

Є. О. Мансі

English

Підручник

Фонетика, граматика,
тексти, діалоги,
розмовні теми

Для студентів немовних факультетів
вищих навчальних закладів

ам!
альма
серія
матер

- Phonetics
- Grammar
- Appendix
- Topics





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Затверджено Міністерством освіти і науки України
як підручник для студентів немовних факультетів вищих навчальних закладів
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Підручник з англійської мови (частина I) побудовано відповідно до вимог програми з її вивчення студентами немовних факультетів вищих навчальних закладів. Структура і зміст його покликані максимально забезпечити розвиток мовних навичок і мовної культури студентів на основі опанування і використання у мовній практиці різноманітного фонетичного, граматичного, лексичного матеріалу. Раціональній організації роботи сприятимуть уміщені в підручнику додатки, таблиці, коментарі, типові для сучасної англійської мови тексти, вправи і завдання для розвитку усного мовлення.

Розрахований на студентів немовних факультетів вищих навчальних закладів.

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Зміст

1. Section	Фонетична таблиця звуків англійської мови	7
Phonetics	Вправи на вимову	8
	Exercises	17
	Зведені таблиці основних правил читання	20
	Songs	23
	English alphabet	36
2. Section	Table of Tenses	37
Grammar	Tenses (Active)	39
	The Present Indefinite Tense	40
	Text A. John Smith	40
	Interrogative Sentences in English	42
	Text B. Do You Like Music?	44
	The Past Indefinite Tense	45
	Text A. The House that Jack Built	45
	Text B. The Boyhood of Pablo Picasso	46
	Text C. Brown Wolf	47
	Text D. University Days	50
	Dialogue	49
	The Future Indefinite Tense	48
	The Future in the Past	51
	Text A. A Sad Story	51
	Text B. At an Office	52
	The Present Indefinite in Clauses	
	of Time and Condition	57
	Object Clauses	58
	The Past Indefinite in Clauses of Time and Condition	62
	Object Clauses	63
	Degrees of Comparison (Adjective)	69
	The Adjective	70
	The Adverb	71

There is... There are...	75
Construction there + to be	75
Text. Tolstoy's House	76
Some, Any, Every, No	81
Pronouns Some, Any	82
The Present Continuous Tense	84
Text. The Peach	85
The Past Continuous Tense	88
Text A. Traveller's Tale	89
Text B. My Friend a Painter	89
Text C. Monsieur le Marquis	90
The Future Continuous Tense	92
The Present Perfect Tense	101
The Present Perfect Continuous Tense	104
Text. Vincent	104
The Past Perfect Tense	109
The Past Perfect Continuous Tense	110
Text. A Visit	110
The Future Perfect Tense	112
The Future Perfect Continuous Tense	113
Text. How Einstein Discovered the Law of Relativity	114
The Passive Voice	128
Passive Constructions (Patterns)	132
Text A. At the Puppet Theatre in Moscow	135
Text B. Potatoes	135
The Sequence of Tenses	143
Direct and Indirect Speech	146
Interrogative Sentences in Indirect Speech	148
Text A. Smoktunovsky	150
Text B. Ali Baba	151
The Sequence of Tenses. Direct and Indirect Speech	156
The Infinitive	165
Text A. The Myth of Pygmalion	168
Text B. Tchaikovsky In New York	168
Text C. Andrew Manson	169
Functions in a Sentence	170
Participle	183
Text A. No Wonder He Was Afraid	185
Text B. Eisenstein in Hollywood	185
Text C. It Is Impossible to Get Seats	187
Accusative with the Participle	190
The Gerund	191
Text A. Pablo Picasso at 90	192
Text B. Auguste Rodin	193
Functions in a Sentence	196
Subjunctive Mood	200

	Text A. Gainsborough and Music	202
	Text B. The Husband Who Was to Mind the House	203
	The Subjunctive Mood in Subject and Object Clauses	206
	Modal Verbs	210
	Modal Verbs with Perfect Infinitive	211
	Dialogue 1	212
	Dialogue 2	213
	Text A. Geoffrey Chaucer	213
	Text B. William Hogarth	214
	Conditional Sentences	225
	Text. The Three Wishes	227
	The Article	233
3. Section Appendix	Word-Building	240
	Suffixes	240
	Prefixes	241
	The Noun	242
	Number	242
	Case	244
	Possessive Case	244
	The Numeral	246
	Cardinal Numerals	246
	Ordinal Numerals	247
	The Pronoun	248
	Prepositions	251
	Imperative Mood	259
	The Sentence	260
	The Principal Parts of the Sentence	261
	The Secondary Parts of the Sentence	262
	The Composite Sentences	263
	Types of Subordinate Clauses	263
	List of Irregular Verbs	265
4. Section Topics	Part 1	
	1. My Family	272
	2. Seasons	274
	3. My Working Day	276
	4. Flat	279
	5. Meals	281
	6. Post Office	284
	7. Travelling	286
	8. Shopping	288
	9. Health	290
	10. Day Off	292
	11. Theatre	293
	12. Cinema	295

Part 2	
13. Great Britain: Geography and Climate	298
14. Great Britain: History, Population, Industry, Agriculture	300
15. Political System of Great Britain	303
16. Education in Britain	305
17. Literature	307
18. Painting	311
19. Music	313
20. Science	315
21. London	317
Part 3	
22. Ukraine: Geography, Climate, Economy, Population	321
23. Political System in Ukraine	323
24. Higher Education	326
25. Literature	328
26. Painting	332
27. Music	335
28. Science	338
29. Kyiv	341
Part 4	
30. The USA: Geography, Climate, Industry, Agriculture	345
31. Political System in the USA	349
32. Education	351
33. Literature	354
34. Painting	357
35. Music	359
36. Science	363
37. Washington	365

1.

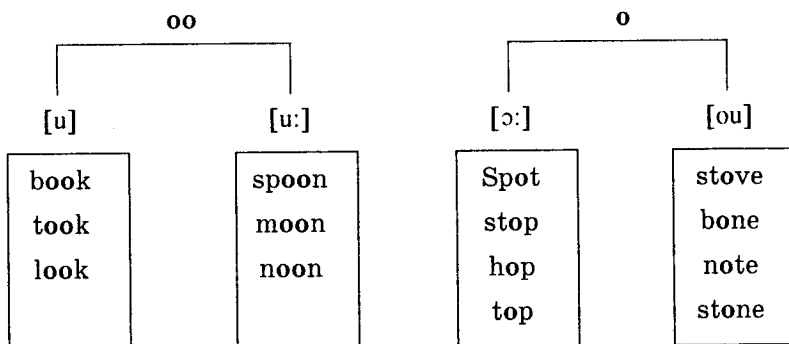
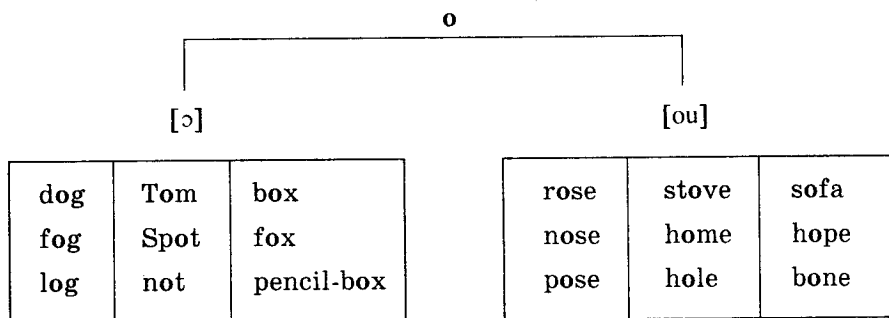
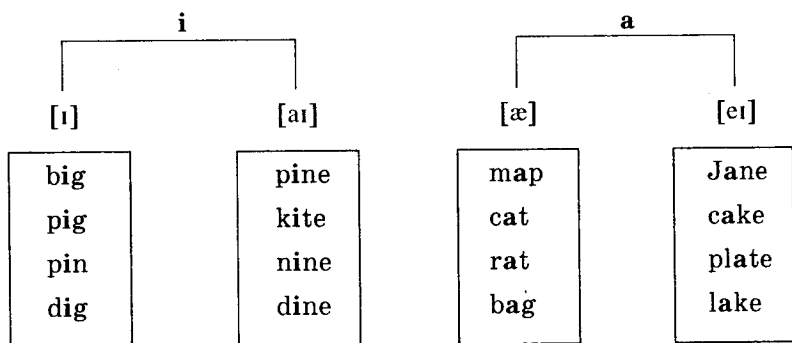
Section. Phonetics

