

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ
УНІВЕРСИТЕТ

Факультет культури й виховання

Кафедра іноземних мов

АНГЛІЙСЬКА МОВА:

методичні рекомендації та навчальний матеріал
для аудиторної та самостійної роботи здобувачів
першого (бакалаврського) рівня вищої освіти усіх ОПП та
спеціальностей МНАУ денної форми здобуття вищої освіти

МИКОЛАЇВ
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ПЕРЕДМОВА

«Англійська мова: методичні рекомендації та навчальний матеріал для аудиторної та самостійної роботи здобувачів першого (бакалаврського) рівня вищої освіти усіх ОПП та спеціальностей МНАУ денної форми здобуття вищої освіти» підготовлені згідно з кредитно-трансферною системою навчання. Дані методичні рекомендації забезпечують навчальний матеріал для вивчення модулів: «Життя здобувача вищої освіти. Особистісна сфера», «Публічна сфера», «Сільське господарство» першого, другого, третього та четвертого років навчання. Мета даних методичних рекомендацій – активізація лексико-граматичного матеріалу у здобувачів вищої освіти та перевірка їх знань шляхом самостійного виконання різнорівневих завдань до текстів, розвиток навичок аудіювання та читання соціально-культурних та фахових текстів.

Методичні рекомендації складаються з трьох основних частин: I. Теми за модулями (Topics), II. Граматика (Grammar), III. Аудіювання (Listening). Письмові завдання, які надані у даних методичних рекомендаціях можуть бути застосовані з метою перевірки знань мовного матеріалу, усного висловлювання та читання. Виконання таких завдань сприятиме закріпленню лексико-граматичного матеріалу з тем, які відповідають типовим програмам з даної дисципліни. Виконання тестових завдань, розроблених за різними граматичними темами, дозволить оцінити знання кожного здобувача вищої освіти. Кожен навчальний текст у даному виданні має два типи завдань: дати відповіді на запитання до тексту та пояснити значення термінів з фаху або сталих стійких словосполучень, поданих у тексті. Кожна тема має словник із перекладом термінів та незнайомих слів. Здобувачам пропонуються завдання для аудіювання з метою вивчення нової лексики з популярних пісень. На кожному темі модуля відводиться 2-8 годин аудиторних занять та 4-10 годин самостійної роботи. За роботу на аудиторних заняттях здобувач може отримати від 10 до 25 балів.

Дане видання допомагає здобувачам поглибити та систематизувати лексичний матеріал, а також набути практичні уміння і навички читання текстів фахової та загальнокультурної тематики. Для підготовки методичних рекомендацій використовувались матеріали із новітніх підручників, автентичних джерел та періодичних видань.

I. TOPICS

1. RESUME

Analyzed – аналізував
Administered, managed – вів справи, керував
Completed – проводив (роботу)
Created – створював
Evaluated – визначав (кількість, вартість); підраховував
Implemented – впроваджував
Improved – удосконалював
Investigated – дослідив, вивчив
Organized – організував
Participated – брав участь
Performed – виконав
Planned – планував
Proposed – запропонував
Provided – забезпечив
Researched – досліджував
Solved – вирішив (проблему, задачу)
Streamlined – модернізував
Supervised – завідував
Supported – підтримував

4. Look through the sample of a resume. Write your resume.

IVAN IVANOV

Dimitrov Street 17, Kiev, Ukraine

Phone: (044) 333-33-33

E-mail: petro20@ukr.net

PERSONAL INFORMATION

Date of birth: 6 February, 1989

Place of birth: Ukraine, Kiev

Marital status: married (single)

OBJECTIVE

Getting the sales manager position (to improve the professional skills, to have an opportunity for growth...)

EDUCATION

September 2008 – to present

Kherson State University; student of Physics, Mathematics and Information Technologies Department (The Institute of Foreign Philology; The Institute of Psychology, History and Sociology; The Institute of Philology and Journalism; The Institute of Natural Sciences;

Economics and Law Department; Physical Training and Sports Department; Preschool and Primary Education Department; Culture and Arts Department; Engineering and Technology Department).

2005-2008

Kherson Academic Lyceum

EXPERIENCE

July 2009

Summer camp “Artek”; a leader of the detachment.

Responsible for up-bringing work in the detachment.

June 2008-August 2008

Supermarket “Oscar”; an assistant of the sales manager

Answered telephone calls, filed documents, composed business letters.

ADDITIONAL SKILLS

Computer literate: PC user: proficient Internet user.

Languages: Ukrainian – mother tongue, English – free speaking, German – beginning, good working language of Poland.

Driver’s license.

Excellent interpersonal and communication skills.

INTERESTS

Computers, football, reading (drawing, embroidery, hiking, running, amateur painting etc.)

ACTIVITIES

Member of Student’s Committee (group leader, vice-leader of the group, etc).

TEST

A Complete the text with words or phrases from the box.

drink	eat	go to restaurants	have	
listen	live	speak	play sports	work

My name’s Sean Brady and I come from Ireland but I (1) _____ in Budapest, Hungary.

I (2) _____ here – I’m a teacher. I (3) _____ a little Hungarian because

I (4) _____ a lot of Hungarian friends. I like to (5) _____, (6) _____ the local food and (7) _____ red wine. I like to (8) _____ to music and I love to (9) _____.

B Complete the table with the correct family words.

♂	♀
father	(10) _____ wife
(11) _____ son	(12) _____ Sister
(13) _____ grandfather	(14) _____ aunt
(15) _____	

C Complete 16–20 with a question word from the box.

Why	Who	Where	What	How
-----	-----	-------	------	-----

- (16) _____ does Cindy live?
 (17) _____ does she live with?
 (18) _____ old is she?
 (19) _____ does she do?
 (20) _____ does Cindy live at home?

D Choose the correct word(s), a, b, or c

21. The _____ are obviously hungry.
 a. wolves
 b. wolf
 c. wolfs
22. The _____ are grazing peacefully.
 a. sheep
 b. sheeps
 c. shep
23. The _____ and forks were in the drawer.
 a. knives
 b. knives
 c. knife
24. I have never trusted his _____.
 a. advice
 b. advices
 c. adviece
25. Mr. Green and Mr. Black are real _____.

- a. gentlemen
- b. gentilemans

E Choose the correct word(s), a, b, or c

(26) _____ she work in a school?

- a) Do b) Don't c) Does

(27) No, she _____.

- a) does b) doesn't c) don't

(28) She _____ in an office.

- a) work b) works c) don't work

(29) I _____ a lot of friends.

- a) has b) hasn't c) have

(30) _____ you play sports?

- a) Do b) Does c) Doesn't

(31) Yes, I _____.

- a) do b) does c) don't

(32) I _____ with my boyfriend.

- a) lives b) live c) doesn't live

(33) He _____ English.

- a) speak b) don't speak c) doesn't speak

(34) _____ he like tea?

- a. Do
- b. Does
- c. Is

(35) Who _____ to school every day?

- d. goes
- e. does go
- f. are

(36) Where _____ they live?

- g. do
- h. does
- i. be

(37) _____ you want to look at the picture?

- j. Do
- k. Does
- l. Are

(38) Why _____ we dream about holidays?

- m. do
- n. does

o. is

2. INTERVIEW

HOW TO PREPARE FOR AN INTERVIEW IN ENGLISH

The most common questions are:

Tell me about yourself?

What are your strengths?

What are your weaknesses?

Why would you like to work here?

1. Tell me about yourself

This is probably the most common question used to start a job interview and you'll have to respond giving personal information, details about your career, your skills, and your studies. In this case you can give your answer starting with the following:

I was born and raised in ...

I attended the University of ...

I've just graduated from the University of ...

I've worked for seven years as a ...

I've worked for various companies including ...

I enjoy playing ...

2. Why should we hire you?

In order to choose the right candidate, your potential employer will want to understand why you are the right person to hire, and therefore could ask you – “Why should we give you the job?”. Here are some possible answers to help give you an idea of what you can say:

You should hire me because I'm confident and

I'm a perfect fit for this job because ...

I should be hired because I'm ...

I think I'm a great match for this position.

