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„VYŠŠA ŠKOLA“

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КУРС
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Друге перероблене видання підручника (1-ше вид. — 1991 р.)
добудовано на лексичному і граматичному матеріалі, що охоплює
нормативну граматику англійської мови і так званий базовий
лексичний мінімум.

Тексти стосуються побутової, країнознавчої, загальнонаукової
і суспільно-політичної тематики. Система вправ спрямована
на вироблення навичок і вмінь використовувати лексико-граматичний
матеріал, що вивчається, в ситуаціях реального спілкування.

Для студентів вищих навчальних закладів, а також слухачів
курсів іноземних мов, що проходять мовну підготовку для роботи
за кордоном.

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ПЕРЕДМОВА

Підручник призначено для осіб, які вперше приступили до вивчення англійської мови і ставлять собі за мету практичне опанування нею в стислі строки навчання. Він може бути використаний у немовних вузах студентами, у знаннях англійської мови яких є серйозні прогалини, на факультетах іноземних мов як підручник з другої мови, а також на курсах іноземних мов, що готують спеціалістів для роботи за кордоном. Підручник покликаний забезпечити формування розмовних навичок у найтиповіших ситуаціях спілкування, а також розвиток навичок і вмінь читання та письма. Він націлений на підготовку слухачів до самостійної роботи по дальшому розширенню знань з англійської мови.

Підручник побудовано на лексичному і граматичному матеріалі, що охоплює нормативну граматику англійської мови і базовий лексичний мінімум.

Враховуючи поставлене завдання практичного опанування мовою, що вивчається, як засобом спілкування, при доборі та організації навчального матеріалу зважалося на такі:

1. За елементарну одиницю навчання у світлі комунікативної лінгвістики взято висловлювання, що осмислюється в певній ситуації спілкування. При доборі зазначених висловлювань враховувалася частотність їх вживання в певних ситуаціях спілкування.

2. Граматичний матеріал подано за принципом зіставлення граматичних структур. Щоб уникнути переобтяженості підручника, граматичний матеріал подається в таблицях з короткими коментарями до них. Порядок появи тієї або іншої граматичної структури пов'язаний з необхідністю її вживання в пропонованій ситуації спілкування.

3. Підручник забезпечує повторюваність пройденого лексико-граматичного матеріалу.

4. Тексти складено з урахуванням психологічних особливостей та інтересів дорослої аудиторії. Вони охоплюють побутову, країнознавчу, загальнонаукову і суспільно-політичну тематику. Тексти закінчуються запитаннями, що потребують від студентів індивідуальної відповіді, висловлювання своїх думок, включають їх у комунікативний процес.

5. Система вправ спрямована на вироблення мовних навичок і вмінь використання лексико-граматичного матеріалу, що вивчається, в ситуаціях реального спілкування.

6. У підручнику знаходить відбиття принцип наочності. Пропоновані малюнки сприяють розвитку навичок усного мовлення.

Підручник складається з вступного й основного курсів. Основний курс містить 15 уроків. Урок основного курсу має таку структуру:

1. Навчальний текст.
2. Контекстний словник, що включає основні базисні фрази тексту.
3. Граматичні структури.
4. Вправи для усного виконання.
5. Вправи для виконання в письмовій формі.
6. Теми для домашніх письмових переказів.
7. Вправи для розвитку діалогічного і монологічного мовлення.
8. Тексти для додаткового читання.

Слід зазначити, що в підручнику представлено зразки діалогічного мовлення, напівконструйовані діалоги для самостійної роботи з описом ситуації спілкування.

Для мовного опанування запропонованих ситуацій використовуються певні граматичні структури і певний лексичний матеріал. За змістом вони охоплюють такі теми: родинне життя, житло, харчування, щоденна діяльність людини, подорож, дозвілля, відпочинок, музика, література, спорт, навчальні заклади, наукова робота, застосування обчислювальних машин, участь у міжнародних форумах та конференціях, побут і звичаї народу, мова якого вивчається, та інше.

Таке тематичне коло дає змогу представити різні стилі мовлення, що включають як соціально-побутову і крайнознавчу, так і загальнотехнічну і загальнонаукову лексику.

Завершують кожен з 15 уроків основного курсу тексти для додаткового читання, які можуть бути використані як для самостійної (позааудиторної) роботи, так і на занятті в аудиторії. Для перевірки розуміння змісту прочитаного і визначення ступеня розвитку навичок підготовленого мовлення до цих текстів подано відповідні завдання.

Підручник становить собою підсумок багаторічної роботи з методики навчання англійської мови в стислі строки. Автори наперед вдячні всім, хто надішле свій відгук про роботу за цим підручником у студентській аудиторії.

ВСТУПНИЙ КУРС

Фонетична будова англійської мови відрізняється від фонетичної будови української мови внаслідок суттєвих відмінностей в артикуляції органів мовлення при вимові звуків. Фонетичними і графічними особливостями англійської мови є те, що в ній один і той самий звук передається на письмі різними буквами та сполуками і, навпаки, одна і та сама буква може передавати різні звуки, тобто читатися по-різному. Ця обставина призвела до того, що в англійській мові є велика невідповідність між написанням і вимовою слів. 26 букв англійського алфавіту передають 44 звуки (20 голосних і 24 приголосних). Таким чином, одна й та сама буква в різних позиціях може позначати різні звуки. Особливо це характерно для англійських голосних букв, кожна з яких має від 5 до 10 звукових значень. Наприклад, fate [fɛt], fare [fɛə], far [fɑ:], fat [fæt], again [ə'geɪn].

Ряд звуків передається на письмі різними буквами і буквосполуками. Наприклад, звук **k** передається на письмі буквами **k**, **c**, **ck**.

Для графічного зображення фонем (звуків) використовуються особливі знаки фонетичної транскрипції, в якій кожній фонемі відповідає певний знак. Знаки фонетичної транскрипції звичайно беруться в квадратні дужки.

Як уже зазначалося, фонетична будова англійської мови має свої особливості. Так, надзвичайно важливим є дотримання довготи і напруженості голосного звука, оскільки зміна його довготи веде до зміни значення слова. Наприклад, beat [bi:t] — бити і bit [bɪt] — шматочок, dark [dɑ:k] — темний і duck [dʌk] — качка.

В англійській мові є дифтонги, в яких, на відміну від українських дифтонгів, зв'язок між елементами тісніший: [aɪ], [ɪə], [oʊ] і т. д.

Усі англійські приголосні в будь-якій позиції вимовляються без палаталізації (пом'якшення).

Англійські дзвінки приголосні в кінці слів не оглушуються. Оглушення кінцевого дзвінкого приголосного в англійській мові призводить до зміни значення слова: bed

[bed] — ліжка, bet [bet] — заклад, парі, side [said] — сторона, site [sait] — будівельний майданчик.

Кінцеві англійські глухі приголосні вимовляються енергійніше й виразніше, ніж в українській мові. Дзвінки приголосні в кінці слів вимовляються без голосного призвуку. Наприклад: cap [kæp], coat [kout], але: bed [bed], tag [tæg].

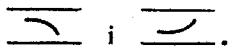
В англійській мові є ряд звуків, яких нема в українській мові, наприклад: [h], [w], [θ], [ð], [ŋ].

Англійська інтонація відрізняється від української характером піднесення і пониження тону голосу, ритмом і розподілом фразового наголосу.

В англійській мові є два основних тони — низхідний (спадний) і висхідний. Англійський низхідний тон виражає смислову завершеність висловлювання. Він характеризується більш різким і глибоким спадом, ніж український. Англійський звичайний низхідний тон схожий на український низхідний тон, який вживається при вираженні категоричного наказу, або команди, наприклад: «Геть звідси!» або «Раз, два, три!».

Англійський висхідний тон вказує на незавершеність висловлювання. Він не такий різкий і стрімкий як в українській мові, починається з більш низького тону, підвищення в ньому відбувається поступово.

Для графічного зображення англійських тонів служать знаки [∨] або [∩] для низхідного і [∪] або [∪] — для висхідного, які ставляться перед наголошеним складом і розташовуються між двома паралельними лініями, що позначають верхню і нижню межу людського голосу, а саме:

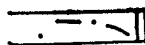
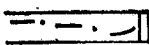


Кожне слово, звичайно, має свій постійний наголос, але не всі слова в мовному потоці виділяються наголосом. Виділення окремих слів у мовленні порівняно з іншими називається фразовим наголосом.

В англійському реченні наголошеними, як правило, бувають лише повнозначні слова: іменники, прикметники, смислові дієслова, числівники, прислівники, питальні та вказівні займенники, післяйменники. Ненаголошеними звичайно є службові слова (артиклі, сполучники, прийменники, допоміжні та модальні дієслова, особові та присвійні займенники). Наприклад: 'Eve is \ill. It's a \rep.

При графічному зображенні інтонації наголошений склад зображується горизонтальною лінією, а ненаголошений — крапкою. Перший наголошений склад вимовля-

ється на високій точці, потім іде поступове пониження тону. Останній наголошений склад вимовляється або низхідним, або вихідним тоном. Наприклад: My 'name is \Nick.

 'Do you 'live in ,Kyiv? 

Англійський алфавіт

Друковані букви	Писані букви	Назви букв	Друковані букви	Писані букви	Назви букв
A a	<i>A a</i>	[eɪ]	N n	<i>N n</i>	[en]
B b	<i>B b</i>	[bi:]	O o	<i>O o</i>	[ou]
C c	<i>C c</i>	[si:]	P p	<i>P p</i>	[pi:]
D d	<i>D d</i>	[di:]	Q q	<i>Q q</i>	[kju:]
E e	<i>E e</i>	[i:]	R r	<i>R r</i>	[ɑ:]
F f	<i>F f</i>	[ef]	S s	<i>S s</i>	[es]
G g	<i>G g</i>	[dʒi:]	T t	<i>T t</i>	[ti:]
H h	<i>H h</i>	[eitʃ]	U u	<i>U u</i>	[ju:]
I i	<i>I i</i>	[ai]	V v	<i>V v</i>	[vi:]
J j	<i>J j</i>	[dʒeɪ]	W w	<i>W w</i>	[ˈdʌbl̩ˈju:]
K k	<i>K k</i>	[keɪ]	X x	<i>X x</i>	[eks]
L l	<i>L l</i>	[el]	Y y	<i>Y y</i>	[waɪ]
M m	<i>M m</i>	[em]	Z z	<i>Z z</i>	[zed]

ABC SONG

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

Oh, yes, you see
Now you know the ABC

ЧИТАННЯ ПРИГОЛОСНИХ

Буква	Звук	Примітка	Приклад
Bb [bi:]	[b]	вимовляється енергійніше, ніж український звук [б]	be, boy, bad
Cc [si:]	[s]	перед e, i, y	ice, pencil, cyst
	[k]	у решті випадків	cake, coat, cut
Dd [di:]	[d]	кінчик язика злегка торкається альвеол, у кінці слів вимовляється без призвуку	dad, dean, load
Ff [ef]	[f]	вимовляється енергійніше, ніж український звук [ф]	food, fame, roof, life
Gg [dʒi:]	[dʒ]	перед e, i, y	age, gym; виняток: get, give, begin
	[g]	у решті випадків	gap, leg, game
Hh [eɪtʃ]	[h]	вимовляється легким видиханням і вживається лише перед голосними	hope, he, house
Jj [dʒeɪ]	[dʒ]	вимовляється суцільно і вживається лише перед голосними	Jane, Jack, job

Буква	Звук	Примітка	Приклад
Kk [kei]	[k]	вимовляється легко, з придиханням на початку слова, перед голосним і виразно, сильно в кінці слова	kid, cake, take, kettle
Ll [el]	[l]	кінчик язика злегка торкається альвеол; перед голосними вимовляється пом'якшено; перед приголосним і в кінці слів — твердо	life, leader, film, belt, fill
Mm [em]	[m]	вимовляється протяжніше на початку слова, щоб уникнути пом'якшення, і без голосного призвуку в кінці слова	me, meat, lime, fame
Nn [en]	[n]	кінчик язика злегка торкається альвеол	night, nose, name
Pp [pi:]	[p]	вимовляється легко, з придиханням перед наголошеними голосними і енергійно в кінці слова	pie, pipe, lip
Qq [kju:]		зустрічається лише у сполученні з голосним u , читається kw	quite, queen, quote
Rr [a:]	[r]	кінчик язика підноситься за альвеоли, утворюючи досить широку щілину, крізь яку проходить повітря; вживається перед голосними	right, red, rose

Буква	Звук	Примітка	Приклад
Ss [es]	[s]	перед голосними; перед і після глухих приголосних	same, list
	[z]	у кінці слів після голосних і дзвінких приголосних	pies
Tt [ti:]	[t]	вимовляється легко, з придиханням перед голосними на початку слова і енергійно в кінці слів	tea, take, fat, got
Vv [vi:]	[v]	верхні зуби торкаються внутрішньої частини нижньої губи; вимовляється енергійніше, ніж український звук [в]	five, Eve, voice
Ww [dʌblju:]	[w]	губи округлені і трохи випнуті; потім органи мовлення швидко перелаштовуються для артикуляції наступного голосного	we, wife, water
Xx [eks]	[ks]	вимовляється разом, як один звук	text, six, sixty
Zz [zed]	[z]	кінчик язика підноситься до альвеол, у кінцевому положенні не приглушується	size, zone, zipper

ПОЗИЦІЙНІ ВАРІАНТИ ЧИТАННЯ ГОЛОСНИХ

Бук- ва	Відкри- тий на- голоше- ний склад — алфавіт- не чи- тання	Закри- тий на- голоше- ний склад — коротке читання	Голос- ний + г — дов- ге чи- тання	Голос- ний + г + голос- ний — дифтон- ги або трифтон- ги	Ненаго- лошений склад
Aa [eɪ]	name, table [eɪ]	man, apple [æ]	dark, garden [ɑ:]	Mary, rare [eə]	'several, a'gain, 'cabbage [ə]
Ee [i:]	theme, Peter [i:]	pen, lesson [e]	German, her [ə:]	serious here [ɪə]	'absent, 'kitchen, 'travel [ə]
Ii [aɪ]	time, title [aɪ]	big, little [ɪ]	thirty, girl [ə:]	tired, fire [aɪə]	'definite, 'pencil, 'beautiful [ɪ]
Oo [ou]	no, sofa [ou]	not, doctor [ɔ]	order, for [ɔ:]	before, more [ɔ:]	'second, 'London [ə]
Uu [ju:]	tube, blue [ju:] [u:]	us, sum- mer [ʌ]	Thurs- day, turn [ə:]	pure, fury [juə]	'difficult 'cucumber [ə]
Yy [waɪ]	type, my, dye [aɪ]	myth, system [ɪ]	Byrd [ə:]	Byron, lyre [aɪə]	'city 'lady [ɪ]

ЧИТАННЯ ГОЛОСНИХ БУКВОСПОЛУК

Букво- сполуки	Зву- кова від- по- від- ність	Примітки	Приклади	Винятки
a + 2 приго- лосні	[a:]		class, ask, fast, grasp, after, calm, dance	
ai	[eɪ]		pain, aim, say	said [sed]
ay			day	says [sez]
air	[eə]		hair, pair, air	
aw au	[ɔ:]		law, awful pause, be- cause	
au	[aɪ]	перед gh	laugh, draught	
augh	[ɔɪ]	перед t	daughter, taught	
a + ll, lk	[ɔ:]		walk, talk, wall	
ar	[ɔɪ]	після w	war, quarter	
	[e]	перед d	bread, dead	read [red]
	[é]	перед lth, th	health, breath	breathe [bri:ð]
ea	[i:]	перед реш- тою приго- лосних	mean, peace, clean, easy seam, please	deaf [def] steak [steik] weapon ['wepən] break [breik] great [greit]

Букво-сполуки	Звукова відповідність	Примітки	Приклади	Винятки
ear	[ɪə]	у кінці слова	hear, dear, near, clear	bear [bɛə] swear [swɛə] pear [pɛə] wear [wɛə]
	[əɪ]	перед приголосним звуком	earth, earn rehearse	heart [hɑ:t] hearth [hɑ:θ]
ee	[i:]		meet, agree	
eer	[ɪə]		engineer	
ei	[i:]	після с, s	ceiling, seize receive	
ey	[eɪ]		veil, they	key [k i:]
elgh	[eɪ]		neighbour	height [haɪt]
eir	[ɛə]		their	
er	[ə]	у ненаголошеній позиції	sister, mother brother brother	
eu	[ju:]		neutral	
	[u]	після l, rh	rheumatism	
ew	[ju:]		new, few	
	[u:]	після ch, j, r, l, y	chew, jewel, crew, blew	
ia	[aɪə]		diamond, giant	
ie	[i:]		field, yield, bourgeoisie	friend [frend] sieve [sɪ:v]

Букво- сполуки	Зву- кова від- по- від- ність	Примітки	Приклади	Винятки
ier	[iə]		tier, pier, fierce, pierce, chandelier	brier [braɪə]
igh	[aɪ]		sight, night, might	
ild, ind	[aɪ]		mild, find	
oa	[ou]		oak, coat, foam, coast	broad [brɔ:d]
oar	[ɔ:]		coarse, board	
oi			boil, toilet	
oy			toy, enjoy	
	[u]	перед k	book, crooked	
oo	[u:]		moon, soon, balloon, pool	room [rum] good [gud] wood [wud] blood [blʌd] flood [flʌd]
oor	[uə]		poor, moor, boor	door, [dɔ:] floor [flɔ:]
old	[ould]		cold, fold	
	[au]		sound, round	
ou	[ʌ]	головним чи- ном у словах французько- го походжен- ня	couple, doub- le	

Букво- сполуки	Зву- кова від- по- від- ність	Примітки	Приклади	Винятки
	[u:]		route, group	
	[ʌ]		enough, tough, country	
	[ou]	перед lt, ld	poultry, shoulder	
ough	[ɔ:]	перед t, r	ought, four	drought [draut]
	[au]	у кінцевій позиції	bough, plough sough	though [ðou] dough [dou]
	[uə]		tour, tourist	
our	[auə]		sour, flour, hour	
	[ɔ:]		four, your, court, jour- nal, adjourn	
ow	[au]		brown, crowd, cow	
	[ou]		grow, blow, flow, own, know	
ower	[auə]		power, flower, tower, shower	

Букво- сполуки	Зву- кова від- по- від- ність	Примітки	Приклади	Винятки
ui	[u:]	після г, l, j	cruise, juice, sluice	
	[ju:]		nuisance, suit, suicide	build [bɪld], suite [swi:t]

ЧИТАННЯ ПРИГОЛОСНИХ БУКВОСПОЛУК

Бук- во- спо- лука	Зву- кова від- по- від- ність	Примітка	Приклад
bt	[t]	у кінці слів	doubt, debt
	[ts]	на початку слів	child, change
ch	[ʃ]	у пізніх запозиченнях з французької мови	machine champagne
	[k]	у словах грецького походження	chemistry, character school
ci	[ʃ]	після наголошеного складу	special musician
ck	[k]	у середині і в кінці слова	stick, clock
ft	[f]	перед кінцевим -en	often, soften
(d) ge	[dʒ]	у кінці слів	bridge, hedge large, age, page

Букво-сполука	Звукова відповідність	Примітка	Приклад
ge	[ʒ]	у пізніх запозиченнях з французької мови	garage rouge
	—	після i, au, ou	right, thought
	—	перед t	daughter
gh	[f]	після au, ou в кінці слова	laugh, rough
	[g]	на початку слова	ghost, ghastly
gn	[n]	на початку і в кінці слова	gnat, sign
kn	[n]	на початку слова	know, knife
f	[f]	після a	half, calf
lk	[k]	після a, o	talk, folk
lm	[m]	після a	palm, calm
mb	[m]	у кінці слів	bomb, climb
mn	[m]	у кінці слова	column, solemn
	[ŋ]	у кінці слова і перед суфіксом -ing	sing, thing, song, ringing
ng	[ŋg]	у середині слова, за винятком позиції перед суфіксом -ing	English, language, congress, Hungary
nk	[ŋk]	у словах грецького походження	think, thank, plank
ph	[f]		phrase, phenomenon



Букво-сполука	Звукова відповідність	Примітка	Приклад
ps	[s]		psychology
pn	[n]		pneumonia, pneumatic
pt	[t]		receipt
qu	[kw]	у наголошеному складі	quiet, quarter, quick
que	[k]	у ненаголошеному складі	unique, technique
rh	[r]	у словах грецького походження	rhyme, rhythm
s ^c	[s]	перед буквами e, i, y	scene, science
sci	[ʃ]	після наголошеного складу перед голосною	conscious luscious
sh	[ʃ]	на початку і в кінці слів	shine, wash, shop
si	[ʃ]	після наголошеного складу	Asia
ssi	[ʃ]	перед голосною	Russia
sion	[ʒn]	після наголошеної голосної	vision, decision
	[ʃn]	після приголосної s	session, mission
sten	[sn]		listen, fasten
stle	[sl]		castle, bustle

Бук- во- спо- лука	Зву- кова від- по- від- ність	Примітка	Приклад
sure	[ʒə]	після наголошеної го- лосної	pleasure, measure
	[ʒ]	після приголосної s	pressure
th	[ð]	між голосними у пов- нозначних словах і в службових словах	weather, bathe, their, the
	[θ]	на початку і в кінці повнозначних слів	theme, thick, thin, path, cloth
ti	[ʃ]	після наголошеного складу перед голосною	patient, initial
tch	[tʃ]		match, watch
tion	[ʃn]	після наголошеного складу	revolution
	[tʃn]	після s в занаголос- ному складі	question, combustion
ture	[tʃə]	після наголошеного складу	picture, lecture
wh	[w]	перед усіма голосни- ми, крім o	white, whisky, when
	[h]	перед o в наголоше- ному складі	who, whose, whole
wr	[r]	на початку слів	write, wrong, wring
к	[ks]	у кінці слова, перед приголосними	box, next, sixty
	[gz]	між голосними	exam, exite

Бук- во- спо- лука	Зву- кова від- по- від- ність	Примітка	Приклад
wa	[ɔ]		wash, want
	[æ]		swam, wax
wo	[wəɪ]	перед r в наголоше- ному складі	word, work, worm

ЗВЕДЕНА ТАБЛИЦЯ ПРАВИЛ ЧИТАННЯ

Голосні

Звук	Приклади
[i:]	me, tree, three, he, people, the, lead
[ɪ]	ship, it, ticket, this, king, shilling
[e]	bed, pen, egg, yes, men, well
[æ]	man, that, am, and, Spanish, can
[ɑ:]	past, dark, pass, are, ask, grasp, after, calm, dance
[ɔ]	not, hot, lot, wash, want, song, rock
[ɔ:]	all, small, ball, or, forty, morning
[u]	put, full, look, good, foot, book
[u:]	who, move, noon, blue, rule, do, too
[ʌ]	up, cup, much, son, some, love, but
[əɪ]	her, Thursday, burn, third, thirteen, work, world
[ə]	under, father, address, servant, Saturday

Дифтонги

[eɪ]	say, baby, train, plate, table, waiter, Spain
[oʊ]	no, smoke, those, motor, only, Poland, hotel
[aɪ]	five, nine, ice, eye, my, side
[aʊ]	how, count, flower, cloud, hour, now
[ɔɪ]	boy, noise, boil, voice, choice, toy
[ɪə]	dear, clear, beer, really, ear, cheer
[ɛə]	where, there, their, chair, hair, care
[uə]	sure, poor, moor

Приголосні

Звук	Приклади
[p]	pen, pay, people, pull, open, stop, help, Japan
[b]	be, bath, boy, bad, husband, mob, mobile
[t]	train, tree, sit, stand, tea, table, stop
[d]	door, day, sad, bed, desk, Friday, word
[k]	cold, back, clock, car, class, cat, king, Kate
[g]	gold, bag, girl, get, good, go, egg, again, begin
[f]	fine, five, far, safe, shelf, flower, after
[v]	very, save, vegetable, seven, never
[θ]	thank, thick, thin, nothing, think, twentieth
[ð]	this, that, there, weather, with, together
[s]	so, sit, sleep, gets, place, ice, cigar, glass, cycle
[z]	zero, has, comes, plays, noise, nose
[ʃ]	ship, sharp, fish, English, machine, chute
[ʒ]	measure, pleasure, garage

Звук	Приклади
[tʃ]	chess, Charles, each, Richard, children
[dʒ]	John, Jane, age, language, giraffe, gym
[h]	his, happy, house, unhappy, help, home
[m]	man, make, many, my, smoke, swim, warm
[n]	name, near, then, finish, airplane
[ŋ]	English, king, thing, ink
[r]	red, rose, around, very, every, room, tree
[l]	leave, long, full, play, greatly, travel
[w]	will, work, away, when, what, which, quarter
[j]	yes, yellow, year, you, young, piano

ВПРАВИ НА ЧИТАННЯ

Вправа 1. Прочитайте групи слів, зверніть увагу на вимову дзвінкої приголосної в кінці слова:

mat — mad	root — rude
back — bag	not — nod
rich — ridge	bolt — bold
niece — knees	fought — ford
leaf — leave	life — five
cap — cab	pence — pens
feat — fead	safe — save

Вправа 2. Зверніть увагу на читання приголосної в словах:

[t — s — θ]

tin — sin — thin	team — seem — theme
fate — face — faith	till — sill — thick
tank — sank — thank	part — pass — bath
tug — suck — thug	tick — sick — thick
taught — saught — thought	boat — boss — both
[f — θ — s]	[d — z — ð]

fin — thin — sin	seed — sees — seethe
fig — thick — sick	teed — tease — teethe

fill — thrill — sill
fug — thug — suck
fan — thank — sank

rid — rise — writhe
laid — laze — lathe
day — zest — they
breed — breeze — breathe

[f — v — w]

fain — vain — wain
fail — veil — wail
fair — vail — wear
fear — veer — weary

[n — ŋ — g]

ban — bang — bag
bun — bung — bug
tan — tang — tag
ran — rang — rug

Вправа 3. Зверніть увагу на читання голосної в таких словах:

[e — ɪ — i:]

pen — pin — Pete
ten — tin — teen
fell — fill — feel
set — sit — seat
left — lift — leave

slept — slip — sleep
at — it — eat
bell — Bill — bean
led — lid — lead
bed — bit — beat

[æ — ʌ — a:]

bat — but — bart
ham — hum — harm
tat — tut — tart
lack — luck — lark
snap — snub — snarl

hat — hut — hard
stack — stuck — stark
cad — cud — card
dad — dud — dark
jag — jug — jargon

[e — æ — ʌ]

bed — bad — bud
beg — bag — bug
peck — pack — puck

send — sand — sunned
han — ham — hum
mend — mad — mud

[ʌ — ɔ — ɔ:]

cut — cot — caught
huck — hock — hawk
cud — cod — cord
shut — shot — short
stuck — stock — stalk

[ɔ — ɔɪ — ou]

cot — caught — coat
rock — raw — row
stock — stalk — stroke
sod — saw — soda
chock — chalk — choke

Вправа 4. Зверніть увагу на читання голосної в таких словах:

[ɪ — e — æ]

bin — ben — ban pit — pet — pat sit — set — sat

[i — ɪ — e]

beat — bit — bet bean — bin — ben
read — rid — red feel — fill — fell
least — list — lest keen — kin — ken

[i — ɪ — e — æ]

bean — bin — ben — ban beat — bit — bet — bat
bead — bid — bed — bad feed — fid — fed — fad
heel — hill — hell — had seat — sit — set — sat

Вправа 5. Прочитайте подані слова. Запам'ятайте, що неозначений артикль *a (an)* вживається перед зліченими іменниками, вказує на те, що мова йде про окремого (одного) представника даного класу речей і відповідає за змістом слову *будь-який*:

a pen	an apple
a glass	an egg
a tie	an eel
a thing	an inn
a way	an ice

Вправа 6. Прочитайте слова з означеним артиклем. Запам'ятайте, що означений артикль *the* вживається перед зліченими і незліченими іменниками як в однині, так і в множині, вказуючи на те, що мова йде про конкретну річ. Артикль *the* відповідає за змістом словам *цей, той, котрий*. Перед словами, які починаються з голосної, вимовляється [ðɪ], з приголосної — [ðə]:

[ðə] the name(s)	[ðɪ] the answer(s)
the boy(s)	the age
the girl(s)	the apple(s)
the road(s)	the end
the bread	the egg(s)

Вправа 7. Множина іменників утворюється додаванням закінчень *-s* або *-es*, які вимовляються відповідно як [s] після глухих приголосних, [z] після дзвінких приголосних і голосних та [ɪz] після *-ss, -x, sh, ch*, а також *-se, -ch, -sh, -ge*:

a book — books	a boy — boys	a glass — glasses
a cup — cups	a girl — girls	a dish — dishes
a plate — plates	a coin — coins	a box — boxes
a fork — forks	a table — tables	a match — matches

a boot — boots a bag — bags a face — faces
 a flat — flats a teacher — teachers a page — pages
 a joke — jokes a shoe — shoes a bus — buses

Вправа 8. Вказівний займенник *this* (цей, ця, це) вживається, коли йдеться про предмет або особу, що перебуває поблизу. У множині має форму *these*. Вказівний займенник *that* (той, та, те) вживається, коли мова йде про предмет, особу, віддалену від того, хто говорить. У множині має форму *those*:

That is a room.— Those are rooms.
 This is a board.— These are boards.
 That is a window.— Those are windows.
 This is a table.— These are tables.
 This is a book.— These are books.

Вправа 9. Запам'ятайте такі особові присвійні займенники:

Особові займенники		Присвійні займенники
Загальний відмінок (підмет)	Об'єктний відмінок (додаток)	(означення)
— я	me — мене, мені	my book — моя книга
He — він	him — його, йому	his book — його книга
She — вона	her — їй, їй	her book — її книга
It — воно (він, вона)	it — його, йому	its book — його/її книга
We — ми	us — нас, нам	our book — наша книга
You — ви	you — вас, вам	your book — ваша книга
They — вони	them — їх, їм	their book — їх книга

Примітка. Особові і присвійні займенники, як правило, не стоять під наголосом: I am a \teacher, My \name is \Kate. He is a \student. His \name is \Pete. We are in our \classroom. Our \classroom is \light, It's \small. Their \classroom is small \too.

Вправа 10. Наказове речення виражає прохання, наказ.
Воно починається з дієслова:

'Give	him	my	\apple(s)
'Send	me	his	\pencil(s)
	her	her	\textbook(s)
	us	their	\letter(s)
'Pete	our		\tie(s)
'Ann	your		\ball(s)
	a (n)		\toy(s)

ТЕХТ 1

Прочитайте текст, пам'ятайте, що під наголосом перебувають вказівні займенники, іменники, прикметники та дієслова:

'This is a \desk. 'That is a \table. 'This is a \tape-recorder. It is on the \table. The \pens, \pencils, books and \exercise-books are on the \desks. The 'students are at the \desks. The 'teacher is at the \table.

Запам'ятайте слова:

desk [desk] парти

table [teɪbəl] стіл

tape-recorder ['teɪpɪ'rekɔ:də] магнітофон

pen [pen] ручка

pencil ['pensl] олівець

book [buk] книжка

student ['stju:dənt] студент

teacher ['ti:tʃə] вчитель

ТЕХТ 2

Прочитайте текст, розкажіть про друзів Петра Діденка:

My 'name is 'Peter Di\denko. I'm a \student. I'm U\krai-nian. I'm from \Kyiv. 'Kyiv is in U\kraine. It is a 'nice \city. It is 'large and \green. My 'friends are from 'Kyiv \too. 'Victor 'Petrov is an 'engi\neer. His 'wife is a \doctor. She is from \Moscow. 'Moscow is the 'capital of Russia. It is a \nice city.

Запам'ятайте слова:

name [neɪm] ім'я

Ukraine [ju:'kreɪn] Україна

Ukrainian [ju:'kreɪniən] ук-раїнець

Moscow ['mɔskəʊ] Москва

Russia ['rʌʃə] Росія

nice [naɪs] гарний

city ['sɪti] місто

large [la:dʒ] великий

green [gri:n] зелений

friends [frendz] друзі
engineer [ˌendʒɪˈniə] інженер
doctor [ˈdɒktə] лікар

wife [waɪf] жінка, дружина
capital [ˈkæpɪtəl] столиця

ТЕХТ 3

Прочитайте текст та поставте до нього питання:

We are in the classroom now. It is large and light. The walls are white, the ceiling is white, too. The floor is brown, the windows are big. The students are at the lesson. The teacher is near the blackboard. The blackboard is not very big. I see a sentence on the blackboard. It's an English sentence.

Запам'ятайте слова:

classroom [ˈklaːsrʊm] класна кімната
light [laɪt] світлий
wall [wɔːl] стіна
white [waɪt] білий
brown [braʊn] коричневий, брунатний
red [red] червоний
yellow [ˈjeləʊ] жовтий

black [blæk] чорний
green [ɡriːn] зелений
blue [bluː] синій
ceiling [ˈsiːlɪŋ] стеля
floor [flɔːr] підлога
window [ˈwɪndəʊ] вікно
blackboard [ˈblækboːrd] дошка
I see ... [aɪ siː] Я бачу...
sentence [ˈsentəns] речення

ТЕХТ 4

Перепишіть та розбийте текст інтонаційно:

We learn English. We are students. Anna Pavlova is our teacher. She is not in the classroom. She is ill. She is at home. She is in bed. These are my fellow-students. They are at the desks. At the lesson we speak, write and read English.

Give me your book, please! Send Pete home, please. Take my pen, please. Show me your room, please. Is it a good room? Are these your students? Are they at the desks or at the table? Is your teacher in the classroom?

Запам'ятайте слова і вирази:

learn [ləːn] вивчати
read [riːd] читати
write [raɪt] писати
bed [bed] постіль
give [ɡɪv] давати

send [send] посилати
take [teɪk] брати
please [pliːz] будь ласка
show [ʃəʊ] показувати

She is at home.— Вона дома.

She is in bed.— Вона у ліжку.

She is ill.— Вона хвора.

The students are at the desks.— Студенти за партами.

The teacher is at the table.— Вчитель за столом.

ТЕХТ 5

Прочитайте текст та дайте відповіді на питання після тексту:

My Family

My 'family is \large. My 'wife is an e\conomist. My 'mother is a \teacher. My 'father is a \doctor. I am an \en\gineer. My 'daughter is \five. My 'son is \ten. He is a \school\boy. He is not at \school now. He is at \home. He is \ill. 'What is your \name?

\Where are you?

'Where is your \son? 'Is he \ill? \Are you \ill?

'Where is your \teacher?

Is your classroom \large?

Запам'ятайте слова:

family ['fæmɪli] сім'я, родина

economist [i'kɒnəməst] економіст

doctor ['dɒktə] лікар

daughter ['dɔ:tə] дочка

son [sʌn] син

school [sku:l] школа

schoolboy ['sku:lboi] учень

BASIC COURSE

UNIT 1

Topic: We Study English

Grammar: 1. Sentences with the Verb to be
2. The Present Progressive Tense
3. What, Who and Where-Questions

Text: Meet Peter Klymenko, His Colleagues and His Students

1. MEET PETER KLYMENKO, HIS COLLEAGUES AND HIS STUDENTS



I'm your teacher. My name is Peter Klymenko. I'm a teacher of English. I'm not English. I'm Ukrainian. I'm from Kyiv. Kyiv is the capital of Ukraine.



This is Borys Lytvynov. He is my friend. He is not a teacher. He is an interpreter. He is not Ukrainian. He is Russian. He is from Moscow. Moscow is the capital of Russia.



And this is John Smith. He is a teacher of Ukrainian. He is English. He is my colleague. He is in Kyiv now. He is from London. London is the capital of Great Britain.



These are my students. Marina Golubeva is an economist. Yuri Belov is a mathematician. Taras Kozachenko is a biologist. Victor Bilash is a physicist. Oksana Petrenko is a philologist. Volodymyr Sokil is a historian.



This is our classroom. I'm at the table. The students are at the desks.

Oksana Petrenko and Taras Kozachenko are sitting in the front row. Our pencils, pens, books and copy-books are on the desks. The tape-recorders are on the desks too.

I'm teaching English. The students are learning English. They are sitting and listening to me. I'm speaking. I'm speaking English. They are writing. They are writing English words and sentences. We are reading an English text.

Are you a student or a teacher? Where are you now? What are you doing? Are you writing or reading? What are you reading? Are you English? Is John Smith English? Is your teacher English? Is he speaking English? Are you speaking English? Where are your books? Where are the tape-records? Are you listening to the teacher? Where is your teacher from? Where are you from? What are you doing now? Who is your friend? Who is speaking English now?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

I am a teacher of English.	Я викладач англійської мови.
I am teaching English.	Я викладаю англійську мову.
My students are learning English (Russian, Ukrainian).	Мої студенти вивчають англійську (російську, українську) мову.
They are speaking English.	Вони говорять англійською мовою.
I am not English.	Я не англієць.
I am Russian.	Я росіянин.
He is Ukrainian (English, Russian)	Він українець (англієць, росіянин).
He is from London.	Він з Лондона.
London is the capital of Great Britain.	Лондон — столиця Великобританії.
I am from Kyiv.	Я з Києва.
Kyiv is the capital of Ukraine.	Київ — столиця України.
He is my colleague.	Він — мій колега.
He is an interpreter.	Він — перекладач.
He is a student.	Він — студент.
He is a mathematician.	Він — математик.
He is a biologist.	Він — біолог.

He is a physicist.
 He is a philologist.
 He is a historian.
 This is our classroom.
 The teacher is at the table.
 The students are at the desks.
 The books (pens, pencils) are on the desks.
 The tape-recorder is on the desk.
 He is sitting in the front (back) row.
 They are learning English.
 We are listening to the teacher.
 Write the English words down, please.
 Are you reading or writing?
 Are you reading an English text?

Він — фізик.
 Він — філолог.
 Він — історик.
 Це наша аудиторія.
 Учитель — біля столу.
 Студенти — за партами.
 Книжки (ручки, олівці) лежать на партах.
 Магнітофон на парті.
 Він сидить у передньому (задньому) ряду.
 Вони вивчають англійську мову.
 Ми слухаємо вчителя.
 Запишіть англійські слова, будь ласка.
 Ви читаете чи пишете?
 Ви читаете англійський текст?

3. GRAMMAR STRUCTURES

1. The Verb *to be*

Дієслово «to be» відповідає українському дієслову «бути», «перебувати». Вживається у функції допоміжного дієслова зв'язки складеного присудка і в цьому разі звичайно не перекладається.

THE STRUCTURES OF SENTENCES WITH *TO BE*

<i>Affirmative (+)</i>	<i>Interrogative (?)</i>	<i>Negative (—)</i>
I am (I'm) a teacher. Я вчитель.	Am I a teacher?	I'm not a teacher
This is Peter Smirnov. Це Петро Смирнов.	Is this Peter Smirnov?	He isn't Peter Smirnov.
These are Peter and Ann. Це Петро і Ганя.	Are these Peter and Ann?	These (they) aren't Peter and Ann.

<i>Affirmative (+)</i>	<i>Interrogative (?)</i>	<i>Negative (-)</i>
They are in the room. Вони в кімнаті.	Are they in the room?	They aren't in the room.
They are learning English. Вони вивчають англійську мову.	Are they learning English?	They aren't learning English.

2. Special Questions with the Verb *to be*

<i>What-questions</i>	<i>Where-questions</i>	<i>Who-questions</i>
What is (what's) this? Що це? (<i>у питанні про предмет</i>)	Where is he? Де він?	Who is he? Хто він?
What is he? Хто він? (<i>за професією, фахом</i>)	Where are you? Де ви?	Who are they? Хто вони? Who is speaking? Хто говорить?
What are they doing? Що вони роблять?	Where is that man? Де той чоловік?	Who are you speaking to? З ким ви розмовляєте?

3. The Present Progressive Tense *to be + Ving*

<i>Affirmative (+)</i>	<i>Interrogative (?)</i>	<i>Negative (-)</i>
I am (I'm) reading a book.	Am I reading a book?	I am not (I'm not) reading a book.
He is (he's) writing a letter.	Is he writing a letter?	He is not (isn't) writing a letter.

Affirmative (+)	Interrogative (?)	Negative (-)
She is (she's) speaking.	Is she speaking?	She is not (isn't) speaking.
We are (we're) listening to him.	Are we listening to him?	We are not (aren't) listening to him.
You are (you're) working.	Are you working?	You are not (aren't) working.
They are (they're) teaching us.	Are they teaching us?	They are not (aren't) teaching us.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Express surprise or disbelief using the word *really*:

Example:

<p>This is your teacher. — Is this really my teacher?</p>

1. This is our classroom. 2. This is my tape-recorder. 3. These are our students. 4. These are their earphones. 5. This is his book. 6. These are your pencils and pens. 7. This is John Smith. 8. This is my book.

Example:

<p>He is a doctor. — Is he really a doctor?</p>

1. He is a teacher. 2. He is a teacher of Ukrainian. 3. He is Ukrainian. 4. He is my colleague. 5. She is from Kyiv. 6. She is an economist. 7. She is at her desk. 8. They are her students. 9. John Smith is a mathematician.

Example:

<p>He is speaking English. — Is he really speaking English?</p>

1. This teacher is teaching English. 2. He is writing English words. 3. Peter is reading an English text. 4. The students are studying English. 5. John Smith is teaching Ukrainian. 6. The students are looking at the teacher. 7. The teacher is speaking English. 8. That teacher is teaching Ukrainian. 9. Yuri Belov is sitting in the back row.

Ex. 2. Object to the statements given below as in the examples

Example:

He is your teacher.
— But he is not my teacher.

1. She is my colleague.
2. John Smith is English.
3. She is a teacher of English.
4. Yuri Belov is a physicist.
5. Taras Kozachenko is an economist.
6. His name is Victor Sokil.
7. The students are at their desks.
8. He is in the classroom now.
9. Our pencils and pens are on the table.
10. He is from Lviv.
11. They are from Kyiv.

Example:

This is our classroom.
— This is not our classroom.

1. These are their books.
2. This is his pencil.
3. That is my tape-recorder.
4. This is her desk.
5. These are my students.
6. That is Victor Bilash.
7. These are their books.
8. This is our English text.

Example:

We are studying English.
— We are not studying English.

1. The students are listening to their teacher.
2. I am sitting at my desk now.
3. They are writing English words.
4. Yuri Belov is reading an English text now.
5. I am teaching English.
6. My friend is speaking English.
7. He is writing a letter now.
8. The students are sitting in the front row.

Ex. 3. Ask a person who or what he is:

Example:

Taras Kozachenko is a biologist.
— Who is a biologist?
— What is Taras Kozachenko?

1. Victor Bilash is a physicist.
2. Yuri is a mathematician.
3. Oksana is a philologist.
4. John Smith is English.
5. He is a teacher of Russian.
6. They are economists.

Ex. 4. Ask where the following persons or subjects are:

1. The students are in the classroom now.
2. I am at the table.
3. Oksana Petrenko and Volodymyr Sokil are sitting in the back row.
4. Your pencils and pens are on the desk.
5. Our books are on the table.
6. John Smith is in Kyiv now.

Ex. 5. React to the questions making a choice as in the example. Use the word *surely*:

Example:

Is he a biologist or an economist? — He is surely a biologist. Are they writing sentences or words on the board? — They are surely writing sentences on the board.

1. Are they your students or her students? 2. Are these your books or their books? 3. Is she a teacher of English or a teacher of Russian? 4. Are they speaking English or Russian? 5. Are you reading an English or an Ukrainian text?

Ex. 6. Ask all possible questions to the following statements:

1. They are writing English words. 2. She is reading an English text. 3. The students are at the desks. 4. I'm a teacher of English. 5. This is our classroom. 6. The pencils and pens are on the desks. 7. She is speaking English.

Ex. 7. While answering the questions give information about yourself and your friend

1. What is your name? 2. Are you Ukrainian or English? 3. Where are you from? 4. Are you a teacher or a doctor? 5. What are you doing now? 6. Are you reading the text or listening to the teacher now? 7. Where are you sitting? 8. Is your friend sitting next to you? 9. Is he sitting in the front or in the back row? 10. What is your friend? 11. Is he from Kyiv or from Moscow?

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Object in writing to the following statements as in the example:

Example:

He is a teacher of Russian. — I'm afraid you are wrong. He is not a teacher of Russian. He is a teacher of English.
--

1. I am studying English. 2. Our students are in the classroom. 3. They are listening to the teacher. 4. The teacher is at the table. 5. He is writing English words now. 6. These are our pencils and pens. 7. We are writing these words in our

- copy-books. 8. That is a tape-recorder. 9. The tape-recorder is on the desk. 10. John Smith is a teacher of Ukrainian. 11. He is from London.

Ex. 2. Disagree with the following statements using *I'm afraid, you are wrong* as in the example:

Example:

John Smith is a teacher of English.
 — I'm afraid, you are wrong.
 He is not a teacher of English.
 He is a teacher of Ukrainian.

1. The students are studying English. 2. They are sitting in the front row. 3. Their books are on the desks. 4. These are their tape-recorders. 5 They are listening to their tape-recording now. 6. Nick is writing an English word on the board.

Ex. 3. Respond to each of the following questions:

1. Who are you? 2. What are you? 3. Where are you from? 4. Are you English, Ukrainian or Russian? 5. Are you speaking to him English, Ukrainian or Russian now? 6. Are you studying English or Russian? 7. Is their teacher English? 8. What is she teaching? 9. Is your friend studying English too? 10. Is he listening to the teacher now? 11. Where is he sitting: in the front or in the back row?

Ex. 4. Complete the dialogues in writing:

1

A. Excuse me, who is that student?

B.

A. Thank you. Where is he from?

B.

A. By the way, what is his father?

B.

2

A. What are you doing now, Borys?

B.

A. Are you studying English or Ukrainian?

B. And what about you?

A.

3

A. Is your classroom large?

B.

A. By the way, where are you sitting?

B.

A. I'm sitting in the front row. Where is your tape-recorder?

B.

Ex. 5. Complete the following sentences, using a suitable word from the text:

1. I am in my ... now. 2. The students are at the 3. They are studying 4. Their ... are on their desks. 5. ... are on the tables. 6. Mr. Smith is 7. He is a ... of Russian. 8. Are you a student or a ...? 9. Yuri Belov is sitting in the back

Ex. 6. Complete the questions in your own way. Use the verbs given below in the appropriate form:

1. Where are the students ...? 2. What are you ...? 3. Are you ... or ...? 4. Who is ...? 5. Is Kate ... or ...? 6. What are they ...?

(to sit, to listen to, to read, to write, to do, to teach Ukrainian).

Ex. 7. Supply prepositions wherever needed in the sentences:

1. I am sitting ... the table. 2. The students are sitting ... their desks. 3. The pencils and pens are ... the desks. 4. Their tape-recorders are ... the table. 5. Yuri Belov is sitting ... the first row, I am sitting ... the back row. 6. We are listening ... our teacher. 7. John Smith is speaking ... English. He is ... London. London is the capital ... Great Britain, Kyiv is the capital ... Ukraine.

Ex. 8. Translate the following sentences into English:

1. Це — наша аудиторія. 2. Студенти сидять за партами. 3. Викладач сидить за столом. 4. Хто ваш викладач? 5. Петро Клименко — наш викладач. 6. Петро Клименко з Києва. 7. Його друг Борис Литвинов не з Києва. 8. Він з Москви. 9. Його колега Джон Сміт із Лондона. 10. Звідки ви? 11. Я з Києва. 12. Я українець. 13. Де Петро зараз? 14. Він в аудиторії. 15. Що він зараз робить? 16. Він читає англійські тексти, пише слова і речення, слухає викладача. 17. Що робить викладач? 18. Він навчає нас англійської мови. 19. Що роблять студенти? 20. Вони пишуть чи читають? 21. Віктор Білаш читає англійський текст, а я пишу англійські слова. 22. Де ви сидите? 23. Я сиджу в першому ряду, а мій друг Володимир Сокіл сидить в останньому ряду. 24. Це — мої книги, а то — його книги. 25. Де ваші

книги? 26. Мої книги на столі. 27. Хто Марина Голубева? 28. Вона економіст. 29. Хто Володимир Сокіл? 30. Він — історик. 31. Це — Оксана Петренко. 32. Вона — філолог. 33. Ми вивчаємо англійську мову.

6. WRITTEN COMPOSITIONS

1. Write a letter to Pete about your fellow-students. 2. Describe your teacher of English.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations:

1

- Hallo, Taras. Nice seeing you. How are you?
- Hallo, Victor. I'm well, thank you. And how are you? Not (too/so) bad, thanks.
- Glad to hear that.

Nice seeing you (nice to see you). — Приємно зустрітися (приємно бачити вас)

How are you? — Як почуваете? (Як ви себе почуваете?)

How are you getting on? — Як життя?

I'm well. — Добре. (Все гаразд.)

Glad to hear that. — Радий чути про це.

2

- Hi, Victor. Nice to meet you. How are you getting on?
- Hi... So-so.
- Why, what's the matter with you?
- I'm unwell.
- I'm sorry to hear that.

Hi. — Привіт (розмовна форма привітання)

How are you getting on? — Як життя-буття? (Як справи?)

So-so. — Так собі.

Why, what's the matter? — Ну, в чому річ?

What's wrong? — Що сталося?

I'm unwell. — Я нездужаю (я погано себе почувую).

I'm sorry. — (Мені) шкода.

(Informal introducing people)

- Hi, Yuri. This is my friend Oleg.
- Hallo, Oleg. Pleased to meet you.
- Hallo! Glad to meet you too.
- Excuse me, here's my bus. Bye!
- Bye-bye. See you tomorrow.

Pleased to meet you.— Приємно познайомитися.

Excuse me.— Вибачте (пробачте).

Bye. (Bye-bye.)— До побачення.

See you tomorrow.— До завтра.

4

(Formal introducing people)

- Boris, meet my colleague, John Smith.
- How do you do, Mr. Smith?
- How do you do? It's a nice day, isn't it?
- Yes, it is.

How do you do? — Здрастуйте (*при знайомстві*).

5

- Good evening, Volodymyr. What are you doing?
- I'm putting down new English words.
- And who is your English teacher?
- Peter Klymenko.
- Oh, really? He's my English teacher too.

I'm putting down.— Я записую, пишу.

Oh, really? — Та ну, невже?

2. *Fill in the missing parts of the dialogues making use of the phrases from the illustrative conversations. You are allowed to make any changes in them:*

1

-
 - Hallo, I'm fine. And how are you?
 - unfortunately.
 - Why, what's the matter?
 -
 - Oh, sorry to hear that.
- unfortunately** — на жаль

2

- Hi, ..., this is my friend, Volodymyr.

— Oh, hallo, Volodymyr.

— Where are you from?

— Are you a mathematician too?

3

— Good evening ... Nice to meet you. How are you getting on?

— I'm well too. Where are you hurrying?

— I'm going there too. Let's go together.
together — разом

4

— Hi, ... Are you busy? What are you doing?

— And where is your roommate? By the way, who is he?

— Where is he from?

roommate — сусід по кімнаті в гуртожитку

5

— Boris, meet my colleague, John Smith.

— How do you do? It's a nice day today.

3. Role-play the following situations;

1. Познайомте двох своїх товаришів.

2. Познайомте свого товариша зі своїм колегою.

3. Привітайтеся з другом, запитайте його про самопочуття.

4. Поговоріть з колегою вашого товариша, з яким ви щойно познайомилися.

5. Поговоріть про своїх друзів, про свого викладача.

8. SUPPLEMENT

Read the story. Answer the questions, given below. Change the beginning of the story and reproduce it:

Miss Dixon is a teacher. She is a teacher of English. She has 8 students. They are making progress in their English. She is a nice teacher. She is in the classroom now. She is

reading an English book. The students are listening to her. This is a small book. It is about a boy. His name is William. He is English. His friend Ginger is English too. They are from London. London is a big city. It is the capital of Great Britain. William and Ginger are schoolboys. Tom and Eve are their friends.

What is Miss Dixon? Is she in Kyiv now? What is she doing?
What book is she reading?
What is William? Who are his friends? Is Ginger a schoolboy?
Is William a student?

UNIT 2

T o p i c: Classroom and Classroom Activities
T i m e

G r a m m a r: 1. The Construction **there is — there are**
2. The Construction **to be going to do smth.**
3. Possessive Pronouns in the Absolute Form
4. Indefinite Pronouns **some, any, no** and their Derivatives
5. **What time**
How many/much questions

T e x t: Our Classroom

1. OUR CLASSROOM

This is our classroom. It is not very large but rather comfortable. The walls in it are yellow. The ceiling is white. The floor is brown. The windows and the door are white. There are six desks in the classroom. There is one table in it. There is a board on the wall. It is green. There is a clock in the right-hand corner. The tape-recorder is on the table. There are some books, pencils, pens and note-books on the desks. The students are sitting at the desks. The teacher is standing at the table. He is speaking English. The students are

listening to him. Taras Kozachenko, Oksana Petrenko, Yuri Belov are sitting in the front row. Their classmates Volodymyr Sokil, Victor Bilash and Maryna Golubeva are sitting in the second row.

