Have you got time for a chat about the new post?

 BM: Sorry, Peter, I’m really busy at the moment. What about ten o’clock? I’ll be

 free then.

 PB: Yes, OK. That’ll be fine. See you at ten.

**III. Answer the following questions:**

1. Which department does Mr. Banks work in?

 2. What has Mr. Goodman brought with him?

 3. Has Mr. Goodman forgotten something?

 4. Who is very busy until ten o’clock?

 5. What does Peter Banks want to talk to Bob about?

**IV. Pay attention to talking points.**

 **More formal Less formal**

 **Greeting Good morning/afternoon/evening Hi/Hello/How are you?**

 **Apologizing I’m sorry. Sorry**

 **Thanking Thank you very much. Thanks.**

 **Thank you very much indeed.**

 **Decide:**

1. Why is the Personnel Manager more formal in Dialogue 1?

 2. Is Bob Miles a job applicant or a colleague of Peter Banks?

**V. Study the diagram below. Use the Talking points to complete the dialogues.**

 **Use the most appropriate words.**

 **Henry Morris (HM) Bob Miles (BM)**

job applicant Personnel Officer, Peter Bank’s

 colleague

 **Richard Lewis (RL) George Lofting (GL)**

Managing Director Peter’s friend

 **Peter Banks (PB)**

Personnel Officer

 **Exercise 1: Thanking Exercise 2: Greeting and apologizing**

 **a)** BM: Here is the report, Peter. **a)** PB: Good morning.

 PB: … HM: … (greeting)

 **b)** RL: I’ve agreed your annual bonus, **b)** RL: Can you stay late tonight?

 Mr. Banks.

 PB: … PB: No, … (apologizing). I can’t.

 **c)** PB: I’m happy to offer you the post **c)** GL: Hi, nice to see you.

 of clerk. PB: … (greeting)

 **d)** GL: Here’s your coffee, Peter. **d)** PB: Good afternoon, Mr. Morris.

 PB: …, George. Have you got your CV with you?

 HM: … (apologizing). I haven’t

 brought it with me.

**VI. Make up your own dialogues using talking points and dialogues above.**

**Topic: Introducing Yourself. Making Presentation.**

**I. It is very common to present yourself in terms of your job. The job identifies the**

 **person.**

 **The dialogues follow a certain pattern:**

**Question/Comment Filler Response Comment/Question**

**A:** What do you do **B:** Well , I’m in computers. **B:** Not a bad job.

 ( for living)?

**A:** Do you work? **B:** Yes. I’m a fashion **A:** That’s interesting.

 designer.

**A:** What do you do **B:** Oh I’m on the market **B:** What about you?

 research side.

( in the ----------

 Department)?

**A:** I haven’t seen you **B:**  No. I’ve just started **A:** What do you do

 around before. with Manders. I’m there?

 in the Sales Department.

**II. We use a variety of prepositions to indicate work relationship, e.g.**

 I work for Manders ( they are my employers )

 I work at Manders ( the place )

 I work with Manders ( a sense of collaboration )

 I’m in computers ( general type of work )

 I’m on the market research side ( general type of work )

 I’m in the Sales Department ( specific place of work )

**III. Complete the sentences with an appropriate preposition:**

1. What do you do … a living?
2. I work …Manders.
3. I work … the Personnel Department.
4. I’m … the recruitment side.
5. I’m … fashion design.
6. He’s … the Production Department.
7. I work … home.
8. She’s been …Manders … years.

**IV. Choose the most appropriate response:**

 1. I’m Mr. Jones’ secretary. He’s the a) Oh, I live in London.

 Production Manager. b) Well, I work in Sales.

 c) Oh, I’ve been here for years.

 2. I’m in computers. What about you? a) Ah, that’s interesting.

 3. I live in Paris. What about you? b) I’m a fashion designer.

 c)Well, I came from Lviv.

 c) I work at home.

 4. My husband’s in the Production a) I’m in the Sales Department.

 Department. b) Not a bad job.

 5. Hello, I’m Sarah. I haven’t seen you a) What do you do for living?

 around before. b) I’m new here.

**V. Read and translate the following conversation, which takes place at a**

 **conference.**

**Brian:** How do you do? My name is Brian Robinson.

**Joan:** How do you do? I’m Joan Knight.

**Brian:** Who do you work foe then?

**Joan:** I’m with the Palmer Reece Group. You may have heard of us. We design and

 manufacture electronic equipment. I’m the Finance Manager.

**Brian:** I see.

**Joan:** How about you?

**Brian:** I work for a firm of kitchen designers. Kitchen Interiors, we’re called. We

 install fitted kitchens, mostly in private houses. I’m Area Sales Manager.

**Joan:** That’s interesting. Where are you based?

**Brian:** Our head office is in Colchester. We’ve got branch offices all over the country.

 Where is your head office?

**Joan:** We’re in the Midlands. In Leicester, actually. But I work in our London office.

 Have you been with your company long?

**Brian:** Fairly long. I’ve worked for them for five years now. Before that, I was a

 salesman for a department store. I must say, I prefer what I’m doing now. You

 get out and meet all kinds of people. And I enjoy all the driving too. Your

 company is pretty big, isn’t it.

**Joan:** Mm. I’d say so. Our turnover is almost 50 million pounds. And we’ve got a

 work-force of over 1000. Yes, we are big.

**Brian:** My firm’s much smaller. Our turnover is about 5 million.

**Joan:** How about staff?

**Brian:** Oh, about seventy or eighty people – full-time staff, that is. We’re a private

 company, by the way. Still family-owned. But I reckon we’ll go public in a few

 years’ time.

**Joan:** Really? Your firm must be doing well. We’re a public company, of course. We

 have been for the last thirty years.

**Brian:** Ah, I thought I’d noticed your firm’s name when I was looking at the share

 prices recently in the newspaper.

|  |
| --- |
|  **INTRODUCING YOURSELF**  |
|  |  **First speaker**How do you do? My name is Brian Robinson. |  **Second speaker**How do you do? My name is Joan Knight. |
| **FORMAL** | Hello. Let me introduce myself. I’m Brian Robinson.Hello. Allow me to introducemyself… | How do you do?Pleased to meet you. |
| **INFORMAL** | Hello. I’m Brian Robinson.Hi! I’m Brian Robinson. | Oh hello. I’m Joan Knight.Oh hello. Joan Knight. |
|  **GIVING DETAILS ABOUT YOUR ORGANISATION** |
|  I’m with the palmer Reece Group. I work for Kitchen Interiors. electrical products. We make/manufacture/sell/deal in  fitted kitchens. My company is based in… Our head office is in… been with I’ve the company for five years. worked for  We have branch offices/subsidiaries in… Our turnover is … We have got a work-force of … |

**VI. Improvise a conversation similar to the one in the dialogue above. Before**

 **starting the conversation read the following:**

1. Choose a company or business organization. It may be real or imaginary.
2. Introduce yourself; say who you work for, what your position is in the organisation and how long you have worked for it.
3. Give the following information:

a) what kind of business organisation it is ( e.g. private, public, sole trade, partnership)

b) its main business activities

c) location of its heard office, branches/subsidiaries

d) turnover, profits, size of work-force

4. Give any other information about yourself, your job and the organisation.

**VII. Watch the video and make up the presentation of yourself:**

 

**Unit VIII**

**Topic: Business Letters and Correspondence.**

**I. Answer the following questions:**

1. Have you ever written or received a letter?

 2. How do you usually start a letter and finish it?

 3. Have you ever written a business letter?

**II. Remember.**

inquiry запит

 order замовлення

 request запитувати

 confirm підтверджувати

 claim вимога

 complaint скарга

 reply відповідати

 concise стислий

 courteous ввічливий

 heading заголовок

 greeting / salutation вітання

 signature підпис

 reference посилання

 enclose вкладати

**III. Read and translate the text “Business Letters”.**

**Business Letters**

Letters are the most common form of intercultural business correspondence. Rules and traditions of correspondence vary in time but some basic principles of a commercial letter remain unchanged. Intercultural business writing depends on the subject and purpose of your message, the relationship between you and the reader, and the customs of the person to whom the message is addressed.

 Business letters include all kinds of commercial letters such as letters of inquiry, order letters, confirming an order, letters of claim and complaint, cover letter, letters requesting and providing information, reminder letters, personal business letters, replies to those mentioned above, etc.

 A business letter should be as short as possible (better up to 1 page), intelligible, polite, and its language must be simple. A private business letter is written by hand, but if a letter is sent by an organization, it is typed on the form of this organization with a letter-head printed typographically.

 A letter is composed of the following elements: a heading, a date, a receiver’s address, a salutation, a text, a signature, etc.

**IV. Answer the following questions:**

1. What are letters?

 2. What does intercultural business writing depend on?

 3. What types of letters do business letters include?

 4. What are the requirements to writing business letters?

 5. What is a letter composed of?

**V. Read the following golden rules for writing letters and say what a business**

 **letter should be, using the phrases below.**

 A business letter should be ……

 We should …

**Golden Rules for Writing Letters**

1. Give your letter a heading if it makes it easier for the reader to understand your purpose in writing.

 2. Decide what you are going to say before you start to write. You should always plan ahead.

 3. Use short sentences and paragraphs (8-10 lines).

 4. Put each separate idea in a separate paragraph. Leave a line space between each paragraph.

 5. Use short, precise words and say exactly what you mean. Do not break words at the end of a line.

 6. Short forms are not used in business letters.

 7. May produce a bad impression if there are mistakes in grammar, punctuation and spelling. Your letter should correct.

 8. It is polite to answer the letter that day when you have received it.

**VI. Pay attention to the structure and essential phrases of business letters.**

 **Business letters typically follow a number of steps including the following:**

 opening and closing greetings

 stating the reference at the beginning of the letter

 explaining the reason for writing

 thanking

 enclosing

 apologizing

 expressing urgency

 confirming

 ending the letter

  **Here is some of the language typical of business letters.**

*1. Opening and closing Greetings*

 If you don’t have a contact name:

 Dear Sir or Madame

 Yours faithfully,

 If you know the name of the person:

 Dear Mr. Jones

 Mrs.

 Ms.

 Yours sincerely,

 If you know the person as a friend or a close business colleague:

 Dear James

 Best wishes / regards

 *2. Starting the Reference at the Beginning of the Letter*

 You can start with either

 Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 or expressions like:

 With reference to\_\_\_\_\_\_\_\_\_\_\_

 I thank you for your letter of 1 July.

 Further to our telephone conversation,\_\_\_\_\_\_\_\_\_\_\_\_

 *3. Requesting*

 I would be grateful if you could\_\_\_\_\_\_\_\_\_\_\_\_

 I would appreciate it if you could\_\_\_\_\_\_\_\_\_\_\_

 Could you please\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

 *4. Explaining the Reason for Writing*

 I am writing to inform/apply for/request/etc.

 *5. Thanking*

 Thank you for\_\_\_\_\_\_\_\_\_\_.

 We were very pleased to\_\_\_\_\_\_\_\_\_\_\_\_\_.

 *6. Enclosing documents*

 Where other documents are included with the letter, you can say:

 Please find enclosed/attached\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 *7. Apologizing*

 I regret that\_\_\_\_\_\_\_\_\_.

 I am afraid that\_\_\_\_\_\_\_\_\_\_\_\_.

