

**NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES  
OF UKRAINE**

**L. Dankevych, N. Yamnych**

# **CATERING**

**Training manual**

**L. Dankevych, N. Yamnych**

# **CATERING**

**Training manual**

Kyiv  
2019

## УДК 811.111.: 378.22. (075)

*Рекомендовано до видання рішенням вченої ради Гуманітарно-педагогічного факультету Національного Університету біоресурсів і природокористування України (Протокол № від 2019 року)*

### **Рецензенти:**

*Амеліна С. М.* – доктор педагогічних наук, професор, завідувач кафедри іноземної філології НУБіП України;

*Пастернак Т. А.* – кандидат філологічних наук, доцент, Національна академія служби безпеки України;

**Catering** : методичні рекомендації / Л. Р. Данькевич, Н. Ю. Ямнич – Київ : НУБіП України, 2019. – 160 с.

Зміст методичних рекомендацій відповідає навчальній програмі дисципліни «Англійська мова» для студентів галузі знань «Сфера обслуговування»

**УДК 811.111.: 378.22. (075)**

©Данькевич Л.Р., Ямнич Н.Ю.  
©НУБіП України

## **ВІДОМОСТІ ПРО АВТОРІВ**

### **Данькевич Людмила Ростиславівна**

Старший викладач кафедри англійської філології Національного університету біоресурсів і природокористування України. Викладає дисципліни «Англійська мова», «Англійська мова за професійним спрямуванням», «Ділова англійська мова». Сфера наукових зацікавлень – проблеми лінгводидактики, професійно орієнтоване викладання англійської мови, проблеми, теорія формування сучасної наукової картини світу.

Автор понад 30 наукових та навчально-методичних праць, зокрема близько 20 навчальних посібників з англійської мови для підготовки фахівців різних напрямів знань (виданих як одноосібно, так і у співавторстві), 11 із них із грифом МОН України.

### **Ямнич Наталія Юрївна**

Старший викладач кафедри англійської філології Національного університету біоресурсів і природокористування України. Викладає дисципліни «Англійська мова», «Англійська мова за професійним спрямуванням», «Ділова англійська мова». Сфера наукових зацікавлень – застосування кейс методів у викладанні англійської мови професійного спрямування, професійно орієнтоване навчання та викладання англійської мови у нефілологічних вузах.

Автор понад 30 наукових та навчально-методичних праць, зокрема 17 навчальних посібників з англійської мови (виданих як одноосібно, так і у співавторстві), 5 із них із грифом МОН України. У фахових виданнях України опубліковано понад 10 статей.

## CONTENT

1. Restaurant business. Dining etiquette.	6
2. Choosing a restaurant. What people like about their favourite restaurant.	11
3. Your favourite place to eat out. Giving recommendations about a restaurant or café.	18
4. Traditional types of food in different cultures. Healthy diets.	22
5. Making arrangements on the telephone.	30
6. Describing food and cooking. Cooking action verbs. Describing a typical dish.	39
7. Reviews. A positive review. It's definitely worth a visit. Order of adjectives.	47
8. Entertaining in a restaurant.	59
9. Cocktail party.	67
10. Dining etiquette. Table manners.	72
11. Social skills. Plan of a celebration.	78
12. Healthy diets. Healthy eating	85
Grammar reference.	101

# 1. RESTAURANT BUSINESS

## DINING ETIQUETTE

### 1.1. Types of restaurant concepts. Restaurant jobs.

#### Key vocabulary

#### In the Restaurant

bar

bill, check

menu

table

waiter, waitress

Glassware and Cups	On the table	On the Menu
beer glass beer mug brandy balloon carafe champagne flute cocktail glass espresso cup goblet Irish coffee glass jug, pitcher liqueur glass milkshake glass mug punch bowl punch glass shot glass tea cup tumbler glass water glass wine glass wine bucket	bowl dish butter dish plate dinner plate side plate spoon serving spoon fork knife pepper pepper grinder salt salt shaker serviette, napkin napkin ring tablecloth coaster decanter place mat water jug candles	<b>Entree or Starter</b> chips, fries garlic bread salad soup spring rolls <b>Main Meal</b> burger fish and chips omelette pasta with tomato sauce pizza st chicken steak with chips -fried vegetables with rice <b>Dessert</b> apple pie cheesecake chocolate cake fruit salad ice-cream

**1.2. Study the website information about types of restaurant concepts and draw a table with key features of each one.**

**Types of restaurant concepts**

There are eight distinct types of restaurant concepts: fast casual, family style dining, fast food, fine dining, café or bistro, food truck, restaurant buffet, pop-up restaurant.

**Café** is a restaurant that does not offer table service. Customers order their food from a counter and serve themselves. A café menu traditionally offers things such as coffee, espresso, pastries, and sandwiches. Cafes originated in Europe and are strongly associated with France. They are known for their casual, unhurried atmosphere. Outdoor seating is another trademark of a café. The term bistro is sometimes interchanged with café. A bistro is actually a café that offers full meals (albeit, cheaper than a full-fledged sit-down restaurant).

**Fast Food restaurant** the most familiar restaurant to most people. Chains like McDonalds and Burger King became popular in the 1950s, and helped spawn countless other concepts like Taco Bell, KFC. Fast food service attracted customers for its speed and convenience.

**Fast Casual dining** one of the biggest trends right now. Fast casual restaurants offer disposable dishes and flatware, but their food tends to be presented as more upscale, such as gourmet breads and organic ingredients. Open kitchens are popular with fast casual chains, where customers can see their food being prepared.

**Casual style restaurants** offer moderately priced entrees. This is one of the largest markets in the US right now. Casual style dining can be any number of themes, from Italian (Olive Garden) to seafood (Red Lobster) to Mexican (Chilis). Casual style restaurants offer table side service, non-disposable dishes, while still keeping the menu moderately priced. Many casual style restaurants have a separate pub side to their establishment.

**Pubs** (short for Public House) date back hundreds of years to Great Britain. They have a timeless appeal, for their laid back atmosphere. Brewpubs offer beer made in-house, as well as a wide selection of other beers and ales. Pubs can offer full menus, as well as appetizers.

**Fine dining** is a much more upscale restaurant that offers diners an elegant atmosphere with high-quality service. The chefs are usually professionally trained, and the food is fairly expensive, but worth it.

**Food trucks.** These mobile eateries are popular for a variety of reasons: they have low start-up costs, low labour costs, and little overhead. A trademark of a food truck business is the use of social media to announce where the truck is each day.

Some professional chefs open their own **pop-up restaurants** to build their culinary reputation, since the short-term nature of a pop-up allows chefs total freedom and creativity in the kitchen. Others open a pop up restaurant to test out a restaurant concept, using it as an avenue to entice investors as well as the public to try it out. Other people use pop up restaurants as a way to offer gourmet dining at reduced prices, so everyone can enjoy it. Lastly, pop-ups are sometimes used as a vehicle for fundraising by civic and community groups.

Around since the Middle Ages, the **buffet dining** concept has stood the test of time and continues to be a popular choice for many restaurant customers. By definition, a buffet is a meal where guests serve themselves from a variety of dishes set out on a table or sideboard. Restaurant buffets are one type of restaurant concept that includes self-service and catering services and can be used for special occasions or as a restaurant promotion.



## LANGUAGE PRACTICE

### MODAL VERBS

**must, can, could, may, might, will, would, shall, should, ought to, needn't**

#### **Peculiarities of modal verbs:**

1. They do not take an *-s*, *-ing* or *-ed* suffix.  
*e.g. She must study. (Not: She musts study.)*
2. They do not usually have tenses. They can refer to the present or future.  
*e.g. You can come today. (present)*  
*You can come tomorrow. (future)*
3. They are followed by a bare infinitive  
*e.g. She may be busy. He should listen to us.*
4. They go before the subject in questions and are followed by *not* in negations.  
*e.g. You can't park here. May I have a look at this report?*
5. They have substitutes to form the other tenses.  
*e.g. They may enter the room. =They are allowed to enter the room.*  
*If you have an MBA, you can (=will be able to) get a well-paid job.*

#### **Functions of modal verbs**

<b>obligation</b>	<i>You must stop when the traffic light is red.</i>
<b>necessity</b>	<i>I need/have to sign the contract.</i>
<b>ability</b>	<i>I can ski now but I couldn't ski when I was young.</i>
<b>possibility</b>	<i>He could/may/might finish his work by 5.00 p.m.</i>
<b>lack of necessity</b>	<i>He needn't take a taxi. I don't have to buy it.</i>
<b>offers</b>	<i>Shall/can I get you anything from the market?</i>
<b>suggestions</b>	- <i>What shall we do tonight?</i> - <i>We can/could go to the cinema</i>
<b>requests</b>	<i>Could/would you help me with this exercise?</i>
<b>logical assumptions</b>	<i>He must be at the office. It's 9 a.m.</i>
<b>permission</b>	<i>Could/can/may/might I open the window, please?</i>
<b>prohibition</b>	<i>You mustn't be late for work tomorrow morning.</i>

**advice**

*You should revise for your test.*

**1.3. Decide what is the function of a modal verb in each sentence below.**

*You must keep these records for at least two years.*

*I have to get a visa for visiting Britain.*

*I can't call them today but I can call them tomorrow.*

*They may/might leave if they don't get the job.*

*You needn't do it now. I'll do it later.*

*Can/Could I help you with your bags?*

*- What shall we do tonight? – Let's go to the exhibition.*

*Could/would you email the copy of the report to us?*

*He can't have lost his way; he must have missed the bus.*

*Could/can/may/might I speak to the bank manager, please?*

*You mustn't be late for work tomorrow morning.*

*You can't come in without a membership card.*

*You should really do something about your car.*

## 2. Choosing a restaurant.

### What people like about their favourite restaurant.

#### Choosing a restaurant.

#### 2.1. Read what five different people say about their favourite cafés or restaurants.

From the list A-F what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

*A I love the scenery*

*B I enjoy the varied menu.*

*C I like the fact that it's so ordinary.*

*D I like being cut off from reality.*

*E I enjoy observing everyone.*

*F I like it because it's different.*

#### Joanna

Where I live there are so many restaurants that I'm spoilt for choice. There are small, friendly bistros and large, noisy cafe bars. Where I choose to go depends on my mood and how I'm feeling. I quite like self-service restaurants if I want to be by myself and can't be bothered to speak to anyone. And some of the expensive places are incredibly posh. I do like dressing up occasionally, but the one that has everything, as far as I'm concerned, is nothing special to look at and is situated in a little side street. It's run by a woman called Silvia. Everything is freshly cooked and you're always made to feel welcome.

#### Anatoliy

There are some days when all I want is to be spoilt, to be looked after by waiters attending to my every need! Good food is such a comfort. I particularly like this place where the service is excellent, the waiters know me and what I like to eat. It's a large place but it has some wonderfully quiet corners where you can sit and watch everything that's going on

around you. It's the best kind of entertainment, it's almost like being at the theatre and I get to have the best seat because I'm a regular.

***Victor***

Food and drink are very important but there has to be more if I'm going to have a really good time. I know people who will happily sit in a basement or a cellar because they like the cooking. But for me there's got to be a view, something to watch, like a sunset or waves breaking on a beach. That's why this place looking out across the water with just the rocks and the pine trees for company is the perfect combination for me. Fortunately the food is excellent, too!

***Tania***

The supermarkets are full of exotic food and there's no shortage of cookery programmes on TV and cookery books in the bookshops. I think most of us eat and drink pretty well these days. It's not easy finding somewhere so special that it's worth the effort getting there, as well as the money it's likely to cost you. This place I know - in the middle of nowhere - is fantastic. Everything about it is original from the colour of the walls to the colour of the food.

***Yana***

I've never been able to see the point in having takeaway food. I mean, who wants to walk around eating? Part of the pleasure in eating is surely sitting somewhere comfortable, preferably with friends, soaking up the atmosphere and forgetting the rest of the world. I know of nowhere else other than this one place tucked away in the country and the moment you enter it's like being in another world. Everything is turned inwards and the focus is this enormous table simply covered with the most wonderful display of hot and cold dishes.

**2.2. Describe your favourite café (restaurant) including the following information:**

*the kind and quality of food,  
the size of the restaurant,  
the quality of service,  
the prices,  
the kind of people who go there,  
the general atmosphere,  
top-class chef etc.*

### ***Designing a restaurant***

**2.3. You're going to open a new restaurant. Think of the following aspects and write a short text including this information:**

*the location*

*the size*

*the organization of the space (main entrance, kitchen, restaurant area, toilets)*

*the name*

*interior decoration*

*a sample menu*

*any special features*

*prices*

*what kind of music if any*

*how to attract clients (advertising)*

*celebrity chef*

**2.4. Complete the sentences choosing the correct word from the box:**

*a) vegetarian b) chef c) recipe d) cooker e) disgusting f) tasty g) smells  
h) low marks*

1. I want to be a \_\_\_\_\_ but I like meat too much.
2. Who is the new \_\_\_\_\_ at that restaurant.
3. That meal gets \_\_\_\_\_ from me. It was horrible.
4. We've just bought a new electric \_\_\_\_\_ .
5. Yuk! This food is absolutely \_\_\_\_\_ .
6. That looks very \_\_\_\_\_ . Can I have some.

7. It \_\_\_\_\_ great. How does it taste?
8. I'm cooking for my foreign friend tonight. Do you know a \_\_\_\_\_ for some local dish?

## LANGUAGE PRACTICE

### Can

*could* vs *was/were able to*

(**could** – repeated action; **was/were able to** – single action)

#### 2.5. Underline the correct words.

1. *Do you can/Can you* come to the meeting next week?
2. *I can come/I can to come* to the meeting next week.
3. I won't *can't/be able to* come to the meeting next week.
4. Sorry that *I didn't could/ couldn't* come to the meeting last week.
5. Sorry that *I wasn't able to/I wasn't able* come to the meeting last week.
6. *Do you will/Will you* show me how to log on to the network?
7. What *we can do/can we do*?
8. I hope *to can/to be able* to fly directly to Dusseldorf.
9. *I must speak/I must to speak* with Mr Reiner as soon as possible.
10. *I managed to/I could* speak to Mr Reiner yesterday.
11. The hotel was OK, but *I managed to/I could* hear a lot of noise from the street.
12. *I managed to/I could* take a boat trip on Lake Lemman when I was in Geneva.

#### 2.6. Complete the sentences with *can, can't, could, couldn't* or *be able to*.

1. I'm afraid I can't help you at the moment.
2. I don't think I'll \_\_\_\_\_ come to the meeting.
3. The negotiations broke down because we \_\_\_\_\_ agree on the price.
4. I \_\_\_\_\_ see you were having problems, so I didn't interrupt.
5. If you \_\_\_\_\_ make a firm order today, we should \_\_\_\_\_ ship by Friday.
6. I find Portuguese very difficult. I \_\_\_\_\_ understand it, but I \_\_\_\_\_ speak it.

7. Sorry, I \_\_\_\_\_ see you next week, but I might \_\_\_\_\_ make the week after.

8. A: Will you \_\_\_\_\_ go to the training seminar?

B: No, I \_\_\_\_\_ I'm very busy.

1. I'm sorry I \_\_\_\_\_ come to your talk yesterday. I had to sort out a problem.

2. I \_\_\_\_\_ ski really well when I was in my twenties, but now I'm out of practice.

**2.7. Complete the sentences using either 'could' or 'managed to' (was / were able to)**

1. He was a brilliant salesman and ... sell anything to anyone.

2. The secretary phoned the airline, but she ... get me on the flight.

3. The secretary phoned the airline and ... get me on the flight.

4. After a few months on the training course, I ... speak Spanish quite well.

5. We had a very successful meeting and ... make the partners agree to our proposal.

6. It was very difficult to find a suitable office, but in the end we ... rent one not far from the city center.

7. He was brought up in Tokyo, so by the time he was eleven he ... speak Japanese perfectly.

8. The machine was no longer in production, but at last they ... find a spare part from a supplier in Boston.

9. Although the meeting finished early, we ... cover the main points.

10. The walls in the office were very thin, and we ... hear people talking in the next room.

**2.8. Fill the following spaces using CAN for present, past and future.**

1. I ... remember the street? (negative)

2. ...you even remember the address? (negative)

3. When the fog lifts we ... see where we are.

4. Don't try to look at all the pictures in the gallery. Otherwise when you get home you ... remember any of them (negative)



5. When I first went to Spain I ... read Spanish but I ...speak it.
6. He was very strong; he ...ski all day and dance all night.
7. I was a long way from the stage. I ... see all right but I ... hear very well.
8. We ... borrow umbrellas; so we didn't get wet.
9. I'm locked in. I ...get out!
10. The swimmer was very tired but he ... reach the shore before he collapsed.

**2.9. Fill the spaces in the following sentences using CAN and Perfect Infinitive of the verbs in brackets.**

1. I wonder who broke the wineglass; it ...(be) the cat for she was out all day.
2. He ...(escape) by this window because it is barred.
3. He returned home late. His wife (be) very pleased about that.
4. - I told him to turn left and he immediately turned right! - He ...(understand) you.
5. Perhaps he swam across. No, he ...(do) that; he can't swim.
6. He ...(walk) from here to London in two hours. It isn't possible.
7. The door was open. It (be) open. I had locked it myself and the key was in my pocket.
8. He said that he watered the plants every day. He ...(water) them. If he had, they wouldn't have died.
9. I saw Ann at the exhibition yesterday. You ...(see) her; she is still abroad.

### 3. Your favourite place to eat out.

#### Giving recommendations about a restaurant or café

##### 3.1. Discussion: where you would go for these occasions:

<i>Occasion</i>	<i>Location</i>
<i>A party at the end of term</i>	<i>A café in the town centre</i>
<i>An anniversary</i>	<i>A cheap restaurant</i>
<i>To meet friends for a chat</i>	<i>An expensive restaurant</i>
<i>A birthday</i>	<i>A venue with music and dancing</i>
<i>A wedding reception</i>	<i>A pavement café</i>

##### 3.2. Read what Jeff, Fabio and Carla say about a place to go out and do the tasks that follow:

**JEFF** *I like eating out, but I don't really like expensive restaurants. It's not the money so much as the atmosphere. The waiters are often quite unfriendly and you feel you have to talk quietly, or I do anyway. No one seems to be very relaxed. And the food can be good, but you don't often get much on your plate. I'd much rather go somewhere where the food's good and you don't have to pay so much.*

**FABIO** *I love going to cafes, either with friends or on my own. I sometimes take a book or a newspaper to read, or I just order a coffee and sit there. I sometimes start talking to someone, in fact I've got quite a good friend who I met in a café. We started talking and then found out we both liked the same kind of music. I like pavement cafés best. You don't have to think about anything, you can just sit and watch the world go by. It's a great way to pass time I think, very relaxing.*

**CARLA** *I really love dancing, so I often go out with a group of friends to a club in the evening. It's such a good way to spend the evening. We usually order some food, maybe just some starters and some grilled meat, and something to drink, and then we start dancing. There's a favourite place of mine where they have live music and we all dance Latin American dances like salsa or merengue. It's quite cheap. You have to pay something to get in, but it's not much and it's always full of people, maybe 200 people all dancing. It's got an amazing atmosphere.*

### 3.3. Answer the questions:

1. Why doesn't Jeff like the atmosphere at expensive restaurants?
2. What does he say about the food?
3. Does Fabio go to cafés alone, or with friends, or both?
4. Why does he like pavement cafés?
5. What does Carl do before she starts dancing?
6. What kind of music does her favourite place play?

### 3.4. Find the English equivalents of the following Ukrainian phrases.

1. *Причина не стільки в грошах, скільки в обстановці.*
2. *Чи з друзями чи сам по собі;*
3. *Ми з'ясували, що любимо однакову музику.*
4. *Спостерігати як життя йде.*
5. *Жива музика*
6. *Заплатити щось, щоб увійти*

## LANGUAGE PRACTICE

### Talking about obligation, necessity, prohibition, lack of necessity, permission

**Must** – shows that the obligation comes from the person speaking: *I must be at the airport by seven.*

**Have to / have got to** – show that the obligation comes from another person, not the speaker: *I've got to do my exams* (=the teacher says). *He has to take medicines every day for his asthma* (=doctor's prescription).

In **questions** it is more common to use *have to* than *must*: *Do I have to sign here?*

**Can, be allowed to** – *express permission*: You can park here after 6p.m. Am I allowed to go?

**Mustn't** – *expresses prohibition*: members of the audience must not take photographs during the performance (=written notice).

**Can't, (be)not allowed to** –we are not permitted to do: *You're not allowed to/can't take photos during the performance.*(=spoken)

### 3.5. Complete the sentences with *must* or *have to*. Both are possible each time, but one is more natural in a spoken context.

1. I \_\_\_\_\_ remember to email Steve and thank him for all his help.
2. Sorry, I \_\_\_\_\_ go now, the meeting begins in five minutes.
3. You \_\_\_\_\_ your tax form by 31 January.
4. You \_\_\_\_\_ try to be more diplomatic when you're speaking to Tim.
5. I \_\_\_\_\_ go the dentist next Friday morning, so I'll be a little late.
6. I really \_\_\_\_\_ go the dentist. I've had this awful pain for two days.

### 3.6. Choose the correct variant:

1. You must/needn't save a file before you turn the computer off, or you will lose it.

2. I'm afraid this is a non-smoking office, so you haven't got to/can't smoke in here.
3. Employees are reminded that they mustn't/needn't use the office phone to make personal calls.
4. You needn't/mustn't send that reminder – they paid the invoice this morning.
5. This income tax form must/needn't be completed and returned to the Inland Revenue within 30 days.
6. You mustn't/don't have to come to the meeting if you have more important things to do.
7. This information is highly confidential, so you mustn't/needn't discuss it with anyone.
8. As you are from the EU, you mustn't/don't have to have a visa to go to France.
9. Drivers wishing to hire a car must/aren't allowed to be over 21 and have a full driving license.
10. University teachers have/don't have to be graduates, but they have/don't have to be qualified teachers.

***needn't have + Past Participle* vs *didn't need to***

<p><b>needn't have + past participle</b>  it was not necessary to do sth, <u>but it was done</u>  (an action happened in the past, though it was not necessary)</p>	<p><b>didn't need to + V</b>  it was not necessary to do sth.  (an action did not happen in the past because we knew it was not necessary)</p>
<p><i>She <b>needn't have bought</b> so many oranges, but she did.  You <b>needn't have made</b> reservations at the restaurant.</i></p>	<p><i><b>We didn't need to turn</b> on the light. It wasn't dark.  We got some large orders so we <b>didn't need to make</b> anyone redundant.</i></p>

**4. Traditional types of food in different cultures.  
Healthy diets.**

**Key Vocabulary**

<b>Snacks</b>	<b>Drinks</b>	<b>Meat</b>
biscuits, cookies, crackers cake chips, crisps chocolate dried fruit ice-cream muesli bar muffin nuts pastry popcorn sweets, lollies, candy	beer coffee fruit juice hot chocolate milk milkshake soft drink, soda tea water wine	beef chicken lamb pork sausages turkey  <b>Cold Meat</b> bacon ham salami
<b>Seafood</b>	<b>Fruit</b>	<b>Vegetables</b>
calamari crab fish lobster octopus prawns, shrimp shellfish	apple apricot avocado banana cherry grapes kiwifruit lemon lime mandarin mango orange peach pear pineapple raspberry strawberry watermelon	beans broccoli capsicum, pepper carrot cauliflower corn cucumber eggplant, aubergine lettuce mushroom onion peas potato pumpkin sweet potato zucchini, courgette

#### **4.4. Answer the following questions:**

1. What types of food are important for a healthy diet?
2. What types of restaurants do young people prefer when they eat out? Why?
3. Do you know any people who are vegetarians? What do/don't they eat?
4. Do young people still eat lots of traditional types of food?
5. What is your favourite variety of sweet treat?
6. Have you come across any good recipes? What are they?
7. What types of food in different cultures do you know that have health benefits?

#### **4.5. Read the website information about Ukrainian cuisine. Complete it with your favourites.**

##### **What are the best Ukrainian traditional foods?**

The *borshch*, no doubt, is the main representative of Ukrainian culinary talents abroad, beside *pierogi* or *varenyky*, and leaf lard or *salo*. There is a saying, that no Ukrainian girl will be able to get married, if she does not know how to prepare *borshch*.

This traditional soup, made out of beet root and up to 20 other ingredients, is a staple dish in every Ukrainian family. We love our *borshch* with all the depth of our Ukrainian hearts – hot and cold, fresh and stale, for lunch or for breakfast, as a meal or even as a healing medicine against the winter colds. Every housewife has its own secret version of *borshch*, and no restaurant trial can ever compete with the real, steaming hot home-made *borshch*.

Traditionally *borshch* recipe is a basic stir-fry of grated beet root with tomatoes, added to a generous soup of vegetables – onions, carrots, fresh or pickled cabbage, peppers, and whatever else is available from our house garden. For the true state-of-art samples of this dish you have to head to the hidden-away villages of Carpathian Mountains, where *borshch* is cooked not on the gas stove, but is left to simmer for hours in the coziness of wooden oven. Pour it in the clay pot, drip in a spoon of fresh sour cream,

snack up on a garlic-sprinkled pampushky and you'll be able to understand what the true Ukrainian heaven looks like!

**Just like borshch, traditional dumplings spearheaded the voyage of Ukrainian cuisine across the globe.** Quite a common site in many supermarkets, *varenyky* or more commonly known as *pierogis* are what bread is to most other nations. Combined with the piping-hot plate of borshch, those two are Ukrainians' food of choice in sickness and in health. Conveniently *varenyky* can be made out of the cheapest ingredients available. Dough is a simple mix of flour, water and salt. And stuffing can be anything: from mashed potatoes with mushrooms and fried onions, pickled cabbage, minced meat and even cherries! The *sweet version of varenyky is usually served with sour cream and honey*, and is a tasty and healthy substitute for the calorie-counting sweets lovers.

