

Херсонський державний університет
Факультет дошкільної та початкової освіти
Кафедра філології



**Навчально-методичний посібник з англійської
мови для студентів 1-3 курсів ФДПО**
**Укладачі: Покорна Л.М., Валусєва І.В.,
Васильєва О.В.**



Херсон 2017

Укладачі: Л.М.Покорна, І.В.Валуєва, Васильєва О.В.

Рецензент: Н.М. Лебедєва, кандидат філологічних наук, доцент

О.Ф. Свиридов, кандидат філологічних наук, доцент

навчально-методичний посібник з англійської для студентів 1-3 курсів ФДПО. – Херсон, 2017. – 144с.

Затверджено Ученою радою ХДУ (протокол № 7 від 26.12.17р.)

Погоджено НМР ХДУ (протокол № 2 від 20.12.17р.)

Схвалено НМР факультету дошкільної та початкової освіти (протокол №2 від 30.11.17р.)

Розглянуто на засіданні кафедри філології (протокол № 3 від 02.10.2017р.)

ПЕРЕДМОВА

В посібнику представлено навчальний матеріал для вивчення дисципліни „Іноземна мова”. Розглядається велике коло питань, пов’язаних із формуванням комунікативної компетенції у всіх видах мовленнєвої діяльності у студентів факультету дошкільної та початкової освіти, які вивчають англійську мову. Актуальність розробки даного навчально-методичного посібника зумовлена потребою оптимізації освітнього процесу з навчання англійської мови за вимогами Держстандарту початкової загальної освіти щодо підготовки майбутніх фахівців.

Посібник складається з 17 розділів, з них: на 1 курсі – 7, на 2 курсі – 7, на курсі 3 по 6 годин на кожний. Разом – 90 годин. Взагалі, навчання дисципліни «Іноземна мова» складає 5 модулів по 18 годин.

Уся увага концентрується на головних питаннях, що стосуються використання комунікативно-діяльного підходу до навчання англійської мови. Цим обумовлюється і структура кожного з уроків, де детально представлено: фонетичний рівень навчання, лексичний рівень навчання, граматичний рівень навчання, креативні завдання. Слід відзначити, що в посібнику професійно-орієнтований компонент комунікативного навчання спрямований головним чином на підготовку майбутніх фахівців початкової школи – тих, хто втілює в життя викладання цієї дисципліни.

Методика мовних компетентностей складається з формування :

- комунікативної компетентності – здатності особистості застосовувати у конкретному спілкуванні знання мови, способи взаємодії з навколишніми і віддаленими людьми та подіями, навички роботи у групі, володіння різними соціальними ролями;

- фонетичної компетентності – здатності студента до коректного артикуляційного та інтонаційного оформлення своїх висловлювань і розуміння мовлення інших, яка базується на складній і динамічній взаємодії відповідних навичок, знань і фонетичної усвідомленості;

- лексичної компетентності – здатності студента до коректного оформлення своїх висловлювань і розуміння мовлення інших, яка базується на складній і динамічній взаємодії відповідних навичок і знань, лексичної усвідомленості, яка є важливим чинником і передумовою оволодіння іншомовною комунікативною компетентністю;

- граматичної компетентності – здатності студента до коректного граматичного оформлення своїх усних і писемних висловлювань та розуміння граматичного оформлення мовлення інших, яка базується на складній і динамічній взаємодії відповідних навичок і знань та граматичної усвідомленості

Навчально-методичний посібник можна рекомендувати студентам 1-3 курсів факультету дошкільної та початкової освіти спеціальностей «Початкова освіта», «Дошкільна освіта».

ЗМІСТ

1 курс

UNIT 1.	The image of the ideal family. Article. To be.	4
UNIT 2	The flat you are dreaming about. Word order.	12
UNIT 3	My university and student life. Singular and Plural forms of Nouns. Possessive Case.	20
UNIT 4	My Motherland and native city. Degrees of Comparison of Adjectives. The Present Simple Tense.	26
UNIT 5	Great Britain. Pronouns. The Past Simple Tense.	35
UNIT 6	The USA. Word Formation. The Future Simple Tense.	44
UNIT 7	Travelling. Numerals. Prepositions.	53

2 курс

UNIT 8	Hobbies. Continuous Tenses.	58
UNIT 9	Describing People The Present Perfect Tense	66
UNIT 10	Getting about the city. The Past Perfect Tense.	70
UNIT 11	At the airport. The Future Perfect Tense. Types of Questions.	77
UNIT 12	Preschool education / Primary school education. Forms of Verbs. Infinitive. Gerund.	84
UNIT 13	Shopping. The System of Tenses.	89
UNIT 14	Money. The Sequence of Tenses.	95

3 курс

UNIT 15	Visiting a restaurant. Food. Passive Voice.	102
UNIT 16	The system of Education in Ukraine. Reported Speech.	112
UNIT 17	My profession. Conditional Sentences	124
Додатки		140
Література		143

UNIT 1. THE IMAGE OF THE IDEAL FAMILY

1. Read the text.

YOUR IMAGE OF THE IDEAL FAMILY.

The ideal family is first of all mutual understanding. Each member of the family must be sure in the other one. The ideal family must have children, the more the better. They should help their parents about the house. The duties of the girls are: to put out knives, forks, spoons, cups, plates and saucers before breakfast, dinner or supper and to clean away the dishes after meals, to dust the furniture, to sweep the floor, to do the beds, to do the rooms, to do shopping. They must help mother with cooking in the kitchen. The boys also may help father in his work about the house or in the garden.

The ideal family must be built on the democratic bases. All the members of the family must gather together to decide the problems they meet. It should be a friendly family to overcome the difficulties. The friendly family would prefer to spend their spare time together: to go to the cinema or theatre, to go to the seaside or to the country, to go on the trips or travel abroad. They have occupations and interests in common and the same way they look on life.

Vocabulary:

mutual understanding – взаєморозуміння

member - член

duties – обов'язки

sweep - підметати

on the democratic bases – на демократичних засадах

overcome - подолати

2. Read and learn by heart the dialogue. Then act it out.

Helen: Andrew, tell me about your family.

Andrew: OK. With pleasure

Helen: What's your father? What's his job?

Andrew: He is an architect.

Helen: And your mother? Is she a housewife?

Andrew: No, she isn't. She is a journalist.

Helen: Do they live in Moscow?

Andrew: No, they live in St. Petersburg now.

Helen: Oh! And you say you have a brother. What's his name?

Andrew: He is Peter.

Helen: Is he a student?

Andrew Yes, he is from St. Petersburg University.

Helen: Really? A good student?

Andrew Yes, he's a good student.

Helen: What's his speciality?

Andrew Law. He's a future lawyer.

Helen: Is he married?

Andrew: No, he isn't married. But he has a girlfriend.

Helen: Who is she?

Andrew I don't know. It's a secret.

3. *Phonetic exercises*

Фонетичні особливості

Звукова будова англійської мови значною мірою відрізняється від російської та української. Існують звуки, що відсутні в українській мові, наприклад, [w], [æ], [θ], [ŋ] та ін. Є звуки, що схожі зі звуками рідної мови, але мають специфічні особливості вимови - [t], [d], [l]. Певна група звуків мають значні відповідності в обох мовах – [b], [p], [v], [m] та інші.

Фонетична транскрипція

Кількість звуків значно перебільшує кількість букв алфавіту. Для зображення всіх звуків розроблена міжнародна система фонетичної транскрипції – система запису звуків за допомогою символів.

У фонетичній транскрипції кожен звук відповідає певному символу. Фонетична транскрипція ґрунтується на латинському алфавіті, до якого додали декілька особливих символів. Деякі символи – це літери інших мов, наприклад, [θ] – грецька літера. Фонетична транскрипція подається у дужках [] після орфографічного позначення слова. [:] – позначає довготу голосного звука. [ˈ] – позначення наголосу, ставиться перед наголошеним складом.

Знання символів фонетичної транскрипції забезпечує правильну вимову незнайомих слів під час роботи зі словником.

Символи фонетичної транскрипції представлено у додатку 1.

Exercises

1) *Join the letters and sounds together, drawing a line:*

H	[i]
I	[æ]
Y	[h]
A	[ai]
C	[ə]
G	[k]
E	[dʒ]

2) *Read the words, transcribe them:*

lake	[]	fat	[]
ball	[]	man	[]
scarf	[]	table	[]

4. New Grammar

TO BE**Present Simple**

Singular

I – am

You – are

He, she, it – is

Plural

We →
 You --- → are
 They →

Past Simple

Singular

I →
 He, she, it → was

Plural

We →
 You → were
 They →

Future Simple

I, we – shall be

You, he, she, it, they, - will be

+ I am an engineer. He is a doctor. You are a student. They are tired.

- I am not an engineer. He isn't a doctor. You aren't a student. They are not tired.

? Is he a doctor? Are you a student? Are they tired?

Вирази з to be**To be fond of** – захоплюватись**To be surprised at** - здивуватись**To be blame** – бути винуватим**To be able to** = can**To be acquainted with** – бути знайомим з**To be worth** – варто (щось зробити)**To be sure**- бути впевненим**To be happy (unhappy)** – бути щасливим (нещасливим)**To be ill** - хворіти**To be afraid of** - боятися**To be angry with** - розсердитись**To be late** - запізнюватись**To be busy with** – бути зайнятим**To be thirsty (hungry)** – відчувати спрагу (голод)**To be ready for something** – бути готовим до**To be interested in** – проявляти інтерес, бути зацікавленим у**To be married to** – бути одруженим з**Exercises****1. Put am, is, are. Make negative and interrogative sentences.**

She is his best friend. She isn't his best friend. Is she his best friend.

He _____ my friend. I _____ her mother. We _____ girls. They _____ pupils.

You _____ a doctor. She _____ tired. It _____ raining.

2. Use the correct form to the verb to be:

1. This book _____ mine.
2. Jane and Peter _____ married.
3. That _____ right.
4. My brother _____ here at the moment.
5. We _____ in England.
6. It _____ Monday today.
7. Jennie's surname _____ Peters.
8. I _____ a hairdresser.
9. My name _____ Alexander.
10. There _____ many people in this class.

3. Use there is / there are.

1. There _____ many animals in the zoo.
2. There _____ a snake in the window.
3. There _____ a zebra in the grass.
4. There _____ lions in the zoo, too.
5. There _____ many baby lions near their parents.
6. There _____ a bird next to the tree.
7. There _____ many monkeys in the trees.
8. There _____ an elephant in the zoo.
9. There _____ some water in the lake near the elephants.
10. There _____ birds in the zoo.
11. There _____ many people visiting the animals today.
12. There _____ many children, too.
13. There _____ some grass under the tree.
14. There _____ bananas in the tree with the gorilla.
15. There _____ many birds near the gorilla.

THE ARTICLE

В англійській мові перед іменниками вживається особливе службове слово – артикль: означений **the** і неозначений **a (an)**.

The Article

a (an)	the
<p>a + u ...([ju:]), other letters:</p> <p>a university teacher</p> <p>a secretary</p> <p>a name</p> <p>a table</p> <p>a book</p> <p>a bank</p>	<p>The students of our Academy.</p> <p>Where is the key?</p> <p>Give me the list of the students.</p> <p>The walls of my room.</p> <p>The office is on the second floor.</p> <p>Pass me the bread, please.</p> <p>He is the best in the group.</p> <p>The Browns have left London.</p> <p>The sky is blue.</p>
<p>an + a..., e..., i..., o...,</p> <p>an apple</p> <p>an elephant</p>	

<p>an artist an example an <u>hour</u></p>	<p>The sun is shining. He stayed at the “Metropol”. She reads The Times. The “Titanic”. He plays the piano.</p>
<p>use THE with</p>	<p>don't use THE with</p>
<p>oceans, rivers, seas, gulfs, plural lakes the Red Sea, the Atlantic Ocean, the Persian Gulf, the Great Lakes. mountains the Rocky Mountains, the Andes earth, moon the earth, the moon schools, colleges, universities when the phrase begins with school, etc The University of Florida, the College of Arts & Sciences ordinal numbers before nouns the First World War, The third chapter wars (except world wars) the Crimean War, Korean War countries with more than one word (except Great Britain) the United States, the Central African Republic historical documents the Constitution, the Indians, the Aztecs</p>	<p>singular lakes Lake Geneva, Lake Erie mounts Mount Vesuvius, Mount McKinley planets, constellations Venus, Mars, Orion schools, colleges, universities when the phrase begins with a proper noun Santa Fe Community College, Cooper's Art School, Stetson University cardinal numbers after nouns World War One, chapter three countries with one word China, Venezuela, France continents Europe, Africa, South America states Florida, Ohio, California sports baseball, basketball abstract nouns freedom, happiness general areas of subject matter mathematics, sociology</p>

Exercises

1. Put in a / an / the.

1. Britain is an island.
2. Bob is ... student.

3. Mary is ... architect.
4. What is ... largest city in Canada?
5. Don't sit on ... floor. it's dirty.
6. We stayed at ... small hotel.
7. Tom is in ... bathroom. He is Having ... bath.
8. I don't like ... colour of your dress.
9. I'd like ... umbrella.
10. He is ... university teacher.

2. Use *the where necessary.*

1. ... Great Lakes are in Canada.
2. He came from ... France to ... USA.
3. ... Lake Erie is in ... North America.
4. We study at ... Ukrainian State Academy of Water Management.
5. On our trip to ... Spain, we crossed ... Atlantic Ocean.
6. He studies at ... University of Florida.
7. ... Ukrainians are very friendly.
8. ... Constitutions of ... Ukraine was adopted in 1996.
9. They play ... football.
10. World War One began in 1914.

3. Use *an article where necessary.*

1. He has got car.
2. I have got apple.
3. He'sactor.
4. She's shop-assistant.
5. They love playing football.
6. We don't like writing letters.
7. Ann likes fruit.
8. Go to bed. It's 11 o'clock.
9. My sister goes to school.
10. His father is atwork.
11. Our friend plays piano.
12. Read third chapter.
13. They are fighting for freedom.

5. Communicative Tasks

Discuss the proverbs:

As the mother, so is the daughter. Яка мати, така й дочка.

A child may have too much of his mother's blessing. Занадто ніжна мати псує дитину.

6. Tasks for listening.

A Dumb wife

1) Say which statements are false or true

1. The man had a very talkative wife.
2. He didn't love his wife.
3. He went to the doctor.
4. He asked the doctor to help his wife.
5. The doctor said it would be difficult.
6. The husband wanted to listen to his wife.

2) Chose the correct answer

1. What did the doctor do?
 - a) he made an operation;
 - b) he sent a message;
 - c) he sent the wife away.
2. What happened to the dumb woman?
 - a) she began to sleep;
 - b) she began to jump;
 - c) she began to speak.
3. How did she speak?
 - a) she spoke a little and quite;
 - b) she spoke very much and loudly;
 - c) she didn't want to speak.
4. What did her husband do after that?
 - a) he left home;
 - b) he ran to the park;
 - c) he ran to the doctor.
5. What did he ask the doctor about?
 - a) to make his wife deaf;
 - b) to make his wife dumb again;
 - c) to take his wife away.
6. What was the doctor's answer?
 - a) he said he could do nothing;
 - b) he said he could do that;
 - c) he said he would operate her.

7. Creative tasks

Role games

FAMILY MATTERS

YOU ARE 18 YEARS OLD. YOUR BOYFRIEND, WHO YOU HAVE BEEN DATING FOR 2 WEEKS, HAS PROPOSED TO YOU. YOU LOVE HIM, BUT YOU ARE NOT SURE WHAT TO DO. YOU ASK YOUR PARENTS FOR AN ADVICE ...

YOUR DAUGHTER, WHO IS 18 YEARS OLD, TELLS YOU THAT HER BOYFRIEND, WHOM SHE HAS BEEN DATING FOR 2 WEEKS, HAS PROPOSED TO HER. SHE LOVES HIM AND ASKS YOU FOR AN ADVICE ...

YOUR WIFE HAS GOT A NEW JOB IN ANOTHER COUNTRY. YOU DON'T WANT TO MOVE, BUT THIS IS A GOOD OPPORTUNITY FOR HER. YOU HAVE A DAUGHTER OF 8 YEARS AND YOU ARE NOT SURE THAT SUCH CHANGES WILL BE GOOD FOR HER. DISCUSS THE SITUATION WITH YOU WIFE.

YOU HAVE GOT A NEW JOB IN ANOTHER COUNTRY. YOU HUSBAND DOESN'T WANT TO MOVE, BUT THIS IS A GOOD OPPORTUNITY FOR YOU. YOU HAVE A DAUGHTER OF 8 YEARS. DISCUSS THE SITUATION WITH YOUR HUSBAND.

YOU ARE 18 YEARS OLD. YOU WANT TO JOIN THE ARMY, BECAUSE YOUR COUNTRY IS INVOLVED INTO A MILITARY CONFLICT AND YOU WANT TO PROTECT YOUR MOTHERLAND. CONVINCING YOUR PARENTS TO LET YOU GO.

YOUR SON / DAUGHTER IS 18 YEARS OLD. HE/ SHE WANTS TO JOIN THE ARMY, BECAUSE YOUR COUNTRY IS INVOLVED INTO A MILITARY CONFLICT AND HE/SHE WANTS TO PROTECT THE MOTHERLAND. DISCUSS THE SITUATION WITH YOUR CHILD.

YOU'VE GOT A CHANCE TO MOVE TO ANOTHER COUNTRY FOR A PERMANENT RESIDENCE. YOU CAN'T DECIDE WHAT TO DO, BECAUSE ALL YOUR RELATIVES LIVE IN YOUR HOME TOWN, YOU'VE GOT A GREAT JOB IN HERE. YOU ASK YOUR FRIEND FOR AN ADVICE.

YOUR FRIEND HAS GOT A CHANCE TO MOVE TO ANOTHER COUNTRY FOR A PERMANENT RESIDENCE. HE/SHE IS QUITE AN INDECISIVE PERSON AND NEEDS YOUR ADVICE.

YOU'VE WON THE BEAUTY CONTEST "MISS WORLD" AND YOU'RE SUPPOSED TO TRAVEL THE WHOLE YEAR DOING SOME CHARITY WORK ALL OVER THE WORLD. BUT DURING THIS YEAR YOU CAN'T WORK, CAN'T GET MARRIED, CAN'T HAVE ANY BOYFRIEND, CAN'T LIVE IN YOUR COUNTRY , ETC. TALK TO YOU PARENTS AND DECIDE WHAT TO DO...

YOUR DAUGHTER HAS WON THE BEAUTY CONTEST "MISS WORLD" AND SHE IS SUPPOSED TO TRAVEL THE WHOLE YEAR DOING SOME CHARITY WORK ALL OVER THE WORLD. BUT DURING THIS YEAR SHE CAN'T WORK, CAN'T GET MARRIED, CAN'T HAVE ANY BOYFRIEND, CAN'T LIVE IN WITH YOU, ETC. SHE IS ONLY 19. TALK TO HER AND DECIDE WHAT TO DO...

ONE MORNING YOU HAVE FOUND A BABY IN A CRADLE ON YOUR THRESHOLD. DISCUSS WITH YOUR FAMILY WHAT TO DO...

ONE MORNING YOUR FAMILY MEMBER HAS FOUND A BABY IN A CRADLE ON YOUR THRESHOLD. DISCUSS WITH YOUR FAMILY WHAT TO DO...

UNIT 2. THE FLAT YOU ARE DREAMING ABOUT PLACE I LIVE IN

1. Read the text.

Nowadays our flats are not very well-furnished. That's a pity! But I dream of the flat, which would give bright mood for everyone.

First of all it must be space saving and comfortably furnished with the furniture of the latest models. I'd like to have rather large living-room with built-in furniture specially designed for my flat, as it saves space and is cheaper, usually, than to buy the separate pieces of furniture.

Kitchen is also very important part of any flat. Built-in appliances can enhance the beauty to my kitchen. Modern kitchen with built-in appliances would offer more convenience and flexibility, more economical use of space and opportunity to make kitchen a room that suits my family and me perfectly.

A kitchen has to combine practicality of purpose with good looks. For instance, I'd prefer to roast and grill at eye level and a larder fridge directly locates above a freeze.

Built-in appliances would not only improve the look of my kitchen – they would give the opportunity to create the ideal environment.

Essential part of every modern kitchen now is a built-in extractor. It would look good and integrate perfectly into overall kitchen design. The latest chic extractor is virtually when not in use.

Every modern kitchen has as an equipment an automatic dishwasher. Apart from obvious convenience and time saving factors, there are many other advantages of using dishwasher.

A few words about a living-room. The living-room is the heart of every house. I want it to look special, to be beautifully comfortable, to reflect the style of my home.

As I have already mentioned I'd like to have quite large living-room. And why not have dining recess in the living-room? One end of the room I use quite easily for meals. Between the two parts of the room there could be a built-in piece of furniture. It's not high – not up to the ceiling.

On one side there are cupboards. And drawers and shelves for china, silver, cutlery and so on. And on the other side there is a bookcase. You have a built-in writing desk, too, if you like. And of course there is an upholstered suite. It is a very important element in any flat. To my mind it should be soft and comfortable to look at, and soft and comfortable to relax in. It has a style in a truly innovative range of furnishing fabrics which design gives any room a real touch of class. For a great space saving idea and convenience of an extra bed for the occasional overnight guest you

can't do better than choose one of superb sofa-beds. Well-chosen upholstered suite makes my living room absolutely unique.

And I think that potted trees and flowers give personal touches, which bring the room to life. They help to eliminate monotony and give privacy. All this by no means cheap but it's my dream!

Vocabulary:

Furniture – меблі

Appliances – прибори

Enhance – посилювати

Convenience – зручність

Flexibility – гнучкість

Environment – середовище

Extractor – екстракт, витяг

Equipment – обладнання

Dining recess – перерва на їжу

Ceiling – стеля

Cupboards – буфет, шафа

Drawers – висувний ящик

Cutlery – ножові вироби

Upholstered suite – набір, комплект

Superb – чудовий, елегантний

Potted trees – дерева

Eliminate – усувати, знищувати

2. Read and learn by heart the dialogue. Then act it out.

T: Don't you have air-conditioning in your apartment?

A: Well, there's air-conditioning. Did you see that window air-conditioning there?

The problem is that the window unit is not powerful enough.

T: I guess not.

A: Well? I'm going to move out anyway. The new apartment has central air-conditioning.

T: You should've moved out long, long ago.

A: Well, I had to wait until the lease expires. So...

T: So how can you stand the heat?

A: Well, I open the windows and... and I've got an electric fan here. It helps a little.

3. Phonetic exercises

Фонетичні особливості/Голосні.

- 1**
- | | | | |
|-----|-----|------|------|
| maɪ | naɪ | aɪs | faɪn |
| baɪ | daɪ | maɪs | naɪf |
| paɪ | taɪ | naɪs | daɪn |
- 2**
- | | | | | | | |
|-----|-----|------|---|-----|---|-----|
| meɪ | neɪ | meɪn | — | met | — | mɛə |
| beɪ | deɪ | peɪn | — | pen | — | pɛə |
| peɪ | teɪ | deɪt | — | det | — | dɛə |
- 3**
- | | |
|-------|-------|
| peɪl | maɪl |
| leɪt | laɪn |
| pleɪt | slaɪs |
- 4**
- | | | | | | | | | | |
|-----|---|-----|-----|---|------|---|-----|---|-----|
| meɪ | — | mi: | ni: | — | ni:d | — | nɪk | — | nɪə |
| beɪ | — | bi: | di: | — | di:n | — | dɪd | — | dɪə |
| peɪ | — | pi: | vi: | — | fi:t | — | fɪt | — | fɪə |
- 5**
- | | | | | |
|------|---|-------|---|------|
| flaɪ | — | faɪv | — | faɪt |
| si: | — | si:z | — | si:t |
| zi: | — | fi:ld | — | fi:p |
| dʒeɪ | — | eɪdʒ | — | eɪtʃ |
- 6**
- | | |
|--------|--------|
| θθθi: | ððði: |
| θθθɪk | ðððem |
| θθθɪn | ðððen |
| mɪθθθ | beɪððð |
| ti:θθθ | saiððð |
- 7**
- | | | | | |
|------|---|-----|---|--------|
| tu: | — | tuk | — | tuə |
| bu:t | — | buk | — | buə |
| fu: | — | fud | — | fuə |
| gu:s | — | gud | — | tu:θθθ |
| fu:l | — | ful | — | bu:ððð |
- 8**
- | | | | | | |
|------|---|------|-----|---|------|
| æm | — | mæn | kæt | — | bæd |
| æd | — | mæd | bæk | — | bæg |
| læd | — | læmp | kæp | — | kæb |
| blæk | — | flæg | ækt | — | fækt |
- 9**
- | | | | | |
|-------|---|------|---|-------|
| si:t | — | sɪt | — | set |
| sti:l | — | stɪl | — | stem |
| tʃi:k | — | tʃɪn | — | tʃest |
| fi:p | — | fɪp | — | self |
| li:d | — | lɪd | — | led |
| slɪ:p | — | slɪp | — | slept |
- 10**
- | | | |
|---------|---------|---------|
| 'kleɪvə | 'fɪgə | 'tɪ:tʃə |
| 'leðə | 'bɪldə | 'kli:nə |
| 'slendə | 'sɪlvə | 'taɪgə |
| 'peɪpə | 'pɪktʃə | 'fʊgə |
- 11**
- | | | | | |
|-----|---|-------|-------|-----------|
| gou | — | goust | kout | 'foutou |
| tou | — | toust | bout | pə'teɪtəu |
| nou | — | snou | smouk | 'fouldə |
| lou | — | slou | spouk | 'fouldə |

4. New Grammar

Basic Word Order

English word order is strict and rather inflexible. As there are few endings in English that show person, number, case and tense, English relies on word order to show relationships between words in a sentence.

English nouns do not have any case endings (only personal pronouns have some case endings), so it is mostly the word order that tells us where things are in a sentence, and how they interact. Compare:

The dog sees the cat.

The cat sees the dog.

The subject and the object in these sentences are completely the same in form. How do you know who sees whom? The rules of English word order tell us about it.

Word order patterns in English sentences

English sentences are divided into declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands, requests), and exclamatory sentences. Declarative sentences are the most common type of sentences. Word order in declarative sentences serves as a basis for word order in the other types of sentences.

The main minimal pattern of basic word order in English declarative sentences is SUBJECT + PREDICATE. Examples: Maria works. Time flies.

The most common pattern of basic word order in English declarative sentences is SUBJECT + PREDICATE + OBJECT, often called SUBJECT + VERB + OBJECT (SVO) in English linguistic sources. Examples: Tom writes stories. The dog sees the cat.

An ordinary declarative sentence containing all five parts of the sentence, for example, "Mike read an interesting story yesterday", has the following word order:

The subject is placed at the beginning of the sentence before the predicate; the predicate follows the subject; the object is placed after the predicate; the adverbial modifier is placed after the object (or after the verb if there is no object); the attribute (an adjective) is placed before its noun (attributes in the form of a noun with a preposition are placed after their nouns).

Verb type and word order

Word order after the verb usually depends on the type of verb (transitive verb, intransitive verb, linking verb). (Types of verbs are described in Verbs Glossary of Terms in the section Grammar.)

Transitive verbs

Transitive verbs require a direct object: Tom writes stories. Denis likes films. Anna bought a book. I saw him yesterday. (See Transitive and Intransitive Verbs in the section Miscellany.)

Some transitive verbs (e.g., bring, give, send, show, tell) are often followed by two objects: an indirect object and a direct object. For example: He gave me the key. She sent him a letter. Such sentences often have the following word order: He gave the key to me. She sent a letter to him.

Intransitive verbs

Intransitive verbs do not take a direct object. Intransitive verbs may stand alone or may be followed by an adverbial modifier (an adverb, a phrase) or by a prepositional object.

Examples of sentences with intransitive verbs: Maria works. He is sleeping. She writes very quickly. He went there yesterday. They live in a small town. He spoke to the manager. I thought about it. I agree with you.

Linking verbs

Linking verbs (e.g., be, become, feel, get, grow, look, seem) are followed by a complement. The verb BE is the main linking verb. It is often followed by a noun or an adjective: He is a doctor. He is kind. (See The Verb BE in the section Grammar.)

Other linking verbs are usually followed by an adjective (the linking verb "become" may also be followed by a noun): He became famous. She became a doctor. He feels happy. It is getting cold. It grew dark. She looked sad. He seems tired.

The material below describes standard word order in different types of sentences very briefly. The other materials of the section Word Order give a more detailed description of standard word order and its peculiarities in different types of sentences.

Declarative sentences

Subject + predicate (+ object + adverbial modifier):

Maria works.

Tom is a writer.

This book is interesting.

I live in Moscow.

Interrogative sentences

Interrogative sentences include general questions, special questions, alternative questions, and tag questions. (See Word Order in Questions in the section Grammar.)

General questions

Auxiliary verb + subject + main verb (+ object + adverbial modifier):

Do you live here? – Yes, I do.

Does he speak English? – Yes, he does.

Did you go to the concert? – No, I didn't.

Is he writing a report now? – Yes, he is.

Have you seen this film? – No, I haven't.

Special questions

Question word + auxiliary verb + subject + main verb (+ object + adverbial modifier):

Where does he live? – He lives in Paris.

What are you writing now? – I'm writing a new story.

When did they visit Mexico? – They visited Mexico five years ago.

What is your name? – My name is Alex.

How old are you? – I'm 24 years old.

subject	verb(s)	indirect object	direct object	place	time
I	will tell	you	the story	at school	tomorrow.

Where do expression of place and time go in English sentences?

Time	Subject	Verb	Object	Place	Time
	I	have	breakfast	in the kitchen.	
	They	play	handball	in the gym	every Monday.
	My friend	is swimming		in the pool.	

Time	Subject	Verb	Object	Place	Time
Every Saturday *	Peter	watches	TV	at home.	

- Expressions of time go at the end of a statement.
- At the end of the sentence: Place before Time
- NEVER put Place or Time between Verb and Object ~~I have in the kitchen breakfast.~~
- * Definite expressions of time can also go *at the beginning of the sentence* if they are not the main focus in the sentence. If you are in doubt – put it at the end of the sentence – it is more likely to be right.

Exercises

1. Put the correct word order.

1. she, won, easily, the game. 2. tennis, every weekend, Ken, plays. 3. quietly, the door, I, closed. 4. his name, after a few minutes, I, remembered. 5. a letter to her parents, Ann, writes, every week. 6. some interesting books, found, we, in the library. 7. across from the park, they, a new hotel, are building 8. to the bank, I, every Friday, go. 9. brightly, is, shining, sun, the. 10. in, lives, my, sister, New York.

2. Find and correct the mistakes. Example: Tom walks every morning to work. - Tom walks to work every morning.

1. Jim doesn't like very much baseball.
2. Ann drives every day her car to work.
3. Maria speaks very well English.
4. After eating quickly my dinner, I went out.
5. You watch all the time television.

