

**АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ. ПРАКТИКУМ ДЛЯ СТУДЕНТІВ
І-ІІ КУРСІВ РАДІОТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ**

Міністерство освіти і науки України
Вінницький національний технічний університет

**АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ. ПРАКТИКУМ ДЛЯ СТУДЕНТІВ
І–ІІ КУРСІВ РАДІОТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ**

Навчальний посібник

Вінниця
ВНТУ
2017

УДК 811.111 (075)
ББК Ш 143.21 я 73
А 64

Автори:

Габрійчук Л. Е., Гадайчук Н. М., Степанова І. С., Тульчак Л. В.

Рекомендовано до друку Вченою радою Вінницького національного технічного університету Міністерства освіти і науки України (протокол № 10 від 29.05.2014 р.)

Рецензенти:

О. В. Осадчук, доктор технічних наук, професор

Т. С. Слободинська, доктор філологічних наук, доцент

О. О. Белінська, кандидат філологічних наук, доцент

А 64 **Англійська мова за професійним спрямуванням. Практикум для студентів І–ІІ курсів радіотехнічних спеціальностей : навчальний посібник / Л. Е. Габрійчук, Н. М. Гадайчук, І. С. Степанова, Л. В. Тульчак – Вінниця : ВНТУ, 2017. – 118 с.**

Посібник містить п'ятнадцять уроків, які складаються з лексико-граматичних вправ, основних текстів, а також текстів для додаткового читання, та граматичні таблиці.

Мета посібника – забезпечити підготовку студентів першого етапу навчання до самостійного читання, розуміння й перекладу оригінальної науково-технічної літератури англійською мовою, а також розвитку навички усного мовлення.

Призначений для студентів І–ІІ курсів радіотехнічних спеціальностей.

УДК811.111 (075)

ББК Ш 143.21 я 73

ЗМІСТ

<i>Передмова</i>	5
<i>Методичні вказівки до роботи з посібником</i>	6
Section I	
<i>Lesson 1</i>	7
(G) <i>Article. Verbs: to be, to have, there be</i>	
(R) <i>The Roots of English. World English</i>	
<i>Knowing Foreign Languages</i>	
(S) <i>Clifton</i>	
<i>Lesson 2</i>	16
(G) <i>Simple Tenses. Active Voice</i>	
<i>Future (Be going to/will)</i>	
<i>Types of questions</i>	
(R) <i>Visiting Britain</i>	
<i>The Universities of London</i>	
(S) <i>London</i>	
<i>Lesson 3</i>	31
(G) <i>Pronouns. Singular and plural of nouns</i>	
(R) <i>Higher Education</i>	
<i>The University of London</i>	
(S) <i>Looking for a new apartment</i>	
<i>Lesson 4</i>	38
(G) <i>Continuous Tense. Active Voice</i>	
(R) <i>Vinnitsia</i>	
<i>Vinnitsia National Technical University</i>	
(S) <i>Distance learning</i>	
<i>Lesson 5</i>	47
(G) <i>It-impersonal. One, that – substitutes</i>	
(R) <i>People Who Changed the World</i>	
<i>2012 London Olympics. Ukrainian Gold Medals</i>	
(S) <i>Dialogues</i>	
<i>Lesson 6</i>	53
(G) <i>Some, any, no and their derivatives</i>	
(R) <i>Acid Rain</i>	
<i>Problems of Nature Protection</i>	
(S) <i>Dialogues A, B</i>	
<i>Lesson 7</i>	59
(G) <i>Much, many, (a) little, (a) few</i>	
(R) <i>History of Computers</i>	
<i>What is a Computer?</i>	
(S) <i>Dialogues A, B</i>	
<i>Lesson 8</i>	66
(G) <i>Perfect Tenses. Active Voice</i>	

<i>(R) Input and Output Devices</i>	
<i>Computer Games</i>	
<i>(S) Computer</i>	
<i>Lesson 9</i>	74
<i>(G) Stop and check (MODULE 1)</i>	
<i>Section II</i>	
<i>Lesson 10</i>	78
<i>(G) Degrees of comparison</i>	
<i>(R) Computers and Internet in our Life</i>	
<i>Internet</i>	
<i>(S) Hooking Up My Computer</i>	
<i>Lesson 11</i>	85
<i>(G) Modals and their equivalents</i>	
<i>(R) Marie Curie and the Discovery of Radium</i>	
<i>Alfred Nobel</i>	
<i>(S) Meeting a Businessman</i>	
<i>Lesson 12</i>	92
<i>(G) Perfect Continuous Tense</i>	
<i>(R) Advertising</i>	
<i>Mass Media in Our Life</i>	
<i>(S) Hitch your wagon to a star</i>	
<i>Lesson 13</i>	101
<i>(G) Passive Voice. Simple, Continuous, Perfect</i>	
<i>(R) Life of Ukrainian Youth</i>	
<i>Taras Shevchenko is a Great Ukrainian Poet</i>	
<i>(S) My Testament</i>	
<i>Lesson 14</i>	107
<i>(G) Sequence of Tenses. Reported Speech</i>	
<i>(R) Online World Adds a New Dimension</i>	
<i>Promoting a World Wide Web Site</i>	
<i>(S) Making a webpage</i>	
<i>Lesson 15</i>	113
<i>(G) Stop and check (MODULE 2)</i>	
<i>Список літератури</i>	117

ПЕРЕДМОВА

Даний посібник призначений для студентів радіотехнічних спеціальностей. Він складений з урахуванням вимог програми підготовки фахівців з іноземної мови і призначений для роботи студентів в аудиторії під керівництвом викладача та поза аудиторією.

Мета текстів спрямована на розвиток навичок самостійного читання у спосіб раціонального використання двомовних словників і збагачення словникового запасу студентів, а також за допомогою аналізу текстів.

Граматично-лексичні вправи мають на меті закріплення та активізацію засвоєння навчального матеріалу, а також розвиток навичок усного й письмового переказу рідною та англійськими мовами, вивчення певних граматичних явищ синтаксичного та структурно-морфологічного характеру. Словотворчі вправи охоплюють усі продуктивні способи словотворення.

МЕТОДИЧНІ ВКАЗІВКИ ДО РОБОТИ З ПОСІБНИКОМ

Посібник складається з 2 модулів (9 і 6 уроків). Кожен урок має кілька текстів і діалог, об'єднаних спільною тематикою. Всі вони призначені для навчання різним видам читання. Тексти уроку є базовими і підлягають ретельній обробці та аналізу для вивчення тих граматичних і лексичних явищ, що розглядаються в уроці. Діалог додається для розвитку навичок усного мовлення та отримання необхідної інформації, а також навичок бесіди з відповідної тематики, що сприяє закріпленню лексико-граматичного матеріалу, який пророблявся в текстах.

Кожен урок-тема починається з теоретичного граматичного матеріалу, далі слідує вправи для закріплення граматичного і лексичного матеріалу.

Вправи на словотворення містять, в основному, активну лексику. Для практичного використання набутих знань студентам потрібно володіти вмінням самостійно працювати над мовою. Тому автори виявили необхідним ввести спеціальну серію тестів для самостійної роботи.

В кінці кожного модуля розміщено граматичні тести, які допомагають усистематизувати вивчений граматичний матеріал.

LESSON 1

Grammar:	Артикль Дієслова: to be, to have Зворот there be
Reading:	The Roots of English World English
Speaking:	Clifton

Grammar (block 1)

Articles a, the

Перед кожним загальним іменником повинен стояти артикль. В англійській мові є 2 артикли – означений (**the**) та неозначений (**a**).

Артикль не вживається, якщо перед іменником знаходиться присвійний чи вказівний займенник, інший іменник у присвійному відмінку, кількісний чи порядковий числівник, заперечення «но»(але не «not»).

Згадуючи предмет уперше, ми вживаємо перед ним неозначений артикль **a**. Згадуючи цей предмет удруге, ми ставимо перед ним означений артикль **the**.

Example: This is **a** book. **The** book is interesting.

Вживаємо означений артикль **the**, коли предмет є означеним за ситуацією:

Example: Tom sat down on **a** chair. Tom sat down on **the** chair nearest to the door.

Означений артикль вживається перед назвами рік, каналів, морів, заток, океанів. Але не вживається перед назвами озер (окрім множини), гір (окрім піків), островів, континентів, міст, країн.

Вживаємо означений артикль **the**, коли з ситуації зрозуміло, про яку річ чи людину ми говоримо.

Example: Can you open **the** door, please? I took a taxi to **the** station.

Запам'ятайте:

Once a week	In the middle
Three times a day	In the corner
Fifty hryvnias a kilo	To the right (left)
In the morning (evening)	

Не вживаємо артикль у словосполученнях:

Go (come) home	After work
Leave home for work	Have breakfast (dinner, lunch)
On Sunday	For lunch
At half past five	Watch TV

Exercise 1. Вставте артикль, де потрібно.

1. This house is very nice. Has it got.....garden? 2. I have...a sister. My ...sisteris ... engineer. My sister's ... husband is ...doctor. 3. They have ... dog

and two ... cats. 4. What is ... highest mountain in ... world? 5. Then another student came in, ... sixth already. 6. She asked for ... permission to leave. 7. It is warm in ... Crimea and ... Caucasus. 8. I am afraid you will have ... lot of ... trouble with this business. 9. My day off is ... Friday. 10. ... two students entered ... room.

Exercise 2. *Вставте артикль, де потрібно.*

I knew ... man who had travelled very much in his life. He had visited many ... countries in ... east and in ... west. He loved ... children and often told them ... interesting stories. I remember some of... stories which he told me. One of ... stories was about ... adventure he had had in ... London. He was ... young man at that time and was interested in ... history of ... architecture. One day he visited one of ... towers of ... Houses of ... Parliament. He came out on to ... balcony of ... tower and began to look at ... ornaments on ... walls. Then he climbed up on ... roof. Suddenly ... man came running to him and seized him by ... arm. He began shouting something in ... English, but my friend knew only a few words of ... English and did not understand him. ... Englishman called ... policeman. ... fact was that he thought that ... Russian tourist wanted to kill himself by jumping from ... top of ... tower. Later, when everything became clear, they laughed ... lot over it.

Exercise 3. *Вставте артикль, де потрібно.*

In ... fifteenth century ... people knew only three continents: ... Europe, ... Asia and ... Africa. They knew nothing about such ... big continent as ... America. ... man who discovered ... America was born in 1451 in ... Italy. His name was Christopher Columbus. He became ... sailor at ... early age. Knowing that ... earth was round, he decided to reach ... India sailing to ... west. He tried to arrange ... expedition, but did not have ... money, and nobody wanted to help him. At last ... king of ... Spain gave him ... money for ... expedition. He set ... sail in 1492. ... voyage was very dangerous and difficult. On ... 12th of ... October his ship reached ... land. When they landed, they saw ... strange trees and ... flowers. ... men and ... women with ... olive-coloured skins gathered around ... sailors and looked at them with ... great surprise Columbus was sure that he had discovered ... new way to ... India. Some time later ... other sailor reached ... America. ... name of ... sailor was Amerigo Vespucci. He understood that it was ... new continent.

Grammar (block 2)

Дієслова to be, to have, there be

	Present	Past	Future
To be	I am	I, he, she, it was	Will be
	He, she, it is	You, they, we were	Will be
	You, they, we are		
To have	I, we, you, they have	had	Will have
	He, she, it has		

There be

There is

There was

There will

There are

There were

be

Дієслово to be в стверджувальній, питальній та заперечній формах

Positive

I am

He
She → *is*

It

We
They → *are*

You

Negative

I am not

He
She → *is not*

It

We
They → *are not*

You

Question

Am I...?

Is he...?

Is she...?

Is it...?

Are we...?

Are they...?

Are you...?

Дієслово have (got)

Positive

I

We

You have got

they

He

She has got

It

Negative

have not got

(haven't got)

Has not got

(hasn't got)

Question

Have I got...?

Have we got...?

Have you got...?

Have they got...?

Has he got...?

Has she got...?

Has it got...?

Exercise 4. Поставте дієслово to be у відповідну форму:

1. My father ... a teacher. 2. He ... a pupil twenty years ago. 3. I... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7. ... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I ... 16. When my granny... young, she ... an actress.

Exercise 5. Напишіть нижченаведені речення в минулому (*Past Simple*), майбутньому (*Future Simple*), додавши необхідні обставини часу (*yesterday, at 3 o'clock, tomorrow, next week, last month i m. d.*).

1. The children are at school. 2. This work is interesting. 3. The expedition is in Africa. 4. The students have 5 exams this term. 5. There are many good books in our library. 6. There is a nice park in the city center. 7. The new film is boring. 8. I am very busy. 9. She has a friend in Great Britain. 10. There are twelve students in our group.

Exercise 6. Перекладіть речення англійською мовою.

1. Мій брат – студент. Він не лікар. 2. Чий це зошит? – Це зошит мого друга. 3. Ми були у театрі вчора. 4. Мої книги були на столі, але де вони зараз? 5. В бібліотеці буде багато нових книжок. 6. Він буде завтра в університеті? 7. Її батьки були вчора дома, але зараз вони на роботі 8. Де ти був вчора вранці?

Exercise 7. Доповніть запитання та відповіді:

1. Has she got a sister? – No, she hasn't. 2. Have I got a telephone? – Yes, I have. 3. ... the town ... a theater? – No, ... 4. ... he ... a job? – Yes, ... 5. ...they... some good music? – Yes, ... 6. ...your son ... A cold? – No, ... 7. ...you ... time for a cup of coffee? – Yes, ...

Word-building

Exercise 8.

Основа дієслова + **-tion, -sion, -ion** → іменник

To produce – виробляти

production – виробництво

Перекладіть нижченаведені іменники:

To include – включати

inclusion

To continue – продовжувати

continuation

To absorb – поглинати

production

To consider – вважати,

consideration

Розглядати

Основа дієслова + **-er, -or** → іменник, що вказує на людину, яка виконує дію, або засіб дії.

To generate – генерувати

generator – генератор

To write – писати

writer – письменник

Перекладіть нижченаведені іменники:

To distribute – розподіляти

distributor

To cool – охолоджувати

cooler

To operate – оперувати

operator

To do – виконувати

doer

To consume – споживати

consumer

To speak – розмовляти

speaker

Reading

Words and word-combinations

recognize *v* — визнавати

conquest *n* — завоювання

official language — офіційна мова

common language — загальна мова

global language — світова мова

mother tongue — рідна мова

replace *v* — замінювати

influence *v* — впливати

various *adj* — різноманітний

expansion *n* — розширення

spread *v* — поширювати,

contribute *v* — робити внесок

розповсюджувати

establish *v* — встановлювати

settle *v* — оселятись

awareness *n* — усвідомлення

assume *v* — допускати, вважати

meaning *n* — значення

bother *v* — турбуватись

knowledge *n* — знання

Text 1A

The Roots of English

English began as a West Germanic language which was brought to England by the Saxons around 400 AD. Old English was the spoken and written language of England between 400 and 1100 AD. Many words used today come from Old English, including man, woman, king, mother, give and wash. But Old English was very different from modern English and only a few words can be easily recognized. In the 9th and 10th centuries, when Vikings invaded England, Old Norse words, e.g. Sky, lake, get and many place names, entered the language.

From the Norman Conquest (1066) until the late 12th century English, as the official language, was replaced by Norman French, though English was still used by the lower classes. English from about 1300 to 1500 is known as Middle English. It was influenced by French and also Latin in vocabulary and pronunciation. French brought many words connected with government, e.g. sovereign, royal, court, legal and government itself. Latin was the language of religion and learning and gave to English words such as minister, angel, school and grammar. Literature began to be written in English. One of the most famous Middle English works is Chaucer's *The Canterbury Tales*.

Modern English developed from the Middle English dialect. English changed a great deal from this time until the end of the 18th century. During the Renaissance, many words were introduced from Greek and Latin to express new ideas, especially in science, medicine and philosophy. They included physics, species, architecture, encyclopedia, hypothesis and others. In the 16th century several versions of the Bible helped bring written English to ordinary people. The Elizabethan period is also famous for its drama, and the plays of Marlow and Shakespeare were seen by many people.

World English

English is the most widely spoken language in the world. It is the first language or mother tongue of about 400 million people living in Britain, Ireland,

the US, Australia, New Zealand, Canada and South Africa and it is spoken as a second language by another 300 million people. Many more people learn English as a foreign language.

English has achieved the status of a world language over a long period of time, and for various historical and cultural reasons. In the 17 century English was spread by the settlers going from Britain to America, and in the 18th and 19th centuries by the expansion of the British Empire. Many countries, which were part of the empire kept English as their official language after independence. More recently the military and political power of the US has contributed to the spread of English. Since the middle of the 20th century, English has been an official language of international organizations such as the United Nations.

Economic factors are also important. Britain and the US are both major business and financial centers, and many multinational corporations started in these countries. Elsewhere, knowledge of English is often seen as necessary for success in business.

Advances in technology and telecommunications have also helped to establish English as a global language. Now, major computer systems and software developers are based in the US, and English is common language of the Internet.

The status of English as a global language has unfortunately tended to mean that British and American people assume everyone speaks English, so they do not bother to learn foreign languages. However, better language teaching and awareness of the advantages of speaking another language are slowly changing the situation.

Завдання до тексту 1А.

Перекладіть рідною мовою нижченаведені англійські словосполучення.

To enter the language, to bring many words, to connect with government, especially in science, several versions, ordinary people, mother tongue, foreign language, over a long period of time, more recently, since the Middle century, the United Nations, software developer.

Знайдіть в тексті англійські еквіваленти поданих нижче слів.

Версія, завойовувати, знання, замінити, переваги, розповсюдження, на жаль, причина, поселенці, багатонаціональні, головний центр, прогрес, однак, повільно, різноманітний, незалежний, сприяти, універсальна мова, декілька слів, хоча, замінювати, особливо, широко.

Вставте в пропуски дані слова. Прочитайте та відтворіть діалоги.

Difficult easy English heart hard

A: I am studyingnow.

B: Really? They say it's

A: I don't thinkis.....

B: Why do you think so?

A: Because I have to work....learning a lot by.....

B: I think you have good memory and it's not a problem for you to do that.

A: In some way, yes but it's a question of time.

B: Oh, we are always short of time.

Translate dictionary science article

A: I'd like to have a good Ukrainian-Englishon.....and technology. I have to.....an.....from Ukrainian into English.

B: Sorry, but we haven't any.

A: It's a pity! I must have this.....translated as quickly as possible.

B: I can recommend a general Ukrainian-English dictionary. At least it may be of some help.

A: Yes, I'll take it, of course. It's a pity that you have not a specialized.....

History drawback exams worked all right

A: So you've passed your.....

B: It wasn't very difficult.

A: It's because you.....hard, I think.

B: Well, I was.....in....., but I didn't do so well in Literature.

A: And what about your English?

B: Not so good, only so-so.

A: It's a pity. English is very important now.

B: I know, and I think I'll do my best in future to remove this.....

Дайте відповіді на подані нижче запитання.

1. What has recently contributed to the spread of the English Language?
2. What English is called Middle English?
3. What was Elizabethan period famous for?
4. Why is English often seen as necessary for success in business?
5. Why do American and British people assume everyone speaks English?
6. What languages was the English language influenced by?
7. What have also helped to establish English as global language?
8. Do you study a foreign language?
9. Do you speak English?
10. Do you have English lessons every day?

Text 1B

Knowing Foreign Languages

Knowledge of foreign languages helps to promote cultural, educational and technical cooperation among nations. That's why one of the characteristic features of life in our country today is a great interest in the study of foreign languages -chiefly English.

At present English is the most important of the world's languages. In the number of speakers it ranks second. The use of English in diplomacy, commerce and science is evidence of its importance. That's why many millions of people learn it as second language. The growth in political, scientific, economic, cultural and educational contacts with different countries has set the scene for a renewed interest in foreign languages studies.

The English language, like all languages, continues to grow. New words are added from the dialects and languages of different peoples, and especially from new developments in politics, science, sports, and all kinds of activities. Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages, because they need them for their work, others travel abroad, for the third studying languages is a hobby.

Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider. It is not surprising that many intellectuals and well-educated people are polyglots.

I study English. Nowadays English has become the world's most important language in politics, science, trade as well as culture relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in the Great Britain, United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, the South Africa Republic and others. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is in English. It is the language of computer technology. To know English today is absolutely necessary for every educated man, for every good specialist. English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott and Charles Dickens. The great German poet Goethe once said, «He, who knows no foreign language, does not know his own one». That is why in order to understand oneself and environment one has to study foreign languages.

Why learning foreign languages is so important

Modern life is impossible without communication. This communication is between people of one country and between people of different nations. So it is necessary to know at least one foreign language.

Besides, I think, that to achieve real success in life is impossible without speaking a foreign language. If you are a scientist you need it to read literature and to take part in conferences, if you want to be a good expert in any field you need a foreign language to receive new information in your field of activities. If you are a businessman you need a foreign language to do business with foreign partners.

Many people like to travel. A foreign language is necessary for traveling too. If you want to get education abroad you must know a foreign language too.

If you are fond of reading you can read interesting books in the original. If you are fond of music you can understand the words of songs. If you are an athlete you can communicate with the help of the foreign language during an international competition. If you want to find a job abroad you must know a foreign language too. So in any field of modern life it is necessary to know a foreign language.

We live in Europe. Europe is integrating now and it is very important for everybody to know at least one foreign language. English is one of the most popular foreign languages. It is the most spoken language in the world. I m glad that I know English a little and I plan to learn it better in future.

Завдання до тексту 1В.

Прочитайте речення та скажіть, які з них відповідають змістові тексту, а які — ні. Виправте такі.

1. Today is a great interest in the study of Spanish. 2. In the number of speakers English ranks the fifth. 3. The English language continues to grow. 4. New words are not added from the dialects. 5. Learning a foreign language is an easy thing. 6. Some people learn languages only for their work. 7. Over 30 million people speak English as a mother tongue. 8. The native speakers of English do not live in New Zealand. 9. All the world scientific literature is in English. 10. Modern life is possible without communication. 11. If you are a businessman you need a foreign language to do business with foreign partners.

Прочитайте текст і перекажіть його.

Speaking

Прочитайте діалог і вивчіть його напам'ять.

Clifton

- This is a scheme of Clifton.
- Is Clifton a big place?
- No, it isn't. Clifton is the name of a little place in Scotland.
- Is it a nice place?
- Yes, it is. Clifton is on a hillside and it is close to a big lake.
- Is it a good place to live in?
- Yes, it is. The place is fine, indeed.
- Tell us about life in Clifton, please.
- The center of Clifton is the local clinic, the local school, the chemists shop, the cinema, six offices and five shops. Clifton people need a hospital.
- Tell us about Clifton people, please.
- I like Clifton people. Let's meet a teacher of the local school. His name is Mike East.
- Is he still at school at the moment?
- I hope he is.
- Is it simple to get to the school?
- Yes, it is. Let's take a bus to get to it.
- Is the bus-stop at this book-shop?
- No, it isn't. The bus-stop is next to the local clinic. Look at this house, please. This is the local Clifton school. Let's go into the house.

Exercise 9. Згрупуйте нижченаведені слова за функціональною належністю: природа, людина та її професії, установи.

Shops, seas, cinemas, hospitals, seaside, doctors, lakes, teachers, office visitors, book-shops, chemists, chemists shop, shop-keepers, house-keepers.

Exercise 10. Знайдіть в тексті англійські еквіваленти поданим нижче словосполученням:

Гарне містечко, важко добиратися до, біля книжкового магазину, сідати в автобус, щоб дістатися до, місцева клініка.

LESSON 2

Grammar	Simple Tenses (Active Voice) Future (Be going to/will) Types of questions
Reading	Visiting Britain The Universities of London
Speaking	London

Grammar (block 1)

Simple Tenses

Група простих часів

Група простих часів *Simple* має три часи: теперішній (*Present Simple*), минулий (*Past Simple*), майбутній (*Future Simple*).

Present Simple

Простий теперішній час

Present Simple (Простий теперішній час) вживається, в основному, для вираження повторюваної дії, дії або ознаки, яка постійно характеризує предмет, загальновідомого факту. У *Present Simple* часто вживаються слова, які вказують на характер дії: **always, usually, sometimes, often, seldom, rarely, never, in the afternoon, every day (week, year, month)** тощо. Прислівники *always, usually, often, seldom, rarely, never*, зазвичай, ставляться перед основним дієсловом, але після дієслова *to be* або *can*.

Example: *He always brushes his teeth after meals. She is often late for work.*

Форма дієслова *Present Simple* збігається з формою інфінітива без частки **to** для всіх осіб і чисел, крім третьої особи однини. В цій формі до основи інфінітива додається закінчення **-s**.

I	work	We	work
You	work	You	work
He	works	They	work
She	works		
It	works		

Якщо дієслово в інфінітиві закінчується на **-s, -ss, -ch, -x, -o**, то до основи інфінітива в третій особі однини додається закінчення **-es**. Якщо дієслово закінчується на **-y**, а перед **-y** стоїть приголосний, то **-y** змінюється на **-i** й додається **-es**.

Example: *I watch — he watches; I go — she goes; I study — he studies.*

Заперечна та питальна форми в *Present Simple* утворюються за допомогою допоміжного дієслова **do/don't** і **does/doesn't** для третьої особи однини.

Example: I don't like apples. Do you like apples? He doesn't like apples. Does he like apples?

Форми дієслова у Present

Affirmative (Стверджувальна форма)	Negative (Заперечна форма)		Interrogative (Питальна форма)
I work.	I do not work.	I don't work.	Do I work?
You work.	You do not work.	You don't work.	Do you work?
He works.	He does not work.	He doesn't work.	Does he work?
She works.	She does not work.	She doesn't work.	Does she work?
It works.	It does not work.	It doesn't work.	Does it work?
We work.	We do not work.	We don't work.	Do we work?
You work.	You do not work.	You don't work.	Do you work?
They work.	They do not work.	They don't work.	Do they work?

Past Simple

Простий минулий час

Past Simple (Простий минулий час) вживається для вираження повторюваної дії або постійної ознаки в минулому, одноразової дії в минулому, ланцюжка послідовних дій у минулому. Для зазначення минулого часу часто використовуються слова: *yesterday, a month ago, last night, the other day* тощо. Ці слова і є характерними для *Past Simple*.

Утворення *Past Simple* залежить від того, належить відповідне дієслово до групи «правильних» чи «неправильних» дієслів. *Past Simple* **правильних дієслів** утворюється за допомогою закінчення **-ed**, що додається до основи інфінітива.

Example: To work — he worked.

Якщо дієслово закінчується на **-y** після приголосного, то **-y** змінюється на **-i** й додається закінчення **-ed**.

Example: To study — he studied.

Якщо дієслово закінчується на одиничний приголосний, якому передуює короткий голосний, то кінцевий приголосний подвоюється.

Example: To stop — he stopped.

Past Simple неправильних дієслів утворюється інакше (див. додаток «Таблиця неправильних дієслів»). Неправильні дієслова потрібно запам'ятати відразу в усіх формах.

Заперечна форма *Past Simple* утворюється за допомогою допоміжного дієслова *to do* у формі **did**, після якого йде частка **not**. Основне дієслово при цьому вживається у формі інфінітива без частки *to*.

Example: *I did not (didn't) ask him.*

Питальна форма *Past Simple* утворюється також за допомогою допоміжного дієслова *to do* у формі **did**, яке ставиться перед підметом.

Example: *Did the class begin on time? Yes, it did.*

Форми дієслова у *past simple*

Affirmative (Стверджувальна форма)	Negative (Заперечна форма)		Interrogative (Питальна форма)
I worked.	I did not work.	I didn't work.	Did I work?
You worked.	You did not work.	You didn't work.	Did you work?
He worked.	He did not work.	He didn't work.	Did he work?
She worked.	She did not work.	She didn't work.	Did she work?
It worked.	It did not work.	It didn't work.	Did it work?
We worked.	We did not work.	We didn't work.	Did we work?
You worked.	You did not work.	You didn't work.	Did you work?
They worked.	They did not work.	They didn't work.	Did they work?

Grammar (block 2)

Future Simple

Простий майбутній час

Future Simple (Простий майбутній час) вживається для вираження повторюваної дії або постійної ознаки предмета в майбутньому, ланцюжка послідовних дій у майбутньому, одноразової дії в майбутньому, наміру чи рішення (особливо прийнятих миттєво), які стосуються майбутніх дій, пропозицій, обіцянок, сподівань, побоювань, погроз, застережень, передбачень, коментарів, запрошень тощо (особливо зі словами **expect, hope, believe, I'm sure, I'm afraid, probably, etc.**), дій, які (не) можуть відбутися в

майбутньому, дії, які ми не можемо контролювати, але які точно відбудуться.

Для зазначення дії в майбутньому часто використовуються такі характерні слова: **tomorrow, next year/month/week, in two days (через два дні), one of these days (цими днями) та ін.**

Future Simple утворюється за допомогою допоміжного дієслова **will** перед дієсловом-присудком.

Example: *He will go and shut the door.*

Допоміжне дієслово **will** використовується для всіх осіб і чисел. **Shall** вживається у питальних реченнях для першої особи (*Shall I...? Shall we...?*), коли просять дати пораду, вказівку або питають дозволу.

Example: *Shall I open the window? Shall we go?*

У заперечному реченні після допоміжного дієслова ставиться заперечна частка **not**: **will not — won't**.

В англійській мові майбутній час не вживається в підрядних реченнях часу і умови, а натомість використовують *Present Simple*.

