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ENGLISH VOCABULARY EXERCISES

ОСНОВНА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

Навчально-методична розробка

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Анотація: Навчально-методична розробка «English Vocabulary Exercises» призначена для студентів 2-го року навчання спеціальності «Прикладна лінгвістика»; складається із трьох частин, які містять лексичний матеріал і вправи до тем ‘Personality’, ‘Travel’, ‘Work’. Підбір комплексу вправ навчально-методичної розробки сприяє розширенню активного словникового запасу студентів із тем, що вивчаються.

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ПЕРЕДМОВА

Навчально-методична розробка з англійської мови «English Vocabulary Exercises» призначена для студентів 2-го року навчання спеціальності «Прикладна лінгвістика» Інституту іноземної філології. Запропоновані навчальні матеріали сприяють кращому засвоєнню лексичного матеріалу до тем ‘Personality’, ‘Travel’ та ‘Work’.

Навчально-методична розробка складається із трьох частин, кожна з яких містить по дві секції. У першій секції запропоновані завдання на повторення і закріплення основного (базового) вокабуляру, поданого в підручнику «Language Leader Intermediate». Завдання і вправи з другої секції мають на меті розширити активний словниковий запас студентів із тем, що вивчаються. Студентам пропонують короткі тексти для читання і вправи, щоб оцінити їхній рівень розуміння матеріалу, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова. Подано низку вправ на переклад з української на англійську мову, побудову словотвірних гнізд, знаходження синонімів та антонімів до запропонованих слів, запам’ятовування і відтворення сталих виразів, розв’язання завдань комунікативного характеру, вдосконалення монологічних і діалогічних навичок. Підбір комплексу вправ навчально-методичної розробки з англійської мови сприяє системному вивченню матеріалу з обраних тем.

Навчально-методична розробка може бути використана студентами інших вищих навчальних закладів, де вивчають англійську мову як іноземну, слухачами курсів вивчення англійської мови, а також всіма, хто цікавиться даними темами та вивчає мову самостійно.

HOW TO TEACH ENGLISH

Language teaching, perhaps more than many other activities, reflects the times it takes place in. Language is about communication, after all, and perhaps that is why philosophies and techniques for learning languages seem to develop and change in tune with the societies which give rise to them. Teaching and learning are very human activities; they are social just as much as they are (in our case) linguistic.

Reasons for Learning

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice.

Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community. A target-language community is a place where English is the national language – e.g. Britain, Canada, New Zealand, etc – or where it is one of the main languages of culture and commerce – e.g. India, Pakistan, Nigeria.

Some students need English for a Specific Purpose (ESP). Such students of ESP (sometimes also called English for Special Purposes) may need to learn legal language, or the language of tourism, banking or nursing, for example. An extremely popular strand of ESP is the teaching of business English, where students learn about how to operate in English in the business world. Many students need English for Academic Purposes (EAP) in order to study at an English-speaking university or college, or because they need to access English-language academic texts.

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them. The purposes students have for learning will have an effect on what it is they want and need to learn – and as a result will influence what they are taught. Business English students, for example, will want to spend a lot of time concentrating on the language needed for specific business transactions and situations. Students living in a target-language community will need to use English to achieve their immediate practical and social needs.

Describing Learning and Teaching

Learning styles

All students respond to various stimuli (such as pictures, sounds, music, movement, etc), but for most of them (and us) some things stimulate them into learning more than other things do. The Neuro-Linguistic Programming model (often called NLP) takes account of this by showing how some students are especially influenced by visual stimuli and are therefore likely to remember things better if they see them. Some students, on the other hand, are especially affected by auditory input and, as a result, respond very well to things they hear. Kinaesthetic activity is especially effective for other learners, who seem to learn best when they are involved in some kind of physical activity, such as moving around, or rearranging things with their hands. The point is that although we all respond to all of these stimuli, for most of us, one or other of them (visual, auditory, kinaesthetic) is more powerful than the others in enabling us to learn and remember what we have learnt.

Another way of looking at student variation is offered by the concept of Multiple Intelligences, first articulated by Howard Gardner. In his formulation (and that of people who have followed and expanded his theories), we all have a number of different intelligences (mathematical, musical, interpersonal, spatial, emotional, etc). However, while one person's mathematical intelligence might be highly developed, their interpersonal intelligence (the ability to interact with and relate to other people) might be less advanced, whereas another person might have good spatial awareness and musical intelligence, but might be weak mathematically. Thus it is inappropriate to describe someone as being 'intelligent' or 'unintelligent', because while we may not have much of a knack for, say, music, that does not mean our abilities are similarly limited in other areas.

Motivation

One of the teacher's main aims should be to help students to sustain their motivation. We can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiosity – and provoke their participation – help them to stay interested in the subject. We need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy. We need to consider the issue of affect – that is, how the students feel about the learning process. Students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated to learn.

One way of helping students to sustain their motivation is to give them, as far as is feasible, some agency (a term borrowed from the social sciences) which means that students should take some responsibility for themselves, and that they should (like the agent of a passive sentence) be the 'doers' in class. This means that they will have some decision-making

power, perhaps, over the choice of which activity to do next, or how they want to be corrected. If students feel they have some influence over what is happening, rather than always being told exactly what to do, they are often more motivated to take part in the lesson.

But however much we do to foster and sustain student motivation, we can only, in the end, encourage by word and deed, offering our support and guidance. Real motivation comes from within each individual, from the students themselves.

Art or science?

Students will learn more successfully if they enjoy the activities they are involved in and are interested or stimulated by the topics we (or they) bring into the classroom. Of course, in many institutions, topics and activities are decreed to some extent by the material in the coursebook that is being used. But even in such situations there is a lot we can do to make sure we cater for the range of needs and interests of the students in our classes.

When we take learning activities into the classroom, we need to persuade our students of their usefulness. Good activities should have some kind of destination or learning outcome, and it is the job of the teacher to make this destination apparent. Students need to have an idea of where they are going, and more importantly, to recognise when they have got there.

Of course, some activities, such as discussions, don't have a fixed end. Nevertheless, even in such circumstances, it will be helpful if we can make sure that students leave the class with some tangible result. That is why a summing-up, or feedback session at the end of a discussion, for example, is so valuable.

Is teaching language an art, then, or is it a science? Understanding the language system and finding the best ways to explain it is some kind

of a scientific endeavour, especially when we continue to research its changes and evolution. In the same way, some of the technical skills that are required of teachers (procedures for how to do things, a constant attention to innovation in educational technology and materials design) need to be almost scientific in their rigour.

Yet teaching is an art, too. It works when the relationship that is created between teacher and students, and between the students in a group, is at its best. If we have managed to establish a good rapport with a group, almost anything is possible.

Good teachers listen and watch, and use both professional and personal skills to respond to what they see and hear. Good teachers have a knack of responding by doing things ‘right’, and that is most definitely an art.

Different Student Groupings

Whatever the seating arrangements in a classroom, students can be organised in different ways: they can work as a whole class, in groups, in pairs or individually.

Whole class. There are many occasions when the best type of classroom organisation is a teacher working with the class as a whole group. However, this does not always mean the class sitting in orderly rows; whatever the seating arrangement, we can have the students focus on us and the task in hand. This is useful for presenting information and for controlled practice (such as repetition and drilling) which is often used, especially at lower levels.

Whole-class teaching can be dynamic and motivating and, by treating everyone as part of the same group, we can build a great sense of belonging – of being part of a team.

However, when a class is working as a whole group, it is necessarily the case that individual students get fewer individual

opportunities either to speak or to reflect. Whole-class teaching is less effective if we want to encourage individual contributions and discussion, since speaking out in front of a whole class is often more demanding – and therefore more inhibiting – than speaking in smaller groups.

Groupwork and pairwork. Groupwork and pairwork have been popular in language teaching for many years and have many advantages. They both foster cooperative activity in that the students involved work together to complete a task. They may be discussing a topic, doing a role-play or working at a computer in order to find information from a website for a web quest or they may be writing up a report. In pairs and groups, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement.

The moment students get into pairs or groups and start working on a problem or talking about something, many more of them will be doing the activity than if the teacher was working with the whole class, where, in most cases, only one student can talk at a time.

Both pairwork and groupwork give the students chances for greater independence. Because the students are working together without the teacher controlling every move, they take some of their own learning decisions, they decide what language to use to complete a certain task and they can work without the pressure of the whole class listening to what they are doing.

Another great advantage of groupwork and pairwork (but especially of groupwork) is that they give the teacher more opportunity to focus attention on particular students. While groups A and C are doing one task, the teacher can spend some time with group B who need special help.

Neither groupwork or pairwork are without their problems. As with ‘separate table’ seating, students may not like the people they are grouped or paired with. Some students are ill-at-ease with the idea of working

without constant teacher supervision, and may be unconvinced by the student-centred nature of these groupings.

Solowork. This can have many advantages: it allows students to work at their own speed, allows them thinking time, and allows them to be individuals. It often provides welcome relief from the group-centred nature of much language teaching. For the time that solowork takes place, students can relax their public faces and go back to considering their own individual needs and progress.

Class-to-class. One last grouping should be mentioned, and that is when we are able to join two classes so that they can interact with each other. Where different-level classes are concerned, higher-level students often feel positive about being able to help students from other classes, just as lower-level students can feel motivated by being able to engage with people whose language is better than theirs.

Class-to-class interactions are good for surveys (where students can work with students they do not normally interact with in the English lesson), discussions and lectures and presentations. They can be time-consuming to organise, but, at their best, can often give students a huge sense of satisfaction.

Acquisition and Learning

Children acquire language subconsciously, what does this tell us about how students should get a second language? Can we (indeed, should we) attempt to replicate the child's experience in the language classroom?

Some theorists, notably the American applied linguist Stephen Krashen in the 1980s, have suggested that we can make a distinction between acquisition and learning. Whereas the former is subconscious and anxiety free, learning is a conscious process where separate items from the language are studied and practised in turn. Krashen, among others, suggested that teachers should concentrate on acquisition rather than

learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input (that is, language that the students understand more or less, even if it is a bit above their own level of production). Provided that students experience such language in an anxiety-free atmosphere, the argument goes, they will acquire it just as children do, and, more importantly, when they want to say something, they will be able to retrieve the language they need from their acquired-language store. Language which has been learnt, on the other hand, is not available for use in the same way, according to this argument, because the learner has to think much more consciously about what they want to say. The principal function of learnt language is to monitor what is coming from our acquired store to check that it is OK. As a result, learnt language tends to ‘get in the way’ of acquired-language production and may inhibit spontaneous communication.