Фонетична таблиця звуків англійської мови

	Голосні		Приголосні
i:	tree, he, teacher, read	p	pen, pencil, pin, pine, pig
ɪ	pin, sit	b	bed, bag, box, book
e	pen, lesson	t	table, take, tree
æ	bag, stand, cat, black	d	dog, desk
a:	garden, are, classroom	k	kite, come, cat, school
ɒ	dog, on, box	g	go, give, garden, green
ɔ:	wall, morning, or	l	lamp, little, live, long
u	good, book	m	map, morning, my
u:	spoon, school, too, who	z	is, has, boys, pens, girls, dogs, chairs, schoolbags
ʌ	bus, up, under, come	ŋ	sing, song, English, thank
ə:	first, girl, third	ð	this, the, then, they
ə	a pen, under, teacher	v	stove, give, five
eɪ	take, table, plate, cake	θ	three, third, thank, fourth, fifth
ou	open, stove, rose, sofa, no	s	sit, spoon, second, lesson, books, desks, yes
ɔɪ	boy	f	flag, first, four, fourth, fifth
au	down, how, now	n	no, not
aɪ	pine, kite, I, my, rhyme	r	rat, red, rose, read, tree, Russian, street, green
ɪə	hear, pioneer	ʃ	she, English, Russian
ɛə	chair, where	h	he, hen, has, here, who
aɪə	pioneer	tʃ	children, chair, teacher
auə	our	dʒ	Jane, John
		w	wall, what, where, we, one
		j	yes, you, your

Вправи на вимову

Вправа 1.



a

[ɑ:]

garden	arm
classroom	farm
grass	park
glass	dark

[ɔ:]

ball	call
wall	hall
all	fall
tall	small

e

[e]

bed	pen
Ned	hen
fed	ten
red	men

ee

[i:]

tree	street
free	feet
see	greet
bee	green

Вправа 2.

I i

[ɪ]	pin, pig, it, is, this
[aɪ]	pine, kite

A a

[æ]	cat, rat, map, bag, black, flag, has
[eɪ]	cake, plate, Jane
[ɑ:]	garden, classroom
[ɔ:]	ball, wall

O o

[ɔ]	dog, Spot, not, Tom, box
[ou]	stove, rose, sofa, no

E e

[e]	bed, pen, desk, yes, hen, nest
-----	--------------------------------

U u

[ʌ]	cup, bus
-----	----------

oo

[u]	book
[u:]	spoon

ee

[i:]	street, tree, green
------	----------------------------

Вправа 3.

[ə:]	[u]	[εə]
first	good book	chair

[ei]	[ɔ]	[tʃ]
table plate	what	chair children

[ð]	[εə]	[ɔ:]
this the	where chair	your morning

[ʌ]	[au]	[aɪ]	[ə]
under up	down	my	under

[i:]	[ɑ:]	[ou]	[ei]
teacher read three	are garden	open no	take they

[ə:]	[auə]	[θ]	[u:]
third first	our	three third	spoon too

[ɔ:]	[ə:]	[i:]	[u:]
boy	girl first third	he she we	you schoolboy who

Вправа 4.

[ɔ:]	[ʃ]	[θ]
your four	she	third fourth

[ɪ]	[aɪə]	[ɪə]	[ʌ]	[ʃ]	[θ]	[ŋ]
give	fire	near here	come up Russian under	English she	thank fifth fourth third	English thank morning

Примітка: *red, first, or, garden*. Літера *r* вимовляється тільки перед голосною (*red*); в інших випадках (*or, first, ...*) *r* не вимовляється.

[ɛə]	[æ]	[ou]	[ŋ]
there where	map, stand flag, black	no open	ink

Примітки: 1. Літера *s* перед *i* вимовляється як [s], наприклад *pencil*.

2. Зверніть увагу на вимову слів: *is* = [ɪz]; *this* = [ðɪs].

What = [wɒt]; *h* не вимовляється.

Вправа 5.

[θ]	[æ]	[ou]	[ɔ:]	[ɔ:]	[au]
seventh	black- board black cat	only open no	wall ball	black- board your morning	how down

[ŋ]	[ʌ]	[aɪ]	[aɪə]	[aʊ]	[ou]	[ɔ:]
thing morning	colour come	white write nine	pioneer	brown	yellow down how	chalk

Примітка: *w* у слові *write* не вимовляється.

Вправа 6.

[eɪ]	[æ]	[e]	[aɪ]	[ə:]	[ə]	[ʌ]	[ð]	[tʃə]
name eight eighth	have has black	friend	tie	her	under October colour	other come colour	other they	picture

[ɑ:]	[ʌ]	[ə:]	[æ]	[dʒ]
father classroom army	mother brother other	worker third her	family Ann	Jane John

[θ]	[aɪ]	[ou]	[ɔ:]	[ʌ]	[εə]
twelfth	nice nine write tie	window yellow	door floor four your	shut cut	their

[ə:]	[i:]	[εə]	[ou]	[aʊ]	[u:]
learn	read teacher	their there where	go no	now down how	do who

[ou]	[eɪ]	[ə:]	[ɔ:]	[i:]	[ð]	[aɪə]
home stove	play day	thirteen third	ball wall	sleep street	with there	dialogue pioneer

Вправа 7.

[u]	[u:]	[ɔ]	[e]	[i:]	[ʌ]	[ŋ]
look	school	wash	breakfast	tea	butter	drink
book	room	what	bread	eat	under	English
to			dress	please	up	

[ə:]	[e]	[ʌ]	[ŋ]
shirt	ready	cup	sitting
girl	bread	but	getting
third	breakfast	butter	washing
			drinking

Вправа 8.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five
26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	30 thirty

[aɪ]	[ɔ]	[θ]	[kw]
right	wash	twentieth	quarter
night	what	thirteen	quick
time			

[aʊ]	[ʌ]	[aɪ]
count	much	nine
	plus	minus
	up	

Вправа 9.

[w]	[aɪ]	[e]	[e]
when where what wash	by my	bed pen red hen	get desk dress

[ɪ]	[eɪ]	[i:]	[ɑ:]	[aɪ]	[ju:]	[ʌ]
live give	play day	speak teacher eat	after afternoon	time five ice	union pupil	but butter

Вправа 10.

[ʌ]	[ou]	[s]	[z]	[ɪz]
does gun	goes soldier	writes works	learns reads	washes dresses

[eɪ]	[e]	[eɪ]	[e]	[au]	[au]
break	breakfast	play day	says	now down how brown	round out

[ɔ]	[ɑ:]	[aɪ]	[ʌ]
watch what wash	ask classroom	like time five	must but plus much

Вправа 11.