 *8. Expressing urgency*

 \_\_\_\_\_\_\_\_\_ without delay

 \_\_\_\_\_\_\_\_\_ as soon as possible

 *9. Confirming*

 I am pleased to confirm that

 I confirm that

 **Letter**

Subject: The post of an Office Manager

 Dear Sir

 Further to our telephone call this morning. I am writing to inform you of

 my availability for the above post.

 I am now free to take up the post from 1 April this year.

 I look forward to hearing from you.

 Yours faithfully,

 Edward Bronson.

**VII. Make up your own letter using the example above.**

**Topic: Business Letters Writing.**

**I. Answer the following questions:**

1. What business letters do you know?

 2. What are the golden rules for writing letters?

 3. What are the main elements of business letters?

**II. Read the text and answer the following questions:**

1. Where is heading written?

2. What are the ways of writing the date?

3. Where are greeting and farewell put on?

**Letter writing**

 **The heading** contains the name and address and is usually centred at the top; the telephone number and the cable address are given on the left hand side.

 **The date** is usually written on the right-hand side of the letter below the heading. There are many ways of writing the date.

 Here are examples:

 10 April, 2008; April 10, 2008; 10 April, 2008.

 The names of the months except March, May, June and July are often abbreviated:

 January – Jan. September – Sept.

 February – Feb. October – Oct.

 April – Apr. November – Nov.

 August – Aug. December – Dec.

 **The inside address**, that is, the name and address of the person whom we are writing is placed either 4 to 6 spaces below the date beginning from the left-hand margin or in the left-hand corner at the bottom of the page.

 **The greeting** comes on the left-hand side of the page. When the addressee is an institution, the opening salutation “Dear Sirs” or “Gentlemen” is used.

 **The message** (the body of the letter). The subject matter of the letter is contained in the body of the letter, which is subdivided into a number of paragraphs. The first paragraph starts with a suitable opening phrase of a reference to earlier correspondence and the last paragraph concludes the letter with an appropriate ending.

 **The farewell** (closing salutation). At the end of the letter the complimentary closing phrase comes. It is put on the right-hand side but not too close near margin.

 Here are the farewells suitable to the greetings. Notice the use of capitals and the use of commas.

 Greetings Farewells

 Dear Sirs, (or: Gentlemen) Yours truly,

 Dear Sir, (or: Dear Madam) Yours faithfully, or

 Yours truly,

 Dear Mr. White, Yours sincerely, or

 Sincerely yours,

 My dear Jack, Yours very affectionately,

 **The signature** should be put immediately below the complimentary close. If a woman signs the letter, she should give her Christian name, not merely her initials.

**Topic: Applying for a Job. Resume**.

**I. Answer the questions:**

1. What kind of job do you prefer?

2. What kind of job do you hate and why?

3. What is your plans for future job?

II. Read the text:

 **RESUME or Curriculum Vitae (CV)**

 A CV—short for the Latin phrase “curriculum vitae” meaning “course of life”—is a detailed document highlighting your professional and academic history. CVs typically include information like work experience, achievements and awards, scholarships or grants you’ve earned, coursework, research projects and publications of your work. A CV is typically two or three pages long, but it’s not unusual for it to be much longer for mid-level or senior job applicants as it serves as a full outline of one’s career accomplishments.

A CV and resume are similar in that they’re both documents that summarize your professional history, education, skills and achievements. They’re also both documents you might provide an employer for consideration for an open position.

While your CV should be specific to your background and tailor to the job for which you're applying, there are several steps you can take to ensure you write an effective CV.

 A resume is a document which includes education, experience, skills, and accomplishments that is used to apply for jobs.

 **Personal information (details)** : The employer wants to know who are you and how to contact you. Put only essential information.

 **Education:** write from you are in and give the necessary information about you name and address of your school/ leceum /gumnasium.

 **Work experience:** If you have had any summer or Saturday jobs, describe them.

 **Position of responsibility**: If you don’t have work experience, this section can show employers you potential. Write what conference you’ve been to, what project you’ve done and what competitions you’ve taken part in.

 **Skills**: Indicate what you are good at ( for example, language, computers, maths, ect).

 **Interests**: You should stress about your interests. Don’t just list your interests; add a few details.

**III**. **Typically CV is sent with a letter of application.** **Consider plan of application letter.**

**Letter of application**

1.  Your full address and  e-mail.

2.  The … or the name of the person who you are writing to and the name of the organization.

3.  The greeting: Dear Sir/ Madam if you don`t know name.

Dear  Mr/ Mrs/ Ms and the surname if you know.

4.  Paragraph 1 mentions where you hear ( know) about the vacancy and names the job you are applying for.

 5.  Paragraph 2 presents you to the employer, explains why you are suitable for the position.

 6.  Paragraph 3 mentions your previous work experience ( if any), skills and abilities that make you suitable for the job and suggests ways of getting in touch with you.

 7.  The ending *:* Yours faithfully if you don`t  know the person’s name. Yours  sincerely if you know.

8.  Your signature.

9.  Your full name printed underneath.

**A letter of application**

 6 Carlswood Street

 Redhill

 Surrey

 Tel: Redhill 62196

 Mrs. Cynthia Dryden

 44 Randolph Square

 London EC1 4BE 17 September 2008

 Dear Mrs. Dryden

 I would like to apply for the post of personal secretary advertised in today’s Guardian.

 As you can see from my curriculum vitae, I have had six years’ experience as a personal secretary. Five of these have been in films and television and I am particularly keen to continue working in this industry.

 I enclose my curriculum vitae and will be available for interview any day after 21 September and able to take up a new appointment from 1 October.

 I look forward to your reply.

 Yours sincerely

 *Edith Roberts*

**IV. Answer the following questions:**

1**.**How do you start a formal letter?

2. How do you end it?

3. Where do you put your address?

4. Where do you put the address of the person you are writing to?

5. Where do you put the date?

6. What are we going to write today?

**V. Watch the video. Write your CV and a letter of application.**



|  |
| --- |
| **CURRICULUM VITAE: EDITH ANNE ROBERTS** **Age:** 28 **Date of Birth:** 17 August 1980 **Nationality:** British **Home Address:** 6 Carlswood Street Redhill Surrey **Tel. No.:** Redhill 62196 **Business Address:** E.M.F. 17 Sringer Road Croydon Surrey **Tel. No.:** Croydon 52319 **Marital Status:** Single **Education:** Secondary: Redhill Comprehensive School 1991-1998 Higher: South Surrey College 1998-2001 **Qualifications**: “O” Level 1996 English Language English Literature History Maths Geography French  “A” Level 1998 English Literature French Pitmans Typing and Shorthand 1998 **Experience:** 2001-2002 Personal Secretary to Marketing Manager of Universal Toys in Reading. 2002- Personal Assistant to Finance Director of EMF in Croydon. **Interests:** Tennis, reading, playing the piano and traveling.   |

**Topic: Office.**

**I. Read and translate the text:**

**Office**

 We can define the word office to describe the building that a company is in or an individual room where employees work. There some kinds of offices: a receptionist’s office (a secretary office), an executive’s office, a principal’s office (or a chief’s office), etc.

Many workers share office or have a desk in an open – plan office. Modern technology now makes it easier for people to have a home office, so our work life and home life are closer than ever before.

 In every office you can see a desk (or some desks), a telephone, a computer, a printer, sometimes a photocopier, swivel chairs, some office cupboards, including many drawers for files, folders and multipurpose shelves. It is very important to have a tidy office. Some companies say that workers can’t leave documents or paper on their desk at the end of the day. Employees put all documents into filling cabinets or drawers.

 In executive’s office besides the desk you can see a conference table for different meetings and appointments, some chairs, a two-seater sofa or a conference grouping for visitors, a safe for confidential documents, some cabinet for files, a bar. On the executive’s desk there is a desk mat, appointments diary, a calendar, a desk set, a telephone, an office intercom, and a desk lamp.

 On the secretary’s desk you will usually see a shorthand pad, a letter tray, a stack of forms, a typewriter, a pen and pencil tray, an internal telephone list, a telephone and intercom, a fax machine, a computer, a customer card index, a calculator, etc.

 Secretary is an employee in an office, usually working for another person, dealing with letters, typing, filling and making appointments and arrangements and doing many other important errands.

**II. Write out all unknown to you words.**

**III. Match the words with their definitions:**

1. office a) an occasion when people come together in order to

 discuss things and make decisions

2. meeting b) a room or a building where people work

3. executive c) a book in which you write down things that you

 have to do

4. secretary d) an arrangement to see someone

5. appointment e) finding and correcting mistakes before the final

 copies are printed

6. diary f) a person who has an important position as a

 manager of a business organization

7. proofreading g) a person who works in an office for someone else

 and does jobs as preparing letters, filing,

 answering the phone.

 

**IV. Match the words of office equipment with the pictures:**





**V. Group words from the pictures into following categories:**

Office equipment Stationery Furniture Computer equipment

**VI. Make up an essay about office of your dream.**

**Topic: A Visit to a Farm.**

**I. Write out the meanings of these words:**

to show lettuce

barley dealer

oat bacon

rye poultry

wheat geese

cabbage turkey

beet ripe

carrot gooseberries

cauliflower strawberries

onion black currant

beans raspberry

**II. Read and translate the text:**

**A Visit to a Farm**

This morning, the Greens got up early. They wanted to go to the country to visit some friends who have a farm. They travelled from London by train. The farm is five miles from the station. Farmer Mitchell came for them in his car.

 Farmer Mitchell showed his visitors his fields of barley, oats, rye and wheat and large fields of potatoes, cabbages and beet. Farmer Mitchel said: “I have more barley, oats and rye than wheat. Wheat does not grow well in this part of the country. I sell the barley and wheat and keep the rye and oats for fodder for animals. A large part of the potatoes, cabbages and beet also goes as fodder”.

 In a large vegetable garden, the farmer grows carrots, cauliflower, onions, beans, peas and lettuce. In spring he grows radishes and other spring vegetables. He keeps some of the vegetables for his family ans sells the rest to dealers in town.

 The visitors saw the cows in the cowshed, the pigs in their sty and sheep in the meadow. “I breed cows mostly for milk, pigs for bacon, sheep for meat and wool” said the farmer.

 Farmer Mitchell has agricultural machines for the ploughing, sowing, harvesting and other field work. His father ploughed, sowed and harvested with tractors.

 Agricultural labourers do the work in the field, dairymaids feed the cows and milk them. MRS Mitchell looks after the poultry. The visitors watched the milkmaids when they milked the cows. They saw Mrs Mitchell collect the eggs and feed the hens and chickens, the ducks and geese and turkeys.

 In the orchard there were apples, pears, plums and cherries. In his large orchard the farmer has apple-tree, pear-trees, plum-trees and cherry-trees. He has gooseberries, strawberries, raspberries and black currants. The Greens picked a lot of ripe fruit and took it home.