3. Make the correct sentences:

1. always, at nine o'clock, out of the garage, in the morning, gets, his car, he
2. he, into town, after breakfast, often, Mrs Hodges, takes
3. a parking place, near the shops, they, find, rarely
4. sometimes, in a garage, Mr Hodges, his car, parks
5. fly, with my parents, to Florida, sometimes, I, in winter

4. Choose the correct sentence.

- 1 Always Anna has breakfast at 10 o'clock
- Anna always has breakfast at 10 o'clock
- 2 Anna has breakfast at 10 o'clock?
- Does Anna have breakfast at 10 o'clock?
- 3 Jim finished repairing his car yesterday
- Jim yesterday finished repairing his car.
- 4 What flowers do you like?

- Which flowers do you like?
- 5 Does Lena enjoy surfing?
- Does Lena enjoys surfing?
- 6 Why did you left the day before yesterday?
- Why did you leave the day before yesterday?
- 7 His name is Anton.
- His name Anton.
- 8 Sunny.
- It is sunny.
- 9 How much sugar do you take in your tea?
- How many sugar do you take in your tea?
- 10 Where does she live?
- When does she live?
-
- **5. Communicative Tasks**
- ***Make up a monologue.***
- You have recently moved into a new flat. Write a letter to a friend describing this new flat and comparing it with the old one.

Discuss the proverbs and sayings:

East or West, home is best./ There's no place like home./It's good to be visiting, but it's better at home.

An Englishman's home is his castle.

Every bird likes its own nest.

He has no home whose home is everywhere.

Men make houses, women make homes.

Mary's house

Mary is an architect. She knows houses. She works in an office in a big city in the US. She has a dream house. It is in a small place. There are two bedrooms and two bathrooms. There is a big kitchen and a small dining room. There is a lot of windows. The house has a porch. In her dream, Mary is sitting on a porch and drinking tea. Go back to work, Mary!

Questions:

- 1) What is Mary's job?
- 2) Does she know houses?
- 3) Where does she work?
- 4) Where is her dream house?
- 5) How many bedrooms are there?
- 6) Are there any bathrooms?
- 7) Is there a bathroom?
- 8) Are there a lot of windows?
- 9) Does the house have a porch?
- 10) What is Mary doing?

Question	1	2	3
Who is speaking?			
Where does he/she live?			
Where is his/her dream house?			
Name the kind of the house			
Is there a balcony?			

Discuss what flat you would like to choose.

London Apartment 1

2 Bedrooms , 2 Bathrooms

Amenities: Cable, TV, DVD, Internet, Laundry inside the apartment, Dryer, Balcony
Pets not allowed Smoking not permitted. Elevator

Location

Blackfriars City London Blackfriars Lane & Carter Lane, London EC4V Rate
£5,779 - £6,083 / month + VAT - Immediate Occupancy Only - 3 months minimum
Sleeps 4



Living room

Sheets, Cable Phone TV Sofa Dining table

Kitchen: Fridge Oven Dishwasher Freezer Coffee maker Toaster Microwave



Bedrooms

Number of beds 2, Sheets Window Cable Phone TV Sofa

PRICE : £1600

London Apartment 2

Description

1 Bedroom, 1 Bathroom , kitchen, living-room

Amenities: cable TV, Laundry, dryer, pets not allowed, smoking permitted, elevator



Living room: Window Cable Phone TV Sofa Dining table Photos - Kitchen 2
Bedroom Apartment Rental in Barbican, City (LN-365)

Kitchen: Window Dishwasher Microwave Freezer

Bedroom: Sheets Window Wardrobe chairs

PRICE £1100

Creative tasks

Find 12 words about furniture

E R B E D T S O F A Y U I O P
D S O A E A S D F R G H J K L
F V O Y S J K L A M P I P A Z
G C K U K H L V B C G U O S X
H X C I T G K C H A I R D C
J T A B L E J X N A F Y S F V
K A S O R F H Z M I D T T G B
S H E L F D G W A R D R O B E
L S G T V S E T L J S R O H N
P D H C U P B O A R D E L J M
O F J K Q W D S K H Q W L K L
I U Y T R E W Q S D F G H L K

UNIT 3. MY UNIVERSITY AND STUDENT LIFE.

1. Read the texts.

Kherson State University

I study at Kherson University. It is one of the biggest Universities in Ukraine. It is situated in the centre of the city. First it was a Pedagogical Institute, which was founded in 1917. It contained only a few faculties where about a hundred of students studied. Today the University has a large number of buildings with a lot of classrooms, laboratories and workshops. There are also computer centres, five reading halls and gyms in it. There is a big library at the University. Our library has a lot of books necessary for everyday teacher's and students' work. These books deal with the achievements of our science in different fields. The library has also books in fiction and science-fiction by Ukrainian and foreign authors.

There are about 36 chairs where famous professors and senior lecturers work. There are 11 faculties at the University.

I study at one of the faculties. Our classes begin at 8.30 a.m. and end at 3 p.m. We have 3-4 lectures or seminars every day. We learn different subjects: History of Ukraine, English, Psychology, Pedagogics, Physical Training and others. My favourite subject is English.

The students of the University combine theoretic study and practical work at schools. The graduates of our University work not only in Ukraine but all over the world.

The Faculty of Pre-School and Primary Education

The Faculty is known for innovative, high-quality academic programs, basic and applied research, and responsive community outreach activities. The Faculty of Pre-school and Primary Education is one of the prestigious faculties of Kherson State University. Training of the teachers of the day form of instruction (both at the expense of the state budget and juridical persons) is carried out according to the following qualifications: “Teacher of primary classes. Speech therapist”, “Teacher of primary classes. Teacher of the Ukrainian language and literature, “Teacher of primary classes. Teacher of the English language”. Correspondence students have the specialization as Speech therapists.

Since 1997 the students enrollment to external studies, where one can receive the diploma of a teacher of primary school on the individual schedule within two-ten years, has been conducted. The best students have a possibility to prolong their education at the Masters’ programs, and receive the Degree of Master of Pedagogics. An opportunity to enter Post-graduate studies is given to the most gifted students.

The educational process is provided by three faculty departments: pedagogics of primary and preschool education, philology, disciplines of natural science and mathematics.

The students master their in a wide circle of academic disciplines: theory and history of pedagogics, psychology and defectology, the Ukrainian, Russian, foreign languages, math, subjects of natural and aesthetic cycle, physical education and teaching methods. Besides, the students study a number of social sciences.

The qualitative level of the professional training is provided not only due to highly qualified pedagogical staff, but also because of modern teaching base, specialized lecture-rooms, libraries with reading-halls, specialized classrooms.

Students can develop different creative skills at the academic chorus, vocal ensemble, choreographic, theatre and music groups, creative workshops. It guarantees creative professional career. It is one of higher education’s most prestigious and rigorous accrediting bodies, stressing academic excellence and dedication to continuous improvement.

Vocabulary:

workshop - майстерня

necessary - необхідно

deal with – мати справу з

field - сфера

graduate – випускник, закінчувати навчальний заклад

research - дослідження

qualitative - якісний

provide - забезпечувати

speech therapist - логопед

develop - розвивати

skill - навичка

excellence – досконалість, висока якість

dedication - присвяченість

improvement – покращення

2. Read and learn by heart the dialogue. Then act it out.

Rajib : Hello Rakib, what are you studying now?

Rakib: Religion. How is your preparation for the upcoming examination, Rajib?

Rajib : Not so bad. I am not anxious about English but I can no how capture Trigonometry.

Rakib: What! Trigonometry is difficult! I think it is easier than Algebra.

Rajib : Would you kindly help me in problem with Trigonometry?

Rakib: Why not. Don't you think I am your best friend?

Rajib : Oh Rakib, thank you so much. You are better than best friend. Now tell me how much you have prepared.

Rakib: General Science is always the matter of headache to me and you know I am weak in English.

Rajib : Same is the case of my General Science. But I can assure you that I can help you in English

Rakib: Really! Then it would be great if we meet every day to exchange our knowledge.

Rajib : Right, We can also discuss on our other problems.

Rakib: Exactly, do you have any suggestion in Bengali grammar?

Rajib : Sorry, I don't. I also think it a matter. So what can be done?

Rakib: Hmm, I think we can make a suggestion ourselves by taking the help of a test paper. That will work better.

Rajib : Right, this is a good idea.

Rakib: So, why so late? Let's start from this afternoon.

Rajib : Ok, good bye for the time being. See you at afternoon.

Rakib: See you.

3. Phonetic exercises

1. Read the words, find the rules:

Bird, goose, car, autumn, thank, mother, giraffe, bear, cat, by, cinema, milk, fly, window, parrot, girl, bread, country, bar.

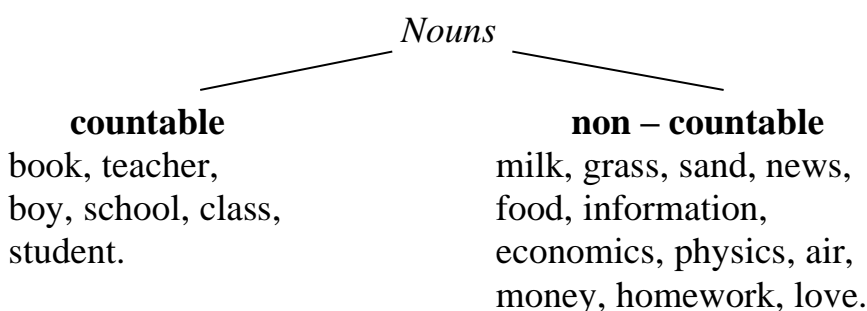
2. Join the letters and sounds together, drawing a line:

H	[p]
I	[æ]
P	[h]
A	[ai]
C	[ə]
G	[k]
E	[g]

4. New Grammar

The Nouns (Іменник)

Who is this? ~ a student, a boy, a girl, a man.
 What is this? ~ a table, wheat, coffee, darkness.



Singular and Plural Forms of Nouns

+ S	+ ES	Якщо закінчується на				
		Y	O	F	FE	
В основних випадках: a flower – flowers a book – books	Якщо закінчується на букво сполучення –s, –ss, –ch, –sh, –x: a fox – foxes, a dress – dresses	Передує приголосний Y → I + ES: a country – countries, a party – parties	Передує голосний + S: a boy – boys, a day – days	+ ES a hero – heroes, a potato – potatoes	F → V + ES: a leaf – leaves	F → V + S: a wife – wives, a knife – knives

У складних іменниках форму множини має головне за значенням слово:
 hotel-keeper – hotel-keepers.

Деякі іменники вживаються лише у формі однини або лише у множині:

Singular

Plural

advice	scissors
information	trousers
progress	spectacles
knowledge	tights
money	jeans
hair	pyjamas

Exercises

1. Write the plural.

1. flower	<i>flowers</i>	8. sheep	.....
2. man	.....	9. tooth	.....
3. boat	.....	10. umbrella	.....
4. watch	.....	11. city	.....
5. wife	.....	12. family	.....
6. woman	.....	13. ox	.....
7. ship	.....	14. child	.....

2 Put in this / these / that / those.

1. ....this....chair	6. ....houses	10. ...places
2. ....chairs	7. ....eggs	11. ...men
3. ....things	8. ....woman	12. ...geese
4. ....sandwiches	9. ....room	13. ...tooth
5. ....children		
1. money	5. ....students	9. ....time
2. children	6. ....fish	10. ....people
3. wine	7. ....watches	11. ....milk
4. cheese	8. ....tea	12. ....letters

POSSESSIVE CASE

В англійській мові іменник має два відмінки: загальний (The Common Case) і присвійний (The Possesive Case). Загальний відмінок не має спеціальних відмінкових закінчень. Зв'язок іменника в загальному відмінку з ін. словами в реченні виражається прийменниками і місцем у реченні. Так, іменник, що стоїть перед присудком, є підметом, а після присудка – додатком. *The teacher asks the pupil. The pupil asks the teacher.*

Присвійний відмінок іменників в однині утворюється додаванням до них апострофа і закінчення **-s**: *the student's book, the girl's balls*. Присвійний відмінок іменників у множині утворюється додаванням до них **'**: *the children's toys*.

The Common Case

The Possesive Case

N – N's

The girl is happy.

That is John's cup.

The teacher asked the student.

These are boy's books.

Замість присвійного відмінка може вживатися іменник з прийменником **of**: *the roof of the house*.

Exercises

1. Write these in the possessive form

1. the son of the king
2. the dresses of the girls
3. the watch of my brother
4. the rooms of the men
5. the car of John

2. Write a new sentence with the same meaning using "s with the underlined word, e.g. The meeting tomorrow has been put off. – Tomorrow's meeting has been put off.

1. The storm "last week" was very strong.
2. The only theatre in the "town" is closed.
3. The concert "yesterday" was very successful.

5. Communicative Tasks

1. Work in pairs again. Look at the things as a good student does. Discuss why they are important. Example: It's important to come to your lessons on time so that you don't miss anything. - That's right. If you're late you can miss something important. Why do you think it's important to...?

2. Choose the answer and discuss the college rules

Student Rules.

1. You can/ can't smoke in the college. Please use the smoking shelter outside. 2. You have to/ don't have to be on time for your lessons. If you are late for class, you need to explain to your teacher why you are late. 3. You can't/ don't have to stay in college after class but you can't/can study in the library in the evenings if you want. 4. You can/ have to wear an ID badge in college. If you forget your ID, go to reception and ask for a temporary badge. 5. You don't have to/ can't use your mobile phone in class. Turn it off or put it on silent before your lesson.

6. Tasks for listening.

A Chinese Vase

1) Say which statements are false or true.

1. When I was a child I often went to see my aunt.
2. As I grew older the house and the garden seemed smaller.
3. Sometimes I played chess with Grandmother.
4. At other times I looked at books which I liked.
5. I loved the jewelry and old marble.
6. Most of all I loved a big Chinese vase.

2) Chose the correct answer.

1. What pictures were on the vase?
 - a) stones; b) dragons; c) ladies, birds and flowers.
2. What stories did grandmother tell?
 - a) about trees; b) about ladies; c) about dragons.
3. How many sons did the author have?

- a) two sons; b) the only son; c) two daughters.
 4. What was the boys attitude to the house?
 a) they liked it; b) they disliked it; c) they were indeferent.
 5. What did the boys prefer?
 a) to play football; b) to play chess; c) to read books.
 6. What did grandmother give the granddaughter before her death?
 a) the ring; b) the books; c) the vase.

UNIT 4. MY MOTHERLAND AND MY CITY.

Read the text.

My Motherland

Ukraine occupies an area of 603 700 km². Its territory stretches for 893 kilometers from north to south and for 1316 kilometers from east to west.

It has state borders with Russia, Belarus and Moldova.

It also borders on Poland, Slovakia, Hungary and Romania.

In the south it is washed by the Black and the Azov Seas.

The major part of Ukraine is flat and only 5% of it is mountainous.

The two mountainous areas in Ukraine are the Carpathians and the Crimean Mountains. The geographical position of Ukraine is very favorable because the country lies on the crossroads of the ways from Asia to Europe.

Ukraine has deposits of iron, manganese, coal, natural gas, oil and other mineral resources. The main branches of industry are: coal and ore mining, iron and steel engineering, machine and ship building. Besides, Ukraine has always been an agrarian country. Traditionally crop- growing and cattle-breeding are being developed.

Vocabulary:

stretches – тягнеться

state borders - державний кордон

favorable – вигідний

lies on the crossroads - лежить на перехресті

main branches – основні галузі

Kherson

Kherson is the region capital, a large sea and river port and railway junction. It is situated in the steppe of the Black Sea Lowland on both banks of the Dnieper River directly north of the Black Sea and the Sea of Azov. Kherson was founded in 1778 as a fortress to protect the southern frontiers. The first mention of Kherson in the chronicles occurred in 1737. Among the city's architectural monuments are the remnants of the fortress walls and gates, the Black Sea Hospital, the naval arsenal (18th century), and the Cathedral of the Transfiguration (1781). The city's many museums and theatres are open to the visitors. There is a regional - history museum, an art museum, a planetarium. Theatre - goers have an opportunity to visit the Ukrainian Drama Theatre, a puppet theatre and a philharmonic orchestra. It is a large educational centre. It has 4 higher educational institutions, 14 technical secondary schools and several research

institutes. The total area of Kherson is more than 200 km², the most part of it is covered with parks and public gardens. There are two arboreta and the Botanical Gardens. The population of the city is 362 000. And they work on the city's enterprises. Highways, air and railway lines connect the city with all other cities of Ukraine and Russia.

Vocabulary:

a fortress – фортеця

to protect – захищати

frontiers – кордони

chronicles – літописи

occur – відбуваються

remnants – залишки

planetarium – планетарій

a puppet theatre – ляльковий театр

an opportunity – можливість

research institutes – науково-дослідні інститути

covered – покриті

arboreta – дендрарії

enterprise – підприємство

population – населення

highways – шосе

connect – підключитися

naval arsenal - військово-морський арсенал

2. Read and learn by heart the dialogue. Then act it out.

Elena: Andrei, tell me about your country.

Andrew: OK. With pleasure

Helen: What area is your country? With which countries it borders?

Andrew: Ukraine occupies an area of 603 700 km². It has borders with Russia, Poland, Belarus and Moldova.

Helen: washed by the sea or ocean?

Andrew: On the South by the black and Azov seas.

Helen: are there mountains in Ukraine?

Andrew: Yeah. There are two mountain regions in Ukraine are the Carpathians and the Crimean mountains.

Helen: Oh! Probably your country has large reserves of natural resources?

Andrew: Yes, of course, Ukraine has deposits of iron, manganese, coal, natural gas, oil and other mineral resources.

Helen: Wow! Really? And what industry there is in your country?

Andrew: the Leading industries of the region are: coal mining, iron and steel, engineering and shipbuilding.

Helen: You must be proud of your country?

Andrew: Yes, of course! I am proud that I am Ukrainian.

3. Phonetic exercises

1. Read the words, transcribe them:

lake [leɪk] fat [fæt]

ball [bɔ:l] man [mæn]

scarf [skɑ:f] table ['teɪbl]

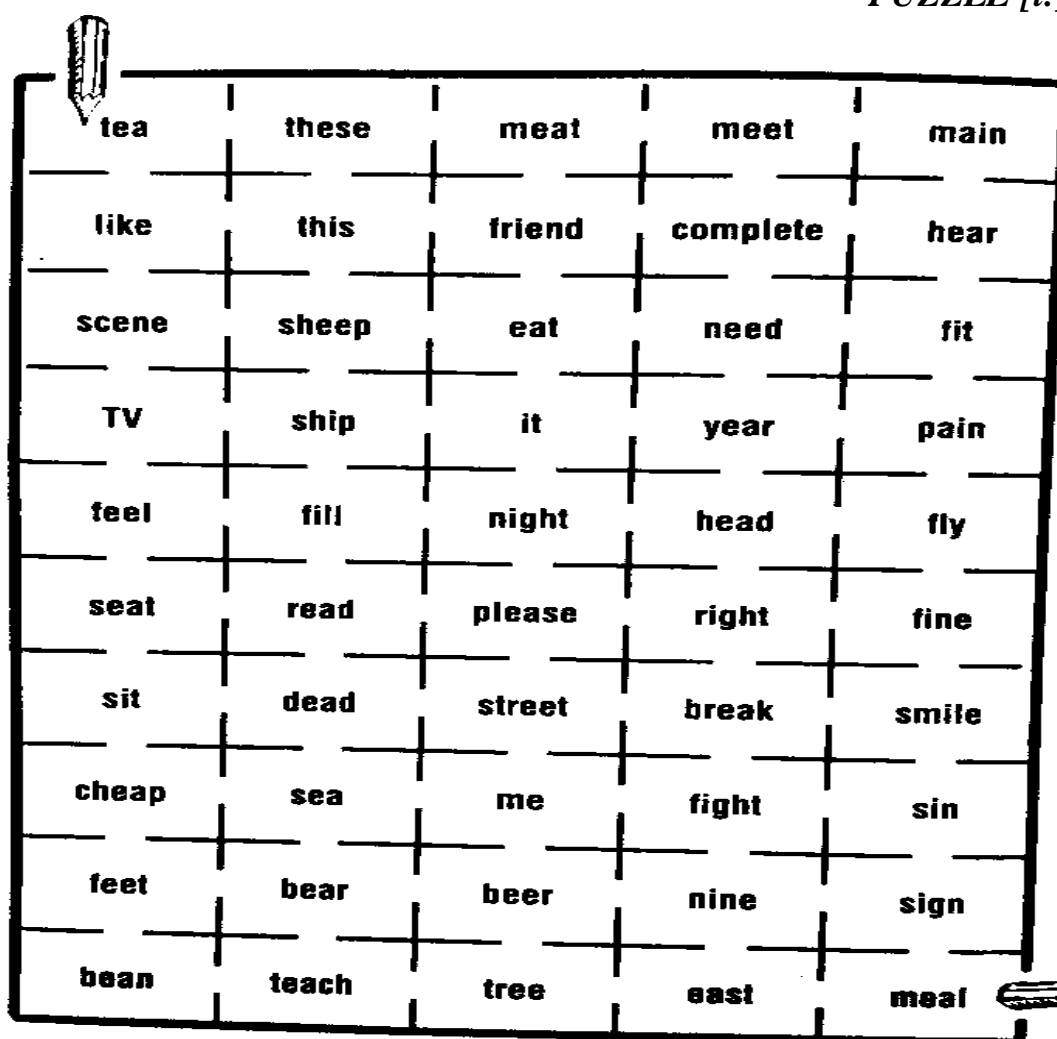
2. Pronunciation games

Simple Sound Maze

Rules

1. The game could be played in pairs.
2. The object of the game is to find a path from the entrance in the top left side of the maze to the exit in the bottom right.
3. Pay attention to the phonetic symbol and example word above the maze and mind that in the game, you can only cross a square if it contains a word with that sound.
- . You can move from one square to the next horizontally or vertically, but not diagonally.
5. When you have finished, check the route together.

PUZZLE [i:]



4. New Grammar

The Adjective (Прикметник)


В англійській мові прикметники не змінюються ні за родами, ні за числами, ні за відмінками: a red rose – red roses; a young man – young men; usefull; helpless; formal; eatable; unhappy; indifferent; dark-blue. Вони змінюються лише за ступенями порівняння.

Degrees of Comparison

~ - ~ er – the ~ est	~ - more ~ - the most ~
----------------------	-------------------------

cold – colder – coldest	difficult ~ more ~ - most ~
big – bigger – biggest	comfortable – more ~ - most ~
large – larger – largest	famous – more ~ - most ~
busy – busier – busiest	interesting – more ~ - most ~
gay – gayer – gayest	careless – more ~ - most ~
clever – cleverer – cleverest	careful – more ~ - most ~
narrow – narrower – narrowest	practical – more ~ - most ~
noble – nobler – noblest	expensive – more ~ - most ~
	important – more ~ - most ~

polite – politer -
 politest

 many	good – better – the best
	bad – worse – the worst
	less – the least
	more – the most
	far - farther - the farthest - further - the furthest

as.....as

He is as young as my brother.

not as (so) ... as

He is not so young as my brother.


the more ... the better

The more you study, the smarter you will become.


Adjectives

Fact
 (they give objective
 information) large / new
 / round / young
 hot / sunny / small

Opinion
 (they tell us what someone
 thinks of something)
 nice / beautiful / delicious /
 intelligent / good-looking

 Opinion adjectives usually go before the fact adjectives:

	<u>opinion</u>		<u>fact</u>	
a	nice	sunny	day	
	delicious	hot	soup	
an	intelegent	young	man	

 Sometimes there are two or more fact adjectives.

Very often (but not always) we put fact adjectives in this order.

1	2	3	4	5
how big?	how old?	what colour?	where from?	what is it made of?

Noun

a tall young man (1 ~ 2)
 big blue eyes (1 ~ 3)

a small black plastic bag (1 ~ 3 ~ 5)

an old white cotton shirt (2 ~ 3 ~ 5)

S + Verb +	{ er more }	+ than +	noun pronoun
------------	----------------	----------	-----------------

He speaks English more fluently than Peter.

He speaks English better than me

Exercises

1. Write the comparative.

- | | |
|---------------------------|---------------------|
| 1. Old older | 11. far |
| 2. strong | 12. serious |
| 3. happy | 13. pretty |
| 4. careful | 14. good |
| 5. important | 15. old |
| 6. bad | 16. little |
| 7. expensive | 17. sad |
| 8. slow | 18. ugly |
| 9. dangerous | 19. practical |
| 10 heavy | 20.comfortable..... |

2 Write the opposite.

- | | |
|-------------------------------|-------------------|
| 1. younger older | 6. easier |
| 2. colder | 7. stronger |
| 3. cheaper | 8. richer |
| 4. better | 9. fatter |
| 5. nearer | 10. less |

3 Write sentences with a superlative (the largest ...)

Sydney Brazil Everest Jupiter Alaska the Nile	large long high	country planet city state river mountain	the USA Africa the world Australia the solow system the world
--	-----------------------	---	---

1. Sydney is the largest city in Australia.

4 Write sentences with (so) as as

- | | |
|----------------------------------|-----------------------|
| 1. Athens is older than Rome. | Rome isn't as |
| 2. My room is bigger than yours. | old as Athens. |
| 3. You got up earlier than me. | |
| 4. We played better than them. | |

5 Put the adjectives in brackets in the correct position.

Example: a beautiful table (wooden round)	~ a beautiful round wooden table
1. an old lady (nice)	.....
2. a sunny day (lovely)	.....
3. an old painting (interesting /French)	.....
4. a big cat (fat / black)	.....
5. a little village (old / lovely)	.....

6. Translate into English.

1. Цей текст – найважчий у підручнику.
2. Земля більша за місяць.
3. Твій брат старше за тебе.
4. Лютий найкоротший місяць року.
5. Ця кімната така ж мала, як і сусідня.
6. Ця книга набагато цікавіша ніж та.
7. Він наймолодший в групі.
8. Ви повинні вивчати англійську мову наполегливіше.
9. Вона не така висока як її сестра.
10. Сьогодні набагато холодніше ніж було вчора.
11. На ній було нове біле шовкове плаття.

The Present Simple Tense

виражає дію, що відбувається

S+Vo/Vs (es)

- 1) звичайно, завжди, іноді ...
- 2) в моменти мовлення – з дієсловами to see, to hear, to recognize, to want, to understand.

Remember: always – завжди; often – часто; usually – звичайно; sometimes – інколи; rarely – рідко; occasionally – час від часу; every day – щодня...

Illustrative situation:

My name is Tom. I am a first year student. I study at Ukrainian State Academy of Water Management. I live in the hall of residence. We usually get up at 7 o'clock. We always have a wash, a shave and a meal. I often have breakfast in the café, but my friend occasionally goes to the cafe, he prefers having breakfast at home. We come to the Academy at 8 o'clock a.m. It usually takes us five minutes to walk there.

I You We They	study.
He She It	studies.

I You We They	do not (don't)	study
He She It	does not (doesn't)	

When	do	I you we they	study?
Why		he she it	
When	does	Who studies?	

Spelling of he / she/ it forms:

Remember: Pronunciation of he / she / it

- 1) /z/ after vowels and most voiced sounds
(/b/, /d/, /g/, /v/, /ʒ/, /l/, /m/, /n/, /ŋ/)
- 2) /s/ after most unvoiced sound
(/p/, /t/, /k/, /f/, /θ/)
- 3) /ɪz/ after (/s/, /z/, /ʒ/, /ʒ/, /tʃ/, /dʒ/)
presses, uses, pushes, watches

Most verbs:	get – gets play – plays live – lives
Verbs ending in consonant + -y	try – tries marry – marries
Verbs ending in -ch, -sh, -s	watch – watches wash – washes pass – passes
Irregular:	have – has do – does go – goes

Exercises

1. Write the he / she / it from these verbs.

- | | | | |
|----------------------|-----------------|----------------|----------------|
| 1. read <i>reads</i> | 4. listen | 7. push | 10. kiss |
| 2. repair | 5. love | 8. do | 11. buy |
| 3. watch | 6. have | 9. think | 12. go |

2. Complete the sentences. Use the correct form of these verbs. Boil close cost go have like meet open smoke teach wash speak.

1. She's very clever. She *speaks* four languages.
2. Steve ten cigarettes a day.
3. We usually dinner at seven o'clock.
4. I films. I often to the cinema.
5. Water at 100 degrees Celsius.
6. In Britain the banks at 9.30 in the morning.
7. The City Museum at 5 o'clock every evening.
8. Food is expensive. It a lot of money.
9. Shoes are expensive. They a lot of money.
10. Peter his hair twice a week.

3. Write the negative.

1. I play the piano very well. ..*I don't play the piano very well...*
2. Jack plays tennis well.
3. You know the answer.
4. She works very hard.
5. They often go to the theatre.

4. Write the opposite.

1. I understand. ..*I don't understand...*
2. He doesn't smoke.
3. They know. They

4. She loves him.
5. They speak English.
6. I don't want to study French.
7. I want it.

5. You are asking some body questions. Write questions with do / does?

1. I work hard. And you? Do you work hard?
2. I play tennis. And you? you?
3. I play tennis. And Ann? Ann?
4. I know the answer. And you? the answer?
5. I like hot weather. And you??
6. I smoke. And your father??
7. I do exercises every morning. And you??
8. I speak English. And your friends??

6. These questions begin with Where / What / How ...?

1. I wash my hair twice a week (how often / you?) How often do you wash your hair?
2. I live in London. (where / you?)?
3. I watch TV every day. (how often / you?)?
4. I have lunch at home. (where / you)?
5. I get up at 7.30. (what time / you?)?
6. I go to the cinema a lot. (how often / you?)?
7. I go to work by bus. (how / you)?

7. Translate the following.

1. Ганна добре співає та танцює.
2. Він приймає душ уранці.
3. На уроках ми читаємо, пишемо та розмовляємо.
4. Що ви звичайно робите після занять?
5. Я не розумію тебе.
6. Сім'я Мельників завжди встає рано.
7. Він щодня робить зарядку.
8. Ольга не п'є каву, але любить чай.
9. Мої друзі часто приходять до мене.
10. Петрові потрібно 10 хвилин, щоб зробити зарядку.

5. Communicative Tasks

1. Tell the group how you, your mother, father, sister or brother usually start the day. a) ordinary day; b) day off.

2. Discuss these quotes:

If explain people "what for" correctly, they will find the way "how".

Impossible is possible. Believe.

To learn to swim is necessary to swim.

We all are lack of some madness.

Just a person needs a person.

The most pleasant thing is to do something forbidden.

UNIT 5. GREAT BRITAIN

1. *Read and translate the text*

GREAT BRITAIN

The full name of the country is the United Kingdom of Great Britain and Northern Ireland.

The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland and a great number of small islands. Their total area is over 244 000 sq.km.

The British Isles are separated from the European continent by the North Sea and English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island).

There are no high mountains in Great Britain, but in the north the Cheviots separate England from Scotland, the Pennines stretch down North England along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. There is very little flat country except in the region known as East Anglia.

Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Trent, Tyne, Clyde and Bristol Avon.

Great Britain is not very rich in mineral resources, it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

The warm currents of the Atlantic Ocean influence the climate of Great Britain. Winters are not severely cold and summers are rarely hot.

The population of the United Kingdom is over 58 million people. The main nationalities are: English, Welsh, Scottish and Irish. In Great Britain there are a lot of immigrants from former British Asian and African colonies.

Great Britain is a highly industrialized country. New industries have been developed in the last three decades. The main industrial centers are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and Bristol.

The capital of the country is London. The United Kingdom is a parliamentary monarchy.