What are they doing now? They are counting from 1 to 20. Let's count together with them.

1 — one	6 — six	11 — eleven	16 — sixteen
2 — two	7 — seven	12 — twelve	17 — seventeen
3 — three	8 — eight	13 — thirteen	18 — eighteen
4 — four	9 — nine	14 — fourteen	19 — nineteen
5 — five	10 — ten	15 — fifteen	20 — twenty

The teacher is asking questions. The students are answering them.

— How much is 2 plus 4?

— 2 plus 4 is 6.

— How much is 6 minus 1?

— Oh, it's simple. Let me see. 6 minus 1 is 5.

— How many windows are there in your classroom?

— There is only one window in our classroom.

— How many students are there in your classroom?

— There are six students in the classroom.

— Is there a clock in the classroom?

— Yes, there is.

— What time is it now?

— It's 9 o'clock.

What are you going to do in an hour? We are going to write some English words. What are you going to do then? We are going to read an English text and speak English. We are also going to listen to the tape-recording in the laboratory.

What are you going to do in the evening? A friend of mine is going to visit me in the University hostel to-night. We are going to learn English.

What's the number of your room? It's 36.

What is there in this room? There are two beds with bedside tables at them. The bookshelves are full of books. The desk is at the wall. There are some books, pens and pencils on it. There are three chairs at the table. There is no clock on the table. The clock is on the wall.

Is there anybody in the room? There is nobody there. Taras and Victor are coming soon. They are going to come in twenty minutes to learn English words, to write exercises, to speak English and to listen to the nine o'clock news. Oksana is coming too. Is Oksana a friend of yours? Where is she now? She is at home. Are you going to talk to her over the

telephone? What time are you going to ring her up? Are you going to listen to the radio news? What time are you going to listen to the news?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

The classroom is rather large.	Аудиторія досить велика.
The walls are yellow.	Стіни жовті.
The ceiling is white.	Стеля біла.
The floor is brown.	Підлога коричнева (брунатна).
The board is green.	Дошка зелена.
There is a table in the room.	У кімнаті є стіл.
There are six desks in the classroom.	У кімнаті шість парт (письмових столів).
Is there a clock in the room?	У кімнаті є годинник?
Where is it?	Де він?
The clock is in the right-hand corner.	Годинник у правому кутку.
What is there on the desk?	Що на парті?
There are some books there.	Там кілька книжок.
Where is the tape-recorder?	Де магнітофон?
It is on the table.	Він на столі.
What are your classmates doing?	Що роблять ваші однокурсники?
They are reading, writing and speaking English.	Вони пишуть, читають і говорять англійською мовою.
Who is sitting at the table?	Хто сидить за столом?
— Our teacher is sitting at the table.	— Наш учитель сидить за столом.
What are you going to do?	Що ви збираєтесь робити?
— We are going to count.	— Ми збираємось рахувати.
How much is 1 plus 2?	Скільки буде 1 плюс 2?
— 1 plus 2 is 3.	— 1 плюс 2 буде 3.
How many students are there in the classroom?	Скільки студентів в аудиторії?
— There are 6 students in the classroom.	— В аудиторії шість студентів.
What is the time now?	Котра зараз година?
— It is 9 o'clock.	— Зараз дев'ята година.
— It is ten minutes past nine.	— Зараз десять хвилин на десяту.

— It is 10 minutes to 9.

— It is a quarter to 10.

— It is half past 10.

What are you going to do in an hour?

— We are going to the hostel.

What is the number of your room there?

— It is room 86.

What is there in the room?

— There are two beds with bedside tables there.

Is there a tape-recorder in the room?

— Yes, there is.

We are going to listen to the radio news.

— Зараз за десять дев'ята.

— Зараз за чверть десята.

— Зараз пів на одинадцяту.

Що робитимете (збираєтесь робити) за годину?

— Ми підемо в гуртожиток.

Який номер вашої кімнати?

— Це тридцять шоста кімната.

Що (стоїть) в кімнаті?

— У кімнаті два ліжка і дві тумбочки.

У кімнаті є магнітофон?

— Так, є.

Ми збираємося слухати новини.

3. GRAMMAR STRUCTURES

1. Possessive Pronouns

<i>Conjoint Form</i>	<i>Absolute Form</i>
Залежна форма, що вживається як означення перед іменником	Незалежна форма, що вживається самостійно без іменника
my book	mine
his book	his
her book	hers
its book	its
our book	ours
your book	yours
their book	theirs

2. Compare the following patterns

Sentence patterns with *to be*

The book is on the table.

Книга на столі.

Sentence patterns with *there is/are*

There is a book on the table.

На столі книга.

The pictures are on the wall. There are pictures on the wall.

Картини на стіні.

На стіні картини.

3. *There is/are* in the affirmative and negative sentences

There is	a (n)	book	on the shelf
	no	pen	on the table
	not a (n)	picture	on the wall
		pencil	
		apple	
		clock	

There are	some	books	on the shelf
	no	pens	on the table
	not any	bags	on the desk
	many	pictures	on the wall
	two	apples	
	a lot of	pencils	
	a few (few)	clocks	
several			

There is	some	chalk	on the table
	no	water	on the wall
	not any	milk	in the room
	little	paper	on the board
	much	tea	in the glass

4. *There is/are* in the interrogative sentences

Is	a (n)	English book	in your bag?
	any	chalk	on the table?
	many (much)	pictures	on the walls?
Are	few (little)	windows	in the room?
	a lot of	clock	
		pencils	
		students	

Note. З незліченими іменниками вживаються неозначені займенники: some, much, little, a little, enough, a lot of, plenty of, a large (great) amount of. Із зліченими іменниками вживаються такі неозначені займенники: some, many, few, a few, several, a lot of, enough, a great number of.

5. Derivatives of *some, any, no*

<i>Affirmative sentence</i>	<i>Interrogative sentence</i>	<i>Negative sentence</i>
somebody There is somebody in the room.	anybody Is there anybody in the room?	nobody (not anybody) There is nobody (not anybody) in the room.
someone There is someone in the library.	anyone Is there anyone in the library?	none (not anyone) There is none (not anyone) in the library.
something There is something on the table.	anything Is there anything on the table?	nothing (not anything) There is nothing (not anything) on the table.

6. Numerals

Cardinal (*how many?*)

Ordinal (*which?*)

1 — one	1 — the first
2 — two	2 — the second
3 — three	3 — the third
4 — four	4 — the fourth
5 — five	5 — the fifth
6 — six	6 — the sixth
7 — seven	7 — the seventh
8 — eight	8 — the eighth
9 — nine	9 — the ninth
10 — ten	10 — the tenth
11 — eleven	11 — the eleventh
12 — twelve	12 — the twelfth
21 — twenty-one	21 — the twenty-first
22 — twenty-two	22 — the twenty-second
25 — twenty-five	25 — the twenty-fifth
30 — thirty	30 — the thirtieth
40 — forty	40 — the fortieth
50 — fifty	50 — the fiftieth
55 — fifty-five	55 — the fifty-fifth
100 — a (one) hundred	100 — the hundredth
368 — three hundred and sixty-eight	368 — the three hundred and sixty-eighth

1000 — a (one) thousand	1000 — the thousandth
2569 — twenty-five hundred and sixty-nine or two thousand five hundred and sixty-nine	2569 — the twenty-five hundred and sixty-ninth or the two thousand five hundred and sixty-ninth
1500 — fifteen hundred or one thousand five hundred	1500 — the fifteen hundredth or the one thousand five hundredth
	1917 nineteen-seventeen
	1905 nineteen-o-five
	1985 nineteen-eighty-five.

Note: Remember the following: a) two hundred books (200), three thousand cars (3000), four million students (4 000 000), but b) hundreds of books, thousands of cars, millions of students.

7. to be going to do smth.

I	am (not)		going to	read a book
He, she,	is (not)			listen to music
We, you, they	are (not)			look at the picture

Am	I		going to	prepare the
Is	he, she			homework?
Are	we, you they			

8. The Present Progressive Tense

The Structure *to be going to do smth.*

1. What is he doing? He is reading a book now.	The Present Progressive Tense	Дія відбувається в момент розмови, в момент повідомлення
2. He is going to read this book in English	to be going to do smth.	Намір
3. Take your umbrella. It's going to rain.	to be going to do smth.	Найближча наступна дія
4. He is leaving tomorrow. He is coming in an hour.	The Present Progressive Tense	Найближча наступна дія

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Make up sentences with these pairs of words using the construction *there is* — *there are* according to the example:

E x a m p l e:

a book — on the table — There is a book on the table.
--

1. two windows — in the classroom. 2. a board — on the wall. 3. some tables and pictures — on the wall. 4. a tape-recorder — on the table. 5. some books — in the bags. 6. some pens and pencils — on the desk. 7. some Russian and English books — on the table. 8. some bookshelves — in the room. 9. two chairs — at the table. 10. a clock — on the wall.

Ex. 2. Answer the following questions. While answering bear in mind that you are speaking about your classroom:

1. Is this your classroom? 2. Are there many desks in it? 3. Are there many chairs in the room? 4. Is there a board on the wall? 5. Are there any tables and pictures on the wall? 6. What is there on the desks? 7. Where are the bags? 8. Is there any clock in the classroom? 9. Where is the clock? 10. What are the students doing? 11. What is the teacher asking the students? 12. Are the students answering his questions? 13. How many beds are there in your room of the University flat? 14. Are there any bookshelves in your room? 15. Are the bookshelves full of books?

Ex. 3. Ask all possible questions to the following sentences:

1. There are some pictures on the wall. 2. There are six desks and a table in the classroom. 3. There are some books, pencils, pens and ear-phones on the desks. 4. The students are listening to the teacher. 5. The teacher is asking questions. 6. There are some bookshelves in the room.

Ex. 4. Object to the statements given below:

E x a m p l e:

There is a board on the wall. There is no board on the wall. There are some desks in the classroom. There are not any desks in the classroom.
--

1. There are ten desks in the classroom.
2. There are some ear-phones on the desks.
3. There is a clock in the top right-hand corner.
4. There is a tape-recorder on the table.
5. There are six desks in the classroom.
6. There are two windows in the room.
7. There are some bags on the desks.
8. There are some books in the bags.

Ex. 5. Express surprise or disbelief about the following statements as in the example:

Example:

There are some books on the desks.
— Are there any books on the desks?

1. There are two beds in each room of the University flats.
2. There is a clock on the wall.
3. There are some students in the classroom.
4. There are some bookshelves on the wall.
5. There are two chairs at the table.
6. There is a tape-recorder on the desk.
7. There is a bag on the table.

Ex. 6. Respond to the teacher's questions following the example:

Example:

Teacher: Is there a clock on the wall?
Student 1: Pete, is there a clock on the wall?
Student 2: Yes, there is.
Student 1: There is a clock on the wall.

1. Is there a tape-recorder on the table?
2. Are there many windows in the classroom?
3. Are there any pictures on the wall?
4. Is there a clock in the classroom?
5. Are there any books in your bag?
6. Is there a newspaper on your table?
7. Are there any pens and pencils on your desk?

Ex. 7. Ask your fellow-student *how many-questions*, choose the appropriate word from the list as in the example:

Example:

Teacher: desks
Student 1: How many desks are there in our classroom?
Student 2: There are eight desks in our classroom.
Student 3: I'm afraid you are wrong. There are not eight desks here, there are ten desks here.

Windows, chairs, beds, tape-recorders, students, lamps, ear-phones.

Ex. 8. Complete the questions in your own way and ask your classmates to answer them:

1. Is there much ...? 2. Are there many ...? 3. Is there little ...? 4. Are there a few ...? 5. Is there a lot of ...? 6. Is there a large number of ...? 7. Are there any ...?

Ex. 9. Make up sentences with the given words using *to be going to do smth.* according to the example:

Example:

John — to read a book — John is going to read a book.
--

1. Mary — to write a letter. 2. The students — to read the text. 3. We — to listen to the teacher. 4. The teacher — to ask questions. 5. The students — to answer questions. 6. I — to learn English. 7. He — to read a newspaper. 8. I — to talk to him over the telephone. 9. She — to visit her friend. 10. They — to speak English.

Ex. 10. Tell us what you are going to do using the verbs:

to write, to listen to, to talk about, to read, to ask questions, to count, to learn the words, to write some sentences.

Ex. 11. Tell us what you are doing or what you are going to do by answering the following questions:

1. Are you listening to your teacher or are you going to listen to him? 2. Are you reading this text or are you going to read it? 3. Are you writing a letter or are you going to write it? 4. Are you talking to your friend over the telephone or are you going to talk to him? 5. Are you learning English or are you going to learn it? 6. Are you speaking English or are you going to speak English? 7. Are you writing a dictation or are you going to write it?

Ex. 12. Make up questions to which the words in italics are the answers:

1. *No*, they are not going to listen to the tape-recorder. 2. *Tom* is going to talk to you over the telephone. 3. She is going to write *three* English exercises. 4. *He* is going to listen to the teacher. 5. *Yes*. I am going to learn English. 6. *He* is going to count from 1 to 20.

Ex. 13. Ask your classmate the following questions and tell his answers as in the example:

Example:

Student 1: What time are you going to listen to the tape-recorder?

Student 2: I am going to listen to the tape-recorder at 9 o'clock.

Student 1: He is going to listen to the tape-recorder at 9 o'clock.

1. What time are you going home? 2. What time are you going to read a newspaper? 3. What time are you going to talk to your friend over the telephone? 4. How many books are you going to read? 5. How many letters are you going to write? 6. Whom are you going to listen to? 7. What time are you going to do your homework?

Ex. 14. Ask all possible questions to the sentences:

1. I am going to arrive home at a quarter past seven. 2. He is reading a book in the classroom. 3. The students are going to listen to the teacher. 4. She is going to visit a friend of hers. 5. I am going to write a letter to-night.

Ex. 15. Translate the following sentences into Ukrainian and then back into English:

1. She is going to answer your questions. 2. We are going to write her a letter. 3. They are going to answer the questions. 4. He is going to read an English text. 5. What are you going to do to-night? 6. They are going to see their friends to-night. 7. I am going to do English exercises with my friend.

Ex. 16. Read the following numbers:

41, 62, 89, 18, 97, 16, 60, 17, 70, 13, 125, 796, 752, 356, 789, 213, 450, 617, 1820, 25 149, 49 256, 117 151, 12 019, 13 300, 151 587.

Ex. 17. Answer the question *How much is...*:

$25 + 10 = \dots$	$344 + 12 = \dots$	$140 + 20 = \dots$
$41 + 2 = \dots$	$111 - 15 = \dots$	$15 - 7 = \dots$
$36 - 8 = \dots$	$250 - 5 = \dots$	$200 - 100 = \dots$
$78 - 9 = \dots$	$480 + 5 = \dots$	$5000 - 1000 = \dots$
	$200 + 14 = \dots$	
	$28 + 12 = \dots$	
	$250 + 50 = \dots$	
	$300 - 20 = \dots$	

Ex. 18. Summarize the answers to the following questions:
1. How many minutes are there in an hour? 2. How many seconds are there in a minute? 3. How many days are there in a week? 4. How many days are there in a month? 5. How many months are there in a year? 6. How many days are there in a year?

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Make up sentences with the following pairs of words using the construction *there is — there are*:

1. a (black)board — on the wall. 2. six desks — in the classroom. 3. some bags — on the table. 4. some tape-recorders — on the desks. 5. some chalk — on the board. 6. an English book — in the bag. 7. a desk and two chairs — at the window. 8. some bookshelves — on the wall. 9. five students — at the desks.

Ex. 2. Choose the correct form of the verb *to be* in the following sentences:

1. There (is, are) some tape-recorders on the desks. 2. There (is, are) three beds in the room. 3. There (is, are) a large table in the room. 4. There (is, are) a desk, two beds and two small tables there. 5. There (is, are) some pens, pencils and notebooks here. 6. There (is, are) five books on the desk. 7. There (is, are) a chair at the table.

Ex. 3. Rewrite the following sentences in the negative form:

1. There are some bookshelves on the wall. 2. There is a clock on the table. 3. There are four desks in the room. 4. There are some books in the bags. 5. There are two beds in our room. 6. There is a tape-recorder on the table. 7. There is a chair at the table.

Ex. 4. Rewrite the following sentences in the plural:

1. There is a tape-recorder on the table. 2. There is a book on the desk. 3. There is a bed and a chair here. 4. Is there a Russian book on your desk? 5. Is there a bag on the chair? 6. There is not any picture on the wall. 7. Is there a clock in the room?

Ex. 5. Fill in the blanks with *some, any, no* and their derivatives:

1. There are ... books on the shelves. 2. Is there ... on the desk? 3. Are there ... students in the classroom? 4. Are there ... books in my bag? 5. Are there ... pictures in lesson 2? 6. There are ... pictures on the wall. 7. Are there ... English books on the desk? 8. Is there ... tape-recorder on a small

table? 9. Is there ... in the room? 10. There is ... on the table.

Ex. 6. Supply prepositions whenever needed in the sentences:

1. Where is the table ... your flat? It is ... the corner... the room. 2. Is there a tape-recorder ... a small table? 3. The clock is ... the wall. 4. The books are ... the bookshelves. 5. Nick is ... the room. He is sitting ... the window.

Ex. 7. Complete the following sentences by providing the appropriate words:

1. He is going to answer 2. They are going to count 3. We are going to speak 4. She is going to do 5. They are going to listen

Ex. 8. Write down all possible questions about the following sentences:

1. She is going to listen to her teacher. 2. They are sitting in the second row. 3. He is counting from 1 to 20. 4. My teacher is speaking English. 5. He is going to answer my questions.

Ex. 9. Complete the dialogues in writing:

A. I say, Nick, what are you doing now?

N. ...

A. What are you going to do next?

N. ...

A. Are you going to listen to the tape-recorder?

N. ...

A. When are you going to do it?

N. ...

A. What are you going to read in class?

N. ...

Ex. 10. Translate these sentences into English:

Це мої книги, а ті — його. Де ваші книги? Вони на столі. Їхні книги на полиці, а її на стільці. Це її портфель? Ні, це мій. Що ви збираєтеся робити зараз? Ми збираємося (маємо намір) читати текст № 9. Ви маєте намір відповідати на питання? Так. Що роблять студенти? Вони пишуть і читають. Вони мають намір послухати свого вчителя. Скільки студентів в аудиторії? В аудиторії шість студентів. Вони сидять за партами зараз. Їхні книжки на столі. На столі багато книжок. Чи є на столі магнітофон? Де годинник? Він на стіні. Котра зараз година? Зараз 12 (дванадцята) година. Коли студенти підуть у лабораторію? Вони підуть у лабораторію о першій (годині). Вони збираються говорити англійською мовою і слухати тексти. Чи є хто в аудиторії зараз?

6. WRITTEN COMPOSITION

1. Describe your classroom.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations:

1

- What time is it now?
- It's half past 10 by my watch.
- And by mine it's only a quarter past 10.
- Your watch is 15 minutes slow, I'm afraid.
- Then it's time (for me) to leave. It's late. See you!
- Bye-bye, then.

by my watch (by mine) — За моїм годинником.

It's time (for me) to leave — Мені час іти.

It's late — пізно.

My watch is 15 minutes slow — Мій годинник відстає на 15 хвилин.

My watch is fast — Мій годинник поспішає.

2

- What's the time by your watch?
- It's ten to one.
- Oh, really? It's 5 minutes to one by mine.
- Isn't your watch too fast?
- No, it isn't. It's a bit slow, in fact. It's one sharp.
- Let's hurry up. Here's the bell.
- So it's exactly one o'clock.

It's a bit slow, in fact. — Фактично (насправді) він трохи відстає.

Here's the bell. — Ось і дзвінок.

It's one sharp = It's exactly one o'clock. — Рівно година.

3

- Is there anybody in the classroom?
- No, there is nobody there. The classes are over. There are some students in the corridor, though.
- Thank you.
- Not at all.

The classes are over — заняття закінчилися

though — однак, все ж

Not at all — не варто

- What are you busy with?
- I'm finishing to translate the text.
- Are you going home then?
- Yes, I am. Why?
- I'm going to wait for you.
- Settled!

What are you busy with?— Чим ви зайняті?
to translate — перекладати
Why?— А що? Чому ти питаєш?
I'm going to wait for you.— Я маю намір почекати тебе.
Settled. (Agreed).—Домовились.

- I say, Yuri. What are you going to do to-night?
- Nothing special. Why?
- You see, I'm going to visit my friends in the University flats. Let's go together.
- With pleasure. What time are we going?
- Say, eight p. m.
- Agreed.

I say, Yuri — Слухай-но, Юрію!
Nothing special, why? — Нічого особливого, а що?
You see ... — бач(иш) ...
With pleasure.— З задоволенням.
Say, 8 p. m.— Скажімо, о 8 вечора.

2. Fill in the missing parts making use of the phrases from the illustrative conversations. You are allowed to make any changes in them:

- What's the exact time?
- ...
- Are you sure your watch is right?
- ...
- Then it's time for me to leave.
- Are you sure? — Ти певен?

- ...
- It's 2 sharp.
- ...
- No, I am not going to the University today. It's my day off. Why?
- ...
- With pleasure.

— When are you coming back to-night?

— ...

— What are you going to do in the evening?

— ...

— What about going to the University flats together to see a friend of mine?

— ...

— Hi, ... How are you getting on?

— ...

— Not so bad, thanks. Are you having classes today?

— ...

— What time are they starting?

— ...

— It's only 12 now. Let's go and have coffee.

Are you having classes today? — У тебе сьогодні заняття?

— What's the time by your watch?

— ...

— Isn't it fast?

— ...

— Then it's time for you to leave. What time are you going to be back?

— ...

to be back — повернутися

3. Role-play the following situations:

1. Ви запитуєте товариша, котра година. Виявляється, ваш годинник відстає і вам час іти. Ви прощаєтесь.

2. Ви з товаришем звіряєте час. Вам здається, що його годинник поспішає. Насправді він трохи відстає. У цю мить дзвонить дзвінок на урок. Значить, зараз рівно ...

3. Ви розпитуєте товариша: а) про аудиторію, в якій вони щоденно навчаються; б) про кімнату в гуртожитку, де він живе.

4. Після дзвінка з уроку ви зайшли за своїм товаришем, але він зайнятий. Розпитайте його, що він робить, чи збирається додому, запропонуйте зачекати його.

5. Ваш товариш цікавиться вашими планами на вечір і пропонує вам з'їздити разом у гуртожиток відвідати дру-

зів. Оскільки ви нічого особливого не планували, ви з задоволенням погоджуєтесь.

4. *Check yourself:*

1. Where are you now?
2. Is your classroom light or dark?
3. How many windows are there in it?
4. What are you doing?
5. What are you going to do next?
6. What are your fellow-students doing?
7. How many of them are there in the classroom?
8. Where are they sitting?
9. What are you going to do in the evening?

8. SUPPLEMENT

Text 1

Read the text once, correct the wrong statements which follow it:

Ada Davidson is 40. Ada is an English teacher. She is in the classroom. Her students are in the classroom too. It's an English class. The text-books are on the desks. The texts in them are short. The pictures in the text-books are good.

Ben Davidson is not an English teacher. He is a Spanish lecturer at the University of California in the USA. He is 45.

Steve Davidson is their son. He is not a student at the University. He is a schoolboy. He is only ten. His sister Eve is a student in Italy. She is in Milan. Eve is 20.

Correct the following statements:

Ben and Ada Stevenson are English teachers.

Ben and Ada are in Italy.

Eve Stevenson is only 10.

She is in London.

She is not a student.

Text 2

Read the text and retell it:

I am in the classroom. I see a big map on the wall. The map is red, yellow, blue and brown. This is Europe. England is in Europe. Ukraine is also in Europe. I see a big city on the map. It is London. London is in England. Paris is a big city. Paris is not in England. Paris is in France. Brighton is in England. It is a small town.

Text 3

Read the text. Ask questions about it:

Steve is a small boy. He is 8. His books are on the book-shelf in his room. Two books are in his bag. These books are not big. They are small. They are not English books. Steve is on the chair near his desk. A very big and heavy book is in his hands. The book is very good. The book-cover is brown. The letters on the cover are big. They are yellow. The pictures in the book are very nice. They are small.

There are some pictures on the walls. They are big. There is also a map on the wall. It is a map of Europe. England on that map is green.

Memorize the following rhymes:

From two to two to two past two.

Tick, the clock says.

Tick-tick-tick.

What you have to do

Do quick.

Time is gliding fast away

Let us act and act today.

UNIT 3

T o p i c: The Family

G r a m m a r: 1. Sentences with the Verb
to have

2. The Simple Present Tense

3. Comparative Use of the
Simple Present and the Pre-
sent Progressive Tenses

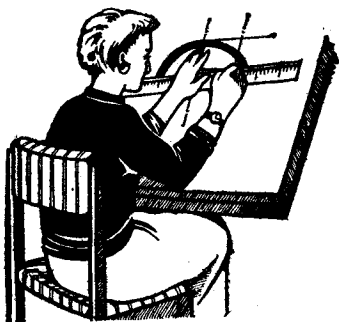
4. The Possessive Case
of Nouns

T e x t: Let's Get Acquainted

1. LET'S GET ACQUAINTED



I'm Peter Klymenko. I'm 45. I'm a teacher of English. I'm married.



This is my wife. Her name is Halyna Klymenko. She is 40. She is an engineer.



These are our children Ann and Andrew. Andrew is 20. Ann is 15. Andrew is a student. Ann is a schoolgirl.



These are my parents. My father's name is Nick. My mother's name is Maria. They don't work. They are retired.

My family is not very large. There are four of us — my wife, my son, my daughter and I. My wife is rather slender, blue-eyed and dark-haired. She is good-natured and an easy-going person. She is a good engineer and has a senior position at her office. Her hobby is cooking.

My son takes after me. He is tall, dark-eyed and fair-haired. He is fond of sports. He plays tennis. But his hobby is chess.

My daughter is a blue-eyed girl with fair hair. She is rather pretty, a little hot-headed. Her hobby is music. She plays the piano. She is fond of classic music.

My parents are musicians too. My father is a violinist, my mother is a pianist. Now they are on pension.

We have a lot of relatives on my wife's and my side. Some of our aunts, uncles and cousins live in Kyiv. My parents-in-law do not live in Kyiv. They live in Odessa. My wife's sister is married, she lives in Odessa too. Her brother is single. He is a serviceman and he lives in Lviv.

My relatives live in Kyiv. My younger sister is married. She got married 5 years ago. Her husband is an engineer. They live in a small town not far from Kyiv. We sometimes go there on our days-off. I like to play with my niece and nephew. They are very funny children. My brother is a student of the Polytechnic college. He is graduating from it this year.

As for me, you already know that I'm a University teacher. I give lectures, take classes and seminars there. I'm fond of my students. They are of various specialities. They work in various fields. Some of them are biologists, others — economists or physicists.

I have got a lot of friends. One of them is Borys Lytvynov. He is an interpreter at the Intourist. His wife Kate Lytvynova

is a doctor. They have two children. Their names are Nick and Nelly. Nick is not in Kyiv. He is a student of university and is on vacation now. He is also going to work as an interpreter at some enterprise. He speaks English and French. Nelly goes to school. She is in the tenth form. She is going to apply to an engineering college. I suppose she wants to make a designer.

The Lytvynovs are going to come to our place next Sunday. We are going to celebrate my wife's birthday next Sunday. A lot of relatives and friends of ours are going to come to congratulate her on her 40th birthday. They are going to bring a lot of flowers and presents. Halyna is going to bake our favourite apple-pie and cakes. My mother-in-law will help her to do it.

John Smith is going to come too. He is my colleague. He is from Great Britain, now he is in Kyiv. His family is not in Kyiv. They are in London. He has a wife and three children. His wife's name is Julia. Julia is attractive, slim, fair-haired. His elder son Tom is dark-haired, brown-eyed and very tall. Jack, his younger son, is dark-haired too, he looks like his elder brother. Mary is leaving school this year. She is a pretty girl with a straight nose and blue eyes. As for John Smith, he is good-natured, tall, lean and rather handsome. He is a hard-working and an easy-going person.

* * *

How large is your family? How old are you? Have you a lot of relatives? What are your parents? Where do they live? When do you usually visit them? What kind of person is your best friend? What is he? Has he got any sisters and brothers? What is his hobby? Is he married. Describe what he looks like. Are you going to visit him? Have you any sisters or brothers? Where do they live? Have you any cousins, nephews or nieces?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

Meet Peter Klymenko.

Познайомтеся з Петром
Клименком.

I have many relatives.

У мене багато родичів.

My name is Peter.

Мене звать Петро.

Her name is Halyna.

Її звать Галина.

What is your name?

Як вас звати?

What are you?
I have a senior position.
I'm an engineer.
Peter is a teacher of English.
Ann is a schoolgirl.
His sister is a student.
My parents are musicians.
I work as an interpreter.
He is a violinist.
She is a pianist.
He works at the University.
They are fond of music.
How old are you?
I am 25.
What is your mother's name?
What is your friend's hobby?
My friend's hobby is tennis.
My sister's hobby is cooking.
My brother's hobby is chess.
Are you married?
I am single.
John is my colleague.
He is from Great Britain.
His son wants to make a designer.
What does he look like?
He is slender (slim).
She is tall.
He looks like his elder brother.
He takes after his father.
She is a pretty girl.
She has a straight (turned up) nose.
She is dark-haired.
She is attractive.
Parents-in-law.

Хто ви за фахом?
Я обіймаю високу посаду.
Я — інженер.
Петро викладач англійської мови.
Ганна — школярка.
Його сестра — студентка.
Мої батьки — музиканти.
Я працюю перекладачем.
Він — скрипаль.
Вона — піаністка.
Він працює в університеті.
Вони люблять музику.
Скільки вам років?
Мені 25 років.
Як звуть вашу маму?
Яке улюблене заняття вашого друга?
Мій друг захоплюється тенісом.
Улюблене заняття моєї сестри — готування їжі.
Мій брат захоплюється шахами.
Ви одружені?
Я неодружений.
Джон — мій колега.
Він з Великобританії.
Його син хоче стати дизайнером.
Як він виглядає?
Він худорлявий (стрункий).
Вона висока (струнка).
Він схожий на старшого брата.
Він схожий на свого батька.
Вона вродлива дівчина.
У неї прямий (кирпатий) ніс.
У неї темне волосся.
Вона приваблива.
Батьки дружини (чоловіка).

They are retired (on pension).
We are four. (There are four of us in the family).
She is blue-eyed.
She is hot-headed.
John is good-natured.

He is a hard-working person.
He is an easy-going person.
He has fair hair (dark hair).

Does Nelly go to school?
Does she study French?

She does not study French.

She studies English.

They are in the tenth form.
They are leaving school.
He is a student of Kyiv university.
I'm going to apply to a college.
Peter Klymenko gives lectures at the University.
He also takes classes (seminars).
I suppose he is graduating from the University this year.

Вони на пенсії.
Нас четверо в родині.

У неї блакитні очі.
Вона запальна.
У Джона лагідний характер.

Він працьовитий.
З ним легко спілкуватися.
У нього світле (темне) волосся.

Неллі ходить до школи?
Вона вивчає французьку мову?

Вона не вивчає французької мови.

Вона вивчає англійську мову.

Вони в десятому класі.

Вони закінчують школу.

Він студент Київського університету.

Я маю намір подати заяву до вузу.

Петро Клименко читає лекції в університеті.

Він також проводить заняття (семінари).

Я гадаю, він закінчує університет цього року.

3. GRAMMAR STRUCTURES

1. Formation of the Simple Present Tense

I, we, you, they	always sometimes often seldom	go to the park visit the parents play tennis
He (she)	never usually	goes to the park on Sunday plays tennis

(When) Do	I (we, you, they)	go to the park	every day (week)?
(Where) Does	he (she)	play tennis	on Sunday?

I, we,		go to the park	every day
do			
you, they	not	play tennis	on week-days
He (she) does			

Remember. Who plays tennis every day? — I do (he does).

2. The Use of the Simple Present Tense

- | | |
|---|---|
| 1. We live in Kyiv. | the Simple Present Tense is used to state simple facts in the present |
| 2. The sun rises in the East.
Water freezes at 0 °C | to express universal truths |
| 3. I always come home in time.
We usually visit our friends on our days off. | to express habitual actions with the adverbs:
always, often, usually, regularly, sometimes, seldom, every day (week, month, year) |
| 4. I don't see the picture.
I don't quite understand you. | to express continuous actions at the present moment with verbs of feeling and perception such as:
to see, to hear, to understand, to know, to love, to like, to wish, to believe, to belong, to mind, to consist, etc. |
| 5. The train arrives at 5 o'clock.
We leave next Saturday. | to express future actions with the verbs of motion such as:
to go, to come, to leave, to return, to arrive, etc. |

3. Comparative Use of the Simple Present Tense and the Present Progressive Tense

<i>The Simple Present Tense</i>	<i>The Present Progressive Tense</i>
1. She reads English well	I do not see what she is reading
2. At the lesson the students read, write and speak English.	What are you doing now? We are writing (reading).
3. He usually arrives at 6 o'clock.	He is arriving soon.

4. The Verb *to have*

I, we, you, they	have	a mother
He, she, (it)	has	a sister
		no parents
I, we, you, they	have not (haven't)	any {cousins relatives
He, she, (it)	has not (hasn't)	a sister
		a brother
Have	we, you	parents?
	they	relatives?
Has	he, she	a sister?
	(it)	cousins?

Notes. 1. In informal, colloquial style of British English «have got» is preferable.

2. As a rule, negative and interrogative forms with the verb «to have (got)» are formed without any auxiliary. But in ordinary American usage the interrogative and negative forms of the verb «to have» are formed with the help of the auxiliary verbs «do, does».

Have you got any English books?
I haven't got any photos of my sister.
How many relatives do you have?
He doesn't have a brother.

5. Possessive Case of Nouns

<i>The Common Case (of...)</i>	<i>The Possessive Case</i>
The room of my sister	My sister's room
The son of his friend	His friend's son
The works of Shevchenko	Shevchenko's works
The books of the students	The students' books
The room of the children	The children's room
Novels of Dickens	Dickens' novels

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Express your agreement with the following statements using *Certainly, It is really so, You are right.* Say the same about yourself as in the example:

Example:

Pete has a small family.
— Oh, certainly, he has a small family, I also have a small family.

1. Peter Klymenko has a lot of relatives on his wife's and his side. 2. Some of his aunts and uncles live in Kyiv. 3. His parents-in-law live in Odessa. 4. His friend works as an interpreter at some enterprise. 5. He is a good-natured and easy-going person. 6. Their daughter plays the piano very well. 7. They have got a lot of friends.

Ex. 2. Say what your wife, children, parents, mother-in-law, relatives, teacher, friends usually do on their days-off. Use the verbs suggested as in the example:

Example:

What does your wife usually do on her day-off? (to go to the park)
— She usually goes to the park on her days-off.

to cook dinner, to play the piano, to visit their friends, to play tennis, to bake a cake, to listen to serious music, to read a book.

Ex. 3. Complete the following sentences:

1. My sister's son is my 2. My sister's daughter is my 3. Your mother's mother is your 4. Your mother's sister is your 5. Your uncle's daughter is your

6. Your brother's wife is your 7. Your mother's brother is my

Ex. 4. Ask the name of the person as in the example:

Example:

This is a girl. Her name is Kate.
— What is the girl's name?

1. This is a boy. His name is Andrew. 2. This is a man. His name is Borys. 3. This is a woman. Her name is Ann. 4. This is a dog. Its name is Spot. 5. This is a cat. Its name is Pussy.

Ex. 5. Express your surprise as in the example:

Example:

His son takes after him.
— Does his son really take after him?

1. He studies at the Polytechnic. 2. His friend gives lectures at the same college too. 3. They like to spend their free time together. 4. They speak English and French well. 5. Borys works as an interpreter at the Intourist. 6. He is also fond of serious music. 7. We usually visit him on our days-off.

Ex. 6. Object to the following. Use the phrases *Oh, no, it's, not so, Nothing of the kind, I'm afraid you are wrong* as in the example:

Example:

Ann goes to school.
— Oh, no, she doesn't go to school.
(I'm afraid...)

1. Peter works as an interpreter at some enterprise. 2. He speaks English very well. 3. His wife wants to make a designer. 4. Her parents live in a small village. 5. They often visit their parents. 6. My mother-in-law often helps us. 7. My wife's sister lives in Lviv. 8. She works at a big plant.

Ex. 7. Readdress teacher's questions to your classmates and tell us his answers as in the example:

Example:

Teacher: — Has Pete a lot of friends?
Student 1: — Pete, have you a lot of friends?
Student 2: — Yes, I have.
Student 1: — Yes, Pete has a lot of friends.

1. Has Pete many relatives? 2. Has Pete a picture of his wife?
3. How many children has he? 4. How many students has Pete Smirnov in his group at the University? 5. Has he many lectures and seminars during the week? 6. Has he (got) a lot of books in his library?

Ex. 8. Answer the questions bearing in mind that you are being asked about your family:

1. Have you a family? 2. Is your family large? 3. Are you married? 4. What's your wife's name? 5. How many children have you got? 6. Have you got many relatives on your and your wife's side? 7. Where do they live? 8. What's your hobby? 9. Are you fond of serious music? 10. Have you (got) a friend? 11. Is your friend's family large? 12. Where does he study or work? 13. Does he speak English or French? 14. Does he often visit you?

Ex. 9. Your friend is an engineer (a doctor, a teacher). Ask him questions about his chief.

Ex. 10. Express your regret. Use the phrases *As for me, Unfortunately* as in the example:

Example:

I know English well. And what about you? — Unfortunately, I don't know English well.

1. I usually have two lectures a day, and what about you?
2. I usually come home at 2 o'clock, and what about you?
3. I have a lot of relatives on my and my wife's side, and what about you?
4. My parents often visit us on their days-off, and what about your parents?
5. My daughter wants to make a designer, and what about your daughter?
6. We are going to celebrate my birthday next Sunday, and what about you?

Ex. 11. What questions would you ask your friend (your colleague) to get the following answers:

1. No, it is not. My family is not very large. 2. My son takes after me. 3. Yes, he does. He plays tennis very well. But his hobby is chess. 4. Yes, she is. My daughter is fond of serious music. 5. Yes, I have a lot of relatives on my wife's side. 6. Some of my aunts, uncles and cousins live in Kyiv. 7. I'm going to celebrate my birthday next Sunday.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Write questions to which the following statements will be the answers:

1. Peter Klymenko gives lectures at the University twice a week. 2. His wife is an engineer. She works at a large plant. 3. Her parents live in a village. 4. On Sunday they usually visit their parents. 5. They like to spend their day-off in the park. 6. Their children are at school now. 7. They go to school every day.

Ex. 2. Express actions which usually take place using the appropriate adverb:

Example:

Halyna is cooking breakfast now. (always) Halyna always cooks breakfast at this time.
--

1. We are having a laboratory session now (twice a week). 2. I'm having a practical class now (on Wednesday, Thursday and Friday). 3. What are you doing? I'm listening to the radio now (every day). 4. They are listening to serious music now (on their days-off). 5. She is playing the piano now (on Sunday). 6. It is 8 o'clock. Pete is reading a newspaper (every day).

Ex. 3. Express the same statements in the other way using the possessive case of nouns:

1. The text-books of the students are on the desks. 2. The families of these workers are large. 3. The house of their parents is nice. 4. The lecture of this teacher is very interesting. 5. The name of their daughter is Ann. 6. The birthday of my wife is on Sunday. 7. The specialities of the students are various.

Ex. 4. Complete the following questions and answer them in writing:

1. Has he a ...? 2. Has she a...? 3. Has Peter Klymenko ...? 4. Has he many ...? 5. Have you got a...? 6. Have they a ...? 7. Has your wife's sister ...?

Ex. 5. Complete the dialogues in writing:

A. By the way, when is your birthday?

B. ...

A. Are you going to celebrate it?

B. ...

A. With whom are you going to celebrate it?

B. ...

A. With pleasure.

2

A. Have you got a lot of relatives on your and your wife's side?

B. ...

A. Do you often go to see them?

B. ...

A. Do they always congratulate you on your birthday?

B. ...

A. Are they going to come to your place?

B. ...

Ex. 6. Translate the following word combinations and sentences from Ukrainian into English:

а) дім вашого викладача, картини сучасних художників, завод цих робітників, спеціальності студентів, дім моїх батьків, прізвища студентів, син мого брата, сестра мого друга, чоловік моєї доньки, фото моєї бабусі, кімната Петра, сестра моєї матері. б) Сестра мого чоловіка — одружена. Батько цих дітей — інженер. Мати моїх друзів живе на селі. Галина зараз гуляє зі своїми дітьми у парку, а потім вона збирається пекти свій улюблений пиріг. Вона збирається відсвяткувати день народження своєї доньки в наступну неділю. Її друзі завжди приносять багато квітів і подарунків. А у вас багато друзів? Де ви працюєте? Я працюю перекладачем на заводі. Мій брат вчиться в інституті іноземних мов. Він говорить англійською і французькою мовами. У вас багато родичів? Вони живуть у Львові? Ви часто їх відвідуєте? Так. Іноді вони приїздять до нас, і ми любимо ходити в ботанічний сад. Що ви зараз робите? Ви читаете англійську книжку? Ви завжди читаете книжку ввечері?

6. WRITTEN COMPOSITIONS

1. Describe your family.
2. Describe your fellow-students.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations.

1

- Do you know the news? Pete is going to get married.
 - Who is the girl?
 - You know her. It's Olga. They work together.
 - Oh, yes, I remember her. She is a good girl, always bright and cheerful. She's very intelligent. And I like her manners.
 - And she is good-looking, too.
 - Well, I hope they will be happy.
- bright and cheerful** — жвава і весела
intelligent — кмітлива

2

- I say, Halyna, come over one evening and have supper with us if you're not too busy. I'll introduce you to my family.
- Is your family large?
- Yes, our family is quite a big one. There are 6 of us. I have a mother, a father, two brothers and a granny.
- Do your brothers look like you?
- Yes, we're all very much alike. We're all dark-haired and black-eyed. Nick, my elder brother, is very tall, like our father.
- Are they married?
- The younger one is still single.

to introduce smb. to smb. — познайомити кого-н. з ким-н.
granny — бабуся

to look like — бути схожим

to be alike — бути схожим

like our father — як наш батько

3

- Have you any brothers or sisters?
- Yes, one brother and one sister. They're twins, by the way. My brother is single and lives with my parents.
- Is your sister single, too?
- No, she's married and has 2 children. My nephew is 5. He'll go to school next year. And my niece is 3. Does your sister work?
- No, she's a housewife at present. She looks after the house and the children.
- What does your brother-in-law do?
- He works as an engineer.

twins — близнюки

by the way — між іншим

housewife — домогосподарка
at present — тепер

4

- What is your present job?
- I work at the University.
- So, you're a teacher. Is your wife a teacher, too?
- Yes, she is the teacher of English at a secondary school.
- Have you any children?
- Yes, 2 boys. One is an adult boy, the other still goes to school. He's only 7.
- Who looks after him while you two are at work?
- My mother-in-law does. She's retired. She loves looking after her grandchildren, even if she gets tired.

job — робота

secondary school — середня школа

adult — дорослий

the other — інший

to look after — доглядати, піклуватися

to get tired — втомлюватися

2. Fill in the missing parts making use of the phrases from the illustrative conversations. You are allowed to make any changes:

1

- Are you married?
- ...
- Have you any children?
- ...
- Do your parents work?
- ...

2

- Do you know that man, over there?
- ...
- He works at the University, doesn't he?
- ...
- Will you introduce me to him?

3

- It seems to me your son is about the same age as my son. What is he going to become?
- ...
- So he wants to be an engineer like his father, doesn't he?
- ...
- What institute is he going to apply to?
- ...

— Have you any sisters or brothers?

— ...

— Does she/he look like (resemble) you?

— ...

— Whom do you take after: your mother or father?

— ...

3. Role-play the following situations:

1. Розпитайте свого друга, якого ви давно не бачили, про його сім'ю. Довідайтесь, яка у нього родина, скільки дітей, чим вони займаються, ким працює його дружина.
2. Розкажіть про своїх батьків: чи працюють вони, чи на пенсії, чи живуть разом з вами, як часто ви їх відвідуєте.
3. Ви розповідаєте товаришеві про своїх родичів.
4. Ви обидва батьки. У вас є дорослі діти. Поговоріть про них.
5. Розпитайте докладно один одного про дітей і юнацькі роки.

8. SUPPLEMENT

Text

Read the story and role-play it, one of you acting out Mr. Priestley, the rest his students.

Mr. Priestley is a teacher. He teaches English and knows French and German. He reads, writes and speaks these languages very well. Mr. Priestley has a flat with all modern conveniences. There are no expensive things in his room. There are a lot of books on the shelves all around the walls of his study. His desk is in the middle of the room. Pens, pencils and paper are on the desk. The telephone is on the left, and a tray for letters is on the right. He works here at his books for three or four hours every evening.

It is almost eleven o'clock by the clock on the wall but Mr. Priestley is still working. He works very late. Sometimes till two or three o'clock in the morning.

He often teaches his students in this room. He hasn't many students. They come here for three lessons every day but Saturday and Sunday. Saturday and Sunday are days-off.

* * *

Look at this table and tell us what you are like (what is your friend like). Start with «I am rather...» or «My friend is...»...

appearance	tall attractive handsome pretty slender slim	short plain stout fat
health	healthy all right	unhealthy unwell
manners	polite pleasant	rude unpleasant
at work in life	hard working lucky	lazy unlucky

Look at this form of the identity card, fill it in.

Identity Card

First name (Christian name)
Surname
Maiden name
Date of birth
Nationality
Marital status (single/married)
Permanent address
Temporary address
Occupation
Employer's name and address
(Signed)
Date

430
291

UNIT 4

Topic: Housing

Grammar: 1. The Simple Future Tense
2. Ways of Expressing Futurity
3. Comparative Use of the Simple Future Tense, the Present Progressive and the Construction to be going to do something
4. Prepositions of Place

Text: My Flat

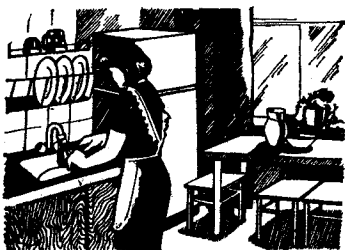
1. MY FLAT

In a week we shall move into a new flat. It is in a new block of flats in the Kyiv suburbs not far from the centre of the city. It will take you only 30 minutes to get there by bus. Will you come and see it? I hope that some day you will see it yourself.

But now I'd like to describe it to you. The number of my flat is 47, it is on the third floor.



Let's enter my flat. We are in the entrance-hall. There is a mirror on the wall, a coat-rack and a carpet on the floor.



This is the kitchen. The gas-cooker is near the sink with hot and cold water taps, the cupboard is near the kitchen table. There are four stools round it. The fridge is near the window.



And this is the sitting-room. Its floorspace is 20 square metres. It's rather spacious and comfortable. There is a thick carpet on the floor, a sofa on the right, two armchairs with a small table between them on the left. The TV set is opposite the armchairs. The sideboard is at the wall.



The bedroom is not very large. The walls in the bedroom are yellow. There are two beds with bed-side tables at them. The dressing table is in the corner. There is no carpet on the wall. The carpet is on the floor. The wardrobe is opposite the window.



This is the study. It's a small room. There is a bookcase with a lot of books in it. The book-case is brown. The bookshelves are full of books.

There is a desk and an armchair in it. The type-writer and tape-recorder are on the desk. The telephone is on the small table. It is red.

The flat is rather large but the rent is high now. It is about 1200 krb. including bills for electricity and gas, and payments for all the conveniences. It's about 3 per cent of our income.

* * *

How many rooms have you got in your flat? What conveniences have you got there? Is your flat far from the centre of the city? How large is your living-room? What furniture have you got there? What is its floorspace? What's the rent? (What rent do you pay?) Will you come and see my flat? When will you give a house-warming party? Whom will you invite? Will you buy a new set of furniture? What furniture are you going to buy?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

My flat is in a new block of flats.

I live in a house of my own in the Kyiv suburbs.

It is far from the centre.

I'd like to describe my flat.

My flat is on the second floor.

Its floorspace is 60 square metres.

It has all modern conveniences.

There are three rooms in it.

The sitting room is on the left.

The bedroom is small.

I work in the study.

There is cold and hot running water in the bathroom.

Моя квартира в новому житловому будинку.

Я живу у власному будинку на околиці Києва.

Це далеко від центра міста.

Я хотів би описати свою квартиру.

Моя квартира на третьому поверсі.

Її площа 60 кв. метрів.

У ній є всі сучасні вигоди.

У ній три кімнати.

Наша вітальня — ліворуч.

Спальня — маленька.

Я працюю в кабінеті.

У ванній кімнаті холодна і гаряча вода.

There is a cupboard in the kitchen.
What furniture have you got?
We have two sets of furniture.
There is a sofa, a side-board, some armchairs in the set.
The TV set is opposite the armchairs.
There is a thick carpet on the floor.
The dressing table is in the corner.
The wardrobe is in the entrance hall.
There is a telephone in my flat.
There are a lot of shelves full of books.
The rent is high.
Payments for conveniences.
Bills for gas and electricity.
It is about 3 per cent of our incomes.

The housing conditions will improve.
We shall move into a new flat.
It will be not far from the centre.
It will take us only 20 minutes to get there.
Will you come and see it?

I shall come as soon as I am free.
Will you buy a new set of furniture?

У кухні є шафа для посуду.
Які у вас меблі?
У нас два меблевих гарнітури.
У гарнітурі є диван, сервант, кілька крісел.
Телевізор напроти крісел.
На підлозі товстий килим.

Туалетний столик у кутку.
Гардероб у передпокої.

У моїй квартирі є телефон.

Є багато полиць з книгами.
Квартплата висока.
Плата за всі вигоди.
Плата за газ і електрику.
Це становить біля трьох процентів наших прибутків.

Житлові умови поліпшуватимуться.
Ми переїдемо в нову квартиру.
Вона буде недалеко від центра.
У нас піде 20 хвилин на те, щоб дістатися туди.
Ви прийдете її подивитися?

Я прийду, як тільки звільнюся.
Ви купите новий гарнітур меблів?

3. GRAMMAR STRUCTURES

1. The Simple Future Tense

I, we	shall	move into a new flat
He, she, you, they	will	
I, we	shall not (shan't)	buy a new set of furniture
He, she, you, they	will not (won't)	
Shall	I, we	read the text?
Will	you, he, she, they	visit us next Sunday?

Notes. 1. I shall = I'll, we shall = we'll, he will = he'll, etc. Pay attention to the meaning of "shall" in interrogative sentences like: "Shall I shut the door?" — Зачинити двері? (Я повинен зачинити двері?)
Shall I translate the text? — Мені перекладати текст? (Я повинен перекладати текст?)
2. After *if, when, as soon as, until (till), after, before, unless* instead of the Simple Future Tense in subordinate clauses of time and condition the Simple Present Tense is used.

I'll	do it	if I have time; as soon as he comes
I shan't	go there	until he invites me; before he rings me up.

2. Ways of Expressing Future Actions

a) I'm going to the cinema tonight.— Я піду в кіно сьогодні ввечері.	a) The Present Progressive Tense
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b) We leave tomorrow.— Ми від'їжджаємо завтра.	b) The Simple Present Tense
--	-----------------------------

c) If it rains, she will take a taxi.— Якщо буде дощ, вона візьме таксі.	c) The Simple Present Tense in subordinate clauses of time and condition.
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Before he leaves he will ring me up.— Він зателефонує мені до того, як поїде.

d) They are to arrive tomorrow.— Вони повинні прийти завтра. d) «to be to» + Vinf

e) I'm going to buy some English books.— Я збираюся купити кілька англійських книжок. e) «to be going to» + Vinf

f) They are sure (certain) to come to see us off.— Вони, безсумнівно, прийдуть провести нас. f) «to be sure (certain) to» + Vinf

3. Comparative Use of the Simple Future Tense, the Present Progressive, the Construction *to be going to do something*

1. He **will** move into a new flat tomorrow (next month, next year, next week) The Simple Future Tense

2. He **is working** at his English now. The Present Progressive Tense

3. He **is going to** work at his English. «to be going to do smth.»

4. Prepositions and Adverbs of Place

in the corner of — в кутку; **in** the middle of — посередині; **on** the left — зліва; **on** the right — справа; **at** the top — наверху, зверху; **at** the bottom — внизу; **in** the left-hand corner — в лівому кутку; **in** the right-hand corner — в правому кутку; **around** — навколо; **against**, **at**, **near** — біля.