[eɪ]	[ʌ]	[ə:]	[ʌ]
face late say day	run cup must much	dirty shirt thirty girl	are classroom laugh

[ɪ]	[u:]	[ɔ]	[u]	[eɪ]
dinner give	soup spoon who, do	want wash	put book	same play

[aɪ]	[ɪ]	[ou]	[au]
sky my by try	very ready silly dirty	snow blow window yellow	ground out round count

Вправа 12.

[ə:]	[aʊə]	[ʌ]
bird third	thirteen shirt	flower our sun run hunger

[eɪ]	[eɪ]	[eɪ]	[ð]	[ʌ]	[ou]	[ɑ:]
rain again	way day	make same	another brother	us plus much shut	grow blow snow	grass class- room ask

[ŋ]	[eɪ]	[eɪ]
bring sing	song bringing	gay say rain again

[eɪ]	[ʌ]	[ɑ:]	[aɪə]
May gay	month come	far dance	violet pioneer

[eɪfɪn]	[æ]	[ʌ]	[aɪ]	[i:]	[ŋ]
demon- stration dictation	band banner flag	front come	cry sky my	people	sing spring thing

Вправа 13.

1	one [wʌn]	the first [fə:st]
2	two [tu:]	the second [ˈsekənd]
3	three [θri:]	the third [θə:d]
4	four [fɔ:]	the fourth [fɔ:θ]
5	five [faɪv]	the fifth [fɪfθ]
6	six [sɪks]	the sixth [sɪksθ]
7	seven [sevn]	the seventh [ˈsevenθ]
8	eight [eɪt]	the eighth [eɪtθ]
9	nine [naɪn]	the ninth [naɪnθ]
10	ten [ten]	the tenth [tenθ]
11	eleven [ɪˈlevn]	the eleventh [ɪˈlevnθ]
12	twelve [twelv]	the twelfth [twelfθ]
13	thirteen [ˈθɜ:ˈti:n]	the thirteenth [ˈθɜ:ˈti:nθ]
14	fourteen [ˈfɔ:ˈti:n]	the fourteenth [ˈfɔ:ˈti:nθ]
15	fifteen [ˈfɪfˈti:n]	the fifteenth [ˈfɪfˈti:nθ]
16	sixteen [ˈsɪksˈti:n]	the sixteenth [ˈsɪksˈti:nθ]
17	seventeen [ˈsevnˈti:n]	the seventeenth [ˈsevnˈti:nθ]
18	eighteen [ˈeɪtˈti:n]	the eighteenth [ˈeɪtˈti:nθ]
19	nineteen [ˈnaɪnˈti:n]	the nineteenth [ˈnaɪnˈti:nθ]
20	twenty [ˈtwenti]	the twentieth [ˈtwentiθ]
21	twenty-one [ˈtwenti-ˈwʌn]	the twenty-first [ˈtwentiˈfɜ:st]
30	thirty [ˈθɜ:tɪ]	the thirtieth [ˈθɜ:tɪθ]

Exercises

i [ɪ]

This is a pin. This is a pig. The pig is big. Sit here! It is winter. In winter it is cold. He has six sisters.

i [aɪ]

This is a nice picture. I like it. I have a big kite. What time is it? It is nine. There are five pines in the garden. We are on the ice. The sun shines.

e [e]

Fred is in bed. Get up, Fred! It is ten. Where is your pen, Tom? It is in the pencil-box. Where is your red pencil? It is on the desk.

a [eɪ]

This is a cake. It is on the plate. Take the cake, Jane. He is washing his face. It is late. What is your name? My name is Jane. My sister has the same name.

a [æ]

Jane has a bag in her hand. The lamp is on the table. The bag is on the desk. Our flag is red. The map is on the wall. Here is a big rat. Stand up, Tom!

o [ɔ]

My father is a doctor. Is your copy-book on the table? No, it is not. Your box is on the floor. Spot is a dog.

o [ou]

I do not want to go home. Is this rose white? No, it is not. This rose is red. The stove is warm.

u [ʌ]

In the morning I drink a cup of tea and eat bread-and-butter. We have much fun in summer. Five plus two is seven. Shut the door, Bob. This is my Ukrainian book. Let us run! We are sitting in the bus.



o [ʌ]

May is a merry month. What colour is this flower? It is blue. My mother says, "Bring me some plates and spoons!" When does your brother come home? He comes home at one.

oo [u:, u]

We have a good room. There is a bookcase in our room. There are many books in the bookcase. Look at the pictures in the books. Tom is at school. Jane is at school too.

e, ee [i:]

There are nineteen trees in our garden. They are green. Three little boys are in the street. What is she doing? She is sleeping.

ea [i:]

Fred is eating an egg. Please, give me a cup of tea. The leaves are green in spring. Read the fifth lesson, please. We speak English with our teacher.

ea [e]

Tom and Jane are having their breakfast. They are eating bread-and butter and eggs. Now they are ready to go to school.

all [ɔ:l]

Where is your ball, Misha? It is under the sofa. Where are all the children? They are at the lesson. There are four walls in our classroom.

ay [eɪ]

We say: "Let us play. It is very gay. The day is warm. We do not want to go away".

ou [aʊ]

In winter the ground is white with snow. This is a big house. The ball is round. Let us go out. Count from one to ten.

ow [aʊ]

Sit down! What are you doing now? How many chairs are there in this room? There are four. They are all brown.

ow [ou]

Grass grows in spring. Snow is white. Put your yellow box on the window.

ir [ɜ:]

This shirt is dirty. Is this little girl reading the first lesson? No, she is not, she is reading the third. Birds sing in the green trees. Thirteen plus seventeen is thirty.

k [k]

There is a blackboard in our classroom. What colour is the table? It is black. Is there a clock in your room? Yes, there is; it is on the wall. The hen has ten yellow chickens.

ng [ŋ]

Bring me this song. Let us sing it. In spring it is warm. We work in the morning and we play in the evening.

wh [w]

What time is it? When do you get up? Where do you go in the morning? Which lesson are you reading? What colour is the chalk? It is white.

Зведені таблиці основних правил читання

а) окремі голосні та їх сполучення

	У відкритому складі	В історично відкритому складі	У закритому складі	У закритому складі перед -r і в сполученнях	В історично відкритому складі перед -re і в сполученнях
A	[eɪ]		[æ]	[ɑ:]	[εə]
	'table 'later may	take late main	bag latter carry	car card	square chair
O	[ou]		[ɔ]	[ɔ:]	[ɔ:]
	no Tony snow	note tone coat	not	nor	more
E	[i:]		[e]	[ɛ:]	[iə]
	he Peter	Pete mete meet meat	pen letter	her learn	here hear steer
I Y	[aɪ]		[ɪ]	[ɛ:]	[aɪə]
	miner cycle	mine right	sit sitting	girl —	fire —
U	[ju:, u:]		[ʌ]	[ɛ:]	[juə]
	cubic ruler* Ju'ly* lunar*	cube rule* June* lute*	cut	turn	cure

* Після літер r, i, j буква u значно частіше читається як [u:]