#### **4.6. Read the text and say what the results of the research were.**

*Don't spend lots of money on <sup>1</sup>top quality cooking; just make sure you like the place where you have it. A new report says that the enjoyment of a meal doesn't depend on what you eat, but where you eat it.*

*Researchers prepared the same meal in ten different <sup>2</sup>locations and asked the people eating it to give it marks out of ten for the taste, <sup>3</sup>texture and <sup>4</sup>appearance of the food. When they served 'chicken à la king' in a residential home for the elderly, it got <sup>5</sup>low marks. However, when they served it to customers in a four-star restaurant, the reaction was very different. The customers said it tasted delicious.*

*'The results show that in many cases the location is actually much more important than the food,' said Professor John Edwards of Bournemouth University. Edwards and his team took great care to make sure that all the meals would be as similar as possible. They used exactly the same kind of chicken, they stored the dishes in the same kind of plastic bags and served them all with the same type of rice. The meal got the highest marks in every category - taste, texture, appearance - at the restaurant. Interestingly, bottom marks went to the <sup>6</sup>dish when they served it in an army training camp. As one of the soldiers said, 'It tastes awful and smells disgusting!'*



**4.7. Mark these sentences true (T) or false (F).**

1. Researchers asked the people to give the place marks out often.
2. People in the residential home for the elderly liked the food.
3. Customers in the restaurant liked the food.
4. The place is always more important than the food.
5. The food was exactly the same in all the different places.
6. The food got the highest marks in the army training camp.

**4.8. Decide on the correct meaning of the underlined words or phrases in the text.**

- 1 a) *extremely good*      b) *extremely bad*
- 2 a) *times*                      b) *places*
- 3 *how something*              a) *tastes*      b) *feels*
- 4 *how something*              a) *looks*      b) *sounds*
- 5 a) *a bad score*                b) *a good score*
- 6 a) *a meal*                        b) *a waiter*

**4.9. What is the difference between the pairs/groups of words below?**

a cook / a cooker

a vegetable / a vegetarian

a recipe / a dish

rare / raw

to stir / to beat

to slice / to chop / to grate

**4.10. Choose the correct words in italics.**

1. Sushi is a Japanese dish made with *raw/rare* fish.
2. *Beat/stir* the mixture slowly every five minutes.
3. Ugh! This soup is much too *savoury/salty*.
4. First, you *slice/chop* the onion into cubes.
5. I don't eat many cakes and biscuits. I find them too *sweet/sour*.
6. Fill a large saucepan with water and *bake/boil* the pasta for 10 min.
7. Macaroni cheese is my favourite *dish/plate*.

8. The *cook/cooker* has broken. I need to buy a new one.
9. In Britain at Christmas, it's traditional to *bake/roast* a turkey in the oven.
10. Oh ho! I've put chicken in the soup and Dan is *vegetarian / vegetable*.

**4.11. Complete the sentences with the words from the box.**

a) allergic, b) chefs, c) diets, d) main course, e) menu, f) recipe, g) traditional dish, h) vegetarian

- Do you usually follow a \_\_\_\_\_ when you cook? Why/Why not?  
 Have you ever been a \_\_\_\_\_? Why/Why not?  
 What is your favourite \_\_\_\_\_ from your country?  
 Do you usually prefer meat or fish for your \_\_\_\_\_?  
 Do you know any special \_\_\_\_\_ for people who want to lose weight fast? Do you think they work?  
 Are there any celebrity \_\_\_\_\_ in your country?  
 Are you \_\_\_\_\_ to any kinds of food?  
 Do you prefer a \_\_\_\_\_ to have a lot of different dishes to choose from, or not many? Why?

**4.12. Look at the adjectives for describing food and answer the questions.**

*baked   boiled   fresh   fried   grilled   raw  
 roast   savoury   spicy   sweet*

1. Which five adjectives describe how food is cooked?
2. Which three adjectives describe the taste of food?
3. What is the difference in meaning between roast and baked?
4. What is the difference in meaning between fresh and raw?
6. Find the mistakes in seven of the sentences and correct them.
  1. On name days in Spain, people traditionally eat cakes and other spicy things.
  2. I go shopping every day to buy fresh vegetables in the market.
  3. In Australia, I had boiled sausages and other meat done on the barbecue.
  4. I love the smell of the freshly roast bread that my mother makes.
  5. For breakfast, I often have fried egg and bacon with toast.

6. I didn't like the grilled chicken because it was in the oven for too long.
7. On Friday nights, we often get a take-away of raw Indian curry.
8. I like pasta which is boiled for a short time and isn't too soft.
9. When I have a snack, I try to have something spicy like nuts or cheese.
10. In Japan, I had delicious boiled fish; it wasn't cooked at all.

## LANGUAGE PRACTICE

*'must'* vs *'can't'*

<b>Must = almost certain</b> <b><u>positive</u> logical assumptions</b>	<b>can't = highly unlikely</b> <b><u>negative</u> logical assumptions</b>
<i>She must be French.</i> <i>They must be working together now.</i> <i>He must have won the first prize.</i> <i>You must have been planning the project.</i> <i>The lock must have been changed.</i>	<i>You can't live here.</i> <i>She can't be looking for a new job.</i> <i>He can't have arrived yet.</i> <i>They can't have been fixing the photocopier for so long.</i> <i>Linda can't have been invited</i>

### 4.13. Make deductions about the following past situations:

*e.g. – He was busy when he set the deadline. (time to plan things properly)*

*– He can't have had time to plan things properly.*

1. The team didn't meet the deadline. (not enough time)
2. The instructions weren't clear. (the team/confused)
3. The team had to work overtime every day last week. (not happy)
4. All the other teams were waiting for the results of our work.  
(they/frustrated)

### 4.14. Rephrase using *must*, *may*, *can't*:

1. Probably that light in the distance is the petrol station. I don't believe that we have lost our way.
2. I don't believe you have lost your passport, probably you have put it into another bag, or perhaps, you left it in the office.
3. She is a highly respected specialist in this field. I'm sure she has been doing research on M&A for at least 15 years.
4. I don't believe they will ever give up such a brilliant idea.
5. It's almost certain that you are exhausted: you've been working for hours without a break.

6. Perhaps he attended this seminar when he was in London last year.
7. He has probably worked very hard on this project to meet the deadline.
8. I'm sure it is pleasant to spend summer in such a picturesque place.
9. I feel sure they are preparing a surprise for us.
10. It's impossible that she was aware of what she was doing. She is unlikely to have been able to make such a mess.
11. It's highly unlikely that the government intends to increase taxes.
12. It's almost certain that he was influenced by local opinion.
13. You are quite likely to find him in his office.
14. The prices are unlikely to drop, though possible.

## 5. Making arrangements on the telephone.

### 5.1. Rearrange the lines into a logical telephone conversation.

R Good morning, Hip Hotels. How may I help you?

TG It's Tom Gray here. Could you put me through to Samantha Trevor's extension, please?

R Certainly, Putting you through.

ST Hello. Samantha Trevor speaking.

TG Hello Samantha. It's Tom Gray here. You remember we met last month at the Hotel and Catering Trade Fair? You talked about how you are always looking for new people to run the hotels you're building.

ST Yes, I remember. How are you?

TG Fine thanks. I'm calling because I'll be in London next week and I'd like to make an appointment to see you. I want to take up your offer to talk about the possibility of opening a new hotel in Edinburgh.

ST Great. What day would suit you? I'm fairly free next week, I think.

TG How about Thursday? In the afternoon? Could you make it then?

ST Let me look now. I'll check my diary. Oh yes, that'd be no problem at all. What about 3 o'clock? Is that OK?

TG Perfect. Thanks very much. It'll be good to see you.

ST See you next week then.

TG Right. Bye.

### 5.2. This face-to-face conversation is the one at the Hotel and Catering Trade Fair that Tom mentions in his call to Samantha in Exercise A.

#### Role play the conversation.

Student A is Tom Gray

Student B is Samantha Trevor.

Tom: Introduce yourself. Say you recognize Samantha from having seen her picture in a trade magazine.

Samantha: Show surprise. Name the magazine - *Hotel Management Monthly*.

Tom: You read in the same article that the Hip Hotels chain is

expanding fast and that they're looking for new hotel managers.

Samantha: Confirm this. You are hoping to open seven new hotels in the next two years.

Tom: Say you'd be interested in managing a hotel. Tell her about your experience in this area. (Make up some information about the hotels you have managed.)

Samantha: Tell Tom to get in touch next time he's in London.

Tom: Say you'll do this. Say you're very interested in working for Hip Hotels.

Samantha/Tom: End the conversation suitably.

### **5.3. This telephone conversation takes place the week after the one in the exercise above.**

This conversation is between Samantha's receptionist and Tom Gray. Work in pairs. Have the conversation, using the following ideas.

Receptionist: Give the company name - Hip Hotels. Greet the caller.  
Offer to help them.

Tom: Say you'd like to speak to Samantha Trevor.

Receptionist: Ask who's calling.

Tom: Give your name.

Receptionist: Tell him you're putting him through. You find that Samantha is on another line. Explain this and offer to take a message.

Tom: Explain that you should be meeting Samantha Trevor at 3 p.m. tomorrow but something has come up. (Find a reason.) Give your telephone number and ask if Samantha can call you back to arrange another time.

Receptionist: Ask for Trevor's number.

Tom: Say it's 0121 922 3933. Say you'll be leaving your office soon, so if she can't call you back today, you'll call her again later this morning.

Receptionist: Confirm.  
Tom: Thank the receptionist for their help and say goodbye.  
Receptionist: Say goodbye.



## LANGUAGE PRACTICE

### Modals of possibility and deduction

TYPE	USE	MODAL VERBS	EXAMPLE
1	to express possibilities for the future	MAY, MIGHT, COULD	It may rain tomorrow.
2	to express certainty	CAN'T, COULDN'T, MUST	She can't be Irish.
3	for possible explanations	MAY, MIGHT, COULD	She could be Scottish.

#### 5.4. Underline the correct words.

1. Look at those clouds. I think it can/might/must rain.
2. That's impossible. It can't be/mustn't be/may not be true.
3. Well done! You may be/must be/might be very pleased.
4. Next Thursday is a possibility. I might be/can't be/must be free in the afternoon.
5. I'm not sure. I must not be/may not be/won't be able to get there in time.
6. That can't be/mustn't be/may not be David. He's away at a conference.
7. Lisa isn't at her office. She can be/must be/mustn't be on her way here.
8. Lisa hasn't arrived yet. She should be/can be/can't be here soon.
9. There's someone in reception. It can be/could be/mustn't be the engineer.
10. Sorry, I can't/may not/might come to your presentation. I'm busy that afternoon.
11. I'm not sure where Sue is. She could be/must be/can be at lunch.
12. I've looked everywhere for Sue. She could be/must be/can be at lunch.

#### 5.5. Choose the correct option.

1. They (can't/may) \_\_\_\_\_ still be out!
2. With luck, tomorrow (can't/could) \_\_\_\_\_ be a sunny day.

3. You (can/might)\_\_\_\_\_ be right but I'm going to check anyway.
4. The exam (can't/might)\_\_\_\_\_ be easy. You never know.
5. It (may/can't)\_\_\_\_\_ be true about a sauropod dinosaur living in Lake Télé in the Congo. It's impossible.
6. Dave reckons she's from The States but I think she (can't/might)\_\_\_\_\_ be from Scandinavia.
7. I (can't/might)\_\_\_\_\_ go to the party but I'm not sure yet.
8. This (must/could)\_\_\_\_\_ be the right answer but we'll have to check with your teacher to make sure.
9. She (can't/could)\_\_\_\_\_ steal things from shops. She's rich and famous.
10. She's been revising 10 hours a day for 3 weeks. She (could/must)\_\_\_\_\_ be exhausted.
11. I really think Real Madrid (can't/could)\_\_\_\_\_ lose the final of the King's Cup.
12. Nobody's answering. They (can't/must)\_\_\_\_\_ be out.
13. He (can't/may)\_\_\_\_\_ be from the USA. He doesn't speak English.
14. He (can/could)\_\_\_\_\_ be French, judging by his accent.
15. He (can/could)\_\_\_\_\_ be French, judging by his accent.

### **Possibility, probability, logical assumptions**

**When you make predictions there are different ways of showing how sure you are.**

**a) adverbs with *will / won't***

*Our team **will probably** lose on Saturday.*

*I think he'll **almost certainly** pass the exam.*

*Computers **definitely won't** be as intelligent as human beings.*

**Note:** these adverbs come after *will* but before *won't* .

**b) modals (must – 95% certainty,  
should – 75%,  
could – 50%,  
may – 40%,  
might – 30%)**

*The economic situation in our country **may** deteriorate.*

*It **could well** snow tomorrow. (well = I'm more sure)*

*I'd better take a map in case I **might** get lost.*

**c) phrases 'is likely, is not likely, is unlikely, is sure, is certain:**

*Life in future is **likely to be** very comfortable.*

*Computers **are not likely to replace** teachers.*

*The weather is **certain to be** warmer in the next century.*

## Speculating about the present

<b>must/might/could/may / can't + infinitive</b>	
- <i>Where is Martha?</i>	
- <i>She must be on the bus.</i> (I'm fairly sure this is a good guess)	
- <i>She could come soon.</i> (50% possible)	
- <i>She may be lost.</i> (quite likely)	
- <i>She might be in the wrong room.</i> (possible but unlikely)	
- <i>She can't be at home.</i> (I'm fairly sure this isn't true or highly unlikely)	

## Speculating about the Past

<b>may/might/could + Perfect Infinitive</b> (perhaps smth happened in the past)	<i>John wasn't at the meeting – he <b>may have been delayed</b> at the airport. She looks miserable – she <b>might have lost</b> her job.</i>
<b>could + Perfect Infinitive</b> (smth was possible but didn't actually happen)	<i>Don't drive so fast! You <b>could have killed</b> that boy. (Luckily, you didn't)</i>
<b>can't/couldn't + Perfect Infinitive</b> (it's impossible that smth happened in the past)	<i>She's on holiday in Turkey – you <b>can't have seen</b> her this morning.</i>
<b>must + Perfect/Perfect Continuous Infinitive</b> (it's very probable that smth happened in the past)	<i>She <b>couldn't have lost</b> her way; she <b>must have missed</b> the train. The alarm went off, so someone <b>must have been trying</b> to break in.</i>

### 5.6. Write sentences using the words in brackets.

- 1 You receive a memo saying that a company's phone number has changed. (They/must/move/new premises)
- 2 You have come for a 10 o'clock seminar. It is now 10.15 and no-one else is there. (The seminar/must/be cancelled)

- 3 It is 13.00. You ring a colleague but there is no reply. (She/might/go to lunch)
- 4 She was engaged when I rang her but I didn't know who she was talking to. (She/might/be phoning/lawyer)
- 5 The printer was repaired last week, but it has gone wrong again. (It/can't repair/properly)
- 6 It was a very bad deal. I am sure they went bankrupt. (They/must/lose/a lot of money)
- 7 He went home at 4.30, so I am sure he hasn't heard the announcement. (He/can't/hear/ the announcement)

**5.7. Fill in: can't, might, must or could.**

*I wonder where Bruce is. He (1)\_\_\_\_\_ be at work because he never works on a Sunday. He (2)\_\_\_\_\_ be at Susan's, but I doubt it because they haven't been speaking lately. I wonder if he (3)\_\_\_\_\_ be at his cottage in the country. No, he (4)\_\_\_\_\_ be because he told me they've rented it to someone else for the summer. He (5)\_\_\_\_\_ have gone bowling, but I'm almost sure he told me he'd got tired of it. I know! He (6)\_\_\_\_\_ have gone swimming, because I remember him asking me if I wanted to go with him.*

**5.8. Open the brackets using the appropriate form of Infinitive:**

1. He knows English much better than he did last year. He must \_\_\_\_\_(practise) a lot in summer.
2. Your pronunciation is very poor. You must \_\_\_\_\_ (work) at it in summer.
3. -Where is Max? -Oh, he must \_\_\_\_\_ (read) in the library. He is getting ready for a very difficult exam.
4. You must \_\_\_\_\_ (study) English for several years already. Your language is very good.
5. Oh, look how white and clean everything is! It must \_\_\_\_\_ (snow) at night.
6. Oh, you are all in snow, you look like a snowman. It must \_\_\_\_\_ (snow).

7. Look, what huge snowdrifts there are everywhere, and the path is covered with knee-deep snow. It must \_\_\_\_\_ (snow) for several hours already.
8. You must \_\_\_\_\_ (ignore) the instructions of your coach. That's why you lost the game.
9. I should \_\_\_\_\_ (tell) her frankly what we all thought about her idea. Unfortunately it's too late.
10. We might \_\_\_\_\_ (meet) before, though I don't remember.

## 6. Describing food and cooking. Cooking action verbs. Describing a typical dish.

### Key vocabulary

FOOD - їжа, харч; провіант; корм; харчування; провізія

food value — поживність, енергетична цінність

food for thought / reflection \ mental food — пожива для розуму, міркувань

appetizing / delicious / tasty food — смачна їжа

nourishing / wholesome / health food — здорова їжа

scraps of food — рештки їжі, недоїдки

to cook / prepare food — готувати їжу

to heat / reheat food — розігрівати їжу

to bolt / gulp (down) / swallow food — ковтати їжу

canned food / preserved food / tinned food — консерви

food crop — продовольча культура

finger food / junk food / kosher food / ready-to-cook food

**tart** – 1) пиріг (з фруктами, ягодами) ; домашній торт

jam tart — пиріг з варенням 2) фруктове тістечко

**meat:** pork, veal, beef, chicken, duck, goose, turkey, mutton, goat, game

**spaghetti** – pasta, macaroni

tasty † tasteless

bland (without a strong taste; neutral in flavour, e.g. boiled rice)

sweet † bitter

salty

hot =spicy

fresh

tender (easy to cut) † tough

fatty † lean

fattening (makes you put on weight)

### Word combinations: food

Food, food value, mental food, appetizing / delicious / tasty / coarse /

exotic food, fine food, heavy food, light food, nourishing / wholesome / health food, plain / simple food, rich food, spicy food, frozen food, gourmet food, scraps of food, food value, to cook / prepare food, to heat / reheat food, to bolt / gulp (down) / swallow food, finger food - junk food - kosher food - ready-to-cook food canned food, food card, food crop, food rationing, preserved food, tinned food, food for thought / reflection

**6.1. Mark the adjectives positive (+) or negative (-). Which take absolutely and which take very?**

delicious	tasteless	tasty	disgusting	mouth-watering	horrible
-----------	-----------	-------	------------	----------------	----------

**6.2 Discuss using the key vocabulary from the box above:**

- What are your favourite and least favourite foods?
- What do you think of the food your partner likes?
- Is the place you eat food important for you?
- Where do you eat your meals at home?

**Cooking Verbs**

bake	fry	simmer
beat	grate	slice
boil	grill	steam
chop	heat	stir
cover	mash	turn
crush	mix	whisk
cut	pour	

**6.3. Match the following English and Ukrainian lists of adjectives that go with 'food':**

груба	rich
хороша	exotic
важка	gourmet
легка	fine
чужоземна	plain
проста	spicy
жирна	heavy
гостра	coarse



заморожена	frozen
вишукана	light

**6.4. Match the words in the box to the correct food categories below:**

Beef, broccoli, cabbage, chicken, crab, cucumber, duck, lamb, lobster, mushroom, onion, pork, prawns/shrimp, salmon, spinach, tuna, turkey, veal, venison

1. meat
2. poultry
3. fish/seafood
4. vegetables/salad

**6.5. Combine the words in the box with the headings below to create word partnerships related to drinks.**

alcohol-free, bottled, draught, dry, house, medium, mineral, red, rose, sparkling, still, sweet, tap, vintage, white

1. wine:
2. beer:
3. water:

**6.6. Underline the correct words to complete the sentences.**

- 1 This coffee is too sour/bitter/sweet. You know I don't take sugar!
- 2 To make a Spanish omelette add the creamy/heavy/cooked onions and potatoes to the eggs and then fry the mixture for about five minutes.
- 3 When you make a salad, it's better to use cooked/raw/sour carrots so they don't lose their vitamins.
- 4 Sorry, I can't eat these cornflakes quietly. They're really crunchy/sour/raw.
- 5 It's the butter and the milk in this sauce that makes it taste so crunchy/creamy/sour.
- 6 This cream's horrible. It tastes really dried/heavy/sour. When did you buy it?

- 7 It's always better to use fresh/sweet/heavy herbs when you're cooking.  
They taste much nicer.
- 8 I had a really light/raw/heavy dinner last night so I didn't sleep very well.

**6.7. Complete the sentences with the words in the box.**

*add stir mix mash chop fry squeeze serve heat up*

- 1 You need to \_\_\_\_ the juice from four large oranges to make a glass of orange juice.
- 2 When the potatoes are cooked, take them out of the water and then \_\_\_\_\_ them with a little butter and milk until they are smooth and creamy.
- 3 Using a sharp knife, \_\_ the onions and peppers finely and then \_\_\_\_\_ them in a little olive oil for about five minutes.
- 4 \_\_\_\_\_ a little salt and pepper to the tomato sauce and cook it slowly for about twenty minutes.
- 5 To make the salad, \_\_\_the lettuce, tomatoes, onions and cucumber together, put a little olive oil and balsamic vinegar on top and \_\_\_\_\_ with some fresh bread and butter.
- 6 \_\_\_\_\_ the mixture of milk, butter and flour in a saucepan and \_\_\_\_ continuously with a wooden spoon to ensure a smooth, creamy sauce.

***Cooking Verbs***

**Grate** – to cut (food) into very small pieces by rubbing it against a special tool (called a grater).

**Grill** – to cook (food) on a metal frame over fire.

**Layer** – to form or arrange parts or pieces of something on top of each other : to form or arrange (something) in layers.

**Level** – to make (something) flat or level.

**Melt** – to change or to cause (something) to change from a solid to a liquid usually because of heat. Like cheese.

**Pinch** – the amount of something that can be held between your finger and thumb.

**Pour** – to cause (something) to flow in a steady stream from or into a container or place.

**Scramble** – to prepare (eggs) by mixing the white and yellow parts together and then stirring the mixture in a hot pan.

**Serve** – to give food or drink to (someone).

**Simmer** – to cook (something) so that it is almost boiling for a certain period of time.

**Slice** – a thin piece of food that is cut from something larger.

**Spread** – to put a layer of (something) on top of something else.

**Stir** – to mix (something) by making circular movements in it with a spoon or similar object.

**Taste** – to sense the flavor of (something that you are eating or drinking).

**Add** – to put (something) with another thing or group of things.

**Bake** – to make (food, such as bread and cake) by preparing a dough, batter, etc., and cooking it in an oven using dry heat.

**Blend** – to mix (things) thoroughly and usually with good results.

**Boil** – to cook (something) in water that is boiling.

**Bread** – to cover (food) with bread crumbs before cooking it.

**Broil** – to cook (food) directly over or under extremely high heat.

**Chop** – to cut (something) into pieces by hitting it with the sharp edge of an ax, knife, etc.

**Cut** – to use a sharp tool (such as a knife) to open or divide (something, such as paper or wood).

**Dip** – to put (something) into a liquid and pull it out again quickly.

**Fry** – to cook (food) in fat or oil.

### 6.8. Cooking action verbs

Now you have learnt all these new words, why not prepare something yourself? You can practice using the verbs by writing down each step you take.

### 6.9. Circle the odd ones out:

- |           |         |          |
|-----------|---------|----------|
| 1 thirsty | hungry  | starving |
| 2 dessert | starter | tip      |
| 3 cut     | chop    | peel     |
| 4 fry     | boil    | stir     |
| 5 bite    | grill   | chew     |

6	tasty	delicious	savoury
7	cutlery	jug	bowl
8	vitamin	protein	cereal

**6.10. Complete the sentences with some of the words from the exercise above:**

- 1 Don't \_\_\_\_\_ the egg in this oil. It's for chips.
- 2 Have we got a \_\_\_\_\_ for the water?
- 3 It was great service and I left the waiter a good \_\_\_\_\_ .
- 4 This \_\_\_\_\_ is too sweet for me.
- 5 Please \_\_\_\_\_ the apple for the baby – he can't eat the skin.
- 6 I'll need a sharp knife to \_\_\_\_\_ the carrots.
- 7 You have to \_\_\_\_\_ the sauce constantly, so it doesn't stick.
- 8 \_\_\_\_\_ food has a salty or spicy flavour rather than a sweet one.
- 9 If the tea is not sweet, try to \_\_\_\_\_ sugar with a tea spoon.

**6.11. Describe a typical dish from your country to a foreign visitor. Use these phrases to help you.**

- it's a meat/fish/rice/vegetarian dish.
- It's a kind of seafood/vegetable/dessert, etc.
- It's quite spicy/rich/hot/sweet/salty/bitter/sour.
- It's called ..... and tastes a bit like chicken/cabbage, etc.
- It comes with / We usually eat it with ....
- People often have a glass of ..... with it.
- it's got an unusual taste.
- It's served with rice / pasta / a salad / a side dish, etc.
- It's quite healthy / fattening / unusual, etc.

**6.12. Read the text and say what the results of the research were.**

Don't spend lots of money on top quality cooking; just make sure you like the place where you have it. A new report says that the enjoyment of a meal doesn't depend on what you eat, but where you eat it.

Researchers prepared the same meal in ten different<sup>2</sup>locations and asked the people eating it to give it marks out of ten for the taste,<sup>3</sup>texture and <sup>4</sup>appearance of the food. When they served 'chicken à la king' in a residential home for the elderly, it got <sup>5</sup>low marks. However, when they served it to customers in a four-star restaurant, the reaction was very different. The customers said it tasted delicious.

'The results show that in many cases the location is actually much more important than the food,' said Professor John Edwards of Bournemouth University. Edwards and his team took great care to make sure that all the meals would be as similar as possible. They used exactly the same kind of chicken, they stored the dishes in the same kind of plastic bags and served them all with the same type of rice. The meal got the highest marks in every category - taste, texture, appearance - at the restaurant. Interestingly, bottom marks went to the <sup>6</sup>dish when they served it in an army training camp. As one of the soldiers said, 'It tastes awful and smells disgusting!'