Vocabulary:

isle /island - острів

to separate - розділяти

the English Channel - Ла-Манш

to be washed by - омиватись

to border on - межувати з ...

to consist of - складатись з...

Mountainous peninsula-гірський півострів

iron ore-залізна руда

to discover-виявляти

current-течія

severely – надзвичайно

decade- десятилетие

estuary-гирло ріки



The Political System Of England

The organs of government in the United Kingdom of Great Britain are:

- 1) the legislature, which consists of the Queen in Parliament, and is the supreme authority of the realm; 2) the executive, which consist of:
 - a) the Cabinet and other ministers of the Crown, who are responsible for initiating and directing national policy;
 - b) Government departments, most of them under the control of ministers, and all staffed by civil servants, who are responsible for administration at the national level;
 - c) local authorities, who administer and manage many services at the local level;
 - d) statutory boards, which are responsible for the operation of particular nationalized industries or public services;
 - e) “shadow cabinet” which is the directing and leading body of the oppositional group.

The most interesting and important aspect of the British political system, its peculiarity, lies in its division of powers.

It is common knowledge that Great Britain, having the oldest Parliament in the world, has one of the most stable and effective political regimes of our time. Its

stability is mostly the result of the division of powers, which, by the way, is not the exception from the general rule.

The main 4 principles of division of powers are:

- 1) sovereignty of the Parliament, as the highest body of political management;
- 2) the leading role of the Cabinet and the government in the legislative process;
- 3) a strict Parliamentary and committee control of the legislative branch;
- 4) a special role given to the State Machinery, which not only executes the instructions, but also influences a political process.

So, as we see, the legislators provide the execution of the laws and resolutions of the Parliament by controlling the State machinery, and in its turn, the state machinery participates in the legislative process, providing its preparatory stage (by doing a spade-work).

British Parliament. The Comparison Of Two Political Systems: Ukrainian And British Ones.

1. The first distinction may seem to be the form of rule:

Ukraine is a republic. And Britain is considered to be a parliamentary monarchy. The Queen is the personification of the U.K. By law, she is the head of the executive branch, an integral part of the legislature, the head of the judiciary, the commander-in-chief of all armed forces of the Crown and the temporal head of the established Church of England. But in practice, as a result of a long evolutionary process, these powers have changed. Today, the queen acts only on the advice of her Ministers which she cannot constitutionally ignore. In fact she reigns but she doesn't rule.

However, the monarchy has a good deal more power than is commonly supposed. There remain certain discretionary powers in the hands of the monarch, known as the Royal Prerogative.

2. The Ukrainian and the British Parliaments have at least four similar functions:

- a) to work out legislation, including the creation of a budget;
- b) to control the government;
- c) to represent and respond to public opinion;
- d) to influence actively the people by acquainting them openly with the facts, concerning the accepted decisions.

The difference lies in the electoral systems and the rules for recalling the government.

But there is also one more remarkable peculiarity of the Ukrainian Parliament: the political history of Ukraine does not know any potent legislative bodies (we can hardly take into account the experience of the Soviet Congress).

3. Both Ukraine and Britain are countries with the representative democracy (which means that the people delegate power to the bodies, which act on their behalf).

The difference is, that Britain has a parliamentary form of government, and Ukraine, in its turn, has a so-called "semi-presidential" form. The main distinctions of this forms are shown in the table, given below.

The British parliamentary form	The Ukrainian “semi-presidential” form
<p>1. The election solves <u>two</u> questions: On one hand, the forming of the Parliament. And on the other hand, the creation of the Government and different coalitions.</p> <p>2. The Government is formed <u>only</u> by the Parliament.</p> <p>3. The executive Power is separated.</p>	<p>1. The election solves just <u>one</u> question: Either the problem of forming the Parliament or the creation of the Government.</p> <p>2. The Government is formed <u>by both</u> the President and the Parliament.</p> <p>3. The executive Power is <u>not</u> separated.</p>

4. Unlike Britain, Ukraine has different bodies of legislative and executive power, and one body doesn't interfere with the activity of the other.
5. The negative features of the British system may seem to be too much power in the hands of Prime Minister and rather uncontrolled local government.

Choose the right variant

1. How many countries are there in the UK?
a) 2 b) 3 c) 4
2. The patron saint of England is...
a) St. Patrick b) St. David c) St. George
3. The capital of Northern Ireland is
a) Cardiff b) Dublin c) Belfast
4. The emblem of Scotland is
a) rose b) daffodil c) thistle
5. The highest mountain Ben Nevis is in
a) Scotland b) England c) Wales
6. Stratford-upon-Avon is the birthplace of the great English poet & playwright
a) Ch. Dickens b) B. Show c) W. Shakespeare
7. They say the Loch Ness Monster lives in a lake in
a) Scotland b) Wales c) Ireland
8. The best-known English river is
a) the Thames b) the Severn c) the Avon
9. The capital of Wales is
a) Cardiff b) Edinburgh c) Belfast
10. The biggest shipbuilding centre of Scotland is
a) Aberdeen b) Glasgow c) Edinburgh
11. The biggest oil centre of Scotland is
a) Aberdeen b) Glasgow c) Edinburgh
12. The national flag of the UK is called
a) the Red Dragon b) the Union Black c) the Union Jack
13. Which of the following is an emblem of England?
a) Shamrock b) Rose c) Thistle d) Leek

14. ... is the biggest bell in Britain.
 a) the Clock b) the Clock Bell c) Big Ben
15. The Queen lives at
 a) 10, Downing Street b) 221B, Baker Street c) Buckingham Palace
16. Great Britain includes the following countries-
 a) England, Scotland, Wales, Northern Ireland b) England, Scotland, Wales
 c) England, Scotland, Northern Ireland
17. The saint patron of Scotland is
 a) St. Andrew b) St. Patrick c) St. George
18. The national symbol of Northern Ireland is
 a) thistle b) clover c) daffodil

The Pronoun (Займенник).

<i>Personal</i>		<i>Possessive</i>		<i>Reflexive</i>	<i>Demonstrative</i> this – these that – those
Nominative Case	Objective Case	Conjoint form	Absolute form		
I	me	my	mine	myself	<i>Reciprocal</i> each – other one – another
you	you	your	yours	yourself	
he	him	his	his	himself	<i>Interrogative</i> who (whom) whose what which
she	her	her	hers	herself	
it	it	its	-	itself	
we	us	our	ours	ourselves	
you	you	your	yours	yourselves	
they	them	their	theirs	themselves	
I know Tom	Tom knows me	It's my car	It's mine	I looked at myself	

Exercises

1 Finish the sentences. Use I/me/we/us/he/him/she/her/they/them.

I want to see **her** but **she** doesn't want to see **me**.

- I want to see him but!... doesn't want to see ...
- They want to see me but don't want to see
- We want to see them but don't want to see
- She wants to see him but doesn't want to see ...
- They want to see her but doesn't want to see ...
- He wants to see us but don't want to see

2. Put in it/them + me/us/him/her/them.

- I want those books. Please give **them** to **me**.
- He wants the key. Please give to
- She wants the key. Please give to
- I want the letter. Please give to

5. They want the money. Please give to

3 Put in my/our/your/his/her/their/etc.

1. I like *my* job.
2. Do you like job?
3. Does your father like job?
4. Sally is married. husband is a student.
5. I know Sally but I don't know husband.
6. Mr. and Mrs. Baker live in London but son lives in Australia.
7. I often see that man but I don't know name.
8. They have got two children but I don't know names.
9. Thank you for letter.

4 Finish the sentences with mine/yours etc.

1. It's your money. *It's yours.*
2. It's my bag. It's
3. It's our car. It's
4. They're her shoes. They're
5. It's their house. It's
6. They're your books. They're
7. There're my glasses. There're

5. Choose the right word.

1. Is this your/yours book?
2. If s their/theirs problem, not our/ours.
3. They have got two children. I don't know their/theirs names.
4. Is this camera your/yours?
5. Are these your/yours shoes?

6 Finish the sentences with myself etc.

1. I cut *myself* with a knife.
2. Be careful. Don't burn.....
3. I am angry with.....
4. I want to pay for
5. Tell me about.....
6. They never think about other people. They only think about

7. Put in this/these/that/those.

1. *This* chair.
- 2.....chairs.
- 3..... sandwich.
- 4.....things.
- 5.....men.
- 6.....picture.

- 7woman.
 8room.
 9plates.
 10trees.

8. Translate into English.

1. Я- студент. Петро-мій товариш. Він студент.
2. Це моя ручка, а та твоя.
3. То ваш портфель. А де мій?
4. Вона порізалась.
5. Вони почувають себе добре.
6. Вони знають одне одного.
7. Він поводив себе як дитина.
8. Я не люблю розповідати про себе.
9. То ваші сумки?
10. Це його портфель.

The Past Simple Tense

S+V2

Виражає дію, що відбулась в минулому.

Remember: yesterday – вчора; last week – минулого тижня; an hour ago – годину тому назад; last Monday – у понеділок.

Illustrative situation:

It was Sunday yesterday. I got up later usual. I didn't do morning exercises. I had a wash, a shave and breakfast. It didn't take me long. Then I went for a walk. I visited my friend. I came in the afternoon.

I (you, he, she, it, we, they) visited.	When Why	did	I, we you he, she it, they	visit?
I (you, he, she, it, we, they) did (didn't) not visit.			Who	visited?

Remember:

Spelling of regular past tense.

Pronunciation of regular past tense.

1) /d/ after vowels and voiced sounds

(/b/, /g/, /v/, /d/, /l/, /z/, /ʒ/, /dʒ/, /m/, /n/, /nl/)

2) /t/ after (/p/, /k/, /f/, /θ/, /s/, /l/, /tl/) stopped, worked

Most Regular verbs:

Verbs ending in -e

Short verb ending in one

work – worked

start – started

play – played

hate – hated

like – liked

stop – stopped

fit – fitted

3) /id/ after (/t/, /d/) started,
decided

vowel + one consonant: Verbs ending in consonant + -y:	shop – shopped study – studied hurry – hurried
--	--

Exercises

1. Write the past of these verbs.

- | | | | |
|-------------------|----------------|-----------------|-----------------|
| 1. get <i>got</i> | 6. leave | 11 buy | 16. put |
| 2. eat | 7. see | 12. know..... | 17. tell |
| 3. pay | 8. go | 13. stand | 18. lose |
| 4. make | 9. hear | 14. take | 19. think |
| 5. give | 10. find | 15. do | 20. speak |

2. Complete these sentences. Use one of these verbs in the Past Indefinite.

clean die enjoy finish happen live open
play rain smoke start stay want ~~watch~~

- Yesterday evening I *watched* television.
- I my teeth three times yesterday.
- Bernard 20 cigarettes yesterday evening.
- The concert last night at 7.30 and..... at 10 o'clock.
- The accident last Sunday afternoon.
- When I was child, I to be a doctor.
- Mozart from 1756 to 1791.
- We our holiday last year. We at very good hotel.
- Today the weather is nice, but yesterday it
- It was hot in the room, so I the window.

3. Write sentences about the past (yesterday / last week etc.).

- He always goes to work by car. *Yesterday he went to work by car.*
- They always get up early. This morning they
- Bill often loses his keys. He last Saturday.
- I write a letter to Jane every week. Last week
- She meets her friends every evening. She yesterday evening.
- I usually read two newspapers every day. yesterday.
- They come to my house every Friday. Last Friday.....
- We usually go to the cinema on Sunday. last Sunday.
- Tom always has a shower in the morning. this morning.
- They buy a new car every year. Lest year

4. Complete these sentences with the verb in negative.

- I saw John but I didn't see Mary.*
- They studied on Monday but they at the weekend.
- We went to the library but to the lab.

4. She had a pen but any paper.
5. They did English at school but German.

5. Write questions with Who / What / How / Why ...?

1. I met somebody. *Who did you meet?*
2. Tom arrived. What time
3. I saw somebody. Who
4. They wanted something. What
5. The lecture finished. What time
6. Pat went home early. Why
7. It cost a lot of money. How much.....?

6. Translate the following.

1. Олександр навчився говорити французькою, коли йому було 10.
2. В дитинстві Маргарет мріяла стати актрисою.
3. Він склав успішно іспити минулої сесії.
4. Йому потрібно було декілька днів що написати реферат.
5. Том зустрічав свого друга вчора.
6. Вчора Оля ходила на дискотеку і повернулась додому пізно.
7. Він не займався спортом коли йому було 10 років.
8. Минулого року він побудував собі новий будинок.

5. Communicative Tasks

1. Write what happened yesterday (about yourself).

2. Discuss these statements about the UK

- 1) There is no president in the UK. T/F
- 2) Thames is the longest river in Britain. T/F
- 3) The Queen, Britain's official head of state, has a lot of power. T/F
- 4) Union Jack is the name of the British flag. T/F
- 5) There are three main political parties in Britain: *Conservative, Liberal and Labour*. T/F
- 6) The population of UK is about 60 million people. T/F
- 7) The UK has joined the EU (European Union) in:
 - a) 1973;
 - b) 2002;
 - c) 1991.
- 8) About _____ of the British live in towns or cities:
 - a) 50 %;
 - b) 20%;
 - c) 80%.
- 9) The second-most spoken language in Britain is (after English and Welsh):



- a) Spanish;
 b) Polish;
 c) French.
- 10) Great Britain is an island made up of _____.
- 11) Unlike in most European countries, entry to British museums and art galleries is usually _____.
- 12) What is the name of the British national anthem? _____
- 13) What two houses does the British Parliament consist of?

- 14) What is Boxing day?

- 15) What famous British people do you know (writers, actors, singers, sportsmen)?

UNIT 6. The USA

1. Read the text.

Political System of the USA

The United States of America is a federal republic consisting of 50 states. Each state has its own government («state government»). In some ways the United States is like 50 small countries.

The government of the USA act according to the Constitution which was signed by the first thirteen representatives of thirteen original American states in 1787. The document was written in 1787 and since that time twenty six Amendments have been added. The first ten Amendments were simply rights or the Bill of rights. According to the Constitution the USA is a republic. So, the officials of any rank are elected by US citizens. Every citizen has rights which can not be violated.

The Constitution proclaims a federal system of government which keeps both the states and the federal power from getting too much power. It means that the federal government is given certain powers, for example, to make peace or war, to issue money and to regulate the trade and so on.

The federal power is located in Washington, D.C. It is based on legislative, executive and juridical branches of power.

The legislative power is vested in Congress, which consists of two houses: the Senate and the House of Representatives, There are 435 members in the House of Representatives and 100 senators in Congress. Each state elects two members for the Senate.

The executive branch is headed by the President who is assisted by the Vice President. The President enforces federal laws, serves as commander-in-chief of the Armed Forces. The President can veto a bill unless Congress by a two-thirds vote shall overrule him. The Vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President, assumes the Presidency. The President of the USA is chosen in nationwide elections every 4 years together with the Vice.-President. The President can not be elected for

more than two terms. The Cabinet is made up of Department Secretaries. The most important of them is the Secretary of State, who deals with foreign affairs.

The judicial branch is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life.

Federal courts decide cases involving federal law, conflicts between citizens of different states.

Constitution has been amended twenty six times. The Bill of Rights guarantees individual liberties: freedom of word,» religion and so on. Later amendments abolished slavery, granted the vote to women and colour people and allowed citizens to vote at the age of 18.

Questions:

1. What is the main document of the USA?
2. When was the Constitution of the USA signed?
3. How many Amendments have been added to the Constitution since 1787?
4. What does the Constitution proclaim?
5. What powers is the federal government given?
6. Where is the federal government located? .
7. Where is the legislative power vested?
8. How many members are there in the House of Representatives?
9. Who is the head of the executive power in the USA?
10. How often do the President's elections take place?
11. Who deals with foreign affairs in the USA?
12. What does the Bill of Rights guarantee?

Vocabulary:

to sign — підписувати

according to — відповідно до

officials — посадові особи

citizen — громадянин

to violate — порушувати

to proclaim — проголошувати

to issue money — випускати гроші

federal power — федеральна влада

to vest — надавати права

legislative — законодавчий

executive — виконавчий

judiciary — судовий

Congress — Конгрес

house — палата

Senate — Сенат

House of Representatives — Палата представників

elections — вибори

to enforce — змушувати

armed forces — збройні сили

Department Secretaries — міністри

Secretary of State — державний секретар США

Federal District Court — Федеральный окружной суд

Supreme Court — Верховний суд

to appoint — призначати

to abolish — відмінити

slavery — рабство

to allow — дозволяти

2. Read and learn by heart the dialogue. Then act it out.

Susan: Hallo, Helen.

Helen: Oh, Susan, hallo.

Susan: What are you studying so attentively?

Helen: It's a present from my friend, Ben. He has just returned from New York and brought me this book about the history of the USA.

Susan: It's very interesting. To tell you the truth, I'm not sure that I know a lot about the history of the USA. I only watch American films on TV almost every day.

Helen: Yes, you are right. Our TV is often occupied by this films.

Susan: I agree with you. They entertain us, but they aren't informative. As for me, I'm interested in history. Although the US is a very young country, it has a very interesting history.

Helen: Absolutely. Its history began a little more than 500 years ago. *Susan:* I remember exactly because we learnt it at school. Christopher Columbus discovered America in 1492. By the way, why wasn't, America named after him?

Helen: I don't know for sure but he thought that it was India. He died believing that Cuba was part of Asia.

Susan: Helen, can I look through this book?

Helen: OK. Here it is.

3. Phonetic exercises

1. Read the words

er [ɜ:]

perfume

per cent

perceive

perfect

er [ə]

butter

worker

jumper

computer

2. Find the words, name the sound

Apple, milk, pear, meat, tasty, tea, cabbage, cucumber, soup, sandwich, sugar, bread, carrot, warm, hear, water, ser.

4. New Grammar

WORD-BUILDING

В англійській мові існують такі основні способи словотворення:

- 1) афіксація (додавання до кореня або основи суфіксів і префіксів);
- 2) зміна наголосу;
- 3) конверсія (перехід слова з однієї частини мови в іншу без зміни вимови й написання);
- 4) складання слів або їхніх основ.

Утворення слів за допомогою суфіксів і префіксів

Утворення іменників

Найважливіші суфікси, за допомогою яких утворюються іменники:

а) від дієслів:

er	-	<i>to work</i>	<i>працювати</i>	<i>worker</i>	<i>робітник</i>
		<i>to teach</i>	<i>учити</i>	<i>teacher</i>	<i>учитель</i>
		<i>to mine</i>	<i>добувати руду</i>	<i>miner</i>	<i>гірник, шахтар</i>
or	-	<i>to invent</i>	<i>винаходити</i>	<i>inventor</i>	<i>винахідник</i>
		<i>to construct</i>	<i>конструювати</i>	<i>constructor</i>	<i>конструктор</i>
ant	-	<i>to sail</i>	<i>пливти</i>	<i>sailor</i>	<i>моряк</i>
	-	<i>to assist</i>	<i>допомагати</i>	<i>assistant</i>	<i>помічник</i>
		<i>to serve</i>	<i>служити</i>	<i>servant</i>	<i>слуга</i>
ment	-	<i>to move</i>	<i>рухати(ся)</i>	<i>movement</i>	<i>рух</i>
		<i>to develop</i>	<i>розвивати(ся)</i>	<i>development</i>	<i>розвиток</i>
ing	-	<i>to go</i>	<i>йти, ходити</i>	<i>going</i>	<i>ходіння</i>
		<i>to sleep</i>	<i>спати</i>	<i>sleeping</i>	<i>спання</i>
		<i>to read</i>	<i>читати</i>	<i>reading</i>	<i>читання</i>
tion	-	<i>to produce</i>	<i>виробляти</i>	<i>production</i>	<i>продукція</i>
	-	<i>to organize</i>	<i>організовувати</i>	<i>organization</i>	<i>організація</i>

Утворення прикметників

а) від дієслів:

	<i>to read</i>	<i>читати</i>	<i>readable</i>	<i>такий, що легко</i>
--	----------------	---------------	-----------------	------------------------

able	<i>to move</i>	<i>рухати(ся)</i>	<i>movable</i>	<i>читається</i> <i>такий, що легко</i> <i>рухається</i>
-------------	----------------	-------------------	----------------	--

б) від іменників:

al	-	<i>centre</i>	<i>центр</i>	<i>central</i>	<i>центральний</i>
		<i>nation</i>	<i>нація</i>	<i>national</i>	<i>національний</i>
ful	-	<i>peace</i>	<i>мир</i>	<i>peaceful</i>	<i>мирний</i>
		<i>fruit</i>	<i>плід, фрукт</i>	<i>fruitful</i>	<i>плідний</i>

Префікси із заперечним значенням:

un	<i>equal</i>	<i>рівний</i>	<i>unequal</i>	<i>нерівний</i>
	<i>grateful</i>	<i>вдячний</i>	<i>ungrateful</i>	<i>невдячний</i>
	<i>important</i>	<i>значний</i>	<i>unimportant</i>	<i>незначний</i>
in-	<i>complete</i>	<i>повний</i>	<i>incomplete</i>	<i>неповний</i>
	<i>attentive</i>	<i>уважний</i>	<i>inattentive</i>	<i>неуважний</i>

Деякі слова утворюються складанням двох слів або їхніх основ в одне.

bedroom	<i>спальня</i>	іменник + іменник: (<i>bed</i> ліжка + <i>room</i> кімната)
newspaper	<i>газета</i>	(<i>news</i> новини + <i>paper</i> папір)
schoolboy	<i>школяр</i>	(<i>school</i> школа + <i>boy</i> хлопець)

1. Read the sentences, find the words with prefixes and guess their meaning.

1. I am afraid you misunderstood what I said. 2. He can displease everyone. 3. People always misspell her name. 4. He was happy to find an unused copy of the book in a second-hand book-shop. 5. The pupil had to recopy the exercise because he had made too many mistakes. 6. He was uninterested in the work he had to do. 7. It is incorrect to say that he had no talent. 8. It is absolutely unnecessary to come here again, you may phone, our number is 7-13-50.

2. Read the sentences, find the words with suffixes and guess their meaning.

1. It happened because of his carelessness. 2. Our journey was quite uneventful. 3. She wore a fashionable long evening dress with an open neck. 4. We found it very difficult to walk on the stony road and preferred to stay on the grass as much as possible. 5. The machine was modernized and worked very well. 6. One of our tasks is to electrify the whole country. 7. The production of our car industry can be seen in many countries. 8. The achievements of our scientists and engineers are well-known everywhere.

3. Read the words and mark the suffixes.

Inhabitant, entrance, nationality, appearance, electricity, difference, possibility, president, importance, difficulty, conference, solidarity, formality, correspondent, attendance, independence, ability, simplicity, servant, presence, productivity.

4. Read the words and say what suffixes or prefixes they have and what part of speech they are.

Friendship, attention, bravely, business, successful, television, incorrect, illness, re- enter, unusual, eighth, driver, examination, fifty, leader, reborn, nineteen, inconvenient, rejoin, fishy, government, fatherless, glassy, enjoyable.

The Future Simple Tense

Future Indefinite є складним часом. Він утворюється з допоміжних дієслів **shall** або **will** для 1-ї особи однини і множини та **will** для всіх інших осіб і основи інфінітива відмінюваного дієслова. У розмовній мові звичайно вживається скорочена форма допоміжних дієслів **'ll (shall або will)**, яка приєднується до особового займенника або іменника-підмета

I'll wait for you here.

They'll be here in ten minutes.

That'll do, thank you.

Стверджувальна форма

Особа	Однина	Множина
1	<i>I shall/will (I'll) ask</i>	<i>We shall/will (we'll) ask</i>
2	<i>You will (you'll) ask</i>	<i>You will (you'll) ask</i>
3	<i>He (she) will (he'll) ask</i>	<i>They will (they'll) ask</i>

Питальна форма Future Indefinite утворюється за загальним правилом: допоміжне дієслово ставиться перед підметом, а основа інфінітива відмінюваного дієслова після нього.

Питальна форма

Особа	Однина	Множина
1	<i>Shall I ask?</i>	<i>Shall we ask?</i>
2	<i>Will you ask?</i>	<i>Will you ask?</i>
3	<i>Will he (she) ask?</i>	<i>Will they ask?</i>

Заперечна форма Future Indefinite утворюється за допомогою заперечення **not**, яке ставиться між допоміжним дієсловом і основою інфінітива відмінюваного дієслова. У розмовній мові вживаються скорочені (стягнені) заперечні форми **shan't** = *shall not* і **won't** = *will not* або форму **I'll not (you'll not і т. п.)** = *I shall (will) not (you will not і т. п.)*.

Заперечна форма

Особа	Однина	Множина
-------	--------	---------

- | | | |
|---|--|--|
| 1 | <i>I shall not (shan't) ask</i>
<i>I will not (won't) ask</i> | <i>We shall not (shan't) ask</i>
<i>We will not (won't) ask</i> |
| 2 | <i>You will not (won't) ask</i> | <i>You will not (won't) ask</i> |
| 3 | <i>He (she) will not (won't) ask</i> | <i>They will not (won't) ask</i> |

Exercises

1. Put the correct form:

1. I think we _____ two return tickets. (to buy)
2. Kate _____ ten tomorrow. (to be)
3. My aunt _____ to Canada next summer. (to go)
4. I _____ you in the evening. (to phone)
5. I'm sure our 3-day tour _____ more than 5000 roubles. (to cost)

2. Complete the sentences. Use 'll or won't.

1. Amy's brother is thirteen. He _____ be fourteen on his next birthday.
2. I bought a lottery ticket, but I _____ win
3. My dad is thirty-nine. He _____ be forty on his next birthday.
4. My sister Mary is fifteen. She _____ be sixteen until next year.
5. My brother's clever. He _____ pass all his exams.
6. It's raining now. But it _____ be sunny later.
7. Debbie and Bob are always late. They _____ arrive until eight o'clock.

5. Communicative Tasks

Interesting facts about the USA

Student A	Student B
<p>The United States dollar is the official currency of the United States of America. It is divided into 100 cents.</p> <p>Etymology of this word: In the 16th century, Count Hieronymus Schlick of Bohemia began minting coins. The valley where the silver was mined is now known as Jáchymov, which was</p>	<p>The national flag of the United States of America is often simply called the American flag. It consists of thirteen horizontal red and white stripes, with a blue rectangle which has fifty small, white stars. The 50 stars on the flag represent the 50 states of the United States of America and the 13 stripes represent the thirteen British colonies that declared independence (vyhlásily nezávislost) from the</p>
	

<p>previously known as Joachimstaler later shortened to the German <i>Taler</i>. This German word was eventually transferred into English <i>dollar</i>. The word "<i>buck</i>" (doláč, babka) is often used in colloquial (hovorová) English.</p>	<p>Kingdom of Great Britain. Nicknames for the flag include the "Stars and Stripes" and "The Star-Spangled Banner" which is also the name of the national anthem (národní hymna). The flag is usually flown at most public buildings.</p>
<p style="text-align: center;">Student C</p> <p>The White House is the official residence of the President of the United States of America, and is located in Washington, D.C., the capital city of the USA (D.C. stands for the District of Columbia named after Christopher Columbus – it is not a state). The first US President to live in the White House was John Adams (the second President of the USA). However, the construction of the House had begun during the presidency of George Washington (the first US president- who had not lived there) During the War of 1812, the British set fire to the President's House in 1814. Nearly all of the interior was destroyed by the fire. There is a legend that says that the House was called the White House when it was rebuilt and when its fire-blackened surfaces were painted white (over the original grey)</p> 	<p style="text-align: center;">Student D</p> <p>The Statue of Liberty is a huge sculpture that is located on Liberty Island in New York. This monument was a gift to the USA from the people of France. It represents a woman who is escaping the chains of tyranny (the broken chains lie at her feet). The statue holds a torch that is a symbol of liberty. Liberty was designed by the French sculptor Frederic Auguste Bartholdi. The statue was built in France and was brought to the USA in pieces on a French ship. The statue was re-assembled in the USA . The seven rays of Liberty's crown symbolize the seven seas and seven continents of the world. Liberty holds a tablet in her left hand that reads "July 4, 1776" (written in Roman numerals, MDCCLXXVI), which is Independence Day of the United States of America.</p> 
<p style="text-align: center;">T/ F statements</p> <p>1 The word „buck“ means a „cent“ in American English.</p> <p>2 There are 12 horizontal stripes on the flag of the US and they represent the original British colonies.</p> <p>3 The nickname for the flag is the</p>	<p style="text-align: center;">T/ F statements</p> <p>1 The word „buck“ means a „cent“ in American English.</p> <p>2 There are 12 horizontal stripes on the flag of the US and they represent the original British colonies.</p> <p>3 The nickname for the flag is the same</p>

<p>same as the name of the US national anthem.</p> <p>4 The White House is located in the state of Washington.</p> <p>5 The first president who lived in the White House was George Washington.</p> <p>6 The Statue of Liberty was given to the USA by the French nation.</p> <p>7 The date written on the tablet commemorates the date of the independence of the USA.</p> <p style="text-align: center;">Answer the questions</p> <p>1 What is the etymology of the word „dollar“?</p> <p>2 What does the American flag look like? What do the parts represent?</p> <p>3 Where is the White House located?</p> <p>4 Why is the White called the White House?</p> <p>5 Where is the Statue of Liberty situated?</p> <p>6 What does the Statue represent?</p>	<p>as the name of the US national anthem.</p> <p>4 The White House is located in the state of Washington.</p> <p>5 The first president who lived in the White House was George Washington.</p> <p>6 The Statue of Liberty was given to the USA by the French nation.</p> <p>7 The date written on the tablet commemorates the date of the independence of the USA.</p> <p style="text-align: center;">Answer the questions</p> <p>1 What is the etymology of the word „dollar“?</p> <p>2 What does the American flag look like? What do the parts represent?</p> <p>3 Where is the White House located?</p> <p>4 Why is the White called the White House?</p> <p>5 Where is the Statue of Liberty situated?</p> <p style="text-align: center;">6 What does the Statue represent?</p>
<p style="text-align: center;">T/ F statements</p> <p>1 The word „buck“ means a „cent“ in American English.</p> <p>2 There are 12 horizontal stripes on the flag of the US and they represent the original British colonies.</p> <p>3 The nickname for the flag is the same as the name of the US national anthem.</p> <p>4 The White House is located in the state of Washington.</p> <p>5 The first president who lived in the White House was George Washington.</p> <p>6 The Statue of Liberty was given to the USA by the French nation.</p> <p>7 The date written on the tablet commemorates the date of the independence of the USA.</p> <p style="text-align: center;">Answer the questions</p> <p>1 What is the etymology of the word „dollar“?</p> <p>2 What does the American flag look</p>	<p style="text-align: center;">T/ F statements</p> <p>1 The word „buck“ means a „cent“ in American English.</p> <p>2 There are 12 horizontal stripes on the flag of the US and they represent the original British colonies.</p> <p>3 The nickname for the flag is the same as the name of the US national anthem.</p> <p>4 The White House is located in the state of Washington.</p> <p>5 The first president who lived in the White House was George Washington.</p> <p>6 The Statue of Liberty was given to the USA by the French nation.</p> <p>7 The date written on the tablet commemorates the date of the independence of the USA.</p> <p style="text-align: center;">Answer the questions</p> <p>1 What is the etymology of the word „dollar“?</p> <p>2 What does the American flag look like? What do the parts represent?</p>

like? What do the parts represent? 3 Where is the White House located? 4 Why is the White called the White House? 5 Where is the Statue of Liberty situated? 6 What does the Statue represent?	3 Where is the White House located? 4 Why is the White called the White House? 5 Where is the Statue of Liberty situated? 6 What does the Statue represent?
--	--

UNIT 7. TRAVELLING

1. Read the text.

TRAVELLING

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through.

Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different places of interest within their own country.

As for me, I prefer travelling by car. I think it's very convenient. You needn't reserve tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish, and spend at any place as much time as you like.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many rest-homes, sanatoriums and tourist camps there.

But it is also possible to rent a room or a furnished house for a couple of weeks there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long.

As a rule, I make new friends there. In the day-time we play volley-ball, tennis, swim in the warm water of the sea and sunbathe. In the evening.

I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburnt and full of impressions.

Questions:

1. Why is modern life impossible without travelling?
2. What is the fastest and the most convenient way of travelling?
3. Why is travelling by sea very popular?
4. Why is travelling by car very convenient?

5. Where do you go every year?
6. Where do you make new friends?

Vocabulary:

either... or — або...або
by rail — залізною дорогою
advantages — переваги
enjoyable — приємний
safety — безпека
to reserve — резервувати
tour — тур
to rent — арендувати
climbing — підійматися на гору

2. Read and learn by heart the dialogue. Then act it out.

A: I need help planning my vacation.
 B: Sure, where would you like to go?
 A: I haven't decided where to go yet.
 B: Do you enjoy warm or cold climates?
 A: I am thinking that I might enjoy a tropical climate.
 B: I have some brochures here that you might like to look at.
 A: These look great!
 B: Do you know how much you want to spend on this vacation?
 A: I have about a thousand dollars to spend on this trip.
 B: Well, take these brochures, and get back to me when you want to make your reservations.

2. Phonetic exercises

О (наголошений відкритий склад)

о = [ou]

open відкривати	road дорога
no ні	boat човен
so отже, таким чином	goal мета
ago тому	loader вантажник
home дім	stone камінь
coat пальто	smoke палити
	moment момент

О (наголошений закритий склад)

о = [O]

on на	office офіс
not ні	bottle пляшка
doll лялька	sorry вибачте

stop зупинка
lock зачиняти
frost мороз

doctor лікар
possibly можливо

oo = [U:]

too також
zoo зоопарк
cool] прохолода
pool басейн
room кімната

moon місяць
soon скоро
spoon ложка
food їжа
school школа

4. New Grammar

The Numeral (Числівник)

1. Cardinal Numerals (кількісні числівники):

1 – 12	13 – 19	20 – 30	100 – ect.	
one	13 thirteen	20 twenty	100	a (one) hundred
2 two	14 fourteen	30 thirty	200	two hundred
3 three	15 fifteen	40 forty	300	three hundred
4 four	16 sixteen	50 fifty	400	four hundred
5 five	17 seventeen	60 sixty	500	five hundred
6 six	18 eighteen	70 seventy	600	six hundred
7 seven	19 nineteen	80 eighty	700	seven hundred
8 eight		90 ninety	800	eight hundred
9 nine			900	nine hundred
10 ten		twenty-one	1,000	a (one) thousand
11 eleven		twenty-two ...	100,000	a (one) hundred thousand
12 twelve			1,000,000	a (one) million
	~ teen	~ ty	1,000,000,000	a (one) milliard (Brit.) a (one) billion (Amer.)
				One hundred and one. One thousand and one. One thousand two hundred and one.



Hundreds of students

Сотні студентів

Millions of people

Мільйони людей

Thousands of workers

Тисячі робітників

2. Ordinal Numbers (порядкові числівники).

1-й – 12-й	13-й – 19-й	20-й – 90-й	100-й – etc.
1 st first	13 th thirteenth	20 th twentieth	100 th hundredth
2 nd second	14 th fourteenth	30 th thirtieth	200 th two hundredth
3 rd third	15 th fifteenth	40 th fortieth	300 th three hundredth
4 th fourth	16 th sixteenth	50 th fiftieth	400 th four hundredth
5 th fifth	17 th	60 th sixtieth	etc.
6 th sixth	seventeenth	70 th seventieth	1,000 th thousandth
7 th seventh	18 th eighteenth	80 th eightieth	1,000,000 th millionth
8 th eighth	19 th nineteenth	90 th ninetieth	
9 th ninth			

10 th tenth	~ th	twenty-first	hundred and first
11 th eleventh		twenty-second	thousand an first
12 th twelfth			
~ th		~ th	~ th

3. Fractions:

Simple: $1/8$ an eight (or one eighth) $1 \frac{5}{9}$ one and five ninths $3/7$ three seventhComplex: $317/509$ three hundred and seventeen over five hundred and nine $2 \frac{1}{2}$ tons – two and half tons = two tons and a half $1 \frac{1}{2}$ hours – one and a half hours = one and a half

4. Decimals:

0.5 (=1/2) nought point five

3.735 three point seven five

0.25 ton nought point two five of a ton

1.26 tons one point two six tons

5. Dates:

1900	nineteen hundred
1915	nineteen fifteen
1998	nineteen nine
921	nine twenty-one

In British English, there are two ways of saying the date.

March the twenty-first, nineteen eighty 21 березня 1980р.

The twenty-first of March nineteen eighty

I was born on March the third.	Я народився 3 березня.
I was born in March.	Я народився в березні.
I was born in 1980.	Я народився в 1980 році.

B. C. (= Before Christ) and A. D. (= Anno Domine, in the year of the Lord; used for dates after the birth of Christ).

55 B. C.

A. D. 370

6. Telephone numbers:

In phone numbers, we say each figure separately. Instead of six six, two two, etc, British Speakers usually say double six, etc.

307 – 4922 three 0 seven – four nine double two

54482 five double four eight two.

7. Розряди багатозначних чисел відокремлюються один від одного комами:

2,354 - відповідає в українській мові 2354 або 2.354.

У десяткових дробах цілі числа відокремлюються від десятих крапкою (в українській мові – комою):

 $0.5 = 0,5$ $2.25 = 2,25$ **Exercises*****1 Read the following numerals (cardinal and ordinal). Write them down.***

2, 10, 3, 1, 8, 4, 5, 11, 19, 22, 30, 13, 14, 40, 15, 50, 66, 77, 100, 202, 1.356, 6.008, 75.136, 425.712, 2.032. 678.

2 Read the following fractions:

$3/5$, $1/4$, $2/3$, $1\ 1/2$, $1/2$, $4\ 1/2$, $2\ 3/4$, $2\ 2/3$, $4\ 5/7$, $2/7$, $1/9$.

3 Read the following decimals:

0.5, 0.25, 14.105, 0.36, 2.5, 0.105, 17.562, 4.356, 1.005, 3.49.

4 Write the following dates:

14 січня 1964 р.

31 березня 1950 р.

22 вересня 1997 р.

21 грудня 1998 р.

5 Read the following telephone numbers:

62 07 05	33 57 96
91 22 44	72 81 85
26 16 66	25 24 60

SOME PREPOSITIONS OF LOCATION*

Above - над

far (away) from – далеко від

Inside - всередині

Around - навколо

in- в , через

Near- біля

At - біля, в

in the middle of- посередині

next to- поруч

Behind- позаду

in front of - попереду

On – на

Below - знизу

on top of- зверху на

Beside- поряд

Outside - ззовні

Between- між

Under - під

Exercises**1. Complete the following sentences using appropriate prepositions.**

- Why are you looking me like that?
- I would like you to listen this.
- Let us talk your new projects.
- I ran James at Victoria Station yesterday.
- How long have you been married her?
- I am thinking studying engineering.
- A week after the accident he died his injuries.
- I half believe life after death.
- I must apologize disturbing you.
- He left the firm because he didn't agree their sales policy.

5. Communicative Tasks

-A: Invite B to go somewhere this weekend.

B: Politely refuse A's invitation.

-A: Call and tell your boss (B) you can't come to work because of illness.

- B: You think A is bluffing (not really sick).
 -A: Ask B to teach you to play tennis.
 B: You hate coaching for free.
 -A: Try to get B to divulge a secret about someone else.
 B: Don't be persuaded to do it.
 -A: Ask B to give you a ride home.
 B: A's house is out of the way, and your time is limited.
 -A: Call and tell B you can't come to the party on Friday.
 B: Try to get A to come to the party. (It's a surprise party for him/her.)
 -A: Try to get B to smoke marijuana.
 B: You don't want to use any illegal drug.

II KYPC UNIT 8. HOBBIES

1. Read the text.

HOBBIES

Tastes differ. Different people like doing different things, different people have different hobbies. I've read that there are 1019 personal interests and ways to spend one's free time. You are lucky if you have a hobby because life becomes more interesting. We choose a hobby according to our character and taste.

Hobbies are divided into four large classes: doing things, making things, collecting things and learning things.

I think the most popular of all hobbies is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

Many people go in for sports. It is their hobby. They go jogging, swimming, skating, skiing, train in clubs and different sections.

Gardening is one of the oldest of man's hobbies. It is a well-known fact that the English are very fond of gardening or growing flowers, especially roses.

Playing computer games is a relatively new hobby but it is becoming more and more popular. Both grown-ups and children are fond of it.

I think that it is a very exciting hobby. Certainly it is interesting who the winner will be.

Making things includes drawing, painting, making sculpture, designing costumes, handicrafts, writing music or playing different musical instruments. For example, the former President of the USA plays the saxophone. President Eisenhower and Sir Winston Churchill were amateur painters.

Collecting things is one of the most popular kinds of hobbies. Almost everyone collects something at some period in his life. People usually collect stamps, coins, match-boxes, books, records, postcards, toys, watches. Some collections have no real value. Others become so large and valuable that they are housed in museums and galleries. Many world famous collections started in a small way with one or two items.

Learning things is one of the kinds of hobbies and one of the aspects of all hobbies. Learning things can include reading, learning foreign languages and so on.

Learning things can also be by reading about the things a person is interested in. It is the most exciting aspect of a hobby.

Vocabulary

free time —вільний час

to choose (chose, chosen) —обирати

according —відповідно

taste —смак

to divide [di'vaid] —розділяти

to include— містити у собі

variety — різноманітність



Answer the questions

1. Why do we often say that tastes differ?
2. Do you know how many personal interests and ways to spend one's free time people have?
3. Do you have a hobby? What is your hobby?
4. You chose your hobby according to your character and taste, didn't you?
5. Do you know how many classes hobbies are divided into? What are they?
6. In your opinion, what is the most popular of all hobbies?
7. Do you think going in for sports is a very popular hobby?
8. What sports do people usually go in for?
9. Do you go in for sports? What sport is it?
10. What is one of the oldest of man's hobbies?
11. Do you know what the favourite hobby of the English is? What do they like to grow?
12. Playing computer games is becoming more and more popular, isn't it? Why?
13. What do you know about making things? What activities does this hobby include?
13. What famous people do you know who had such hobbies?
14. In your opinion, is collecting things one of the most popular kinds of hobbies?
15. What do people usually collect?
16. Have you ever collected anything? What was it? When did you begin collecting?
17. Which of your family or friends collects things? What do they collect?
18. Do you know a lot about your hobby? Have you ever read about the history of your hobby? Where?
19. What do you think, is learning things one of the aspects of all hobbies? Why?
20. In your opinion, does life become more interesting when you have a hobby? Prove it.

2. Read and learn by heart the dialogue. Then act it out.

Frank: What are the most common hobbies of Englishmen, Abby?

Abby: Well, it isn't an easy question. Many Britons like sports and games, others enjoy gardening or collecting different things. Some Englishmen prefer making shelves, boxes stools and so on. Tastes differ.

Frank: And what about you? What is your hobby?

Abby: My hobby is photography. Wherever I go I always take a camera with me. I enjoy it very much. And you? They say you are a famous collector. What do you collect if it isn't a secret? Tell me about your collection, please.

Frank: OK. I collect books published in the 19th century.

Abby: Oh, it's very interesting! Have you got many books in your collection?






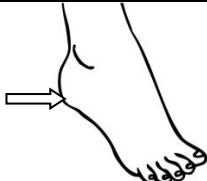






Frank: There are almost one hundred of them.

Abby: It's great! I wonder if you have managed to read them all.

Frank: Not yet. It's the process of collecting itself that interests me.

3. Phonetic exercises

Missing Vowels

 Sh__p	 Sh__p	 R__ch	 R__ch
 H__ll	 H__l	 F__t	 F__t
 D__p	 D__p	 Ch__p	 Ch__p(s)

4. New Grammar

Continuous Tenses /Active/ The Present Continuous Tense

am	
S+ is	+V _{ing}
are	

Виражає дію, що відбувається:

- 1) в момент мовлення (now, at the moment);
- 2) в даний період часу;
- 3) яку ви намірені здійснити в найближчий час.

Illustrative situation:

It's autumn. The weather is bad. It's raining heavily. People are hurrying along the

street. A young man is standing at a bus stop. He is waiting for his girlfriend. She is late. She is not coming.

I'm (am)		standing.
I'm not		
He She It	's (is) isn't	
We You They	're (are) aren't	

Where	am	I	standing?
	is	he she it	
	are	we you they	
Who is standing?			

Remember: дієслова to love, to like, to hate, to want, to wish, to see, to hear, to feel, to notice, to know, to understand, to remember не вживаються в часах групи Continuous.

Exercises

1. Write in the *-ing* form of the following verbs.

read	<i>reading</i>	have	.....
swim	.....	take	.....
come	.....	get	.....
think	.....	stop	.....
rain	.....	run	.....
wear	.....	write	.....
shine	.....	go	.....
smoke	.....	cook	.....
do	.....	

2. Write what is true for you now, around now, or in the near future.

I / study.	<i>...I'm studying...</i>
I / watch TV.	<i>...I'm not watching TV..</i>
1. I / sit in class	.....
2. It / rain.	.....
3. The sun / shine.	.....
4. I / wear jeans.	.....
5. I / go out tonight.	.....
6. We / have a holiday soon.	.....
7. My parents / work.	.....
8. Our teacher / smoke.	.....
9. My mate / read.	.....
10. My mother / take a bath.	.....

3. Complete the sentences. Use *am / is / are* + one of these verbs:

building coming having playing cooking standing swimming

1. Listen! Pat is playing the piano.
2. They a new hotel in the city centre at the moment.

3. Look! Somebody in the river.
4. "You on my foot". "Oh, I'm sorry".
5. Hurry up! The bus
6. "Where are you George?" "In the kitchen, I a meal".
7. (on the telephone) "Hello. Can I speak to Ann, please?" "She a shower at the moment. Can you phone again later?"
8. Scotland France in a football match next week.
9. Where is Tom? He a rest.

4. Translate the following sentences.

1. Моя дочка зараз слухає радіо.
2. Не шуміть, вона зараз працює.
3. Не заходьте в аудиторію зараз студенти складають іспит.
4. Що ти робиш? Я перекладаю текст з англійської на українську.
5. Чому ти не виконуєш домашнє завдання.
6. Я їду до Києва.
7. Ми йдемо на дискотеку ввечері.
8. Подивись! Йде дощ.

5. Speak on the following situations:

1. It's nine o'clock in the evening. Tell your friend what the members of your family are doing at the moment.
2. You are at the English class. Tell what you are doing.

The Past Continuous Tense

Виражає дію, що відбулась:

- 1) в певний момент в минулому;
- 2) в минулому і була перервана іншою дією;
- 3) водночас з іншою в минулому.

S+	was	+V _{ing}
	were	

Illustrative situation:

Yesterday I went to our academy library. There were a lot of students there. They all were working. The student at the first table was reading an English text. From time to time he was looking up a word in the big dictionary. A girl was copying some information from an encyclopedia. When I saw Nick he was reading a thick book.

I	was	working.
He	wasn't	
She	(was	
It	not)	
We	were	working.
You	weren't	
They	(were	
	not)	

Where	was	I he she it	working?
	were	we you they	
Who was working?			

Exercises

1. Write what was true for you (yesterday).

- | | |
|--|---|
| 1. I (have breakfast) 8 o'clock a.m. | <i>I was having breakfast at 8 o'clock a.m.</i> |
| 2. I (watch television) 9 o'clock a.m. | ..... |
| 3. I (sit) 12 o'clock in the library. | ..... |
| 4. It (rain) in the evening. | ..... |
| 5. My parents (work) 5 o'clock p.m. | ..... |
| 6. The sun (shine) 11 o'clock a.m. | ..... |
| 7. I (swim) 11.30 a.m. | ..... |

2. You saw your friend in the street yesterday afternoon. What was he (she) doing?

Write positive or negative sentences.

- | | |
|-------------------------------|--|
| 1. (he / wear / a jacket) | <i>...He wasn't wearing a jacket ...</i> |
| 2. (he / smoke / a cigarette) | ..... |
| 3. (he / carry / a bag) | ..... |
| 4. (he / go / shopping) | ..... |
| 5. (he / hurry/ academy) | ..... |
| 6. (he / sing / songs) | ..... |

3. Write questions. Use was / were -ing.

- | | |
|---|--|
| 1. (what / Tim / do / when you saw him) | <i>What was Tim doing when you saw him?.</i> |
| 2. (what / you / do / at 11 o'clock?) | ..... |
| 3. (what / she / wear / yesterday?) | ..... |
| 4. (it / rain / when you went out?) | ..... |
| 5. (where / you / go / when / met you?) | ..... |

4. Translate the following.

1. О чверть на сьому вони займались англійською мовою.
2. Він дивився телевизор, коли прийшов Петро.
3. Вони вчили слова з третьої до п'ятої.
4. Був вечір, моя мама читала книжку, а я писав листа.
5. З ким ти вчора розмовляв, коли я зустрів тебе на вулиці?
6. Що ти робив вчора о 10 ранку?
7. Джон йшов у клас, коли загубив ручку.
8. Марк їхав до Лондона, коли зламалась машина.

5. Speak on the following situations:

1. At 8.15 a.m. you entered the classroom. Describe what you saw there.
2. It was 11.45 a.m. (it was a break). Describe what you saw in the corridor.

The Future Continuous Tense

Виражає дію, що:

S+	will shall	be+V _{ing}
----	---------------	---------------------

1) буде відбуватись в певний момент в майбутньому;

2) запланована на майбутнє, у цьому випадку можна

- також вживати Present Continuous;
 3) ми часто вживаємо Future Continuous коли запитуємо про плани людей, особливо, коли ми хочемо щось зробити.

Illustrative situation:

John is a first year student. He is very busy every day. He'll be busy tomorrow. From five to six he'll be still working in the library. At seven o'clock John will be having supper. He'll be preparing for his exam the whole evening.

I	shall		Where	shall	I	be working?
We	(not)			will	we	
You	will (not)	be working.	Who will be working?	you	he	
He					she	
She					it	
It					they	
They						

Exercises

1. Write what will be true for you (tomorrow).

- I (have breakfast) 8 o'clock a.m. *I shall be having breakfast at 8 o'clock a.m.*
- I (watch television) 9 o'clock a.m.
- I (sit) 12 o'clock in the library.
- My parents (work) 5 o'clock p.m.
- The sun (shine) 11 o'clock a.m.
- I (swim) 11.30 a.m.

2. You'd like to visit your friend Tom at his place tomorrow afternoon, but you don't know his plans. Ask him, read the answers first.

- What will you be going at 6 p.m.? *I'll be busy.*
- What 5.30 p.m.? *I'll be reading.*
- ? *I'll be reading a detective story.*
- ? *I'll be reading from 5.30 p.m. to 7 p.m.*
- watching television at ? *Yes, I shall.*
- ? *I'll be watching a football match.*
- waiting for me at ? *Yes, I shall.*

3. Translate the following.

- Я буду грати в теніс о 4 завтра.
 - Вона буде прибирати з 9 до 11.
 - Ми будемо вивчати англійську цілий вечір.
 - Що ти будеш робити о 5 ранку? Я буду працювати в бібліотеці.
 - Я писатиму листа після 6.
4. Tell your friend what you will be doing at 10 a.m., from 12 p.m., till 2 p.m., at 8 p.m., from 9 p.m., till 11 p.m.

5. Communicative Tasks

Where do these activities belong?

surfing, go shopping , scuba diving , playing video games, skiing, sunbathing, surfing the internet, building sand castles, hiking, swimming, horse riding, having a picnic, bungee jumping, rollerblading, cycling, snowboarding, bird watching, watching TV, eating out, playing chess

Which activities are indoor activities?

Indoor	Outdoor summer	Outdoor winter	All season outdoor

What do you think about our activities?

Which activities do you think are fun?

Dangerous	Exciting	Boring	Fun	Challenging

Why do you enjoy doing these activities?

I like _____ because I ___

UNIT 9. DESCRIBING PEOPLE

1. Read the text.

WHAT ATTRACTS YOU IN YOUR FRIEND'S CHARACTER

I'd like to tell you about my best friend who is by far the greatest person, from all I know.

There's a tremendous number of differences in our characters. We seem to have little in common, but we get on together quite well. What attracts me most of all is the fact that she is a girl of an active disposition. She is a character.

She likes to do everything as well as she can. It is always a mystery for me where she finds time and manages to be the best student of the group, a skilled

sportsman, an excellent pianist. She knows precisely at any hour, what she will be doing, how long it will require.

Some people consider that self-discipline is rather tiresome. They might consider her a bit of fantastic about organization and discipline. Self-discipline comes first and all that sort of things. But as proverb says «Tastes differ», and basically she's a good and cheerful girl.

I'd like to say that her strongest trait is her readiness to help anybody who need it. Besides she is honest and generous. She is very easy to deal with and I like it about her. We spend not so much time together but when we meet it's a pleasure to both of us. Her sense of humor and wit make contact with her very pleasant.

Vocabulary:

a tremendous number – надзвичайно багато

disposition - схильність

mystery – таємниця, загадковий

manages – справляється з

precisely - точно

require - вимагати

tiresome - виснажувальна

cheerful - бадьорий

readiness – готовність

generous - великодушна

pleasure – задоволення

2. Read and learn by heart the dialogue. Then act it out.

Sue: Good morning, Sharon.

Sharon: Hello, Sue.

Sue: Liz has a new boyfriend, you know, don't you?

Sharon: I have no idea. What is his name?

Sue: His name's Jack.

Sharon: What's he like?

Sue: He is nice. He looks neat.

Sharon: Is he handsome?

Sue: Undoubtedly! He's the most handsome boy I've seen.

Sharon: Is he tall?

Sue: Yes, he's. He's tall and long-legged. He's taller than Tom.

Sharon: And what colour are his eyes?

Sue: Of course they are blue. And his hair is very fair and curly.

Sharon: Is Jack slim or fat?

Sue: He's fairly slim, but I think he isn't very strong. Tom is stronger.

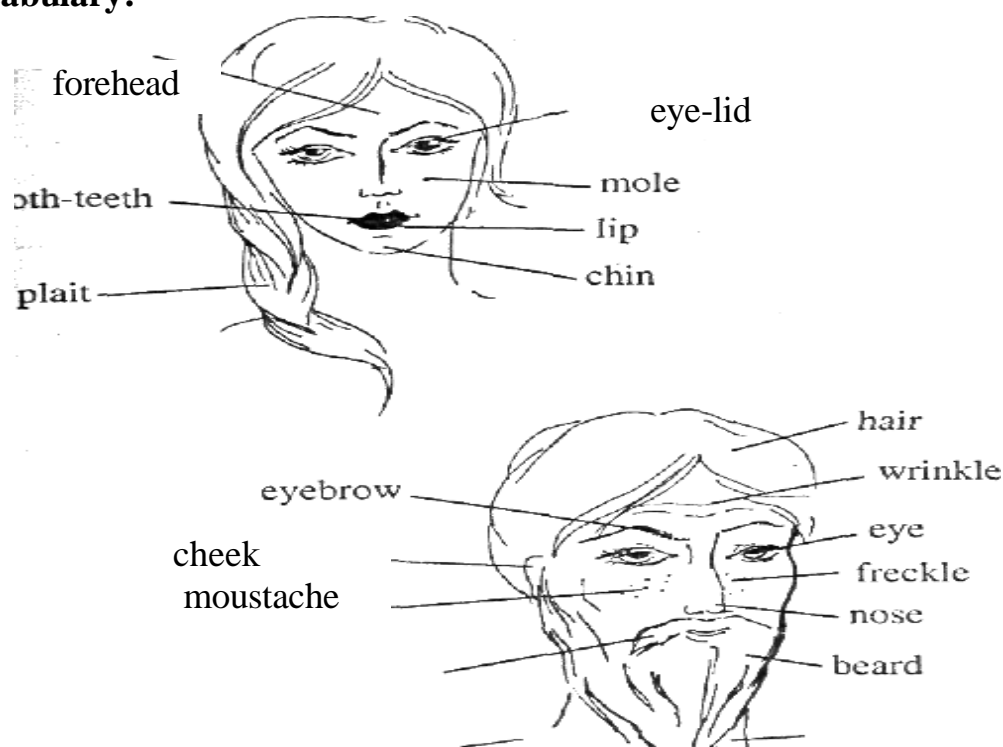
Sharon: Is he a student?

Sue: Yes, he's. He studies at a High School. And he's one of the best students in the class, he's smart.

Sharon: How lucky Liz is! She's OK, but not very pretty.

Sue: Certainly. She's lucky because he is really fond of her.

Vocabulary:



- appearance** — зовнішність
attractive — привабливий
bald-head — лисий
beautiful — гарна
blonde – білявка
brunette —брюнет
graceful —витончений
handsome — гарний (чоловік)
to look – виглядати
pale - блідий
plain – негарний, простий
pretty - гарненький
short - низький
slim – тонкий, худий
tall - високий
ugly – потворний, гідкий
to wear – носити, одягати

3. *Phonetic exercises*

Tongue Twisters

Can you can a can as a canner can can a can?

I scream, you scream, we all scream for ice cream!

I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.

4. *New Grammar*

The Present Perfect Tense

+	?	-
I (you, we, they) have written a letter	Have you written a letter?	I have not written a letter
He (she, it) has written a letter	Has she written a letter?	She has not written a letter

У стверджувальних реченнях Present Perfect утворюється за допомогою допоміжного слова *have* (1 та 2 особи) або *has* (3 особа однини) та додаванням закінчення *-ed* до дієслова. Якщо дієслово **неправильне**, то використовується 3 форма – Past Participle. Формула утворення:

Іменник + **have / has** + дієслово з закінченням **-ed** або у **3 формі**

Іменник та допоміжне дієслово *have* можуть зливатися та утворювати *I've, they've* та ін. Приклади стверджувальних речень у Present Perfect:

*He **has just finished** playing football.* – Він щойно закінчив грати у футбол.

*They've **started** doing their homework already.* – Вони вже почали робити домашнє завдання.

Для утворення **запереченого речення** в Present Perfect після допоміжного дієслова необхідно додати частку *not*. Правило:

Іменник + **have / has** + **not** + дієслово з закінченням **-ed** або у **3 формі**

Допоміжне дієслово може зливатися з часткою *not* та утворювати *haven't* або *hasn't*. Приклади **заперечних речень**:

*I **haven't seen** you for years!* – Я не бачив тебе давним-давно!

*She **hasn't made** her work yet.* – Вона ще не зробила свою роботу.

Для утворення **питального речення** в Present Perfect допоміжне дієслово необхідно ставити наперед речення. Правило:

Have / Has + іменник + дієслово з закінченням **-ed** або у **3 формі**

Приклади **питальних речень**:

***Has there ever been** a war in the United States?* – Чи була коли-небудь війна у Сполучених Штатах?

***Have you ever met** him?* – Чи ти коли-небудь зустрічався з ним?

Допоміжні слова Present Perfect

При утворенні речень в Present Perfect часто вживаються допоміжні слова. Ці слова-маркери теперішнього доконаного часу наведені нижче:

Слово	Переклад
<i>just</i>	<i>щойно</i>
<i>already</i>	<i>вже</i>
<i>yet</i>	<i>ще не</i>
<i>never</i>	<i>ніколи</i>
<i>ever</i>	<i>коли-небудь</i>
<i>once</i>	<i>одного разу</i>
<i>(many, few, several) times</i>	<i>(багато, декілька) разів</i>
<i>before</i>	<i>перед тим, як</i>
<i>so far</i>	<i>досі</i>

Exercises

1. Use the correct form of the Verb

- 1 He _____ (finish) training.
- 2 She _____ (score) twenty points in the match.
- 3 We _____ (watch) all the Champions League matches this season.
- 4 That's amazing! She _____ (run) fifteen kilometers this morning!
- 5 She _____ (buy) some really nice rollerblades!
- 6 Oh, no! I _____ (lose) my money!
- 7 My mum _____ (write) shopping list. It's on the kitchen table.
- 8 Dad, you _____ (eat) my biscuit!
- 9 I'm tired. I _____ (watch) three X-Files videos.
- 10 Hurry up! They _____ (start) the film!
- 11 Mary _____ (study) hard this year, so she'll pass her exams.
- 12 Oh no! She _____ (drop) the plate!

2. Change the verb into the correct form:

1. I (read) your book several times.
2. She (wear) that skirt many times.
3. My family (visit) Brazil a few times.
4. I (eat) already.
5. Marta (finish) her homework.
6. You (break) the glass again.
7. They (pay) for everything.
8. It (never snow) like that.
9. I (meet) Anna once.
10. We (see) him before.
11. You (buy) 4 cars so far.
12. There (be) problems.

5. Communicative Tasks

1. Describe your friend using the words from the vocabulary

2. Translate word combinations:

Карі очі, тонкі риси обличчя, курчаве волосся, біляве волосся, руде волосся, рівні зуби, чиста шкіра, прямий ніс, повні губи, близько розташовані очі, білі зуби

1) white	1) cheeks
2) plump	2) eyes
3) expressive	3) eyebrows
4) hazel	4) features
5) close-set	5) hair
6) bushy	6) lip
7) delicate	7) nose
8) regular	8) skin
9) blond	9) teeth
10) brown	
11) curly	
12) grey	

13) red	
14) full	
15) hooked	
16) snub	
17) straight	
18) pure	
19) even	

Words easily confused

High, tall, lofty

High – високий, щось вище за певну основу, плоскість *high building*

Tall – про зріст *tall man*

Lofty – високий (у поезії) *lofty aims*

Use the correct word:

1. His head is _____.
2. How _____ is he? I think he is about six feet.
3. Anne is _____ than her friend.
4. The room has a _____ ceiling.
5. She wears _____ boots.
6. Her _____ aim is to get good education.

UNIT 10. GETTING ABOUT THE CITY

1. Read the text.

In the streets, roads and squares of the town we see people walking and vehicles driving. The vehicles are: trams, buses, trolley-buses, taxis and motor-cycles, motor-scooters and bicycles. Along the streets there are street lamps, at the corners of the streets there are traffic lights. The street lights are switched on when it gets dark; they are switched off when it gets light. When the red traffic light is switched on, the traffic stops: when the green light is switched on, the vehicles drive on. Along the streets we also see bus, trolley-bus and tram stops. This is where people get on and off. People wait for buses at the stops. They get on and off public transport there. In the streets there are also Tube stations where people get on and off the underground electric railway. At big crossroads in large towns and cities there are subways for pedestrians, and fly-over for vehicles. There are sometimes subways for traffic, too. At nearly all street corners there are pedestrian crossings for people to cross the road. In England vehicles drive on the left. In Ukraine the traffic drives on the right. Outside the towns, we travel from one place to another by train, plane or boat.