**III. Put in the words that are left out in the gaps:**

1. They wanted … …. To the country to visit … friends who … a farm.

2. Farmer Mitchell showed his visitors his fields of …, …, … and … and large fields of …, … and … .

3. Wheat does not grow … in this … of the … .

4. I sell the barley and wheat and … the rye and oats for … for the … .

5. In a large vegetable garden, the farmer grows …, …, …, …, … and … .

6. The visitors saw the cows in the …, the pigs in the … and the sheep in the … .

7. Farmer Mitchell has agricultural machines for the …, …, … and other fiels work.

**IV. Write out from the text following words:**

a) names of grain crops;

b) names of vegetables;

c) names of fruit;

d) names of farm animals.

e) names of berrie

**V. Answer the following questions:**

1. What did the Greens want to visit?

2. Where is mitchell’s farm?

3. What did Farmer Mitchell show to his visitors?

4. Does wheat grow well in that part of the country?

5. What does farmer keep grain crops for?

6. What vegetables are grown in Mitchell’s farm?

7. What agricultural machines does farmer have?

8. What fruit and berries are grown in this farm?

**Unit IX.**

**Topic: A Few Words about Agronomy.**

I. Remember:

agronomy агрономія

cultivation культивація

planting садіння

gang plows причіпні плуги

harrows борони

experience досвід

improvement покращення

fertility властивості , родючість

**II. Read and translate the text:**

**A Few Words About Agronomy**

 Agronomy deals with the cultivation of fields for regular production of crops: food crops and industrial crops. Cultivation means the preparation of the ground for planting seeds, tubers etc. Cultivation is done by means of various kinds of agricultural machines and implements: gang plows, harrows, sweepers, etc.

 As the climate and the soil greatly differ in different regions of our large country, agronomists regularly exchange experience. This regular exchange of plants which may be grown in different regions and has given start to the development of various means for the improvement of crops.

 It is known that regular study of the chemical composition of soils and the development of means for the reproduction of their fertility have become a fundamental part of agriculture science.

 It may be said that the development of agriculture has become an important factor in the development of national economy and has resulted in the rise of national economy and has resulted in the rise of living standard of the Ukrainian people.

**III. Match the words with their definition:**

1. agriculture a) a large group of cultivated plants

2. crop b) to put seeds in the soil

3. cultivation c) growing plants and raising animals

4. produce d) to make something

5. domesticate e) to raise a crop from seeding to harvest

6. plant f) to tame an animal

**IV. Fill in the blanks with the correct words and phrases:**

**Word bank: *cultivation, agronomy, ground, implements, climate, chemical, experience, important factor***

1. ….deals with the cultivation of fields for regular production of crops.

2. Cultivation means the preparation of the … for planting seeds, tubers, etc.

3. … is done by means of various kinds of agricultural machines and … gang plows, harrows, sweepers, etc.

4. As the … and the soil greatly differ in different regions of our country, agronomists regularly exchange …

5. It is known that regular study of the … composition of soils and the development of means for the reproduction of their fertility have become a fundamental part of agriculture science.

6. It may be said that the development of agriculture has become an … in the development of national economy.

**V. Is it True or False?**

1. Agronomy deals with the cultivation of fields for breeding farm animals.

2. Cultivation means the preparation of the ground for planting seeds, tuber.

3. Cultivation is not done by means of various kinds of agricultural machines and implements.

4. Cultivation is done by the gang plows, harrows, sweepers, etc.

5. It is known that regular study of the chemical composition of soils and the development of means for the reproduction of their fertility have become a fundamental part of agriculture science.

6. Development of agriculture has become an important factor in the development of national economy.

**VI. Translate into Ukrainian:**

1. Agriculture is an important branch of economy which supplies people with food and clothing and industry with raw material.

2. Cultivation means the preparation of the soil in order to grow crops.

3. Cultivation is done by gang plows, harrows and sweepers.

4.The development of agriculture is the main factor in the development of our economy.

5. Climate of Ukraine is temperate continental.

**VII. Answer the following questions:**

1. What does agronomy deal with?

2. What does cultivation mean?

3. What agricultural implements are used for the cultivation of the soil?

4. What is cultivation done by?

5. Do climate and soil greatly differ in different parts of our country.

6. What have become a fundamental part of agricultural science?

7. What has become an important factor in the development of our national economy?

**VIII. Make up the plan of retelling the text.**

**IX. Watch the video and apeak about Agronomy:**

****

**Topic:** **The Branches of Agriculture.**

**I. Remember:**

the forest growing лісове господарство

to nourish годувати, живити

nourishment харчування, живлення,

the grain crops production зерновиробництво

the fruits and vegetable production виробництво овочів і фруктів

the industrial crops production виробництво технічних культур

the sugar beets production виробництво цукрових буряків

the plant raising рослинництво

stock feeding харчовий дефіцит

a carpenter bee робоча бджола

viticulture виноградарство

a hornet шершень

a yellow jacket bee бджола-охоронець

a boast трутень

apiculture бджільництво

a wasp матка

a bumble bee джміль

an ant личинка

the flax production льонарство

the hops production хмелярство

the animal breeding розведення худоби

spring varieties ярі культури

winter varieties озимі культури

white білок

corn зерно

**II. Read and translate the text :**

**The Branches of Agriculture**

 The nowadays agriculture doesn't only deal with the soil cultivation. It is also interested with the forest growing, with the protection of the river sides, mountains and with the hothouses. The agriculture is not only a nourishing resource. It also supports the human organism.

 Without nourishment the human life may become impossible. The nourishment problem is the most important problem of all the countries in the world. Within the agriculture itself one distinguishes the following independent branches: the grain crops production, the fruits and vegetables production, the technical crops production (the sugar beets production, the flax and hops production, etc), the animal breeding and the apiculture.

 All the agricultural branches may be divided into two large groups: the plant-raising and the animal breeding. The main branch is the grain crops cultivation. Thanks to the selection a lot of different wheat, rye, oats and barley sorts appeared in the fields. All of them have spring and winter varieties. They may be cultivated in different climatic zones.

 The fruit and vegetable production covers the needs of the urban population. It also gives all the necessary vital vitamins, proteins and sugars. In the southern regions viticulture has become a very profitable branch of industry. The industrial crops production is a substantial resource of the raw materials for the industry. Hops is cultivated in our region. Nowadays the world market requires more aromatic varieties. Flax is cultivated to cover the needs of the clothing industry. The animal breeding supplies meat, milk, sour cream and cottage cheese. Poultry covers the needs of the population in eggs and meat. The apiculture is a peculiar branch of agriculture. It requires much attention and knowledge. Honey bees belong to the Kingdom Animalia which include all the animals. They are classified very peculiarly and represent a sort of a society which includes all the solitary and social bees, wasps, boasts, some familiar insects like yellow jackets, bald-faced hornets, bumble bees and ants. All of them fulfill their special duties. Bee-keepers must keep and protect bee-hives from different diseases.

 When speaking about the branches of agriculture we can't forget the mechanization. This branch provides the mechanized order of the agricultural labour.

**III. Fill in the blanks with the necessary words in brackets:**

1. Agronomy deals with the cultivation of ...for the regular production of food, feed and industrial ... . (field, fields, crop, crops).

2.The cultivation of . means the ground preparation for planting . and other . . (field, fields, tuber, tubers, plant, plants).

3. Viticulture deals with the growing of different ... of grapes. (sort, sorts).

4. Each bee ... consists of ... several..., ..., a lot of ... and many. (a wasp, wasps, a boast, boasts, a yellow jacket bee, yellow jacket bees, a carpenter bee, carpenter bees, an ant, ants).

5.Regular rise of ... is an essential ... in the development of national economy. ( a crop, crops, an element, elements).

6.Preparation of the ground is done by means of ., . and other. . ( a plow, plows, a harrow, harrows, an implement, implements).

**IV. Translate into English:**

1. Всі галузі сільського господарства можна розділити на дві великі групи: рослинництво і тваринництво.

2. До зернових культур відносяться озимі зернові та ярі зернові культури.

3.Овочівництво і садівництво задовольняють потреби населення.

4. Виробництво цукрових буряків задовольняє потреби населення в цукрі.

5. Молочнотоварні ферми постачають в міста молоко, сир, масло і сметану. 6.Бджільництво є особливою галуззю сільського господарства.

7.Птахівництво задовольняє потреби населення у м'ясі та яйцях птиці. 8.Більшість польових робіт на даний час повністю механізовані

**V. Answer the following questions.**

1. What is the main task of agriculture?

 2.How can you characterize the nourishment problem?

3. What branches of agriculture do you know?

4. What varieties of grain crops do you know?

5. What do fruits and vegetables supply?

6.What do the technical crops supply?

7.How can you characterize the apiculture?

8.How are the bees classified?

9.What are the duties of bee — keepers?

10. What branch of agriculture organizes the mechanized order of the agricultural labour?

**VI. Scan the QR and write out main definitions:**



**Topic: Agrarian Sector of Ukraine.**

**I. Remember:**

 Favourable сприятлий

 Crop production рослинництво

 Grain output виробництво зерна

 Sugar beets цукрові буряки

 Livestock худоба

 Lag behind відставати

 Black soil чорнозем

 Farmlands сільськогосподарські угіддя

 Suit підходити

 Cultivation вирощування

Fall -sown озимий

 Industrial crop технічна культура

 Principal головний

 Alot надавати,виділяти

 Irrigation зволоження, поливання

 Мarket gardening вирощування овочів та фруктів на продаж

 Raise вирощувати, розводити

 Dairy herds молочні стада (худоба)

 Vicinity околиці, район

 Beef cattle м'ясна худоба

 Hayfield сіножать

 Keep утримувати

 Мeat-egg production виробництвом'яса і яєць

**II. Read and translate the text:**

**Agrarian Sector of Ukraine**

 Due to its rich soil and favorable climate, Ukraine‘s crop production is highly developed. Its grain output rivals that of Germany. Its potato output is among the highest in Europe, and it is the world‘s largest producer of sugar beets. Ukraine‘s livestock sector lags behind the crop sector, but its total output is still considerably larger than those of most other European countries. A considerable amount of the world‘s black soil is found in Ukraine‘s forest – steppe zone. These soil also are among the world‘s more productive farmlands and are exceptionally well suited for the cultivation of wheat and sugar beets. Besides wheat (almost all of it fall – sown), Ukraine produces barley, com, legumes, oats, rye, millet, buckwheat and rice (irrigated in the Crimea). Other food crops include potatoes, vegetables, melons, berries, other fruit, nuts and grapes. Ukraine‘s most important industrial crop, sugar beet, is concentrated in the forest – steppe zone. Sunflower, the principal oil crop, is mostly common in the steppe zone, where mustard, rape, flax, and poppy are also grown for oil. In the northwest Ukraine some of the sown area is allotted to flax for fiber. Potatoes are major crops in the cooler regions in the north and in the Carpathian foothills. In some southern Steppes, especially where irrigation is used, tomatoes, peppers, and melons are grown. Truck farming of market gardening is particularly notable on the outskirts of such large cities as Kyiv, Kharkiv, Dnipropetrivsk, Zaporizhzhya and the Donbas. Fruit is grown throughout Ukraine, mainly in the forest – steppe, Subcarpathia, Transcarpathia, and especially in the Crimea. Vineyards are common in the southern part of Ukraine, such areas as Transcarpathia and the Crimea. Cattle and pigs are raised throughout Ukraine. Concentrations of dairy herds, however, occur primarily in the forest steppe, especially in the vicinity of large cities, while beef cattle are more common in the areas of natural pastures and hayfields, as in the Polissya and the Carpathian foothills. Sheep and goats are more common in the Carpathian Mountains and the parts of the southern Steppe and the Crimea. Chickens, geese and turkeys are kept throughout Ukraine for meet – eggs production, but large scale broiler and egg – laying operations are concentrated close to the large cities. Bees are kept in all parts of Ukraine for pollination and the production of honey and wax; silkworm raising occurs in Transcarpathia. In Ukraine, the achieved development level of agriculture does not correspond to the natural potential of this branch, as the country has the most fertile soil in Europe. This is conditioned by a number of reasons: in particular, by the low levels of energy supply and supply of agricultural labour, by low productive technologies in plant growing and cattle – breeding, by insufficient supply of mineral fertilizers and means of plant and cattle protection from diseases, etc. The main problems in the agro industrial complex and industries associated with are: - Modernization of processing enterprise of food industry; - Laying – in and storing of agricultural products; - Development of enterprising producing machinery for farmers; - Equipment for oil – fat, meat – dairy, flour – grinding, and bread baking industries; - Processing mini – shops for farmers; - Production of effective chemical means for protection of plants; - Increase output of polymer pipes for provision of gas supply in rural areas.