Different Times, Different Methods

The acquisition-versus-learning debate may seem to be a relatively recent argument, yet for as long as languages have been taught people have argued about the best way of doing it, and how to help students to learn more effectively. The great linguist Harold Palmer made a similar distinction between spontaneous and studial capacities in a book published in 1921.

And this was just one of many writings before and since which have tried to pin down what makes a good language lesson or an effective method.

Current teaching practice is the direct result of such argument and discussion, and not only on the subject of acquisition and learning. Both abstract theory and practical techniques have been debated, have gone in and out of fashion, and have influenced what was and is included in classrooms and teaching materials. .

Grammar-translation. The Grammar-translation method (which was first named as such in Germany in the 1780s) introduced the idea of presenting students with short grammar rules and word lists, and then translation exercises in which they had to make use of the same rules and words.

Grammar-translation still has relevance today, though it is not practised as a method in the same way. But most language learners translate in their heads at various stages anyway, and they (and we) can learn a lot about a foreign language by comparing parts of it with parts of our own mother tongue. However, a total concentration on grammar-translation stops students from getting the kind of natural language input that will help them acquire language, and it fails to give them opportunities to activate their language knowledge. If they are always translating the language, they are not using foreign language for communication. The danger with Grammar-translation, in other words, is that it teaches people about language but doesn't really help them to communicate effectively with it.

Audio-lingualism. The audio-lingual method originated in army education in the 1940s. It capitalised on the suggestion that if we describe the grammatical patterns of English, we can have students repeat and learn them. In such structural-situational teaching, grammatical structures were presented in simple situations which exemplified their usage. Crucially, too, the structures were carefully graded so that students learnt the easy ones first before moving onto things that were more complex.

However, it is interesting to note that drilling (choral and individual repetition and cue-response drilling) is still considered a useful technique to use, especially with low-level students.

Presentation, Practice and Production. Both Audio-lingualism and its assimilation into structural-situationalism have their modern equivalent in the procedure which is often referred to as PPP. This stands

for Presentation, Practice and Production. In PPP lessons or sequences, the teacher presents the context and situation for the language (e.g. describing someone's holiday plans) and both explains and demonstrates the meaning and form of the new language (for example, the 'going to' future – e.g. 'He's going to visit the Hermitage Museum'). The students then practise making sentences with 'going to' (this is often called controlled practice and may involve drilling) before going on to the production stage in which they talk more freely about themselves or other people in the real world. The same procedure can also be used for teaching students functions, such as how to invite people, or for teaching vocabulary.

We can teach pronunciation, too, using the PPP procedure. After an explanation of how a sound is produced, for example, students are involved in the controlled practice of words using the sound before they are asked to come up with their own words in which the sound is present.

The PPP procedure is still widely used in language classrooms around the world, especially for teaching simple language at lower levels. Most modern coursebooks include examples of PPP grammar and vocabulary teaching which have retained elements of structural-situation methodology and Audio-lingualism. But the general consensus is that PPP is just one procedure among many, and takes no account of other ways of learning and both explains and demonstrates the meaning and form of the new language

Task-Based Learning (TBL). TBL is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language. For example, students perform real-life tasks such as getting information about bus timetables, or making a presentation on a certain topic.

Later, after the task has been completed, they can look at the language they have used and work on any imperfections that have arisen, correcting grammatical mistakes or thinking about aspects of style. In

other words, instead of language study leading to a task, the task itself is the main focus and jumping-off point for (possible) subsequent study later. This approach puts communicative activities (see above) at the heart of learning, and as a result a TBL syllabus might well be a list of tasks and activities, not a list of language.

A typical TBL sequence starts with a pre-task (where students are introduced to the topic and told what the task will be). This is followed by a task cycle where the students plan the task, gathering language and information to do it, and then produce the piece of writing or oral performance that the task demands. In the final language focus phase, students analyse the language they used for the task, making improvements and practising any language that needs repair or development.

TBL, like a communicative methodology, has allowed teachers and students to concentrate on how we achieve things with language, and how we can use language for certain tasks. It is a significant departure from the original PPP sequence, since it takes the third element (production) as the starting point, not the endpoint of the procedure.

Elements for successful language learning (ESA). Most current language teaching tries to offer a judicious blend of many of the ideas and elements discussed above. It recognises the value of language exposure through comprehensible input, while still believing that most people (apart from young children) find chances to concentrate on language forms and how they can be used extremely helpful.

Current language teaching practice generally gives students the opportunity to think about how a piece of grammar works (or which words group together, for example), while at the same time providing opportunities for language use in communicative activities and task-based procedures. It offers students the security of appropriate controlled practice (depending on variables such as the students' age, personal

learning styles and the language in question), while also letting them have a go at using all and any language they know.

Such eclecticism – choosing between the best elements of a number of different ideas and methods – is a proper response to the competing claims of the various trends.

The elements for successful language learning are **Engage, Study** and **Activate**.

PERSONALITY

Section I

	Words and Phrases	Transcription	Translation
1.	adventurous		
2.	aggression <i>n</i> , (aggressive <i>adj</i>)		
3.	ambition <i>n</i> (ambitious <i>adj</i> , <i>opp.</i> unambitious)		
4.	antisocial		
5.	assertive		
6.	bossy		
7.	Carl Jung		
8.	cautious		
9.	charisma <i>n</i> (charismatic <i>adj</i>)		
10.	competent driver		
11.	competitive, <i>opp.</i> non-competitive		
12.	controversial question		
13.	creative		
14.	easy-going		
15.	ego		
16.	eloquence		
17.	energy <i>n</i> (energetic <i>adj</i>)		
18.	even-tempered,		

	good-tempered; <i>opp.</i> ill-tempered, bad-tempered		
19.	extrovert		
20.	generosity <i>n</i> (generous <i>adj</i> , <i>opp.</i> mean)		
21.	handwriting		
22.	hard-working, <i>opp.</i> lazy		
23.	indecisive		
24.	indefinable quality		
25.	intense		
26.	introspective		
27.	introvert		
28.	jealous		
29.	moody		
30.	open-minded		
31.	organised, <i>opp.</i> disorganised		
32.	overrated, <i>opp.</i> underrated		
33.	patience <i>n</i> (patient <i>adj</i> , <i>opp.</i> impatient)		
34.	personality clash		
35.	personality traits		
36.	personality types		
37.	psychometrics		

38.	quiet		
39.	recruitment		
40.	reliable, <i>opp.</i> unreliable		
41.	self-confidence <i>n</i> (self-confident <i>adj</i> , <i>opp.</i> insecure, <i>compare</i> over- confident)		
42.	sense of 'togetherness'		
43.	sensible		
44.	sensitivity <i>n</i> (sensitive <i>adj</i> , <i>opp.</i> insensitive)		
45.	serious		
46.	Sigmund Freud		
47.	signature		
48.	sociable, <i>opp.</i> unsociable		
49.	spatial awareness		
50.	strong-willed		
51.	sympathetic to others		
52.	talkative		
53.	that's the way I am		
54.	the theories on the interpretations of dreams		
55.	thoughtful		

56.	to accept criticism		
57.	to be a good match for sb		
58.	to be a person with real principles		
59.	to be different from how you look / to be different from your appearance		
60.	to be easily distracted		
61.	to be focused on one's career		
62.	to be in control		
63.	to be obsessed with sth		
64.	to be overshadowed by someone / by sth		
65.	to be underused at work		
66.	to combat		
67.	to create an atmosphere of tension and anticipation		
68.	to find meaning outside (<i>opp.</i> in) themselves		
69.	to get into trouble		

70.	to get on well with people		
71.	to have a strong personality		
72.	to have good powers of concentration		
73.	to have high standards		
74.	to make a decision and stick to it		
75.	to reflect before act		
76.	to solve the mystery		
77.	to take fewer risks		
78.	to take life too serious		
79.	to work under pressure		
80.	tolerance <i>n</i> (tolerant <i>adj</i> , <i>opp.</i> intolerant)		
81.	vision		

Exercises

Exercise 1. Suggest the words for the definitions.

1. A natural ability to attract and interest other people and make them admire you.
2. Tending to think deeply about your own thoughts, feelings, or behaviour (*adj.*).
3. Causing a lot of disagreement, because many people have strong opinions about the subject being discussed (*adj.*).

4. To think carefully about something, or to say something that you have been thinking about.
5. Able to express your ideas and opinions well, especially in a way that influences people (*adj.*).
6. Someone's character, especially the way they behave towards other people.
7. To try to stop something bad from happening or getting worse (used especially in news reports).
8. Anxious and unable to think clearly (*adj.*).
9. Caring and feeling sorry about someone's problems (*adj.*).
10. The branch of psychology concerned with the design and use of psychological tests.

Exercise 2. Which prefix forms the opposite of these words?

happy	flexible	friendly	honest
reliable	sensitive	kind	pleasant
responsible	ambitious	tolerant	

Exercise 3. a) Read the article about the Jung Typology Test.

b) Take the Jung Typology Test online (<http://www.humanmetrics.com/cgi-win/JTypes2.asp>). Then tell the class some interesting facts about your personality type.

Jung Typology Test™

According to Carl Jung's typology, all people can be characterised using the following three criteria:

- Extraversion – Introversion
- Sensing – Intuition
- Thinking – Feeling

Isabel Briggs Myers added a fourth criterion:

- Judging – Perceiving

These four criteria are called “dichotomies” since each of them represent a continuum between two opposite poles.

The first criterion, **Extraversion – Introversion**, signifies the source and direction of a person’s energy expression. An extravert’s source and direction of energy expression is mainly in the external world, while an introvert has a source of energy mainly in their own internal world.

The second criterion, **Sensing – Intuition**, represents the method by which someone perceives information. Sensing means that a person mainly believes information he or she receives directly from the external world. Intuition means that a person believes mainly information he or she receives from the internal or imaginative world.

The third criterion, **Thinking – Feeling**, represents how a person processes information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he or she makes a decision based on emotion, i.e. based on what they feel they should do.

