

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA TA'LIM VAZIRLIGI  
SAMARQAND DAVLAT ARXITEKTURA QURILISH INSTITUTI**

**Ibragimova D.Sh**

# **INGLIZ TILI**

**English for the students of construction**

**(O'quv qo'llanma)**

Ushbu o'quv qo'llanma institutning ilmiy-uslubiy kengashining 2019 yil "29" noyabrdagi 3-sonli qaroriga asosan tasdiqlangan va institutning nofilologik yo'nalishida ta'lim olayotgan 5340200- Bino va inshootlar qurilishi (sanoat va fuqaro binolari) talabalari uchun mo'ljallangan.

**SAMARQAND-2019**

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**INGLIZ TILI**  
**English for the students of construction**  
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**Taqrizchilar:**

**Ichki taqrizchi:** Axmedova B.M. – SamDAQI “O'zbek va xorijiy tillar” kafedrasida dotsenti.

**Tashqi taqrizchi:** Sulaymonova N.J – SamDChTI, “Ingliz tili nazariyasi va adabiyoti”, f.f.d.

Ushbu o'quv qo'llanma “Xorijiy (ingliz) til” fani doirasida talabalarga arxitektura va qurilish sohasida qo'llaniladigan termin va atamalar shuningdek ularning qo'llanilishi va sohaga oid ishlatilishi bilan bir qatorda ularda tizimli yondashuvni shakllantirishdan iborat. O'quv qo'llanmada “Xorijiy (ingliz) til” faniga oid barcha mavzular bo'yicha talabalarga Davlat ta'lim standartlari asosida yetkazilishi shart bo'lgan minimum bilimlar va ko'nikmalar to'la qamrab olingan. Unda fanining o'qitilishi ta'lim yo'nalishlariga mos holda rejalashtirilishi ko'zda tutilgan.

## KIRISH

Hozirgi paytda mutaxassislar tayyorlashda chet tili fanining o'rnini hech kim inkor etmaydi va biror bir chet tilini bilish oliy hamda o'rta maxsus o'quv yurtini tugatayotgan mutaxassis umumiy madaniyatining ajralmas bo'lagi ekanligi barchaga ma'lumdir.

Mamlakatimizda yoshlarning ta'lim olishi, axborot-kommunikatsiya texnologiyalarini faol o'zlashtirishi, zamonaviy kasb-hunar, xorijiy tillarni o'rganishi uchun barcha imkoniyatlar yaratilgan. Bugun yoshlarimiz ana shunday ulkan imkoniyatlardan samarali foydalanmoqda. Xususan, ta'lim tizimining barcha bosqichlarida amalga oshirilayotgan keng ko'lamli islohotlar natijasida yuz minglab o'g'il-qizlarimiz muayyan mutaxassislik bo'yicha ta'lim olish bilan birga xorijiy tillarni puxta o'rganmoqda.

O'zbekiston Respublikasi birinchi prezidenti Islom Karimovning 2012-yil 10-dekabrda qabul qilingan "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori bunday yigit-qizlar safini yanada kengaytirish, ularning xalqaro ko'lamda ilm olishga bo'lgan qiziqishini kuchaytirish, xorijiy tillarni bilish darajasini yuksaltirishda muhim dasturilamal bo'lmoqda. Ushbu hujjat mamlakatimizda zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan o'sib kelayotgan yosh avlodni chet tillarga o'qitish, xorijiy tillarni puxta biladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, sohada xalqaro hamkorlik va muloqotni rivojlantirish uchun qulay shart-sharoit va imkoniyatlar yaratmoqda. Xorijiy tillarni o'rganish bugungi kunning muhim talabidir. Buning asosiy sababi shundaki, mustaqillik sharofati bilan mamlakatimizning xorijiy davlatlar bilan aloqalariga keng yo'l ochildi. Yana bir jihati, axborot almashish ko'lami tobora kengayib, mamlakatimiz umumjahon globallashtirish jarayoniga faol integratsiyalashib bormoqda.

Nofilologik oliy o'quv yurtlarida ingliz tili o'qitishning amaliy maqsadlaridan biri og'zaki nutqni o'rgatishdir. O'quv yurtining dasturiy talablariga binoan, o'quvchilar ingliz tilida og'zaki axborot berish, suhbatlasha olish va o'rganilgan

mavzuga bog'liq ingliz tilidagi nutqni tushuna olish malakalarini egallashlari talab etiladi. Shu bois ushbu o'quv qo'llanmada arxitektura va bino inshootlari qurilishida ishlatiladigan terminlar mavzulashtirilgan.

## Lesson 1

### The development of the House

The first houses in different countries of the world were made of **wood**. At that time the greater part of our planet was covered with thick forests. Even in those days men found ways of using wood as a building material. In some places they tied together the tops of several trees and covered them with the hides of animals. In other places they covered them with leaves or grass.

The primitive people`s first houses were tents or huts. Primitive building required no tools. The invention of tools permitted the cutting of stones and timber. Stone was the most convenient building material in countries where there was not much wood but plenty of stone.

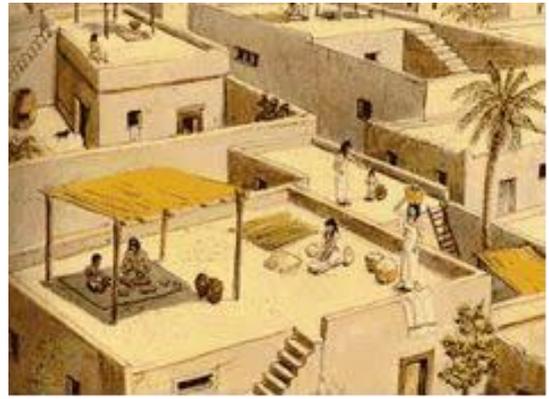
People began to use stone widely to build their houses many centuries ago. With the development of stone cutting finer tools appeared.

The **column** has played an important part in the history of the building. Most of the building of old times was based upon the column and beam method of construction.

About 4000 years before our era the Egyptians possessed great constructional **know-how** (ability). They built simple houses by present standards. They used bricks which in their most primitive form were not burned, but were hardened by being dried in the sun. Since the middle ages, brickwork has been in constant use everywhere, in every sort of construction and in every architectural style. They made **flat** roofs because there was very little rain in Egypt. Their buildings were simple in construction but very beautiful. We still **admire** their monuments, sphinxes and palaces.



(Early Greek construction)



(Ancient Egyptian house)



(Parthenon)



(Sphinx)

### Must know words:

**wood (n)** - yog'och-дерево

**primitive building**- ilk (soda) binolar- примитивные строения

**column (n)**- ustun- колонна

**know-how (adv)**- mahorat- умение

**flat (adj)**- tekis- плоский

**to admire (v)**- zavqlanmoq- восхищаться

**to become second to none**- tengi yo'q- не иметь себе равных

### **Exercises:**

**1. Make up as many questions as you can connected with the text.**

**2. Give a written translation of the following sentences:**

1. Cutting stones and timbers became possible with the invention of tools.
2. The building of skyscrapers was started in the 19<sup>th</sup> century.
3. By using industrial methods of construction the speed of construction may be considerably increased.
4. The technology of construction provides for transporting precast reinforced concrete elements by rail or by lorry.
5. Erecting tall buildings without using tall mechanisms is now unthinkable.
6. Prestressed concrete is widely used in building modern structures.
7. The use of fine tools resulted in developing building methods.
8. Methods of designing structures are changing.
9. Up-to-date building is based upon using industrial methods of work.
10. Due to our introducing mechanical aids labour productivity increased greatly.
11. Timber, stone and brick being the oldest building materials is common knowledge.

**3. Study the dialogue and write down the sentences containing interesting information for you:**

#### **The Early Houses in Great Britain**

A.: What did the early houses in Great Britain look like?

B.: Most of them were round and built of wood.

A.: Do you know whether those houses were plastered?

B.: Sure, they were. A plastered house is warmer and looks nicer.

A.: How did the light come into those early houses?

B.: Well, as you know, there were no windows in such houses.

A.: No windows? What do you mean “no windows” ?

B.: That is exactly what I mean: those early houses had no windows.

A.: Then how did the light come in? Through the roof?

B.: Yes, through the roof. There was a special hole in the roof for that purpose.

A.: What did they do when it rained? Cover up the hole?

B.: Right! They covered that hole and opened the door.

A.: The Romans built their houses of brick, didn't they?

B.: They did. They built their houses of brick because that was their only available building material.

A.: Do you want to say there was a lack of timber?

B.: Yes, there was a lack of timber in ancient Rome.

## Grammar exercises

### Suffixes and Prefixes. Roots and abstract nouns.

#### Describing people-character

**Suffixes** can change the word-class and the meaning of the word.

#### Common noun suffixes

**-er** is used for the person who does an activity, e.g. *writer, worker, shopper, teacher*.

You can use **-er** with a wide range of verbs to make them into nouns.

Sometimes, the **-or** suffix is written as **-or** instead of **-er**. It is worth making a special list of these as you meet them, e.g. actor, operator, sailor, supervisor.

**-er/-or** are also used for things which do a particular job, e.g. pencil-sharpener, bottle-opener, grater, projector.

**-er** and **-ee** can contrast with each other meaning 'person who does something.' (**-er**) and 'person who receives or experiences the action' (**-ee**), e.g. employer/employee, sender/addressee, payee (e.g. of a cheque).

**-(t)ion / (o)n/** is used to make nouns from verbs. Complication, pollution

**-ist** [person] and **-ism** [activity or ideology]: used for people's politics, beliefs and ideologies, and sometimes their profession (compare with **-er/-or** professions above), e.g. Buddhism, journalism, physicist, terrorist.

**-ist** is also often used for people who play musical instruments, e.g. pianist, violinist, cellist. **-ness** is used to make nouns from adjectives. Note what happens to adjectives that end in **-y**: goodness, readiness, forgetfulness, happiness, sadness, weakness.

## Adjective suffix

-able/-ible /-ible/ with verbs, means 'can be done'.

drinkable washable readable recognizable countable Examples with -ible: edible (can be eaten) flexible (can be bent)

## C Verbs.

-ise (or -ize) makes verbs from adjectives, e.g. modernise, commercialise, industrialise.

## Other suffixes that can help you recognise the word class

-ment: (nouns) excitement enjoyment replacement -ity:  
(nouns) flexibility productivity scarcity

-hood: (abstract nouns especially family terms) childhood motherhood

-ship: (abstract nouns especially status) friendship partnership membership

-ive: (adjectives) passive productive active

-al: (adjectives) brutal legal (nouns) refusal arrival

-ous: (adjectives) delicious outrageous furious

-ful: (adjectives) forgetful hopeful useful

-less: (adjectives) useless harmless cloudless

-ify: (verbs) beautify purify terrify

*Note:* the informal suffix -ish, which can be added to most common adjectives, ages and times to make them less precise, e.g. She's thirtyish. He has reddish hair. Come about eightish.

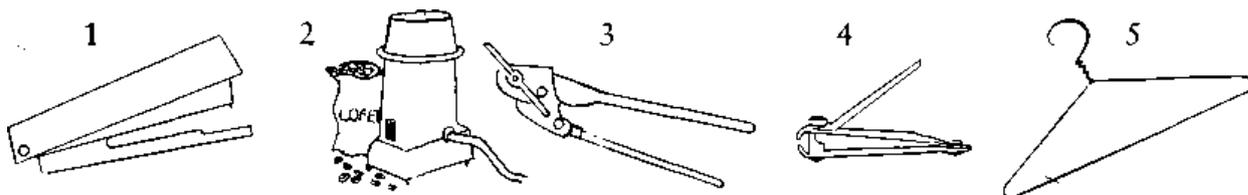
1.1 The -er/-or, -ee and -ist suffixes. Use the suffixes to give the names of the following.

*Example:* A person who plays jazz on the piano, a *jazz pianist*

1 The thing that wipes rain off your car windscreen.

- 2 A person who plays classical violin.
- 3 A person who takes professional photographs. (N.B. pronunciation)
- 4 A person who acts in amateur theatre.
- 5 The person to whom a cheque is made out.
- 6 A machine for washing dishes.
- 7 A person who donates their kidneys upon their death.
- 8 The person to whom a letter is addressed.

2. Each picture is of an object ending in *-er*. Can you name them?



3. List six jobs you would like to have in order of preference. How many different suffixes are there in your list? Do any of the job names not have a suffix? (e.g. pilot, film star)

a. Do these words mean a thing, a person, or both?

- |                |                   |             |             |
|----------------|-------------------|-------------|-------------|
| 1 a cooker     | 3 a ticket-holder | 5 a cleaner | 7 a drinker |
| 2 a typewriter | 4 a record player | 6 a smoker  | !           |

b. Spelling changes. Rewrite each sentence by changing the underlined words, using a suffix from the left-hand page. Make any spelling changes needed.

1 Most of his crimes can be forgiven.

Most of his crimes are .....

2 The Club refuses to admit anyone not wearing a tie.

The Club refuses..... to anyone not wearing a tie.

3 Her only fault is that she is lazy.

Her only fault is.....

4 This firm has produced a lot in recent years.

This firm has been very ..... in recent years.

- 5 I found the book very easy and pleasant to read.  
 I found the book very .....
4. Can you think of anything in your country which should be *nationalised* (e.g. banks, steel works), *standardised*, *modernised*, *computerised* or *centralised*?
5. Which word is the odd one out in each group and why?
- 1 -brotherhood neighborhood manhood priesthood
- 2 -hair-restorer plant-holder step-ladder oven-cleaner
- 3 -appointment involvement compliment arrangement
- 4 -tearful spiteful dreadful handful
- 5 -inship friendship partnership

## Lesson 2

### Building materials

Houses are built of wood, **brick**, **stone** and **concrete**. Many new types of individual houses are made from **reed slabs**, **rolled gypsum**, **concrete panels** or **wooden sheets**. A lot of houses are built of prefabricated blocks (prefabs). All the parts of such houses are produced on an industrial scale in factories and assembled on the spot. The building process takes place under the supervision of for men and engineers. The structure is put up by bricklayers, carpenters, plasterers, plumbers, painters, lock-smiths, glass-cutters, etc. In the construction of a house the first step is to make a careful survey of the site and to examine the **soil** in order to find its bearing power.



(Wooden house)



(Luxury concrete house)

Next, the building lines are staked out. After this, the **foundations** are built. The excavation is dug for the basement and then followed by the actual building of the foundation walls below ground level. Then the foundation work is finished by providing anchoring sills. That is the case of a wooden building. In the case of a brick structure, the building of the walls may be directly proceeded with Foundations are to keep the floors and walls from contact with the soil, to act against the action of the frost and to prevent from settlement The part upon which the stability of the structure depends is the frame- work. It carries the loads which are imposed on it. To do this work properly and safely the floors, walls, roofs and other parts of the construction must be correctly designed and proportioned. The designer determines the size of the walls, the floor joists, the beams, the girders and the parts which make up the framework. He also decides how they are to be spaced and arranged. The building of a wall consists in laying down courses of bricks and bonding them together with mortar. The instrument used by the bricklayer is called a trowel. In order to shape the brick to the necessary size or to chip it, the brick chisel and the hammer are used, Walls are constructed to enclose areas and to support the weight of floors and roofs. The walls may be solid and hollow," Besides brick, stone, concrete and other natural and artificial materials are used for the construction of walls. When doors or windows are to be made, a lintel is usually inserted in the wall above the opening.



(Brick house)



(Stone house)

The entrance leading into the house from the street is called the front door, from the yard -the back door. The sashes are placed in position only later and so, of course, are the window panes. The panes are fastened in with the help of glazier's putty. Stores are separated by several successive layers: the joists and rough flooring. The regular flooring is placed upon the rough floor, being supported by the stringers and girders. The staircase leads to the upper floors. The staircase consist of stairs (steps). When we ascend or descend from step to step we hold on to the banisters (handrails). The steps between two landings are called a flight of stairs. Floor boards are laid in several different ways. Of these the more usual are: Plain jointed, when the boards are simply laid side by side, a nail is being driven in through the boards into each joist. Tongued and grooved, one board can first be nailed and the other board, upon being slipped

into it, will be kept down by the form of the joint. Thus the nails are prevented from appearing on the surface of the floor. Walls may be either covered with wall-paper or only plastered. In both cases, lathwork is first made which is subsequently covered with plaster. The chief instruments used by the plasterer are the trowel and the float. The whole structure is crowned by the roof which covers the building and protects it from exposure to the weather. It ties the walls and gives strength to the structure. A complete roof consists of covering, sheathing, rafters, purling and roof trusses. The covering is the outer or weather resisting coating of the roof. The materials mostly used for the covering are shingles, slate, tiles and iron. The sheathing is the

layer of boards or other material to which the covering is attached. The rafters are the inclined beams which support the sheathing. The purling support the rafters The roof trusses are the frames which support the roof and transmit its weight to the walls or columns of a building. The wall-plates are plates which are laid on top of the wall to distribute the weight transmitted by the trusses. The ridge is the highest horizontal line of the roof, After the building of the house proper is completed there will be need to make a number of connections: sewer and water pipes with faucets (taps). This particular part of the work is undertaken by plumbers, while electrical, gas, and other connections are made by the electricians etc. Architects have worked out the details of a few types of comfortable and inexpensive individual houses summer cottages. These houses are so simple that anyone with a knack building can assemble one of them himself.

### **Must know words**

**brick (n)**- g'isht- кирпич

**stone (n)**- tosh- камень

**concrete (n)**- beton- бетон

**reed slabs (n)**- tomga solinadigan qamish- тростники

**rolled gypsum (n)**- quyuq gips- свернутый гипс

**concrete panels (n)**- beton panellar- бетонные панели

**wooden sheets (n)**- yog'och taxtalar- деревянные листы

**soil (n)**- tuproq- почва

**foundation (n)**- fundament (asos)- фундамент

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

1. What is the first step in the construction of a house? 2. Are the building lines staked out after this? 3. Then the foundations are built aren't they? 4. When does the actual building of the foundation walls begin? 5. Do we provide anchoring sills when the foundation work is finished? 6. That is the case of a wooden building, isn't it? 7. Is the part upon which the stability of the structure depends called the frame-work? 8. Does it carry the loads which are imposed on it? 9. What do we call the tools used

by a bricklayer? 10. Can you name the chief tools used by a plasterer? 11. Are you able to explain the difference between a front door and a back door? 12. Natural and artificial building materials are for the construction of walls, right? 13. Will there be a need to make a number of connections after the building of the house proper is completed?

## **2. Complete these sentences:**

1. In order to build a house a careful ..... of the site has to be made and the soil has to be examined in order to .....? 2. When the building lines are staked out, the ..... 3. The foundation work is finished by providing ..... 4. Foundations keep the floors and walls from .... 5. The stability of a structure depends on .... 6. The designer decides how.... are to be spaced and arranged.

## **3. Rearrange the words given below so as to make up sentences:**

**Model:** the bricklayer , a towel , the instrument, by , is called , used →

The instrument used by the bricklayer is called a towel.

1. work, the foundation, anchoring, sills, by providing, is finished
2. of prefabs, a lot of , are built , houses
3. courses of bricks , consist, the building, together, of wall, and bonding them, in laying down.

## **Grammar exercises**

### **Prefixes**

**Prefixes** are often used to give adjectives a negative meaning. The opposite of 'comfortable' is 'uncomfortable', the opposite of 'convenient' is 'inconvenient' and the opposite of 'similar' is 'dissimilar'. Other examples are 'unjust', 'inedible', 'disloyal'. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and, if so, what it is.

*Note:*

- in- becomes im- before a root beginning with 'm' or 'p', e.g. immature, impatient, impartial, improbable. Similarly in- becomes ir- before a word beginning with 'r', and il- before a word beginning with 'l', e.g. irreplaceable, irreversible, illegal, illegible, illiterate.
- The prefix in- does not always have a negative meaning - often it gives the idea of inside or into, e.g. internal, import, insert, income.

Although it is mainly adjectives which are made negative by prefixes, un- and dis- can also form the opposites of verbs too, e.g. appear disappear. The prefix is used here to reverse the action of the verb. Here are some more examples: disagree, disapprove, disbelieve, disconnect, discredit, dislike, dismount, disprove, disqualify, unbend, undo, undress, unfold, unload, unlock, unveil, unwrap, unzip.

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you're not sure.

<i>prefix</i>	<i>meaning</i>	<i>examples</i>
anti	against	anti-war antisocial antibiotic
auto	Of or by	autograph auto-pilot autobiography
bi	two, twice	bicycle bi-monthly biannual bilingual
ex	former	ex-wife ex-student ex-president
ex	out of	extract exhale excommunicate
micro	small	micro-computer microwave microscopic
mis	badly/wro	misunderstand mistranslate misinform
mono	one/single	monotonous monologue monogamous
multi	many	multi-national multi-purpose multi-racial
over	too much	overdo overtired oversleep overeat
post	after	postwar postgraduate post-revolutionary
pro	in favour	pro-government pro-revolutionary
pseudo	false	pseudo-scientific pseudo-intellectual
re	again or	retype reread replace rewind
semi	half	semicircular semi-final semi-detached
sub	under	subway submarine subdivision
under	not	underworked underused undercooked

1. Which negative adjective fits each of the following definitions?

- 1 ..... means not having a husband or wife.
- 2 ..... means impossible to eat.
- 3 .. ..... means unable to read or write.
- 4 ..... means not having a job.
- 5 ..... means fair in giving judgement, not favouring one side.
- 6 ..... means unable to be replaced.