**III. Find in the text English equivalents to the following words and word –** **combinations, put them down and memorize.**

Рослинництво, тваринництво, чорноземи, вирощування овочів та фруктів, стада молочної худоби, виробництво м‘яса і яєць, рівень розвитку, енергопостачання, недостатній, пасовища, запилення, вирощування шовкопряда, мінеральні добрива, робота по вирощування бройлерів і курей – несучок.

**IV. Complete the sentence using information from the text.**

 1. Ukraine‘s potato output is…

 2. Cattle and pigs…throughout Ukraine.

 3. …are kept in all parts of Ukraine.

4. Ukraine‘s black soils are among the worlds more productive…

5. Potatoes are…in the coоler regions of Ukraine.

6. In Ukraine…does not correspond to the natural potential of this branch.

**V. Is it True or False?**

1. In Ukraine the world‘s more productive farmlands are found in the Crimea.

 2. Ukraine‘s potato output is the highest in Europe.

3. Fruit is grown only in the Crimea.

4. Silkworm raising occurs throughout Ukraine.

5. Cattle and pigs are raised throughout Ukraine.

**VI. Answer the following questions:**

1. What place does Ukraine hold in the production of potato and sugar beets in Europe?

2. What crops does Ukraine produce?

3. Where is a considerable amount of the world‘s black soil found in Ukraine?

 4. What are the most important industrial crops grown in Ukraine?

5. Where do concentrations of dairy herds and beef cattle occur?

6. What are bees kept for?

7. Does the achieved development level of agriculture in Ukraine correspond to the natural potential of this branch?

8. Why does the achieved development level of agriculture in Ukraine not correspond to the natural potential of this branch?

**VII. Read and translate the text:**

 In Ukraine, the achieved development level of agriculture does not correspond to the natural potential of this branch, as the country has the most fertile soil in Europe. This is conditioned by a number of reasons: in particular, by the low levels of energy supply and supply of agricultural labour, by low productive technologies in plant growing and cattle – breeding, by insufficient supply of mineral fertilizers and means of plant and cattle protection from diseases, etc. The main problems in the agro industrial complex and industries associated with it are: - Modernization of processing enterprises of food industry; - Laying – in and storing of agricultural products; - Development of enterprises producing machinery for farmers; - Equipment for oil – fat, meat – dairy, flour – grinding, and bread baking industries; - Processing mini – shops for farmers; - Production of effective chemical means for protection of plants; - Increase output of polymer pipes for provision of gas supply in rural areas; - Development of enterprises for output of rolled metal sheets, pipes, and metal ware with protective coating. Specific opportunities for foreign investors include the following:

 **Grain Production**

 The major grain production regions include Odessa, Dnepropetrivsk, Kharkov, Vinnytsia, Zaporizhye, Poltava, Kherson and Nikolayiv provinces. Significant returns may be obtained if investment is made in the following areas:

 - Application of high – quality seeds and chemicals; - Transfer of the grain cultivation technologies which may allow for a sizeable increase in yields; and - Use of modern harvesting machinery.

 **Sugar industry**

 The major sugar producing areas are: Vinnitsa, Khmelnitsk, Poltava, Chercassy and Kyiv provinces. Promising directions for investment include:

 - High – quality seeds;

 - Transfer of advanced sugar cultivation and harvesting technologies;

 - Re – equipment of sugar processing plants.

 **Edible oil production**

 Ukraine has accumulated vast experience in the production of vegetable oil, especially sunflower and corn oils. Ukraine currently exports both sunflower seeds and sunflower oils. Investment in this sector may yield significant returns due to the high export potential of edible oils. The principal investment areas are:

 - Introduction of soya beans and rape seeds which have not been harvested;

 - Reconstruction of existing plants, construction of new plants for the production of vegetable oil, refinement and packaging of end – products, and improvement in pressing and extracting techniques.

 **Meat and dairy**

 This industry remains quite promising, especially in terms of the production of some items (meat and meat products, dry milk, butter, cheese). The following projects, among many others, have been identified by government authorities as the most important in this sector: - Development of children‘s food with biologically active components for the reduction of radiation effects; - Development of processing and storage technologies.

**VIII. Answer the following questions:**

1. Why does the achieved development level of agriculture not correspond to the natural potential of this branch?

2. What are the main problems in food industry associated with?

3. What is necessary to increase?

4. How may significant returns in crop production be obtained?

5. What are promising directions for investments in sugar industry?

6. What are principal investments areas in edible oil production?

7. What are the main project in meat and dairy industry?

8. By what is the insufficient achieved development level of agriculture conditioned?

**Topic: Modern Farms.**

**I. Remember:**

acre акр

arable орний

dairy молочний

to mix змішувати

to keep тримати, утримувати

animal тварина

horse кінь

gradually поступово

to disappear зникати

to complete конкурувати

**II. Read and translate the text:**

**Modern Farms.**

 Dwaine is a businessman. The name of his business is Wilson creek Farm. He has forty-five dairy cows. Dwaine knows each of his cows intimately – how much milk she gives, when she is going to have her next calf, and whether she is bossy or obedient.

 Dwaine manages his herd to get the most milk he can while keeping his cows healthy. He has many farming consultants to give him advice.

 Dwaine milks his forty-five cows twice a day with an electric milkier. The milk never touches the air in the barn. It is drawn through glass pipes into a large refrigerated tank in the milk house. Every other day, a tractor trailer comes to pick up the milk and take it to the Livestock processing plant. It carries the milk in a large tank insulated like a thermos so the milk stays cold.

 At the processing plant, the milk is pasteurized, homogenized and packaged, then sent on its way to you. Each of Dwaine’s cows gives about fifty to sixty pounds of milk a day. Dwaine needs to know when a cow will give birth, because that affects milk production. A cow produces the most milk about four months after giving birth. Then she produces less and less until the milk stops six weeks or so before her next calf is born. A cow can live to be ten years old and may have seven or eight calves in her lifetime.

 Cleanliness is important to Dwaine. An inspector makes surprise visiting to the farm to see if the barn and milk house are really clean. He leaves Dwaine’s ―report card: to tell him what looks good and what should be improved. Dwaine was very happy with the 94 percent he got on a recent inspection.

 Besides sanitary surroundings, it takes good, clean feed to make good, clean milk. Dwaine raises corn and alfalfa hay for his herd to eat. A crop consultant helps Dwaine to reduce his use of artificial fertilizer and insect and weed killers.

 But clean, healthful crops won't do Dwaine's cows much good if they don't eat them in the proper amounts. Cows that give lots of milk need additional high-protein grain, such as corn or soybean meal.

 A nutritionist tests the cows' feed to be sure it contains the right nutrients. If it doesn't, more vitamins and minerals are added. A computer helps Dwaine feed his heard. Each of his cows wears an electronic device called a transponder on a chain around her neck. Dwaine programs into the computer how many pounds of grain each cow needs. Once a day the computer gives Dwaine a printout that tells him how much feed each cow ate. This is important to know, because if a cow is getting sick, she doesn't eat much. Then Dwaine makes sure she gets the treatment she needs.

 A cow's health is watched more closely than the health of most people. The veterinarian visits Wilson creek Farm monthly to check the herd.

 Even with all the help from consultants and modern equipment, some things on the farm never change. Dwaine still gets up at 5:30 in the morning, 365 days a year, to care for his cows.

**III. Use one of the following collective nouns from the word box to express the same:**

***a school a flock a herd a pack a swarm***

1. A number of cows or bulls is a ….

2. A number of sheep is a ….

3. A number of flies or other insects is a ….

4. A group of elephants is a ….

5. A number of dogs or wolves is a ….

6. A group of fish is a …

**IV. Translate into English:**

1. Змішані ферми включають як вирощування сільгоспкультур, так і розведення тварин.

 2. Змішані ферми знаходяться також у Європі, в регіоні, який простягається від північної Португалії та Іспанії через Францію, Німеччину, Польщу до Росії.

 3. Середземноморське сільське господарство знаходиться в регіонах з середземноморським кліматом, де зими м’які, а літа довгі та сухі, з низьким рівнем опадів.

**V. Match the following English words with their definition**

1) farm

2)dairy

3)to milk

4) tank

5)trailer

6)barn

7)herd

8)equipment

a) covered building for keeping animals

b) container for liquid or gas

c) area of land and buildings for growing crops, raising animals etc

d) raised to produce milk

e) number of animals (esp. cattle) feeding or going about together

f) things needed for a particular purpose

 g) draw milk from the cow

h) transport vehicle pulled by a tractor

**VI. Translate into English:**

Молочні корови, норовиста чи покірна, доїти двічі на день, охолоджена цистерна, щоб молоко залишалось холодним, впливати на виробництво молока, раптовий візит, що слід покращити, вирощувати кукурудзу та люцерну, скоротити використання штучних добрив, пестициди та гербіциди, необхідні поживні речовини, додаткове зерно з високим вмістом білка, ланцюг навколо шиї, сучасне обладнання.

**VII. Answer the following questions:**

1. What is Dwaine?

2. How many cows has Dwaine?

3.What comes to pick up the milk and take it to the Livestock processing plant?

4. What is done with the milk at the processing plant?

5. What is important for Dwaine?

6. What crops does Dwaine raise?

7. Who helps Dwaine to reduce his use of artificial fertilizer and insect and weed killers ?

8. Who tests the cows' feed to be sure it contains the right nutrients?

9. What does Dwaine program to computer?

10. Is cow's health watched more closely than the health of most people?

**Unit X.**

**Topic: Plants and Their Uses**

**I. Remember:**

provide забезпечувати

shelter будівля, укриття

order порядок

to settle приживатись

expect чекати, рахувати

merely просто, тільки

timber балка, лісоматеріал

drug ліки

consumed вживати

to be found знаходити, встановлювати

**II. Read and translate the text:**

**Plants and Their Uses**

 From earliest times plants are known to play an important part in everyday life of man. We know – plants to provide us with food, clothing, shelter and many other necessary things. We are still as dependent upon plants as primitive man to grow plants. And the cultivation of plants is thought to be closely connected with man' s progress. In order to grow plants man had to settle down and to begin building homes. Primitive man had few needs except food and clothing.

 Civilization has increased man's wants to a surprising extent. The man of today is no longer satisfied with merely having food to eat and house to live in. He wants raw materials which can be made into useful things and products.

 Our food and clothing are produced directly or indirectly by plants. Many animals food on plants and produced food and raw materials used by man. Without plants life neither animals nor man will be able to live.