The fourth criterion, **Judging – Perceiving**, reflects how a person implements the information he or she has processed. Judging means that a person organises all of his life events and, as a rule, sticks to his plans. Perceiving means that he or she is inclined to improvise and explore alternative options.

The different possible combinations of preferences determine sixteen personality types. Each type can be assigned an acronym (or formula) according to the first letters of the combination of the preferences in each of the four criteria. For example:

ISTJ – Introvert Sensing Thinking Judging;

ENFP – Extravert iNtuitive Feeling Perceiving

Humanmetrics’ Jung Typology Test™ determines an individual’s personality type and scores the expressiveness of preferences in of each of the three Jungian dimensions (Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling) as well of the additional dimension

(Judging vs. Perceiving) proposed by Isabel Briggs Myers. The scales of dichotomies represent a continuum between two opposite poles, from 100 at one pole to 100 at the opposite pole. I.e. the Extravert–Introvert dimension is a continuum from 100 on Extraversion (i.e. a respondent is 100% extravert) to 100 on Introversion (i.e. a respondent is 100% introvert). In other words, the scale is 200 units long:

Extravert [100% - - - 0% - - - 100%] **Introvert**

Most individuals possess features of both poles but typically have a preference of one way over the other. The letter indicates the direction of the preference and the percentage indicates the strength of the preference toward one pole over the other.

The E–I score of 0% means the respondent is on the borderline between being an extravert and an introvert. Having an Extraversion score of greater than 0 – e.g. 20% – means being 20% more slanted toward Extraversion over Introversion. Having an Introversion score of greater than 0 – e.g. 20% – means being 20% more slanted toward Introversion over Extraversion.

The same pertains to the S–N, T–F, and J–P dichotomies.

By taking the Jung Typology Test™, you will discover your type formula along with a quantitative measure of each of the 4 criteria (the strengths of preferences). Once you get your type formula and the strengths of preferences, you can:

- Learn about your personality type by reading your type description. This may help you identify your life style in general, as well as your natural style with respect to specific areas such as business, love, education, communication, and conflict.
- Get a list of the most suitable career choices based on your personality.

Exercise 4. Translate into English.

Як і С. Фрейд, К. Юнг (1875-1961) присвятив себе вивченню динамічних несвідомих потягів та їхнього впливу на людську поведінку. Погляди Юнга на особистість людини є досить складними та полемічними.

До основних понять вчення Юнга відносять поняття про інтроверсії та екстраверсії, відкриття чотирьох основних психічних функцій, дослідження колективного несвідомого, особливий погляд на структуру особистості, а в зв'язку з цим – створення аналітичної психотерапії.

Поняття про інтроверсії та екстраверсії базується на тому, що фокус інтересів кожного індивідуума може бути звернений переважно до свого внутрішнього “Я” (інтроверсія) або до зовнішнього світу (екстраверсія). Інтроверти насамперед зацікавлені власними думками. Небезпека для них полягає в тому, що якщо занадто глибоко зануритися у своє внутрішнє “Я”, то можна втратити контакти із зовнішнім оточенням. Екстраверти переважно зайняті зовнішнім світом, вони легше встановлюють соціальні зв'язки і краще усвідомлюють, що відбувається навколо них. Небезпека для них полягає у втраті уміння аналізувати свої внутрішні психічні процеси.

Section II

	Words and Phrases	Transcription	Translation / Explanation
1.	a (real) character <i>inf</i>		an interesting or unusual person
2.	affection <i>n</i> (affectionate <i>adj</i>)		
3.	aloof, <i>syns</i> distant, stand-offish <i>inf</i>		not friendly towards others

4.	arrogance <i>n</i> (arrogant <i>adj</i> , <i>opp.</i> modest)		
5.	attribute		a quality or feature of sb / sth
6.	be cruel to be kind (<i>saying</i>)		make sb suffer because it will be good for them later
7.	broad-minded, <i>opp.</i> narrow-minded		
8.	chatterbox <i>n</i> (chatty <i>adj</i>)		
9.	conceited		<i>disapproving</i> : thinking you are very important, clever, etc
10.	conscientious		
11.	considerate, <i>syn.</i> thoughtful, <i>opp.</i> inconsiderate		
12.	cunning, <i>syn.</i> crafty		able to do things by being clever, but not always honest
13.	cynicism <i>n</i> (cynical <i>adj</i>)		
14.	diffident, <i>syn.</i> shy		not confident; not wanting to talk about yourself
15.	down-to-earth		sensible and realistic in things you say or think

16.	first impression		
17.	good fun		enjoyable to be with
18.	happy-go-lucky		not caring or worrying about the future
19.	impulsive, <i>syns</i> impetuous, rash		
20.	integrity		the quality of being honest and having strong moral principles
21.	low-brow		
22.	naivety <i>n</i> (naive <i>adj</i>)		
23.	passion (for sth) <i>n</i> (passionate <i>adj</i>)		
24.	pretentious		
25.	pushy <i>inf</i>		
26.	quick-witted		
27.	resolute, dogged (<i>positive associations</i>), mulish (<i>negative</i>)		
28.	ruthless		determined to get what you want and not caring about others
29.	scepticism <i>n</i> (sceptical <i>adj</i>)		
30.	shrewd, <i>syn.</i> astute		good at judging people and situations
31.	sober, serious		

	(<i>positive associations</i>), morose, sullen (<i>negative</i>)		
32.	spontaneity <i>n</i> (spontaneous <i>adj</i>)		
33.	take to sb / sth		start liking sb / sth
34.	thick-skinned		
35.	thrifty, frugal (<i>positive associations</i>), stingy, parsimonious (<i>negative</i>)		
36.	to be drawn to sth / sb		be attracted to sth / sb (e.g. <i>I'm drawn to men who are considerate</i>)
37.	to come across (as)		to make a particular impression
38.	to get up sb's nose <i>inf</i>		annoy sb very much
39.	to give sth a go, <i>syn.</i> have a go, give sth a try		be prepared to try sth (e.g. <i>I'll give anything a go, within reason!</i>)
40.	to have lots of common sense		to think in a practical way
41.	to make a good impression at sb		
42.	to mislead sb,		to give the wrong idea or

	syn. to deceive sb (misleading <i>adj</i> , syn. deceptive)		impression
43.	to see sb as smth		to imagine or think of sb in a particular way (e.g. <i>I see myself as tolerant</i>)
44.	to strike sb (as sth)		to give sb a particular impression (e.g. <i>Catherine actually struck me as being more suitable for this job</i>)
45.	trustworthy		
46.	unstinting (<i>positive associations</i>), immoderate (<i>negative</i>)		
47.	virtue <i>n</i> , <i>opp.</i> vice (virtuous <i>adj</i>)		
48.	What do you make of sb / sth?		What's your impression of sb / sth? (e.g. <i>What did you make of the two candidates for the job?</i>)
49.	witty, pithy (<i>positive associations</i>), sharp-tongued, terse (<i>negative</i>)		
50.	work-obsessed,		

	workaholic		
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Exercises

Exercise 1. Complete each of these word forks. Write a sentence to illustrate the meanings of each of your words.

- | | | |
|---------------|------------------|----------------|
| | | |
| 1. self-..... | 2.-tempered | 3.-minded |
| | | |

Exercise 2. Fill the gaps with a suitable word.

1. At work, James across as serious and a bit boring, but outside of work he's completely different; he's really good
2. It's important to a good impression on your first day in a new job.
3. I'm sure he can find the place; he just needs to use his common
4. Meeting new people doesn't worry her; she's a very self-..... young woman.
5. It's hard to know what Sam thinks – he doesn't really his feelings.
6. Do you think impressions are very important? I do.
7. I always have a laugh with my cousin – he's got a great sense of
8. She is so-minded: she cannot accept any ideas different from her own.

Exercise 3. Match 1–9 with a–i.

1. feeling sure about your own ability	a aggressive
2. boring	b cheerful
3. likely to fight or argue	c self-confident

4. thinking you are better than others	d tolerant
5. always telling the truth	e sense of humour
6. ability to laugh at things	f dull
7. feeling happy	g arrogant
8. unhappy to give money or help people	h honest
9. able to accept ideas you don't agree with	i mean

Exercise 4. Complete the words in each sentence.

- If you disagree with Matthew , he can get a bit aggressive.
1. My brother's a bit irresponsible and does some c_____ things; but he's OK.
 2. Keiko's a good person to share a flat with: she's very e_____ - g_____ .
 3. I like Zoltan; he's got a great s_____ of h_____ .
 4. Hamdi is a fantastic musician, but very few people realise this because he's so m_____ .
 5. Since Katy got a new job and a boyfriend, she's become more s_____ - c_____ .
 6. My brother's lazy, but my sisters have always been very h_____ - w_____ .
 7. I don't think young Andy is r_____ enough to drive a car.
 8. Andrea has so much e_____ ; she's always doing something.

Exercise 5. Correct the mistakes.

- I've never been drawn by people just because they're affectionate. to
1. My cousin's a very lucky-go-happy person. _____
 2. You can wear what you like to school, with reason. _____
 3. I'd love to have a go for skydiving. _____
 4. She's very kind and inconsiderate; she's always helping people. _____
 5. My father had a lifelong passionate for classical music. _____

6. She's good fun but she's a real chatty! _____
7. He's a great boss – really down-the-earth. _____

Exercise 6. Complete the sentences.

1. Integrity is usually considered to be a positive _____ .
2. Marisa was very cold and strict with her children and showed them little _____ .
3. If you want to try skiing, why don't you just give it a _____ ?
4. She's always using foreign words when she speaks – I just find that very _____ .
5. He loves to do things without any planning – he's very _____ .
6. I've never trusted Morgan; he's got no principles. He lacks _____ .

Exercise 7. Positive or negative? Write P or N.

1. She gets up my nose. _____
2. He's pretty trustworthy. _____
3. She strikes me as shrewd. _____
4. He's very quick-witted. _____
5. He comes across as quite pushy. _____
6. She's pretty ruthless. _____
7. He's a real character. _____
8. He's not very astute. _____
9. I'd say she was conscientious. _____
10. She's very charismatic. _____

Exercise 8. Complete the text.

There's a new guy living next door to us and I didn't know what to (1) m_____ of him at first. He wasn't very friendly and he walked about as if he was 'Mr-Know-It-All', so he (2) s_____ me as rather (3)

c _____. I just didn't (4) t_____ to him at all. He took my parking space several times, which really got up my (5) n_____. So, last night, I decided to be (6) a_____ and challenge him about it. He was fine and apologised! I was really quite surprised.