б) окремі приголосні та їх сполучення

C	[s]	перед i, y, e : <i>pencil, ceiling, cycle</i>
	[k]	перед приголосною і перед a, o, u : <i>clock, cat, cot, cut</i>
	[ʃ]	перед суфіксами які починаються з i : <i>physician, special</i>
ck	[k]	в кінці слова чи складу: <i>clock</i>
ch	[tʃ]	на початку і в кінці слова або складу: chess, French, teach
	[k]	в словах грецького походження: school, chemistry
	[ʃ]	в нещодавно позичених словах з французької мови: machine [mə'fi:n]
G	[g]	перед приголосною, перед a, o, u і в кінці слів: green, garden, go, guest, big
	[dʒ]	в кінці слова перед німим e : large
nk	[ŋk]	в кінці слова чи складу: tank, think
ng	[ŋ]	в кінці слова перед суфіксами -ing , і -er : sing, singer, singing
	[ŋg]	в середині слова: English, jungle
S	[s]	на початку слова чи складу, перед приголосною, в суфіксах після глухої приголосної: sit, desk, books, sits
	[z]	а) між двома голосними: rose б) в суфіксах і закінченнях після голосної чи дзвінкої приголосної: plays, reads
	[z]	перед суфіксом -ure і -ion після голосної: pleasur- fusion

ss	[s]	в кінці слова або складу: glass, classroom
	[ʃ]	перед суфіксами, які починаються з i : Russian, session
sh	[ʃ]	в будь-якому положенні в слові: she, shut, shelf, dish
t	[t]	в будь-якому положенні в слові: take, street, set
	[ʃ]	як виняток перед суфіксом, який починається з i : dictation, partial
th	[ð]	а) у вказівних словах: this, that, these, those, then, there б) між двома голосними: bathe, breathe
	[θ]	а) на початку слова: thin б) в кінці слова або складу: bath
x	[ks]	у всіх випадках, крім уже вказаних: box, maximum
	[gz]	між голосними, якщо x стоїть перед наголошеним складом: examination, example

Songs

1. Bingo

- I. There was a farmer who had a dog
 And Bingo was his name — oh
 B — I — N — G — O (3 times)
 And Bingo was his name — oh.
- II. There was a farmer who had a dog
 And Bingo was his name — oh
 — — I — N — G — O (3 times)
 And Bingo was his name — oh.
- III. There was a farmer who had a dog
 And Bingo was his name — oh
 — — — N — G — O (3 times)
 And Bingo was his name — oh.
- IV. There was a farmer who had a dog
 And Bingo was his name — oh
 — — — — G — O (3 times)
 And Bingo was his name — oh.
- V. There was a farmer who had a dog
 And Bingo was his name — oh
 — — — — — O (3 times)
 And Bingo was his name — oh.
- VI. There was a farmer who had a dog
 And Bingo was his name — oh
 — — — — — — (3 times)
 And Bingo was his name — oh.
 And Bingo was his name — oh.

Exercise 1. Find in the text the words with the following sounds:

[a:], [ɔ], [ɪ], [æ], [eɪ], [ə], [ou].

Exercise 2. Translate and learn the song “Bingo” by heart.

2. My bonnie

Scottish folk song

- I. My bonnie is over the ocean,
My bonnie is over the sea,
My bonnie is over the ocean,
Oh bring back my bonnie to me.

Chorus. Bring back, bring back,
Oh bring back my bonnie to me, to me,
Bring back, bring back,
Oh bring back my bonnie to me.

- II. Oh blow ye winds over the ocean,
Oh blow ye winds over the sea,
Oh blow ye winds over the ocean,
And bring back my bonnie to me.

Chorus.

- III. Last night as I lay on my pillow,
Last night as I lay in my bed,
Last night as I lay on my pillow,
I dreamed that my bonnie was dead.

Chorus.

- IV. The winds have blown over the ocean,
The winds have blown over the sea,
The winds have blown over the ocean,
And brought back my bonnie to me.

Chorus. Brought back, brought back,
Oh brought back my bonnie to me, to me,
Brought back, brought back,
Oh brought back my bonnie to me.

Exercise 1. Read the words paying attention to the sounds:

- [i:] me, ye, sea, dreamed;
[ɪ] is, winds, bring, pillow;
[e] bed, dead;
[æ] as, and, back, that, have;

[ɑ:]	last;
[ɔ]	on, bonnie;
[ɔ:]	brought;
[ou]	over, ocean, blow, pillow;
[eɪ]	lay;
[aɪ]	my.

Exercise 2. Translate the following words:

bonnie = bonny, to bring back, ye = you [ji:, ju:], pillow, to dream.

Exercise 3. Learn the song "My Bonnie" by heart.

3. She'll be Coming 'Round the Mountain

American folk song

- I. She'll be coming 'round the mountain when she comes,
 She'll be coming 'round the mountain when she comes,
 She'll be steaming and a-puffing,
 Oh, Lord, she won't stop for nothing,
 She'll be coming 'round the mountain when she comes.
- II. She'll be driving six white horses when she comes,
 She'll be driving six white horses when she comes,
 She'll be driving six white horses,
 She'll be driving six white horses,
 She'll be driving six white horses when she comes.
- III. Oh, we'll all go out to meet her when she comes,
 Oh, we'll all go out to meet her when she comes,
 We will kill the old red rooster,
 We will kill the old red rooster,
 And we'll all have chicken dumplings when she comes.

Notes

to steam	— рухатися за допомогою пари
to puff [pʌf]	— пихкати
lord	— лорд; Бог
rooster ['ru:stə]	— півень

Exercise. Learn the song "She'll Be Comings 'Round the Mountain" by heart.

4. The Red River Valley

- I. From this valley they say you're going
I will miss your bright eyes and sweet smiles
For I know you were taking the sunshine
That had lighted my path way awhile.
- II. Come and sit by my side if you love me.
Do not hasten to give me adieu
But remember the Red River Valley
And the one who had loved you so true.
Just remember the Red River Valley
And the one who had loved you so true.

Exercise. Learn the song "The Red River Valley" by heart.

5. Clementine

Old folk American song

- I. In a cavern, in a canyon,
Excavating for a mine,
Dwelt a miner, forty niner,
And his daughter Clementine.
Refrain: Oh, my darling, oh, my darling,
Oh, my darling Clementine,
You are lost and gone forever,
Dreadful sorry, Clementine.
- II. Light she was, and like a fairy,
And her shoes were number nine,
Herring boxes without topses,
Sandals were for Clementine.
Refrain.
- III. Drove she ducklings to the water
Every morning just at nine,
Hit her foot against a splinter,
Fell into the foaming brine.
Retrain.

IV. Ruby lips above the water,
Blowing bubbles soft and fine,
But, alas! I was no swimmer,
So I lost my Clementine.

Refrain: Oh, my darling, oh, my darling,
Oh, my darling Clementine,
You are lost and gone forever,
Dreadful sorry, Clementine.

Notes

cavern [ˈkævən]	— печера
canyon [ˈkænjən]	— каньйон, глибока ущелина
to excavate [ˈɛkskəveɪt]	— копати
mine	— шахта
forty-niner	— людина, яка пішла на золоті рудники у 1849 році
forever [fəˈrevə]	— назавжди
to lose [luːz]	— губити
dreadful	— жахливий
fairy [ˈfeəri]	— фея
herring	— оселедець
sandals [ˈsændlɪz]	— сандалі
ducklings	— каченята
to hit	— вдарити
splinter	— уламок
to foam [fəʊm]	— пінитися
brine	— океан, море
ruby [ˈruːbi]	— рубіновий, червоний
to blow	— дуть
bubble	— бульбашка
alas [əˈlɑːs]	— на жаль, шкода

Exercise. Learn the song by heart.

6. An Old Skipper

I. I'll sing you this song
A good song of the sea
With a "way, hay"
Blow the man down
And trust that you'll join
In chorus with me
Give me some time
To blow the man down.

II. There was an old skipper
 I don't know his name
 With a "way, hay"
 Blow the man down
 Although he once played
 A remarkable game
 Give me some time
 To blow the man down.

III. The ship lay becalmed
 In the Tropical Sea
 With a "way, hay"
 Blow the man down
 He whistled all day
 But in vain for a breeze
 Give me some time
 To blow the man down.

Exercise 1. Read the words with the sounds in brackets.