3. Explain your strengths

Sticking with the theme “Why should we hire you?” you have to reply explaining what your strengths are and how your skills can represent real added value for the company. You could answer using phrases like the ones below:

I've always been a team player

I believe my strongest trait is my attention to details

I pay close attention to my customers' needs

I'm an excellent communicator

I'm a trouble shooter

I'm good at problem solving

I'm good at multitasking

I'm self-motivated

I have very good time management skills

4. Describe your weaknesses

Knowing your own limits and being able to describe them in an interview will make you seem honest and trustworthy in the eyes of the interviewer. Use these sentences to help you:

I always try to solve my own problems instead of asking a colleague who might know the answer

I become nervous when ...

Sometimes I have trouble delegating duties to others

For example, you could answer with any of the following:

To be punctual – to be on time.

I'm a punctual person. I always arrive early and complete my work on time. My previous job had a lot of deadlines (time when you must finish something by) and I made sure that I was organized and adhered to (respected) all my jobs.

To be a team-player – to work well with others. I consider myself to be a team-player. I like to work with other people and I find that it's much easier to achieve something when everyone works together and communicates well.

To be ambitious – to have goals. I'm ambitious. I have always set myself goals and it motivates me to work hard. I have achieved my goals so far with my training, education and work experience and now I am looking for ways to improve myself and grow.

To take initiative – to do something without having to be told to do it. When I work, I always take initiative. If I see something that needs doing, I don't wait for instruction, I do it. I believe that to be get anywhere in life, you need this quality.

To be proactive – To do things and make them happen. I'm proactive. When I think about things, I do them. I like to see results and it's important in this industry to be proactive and responsible for your own actions.

To keep your cool – To stay calm in all kinds of situations. I think it's really important to be able to stay calm when you're working as a reporter. It can get really stressful, but one of my greatest qualities is that I can keep my cool and I don't allow the pressure to get to me, which helps me achieve all my goals and remain focused. Here are a number of other words that can help you answer this question:

Focused (Adj)	To concentrate well	Confident (adj)	Not shy
Problem- solver (N)	Can find answers to problems easily	Team building skills (N)	You're able to take the lead and be the leader of the group.
Negotiate (V)	To be able to get a better deal that is favorable to you	To have a good work ethic (V)	To work hard, follow the rules and respect your duties of the job.

5. Tell us about your education

Here they want to know everything you've studied related to the job. For example your training and further education (e.g. university, polytechnic, college). You don't need to tell them everything you've done since elementary school, just the important things.

Your: Degrees – 3-4 year qualification from university/college.

Diploma – A short-term qualification (e.g. 1 year) from college/university/polytechnic.

Certificate – A piece of paper showing your participation in a course.

NB: Make sure you take all the necessary documents with you, as they may need proof!

6. Where do you see yourself 5 years from now?

Here, they are asking about your goals. Again, it's related to your career, not your personal life. So if having a family is on the list, don't mention it. Be careful what you say here, you need to be ambitious, but NOT too ambitious as those interviewing you may see you as a threat (competition). You can mention: By then I will have...I would have liked to...

Improved my skills

Created more of a name for myself in the industry (become more known for what you do).

Become more independent in what I do and productive (doing more).

Enhanced (improved) my knowledge.

Achieved a higher position.

Become a team leader...

TEXT

Some Tips for Teens to Succeed in an Interview

1 _____

Don't just show up for the interview. The more information you have learnt in advance, the better impression you will make on the interviewer. Take the time to get working papers (if you need them) and references, before you start looking for a job.

2 _____

It's essential to have good manners being interviewed. Shake your interviewer's hand. Don't sit until you are invited to. Don't slouch in your chair. Doesn't use slang or swear. Be positive, and professional throughout the interview.

3 _____

Know what days and hours you are available to work. The employer will ask. Flexibility is definitely an asset, because the more time you are available, the easier it is for the employer to organize your work. Also know how you are going to get to and from work, if you don't drive.

4 _____

Arrive at the interview site a few minutes early. If you're not sure where to go, get directions ahead of time. If you don't have a driver's license, make sure you have a ride.

5 _____

If your mom or dad brings you for an interview, don't bring them into the interview room with you. Go by yourself. It's important that you speak for yourself and connect with the interviewer, without someone else's assistance.

A Be Polite

B Be Punctual

C Be Prepared

D Go on Your Own

- E Dress Appropriately**
- F Know Your Schedule**
- G Prepare Your Questions**
- H Consult Your Parents**

3. TRAVELLING

At the customs, at the airport

- boarding – посадка
- arrival – прибуття
- departure – відправлення
- flight – авіарейс
- final destination – кінцевий пункт призначення
- a connecting flight – рейс с пересадкою
- a check-in desk (counter) – стійка реєстрації
- passport control – паспортний контроль
- a customs officer – працівник митниці
- a security guard – працівник служби охорони
- inspection of the baggage – перевірка багажу
- baggage claim – отримання багажу
- a conveyor belt – транспортерная лента
- security checkpoint – контрольно-пропускний пункт
- metal detector – металішукач
- an X-ray screener (machine) – рентгеновський апарат для огляду багажа
- Duty-free shops
- a waiting area (lounge) – зона очікування
- fingerprints – відбитки пальців
- a border – кордон
- a gate number – номер виходу на посадку
- a boarding pass – посадочний талон
- a terminal exit – вихід з терміналу
- a luggage cart – для перевозу багажу
- scale - ваги
- luggage (baggage) tags – ярлыки на предмети багажа
- to check in the luggage – зареєструвати багаж
- to fill out the forms – заповнити бланки
- a customs declaration – декларація
- to sign – підписатись
- to declare the prohibited items – декларувати заборонені предмети

sniffer dogs – собаки-ищейки

a line (a queue) – черга

hand luggage (carry on) – ручна поклажка

extra luggage – багаж більше норми

Translate

Take off your shoes (belt, watch). –

Put them on the tray. –

Take out coins and keys from your pockets.

What's the purpose of your visit? –

Nothing to declare. –

Goods to declare. –

Have a nice flight! –

How much liquor do you have?

Are there any things belonging to other people?

Here is my boarding pass

What is the purpose of your visit?

How long are you planning to stay in the country?

I am going to stay in the country for...

My luggage is missing. What should I do? Help me, please

Where is a duty-free shop?

ТЕКСТИ

OUTDOOR ADVENTURE

1 _____

Experience the natural beauty of majestic Mt Rainier on this guided, small-group tour from Seattle. Enjoy a scenic, narrated journey past lakes, waterfalls and historic towns to Mt Rainier, the highest mountain in the state of Washington and one of the tallest in the lower 48 states. Take in spectacular views from Narada Falls, considered the most popular waterfall in Mt Rainier State Park and the aptly named Paradise, at 5,400 feet above sea level on the south slope, among others.

2 _____

Hurricane ridge, huge trees, hikes, Lake Crescent and quaint towns. Visit the 5th most visited National Park in the US. Enjoy Puget Sound ferry rides, natural wonders - from gigantic trees dripping with moss to small flower plants, and enjoy the spectacular view from mile high hurricane ridge. See the heart of this unusual and wild eco-system. On this tour you have a good chance of spotting elk, deer, eagles, and maybe even banana slugs.

3 _____

The Salt River in central Arizona is a gem in the desert and an oasis for the people who like rafting. The Salt River runs west out of the White Mountains through 2000 foot deep Salt River Canyon. The canyon is lined with giant Saguaro cacti and beautiful rock walls. The Salt River is fed by snowmelt and only runs from March to May. Most Salt River Rafting outfitters run a one-day trip and a five-day trip. The one-day trips are convenient and fun. The five-day trips are a fantastic extended adventure that provides excellent rapids and scenery.

4 _____

This exhilarating 20-minute seaplane adventure gives you a chance to feel the freedom of soaring though the sky. Lift off from Lake Union and get a stunning bird's-eye view of Seattle, with beautiful Mt Rainier set as a backdrop in the distance. Get incredible views of the iconic Space Needle, the downtown skyline, the bustling Elliott Bay waterfront and more. You'll hear a commentary about the city and land back on Lake Union to conclude the tour.