**Mark these sentences true (T) or false (F).**

- 1 Researchers asked the people to give the place marks out often.
- 2 People in the residential home for the elderly liked the food.
- 3 Customers in the restaurant liked the food.
- 4 The place is always more important than the food.
- 5 The food was exactly the same in all the different places.
- 6 The food got the highest marks in the army training camp.

**Decide on the correct meaning of the underlined words or phrases in the text.**

- |                     |                         |
|---------------------|-------------------------|
| 7 a) extremely good | b) extremely bad        |
| 8 a) times          | b) places               |
| 9 how something     | a) tastes      b) feels |
| 10 how something    | a) looks      b) sounds |
| 11 a) a bad score   | b) a good score         |
| 12 a) a meal        | b) a waiter             |

## LANGUAGE PRACTICE

### Should, ought to

**Should, ought to** – express advice (=it is a good idea):

*You ought to be more careful.*

*You shouldn't leave your mobile on.*

We use '**should(n't)**' to make an assumption about what is probably true, if everything is as we expect:

*They should be there by now.*

*It shouldn't take long to drive here.*

**6.12. A businessperson is describing his trip to Lagos. Complete the text with *had to, didn't have to, couldn't, should have or shouldn't have*. Each phrase is used twice.**

'I (1) should have travelled on the 10 am flight, but when I got to the airport they told me that the flight was overbooked and I (2) \_\_\_\_\_ catch a later flight. Then at the check-in desk they told me that I (3) \_\_\_\_\_ take both my bags as hand luggage, so I (4) \_\_\_\_\_ let one of them go in the hold, which was very annoying as I had my diary in it, and it delayed me by nearly an hour at baggage reclaim at the other end. When I got on the plane I wanted to use my laptop, but of course I (5) \_\_\_\_\_ until after take off. The flight attendant told me to turn it off and said that I (6) \_\_\_\_\_ known not to use it. To be honest I'd just forgotten, and he (7) \_\_\_\_\_ been so rude. Er, it was quite late when I finally left Lagos airport, so it was lucky I (8) \_\_\_\_\_ go to any meeting that afternoon. And, looking back at what happened, I (9) \_\_\_\_\_ travelled with that airline – they have a lot of problems with overbooking. And my company was paying for the flight so I (10) \_\_\_\_\_ choose the cheapest option.'

## 7. Reviews.

**A positive review. It's definitely worth a visit.**

**Order of adjectives.**

**7.1. Read the review and complete it with the adjectives in brackets in the correct order.**

### **Gino's: a wise choice for hungry shoppers**

Are you always starving after a day's shopping in? Are you bored with the tasteless processed foods in the market's (1) \_\_\_\_ (old / traditional) takeaway restaurants? Then try the (2) \_\_\_\_ (italian / new) restaurant, gino's. I was shopping in the market last week when I noticed the (3) (colourful/modern) restaurant at the entrance. Shopping had given me an appetite, so I decided to try it. I ordered a (4) \_\_\_\_\_ (green / healthy) salad as a starter, and chicken lasagne for my main meal. The (5) \_\_\_\_and \_\_\_\_ (tasty / fresh) salad was great and the lasagne was the best I've ever eaten. It was absolutely delicious. Gino's is a (6) \_\_\_\_ (fantastic / small) restaurant. It's decorated with (7) \_\_\_\_\_ (red / lovely / cotton) tablecloths and trendy paintings. The (8) \_\_\_\_\_ (young / friendly) waiters were really helpful and the service was very quick. The menu had a good variety of meals and the prices were reasonable.

The prices, variety and quality of dishes make Gino's one of the best places to eat in town. I highly recommend it to hungry shoppers.

**7.2. Answer these questions.**

- 1 Is the title a good one for this review? Why?/Why not?
- 2 How does the writer attract the reader's attention?
- 3 What adjectives does the writer use to describe the food?
- 4 What other information does the writer provide?
- 5 Where does the writer say whether he or she recommends the restaurant or not?
- 6 Who does the writer recommend the restaurant to?

### 7.3. Writing a positive review

You recently had a great meal in a new café in the city centre and you were extremely satisfied. Write a review of the restaurant for a magazine giving your opinion of it and saying why you would recommend it to others.

Use a paragraph plan below for your review:

1. introduce the cafe
2. describe the location
3. describe the type and quality of the meal you ate
4. general atmosphere
5. service
6. give other details about the café
7. end the review and make a recommendation

Remember to use adjectives and some of the phrases you have learnt in this unit to express your ideas more clearly. When you have finished your review, check your work carefully.

### 7.4. Writing a negative review

You recently ate out at a new restaurant, but you were very *UNHAPPY WITH YOUR* meal. Write a review of the restaurant for a magazine giving your opinion about it and saying why you wouldn't recommend it to others. (120-180 WORDS)

#### Negative review

name: location: type of food: quality of food: atmosphere: music: type of customer: service attitude of waiters:	
------------------------------------------------------------------------------------------------------------------------------------------	--



price: value for money when busy:	
-----------------------------------------	--

**Adjectives for food:** *bitter, bland, burnt, delicious, tender, disgusting, overdone, processed, tasty, tasteless, tough, rich*

**Adjectives for restaurants and service:** *colourful, dirty, horrible, modern, old-fashioned, poor, slow, terrible, rude, cozy*

**Recommending**

- I highly recommend it to ....
- I don't/wouldn't recommend ....
- If you like/are a fan of..., you'll love ...
- ... isn't appropriate for...
- .... isn't the kind of place for...
- .... won't be popular with ...
- .... is worth a try ...

## LANGUAGE PRACTICE

Active	Passive
<p>The Black Sea <b>washes</b> the southern part of Ukraine.</p> <p>People of different nationalities <b>inhabit</b> our country.</p> <p>They <b>built</b> a church here.</p> <p>They <b>will open</b> a new sports centre soon.</p>	<p>The southern part of Ukraine <b>is washed</b> by the Black Sea.</p> <p>Our country <b>is inhabited</b> with people of different nationalities.</p> <p>A church was <b>built</b> here.</p> <p>A new sports centre <b>will be opened</b> soon.</p>

### Present Simple and Continuous

*A new house is built in our street.* (The house is finished.)

*A new house is being built in our street.* (They are building it these days, it is not finished.)

### Past Simple and Continuous

*I was being introduced to Mrs. Jones when her husband arrived.* (He arrived in the middle of the introduction)

*When her husband arrived I was introduced to Mrs. Jones.* (He arrived first and then she introduced me.)

### Compare:

<ol style="list-style-type: none"> <li>1. He teaches English.</li> <li>2. The child is eating bananas.</li> <li>3. She is writing a letter.</li> <li>4. The master punished the servant.</li> <li>5. He was planting a tree.</li> <li>6. Who wrote this letter?</li> </ol>	<ol style="list-style-type: none"> <li>1. English <b>is taught</b> by him.</li> <li>2. Bananas <b>are being eaten</b> by the child.</li> <li>3. A letter <b>is being written</b> by her.</li> <li>4. The servant <b>was punished</b> by the master.</li> <li>5. A tree <b>was being planted</b> by him.</li> <li>6. By whom <b>was this letter written?</b></li> </ol>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

7. Somebody cooks meal every day.	7. Meal <b>is cooked</b> by someone every day.
8. He wore a blue shirt.	8. A blue shirt <b>was worn</b> by him.
9. May God bless you with happiness!	9. <b>May you be blessed</b> with happiness!
10. They are building a house.	10. A house <b>is being built</b> by them.
11. I have finished the job.	11. The job <b>has been finished</b> by me.
12. I sent the report yesterday.	12. The report <b>was sent</b> yesterday.
13. She bought a diamond necklace.	13. A diamond necklace <b>was bought</b> by her.
14. Somebody had stolen my purse.	14. My purse <b>had been stolen</b> by somebody.

**We can make two different passive sentences with verbs which take two objects such as:**

*bring, tell, send, show, teach, promise, but, throw, write, award, hand, sell, owe, grant, allow, feed, pass, post, read, take, offer, give, pay, lend, ...*

It is more usual for passive to begin with the person.

active: Lily showed *Richard* some photos.

passive:

- a) Richard was shown some photos by Lily. (more usual)
- b) Some photos were shown to Richard by Lily.

**7.5. Change these sentences starting with the words in bold:**

Active:	Passive:
<i>My friend sent <b>me</b> a letter.</i>	1. <i><b>I</b> was sent a letter by my friend.</i>
Her friend gave <b>her</b> a photo. They will offer <b>him</b> a job. The man is showing <b>us</b> the	

campus. My colleagues give <b>me</b> a hand.	
-------------------------------------------------	--

**7.6. Change the sentences into passive. Mention the doer if it is important.**

- 1) Somebody found the key.
- 2) Somebody made mistakes.
- 3) Somebody admires this actress.
- 4) Somebody cleaned the rooms.
- 5) Somebody fixed the computer.
- 6) Somebody built that house.
- 7) Somebody wrote War and Peace.
- 8) Somebody painted The Mona Lisa.
- 9) Somebody stole my wallet.
- 10) Somebody prepared lunch.
- 11) Somebody drank a lot of coffee.
- 12) Somebody forgot the papers.
- 13) Somebody closed the windows.
- 14) Somebody invited us to a party.
- 15) Somebody built a website.
- 16) Somebody ate all the cakes.
- 17) Somebody told me to wait.
- 18) Somebody employed a lot of new people.
- 19) Somebody opened a shop.
- 20) Somebody lost the umbrella.

**Passive is used:**

If the action is more important than the agent.

*This theatre was built in 1868.* (The important thing is what happened, not who did it)

If the agent is not known.

*He was offered a job.* (Someone offered him the job.)

*They are supposed to be good students.* (Some teachers suppose that.)

If the agent is evident.

The man was arrested and taken into custody. (by the police)

In impersonal and formal style: public notices, announcements, instructions or scientific articles

Visitors are not allowed to smoke. It is thought that the crises will end soon.

To emphasize the agent:

Penicillin was discovered by A. Fleming in 1928.

**7.7. Complete each sentence with a passive verb. You may need a negative form.**

1. Somebody damaged the goods in transit.

The goods were damaged in transit.

2. Thousands of people see this advert every day.

This advert \_\_\_\_\_ by thousands of people every day.

3. They will not finish the project by the end of the month.

The project \_\_\_\_\_ by the end of the month.

4. They have closed fifty retail outlets over the last year.

Fifty retail outlets \_\_\_\_\_ over the last year.

5. We are reviewing all of our IT systems.

All of our IT systems \_\_\_\_\_.

6. We cannot ship your order until we receive payment.

Your order \_\_\_\_\_ until we receive payment.

**7.8. Rewrite these sentences using the passive if it is possible. You may need a negative form. If it is not possible (because the verb is intransitive) put a cross 'x'.**

1. Our R &D department have discovered a promising new drug.

*A promising new drug has been discovered by our R&D department.*

2. The inflation rate went down by 0.5% last month.

3. One of our best designers created this website.

4. I'm sorry, we can't do that.

5. Something very interesting happened to me last week.

6. We're spending more than a million dollars on advertising this year.

7. The Accounts Department may not authorize this payment.

8. I worked as a consultant for four years after my MBA.

---

### **7.9. Change active into passive:**

- 1 They are televising a football match right now.
- 2 Someone is going to serve dinner at six.
- 3 Someone has told you to be here at ten.
- 4 They made that hat in India.
- 5 They will send you a bill at the end of the week.
- 6 Someone has given Tess a promotion at her job.
- 7 The phone rang when someone was handing me a menu at the restaurant.
- 8 Someone made this antique violin in the 17<sup>th</sup> century.
- 9 They will judge the applicants on the basis of their experience.
- 10 The mail carrier had already delivered the mail by the time I left for work.
- 11 They do dozens of quality checks every day.
- 12 The secretary's just found that file you were looking for.
- 13 Last week the bank gave us more credit.
- 14 We will pay all senior managers a bonus at the end of the year.
- 15 We are never going to do that.
- 16 They are dealing with this issue.
- 17 I'll correct the mistake and send out a new invoice to you immediately

### **7.10. Rewrite the sentences in the passive and provide their appropriate translation.**

1. Everybody asks me about my project.
2. We will have chosen the president by the end of autumn.
3. Do people expect him to run the country during the next five years.
4. Nobody likes when people laugh at them.
5. Who will open the meeting tomorrow?
6. I want someone to repair my computer.
7. What did you dust the furniture with?
8. Everyone considers her to be a first-rate specialist.
9. I hate people asking me silly questions.
10. What frightened her?
11. I'm not using my office at the moment, because they're redecorating it.
12. The boss is going to give us a pay rise.
13. The Constitution guarantees the independence and immunity of judges.

14. You must not reveal this secret to anyone.
15. They've offered this job to Sandra.
16. They expect that the Ukrainian team will break the world record.
17. People believe that the leaders have reached an agreement.
18. They have made some changes in this office recently.
19. Mr. Brown has employed me for five years now.
20. They are giving me a promotion next month.

**7.11. Underline the correct variant.**

1. I had my car *be repaired/**repaired* yesterday.
2. Profits are expected *grow/to grow* by 10% in the next quarter.
3. I *was born/born* in a little town just outside Dijon.
4. We're getting the machines *cleaned/ to be cleaned* tomorrow.
5. We have the components *assembling/assembled* in Taiwan.
6. Where exactly *were you born/did you born?*
7. She is likely *to been looking/to be looking* for a new job.

**7.12. Use the verbs in the box to complete these passive sentences, use any appropriate tense:**

Expect   build   wear   order   surround   confuse   offer   spell
--------------------------------------------------------------------

- 1 An island \_\_\_\_\_ by water.
  - 2 The *-ing* form of 'sit' \_\_\_\_\_ with a double *t*.
  - 3 Even though construction costs are high, a new dormitory \_\_\_\_\_ next year.
  - 4 A bracelet \_\_\_\_\_ around the wrist.
  - 5 He got a ticket for reckless driving. When he went to traffic court, he \_\_\_\_\_ to pay a large fine.
  - 6 Last week I \_\_\_\_\_ a job at a local bank, but I didn't accept it.
  - 7 Could you explain this grammar phenomenon to me? Yesterday in class I \_\_\_\_\_ by the teacher's explanation.
- Is the plane going to be late?  
-No. It \_\_\_\_\_ to be on time.

## Order of adjective

**Adjectives can make your speech more appealing and clearer. When you have two or more adjectives before a noun, put them in this order:**

---

opinion (*delicious/beautiful/terrible*),  
size (*tiny/small/big/huge*),  
age (*old/ancient/new/modern*),  
shape (*square/round/oval/triangular*),  
colour (*dark purple/ light green*),  
origin (*German/Chinese/Swiss*)  
material (*silk/ woolen/ cotton/metal/plastic*).

*This is a beautiful large old round brown French wooden table.*

opinion / size / age / shape / colour / origin / material
-----------------------------------------------------------

When you have two adjectives of the same kind before a noun, put AND between them and put them in alphabetical order (*black and white*).

### 7.13. Reorder the following adjectives into correct phrases using the pattern above:

A Chinese/little/pretty/girl \_\_\_\_\_

An wedding/expensive/satin/white/dress \_\_\_\_\_

A detective/ brand new/brilliant/French/film \_\_\_\_\_

An Greek/ancient/fascinating/monument \_\_\_\_\_

An pair of/leather/black/walking/old/shoes \_\_\_\_\_

An German/brown/enormous/beef/sausage \_\_\_\_\_

A red and white/lovely/marble/Turkish/chess set \_\_\_\_\_

A round/gold/big/medallion \_\_\_\_\_

An motorcycling/old/black/dirty/jacket \_\_\_\_\_

### 7.14. Tick the correct sentences and correct the order of adjectives in the wrong ones.

- 1 The waiters were wearing blue nice uniforms.
- 2 We sat at a big round table by the window.



- 3 Have you been to the Chinese fantastic new restaurant? \_\_\_\_\_
- 4 Please change this dirty old tablecloth!
- 5 The walls are decorated with modern interesting paintings. \_\_\_\_\_
- 6 There were lovely fresh flowers on the shelf.
- 7 I recommend our tasty little pies.
- 8 It's worth a try if you're thirsty and hungry.
- 9 It's definitely worth a visit (reading reviews)

**7.15. Read the reviews and do the tasks that follow:**

***Review A***

I took my Ukrainian friend here for his birthday and he absolutely loved it. The atmosphere was really relaxing and the waiters were friendly and extremely helpful. All the food was really fresh and the portions were generous. The tiramisu that we had for our dessert was absolutely delicious. Ivan says it's the best he's ever had - apart from his mum's, of course! Although our meal was rather expensive, we didn't mind paying a bit more than usual because the food was so good. I'd definitely recommend this restaurant if you want to eat lovely food in a relaxing atmosphere. (Claire)

***Review B***

A colleague at work recommended this place but we thought it was rather disappointing. First of all, the atmosphere wasn't very relaxing. It was a bit noisy, perhaps because it was a Friday night and the restaurant was rather busy. Also, the music was too loud so it was hard to talk. Secondly, although the waiters were very friendly, there weren't enough of them when we were there and so the service was slow. Unfortunately, when our food eventually arrived it wasn't very good. Our steaks were a bit overcooked and the salad wasn't very fresh. Finally, the portions weren't very big and we thought the meal was rather overpriced. *Not the most relaxing evening.* All in all, I'm afraid I wouldn't recommend it. (Pierre)

**7.16. Tick (✓) the correct column.**

	<b><i>Review A</i></b>	<b><i>Review B</i></b>
<i>1 The reviewer really enjoyed the meal.</i>		

2 <i>The service wasn't very good.</i>		
3 <i>The quality of the food was good.</i>		
4 <i>The review of the restaurant is positive.</i>		

**7.17. Are the sentences true or false?**

- 1 *In Claire 's opinion, the service was good.*
- 2 *Claire didn't enjoy her dessert.*
- 3 *Claire thought the price of her meal was too high.*
- 4 *There weren't many people there when Pierre went to this restaurant.*
- 5 *Pierre had to wait a long time for his food to arrive.*
- 6 *Pierre was rather disappointed by the quality of his food.*

**7.18. Underline the correct words to complete the sentences with a 'strong' or a 'weak' adverb, following the instruction in brackets.**

- 1 The chocolate cake was *fairly/absolutely* delicious. (strong)
- 2 Unfortunately, all the vegetables were *rather/completely* overcooked. (weak)
- 3 The food in that new restaurant was *extremely/a bit* boring., (weak)
- 4 I thought the portions were *absolutely tiny/rather small*. (weak)
- 5 That new cafe is *extremely/fairly* expensive. (strong)
- 6 I thought the tomato soup was *rather/completely* tasteless. (strong)
- 7 The staff in the hotel were *reasonably/really* friendly. (weak)
- 8 When we were there the service was *quite/terribly* slow. (strong)

## **8. Entertaining in a restaurant**

### **Birthday party**

Traditionally, a person who is celebrating a birthday has a party and invites lots of friends. There is often a birthday cake decorated with lit candles; one for each year of a person's life.

### **Useful Phrases**

#### **When you are giving a present to someone you know well**

This is for you.

I thought you might like this for Christmas / your birthday ...

It's only something small, but I hope you like it.

I thought this might go well with your new dress / bag..)

I wasn't sure what to get you but I hope you like it.

(If you don't like it, you can always change it.)

Hold out your hands and close your eyes!

(Then you place the present into the person's hands.)

#### **What to say when you receive a present**

Thank you so much! It's lovely / fantastic / wonderful.

It's something I've always wanted! /It's just what I've always wanted!

Wow! What a thoughtful present! /You shouldn't have!

How did you guess! It's just perfect, thank you so much!

#### **If you don't like something**

Thank you so much! / How kind of you! /It's lovely, thank you!

#### **What to write on present tags**

To ... with love from ...

Wishing you a happy birthday, love (name of person giving)

With our love to you, (names of givers)

On a present to a non-family member

### **8.1. Choose the appropriate word in each sentence.**

1. The meal was so delicious that I paid/got the chef a compliment.

2. You should pay/get a visit to the new Italian restaurant in town.
3. The waiter was so upset when he dropped the cake. He fell/had to pieces.
4. There are some/any good restaurants down by the sea.
5. Put a little/few olive oil on your salad and it will taste delicious.
6. I'd like a sandwich and a can/cup of coffee for breakfast, please.
7. How much/many spaghetti do you want?
8. Men enjoy cooking/to cook – lots of chefs are men.
9. Cooking for lots of people is nothing new for me.

**8.2. Complete the word groups with these words:**

*fry; look like; main course; middle-aged; plate; reliable; savoury; unique*  
 young, elderly \_\_\_\_  
 jug, bowl, \_\_\_\_  
 dessert, starter, \_\_\_\_  
 patient, honest, \_\_\_\_  
 boil, grill, \_\_\_\_  
 resemble, take after, \_\_\_\_  
 tasty, delicious, \_\_\_\_  
 different, normal, \_\_\_\_

**Eating in restaurants: stages**

**8.3. Put the stages in the correct order.**

- Have a dessert.
- Book a table.
- Look at the menu.
- Ask for a bill.
- Order a starter.
- Have the main course.
- Leave a tip.
- Have an aperitif.

#### **8.4. Read the text about eating out in Britain.**

##### **British Traditions**

In Britain you often have three courses: a starter (e.g. soup), a main course (e.g. steak or chicken), and a dessert (e.g. strawberries or ice cream). You may also have an aperitif (= a drink before the meal, e.g. gin and tonic), and coffee after the meal. When you pay the bill (or check = the money for the meal), you sometimes also leave a tip (= money) for the waiter if service is not included in the price., (10% is a normal tip) If it is a popular restaurant, you may also need to book (=reserve) a table in advance (= before you go).

##### **Key vocabulary**

##### **Cooking steak**

*If you have steak you can eat it rare (= cooked very quickly and still red); medium-rare (cooked a bit longer and just red in the middle); medium (cooked a bit more and just pink); or well-done (cooked even longer and not pink at all).*

#### **8.5. Discussion**

##### **Do you often eat the following food in your country?**

*Raw fish; fried eggs; baked potatoes; raw spinach; fried bread; grilled cheese; fried rice; grilled sausage; roast beef; roast peppers; boiled eggs; baked bananas*

#### **8.6. Look at the menu below and answer these questions:**

- 1 Which starter doesn't contain vegetables?
- 2 Which dish contains pasta?
- 3 Which dish may be rare or well-done?
- 4 Which dish is definitely cooked in the oven?
- 5 Which dish will probably be quite spicy?
- 6 Which dish contains alcohol?
- 7 Which meat may be fatty or tough if you are unlucky?
- 8 Which dessert(s) will be quite sweet?
- 9 Which dessert must be very fresh?
- 10 You are on a diet trying to lose weight and you do not want to have a fattening meal. Which would probably be the best dish to choose for each course?

## ***The menu***

### **Starter**

*Broccoli Soup*

*Home-made Chicken Liver Paté*

*Tagliatelle with Courgettes, Cream and Bacon*

### **Main Courses**

*Baked Salmon with Spinach*

*Breast of Chicken in a White Wine Sauce with  
Mushrooms*

*Grilled Fillet Steak in a Pepper Sauce*

*Mushroom Risotto*

### **Desserts**

*Chocolate Mousse*

*Fruit Salad*

*Ice cream*

## LANGUAGE PRACTICE

### Comparing things

#### A Comparative and superlative adjectives

hot – hotter – the hottest    busy – busier – the busiest

crowded – more crowded – the most crowded

good – better – the best    bad – worse – the worst

far – farther/further – the farthest/the furthest

*His house is **further/farther** away from the post office than ours.*

*Don't hesitate to ask me if you need any **further** information.*

#### B Large and small differences

Russia is *far/a lot/much* **bigger** than Belgium.

France is *a little/a little bit/slightly* **bigger** than Spain.

#### C Common phrases with superlatives

Brazil is *by far the* **largest** country in Latin America.

Baghdad is *one of the* **oldest** cities in the world.

The Dnieper is *the* **third longest** river in Europe.

The coach is *the* **least expensive** way to get to the airport.

I've just read **the saddest** book **ever written**.

#### D Other ways of making comparisons

*Silver **isn't as expensive as** gold.*

*Alison **isn't quite as witty as** Cynthia.*

*The sofa is **as comfortable as** the armchair.*

*This film is **less exciting than** the other one we saw.*

*Rome has **more historic buildings than** any city I know.*

*There are **fewer** CDs in that box.*

*There's **less space** in this room than in the other one.*

### 8.7. Choose the correct words.

1. The new line should be so *profitable as/as profitable as* the old one.
2. This handset is *the most profitable/the more profitable* we've ever made.

3. This version of the programme is the most *recent/recenter*.
4. The guarantee is a year longer *than/that* with our older models.
5. Nothing is *worse/worst* than missing a flight because of traffic.
6. This printer is one of the *best/better* on the market.
7. The meeting wasn't long *as/as* long as I thought.
8. Today the share price is *more bad/worse* than it was yesterday.
9. I'm sorry, the journey took *longer than/the longest* we expected.
10. We'll be there soon. It's not much *farer/further*.

**8.8. Complete the sentences with a comparative or superlative form of the adjective in brackets. Include any other necessary words like *the, more, less, as or than*.**

1. Coca-Cola is the biggest (big) soft drinks manufacturer in the world.
2. This is \_\_\_\_\_ (bad) case of corruption we have seen for years.
3. The conference was a little disappointing. It was \_\_\_\_\_ (interesting) I expected.
4. Yesterday was one of \_\_\_\_\_ (hot) days of the year.
5. I think this suggestion is \_\_\_\_\_ (good) the other one.
6. It's impossible to choose between these two products. One is \_\_\_\_\_ (good) the other.
7. The first round of negotiations was easy. The next will be \_\_\_\_\_ (difficult).
8. We're only a small company. We're not \_\_\_\_\_ (large) the market leader in our sector.
9. This year our sales figure are \_\_\_\_\_ (bad) last year.

**8.9. Put one suitable word in each space.**

1. We are bigger than GNC, but Satco are the biggest in the market.
2. I can see you either day. One day is \_\_\_\_\_ good \_\_\_\_\_ the other.
3. Nobody knows more about electronics \_\_\_\_\_ Tina \_\_\_\_\_.
4. Of course I'll speak to him. It's the \_\_\_\_\_ I can do after all your help.
5. Sorry, 5% discount is my best offer. It's the \_\_\_\_\_ I can do.