2. Choose a negative verb from B to fit each of the sentences below. Put it in the correct form.

**Example:** The runner was *disqualified* after a blood test.

- 1 Children (and adults) love ..... parcels at Christmas time.
- 2 I almost always find that I ..... with his opinion.
- 3 I'm sure he's lying but it's going to be hard to ..... his story.

- 4 After a brief speech the Queen..... the new statue.
- 5 It took the removal men an hour ..... our things from the van.
- 6 His phone was ..... because he didn't pay his last bill.

3. Answer the following questions. The answers are all in the table opposite.

- 1 What kind of oven cooks things particularly fast?
- 2 What kind of drug can help somebody with an infection?
- 3 What kind of company has branches in many countries?
- 4 How does a passenger aeroplane normally fly?
- 5 What is a student who is studying for a second degree?
- 6 What means 'underground railway' in the US and 'underground passage' in the UK?

4. Using the table opposite construct words or phrases to replace the underlined words.

**Example:** He's in favour of the American approach. *He's pro-American.*

- 1 The BBC tries to avoid pronouncing foreign words incorrectly.
- 2 Most people say they have to work too hard but are paid too little.
- 3 He dated his cheque with a date that was later than the real date.
- 4 She's still on good terms with the man who used to be her husband.
- 5 He made so many mistakes in the letter that he had to write it again.

### **Lesson 3**

#### **The construction of the building**

A building is a construction which is raised on a foundation and is generally made of stone, concrete blocks, bricks and **mortar** or cement. Bricks and concrete blocks are held together by mortar. Walls made bricks and those built of concrete blocks are suitable both for small buildings and multistory structures, nowadays houses are often built of concrete structural units which are factory made and assembled on the spot. Every detail of a house must be carefully planned.

The working plan called a **blueprint**, without a blueprint the workers would make all sorts of mistakes and waste lot of time. Plans for building a house is drawn by an

architect. The architect draws a separate plan for each individual floor; he shows all the parts of the house exactly as if the house has already built. It is from the blueprint of the architect that the worker sees where to place the walls, the windows, the doors, the staircases, etc.



(Blueprint of the house)

The size of the rooms, the width of the doors, and windows, the height of the ceilings are also marked on the plan by the architect. Different workers have employed in building a house. The stonemason builds the foundation. The bricklayer builds the walls and other parts made of bricks. He lays the bricks one on the top of another and puts mortar between them with a trowel. The slater or tiller is employed for putting slates or tiles on the roof. The plumber fixes all the baths, **water pipes** and the sanitary fittings of drains and lavatories in the places marked for them in the plan drawn by the architect. The electrician runs electric wires and makes connections all through the house from the cellars underground to the attics under the roof. All the doors and window frames are made by the **carpenter** and put into their places by the joiner. The latter also lays down the floor. Then the plasterer puts plaster or cement over all the walls and ceilings and makes them smooth. The walls are then painted, papered or whitewashed as the case may be.

### **Must know words**

**mortar (n)** - qurilish qorishmasi- строительный раствор

**water pipes (n)** – suv quvurlari- водяные трубы

**carpenter (n)** – duradgor- слесарь

### **Exercises:**

#### ***1. Say in one or two sentences what the following people do:***

***Ex: A doctor this is a man who treats the patients.***

1. A miner
2. A bricklayer
3. A blacksmith
4. A doctor
5. A locksmith
6. A watchmaker
7. A teacher
8. A mechanic
9. A fisherman
10. A builder
11. A weaver
12. A musician
13. A tailor
14. An engraver
15. A dentist
16. A farmer
17. A barber
18. A student
19. A pilot
20. A writer
21. A printer
22. A shoemaker
23. An actor
24. A composer
25. An architect
26. A singer
27. A docker
28. A turner
29. A professor
30. A cook
31. A driver
32. A welder
33. A seaman
34. A painter
35. A baker
36. A fireman
37. A carpenter
38. A plasterer
39. A moulder
40. A photographer
41. A house painter

#### ***2. Read the text and then state the tense and the form of the predicate in each sentence.***

In the current five-year period the quality of housing construction will be raised, apartments will be more comfortable and better planned. The urban development is in keeping with the development master plans. The amenities and architecture in towns and other populated areas will be improved. Their provision with central water supply systems will be ensured. The transition of domestic heating to major supply sources will be continued and utilizing gas will be increased. The volume of cooperative housing construction will be increased. The building of one-family houses in small towns, urban-type settlements in rural areas will be encouraged.

#### ***3. Speak on one of the following subjects:***

1. Apartment houses in the current five-year period.
2. The further development in the current five-year period.

#### ***4. Give nouns corresponding to the following verbs:***

to construct, to develop, to plan, to populate, to supply, to continue, to build, to settle, to house, to educate, to provide, to produce to utilize, to study, to specialize, to train, to improve.

### **Grammar exercises**

#### **Roots**

Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help you to remember or guess their meaning when you see them in context. These words are usually fairly formal. In their formation, they can perhaps be seen as the Latinate, formal, equivalent of phrasal verbs.

Here are some examples of the more common Latin roots, with some of the verbs derived from them. In each case an example sentence is given with the meaning of the verb in brackets at the end. You'll find some easier to understand than others, spect: see, look

You should respect your parents / the laws of a country, [look up to]

The police suspected he was guilty but they had no proof, [had a feeling]

Many pioneers travelled west in America to prospect for gold, [search]

vert: turn

I tried a word-processor but I soon reverted to my old typewriter, [went back]

Missionaries went to Africa to convert people to Christianity, [change beliefs]

The royal scandal diverted attention from the political crisis, [took attention away]

port: carry, take

How are you going to transport your things to the States? [send across]

Britain imports cotton and exports wool, [buys in, sells out]

The roof is supported by the old beams, [held up] due, duct: lead

She was educated abroad, [went to school]

He conducted the orchestra with great vigour, [led]

Japan produces a lot of electronic equipment, [makes] press: press, push

She was impressed by his presentation, [full of admiration and respect]

This weather depresses me. [makes me feel miserable]

She always expresses herself very articulately, [puts her thoughts into words]

pose, pone: place, put

The meeting has been postponed until next week, [changed to a later date]

The king was deposed by his own son. [put off the throne]

I don't want to impose my views on you. [force]

Above you only have examples of verbs. Note that for all the verbs listed, there is usually at

least one and at least adjective as are some examples.

<i>verb</i>	<i>person</i>	<i>adjective</i>	<i>abstract noun</i>
inspect	inspector	inspecting	Inspection
advertise	advertiser	advertising	Advertisement
deport	Deportee	deported	Deportation
introduce	Introduce	introductory	Introduction
oppress	oppressor	oppressive	Oppression
compose	composer	composite	Composition

- Complete as much as possible of the table with other forms of some of the words presented in B. Use a dictionary to help you if necessary.

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
convert .....			
produce .....			
conduct .....			
impress .....			
support .....			
impose .....			

2. Fill in the gaps in the sentences below using words from the table in C.

- 1 We stayed in a town surrounded by high mountains. I found it very ..
- 2 He ..... from the USA for having a forged passport.
- 3 The magazine seems to have nothing in it but ..... for cosmetics.
- 4 May I ..... you to my boss?
- 5 The tax ..... decided I owed a lot of money.
- 6 The new take-away pizza service has a very good ..... offer.
- 7 Business people always say that it pays .....
- 8 Tchaikovsky ..... some wonderful ballet music.

Can you work out the meanings of the underlined words in the sentences below?

To help you, here are the meanings of the main Latin prefixes:

intro: within, inward o, ob: against in, im: in, into re: again, back de:  
down, from ex: out sub: under trans: across

- 1 She's a very introspective person and he's also very introverted.
- 2 He always seems to oppose everything I suggest.
- 3 They have a very good induction programme for new staff in that company.
- 4 I don't think it is healthy to repress one's emotions too much.
- 5 Perhaps you can deduce what the word means from the way it is formed.
- 6 The documentary exposed corruption in high places.
- 7 She tried hard to suppress a laugh.
- 8 She transposed the music for the flute.

## **Lesson 4**

### **Floor loads in construction**

Before calculating the required sizes of beams, girders, or columns to support the weights upon them it is necessary first to determine the weights or loads supported by the structure. These consist of the dead loads and the live loads. By dead load is meant the weight of the construction itself, the walls, floors, ceilings, roof, and

permanent partitions. By live load is meant the weight of the furniture, equipment, occupants stored material, snow on the roof, and movable partitions. The live loads should include all except the dead loads. Wind pressure, really a lateral load, is often classed as a live load but may be considered as producing a separate stress. The various building codes specify the weights per square or cubic foot of wood, stone, steel, concrete, plaster, terra cotta, and other structural materials comprising the dead loads. They likewise regulate the live load per square foot, which depends on the use or occupancy of the building and which must be employed in calculating the weights upon the structural members.

**Must know words:**

**beam (n)**- yog'och to'sin- балка

**girder (n)**- to'sin- брус

**wind pressure (n)**- shamol bosimi- давление ветра

**Exercises:**

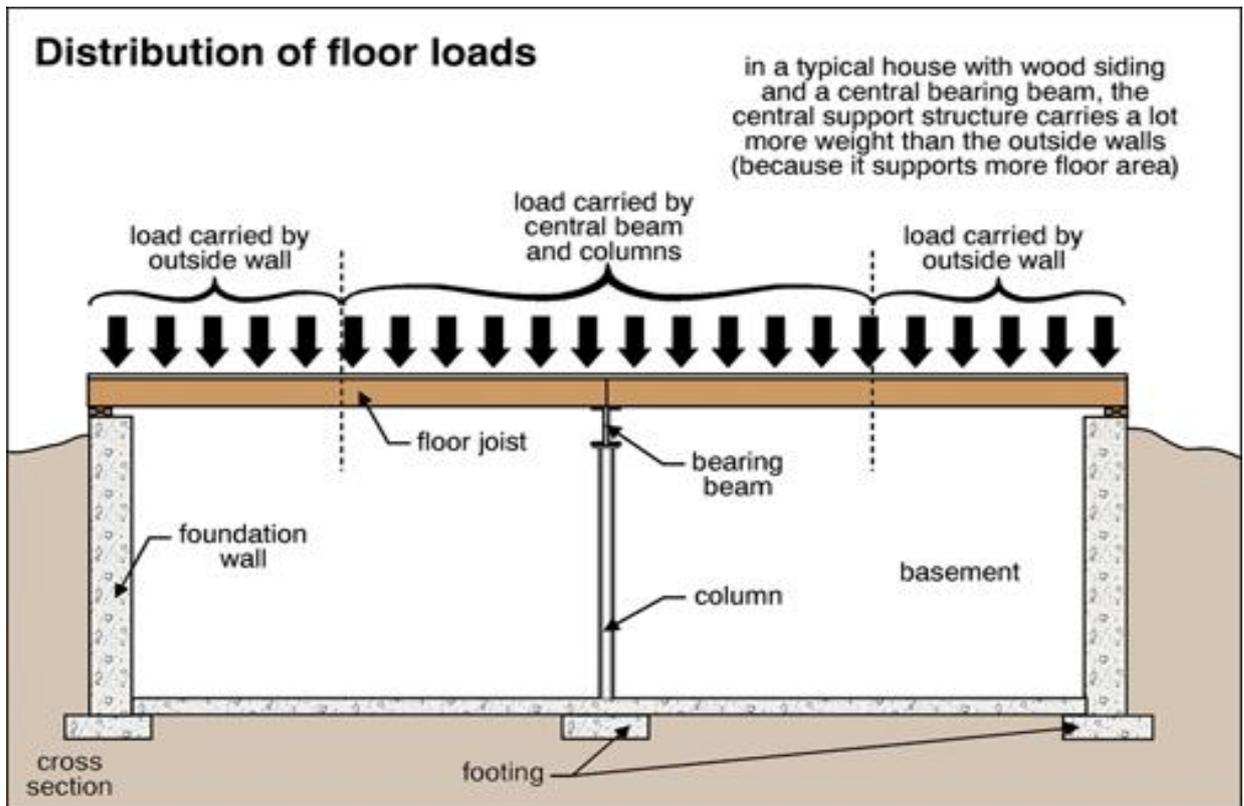
***1. Answer the following questions***

1. What is meant by dead load and live load? 2. Is wind pressure often classed as a live load? 3. Can you enumerate some of the structural materials comprising the dead loads? 4. Do building codes regulate the live load per square foot?

***2. In the following sentences explain the meaning of the italicized words:***

1. We can easily lift great loads by means of helicopters. 2. Using helicopters means making the job easier on inaccessible construction sites. 3. The use of helicopters is an excellent means of placing in position building units on inaccessible construction sites. 4. By no means can long-wheel-base lorries be used on a building site where access conditions are difficult. 5. The mean speed of manipulating building cranes can easily be calculated. 6. Large-scale mechanization should be introduced into building practice by all possible means.

***3. Explain how to work floor loads***



## Grammar exercises

### Describing people - character

#### Intellectual ability

Ability: intelligent bright clever smart shrewd able gifted talented brainy  
(colloquial)

Lacking ability: stupid foolish half-witted simple silly brainless daft dumb dim  
(the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: cunning crafty sly

#### Attitudes towards life

Looking on either the bright or the black side of things: optimistic pessimistic

Outward-looking or inward-looking (i.e. to the world around one or to one's own inner world): extroverted introverted

Calm or not calm with regard to attitude to life: relaxed tense

Practical, not dreamy in approach to life: sensible down-to-earth

Feeling things very intensely: sensitive

## Attitudes towards other people

Enjoying others' company: sociable gregarious

Disagreeing with others: quarrelsome argumentative

Taking pleasure in others' pain: cruel sadistic

Relaxed in attitude to self and others: easy-going even-tempered

Not polite to others: impolite rude ill-mannered discourteous

Telling the truth to others: honest trustworthy reliable sincere

Unhappy if others have what one does not have oneself: jealous envious

## One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

## Describing people – appearance. Idioms describing people.

### A Hair, face, skin and complexion



straight hair and thin-faced



wavy hair and round-faced



curly hair and dark-skinned



a crew-cut



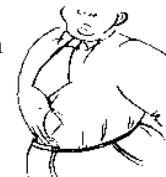
bald with freckles



beard and moustache with a chubby face



receding hair and a few wrinkles



an obese person [negative, very fat]

a rather plump or stout man



The suffix *-ish* is useful for describing people  
She's tallish. He has brownish hair. He must be thirtyish.

1. Answer these remarks with the *opposite* description.

*Example:* A: I thought you said he was the short, chubby one.

A: Was that his brother, the dark-skinned, wavy-haired one?

B: No, quite the opposite, his brother's...

A: She's always quite well-dressed, so I've heard.

B: What! Who told you that? Every time I see her, she's...

A: So Charlene's that rather plump fair-haired woman, is she?

B: No, you're looking at the wrong one. Charlene's...

A: So, tell us about the new boss; good looking?

B: No, I'm afraid not; rather...

A: I don't know why, but I expected the tour-guide to be middle-aged or elderly. B: No, apparently she's only...

**B: No, quite the opposite, he's the tall, thin-faced one**

2. Write one sentence to describe each of these people, giving information about their hair and face, their height and build and general appearance.

1 you yourself      3 a neighbour

2 your best friend 4 your ideal of a handsome man/a beautiful woman

Now, in the same way, describe somebody very famous, give some extra clues about them, e.g. *pop star/politician*, and see if someone else can guess who you are describing.

## Lesson 5

### Some facts about building materials

Materials that are used for structural purposes should meet several requirements. In most cases it is important that they should be **hard, durable, fire-resistant** and easily fastened together.

The most commonly used materials are **steel, concrete**, stone, wood and brick. They differ in hardness, durability and fire resistance. Wood is the most ancient structural material. It is light, cheap and easy to work. But wood has certain disadvantages: it burns and decays.

Stone belongs to one of the oldest building materials used by man. It is characteristic of many **properties**. They are mechanical strength, compactness, porosity, sound and heat insulation and fire-resistance.



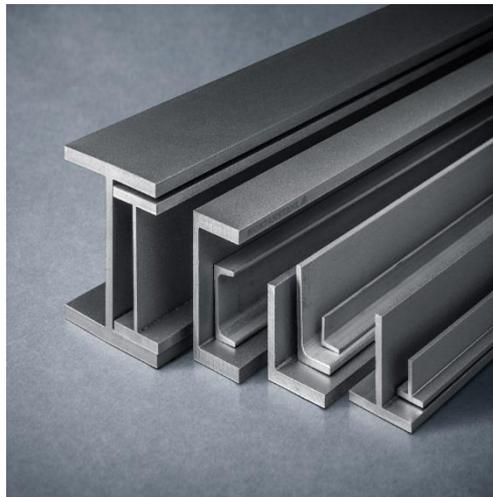
Bricks were known many thousands of years ago. They are the examples of artificial building materials.

Concrete is referred to as one of the most important building materials. Concrete is a mixture of cement, **sand**, crushed stone and water.

Steel has come into general use with the development of industry. Its manufacture requires special equipment and skilled labor.

Plastics combine all the fine characteristics of a building material with good insulating properties. It is no wonder that the architects and engineers have turned to them to add beauty to modern homes and offices.

All building materials are divided into three main groups: 1) Main building materials such as rocks and artificial stones, timber and metals 2) Binding materials such as lime, gypsum and cement. 3) Secondary or auxiliary materials which are used for the interior parts of the buildings.



We use many building materials for bearing structures. Binding materials are used for making artificial stone and for joining different planes. For the interior finish of the building we use secondary materials.

Natural building materials are: stone, sand, **lime** and timber. Cement, clay products and concrete are examples of artificial building materials.

#### **Must know words:**

**durable (adj)**- mustahkam- прочный

**steel (n)**- po'lat- сталь

**concrete (n)**- beton- бетон

**sand (n)**- qum- песок

**lime (n)**- ohak-известь

#### **Exercises:**

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

1. What are the properties of the building materials? 2. What are the most commonly used building materials? 3. Do building materials differ from each other? 4. What can you say about the most ancient building materials? 5. What can you say about bricks? 6. Is concrete an artificial or natural building material? 7. Into what groups

do we divide building materials? 8. Can you give an example of a binding material?  
9. What artificial building materials do you know? 10. What natural building materials do you know?

## **2. Complete the sentences.**

1. Basic types of materials range from wood to ....
2. Natural materials, which include stone, wood, and wool, are used much as they...
3. Certain types of rock are extremely strong and hard, and are therefore used as ....
4. These properties make wood an excellent material for thousands of ....
5. Today, metals are important in all aspects of ...
6. People have used such metals as copper, gold, iron, and silver for thousands of years to make...

## **3. Insert the right words:**

**(develop, cement, electricity, thermoplastics, are used, processes, various natural substances)**

1. A variety of materials ... in different products.
2. Extracted materials, such as plastics, alloys and ceramics, are created through the processing of....
3. Biological materials are substances that ... as part of a plant or animal.
4. Extracted materials are created through ... that expend a great deal of energy or alter the microstructure of the substances used to make the materials.
5. Ceramics include such everyday materials as brick, ..., glass, and porcelain.
6. There are two basic types of plastics: (1) thermosetting plastics and (2) ...
7. Semiconductors are materials that conduct ... better than insulators, but not as well as conductors, at room temperature.

## **Grammar exercises**

### **Compound adjectives**

A *compound adjective* is an adjective which is made up of two parts and is usually written with a hyphen, e.g. well-dressed, never-ending and shocking-pink. Its meaning is usually clear from the words it combines. The second part of the

compound adjective is frequently a present or past participle.

A large number of compound adjectives describe personal appearance. Here is a rather far-fetched description of a person starting from the head down.

*Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals.*

Another set of compound adjectives describes a person's character. Here is a rather lighthearted description of a girl. The meanings are explained in brackets.

Melissa was absent-minded [forgetful], easy-going [relaxed], good-tempered [cheerful], warm-hearted [kind] and quick-witted [intelligent] if perhaps a little big-headed [proud of herself], two-faced [hypocritical], self-centred [egotistical] and stuck-up [snobbish (colloquial)] at times.

Here are some other useful compound adjectives.

air-conditioned, duty-free, long-distance, record-breaking, sugar-free, duty-free, long-distance, record-breaking

### Who's who in the class? Idioms for 'people in the classroom'



teacher's pet  
the class



Mary's top of



a real know-all



a  
big-head



a lazy-bones

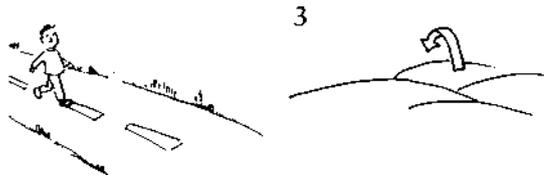
The last three idioms are used of people outside of the class, too.

1. Try to complete these idioms from memory if possible.
  - 1 She does a lot of voluntary work; she has a heart... ,
  - 2 Don't expect any sympathy from the boss; she's as hard...
  - 3 I'm sure Gerry will help you; he's as good...
  - 4 I was too late to get on that course; I was a bit slow...
  - 5 You won't find him very friendly; he's rather a cold...
  - 6 Tell him to hurry up! He's such a...
  
2. What do we call...
  - 1 an irritating person who knows everything?
  - 2 the person who is the teacher's favourite?
  - 3 someone who thinks they are the best and says so?
  - 4 the one who gets the best marks?
  - 5 a person who is very lazy? •
  
3. You can also learn idioms by associating them with a key word or words. For example, two idioms on the left-hand page had *gold* in them and two had *mark*. Which were they? Here is a work-fork based on *to have + head*. Use the expressions to finish the sentences below.
  - one's head screwed on [be sensible]
  - a head for heights [not suffer from vertigo]
  - to have ----a head like a sieve [bad memory]
  - a good head for figures [be good at maths]
  - L- one's head in the clouds [unaware of reality]
  - 1 I'd better write it in my notebook. I have...
  - 2 Ask Martha to check those sums. She has...
  - 3 Don't ask me to go up that tower. I'm afraid I don't...
  - 4 She's very sensible and knows what she's doing. She...
  - 5 He's quite out of touch with reality. He really...