5. Make up sentences of your own by using these tables

a) It takes	me	ten minutes	to get to	{ school work the office his street.
It doesn't take	him	twenty-five		
It will take	her	minutes		
It won't take	us	forty minutes		
	you	ten	to get to	the Central Park
	them	half an hour		
	Pete	an hour	to do the homework to have breakfast to look through the papers	
	Ann	long		
		two hours		

b) How long does	him	the college?
is take	her	work?
How long will	them to get to	Red Square?
it take	you	the airport?
	Ann to do	her homework?
	Pete to have	lunch?
		dinner?

c) How often	do	we, you,	have classes?
		they	holidays?
		he	tea?
	does	she	supper?
			a smoke?
			a bath?
			a swim?
		go	to the canteen?
			to the cinema?

d) I	have (has) lunch, labora-	once a day
He (she)	tory classes	
My friend	go (es) to the cinema	twice a week
	arrive(s) at the office	three times
	listen(s) to the radio news	a day
	get(s) the salary	once a month

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Tell us what pieces of furniture there are in the sitting room using the words suggested below:

on the floor, opposite the window, on the wall, in the book-case, in the middle of the room, in the corner of the living room, in the kitchen, in the bathroom, near the window, on the desk, near the kitchen table;

a carpet, a wardrobe, a mirror, a sofa, two armchairs, a large number of books, a TV set, a dressing-table, six chairs, a lot of things, a bath and a shower, four stools, a tape-recorder, a telephone.

Ex. 2. Express your agreement while answering the following questions. Use the phrases *Exactly so, Certainly as* in the example:

E x a m p l e:

Are there many pieces of furniture in your flat? — Oh, certainly there are. There are many pieces of furniture in my flat.

1. Is there a wardrobe on the right in your room? 2. Is there a large number of books in your study? 3. Are there any modern conveniences in your flat? 4. Is there a gas-cooker in the kitchen? 5. Is there a fridge in the kitchen? 6. Is there hot running water in the bathroom? 7. Is there a thick carpet on the floor? 8. Is there a dressing-table in the bedroom? 9. Is there a cupboard in the kitchen? 10. Is there a type-writer on your desk in the study? 11. Is there a telephone in your flat? 12. Is there a sofa in the sitting-room? 13. Are there a lot of bookshelves in your study?

Ex. 3. Answer the following questions bearing in mind that you are speaking about your flat:

A. 1. What is there in the sitting-room? 2. What is there in the entrance-hall? 3. What is there on the wall? 4. What is there on the floor? 5. What is there in the book-case? 6. What is there in the right-hand corner of the room? 7. What is there in the middle of the room? 8. What is there in the bathroom? 9. What is there in the corner of the sitting-room? 10. What is there opposite the window? 11. What is there in your study?

B. 1. How many rooms are there in your flat? 2. How many armchairs are there in your sitting-room? 3. How many books are there in the bookcase? 4. How many pictures are there on the wall? 5. How many chairs are there around the table? 6. How many taps are there in the bathroom? 7. How many bedside tables are there in the bedroom? 8. How many carpets are there on the floor? 9. How many side-boards are there at the wall?

EX. 4. Disagree with the following statements using the expressions *Nothing of the kind, I don't think so* or *I'm afraid you are wrong*:

1. There is a mirror above the shelf. 2. There are some bookshelves in the entrance-hall. 3. There is a stand for hats and umbrellas in the bedroom. 4. There is a large number of books

in the kitchen. 5. There are many pictures on the walls of our classroom. 6. There is a large table in the middle of the classroom.

Ex. 5. Ask your classmate the following questions and tell us his answers as in the example:

E x a m p l e :

Teacher — Is there a sofa in Pete's room?
Student 1 — Pete, is there a sofa in your room?
Pete — Yes, there is.
Student 1 — Yes, there is a sofa in Pete's room.

1. Is there a sitting-room in Pete's flat? 2. Is there a large sink with hot and cold running water in Pete's kitchen? 3. Is there a thick carpet on the floor of his sitting-room? 4. Is there a TV set in his sitting-room? 5. Is there a large table in the middle of the room? 6. Is there a bath and a shower in his bathroom? 7. Are there any chairs around the table?

Ex. 6. Respond to the questions and summarize the answers as in the example:

E x a m p l e :

Teacher — Are there any books on the table?
Student 1 — Yes, there are some.
Teacher — How many books are there on the table?
Student 1 — There are three.
Teacher — Where are the books?
Student 1 — They are in the middle of the table.
Student 2 — There are three books on the table. They are in the middle of the table.

1. Are there any armchairs in the sitting-room? How many armchairs are there in the sitting-room? Where are they? 2. Are there any books in the study? How many books are there in the study? Where are they? 3. Are there any pictures in the room? How many pictures are there in the room? Where

are they? 4. Are there many pieces of furniture in the kitchen? How many pieces of furniture are there in the kitchen? What are they? 5. Are there any beds with bedside tables in the bedroom? How many beds with bedside tables are there in the bedroom? Where are they?

Ex. 7. Describe the layout of your flat so that the other students might draw it in their note-books. The partners may ask you all the necessary questions starting with the verb *to have* or the construction *there is — there are*.

Ex. 8. React to the following as in the example:

E x a m p l e:

I have got a 3-room flat. What about you? — As for me, I've got a 4-room flat.

1. I live in a 9-storeyed building. What about you?
2. I've got all modern conveniences in my flat. What about you?
3. I have got a lift in my house. What about you?
4. I have dinner in my dining-room. What about you?
5. I've got a colour TV-set in my sitting-room. What about you?
6. I've got two balconies in my flat. What about you?

Ex. 9. React to the following statements using the structure *to be going to do smth.* as in the example:

E x a m p l e:

I shall buy this book. What about you? — I'm going to buy this book too.

1. They will move into a new flat next week. What about you?
2. They will congratulate their friends on this occasion. What about your friends?
3. I shall send you a picture of our new flat tomorrow. What about Borys?
4. They will bring me a lot of presents and flowers on my birthday. What about Pete?
5. She will work at a large plant. What about you?
6. They will work in various fields of our economy. What about our students?

Ex. 10. Ask your friend what he will do tomorrow (next week, next month) and say his answers as in the example:

E x a m p l e:

Teacher: Will Taras go to the Institute tomorrow?

Student 1: Taras, will you go to the Institute tomorrow?

Taras: Yes, I shall.

Student 1: Yes, he will. He will go to the Institute tomorrow.

1. Will he get a new flat next year? 2. Will he buy a new set of furniture? 3. Will he live not far from the centre of the city? 4. Will his friends congratulate him on this occasion? 5. Will he read a newspaper in the evening? 6. Will he meet his friends on Sunday? 7. Will he go to the park on his day-off?

Ex. 11. Ask your friend questions about his flat.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Ask questions to which the following statements are the answers:

1. We are going to get a new flat in the centre of the city.
2. Our flat is on the 4th floor in a nine-storey building.
3. It has all modern conveniences. 4. There is a large modern fridge in the kitchen. 5. There is a thick carpet on the floor.
6. It will take me 20 minutes to get to my work. 7. I shall buy a new set of furniture for my new flat. 8. They will invite me to his birthday party next Sunday.

Ex. 2. Write down the questions you would ask your friend (or your colleague) to get the following answers:

1. Oh, yes, there is a colour TV-set in my flat. 2. Yes, there are some books on the desk. 3. Yes, there is a bath and a shower in my bathroom. 4. We have three comfortable rooms in our flat. 5. The dressing-table is in the corner of the bedroom.

Ex. 3. Write down some statements with these pairs of words using the constructions *there is, there are*:

1. a telephone — on a small table. 2. books — on the bookshelves. 3. food — in the fridge. 4. furniture — in the sitting-room. 5. hot and cold running water — in the taps. 6. two beds with bed-side tables — in the bedroom. 7. a sideboard — at the wall.

Ex. 4. Refer the following statements to the future as in the example:

Example:

There is a large park near our block of flats. — There will be a large park near our block of flats too.

1. There are two armchairs and a sofa in the sitting-room.
2. There is a large number of books in the bookcase.
3. There is a sofa and a side-board opposite the door against the wall.
4. There is a mirror above the shelf and a rail for towels in the bathroom.
5. There is an underground station near our house.

Ex. 5. Fill in the blanks with *some, any* or *no*:

1. Are there ... stools in the kitchen?
2. Are there ... bookshelves in the study?
3. There is ... refrigerator in the sitting-room.
4. Are there ... pictures in text 3?
5. She has ... typewriter and tape-recorder on the desk.
6. There are ... armchairs on both sides of the large window.
7. He has ... nice pictures on the walls.
8. Are there ... modern conveniences in your flat?

Ex. 6. Fill in the missing articles:

This is ... picture of my sitting-room. Look at it. There is ... large window in my sitting-room. ... floor is brown, ... walls are yellow. There is ... sofa, ... side-board opposite ... door. There are not any English books in ... bookcase but there are ... lot of ... Ukrainian books in it. There is ... carpet on ... floor, ... two armchairs with ... small table between them on ... left. ... TV set is opposite ... armchairs. There are ... few ... stools in ... kitchen. There is ... fridge near ... window. There is ... cup-board near ... kitchen table. There are ... four stools around ... table.

Ex. 7. Supply prepositions wherever needed in the sentences:

This is my sitting-room. There is a thick carpet... the floor, a sofa ... the right and two armchairs ... a small table. The TV set is ... the left-hand corner ... the room. The side-board is ... the window. The bedroom is not very large. There is a dressing table ... the corner ... the room. There are two beds ... bed-side tables.

And this is my bathroom. There is hot and cold running water ... the taps. The mirror is ... the shelf, the rail for towels is ... the basin.

Ex. 8. Join the following sentences beginning the subordinate clauses with the conjunctions in brackets as in the example:

Example:

I shall live in the centre of the city. I shall get a new flat (when). — I shall live in the centre of the city when I get a new flat.
--

1. He will come. He will return from the country (when).
2. They will tell you everything. They will come to see you (when).
3. These students will work in various fields of our economy. They will graduate from the Institute (after).
4. I shall show you the photo of my family. I shall leave (before).
5. She will not come. They will invite her (until).
6. She will look quite beautiful. She will cut her hair short (after).

Ex. 9. Write down the answers to the following questions using the word combinations in brackets as in the example:

Example:

What will you do when you have spare time? (to go to the cinema) — When I have spare time, I shall go to the cinema.

1. What will you do if you get a new flat? (to buy a set of furniture).
2. What will she do when she graduates from the Institute? (to work at a school).
3. Where will they live when they get married? (in Kyiv).
4. What will you do after you pass the exams? (to go to the cinema).
5. What will you do if your TV-set is out of order? (to buy a new one).
6. What will she do if she doesn't find them at home? (to ring them up later on).

Ex. 10. Translate into English:

а) Моя квартира розташована на восьмому поверсі 9-поверхового будинку. Вона простора і зручна. В ній є всі сучасні вигоди. У моїй квартирі вітальня, спальня, кабінет, кухня, ванна. Передпокій досить великий. Площа вітальні 20 кв. м. У ній два крісла з маленьким столиком між ними, диван, сервант, килим на стіні і на підлозі, телевізор на маленькому столику в лівому кутку кімнати. В середині кімнати стоїть стіл з шістьма стільцями навколо нього. На стіні висять картини.

б) Де Ваша дружина? Вона на кухні. Що вона зараз робить? Вона готує вечерю. Що роблять студенти? Вони слухають свого вчителя. Що робить Петро? Він готує домашнє завдання. Куди ви підете завтра? Я піду в інститут. Ви слухаєте мене, Петров? Про що ви зараз думаете? Я спитаю його про це, коли він прийде додому. Коли я одержу нову квартиру, я куплю меблевий гарнітур. Ми підемо в кіно, якщо закінчимо цю роботу. Він буде дуже радий, якщо вона прийде сьогодні. Я поговорю з ним, якщо побачу його на лекції. Він подзвонить мені по телефону (він зателефонує мені), як тільки прийде до Києва.

6. WRITTEN COMPOSITIONS

1. Describe your flat.
2. Describe your friend's flat.

7. TALKING POINTS

Illustrative conversations

1. *Read, learn and act out the following conversations:*

1

- Have you got a flat of your own?
- Yes, I have, and a very good one.
- How many rooms are there in it?
- There are three rooms there: a bedroom, a dining-room and a study. There are all modern conveniences: gas, central heating, hot and cold running water.
- And have you got a telephone?
- Oh, yes, I have, and you?
I have a telephone too. My flat is also very comfortable, but it is too far from the centre (of the city).

also (syn. too) — теж, також

2

- Hallo, Yuri! How are you getting on?
- Hallo, Victor. I'm quite well, thanks, and you?
- Not too bad, thanks. Haven't seen you for ages.
- The thing is we've got a new flat.
- Congratulations! I expect Halyna and you are happy.
- We certainly are! What about coming over to our place and seeing the flat for yourself?
- Most willingly, thank you.

Haven't seen you for ages. — Не бачив тебе вічність.

The thing is ... — Річ у тому, що ...
Congratulations! — Вітаю. (Поздоровляю)

I expect — Я гадаю (думаю)

certainly — звичайно

What/how about coming over to our place and seeing the flat for yourself? — Як щодо того, щоб прийти до нас і самому подивитись квартиру?

Most willingly. — Охоче!

3

— I say, Victor, what are you doing Friday night?

— I'm afraid I'm having a meeting.

— (It's a) pity! We're giving a house-warming party on Friday night... Well, how about Saturday afternoon?

— I'm free on Sunday.

— Good, that's settled then. Here is our address.

— Thanks. See you on Sunday. My best regards to Halyna.

— Thanks. See you.

I say ... — Послухай! (Слухай-но!)

I'm having a meeting. — У мене (будуть) збори.

(It's a) pity! — Шкода!

a house-warming party — новосілля

4

— They say, you've got a flat. My congratulations! Where is it?

— Not very far from the centre. About 20 minutes' walk or 10 minutes' ride by trolley-bus.

— On which floor is it?

— On the third floor of a 9-storey building.

— Is it comfortable?

— Oh, yes, it's comfortable, though not very spacious.

They say ... — кажуть

... about 20 minutes' walk or 10 minutes' ride by trolley-bus —

20 хвилин пішки, або 10 хвилин (їхати) тролейбусом

a 9-storeyed building — дев'ятиповерховий будинок

though — хоч, хоча

5

— Good afternoon, Yuril

— Good afternoon! Glad to see you. Come in and make yourself at home.

Thank you. What a spacious entrance-hall!

— Oh, yes, it is. This way, please. I'm going to show you about the flat. Let's start with my study.

— You have a lot of books! Are they all yours?

— Yes, they are. Some of them are English. Let's go to the sitting-room now.

Make yourself at home.— Почувайте себе як вдома.

What a spacious entrance-hall.— Який просторий передпокій.

This way, please!— Сюди, будь ласка.

to show smb. about one's flat— показувати кому-небудь (свою) квартиру

2. *Fill in the missing parts making use of the phrases from the illustrative conversations, you are allowed to make any changes:*

1

— Have you got a flat?

— ...

— How many rooms are there in it?

— ...

— Are there all modern conveniences there?

— ...

— Have you got a telephone?

— ... And you?

— I haven't got a telephone, unfortunately.

2

— Hallo, Yurii! Haven't seen you for ages! How are you getting on?

— ...

— Oh, really? Congratulations! Where is it?

— ...

— Are you pleased with it?

— ...

Thank you very much, most willingly.

3

— They say, you've got a flat? My congratulations! Is it far from the centre?

— ...

— On which floor is it?

— ...

— Is it comfortable?

— ...

4

— I say, Volodymyr, what are your plans for Friday night?

— ...

— It's a pity. We're having a house-warming party. And what about Sunday afternoon?

— ...
— Good. That's settled then. We expect you on Sunday at 5 p. m.
— ...

We expect you ... — Ми чекаємо тебе ...

3. Role-play the following situations:

1. Ви зустрічаєте приятеля, з яким давно не бачилися. Він розповідає, що одержав нову квартиру. Ви вітаєте його. Він запрошує Вас прийти до нього і оглянути квартиру.
2. Ви розпитуєте свого приятеля про його квартиру: скільки в ній кімнат, які там вигоди, чи є телефон. У вас, на жаль, телефона немає.
3. Вам цікаво, де розташована квартира вашого товариша, чи велика вона, чи є в ній балкон, яка квартплата.
4. Ви одержали нову квартиру і запрошуєте свого приятеля на новосілля. Але він не може прийти до вас того дня, і ви домовляєтесь про його візит в інший день. Прощаючись, передайте вітання його дружині.
5. Ваш приятель прийшов відвідати Вас у новій квартирі. Ви показуєте йому квартиру, принагідно відповідаючи на його запитання, чи зручна вона, що де розташовано і т. п.
6. Поговоріть з товаришем: а) про розташування його квартири; б) про меблі в ній.

4. Check yourself:

1. What is your address? 2. Which floor is your flat on? How many floors are there in the building? 3. How large is it? 4. How far from the centre of the city is it? 5. What modern conveniences are there in your flat? 6. Is there one or two balconies in your flat? 7. What pieces of furniture are there in the sitting-room? (bedroom, kitchen)? 8. What's the rent?

8. SUPPLEMENT

Text 1

Read the text and answer the questions which follow it:

Kate and her Book

Kate is a small girl. She has a nice book of pictures. There are a lot of pictures in it. There is a picture on every page. There are thirty pages in the book and there are thirty pictures in it too.

There is a picture of a room on page twenty. Let's look at the picture. The room is big and light. It is not dark because there are three windows in it. The walls of the room are yellow. The floor is brown. The ceiling is white. There is not much furniture in it. There is no table in it. But there is a thick red carpet on the floor. It is very nice. There is a sofa in one of the corners. It is big and soft. There are bookshelves on the wall. They are from the floor to the ceiling.

There is a small square table near the sofa. There is a radio-set on it. There is a lamp on the wall near the sofa.

* * *

What has Kate?
What kind of book is it?
What is there in the book?
Why is the room not dark?

Text 2

Read the text. Make up a plan. Using the plan retell the story:

A Tea Party

Mrs. West is a housewife. She is at home now. She is going to have a tea party. She is going to have it in her sitting-room. Four people are going to come to the party. They are Mr. and Mrs. Smith, Mr. Brown with his daughter Bess. Mr. West is not at home. He is not in London. He is in Kyiv. He is on a business trip there. He is going to come home soon.

Mrs. West is putting 5 cups, a bowl of sugar, a jug of milk and a large cake on the table. Her friends are going to come at 5 o'clock.

UNIT 5

Topic: Daily Habits and Activities

Grammar: 1. The Simple Past Tense
2. Tag-questions

Text: Peter Klymenko at Work and at Home

1. PETER KLYMENKO AT WORK AND AT HOME

I usually get up at seven o'clock every morning. I do the morning exercises, have breakfast and go to the University. I usually leave my place at a quarter to eight as it takes me half an hour to get to the University by underground. I arrive there at a quarter past eight. Classes usually start at half past eight. You probably remember that I teach English. I give lectures and have practical classes with my students.

I give lectures twice a week: on Monday and Tuesday. I don't give lectures on Wednesday, Thursday and Friday. On these days I have practical classes and laboratory sessions. I have two laboratory sessions a week. Each of them lasts 45 minutes.

I'm also engaged in research work. Every Saturday I work at the library.

As for my students, they have sessions every day except Sunday. Sunday is their day-off. They usually have three sessions a day, each of them consists of two periods.

My wife is not a teacher. She is an engineer. Halyna works 5 days a week. Saturday and Sunday are her days off. She gets up rather early as her working day starts at 8 o'clock. She usually goes to her place of work by bus. It takes her an hour to get there.

As a rule she cooks breakfast every morning except Sunday. On Sunday morning I usually cook our breakfast. She often has lunch at her office. There is a nice canteen at the plant and at 1 o'clock she goes out to have her lunch there.

We usually come home at 7 o'clock in the evening. We have supper, read books and papers, watch TV, listen to the nine o'clock news UTN. Sometimes we go for a walk. There is a nice park not far from our house and we like to have a walk there. On our days off we often go to the cinema or to the theatre. We like to visit our friends and they like to visit us.

Last Sunday the Lytvynovs visited us. They arrived at 2 o'clock. We had dinner together, played chess, talked on this and that. We spent some hours out-of-doors. We went for a walk to the park and met John Smith there. He was very glad to see us. We asked him to join us and we went to the cinema together. A very nice film was on that evening. We enjoyed it. We invited the Lytvynovs and John Smith to supper. John told us about London and his workaday affairs.

He does not live in the centre of London, he lives outside the city. He goes to London by train. He gets up very early in the morning and reaches home late in the evening. But, as he says, there are a lot of advantages of living outside London. Houses are cheaper there. Even a small flat in London without a garden costs quite a lot to rent. There is another advantage of living outside a large city — there is not so much noise and hurry and they can enjoy fresh and clean air of the country. He has a nice garden in front of his house. He is always happy to have a rest from the busy London streets there.

* * *

What time do you usually get up? You leave your place early, don't you? Do you get up very early? Where do you live? What is your place of work? How long does it take you to go there? On which days do you work? You don't work every day, do you? You like to go to the cinema on Sunday, don't you? You have breakfast at home, don't you? You have a lot of friends, haven't you? Your friends visited you last Sunday, didn't they? You did not play chess last night, did you? Did you work in the laboratory yesterday? Did you have many lectures last week? You did not listen to the news yesterday, did you?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

I get up at 7 o'clock.	Я встаю о 7 годині ранку.
I have breakfast (lunch, dinner, supper).	Я снідаю (обідаю, вечеряю).
Do you have lunch at your office?	Ви обідаєте в установі?
I leave my place early.	Я йду з дому рано.
I go to the University by bus.	Я їжджу в університет автобусом.
Classes start at 9 o'clock.	Заняття починаються о 9 годині.
Classes are over at 2 o'clock.	Заняття закінчуються о 2 годині.
I teach English.	Я викладаю англійську мову.
I give lectures to students.	Я читаю лекції студентам.

I have practical classes with students.

I have 2 laboratory sessions a week.

I'm engaged in research.

I often work at the library.

She works 5 days a week.

Her days off are on Saturday and Sunday.

His working day started at 9 o'clock yesterday.

It took him an hour to get to this office, didn't it?

As a rule he goes out to have lunch at 1 o'clock.

Last evening I read an interesting article in the paper.

Did you watch TV?

The programme was interesting.

We usually listen to the 9 o'clock news. I did not listen to the news yesterday.

Did you go for a walk?

I like to have a rest after dinner.

Will you visit your friends?

Will you go to the cinema or to the theatre?

What are you doing now?

Last Sunday I visited my friends.

We had dinner together.

We played chess.

We talked on this and that.

We spent some hours out-of-doors (outside).

I was glad to see him.

I went for a walk.

Я веду практичні заняття із студентами.

У мене два заняття на тиждень у лабораторії.

Я займаюсь науково-дослідною роботою.

Я часто працюю в бібліотеці.

Вона працює 5 днів на тиждень.

Її вихідні дні — субота і неділя.

Його робочий день вчора розпочався о 9 годині.

У нього пішла година на те, щоб дістатися на роботу, чи не так?

Як правило, він іде на обід о першій годині дня.

Учора ввечері я читав цікаву статтю в газеті.

Ви дивилися телевізор?

Програма була цікава.

Ми звичайно слухаємо новини о дев'ятій годині. Я не слухав новини вчора.

Ви ходили на прогулянку?

Я люблю відпочивати після обіду.

Ви збираєтеся відвідати своїх друзів?

Ви підете в кіно чи до театру?

Що ви зараз робите?

Минулої неділі я провідав своїх друзів.

Ми обідали разом.

Ми грали в шахи.

Ми говорили про те, про се.

Ми провели кілька годин на свіжому повітрі.

Я був радий побачити його.

Я пішов погуляти.

Did you enjoy the film?
 I enjoyed the film.
 He did not enjoy it.
 Did John tell you about his
 workaday affairs?
 Yes, he did.
 Did he visit you?
 No, he did not.

Вам сподобався фільм?
 Мені сподобався фільм.
 Йому не сподобався фільм.
 Джон розповів вам про свої
 щоденні справи?
 Так.
 Він відвідав вас?
 Ні.

3. GRAMMAR STRUCTURES

1. The Simple Past Tense

I, we, he, you, they	she	got up arrived visited played chess had	at 7 o'clock yesterday in Kyiv a week ago me last week last night lunch at the canteen yesterday
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Did	we, he, she, you, they	get up arrive visit play chess have lunch	at 7 o'clock yesterday? in Kyiv a week ago? me last week? last night? at the canteen yesterday
-----	------------------------------	---	--

I, we, he, she, you, they	did not (didn't)	get up arrive visit play chess have lunch	at 7 o'clock yesterday. in Kyiv a week ago. me last week. last night. at the canteen yesterday.
---------------------------------	---------------------	---	---

2. Tag-questions

- a) 1. I usually get up at 7 o'clock every morning, **don't I?**
 2. As a rule she cooks breakfast every morning, **doesn't she?**
 3. His wife is a teacher, **isn't she?**
 4. She often has lunch at her office, **doesn't she?**
 5. We spent some hours out-of-doors yesterday, **didn't we?**
 6. A very nice film was on that evening, **wasn't it?**
 7. There are a lot of advantages of living in the country, **aren't there?**
- b) 1. I don't have lectures on Wednesday, **do I?**
 2. My wife is not an engineer, **is she?**
 3. He doesn't work at the library on Sunday, **does he?**

4. It doesn't take her long to get to her office, **does it?**
 5. I didn't have dinner at home yesterday, **did I?**
 6. You were not glad to see us, **were you?**
 7. He is not going for a walk today, **is he?**
8. Memorize the following irregular verbs:

<i>The Infinitive</i>	<i>The Simple Past Tense</i>	<i>Participle II</i>
to be	was, were	been
to begin	began	begun
to bring	brought	brought
to buy	bought	bought
to come	came	come
to do	did	done
to drink	drank	drunk
to eat	ate	eaten
to get	got	got
to give	gave	given
to go	went	gone
to have	had	had
to learn	learned	learned
	learnt	learnt
to read	read	read
to write	wrote	written

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Refer the following statements to the past. Add corresponding adverbs as in the example:

Example:

Teacher: Mary works at this office. Student: Mary worked at this office last year.
--

1. My wife works at a large plant (last year).
2. She doesn't leave her place early (yesterday).
3. We come home at 7 o'clock (last Monday).
4. He has lunch at his office (an hour ago).
5. We spend most of our time outdoors (last Sunday).
6. At one o'clock she goes out to have lunch (yesterday at this time).
7. Taras listens to the radio news every day (last night).
8. We watch the TV programme in the evening

(yesterday). 9. I give lectures twice a week (last winter). 10. On our days off we often go to the cinema (last week). 11. My friend plays chess after his work (last Sunday). 12. She works five days a week (a year ago). 13. She usually gets to her place of work by bus (last month).

Ex. 2. Tell the class:

1) what you did yesterday; 2) what you did last summer; 3) how you spent your day off; 4) when you had a laboratory session; 5) how long it took you to prepare the hometask.

Ex. 3. Express surprise about the following statements using the word *really* as in the example:

Example:

She worked at a large plant last year. — Did she really work at a large plant last year?

1. He got up at 7 o'clock yesterday. 2. We often had lunch at our office. 3. She came home at 12 o'clock yesterday. 4. We liked to spend our free time out-of-doors. 5. She usually got to her place of work by bus. 6. Her working day started at 8 o'clock last year. 7. It took her an hour to get to her place of work. 8. We listened to the news every day. 9. He often went to the cinema last year.

Ex. 4. Object to the following statements using the phrases given below *I'm afraid, it's not so, I don't agree with you here, nothing of the kind*:

Example:

She worked at a large plant two years ago. — I'm afraid it's not so. She didn't work at the plant two years ago.

1. I visited my friends last month. 2. It took her an hour to get to the office. 3. She listened to the news once a week. 4. She got to her place of work by bus. 5. He worked last Sunday. 6. My friend worked 6 days a week. 7. His working day started at 9 o'clock in the morning. 8. He had lunch at 2 o'clock in the afternoon. 9. After supper he usually went for a walk. 10. In winter he often went to skate. 11. It often snowed last winter.

Ex. 5. Answer the questions:

1. Where did Peter Klymenko work last year? 2. Where did you work? 3. What did Peter Klymenko do on his day off?

4. How many times a week did Peter give lectures at the University? 5. How many hours did his working day last on Saturday? 6. How many minutes did the laboratory session last? 7. Where did Pete's wife work last year? 8. How many days a week did she work? 9. She usually got to her office by bus, didn't she? 10. When did Halyna Klymenko go out to have lunch? 11. She usually had lunch at the office, didn't she? 12. She watched TV, didn't she? 13. Did she cook breakfast every morning? 14. Where did the Klymenkos go last summer?

Ex. 6. Get information about a person from your class in response to the teacher's questions as in the example:

E x a m p l e:

Teacher — Did Victor study English last year?
Student 1 — Victor, did you study English last year?
Victor — Yes, I did. I studied English last year.
Student 1 — Yes, Victor did. He studied English last year.

1. Did your sister teach English at the University? 2. Did your friend go to the seaside in summer? 3. Did you get up very early when you were at the seaside? 4. Did Yuri work at the library on Saturday? 5. Did your father work at a plant two years ago? 6. Did it take you much time to get to the University? 7. Did you have lunch at the office?

Ex. 7. Answer the questions using the words given in brackets as in the example:

E x a m p l e:

How long did it take you to get to the University yesterday? (half an hour).
— It took me half an hour to get to the University yesterday.

1. How long did it take you to do the hometask? (2 hours).
2. How long did it take you to get to your place of work? (20 minutes).
3. How long did it take you to have breakfast? (a quarter of an hour).
4. How long did it take you to have lunch at the canteen? (half an hour).
5. How long did it take you to read the newspaper? (20 minutes).
6. How long did it take you to talk with your friends? (an hour).

Ex. 8. React to the statements and answer the questions:

1. You always give your lectures on Monday. Did you give a lecture last Monday? 2. You always work at the library on Saturdays. Did you work at the library last Saturday? 3. You always work five days a week. How many days did you work last week? 4. You always get to your office by bus. How did you get to your office yesterday? 5. You cook breakfast every morning. Who cooked breakfast for you yesterday? 6. You usually spend your holidays at the seaside. Where did you spend your last holiday? 7. You usually come home at 7 o'clock in the evening. When did you come home yesterday?

Ex. 9. Make up questions to which the words in italics are the answers:

1. My father worked *at a large plant* 2 years ago. 2. I attended some lectures *yesterday*. 3. *Yes*, I came home at 7 o'clock in the evening last week. 4. *We* enjoyed our stay in the country last year. 5. I made progress in English *when I worked at the laboratory*.

Ex. 10. Add tag-questions to the following statements and agree or disagree with them as in the example:

Example:

You get up early in the morning, don't you? — Oh, yes, I do; or: Oh, no, I don't.
--

1. You are a student...? 2. You have two laboratory sessions a week, ...? 3. Your working day lasts 6 hours...? 4. His friend works at a large plant, ...? 5. She got to her office by bus yesterday, ...? 6. It took her half an hour to get to her office, ...? 7. She often has lunch at her office, ...? 8. Last evening he watched TV, ...? 9. There is a nice park not far from their house, ...? 10. Last Sunday they spent their free time there, ...? 11. On their days off they often go to the cinema, ...?

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Ask questions to which the following statements will be the answers:

1. Peter Smirnov gave lectures twice a week last month. 2. They had two laboratory sessions last week. 3. We planned to spend our free time with our friends. 4. On our days off we often visited our friends. 5. In summer we often went to

the forest. 6. Yesterday my colleague came to us and we had dinner together. 7. In the evening we played chess and watched TV.

Ex. 2. Refer the following statements to the past. Use the words in brackets:

1. They usually have 3 sessions a day (last week). 2. How many sessions a day do you have? (last month). 3. I usually work at the library on Saturday. I come home very late (last Saturday). 4. It usually takes me half an hour to get to my office. I usually get there by bus (last year). 5. I usually stay at home on my day off (last Sunday). 6. My colleague often visits us on Sunday (last month). 7. We usually spend our summer holidays at the seaside (last summer). 8. He enjoys fresh and clean air of the country (when he was there last).

Ex. 3. Object to the following statements in writing:

1. You got up rather late yesterday. 2. Your working day started at 11 o'clock yesterday. 3. It took you two hours to get to your office. 4. You usually get there by bus. 5. You had lunch at the office yesterday. 6. In the evening my friend and I went for a walk. 7. You spent the summer holidays in the country last year. 8. You seldom had your holiday at the seaside. 9. I liked to spend my free time indoors. 10. Your friends visited you last Sunday.

Ex. 4. Supply the articles where necessary:

1. Miss Green is going to have ... lunch with ... friends at ... canteen. 2. What are you reading? I'm reading ... very interesting book. 3. Do you usually have ... lunch at ... home or at ... canteen? 4. If ... weather is fine, they go to ... park or forest and spend ... day in ... open air. 5. This is ... canteen where ... workers of ... plant usually have ... lunch. 6. As a rule I cook ... breakfast every ... morning except ... Sunday. 7. I give ... lectures twice ... week: on ... Monday and Friday. 8. There are ... lot of ... advantages of living outside ... city. 9. There is not so much ... noise and hurry. 10. He has ... nice garden in ... front of ... his house.

Ex. 5. Supply prepositions where necessary:

1. Look ... the first ... these two pictures. Whom do you see ... these pictures? 2. Every day Mr. Green gets ... 7 o'clock, goes ... the bathroom, takes a bath and has breakfast. 3. He goes ... the plant ... underground. 4. He arrives ... his place ... work ... 8 o'clock. 5. He works ... week-days. 6. It takes him an hour to get ... his plant. 7. ... Saturday I work ... the library. It is not far ... my house. 8. As ... my students they have sessions every day ... Sunday. 9. What

do you usually do ... your day-off? 10. ... summer we spend our time out-of-doors ... the forest or ... the beach.

Ex. 6. Add tags to the following statements:

1. He speaks English well, ...?
2. There are six persons in their family, ...?
3. His parents do not live in Kyiv, ...?
4. He doesn't play chess well, ...?
5. There is a nice park not far from our house, ...?
6. She works at a large plant, ...?
7. It took her long to get there by bus, ...?
8. On Sunday morning I usually cook my breakfast, ...?
9. Last Sunday our friend visited us, ...?
10. There was a nice garden in front of our house, ...?
11. We enjoyed fresh and clean air of the country, ...?

Ex. 7. Ask all possible questions about these sentences:

1. It took her an hour to get to her place of work.
2. We spent our last summer holidays in the Crimea.
3. In the evening we had supper and watched TV.
4. I had dinner at the canteen yesterday.

Ex. 8. Complete the dialogues in writing:

A. You look the picture of health. Had a holiday, I suppose?

B. ...

A. You enjoyed your holiday, didn't you?

B. ... Where did you spend your holiday?

A. ...

B. Did it cost you much?

A. ...

* * *

A. You look your best.

B. No wonder. ...

A. Where did you spend your holidays?

B. ...

A. I see you enjoy fresh and clean air of the country.

B. ... And what is your idea of spending holidays?

A. ...

* * *

A. I say, Borys, where were you yesterday? I rang you up but you were out.

B. ...

A. How many lectures a week do you have?

B. ...

A. I see you are as busy as a bee. By the way, how long does it take you to get to your work?

B. ...

Ex. 9. Render Peter Klymenko's story in the Simple Past Tense:

I usually get up at 7 o'clock in the morning. I do my morning exercises, have breakfast and go to the University. I usually leave my place at a quarter to eight as it takes me half an hour to get to the University. My classes usually start at half past eight. I teach English. I go to the University five times a week. I have three sessions a day and on Friday I have a laboratory session. Once a week I go to the library.

Ex. 10. Translate into English:

Я навчаюсь у Київському університеті на 2 курсі. Я вивчаю англійську мову. Кожного дня я ходжу на лекції і практичні заняття. Двічі на тиждень у нас лабораторні роботи. Кожна лабораторна робота триває 45 хвилин. Моя сестра працює на великому заводі. Вона звичайно дістається до заводу автобусом. У неї йде півгодини на те, щоб доїхати до заводу. Але вчора у неї пішло 45 хвилин через сильний снігопад. Тому сьогодні вона встала рано, щоб не запізнитися на роботу. О першій дня у неї звичайно обід. Вона обідає в їдальні. Я вчора не ходив у їдальню. Ми прийшли додому о 7 вечора, повечеряли, послушали передачу УТН о 21 годині і подивились цікавий фільм. Перед сном ми любимо трохи погуляти. Іноді до нас приходять наші друзі. Минулої неділі ми ходили з ними в парк. Цей парк розташований неподалік (від) нашого будинку. Нам дуже сподобалася наша прогулянка. Учора приходив до нас мій колега. Ми пообідали разом і пішли в кіно.

6. WRITTEN COMPOSITIONS

1. Rewrite the text in the form of a letter to your friend.
2. Last week you visited your friend and spent the week-end with his family. Write a letter to your parents and describe your week-end.
3. Compose a story narrating the way you usually spend your day-off.
4. Describe the pictures given on page 105.

7. TALKING POINTS

Illustrative conversations

1. Read, learn and act out the following conversations:

1

- When do you get up as a rule?
- I always get up at 7 a. m.
- Why so early?
- My classes at the University start at 8.30. And it takes me about an hour to get there.



- You get to the University by underground, don't you?
- It depends. Sometimes by underground and sometimes by bus. Yesterday, for example, I took a taxi because I was in a hurry.

It depends. — Коли як (*тобто залежно від обставин*).
I was in a hurry. — Я поспішав.

2

- Your days off are Saturday and Sunday, aren't they?
- You're right. Why?
- I wonder how you usually spend them.
- On Saturdays I help my wife about the house, do the shopping and the like. And on Sunday we try to go out for a walk, or to the cinema, or the theatre. What about you?
- Same here. But last Friday night we went on a week-end excursion to Tallinn. It was a wonderful trip.

I wonder — цікаво

to do the shopping and the like — ходити за покупками і т. п.
same here — і я теж (*проводжу суботу і неділю таким чином*)

3

- You usually have dinner at home, don't you?
- Oh, no. My office is rather far from my place. Besides, there's a nice canteen at my office.
- When do you come home from work?
- At 7, as a rule. And we have supper together — my wife and I.
- Do you go out in the evening?
- Not very often. I prefer to stay home, watch the telly, read an interesting book or look through newspapers.
- You're the stay-at-home sort, then.
- to stay home** — бути (сидіти) вдома
- to look through** — проглядати
- You're the stay-at-home sort, then.** — Ви з тих, хто любить проводити час вдома (*тобто сидень*).

4

- I'm going out for a walk to the country on Sunday. Want to join me?
- Oh, dear, I'm afraid I'm busy this Sunday.
- Perhaps some other time then?
- Sure, and thanks for asking me.

Want to join me? — Хочеш приєднатися до мене?
Oh, dear! — О, Боже мій.

Perhaps some other time? — Може, як-небудь іншим разом?
Sure, and thanks for asking me. — Звичайно, і спасибі за за-
прошення.

5

- What's your favourite pastime?
— I'm very fond of reading. And yours?
— I'm a great cinema-goer. I don't miss a single interesting
film. For example, yesterday I saw the new French film
in the «Kyiv» cinema. I returned home at 11.
— You went to bed rather late then, didn't you?
— At about 12. But I didn't fall asleep at once, I read for
half an hour or so.

favourite pastime — улюблене проведення часу

I'm a great cinema-goer. — Я дуже люблю ходити в кіно

I don't miss a single film. — Я не пропускаю жодного фільму.

to fall asleep at once — заснути відразу

2. *Fill in the missing parts of the dialogues making use of
the phrases from the illustrative conversations. You are allowed
to make any changes in them.*

1

- ...
— I always get up at 7 a. m.
— ...
— You see, my classes start at 8.30. And I live rather far
from the University.
— ...
— It takes me about an hour to get there.
— ...
— It depends. Sometimes I go by Metro, sometimes by trol-
ley-bus.

2

- You have dinner at home, as a rule, don't you?
— ...
— And when do you have supper?
— ...
— Do you go out in the evening?
— ...
— You're the stay-at-home sort, aren't you?
— ...

3

- What's your favourite pastime?
- ..., and yours?
- ...
- You went to the cinema last night, didn't you? I rang you up but you weren't in.
- ...

4

- How do people spend their leisure time in this country?
- ...
- Are cinemas popular with your people? In Great Britain people don't often go to the cinema; besides it's very expensive.
- ...
- Do you always spend your days off with your friends?
- ...
- What is your favourite pastime?
- ...

3. Role-play the following situations:

1. Ви розпитуєте свого знайомого, якого ви тривалий час не бачили, про його роботу в інституті. Вас цікавить, скільки днів на тиждень він працює, чим займається, коли у нього починається і закінчується робочий день.
2. Поговоріть із своїм приятелем про його заняття в університеті.
3. Розпитайте свого товариша про його робочий день: коли він встає, що робить, коли виходить з дому, коли приходить додому.
4. Поговоріть з товаришем про те, як кожен з вас проводить свій вільний час. Запросіть його провести неділю разом. Обговоріть плани на неділю.
5. Поговоріть про те, що ви вчора робили.
6. Поговоріть про переваги і вади життя за містом.
7. Розкажіть один одному, як ви звичайно проводите вільні дні, чим займаєтесь, куди ходите, яким спортом захоплюєтесь.

8. SUPPLEMENT

Text 1

Read the story and tell us in what way your day differs from the day described in the story. Answer the questions after the text:

Hob's Day

Hob wakes at eight o'clock in the morning and gets up at half past eight. He does not have a cold bath; he just washes his hands and face and brushes his teeth, if he remembers. Then he goes downstairs for breakfast. He eats lots of eggs and bacon and toast and he drinks three or four cups of coffee.

When he has finished breakfast the day's work begins. He walks round to Mr. Priestley's house; he is often late. He shows Mr. Priestley his homework, if he has done any, and it is usually full of mistakes. He is glad if it is time for lunch.

For lunch Hob usually has roast beef and vegetables and after lunch he always has a cup of tea with lots of sugar in it. Sometimes he sits in an armchair and reads the newspaper or a detective story, and sometimes, but not often, he does his work for Mr. Priestley.

In the evening after tea with bread, butter, honey and cakes, Hob likes to watch television in front of a fire at Mr. Priestley's or to visit other friends and tell them his funny stories.

* * *

What does Hob usually have for breakfast and for lunch? Is it good to drink so much coffee? What does Hob like to do in the evening?

Text 2

Read the text, ask your group-mate about comrade Petrov's day. Make use of the words given below:

Working Day of an Engineer

Borys Petrov works at a research Institute. He lives near the Institute. He usually walks there. He works on Monday, Tuesday, Wednesday, Thursday and Friday. He does not work on Saturday and Sunday. His working day lasts eight hours. There are many laboratories at his Institute. Borys Petrov is the head of one of them. There you can see computers for performing calculations in designs. They perform about one thousand operations. The engineers of the

laboratory sometimes use the closed-circuit television system. In general their laboratory is supplied with the up-to-date equipment and to work there is a real pleasure.

Borys Petrov sometimes translates technical articles from foreign newspapers and magazines. He knows English well. Besides he studies French. He sometimes stays at the Institute after work to take French classes. After classes he goes home.

research — науково-дослідний

His working day lasts 8 hours. — Його робочий день триває 8 годин.

a computer — комп'ютер (ЕОМ)

to perform calculations — робити обчислення

design — проект

a closed-circuit television system — замкнута телевізійна система

In general their laboratory is supplied with the up-to-date equipment. — Взагалі, їхня лабораторія обладнана сучасним устаткуванням.

an article — стаття

a foreign magazine — іноземний журнал

Text 3

Read the text, ask me questions about my working day:

I work at an office. I go there by bus. It takes me only 20 minutes to get there. I usually leave home at 8.30. I often meet my friend Pete on the way to the office. He is always glad to see me and to have a chat with me on this and that.

Pete learns French. He usually has his French classes twice a week in the evening. He has already a good command of this language. He can speak rather fluently.

I don't know French. I studied English at school. I did not work hard at my English and my English is rather poor. I'm going to take up an evening course of English next year. There are special language courses in our city. I hope to improve my knowledge of English there.

UNIT 6

T o p i c: Seasons and Weather. Red-Letter Days

G r a m m a r: 1. The Past Progressive Tense
2. Comparative Use of the Past Progressive and the Simple Past Tenses
3. Impersonal Sentences with the Pronoun it

T e x t: What's the Weather Like in Your Country?

1. WHAT'S THE WEATHER LIKE IN YOUR COUNTRY?

Spring, summer, autumn and winter are the four seasons. March, April and May are the spring months; June, July and August are the summer months; December, January and February are the winter months.

When winter sets in the days are short and the nights are long. It is often cold and sometimes it freezes hard. Cold winds blow from the North. It often snows. The temperature is below zero, sometimes it drops to 30 degrees below zero Centigrade (-30°C). There is much snow on the roads. The water freezes in the rivers and lakes. It's often windy and frosty. Some people are fond of winter. They like to ski and skate. There are good skating rinks in some Kyiv yards and children often skate there.



Last winter we had heavy snowfalls in Kyiv. It snowed for several weeks. In places the snow was very deep and there were traffic jams. But in February it got warmer. The temperature rose to 8 degrees above zero, it was not very cold. On some days it even thawed and there was slush on the roads.



In spring it gets warm. The snow thaws, the ice on the rivers melts. The temperature rises. The trees begin to bud, the flowers begin to bloom. The gardens are full of flowers. It sometimes rains heavily, but spring rains are warm and pleasant. In May we sometimes have thunderstorms.



In summer it is very warm and sometimes even hot. On some days the temperature rises to 30 degrees above zero Centigrade (+30 °C).

Last summer was very hot and we often went to the river. In July we had our holidays. We spent them at the seaside. There we swam, bathed and lay in the sun. The weather was fine on most days but there were cool days too.



At the beginning of autumn it was still warm. But then it got cool. It often drizzled. The sky was overcast. The leaves on the trees turned red and yellow. But when the days were sunny and warm we often went to the forest.

At the end of autumn it gets dark rather early in Kyiv. The weather is often unpleasant. It often drizzles and it's foggy.

Last night we invited John to come to our place. We were watching TV when he came. We were glad to see him. We asked him about Great Britain, in particular, about the climate there. Here is his story.

In winter the weather in Great Britain is often cold. In spring and autumn there are sometimes cold days, but there are also days when it is warm. The weather is usually warm.

in summer. It is sometimes hot in summer there, but it is not often very hot. There are often cool days in summer. When the temperature is over eighty degrees Fahrenheit (80 °F) the Britons say it is hot. When the temperature is about seventy degrees Fahrenheit (70 °F) they say that it is warm.

Water freezes at thirty-two degrees Fahrenheit (32 °F) or zero Centigrade (0 °C) and boils at two hundred and twelve degrees Fahrenheit (212 °F) or one hundred degrees Centigrade (100 °C).

* * *

What season is it now? Do you like this season? What is the weather like today? Do you know the weather forecast for the next week? When does it get cold in your city? Does it often rain in autumn? Is it raining today? Did it rain yesterday? Did it often snow last winter? Where did you spend last summer? What was the weather like there? What is the weather forecast for this summer? Where are you going to spend your week-end if the weather is nasty? In what season do you prefer to have your holidays? Why? You prefer to spend your holidays in summer, don't you? What winter sport do you prefer? What sport games do you play in summer? Why do some people like to be on leave in winter? What about you? When were you on leave last year? What are the advantages of summer holidays? How do you usually spend your holidays in winter?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

December, January and February are the winter months.

March, April and May are the spring months.

June, July and August are the summer months.

September, October and November are the autumn months.

It is often cold in winter.

Грудень, січень і лютий — зимові місяці.

Березень, квітень і травень — весняні місяці.

Червень, липень і серпень — літні місяці.

Вересень, жовтень і листопад — осінні місяці.

Взимку часто холодно.

It gets cold in December.
It freezes hard in January.
It is freezing today.
It is frosty today.
We have heavy snowfalls in February.
There were traffic jams.
The temperature drops to 30 degrees below zero Centigrade.
The temperature is 5 degrees above zero Centigrade.
We were skating at this time yesterday.
What were you doing from 6 to 8 yesterday?
Did you visit your friend yesterday?
It gets warm in spring.
It's getting warm, isn't it?
The snow thaws in March.
The flowers begin to bloom in spring.
It is snowing now.
It often drizzles in autumn.
Is it raining?
Does it often rain in autumn?
It is hot in summer in Kyiv, isn't it?
It was still warm in October last year.
It is cool today.
What a cold wind!
What nasty weather!
What is the weather like today?
What is the weather forecast (outlook)?
The weather is unpleasant.
The weather is fine.
It's foggy.
Water freezes at zero.
Water boils at 100 degrees above zero Centigrade.

У грудні стає холодно.
У січні сильні морози.
Сьогодні приморозок.
Сьогодні морозно.
У лютому сильні снігопади.

Були транспортні пробки.
Температура падає до 30° нижче нуля за Цельсієм.

Температура 5° вище нуля за Цельсієм.

Вчора в цей час ми каталися на ковзанах.

Що ви робили з 6 до 8 годин вчора?

Ви відвідали свого друга учора?

Навесні стає тепло.

Стає тепло, чи не так?

У березні сніг розтає.

Навесні починають цвісти квіти.

Зараз іде сніг.

Восени часто буває мряка.

Іде дощ?

Восени часто йде дощ?

У Києві жарко влітку, чи не так?

Минулого року в жовтні було ще тепло.

Сьогодні прохолодно.

Який холодний вітер!

Яка негода!

Яка сьогодні погода?

Який прогноз погоди?

Погода неприємна.

Погода гарна.

Туман.

Вода замерзає при нулі.

Вода закипає при 100° вище нуля за Цельсієм.

I like to ski in winter.

Я люблю кататися на лижах взимку.

I often bathe in the river in summer.

Я часто влітку купаюся в річці.

I went to the seaside last summer.

Минулого літа я їздив до моря.

I spent my holidays at the seaside.

Я провів відпустку біля моря.

When is your birthday?

Коли Ваш день народження?

What is the date of your birth?

Якого числа Ви народились?

3. GRAMMAR STRUCTURES

1. The impersonal *it* is used

a) speaking about time
(day, part of the day,
date, month, season,
year)

It's two o'clock.
It's (still) early.
It's Monday today.
It's the 7th of November, 1987.

b) weather conditions
(also with the verbs:
to rain, to snow, to
freeze, to thunder)

It's windy (cold) today.
It snows and freezes in winter.
It's raining now.

c) temperature

It's 10 degrees above (below)
zero

d) distance

It's (not) far from here to the
forest.

2. The Past Progressive Tense

I, he,
she (it)

was (not)

working
swimming

at 9 o'clock

We, you,
they

were (not)

sleeping
playing
chess
reading

at the moment (time)

all day (night) long
from morning till night
when she came

Was	I, he, she (it)	working	at 9 o'clock?
Were	we, you they	swimming	at that moment (time)?
		sleeping	all day (night) long?
		playing	from morning till night?
		chess reading	when she came?

3. Comparative Use of the Simple Past Tense and the Past Progressive Tenses

<i>The Simple Past Tense</i>	<i>The Past Progressive Tense</i>
1. What did you do yesterday?	What were you doing a) at 8 o'clock yesterday? b) when I came?
I wrote a letter to my friend yesterday.	I was writing a letter to my friend a) at 8 o'clock yesterday b) when you came
2. It rained yesterday.	It was raining the whole day yesterday (at 7 o'clock yesterday)

4. Prepositions of time

At	5 o'clock, half past two, a quarter past six, ten minutes to seven, about 8, etc. night, noon 3.20 a. m., 8.50 p. m.
At	sunrise, sunset, dawn, daybreak what time are you going to give a lecture?
In	the morning, the afternoon, the evening, the day-time. January, February, March, etc. winter, spring, summer, autumn, the year 1987, etc. 1987, 1917, etc.

In what month are you going to have your holiday?
what year

In (через) in an hour
in two weeks
in a month.

On Sunday, Monday, Tuesday, etc.
November the seventh (the seventh of November), etc.
On what day do you give your lectures?

Notes. 1. Prepositions are not used with the following adverbial modifiers of time:

this year (цього року), this month (цього місяця), this week (цього тижня), next year (наступного року), next month (наступного місяця), next week (наступного тижня), last year (останнього року), last month (останнього місяця), last week (останнього тижня)

2. In the following phrases prepositions are not used either:

How many times a day do you have your meals?

How many times a week do you go for a walk?

How many times a month do you have your holiday?

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Ask your fellow-students about the following statements as in the example:

Example:

Teacher — The weather was fine yesterday.

Student 1 — Was the weather fine yesterday?

Student 2 — Yes, the weather was fine yesterday.