5 _____

Home to 8-foot octupi and sixgill sharks, Puget Sound is one of the deepest, most diverse aquatic ecosystems in the Lower 48. Harmless creatures aside, it's also home to some great diving. From West Seattle's Alki Beach to the San Juans, the Puget Sound offers entertaining dive options for beginners and pros alike. Contact a local dive shop for suggested dives and local know-how.

6 _____

Seattle is literally inundated with lakes, rivers and saltwater, so it only makes sense that kayaks are a preferred mode of sightseeing. Several outfitters offer rentals on Seattle's Lake Union and Elliott Bay, but if you're hankering for an escape from civilization, head north to the San Juan Islands. Once there, you'll find stunning scenery and first-class paddling - plus a bevy of guide services to provide the boats and show you the way to aquatic nirvana.

Which attraction gives you an opportunity

A to experience submarine travelling

B to enjoy a thrilling panorama of the city

C to observe cascading water in highlands

- D** to enjoy an exciting water ride in spring
- E** to participate in a fishing expedition
- F** to get acquainted with the underwater world
- G** to hire equipment for water ride activities
- H** to observe local fauna and flora

TEXT

EATING OUT IN MALTA

1. Excellent service in sophisticated surroundings is guaranteed at the Marquis Room at the Dragonara Palace, in St Julian's, where one can also entertain oneself at the Casino.

Dinner is served from 8 p.m. and last orders are taken at midnight. On Mondays the restaurant is closed. Jacket and tie are required in winter, smart casual in summer. Tel: 344550.

2. Mosta, situated practically in the centre of Malta, is famous for its magnificent dome, reputed to be the third largest in the world, and for Ta' Marija Restaurant, the island's only all Maltese restaurant. It features an exciting selection of traditional authentic Maltese food and caters for the individual diner as well as group parties. The pride and joy of Ta' Marija Restaurant is the extensive and varied 'A La Carte' menu – a unique masterpiece acclaimed by thousands of Maltese and international diners over the years.

Vegetarians are catered for and a nonsmoking area is available.

The international wine list features a choice of the best Maltese wines. Tel: 434444,415947 or Fax: 418181.

3. May is a busy month at McDonald's.

As official sponsors of the World Cup, McDonald's will be featuring special promotions as game fever begins to build toward the official kick-off next month in France. With the purchase of nine Extra Value meals, customers get a free cap sporting the World Cup logo. There are also delicious new menu items being tested at our Valletta and St Julian's restaurant. Customers visiting either of the two restaurants can now choose from Seafood Salad, Garden Salad, Feta Salad or Tuna Salad with five delicious dressings. More great tastes and high quality only at McDonald's.

4. No holiday is complete without visiting the Coastline Hotel, which offers a wide variety of sumptuous buffet meals, a la carte dining, or even Italian style pizza and dishes. Dining at the Coastline is yet another of the many pleasures to be enjoyed while being looked after by the catering staff. Every effort is made to cater for the tastes of our

international clientele. A well- stocked cocktail bar, as well as a varied programme of top calibre entertainers provides the finishing touches to a perfect evening. Summer nights are particularly special due to the open air entertainment programme held by the pool of the Coastline. Tel:573782/1.

5. The Four Seasons Restaurant at the Holiday Inn Crowne Plaza in Sliema oRers some of the finest international and local cuisine on the Islands.

You can experience an excitingly varied a la carte menu complemented by an array of mouthwatering dishes from the buRet table.

On Saturday nights the Restaurant goes American with the 'All American Night'.

Diners can choose from a variety of prime cuts of meats and other American specialities.

In addition, there is also a jazz band and a spectacular show by the YADA Dancers. For reservations Tel: 343400, ext. 1611.

6. During the winter months Palio's is open for dinner daily (except for Mondays and Tuesdays) and Sunday lunch. On Sundays you can enjoy a leisurely luncheon with family or friends surrounded by the latest glossy magazines and the Sunday papers for you to browse through. Palio's chef, Roger Debono's menu is divided between pizzas, pastas and specialities consisting of pan fried Calamari with hot chillis, parsley, olive oil and black olives, sea bream, blue fin tuna confit with endives in a balsamic dressing, or try the couscous. There is also char grilled stead or fresh dot with a crisp salad. The choice of dessert changes on a daily basis. Tel: 381000.

Which of the places _____?

- A. has a choice of fresh periodical
- B. offers international cuisine and live music
- C. has a varied selection of Spanish menu
- D. serves the best national food and drinks
- E. gives an opportunity to relax outdoors F boasts of the wonderful interior
- G. expects its customers to stick to the dress code
- H. may present you with free sports headwear

4. FARMING

СІЛЬСЬКЕ ГОСПОДАРСТВО

Before you read the passage, answer the following questions:

1. Has modern equipment changed farming in your country?
2. When do farmers in your country harvest the crop?
3. What equipment do farmers in your country use for cultivating plants and for harvesting the crop?
4. How do farmers in your country prepare the fields for planting?

Key vocabulary

Baler/ baling machine (n.) = an agricultural machine for making bales of hay
Crop (n.) = cultivated plants or agricultural produce like vegetables, fruit, cereals

Cultivator (n.) = an implement/machine for loosening the soil and destroying weeds around growing plants

Harrow (n.) = agricultural implement used to level the ground, stir the soil, destroy weeds

To harrow (v.) = to draw a harrow over land

Harvest (n.) = the process of harvesting a crop

Key vocabulary

To harvest (v.) = to gather a crop

Herbicide (n.) = a chemical substance that destroys plants especially one used to control weeds

Plow/ plough (n.) = a farm implement consisting of a strong blade at the end of a beam usually used for breaking up soil in preparation for sowing

To plow/ plowed/plowing/ plows

To plough /ploughed/ploughing/ ploughs = to break and turn over earth with a plow

Reaper (n.) = an implement/machine used in agriculture for harvesting grain/ crop

To reap (v.) = to cut grain for harvest with a sickle or reaper

Key vocabulary

To reap a crop/ a field

Ripe (adj.) = mature and ready to be eaten

e.g. ripe fruit

Shallow (adj.) = having little depth

Thresher (n) = 1.a threshing machine; 2. A person who threshes
To thresh (v.) = to beat stalks of ripe crop with a hand implement or with a machine

Tractor (n.) = a vehicle used in farming

Weed (n.) = any plant that grows wild

Reading

Preparation of crops requires several stages and practices. The first stage refers to the preparation of the soil. This includes:

- soil acidity can be improved with the help of lime, sulphur, phosphorous;
- nutrient-deficient soil needs fertilizers; •some fields require treatment with herbicide;

TEXT

During the seeding stage the farmer has to take into account the following aspects: seeding rate, plant density. Before cultivation it is very important to prepare the topsoil. If the soil is nutrient-deficient, farmers must add fertilizer. Once the soil temperature is right, planting can begin. The planting of seeds will vary by crop. Agricultural sites have different growing seasons based on elevation, growing degree days, last frost dates. When the crop matures the farmers need to harvest it. Harvesting, the gathering of a ripened crop is the most important stage of the cultivation process. Farmers need the appropriate equipment for planting and cultivating the crop. The machines and implement farmers use for planting and for preparing the field include:

- broadcast seeder which spreads seeds and fertilizer; •the rototiller used for turning the soil perfect; •seed drill for planting;
- chisel plow/ cultipacker used for preparing fields.
- tractors which are used to harrow fields and to plow;
- harrow, a traditional farm /agricultural equipment consisting of a heavy frame with sharp teeth or upright disks; Harrows are suitable for top soil, they were used traditionally for cleaning away stable of plants before tillage.
- cultivators, designed to destroy weeds with shallow roots and to break up surface soil neat plants for aeration.
- ploughs are used in farming for initial cultivation of soil in preparation for sowing seed or planting.