Exercise 9. Read the text and explain the meaning of the words and phrases in italics.

Don't judge a book by its cover

How someone appears *on the surface* may not be a true picture of what they're really like. A person who seems *aloof* and *stand-offish* may just be shy and *diffident*. As they say: *don't judge a book by its cover*. Other personality *traits* can be *misleading*; a bad quality in one context may be a *virtue* in another, e. g. being *cunning*, or *impulsive*, or *naive*. Then there are qualities considered to be negative, but is it always wrong to be cruel or *cynical*? Remember the saying: sometimes you have to *be cruel to be kind*.

Exercise 10. Replace the underlined word with another word that has a similar meaning.

1. Don't be deceived by her sweet smile; she's really tough. _____
2. I don't know why he's so aloof, but he certainly isn't very friendly. _____
3. Simon is usually rather shy in company. _____
4. Jumping off that wall was such an impetuous thing to do. _____
5. You have to keep an eye on Will because he's very crafty. _____
6. His charm is misleading because he can be ruthless if necessary.

Exercise 11. Rewrite the sentences using the word or a form of the word in capitals. Keep the meaning the same.

1. What was your impression of him? MAKE _____
2. I think you ought to have a try. GIVE _____
3. I'll do anything if it's practical and sensible. REASON _____
4. He doesn't believe the figures. SCEPTICAL _____
5. I started liking him after a while. TAKE _____
6. I think he's very bright. STRIKE _____
7. He really annoyed me . NOSE _____
8. He's interesting and rather unusual. CHARACTER _____
9. I haven't thought about it much but it seemed sensible. SURFACE _____
10. Don't base your opinion only on appearance. BOOK _____

Exercise 12. Read information about star signs. Explain the meaning of adjectives.

Chinese astronomy organises years into cycles of twelve with each year named after an animal. The Chinese believe that the year you are born in affects your character.

<i>animal</i>	<i>year</i>	<i>characteristics</i>
Rat	1972, 1984, 1996	Imaginative, charming, generous, quick-tempered, opportunistic (= <i>using situations for own benefit</i>)
Buffalo	1973, 1985, 1997	Conservative, methodical (= <i>systematic, careful</i>), conscientious, chauvinistic (= <i>too patriotic</i>), a born leader
Tiger	1974, 1986, 1998	Sensitive, emotional, tend to get carried away (= <i>become too excited and lose control</i>), stubborn, rebellious
Rabbit	1975, 1987, 1999	Affectionate, obliging (= <i>ready to help</i>), gallant, sentimental, superficial (= <i>not caring about serious things</i>)

Dragon	1976, 1988, 2000	Fun-loving, popular, perfectionist, gifted, may sometimes be tactless (= <i>inclined to say things that upset or offend people</i>)
Snake	1977, 1989, 2001	Sagacious (= <i>wise</i>), charming, intuitive (= <i>understanding instinctively</i>), stingy, inclined to procrastinate (= <i>delay doing something</i>)
Horse	1978, 1990, 2002	Diligent (= <i>hard-working</i>), independent, placid (= <i>calm, does not easily become excited or angry</i>), friendly, can be selfish and cunning
Goat	1979, 1991, 2003	Elegant, artistic, always ready to complain, plagued by (= <i>troubled or distressed by</i>) worry
Monkey	1980, 1992, 2004	Witty, magnetic personality (= <i>personality that attracts people to you</i>), can be self-seeking (= <i>wanting to gain advantage for oneself</i>) and distrustful
Rooster	1981, 1993, 2005	Industrious, shrewd, decisive, very extravagant, a flashy (= <i>expensive or impressive</i>) dresser
Dog	1982, 1994, 2006	Down-to-earth, altruistic (= <i>thinking of others rather than oneself</i>), morose (= <i>gloomy</i>), sharp-tongued (= <i>inclined to speak in a severe and critical way</i>), a fault-finder (= <i>critical person</i>)
Pig	1983, 1995, 2007	Intellectual, tolerant, naive, downfall (= <i>cause of destruction</i>) could be desire for material goods

Exercise 13. Answer the questions.

1. Which animal represents you? To what extent do the characteristics apply to you?

2. Think of a friend and find their animal in the chart. Give examples of why you think each characteristic is appropriate or not.

Exercise 14. Match the words on the left with their opposites on the right.

- | | |
|-------------------|---------------|
| 1. altruistic | unsystematic |
| 2. diligent | generous |
| 3. intellectual | thick-skinned |
| 4. methodical | unhelpful |
| 5. morose | flexible |
| 6. obliging | low-brow |
| 7. quick-tempered | selfish |
| 8. sensitive | cheerful |
| 9. stingy | placid |
| 10. stubborn | lazy |

Exercise 15. a) What are the abstract nouns from these adjectives?

b) The given adjectives are most likely to be found in writing. Give a synonym for each word that would be more likely to be used when speaking.

<i>adjective</i>	<i>noun</i>	<i>synonym</i>
1. altruistic	altruism	unselfish
2. parsimonious		
3. diligent		
4. placid		
5. industrious		
6. sagacious		
7. gallant		
8. terse		

9. morose		
10. unscrupulous		

Exercise 16. Read about annoying habits. Translate phrases in bold.

Brad's Annoying Habits

I love Brad, but some things about him **get on my nerves!** He **keeps on** leaving his clothes **all over the place**. He doesn't do **his fair share of** the housework. He's always **showing** off in front of our friends. He spends ages **messing around** on the computer. He tells the same jokes **over and over again**. But I have to **take into account** the fact that he lived **on his own** for years. Being married is completely different – you need a bit of **give and take**.

Amy's Annoying Habits

I love Amy, but some things **drive me round the bend!** She's always **putting me down** in front of other people, or making jokes **at my expense**. She's always **tidying** my things **away**, then I can't find them; it **drives me up the wall**. When she doesn't want to discuss something important, she just **changes the subject**. She **changes her mind** about what to wear, then **bites my head off** if I get impatient. She always **puts off** paying bills till **the last minute**. But even though we have our **ups and downs**, I love her very much, and it **cheers me up** to see her face every morning.

Exercise 17. Circle the correct word.

1. She's messing *along* / *around* upstairs.
2. I said it *out* / *over* and over again.
3. I'll have to *take* / *make* it into account.
4. The papers are all *about* / *over* the place.
5. She's a terrible *show-up* / *show-off*.
6. I keep *on* / *in* forgetting to post it.

7. He tried to do it *by / on* his own.
8. He does his *right / fair* share of the work.

Exercise 18. Complete the sentences with a suitable phrasal verb or idiom.

1. He loves being the centre of attention – he’s always _____ .
2. It was terribly untidy; there were books and magazines _____ .
3. You have to listen to other people’s opinions; there has to be some _____ .
4. Did she get help with that, or did she do it _____ ?
5. She’s had health problems this year, so when we make a plan we should _____ .
6. They still don’t understand, although I’ve explained it _____ .
7. My phone keeps ringing but then there’s no one there; it’s really _____ .
8. We spent a relaxing weekend on the boat, just _____ .

Exercise 19. Rewrite the sentences using the word in capitals. The meaning must stay the same.

- The noise makes me really upset. WALL – The noise drives me up the wall.
1. I love putting everything in order. AWAY – _____
 2. We’ve had plenty of good times and bad times. UPS – _____
 3. They all had a good laugh at me. EXPENSE – _____
 4. Should we delay buying the car? PUT – _____
 5. Don’t get angry with me! BITE – _____
 6. The kids are driving me up the wall. BEND – _____

Exercise 20. Translate into English.

1. Більшість людей вважає, що чесність є хорошою якістю людини, а заздрість – негативною рисою характеру.
2. На перший погляд Олена здається досить непривітною, але ж не можна судити про книгу лише за її обкладинкою.
3. Цинізм – одна з найменш привабливих рис характеру.
4. Я почувався зле, коли не давав їсти хворій тварині. Але іноді ти повинен бути суворим, щоб допомогти іншим.
5. Головною проблемою Яни є її наївність. Вона з легкістю довіряє малознайомим людям, і тому її легко образити.
6. Що розлючує чоловіків? Як правило, це агресивна, деспотична дружина. Їм також не подобаються жінки, що курять. А найважливішою рисою дружини, на думку чоловіків, є доброта.

**Exercise 21. What qualities do you look for when choosing a partner?
Give reasons for your opinion.**

**Exercise 22. In your notebook, write six things that other people do
which drive you up the wall.**

TRAVEL

Section I

	Words and Phrases	Transcription	Translation
1.	amateur doctor		
2.	aqualung		
3.	archaeological dig		
4.	armchair traveler		
5.	auction house		
6.	breathing machine		
7.	business / educational trip		
8.	crisp clearness of the sand		
9.	domestic travel		
10.	dune		
11.	eco-tourism		
12.	embassy		
13.	field trip		
14.	fierce tribespeople		
15.	foothill		
16.	historical site		
17.	holiday resort		
18.	holidaymaker		
19.	inoculations		
20.	insurance policy		
21.	package holiday / package tour		

22.	popular / faraway destination		
23.	porcelain		
24.	round-the-world flight		
25.	rural area		
26.	salt-flat		
27.	stingray		
28.	summit		
29.	the Bedu		
30.	to avoid tourist traps		
31.	to be / go on a journey		
32.	to broaden one's horizons		
33.	to carry on		
34.	to check in		
35.	to check out		
36.	to experience new cultures		
37.	to explore new places		
38.	to find oneself		
39.	to fly solo non-stop across the Atlantic		
40.	to get in		
41.	to get away from		
42.	to go off the beaten		

	track		
43.	to hook		
44.	to look around (the city) (= to explore)		
45.	to obtain comprehensive travel insurance		
46.	to pull over		
47.	to satisfy an urge		
48.	to set out (= to leave)		
49.	to set up		
50.	to stop off (in Venice) (= to break a journey)		
51.	to stop over		
52.	to take off		
53.	to walk in the heat		
54.	tour assistant		
55.	travel agent		
56.	travel broadens the mind		
57.	undersea / underwater explorer		
58.	youth hostel		
59.	(the) Danube		
60.	(the) Himalayas		
61.	(the) Yangtze		

62.	Gobi Desert		
63.	Iran		
64.	New Guinea		
65.	Oman		
66.	Pamir Mountains		
67.	Persia		
68.	Polynesia		
69.	Prague		
70.	Saudi Arabia		
71.	Tibet		
72.	Yemen		
73.	Ferdinand Magellan		
74.	Jacques Cousteau		
75.	Marco Polo	`	

Exercises

Exercise 1. Suggest the words for the definitions.