Look out for other sets of idioms based on key words.
  
4. Mini-quiz. Which parts of your body might a difficult person (a) *get on* (b)

*be a pain*

5. Which idioms do you think these drawings represent?



## Lesson 6

### Timber

Timber is the most **ancient** structural material. In comparison with steel timber is lighter, cheaper, easier to work and its mechanical properties. On the other hand, timber has certain disadvantages. First, it burns and is therefore unsuitable for fireproof buildings. Second, it **decays**.

At present an **enormous** amount of timber is employed for a vast number of purposes. In building timber is used too.

Timber is a name applied to the cut material derived from trees. Timber used for building purposes is divided into two groups: **softwoods** and **hardwoods**. Hardwoods are chiefly used for decorative purposes, as for paneling, veneering in furniture, and some of them are selected for structural use because of their high strength and durability. In modern construction timber is often used for window and door frames, flooring fences and gates, wall plates, for temporary buildings and unpainted internal woodwork.

Timber cannot be used for either **carpenters'** or joiners' work immediately it has been felled because of the large amount of sap which it contains. Most of this moisture must be removed, otherwise the timber will shrink excessively, causing defects in the work and a tendency to decay. Elimination of moisture increases the strength, durability and resilience of timber.

### Must know words:

**ancient (adj)**- qadimgi-древний

**decay (v)**- chirimoq-гнить

**enormous (adj)**- ulkan-огромный

**softwoods (n)**- yumshoq yog'och-мягкая древесина

**hardwoods (n)**- qattiq yog'och- твердая древесина

**carpenter (n)**- duradgor-плотник

### Exercises:

#### 1. Answer the following questions:

1. Is timber a very ancient structural material? 2. What are the advantages of timber in comparison with steel? 3. What are the disadvantage of timber in comparison with steel? 4. Into what two groups is timber, used for building purposes, divided? 5. For what purposes are hardwoods chiefly used? 6. For what purposes is timber often used in modern construction? 7, Why cannot timber be used for either carpenters' or joiners' work immediately it has been felled? 8. What increases the strength, durability and resilience of timber?

## AN INTERESTING FACTS

- . “The total world consumption of wood is 3.500 million cubic meters and approx. 55% of this is for use as fuel for cooking and heating. Some 30% is harvested for sawn timber and another 15% is harvested directly for making paper and board. All leftovers from trees cut for the sawmill industry (tree tops, saw dust, etc.) are also used for making pulp and paper.”

**2. Choose the right word or word-combination:**

1. Natural materials, which include stone, wood, and ... are used much as they occur in nature. a) alloys b) wool c) plastics
2. Biological materials are substances that ... as part of a plant or animal.  
a) are formed b) grew c) develop
3. Wood is a valuable biological material because of its strength, toughness, and low....  
a) stiffness b) density c) creep
4. Plastics are synthetic materials made up primarily of ... called polymers.  
a) long chains of molecules b) mineral compounds c) biological materials
5. Engineers may artificially combine various materials to create a new composite material.  
a) primarily b) easily c) artificially

**3. Decide which statements are True and which ones are False.**

1. Composite materials have been used for thousands of years.
2. Extracted materials are used much as they occur in nature.
3. Stone belongs to natural materials which are widely used in the construction industry.
4. Brick, cement, glass, and porcelain are natural materials which are made from mineral compounds
5. People have used such metals as copper, gold, iron, and silver for thousands of years to make various practical and decorative objects.
6. Insulators are materials that conduct electricity better than semiconductors, but not as well as conductors, at room temperature.

## Grammar exercises

### Compound nouns-combinations of two nouns.

#### Compound nouns and verb+preposition.

A *compound noun* is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. address book, human being, science fiction. A number of compound nouns are related to phrasal verbs and these are dealt with in Unit 14.

Compound nouns may be written as two words, e.g. tin opener, bank account, or they may be written with a hyphen instead of a space between the words, e.g. pen-name, baby-sitter. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both letter box and letter-box are correct. Sometimes they may be written as one word, e.g. earring.

Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below. Here are some examples of common countable compound nouns.

alarm clock	assembly line	blood donor	book token
burglar alarm	contact lens	credit card	handcuffs
heart attack	package holiday	pedestrian crossing	shoe horn
tea-bag	windscreen	windscreen wiper	youth hostel

Here are some examples of common uncountable compound nouns. These are never used with an article.

Here are some examples of common compound nouns used only in the singular.

arms race (countries wanting most powerful weapons)	death penalty
generation gap	labour force
mother-tongue	sound barrier
greenhouse effect	welfare state

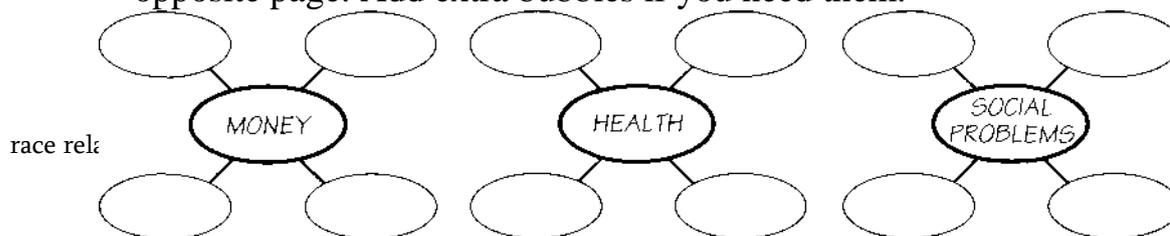
air-traffic control	birth control	blood pressure	cotton wool pocket
data-processing	family planning	food poisoning	money hav fever
income tax	iunk food	mail order	(allergy to pollen)

brain drain (highly educated people leaving country to work abroad)

Here are some examples of common compound nouns used only in the plural,

### Exercises

- Complete these networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



- In some cases more than one compound noun can be formed from one particular element. What, for example, are the two expressions listed opposite with *blood* as an element and what are the two based on *control*? Complete the following compound nouns with a noun other than the one suggested opposite.

- |               |                    |                  |
|---------------|--------------------|------------------|
| 1 ..... token | 5 tea .....        | 9 ..... crossing |
| 2 junk.....   | 6 mother.....      | 10 ..... lights  |
| 3 sound ..... | 7 .....            | 11 food .....    |
| 4 blood.....  | 8 ..... processing | 12 ..... race    |

- What are they talking about? In each case the answer is a compound noun

opposite.

*Example-*. 'I had it taken at the doctor's this morning and he said it was a little high for my age.' *blood pressure*

1 'You really shouldn't cross the road at any other place.'

2 'It's partly caused by such things as hair sprays and old fridges.'

3 'She always has terrible sneezing fits in the early summer.'

4 'I can't understand why they spend so much money on something so destructive.'

5 'Working there is supposed to be much more stressful than being a pilot.'

6 'The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.'

7 'I don't think it should ever be used under any circumstances.'

8 'It's much easier not to have to make your own arrangements.'

9 'He can't possibly run away from the policeman with those on!'

### **Compound nouns-verb+preposition.**

A large number of compound nouns (see Unit 13) are based on phrasal verbs. In Sections B to E you will see a number of examples of such nouns in context. The meaning of the compound noun is indicated in brackets at the end of the sentence. To form the plural, 's' is added to the end, e.g. pin-ups.

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use.

In response to the pay offer, there was a walk-out at the factory, [strike]

There is going to be a crack-down on public spending, [action against]

There has been a break-out from the local prison, [escape]

Last month saw a tremendous shake-up in personnel, [change]

I never expected the break-up of the USSR, [collapse]

A number of these nouns have economic associations.

The takeover of one of our leading hotel chains has just been announced, [purchase by another company]

We're trying to find some new outlets for our products, [places to sell]

Take your things to the check-out to pay for them, [cash-desk]

Cutbacks will be essential until the recession is over, [reductions]

We made a profit of £1000 on a turnover of £10,000. [money passing through a company]

Some of these nouns are associated with technology and other aspects of contemporary life.

What the computer produces depends on the quality of the input, [information that is put in]

Output has increased thanks to new technology, [production]

We have a rather rapid staff turnover, [change]

Just after leaving school he went through the stage of being a dropout, [person who rejects society]

It will be a long time before the consequences of fallout from Chernobyl are no longer felt, [radio-active dust in the atmosphere]

I can easily get you a printout of the latest figures, [paper on which computer information has been printed]

A breakthrough has been made in AIDS research, [important discovery]

Some of the words can be used in more general circumstances.

Many of the problems were caused by a breakdown in communications, [failure]

The outlook for tomorrow is good - sunny in most places, [prospect]

There are drawbacks as well as advantages to every situation, [negative aspects] The outcome of the situation was not very satisfactory, [conclusion]

TV companies always welcome feedback from viewers, [comments]

It was clear from the outset that the set-up would cause problems, [start; situation] We parked in a lay-by on the by-pass, [parking space at the side of a road; road avoiding the centre of a town]

The outbreak of war surprised them, [start of something unpleasant, e.g. disease, violence]

1. Here are some more compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context.

1 Because of the accident there was a three-mile tailback along the motorway.

2 Police are warning of an increased number of break-ins in this area.

3 The papers are claiming the Prime Minister organised a cover-up.

4 Unfortunately, our plans soon suffered a setback.

5 I'm sorry I'm late. There was a terrible hold-up on the bridge.

6 The robbers made their getaway in a stolen car.

2. Fill in the blanks with an appropriate word from those opposite.

1 A and C Ltd. have made a..... bid for S and M pic.

2 The Prime Minister yesterday announced a ..... in the Cabinet.

3 The negotiations aim to end the 10-day-old.....

4 She provided some very valuable ..... to the discussion.

5 CIRCUS LION IN HORROR .....

6 There's a terrible queue at this.....Let's find another one.

7 There has been a disturbing ..... of violence in prisons recently.

8 The office wall was covered in .....

3. Here are some more words of this type. In each case the preposition element of the noun is given but the other part is missing. Choose from the list of possibilities.

**work hand hold clear write lie turn press**

1 Their car was a.....-off after the accident.

2 The lecturer distributed..... -outs before she started speaking.

3 Jack does a daily.....-out at the gym, starting with 20.....  
-ups.

4 There is an interesting ..... -up of the match in today's paper.

- 5 I'm giving my office a major.....-out this week.
- 6 Did you read about the .....-up at our bank?
- 7 There was a surprisingly large.....-out at the concert.
- 8 I love having a.....-in on Sundays.

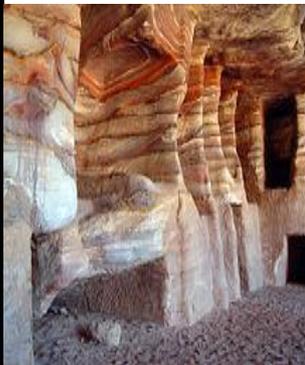
## Lesson 7

### Building materials: Types of Stone

1. Granite. Granite is very hard, strong and durable. It is used particularly for **basements**, base courses, **columns** and steps and for the entire façades. It's colour may be gray, yellow, pink or deep red.
2. Sandstone. Sandstone is composed of grains of sand or quartz cemented together. Sandstones form one of the most valuable materials. The durability of sandstones depends very largely upon the cementing material. Thus there are different kinds of sandstones. Many sandstones are exceptionally hard and are selected for **steps**, **sills**, etc. It is an excellent material for concrete aggregate.
3. Marble. Marble is a crystalline stone chiefly used for decorative purposes. White and black marbles are used ornamental decoration where the beauty of the marble is shown to its best advantages.



**Granite**



**Sandstone**



**Marble**

### **Must know words:**

**Column (n)**- ustun-колонна

**Steps (n)**- zinalar- ступени

**Sill (n)**- deraza tokchasi-подоконник

### **Exercises:**

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

1. Do you know that stone has been used as a structural material since the earliest days? 2. What is called stone masonry? 3. Why did people begin to use stone? 4. Can you name the stones used for masonry work? 5. Granite is usually used in construction, isn't it? 6. Does granite possess any special properties? 7. Can you say what these properties are? 8. What does the durability of sandstone depend upon? 9. Why are many sandstones selected for steps, sills, etc.? 10. Marble is chiefly used for decorative purposes, isn't it? 11. White and black marbles are widely used for ornamental decoration, aren't they?

#### ***2. Give Uzbek or Russian equivalents to the following:***

to be plastered in mud, straight shape, round structure, gold dome, conical roof, ancient settlement, to be evolved into a big city, similar examples, round edge, to be baked in the sun, a paved road, circular form, to be covered with thatched roof, big rectangle, flat surface.

#### ***3. Work with a partner – find ways of completing these sentences:***

1. If we didn't get inspiration from architectural past ..... 2. The history of architecture begins with ..... 3. Neolithic architecture shows ..... 4. Neolithic people were great builders because ..... 5. Large slabs of stone, or megaliths ..... 6. Buildings known as truly ..... 7. The major temple complexes ..... 8. Due to the size and complexity of the temples ..... 9. Here and there throughout England ..... 10. The most famous hill figures are .....

## Grammar exercises

### Countries, nationalities and languages. Distances and dimensions.

#### Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. The USA, The United Kingdom / UK, The Commonwealth.

Some countries may be referred to with or without 'the' (the) Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan.

#### Adjectives referring to countries and languages

With *-ish*: British Irish Flemish Danish Turkish Spanish With *-(i)an*: Canadian Brazilian American Russian Australian With *-ese*: Japanese Chinese Guyanese Burmese Maltese Taiwanese With *-i*: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi With *-ic*: Icelandic Arabic

Some, adjectives are worth learning separately e.g. Swiss, Thai, Greek, Dutch, Cypriot.

#### Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Catalan, a Greek, an African. Some need woman/man/person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

#### Peoples

People belong to ethnic groups and regional groups such as Afro-Caribbeans, Asians and Orientals and Latin Americans. What are you? (e.g. North African, Southern African, European, Melanesian)

They speak dialects as well as languages. Everyone has a) mother tongue or first language; many have second and third languages. Some people are perfect in more than one language and are bilingual or multilingual.

name: Wanija Krishnamurthan                      second/third languages: English, Malay  
nationality: Malaysian                              type or dialect of English: Malaysian  
mother tongue: Tamil (S. India) ethnic group: Asian (Tamil Indian)

Ways of learning nationality and language adjectives. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by -*(i)art* adjectives.

- 1 Complete this list of Latin American adjectives. Look at a world map if you have < Brazilian, Chilean,...
- 2 The same applies to former European socialist countries and parts of the former So Union. Complete the list. Hungarian, Armenian,...
- 3 What other regional groupings can you see on the left-hand page? (e.g. many *-ish* adjectives are European)

1. Famous names. Can you name a famous...

*Example:* Argentinian sportsman or woman? *Diego Maradona*

- 1 Chinese politician?
- 2 Black Southern African political figure?
- 3 Polish person who became a world religious leader?
- 4 Italian opera singer?
- 5 Irish rock-music group?

2. All these nationality adjectives have a change in stress and/or pronunciation from the te of the country. Make sure you can pronounce them. Use a dictionary for any you don , know. Use phonetic script if possible (see Unit 5).

*Example:* Iran - Iranian /I'reinian/ (US = /I'raenian/)

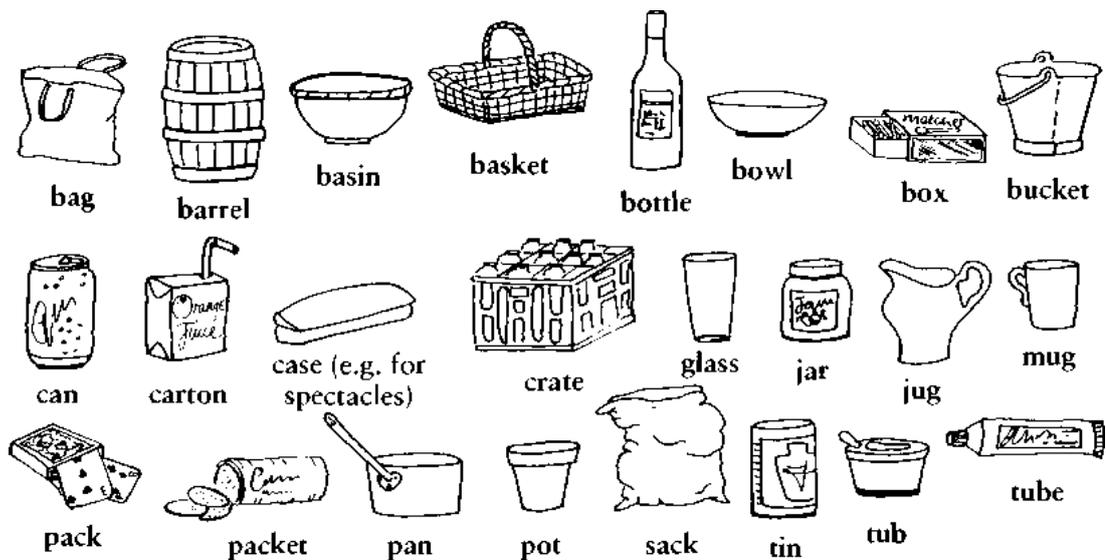
- 1 Panama—» Panamanian    4 Jordan —» Jordanian
- 2 Cyprus - Cypriot            5 Egypt - Egyptian
- Ghana —» Ghanaian    6 Fiji —» Fijian

3. World quiz

- 1 What are the main ethnic groups in Malaysia?
- 2 Which countries, strictly speaking, are in Scandinavia?
- 3 What are the five countries with the highest population?
- 4 How many languages are there in the world?
- 5 Where is Kiribati?
- 6 Where do people speak Inuit?
- 7 What are the five most widely spoken languages?

*Follow-up:* Make sure you can describe your nationality, country, region, ethnic group, language(s), etc. in English.

A. There are a number of special words in English which are used to describe different kinds of containers. Look at the following pictures. Here is some additional information about each of these types of containers.



<i>container</i>	<i>usually made of</i>	<i>typical contents</i>
Bag	cloth, paper,	sweets, shopping, letters
barrel	plastic wood and metal	wine, beer
basin	pottery, metal	ingredients for making a cake
basket	canes, rushes	shopping, clothes, waste paper
bottle	glass, plastic	milk, lemonade, wine
bowl	china, glass,	fruit, soup, sugar
box	cardboard, wood	matches, tools, toys, chocolates
bucket	metal, plastic	sand, water
can	Tin	coca cola, beer
carton	Card	milk, yoghurt, 20 packets of
case	leather, wood	jewellery, spectacles
crate	wood, plastic	Bottles
glass	glass	milk, lemonade, wine
jar	glass, pottery	jam, honey, olives, instant coffee
jug	pottery	milk, cream, water
mug	pottery	tea, coffee, cocoa
pack	card	cards, eight cans of coca cola
packet	card, paper	cigarettes, tea, biscuits, juice,
pan	metal	food that is being cooked
pot	metal, pottery	food, plant
sack	cloth, plastic	coal, rubbish
tin	tin	peas, baked beans, fruit
tub	wood, zinc, card	flowers, rainwater, ice-cream
tube	soft metal, plastic	toothpaste, paint, ointment

### ***Exercises***

- 1. Try to complete the blanks in the shopping list without looking at the opposite page.***

*a..... of condensed milk*

a..... of chocoiate biscuits

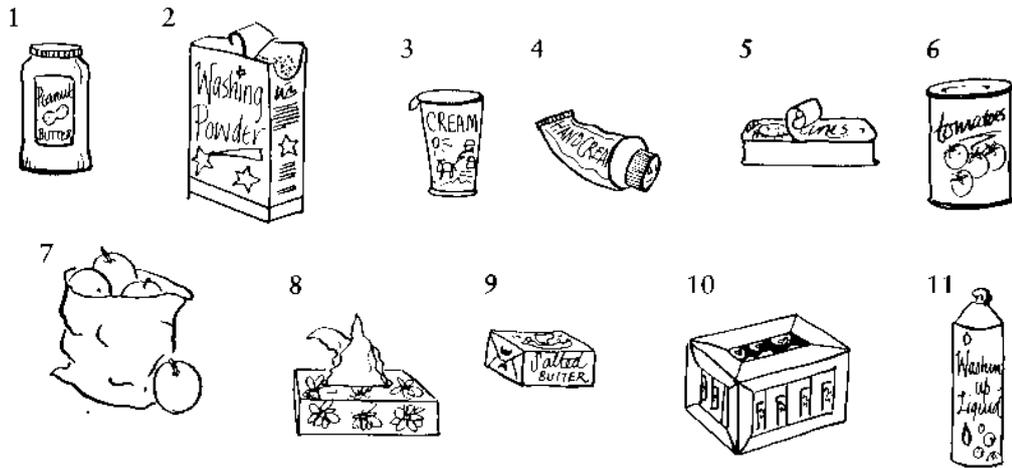
a..... of cigarettes

a large..... of matches

a..... of honey

**2. Try the following quiz about the words on the opposite page.**

- 1 Which two of the containers listed would you be most likely to find holding flowers in a garden?
- 2 Which three are you most likely to find in a cellar?
- 3 Which six would you be likely to find in an off-licence (a shop which sells drink)?
- 4 Which five would you be most likely to see on the breakfast table?
- 5 Which ones does a postman carry with him?
- 6 Which two are often used for carrying shopping?
- 7 How many cigarettes would you expect to find in (a) a carton (b) a packet?