6. He is one of the \_\_\_\_\_ difficult customers I have ever dealt with.
7. Everyone else had worked a lot longer on the project \_\_\_\_ I \_\_\_\_\_.
8. I don't think that this market is \_\_\_\_\_ risky \_\_\_\_\_ it was.
9. The restaurants are the same. This one is \_\_\_\_as expensive \_\_\_\_that one.
10. This restaurant is better for us. It's \_\_\_\_\_ as expensive \_\_\_\_\_that one.

### 8.10. Underline the correct words.

1. The new design is considerably *more light/lighter* than the old one.
2. There are nearly twice as many people working here *as/than* last year.
3. The sooner they decide, *the better/the better* for us all.
4. There's each *time more/more and more* investment in china every year.
5. We have *the nearly largest/the second largest* market share in Turkey.
6. This model might be better for you. It's *slightly/quite* less expensive.
7. This is our *faster/fastest* selling product.
8. Everything's getting *more and more expensive/expensiver and expensiver*.
9. If needed, could this production line go more *quickly/more quicker*?
10. It's a little more expensive, but the quality is *much better/more better*.
11. Our sales this year are virtually *the same as/the equal of* last year.
12. This is one of *the best/the well* organized conferences I've ever been to.

### 8.11. Complete the sentences.

Use a superlative (-est or most...) + a preposition:

1. It's a very nice room. It *is the nicest room in* the hotel.
2. It's a very cheap restaurant. It's ..... the town.
3. It was a very happy day. It was .....my life.
4. The film was interesting. It was ..... I've ever seen.
5. I met a lot of famous people. One of them was ..... I've ever met.
6. She's a very intelligent student. She ..... the class.
7. It's a very valuable painting. It ..... the gallery.
8. Spring is a very busy time for me. It ..... the year.
9. It's really good coffee. This coffee ..... I've ever tasted.
10. Paris is ..... I've ever seen.

**8.12. In the following sentences use *one of + a superlative + a preposition*.**

1. She is a very good player. She *is one of the best players in* the team.
2. It was a very bad experience. It ..... my life.
3. He's a very dangerous criminal. He ..... the country.
4. The Thames is a very big river. It .....in Great Britain.
5. Khreshchatyk is a very busy street. It .....in Kyiv.
6. It's a very cozy room. It .....in this flat.
7. It's a very old castle. It ..... Scotland.
8. Kyiv is a very important city. It ..... in Ukraine.

## 9. Cocktail party

### 9.1. Work in small groups and discuss the questions.

1. Think about an important celebration in your country (or a country you know about). What different kinds of food do people usually have? How do you cook the food? What else do people do?

2. What kinds of food have you tried from different countries? What did you like? What would you like to try?

### 9.2. Communication

1. Work in small groups and tell your classmates about one of your favourite restaurants. Talk about...
2. The name and location of the restaurant
3. The type of food (e.g. pizza and pasta, modern French, traditional Indian, fast food).
4. The quality of food (e.g. delicious, varied, well-presented, simple).
5. The prices (e.g. good value, expensive, reasonable, affordable).
6. The quality and type of service (e.g. friendly, efficient, show, waiter/self-service).
7. The atmosphere and décor (e.g. modern, traditional, lively, touristy, full of young people).
8. Any special features/how the restaurant attracts customers (e.g. music, discount before 7:00 p.m, menu in different languages).

#### MENU

##### STARTERS

Fresh mussels in garlic sauce

Italian salad

---

##### MAIN COURSES

Cheese and lemon pasta

Grilled fish of the day with green beans.

---

##### DESSERTS

Chocolate mousse

Homemade ice cream

---

## Cocktail party

### 9.3. Choose the most suitable and tactful thing to say at a cocktail party, a) or b), in response to the expressions 1-10.

1 Is this your first visit to this country?	a) Yes. What a great place! b) Yes, and I wonder why I came here.
2 Oh really. What do you do?	a) I work in research. b) I can't say - it's top secret.
3 How long have you been there?	a) Longer than I care to remember. b) About 12 years.
4 Are you here for business or pleasure?	a) Business, actually. b) What do you think?
5 How long have you been here?	a) It's so hot here - it seems like ages! b) I arrived on Monday.
6 How long are you staying?	a) I'm in a bit of a hurry to leave, actually. b) Till Thursday night.
7 Where are you staying?	a) At the Rototel - it's very nice. b) One of those boring chain hotels.
8 Is it comfortable?	a) It's a bit noisy, but the whole city is so lively! b) The traffic noise is unbearable.
9 What's the food like?	a) Don't they serve anything except steak? b) It's ok, but I don't usually eat at the hotel.
10 So, what do you think of what you've seen so far?	a) Fascinating! b) What is there to see?

## LANGUAGE PRACTICE

### Degrees of comparison of adjectives and adverbs

#### 9.4. Complete the second sentence so it has a similar meaning to the first sentence.

1. There was a slight fall in profits in April.  
In April profits fell slightly.
2. There was a dramatic improvement in our share price last month.  
Last month our share price \_\_\_\_\_.
3. There has been a significant drop in demand for oil over the last few months.  
Demand for oil \_\_\_\_\_ over the last few months.
4. Let's have a brief pause for coffee.  
Let's \_\_\_\_\_ for coffee.
5. There has been a steady improvement in the inflation figures.  
The inflation figures \_\_\_\_\_.
6. There was a slow recovery in consumer confidence last year.  
Consumer confidence \_\_\_\_\_ last year.
7. There has been a gradual rise in unemployment.  
Unemployment \_\_\_\_\_.
8. There has been considerable growth in Korean GDP over recent years.  
Over recent years Korean GDP \_\_\_\_\_.

#### 9.5. Underline the correct adjective.

1. I couldn't do any more work last night. I was just so tired/tiring.
2. I don't think the audience liked the talk. They looked bored/boring.
3. I don't think the audience liked the talk. It was a bit bored/boring.
4. Your new multimedia project sounds really excited/exciting.
5. You look worried/worrying. Is anything the matter?
6. Their profits last year were extremely large/enormous.
7. Their profits last year were absolutely large/enormous.
8. The sales figures last month were very bad/terrible.
9. Warsaw is absolutely cold/freezing at this time of year.

**9.6. Complete the sentences with one word from the list A and one word from list B.**

A: badly completely easily extremely heavily quite unexpectedly well

B: delayed designed helpful illegal late made promoted recognizable

1. This suitcase is very well made. It will last for years and years.
2. The new product is being \_\_\_\_\_. You see the adverts everywhere.
3. This website is very \_\_\_\_\_ I can't find the information I need.
4. You've been \_\_\_\_\_ I really appreciate it.
5. Our offices are \_\_\_\_\_ Look out for the large flags at the front.
6. I'm sorry, my flight has been \_\_\_\_\_ I'll call you when I arrive.
7. Taking bribes is \_\_\_\_\_ You'll lose your job if they catch you.
8. I arrived at the presentation \_\_\_\_\_ and missed the first part.

**9.7. Complete the sentences with a word from the list below. At the end of each sentence write *adj.* (adjective) or *adv.* (adverb) to show how the word in the gap is being used.**

good well fast fast hard hard hardly late late monthly

1. We're going to introduce a monthly newsletter for all employees. adj
2. I'm sorry, your goods are going to arrive about a week \_\_\_\_\_. \_\_\_\_\_
3. That flight time is too \_\_\_\_\_. Haven't you got anything earlier? \_\_\_\_\_
4. Everything's fine. The meeting is going very \_\_\_\_\_. \_\_\_\_\_
5. I was so tired that I could \_\_\_\_\_ keep my eyes open. \_\_\_\_\_
6. The hotel was \_\_\_\_\_, but we didn't like the food in the restaurant. \_\_\_\_\_
7. It's a \_\_\_\_\_ choice, but I think Carla is the better candidate. \_\_\_\_\_
8. I had to work very \_\_\_\_\_ to get everything finished on time. \_\_\_\_\_
9. I'm sorry, I don't understand. You're talking too \_\_\_\_\_. \_\_\_\_\_
10. We'll have to make a \_\_\_\_\_ exit if things start going wrong. \_\_\_\_\_

**9.8. Rewrite each sentence using a superlative with a present participle (*doing*) or a past participle (*done*).**

1. Few credit cards are accepted as widely as Visa.  
Visa is probably the most widely accepted credit card.

2. No market is growing as fast as China.

China is \_\_\_\_\_ market.

3. Few watches on the market are designed as cleverly as the new Seiko.

The new Seiko is one of \_\_\_\_\_ watches on the market.

4. Few of our products are selling as well this.

This is one of our \_\_\_\_\_ products.

5. Few facts about Oracle are less known than this.

This is one of \_\_\_\_\_ facts about Oracle.

6. No area of business is changing anything like as rapidly as biotechnology.

By far \_\_\_\_\_ area of business is biotechnology.

## **10. Dining etiquette. Table manners.**

### **10.1. Read the table manners rules and underline the key vocabulary:**

#### **What is it “Table manners”?**

It is the way you eat your food, or the socially acceptable way to eat your food, especially when eating a meal with others:

*e.g. Your table manners are awful - don't you know how to use a knife and a fork?*

*I don't think he has ever learn table manners at home.*

Table manners rules are not complicated, but will help you make a great impression at your next meal.

#### **1. Seating etiquette**

Your host may have seating arrangements in mind, so you should allow him to direct you to your seat. As the host, you should suggest the seating arrangements.

In a restaurant, the guest of honor should sit in the best seat at the table. Usually that is one with the back of the chair to the wall. Once the guest of honor's seat is determined, the host should sit to her left. Other people are then offered seats around the table.

#### **2. Napkin etiquette**

At informal meals, place the napkin in your lap immediately upon seating. During formal occasions, before unfolding the napkin, wait for the hostess to remove her napkin from the table and unfold it in her lap.

#### **3. Food service etiquette**

During service of a formal dinner, the food is brought to each diner at the table; the server presents the platter or bowl on the diner's left. At a more casual meal, either the host dishes the food onto guests' plates for them to pass around the table or the diners help themselves to the food and pass it to others as necessary.

#### **4. The table setting**



Deciding which knife, fork, or spoon to use is made easier by the outside-in table manners rule – using utensils on the outside first and working your way inward.

### **5. When to start eating**

At a small table of only two to four people, wait until everyone else has been served before starting to eat. At a formal or business meal, you should either wait until everyone is served to start or begin when the host asks you to.

### **6. Handling utensils**

The continental table manners style prevails at all meals, formal and informal, because it is a natural, non-disruptive way to eat.

1. Hold your fork in your left hand, tines downward.
2. Hold your knife in your right hand, an inch or two above the plate.
3. Extend your index finger along the top of the blade.
4. Use your fork to spear and lift food to your mouth.
5. If your knife is not needed, it remains on the table.

At informal meals the dinner fork may be held tines upward, American table manners style.

### **7. Passing the food**

Pass to the right. One diner either holds the dish as the next diner takes some food, or he hands it to the person, who then serves herself. Any heavy or awkward dishes are put on the table with each pass. Special rules apply to passing salt, pepper, or bread.

### **8. Resting utensils**

When you pause to take a sip of your beverage or to speak with someone, place your knife and fork on your plate near the center, slightly angled in an inverted V and with the tips of the knife and fork pointing toward each other.

### **9. Meals end**

At a formal affair, plates are removed by a professional staff. But as most informal meals are served without help, the hostess clears the plates, often with the help of a guest or two. At a family meal, members clear their own plates.

**Leaving the dining room.** To signal dinner is concluded, the hostess catches the eye of the host, lays her napkin on the table, and suggests that everyone go into another room for coffee and after-dinner drinks. The hostess rises from her chair.

When it's time to leave, rather than detain one's host with a lengthy good-bye, make the departure brief but cordial.

**10.2. Try to learn as many table manners as possible and retell them to your partner.**

Whether you're eating at a fancy restaurant, in the cafeteria, or at home with friends and families, good table manners make for a more pleasant meal. While you may not need to worry about confusing your salad fork with your desert fork when dining with friends, some basic table manners should never be forgotten.

Here are some easy-to-follow Do's and Don'ts:

<b>Do's</b>	<b>Don'ts</b>
Sit properly (and straight) in your chair Talk about pleasant things Place your napkin on your lap Wait until everyone is seated before starting to eat Watch others, or ask, if you're not sure how to eat something Ask someone to pass the food, rather than reach across the table Chew with your mouth closed Don't talk with your mouth full	Don't talk about gross things Don't ask for seconds before others have had firsts Don't take more than your fair share Don't overload your fork or plate Don't gobble your food Don't chew with your mouth open Don't talk with your mouth full Don't play at the table

<p>Use a knife and fork to cut your meat</p> <p>Say "excuse me" or "I'm sorry" if you burp</p> <p>Say "no thank you" if you don't want a certain dish or are full</p> <p>Say "may I please be excused" before leaving the table</p>	<p>Don't hum or sing at the table</p> <p>Don't tip your chair or lean on the table</p> <p>Don't eat with or lick your fingers</p> <p>Don't push your plate away when you're finished</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## LANGUAGE PRACTICE

### Speculating about the Present

<p><b>must/might/could/may / can't + infinitive</b></p> <p>- <i>Where is Martha?</i></p> <ul style="list-style-type: none"> <li>- <i>She must be on the bus.</i> (I'm fairly sure this is a good guess)</li> <li>- <i>She could come soon.</i> (50% possible)</li> <li>- <i>She may be lost.</i> (quite likely)</li> <li>- <i>She might be in the wrong room.</i> (possible but unlikely)</li> <li>- <i>She can't be at home.</i> (I'm fairly sure this isn't true or highly unlikely)</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

We use '**should(n't)**' to make an assumption about what is probably true, if everything is as we expect:

*They should be there by now.*

*It shouldn't take long to drive here.*

### Speculating about the Past

<p><b>may/might/could + Perfect Infinitive</b> (perhaps smth happened in the past)</p>	<p><i>John wasn't at the meeting – he <b>may have been delayed</b> at the airport.</i></p> <p><i>She looks miserable – she <b>might have lost</b> her job.</i></p>
<p><b>could + Perfect Infinitive</b> (smth was possible but didn't actually happen)</p>	<p><i>Don't drive so fast! You <b>could have killed</b> that boy. (Luckily, you didn't)</i></p>
<p><b>can't/couldn't + Perfect Infinitive</b> (it's impossible that smth happened in the past)</p>	<p><i>She's on holiday in Turkey – you <b>can't have seen</b> her this morning.</i></p>
<p><b>must + Perfect/Perfect Continuous Infinitive</b> (it's very probable that smth happened in the past)</p>	<p><i>She <b>couldn't have lost</b> her way; she <b>must have missed</b> the train. The alarm went off, so someone <b>must have been trying</b> to break in.</i></p>

### 10.3. Write sentences using the words in brackets.

1. You receive a memo saying that a company's phone number has changed. (They/must/move/new premises).
2. You have come for a 10 o'clock seminar. It is now 10.15 and no-one else is there. (The seminar/must/be cancelled)
3. It is 13.00. You ring a colleague but there is no reply. (She/might/go to lunch)
4. She was engaged when I rang her but I didn't know who she was talking to. (She/might/be phoning/lawyer)
5. The printer was repaired last week, but it has gone wrong again. (It/can't repair/properly)
6. It was a very bad deal. I am sure they went bankrupt. (They/must/lose/a lot of money)
7. He went home at 4.30, so I am sure he hasn't heard the announcement. (He/can't/hear/ the announcement)

### 10.4. Open the brackets using the appropriate form of Infinitive:

1. He knows English much better than he did last year. He must \_\_\_\_ (practise) a lot in summer.
2. Your pronunciation is very poor. You must \_\_\_\_ (work) at it in summer.
3. -Where is Max? -Oh, he must \_\_\_\_\_ (read) in the library. He is getting ready for a very difficult exam.
4. You must \_\_\_\_\_ (study) English for several years already. Your language is very good.
5. Oh, look how white and clean everything is! It must \_\_ (snow) at night.
6. Oh, you are all in snow, you look like a snowman. It must \_\_\_\_ (snow).
7. Look, what huge snowdrifts there are everywhere, and the path is covered with knee-deep snow. It must \_\_\_\_\_ (snow) for several hours already.
8. You must \_\_\_\_\_ (ignore) the instructions of your coach. That's why you lost the game.
9. I should \_\_\_\_\_ (tell) her frankly what we all thought about her idea. Unfortunately it's too late.
10. We might \_\_\_\_\_ (meet) before, though I don't remember.

**11. Social skills.**  
**Plan of a celebration.**

**11.1. Read the first paragraph of the text. Who is Jamie Oliver and what has he achieved?**

**Read the rest of the text. In which areas has Jamie Oliver made a difference to people's lives?**

- A. training chefs in restaurants
- B. working with doctors and hospitals
- C. giving food to homeless people
- D. working with unemployed people
- E. teaching children about good food

Kate Ford writes about how Jamie Oliver has made a difference to people's lives, including her own.

When he was fourteen, his ambition was to run a pub, just like his dad. But in the last twenty years, celebrity chef Jamie Oliver has achieved far more. With a chain of restaurants, a number of popular television series and best-selling cookery books, Jamie Oliver is a well-known name in every UK household. I'm a huge Jamie fan. I admire his passion for improving the food we eat and helping people change their lives.

Jamie's first project, Fifteen, in 2002, aimed to help young people. He took fifteen unemployed young people, with no previous experience of cooking, and trained them to be top-class chefs in his restaurant, also called Fifteen. I remember one trainee, Lloyd Hayes. He left school with no qualifications and started getting into crime. But the project worked and Lloyd got a good job as a chef in a top London restaurant. I heard recently that in the future he is going to teach people to cook professionally. I think it's this kind of success story that makes Jamie and his projects so special.

Another special project is Jamie's Ministry of Food which he started in 2008. There are two aims: firstly, to teach people how to cook healthy, affordable food instead of eating fast food; secondly, to set up the Pass It On scheme: encouraging each person to pass on a recipe they learned to four other people. Those four people then teach four more people, and so on. Thousands of people have changed their cooking habits as a result —

and I'm one of them. I've decided I'm not going to eat fast food anymore. I'm going to cook for my friends and take time to eat good food.

It's not only adults, but children, too. Jamie's School Dinners, one of Jamie's best-known projects, tried to improve food in schools and encourage children to eat well. It was difficult to convince some of the children, but in the end, many schools improved their menus. And my children are going to eat their vegetables now! So what's Jamie going to do next? Well, whatever it is, one thing is for sure, I'm not going to miss it!

### 11.2. Complete each sentence with one word.

1. When he was young, Jamie Oliver wanted to manage a \_\_\_\_\_.
2. When the trainees join the Fifteen programme, they are young and \_\_\_\_\_.
3. After Lloyd Hayes left Fifteen, he became a professional \_\_\_\_\_.
4. In the Pass It On scheme, each person teaches a \_\_\_\_\_ to four other people.
5. During the Jamie's School Dinners project, some schools decided to change their \_\_\_\_\_.

### 11.3. Find the phrases in the text. In pairs, look the context around each phrase and try to work out the meaning.

- |                           |                   |
|---------------------------|-------------------|
| 1. his passion for        | 4. success story  |
| 2. no previous experience | 5. afford food    |
| 3. top-class chefs        | 6. cooking habits |

### 11.4. Work in groups and discuss the questions.

1. Which of Jamie's project (Fifteen, Pass In On or Jamie's School Dinners) do you think is the most interesting? Why?
2. Would you like to learn to be a top-class chef? Why/Why not?

### 11.5. Act out these dialogues:

*(The doorbell rings)*

Peter: I'll go.

Ann: OK.

*(Peter opens the door)*

Peter: Hello, hello. Nice to see you.

Sue: Hello, Peter. Are we late?

Peter: No, not at all. You're the first, actually.

John: Oh, good. Who else is coming?

Peter: Come in and have a drink. Well, there's Don and Emma, Jo and Stephen, and my sister Lucy and her new boyfriend. Can't remember his name. Let me take your coat. You know Lucy, don't you?

Sue: I think we've met her once.

Ann: Hello, Sue. Hello, John. Lovely to see you. I'm so glad you could come. Now, what can I get you to drink?

Sue: What have you got?

Ann: Oh, the usual thing. Sherry; gin and tonic – I think; there's some beer; a glass of wine...?

Sue: I'll have a gin and tonic, Ann, please.

John: So will I.

Sue: Doesn't the room look nice, John? You've changed it round since we were here last, haven't you? The piano was, let me see, yes, the piano was over by the window, wasn't it?

Peter: That's right. And we've moved the sofa over there.

*(At the table)*

Don: Have you got the salt down your end, Steve?

Stephen: What are you looking for?

Don: The salt.

Stephen: Salt. Salt. Oh, yes. Here it is. And could you pass me the mustard in exchange? This is delicious beef, Ann. Who's your butcher?

Ann: Not telling you. What are John and Lucy talking about?

John: Work, I'm afraid.

Sue: I thought so. It's all John ever talks about. Work and food.

John: Well, there are worse things in life. Especially if the food's like this.

Ann: Thank you, John. Would you like some more? Have another potato. Some more meat. Some beans. A carrot. A piece of bread.



John: No, thanks. That was lovely, but I've had enough. Really. I'll have another glass of wine, perhaps.

Emma: Here you are, John. (*Crash!*) Oh, damn! I *am* sorry, Ann. How stupid of me.

Ann: That's all right. It doesn't matter at all. Really. They're very cheap glasses.

## MENU

<p><b><i>Appetizers</i></b> shrimp cocktail nachos</p> <p><b><i>Entrees</i></b> steak fish chicken spaghetti pizza hamburger</p> <p><b><i>Side Orders</i></b> corn broccoli french fries salad soup</p>	<p><b><i>Desserts</i></b> cake ice cream pie cheese cake apple pie</p> <p><b><i>Beverages</i></b> tea coffee soda orange juice</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A - May I take your order?

B - Yes. I'd like the chicken and a side order of corn.

A - And what would you like to drink?

B - I'd like a cup of coffee, please.

A - And what would you like to order?

C - I'll take the spaghetti and a salad.

A - What would you like to drink?

C - Just water, please.

***(after the meal)***

A - Would you like something for dessert?

B - Yes, I'll have the cake, please. Would you like something?

C - No thanks. I'm full.

*(after dessert)*

B - Could we have the check, please?

A - Yes, here it is.

B - Hmmm. \$23.55. Here you are.

A - Thank you. Come again.

B - Thank you. Goodbye.

### **Making offers:**

Can I help you? Would you like to have a starter? Would you like anything to drink? Can I bring you anything else?

### **Making requests:**

I'd like to have the set lunch. I'd like to have a bowl of chicken soup, please. I'd like to have a glass of Coke. I'd like to have a grilled cheese sandwich. I'd like to have the bill.

Waiter: Hello. Can I help you?

Kit: Yes. I'd like to have lunch.

Waiter: Would you like to have a starter?

Kit: Yes, I'd like to have a bowl of chicken soup, please.

Waiter: And what would you like to have for the main course?

Kit: I'd like to have cheese burger.

Waiter: Would you like anything to drink?

Kit: Yes, I'd like to have a glass of Coke.

Waiter (After Kit having her lunch): Can I bring you anything else?

Kit: No thank you. But I'd like to have the bill, please.

Waiter: Certainly. (After a moment)

Waiter: That's \$34.

Kit: Here you are. Thank you very much.

Waiter: You're welcome. Have a nice day.

Kit: Thank you, same to you.

## LANGUAGE PRACTICE

### Asking for permission

#### 11.6. Underline the correct words.

1. I'm very busy. Would you mind to give/giving me a hand?
2. Would you/Should you help me carry these boxes, please?
3. Do you like/Would you like some more soup?
4. May I/Would I ask you a personal question?
5. How about we talk/talking to another supplier?
6. Are you having problems? Will I/Shall I help you?
7. Are you having problems? Let me/I shall help you.
8. Would I/Could I borrow your copy of the FT?
9. I think you should/you can spend less time playing golf.
10. Excuse me, could you/may may you tell me which street this is?
11. Do you think could I/I could open the window?
12. Do you mind if I open/opened the window?
13. Would you mind if I open/opened the window?
14. Would you sign/Please to sign your name here?

#### 11.7. Can, Could, May and Might

Use one of the modal verbs in brackets to fill each gap.

They (can/might)\_\_\_\_\_ be away for the weekend but I'm not sure.

You (may/might)\_\_\_\_\_ leave now if you wish.

(Could/May)\_\_\_\_\_ you open the window a bit, please?

(May/Can)\_\_\_\_\_ you swim?

Listen, please. You (may not/might not)\_\_\_\_\_ speak during this exam.

With luck, tomorrow (can/could)\_\_\_\_\_ be a cooler day.

You (can/might)\_\_\_\_\_ be right but I'm going back to check the times.

#### 11.8. Choose the correct word:

- a) You \_\_\_\_\_ (*must/needn't*) save a file before you turn the computer off, or you will lose it.
- b) I'm afraid this is a non-smoking office, so you \_\_\_\_\_ (*haven't got to/can't*) smoke in here.
- c) You \_\_\_\_\_ (*mustn't/don't have to*) come to the meeting if you have more important things to do.
- d) This information is highly confidential, so you \_\_\_\_\_ (*mustn't/needn't*) discuss it with anyone.
- e) As you are from the EU, you \_\_\_\_\_ (*mustn't/don't have to*) have a visa to go to France.
- f) Drivers wishing to hire a car \_\_\_\_\_ (*must/aren't allowed to*) be over 21 and have a full driving license.
- g) I've got a very important meeting this afternoon and I \_\_\_\_\_ (*mustn't/needn't*) be late.
- h) Our health care products are selling really well. But we \_\_\_\_\_ (*must/ mustn't/ needn't*) make sure we keep our market share.
- i) Good, we all seem to agree, and \_\_\_\_\_ (*must/mustn't/needn't*) discuss the matter any further.
- j) An interpreter came with us to a meeting with some Japanese clients, but we \_\_\_\_\_ (*didn't need to hire/needn't have hired*) her because they all spoke excellent English.