 Many things we use in everyday life are made from plants. The paper we write on, the clothes we wear, the tables we sit at, all come from plants. Plants are used as timber in the making of furniture and as fuel. Many drugs are made from plants.

 Plant culture began great many years ago. The most important plants in the world are said to have been grow 4 000 years ago.

 There exist very many species of plants. But the best known to most people are those that are useful to men. They are grown and cultivated by farmers and are called farm crops. These crops are used for many different purposes.

 Some are used directly by man, some are consumed by animals, others are used in industry and medicine. We can certainly expect new uses to be found and the value of other plants to be discovered.

**III. Give Ukrainian equivalents to the following words and word combinations:**

Shelter, dependent upon, primitive man, cultivation of plants, to be closely connected with, merely, raw materials, timber, consumed by animals, furniture, fuel.

**IV. Complete following sentences:**

1. From earliest times plants are known to play an important part in …

2. The cultivation of plants is thought to be closely connected with …

3. Our food and clothing are produced directly or indirectly by …

4. Without plants life neither animals nor man …

5. Many things we use in everyday life are made …

6. There exist very many …

7. They are grown and cultivated by farmers and are called …

8. We can certainly expect new uses to be found and the value of other plants …

**V. Is it True or False?**

1. From earliest times plants are known to play an important part in everyday life of man.

2. Plants don’t provide us with food, clothing, shelter and many other necessary things.

3. In order to grow plants man had to settle down and to begin building homes.

4. The man of today is satisfied with merely having food to eat and house to live in.

5. Our food and clothing are produced directly or indirectly by plants.

6. The paper we write on, the clothes we wear, the tables we sit at, all come from animals.

7. The most important plants in the world are said to have been grow 100 years ago.

8. These crops are used for many different purposes.

**VI. Answer the following questions:**

1. Are plants known to play an important part in everyday life of people.

2. Do plant provide us with food ?

3. Is the cultivation of plants thought to be closely connected with man' s progress?

4. Are our food and clothing produced directly or indirectly by plants ?

5. What are many things we use in everyday life made from/

6. When did plant culture begin?

7. How many species of plants exist?

8. What crops are called farm crops?

9. Are crops used for many purposes?

10. Where do people use plants?

**Topic: Plant Parts and Their Functions**

**I. Answer the following questions:**

1. Is our life possible without plants?
2. Why do people grow plants?
3. Where do people use plants?

**II. Remember:**

extremely надзвичайно

 shape форма

 seedling розсада

 towering високий

 vital життєво важливий

 precious дорогоцінний

 decompose розкладати

 topsoil орний шар грунту

 anchor утримувати

 absorb поглинати

 starches крохмалі

**Ш. Read and translate the text “Plant Parts”:**

**Plant Parts**

 Plants are extremely important to life on Earth. They grow on mountains, in valleys, in deserts, in fresh and salt water—almost everywhere on the planet. Plants come in all shapes and sizes from the smallest seedling to the towering

Giant Sequoias. Not only are plants beautiful to look at, but they also play a vital role in keeping people, animals, and the Earth healthy.

 Plants provide food, medicine, shelter, and the oxygen we need to breathe. In fact, everything we eat comes directly or indirectly from plants. Herbivores (plant eaters) and omnivores (animal and plant eaters) depend of plants for survival. Even carnivores (meat eaters) depend on plants because they often prey on animals that eat plants. Plants also provide shelter and habitats for many animals.

 Our precious soil also needs plants. When plants die they decompose and provide topsoil that is rich in nutrients and helps seeds to germinate and grow into seedlings. Plants also help to slow erosion because their roots hold soil in place. When plants carry out photosynthesis, they take in carbon dioxide from the atmosphere and release oxygen for us to breathe.

 The basic parts of most land plants are roots, stems, leaves, flowers, fruits, and seeds. The function of each plant parts is described below.

 Roots anchor the plants in the soil and absorb nutrients and water that are needed by the rest of the plant.

 Stems support the upper part of the plant and act as a transport system for nutrients, water, sugar, and starches. Photosynthesis can occur in the stem of some plants such as: cacti, celery, asparagus, and bananas.

 Leaves are the parts of the plant where photosynthesis usually occurs—where food for the plant is made. The green substance, chlorophyll, captures light energy and uses it to convert water and carbon dioxide into plant food and oxygen.

 Flowers are the reproductive part of plants. They often have showy petals and fragrances to attract pollinators such as birds, bees, and other insects. Most flowers have four main parts: petals, stamen (anther and filament), pistil (stigma, style and

ovary), and sepals. After flowers are pollinated and fertilized, they produce seeds in the ovary of the flower.

 Fruits are the fleshy substances that usually surround seeds. They protect the seeds and attract animals to eat them. This helps in seed dispersal.

 Seeds contain plant material that can develop into another plant. This plant material is called an embryo. Seeds are covered with a protective seed coat and have one or two cotyledons. Cotyledons are the food for the baby plant until it can make its own food from light and are often the first embryonic leaves of the plant.

**IV. Watch the video and write out parts of a plant and their main functions:**



**V. Complete the following sentences:**

1. Plants are highly important sources of food for … .
2. The principal parts of a plant are … .
3. The root absorbs plant nutrients and water and … .
4. As to stems and leaves they are … .
5. A flower is a part of the plant … .
6. Seeds contain plant material that … .

**VI. Answer the following questions:**

1. Why are plants extremely important to life on Earth?
2. What do plants provide?
3. Do the soil need plants and why?
4. What are the basic parts of the plants?
5. What are the main functions of the roots?
6. What are the functions of the stem?
7. What occurs in the leaves of the plants?
8. What are the reproductive parts of the plant?
9. What are fruits?
10. What do seeds contain?

**VII. Label the parts of the plant:**

****

**Topic: Classification of Field Crops.**

**I. Answer the following questions:**

1. What is crop production?
2. What plants are called farm crops?
3. What crops do you know?

**II. Remember:**

 cultivated crops культиваційні культури

 according to відповідно до

 annual однорічний

 biennial дворічний

 cereal crop злакова культура

 cultivate обробляти

 feed корм

 forage crop кормова культура

 growing season вегетаційний період

 hay сіно

 pasture пасовище

 perennial багаторічний

 silage силос

**Ш. Read and translate the text “Classification of Field Crops”**

**Classification of Field Crops**

 Crops are variously grouped and classified. For example, they may be classified as cultivated or row crops, such as corn, soybeans and cotton; non cultivated crops, such as wheat and barley; and hay or pas­ture crops, such as clovers, alfalfa, and many other small-seeded legu­mes and grasses.

 Crops are also grouped according to the duration of their growth. Annual crops are those that complete their life cycle in one season. Biennials start their growth in one season but produce seed and die at the end of the second season. Perennials grow for more than two sea­sons, producing seed each year.

 The most important and most often used classifications are botani­cal classification and agronomic classification.

 Botanical classification. Botanical classification is based upon similarity of plant parts. Most of our field crops belong to one of the two botanical families, the grasses and the legumes.

 The main food plants known belong to the grass family, including all cereal crops and about three fourths3 of the cultivated forage crops. Cereals are the world's leading food and feed crops. They are grain-bearing grasses such as wheat, corn, rye, barley, oats etc. Forage grasses are the ones that are highly essential for the economic production of livestock products.

 Almost all grasses have hollow stems made up of nodes and inter-nodes and varying greatly in length in different plants. The roots are fibrous. Grasses may be either annuals or perennials.

 The legume family includes such large-seeded legumes as field beans, field peas, soybeans and such nutritious forage crops as alfalfa and clovers. The plants of this family are the only ones growing in a symbiotic relationship with bacteria. Multiplying in the nodules on the roots of the legume crops raised the bacteria are able to fix free atmospheric nitrogen in their bodies and eventually in the plant residu­es. Plowing under these plant residues, one can increase soil fertility. Being high in protein content the legume crops are also valued as food both for man and farm animals.

 Agronomic classification of field crops. Agronomically, field crops are most often grouped according to the way in which they are used. Some of our crop plants have several uses; for example, corn is most often grown as a grain crop, but it is also known as one of the most productive forage crops. Another example is soybeans that are most often produced as an oil crop, but they are also grown as a hay or green manure crop.

 The most common agronomic classification divides field crops into the following main groups:

 I. Cereals or Grain Crops. A cereal is a grass grown for its edible grain. The most important grain crops widely grown throughout the world are wheat, com, barley, oats, rye, rice, sorghum, and millets. Grain crops are mainly used as bread crops and as concentrates in feeding livestock. They are well adapted to machine harvesting and processing. All of them are annuals, producing seed in the year of sowing.

 II. Large-Seeded Legumes. The principal legumes grown for seeds are field peas, field beans and soybeans. The edible legumes are widely grown by man, for they are a very important source of protein. The growing of legumes is very useful for improving soil fertility.

##  III. Root Crops. Crops known as root crops are cultivated for their enlarged nutritious roots. The most widely grown root crops are vege­table crops used as human food. They are carrots, radishes, beets and others. Unlike cereals, they are biennials. The food collected by them the first year is stored up in their roots and used for producing seeds the second year

##  IV. Forage Crops. These are the crops used as feed for animals in a fresh or preserved form. Forage crops including grasses, legumes and some other crops are cultivated and used for hay, pasture and sila­ge. Most forage crops are perennials, that is, they can live and produce seeds for many years in succession.

##  V. Tuber Crops. The most important tuber crop cultivated through- out the world is potatoes. A tuber is not a root, it is a short thickened underground stem. Like root crops tubers are biennials, but people grow them as annuals.

## VI. Fibre crops. As the name shows, these crops are grown for their fibre which is used in making clothes or for different purposes in industry. Almost all fibre crops produce seed containing oil used either as human food or as industrial material. Of the fibre crops cotton, flax and hemp are of greatest importance for man.

**IV. Translate the following word combinations:**

soil fertility increase, soil air circulation, life cycle duration, mineral fertilizer application, higher protein content, most important plant parts, high-quality hay production, chemical weed control.

**V. Is It true or false:**

1. Crops are variously grouped and classified.
2. Annual crops complete their life cycle in two growing seasons.
3. Biennials require two seasons to produce seed.
4. A cereal is a grass grown for its edible grain.
5. Forage crops are not the crops used as feed for farm animals.
6. Root crops are not grown because of the food value of their roots.
7. The most important tuber crop cultivated through the world is potatoes.
8. Tuber crops are biennials but people grow them as annuals.

**VI. Complete the following sentences:**

1. Some crops are grown during one season. They are … .
2. Crops providing grain are known as … .
3. Soil fertility is increased by growing … .
4. Winter feeds for cattle are hay and … .
5. In summer cattle should be kept on … .
6. Forage crops grown for many seasons; they are … .
7. Fibre crops are grown for … .

**VII. Answer the following questions:**

1. How are crops grouped and classified?
2. What is botanical classification of field crops based on?
3. What is agronomical classification of field crops based on?
4. What crops do we call annuals?
5. What crops do we call biennials?
6. What crops do we call perennials?
7. What purposes do people grow legumes for?
8. What are the main agronomic groups of crops?