**3. Think of three words which are often used with the following containers.**

Example: *shopping, wastepaper, linen basket*

- 1 ..... box      4 ..... jug
- 
- 2 ..... bottle    5 .....
- 
- 3 ..... bag      6 ..... pot

## Lesson 8

### Metals and Concrete

All metals are divided into **ferrous** metals and **non-ferrous** metal. Ferrous metals include iron, steel and its alloys. Nonferrous metals are metals and alloys the main component of which is not iron but some other element. Metals, in general, and especially ferrous metals are of importance in variations.

Metal possess the following properties: 1) All metals have specific metallic **luster**. 2) They can be forged. 3) Metals can be pulled. 4) All metals, except **mercury**, are hard substances, 5) They can be melted. 6) In general, metals are good conductors of electricity

These characteristics are possessed by all metals but the metal themselves differ from one another. Steel and **cast iron** are referred to the group of ferrous metals. Cast iron is the cheapest of the ferrous metals. It is chiefly used in building for compressed members of construction, as the supporting members.

When an engineer designs a steelwork he must carefully consider that the steel frame and every part of it should safely carry all the loads imposed upon it. The steel framework must be carefully hidden in walls, floors and partitions. It is steel and metal that is employed as reinforcement in modern ferroconcrete structures. In the curriculum of the Institute there is a special course on metal structures.

Steel. There are different kinds of steel. Alloyed steel (or special steel) is corrosion-resistant steel. This kind of steel is widely used in building. Stainless steel is also corrosion-resistant steel. It is used for cutlery, furnace parts, chemical plant equipment, valves; ball-bearings, etc.

Non-Ferrous Metals. Non-ferrous metals have the following characteristics: high electric and heat conductivity, high corrosion resistance non-magnetic qualities, light weight.

Aluminum. This is the oldest and best known light metal. It is in aircraft, automobile, chemical and some other industries.

Copper. Copper is the best conductor of electricity. There are different alloys with copper. An alloy of copper and tin is called bronze. This metal is often used for making various ornaments.

### **Must know words:**

Ferrous (n) – qora metal-чёрный металл

Non-ferrous (n)- rangli metal-цветной металл

### **Exercises:**

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

1. What do ferrous metals include? 2. Is iron the main component of non-ferrous metals? 3. What properties do metals possess? 4. Do the metals themselves differ from one another. 5. Is cast iron the cheapest of the ferrous metals? 6. What must an engineer carefully consider when he designs a steelwork? 7. Where must the steel framework be carefully hidden? 8. Is alloyed steel corrosion-resistant steel? 9. What is it used for? 10. Is aluminum the oldest and best known light metal? 11. Do you know that the best conductor of electricity is copper? 12. An alloy of copper and tin is called bronze, isn't it?

#### ***2. Replace the underlined words by their synonyms***

Most of the **round** houses consisted of a single room. 2. The social and economic distinctions have been **features** of all developed societies. 3. The builders had a new technology – brick, shaped from mud and **baked** hard in the sun. 4. The tent-like structures of early times **evolve** into round houses. 5. Each brick is curved on its outer **edge**. 6. In geometry there are many different **shapes**.

### **Grammar exercises**

#### **Time**

#### **One thing before another**

Before I went to work I fed the cat. [or, more commonly in written English:

Before going to work...]

I had written to her prior to meeting the committee. [formal a written style]

It was nice to be in Venice. Previously I'd only been to Rome, [fairly formal, more informal would be before that, I...]

I was in the office from 2.30. I was out earlier on. [before then, fairly informal]

The city is now called Thatcherville. Formerly it was Grabtown. [used when something has changed its name, state, etc.]

### **Things happening at the same time**

While I waited, I read the newspaper, [or, more formal: While waiting, I read...; the waiting and reading happen together.]

As I was driving to work, I saw an accident. [As describes the background when something *happens* in the foreground.]

I saw her just as she was turning the corner, [precise moment]

During the war, I lived in Dublin, [does not specify how *long*]

Throughout the war, food was rationed, [from beginning to end]

She was entering at the very moment I was leaving. [These two are stronger and more precise than as or just as.]

### **One thing after another**

After I'd locked up, I went to bed. [or, more formal: After locking up... ; we do not usually say 'After having locked up...']

We went to the castle. Then we caught a bus to the beach.

First we went to the theatre. After that, we had a meal.

He fell ill and was admitted to hospital. He died soon afterwards. [In these two examples, after that and afterwards are interchangeable.]

Following my visit to Peking, I bought lots of books about China, [fairly formal]

### **Time when**

When I'm rich and famous, I'll buy a yacht. [Note: not 'When I will be rich...']

As soon as we've packed we can leave, [immediately after]  
 Once we've finished we can go and have a coffee, [less specific]  
 The moment/the minute I saw his face I knew I'd met him before.  
 I stayed in that hospital the time (that) I broke my leg.  
 I met Polly at Ken's wedding. On that occasion she was with a different man.

**Connecting two periods or events**

The meal will take about an hour. In the meantime, relax and have a drink, [between now and the meal]  
 The new whiteboards are arriving soon. Till then, we'll have to use the old ones.  
 I last met him in 1985. Since then I haven't set eyes on him.  
 By the time I retire, I will have worked here 26 years.

**1. Look at these pages from the personal diary of Laura, a business woman who travels a lot, then do the exercise.**

Mon Paris - day 5	Up early. Said Fri
12 Pompidou Centre Theatre	Nick and left. Saw accident on 16
Tue 3een away 6 days!	Answered all the Sat
13 Paris OK, hut miss home	then felt 1 could 17 watch TV!
We Left Paris 10 am.	Lots of phone calls! Sun
14 Huge pile of mail Manchester, then	Sandra, Joyce - 18 Dougy all in a row I Lazy
Th Glasgow. Met	book tickets for Dublin
15 Nick's.	- 24th!

**2. Fill in the blanks with connectors. An example is given.**

- 1 ..... to going to Manchester, Laura was in Paris.
- 2 Her next trip after Glasgow is on 24th. .... she can have a quiet time at home.

- 3 She was in Paris for over a week ..... she got home there was a big pile of mail waiting for her.
- 4 she was at Nick's place on the 16th, she met Maura.
- 5 She went to the theatre in Paris on Monday..... , she had been to the Pompidou Centre.
- 6 she had said goodbye to Nick, she left.
- 7 she had answered all her letters, she felt she could watch TV for a while.
- 8 she put the phone down it rang again. This time it was Dougy.

Make more sentences with connectors you haven't used, based on the diary information.

**3. Think of things that are true for you in these situations and complete the sentences. Add more sentences if you can. An example has been done.**

- 1 While I'm asleep, *I usually dream a lot.*
- 2 After I've eaten too much,...
- 3 The moment I wake up, I...
- 4 Throughout my childhood I...
- 5 I'm doing vocabulary right now. Earlier on, I was...
- 6 Once I've finished my language course, I'll...
- 7 Before I go on holiday, I always...
- 8 Following an argument with someone, I always feel

*Follow-up:* If you can, get hold of a news report in English. Underline all the time connectors and see if there are any which you can add to those on the left-hand page. If there are, write a whole sentence in your notebook showing how the connector is used.

## Lesson 9

### Reinforced Concrete

Reinforced concrete is a combination of two of the strongest structural materials, concrete and steel. This term is applied to a construction in which steel bars or heavy steel mesh are properly embedded in concrete. The steel is put in position and concrete is poured around and over it, then tamped in place so that the steel is completely embedded. When the concrete hardens and sets, the resulting material gains great strength. This new structural concrete came into practical application at the turn of the 19th century. The first results of the tests of the reinforced concrete beams were published in 1887. Since that time the development of reinforced concrete work has made great progress, and the reasons of this progress are quite evident. Concrete has poor elastic and tensile properties, but is rigid, strong in compression, durable under and above ground and in the presence or absence of air and water, it increases its strength with age, it is fireproof. Steel has great tensile, compressive and elastic properties, but it is not durable being exposed to moisture, it loses its strength with age or being subjected to high temperature. So, what is the effect of the addition of steel reinforcement to concrete? Steel does not undergo shrinkage or drying but concrete does and therefore the steel acts as a restraining medium in a reinforced concrete member. Shrinkage causes tensile stresses in the concrete which are balanced by compressive stresses in the steel. For getting the best from reinforced concrete the following consideration should be kept in mind: 1. For general use the most suitable proportions of cement and aggregate are: 1 part cement, 2 parts sand and 4 parts of gravel. 2. Only fresh water free from organic matter should be used for reinforced work, sea water is not allowed. 3. Homogeneity of the concrete is a very important requirement. Steel constructions with reinforced concrete have become the most important building materials invented in centuries and they have given modern architecture its peculiar features.

## Exercises

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

1. Is reinforced concrete a combination of two of the strongest structural materials?
2. What is the process of making reinforced concrete?
3. When did this new structural concrete come into practical application?
4. Since when has the development of reinforced concrete work made good progress?
5. Can you name the properties of concrete?
6. Will you say a few words about the properties of steel?
7. Does concrete increase its strength with age?
8. What about steel?
9. Is it true that steel does not undergo shrinkage or drying but concrete does?
10. Shrinkage causes tensile stresses in the concrete, doesn't it?

### *2. Make up sentences using the following words:*

to combine -combination; strong -strength - to strengthen: hard-to harden - hardness; tension -tensional; compression- compressive; durable- durability; to apply -application; to shrink-shrinkage

## Grammar exercises:

### Condition

Providing (that) or provided (that) can also be used in examples 2 and 4. They are less formal and not so strong as on condition that but stronger and more restricting than as long as, e.g. Provided/Providing you don't mind cats, you can stay with us. Note the use of supposing and what if (usually in spoken language) for possible situations in the future. What if is more direct, e.g. Supposing/What if he doesn't turn up; what shall we do then?

### Conditions with -ever

However you do it, it will cost a lot of money.

You'll get to the railway station, whichever bus you take. Whoever wins the General Election, nothing will really change. That box is so big it will be in the way wherever you leave it. These four sentences can also be expressed using no matter.

No matter how you do it, it will cost a lot of money.

You'll get to the railway station, no matter which bus you take.

### Some nouns which express condition

Certain conditions must be met before the Peace Talks can begin.

A good standard of English is a prerequisite for studying at a British University,  
[absolutely necessary; very formal word]

What are the entry requirements for doing a diploma in Management at your college?  
[official conditions]

I would not move to London under any circumstances. It's awful!

Notice in the examples in A and B how the present tense is used in the clause with the conditional word or phrase. Don't say: Take your umbrella in case it will rain.

### *Exercises*

1. Fill the gaps with a suitable word from A opposite.

1 You can come to the party ..... you don't bring that ghastly friend of yours.

2 ..... emergency in the machine-room, sound the alarm and notify the supervisor at once.

3 ..... I hear from you, I'll assume you are coming.

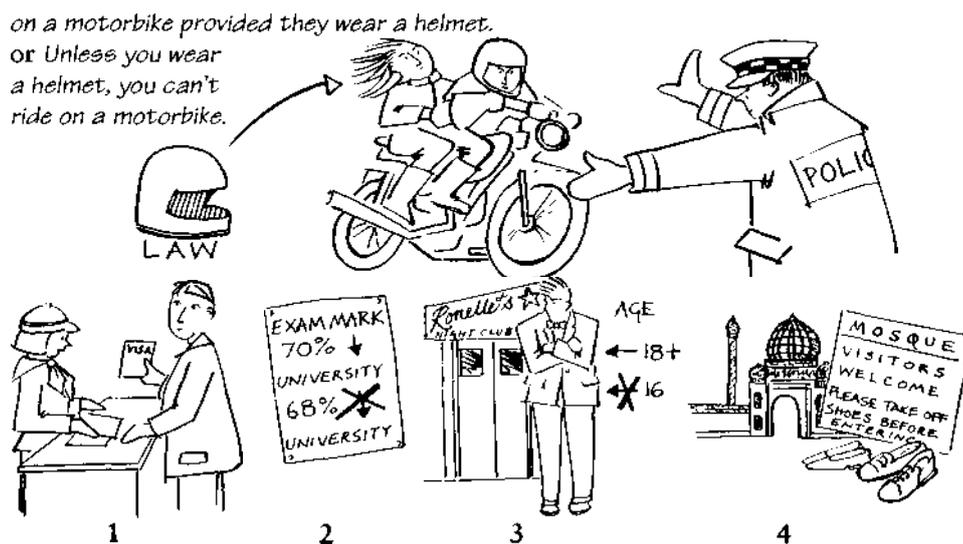
4 A person may take the driving test again ..... they have not already taken a test within the previous fourteen days.

5 ..... I lent you my car, would that help?

2. The pictures show conditions that must be met to do certain things. Make different

sentences using words and phrases from the opposite page.

Example: *You can have a passenger.*



3. **Change the sentences with -ever to no matter, and vice-versa.**

1 Wherever she goes, she always takes that dog of hers.

2 If anyone rings, I don't want to speak to them, no matter who it is.

3 No matter what I do, I always seem to do the wrong thing.

4 It'll probably have meat in it, whichever dish you choose. They don't cater

for non-meat eaters here.

5 No matter how I do it, that recipe never seems to work.

**4. What would your answers be to these questions?**

- 1 Are there any prerequisites for the job you do or would like to do in the future?
- 2 Under what circumstances would you move from where you're living at the moment?
- 3 What are the normal entry requirements for university in your country?
- 4 On what condition would you lend a friend your house/flat?

**Lesson 10**

**Networking**

A communication **network** is a group of things that are connected or linked together. They may be used for talking or other communication to transfer information, data, signal and things as in a transport network. The pattern by which things are connected is called a network topology. A television network, for example, connects television stations. Computer networks are numerous. A **computer network** is a group of two or more computers that are linked together. Networks are usually used to share resources, exchange files or communicate with other users.

Typical library network, in a branching tree map and controlled access to resources. A network is a set of nodes connected by communication links. A node can be a computer, printer, or any other device capable of sending or receiving data from the other node through the network.

Other devices are often needed for the network to work correctly. Examples for such devices include hubs and switches. Different kinds of network can be connected to each other with a router. In general, networks that use cables to connect can operate at higher speeds than those using wireless technology.

**Exercises:**

**1. Answer the following questions:**

1. What is in a network? What is the network and its types?
2. What do you mean by social networks?
3. Why are social networks important?
4. What is a simple definition of a network?
5. What is the full meaning of network?
6. What are the advantages of networking?
7. What are disadvantages of networking?

### **Grammar exercise:**

#### **Concession and contrast**

Concession means accepting one part of a state of affairs but putting another argument or fact against it.

Although they were poor, they were independent.

He is a bit stupid. He's very kind, nevertheless.

#### **Verbs of concession**

*example*

I acknowledge/accept that he has - worked hard but it isn't enough.

I admit I was wrong, but I still - think we were right to doubt her.

I concede that you are right- about the goal, but not the method.

*paraphrase and comments* I agree but...

[accept is less formal than acknowledge]

I accept I'm guilty of what I'm accused of.

You have won this point in our argument,  
[formal]

## B Adverbs and other phrases for concession

'OK, you're sorry. That's all well and good, but how are you going to pay us back?

You shouldn't seem so surprised. After all, I did warn you.

It's all very well saying you love dogs, but who'll take it for walks if we *do* get one?

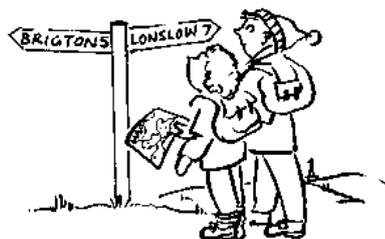
He *is* boring, and he *is* rather cold and unfriendly, but, for all that, he *is* your uncle and we should invite him.

Admittedly, she put a lot of effort in, but it was all wasted.

### Contrast



I expected Mr Widebody to be fat. The reverse was true. five miles to go yet.



We're not almost there at all; quite the opposite. We've got

Everywhere in Europe they use metric measures. In contrast, Britain still uses non-metric. It's not actually raining now. On the other hand, it may rain later, so take the umbrella.

*Remember:* On the other hand means 'that is true *and* this is true'; On the contrary means 'that is *not* true, but this *is* true', e.g. John, quiet? On the contrary, he's the noisiest person I know *or* John is rather arrogant. On the other hand, he can be very kind.

Note also these collocating phrases for contrast.

When it comes to politics, Jim and Ann are poles apart.

There's a world of difference between being a friend and a lover.

There's a great divide between left and right wing in general.

A yawning gap divides rich and poor in many countries.

There's a huge discrepancy between his ideals and his actions.

## ***Addition***

There are a number of ways of adding one idea to another in English. You probably already know words like *and*, *also* and *too*.

- *furthermore* and *moreover* are normally interchangeable; what's more is informal; what is more is more formal.
- a more emphatic way of adding; similar in meaning to *anyway*.
- even more emphatic; used mostly in informal spoken English.

*Note also:* To keep fit you need a good diet plus regular exercise, [normally used to connect noun phrases, but can connect clauses in informal speech]

### **Adding words at the end of clauses/sentences**

They sell chairs, tables, beds, and so on / etc. /et'setro/

It'll go to the committee, then to the board, then to another committee, and so on and so forth, [suggests a long continuation]

He was a good sportsman and an excellent musician into the bargain / to boot, [emphasises the combination of items]

### **Adding words that begin or come in the middle of clauses/sentences**

Further to my letter of 18/9/92, I am writing to... [formal opening for a letter]

In addition to his BA in History he has a Ph.D. in Sociology.

He's on the school board, as well as being a local councillor.

Besides / Apart from having a salary, he also has a private income.

Along side her many other hobbies she restores old racing cars.

Jo Evans was there, along with a few other people who I didn't know.

*Note:* This last group are followed by nouns or by -ing. Do *not* say: As well as she speaks French, she also speaks Japanese. (You can say: As well as speaking French, she...)

### ***1. Rewrite the sentences using the word or phrase in brackets at the end.***

1 Physical labour can exhaust the body very quickly. Excessive study can

rapidly reduce mental powers too. (equally)

2 My cousin turned up and some schoolmates of his came with him. (along with)

3 He owns a big chemical factory and he runs a massive oil business in the USA. (as well as)

4 She was my teacher and she was a good friend, (into the bargain)

5 I'm their scientific adviser and act as consultant to the Managing Director, (in addition to)

**2. Correct the mistakes in the use of addition words and phrases in these sentences.**

1 I work part-time as well as I am a student, so I have a busy life.

2 Besides to have a good job, my ambition is to meet someone nice to share my life with.

3 Alongside I have many other responsibilities, I now have to be in charge of staff training.

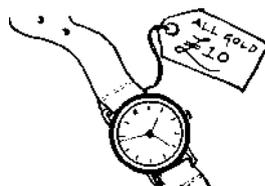
4 In addition has a degree, she also has a diploma.

5 Likewise my father won't agree, my mother's sure to find something to object to.

6 To boot she is a good footballer, she's a good athlete.

7 He said he'd have to first consider the organisation, then the system, then the finance and so forth so on.

What adding words/phrases can you associate with these pictures?



$$2 + 2 = 4$$



## **Lesson 11**

### **English speaking countries**

Great Britain, USA, Canada, Australia and New Zealand are English speaking countries. They are situated in different parts of the world and differ in many ways. The nature of these countries, their weather and climate and way of life of their people differ. Each country has its own history customs, traditions, its own national holidays. But they all have a common language. English, the language of the people who left England to make their names in new countries. The United Kingdom of Great Britain and North Ireland consist of 4 parts: England, Scotland, Wales, Northern Ireland. The British Isles are group of islands lying off the north-west coast of the continent of Europe. There are no high mountains, no very long river, no great forest in U.K. The population of the U.K. is almost fifty-six million. Great Britain is a capitalists country. The USA is situated in the central part of the North American continent. The population of the USA is more than 236 million people. The USA is a highly developed industrial country. In the USA there are two main political parties, the Democratic Party and the Republican Party. Canada has area of nearly 10 million square kilometres. Its western coast is washed by the Pacific Ocean and its eastern coast by the Atlantic Ocean. The population of Canada is over 26 million people. Canada is a capitalist federal state and a member of the Commonwealth. The Commonwealth of Australia territories are the continent of Australia, the island of Tasmania and number of smaller islands. Australia has an area of nearly eight million square kilometres. The population of Australia is over sixteen million people. The Commonwealth of Australia is a capitalist self-governing federal state. New Zealand is situated south-east of Australia. The country consists of the large islands called North Island, South Island and Stewart Island and also many small islands. The population of New Zealand is over three million people. New Zealand is a capitalist self-governing state and a member of the Commonwealth.

## Exercises:

### 1. Answer the following questions:

1. Where was the English language born? 2. What are the four parts of Great Britain? 3. Which part of Britain is the largest? 4. What is the national



language in Britain (the USA)? 5. Who brought the English language to America? 6. Why is America called a “melting-pot”? 7. Where is Canada? 8. What language are spoken in Canada?

### 2. Are these sentences true (T) or false (F)?

1. Great Britain is a large country. It is much larger than France or Norway and larger than Finland.
2. Australia is also an English-speaking country.
3. So America is called a “melting pot” because it has become a complex of many Young-World cultures and languages.
4. English is the national in all parts of China.
5. English is spoken in many countries of the world.

## Grammar exercises:

### Collective nouns

Collective nouns are used to describe a group of the same things.