## **12. Healthy diets**

### **Healthy eating**

**12. 1. Read the information about healthy eating and do the tasks that follow.**

#### **Why are healthy eating habits vital?**

It is not easy to make healthy food choices when options are limited. But eating a healthy breakfast, snacking on fruits and vegetables, taking time to plan your meals before you shop and cook are small changes which will help you stretch your dollar and serve healthy meals.

There are two different types of food: “anytime” foods and “sometime” foods. An “anytime” food means something we can eat every day, such as fruits and veggies, whole grains, lean meats, low-fat dairy, and water. “Sometime” foods are high in sugar, fat, or salt that we should only eat once in awhile. Building healthy eating habits can help us stay strong and active for life.

#### **Is the meat of wild animals different from that of domestic livestock?**

Wild animals have five times less fat than domestic livestock, which are specially bred to satisfy the modern taste for tender meat. (//tough meat)

#### **What is the difference between vegans and vegetarians?**

**Veganism** is the practice of abstaining from the use of animal products. Vegetarians do not eat meat, fish, or poultry. Vegans, in addition to being vegetarian, do not use other animal products and by-products such as eggs, dairy products, honey, leather, fur, silk, wool, cosmetics, and soaps derived from animal products. People choose to be vegan for health, environmental, and/or ethical reasons. Many vegans choose this lifestyle to promote a more humane and caring world. They know they are not perfect, but believe they have a responsibility to try to do their best, while not being judgmental of others. The key to a nutritionally sound vegan diet is variety. A healthy and varied vegan diet includes fruits, vegetables, plenty of leafy greens, whole grain products, nuts, seeds, and legumes.

Fast food, otherwise known as junk food, is a huge passion for a large number of people across the Western world. Millions of adults and children feel they cannot live without hamburgers and chips. But what would happen if you ate lots of junk food, every day? Would it seriously damage your health? These were the questions which led Morgan Spurlock, an independent film-maker, to do a radical experiment, which he made into a documentary film entitled *Super Size Me*.

The main basis of his experiment was that Spurlock promised to eat three McDonald's meals a day, every day, for a month. He could only eat food from McDonald's and every time an employee asked if he would like to 'super size' the meal, he had to agree. 'Super sizing' refers to the fact that with this type of meal you get a considerably larger portion of everything. Instead of the normal burger, fries and a drink, you get an extra-large burger, extra-large fries and an extra-large drink for only a very small price increase.

Spurlock knew that by eating three McDonald's meals a day, he would consume a lot of fat and a great deal of salt and sugar in each meal - much more than he needed. Before he started, three doctors certified that Spurlock weighed about 84kg and was in good health. Although both Spurlock and his doctors knew he would put on a bit of weight, and that this diet was unhealthy, none of them were quite prepared for just how unhealthy it turned out to be. The changes in his body were horrifying. In the first week, he put on 4.5 kilos and by the end of the thirty days he had gained nearly 14 kilos, bringing his total weight to a massive 98kg.

Weight gain was only one of the negative effects, however. When all three doctors saw the severe damage to his 'liver, they all recommended stopping the experiment after 20 days. Spurlock continued to follow the diet, however because he wanted to show people what this kind of diet **35** can do to you. Watching the film, you begin to realise that it could be a fast-forward picture of your life: in 30 days you get to see what could happen to you over 20 or 30 years of overconsumption. You're on a path to many long-term problems like heart disease, liver failure, high blood pressure, diabetes, depression and more.

In another experiment, some scientists have also started to look at the possible short-term effects of a high-fat diet. Biological experts at Oxford University carried out an experiment on rats, comparing two groups of rats

over ten 45 days; one group was fed a diet containing a little fat (about **7.5%**) and the other a high-fat diet (with about **55%** fat). The experiment produced some shocking results. Firstly, after just a few days, the rats' ability to exercise significantly decreased; they were less able to use oxygen to make the energy needed to run around. Secondly, and perhaps even more appalling, after nine days the rats' short-term memory was damaged and they became less mentally alert; they took longer to complete a maze and made many more mistakes in the process than the rats on the low-fat diet.

Junk food is exactly what it says it is - junk. It will cause more harm to your body and your brain than good, both in the long and short term. That is the message that experiments like Spurlock's and the team at Oxford University are suggesting. Spurlock says that he hopes that the film encourages people to take better care of themselves. He says 'I'd love people to walk out of the movie and say, "Next time I'm not going to 'super size'. Maybe I'm not going to have any junk food at all. I'm going to sit down and eat dinner with my kids, with the TV off, so that we can eat healthy food, talk about what we're eating and have a relationship with each other.'" Food for thought indeed.

Read the information about finger food catering; imagine that you are a professional caterer. Create a detailed plan for the party (at your choice); lay the virtual table;

Finger food catering

When you're organizing an important event to entertain friends or impress potential client, sometimes it's the little things that people remember the most. At the top of the list, it's often the catering that lingers most on people's minds. «Zhyvot Catering», Kyiv based company, offers a mouthwatering selection of gourmet finger-food for any special occasion.

Finger food catering is a fantastic, budget-friendly trend, and makes a practical solution for party catering. More and more party givers are choosing finger foods to serve at their parties.

To arrange party with catering on your own can turn out to be a difficult task. If you really want everything to go smoothly and stay within your budget, it's essential to carry out the best plan for the party. Bringing in a

professional caterer will save you time and effort, and it can also save your money since your caterer can help you create your plan and stick to it.



## PROGRESS TEST

### Task 1

**Underline the correct words.**

1. That looks like Carlos over there, but it can't/mustn't be. He's in Germany.
2. Marie isn't at her office, so she can/must be on her way here.
3. I think you need to/have necessity to get some advice from your colleagues.
4. Is your car door damaged? Someone must tried/have tried to break in.
5. It's getting very late. I think we'd better/we would pay the bill and leave.
6. I might/can be able to help you, but I'm not sure.
7. Yes, it's a good idea, we should/must consult more closely with the unions.
8. It's absolutely necessary, we should/must consult more closely with the unions.
9. Lucy can't have/must have heard the bad news. She looks so happy.
10. Sorry, I must to/have to go now. I don't want to be late.
11. You might to/don't need to come to the meeting if you're busy.
12. This invoice can't/mustn't be right. It says \$550 to repair the photocopier!

### Task 2

***Complete each sentence with a word or phrase from the list below.***

a) have to, b) had to, c) don't have to, d) didn't have to, e) must, f) mustn't, g) must have, h) might have, i) should, j) could
-----------------------------------------------------------------------------------------------------------------------------------

1. We're trying a new dress code. We \_\_\_\_\_ *don't have to* \_\_\_\_\_ wear formal clothes on Fridays.
2. You \_\_\_\_\_ touch that button! The whole production line will stop!
3. I'm not sure, but I think I \_\_\_\_\_ made a mistake.
4. Before we agree, we'll \_\_\_\_\_ study the contract in more detail.
5. Sorry I can't stay any longer. I really \_\_\_\_\_ go now or I'll miss my train.



## Task 4

### Choose the correct word:

1. We've still got plenty of stock. You *must/mustn't/needn't* order any more yet.
2. I've got a very important meeting this afternoon and I *mustn't/needn't* be late.
3. Our health care products are selling really well. But we *must/ mustn't/ needn't* make sure we keep our market share.
4. Good, we all seem to agree, and *must/mustn't/needn't* discuss the matter any further.
5. We were worried we might have to cut the workforce, but we got some large orders, so we *didn't need to make/needn't have made* anyone redundant.
6. An interpreter came with us to a meeting with some Japanese clients, but we *didn't need to hire/needn't have hired* her because they all spoke excellent English.
7. The negotiation in Hamburg went very well, so we *didn't need to spend/needn't have spent* the whole week there and we came back a day early.
8. I work as a lending officer for a London bank, and I *have to/don't have to/must* discuss loans with clients and decide whether or not to authorize them.
9. I *have to/don't have to/must* do the financial analysis of the companies in question because we have a specialized team of analysts for that job.
10. You *mustn't/needn't* get travel insurance, because everyone is covered by the company scheme.

## LANGUAGE PRACTICE

### Adverbs

**Note:**

**In English there is a number of adverbs which have two forms. In some cases the forms have different meanings. e.g. *hard / hardly***

#### 9.1.2. Choose the correct word:

##### 1. *deep/deeply*

(=*a long way down/ greatly*)

He dug \_\_\_\_\_ into the ground.

The scientist was \_\_\_\_\_ respected.

The death of his friend affected him \_\_\_\_\_ .

To find water, they had to dig \_\_\_\_\_ into the ground.

##### 2. *free/freely*

(=*without payment/willingly*)

Children travel \_\_\_\_\_ on buses.

He spoke \_\_\_\_\_ about his past.

He \_\_\_\_\_ admitted to being a liar.

Students can enter the museum \_\_\_\_\_ on Saturdays.

In some countries old people travel \_\_\_\_\_ on the buses.

There's no one listening, so we can talk quite \_\_\_\_\_ .

##### 3. *high/highly*

(=*to a high level/very much*)

The pilot flew \_\_\_\_\_ above the clouds.

She is \_\_\_\_\_ regarded by her employers.

My father is a \_\_\_\_\_ respected surgeon.

The eagle was flying \_\_\_\_\_ above the mountains.

##### 4. *last/lastly*

(=*after all others/finally*)

He got here \_\_\_\_\_ .

\_\_\_\_\_, read the instructions then do the test.

Tommy came \_\_\_\_\_ in the 100m sprint.

\_\_\_\_\_ I'd like to thank caterers for providing such delicious food.

### 5. *late/lately*

(=*after the proper time/recently*)

They arrived \_\_\_\_\_ .

I haven't seen him \_\_\_\_\_ .

She left too \_\_\_\_\_ to catch the train.

Have you seen any good films \_\_\_\_\_ ?

–Where's Gloria? I haven't seen her \_\_\_\_\_ .

–Don't worry, she's coming. She always arrives \_\_\_\_\_ .

### 6. *near/nearly*

(=*close/almost*)

I live \_\_\_\_\_ my work. I have \_\_\_\_\_ finished.

Be careful! You \_\_\_\_\_ crashed into that cyclist.

I like sitting \_\_\_\_\_ the fire.

Be careful not to drive \_\_\_\_\_ the edge of the cliff.

Someone I know \_\_\_\_\_ had a terrible accident last week.

### 7. *pretty/prettily*

(=*fairly/in an attractive way*)

I thought the film was \_\_\_\_\_ awful.

She smiled \_\_\_\_\_ .

I think he is a \_\_\_\_\_ good singer, actually.

The little girl laughed \_\_\_\_\_ at the sight of the puppy.

### 8. *short/shortly*

(=*suddenly/soon, not long*)

The driver stopped \_\_\_\_\_ .

He will be arriving \_\_\_\_\_ .

The policeman stopped \_\_\_\_\_ when he saw the robber had a gun.

The director isn't in at the moment, but he'll be here \_\_\_\_\_ .

### 9. *wide/widely*

(=*far away from the right point/to a large extent*)

He threw the ball \_\_\_\_\_ .  
It's \_\_\_\_\_ believed that the Prime Minister will resign soon.  
The arrow flew \_\_\_\_\_ of the target.  
Computers are \_\_\_\_\_ used in schools nowadays.  
It is \_\_\_\_\_ known that the President is about to resign.  
At the dentist, you have to open your mouth \_\_\_\_\_ .

10. **hard/hardly**

(=with a lot of effort/scarcely)

He tries very \_\_\_\_\_ to make her happy.  
She used to be a great musician, but she \_\_\_\_\_ plays at all now.  
I \_\_\_\_\_ see him.  
Ha works \_\_\_\_\_ .  
Some people work \_\_\_\_\_ and get very little money.  
Other people \_\_\_\_\_ do any work and are paid a fortune.

11. **rough/roughly**

(=in the open air, outside/violently, cruelly)

In the south there are some people who enjoy sleeping \_\_\_\_\_ .  
I can't stand when he treats her so \_\_\_\_\_ .

12. **flat/flatly**

(=lying on your front on the ground/in a direct and definite way)

He \_\_\_\_\_ refused to help his mother with the housework.  
The child tripped and fell \_\_\_\_\_ on his face.

**9.1.3. Cross out the mistake in each line and write the correction at the end.**

1. I'm really interesting in foreign travel. interested
2. They'll have finished the new shopping centre until the end of the year.  
\_\_\_\_\_
3. Peter has been working very hardly recently.  
\_\_\_\_\_

4. I bought a blue lovely silk tie.  
\_\_\_\_\_
5. We had a great time on holiday. The people were too friendly.  
\_\_\_\_\_
6. This magazine article is extremely excellent.  
\_\_\_\_\_
7. I thought the meeting went very good.  
\_\_\_\_\_
8. Using my PC for a long time makes my eyes feel tiring.  
\_\_\_\_\_
9. We give discounts never on these products.  
\_\_\_\_\_
10. Are you interesting in extending the guarantee?  
\_\_\_\_\_
11. There is too much new equipment that we're still learning how to use it.  
\_\_\_\_\_
12. It was so a risky project that we decided to cancel it.  
\_\_\_\_\_
13. In my opinion their management team is not enough experienced.  
\_\_\_\_\_
14. Their company is larger as ours.  
\_\_\_\_\_
15. Their company is just as large than ours.  
\_\_\_\_\_
16. It's the better price I can offer.  
\_\_\_\_\_
17. I've been working in this company since three months.  
\_\_\_\_\_
18. The negotiation was such tense we had to call a short break.  
\_\_\_\_\_
19. When I will get back, I'll give you a ring.  
\_\_\_\_\_
20. I have to pick up my ticket until the travel agency closes.  
\_\_\_\_\_

21. You work much harder as I do.  
\_\_\_\_\_

22. The presentation was enough long, and so the audience got bored.  
\_\_\_\_\_

23. The meeting wasn't very useful. It was much little useful than last week's.  
\_\_\_\_\_

24. Golf isn't as good for your health than swimming.  
\_\_\_\_\_

25. I'll wait here by six, so try and be here by then.  
\_\_\_\_\_

**Task 9.1.4. Complete the second sentence so that it has a similar meaning to the first sentence and contains the word/s in brackets.**

1. Your speech was really excellent. (spoke)

You \_\_\_\_\_ *spoke really well* \_\_\_\_\_

2. We started working on the project in January. (working/since)

We \_\_\_\_\_

3. Retail banking isn't as profitable as investment banking. (more)

Investment banking \_\_\_\_\_

4. She's a very careful worker. (works)

She \_\_\_\_\_

5. I haven't seen worse service than this. (ever)

This is \_\_\_\_\_

6. Monica left Paris in July. (stayed)

Monica \_\_\_\_\_ July.

7. Do you find opera interesting?

Are \_\_\_\_\_

8. The meeting had a positive finish. (finished)

The meeting \_\_\_\_\_

9. This has been hard work for you. (worked)

You \_\_\_\_\_

10. Frank is a good writer. (writes)

Frank \_\_\_\_\_

11. Kate is ill. (well)

Kate \_\_\_\_\_



12. Could you not talk so fast, please? (slowly)  
 Could you \_\_\_\_\_
13. The Chinese market is bigger than the Indian market. (as)  
 The Indian market \_\_\_\_\_
14. Alan sells the same number of products as Richard. (just)  
 Alan sells \_\_\_\_\_
15. The other members of the team are more experienced than Romy.  
 (least)  
 Romy \_\_\_\_\_
16. I'll see you in a few hours. (later)  
 I'll \_\_\_\_\_
17. I started this job in 1998. (doing/since)  
 I \_\_\_\_\_
18. Diane is on holiday. She's back next week. (away on holiday)  
 Diane is \_\_\_\_\_ next week.
19. The train arrived exactly when it was supposed to. (time)  
 The train arrived \_\_\_\_\_
20. His intervention was too late to save the negotiations. (time)  
 He didn't intervene \_\_\_\_\_
21. I won't arrive there later than two. (get/by)  
 I \_\_\_\_\_
22. We tried hard but finally we gave up. (end)  
 We tried hard but \_\_\_\_\_
23. It's twelve and I've been waiting for you since ten. (two)  
 I've been waiting for you \_\_\_\_\_ hours.

**9.1.5. Choose the word that is more usual in the sentence and underline it.**

1. You are *absolutely* / *totally* right.
2. You are *absolutely* / *totally* wrong.
3. There is a *high* / *good* chance that it will snow tomorrow.
4. Thank you. I enjoyed myself *enormously* / *greatly*.
5. He *narrowly* / *thinly* escaped death when the tornado struck his house.
6. He'll make himself ill if he continues to drink so *deeply* / *heavily*.

7. She always *makes / does* the beds before breakfast.
8. There's no need to *raise / heighten* your voice. I can hear what you're saying.
9. They lost their first 4 games *heavily / severely*.
10. My grandmother is *gravely / greatly* ill in hospital.
11. I dislike him *immensely / intensely*.
12. I'm *deeply / widely* impressed with your knowledge of English grammar.
13. I'm *fairly / rather* sure that I won't be able to come.
14. He's on a very *strict / serious* diet. He wants to lose 20kg before the vacation.
15. That was an *incredibly / absolutely* stupid thing to say.
16. I flatly / deeply disagree!
17. She was *dimly / darkly* aware that some of her students didn't like her.
18. Please listen *nearly / closely*.
19. Her progress in English is *painfully / hurtfully* slow.
20. I'm *terribly / utterly* sorry to have kept you waiting.
21. My brother is *desperately / seriously* shy.
22. The rumour that she has lost her job is fully / entirely false.
23. I'm saving *fast / hard* for a new mountain bike.
24. She had a *fatal / deadly* accident on her way to work.
25. I'm being *fatally / deadly* serious. I have lost my job.
26. I'm settled in my new job - everything is going *smoothly / easily*.
27. Some people who started internet businesses are now *marvellously / fabulously* rich.
28. I *gently / softly* reminded him he had not repaid the money.
29. I *sharply / bitterly* regret telling her my secret.
30. It was a difficult situation, but she handled it *beautifully / prettily*.
31. She came in grinning *widely / broadly*.
32. I can *greatly / highly* recommend the new Harry Potter book.
33. If you do that again, you will be *severely / seriously* punished.
34. She's *incredibly / utterly* polite. She never forgets to say please and thank you.
35. His clothes are *helplessly / hopelessly* out-of-date.
36. I'm *deeply / highly* grateful for your help.

37. He's *exceptionally* / *utterly* good at his job.
38. It's *crystal* / *glass* clear that he's scheming to get my job.
39. I don't find sport *remotely* / *distantly* interesting.
40. Luckily he was only *lightly* / *slightly* injured in the crash.
41. My grandmother has had a *deep* / *profound* influence on me.
42. Sorry, I can't do it. It's *fully* / *totally* impossible.
43. It's *superbly* / *supremely* important that you are not late again.
44. I *gladly* / *badly* need a better dictionary.
45. I am *carefully* / *cautiously* optimistic that I have done well in this quiz.
46. Thanks. You have helped me *terribly* / *tremendously*.
47. You can trust him. He's *meticulously* / *scrupulously* honest.
48. I hope that you have done this quiz with *flying* / *flowing* colours!

**Choose the correct alternative:**

1. I don't know Alex very well – he's just *an acquaintance* / *a stranger*.
2. We *will visit* / *are visiting* my wife's family this weekend. I really like her father, but my *mother-in-law* / *stepmother* drives me mad.
3. Richard *is having* / *has got* a little chat with the boss.
4. Did you notice anything strange *about* / *at* / *for* his appearance?
5. 'I felt so ridiculous. They were all laughing at me!' '*Are* / *Did* / *Were* they? How awful!'
6. If you *recognize* / *remind* anyone in the picture, please tell us.
7. I *got used* / *used* to take my dog for a walk every evening.
8. I was looking out of the window *because* / *when* / *while* someone called my name.
9. The old market is one place that's really worth *see* / *seeing* / *the see* / *to be seen*.
10. The *scene* / *scenery* / *sight* / *view* from the top of the hill is absolutely fantastic.
11. To do this job well, you need good people *ability* / *skills* / *training*.
12. Our manager has agreed *to make* / *run* / *take up* a computer course for new employees.

13. Mr Irvine isn't here at the moment. Shall I ask him to *call you back / return to you / ring again?*
14. The train is *due / hoping / planning* to arrive in twenty minutes.
15. This job will give me more opportunities of *traveling / to travel / travel.*
16. Hello. I'd like to *do / make / take* an appointment to see Dr Lee, please.
17. There are over 5 *million / millions / million of* people living in this city.
18. The number of people applying for courses is still *raising / rising / risen.*
19. I think you are *doing / making / taking* a big risk by doing that.
20. I'd say if I *had/have/would have* the time, but I really must go now.
21. He made me *cry / crying / to cry.*
22. I could see that I'd have to *ask / say / tell* the truth.
23. *By/By the time/When* the middle of the afternoon, the sun had gone.
24. My teachers were always telling me *away / down / off* for talking in class.

## GRAMMAR REFERENCE

### ДІЄСЛОВО (VERB)

Finite and Non-Finite Forms (Особові та Неособові форми дієслова).

Auxiliary and Notional verb (Допоміжні та смислові дієслова).

Link Verbs (Дієслова-зв'язки)

Modal Verbs (Модальні дієслова)

**Дієслово** – це частина мови, яка означає дію або стан особи чи предмета.

*The sun rises in the east.*

*He is sleeping.*

Дієслово в англійській мові має найбільшу кількість форм. Форми англійського дієслова поділяються на особові (Finite Forms) і неособові (Non- Finite Forms або Verbal).

Особові форми дієслова виражають особу, число, стан, спосіб, час. До особових форм відносяться форми дієслова у трьох особах однини і множини в усіх часах активного і пасивного стану в дійсному й умовному способі. Вони виконують роль присудка і завжди вживаються при наявності підмета (як правило, займенника або іменника), з яким дієслово - присудок узгоджується в особі та однині або множині.

*My sister lives in France.*

*I usually stay at this hotel.*

*He was awarded a Nobel Prize.*

*They were much spoken about.*

До особових форм дієслова відноситься також форма **наказового способу**.

*Open the book, please.*

**Неособові форми** дієслова – **інфінітив** (the Infinitive), **герундій** (the Gerund ) і **дієприкметник** (the Participle) на відміну від особових форм, вказують на дію без вказівки на особу, число та спосіб.

Неособові форми не можуть виступати у ролі присудка, а виконують інші функції. За своїм значенням і ролі, яку вони виконують у реченні,

дієслова діляться на смислові, допоміжні, дієслова-зв'язки та модальні дієслова.

**Смислові** дієслова (Notional Verbs) мають самостійне значення і вживаються в реченні у ролі простого дієслівного присудка.

*The company director travels on business twice a week.*

*Last year IBI introduced new products.*

**Допоміжні** дієслова (Auxiliary Verbs) не мають самостійного значення і вживаються для утворення складних дієслівних форм. До них відносяться дієслова to be, to have, to do, shall (should), will (wield).

*At present we are expanding our sales force.*

*He hasn't had any experience in marketing.*

*We don't sell a full range of consumer electronics, from TVs to cameras.*

*In June we will bring out two new models.*

**Дієслова-зв'язки** (Link Verbs) вживаються для утворення складеного іменного присудка.

Основним дієсловом-зв'язкою є дієслово **to be**.

*He is a manager.*

**Модальні** дієслова (Modal Verbs) вживаються з інфінітивом смислового дієслова (як правило, без частки to). Вони виражають можливість, вірогідність, необхідність дії, вираженої смисловим дієсловом, дозвіл, заборону, пораду, здатність, прохання тощо. До них відносяться дієслова can, may, must, ought to, shall, should, need.

*You can get that information from the Net.*

*We must finish the meeting by eleven at the latest.*

*They should [ought to] invest more heavily in marketing.*

*We may be able to deliver in two weeks.*

**Допоміжні дієслова  
(auxiliary verbs):**

## *to be, to have, to do, shall, will, should, would*

Дієслова *to be, to have, to do, will, should, would* називаються допоміжними дієсловами (Auxiliary Verbs), оскільки за їх допомогою утворюються різні складні форми дієслова. Допоміжні дієслова не мають самостійного значення. Вони є показниками часу, особи, числа, стану і т.д.

I will come soon. Did you see your partner? I have paid the bill.

Дієслова *to be, to have, to do* вживаються також як смислові дієслова, *to be* – бути, *to have* – мати, *to do* – робити.

### **Дієслово *to be***

В Present Simple дієслово *to be*, на відмінну від інших дієслів, має окремі форми як для I і III особи однини, так і множини:

*I am, he (she, it) is; we (you, they) are.*

В Past Simple *to be* також має різні форми для однини і множин:

*I (he, she, it) was, we (you, they) were.*

У питальній формі Present і Past Simple дієслово стоїть перед підметом:

*Is he a student? Were you at the office yesterday?*

Заперечна форма Present і Past Simple утворюються за допомогою частки *not*, яка ставиться після дієслова:

*He was not at the office.*

Дієслово *to be* має тільки два часи групи Continuous – Present і Past, які вживаються головним чином для утворення відповідних часів пасивного стану:

*I am being asked; I was being asked.*

Дієслово *to be* не вживається в часах групи Present Continuous.

Заперечні форма наказного способу утворюється за допомогою *do not* (*don't*)

*Don't be late.*

Дієслова *to be* вживаються як допоміжне дієслово:

1. Для утворення часів групи Continuous і Present Continuous дійсного способу:

*Our supplier is shipping the goods next week.*

*He was asking me some difficult questions.*

*I have been working here for three years.*

2. Для утворення часів пасивного стану:

*Millions of chips are produced every year.*

*I was being asked some difficult questions.*

*A press briefing will be given tomorrow.*

Дієслово *to be* вживається як дієслово-зв'язка у складеному присудку.

Найчастіше в теперішньому часі зв'язка *to be* українською мовою не перекладається.

*He is a manager at our company.*

*Our suppliers are usually very helpful.*

*He was busy yesterday.*

Дієслово *to be* вживається як смислове дієслово із значенням бути, знаходитися:

*He is in the office now.*

*I'm sorry, I wasn't in the office yesterday.*

*I will be at work tomorrow.*

Дієслово *to be* вживається у сполученні з інфінітивом з часткою *to* для вираження необхідності виконання дії згідно з попередньою домовленістю або раніше наміченим планом. *To be* в цьому випадку має модальне значення і перекладається українською мовою – повинен, мати.