1. Someone who belongs to an Arab tribe that traditionally lives in tents in the desert.
2. To discover more about your own personality.
3. To get more understanding of life and different cultures.
4. Completely relax away from the problems of modern life.
5. The place that someone or something is going to.
6. A place where people, especially young people who are travelling, can stay very cheaply for a short time.
7. To go to places that are not well known and are far away from the places that people usually visit.
8. To drive to the side of the road and stop your car, or to make someone else do this.

9. The top of a mountain.
10. A place with many hotels where a lot of people go on their holidays.

Exercise 2. Translate into English.

1. Ваші витрати на подорож будуть сплачені фірмою.
2. Ми сподіваємося, що такі інвестиції призведуть до збільшення туризму у цій місцевості.
3. Ви мали змогу оглянути визначні місця?
4. Завтра відбудеться екскурсія човном на острів.
5. Якщо виникнуть якійсь проблеми, звертайтеся до тур оператора.
6. Вона здійснила дві експедиції до Бразилії, щоб вивчити дикі рослини.
7. Подорожування не обов'язково означає поїздки за кордон.
8. Люди можуть побувати у віддалених куточках світу, не залишаючи своїх домівок. У цьому їм допомагають документальні фільми та різноманітні інтерактивні комп'ютерні програми.
9. Експедиція Фернанда Магеллана 1519-1522 років стала першою експедицією, яка перепливла з Атлантичного Океану до Тихого океану. Вона здійснила перше навколосвітнє плавання.
10. Я побувала майже на всіх континентах світу, брала участь в експедиціях у Гімалаях та Альпах, але я ніколи ще не досліджувала підводний світ акул, китів, дельфінів і коралових рифів.

Section II

On the Roads. Cars, buses and bicycles

	Words and Phrases	Transcription	Translation / Explanation /
1.	accelerator		
2.	bend in the road		
3.	bonnet		

4.	boot		
5.	brake (<i>n, v</i>)		
6.	bus station		
7.	bus-conductor		
8.	chauffeur		
9.	clutch (<i>n, v</i>)		
10.	cyclist		
11.	door handle		
12.	dual carriage way		
13.	emergency services		
14.	engine		
15.	fare		
16.	gear stick/ lever		
17.	headlights		
18.	heavy traffic		
19.	horn		
20.	ignition		
21.	junction		
22.	lane (inside/ slow lane, outside/ fast lane)		
23.	number plate		
24.	pavement		
25.	pedestrian crossing		
26.	petrol station		
27.	rear-view mirror		
28.	road signs		
29.	speed camera		

30.	speed limit		
31.	speedometer		
32.	steering wheel		
33.	tailback		long line of cars that cannot move
34.	taxi rank		
35.	the rush hour		
36.	to accelerate		
37.	to block a road		
38.	to break down		to stop because of a problem
39.	to collide with sth, <i>syn.</i> to crash into sth		
40.	to end up		to find yourself in a place or situation you didn't plan
41.	to get in a taxi / a car, <i>opp.</i> get out (of)		
42.	to get on a bus / a bicycle, <i>opp.</i> get off		
43.	to get/ catch/ take a bus		
44.	to get/ be held up in traffic, <i>syn.</i> be delayed		
45.	to get/ be stuck in a traffic jam		

46.	to go in my car		
47.	to go on my bike, <i>syn.</i> to cycle		
48.	to hire a car, <i>syn.</i> to rent a car		
49.	to overtake sb/ sth		
50.	to pick sb/ sth up		
51.	to pull out		to move out to the centre of the road
52.	to reverse		
53.	to skid		
54.	to speed, <i>syn.</i> to break the speed limit		
55.	to stay overnight		
56.	to steer		
57.	to swerve		
58.	traffic lights		
59.	tyre (or <i>US</i> tire)		
60.	vehicle		
61.	via		
62.	wheel		
63.	windscreen		
64.	windscreen wiper		
65.	wing mirror		

Trains and Planes

	Words and Phrases	Transcription	Translation / Explanation
--	------------------------------	----------------------	--------------------------------------

1.	air fare		
2.	air traffic controller		
3.	aisle		
4.	baggage reclaim		place where you collect your luggage
5.	boarding card		
6.	cabin crew		
7.	cockpit		
8.	connecting flight		a flight that leaves soon after another one arrives
9.	control tower		
10.	day return		a ticket to travel to a place and back again on the same day
11.	departure lounge		
12.	departures board		
13.	due		expected to arrive or happen
14.	express		
15.	fast train		
16.	freight train		
17.	hand luggage		
18.	jet		
19.	joystick		
20.	landing cards		cards you have to fill in when you enter certain countries
21.	local train		
22.	meant to do sth		If sb is or was meant to do sth, they have been asked to do it.
23.	nose		

24.	overhead locker		
25.	platform		
26.	porter		
27.	railway station		
28.	runway		
29.	signal-box		
30.	steward/stewardess <i>syn.</i> flight attendant		
31.	stopping train		
32.	supersonic aircraft		
33.	tail		
34.	take-off		
35.	terminal building		
36.	ticket office		
37.	to change (to another train)		
38.	to get in		(usually of a train or coach) arrive
39.	to get on a train / a plane, <i>opp.</i> get off		
40.	to get/ catch/ take a train		
41.	to get/ take a plane		
42.	to go through customs		
43.	to pay excess baggage		you pay extra
44.	to turn up		to arrive or appear (often used in the negative)
45.	upright position		

	(about your seat)		
46.	valid		

Words at Sea

	Words and Phrases	Transcription	Translation / Explanation /
1.	anchor		
2.	bunk		a bed
3.	buoy		
4.	cabin		a bedroom
5.	canoe		
6.	crew		
7.	cruise		
8.	deck		
9.	docker		
10.	dock		
11.	ferry		
12.	fishing-/ rowing- boat		
13.	galley		the kitchen
14.	gangplank		
15.	light-house		
16.	liner		
17.	maroon (<i>n, v</i>)		
18.	oar		
19.	port		left
20.	purser		
21.	rough sea		
22.	rudder		

23.	starboard		right
24.	to be wrecked		
25.	to dock		
26.	to set sail		
27.	voyage		
28.	yacht		

Exercises

Exercise 1. a) Combine words from the box to form seven compound words.

rear-view	steering	door	windscreen	lever	mirror	number
wing	gear	wheel	mirror	wiper	handle	plate

1. _____ 4. _____ 6. _____
 2. _____ 5. _____ 7. _____
 3. _____

b) Match words on the left with words on the right to make nine words or phrases.

heavy	rush	hire	traffic	off	way	traffic	stuck	up
the wrong	stop	get	end on	a car	hour	the way	jam	

1. _____ 4. _____ 7. _____
 2. _____ 5. _____ 8. _____
 3. _____ 6. _____ 9. _____

Exercise 2. Complete the sentences.

If you want to ...

- start the car, turn on the *ignition*.

1. stop, put your foot on the _____ .

2. change gear, put your foot on the _____ .
3. go faster, put your foot on the _____ .
4. store luggage, open the _____ .
5. look at the engine, open the _____ .
6. see at night, turn on the _____ .
7. turn a corner, look in your _____ .
8. drive in the rain, turn on the _____ .
9. warn someone, press your _____ .

Exercise 3. a) Read and translate the text.

Tips for Safer Driving

- Always be prepared for bad road conditions and bad drivers.
- On wet roads, brake, steer, and accelerate gently to avoid skidding.
- Watch out for motorcyclists and cyclists; give them plenty of space when overtaking.
- In car parks, reverse into a parking space rather than drive into it.
- Keep to the speed limit and don't drive too close to the vehicle in front.

b) Complete the sentences.

- You shouldn't overtake on a bridge.
1. The weather was awful and I wasn't really _____ for it.
 2. I never go over the speed _____ , or drive too _____ to the cars in front.
 3. He crashed into the tree after he _____ on the wet road.
 4. There's school on the corner, so _____ out for small children.
 5. Do you always _____ to the speed limit?
 6. I parked in the street _____ than the car park because it's free.

Exercise 4. Underline the correct word in brackets in these sentences.

1. You mustn't (ride/ drive) a motorbike without a crash helmet in the UK.
2. She told him to (get in/ get on) the car and fasten his seat belt.

3. The bus (fare/ ticket) is cheaper than the train.
4. Trains to the airport (travel/ run) every half hour.
5. The pilot couldn't (drive/ fly) the plane in such bad weather.
6. Have a look at the train (schedule/ timetable) to see when the next one is due.
7. We were late, so we had to (get/ catch) a taxi.
8. They left a bit late and (lost/ missed) the bus.

Exercise 5. a) Read complaints about trains and planes and then b) complete the sentences.

a) • We had trouble getting to the airport because we got held up in traffic.

- I wanted to leave at 8.30, but my day return was only valid after 9.30.
- The train was due at 9.42 but it didn't get in until 10.25!
- I was late because they cancelled my train without warning.
- The flight from Heathrow was delayed, so I missed my connecting flight to Palermo.
- My brother was meant to pick me up at the airport, but he didn't turn up.

b) 1. They've just said the train is _____ in five minutes, so that's good.

2. The plane to Madrid was late, so I missed my _____ flight to Malaga.

3. We had a lot of _____ at the border: we were _____ for two hours.

4. Passengers arrived late because the train company _____ two trains this morning.

5. I was _____ to meet them at the station, but I got _____ in the traffic.

6. What time does your train _____ in?

7. He's gone to the airport to _____ them up.
8. There was no _____ that trains might be cancelled.
9. My husband was meant to meet me, but he didn't _____ up.

Exercise 6. Complete the sentences.

- The car was hit by a big *van*.