#### People

people

a crowd of people (large number)

a gang of football fans (rather negative)

#### Words associated with certain animals

A flock of sheep or birds, e.g. geese/pigeons; a herd of cows, deer, goats; a shoal of fish (or any particular fish, e.g. a shoal of herring/mackerel - note the use of singular here); a swarm of insects (or any particular insect, most typically flying ones, e.g. a swarm of bees/gnats)

*Note:* a pack of... can be used for dogs or hyenas, wolves, etc. as well as for (playing) cards.

### People involved in the same job/activity

A team of surgeons/doctors/experts/reporters/scientists/rescue-workers/detectives arrived at the scene of the disaster.

The crew were all saved when the ship sank, [workers on a ship]

The company are rehearsing a new production, [group of actors]

The cast were all amateurs, [actors in a particular production]

The staff are on strike, [general word for groups who share a place of work,

e.g. teachers in a school, people in an office]

### Physical features of landscapes

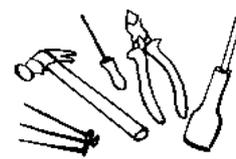
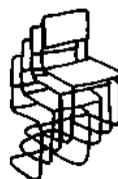
1. Fill each gap with a suitable collective noun.
  - 1 There are ..... of mosquitoes in the forests in Scandinavia in the summer.
  - 2 As we looked over the side of the boat, we saw a ..... of brightly coloured fish swimming just below the surface.
  - 3 There was a ..... of youths standing on the corner; they didn't look at all friendly.
  - 4 You'll see a ..... of cards on the bookshelf. Will you fetch them for me, please?
  - 5 The government has appointed a ..... of biologists to look into the problem.

a pile/heap of papers  
(or clothes,  
dishes, toys, etc.)

a bunch of flowers (or  
grapes, bananas,  
berries, etc.)

a stack of chairs (or  
tables, boxes, logs,  
etc.)

a set of tools  
(or pots and pans,  
etc.)



### 2. In each case, one of the examples is wrong. Which one?

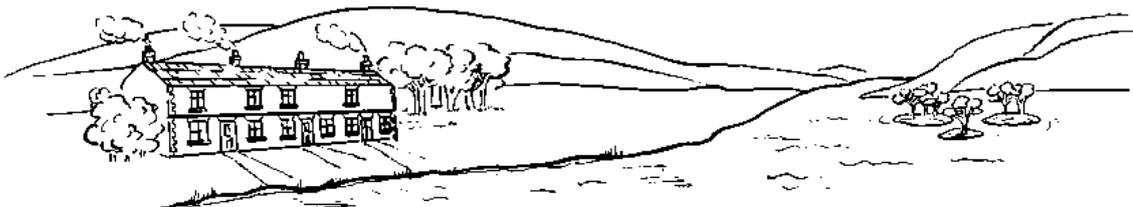
- 1 Company is often used for: actors opera singers swimmers
- 2 Cast is often used for people in: a play a book a film

- 3 Crew is often used for the staff of:        an ambulance a plane a hospital  
 4 Pack is often used for:        cats hyenas wolves  
 5 Flock is often used for:        sheep starlings pigs
3. Draw a line from the left-hand column to the right-hand column joining collective words with appropriate nouns, as in the example.

1 a clump of	houses
2 a range of	midges
3 a gang of	fir-trees
4 a swarm of	elephants
5 a row of	bed-linen
6 a heap of	mountains
7 a herd of	schoolkids

4. Rewrite these sentences using collective words. Don't forget to make the verb singular where necessary.

- 1 There are some tables on top of one another in the next room.
- 2 There are a large number of people waiting outside.
- 3 The people who work there are very well-paid.
- 4 A large number of sheep had escaped from a field.
- 5 She gave me six identical sherry glasses.



In the picture we can see a row of cottages near a clump of trees with a range of hills in the background. Out on the lake there is a small group of islands.

***Things in general***



- 6 She gave me five or six beautiful roses.

Some collective nouns are associated with words about using language. Underline any you can see in this news text and make

**THE JOURNALISTS** raised a whole host of questions about the actions of the police during the demonstration. There had been a barrage of complaints about police violence. Police replied that he was not prepared to listen to a string of wild allegations without any evidence. In the end, he just gave a series of short answers that left everyone dissatisfied.

## Lesson 12

### The first skyscraper in the world

The first reinforced concrete skyscraper in the world was built in 1902-03 in Cincinnati, Ohio. The 16-storey structure demonstrated for the first time the safety and economy of reinforced concrete frames for high rise construction, and was a vital stimulus for using reinforced concrete in fireproof construction. Concrete was chosen as the structural material chiefly for economics; it offered the equivalent of steel frames in load bearing capacity and other physical properties, yet was somewhat lower in cost. Engineers all over the world watched with great interest as construction proceeded smoothly along its 16-storey route. Today this building is recognized by engineers as having revolutionized the building industry.

#### Exercises:

1. *Form new words using the component prefix and translate them into Uzbek or Russian:*

**Model:** water → waterproof

shock, bullet, sound, splinter, rust, fire, damp

2. *State the function of the italicized words and translate the sentences into Russian.*

1. Production capacities have been increased by more than 2.5 times considerably decreasing building costs, 2. This new modern structure costs a large sum of money, 3. The cost of the heating plant is considerably reduced.

**3. Make up as many questions as you can using the words when, what, who, where and why.**

**Model:** Where was the first reinforced concrete skyscraper in the world built?

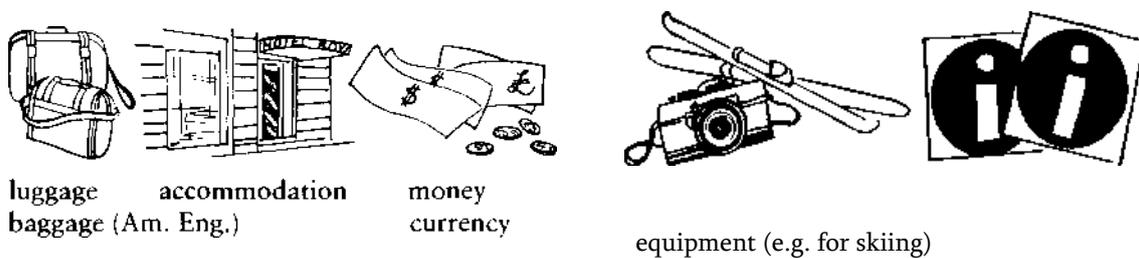
### Grammar exercises

#### Uncountable nouns. Nouns that are usually plural.

#### Count and uncountable nouns with different meanings

Uncountable nouns are not normally used with a(n) or the plural, e.g. information, not an information, or some informations. It is a good idea to learn uncountable nouns in groups associated with the same subject or area. Here are some possible headings.

#### Travel



Travel is also an uncountable noun, e.g. Travel broadens the mind.

#### Day-to-day household items



soap toothpaste washing powder washing-up liquid polish paper

## Food

The word food is uncountable. Try adding more uncountable words to this list, *sugar rice spaghetti butter flour soup*

## Some rather abstract words are uncountable

She gave me some advice on how to study for the exam.

I picked up some interesting knowledge on that course.

She's made a lot of progress in a very short time.

She has done some research on marine life.

They've done a lot of work on the project.

## Materials and resources

For making clothes, etc.: cloth (e.g. cotton, silk) leather wool

For buildings: stone brick plastic wood/timber concrete

For energy: coal oil petrol gas

## Typical mistakes

Don't say: What a terrible weather! She has long hairs. I have a news for you.

We bought some new **furnitures**. Say: What terrible weather! She has long hair. I have some news for you. We bought some new **furniture**.

**1. Say whether these sentences need a(n) or not. Some of the nouns are not on the left-hand page. Use a dictionary that tells you whether the nouns are uncountable.**

1 He gave us all advice on what to take with us.

2 I'm sorry. I can't come. I have homework to do.

3..... She's doing investigation of teenage slang in English for her university project.

4..... You'll need rice if you want to make a Chinese meal.

- 5 Paula getting divorced? That's interesting news!
- 6 I have to buy film for the holiday. I think I'll get about five rolls.
- 7 We saw.. beautiful silk and cotton in Thailand.

2. **Sort these words into two columns side by side, one for uncountable and one for countable. Then join the words which have similar meaning. tip clothing case information job advice travel garment trip work baggage fact**

Imagine you are going away for a week's holiday and you pack a suitcase with a number of things. Make a list of what you would pack and consider how many of the items on your list are *uncountable* nouns in English.

3. **Correct the mistakes in these sentences.**

- 1 We had such a terrible weather that we left the camp-site and got an accommodation in town instead,
- 2 In the North of England, most houses are made of stones, but in the South, bricks are more common.
- 3 I love antique furnitures, but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.
- 4 Her researches are definitely making great progresses these days. She has done a lot of original works recently.

4. Another area that has a number of uncountable words is personal qualities and skills. For example, we might say that a secretary should have *intelligence, reliability, charm* and *enthusiasm*. These are all uncountable nouns. Choose from the list and say what qualities these people should have. Say whether they need *some, a lot* or *a bit* of the quality. Use a dictionary for any difficult words.

**Jobs:** *soldier nurse teacher explorer actor athlete writer surgeon receptionist*

**Qualities:** *patience courage determination goodwill charm stamina reliability loyalty energy experience commitment talent creativity intelligence training*

5. Could I have...? Practise asking for these everyday items and decide whether you must say *a* or *some*.

*Vinegar duster needle thread sell tape tea-bag polish*

**Words that only occur in the plural.** Some other useful words

Some of these are always plural.

scissors



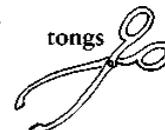
pliers



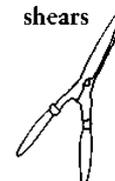
tweezers



tongs



shears

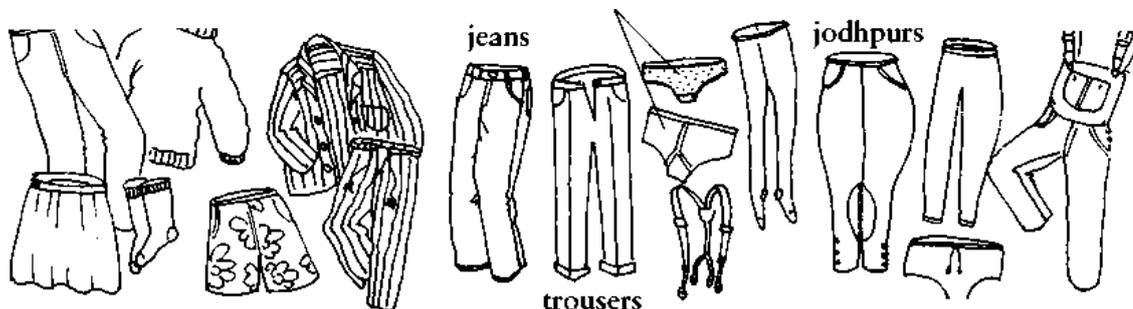


glasses/spectacles



### Things we wear

clothes pajamas knickers/underpants tights leggings dungarees



When I move to London, I'll have to find lodgings, [e.g. a room]

When will the goods be delivered? [articles/items]

The architect inspected the foundations before declaring that the premises were safe.

The military authorities have established their headquarters in the old Town Hall.

The acoustics in the new opera-house are near-perfect.

The contents of the house were sold after her death.

Looks are less important than personality in a partner.

As you come to the outskirts of the village, there are traffic-lights. Turn left there.

The stairs are a bit dangerous; be careful.

The proceeds of the concert are going to the children's fund.

A terrorist has escaped from prison. Her whereabouts are unknown.

1. Words with plural form but used mostly with singular verbs

Names of some games: billiards dominoes draughts darts bowls

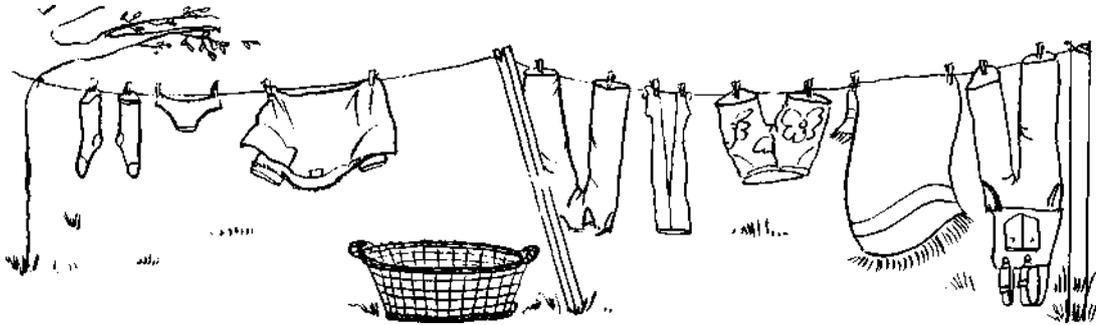
Names of subjects/activities: physics economics classics gymnastics aerobics athletics maths

*Note:* some words look plural but are not, e.g. series, means, news, spaghetti

There was a series of programmes on TV about Japan.

2. Is there a cheap means of transport I could use to get there?

Make a list of (a) subjects you studied at school or elsewhere, and (b) your leisure



interests. How many of the words are plural? Check the left-hand page or in a dictionary.

What things which are always plural can be used to:

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. cut a hedge? <i>shears</i> | 5. get a splinter out of your skin?   |
| 2. weigh something?           | 6. look at distant objects?           |
| 3. cut paper?                 | 7. get a nail out of a piece of wood? |
| 4. hold your trousers up?     | 8. keep a prisoner's hands together?  |

3. How many articles on the clothes line are plural nouns?

**Fill the gaps with an appropriate plural-form noun.**

1..... (To a child) Come on! Get your on! It's time to go to bed.

2 ..... The of the rock concert are going to the international 'Save the Children fund'.

3 ..... The in the new concert hall are superb. I've never heard such clear sound.

4 The escaped prisoner is tall, dark and has a beard. His..... are unknown, but the search is continuing.

- 5 You don't have to wear..... to ride, but it's much more comfortable.  
6 The ..... have forbidden the import of all foreign .....

4. Odd one out. In each of these groups, one of the nouns is always used in the plural. Which one?

- 1 Wellington trouser slipper    3 knife scissor razor  
2 billiard squash archery        4 tracksuit costume dungaree

In this little story, there are some nouns that should be plural but are not. Change the text where appropriate.

I decided that if I wanted to be a pop star I'd have to leave home and get lodging in London. I finally got a room, but it was on the outskirts of the city. The owner didn't live on the premise, so I could make as much noise as I liked. The acoustic in the bathroom was fantastic, so I practised there. I made so much noise I almost shook the foundation! I went to the headquarter of the Musicians' Union, but a guy there said I just didn't have a good enough look to be famous. Oh well, never mind!

## **Lesson 13**

### **Personal ambition in science**

Ambition is the most important aspect of human life and it also provides a new essence with up-moving directions in our life. It is necessary for all of us to have an ambition in our life so, that we can live in a meaningful way. Ambition is essential for everyone to live well in life. Without ambition, life will be boring, monotonous and uninteresting in the world. So, ambition is a necessity for survival, sustenance and success in the life of the world. It is truly observed that ambition brings out the best in all of us and also helps to achieve success in our goals. Ambition helps us to achieve perfection in life. Therefore what kind of ambition is necessary is the thing one has to think accurately and implement all our efforts to build a career in life. Ambition is the driving force in life which

makes great achievements possible in the world. Here living is not enough, something has to be achieved to make one's life interesting or make interesting things, worthy things, best things and noble things known to the world. The main purpose of Education is to develop the knowledge, skill and character of an individual. Knowledge arises in the mind of an individual when that person interacts with an idea or experience. Education is about drawing out what is already within the student. Well, it is the duty and mere responsibility of the teachers, that they should give students the necessary knowledge and skills to gain optimum positions in their life and come out with flying colour as well as in their career also. The central task and meaning of Education are to build a will-power among the students and also providing the best facilities for learning so that one can easily find the true meaning of his/her life. The effort of every good and useful Education should be utilized in the best possible manner, which can help the students to raise their standards of learning and as well as for becoming a shining spark in their career. The purpose of Education is to teach a student how to live his life in the most conducted and controlled manner. And also by developing his mind and encouraging him to deal with reality. The students should be taught in a good manner to understand, to implement and to prove themselves through the esteem medium of Education.

### **Exercises:**

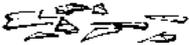
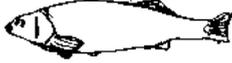
#### ***1. Answer the following questions:***

1. What are your personal ambitions? 2. What is the ambition of your life?
3. What is your ambition in life as a student? 4. What is your biggest goal in life? 5. What is your future ambition? 6. What is your greatest strength? 7. What is your passion? 8. How does an aim help us?

## Grammar exercises:

### Countable and uncountable with different meanings

When we use a noun countable we are thinking of specific things; when we use it uncountable we are thinking of stuff or material or the idea of a thing in general.

<i>stuff/materials.</i>	<i>things</i>
<b>glass</b> 	<b>a glass / glasses</b> 
<b>cloth</b> 	<b>a cloth</b> 
<b>fish</b> 	<b>a fish</b> 
<b>work</b> 	<b>a work</b> 
<p>Be careful! there's broken <b>glass</b> on the road.      I need a <b>cloth</b> to wipe the table.            We had <b>fish</b> for dinner.      Hamlet is one of Shakespeare's most famous <b>works</b>.</p>	

When we use a noun uncountable we are thinking of stuff or material or the idea of a thing in general.

Here are some more nouns used in both ways. Make sure you know the difference between the uncountable and the countable meaning.

*drink / a drink hair / a hair paper / a paper land / a land people / a people home / a home policy / a policy trade / a trade*

Drink was the cause of all his problems, [alcohol]

There's a hair in my sandwich, a dark one; it must be yours.

Did you buy a paper this morning? [a newspaper]

I love meeting people from different countries, [individuals]

The different peoples of Asia, [races / national groups]

Her grandmother lives in a home, [an institution]

I've lost my car insurance policy, [a document]

Trade with China has increased, [imports and exports]

The names of food items often have a different shade of meaning when used countably and uncountably (see fish above).

coffee/tea		a coffee and two teas just	
potato		two potatoes, please!	
would you like some chocolate?		would you like a chocolate?	
salt and pepper a hot		a pepper fD	
dog with onion		an onion	

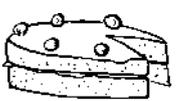
1. Would you normally expect to find the following things in most people's houses/flats or garages/gardens? Where in those places would you expect to find them?

*Example: an iron Yes, most people have an iron to iron their clothes; they might keep it in the kitchen somewhere.*

- |   |         |          |          |          |             |
|---|---------|----------|----------|----------|-------------|
| 1 | a cloth | 3 iron   | 5 pepper | 7 paper  | 9 drink     |
| 2 | a wood  | 4 a fish | 6 glass  | 8 a tape | 10 a rubber |

2. Which question would you ask? *Can I have/borrow a...? or Can I have/borrow some...?*

*Example: cake Can I have some cake?*

1 iron			
		4 paper	
		5 rubber	
2 pepper		6 glass	
3 chocolate			

3. Answer these remarks using the word in brackets, as in the example. Use *a(n)* if the meaning is countable.

*Example: Oh dear! I've spilt water on the floor! (cloth) Never mind. Here's*

*a cloth; just wipe it up.*

- 1 How did you get that puncture in your tyre? (glass)
  - 2 I was surprised to hear that old Mrs Jones doesn't live with her family any more, (home)
  - 3 What do you think my son should do? He's just left school and he's not really academic. He needs a job. (trade)
  - 4 Why did you choose this house in the end? (land)
  - 5 Mum, what's the *Mona Lisa*? (work)
  - 6 How can I find out what the restrictions are on this car insurance? (policy)
4. What is the difference between (a) and (b) in each pair?
- 1 a) Have some sauce with your hot dog.  
b) Shall I make a sauce with the fish?
  - 2 a) PLANT AND HEAVY MACHINERY CROSSING (road sign)  
b) I've bought you a house plant.
- a) Can I have some light? b) Can I have a light?

### **Making uncountable words countable**

You can make many uncountable nouns singular by adding a bit of or a piece of. Similarly you can make such nouns plural with bits of or pieces of. (Bit is less formal than piece.)

She bought an attractive old piece of furniture at the auction sale.

How many pieces of luggage have you got with you?

I heard a really useful bit of information yesterday.

Chopin wrote some wonderful pieces of music. -

Before you go to England I should give you two bits of advice...

He spends all his money buying new bits of computer equipment.

Although bit and piece can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific

uncountable nouns.

### ***Weather***

We have certainly had a good spell of summer weather this year.

Did you hear that rumble of thunder?

Yes, I did. It came almost immediately after the flash of lightning.

I heard a sharp clap of thunder, then a few rumbles in the distance.

A sudden gust of wind turned my umbrella inside out.

There was a sudden shower of rain this morning.

Did you feel a spot of rain?

### ***Groceries***



'Can I have a loaf of bread, a slice of cake\*, two bars of chocolate, a tube of toothpaste, two cartons of milk and three bars of soap?'

Slice can also be used with toast, bread, meat and cheese.

### ***Nature***

Look at the ladybird on that blade of grass!

What's happened? Look at that cloud of smoke hanging over the town!

She blew little puffs of smoke out of her cigarette straight into my face.

Let's go out and get a breath of fresh air.

Put another lump of coal on the fire, please, [lump can also be used with 'sugar']

### ***Other***

I had an amazing stroke of luck this morning.

I've never seen him do a stroke of work, [only in negative sentences]

I've never seen him in such a fit of temper before.