*We are to meet here.*

*The goods were to be delivered at the end of the month.*

### **Дієслово *to have***

Дієслово *to have* в Present Simple має окрему форму для 1 та 3 особи однини – *he (she, it) has*, для всіх інших осіб однини і множини – форма *I (we, you, they) have*.

Дієслово *to have* вживається як допоміжне дієслово для утворення всіх часів групи Present:

*I think, I have lost the file.*

*My computer has crashed.*

*I have never worked abroad.*



Дієслово *to have* вживається як смислове дієслово із значенням мати, володіти.

*I have a new computer.*  
*He had a large library*

В розмовній мові замість дієслова *to have* у теперішньому часі часто вживається *I've got (I have got), he's got (he has got)*.

*I have got an English dictionary.*

Дієслово *to have* вживається у сполученні з деякими іменниками, утворюючи з ними смислове ціле. До таких сполучень відносяться *to have dinner* – обідати, *to have breakfast* – снідати, *to have supper* – вечеряти, *to have a rest* – відпочивати, *to have a talk* – розмовляти, *to have a quarrel* – посваритися; *to have a smoke* – смалити, *to have a good time* – добре провести час та інші.

У цих випадках питальна і заперечна форми дієслова *to have* у *Present* і *Past Simple* утворюються за допомогою допоміжного дієслова *to do*.

*When do you have breakfast?*

*Did you have a good rest last summer?*

*We didn't have a talk yesterday.*

Дієслово *to have* вживається у сполученні з інфінітивом з часткою *to* для вираження необхідності здійснення дії через певні обставини. *To have* у цьому випадку має модальне значення і перекладається українською мовою як повинен, потрібно, доводиться.

*He had to post these letters yesterday.*

*I will have to do it.*

*She has to get up early on Mondays.*

Питальна і заперечна форма *Present* і *Past Simple* дієслова *to have* із значенням зобов'язання утворюється за допомогою допоміжного дієслова *to do*:

*Do you have to deliver these goods?*

*You don't have to do this work.*

*He didn't have to accept their invitation.*

Дієслово *to have* вживається у звороті *to have* + іменник (займенник) + *Past Participle*.

Цей зворот показує, що дія виконується не підметом, а кимось іншим для нього, за нього:

*I had my car repaired yesterday.*

*I had my hair cut at this hairdresser's.*

Питальна і заперечна форми дієслова *to have* у Present і Past Simple утворюються за допомогою допоміжного дієслова *to do*.

*I don't have my hair cut at this hairdresser's.*

*Did you have your car repaired yesterday?*

Дієслово *to have* вживається у звороті *to have* + іменник (займенник) + інфінітив з часткою *to* для вираження наміру, бажання здійснити дію:

*I have a new computer to show you.*

Питальна і заперечна форма утворюється без допомоги допоміжного дієслова *to do*:

*Have you a new computer to show me?*

*I haven't anything to tell you.*

У США питальна і заперечна форма дієслова *to have* у Present і Past Simple можуть утворюватись за допомогою допоміжного дієслова *to do* (крім випадку, коли дієслово *to have* є допоміжним дієсловом).

*Do you have a new computer?*

*I don't have anything to show you.*

### **Дієслово *to do***

Дієслово *to do* вживається як допоміжне дієслово:

а) для утворення питальної і заперечної форми Present і Past Simple всіх дієслів (крім допоміжних і модальних):

*She doesn't understand.*

*When did they arrive?*

*Do you smoke?*

б) для утворення заперечної форми наказового способу:

*Don't speak so loudly!*

*Don't go there.*

Заперечна форма наказового способу дієслів *to be* і *to have* також утворюється за допомогою *do*.

*Don't be angry.*

*Don't have anything to do with him.*

в) для підсилення значення дії, вираженої смисловим дієсловом у стверджувальній формі Present або Past Simple. У таких випадках у Present Simple перед смисловим дієсловом вживається форма *do* або *does* (з 3 особою однини), а в Past Simple – *did*; смислове дієслово ставиться у формі інфінітива. У цьому випадку на *do*, *does* і *did* падає наголос. В українських реченнях підсилення значення дії передається підсилювальними частками *ж*, *адже* або інтонацією (наголосом на дієслові)

*But I do know him.*

Але ж я його знаю

*But he does go there very often* Адже він ходить туди дуже часто

г) для підсилення прохання перед формою наказового способу. До у таких випадках вживається також перед *have* і *be*. На *do* падає наголос.

*Do write this letter!* Напишіть (неодмінно) цього листа

Дієслово *to do* вживається як смислове дієслово із значенням робити.

*I do a lot of business in Russia.*

*The holiday did us a lot of good.*

### **Дієслово *will, shall***

Дієслова *shall, will* вживаються тільки у двох формах: в теперішньому часі – *shall, will* а в минулому – *should, would*. Інфінітив, який стоїть за цими дієсловами, вживається без частки *to*.

*I don't think I will do any work tonight.*

*I am too tired.*

*I shall be on holiday in August.*

Дієслово *will* вживається як допоміжне дієслово у сполученні з формою інфінітива, а в деяких випадках має модальне значення.

*Will* вживається для вираження майбутньої дії із 2 і 3 особами однини і множини:

*The west will have rain tomorrow.*

*Will you be at home this evening?*

*Will* вживається з 1 особою однини і множини з модальним значенням, із відмінком бажання, наміру, згоди або обіцянки:

*I will pay you back next week.*

*Will* вживається для вираження прохання:

*Will you read this letter?*

### **Should**

*Should* вживається для вираження майбутньої дії в підрядних реченнях, коли дієслово головного речення стоїть у минулому часі:

а) із 1 особою однини і множини:

*I said that I should return in an hour.*

б) із 2 і 3 особою однини і множини з відмінком обіцянки, наказу, погрози.

*She said that she should have the look in a few days.*

Дієслово *should* вживається при трансформуванні в непряму мову питання, яке ставлять з метою отримання розпорядження.

*I asked her whether he should come in the morning.*

Дієслово *should* вживається:

а) в головній частині підрядних речень II і III типу (з 1 особою однини і множини).

*I should ring you, if I had your telephone number.*

б) в підрядній частині умовних речень I і II типів (з усіма особами однини і множини)

*If they should come, I shall speak to them about it.*

*If he should refuse, they would be greatly disappointed.*

в) в підрядних реченнях після безособових зворотів типу *It is important* (з усіма особами однини і множини).

*It is necessary that you should read it once more.*

г) в додаткових підрядних реченнях після дієслів *to demand, to suggest, to order* і т.ін. (з усіма особами однини і множини)

*They suggested that the negotiations should take place in May.*

д) в додаткових підрядних реченнях, коли присудок головного речення виражає подив, співчуття і т.п. (з усіма особами однини і множини)

*It is strange that you should take this view.*

е) в умовних реченнях мети (з усіма особами однини і множини)

*Should the telegram come during my absence, ring me at once.*

Дієслово *should* вживається в питаннях, які починаються з *why*, для вираження сильного подиву, незрозуміння (з усіма особами однини і множини)

*Why should he do it?*

*Should* вживається для вираження морального обов'язку або поради (з усіма особами однини і множини)

*You should learn grammar harder.*

*You should have asked my permission.*

### **Дієслово *would***

*Would* (минулий час від *will*) вживається як допоміжне дієслово для вираження майбутньої дії в підрядних реченнях, коли дієслово головного речення стоїть у минулому часі:

а) із 2 і 3 особами однини і множини

*He said that he would come next week*

б) із 1 особою однини і множини. *Would* в цьому випадку має модальне значення, з відтінком бажання або згоди

*I said that I would help him*

*Would* вживається в головній частині умовних речень II і III типу  
*He would have written the report letter, if he had had necessary data.*

*Would* вживається в заперечних реченнях для вираження наполегливого бажання здійснити дію в минулому (із усіма особами однини і множини)

*I asked him to do it, but he would not listen to me.*

*Would* вживається для вираження повторної дії у минулому (із усіма особами однини і множини, із значенням було)

*He would often go for walks with his dog.*

*Last summer he would get up early and swim in the river.*

*Would* вживається для вираження прохання:

*Would you mind switching off the radio?*

## **СПОСІБ; СИСТЕМА ЧАСІВ (MOOD; SYSTEM OF VERB TENSES)**

В англійській мові, як і в українській, є три способи дієслова: дійсний (the Indicative Mood), умовний (the Subjunctive Mood) і наказовий (the Imperative Mood).

**Дійсний спосіб** виражає дію як реальний факт у теперішньому, минулому і майбутньому часі:

*We offer a full range of financial products.*

*I checked the figures very carefully last week.*

*I think we'll probably open a subsidiary in Russia next year.*

**Умовний спосіб** виражає дію не як реальну, а як таку, що могла б відбутися за певних умов, а також необхідну, бажану або нереальну, нездійсненну:

*If you increase your order, we 'll give you a bigger discount.*

*I wish we didn't have so many meetings.*

**Наказовий спосіб** в англійській мові, як і в українській, виражає спонукання до дії, тобто прохання, наказ, пораду, запрошення, застереження тощо.

На відміну від української мови, де наказовий спосіб у другій особі однини й множини має різні закінчення (читай-читайте), в англійській мові є лише одна форма наказового способу, яка збігається з інфінітивом, без частки **to**:

*Open the book! Be quiet!*

Заперечна форма наказового способу утворюється з допоміжного дієслова *to do*, заперечної частки *not* та інфінітива основного дієслова без *to*. В усному мовленні замість *do not* звичайно вживається скорочена форма *don't*:

*Don't talk.*

Допоміжне дієслово *do* може вживатися і у стверджувальній формі наказового способу для підсилення прохання. У цьому разі воно ставиться перед смисловим дієсловом:

*Do read this rule.*

У першій і третій особі однини й множини спонукання до дії виражається сполученням дієслова *let* з інфінітивом основного дієслова без частки *to*. Між дієсловом *let* та інфінітивом ставиться іменник у загальному відмінку або особовий займенник в об'єктивному відмінку, що позначає особу, яка має виконати дію:

*Let us prepare this report.*

**Система часів**

Для вираження часу виконання дії – теперішнього, минулого і майбутнього – англійське дієслово має систему дієслівних часів (Tenses).

В англійській мові розрізняють чотири групи часових форм дієслова:

- Indefinite Tenses (неозначені часи),
- Continuous Tenses (тривалі часи),
- Perfect Tenses (перфектні або доконані часи) та
- Perfect Continuous Tenses (перфектно-тривалі).

У кожній групі є ще форма Future-in-the-Past, що виражає майбутню дію відносно минулого часу.

## Теперішні часи (PRESENT TENSES)

### Теперішній неозначений час (PRESENT SIMPLE)

**Present Simple (The Present Indefinite Tense)** – одна з часових форм дієслова, що вживається для вираження дії, яка відбувається в теперішньому часі.

Стверджувальна форма дієслова в Present Simple в усіх особах однини й множини, крім третьої особи однини, збігається з інфінітивом (неозначеною формою дієслова) без частки **to**:

*I work.*

У третій особі однини в Present Simple до інфінітива (без частки **to**) додається закінчення **-s** або **-es**:

*My new laptop works very well.*

Питальна форма Present Simple утворюється з допоміжного дієслова **to do** в Present Indefinite та інфінітива основного дієслова без частки **to**.

Допоміжне дієслово ставиться перед підметом:

*Where do you come from?*

Заперечна форма Present Simple утворюється з допоміжного дієслова **to do** в Present Indefinite, заперечної частки **not** та інфінітива основного дієслова без частки **to**:

*I know Karl **doesn't work** in Accounts.*

Present Simple вживається для вираження повторюваної або постійної дії стосовно теперішнього часу:

*IBM **is** one of the largest computer companies in the world; it **manufactures** mainframes and PCs, and **sells** its products all over the world.*

Present Simple вживається для вираження дії, яка характеризує підмет постійно або протягом теперішнього періоду часу:

*I usually **get** to the showroom at about 8.00 and I **have** a quick look at my emails. The sales reps **arrive** at about 8.15 and we **open** at 8.30*

Present Simple вживається для вираження дії або стану, які не обмежені якимись часовими рамками і відбуваються незалежно від волі людини:

*Superconductors **are** materials that **conduct** electricity and **do not create** electrical resistance.*

Present Simple вживається для вираження дії, яка відбувається в момент мовлення:

а) з дієсловами, що не вживаються у формі Continuous: **to see, to know, to hear, to feel, to like, to hate, to love, to understand:**

*I **don't understand** you.*

Present Simple вживається для вираження майбутньої дії в підрядних реченнях часу та умови, які вводяться сполучниками **when коли, after після того як; before перш ніж, перед тим як; till, until поки; as soon as як тільки; if якщо; якщо не та ін.:**

*If you **come**, I will give you this order.*

Present Simple вживається для вираження запланованої майбутньої дії (здебільшого з дієсловами, що означають рух: **to go іти, їхати; to come приходити, прибувати; to leave від'їжджати; to start вирушати; to arrive прибувати** та ін.). У таких реченнях звичайно вживаються обставинні слова, що вказують на час дії. У відповідних українських реченнях вживається теперішній час:

*The fast train to London **leaves** at 7.39 and **gets in** to Paddington at 8.45.*



## Теперішній тривалий час (THE PRESENT CONTINUOUS TENSE)

**Present Continuous (Progressive)** утворюється з допоміжного дієслова 'be' в Present Simple та дієприкметника теперішнього часу (Present Participle) основного дієслова. Present Participle утворюється додаванням закінчення **-ing** до інфінітива основного дієслова без частки **to**:

work – **working**

У питальній формі допоміжне дієслово ставиться перед підметом:

**Are you working?**

У заперечній формі після допоміжного дієслова вживається частка **not**: *We **are not/aren't** working*

### Вживання Present Continuous

Present Continuous вживається для вираження:

1) дії, що відбувається *в момент мовлення*.

*I'm afraid Herr Seifert **isn't** available at the moment. He **is talking** to a customer on the other phone.*

2) тривалої дії, що відбувається *в певний період теперішнього часу*, хоч і не обов'язково в момент мовлення.

*At the moment we **are building** a new estate with 200 houses.*

3) *тривалої дії*, що відбувається одночасно з іншою дією, яка відноситься до теперішнього часу.

*What does he do when he's **not teaching**?*

4) запланованої майбутньої дії, особливо з дієсловами, що означають рух: **to go** *іти, їхати*; **to come** *приходити*; **to leave** *від'їжджати*; **to arrive** *прибувати*; **to start** *вирушати* на ін. У цьому разі обов'язково вживати обставини часу.

*We **'re flying** to Paris in the morning.*

Дієслово **to go** у Present Continuous з інфінітивом іншого дієслова означає намір виконати дію в найближчому майбутньому або надає їй

відтінку обов'язковості, неминучості виконання дії, позначеної інфінітивом.

*According to the papers, Richard Branson is going to buy a second island in the Caribbean.*

### **Дієслова, що не вживаються в Present Continuous:**

**(non-continuous verbs)**

- **Emotions and perception:**

*hate, love, like, enjoy, want, forgive, need, wish, notice, forget, recognize, seem*

- **Opinion and understanding:**

*agree, believe, consider, prefer, understand, know, realize, think*

- **Possession and unchanging qualities:**

*cost, belong, weigh, be, possess, own, look, fit, have, appear, contain, owe, include*

- **Senses:**

*hear, smell, taste, sound, see, feel, look*

### **There are verbs where two variants are possible:**

e.g. *How are you feeling / do you feel today?*

*My leg is hurting / hurts.*

Деякі з вищевказаних дієслів можуть вживатися в Present Continuous, але в іншому значенні. (Some verbs have continuous forms but there is a difference in meaning.)

e.g. *This cloth feels like velvet.* (=has the texture)

*She is feeling her way in the dark.* (finding her way)

### **Теперішній перфектний час**

**(THE PRESENT PERFECT TENSE)**

**Present Perfect** утворюється з допоміжного дієслова 'have' у Present Simple та дієприкметника минулого часу (Past Participle) основного дієслова.

*Past Participle* правильних дієслів утворюється додаванням до інфінітива закінчення **-ed**, тобто за формою *Past Participle* правильних дієслів не відрізняється від *Past Simple*.

*I have/'ve taken*

У питальній формі допоміжне дієслово ставиться перед підметом.

*Have you taken?*

У заперечній формі після допоміжного дієслова вживається частка **not**.

*We have not/haven't taken*

### **Вживання Present Perfect**

**Present Perfect** вживається для вираження дії, яка *відбувалась до момент мовлення*, і той, хто говорить, має на увазі *результат* цієї минулої дії, її важливість на момент мовлення.

*I have given your report to the MD.*

Час дії, вираженої дієсловом у *Present Perfect*, здебільшого не зазначається, тому у центрі уваги результат дії, а не час її перебігу.

*I have sent them the samples they wanted.*

**Present Perfect** вживається також у реченнях з обставинами часу:

а) що означають період часу, який почався в минулому і тривав до моменту мовлення:

**up to now, up to the present** до цього часу; **lately** нещодавно, за останній час; **recently** останнім часом; **so far** до цього часу; **since** відтоді; **not yet** ще не.

*Have you seen John recently?*

б) що означають період часу, який ще не закінчився: **today** сьогодні; **this week** цього тижня; **this month** цього місяця; **this year** цього року; **this morning** сьогодні вранці та ін.

*This month we have received a lot of complaints about late deliveries.*

**Present Perfect** вживається також у реченнях з прислівниками неозначеного часу і частотності: **ever** коли-небудь; **never** ніколи; **often** часто; **seldom** рідко; **already** вже; **just** щойно.

*I have never been to South America.*

**Present Perfect** не вживаються з обставинами словами та слосполученнями, які уточнюють час минулої дії, наприклад: **yesterday** *вчора*; **the day before yesterday** *позавчора*; **last week (month, year)** *минулого тижня (месяця, року)*; **an hour ago** *годину тому*; **two days ago** *два дні тому*; **on Monday** *в понеділок*; **in July** *у липні*; **in 1945** *у 1945* тощо, а також у запитаннях з питальним словом **when**. З такими обставинами часу вживається **Past Simple**.

Період тривалості дії здебільшого позначається прийменником **for** (**for an hour** *протягом години*, **for ten years** *протягом десяти років*, **for a long time** *довгий час*), а початок дії – словом **since** (**since five o'clock** *з п'ятої години*, **since Monday** *з понеділка*, **since I saw him** *з того часу як я його бачив* і т.п.)

*I have known about the takeover bid for several weeks.*

*She has owned shares in GM since she started work there.*

### Теперішній перфектно-тривалий час (THE PRESENT PERFECT CONTINUOUS TENSE)

**Present Perfect Continuous** виражає дію, що тривала протягом певного часу до моменту мовлення, а тому його можна назвати ще Beforepresent Continuous.

**Present Perfect Continuous** утворюється з допоміжного дієслова **to be** в Present Perfect та дієприкметника теперішнього часу основного дієслова:

*I have been working.*

У питальній формі перше допоміжне дієслово ставиться перед підметом:

*Have you been working?*

У заперечній формі після першого допоміжного дієслова вживається заперечна частка **not**:

*He has not been working.*

### Вживання Present Perfect Continuous

**Present Perfect Continuous** вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду і або все ще продовжується в цей момент, або щойно закінчилася:

*I've been trying to get through to Technical Support, but the line's always engaged.*

Здебільшого на період тривалості дії вказують обставини часу, часто з прийменником **for**:

*I've been staying in a hotel for the last ten days, but I hope to find an apartment of my own soon.*

На початок періоду, протягом якого відбулася дія виражена формою Present Perfect Continuous, вказує слово **since**, яке в реченні може вживатися як прийменник – з (якогось часу) та прислівник – **відтоді, з того часу**.

She *has been teaching* English at our college *since* 2000.

### 3. Минулі часи (PAST TENSES)

#### Минулий неозначений час (PAST SIMPLE)

**Past Simple (The Past Indefinite Tense)** – часова форма дієслова, яка виражає дію, що відбулася в минулому.

За способом утворення Past Simple і Past Participle (Participle II) дієслова в англійській мові поділяються на *правильні* й *неправильні*.

**Past Simple** правильних дієслів утворюється додаванням до інфінітива (без частки ‘to’) закінчення –ed, яке вимовляється так:

[t] – після глухих приголосних, крім ‘t’:

work – worked; stop – stopped

[d] – після дзвінких приголосних, крім ‘d’, та після голосних:

live – lived; answer – answered

[id] – після t, d, te, de:

want – wanted; add – added; graduate – graduated

Питальна форма Past Simple правильних і неправильних дієслів утворюються з допоміжного дієслова **to do** в Past Simple (**did**) та інфінітива основного дієслова без частки **to**. Допоміжне дієслово ставиться перед підметом (групою підмета):

*Did you work at this bank?*

Заперечна форма Past Simple утворюється з допоміжного дієслова **to do** в Past Indefinite, заперечної частки **not** та інфінітива основного дієслова без частки **to**:

*They did not see my note*

#### **Past Simple**

Past Simple вживається для вираження:

1) одноразової або постійної дії в минулому. Час минулої дії часто уточнюється обставинними словами **yesterday** *учора*; **last week** *минулого тижня*; **last year** *торік*; **last summer** *минулого літа*; **the other day** *недавно, цими днями* та ін.:

*Baring’s, the oldest merchant bank in England, collapsed in 1995 when a rogue trader in the Singapore branch lost 800 \$ million on currency deals.*

2) ряду послідовних дій у минулому:

*I dressed, went down stairs, had some coffee in the kitchen and went out to the garage.*

3) повторювальної дії у минулому:

*I went skiing last winter.*

**Минулий тривалий час**

**(THE PAST CONTINUOUS TENSE)**

**Past Continuous** утворюється з допоміжного дієслова **'be'** в Past Simple та дієприкметника теперішнього часу основного дієслова.

*I was working.*

У питальній формі допоміжне дієслово ставиться перед підметом.

*Were you working?*

У запечній формі після допоміжного дієслова вживається частка **not**.

*They were not/weren't working.*

**Вживання Past Continuous**

Past Continuous вживається для вираження дії, що *відбувалася, тривала в певний момент у минулому*. На час дії звичайно вказують також обставинні слова типу **at two o'clock, at midnight, at that moment, at 5 o'clock**, або підрядні речення з дієсловом-присудком у Past Indefinite.

*At 3.15 yesterday afternoon, Signor Antinori was travelling to Florence.*

Past Continuous вживається для вираження дії, що *тривала протягом якогось періоду часу в минулому*.

*In the spring of the year 1881 he was visiting his old schoolfellow.*

Дієслово **to go** у Past Continuous з інфінітивом іншого дієслова виражає дію, що була майбутньою стосовно минулого часу. Часто таке сполучення виражає також намір здійснити дію.

*We were going to launch the model in July.*

**Минулий перфектний час**

**(THE PAST PERFECT TENSE)**

**Past Perfect** утворюється з допоміжного дієслова ‘have’ у *Past Simple* та дієприкметника минулого часу (*Past Participle*) основного дієслова.

Дієслова в **Past Perfect** не змінюються за особами й числами:

I (he, she, it, we, you, they) **had worked**.

У питальній формі допоміжне дієслово ставиться перед підметом:

**Had** you **worked**?

У заперечній формі після допоміжного дієслова вживається заперечна частка **not**:

You **had not/hadn't worked**

### Вживання Past Perfect

**Past Perfect** вживається:

– для вираження дії, що *відбулася раніше іншої минулої дії*, позначеної дієсловом у Past Indefinite:

I didn't want lunch because I **had** already **eaten**.

– для вираження минулої дії, що вже *закінчилася до певного моменту* в минулому. Цей момент позначається такими словосполученнями: **by two o'clock** до другої години, **by that time** до того часу, **by the 1<sup>st</sup> of September** до першого вересня, **when I arrived** коли я прибув тощо:

**When I got to the hall**, the presentation **had started**.

Заперечна форма **Past Perfect** вказує на те, що до певного моменту в минулому дія ще не закінчилася:

We **couldn't give him job because hadn't had enough experience**.

### Минулий перфектно-тривалий час

#### (THE PAST PERFECT CONTINUOUS TENSE)

**Past Perfect Continuous** утворюється з допоміжного дієслова **to be** в Past Perfect та дієприкметника теперішнього часу основного дієслова.

Дієслово в Past Perfect Continuous не змінюється за особами:

I (he, she, it, we, you, they) **had been working**.

Питальна, заперечна і питально-заперечна форми **Past Perfect Continuous** утворюються за тими ж самими правилами, що й відповідні форми Present Perfect Continuous.



*Had you been working?*

*I had not been working; I hadn't been working.*

**Past Perfect Continuous** можна також назвати Before-Past Continuous.

Цей час виражає тривалу дію, яка почалася до якогось моменту в минулому і або продовжувалися в цей момент, або закінчилася безпосередньо перед ним. Час тривалості дії або її початок вказується так само, як і в реченнях дієсловами у Present Perfect Continuous, але здебільшого час тривалості дії зазначається:

*When I left my last job, I had been working there for six years.*

З дієсловами, що не мають форми Continuous, замість Past Perfect Continuous вживається Past Perfect:

*I recognized my old boss at once even though I hadn't seen him for over 20 years.*

#### **4. Майбутні часи (FUTURE TENSES)**

##### **Майбутній неозначений час (THE FUTURE SIMPLE TENSE)**

**Future Simple (The Future Indefinite Tense)** – часова форма дієслова, що виражає дію, яка *відбудеться або відбудатиметься в майбутньому*.

**Future Simple** утворюється з допоміжного дієслова **will** та інфінітива основного дієслова без частки **to**.

*I don't think I'll stay on in Geneva after the conference*

У питальній формі допоміжне дієслово ставиться перед підметом.

*Will you give me a hand with these boxes.*

У заперечній формі після допоміжного дієслова вживається частка **not** (**will not = won't**):

*I won't stay long. I've got a meeting at 2.15*

Future Simple вживається для вираження *одноразової, постійної або повторюваної дії в майбутньому*.