Example: *I'll be here till you come.*

Форми дієслова у *future simple*

Affirmative (Стверджувальна форма)	Negative (Заперечна форма)		Interrogative (Питальна форма)
I will work.	I will not work.	I won't work.	Shall/will I work?
You will work.	You will not work.	You won't work.	Will you work?
He will work.	He will not work.	He won't work.	Will he work?
She will work.	She will not work.	She won't work.	Will she work?
It will work.	It will not work.	It won't work.	Will it work?
We will work.	We will not work.	We won't work.	Shall/will we work?
You will work.	You will not work.	You won't work.	Will you work?
They will work.	They will not work.	They won't work.	Will they work?

Проте в англійській мові існують інші способи вираження майбутнього часу. Дію в майбутньому часто виражають за допомогою конструкції **be going to do smth**. Конструкцією *be going to do smth* позначають:

- намір здійснити дію в ближчому майбутньому, українською ця конструкція перекладається «збиратися щось робити»:

Example: *I'm going to read this book;*

- ймовірну дію в майбутньому:

Example: *Look at the clouds! It's going to rain!*

- заплановану дію в ближчому майбутньому:

Example: *She is to be married next month.*

Present Continuous виражає заплановану дію в майбутньому, в основному, з дієсловами (**arrive, come, go, leave, travel, etc**):

Example: *He's arriving tomorrow morning on the 15.30 train.*

Present Simple виражає заплановану дію в майбутньому у відповідності з розкладом:

Example: *The bus leaves at 12.00.*

В англійській мові майбутня дія, що розглядається з точки зору якогось минулого моменту, виражається окремою формою дієслова, яка зветься **Future Simple-in-the-Past**.

Example: *In his letter Peter wrote that he would go to Warsaw in January.*

Exercise 1. Утворіть питальну та заперечну форму речень.

1. You know the answer. 2. He has breakfast at 8.00. 3. He loves her. 4. She refuses to discuss it. 5. He trusts you. 6. He tries hard. 7. The park closes at dusk. 8. He misses his mother. 9. The children like sweets. 10. He finishes work at 6.00. 11. He lives beside the sea. 12. He bullies his sisters. 13. This stove heats the water. 14. She has a cooked breakfast. 15. She carries a sleeping bag. 16. He usually believes you.

Exercise 2. Доповніть речення дієсловами в дужках, поставивши їх у Past Simple, перетворіть ці речення в питальні та заперечні.

1. They (begin) to work in June. 2. She (tell) us about it some days ago. 3. Tom (finish) the secondary school in May. 4. Mary (sell) her home last week. 5. He (invest) ten thousand dollars in the company in 2013. 6. Columbus (discover) America in 1492. 7. He (be) seventeen years old last month. 8. The students (understand) the rule very well. 9. They lost their way because it (be) dark. 10. My wife (see) your cousin in Kyiv..

Exercise 3. Вставте **will or be going to**.

1 A: Have you decided where you're going for your holidays?

B: Yes, I tour Spain.

2 A: We've almost run out of petrol.

B: Don't worry. We get some on the way home.

3 A: Does your tooth hurt a lot?

B: Yes, I see the dentist tomorrow.

4 A: Did you buy any stamps?

B: I forgot to, but I get some now if you like.

5 A: Have you heard about Sharon?

B: Yes. She have a baby.

6 A: When did you last speak to Susan?

B: Oh, weeks ago, but I meet her tonight.

7 A: Your car is very dirty.

B: I know. My son wash it this afternoon.

8 A: Do you know what the weather forecast is for tomorrow?

B: No, but I expect it be warmer than today.

9 A: Shall we go out tonight?

B: Sorry! I eat at the Chinese restaurant with Paul.

10 A: What do you want to eat?

B: I have a hamburger and some chips, please.

Exercise 4. *Поставте подані речення в Future Simple.*

1. I spend my summer holidays in the country. 2. Our engineer left for Kyiv on Monday. 3. She agrees with him. 4. My brother is a driver. 5. Her husband worked at the factory. 6. They found each other at this crowded airport. 7. Peter helps my wife and me with our tax returns. 8. Virginia doesn't have enough information. 9. She borrowed my key to get into the apartment.

Exercise 5. *З'єднайте речення. Виразіть майбутню дію в реченнях часу та умови, використовуючи Present Simple.*

1. Air will circulate better. You will open the door (if). 2. Dad will buy a new car. We'll go to the sea-side by car next summer (if). 3. I'll send you a message. I'll arrive in Paris (as soon as). 4. Mary will stay with our daughter. We'll be at the theatre (while). 5. She'll look after him. He'll be well again (till). 6. I'll see my brother. I'll go to Tripoli (if). 7. We'll discuss it with Den. He'll come to see us (when). 8. I'll stay in Kyiv. I'll finish my business there (till). 9. You'll be late. I'll walk your dog (if). 10. You won't wake me up. I'll miss the train (if).

Exercise 6. *Виберіть потрібну заперечну форму для дієслова, перетворивши речення в заперечні.*

A — wasn't; B — weren't; C — doesn't; D — didn't; E — won't.

1. The train often (arrive) in time. 2. Yesterday he (run) very quickly. 3. There (be) too many people at the conference tomorrow. 4. I (see) her any more. 5. She is very tired and (look) well. 6. She (listen) to him if he gives her any advice. 7. Pete (be) at the lessons yesterday. 8. Mike is busy and (go) for a walk in the evening. 9. I (borrow) any books from the library, I have them at home. 10. They (go) to London next summer. 11. Den (know) anything about that man.

Exercise 7. *Виберіть правильну форму дієслова в Present, Past або Future Simple.*

1. We _____ anything because we _____ hungry.

A don't eat / wasn't B didn't eat / weren't C not eat / not be

2. Professor Stone _____ few chairs in his office because he _____ room for many.

A don't keep / not have B doesn't keep / doesn't have

3. What _____ your parents' address?

A is B are

4. He _____ how to use the card catalog in the library.

A don't know B doesn't know

5. Happiness _____ different things to different people.

A means B mean

6. Water _____ at 100 degrees Centigrade.

A is boiled B boil C boils

7. The men _____ as hungry as hunters.

A were B was

8. If Maria _____ him, she will be unhappy.

A marry B marries C will marry

9. I _____ not see Andrew yesterday.

A did B Do C am.

10. When _____ in Poland?

A was you B were you C did you be

Exercise 7. Розкрийте дужки, вживаючи дієслова у Present Simple, Past Simple або Future Simple.

1. I (to go) to bed at eleven o'clock every day. 2. I (to go) to bed at twelve o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for work every day? 11. When you (to leave) home for work yesterday? 12. When you (to leave) home for work tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock.

Grammar (block 3)

Types of questions

Типи питальних речень

В англійській мові існує п'ять типів питань (questions): загальні, спеціальні, спеціальні до підмета, альтернативні та розділові.

Для побудови усіх типів питань існує певна закономірність. Насамперед необхідно добре засвоїти загальне питання, яке фактично модифікується в решті питань.

Спеціальні питання (special questions) починаються питальними словами: *Where? What? Which? When? Whose? Why? How? How much?*

How many? Вони базуються на загальному питанні без того члена речення, до якого ставиться питання.

Example: *Where does your friend study? When do you get up?*

Спеціальні питання до підмета або його означення (the question to the subject). Як видно з самої назви питання, задають його до одного з головних членів речення, а саме: до підмета. Отже, у питанні підмет буде відсутній, а його місце займе одне з двох питальних слів «*who?*» або «*what?*». При утворенні питання до підмета в англійській мові не потрібно міняти порядок слів у реченні. Необхідно лише пам'ятати, що в теперішньому часі

дієслово в реченні буде мати форму третьої особи однини.

Example:

Who saw an accident? – Хто бачив аварію?

Who writes a lot of articles? – Хто пише багато статей?

Питання до означення підмета в англійській мові також будується за таким же принципом. У цьому випадку нам необхідні такі питальні слова: **what – який, which – який, whose – чий, how much / how many – скільки.** Відповідь на питання до підмета в англійській мові досить коротка:

Example: *What scared you? – A ghost did. (Що тебе налякало? – Привид).*

Загальні питання (general questions) – це такі питання, які починаються з допоміжних або модальних дієслів, а також смислових дієслів *to be, to have.*

ДОПОМІЖНЕ ДІЄСЛОВО	ПІДМЕТ	ПРИСУДОК	ІНШІ ЧЛЕНИ РЕЧЕННЯ
<i>Do</i>	<i>you</i>	<i>study</i>	<i>at private school?</i>
<i>Does</i>	<i>your friend</i>	<i>wear</i>	<i>jeans?</i>
<i>Did</i>	<i>you</i>	<i>study</i>	<i>well?</i>
<i>Did</i>	<i>your parents</i>	<i>visit</i>	<i>Granny last week?</i>
<i>Can</i>	<i>you</i>	<i>describe</i>	<i>the weather in Ukraine?</i>
<i>Will</i>	<i>his sister</i>	<i>study</i>	<i>at the University?</i>
<i>Are</i>	<i>You</i>	<i>going</i>	<i>to school now?</i>

Заперечна форма загального питання утворюється за допомогою заперечної частки **not**, яка ставиться перед смисловим дієсловом або зливається з допоміжним дієсловом:

Example: *Don't your parents live in a town? No, they don't.*

Альтернативні питання (alternative questions) передбачають вибір із двох речей, осіб, дій та ін. Їх можна поставити до будь-якого члена речення. В основі лежить загальне питання:

Example: *Did your friends study in Ukraine or in Britain?*

Розділові питання (disjunctive questions) мають дві частини – перша, стверджувальна або заперечна, з прямим порядком слів, а друга – коротке заперечне загальне питання, якщо перша частина стверджувальна, і навпаки, коротке стверджувальне загальне питання, якщо перша частина заперечна:

Example: *Yesterday my friends bought two magazines, didn't they? Yesterday my friends didn't buy two magazines, did they?*

Якщо речення містить слова **neither, no, none, no one, nobody, nothing, scarcely, barely, hardly ever, seldom** і т. п., **ЗАПАМ'ЯТАЙТЕ**, що таке речення є заперечним, тому «tag» буде стверджувальним. Сам «tag» являє собою допоміжне дієслово і підмет у вигляді особового займенника.

При утворенні розділових питань в англійській мові є свої маленькі **випятки**.

- Якщо в реченні підмет і присудок «**I am**», то «tag» — «**aren't I**».
- Якщо підмет виражено словами **anyone, everybody, somebody** і т. д., то «tag» — «**they**».
- У реченні, яке починається зі спонукування «**let's (let us)**», «tag» — «**shall we?**».
- У реченні, що виражає прохання, наказ, розпорядження, «tag» — «**will you, won't you, can you, could you**».

Example:

Please, shut the door, will you? – Будь ласка, закрій двері, добре?

Pay attention, would you? – Будь уважний, добре?

Don't be late, will you? – Не спізнюйся, добре?

- Таке ж коротке питання буде і в реченнях з конструкціями «**let me**» і «**let him/her**».

Example: *Let me stand up, will you? – Давайте я постою, добре?*

Exercise 1. *Виберіть правильний варіант та утворіть розділові запитання.*

1. He likes reading, ... (does he?/is he?/isn't he?/doesn't he?). 2. They aren't hungry, ... (are they?/aren't they?/don't they?/do they?). 3. You can't speak English, ... (can't you?/can you?/are you?/don't you?). 4. She has already cleaned her shoes, ... (doesn't she?/didn't she?/has she?/hasn't she?). 5. You are cold, ... (aren't you?/don't you?/do you?/are you?). 6. It was a nice day, ... (isn't it?/was it?/didn't it?/wasn't it?). 7. You won't go to work tomorrow, ... (don't you?/won't you?/aren't you?/will you?)

Exercise 2. *Утворіть розділові запитання.*

1. It is raining, ...? 2. That little boy didn't break the window yesterday, ...? 3. He lives in London, ...? 4. Tim won't come back tomorrow, ...? 5. We'll do that, ...? 6. The clock is working, ...? 7. They are on holiday, ...? 8. She helped you with the problem, ...?

Exercise 3. *Доповніть розділові запитання.*

Tania: ... and the animal rights group I'm in is holding a demonstration outside one of the research laboratories.

Brett: Do you think that's really necessary? I mean, there's a need for these experiments, ...? Let's consider the advantages of these experiments, ...? Scientists must test new medical treatment somehow, ...? With these tests they can see how effective and safe the treatments are. Everyone wants new vaccines and safer drugs, ...?

Tania: I see your point, but scientists don't really care about the animals, ...? Are you aware that thousands of animals die every year as a result of these experiments? Scientists should find another way of testing their discoveries, ...?

Exercise 4. Використайте слова в дужках, щоб побудувати заперечну форму загального питання.

1. «Last year the students organised a bazaar to raise money for the hospital. ...? (it/be/a great idea)» — «Yes, I think they should do it again». 2. «I bought a new jacket today but the sleeve is torn!» — «...? (you/should/take/it/back)» — «Yes, I will. I'll ask for another one». 3. «...? (the Town Hall/be/just around the corner)» — «Yes, that's right». 4. «You've ruined my jumper by spilling coffee on it and last week you spilt bleach on my jeans. ...? (you/can/do/anything right)». 5. «You haven't bought any bread». — «...? (you/go/to the baker's)» — «No, I went to the supermarket but completely forgot to get some bread».

Exercise 5. Доповніть альтернативні запитання.

1. Do you like roses or...? 2. Were you at the theatre or... yesterday? 3. Can you speak English or...? 4. Did they buy peaches or...? 5. Was it cold or... in the morning? 6. Is she seventeen or... years old? 7. Are you a doctor or...? 8. Is she your aunt or your...?

Exercise 6. Поставте запитання до виділених слів.

1. **The red** jumper suits you better than the blue one. 2. **I'm afraid not.** The basketball player didn't sign the contract. 3. The price includes **two meals at the hotel restaurant**, so it's convenient. 4. She felt **embarrassed** when she fell, as most of her guests were around. 5. **Yes**, the library opens at 9:00 a.m. every weekday. 6. Professor Bums will give his lecture **at the Palace Hotel**. 7. I'm buying a computer **because I need it for my job**. 8. **Paula** persuaded Jane to give up smoking. Isn't it great? 9. My new house **is big and has a garden at the front**. 10. **I suppose** you can go to the beach with your friends.

Exercise 7. За допомогою даних слів перефразуйте запитання, не змінюючи їх змісту.

1. What was the price of the ticket?

pay How _____ ticket?

2. Whose car is this?

belong Who _____ to?

3. The film was interesting, wasn't it?

boring The film _____ it?

4. How did the fire start, sir?

explain Could you _____ sir?

5. Mr Wesley, what caused you to resign so suddenly?

why Mr Wesley, _____ so suddenly?

6. Can you tell me Tom's address, Kelly?

lives Can you tell me _____, Kelly?

Reading

Word and word-combinations

to arrive <i>v</i> – прибувати	to support <i>v</i> – підтримувати
certainly – звичайно	to use <i>v</i> – використовувати
rather – досить	to respect <i>v</i> – поважати
to invite <i>v</i> – запрошувати	to wash up <i>v</i> – прати
reason <i>n</i> – причина	to agree <i>v</i> – погоджуватися
cordially – привітно	to cast lot <i>v</i> – кидати жереб
perhaps – можливо	a researcher <i>n</i> – науковець
to behave <i>v</i> – поводитися	noise – шум
to decide – вирішувати	a post-graduate student <i>n</i> – аспірант
a race-driver <i>n</i> – автогонщик	to feed <i>v</i> – годувати
guard <i>n</i> – охорона	

Text 2A

Visiting Britain

Today we are going to have a heart-to-heart talk on the ways to enjoy your stay abroad in general and in Britain, in particular. When you arrive in a country, which you don't know well, you may feel quite lonely. If you are going to stay in the country for a long time, it is quite important for you to make friends there, but most often it's really difficult for a foreigner to make friends abroad. So, perhaps, the best thing for you to do is to make a company of people who are foreigners like you and who have interests in common with you.

Last year we had a fine example of such a company in our college. We, all of us, called this company «Good Companions», or «Three Men in a Boat», or else «the three H's». These men were Mr. Hans Wolf, Mr. Hank Jensen and Mr. Hanslic Kristensen. Today, they themselves are going to tell you of the way they came to the idea of living together. Please, listen to what they say!

Hans Wolf: Good afternoon, Ladies and Gentlemen! I'm German, I come from Germany. I'm a journalist. My family lives in Berlin. Last year I really stayed in England for a rather long period of time. I was taking a course in English there. The idea of making a company came to me and to my companions for several reasons and perhaps our philosophy of mind.

First, we came to Britain from neighboring countries: Germany, Holland (or the Netherlands) and Denmark and we immediately decided to live in peace. Second, we had common interests and, from the point of common sense, we decided to keep together. Third, we, all of us, were not wealthy enough to stay at a good hotel, but we weren't poor enough to rent a room in a dwelling house. Fourth, all of us felt like living at home. We missed our families and wanted to feel a bit at home in that country as well. Fifth, each of us thought that he was a «VIP» (very important person) and as such he must have a guard of his own and still better two guards. So, each of us made a vow to be a guard for the two others, to be friendly and respect the interests of the two others. As a result, we

rented a nice house from an English family in the country. The house was about ten miles away from London. It wasn't big, however, it had a sitting-room, a dining-room and a kitchen on the ground floor and three bedrooms and a bathroom on the first floor. As to me, I was quite satisfied with my partners. We certainly had some arguments but they were not important. We supported each other. We really respected each other. Yet let's listen to what the other partners can say about it.

Hank: Well, L.&G.! I can only agree with every point of Han's talk. I was lucky to stay with Hans and Hanslic in a house of our own. But first, let me introduce myself to you. I'm a Dutchman. My family lives in Holland in Hague. I'm a researcher and a post-graduate student at Hague University. I do research in the field of electronics. When I came to London with its heavy traffic and noise, the idea to live in a nice house in the country was certainly very attractive. I liked the place we lived in. it was very quiet. We, however, had lots of problems and troubles with the house. We did all the household work by ourselves: cooking, cleaning, washing up, shopping. Nobody wanted to do washing up. So we cast lots. My unlucky lot was certainly to do washing up. Hans was a lucky man. His lot was to do the shopping. As to Hanslic, he is going to tell you about his poor lot himself, I think.

Hanslic: Dear L.&G.!

Let me say about myself, first. I come from Denmark. I'm a Dane and we speak Danish in my country. As to my «bad lot», I didn't mind cooking. I think I was a good cook. Everything I cooked my dear fellows ate very well. They were big eaters, too. I could never cook enough food to feed them. They always had big appetites. Here, at home, I certainly not a cook. I'm the manager of a little restaurant. I'm not a race-driver either. My car driving was good. My companions were happy when I was driving the car. As to unparliamentary language, it was certainly a joke. My companions behaved gentlemen. They always had good manners.

I cordially invite my companions and you, L.& G., to an afternoon tea-party at my restaurant next Saturday. Well, L.& G., are you going to participate in the afternoon tea-party? As to me, I'm certainly going to take part in it.

Завдання до тексту 2А.

Впишіть з тексту англійські еквіваленти нижченаведених українських словосполучень.

Щира (відверта) розмова, зокрема, набути друзів, мати спільні інтереси, країни-сусіди, з точки зору, здоровий глузд, недостатньо багаті, щоб.., ми сумуємо за.., а ще краще, дати обіцянку, ми кинули жереб, моя нещаслива доля, щасливець, я нічого не маю проти того, щоб...

Заповніть пропуски словами, які відповідають змісту тексту.

1. By their nationality Hans is a ..., Hank is a ... and Hanslic is a....
2. Accordingly, Hans lives in ..., Hank in ... and Hanslic in
3. By their profession Hans is a, Hank is a ..., Hanslic is the
4. The three men were not ... enough to stay in a hotel and were not ... enough to rent a room in a ...
5.

Hank's lot was to ... the dishes. 6. Hanslic's lot was to ... 7. They rent a car from a

Погодьтеся з даними реченнями чи виправте їх, вживаючи відповідні мовленнєві зразки.

- Yes, that's (quite) right. Sorry, it isn't right. It's perfectly correct. I'm afraid it's wrong. Quite right. I don't think so. Yes, I agree with you. I'm not sure. Exactly so. It isn't so.

1. It is not important to make friends abroad. 2. The company is called «Three Men in a Train». 3. Hans Wolf is a Dutchman. 4. Hans is a journalist and a researcher. 5. Hans's family lives in Hague. 6. Hank Jensen does research in the field of physics. 7. They were taking a course in mathematics in London. 8. They are wealthy to stay at a good hotel. 9. Jensen had a guard and a driver. 10. They respected the interests of each other. 11. Hank lived on the third floor. 12. Hanslic is a cook and a post-graduate.

Дайте відповіді на питання.

1. Did the three men happen to stay in Britain for a short or for a long period of time? 2. Which countries did they come from? 3. Why did they decide to rent a house for their use? 4. Did they feel homesick in the country? 5. Why did they decide against staying in a hotel? 6. Why did they not want to rent rooms in a dwelling house in London? 7. Where was the house they rented? 8. How did they get to college? 9. Did they buy a car for their use? 10. Was the house very big? 11. How many rooms were there in the house? 12. Who did all the household work? 13. How did they define everybody's duties? 14. Whose duty was it to do washing up? 15. Did Hank enjoy fast driving? 16. Who cooked the food? 17. What did Hanslic say about his friends' appetites? 18. Did you ever share a room or a house with your friends? 19. What do you think of sharing a house? 20. Would you like to go to Britain to take a course in English?

Text 2B

The Universities of London

London is the largest city in Europe, stretching almost 30 miles. Enjoy some of the world's finest museums, galleries, parks, concerts, theatres and restaurants all set within the rich historical setting that is London.

With a population of just under eight million, London is Europe's largest city, spreading across an area of more than 620 square miles from its core on the river Thames. Ethnically it's also Europe's most diverse metropolis: around two hundred languages are spoken within its confines, and more than thirty per cent of the population is made up of first, second- and third-generation immigrants.

Home to a range of universities, colleges and schools, London has a student population of about 378,000 and is a centre of research and development. Most primary and secondary schools in London follow the same system as the rest of England – comprehensive schooling.

With 125,000 students, the University of London is the largest contact teaching university in the United Kingdom and in Europe. It comprises 20 col-

leges as well as several smaller institutes, each with a high degree of autonomy. Constituent colleges have their own admission procedures, and are effectively universities in their own right, although most degrees are awarded by the University of London rather than the individual colleges. Its constituents include multi-disciplinary colleges such as UCL, King's, Royal Holloway and more specialized institutions such as the London School of Economics, the Royal Academy of Music, the Courtauld Institute of Art and the Institute of Education.

Imperial College London and University College London have been ranked among the top ten universities in the world by the Times Higher Education Supplement: in 2008 Imperial was ranked the 6th best and UCL the 7th best university in the world. In addition, the LSE is the world's leading social science institution for teaching and research, plus has the most international student body of any university in the world today.

London's other universities, such as Brunel University, City University, London Metropolitan University, Middlesex University, University of East London, University of the Arts London are not part of the University of London but are still leaders in their field and popular choices among students both nationally and internationally. Some were polytechnics until these were granted university status in 1992, and others which were founded much earlier. Imperial College London left the University of London in 2007. London is also known globally for its business education, with the London Business School (ranked 1st in Europe – Business Week) and Cass Business School (Europe's largest finance school) both being top world-rated business schools. In addition there are three international universities: Schiller International University, Richmond University and Regent's College.

Завдання до тексту 2В.

Знайдіть правильні відповіді на запитання.

1. London...

A stretches almost 13 miles.

B has a population of just over eight million.

C is Europe's largest city.

D stands on the river Severn.

2. What is the largest contact teaching university in the United Kingdom and in Europe?

A University of London

B Courtauld Institute of Art.

C University of the Arts London.

D University of East London.

3. How are degrees at the University of London generally awarded?

A By the individual colleges.

B By the separate institutions of the University.

C By the University of London.

D By the Mayor of London.

4. What is Imperial College London famous for?

- A It's the leading social science institution.
 - B It has the most international student body in the world?
 - C It was ranked the 7th best university in the world.
 - D It was ranked the 6th best University in the world.
5. Which of the following London Universities is Europe's largest finance school?
- A London Business School.
 - B Cass Business School.
 - C Schiller International University.
 - D Regent's College.
6. Which of the following London Universities is International?
- A Brunel University.
 - B Courtauld Institute of Art.
 - C Richmond University.
 - D University of East London.

Speaking

Прочитайте діалог і вивчіть його напам'ять.

London

- London, the capital of Great Britain, is one of the largest cities in the world. Do you know that?
- Of course. I've read that one fifth of England's population is concentrated in London.
- That's true. The population of London is over nine million people. There are many places of interest there.
- What do you advise me to see if I go to London for the first time?
- The Houses of Parliament, Westminster Abbey and Buckingham Palace are a must. People who come to London usually begin sightseeing with those places.
- Buckingham Palace is the residence of the Queen, is it so?
- Certainly. You will have a chance of watching a very old ceremony – Changing of the Guard.
- Does it take place in front of Buckingham Palace every day?
- Of course. If you are keen on ancient architecture, you should see Paul's Cathedral and the Tower.
- They are in the center of London, aren't they?
- Yes, they are. The Tower of London guarded the entry to London from the North Sea for many centuries.
- Is Hyde Park a must for the tourists?
- Yes, it is. Hyde Park is the place where mass meetings and demonstrations are held. You should also go to the British Museum which has a very large library.
- Thank you for the information.

LESSON 3

Grammar	Pronouns Nouns Singular and Plural
Reading	Higher Education in Ukraine The University of London
Speaking	Looking for a new apartment

Grammar (block 1)

Pronouns

Займенники

1. Personal Pronouns (Особові займенники)

	Subject Pronouns		Object Pronouns	
	Суб'єктні займенники		Об'єктні займенники	
	<i>singular</i>	<i>plural</i>	<i>singular</i>	<i>plural</i>
1st person	<i>I</i>	<i>we</i>	<i>me</i>	<i>us</i>
2nd person	<i>you</i>	<i>you</i>	<i>you</i>	<i>you</i>
3rd person	<i>He</i>		<i>him</i>	
	<i>She</i>	<i>they</i>	<i>her</i>	<i>them</i>
	<i>it</i>		<i>it</i>	

Особові займенники вживаються для заміни іменників, коли відомо про кого чи про що йде мова:

- Суб'єктні займенники вживаються як підмети:

Example: *Where is Simon? – He is in the kitchen.*

- Об'єктні займенники вживаються як додатки:

Verb + object pronoun

Preposition + object pronoun

Example: *Help me. I've written to her. I like him. Look at them. Can you see it?*

2. Possessive Adjectives and Pronouns (Присвійні прикметники та займенники)

	Possessive adjectives		Possessive Pronouns	
	Присвійні прикметники		Присвійні займенники	
	<i>singular</i>	<i>plural</i>	<i>singular</i>	<i>plural</i>
1st person	<i>my</i>	<i>our</i>	<i>mine</i>	<i>Ours</i>

2nd person	<i>your</i>	<i>your</i>	<i>yours</i>	<i>yours</i>
3rd person	<i>His</i>	<i>their</i>	<i>His</i>	
	<i>Her</i>		<i>Hers</i>	<i>theirs</i>
	<i>its</i>		-	

Присвійні прикметники вживаються перед іменниками для вираження, кому належить іменник. **Присвійні займенники** вживаються без іменника, коли іменник лише мається на увазі.

Example: «Is this Peter's book?» – «No, it's **mine**».

3. Reflexive Pronouns. (Зворотні займенники).

	Singular	Plural
1st person	<i>I – myself</i>	<i>We – ourselves</i>
2nd person	<i>You – yourself</i>	<i>You – yourselves</i>
3rd person	<i>He – himself</i>	
	<i>She – herself</i>	<i>They – themselves</i>
	<i>It – itself</i>	

Example: *I burnt myself cooking dinner.*

Note! *enjoy yourself* – добре проводити час

help yourself – пригоститися (чимось)

Exercise 1. Виберіть правильний варіант займенника.

1. I phoned Sarah last night and gave she/her the message.
2. My brother is older than I/me, but he/him isn't as tall as I/me am.
3. «Have you seen Peter today?» – «Yes, I/me saw he/him this morning. He/Him was going to the swimming pool».
4. «What did those people want?» – «They/them asked I/me to help they/them».
5. Sydney is famous for it/his/its opera house.
6. I'm sorry I didn't telephone you. I lost you/your/yourself telephone number.
7. Did you enjoy you/your holiday?

Exercise 2. Заповніть пропуски займенниками.

I you he she it we they me you him her it us them

1. Where are my keys? I put ... on the table a moment ago, but now...have disappeared.
2. If you have any problems, just tell someone and ... will help you.
3. «What did you think of the film, Simon?» – «...enjoyed ... very much».
4. How far is ... from Madrid to Paris?
5. «What does the government plan to do about education?»
6. ... aren't allowed to drive a car in Britain until ...'re 17 years old.
7. Peter and I are going out this evening. ...'re going to cinema. Would you like to come with ...?

Exercise 3. Виберіть правильний варіант займенника.

1. We know their/theirs telephone number, but they don't know our/ours.
2. My/mine car wasn't as expensive as her/hers.
3. «How are your/yours children?» – «Fine, thanks. How are your/yours?»
4. Maria has got her/hers suitcase, but her/hers friends haven't got their/theirs.
5. Our/ours flat isn't as big as their/theirs, but our/ours is much more comfortable.

Exercise 4. Зповніть пропуски відповідною формою займенника або прикметника.

Example: Why didn't **she** ask us to help **her**? (*she*)

1. ...house is much bigger than ... (they/we). 2. Is this book ... or ... ? (you/I) 3. «Is Jack going on holiday with ... friend?» – «No, ...'s going by ...». (*she/she/she*) 4. How long have ... been waiting for ...? (they/we). 5. ... was very angry with ... for being so stupid. (I/I) 6. Someone came to see ... while ... were out. ... told ... that ... would be back at 2 o'clock . (you/you/I/they/you) 7. «Who painted ... flat?» – «Nobody. ... painted it ...». (you/we/we) ...'s a coincidence that ... birthday is on the same day as (it/he/her).