1. We couldn't get by because there was a fallen tree _____ the road.
2. I think the driver must have _____ on the ice.
3. There was a _____ accident last week when a woman was nearly killed.
4. You should move into the outside _____ to overtake another car.
5. The car _____ _____ on the way to the airport and I had to ring for help.
6. Several people were _____, and they were taken to hospital.
7. Almost all the petrol stations round here are self-_____.
8. There were four or five cars involved in the accident and it _____ the road for about an hour. When I got there, the _____ was already about two miles long, and drivers were getting very frustrated.
9. The bicycle hit me just as I stepped off the _____ to cross the road.
10. I was doing about 120 kph and then this car _____ me doing about 160.
11. I couldn't stop quickly enough, and I _____ into the back of the car in front.
12. Cars, motorbikes and bikes can't go down there – it's only for _____.
13. Our train leaves from _____ seven in ten minutes.

14. I waited at the _____ for ten minutes, and then two buses arrived at the same time.

15. After we took off, the _____ told us a bit about the plane and the journey.

16. The flight was fine but we had a terrible _____ from the airport to our hotel.

17. I think the next train is _____ to arrive in about ten minutes.

Exercise 7. Write down two different words that can combine with each of the words below.

.....
1. fare 3. station 5. get in
.....

.....
2. get on 4. driver 6. journey
.....

Exercise 8. Complete the words or phrases below using words from the box.

control	number	desk	card	baggage	lounge	luggage
reclaim	locker					

1. boarding_____ 4. flight_____ 7. baggage_____
2. excess_____ 5. overhead_____ 8. passport_____
3. check-in_____ 6. departure_____ 9. hand_____

Exercise 9. What do we call these?

1. The place where you go when you arrive at the airport with your luggage.

2. The card they give you with the seat number on it.
3. What you have to pay if your luggage is very heavy.
4. The bags you carry onto the plane with you.
5. The place above your head where you can put these bags.
6. The part of the airport where the plane accelerates and takes off.
7. The people who look after you on the plane.
8. Another verb used to say 'rent' a car.

Exercise 10. Complete these sentences with a suitable word.

1. There was a mechanical problem, and we ended up with a two-hour _____ .
2. Several passengers had to fill in landing _____ .
3. I went through passport control and sat in the departure _____ .
4. If you have nothing to declare, you follow the green sign when you go through _____ .
5. A woman at the check-in desk weighed my _____ .
6. I looked for our flight number on the departures _____ .

Exercise 11. Fill in the blanks.

Yesterday John was supposed to take a _____ from London to Amsterdam. He got up very early, put his luggage in the _____ of his car and tried to start the engine. It wouldn't start. John lifted the _____ but he couldn't see what the matter could be. He immediately called his local _____ to ask them to send a _____ at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've _____ of petrol,' he said. John felt very foolish. 'Why didn't I _____ everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the _____ to read a newspaper while he waited. Soon

he heard an announcement. ‘Passengers on flight BA 282 to Amsterdam are informed that all flights to and from Amsterdam are _____ because of a heavy snowfall last night.’ ‘If only I had decided to go by _____,’ John thought. ‘It would probably have been quicker in the end and even if I sometimes feel sick on the _____, it can be quite pleasant sitting in a _____ on the deck, watching the seagulls and the other _____. The _____ on a ship seem to produce much better food than those on an aircraft too’.

Holidays. Hotels

	Words and Phrases	Transcription	Translation / Explanation /
1.	single room		room for one person with a single bed
2.	double room		room for two people with one large bed
3.	twin room		room for two people with two single beds
4.	full board		
5.	half board		includes breakfast and dinner
6.	B&B		just bed (= room) and breakfast
7.	to book in advance		
8.	to pay the bill		
9.	on the menu		
10.	wine list		
11.	starter		
12.	main course		

13.	aperitif		
14.	to be fully booked		
15.	How do I get to ... from here?		
16.	Are you ready to order?		
17.	to go on a sightseeing tour / a tour of a castle, cathedral		
18.	guidebook		
19.	to be packed with tourists		very crowded
20.	cosmopolitan		full of people from different countries and cultures
21.	touristy		a negative word: 'too much tourism'
22.	to go windsurfing / snorkeling / diving		
23.	to have a paddle		
24.	to get a suntan		
25.	suntan lotion		
26.	sunblock		
27.	to get a sunburn		
28.	to rent an apartment		
29.	to go camping		
30.	camp-site		a place where you can pitch a tent or park a caravan
31.	self-catering flat		a flat which you rent; you cook for yourself

32.	guesthouse		accommodation like a hotel but cheaper and with fewer services
33.	holiday camp		a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainment for when visitors want a break from sun-bathing
34.	time-share apartment		accommodation of which you share ownership with a number of people, for example you own a twelfth of the apartment so you have the right to stay there for one month every year

Exercise 12. Put the sentences in each column in a logical order.

Hotel

- a* I paid my bill.
- b* I checked in at reception.
- c* I left the hotel.
- d* I went up to my room.
- e* I spent the night in the hotel.
- f* I had an early morning call.
- g* I booked the hotel. *l*
- h* I went to a local restaurant for dinner.
- i* I arrived at the hotel.
- j* I got up and had breakfast

Restaurant

- a* I had the starter.
- b* I paid the bill.
- c* I left the restaurant.
- d* I looked at the menu.
- e* I gave the waiter a tip.
- f* I booked the table. *l*
- g* I had a dessert.
- h* I ordered my meal.
- i* I arrived at the restaurant.
- j* I had my main course.

k I tipped the porter who took
my bag to the room.

k I looked at the wine list.

Exercise 13. What would you ask the hotel receptionist in these situations?

• You think a hotel is busy next weekend, but you're not sure. What could you ask? *Are you fully booked next weekend?*

1. You want to stay in a hotel for two nights next weekend with your husband/ wife. You phone the hotel. What do you say?

2. You are planning to leave in about 15 minutes. What could you ask?

3. You want to go to the nearest bank but you don't know where it is. What do you ask?

Exercise 14. You are staying in quite a good hotel in your country. Would you expect to have the following?

- | | |
|----------------------|--------------------------------------|
| 1. Colour television | 4. Mini-bar (= fridge with drinks) |
| 2. Satellite TV | 5. Tea- and coffee-making facilities |
| 3. Hair dryer | 6. Air-conditioning |

Exercise 15. Agree with the information in the questions without repeating the same words and phrases.

• A: You've got quite a few pictures, haven't you?

B: Yes, I took *lots of photos*.

1. A: It's a fabulous city, isn't it?

B: Yes, it's a _____ .

2. A: There's a big mix of people in London, isn't there?

B: Yes, it's very _____ .

3. A: It was very crowded, wasn't it?

B: Yes, it was _____ .

4. A: There's a lot to do in the evenings, isn't there?

B: Yes, the _____ is very good.

5. A: Did you enjoy yourselves?

B: Yes, we had a _____ .

6. A: Kyoto is a good place to go to, isn't it?

B: Yes, Kyoto is definitely _____ .

Exercise 16. Fill the gaps with a suitable verb (one word only).

1. How often do you _____ on holiday?

2. Where did you _____ your last holiday?

3. Do you or your family often _____ an apartment for your holiday?

4. Do you ever _____ camping?

5. Do you enjoy _____ on a beach?

6. Do you _____ a suntan easily?

Exercise 17. Choose the best word *flight, journey, trip, travel* or *voyage* to fit these gaps.

1. I would love to _____ round the world in a balloon.

2. The *Titanic* sank on its maiden _____ .

3. How long does the _____ from New York to Rio take?

4. She says her hobbies are reading, golf and _____ .

5. When they were in Cairo they took a _____ to see the Pyramids.

6. Getting from London to the north of Scotland involves an overnight train _____ .

Exercise 18. a) Learn some typical adjectives that are used in holiday brochures.

breath-taking views/ scenery/ pistes (ski slopes);

exclusive access/ club/ shops;

exhilarating feeling/ ride/ moment;
exotic beauty/ charm/ location;
glamorous surrounding/ film star/ hotel;
intoxicating views/ air/ fragrance;
legendary hospitality/ figure/ status;
luxurious cruise ship/ accommodation/ lifestyle;
mighty river/ cathedral/ oak;
picturesque streets/ villages/ cottage;
stunning city;
sublime pleasure/ simplicity/ skill;
thriving capital;
unsurpassed opportunity/ beauty/ quality;
unspoilt charm/ village/ woodland;
vibrant (= full of life and energy) city

b) Complete this table. Use a dictionary to help you, if necessary.

<i>adjective</i>	<i>noun</i>	<i>verb</i>
exhilarating		
glamorous		
intoxicating		
legendary		
luxurious		

Exercise 19. Read four short texts and translate the words in bold.

City Breaks in Prague

Prague is a **stunning** city, and this **thriving** capital of the Czech Republic makes a romantic and **vibrant** city-break destination. A stroll through Prague's **cobbled streets** is wonderfully exciting: its architecture is **remarkably diverse**, and amazingly untouched by the Second World

War, although Charles Bridge and the Astronomical Clock have recently been **undergoing restoration**.

Unwind on the Algarve

If you need to **unwind**, try the Algarve in southern Portugal. **Laze around** on the golden, sandy beaches, **soak up** the atmosphere of traditional fishing villages like Alvor, or just **go for a wander around** Albufeira's old town, which still **retains** its wonderful **charm**.

Exercise 19. Complete these sentences.

Off the Beaten Track on the Great Wall of China

Our China **trek** offers a **unique** experience for the adventurous traveler who wants **to get away from it all**. Apart from the spectacular scenery, you will have the rare opportunity to camp in a **remote** part of rural China and experience local life in its most **unspoilt** state.

A Touring Holiday. Holidays in Britain

We try to **get away** in winter and go somewhere warm, but this year we decided to stay in England; and it **turned out to be** a great success. We didn't plan anything **in advance** – we just **set out** in the car, **took our time**, and **stopped off** whenever we found somewhere nice. After ten days we'd been **all over the place**. **Getting around** was so easy with few tourists about, and, it being **out of the season**, we never had a problem finding a hotel. In fact, I **got more out of** this holiday than one where I just sit on a beach.

Exercise 20. Replace underlined word(s) with a word or phrase with a similar meaning.

• The village has many pleasant and attractive qualities. *charms*

1. He's running a flourishing new business. _____
2. Just look at that beautiful view of the mountains. _____
3. My son's interests are very varied. _____
4. The villa was quite remote. _____
5. We're going on a long walk across the desert. _____

6. Our preference is to keep the original design for the garden.

7. We just want to relax and do very little. _____

8. The old building in the centre need to be repaired. _____

Exercise 21. Circle the correct answer(s). Both answers may be correct.