Useful phrases

Excuse me, where can I get a taxi?
 Could you tell me where a subway-station is?
 Do you know where the nearest bus-stop is?
 Excuse me, where can I buy a subway-map?
 Here in Brooklyn you better call a car-service.
 How do I do it?
 The bus-stop is one block away.
 The bus-stop is right on the corner.
 Go straight all the way.
 Turn right at the next block.
 You should go straight, then turn left..
 How do I get to Queens from here?
 Oh, that's "Woodside Ave". You should get off at Woodside Ave.
 How can I get to the grocery-store?
 Am I right for the Zoo?
 Am I right for the unemployment office?
 Take the D-train, then change for the N at Decalb Ave to Union Square.
 Is that a nice neighborhood?
 Oh, yes, that's an excellent neighborhood!
 That's a Spanish neighborhood.
 Don't litter!
 It's a very dirty neighborhood.
 Keep the city clean.
 We are lost, can you help us to find Lincoln Center?
 We are lost, can you help us to find Brooklyn College?
 Where can we get some coffee around here?
 Is there an inexpensive coffee-shop around
 Where can we get some snacks?
 How many blocks away is the Bedford Avenue?
 Is it far to the hospital?
 Well, it's a long walk.
 How far is the shoe-store?
 You should go two blocks straight, then turn left, you will see it there.
 Turn right at the next corner, and go straight all the way.
 Yes, it's right here, you see that big building?
 There is no entrance this way.
 Where is the exit?

2. Read and learn by heart the dialogue. Then act it out.

Igor Smirnov. Excuse me, what bus goes to Castle Street?

Passer-by. The bus number 101.

Igor Smirnov. Where can I get this bus?

Passer-by. Take the number 54 bus to Greenfield Street, and then transfer to the number 65 bus.

Igor Smirnov. Er... Is there a better way to get to Castle Street?

Passer-by. Yes, by underground.

Igor Smirnov. It's great! Where is the nearest underground station?

Passer-by. One block down this street.

Igor Smirnov. Thanks a lot!

Passer-by. You're welcome.

2. *Phonetic exercises*

ФОНЕТИЧНІ ОСОБЛИВОСТІ

The Low Rise

The Low Rise starts from the lowest pitch level and reaches the mid level. The tail is pronounced on the mid level.

This intonation pattern is used:

1) In statements – not categoric, non- final, encouraging further conversation;

e.g. I'll repair it as soon as I can /

It's all / right.

It's no trouble at / all.

2) in general questions - genuinely interested, disapproving, skeptical e.g. Did he bring her a / present?

Do you believe / him?

Hadn't you been to /America?

3) in special questions- friendly interested, sometimes puzzled, wondering;.

e.g. When is he coming a / gain?

At what / time?

Where have you been all this / time?

4) in imperatives-soothing, encouraging, reassuring;

e.g. Come / in.

Stay with us a /gain.

Cheer / up.

5) in exclamations- friendly, airy, often used in greetings; e.g. It's /nice!

I beg your /pardon!

Very /good!

Good /night Good /morning.

Making Tonograms.

You are looking very / smart	. . - . - . /
Do you think I / care about it?	• • — • / . . .

Practical Assignments.

1. Read the following sentences with the Low Rising intonation:

a) Statements (not categoric, non- final, encouraging further conversation)

I /think so.

Here we /are Some of them/are.

May be he /can.

That's all /right.

That doesn't /matter That should be all /right.

As a /rule I can. it's not too /bad.

If you don't find it too ex/pensive.

Nothing at all /serious.

b) General questions (genuinely interested, disapproving, sceptical)

Is there any /difference between them?

Is your brother- in- law a /doctor?

Have you any letters to /post?

Can I come /too?

May I /try it?

Do you have time to go in for /sports?

Do you like /dancing?

c) greetings and leave- takings pronounced with the Fall-Rise sound pleasant and friendly;

e.g. Hello. \Good /morning.

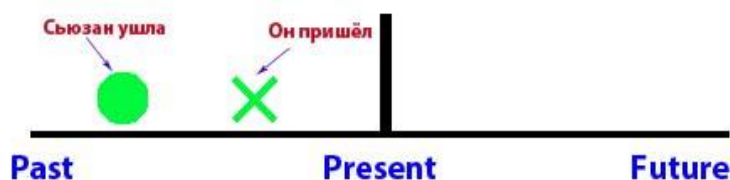
Good \night, Mrs. Smith.

d) the Fall-Rise is used to single out the subject in the sentence;

e.g. Britain| is one of the most important commercial / centers in the s. world.

4. New Grammar

The Past Perfect Tense



Susan had left the party when he arrived. - Сьюзан покинула вечірку, коли він прийшов.

Past Perfect виражає дію в минулому, яке відбувалося і закінчилося до іншого минулої дії або до будь-якого моменту або періоду минулого часу. Past Perfect - предпрошедшее час, тому, що воно описує минуле вчинене дію по відношенню до моменту, яке також є минулим. Цей момент може бути вказано:

a) позначеннями часу, такими як: by the end of the year - до кінця року, by four o'clock- до чотирьох годинах, by Friday - до п'ятниці, by the 14th of November - до 14 листопада, by that time - до той час і т.п .:

He had written only two reports by four o'clock - Він написав тільки два рапорти до четвертої години

By ten o'clock on Friday I had already repaired my car – До 10 години я вже відремонтував свою машину

б) іншу минулу дію, яка виражена дієсловом в Past Indefinite, і яка відбулося після події, вираженого формою Past Perfect:

When I arrived to the airport the plane had already gone - Коли я прибув в аеропорт, літак вже вилетів (дієслово arrived - висловлює дію, яке відбулося пізніше - він прибув в аеропорт, а літак полетів до цього)

They had discussed the contract when I come - Коли я прийшов, вони обговорили договір.

в) Момент, до якого відбулася дія, виражена в Past Perfect може бути не вказаний саме в цьому реченні. Він вказується в іншому реченні:

She received a letter from my mother yesterday. She had not heard from her for a long time. - Вона отримала лист від моєї матері вчора. Вона не чула її дуже довгий час

+ He had done.

? Had he done?

- He had not done.

Exercises

1. Complete the sentences using the Past Perfect tense of the verbs below Example: to learn the poem — I went to bed after I had learnt the poem.

to have dinner, to do homework, to come, to read the book, to clean the room, to go shopping, to return from Australia, to finish work

1. I went to see my friend after...

2. I watched TV after...

3. They went home after...

4. He phoned me after...

5. She went to dance after...

6. We wrote a composition after...

7. They rebuilt the house after...

8. We went for a walk after...

2. Complete the sentences below with the simple form of Past Perfect.

: He _____ (leave) when I arrived.

He had left when I arrived.

1.	I thought I knew her. I thought I _____ (see) her before.
2.	He _____ (drive) only twice in his life before the accident.
3.	Bonny no longer had her car. She _____ (sell) it.
4.	I saw Annabel last week. She _____ (change) a lot.
5.	Terry wasn't at home He _____ (just go) out.
6.	I tried to find Mr Jones but he wasn't around. Then I found out he

	<input type="text"/> (die).
7.	He didn't need to borrow the car because he <input type="text"/> (have) his bike repaired.
8.	Jenny <input type="text"/> (just get) home when the phone rang.
9.	The new restaurant wasn't open any longer. It <input type="text"/> (close) down.
10.	He fed the cat because no-one <input type="text"/> (feed) it for days.

5. Communicative Tasks

Make up the dialogue.

- Where do you want to go?
- I want to go to the... Where is it?
- It's in ... Street. It's ... (*opposite, next to, between*) the...
- What bus should I take?
- You should take bus #...
- Where should I get off?
- You should get off

ENGLISH FOR GIVING TOURIST INFORMATION

Whether you work in a tourist information center, as a tour guide, or just want to tell your English-speaking friend about the sights in your city, this exercise is for you! It'll help you learn and practice the most useful vocabulary relating to giving tourist information. Fill in each blank with the proper (best) response from the list on the right:

destroyed
attractions
historic
capital
blocks
cheaper
century
incredible
concentrated
trap

1. This is a very modern city. There aren't many _____ buildings.
2. Almost all of the _____ are located in the central area.
3. All the sights are _____ in this area.
4. Most of the city was _____ during the war, and rebuilt afterwards.

5. This building is from the 17th____ . It used to be a royal residence.
6. A tourist____ is a place (restaurant, store, etc.) designed to attract travelers/tourists. These types of places are usually more expensive than places where "locals" go.
7. Wow! What an____ view!
8. This used to be the____ of our country.
9. We're not looking for an expensive hotel. We want something that's____ .
10. The post office? Go straight for three____ . You'll see it on your right

UNIT 11. AT THE AIRPORT

1. Read the text.

TRAVELLING BY PLANE

No wonder that one of the latest means of travelling is travelling by plane. Nowadays people mostly travel by air. It combines both comfort and speed and you will reach the place of destination very quickly. No doubt, travelling by air is the most convenient and comfortable means of travelling. But if you are airsick the flight may seem not so nice to you. Unfortunately sometimes the flights are delayed because of unfavourable weather conditions, and one more inconvenience is jet-lag.

Before boarding the plane you must check in at the airport. Passengers are requested to arrive at the airport one hour before departure time on international flights and half an hour on domestic flights. You must register your tickets, weigh in and register the luggage.

The economy class limitation is 20 kg. First-class passengers are allowed 30 kg. Excess luggage must be paid for. Passengers are permitted, to take only some personal belongings with them into the cabin. These items include handbags, brief-cases or attache cases, umbrellas, coats and souvenirs bought at the tax-free shops at the airport. Each passenger is given a boarding pass to be shown at the departure gate and again to the stewardess when boarding the plane.

Before the plane takes off the stewardess gives you all the information about the flight, the speed and altitude. She asks you to fasten the belts and not to smoke. She will take care of you during the flight and will help you to get comfortable in your seat. Inside the cabins the air is always fresh and warm. The captain will welcome you on board, tell you all about the flight and the interesting places you are flying over. During the flight you can take a nap or have a chat, you can read and relax. In some planes you can watch video or listen to the music.

When the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes. While travelling by plane you fly past various villages and cities at the sight of which realize how majestic and tremendous our planet is. Do not forget your personal belongings when leaving the plane.

Landing formalities and customs regulation are about the same in-all countries. While still onboard the plane the passenger is given an arrival card to fill in, he fills in (in block letters) his name in full, country of residence, permanent address, purpose and length of visit; and address in the country he is visiting. After the passenger has

disembarked, officials will examine (check) his passport and visa (to see if they are in order).

In some countries they will check the passenger's certificate of vaccination. When these formalities have been completed the passenger goes to the Customs for an examination of his luggage. The passenger is required to fill in a customs declaration form. He must list all dutiable articles. Personal belongings may be brought in duty-free.

Here is a partial list of prohibited articles: firearms, drugs, in some countries — meat products, fresh fruit and vegetables. The Customs inspector may ask you to open your bags for inspection. After you are through with all customs formalities he will put a stamp on each piece of luggage.

Questions:

1. Why do people mostly travel by air nowadays?
2. Why may the flight seem not so nice to you?
3. What are other inconveniences of flying?
4. When are passengers requested to arrive at the airport?
5. What is the luggage limitation?
6. What must passengers do in case they have some excess luggage?
7. What are passengers permitted to take with them into the cabin?
8. When is a boarding pass to be shown?
9. What do stewardesses do during the flight?
10. What can you do during the flight?
11. What opportunities do passengers have when the plane is landing or taking off?
12. What is the passenger given to fill in while still onboard the plane?
13. What are the formalities to be completed after the passenger has disembarked?
14. What must you list in your customs declaration?
15. What are prohibited articles?
16. What will the Customs inspector do after you are through with all customs formalities?

Vocabulary:

no wonder - не дивно, що

nowadays - в наші дні; тепер; в наш час

speed - швидкість; швидкість

destination - місце призначення, пункт призначення

to board - сходити на борт (будь-якого судна)

to check in - реєструвати (ся)

convenient - зручний, відповідний; придатний

to be airsick - страждати повітряної хворобою

flight - політ

unfortunately - на жаль, на жаль

to delay - відкладати; затримувати, уповільнювати

unfavourable - несприятливий; неприхильний; невтішний

weather conditions - погодні умови
jet-lag - порушення добового ритму організму, розлад біоритмів у зв'язку з перельотом через кілька годинних поясів
to request - просити, вимагати
to weigh - зважувати; важити
limitation - обмеження
to allow - дозволяти, дозволяти
excess - надлишковий; перевищує норму
to permit - дозволяти, дозволяти, давати дозвіл
personal belongings --- особисті речі
brief-case - портфель
attache case - шкіряний ручної плоский чемоданчик (для книг, документів)
boarding pass - посадковий талон
departure - відправлення, від'їзд
altitude - висота
fasten one's belts - пристебнути ремені
to take care - піклуватися
to take a nap - подрімати
to have a chat - поговорити, поговорити
to relax - розслаблятися
to take off - авіація. злетіти
opportunity - шанс, можливість
scenery - вид, пейзаж; ландшафт
landscape - ландшафт, пейзаж
to realize - уявляти собі; розуміти, усвідомлювати
majestic - величний, грандіозний, великий
customs regulations - митні інструкції
to fill in - заповнювати
country of residence - країна перебування
permanent address - постійне місце проживання
purpose - призначення, намір, мета
length - довжина; відстань
to disembark - висаджуватися
vaccination - вакцинація
to complete - завершувати, закінчувати, кінчати, закінчувати
customs declaration - митна декларація
to list - вносити в список; скласти список; реєструвати
dutiable - підлягає обкладенню (митної) митом
article - річ, предмет
partial - частковий, неповний
prohibited - заборонений
firearms - вогнепальна зброя

2. Read and learn by heart the dialogue. Then act it out.

Booking a flight

A: I'd like to book a flight to Tokyo please.

B: Which airline would you like to use?

A: Which is the cheapest?

B: When do you want to travel?

A: Next week, the 15th.

B: Would you like a return ticket?

A: Yes, I'm coming back on the 30th.

B: Let me see..... ABC costs \$299.00, but you have to transfer at Hong Kong. XYZ is the cheapest direct flight at \$349.00, both tourist class of course.

A: How long does the ABC flight take?

B: Total time is 15 hours, XYZ takes 11 hours.

A: I may as well go with XYZ then.

B: How many seats would you like?

A: Just the one, and could I have a vegetarian meal?

B: Certainly, there's no extra charge.

At the check-in desk

C: Good morning, may I have your ticket please?

D: Certainly. Can I take this as carry-on baggage?

C: Yes, that'll be fine.

D: And can I have an aisle seat in the smoking section?

C: I'm afraid this is a non-smoking flight, sir. But you can have an aisle seat. Here's your boarding pass. Have a nice flight.

D: Thank you.

At passport control

E: May I see your passport please?

F: Here you are.

E: What is the purpose of your visit?

F: I'm on business.

E: How long will you be staying?

F: Fifteen days.

E: Thank you very much. Enjoy your stay.

At customs

G: Do you have anything to declare, sir?

H: Just some wine and cigarettes.

G: How much wine do you have?

H: Four bottles.

G: That's fine, and how many cigarettes?

H: I have 20 packs.

G: I'm afraid you're only allowed 280 cigarettes. You'll have to pay duty on the rest.

H: Oh! How much is it?

G: It's \$12.95.

H: Here you are.

3. Phonetic exercises

Practical Assignments.

1. Read the following sentences using the Fall-Rise:

Don't you / like it? I don't / frankly.

Any news of Jim? He's coming home soon.

Haven't you - finished it yet? I've only just begun it.

It's a \wonderful photo. I \knew you'd -like it.

But why didn't you \tell me? \So -sorry.

What's happened to Jack? It's \always the -'same How -big did you say it was? Why don't you / listen?

Come and have a \game with me. Will you stop bothering me?

I'm afraid I've lost it. \Never /"mind Quickly. \Wait a minute

What's all the knocking about? Oh, \don't just sit there.

I really must go, please, stay a little longer.

What's upsetting you? \ Do shut the -'door.

When shall I \start? \ Start right away.

Here I am at last. Hello, Stephen! It's good to / see you.

2. Read the sentences using the Fall-Rise to single out the subject in the sentence.

Britain | is \ not very big country. Australia | is the smallest continent in the world.

Manchester | is one of the most important industrial -"cities in Great Britain.

Oxford | is one of the oldest centers of education. Washington | is the capital of United / States. Mary | is my \ best friend.

The piano| is to the right of the window. England | is a highly developed industrial \country

4. New Grammar

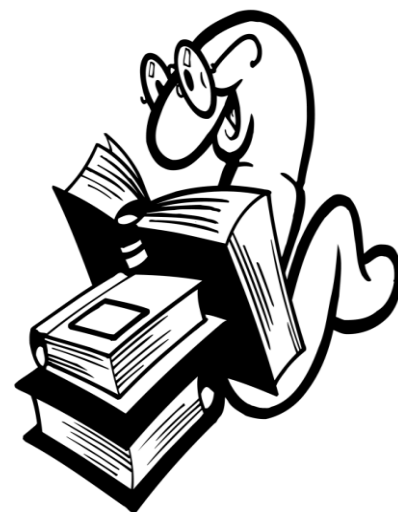
The Future Perfect Tense

FORM	USE	EXAMPLE
will + have + past participle	An action that will be completed before a specific time in the future.	I will have finished my homework by five o'clock.

Exercises

1. Complete the sentences.

- _____ you _____ (finish) your homework by the time the film stars?
- She _____ (have) the baby by the end of the month.
- Do you think that you _____ (get) married by the time you are 20?
- In fifty years' time the pollution _____ (double).
- She's so lazy. I bet you that she _____ (not do) anything when we get there.



6. My dad _____(retire) by 2020.
7. There's no point in going now - the film _____(start) when we get there.
8. We _____(not reach) the camp site by nightfall.
9. School _____(start) by the time we get back from holiday.
10. The battery _____(go) flat before I can get home.
11. You can call me at work at 8 am. I _____(arrive) at the office by then.
12. They will be tired when we arrive. They _____(not sleep) for a long time.
13. Unless further action is taken, the black rhino _____(become) extinct in a few years time.
14. If global warming isn't halted, a large part of the polar caps _____(melt) in 50 years' time.
15. He _____(break) that toy by the end of the day.

2. Use the correct form of the Verbs:

1. By this time tomorrow____, I (finish) the project.
2. By 8 o'clock, the kids____ (fall) asleep.
3. By tomorrow morning, he____ (sleep) wonderfully.
4. By next year, she____ (receive) her promotion.
5. Robin____ (sell) his car by next Sunday.
6. Morgan____ (clean) the entire house by lunch.
7. We____ (dance) a few dances before midnight.
8. At this time tomorrow morning, they____ (begin) working.
9. At this time next week, we____ (catch) the thief.
10. By 2013, I____ (live) in Madrid for 5 years.
11. In 2020, they____ (work) here for 20 years.
12. By September, Julie____ (teach) us for over a year.
13. By October, I____ (study) English for 3 months.
14. On Monday, she____ (wait) for 2 weeks.
15. Before Saturday, you____ (do) all of your homework.

Types of Questions (The Present Simple Tense)

Вид питання	Full Verb (do, does – допоміжні дієслова)	To be (am, is are)	Modal Verb (can, have, must)
	<i>We like ice-cream.</i>	<i>You are from Ukraine.</i>	<i>I can help you.</i>
General Загальне	Do/does - =...? <i>Do we like ice-cream?</i>	To be -...? <i>Are you from Ukraine?</i>	Modal Verb - =...? <i>Can I help you?</i>
Special Спеціальне	Питальне слово do(es) - =...? <i>What do we like?</i>	Питальне слово to be - ...? <i>Where are you from?</i>	Питальне слово Modal Verb - =...? <i>What can I do?</i>
Subject	Who =(s)...?	Who is...?	Who Modal Verb=...?

До підмета	<i>Who likes ice-cream?</i>	<i>Who is from Ukraine?</i>	<i>Who can help you?</i>
Alternative Альтерна- тивне	Do(es) - =... or not? <i>Do we like ice-cream or not?</i>	To be -... or not or...? <i>Are you from Ukraine or the USA?</i>	Modal Verb - =...or not? <i>Can I help you or not?</i>
Disjunctive Розділове (чи не так?)	Стверджувальне речення, do(es)+ not -...? <i>We like ice-cream, do not we?</i>	Стверджувальне речення, to be +not -...? <i>You are from Ukraine, are not you?</i>	Стверджувальне речення, Modal Verb +not -...? <i>I can help you, can not I?</i>

5. Communicative Tasks

Tell about your attitude to flights.

Example: In my opinion, travelling by plane is the best way of travelling. It is the fastest, the most comfortable and convenient. I like it very much. Of course, there are some advantages and disadvantages. First, I would like to tell you why I like it. In summer we often travel abroad. It takes us several hours to get from the airport in our city to any airport in Europe or Asia. If we travel by bus or train, it will take us some days. It is very nice to be on a plane. You can sit looking through the window or reading a book or watching an interesting film on the portable DVD player. Sometimes I prefer listening to music on my MP3 player. Stewardesses serve snacks and drinks. Some people suffer from airsickness. And planes make them nervous. They think about air -crashes. As for me, I always have a good time on board and enjoy it.

Answer these questions

1. In your opinion, what is the best way of travelling?
2. Do you like to travel by plane? Why?
3. What is the most comfortable and convenient way of travelling?
4. How often do you travel by plane?
5. Where do you usually travel?
6. Where do you want to travel by plane?
7. Where is the most comfortable seat - near the window or the aisle?
8. What do you prefer to do during the flight - listen to music, watch films on DVD or read?
9. Do you like the meals, snacks and drinks which are served during the flight?
10. Do you suffer from air-sickness?
11. Do planes make you nervous?
12. Can you say that you have a good time on board a plane?

UNIT 12. PRE-SCHOOL AND PRIMARY EDUCATION

1. Read the text.

PRE-SCHOOL EDUCATION IN UKRAINE

Preprimary education in Ukraine is included in the state educational system. It is subordinate to the Ministry of Education. The major types of preschool facilities are nursery schools, which take care of infants from six weeks to three years old, and

kindergartens, which are intended for children from three to six years of age. Orphans and children without proper parental care are placed in children's homes, boarding kindergartens, and or family-type and sanatorium-type facilities.

There are also specialized preschool institutions for children with physical and mental disabilities, as well as other diseases. The length of stay at most of the facilities is nine hours, but there are also institutions, which work on a 24 hour basis. Preschools provide childcare and initial intellectual, physical, and aesthetic education. Special emphasis is made on the preparation of children for primary school.

Classes are devoted to the development of speech and elementary numerical skills, singing, dancing, foreign languages, and art. The government encourages the study of the Ukrainian language and culture. Teachers for preschool institutions are trained at specialized departments of teacher training schools, institutes, and universities, as well as advanced training and retraining institutes.

Vocabulary:

preprimary - дошкільний

include - містити

major - головний

intend- мати намір, означати

orphan - сирота

facility – легкість, зручність

mental disabilities – фізичні вади

disease - хвороба

emphasis – акцент, наголос

encourage – підбадьорювати

2. Read and learn by heart the dialogue. Then act it out.

Jerry: Hi Fei, how was your day?

Fei: Hi Jerry, I've been looking for you. Where have you been?

Jerry: I just had a very interesting experience. I spent the whole day with dozens of little children!

Fei: That sounds like fun.

Jerry: Yes, it was fun... but exhausting! Kids have so much energy.

Fei: Where did you meet all these kids?

Jerry: At the primary school down the street. I visited some of their classes in the morning, then taught them some simple English in the afternoon.

Fei: English must be very difficult for them.

Jerry: Actually, they were very eager to learn. I was quite impressed.

Fei: What did you teach them?

Jerry: One teacher gave me some sentences to practice. The kids love to repeat things out loud! Sometimes I shouted the sentences, and they shouted back at me. Other times I whispered, and they whispered back. They were very cute.

Fei: Yes, I can imagine.

Jerry: We also sang songs and played some English games together.

Fei: That's great. You know, when I was in primary school, we never had English lessons.

Jerry: How about in middle school?

Fei: We studied English, but only for a test. It wasn't very practical.

Jerry: Well, you've managed to learn English very well. I guess it's because you're a "Super Student".

Fei: Ha ha ha. Not me! The kids you saw today seem to be much more "super" than I am. They're the future of China.

Jerry: Yes, they are, so China must have a bright future! I wonder what this country will be like in 15 or 20 years when these kids are adults...

3. *Phonetic exercises*

1. Read the sentences with the Fall-Rise and translate them.

And when do we 'start? At \nine in the /"morning I think.

Whose \plan is it? It's Fred's, I / suppose.

Oughtn't she to tell her / father? She did , - apparently.

You're going out in the / rain? \Yes. I Mike walking in such sweater.

What's the film like? It's not bad, actually.

Oh, why are you slate? I've -.awfully sorry.

She got the leading part in the new splay. I didn't know she was such a good / actress.

It's a ^wonderful picture! I knew you'd / like it.

I missed you so much. I'm glad to / see you Oh! I'm - cold. Poor thing. I do think, it's a pity.

He says he's sill. What a / disappointment! Can you / imagine it!

I haven't seen Jenny for sages! Terrible, / isn't it!

Janet seems to be avoiding me, isn't she a / fool! What a tragedy!

You've made the same mistake again. What a / shame! I simply can't / think!

The jacket's worn sout already. Poor / me! What a / disappointment!

Michael has just died. Wasn't it absolutely / tragic!

They won't help us. Wouldn't it be simply appalling.

2. Read and translate the following situations. Convey the attitudes suggested in brackets.

1. Don't cry I wish I hadn't been so rude.

You have all my sympathy {regret, sympathy)

Oh, tell me it is not true! Lie to me! Lie to me! Tell me it Is not true, (pleading)

Oh, what a dear little puppy! (sincere appreciation)

Thank you so much, (sincere gratitude)

I don't think it will last long, (reassuring)

I think I'll go to bed. I'm so tired, (plaintive)

3. Use the Fall-Rise to single out the subject. Practise reading and translate.

Little 'knowledge | is a dangerous thing. Brevity | is the soul of wit. Wisdom | is only found in truth. Honesty | is the best policy. Coyncel | is no command. Diliigence | is the mother of success.

Custom | is a second nature. Curiosity | killed the cat. Caution | is the parent of safety.

4. *New Grammar*

What are Gerunds?

A gerund is a verb in its ing (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund.

Spelling Tip

Verbing (Present Participle)

Add ing to most verbs. Ex. play > playing, cry > crying, bark > barking

For verbs that end in e, remove the e and add ing. Ex: slide > sliding, ride > riding

For verbs that end in ie, change the ie to y and add ing. Ex: die > dying, tie > tying

For a verb whose last syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing. Ex: beg > begging, begin > beginning. However: enter > entering (last syllable is not stressed)

Gerund Examples

Gerunds can appear at the beginning of a sentence when used as a subject:

Jogging is a hobby of mine.

Gerunds can act as an object following the verb:

Daniel quit smoking a year ago.

Gerunds can serve as an object after a preposition:

I look forward to helping you paint the house.

Note: The same spelling rules that apply to the progressive tenses also apply to gerunds.

Some verbs and verb phrases are directly followed a gerund:

Paul avoids using chemicals on the vegetables he grows.

Some verbs can be followed by a gerund or an infinitive without causing a change in meaning:

Some people prefer getting up early in the morning.

Some people prefer to get up early in the morning

Some verbs can be followed by a gerund or infinitive but with a change in meaning:

He remembered sending the fax. (He remembered the act of send the fax)

He remembered to send the fax. (He remembered the fax and sent it.)

What are Infinitives?

An infinitive is a verb form that acts as other parts of speech in a sentence. It is formed with to + base form of the verb. Ex: to buy, to work.

Infinitive Examples

Infinitives can be used as:

an object following the verb:

Jim always forgets to eat

a subject at the beginning of a sentence:

To travel around the world requires a lot of time and money.

an adverb modifying a verb:

You promised to buy me a diamond ring.

an adjective modifying a noun:

Tara has the ability to succeed.

Some verbs are directly followed by an infinitive:

Do you want to call your family now?

Some verbs are directly followed by a noun or pronoun and then by an infinitive:

I convinced Catherine to become vegetarian.

He advised me to sell all my shares of stock.

Some verbs can be followed by an infinitive or a gerund without causing a change in meaning:

Will you continue working after you give birth?

Will you continue to work after you give birth?

Some verbs can be followed by an infinitive or a gerund but with a change in meaning:

He stopped drinking coffee. (He never drank coffee again.)

He stopped to drink coffee. (He stopped what he was doing and drank some coffee.)

Exercises

1. Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

She likes to get up early in the morning. (likes / dislikes)

1. Alan can't stand _____ on trains. (riding/ to ride)

Mr. Harris enjoys _____ people out to dinner. (inviting / to invite)

In the old days, gentlemen challenged their rivals _____. (fighting / to fight)

As the famous saying goes, there's no use _____ over spilt milk. (crying / to cry)

Jim stopped _____ his shoelace. Wait for him. (tying / to tie)

My wife always volunteers _____ cakes PTA meetings. (baking / to bake)

Don't waste my time _____ about your salary. (complaining/ to complain)

Eva is having trouble _____ on the exam. (concentrating / to concentrate)

Please allow me _____ your Facebook page. (joining / to join)

You won't forget _____ milk on your way home, will you? (picking up /to pick up)

2. Choose the correct gerund or infinitive form

1. I like _____ (leave) home before 8.15 in the morning.

2. I don't like _____ (sit) in traffic

3. when I know I could be _____ (do) something useful at work.

4. The secretary also objected _____ (change) the date of the hearing.

5. Fortunately I remembered _____ (close) the door

6. He thought about _____ (be) honest,

7. I don't remember _____ (do) so.

8. Nobody owned up _____ (take) the bag.

9. Have you ever considered _____ (move) to York?

10. It is considered _____ (be) one of the nicest cities in England.

3. Choose the correct gerund or infinitive form

1. (to ski) _____ can be dangerous.

2. After (to shop) _____, we went to the cinema.

3. (to smoke) _____ is unhealthy.
4. (to swim) _____ is my favourite activity.
5. Do you like (to surf) _____ on the net?
6. Does she enjoy (to wear) _____ jewels?
7. At the (begin) _____ of the year, we move south.
8. Before (to go) _____ to bed, I usually have a shower.
9. Be careful when (to spell) _____ words.
10. The neighbours thanked me for (to call) _____ the fire department.

5. Communicative Tasks

Discuss with your partner:

1. Some people believe the aim of university education is to help graduates get better jobs. Others believe that there are much wider benefits of university education for both individuals and society. Discuss both views and give your opinion.

2. Education is not a luxury, but a basic human right and as such should be free for everyone irrespective of personal wealth. Do you agree or disagree with this statement?

3. Some people think that children's free time must include educational activities, otherwise they will waste their time. What is your opinion?

4. Formal examinations are the only effective way to assess a student's performance. Continual assessment such as course work and projects is not a satisfactory way to do this. To what extent do you agree or disagree with this statement?