Grammar (block 2)

Singular and Plural of Nouns

(Однина та множина іменників)

Більшість іменників утворює множину додаванням *-s* до форми однини (*a book – books, a girl – girls*). Закінчення *-es* додається, якщо слово в однині закінчується на *-ch, -sh, -s* або *-x* (*a church – churches, a box – boxes*). Деякі іменники, що закінчуються на *-o* (*tomato, potato, hero*) в множині приймають закінчення *-es* (*tomato – tomatoes, hero – heroes*). До інших іменників, що закінчуються на *-o*, додається закінчення *-s* (*radio – radios, piano – pianos*). Іменники, що закінчуються на *-y*, змінюють *-y* на *-i* та до них додається закінчення *-es* (*a factory – factories*).

NOTE! Ці іменники завжди вживаються в однині: *furniture, money, food, news, advice, knowledge, fruit(s), twilight, information, chalk, progress, measles, politics, courage, cloth, economics, athletics, physics, gymnastics, hair, rice, margin, macaroni, equipment, linguistics, phonetics, fish(es)*.

NOTE! Ці іменники завжди вживаються в множині: *belongings, goods, grapes, trousers, police, jeans, scales, tweezers, mass media, oats, remains, reins, scissors, wages, contents, pajamas, tongs, people, tights, spectacles/glasses, breeches, pants, pliers, outskirts, suburbs, arms, proceeds, binoculars, earnings, stairs, steps, riches*.

NOTE! Деякі іменники мають однакову форму в однині і в множині: *fish, sheep, deer, means, trout, salmon, species, series, headquarters*.

Irregular plurals

(Неправильні форми утворення множини іменників)

Singular	Plural	<i>Woman</i>	<i>Women</i>
<i>Half</i>	<i>Halves</i>	<i>Mouse</i>	<i>Mice</i>
<i>Leaf</i>	<i>Leaves</i>	<i>Child</i>	<i>Children</i>
<i>Knife</i>	<i>Knives</i>	<i>Ox</i>	<i>Oxen</i>
<i>Life</i>	<i>Lives</i>	<i>Sheep</i>	<i>Sheep</i>
<i>Foot</i>	<i>Feet</i>	<i>Deer</i>	<i>Deer</i>
<i>Tooth</i>	<i>Teeth</i>	<i>Fish</i>	<i>Fish</i>
<i>Man</i>	<i>Men</i>	<i>Aircraft</i>	<i>Aircraft</i>

<i>Series</i>	<i>Series</i>	<i>Crisis</i>	<i>Crises</i>
<i>Species</i>	<i>Species</i>	<i>Phenomenon</i>	<i>Phenomena</i>

Звичайно одна іменників узгоджується з одною дієслів та займенників. «Where is the key?» – «It's on the table». «Where are the keys?» – «They are on the table». Іменники *people, police cattle* завжди вживаються в множині. *People are strange, aren't they?* Деякі іменники закінчуються на *-s*, але це не множина (*news, politics, mathematics, economics, physics, athletics*). Необчислювані іменники, назви предметів, які не можна перелічити, наприклад, *milk, money*, зазвичай не мають форми множини. *There is some milk in the fridge. Money isn't the most important thing in life, isn't it?*

Exercise 5. Напишіть нижченаведені речення в множині.

1. This man is an engineer.
2. That woman is my sister.
3. This child is my son.
4. That goose is big.
5. This mouse is white.
6. This man is a doctor.
7. That woman is my cousin. She is a teacher
8. That girl is my niece. She is a pupil.
9. This girl has a blue sweater.
10. This boy has a good coat.

Exercise 6. Заповніть пропуски іменниками з дужок.

When he fell over, he broke two of his ... (tooth). We've got enough ... but we need some more ...and (plate/knife/fork). On their tour of Europe, they visited seven ... in six ... (country/day). These ... are too small for me. They hurt my ... (shoe/foot). Autumn is coming. The ... are starting to fall from ... (leaf/tree). They've got five ..., three ... and two ... (child/girl/boy). London has many different ..., ..., ... and ... (restaurant/theatre/cinema/disco).

Exercise 7. Напишіть загальну назву до груп слів.

- | | |
|-----------------------------------|--------------------|
| 1. Calculate, algebra, equation | <u>mathematics</u> |
| 2. Government, election, minister | p _____ |
| 3. Finance, trade, industry | e _____ |
| 4. Running, jumping, throwing | a _____ |
| 5. Light, heat, gravity | p _____ |

Exercise 8. Виберіть правильну форму присудка.

1. Gymnastics *is/are* my favourite sport.
2. The police *want/wants* to interview two men about the robbery last week.
3. Physics *was/were* my best subject at school.
4. Fortunately the news *wasn't/weren't* as bad as we expected.
5. Where *do/does* your family live?
6. Three days *isn't/aren't* long enough for a good holiday.
7. Do you think the people *is/are* happy with the government?

Reading

Words and word-combinations

- as conj** — як, оскільки
as well — також
affect v — впливати
become v — становитися
consider v — вважати, розглядати, враховувати

develop *v* — розвивати, розробляти
enable *v* — давати можливість
ensure *v* — забезпечувати, гарантувати
especially *adv* — особливо
further *a* — подальший
improve *v* — покращувати, вдосконалювати
mean (*meant*) *v* — значити
means *n* — засіб
to play a part — відігравати роль
to take into consideration — брати до уваги

at present — в теперішній час
number *n* — число
a number of — низка, декілька
prepare *v* — готувати, підготовлювати
provide *v* — забезпечувати, постачати
receive *v* — отримувати
remain *v* — залишати
quality *n* — якість
thorough *a* — доскональний, ретельний
usually *adv* — зазвичай

Text 3A

Higher Education in Ukraine

Higher education plays an important part in the life of any country as it provides the country with highly-qualified specialists for future development and progress. It trains people to become teachers, engineers, doctors and other professional workers. In all the industrial countries standards of living are steadily changing; this means that the kind of education, which was good enough thirty years ago, is not necessarily good for them today. The serious need to find ways and means of ensuring continuous and thorough adoption of the universities to contemporary needs in our rapidly changing world is widely recognized. And this means that styles of teaching, quality of learning materials and organization of the university itself have to be continuously brought up to date and improved.

Besides, knowledge and information which come through the mass media must also be taken into consideration. This information explosion has affected every field of study, especially, of course, in the natural and applied sciences and in all other sciences as well. The increase of information requires new methods and new approaches to students' training and instruction. At present a new system of education is introduced in this country — a distance education system. This computer system of learning helps working professionals to continue their education while remaining at their jobs. This system enables people to get knowledge and a good foundation in the sciences basic to his or her field of study. Distance learning has developed over years from satellite video courses to modern videoconferencing through personal computers.

The academic year usually lasts 9 months and is divided into two terms (semesters). The first- and second-year students obtain thorough instructions in the fundamental sciences of mathematics, physics, chemistry and drawing as well as computer engineering and a number of others. The curricula are enriched and broadened by instructions in such subjects as foreign languages, history and economics.

At the third year students get more advanced knowledge and begin to concentrate on their special interests, so to say, their «major» subject and take many courses in this subject. Specialized study and courses will help students to become specialists and prepare them for their future work. After four years students will get a bachelor's degree. Then the students may go on with their studies and in a year or two of further study and research get a master's degree. After graduating from the university they may go on with their study and research and may get a still higher degree.

About 75 percent of students receive state grants. Universities have their own students' hostels and some of them have large and excellent sport centers. Education is a process through which culture is preserved, knowledge and skills are developed, values are formed, and information is exchanged. Education is the way to success.

Завдання до тексту 3А.

Перекладіть англійською мовою подані нижче словосполучення.

Бути достатньо добрим, широко визнавати, також, дистанційна освіта, давати можливість людям, супутні курси, навчальний рік, студент третього курсу, програма навчання, такі предмети, розвивати знання та навички, формувати цінності, обмінюватися інформацією, отримати ступінь бакалавра, через рік.

Закінчіть речення.

1. Students receive s.... g..... . 2. S..... s.... helps students to become specialists. 3. The academic year is divided into t... t... . 4. Then the students may get a m..... d.....in a year or two. 5. The second –year students obtain t... i... in the fundamental sciences.

Дайте відповіді на запитання.

1. What does the higher education provide? 2. Why is it necessary to find new ways of teaching? 3. What does the increase of information require? 4. What is the distance learning? 5. Does the academic year last 10 months? 6. What subjects do the students study in the first year? 7. Will students get a master's degree after four years of study? 8. How many students receive state grants? 9. Are there any sport centers at the Universities? 10. What subjects do you study in the first year? 11. Do you pay for your education? 12. Do you get grants?

Text 3B

The University of London

The University of London is a federation of some forty-four schools and institutes, which together register over 40,000 *internal* and a great number of *external* students; the latter come to London only *to sit for their examinations*. In fact most external students at London University are living in London. The schools, institutes and colleges of the University of London are essentially teaching institutions providing instructions chiefly by means of lectures, which are attended mainly by *day students*.

The character and organization of the University of London are such that it's better to look at its history separately. The university was founded in 1836 as an examining and degree-granting body only and remained as an institution *with limited functions* until 1900 when it was reconstructed in its present form. The Senate (Рада Університету) was given *the lawful right* to admit institutions within the County of London as Schools of the University.

The schools of the London University vary greatly in size and character from a series of specialized postgraduate institutes and a number of medical and dental schools to several large institutions such as: University College and King's College which *in themselves* are autonomous universities *in most respects*. The University of Wales provides a further example of a federal institution. Founded in 1893 it organized the three university colleges into a *unified system* for purpose of degree examinations. *Later on* four more university colleges were added as *constituent parts* of the University. Now it is a great university with 20,000 internal students.

Уважно прочитайте текст і перекладіть рідною мовою виділені слова.

Speaking

Прочитайте діалог і вивчіть його напам'ять.

You are looking for a new apartment. You meet the landlord and ask him some questions

- Good afternoon, I would like to rent one of your apartments.
- Wonderful, would you like me to give a tour of one.
- That would be great, but first I have some questions. How many floors are there in this building?
- There're five floors with two apartments on each floor.
- How many bedrooms are there in the apartment?
- There's only one.
- Does the kitchen come with a dishwasher?
- No, I'm afraid not.
- Is the bathroom in good condition?
- For a 25-year-old bathroom, I would say it's in pretty good condition.
- I see. How much is the rent?
- 800\$ a month, and rising.
- Are you kidding? That's too expensive. I'll have to look somewhere else.

LESSON 4

Grammar

Reading

Speaking

Тривалі часи. Активний стан

Vinnitsia

Vinnitsia National Technical University

Distance learning

Grammar

Continuous Tense. Active Voice.

Present Continuous (Progressive) Tense

Теперішній тривалий час

Утворення

Present Continuous має форму *be + Ving*

Стверджувальна форма		Заперечна форма		Питальна форма	
I AM	WORKING	I AM NOT	WORKING	AM I	WORK- ING?
YOU ARE		YOU ARE NOT		ARE YOU	
HE IS		HE IS NOT		IS HE	
SHE IS		SHE IS NOT		IS SHE	
IT		IT		IT	
WE ARE		WE ARE NOT		WE ARE YOU	
YOU ARE		YOU ARE NOT		ARE YOU	
THEY		THEY		THEY	

Цю форму ще часто називають «**present progressive**». При додаванні закінчення **-ing** інколи відбуваються зміни в написанні слів:

Example: begin – beginning

Вживання

Present Continuous вживається для вираження дії, яка відбувається в момент мовлення:

Example: *Where are the children? – They are playing in the garden.*

Present Continuous вживається для вираження дії, яка відбувається у теперішньому часі, але не обов'язково в момент мовлення:

Example: *You are spending a lot of money these days.*

Present Continuous вживається для вираження дії, яка відбувається в теперішньому часі протягом певного періоду:

Example: *Robert is on holiday this week. He's staying with his wife in Greece.*

Present Continuous вживається для вираження змінних дій або дій, що розвиваються, та ситуацій у теперішньому часі:

Example: *Your children are growing up very quickly.*

Present Continuous може вживатися для вираження дії у майбутньому часі:

Example: *I'm meeting Sue on Saturday evening.*

Порівняйте:

Present Continuous вживається для вираження дії в розвитку або дії, що відбувається в момент мовлення, а також для вираження тимчасових ситуацій.

Example: *Are you working now?*

Present Simple вживається для вираження повторюваних або звичних дій, для вираження загальновідомих дій та постійних ситуацій.

Example: *Do you work every Saturday afternoon?*

Деякі дієслова не вживаються в тривалих часах:

- Дієслова мислення: *think* (вважати), *see* (розуміти), *believe*, *understand*, *know*, *recognize*, *suppose*, *remember*, *imagine*, *forget*, *realize*.
- Дієслова відчуттів: *like*, *dislike*, *hate*, *love*, *prefer*, *want*, *wish*.
- Дієслова сприймання: *see*, *hear*, *smell*, *taste*, *feel*.
- Інші дієслова: *have* (мати), *own*, *belong to*, *owe*, *need*, *include*, *cost*, *contain*, *weigh*, *sound*, *be*, *seem*, *deserve*.

Коли ці дієслова описують дію, а не стан, їх можна вживати в формах *Continuous*.

Порівняйте:

I think you are right.

Ssh! I'm thinking.

I've my car for 6 months.

I'm having lunch.

Past Continuous (Progressive) Tense

Минулий тривалий час

Утворення

Past Continuous утворюється за допомогою *was/were* + *Ving*.

Стверджувальна форма		Заперечна форма		Питальна форма	
I was	working	I was not	working	was I	working?
you were		you were not		were you	
he she was it		he she was not it		was he she it	
you were		we you were not they		were we you they	

Вживання

Past Continuous вживається для вираження дії, що тривала в минулому. Дія або ситуація почалася, але не завершилася в той час.

Example: *At eight o'clock last night I was watching TV.*

Past Continuous та **Past Simple** часто вживаються в реченні одночасно. **Past Continuous** означає тривалу дію або ситуацію, яка відбувалась у минулому; **Past Simple** означає нетривалу дію, яка відбулася всередині більш тривалої дії або перервала її.

Example: *I was driving along when a child ran across the road.*

Future Continuous (Progressive) Tense

Майбутній тривалий

Утворення

Future Continuous має форму **will be + Ving**

Стверджувальна форма		Заперечна форма		Питальна форма	
I	will be working	I	will not be working	will I	be working?
you		you		will you	
he		he		he	
she		she		she	
it		it		it	
we	will be working	we	will not be working	will we	be working?
you		you		will you	
they		they		will they	

Скорочення: 'll = will won't = will not

Вживання

Future Continuous вживається для вираження дії, яка буде у розвитку в певний момент у майбутньому.

Example: *I'll be having dinner at 5.00 pm.*

Future Continuous вживається для вираження дій у майбутньому, які вже сплановані або є частиною звичайного розпорядку.

Example: *I'll be driving into town later on. Do you want a lift?*

Future Continuous часто вживається як ввічлива форма питання про чийсь плани, особливо при бажанні щось зробити для когось.

Example: *Will you be using your camera at the weekend? I wondered if I could borrow it.*

Exercise 1. Доповніть речення одним із дієслів, використовуючи **Present Continuous** або **Present Simple**.

Go, read, use, look, work, prepare, get on, write, hope, work.

I ... this letter to thank you for the beautiful birthday present. It's a very nice camera. I ... it very often. How ... you ..? ... you ... hard every day? I ... everything ... all right. My sister ... forward to visiting you during her holidays. Now she ... an interesting book. And my son ... at the report. He ... for his Geography lesson.

Exercise 2. Поставте дієслова в дужках в *Present Simple* або *Present Continuous*.

1. You can turn off the TV-set. I ... (not watch) it. 2. What ... you ... (do) here? I thought you left two days ago. 3. How many hours ... you ... (work) every day? 4. They ... (want) to go to Paris this summer. 5. This pie ... (taste) awful. 6. The water ... (boil). Would you like tea or coffee? 7. «What a lovely watch!» — «It ... (not work), I'm afraid — it's been broken for a long time».

Exercise 3. Доповніть речення одним із дієслів, використовуючи *Past Continuous* або *Past Simple*.

Dance, learn, watch, do, ski, wash up, cook, speak, make, discuss, lay, clean, work.

1. What ... you ... at 5 pm? — I ... the room. 2. At that moment my teacher ... over the telephone. 3. The mother asked her children not to make so much noise as the father ... in the study. 4. Yesterday we ... in the forest the whole day. 5. When I came to the party all the guests ... 6. What ... you ... at the meeting yesterday? 7. While Jane .., Ann ... sandwiches. 8. I ... English grammar all day long yesterday. 9. While my mother ... dinner I ... the table. 10. My brother asked not to disturb, him as he ... an interesting movie.

Exercise 4. Поставте дієслова в дужках в *Past Continuous* або *Past Simple*.

1. Jane wasn't at home when I ... (go) to see her. She ... (work) in the garden. 2. They ... (clean) the carpet when they ... (find) the ear-ring. 3. He ... (meet) Sarah at the birthday party. She ... (wear) a white dress. 4. What ... you ... (speak) about before I ... (interrupt) you? 5. Bob ... (be) late but his friends ... (wait) for him. 6. When ... you ... (get) this parcel?

Exercise 5. Поставте дієслова в дужках в *Future Simple* або *Future Continuous*.

1. I ... (come) at six o'clock. — Good, I ... (wait) for you. 2. I can't understand this article. — I ... (call) my friend, he ... translate it for you. 3. This time next month I ... (sit) in the plane. 4. You look frozen. Sit down by the fire and I ... (make) you a cup of tea. 5. That tree makes the house dark. — OK, I ... (cut) it down. 6. What ... you ... (do) when you graduate from the University? — I ... (try) to find a good paid job. 7. What ... you ... (do) at this time tomorrow? — I ... (play) football. 8. My younger brother ... (be) in the sixth form next year. That means he ... (start) learning Geometry.

Exercise 6. Виберіть правильну форму присудка.

1. You are very quiet. What *do you think/are you thinking* about? 2. What *do you think/are you thinking* about my idea? 3. What *does this word mean/is this word meaning*? 4. *Did you hear/Were you hearing* the news? 5. *You don't watch/You aren't watching* the TV at the moment. Switch it off. 6. I'm sorry, but I *didn't remember/ was not remembering* to get your newspaper when I went shopping. 7. *Do you like/Are you liking* this painting?

Exercise 7. Використайте *Present Continuous* або конструкцію **be going to**.

1. I (play) tennis tonight with Tom and Ann. 2. He (have) an operation next week. 3. It's very cold. I (light) a fire. 4. We (have) some friends to lunch tomor-

row. 5. I've bought a piano; it (be) delivered this afternoon. — Where you (put) it? — I (put) it in the dining room. 6. You (go) to the auction tomorrow? — Yes, I (go) but I (not buy) anything. 7. I've reminded you once; I (not do) it again. 8. I (have) my hair cut this afternoon.

Exercise 8. *Поставте дієслова в дужках в Future Simple або Future Continuous.*

1. I am sure that I (recognize) him. 2. I (see) her tomorrow. 3. He (play) in a tennis match on Friday. 4. She (come) back on Monday. 5. I (go) again next year. 6. We (know) tonight. 7. You pay and I (owe) you the money. 8. I (believe) it when I see it. 9. I (have) my car repainted next week. 10. I hope that you (have) a good time tomorrow. 11. His speech (be) broadcast tonight. 12. The window-cleaner (come) at eight tomorrow. 13. Tom (catch) the 7.40 train. 14. Where you (meet) them? — I (meet) them at midnight in the middle of the wood. 15. What horse you (ride) tomorrow?

Reading

Word and word-combinations

estimate *v* – оцінювати

lime stone – вапняк

clay – глина

legislative – законодавчий

executive – виконавчий

judicial – судовий

annex – приєднувати

massacre – різанина

invading – вторгнення

atrocities – звірство

victim – жертва

accommodation – житло

barbed – колючий

outskirt – околиця

part-time students – заочники

department – кафедра

meritorious – заслужений

curricula – навчальна програма

bachelor – бакалавр

master – магістр

peculiarity – особливість

apart from – окрім

acquiring – отримання

by correspondence – заочно

achievement – досягнення

distinction – відзнака

Text 4A

Vinnitsia

Vinnitsia is a city located on the banks of the Southern Buh, in central Ukraine. It is the administrative center of Vinnitsia Region (Oblast). Vinnitsia is located about 260 km west of the Ukrainian capital, Kyiv, 429 km north of the port city Odessa and 369 km from Lviv. Now the current estimated population is 370,100. The natural resources are the following: the deposits of granite and lime stone, clay, sand and mineral spring water in several places. The climate of Vinnitsia region is moderately humid.

As an administrative centre of Ukraine, Vinnitsia is the seat of the local legislative, executive and judicial branches of the power in the region. Vinnitsia is the industrial, transport, agricultural, cultural and educational centre of the re-

gion. The National Technical University, the Agricultural University, the Pedagogical University, the Medical University, the University of Trade and Economy educate the specialists almost for every branch of our life. There are also special secondary schools, which give secondary education in the spheres of technique, bakery, dairy and trade. Nowadays there are private schools as well as state schools, lyceums, classic school form where children can get their general secondary education.

Vinnytsia as a small settlement was founded on the picturesque banks of the Southern Bug in the 13th century by Lithuanian Prince Olgert. Vinnytsia has been an important trade and political center since the fourteenth century, when Fedir Koriatovych, the nephew of Olgert, built a fortress (1363) against Tatar raiders on the banks of the Southern Buh. From that time on, the town became a factor in ongoing disputes between Lithuania, Tatars (who burnt the fortress in 1580), Poland, Turkey (which ruled the city and region from 1672 to 1699), Cossacks and eventually Russia, which annexed the city and region following the Second Partition of Poland in 1793.

Victim's graves from the Vinnytsia massacre during the Stalinist repression of 1937–1938 were exhumed by the invading Germans in 1943. Adolf Hitler sited his easternmost headquarters Führerhauptquartier Werwolf near the town. Nazi atrocities were committed in and near Vinnytsia by Einsatzgruppe C. Estimates of the number of victims run as high as 28,000. This included the virtual extinction of the town's large Jewish population. Führerhauptquartier Werwolf was the codename used for one of Adolf Hitler's World War II Eastern Front military headquarters located in a pine forest about 12 kilometres north of Vinnytsia, between the villages of Stryzhavka and Kolo-Mykhailivka on the Kiev highway. Hitler's accommodation at Werwolf consisted of a modest log cabin built around a private courtyard with its own concrete bunker. The rest of the complex consisted of about 20 wooden cottages and barracks and up to three «B» class bunkers, surrounded by ring of barbed wire and ground defensive positions connected by underground tunnels. The area was surrounded by a defensive strip of bunkers, anti-aircraft guns and tanks, as well as anti-tank ditches and minefields. There was a tea house, a barber shop, a bathhouse, a sauna, a cinema and even an open swimming pool for the inhabitants' use. The facility also contained a large vegetable garden to provide Hitler with a secure supply of food. Two artesian wells supplied the site with water, and the site had its own power generation facilities. The bunkers were constructed by Organisation Todt using local Ukrainian workers, forced labour but mainly Soviet prisoners of war. Many of the workers were subsequently murdered to maintain secrecy of the site. Today only the swimming pool and concrete fragments remain visible on the site, which is an open recreation area. Nearby is a memorial to the thousands of labourers and others buried by the Nazis in gravepits at Stryzhavka.

The history of our land is closely connected with the names of Bohdan Khmelnytskyi, Ivan Bogun, Maxim Kryvonis, Ustym Karmaliuk and many others outstanding Ukrainian people. The citizens of Vinnytsia and the guests of the

town like to attend the estate museum of famous doctor Pyrohov, the founder of the battle-field surgery, the scientist and pedagogue. One of the main streets in our town, the Medical University and the regional hospital are named after him. If you are interested in history it would be useful to visit our museum of Local Lore, which is situated in the centre of Vinnytsia near the Bridge across the Southern Buh. There are expositions devoted to various periods of the development of Vinnytsia. A lot of guests enjoy visiting the museum of the classic of Ukrainian Literature, Mychailo Kotsiubynskyi. The small white house where he lived with his family is in the centre of Vinnytsia. The curator will show you the things belonging to the writer, tell about the family way of life. It was Kotsiubynskyi who first thought about the creating of the public library in Vinnytsia. There is a monument to the writer near the house and the street where it stands is named after him.

We call Vinnytsia the cultural centre not only for its historical places, museums and monuments, but also for two theatres and philharmonic society. Our Drama Theatre named after the well-known Ukrainian actor Sadovskyi is situated in the centre of Vinnytsia. Theatre-goers can enjoy dramas, comedies, musicals performed by our local actor company.

Roshen Fountain is the only one in Ukraine and the largest floating fountain in Europe, built in the river Southern Buh in Vinnytsia City near Festivalny Isle (Campa Isle).

Havryshivka International Airport is situated in Vinnytsia. Since the end of World War II, Vinnytsia has been the home for major Soviet Air Forces base, including an airfield, a hospital, arsenals and other military installations. The headquarters of the 43rd Rocket Army of the Strategic Rocket Forces was stationed in Vinnytsia from 1960 to the early 1990s. The 2nd Independent Heavy Bomber Aviation Corps, which later became 24th Air Army, was also stationed in Vinnitsa from 1960 to 1992. The Ukrainian Air Force Command has been based in Vinnytsia since 1992.

Завдання до тексту 4А.

Прочитайте текст і поставте до нього 5 спеціальних, 5 загальних, 5 розділових та 5 альтернативних запитань.

Знайдіть додаткову інформацію і зробіть презентацію «My Native Town».

Text 4B

Vinnytsia National Technical University

Vinnytsia National Technical University is an educational establishment of the fourth level of accreditation well known both in Ukraine and far abroad.

VNTU consists of 7 faculties and 1 institute: FCSA (Faculty of Computer Systems and Automatics); FCETPEGS (Faculty of Civil Engineering, Thermal Power Engineering and Gas Supply); FPEEM (Faculty of Power Engineering and Electrical Mechanics); FITCE (Faculty of Information Technologies and Computer Engineering); FMBT (Faculty of Machine Building and Transport);

FRETEIE (Faculty of Radio Engineering, Telecommunication and Electronic Instrument Engineering); FM (Faculty of Management) and Institute of Ecology, Environmental Protection and Balanced Nature.

The University trains 6000 day-time students, 1500 part-time students, 100 PhD and Doctor degree students, 1000 pre-University students.

The educational and scientific activity is conducted by 47 departments, 26 of which are running branch offices with the enterprises in Vinnytsia and Vinnytsia region. The departments are run by Doctors of Sciences, professors (84% of teaching staff in the graduating departments and 72% of University teachers have scientific degrees and titles). 2% of University teachers have honorary title – Meritorious. 10% are Academicians and Correspondent Members of State and Public Academies.

VNTU is the unique University in Ukraine as introduced in 1991 the three semester study system, two semesters of which are conducted following the curricula and the third one is a working semester. During the working semester the first year students obtain the working profession, corresponding to the future engineering one. The senior students are working on the enterprises independently, improving their qualification. Department for Training and Production Integration has its representatives in all the industrial cities of Ukraine which allows to run the working semesters. VNTU is given the highest IVth level of accreditation and trains students according to the three stage system Bachelor – Engineer – Master following the curricula, which integrates the peculiarities of national and Canadian system of higher education.

Apart from acquiring the basic speciality the students are allowed to get the second speciality by correspondence. Our University is also unique in Ukraine to allow students of any speciality with achievements in sports to obtain the additional specialization – Management of Organizations of Physical Culture and Sports.

One more peculiarity of students training in VNTU allows the Bachelors with the distinction who have the ability to scientific and educational activity to join Masters training courses after four years of Bachelor's training program.

Students of different specialties learn English for Specific Purposes on the level of technical translation which allows them to join the overseas representative offices or work abroad. University campus is located on the lot of 25 hectares in Vinnytsia. 100 km away from Vinnytsia the University owns 10 hectares with the University sports centre. The first and second year students makes it possible to meet eminent people, authors, musicians, artists, theatre and film actors, politicians and religious figures and other people who visit the University. The University has the efficient system for training specialists of higher qualification which has no analogues. Training of scientific and educational specialists is conducted on the post-graduated courses on 19 specialties and on the Doctoral courses on 4 specialties. There are 5 Specialized Scientific Councils for examination of PhD and Doctoral Thesis on 12 specialties.

The University issues the social and political periodical – «Impulse» which is in demand in the region. The University scientific journals on technical, economic and pedagogic sciences approved by the Highest Attestation Board of Ukraine are: «Visnyk of Vinnytsya Polytechnic Institute», «Optoelectronic Information», «Power Technologies» and «Information Technologies and Computer Engineering». Recently initiated scientific journal is «Modern Technologies, Materials and Constructions in Civil Engineering». The journal «Sententiae» is specialized in the sphere of philosophical sciences.

VNTU is the only permanent member representing Ukraine in the International Association of Inventors IFIA with headquarters in Geneva. The scientists of VNTU are annually awarded medals for inventions presented on the invention exhibitions, organized by IFIA in Jassy (Romania), Budapest (Hungary), Sofia (Bulgaria), Brussels (Belgium), Geneva (Switzerland) and Pittsburg (USA). The University trains specialists with higher education on the level of Master and Philosophy Doctor in technical sciences for 69 countries in Africa, Asia, South and Central America.

Завдання до тексту 4В.

Дайте відповіді на запитання.

1. How many faculties does VNTU consist of? 2. Who does the University train? 3. Why is VNTU the unique University in Ukraine? 4. What can you tell about the three stage system in the University? 5. Are the students allowed to get the second speciality by correspondence? 6. What purposes do students learn English for? 7. Are there Specialized Scientific Councils for examination of PhD and Doctoral Thesis in the University? 8. What periodical does the University issue? 9. Do any foreign students study at the University?