*He'll work at our office next year.*

У підрядних реченнях *часу й умови* майбутній час в англійській мові не вживається. Для вираження майбутньої дії в таких реченнях замість Future Simple вживається Present Simple.

*I will contact you as soon as I get the information.*

### **Майбутній тривалий час (THE FUTURE CONTINUOUS TENSE)**

**Future Continuous (Progressive)** з допоміжного дієслова **'be'** в Future Simple та дієприкметника теперішнього часу основного дієслова.

*I will be working.*

У питальній формі допоміжне дієслово **will** ставиться перед підметом.

*Will they be working?*

У заперечній формі після допоміжного дієслова **will** вживається заперечна частка **not**.

*They will not be working.*

Future Continuous вживається для вираження тривалої дії, *що відбуватиметься в якийсь момент або період часу в майбутньому.*

*I'm afraid I can't see you on the 22<sup>nd</sup> because I will be attending a training course in England.*

У сучасній англійській мові Future Continuous часто вживається у тому ж значенні, що і Future Simple, тобто виражає майбутню дію.

### **Майбутній перфектний час (THE FUTURE PERFECT TENSE)**

**Future Perfect** утворюється з допоміжного дієслова **'have'** у Future Simple та дієприкметниками минулого часу (Past Participle) основного дієслова:

*I will have done*

У питальній формі перше допоміжне дієслово **will** ставиться перед підметом:

*Will he have done?*

У заперечній формі після першого допоміжного дієслова **will** вживається частка **not**:

He **will not** (won't) have done.

### **Вживання Future Perfect**

**Future Perfect** вживається для вираження *майбутньої* дії, що *закінчиться* до певного моменту або початку іншої дії в майбутньому:

We **won't have repaid** the loan *by* the end of May.

### **Майбутній перфектно-тривалий час (THE FUTURE PERFECT CONTINUOUS TENSE)**

**Future Perfect Continuous** утворюється з допоміжного дієслова **to be** в Future Perfect та дієприкметника теперішнього часу основного дієслова.

I (he, she, it, we, you, they) **will have been working**.

Питальна, заперечна і питально-заперечна форми Future Perfect Continuous утворюються за тими ж самими правилами, що й відповідні форми Present Perfect Continuous.

**Will you have been working?**

**I will not have been working; I won't have been working.**

**Future Perfect Continuous** виражає тривалу дію, яка почалася і триватиме певний період до якогось моменту в майбутньому. Час тривалості дії або її початок вказується так само, як і в реченнях дієсловами у Present Perfect Continuous, але здебільшого час тривалості дії зазначається:

*When I retire at the end of the year, I will have been working for this company for twenty years.*

З дієсловами, що не мають форми Continuous, вживається Future Perfect:

*By the beginning of next summer we **will have had** this car for over 20 years.*

#### 4. АКТИВНИЙ І ПАСИВНИЙ СТАН ACTIVE AND PASSIVE VOICE

Особа або предмет, що виконує дію, називається суб'єктом дії. Особа або предмет, на які спрямовано дію, називаються об'єктом дії. Так, у реченні підмет речення може бути як суб'єктом, так і об'єктом дії, вираженої присудком.

В англійській мові дієслова вживаються в активному стані (**the Active Voice**) і пасивному (**the Passive Voice**).

*The government raised interest by 1%.*

*Уряд підвищив процентні ставки на 1%.*

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані:

*Interest rates were raised by 1%*

*Процентні ставки були підвищені на 1%.*

У пасивному стані змінюється тільки дієслово **to be**, смислове дієслово має в усіх часах одну й ту ж форму – Past Participle.

*Millions of chips are produced every year.* – Present Simple Passive

*The new design has been chosen.* – Present Perfect Passive

*The new design will be chosen.* – Future Simple Passive

У питальній формі допоміжне дієслово ставиться перед підметом:

*Was the radio invented by Popov?* – Past Simple Passive

#### Пасивний стан вживається:

– коли в центрі уваги співрозмовників є особа або предмет, на які спрямована дія (об'єкт дії). Суб'єкт дії при цьому здебільшого не вказується:

*A press briefing will be given tomorrow.*

*Two teenagers were seriously injured in a car accident last night.*

При потребі суб'єкт дії може бути виражений за допомогою додатка з прийменником **by** або **with**:

*The goods are being shipped next week **by** our supplier in China.*

*The car can be washed **with** soapy water.*

– коли виконавець дії невідомий, неважливий або очевидний з контексту:

*The new furniture has been delivered today.*

*Rolls Royce cars are made in England.*

*The house was dusted for fingerprints yesterday.*

– коли ми хочемо зробити ствердження більш ввічливим:

*My new blouse is ruined.* (more polite than saying, ‘*You’ve ruined my new blouse.*’)

В англійській мові речення у пасивному стані вживаються частіше на письмі ніж в усному мовленні, і значно частіше ніж в українській мові, оскільки в англійській мові в пасивному стані вживаються не лише перехідні, а й багато неперехідних дієслів. Підметом речення пасивного стану в англійській мові може бути прямий, непрямий, а також прийменниковий додаток речення активного стану.

Реченню з дієсловом в активному стані *ABB gave a large order to us last year*, де *a large order* – прямий додаток, а *to us* – непрямий додаток, відповідають два речення пасивного стану:

*A large order was given to us by ABB last year*

*We were given a large order by ABB last year.*

У першому з них підмет відповідає прямому додатку речення активного стану, а в другому – непрямому.

Note:

With verbs which take two objects such as:

*bring, tell, send, show, teach, promise, but, throw, write, award, hand, sell, owe, grant, allow, feed, pass, post, read, take, offer, give, pay, lend,*

we can make two different passive sentences. However, it is more usual for passive sentences to begin with the *person*.

active: Lily showed **Richard** some photos.

passive: a) **Richard** was shown some photos by Lily. (more usual)

b) **Some photos *were shown*** to Richard by Lily.

**Present, Past and Future Simple:**

*The car is repaired.*

*The car was repaired.*

*The car will be repaired.*

**Present and Past Continuous:**

*A new house is being built in our street.*

*A new house was being built in our street.*

**Present, Past and Future Perfect:**

*The car has just been repaired.*

*The car had been repaired.*

*The car will have been repaired.*

**Present and Perfect Infinitive:**

*The house seems to be built in time.*

*The house seems to have been built without delay.*

*My car needs **to be serviced** soon.*

*My car must **be serviced** before the trip.*

**Present and Perfect Gerund:**

*I enjoy being shown around the old city.*

*He denied having been employed earlier.*

*I insist on my car **being serviced** today.*

*She denied **having been driven** to work.*

***Having been written** in illegible handwriting the letter was difficult to read.*

**Переклад речень з дієсловом у пасивному стані**

На українську мову дієслова в пасивному стані перекладаються:

а) дієсловом з часткою – ся (-сь):

*The goods are being shipped now*

*Товари відвантажуються зараз.*

б) сполученням дієслова *бути* з дієслівними формами на –но, - то в безособових реченнях:

*A loan will be arranged within six days.*

*Позику буде здійснено протягом шести днів.*

в) сполученням дієслова *бути* з дієприкметником пасивного стану минулого часу:

*Free trade area was established here in 1993.*

*Зона вільної торгівлі була встановлена тут в 1993 році.*

г) дієсловом в активному стані в неозначено-особових реченнях:

*I was being asked some difficult questions.*

*Мені задали кілька важких запитань.*

д) якщо в реченні з дієсловом у пасивному стані вказано суб'єкт дії, його можна перекласти українською мовою особовим реченням з дієсловом в активному стані:

*A press briefing will be given tomorrow by our information office.*

*Завтра інформаційний відділ проведе брифінг.*



## ІНФІНІТИВ (THE INFINITIVE)

Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?, що зробити?*: to read (читати), to ask (писати).

В англійській мові інфінітив має одну просту і п'ять складних форм. Інфінітив перехідних слів має форми часу й стану, а неперехідних – тільки часу:

Форма інфінітива	Active	Passive
Simple	to read to live	to be read
Progressive	to be reading to be living	_____
Perfect	to have read to have lived	to have been read
Perfect Continuous	to have been reading to have been living	_____

Якщо дієслово не вживається в пасивному стані або в формі Continuous, то кількість форм інфінітива відповідно менша. Ознакою інфінітива в англійській мові є частка *to*, але в багатьох випадках інфінітив вживається без частки *to*. Частка *not* перед інфінітивом вказує на заперечну форму.

Інфінітив вживається без **to** після модальних дієслів *can, may, must, shall, should, will, would*, часто після *need* і *dare*, за винятком дієслів *ought, to have, to be, to be able, to be allowed*.

*You shouldn't have come.*

*How dare you ask me?*

*You ought to wash.*

*I had to send him money.*

Інфінітив вживається без частки **to** після виразів *had better, would sooner, would rather* **краще б**:

*You had better go back to your sisters.*

### **Значення і вживання форм інфінітива**

Інфінітив у формі **Indefinite** вживається:

1. Якщо дія, яку він виражає, одночасна з дією, вираженою дієсловом-присудком речення:

*I am glad to see you.*

*I saw her giving her presentation.*

2. З дієсловами, що виражають намір, надію, бажання та ін. Indefinite Infinitive означає дію, майбутню по відношенню до дії, вираженої дієсловом-присудком:

*I intend to do that on Sunday.*

*I hope to see you soon.*

3. З модальними дієсловами Indefinite Infinitive часто виражає майбутню дію:

*You should read this book.*

**Continuous Infinitive** виражає тривалу дію, що відбувається одночасно з дією, вираженою дієсловом-присудком:

*The weather seems to be improving.*

**Perfect Infinitive** виражає дію, що передує дії, вираженій дієсловом-присудком:

*I was pleased to have finished this work.*

З модальними дієсловами *should, ought, could, might* у стверджувальній формі, а також після **was/were** в модальному значенні Perfect Infinitive показує, що дія не відбулася:

*He must have forgotten about it.*

*He should have written to them.*

Таке саме значення має Perfect Infinitive після минулого часу дієслів *to expect сподіватися, чекати; to hope надіятися; to intend мати намір* та ін.:

*I hoped to have met him there.*

**Perfect Continuous Infinitive** виражає тривалу дію, що відбувалася протягом певного часу перед дією, вираженою дієсловом-присудком:

*They are said to have been conducting negotiations for a long time.*

Інфінітив вживається в **активному стані**, якщо іменник або займенник, до якого він відноситься, означає суб'єкт дії, вираженої інфінітивом:

*I want to inform him of her arrival.*

Інфінітив вживається в **пасивному стані**, якщо іменник або займенник, до якого він відноситься, означає об'єкт дії, вираженої інфінітивом:

*He would like to be invited to the party.*

### **Функції інфінітива:**

– Інфінітив чи інфінітивна група може вживатися в реченні в ролі підмета:

*To read much is to know much.*

Підмет, виражений інфінітивною групою, часто ставиться після присудка речення; у цьому разі перед присудком вживається ввідне **it** (або формальний підмет).

*It was difficult to refuse his request.*

– Інфінітив вживається в ролі предикатива (іменної частини складеного присудка):

*Our plan is to complete this report.*

– Інфінітив вживається в ролі частини дієслівного складеного присудка:

а) з модальними дієсловами:

*He must be here.*

б) з дієсловами, що мають модальне значення (тобто вживаються у сполученні з інфінітивом іншого дієслова): *to want **xomimu**; to wish*

*бажати; to intend мати намір; to try намагатися; to expect, to hope сподіватися, надіятися та ін..*

*We expect to come in time.*

в) з дієсловами, що означають початок або продовження дії: **to begin, to start** *починати* (ся); *to continue* **продовжувати** (ся) та ін.:

*I intend to invite them.*

– Інфінітив вживається в ролі додатка до дієслів та прикметників:

*I decided to read much.*

– Інфінітив вживається в ролі означення:

*I was the first to solve this problem.*

Інфінітив у функції означення часто має модальне значення, виражаючи можливість або повинність; у таких випадках інфінітив перекладається українською мовою підрядним означальним реченням.

Інфінітив у функції означення може вказувати на призначення предмета, вираженого іменником або займенником, до якого відноситься інфінітив.

Інфінітив-означення після слів *the first, the second, the last* перекладається українською мовою особовою (предикативною) формою дієслова:

*He was the first to come.*

– Інфінітив вживається у функції обставини мети:

*I have written to IBM to get their latest price list.*

– Інфінітив вживається в ролі обставини наслідку:

*I don't know him well enough to ask him for help.*

– Перед інфінітивом у ролі підмета, іменної частини присудка, додатка й означення можуть вживатися займенники *what, whom, whose, which*, прислівники *where, when, how, why* і сполучники *whether* та *if*. Так інфінітивні групи вживаються найчастіше у функції додатка:

*I am not sure what to do.*

## ДІЄПРИКМЕТНИК (THE PARTICIPLE)

**Дієприкметник** – це неособова форма дієслова, що має властивості дієслова, прикметника і прислівника. В англійській мові є два дієприкметнику – дієприкметник теперішнього часу (Present Participle або Participle I) і дієприкметник минулого часу (Past Participle або Participle II).

Present Participle утворюється за допомогою закінчення – *ing*, яке додається до інфінітива дієслова без частки *to*.

Якщо інфінітив закінчується одним приголосним, якому передуює короткий наголошений голосний звук, то перед закінченням –*ing* кінцевий приголосний подвоюється:

*to sit* сидіти – *sitting*

*to begin* починати – *beginning*

Кінцева буква **g** подвоюється, якщо останній склад наголошений і не містить дифтонга:

*to prefer* віддавати перевагу – *preferring*

Кінцева буква **l** подвоюється, якщо їй передуює короткий голосний звук (наголошений чи ненаголошений):

*to compel* примушувати – *compelling*

У дієсловах *to lie* лежати; *breach*; *to tie* зав'язувати; *to die* умирати буквосполучення –*ie* перед закінченням –*ing* змінюється на- у :

*to lie* – *lying*; *to tie* – *tying*; *to die* – *dying*.

**Present Participle** (Participle I) відповідає українському дієприкметнику активного стану теперішнього часу та дієприслівнику недоконаного виду:

*resting* – відпочиваючий, відпочиваючи

**Past Participle** (Participle II) правильних дієслів утворюється за допомогою закінчення – *ed*, що додається до інфінітива без частки *to*, тобто так само, як і стверджувальна форма Past Indefinite цих дієслів:

*to ask* – *asked*

Past Participle неправильних дієслів утворюється по-різному, і ці форми треба запам'ятати. Past Participle перехідних дієслів відповідає українському пасивному дієприкметнику минулого часу:

*dressed* -одягнутий

*made* - зроблений

Past Participle деяких неперехідних дієслів відповідає українському дієприкметнику активного стану минулого часу:

*to fade* – в’янути

*faded* – зів’ялий

В англійській мові дієприкметники мають форми теперішнього часу (Present Participle), минулого часу (Past Participle) і перфектну (Perfect Participle), а також форми пасивного і активного стану.

Форма дієприкметника	Перехідні дієслова		Неперехідні дієслова
	Active Voice	Passive Voice	Active Voice
Present Participle	asking	being asked	going
Past Participle		asked	gone
Perfect Participle	having asked	having been asked	having gone

### *Функції дієприкметника в реченні*

**Present Participle Active** вживається у функції означення. При цьому одиничний дієприкметник ставиться перед означуваним іменником, а дієприкметник із залежними від нього словами – після означуваного іменника:

*Running water is pure.*

*The woman sitting in the corner is my wife.*

Present Participle Active вживається також у функції обставин (часу, причини, способу дії):

*Walking along the street she met her friend.*

У ролі обставини Present Participle може вживатися із сполучником:

*When speaking he didn't think of anything.*

**Present Participle Passive** здебільшого вживається у функції обставин, іноді у функції означення:

*The large building being built in our street is a new school*  
*Being packed well, the good arrived in good condition.*

Present Participle Active і Passive вживається лише у функції обставин:

*Having collected all the material, he was able to write the report.*  
*Having been sent to the wrong address the letter didn't reach him.*

**Past Participle** у реченні найчастіше буває означенням. У цій функції Past Participle ставиться звичайно перед означуваним іменником. Past Participle із залежними від нього словами (participle phrase) в англійській мові завжди ставиться після означуваного іменника. Проте Past Participle у сполученні з прислівником способу дії звичайно ставиться перед означуваним іменником:

*The books taken from the library must be returned next week.*  
*A written letter lay on the table.*

Past Participle вживається також у ролі обставин (часу, причини, мети, способу дії і порівняння) із сполучниками *when коли; if якщо, якби; as if, as though наче, ніби; though хоч*:

*When given time to think, he always answered well.*

Past Participle вживається в реченні у функції предикатива:

*When I came to the house ,the door was locked.*



## ГЕРУНДІЙ (THE GERUND)

**Герундій** – це неособова форма дієслова із закінченням - *ing*, що має властивості дієслова й іменника.

Як і інфінітив, герундій називає дію: *writing* написання, *swimming* плавання.

В українській мові немає форми, яка відповідає б герундію. Слова *написання, плавання* – іменники, що утворились від дієслів, але не мають граматичних ознак дієслів.

Герундій має такі дієслівні властивості:

- а) герундій перехідних дієслів вживається з прямим додатком;
- б) герундій має неозначену й перфектну форми, вживається в активному і пасивному стані. За формою герундій збігається з відповідними формами Present Participle.

*I enjoy listening to music.*

Герундій у реченні виконує такі властиві іменнику синтаксичні функції:

- а) підмета:

*Marketing requires careful planning.*

- б) предикатива:

*Combining two financial groups successfully is always a difficult task.*

- в) додатка (прямого і прийменникового):

*The Minister admitted taking a bribe.*

*I 'd be very interested in hearing your suggestions.*

- г) означення:

*After his illness he had no chance of passing the examination.*

- д) перед герундієм, як і перед іменником, може вживатися присвійний займенник або іменник у присвійному відмінку:

*We objected to the buyer's paying only part of the invoice amount.*

е) обставини (часу, способу дії та ін.):

*Wal Mart became successful by selling high volumes at low prices.*

*Before starting work at UBS, I worked at Credit Bank in Boston.*

**Українською мовою герундій перекладається:**

а) неозначеною формою дієслова (інфінітивом):

*She enjoys playing tennis.*

*Їй подобається грати в теніс.*

б) іменником:

*Developing a high technology product requires a great deal of investment.*

*Розробка високотехнологічного продукту потребує великого інвестування.*

в) дієприкметником:

*We were able to develop a new product by using new technologies.*

*Нам вдалося створити новий продукт, використовуючи нові технології.*

г) предикативною формою дієслова (присудком) підрядного речення:

*They insisted on the goods being shipped at once.*

*Вони наполягали, щоб товари були відвантажені негайно.*

## **УМОВНІ РЕЧЕННЯ ЕМФАТИЧНІ КОНСТРУКЦІЇ 'I WISH...' (CONDITIONALS. WISH-CLAUSES)**

Підрядні умовні речення (**adverbial clauses of condition**) найчастіше з'єднуються з головним реченням за допомогою сполучника '*if*' (=якщо, якби).

*If sales increase, we make more profit*

Умовні речення поділяються на 3 типи:

1. речення реальної умови,
2. малоймовірної умови і
3. нереальної умови.

**Умовні речення першого типу** перекладаються українською мовою умовним реченням з дієсловом-присудком у дійсному способі; підрядні речення виражають реальні; здійсненні припущення. Такі умовні речення найчастіше виражають припущення, які відносяться до теперішнього або майбутнього часу. Дієслово в підрядному реченні (умови) вживається в Present Simple, а в головному реченні (наслідок) Present Simple (якщо відноситься до теперішнього часу) і Future Simple (якщо відноситься до майбутнього часу). У відповідних українських умовних реченнях майбутній час вживається як у головному, так і у підрядному реченні:

*If companies outsource, they reduce costs (present)*

*If you increase your order, we'll give you a bigger discount (future)*

Дієслово головного речення може стояти в **наказовому способі**:

*If you see him, tell him about our decision.*

У реченнях реальної умови, що стосуються майбутнього часу, в підрядному реченні іноді вживається дієслово *should* + інфінітив без частки, що надає припущенню меншої імовірності.

*If he should come, I will ask him to wait.*

**Умовні речення другого типу** виражають малоймовірні або неймовірні припущення, що відносяться до теперішнього або майбутнього часу і перекладаються українською мовою умовним реченням з дієсловом в умовному стані (дієсловом у формі минулого часу із часткою *би*).

В умовних реченнях другого типу в підрядному реченні (умові) вживається форма Past Simple, а в головному – would + indefinite infinitive (без *to*) (Future – in – the Past):

*If you wanted a quantity discount, you would have to order at least 1000 units.*

*If overheads weren't so high, we would invest more.*

Дієслово *to be* вживається в підрядному реченні у формі – *was/were*:

*I would be more careful, if I were you.*

В підрядному реченні іноді зустрічається сполучення *would* з інфінітивом. Дієслово *would* в цьому випадку вживається для вираження прохання:

*We should be grateful if you would send us your catalogue.*

**Умовні речення третього типу** виражають припущення, які відносяться до минулого часу і тому є нереальними. Як і другий тип умовних речень вони перекладаються українською мовою дієсловом у минулому часі із часткою *би*.

В умовних реченнях третього типу в підрядному реченні вживається форма Past Perfect, а в головному реченні *Would + Perfect Infinitive* (без *to*):

*If the economic situation had been better, we wouldn't have lost so many customers.*

В умовних реченнях I, II і III типів у головних реченнях можуть вживатися модальні дієслова *can, could, may, might, must, should + Indefinite Infinitive*.

*If you don't have a sound business plan, you cannot succeed.*

*If the euro were weak in the long term, companies might slow down their drive to increase productivity.*

Іноді умова може відноситись до минулого часу, а наслідок до теперішнього або майбутнього, чи навпаки. Такі речення називаються “змішаними” умовними реченнями.

*I wouldn't need a translator, if I had studied at school.*

*If we had gone offshore, our costs would be lower now.*

В умовних реченнях з дієсловами *were, had, should, could*, що входять до складу присудка, сполучник *if* може бути випущений. В такому разі в умовному реченні непрямої порядок слів:

*Were he here*, *he would help us.* = *If he were here, he would help us.*

*Had I seen him yesterday*, *I would have asked him about it* = *If I had seen him yesterday, I would have asked him about it.*

### **Умовні речення з дієсловом *wish***

Ми вживаємо ***I wish***, щоб висловити жаль, незадоволення.

Якщо припущення відноситься до теперішнього або майбутнього часу, після *I wish* вживається минулий час. (Past Simple).

*I wish we didn't have so many meetings.*

Якщо до минулого часу, то після *I wish* вживається Past Perfect (минулий доконаний).

*I wish we had advertised on television.*

Якщо йдеться про те, що зробити важко або неможливо, вживається *I wish I could*.

*I wish I could contact him, but he hasn't got a mobile phone.*

Для виразності ми можемо замінити *I wish* на *if only*. Наголос падає на *only*.

*If only I hadn't eaten the oysters*

*If only I could contact him*



## МОДАЛЬНІ ДІЄСЛОВА (MODAL VERBS)

В англійській мові є група дієслів (*can, may, must, ought, shall, should, will, would, need, dare*), які називаються модальними. Ці дієслова не мають усіх основних форм, властивих іншим дієсловам, і тому вони ще називаються недостатніми (Defective Verbs).

Модальні дієслова не вживаються самостійно, а лише в сполученні з інфінітивом іншого дієслова:

*I can help you.*

*He must go there.*

Модальні дієслова не виражають дії або стану, а лише можливість, необхідність, бажаність, імовірність, сумнів, дозвіл, заборону, здатність виконання дії, позначеної інфінітивом. У модальному значенні вживаються також дієслова *to have* і *to be*.

### Модальні дієслова мають ряд особливостей:

1. Модальні дієслова не мають форм інфінітива, дієприкметника і герундія, а тому не мають складних часових форм – майбутнього часу, тривалих і перфектних часів.
2. Після модальних дієслів інфінітив вживається без частки *to*. Виняток становлять дієслова *to be* і *to have* у модальному значенні та дієслово *ought*, після яких інфінітив вживається з часткою *to*, а також дієслова *need* і *dare*, після яких інфінітив може вживатися з часткою *to* і без неї.
3. У третій особі однини теперішнього часу модальні дієслова не мають закінчення – *(e)s*:  
*He may come tomorrow.*
4. Питальна й заперечна форми теперішнього і минулого часу модальних дієслів утворюються без допоміжного дієслова *to do*.

У питальній формі модальні дієслова ставляться перед підметом:

*May I come in?*

Можна ввійти?

У заперечній формі після модальних дієслів вживається заперечна частка **not**:

*You should not do it.*

Вам не варто цього робити.

**Can** у теперішньому часі пишеться разом з часткою **not**:

*He cannot dance.*

Він не вміє танцювати.