1. It was snowing yesterday at 7 o'clock. 2. It's not cold today. But it's windy. 3. The days are getting shorter. 4. It's autumn now. 5. It often drizzles. 6. It did not drizzle yesterday. 7. Last month we had dry weather. 8. We were walking in the park when it began to rain. 9. We often walk there when the weather is fine.

Ex. 2. Agree or disagree with the following statements using the phrases *You're right, I don't agree with you, I'm afraid you are wrong:*

1. It's very cold today. It's drizzling.
2. It always rains in August in our city.
3. It usually gets warmer in February.
4. There is much snow in the streets today.
5. It was snowing yesterday all day long.
6. It's not frosty today. It's windy.
7. You were listening to the tape-recorder at 7 p. m. yesterday.
8. You were reading lesson 6 from 5 till 7 yesterday.

Ex. 3. Refer the sentences to the Simple Past and Past Progressive using corresponding adverbial modifiers of time as in the example:

E x a m p l e:

I usually watch TV in the morning. — I watched TV in the evening yesterday. — I was watching TV at this time yesterday.

1. It often snows in winter.
2. We are having heavy snowfalls this winter.
3. It gets dark early now.
4. On Sundays we often go to the forest.
5. People get to their work with great difficulties.
6. Lytvynov often skates on the skating-rink not far from his house.
7. The children drink milk in the evening.
8. We usually swim in the river and bathe in the sun in summer.

Ex. 4. Complete the sentences in your own way:

1. It was snowing heavily when...
2. She was having lunch when ...
3. We were listening to music when ...
4. When I saw him, he ...
5. When he opened the door, they ...
6. We were swimming in the river when ...
7. They were having their holidays when ...
8. It was going to rain when ...
9. We were returning home when ...
10. I was skating on the ice-rink when ...

Ex. 5. Answer the questions:

1. Did it often snow last winter?
2. Was the snow deep last winter?
3. Did water freeze in the rivers and lakes early last year?
4. Why did you get to your work with great difficulties last winter?
5. Why did you stay at home last Sunday?
6. Where did you go skating yesterday?

* * *

1. When did it begin to snow last year?
2. Where did you spend last summer?
3. When did you get up yesterday?

4. When did you go to the seaside? 5. What did the Lytvynovs ask John Smith about? 6. Where did you go yesterday?

* * *

1. Was it snowing heavily when you arrived in Kyiv yesterday? 2. Where were you going when I saw you? 3. Whom was your teacher speaking to when you saw her? 4. What were you listening to when I entered the classroom? 5. Was it freezing hard when you decided to go for a walk? 6. Who was sitting in the room when the teacher came in? 7. What was the teacher telling his students when you opened the door?

* * *

1. What do you do if you want to listen to the radio? 2. What do you do if the weather is nasty? 3. What do you do if it gets dark? 4. What do you usually do when it rains?

Ex. 6. Use the words in brackets to ask the questions:

Example:

I returned home late yesterday (Peter). — Did Peter return home late yesterday?
--

1. The Lytvynovs went to the forest last Sunday (your friend). 2. I stayed at home on my day-off (Nick). 3. He went to the skating-rink last week (Jane). 4. We spent our holidays at the seaside last summer (Helen). 5. Ann went to see them last night (Nick).

Example 2:

I met him in the forest yesterday (when). — When did you meet him?

1. He got up very early yesterday (when). 2. It was raining yesterday that's why I took my umbrella (why). 3. They spent their summer in the South (where). 4. We had heavy snowfalls last winter (what). 5. Peter watched TV in the evening yesterday (who). She met him at the seaside last (where).

Example 3:

He was watching TV when you phoned (what). — What was he doing when you phoned?
--

1. It was raining yesterday from 2 to 3 (how long).
2. They were writing their test when I entered the room (who).
3. We were walking in the park when it began to snow (when).
4. We were skating all day long yesterday (what).

Ex. 7. Ask you friend questions about:

the climate in his country, the weather in winter, the holidays we celebrate, his favourite season, why he likes winter, his pastime in winter (in summer), the weather last spring, the weather in Great Britain.

5. EXERCISES TO BE DONE IN WRITING

Ex.1. Ask questions about the following information:

a) Last year I had my holidays in summer. I went to the seaside. The weather was fine, it was sunny and hot. We often swam in the sea. We went to the forest to pick up mushrooms. When the weather was nasty we stayed at home. We watched TV.

b) Yesterday it was raining all day long. I stayed at home and worked at my report. It took me three hours to work at it. In the evening the weather was fine. It got warmer. We went for a walk to the park. We were walking there from 8 to 10. Then it began to rain again and we went home.

Ex. 2. Fill in prepositions where necessary:

1. ... last winter we had heavy snowfalls ... Kyiv. It snowed ... several weeks. People got ... their work ... great difficulties. 2. ... spring the Klymenkos' garden is full ... spring flowers. They often go ... there. 3. ... summer it is very warm, ... some days the temperature rises ... 30 degrees ... zero. 4. We often went ... the river ... last summer. ... July we had our holidays and spent them ... the seaside. We swam ... the sea and lay ... the sun. 5. ... the beginning ... autumn it was still warm. The leaves ... the trees turned yellow and red. We used to go... the forest ... fine weather. 6. ... the end ... autumn we often stayed ... home, watched ... TV and listened ... music. 7. Some people like winter. They often go to ski ... their days off. There is a good skating-rink ... the yard and the Klymenkos often go ... there. 8. Miss Green arrived ... her office ... 9 o'clock yesterday. 9. She usually has lunch ... one o'clock ... the canteen.

Ex. 3. Fill in the articles where necessary:

1. At half past 7 ... Lytvynovs left ... home. Their house is only ~~ten~~ minutes' walk from ... station. 2. In ... North of ... Europe it is very cold in ... winter. In ... south of ...

Europe ... summer is usually very hot. 3. In winter ... weather in ... Great Britain is often cold. 4. It often drizzles in ... autumn. 5. ... sky is cloudy. 6. ... leaves on ... trees turn yellow and red. 7. When ... days are sunny and warm, ... people go to ... forest or to ... park. We call this time ... Indian summer. 8. It is ... real pleasure to walk in ... forests and parks when we have ... spell of ... fine weather. 9. ... forest is not far from ... city and ... Lytvynovs often go there.

Ex. 4. Ask all possible questions about the sentences:

1. Last Sunday I met the Lytvynovs on the skating-rink.
2. In July they spent their holidays at the seaside.
3. It snowed for several weeks last winter.
4. It suddenly got cool at the beginning of autumn.

Ex. 5. a) Write down the 3 forms of the verbs:

to spend, to write, to lie, to swim, to have, to read,
to go, to sleep, to get.

b) Make up sentences of your own with the verbs given above using the Past Progressive Tense.

Ex. 6. Complete the dialogues in writing:

1

A. ...

B. Exactly so. The climate in Kyiv is mild.

A. ...

B. Yes, it is. In summer it is very warm and sometimes even hot.

A. ...

B. Yes, it does. It often snows in winter.

A. ...

B. Yes, I do. I enjoy skiing and skating in winter.

2

A. What did you do on your last day off?

B. ...

A. What was the weather like?

B. ...

A. What were you doing when I rang you up?

B. ...

A. Do you know the weather forecast for tomorrow?

B. ...

A. ...

B. Oh, we went to the river. It was very hot on that day.

A. ...

B. We were swimming and bathing and lying in the sun. It was a real pleasure to be outdoors.

A. ...

B. I don't know yet. I am planning to spend it with my family at the seaside.

Ex. 7. Translate into English:

1. Восени, коли стає дуже холодно, річки замерзають і вкриваються кригою. 2. На початку минулої осені було тепло, але потім похолоднішало. 3. Часто сів дрібний дощ, небо було вкрито хмарами, листя на деревах пожовкло й облетіло. 4. Коли не було дощу, ми ходили в ліс. 5. У таку гарну погоду в лісі було дуже приємно. 6. Коли настала зима, протягом кількох тижнів ішов сніг. 7. Люди діставалися до місця роботи з великими труднощами. 8. Діти каталися на лижах і на ковзанах недалеко від нашого дому. 9. Влітку було дуже тепло, а іноді навіть жарко. Мені дуже подобається ця пора року. 10. Ми часто ходили купатися і загоряти на річку. У липні ми їздили до моря. 11. Я часто купався в морі, коли відпочивав минулого року на півдні. 12. Я хотів подивитися цей фільм минулого тижня, але подивився його лише позавчора. 13. Що ви вчора робили? Ми встали о 9 годині, оскільки була неділя. Поснідали і пішли гуляти. Після обіду ми слухали музику, а ввечері всі разом пішли в кіно. 14. Минулого тижня я придбав дві англійські книжки. Одну з них я дав почитати своїй сестрі, другу я зараз читаю сам. 15. Вона поспішала в їдальню, коли я її зустрів. 16. Я саме обідав, коли ви мені подзвонили. 17. Коли ми прийшли додому, мій син дивився телевізор. 18. Він читав книжку, коли я прийшов. Я читав цю книжку минулого року.

6. WRITTEN COMPOSITIONS

1. Describe your favourite seasons.
2. Describe the climate in your native town.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations:

1

- Do you fancy doing something this week-end?
— Well, what do you suggest?

- I'm not sure, really. But the weather is changing for the worse. It looks like rain. What about going to the cinema?
- Most willingly. Don't forget to take your broolly. It may start raining any moment.

Do you fancy doing something this week-end?— Що ти маєш намір робити наприкінці тижня?

to suggest — пропонувати

to change for the worse — мінятися на гірше

It looks like rain.— Схоже, що буде дощ.

broolly — (розм.) парасолька

2

- Do you happen to know the weather forecast?
- No, I don't, but I can tell you without any forecast that the weather is nasty. Look how overcast the sky is, and it looks like rain.
- Yes, autumn is here with its slush and drizzle.
- They say we're going to have a mild winter.
- It was awtully cold last winter.
- But the sunny mornings with hoar-frost on the trees and the icicles hanging from the roofs were very beautiful, weren't they?
- Yes, they were, but I had no time to go for walks in the morning. Besides, the streets were often terribly slippery.

mild — м'який

hoar-frost — іней

icicles hanging from the roofs — бурульки, що звисають з дахів

terribly (awfully) slippery — дуже слизько (жах як слизько)

3

- Look out of the window, it's snowing heavily.
- You don't think the snow is going to lie, do you?
- No, I don't. It's only the beginning of October.
- What's the outlook for today?
- Let me see. Oh, yes, here it is: mostly cold and rainy in the morning. Afternoon drizzle and snowfall at night.

to lie — лежати (*тум:* не танути)

4

- What's the weather like today?
- Bitterly cold, the temperature is well below zero, a very chilly wind is blowing.

- I'm not going out in that case. I hate cold and we're in for a spell of cold weather.
- You're right. It was so frosty yesterday that we stayed indoors the whole day.

bitterly cold — жах як холодно

well below — набагато нижче

We're in for a spell of cold weather. — Не уникнути нам холодної погоди.

5

- How do you find the climate in Kyiv?
- Oh, I like it very much. It's rather warm, dry and sunny. Do you always have such weather here?
- Unfortunately not. Last summer was awful. It rained all the time. We seldom had a spell of dry and sunny weather. But September was fine.
- And what's the weather like in Kyiv in winter?
- It's not usually very cold, though sometimes the temperature in Kyiv is minus 10°— minus 12°.

2. Fill in the missing parts of the dialogues making use of the phrases from the illustrative conversations. You are allowed to make changes.

1

- What is the weather like today?
- ...
- Is it raining?
- Then you'd better take a broly not to get wet through.
- ...

2

- Do you happen to know the weather outlook?
- ...
- So autumn is here with its slush and drizzle. I wonder, what winter we're going to have this year.
- ...
- Do you remember how awfully cold last winter was?
- ... I hope ...

3

- What is your favourite season?
- ...

— Why do you like it? In my opinion it's very hot in summer.

— ...

— As for me I like spring best of all. The best time of the year. I hope, you agree with me, don't you?

— ...

4

— Look out of the window. It's bucketing with rain. And I have no broolly with me.

— ...

— I wonder if the weather's going to keep rainy long. What is the weather forecast?

— ...

5

— It was very cold yesterday, wasn't it?

— ...

— And what is winter like in your town?

— ...

— Where do you think the climate is better; in Kyiv or in your town? Why?

— ...

3. *Role-play the following situations:*

1. Поговоріть зі своїм товаришем, який живе в Івано-Франківську, про клімат у його рідному місті.

2. Розпитайте його про те, яку пору року він особливо любить і чому.

3. Скажіть, якою вам уявляється погода в найближчі дні.

4. Поговоріть про сьогоднішню погоду.

5. Поговоріть про кліматичні умови в Україні.

6. Ваш товариш побував нещодавно в Індії. Розпитайте його про клімат цієї країни.

7. Поговоріть про знаменні дати (свята) нашої країни.

4. *Check yourself:*

1. What part of Ukraine are you from? What is the climate there? 2. When do you like to have your holidays and why?

3. What is the weather forecast for to-day? 4. Does cold weather agree with you? 5. What is your favourite season? Why?

6. What was the weather like yesterday? 7. The weather is fine today, isn't it? 8. What are the red-letter days in our country? 9. When was your mother born? 10. What is the date of your birth?

8. SUPPLEMENT

Text 1

Read the text. Say what season is described here. Try to give a title to the story;

It was a fine afternoon yesterday. The sky was blue, no wind was blowing. The water in the lake was warm. Many people came to the lake to swim and lie in the sun. There were Mrs. Silver and Mrs. Bennet together with their children among them. They're having their holidays now. Their holiday camp in the forest is not far from the lake.

But when they were returning to the camp it began to rain. Mrs. Bennet got wet through and caught cold. Today she's going to stay in the camp. But the children are going to the lake with Mrs. Silver.

Text 2

Read the story and ask questions about it:

At the Seaside

The Browns live in Bishopton. Bishopton is a small town near London. Mr. Brown works in London. He goes to London in the morning on Monday, Tuesday, Wednesday, Thursday and Friday. He goes to London every day except Saturday and Sunday. On Saturday the Browns go in their car to the country or to the sea.

What glorious weather today! The Browns are at the seaside. Mrs. Brown is sitting in the desk chair, she is reading a book. Mr. Brown and David are playing cricket with a ball on the sand. Susan and Tom are swimming. The sun is shining. The sea and the sky are blue.

(From Present Day English by G. Candlin)

Text 3

Read the story and retell it:

Working Time and Holidays

Both of us, my friend Ann and I, are teachers. We work at a school. We work in autumn, in winter and in spring. We work ten months a year. We don't work in summer. In sum-

mer we have holidays and usually go to the South of our country. The weather in Lviv is rather changeable. It is usually warm, but it is sometimes hot, and there are days even in June and August when the weather is cold. And in the South of our country it is usually hot. We can swim in the sea and lie in the sun. Early in the morning when the sun rises it is not so hot. We go to the sea. We come home only in the evening when it gets dark.

both of us — ми вдвох

we can lie in the sun — ми можемо позагоряти

UNIT 7

Topic: At a Provision Shop

Grammar: 1. The Present Perfect Tense
2. Modal Verbs can and may
3. Indefinite Personal Sentences (They sell ...; One can buy...)

Text: Shopping

1. SHOPPING

It's Saturday today. We are going to do the shopping this morning. We may do it in the grocery on the ground floor of our block of flats but we prefer to do it in the big Gastronom shop in Khreshchatyk street. There is always a good choice of foodstuffs there.



Here is this Gastronom shop. The first counter on the right is the bakery. There is always fresh bread, buns and rolls there.

Next to this is the delicatessen and sausage counter, where one can buy different kinds of sausage, ham and salted pork. They sell milk, cream, cottage and hard cheese, butter and other dairy produce at the dairy counter. Then comes the fruit and vegetables counter, the meat counter, the fish counter, the dry grocery in which one can buy various cereals, spices, tea, coffee and oil. The confectionery is the cafeteria, where one may have a cup of coffee, a glass of juice with pies or cakes. They sell sweets, candies and bars of chocolate there too.

We have already bought apples and lemons. Yesterday in our greengrocer's we bought oranges and grapefruits. We are not going to buy any meat in this shop. We have already bought a joint of beef and some pork. We have bought it in the butcher's. We have not bought potatoes and onions. We'll be able to buy them later.

We'll buy some sausage and ham today. As I'm fond of fish I hope to buy herring or smoked fish.

Last Saturday I met Borys Lytvynov in this shop. I was surprised to meet him there. There is a nice supermarket not far from their block of flats. And he usually does his shopping there. There is always a wide selection of foodstuffs there.

He was walking along the counters when I met him. On that day he bought a kilo of sausage, a package of rice, a bottle of oil, a jar of cream, a packet of sugar and a loaf of bread. We bought a kilo of beef, some pork and poultry.

* * *

Have you gone shopping this week? What have you bought? How much money a week do you usually spend on foodstuffs? When did you go shopping last? What are you going to buy in the shop today? Will you go shopping tomorrow? What are you going to buy there tomorrow?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

We go shopping in the evening. Ми ходимо за покупками ввечері.

We do our shopping in this Supermarket. Ми робимо покупки в цьому універсамі.

Have you already shopped? Ви вже ходили за покупками?

I prefer to do my shopping in this Gastronom shop.

There is always a good choice of foodstuffs there.

The counter on the right is the bakery.

There is always fresh bread and buns there.

We can buy sausage and ham at the sausage (delicatessen) counter.

They sell cream in jars, milk in bottles, butter in packages.

There is always fresh meat there.

Have you bought meat today?

I haven't bought it yet.

I prefer beef.

Some people like pork.

I don't like mutton.

I'm going to buy some vegetables and fruit in the green-grocer's.

One can buy oranges, lemons, apples and cherries there.

Can we buy pickles there?

What about juices?

They also sell jam there.

One can buy milk, cream and butter at the dairy.

Have you been to the confectionery?

We have already bought sweets, cakes and sugar.

Where is the fish counter?

I'm going to buy some herring and smoked fish.

Я вважаю за краще робити покупки в цьому гастрономі.

Там завжди гарний вибір продуктів.

Хлібний відділ — праворуч.

Там завжди є свіжий хліб і булки.

Ми можемо купити ковбасу і шинку в ковбасному відділі.

Сметана продається в баночках, молоко в пляшках, масло в пачках.

Там завжди є свіже м'ясо.

Ви купили сьогодні м'ясо?

Я ще не купував його.

Я віддаю перевагу яловичині.

Деякі люблять свинину.

Я не люблю баранину.

Я збираюсь купити овочі і фрукти в овочевому магазині.

Там можна купити апельсини, лимони, яблука і вишні.

Ми зможемо купити там соління?

Як щодо соків?

Там також продається варення.

Можна купити молоко, сметану і масло в молочарні.

Ви були в кондитерському магазині?

Ми вже купили цукерки, тістечка і цукор.

Де рибний відділ?

Я збираюсь купити оселедців і копченої риби.

What else are you going to buy?

I have not bought oil yet. They sell oil, vinegar, pepper and cereals at the dry grocery.

I can afford to buy good foodstuffs.

The prices on foodstuffs are rather high.

Що ще ви збираєтеся купити?

Я ще не купив олії.

Олія, оцет, перець і крупа продаються у бакалійному відділі.

Я можу дозволити собі купувати якісні продукти.

Ціни на продукти досить високі.

3. GRAMMAR STRUCTURES

1. The Present Perfect Tense

I			
We			
You	have (not)	taken	the book.
They			

He			
She	has (not)	had	lunch?
(It)			

	I		
Have	we		
	you	arrived	at work?
	they		

	he		
Has	she	come	home?
	(it)	got up	early?

Contracted forms: We have read = we've read

He has read = he's read

They have not read = they haven't read

2. Comparative Use of the Present Progressive, the Simple Present and the Present Perfect Tenses

The Simple Present Tense	He often writes letters to his parents.
The Present Progressive Tense	He is writing a letter, don't disturb him.
The Present Perfect Tense	He has written his letter at last. He has been here since 4 o'clock.

3. Comparative Use of the Simple Past and the Present Perfect Tenses

- The Simple Past Tense
1. Did you see him yesterday? Yes, I saw him yesterday. (The action is cut off from the present)
 2. I saw him yesterday (last week, three days ago, at 12 o'clock, on Monday, the other day). (The Simple Past Tense is used with the adverbials of past time)
-

- The Present Perfect Tense
1. Have you ever seen him? — Yes, I have seen him. (No, I have not seen him yet). (The action has been completed by the present moment but is connected with it)
 2. I have seen him today (this week, this month, this year, already, just, never, lately, of late, since — з якогось часу, for — на протязі). (The Present Perfect is frequently used with the adverbials indicating that the period of time is not yet over)
-

Note. Mind the difference:

1. I saw him **just now**. (Used with the Simple Past)
I have **just** seen him. (Used with the Present Perfect)
2. I **have seen** him this morning. (Used during the **moment**).
I **saw** him this morning. (Used in the afternoon or evening)
3. — When **did** you see him?
— I **saw** him yesterday.
— I **have seen** him today.
— Where **did** you see him?
— I **saw** him in the street (You're already at home).
— Why, I've **just seen** him here.
4. — **Did** you ever **hear** anything like that? (for emotional colouring)
— I never heard such nonsense. (for emotional colouring)

4. Indefinite Personal Sentences

1. One can buy here apples, lemons, grapes. Тут можна купити яблук, лимонів, винограду.
One never knows what he can do. Ніколи не знаєш, що він може зробити.
One must always keep one's word. Треба завжди дотримувати свого слова.
«One» in the function of a subject is often used with modal verbs «must, should, can, may». The corresponding words in Ukrainian are «потрібно», «слід», «можна».
2. They always sell good fruit there. Тут завжди продаються гарні фрукти.
The pronoun «they» is used in the same function with the meaning of «люди» (with the exception of a speaker). This sentence is also translated into Ukrainian as an indefinite personal sentence.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Ask if the information is true using the word *really* as in the example:

Example:

He has bought a pound of butter. — Has he really bought a pound of butter?

1. He has gone shopping this week. 2. They have bought all the necessary foodstuffs at a large provision shop. 3. They have got a good choice of foodstuffs there. 4. He has put his purchases into the basket. 5. Helen Lytvynova has bought some bottles of apple and grapes juice. 6. John has bought some vegetables and fruit. 7. He has met me at the grocer's. 8. We have already brought foodstuffs for our lunch.

Ex. 2. Object to the following statements, using one of the following phrases: *I don't agree with you here. It's impossible. It's not quite so. I don't think so.*

Example:

He has met them at the grocer's. — I don't think so. He has not met them at the grocer's. He has met them at the cafe.

1. They have bought a loaf of bread and a pound of butter.
2. They have gone to the greengrocer's round the corner.
3. She has spent much money.
4. They have already bought milk.
5. They have read a few English books.
6. He has already read «The Citadel» by Cronin.
7. She has invited me to dinner.

Ex. 3. Respond to the teacher's request. Act out the dialogue as in the example:

Example:

Teacher: Nick, open your book, please.
 Student 1: Nick, what are you going to do?
 Nick: I am going to open my book.
 Student 2: Have you opened it?
 Nick: Yes, I have.

1. Invite them to dinner.
2. Buy some beef and pork at the butcher's.
3. Have a cup of tea with a cake.
4. Take a loaf of brown bread.
5. Put your purchases into the basket.
6. Have lunch at the canteen.
7. Bring me a cup of coffee.

Ex. 4. Respond to the teacher's questions according to the model as in the example:

Example:

Teacher: Has Yuri Belov read the text?
 Student 1: Yuri, have you read the text?
 Yuri: No, I have not, I haven't read the text yet.
 Student 1: Yuri hasn't read the text yet.

1. Has he had lunch today?
2. Has he gone shopping this week?
3. Has he invited many friends to his birthday party?
4. Has he spent much money on foodstuffs?
5. Has he bought fish at the fishmonger's?
6. Has he taken any bottles of apple and grapes juice?
7. Has he returned home?
8. Has he taken off his coat?
9. Has he made up his mind how to spend his day off?

Ex. 5. Give your reason while answering the teacher's question as in the example:

E x a m p l e:

Teacher: Is the window open?
Student 1: Yes, it is.
Student 2: Why is it open?
Student 1: It is open because I have opened it to air the room.

1. Have you bought milk today? 2. Are you going to buy butter? 3. Do you buy bread in this shop? 4. Do you always shop here? 5. Have you bought the foodstuffs at this supermarket? 6. Are the prices on foodstuffs stable? 7. Do you often go to do your shopping? 8. Do you like this supermarket?

Ex. 6. React to the following:

1. I have gone shopping today, what about you? 2. I have been to the butcher's, what about you? 3. I have bought some meat there, what about you? 4. I have been to the supermarket, what about you? 5. I have bought a lot of foodstuffs there, what about you? 6. I have never been abroad, what about you? 7. Yesterday I bought sweets and cakes, and what about you? 8. I have been to the cinema today, and what about you? 9. I have done my homework, and what about you? 10. I have read the newspapers today, and what about you? 11. I have received a letter today, and what about you? 12. I have spent much money on foodstuffs, and what about you?

Ex. 7. React to the following statements, agree or disagree with them speaking about yourself:

E x a m p l e:

Teacher: He can read English well.
Student 1: I also can read English well.
Student 2: Unfortunately, I can't read English well.

1. He can play chess well. 2. We can buy sweets and tarts in our confectionery. 3. I can meet Borys Lytvynov at the grocer's today. 4. I can see Halyna in the picture. 5. He can go to the cinema today. 6. I can sleep a little longer on Sunday. 7. I can see Yuri Belov at the plant. 8. Ann can cook well. 9. Nick can give lectures on Saturday. 10. I can get to the plant by underground. 11. I can go for a walk with you.

Ex. 8. Complete the situations as in the example:

Example:

It's dark, you (to read)
— It's dark, you can't read.

1. It's cold today, you (to go without your coat on). 2. It's raining today, we (to have a walk). 3. The box is too heavy, he (to carry it). 4. The meat is underdone, I (to eat it). 5. The water is too dirty, you (to drink it). 6. The text is too difficult, we (to translate it without a dictionary). 7. The shirt is not clean, Oleg (to put it on).

Ex. 9. Ask permission by making questions. Use the words in brackets as in the example:

Example:

I have done my exercises (to go out)
— May I go out?

1. I have done my morning exercises (to have breakfast). 2. He can't find his dictionary (to take yours). 3. They have already had dinner (to have a smoke). 4. He has already come (to come in). 5. They are waiting for you (to speak to you). 6. She is late (to come in). 7. Our lesson is over (to go to the refectory).

Ex. 10. a) Ask your teacher:

if you may have a break; if you may go to the refectory; if you may ask her a question; if you may look up a word in the dictionary; if you may go home; what time you may go home.

b) Ask your friend:

if she can cook well; what dishes she can cook; what she can prepare for dessert; if her mother can cook a lot of delicious things; what dishes they can serve at the canteen; if she can treat you to this cake; if she can offer you another cup of tea

Ex. 11. Express your surprise using the word *really* as in the example:

Example:

She can cook well.
— Can she really cook well?

1. She can bake your favourite cake. 2. He can come to dinner today. 3. He can invite you to a picnic. 4. He can be late for supper today. 5. He can go shopping with you today. 6. We can change the time of our meeting.

Ex. 12. Don't agree with the following statements. Use *I'm afraid* as in the example:

Example:

He can speak English well. — I'm afraid he can't speak English well.

1. He can translate this text without a dictionary. 2. He can go shopping today. 3. I can invite my friend to dinner. 4. They can spend their day off in the park. 5. He can go to the seaside in summer. 6. She can listen to the latest news over the radio to-day. 7. The students can read English books in the original.

Ex. 13. Complete the sentences and answer them:

1. Can you buy ...? 2. Can you cook ...? 3. Can you play ...? 4. Can you switch on ...? 5. Can we have breakfast ...? 6. Can you get ...? 7. Can they get up ...? 8. Can you spend your day off ...? 9. Can you go ...? 10. Can you invite ...?

Ex. 14. Answer the questions using the words given in brackets:

1. Who can go shopping? (Borys Lytvynov). 2. Who can cook well? (Helen Lytvynova). 3. Who can work at the plant? (Halina Klymenko). 4. Who can give lectures? (Peter Klymenko). 5. Who can spend a day off in the forest? (his children).

* * *

1. What can Helen Lytvynova do? (to cook). 2. What can Yuri Belov do? (to give lectures). 3. What can you do on your day off? (to go to the cinema). 4. Where can you go today? (to the supermarket).

* * *

1. What can you buy at the dairy? (some bottles of milk and a package of cheese). 2. What can you buy at the supermarket? (all the necessary foodstuffs). 3. What can they switch on? (the TV set). 4. What can they celebrate together? (Peter's birthday).

Ex. 15. Ask your class-mate:

when he can go shopping; when he can go to the supermarket; where he can buy all the necessary foodstuffs; when he can read a newspaper; what languages he can speak; how he can spend his day off.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Object to the following statements using one of the following phrases: *I don't think so; Are you sure? It's not quiteso:*

Example:

He can have lunch at 10 o'clock. — I don't think so. He can't have lunch at 10 o'clock.
--

1. They have gone shopping to the supermarket. 2. He has bought fish at the fishmonger's. 3. We can buy sausage and ham at the supermarket. 4. This week they have spent a lot of money on foodstuffs. 5. They have done their exercises at home. 6. He has switched the light on. 7. Halyna Klymenko has already arrived at the plant. 8. He has been to Kyiv twice. 9. Yuri Belov has already listened to the latest news over the radio.

Ex. 2. Express surprise at the following statements using the word *really* as in the example:

Example:

He has already returned home. — Has he really returned home?

1. I have bought all the necessary foodstuffs at the supermarket. 2. There is always a good choice of vegetables and fruit in this shop. 3. You can buy different kinds of meat at this butcher's. 4. I can go shopping today. 5. Helen Lytvynova has spent a lot of money on foodstuffs. 6. The delegation has already arrived in Kyiv. 7. They have had lunch at the restaurant. 8. Yuri Belov has already left for the University. 9. He has given two lectures on mathematics. 10. I have bought some new English books in the bookshop.

Ex. 3. Write down that a person has done and that he (she) can do something:

Example:

The girl leaves for work at 8 a. m. — The girl has already left for work. — She can leave for work only in 5 minutes.

1. She goes shopping to the supermarket every day. 2. He always buys a lot of foodstuffs there. 3. He puts all his purchases into the basket. 4. Ann has lunch at the canteen at 10

o'clock. 5. The Belovs invite guests to dinner. 6. Yuri Belov gives three lectures a week.

Ex. 4. Ask questions to have the following answers:

1. Yes, we have already bought some beef and pork. 2. Yes, of course. One can buy apples, lemons, tangerines, oranges and plums here. 3. Yes, there is always a good choice of foodstuffs at the grocer's. 4. No, Yuri Belov cannot give lectures on Sunday.

Ex. 5. a) Write down the 3 forms of the verbs and make up sentences with them:

to buy, to spend, to send, to sell, to go, to come, to have, to take, to see, to be, to meet, to put, to do, to make.

b) Make up sentences of your own with these verbs using the Present Perfect or the modal verb *can*.

Ex. 6. Complete the dialogues filling in the missing parts:

1

A. Where can I buy a box of sweets?

B. ...

A. Is there a good choice of sweets and cakes there?

B. ... Besides we can have a cup of coffee or a glass of tea.

A. Not a bad idea. ...

2

A. Have you got anything for supper?

B. ...

A. What about going to the grocer's? We can buy all the necessary foodstuffs there, can't we?

B. ...

A. What have you bought at the dairy?

B. ... And what about you? What have you bought?

A. ...

B. What about buying a few pounds of apples?

A. I'm all for it. ...

B. I've spent much money on my foodstuffs. And you?

A. ...

3

A. Where do you usually go shopping?

B. ...

A. Tomorrow is my wife's birthday. What about dropping in at the grocer's?

B. ...

A. Oh, there is always a good choice of foodstuffs there.

B. ...

A. I've already bought some meat, some fruit and vegetables and now I'm going to the dairy to buy milk and butter.

B. ...

Ex. 7. Supply prepositions and adverbs where necessary:

1. There is a nice grocer's not far ... our block of flats. There is always a good choice ... foodstuffs there. The Klymenkos often go shopping ... this grocer's. ... the baker's they always buy a loaf ... brown bread and some buns. Then they go ... the greengrocer's ... the corner. They take some bottles ... apple and grapes juice and some jars ... jam there. They are fond ... fish and they buy some tins ... fish ... the fishmonger's. Are the shops far ... your block of flats? ... whom did you go shopping yesterday? 2. She usually has lunch ... one o'clock ... the canteen. 3. She arrived ... her office ... 9 o'clock yesterday. 4. Have you listened ... the latest news ... the radio? When did you listen ... it? 5. Have you ever been ... Great Britain? 6. Prices ... foodstuffs ... Great Britain are very high and they constantly go ... It is difficult ... a middle-class family to make both ends meet.

Ex. 8. Supply the articles where necessary:

1. At half past 7 ... Lytvynovs left ... home. Their block of flats is only ten minutes' walk from ... station. 2. I got ... letter from my friend yesterday. He is ... student and lives in ... Petersburg. 3. Have you bought ... book ... teacher told us to buy? 4. ... girl reading ... English book is ... our student. 5. They didn't buy ... apples, but bought some bottles of ... tangerine juice and some jars of ... jam there. 6. When I was speaking to ... old man, ... other man wearing ... white shirt came up to us.

Ex. 9. Refer the statements to the Present Perfect Tense using the adverb *already* as in the example:

Example:

My brother is going to do the shopping. — My brother has already done the shopping.
--

1. They are going to have dinner at 2 o'clock. 2. What are you going to do? 3. I'm going to buy some foodstuffs. 4. His family is going to listen to the seven o'clock news. 5. I am going to clean the flat. 6. John is going to shave. 7. They are going to have a rest in the country. 8. Ann is going to switch on the light. 9. Who is going to have lunch? 10. They are going to stay out of town for a fortnight.

Ex. 10. Complete the following sentences:

1. I'm (not) going to ...
2. It has taken me ...
3. Has it taken you long to ...?
4. It is a pity you haven't ...
5. How clever of you to ...
6. Look here. Nick ...
7. How much money have you ...?
8. The bell hasn't ... yet.
9. I've done a lot to ...
10. I'm afraid ...

Ex. 11. Translate into English:

1. Ви вже зробили покупки? Де ви робили покупки?
2. Що ви купили в універсамі? Ви купили всі необхідні продукти?
3. Ви витратили багато грошей на продукти?
4. Що ви купили у м'ясному відділі (у хлібному, молочному відділах, у відділі «овочі і фрукти»)? Там гарний вибір продуктів?
5. Які ціни на продукти у Великобританії?
6. Я не можу дати вам цю книжку. Я її ще не прочитав.
7. Ви любите проводити свій вихідний день на свіжому повітрі?— Так. Але якщо погода погана, я вважаю за краще сидіти вдома.
8. Він уже прийшов в інститут? Скільки часу він витрачає, щоб дістатися до інституту?
9. Вечір. Юрій Белов щойно повернувся з роботи і слухає новини по радіо.
10. Галина Белова поставила вечерю на стіл. Вони збираються вечеряти.
11. Ви добре граєте в шахи?— Так.
12. Ви вже вирішили, де проведете наступний вихідний день?— Так. Я щойно повернувся з Москви і збираюся відвідати своїх друзів.

6. WRITTEN COMPOSITIONS

1. Make up a shopping list indicating what foodstuffs you'll buy this Sunday. Don't forget to indicate the quantity or containers (a kilo, a jar, a bottle etc.).
2. Continue this story:
We went down to the supermarket together on Thursday evening to buy food for the week. First we ...
3. Describe the shop where you usually do the shopping.

7. TALKING POINTS

Illustrative Conversations

1. *Read, learn and act out the following conversations:*

1

— I say. Victor, have you time to go to the supermarket with me?

- Why, yes. I'm quite free. Do you go shopping to the Supermarket?
- As a rule, we do. It's very convenient — there's a good choice of various foodstuffs there.
- But there are always crowds of people there. It takes so long to do the shopping.
- Oh no! All the goods are ready-packed, and there're quite a few cash-desks, too. Besides, one can buy various food-stuffs without going out.

It's very convenient.— Це дуже зручно.

It takes so long.— Витрачається так багато часу.

Quite a few cash-desks.— Досить багато касових апаратів.

2

- Here's a large Supermarket. What about dropping in?
- What are you going to buy there?
- Some meat, eggs and vegetables.
- Where do they sell vegetables here?
- No idea. It's the first time I'm here ... Oh, they sell vegetables and fruits over there.
- While we're here, let's buy some fresh bread. We've run out of bread at home.

No idea.— Уявлення не маю.

We've run out of bread.— У нас кінчився хліб.

3

(At a grocer's in Great Britain)

- Can I help you, sir?
- I'd like half a pound of Danish butter, half a pound of cheese, a quarter of tea, a pound of chocolate biscuits, a pound jar of black-currant jam, a tin of peaches a bottle of vinegar, a packet of frozen peas, 3 packets of mushroom soup, a bar of milk chocolate.
- Is that all?
- Let me have a look at my list ... Oh no, I'd like a pound of lean smoked bacon, please.
- Will this do? *(showing a piece of bacon)*
- No, it's much too fat. I'd better take some ham instead. How much is it?
- 93 p. a pound.
- That's rather expensive. I'd better take 12 ounces, please.

- Here you are.
- How much does it all come to?
- Two pounds thirty-five pence, please.

lean — пісний

fat — жирний

Will this do? — Цей (шматок) підійде?

1 pound — (міра ваги) — фунт = 450 gr.

1 pound = 16 ounces; 1 ounce = 28 gr.

How much does it all come to? — Скільки все це коштує?

p. — penny (pl. pence) — пені, пенс

round (грошова одиниця) — фунт = 100 пенсів

4

- Excuse me, do you sell granulated sugar?
- Yes, we do, but I'm afraid we've sold out at the moment.
- Nothing doing. I'll take a package of Indian tea.
- Anything else?
- A box of sweets and half a kilo of biscuits. Well, how much is that all?
- 500, please.
- Here you are.
- Here's the change, please. Thank you.
- Thank you.

We've sold out. — У нас закінчився (цукор).

Nothing doing. — Нічого не поробиш.

Here's the change. — Ось здача.

2. Fill in the missing parts, making use of the phrases from the lesson and illustrative conversations. You're allowed to make any changes in them if necessary:

1

- Where do you usually buy foodstuffs?
- ...
- Do you find it convenient?
- ...
- But there are always crowds of people there!
- ...

2

- Here's a large Supermarket. Let's drop in!
- ...
- Some sausage and cheese. Do you need anything?

— ...
— And then let's have a cup of coffee with cakes at the cafeteria.
— ...

3

— Excuse me, sir, where can I buy a box of chocolates?

— ...
— Can I have there a cup of coffee, too?

— ...
— Is the shop still open?
— ...

4

— Are you going to buy meat today?

— No ...

— What are you going to buy then?

— ...
— How about vegetables?
— ...

3. Role-play the following situations:

1. Ви прийшли до продовольчого магазину, ви збираєтеся купити масло і хліб. Поговоріть з продавцем.
2. Ви з товаришем обговорюєте питання, де краще купувати продукти — в універсамі чи в спеціальному магазині. Ви за універсам.
3. Ваша дружина погано себе почуває. Ви йдете в магазин за продуктами і купляете все необхідне. Поговоріть з продавцем.
4. Ви прийшли в овочевий магазин купити овочі: капусту, моркву, цибулю. Поговоріть з продавцем.
5. Ви з друзями влаштовуєте пікнік у неділю. Обговоріть, які продукти треба купувати, хто і де їх купуватиме, складіть список покупок.

8. SUPPLEMENT

Text 1

Read the story. Answer the questions which follow it:

At the Grocer's

Our friend has offered to take us with her when she went to do her shopping. We began in the shopping district where, as Kitty, our friend, says, she and her kind do more of what

they call «window shopping» — deciding what things in the shop windows they would like to be able to buy — than real shopping. Nowhere in England is class distinction to be seen so clearly than in the shops. On a large open corner stands a store, the windows of which run for fifty yards down one street and fifty down the other. We enter the department store, and Kitty suggests that we visit the food section.

The first thing that strikes us is its comparative emptiness. There are, indeed, two or three people at each counter. But no queues, no people in the centre of the shop. The customers are much more expensively dressed. We have been looking round. It is true that this store has all that can be in every grocery: tea, oatmeal, spices, cocoa, bacon, ham, butter, cheese and the rest.

«You needn't be surprised if I don't want to buy anything here», our friend put in. «This is far above folks like us». «But you can buy your tea and rice and things like that», we suggest. «Not me», she said, «the tea, and sugar, and rice are in special blends and packs and cost a good deal more than I pay». We notice that very little money changes hands; most of the customers pay monthly or quarterly. We pass on to another department. Expensive furs, beautiful evening frocks and cloaks, shoes of every pattern but all priced high.

The fish shops, of which there are always many in England, the people being great lovers of fish, are today closed, as always on Mondays, otherwise we should see good displays of hake, haddock, cod and herring for the working-class table. Studying the shop windows we realize that many of them are most attractively dressed. In the big stores materials are so well and tastefully displayed, that they look much better than they are. Tobacconist's shops we find very attractive, but our friend says we must drag ourselves away if we are to have time to visit our friends.

* * *

1. Why do Kitty and her kind do more window shopping than real shopping? 2. Why is class distinction seen clearly in a shop in England? 3. How do most of the customers pay there? 4. What can you tell us about the fish shops?

Text 2

Read the text and answer the following questions:

What's the difference between the local grocer's shops and big food stores?

In what way does a small local shop provide for personal contacts?

What can you tell us about the prices in different shops?

Food Shops

There is a great contrast between the local grocers' shops on the one hand and the big food stores on the other.

The local shops are, in general, small businesses with little capital, where members of the same family and one or two shop assistants work. The shop itself is generally rather small and overcrowded, because the shopkeeper cannot afford to rent large premises but must try, nevertheless, to stock a very wide assortment of goods to attract people. Some of the family groceries are so small that it is difficult for them to accommodate more than half a dozen customers at a time. However, the intimate atmosphere of a small local shop provides for personal contacts, not only between the shopkeeper and shop assistants and the customers, but also among the regular customers themselves.

The big food shops, the supermarkets, on the other hand, are large, modern and well organized, but at the same time somewhat soulless and impersonal. They are large-scale organizations with plenty of capital and bring their shareholders enormous profits. The big food stores employ a lot more staff than the family grocers' and are run by managers. Most of them are selfservice shops. In contrast to the small local shops they are comparatively spacious and well laid out, with the goods arranged tidily and attractively on long lines of shelves. Because of their greater size the big stores are able to offer a much wider selection of goods than their small competitors.

The prices in the small suburban shops are normally higher than in the big central food stores. They sometimes cut prices in the big food stores when it is necessary to attract more customers. It must be remembered, however, that price-cutting is not carried out in the interests of the customers but is simply a tactic in the drive for higher profits.

Working hours are also different. The big food shops open at 9 a. m. and close at 5.30 p. m. or 6 p. m. on weekdays (on Wednesday or Thursday they close at 1 p. m.); on Sundays they are closed the whole day. The small shopkeeper, however, opens at 8 p. m. or earlier, and often does not close

until 7 p. m or even later; he is usually open on Sunday mornings too.

The small shopkeeper treats his customers very carefully trying not to offend them. The politeness and friendliness are in many cases quite sincere, but frequently they are hollow and superficial.

Here is an example of a talk between a customer and the shopkeeper:

Shopkeeper: Good morning, sir. Lovely weather, isn't it, sir?

Customer: Lovely weather? It's far too hot for my liking.

— Can I help you?

— I'd like a jar of pickles and a pound of tomatoes — not too ripe.

— Yes, sir Certainly, sir. I'll pick out the very best. (*While selecting and weighing the tomatoes*). I saw your daughter with her children yesterday, sir. Two lovely kiddies and, so polite. You can certainly be proud of your grand-children sir.

— They're very spoilt. Their mother buys them everything they ask for.

— I quite agree, sir. Children nowadays are spoilt and I blame the parents ... Can I get you anything else, sir?

— No, that's all. (*He pays and is about to leave the shop*).

— Good-bye, sir. Much obliged to you. Remember me to your wife, sir.

UNIT 8

T o p i c: At a Department Store

G r a m m a r: 1. Degrees of Comparison of Adjectives. Comparative Structures

2. Infinitive Complexes

3. Attributive Subordinate Clauses

T e x t: Buying Things

1. BUYING THINGS

Today after classes I'm going to shop. Tomorrow is my wife's birthday. I'd like to buy a present for her. I'll probably go to the «Ukraina» department store which is in Peremoha Square. It's the largest department store in Kyiv. It's much larger than the store that's opposite our block of flats.



The choice of goods in the «Ukraina» store is wider than in small shops and it is easier to find the goods you need there.

But there are always crowds of people there, that's why we do our shopping in the store which is not far from our block of flats. There are fewer people there and they have a wide variety of goods in stock too. There are various departments in this store. They are a readymade clothes department, souvenirs, perfumery, haberdashery, footwear, drapery and children's goods. Almost every month we buy some things in the store.



Last Saturday I came across my friend Borys Lytvynov in the store. He wanted me to have a look at the suit he was going to buy. We went to the fitting room.

He tried it on. It was too large for him and to my mind it was not fashionable enough. I advised him to try on a suit of another style a size smaller. We found it great. It was just the thing. It fitted him fine and he bought it. Then he bought a cotton shirt and a tie to match the suit.

Today I've put aside everything and decided to go and buy some present for Halyna. I am not used to do the shopping alone and asked John Smith to go with me. I always find it difficult to make the right choice. I fancy it will be easier to choose a present together. I suppose I'll buy some piece of jewelry for her.



Last year I was in Great Britain on a business trip. On my last day in London I went shopping to Oxford street as it is one of the busiest trade centres in London.

The shops in Great Britain are always well stocked but the prices are too high. Most of the people were wandering from one department to another looking at various articles on the counters and rails.

First I bought some souvenirs for my wife and children. I bought some English books, an umbrella for Halyna, a pullover for Andrew, a woollen skirt for Ann. Then I made some purchases for myself. In the shoe department I tried on a pair of shoes. They were not too expensive and looked great. Unfortunately, they pinched a little, so I asked for another pair, a size larger. The shoes were just my size and I took them. Then I bought a raincoat which fitted me perfectly and was very much in the latest style. I also wanted to buy a shirt for my father but the one I liked very much was too loud for him in my opinion. I found it hard to choose a scarf as there was a great variety of them and I was at a loss which one to take. I also bought some souvenirs for my friends in the souvenirs department.

* * *

Do you often go shopping? Where do you usually shop? Do you find it difficult to shop in large stores? Why? Have you bought anything this week? What have you bought there? What do you want your friend to buy? Is there a wide choice of goods in the Central Department Store of Kyiv? You prefer to do your shopping in small shops, don't you? Why? What are you going to buy this week? Do you like anybody to accompany you when you go shopping? Why? What do you want your friend to buy for you on your birthday? What size do you take in shoes (suits)? I prefer to buy shoes a size larger,

what about you? I want you to buy a new hat. What do you think of it?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

I'd like to go to this department store.

It's the largest department store.

We usually shop in that smaller department store.

They have a wide variety of goods in stock there.

It's easier to find the goods you need there.

There are fewer people there.

The ready-made clothes department is as large as the haberdashery.

The footwear department is not so large as the children's goods department.

The drapery is the largest department.

The souvenirs department is smaller than the perfumery.

Have a look at this suit.

Where is the fitting room?

Will you try this suit on?

This suit is too large for you.

You'd better take a size smaller.

But it is fashionable (the latest style).

Try on that one a size smaller.

I find this suit great.

Do you find it necessary to buy it?

It fits you fine.

Я б хотів піти до цього універмагу.

Це найбільший універмаг.

Ми звичайно робимо покупки в тому, меншому універмазі.

У них великий вибір товарів.

Там легше знайти потрібні вам товари.

Там менше людей.

Відділ готового одягу такий же великий, як і відділ галантереї.

Відділ взуття не такий великий, як відділ дитячих товарів.

Відділ тканин найбільший.

Відділ сувенірів менший від парфюмерного відділу.

Подивіться на цей костюм.

Де примірючна?

Ви приміряєте цей костюм?

Цей костюм завеликий для вас.

Вам би краще взяти на розмір менший.

Але він модний (виготовлений за останньою модою).

Приміряйте той, що на розмір менший.

Я вважаю, що це прекрасний костюм.

Ви вважаєте, що його слід купити (взяти)?

Він вам якраз.

This tie matches the suit.

I find it difficult to choose a present alone.

It will be easier to make the right choice together.

Oxford street is one of the busiest trade centres of London.

The shops in Great Britain are well stocked.

The prices are high there.

I bought an umbrella and a pullover there.

I tried on a pair of shoes.

They looked great but pinched a little.

These shoes are not my size.

These are just my size.

I'll take these shoes.

They fit me perfectly.

This shirt is too loud for me.

I found it hard to choose a scarf.

Do you find it difficult to shop?

Is there a wide choice of goods in this store?

What do you want your friend to buy?

Do you want him to buy a new coat?

She made me try on the suit.

What do you think of my purchase?

Do you find this suit fashionable?

I don't find it necessary to buy it.

Цей галстук пасує до костюма (гармонує з костюмом).

Мені важко самому вибрати подарунок.

Легше буде вибрати разом.

Оксфордська вулиця — один з найбільших торговельних центрів Лондона.

У магазинах Великобританії багатий асортимент товарів.

Ціни там досить високі.

Я купив там парасольку і пуловер.

Я приміряв черевики.

Вони мали гарний вигляд, але були трохи тісні.

Це не мій розмір (черевики).

Ось якраз мій розмір.

Я візьму ці черевики.

Вони мені якраз.

Ця сорочка занадто яскрава для мене.

Мені було важко вибрати шарф.

Ви вважаєте обтяжливим ходити за покупками?

У цьому магазині широкий вибір товарів?

Що ви хочете, щоб ваш друг купив?

Ви хочете, щоб він купив нове пальто?

Вона наполягала на тому, щоб я примінив костюм.

Що ви думаєте про мою покупку?

Ви вважаєте цей костюм модним?

Я не вважаю за необхідне купувати його.

3. GRAMMAR STRUCTURES

1. Degrees of Comparison of Adjectives

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
adjective	a) adj. + er b) more + adj.	a) the + adj. + est b) the most + adj.
a) long	longer	the longest
big	bigger	the biggest
small	smaller	the smallest
easy	easier (than)	the easiest
narrow	narrower	the narrowest
clever	cleverer	the cleverest
simple	simpler	the simplest
few	fewer	the fewest
b) beautiful	more beautiful	the most beautiful
handsome	more handsome	the most handsome
difficult	more difficult (than)	the most difficult

2. Irregular Comparison of Adjectives (and Adverbs)

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
good well	better (than)	the best
bad badly	worse (than)	the worst
much many	more (than)	the most
little	less (than)	the least

3. Adjectives Which Have Two Forms of Comparison

<i>Positive Degree</i>	<i>Comparative Degree</i>	<i>Superlative Degree</i>
old	older	the oldest
	elder	the eldest
late	later	the latest
	latter	the last
near	nearer	the nearest
		the next
far	farther	the farthest
	further	the furthest

4. as ... as (так само ..., як) not so ... as (не так ..., як)

This room	is	as	large	as	that one
These flowers	are		beautiful		mine

This room	is not	so	large	as	that one
These flowers	are not		beautiful		hers

5. as many (much) ... as (стільки ж ..., скільки) the same (такий же, однаковий)

Nick has (hasn't)	as many	books pens friends relatives	as	his friend Dick has the others
	as much	money bread milk		

They	are	the same	size age height length
	have		amount of money, bread, etc.

6. many (much) — more; little — less; few(er)

Harry has	more books	than	Anna (has)	(with count-
	fewer friends		I (have)	able nouns)
	more money		me	(with unco-
	less bread		they (have)	untable nouns)

7. Ways of Emphasizing the Comparative Degree

This pencil is	much	better	
	far	shorter	
This text is		longer	
		more interesting	than that one
		more difficult	

He speaks	much	worse	than	I (do)
He does his work		better		she (does)
He does	much	more	than	I (do)
He works		less		she (does)

But: He has made many more (far more) mistakes than his friend

8. both ... and ... (і... і ...), (як ..., так і ...)

neither ... nor ... (ні ... ні ...)

either ... or ... (або ... або)

the more ... the more ... (чим більше ..., тим більше)

Both my husband and I like our new flat.
I know both English and French.

Neither my husband nor I like our new flat.
Neither I nor my husband likes our new flat.
The text is neither long nor short.
— I know neither French nor Spanish.

Either Nick or Bob can help you.
Give me either a red pencil or a blue one.

The more we study, the more we know.