[ɪ] skipper, [ou] old, [ɪ] sing, [ð] this, [u] good, [i:] sea, [eɪ] way, hay,
 [ou] blow, [au] down, [ʌ] trust, [ɔɪ] join, [ɔ] chorus, [ou] although,
 [ʌ] once, [eɪ] game, [ɑ:] becalmed, [ɪ] whistled, [eɪ] vain, [i:] breeze.

Exercise 2. Learn the song "An Old Skipper" by heart.

7. A False-Hearted Lover

- I. On top of Old Smoky
 All covered with snow
 I lost my true lover
 For courting too slow.
- II. For courting is pleasure
 And parting is grief
 And a false-hearted lover
 Is worse than a thief.
- III. Oh, a thief will just rob you
 And take all your pay
 But a false-hearted lover
 Will lead you astray.

On top of Old Smoky
 All covered with snow
 I lost my true lover.
 For courting too slow.

Exercise 1. Read the words paying attention to the sounds in brackets:

smoke [ou], covered [ʌ], snow [ou], lost [ɔ], true [u:], lover [ʌ], courting [ɔ:], too [u:], slow [ou], pleasure [e], parting [ɑ:], grief [i:], false [ɔ], heart [ɑ:], worse [ɜ:], thief [i:], just [ʌ], lead [i:], astray [eɪ].

Exercise 2. Learn the song “A False-Hearted Lover” by heart.

8. Those Evening Bells

Words by Th. Moore

- I. Those evening bells! Those evening bells!
 How many a tale their music tells,
 Of youth, and home, and that sweet time,
 When last I heard their soothing chime!
- II. Those joyous hours are past away
 And many a heart, that then was gay.
 Within the tombs now darkly dwells,
 And hears no more those evening bells!
- III. And so 'twill be when I am gone!
 That tuneful peal will still ring on.
 While other bards shall walk these dells,
 And sing your praise, sweet evening bells!

Exercise. Learn the song by heart.

9. Bear

- I. The bear went over the mountain (3 times)
 To see what he could see.
 And all that he could see (2 times)
 Was the other side of the mountain
 The other side of the mountain (2 times)
 Was all that he could see.

- II. The bear went over the river (3 times)
To see what he could see.
And all that he could see (2 times)
Was the other side of the river
The other side of the river (2 times)
Was all that he could see.
- III. For he's a jolly good fellow (3 times)
Which nobody can deny. (3 times)
For he's a jolly good fellow (3 times)
Which nobody can deny.

Exercise 1. Read the words paying attention to the sounds in brackets:

[ɛə] bear, [ou] over, [au] mountain, [aɪ] side, [ʌ] other, [ɔ] jolly, [e] fellow, [ɪ, aɪ] deny.

Exercise 2. Learn the song "Bear" by heart.

10. Here We Go Round the Mulberry Bush

- I. Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
So early in the morning.
- II. This is the way we wash our clothes
Wash our clothes, wash our clothes
This is the way we wash our clothes
So early Monday morning.
- III. This is the way we iron our clothes
Iron our clothes, iron our clothes
This is the way we iron our clothes
So early Tuesday morning.
- IV. This is the way we scrub the floor
Scrub the floor, scrub the floor
This is the way we scrub the floor
So early Wednesday morning.

V. This is the way we mend our clothes
Mend our clothes, mend our clothes
This is the way we mend our clothes
So early Thursday morning.

VI. This is the way we sweep the house
Sweep the house, sweep the house
This is the way we sweep the house
So early Friday morning.

VII. This is the way we bake our bread
Bake our bread, bake our bread
This is the way we bake our bread
So early Saturday morning.

Exercise. Learn the song "Here We Go Round the Mulberry Bush" by heart.

11. Auld Lang Syne

- I. Should old acquaintance be forgot
And never brought to mind,
Should old acquaintance be forgot
And days o' Lang Syne.
- II. And here's a hand, my trusty friend,
And give us a hand of thine.
We'll take a cup of kindness yet
For auld Lang Syne!

Chorus: For auld Lang Syne, my dear,
For auld Lang Syne,
We'll take a cup of kindness yet
For auld Lang Syne!

Notes

old [ould]	— старий
lang syne ['læŋ'sain]	— білі дні (шотл.)
acquaintance [ə'kwɛɪntəns]	— знайомство, знайомий
to bring to mind	— згадувати
kindness	— доброта
trusty	— вірний
thine [ðain]	— твій (поет.)

Exercise. Learn the song "Auld Lang Syne" by heart.

12. Whatever Will Be Will Be

- I. When I was just a little girl
I asked my mother "What shall I be?"
"Shall I be pretty, shall I be rich?"
And what my mother said:

Refrain: Que cera cera,
Whatever will be will be
The future is hard to see
Que cera cera.

- II. When I grew up and fell in love
I asked my sweet heart "What lies above?"
"Will there be rainbow day after day?"
And here is what it said:

Refrain: Que cera cera,
Whatever will be will be
The future is hard to see
Que cera cera.

- III. Now I have children of my own
They ask the mother "What shall I be?"
"Shall I be handsome, shall I be rich?"
And what my mother said:

Refrain: Que cera cera,
Whatever will be will be
The future is hard to see
Que cera cera.

Notes

to grow up	— зростати
sweet	— сладкий
rainbow [ˈreɪnbəʊ]	— веселка
handsome [ˈhænsəm]	— гарний, привабливий

Exercise. Learn the song "Whatever Will Be Will Be" by heart.

13. My Heart's in the Highlands

R. Burns

I. My heart's in the Highlands, my heart is not here,
My heart's in the Highlands a-chasing the deer,
Chasing the wild deer and following the roe,
My heart's in the Highlands wherever I go.

II. All hail to the Highlands, all hail to the North,
The birth-place of valour, the country of worth,
Wherever I wander, wherever I rove,
The hills of the Highlands forever I love.

My heart's in the Highlands, my heart is not here,
My heart's in the Highlands a-chasing the deer,
Chasing the wild deer and following the roe,
My heart's in the Highlands wherever I go.

III. Farewell to the mountains, high covered with snow,
Farewell to the straths and green valleys below,
Farewell to the forests and high hanging woods,
Farewell to the torrents and loud pouring floods.

Notes

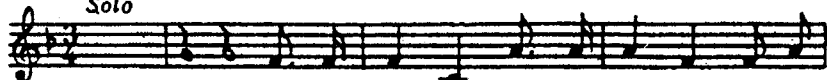
roe [rou]	— <i>косуля</i>
wherever [wɛəg'evə]	— <i>де б не; куди б не</i>
to hail [heɪl]	— <i>вітати, гукати</i>
valour ['vælə]	— <i>мужність</i>
to wander [wɒndə]	— <i>блукати</i>
to chase	— <i>полювати, переслідувати</i>
deer [dɪə]	— <i>олень</i>
torrent	— <i>потік</i>
to pour [pɔ:]	— <i>лити (-ся)</i>
flood [flʌd]	— <i>повінь, потік</i>

Exercise. Learn the song by heart.

Clementine

With mock seriousness

Solo

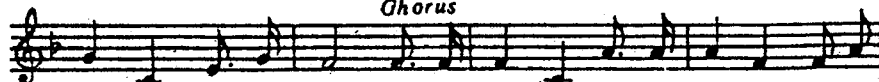


In a cav-ern, in a can-yon, Ex-ca-

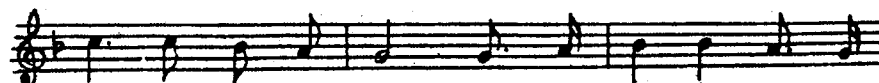


vat-ing for a mine Dwell a min-er. for-ty-nin-er, and his

Chorus



daugh-ter Clem-en-tine Oh, my dar-ling, Oh, my dar-ling, Oh, my



dar-ling Clem-en-tine, you are lost and gone for-



ev-er. Dread-ful sor-ry. Clem-en-tine.