The donkey is the basic means of transport on the island.

Tights must be the most useful article/item of clothing ever invented.

There was an interesting item of news about Lrance on TV last night.

The phrase a state of can serve to make uncountable nouns singular. The nouns used with state are usually abstract and include chaos, emergency, tension,

confusion, health, disorder, uncertainty, poverty, agitation, disrepair and flux, e.g. a state of emergency.

1. Match the words in the list on the left with their partner on the right.

1 a stroke	lightni
2 a shower	coal
3 an article	grass
4 a lump	news
5 a flash	rain
6 a blade	clothin
7 an item	thunde
8 a rumble	luck

2. Change the uncountable nouns to countable nouns in the following sentences by using either

a *bit/piece of* or one of the more specific words listed in B opposite.

*Example: Could you buy me some bread, please? Could you buy me a loaf of bread, pleasee?*

- 1 My mother gave me some advice which I have always remembered.
- 2 Suddenly the wind almost blew him off his feet.
- 3 We had some terribly windy weather last winter.
- 4 Would you like some more toast?
- 5 He never does any work at all in the house.
- 6 Let's go into the garden - I need some fresh air.
- 7 I can give you some important information about that.
- 8 We could see smoke hovering over the city from a long way away.
- 9 There is some interesting new equipment in that catalogue.
- 10 I need to get some furniture for my flat.

3. Use words from C opposite to fit the clues for the puzzle below.

- 1 The government announced a state  
of ..... after the earthquake.
- 2 My granny wouldn't be in such a bad state of  
..... now if she hadn't smoked all her life.

3. We fell in love with the house although it was in a dreadful state of
4. We are still in a state of .... as to who has won the election.
5. Although this is supposed to be an affluent society, more people are living in a state of ..... here now than for the last 50 years. M I I I M

4. Make up a puzzle of your own like the one above using the language practised in this unit. If possible, test a friend.

5. Now decide who or what might be in the following states and write your own sentences using these expressions.

1 chaos 2 flux 3 confusion 4 tension

## **Lesson 14**

### **Freelance**

Freelance, freelancer, and freelance worker, are terms commonly used for a person who is self-employed and is not necessarily committed to a particular employer long-term. Freelance workers are sometimes represented by a company or a temporary agency that resells freelance labor to clients; others work independently or use professional associations or websites to get work.

While the term independent contractor would be used in a different register of English to designate the tax and employment classes of this type of worker, the term "freelancing" is most common in culture and creative industries, and use of this term may indicate participation therein.

Fields, professions, and industries where freelancing is predominant include: music, writing, acting, computer programming, web design, translating, graphic designing and illustrating, film and video production and other forms of piece work which some cultural theorists consider as central to the cognitive cultural economy.

According to the 2012 Freelance Industry Report compiled primarily about North America freelancing, nearly half of freelancers do writing work, with 18% of

freelancers listing writing as a primary skill, 10% editing/copy-editing, and 10% as copy-writing. 20% of freelancers listed their primary skills as design. Next on the list was translating (8%), web development (5.5%), and marketing (4%).

Freelancing is projected to grow to \$20–\$30 billion in the next 5–7 years in India and the freelancers in US will comprise 40% (approx.) of the workforce at the present growth rate.

### **Exercises:**

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

1. What does a freelance job mean?
2. Do freelancers get paid?
3. Is freelancing a career?
4. How much does a freelancer earn?
5. What is another word for freelance?
6. Is freelancing difficult?
7. How does being a freelancer work?
8. What are some freelance jobs?
9. Which online jobs are real?

### **Grammar exercises:**

#### **Adjectives and some opposites**

#### **Flavours and tastes**

sweet \* bitter [sharp/unpleasant] sour [e.g. unripe fruit]

hot, spicy [e.g. curry] \* mild bland [rather negative]

salty [a lot of salt] sugary [a lot of sugar] sickly [too much sugar]

savoury [pleasant, slightly salty or with herbs]

tasty [has a good taste/flavour] \* tasteless [no flavour at all]

### **General appearance, presentation and quality**

These chips are terribly greasy, [too much oil/fat]

This meat is over-cooked/overdone / under-cooked/underdone.

British cooking can be very stodgy, [heavy, hard to digest]

Mm, this chicken's done to a turn, [just perfect, not overdone]

These pistachio nuts are terribly more-ish. [informal; you want to eat more]

Shall I stew the beef? [boiled with vegetables in the same pot], or would you prefer it as a casserole? [similar, but in the *oven*]

These lamb chops would be nice barbecued, [done over hot coals, usually outdoors] Have you seasoned the stew? [added herbs/spices/salt/pepper]

2. To learn long lists of words, it is sometimes helpful to divide them up into groups. Try dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.). If possible, compare your answers with someone else's. There are some words not given opposite.

*aubergine leek cucumber spinach carrot potato cauliflower green/red pepper courgette sweetcorn lettuce onion rice pea cabbage garlic radish bean shallot turnip asparagus beetroot celery*

**Use the taste and flavour words opposite to describe the following.**

- |                    |  |
|--------------------|--|
| 1. Indian curry    | 5 a cup of tea with five spoonful of sugar |
| 2. pizza           | 6 strong black coffee with no sugar        |
| 3. sea water       | 7 factory-made white bread                 |
| 4. an unripe apple |  |

### **Ways of cooking food – verbs**



Sort these dishes out under the headings *starters*, *main courses* or *desserts*.

chicken casserole coffee gateau fresh fruit salad sorbet Irish stew pate and toast  
prawn cocktail rump steak chocolate fudge cake grilled trout shrimps in garlic

3. What might you say to the person/people with you in a restaurant if...
- 1 your chips had too much oil/fat on them?
  - 2 your dish had obviously been cooked too much/too long?
  - 3 your piece of meat was absolutely perfectly cooked?
  - 4 your dish seemed to have no flavour at all?
4. How do you like the following foods prepared? Use words from D opposite and look up others if necessary. What do you like to put on the foods from the

list in the box?

*a leg of chicken eggs potatoes cheese sausages a fillet of cod  
prawns mushrooms*

salt	pepper	vinegar	mustard	brown sauce	ketchup
salad-dressing	oil	mayonnaise	lemon juice		

1 Which are *fish* and which are usually called *seafood*?

prawns sardines squid oysters mackerel mussels hake crab plaice trout lobster cod  
sole whiting

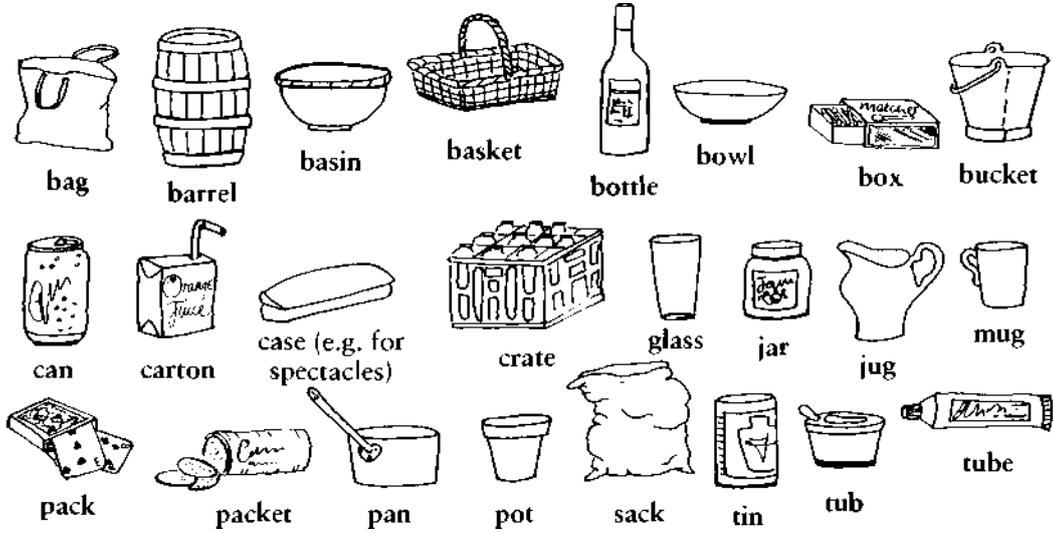
2 What do we call the *meat* of these animals?

calf deer sheep (two names) pig (three names)

<i>container</i>	<i>usually made of</i>	<i>typical contents</i>
bag	cloth, paper,	sweets, shopping, letters
barrel	wood and metal	wine, beer
basin	pottery, metal	ingredients for making a cake
basket	canes, rushes	shopping, clothes, waste paper
bottle	glass, plastic	milk, lemonade, wine
bowl	china, glass,	fruit, soup, sugar
box	cardboard, wood	matches, tools, toys, chocolates
bucket	metal, plastic	sand, water
can	tin	coca cola, beer
carton	card	milk, yoghurt, 20 packets of
case	leather, wood	jewellery, spectacles
crate	wood, plastic	Bottles
glass	glass	milk, lemonade, wine
jar	glass, pottery	jam, honey, olives, instant coffee
jug	pottery	milk, cream, water
mug	pottery	tea, coffee, cocoa
pack	card	cards, eight cans of coca cola
packet	card, paper	cigarettes, tea, biscuits, juice,
pan	metal	food that is being cooked
pot	metal, pottery	food, plant
sack	cloth, plastic	coal, rubbish
tin	tin	peas, baked beans, fruit
tub	wood, zinc, card	flowers, rainwater, ice-cream
tube	soft metal, plastic	toothpaste, paint, ointment

3 Which of these fruit grow in your country/region? Are there others not listed here?

*peach plum grapefruit grape nectarine star-fruit blackcurrant raspberry  
melon lime kiwi-fruit mango*



## *Exercises*

- 1. Try to complete the blanks in the shopping list without looking at the opposite page.**

1.....*of milk*

1.....*of coke*

a..... *of condensed milk*

a..... *of chocolate biscuits*

a..... *of cigarettes*

a large..... *of matches*

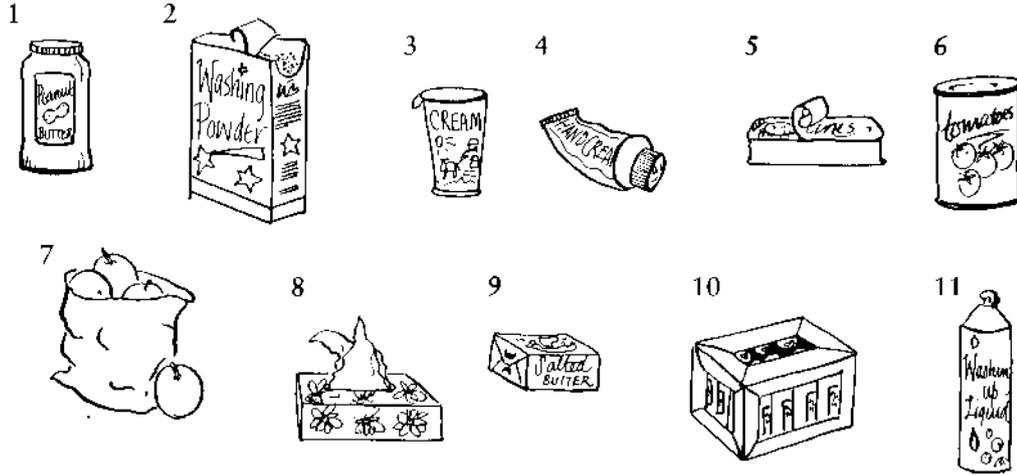
a..... *of honey*

1..... *of crisps*

- 2. Try the following quiz about the words on the opposite page.**

- 1 Which two of the containers listed would you be most likely to find holding flowers in a garden?
- 2 Which three are you most likely to find in a cellar?
- 3 Which six would you be likely to find in an off-licence (a shop which sells drink)?
- 4 Which five would you be most likely to see on the breakfast table?
- 5 Which ones does a postman carry with him?
- 6 Which two are often used for carrying shopping?
- 7 How many cigarettes would you expect to find in (a) a carton (b) a packet?

**3. Name the containers and their contents.**



**4. Think of three words which are often used with the following containers.**

*Example: shopping, wastepaper, linen basket*

1 .....	..... box	4 .....	..... jug
<hr/>			
2 .....	..... bottle	5 .....	.....
			glass
<hr/>			
3 .....	..... bag	6 .....	..... pot
<hr/>			

**Making uncountable nouns countable**

You can make many uncountable nouns singular by adding a bit of or a piece of. Similarly you can make such nouns plural with bits of or pieces of. (Bit is less formal than piece.)

She bought an attractive old piece of furniture at the auction sale.

How many pieces of luggage have you got with you?

I heard a really useful bit of information yesterday.

Chopin wrote some wonderful pieces of music.

Before you go to England I should give you two bits of advice.

He spends all his money buying new bits of computer equipment.

Although bit and piece can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific uncountable nouns.

### ***Weather***

We have certainly had a good spell of summer weather this year.

Did you hear that rumble of thunder?

Yes, I did. It came almost immediately after the flash of lightning.

I heard a sharp clap of thunder, then a few rumbles in the distance.

A sudden gust of wind turned my umbrella inside out.

There was a sudden shower of rain this morning.

### ***Groceries***



Did you feel a spot of rain?

- Slice can also be used with toast, bread, meat and cheese.

### ***Nature***

Look at the ladybird on that blade of grass!

What's happened? Look at that cloud of smoke hanging over the town!

She blew little puffs of smoke out of her cigarette straight into my face.

Let's go out and get a breath of fresh air.

Put another lump of coal on the fire, please, [lump can also be used with 'sugar']

### ***Other***

I had an amazing stroke of luck this morning.

I've never seen him do a stroke of work, [only in negative sentences]

I've never seen him in such a fit of temper before.

The donkey is the basic means of transport on the island.

Tights must be the most useful article/item of clothing ever invented.

There was an interesting item of news about Lrance on TV last night.

The phrase a state of can serve to make uncountable nouns singular.

The nouns used with state are usually abstract and include chaos, emergency, tension, confusion, health, disorder, uncertainty, poverty, agitation, disrepair and flux, e.g. a state of emergency.

Change the uncountable nouns to countable nouns in the following sentences by using either

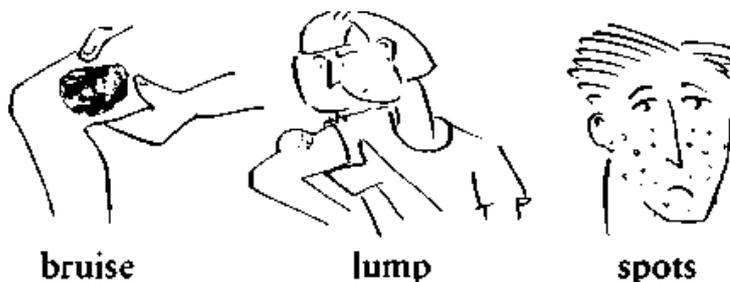
Match the words in the list on the left with their partner on the right.  
a *bit/piece of* or one of the more specific words listed in B opposite.

*Example: Could you buy me some bread, please? Could you buy me a loaf of bread, please?*

- 1 My mother gave me some advice which I have always remembered.
- 2 Suddenly the wind almost blew him off his feet.
- 3 We had some terribly windy weather last winter.
- 4 Would you like some more toast?
- 5 He never does any work at all in the house.
- 6 Let's go into the garden - I need some fresh air.
- 7 I can give you some important information about that.
- 8 We could see smoke hovering over the city from a long way away.
- 9 There is some interesting new equipment in that catalogue.
- 10 I need to get some furniture for my flat.

## Lesson 15

### Meeting Society Needs



I've got a cold / a cough / a sore throat / a temperature / a stomach ache / chest pains / earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhoea / painful joints / blisters / sunburn. I feel sick / dizzy / breathless / shivery / faint / particularly bad at night.

I am depressed / constipated / tired all the time.

I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

What do doctors do?

### Illness and medicine

They take your temperature, listen to your chest, look in your ears, examine you, take your blood pressure, ask you some questions and weigh and measure you before sending you to the hospital for further tests.



**What are your symptoms?**

## What's the diagnosis?

You've got flu / chickenpox / mumps / pneumonia / rheumatism / an ulcer / a virus / a bug something that's going round.

You've broken your wrist and sprained / dislocated your ankle.

You're pregnant / a hypochondriac.

He died of lung cancer / a heart attack / a brain hemorrhage / AIDS.

## What does the doctor prescribe?

- a) Take one three times a day after meals.
- b) Take a teaspoonful last thing at night.
- c) Rub a little on before going to bed each night.
- d) We'll get the nurse to put a bandage on.
- e) You'll need to have some injections before you go.
- f) I'll ask the surgeon when he can fit you in for an operation.
- g) You'll have to have your leg put in plaster.
- h) I think you should have total bed rest for a week.
- i) What might the doctor ask you?
- j) What would you say if the doctor asked you the following questions?
- k) Do you have health insurance? Have you ever had any operations?
- l) Are you taking any medication? Are you allergic to anything?

## Exercises

### 1. Match the diseases with their symptoms

- |              |   |
|--------------|---|
| 1 flu        | swollen glands in front of ear, earache or pain on eating |
| 2 pneumonia  | burning pain in abdomen, pain or nausea after eating rash |
| 3 rheumatism | starting on body, slightly raised temperature dry cough,  |
| 4 chickenpox | high fever, chest pain, rapid breathing headache, aching  |
| 5 mumps      | muscles, fever, cough, sneezing swollen, painful joints,  |
| 6 an ulcer   | stiffness, limited, movement                              |

2. What does the doctor or nurse use the following things for?

*Example: stethoscope For listening to a patient's chest.*

1 thermometer 2 scales 3 tape measure 4 scalpel

3. Look at statements (a) to (g) in D opposite. Which do you think the doctor said to each of the following patients?

- 1 Anne with bad sunburn.
- 2 Jo who's broken her leg.
- 3 John who's off to the Tropics.
- 4 Paul with flu.
5. Liz with a bad cough.
6. Sam who needs his appendix out.
7. Rose suffering from exhaustion.
8. Alf who's sprained his wrist.

What medical problems might you have if...

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1 you wear shoes that rub? | 7 you eat food you're allergic to?  |
| 2 you eat too fast?        | 8 you run unusually fast for a bus? |
| 3 you smoke a lot?         | 9 you eat food that is bad?         |
| 4 you play football?       | 10 a mosquito bites you?            |
| 5 you go ski-ing?          | 11 you get wet on a cold day?       |

6 Think of some of the illnesses you (or members of your family or friends) have had. What were the symptoms and what did the doctor prescribe?

**Follow-up:** Look at the health page of a magazine or newspaper. Make a note of any new vocabulary on the theme that you find there. Look in your medicine cabinet at home, at school or work. Can you name everything that you find there?

## Lesson 16

## Professional development

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and...see we have this kind of long wall at the end of the garden, and it's...like...a motorway for cats, for instance, that big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so...where was I? Yes, I was looking at that wall, you know, day-dreaming as usual, and all of a sudden there was this new cat I'd never seen before, or rather, it wasn't an ordinary cat at all.. .I mean, you'll never believe what it was...'

### *Comments:*

Where/How shall I start/begin? This is a very common marker at the beginning of a story or monologue while the speaker is composing his/her thoughts.

Anyway is probably the most common marker in spoken story-telling to divide up the story into its different stages (introduction/main plot/resolution, etc.)

See is often used in informal talk instead of you see, when someone is clarifying or explaining something.

Like is often used when the speaker hesitates, or to make something less precise, a little more vague.

Where was I? is used when we want to come back to the main subject we were talking about after an interruption or diversion into another point or topic.

Yes is often used when we resume what we were talking about; it does not have to be an answer to a question from someone. No is also used in exactly the same way and could have been used here instead of yes.

Or rather is used when you change to a different word or a better/more accurate way of saying what you want to say.

I mean is used when you want to explain something or expand or illustrate what you are saying.

This extract is typical of the number of markers found in everyday informal talk. The speaker is not a 'lazy' or 'bad' speaker; everyone uses markers, even if

they are not conscious of it or do not want to admit it! Informal conversation *without* markers sounds rather odd and strained, and a little too formal.

### Exercises:

1. What words do you need to complete the sentences below?
  - 1 I look ..... that summer with some regrets.
  - 2 He has a great respect for his colleagues but he doesn't really look his boss.
  - 3 You're going to London? Do look my sister when you're there.
  - 4 A government inquiry is looking the cause of the accident.
  - 5 We are looking ..... you to bring the company successfully out of the recession.
  - 6 I'm sorry to hear you lost your job. I do hope that things will look for you soon.
  - 7 Six nurses look ..... the patients in this ward.
  
2. Complete the sentences below in any logical way.

Example: I must look up *their number in the phone book*.

  - 1 I'm really looking forward to...
  - 2 It's wrong to look down on...
  - 3 The book looks back on...
  - 4 When I look ahead...
  - 5 If you have time tonight, please look over...
  - 6 Look us up when...
  
3. Replace the more formal underlined expressions with one of the phrasal verbs or other expressions based on *look* from the opposite page.
  - 1 He appears to be in need of a good night's sleep.
  - 2 The headteacher inspected the children and then nodded her approval.
  - 3 No-one likes being made to appear foolish.

4 The garden isn't very attractive now but it's lovely in summer.

5 The expression on his face seems rather ominous.

6 Try to remain optimistic if you possibly can. •

4. Write three nouns that are likely to be found after each of the phrasal verbs below.

1 look for 2 look after 3 look through 4 look to

### Expressions with get. Similes. – as...as.../like...

Get seems to be used all the time in spoken English. It has the following basic meanings:

- receive, obtain or buy something, e.g. Please get me a newspaper when you're in town; I got a letter from John today; She got top marks in her exam.
- show a change in position - move or be moved, e.g. How are you getting home tonight?
- show a change in state - become or make, e.g. We are all getting older if not wiser.