9. Complex Object

I He Pete	want(s) wish(es) like(s) would like expect(s) know(s)	you him her them Pete	to do smth.
Ann We Nick	see(s) hear(s) watch(es) notice(s) feel(s) etc.	me us somebody	do smth.
The teacher	order(s) ask(s) tell(s) advise(s) allow(s)	the students	to do smth.
	let(s) make(s)		do smth.

10. Infinitive Structures ... it + adjective + to do smth. (after the verbs: to find, to think, to feel)

I They Our stu- dents My friends	find	hard easy interest- ing pleasant	learn read see play	English this book the film tennis
He Her son	it	possible useful	to translate	from Ukrai- nian into English
Her friend She Ann Nick	finds	useless necessary	discuss have do remem- ber	this question a cup of tea the morning exercises 10 words at once

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Complete these sentences in your own way using the degrees of comparison:

- a) ... is taller than ...
... is larger than ...
... is smaller than ...
... is easier than ...
... is shorter than ...
... is longer than ...
... is more beautiful than ...
... is less expensive than ...
... are lower than ...
... is younger than ...
- b) ... is the longest ...
... is the shortest ...
... are the best ...
... are the worst ...
... is the most beautiful ...
... is the largest ...
... is the eldest ...
... is the lowest ...
... is the youngest ...
- c) ... as large as as tall as ...
... as little as as interesting as ...
... as easy as as expensive as ...
... as small as not so tall as ...
- d) ... not so expensive as not so cheap as ...
... not so short as ...
... not so easy as ...

Ex. 2. Answer the following questions:

- a) 1. Is the «Ukraina» the largest department store in Kyiv?
2. Is the choice of goods in the store wider than in small shops?
3. Where is it easier to find the goods you need? 4. Is your coat as fashionable as Nick's? 5. What size do you take in coats? 6. I like a black coat more than a brown one. What about you? 7. Are your shoes more expensive than the foreign-made ones? 8. Aren't these shoes less fashionable than those ones? 9. Which is the largest department store in your street? 10. Which is one of the busiest trade centres in London?

* * *

- b) 1. Is this department store as big as that one? 2. Are books in Ukraine as expensive as books abroad? 3. Are you as busy

today as you were yesterday? 4. Is Lytvynov's wife as old as Ann? 5. Is this book as interesting as that one? 6. Is the weather as cold today as it was yesterday? 7. It is not so cold today as it was yesterday, is it?

* * *

c) 1. Which is bigger: a ship or a bus? 2. Which is longer: a mile or a kilometre? 3. Which is more difficult: to study English or to study German? 4. Which is better: this brown coat or that green one? 5. Which is better: spring or autumn? 6. Which is better: a car or a motor boat?

* * *

d) 1. Which do you like better: tea or coffee? 2. Which do you like better: black boots or brown boots? 3. Which do you like better: this red handbag or that blue one? 4. Which do you like better: fish or meat? 5. Which do you like better: opera or ballet? 6. Which do you like better: light music or classical music?

Ex. 3. Object to the following sentences as in the example. Use one of the following phrases: *I don't agree with you here. On the contrary. It's not quite so:*

Example:

This room is as big as yours. — I don't agree with you. This room is not so big as ours. This room is smaller than ours.

1. The choice of goods in small shops is as wide as in the «Ukraina» store. 2. It is as easy to buy the goods you need there as in the central department store. 3. The brown coat is as expensive as the black one. 4. This shirt is as loud for him as that one. 5. I am as busy today as you are. 6. Lesson 1 is as interesting as lesson 8. 7. My sister knows English as well as I do. 8. This boy is as tall as that one.

Ex. 4. Open the brackets using the necessary degree of comparison:

Example:

This is the (large) shop in our street. — This is the largest shop in our street.
--

1. The Lytvynovs prefer smaller shops to (large) ones. 2. It is (easy) to choose the goods you need there. 3. The shop-assistant is showing her a coat a size (large). 4. It is possible

to make it (short) at the tailor's. 5. They decided to buy this coat as it is (cheap). 6. Yuri Belov is the (old) in the family. 7. I think I am the (bad) dancer in the world. 8. I am (young) than my friend. 9. July is the (hot) month of the year. 10. This street is the (long) in our city.

Ex. 5. React to the following statements expressing surprise as in the example:

E x a m p l e:

I want you to read text 8. — Do you really want me to read text 8?

1. I want you to go shopping with me. 2. He wanted his friend to have a look at the suit. 3. He wants me to try that suit on. 4. She wanted me to buy a new tape-recorder. 5. We expect them to buy some souvenirs for their friends. 6. I want you to buy another pair of shoes. 7. I wanted Halyna to buy a nice skirt for her daughter. 8. I like you to wear this fashionable dress. 9. I would like you to buy this raincoat.

Ex. 6. Answer the following questions:

1. Do you like me to go shopping with you? 2. Do you want your friends to take you to the country by car? 3. Does your teacher like you to be late for classes? 4. Where do you want us to go after classes? 5. Does your teacher make you speak English? 6. What do you want your teacher to tell you? 7. What do you want your friends to do?

Ex. 7. Respond to the questions:

1. Do you want me to ask you questions? 2. Do you like me to speak English to you? 3. Do you want us to travel to the Crimea? 4. Did you want your friend to go to Poltava? 5. Would you like me to have a talk with you? 6. You don't want me to ask you more questions, do you?

Ex. 8. Ask your friend if he finds it difficult (possible, useful etc.) to do the following:

E x a m p l e:

to read this book. — Do you find it difficult to read this book?

to speak English, to study French, to read English papers, to translate the text, to play the piano, to do the morning exercises, to go shopping, to buy shoes for everyday wear, to swim in the sea, to walk in the park, to discuss some questions.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Fill in the blanks with *as ... as* or *not so ... as*:

1. This coat is ... expensive ... that one.
2. This department store is ... large ... the one which is in their block of flats.
3. This story is ... long ... that one, but it is not ... interesting.
4. The winter in Great Britain is ... cold ... in Ukraine
5. I have ... many books ... Yuri has.
6. His room is ... light ... mine.
7. Are there ... many places of interest in Odessa ... in Vinnytsia?
8. Have you got ... many friends in Kyiv ... you have in Lviv?
9. This year you don't work at your English ... much ... you did last year, do you?
10. This shop is ... large ... that one.

Ex. 2. Rewrite these sentences and use the correct form of the adjective given in brackets:

1. Which is the (big) department store in Kyiv?
2. Which is (good): to go shopping (early) in the morning or (late) in the daytime?
3. It is (cold) today than it was yesterday.
4. Summer is (warm) than winter.
5. These shoes are (expensive) than those shoes.
6. These are the (bad) shoes I have ever bought.
7. It is (dark) in our room than in theirs.
8. Our flat is (comfortable) than yours.
9. Summer is the (warm) of the four seasons.

Ex. 3. Write down the answers to the questions as in the example. Use the words in brackets:

Example:

What did you watch the children do? (play) — I watched them play in the garden.
--

1. What did you make your friend do? (to help me with my English)
2. What did they see the shop assistant do? (to choose a scarf for me).
3. What did you like to watch Maryna do? (to play the piano).
4. What did you hear the students do? (discuss a new film).
5. What did you let Oksana do? (to buy a new dress)

Ex. 4. Ask all possible questions about the sentences and put them down:

1. Mary wants her mother to buy her a new dress.
2. The teacher made her students read the text.
3. I've bought a foreign-made suit in the «Ukraina» store.
4. They can afford to buy a car

Ex. 5. Supply prepositions or adverbs where it is necessary:

1. ...Saturday the Lytvynovs usually go ...shopping.
2. There

is a large department store not far ... their place in ... Peremoha Square. 3. Here they are ... the department store walking ... one department ... another looking ... various goods ... the counters. 4. Borys Lytvynov wanted us to have a look ... the suit he was going to buy. 5. He went ... the fitting room to try it on. 6. His wife bought a pair ... shoes ... country wear. Unfortunately they pinched a little, so she asked ... another pair. 7. There was a good choice ... scarves and Boris was ... a loss which one to buy. 8. ... general he is not fond ... shopping.

Ex. 6. Insert the particle *to* in the Complex Object Construction where necessary:

1. The room made him ... feel comfortable. 2. They want me... go shopping on Sunday. 3. She felt her heart ... beat with joy. 4. When I heard him ... go downstairs I went down after him. 5. Suddenly he saw her ... rise and ... turn away. 6. Did you see Halyna ... enter or ... leave the house? 7. She made him ... see a doctor at once. 8. I don't expect you ... think ill of me. 9. I felt they expected me ... say clever things.

Ex. 7. Translate from Ukrainian into English:

1. Цей магазин не такий великий, як той. 2. Він не такий енергійний, як його брат. 3. Її робота не така цікава, як моя. 4. Цей будинок не такий великий, як наш. 5. Його книга не така цікава, як моя. 6. Його кімната гірша за нашу. 7. Волга довша (більша) за Дніпро. 8. Я старший від своєї дружини на 5 років. 9. Він найстарший у сім'ї. 10. Сьогодні так само холодно, як і вчора. 11. Ця книга така ж легка, як і та. 12. Твоя блакитна сукня краща за білу. 13. Їхні відповіді (най)кращі у групі. 14. Ця аудиторія менша від нашої. 15. Цей хлопчик — найгірший учень в класі. 16. Хто вважається найкращим студентом вашої групи? 17. Німецька мова важча від англійської. 18. Це правило таке ж просте, як і те, яке ви вже знаєте. 19. Цей шлях найкоротший. 20. Мені хотілося б щоб ви купили ці черевики. 21. Я хочу, щоб ви поглянули на мій костюм. 22. Мені хотілося, щоб ви пішли зі мною за покупками.

6. WRITTEN COMPOSITIONS

1. Describe a department store in your city.
2. Describe your latest visit to the department store.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations;

1

- Can I help you?
 - Could you show us that perfume over there? How much does it cost?
 - 25 roubles.
 - It's too expensive.
 - I don't think so. It's French perfume and it smells nice.
 - O. K. I'll take it.
- It smells nice.**— Вони приємно пахнуть.

2

- I'd like a grey suit, please.
- Very well, sir. What size do you take in suits?
- I'm not quite sure. Besides sizes differ in different countries. I'd better try it on.
- Here are the latest styles ... I think this one will fit you. You can change in the fitting-booth over there.
- Thank you.

the latest styles — останні моделі.

You can change.— Ви можете переодягтися.

3

- How do you find me, Victor? Does it suit me?
 - Oh, yes, you look elegant in it. But it seems to me it's a bit too loose in the shoulders.
 - I wouldn't say that. I feel comfortable in it. I wonder how much it is.
 - 180 roubles.
 - A bit too expensive. But all the same I'm going to take it. I like the style and the colour. Besides, it's pure wool. (to the shop-assistant). I'm taking it. Where do I pay?
- Shop-assistant:** This way, at the desk, please.
- And now you want a shirt and a tie to go with your new suit.
 - I have a new shirt and a tie. I think they'll match the suit perfectly.
 - Then let's drop in at the shoe-department. I need shoes for everyday wear.

a bit too loose in the shoulders — трохи вільно в плечах

But all the same ... — Та все одно ...

pure wool — чиста вовна

to go with = to match — відповідати, пасувати

to drop in — заглянути, заскочити

4

— I want a pair of walking shoes, please. My size is 42.

— Will you try these on?

— Oh, no, I don't want laced shoes. I want moccasins.

— Very well. Here are the moccasins. What do you think of them?

— They are too narrow. The right one pinches me terribly.

— But they'll get a little larger with wear.

— Please show me another pair.

— Shall I get you size 43? Perhaps 42 is too small.

— No, 42 is my size. But I don't like these pointed toes.

Will you show me shoes with square or round toes?

— Here you are. Try this pair on, will you?

— These shoes are just my size. I'll take this pair and a box of boot polish. How much do I owe you?

— 47 roubles, please.

laced shoes — черевики з шнурками

pointed shoes — «гостроносі» черевики

They'll get a little larger with wear. — Вони трохи розно-сяться.

boot polish — крем для взуття

2. *Fill in the missing parts using words and phrases from the lesson and illustrative conversations. You are allowed to make any changes.*

1

— Can I help you?

— ...

— What's your size?

— ...

— Then will you try this suit on?

— ...

— It's over there to the right.

2

— How do you find this suit?

— ...

— I wouldn't say that. How much is it?

— ...
— A bit too expensive. But all the same I'm going to take it.

3

— ...
— What is your size in shoes?

— ...
— Try on these shoes, please. How do you feel in them?

— ...
— All right. Here is another pair.

— ...
— Shall I get you size 43? Perhaps, 42 is too small.

— ...
— Will you try this pair on?

— ...

4

— I'd like a shirt to match a dark grey suit.

— ...
— I take size 42 in collar.

— ...
— No, it's too loud. Show me something in blue.

— ...
— Oh, this is just the thing I want.

3. Role-play the following situations:

1. Вам треба купити подарунок другуві на день народження. Порадьтеся з однокурсником, що можна було б купити.
2. Попросіть товариша допомогти вам: а) вибрати костюм; б) вибрати сорочку; в) підібрати взуття.
3. Ваш товариш вперше у вашому місті. Він не знає, де можна придбати ті чи інші товари. Ви розповідаєте йому про це.
4. Поговоріть з продавцем. Ви збираєтеся купити костюм, сорочку і черевики.

9. SUPPLEMENT

Text 1

Read the story and: a) tell us in what street, in what store you can buy fashionable clothes and footwear; b) enumerate the goods they sell in London stores:

Superb Shopping

Whether or not you're coming to London for a spending spree the main shopping streets should be on your list of sights to see. They are as follows:

Oxford Street. A wide selection of fashion boutiques and shoe shops, big department stores and the Oxford Walk arcade.

South Motton Street, off Oxford Street, is a delightful pedestrian thoroughfare full of character. The shops are beautiful and exclusive.

Bond Street has nearly 200 shops to choose from, selling everything from fine china, glass, antiques and cloth to exquisite clothes and shoes.

Regent Street is a handsome street containing several wellknown department stores famous for beautiful fabrics, china, glass, silver and jewellery specialists.

The oldest bookshop in London is in Piccadilly, the most beautiful perfumer is in Jermyn Street, the place for musical instruments, books old and new is Charing Cross Road.

They sell electronic and hi-fi equipment as well as top-quality modern furniture in Tottenham Court Road. (*From «Invitation to Beautiful Britain», Published by BTA, 1984, London*).

Text 2

Why does the author say that «Harrods» is a different world for a million reasons? What special services does the shop «Harrods» offer?

Harrods

Welcome to Harrods — a different world for a million reasons. Harrods is the largest store in Europe with goods displayed in 60 windows and 5 hectares and a half of selling space. In one year over 14 million purchases are made in the 214 departments where you can buy anything from a pin to an elephant. It is Harrods' policy to stock a wide and exciting range of goods in every department, to give the customer a choice of goods which is unique in its variety and which no other store can offer. For example, Harrods stocks 450 different cheeses, 500 types of shirts and 9000 ties to go with them, 8000 dresses and 150 different pianos, etc.

Harrods also offers a number of special services to its customers including a bank, an insurance department, a travel agency, London's last circulating library, a theatre ticket agency and a funeral service. £ 40 million worth of goods are exported annually from Harrods. The Export Department can deal with any customer's purchase or order and will pack and send goods to any address in the world. Recently, for example, six bread rolls were sent to New York, a handkerchief to Los Angeles, a pound of sausages to a yacht anchored in the Mediterranean, a Persian carpet to Iran and a £ 5000 chess set to Australia. Harrods has a world-wide reputation for first-class service. It has a staff of 4000, rising to 6000 at Christmas time.

A morning spent strolling round Harrods is guaranteed to give any shopper an appetite and to feed its customers. Harrods has six restaurants, some bars and tea-rooms. If you feel like a drink you can choose between the pub atmosphere of the Green Man Tavern and the sophistication of the Cocktail Lounge. Harrods truly is a different world.

*(From «Invitation to Beautiful Britain»,
Published by BTA, 1984, London).*

UNIT 9

Topic: Meals

Grammar: 2. The Gerund in the Function of an Object
2. The Participle in the Function of an Attribute

Text: We've Invited Guests to Dinner

1. WE'VE INVITED GUESTS TO DINNER

Today we are expecting guests. We have invited the Lytvynovs and John Smith to dinner. Personally I enjoy having square meals. I like a substantial dinner but unfortunately dislike green vegetables. I'm especially fond of Ukrainian national dishes. Halyna is very good at cooking them although she has a small dinner, as a rule. She is on a slimming diet.



She does not eat potatoes, bread and desserts. She prefers to have tea or coffee without sugar.

The Lytvynovs and John Smith promised to come a 5 p. m. today. Halyna has cooked the Ukrainian borsch, chops, varenyks with cherries, some salads and other delicious things. She enjoys cooking. I hope we'll talk about Ukrainian, and English national cuisines.

The Britons are very particular about the meal time. They usually have breakfast from any time until nine o'clock, lunch between 12 and 3, tea at 5 o'clock and dinner between 7 and 9 p. m.

Breakfast is usually standard everywhere and consists of a glass of orange or grape juice, then cornflakes sprinkled with sugar and milk, then an omelette with a tiny slice of well fried bacon. Then they drink tea or coffee with toast and marmalade, which is a kind of orange jam.

English tea is quite different from Ukrainian tea. If they usually serve coffee white or black, that is with or without milk, they always serve tea with milk. Their tea is so strong that pouring it into a cup together with a little milk you get a brownish liquid looking like weak coffee with milk. One can hardly call afternoon tea a meal because it is more of a social occasion for those who are well-to-do. Friends come in then for a chat while they have their cup of tea and cake.

Lunch is more like our dinner as it is the meal at which they sometimes serve soup. Sometimes they even call it dinner. They serve a very small amount of soup, it just covers the bottom of the plate. Then follows meat or fish and a sweet dish (a pudding or fruit). At the end of the meal they serve different kinds of cheese.

The midday meal is the main meal of the day. Those who work usually find it impossible to come home for lunch. So

they go to a cafe, a restaurant or a factory canteen, but they never miss a meal or put it off until a more convenient time. Even in the train if one travels for only two hours and it is lunch time, well-to-do passengers go to the dining car to have a meal.

Dinner is much the same as lunch but they do not often eat soup at dinner. But sometimes when they have guests dinner is the biggest meal and they may have some roast meat, fish, potatoes and vegetables and fruit.

Supper usually means a very small evening meal. In the evening one may have either supper or dinner. Thus both supper and dinner are evening meals. For supper they usually have either an omelette or sausages, sometimes bacon and eggs and sometimes just bread and cheese and a cup of tea or coffee.

* * *

How many meals a day do you usually have? What do you prefer to have for breakfast? You don't have dinner at home, do you? Do you like to have meals at a restaurant? Which is your favourite dish? Do your friends often invite you to have supper together? What are you going to have for supper today?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

How many meals a day do you have?	Скільки разів на день ви їсте?
We have breakfast in the morning.	Ми снідаємо вранці.
Where do you have dinner?	Де ви обідаєте?
I have dinner at the canteen.	Я обідаю в їдальні.
You have supper at home, don't you?	Ви вечеряєте вдома, чи не так?
Peter Klymenko has supper at home.	Петро Клименко вечеряє вдома.
I am hungry.	Я голодний.
I enjoy having square meals in the evening.	Я люблю добре попоїсти ввечері.
I prefer substantial (square, big) meals.	Я люблю як слід попоїсти.

I dislike green vegetables.
She is fond of fish dishes.

She is on (keeps to) a diet.
My mother is fond of cooking
our national dishes.
She is good at cooking them.
They serve good food at this
restaurant.

I think of having dinner
there.

We prefer to have coffee
with cakes.

Thank you for inviting me
to dinner.

I'd like a glass of orange juice.

I'm thirsty.

Some more tea?

Another cup of tea?

Yes, please. And a tiny slice
of lemon.

The bacon is well fried.

The toast is delicious.

Let's start with soup.

Let's take soup to start with.

Then I'll take a meat or fish
dish.

What about having some
more salad?

No, thank you.

Pass me a cake, please.

Help yourself to this pudding,
please.

It's too sweet.

The meat is too fat.

The soup is too hot.

The tea is too cold.

This herring is too salty.

The meat is overdone.

Я не люблю свіжих овочів.
Вона дуже любить рибні
страви.

Вона дотримується дієти.
Моя мама любить готувати
наші національні страви.
Вона добре їх готує.

У цьому ресторані добре
готують.

Я думаю пообідати там.

Ми вважаємо за краще пити
каву з тістечками.

Дякуємо за запрошення на
обід.

Я хотів би випити склянку
апелсинового соку.

Я хочу пити.

Вам долити чаю? Ще чаю?

Ще одну чашку чаю?

Так, будь ласка. І шматочок
лимона.

Шинка добре засмажена.

Грінки смачні.

Почнемо з супу.

Потім я візьму м'ясну або
рибну страву.

Чи не взяти нам ще салату?

Ні. Дякую.

Подайте мені тістечко, будь
ласка.

Візьміть, будь ласка, пудинг.

Він занадто солодкий.

М'ясо занадто жирне.

Суп занадто гарячий.

Чай занадто холодний.

Цей оселедець занадто солоний.

М'ясо переварене (пересмажене).

The meat is underdone.

We are expecting guests to dinner.

Halyna will cook some delicious dishes.

I want her to cook chops, to make salad, to bake an apple-pie.

We'll talk about English national cuisine.

Borshch and varenyks are Ukrainian national dishes.

I like pies filled with meat (cabbage, rice, fish, jam).

I prefer to have stewed fruit for afters (for dessert)

I'm fond of pancakes with honey.

The Britons are particular about the meal time.

They usually have cornflakes sprinkled with sugar and milk for breakfast.

I prefer to have tea without sugar.

М'ясо недоварене (недосмажене).

Ми чекаємо гостей до обіду.

У нас будуть гості на обід.

Галина приготує щось смачне.

Я хочу, щоб вона приготувала відбивні, зробила салат, спекла яблучний пиріг.

Ми поговоримо про англійську національну кухню.

Борщ і вареники — українські національні страви.

Я люблю пиріжки з м'ясом (капустою, рисом, рибою, повидлом).

Мені краще компот на десерт.

Я дуже люблю млинці з медом.

Англійці строго дотримуються часу прийому їжі.

Вони звичайно їдять на сніданок кукурудзяні пластівці, посипані цукром і залиті молоком.

Я люблю більше чай без цукру.

3. GRAMMAR STRUCTURES

1. Functions of the Gerund in a sentence

a) **Cooking** delicious dishes is Halyna's hobby.

subject

Having meals in time is important for everybody's health.

b) She prefers **having** tea without sugar.

direct object

Nick enjoys **eating** square meals.

- | | |
|---|---|
| c) Galyna is good at cooking Ukrainian national dishes.
Thank you for inviting me to dinner. | prepositional
object |
| d) They started exchanging opinions on English national cuisine.
Stop eating potatoes, bread and deserts.
She went on keeping to a diet. | after the verbs:
to begin
to start
to continue
to go on
to stop
to finish |
| e) She had no possibility of having lunch.
There was no chance of having dinner at the restaurant. | attribute |
| f) I usually have a walk after having supper.
After coming home from my office I had supper. | an adverbial
modifier of
time after
prepositions |

2. Participle I in the Function of an Attribute and an Adverbial Modifier

1. ... a brownish liquid **looking** like weak coffee ...
2. ... **pouring** tea into a cup together with a little milk you get a brownish liquid.

Note. As a modifier of a noun Participle I can be used in the function of an attribute. When Participle I is connected with a verb it is used in the function of an adverbial modifier

3. Participle II in the Function of an Attribute

- | |
|---|
| <ol style="list-style-type: none"> 1. ... well fried bacon. 2. Conflakes sprinkled with sugar and milk. |
|---|

Note. When used as an attribute Participle II can proceed or follow the noun.

Note. The Gerund as well as the noun may be defined by a possessive pronoun or a noun in the possessive case:

I insist on **her** keeping to a diet.

Thank you for **your** coming in time.

I know nothing about **Nick's** arriving in Kyiv.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Express your surprise as in the example:

Example:

She enjoys cooking. — Does she really enjoy cooking? — But she doesn't enjoy cooking.

1. He is fond of inviting guests to his birthday party. 2. They started discussing the list of guests. 3. Anna enjoys having strong tea. 4. Halyna prefers having tea without sugar. 5. She thinks of going to a cafe to have lunch. 6. She stopped keeping to a diet. 7. Her friend gave up eating potatoes and bread. 8. They were interested in speaking about English meals. 9. They went on having lunch at the University refectory. 10. She had a chance of visiting Great Britain.

Ex. 2. Disagree with the following statements. Make use of the words given in brackets. Use the phrases *It's not quite so, I'm afraid you are wrong*, etc:

Example:

She is fond of cooking (to read). — It's not quite so (I'm afraid you are not quite right). She is fond of reading.
--

1. We like having dinner at a restaurant (to have dinner at home). 2. He is fond of going to the canteen (to go to the restaurant). 3. She enjoys having square meals (to have a small dinner). 4. She prefers eating potatoes, bread and deserts (to slim). 5. He thought of inviting his friends to dinner (to have dinner at his friends'). 6. We were busy discussing the list of dishes to order (to discuss the prices on foodstuffs). 7. She thanked me for inviting her to dinner (to give her a cup of coffee). 8. He succeeded in making an interesting report (to write an interesting article).

Ex. 3. Complete these sentences in your own way using ing-forms as in the example:

Example:

She enjoys ... — She enjoys having square meals.

1. John Smith doesn't like ... 2. Have you finished ...? 3. I am fond of ... 4. When I came into the room the children stopped ... 5. They will know much about England after ... 6. At home they started... 7. Ivan doesn't object to ... 8. He suc-

ceeded in ... 9. Thank you for ... 10. He began his working day by ... 11. She left the room without ... 12. Do you mind my ...? 13. She insisted on ... 14. He has given up ... 15. I suggest ...

Ex. 4. While answering the following questions give information about yourself:

1. Who is good at cooking? 2. Do you enjoy having square meals? 3. Are you fond of inviting guests to your birthday party? 4. What should you do to succeed in slimming? 5. Where do you prefer to celebrate your birthday? 6. Do you mind booking a table for two at the restaurant «Kyiv»? 7. What dishes would you like to order? 8. Did you have any opportunity of getting acquainted with some national English meals? 9. What do you think of inviting Peter Klymenko to your birthday party? 10. Do you remember telling him about English national dishes?

Ex. 5. Say what you thanked the people for as in the examples

Example:

They invited me to dinner.
— I thanked them for inviting me to dinner.

1. He invited me to his birthday party. 2. They served tea with milk. 3. Halyna cooked some delicious Ukrainian dishes. 4. She poured some tea into my cup. 5. She bought very fresh vegetables at the greengrocer's for us. 6. She told me about Georgian cuisine.

Ex. 6. Respond to the following questions and say when you will do this or that using the verbs given in brackets. Mind the gerund after the prepositions *before* and *after* as in the example:

Example:

Shall we discuss the play (to read)?
— Yes, we'll discuss it after reading it.
Will you read the play in the original? (to go to the theatre)
— Yes, I'll do it before going to the theatre.

1. Will you show how to make this cake? (to go to the shop)
2. Will you invite your friends to your birthday party? (to book a table at the restaurant)
3. Will you go to the cafe with me? (to do homework)
4. Will you go sightseeing with me?

(to have dinner). 5. Will you serve tea? (to make it) 6. Will you go to a factory canteen? (to finish my work) 7. Will you cook dinner? (to go shopping).

Ex. 7. Answering the questions say what you enjoy (are fond of) doing as in the example:

E x a m p l e:

Do you like to travel by sea?
— Yes, I enjoy (am fond of) travelling by sea.

1. Do you like to treat your friends to Ukrainian national dishes? 2. Do you like to have lunch at home? 3. Do you like to go shopping on your day off? 4. Do you like to have tea or coffee? 5. Do you like to receive guests at home? 6. Do you like to have substantial meals? 7. Do you like to cook delicious dishes?

Ex. 8. Explain why you can't do this or that using the gerund after *to be busy* as in the example:

E x a m p l e:

Why can't you have dinner? (to work at the text)
— Because I am busy working at the text.

1. Why can't you come to see us now? (to do the room) 2. Why can't you go shopping with us now? (to pack the things) 3. Why can't you sit with us at table? (to pour tea) 4. Why can't you come to our place to have tea with us? (to write a letter) 5. Why can't you answer the telephone? (to read a book) 6. Why can't you start making supper? (to write a report)

Ex. 9. Ask about the following statements by using the gerund. Start with *Is it worth ...?*

E x a m p l e:

I've seen this film.
— Is it worth seeing?

1. We discussed Ukrainian and English cuisines. 2. They tasted her new cake. 3. I advise you to taste these green vegetables. 4. You should go and see this play. 5. I've seen the exhibition in the Ukrainian museum. 6. I went to the «Kyiv» restaurant to have lunch yesterday. 7. I've read the new novel by O. Zabuzhko.

Ex. 10. React to the following:

1. What about having lunch together? 2. Let's have lunch at that canteen. 3. I'm not sure they serve good food there.

4. What shall we start with? And to follow? 5. How do you find this beefsteak? 6. It's a little underdone, isn't it? 7. Will you pass me the salt? 8. Pass me that salad. 9. The lunch was delicious.

Ex. 11. Using the gerund tell us:

what you enjoy doing, where you prefer having meals, what you are fond of doing, what you find worth doing, what you are busy doing now, when you like having coffee.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Translate into English using the Gerund:

1. Я дуже люблю (готувати, слухати музику, купатися в морі влітку, читати цікаві книжки, подорожувати).
2. Ви вже почали (готувати обід, дотримуватися дієти, пити чай, їсти свіжі фрукти).
3. Я не проти того, щоб (піти сьогодні пообідати з вами в їдальні, покуштувати український борщ, випити чашку кави).
4. Він ще не закінчив (обідати, пити чай, готувати вечерю).
5. Дякую за те, що (запрошуєте мене на день народження, відвідуєте нас, пригощаєте нас чаєм).

Ex. 2. Translate the following word-combinations into English using Participle I:

Літак, що летить. Сонце, що сідає. Чоловік, який сидить за столом. Дівчина, яка несе торт. Жінка, яка варить обід. Студенти, які вивчають англійську мову. Люди, що купують фрукти та овочі. Дитина, що спить. Продукти, що ми купуємо. Чоловік, що веде машину. Хлопчик, що біжить.

Ex. 3. Complete the following sentences in your own way:

Example:

The man crossing the street is ... — The man crossing the street is a friend of mine.
--

- a) 1. The girl cooking dinner is ... 2. The boy going to the factory canteen is ... 3. The girl waiting for me in the entrance-hall is ... 4. The men discussing their monthly budget are ... 5. The men drinking coffee are ... 6. The man serving tea is ... 7. The person driving a car is ... 8. The people swimming in the river are ... 9. The girl typing papers is ... 10. The man studying something is ... 11. The boy drawing pictures is ...

- b) 1. He stopped ... 2. Let's go on ... 3. Everybody enjoyed ... 4. I don't mind ... 5. It's no use ... 6. The film is worth ... 7. My watch needs ... 8. He left the room without ... 9. They think of ... 10. Before ... I listen to the latest news. 11. Yesterday I had the pleasure of ... 12. He liked the idea of ... 13. They looked at each other without ... 14. Thank you for ... 15. He hasn't succeeded in ...

Ex. 4. Make up tag questions by adding tags to the following statements:

1. She enjoys listening to music, ...? 2. She is fond of cooking, ...? 3. Borys didn't object to going to the restaurant, ...? 4. The English are very particular about their meals, ...? 5. They usually have breakfast from any time until 9 o'clock, ...? 6. They serve a very small amount of soup, ...? 7. Both supper and dinner are evening meals, ...? 8. Last Sunday the Klymenkos invited their friends to dinner, ...? 9. She had dinner at that cafe, ...? 10. He doesn't eat green vegetables, ...? 11. She drinks tea without sugar, ...? 12. After dinner they'll go sightseeing, ...? 13. She has cooked some national Ukrainian dishes, ...? 14. They have already had supper, ...?

Ex. 5. Complete the dialogues in writing:

A. Will you join me for lunch?

B. ...

A. What a pity! I hate the idea of having lunch alone.

B. ...

A. Agreed. We'll make it tomorrow.

A. ...

B. Sounds not a bad idea at all.

A. ...

B. I'm all for it. I'm as hungry as a hunter.

Ex. 6. Answer the following why-questions in writing using the gerund after the words suggested:

Example:

Why are you on a diet? (to be afraid of) — Because I'm afraid of putting on weight.
--

1. Why do you have tea without sugar? (to prefer). 2. Why do you like to have square meals? (to be fond of). 3. Why does she have a small dinner? (to be afraid of) 4. Why don't

you want to go to the museum? (to be tired of) 5. Why aren't you eating porridge? (to dislike) 6. Why didn't you ask Peter to help you? (he's busy) 7. Why do you want to order a fish dish? (to enjoy).

Ex. 7. Translate into English:

1. Ви вже пообідали? Я пообідав півгодини тому. 2. Ви завжди обідаєте вдома, чи не так? На жаль, ні. Я часто обідаю в нашій їдальні. 3. Що ви готували, коли я до вас прийшов? Я готувала смачний український борщ. Думаю, його варто покуштувати. 4. Як щодо того, щоб попоїсти? Я не проти того, щоб пообідати разом з вами. 5. Що ви вважаєте за краще взяти на третє? Я люблю каву. 6. Галина дуже добре готує, але сама мало їсть, бо хоче схуднути. Вона дотримується дієти. 7. Я не раджу вам їсти картоплю, хліб і солодкі страви, якщо ви хочете схуднути. 8. У цьому ресторані гарне обслуговування. Я люблю ходити сюди з друзями. Тут добре готують національні українські страви.

6. WRITTEN COMPOSITIONS

1. Describe the meals you have during a day.
2. Describe Ukrainian cuisine.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations:

1

- I'm thirsty. I'd love a cold drink.
- And I'm not. I had a drink at a cafe.
- Did you have anything to eat?
- No, I didn't have any food. I wasn't very hungry then. Besides I enjoy square meals. I didn't want to spoil my appetite by having a snack in a cafe.
- Are you hungry now?
- Hungry as a hunter.
- Would you care to have lunch at a restaurant?
- With pleasure.

I didn't want to spoil the appetite by having a snack/bite in a cafe. — Я не хотів псувати апетит, перекусивши в кафе.

Hungry as a hunter. — Голодний, як вовк.

Would you care ...? — Ти хочеш (ти не проти) ...?

- Here is a restaurant. I hope they serve good meals here.
- Won't it be too expensive?
- No, the prices here are quite reasonable. It won't be much more expensive than a cafeteria. There'll be fewer people and we'll have a better service. Besides, I see it has a license.
- A license? What does it mean?
- It means they serve wine, cognac and so on but only at certain hours. And they won't serve you unless you're over 18.
- Well, we are much older than that.

Do they serve good meals (food) here. — ... тут добре готують.
The prices here are quite reasonable. — Ціни тут цілком прийнятні.

Waiter: A table for two?

- Yes, please. By the window. And the menu, please.
- Is there anything to your liking on the menu?
- Oh, yes, many things. Let's have some clear soup, perhaps?
- I don't think I'll have any soup. I'd rather have some vegetable salad to start with.
- Let's have some sliced cucumbers and tomatoes with sour-cream, as a starter.
- I don't mind. Then I'll have roast-beef with new potatoes and peas, jam tart and iced coffee.
- Same for me. There's nothing like a juicy piece of roast-beef, just slightly underdone.

Waiter: Shall I get you anything to drink?

- What do you say to a bottle of beer?
- No beer, thanks. I prefer a glass of mineral water or just a cup of tea.
- All right. A glass of mineral water and apple juice for me then. And iced coffee for two.

Is there anything to your liking on the menu? — Чи є в меню те, що тобі подобається?

There's nothing like ... — Немає нічого смачнішого від ...

What do you say to ... — Як щодо ...

iced coffee — кава глясе

- It's 8 p. m. High time for supper.
- Well, I could do with a bite. I don't eat much in the evening. Some light meal, perhaps.
- What do you usually have for supper?
- A cup of tea and a sandwich, or a glass of milk and a biscuit.
- I prefer something more substantial, say, a chop or steak and chips or cold meat with potatoes, or sausages, or an omelette with tea or coffee to follow.
- Then you should take a good stroll after supper. As an English saying goes, «After dinner sleep a while, after supper walk a mile».

I could do with a bite. — Я не проти, щоб перекусити (щоб щось з'їсти).

You should take a good stroll. — Вам слід добре погуляти.

- What would you like for dinner? Shall we dine table d'hôte or á la carte?
- What have they got for table d'hôte?
- Clear soup with chicken, steamed fish with mashed potatoes and coffee.
- I don't care for fish. Let's see what they've got for á la carte.
- There's a great variety of dishes: boiled meat, beefsteak, rumpsteak, cutlets. There's poultry, too: chicken and goose. Which would you like?
- And what do they have for afters?
- Ice-cream, pastry, fresh fruit, jelly and tea.
- Then I'll have beefsteak with fried potatoes and an ice.
- As I'm hungry as a hunter, I could do with a square meal. I'll have a clear soup with a meat pie, a rumpsteak with stewed cabbage, a couple of cakes and tea with a slice of lemon.
- I'm thirsty, but I don't feel like drinking tea.
- Care for some lemonade?
- Yes, please.

Shall we dine table d'hôte or á la carte? — Візьмемо комплексний обід чи замовимо за меню?

I don't care for fish. — Я не люблю рибу.

an ice = ice-cream — морозиво

... but I don't feel like drinking tea. — ... але я не хочу чаю.

2. Fill in the missing parts, making use of the words and phrases from the text and illustrative conversations. You're allowed to make any changes.

1

- I say, Victor, what do you say to having dinner together?
— ...
— Here's a restaurant. They serve good meals there.
— ...
— No, the prices are quite reasonable there ... Here we are. Where would you like to sit?
— ...

2

- Is there anything to your liking on the menu?
— ...
— I don't think I'll have some soup. I'd rather have some meat salad as a starter. What about you?
— ...
— Then I'll have roast-beef with fried potatoes, jam tart and iced coffee.
— ...
— Shall we drink anything?
— ...

3

- How about having lunch?
— ...
— What are we going to have?
— ...
— Do you like your tea strong or weak?
— ...
— Do you take it with milk or with lemon?
— ...
— Here you are. And help yourself to a pie. They're apple-pies. Very delicious indeed.

— I say, Nick. It's 8 p. m. I'm hungry. Will you join me for supper?

...

— What do you usually have for supper, then?

...

— And I prefer something substantial, say, sausage or cold meat, or an omelette with tea or coffee, to follow.

...

5

— How do you find this meat?

...

— Yes, indeed. It's excellent. What would you like for afters?

...

— I'll follow suit. Do you care for a drink?

...

8. *Role-play the following situations.*

1. Час обідати. Запросіть свого приятеля приєднатися до нас.
2. Ви пропонуєте приятелю пообідати в ресторані, а не в їдальні. Наведіть докази на користь обіду в ресторані.
3. Ви з приятелем у кафе. Обговоріть, що ви збираєтесь замовляти.
4. Ви прийшли в ресторан пообідати. Розпитайте офіціанта, що він може вам запропонувати.
5. Ви запитуєте свого товариша, коли він збирається до їдальні. Ви дуже зайняті і не можете піти з ним. Попро- сіть його купити вам бутерброд і склянку соку.

8. SUPPLEMENT

Text 1

Read the text and tell us what you should do if you want a meal to remember at a London restaurant:

Memorable Meals

It you want a meal to remember how about dining at a restaurant with a view? There are many in London — including Dickens Inn by the Tower, Hispaniola and others. Visit a carvery where you can eat your fill of roast beef, lamb or

pork. There are six carveries to choose from including the Regent Palace Hotel, Piccadilly Circus. There are good-value meals at a cost as low as £ 6 per person, for steak. Other dishes maybe even cheaper. Many wine bars in London offer good-value meals too.

Study menus at your leisure.

The Red Lion Restaurant

Menu

Vegetable soup	...
Chicken soup	...
Tomato soup	...
Oxtail soup	...
Roast Beef	...
Lamb Cutlets	...
Chicken	...
Sausages	...
Omelette	...
Brussels sprouts	...
French beans	...
Carrots	...
Spinach	...
Cabbage	...
Apple pie	...
Ice-cream	...
Fruit salad	...
Tea	...
Coffee	...
Service	10 %

Text 2

Read the text, translate it into Ukrainian. Tell the fellow-students how to invite guests to a formal dinner:

Invitations to Dinner

Guests are invited to a formal dinner by a formal written invitation. The invitation may be engraved or hand written, but not printed, on a fine quality of white or off-white paper. They should be received two weeks in advance of the event. The invitation is expressed in the third person. There are

two kinds of engraved invitations: one which contains all the necessary information for a specific occasion and one which has blank spaces left in which to write the name of the person being invited and the day and hour of the entertainment. Both are perfectly correct. If you use the latter type, do the writing on it in black ink. If you do not want to have the invitation engraved, use heavy, white or off-white, personal formal writing paper and handwrite the message.

The form of the invitation is:

Mr. and Mrs. John Doe
request the pleasure of
Mr. and Mrs. James Smith's
company at dinner
on Saturday, September the ninth
at eight o'clock
27 Main Street
R. S. V. P.

UNIT 10

T o p i c: Our Cities

G r a m m a r: 1. The Present Perfect Progressive Tense
2. The Infinitive in the Function of an Attribute
3. Modal Verbs and Their Equivalents
4. Exclamatory Sentences
5. The Use of the Articles with Proper Nouns

T e x t: A Glimpse of some Cities

1. A GLIMPSE OF SOME CITIES

(A Letter Home)

Three months have passed since John Smith arrived in Kyiv. Last time he had the opportunity to visit the other country. He participated in the work of a conference in Petersburg and of the International Forum in Moscow. Here are his impressions in his letter to Julia.

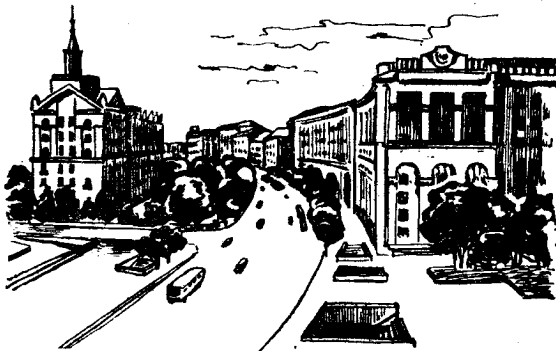
From: John Smith
University Flats
Block I—525
Lomonosov str.,
Kyiv, 252127
Ukraine

To: Julia Smith
65 Authorpe Rd.
London
L 515, 8 EQ

Dear Julia!

I've been staying in the capital of Ukraine Kyiv for three months now.

I hope you don't think I've forgotten you. There have been so many things to do, so many places to see that I've not had any time for writing letters. I miss you and I have been constantly thinking of you. I'll soon start giving lectures to the students here, so far I've been learning about this country.



Kyiv is the largest and the most beautiful city of Ukraine. In 1982 it celebrated its 1500-th anniversary. Kyiv lies on both banks of the Dnieper. It is one of the greenest cities in the world, it has 18 square metres of greenery for a person. And how beautiful Kyiv is! What a lovely sight the green streets with chestnut trees and flowers are! What a wonderful city it is! There are a lot of attractions to see here. One should not fail to see the Dnieper slopes, the ancient monuments and cathedrals, the palace «Ukraina» and the main thorough-

fare Khreshchatik. Kyiv is a well-known industrial and scientific centre. Its industries manufacture sea-going fishing trawlers, planes, automated lathes, excavators, motorcycles, equipment for chemical, food and printing industries, cultured diamonds, computers, optical, electrical, measuring and radiotechnical instruments, hundreds of types of consumer goods. The city has over 300 research and design institutes, which hold a prominent place in Ukrainian and world science.

Last month I visited Moscow, the capital of Russia, and Petersburg. I did as many sights as possible. I visited some museums, was at the Bolshoi Theatre in Moscow and at the Hermitage in Petersburg. The population of Moscow is over eight million people. It lies on the Moskva-river and is famous for its history and beauty. Moscow is very popular with tourists. No wonder — there are so many places of interest there. I went there by train. It took me a night to get from Kyiv to Moscow. I saw Red Square with the Kremlin, the Pushkin Museum, the Palace of Sports in Luzhniki. I also went to the Bolshoi Theatre and the Palace of Congresses.

I preferred to travel about Moscow by metro (underground) as the traffic here is very heavy. If you come here by car it is difficult to find a place to park the car. There are few parking places in the centre of Moscow.

The Moscow Metro is very popular both with the Moscovites and its guests. It's the fastest and most convenient means of transport. You can get from one end of Moscow to another in no time.

But you ought to be very careful in Moscow streets. It's very dangerous to cross a street because of extremely heavy traffic. There are numerous underground passages there, but if there is no underground passage you must look at the lights. If there's a red light on you must wait until it changes to green. When the green light is on, you may cross the street. You shouldn't cross the street when the light is yellow, you ought to wait till it is green.

Petersburg is the second largest city in Russia. It has above 4,500,000 residents. Now Petersburg is one of the Russian most important cultural centres. It has more than 10 institutions of higher learning and a large number of research institutes. There are many museums in Petersburg including the world famous Hermitage with its 323 halls. Many of the former palaces are now museums.



This is a long letter, isn't it? Please write and tell me how you are, what you and our children are doing. I promise to write you another letter after the winter holidays. I'm going to travel to the South of the country. But now I should stop and say «Good-bye».

My best regards to our friends. Love and best wishes to you.

Yours,

John

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

John Smith arrived in Ukraine.

He has been (staying) in Kyiv for three months.

He participated in the work of a conference in Moscow last month.

He visited a number of Russian cities.

There are many places to see in the country.

He'll soon start giving lectures.

Джон Сміт приїхав в Україну.

Він перебуває в Києві вже три місяці.

Він брав участь у роботі конференції в Москві минулого місяця.

Він відвідав кілька російських міст.

У країні багато визначних місць, які варто оглянути.

Він скоро почне читати лекції.

So far he has been learning about the country. He had the opportunity to visit some cities of Ukraine. He visited Lviv. Its population is above 4 million residents. One should not fail to see this city. It is an important administrative, industrial, scientific and cultural centre.

I went sightseeing yesterday (I did the sights yesterday). There are a lot of places worth seeing.

You can see here ancient monuments and modern new structures (buildings).

There are a lot of museums, palaces and other attractions to see there.

Kyiv is famous for its history and beauty.

Petersburg is famous for its architecture.

Kyiv is very popular with tourists.

I went to Moscow by train. It took me a night to get there by train.

The traffic is heavy there.

The fare for all kinds of transport is low.

You ought to be very careful in the street.

You must look at the lights, when you cross the street.

You may cross when the green light is on.

А поки що він знайомиться з країною.

У нього була можливість відвідати ряд міст України. Він відвідав Львів.

Населення його понад 4 млн мешканців.

Не слід нехтувати можливістю побачити це місто.

Воно є важливим адміністративним, промисловим, науковим і культурним центром.

Учора я оглянув деякі визначні місця.

Тут багато місць, які варто подивитись.

Ви можете побачити тут давні пам'ятники і сучасні нові споруди.

Там багато музеїв та інших цікавих місць, які варто оглянути (подивитись).

Київ славиться своєю історією і красою.

Петербург славиться своєю архітектурою.

Київ має велику популярністю у туристів.

Я їздив до Москви поїздом. У мене пішла ніч, щоб дістатися туди поїздом.

Рух транспорту там напружений.

Плата за проїзд на всі види транспорту низька.

Треба бути уважним на вулиці.

Треба дивитися на світлофор, коли переходиш вулицю.

Можна перейти вулицю, коли в світлофорі (горить) зелене світло.

You ought to wait when it is yellow.

You can park your car at a parking place.

You can get to any place by Metro (by underground).

Can I get there by bus?

By what bus can I get there?

You should take bus No. 5.

The bus will take you there.

Where is the nearest underground passage (subway) here?

How can I get to the banks of the Dnieper?

Kyiv holds a prominent place in world science.

Kyiv industry manufactures sea-going fishing trawlers, autolathes, equipment for chemical and food industry.

Kyiv is famous for its computers, optical and radio-technical instruments.

Треба почекати, поки горить жовте світло.

Можеш залишити машину на стоянці.

Можна дістатися до будь-якого місця на метро.

Можна дістатися туди автобусом?

Яким автобусом можна дістатися туди?

Вам слід сісти на 5-й маршрут.

Автобус відвезе вас туди.

Де найближчий підземний перехід?

Як можна дістатися до берегів Дніпра?

Київ посідає визначне місце в світовій науці.

Промисловість Києва виробляє морські риболовні траулери, верстати-автомати і устаткування для хімічної і харчової промисловості.

Київ славиться своєю обчислювальною технікою, оптичними і радіотехнічними інструментами.

3. GRAMMAR STRUCTURES

1. The Present Perfect Progressive Tense

+ I (we, you, they) have (not)		a) since 1985
He (she) has (not)	been	b) for five
	working	years
	here	

? Have I (we, you, they)
Has he (she)

2. Modal Verbs

Affirmative and negative forms

I	can	
You	cannot can't	speak English
He	may may not	come later
She	must must not mustn't	come in time
We	should should not shouldn't	visit the parents
They	ought ought not oughtn't	to be more careful

Interrogative, affirmative and negative forms

Can	I	speak English?	Yes, you can. No, you cannot. No, you can't.
May	you	read this book?	Yes, you may. No, you must not. No, you mustn't. No, you can't. No, you may not.
Must	he	come today?	Yes, he must. No, he must not. No, he mustn't. No, he needn't.
Should	we	visit him?	Yes, we should. No, we should not. No, we shouldn't.
Ought	they	to do it?	Yes, they ought to. No, they ought not to. No, he oughtn't to.

3. The Future and the Past Simple Tense

Forms of Modal verbs «must», «can», «may» and their Equivalents

Modal Verbs	Simple Past	Simple Future
Must	I had to do it yesterday. I didn't have to do it yesterday. Did you have to do it yesterday?	I'll have to do it next week. Will you have to do it next week?
to be to	I was to meet him at 7 p. m. but I failed to come.	We are to meet at noon. He is to come here tomorrow.
Can	He was not able to do it yesterday. Was he able to do it yesterday? He could do it yesterday. Could he do it yesterday?	He'll be able to do it next week. He won't be able to do it next week. Will he be able to do it next week?
May	He said I might do it myself. I was allowed to do it myself.	I shall be allowed to do it myself.

4. The Infinitive in the Function of an Attribute

There are a lot of places **to see** in Kyiv.

У Києві багато місць, які варто подивитися.

She was the first (the last) **to come**.

Вона прийшла першою (останньою).

Note: The infinitive as an attribute is placed after the word it modifies and is translated by means of a subordinate clause.

5. The Use of the Articles with some Proper Nouns

The Kontraktova Square is in Kyiv.

I live in Franco street.

We are planning to go to the Museum.

The Shevchenko monument is opposite the University.

The Bolshoi Theatre is well known all over the world.

6. The Use of the Articles in Exclamatory Sentences

What a city!

What a beautiful city Kyiv is!

What a + (countables
in the singular)

What cities!

What beautiful cities!

What + countables in
the plural and uncountables

What fine weather (it is today)!

What good advice you've given me!

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Object to the statements given below as in the example using one of the following phrases: *On the contrary. I don't think so. I disagree with you here. It's not quite so.*

Example:

He can go to Melitopol.

— I don't think so. He can't go there.

He is very busy now.

1. You can have the opportunity to tour some cities of Ukraine in winter. 2. I can go sightseeing when the weather is nasty. 3. You can get from one end of the city to another in no time. 4. You can visit this museum now. 5. You can get there by car. 6. He may have his winter holidays now.

Ex. 2. Respond to the teacher's requests as in the example:

Example:

Ask Borys Kovalenko if he can get to the centre of the city (downtown) by car.

— Borys, can you get to the centre of the city (downtown) by car?

— Yes, I can. I can get there by car.

1. Ask him if he can go to Kyiv next week. 2. Ask him if he can see a lot of tourists in Kyiv. 3. Ask him where you can leave your car. 4. Ask him if you can travel by the city transport. 5. Ask him when he can visit you.

Ex. 3. React to the questions using the words of course, surely, certainly as in the example:

Example:

Can you speak English well?
— Sure (ly), I can.

1. Can you go to Vinnytsia for the week-end? 2. Can you see a lot of places of interest in Lviv? 3. Do you have to get from one place to another by metro? 4. Will you be able to see a lot of places of interest in the city? 5. May I park my car here? 6. Can you travel by the city transport?

Ex. 4. Give permission or strong objection to the following questions as in the example:

Example:

May I smoke here?
— Yes, you may or: No, you mustn't (can't)

1. May I go on an excursion with you? 2. May I park my car here for a couple of hours? 3. May I invite my friend to join us? 4. May we cross the street when the light is yellow? 5. May your son go to Odessa with us?