Speaking

Прочитайте діалог і вивчіть його напам'ять.

- I would really like to study computing but I can't afford the time or money for a course.
- I suppose you're talking about a full-time course, but that's not the only option you know.
- Well what else could I do?
- You could do it by distance learning. My brother's just completed a distance learning course in HR management.
- Was he satisfied with it? Was it any good?
- Yes, he was, although he said it was tough to come home tired after a day's work and then to do two or three hours of study before going to bed.

Exercise 9. Знайдіть в тексті англійські еквіваленти поданим нижче словосполученням:

Я не можу дозволити собі, я вважаю, єдиний варіант, дистанційне навчання, управління персоналом, чи була з цього користь, було важко.

LESSON 5

Grammar:	It – безособове One, that – як замітники
Reading:	People Who Changed the World 2012 London Olympics, Ukrainian Gold Medals
Speaking:	Dialogues

Grammar

It – impersonal. One, that as substitutes

It – безособове. One, that як замітники

It в англійській мові – це безособовий займенник. ***It*** може використовуватись як підмет для безособового дієслова. Як формальний підмет у безособових реченнях займенник ***it*** не слід перекладати українською мовою. Супроводжувати підмет ***it*** у безособових реченнях в англійській мові може або прикметник, або прислівник, або дієслово (змінюється за часами і формами). Якщо у реченні є ***it*** і прикметник, то присудком буде дієслово ***to be*** у формі третьої особи однини.

Example: It is cold. – Холодно. ***It was difficult to recognize her at once.*** – Було важко відразу її впізнати.

Якщо в компанії з підметом ***it*** знаходиться дієслово, то воно змінюється за часами та формами.

Example: It drizzles. – Мрячить.

Слід зазначити, що безособове речення з дієсловом ***take*** в поєднанні з ***it*** ми перекладаємо як ***потрібно, необхідно***.

Example: It takes me half an hour to get to the university. – Мені необхідно півгодини, щоб дістатися до університету.

It використовується для подання іменника середнього роду.

Example: I am taking the meat back to the shop because it isn't good. – Я віднесу м'ясо назад до магазину, тому що ***воно*** не свіже.

It може використовуватися для представлення малюків обох статей. ***It*** також може використовуватися для малих і домашніх тварин.

Example: The baby is crying. It must be hungry. – Дитя плаче. ***Воно***, напевно, голодне.

It використовується для емоційного підсилення перед іменником або займенником.

Example: It was John who painted this picture. – ***Саме*** Джон намалював цей малюнок.

Exercise 1. Перекладіть англійською мовою.

1. Літо. 2. Важко перекладати цей текст. 3. Вдень світло, а вночі темно. 4. У вашій кімнаті тепло чи холодно? 5. У травні, зазвичай, тепло. 6. Коли я прийду додому, буде ще нетемно. 7. Весна. У парках багато квітів. 8. Завт-

ра буде неділя. 9. Ми прийдемо завтра о пів на восьму, якщо не буде дощу. 10. Було без десяти сім, коли батько повернувся додому. 11. Влітку тут тепло? 12. Взимку у нас нехолодно. 13. Вчора було так само холодно, як і сьогодні. 14. Звідси до будинку 5 кілометрів. 15. Зима. Холодно. Йде сніг. 16. Дощ іде? — Ні, але на небі багато хмар. 17. Важливо читати багато англійських текстів. 18. Вчора йшов сніг? — Ні. 19. Вже пізно і зовсім темно. 20. Важко говорити іноземною мовою без помилок. 21. Звідси дуже далеко до театру? 22. Дуже приємно було купатися в морі.

Exercise 2. *Перекладіть українською мовою.*

1. It is these special properties of sound that are the subject of the present chapter. 2. It was the Dutch physicist, Christian Huygens, who first offered an explanation for the phenomena. 3. It was not until about 1911 that a first really successful theory of atomic structure was suggested by Rutherford. 4. It was not until Einstein discovered the connection between gravitation and inertia that the mystery Newton could not understand was solved. 5. Radioactive phenomena occur within the nucleus, and it is here that mass and positive charge resides. 6. A solenoid carrying a current behaves just like a magnet. It was the great French physicist Ampere who first showed this to be the case.

One може замінювати іменник, який вживається раніше. У множині він має форму **ones**. Перекладається тим іменником, який він замінює, або опускається. Якщо після займенника **one** слідує означальний підрядний або означальний дієприкметниковий зворот, то **one** є заміником іменника. Займенник **that (those)** замінює іменник, який стоїть раніше, і перекладається тим іменником, який він замінює, або опускається.

Example: *The latter method differs radically from the one mentioned above. — Останній метод значно відрізняється від того (методу), який згадувався раніше.*

Exercise 3. *Використайте займенники **one (ones), that (those)**, щоб уникнути повторення попереднього іменника.*

1. The new flat is more comfortable than the old flat. 2. The white dress is as nice as the yellow dress. 3. The brown shoes are as dear as the black shoes. 4. The thin book has not as many pages as the thick book. 5. The cotton dress is not so dear as the silk dress. 6. This film is more interesting than that film. 7. I don't like this coat. Show me another coat. 8. The shop assistant showed me two suits of different colours. I chose the blue suit.

Reading

Word and word-combinations

enroll *v* – вступати

outskirt – околиця

turning point – переломний момент

test-pilot – льотчик-випробувач

confident – впевнений

venture – ризикований захід

lift-off *n* – відрив від землі

re-entry *n* – повернення

weightlessness – невагомість

crash – аварія
theory of relativity – теорія відно-
сності
course of history – хід історії
outspoken believer – відвертий
прихильник

outcome *n* – результат
drop out – «вилітати»
user-friendly – зручний
visionary – далекоглядний
everyday – звичайний
gifted – обдарований

Text 5A

People Who Changed the World

Yuri Gagarin

«I see Earth. It's so beautiful!» These are the first words ever spoken by a human in space. The speaker was 27-year-old Soviet cosmonaut Yuri Gagarin. Yuri Gagarin was born on 9 March 1934, in Smolensk, Russia. When he left school, Yuri decided to train as an engineer, so he enrolled at a technical college on the outskirts of Moscow. While he was a student, he became interested in aircraft and took lessons at a local flying school. Soon it became obvious he was a talented pilot, so when he finished his studies in 1955, he joined the Soviet Air Force. This proved to be a turning point in his life. He was chosen to be a test-pilot, flying new and experimental aircraft. Yuri was selected to join a special group of the country's best test pilots and went on to further training to be a cosmonaut. His instructors described him as very calm and confident with very quick reactions. Yuri's epic one-hundred-and-eight-minute flight into space on 12 April 1961 made headline news all over the world. It was man's first venture into space and the beginning of his journey to the stars. As the pilot of the spaceship, Gagarin proved that a human could survive lift-off, re-entry and weightlessness and return safely to Earth. What's more, he was able to record important data which future astronauts would use. Yuri Gagarin became a national hero. Unfortunately, he was tragically killed seven years later in a plane crash. He was thirty-four years old.

Albert Einstein

Albert Einstein is one of the most gifted scientists of all time. He is best known for his theory of relativity, which he developed when he was only twenty-six and which changed the way scientists looked at space and time. Einstein was born on 14 March 1874, in Ulm, Württemberg, Germany. He studied Mathematics and Physics at Zurich University and continued to live in Switzerland after finishing his studies. He worked in an office, but spent his spare time doing scientific research and experiments. He became professor at Zurich University in 1909, but even before that his research had made him an important force in the world of physics. In 1921, he won the Nobel Prize in Physics. Einstein's genius changed the course of history, since it was central to the development of atomic energy. Einstein was an outspoken believer in world peace, however, and he was deeply saddened when he realized the outcome of his research would be an atom bomb. He said at the time, «If only I had known, I'd have become a *watchmaker*». In 1933, Einstein accepted a position for life as a professor at

Princeton University. He lived there, dedicated to the study of physics, until his death in 1955.

Steve Jobs

In 1975, Steve Jobs founded Apple Computer, a company that revolutionized the personal computer. Born in 1955, Steve grew up in Silicon Valley, California. He dropped out of college after the first term and took a job as a video game designer. Here he met up with an old friend, Steve Wozniak, and together they founded Apple. The pair built their first computer in Jobs' parents' garage. A local electronics shop bought fifty of these computers and the company was on its way to success. The company's second model, Apple II, changed the computer industry forever by making computers smaller and more user-friendly, so they could be used by ordinary people. Both charming and demanding, Jobs managed to push Apple Computer to the head of the computer revolution. Steve Jobs' visionary designs changed people's idea of computers. «We started out to get a computer in the hands of everyday people, and we succeeded beyond our wildest dreams», he once said. He now has plans to lead another revolution, this time in software, by making it quicker and cheaper to develop.

Завдання до тексту 5А.

Дайте відповіді на запитання.

Who:

was disappointed with how his work was used? made something that could be used by the average person? developed something new? became famous overnight? paved the way for others? did something that could have been dangerous for him? received an important award? achieved his dream?

Знайдіть відповідності.

experimental

a new and being tested

b used in a test

epic

a dangerous

b impressive

lift-off

a when a rocket leaves the ground

b when a rocket leaves the atmosphere

venture

a sth done for the first time

b sth new, exciting and difficult

data

a collection

b information

revolutionized

a caused great changes

b started something

Text 5B

2012 London Olympics. Ukrainian Gold Medals

Vasyl Lomachenko (born February 17, 1988 in Bilhorod-Dnistrovskyi) is a Ukrainian amateur boxer who won the gold medal at the 2012 London Olympics in the featherweight division. Lomachenko is coached by his father Anatoly.

Lomachenko won gold at the 2008 Olympic Games in Beijing, China. He avenged his 2007 World Championship defeat to Selimov in the first round. Lomachenko beat his five opponents by an astonishing 58-13 on the way to his first gold medal, and was subsequently named the outstanding boxer for the tournament and awarded the Val Barker Trophy. In 2012 London Olympics he won his second consecutive Gold Medal. He defeated Han Soon-Chul of South Korea in the final by 19-9.

Kateryna Tarasenko (born 6 August, 1987 in Dnipropetrovsk) is a Ukrainian rower. Along with **Yana Dementieva** (born 23 October, 1978 in Kharkiv) she finished 7th in the women's double sculls at the 2008 Summer Olympics. Both of them together with **Nataliia Dovahodko** (born February 7, 1991 in Kyiv) and **Anastasiia Kozhenkova** (born 19 January, 1986 in Kovel, Volyn Oblast) won the gold medal at the 2012 Summer Olympics in the quadruple sculls event.

Oleksandr Usyk (born 17 January, 1987 in Simferopol) is a Ukrainian amateur boxer who won the 2008 European Amateur Boxing Championships at light-heavyweight, the 2011 World Amateur Boxing Championships at heavyweight and the gold medal at the 2012 London Olympics in the heavyweight division. He is a southpaw.

Oleksii Torokhtii (born May 22, 1986 in Zuhres, Donetsk Oblast) is a Ukrainian weightlifter. He won the gold medal at the 2012 Summer Olympics in the men's 105 kg category with a total of 412 kg.

Yana Shemiakina (born January 6, 1986 in Lviv) is a Ukrainian fencer (specialised in Épée) who won Bronze during the 2009 European Fencing Championships. Shemiakina is a student at Lviv State University of Physical Culture. In 2012, at the 2012 London Olympics she won the gold medal after defeating Britta Heidemann of Germany in the women's individual epee fencing final.

Yurii Cheban (born 5 July, 1986 in Odesa) is Ukrainian sprint canoer who has been competing since 2003. He took up the sport at age 14. His mother and coach Liudmyla Cheban, who is a former athlete herself, brought him to the sport. He first tried kayak but in a month he was asked to switch to canoe as there was a need for canoeists. In 2003, despite being a year younger than many of his rivals, he was a world junior silver medal at Komatsu, Japan. He won a bronze medal in the C1 500m event at the 2008 Summer Olympics in Beijing. Yuri Cheban wins gold medal in men's singles 200-meter canoe sprint at the 2012 Summer Olympics. He is a student at Poltava National Pedagogical University. His hobbies are hunting, computers and cars.

Завдання до тексту 5В.

Прочитайте текст і поставте до нього 5 спеціальних, 5 загальних, 5 розділових та 5 альтернативних запитань.

Знайдіть додаткову інформацію і зробіть презентацію «Olympic Games».

Speaking

Прочитайте діалоги і вивчіть їх напам'ять.

1

A Do you think you could possibly water my house-plants for me? I'm away on business for two weeks.

B No problem. I'll be glad to. I'll keep an eye on your whole flat if you like.

A That would be great.

B Don't worry, I know how house-proud you are. I'll make sure everything stays clean and tidy.

A I'll do the same for you any time, you know.

B Thanks.

2

A Julie, have you heard? Anna's just been made managing director of the UK branch of her firm, so she's coming back from the States!

B Oh, Mum, that's wonderful news. Let's give her a spectacular home-coming party when she gets back. Hmmm. She's certainly the career girl of the family.

A My love, you don't envy her, do you?

B Not me. I'm the original happy housewife, remember? Four kids, home-made cakes, home-grown vegetables!

A And how are my fabulous grandchildren?

3

A We're having a house-warming party on the 12th. Can you come?

B Yes, you bet. We'd love to! But I didn't know you'd moved.

A Yeah, two weeks ago. It's much bigger than the old one. A huge kitchen and three big bedrooms.

B It sounds wonderful.

A Yeah. Mind you, there's much more housework to do!

B That's a drag!

LESSON 6

Grammar:	Some, any, no та їх похідні.
Reading:	Acid Rain Problems of Nature Protection
Speaking:	Dialogues A, B

Grammar

Some, any, no and their derivatives

Some, any, no та їх похідні

Вживання

Займенники **some** і **any** вживаються:

а) як займенники-прикметники у функції означення:

Example: *I've got some stamps. У мене є кілька поштових марок;*

б) як займенники-іменники у функції підмета і додатка:

Example: *Do any of your engineers know French? Хтось із ваших інженерів знає французьку?*

Займенник **some**, вжитий перед злічуваним іменником у множині або замість нього, означає **кілька, деякі, дехто**. Перед злічуваними іменниками в однині **some** означає **який-небудь, якийсь**. Перед незлічуваними іменниками **some** означає **деяку** кількість і українською мовою, зазвичай, не перекладається. Перед числівниками **some** має значення **приблизно**.

Займенник **any** означає **який-небудь, які-небудь, скільки-небудь**. Українською мовою він здебільшого не перекладається:

Example: *Are there any mushrooms there? Там є гриби?*

Складні неозначені займенники **somebody, someone** (хтось, хто-небудь); **something** (щось); **anybody, anyone** (хто-небудь); **anything** (що-небудь) є займенниками-іменниками. Вони вживаються в загальному і присвійному відмінках. У загальному відмінку ці займенники виконують функції підмета і додатка (іноді іменної частини присудка), а в присвійному відмінку — функцію означення.

Займенники **some, somebody, someone, something** вживаються:

а) у стверджувальних реченнях:

Example: *I've brought you something. Я вам дещо приніс;*

б) у спеціальних запитаннях:

Example: *Why have some pupils gone home? Чому деякі учні пішли додому?*

в) у загальних запитаннях, що виражають пропозицію або прохання:

Example: *Will you have some more tea? Вам ще налити чаю?*

Займенники **any, anybody, anyone, anything** вживаються:

а) у загальних запитаннях:

Example: *Are there any fruit-trees there? Там є фруктові дерева?*

б) в заперечних реченнях:

Example: *I don't see anything. Я не бачу нічого.*

в) у стверджувальних реченнях, де **any** має значення **будь-який**; *anybody*, *anyone* — **будь-хто**; *anything* — **будь-що**:

Example: *You can buy stamps at any post-office. Марки можна купити в будь-якому поштовому відділенні.*

Заперечний займенник **no** є займенником-прикметником; він вживається перед іменником. Якщо займенник **no** стосується іменника-додатка, його можна опустити, вживаючи дієслово-присудок у заперечній формі; перед додатком при цьому здебільшого вживається займенник **any**.

Example: *She has got no piano. У неї нема рояля.*

Складні заперечні займенники **nobody**, **no one** (нікого); **nothing** (ніщо, нічого) є займенниками-іменниками і вживаються у функції підмета і додатка. У ролі додатка поряд з **nobody**, **no one** і **nothing** вживаються займенники **anybody**, **anyone** і **anything**; дієслово-присудок при цьому має заперечну форму. Займенники **nobody** і **no one** виконують у присвійному відмінку функцію означення:

Example: *It was nobody's house. Це був нічий будинок.*

Exercise 1. Доповніть речення *some, any, someone, anyone, something, anything, somewhere, anywhere.*

1. She bought ... new skirts. 2. He never does ... homework. 3. We have ... to eat. 4. Let's go ... else. 5. I cannot hear... 6. I have ... questions. 7. He lives ... near the city centre. 8. There wasn't ... at home. 9. ... broke the window. 10. Have you seen my key? I can't find it... 11. He didn't want to eat... 12. Would you like ... tea?

Exercise 2. Доповніть речення *some або any.*

1. There are ... beautiful flowers in the garden. 2. I haven't got ... envelopes but Ann's got... 3. Are there ... letters for me this morning? 4. I'm going to buy ... eggs. 5. They didn't make ... mistakes in their tests. 6. I went out to buy ... milk but they didn't have ... in the shop. 7. I'm thirsty. Can I have ... water, please? 8. I want to wash my hair. Is there ... shampoo?

Exercise 3. Доповніть речення *some/any/no + body/one/thing/where.*

1. You must ask ... to help you with this work. 2. If I have ... free time, I shall go ... tonight. 3. Have you heard ... about our plan? 4. Did ... see this film yesterday? 5. I know ... about it and he doesn't know ... about it either. ... knows about it. 6. He said ... in a low voice but I didn't make out...

Exercise 4. Доповніть речення *some або any.*

1. I have ... English books. 2. Are there ... arm-chairs in the room? 3. There isn't ... chalk in the classroom. 4. There is ... juice in the jug. 5. Mother has bought ... butter. 6. There aren't ... in my dictation. 7. There are ... lakes in this district. 8. Have you ... relatives in Kyiv? 9. I've read ... English stories this month.

Exercise 5. Дайте відповіді на запитання.

1. Have you any brothers or sisters? 2. Have you got any English books? 3. Are there any pictures on the walls of your room? 4. Are there any trees in front of your house? 5. Can any of your friends speak German? 6. Have you read any English books this year? 7. Did you receive any messagers yesterday? 8. Did

you find anybody in the gym when you came to the University yesterday? 9. Is there anything on your table now? 10. Did you invite anybody to your last birthday party?

Exercise 6. Замініть займенник **any** і його похідні на **no** або його похідні, зробіть необхідні зміни.

1. The little boy hasn't any toys. 2. There isn't any water in the jug. 3. There aren't any fruit trees in the park. 4. We haven't any classes on Sunday. 5. It was so dark that we couldn't see anything. 6. We haven't learned any new words this week. 7. She did not ask anyone to help her. 8. I didn't see anyone there. 9. I didn't know anything about it. 10. There weren't any students in our classroom till 8 o'clock.

Reading

Word and word-combinations

threat *n* – загроза
fiction *n* – вигадка
chemical reaction – хімічна реакція
acid *n* – кислота
environment *n* – навколишнє середовище
poison *n* – отрута
fossil fuel – горючі корисні копалини
release *v* – вивільняти
prohibit *v* – забороняти
wildlife *n* – дика природа
pollute *v* – забруднювати
extinct – вимерлий
cut down *v* – скоротити

nuclear energy – ядерна енергія
enact *v* – приймати,
settle *v* – врегулювати
protect *v* – захищати
reserve *n* – заповідник
legislative measures – законодавчі заходи
call on *v* – звертатися, закликати
advanced technologies – передові технології
greenhouse effect – парниковий ефект
prevent *v* – запобігати
density *n* – щільність

Text 6A

Acid Rain

Прочитайте текст і доберіть заголовки до кожного абзацу; один із заголовків зайвий.

A A threat to life

B A chemical reaction

C Fact or fiction?

D The need for change

E Blame it on energy

F What can be done?

1.....

Can you imagine a world where acid falls out of the sky? It sounds like something from science fiction, but it happens every day on planet Earth. Acid rain is serious environmental problem which is getting worse all the time. It destroys buildings, plants and wildlife and it is slowly poisoning the entire planet.

2.....

Acid rain is caused by cars and lorries, factories and electric power plants that use fossil fuels, such as oil and coal. In recent years, we have used more and more fossil fuels to provide energy for our homes and businesses. As a result, the amount of acid rain has increased dramatically.

3.....

When fossil fuels are burned they release gas called sulphur dioxide and nitrogen oxide into the atmosphere. These gases mix with water to form clouds of dangerous acids. When rain falls from these clouds, it is highly acidic and causes great deal of damage to our planet.

4.....

Acid rain damages many different kinds of plants including the crops and trees which provide us with food. It also pollutes our lakes and streams, and consequently the fish and the animals that drink it. Various species of plants and wildlife are in danger of becoming extinct as a result of acid rain.

5.....

So how can we prevent acid rain from completely destroying our planet? The answer is simple. We must cut down as much as possible on our use fossil fuels. We should find alternative forms energy, such as solar power, to supply our homes and businesses, and use public transport instead of private cars. Only by doing this we can save our planet from acid rain.

Завдання до тексту 6А.

Дайте відповіді на питання.

1. Can you think of any other alternative forms of energy?
2. Can you think of other suggestions to help stop acid rain?

Побудуйте речення зі словосполучень, доповнюючи їх власними думками.

- | | |
|-----------------------------------|--|
| 1 stop cutting down trees | a) make new products/reduce/litter |
| 2 use alternative forms of energy | b) animals/birds/not lose/natural habitats |
| 3 recycle containers, papers, etc | c) natural resources/not come to an end/reduce air pollution caused by harmful gases |

Text 6B

Problems of Nature Protection

Nature protection is one of the major functions of each state and one of the most important problems of nowadays, as environmental, air and water pollution is extremely great, and this dangerous situation becomes worse with every passing year.

Moreover, high density of industrial enterprises and man's economic activities that destruct the ozone layer have done a serious damage to our planet.

Besides the exploration of outer space and mastering nuclear energy have made the relationship between man and nature still more complicated endangering the life on Earth.

The new Ukrainian Constitution, which was adopted by the Supreme Rada on June 28, 1996, assures the right to a safe and healthy environment and enacts a number of laws aimed at it. Their main objects are to protect the biosphere from pollutants, to control the use of water and land reserves, to prohibit all activities threatening nature and guarantee the ecological security of the Ukrainians. To implement these urgent tasks Ukraine must organize a real environmental protection and rational utilization of natural resources, develop new advanced technologies producing little or no waste, forecast the effect of human activities on the biosphere, etc.

That's why protection of nature resources and wildlife has become a great concern of our government, which founded the Ministries of Environment and Emergency Situations and a special Committee of the Verkhovna Rada dealing with these problems. Their tasks are to control the state of surroundings, to prevent the pollution of nature and atmosphere, to safeguard the water areas of the Black Sea, the Sea of Azov, Ukrainian rivers and lakes, to extend the network of national reserves and to maintain cooperation with different international ecological organizations.

In Ukraine, a campaign for environment protection is widely supported by numerous public organizations and lots of individuals. The most active participant in this struggle is the Ukrainian Green Party, which publishes the ecological newspaper «The Green World» («Zeleniy Svit»). The party calls on Ukrainians to keep nature and use it more carefully and economically, as our common goal is to preserve the generous and picturesque Ukrainian land for the present and future generations in all its beauty.

Great Britain also does its best to improve the ecological situation inside and outside the country. Responsibility for pollution rests with local and central government bodies. The British Cabinet of Ministers worked out the rules for the use of the Earth's atmosphere and carried out urgent legislative measures to prevent the greenhouse effect, which can lead to global warming and rise in sea level.

Only a strictly scientific approach to the industrial-technological development is able to settle all global and local ecological problems, as economic, social, technological and biological processes are closely interrelated nowadays, so we must consider them as a complicated ecological-economic system. At present, more and more people throughout the world begin to understand that all countries of our planet are ecologically interdependent; therefore all nations must cooperate with each other in solving global ecological problems to secure our unique Earth. Either we shall stop killing the nature or we'll kill ourselves!

Завдання до тексту 6В.

Дайте відповіді на запитання.

1. Why is nature protection one of the most important problems of each state? 2. What destruct the ozone layer? 3. When was the new Ukrainian Constitution adopted? 4. What are the main objects concerning the nature protection? 5. What Ministry deals with the problems of nature protection? 6. What are the

tasks of such Ministry? 7. What do you know about the Ukrainian Green Party? 8. What is able to settle all global and local ecological problems? 9. Why must all nations cooperate with each other in solving global ecological problems?

Speaking

Прочитайте діалоги і вивчіть їх напам'ять.

A

Andrea: Did you hear the warning on the radio this morning?

Trevor: No. What warning?

Andrea: Apparently the air quality today will not meet recommended levels.

Trevor: What does that mean?

Andrea: It means that the air over the city is not moving at all. It's just like a thick cloud of polluted gas all around us.

Trevor: That sounds horrible!

Andrea: It is! Doctors recommend that the elderly and everyone with breathing difficulties should stay inside all day today.

Trevor: Oh dear! It sounds like we'll all have breathing difficulties soon if the air quality doesn't improve.

B

Dave: Oh, this is a waste of time! We've been fishing all morning and we haven't caught a thing.

Sam: Well, I'm not really surprised. I mean, look at this lake. It's a total mess. The only thing you're likely to catch in this water is a disease.

Dave: I just don't understand how it got so dirty.

Sam: Well, I suppose the local factories have been pumping their industrial waste into it.

Dave: I hate that. Look! Someone has been dumping rubbish! What sort of person would do that in such a beautiful spot?

Sam: Well, I wouldn't, but a lot of people simply don't care about the environment.

Dave: Oh, wait! I've caught something!

Sam: What is it? Let me see! Great - we can have fish for dinner.

Dave: Huh! It's an old boot. Oh, I'm fed up with this. Let's go home.

Sam: I agree.

LESSON 7

Grammar:	Much, many, (a) little, (a) few
Reading:	History of Computers What is a Computer?
Speaking:	Looking for a new job

Grammar

Кількісні займенники

До кількісних займенників належать: **many, much** — багато; **few, little** — мало; **a few, a little** — кілька, трохи. **Many** і **few** вживаються перед зліченними іменниками множини, а також замінюють їх. Як іменник **many** означає багато хто, **few** — мало хто. Займенники **much** і **little** вживаються перед незліченими іменниками, а також замінюють їх. Крім того, **much** і **little** вживаються після дієслів як прислівники. Часто до них додаються прислівники **very** (дуже), **too** (занадто), **so** (так). Для позначення великої кількості вживають такі словосполучення, як **a lot of, lots of**. Вони вживаються разом із злічуваними іменниками у множині та незлічуваними іменниками. У сучасній англійській мові **a lot of, lots of** зазвичай використовуються у розповідних реченнях, а **many, much** — у заперечних та питальних.

Exercise 1. Використайте займенники *much, many, a lot of*.

1. I have ... newspapers in my bag. 2. There are ... colleges within English universities. 3. He knows ... languages. 4. There is ... dust on the furniture. 5. Our teacher knows ... 6. We walk ... after lessons. 7. They don't ask us ... questions.

Exercise 2. Використайте необхідний займенник (*little, few, a little, a few*).

Chalk, coffee, tables, pictures, cars, jam, snow, dictionaries, pencils, magazines, dust, grass, exercise-books.

Exercise 3. Поставте *much, many, a lot of*:

1. I've got _____ spare time today. 2. There isn't _____ snow on the ground. — No, the sun has melted it. 3. How _____ times did you have a shower yesterday? 4. There are _____ flowers in the garden. — Yes, they are beautiful, aren't they? 5. Have you got any money? — Yes, _____. 6. Have you got any vegetables? — Yes, but _____. 7. Can you lend me some money? — No, sorry. I haven't got money with me. 8. We'll have to hurry. The man was badly injured in the accident. He lost _____ blood. 9. Don't disturb me. I've got work to do. 10. We didn't take _____ photographs when we were on holiday.

Exercise 4. Виберіть правильний варіант:

1. When will you be back? — Soon. I'm only going away for a few / a little days.
2. How do you like your coffee? — I think you've put too much / too many milk in it.

Exercise 5. Поставте замість пропусків займенники *a few, few, a little, little*.

1. I don't think I can do this work on my own. I need ___ help. 2. ___ Ukrainian ecologists visited Northern Ireland in 2009. 3. The snow was quite deep. There seemed to be ___ hope of completing the work on the fields. 4. ___ teenagers in the village could read before the revolution. 5. We only need ___ tractors to do this work. 6. They had ___ sheep, ___ goats and some hens and cocks. 7. Unfortunately, there were ___ rains last summer. 8. ___ water made those flowers more beautiful. 9. In hot weather plants look fading. They need at least ___ water. 10. This village on the map is very small, but it has ___ big buildings. 11. In the evening after hard work farmers feel really tired. They need ___ energy to work on their own fields.

Exercise 6. Перекладіть слова в дужках, вживаючи *few or a few*.

1. During our last practice we have discussed (декілька) business matters. 2. I have (мало) German books. 3. There are (мало) plants in my native city. 4. I have written (декілька) letters to my former schoolmates. 5. My brother has read (мало) English books this year. 6. We have (декілька) foreign students in our university. 7. There were very (мало) people there. 8. Many students were invited but (декілька) came. 9. He has (мало) friends.

Exercise 7. Поставте замість пропусків займенники *a few, few, a little, little*.