My Heart's in the Highlands



Whatever Will Be Will Be

Musical score for the song "Whatever Will Be Will Be". The score is written in 3/4 time and consists of six staves of music. The key signature is one flat (B-flat). The chords and dynamics are as follows:

- Staff 1: Chords C and Am. Dynamics: *mf*
- Staff 2: Chords Dm and F. Dynamics: *mf*
- Staff 3: Chords C, C1, and F. Dynamics: *mf*
- Staff 4: Chords C and F. Dynamics: *mf*
- Staff 5: Chords F, C, and F. Dynamics: *mf*
- Staff 6: Chords C and F. Dynamics: *mf*

The score includes various musical notations such as notes, rests, and slurs, indicating the melody and accompaniment for the piece.

English alphabet

A a [eɪ]	<i>Aa</i>	N n [en]	<i>Nn</i>
B b [bi:]	<i>Bb</i>	O o [ou]	<i>Oo</i>
C c [si:]	<i>Cc</i>	P p [pi:]	<i>Pp</i>
D d [di:]	<i>Dd</i>	Q q [kju:]	<i>Qq</i>
E e [i:]	<i>Ee</i>	R r [ɑ:]	<i>Rr</i>
F f [ef]	<i>Ff</i>	S s [es]	<i>Ss</i>
G g [dʒi:]	<i>Gg</i>	T t [ti:]	<i>Tt</i>
H h [eitʃ]	<i>Hh</i>	U u [ju:]	<i>Uu</i>
I i [aɪ]	<i>Ii</i>	V v [vi:]	<i>Vv</i>
J j [dʒeɪ]	<i>Jj</i>	W w [dʌblju:]	<i>Ww</i>
K k [keɪ]	<i>Kk</i>	X x [eks]	<i>Xx</i>
L l [el]	<i>Ll</i>	Y y [waɪ]	<i>Yy</i>
M m [em]	<i>Mm</i>	Z z [zed]	<i>Zz</i>

2.

Section. Grammar

Table of Tenses

	Active	Passive
1	2	3
Present Indefinite	I write many exercises. We construct many factories.	Many exercises <i>are written</i> by me. Many factories <i>are constructed</i> by us.
Past Indefinite	I wrote many exercises yesterday. We constructed many factories last year.	Many exercises <i>were written</i> by me yesterday. Many factories <i>were constructed</i> by us last year.
Future Indefinite	I shall write many exercises to-morrow. We shall construct many factories next year.	Many exercises <i>will be written</i> by me to-morrow. Many factories <i>will be constructed</i> by us next year.
Present Perfect	I have written many exercises this week. We have constructed many factories.	Many exercises <i>have been written</i> by me this week. Many factories <i>have been constructed</i> by us.
Past Perfect	I had written many exercises before you came. We had constructed many factories by the end of the last year.	Many exercises <i>had been written</i> by me before you came. Many factories <i>had been constructed</i> by us by the end of the last year.

1	2	3
Future Perfect	I shall have written many exercises when you come. We shall have constructed many factories by the end of this year.	Many exercises <i>will have been written</i> by me when you come. Many factories <i>will have been constructed</i> by us by the end of this year.
Present Continuous	I am writing many exercises now. We are constructing many factories now.	Many exercises <i>are being written</i> by me now. Many factories <i>are being constructed</i> by us now.
Past Continuous	I was writing my exercises when you came. We were constructing many factories at that time.	My exercises <i>were being written</i> by me when you came. Many factories <i>were being constructed</i> by us at that time.
Future Continuous	I shall be writing my exercises when you come.	—
Present Perfect Continuous	I have been writing my exercises for 20 minutes.	—
Past Perfect Continuous	I had been writing my exercises for 20 minutes when he came.	—
Future Perfect Continuous	I shall have been writing my exercises for 20 minutes when you come.	—

Grammar Table 1

Tenses (Active)

The Verb "To be" (Present Indefinite)

Стверджувальна форма (Affirmative form)	Питальна форма (Interrogative)	Заперечна форма (Negative form)	Питально-заперечна форма (Negative-interrogative form)
I am (I'm).	Am I?	I am not (I'm not).	Am I not?
You are (You're).	Are you?	You are not (You aren't).	Are you not? (Aren't you?)
He is (He's).	Is he?	He is not (He isn't).	Is he not? (Isn't he?)
She is (She's).	Is she?	She is not (She isn't).	Is she not? (Isn't she?)
It is (It's).	Is it?	It is not (It isn't).	Is it not? (Isn't it?)
We are (We're).	Are we?	We are not (We aren't).	Are we not? (Aren't we?)
You are (You're).	Are you?	You are not (You aren't).	Are you not? (Aren't you?)
They are (They're).	Are they?	They are not (They aren't).	Are they not? (Aren't they?)

Grammar Table 2

The verb "To have" (Present Indefinite)

Affirmative	Interrogative	Negative form 1	Negative form 2
I have a book.	Have I a book?	I have no book.	No, I have not.
You have a book.	Have you a book?	You have no book.	No, you have not.
He has a book.	Has he a book?	He has no book.	No, he has not.
She has a book.	Has she a book?	She has no book.	No, she has not.
It (the room) has a door.	Has it (the room) a door?	It (the room) has no door.	No, it has not.
We have books.	Have we books?	We have no books.	No, we have not.
You have books.	Have you books?	You have no books.	No, you have not.
They have books.	Have they books?	They have no books.	No, they have not.

The Present Indefinite Tense (Active)

Affirmative	Interrogative	Negative
I go by bus.	Do I go by bus?	I do not go by bus.
You go by bus.	Do you go by bus?	You do not go by bus.
He goes by bus.	Does he go by bus?	He does not go bus.
She goes by bus.	Does she go by bus?	She does not go bus.
It (child) goes by bus.	Does it (child) go ...?	It (child) does not go ...
We go by bus.	Do we go by bus?	We do not go by bus.
You go by bus.	Do you go by bus?	You do not go by bus.
They go by bus.	Do they go by bus?	They do not go by bus.

The Present Indefinite Tense

(Теперішній неозначений час)

1. Теперішній неозначений час означає дію, яка відбувається взагалі, а не в момент мовлення: *I usually get up very early in summer.*

2. Стверджувальна форма теперішнього часу збігається з основою інфінітива без частки **to** для всіх осіб, за винятком третьої особи однини, коли дієслово має закінчення **-s (-es)**.

3. Питальна та заперечна форми (крім **to be, can, may, must**) утворюються за допомогою **to do (do, does)** та інфінітива основного дієслова без частки **to**: *Do you learn the poems by heart? — No, I do not. I don't learn them by heart.*

4. У розмовній мові замість **do not** і **does not** вживаються скорочені форми **don't** і **doesn't**:

I don't speak.

He doesn't speak.

У питально-заперечній формі **don't** і **doesn't** стоять перед підметом.

Text A. John Smith

John Smith is 23 years old. He is the son of a teacher. His father lives in the country and teaches all the subjects at a village school. John's mother is dead.

John's eldest brother is an engineer. He is not married because he cannot afford to keep a family. He is out of work now. Every day he goes to the nearby town to look for work.

John's sister is 30 years old. Her name is Betty. She is a teacher. She teaches English in a high school in the town. She goes there with her brother every morning. Betty is not married because in most American states only unmarried girls can be teachers. Betty keeps house for her father and her two brothers. They are not rich.