**VIII. Look at the picture and describe the life cycle of a plant:**



**Topic: Cereals or Grain Crops.**

**I. Answer the following question:**

1. How do we classify fiels crops?

2. What grain crops do you know?

3. What crops are grown on the territory of our region**?**

**II. Remember:**

small grains хлібні зернові культури

in the fall восени

in addition крім того

area площа

common поширений

drill сіяти рядовою сівалкою

mature дозрівати

mellow soil пухкий грунт

raise вирощувати

seed сіяти

**III. Read and translate the text:**

**Cereal or Grain Crops**

 Cereals are those members of the grass family which produce edible seed. Wheat, barley, rye, oats, corn and rice are known to be the most valuable cereals. The cereals grown in the temperate zone are known as small grains. They are wheat, barley, oats and rye. They may be spring or winter annuals. Corn and rice are warm season crops. They are to be seeded in spring or early summer and mature in the fall.

 Of the cereals raised wheat rice and corn are the world’s three most important grain crops. Although rice is the main food of more people, wheat is the first in importance as to the area sown and the total annual production.

 There are some reasons why cereals are considered to be the man’s leading food source. They produce food in a relatively short period of time for they are annuals. In addition, they are adapted well to different soil and climatic conditions. Cultural practices required in growing grain crops are quite similar. Grain is easily drilled, harvested, cleaned and sorted. All these operations are known to be highly mechanized.

 For cereals to grow well they are to be grown on moderately fine and mellow seedbed supplied with enough moisture.

 Though cereals do not supply much protein and vitamins, they are believed to remain a major source of food for people.

**IV. Translate the following sentence into Ukrainian:**

1. Fine and mellow soil is very important for corn for it provides favourable conditions for plant growth.

2. For potatoes to produce a high yield the soil should be supplied with all the necessary nutrients and water.

3. Cereals should not be grown for many years on the same field.

**V. Is it True or False?**

1. Cereals are those members of the grass family which produce edible seed.

2. Wheat, barley, rye, oats, corn and rice are not valuable cereals.

3. Wheat, rice and corn are the world’s three most important grain crops.

4. Cereals do not produce food in a relatively short period of time.

5. Cultural practices required in growing grain crops are quite similar.

6. Cereals are belived to remain a major source of food for people.

**VI. Answer the following questions:**

1. What are cereals grown for?

2. Is corn a spring crop?

3. What are the three world’s most important grain crops?

4. What cultural practices are highly mechanized in growing cereals?

5. What seedbed do cereals require?

**VII. Make up the plan of retelling the text.**

**VIII. Watch the video and speak about the history of grain crops**

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 **Unit XI.**

**Topic: Selection of Agricultural Crops.**

**I. Remember:**

selection селекція

preparation препарат

cell engineering клітинна інженерія

hybrid гібрид

gene ген

simultaneously одночасно

processing обробка

to transfer передавати

cereals зернові

dezoxyribonucleic acid (DNA) дезоксирибонуклеїнова кислота

 nitrogen fixing genes бульбочкові бактерії які фіксують

 атмосферний азот

plant breeder селекціонер

cell клітина

variety сорт

granule гранула

gene engineering генна інженерія

utensils посуд

interaction взаємодія

bacterium (pl. bacteria) бактерія

pest resistance протидія шкідникам

**II. Read and Translate the text:**

**Selection of Agricultural Crops**

 Selection is an important direction of agronomy. For a long time plant-breeders have been breeding new varieties of drought-resistant grain crops and other agricultural plants which are resistant to the unfavorable climatic and weather conditions. At the same time they are characterized by a high yield productivity. The agricultural biotechnology is of the greatest importance. It should create the new highly productive varieties and hybrids of the agricultural plants, biological means of the plant protection, different preparations and the ways of the waste recovery.

 Thanks to the cell engineering the researchers have bred an unvirus substance for different potatoes varieties. They have been breeding new varieties and hybrids of grain crops, fruits and vegetables. They breed seeds of sugar beets in the form of seedlings. Later they are ready for the further sowing in the granule form.

 The biotechnology is based on the fact that a celled organism is fully preserved by a gene of the previous type. Simultaneously this simplest organism has much common with the microorganism. Exactly it is a basis of the cell engineering and biotechnology. The plant cells are able to divide without any limit. It's necessary to keep the cell sterility and that's why we use special utensils. The cell amount for the cultivation is provided with the help of the plant organs processing. Their cultivation is provided into separate cells. They are put on the nutrient environment. The gene engineering is based on the molecular biology. It gives the possibility of inserting changes into the molecular interaction of the principal molecules inside the cell and outside it.

 Recombinant DNA are used and will be used in the work with microorganism for the production of different valuable substances in medicine, biochemical industry and agriculture. Besides their use is connected with two important discoveries. New techniques developed a rapid analysis of complicated biological molecules. After analysis came synthesis. The first gene was synthesized. Then it became possible to synthesize necessary genes.

 The construction technology of recombinant DNA is the most important achievement of the biotechnology. The agricultural, possibilities of such techniques are almost as exciting. For example, it may become possible to transfer the nitrogen-fixing genes of certain bacteria to plants such as cereals which are unable to fix nitrogen. Should this prove possible, the savings in terms of fertilizer and improved soil fertility will be enormous. Similarly of there is the prospect of transferring to a number of different crops civic genes responsible for improved yield or pest resistance.

**III. Fill in the blanks with the necessary verbs:**

**to synthesize, to create, to use, to sow, to inser**

1. The agricultural biotechnology ... new plant varieties with a high productivity and good heredity.

 2. The farmers ... new varieties of feed crops.

3. The researchers ... special utensils to keep the cell sterility.

4. The gene engineering ... changes into the molecular interaction of the principal biological molecules inside the cell and outside it.

5. The researchers ... necessary genes with a high productivity and useful heredity.

**IV. Translate into Ukrainian:**

1. Plant-breeders have been breeding new highly productive grain varieties for a long time.

 2. For ten years the researchers have been inserting changes into the molecular interaction.

 3. The scientists have been breeding new sugar-beets varieties for a long time.

 4. Plant-breeders have been breeding new grain crops varieties with a high productivity and useful heredity for many years.

**V. Translate into English:**

1. Селекція є важливим напрямом агрономії.

 2. Селекціонери виводять посухостійкі сорти.

 3. Нові сорти характеризуються високою врожайністю.

4. Сільськогосподарська біотехнологія створює високопродуктивні сорти і гібриди.

5. Дослідники вивели безвірусну речовину для різних сортів картоплі.

 6. Мікроорганізми є базою клітинної інженерії.

7. Генна інженерія базується на молекулярній біології.

8. ДНК має вигляд довгої подвійної спіральної молекули в ядрі клітин, що містить генетичний код і спрямовує розвиток і функціонування всіх клітин.

 9. Сучасні технології розвинули швидкий аналіз складних біологічних молекул.

10. Селекціонери виводять специфічні гени, які регулюють підвищення врожайності

**VI. Answer the following questions:**

1. What is the selection purpose?

2. How are new plant varieties characterized?

3. What should the agricultural biotechnology create?

4. What have the plant-breeders been breeding?

5. What is the biotechnology based on?

6. What is the basis of the cell engineering?

7. What do we use to keep the cell sterility?

8. What is the gene engineering based on?

9. When are the recombinant DNA used?

10.What are two important discoveries in the gene engineering?

11. What substances are transferred for cereals?

**Topic:** **Vegetable Production.**

**I. Remember:**

beets буряки

bulb цибулина

cabbage капуста

carrot морква

condiments приправи

cucumbers огірки

dill кріп

early-ripening ранньостиглий

garlic часник

greenhouse теплиця

late-ripening пізньостиглий

middle-ripening середньостиглий

onion цибуля

parsley петрушка

pepper перець

range of vegetables зміна

salt solution розчин солі

seedling саджанець

sorrel щавель

to correspond відповідати

to dry сушити

to marinate маринувати

to water поливати

tomatoes помідори

**II. Read and translate the text:**

**Vegetable Production**

The vegetable production provides the population with necessary products. Vegetables are a reliable resource of the vitamins. Cabbage, carrot, beets, cucumbers, tomatoes, onion, pepper, garlic, different condiments such as parsley, sorrel and dill belong to vegetables. It's very important to keep to the range of vegetables. A deep plowed layer must form the biological soil activity. This layer should preserve moisture and nutrient substances. The soil must be plowed very thoroughly. The ploughing depth must be up to 30 cm. The organically and mineral fertilizers must be applied in spring before planting. The vegetable seeds should correspond to certain demands. Tomato, cucumber, pepper and carrot seeds must be put into the salt solution or into the ammonia saltpeter solution. They are covered with the nutrient mixture. It consists of peat and manure. The vegetable seeds are sown in the greenhouses. In the favourable weather conditions seedlings are planted out-of-doors if there are no ground frosts.

The black soil is the best for vegetables. But they may grow on the loamy soil too. The seedlings planted on the light sandy soils need much fertilizing. If there is a lack of precipitations in summer, the seedlings of tomatoes, pepper and cucumbers must be watered.

Tomatoes are harvested if they are enough ripe. Cucumbers are harvested if they reach a certain size and a certain dark green colour. Cabbage has several varieties. There are early-ripening, middleripening and late-ripening varieties. After harvesting tomatoes, cucumbers and cabbage may be marinated. Among them only cabbage is resistant to the ground frosts.

 Carrot and beets belong to the tubers. They contain a lot of vitamins and nutrient substances. They may be preserved all the year. They are frost resistant. Condiments are very useful for the marinating and for everyday meals. Their leaves are cut about four times a year. Onion and garlic are cultivated on all the soil types. Onion may be sown by seeds and may be planted by bulbs. Bulbs are harvested in August. It's very important to dry bulbs very thoroughly before the preservation.

**III**. **Fill in the blanks with the correct words and phrases:**

 **to keep to, to belong to, to cover, to consist of, to grow**

1. The farmers ... the range of plants.

2. Parsley, sorrel and dill ... vegetables.

 3. The researcher ... seeds with the nutrient mixture.

4. The nutrient mixture ... peat and manure.

5. Onion and garlic ... on all the soil types.

**IV. Answer the following questions:**

 1.What is the role of vegetable production?

 2. What crops belong to the vegetables?

 3. How must the soil be plowed?

 4. What is the ploughing depth?

 5. What fertilizers should be applied?

 6. How are seeds of tomatoes, cucumbers and carrot processed?

 7. What does the nutrient mixture consist of?

 8. Where are the vegetable seeds sown?

 9. What soil is the best for vegetables?

 10. When are tomatoes and cucumbers harvested?

 11. What cabbage varieties do you know?

 12. How many times a year are the condiment leaves cut?

**V. Translate into Ukrainian:**

 Lettuce belongs to annual plants. It is characterized by the earlyripening and cold resistance. Lettuce contains carotene, vitamins B, P, C, zinc, manganese and other substances. The people cultivate three lettuce varieties: the leaf variety, the tip variety and roman. The seeds are sown either in spring or in autumn. The organically and mineral fertilizers may be also applied. The yield is harvested three times a year in the sunny weather. The leaves should be fresh.

**VI. Translate into English:**

1. Капуста, морква, буряки, огірки, помідори, перець, цибуля, а також різні приправи такі як петрушка, щавель і кріп належать до овочів.

 2. Шар ґрунту повинен зберігати вологу і поживні речовини.

3. Органічні і мінеральні добрива потрібно вносити перед основним

обробітком ґрунту.

 4. Поживна суміш складається з торфу і гною.

5. Насіння овочів висівається в теплицях.

6. Чорнозем є найкращим ґрунтом для овочів.