Get also has a number of other more specific meanings.

It's my turn to get dinner tonight, [prepare a meal]

I don't get it. Why did he speak like that? [understand]

His behaviour really gets me at times, [annoy]

The table below shows just some of the phrasal verbs based on get.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
get at	reach, find	I hope the enquiry will get at the truth.
get away with	do something wrong without being caught	The robbers got away with several thousand pounds.

get behind	fail to produce something at the right time	I've got terribly behind with my work.
get by	manage (financially)	We could never get by on my salary alone.
get down	depress	This weather is really getting me down.
get down to	begin to give serious attention to	It's time you got down to some work.
get on	manage	However will we get on without you?
get on	advance, develop	Jo is getting on very well at school now.
get out of	avoid responsibility	a I'll try and get out of my lesson tomorrow.
get over	recover from	She's getting over a bad attack of flu.
get round	spread	The rumour soon got round the whole village.
get through	come to successful end	a What a relief that she got through all her exams!
get through	use up all of	He got through his month's salary in just one weekend.
get up to	to do (especially something bad)	They're very quiet. I wonder what they're getting up to?

Here are some other expressions based on get.

You seem to have got out of bed on the wrong side today, [be in a bad mood]

The meeting got off to a good/bad start with JR's speech, [started well/badly]

I'm organising a little get-together. I hope you can come, [informal meeting/party]

When their relationship ended he got rid of everything that reminded him of her.  
[threw away, destroyed]

I'm going to get my own back on her somehow, [take my revenge]

1. There are a lot of instances of *get* in this text. Replace them all with another way of conveying the same idea. Notice that by doing this you are changing the text from something very informal to something slightly more formal.

I don't often get interesting advertising circulars these days. However, quite an unusual one came this morning. It was headed 'Are you worried about getting out of touch?' And it went on, 'If so, get some of our special tablets today. Taking just one in the morning will help you get on well at work and at home. It will stop little problems from getting you down and will ensure that you get rich and successful with the minimum of effort on your behalf. Send just \$25 today and you will get your tablets and your key to success within ten days.'

2. Fill in the blanks in the sentences below in the most appropriate way.

1 Although they had only told their parents about their engagement, the news soon got ..... the village.

2 She must have made a good impression last week because she has got  
to the second round of interviews for the post.

3 I love watching TV cookery programmes but when they describe a recipe, it can be hard  
to get..... all the details in time.

4 We get... ..... only because we live very economically.

5 What have you been getting ..... since we last met?

6 Surely you haven't got ..... all the biscuits already?

3. Match the situations in list A with the appropriate expressions in list B.

A 1 Someone has been very impolite to one of your friends. ^

2 Someone is about to throw something away.\_

3 Someone is being very bad-tempered. *b*

4 Someone has done something very unkind to you.

5 A good friend is leaving.

B 1 I don't know how we'll get by without you!

2 You wait! I'll get my own back on you one day!

3 Don't get rid of that yet!

4 You got out of bed on the wrong side this morning!

5 Your rudeness really gets me!

4. Complete the following sentences in any appropriate way.

1 I should hate to get rid of...

2 The dinner got off to a bad start when...

3 I find it very hard to get down to...

4 I wish I could get out of...

5 I don't think she has got over...

6 .. .is really getting me down.

5. There are a number of other common phrasal verbs and expressions based on *get* not listed on the opposite page. Write example sentences using any that you can think of.

Look at the examples of following phrasal verbs based on *set*.

You should set aside some money for a rainy day. [reserve]

He tried to set aside his dislike of his daughter's fiance, [ignore (not think about)]

We should set off before dawn to get there on time, [begin a journey]

The redundancies set off strikes throughout the area, [cause]

The bank helps people wanting to set up business, [establish]

He set out to climb Everest, [begin work with a particular aim in mind]

Here are some of the many phrasal verbs with *put*.

He put his own name forward to the committee, [propose]

He's good at putting his ideas across, [communicate to others]

Please put away all your toys at once, [tidy]

He is always putting her down, [make someone look small]

We had central heating put in last year, [install]

I'm going to put in an application for that job. [submit]

Every now and then she would put in a remark, [interject]

They've put off making their decision for another week, [postpone]

Her sniffing really puts me off my dinner, [discourage]

The school is putting Hamlet on next year, [present]

He's good at putting on all sorts of accents, [pretend to have]

The fireman quickly put out the fire, [extinguish]

Please don't let me put you out. [inconvenience]

You're not allowed to put up posters here, [fix]

I can put you up for the weekend, [give accommodation to]

The government is sure to put up taxes soon, [raise]

How do you put up with such rudeness? [tolerate]

Here are some more expressions with set.

He has set his heart/sights on becoming a ballet dancer, [longs to become (an important aim/goal)]

They sat up till the small hours setting the world to rights, [discussing important problems]

Did someone set fire to the house deliberately? [put a match to]

The house was set on fire by a match thrown onto some old newspapers, [ignited]

Di had never set foot in Italy before, [been to]

Jill is very set in her ways, [fixed in her habits]

Try to set a good example, [be a good example for others]

*D* Notice also the following common expressions

with put. to put your foot down: to be firm  
about something

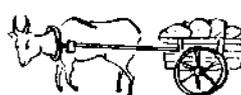
to put all your eggs in one basket: to risk all you have on a single  
venture to put your mind to: to direct all your thoughts towards to  
put two and two together: to draw an obvious conclusion

to put something in a nutshell: to state something accurately and in a few words only  
to put someone's back up: to irritate someone a put-up job: something arranged to  
give a false impression

*As...as... similes* are easy to understand. If you see the phrase as dead as a doornail,  
you

But, remember, fixed similes are not 'neutral'; they are usually informal/colloquial  
and often humorous. So, use them with care, and keep them generally as part of your  
receptive vocabulary.

Creating a picture in your mind can often help you remember the simile:



as blind as a bat as thin as a rake as strong as an ox as quiet as a mouse

Some can be remembered as pairs of opposites.

as heavy as lead \* as light as a feather as drunk as a lord \* as sober  
as a judge as black as night \* as white as snow

Some can be remembered by sound patterns.

As brown as a berry as good as gold as cool as a cucumber

Some other useful as...as... phrases.

>

The bed was as hard as iron and I couldn't sleep.

I'll give this plant some water. The soil's as dry as a bone.

He's as mad as a hatter. He crossed the Atlantic in a bathtub.  
She told the teacher, as bold as brass, that his lessons were boring.  
You'll have to speak up; he's as deaf as a post.  
Don't worry. Using the computer's as easy as falling off a log.  
She knew the answer as quick as a flash.  
When I told him, his face went as red as a beetroot.

Sometimes the second part can change the meaning of the first.

The Princess's skin was as white as snow, [beautifully white]  
When he saw it, his face went as white as a sheet, [pale with fear/horror]  
The fish was bad and I was as sick as a dog. [vomiting]  
She ran off with my money; I felt as sick as a parrot, [bad feeling of  
disillusionment/frustration]

### **Like...**

My plan worked like a dream, and the problem was soon solved.  
Be careful the boss doesn't see you; she has eyes like a hawk.  
No wonder he's fat. He eats like a horse and drinks like a fish.  
Did you sleep well? Yes, thanks, like a log.  
Sorry, I forgot to ring him again. I've got a head like a sieve!

The boss is like a bear with a sore head today, [in a very bad temper]  
She goes around like a bull in a china shop, [behaving in a very clumsy, insensitive  
way] Criticizing the government in his presence is like a red rag to a bull, [certain to  
make him very angry]

## Lesson 17

### Public speech

Text-referring words are ones that pick up their content from the surrounding text. This sentence in isolation does not mean much:

We decided to look at the problem again and try to find a solution.

What problem? We need to refer to some other sentence or to the context to find out. Problem and solution help organise the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. What the word in bold refers to is underlined.

Pollution is increasing. The **problem** is getting worse each day.

Should taxes be raised or lowered? This was the **biggest issue** in the election, [topic causing great argument and controversy]

Whether the war could have been avoided is a question that continues to interest **historians**.

Let's discuss **crime**. It's always an interesting topic, [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one aspect of **crime**, [part of the topic]

#### **Problem-solution words**

Text-referring words are often associated with common patterns in text, such as the 'problem-solution' type of text. Note the words in bold connected with problems and solutions here and try to learn them as a family.

The situation in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to affect our national economies. Unless a new approach is found to controlling the number of cars, we will never find a solution to the dilemma.

In this dialogue, two politicians are arguing on the radio. Note how the words in bold refer to parts of the argument.

A: Your *claim* that we are doing nothing to invest in industry is false. We invested £10 billion last year. You have ignored *this fact*.

*B:* But the investment has all gone to service industries. The real *point* is that we need to invest in manufacturing.

*A:* That argument is out of date in a modern technological society. Our position has always been that we should encourage technology.

*B:* But *that view* will not help to reduce unemployment.

*A:* Rubbish. Utter rubbish.

Here are some more words associated with problem-solution texts. They are grouped in families associated with the key-words in bold. The prepositions which are normally used with these words are given in brackets.

situation: state of affairs position (with regard to)

problem: difficulty [more formal] crisis matter

response: reaction (to) attitude (to)

*solution:* answer (to) resolution (to) key (to) way out (of)

*evaluation* [of the solution]: assessment judgment

### **Binomial. Idioms and fixed expressions - general**

Binomials are expressions (often idiomatic) where two words are joined by a conjunction (usually ‘and’). The order of the words is usually fixed. It is best to use them only in informal situations, with one or two exceptions.

odds and ends: small, unimportant things, e.g. Let’s get the main things packed; we can do the odds and ends later.

give and take: a spirit of compromise, e.g. Every relationship needs a bit of give and take to be successful.

You can often tell something is a binomial because of the sound pattern.

Tears are part and parcel of growing up. part of / belong to]

The boss was ranting and raving at us. [shouting / very angry]

The old cottage has gone to rack and ruin, [ruined/decayed]

He’s so prim and proper at work, [rather formal and fussy]

The hotel was a bit rough and ready, [poor standard]

She has to wine and dine important clients, [entertain]

*B* Other times, the clue is that the words are near-synonyms.

You can pick and choose; it's up to you. [have a wide choice]

My English is progressing in leaps and bounds, [big jumps]

It's nice to have some peace and quiet, [peace/calm]

The doctor recommended some rest and recreation, [relaxation] First and foremost, you must work hard, [first / most importantly]

Many grammar words combine to form binomials.

There are cafes here and there, [scattered round]

We've had meetings on and off. [occasionally]

I've been running back and forth all day. [to and from somewhere] To and fro can be used just like back and forth.

He is unemployed and down and out. [without a home or money] She's better now, and out and about again, [going out]

She ran up and down the street, [in both directions]

Your language probably has many binomials. Make sure those which look similar in English have the same word order as your language. These four are very neutral binomials and can be used in formal or informal situations. Try translating them.

A black and white film, please. Ladies and gentlemen, your attention, please!

She ran back and forth. There was hot and cold water in every room.

Binomials linked by words other than and.

You've got your sweater on back to front, [the wrong way]

He won't help her; she'll have to sink or swim, [survive or fail]

Slowly but surely, I realised the boat was sinking, [gradually]

Sooner or later, you'll learn your lesson, [some time/day]

She didn't want to be just friends; it had to be all or nothing.

Well I'm sorry, that's all I can offer you; take it or leave it.

It's about the same distance as from here to Dublin, give or take a few miles, [perhaps a mile or two more, or a mile or two less]

1. Here are some jumbled binomials (some are from the left-hand page and some are new).

Using similarities in sound, join them with *and*. Then check opposite or in a dictionary that you have the word order right, and that you know the meaning, prim dine high ruin rough dry rack ready proper sound safe wine  
Now use them to fill the gaps in these sentences.

- 1 I was left ..... and....., with no-one to help me.
- 2 The room's a bit ..... and....., but you're welcome to stay as long as you like.
- 3 I'm glad you're..... and..... after such a dangerous journey.
- 4 My hosts..... and..... me at the best restaurants.
- 5 Our old house in the country has just gone to ..... and.....; nobody looks after it now.
- 6 The secretary is always so terribly ..... and.....; the whole atmosphere always seems so very formal.

1. In the left-hand box below are the *first* words of some binomials. On the right are a selection of words, some of which you will need, and some you will not. Your task is to find a word on the right which can form a binomial with the left-hand word, as in the example *law and order*. Look for words that are either near-synonyms or antonyms (opposites) of the left-hand word. ■

Now use them to make informal sentences by re-writing these.

- 1 There are lots of courses. You can make your own selection.
- 2 The flat looks all neat and spotless now for our visitors.
- 3 I have had enough of traffic jams. I'm going to start using the train.
- 4 Finding the right people was rather difficult; sometimes we succeeded, sometimes we failed.

- 5 My knowledge of English has progressed rapidly since I've been using this book.
- 6 The new Prime Minister promised that efficient policing would be the most important priority.
- 7 Eve seen her occasionally, taking her dog for a walk.

## **Lesson 18**

### **Up-to-date Devices**

What is CAD software? CAD, or computer-aided design and drafting (CADD), is technology for design and technical documentation, which replaces manual drafting with an automated process.

If you're a designer, drafter, architect, or engineer, you've probably used 2D or 3D CAD programs such as AutoCAD or AutoCAD LT software. These widely used software programs can help you draft construction documentation, explore design ideas, visualize concepts through photorealistic renderings, and simulate how a design performs in the real world.

Taking into account the client's brief and the additional information obtained, the architect will commence to prepare drawings illustrating a possible solution. The first drawings may not be very detailed, but will show what the architect has in mind. They should illustrate and make it possible to appreciate the general massing, the external appearance of the building, its position on the site and the arrangement of the interior.

Usually several meetings take place with the client during this phase. The architect takes along drawings, sketches etc. to these meetings. While these should, of course, be self-explanatory, it is absolutely necessary for the architect to guide the client through the presentation.

#### **Must know words**

**preliminary design (n)** – хомакі chizma (loyiha)- эскизный проект

**drawing (n)** – chizma- чертёж; рисунок

**external appearance (n)** – tashqi ko'rinish -внешний вид

**concise report (n)**– qisqa hisobot- краткий отчет

**dimensions (n)** – o'lchamlar- размеры, объём

**Discuss these questions.**

1. What illustrates the possible solution?
2. What do the first drawings show?
3. What does the architect take along to meetings with the client?
4. Why is it necessary for the architect?

**Idioms and fixed expressions - general**

**Tips for dealing with idioms**

Think of idioms as being just like single words; always record the whole phrase in your notebook, along with information on grammar and collocation.

This tin-opener has seen better days, [it is rather old and broken down; usually of things, always perfect tense form]

Idioms are usually rather informal and include an element of personal comment on the situation. They are sometimes humorous or ironic. As with any informal 'commenting' single word, be careful how you use them. Never use them just to sound 'fluent' or 'good at English'. In a formal situation with a person you do not know, don't say,

'How do you do, Mrs Watson. Do take the weight off your feet.' [sit down].

Instead say 'Do sit down' or 'Have a seat'.

Idioms can be grouped in a variety of ways. Use whichever way you find most useful to help you remember them. Here are some possible types of grouping.

*Grammatical*

get the wrong end of the stick [misunderstand] pull a fast one [trick/deceive somebody] poke your nose in(to) [interfere]

be over the moon [extremely happy/elated] feel down in the dumps  
[depressed/low] be in the red [have a negative bank balance]

*By meaning* e.g. idioms describing people's character/intellect He's as daft as  
a brush, [very stupid/silly]

He takes the biscuit, [is the extreme / the worst of all]

You're a pain in the neck, [a nuisance / difficult person]

*By verb or other key word* e.g. idioms with make

I don't see why you have to make a meal out of everything.

[exaggerate the importance of everything]

I think we should make a move. It's gone ten o'clock, [go/leave]

Most politicians are on the make. I don't trust any of them.

[wanting money/power for oneself]

## **B Grammar of idioms**

It is important when using idioms to know just how flexible their grammar is. Some are more fixed than others. For instance, barking up the wrong tree [be mistaken] is always used in continuous, not simple form, e.g. I think you're barking up the wrong tree.

A good dictionary may help but it is best to observe the grammar in real examples.

1. Complete the idioms in these sentences with one of the key words given, as in the example. If you are not sure, try looking up the key word in a good dictionary.
  - 1 All the promises these politicians make! It's just *pies* in the sky. (big promises that will never materialise)
  - 2 The small amount of money donated is just a drop in the ..... compared with the vast sum we need, (tiny contribution compared with what is needed)
  - 3 You really dropped a ..... when you criticised the Americans last

night;

that man opposite you was from New York! (said something inappropriate/embarrassing)

4 I can't do that job as well; I've got enough on my..... as it is. (have more than enough work)

5 When I told her she just flew off the ..... and shouted at me. (lost her temper)

6 His father was a gambler too. He's a real chip off the old ..... (just like one's parents/grandparents)

7 I wasn't really sure; I guessed it; it was just a ..... in the dark, (a wild guess)

2. Use a good general dictionary or a dictionary of idioms to see if it can help you decide which version of these sentences is in the normal grammatical form for the idiom concerned, as in the example. Check the meaning too, if you are not sure.

*Example:* You bark / arc harking, up the wrong tree if you think I did it. (see B opposite)

1 Holland is springing / springs to mind as the best place to go for a cycling holiday; it's very flat.

2 That remark is flying / flies in the face of everything you've ever said before on the subject.

3 He was innocent after all. It iust goes / is iust going to show that you shouldn't believe what you read in the papers.

4 You sit / 're sitting pretty! Look at you, an easy job, a fantastic salary, a free car!

5 His attitude is leaving / leaves a lot to be desired. I do wish he would try to improve a little.

2. How would you organise this selection of idioms into different groups? Use some of the ways suggested on the opposite page, plus any other ways you can think of.

be in a fix child's play rough and ready be up to it hold your tongue be  
out of sorts hold your horses a fool's errand odds and ends stay mum  
give or take

3. Without using a dictionary, try to guess the meaning of these idioms from the context.
  - 1 It's midnight. Time to hit the sack.
  - 2 This is just kid's stuff. I want something challenging!
  - 3 He was down and out for two years, but then he got a job and found a home for himself.

## **Lesson 19**

### **Effective Study Habits**

The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and more true as you **advance** in your education. An hour or two of studying a day is usually **sufficient** to make it through high school with satisfactory grades, but when college arrives, there aren't enough hours in the day to get all your studying in if you don't know how to study smarter.

While some students are able to breeze through school with minimal **effort**, this is the exception. The vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn and assimilate information improve.

#### **Must know words:**

**advance (adv)**- rivojlanish- продвижение

**sufficient (adj)**- yetarli-достаточно

**effort (adv)**- harakat-усилие

**discourage (v)**- ishontirmoq -отговаривать

**procrastinate (v)**- kechiktirmoq -откладывать со дня на день

### **Exercises:**

#### **1.Are you agree with the following notes?**

1. Don't attempt to cram all your studying into one session.
2. Plan when you're going to study.
3. Study at the same time.
4. Each study time should have a specific goal.
5. Never procrastinate your planned study session.
6. Start with the most difficult subject first.
7. Always review your notes before starting an assignment.
8. Make sure you're not distracted while you're studying.
9. Use study groups effectively.
10. Review your notes, schoolwork and other class materials over the weekend.

### **Likes, dislikes, and desires. Speaking**

#### **Words and expressions relating to liking**

I quite liked Tom when we first met. However, although lots of my friends said they found him attractive, I didn't fancy him at all. He invited me out and I must admit that I was more tempted by his sports car than by him at first. However, I really enjoyed spending time with him. He fascinated me with his stories of his travels around the world and something mysterious about his past also attracted me. Moreover, we were both very keen on sailing. Soon I realised I had fallen in love with him. His sense of humour really appealed to me and I was also captivated by his gift for poetry. Now, three years later I absolutely adore him and I cannot understand why I didn't fall for him the moment we first set eyes on each other. He is a very caring person, fond of animals and small children. He is always affectionate and loving towards me and passionate about the causes he believes in and the people

he cares for. I hope we shall always worship each other as much and be as devoted to our life together as we are now.

### **Words and expressions relating to desiring**

Desire is used either as a formal verb to express a sexual wish for someone or else it is quite a formal word for wish.

He desired her the moment he saw her.

I have a strong desire to see the Himalayas before I die.

Looking forward to means thinking about something in the future with pleasant anticipation. The opposite of look forward to is dread.

I am looking forward to going to Fiji but I'm dreading the flight.

*Note:* 'to' is a preposition here and not part of the infinitive and is followed by a noun or an -ing form.

Long for means to wish for something very much.

As soon as I get back from one holiday, I'm longing for the next.

Yearn for is a more poetic way of saying long for.

He will never stop yearning for his country although he knows he can never return.

### **Words and expressions relating to disliking.**

Loathe, detest, hate, cannot stand and cannot bear are all stronger ways of saying dislike and they are all followed by a noun or an -ing form.

I loathe / detest / hate / cannot stand / cannot bear bad-mannered people.

Repel, revolt and disgust are all strong words used to describe the effect which something detested has on the person affected.

His paintings disgust me. I was revolted by the way he spoke. His behaviour repels me.

### **Ways of addressing loved ones**

dearest sweetheart darling love dear pet

Pet is used mainly to children. Note that the last three words in the list are not confined to use with people who are really loved. It is not uncommon for a London bus conductor, for example, to address any girl or woman as 'love'. (His Glasgow

equivalent calls his female passengers ‘hen’.) It’s best for you, however, to keep such words for people you have a close relationship with!