1. There is ... juice left in this bottle. 2. Would you like ... milk? — Yes, thank you. My doctor says it's good for my health. 3. I have ... money, so we can go to the cafe. 4. I have ... money, so we cannot go to the cinema. 5. This girl works very ... , that's why she knows nothing. 6. Mother gave us ... apples, and we were glad. 7. He did not like it at the camp: he had very ... friends there. 8. This lemon drink is sour; if you put ... sugar in it, it will be sweeter. 9. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter. 10. The hall was almost empty: there were very ... people in it.

Exercise 8. Поставте замість пропусків займенники *much, many, little, few, a little или a few*.

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... money on you? — I'm sorry. I have very ... money at the moment. 3. At the conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson.

Reading

Word and word-combinations

calculate *v* — розрахувати

aim *v* — націлювати

devise *v* — винайти

layer — шар

abacus — рахівниця

slide rule — логарифмічна лінійка

responsible — відповідальний

figure out *v* — обчислювати

generation — покоління

reduce *v* — зменшити

predecessor — попередник

dependable — надійний

rectangular — прямокутний

attached — прикріплений

imprinted — видрукований

ten-toothed gear wheels — шестерні десятизубчасті

bead frame — рамка з кісточками

artificial intelligence — штучний інтелект

Text 7A

History of Computers

Let us take a look at the history of the computers that we know today. The very first calculating device used was ten fingers of man's hands. This, in fact, is why today we count in tens and multiply of tens. Then the abacus was invented, a bead frame in which the beads are moved from the left to the right. People went on using some forms of abacus well into the 16th century, it is being used in some parts of the world because it can be understood without knowing how to read.

During the 17th and 18th centuries many people tried to find easy ways of calculating. J.Napier, a Scotsman, devised a mechanical way of multiplying and dividing that is the way how the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithms which all mathematicians used today. Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine which saves a great deal of time and reduces the possibility of making mistakes depends on a ten-toothed gear wheels.

In 1830 Charles Babbage, an Englishman, designed a machine called «The Analytical Engine». This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out a human being altogether and provide the machine with necessary facts the problem to be solved. He never finished this work but many of his ideas were the basis for building today's computers.

In 1930 the first analog computer was built by American Vannevar Bush. The device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long mathematical problems at a very fast speed.

In 1946 two engineers at the University of Pennsylvania, J.Eckert and J.Mayshly, built the first digital computer using parts called vacuum tubes. They named their new invention UNIAС. The first generation of computers used vacuum tubes came out in 1950. UNIAС I was an example of these computers which could perform thousand of calculations per second.

In 1960 the second generation of computers was developed and could perform ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. The second-generation computers were smaller, faster and more dependable than the first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second which is 1000 times faster than the first-generation computers. Unlike the second-generation computers these are controlled by tiny integrated circuits and are consequently smaller and more dependable. The fourth-generation computers arrived and the integrated circuits developed have been greatly reduced in size. This was due to microminuturization which means that the circuits were much smaller than before; as many as 1000 tiny circuits fit onto a single chip. A chip is a square or rectangular piece of silicon upon which several layers of an integrated circuit are attached or imprinted; in 2008 it dropped below 100 nanometers and in 2013 it is expected to be in the tens of nanometers. The fourth-generation computers are 50 times faster than the third-generation computers and can complete approximately 1.000.000 instructions per second.

The Fifth Generation Computer Systems project (FGCS) was initiated by Japan's Ministry of International Trade and Industry and began in 1982 to create a computer using massive parallel computing or processing. It was to be the result of a massive industry research project in Japan during the 1980s. It aimed to create an «epoch-making computer» with supercomputer performance and to provide a platform for future developments in artificial intelligence.

In the history of computing hardware computers using vacuum tubes were called the first generation; transistors and diodes – the second; integrated circuits – the third; and those using microprocessors – the fourth. Whereas previous computer generations had focused on increasing the number of logic elements in a single CPU, the fifth generation (it was widely believed at that time) would instead turn to massive numbers of CPUs for higher performance. The project was to create the computer over a ten-year period and investment in a new «sixth generation» project would begin. Opinions about its outcome are divided: either it was a failure or it was ahead of its time.

Завдання до тексту 7А.

Translate from Ukrainian into English:

Сьогодні знаємо, спроба, 10 пальців людської руки, аналоговий комп'ютер, кісточки на рахівниці рухають зліва направо, швидкість, продовжувати використовувати, вакуумні трубки, рахівниця, транзистор, справжня лічильно-обчислювальна машина, інтегровані схеми.

Fill in each blank with a word chosen from the list below to complete the meaning of the sentence:

Speed, figure out, calculating, reduces, microminuturization, analog, logarithms, abacus, machine, vacuum tubes, tiny, dependable, devised.

1. The very first device used was 10 fingers of a man's hand. 2. Then, the was invented. 3. J.Napier a mechanical way of multiplying and dividing. 4. Henry Briggs used J.Napier's ideas to produce 5. The first real calculating appeared in 1820. 6. This type of machine the possibility of making mistakes. 7. In 1930 the first computer was built. 8. This was the first machine that could mathematical problems at a very fast speed. 9. In 1946 was built the first digital computer using parts called 10. The reason for this extra was the use of transistors instead of vacuum tubes. 11. The second-generation computers were smaller, faster and more than the first-generation computers. 12. The third-generation computers are controlled by integrated circuits. 13. This is due to, which means that the circuits are much smaller than before.

Fill in the preposition:

1. Let us take a look the history of computers. 2. That is why we count tens and multiply tens. 3. The beads are moved the left the right. 4. Abacus is still being used some parts the world. 5. Calculus was independently invented both Sir Isaac Newton and Leibnitz. 6. This type of machine depends a ten-toothed gear wheels. 7. «The Analytical Engine» was shown the Paris Exhibition 1855. 8. The men responsible this invention were Professor Howard Aiken and some people IBM.

Finish the following sentences:

1. The first generation of computers came out in 2. The second generation of computers could perform work ten times faster than their 3. The third-generation computers appeared on the market in 4. The fourth-generation computers have been greatly 5. The fourth-generation computers are 50 times faster and can

Find the synonyms to the following words in the text:

Simple, to carry out, up to date, quick, to try, small.

Find the antonyms to the following words in the text:

Like, short, to increase, dependently.

Text 7B

What is a Computer?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches like the cores are capable of being in one of two possible states, that is, on or off; magnetized. The machine is capable of storing and manipulating numbers, letters and characters. The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or that magnetize or do not magnetize the cores. The basic job of computers is the pro-

cessing of information. For this reason computers can be defined as devices which accept information in the form of instructions called a program and characters called data, perform mathematical and logical operations and then supply results of these operations. The program or a part of it that tells the computers what to do and the data that provide the information needed to solve the problem are kept inside the computer in a place called memory. Computers are thought to have many remarkable powers. Most computers whether large or small have three basic capabilities.

First, computers have circuits for performing arithmetical operations, such as addition, subtraction, division, multiplication and exponentiation. Second, computers have means of communicating with the user. If we couldn't feed information in and get results back these machine wouldn't be of much use. However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft navigation systems, medical instruments, etc. Some of the most common means of inputting information are to use a keyboard or a mouse, monitors and printers, modems and network cards. The computer's input device (which might be a disk drive depending on the medium used in inputting information) reads the information into the computer. For outputting information two common devices are used a printer which prints the new information on paper or a display which shows the results on a screen. Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type «Who would win a war between two countries?» or «Who is the richest person in the world?» Unfortunately, the computer can only decide three things, namely «Is one number use more often than another?», «Are two numbers equal?» and «Is one number greater than another?»

A computer can solve a series of problems and make thousands of logical operations without becoming tired or bored. A computer can replace people in dull routine but it has no originality, it works according to the instructions given to it and cannot exercise value judgements. There are times when a computer seems to operate like a mechanical «brain» but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives the appropriate information but because of electric pulses that move at the speed of light a computer can carry out vast numbers of arithmetical-logical operations almost instantaneously.

Завдання до тексту 7В.

Translate these into your own language:

An intricate network, an input device, tiny metal cores, for outputting information, by inputting signals, a decision, the processing of information, to replace, to define, appropriate, to provide, to carry out, to solve, vast, memory.

Translate these into English:

Подібний, перемикач, безпосередньо керувати, металеве осердя, літери та символи, схема, намагнічувати, механічний мозок, обробка інформації,

обмежений, виконувати, дані, швидкість світла, засоби зв'язку з користувачем.

Fill in the necessary words:

1. A computer is a with an intricate network of electronic circuits. 2. The machine is of storing and manipulating numbers, letters and characters. 3. The basic job of a computer is the of information. 4. Most computers have three basic 5. Computers have for performing arithmetical operations. 6. Certain computers are used directly things such as robots, medical instruments, etc. 7. For outputting information two common are used.

Fill in the gaps the prepositions:

1. A computer is a device an intricate network. 2. The switches are capable of being one or two states. 3. We can make the machine do what we want inputting signals. 4. Computers accept information the form of instructions called a program. 5. Computers have circuits performing operations. 6. Computers have means of communicating the user.

Find the synonyms to the following words in the text:

Work, difficult, to fulfill, fundamental, to end, equipment, complex, way, uninterested, an accomplishment.

Find the antonyms to the following words in the text:

Output, smaller, interesting, poor, dark, alive, large, receiving, reject, unusual.

Answer the following questions:

1. What is a computer? 2. What is it capable to do? 3. The basic job of a computer is the processing of information, isn't it? 4. How do we call a program, which tells the computer what to do? 5. Computers have many remarkable powers, don't they? 6. What can computer solve? 7. Can computers do anything without a person?

Speaking

Прочитайте діалог і вивчіть його напам'ять.

A

Raelene: Hi, Burt. I heard you're looking for a new job.

Burt: Yeah. I just had an interview yesterday.

Raelene: Oh. How did it go?

Burt: I think I did well. They said they would make a decision by this Friday.

Raelene: This Friday? Looks like they want to hire the person as quickly as possible.

Burt: Yeah! I think so, too.

Raelene: What are your chances of getting that job?

Burt: I believe I have a very good chance. The director seems to like me.

Raelene: Well, good luck, then.

Burt: Thanks. I hope it helps.

LESSON 8

Grammar:	Перфектні (завершені) часи
Reading:	Input and Output Devices Computer Games
Speaking:	Computers

Grammar

Perfect Tenses

Перфектні (завершені) часи

Present Perfect утворюється за допомогою *have* та *Participle II* дієприкметника минулого часу (правильні дієслова – *Ved*; неправильні дієслова – III форма дієслова).

<i>Стверджувальна форма</i>		<i>Заперечна форма</i>		<i>Питальна форма</i>	
<i>I</i>	<i>Have come</i>	<i>I</i>	<i>Have not come</i>	<i>Have I</i>	<i>come ?</i>
<i>you</i>	<i>Has come</i>	<i>you</i>	<i>Has not come</i>	<i>Have you</i>	
<i>He</i>		<i>He</i>		<i>Has He</i>	
<i>She</i>		<i>She</i>			
<i>It</i>	<i>It</i>	<i>It</i>			
<i>We</i>	<i>Have come</i>	<i>We</i>	<i>Have not come</i>	<i>Have We</i>	
<i>You</i>		<i>You</i>		<i>You</i>	
<i>They</i>		<i>They</i>		<i>They</i>	

Скорочення: 've = have, 's = has

Present Perfect перекладається українською мовою дієсловом минулого часу (як і *Past Simple*). Однак, на відміну від часу *Past Simple*, який виражає дію, що відбувалась в певний період або момент в минулому, *Present Perfect* виражає дію, що вже відбулася до теперішнього моменту та пов'язана з ним.

Вживання

a) *Present Perfect* вживається для підкреслення результату тієї чи іншої дії.

Example: I've sent a lot of letters.

б) *Present Perfect* вживається для вираження дії, що відбулася в період часу, який ще не закінчився (часто з обставинами часу *today, this morning, this week, this winter, etc.*).

Example: Have you seen Jim this morning?

в) **Present Perfect** вживається для вираження дії, що відбувалася в минулому, відбувається до теперішнього моменту часу і пов'язана з ним (часто з обставинами *lately, recently, for two hours, up to now, for a long time, since*) або відбувалася в минулому і до теперішнього часу ще не закінчилася.

Example: *I haven't seen Jim for two years.*

Порівняйте: *He has worked for the company all his life* (і продовжує працювати). *He worked for the company all his life* (але вже не працює).

г) **Present Perfect** вживається в реченнях з прислівниками неозначеного часу (*ever, never, just already, yet etc.*).

Example: *Have you ever been to Kyiv?*

Present Perfect не вживається з обставинними словами та словосполученнями, які уточнюють час минулої дії, наприклад: **yesterday** (вчора), **the day before yesterday** (позавчора), **last week (month, year)** (минулого тижня, місяця, року), **an hour ago** (годину тому), **two days ago** (два дні тому), **on Monday** (у понеділок), **in July** (у липні), **in 2013** (у 2013 році) тощо, а також у запитаннях з питальним словом **when**. З такими обставинами часу вживається **Past Indefinite**.

Example: *She went two days ago.*

У підрядних реченнях часу й умови **Present Perfect** вживається для вираження дії, що закінчилась до певного моменту в майбутньому.

Example: *I cannot let you go till you have heard me.* Я не можу відпустити вас, поки ви не вислухаєте мене.

У цьому разі **Present Perfect** перекладається на українську мову майбутнім часом.

Past Perfect утворюється з усіма особами за допомогою **had + Participle II**. В усному мовленні замість **had** вживається переважно скорочена форма **'d** (апостроф + *d*), яка на письмі приєднується до підмета. У питальній формі допоміжне дієслово ставиться перед підметом. У заперечній формі після допоміжного дієслова вживається заперечна частка **not**.

Past Perfect вживається для вираження дії, яка відбувалася чи відбулася до якогось певного моменту у минулому. Цей момент у минулому може бути виражений:

а) вказанням на момент часу за допомогою прийменника **by**.
Example: *I had already drawn up the contract by Tuesday;*

б) за допомогою складнопідрядного речення, причому **Past Perfect** може вживатися і в головному реченні, і в підрядному, залежно від того, яка дія відбувалася раніше.

Example: *After she had finished typing the letter, she sent it by fax.*

Future Perfect утворюється за допомогою **will have + Participle II**. Питальні речення утворюються шляхом винесення допоміжного дієслова **will** перед підметом. **Future Perfect** вживається відносно рідко, коли потрібно підкреслити, що та або інша дія буде закінчена до якогось певного моменту в майбутньому.

Example: Our manager **will have advised** you before you leave.

У підрядних реченнях часу та умови замість **Future Perfect** вживається **Present Perfect**.

Exercise 1. Розкрийте дужки, вживаючи дієслова у *Past Simple* або у *Present Perfect*.

1. I ... (see) George a couple of minutes ago. 2. I... (lose) my glasses, help me to find them. 3. Now I ... (finish) my work, please have a look at it. 4. I...(never, see) such a rain. 5. We ... (not, see) our friends for a month. 6. Tom is a good student and...(learn) a lot this year. 7. Last week I... (make) an excursion to Cambridge. 8. During the last few weeks I ... (be) very busy. 9. What... (you, do) with my hat? It was here a minute ago. 10. Since 1990 our street ... (change) a lot. **Exercise 2.** Доберіть потрібну форму дієслова.

1. They began talking about the meeting that (take place) the day before. 2. By eight o'clock John (lock) the rooms. 3. They seemed not to understand what Nelly (say). 4. He thought that the travelers (to get off) at one of the stations. 5. The weather which (to be) good up to then changed. 6. He asked her how she (spend) her holidays. 7. He said he (have) a tiring day. 8. It was many years since I last (see) her. 9. When he (come) to see me I (to look through) all the newspapers. 10. By that time the train (to pass) the Southern Buh river.

Exercise 3. Розкрийте дужки.

1. Where you (be)? – I (be) to the dentist. 2. You (have) breakfast? – Yes, I ... 3. The post (come)? – Yes, it ... 4. You (see) my watch anywhere? – No, I'm afraid I ... 5. Someone (wind) the clock? – Yes, Tom ... 6. I (not finish) my letter yet. 7. He just (go) out. 8. Someone (take) my bicycle. 9. We just (hear) the most extraordinary news. 10. You (hear) from her lately? – No, I ... 11. I just (wash) the floor. 12. The cat (steal) the fish. 13. You (explain) the exercise? – Yes, I ...

Exercise 4. Розкрийте дужки, вживаючи дієслова у *Present Perfect* або у *Past Simple tense*.

1. Have you wound the clock? – Yes, I (wind) it on Monday. 2. Have you ever eaten snails? – Yes, I (eat) some at Tim's party last week. 3. Has she fed the dog? – Yes, she (feed) him before lunch. 4. Have they repaired the road? – They only (repair) part of it so far. 5. Have they done their homework? – Yes, they (do) it all. 6. Have you found the matches? – No, I (not find) them yet. 7. Have you made the coffee? – Yes, I ... 8. Have you been here before? – Yes, I (be) here several times. 9. Have you seen him lately? – No, I (not see) him since Christmas. 10. Have you been to the opera this week? – Yes, I (go) to Faust on Friday.

Exercise 5. Розкрийте дужки, використовуючи необхідну форму майбутнього часу.

1. In a fortnight's time we (take) our exam. 2. I (finish) this book by tomorrow evening. 3. I'll still be here next summer but Ron (leave). 4. I (finish) this job in twenty minutes. 5. By next winter they (build) four houses in that field. 6. They (to work) in the garden at 7. 7. By this time next year I (save) £250. 8. By the

time we get to the party everything (be) eaten. 9. The train (leave) before we reach the station. 10. If I continue with my diet I (lose) 10 kilos by the end of the month.

Exercise 6. Перекладіть речення.

1. Що ви зробили сьогодні? – Я надрукувала багато листів. – Я хочу подивитися лист до містера Д. – Ось, будь ласка. Я тільки-що надрукувала його. – А лист до містера Р.? – Я ще не надрукувала цей лист. Я надрукую його до кінця робочого дня. 2. Вчора ми зустріли наших друзів. Ми не бачили їх від закінчення університету. Перед тим, як повернутись до Києва, вони працювали у Донецьку. 3. Новий завод побудують до початку наступного року. Його обладнають найсучаснішою апаратурою.

Exercise 7. Перекладіть речення.

1. Вона щойно вийшла. 2. Скільки разів ви були за кордоном? 3. Ми ще не вирішили цієї проблеми. 4. По дорозі до університету я згадав, що забув свою доповідь вдома. 5. Вранці було холодно і дощило, але, починаючи з 10:00, погода змінилась, і тепер яскраво світить сонце. 6. Всі мої друзі раді були почути, що я успішно склав всі іспити. 7. Коли ви прийдете до мене завтра, я вже прочитаю вашу книгу. 8. Ви напишете цей твір до наступної неділі? 9. Скільки сторінок ви прочитаєте завтра до п'ятої ранку? 10. Ми знаємо один одного вже чотири роки.

Reading

Word and word-combinations

insert *v* — вставити

utilize *v* — використовувати

storage *v* — зберігати

CPU — процесор

processing — обробка

mean — засіб

layout — схема

key — клавіша

software — програмне забезпечення

fulfill *v* — виконати

attached — прикріплений

embedded — вбудований

draw *v* — тягти

issue *v* — видавати

erase *v* — стирати

hardware — апаратне забезпечення

recognition — розпізнавання

convey *v* — передати

sharpness — чіткість

LCD — рідкокристалічний діод

resolution — роздільна здатність

delete *v* — видалити

Text 8A

Input and Output Devices

A peripheral is a device performs input, output or storage functions and is connected to CPU. In order for the computer to be of use to us, there must be some types of mechanism for entering data into the computer for processing. Devices which allow the task of data entry to be performed are

called input devices. Input we use to perform the two basic computational tasks: data entry and issuing commands. The most widely used input device is the keyboard, which was adapted from the typewriter. The keyboard is the standard mean for the user to input data into the computer. Unfortunately, it is not a very satisfactory means of input because most people have little or no knowledge of the layout of a typewriter keyboard.

The keyboard itself doesn't contain any mechanism for creating printed pages. Each time a key on the keyboard is pressed, an electronic signal is sent to the system unit indicating which key was pressed. The system unit and the software interpret this signal and take the appropriate action. Some keys are added to terminal keyboards to fulfill special functions. The most important of these is the RETURN or ENTRY key. This is pressed by the user to indicate to the computer, by the sending of a special code, that the typed line is complete and that the computer can now analyze it. Other keys that may be present include a delete key which when pressed deletes the character just typed, special function keys that can be used for special purpose by different programs and one marked CONTROL or CTRL which also has a particular function when used with other keys. Some keyboards may also have a numeric keypad to the right of the typewriter keyboard. This may be of help when entering numeric data. There are three keyboard layouts. The first is the standard IBM-PC keyboard. The central portion of the keyboard consists of the alphanumeric keys, that there are ten function keys (labeled F1 – F10) on the top side of the keyboard, and there is a numeric keypad, much like that found on a calculator, on the right side of the keyboard. The function keys are keys which send special signals to the system unit. The effect of pressing a given function key will depend on the software which is currently in use. The numeric keypad is useful when numeric data must be entered into the computer. The numeric keypad serves two roles. The 1st role is the digits, decimal points and addition and subtraction signs are active. The 2nd role is the key of the keypad are used to control the small blinking box or line on the screen which shows the user where the next typed character will be displayed. This line is known as the cursor. The cursor control keys are the arrows (left, right, up and down), PgUp , PgDn, Insert and Delete.

But there are several types of pointing device that are used to move the cursor and usually work in conjunction with the keyboard. The most common pointing device is the mouse, so called because it slides over the desktop and has a wire or 'tail' attached to the computer. So a mouse is a hand-held device with a small rotating ball embedded in the bottom. The mouse is an opto-mechanical input device. It has three or two buttons which control the cursor movement across the screen. Each software program uses those buttons differently. The mouse's primary functions are to help users to draw, point and select images on the computer display by moving the mouse across the screen. In general software programs require to press one

or more buttons, sometimes keeping them depressed or double-click them to issue changed in commands and to draw or to erase images. The mouse slopes gently towards the front, so fingers rest comfortably on the three (or two) buttons which respond easily, and click when pressed. Especially this feature is helpful when user must «double-click» the buttons to activate commands. Hardware installation is required to utilize the mouse. A scanner permits entering text into a computer. There are flat-bed scanners and hand-held scanners. Perhaps the easiest way to enter data into a computer is by speaking, called Voice Recognition. Source data input refers to data fed directly into the computer without human intervention. If the result of the processing is to be any use to us, the system unit must somehow convey these results to us. Devices which are used for this purpose are called output devices. Today, most outputs are visual in nature, produced by two devices: a video display screen monitor or a printer.

Hard disks operate in a similar fashion to floppy disks, but the disk itself is made from a rigid material – often aluminum. In most personal computers the hard disk and the hard disk drive are single unit that is permanently installed. The hard disk is a sealed unit manufactured to fine tolerance, it can operate at higher speed and store more data and information than floppy disk systems.

Завдання до тексту 8А.

Translate these into English:

Пристрій введення; курсор; пристрій виведення; легко рухається по столі; клавіатура; потрібно натиснути одну або дві клавіші; подвійне натискання; для створення друкованих зображень; видалити; спеціальні функції; прикріплена кабелем; наступний символ для друку.

Fill in the gaps necessary words:

1. A peripheral is a that performs input/output or functions. 2. There must be some type of mechanism for data into the computer for 3. Input is used to perform two basic computational tasks and 4. There are three keyboard 5. The numeric is useful when numeric data must be into the computer. 6. The mouse is a unit with a small rotating ball.

Fill in the prepositions:

1. A keyboard was adapted the typewriter. 2. Special function keys can be used special purpose different programs. 3. There are 10 function keys the top side of the keyboard. 4. Numeric data must be entered the computer. 5. A scanner permits entering text a computer.

Give the synonyms to the following words:

A unit, a memory, a device, to permit, to correspond (to), input/ output, to erase, a part, to direct, to slip, to insert, to transfer, to diverse, to short, to use.

Give the antonyms to the following words:

To forbid, narrow, a main unit, hardly, to forget, dull, to separate, to enter, commands, without results, inappropriate, to release, to store, a thick beam, beginning, lower speed, hard disk, inconstant, soft copy, impact, printing, low quality, expensive, to pollute.

Text 8B

Computer Games

Battle with an alien spacecraft. Win the World Cup for your country. Use your skill and cunning to find your way through ancient castles. Yes, this is the exciting world of computer games! It's not all about violence: there's a game to suit everyone, from problem-solving to sports, and more and more are appearing in shops, cafes and clubs.

The most popular game some years ago was World Cup 90, a realistic football contest for two players. You choose your international team and, using your skill and tactics, control your team to win the Cup. If football isn't for you, you could join the Turtles, or test your driving skill in Hard Driving.

Few people know more about computer games than Jon Ritman, a well-known British programmer. He has written Match Day, a football program, Batman and Head Over Heels – both arcade adventures. So how does Jon write a computer game? It takes a lot of careful and logical planning. At first he doesn't know what the characters or story will be. «You think of the type of game you want to write and then find a story. It could be sports, an adventure, anything. Then you have to work out each section of the game very carefully. Computers are like children – you have to give them very careful instructions so they know what to do».

Each instruction is very simple. It is the combination of instructions, in a very long list, that makes footballers score goals and spacecraft fly in computer games. This list of commands is what people refer to as a «program». The computer understands it in the form of numbers, but there are different languages through which human words are translated into numbers for the computer. Sometimes the instructions tell the computer to show something on the screen. The screen has hundreds of little dots on it which are called pixels. Each pixel has a number so that the computer can recognize it. If you give the computer the number that means «red» and the number of a dot it will make that dot red. Repeat instructions like this thousands and thousands of times and you have a computer game. It's as simple as that!

Завдання до тексту 8В.

Answer the following questions:

1. What kinds of computer games are appearing more and more in shops, cafes and clubs?
2. Who knows everything about computer games?
3. How does Jon write a computer game?

4. What instructions do you have to give computers?
5. How does the computer understand the program?

Speaking

Прочитайте діалоги і вивчіть їх напам'ять.

Computers

A

Mary: Have you seen an interesting advertisement in the last issue of «The Economist»?

John: I have not read it yet.

M.: The School of Engineering offers a new programme in information system. Applications are invited for jobs in this field.

J.: Professor Smith has told me about it. This programme is interesting. It is designed to meet the needs of persons with a computing background for their work in management and industry.

M.: Don't you think that our son can lecture on this new programme?

J.: Why not? He graduated from the Department of Computer Science and for some years was taking part in the research project connected with the problems of supercomputers and their manufacturing.

M.: As far as I remember his research interests cover software and application.

J.: And what do they say about the contract?

M.: It is a three years' contract and it may be extended for further two years. I'll write Mike a letter.

J.: It's too long. You'd better call him.

B

A.: How do you like these new electronic games?

B.: I am crazy (mad) about them. And you?

A.: Really, I don't know what you see in them.

B.: Well, I think a real computer game resembles real life as closely as possible, doesn't it?

A.: May be you are right, but I am not sure.

B.: Oh, but I find them rather relaxing for a change and try to spend every spare minute playing.

LESSON 9

Grammar

Stop and check

Виконайте тести, які допоможуть вам підготувати до модульної контрольної роботи.

TEST 1. PRESENT SIMPLE /PRESENT CONTINUOUS

1. I _____ a book about astrology.
A am reading B read
2. I _____ lots of books every year.
A is reading B read
3. We _____ to the party on Saturday.
A are going B go
4. Nurses _____ after people in hospital.
A are looking B look
5. She _____ for dinner this evening.
A comes B is coming
6. I _____ four languages.
A speak B am speaking
7. It _____ in this part of the world.
A is often raining B often rains
8. Take your umbrella. It _____ cats and dogs.
A rains B is raining
9. Run downstairs. Your sister _____ for you.
A is waiting B waits
10. Can you phone a bit later, please? Jane _____ a bath.
A is having B have

TEST 2. PAST CONTINUOUS / PAST SIMPLE

1. While I _____ for his call, somebody _____ at the door.
A waited B was waiting C knocked D was knocking
2. They _____ while they _____ their car.
A quarreled B were quarrelling C washed D were washing
3. We _____ about Kate when she suddenly _____ in.
A talked B were talking C came B was coming
4. In the morning when father _____ he _____ himself.
A shaved B was shaving C cut D was cutting
5. When I _____ the exercise I looked at the pictures.
A was starting B were starting C started
6. While I _____ the exercise I looked at my computer screen.
A was doing B were doing C did
7. While I was doing the exercise I _____ my mouse a lot.
A was using B were using C used
8. In the exercise there was a picture of three men who _____ .

A was singing B were singing C sang

9. There was also one of Joe who _____.

A was smoking B were smoking C smoked

10. In one of the pictures three people _____ for a train.

A was waiting B were waiting C waited

TEST 3. FUTURE CONTINUOUS

Розкрийте дужки і виберіть потрібне дієслово, яке передає дію в майбутньому.

1. Let's meet at the cinema at 6. 30. All right, I (wait) for you there.

A will wait B will be waiting

2. The child (sleep) when father (come) back from his work.

A will sleep B will be sleeping C comes

B will come

3. My sister (know) the result of her exam tomorrow.

A will know B will be knowing

4. This time tomorrow they (sit) in the train on their way to Kyiv.

A will sit B will be sitting

5. Don't phone Jack tomorrow — he (prepare) for his exam in English all day long.

A will prepare B will be preparing

6. What you (do) from 6 to 8 in the evening? I (write) a report at that time.

A will do B will be doing C will write

TEST 4. PRESENT PERFECT

Розкрийте дужки, вживаючи дієслова в Present Perfect або Past Simple.