John's youngest brother is 13 years old. His name is Ben. He is a school boy. As his father and sister earn very little money, he must work too. In the afternoon he helps a rich farmer with his farm work and on Sundays he sells Sunday newspapers in the nearby town. He has very little time for preparing his lessons or for reading.

John wants to be a chemist. He tries hard to get through college. His father and sister can send him very little money, and he must pay a lot for his room, for his meals, for his books, for every course in the college. In American colleges very few students can get scholarship.

John works as a night dish-washer in a large restaurant. He lives far from his college but near the restaurant. He has a very small room in a large house. His room has one window. John's desk stands at the window. He has books, note-books and papers on it. There is a chair before the desk. On the left of the door there is a bed and a little table. Between the little table and the desk there is a bookshelf. Over John's bed there are photos of his father and mother, brothers and sister. There is no closet in the room. John's Sunday suit and coat hang on the wall to the right of the door. John keeps his suitcase and boots under the bed.

John spends very little time in his room. He comes home from the restaurant at 3 o'clock in the morning. He sleeps till seven o'clock. From seven till eight he reads in his room. Then he goes to the lectures. After the lectures he works at the chemical laboratory. He has his dinner at four o'clock. From five to seven he works in the reading room. Then he goes to the restaurant and begins to wash dishes.

On week-days John has very little time to sleep. Only on Sundays he can sleep a little longer because on Sundays there are no lectures at the college. He stays in bed till ten or eleven o'clock. Then he gets up. He washes, shaves and dresses. He goes out and buys some food for his breakfast. He buys some bread and milk. Sometimes he buys butter and a little cheese. He comes back to his room, makes tea or coffee and has breakfast. Then he goes out. Sometimes he goes to the movies, sometimes he walks through the streets if the weather is

fine. When he comes home he rests a little, has something to eat and goes to the restaurant to wash the dishes. On Sundays he must stay at his work later than usual, it is the busiest day at the restaurant.

On Mondays John doesn't go to the restaurant. It is his day off. He usually spends the evening at home because he likes reading. Sometimes he goes to see one of his friends. He goes to bed early because on Tuesday his working-week begins again.

Assignments

I. Translate the text noting the Present Indefinite Tense.

II. Answer the questions:

1. What is John? 2. Has he a father and a mother? 3. Has he sisters and brothers? 4. How old is John? 5. Can his eldest brother afford to keep a family? 6. What is his sister's name? 7. Who is Ben? 8. Do John's sister and brother work? 9. Does John work or study? 10. Where does he live? 11. What is there in his room?

Interrogative Sentences in English

(Питальні речення в англійській мові)

В англійській мові розрізняють чотири види питальних речень:
загальні запитання (*General Questions*);
спеціальні запитання (*Special Questions*);
альтернативні запитання (*Alternative Questions*);
розділові запитання (*Disjunctive Questions*).

Загальним називають запитання, що вимагає стверджувальної або заперечної відповіді, тобто запитання, на яке можна відповісти словами **yes** або **no**.

У загальних запитаннях на першому місці ставиться допоміжне або модальне дієслово, за яким іде підмет, а потім основне дієслово:

Do you go to school by bus?

Примітка. Якщо присудок речення виражений дієсловом **to be** або **to have** в *Present Indefinite* або *Past Indefinite*, допоміжне дієслово не вживається, а на першому місці ставиться присудок:

Is he at home now?

Have you a brother?

Спеціальними називають запитання до окремих членів речення. Спеціальні запитання починаються питальними словами **where**, **when**, **how**, **who**, **what**, **which**.

Порядок слів у спеціальному запитанні такий самий, як у загальному запитанні:

When do you go to school?

Примітка. Якщо спеціальне запитання відноситься до підмета або до його означення, порядок слів у ньому такий самий, як у розповідному реченні: підмет (питальне слово) стоїть перед присудком. У таких запитаннях у *Present Indefinite* та *Past Indefinite* дієслово **to do (did)** не вживається.

Who goes to school by bus?

Whose sister studies at the university?

Альтернативні запитання або запитання вибору складаються з двох частин, з'єднаних сполучником **or**. Альтернативні запитання за структурою збігаються з загальними, але вимагають таких самих відповідей, як і спеціальні запитання.

Do you go to school in the morning or in the evening?

I go to school in the morning.

Розділові запитання — особливий вид питальних речень в англійській мові. Розділове запитання складається з двох частин. Перша частина — розповідне речення у стверджувальній формі, друга частина — коротке загальне запитання, що складається лише з підмета і присудка. Підмет другої частини розділового запитання завжди виражається особовим займенником, що замінює підмет першої частини. Присудок другої частини — допоміжне (або модальне) дієслово.

You study English, don't you?

Примітка. Якщо присудок першої частини розділового запитання виражений дієсловом **to do** або **to have** у простій часовій формі, то цей присудок вживається і в другій частині.

He is at home, isn't he?

They have a radio set, haven't they?

Якщо в першій частині розділового запитання дієслово стоїть у стверджувальній формі, то дієслово другої частини вживається у заперечній формі; якщо в першій частині речення заперечення, друга частина має стверджувальну форму:

You don't play tennis, do you?

His father isn't an engineer, is he?

Text B. Do You Like Music?

Everybody likes music: some people prefer classical music, others are fond of light music. But are all of them good listeners? One of the most important things is to learn to be a good listener. Only then one can learn to understand music. You may say: "It's very easy! We hear lots of sounds surrounding us." But hearing is not listening. Are we really listening to music on the radio while working, before leaving for work or after coming home after it?

I think, not, because our ears take in many other sounds besides music, such as: the noises out-of-doors, some conversations, a baby's crying, and what not.

To be a good listener means to listen to music without doing anything else. And that's not very easy. It's necessary to practise it for a rather long time: to sit still and to concentrate on listening. At last it will become a habit.

That's one thing. The other is to read about the composers whose music we are interested in, about their works, about the conditions under which those people had to live and create.

People often say: "I often go to concerts, as I like music very much." It means that they may go to a concert of chamber or light music, attend a symphony concert, a piano, a violin concert or a Ukrainian choir concert. It's just the same for them. Does it mean that they love music if they don't understand it? And what about you?

Assignment

Answer the questions:

1. When do you get up?
2. Do you do your morning exercises to the music?
3. Do you switch off the radio or make it quieter while having breakfast?
4. Do you listen only to the latest news or to music too?
5. Do you listen to the radio at your plant (office) while working?
6. Do you switch on the radio after coming home?
7. Do you listen to concerts over the radio?
8. Have you got a TV set?
9. Do you like to see TV musical programmes?
10. Who is your favourite composer?
11. Which of his works do you like best?
12. Do you read anything about him and his works?
13. How often do you attend concerts?
14. What concerts do you prefer?
15. Do you love and understand music?
16. Are you a good listener?

Grammar Table 4

The Past Indefinite Tense (Active)

Affirmative	Interrogative	Negative
I worked.	Did I work?	I did not work.
You worked.	Did you work?	You did not work.
He worked.	Did he work?	He did not work.
She worked.	Did she work?	She did not work.
It worked.	Did it work?	It did not work.
We worked.	Did we work?	We did not work.
You worked.	Did you work?	You did not work.
They worked.	Did they work?	They did not work.

The Past Indefinite Tense

(*Минулий неозначений час*)

1. Минулий неозначений час стандартних дієслів утворюється за допомогою суфікса **-ed**, який додається до інфінітива без **to**. Нестандартні дієслова утворюють цей час по-різному: *to see — saw, to go — went, to run — ran, to put — put* і т. ін.