1. Complete the following sentences.

- 1 Misogynists hate.....
- 2 Ornithologists are fascinated by .....
- 3 People who suffer from arachnophobia find..... repulsive.
- 4 Kleptomaniacs are constantly tempted to .....
- 5 Masochists enjoy.....
- 6 Optimists look forward to .....

2. Complete the sentences or answer the questions in any way that is true for you.

- 1 What kind of food do you like? I like ..... and I adore ..... but I can’t stand .....
- 2 I’m longing for.....
- 3 I’m fascinated by.....
- 4 What attracts you most in a person of the opposite sex?
- 5 What do you enjoy most about your job?
- 6 If you were on a diet, what food or drink would tempt you most to break the diet?
- 7 What characteristics in people do you most detest?
- 8 What do you dread most about getting old?
- 9 What do you fancy doing this evening?

### **Idioms describing feeling and mood. Idioms connected with problematic**

#### **Positive feelings, moods and states**

Jo’s as happy as the day is long, [extremely content]

Mary seems to be on cloud nine these days, [extremely pleased/happy]

Everyone seemed to be in high spirits, [lively, enjoying things]

She seems to be keeping her chin up. [happy despite bad things]

### **Negative feelings, moods and states**

He had a face as long as a fiddle, [looked very depressed/sad]

She certainly looked down in the dumps, [looked depressed/sad]

Gerry is in a (black) mood, [a bad mood/temper]

Mark was like a bear with a sore head, [extremely irritable]

### **Physical feelings and states**

I could eat a horse! [very hungry]

I'm feeling all in. [exhausted]

You're looking a bit under the weather, [not very well / ill]

She looked, and felt, on top form, [in good physical condition]

I suddenly felt as if my head was going round, [dizzy]

I was almost at death's door last week! [very sick or ill]

Old Nora's as fit as a fiddle, [very fit indeed]

### **Fear/fright**

She was scared stiff, [very scared]

She frightened the life out of him. [frightened him a lot]

We were all shaking in our shoes, [trembling with fear]

The poor lad was scared out of his wits, [very scared indeed]

I jumped out of my skin when I heard the bang, [gave a big jump]

Remember: there is an element of exaggeration in these idioms; they make comments on the situation and lighten the tone of what you are saying. So use them only informally.

Horoscopes in English language newspapers and magazines are often a good place to find idioms about moods and states, since the horoscope usually tries to tell you how you are going to feel during the coming day/week/month. Look at these horoscopes and note the idioms in italics. Each one is given a literal paraphrase below the text. Collect more idioms from horoscopes if you can.

1. Complete the idioms in these sentences.

- 1 Don't creep up behind me like that! You frightened the...
- 2 I don't need a doctor, I just feel a bit under...
- 3 As long as he has his car to work on, he's as happy...
- 4 Last year, when I won that medal, I really was on...
- 5 I wasn't expecting such a loud bang; I nearly jumped...
- 6 I've had nothing since lunch; I could...
- 7 I feel a bit down this week; last week I felt on top...

2. Choose a suitable idiom from the opposite page to fill the gaps.

- 1 I think I'll just ..... and let everyone else get on with sorting matters out.
- 2 No, please, don't say anything; you'll only.....
- 3 It's been a long, hard struggle, but I think at last we can see.....
- 4 The police are trying their best to get to....., but it's a real mystery at the moment.
- 5 I'm sorry, I'm in .....; could you explain that again?
- 6 At last I've managed to get him to sit ..... ; he's done nothing at all for us so far.
- 7 I find it difficult to get a ..... this global warming business, don't you?
- 8 I think we should take the bull ..... and sort it out. I don't think it should be just swept .....

3. Here are some more idioms connected with situations. From the context, can you paraphrase their meaning, as in the example?

- 1 It's not working; we'll have to go back to square one, *go back to the beginning again*
- 2 The teachers want one thing, the students want the exact opposite. I'm

sure we can find a happy medium.

3 We were on tenterhooks all night waiting for news from the hospital.

They finally rang us at 6.30 a.m.

4 Poverty and crime go hand in hand in this part of town.

5 You've been in a lot of trouble lately; you'd better toe the line from now on.

## Lesson 20

### Modern Technologies

New technologies are constantly changing the construction landscape. Drones now make it possible to **survey** and map a site with ease, and at a lower cost. Smartphones and tablets make on-the-go communication a breeze. Digital blueprint apps and other software make it possible to map out a project ahead of time like never before. Even the use of robots seems to be on the horizon.

#### *1. Tablets and Blueprint Apps*

Where an onsite office was once necessary in order to hold the many blueprints and other documents that contractors needed on site, tablets and blueprint apps are now taking over. These devices allow access to important information right from the field. They can be used to look for possible obstacles that may need to be addressed, which can help to improve safety.

Tablets and smartphones can also be used to communicate in real time with all of the members of a construction team, even if they are not all in the field at the same time. Contractors can place orders or send emails without leaving the site, which saves not only time, but money as well.

#### *2. Safety Equipment*

A variety of new technologies are helping to improve safety and health conditions on worksites. Advanced versions of traditional gear, including headsets, safety classes, and clothing, are now being made even safer, thanks to improved designs

and materials. They are helping to make safety and health regulations, which may have previously been overlooked more often, a part of standard procedures.

More advanced technologies like drone and stationary cameras are also helping to improve safety. They not only help to monitor conditions on the worksite from new angles that would have previously been difficult to reach, but they can also help to prevent theft and security breaches.

### ***3. Advanced Task Management Software***

Construction management software has changed a lot over the years, especially since the growth and development of the internet. New versions help not only to increase productivity, but also to track progress and organize the entire construction team. It can be used for billing and as a time clock as well.

Other technologies, such as Building Information Management, or BIM, allow contractors and engineers to create 3D building plans. These can then be integrated into the construction schedule, which can help to make time estimates more accurate. They can also help to improve onsite safety, because these technologies also allow for many pieces to be pre-fabricated and constructed offsite, which means less work is being done in possibly dangerous conditions.

#### ***1. Online Applications***

While often overlooked when discussing specific technologies that are influencing the construction sector, the Internet has revolutionized the industry in many ways. GPS, laser-based survey equipment, and construction management software now allow for more precision in a variety of areas. They also make many tasks that were previously time consuming manual activities to become automated, which helps to save time, resources, and money.

Engineers and contractors can also use many internet-enabled features to monitor safety before a job is even begun. They can look ahead to find risk areas, in order to reduce worker injury and improve the job site from the start. On the construction site, the Internet allows for communication in real time with members of the team who are located out of the field.

### **Must know words:**

**scientific breakthroughs (n)**-ilmiy yutuqlar- научные прорывы

**tablets and blueprint apps(n)**- planshetlar va loyihalashtirish ilovalari-  
планшеты и плановые приложения

**safety equipment(n)**- xavfsizlik uskunalari- спасательное оборудование

**online applications(n)**- onlayn ilovalar- онлайн приложения

**survey(n)**- tadqiqot – исследование

### **Exercises:**

1. How can VR (Virtual Reality) help advance the heavy industry research and practice?
2. Does 3D Concrete Printing affect the concrete durability?
3. How smart building construction could be achieved?
4. Are there any new techniques to level the construction resources?

### **Time**

#### **One thing before another**

Before I went to work I fed the cat. [or, more commonly in written English: Before going to work...]

I had written to her prior to meeting the committee. [formal/written style]

It was nice to be in Venice. Previously I'd only been to Rome, [fairly formal, more informal would be before that, I...]

I was in the office from 2.30. I was out earlier on. [before then, fairly informal]

The city is now called Thatcherville. Formerly it was Grabtown. [used when something has changed its name, state, etc.]

#### **Things happening at the same time**

While I waited, I read the newspaper, [or, more formal: While waiting, I read...; the waiting and reading happen together.]

As I was driving to work, I saw an accident. [As describes the background when something *happens* in the foreground.]

I saw her just as she was turning the corner, [precise moment]

During the war, I lived in Dublin, [does not specify how *long*]

Throughout the war, food was rationed, [from beginning to end]

She was entering at the very time/the very moment I was leaving. [These two are stronger and more precise than as or just as.]

### **One thing after another**

After I'd locked up, I went to bed. [or, more formal: After locking up... ; we do not usually say 'After having locked up...'.]

We went to the castle. Then we caught a bus to the beach.

First we went to the theatre. After that, we had a meal.

He fell ill and was admitted to hospital. He died soon afterwards. [In these two examples, after that and afterwards are interchangeable.]

Following my visit to Peking, I bought lots of books about China, [fairly formal]

### **Time when**

When I'm rich and famous, I'll buy a yacht. [Note: not 'When I will be rich...']

As soon as we've packed we can leave, [immediately after]

Once we've finished we can go and have a coffee, [less specific]

The moment/the minute I saw his face I knew I'd met him before.

I stayed in that hospital the time (that) I broke my leg.

I met Polly at Ken's wedding. On that occasion she was with a different man.

### **Connecting two periods or events**

The meal will take about an hour. In the meantime, relax and have a drink, [between now and the meal]

The new whiteboards are arriving soon. Till then, we'll have to use the

old ones.

I last met him in 1985. Since then I haven't set eyes on him.

By the time I retire, I will have worked here 26 years.

1. Look at these pages from the personal diary of Laura, a businesswoman who travels a lot, then do the exercise.

Mon 12	Paris - day 5 Pompidou Centre then theatre	Up early. Said goodbye to Nick and left. Saw bad accident on motorway.	Fri 16
Tue 13	Been away 6 days! Paris OK, hut miss home.	Answered all the mail, then felt 1 could watch TV!	Sat 17
Wed 14	Left Paris 10 am. Huge pile of mail waiting! Manchester, then	Lots of phone calls! Sandra, Joyce - and Dougy all in a row! Lazy day!	Sun 18
Thu 15	Glasgow. Met Maura at Nick's.	book tickets for Dublin Notes - 24th!	

Fill in the blanks with connectors. An example is given.

- 1 Going to Manchester, Laura was in Paris.
- 2 Her next trip after Glasgow is on 24th. .... she can have a quiet time at home. ....
- 3 She was in Paris for over a week..... she got home there was a big pile of mail waiting for her.
- 4 .....she was at Nick's place on the 16th, she met Maura.
- 5 She went to the theatre in Paris on Monday ..... , she had been to the Pompidou Centre.
- 6 ..... she had said goodbye to Nick, she left.
- 7 ..... she had answered all her letters, she felt she could watch TV for a while.
- 8 ..... she put the phone down it rang again. This time it was Dougy.

Make more sentences with connectors you haven't used, based on the diary information.

2. Think of things that are true for you in these situations and complete the sentences. Add more sentences if you can. An example has been done.
- 1 While I'm asleep, *I usually dream a lot.*
  - 2 After I've eaten too much,...
  - 3 The moment I wake up, I...
  - 4 Throughout my childhood I...
  - 5 I'm doing vocabulary right now. Earlier on, I was...
  - 6 Once I've finished my language course, I'll...
  - 7 Before I go on holiday, I always...
  - 8 Following an argument with someone, I always feel

*Follow-up:* If you can, get hold of a news report in English. Underline all the time connectors and see if there are any which you can add to those on the left-hand page. If there are, write a whole sentence in your notebook showing how the connector is used.

## **Grammar Revision**

### **Obligation, need, possibility and probability**

#### **Obligation**

Must is an instruction or command; that is why we see it on notices, e.g. Dogs must be kept on a lead. Cars must not be parked here.

Have (got) to says that circumstances oblige you to do something. Often, the two meanings overlap and there will be a choice of how to express the obligation, but not always.



I must get my hair cut! There's no bus service, so I have  
[command to yourself] to walk to work, [circumstances]  
I've got to get my hair cut. I really must get a bicycle,  
cut. I've got an interview [instruction to yourself]  
tomorrow, [circumstances]

The company is obliged to give a refund if the tour is cancelled.

You will be liable to pay tax if you work, [formal/legalistic]

The bank robbers forced him at gunpoint to open the safe.

We had no choice/alternative but to sell our house; we owed the bank  
£100,000.

The death sentence is mandatory for drug-smuggling in some countries,  
[automatic; there is no alternative]

Was sport compulsory/obligatory at your school? No, it was  
optional at mine, [optional: you can choose]

I am exempt from tax as I'm a student, [free from obligation]

The negative of must and have (got) to are formed with need and have to, when we  
mean something is not necessary/not obligatory.

Continue the sentences using ‘obligation’ words and phrases from A opposite, and using the words in brackets.

- 1 They were losing £1 million a year, so the company... (close down)
- 2 You don't have to buy travel insurance... (optional)
- 3 You can hire a video camera, but you... (pay a deposit)
- 4 We'll have to sell the house, I'm afraid we have... (otherwise, bankrupt)
- 5 This jacket's got curry stains on it; I really... (the cleaners)
- 6 He didn't want to give them the money, but they had guns; they... (hand it over)
- 7 No, he couldn't choose to pay a fine; the prison sentence is... (for dangerous driving)
- 8 I didn't want to do maths, but I had to. It's... (in all secondary schools)
- 9 How kind of you! You really... (buy us a present)
- 10 If you're over 50, you're... (military service)

1. List something in your world which...

- 1 regularly needs cutting, my hair, the lawn
- 2 there is a lack of.
- 3 is obligatory once a year.
- 4 you are in need of.
- 5 is inevitable.
- 6 you no longer have to do.
- 7 was compulsory when you were at school.

2. Collocations with ‘possibility/probability’ words. Use a dictionary to try to fill in the rest of this matrix. One line has already been done for you.

If you cannot find out the collocations at all, use the key to this unit.

✓ = typical collocation X = not a typical collocation

	<i>highly</i>	<i>quite</i>	<i>very</i>	<i>absolutely</i>
possible	X	✓	✓	X
impossible				
probable				
(un)likely				
inevitable				
certain				

3. Use the collocations in 60.3 to say how probable/possible these are.

- 1 Most people will have a videophone in their homes by 2025.
- 2 There will be rain in the Amazon forest within the next 8 days.
- 3 A human being will live to be 250.
- 4 We will all be dead by the year 2250.
- 5 A flying saucer will land in Hong Kong.
- 6 You'll be given an opportunity to meet the US President.
- 7 There will be a third world war.

## Belief and opinion

### Verbs connected with beliefs and opinions

You probably already know think and believe; here are more.

I'm convinced we've met before, [very strong feeling that you're right] ,

I've always held that compulsory education is a waste of time, [used for very firm beliefs; maintain could be used here]

She maintains that we're related, but I'm not convinced, [insist on believing, often against the evidence; hold could not be used here]

I feel she shouldn't be forced to do the job. [strong personal opinion]

I reckon they'll get married soon, [informal, usually an opinion about what is likely to happen / to be true]

I doubt we'll ever see total world peace, [don't believe]

I suspect a lot of people never even think about pollution when they're driving their own car. [have a strong feeling about something negative]

### Phrases for expressing opinion

In my view / in my opinion, we haven't made any progress.

She's made a big mistake, to my mind, [fairly informal]

1. Rewrite these sentences using the verbs in brackets.

1 I've always suspected that ghosts don't really exist, (doubt)

2 My view has always been that people should rely on themselves more, (hold)

3 Claudia is convinced that the teacher has been unfair to her. (maintain)

4 I felt a very strong feeling that I had been in that room before, (convince)

5 In his view, we should have tried again, (feel)

## Travel

Look at the table of some basic travel vocabulary. Highlight any of the words that you are not sure about and look them up in your dictionary.

<i>transport type</i>	<i>different kinds of vehicle</i>	<i>parts of vehicle</i>	<i>people working with it</i>	<i>associated facilities</i>
road	sports car, estate car, bus, coach, tram, van, lorry	boot, engine, gears, steering-wheel, brakes, tyres	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station
rail	passenger train, freight train, local train, express	sleeping-car, buffet, restaurant- car, compartment	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box
sea	yacht, rowing-boat, fishing-boat, liner, ferry, trawler	engine-room, deck, bridge, gangplank, companionway	captain, skipper, purser, docker, steward(ess)	port, buoy, quay, customs shed, light-house, docks
air	aeroplane, jet, helicopter, supersonic aircraft	cockpit, nose, tail, wings, fuselage, joystick	pilot, ground staff, steward, air traffic controller	duty-free shop, departure lounge, hangar, runway

### Some words connected with travel

Last week he flew to New York. It was an early-morning flight. The plane was to take off at 6 a.m. and land at 7 a.m. local time. He was stranded at the airport overnight. The plane was delayed by fog. Air passengers often suffer such delays.

Trains always run on time here. You have to change trains at Crewe.

We are sailing on the QE2. It sets sail at noon. It will dock in New York at 6 p.m. and we shall disembark as soon as we can.

The ship was wrecked. The passengers were marooned on a desert island.

### Miscellaneous expressions

#### See

I must see about/to arrangements for the conference, [deal with]

They've gone to see Jim off at the airport, [go with someone about to set off on a journey] It's easy to see through his behaviour, [not be deceived by]

It's sometimes hard to see the wood for the trees, [get a clear view of the

whole of something because of distracting details]

Do you think you could see your way to lending me a fiver? [feel it was possible to]

I must be seeing things, [having hallucinations]

### **Run**

I ran into an old friend yesterday, [met unexpectedly]

Her patience has run out. [come to an end]

Let's run over the plans again, [review]

The children have run me off my feet today, [kept me so busy that I'm exhausted]

She runs the business while he looks after the children, [manages / has overall responsibility for]

How often do the trains run? [go]

### **D Turn**

There was a very large turnout at the concert, [number of people who came]

She turned down their offer of promotion, [refused]

Who do you think turned up last night? [made an appearance, often unexpectedly] I'm going to turn over a new leaf this year, [make a fresh start]

It's your turn to do the washing-up. [It's your duty this time because I did it last time. He did me a good turn, [a favour]

### **Let**

He has been let down so many times in the past, [disappointed]

He won't let us into the secret, [tell us]

I hope the rain lets up soon, [becomes less strong]

Let go of the rope, [stop holding] Please let me be. [stop bothering me] . She let it slip that she had been given a pay rise, [mentioned accidentally or casually]

## Break

The car broke down again this morning, [stopped working]

There isn't going to be a wedding - they have broken off their engagement, [ended] Burglars broke into our house while we were on holiday, [forcibly entered]

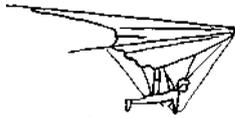
I'm dreading breaking the news to him. [telling him the news]

He has broken her heart, [made her deeply unhappy]

The athlete broke the record for the 1000 metres, [created a new record]

## Sport

### A Common sports



hang-gliding



windsurfing



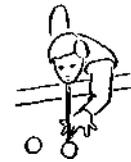
bowling



darts



riding

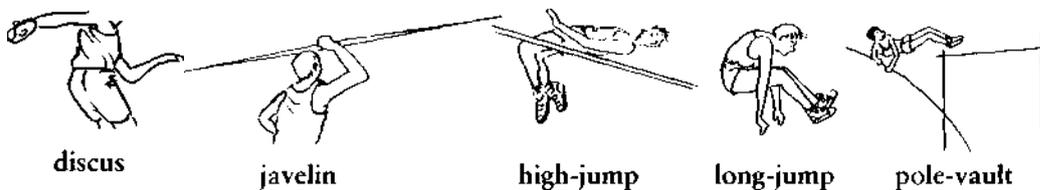


snooker/pool/billiards motor-racing

### Equipment - what you hold in your hand

golf - club squash/tennis/badminton - racket darts - dart archery - bow  
cricket/table-tennis/baseball - bat hockey - stick snooker/pool/billiards - cue  
canoeing - paddle rowing - oar fishing - rod/line

### Athletics - some field events



She's a good sprinter, [fast over short distances]

He's a great long-distance runner, [e.g. 5000 metres, marathon] Jogging round the park every Saturday's enough for me.

#### **D Verbs and their collocations in the context of sport**

Our team won/lost by three goals/points.

She broke the Olympic record last year.

He holds the record for the 100 metres breast-stroke.

Liverpool beat Hamburg 4-2 yesterday.

The team have never been defeated, [more formal than beat] How many goals/points have you scored this season?

I think I'll take up bowls next spring and give up golf.

#### **People who do particular sports**

**-er** can be used for many sports, e.g. footballer, swimmer, windsurfer, high-jumper, cricketer, golfer, etc. Player is often necessary, e.g. tennis-player, snooker-player, darts- player; we can also say football-player, cricket-player. Some names must be learnt separately, e.g. canoeist, cyclist, mountaineer, jockey, archer (not archerer), gymnast.

#### **1. Which of the sports opposite are these people probably talking about?**

- 1 'The ball has a natural curve on it so it doesn't go in a straight line on the grass.'
- 2 'Provided it's not too windy at the top, there's no problem.'
- 3 'It is incredibly noisy, fast and dangerous, but it's really exciting to watch.'
- 4 'You get sore at first and can hardly sit down, but you get used to it after

a while.’

5 ‘It’s all a matter of balance really.’

6 ‘You need a good eye and a lot of concentration.’

**2. Collocations. Fill the gaps with suitable verbs.**

1 Were many records..... at the Olympics?

2 We’ve been ..... so many times we deserve to be bottom of the league!

3 Congratulations! How many points did you ..... by?

4 You should ..... jogging. That would help you lose weight.

5 Who..... the world record for the 1000 metres? Is it a Russian?

6 I only ever once ..... a goal, and that was sheer luck.

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