1. We (not/have) a holiday last year.

A didn't have B haven't had C hadn't have

2. My parents (be) to the USA many times.

A have been B were C have being

3. I (buy) a new dress last week, but I (not/ wear) it yet.

A have bought A haven't worn
B bought B wore C had bought C didn't wear

4. We (live) in the United States for less than seven years.

A lived B have lived C had lived

5. She (take) the test already.

A took B has taken C have took

6. More than one hundred people (come) to the meeting.

A have come B came C has come

TEST 5. PAST PERFECT

Розкрийте дужки, вживаючи дієслова в Past Perfect або Past Simple.

1. I (wake) up early and got out of bed.

A woke up B had woken up

2. I got out of bed an hour later I (wake up).

A woke up B had woken up

3. We were late. The meeting (start) an hour before.

- A** started **B** had started
 4. She was the most delightful person I (ever/meet).
A ever met **B** had ever met
 5. That morning she (dress), (phone) somebody, and went out.
A dressed **B** had dressed **C** phoned **D** had phoned
 6. That morning she went out after she (phone) somebody.
A phoned **B** had phoned

TEST 6. FUTURE PERFECT

Розкрийте дужки, вживаючи дієслова в Future Simple або Future Perfect.

1. I promise I (get) in touch with you if I need your help.
A will get **B** will have got
 2. We are going to buy a car by the end of next month our family (save) money for it.
A will save **B** will have saved
 3. The workers say that they (build) up a district by the beginning of 2000.
A will build up **B** will have build up
 4. He probably never (be) patient.
A will probably never be **B** will probably never have been
 5. She (have lunch) by the time we arrive.
A will have **B** will have had
 6. If you think it over, you (see) that I'm right.
A will see **B** will have seen

TEST 7. A / an / the / some / any / many / much / etc.

1. There is ___ apple on the plate.
A a **B** an **C** the **D** any
 2. There are ___ books on the shelf.
A the **B** a **C** an **D** some
 3. I've got ___ nice shoes.
A a **B** any **C** some **D** much
 4. Is ___ pen in the box?
A the **B** any **C** many **D** much
 5. What's this? – It's ___ umbrella.
A a **B** an **C** any **D** some
 6. There's ___ milk in this cup.
A some **B** a **C** the **D** any
 7. Have you got ___ bananas?
A a **B** some **C** much **D** any
 8. We haven't got ___ cheese in the fridge.
A some **B** any **C** no **D** these
 9. Can you see ___ people in the street?
A much **B** some **C** any

TEST 8. Questions

Complete each sentence with the correct tag question.

1. He plays football, ...?

2. Mary is going to see that movie,...?
3. You're living in France,...?
4. You live in France,...?
5. Thomas is coming over tonight,...?
6. Fiona is Irish,...?
7. Peter and Nancy are coming to the party,...?
8. The neighbors like us,...?
9. Stefan is German,...?
10. We have another carton of milk,...?

TEST 9. Pronouns

Write the correct possessive pronoun for each sentence:

1. That book belongs to them. That book is ...
2. That pen belongs to me. That pen is ...
3. This dog belongs to us. This dog is ...
4. This car belongs to him. This car is ...
5. This house belongs to me and my brother. This house is ...
6. That motorcycle belongs to that man. That motorcycle is ...
7. These books belong to those students. These books are ...
8. This hat belongs to you. This hat is ...
9. This cat belongs to my aunt. This cat is ...
10. This ball belongs to those boys. This ball is ...

TEST 10. Pronouns

Choose the correct answers:

1. She's not his friend, she's (my/mine).
2. Robert didn't drink his own coffee. He drank (her/hers).
3. That is one of (hers/her) friends.
4. His neighborhood is safe, while (my/mine) neighborhood isn't.
5. His neighborhood is safe, while (my/mine) isn't.
6. Did (your/yours) mother call?
7. I don't know (them/their) very well.
8. I don't know (them/their) daughter very well.
9. I talked to (my/me) grandmother for three hours last night.
10. I think I got my notes mixed up with (your/yours).

TEST 11. Pronouns

Fill in each blank with the correct reflexive pronoun:

1. You can't do this for me – I have to do it ...
2. Why doesn't she do it ...?
3. He saw ... in the mirror.
4. We can't do this ...
5. They don't like ...
6. Are you going to the mall by ...?
7. She likes to think of ... as a good person.
8. I can't see ... doing that.
9. They talk about ... all the time.

LESSON 10

Grammar:	Ступені порівняння прикметників
Reading:	Computers and Internet in our Life Internet
Speaking:	Hooking Up My Computer

Grammar

Degrees of Comparison of Adjectives

Ступені порівняння прикметників

В англійській мові, як і в українській, якісні прикметники мають три ступені порівняння: звичайний (**the Positive Degree**), вищий (**the Comparative Degree**), найвищий (**the Superlative degree**).

Утворення ступенів порівняння прикметників

Форма звичайного ступеня прикметника не має якогось спеціального закінчення: *wide, pleasant, difficult*. Форми вищого і найвищого ступенів можуть бути простими (утворюються за допомогою закінчень) і складними (утворюються за допомогою службових слів). Прості форми вищого і найвищого ступенів утворюються додаванням закінчень **-er** (для вищого ступеня) і **-est** (для найвищого ступеня) до форми звичайного ступеня прикметника. Перед прикметниками у найвищому ступені стоїть означений артикль. При утворенні простих форм вищого і найвищого ступенів слід дотримуватись таких правил.

1) Односкладові прикметники, які закінчуються на одну приголосну з попереднім коротким голосним звуком, подвоюють у написанні кінцеву приголосну у вищому і найвищому ступенях:

Example: *big — bigger — (the) biggest.*

2) Прикметники, які закінчуються на букву **-y** з попередньою приголосною, у вищому і найвищому ступенях змінюють **-y** на **-i**:

Example: *easy — easier — (the) easiest.*

3) Прикметники, які закінчуються у звичайному ступені на німе **-e**, у вищому і найвищому ступенях опускають його:

Example: *large — larger — (the) largest.*

Прості форми вищого і найвищого ступенів мають такі прикметники:

1) усі односкладові прикметники;

2) двоскладові прикметники, які закінчуються на **-y, -er, -le, -ow**.

Складні форми вищого і найвищого ступенів утворюються додаванням службових слів **more** і **(the) most** до звичайного ступеня прикметника. Складні форми вищого і найвищого ступенів утворюють такі прикметники:

1) усі багатоскладові (ті, що мають більш як два склади) прикметники;

2) двоскладові прикметники, які не закінчуються на **-y, -er, -le, -ow** і мають наголос на першому складі;

3) усі прикметники, які збігаються за формою з дієприкметником теперішнього або минулого часу (тобто закінчуються на **-ing** та **-ed**).

Деякі прикметники утворюють вищий і найвищий ступені порівняння не за загальними правилами, наприклад:

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
good	better	(the) best
bad	worse	(the) least
little	less	(the) worst

Деякі прислівники мають по дві форми вищого і найвищого ступенів, які різні за своїм значенням.

- Форми **elder**, **(the) eldest** вживаються стосовно членів однієї сім'ї. Але при наявності слова **than** (порівняння) вживається форма **older**, а не **elder**. Форми **later**, **(the) latest** вживаються стосовно часу.
- Форми **latter**, **(the) last** означають порядок послідовності.

Example:

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
1) old — старий	older — більш старий, старіший; старший (за ...)	the oldest — найстаріший, найстарший
2) old — старий	elder — старший (у сім'ї)	(the) eldest — найстарший (у сім'ї)
1) late — пізній	later — більш пізній	(the) latest — найпізніший, останній (за часом)
2) late — пізній	latter — останній з двох (за порядком)	(the) last — найостанніший (по порядку); минулий
1) far — далекий, дальній	farther — більш дальній (далекий) (про відстань)	(the) farthest — найдальший (про відстань)
2) far — далекий, дальній	further — дальший, наступний (за порядком, за часом)	(the) furthest — найдальний (за порядком, за часом)
1) near — близький	nearer — більш близький	(the) nearest — найближчий
2) near — близький	nearer — більш близький	(the) next — наступний (за порядком); майбутній

Вживання ступенів порівняння прикметників

Звичайний ступінь може вживатися при порівнянні двох предметів з однаковою мірою якості. Для цього вживається конструкція **(just) as + звичайний ступінь прикметника + as...**

Example: *Your room is just as large as mine.*

Звичайний ступінь може вживатися і для вираження неоднакової міри якості, а саме:

not so + прикметник у звичайному ступені + as...

half as + прикметник у звичайному ступені + as...

twice as + прикметник у звичайному ступені + as...

three times (four times і т. п.) as + прикметник у звичайному ступені + as...

Для підсилення вищого ступеня вживаються слова **much, far** (значно, набагато).

Example: *The river is much deeper in the middle.*

Найвищий ступінь виражає найвищу міру якості при порівнянні кількох (більше двох) предметів. Прикметники у найвищому ступені часто зустрічаються у таких конструкціях:

а) з означальними підрядними реченнями;

б) у сполученнях з прийменниками *in, of* та *in*.

Exercise 1. Утворіть вищий та найвищий ступені прикметників.

Old, heavy, difficult, bad, large, careful, happy, pretty, far, important, hot, good.

Exercise 2. Розкрийте дужки, вживаючи потрібну форму прикметника.

1. Which is _____ (long) day of the year?
2. Winter is _____ (cold) season.
3. My friend's flat is not so _____ (new) as my flat.
4. Where is it _____ (beautiful), in the mountains or near the sea?
5. It was _____ (good) trip I've ever had.
6. In spring the days are _____ (long) than in winter.
7. It is _____ (cold) today than it was yesterday.
8. The Ukrainian grammar is _____ (difficult) than the English one.
9. Friendship is _____ (strong) than steel.

Exercise 3. Дайте відповіді на запитання.

1. Are the mountains of the Crimea as high as the mountains of the Caucasus?
2. Is the climate of England as mild as that in this country?
3. Which is the shortest month of the year?
4. Which is the biggest city in Great Britain?
5. Which is the most beautiful square in Vinnytsia?
6. Which season is the coldest?
7. Where is it better to live, in the city or in the country?
8. Where is it warmer, in Greece or in Canada?

Exercise 4. Перекладіть речення англійською мовою.

1. Брат не такий стомлений, як його сестра.
2. Моя валіза така ж важка, як і твоя.
3. Київ такий же гарний, як і Львів.
4. Цей будинок такий же високий, як і той.
5. Сьогодні вода в річці не така тепла, як вчора.
6. Мій дядько такий же розумний, як і тато.
7. Франція не така велика, як Китай.
8. Наше місто таке ж зелене, як і Одеса.
9. Його бабуся не така стара, як дідусь.
10. Яблука такі ж смачні, як і сливи, але не такі смачні, як груші.
11. Ти живеш так само далеко від університету, як і я?
12. Хокей не такий популярний, як

футбол. 13. Дніпро не такий довгий, як Ніл. 14. Минулого року серпень був такий же спекотний, як і цього року. 15. Він не такий розумний, як його брат. 16. Вона така ж щедра, як і вся її сім'я. 17. Його квартира така ж зручна, як і твоя. 18. Екзамен був не таким важким, як ми очікували.

Exercise 5. *Перекладіть речення англійською мовою.*

1. Ця вправа трохи легша за попередню. 2. Новий фільм набагато цікавіший, ніж старий. 3. Футбольна команда нашого університету сильніша, ніж команди інших університетів нашого міста. 4. Українці — один із найталановитіших і найгостинніших народів світу. 5. Цей виноград соковитіший, ніж той. 6. Пісні моєї улюбленої групи мелодійніші, ніж пісні інших. 7. Ці ягоди червоніші, ніж ті. 8. Повітря в селі чистіше, ніж в місті. 9. Я вища за свою подругу, хоча вона і старша за мене. 10. Вінниця старіша за Суми. 11. Дніпро довший за Дністер. 12. Говерла вища за Роман-Кош.

Exercise 6. *Розкрийте дужки, вживаючи потрібну форму прикметника.*

1. We should eat (healthy) food. 2. Today the air isn't as (clean) as it used to be. 3. It's (good) picture he has ever made. 4. This man is (tall) than that one. 5. Asia is (large) than Australia. 6. The Dnipro is (short) than the Mississippi. 7. Which university is the (old) in Vinnytsia? 8. Mary is a (good) student than Lucy. 9. The Carpathians are (high) than the Crimean Mountains. 10. This park is the (beautiful) in our town. 11. She speaks German (good) than English. 12. Are words in German (long) than words in English? 13. The Buh is (short) than the Dnipro. 14. The Arctic Ocean is (cold) than the Indian Ocean.

Exercise 7. *Розкрийте дужки, вживаючи потрібну форму прикметника.*

1. Her eyes are (big) than mine. 2. He was (strong) man in the village. 3. As she went on a diet, she became (slim) and (slim). 4. My sister is the (pretty) girl in her group. 5. Who is the (attentive) student in your group? 6. It is autumn. Every day the air becomes (cold), the leaves (yellow). 7. This is the (beautiful) view I have ever seen in my life. 8. Your pronunciation is now (good) than it was last year, but still it is not so (good) as others'. 9. Oil is (light) than water. 10. We shall wait for a (dry) day to go on the excursion. 11. A bus is (fast) than a tram.

Exercise 8. *Перекладіть речення на англійську мову.*

1. Це найуспішніша роль в його кар'єрі. 2. Мій комп'ютер не такий новий, як комп'ютер мого друга. 3. Сьогодні хворий почуває себе набагато краще. 4. Споруда водонапірної вежі найстаріша у нашому місті. 5. Наше місто не таке велике, як столиця, але воно таке ж гарне. 6. Хрещатик — одна з найкрасивіших вулиць Києва. 7. Хто наймолодший студент у нашій групі? — Петров. Але він найвищий. 8. Граматика англійської мови важка, але англійська вимова важча. 9. Магазили на нашій вулиці більші, ніж магазини на вашій вулиці. 10. Моя кімната така ж світла і простора, як і у мого брата. 11. Ця книга цікавіша, ніж та. 12. Погода сьогодні гірша, ніж учора. Сьогодні холодніше, і йде дощ. 13. Моя кімната у гуртожитку не така велика, як кімната моєї подруги, але вона тепліша. 14. Яка з цих книг найцікавіша? 15. Листопад — не такий холодний місяць, як грудень. 16. Мій батько — дуже зайнята людина. 17. Карпати — одне з найкращих місць для відпочинку.

Reading

Word and word-combinations

count *v* — рахувати

almost — майже

a few — декілька

device *n* — прилад

memory *n* — пам'ять

still — все ще

until — до тих пір, поки не

order *n* — порядок

purpose *n* — мета

input — вхід

navigate *v* — плавати на кораблі

output — вихід

alone — самотній

weight *n* — вага

solve *v* — вирішувати

by means of — за допомогою

take up *v* — займати

become *v* — ставати

to retrieve — відновити, відшукати

remote — дистанційний

to estimate — підраховувати, оцінювати

to underpin — підкріплювати

via the internet — через інтернет

to withstand — витримати

seamless — цілісний

to browse — переглядати

via hypertext — через гіпертекст

Text 10A

Computers in our Life

A computer is really a very specific kind of a counting machine. It can do arithmetic problems faster than any person alive. By means of electronic processes it can find the answer to a very difficult and complicated problem in a few seconds. A computer can «remember» information you give it. It keeps the information in its «memory» until it is needed. There are different kinds of computers. Some can do only one job. There are special-purpose computers. Each specific problem requires a specific computer. One kind of computer can help us build a spaceship; another kind can help us navigate it. A special-purpose computer is built for this purpose alone and cannot do anything else. But there are some computers that can do many different jobs. They are called the general-purpose computers. There are the big «brains» that solve the most different problems of science. We need to think of a computer as a large machine that took up a whole room. But today computers are becoming smaller and smaller. Though these small devices are called microcomputers or minicomputers, they are still true computers.

The most important parts of a general-purpose computer are as follows: 1) memory, where information is kept; 2) an arithmetic unit for performing calculations; 3) a control unit for the correct order of operations; 4) input device; 5) output devices for displaying the results of calculations. The input and output devices are called peripherals. There are several advantages in making computers as small as one can. Sometimes weight is particularly important. A modern plane carries many heavy electronic apparatus. If it is possible to make any of them smaller, it can carry a bigger weight. But weight is not the only factor. The

smaller the computer, the faster it can work. The signals go to and fro at a very high but almost constant speed.

Some of the first computers cost millions of dollars, but people quickly learned that it was cheaper to let a million dollar computer make the necessary calculations than to have a hundred clerks trying to do the same by hand. Scientists found that computers made fewer mistakes and could fulfill the tasks much faster than almost any number of people using usual methods. The computers became popular. As their popularity grew the number of factories producing them also grew.

Supercomputers are mostly used for highly complex scientific tasks, such as analyzing the results of nuclear physics experiments and weather forecasting. Microcomputers now come in a range of sizes from battery-powered pocket PC's and electronic organizers, notebook and laptop PC's to floor-standing tower systems that may serve local area networks or work as minicomputers. Indeed, most minicomputers are now built using low-cost microcomputers, and large-scale computers built out of multiple microprocessors are starting to challenge traditional mainframe and supercomputer designs.

Завдання до тексту 10А.

Знайдіть в тексті англійські еквіваленти до наведених нижче словосполучень.

Складна проблема, «великий мозок», наступний, блок управління, виконувати обчислення, пристрій введення, декілька переваг, такий малий як, особливо, постійна швидкість, робити вручну, виконувати завдання, діапазон розмірів.

Закінчіть речення.

1. These small devices are still t...c... 2. The i.... and o..... Devices are called p... 3. A modern plane carries many h.....e.....a... 4. Supercomputers are mostly used for h.....s.....t... 5. The floor-standing tower systems may serve l....a...n...

Дайте відповіді на запитання.

1. What is a computer? 2. How long does the computer keep the information? 3. Are there different kinds of computers? 4. What can the general-purpose computer do? 5. What are the most important parts of a general-purpose computer? 6. Why is the weight so important? 7. Why can a computer replace a hundred clerks? 8. Where are supercomputers used? 9. What are multiple microprocessors starting to challenge?

Text 10B

Internet

Internet is a global computer network connecting governments, companies, universities, and many other networks and users. Electronic mail, conferencing, and chat services are all supported across the networks, as are the ability to access remote computers and send and retrieve files. By late 1994 it was estimated

to have over 40 million users on 11000 networks in 70 countries, with an estimated 1 million users joining each month.

The technical underpinnings of the Internet were developed as a project funded by the Advanced Research Project Agency (ARPA) to research how to build a network that would withstand bomb damage. The Internet itself began in 1984 with funding from the US National Science Foundation as a means to allow US universities to share the resources of five regional supercomputing centers. The number of users grew quickly, and in the early 1990s access became cheap enough for domestic users to have their own links on home personal computers. As the amount of information available via the Internet grew, indexing and search services such as Gopher, Archie, Veronica, and WAIS were created by Internet users to help both themselves and others. The newer World Wide Web allows seamless browsing across the Internet via Hypertext. In April 1995 Internet Shopping Network, an interactive shopping facility, went on line. In its first three months 36000 people subscribed. A very large proportion of personal computers regularly connect to the Internet to communicate and receive information. «Wireless» networking, often utilizing mobile phone networks, has meant networking is becoming increasingly ubiquitous even in mobile computing environments.

Завдання до тексту 10В.

Прочитайте текст і поставте до нього 5 спеціальних запитань.

Speaking

Прочитайте діалог і вивчіть його напам'ять.

Hooking Up My Computer

Peter: Hi Jack. Can you give me a hand? I've just bought a new computer and I'm having some problems hooking everything up.

Jack:... and I'm a geek. Yeah, I know. I'd be happy to help. Have you installed the software yet?

Peter: No, I haven't. Do I need to?

Jack: Not always, but it's best to install drivers for your keyboard and mouse, as well as your printer.

Peter: Will the computer boot up without those?

Jack: Of course. Boot up the computer and then we can update the drives. Oh, that's a memory reader. You can insert things like SD cards from your camera and mp3 players into it.

Peter: That's handy.

Jack: Do you have a modem?

Peter: Yes, I do. I think I have a cable modem.

Jack: Hmmm... yes you do. Is the Ethernet cable plugged in?

Peter: What's that?

Jack: It's the cable that connects your modem to your computer.

Peter: Let's surf the internet!

LESSON 11

Grammar:	Модальні дієслова та їх еквіваленти.
Reading:	Marie Curie and the Discovery of Radium Alfred Nobel
Speaking:	Meeting a Businessman

Grammar

Modals and their equivalents.

Модальні дієслова та їх еквіваленти.

Модальними називаються дієслова, які не означають дію, а виражають ставлення до неї (можливість та вірогідність дії чи її необхідність). Інфінітив смислового дієслова, що йде за модальним дієсловом, втрачає частку **to** (за винятком модального дієслова *ought*).

Особливості модальних дієслів: вони не змінюються за особами та числами; питальна та заперечна форми речень з модальними дієсловами утворюються без допоміжних дієслів.

Значення та вживання.

Модальне дієслово **must** виражає наказ та заборону, сильну впевненість. Сильна впевненість, що стосується дій в минулому, виражається з вживанням перфектної форми смислового дієслова.

Example: *I must have thrown this letter away.*

Модальне дієслово **shall** використовується для вираження сильної рішучості, для отримання інструкцій та уточнення подальших дій.

Example: *Shall I help you?*

Модальні дієслова **should** та **ought (to)** використовуються для вираження поради, рекомендації, докору, догани.

Example: *You should not do it.*

В британському варіанті англійської мови **need** може використовуватися як модальне дієслово для вираження відсутності необхідності та дозволу не робити чогось.

Example: *You needn't do it.*

Модальне дієслово **can** (форма минулого часу – **could**) служить для вираження вміння (спроможності) щось робити; вираження можливості, що залежить від обставин, дозволу, заборони, прохання (прохання, виражене за допомогою дієслова **could**, звучить більш ввічливо); вираження можливості чи вірогідності здійснення тієї чи іншої події у теперішньому або минулому (для вираження вірогідності події в минулому використовується перфектна форма дієслова).

Example: *Can/Could it be (have been) him?*

Модальне дієслово **may** (форма минулого часу – **might**) служить для вираження дозволу, прохання та заборони; можливості або вірогідності тієї чи іншої події в теперішньому **чи** минулому (в цьому значенні

may/might є дуже близькими до *can/could*, причому *might* зберігає значення тільки вірогідності).

Example: He *may* come. They *might* be free now.

Еквіваленти модальних дієслів.

Зворот *to have (to)* служить заміною модального дієслова *must* в минулому та майбутньому часах.

Example: They will *have to* deliver the equipment within 12 months.

Зворот *to be able to* служить заміною модального дієслова *can* в майбутньому часі та може вживатися замість нього у теперішньому та минулому часі.

Example: They will *be able to* return the debt in time.

Звороти *to be allowed to, to be permitted to* можуть служити заміною модального дієслова *may*.

Example: I *won't be allowed to* transfer the money.

Зворот *to be to* близький за значенням до модального дієслова *must* та служить для вираження необхідності, зумовленої домовленістю, розкладом чи планом; суворого наказу та заборони.

Example: The train *is to* come at 5.30.

Exercise 1. Перекладіть українською мовою, звертаючи увагу на модальні дієслова.

1. You must settle our problems with our neighbors. 2. You needn't send a telegram. I'll call them. 3. You should consult a lawyer. 4. You ought to introduce the changes gradually. 5. The things are to be packed in suit-cases. 6. You should be very careful with this equipment. 7. We must translate more. 8. It might be a good market to buy products. 9. We can't let that one failure stop us from trying to write a new program. 10. I must be at the meeting by 10:00. I will probably have to take a taxi if I want to be on time.

Exercise 2. Напишіть речення в Past і Future Simple.

1. We must thank the custom officer for his help. 2. You must take some time off and get some rest. 3. They must tell him all about this case. 4. Accountants must widely use computers as well. 5. They can't see the accident. 6. With a burst of adrenaline, a person can pick up cars. 7. Computers can do calculations very fast. 8. I have some free time. I can help her now. 9. You may come on Sunday. 10. We may fix the date of the wedding. 11. The workers may discuss these problems with the management. 12. He may call on me tonight and take the catalogues.

Exercise 3. Перекладіть англійською мовою.

1. Я не можу закінчити роботу сьогодні. 2. Чи можете ви перекласти цю статтю англійською мовою? 3. Їй слід погодитися з їхніми умовами. 4. Вони змогли виконати всі завдання. 5. Він запитав мене, чи може він взяти мій словник. 6. Ви можете скористатися моїм телефоном. 7. Вам не варто заповнювати цю форму червоними чорнилами. 8. Стаття була дуже важкою і йому довелося скористатися словником. 9. Він повинен був зробити доповідь на нашому семінарі.

Exercise 4. Перекладіть українською мовою, звертаючи увагу на форми еквівалентів модальних дієслів.

1. Some entertainments had to be given up in order to obtain good education you need. 2. I can play basketball, but I'm not able to play today, I have hurt my arm. 3. If you want to get this job you must be able to speak two foreign languages. 4. I was able to stop my car in time before slamming into a truck. 5. That has to have been the right restaurant. There were no other restaurants on the street.

Exercise 5. Доповніть речення відповідними модальними дієсловами.

1. Ted's flight from Amsterdam took more than 11 hours. He ... be exhausted after such a long flight. 2. The book is optional. My professor said we could read it if we needed extra credit. But we ... read it if we don't want to. 3. Susan ... hear the speaker because the crowd was cheering so loudly. 4. The television isn't working. It ... damaged during the move. 5. Kate: ... hold your breath for more than a minute? Jack: No, I can't. 6. You ... be rich to be a success. Some of the most successful people I know haven't got a penny to their name. 7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book ... be wrong!

Reading

Word and word-combinations

determine *n* – визначати

ordinary – звичайний

scarcely – ледве

enough – достатньо

steadily – безперервно

pitchblende *n* – уранініт

though – хоча

property *n* – властивість

turn *v* – повернутися

split *v* – розщепити

among – серед

so far as – наскільки

throughout – скрізь, усюди

powerful – потужний

discover *v* – відкривати

proper – відповідний

research *n* – дослідження

carry out *v* – виконувати

both – обидва

cause *v* – спричиняти

else – ще

ray *n* – промінь

close – близький

offer *v* – пропонувати

bankrupt – банкрут

respect *v* – поважати

make a fortune – розбагатіти

generous – щедрий

cheerful – бадьорий

explosive *n* – вибухова речовина

avoid *v* – уникати

peacetime – мирний час

search *v* – шукати

mining – гірничча справа

make discovery – робити відкриття

injure *v* – поранити

fellowman – співгромадянин

publicity – публічність, гласність

deserve *v* – заслуговувати

take an interest in – проявляти інтерес до

taste – смак

Fame, glory – слава

make money – заробляти гроші
inventive – винахідливий
forward looking – передовий

imaginative – наділений багатую
уявою

Text 11A

Marie Curie and the Discovery of Radium

Marie Curie was born in Warsaw on 7 November, 1867. Her father was a teacher of science and mathematics at a school in the town, and from him little Maria Sklodovska – which was her Polish name – learned her first lessons in science. Maria's wish was to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land in 1891. In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees – one in Physics, the other in Mathematics. Thus she had to work twice as hard as the ordinary student. Yet she had scarcely enough money to live on. She lived in the poorest quarter of Paris. Night after night, after her hard day's work at the University, she got to her poorly furnished room and worked at her books steadily for hours. Sometimes she had no more than a bag of cherries. Though she was often weak and ill, she worked in this way for four years. She had chosen her course and nothing could turn her from it.

Among the many scientists Maria met and worked with in Paris was Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from early childhood he had been fascinated by science. At sixteen he was a Bachelor of Science, and he took his Master's degree in Physics when he was eighteen. When he met Maria Sklodovska he was thirty-five years old and was famous throughout Europe for his discoveries in magnetism. But in spite of the honour he had brought to France by his discoveries, French Government could only give him a very little salary as a reward, and the University of Paris refused him a laboratory of his own for his researches.

Pierre Curie and Maria Sklodovska, both of whom loved science more than anything else, very soon became the closest friends. They worked together constantly and discussed many problems of their researches. After little more than a year they fell in love with each other, and in 1895 Maria Sklodovska became Mme. Curie. Theirs was not only to be a very happy marriage but also one of the greatest scientific partnerships. Marie had been the greatest woman-scientist of her day but she was a mother too, a very loving one. There were their two little girls, Irene and Eve. By this time Mme. Curie had obtained her Master's degree in Physics and Mathematics, and was busy with researches on steel. She now wished to obtain a Doctor's degree. For this it was necessary to offer to the examiners a special study, called a thesis.

For some time Pierre Curie had been interested in the work of a French scientist named Becquerel. There is a rare metal called uranium which, as Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was wrapped in black paper. The Curies got interested in these rays of uranium. What caused them? How strong were they? There

were many such questions that puzzled Marie Curie and her husband. Here, they decided, was the very subject for Marie's Doctor's thesis. The research was carried out under great difficulty. Mme. Curie had to use an old store-room at the University as her laboratory – she was refused a better room. It was cold; there was no proper apparatus and very little space for research work. Soon she discovered that the rays of uranium were like no other known rays. Marie Curie wanted to find out if other chemical substances might emit similar rays. So she began to examine every known chemical substance. Once after repeating her experiments time after time she found that a mineral called pitchblende emitted much more powerful rays than any she had already found.

Now, an element is a chemical substance which so far as is known cannot be split up into other substances. As Mme. Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende she could only decide that this mineral must contain some new element.

Scientists call the property of giving out such rays «radioactivity», and Mme. Curie decided to call the new element «radium», because it was more strongly radioactive than any known metal. It is known now that Mme. Curie has given the real basis for the industrial methods of separating radium and other elements from the pitchblende and from other minerals. In 1903 Marie and Pierre together with Henry Becquerel were awarded the Nobel Prize in Physics. In 1911 Marie received the Nobel Prize in Chemistry. But the second prize went to her alone for in 1906 Pierre had died tragically in a traffic accident.