5. The subjects that children are taught in schools are chosen by central authorities. Some people say that teachers, not politicians, should be responsible for this task. To what extent do you agree or disagree with this opinion?

6. Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school. Do the advantages of learning a foreign language at an early age outweigh the disadvantages?

UNIT 13. SHOPPING

1. Read the text.

SHOPPING

When we want to buy something, we go to a shop. There are many kinds of shops in every town or city, but most of them have a food supermarket, a department store, men's and women's clothing stores, grocery, a bakery and a butchery.

I like to do my shopping at big department stores and supermarkets. They sell various goods under one roof and this is very convenient. A department store, for example, true to its name, is composed of many departments: readymade clothes, fabrics, shoes, sports goods, toys, china and glass, electric appliances, cosmetics, linen, curtains, cameras, records, etc. You can buy everything you like there.

There are also escalators in big stores which take customers to different floors. The things for sale are on the counters so that they can be easily seen. In the women's

clothing department you can find dresses, costumes, blouses, skirts, coats, beautiful underwear and many other things. In the men's clothing department you can choose suits, trousers, overcoats, ties, etc.

In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woollen jackets. In the perfumery they sell face cream and powder, lipstick, lotions and shampoos.

In a food supermarket we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, tea. At the butcher's there is a wide choice of meat and poultry. At the bakery you buy brown and white bread, rolls, biscuits.

Another shop we frequently go to is the greengrocery which is stocked by cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and what not. Everything is sold here ready-weighed and packed. If you call round at a dairy you can buy milk, cream, cheese, butter and many other products.

The methods of shopping may vary. It may be a selfservice shop where the customer goes from counter to counter selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up. If it is not a self-service shop, and most small shops are not, the shop-assistant helps the customer in finding what he wants. You pay money to the cashier and he gives you back the change.

Questions:

1. What do we do when we want to buy something?
2. What kinds of shops are there in every town?
3. Where do you like to do your shopping?
4. What departments is a department store composed of?
5. Where are the things for sale?
6. What can we buy in the knitwear department?
7. What can we buy in a food supermarket?
8. What methods of shopping are there?

Vocabulary:

store — магазин, відділ

various — різноманітність

under one roof — під одним дахом

to be composed of... — складатися з

fabrics — тканини

escalator — ескалатор

customer — покупець

2. Read and learn by heart the dialogue. Then act it out.

- Will you be so kind as to go to the Central Department Store with me. You will help me with some shopping.

- You see, I'm in a great hurry now. But tell me what you are going to buy. Maybe it won't take so much time?

- My mother is very busy now, so she can't go with me, but she wants me to buy a pair of shoes.

- Do you think you will be able to do that without your mother's help?

- Of course, I can. It's not the first time that I buy things for myself. I'm asking you to go with me because I don't like shopping alone.

- All right. I'll go too and I'll try to help you with my advice.

- Do you know where the shoe department is?

- It's over there. We'll come in now. What colour of shoes would you like to have?

- I should like to buy some black shoes. They are more suitable for the season. I'll try those. Don't they look nice?

- Won't these shoes be too tight for you?

- Not at all. They are just my size.

- What size do you take?

- I take size thirty-eight.

- How much do they cost?

- There's a label over there. They cost 135 ghryvnias.

- The price is quite reasonable, I think you might buy them.

- Thank you ever so much for your help. I hate to do my shopping alone.

2. Write the conversations in the correct order

The first conversation (Первый разговор)

- Oh, OK. Can I try it on?

- Yes, please. The changing rooms are over there.

- How much is this T-shirt? I can't find the price.

- Yes, of course. How can I help?

- Excuse me. Could you help me, please?

- Er, let me have a look. Here it is. It's £14.

The second conversation (Второй разговор)

- Medium. Would you like to try it on?

- Yes, please.

- Oh, it suits you perfectly.

- What is the jacket made of?

- Really? Ok, then. I'll buy it.

- What size is it?

- Excuse me. How much does this jacket cost?

- It's £120.

- It's made of leather.

3. Match up the shop with the appropriate goods:

- | | |
|-------------------|---|
| 1. bookshop | a. a loaf of bread, rolls, long loaf |
| 2. newsagent's | b. a bouquet of roses, lilies, flowers |
| 3. bakery | c. a packet of painkillers, pills, medicine |
| 4. butcher's | d. a gold necklace, a diamond ring, pendent |
| 5. confectioner's | e. a magazine, a newspaper, greeting card |

- | | |
|---------------------------|---|
| 6. greengrocer's | f. hairspray, a bottle of perfume, hand cream |
| 7. chemist's | g. pralines, chocolate, cake |
| 8. florist's | h. books, novels, |
| 9. department store | i. fruits, vegetables, apples |
| 10. hair and beauty salon | j. lamb chops, ham, sausages |
| 11. jeweller's | k. leather suitcase, a woolen skirt, a clock |
| 12. antique shop | l. shampoo, products, household chemicals |
| 13. supermarket | m. an old clock, bric-a-brac, silver bell |

4. Fill in the correct words from the list

could, loaves, greengrocer's, offer, credit, much, order

- Can I have two of bread, please?
- The large department stores a great variety of products.
- You can buy fresh vegetables at this
- I have the pills in this prescription, please?
- I'd like to a bouquet of lilies, please.
- Excuse me – How are these trousers?
- Do you take a card?

3. Phonetic exercises

1. Listen and repeat these words. Do they begin with /ch/ or /sh/? Write each word in the correct column.				
checked	shorts	chicken	cheese	chef
/sh/ shirt _____ _____		/ch/ checked _____ _____		
3. Listen and make a note of the words you hear. Then listen and repeat.				
/l/ blind light clouds fly		/r/ bright right crowds fry		

4. New Grammar

English Tense System

In some languages, verb tenses are not very important or do not even exist. In English, the concept of tense is very important.

On these pages we look at how to avoid confusing tense with time, and the structure of the 12 basic tenses, with examples using a regular verb, an irregular verb and the verb "be".

Tense and Time

Don't confuse the name of a tense with time!

It is important not to confuse the **name** of a verb tense with the way we use it to talk about **time**.

For example, a **present tense** does not always refer to **present time**:

- I hope it **rains** tomorrow.
"rains" is present simple, but it refers here to future time (tomorrow)

Or a **past tense** does not always refer to **past time**:

- If I **had** some money now, I could buy it.
"had" is past simple but it refers here to present time (now)

More about [Tense and Time](#) →

Basic Tenses

12 tenses in active voice + 12 in passive = 24

For past and present, there are 2 non-complex tenses + 6 complex tenses (using auxiliary or helping verbs).

To these, we can add 4 "modal tenses" for the future (using the modal auxiliary verbs will/shall).

This makes a total of 12 tenses in the active voice.

Another 12 tenses are available in the passive voice.

See charts and examples for [Basic Tenses](#) →

Basic Tenses with Regular Verbs

The usual structure of basic tenses with regular verbs is:

+	positive	subject + auxiliary + main verb
-	negative	subject + auxiliary + <i>not</i> + main verb
?	question	auxiliary + subject + main verb

And here are the forms of the main verb that we use to construct the tenses:

base V1	past V2	past participle V3	present participle -ing
work	worked	worked	working

See charts and examples for [Basic Tenses with Regular Verbs](#) →

Basic Tenses with Irregular Verbs

The usual structure of basic tenses with irregular verbs is essentially **the same** as for regular verbs:

+	positive	subject + auxiliary + main verb
-	negative	subject + auxiliary + <i>not</i> + main verb

?	question	auxiliary + subject + main verb
---	-----------------	---------------------------------

Here are the forms of the main verb that we use to construct the tenses:

base V1	past V2	past participle V3	present participle -ing
sing	sang	sung	singing

See charts and examples for Basic Tenses with Irregular Verbs →

Basic Tenses with *be*

The verb *be* is always different! The usual structure of basic tenses with the irregular verb *be* is:

+	positive	subject + auxiliary + main verb be
-	negative	subject + auxiliary + <i>not</i> + main verb be
?	question	auxiliary + subject + main verb be

But for **simple past** and **simple present** tenses, the structures are not the same. In fact, they are even easier. There is **no** auxiliary verb. Here are the structures:

+	positive	subject + main verb be
-	negative	subject + main verb be + <i>not</i>
?	question	main verb be + subject

And here are the forms of the main verb *be* that we use to construct the tenses:

base	past simple	past participle	present participle -ing	present simple
be	was, were	been	being	am, are, is

Exercises

1. Use the correct forms of the Verbs in Present Simple, Past Simple, Future Simple.

9. We ... (go) roller-skating last Saturday.
10. Our granny ... (bake) meat-pies every weekend.
11. We ... (write) an essay tomorrow.
12. I really ... (enjoy) the opera yesterday.
13. Where your husband ... (work) five years ago?
14. British people ... (prefer) tea to coffee.
15. Tom, you ... (meet) me at the railway station next Sunday?
16. Where she usually ... (celebrate) her birthdays?
17. ... you (have) a big family?
18. Newton ... (invent) the telescope in 1668.
19. When ... this accident (happen)?

20. I always ... (send) Christmas cards to my grandparents.
 21. Nina and Nick ... (get married) in two weeks.
 22. How many books they ... (bring) tomorrow?
 23. Stanley ... (have) two sons and a daughter.

2. Use the correct forms of the Verbs.

1. ... your girlfriend Italian?
2. I ... afraid of spiders.
3. There ... a lot of tourists in our café yesterday.
4. Peter ... in Africa next winter.
5. We ... never late for our Drawing classes.
6. I ... 70 years old in 2050.
7. She ... my neighbor last year.
8. It ... usually very hot in Egypt.
9. I ... born in September.
10. My parents ... doctors.

3. Find the Verbs – Present, Past, Future Simple, write them out.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Next year she will open a driving school. And Clara and Brad will get married quite soon.

4. Make the sentences negative.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.
5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

5. Communicative Tasks

Make up the dialogue

1. Student A: You are an exchange student in London. You have bought a bright blue pullover recently; however, its colour was running during the first wash. You decided to take it back to the shop. Complain about the quality of the product. You want to have your money back and you do not need a new pullover. You have the receipt.

Student B: You are a manager of a ladies'/ men's wear shop. A customer has come to your shop and starts complaining about a pullover. Ask what his/ her exact problem is. Offer him/ her a new pullover. Be very polite.

2. Student A: You are an exchange student in London.

You have seen a pair of jeans of the latest fashion in a shop window. Ask about their price, size, colour, quality and brand.

Student B: You are a shop assistant of a ladies'/men's wear shop. A customer has come to your shop and starts asking questions about a pair of jeans. Answer his/her questions. Be polite.

UNIT 14. MONEY

1. Read the text.

Money is happiness - is that true?

For unemployed people, money is very important. But for people with good jobs, money is not always the key thing. Other things are just as important.

For example, take these five typical people. Is money the main thing for them? Petra, a nurse, says, "The key thing in my life is the happiness of my children." Ben is an engineer, and for him, learning new things at work is the main thing. Luisa is a waitress. She says, "The nice thing about my job is meeting new people - it's not really the money." Jack is a part-time teacher. Having a lot of free time is important to his happiness. Beth is an interpreter. What she enjoys is travelling, and her job enables her to go abroad with her boss almost every month.

But of course when you are unemployed, when you are desperately seeking for any job, money is of great importance.

Vocabulary:

unemployed - безробітний, to be unemployed - бути без роботи;

the key thing = the main thing = the important thing - ключовий момент, найголовніше, важливий момент;

to be just as ... - так само; так само як...;

Приклад з тексту. Other things are just as important - інші моменти так само важливі;

nurse - няня;

waitress - офіціантка;

to work part-time - працювати не на повну ставку, часткова зайнятість;

interpreter - перекладач на переговорах (Увага! Перекладач, який виконує письмові переклади - це translator);

to go abroad - їздити за кордон;

you are desperately seeking - Ви відчайдушно шукаєте.

1. How many jobs are there in the text?

1 4 5 none

2. What is important for Petra?

money career home freedom

3. What is the key thing for Beth?

friends knowledge love travelling

4. How often does Beth go abroad?

every month twice a week once a year never

5. Is money the main thing for people with good jobs?

yes no doesn't matter I haven't read this text

2. Read and learn by heart the dialogue. Then act it out.

1. Terri: Hey, let's eat out tonight.

Fred: What's the occasion? You won the lottery?

Terri: No, just wanna relax a little bit. You don't have to win the lottery to relax, do you?

Fred: Well, I'm kind of broke.

Terri: Really? It's very nice of you.

Fred: Don't be silly. I'll take you anywhere you want to go.

Terri: Wonderful! You know what? I wish you wanted to relax every day.

Fred: Dream on!

2. Cashier: How can I help you, Miss?

Jackie: Could you break a 20 for me?

Cashier: Sure. How do you want it?

Jackie: Could I have two 5's and the rest in ones?

Cashier: Well, I have some 5's, but I don't have enough 1's. Are quarters fine with you?

Jackie: Oh, that's even better! In that case, I won't have to worry about the small change for the laundry.

Cashier: Here you go!

Jackie: Thanks a million!

Arrange the jumbled dialogues and read them out.

1) \$700 will make about 20,000 roubles.

2) \$ 700. What is the exchange rate?

3) Can I Exchange dollars into roubles?

4) OK. And what commission do you charge?

5) Sure. How much would you like to exchange?

6) Thank you.

7) The commission rate is 1%. Can I have your passport, please?

8) Will you sign here, please.

9) Yes. Here is the money and the passport.

Words easily confused

Wages - заробітна плата службовців (виплачується щоденно або щотижня)

Salary - Заробітна плата банківських працівників, викладачів (1-2 рази на місяць)

Fee - плата за послуги **Royalty** - авторський гонорар **Bonus**

- премія, винагорода **Pay** - заробітна плата

військовослужбовця **Earnings** - прибуток

Use the right word

1. He will receive _____ for designing a new device which is widely applied in many shops of their factory.
2. The workers of this plant get good _____.
3. What is the _____ of a serviceman? »
4. His father is a banker. He gets good _____.
5. This author has received _____ for his remarkable book.
6. What is professor's monthly _____?
7. Employees like _____ system

3. Phonetic exercises

Listen and repeat these words. Can you hear /s/ or /z/ at the end? Write each word in the correct column.					
twist	bruise	slice	movies	shoes	mouse
/s/ twist _____ _____			/z/ bruise _____ _____		
5. Listen and repeat these words. The stress is at the beginning, but one word is different. Write down the odd one.					
chemistry	architecture	medicine	education	languages	

4. New Grammar

The tense of a verb in the subordinate clause changes in accordance with the tense of the verb in the main clause.

The basic rules are as follows:

Rule 1. If the verb in the principal clause is in the present or the future tense, the verb in the subordinate clause may be in any tense, depending upon the sense to be expressed.

He says that he is fine.

He says that he was fine.

He says that he will be fine.

He will say that he is fine.

He will say that he was fine.

He will say that he will be fine.

Rule 2. If the tense in the principal clause is in the past tense, the tense in the subordinate clause will be in the corresponding past tense.

He said that he would come.

He told me that he had been ill.

I knew that he would not pass.

We noticed that the fan had stopped.

There are, nevertheless, a few exceptions to this rule.

A past tense in the main clause may be followed by a present tense in the subordinate clause when the subordinate clause expresses some universal truth.

Copernicus proved that the earth moves round the sun.

The teacher told us that honesty is the best policy.

He told me that the Hindus burn their dead.

A subordinate clause expressing place, reason or comparison may be in any tense, according to the sense to be expressed.

He didn't get the job because his English isn't good.

A fishing village once existed where now lies the city of Mumbai.

If the subordinate clause is an adjective clause, it may be in any tense as is required by the sense.

Yesterday I met a man who sells balloons.

Yesterday I met a man who sold me a balloon.

Rule 3. Note that when the subordinate clause is introduced by the conjunction of purpose that, the following rules are observed.

We use may in the subordinate clause when the main clause is in the present tense. We use might in the subordinate clause when the main clause is in the past tense.

I study that I may pass.

I will study that I may pass.

I studied that I might pass.

We eat that we may live.

He ate that he might not die.

Rule 4. If the principal clause is in the future tense, we do not use future tense in subordinating clauses beginning with when, until, before, after etc.

I will call you when dinner is ready. (NOT I will call you when dinner will be ready.)

I shall wait until you return. (NOT I shall wait until you will return.)

Rule 5. Expressions such as as if, if only, it is time and wish that are usually followed by past tenses.

I wish I was a bit taller.

It is time we started working.

He talks as if he knew everything.

Exercises

1. Use the appropriate form of the verb.

1. Cowperwood realized... that he ___ making a very remarkable confession, (is, was) (*Dreiser*) 2. She scarcely realized what ___ happening, (is, was) (*Dreiser*) 3. Then all at once he remembered what the program ___ be. (will, would) (*Warren*) 4. Little Hans was very much distressed at times, as he was afraid his flowers ___ think he ___ forgotten them, (will, would; has, had) (*Wilde*) 5. Rosa told herself that this ___ the day that ___ decide her fate, (is, was, will, would) (*Murdoch*) 6. She realised that he ___

trying to convey to her that he ___ lonely, (is, was; is, was) (*Dreiser*) 7. Mrs. Sohlberg felt that this ___ going to be a wonderful evening, (is, was) (*Dreiser*) 8. He felt sure he ___ sleep now. (shall, should) (*Eliot*) 9. He thought how beautiful and serene their life ___ be. (will, would) (*Warren*) 10. I was thinking that it ___ be interesting to start a little gas company in one of these outlying villages that ___ growing so fast, and see if we ___ not make some money out of it. (may, might; are, were; can, could) (*Dreiser*) 11. Each fresh noise crept through her senses like an enemy who ___ found a gap in the walls of a beleaguered city, (has, had) (*Bennett*) 12. Lunch came just as they were off Sheerness. He didn't feel so hungry as he thought he ___ be. (shall, should) (*Jerome K. Jerome*) 13. He knew that in a week or two, at most a month, the actual campaign ___ begin, (will, would) (*Mailer*) 14. When I found Mr. Bennett ___ left his house, I thought I ___ find him here. Of course, he had told me that he ___ consult you. (has, had; shall, should; will, would) (*Conan Doyle*) 15. Brother Sumpter asked Jack Harrick how he ___ to day. (is, was) (*Warren*) 16. We got to Waterloo at eleven and asked where the elevenfifty ___ from. The porter who took our things thought it ___ go from number two platform, while another porter ___ heard a rumour that it ___ go from number one. The station-master, on the other hand, was convinced that it ___ start from the local. We went upstairs and asked the traffic superintendent, and he told us that he ___ just seen it at number three platform, (starts, started; will, would; has, had; will, would; will, would; has, had) (*Jerome K. Jerome*) 17. I was thinking that if any stranger ___ in here now, he ___ take us for man and wife, (come, came; will, would) (*Shaw*) 18. He knew that he ___ been to college, (has, had) (*Warren*)

2. Use the appropriate form of the verb.

1. I am just passing through Chicago... and I thought you ___ tell me a little about the city from an investment point of view. (may) (*Dreiser*) 2. He said he ___ be obliged to run on to Pittsburg for thirty six hours but he ___ back on the third day. (may, to be) (*Dreiser*) 3. It had not yet occurred to her that she ___ get money for the locket and ear-rings which she ___ with her. (may, to carry) (*Eliot*) 4. I thought you ___ better sense, (to have) (*Dreiser*) 5. Sir Wilfrid knew, from the frequency with which she used her handkerchief, that the tears ___ down her cheeks, (to run) (*Marryat*) 6. She [Dinah] hesitated no longer, but opening her own door gently, went out and tapped at Hetty's. "I knew you ___ not in bed, my dear," she said, (to be) (*Eliot*) 7. We came to this part of the country in the hope that the bracing air... ___ a good effect upon him. (to have) (*Conan Doyle*) 8. The door opened suddenly, and a young fellow came in, with the air of one who ___ the master, (to be) (*Conan Doyle*) 9. She clung to the belief that he ___ so fond of her that he ___ never ___ happy without her; and she still hugged her secret that a great gentleman ___ her. (to be, to be, to love) (*Eliot*) 10. At ten o'clock he telephoned again, saying that he ___ his mind, (to change) (*Dreiser*) 11. Mr. Jackson departed upstairs on his errand, and immediately returned with a message that Mr. Fogg ___ Mr. Pickwick in five minutes, (to see) (*Dickens*) 12. It chanced... that Mr. Bennett received a letter from a fellow-student in Prague, who said he. ___ glad to have seen Professor Pusbury then, (to be) (*Conan Doyle*) 13. I thought I ___ well, being

tired, (to sleep) (*Jerome K. Jerome*) 14. We asked if there ___ anything further that we ___ do for him. (to be, can) (*Jerome K. Jerome*) 15. I hailed them and asked if they ___ tell me the way to WQllingford Lock; and I explained that I ___ for it for the last two hours, (can, to look) (*Jerome K. Jerome*) 16. I invited them all to come and spend a week with me, and my cousin said her' mother ___ pleased to see them, (to be) (*Jerome K. Jerome*) 17. His correspondent announced that he ___ unexpectedly ___ to London, (to summon — passive) (*Collins*) 18. He says he ___ free to-morrow (to be).

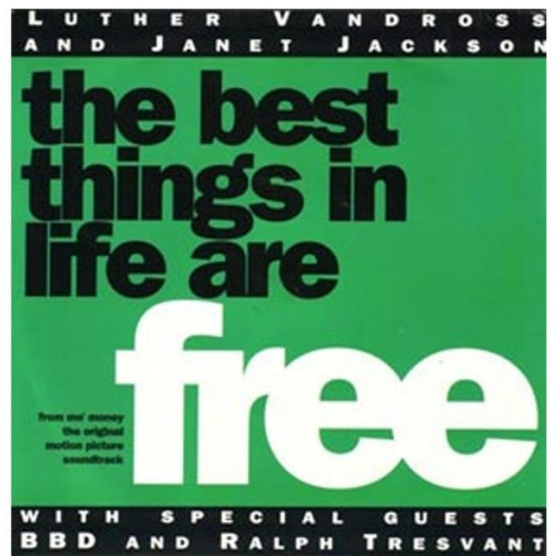
5. Communicative Tasks

Answer the questions:

1. Would you feel comfortable borrowing money from your relatives? In what situation? How much? How long?
2. Ask a man: How would you feel if your wife earned more money than you?
Ask a woman: How would you feel if you earned more than your husband?
3. If you borrowed a small amount of money (less than 5 dollars) from a classmate how soon would you return it?
4. When you want to buy an expensive item like a car, do you pay the list price or do you bargain for a lower price?
5. If you buy an expensive item do you pay for the whole thing at one time or do you make payments? (Pay some each week or month).
6. Do you think children should receive money (an allowance) from their parents to spend as they like? At what age should they receive it? How much should they receive?



the best things in life are free.



UNIT 15. VISITING A RESTAURANT. FOOD.

1. Read the text.

ENGLISH MEALS

An Englishman`s day begins when he sits down to breakfast with his morning paper. As he scans the headlines there is nothing he likes better than his favourite breakfast of cornflakes with milk and sugar or bacon and eggs, toast and marmalade, tea or coffee.

Round about 11 in the morning some Englishmen who work have their tea or coffee break. They never call it a meal, of course. Tea or coffee is usually brought to the factory bench or office desk.

Then at midday everything is stopped for lunch. Most offices and small shops are closed for an hour, say, from 1 till 2, and the city pavements are full of people on their way to cafes. Factory workers usually eat in their canteens.

The usual midday meal consists of two courses. First a meat course is served with plenty of vegetables. It may be potatoes, peas, beans, cabbage or cauliflower.

This is followed by a sweet dish, perhaps, fruit pudding with tea to follow.

Most Englishmen like what they call "good plain food". Usually they like steaks, chops, roast-beef, Yorkshire pudding and fish and chips.

They are not over-fond of soup remarking that it doesn't leave enough room for the more important meat course.

Those who eat at home usually call their midday meal "dinner" and make it chief one of the day. It consists of three or four courses and is cooked by the mother of the family.

The first course is soup. Then comes fish or meat served with various vegetables; as a change they sometimes eat chicken or duck.

Then the table is cleared and the dessert is brought in. This is jelly or fruit – apples, pears, oranges, plums and nuts.

Afternoon tea is taken at about five o'clock but can hardly be called a meal. It is a cup of tea with bread-and-butter and cake or biscuits. It is often not served at a table: each person has a cup and saucer, a spoon and a small plate in his hands. Even Englishmen themselves do not always find it convenient.

The evening meal, when all the family gather round the table after their working day, goes under various names - tea, high tea, dinner or supper (depending upon size). It is usually a meat course followed by tinned fruit or cake and tea. But certainly it is not the same in every English home. Tastes differ.

Vocabulary:

headlines – заголовки

cornflakes – кукурудзяні пластівці

pavements – тротуари

chief – головний

convenient - зручний

2. Read and learn by heart the dialogue. Then act it out.

At dinner

Mother: The table is laid. Come along, both of you, and let us begin. It's high time to have dinner.

Father: I'm ready; I feel quite hungry.

Alec: So am I. I could eat a horse.

Mother: Well, we haven't got a horse for you, but what we have got is quite nice. Your favorite dishes will be served today.

Alec: What are they? I've got so many.

Mother: For the first course we shall have chicken soup and rissoles with mashed potatoes for the second.

Alec: And for dessert?

Mother: I've got stewed fruit with cake.

Alec: Oh, that's wonderful! It's a pity you don't make stewed fruit more often. May I go and get it now?

Father: Don't be so impatient. Wait till we've finished the second course. Where is the salt, please?

Mother: Alec, pass the salt-cellar to Father, please.

Alec: Here you are, Dad.

Father: Thank you, son.

Mother: Why don't you help yourself to some salad, Alec?

Alec: You know I don't like salad of any kind.

Mother: Here is your soup.

Alec: Thank you, Mother. May I trouble you for a piece of bread?

Mother: Brown or white?

Alec: Brown please. The soup is delicious today! It smells lovely, mum. May I have another helping?

Mother: Certainly, dear, I want you to have a good meal. Any more soup for you, Father?

Father: No more, thank you. Where are the napkins?

Mother: They are in the sideboard drawer. I always forget to put them out.

Father: Never mind. Alec will fetch them, won't you?

Alec: Here are the napkins, Dad.

Mother: Hand me your plate, dear, I'll give you some rissoles. Will two rissoles do?

Alec: Yes. Mum ... And now may I have stewed fruit with cake which has been promised?

Mother: Take it from the fridge. I put it there to cool.

Alec: Oh, apricots and cherries!

Father: Thank you, dear, for a most delicious dinner.

Mother: Now Alec, I want you to help me clear the table. These plates, spoons, knives and forks must be taken to the kitchen. This bread-basket, the salt cellar and mustard-pot must be put into the sideboard.

Alec: I've done all that, Mum, What else?

Mother: Take the table-cloth and furl it neatly. Then put the chairs straight and sweep the room. That's a good boy!

3. *Phonetic exercises*

Фонетичні особливості

Intonation and its components.

Functions of Intonation.

Classification of intonation patterns.

Intonation is a unity of variations of pitch, tempo, tamber and sentence stress.

Pitch means significant moves of the voice up and down.

Tempo is the speed with which sentences and intonation groups are pronounced in connected speech.

Tamber is a special colouring of voice which shows the speaker's emotions, such as joy, sadness, anger, pleasure, displeasure etc.

Sentence" stress is the greater prominence of one or more words among the other words in the same sentence.

There are two functions of intonation: the constitutive function and the distinctive function

The constitutive function means that intonation forms sentences and intonation groups. Each sentence consists of one or more intonation groups.

Intonation group is a group of words generally complete from the point of view of meaning.

eg. He is a teacher. ||

He is a teacher | and he likes his work. ||

As far as I know | he is a teacher | and he likes his work. ||

The distinctive function of intonation serves ' to distinguish communicative types of sentences and the speaker's emotions or attitudes to the contents of the sentence. One and the same word sequence may express different meaning when pronounced with different intonation patterns.

eg.1) Shut the \ door, (a command)

Shut the / door, (a request)

2) Don't I / know it? (a general question)

Don't I \ know it! (an exclamation)

Intonation patterns consist of the following parts: the pre- head, the head, the nucleus and the tail.

The ore - head includes unstressed and half - stressed syllables preceding the head.

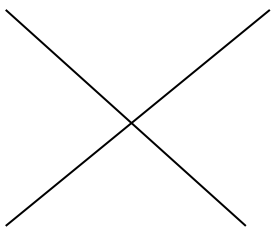
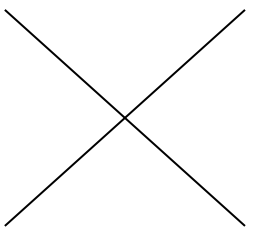
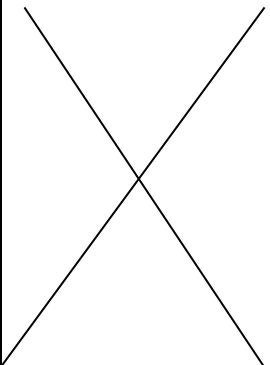
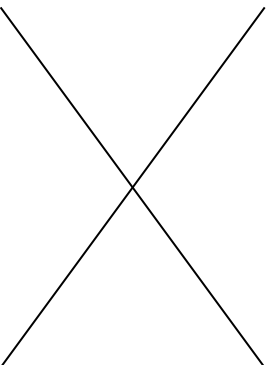
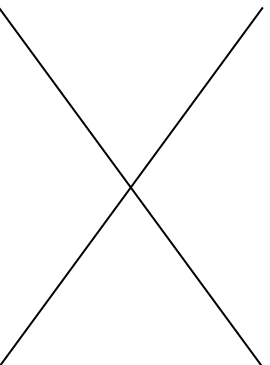
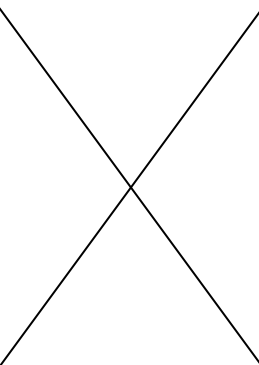
The head stretches from the first stressed syllable up to the last stressed syllable.

The nucleus is the last stressed syllable.

4. *New Grammar*

Passive Voice (пасивний стан дієслів)

Таблиця усіх часів у Passive Voice

(to be + III форма дієслова)				
	Present	Past	Future	Future in-the-past
Simple (Indefinite)	Letters are written every day	The letter was written yesterday	The letter will be written tomorrow	(He said that) the letter would be written the next day
Continuous (Progressive)	The letter is being written now	The letter was being written at 5 o'clock yesterday		
Perfect	The letter has already been written	The letter had been written by 5 o'clock yesterday	The letter will have been written by 5 o'clock tomorrow	(He said that) the letter would have been written by 5 o'clock the next day
Perfect Continuous (Perfect Progressive)				

Exercises

1. Put the correct form of the Verb in the Present, Past or Future Simple Passive

2. Bread (to eat) every day.
3. The letter (to receive) yesterday.
4. Nick (to send) to Kyiv next week.
5. I (to ask) at the lesson yesterday.
6. I (to give) a very interesting book at the library last Friday.
7. Many houses (to build) in our town every year.
8. This work (to do) tomorrow.
9. This text (to translate) at the last lesson.
10. These trees (to plant) last autumn.
11. Many interesting games always (to play) at our PT lessons.