1. We'll stop *of / off* for a night on the way.

2. The hotel turned *up / out* to be very nice.

3. They set *out / off* while it was still dark.

4. It was easy to get *around / about*.

5. He got *away / out* from the police.

6. I can't *leave / get away from* work now.

Exercise 22. One word is missing in each sentence. Where does it go? Write it at the end.

• I like to go to the coast out ^ the season, when it's quiet. *of*

1. There's no hurry – take time. _____

2. We set after breakfast so that we would get there in time. _____

3. I don't have long holiday, but I like to get at least once a year. _____

4. We expected lots of tourists, but it turned to be very quiet. _____

5. It was a very educational holiday, and I got a lot of it. _____

6. During the time I was there, I travelled all the place. _____

Exercise 23. Complete these sentences.

1. As soon as we got to the camp site we _____ our tent.

2. At the youth hostel Jimmy insisted on sleeping in the top _____ .

3. They stayed in a nice little _____ at a holiday camp with two bedrooms and its own living area.

4. Our hotel offers unsurpassed _____ for unbeatable prices.
5. Take a memorable cruise along the _____ Mississippi.
6. Visitors to our hotel have _____ access to our own private beach.
7. Experienced skiers can try the most breath-taking of _____ .
8. Be thrilled by visiting the castle of the _____ Count Dracula!

Exercise 24. There are six typical language mistakes in the paragraph below. Underline and correct them.

The Smiths stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs. Smith had a sunbath, Mr. Smith made a sightseeing and the children made a travel around the island. One day they made an excursion to a local castle.

Exercise 25. Translate the questions into English and answer them.

1. Під час довгих подорожей Ви хочете як найшвидше дістатися до місця призначення, чи Вам подобається зупинятися по дорозі?
2. Ви часто застрягаєте у транспортних корках?
3. Більшість потягів у Вашій країні прибуває вчасно, чи вони часто запізнюються?
4. Які обмеження швидкостей діють у Вашій країні?
5. Скільки смуг зазвичай має автомагістраль?
6. Чи водії завжди зупиняються на пішохідних переходах, щоб пропустити пішоходів?
7. Багато людей паркують свої автомобілі на тротуарі?
8. Що Ви зазвичай робите під час польоту?
9. Ви коли-небудь пили алкогольні напої, які Вам пропонувала стюардеса?

**Exercise 26. Write a holiday advertisement for a place you know well.
Use as many adjectives as possible.**

WORK

Section I

	Words and Phrases	Transcription	Translation
1.	access to broadband		
2.	annual / regular bonus		
3.	application		
4.	availability of phone and video-conferencing		
5.	baccalaureate		
6.	candidate		
7.	challenging		
8.	company vision / philosophy		
9.	competitive salary		
10.	continuing programme of expansion		
11.	cost-effective		
12.	covering letter		
13.	customer service		
14.	CV (curriculum vitae)		
15.	educational qualification		

16.	excellent prospects for rapid career progress		
17.	factsheet		
18.	fast-expanding company		
19.	glamorous		
20.	good perks, <i>syn.</i> benefits		
21.	graduate trainee		
22.	growth areas in the leisure industry		
23.	health club chain		
24.	hypothetical questions		
25.	in return for		
26.	interviewee		
27.	interviewer		
28.	IT-literate		
29.	killer questions		
30.	long term career / prospects		
31.	marketing		
32.	mind is blank		
33.	personal management		
34.	personal profile		
35.	pharmaceutical company		

36.	pointless job		
37.	post		
38.	prestigious company		
39.	proven track record		
40.	publishing company		
41.	rapidly-growing trend		
42.	recruitment agency		
43.	repetitive		
44.	retail clothing industry		
45.	rewarding		
46.	routine paperwork		
47.	satisfying		
48.	shock tactics		
49.	strategy		
50.	tight deadlines		
51.	time management		
52.	time-consuming		
53.	to avoid crossing one's arms or legs		
54.	to be one's own boss		
55.	to bring sth up to date		
56.	to change the window display		

57.	to commute to work		
58.	to coordinate advertising campaigns		
59.	to deal with people face to face		
60.	to expect the unexpected		
61.	to fill shelves		
62.	to generate hypothetical answers		
63.	to miss out on office gossip		
64.	to prepare a case		
65.	to prepare / plan budgets		
66.	to report on sth		
67.	to report to sb		
68.	to set objectives		
69.	to throw / catch sb off guard		
70.	to work anti-social hours		
71.	to work from home		
72.	tremendous potential		
73.	work placement		

74.	working environment		
75.	work-life balance		
76.	workstation		

Jobs

	Words and Phrases	Transcription	Translation
1.	assembly line worker		
2.	attorney		
3.	baker		
4.	barman (<i>chiefly Br.</i>) / barmaid / bar person		
5.	beautician		
6.	bell man		
7.	bodyguard		
8.	business consultant		
9.	butcher		
10.	caretaker / custodian		
11.	cashier		
12.	chief administrator		
13.	chief executive (officer)		
14.	chiropractor		
15.	computer operator /		

	programmer		
16.	construction worker		
17.	cook		
18.	courier		
19.	decorator		
20.	diplomat		
21.	editor		
22.	film director		
23.	finance director		
24.	fisherman		
25.	fishmonger		
26.	garbage man (refuse collector)		
27.	head teacher (<i>chiefly Br.</i>)		
28.	insurance agent		
29.	janitor		
30.	jeweler		
31.	journalist		
32.	judge		
33.	lab technician		
34.	laundry worker		
35.	lecturer		
36.	legislator		
37.	lumberjack		
38.	manicurist		
39.	marketing executive		

40.	masseur, masseuse		
41.	miner		
42.	model		
43.	musician		
44.	news reader / news presenter		
45.	nurse		
46.	ombudsman		
47.	optician		
48.	optometrist		
49.	painter		
50.	parking lot attendant		
51.	pastor		
52.	personal assistant		
53.	pharmacist		
54.	photographer		
55.	pianist		
56.	politician		
57.	porter		
58.	potter		
59.	principal		
60.	printer		
61.	prison officer / warder		
62.	radio DJ		
63.	real estate agent		
64.	sales manager		
65.	scuba diver		

66.	sculptor		
67.	service industry worker		
68.	shoemaker		
69.	social worker		
70.	solicitor		
71.	steel worker		
72.	stylist		
73.	tailor		
74.	trumpeter		
75.	TV cameraman		
76.	upholsterer		
77.	volunteer		
78.	website / graphic designer		
79.	welder		
80.	zoo keeper		

Exercises

Exercise 1. Suggest the words for the definitions.

1. To surprise someone by doing something that they are not ready to deal with.
2. An activity or job that does not give you the chance to meet other people (*adj.*).
3. Someone who works for one person and helps them do their job; (*BrE*) someone who works as a secretary for one person (*adj.*).
4. Taking a long time to do (*adj.*).
5. To regularly travel a long distance to get to work.
6. A system of connecting computers to the Internet and moving information, such as messages or pictures, at a very high speed.

7. A letter that you send with documents or a package that gives information about its contents.
8. Something that you get legally from your work in addition to your wages, such as goods, meals, or a car.
9. A piece of paper giving all the most important information about something.
10. All of a person's or organization's past achievements, successes, or failures, which show how well they have done something in the past and how well they are likely to do in the future.

Exercise 2. Translate into English.

1. Сенатор О'Хара був збитий з пантелику несподіваним запитанням.
2. Самомотивація, дисципліна та незалежність є ключовими характеристиками людини, яка працює вдома, а не в офісі.
3. Все більша кількість інтровертів, які почуваються некомфортно у великих скупченнях людей, надає перевагу тому, щоб працювати вдома. Вони спілкуються з роботодавцем по телефону та за допомогою Інтернету, надсилаючи електронні листи чи використовуючи відео конференції.
4. Рішення щодо великих інфраструктурних проектів зазвичай приймають банкіри, інженери та політики.
5. Клавдія Шифер, успішна німецька супермодель, з'явилася на обкладинках всіх головних журналів мод і є обличчям Шанель.
6. Ти не можеш мати правильний баланс між роботою та домом, коли ти працюєш 12 годин в офісі.
7. Зарплата залежить від досвіду та кваліфікації працівника. Великі компанії завжди виплачують конкурентоздатну зарплату.

Section II

	Words and	Transcription	Translation /
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	Phrases		Explanation /
1.	accountable to sb		if you are not accountable to anybody you are your own boss
2.	basis		a particular way in which sth is organized or done (e.g. <i>on a day-to-day basis, on a daily / weekly / regular basis</i>)
3.	benefits package		
4.	childcare		the care and supervision of small children
5.	collaboration (with sb)		
6.	common goal		
7.	company pension scheme		
8.	comprehensive car / travel / health insurance		<i>comprehensive</i> – including everything or almost everything
9.	comprehensive healthcare provision		
10.	disruptive (disrupt sth v)		causing problems, and making it hard to continue with sth
11.	drawback		
12.	enterprise		the ability to think of new ideas and make them successful
13.	entitlement (e.g. 30 day's holiday entitlement)		a thing sb has a right to (often expressed as an amount sb has a right to receive)
14.	expenses (travel /travelling		the money sb spends while working that the employer pays back to

	expenses)		them later
15.	fit in (with sb / sth)		be accepted in a situation by the others in a group
16.	food / fuel allowance		
17.	fulfilling, <i>syn.</i> rewarding		
18.	government pension, personal /private pension		
19.	guarantee <i>n, v</i>		
20.	handover (hand sth over (to sb) <i>v</i>)		the act of making sb else responsible for sth
21.	hard-hit (<i>also</i> severely / badly hit)		badly-affected by sth
22.	hectic		very busy
23.	initiative		the ability to take decisions and act alone (<i>e.g. use your initiative</i>)
24.	insight into sth		a clear understanding of what sth is like
25.	inundated (with sth), <i>syns.</i> overwhelmed, swamped		given so many things that you cannot deal with them
26.	lucrative		
27.	maternity / paternity leave		
28.	morale		
29.	mutual respect /		

	trust		
30.	neglect <i>n, v</i>		
31.	never-ending, <i>syn.</i> interminable		
32.	performance-related bonus scheme		<i>performance-related</i> – linked to how well sb does in their job
33.	pet hate		a thing you particularly dislike or find annoying
34.	priority <i>n</i> (prioritize <i>v</i>)		
35.	promptly		quickly; without delay
36.	relocation allowance		<i>allowance</i> – money paid to sb to help them, either on a regular basis or for a particular purpose
37.	rigorous		strict and severe
38.	ruthlessly		
39.	solely		only; not involving sb / sth else
40.	subsidized canteen		<i>subsidized</i> – partly paid for by an organization in order to make sth cheaper for the people who use it
41.	to a degree, <i>syn.</i> to an extent		
42.	to accomplish sth, <i>syn.</i> achieve sth		
43.	to anticipate sth (anticipation <i>n</i>)		expect sth will happen and prepare for it
44.	to be / get out of hand; <i>opp.</i> be under control		be / become impossible to control