Mme. Sklodovska-Curie, the leading woman – scientist, the greatest woman of her generation, has become the first person to receive a Nobel Prize twice.

Завдання до тексту 11А.

Знайдіть відповідності.

1. To be fascinated by science; 2. Master's degree; 3. to be famous for; 4. in spite of; 5. a salary; 6. by this time; 7. to be busy; 8. a rare metal; 9. X-rays; 10. to be wrapped; 11. had to use; 12. to be like; 13. time after time; 14. to emit; 15. none of them; 16. unknown; 17. own investigations; 18. Nobel Prize; 19. a traffic accident.

1. повинні були використовувати; 2. бути відомим; 3. жоден з них; 4. рідкісний метал; 5. невідомий; 6. незважаючи на; 7. бути зачарованим наукою; 8. дорожня пригода; 9. час від часу; 10. ступінь магістра; 11. бути загорнутим; 12. оклад; 13. власні дослідження; 14. до цього часу; 15. рентгенівські промені; 16. Нобелівська премія; 17. випромінювати; 18. бути зайнятим; 19. бути схожим.

Погодьтеся або заперечте та виправте нижченаведені речення, вживаючи подані нижче мовленнєві зразки.

Sure (Surely). I can't help thinking the same. That's the thing. Exactly so. Nothing wrong with that. Perfectly correct. No doubt (you are right). I agree in principle, but... It's not so, I'm afraid. I'm of different opinion. It's a pity, I can't agree (with you). That's wrong. No, it's vice versa. I doubt you are right. I'm not sure. I think it's wrong.

1. Marie Curie was born in Paris on 7 September 1867. 2. Her father was a researcher and a teacher in physics. 3. She lived in the richest quarter of Warsaw. 4. Sometimes she ate more than a bag of plums. 5. Marie worked in Paris with Becquerel. 6. Pierre Curie was the son of a lawyer. 7. Pierre Curie took his Master's degree when he was thirty-five years old. 8. Marie had two little daughters, Irene and Eve. 9. Becquerel discovered uranium, which emitted rays. 10. Mme. Curie used the new laboratory at the University for her research work. 11. Pierre Curie joined his wife in her effort to find more active unknown chemical element. 12. Radium is less radioactive than any known metal. 13. In 1904 Marie and Pierre together with Henry Becquerel were awarded the Nobel Prize in Physics. 14. In 1911 Marie Curie received the Nobel Prize in Mathematics.

Дайте відповіді на запитання.

1. In what country was Marie Curie born? 2. Who was her first teacher in science? 3. How old was Marie when she left her native land? 4. In what country did she study when a student? 5. How did she work? 6. How old was Marie when she met Pierre Curie? 7. How many years was Pierre older? 8. What can you say about Pierre's youth? What was he famous for? 10. What was Marie interested in? 11. What did Becquerel discover? 12. What was the subject for Marie's Doctor's thesis? 13. What did the scientists declare? 14. Why did Marie Curie call the new element «radium»? 15. How old was Pierre Curie when he tragically died? 16. How many children did the Curies have?

Text 11B **Alfred Nobel**

Alfred Bernhard Nobel (1833 — 1896), Swedish inventor and philanthropist, was a man of many contrasts. He was a son of a bankrupt, but became a millionaire; and a scientist with a love of literature. He made a large fortune but lived a simple life. He was cheerful in company, but often sad in private. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone on foreign soil. He discovered a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure his fellow men. World-famous for his works, he was never personally well-known, for throughout his life he avoided publicity. «I do not see,» he once said, «that I have deserved any fame and I have no taste for it», but since his death his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father acquired a strong position in the engineering industry. He made a lot of money from his invention of the landmine (фyrac), but later went bankrupt. Alfred went to Sweden in 1863, and started his own study of explosives in his father's laboratory. He had never been to school or University but he studied privately and by the time he was twenty he became a skillful chemist and excellent linguist, speaking Swedish, Russian, German, French and English, like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was

quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward looking industrialist.

But Nobel's main concern was never with making money or even with making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and from his youth he took a serious interest in literature and philosophy. Perhaps because he could not find ordinary human love, he never married but came to care deeply about the *whole* of mankind. He was always generous to the poor. His greatest wish, however, was to see an end to wars and peace between nations, and he *spent* much time and money working for this cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding work in physics, chemistry, psychology, medicine, literature and peace, is a memorial to his interests and ideals. And so the man who felt he should have died at birth is remembered and respected long after his death.

Speaking

Прочитайте діалог і вивчіть його напам'ять.

Meeting a Businessman

It's the 21st of October. 10 o'clock in the morning. Mr. Blake has come to the Trade Office.

Blake: Good morning! My name's Blake. I'm from Blake and Company. I've got an appointment with Mr. Smith at 10.15.

Receptionist: Good morning, Mr. Blake. Mr. Smith is expecting you. Will you take a seat, please?

Blake: Thank you. I'm a bit early, actually.

Receptionist: That's all right, Mr. Blake.

Mr. Smith: Oh, Mr. Blake, it's nice to see you here. How are you?

Mr. Blake: Fine, thanks! And you?

Mr. Smith: Pretty well too, thank you. This way, please.

Mr. Smith: Would you like a cup of coffee?

Mr. Blake: Yes, please. It's very cold and wet outside today.

Mr. Smith: Yes, the weather hasn't been very good lately.

Mr. Blake: That's right, but it's usually warm here in October. Now, Mr. Smith, how about our quotation and catalogues? Have you looked through them?

Mr. Smith: Sure! We've studied them closely. The new device is certainly good.

Mr. Blake: Yes, it's of high quality. We've just starting producing the device and we've already received a lot of orders.

Mr. Smith: Your devices meet our requirements and we are interested in buying them. Mr. Blake, have you seen our contract form? Would you like to look through it?

Mr. Blake: I certainly would.

LESSON 12

Grammar:	Перфектно-тривалі часи
Reading:	Advertising Mass Media in Our Life
Speaking:	Hitch your wagon to a star

Grammar

Perfect Continuous Tenses

Перфектно-тривалі часи

Present Perfect Continuous утворюється за допомогою *have/has been + Ving.*

Стверджувальна форма		Заперечувальна форма		Питальна форма	
<i>I have</i>	<i>been working</i>	<i>I have not</i>	<i>been working</i>	<i>Have I</i>	<i>been working?</i>
<i>You have</i>		<i>You have not</i>		<i>Have you</i>	
<i>He has</i> <i>She has</i> <i>It</i>		<i>He has not</i> <i>She has not</i> <i>It has not</i>		<i>Has He</i> <i>Has She</i> <i>Has It</i>	
<i>We have</i> <i>You have</i> <i>They have</i>		<i>We have not</i> <i>You have not</i> <i>They have not</i>		<i>Have We</i> <i>Have You</i> <i>Have They</i>	

Ця форма інколи називається **Present Perfect Progressive**.

Скорочення: 've = have haven't = have not 's = has hasn't = has not

Вживання

Present Perfect Continuous вживається для вираження дії, що почалася в минулому та продовжується до теперішнього моменту. В реченнях з **Present Perfect Continuous** завжди зв'язок між теперішнім та минулим.

Example: *She has been waiting for an hour.*

Present Perfect Continuous також вживається, коли дія відбувалася до недавнього минулого, особливо коли ця дія має результат в теперішньому.

Example: It's been snowing. (Зараз сніг не йде, але він лежить на землі).

Present Perfect Continuous можна вживати для вираження повторюваних дій чи ситуацій, що відбувалися протягом певного періоду (або недавнього минулого).

Example: I've been having driving lessons for six months

Порівняйте:

Present Perfect Continuous

She's been doing her homework.

(Можливо, вона виконала домашнє завдання, а можливо — ні)

Дія може бути завершеною або може бути незавершеною.

Present Perfect Simple

She's done her homework.

(Вона виконала домашнє завдання.)

Дія вже завершилася.

Present Perfect Continuous вживається для вираження дії протягом якогось періоду часу, **Present Perfect Simple** вживається для вираження того, що було досягнуто за певний проміжок часу.

Example: I've been walking all morning. **I've walked** six kilometers so far this morning.

Present Perfect Simple вживається в ситуаціях, що тривають короткий проміжок часу, **Present Perfect Continuous** вживається в більш тривалих ситуаціях.

Example: He's always lived there. **He's been living** there for just a few weeks.

Коли мова йде про минулий час, ми інколи звертаємося до більш раннього часу. **Past Perfect Continuous** вживається для вираження дії, що відбувалася протягом певного часу в минулому.

Example: I'd been walking for about half an hour when it suddenly started to rain.

Exercise 1. Перекладіть речення в **Present Perfect Continuous** українською мовою, звертаючи увагу на те, що присудок перекладається теперішнім часом.

1. Mr. and Mrs. Banks have been having a lot of problems in their apartment recently. 2. For several weeks the bedroom ceiling has been leaking, the refrigerator hasn't been working and the paint in the hallway has been peeling. 3. In addition, they have been taking cold showers since last week because the hot water heater hasn't been working and they haven't been sleeping at night because the radiators have been making strange noises. 4. Mr. and Mrs. Banks are furious. They have been calling their landlord every day and complaining about their problems. 5. He has been promising to help them but they have been waiting for more than a week and he still hasn't fixed anything at all.

Exercise 2. Розкрийте дужки, вживаючи дієслова в **Past Perfect/Past Perfect Continuous**.

1. I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) five cups of coffee and I (wait) over an hour. I had to

leave because I (arrange) to meet Katia in front of the theater. 2. When I arrived at the theater, Katia (pick, already) up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) for more than half an hour. She said she (give, almost) up and (go) into the theater without us.

Exercise 3. Розкрийте дужки, вживаючи дієслова в *Present Perfect/Past Perfect, Present Perfect Continuous/Past Perfect Continuous*.

1. It is already 9:30 pm and I (wait) here for over an hour. If Serhii does not get here in the next five minutes, I am going to leave. 2. I was really angry at Mykhailo yesterday. By the time he finally arrived, I (wait) for over an hour. I almost left without him. 3. Did you hear that Borys was fired last month? He (work) for that import company for more than ten years and he (work) in almost every department. Nobody knew the company like he did. 4. I (see) many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small. 5. Svitlana (climb) the Matterhorn, (sail) around the world, and (go) on safari in Kenya. She is such an adventurous person.

Exercise 4. Розкрийте дужки, вживаючи дієслова в *Future Perfect/Future Perfect Continuous*.

1. By the time we get to Chicago this evening, we (drive) more than four hundred miles. We are going to be exhausted. 2. When Sarah goes on vacation next month, she (study) German for over two years. She should be able to communicate fairly well while she is in Austria. 3. I have not traveled much yet; however, I (visit) the Grand Canyon and San Francisco by the time I leave the United States. 4. By the time you finish studying the verb tense tutorial, you (master) all twelve tenses including their passive forms. 5. In June, my grandmother and grandfather (be) married for fifty years. 6. I came to England six months ago. I started my economics course three months ago. When I return to Ukraine, I (study) for nine months and I (be) in England for exactly one year.

Exercise 5. Розкрийте дужки, вживаючи дієслова в *Present Perfect/Present Perfect Continuous*.

Hi Sam,

How are things? I ... (not/hear) from you in a while. What ... (you/be) up to these past few weeks? ... (you/finish) your exams yet? Mine start next week and I'm already nervous. Even though I ... (study) pretty hard since May, it still feels like I have a lot to learn. Oh! Guess what! I ... (change) my mind about getting a job when I leave school. I ... (decide) that I want to go to university and study radio electronics instead. Everyone's really surprised, but I ... (think) about it for a while. As you know, I ... (work) as a volunteer at the TV broadcasting center for the past two years and I ... (realise) that working with radio electronics is what I want to do in my life. What about you? ... (you/think) any more about coming to visit me in August?

Bohdan.

Exercise 6. Розкрийте дужки, вживаючи дієслова в *Past Perfect/Past Perfect Continuous*.

- A: Why didn't you have some dessert?
B: I ... (eat) too much already.
- A: How long ... (you/live) in Brazil before you moved here?
B: About 10 years.
- A: Did you watch the comedy on Channel 4 yesterday?
B: No. It ... (finish) by the time I got home.
- A: Was she there when you arrived?
B: No, she ... (already/leave).
- A: Why was Brad so exhausted last night?
B: He ... (work) since 9 o'clock in the morning.
- A: What did he think of the photo exhibition?
B: He loved it. He said he ... (never/see) such beautiful photos before.

Exercise 7. Розкрийте дужки, вживаючи дієслова в *Future Continuous/Future Perfect Continuous*.

1. *Simona*: Margaret is really going to speak Spanish well when she gets back from that language school in Mexico?

Isabelle: Hopefully! She (take) classes for more than six months.

Simona: She is going to be able to speak Spanish with some of our Latin American clients.

Isabelle: Good. Two clients from Peru (visit) us next month when Margaret returns. We need someone to entertain them while they are here.

2. *Jason*: I am leaving!

Nurse: If you would please wait, the doctor will be with you in ten minutes. The doctor is having some problems with a patient.

Jason: The doctor was having problems with that patient an hour ago. If I wait another ten minutes, I am sure he (have, still) problems with her. By the time he's finally ready to see me, I (wait) for more than two hours.

Reading

Word and word-combinations

advertising *n* – реклама

advertisements – рекламні оголошення

headline – заголовок

hire *v* – найняти

point out *v* – вказувати

sample *n* – зразок

feature *n* – особливість

survey *n* – опитування

broadcast – трансляція

technique – технічний метод

jingle – дзвін

misleading – оманливий

violence – насильство

made up *v* – складати

related to – пов'язані

leaflet *n* – буклет

by-passer – перехожий

carry out *v* – виконувати

ray *n* – промінь

accurate – точний
prime – головний
reliable – надійний

crime – злочин
available – банкрут
media – засоби масової інформації

Text 12A

Advertising

Advertising is also used to change people's ideas. For example, an ad (advertisement) could try to make voters choose a certain candidate for president. Ads appear almost everywhere you look. You find them on the radio and on TV, in magazines, shop windows and on T-shirts. They show up inside elevators, on school buses and even in schools. About 600 billion dollars are spent on advertising around the world every year. Advertising does two main jobs. It tells people about something, like a product or a service and it also works to make people want to buy the product or service. Ads (advertisements) do their jobs in many different ways. Many printed ads have headlines or boldly printed words that make people stop and read them. The headline may promise something that the reader wants, like a good price. Other headlines may carry the announcement of a new product.

Some ads use slogans that are used over and over again. They are easy to remember and often use a catchy phrase. Sometimes slogans are not related to the product. In many ads a famous person talks about a product and tells why they use it. This person may be an actor, a model or a well-known athlete. Or they may just be an average user of a product. Ads also compare a product with another one of the same type. The ad points out why a product is better. Some ads feature cartoon or product characters. They may appear in an ad over a long time. The characters become well known and people identify them with a product. Repetition is one of the most basic techniques used in the advertising business. Advertisers broadcast their commercials several times a day for days or weeks to get the message across. When people see an ad more often they may be more likely to accept the message and want the product.

Advertising gets to people through different forms of communication. Newspapers, magazines and direct mail belong to print media. TV, radio and the Internet are among the most important electronic media. Almost half of a newspaper is made up of ads. Local papers have ads of local companies, but nationwide newspapers also advertise products that are sold all over the country. Most papers are published daily so new ads, like products on sale or movie openings can be placed every day. Newspapers sell advertising space in all sections of their paper. In most cases ads of products will be put in the section they are related to.

Magazines mostly appear all over the country and are used by national advertisers. In contrast to newspapers they are read when people have more time. They are kept for a few weeks or even months. Better printing quality and colour ads are among the advantages of magazines. Many special magazines are made for groups of people. The ads that appear there are especially for these

groups. A computer magazine, for instance, may have many ads related to computers, printers or scanners.

Direct mail consists of leaflets, brochures, catalogs or letters, that are mailed directly to people. Mail-order companies profit from this kind of advertising. Some mailing lists send information to all the people others only have special lists according to the jobs that people have or their age or income. Direct mail costs a lot of money, but advertising companies can be sure that they will reach the people. Local advertisers place about 70 per cent of advertising on the radio. An advantage of radio is that people listen to programs while doing other things. In some cases radios are on the whole day. Commercials last about 30 seconds. Radio stations are more specialized in what they broadcast. One radio station offers pop music and has a younger listening audience; the other may broadcast classical music with older listeners. The ads can be chosen according to the group of people who listen.

Large colourful outdoor signs can easily catch the attention of by-passers. But these ads must be short and simple because viewers see them only for a few seconds. The main signs are posters, billboards and electronic displays. Billboards are owned by local companies that rent them to advertisers. Sometimes ads are painted on buildings. Electronic billboards have large displays where ads change very quickly. They are the most expensive kind of outdoor signs.

Television combines sound and moving images. It is one of the most expensive forms of advertising, but on the other hand it reaches a very wide audience. Advertisers buy time from TV stations to broadcast their commercials. This time is cheaper at times when fewer people watch TV, as in the early morning hours and gets very expensive during prime time evening shows. Sometimes advertisers pay a lot of money to get their ads on TV during special programmes like the Olympic Games. Infomercials have become very popular in the last few years. They are normal TV shows that focus on the sales of certain products. Details on how to buy the product (telephone numbers etc.) are repeated many times during the programme.

Internet advertising is becoming more and more important. Especially young people spend less time watching TV and more time on the Internet. The Internet has the advantage of being available to people around the world at all times. Companies that spend a lot of money on advertising often create their own Internet site for a certain product. Web users are often asked to fill out a form that asks them about their daily routines, where they live, how old they are, how much they earn etc. Companies use this information to find out what kind of people visit their websites. Sometimes ads are sent via email. Because a lot of unwanted emails (spam) are sent throughout the world many people don't like this.

Most companies hire special advertising firms that specialize in making ads. The first step in making ads is to learn about the product and understand who uses it. Information is gathered from customers. Market research takes a look at the customers' buying habits and conduct sample surveys. Researchers also try

to find out how customers rate various brands of products. People in the creative department develop ideas and themes. They prepare photos or images if an ad is to appear in newspapers or magazines as well as jingles and slogans if it appears on radio or TV. When the ad is ready it goes to the media organization where it is run. Governments have made laws that protect consumers from misleading advertising. There are also laws that ban certain kinds of advertising. Tobacco advertising, for example, is not allowed on TV in the USA and in many European countries. Some rules are directed at children's ads where the use of violence or dangerous activity is often not allowed.

Завдання до тексту 12А.

Прочитайте текст і поставте до нього 5 спеціальних, 5 загальних, 5 розділових та 5 альтернативних запитань.

Знайдіть додаткову інформацію і зробіть презентацію «Advertising: Pros and Cons».

Text 12B

Mass Media in Our Life

Mass media play a very important role in our everyday life. They serve to inform people of different events that take place or may happen. They also entertain people or even help to make their lives better. But the most important thing that newspapers, radio or TV bring to people is information. Complete and accurate information is very important to get nowadays. Those TV and radio programmes and newspapers that provide reliable information are always very popular. Sensational events such as crimes, natural disasters or unusual events are also of great interest. That is why many newspapers and TV programmes combine them with serious information. Usually daily mass media carry some international, state and local news. They also contain some other topics like health care, arts and so on. A lot of newspapers have advice columns, review of books, comics, crossword puzzles, etc. Most of them have different pictures, photographs and illustrations. Advertising is also paid much attention to in mass media. It helps people to get oriented in variety of firms and shops that offer their goods and services. All in all, mass media help us to form our opinion on different events, provide us with the information of what takes place in society, and are also means of entertainment.

Mass Media in the English-Speaking Countries

In the morning before work and in the evening when they come home, people in the English-speaking countries like to read newspapers and magazines, watch TV or listen to the radio. The newspapers, which are produced in Great Britain, the USA and other English-speaking countries, are divided into national and local. The national newspapers are those, which are sold all over the country, «The Times», «The Guardian», «The Independent», «The Daily Telegraph» and «The Financial Times» in Great Britain and «The Wall Street Journal», «The New York Times», «The Washington Post» and «The Christian Science Monitor» in the USA.

There are two main types of national newspapers – the «popular» papers and the «quality» papers. Most of the popular papers are tabloids – that is the papers with small size pages. The tabloids place a lot of pictures, big headlines and short articles. The popular newspapers are easy to read and often contain little real information – they usually have stories about ordinary people and events, which are amusing or odd. Examples of this type of newspapers in Great Britain are «The Daily Mail», «The Sun» and «The Daily Mirror». «Quality» papers give more reading material about politics and foreign affairs, their articles are bigger in size and have much news. They have different pages for home news, foreign affairs, articles on literature, business, fashion and so on. Besides newspapers, a lot of different magazines and scientific journals are printed in the English-speaking countries, too. Editorial offices of most London newspapers are situated in Fleet Street near the City.

Like in any other country of the world, television is very popular in the USA and Great Britain. The most popular channels on the British TV are BBC 1, BBC, ITV and Channel. The two BBC channels are national – they are founded by the government but are nonpolitical. On BBC Channels the viewers can watch news, TV sport programmes, educational programmes, interviews with prominent people, musical programmes and many other items. Out of the 1,500 TV stations in the USA about 1,200 are commercial ones. Commercial TV stations broadcast mainly entertainment programmes because they must attract as many viewers as possible in order to sell advertising time at high prices. About 300 are public TV stations, which are nonprofit organizations. The public TV broadcasts mainly educational and cultural programmes – plays, ballets, symphonies, programmes on art and history. And yet, sometimes, the television in Britain and the USA is criticised, because people think that it shows too much violence and crime.

Завдання до тексту 12В.

Дайте відповіді на запитання.

1. Why do mass media play a very important role in our everyday life? 2. How do we get any information? What brings it to us? 3. What TV programs do you like to watch? 4. What do daily mass media carry to us? 5. Does mass media help us to form our opinion on different events, information? 6. What types of newspapers are produced in the English-speaking countries? 7. What are tabloids? 8. What are «quality» papers? 9. What are the most popular channels on the British TV? 10. Why is the television in Britain and the USA criticized?

Speaking

Прочитайте діалог і перекажіть його.

HITCH YOUR WAGON TO A STAR

Mary: Betty, quickly, turn on the TV, please! The Galileo orbiter was broadcasted to have reached Jupiter.

Betty: Wow! When did you hear that?

M: Just a few minutes ago. The shuttle Atlantis was reported to have been launched in 2009. It carried the orbiter Galileo for a five-year flight.

B: And? What else did they say?

M: Unfortunately, I only heard that bit because I turned on the radio at the end of the news.

B: The subject will surely be covered on TV soon. We should wait a little. Meanwhile we can look through the newspapers. We get a lot of them.

M: But there are few papers in the hall.

B: Oh, Dave took them, most likely. Dave! Are you reading the papers now?

Dave: Yes, Betty, we are in Dad's study with Nick. He is watching TV. Join us if you want.

B: You see Mary, all the family watches TV separately in their own rooms. In the US, there are a lot of TV programmes and a thousand stations in the 50 states. So choices in the family seldom coincide.

D: That's true, Mary, we often argued on what programme to watch, as mother likes serials, father prefers news and serious discussion programmes. Betty would choose musicals and comedies, the twins – cartoons, whereas I like sport programmes.

N: Same here. But I find detective series difficult to resist, too. And I hate it when advertisements interrupt them. Breaks like those get on my nerves.

D: Oh yes, but you can't avoid them. Nearly all TV in this country is commercial. Though there is one channel run by the PBS (Public Broadcasting Service) where there are no commercial breaks.

M: Could we watch the news now? Which channels are likely to broadcast news?

B: NEC (the National Broadcasting Company), CBS (Columbia Broadcasting System) and ABC (the American Broadcasting Corporation). They are the major companies.

D: Yes, we live in a thick informational broth. American journalists seem to have made the news a necessary part of people's life. If there weren't papers and TV, we would become dumb and would have nothing to talk about with the pals, I guess.

N: From the point of view of papers there is nothing else in the world but sensations. How many sensations can someone's head deal with? About 5 are all it can take. Nevertheless, we readily allow ourselves to be idiotic time and time again.

B: «Much ado about nothing,» Shakespeare would have called it.

M: I'm sorry, boys, I wanted to know whether there was any news about space research. I didn't catch much about it on the radio.

N: Hush! Here are the NBC news at last.

M: That's what I have been waiting to hear!

LESSON 13

Grammar:	Passive Voice. Simple, Continuous, Perfect
Reading:	Life of Ukrainian Youth Taras Shevchenko is a Great Ukrainian Poet
Speaking:	My Testament

Grammar

The Passive Voice

Пасивний стан дієслова

В англійській мові дієслова вживаються в активному стані (**the Active Voice**) і пасивному (**the Passive Voice**). Якщо підметом речення є суб'єкт дії, то дієслово-присудок вживається в активному стані.

Example: *My brother wrote this letter yesterday.*

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані.

Example: *This letter was written yesterday.*

Усі часові форми пасивного стану в англійській мові утворюються з відповідних часів допоміжного дієслова **to be** та дієприкметника минулого часу основного дієслова.

a) Present (Past, Future) Simple Passive утворюється з допоміжного дієслова **to be** в Present (Past, Future) Simple та дієприкметника минулого часу (Past Participle) основного дієслова.

Example: *I am examined. We (you, they) were examined.*

б) Present (Past) Continuous Passive утворюється з допоміжного дієслова **to be** в Present (Past) Continuous та дієприкметника минулого часу основного дієслова. **Future Continuous в пасивному стані не вживається.**

Example: *I am being examined. We (you, they) were being examined.*

в) Present (Past, Future) Perfect Passive утворюється з допоміжного дієслова **to be** в Present (Past, Future) Perfect та дієприкметника минулого часу основного дієслова.

Example: *I (we, you, they) have been examined. I (he, she, it, we, you, they) will have been examined.*

г) Future Simple-in-the-Past Passive і Future Perfect-in-the-Past Passive утворюються так само, як і Future Simple Passive та Future Perfect Passive, але замість допоміжного дієслова **will** вживається відповідно **would**.

Example: *I (he, she, it, we, you, they) would be examined.*

Часові форми групи Perfect Continuous у пасивному стані не вживаються. Отже, в пасивному стані вживаються чотири часові форми групи Simple, дві часові форми групи Continuous та чотири часові форми групи Perfect, які можна подати у вигляді таблиці (наводиться лише третя особа однини з займенником *it*, що може означати *a letter, a book, a novel, a poet*).

	Present	Past	Future	Future in-the-Past
Simple	It is written	It was written	It will be written	It would be written
Continuous	It is being written	It was being written	-	-
Perfect	It has been written	It had been written	It will have been written	It would have been written

Часові форми пасивного стану вживаються за тими самими правилами, що й відповідні часи активного стану (див. вживання часів активного стану).

Exercise 1. Визначте час та стан дієслова-присудка.

1. The books were taken from the central library. 2. An interesting problem was discussed at the lecture. 3. The newspapers are usually brought in the morning. 4. When was Vinnitsia National Technical University founded? 5. All the work will be done by automatic machinery. 6. The experiments will be completed by the end of the week. 7. He was asked many questions at the exam.

Exercise 2. Утворіть питання до всіх членів речення.

1. The students are asked many questions at the lessons. 2. She is often visited by her friends. 3. The students of our group will be shown a new film tomorrow. 4. Your letter was answered yesterday.

Exercise 3. Розкрийте дужки, вживаючи дієслова у Present, Past або Future Simple Passive.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. I (to ask) at the lesson yesterday. 4. I (to give) a very interesting book at the library last Friday. 5. Many houses (to build) in our town every year. 6. This work (to do) tomorrow. 7. This text (to translate) at the last lesson. 8. These trees (to plant) last autumn. 9. Many interesting games always (to play) at our PT lessons. 10. This bone (to give) to my dog tomorrow. 11. We (to invite) to a concert last Saturday.

Exercise 4. Перетворіть наведені нижче речення у Passive Voice.

1. A marble pavilion protects the house. 2. The boys will paint the roof of the house. 3. Her daughters gave her three dishes as a birthday present. 4. Our mother tells us stories every evening. 5. A boy showed her the way. 6. They will send us a box of fruit. 7. Five or six small children followed them. 8. We will do the translation in the evening.

Exercise 5. Перекладіть наведені нижче речення.

1. In this lesson special attention is paid to the translation of passive constructions. 2. I am often helped by my brother. 3. The letter will be answered at once. 4. If I'm not mistaken this book is often referred to. 5. The secretary was sent for. 6. The house wasn't lived in. 7. The bed isn't slept in. 8. The new grammar rule will be asked at the next lesson. 9. English is spoken in many countries. 10. The children of Sparta were given a military education.

Exercise 6. *Визначте час та стан дієслова-присудка. Перекладіть наведені нижче речення.*

1. When my grandfather came to Baku in 1962 the first metro line was being built.
2. What questions are being discussed now?
3. They are organizing this kind of work at their laboratory.
4. He was being told the news when I entered the room.
5. I can't understand what he is saying.
6. Professor N. was being listened to with great attention.
7. Who is being examined now?
8. I don't know what books he is reading.
9. The experiments were still being made in some laboratories when the new term began.
10. Can you tell me, who is sitting next to you?

Exercise 7. *Розкрийте дужки, вживаючи дієслова у Continuous Active або Passive.*

1. They (to study) the subject when I joined them.
2. According to the information we have the plan (to carry out) successfully.
3. The last messages (to type) now.
4. ... the negotiations still (to conduct)?
5. According to the press they (to come) to an end.
6. If you want to have this book go to the shop at once. It (to sell) there now.
7. What (to happen) in the library now? New books (to discuss).
8. The teacher told that the students were not attentive when the rule (to explain).
9. All necessary information (to store) in the computer.
10. The problem of the future of human civilization on the Earth (research) steadily by the scientists throughout the world.