7. Після збирання помідори, огірки і капусту можна маринувати.

8. Морква і буряки належать до коренеплодів.

9. Приправи— дуже корисні для маринування.

10. Цибулю і часник збирають в серпні.

11. Салат належить до однорічних рослин.

**VI. Make up the plan of retelling the text.**

**VII. Speak about skills and principles used in vegetable production.**



**Topic: Horticulture.**

**I. Remember:**

apple-tree яблуня

apricot-tree абрикос

branch гілка

cherry-tree вишня

crown крона

crumb and peel density щільність м'якуша і шкірки

currants смородина

colouring intensity інтенсивність забарвлення плода

horticulture садівництво

labour-intensive process трудомісткий процес

marshy soil заболочений ґрунт

peach-tree персик

pear-tree груша

planting насадження

plum-tree слива

raspberry малина

ripe стиглий

ripening стиглість

ripening proof ознака стиглості

soil tillage обробіток ґрунту

strawberry полуниця

to bear fruits плодоносити

to root out викорінювати

**II. Read and translate the text:**

**Horticulture**

Horticulture is an important branch of agriculture. Theindustrial fruit plantings are classified according to the fruit varieties: apple-trees, peartrees, plum-trees, cherry-trees, apricot-trees, peach-trees.

According to the ripening terms they are classified as earlyripening, middle-ripening and late-ripening. In order to increase the yield capacity it's necessary to form the tree crown. It's very important to reduce the crown. It must be less than the root system. Each branch is cut in such a way that the bottom branch should be shorter than the top one. Before the trees start bearing fruits, the gardeners cut all the unnecessary branches and ensure the maximum yield capacity. In order to increase the fruit productivity it's necessary to choose fruit varieties very correctly. They must be resistant to the unfavorable climate conditions. The fruit varieties must have a high yield capacity. The fruits should have a good taste and a proper technological quality. It's necessary to choose correctly the fruit varieties in the garden planting.

The principal task of the soil tillage is to increase its fertility. We must use ploughs and harrows. The weeds are rooted out with the help of special implements. Herbicides are also used to root out all the weeds. It's necessary to follow the norms of the safety technique.

The gardeners must apply organically fertilizers once in 3-4 years. But the mineral fertilizers are applied each year. Strawberry, raspberry and currants belong to the berry crops. Strawberry grows on all the soil types with the exception of lime, clay and marshy soils. Raspberry and currants are very demanding to the soil type. Organically and mineral fertilizers are mostly applied before planting. Harvesting is the most labour-intensive process in horticulture. The fruits must be ripe. Then they'll be well preserved.

The ripening proof is the size and the fruit colorings intensity. Fruits easily split off the branch. The crumb density and taste qualities are also a very important factor at the harvesting time.

**III. Fill in the blanks with the necessary verbs:**

**to cut, to choose, to root out, to belong to, to apply**

 1. The gardeners ... the tree crown in spring.

 2. We ... the resistant fruit varieties.

 3. Before the garden planting the gardeners ... all the weeds.

 4. Strawberry, raspberry and currants ...the berry crops.

5. We ... organically and mineral fertilizers.

**IV. Read, translate, explain the underlined words:**

 In order to increase the yield capacity the scientists breed new varieties of fruit and berry crops. The new varieties are resistant to the unfavorable climatic conditions. The varieties are divided into early-ripening and late-ripening varieties. The grapes varieties are divided into dining and industrial ones.

**V. Translate into English:**

 1. Садівництво — важлива галузь сільського господарства.

2. Для того, щоб збільшити врожайність, необхідно формувати крону дерев.

3. Кожна гілка дерева обрізається так, щоб нижня гілка була коротшою верхньої.

 4. Перед тим, як дерева починають плодоносити, садівник обрізує всі непотрібні гілки і забезпечує максимальну врожайність.

5. Головне завдання обробітку ґрунту полягає у збільшенні його родючості.

6. Перед посадкою саду потрібно знищити всі бур'яни.

7. Мінеральні добрива вносяться кожного року.

8. Полуниця, малина і смородина належать до ягідних культур.

 9. Збирання врожаю є найбільш трудомістким процесом у садівництві.

10. Щільність м'якуша і шкірки яблук є дуже важливим фактором під час збирання врожаю.

**VI. Answer the following questions on the text:**

 1. How are the industrial fruit plantings classified?

 2. What is it necessary to do in order to increase the yield capacity?

3. What form must the tree crown have?

 4. What do the gardeners do before the trees start bearing fruits?

5. What is it necessary to do in order to increase the fruit productivity?

6. What is the principal task of the soil tillage?

7.Why do we use herbicides?

8. What fertilizers must be applied?

 9. What crops belong to the berry crops?

 10. What factor may be considered as a ripening proof of fruits and berries?

**VII. Using the sentences compose the composition:**

It's necessary to prune trees in spring. It limits the size of the branches and increases the yield capacity. Pruning rejuvenates trees, berry crops and grapes.

**VIII. Watch the video:**



**Topic:** **Feed Production**

**I. Remember:**

annual однорічний

bud бутон

budding period час бутонізації

cereals тонконогові

clover конюшина

covering покрив

efficiency ефективність

feed production кормовиробництво

grass flour трав’яне борошно

grass mixture трав’яна суміш

hay сіно

haymaking сінокіс

legume crops бобові культури

pasture пасовище

peat deposit торфовище

perennial багаторічний

polymowing багатоукісний

range of grasses сівозміна

stem пагон

to influence впливати

to mow косити

utilization використання

**II. Read and translate the text:**

**Feed Production**

Feed production is a decisive branch of the cattle-farming. It supplies feeds. Different perennial and annual grasses are cultivated in the fields and pastures. The grass quantity depends upon the soil. It also depends upon the climatic conditions. The top and bottom cereals are included into the grass mixtures. The grass mixtures have a lot of shortened vegetation stems. The cereals with long vegetation stems are included into haymaking grass mixtures. The majority of their leaves is located in the middle and top parts of the grass bush. For the polymowing utilization, for the hay and grass flour production it’s necessary to combine the cereals with shortened and long stems. The grass mixtures in the fields and pastures consist of different perennial grasses and clover. In order to increase the cattle productivity it’s necessary to sow the legumes. The range of plants consists of the legume and cereal grasses. The common norm yield is about 35 kg/ha. The large quantity of the nitrogen fertilizers is applied at the long-flooded pastures. The grass mixtures of the cereal components are sown in spring with the covering of the annual crops. In summer the pasture grasses are sown without any covering after early crops.

At the former peat deposits grasses must be sown in summer without any covering. The legume grasses and their mixtures with cereals must be sown in June. Fertilizing is the most effective means on very humid pastures. The pasture grasses mown many times need a large quantity of nutrient substances. The hay yield of 50 c\ha needs approximately 75 kg of nitrogen and potassium and 20 kg of phosphorous and calcium. The highest hay yields are harvested with a large amount of nitrogen and phosphorous fertilizers. The phosphorous fertilizers are characterized by a prolonged yield increase.

The efficiency of the potassium fertilizers is the highest at the former peat deposits and long-flooded pastures. The nitrogen and potassium fertilizers are applied early in spring. It is also necessary to apply organical fertilizers mostly manure.

Fields and pastures supply hay and grass flour. The best term for haymaking is the budding period.

At this period grasses start blossoming. The mowing terms greatly influence on their growth. The height of mowing influences on the hay quality. The maximum length of the mown grasses is up to 5 cm.

**III.** **Fill in the blanks with the necessary verbs:**

**to cut, to choose, to root out, to belong to, to apply**

1. The gardeners ... the tree crown in spring.

2. We ... the resistant fruit varieties.

3. Before the garden planting the gardeners ... all the weeds.

4. Strawberry, raspberry and currants ...the berry crops.

5. We ... organically and mineral fertilizers.

**IV. Answer the following questions:**

1. How are the industrial fruit plantings classified?

2. What is it necessary to do in order to increase the yield capacity?

3. What form must the tree crown have?

 4. What do the gardeners do before the trees start bearing fruits?

 5. What is it necessary to do in order to increase the fruit productivity?

 6. What is the principal task of the soil tillage?

7.Why do we use herbicides?

 8. What fertilizers must be applied?

9. What crops belong to the berry crops?

10. What factor may be considered as a ripening proof of fruits and berries?

**V. Make up the plan of retelling the text.**

**Unit XII.**

**Topic: Agricultural Machinery.**

**I. Remember.**

Supply постачати, забезпечувати

 various різний, різноманітний

 measure вимірювати

 crawler гусеничний трактор

 necessary необхідний

 pulley блок

 linkage зчеплення, зв'язок, сполучення

plough плуг; орати

 prepare готувати

 rarely рідко

 coulter чересло плуга

 inventional звичайний

 reversible oборотний, реверсивний

 share сошник, леміх

 hydraulic гідравлічний

**II. Read and translate the texts “Tractors”, “Ploughs” and “Combine Harvesters “**

**Tractors**

 Power is supplied. Power can be supplied. Power can be supplied in various forms.

 The tractor can pull machines. The tractor can push machines. It can drive machines by means of a belt. It can drive machines by means of a belt from a belt pulley. The tractor supplies power to machines from the power-take-off shaft.

 The power is measured. It is measured by kilowatts or horse powers.

 Tractors are classified according to the power. Tractors are classified according to the power produced.

 Crawlers are used for heavy operations. Crawlers or track laying tractors must be used for heavy operations. Large crawlers must be used for heavy

operations.

 Crawlers have tracks. Tracks have a grip. Tracks have the grip on the ground. Tracks increase the grip of the tractor on the ground. The crawlers are able to push or pull heavy loads and machines.

 The tractors may have tires. The tires can be placed farther apart. The tires can be placed closer or farther apart according to the distance between the rows. We are able to place tires closer or farther apart according to the distance between the rows that must be cultivated.

 Wheeled tractors may have implements and machines on them. Implements are mounted on the tractor. This is done by the three-point linkage.

 There are tractors with diesel or gasoline engines. The diesel engine will use less fuel than the gasoline engine for the same work done.

 The fuel should be clean. The oil must be changed regularly. It is necessary to change the oil regularly. It is necessary to change the oil regularly because it provides tractor' s useful work.

**Ploughs**

 There are various forms of the plough. The plough is an implement used for soil cultivation. It has become the implement used for soil preparation. The plough has been used for many centuries. It has been used for preparation of

seedbeds.

 A plough is an implement with one or more mould-boards. Mould boards cut the soil. Mould boards cut and turn the soil. They cut soil slices. They cut furrow slices.

 Both mounted and semi-mounted types of ploughs are being produced. A semi-mounted plough is not lifted off the ground. The number of mould boards is not the same on different ploughs. It depends on the type of soil and the tractor size.

 There are three types of ploughs, conventional plough being one of them. Some trailed models of conventional ploughs are in common use. Most reversible ploughs are mounted, but some of the larger models are semi-mounted.

 Disc ploughs have large rotating discs. The plough may have a disc coulter. The plough has a body. It also has legs. The plough body is attached to legs. Legs are bolted to the frame. The base of a plough body is called the frog. The share cuts the bottom of the furrow slice.

 There are many types of mould boards, each producing its special surface.

 There are three main types of a plough. The main types of plough body are general-purpose type and digger type. The digger type is used for deep ploughing. It is used in soil preparation for root crops. Digger bodies have a higher power requirement than the general-purpose type.