Harvesting equipment saves time and reduces the quantity of waste. The mechanization of agriculture reduces the overall cost of production and increases the total agricultural yield. Harvesting equipment consists of a reaping part and a baler part. Therefore, there are several types of harvesting machines which are generally classified by crops:

•reapers are used for cutting cereal grains. •threshers for separating the seed from the plant. Harvesting equipment includes:

- combine harvester, a farming machine that harvests crops of grain
- gleaner, harvest machine that is not powered by gas or fuel

1. Answer the following questions:

1. What factors must farmers take into account during the seeding stage?
2. What examples of harvesting equipment can you give?
3. What must farmers do before cultivation?
4. Is soil preparation important?
5. What are reapers used for?
6. What machines/ implements plow the land?
7. What machines / implements are used to destroy weeds?

2. Mark the following sentences with True/ False:

1. The farmers need to check the soil temperature before planting the seeds.
2. Harvesting equipment consists of a reaping part and a baler part.
3. Harvesting equipment is also used for controlling the production of weeds.
4. Most fields require treatment with an herbicide.
5. Cultivators eliminate habitat for mice and insects.
6. Ploughs turn over the upper layer of the soil bringing fresh nutrients to the surface.
7. The chisel plow is a device that goes deep in the earth to turn soil.
8. The broadcast seeder is used to prepare fields.

3. Choose the right word:

1. Farmers will develop fertile by rotating crops and using compost.
 - a. soil;
 - b. crop;
 - c. nutrients;
2. If farmers use zero tillage methods, they will leave residues in place.
 - a. fertilizers;
 - b. crop;
 - c. harvesting;
3. equipment consists of a reaping part and a baler part.
 - a. harvesting;
 - b. crop;
 - c. gathering;

3. Choose the right word:

4. are used in farming for initial cultivation of soil in preparation for sowing seed or planting.

a. ploughs;

b. tractors;

c. cultivators;

5. Reapers are used for cutting cereal grains.

a. harrows;

b. tractors;

c. reapers;

6. Cultivators are designed to destroy with shallow roots and to break up surface soil near plants for aeration.

a. plants;

b. weeds;

c. seeds;

4. Fill in the blanks with the correct words and phrases:

HARVEST, PLANTER, SEEDING, NO-TILL, CHISEL PLOW, CULTIVATORS, HARROW.

1. Farmers different parts of the plants: seeds, fruit, root.

2. To get rid of weeds farmers can use which break apart soil and weeds.

3. The implement that breaks soil and smoothens the ground is the

4. The is an instrument which is attached to a tractor and goes deep in earth to turn soil.

5. The is the implement attached behind a tractor that lays seeds down in rows.

6. farming is a technique that reduces soil erosion.

7. Many farmers work hard to raise a crop from to harvest.

5. GROWING PLANTS INDOORS

Plants are made up of different parts. Each part has a certain job. These parts can also help us to identify plants. You can eat certain plant parts. They are important food sources for both humans and other animals. There are seven basic requirements that plants need in order to grow properly: temperature, light, water, air, nutrients, time, and room to grow. Plants can be grown both indoors and outdoors for food, shelter, clothing, medicine, energy, and pleasure.

All plants need these seven things to grow: room to grow, the right temperature, light, water, air, nutrients, and time.

Room to grow

All plants like to have room to grow. The above ground portions of the plant need space so leaves can expand and carry out the job of making food. Roots also need room to grow. Plants growing in small spaces will have their roots crowded, and that results in smaller amounts of growth.

Temperature

Most plants like temperatures that most humans like. Some may like warmer temperatures while others may prefer cooler temperatures for best growth. It is always good to know where plants come from so you can make them feel at home. Most plants like to have cooler temperatures at night and don't like to be in a drafty spot.

Light

Plants grown indoors like bright light. Windows facing the south or west have the best light. Try to place the plants close to the window to take advantage of all the light. The further away from the window, the darker it becomes. A plant will tell you when it isn't getting enough light, because its stems will be thin and it will lean toward the light. If you don't have a bright window, try using grow lights. Remember to have the light about six inches above the plants and leave it on for 14-16 hours each day.

Water

Water is important in the plant's ability to make and move nutrients. Without water or with too much water, a plant dies. For this reason, watering is an important part of plant care. Most plants like to be watered when the soil is slightly dry to the touch. When watering, moisten the soil by using enough water so that it starts to come out of the hole in the bottom of the container. (This is why it is important to use containers with drainage holes.) How often you water depends on a lot of things. Plant size, time of the year, and type of plant are a few. Your best guide, though, is to feel the soil. If you stick your finger one inch into the soil and it is dry, then water your plant.

Air Plants use carbon dioxide in the air and return oxygen. Smoke, gases, and other air pollutants can damage plants.

Nutrients

Most of the nutrients that a plant needs are dissolved in water and then taken up by the plant through its roots. Fertilizers will help to keep the soil supplied with nutrients a plant needs. Don't apply too much too often. Fertilizer won't solve all of your plant problems, so make sure

your plants have good light, good soil, and good drainage. The three most important nutrients are nitrogen, phosphorous, and potassium. **Nitrogen** is used for above ground growth. This is what gives plants a dark green color. Phosphorous helps plant cell division. It aids in flower and seed production and in the development of a strong root system. **Potassium** helps fight off disease and provides for strong stems.

Time

It takes time to grow and care for plants. Some plants require more time to grow than others. Getting plants to flower or fruit at a certain time can be challenging. Plants that normally grow outdoors need a certain number of days to flower or fruit. You can time plants to flower or fruit on a certain date. This is a good lesson in both plant science and math.

Life Cycle

A plant's life cycle describes how long a plant lives or how long it takes to grow, flower, and set seed. Plants can be either an annual, perennial, or biennial.

Annual

A plant that completes its life cycle in one growing season. It will grow, flower, set seed, and die.

Examples: tomatoes, and petunias.

Perennial

A plant that lives for 3 or more years. It can grow, flower, and set seed for many years. Underground parts may regrow new stems as in the case of herbaceous plants, or the stems may live for many years like woody plants (trees).

Examples: Daisies, chrysanthemums, and roses.

Biennial

A plant that needs two growing seasons to complete its life cycle. It grows vegetatively (produces leaves) one season. Then it goes dormant or rests over the winter. In the spring, it will begin to grow again and grow flowers, set seed, and die. The seed that is left behind on the ground germinates and the cycle begins again.

Examples: Parsley, carrots

Plant Parts – Roots

Basic parts of most all plants are roots, stems, leaves, flowers, fruits, and seeds.

The roots help provide support by anchoring the plant and absorbing water and nutrients needed for growth. They can also store sugars and carbohydrates that the plant uses to carry out other functions. Plants can have either a taproot system (such as carrots) or a fibrous root system (such as turf grass). In both cases, the roots are what carries the water and nutrients needed for plants to grow.

Plant Parts - Stems

Stems carry water and nutrients taken up by the roots to the leaves. Then the food produced by the leaves moves to other parts of the plant. The cells that do this work are called the xylem cells. They move water. The phloem cells move the food. Stems also provide support for the plant allowing the leaves to reach the sunlight that they need to produce food. Where the leaves join the stem is called the node. The space between the leaves and the stem is called the internode. You'll find out why this is so important as the mystery develops.

Plant Parts - Leaves

Leaves are the food making factories of green plants. Leaves come in many different shapes and sizes. Leaves can be simple. They are made of a single leaf blade connected by a petiole to the stem. An oak leaf or a maple leaf are examples. A compound leaf is a leaf made up of separate leaflets attached by a petiole to the stem like an ash or a locust.

Soil for Gardening in Containers

When growing plants in containers, soil from the garden should not be used if you expect good results. Garden soil usually contains weed seeds, disease organisms, and drains poorly. If you want to use soil from the garden, it must be mixed with other things. Here's a good recipe:

- 1 part soil
- 1 part peat
- 1 part coarse sand or perlite

The peat and sand will help to improve the drainage.

Even better for growing plants in containers are artificial soils or soilless mixes. They are called artificial because they contain no soil but are made up of peat, perlite, vermiculite, and nutrients. They have a lot of plusses over soil. They are clean, lightweight, provide for excellent drainage, and easy to get. Soilless mixtures are available under several trade names such as Jiffy mix, Redi-earth, Pro mix, and Sunshine mix. Because artificial mixes contain no soil, they don't do a good job of

holding on to nutrients. So, you will need to fertilize plants regularly to keep them looking good.