Exercise 8. *Визначте час та стан дієслова-присудка. Утворіть заперечну форму від наведених нижче речень.*

1. The temperature has been maintained at the point of 20 degrees since the beginning of the experiment.
2. The new apparatus had already been installed when the delegation arrived.
3. He has been interested in history since his childhood.
4. The explanation of these strange facts hasn't been received by the evening.
5. From his early childhood Pierre Curie had been fascinated by science.
6. Dinner will have been cooked by the time you return.
7. The bed had not been lain on.

Exercise 9. *Перекладіть наведені нижче речення.*

1. English is spoken in Great Britain, USA and throughout the world.
2. The article was being translated when somebody knocked at the door.
3. This rule is usually taken no notice of.
4. The newspaper has been looked for every where but in vain. It has not been found.
5. He was offered an interesting book to read.
6. These books were being read when I came in.
7. He will be given any assistance in this work.
8. The book had been promised to me before it appeared on sale.
9. It's the achievement which will be much spoken about.
10. The flat had not been moved into before you arrived.
11. He was offered a cup of tea.

Exercise 10. *Перетворіть наведені нижче речення у Passive Voice, змінюючи додаток на підмет.*

1. They showed us some new devices.
2. They gave him a week to complete the experiment.
3. He told me the news yesterday.
4. They taught her English at school.
5. They pay them twice a month.
6. He told me some new facts about his investigation.

7. She gave me no time to think about it. 8. He promised me the book a long time ago. 9. The supervisor helps the graduate student in many ways.

Exercise 11. *Перетворіть подані нижче речення у Passive Voice.*

1. You should open the wine about three hours before you use it. 2. Previous climbers had cut steps in the ice. 3. Somebody had cleaned my shoes and brushed my suit. 4. We use this room only on special occasions. 5. You must not hammer nails into the walls without permission. 6. Someone switched on a light and opened the door. 7. Somebody had slashed the picture with a knife. 8. They are pulling down the old theatre. 9. Why didn't they mend the roof before it fell in? 10. The librarian said that they were starting a new system because people were not returning books. 11. The police asked each of us about his movements on the night of the crime.

Exercise 12. *Перетворіть речення у Passive Voice, змінюючи суб'єкт дії.*

1. They feed the seals at the zoo twice a day. 2. Who wrote it? 3. Children couldn't have done all this damage. 4. He expected us to offer him the job. 5. They showed her the easiest way to do it. 6. Lightning struck the old oak. 7. An uneasy silence succeeded the shot. 8. The lawyer gave him his uncle's will. 9. Most people opposed this. 10. Students are doing a lot of the work.

Reading

Word and word-combinations

establishment *n* – заклад

bring out *v* – висловити

pay attention to – звертати увагу на

investigation – дослідження

surround *v* – оточити

extermination – винищення

to be engaged in – займатися

stage *v* – інсценувати

people's poet – народний поет

orphan – сирота

manor – садиба

shepherd – пастух

close – близький

the caucasus – кавказ

glorify *v* – ушлявлювати

exile – посилення

masterpiece – шедевр

Text 13A

Life of Ukrainian Youth

Nowadays when our independent Ukraine is developing much attention is paid to our youth. The desire of our young people to become qualified specialists in future motivates them to enter higher educational establishments. For young people higher education is the method of developing their talents and abilities, their creative potential. That is why beside their studies they are also engaged in different clubs and organizations. Almost every educational establishment has its own team of «joyful and smart» (KVV). This game is rather popular among young people and it helps them to bring out their brightest talents and to create team spirit. Young people learn to work together, to share the moments of luck and failure.

Besides studies young people are also engaged in scientific and research work. One may say that nowadays this sphere is not paid too much attention to. This is

true but still there exist «Young Scientists' Councils» where young people can discuss or present their scientific investigations. There is also exists the Ukrainian branch of young organization Greenpeace in Ukraine. People learn to love their land and the world that surrounds them. This organization protests against environmental pollution, against extermination of all animals, not only rare species.

Some young people work in their church organizations – they help elderly people, reconstruct our historical monuments and monasteries. This work brings them closer to our history, teaches them to love their country and respect its past. A lot of young people go in for sports, that is why educational establishments have sport clubs and teams. Our young people are especially interested in football, basketball, hockey, etc. There also exists a great variety of different clubs in this country. They are theatre clubs, where young people stage different literary works, clubs «What? Where? When?», where they can enlarge their knowledge in different fields of science and life, and so on. Future belongs to the young, that is why the political life of this country is important to them. Many young people are engaged in political parties and organizations.

Завдання до тексту 13А.

Дайте відповіді на запитання.

1. What Youth organizations in Ukraine do you know? 2. What are their main aims? 3. What is the way of spending free time by youth in Ukraine? 4. What kinds of sports do young people go in for in Ukraine? 5. What organizations give young people a chance to develop and enlarge their interests and to gain experience in working with others?

Give the synonyms and the antonyms to the following words:

Nowadays, independent, young people, abilities, creative, team, popular, bring out, to share, luck, much, to protest, rare, to construct, different, to enlarge, important.

Text 13B

Taras Shevchenko is a Great Ukrainian Poet

He is the founder of the modern Ukrainian literary language. Shevchenko was born in the family of a serf in the village of Moryntsi in 1814. Young Taras became an orphan very early. He was a shepherd, a labourer to a priest and, when he was fourteen, his master took him into the manor house as a boyservant – «kozachok». In 1829 Shevchenko's master moved to Vilno and then to St Petersburg. He took his boyservant with him, too. Still in his early childhood Shevchenko was very fond of drawing and his master decided to make a serf painter of him. The boy was so talented that several Russian artists decided to free him from slavery. Karl Brulov painted a portrait of Vasili Zhukovskii and sold it for 2 500 roubles. With this money they bought out Shevchenko from his master. Later on the young painter continued his studies at the Petersburg Academy of Arts. In 1840 he published his first book of poems which he named «Kobzar». His first poetical works are mainly examples of romanticism. The subject of many poems was unhappy love. He also wrote several poems about

historical past of Ukraine. In these works he glorified the heroic struggle of the Ukrainian people against their oppressors and their fight for national liberation (the long poem «Haidamaky»).

In 1843 Shevchenko returned to Ukraine. In 1846 Shevchenko joined a revolutionary organization – Kyryl and Mephodii Society, which aimed to liberate the serfs. He wrote several revolutionary poems directed against the tsarist despotism («Dream», 1844, «The Caucasus», 1845, and his famous «Testament»). In 1847 he was arrested and exiled as a soldier to Orsk fortress in Kazakhstan. Here, being a soldier, he wrote several novels in Russian. He also painted several of his best pictures.

In 1857 Shevchenko returned from the exile to St Petersburg. Here he published several of his masterpieces in which he criticised the tsarist regime and demanded liberty for serfs. In 1859, when Shevchenko went to Ukraine, he was arrested and forced to return to St Petersburg – the tsarist government was afraid of the elderly poet. On the 10th of March, Shevchenko died. His death was a great loss for Ukrainian literature and liberation movement – A. Gertsen published a big article on Shevchenko's death in his magazine «Kolokol» in London. Shevchenko is the favourite author of millions of Ukrainians, a real people's poet. His works are translated into many languages.

Завдання до тексту 13В.

Прочитайте текст, перекажіть його і поставте до нього 5 спеціальних, 5 загальних, 5 розділових та 5 альтернативних запитань. Знайдіть додаткову інформацію і зробіть презентацію «Who is Taras Shevchenko?».

Speaking

Прочитайте «Заповіт» Т. Г. Шевченка і вивчіть його напам'ять.

My Testament

When I am dead, bury me
In my beloved Ukraine,
My tomb upon a grave mound high
Amid the spreading plain,
So that the fields, the boundless
steppes,
The Dnieper's plunging shore
My eyes could see, my ears could
hear
The mighty river roar.
When from Ukraine the Dnieper
bears
Into the deep blue sea
The blood of foes ... then will I
leave

These hills and fertile fields —
I'll leave them all and fly away
To the abode of God,
And then I'll pray But till that
day
I nothing know of God.
Oh bury me, then rise ye up
And break your heavy chains
And water with the tyrants' blood
The freedom you have gained.
And in the great new family,
The family of the free,
With softly spoken, kindly word
Remember also me.

LESSON 14

Grammar:	Sequence of Tenses
Reading:	Online World Adds a New Dimension Promoting a World Wide Web Site
Speaking:	Making a webpage

Grammar

Sequence of Tenses

Узгодження часів

Якщо в складнопідрядних реченнях з додатковими підрядними дієслово-присудок головного речення стоїть в одному з теперішніх або майбутніх часів, то вживання часів в підрядному реченні не відрізняється від вживання їх в українській мові. Якщо дієслово-присудок головного речення стоїть в минулому часі, то застосовуються правила узгодження часів.

Для вираження дії, одночасної з дією головного речення, вживається **Past Simple**.

Example: *He didn't know that I was a manager.*

Для вираження дії, що відбудеться після дії в головному реченні, вживається час **Future-in-the Past** (майбутній в минулому). Цей час утворюється за допомогою допоміжних дієслів **would/should**.

Example: *He didn't know when his friend would be free.*

Для вираження дії, що відбулася раніше за дію в головному реченні, вживається **Past Perfect Tense**.

Example: *He said that he had come in time but nobody was in the office.*

Якщо у непрякій мові описується ряд послідовних дій, і в головному реченні дієслово стоїть в минулому часі, то перша дія виражається у **Past Perfect**, а наступні — у **Past Simple**.

Example: *Nick said he had come to the States where he started his company.*

Reported Speech

Пряма та непряма мова

При переведенні речень з прямої мови в непряму вживаються дієслова **ask, say, tell**. Якщо дієслово в головному реченні стоїть у минулому часі, застосовуються правила узгодження часів, а також відбувається заміна прикметників та займенників:

this/these	}	замінюється на	that/those
here			there
now			then
yesterday			the day before
today			that day
tomorrow			the next (following) day

ago

last week (month, year) I

При переведенні стверджувальних речень в непряму мову можна вживати сполучник **that**.

Example: Tom said, «I sent the letter yesterday». Tom said (that) he **had sent** he letter the day before.

При переведенні у непряму мову загальних питань вживаються сполучники **whether** чи **if**. В спеціальних запитаннях як сполучники вживаються питальні займенники. В запитаннях у непрякій мові зберігається прямий порядок слів.

Example: Victor asked me if I had sent the letter.

Прохання та накази вводяться в непряму мову дієсловами **ask, order, tell** та передаються за допомогою інфінітиву смислового дієслова та займенника чи іменника, які визначаються з контексту.

Exercise 1. Утворіть речення за зразком.

Model: She knew that he was busy (to share a room, be clever, to give a lecture, to work, to disappear, to choose).

Model: He said that he had repeated the speech word for word (to arrive at a decision, to come back, to gather, to spend, to laugh, to take).

Model: The Director said they would choose the candidate after the lecture (to go on with, to work at, to take out of the pocket, to review grammar).

Exercise 2. Розкрийте дужки, вживаючи дієслова у потрібному часі.

1. I thought that you (to arrive) at some decision. 2. We did not remember that he (to repeat) that speech from memory. 3. He believed that a fine memory (to be) absolutely necessary for that position. 4. I did not know if you (to apply) for this job. 5. They said they (to work) 7 hours a day. 6. He promised that he (to give) a lecture in near future.

Exercise 3. Запишіть речення, узгоджуючи часи дієслів.

1. If I ... (to be free) tomorrow night, I ... (to go) to the concert. 2. He says he ... (to look in) to see us before he ... (to leave) our town. 3. Jane ... (to stay) at home until she ... (to feel) better. 4. When ... you ... (to visit) your grandma? – Probably next year. 5. When my brother ... (to finish) school he ... (to go) to college. 6. I ... (to tell) you as soon as I ... (to know). 7. I'd like to know when Dan ... (to be back). 8. Give my love to Laura if you ... (to see) her. 9. I ... (not to know) when she ... (to take) her exam. 10. I don't think we ... (to finish) our work in time unless you ... (to help) us. 11. I ... (to give) you my bike for tomorrow providing you ... (to bring) it back the day after tomorrow.

Exercise 4. Запишіть речення, узгоджуючи часи дієслів.

1. Close the window when it ... (rain). 2. If you ... (come) home late you ... (not be) able to watch that program over TV. 3. Keep quiet, we ... (listen) to the music. 4. What ... (you, see) in the corner over there? 5. It ... (rain) so we must take umbrellas. 6. What a smell! I expect something ... (burn). 7. He ... (sleep) soundly when the dog... (run) into the room. 8. What .. (you, see) when I ... (come) in a moment ago? 9. «Oh, it's you, John! You ... (not be) in touch with

me for a long time. I'm glad you ... (ring) up. Where ... (you, be) all these weeks? I hope you ... (not, be) ill?»

Reading

Word and word-combinations

supervision *n* – нагляд

delivery *n* – доставка

mediated – опосередкований

framework *n* – структура

devise *v* – розробити

panel *n* – особовий склад

obviously – очевидно

employee *n* – співробітник

plug *v* – підключати

pursue *v* – переслідувати

compliance – дотримання вимог

available – доступний

resistance *n* – опір

unfamiliarity *n* – незнання

flexible – гнучкий

installation *n* – установка

distribution *n* – розподіл

assessment *n* – оцінка

Text 14A

Online World Adds a New Dimension

It may seem like a 1990s concept, but there is nothing new about distance learning. Harold Wilson, the UK prime minister pioneered the «University of the Air» – later to become the Open University – in the 1960s to provide remote learning for degree courses. Since then, audio tape, video tape and CD-Rom have enhanced the original paper and book materials to make distance learning far more widespread. Computer networks – specially Internet and intranet technology – have recently added an online dimension to distance learning. While there are still some reservations about distance learning over the Internet – particularly about its effectiveness and the level of supervision – there is a clear trend towards increased use of the technology. «I think there are three distinct waves evident in the progress of distance learning,» says David Burrows, group manager for skills and services development at Microsoft UK. «The first is simple publication of training information on the web, which is now well established. The second wave, now under way, involves producing bespoke training with companies like Netg, using it as a delivery mechanism. The third wave is the most exciting because this gets into using the interactivity of the Internet to provide mediated training with things like video-conferencing and virtual tutors».

British Telecom has devised a base framework for distance learning. Launched this February, Solstra is the result of two years' research and development based on input from a panel of experts. «We assembled a team of around 35 training experts drawn from academia and corporate human resource departments to see where the network could contribute,» explains Mick Durham, manager of the Solstra distance learning development program. «This focus group provided the input we needed to create Solstra». BT's research showed that there were three clear areas where networking

technology could offer organizations the opportunity to improve training and, more importantly, create the conditions for a genuine «learning organization». Mr. Durham says training was obviously identified as one area. «But we also saw two other areas in job support – where employees can plug into short courses relevant to a specific job task – and the area of knowledge management».

The focus group recognized that the nature of the online training content should be more modular and needed to be surrounded by support material that would allow students to pursue their own path through the training material. Mr. Durham says that Solstra Administrator supplies the mechanisms to monitor employees' progress, carry out assessments and award appropriate accreditation to those who have completed course modules successfully. «This is where companies can really save money and get some real benefits. Not only organizations can control the delivery of training content to employees, they can use Solstra to monitor personal development,» he adds. «This is becoming increasingly important where legislation requires companies to meet compliance criteria – and prove that their employees have received the proper training». Distance learning does not necessarily work for everyone so Ford has built in links on the web pages to let people register for classroom training if they wish. Mr. Pestell expects to be able to explore the administration features of Solstra even further – and use it to monitor distribution of training and other sorts of information.

Завдання до тексту 14А.

Дайте відповіді на запитання.

1. Is there anything new about distance learning? 2. What has recently added an online dimension to distance learning? 3. What distinct waves are there in the progress of distance learning? 4. What is the result of two year's research and development? 5. What did British Telecom show? 6. How could students pursue their own path through the training material?

Text 14B

Promoting a World Wide Web Site

As we enter the new millennium, more and more businesses are deciding to go along with building what is called sites on the world wide web, better known as a web site. It seems as though these days to many people is that all you have to do is build a web site and you are set to go. Just building the web site will not bring anybody to the web site. To get people to visit a web site certain processes have to be taken to promote the web site. There are numerous ways out there to promote a web site. One very common and successful way to bring visitors to a web site is to send out direct electronic mail or commonly known as email. This is a very simple process in general. It simply consists of sending out emails at random or premeditated if you have the time. Remember that with this method it is wise to not be too wordy otherwise this process can develop to be very time consuming and irritating to the sender and the receiver of the email. However, it

is possible to email well over 10,000 emails in just under an hour. Another possible advantage to this method is that the recipient of the email may enjoy the site and forward the same email to people that they know. Emails also cost nothing if there is already access to the World Wide Web through an ISP (Internet Service Provider).

A very similar way but much less direct method is simply to attach a signature to the end of outgoing emails. Most email providers offer this option. It simply means that at the end of outgoing email that is sent out there will be a message of individual choice at the bottom of the email where a signature would normally be on a hand written letter, thus giving it the name signature. What the message says is entirely up to the sender of the email. It is recommended that more than one signature be provided to pertain to different types of people that are emailed. The message should include your web site name, address, and a short catchy little phrase to catch the eye. Another method of promoting a web site is to enter the site in a search engine. A few examples of search engines are Yahoo, Alta Vista, Excite, Lycos, Infoseek and Webcrawler. The whole process in itself is very easy but it takes time and patience. An application is provided for individuals by the search engine. The application requests name, web site name, web site address, a description of the web site, what kind of site it is, a list of key words, and what category would be desired for placement of the web site. Always double check to see what the search engine did with what they were given. Check to see where the site was placed and to see if the site was placed at all. «Perhaps as many as 50 percent of all submissions are rejected». If for some reason or another the site wasn't posted simply keep reapplying. Be persistent and keep registering but each time use different key words. Eventually the site will be posted.

An approach to promoting your site that does work quite well on a regular basis is to advertise by using banners and ads that link to the web site that is being promoted. The downside to this method is that it does get expensive. It is simple though. Simply come up with a banner design that is catchy and convince other web sites to carry the banner. Usually they will not do it for free so it is best to offer them a sum of money to carry the banner for a certain amount of time. Then negotiate down to what meets both web site's needs. Many sites will offer a chance to place an ad on their web site if in return the person desiring the ad placement will apply the web sites ad on their web site. This works well if it has the opportunity to have this setup with multiple web sites. There is another way and that is to apply to what is known as a link page. This is a web site that consists of only links to other web pages. Usually all the web pages have something in common with each other. Convincing the link page to accept the offer to contain the web site link to the site that is currently being promoted is easy although sometimes there is a small fee.

The internet provides many news services that contain what is known as a message board. This is where there are always discussions on certain topics. This is a good place to sneak in an ad from time to time as long as it is respect-

fully done and doesn't disrupt the conversation. The best way to do this is by disguising the ad as a perfectly acceptable response to a conversation. «Go to where the people you want hang out». Do not get carried away because the promoter of the site can end up with a bad reputation that gives the site a bad reputation for what is called «spamming». Knowing how to post good messages is a way to promote the web site in itself. Show ads that interest people and do not use short flashy ads. Short flashy ads irritate people. It is best to use long indirect informal ads that make it seem like a sensible conversation and not an ad. It is best to only post messages from time to time.

There are many software programs out there that will do most of this stuff extremely fast and efficient. The price of the software varies. The software will do in minutes what the average person could do in hours saving valuable time and effort. And all the information is saved making it even faster to redo the process again and again.

The web site promoters can also offer what is known as an affiliate program. This allows viewers of the web site a chance to carry a banner from the web site on their web site. In return offer a small commission for each person that visits the web site through the link applied on their web site.

As the days go by more and more people will have their own web site. Along with more people having a web site comes more ways to promote a web site in due time. It is always a good idea to keep up with the modern ways of promotion.

Speaking

Прочитайте діалог і вивчіть його напам'ять.

Making a webpage

Peter: Hi, Liz. Are you working on your webpage now?

Liz: No, I'm still waiting for you to send me that image file for the homepage?

Peter: You mean you didn't get it? I sent it to you over an hour ago.

Liz: Let me check. It's going to take a second 'cause I have to start up my computer.

Peter: OK. Did you get it?

Liz: One second. I just have to open my web browser and check my hotmail account.

Peter: OK.

Liz: OK, here it is. I got it.

Peter: How do I find the webpage? I tried to search for it on Yahoo but I couldn't find it.

Liz: Don't use Yahoo, use Google.

Peter: I tried that also and it didn't work.

Liz: If you go to Google and search for my name, you should be able to find it.

Peter: OK. Let me try that. I see it now.

LESSON 15

Grammar

Stop and check

Виконайте тести, які допоможуть вам підготувати до модульної контрольної роботи.

TEST 1. DEGREES OF COMPARISON

1. Bill is two years ___ than Wanda.
A smaller B younger
2. He looks ___ than his father.
A more happy B happier
3. Osaka is ___ from Tokyo than Nagoya.
A further B farther
4. I make ___ money than my brother.
A fewer B less
5. ___ he studies, ___ he seems to know.
A The more/ the less B The most / the least
6. Patrick has ___ girlfriends than I do.
A fewer B less
7. It's one of _____ castles in Britain.
A old B the eldest C elder D the oldest

TEST 2. DEGREES OF COMPARISON

1. She speaks in a (голосніше) voice than the last time.
a) the loudest; b) more loud; c) louder; d) loud.
2. They leave (найшвидший) way they can.
a) quick; b) quicker; c) more quick; d) the quickest.
3. A whale is (довше) than a dolphin.
a) longer; b) more long; c) long; d) the longest.
4. The three musicians play on (нова) stage.
a) new; b) newer; c) the newest; d) more new.
5. Is it (дешевше) to go there by car or by train ?
a) more cheaper; b) the cheapest; c) cheaper; d) cheap.
6. This is (найбільша) problem she has ever had.
a) great; b) more great; c) the greatest; d) greater.
7. Do you know that the Dead Sea is a (соляне) sea ?
a) salty; b) saltier; c) the saltiest; d) more salty .

TEST 3. MODAL VERBS

1. Please make sure to water my plants while I am gone. If they don't get enough water, they _____ die.
A can B might C have to D must
2. Yesterday I _____ a film, today I can't.
A can to watch B could watch C could to watch
3. He _____ be a fool to do such a thing.

A can B must C has to

4. They _____ buy tickets to the Rolling Stones concert last week.

A were able to B could C can D be able to

5. The raft is so small we _____ lie down comfortably.

A might not B could not C cannot D should not

6. He _____ come next month.

A is able to B will be able to C may to D could

7. The bus came on time so we _____ wait long at the bus stop.

A had to B must C can D might

TEST 4. MODAL VERBS

1. I tell stories, never could.

a) can; b) can't; c) may; d) have to.

2. He swim since childhood.

a) can; b) could; c) should; d) has been able to.

3. I take Pete`s bag ?

a) can; b) shall; c) may; d) must.

4. I do a lot of work yesterday.

a) had to; b) have to; c) must; d) was able to.

5. You make notes in the books.

a) don't have to; b) aren't to; c) mustn't ; d) needn't.

6. His sister cook very well.

a) is able to; b) may; c) has to; d) can.

7. it be done before tomorrow ?

a) can; b) may; c) must; d) should.

TEST 5. PASSIVE VOICE

1. English in different parts of the world.

a) has been spoken; b) is spoken; c) is being spoken; d) will be spoken.

2. The letter just

a) has***been sent; b) is***sent; c) was***sent; d) is***being sent.

3. I often to their parties.

a) invite; b) have***been invited; c) am***invited; d) was***been invited.

4. By three o'clock everything

a) was prepared; b) has been prepared; c) had been prepared; d) is prepared.

5. I to his friends at the party.

a) shall be introduced; b) will have been introduced; c) am introduced; d) have introduced.

6. Tennis from four till five.

a) is being played; b) was played; c) was being played; d) had been played.

7. The article yet.

a) hasn't been translated; b) haven't been translated; c) hadn't been translated
d) isn't translated.

TEST 6. PRESENT PERFECT CONTINUOUS

1. She _____ there many years.

A has been teaching B has taught

2. He knows Africa well because he _____ a lot there.
A has been traveling B has traveled
3. The students _____ the matter all day long.
A have been discussing B have discussed
4. You _____ this composition for two hours and can't complete it.
A have been writing B have written
5. Alice promised to come, but she's absent. Something _____ to her.
A has been happening B has happened
6. The children are drawing. They _____ since they came home.
A have been drawing B have drawn
7. My aunt _____ the big house in the country.
A has always been having B has always had

TEST 7. SEQUENCE OF TENSES

1. I knew that Mercury _____ the closest planet to the sun, but I didn't feel like answering the question.
A was B is C had been
2. Mike hoped that his friend _____ him with his car.
A would help B will help C helped
3. We didn't know the score, but we were sure their team _____ the game.
A has lost B had lost C lost
4. Yesterday Tom heard that his aunt _____ for five days.
A was ill B has been ill C had been ill
5. The children were afraid of making any noise. Mom _____ .
A was sleeping B slept C had been sleeping
6. He gave all his money to me because he _____ me.
A would trust B trusted C had trusted
7. We were told that Andrew _____ to enter that college.
A is going B went C was going

TEST 8. MODAL VERBS. PARTS OF SPEECH

1. Please make sure to water my plants while I am gone. If they don't get enough water, they _____ die.
A can B might C have to D must
2. Yesterday I _____ a film, today I can't.
A can to watch B could watch C could to watch
3. I make ___ money than my brother.
A fewer B less C the least
4. This news ___ interesting.
A was B were C be
5. Do you get _____ letters every week?
A much B little C many D a little
6. He ___ be a fool to do such a thing.
A can B must C has to
7. I am not as ___ at swimming as you are.
A good B well

TEST 9. CONTINUOUS TENSES. PERFECT TENSES

1. When I opened the door the phone
A is ringing B was ringing D had rung
2. He to go home for Christmas this year.
A wants B want C is wanting
3. A small stone struck the windshield while we down the gravel road.
A drive B were driving C had driven D had been driving
4. I a shower when the telephone rang.
A had B was having C have had D have
5. He going to start a new business.
A Are B is C were
6. You can borrow my umbrella. I ... it at the moment.
A don't need B am not needing C didn't need D haven't needed
7. Look! Somebody ... the street.
A is crossing B crosses C cross D have crossed

TEST 10. THE SEQUENCES OF TENSES

1. «We sold our house a few years ago», my friend and his wife said. My friend and his wife said that they
 - a. had sold our house a few years ago
 - b. sold their house a few years ago
 - c. had sold their house a few years before
2. «I am going to Greece for vacation tomorrow», said her sister. Her sister said that she
 - a. is going to Greece for vacation tomorrow
 - b. was going to Greece for vacation the next day
 - c. was going to Greece for vacation tomorrow
3. «I will see you on Monday», said he. He said that he
 - a. would see me on Monday
 - b. will see you on Monday
 - c. would see you on Monday
4. «You are not reading now», said his friend. His friend said that he
 - a. are not reading now
 - b. were not reading at that time
 - c. was not reading at this time
5. «He was happy to meet her», said his mother. Mother said that her son
 - a. was happy to meet her
 - b. had been happy to meet her
 - c. Is happy to meet her
6. «I have been doing the exams since May», said the student. The student said that he
 - a. had been doing the exams since Monday
 - b. have been doing the exams since Monday
 - c. has been doing the exams since Monday

СПИСОК ЛІТЕРАТУРИ

1. Eric H. Glendinning. Oxford English for Electronics : II parts / Eric H. Glendinning, John McEwan. – Oxford University Press, 2000. – 208 с.
2. Ритікова Л. Л. Англійська мова : практикум з граматики англійської мови / Л. Л. Ритікова. – Київ : НУБІП, 2010. – 174 с.
3. English Practice in Technical and Vocational Education and Training : практикум з англійської мови для ПТНЗ : навчально-практичний посібник / [упоряд. В. А. Фурман]. – Кам'янець-Подільський : ДПТНЗ «К-П ВПУ», 2013. – 97 с.
4. Методичні рекомендації до практичних занять / [Н. С. Фоменко, Н. Г. Сіденко, Л. М. Краснонос та ін.]. – Херсон : ХНТУ, 2009. – 65 с.
5. Граматика сучасної англійської мови : навчальний посібник для студентів вищих навчальних закладів денної та заочної форм навчання / [О. В. Гончарова, Є. Д. Коротенко, Т. З. Косовська та ін.]. – Краматорськ : ДДМА, 2009. – 208 с.

Навчальне видання

**Габрійчук Людмила Едуардівна
Гадайчук Наталія Миколаївна
Степанова Ірина Сергіївна
Тульчак Людмила Володимирівна**

**АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ.
ПРАКТИКУМ ДЛЯ СТУДЕНТІВ І-ІІ КУРСУ РАДІОТЕХНІЧНИХ
СПЕЦІАЛЬНОСТЕЙ**

Навчальний посібник

Редактор В. Дружиніна

Оригінал-макет підготовлено Л. Тульчак

Підписано до друку 15.06.2017 р.
Формат 29,7×42 ¼. Папір офсетний.
Гарнітура Times New Roman.
Ум. друк. арк. 6,9.
Наклад 50 (1-й запуск 1-20) пр. Зам. № 2017-209.

Видавець та виготовлювач
Вінницький національний технічний університет,
інформаційний редакційно-видавничий центр.

ВНТУ, ГНК, к. 114.
Хмельницьке шосе, 95, м. Вінниця, 21021.
Тел. (0432) 59-85-32, 59-87-38.
press.vntu.edu.ua; e-mail: kivc.vntu@gmail.com

Свідоцтво суб'єкта видавничої справи
серія ДК № 3516 від 01.07.2009 р.