<b>Auxiliary</b>	<b>Uses</b>	<b>Present/Future</b>	<b>Past</b>
<i>may</i>	(1) polite request	<i>May I borrow</i> your pen?	
	(2) formal permission	You <i>may leave</i> the room.	
	(3) less than 50% certainty	Where's John? He <i>may be</i> at the library.	He <i>may have been</i> at the library.
<i>might</i>	(1) less than 50% certainty	Where's John? He <i>might be</i> at the library.	He <i>might have been</i> at the library.
	(2) polite request ( <i>rare</i> )	<i>Might I borrow</i> your pen?	
<i>should</i>	(1) advisability	You <i>should</i> keep an account of all your expenses.	You <i>shouldn't</i> have sold those shares.
	(2) 90% certainty	She <i>should do</i> well on the test. ( <i>future only, not present</i> )	She <i>should have done</i> well on the test.
<i>ought to</i>	(1) advisability	When you go to the conference next week, you <i>ought to</i> give Mr. Franks a ring.	I <i>ought to have studied</i> last night.
	(2) 90% certainty	When you went to the conference last week, you <i>ought to</i> have given Mr. Franks a ring.	She <i>ought to have done</i> well on the test.
<i>had better</i>	(1)	You <i>had better be</i>	( <i>past form</i> )



	advisability with threat of bad result	on time or we will leave without you.	<i>uncommon</i> )
<i>be supposed to</i>	(1) expectation	Class <b><i>is supposed to begin</i></b> at 10.	Class <b><i>was supposed to begin</i></b> at 10.
<i>be to</i>	(1) strong expectation	You <b><i>are to be</i></b> here at 9:00.	You <b><i>were to be</i></b> here at 9:00.
<i>must</i>	(1) strong necessity	I <b><i>must go</i></b> to class today.	I <b><i>had to go</i></b> to class yesterday.
	(2) prohibition ( <i>negative</i> )	You <b><i>must not</i></b> open the door.	
	(3) 95% certainty	Mary isn't in class. She <b><i>must be</i></b> sick. ( <i>present only</i> )	Mary <b><i>must have been</i></b> sick yesterday.
<i>have to</i>	(1) necessity	I <b><i>have to go</i></b> to class today.	I <b><i>had to go</i></b> to class yesterday.
	(2) lack of necessity ( <i>negative</i> )	I <b><i>don't have to go</i></b> to class today.	I <b><i>didn't have to go</i></b> to class yesterday.
<i>have got to</i>	(1) necessity	I <b><i>have got to go</i></b> to class today.	I <b><i>had to go</i></b> to class yesterday.
<i>will</i>	(1) 100% certainty	He will be here at 6:00 ( <i>future only</i> )	
	(2) willingness	The phone's ringing. <b><i>I'll get</i></b> it.	
	(3) polite request	<b><i>Will</i></b> you please <b><i>pass</i></b> the salt?	
<i>be going to</i>	(1) 100% certainty	He <b><i>is going to be</i></b> here at 6:00. ( <i>future only</i> )	

	(2) definite plan	<b><i>I'm going to paint</i></b> my bedroom. ( <i>future only</i> )	<b><i>I was going to paint</i></b> my room, but I didn't have time.
<i>can</i>	(1) ability/possibility	I <b><i>can</i></b> speak fluent German.	After a few month on the training course, <b><i>I could speak</i></b> Japanese quite well.
	(2) informal permission	You <b><i>can use</i></b> my car tomorrow.	
	(3) informal polite request	<b><i>Can I borrow</i></b> your pen?	
	(4) impossibility ( <i>negative only</i> )	That <b><i>can't be</i></b> true!	That <b><i>can't have been</i></b> true.
<i>could</i>	(1) past ability		Even after two month, I <b><i>couldn't</i></b> speak Japanese at all.
	(2) polite request	<b><i>Could</i></b> you give me hand with this machine?	
	(3) suggestion	We <b><i>could</i></b> lose all our stock.	We <b><i>could</i></b> have lost all our stock.
	(4) less than 50% certainty	Where's John? He <b><i>could be</i></b> at home.	He <b><i>could have been</i></b> at home.
	(5) impossibility ( <i>negative only</i> )	That <b><i>couldn't be</i></b> true!	That <b><i>couldn't have been</i></b> true!
<i>be able to</i>	(1) ability	I'd <b><i>be able to</i></b> help you, but I don't have the authority.	She phoned the airline and <b><i>was able to</i></b> get me on the flight.

<i>would</i>	(1) polite request	<b>Would</b> you please pass the salt? <b>Would</b> you <i>mind</i> if I left early?	
	(2) preference	I <b>would</b> rather go to the park than <b>stay</b> home	I <b>would rather have gone</b> to the park.
	(3) repeated action in the past		When I was a child, I <b>would</b> visit my grandparents every weekend
<i>used to</i>	(1) repeated action in the past		I used to visit my grandparents every weekend
<i>shall</i>	(1) polite question to make a suggestion	<b>Shall</b> I <b>give</b> you a hand?	
	(2) future with “I” or “we” as subject	I <b>shall</b> arrive at nine. ( <b>will</b> = <i>more common</i> )	

## ПРИКМЕТНИК (THE ADJECTIVE).

## ПРИСЛІВНИК (THE ADVERB).

**Прикметник (the Adjective)** – це частина мови, яка означає ознаку предмета і відповідає на питання what? який? Прикметник відноситься до іменника і не змінюється ні за числами, ні за родами, ні за відмінками.

*Last year we had a significant increase in profit.*

**Прислівник (the Adverb)** – частина мови, яка вказує на ознаку дії, або на різні обставини, при яких відбувається дія. Прислівник відноситься до дієслова і вказує **як, де і коли** і т.п. відбувається дія.

*The economy has improved significantly.*

Прислівники способу дії (adverbs of manner) звичайно ставляться після дієслова.

*We planed everything very carefully.*

*The economy is growing slowly.*

Прислівник повторюваності й частоти (adverbs of repetition and frequency) стоять перед дієсловами, але після дієслова to be і допоміжних дієслів.

*He always comes early.*

*She is never late.*

*She has never arrived late.*

Прислівники часу (adverbs of time) можуть стояти або на початку або на кінці речення.

*I have not seen him today.*

*Tomorrow I will go there.*

Якщо в реченні є декілька прислівників разом, звичайний порядок слів такий:

**як – де – коли**

*Our profits rose slightly in Germany last year.*

Прислівник може також відноситись до прикметника або до іншого прислівника, вказуючи на їх ознаки.

*It's relatively expensive (прислівник + прикметник)*

*He arrived extremely late. (прислівник + прикметник)*

Коли в реченнях більш, ніж один прикметник, вживається такий порядок:

думка, погляд	wonderful, lovely, nice, difficult.
розмір	large, small, long, short.
інші якості	cheap, clean, quiet, fast.
вік	new, old, second-hand.
колір, узор, форма	circular, flat, striped, red, black.
походження, національність	French, Japanese, American.
речовина	wooden, metal, plastic, steel.

зразок (який) *third-generation (phone), economic (policy), safety (device), investment (bank)*

Прикметники, які закінчуються на *-ing*, описують те, на що ми реагуємо (зовні).

Прикметники, які закінчуються на *-ed* описують наші почуття і реакції (всередині нас)

*The meeting was very interesting.*

*I was interested in your idea about outsourcing.*

Інші пари таких прикметників: *bored/boring, confused/confusing, excited/exciting, fascinated/fascinating, surprised/ surprising, tired/tiring.*

*I found her comment quite surprising.*

*I was surprised by her comment.*

Прикметники та прислівники в англійській мові не змінюються ні за числами, ні за родами, ні за відмінками.

Прикметники і прислівники в англійській мові змінюються лише за ступенем порівняння. Якісні прикметники в англійській мові мають основну форму (the positive degree), вищий ступінь порівняння (the comparative degree) і найвищий (the superlative degree).

Форми вищого і найвищого ступенів порівняння прикметників і прислівників можуть бути, як і в українській мові, простими і складеними.

Прості форми ступенів порівняння утворюються додаванням до основної форми прикметника і прислівника закінчення *-er* у вищому і *-est* у найвищому ступені:

*cheap – cheaper – the cheapest*

*hard – harder – the hardest*

Складені форми ступенів порівняння утворюються додаванням до основної форми прикметника і прислівника слова *more* **більш** у вищому ступені і *most* **найбільший** – у найвищому.

*expensive – more expensive – the most expensive*

*efficiently – more efficiently – the most efficiently*

Ступені порівняння прикметників *good* **добрий, хороший**, *bad* **поганий** та прислівників *well* **добре** і *badly* **погано** утворилися від інших коренів:

*good – better – best*

*well – better – best*

*bad – worse – worst*

*badly – worse – worst*

Прикметники *old старий* та *far далекий* мають дві форми вищого й найвищого ступеня:

*old – older, elder – oldest, eldest*

*far – farther, further – farthest, furthest*

## СЛОВОТВОРЕННЯ (WORD FORMATION)

### Основні суфікси іменників, прикметників, дієслів, прислівників. Найважливіші префікси англійської мови

Слова можуть утворюватися за допомогою афіксів – префіксів і суфіксів. Префікси стоять на початку слів, а суфікси – в кінці слів. Префікси змінюють значення слова, але не змінюють його належність до однієї або іншої частини мови:

*respect* (іменник) **повага**                      *disrespect* (іменник) **неповага**

Суфікси вживаються для утворення однієї частини мови з іншої:

*skillful* (прикметник) **умілий**                      *unskillful* (прикметник) **невмілий**

### Суфікси іменників

1. Для позначення особи:

**-er, or** (до дієслів латинського походження):

додається до дієслів для визначення діючої особи:

<i>to teach</i> – <b>навчати</b>	<i>teacher</i> – <b>вчитель</b>
<i>to manage</i> – <b>керувати</b>	<i>manager</i> – <b>керівник</b>
<i>to supply</i> – <b>постачати</b>	<i>supplier</i> – <b>постачальник</b>
<i>to translate</i> – <b>перекладати</b>	<i>translator</i> – <b>перекладач</b>

**-ee** вживається для позначення особи, на яку направлена дія:

<i>to employ</i> – <b>держати на службі</b>	<i>employee</i> – <b>службовець</b>
<i>to pay</i> – <b>платити</b>	<i>payee</i> – <b>отримувач (грошей)</b>

**-ian** – для позначення національної належності:

<i>Ukrainian</i> – <b>українець</b>
<i>Russian</i> – <b>росіяни</b>
<i>Hungarian</i> – <b>угорець</b>

2. Для позначення абстрактних іменників (в окремих випадках також конкретних іменників).

**-age** звичайно утворює іменники від дієслів:

<i>to pack</i> – <b>упаковувати</b>	<i>package</i> - <b>упаковка</b>
<i>to use</i> – <b>застосовувати</b>	<i>usage</i> - <b>застосування</b>
<i>to post</i> – <b>відправляти</b>	<i>postage</i> - <b>вартість</b>

**-ance, -ence** (відповідні прикметники мають суфікси *-ant, -ent*)

<i>abundant</i> – <b>багатий, рясний</b>	<i>abundance</i> - <b>достаток</b>
<i>absent</i> – <b>відсутній</b>	<i>absence</i> - <b>відсутність</b>
<i>clear</i> – <b>чистий</b>	<i>clearance</i> – <b>звільнення від мита</b>

**-dom** утворює іменники прикметників і іменників:

<i>king</i> – <b>король</b>	<i>kingdom</i> - <b>королівство</b>
<i>free</i> – <b>вільний</b>	<i>freedom</i> – <b>свобода, воля</b>

**-hood** звичайно утворює іменники від інших іменників:

<i>neighbor</i> – <b>сусід</b>	<i>neighborhood</i> – <b>сусідство</b>
<i>boy</i> – <b>хлопець</b>	<i>boyhood</i> – <b>юнацтво</b>
<i>child</i> – <b>дитина</b>	<i>childhood</i> – <b>дитинство</b>

**-ion** (*-ation, -tion, -sion, -ssion*) утворює іменники від дієслів:

<i>to utilize</i> – <b>використовувати</b>	<i>utilization</i> - <b>використання</b>
<i>to alter</i> – <b>змінювати</b>	<i>alteration</i> - <b>зміна</b>
<i>to decide</i> – <b>вирішувати</b>	<i>decision</i> – <b>рішення</b>

**-ment** утворює іменники від дієслів:

<i>to tread</i> – <b>поводитись</b>	<i>treatment</i> – <b>поводження</b>
<i>to replace</i> – <b>замінити</b>	<i>replacement</i> - <b>заміщення</b>
<i>to agree</i> – <b>погоджуватись</b>	<i>agreement</i> - <b>угода</b>

**-ness** утворює іменники від прикметників:

<i>happy</i> – <b>щасливий</b>	<i>happiness</i> - <b>щастя</b>
<i>dark</i> – <b>темний</b>	<i>darkness</i> - <b>темнота</b>
<i>competitive</i> – <b>конкурентний</b>	<i>competitiveness</i> –
<b>конкурентоздатність</b>	

**-ship** утворює іменники від інших іменників:



*friend* – друг

*friendship* – дружба

### Суфікси прикметників

*-able, ible* – виражає можливість зазнати дію, яка вказана відповідним дієсловом:

*to measure* – **вимірювати**

*measurable* - **вимірювальний**

*to change* – **змінювати**

*changeable* - **мінливий**

*to compare* – **порівнювати**

*comparable* – **несталий**

*-al* утворює прикметники від іменників:

*nation* – **нація, народ**      *national* – **національний, народний, державний**

*mechanic* – **механік**

*mechanical* – **механічний**

*-ant, -ent* (відповідні іменники мають суфікси) – *-ance, -ence*:

*to hesitate* – **вагатися**

*hesitant* - **нерішучий**

*to suffice* – **вивчати**

*sufficient* - **достатній**

*-ful* утворює прикметники від іменників і виражає наявність якості:

*need* – **потреба**

*needful* - **необхідний**

*beauty* – **краса**

*beautiful* – **гарний, красивий**

*care* – **турбота**

*careful* – **турботливий**

*-ish* утворює прикметники із значеннями:

1) національної належності

2) слабкого ступеня якості (відповідає українським суфіксам *-уват*):

*red* – **червоний**

*reddish* - **червонуватий**

*cold* – **холодний**

*coldish* - **холоднуватий**

*-ive* звичайно утворює прикметники від дієслів і іменників:

*to attract* – **приваблювати**

*attractive* - **привабливий**

*to act* – **діяти**

*active* – **діяльний, активний**

**-less** утворює прикметники від іменників і означає відсутність якості:  
Відповідає префіксу *без* в українській мові.

*life* – **життя**  
*care* – **турбота**

*lifeless* - **безжиттєвий**  
*careless* - **безтурботний**

**-ous** утворює прикметники від іменників:

*humor* – **гумор**                      *humorous* – **гумористичний, смішний**  
*glory* – **слава**                      *glorious* – **славний,**  
**славетний**

**-y** утворює прикметники від іменників:

*chill* – **прохолода**  
*dust* – **пил**

*chilly* - **прохолодний**  
*dusty* – **пильний**

## Суфікси дієслів

**-en** із значенням *робити* або *робиться*. Утворює дієслова від прикметників і іменників:

*short* – **короткий**  
*sharp* – **гострий**

*to shorten* - **скорочувати**  
*to sharpen* – **гострити**

**-fy** звичайно утворює дієслова від прикметників:

*simple* – **простий**  
*pure* – **чистий**

*to simplify* - **спрощувати**  
*to purify* - **очищати**

**-ize** звичайно утворює дієслова від іменників:

*character* – **характер**  
*sympathy* – **співчуття**

*to characterize* - **характеризувати**  
*to sympathize* – **співчувати**

## Суфікси прислівників

Прислівники утворюються від прикметників за допомогою суфікса –  
*ly*.

<i>careful</i> – <i>carefully</i>	( <i>уважний - уважно</i> )
<i>bad</i> – <i>badly</i>	( <i>поганий - погано</i> )
<i>happy</i> – <i>happily</i>	( <i>щасливий - щасливо</i> )

### Суфікси числівників

Числівники від 13 до 19 утворюється від відповідних числівників першої десятки за допомогою суфікса – *teen*:

*five* – *fifteen*  
*seven* – *seventeen*

Числівники, які означають десятки , утворюються за допомогою суфікса – *ty*

*four* – *fourty*  
*six* – *sixty*

Порядкові числівники за виключенням перших трьох (*first, second, third*) утворюється від відповідних кількісних числівників за допомогою суфікса – *th*:

*fifth, seventh*

### Префікси

Префікси із заперечним значенням: *un-, in-, dis-, non-*.

***un-***

<i>decided</i> – <i>вирішений</i>	<i>undecided</i> - <i>невирішений</i>
<i>distinguished</i> – <i>замінний</i>	<i>undistinguished</i> - <i>незамінний</i>
<i>employed</i> – <i>зайнятий</i>	<i>unemployed</i> – <i>безробітний,</i>

***незайнятий***

<i>paid</i> – <i>оплачений</i>	<i>unpaid</i> - <i>неоплачений</i>
<i>to say</i> – <i>говорити</i>	<i>unsay</i> – <i>відпиратися, брати свої слова назад</i>
<i>to seal</i> – <i>запечатувати</i>	<i>unseal</i> - <i>розпечатувати</i>

***in-***

<i>accuracy</i> - <i>точність</i>	<i>inaccuracy</i> - <i>неточність, помилка</i>
-----------------------------------	------------------------------------------------

*capability-здатність*  
*accessible-доступний*

*incapability-нездатність*  
*inaccessible-недоступний*

**dis-**

*to agree-погоджуватися*  
*to trust-довіряти*  
*to satisfy-задовольняти*  
*able-здатний*

*to disagree-не згоджуватись*  
*to distrust-не довіряти*  
*to dissatisfy-не задовольняти*  
*disable-нездатний*

**non-**

*durable-міцний, довготривалий*    *non-durable- недовготривалий*

**-re** в багатьох випадках відповідає українському префіксу **пере-**. Часто слова із префіксом **-re** пишуться через дефіс.

*to pay-платити*

*to repay-віддавати борг;*

*оплачувати, відшкодовувати*

*to place-розміщати*

*to replace-заміщати, замінити*

*to sell-продавати*

*to resell-перепродавати*

*to value-оцінювати*

*to re-value-переоцінювати*

**mis-** із значенням **неправильно**

*to count – рахувати*

*to miscount–рахувати неправильно*

*to understand – розуміти*

*to misunderstand–розуміти неправильно*

*to trust – вірити, довіряти*

*to mistrust – не довіряти, підозрювати*

*to import – інформувати*

*to misinform – дезінформувати*

**over-** із значенням **над, понад, надто** (часто відповідає в українській мові префіксу пере-).

*to estimate- оцінювати*

*to over-estimate-переоцінювати*

*to pay-платити*

*to overplay-переплачувати*

*to price-назначати ціну*

*to overprice-називати завищену*

**ціну**

**under-** із значенням **“недостатньо”**

*to produce*-виробляти

**недостатній**

*to pay*-платити

*development*-розвиток

*to underproduce*-недовиробляти,  
*випускати продукцію в*

**кількості**

*to underpay*-недоплачувати

*underdevelopment*-низький рівень  
**економічного розвитку**

**co-** означає спільність дії, співробітництво

*to exist* – існувати

*owner* – власник

*operation* – дія

*coexist* -співіснувати

*coowner* – співвласник

*cooperation* – співробітництво

**pre-** із значенням перед, раніше, в українській мові відповідає префіксу “до, перед”

*capitalist* – капіталістичний

**докапіталістичний**

*condition* – умова

*decision* – рішення

**рішення**

*precapitalist* -

*precondition* - передумова

*predecision* – попереднє

**post-** із значенням після

*war* – війна

*post war* – післявоєнний

**inter-** із значенням між, взаємо

*relation* – зв’язок

*state* – держава

*sectoral* – галузевий

*interrelation* – взаємозв’язок

*interstate* - міждержавний

*intersectoral* – міжгалузевий

**counter-** із значенням анти, проти

*cyclical* – циклічний

**циклічний**

*productive* – продуктивний

**продуктивність**

*plan* – план

**план**

*countercyclical* – анти

*counterproductive* – зменшуючий

*counterplan* – зустрічний

**sub-** із значенням **під-**

*company* – компанія

*subcompany* – дочірня компанія

*to divide* – ділити

*to subdivide* - підрозділяти

*industry* – промисловість, галузь

*subindustry* - підгалузь

**en-** часто має значення “виконання дії”

*force* – сила

*to enforce* - примушувати

*title* – заголовок

*to entitle* - давати назву

*rich* – багатий

*to enrich* – збагачувати

## ФРАЗОВІ ДІЄСЛОВА (PHRASAL VERBS)

Фразові дієслова складаються з двох або трьох слів. До складу більшості з них входять два слова, перше з яких є дієсловом, друге – постпозитивом. Постпозитивний елемент може бути виражений прийменником або прислівником. Прикладами типових фразових дієслів є “turn on”, “make out”, “deal with” та інші.

Відмінною рисою фразових дієслів англійської мови є той факт, що, значення фразового дієслова не завжди відповідає дослівному перекладу його складових, частіше це значення набуває ідіоматичного характеру. Деякі фразові дієслова мають декілька значень, і як правило вони мають синонім із звичайних дієслів, який передає його суть. Наприклад, дієслово **break** – ламати, розбити, набуває зовсім інших значень, коли стає частиною фразового дієслова:

**break down** – зламатися, сильно засмутитися (stop functioning, get upset)

**break in** – ввірватися (зі взломом), втручатися (force entry to a building, interrupt)

**break up** – розірвати стосунки (end a relationship)

**break out** – втекти, вирватися (escape)

Фразові дієслова можуть складатися з **двох** (*cheer up, turn down*) або **трьох** (*get away with, look forward to*) частин.

Розрізняють кілька типів фразових дієслів:

1. Ідіоматичні вислови дієслово + прислівник / прийменник на зразок “give up”.
2. Дієслова, які вживаються тільки з певним прийменником або прислівником, як-от “rely on”, “agree to”, “depend on”.
3. Комбінації дієслово + прислівник, які означають майже те саме, що і відповідне просте дієслово, наприклад: “hurry up” (=“hurry”), “eat up” (=“eat”). У таких сполученнях прислівник лише увиразнює

значення дієслова або додає відтінок завершеності чи тривалості до дії, вираженої дієсловом.

4. Фразові дієслова, які завжди приймають “it” як додаток: “jump to it” (= “act as quickly and energetically”), “slug it out” (= “fight till complete victory”).

5. Зворотні фразові дієслова, після яких завжди вживається додаток “myself”, “yourself”, “himself” тощо. Наприклад: “pride yourself on”, “lend itself to”, “avail yourself of”.

Фразові дієслова є джерелом утворення іменників та прикметників: *blackout* (непритомність), *upbringing* (виховання)

Всі фразові дієслова англійської мови можна розділити на дві групи: перехідні (transitive verbs) і неперехідні (intransitive verbs). Як відомо, перехідними називаються дієслова, що вживаються з прямим додатком. Проблема полягає в тому, що в різному контексті одне і теж дієслово може мати одне значення і бути перехідним, або ж мати інше значення і бути неперехідним.

За критерієм – де розмішувати прямий додаток: між дієсловом і прийменником чи після всього поєднання дієслова з прийменником – фразові дієслова в англійській мові поділяються на роздільні (separable) і нероздільні (inseparable).

Всі неперехідні і деякі перехідні фразові дієслова англійської мови відносяться до нероздільних дієслів, тобто роз’єднувати дієслова з прийменником не можна, як і ставити додаток між ними. Додаток в цьому випадку буде йти після прийменника фразового дієслова.

*She got on the bus. On weekdays, I look after my niece.*

Багато перехідних дієслів належать до роздільних. У даному випадку додаток можна поставити і після всього фразового дієслова, і між дієсловом і прийменником. Якщо ж додаток виражений займенником, то його ставимо тільки посередині.



*Shut down the door! I would like you to shut it down!*  
*It is raining outside. Put on your jacket when you go shopping.*  
*Put your jacket on.*

**Build your basic phrasal verb vocabulary. Translate the following phrasal verbs**

He **pulled up** in front of the gates.  
Do you **eat out** a lot?  
My mother says she's **looking forward to** meeting you.  
I've always **got on** well with Henry.  
Nick **made up** a song about them.  
They **ran out of** money and had to abandon the project.  
I felt quite excited as the plane **took off** from Heathrow.  
You can't just **turn up** and expect a meal.  
He couldn't resist **showing off** on the tennis court.  
Meg was **trying on** some red sandals.  
**Put** that cigarette **out** at once!  
**Look** the word **up** in your dictionary.

**Good English**

In the English languages there are rules that many people don't follow. It doesn't make the rules unnecessary, but rather implies that *people who neglect them don't speak good English*.

**Compare the following collocations with Ukrainian equivalents.**

to be written in **bold print** or in *italics*  
miss the bus/a person/a lesson      # catch the bus  
tell a story/ a joke/the truth/a lie/time  
to start the car/a family  
run a shop/a company = manage, control, head  
heavy smoker/traffic/rain  
soft drink#strong drink, a stiff drink(very strong alcohol)

a soft #loud voice

dry#sweet wine    dry#wet weather

strong#weak coffee      a strong#slight accent or flavour

hard work#serious illness

very = pretty (good food), terribly (sorry), highly (unlikely), fully (aware),  
vitaly (important)

I was *terribly sorry* to hear about your accident. He is *highly unlikely* to  
come now. She is *fully aware* of the problem. It is *vitaly important* that  
you make notes in your notebook.

## REFERENCES

1. Загальноєвропейські рекомендації з мовної освіти: вивчення, викладання, оцінювання. – К.: Ленвіт, 2003. – 261 с.
2. Програма з англійської мови для професійного спілкування (English for Specific Purposes (ESP). National Curriculum for Universities) / Колектив авт. під керівництвом С.Ю.Ніколаєвої. – К.Ленвіт, 2005. – 119 с.
4. Robin Walker and Keith Harding, Oxford English for Careers. Tourism. – Oxford University Press, 2003.
5. Trish Stott, Rod Revell. Highly recommended. English for the hotel and catering industry. Student's book. New Edition. – Oxford University Press, 2009
6. Michael Duckworth. Business Grammar and Practice. – Oxford University Press, 2003.
7. Michael Swan, Cathrine Walter. How English Works.- Oxford University Press, 2004.
8. Virginia Evans, Jenny Dooley, Veronica Garza. Career Paths. Tourism.– Express Publishing, 2011.
9. Iwonna Dubicka, Margaret O'Keeffe. English for International Tourism. Pre-Intermediate Student's book.– Pearson Education Limited, 2003.
10. Peter Strutt, Market leader, Business Grammar and Usage, Business English, 2000
11. Leo Jones. Welcome! English for the travel and tourism industry. Student's book. Cambridge University Press, 1998
12. Tonya Trappe, Graham Tullis, Intelligent Business, Intermediate, 2005
13. <http://www2.unwto.org/content/why-tourism>
14. <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/>
15. [www.thetimes100.co.uk/theory/](http://www.thetimes100.co.uk/theory/)
16. [www.the-times.co.uk](http://www.the-times.co.uk).
17. [www.economist.com](http://www.economist.com).
18. [www.1000ventures.com](http://www.1000ventures.com)
19. [www.global.ft.com](http://www.global.ft.com)
20. <http://europe.unwto.org/>