2. Use Passive Voice

1. He broke his bicycle.
2. She will write a new book.

3. We will forgive his mistake.
4. Mother doesn't allow me to come home late.
5. She teaches us English.
6. The guide organized an excursion well.
7. We will discuss this question in our office.
8. The pupils planted many trees near the school.
9. She will serve dinner at two o'clock.
10. My little sister broke a cup.

Remember!

*Запам'ятайте такі словосполучення:
(зверніть увагу на місце прийменника)*

to talk about	She is talked about.
to send for	He was send for.
to look at	She was looked at.
to laugh at	He is often laughed at.
to wait for	I was waited for.
to care for	His child is cared for.
to listen to	They listened to.

*Запам'ятайте, що коли необхідно зазначити особу або об'єкт, з боку якого підмет зазнає впливу, то вживають зворот із прийменником **by**:*

*This book is written **by** Hemingway*

3. Use Passive Voice

1. He often thinks about her.
2. We looked for her everywhere.
3. People speak much about this film.
4. They sent for Alice.
5. She cares for her baby well.
6. They always laugh at Tom.
7. We will listen to the teacher attentively.
8. I always wait for my friend for a long time.
9. She asked for this book.
10. He will look for his key.

Remember!

Запам'ятайте!

It must be done – Це треба зробити

It can be done – Це можна зробити

4. Use Passive Voice

1. You must do three or these exercises tomorrow.
2. You can find the book you need in any library.
3. We must send these letters at once.
4. You must take the box to the station.
5. You can cross the river on a raft.

6. The workers can finish the building of the house very soon.
7. You must return the books the day after tomorrow.
8. I can easily forgive this mistake.
9. You can find such berries everywhere.
10. You must do this work very carefully.

5. Use Active or Passive Voice

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow.
3. He (to give) me this book next week.
4. The answer to this question you can find in the encyclopedia.
5. We (to show) the historical monuments of the capital to the delegation.
6. You can (to find) interesting information about the life in the USA in this book.
7. Budapest (to divide) by the Danube into two parts: Buda & Pest.
8. Yuri Dolgoruki (to found) Moscow in 1147.
9. Moscow University (to found) by Lomonosov.
10. We (to call) Zhukovski the father of Russian aviation.

6. Translate the sentences:

1. Їх запросили прийняти участь у зустрічі.
2. Том може бути оштрафований.
3. Я думаю, мене запитують на уроці.
4. Ці меблі привезли тільки вчора.
5. Квіти поливають щодня.
6. Наш будинок збудовано десять років тому.
7. Чому над ним сміялися?
8. Я впевнений, що зустріч буде добре організовано.
9. Мене запитали, де я працюю.
10. Їм сказали, що вони можуть зайти в клас.

Compare:

He is asked...	Його просять (запитують) ...
I was told...	Мені сказали (веліли) ...
Ann has been warned...	Анну попередили ...
She will be sent...	Її пошлють ...
You are wanted on the phone.	Вас просять до телефону.

Дієслова give, tell, promise, allow, offer, show, bring, teach, send, lend і деякі інші, потребують після себе , безприйменникового прямого і непрямого додатків, можуть вживатися в пасивному стані в конструкціях двох типів.

Active	Passive
--------	---------

The manager offered Mr Dean a new job.	Mr Dean was offered a new job. A new job was offered to Mr Dean.
--	---

Зверніть увагу на вживання прийменників з дієсловами у пасивному стані.

Compare:

1. "Airport" was written by Arthur Hailey.	«Аеропорт» був написаний Артуром Хейлі, (ким?)
2. The Neva river is covered with ice in winter.	Нева взимку покривається льодом. (чим?)
3. The house will be surrounded by a garden.	Будинок буде оточений садом. (чим?)

Compare:

Active Voice	Passive Voice
Mr Brown gave a lecture yesterday. The workers will build a new road soon.	Yesterday a lecture was given by Mr Brown. A new road will be built soon.

Note. Доповнення з прийменником *by* вживається тільки в тому випадку, якщо необхідно зробити смисловий акцент на діючому обличчі.

Дієслова *say, know, believe, expect* і деякі інші вживаються у пасивному стані в безособових реченнях типу:

It is said that ... Кажуть, що ...	Пере- хідні дієсл- ова з прийм- енн
It is known that ... Відомо, що ...	
It is believed that ... Вважають, що ... It is expected that ... Очікують, що ...	

иками: *look at, wait for, rely on (upon)* (покладатися), *laugh at, listen to, send for, speak about, talk about, depend on* (залежати від) і деякі інші вживаються у пасивному стані, причому прийменник зберігає своє місце після дієслова.

This film is much spoken about. This man can be relied upon (on). Про це у фільмі багато говорять. На цю людину можна покластися.
--

**Творчо-
реферати
вна**

робота

1) Вивчіть граматичний матеріал з наступних тем:

1. Voice: the active and the passive.
2. The choice of the passive voice.
3. The forms of the passive voice:
 - Present Indefinite.
 - Past Indefinite.
 - Future Indefinite.
 - Present Continuous.
 - Past Continuous.
 - Present Perfect.
 - Past Perfect.
 - Future Perfect.
4. The use of the passive voice.
5. Comparison of passive voice and active voices in use.

2) Виконайте граматичні завдання:

1. Make the sentences passive if possible. Leave out unnecessary words.

1. Queen Victoria considered him a genius.
2. They elected him president.
3. We regarded him as an expert.
4. Most people saw him as a sort of clown.
5. The other children called him stupid.
6. The manager asked me to send a letter.
7. I told him not to come back.
8. The doctor allows us to visit Harry once a week.
9. We expect him to come on time.
10. I know her to be very careful.
11. I saw him come out of the house.
12. They made him tell them everything.
13. I heard her sing my favourite song.
14. They helped me cross the street.
15. We made him pay for the broken window.
16. Mary resembles a Greek goddess.
17. I made the room beautiful.
18. The police closed the theatre on the orders of the mayor.
19. They have a nice house.
20. My shoes don't fit me.
21. People speak English all over the world.
22. One uses milk for making butter and cheese.
23. One praises a student when he works hard.
24. They make progress every day in the world of science.
25. We use your books in our class.
26. People always admire such pictures.

27. They sell apples by the kilo.
28. We teach Oriental languages at the University.
29. They listen to radio news every night.
30. They built this bridge last year,
31. I left the dog in the garden.
32. We gave a party in his honour.
33. We ate up all the cakes yesterday.
34. People formerly used the Tower of London as a prison.

2. Write a passive sentence with the same meaning. Begin each sentence as shown. Leave out unnecessary words.

1. They allowed her ten minutes to get ready. She
2. They asked us our names at the hotel. We
3. My friend told me the news this morning. I
4. Their friend recommended them a new doctor. They
5. They offered him the job I told you about. He

3. Give negative answers to the questions in the Past Simple, Passive. Leave out unnecessary words.

1. Did they look into the matter?
2. Did he take any notice of her?
3. Did they put an end to this sort of practice?
4. Did he turn down your offer?
5. Did they take care of little Tom ?
6. Did they arrive at a definite conclusion?
7. Did the children listen to his stories?
8. Did she laugh at him?
9. Did they agree upon the time of their meeting ?

4. Give affirmative answers to the questions, using the passive construction " to be made of ".

1. Is this a brick house ?
1. Is this a gold ring ?
2. Are these silver spoons ?
3. Is this a leather belt ?
4. Are these woolen socks ?
5. Is this a straw hat ?
6. Are these nylon shirts ?
7. Is this a crystal vase ?
8. Are these fur caps ?
9. Are these rubber soles ?

5. Put the verbs in brackets into the Present Continuous, Passive. Write the number of the sentence and the correct form of the verb.

1. A new rule (explain) to the class.
2. The new picture (admire) by many- people.
3. Many articles (publish) in the magazines.
4. Flight 701 to Paris (announce), listen attentively.
5. A new theatre (build).

6. **Complete the sentences using the Past Continuous Passive. Write the number of the sentence and the correct form of the verb.**

1. The windows (clean) all day long.
2. During the summer holidays our house (decorate).
3. When my mother came home the dinner (cook).
4. The report (prepare) by a group of the seniour students,
5. Language skills (teach) in our school by an English teacher.

7. **Read the sentence and then write passive sentences with the same meaning. Begin each sentence as shown. Leave out unnecessary words.**

1. They are building a new road. A new road
2. They are watching an interesting TV programme. An interesting TV programme
3. My brother is calling an ambulance to the scene of the accident. An ambulance
4. They are discussing their plans for the summer now. The plans for the summer
5. He is painting a picture at present. A picture

8. **Divide the sentences into two groups: a) passive; b) nonpassive.**

1. When did Columbus discover America ?
2. The ship will be closed at 8 o'clock.
3. My pencil has been broken.
4. The film is much spoken about.
5. The teacher is explaining the new rule.
6. The orchestra had been reorganized by that time.

Task 9.

Make the sentences passive. Leave out unnecessaiy words.

1. Mr. Jones has bought the house next door.
2. People have seen wolves in the street.
3. They have made many wonderful discoveries.
4. Somebody has stolen my bicycle.
5. They have cleaned the windows today.
6. The police have arrested two men.
7. They have changed the date of the meeting.
8. Somebody has attacked and robbed John in the street.
9. I have lost my key.
10. He has washed my car.

5. *Communicative Tasks*

Task 1. You are going to invite some friends from England to dinner. What dishes will you cook? Give your reasons.

Task 2. You are staying in England as a student of some summer school. Your new friends have come to your place as you promised them a traditional Ukrainian dinner. Write a conversation at the table in which your friends ask questions about the food and you explain which is this.

Task 3. Finish the following conversation. At the restaurant. Waiter: Good afternoon, sir. You have a reservation, haven't you? Mr. Black: Yes, my name is Black. I booked a table by telephone. Waiter: Would you like this table by the window? Mr. Black: Fine, thank you. Waiter: Here's the menu, sir.

UNIT 16 THE SYSTEM OF EDUCATION IN UKRAINE

1. Read the text.

THE IDEAL SCHOOL OF THE FUTURE.

I should be mentioned that there is a great number of different kinds of schools now. And to tell the truth, though they have very much in common, at the same time each school has something original.

If I were a founder of a new type of school, the main idea should be: to make the school fit the child - instead of making the child fit this school. Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school.

My dream is to make a school, which would allow children freedom to be themselves. In order to do this it is necessary to renounce all discipline, all direction, all suggestion, all moral training. It doesn't require courage. All it requires is a complete belief in the child as a good, not an evil, being.

My view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing.

I think of a school which is logically a place where people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets. I would rather see a school produce a happy street cleaner than a neurotic scholar.

Well, what would this school be like? For one thing, lessons wouldn't be optional. The children would have classes according to their interests and according to their age.

You would seldom hear a child cry, because children when free have much less hate to express than children who are downtrodden. Hate breeds hate, and love breeds love. Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. It would be a school in which the child know that he is approved of; and it would have no truants.

The function of the child is to live his own life- not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best. All this interference and guidance on the part of adults only produces a generation of robots.

At school of my dream everyone would have equal rights. At the General School

Meeting the vote of a child of six would count for as master's vote would. Free children are not easily influenced. His absence of fear accounts for this phenomenon. Indeed, the I absence of fear is the finest thing that can happen to a child.

Vocabulary:

mention – згадувати

obviously – очевидно

allow – дозволяти

renounce – відмовлятися

courage – мужність

2. Read and learn by heart the dialogue. Then act it out.

Eating out

Tom: Hallo!

Sharon: Hallo, It's me, Sharon.

Tom: Pleased to hear you.

Sharon: Do you remember that you want to go eating out with me?

Tom: Of course, where would you like to go?

Sharon: Well, I'm not sure...

Tom: Do you like Me Donald's?

Sharon: No, I really don't. I hate self-service I'd like something more romantic. So I'd prefer traditional English pubs and restaurants with polite waiters.

Tom: Fine. I know the excellent place called «Beefeater Restaurant». I'll drive you there. I'll be near you in 20 minutes.

Sharon: I'm dressing already.

At the «Beefeater Restaurant»

Tom: Good evening, sir. Have you got a vacant table for two?

Sharon: Let me see. Oh, yes, we have. Please, follow me.

Tom: Thank you. Come on, Sharon.

Sharon: Let's have a look at their menu-card.

Tom: Here you are. You're free to choose.

Sharon: Let's start with the "cold platter". Have you tasted anything of these dishes?

Tom: No, I haven't but "Caesar salad" sounds very delicious.

Sharon: Yes, we'll try it.

Tom: And what about "Hot platter"?

Sharon: I can say for sure I don't want to have soup.

Tom: So, do I.

Sharon: Let's call and ask a waiter about these courses

Tom: Excuse me. May I ask you a question?

Waiter: Certainly, ask everything you want.

Tom: What would you recommend us?

Waiter: For my mind "Lasagn" is the best. Today especially good. The recipe is of Italian origin.

Tom: Thank you.

Sharon: So I am going to order: " Caesar salad ", "Lasagne" and "Martini".

Tom: I'll take the same. Just I'd like to add Hot Chocolate. Sir, come here, we are ready to order.

Waiter: You are welcome.

Tom: We would like to have two " Caesar salad ", "Lasagne" and "Martini" and Hot Chocolate.

Waiter: Your order will be ready in 15 minutes.

3. *Phonetic exercises*

ФОНЕТИЧНІ ОСОБЛИВОСТІ

The Low Rise

The Low Rise starts from the lowest pitch level and reaches the mid level. The tail is pronounced on the mid level.

This intonation pattern is used:

1) In statements – not categoric, non- final, encouraging further conversation;

e.g. I'll repair it as soon as I can /

It's all / right.

It's no trouble at / all.

2)in general questions - genuinely interested, disapproving, skeptical e.g. Did he bring her a / present?

Do you believe / him?

Hadn't you been to /America?

3)in special questions- friendly interested, sometimes puzzled, wondering;

e.g. When is he coming a / gain?

At what / time?

Where have you been all this / time?

4) in imperatives-soothing, encouraging, reassuring;

e.g. Come / in.

Stay with us a /gain.

Cheer / up.

5) in exclamations- friendly, airy, often used in greetings; e.g. It's /nice!

I beg your /pardon!

Very /good!

Good /night Good /morning.

Making Tonograms.

You are looking very / smart	. . - . - . /
Do you think I / care about it?	• • — • / . - .

Practical Assignments.

1. Read the following sentences with the Low Rising intonation:

a) Statements (not categoric, non- final, encouraging further conversation)

I /think so.

Here we /are Some of them/are.

May be he /can.

That's all /right.

That doesn't /matter That should be all /right.

As a /rule I can. it's not too /bad.

If you don't find it too ex/pensive.

Nothing at all /serious.

b) General questions (genuinely interested, disapproving, sceptical)

Is there any /difference between them?

Is your brother- in- law a /doctor?

Have you any letters to /post?

Can I come /too?

May I /try it?

Do you have time to go in for /sports?

Do you like /dancing?

c) greetings and leave- takings pronounced with the Fall-Rise sound pleasant and friendly;

e.g. Hello. \Good /morning.

Good \night, Mrs. Smith.

d) the Fall-Rise is used to single out the subject in the sentence;

e.g. Britain| is one of the most important commercial / centers in the s. world.

Practical Assignments.

1/ Read the following sentences using the Fall-Rise:

Don't you / like it? I don't / frankly.

Any news of Jim? He's coming home soon.

Haven't you - finished it yet? I've only just begun it.

It's a \wonderful photo. I \knew you'd -like it.

But why didn't you \tell me? \So -sorry.

What's happened to Jack? It's \always the -'same How -big did you say it was? Why don't you / listen?

Come and have a \game with me. Will you stop bothering me?

I'm afraid I've most it. \Never /"mind Quickly. \Wait a minute

What's all the knocking about? Oh, \don't just sit there.

I really must go, please , stay a little longer.

What's upsetting you? \ Do shut the -'door.

When shall I \start? \ Start right away.

Here I Nam at last. Hello, Stephen! It's good to / see you.

1)Read the sentences using the Fall-Rise to single out the subject in the sentence.

Britain | is \ not very big country. Australia | is the smallest continent in the world.

Manchester | is one of the most important industrial -"cities in Great Britain.

Oxford | is one of the oldest centers of education. Washington | is the capital of United / States. Mary | is my \ best friend.

The piano is to the right of the window. England is a highly developed industrial country

4. New Grammar

Reported speech and sequence of tenses

I. Statements

Direct Speech				Reported Speech			
He said,	“I go there every year.”			He said (that)	he went there every year.		
	“I am going there next week.”				he was going there the following week.		
	“They have gone there.”				they had gone there.		
	“I went there last year.”				he had gone there the previous year.		
He said to us,	“We were going there when you met us.”			He told us (that)	they had been going there when we met them.		
	“I’ll go there if the day is fine.”				he’d (would) go there if the day was fine.		
	“I’ll be going there in some days.”				he’d be going there some days later.		
	“I may go there this summer.”				he might go there that summer.		
	“I can go there tomorrow.”				he could go there the next day.		
	“I have to go there today.”				he had to go there that day.		
	“I must go now.”				he must go then.		

Compare:

1. He said (that) he lived in New York.
2. Peter told me he wasn't feeling well.

Він сказав, що він живе в Нью-Йорку.
Петро сказав мені, що він відчуває себе погано.

При зміні прямої мови в непряму зазвичай має місце наступна заміна прислівників і займенників, якщо дієслово головного речення стоїть в одному з минулих часів.

Direct Speech	Reported Speech
this	that
these	those
now	then
here	there
today	that day
tomorrow	the next day, the following day
yesterday	the day before, the previous day
next week	the following week
last week	the previous week
ago	before

Note. Заміни прислівників і займенників, а також форми дієслова не відбувається, якщо час і місце дії прямої і непрямої мови збігаються.

Compare:

Direct Speech	Reported Speech
Hetty said, "It's cold today."	Betty said (that) it was cold that day. (<i>час не співпадає</i>) Betty said (that) it's cold today. (<i>час збігається</i>)

При зверненні прямої мови в непряму дієслово в підрядних додаткових реченнях не змінюється:

а) якщо дієслово в прямій мові стоїть в одному зі теперішніх або майбутніх часів, а також в Past Perfect Past Perfect Continuous або є одним з модальних дієслів: must, could, might, should, would.

Direct Speech	Reported Speech
"They will come to Moscow soon."	We have learned (that) they will come to Moscow soon.
"We had finished our work by six o'clock."	They informed their chief (that) they had finished their work by six o'clock.
"Could you come later?"	She asked me if I could come later.

б) Якщо в прямій мові вказується точний час вчинення дії або загальновідомий факт

Direct Speech	Reported Speech
---------------	-----------------

“I was in England in 1982.” The sun rises in the East.	He said he was in England in 1982.’ The teacher explained to the children (that) the sun rises in the East.
---	--

2. Special Questions

Зверніть увагу на те, що:

а) при перекладі з прямої мови в непряму спеціальних питань до підмета або групи підмета порядок слів не змінюється.

Direct Speech	She said, She said to them,	“Who “Which of you “What “How many people	is has seen was on will come	the first to speak?” this film?” at the Covent Garden yesterday?” to the party?”
Reported Speech.	She asked She asked them She wondered She inquired (formal)	who which of them what how many people	was had seen had been or would come	the first to speak, that film. at the Covent Garden the day before, to the party.

б) при перекладі з прямої мови в непряму спеціальних питань до інших членів речення порядок слів змінюється: після питального слова ставиться підмет, потім - присудок у відповідному часі за узгодженням часів і інші члени речення, тобто за схемою порядку слів розповідного речення.

Direct Speech	Tom said, Doris:	“Why “Where “Who(m) “Which cinema	are do have shall	you you you we	usually have lunch?” been talking to, go to,	late?” Peter?” Jane?”
Reported Speech	Tom asked Tom wondered Doris wanted to know Doris asked Jane	why where who(m) which cinema		he he Peter they	was usually had lunch, had been talking to. would go to.	late.

3. General Questions

Direct Speech	Mr Black said, Mr Black:	“Are “Do “Have “Did	you you you he	leaving know ever stayed enjoy	next week?” Mr Frost?” at the Embassy Hotel, George?” the party yesterday?”
---------------	-----------------------------	------------------------------	-------------------------	---	---

		“Will you go out if it rains?”		
		“Can your wife drive, George?”		
		“May I park my car here, officer?”		
Reported Speech	Mr Black asked	whether we were leaving		the next- week.
	Mr Black asked	I knew		Mr Frost.
	Mr Black wondered	if George had ever stayed		at the Embassy Hotel.
	Mr Black asked George	he had enjoyed		the party the day before.
	Mr Black asked George	he would go out		if it rained.
	Mr Black inquired the officer	his wife could drive.		
		he might park		his car there.

4. Short Answers

Direct Speech	Reported Speech
Mm "Do you like this picture?" Ami "Yes, I do." Nick I don't."	John asked Ann and Nick whether they liked that picture. Ann said (that) she did, but Nick said he didn't. (Ann answered in the affirmative, but Nick answered in the negative.)

Note. Залежно від змісту короткі відповіді в непрямій мові можуть замінюватися також словами: agree, accept (smth), refuse, deny (smth) та ін.

Direct Speech	Reported Speech
Peter: "Will you come with us?" Mary: 1. "Yes." 2. "No."	Peter asked Mary whether she would go with them. 1. Mary agreed. 2. Mary refused.

5. Commands and Requests

Direct Speech	Reported Speech
Mr Brown said to the man: "Come in, please." "Will (would) you come in, please."	Mr Brown asked the man to come in.
Mrs Brown said to her son: "Don't go out now."	Mrs Brown told her son not to go out then.

Note. Залежно від змісту прохання в непрямій мові може також передаватися за допомогою дієслів beg, request (офіційна прохання), наказ - за допомогою дієслів order, command.

Творчо-реферативна робота

1) Вивчіть граматичний матеріал з наступних тем:

1. Sequence of tenses:

1) when there is a present indefinite, present perfect or future indefinite in the principal clause;

- 2) when there is a past indefinite tense in the principal clause;
 - a) if the action of the principal clause and that of the subordinate take place at the same time in the past;
 - b) if the action of the subordinate clause precedes that of the principal clause;
 - c) if the action of the subordinate clause refers to a moment in future.
- 3) Sentences with a number of subordinate clauses.
- 4) Sentences when sequence of tenses doesn't take place.
- 5) Direct and Indirect Speech.
 1. Rules for changing from direct to indirect speech.
 2. Questions in indirect speech.
 3. Word -order in indirect speech.

Exercises

1. Choose the correct word to show that the actions take place at the same time. Write the number of the sentence and the word you choose.

1. I see that you (know, knew) the subject well.
2. I saw that he (knows, knew) the subject well.
3. You will see that she (knows, knew) the subject well.
4. I see that you (are, were) trying to find an answer.

2. Choose the best word to denote the previous action. Write the number of the sentence and the word you choose.

1. She knows that she (has made, makes) a mistake.
2. She knew that she (had made, made) a mistake.
3. She will know that she (makes, has made) a mistake.
4. I see that you (have been taking, take) lessons.
5. I saw that she took, had been taking) lessons.
6. You'll see that she (takes, has been taking) lessons.

3. Choose the best word to denote the future action. Write the number of the sentence and the word you choose.

1. I hope you (get, will get) there in time.
2. I hoped she (got, would get) there in time.
3. I know you (left, are leaving) soon.
4. I knew they (leave, were leaving) soon.
5. I know that the lecture (began, begins) at 7 tomorrow.
6. I knew that the lecture (begins, would begin) at 7.

4. Divide the sentences into two groups: a) correct; b) incorrect, e.a. a) 1,3

1. Scientists cannot say when will the next earthquake happen.
2. She is old enough to go whenever does she want to go.
3. She can tell you what will your future be.
4. She asked me if she could watch TV.
5. The dentist asked the boy if he brushed his teeth regularly.

5. ***Divide the sentences into three groups : sentences in which a) both actions take place at one and the same time; b) one of the actions is completed before the other action; c) one of the actions will take place after the other action.***

1. I understood that you would get there in time.
2. I thought you were leaving next week.
3. I knew you had made a mistake.
4. I felt you knew the subject well.
5. I knew you had been taking lessons.
6. I saw that you were trying to help me.
7. I saw him just before the lecture. He was talking to some people.
8. He was talking to some people I didn't know.
9. I noticed it at once. The things on the table were in order.
10. We were told that Mother would give us lessons herself.
11. I did not ask anyone what had been decided.
12. It was clear that something had gone wrong.
13. It was clear that we should be hopelessly late.
14. It was said in the papers that the police was looking for him.
15. You'll see that she knows how to handle the situation.
16. It was said in the papers that the man had disappeared.
17. It will be generally believed that you have been to blame.
18. My idea was that they would come again.
19. I saw that he was trying to explain everything.
20. He was trying to explain why he had refused to cooperate.
21. Father asked me if I had been winning more games lately.
22. I can tell you nothing definite before I have consulted a specialist.
23. She always wonders if she has said the right thing.
24. You will be sorry you have nothing to give them.
25. You will be glad you have taken my advice.
26. You'll come too late. They will be having dinner.
27. I wonder if you realize how difficult it is.

6. ***Choose the correct form of the word from those in brackets. Write the number of the sentence and the form you choose.***

1. I noticed she (was looking, looks) at me.
2. We knew she (was not coming back, will not come back).
3. And then you will agree that I (was acting, act) right at that moment.
4. Mother said she (doesn't know, didn't know) what to do.
5. It is clear she (is trying, tried) to help you just now,
6. There were few people on the platform. All who were travelling (took, had taken) their seats.
7. Mother said that Aunt Bessie (brings, would bring) her little girl.
8. She said that nothing (would make, will make) her change her mind.
9. She said that a present she still (examined, was examining) the facts.

10. She knew she (was, had been) right from the very beginning.
11. My only hope is that someone (has found, will find) already the key.
12. I thought that I (had left, will leave) the keys downstairs.
13. Then you'll be sorry that you (don't speak, didn't speak) French now.
14. I'll give you my answer after I (have spoken, shall speak) with her again.
15. We'll be there at about 9. It { will have stopped, stops) raining already.
16. He spoke much better. It was clear he (had been working, worked) hard.
17. He didn't play so well in the second time. His knee (was hurt, had been hurt).
18. At half past ten I finally realized he (was not coming, didn't come).
20. I see you (wait, are waiting) for somebody.
20. It became quite clear that something (had gone, went) wrong.
21. The room was in darkness. Someone (switched off, had switched off) the light.

7. Change the sentences from indirect speech into direct speech by giving the actual words of the speaker.

1. Roger says he has seen this film.
2. Ann says she has typed the letter.
3. Mary says she has made a cake.
4. Mr. Brown says he has bought a new car.
5. John says he hasn't had lunch yet.
 1. Roger says he hasn't heard of that writer.
 2. Tom says he has forgotten Ann's telephone number.
 3. Mr. Brown says he has sent them a telegram.
 4. David says he has just had dinner and he isn't hungry
8. Change the indirect questions into direct ones.
 1. Ask your friend if he worked in this institute last year.
 2. Ask your friend why he went to his office on foot.
 3. Ask your friend when he will leave for Tokyo.
 4. Ask your friend where he is going to meet his brother.
 5. Ask your friend if he has ever been to Poland.
 6. I wonder if she can speak French.
 7. I wonder if they have received my telegram.
 8. I wonder if she will wait for us.
 9. I wonder why John did that.
 10. I wonder what they are laughing at.
9. Complete the sentences with "said", "told" or "asked".
 1. We ... we should finish the experiment as soon as possible.
 2. Miss Green ... her sister that she couldn't wear her hat any longer.
 3. They ... her if she would go there by ship.
 4. The child ... the doctor he did not like to take the bitter medicine.
 5. Mr. Smith ... that he had a lot of work to do.

6. Tasks for listening.

AN EXPERIENCED TEACHER

I. Say which statements are false or true.

1. It happened in a crowded bus in the rush hours.
2. The boy of about eleven was comfortably seated by the window.
3. The man took a 10-shilling note out of his wallet.
4. I'm an old and experienced teacher.
5. He took some money from the boy.
6. The boy thanked the gentleman for his mone

II. Choose the correct answer.

1. Where did it happen?

- a) in a crowned bus; b) in a crowded bus; c) in a crowd of buses

2. Who was sitting by the window?

- a) an old lady; b) a gentleman; c) a boy

3. Who addressed the boy?

- a) a distinguished b) an old lady; c) looking gentleman;

4. What did the man do?

- a) he handed the money to the boy; b) he handed in the paper; c) he handled the door

5. Why did he pay the money?

- a) to teach a boy English language; b) to teach a boy a lesson; c) to be taught a lesson

6. What did the lady say to the boy?

- a) 'Have you thought about it?' b) 'Has he thanked you?' c) 'Have you thanked the gentleman?'

III Finish the sentence.

1. The boy was seated pretending

- a) not to thank old men & women; b) not to see old men & women; c) not to sing old men & women

2. If I give you 10 shillings

- a) will you see me; b) will you sing me; c) will you stand up

3. The man took a 10-shilling note

- a) out of his wallet; b) out of his pocket; c) out of his packet

4. The boy took the money

a) and went away; b) and stood up; c) and sat down

5. Thank you very much but I couldn't

a) take the seat; b) thank you; c) take the money

6. Have you thanked the gentleman

a) for the seat; b) for the money; c) for the song

IV. Find the words in the story which mean the opposite for.

1. untrained

2. empty

3. certainty

4. to turn white

5. impossibly

6. to stand up

5. Communicative Tasks

1. Write a short composition about changes you would make in your school / office if you were its headmaster / headmistress / manager.

2. Discuss the qualities a good teacher should possess. Which of them do you think is the most important? Why?

3. Describe your favourite school teacher explaining what you like about her / him as a person and as a teacher.

UNIT 17 MY PROFESSION. CONDITIONAL SENTENCES.

1. Read the text.

EDUCATION IN UKRAINE

Present day independent Ukraine has a well-developed system of education which matches the standards of the developed countries. Pre-school education is not compulsory and is fee-paying. Most parents take their children to nursery schools or kindergartens at the age of 3. Up to the age of 5 children mostly eat, sleep and play there, but in senior groups they are taught the basics of arithmetic, reading, writing, arts and in some schools foreign languages.

Compulsory secondary education begins at the age of 6-7 and is free in state schools and fee-paying in private ones. Some schools, especially those with language slant, have preparatory classes. Secondary education includes three stages: primary (1st- 3d grades), basic (4th-9th grades) and senior (10th -11th grades). In regular secondary schools children start learning foreign languages from the 5th grade and have fewer lessons of language a week than specialised language schools that start teaching languages from the 1 st grade. Recently new types of schools have appeared: gymnasiums and lycees. In addition, there are schools with technical, computer, mathematical, law, pedagogical and art slant. All the subjects in the secondary schools are obligatory but there are optional courses that students of senior grades can take in addition to the required ones.

Extra-curricular activities usually include a variety of sports and drama clubs, interest groups and various school parties.

Those senior students who want to get qualification alongside the secondary education, can go to vocational training schools. Post-secondary education is provided by technical schools and colleges of 1st and 2nd Level of Accreditation that train young specialists in different trades.