Ex. 5. Ask permission to do this or that using the word may as in the example:

Example:

Will you allow me to join you?
— May I join you?

1. Will you allow me to go home earlier? 2. Will you allow us to look through your notes? 3. Will you allow them to attend your lectures? 4. Will you allow them to take examinations? 5. Will you allow me to take your umbrella? 6. Will you allow him to take part in the concert?

Ex. 6. Explain why he must (or should) do this or that as in the example:

Example:

Why must he read many English books?
— He must (should) read many English books to know English well.

1. Why must he participate in the work of the conference?
2. Why must he visit this city?
3. Why must he give lectures to the students there?
4. Why should he learn this text by heart?
5. Why should you go by plane there?
6. Why should you travel about the city by metro?
7. Why must they cross the street carefully?
8. Why must you park the car far from the centre of the city?

Ex. 7. Advise the person not to do this or that as in the example:

Example:

Must he go on a business trip?
— Oh, no, he needn't (go).

1. Must he get up so early?
2. Must she see a doctor?
3. Must they use so many books for their work?
4. Must he answer all these questions?
5. Must he go there every day?

Ex. 8. Try to find out the way to certain places. Use the words given below. Do it as in the example:

Example:

— Excuse me. Can you tell me the way to the railway station?
— Excuse me, is the Shevchenko-Museum far from here?

The Dnieper Slopes, the Russian Drama Theatre, Kyiv University, the Shevchenko-Museum, the Palace «Ukraina», Khreshchatyk Street, the Zoo, the Central Park.

Ex. 9. Make up questions to which the words in italics are the answers:

Example:

He has been watching T.V. for an hour.
— What has he been watching for an hour?
— He has been watching. T.V. for an hour.

1. I have been living *in Kyiv* for 5 years.
2. He has been touring some cities of Ukraine *for a month*.
3. She has been travelling about the city *since 9 o'clock a. m.*
4. I have been *looking* for this museum for half an hour.
5. We have been waiting for her *for 2 hours already*.
6. She has been giving a lecture *to her students* for an hour.
7. He has been describing the work of the conference *for 2 hours*.

Ex. 10. Complete the following sentences adding to them adverbial modifiers beginning with *for* or *since* as in the example:

Example:

She has been watching TV ... — She has been watching TV for 2 hours. — She has been watching TV since I returned. — She has been watching TV since 8 o'clock.
--

He has been studying the history of the country 2. She has been showing me the places of interest of her native town 3. He has been trying to park his car 4. I have been looking for my friend's address 5. They have been listening to the lecture on the Hermitage

Ex. 11. Respond to your teacher's question as in the example:

Example:

I began working at the Institute in 1989. Now it is 1992. How long have I been working at the Institute? — You have been working at the Institute for 3 years.
--

1. Peter Klymenko came to Kyiv on the 1-st of November. Now it is the 1-st of December. How long has he been staying in Kyiv?
2. They began travelling about Odessa at 9 o'clock in the morning. Now it is 5 o'clock in the afternoon. How long have they been travelling about Odessa?
3. You came to the Institute at a quarter to two, now it is two sharp. How long have you been waiting for the beginning of the lesson?
4. Halyna Klymenko began cooking dinner at 10. Now it is 10⁵⁵. How long has she been cooking it?
5. You began studying English in September. It is December now. How long have you been studying English?

Ex. 12. Answer the following questions using the attributive infinitive:

1. Who was the first to speak at yesterday's conference?
2. What country was the first to send a man into space?
3. Who was the first to fly into outer space?
4. Have you got anything

to write with? 5. Is your friend an interesting person to communicate with? 6. Has he got many books to read? 7. Have you many presents to buy? 8. Are there many places of interest to see in your town?

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Make up questions to have the following answers:

1. You should participate in the work of the conference in Sevastopol. 2. You should see a lot of places of interest there. 3. You may go to the National Opera with me. 4. You must visit this museum. It is worth seeing. 5. You may park your car somewhere in the centre of the city. 6. You can get from one end of the city to another in no time. 7. You will have to spend a lot of time to do your shopping. 8. If the green light is on, you must go. If the red light is on, you must stop and wait. 9. If you are out in the country and there is no sign for the speed limit you may go at a high speed. 10. As you cannot see the difference between colours, you must not drive a car. 11. I must finish my work now. My friends are waiting for me because we are going to the theatre. 12. You should invite your friend to go sightseeing with you. 13. You may ask her to look after your child while you are doing some shopping. 14. We must walk fast to get to the station in time. 15. We are to meet at 7 p. m. tomorrow.

Ex. 2. Supply prepositions or adverbs where necessary:

John Smith arrived ... Ukraine. He participated ... the work ... a conference ... Petersburg and ... International Forum ... Moscow. He had the opportunity to tour some cities ... Ukraine. He visited Moscow, Petersburg which are famous ... their architecture and museums. He was ... the Bolshoi Theatre ... Moscow and ... the Hermitage ... Petersburg. Moscow is very popular ... tourists. He preferred to travel ... Moscow ... metro. You can get ... one place ... Moscow ... another ... no time.

Ex. 3. Compose sentences of your own using the words suggested. Use the infinitive in the function of an attribute as in the example.

Example:

garden/to play in — The children have no garden to play in.
--

1. hotel/to stay at; 2. companions/to play with; 3. box/to put toys in; 4. refrigerator/to keep food in; 5. knife/to cut meat with; 6. case/to carry one's books and paper; 7. film/to talk much about.

Ex. 4. Fill in the blanks with articles where necessary:

1. Do you live in ... Franco Street? 2. My mother lives in ..., Lyssenko Street. 3. There are some theatres near ... Myr Square. 4. There are always a lot of people in ... Independence Square. 5. Do you live near ... Central Park? 6. There are many apartment houses near ... Rylski Park. 7. Yuri Belov lives near ... Shulavska Metro Station, doesn't he? 8. They're going to ... Shevchenko-Museum. 9. My brother lives near ... Boryspil Airport. 10. In ... big cities ... streets are broad and straight, there are ... lot of squares and ... beautiful parks. 11. When ... traffic light changed from yellow to green, we crossed ... street and entered ... underground station, paid our fares, went down ... escalator, got on ... train and rode as far as University Station. 12. We went by metro as far as ... Nyvky Station and then changed for ... trolleybus. 13. Do you happen to know the way to ... Picture Gallery? 14. Excuse me, is there a bus from here to ... Sophia Square? 15. Last summer we had ... lovely time in ... South.

Ex. 5. Complete the following sentences by adding attributive infinitives to them. Give several variants where possible:

1. I wonder if there are many places of interest 2. Are there many things ...? 3. Who was the last ...? 4. I wonder if you are the person ...? 5. I have no time 6. She's not a specialist 7. It's a museum 8. It's the conference

Ex. 6. Express your surprise using the word *really* as in the example:

Example:

He has been studying English for 6 months. — Has he really been studying English for 6 months?

1. He has been telling the students about his impressions of London for 2 hours already. 2. He has been touring some cities of Ukraine for a month already. 3. My friend Ivan has been travelling about Lviv since 9 o'clock in the morning. 4. He has been parking his car for a quarter of an hour. 5. They have been celebrating this event for a week already. 6. He has been staying in London since September.

Ex. 7. Express the same idea in one sentence by using the Present Perfect Progressive as in the example:

Example:

I began touring this country a week ago. I am still touring it. — I have been touring this country for a week.

1. He began parking his car a quarter of an hour ago. He is still parking it. 2. I began to look for this museum half an hour ago. I'm still looking for it. 3. His father began working at this museum in 1980. He is still working there. 4. My friend Borys began showing me the places of interest of Kyiv from early morning. He is still showing them to me. 5. I began participating in the work of the conference 3 days ago. I'm still participating in it.

Ex. 8. Make up dialogues using the situations and the guide words given below:

a) Walking along the street, you meet a friend of yours who says that he is sick and tired of the city traffic, noise and polluted air and that he thinks of moving to a small town in the North.

(I'm not surprised. How long have you been living in the city? I think it's a good idea).

b) A stranger comes up to you and asks you the way to the central railway station. You give him the necessary directions.

(Go along this street as far as ... Take the first left turning. Take bus 38 and then change for trolley-bus 10).

Ex. 9. Write down a few questions as in the example:

Example:

He'll have to participate in the work of the conference. — Will he really have to participate in the work of the conference?

1. We have to do everything as soon as possible. 2. He had to park his car far from the centre of the city. 3. You ought to be very careful while crossing the street. 4. You had to spend a lot of time to get from one end of the city to another. 5. You should see the Dnieper slopes and many other places of interest. 6. You must promise to write a letter to me.

Ex. 10. Complete the following dialogues in writing:

- A. Excuse me. I'm a stranger in Kyiv and I've lost my way. Can you, please, tell me the way to the centre of the city?
B. ...
A. Yes, where do I go then?
B. ...
A. Wouldn't it be better for me to go there by bus?
B. ...
A. What is your city famous for?
B. ...
A. What places of interest are worth seeing here?
B. ...
A. What would you recommend me to see in the first place?
B. ...
A. Thank you for your valuable advice. I'll try to follow it.

* * *

- A. How do you find our palace «Ukraina»?
B. ...
A. Some years ago.
B. It looks very impressive. How can I get to the hotel «Dnipro» from here?
A. ...
B. Are you going that way by chance?
A. ...

Ex. 11. Translate from Ukrainian into English:

1. Він має взяти участь у роботі конференції. 2. Ми можемо зустрітися з ним після обіду. 3. Він не може запросити до себе так багато гостей, бо у нього маленька квартира. 4. Він хотів би дещо більше знати про цю країну, бо наступного місяця у нього буде можливість поїхати туди на деякий час. 5. Варто відвідати Ермітаж. Там є на що подивитися. 6. Краще їхати туди поїздом. На те піде ніч, щоб доїхати з Києва до Одеси. 7. Треба бути уважним при переході через цю вулицю, бо рух тут дуже напружений. 8. Немає потреби так рано їхати на вокзал. 9. Мені немає чого йти туди сьогодні. 10. Вам треба їхати туди на метро, станція метро зовсім близько. 11. Я не пам'ятаю, хто перший прийшов до нас. 12. Треба брати таксі, щоб не спізнитися на поїзд. 13. Варто оглянути історичні пам'ятники міста. 14. Я оглядаю визначні місця цього міста вже протягом тижня. 15. Ви маєте змогу купити квитки на поїзд? 16. Він мав поспішати, бо було вже пізно. 17. Він мав подати статтю до газети, але не встиг, бо тема виявилася на-

багато складнішою, ніж здавалося спочатку. 18. Ви повинні були зважити на мою пораду. 19. Він має скоро приїхати. Якщо він не приїде, розглянемо питання без нього. 20. Можете не турбуватися про мене. Я сам дістануся до вокзалу.

Ex. 12. Translate into English:

1. Санкт-Петербург — одне з найкращих міст світу. Місто розташоване на річці Неві. Це великий культурний центр Росії. Його населення — понад 4 млн чоловік. Петербург славиться своїми театрами, бібліотеками, навчальними закладами, палацами, історичними пам'ятниками і музеями. Петербург це також великий морський порт. Щорічно тисячі іноземних туристів приїздять до цього чудового міста.

2. Київ — одне з найкрасивіших міст Європи і світу. Це місто багатоповерхових будинків, широких вулиць і парків. Київ розташований на берегах Дніпра. Метро з'єднує обидві частини міста.

6. WRITTEN COMPOSITIONS

1. Describe your native city.
2. You have returned from your journey to Moscow. Describe your impressions of the city.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following dialogues.

1

- Is it possible to see anything of London in a day or two?
- Well, yes, but of course, not half enough.
- What do you think I ought to see first?
- Well, if you're interested in churches and historical places, you should go to Westminster Abbey, the House of Parliament, St. Paul's Cathedral and the Tower. Do you like art galleries?
- Rather.
- Then why not go to the National Gallery and the Tate?
- I am told one ought to see the British Museum. Do you think I shall have time for that?

- Well, you might, but if I were you, I should leave that for some other day. You could spend a whole day there. It's much too big to be seen in an hour or so.

(From «Linguaphone Conversational Course»)

2

- Since I don't leave until tomorrow evening I have almost two days for doing the tour. What would you recommend me to see first of all?
- If you're interested in architecture you shouldn't fail to see the Kyiv-Pechersk Lavra in the first place. It's an architectural monument of the 17-th century. Then the St. Sofia Cathedral in St. Sofia square and the Andriivska Church which is not far from it are certainly worth seeing, too.
- What else should I see?
- You've never been to Kyiv, have you? Then I advise you to take a walking tour of the Dnieper slopes. They are very picturesque.
- I heard a lot about the Dnieper slopes and Kyiv parks. Unfortunately, I'm too short of time to see them all.

I'm too short of time — У мене дуже мало часу.

3

- Excuse me. Is this the right way to Khreshchatyk?
- Yes, go straight ahead for two blocks and then turn left. You'll see a cinema there. You can't miss it. Take the next turning on the right and you'll find yourself in Khreshchatyk.
- How long will it take me to get there?
- It's no distance at all, say, 15 minutes' walk from here. You could get there by trolley-bus, but it's hardly worth it.
- Thank you very much.
- It's nothing.

Go straight ahead for two blocks.— Пройдіть вперед два квартали.

It's no distance at all.— Це зовсім поруч.

It's hardly worth it.— Навряд чи варто (їхати тролейбусом).

4

- Excuse me, sir. I'm trying to find my way to the railway station. Could you direct me?

— Certainly. Take bus 73 to Volodymyrska Street and then change to bus 20. You could also walk over to Pushkin-ska Street and take a number 13 bus from there straight to the railway station.

— And can I get there by metro?

— Oh yes! There's a metro station over there.

— Thank you very much.

2. *Fill in the missing parts of the dialogues making use of the phrases from the text and illustrative conversations. You're allowed to make any changes you like.*

1

— I am going to stay in your city for a couple of days. What should I see in the first place?

— ...

— Yes, I, too, was going to start sightseeing with the centre. What would you recommend me to see?

— ...

— How do I get there?

2

— What are your plans for Saturday?

— ...

— Let's do the sights. They say the town is famous for many places of interest.

— ...

— We'll start with the Golden Gates. We'll get there by trolley-bus.

— ...

— It's only a few blocks from there. We'll visit it too. What else are you interested in?

— ...

3

— Excuse me, sir, can you tell me the way to Taras Shevchenko Square?

— ...

— Thank you. How far is it from here?

— ...

— Is there a bus from here to Taras Shevchenko square?

— ...

— Thank you.

— Excuse me. Is there a bus from here to the Central Department Store?

— ...

— Can I get there by metro?

— ...

— How long will it take me to get there?

— ...

— ...

— It's 3 blocks from here. Cross the street, turn right and walk straight. You can't miss it.

— ...

— Yes, you can, but it's hardly worth it. It's only about 10 minutes' walk from here.

— ...

— It's nothing.

3. *Speak on the following situations:*

1. Ваш колега із Севастополя приїхав до Києва. Ви хочете показати йому визначні місця свого рідного міста.
2. Розкажіть своєму знайомому, що йому неодмінно треба побачити в Києві.
3. Поговоріть із своїм товаришем про значні місця свого міста.
4. Ви в Києві (Львові, Одесі) вперше. Скажіть своєму колезі (товаришу), з чим ви хотіли б познайомитись насамперед, і розпитайте, як туди дістатися.
5. Розкажіть про свої враження від Києва.
6. Розкажіть, не опускаючи подробиць, своєму товаришеві, як ви дістаєтесь до місця своєї роботи.

8. SUPPLEMENT

Text

Tell this story in the 3-rd person:

I shall never forget, as long as I live, the day when I first set foot in London. I had come from a quiet little town in Switzerland and I had never before lived in a big city. So London was a new world for me and I was dying to find out more about it for myself.

The general opinion abroad is that London has fog or rain, or both every day of the year, but on the day that I arri-

ved it was fine and warm, there was a bright sun and a cloudless sky. The next day it was just as beautiful, there was a slight wind that gently moved the leaves on the trees, and you could smell the spring in the air. «Life is grand» I thought, as I took Antony for a walk in Kensington Gardens. It was a straight road and I found the way quite easily. When I got my first sight at the gardens the beauty of it all nearly took my breath away. The trees were just bursting into leaf, fresh and green and lovely, and there were beds of spring flowers, red and yellow and blue, in the beautiful, smooth grass under the trees.

We passed a pool in which ducks were swimming, a children's playground with crowds of happy children, a figure of Peter in bronze.

Well, it was time for us to go home, but which way was it? We hurriedly turned down one path that I thought would take us back and found ourselves in Hyde Park. I ran to the left and to the right and asked several old ladies the way to Addison Road, but I could not understand a single word they said in reply. I came to a big open place where I saw men standing on a platform and people of all kinds listening or asking questions. Now I know that this was the famous Hyde Park meeting.

Meanwhile I was tired and wanted nothing but to be at home. In despair I crossed the street on to a policeman. I asked him: «Please, sir — where is Addison Road?» He began to explain, but I could not understand him. «Are you French?», he asked me. «No, Swiss». I replied, «but I speak French». He explained the way in his bad French.

The policeman's French was bad, but I now knew the road. I soon found myself in streets and roads that I recognized. The sun came out from behind the cloud and London was a beautiful city; but for me, the best thing in it was the blue policeman at Marble Arch.

*(from «Essential English for Foreign students»
by C. E. Eckersley).*

Do you know that:

The London Underground is called the Tube.

There are more than 250 underground stations in London and the suburbs.

You pay for the distance you travel on all public transport in England.

It is usually cheaper to travel by bus than by underground or tram.

Many city transport buses have no doors, so hold on tight!
People in England queue at bus stops. People who jump the queue, are very unpopular.

There are special tickets for tourists in London which let them travel any distance for a fixed price.

UNIT 11

Topic: Higher Education. Educational Background

Grammar: 1. The Passive Voice
2. Comparative Use of the Gerund and Participle I

Text: Kyiv University

1. KYIV UNIVERSITY

Among the Ukrainian institutions of higher education that train specialists for various fields of economy and conduct scientific-research work special place belongs to Kyiv University.

Peter Klymenko graduated from Kyiv University and has been working there since then. It is one of the biggest higher educational establishments in Ukraine. It was founded in 1834. In 1939 it was named after the great poet of Ukraine T. G. Shevchenko on the occasion of its 105th anniversary.

The University trains specialists for various fields of economy, conducts post graduate courses, grants degrees. More than 20,000 future specialists get their training here. They major in physics, mathematics, biology, chemistry, law, journalism, linguistics, etc.

Students are admitted to the University on the basis of their results at the entrance examinations. They study at 16 faculties containing 155 departments. The departments are grouped into faculties, covering the main subject groupings. Students from about 80 countries are being trained at Kyiv University. They are from Europe, Asia and Latin America.

Senior students major in those subjects which are essential for their future activity. Their yearly tests and graduation papers are oriented towards the enterprises at which stu-

dents are supposed to work afterwards. Naturally, it is advantageous for such students to take their practical training before the graduation exams at their future place of employment.

Students are provided with hostel accommodation, meals at reasonable prices, sports and recreation facilities. They have free access to medical assistance. A modern University campus has been built in the outskirts of the city.

Today Kyiv University enjoys national and international reputation for the contribution in scientific research.

The University devotes much attention to the promotion of cooperation with institutions of higher education in foreign countries on the basis of bilateral agreements. They exchange experience on teaching methods, on the work of the University departments, on research planning and textbook development. The agreements signed with some foreign institutions of higher education promote the exchange of curricula and syllabi, scientists and post-graduate students, scientific and teaching literature, as well as information on the activities of the universities involved. This is how John Smith arrived in Ukraine. He came to Kyiv University on an exchange basis. Peter Klymenko will go to Great Britain next year. He will participate in the work of a conference there.

Foreign languages are taught at all faculties of the University. As for the foreign students, they study Ukrainian. The language laboratories are well equipped. There are laboratories with booths in which tape-recorders are installed. The programme is transmitted from the teacher's console, which is the heart of the system. From this desk the teacher monitors the students and controls them. The language laboratories promote speech practice. There are some electronic laboratories here as well. Here you can see computers for performing calculations, say, in students' designs. About one thousand operations are performed by them. At lectures on different subjects the closed-circuit television system is applied.

Here is John Smith's story about the British Universities.

In England there are more than 30 universities. The two oldest and most famous universities in England are Oxford and Cambridge, dating from the 12th century. London University is the biggest of the modern ones. It comprises a large number of various colleges and other institutions.

We find well-equipped laboratories, lecture-rooms, museums, workshops for different subjects and great libraries



holding thousands of volumes there. One must say that some of our remarkable Ukrainian scientists and writers are Honoured Doctors of Cambridge and Oxford Universities.

The chief subjects which are taught at Oxford and Cambridge include ancient languages, philosophy, history, law, theology, medicine, natural sciences and mathematics. Each university has different courses, the number of credit tests varies too.

Universities in Great Britain are autonomous and responsible only to their governing body. The regulations differ from university to university. In Oxford and Cambridge there is a number of separate colleges, each with its own regulations and courses of study. The teaching is based on the tutorial system as well as lectures. Each student has a tutor who requires him to write essays and papers on the subjects he is studying and submit them to him regularly about once a fortnight for correction and discussion.

As Oxford and Cambridge are rather far from London and other large cities the students have to live in the university flats (hostels) or in private rooms, and the rent is very high. Besides, students must pay for tuition, exams, credit tests, for laboratory work, teaching aids and so on. The students are almost entirely from the schools which serve only the aristocracy. Some students get scholarships, but the number of these students is comparatively small.

At present some of the newer universities concentrate on technology. Besides the traditional university subjects they teach agriculture, applied sciences and engineering.

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

Institutions of higher education train specialists for our national economy.

Kyiv University conducts scientific-research work.

It was founded in 1834. In 1939 it was named after Taras Shevchenko.

The students major in physics, mathematics, law, linguistics, etc.

Any school leaver may apply to the University.

They are admitted after successful passing the examinations.

They are taught at 16 faculties.

The departments are grouped into faculties.

Students are provided with hostel accommodation.

They are also provided with sport and recreation facilities.

A modern University campus has been built in the outskirts of the city.

Foreigners are offered the same curricula.

They extend their knowledge of Ukrainian and basic subjects at a one-year preparatory course.

Some applicants may complete a preparatory course in their native countries.

Вищі навчальні заклади готують спеціалістів для нашого народного господарства.

Київський університет проводить науково-дослідну роботу.

Він заснований 1834 року. У 1939 йому присвоєно ім'я Тараса Шевченка.

Студенти спеціалізуються з фізики, математики, юриспруденції, лінгвістики і т. д.

Кожен випускник школи може подати заяву про вступ до університету.

Іх зараховують після успішного складання іспитів.

Вони навчаються на 16 факультетах.

Кафедри об'єднуються у факультети.

Студентам надається гуртожиток.

Ім надаються також умови для занять спортом і відпочинку.

Сучасне студентське містечко споруджено на околиці міста.

Іноземці навчаються за тією самою програмою.

Вони розширюють знання з української мови і основних предметів на однорічних підготовчих курсах.

Деякі вступники можуть закінчити підготовчі курси в своїх країнах.

Senior students major in subjects which are essential for their future activity.

Their graduation papers (projects) are oriented towards the enterprise at which they are supposed to work.

They take their practical training before the graduation exams.

The University enjoys national and international reputation for the contribution in scientific research.

The most famous universities in England are Oxford and Cambridge.

They date from the 12th—13th century.

London University is the biggest of the modern ones.

It comprises a large number of colleges and institutions.

There are well-equipped lecture-rooms, workshops and libraries there.

Some Ukrainian scientists are Honoured Doctors of Cambridge.

The number of credit tests varies in various universities.

Some have their own regulations and courses of studies. They are responsible to their governing bodies.

The teaching is based on the tutorial system.

Students pay for tuition in Great Britain.

Старшокурсники спеціалізуються з предметів, що є суттєвими в їх майбутній роботі.

Їх дипломні роботи (проекти) відповідають профілю підприємства, на якому вони працюватимуть.

Вони проходять практику перед випускними екзаменами.

Університет добре відомий в країні і за її межами своїм вкладом у наукові дослідження.

Найвідомішими університетами в Англії є Оксфордський і Кембріджський.

Вони існують з XII—XIII ст.

Лондонський університет — найбільший із сучасних університетів (Великобританії).

До нього входить велика кількість коледжів і інститутів.

Там добре обладнані аудиторії, майстерні та бібліотеки.

Деякі українські вчені є почесними докторами Кембріджського університету.

Кількість заліків неоднакова в різних університетах.

Деякі мають свої власні правила і курси навчання. Вони підзвітні своєму управлінню.

Навчання організовано на заходах наставництва.

У Великобританії студенти платять за навчання.

Some students get scholarships.
Newer universities concentrate on technology.

Деякі студенти одержують стипендію.
Новітні університети спеціалізуються на технічних і прикладних науках.

3. GRAMMAR STRUCTURES

1. The Passive Voice (to be + Participle II)

Tense	Active Voice	Passive Voice
Simple Present	We (often) discuss this book.	The book is (often) discussed .
Simple Past	We discussed this book.	The book was discussed .
Simple Future	We shall discuss this book.	The book will be discussed .
Present Progressive	We are discussing it now.	It is being discussed now.
Past Progressive	We were discussing it when you came.	It was being discussed at 7 o'clock yesterday.
Future Progressive	We shall be discussing it.	—
Present Perfect	We have (already) discussed this book.	The book has (already) been discussed .
Past Perfect	We had discussed it by that time.	It had been discussed by that time.
Future Perfect	We shall have discussed it by the end of the month.	It will have been discussed by the end of the month.

2. Ways of Translating the Passive Verb-Forms into Ukrainian

Kyiv University was founded in 1834.

Київський університет засновано 1834 року.

Students from about 80 countries are being trained at the University.

В університеті навчаються студенти із приблизно 80 країн.

The programme is transmitted from the teacher's console.

Програма надходить з пульту викладача.

3. Uses of the Prepositions *by* and *with*

The programme is transmitted from the console **by the teacher**.
This machine is operated **by electricity**.

by — the doer of the action

That letter was written **with a ball-pen**.

with — an instrument

4. Comparative Use of the Gerund and Participle I

Gerund	Participle
These computers are used for performing calculations.	They study at 16 faculties containing 165 departments.
On my coming home I found nobody there.	Coming home I found nobody there.
I enjoy Obraztsova's singing very much.	I saw you talking to that man.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Ask questions to have the following answers:

1. Kyiv University was founded in 1834.
2. Chemists, philologists, mathematicians, historians are trained there.
3. Students are admitted to the University on the basis of their results at the entrance examinations.
4. The computers have been adjusted and operated by the students.
5. Foreign languages are taught at all faculties of the University.
6. The language laboratories are well equipped.
7. A modern University campus has been built in the outskirts of the city.

Ex. 2. Correct the following false statements:

1. A modern University campus has been built in the centre of Kyiv.
2. Students from about 70 countries are being trained.

at Kyiv University. 3. Foreign languages are taught only at a few faculties of the universities and other educational establishments. 4. About one hundred operations are performed by computers. 5. Programmes are transmitted from the laboratory. 6. Sports camps for the students of our University have been built on the sea coast in the North.

Ex. 3. Make up sentences of your own using the suggested words. Use the Passive Voice:

1. Foreign languages — to teach. 2. A book — to publish — last year. 3. New sports camps — to build — next year. 4. The language laboratories — to equip — already. 5. The computers — to adjust — often. 6. The closed-circuit television system — to apply — usually. 7. Tape-recorders — to install — sometimes. 8. Electronic laboratories — to build — as a rule. 9. Calculations — to perform — sometimes. 10. The program — to transmit — sometimes. 11. A lot of English words — to learn — usually. 12. The article — to translate — just.

Ex. 4. Respond to these questions:

1. Is English taught at educational establishments in Ukraine? 2. A lot of people are taught foreign languages in our country, aren't they? 3. Will text 9 be discussed today at the lesson? 4. Will these exercises be done in the laboratory? 5. Are computers widely applied at educational establishments? 6. A lot of calculations in students' designs are performed by computers, aren't they? 7. About 700 words have been learnt by you since September, haven't they? 8. A large number of questions is asked and answered at your lessons, isn't it? 9. Are all the exercises checked up in class? 10. Your next dictation will be written much better, won't it? 11. Text 15 will not be translated, will it?

* * *

1. When was Kyiv University founded? 2. At what faculties are foreign languages taught? 3. Where are tape-recorders installed? 4. By whom have the computers been adjusted? 5. By whom are they operated? 6. Where have sports camps been built? 7. How many students are being trained here? 8. Where are English books usually sold? 9. When was your text-book published?

Ex. 5. Ask your friend if the information given by your teacher is true as in the example:

Example:

Only English is spoken in class.
— Victor, is only English spoken in class?
— Yes, it is. Only English is spoken in class.

1. Books are published in Ukraine in different languages. 2. A lot of English books are translated into Ukrainian every year. 3. A lot of specialists in different fields are trained at the University. 4. All the University laboratories are well equipped. 5. The tape-recorders are installed in the laboratory booths. 6. At lectures on different subjects the closed-circuit television system is applied.

Ex. 6. Give passive transforms of the following sentences as in the example:

Example:

The students get monthly grants at the University.
— Monthly grants are got by the students at the University.

1. The University trains chemists, biologists, philologists, historians, etc. 2. Foreign students study Ukrainian. 3. We have learnt a lot of English words. 4. The language laboratory promotes speech practice. 5. They published an interesting article in this magazine. 6. They are discussing an interesting problem now. 7. The professor is examining Maryna now.

Ex. 7. Give a good reason why the action won't be done, will be done, is being done. Follow the example:

Example:

I can help you translate the article.
— Thank you. It has already been translated.

1. I can help you type these letters. 2. I can help you buy the books. 3. I can help you complete the job. 4. I can help you solve this problem.

Example:

We have already looked through the plan.
We don't like it.
— The plan will be looked through again.

1. They have written the exercises. 2. We have done our laboratory assignment. 3. They have discussed the book. 4. He has written the article.

Example:

Have they discussed the plan yet? — No, it is still being discussed.

1. Have they built the house yet? 2. Has he written his paper yet? 3. Has he translated the article yet? 4. Have they worked at the laboratory?

Ex. 8. Replace the gerund with the words attached to it by the words which follow the statement as in the example:

Example:

I thought of visiting my friend (going on an excursion). — I thought of going on an excursion.
--

1. I object to discussing this question now (giving him a bad mark). 2. Thank you for coming (informing me of it). 3. He succeeded in making a discovery (reading an English book in the original). 4. She is proud of answering all the questions (passing all the exams successfully). 5. He was tired of swimming (working at his report). 6. She is fond of going sightseeing (receiving guests).

Ex. 9. Explain the following statements by using the phrases *I'm fond of, I enjoy, I dislike*:

Example:

You often go to your parents. — I enjoy going to my parents.

1. You work much at your English. 2. You read English books. 3. You go to the cinema very often. 4. You travel much in summer. 5. You haven't read this article. 6. You don't go to the theatre. 7. You often visit your friends. 8. You often play tennis.

Ex. 10. Transform the following complex sentences into simple ones using the gerund as in the example:

Example:

I'm sorry that I'm troubling you. — Excuse my troubling you.

1. I'm sorry that I'm ringing you up so late. 2. I'm sorry that I turned on the radio when you were working. 3. I'm sorry that I have come so late. 4. I'm sorry that I have taken

your pen. 5. I'm sorry that I went home without waiting for you.

Example:

I'm sorry that I didn't tell you about it.
— I'm sorry for not telling you about it.

1. I'm sorry that I didn't help you yesterday. 2. I'm sorry that I didn't wait for you. 3. I'm sorry that I haven't done my homework. 4. I'm sorry that I didn't ring you up yesterday. 5. I'm sorry that I didn't answer your letter. 6. I'm sorry that I've not brought you the book.

Ex. 11. Join the two simple sentences using the gerund as in the example:

Example:

They went home. They didn't wait for me.
— They went home without waiting for me.

1. I translated the text. I didn't use the dictionary. 2. Mary left home. She didn't lock the door. 3. He went to bed. He didn't take off his shirt. 4. The boy continued to speak. He didn't look at us. 5. The man saved the child and went away. He didn't give his name.

Example:

I didn't take a taxi. I went there by bus.
— Instead of taking a taxi, I went there by bus.

1. We did not go to the Crimea. We spent the summer on the collective farm. 2. He was not preparing for his exams. He was playing chess. 3. I did not learn the story by heart. I prepared it for retelling. 4. I shall not go to the cinema. I shall watch television. 5. I shan't write her a letter. I'll send her a telegram.

Example:

Mother is busy. She is cooking dinner.
— Mother is busy cooking dinner.

1. Victor is busy. He is repairing his bicycle. 2. Maryna is busy. She is washing her dress. 3. I was busy. I was prepar-

ing my report. 4. The children are cleaning the room. 5. The teacher was busy. She was correcting our tests.

Ex. 12. React to the following questions with *of course, surely, to my mind, most probably or perhaps*:

1. Are you fond of travelling? 2. Are you fond of going to the theatre? 3. What do you like better: going to the cinema or to the theatre? 4. What films have you seen lately? Which of them is worth seeing? 5. How many English books have you read this year? Which of them are worth reading? 6. Is it possible to learn English without working hard? 7. Where do you intend spending your holidays? 8. What will you do after passing your exams?

Ex. 13. Ask your fellow-student (using the gerund):

- a) 1. if he dreamed of applying to the University. 2. if it is worth studying foreign languages. 3. if he enjoys travelling by sea. 4. if he likes playing chess. 5. if he will insist on your coming to his place. 6. if he intended going to Moscow last year. 7. if he was fond of going to Moscow theatres when he was there.
- b) 1. what he suggests doing. 2. what he is interested in. 3. why he has given up smoking. 4. why he insists on my going to the laboratory. 5. who objects to his taking part in the conference. 6. when he stopped working at that problem.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Rewrite the following sentences in the interrogative and negative forms:

1. Foreign languages are taught at all faculties of the University. 2. Students from about 80 countries are being trained at the University. 3. At lectures the closed-circuit television system is applied rather often. 4. A gym and a swimming pool have been built for the students. 5. A very important question is being discussed at the conference now.

Ex. 2. Make up sentences using the Passive voice with the following word combinations as in the example:

Example:

Text 10 — to study last week. — Text 10 was studied last week.

1. The foreign delegation — to show Kyiv University yesterday. 2. The students of different specialities — to train there. 3. Sports camps — to build next year. 4. The tape-recorders —

to install recently. 5. Meetings — to hold here usually. 6. The delegation — to meet tomorrow. 7. The letters — to type now. 8. The report — to listen to with great interest now.

Ex. 3. Transform the sentences into the Passive Voice as in the example:

Example:

They will do these exercises tomorrow. — These exercises will be done tomorrow.
--

1. She is typing a business letter and she will send it in the afternoon. 2. From the console the teacher monitors the students and controls the class. 3. They are building a new gym and a swimming pool for the students. 4. They installed the new tape-recorders in the laboratory booths. 5. They equipped the language laboratories with new booths. 6. We are discussing very important questions at the conference. 7. The professor is examining my friend now. 8. Who has given you this book? 9. They took great care of their library.

Ex. 4. Rewrite the sentences in the Active Voice as in the example. Translate them into Ukrainian:

Example:

The delegation was met at the station by the interpreter. — The interpreter met the delegation at the station.

1. Our production plan will be carried out. 2. The students of various specialities are trained at 16 faculties of the University. 3. Foreign languages are taught at all the faculties of the University. 4. English is spoken in England. 5. The computers have been adjusted by the students. 6. The radio is widely used for political, cultural and educational work. 7. The meeting was held yesterday. 8. This book must be read by all the students of the group. 9. The book is being translated by my friend now.

Ex. 5. Supply prepositions and adverbs where necessary. Translate the sentences into Ukrainian:

1. Why is he being laughed ...? Has he done anything funny?
2. Whom was the letter written ...? He has no friends in London.
3. Don't worry! The doctor has been sent ...
4. When the coats were taken ..., the guests went ... the sitting-room.

5. He was shown the way ... the station. 6. ... lectures ... different subjects the closed-circuit television system is used. 7. Here you can see computers ... performing calculations, say, ... students' designs. 8. His lecture was listened ... great interest. 9. The article was being translated when somebody knocked ... the door. 10. Some ... the sports camps are ... special types ... football players, skiers and so on.

Ex. 6. Insert the articles where necessary:

... Kyiv University is one of ... biggest institutions of ... higher education in ... Ukraine. It has 16 faculties and ... number of ... departments. ... lot of ... graduates of ... University work in ... different fields of ... national economy. Every year many ... specialists who come from Europe, ... Asia, ... Africa and ... Latin America graduate from ... University ... teacher's console is ... heart of ... system. From this console ... teacher monitors ... students and controls ... class. ... students have got ... gym and ... swimming pool where they may go in for ... sports. Sports camps have been built on ... sea coast in ... South. Some of them are of ... special types for ... football players, skiers and so on.

Ex. 7. Use the correct verb forms in these sentences (Infinitive forms are given in brackets):

1. Five new buildings (to construct) in our street, the sixth building, a new school (to construct) and I hope the work (to finish) in August. 2. The key to his room (to lose) and he (can) not (to get) into the room yesterday. 3. The book (to read) by all the students of their group and it (to discuss) the next week. 4. Many wonderful discoveries (to make) by our scientists. 5. When I came into the room, the last student (to examine). 6. This textbook (to illustrate) by a friend of mine. 7. We shall start working according to the new program as soon as it (to adopt) by the board.

Ex. 8. Translate into English using the gerund:

а) я дуже люблю (слухати музику, купатися в морі влітку, кататися на лижах взимку, читати цікаві книжки, подорожувати)

б) ви вже почали (читати книгу, яку ви купили, переглядати текст, записувати (to make notes of) лекцію, вивчати англійську мову)?

в) я не заперечую проти того (щоб піти погуляти, щоб вона допомагала мені, щоб піти туди, щоб обмінятися думками з цього питання)

г) я ще не закінчив (перекладати статтю, говорити по телефону, читати газету).

Ex. 9. Analyze the ing-forms. State which of them are gerunds and which participles:

1. They were busy packing things.
2. The book is not worth reading.
3. Is there any chance of seeing him again?
4. I like your way of doing it.
5. We watched the playing children.
6. Seeing that it was beginning to get cold we went home.
7. I'm so grateful for his helping me.
8. On coming home I rang him up at once.

Ex. 10. Complete the dialogues in writing:

A. When was your University founded?

B. ...

A. How many faculties are there at your University?

B. ...

A. What's the total number of students at the faculties?

B. ...

A. What subjects are taught at the University?

B. ...

A. Do Ukrainian students have to pay for their tuition at colleges?

B. ...

A. What's the term of instruction at Ukrainian universities, institutes and academies?

* * *

B. ...

A. I enjoyed yesterday's lecture very much. The speaker really knows his subject, doesn't he?

B. ...

A. We're lucky we can listen to such lecturers — people who aren't afraid of coming out with new ideas.

B. ...

Ex. 11. Translate into English:

A. 1. У цьому районі споруджується великий екологічно безпечний завод. 2. Я певен, що буде збудовано багато лабораторій, які будуть добре обладнані. 3. Багато студентських оздоровчих таборів побудовано на південному березі Криму. 4. Усі розрахунки проводяться за допомогою комп'ютерів. 5. Іноземні мови вивчаються на всіх факультетах університету. 6. Його слухали з великим інтересом. 7. Чому йому поставили багато запитань? 8. Де продаються ці книги? 9. Ким ця книга була перекладена українською мовою і де вона готується до друку? 10. Коли буде випущена в світ ця книга? 11. Його попросили відповісти на три питання. 12. Якщо робота буде закінчена

завтра, ми поїдемо за місто. 13. Не заходьте в аудиторію. Там екзамнують студента. 14. Ця подія коментується в сьогоднішніх газетах.

В. 1. Мені веліли прийти сюди о п'ятій годині. 2. Йому не дали змоги підготуватися до виступу. 3. Їм не показали дороги до нашого дому. 4. Нам не пришлють книг поштою. 5. Їх проеккзаменують на здатність до цієї роботи. 6. Вас зустрінуть деякі члени делегації. 7. Листи будуть відправлені вчасно. 8. Газети приносять рано вранці. 9. Телеграма була принесена годину тому. 10. За ними вже послали. 11. Про них говорили, як про хороших спеціалістів.

6. WRITTEN COMPOSITIONS

1. Describe the educational establishment you are studying at.
2. Describe your educational background.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations.

1

- Are all pupils admitted to higher schools after successful finishing secondary schools?
- Those who pass successfully their entrance/competitive exams.
- Where is higher education provided?
- Higher education is provided at universities and institutes. There are three forms of educational institutions: full-time, evening and extra-mural.
- How long is a university or an institute course?
- The higher school course lasts from 4 to 6 years.
- Are Ukrainian students granted a degree upon completing the course?

After successful presenting graduation projects or sitting for state exams at some institutes students receive «diplomas» and are guaranteed jobs in the fields for which they have been trained.

After successful presenting graduation projects or sitting for state exams.— Після успішного захисту дипломної роботи або складання державних іспитів.

- Do students have to pay for education in Ukraine?
 - It's common knowledge that all education is free in our country. Moreover, students are provided with monthly grants by the state.
 - Do all students in Ukraine receive grants?
 - Not all, but the majority of them. Those who study well and take part in socially useful work.
 - Do students live in hostels or at home?
 - Students from other cities and towns are provided with hostel accomodation at a very low cost, but as for their meals, they must solve the problem themselves.
- moreover — більше того
 grants (scholarship) — стипендія

- Are there many foreign students in Ukraine?
- Students from about 150 countries study at higher and specialized secondary establishments of Ukraine.
- What is the tuition fee in Ukraine for a foreign student?
- There're no fees. Education is free for all Ukrainian and foreign students.
- Do foreign students receive monthly grants?
- Yes, they do. They are paid twice as much as Ukrainian students.
- In what language is instruction given to foreign students?
- Instruction to foreign students is given in Ukrainian. If a foreign student doesn't know Ukrainian, he has to take a year's course in Ukrainian before he gets down to studying the speciality of his choice.

tuition fee — плата за навчання

instruction — навчання

... before he gets down to — ... перш ніж він почне

He has to take a year's course in Ukrainian. — Він має пройти річний курс навчання української мови.

- What is the main purpose of the higher school in the Ukraine?
- The main purpose is to enrich the student's knowledge in the fundamental sciences which do not become outdated as quickly as the applied sciences, and to teach students to put to use creatively what they have learnt.

- What is done to develop in students the ability to work independently and creatively?
- With this aim in view, future specialists are taught to understand and how to think rather than to memorize and what they should think.
- Are students engaged in research?
- Yes, they are. Students' research work has become an inseparable part of the educational process and is compulsory.
- In what way are students engaged in research?
- About one half of the country's scientists work at higher educational establishments, and students conduct research under their guidance in students' scientific societies and design bureaus.

fundamental sciences — фундаментальні науки

applied sciences — прикладні науки

outdated — застарілий

to put to use creatively — творчо використовувати

to be engaged in research — займатися дослідженнями

2. *Fill in the missing parts making use of the terminology of educational institutions as well as of your knowledge of the subject.*

1

- At what age do pupils start school?
- ...
- Is education compulsory in Ukraine?
- ...
- In what types of school do young boys and girls receive a secondary education?
- ...
- What is the salary of school teachers in Ukraine?
- ...

2

- What is the aim of a vocational school?
- ...
- At what age do young boys and girls go to a vocational school?
- ...
- Why have vocational schools been set up in Ukraine?
- ...
- What is a specialized secondary school? Who studies there?
- ...

- ...
- Anyone between the age of 17 to 35, who has a certificate of secondary school and who successfully passed entrance exams, may be admitted to a higher educational institution.
- ...
- There are three forms of educational institutions: full-time, evening and extra-mural.
- ...
- After graduating from a University or an institute students receive diplomas which qualify them to work in the field for which they have been trained.
- ...
- Yes, diplomas of all 3 types of higher education carry equal status.

- ...
- The higher school course lasts from 4 to 6 years.
- ...
- The academic year is divided into two terms: from the 1st of September to the 23d of January and from the 7th of February to the 1st of July.
- ...
- It's common knowledge that all education in our country is free. On top of that, the state provides students with monthly grants.
- ...
- Students from other cities and villages are provided with hostel accomodation at a very low cost, but they have to cater for their meals themselves.

- Are foreign students trained in Ukraine?
- ...
- What is the tuition fee in Ukraine for a foreign student?
- ...
- Does a foreign student receive a monthly grant? What does it amount to?
- ...
- How do foreign students cope with the language barrier?
- ...

- What determines further development of the higher school?
- ...
- What is the main purpose of the higher school in Ukraine?
- ...
- What is done to develop in students the ability to work independently and creatively?
- ...
- Are students engaged in research?
- ...
- What is the curriculum of a higher school? Is there a uniform curriculum for the entire country at each level?
- ...

3. Role-play the following situations:

Іноземець цікавиться системою освіти в Україні. Він розпитує вас:

1. про навчання і виховання в загальноосвітній школі;
2. про підготовку кадрів для виробництва в профтехучилищах;
3. про підготовку фахівців вищої кваліфікації у вищих навчальних закладах;
4. про можливість здобуття громадянами зарубіжних країн освіти в Україні.

Поговоріть про наші вузи, про учбові заклади, де ви навчались, про зміни, які відбуваються зараз у системі народної освіти.

8. SUPPLEMENT

Text 1

In what way does the system of education in the USA differ from the system of education in Ukraine?

Schooling in the USA

You know that American children go to school for twelve years.

There are different schools in the USA: large and small, public and private, co-educational and for boys and girls alone, schools in large cities and in small towns.

When the children are five years old they go to kindergarten. After kindergarten they go to elementary school. They study there eight years.

Then the American children can go to high school. They study there four years more. Most Americans finish high school because it is free.

Public schools, one of the types of high schools, are always big. There are about fifteen hundred boys and girls there. Most American public schools are co-educational which means that girls and boys study together. Most Americans go to public schools.

When the American children finish high school they can go to college. A college is like a University. The difference is that a university has several colleges. The students study at college four years.

The school year always begins in September or October and ends in May or June. Many children cannot go to college because it costs too much.

Some colleges have three hundred students or fewer, but some universities have twenty thousand students or more.

Text 2

Read the text. Find the new words in the dictionary. Retell it:

Schools in Great Britain

There are several types of schools in Great Britain. First of all there are primary and secondary schools. Children go to primary school when they are six and to secondary school when they are eleven. There are some secondary schools only for boys, some are only for girls. Grammar schools prepare pupils for the universities. On Saturdays and Sundays there are no lessons at English schools.

English children learn such subjects: English, mathematics, history, geography, science (biology, botany, physics and chemistry), foreign languages, singing and drawing. They also have PT (physical training).

The children are at school from 9 a. m. till 4 p. m. From 12 p. m. till 2 p. m. they have lunch. After 4 p. m. they go home.

Text 3

Discuss this problem with your friend. Express your opinion on the system of education in Japan:

The Pros and Cons of Japanese Education

Q.: Professor White, why are the Japanese so successful at educating their children?

— Because the entire society is mobilized around children, and the No. 1 concern for anyone in Japan is education. There are about 50 monthly magazines that parents of preschool-age kids can subscribe to. Bookstores are filled with manuals on how to work with your child. And a very popular desk for children to use at home has a sort of dashboard with an electric pencil sharpener and a built-in calculator. There's a button to push that rings a buzzer in the kitchen to get mama to help with something or bring a snack.

Q.: Do mothers wait on their children?

— Yes. Most mothers don't work outside the home, especially when their children are small. Their major profession is mothering, and their relationship with their child is intense and indulgent. It's said that the Japanese mother is an agent of the educational system and that without her it wouldn't work. These women have a curriculum for their kids, even in infancy. They're very intensive about it, with games and songs, exercise and dancing. It's a joy to watch a Japanese mother with her child.

Q. And Japanese fathers?

— Father is indulgent but not much involved. He simply isn't home much. He works on Saturdays and usually has to spend much of his time off on work or company socializing. Sunday is when he's with the kids. So there's a nickname for father: He's called the Sunday friend.

UNIT 12

T o p i c: Recreation (our days-off, week-ends, holidays, entertainment)

G r a m m a r: 1. The Past Perfect Tense
2. The Future-in-the Past
3. Sequence of Tenses
4. Reported Speech

T e x t: The Way We Spend Our Free Time

1. THE WAY WE SPEND OUR FREE TIME

Peter Klymenko: Did you go anywhere this week-end, Borys?

Borys Lytvynov: Last Saturday my wife and I went to the cinema to see a new film. It was quite amusing. Then on Sunday I wanted to go to the theatre. You know Kate is an admirer of opera and I heard on the radio that National Opera had started its new theatrical season. I was sure it was next to impossible to get tickets as they had probably been already sold out. A friend of mine is an actor at the Opera House. I asked him to get two seats for us. But he failed to help me. He told me that he would be able to get tickets for us only next Sunday. By the way, are you doing anything special tonight?

Pete: Nothing in particular. Why?

Borys: I thought we could go to the cinema if you don't mind.

Pete: I'd love to. You know I'm a great cinema-goer, but I haven't been to the cinema of late for some reason or other. Let me see ... I'll be free round about seven. Is there anything interesting on?

Borys: A new musical is on this week. They say it's worth seeing. I remember reading a review of it last Sunday. The review says it was one of those films one shouldn't miss.

Pete: Do you remember the title?

Borys: Unfortunately not. But I remember it's a fine musical.

Pete: To tell the truth I don't care very much for musicals.

Borys: In that case let's go somewhere else. I was told they would be showing the film «War and Peace» after Leo Tolstoy's novel. Now, I'll look in the paper ... Oh, yes, that's right. It's a Hollywood production.

Pete: Oh, I'll gladly go and see this film.

Borys: The show starts at half past eight. There's a news-reel, of course, but no cartoon or documentary. Will Halyna join us?

Pete: Don't you know that she is having a holiday now? She went to a sanatorium in the Crimea last week.

Borys: I didn't know that she had been away. By the way, have you got any plan for your holidays? As for me I enjoy spending my holidays in the Crimea. There is a very nice holiday camp there at the Black Sea. It's a very good camp with all modern conveniences and comfort. It has its swim-

ming pool and tennis courts. I'm fond of playing tennis and enjoy every minute of staying there. I usually make friends with a lot of interesting people there. What about you?

Pete: I hate the idea of spending a holiday with crowds of people. I told you I always wanted to get away from crowds. I want to have a holiday from work, from noise that's why I prefer spending it in a quiet village. Besides, I'm fond of climbing. This summer I'm planning to go to the Carpathians. There is a very nice village in the mountains. I hope to have a good time there. I'll climb the mountains.

But this year I'll have a shorter holiday. I'm to be back in Kyiv by the 8th of August. I have been invited to give some lectures at London University and I'm to leave for London on the 15th of August. I'll also participate in the work of the conference «University Today» which will be jointly organized by 25 universities. We'll discuss some important functions universities have in every society today. The subject of my paper is «Computer-Assisted Instruction».

* * *

How do you usually spend your free time? Do you often go to the cinema? What films do you prefer to see? Why? Are theatres popular in this country? Which are the most famous theatres in this country? What play did you see last? Did it impress you? Are you fond of music? What music do you like more light music or serious (classical) music? Who is your favourite composer? What do you think of the opera today? What theatrical performance would you advise me to see? Which is your favourite drama theatre? What plays does it stage? What are advantages and disadvantages of television? What kind of holiday do you prefer? Why? Are hikes popular in the country? Is tourism popular here? Why are some people fond of tourism? What about you? Have you ever been abroad? What was the purpose of your going there? What are your plans for the coming holidays?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

How did you spend your week-end?

Як ви провели свої вихідні (суботу і неділю)?

Did you go anywhere this week-end?

Ви ходили куди-небудь цієї суботи і неділі?

I was at the cinema.
I saw an amusing film.
I care for operas very much.
I'm keen on operas.
I'm an admirer of opera.
I prefer to go to the Drama theatre.
He is a great cinema-goer.

The National Opera is starting its new theatrical season.
It's next to impossible to get tickets to the theatre.
He failed to get two seats to the theatre.
Have you got any plan for this Sunday?
Nothing in particular (nothing special).
My friend had seen the play by that time.
He said the film was superb.

I'll be free round about 7 p. m.
Is there anything interesting on today at the cinema?
What's on at the cinema today?
I saw that documentary on TV.
You should not miss that film.
It's a good cartoon film.

It's a fine musical.
I prefer adventure films.
I dislike mystery films.

This comedy film is worth seeing.
They say a new feature film is on today.

Я був у кіно.
Я дивився кінокомедію.
Я дуже люблю оперу.
Я шанувальник опери.