45.	to boost morale		to improve morale
46.	to break off		stop speaking or doing sth for a time
47.	to delegate sth (to sb)		give part of your work to sb, especially sb in a lower position
48.	to encroach upon sth		<i>fml</i> affect or use up too much of sb's time, rights, personal life, etc.
49.	to foster sth, <i>syns.</i> encourage sth, promote sth		help sth to develop
50.	to jot down		write sth quickly
51.	to juggle sth		try to manage and balance different jobs and activities in order to fit them successfully into your life
52.	to pile up, <i>syn.</i> accumulate		
53.	to poke / stick your nose in(to) sth		
54.	to pool sth		collect money, ideas, etc. from different people so it or they can be used by all of them (<i>e.g. pool resources</i>)
55.	to put sth right		make a situation better after a mistake has made
56.	to schedule sth		
57.	to set sth aside		keep sth, especially money or time, for a purpose
58.	to stick to sth		continue doing sth despite difficulties
59.	to stifle sth		stop sth from happening or developing (<i>e.g. stifle creativity</i>)
60.	to undermine sb /		make sb / sth gradually

	sth		weaker or less effective (e.g. <i>undermine sb's confidence / authority</i>)
61.	to value sb / sth		think that sb / sth is important
62.	train of thought		a linked series of thoughts in your head at one time

Exercises

Exercise 1. Find six phrases from the words in the box.

travel	subsidized	maternity	pension	healthcare	provision
relocation	leave	allowance	canteen	expenses	scheme

Exercise 2. Write down:

- three types of insurance you can have: _____, _____, _____ .
- three types of allowance you can have: _____, _____, _____ .
- three types of pension you can have: _____, _____, _____ .
- two types of care that may be provided: _____, _____ .

Exercise 3. Complete the information from this job advertisement with suitable words.

As you would expect from a high-performing council, we offer excellent _____ including:

- government _____ scheme
- performance-_____ bonus scheme
- generous holiday _____
- relocation _____
- healthcare _____
- subsidized _____ with excellent food.

Exercise 4. a) Read the information about freelance work, translate the words and phrases in bold.

Freelance Work: the Pros and Cons

- ☺ you are not **accountable to** anyone but yourself
- ☺ working for a number of employers gives you an **insight into** different companies
- ☺ it can be more **lucrative**, and it's good not to have to rely **solely** on one company
- ☺ working from home makes it easier to **juggle** work and family responsibilities
- ☹ no **guaranteed** income and no **additional** financial benefits (e.g. a company pension)
- ☹ you will **encounter** quiet periods, a **degree of** isolation, and perhaps loneliness
- ☹ work can **encroach upon** your home life and your free time

b) Complete the text with suitable words.

I was a freelance designer for 10 years. I liked being my own _____ and enjoyed the fact that I was _____ responsible for everything I did. Like all freelancers, I _____ a certain _____ of isolation, but I didn't mind that, and the work was quite _____ so I was able to buy a nice house. However, once I had children the work did _____ my family life, so in the end I went back to a regular job with a _____ income, plus the _____ benefits of a company car and pension.

Exercise 5. Replace the underlined words with a word or phrase that has a similar meaning.

1. I experienced a few problems. _____ .
2. There is a certain amount of stress. _____ .
3. I was my own boss. _____ .
4. It gave an understanding of how the company works. _____ .

5. Initially she had to balance a full-time career with looking after a family. _____ .
6. There are various advantages and disadvantages. _____ .

Exercise 6. a) Read the text, translate the words and phrases in bold.

Working In a Team: the Pros and Cons

- ☺ a **common goal** is good for **morale** and **fosters team spirit**
- ☺ **collaboration** and **mutual** feedback are **fulfilling** and make people feel **valued**
- ☺ **pooling** diverse skills is generally more productive
- ☹ if someone doesn't **fit in**, it can be **disruptive** and can **undermine** the work of the team
- ☹ teams can **stifle** individual **enterprise** and **initiative**

Exercise 7. Find six phrases from the words in the box.

team boost mutual pool undermine stifle spirit respect
 resources creativity your authority morale

Exercise 8. Rewrite the sentences without using the underlined words. Keep the meaning the same.

1. He wasn't accepted by the others. He didn't _____
2. She can act on her own. She can use _____
3. I find the work very rewarding. I find the work very _____
4. They did most of it together. There was a lot of _____
5. They shared the same aim. They had a _____
6. We think it will promote team spirit. We think it will _____
7. We can collect ideas from _____

different people.

8. They have a lot for respect for They have a lot of _____
each other.

Exercise 9. Answer the questions paying attention to the words and phrases in bold.

- Do you **jot down** a list of jobs to do on a daily **basis**, and then **prioritize** them?
- Do you prioritize **ruthlessly**, deciding which tasks you have to **accomplish** that day?
- Do you **stick to** your priorities, **no matter what** happens?
- Do you try to **anticipate** so that you can **schedule** your tasks better?
- Do you **delegate** responsibilities as far as possible?
- Do you set yourself **rigorous** time limits for tasks, and stick to them?

Exercise 10. Circle the correct word(s). More than one word may be correct.

1. Once you have *prioritize / accomplished* your daily list, make sure you do it all.
2. You need to be *rigorous / ruthless* when deciding what the priorities are.
3. You need to set a time limit, *no matter / whatever* happens.
4. I tend to check emails on a daily *basis / base, wherever / whatever* I am in the world.
5. The organizers hadn't *scheduled / anticipated* how many people would want to attend.

Exercise 11. Read two texts about job-related problems, translate the words and phrases in bold.

A) *Email Stress: The New Office Worker's Plague*

Over a third of workers say they are **inundated** with a **never-ending stream** of emails and are **stressed out** by the pressure to respond to them

promptly. Research has found that some employees check their emails every few minutes, leaving them frustrated and **unproductive**. Females feel particularly **hard-hit** by the **deluge**. ‘Email is an amazing tool, but it’s **got out of hand**,’ says researcher Karen Renaud. She adds that when you **break off from** what you are doing to read you emails, you lose your **train of thought**. The advice is to **set aside** two or three specific email-reading times each day.

B) My Top Five Pet Hates

I can’t stand it when colleagues...

- create a paper **jam** in the **photocopier** and leave others to **put it right**
- are always **absent** when the work **piles up** and things are really **hectic**
- **neglect** their own work, but **poke their noses into** other people’s business
- **fail to** provide **handover** instructions when they go away on holiday
- constantly **hum**, whistle, **giggle** uncontrollably, **sniff**, etc. right next to me!

Exercise 12. One word is missing in each sentence. What is it, and where does it go?

- I’m feeling ^ very out. *stressed*

1. I need to aside money for rent. _____
2. I’ve lost my of thought. _____
3. We were hard by the price war. _____
4. The work has been never-_____
5. Our spending has got out hand. _____
6. I had to break from what I was doing. _____
7. The situation is control. _____

Exercise 13. Complete the questions. Answer them.

1. If you have a constant s_____ of interruptions, do you feel o_____ / s_____ ?

2. Did you get a lot of work done today, or was it rather *u*_____ day?
3. Do you agree that people suffer from a *d*_____ of emails?
4. Do you think it's important to reply to emails *p*_____ ?
5. Do you often feel *s*_____ out because of work or studies?
6. What do you think would make you more *p*_____ at work?

Exercise 14. Is the meaning the same or different?

1. The photocopier isn't working.	There's a paper jam in the photocopier.
2. I mended the fault in the machine.	I put the fault right.
3. It's one of my pet hates.	It's something I can't stand.
4. My colleague keeps humming.	My colleague keeps singing.
5. She was absent this morning.	She wasn't here this morning
6. He's always poking his nose in.	He's always neglecting his work.
7. Work is getting hectic.	Work is really piling up.
8. I wish she'd stop sniffing.	I wish she'd stop giggling.

Exercise 15. Complete the text.

My colleague Barbara had a month off recently; she left very specific _____ instructions for her colleague Doug, so that after such a long _____, she wouldn't come back to find a mountain of work had _____. However, Doug's pretty lazy and he _____ to do the things she asked him to. He also _____ his own work and spent most of the time standing round the _____ gossiping, or _____ his nose into other people's business or just _____ at Mark's silly jokes. Barbara's back now, furious with Doug, and, with all the work we have to do, life is as _____ as ever. I don't think Doug will have his job much longer.

Exercise 16. Translate into English.

1. Рівень безробіття у наші дні є досить високим, і тому знайти роботу, яка тобі справді до вподоби, стає все складніше і складніше. Тобі потрібно вирішити, що для тебе є важливішим: скільки ти заробляєш чи отримання задоволення від роботи.
2. Тобі більше подобається працювати в офісі чи вдома? А можливо ти надаєш перевагу роботі на свіжому повітрі?
3. Стрес, пов'язаний з роботою, став головною причиною стурбованості як керівників підприємств, так і найманих працівників. Він негативно впливає на здоров'я людей, що відображається на продуктивності праці. Психологи намагаються запропонувати шляхи вирішення цієї проблеми.
4. Люди втрачають відчуття часу, коли вони зайняті тим, що їм справді подобається. Поверніться в своє дитинство і прислухайтеся до своїх відчуттів, щоб зрозуміти, що є Вашим справжнім покликанням.
5. Ринок праці сильно змінився за останні декілька десятиліть. Дослідники вважають, що в середньому чоловіки та жінки отримують однакову зарплату. Проте, як показує статистика, більшість жінок зайняті у менш оплачуваних галузях, таких як освіта та медицина.

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