Institutions of higher learning (higher educational establishments) include universities, academies, institutes and conservatories. They all hold entrance examinations to select the best applicants to be their students. Among the best known higher educational establishments there are Shevchenko Kyiv National University, Kyiv Polytechnic University, International Independent University «Kyiv-Mohyla Academy», Kyiv State Conservatory, Lviv State University, Kharkiv National University, Kharkiv State Pedagogical University, Kharkiv State Polytechnic University and many others.

Post graduate education begins after the last year of studies and usually results in theses on the chosen scientific topic and the degree of the Candidate of Science. Doctorate Degree is awarded for an outstanding scientific research.

Vocabulary:

Compulsory – обов'язковий

Preparatory - підготовчий

Regular - звичайний

Recently - нещодавно

Appear – з'являтися

Obligatory – обов'язковий

Optional - факультативний

Required - необхідний

Hold – проводити, утримувати

Research - досліджувати

Education in Great Britain

Children in Britain must attend school from the age of 5 (4 in Northern Ireland) until they are 16.

Before the start of formal schooling, many children attend nursery schools attached to primary schools. In addition some parents elect to send their children to private)fee-paying) nursery schools or kindergartens. In England and Wales, many primary schools also operate an early admission policy where they admit children under 5 into what are called reception classes.

Children first attend infants' schools or departments. At 7 they move to the junior school and the usual age for transfer from junior to secondary school is 11 (12 in Scotland). In some areas, however, «first» schools take pupils aged 5 to 8,9 or 10, and pupils within the 8 to 14 age range go to middle schools.

The British educational system was changed in the 1960s. Previously, pupils in the state system either went to a grammar school or a secondary modern school at the age

of eleven. To enter a grammar school, pupils had to pass a national exam (the Eleven Plus). Those who failed went to a secondary modern school. This two-school system and the Eleven Plus were abolished and replaced by

comprehensive schools. These are intended for all pupils, whatever their abilities. They are state schools which is the general term for any school which is run by the government and where the parents do not have to pay. Over 85% of secondary school pupils go to comprehensive schools. However, 145 grammar schools in England didn't close down. They are very popular because they offer a good academic education for the 11 to 18-year age group. Children enter grammar schools on the basis of their abilities, first sitting the «11» plus or entrance examination. In grammar schools there is usually a main school and a sixth form (the last one) which is run separately. Grammar schools cater for 4% of children in secondary education.

A small minority of children attend secondary modern schools (around 4%). These schools provide a more general and technical education for children aged 11-16.

4 City Technology Colleges (CTCs) aim to give boys and girls a broad secondary education with a strong technological and business slant. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors who finance a large proportion of the initial capital costs and develop links with the schools. There are now 15 such colleges in operation in England and Wales.

Specialist schools, which only operate in England, give pupils a broad secondary education with a strong emphasis on technology, languages, art and sports. There are over 250 specialist schools. They charge no fees and any secondary school can apply for specialist school status.

The independent school sector is separate from the state educational system, and caters for 7% of all schoolchildren in England and 4% in Scotland. About 250 of the larger independent schools are known for historical reasons as public schools. They are very expensive private schools and in some cases fees can amount to several thousand pounds a year. Some students gain scholarships and their expenses are covered by the schools. These schools usually have good academic standards and are attended by pupils from an upper class or wealthy background. Famous ones include Eton and Harrow. Eton, which was founded in 1440, is said to have been the first «public school» because students could come to it from any part of England and not, as was generally the case, just from the immediate neighbourhood. Most public schools are boarding schools where the pupils live as well as study.

In Northern Ireland there are a few fee-paying schools, and in Scotland «public schools» are supported by public funds and are not fee-paying and independent.

3. Phonetic exercises

Фонетичні особливості

The High Rise

The High Rise intonation pattern rises to the highest pitch level. The syllables of the pre-head rise from a low pitch up to the start of the High Rise. The tail rises gradually. If there is no tail the voice in the nucleus rises from a medium to a high pitch.

This intonation pattern is used in questions- echoing, calling for repetition or additional information, sometimes meant puzzlement or disapproval.

e.g. We shall have to return.

Immediately?

Careful.

Careful?

Is it /raining?

Is it /raining?

Practical Assignments.

1. Read the following questions using the High rise.

I should phone him about it. /Now?

It's snowing. / Much?

Could I have another cup of tea? /Sugar?

I listened to every word he said. Every / word?

Everybody thinks it's magnificent. / Everybody?

He's going on holiday. /Alone?

I've given up smoking. For / good?

What do you think of the sear? Your /own?

I've just met her husband. You / like him?

Have you seen my pen /anywhere? You've /lost it?

We are going s shopping. Right a/way?

That big one's mine. /Whose?

I shall need a dozen, at least. How /many?

These flowers are for you / Who are they for?

He must be made to obey. He must be /what?

/ What is it? /What is it?

Does it /matter? /Matter?

Do you /mean it? /Mean it?

Wasn't it stupid! Was it /stupid, I wonder?

What lovely N-cherries! /Want some?

I like Barbara. /Do you?

It's much too late to have any re\ grets now.

So does \Helen.

5. Special questions (calm, serious, reserved)

What place does he live in ?

What do you want it for ?

Why can't you leave things a \ lone ?

Why didn't you say so be \ fore ?

When are you going to visit your parents?

For heaven's sake why \ not?

What are you going to do about it?

What's the price of a single first class Micket?

Who is coming to \ tea, then?

Why ever \ not?

6. Imperatives (calm, unemotional, serious).

\ Phone him. Write to him.

Well, take it, then.

Remember it.

Copy it out again.

Ask him to come as soon as he is free.

Tell him exactly what you think about it.

Buy me half a \ dozen, please.

Have a go to the \ next one.

Pay attention.

Mind your own business.

7. Exclamations (calm, unsurprised, reserved).

How ridiculous.

Too bad Thanks / awfully.

Thank you very \ much.

Thank you very much indeed.

It's so nice to see you, Harry.

11. Read the following sentences using the Low Fall and translate them,

a) Statements I really must go.

I've invited him for \tea.

I'm afraid I've \lost it.

Bill's refused my request.

I haven't got a \ spoon.

Tom's coming on \ Monday.

I'll show you how to do it.

She's going to consult a doctor.

He promised to bring the \ book.

I can't wait for him any longer.

I'm very much \ obliged to him.

He asked her about herbage.

She made me come for the second time.

We're sleaving tonight

8. Special questions

What do you think of him?

What are your general impressions of the exhibition?

How much do you want?

Why didn't you meet me at the / station?

How many books do you \want?

What was her \sister like?

How did Judy get on with the / girls?

How much did you give for it?

Which is my car?

How often must he make it?

How long do you want to \ keep it?

9. Imperatives

Buy his dress. Mum!

Come at six on \ Sunday.

Give it to me, then.

Leave it at the / station.

Oh, don't say that!

Be careful! Be careful when you cross the road.

Eat as much as you can.

Don't be too sure.

Have some snore sugar.

10. Exclamations

Let me do it for you.

See you tomorrow

Many happy returns of the day.

What a piece of luck!

How nice of you to remember.

What a pity you can't stay longer.

Good after-noon, Mrs. White.

12. Make tonograms of the following sentences and single out their prehead, head, nucleus and tail.

Then don't make so much N fuss about it.

I didn't know about it.

Better late than s never!

4. New Grammar

Conditionals

Type I. Probable condition

If he has enough money,	why doesn't he buy a colour TV set?	вираз ймовірного, здійсненого припущення, що відноситься до теперішнього часу	Якщо у нього достатньо грошей, чому йому не купити кольоровий телевізор?
If you are right.	I must be wrong.	вираз ймовірного, здійсненого припущення, що відноситься до минулого часу	Якщо ви праві, я, ймовірно, неправий.
If they arrived only last night.	They missed the Ukraine — Canada hockey match.	вираз ймовірного, здійсненого припущення, що відноситься до минулого часу	Якщо вони прибули тільки вчора ввечері, то вони пропустили хокейний матч Україна - Канада.
If you've been travelling so long	you need a good rest now.		Якщо ви так довго подорожували, вам тепер потрібно добре відпочити.
If he has done everything,	he can (may) go home now.		Якщо він все зробив, він може

			зараз іти додому.
If I am free tonight, So long as you return the book by next Saturday, Unless you can do it yourself,	I shall (will) go to see Jane. I will lend it to you. ask Nick to help you.	вираз ймовірного, здійсненого припущення, що відноситься до майбутнього часу	Якщо я буду вільний сьогодні ввечері, я відвідаю Джейн. Якщо тільки (за умови, що) ви повернете книгу до наступної суботи, я згоден (обіцяю) дати її вам. Якщо ви не зможете зробити це самі, попросіть Ніка допомогти вам.
If (in case) Mr Lewis should come,	tell him I'll see him right away	підкреслюється малоймовірність припущення	У разі якщо пан Льюїс прийде, скажіть йому, що я його негайно ж прийму

Note 1. Дієслово в головній частині умовних речень I типу, що відносяться до теперішнього або минулого часу, може стояти в будь-якому часі дійсного способу залежно від змісту висловлення. У реченнях, що відносяться до майбутнього часу, дієслово-присудок головного речення стоїть у формі майбутнього часу або в наказовому способі, а в підрядному реченні, як правило, у формі теперішнього часу.

Type II. Improbable condition

If I knew her address, If he was (were) offered this job	I'd (should, would) give it to you. (but I don't know it) he could (might) take it.	вираз малоймовірних, малореальних припущень, що відносяться до теперішнього або майбутнього часу	Якби я знав її адресу, я б дав її вам. (але я її не знаю) Якби йому запропонували цю роботу, він міг би на неї погодитися (він, можливо, погодився б
---	--	--	---

Type III. Impossible condition

If he had been at the meeting, If you had tried hard,	I should have seen him. (but he was not there, so I did not see him) you could (might) have done it.	вираз нездійснених речень, що відносяться до минулого часу	Якби він був на зборах, я б його бачив, (але його не було там, і я його не бачив) Якби ви дуже постаралися, ви б змогли зробити це
--	---	--	---

Compare:

Present, Future	Past
If you asked him, he would help you. (Why don't you do it?) Якби ви попросили його, він би вам допоміг, (відноситься до теперішнього або майбутнього часу)	If you had asked him then, he would have helped you. (Why didn't you do it?) Якби ви тоді попросили його, він би вам допоміг, (відноситься до минулого часу)

Note 2. Для вираження ввічливого прохання, сильного бажання, рішучості або відмови вчинити дію в придаткових умовних реченнях I і II типу, що відносяться до теперішнього та майбутнього часу, можуть вживатися дієслова will, would, won't, wouldn't.

If you will (would) kindly wait a moment, I'll see if the manager will receive you.

If you would let me have an answer by tomorrow morning, I should be very grateful.

If only he would ring us up, we wouldn't (shouldn't) be so worried.

Compare:

If you help me. we can finish this work today. If you come I'll get a ticket for you. If he refuses to do it, we'll ask someone else.	If you will help me, we can finish this work today. If you would like to come, I'll get a ticket for you. If he won't do it we'll ask someone else.
---	---

Note 3. Умовні речення приєднуються до головного за допомогою союзів if, unless, so long as якщо тільки, за умови, що ...; supposing (that), suppose (that) якщо, якби, у разі; in case (that) у разі, якщо; but for якщо б не; provided (that) за умови та деяких інших.

You'd better take an umbrella with you in case it rains.

The plane is to take off at 6 p. m. provided the weather is fair.

Supposing the train is late, what shall we do?

He wouldn't do it unless you told him to.

But for the storm we should have arrived much earlier.

Note 4. Умовні речення можуть бути також безсполучникові; в цьому випадку має місце зворотний порядок слів (інверсія).

Compare:

If (in case) anyone should ring me up, say that I'll be back soon. If he had known this, he would never have done it.	Should anyone ring me up, say that I'll be back soon. Had he known this, he would never have done it.
--	--

Subjunctives

It is important It was necessary It is advisable It is better	that	he report the case (should report the case).	(It is important for him to report the case.)	(вказівка на те, що дія є передбачуваною, бажаною)	Важливо, щоб Було необхідно, щоб Рекомендується, щоб Було б краще, якби	він ви ми я	повідомив (повідомили ..) про цей випадок.
Tom suggests He proposed I urge They demanded	that	she report the trip (should postpone the trip). John all of us	(Tom suggests her postponing the trip.)	або необхідною)	Том пропонує, щоб Він запропонував, щоб Я наполягаю на тому, щоб Вони зажадали, щоб	вона вони Джон н всі ми	відклала (відклали...)) цю поїздку.

Note 1. Форми умовного способу (Subjunctive) вживаються також після безособових оборотів it is desirable бажано, it is imperative вкрай необхідно, it is essential важливо, it is requested, it is (only) right, it is fair, it is natural, it is just, it is reasonable розумно, it is obligatory обов'язково та ін, а також після дієслів to agree, to insist, to recommend, to arrange, to request і деяких інших.

Note 2. У сучасній англійській мові спостерігається тенденція до вживання Past Indefinite у значенні умовного способу.

He recommended that the title of the article

be changed, should be changed, was changed,.

Note 3. Після висловлення It is (about, high) time зазвичай вживається Past Indefinite у значенні умовного способу.

It is (about, high) time you started earning your own living.

Тобі вже (давно) пора заробляти собі на життя.

If I were you She talks He behaved	I should be more careful, as if (as though) she knew everything, as if (as though) he were all alone there.	(but I am not you) (but she doesn't or we don't know whether she knows or not) (but he was not alone)	(вираз сумніву, малоїмовірність або нереальності)	Будь я (якби я був) на вашому місці, я був би обережнішим. Вона говорить так, як ніби вона все знає. Він поведився так, як ніби він був там зовсім один.
I wish They wished If only	I were young now. they had had money at the time. you didn't smoke so much.	(It's a pity I am not young now.) (They were sorry they didn't have money at the time.) (I wish you didn't smoke so much.)	(вираз жалю чи нездійснення бажання)	Як би мені хотілося бути зараз молодим. (Як шкода, що я вже не молодий,.) Вони жалкували, що у них в той час не було грошей. (Як їм хотілось, щоб у них були гроші в той час.) Якби ви тільки не палили так багато! (Навіщо ви так багато палите?)

Note 1. У сучасній розмовній мові є тенденція вживати Past Indefinite від дієслова to be was для 1 і 3 особи однини замість форми Subjunctive were.

Compare:

<i>Formal style</i>	<i>Less formal style</i>
If I were you... He speaks' English as if he were an Englishman. I wish I were at home now.	If I was you... He speaks English as if he was an Englishman. I wish I was at home now.

Note 2. Для вираження передування дії в додаткових реченнях після дієслова wish, сполучника as if (as though), а також в окличних реченнях, що починаються зі слів if only, вживається Past Perfect у значенні умовного способу.

Compare:

<p>He looks (looked) as if (as though) he were ill. Він виглядає (виглядав) так, як ніби він хворий. I wish I knew about it. Як шкода, що я не знаю про це. If only I had her address. Як шкода, що у мене немає її адреси. (одночасність дії)</p>	<p>He looks (looked) as if (as though) he had been ill. Він виглядає (виглядав) так, як ніби він хворів (був хворий). I wish I had known about it earlier. Як шкода, що я не знав про це раніше. If only I had had her address then. Як шкода, що у мене не було тоді її адреси. (передування дії)</p>
--	--

Note 3. Для вираження бажання чи жалю, що відносяться до теперішнього або майбутнього часу, після дієслова wish і слів if only вживаються модальні дієслова could або would.

If only you could help me! Якби тільки ви могли мені допомогти! (Як шкода, що ви не можете мені допомогти.)

I wish the rain would stop. Швидше би дощ перестав. (Як мені хочеться, щоб дощ перестав.)

Творчо-реферативна робота № 10

1) Вивчіть граматичний матеріал з наступних тем:

1. Modal verbs.

2. The verb "can" and its equivalent:

- tense - forms of the verb "can" and of "to be able to";
- peculiarities of the use.

3. The verb "may" and its equivalent:

- tense- forms of the verb "may" and of "to be allowed to";
- peculiarities of the use.

4. The verb "must" and its equivalent:

- tense - forms;
- shades of meaning of the verb "must" and its equivalents "to be to", "to have to";
- peculiarities of the use.

5. The verb "dare".

6. The verb, "need".

7. The verb "ought".

8. The verbs "shall", "will" in modal meaning. Subjunctive II for "shal" and "iwil" - "should", "would".

Peculiarities of the use of "should" and "would".

Exercises

1. Change the sentences into the past, making them negative. Use the words in brackets.

1. I can meet you today, (last night)

2. I can go with you now (an hour ago).

3. The students can translate well now (three months ago).

4. Roger can play the violin well (a few years ago).
5. He can come tonight (yesterday morning).

2. Change the following sentences into questions by using the verb "can"/"could" to express strong doubt.

1. They know how to get there.
2. She is trying so hard to please everybody.
3. He is speaking the truth.
4. He knows the language quite well.
5. Children like to play here.

3. Choose the word that best completes the sentence. Write the number of the sentence and the word you choose.

1. (Can, may, must) you speak English ?
2. I (can, may) jump off this box, but I (can't, may not) jump off that wall.
3. (May, must) I have a cup of tea, please ?
4. I (can, may) type this letter for you. Don't worry.
5. (May, must) I take a bisquit, Mum ?
6. (May, must) I come in.
- 7.- (Can, must) you go now ? -Yes, I (can, have to) leave immediately.
8. - (Did you have to, could you) take a taxi ? - I'm afraid I (had to, might). There was no bus.
- 9.- (May, must) I smoke here ?
10. - (Can, must) you get up early tomorrow morning ?- Yes, I'll have to get up at 6 o'clock.

4. Add question- tags.

1. Smoking can be very bad for health, -?
2. Your sister can cook very well, -?
3. You couldn't ride a bicycle when you were six, -?
4. John couldn't play chess when he was young, -?
5. No one can open the door, -?

5. Choose the correct form of the word (a, b, c, d) that best completes the sentence. Write the number of the sentence and the letter of the answer, e.g. 1a, 2, 3b, 4d.

1. It is necessary that the tourists ... the camp at 7.
a) reaches b) must reach c) should reach d) would reach
2. It is important that you ... this article.
a) reads b) must read c) should read d) would read
3. It is requested that the latecomers ... seats in the gallery.
a) takes b) must take c) should take d) would take
4. It is advisable that nobody ... about, it.
a) knows b) must know c) should know d) would know
5. It is imperative that you ... in time.
a) are b) must be c) should be d) would be

6. It is desirable that he ... the book to the library.
 a) returns b) must return c) should return d) would return.

6. Rewrite the following sentence using the verb "can", so as to express the same meaning. Leave out unnecessary words.

1. Mary is sometimes very rude.
2. All of us are occasionally forgetful.
3. This medicine is often very good for the flu.
4. A foreign language is often of great value to us.
5. This child is frequently very annoying.

7. Form sentences expressing permission using of the verb "may" with the following word combinations:

1. to ring up tomorrow;
2. to give me your answer tomorrow;
3. to give my book to your friend;
4. to go shopping after lunch;
5. to stay on the coast for the whole month.

8. Use the verb "may" in the following sentences to express probability. Use the words in brackets.

1. He is not likely to return home on Monday (on Wednesday).
2. She is not likely to go shopping now (after lunch).
3. The weather is not likely to change today(tomorrow).
4. They are not likely to go to the cinema now (tonight).
5. Ann is not likely to arrive by the morning train (by the evening train).
6. Do you think he is alone ?
7. Do you think he believes your story?
8. Is it likely that the plane will be late?
9. Is she likely to stay there the whole day?
10. Why are there so many people on the platform? (they/ to be waiting for the train).
11. Why has he refused to come to the party? (he/ to be busy that day).
12. Why is John so busy? (he/ to be reading for his examinations).
13. Why doesn't Oscar want to see the film ? he/ not/ to like detective stories).
14. Why has the boy raised his hand ? (he / to want to ask a question).

9. Change the sentences by using the form "mustn't" to express prohibition.

1. Don't wait for me.
2. Don't forget to post the letter.
3. Don't be late for the performance.
4. Don't eat so much ice-cream.
5. Don't drink so much beer.

10. Change the sentences into the future using the appropriate modal verb.

1. I must write to my friends.

2. I must stay away from work.
3. He must work hard.
4. Jane must work on Sunday.
5. They must call the doctor.

11. Compose some orders, using the word combinations below. Use the verb "will" to express order.

1. to come here an hour before the lessons;
2. to type the letters at once;
3. to take a taxi all the way to the station;
4. to tell somebody all about it;
5. to go upstairs and comb one's hair.

12. Change the sentences by using the verb "must" to express supposition.

1. This house is probably very old.
2. It's probably six o'clock already.
3. He is probably about 25 years old now.
4. This book is probably very interesting.
5. She is probably working in the garden now.
6. They are probably still at home.
7. He probably knows French quite well now.
8. She probably forgot your telephone number.
9. Roger was probably very angry with me.
10. They are probably having dinner now.

13. Rewrite the following sentences using "have to" without changing the meaning.

1. It is not necessary for you to go with them if you don't want it.
2. Is it necessary for them to start so early in the morning ?
3. It is necessary for him to write this exercise.
4. Is it necessary for me to go there again tomorrow ?
5. It is not necessary for you to come exactly at 8. 00.
6. Is it necessary for him to go to the dentist's today ?
7. It is not necessary for Tom to drink the milk if he doesn't want to.
8. It is not necessary for you to be present at this lecture.
9. It is not necessary for him to stay to the end of the show if he feels unwell.
10. Is it necessary for you to do this work today or can you do it tomorrow ?

14. Complete the following sentences using "must" or "should" with the verbs in brackets.

1. Ann was absent for the first time yesterday. She - (be) ill.
2. The photos are black. The X rays at the airport - (damage) them.
3. Lucy did very badly at the exam. She -(study) harder.
4. John did very well at the exam. He - (study) very hard.
5. Henry was deported for having an expired visa. He - (have) his visa renewed.

6.Tasks for listening

TIT FOR TAT

I. Say which statements are false or true.

1. A French lady was travelling in Germany.
- 2.The lady was in the compartment of a smoking carriage.
3. The Englishman was smoking a big cigar.
- 4.For a short time she sat quietly.
- 5.She expected the man to propose her a cigar too.
- 6.She began to cough and sneeze.

Choose the correct answer.

1.What did the lady want to show?

- | | | |
|-----------------------------|--|-----------------------------------|
| a)she tried to show her joy | b) she tried to show her objection to smoking; | c) she tried to show her pleasure |
|-----------------------------|--|-----------------------------------|

2.What did she see?

- | | | |
|-----------------------------|---------------------------------|-------------------------------|
| a)the man did as she wanted | b)the man took no notice of her | c) the man took the pipe away |
|-----------------------------|---------------------------------|-------------------------------|

3.Did the man put out his pipe?

- | | | |
|-------------------|-----------------|----------------------------|
| a) no, he didn't; | b) yes, he did; | c) no, he refused to do it |
|-------------------|-----------------|----------------------------|

4. What did the lady remark?

- | | | |
|-----------------------------|--------------------------------|----------------------------|
| a) that he was a gentleman; | b) that he wasn't a gentleman; | c) that he was a policeman |
|-----------------------------|--------------------------------|----------------------------|

5.What did the lady want to give the man?

- | | | |
|-----------------|----------------|----------------|
| a) some poison; | b) some water; | c) a newspaper |
|-----------------|----------------|----------------|

6. What was the man's answer?

- | | | |
|--------------------|------------------------|----------------------|
| a) he'd marry her; | b)he wouldn't take it; | c) he would take it. |
|--------------------|------------------------|----------------------|

Finish the sentences.

1.The lady said that she would give him

- | | | |
|---------------|---------------|----------------|
| a) some milk; | b) some wine; | c) some poison |
|---------------|---------------|----------------|

2. The man answered that he could

- | | | |
|-------------|------------------|-----------|
| a) take it; | b) threw it out; | c) buy it |
|-------------|------------------|-----------|

3.The lady began

- | | | |
|---------------|------------|-------------|
| a) to sneeze; | b) to cry; | c) to smile |
|---------------|------------|-------------|

4. The man did not put out

begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	Починати
bleed [bli:d]	bled [bled]	bled [bled]	Кровоточити
blow [blou]	blew [blu:]	blown [bloun]	Дути
break [breik]	broke [brouk]	broken ['brouk(e)n]	Ломати
bring [brinj]	brought [brɔ:t]	brought [brɔ:t]	Приносити
build [bild]	built [bilt]	built [bilt]	Будувати
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	Горіти
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	Вибухнути
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	Купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	Ловити
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	Обирати
come [kʌm]	came [keim]	come [kʌm]	Приходити
cost [cɔst]	cost [cɔst]	cost [cɔst]	Коштувати
creep [kri:p]	crept [krept]	crept [krept]	Повзти
cut [kʌt]	cut [kʌt]	cut [kʌt]	Різати
do [du:]	did [did]	done [dʌn]	Робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	Малювати, тягнути
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	Мріяти, бачити сни
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	Пити
drive [draiv]	drove [drouv]	driven ['drɪvn]	Водити
eat [i:t]	ate [et]	eaten ['i:tn]	Їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	Падати
feed [fi:d]	fed [fed]	fed [fed]	Годувати
feel [fi:l]	felt [felt]	felt [felt]	Відчувати
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	Боротися
find [faɪnd]	found [faund]	found [faund]	Знаходити
fit [fit]	fit [fit]	fit [fit]	Підходити
fly [flai]	flew [flu:]	flown [floun]	Літати
forget [fə'get]	forgot [fə'gɔt]	forgotten [fə'gɔt(ə)n]	Забувати

forgive [fo'gɪv]	forgave [fo'geɪv]	forgiven [fo'gɪvən]	Пробачати
freeze [fri:z]	froze [frouz]	frozen ['frouzn]	Змерзнути
get [get]	got [gɒt]	got [gɒt]	Отримувати
give [gɪv]	gave [geɪv]	given [gɪvən]	Давати
go [gəʊ]	went [went]	gone [gɒn]	Йти
grow [grou]	grew [gru:]	grown [groun]	Рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	Вішати
have [hæv]	had [hæd]	had [hæd]	Мати
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	Чути
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	Ховати
hit [hɪt]	hit [hɪt]	hit [hɪt]	Ударити
hold [hould]	held [held]	held [held]	Тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	Викликати біль
keep [ki:p]	kept [kept]	kept [kept]	Містити
kneel [ni:l]	knelt [nelt]	knelt [nelt]	Стояти на колінах
know [nou]	knew [nju:]	known [noun]	Знати
lay [lei]	laid [leid]	laid [leid]	Класти
lead [li:d]	led [led]	led [led]	Вести
lean [li:n]	leant [lent]	leant [lent]	Нахилятися
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	Вчити
leave [li:v]	left [left]	left [left]	Залишати
lend [lend]	lent [lent]	lent [lent]	Позичати
let [let]	let [let]	let [let]	Дозволяти
lie [lai]	lay [lei]	lain [lein]	Лежати
light [lait]	lit [lit]	lit [lit]	Освітлювати
lose [lu:z]	lost [lɒst]	lost [lɒst]	Губити
make [meɪk]	made [meid]	made [meid]	Робити
mean [mi:n]	meant [ment]	meant [ment]	Значити
meet [mi:t]	met [met]	met [met]	Зустрічати
mistake [mis'teɪk]	mistook [mis'tuk]	mistaken [mis'teɪk(e)n]	Помилятися
pay [pei]	paid [peɪd]	paid [peɪd]	Платити
prove [pru:v]	proved [pru:vd]	proven [pru:vən]	Доводити

put [put]	put [put]	put [put]	Покласти
quit [kwit]	quit [kwit]	quit [kwit]	Зупинити
read [ri:d]	read [red]	read [red]	Читати
ride [raid]	rode [roud]	ridden ['ridn]	Їхати
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	Дзвінити
rise [raiz]	rose [rouz]	risen ['rizn]	Підійматися
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	Бігати
say [sei]	said [sed]	said [sed]	Говорити
see [si:]	saw [sɔ:]	seen [si:n]	Бачити
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	Шукати
sell [sel]	sold [sould]	sold [sould]	Продаватися
send [send]	sent [sent]	sent [sent]	Посилати
set [set]	set [set]	set [set]	Ставити
sew [sou]	sewed [soud]	sewn [soun]	Шити
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeik(ə)n]	Трясти
show [ʃəu]	showed [ʃəud]	shown [ʃəun]	Показувати
shrink [ʃriŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]	Зменшувати
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	Закривати
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	Співати
sink [siŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	Тонути
sit [sit]	sat [sæt]	sat [sæt]	Сидіти
sleep [sli:p]	slept [slept]	slept [slept]	Спати
slide [slaid]	slid [slid]	slid [slid]	Ковзати
sow [sou]	sowed [soud]	sown [soun]	Сіяти
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	Говорити
spell [spel]	spelt [spelt]	spelt [spelt]	говорити по буквам
spend [spend]	spent [spent]	spent [spent]	Витрачати
spill [spil]	spilt [spilt]	spilt [spilt]	Проливати
spoil [spɔil]	spoilt [spɔilt]	spoilt [spɔilt]	Псувати
spread [spred]	spread [spred]	spread [spred]	Розставляти

spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	Стрибати
stand [stænd]	stood [stu:d]	stood [stu:d]	Стояти
steal [sti:l]	stole [stoul]	stolen ['stəʊlən]	Красти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	Колоти
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	Жаліти
sweep [swi:p]	swept [swept]	swept [swept]	Підмітати
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	Розбухати
swim [swɪm]	swam [swem]	swum [swʌm]	Плавати
swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	Гойдати
take [teɪk]	took [tuk]	taken ['teɪk(ə)n]	Брати
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	Вчити
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	Рвати
tell [tel]	told [tould]	told [tould]	Розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	Думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	Кинути
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	Розуміти
wake [weɪk]	woke [wouk]	woken ['wouk(e)n]	Прокидатися
wear [wɛə]	wore [wɔ:]	worn [wɔ:n]	Носити
weep [wi:p]	wept [wept]	wept [wept]	Плакати
wet [wet]	wet [wet]	wet [wet]	Мочити
win [wɪn]	won [wʌn]	won [wʌn]	Вигравати
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	Звиватися
write [raɪt]	wrote [rɔut]	written ['rɪtn]	Писати

Література:

1. Буданов С.І. Business English., Харків, 2006.- 56с.
2. Дарская В.Г. Новый деловой английский. Москва. Вече, 2005. -67с.
3. Tarnopolsky O. Business Projects, Kiev, 2002. -45р.
4. Науменко Л.П. Business English Course, Киев “А.С.К.”, 2005. -200с
5. L. Vasileva. Business Correspondence in English. – 2 изд. – М.: Айрис-Пресс, 2003.- 352с.
6. Дубовский Ю.А. Функциональное общение на английском языке: Учеб. Пособие. – К. : Вища школа, 1999.- 311с.
7. Краткий русско-английский терминологический словарь по коммерции. В.Ю. Дуленков.- М.: Совместное сов.-британ. предпр. «Слово», 2000.- 48с.
8. Шатух В.Т. English Through Correspondence .К. “Вища школа”.- 2003.-58с.
9. Краткий русско-английский словарь –разговорник для делового человека. М.: «Колизей. Олимп».- 2004. - 191с.
10. Черноватый Л.Н. Служебные командировки и частые поездки за рубеж. – Х.: Основа, 2001.- 136с.