Я вважаю за краще ходити до драматичного театру.
Він дуже любить ходити в кіно.
Національна Опера розпочинає свій театральний сезон.
Майже неможливо дістати квитки в театр.
Йому не вдалось дістати два квитки в театр.
У вас є якісь плани щодо неділі?
Нічого особливого.

Мій друг уже подивився п'єсу на той час.
Він сказав, що фільм чудовий.
Я буду вільний близько 7 години вечора.
Сьогодні йде щось цікаве в кінотеатрі?
Що сьогодні йде в кінотеатрі?
Я дивився той документальний фільм по телевізору.
Вам не варто пропускати його.
Це гарний мультиплікаційний фільм.
Це гарний мюзікл.
Я віддаю перевагу пригодницьким фільмам.
Я не люблю детективні фільми.
Цю кінокомедію варто подивитись.
Кажуть, що сьогодні йде новий художній фільм.

Who is starring in it?

I enjoy spending my vacation in the Crimea.

There is a nice holiday camp there.

It has its swimming pool and tennis courts.

I'm fond of playing tennis (climbing).

I hate the idea of going there.

I'm on leave now.

I want a holiday from work (from crowds of people).

I prefer spending my holiday in a quiet village.

I hope to get a room in the hotel.

I'll have a shorter holiday this time.

Хто грає в ньому головну роль?

Я люблю проводити відпустку в Криму.

Там є гарна база відпочинку.

Вона має свій плавальний басейн і тенісні корти.

Я дуже люблю грати в теніс (ходити в гори).

Я відхиляю саму ідею піти (поїхати) туди.

Я зараз у відпустці.

Я хочу відпочити від роботи (від людей).

Я вважаю за краще проводити відпустку в тихому селі.

Я сподіваюсь поселитися в готелі.

Цього року в мене скорочена відпустка.

3. GRAMMAR STRUCTURES

1. The Past Perfect Tense

1. I (we, he, she, you, they) had got the tickets to the theatre

a) before you came.

b) by 2 o'clock yesterday.

2. I (we, he, she, you, they) did it after Pete had gone to the cinema.

Note. The Past Perfect Tense is used to express an action completed before a fixed moment in the past, or another action in the past.

2. Comparative Use of the Past Progressive, Present Perfect and Past Perfect Tenses

Past Progressive

I was going to the theatre

a) at 6 o'clock yesterday

b) when you saw me.

Past Perfect

I had returned home

a) by 6 o'clock

b) when (before) you came.

<i>Past Progressive</i>	<i>Past Perfect</i>
Я йшла в театр а) вчора о 6 годині б) в той момент, коли ви побачили мене	Я (вже) повернулась до-дому а) вчора на 6 годину б) (на той момент) коли ви прийшли

<i>Present Perfect</i>	<i>Past Perfect</i>
It's good that you have come only now, as I have just finished my work. Добре, що ви прийшли лише зараз, бо я щойно закінчив роботу.	It's good that you came only at 8 o'clock as I had finished my work (just) before you came. Добре, що ви прийшли лише о 8 годині, бо я закінчив роботу щойно перед тим, як ви прийшли.

3. The Future in the Past

He knew that I should go to the cinema in the evening. I did not know that you would go to the theatre.	Він знав, що я піду в кіно ввечері. Я не знав, що ви підете в театр.
--	---

Note. It expresses the future action in reference to the past moment. It is used in subordinate clauses if the predicate of the principle clause is expressed by the verb in the past tense.

4. Sequence of Tenses. Reported Speech

<i>Direct Speech</i>	<i>Reported Speech</i>
He said, «I go to the Crimea every year». He said, «I'm reading a very interesting book now». He said, «I went there last year».	He said (that) he went to the Crimea every year. He said he was reading a very interesting book then. He said he had gone there the previous year.

<i>Direct Speech</i>	<i>Reported Speech</i>
He said, «You will enjoy your stay here».	He told me (that) I should enjoy my stay there.
He said, «I have read the book.»	He said he had read the book.

Note. When changing direct speech into reported the following changes of tenses take place:

<i>Direct Speech</i>	<i>Reported Speech</i>
Simple Present	Simple Past
Present Progressive	Past Progressive
Simple Past	Past Perfect
Present Perfect	Past Perfect
Simple Future	Future in the Past

Note. When changing direct speech into reported, the following changes of adverbs and pronouns usually take place:

<i>Direct Speech</i>	<i>Reported Speech</i>
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	the following
last	the previous
ago	before
in two days	two days later

5. Reported General Questions

<i>Direct General Questions</i>	<i>Reported General Questions</i>
He asked me,	He asked me if
a) «Are you free tonight?»	He wondered if (whether)
b) «Is she having a holiday?»	a) I was free that night.
c) «Have you seen a new film?»	b) She was having a holiday.
d) «Did you enjoy spending your holidays in the Crimea?»	c) I had seen a new film.
e) «Will you go to the concert?»	d) I had enjoyed spending my holidays in the Crimea.
	e) I should go to the concert.

Note. In reported questions the word order is direct.

6. Reported Special Questions

<i>Direct General Questions</i>	<i>Reported Special Questions</i>
Pete asked me,	Pete asked me
a) «When does the show start?»	a) when the show started.
b) «Where did you spend your holiday last year?»	b) where I had spent my holiday the previous year.
c) «Why do you like to spend your holiday in a quiet village?»	c) why I liked to spend my holiday in a quiet village.

7. Reported Commands and Requests

<i>Direct Speech</i>	<i>Reported Speech</i>
He said to us, «Go and see this film».	He asked told ordered { us to go and see that film.
I said to him, «Don't be late».	I asked told ordered { him not to be late.
He said (to me) a) «Open the window, please». b) «Don't turn on the TV set».	He told me { to open the window. not to turn on the TV set.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Tell your fellow-students what he (she, they) said as in the example:

Example:

The tickets have already been sold out.

— He said the tickets had been sold out by that time.

1. I've managed to get the tickets. 2. We have taken our seats. 3. Pete made up his mind to spend his vacation in the Crimea. 4. I have already had my holiday. 5. I made friends with many people when I was in the Crimea.

Ex. 2. Complete the following sentences:

1. I knew that ... 2. I was sure that ... 3. I did not know where ... 4. He knew why ... 5. I was sure he ... 6. We were informed that ... 7. I was told how ... 8. He pointed out that ... 9. He stressed in his report that ... 10. The reporter noted that ...

Ex. 3. Join the following parts of the sentences into one introducing the conjunctions *before* or *after*:

Example:

Mary studied French. Mary entered the University.

— Mary had studied French before she entered the University.

— Mary studied French after she had graduated from the University.

1. He took part in the conference at the University. He came to London. 2. The organizing committee invited him to take part in the conference. He wrote a paper. 3. Borys arrived at the airport. His friends came there too. 4. I came to the airport. The plane landed safely. 5. We got home. It began to rain.

Ex. 4. Answer the following questions:

1. Have you taken part in the conference? 2. Did you tell your friend that you had taken part in the conference? 3. Had you written your paper long before you went there? 4. Had you been invited by the 5th of December? 5. Had the conference started its work before you arrived there? 6. Had you visited

your friends before you left for London? 7. Had he got the tickets before you received the invitation?

Ex. 5. Give two different answers to each of the following questions as in the example. Make use of the phrases in the right column:

Example:

When did he come? to show us a new film
— He came when they were showing us a new film.
— He came when they had already shown us a new film.

I
S
H

- | | |
|--|------------------------------------|
| 1. When did you meet him? | to turn the corner of the street |
| 2. When did you ring them up? | just to have dinner |
| 3. When did his friends come to see you off? | the plane to land at the airport |
| 4. When did you tell him about it? | to examine the suitcase |
| 5. When did it begin raining? | to get ready to leave |
| 6. When did you go to the Opera House? | to start its new theatrical season |
| 7. When did she ring you up? | to return home |

Ex. 6. Make the necessary substitutions and act out the dialogues. Use the word combinations given below:

Example:

Had Ivan done his homework by 5 o'clock?
— Yes, he had.
— And what about Pete?
— I'm afraid he hadn't.
Borys hasn't registered his ticket yet.
— Why? I thought he had.

to get tickets to the cinema; to see a new film; to read a review of a new film; to have a holiday; to make friends with a lot of interesting people; to go to the Carpathians; to participate in the work of a conference.

Ex. 7. Make up conversations as in the example:

Example:

Are you going to your parents for the week-end? — What did he ask? I have not got him. — He asked if you were going to your parents for the week-end.

1. Where are you going to spend your holiday this year?
2. Do you enjoy spending your holidays in the Crimea?
3. Is there a nice holiday camp at the Black Sea?
4. Do you like the idea of spending your holiday with crowds of people?
5. Where did you spend your last holiday?
6. What bus will take me to the airport?
7. Have you made up your mind where to spend your coming holiday?

Ex. 8. Refer the following sentences to the past starting with *He said (that)...*

1. He says he has just come back from the Crimea.
2. He says he spent a whole month in the Crimea.
3. He says his friend and he spend most of their time on the beach.
4. Borys says he has visited many beautiful places along the Black Sea coast.
5. He says he has taken many photographs while travelling in the Crimea.
6. She says Borys told her a lot of interesting stories about his travels in the Crimea.
7. She says she has never been to the Crimea.
8. She says she will go there next summer.

Ex. 9. Make the questions with *I wonder* or *I'd like to know...*

1. Where will you go for a holiday?
2. Where do you enjoy spending your holiday?
3. What books are you fond of?
4. How many foreign languages do you know?
5. Do you often go to the theatre?
6. Is this play worth seeing?
7. Do you have many friends in England?
8. Who invited you to take part in the conference?

Ex. 10. Combine each pair of sentences into one as in the example:

Example:

Where has he put the book? Please, tell me. — Will you tell me where he has put the book?
--

1. When do you usually have your holidays? Please, tell me.
2. Who has invited you to take part in the conference? Please,

tell me. 3. Where did your family go to see you off? Please, tell me. 4. Why did you decide to stay at home? Please, tell me. 5. When did the plane land? Please, tell me. 6. Where is the railway station? Can you tell me?

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Answer the questions as in the examples:

Example:

Do you like travelling? — Yes, I do.
— The teacher asked me whether (if) I liked travelling and I said I did.

1. Do you enjoy having your holidays in the Crimea? 2. Will you come to see me off to the airport? 3. Will you leave your children at home? 4. Do you usually make friends with many people when you are on holiday? 5. Are you planning to go to the Carpathians this year?

Example:

Where do you plan to have your holiday?
— The teacher asked me where I planned to have my holiday.

1. Why will you have a shorter holiday this time? 2. Why do you go to England this year? 3. How long does it take you to get there? 4. What conference are you going to participate in? 5. What is the subject of your paper?

Ex. 2. Change the following sentences from indirect into direct speech as in example:

Example:

Pete said he had not been to London yet.
— Pete said: «I have not been to London yet».

1. Pete asked me where I had gone the previous summer. 2. He told me that he would meet me at the airport. 3. She asked me if I enjoyed spending my holiday at the seaside. 4. He asked me if I had made up my mind where to spend my holiday that year. 5. She told me that she wanted to have a holiday from work and noise. 6. He said that he had bought the tickets to the theatre beforehand. 7. She said that the

play was worth seeing. 8. She told her son not to miss the train. 9. He said he would be back a week later.

Ex. 3. Choose a suitable word and translate the sentences into Ukrainian and then back into English:

1. When Pete came home, his sister told him that Borys had rung him up half an hour (ago, before). 2. «Did you work or still go to school two years (ago, before)?» the teacher asked one of the students. 3. Last year I asked my friend to translate this article, but he said he couldn't do it (now, then) and said he would do it (in two days, two days later). 4. My friend spent his last week-end in the country. He says the weather was fine (today, that day). 5. I gave my friend a book last week and he said he would return it (tomorrow, the next day), but he hasn't done so yet. 6. «Are you going to give a talk (tomorrow, the next day)?» my friend asked me.

Ex. 4. Begin the sentences with the words *She asked* or *He asked*:

1. Have they ever been to London? 2. Will it be interesting for me to go there? 3. Where did Pete meet Mr. West? 4. Has he invited him to take part in the conference at London University? 5. Has he changed his mind? 6. What is the subject of his paper? 7. When will he be back in Kyiv?

Ex. 5. Change the following sentences from direct into indirect speech:

1. He said, «I have never been there». 2. He said to me, «Have you ever been to London?» 3. He said to me, «How many times have you been there?» 4. He said to me, «When were you there last?» 5. He said, «I'm going to have my holidays in the Crimea this year». 6. I said to him, «Can you give me his address?» 7. Halyna said, «I'm afraid I shall be unable to come to the airport to see you off». 8. She said to us, «I shall spend the week-end at my parents'». 9. He said to us, «We reached the village late in the evening». 10. He said, «We have just made a trip to the sea coast». 11. He said, «There will be a concert at the club next Saturday».

Ex. 6. Complete the sentences in your own way:

1. When Pete arrived at the airport, he remembered that
2. When Borys came to the railway station, he learnt that
3. He decided to take part in the conference because the organizing committee... . 4. When he came to the waiting hall, he saw that Borys 5. The plane landed at the airport after 6. The Customs officer made some remarks after
7. Ann changed her mind when she learnt that

Ex. 7. Make changes in the sentences adding the words given in brackets: (*by 5 o'clock, by Saturday, by the end of the year, by that time, by the time you came*):

1. I have already seen my friend off to the station. 2. The Customs officer has examined Pete's suitcases. 3. He has already taken part in the conference on certain problems of modern physics. 4. Has he already met her at the airport? 5. Have you spoken to the Customs officer? 6. The plane hasn't yet landed at the airport. 7. They have invited him to take part in the conference. 8. They have come to say good-bye to me.

Ex. 8. Complete the following dialogues in writing:

1

A. ...?

B. I'm afraid I can't. Tomorrow perhaps, and what is on?

A. ...

B. I'd like to see the film. It's being much spoken about.

A. ...

B. We'd better take tickets in advance.

A. ...

B. Of course, an evening show. An 8 o'clock show will suit me well.

A. ...

B. Settled.

2

A. What is the film about?

B. ...

A. Is it worth seeing?

B. ...

A. Would you like to see it again?

B. ...

3

A. What's the film about? It is worth seeing?

B. ...

A. Do you know who stars in it?

B. ...

4

A. What's on at the theatres tonight? Let's have a look at the «where to go» column in the newspaper.

B. ...

A. Oh, we have a wide choice. What theatre do you prefer?

B. ...

A. But I'm afraid we shan't get tickets.

B. ...

Ex. 9. Translate the following sentences from Ukrainian into English:

а) 1. Він сказав, що любить проводити свою відпустку в Криму і збирається поїхати туди цього літа. 2. Він сказав, що вся сім'я прийшла в аеропорт провести його перед виїздом в Лондон. 3. Він не мав певності, що йому треба їхати саме туди. 4. На 5 годину всі вже прийшли на вокзал. 5. Коли вони прийшли в аеропорт, літак уже приземлився. 6. Я пригадав номер його телефона, коли вже вийшов з дому. 7. Я був певен, що всі квитки в театр опери та балету уже продані. 8. Він сказав, що цю п'єсу варто подивитися. 9. Мені сказали, що незабаром цей фільм демонструватимуть на екранах кінотеатрів. 10. Петро сказав, що Галина зараз у відпустці. Я не знав, що вона в санаторії в Криму. 11. Він повідомив, що у нього нема ще ніяких планів щодо відпустки. 12. Він сказав, що любить проводити відпустку, подорожуючи в машині по всій Україні. 13. Вона зауважила, що вважає за краще провести відпустку в тихому селі. 14. Він повторив ще раз, що планує поїхати в Карпати цього літа.

б) 1. Він запитав, які фільми ми любимо дивитись. 2. Йому було цікаво, де вони збираються провести вихідні. 3. Ви запитали їх, чи йдуть вони з нами до кінотеатру. 4. Вони попросили зателефонувати їм і сказати, коли починається фільм. 5. Вона бажала знати, де вони зустрінуться. 6. Вона запитала, чи зручно дзвонити так пізно. 7. Він подікавився, чому його не запросили на конференцію. 8. Вона попросила їх прийти трохи раніше.

6. WRITTEN COMPOSITIONS

1. Describe the way you spent your vacation last summer.
2. Your plans for the coming holiday.
3. The film you saw last.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations:

- I'm going to the cinema. Let's go together.
- No, I'm not much of a cinema-goer. I prefer staying at home and watching TV instead of going out anywhere.
- Do you watch TV every day?
- Well, yes. I can always choose a programme to my liking. And if I don't like it I can always turn it off. So why bother to go out and pay for a cinema seat?
- That's just it! You're drugged by it. That's why I have no TV. And I have time to read, to go to the cinema or the theatre and sometimes invite friends in for a chat.

to my liking — на свій смак

Why bother to go out and pay for a cinema seat? — Для чого ці клопоти — йти кудись та ще й платити за квиток?

You're drugged by it. — Ти захворів телевізором.

2

- What do you do with your spare time?
- I'm a great theatre-goer. I go to the theatre as often as I can. I don't much mind what play is on provided the production is good.
- And I'm very keen on sport. I spend a couple of evenings a week at the Central Stadium. I also enjoy sitting in cafes talking to my friends.
- I'm usually so tired when I come home that I just watch television — any kind of programme. At week-ends I do a lot of reading.
- I collect jazz records and often invite friends to bring theirs for a jazz session.

provided the production is good — за умови, що постановка хороша

3

- I don't feel like working tonight. We might just as well take the evening off.
- Fine. I'll be glad to keep you company.
- That's a go then. What do we see? What's on at the Ukraina?
- We can find it out on our way down. By the way, have you seen the documentary «Is it Easy to be Young?» What do you think of it?
- The film has impressed me greatly.

- The same with me. No wonder the film is very popular with the youngsters. It's about teen-agers, their problems and conflicts.

...to keep you company — скласти тобі компанію
That's a go then.— Згода.

4

- Where are you going for your vacation?
- To a sanatorium. The doctors said I needed some treatment. What are your plans?
- I'm going to a rest-house on the Black Sea coast. There's nothing like swimming and boating for me.
- I quite agree with you. Last year I spent my holiday at a health-resort in the Caucasus. It was provided with a sports ground, a boating station, a library, a billiard room and a dance floor. Various excursions, hikes, concerts and lectures were arranged for the holiday-makers. How much have you paid for accomodation?
- Half the price of it. My trade union paid the rest of it.

holiday-maker — відповідаючий

5

- What kind of holiday-making do you prefer?
- I prefer a quiet country place with a river and a forest to any other place.
- Isn't it dull and lonely?
- No, not for me, at least. I like fishing, though I'm a poor fisher, I'm fond of wandering in the forest picking up mushrooms and berries.
- It's quite different with me. I like to meet different people and make friends with them when on leave.
- Well, tastes differ.

holiday-making — проведення відпустки
when on leave — коли я у відпустці

6

- They say, a caravan holiday is very popular in Great Britain, isn't it?
- It is, indeed.
- What's the idea behind it?

- Well, if you have a car you can hire a caravan for a few pounds a week. There's a caravan association that will give you information about places where you can stay.
- Travelling by car is rather popular in our country too. There're special camps for car-travellers where you can stay for a night or two and get all necessary things. You meet a lot of people there.
- And what do you think of a walking holiday?
- To my mind, this way of spending a holiday is good only when you are young and healthy and want to see much and don't care much for conveniences. Do you agree with me?
- Absolutely. Personally I don't like it.

What's the idea behind it? — Що за цим криється?

2. Fill in the necessary parts making use of the expressions from the text and illustrative dialogues. You're allowed to make any changes and additions:

1

- I'm going to the cinema this evening. Keep me company.
- ...
- We can find it out on our way down. Do you often go to the cinema?
- ...
- What films do you like to see best of all?
- ...

2

- Have you seen the film ...?
- ...
- I haven't seen it either. Everybody says one shouldn't fail to see the film. What about going to see it to-night?
- ...
- The film has already been on for a couple of weeks. I think we'll manage to buy tickets.
- ...
- If we don't get tickets we'll just have a stroll in the open air after a day's work.
- ...

3

- What do you think of TV? Which do you like better: watching TV or going to the cinema?
- ...

— But in the cinema there's a wide screen and the colour is better.

— ...

— Do you prefer seeing a story as a TV film or reading it in a book? Why?

— ...

— Well, I see you're drugged by TV. You've become too lazy to go out. Am I right?

— ...

4

— What do you do with your spare time?

— ...

— As for me, I'm very keen on sport. I spend evening either at a stadium or in concerts or cinemas. Do you often go out in the evening?

— ...

— And what is your favourite pastime?

— ...

5

— ...

— I prefer a quiet little village with a river and a forest.

— ...

— Oh no, not for me. I like fishing and wandering in the forest.

— ...

— Then you'd better go to a health-resort on the Black or Baltic Sea coast. There're always crowds of people there.

— ...

3. *Role-play the following situations:*

1. Поговоріть про те, як ви звичайно проводите свій вільний час.
2. Скажіть, де ви вважаєте за краще провести канікули чи відпустку.
3. Попросіть приятеля взяти квитки в кіно або в театр. Скажіть, чому саме на цей фільм і на цей спектакль ви взяли квитки.
4. Вас запросили піти ввечері в кіно. Та ви вважаєте за краще залишитися вдома і дивитися телепередачі. Висловіть свої міркування з приводу переваг телебачення.
5. Поговоріть з товаришем про спортивний або туристський табір, де ви відпочивали. Розкажіть йому про свої захоплення.

6. Поговоріть про необхідність створення клубів за інтересами, спортивних комплексів, про поліпшення культурного обслуговування.

8. SUPPLEMENT

Text 1

Read the text and say where one can stay during his holiday in Great Britain. What are the advantages and disadvantages of these places?

Where to Stay

Britain is renowned for her history, and some of her past is reflected in fascinating old buildings in which you can spend your holiday. There are country inns that have been used as such for hundreds of years. The cost of staying at such an inn is usually low, most are cheaper than hotels. In some establishments you can even sleep in a four-poster bed.

But if you prefer to stay in a hotel the local travel agent can book accommodation for you. Many hotels are members of groups which have networks of establishments covering the whole Britain, or large areas of it. Rooms at any hotel can be booked by the companies which have offices in various cities.

But more and more visitors coming to London are choosing self-catering accommodation. There is a wide range of apartments to choose from, but be sure to book well in advance. Generally all household requisites are supplied and a deposit is payable before occupying the premises. In many cases the full balance has to be paid before occupation. Charges range according to the season but an approximate price range (accommodation for four people) is from £ 150 to £ 200 a week. (From «*Invitation to Beautiful Britain*» by BTA 1984).

Text 2

Read the text and answer the following comprehension questions:

Dear Greta Garbo

(After W. Saroyan)

Just as soon as I got out, thought, I went around to a little theatre in my neighbourhood where I found out they were showing the newsreel in which I played a part, and I went into the theatre to see myself on the screen. It sure looked great, and if you noticed the newsreel carefully you couldn't have missed me because I am the young man in the blueserge suit whose hat fell off when the running began. Remember? I turned round on purpose three or four times to have my face filmed and I guess you saw me smile. I wanted to see how my smile looked in the moving pictures and even if I do say so I thought it looked pretty good.

My name is Felix Otria and I come from Italian people. I am a high-school graduate and speak the language like a native as well as Italian. I look a little like Rudolph Valentino and Ronald Colman, and I sure would like to hear that Cecil B. De Mille or one of those other big shots noticed me and saw what good material I am for movies.

Miss Garbo. I have a strong voice and I can play the part of a lover very nicely, so I hope you will do me a little favour. Who knows, maybe some day in the near future I will be playing the hero in a picture with you.

Yours very truly, Felix Otria

1. Why did the author write this letter? 2. What newsreel did he describe? 3. What part did Felix Otria play in the newsreel? 4. What was he dreaming of? 5. What kind of person is Felix in your opinion?

Text 3

Read the text:

London's Newest Museum

Everybody knows the famous places to see when visiting London: Buckingham Palace, The Tower of London, Piccadilly Circus. One place that isn't quite so well-known is the new Museum of London.

It is devoted exclusively to 2500 years of London's history, so it seems a good way to resolve the confused mixture of dates, places and names the tourist meets.

It's also an interesting and entertaining way to spend an afternoon in the city.

The aim of the museum is to have an exhibition large enough to do justice to London's long history, but not so large as to give a visitor «mental indigestion». Anyone who has spent an exhausting day trying to see everything in any of London's older museums will be glad of that. However, with hundreds of exhibits on show, many for the first time, the best way to appreciate all the Museum of London has to offer us to see it in several short visits.

The exhibits start with diagrams and pictures of the formation of the land on which London stands, and end with a view of the complex modern city of today. Of course, as London constantly grows and changes, its history can never really end. So the museum hopes to hold frequent special exhibitions on subjects of interest — the latest archeological discoveries, for example.

The museum contains a lecture theatre and education department. There are also a library, drawing, painting and photographs laboratories and photographic studios. Here researchers, journalists and students can find all the information on London they are likely to need. The museum also now organizes one of the largest archeology rescue units in Britain to save, or at least to record, disappearing features of the capital.

The museum has a lively and original outlook — quite the opposite of the popular idea of a museum as a stuffy boring place.

(From «*Invitation to Beautiful Britain*» published by BTA 1984.)

1. Choose the right answer:

1. London's newest museums differ from other museums of London as:
 - a) it has only pictures and diagrams,
 - b) it gives a broad panorama of London's historic development,
 - c) it holds frequent exhibitions.
2. It is advisable for a tourist:
 - a) to start a trip about London with shops,
 - b) to visit the exhibition of London's newest museum,
 - c) to see the exhibition of London's newest museum in several short visits.
3. The tourists' popular idea of a museum is:
 - a) it's a bore,

b) it's noisy but lovely,

c) it is very informative.

2. What museums of Kyiv and Lviv are popular with visitors and why are they popular?

UNIT 13

T o p i c: Holiday-Making in Ukraine. Travelling

G r a m m a r: 1. The Gerund as an Adverbial Modifier

2. The Subjunctive Mood in «if» and «wish»-Clauses

T e x t: Impressions of Students' Holiday-Making in Ukraine

1. IMPRESSIONS OF STUDENTS' HOLIDAY-MAKING IN UKRAINE

You probably remember that during his vacation John Smith was on a trip about our country. After travelling about Ukraine he wrote a letter to his wife Julia and told her about the places he had visited, the way students spend the vacations in our country, his impressions of our people.

Here is his letter to Julia.

Dear Julia!

I'm back in Kyiv remembering the marvellous trip about the country during the vacation. Many students after passing the exams in January leave for their holidays — either home or on tours round other cities. Such tours are arranged by the Trade Union organization of the University twice a year, during the vacations.

By this arrangement I have visited Odessa, Simferopol and Yalta. I travelled to Odessa by train, to Simferopol by plane. I got to Yalta by bus. I could have travelled more since tickets are relatively cheap, but I had only a 10-day holiday. Perhaps in summer I'll travel by sea somewhere. I dream of travelling along the Black Sea coast by ship. I hope to spend two weeks there.

I wish you were here. We could travel together if you were here. You would enjoy your stay. There are so many places to see, customs and traditions to familiarize with.

The people in this country are very hospitable and open-hearted.

Most of the students prefer to spend their vacations in some holiday camp in the South of the country. Vouchers are usually offered them by the students' Trade Union committees at very low prices. They spend their time on the beach, swimming and sunbathing. In the evening they get together to dance and sing songs.

Sometimes they are invited to work on a building site in the country during the summer vacation. Many students in Ukraine set up so called students' construction teams to do useful work and earn money.

I have got many good friends here, whom I'm sure to miss when I return home. I'd like to invite some of them to London as our guests. I think you would not object to it. I would like to invite my colleague Pete Klymenko. What a charming man he is! What an excellent teacher! His wife Halyna combines profound knowledge of English with engineering. I have been enjoying the warmth of their home while staying here. I'm sure if you could meet them you would like them very much. They have a tremendous interest in our country. What delicious borshch Halyna cooks! I wrote down the recipe and we'll cook it when I come home. We often go to the cinema, theatre, concerts together. On Sundays they usually show me some places of interest in Kyiv. I was shown many beautiful museums, places, cathedrals here. I was also shown many war memorials and I know that millions of lost lives are kept in the minds of the present generation. The people of this country sincerely want peace and the peoples of our countries could be friends.

Nor will I forget the numerous meetings with Ukrainian students. I feel at home here and at the same time I miss my home terribly and look forward to joining you all soon, but parting with Kyiv will be sad as I have come to love this wonderful city.

With love, John.

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

Impressions of students' vacations.	Враження про студентські канікули.
He was on a trip about the country.	Він здійснював поїздку по країні.

If I have my vacation I'll travel to the South.

If I had my vacation this month I should go to Carpathians.

If I had had my vacation last winter I would have travelled to the South.

It was a marvellous trip about the country.

After passing the exams the students leave for their holidays.

They leave for home.

They go on tours round other cities.

By this arrangement I have visited Odessa.

I travelled by train (bus, airliner, sea).

Tickets are relatively cheap. I dream of travelling along the coast.

There is our holiday centre on the Black Sea coast.

I wish you were here.

I wish you had not stayed at home.

There are many places to see.

There are many customs and traditions to familiarize with.

The people are hospitable and open-hearted here.

Vouchers to holiday camps are offered to students at low prices.

They spend their time swimming and sunbathing.

They are sometimes invited to work on a building site.

They organize students' construction teams.

Якщо в мене будуть канікули, я поїду на південь.

Якби в мене були канікули цього місяця, я поїхав би у Карпати.

Якби в мене були канікули минулої зими, я поїхав би подорожувати на південь.

Це була чудова поїздка по країні.

Після складання іспитів студенти йдуть на канікули.

Вони від'їжджають додому.

Вони відправляються в тур-поїздку по інших містах.

За цих обставин я відвідав Одесу.

Я подорожував поїздом (автобусом, літаком, по морю).

Квитки відносно дешеві.

Я мрію про подорож по воді вздовж узбережжя.

На узбережжі Чорного моря розташована наша база відпочинку.

Шкода, що тебе тут немає.

Шкода, що ти zostався вдома.

Тут багато місць, які варто подивитись.

Багато звичаїв і традицій, з якими слід познайомитися.

Люди тут гостинні і відверті.

Путівки в табір пропонують студентам за низькими цінами.

Вони купаються і загоряють.

Іноді їх запрошують працювати на будівництві.

Вони організують студентські будівельні загони.

I'd like to invite some of my friends to London.

I think, you would not object to it.

She combines profound knowledge of English with engineering.

They have an interest in our country.

I was shown a lot of places of interest.

Millions of lost lives are kept in the minds of the present generation.

We could be friends as we all want peace.

I feel at home here.

Я хотів би запросити декого із своїх друзів до Лондона. Гадаю, ти не будеш проти?

Вона поеднує добрі знання англійської мови із знанням техніки.

Вони цікавляться нашою країною.

Мені показали багато визначних місць.

Мільйони загиблих зберігає пам'ять сьогоdnішнього покоління.

Ми могли б бути друзями, бо всі ми хочемо миру.

Я почувую себе тут як вдома.

3. GRAMMAR STRUCTURES

1. The Verb-forms in the Subjunctive Mood

Number	Affirmative	Negative
	Non-perfect Subjunctive	
Singular and Plural	I (you, he, she, it, we, they) asked .	I (you, he, she, it, we, they) did not ask .
	I (you, he, she, it, we, they) were .	I (you, he, she, it, we, they) were not .
Perfect Subjunctive		
Singular and Plural	I (you, he, she, it, we, they) had asked .	I (you, he, she, it, we, they) had not asked .
	I (you, he, she, it, we, they) had been .	I (you, he, she, it, we, they) had not been .

The Non-perfect form of the Subjunctive coincides in time (expresses its simultaneousness) with the action of the verb in the principal clause:

I wish he were here now. — Шкода (я хотів би), що його нема тут зараз (щоб він був тут зараз).

I wish he **knew** about it.— Шкода, що він не знає про це.
 The Perfect Subjunctive is used to express its priority towards
 the action of the principal clause:

I wish I **had been** at home.— Шкода, що мене не було вдома.
 I wish I **had known** about it.— Шкода, що я не знав про це.

2. The Verb-forms in the Conditional Mood

Number	Affirmative	Negative
	Non-perfect Conditional	
Singular	I (you, he, she, it, we, and they) would ask.	I (you, he, she, it, we, and they) would not ask.
Plural	I (we) should ask.	I (we) should not ask.
<i>Perfect Conditional</i>		
Singular	I (you, he, she, it, we, and they) would have asked.	I (you, he, she, it, we, and they) would not have asked.
Plural	I (we) should have asked.	I (we) should not have asked.

The Non-perfect form is used when the action expressed by the conditional subordinate clause is simultaneous with the action of the principal clause or refers to the future:

If I **were** not so busy now, I **would go** to the seaside with you.— Якби я не був такий зайнятий зараз, я поїхав би з вами на море.

If I **were not** so busy now, I **should join** your excursion.— Якби я не був такий зайнятий зараз, я приєднався б до вашої екскурсії.

The Perfect Conditional is used when the action expressed by the conditional subordinate clause is prior to the action of the principal clause:

If he **had not missed** his train, he **would have rung** me up.— Якби він не запізнився на поїзд, він би мені подзвонив.

If he **were** a better pupil, he **would not have made** so many mistakes in the test.— Якби він краще вчився, він не зробив би так багато помилок у контрольній роботі.

If he **had studied** better, he **would write** his test better.— Якби він вчився краще, він написав би роботу краще.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Answer the following questions. Use the prompted word combinations in your answers as in the example:

Example:

What would you do if you got your leave in September? (to go to the sea)

— If I got my leave in September, I would go to the sea.

1. What would you do if you were offered accommodation at a holiday camp? (to go to the holiday camp). 2. What would you do if you had your holiday now? (to go abroad) 3. What would you do if you were asked to go and see an old friend of yours? (to visit him). 4. What would you do if you were invited by your friends to visit Odessa? (to go there) 5. What would you like to see if you were in London now? (the Trafalgar Square)

Ex. 2. Extend the following sentences using clauses of unreal condition referring to the present or future. Use the verbs suggested as in the example:

Example:

You wouldn't know so many interesting things ... (to travel)

— You wouldn't know so many interesting things if you didn't travel much.

1. You wouldn't pass your exams successfully ... (to work)
2. You wouldn't enjoy your holiday ... (the weather to be warm) 3. He wouldn't be so popular ... (to travel much)
4. He wouldn't be so sunburnt ... (to spend holidays in the Crimea) 5. He wouldn't be so healthy (to go in for sports) 6. You wouldn't be so wet ... (to have an umbrella). 7. He wouldn't be so tired ... (to work late) 8. You wouldn't cook a good dinner ... (to be short of time)

Ex. 3. Answer the following questions as in the example. Use clauses of unreal condition referring to the present in your answers:

Example:

Why don't you travel much?

— I'd travel if I could.

1. Why doesn't he go to the South? 2. Why don't you go there by sea? 3. Why doesn't he spend his holidays in some

holiday camp? 4. Why don't you save money for your holidays? 5. Why don't you spend your time at home? 6. Why doesn't your friend work on a building site? 7. Why doesn't he join you? 8. Why don't you visit me?

Ex. 4. Respond to the following clauses of unreal condition as in the example:

Example:

He would have seen many places of interest if he had visited our city last year.
— But he didn't visit our city, so he didn't see those places of interest.

1. She would have gone to the cinema if she had got a ticket.
2. He would have got a seat in the train if he had arrived ten minutes earlier.
3. He would have earned much money if he had worked on a building site during his summer vacation.
4. He would have had a good time if he had gone to the holiday camp in Adler on the Black Sea coast.
5. You would have enjoyed your stay here if you had stayed here a little longer.
6. She would have come to your birthday party if you had invited her.
7. He would have recognized you if I had shown him your photo.

Ex. 5. Extend the sentences using clauses of unreal condition referring to the past. Begin your sentences with *If I'd (he'd, etc.) had known...* as in the example:

Example:

I had no idea he was coming to Kyiv (to come to meet).
— If I'd known it I'd have come to the station to meet him.

1. I had no idea she was leaving (to see off).
2. He had no idea she was in town (to invite).
3. I had no idea she would bring her little daughter with her (to buy a present).
4. I had no idea you were fond of cakes (to bake a cake).
5. I had no idea they liked to go sightseeing (to show them some places of interest).
6. I had no idea you had a tremendous interest in our country (to send an invitation).

Ex. 6. Make up conditional sentences based on the given context:

Example:

I didn't go to the theatre yesterday, that's why I didn't meet you there.
— If I had gone to the theatre yesterday, I should (would) have met you there.

1. They didn't know my address, that's why they didn't come to see me. 2. She didn't see me yesterday, that's why she didn't invite me to their meeting. 3. She didn't get a voucher, that's why she didn't go to the seaside. 4. It was raining the whole day yesterday, that's why I didn't show you many places of interest. 5. I didn't travel much last year as I had a lot of work to do. 6. They didn't ring me up yesterday, that's why I didn't know about their plans. 7. I didn't have my holiday in summer, that's why I didn't go to the Crimea.

Example:

He is very busy now, that's why he doesn't go to the beach with us.
— If he were not so busy now, he would go to the beach with us.

1. The people in this country are very hospitable, that's why he enjoys coming here. 2. I have got a lot of friends there, that's why I don't feel lonely here. 3. They feel at home here that's why they enjoy their stay with me. 4. He doesn't know English well, that's why he makes so many mistakes in his dictations. 5. I am reading for my examination, that's why I shan't go to the cinema today.

Ex. 7. Substitute the second part of the sentence for the words which follow the statement as in the example:

Example:

I wish I were in the Crimea (to be there).
— I wish I were there.

1. I wish I were at home now.
a) ... (to be on holiday).
b) ... (to have a good time on the sea coast).
c) ... (to enjoy my stay there).
d) ... (to be young again).
2. I wish he went home.

E

- a) ... (to go to the cinema with me).
- b) ... (to know about it).
- c) ... (to do useful work).
- d) ... (to show me some places of interest).

3. I wish he were there.

- a) ... (to be free tomorrow).
- b) ... (to be studying English now).
- c) ... (to be invited to work on a building site).
- d) ... (to be offered accommodation at a sanatorium on the Black Sea coast).

Ex. 8. Transform the following sentences according to the time signal:

Example:

I wish he came earlier (yesterday).
— I wish he had come earlier yesterday.

1. I wish I had profound knowledge of English (last year).
2. I wish you had your holidays on the Black Sea (last year).
3. I wish we got together to dance and sing songs (last week).
4. I wish I had many good friends there (last year).
5. I wish I had my holiday in summer (last year).
6. I wish I spent my vacation in the South (last year).
7. I wish I could travel by sea (last year).

Ex. 9. Paraphrase the following sentences using the gerund after prepositions *without* and *on* as in the examples:

Example:

She didn't say a word and left the room (without).
— She left the room without saying a word.

1. We walked along the beach for a long while. We didn't speak.
2. He looked at me for a long time. He didn't answer my question.
3. He left the room. He didn't say «good-bye».
4. She translated the text. She didn't consult the dictionary.

Example:

They arrived in Kyiv and went straight to the hotel (on).
— On arriving in Kyiv they went straight to the hotel.

1. He received the voucher and was very pleased. 2. He came to the holiday camp and went to the beach at once. 3. She heard the news and burst into tears. 4. He got a telegram from his friend. He immediately drove to the airport to meet him.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Do the sentences using the Subjunctive Mood:

1. I wish it (to be) summer all the year round. 2. I wish I (to spend my holiday in the Crimea). 3. I wish I (to earn money at the building site). 4. I wish I (to go) to the movies with you last night. 5. I wish the weather (to be) warm, so we could go swimming. 6. I wish I (to be afraid) of cold water. 7. I wish I (to see) this show on TV last night.

Ex. 2. Express regret for the following present and future events as in the example:

Example:

What a pity we don't go home earlier today.
— I wish we went home earlier today.

1. Unfortunately the weather is so hot. 2. Unfortunately it is not summer now. 3. What a pity we are not on holidays. 4. What a pity we are not in the Crimea now. 5. What a pity they don't enjoy their stay here. 6. What a pity they can't cook well. 7. What a pity she doesn't have her holiday this summer. 8. Unfortunately they don't live in Kyiv.

Ex. 3. Respond to the following remarks as in the example:

Example:

The weather was nasty yesterday.
— I wish the weather had not been nasty yesterday.

1. It wasn't Sunday yesterday. 2. You were late for the show last night. 3. I didn't have an extra ticket for the show. 4. I didn't see a new film last week. 5. They didn't set up so called students' construction teams last year. 6. He didn't come to our place last year. 7. I forgot about the meeting yesterday.

Ex. 4. Answer the questions in writing as in the example using clauses of unreal condition referring to the past. Use the verbs suggested

Example:

Did she arrive last night? (to let you know)
— No, she didn't. If she had arrived I'd have let you know.

1. Did they move to the country? (to leave me the key).
2. Did he tell you where he was going? (save me a lot of trouble).
3. Did they take part in the University construction team? (to do them a lot of good).
4. Did she help you? (to complete the work).
5. Did he come to see her off? (to see him at the railway station).
6. Did he stay in the country for two more days? (to tell someone about it).
7. Did she leave for long? (to know about it).
8. Did you take part in the performance? (to be in the cast list).

Ex. 5. Respond using clauses of unreal condition referring to the past as in the example:

Example:

He could leave on Friday or Sunday. He left on Friday.
— If he hadn't left on Friday, he would have left on Sunday.

1. She could send her mother a telegram or telephone her. She sent her a telegram.
2. They could come to see us the day before yesterday or yesterday. They came the day before yesterday.
3. My sister could type the letters for me in the morning or in the evening. She did it in the morning.
4. I could have my holidays at once or a week later. I decided to have them at once.
5. They could go on a journey in February or in May. They went on a journey in February.
6. We could visit our friends in winter or in spring. We visited them in winter.

Ex. 6. Join the following sentences. Make up clauses of unreal condition as in the example:

Example:

You didn't take your medicine yesterday. You are still ill.
— If you had taken your medicine yesterday you would be well now.

1. They didn't leave by the morning train. They are not here yet.
2. They didn't have their winter holidays. They are tired

now. 3. She didn't see the new film yesterday. She doesn't know what it's all about. 4. He ate a lot of ice-cream yesterday. He has a sore throat. 5. You didn't follow my instruction. You lag behind the group. 6. You didn't take part in that tour last month. You don't know much about this part of the country.

Ex. 7. Answer the following questions in writing. Use the suggested word-combinations in your answers as in the example:

Example:

What would you like to do if you got your leave in September? (to go to the sea)

— If I got my leave in September, I would go to the sea.

1. What would you do if you were offered accommodation at a holiday camp? (to go there). 2. What would you like to do if your trade union organization arranged a tour of some cities of this country? (to leave on a tour). 3. What would you do if you were invited by your friends to visit London? (to accept their invitation). 4. What would you like to do if you were invited to work on a building site in the country? (to join my friends). 5. What would you say if you were shown many places of interest in this city? (to be thankful to the friends). 6. What would you do if you missed your friends? (to visit them). 7. What would you say if you were offered an interesting book to read (to express one's gratitude).

Ex. 8. Use the gerund as an adverbial modifier instead of the subordinate clause as in the example:

Example:

You will discuss it when I leave.

— You will discuss it after my leaving. She left and didn't say good-bye.

— She left without saying good-bye.

1. When I passed my exams, I went to the seaside to have a rest there. 2. When my wife came home she cooked a delicious dinner. 3. When I found that he had left, I felt sorry for him. 4. She wrote a letter though she didn't know his address. 5. He translated the text and didn't consult a dictionary. 6. When he entered the room, he greeted everybody. 7. When I came home I sat down to work.

Ex. 9. Translate the following sentences from Ukrainian into English:

1. Якби вчора була гарна погода, ми пішли б на прогулянку.
2. Якби в мене була зараз відпустка, я поїхала б до Чорного моря.
3. Якби я зараз була на Чорному морі, я ходила б на пляж, купалася й загоряла б.
4. Якби у мене зараз була відпустка, я поїхала б в Одесу поїздом.
5. Якби у мене були тут друзі, вони показали б мені це місто.
6. Якби я склав іспити раніше, я поїхав би до Яремчі в пансіонат.
7. Якби ви до мене приєдналися, я був би дуже радий.
8. Якби мене запросили минулого року працювати на будові під час літніх канікул, я залюбки погодився б.
9. Якби минулого року мені запропонували путівку в санаторій, я поїхав би туди.
10. Якби ви зустріли моїх друзів, вони сподобалися б вам.
11. Якби я був далеко від дому, я скучав би за вами.
12. Якби я був на вашому місці, я обов'язково оглянув би цей історичний пам'ятник.
13. Якби я вчора мала час, я прийшла б раніше.
14. Шкода, що зараз не літо. Якби зараз було літо, ми пішли б на пляж.
15. Шкода, що я не можу працювати в студентському будівельному загоні.
16. Шкода, що я не їздив до моря минулого року.
17. Шкода, що я не подумав тоді про це.
18. Шкода, що у вас поки що немає глибоких знань англійської мови.
19. Чому ви пішли, не попрощавшись?
20. Дізнавшись, що він пішов, я дуже засмутився.

6. WRITTEN COMPOSITIONS

1. Describe the way you spent your last holiday.
2. Describe your holiday plans.

7. TALKING POINTS

Illustrative Conversations

1. Read, learn and act out the following conversations:

1

- What kind of holiday is popular with youth in Great Britain?
- A walking holiday is. It is much cheaper than any other kind of holiday.
- And who takes care of their rest?
- The Youth Hostel Association (Y. H. A.) does. There are

hostels all over Great Britain, and thousands of young people use them.

- What do the hostels provide their customers with?
- They provide beds and cheap meals. But you can cook your meals yourself if you wish.
- When can young people go hostelling?
- Any time they like! Many hostels are open all year. One may go there for holiday, Christmas and week-ends.

2

- Where are you planning to spend the coming holidays?
- We're going by car to Yalta. You know we are very keen on travelling by car. Why not join us?
- It's a brilliant idea! I hate going to a sanatorium or rest-home. I like to be on my own.
- It would be fun travelling together. We might stop for a night in a motel, and in the day-time we might fish, sunbathe, wander about the forest.
- I'm sure we'll enjoy our trip.

I like to be on my own.— Я люблю відпочивати самотійно (дикуном).

3

- Hallo, Victor! You are the picture of health — so sunburnt and fresh you look! Where were you?
- Oh, I sailed from Kyiv to Odessa. So you might call it a voyage.
- Really? How did you like it? I, personally, have never been on a holiday cruise myself.
- Oh, it was marvellous. We booked a first-class cabin on the «Shevchenko», a very comfortable passenger river-boat. We had a nice 2-berth cabin with air-conditioning and conveniences to ourselves.
- Did your trip last long?
- 20 days.
- Great! I'd like to hear more about it. Maybe, I'll follow suit and spend my holiday in the same way.

It was marvellous.— Це було чудово.

I'll follow suit.— Я наслідую твій приклад.

- How did you spend the summer?
- In the village where my parents live. I helped them with their work in the field and about the house, too.
- Could you have a rest there?
- Oh, sure! In summer the days are long, and you have time for everything. There's a beautiful river, a forest, fields and meadows there. I enjoy such places.
- And I prefer an organized rest most of all, with nothing to worry about. Say, at a rest-home or a holiday camp somewhere in the Crimea or in Carpathians. There's nothing like that for me.

with nothing to worry about — щоб ні про що не турбуватися
 There's nothing like that for me. — Для мене нема нічого кращого.

2. Fill in the missing parts. Make use of the words and phrases from the illustrative conversations. You're allowed to make any changes and additions.

1

- What holiday is popular with the British youth?
- ...
- Who takes care of their rest?
- ...
- What do the hostels provide their customers with?
- ...
- When can young people go hostelling?
- ...

2

- Where are you planning to spend the holidays?
- ... Why not join us?
- ...
- It would be fun to travel together. What do you think of it?
- ...

3

- Hallo, ...! You are the picture of health! Where were you this summer?
- ...
- Really? How did you like it?
- ...
- Did your trip last long?
- ...

— I think I'll follow suit and spend my next year holidays in the same way.

4

— How do you prefer to travel — by air, by train, or by boat?

— ...

— For me there's nothing like flying (too). Travelling by air means speed, comfort and pleasure. Don't you agree?

— ... But, unfortunately, ...

— You shouldn't be afraid of that now with these comfortable modern planes.

— ...

— Nothing of the kind. In our days flights have become, in fact, «all-weather».

3. *Role-play the following situations:*

1. *Поговоріть про те, якому відпочинку надає перевагу молодь і чому.*
2. *Розпитайте свого товариша про те, як його дочка/син проводять літні канікули.*
3. *Обміркуйте переваги й недоліки подорожей літаком і поїздом.*
4. *Поговоріть про те, як ви любите проводити вільний час (кінець тижня, відпустку).*

8. SUPPLEMENT

Text 1

Read the text. What is the main idea of the story?

Mr. and Mrs. Pillows are going to take a trip round the world soon. They are going to visit Europe, Asia, North and South America, Africa and Australia. They are going to do a lot of sightseeing. They are going to have excellent guides. Mr. and Mrs. Pillows are not very rich, but they can afford the trip. The trip is going to cost only three pounds. They are going to see «The Seven Wonders of the World» at the cinema. The whole trip is going to last only three hours. A world trip in three hours for three pounds. Isn't that wonderful?

Text 2

Read the text. What do you like about it?

At present Mr. and Mrs. Brown are on a short holiday in Italy. As usual Mr. Brown is in a hurry. They haven't

much time in Italy. One day for Venice. Two days for Florence. Three days for Naples. Four days for Rome. They have two hours for a large museum and half an hour for a small one. They have two or three minutes for a very famous picture and only about ten seconds for a good one. They have a lot of catalogues.

Text 3

Read the text. What can you say about the source of creative inspiration for Prof. Hendon?

Professor Harry Hendon lives permanently in London, but he spends a great deal of time in Paris. He finds Paris particularly stimulating. He says that in Paris his mind works very smoothly. Besides, he takes a great interest in French culture and the French way of life. He believes that French wines are a great source of creative inspiration. He often visits Paris night clubs for scientific purposes. He makes a large number of invaluable observations there.

Text 4

Read the text. What do you like about it?

The Week of Politeness for Hotel Servants

New Jersey City.— A great many hotel workers, shop-assistants and bus-drivers took part in «the Week of Politeness» which was arranged by some public organizations of New Jersey City. «The Week» ended in a somewhat unusual way. When the jury announced the results many participants were disappointed. They caught the members of the jury and beat them. 28 people were taken to hospital.

Text 5

Read the text. What do you like in this story?

The Man Who Took Notice of Notices

My uncle Tom used to work on the railway. It wasn't a big station, it was a little place called Lowton Cross. Only about two trains a day stopped there, and Tom was a station master, chief porter and signal man all in one; in fact Tom

did any work that came along, and there wasn't a happier man in the whole of England. Lowton Cross was the pride of his heart; the waiting room was cleaned every day by the chief cleaner (Tom); the chairs were polished by the chief polisher (Tom); and the tickets were sold, and collected, by the chief ticket collector (Tom); sometimes there were as many as four tickets a day; and the money was counted every evening by the chief clerk (Tom). One day, there was £13.18.— the biggest amount that was ever taken in one day during the whole 50 years that Tom was there.

That station was run well: Tom was very strict about «rules». He knew what a passenger was allowed to do and what he was not allowed to do, where he was allowed to smoke and where he was not allowed to smoke. And if any passenger dared to do anything that was against the rules, there was trouble at Lowton Cross.

He was there, as I said, for 50 years and then he had to retire. There is no doubt that Tom had done his job well; in all the 50 years he had been there, he had never missed a single day; every day he had been on duty. Well, the Railway Company thought they ought to do something to recognize this job, and so a little «farewell ceremony» was arranged, and a man from the head office, Sir Joseph Binks, was asked to go to Lowton Cross for the ceremony.

Tom was thanked and was given a small cheque as a present. He was very pleased, of course, but he said to Joseph, «I don't need the money (Tom had always been careful and had saved quite a nice sum of money), but can I have, instead, something that will remind me of the happy days I have spent here in Lowton Cross?». Sir Joseph was rather surprised, but he said he thought it could be arranged; what kind of reminder had Tom in mind? So Tom said, «Well, sir, could the Company let me have a part of an old railway carriage, just one compartment. It doesn't matter how old or broken it is; I can repair it and clean it — I shall have plenty of time now that I have retired. I want to put it in my back garden and every day I can go and sit in it, and that will remind me of Lowton Cross».

Sir Joseph, «Well, Mr. Hobdell, if that is what you want, you shall have it». And about a week later a carriage, or rather a compartment, was sent and was taken into Tom's back garden. Tom worked at it, just as he worked at Lowton Cross. It was cleaned and painted and polished, and in a week or so it looked very nice.