Composting

Composting is the natural cycle of plants living, dying, and breaking down to pass their nutrients to other plants. Compost is a source of nutrients for plants. It helps to improve the texture and fertility of the soil. You learned about texture earlier in this case.

Compost is made up of a lot of different things. Think of compost as the soil's diet. The diet should be balanced between materials that are high in nitrogen and those high in carbon, between wet and dry materials, and between acidic and basic materials.

Microorganisms in the soil break down the organic matter to make compost.

The basic compost pile is made up of layers of organic matter, sprinkled with a little soil and fertilizer, kept moist and turned to keep oxygen going through it. You can speed up the process by making the size of the organic matter smaller and by turning the pile frequently.

There are four basic ingredients in a compost pile:

- Carbon (from organic matter like leaves) provides the food for microorganisms.
- Nitrogen (the fertilizer) comes from grass clippings and dead green plants and provides the energy microorganisms need to break down the carbon.
- Water and oxygen, that microorganisms need lots of to do their job.

6. AT THE DOCTOR ЛЕКСИКА У ЛІКАРЯ

Can you count his pulse? I assume he has a heart attack. – Ти можеш порахувати його пульс? Я припускаю, що у нього серцевий напад.
Everyone should know how to get out of a panic attack. – Кожен має знати, як вийти з панічної атаки.

I'm going to go call the doctor. – Я збираюсь піти викликати лікаря.
Якщо пацієнт за кордоном і не має медичного страхування, тоді він змушений заплатити за прийом лікаря, в реєстратурі запитайте:

How much should I pay? – Скільки я повинен заплатити?

або

How much does an appointment cost? – Скільки коштує прийом?

I don't know. Medical insurance of any kind? – Я не знаю. Якесь медичне страхування?

Почнемо з симптомів – що може відчувати пацієнт:

Can you help me? I fell down and now my leg is painful. – Ви можете допомогти мені? Я впав, і тепер у мене болять нога.

What is your problem? – I've got a vomit, maybe I'm poisoned.

У чому проблема? – У мене блювота, можливо, я отруївся.

There is nothing worse than a sore throat. – Немає нічого гіршого, ніж біль у горлі.

Характер та тривалість болю

Спершу розберемося, чому в англійській так багато слів про біль – pain, ache, hurt.

Pain – іменник, який описує біль, пов'язаний із зовнішніми органами, часто кінцівками, а також гострий біль, який важко ігнорувати.

Ache – біль внутрішніх органів, що супроводжується тривалим дискомфортом.

Hurt – дієслово, “болить”, пов'язане з фізичним або психологічним болем.

Nagging pain in your lower back doesn't let you move freely. –

Ниючий біль у попереку не дає вільно рухатися.

A heart attack is accompanied by acute pain in the heart area. – Інфаркт супроводжується гострим болем у зоні серця.

I can't! My head is throbbing. – Я не можу! Моя голова пульсує.

If a patient has pneumonia he should take antibiotics. – Якщо у пацієнта пневмонія, йому слід приймати антибіотики.

Bone fractures are common among children. – Переломи кісток поширені серед дітей.

And Robby came the year before, but asthma keeps him from playing on the team. – А Роббі прийшов на рік раніше, але астма не дає йому грати в команді.

Some pills are available only with a prescription. – Деякі таблетки доступні лише за рецептом.

My doctor told me to quit smoking. I know it's a bad habit, but I can do nothing about it. – Мій лікар сказав мені кинути палити. Я знаю, що це шкідлива звичка, але нічого не можу з цим вдіяти.

The patient, a man of fifty six, was admitted to the hospital ten days ago in good health, for a checkup. No visible distress. – Хворий, чоловік 56

років, поступив до лікарні десять днів тому у доброму здоров'ї, на обстеження. Без проблем.

Для покупки препаратів, які призначив лікар, пацієнт звертається до аптеки – a pharmacy or a drugstore or a chemist's shop, де купує необхідні препарати – treatment or medications or remedies.

Розрізняють рецептурні медичні засоби – with prescription, або безрецептурні – without prescription.

На касі фармацевт – a pharmacist, допоможе розібратися з дозуванням препарату та підбере інший препарат, якщо необхідного немає.

Insulin is an effective treatment for people with diabetes. – Інсулін – ефективний засіб для лікування людей з діабетом.

There is currently no cure for cancer. – Нині немає ліків проти раку.

The doctor recommended some natural remedies. – Лікар порекомендував деякі натуральні засоби.

Які ще люди працюють у лікарні?

Не варто забувати, що окрім лікарів у лікарні працюють співробітники – hospital staff, які допомагають лікарю виконувати основну роботу. До таких людей належать:

a receptionist – зустрічає пацієнтів, дізнається персональну інформацію та видає історію хвороби

a nurse – медсестра

a midwife – акушерка

a housekeeper – прибиральниця

Як розрізнити види ліків?

Препарати не обмежуються таблетками, є інші форми лікарських засобів, наприклад:

an ointment – мазь

a syrup – сироп

drops – краплі

an inhaler – інгалятор

Як назвати різні пігулки?

Таблетованих препаратів сотні, основні та поширені це:

painkiller – безболісний

laxative – проносні

antibiotic – антибіотик

antiviral drug – протівірусні

antifebrile – жарознижувальні

insulin – інсулін

TEXT

Прочитайте і перекладіть текст

The ordinary doctor (sometimes called a G. P., i.e., general practitioner) is sometimes a physician or a surgeon (i.e. able to perform operations), and quite often he is both physician and surgeon, But if the illness is serious, or the operation a big one, he will advise you to get a specialist. You will go to the specialist - in London almost all of them have their consulting-rooms in or near Harley Street - or he will come to you, and if you have to have an operation he will advise you to go to a hospital or a nursing home where they have all the necessary equipment.

If your teeth need attention, stopping, filling, or extracting, or if you need false teeth (dentures), then you go to the dentist.

If your eyes need attention, you go to an optician, who will examine them, test your sight to see whether you are suffering from shortsight or long-sight, and will write out a prescription, which you take to an optician who will then make the necessary glasses for you.

All this you get under the National Health Service

The common illnesses are: a cough, a cold, influenza ("the flu"), sore throat. Children often get: measles mumps, scarlet fever and whooping-cough. You can generally know that a child is not well if it has a temperature (i.e., is above the normal 98.4 Fahrenheit).

Older people suffer from indigestion, rheumatism, heart troubles and blood-pressure.

Some diseases are infectious or contagious, and great care must be taken by people who have these illnesses so that they don't pass them on to other people.

You may have toothache, earache, headache, stomachache.

Then you may get a burn, a scald, or a wound; you may get blood poisoning, or break a bone. All these give you pain.

Some of the commonest things used to prevent or cure illnesses are: medicine, pills, powders, ointment, sleeping- draughts, injections, bandages, massage disinfectants, antiseptics, tablets.

TEXT

Vocabulary: appointment, surgery, prescription, treatment.

Information

- If you want to see a doctor, you must ring first and make an appointment. If you want to see one quickly, you can go along to a

surgery and wait. You can go to a hospital, but only if is very serious and you can't wait to see a doctor.

- Most countries have an agreement with Britain whereby it does not cost you to see a doctor. Check first!
- If you need medicine, the doctor will give you a prescription to take to a chemist's. There is a charge of a few pounds for each prescription.
- If you need to go to dentist, you will have to pay for your treatment.

In the Chemist's

► Have you got something for a cold, a cough, a sore throat, sunburn, a headache.

At the doctor's ► I'm afraid I don't feel very well.

I've got - a bad stomach, a headache, a sore ..., -
a pain in my eyes, legs,

I've cut my

I've got a temperature, fever. At the Dentist's

► I've got toothache. This is the one that hurts.

► I'm a afraid a filling has come out.

Girls

You may want to explain: I'm all right thank you. It's only the time of the month.

Parts of our body

Are you sure you know the words for each part of your body?

Something for a headache.

Запишіть симптом чи симптоми поданих захворювань.