 The plough has been used in its different forms for many centuries. It has

become the main implement used for the preparation of seedbeds. A plough is an implement with one or more mould-boards which cut and turn the soil. Modern ploughs are commonly fully mounted on the tractor hydraulic system.

 Some are semi-mounted with the front supported by the tractor hydraulic linkage and the rear by one or more wheels.

**Combine Harvesters**

 Combines are used for various crops. Combines harvest the crops. Combines used to harvest the crops are called combine harvesters.

 The combine harvester cuts and threshes the crop. It cuts, threshes and separates the crop. The combine harvester separates the grain. It separates the grain from straw. It separates the grain from the straw and chaff.

 The mechanism of a combine harvester is divided into three sections. The cutting mechanism consists of some parts. To cut the crop a cutter bar is used. There are dividers at the cutter bar. The dividers separate the crop to be left. There is a reel at the cutter bar. The reel directs the crop to the cutter bar platform. The crop is directed to the centre of the platform by an auger.

 The main elevator lifts the crop to the front beater. The front beater increases the delivery of the crop. To reduce its speed is the function of the rear beater. The drum is one of the main parts of the threshing mechanism. The crop is threshed between the drum and the concave. The concave consists of bars. There are spaces

between the bars. The threshed grain falls through the spaces. It fa

on the grain pan located under the concave.

 The grain is separated from the straw by the straw walkers. The grain is separated from the chaff by the sieves. The sieves and the fan are the parts of the separating unit. To separate the chaff is task of this unit. The fan provides a flow of air. This flow of air keeps the sieves clean.

The harvested grain is directed to the grain tank. Grain tank capacities vary. After the grain becomes clean it is directed to a grain tank. From the grain tank the grain is delivered to a trailer. Combine harvesters are used to harvest various crops. The combine cuts the crop, threshes it, separates the grain from the straw and chaff.

 The mechanism of a combine harvester can be divided into three sections. They are cutting, threshing and finally separating the grain from the straw and chaff.

To cut the crop a reciprocating type cutter bar is used. There is a divider at each side of the cutter bar. It separates the crop to be cut from that which will be left for the next round .The crop is cut while held against the cutter bar by the reel. After the crop is cut, the reel directs it to the cutter bar platform. The reel is one of the main parts of a combine.

 It has tines which can be angled to provide better cutting of the crops. A large auger moves the crop to the centre of the platform. By means of tines the auger directs the crop to the main elevator which lifts the crop to the threshing mechanism.

 The threshing mechanism consists of a front beater, a heavy rotating drum, a concave, and a rear beater. The. main elevators used to lift the crop to the front beater. It delivers the crop to the drum and concave. The front beater increases the speed of the crop as it moves to the drum. Some combines do not have a front beater. In these combines the work of the front beater can be done by the main

elevator.

 Threshing takes place between the drum and concave. There are spaces between the concave bars, so the threshed grain is sallower to fall through on to the grain pan. To reduce the speed of the crop as it leaves the cylinder is the task of the rear beater. The rear beater is the part of the threshing mechanism which both

reduces the speed of the crop and directs it to the separating mechanism. To separate the grain from the straw is the main function of this mechanism. The separating mechanism consists of two parts: the straw walkers and the grain sieves. The grain in separated from the straw by the rising and falling actions of the straw walkers. They are driven by two crankshafts. The grain separated from the straw moves through the straw walkers and is directed to the grain pan under the concave.

 The separating unit is used to sort the grain and chaff on the grain pan. This unit consists of two sieves and a fan. The vibrating action of the sieves separates the threshed grain. The fan provides a flow of air to keep sieves clean.

**III. Translate the following words and word-combinations:**

a) плуг, зворотний плуг, грунт, борозна, рама, при-кріпляти, зубець, меліорація, корпус плуга, леміш, глибокий,

глибина, широкий, ширина, полиця (у плузі), коренеплоди;

b) the number of mould boards; semi-mounted and trailed models; in place of the mould boards; the soil slice; both right-handed and reversible types; disc coulter; used for deep ploughing; digger bodies

**IV. Match the words in column A with the appropriate words in**

**column B:**

A.mechanism B.front

 drum combine

 grain tank

 bar rotating

 beater threshing

 harvester threshed

 capacity; concave

**V. Translate the sentences:**

1. То provide a proper maintenance of farm machines is important for the farmer.

2. A mixture of air and fuel to be compressed between the piston and the cylinder head is necessary for combustion.

3. To drive a straw walker two crankshafts are used.

4. Tractors to be used for heavy operations are crawlers or track laying tractors.

5. To force the fuel into the combustion chamber is the main task of a high pressure pump.

6. To ignite the fuel charge an electric spark is necessary.

7.A film of oil to be produced between the working surfaces of the metal parts will reduce friction and wear.

 8.The main elevator to lift the crop to the threshing mechanism must be clean.

**VI. Answer the questions:**

1.What machines are used to harvest various crops?

2.What operations does the combine harvester do?

3. In what sections can the mechanism of a combine harvester be divided?

4. What are these sections doing?

5. What type of a cutter bar is used to cut the crop?

6. What is there at each side of the cutter bar?

7. What does a divider do?

8. Where does the reel directs the crop?

9. Where does a large auger move the crop?

10. What does the threshing mechanism consist of?

11. What is used to lift the crop to the front beater?

12. Where does threshing take place?

13. What is the task of the rear beater?

14. What does the separating mechanism consist of?

15. What is the main function of this mechanism?

16. What is used to sort the grain and chaff on the grain pan?

17. What does the separating unit consist of?

18. What does the fan provide?

19. Where is the harvested grain directed?

20. What is used to deliver the threshed grain from the grain tank into a trailer?

**VII. Watch the video and write out thr reasons why mechanization is very important:**



**Topic: Mechanization in crop Production.**

**I. Remember:**

aeration аерація

attachment пристосування

control знищувати, боротися

cover покривати, накривати

equip устатковувати

moist вологий

potato digger картоплекопачка

roller каток

root lifter комбайни для збирання коренеплодів

spread розкидати

thresh молотити

thresher молотилка

uniform однорідний, однаковий

**II. Read and translate the text:**

**Mechanization in Crop Production**

 Tillage practices vary with soil and climatic conditions and the crop that is to be grown. Tillage includes plowing, harrowing and rolling the soil. There are some purposes of tilling the soil. They are to improve the aeration and temperature conditions, to produce a firm soil and to control weeds. Different types of plows, harrows and rollers are now available to till the soil.

 Seed should be sown in a firm, moist soil and covered at a proper depth to germinate rapidly and uniformly. Many various types of grain drills and planters have been developed to suit varying farm requirements. Some modern drills are equipped with attachments for seeding legume and grass seed and for spreading fertilizers. So, seed can be sown and fertilizer spread in one operation. Fertilizers can also be broadcast before planting. Recently attachments have been added to planters for applying insecticides and herbicides to the soil.

 Harvesting crops is the final field operation. Combines that harvest and thresh small grains and some other crops have displaced most threshing machines or threshers. For harvesting to be successful, one should grow a variety that is adapted to mechanical harvesting. The plants should be of uniform heigh and should mature uniformly. Root crops and potatoes are harvested with root lifters and potato diggers respectively.

**III. Translate these sentences into Ukrainian:**

1. Rolling the soil has produced a firm soil.

2. Fertilizers were broadcast before planting last season.

3. Modern potato diggers have been produced this year.

4. Aeration and temperature of the soil are improved by plowing and harrowing.

5. Seed sown ten days ago has not germinated yet.

**IV. Is it True or False?**

1. Tillage practices vary with soil and climatic conditions.

2. Tillage includes plowing, harrowing and rolling the soil.

3. Different types of plows, harrows and rollers are not available to till the soil.

4. Seed should not be sown in a firm, moist soil and covered at a proper depth to germinate rapidly and uniformly.

5. Many various types of grain drills and planters have been developed to suit varying farm requirements.

6. Harvesting crops is the final field operation.

**V. Answer the following questions:**

1. What operations does tillage include?

2. What machines are used in tilling the soil?

3. What are some drills wquipped with?

4. What is the final field operation?

5. What machines are used in root crop and potato harvesting?

**VI. Translate into English:**

 Сільське господарство сьогодні набирає обертів реформування. Підприємства, які працюють на перспективу і мають можливість розширювати виробництво, користування кредиторськими послугами банку, намагається впроваджувати нові технології, закуповувати нові, більш досконалі і продуктивніші сільськогосподарські машини або використовувати най сучасніші прилади, пристрої, інвентар для ремонту.

 Шляхом інтенсифікації сільськогосподарського виробництва всіх галузей забезпечуються високі показники зниження собівартості виробленої продукції. Досягається це через зниження ручної праці, підвищення продуктивності праці працівників, покращення якості та ефективності обробітку ґрунту, підвищення якості.

 Щоб досягти таких результатів, необхідно широко впроваджувати комплексну механізацію, виконувати якомога найкращі ремонти з найдовшим терміном використанням техніки і найменшими затратами часу, матеріалу і звичайно ж коштів, використовувати нові сільськогосподарські машини та агрегати.

**ВИСНОВКИ ТА ПРОПОЗИЦІЇ**

 Основною метою навчання майбутніх фахівців іноземної мови в аграрному закладі освіти - є досягнення ними практичного володіння нею, що означає формування вміння самостійно читати англійською літературні джерела за фахом, з метою здобуття інформації, розуміти і відповідно реагувати на базові питання з фаху.

 Даний посібник призначений для здобувачів освіти денної форми навчання спеціальності 201 «Агрономія» для вивчення іноземної мови за професійним спрямуванням. У ньому представлено основні теми перехідно – підготовчого, базового та професійно орієнтованого етапів з дисципліни, відповідно до навчальної програми та різні види вправ згідно даного матеріалу, що допомагає формуванню, вдосконаленню та розвитку навичок і вмінь монологічного та діалогічного мовлення, а також підвищенню фахового рівня майбутніх аграріїв.

 Посібник рекомендується для викладачів іноземної мови та здобувачів освіти агрономічних спеціальностей, які вивчають мову за професійним спрямуванням.

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**ІНФОРМАЦІЙНІ РЕСУРСИ**

**1.** <https://www.youtube.com/watch?v=1zWx-307gKI>

2. <https://www.youtube.com/watch?v=qWbWL0l3ySk>

3. <https://www.youtube.com/watch?v=XRZJpS6THi8>

4. <https://www.youtube.com/watch?v=4AijeHdP8zA>

5. <https://www.youtube.com/watch?v=NCp93xbSwWM>

6. <https://www.youtube.com/watch?v=oPVyFAJoRWg>

7. <https://www.youtube.com/watch?v=Kv9AbJVeqV8>

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9. <https://www.youtube.com/watch?v=juPlEnOKl48>

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19. <https://www.youtube.com/watch?v=i73PKiv4loA>

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25. <https://www.youtube.com/watch?v=geS8Vstpx54>

**ІНФОРМАЦІЙНІ РЕСУРСИ ЗАКЛАДУ ОСВІТИ**

1.Навчально-інформаційний портал дистанційної платформи Горохівського коледжу ЛНАУ MOODLE ГК ЛНАУ <http://gklnau.org.ua/moodle/> ;

2.Сайт методичного кабінету ГК ЛНАУ, електронна бібліотека ОПП 201 «Агрономія» <https://1784073.site123.me/>