One day I was staying with Uncle Albert (that's Tom's brother) and he said, «Come on, Hob, let's go and visit old Tom». So we went to Tom's house, but it began to rain and very soon it was raining hard. We knocked at the door, but there was no answer. However the door was not locked and we came in. Tom was nowhere to be seen, and we understood that he was in that old railway carriage of his. Sure enough he was there, but he wasn't sitting in the carriage; he was outside, smoking his pipe. His head was covered with a sack and the rain was running down his back. We asked him why he didn't go inside the carriage out of the rain. «Can't you see», said Tom, «the carriage they sent me was a non-smoker!»

(From «Essential English for foreign students»
by C. E. Eckersley)

UNIT 14

T o p i c: Customs and Traditions

G r a m m a r: 1. The Infinitive Forms
2. The Complex Subject with
the Infinitive
3. The Complex Object with
the Passive Infinitive

T e x t: Impressions of London and Londoners

1. IMPRESSIONS OF LONDON AND LONDONERS

(A Letter to Halyna Klymenko)

Dear Halyna!

Here I am in London on a fine summer morning. Have you received my postcard? I hope you have. I posted it at the airport as soon as we landed.

Flying by jet was wonderful. It's not only the fastest but the most comfortable way of travelling. We flew at about 30.000 feet at a speed of 470 miles an hour, and I saw nothing but the blue sky and white clouds all round the plane. I first got a view of the sea and only a few minutes before landing I lost it from sight, because we went into clouds.

As you probably remember, we took off at 10 a. m. and arrived at 2 p. m., G. M. T. We had quite a good lunch

on the plane: coffee, sandwiches, cakes, sweets. They showed us a film during the flight. The plane landed at Heathrow Airport. I went through the customs. First the customs officer looked through my passport. He asked me to open the suitcases and examined them. He asked me if I had anything to declare. I answered I had brought some boxes of chocolates. The officer did not make any remarks. Then we went to the waiting-room.

Representatives of the organizing committee of the conference met me at the airport and we drove to the hotel not far from Trafalgar Square. It's one of the best hotels in London and one of the most expensive. My room is on the fifth floor.

In this hotel one can have a single or a double room with private bath or shower equipped with radio, colour TV, telephone and tea/coffee-making facilities. If you want a guide to show you round they'll get one. I usually have dinner at the restaurant which is on the ground floor. If I'm in a hurry I have a snack in a pub. There are a lot of pubs around here. Meals in England are very much the same as in other countries, with the exception of breakfast with its porridge and tea.

In this hotel there is a Ladies' and Gentlemen's Hair-dressing Saloon where one can have the hair cut and done. There's also a Dry Cleaner's where you can have your clothes cleaned, a Laundry where you can have your clothes washed and pressed.

From my room in the hotel I have a wonderful view of London streets, squares and its beautiful bridges.

Perhaps it is interesting for you to know that the names of the streets and districts in London are often connected with the history of the city and the country. But very often the names of the streets are so old and so changed that only few people know how this or that street got its name.

People who read books by English writers, listen to the radio, see English films can't help knowing such names as Trafalgar Square, Soho, Piccadilly Circus, Charing Cross, etc. Piccadilly Circus is known to have seen much history over the centuries. For generations Piccadilly has been the heart of London. Nowadays it is known as a place of special occasions such as a Coronation or New Year's Eve, as many as 50,000 people gather there. Actually it immortalized a man who is now forgotten. He built a grand house which he called Picadilly Hall and the name slightly changed has lived on.

Charing Cross is said to be one of the most ancient places in London. Once there was a small village in that place. The villagers were charing wood, making charcoal of it. That is why the village was named Charing. In 1291 Eleonor, the English Queen, died outside London. Her husband wanted her body to be taken to Westminster Abbey and buried there. At every place where the funeral procession stopped a wooden memorial cross was erected. The last place was at Charing and since then the place is called Charing Cross. Nowadays Charing Cross Road is famous for its bookshops where one can buy books in different languages and of new and old editions.

No one can explain «Soho» convincingly. The legend goes that in old days there used to be green fields there and the people around went fox-hunting. When a hunter saw a fox, he called to the dog «So-Ho!» Now Soho is the district where you can see different people speaking different languages. It is famous for its restaurants of different national cooking. One can have breakfast in a Greek restaurant, dinner in Italian and supper in American. There are very few outdoor cafes here. That's because the weather changes very often and very quickly.

Here when people want a rest they go into the tea-rooms or tea-shops. The tea-rooms in the West End of London are full of women-shoppers between four and five o'clock.

I find some of the customs here new and interesting. People here do not shake hands, when meeting each other, men raise hats to women but not to each other. It's not the custom here to say «Thank you» at the end of the meal as in our country. Here you wait until you are leaving to go home and then you say «Thank you for having been asked to come».

Very few people have servants in their homes. It's very difficult to get servants, they say, and servants' wages are high.

English people are not known to be talkative. Everybody is very kind to me, but nevertheless there are times when I think of home and I am rather sad. Then I turn the wireless on and listen to programmes from home in my own language. I sometimes get a little tired of English cooking, then I go to a Soho restaurant where I can have our national dishes.

I've been in England for two weeks. There are still many places to see and many things to do. Britons have been constantly showing an interest in our country, in our way of life. Tomorrow I'm going to give an interview on this subject.

Please, answer my letter. My best regards to the Lytyvnovs and my colleagues. I have been missing all of you here.

Love,

Yours Peter.

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

Flying by jet was wonderful.

It's the most wonderful way of travelling.

We flew at a speed of 470 miles an hour.

I got a view of the sea.

There is a wonderful view of the streets.

I went through the customs.

The customs officer looked through my passport.

We drove to the hotel.

One can have a single or a double room there.

In the morning I have a snack in a cafe of the hotel.

There is a Hairdresser's for men in the hotel.

This is the Beauty Saloon for women.

You can have your hair cut.

I want to have my hair done.

Can I have my suit cleaned here?

I'd like to have my trousers pressed.

Where can I have my shirt washed?

This street is known to have seen much history.

Політ реактивним літаком був чудовим.

Це найкращий спосіб подорожування.

Ми летіли із швидкістю 470 миль на годину.

Я побачив море.

Тут чудовий вид на вулицю.

Я пройшов митний огляд.

Митник перевіряв мій паспорт.

Ми поїхали в готель.

Там можна взяти окремих номер на одного або на дві особи.

Вранці я нашвидку перекушую в кафе готелю.

У готелі є чоловіча перукарня.

Це — косметичний салон.

Ви можете постригтися.

Я хочу, щоб мені зробили зачіску.

Можна здати тут костюм у хімчистку?

Я б хотів, щоб мені попрасували брюки.

Де я можу здати сорочки в пральню?

Відомо, що ця вулиця бачила багато історичних подій.

This square is said to be one of the most ancient places in London.

No one can explain it convincingly.

You can have dinner in an Italian restaurant.

I find some of the customs interesting.

It's (not) the custom here to do it.

He is not known to be very talkative.

There are still many places to see.

There are many things to do.

They show an interest in our country.

I'm interested in it.

I'm going to give an interview on this subject.

Кажуть, що ця площа — одна з найдавніших у Лондоні.

Ніхто не може пояснити це переконливо.

Ви можете пообідати в італійському ресторані.

Деякі звичаї видаються мені цікавими.

Тут (не) прийнято так робити.

Відомо, що він не дуже балакучий.

Тут ще багато місць, які варто оглянути.

Ще багато чого треба зробити.

Вони виявляють інтерес до нашої країни.

Я зацікавлений у цьому.

Я збираюся дати інтерв'ю з цього питання.

3. GRAMMAR STRUCTURES

1. The Infinitive Forms

	<i>Active</i>	<i>Passive</i>	
Simple	to explain	to be explained	Non-perfect forms indicate that the action expressed by the Infinitive is simultaneous with the action of the finite form of the verb in the sentence.
Progressive	to be explaining	to be being explained	
Perfect	to have explained	to have been explained	Perfect forms show that the action expressed by the Infinitive proceeds the action indicated by the finite form of the verb.
Perfect Progressive	to have been explaining		

2. Nominative with the Infinitive (The Complex Subject)

He is said to be fond of travelling.	Кажуть, що він любить подорожувати.
The plane is believed to have already landed.	Гадають, що літак уже приземлився.
He is expected to meet me at the airport.	Думають, що він зустріне мене в аеропорту.
English people are not known to be talkative.	Відомо, що англійці небалакучі.
The customs officer was seen to be looking through your passport.	Бачили, як митник перевіряв ваш паспорт.

Note. The Complex Subject is used with the following verbs:

a) to see, to hear, to expect, to know, to suppose, to believe, to say, to report, to announce, etc.

Here the predicate is in the passive voice

b) with such verbs as:

to seem, to appear — здаватися

to prove, to turn out (appear, happen) — виявитися

to happen, to chance — траплятися

Here the predicate is in the active voice.

- | | |
|---|--|
| 1. He seems to know London very well. | Здається, що він знає Лондон дуже добре. |
| 2. Very few people seem to have servants in their homes. | Видно, що дуже мало людей мають вдома прислугу. |
| 3. The plane seems to have landed. | Здається, що літак приземлився. |
| 4. He appeared to stay at one of the best hotels of the city. | Він, як виявилось, живе в одному з кращих готелів міста. |
| 5. He proved to know three foreign languages. | З'ясувалося, що він знає три іноземні мови. |

c) the predicate is expressed by the word-groups:

to be likely — ймовірно (мабуть)

to be unlikely — малоімовірно, навряд чи

to be sure

to be certain } безперечно, напевно

They are likely to return on Sunday.

This hotel is likely to have been built many years ago.

Мабуть, вони повернуться в неділю.

Мабуть, цей готель (був) побудований багато років тому.

He is sure to miss this train.

They are unlikely to be waiting for me now.

Він, безперечно, запізниться на поїзд.

Навряд чи вони (на) мене зараз чекають.

3. The Construction *to have smth. done*

I want

I wish to have smth. done

I am going

It shows that the action is not performed by the subject of the sentence, but at the request of the person denoted by the subject.

He mended his shoes.—
Він відремонтував собі черевяки (сам).

I cut my hair yesterday.—
Я постриг собі волосся (сам).

I cleaned my clothes yesterday.—
Я почистив свій одяг учора (сам).

You can wash and press your clothes at the laundry.—
Ви можете випрати і випрасувати собі свій одяг у пральні (самі).

He had his shoes mended.—
Йому полагодили черевяки.

I had my hair cut yesterday.—
Мене вчора постригли.

I had my clothes cleaned at the Dry Cleaner's.—
Мені почистили одяг в хімчистці.

You can have your clothes washed and pressed at the laundry.—
Вам можуть випрати і випрасувати одяг у пральні.

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. While answering the questions express supposition by using the verbs *to suppose, to believe, to expect* as in the example:

Example:

What is Ann doing now?

— She is supposed to be at the Beauty Saloon. She wants to have her hair done.

1. Where is Peter staying now? 2. Does he know the city very well? 3. When will he be back? 4. How many languages does Peter know? 5. What language is he studying now? 6. Where is Peter now?

**Ex. 2. Express doubt or disbelief while answering the questions.
Use the verb *to seem*:**

Example: Is it the best hotel in London?
— Yes, it seems to be the best hotel in London.

1. Is it one of the most expensive hotels? 2. Is his room on the fifth floor? 3. Is the restaurant on the ground floor? 4. Is this place called Charing Cross? 5. Are there very few outdoor cafes there?

Example: What is Pete doing? (to have lunch)
— He seems to be having lunch.

1. What is Halyna doing? (to read a book about English customs and traditions) 2. What is Borys doing? (to drive to the hotel) 3. What is the customs officer doing? (to look through the passport) 4. What is your friend listening to? (to listen to the programme from home in his native language).

Ex. 3. Respond to the following questions as in the example. Begin with the words *Yes, it's (he's, etc.) likely* + an infinitive to express a future action:

Example: Is it probable that he will be invited to take part in the conference?
— Yes, he's likely to be invited to take part in the conference.

1. Is it probable that transport fares will go up again in England? 2. Is it probable that he will have a chance of visiting London? 3. Is it probable that he will succeed in booking the room at this hotel? 4. Is it probable that my coat will be ready by next Friday? 5. Is it probable that the telegram will reach Pete tomorrow?

Ex. 4. Answer the following questions using the expression *to be sure* to express certainty as in the example:

Example: Have you got «The Citadel» by Cronin?
— Yes, I am sure to have it among my books.

1. Do you think he still remembers the name of the street?
2. Does he still live in that street? 3. Do you think you'll like

your stay in this town? 4. Shall we be able to get tickets to the theatre? 5. Will our train start in ten minutes? 6. Will you give them an interview on this subject?

Ex. 5. Transform the sentences as in the examples:

Example:

Should I meet you at the airport?
(to want)
— Yes, I want you to meet me at the airport.

1. Should I book a room at this hotel well in advance? (to want) 2. Should I invite them to see our way of life? (would like) 3. Should I give you an interview on this subject? (to want) 4. Should he take them to Piccadilly Circus? (to want, would like) 5. Should they change the names of old streets? (to want).

Example:

Do you expect that he'll become a good history teacher?
— Yes, I expect him to become a good history teacher.

1. Do you expect that he will meet you at the railway station? 2. Did you expect that he would settle the matter? 3. Did he expect that John would stay there for another week? 4. Do you expect that he will invite you to the restaurant to have their national dishes? 5. Do you expect that she will enjoy her stay in London? 6. Do you expect that the weather will change for the worse?

Ex. 6. Tell us:

where you can have your suit cleaned; where you can have your shirt pressed; where you can have your clothes washed; where you can have your shoes repaired; where you can have your camera fixed

Ex. 7. Complete the sentences as in the examples:

Example:

I go to a laundry if ...
— I go to a laundry if I want to have my things washed.

1. I go to a shoe-maker's if ... 2. I go to the hairdresser's if ... 3. I go to a watch-maker's if ... 4. If I want to have my suit cleaned I go to ... 5. If I want to have my hair cut I go to ... 6. If I want to have my suit made I go to ... 7. If I want to have my picture taken I go to ... 8. If I want to have my teeth examined I go to ...

Ex. 8. Answer the questions:

1. Where can I have my suit cleaned? 2. Where can I have my hair cut? 3. How often do you have your hair cut? 4. Where can I have my shoes repaired? 5. Where have you had your picture taken? 6. When will you have your car repaired?

Ex. 9. Respond to the teacher's questions. Act out the dialogues:

1. Where does Borys go if he wants to have his hair cut?
2. Where does Borys go if he wants to have his shoes repaired?
3. Where does Borys go if he wants to have his suit made?
4. Where does Borys go if he wants to have his suit cleaned?
5. What does Borys do if he wants to have his clothes washed?
6. What does Borys do if he wants to have his letter posted?

**Ex. 10. Respond to the following statements as in the example.
Use the words suggested:**

E x a m p l e:

Your coat needs cleaning (next week). — I'm going to have it cleaned next week.
--

1. Your hair needs cutting (tomorrow). 2. His boots need mending (today). 3. Their wall-paper needs changing (next month). 4. Their lock needs repairing (as soon as possible). 5. Their flat needs cleaning (today). 6. Our vacuum-cleaner needs repairing (next week).

Ex. 11. Extend the following statements explaining the purpose of the visit as in the example:

E x a m p l e:

He's gone to the hairdresser's. — He's gone to have his hair cut.
--

1. Pete's gone to the watch-maker's. 2. He's gone to the dentist. 3. He's gone to the shoe-maker's. 4. Father's gone to the tailor's. 5. She's gone to the laundry. 6. He's gone to the photographer's.

Ex. 12. Respond to the following statements with a question as in the example. Use the words suggested:

E x a m p l e:

My hair is much shorter now. — Oh, have you had it cut?
--

1. My watch is keeping good time at last. 2. My suit is as good as new. 3. My hair looks stylish, doesn't it? 4. My camera works well at last. 5. Here are my new photos for the passport.

5. EXERCISES TO BE DONE IN WRITING

Ex. 1. Make up tag-questions by adding tags to the statements. Write down short answers:

1. He has had his suit cleaned, ...? 2. She is going to have her hair set, ...? 3. They had had the book reviewed by Saturday, ...? 4. She usually has her letters typed, ...? 5. They had their picture taken at the picnic, ...?

Ex. 2. Make up questions corresponding to the following answers:

1. He had his suit cleaned two days ago. 2. They will have their flat repaired in a month. 3. She had the letter posted as soon as she wrote it. 4. The child is having his trousers shortened. 5. She has had her hair cut at last.

Ex. 3. Make up two or three questions with each of the following constructions. Let your fellow-students answer your questions:

1. to have one's hair cut. 2. to have one's room papered. 3. to have one's TV set repaired. 4. to have one's shoes mended. 5. to have a new dress made. 6. to have one's report typed. 7. to have a text tape-recorded.

Ex. 4. Complete the following using the complex subject and the complex object:

1. The girl seems ... 2. The weather appears ... 3. You are supposed ... 4. Our friends are sure ... 5. It is wonderful how everything seems ... 6. Everything that morning seemed ... 7. Several thousand people are expected ... 8. The train was informed ... 9. The customs-officer is seen ... 10. He is likely to ...

* * *

1. He watched the plane ... 2. He liked to see people ... 3. I want you ... 4. I have never heard ... 5. The window was open and he could hear somebody ... 6. Will you come over and watch me ... 7. It's wonderful the way you make me ... 8. Do you expect me ...?

Ex. 5. Use the complex subject instead of the subordinate clause or the complex object as in the example:

Example:

- | |
|--|
| <ol style="list-style-type: none">1. It is known that Charing Cross is one of the oldest places in London.
Charing Cross is known to be one of the oldest places in London.2. I saw the customs-officer look through my passport.
The customs-officer was seen to look through my passport. |
|--|

1. It was expected that the conference would take place in London. 2. It was believed that the guide would show us around the city. 3. I heard him make some remarks. 4. I saw that the customs-officer was examining our suitcases. 5. It was believed that he had returned to Moscow. 6. It is reported that the plane has landed safely. 7. It is unlikely that the weather will change for the worse. 8. It is said that they booked a room at this hotel. 9. It is likely that he will accept their offer.

Ex. 6. Change the sentences from direct into indirect speech:

1. He said, «Flying by jet is wonderful». 2. I said, «Are you going to put up at this hotel?» 3. He said, «You can have a single or double room with a bath». 4. He said, «Representatives of the organizing committee met me at the airport». 5. He said, «Meals in England are very much the same as in other countries». 6. The customs-officer said, «Have you anything to declare?» 7. He said, «Open your suitcases, I'll examine them». 8. He said, «The streets and districts in London are often connected with the history of the city». 9. I said, «I shall give an interview on this subject».

Ex. 7. Insert the articles where necessary:

Flying by jet is not only ... fastest but ... most comfortable way of travelling. I first got ... view of ... sea and only ... few minutes before ... landing I lost it from ... sight. ... representatives of ... organizing committee met me at ... airport and we drove to ... hotel. It's one of ... best hotels in ... London and one of ... most expensive. You can have ... single or double room with ... private bath, ... fridge and ... TV set. If you want ... guide, they'll get you one. There are ... lot of

... pubs around here. Meals in ... England are very much ... same as in ... other countries with ... exception of ... breakfast.

Ex. 8. Translate from Ukrainian into English:

1. Вам потрібно почистити і випрасувати костюм. 2. Вона попросила мене віднести її костюм до хімчистки, щоб почистити його. 3. Неподалік від того дому (будинку) є хімчистка. Я чищу там свої речі. Щоб почистити речі, потрібно 45 хвилин. Я вважаю, що це дуже зручно. 4. Листи надруковані. Я хочу, щоб вони були відіслані зараз же. 5. Схоже, що буде дощ. Вам треба було узяти з собою парасольку.— Я так і хотів зробити. Але вона була не в порядку. Мені довелося віднести її до майстерні. Вона буде полагоджена завтра. 6. Мені треба полагодити фотоапарат. 7. Вона хоче віддати радіоприймач у ремонт. 8. Кажуть, що він брав участь у конференції, яка відбувалася в Лондоні. 9. Відомо, що готель на Трафальгарській площі — один з найкращих і найдорожчих у Лондоні. 10. Вам, напевно, дадуть екскурсовода, щоб показати місто. 11. Відомо, що він цікавиться звичаями і традиціями англійців.

6. WRITTEN COMPOSITIONS

1. Customs and traditions of the Ukrainian people.
2. Describe the hotels in your native town.
3. Describe the trip you made last summer.

7. TALKING POINTS

Illustrative Conversations

1. Learn and act out the following conversations:

1

- Do you often have to put up at a hotel?
- Each time when I go on a business trip.
- What facilities are generally found in a hotel?
- Well, first-rate hotels provide bedrooms with private bath or shower, radio, TV, telephone, tea/coffee facilities and even hotel stationary free of charge.
- What services does a hotel offer?
- There's a restaurant and bars, a hairdresser's, a 24-hour laundry and dry cleaning service in every hotel. Besides,

many hotels arrange tickets for theatres, travel and sight-seeing, as well as private medical assistance.
to put up at a hotel (syn. to stay at a hotel) — зупинятися в готелі
stationary — поштовий папір і конверти

2

(Booking a hotel room)

- Have you a single (double) room for to-night and tomorrow night with telephone and shower?
- Yes, we can offer you a fine room with shower, telephone and a colour TV-set.
- Very well. How much is it?
- Eight roubles a day. That includes breakfast at the restaurant, of course.
- All right, I'll take the room.
- Would you mind giving me your passport and filling in the form?
- Here you are. I'd like to have my luggage brought up for me.
- Certainly. The restaurant, the hairdresser's and trunk-call facilities are on the ground floor.
- Thank you.

3

- Good morning. I'd like a room for the night.
- Have you made a reservation?
- No, I haven't.
- I'm sorry, I can't help you. We're full. So many delegations are coming these days.
- Can you recommend another hotel?
- Why, yes. You can stay at the «Myr».
- Is it far from the centre?
- Not very far. It's about 20 minutes' ride from here.

4

(At the hairdresser's)

- What can I do for you?
- I'd like to have my hair cut (I want a haircut and a shampoo).
- How do you want your hair cut? Short?
- Not too short, please.

- Short only at the back and sides, I suppose?
- Yes, please. And don't touch it on top.
- Will you look in the mirror? Is that as you like it?
- That's quite all right. Thanks. How much do I owe you?

Short only at the back and sides, I suppose? — А на потилиці і на скронях коротко, чи не так?

5

- Will you tell me the difference between a habit and a custom, please?
- Well, habits are personal, while customs are social. A habit is something that a person has been doing for a long time, usually. So it's usually difficult to give up a habit. For example, smoking is a habit.
- Will you give me some examples of «custom», please?
- In England it's the custom to celebrate Christmas. It's also the custom for men to raise their hats when they meet a woman they know in the street.
- Customs change, don't they? It used to be the custom for men to give up their seats to women in buses and trams. Not many men do that now.
- Oh, that isn't true. Men still give up their seats to old people, to women carrying babies, and to people who are ill.

to give up a habit — відмовитися від звички (шкідливої)
It used to be custom for men to give up their seats for women. —
 Колись у чоловіків був звичай поступатися своїм місцем жінкам.

2. *Fill in the missing parts of the dialogues. Make use of the words and phrases from the text and illustrative conversations. Any changes and additions are welcome:*

1

- Do you often have to put up at a hotel?
- ...
- What facilities are generally found there?
- ...
- What services does a hotel offer?
- ...
- What do they charge for a night?
- ...

- ...
 — Have you made a reservation?
 — ...
 — I'm sorry, but I can't help you. We're full.
 — ...
 — Why, yes. Try any hotel away from the centre. I think you can put up at the «Myr», for example.
 — ...
 — Not very far. About 20 minutes' ride from here.

3

- ...
 — We can give you a fine room with shower, telephone and TV.
 — ...
 — Eight roubles, including breakfast at the restaurant, of course.
 — ...
 — Would you mind giving me your passport and filling in the form?
 — ...
 — Certainly. You'll have your suitcase delivered in a minute.
 — ...
 — The restaurant, the hairdresser's and trunk-call facilities are on the ground floor.
 — ...

4

(At the hairdresser's)

- What can I do for you?
 — ...
 — How do you want your hair cut? Short?
 — ...
 — Short only at the back and sides, I suppose?
 — ...
 — ... Is that as you wanted it?
 — ...

5

- Will you tell me the difference between a habit and a custom, please?
 — ...
 — Is it difficult to give up a habit?
 — ...

— Can you give me some examples of «custom», please?

— Customs change, don't they?

3. *Role-play the following situations:*

1. Ви звернулися в довідкове бюро аеропорту (залізничного вокзалу). Вам потрібна вичерпна інформація про відліт (приліт) літака (про відправлення або прибуття поїзда), вартість квитка, тривалість подорожі і т. і.
2. Розпитайте у свого друга, якому часто доводиться зупинятися в готелях, про побутові умови проживання там, про вигоди, які пропонуються, про вартість проживання та ін.
3. Вам треба постригтися. Поясніть майстрові, як вас стригти.
4. Поговоріть про відмінність між звичкою та звичаєм.
5. Поговоріть про звичаї у Великобританії і в нашій країні.

8. SUPPLEMENT

Text 1

Read the text. Which of the customs described here do you find interesting and worth following?

Some of the English Customs

Some of the English customs are strange. People in England do not shake hands as much as people do in Europe. Men raise their hats to women but not to each other. When you go to a friend's house for a dinner, it's not the custom to say, «Thank you» at the end of the dinner as in our country. There you wait until you are leaving to go home and then you say, «Thank you for inviting me». Very few people have servants in their homes. It is very difficult to get servants, and servants' wages are high, so the men help their wives in many ways.

Sunday is a very quiet day in London. All the shops are not open and so are the theatres and most of the cinemas. Londoners like to get out of town on Sundays. They often go down to the sea for the day. There are very few outdoor cafes in London. That's because the weather changes so often and

so quickly. The sun may shine one minute and then a few minutes later it may rain.

Foreigners sometimes get a little tired of English cooking, and they go to Soho. Soho is a part of London where there are all sorts of restaurants: French, Italian, Greek, Spanish, Indian and many others.

Text 2

Read the text, retell it. Speak about the customs in various countries:

Christmas Celebrations

Christmas Day is observed on the 25 of December. In Britain this day was a festival long before the conversion to Christianity.

Though religion in Britain has been steadily losing ground and Christmas has practically no religious significance for the majority of the population of modern Britain, it is still the most widely celebrated festival in all its parts except Scotland. The reason for this is clear. With its numerous, often rather quaint social customs, it is undoubtedly the most colourful holiday of the year, and, moreover, one that has always been a time for eating, drinking and making merry.

However, despite the popularity of Christmas, quite a number of English people dislike this festival, and even those who seem to celebrate it wholeheartedly, have certain reservations about it. The main reason for it is that Christmas has become the most commercialized festival of the year. The customs and traditions connected with Christmas, for example, giving presents, force the customer to buy what he neither wants nor, often, can reasonably afford.

It is not only children and members of the family that exchange presents nowadays. Advertising has widened this circle to include not only friends and distant relations, but also people to work with. An average English family sends dozens and dozens of Christmas cards and gives and receives almost as many often practically useless presents. For people who are well-off this is no hardship, but it is no small burden for families with small budgets. Thus saving up for Christmas often starts months before the festival, and Christmas clubs have become national institutions among the working class and lower middle class. These are generally run by

shopkeepers and publicans over a period of eight weeks or longer. Into these the housewives pay each week a certain amount of money for their Christmas bird and their Christmas groceries.

As much as this spending is forced upon people and often means that a family has to do without things they really need, it inevitably leads to resentment towards the festival. Needless to say that it isn't the old customs and traditions that are to blame, but those who make huge profits out of the nation-wide spending spree which they themselves had boosted beyond any reasonable proportion.

UNIT 15

Topic: Scientific Gatherings (conferences, symposiums)

Grammar: 1. The Absolute Participle Construction
2. Word-building (the main rules of word-building)

Text: At the International Conference in London

1. AT THE INTERNATIONAL CONFERENCE IN LONDON

*(Peter Klymenko's story about the work
of the conference)*

I shall never forget the day I arrived in London to participate in the work of the scientific conference. I had a good opportunity to meet with a lot of my colleagues and have talks on some important problems.

The main topic of the conference was «Educational Technology in Higher Education». The topic being of great importance, scholars from 16 countries arrived to take part in it. Being an international conference 320 registered participants were invited from countries outside Great Britain. This was the first such representative conference. It was the European Centre for Higher Education of UNESCO that sponsored it.

The papers presented at the conference covered problems of higher education in the UNESCO European region, which

includes, besides the countries of Europe, the USA and Canada.

The president of the Conference this year was Academician Christopher. R. Knapper of the University of Waterloo, Ontario, Canada.

The most noteworthy papers on the problem were:

«The Impact of Educational Technology on the University Teaching and Learning Process»; «Recent Developments and Future Trends of Educational Technology»; «Television and Education»; «Computer-Assisted Instruction»; «Development in Communication Technology and its Impact on the System of Higher Learning».

The conference started its work on August 29, and lasted till September 1. The first session started at 9 p. m. All speakers in their papers pointed out that the technological revolution brought about significant progress in industrial advancement and productivity.

New scientific and technological facilities emerged, creating a variety of new possibilities for industrial use. Such facilities include new possibilities for obtaining information and knowledge. Naturally, higher education can't be indifferent to the opportunity of utilizing the new tools in teaching and research, the most important of them being the COMPUTER. It was emphasized in the papers that the computer is today capable of performing tasks of such magnitude and complexity which would have been unthinkable only a few years ago. Its capacity to solve complex mathematical problems, to record, classify and retrieve information of practically unlimited quantity, naturally, attracted institutions of higher education.

It was also noted that along with the development of the computer, revolutionary changes have come about in communication techniques and further developments are continuing.

Some papers presented at the conference dealt with several national experiences in the use of various media of educational technology. It is evident that whatever media is used, it is primarily aimed at greater teaching and learning efficiency. My paper was devoted to the problem of computer-assisted instruction.

During the round-table talks the problems of future development in the field of educational technology were discussed by groups of scientists. Our delegation participated in that discussion.

At the final session speakers expressed their satisfaction with the work of the conference as to a certain extent it has stimulated interest in educational technology and the directions of its application.

* * *

Have you had an opportunity to be present at an International conference? When and where was it held? What was the main topic of that conference? How long did the conference last? What was the subject of your paper? Was your report a success? Was the problem discussed in detail? What is your general impression of that conference? Are you planning to participate in any conference next year? What paper are you going to present? Do you think this problem is of great importance?

2. VOCABULARY IN CONTEXT

Memorize the following basic phrases of the text:

The scientific conference was held in London.

It opened (started) its work at 9 a. m.

The main topic of the conference is «Educational Technology in Higher Education».

The topic being interesting, a lot of scientists presented noteworthy papers on it.

There were 320 registered participants at the conference.

It was the first such representative conference.

It was sponsored by UNESCO.

It was attended by some delegations from Ukraine.

They participated in the work of the conference.

The impact of educational technology on the university teaching.

У Лондоні відбулася наукова конференція.

Вона розпочала роботу о 9 ранку.

Основна тема конференції «Технічні засоби навчання в системі вищої освіти».

Оскільки тема цікава, багато вчених представили доповіді, що заслуговують на увагу.

На конференції було зареєстровано 320 учасників.

Це була перша така представницька конференція.

Організатором її була ЮНЕСКО.

На ній були присутні кілька делегацій з України. Вони взяли участь у роботі конференції.

Вплив технічних засобів на навчальний процес в університеті.

Recent developments of educational technology.

Future trends of its development.

Computer-assisted instruction.

Development of Communication Technology.

The first session started at 9 a. m.

At the final session satisfaction with the work of the conference was expressed.

Some problems were discussed during the round-table talks.

The technological revolution brought about significant human progress.

New technological facilities emerged.

These facilities give new possibilities for industrial use.

Utilization of new tools in teaching and research stimulated interest in educational technology.

Computers are capable of performing a lot of operations.

Having an opportunity to participate in that conference, I began to write a paper.

In the paper I touched upon our experience in the use of various media of educational technology.

It is evident that educational technology is primarily aimed at greater teaching efficiency.

Останні досягнення в галузі технічних засобів навчання.

Майбутні напрямки (тенденції) їх розвитку.

Навчання за допомогою комп'ютерів.

Розвиток техніки зв'язку (технічних засобів зв'язку).

Перше засідання почалося о 9 ранку.

На заключному засіданні було висловлене задоволення роботою конференції.

Деякі проблеми були обговорені під час бесід за круглим столом.

Науково-технічна революція викликала значний суспільний прогрес.

З'явилося нове технічне устаткування.

Ці засоби створюють нові можливості для застосування їх у промисловості.

Використання нової техніки у викладацькій і дослідній роботі піднесло інтерес до технічних засобів навчання.

Комп'ютери можуть виконувати багато операцій.

Маючи можливість взяти участь у конференції, я почав працювати над доповіддю.

У доповіді я поділився нашим досвідом використання різних технічних засобів у навчальному процесі.

Очевидно, що використання технічних засобів навчання насамперед спрямовано на підвищення ефективності навчання.

Revolutionary changes have come about in communication techniques.

The computer of today is capable of recording information, classifying and retrieving it.

New scientific and technological facilities having emerged, reconstruction of some branches of industry became possible.

Higher education can't be indifferent to these problems.

Револьюційні зміни відбулися в галузі технічних засобів зв'язку.

Сьогодні комп'ютер уміє записувати інформацію, класифікувати і відтворювати її.

Перебудова ряду галузей промисловості стала можливою після того, як з'явилися нові наукові та інженерні відкриття.

Вища освіта не може бути байдужа до цих проблем.

8. GRAMMAR STRUCTURES

1. The Absolute Participle Construction

<i>Functions in a sentence</i>	<i>Example</i>	<i>Translation</i>
Adverbial modifier of time	The papers having been delivered, discussions started on them.	Після того як доповіді були прочитані, почалося їх обговорення.
Adverbial modifier of purpose	The main topic of the conference being of great interest for some post-graduate students, they decided to attend the conference.	Оскільки основна тема конференції дуже цікавила деяких аспірантів, вони вирішили взяти участь у роботі конференції.
Adverbial modifier of attending circumstances	A lot of problems were discussed at the conference, computer-assisted instruction being of special interest.	Багато проблем було обговорено на конференції, причому проблема навчання за допомогою комп'ютерів становила особливий інтерес.

2. Word-Building

The Main Suffixes

Forming nouns	a) denoting the doer of the action, profession and instrument of the action: er — worker, ant , ent — assistant, student ist — economist
	b) with abstract meaning: ism — socialism, ness — backwardness ment — development, ion — education ship — leadership, ance — assistance, ence — conference, (i) ty — activity, ure — pressure

Forming adjectives	a) denoting some properties and qualities: able — considerable, ible — sensible ant , ent — different, ive — active al — national, ful — peaceful, en — woollen ic — historic, ous — humorous
	b) denoting the absence of some properties and qualities: less — homeless
	c) denoting nationality: ish — British, English, Irish

Forming verbs	ate — decorate, ize — organize, (i) fy — purify, en — broaden
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Forming adverbs	ly — steadily
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The Main Prefixes

with negative meaning	un — unimportant, in — independent im — impossible, ir — irregular il — illegal, dis — disclose
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expressing common action co — cooperation

expressing repetition re — rewrite

Conversion

Adjective	Noun	Verb
round—круглий	round — круг	to round — округля- ти
light — світлий	light — світло	to light — освітлюва- ти, світити

Stress Interchange

'export — експорт	to ex'port — експортувати
'import — імпорт	to im'port — імпортувати
'produce — продукція, ви- роби	to pro'duce — виробляти

4. EXERCISES FOR ORAL PRACTICE

Ex. 1. Ask questions to which the following statements are the answers:

1. The other day I arrived in London to participate in the work of the scientific conference. 2. The topic being of great importance, scholars from 16 countries took part in it. 3. They discussed the problem of recent developments and future trends of educational technology. 4. New scientific and technological facilities include new possibilities for obtaining information and knowledge. 5. Some papers presented at the conference dealt with several national experiences in the use of various media of educational technology. 6. At the final session speakers expressed their satisfaction with the work of the conference. 7. To a certain extent the conference stimulated interest in educational technology and the directions of its application.

Ex. 2. Correct the wrong statements given below. Use *I don't think so, I'm of another opinion, I'm afraid you are wrong*:

1. The papers presented at the conference covered the problems of nuclear physics. 2. The topic being of great importance, scholars from 5 countries took part in it. 3. The conference started its work on September 10 and lasted till September 14. 4. It was emphasized in the papers that the computer is hardly capable of performing tasks of great complexity. 5. The tasks of such magnitude and complexity could be easily solved a few years ago. 6. Higher education can't be indifferent to the opportunity of utilizing the new tools in teaching and research. 7. Some papers dealt only with the Canadian experience in the use of various media of educational technology.

Ex. 3. Make up sentences of your own using the following word combinations:

to be sponsored by, to present noteworthy papers on the topic, the impact of educational technology on the University teaching, recent developments of educational technology, to express satisfaction with, to bring about significant progress, to create new possibilities for industrial application, to utilize new tools in teaching and research, to be capable of performing a lot of operations, to solve mathematical problems, to be primarily aimed at, to be indifferent to.

Ex. 4. Tell us:

- why the conference was of great importance;
- why the problems discussed at the conference are so urgent;
- why the development in communication technology has a great impact on the system of higher learning;
- why the technological revolution brought about significant progress in industrial advancement and productivity;
- why higher education can't be indifferent to the opportunity of utilizing the new tools in teaching and research;
- why the computer is very important for performing tasks of great magnitude and complexity;
- why it was unthinkable for the computer to perform them a few years ago.

Ex. 5. Complete the following sentences:

1. Naturally, the papers presented at the conference ...
2. The topic being of great importance, ...
3. Indeed, this was the first conference ...
4. No doubt, new scientific and ...

technological facilities created 5. Naturally, higher education can't be indifferent to 6. It is common knowledge that the computer today is capable of 7. It is evident that various media of educational technology is aimed at 8. At the final session speakers expressed their satisfaction with 9. Naturally, the problem of ... is of great importance.

Ex. 6. Tell us who performs the following actions as in the example:

Example:

to drive — a driver drives

to write, to speak, to participate, to sponsor, to lecture, to create, to teach, to record, to report, to instruct, to operate.

Ex. 7. Make one sentence of the suggested two, as in the example:

Example:

The topic of the conference was of great importance. Scholars from 16 countries took part in it. — The topic being of great importance, scholars from 16 countries took part in it.
--

1. The topic of the conference was very interesting. A lot of scientists presented noteworthy papers on it. 2. New scientific and technological facilities have emerged. Reconstruction of some branches of industry was possible. 3. The papers covered the problems of higher education. The European Centre for Higher Education of UNESCO sponsored it. 4. The computer is capable of performing tasks of great magnitude and capacity. It is widely used to solve complex mathematical problems, to record, classify and retrieve information of practically unlimited quantity. 5. Communication technology has been greatly developed. It has a great impact on the system of higher learning. 6. The technological revolution has brought about significant progress in industrial advancement and productivity. New scientific and technological facilities emerged. 7. The conference has stimulated interest in educational technology and the directions of its application. The speakers expressed their satisfaction with the work of the conference.

Ex. 8. Complete the dialogues:

A. I shall never forget the day I arrived in London to participate in the work of the scientific conference.

- B. ...
- A. The main topic of the conference was Educational Technology in Higher Education.
- B. ...
- A. Oh, this topic is of great importance because technological progress has brought about significant progress in industrial advancement and productivity.
- B. ...
- A. The conference started its work on August 29 and lasted till September 1.
- B. ...
- A. Naturally, higher education can't be indifferent to the opportunity of utilizing the new tools in teaching and research.
- B. ...
- A. Of course, computers today are capable of performing tasks of such magnitude and complexity which would have been unthinkable only a few years ago.

Ex. 9. Answer the following questions:

1. When and where was the international conference held?
2. How many participants took part in it?
3. Whom was this conference sponsored by?
4. What problems did the papers presented at the conference cover?
5. Who was the president of the conference?
6. What did all the speakers point out in their papers?
7. What is the most important tool in teaching and research nowadays and what tasks is it capable of performing?
8. What is various media of educational technology aimed at?
9. What was the impression of the speakers about the work of the conference?

5. EXERCISES TO BE DONE IN WRITING

- Ex. 1. Ask questions about the words given in italics. Mind the place of the preposition in the interrogative sentences:**

Example:

The conference was sponsored by UNESCO.

— Who was the conference sponsored by?

The delegates came from different countries of the world.

— Where did the delegates come from?

1. The opening ceremony was followed *by a heated discussion*.
2. The papers presented at the conference were *on some problems of higher education*. 3. Most noteworthy papers were presented *by a lot of scientists*. 4. The conference was attended *by some delegations from Ukraine*. 5. At the final session speakers expressed their satisfaction *with the work of the conference*. 6. Educational technology is aimed *at greater teaching efficiency*. 7. The computer today is capable of *recording information, classifying and retrieving it*. 8. In the paper I touched *upon our experience in the use of various media of educational technology*.

Ex. 2. Insert words and expressions from the text:

1. The scientific conference ... in London. Scholars from 16 countries ... in the work of the conference. It was ... by UNESCO. 2. The papers were ... the participants of the conference. 3. The technological revolution ... significant progress in industrial advancement and productivity. 4. New ... for industrial applications were also discussed. 5. The computer is ... of performing tasks of great complexity and magnitude. 6. It is evident that whatever media is used, it is primarily ... great teaching and learning efficiency. 7. At the final session speakers ... with the work of the conference.

Ex. 3. Paraphrase the sentences using the expression *to be interested in* as in the example:

Example:

Does mathematics interest you? — Are you interested in mathematics?
--

1. I take great interest in modern literature. 2. Do you take any interest in cybernetics? 3. Do these experiments interest you? 4. These problems are of great interest to me. 5. What problems interest you most of all? 6. Your future plans always interest us. 7. Natural sciences do not interest me.

Ex. 4. Change the following sentences from Active into Passive as in the example:

Example:

We shall hold this meeting tomorrow. — This meeting will be held tomorrow.

1. The president addressed the conference. 2. I shall present my paper in Russian. 3. They reserved half an hour for ans-

wering questions. 4. 320 registered participants attended the conference. 5. An enjoyable concert followed the opening plenary session. 6. The computer solves many complex mathematical problems.

Ex. 5. Insert adjectives derived from the same root as the words given in italics:

1. The two methods *differ* greatly. The methods are quite...
2. They *enjoyed* the concert. The concert was really... . 3. I was *impressed* by this speech. His speech was very 4. The paper presented by Mr. West *interested* everybody. It was really... . 5. The exhibition *attracted* a lot of people. It was a very ... exhibition. 6. We often *use* this method. The method is really

Ex. 6. Put questions to the words given in italics as in the example:

Example:

The lecture by Professor West <i>dealt with the problem of higher education</i> . — What did the lecture by Professor West deal with?
--

1. The conference closed *with an interesting lecture* by Professor White. 2. The opening plenary session was *followed by a most enjoyable concert*. 3. The largest part of the scientific programme was devoted to recent *developments and future trends of educational technology*. 4. The book deals with *new scientific and technological facilities*. 5. They are interested in *new possibilities for obtaining information and knowledge*. 6. The closing plenary session was especially noteworthy *for the lecture on the opportunity of utilizing the new tools in teaching and research*. 7. She specialized *in the use of computers*.

Ex. 7. Complete the following sentences:

1. The topic being of great importance, 2. New scientific and technological facilities having emerged 3. The computer today being capable of performing tasks of great magnitude and complexity, 4. The problem of future development in the field of educational technology having been discussed, 5. The speakers having expressed their satisfaction with the work of the conference, 6. The most noteworthy papers covering the problems of higher education in the UNESCO European region, 7. The participants of the conference having arrived in London,

Ex. 8. Insert prepositions where necessary:

1. The number ... those attending ... the conference ... the problems ... higher education was about 320.
2. The president ... the conference ... this year was Academician Christopher P. Knapper ... the University ... Waterloo.
3. All speakers pointed ... that the technological revolution brought ... significant progress ... industrial advancement and productivity ...
4. Higher education can't be indifferent ... the opportunity ... utilizing the new tools ... teaching and research.
5. ... the development ... the computer, revolutionary changes have come ... communication techniques.
6. The papers presented ... the conference attracted attention ... all those interested ... the problems ... higher education.
7. The majority ... foreign participants could hear speeches and lectures ... their native languages or ... the language they knew better.

Ex. 9. Translate the following sentences:

1. Оскільки тема конференції була дуже актуальною, вчені з 16 країн приїхали до Лондона, щоб узяти в ній участь.
2. Доповідь професора Веста була присвячена проблемі використання технічних засобів навчання в системі вищої освіти, тому вона привернула до себе велику увагу.
3. Після того, як відбулася жвава дискусія за доповідями, було розглянуто питання про використання нової техніки в навчанні.
4. Оскільки комп'ютери здатні виконувати багато важливих операцій, вони можуть бути використані для розв'язання складних завдань.
5. Завдяки тому, що з'явилися нові наукові й технічні передумови, стала можливою реконструкція деяких галузей промисловості.
6. Вища освіта не може бути байдужою до цих проблем.
7. Зараз у нашому університеті розробляється ряд нових науково-дослідних тем.

6. WRITTEN COMPOSITIONS

1. Compose a paper on
 - a) «Television and Education»,
 - b) «Computer Assisted Instruction».

7. TALKING POINTS

Illustrative Conversations

1. *Learn and act out the following conversations:*

- Were you present at the yearly meeting of our Learned Society?
- Certainly I was. I never miss a chance to attend it.
- I believe that some noteworthy papers were presented there.
- The most remarkable paper was by Dr. Lunin. Its subject was «Teaching Computers».
- Academician Smirnov spoke at that meeting too, didn't he?
- Certainly. You are quite right. His paper attracted general attention.
- What was the theme of his paper?
- The theme of his paper was «Computer Assisted Instruction».

The yearly meeting of the Learned Society.— Щорічні збори Вченої ради.

I never miss a chance to attend it.— Ніколи не упускаю можливості побувати на них.

- As far as I know, Astronautical Congresses are national scientific gatherings and are held in the USA every three years.
- You seem to be quite wrong. Astronautical Congresses are annual meetings. They are held in different countries as they are international, for the delegates come from different countries of the world. It was only the twelfth Astronautical Congress that was held in the USA, all the previous were held in other countries.

national scientific gathering — наукова зустріч, що відбувається в межах однієї країни

annual meeting — щорічна зустріч

- What are your impressions of the conference?
- The conference was a great success. The hosts made good arrangements for the business part of it.
- And how about the cultural programme?
- Oh, they offered well-considered programmes for each participant.

The hosts made good arrangements for the business part of the conference — Організатори добре підготували основну частину роботи конференції.

They offered a well-considered cultural programme.— Вони запропонували добре продуману культурну програму.

4

(In the lobby)

- Who is to chair the meeting today?
- Dr. Christopher K. Knapper. He is a great authority in his field.
- Oh, yes, he knows his job from A to Z.
- Besides, he always makes some constructive suggestions. It's a pleasure to deal with him.
- I hope the session doesn't last too long.
- Don't expect it'll be over soon. We have a wide range of problems to discuss at the top level.

Who is to chair? — Хто буде головою?

He is a great authority in his field.— Він користується великим авторитетом у своїй галузі.

5

- I say, Bill. Do you know who is engaged in this research problem?
- Sure. It's Professor Johnson. He is one of leading specialists in Telecommunications Technology.
- Do you know him well?
- Fairly well. I used to meet him at some scientific gatherings more than once.
- I have a favour to ask you. I'd like to meet him. Could you arrange it?
- I guess I can. Though he is pretty filled up, I'm afraid. Well, with luck, I'll introduce you to him.
- It'll be splendid. I have quite a few questions to ask him. So, I'll be waiting for you during the coffee break.

Who is engaged in this research problem? — Хто досліджує цю проблему?

I have a favour to ask you.— Хочу попросити Вас про послугу.

with luck — якщо повезе

2. *Fill in the missing parts of the dialogues making use of the phrases from the illustrative conversations. You are allowed to make any changes in them:*

1

- Were you present at the meeting of our Learned Society?
- ...

— I hope there were some noteworthy papers there.

— ...

— Whose paper was the most remarkable?

— ...

— Did you speak at that meeting too?

— ...

2

— Are you going to take part in the work of that conference?

— ...

— What problem are you going to speak on?

— ...

— It's an annual conference, isn't it?

— ...

— As far as I know a lot of scientists from other countries participate in its work.

3

— Who is to chair the meeting today?

— ...

— What papers are on today's agenda?

— ...

— I hope some constructive suggestions will be made there

— ...

— And the discussion promises to be interesting and heated.

— ...

4

— What time will the conference open tomorrow?

— ...

— Are there a lot of guests at the conference?

— ...

— Where are they from?

— ...

— Will Mr. Stevenson arrive?

— ...

— Who will chair the meeting today?

— ...

— What's the subject of your paper?

3. Memorize the suggested examples for the chairman's opening speeches.

Make use of them acting out the chairman of a conference:

1

Ladies and Gentlemen!

I declare the conference open. On behalf of the Organizing Committee and in my own name I wish to welcome the guests and the participants of the Conference.

I wish you every success.

2

My first pleasant duty as chairman is to introduce to you our Honorary guest Mr. Stevenson.

3

It's an honour and privilege for me to welcome you to our country and to this Conference. I wish you every success. I'm happy to introduce to you our guest of Honour Mr. Stevenson.

4. *Role-play the following situations:*

1. Ви прибули на міжнародну конференцію, зустріли своїх колег. Висловте радість від зустрічі і запитайте їх, з яких проблем вони робитимуть доповіді.
2. Обміняйтеся думками про роль комп'ютеризації, зокрема, для розв'язання важливих технічних проблем.
3. Поговоріть про конференцію, в роботі якої ви брали участь, поділіться своїми враженнями від її роботи.
4. Поговоріть про те, як поставлена наукова робота у вашому інституті.
5. Проведіть обговорення ролі науки у вирішенні проблем перебудови політичного й економічного життя нашого суспільства.
6. Обміняйтеся думками щодо значення міжнародного співробітництва для розв'язання важливих екологічних і соціальних проблем.

8. SUPPLEMENT

Read the following text carefully, then answer the questions which follow:

In China, prospects for personal success are much better for a scientist or engineer than for those who pursue other careers. Not only do scientists and engineers earn more; they are also almost certain to hold positions that have honor. There has been an attempt recently to improve the condition of intellectuals, primarily scientific and

technical personnel, another fact that does not escape the young person choosing a profession.

The young generation is impressed by the statements made by China's leaders that the future of the country depends on scientific and technical personnel. Thus, for example, of the 92,200 students who took the college entrance examination in Beijing in 1982, 64,700 listed science as their first choice.

Yet science students are only 7 or 8 percent of the total number of students enrolled in higher education, compared to approximately one-third in engineering. Why, then is a career in science so appealing that 70 percent of the Beijing applicants listed it as their first choice? In the United States and other advanced capitalist nations technology appears as a natural continuation of science rather than as something essentially different. But in China the separation continues to be clear.

A bright young Chinese man about to take the college entrance examinations analyzes the situation as follows: If accepted into a science department, he is assured of at least four years of higher education (presumably at one of the larger and better universities in a major city) and has a reasonably good chance of going on to graduate school. After graduation he sees himself doing research in a white lab coat and never having to get mud on his shoes or grease on his hands.

Such dreams are inappropriate for the great majority of engineering students. Many will end up in a specialized college located in one of the smaller towns. The chances of getting into a graduate program would be slim. On graduating, he will be assigned to a job in a factory or construction project where his working and living conditions are likely to be greatly inferior to those of the scientist.

Many of the advantages of careers in science and technology are the direct result of recently adopted policies designed to encourage and make better use of China's scientists and engineers. Scientists and engineers who solve specific technical problems, or agree to move to less desirable areas, can expect to earn more and more and to obtain other benefits, such as a larger apartment or a telephone.

The leadership is also experimenting with a variety of organizational mechanisms which permit more effective

use of scientists and engineers. For example, science and technology personnel now participate in organizations which examine plans and advise on technical problems. Scientists and engineers are active in joint projects between research and production units to develop new technologies, products and testing procedures. Furthermore, individuals educated in technical fields have a clear advantage in assuming positions of responsibility in institutes. The replacement process is a slow one, however, since many of the older, untrained personnel in top administrative positions are not willing to give their jobs up to the younger, professionally trained people. But the trend cannot be reversed. To the youth of China this demonstrates that degrees in science and engineering can be just as valuable for advancement in the administrative structure as they are in a factory or laboratory.

1. What change has occurred in the policy towards appointments of responsibility at Chinese scientific institutions?
2. What is the attitude of China's leaders today toward the fields of science and engineering?
3. What are the advantages to China's youth of a science education over an education in engineering?

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Навчальне видання

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