1. a cold:
2. flu:
3. hay fever:
4. a hangover:
5. diarrhea:
6. asthma:

TEST

ТЕСТ У ЛІКАРЯ

Виберіть правильний варіант:

1. I don't feel very well. I guess I'd better ... a doctor.

- make a deal
- meet with

- make an appointment with
- 2. **So when I entered the clinic the ... met me with a perfect smile.**
 - a nurse
 - a cleaner
 - a receptionist
- 3. **You look feverish. Maybe you should take some ... drugs in?**
 - laxative
 - insulin
 - antifebrile
- 4. **I recommend you to stay at home during your illness, so I'll write you a**
 - a pick-leave
 - a sick-leave
 - a paper to relax
- 5. **It's impossible to buy antibiotics without a**
 - recipe
 - prescription
 - signed papers
- 6. **He didn't come to work yesterday because of throbbing**
 - headache
 - headpain
 - hearhurt
- 7. **When a patient comes to the doctor, the one always asks about his**
 - family relationships
 - behaviour
 - complaints
- 8. **It's such a pity that I've ... my leg.**
 - pulled
 - sprained
 - falled
- 9. **When you want to make an appointment with a doctor you are usually waiting for a**
 - plot
 - free hour
 - slot
- 10. **The doctor usually sets a date for a ... after the first visit.**

- next meeting
- check up
- blood examination

II. GRAMMAR

1. MODAL VERBS

МОДАЛЬНІ ДІЄСЛОВА

Модальні дієслова – це такі дієслова, які виражають не дію або стан, а відношення особи, позначеної займенником або іменником, що має в реченні функцію підмета, до дії або стану, виражених інфінітивом. Модальне дієслово в поєднанні з інфінітивом утворює в реченні складений дієслівний присудок. *Модальні дієслова виражають значення можливості, необхідності, ймовірності, бажаності і т. п.*

До модальних дієслів відносяться дієслова *can, may, must, ought, need*. Інфінітив, з яким поєднуються модальні дієслова, вживається без частки *to*, крім інфінітива, який слідує за дієсловом *ought*.

Модальні дієслова відрізняються від інших дієслів тим, що вони не мають ряду форм.

1. Дієслова *can* та *may* мають форми теперішнього і минулого часу (*could* і *might*), а дієслова *must, ought* і *need* мають тільки одну форму – теперішнього часу
2. Модальні дієслова не мають неособистої форми – інфінітиву, герундія і дієприкметника.
3. Модальні дієслова не мають закінчення-*s* в 3-й особі однини:

He can do it.

He must do it.

He may do it.

He ought to do it.

Питальна і заперечна форми модальних дієслів в *Present* і *Past Indefinite* утворюються без допоміжного дієслова *to do*. У питальній формі модальне дієслово ставиться перед підметом:

Can you do it?

Need he do it?

May you do it?

Ought she to do it?

Must you do it?

У заперечній формі частка **not** ставиться відразу ж після модального дієслова. Дієслово **can** і заперечна частка **not** у теперішньому часі пишуться разом: **cannot**.

He cannot do it. *Він не може цього зробити.*

You may not smoke here. *Тут курити не дозволяється.*

Модальні дієслова мають такі скорочені заперечні форми: **can't**, **mayn't**, **couldn't**, **mightn't**, **needn't**, **mustn't**.

ЗНАЧЕННЯ І ВЖИВАННЯ МОДАЛЬНИХ ДІЄСЛІВ

Can

Дієслово **can** має значення мати фізичну або розумову здатність, уміння виконати дію, виражені інфінітивом дієслова, з яким **can** поєднується.

Дієслово **can** в поєднанні з **Indefinite Infinitive Active** перекладається українською мовою словом **може**, в поєднанні з **Indefinite Infinitive Passive** дієслово **can** перекладається словом **можна** з наступним інфінітивом:

The burden will fall on me but I can carry it – *(Вся) тяжкість ляже на мене, але я можу витерпіти її.*

When a body can do work it is said to possess energy – *Коли тіло може виконувати роботу, кажуть, що воно володіє енергією.*

How can the motion be explained? – *Як можна пояснити рух? (Як може бути пояснено рух?)*

Дієслово **can** в заперечній формі з подальшим **Indefinite Infinitive Passive** зазвичай перекладається на українською мовою словом **не можна**:

It cannot be done. *Це не можна зробити. (Це не може бути зроблено.)*

Примітка. Поєднання **cannot but** плюс **Indefinite Infinitive** перекладається **не можна не**, **не можу не** (**не може не** і т. д.):

I cannot but agree with you. *Не можна не погодитися з вами. (Я не можу не погодитися з вами.)*

One cannot but admit ... - *Не можна не визнати ..*

Дієслово **can** (**could**) у поєднанні з дієсловами, що позначають почуття і сприйняття (**to see**, **to hear**, **to feel**, **to smell**, **to taste** і т. д.), українською мовою не перекладається.

У такому випадку дієслово **can** надає відтінок зусилля у виконанні дії, вираженого дієсловами, що позначають почуття і сприйняття:

Look over there, can you see that house in the distance? –
Подивіться туди. Бачите ви цей дім в далині?

Can you hear that strange noise? – *Ви чуєте цей дивний шум?*

У значенні дієслова can, а також замість його відсутніх форм вживається поєднання to be able бути в змозі з наступним інфінітивом з часткою to:

If we weigh the lamp with the alcohol in it before and after the experiment we shall be able to determine the amount of alcohol burned – *Якщо ми зважимо лампу, наповнену спиртом, до, і після досвіду, ми зможемо (будемо в змозі) визначити кількість спирту, який згорів.*

Дієслово May

Дієслово may має наступні значення:

1) Дозвіл:

You may use dictionaries. – *Ви можете (вам дозволяється) користуватися словниками.*

May I ask you a question? – *Можна (дозвольте) задати питання?*

У цьому значенні замість дієслова may (might) і замість відсутніх форм дієслова may вживається поєднання to be allowed з наступним інфінітивом з часткою to:

He has been allowed to stay here – *Йому дозволили залишитися тут.*

Форма минулого часу від дієслова may – might – вживається в значенні дозволу лише в непрямій мові. У всіх інших випадках в цьому значенні в минулому часі вживається поєднання to be allowed.

У цьому вживанні дієслово can надає відтінок зусилля у виконанні дії, вираженої дієсловами, що позначають почуття і сприйняття:

Примітка. У відповідях на запитання May I . . .? (Можна мені ...?) українському слову можна відповідає you may, а українському слову не можна відповідає mustn't:

May I come in? – *Можна увійти?*

Yes, you may. – *Так, можна.*

No, you must not. – *Ні, не можна.*

2) Можливість:

The answer may give the key to the whole problem. – *Відповідь (на це питання) може дати ключ до всієї проблеми.*

A body may be divided into separate tiny particles – *Тіло може*

бути розділене (можна розділити) на окремі дрібнесенькі частинки.

3) Припущення, сумнів, невпевненість з боку мовця у можливості дії, вираженої наступним інфінітивом. May (might) у поєднанні з Indefinite Infinitive вживається у відношенні теперішнього і майбутнього часу; may (might) у поєднанні з Perfect Infinitive вживається відносно минулого часу.

Різниця у значенні між may і might в даному вживанні полягає в тому, що might висловлює більш сильну ступінь сумніву, невпевненості з боку мовця, ніж may:

He may (might) come today or tomorrow. – Він, можливо, приїде сьогодні або завтра.

So you say he may have been one of those two passengers? – Отже, ви кажете, що він, можливо, був одним з тих двох пасажирів?

4) Вираз докору, зауваження. У цьому значенні вживається тільки дієслово might. Might в поєднанні з Indefinite Infinitive відноситься до теперішнього, минулого і майбутнього часу; в поєднанні з Perfect Infinitive might виражає докір, жаль про невиконану дію і відноситься тільки до минулого часу:

You might do it yourself. – Ви могли б зробити це самі.

You might have told me about it long ago. – Ви могли б давно сказати мені про це.

Дієслово may (might) у поєднанні з інфінітивом вживається в складносурядних реченнях цілі після сполучників that, so that, in order that для того щоб, щоб.

Jerry has told him to meet him next morning so that they may work together. - Джері велів йому зустріти його наступного дня вранці, для того щоб разом працювати (щоб вони могли разом працювати).

Дієслово Must

Дієслово must виражає необхідність, моральний обов'язок і відповідає в українській мові словами повинен, потрібно, треба.

I must hurry, I must warn him of the danger – Я мушу поспішати, я повинен попередити його про небезпеку.

As soon as the shell is shot from the gun it must overcome the resistance of the air. – Як тільки снаряд випущений з гармати, він повинен подолати опір повітря.

Must вживається у відношенні теперішнього і майбутнього часу. Відносно минулого часу дієслово must вживається тільки в непрякій мові:

He decided he must speak to Doctor Page himself – *Він вирішив, що повинен поговорити з самим доктором Пейджем.*

Поряд з дієсловом must і замість його відсутніх форм вживається дієслово to have з наступним інфінітивом з часткою to.

Примітка. У відповідях на запитання, що містить дієслово must, в позитивній відповіді вживається must, в негативній – needn't:

Must I go there? Yes, you must. No, you needn't. Треба мені йти туди? Так, потрібно. Ні, не потрібно.

Mustn't означає не можна і вживається в заперечній відповіді на питання May I ...? Можна?

Дієслово must може мати значення ймовірності, можливості дії. У цьому значенні дієслово must перекладається українською мовою можливо, мабуть. У поєднанні з Perfect Infinitive дієслово must зазвичай вживається у вказаному значенні відносно дії, що відноситься до минулого.

Wait a little, the rain must stop soon. – *Зачекайте трохи, дощ, можливо, скоро перестане.*

It occurred to Bert that he must have said the wrong thing. – *Берту спало на думку, що він, мабуть, сказав не те, що потрібно.*

Дієслово Ought

Дієслово ought в поєднанні з Indefinite Infinitive виражає моральний обов'язок, бажаність дії, що відноситься до теперішнього і майбутнього часу. Українською мовою ought перекладається слід було б, потрібно, повинен, мусиш.

Інфінітив після дієслова ought вживається з часткою to:
You ought to do it at once. *Вам слід (варто було б, ви повинні) зробити це зараз.*

His brother has measles. He ought to be isolated. - *У його брата кір. Його слід ізолювати.*

Дієслово ought в поєднанні з Perfect Infinitive вживається по відношенню до минулого часу і вказує на те, що дія не була виконана:

You ought to have done it at once – *Вам слід було б зробити це відразу ж (але ви не зробили).*

Дієслово **ought** може виражати ймовірність, припущення, можливість дії, позначеної наступним інфінітивом, і в цьому випадку перекладається українською мовою словами **має бути** або **повинен**. У цьому значенні дієслово **ought** в поєднанні з **Perfect Infinitive** вказує на те, що дія відноситься до минулого.

The weather ought to be fine tomorrow - *Завтра, мабуть, буде гарна погода.*

The train ought to have left. – *Поїзд, мабуть, уже пішов.*

Дієслово Need

Дієслово **need** в якості модального дієслова в поєднанні з **Indefinite Infinitive** виражає необхідність здійснення дії стосовно теперішнього і майбутнього часу. **Need** вживається в питальних і заперечних реченнях, а також у стверджувальних реченнях, що містять такі прислівники з заперечним значенням, як **hardly**, **scarcely** та ін:

Need you go there so soon? - *Чи потрібно вам (чи повинні ви) їхати туди так скоро?*

You need hardly remind me of it. – *Вам навряд чи треба нагадувати мені про це.*

I need not tell you how important that is. (Th. Dr.) – *Мені не потрібно говорити вам, як це важливо.*

Дієслово **needn't** в поєднанні з **Perfect Infinitive** вживається по відношенню до минулого часу і означає, що особі, про яку йде мова, не було необхідності здійснювати дію:

You needn't have done it. – *Вам не треба було цього робити.*

Примітка. Дієслово **need** в якості самостійного дієслова має значення мати потребу. У цьому значенні **need** має звичайні форми дієвідміни:

Here is the book you needed so much. – *Ось книга, яка була вам так необхідна.*

TEST MODAL VERBS

1) She ... play the guitar rather well.

- a) may
- b) must
- c) can

2) This baby ... walk yet.

- a) mustn't
- b) can't
- c) couldn't

- 3) You ... be at two places at once.
a) mustn't
b) must,
c) can't
- 4) You ... teach an old dog new tricks.
a) must
b) can
c) can't
- 5) Tortoises ... run fast.
a) may not
b) mustn't
c) can't
- 6) The ostrich ... kill a person with one kick.
a) may
b) can
c) must
- 7) I ... help you if you want.
a) must
b) can
c) may
- 8) You ... finish all the work yesterday.
a) could
b) may
c) can
- 9) I ... sleep well yesterday.
a) can't
b) mustn't
c) couldn't
- 10) Pupils ... be late for classes.
a) can
b) may
c) mustn't
- 11) We ... boil drinking water because of germs.
a) can
b) may
c) must
- 12) He ... immediately inform you about it.
a) must
c) may

13) We ... show these photos to her. It is very important for her.

a) must

b) may

c) can

14) Granny is sleeping. You ... make a noise.

a) must

b) can't

c) mustn't

15) We ... cross the street when the light is red.

a) may

b) can

c) mustn't

16) People ... take care of nature.

a) can

b) may

c) should

17) ... I go out?

a) can,

b) may

c) must

18) People ... live on the Moon.

a) must

b) may

c) can

d) can't

19) Children ... go to bed late.

a) can

b) must

c) shouldn't

20) You ... take my umbrella. It is raining now

a) must

b) mustn't

c) can't

2. DIRECT AND INDIRECT SPEECH

ПРЯМА І НЕПРЯМА МОВА В АНГЛІЙСЬКІЙ МОВІ

При вживанні непрямої мови, форми дієслів змінюються. Зазвичай непряма мова починається зі слова **said**.

Наприклад: I said, Bill said, or they said. Використання дієслова say в реченні вказує на те, що щось було сказано в минулому. У

цьому разі головне дієслово в непрямій мові ставиться у минулому часі. Якщо дієслово вже стоїть в минулому часі, тоді речення змінюється до іншого минулого часу.

Чиєсь висловлювання може бути або передано так, як воно і звучало (пряма мова), або за допомогою складносурядного речення (непряма мова). Порівняйте:

Пряма мова

- (What does he say?) – He says: “We’ll have take a taxi”.
- (Що він говорить?) – Він каже: “Нам доведеться взяти таксі”.

Непряма мова

- He said (that) we’ll have to take a taxi.
- Він сказав, що нам доведеться взяти таксі.

Direct Speech (пряма мова)	Indirect Speech (непряма мова)
Simple present He said, “I go to school every day.”	Simple past He said (that) he went to school every day.
Simple past He said, “I went to school every day.”	Past perfect He said (that) he had gone to school every day.
Present perfect He said, “I have gone to school every day.”	Past perfect He said (that) he had gone to school every day.
Present progressive He said, “I am going to school every day.”	Past progressive He said (that) he was going to school every day.
Past progressive He said, “I was going to school every day.”	Perfect progressive He said (that) he had been going to school every day,
Future (will) He said, “I will go to school every day.”	would + verb name He said (that) he would go to school every day.
Future (going to) He said, “I am going to school	Present progressive He said (that) he is going to school

every day.”	every day.
	Past progressive He said (that) he was going to school every day
Direct Speech	Indirect Speech
auxiliary + verb name He said, “ Do you go to school every day?” He said, “ Where do you go to school?”	Simple past He asked me if I went to school every day.* He asked me where I went to school.
Imperative He said, “ Go to school every day.”	Infinitive He said to go to school every day.

Ситуація змінюється, якщо замість **said** ми використовуємо **to say**:

Direct Speech	Indirect Speech
Simple present + simple present He says , “I go to school every day.”	Simple present + simple present He says (that) he goes to school every day.
Present perfect + simple present He has said , “I go to school every day.”	Present perfect + simple present He has said (that) he goes to school every day.
Past progressive + simple past He was saying , “I went to school every day.”	Past progressive + simple past He was saying (that) he went to school every day.
	Past progressive + past perfect He was saying (that) he had gone to school every day.
Future + Simple present He will say , “I go to school	Future + Simple present He will say (that) he goes to school

every day."	every day.
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Ще є ситуація, коли ми використовуємо модальні конструкції:

Direct Speech	Indirect Speech
can He said, "I can go to school every day."	could He said (that) he could go to school every day.
may He said, "I may go to school every day."	might He said (that) he might go to school every day.
might He said, "I might go to school every day."	
must He said, "I must go to school every day."	had to He said (that) he had to go to school every day.
have to He said, "I have to go to school every day."	
should He said, "I should go to school every day."	should He said (that) he should go to school every day.
ought to He said, "I ought to go to school every day."	ought to He said (that) he ought to go to school every day.

TEST

1) Mary: "Our teacher will go to Leipzig tomorrow."

- a) Mary said that their teacher would go to Leipzig the next day.
- b) Mary said that their teacher would go to Leipzig tomorrow.
- c) Mary said that their teacher would have gone go to Leipzig the next day.

2) Helen: "I was writing a letter yesterday."

- a) Helen told me that she has been writing a letter the day before.
- b) **Helen told me that she had been writing a letter the day before.**

- c) Helen told me that she had been writing a letter yesterday.
- 3) **Jean: "The boss must sign the letter."**
- a) Jean said that the boss must have sign the letter.
- b) Jean said that the boss must have signed the letter.
- d) Jean said that the boss had to sign the letter.
- 4) **Jennifer: "Where do you play football today?"**
- a) Yesterday Jennifer wanted to know where I had played football.
- b) Yesterday Jennifer wanted to know where did I play football.
- d) Yesterday Jennifer wanted to know where I played football.
- 5) **Teacher: "Do your homework!"**
- a) The teacher told me to do my homework.
- b) The teacher asked me to do my homework.
- c) The teacher told me to do my homework.
- 6) **Robert: "My father flew to Dallas last year."**
- a) Robert told me that his father had been flown to Dallas the year before.
- b) Robert told me that his father had flown to Dallas the year before.
- c) Robert told me that his father had flown to Dallas last year.
- 7) **Patricia: "My mother will celebrate her birthday next weekend."**
- a) Patricia said that my mother would celebrate her birthday the following weekend.
- b) Patricia said that her mother would celebrate her birthday next weekend.
- c) Patricia said that her mother would celebrate her birthday the following weekend.
- 8) **Robert: "Is Tim leaving on Friday?"**
- a) Robert asked me if Tim were leaving on Friday.
- b) Robert asked me if Tim was leaving on Friday.
- c) Robert asked me was Tim leaving on Friday.
- 9) **Denise: "Don't open the door!"**
- a) Denise told me to open the door.
- b) Denise didn't tell me not to open the door.
- c) Denise told me not to open the door.
- 10) **Grandmother: "Where are my glasses?"**
- a) Yesterday Grandmother asked me where her glasses had been.
- b) Yesterday Grandmother asked me where her glasses were.
- c) Yesterday Grandmother asked me where were her glasses.
- 11) **Michael: "I am going to read a book this week."**
- a) Michael said to me that he is going to read a book this week.

- b) Michael said me that he was going to read a book that week.
- c) Michael said to me that he was going to read a book that week.

12) Jason: "Who gave you the laptop?"

- a) Jason wanted to know who had given me the laptop.
- b) Jason wanted to know who given me the laptop.
- c) Jason wanted to know who had given him the laptop.

13) Andrew: "We didn't eat fish two days ago."

- a) Andrew remarked that they hadn't eaten fish two days before.
- b) Andrew remarked that we hadn't eaten fish two days before.
- c) Andrew remarked that they hadn't eaten fish two ago.

14) Alice: "I spent all my pocket money on Monday."

- a) Alice complained that I had spent all her pocket money on Monday.
- b) Alice complained that she had spent all her pocket money on Monday.
- c) Alice told to me that she had spent all her pocket money on Monday.

15) Fred: "Wash your hands!"

- a) Fred told me to wash my hands
- b) Fred told me wash my hands.
- c) Fred told me to wash his hands.

16) A man: "When does the train to Liverpool leave?"

- a) A man asked me when did the train to Liverpool leave.
- b) A man asked me when the train to Liverpool left.
- c) A man asked me when the train to Liverpool leaves.

17) Jason and Victoria: "We will do our best in the exams tomorrow."

- a) Jason and Victoria told me that they do their best in the exams the next day.
- b) Jason and Victoria told me that they would do their best in the exams the next day.
- c) Jason and Victoria told me that they did their best in the exams tomorrow.

18) Daniel: "Will it rain tomorrow?"

- a) Daniel asked me if it would rain today.
- b) Daniel asked me would rain tomorrow.
- c) Daniel asked me would it rain today.

19) Karen: "Don't play football in the garden!"

- a) Karen told me not to played football in the garden.
- b) Karen told me donot to play football in the garden.
- c) Karen told me didnot play football in the garden.

20) Susan: "I'm watching TV."

- a) Susan said to me that she was watching TV.
- b) Susan said to me that she had been watching TV.
- c) Susan said me that she was watching TV.

III. LISTENING

1. SONG

Pretty woman, walking down the _____
Pretty woman, the kind I like _____
Pretty woman, I dont _____
You're not the truth
No one could look as good as _____
Mercy
Pretty woman, won't you pardon _____
Pretty woman, I couldnt help by _____
That you look _____ as can be
Are you _____ just like me?
Pretty woman, _____ a while
Pretty woman, talk a _____
Pretty woman, give your _____ to me
Pretty woman, _____ my way
Pretty woman, say you'll stay _____
'Cause I _____, I'll treat you right
Come with me _____
Be mind _____
Pretty woman, _____ walk on by
Pretty woman, dont _____
Pretty woman, dont _____ hey
_____, if that's the way it must be, okay
I guess I'll go on _____, its late
There'll be _____ night, but wait!
What do I see?
Is she walking back to _____?
Yeah, she's walking _____ to me!
Oh, _____

Pretty woman, walking down the _____
Pretty woman, the kind I like _____
Pretty woman, I dont _____

You're not the truth
 No one could look as good as _____
 Mercy
 Pretty woman, won't you pardon _____
 Pretty woman, I couldn't help by _____
 That you look _____ as can be
 Are you _____ just like me?
 Pretty woman, _____ a while
 Pretty woman, talk a _____
 Pretty woman, give your _____ to me
 Pretty woman, _____ my way
 Pretty woman, say you'll stay _____
 'Cause I _____, I'll treat you right
 Come with me _____
 Be mind _____
 Pretty woman, _____ walk on by
 Pretty woman, don't _____
 Pretty woman, don't _____ hey
 _____, if that's the way it must be, okay
 I guess I'll go on _____, it's late
 There'll be _____ night, but wait!
 What do I see?
 Is she walking back to _____?
 Yeah, she's walking _____ to me!
 Oh, _____

2. SONG
New York, New York
Frank Sinatra

Start spreading the _____
 I'm leaving _____
 I want to be a part of it, _____
 These vagabond shoes
 Are longing to stray
 And make a brand new start of it

 I want _____ in the city that never _____
 To find I'm king of the hill, top of the heap

These little _____ blues
Are melting _____
I'll make a brand new start of it

If I can make it there
I'll make it _____
It's up to you, _____.
I want to wake up in the city that _____
To find I'm king of the hill, top of the heap
These _____ blues
Are melting _____
I'll make a brand new start of it

If I can make it there
I'll make it _____
It's up to you, New York, New York.

3. SONG

Frank Sinatra - Strangers In The Night

_____ in the night exchanging glances
Wond'ring _____ what were the chances
We'd be sharing love before _____ was through
_____ in _____ was so inviting
_____ in _____ was so exciting
_____ in _____ told me I must have you
_____ in the night
Two lonely people, we were _____
Up to the _____ when we said our first hello little did we know
Love was just a glance away, a warm embracing dance _____
and
Ever since that night we've been _____ r
Lovers at first sight, in love _____
It turned out so right for _____
Love was just a glance away, a warm embracing dance _____
Ever since that night we've been _____
Lovers at first sight, in love _____
It turned out so right for _____

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