2. Минулий неозначений час означає дію, що відбувалася в минулому в певний момент, період часу: *last year (month, week), yesterday, the day before yesterday, an hour ago, two days ago, in 1980* і т. ін.: *I read it in the morning.*

3. Питальна та заперечна форми минулого неозначеного часу утворюються за допомогою допоміжного дієслова **did** та інфінітива без **to**: *Did he go there alone? — No, he didn't. He did not go there alone.*

4. У розмовній мові у запереченнях замість **did not** вживається скорочена форма **didn't**: *I didn't go there. Didn't you go there?*

Text A. The House that Jack Built

This is the house that Jack built. This is the corn that lay in the house that Jack built. This is the rat that ate the corn that lay in the house that Jack built. This is the cat that killed the rat, that ate the corn, that lay in the house that Jack built. This is the dog that worried the cat, that killed the rat, that ate the corn, that lay in the

house that Jack built. This is the cow that tossed the dog, that worried the cat, that killed the rat, that ate the corn, that lay in the house that Jack built. This is the maiden, that milked the cow, that tossed the dog, that worried the cat, that killed the rat, that ate the corn, that lay in the house that Jack built. This is the man, that kissed the maiden, that milked the cow, that tossed the dog, that worried the cat, that killed the rat, that ate the corn, that lay in the house that Jack built. This is the priest, that married the man, that kissed the maiden, that milked the cow, that tossed the dog, that worried the cat, that killed the rat, that ate the corn, that lay in the house that Jack built. This is the cock that woke the priest, that married the man, that kissed the maiden, that milked the cow, that tossed the dog, that worried the cat, that killed the rat, that ate the corn that lay in the house that Jack built. This is the farmer, that sowed the corn and owned the cock, that woke the priest, that married the man, that kissed the maiden, that milked the cow, that tossed the dog, that worried the cat, that killed the rat, that ate the corn, that lay in the house that Jack built.

Assignment

Read, translate and render the text in English.

Text B. The Boyhood of Pablo Picasso

Pablo Ruiz Picasso was the favourite of his family. He was the only boy among a great many girl cousins. That was enough to make him important, but his father loved him especially, because it was clear he was going to be an artist. Pablo knew the word for pencil before he could say Mamma and Papa. When he was small, he spent hours by himself making delightful little drawings of animals and people. If his mother sent him out to play in the square, he went on drawing in the dust under the trees. One of his favourite models was his younger sister Lola.

Don José Ruiz, Pablo's father, was director of the museum at Malaga, in southern Spain. He earned only a small salary, but there was not much work to do and he was able to practise his hobby, which was painting pigeons. Don José loved pigeons very much. He painted them dead or alive, in ones and twos, in dozens. Sometimes he painted them on paper, cut them out and stuck them on to canvas; sometimes he stuck real feathers on to his pictures. He knew a great deal about the technique of painting and he taught it all to Pablo.

Life in Malaga was very pleasant. In the hot Mediterranean sunshine father and son would walk down to look at the boats on the shore or wander round the open markets. They made a strange pair. Don José was tall and thin, with red hair and beard, sad grey eyes and a fine set of whiskers. He was so shy and correct that he was nicknamed "the Englishman". Pablo was quite the opposite. He had his mother's small strong build; he had straight black hair and bright black eyes that noticed everything that was going on around him.

Assignments

I. Answer the questions:

1. Did Pablo's family like him especially? Why?
2. Why did his father love him especially?
3. Why did he learn the word for pencil very early?
4. Where did he sometimes draw?
5. What did he often draw?
6. What was Pablo's father's job?
7. Did he earn a lot of money?
8. Did he have to work hard?
9. How did he spend a lot of his time?
10. How did Don José paint pigeons?
11. How much did he know about painting?
12. Where did Pablo and his father walk?
13. Why were they a strange pair?
14. Why was his father called "the Englishman"?

II. Translate the text into Ukrainian.

Text C. Brown Wolf

Once John Smith and his wife Mary, who lived in a small cottage in the mountains, found a dog. He was a very wild and strange dog. He was weak and hungry, but he did not let them touch him and ate the food they gave him only after they had gone away.

When he was strong again, he disappeared. A few months later, when Smith was in a train, he saw his dog running along the road. He got off the train at the next station, bought a piece of meat, caught the dog and brought him home again. There he was tied up for a week.

At the end of the week Smith tied a metal plate round the dog's neck with the words "Please return to Smith, Ellen, California" and set the dog free. He disappeared again.

This time he was sent back by the express train, was tied up for three days, was set free on the fourth and disappeared again. As soon as he received his freedom he always ran north. He always came back hungry and weak and always ran away fresh and strong.

At last the dog decided to stay at the cottage, but a long time passed before Smith and his wife could touch him. They called him Wolf.

One summer day a stranger came to the cottage. As soon as the dog saw him, he rushed to the stranger and barked. Then the stranger said: "His name isn't Wolf. It's Brown. He was my dog".

"Oh", cried Mary, "you are not going to take him away with you, are you? Leave him here, he is happy".

The stranger shook his head and said, "His mother died and I brought him up on milk. He never knew any mother but me. Do you think he wants to stay with you?"

"I am sure he does".

"Well" said the stranger. "He must decide for himself. I'll say good-bye and go away. If he wants to stay, let him stay. If he wants to come with me, let him come. I won't call him to come and don't you call him to come back".

For some time Wolf watched the man go, waiting for him to return. Then he ran after him, caught his hand between his teeth and tried in vain to stop him. Then the dog ran back to where Smith and his wife sat and tried to drag Smith after the stranger. He wanted to be with the old master and the new one at the same time. Meanwhile the stranger disappeared. The dog lay down at Smith's feet. Mary was happy, but a few minutes later the dog got upon his feet and rushed away. He never turned his head. Quicker and quicker he ran along the road and in a few minutes was gone.

(After Jack London)

Notes

to set (set, set) free	— звільняти
in vain	— даремно
meanwhile [ˈmi:nwaɪl]	— тим часом
to drag	— тягти

Assignment

Render the text in English.

Text D. University Days

(by James Thurber)

I liked physics and chemistry when I was at the university, but I wasn't very good at economics. There was another student named Jim Green who was even worse. He was one of the star players on the football team, but he couldn't continue to play if he didn't pass all of his examinations. That was very difficult, for though Jim used his big body very well on the football field, he couldn't make any goals in the classroom.

All his professors **were** very kind to Jim and **helped** him. The kindest of all **was** our economics professor, a quiet little man, named Bassum. He used to ask Green the simplest questions, but they didn't seem easy to Jim. One day, when we were discussing transportation, professor Bassum **called** on Green.

"Name one means of transportation," the professor **said**, but Green **looked** helpless. "Something that takes us from one place to another," the professor **explained**. Green **opened** his mouth, but nothing **came out** of it. "Perhaps, Mr. Green," the professor **continued**, "you can name the means of transportation that we usually use when we go on long journeys across land." It **was** very, very quiet in the room, but suddenly the professor **made** a strange sound: "Choo-choo..." and his face became red. He **looked** at the class hopefully. All of us **agreed** with professor Bassum that Jimmie Green must not fall behind because the Chicago game, one of the most important of the season, **was not** far away.

"Toot, tooooooot, too-toooooooooot," came from a student in the back of the room. We all **looked** hopefully at Jimmie Green.

"Ding dong, ding dong," **came** from another part of the room. The professor **finished** the performance: "Chuffa-chuffa, chuffa-chuffa." But all these sounds **did not help** to give Jimmie any ideas. So the professor **made** another effort:

"How **did** you come to the University this year, Mr. Green?" he **asked**.

"My father **sent** me," **said** the football-player.

"On what? On what?" **asked** the professor.

"He **gave** me money," the champion **answered** slowly. "No, no," **said** Bassum. "Name a means of transportation. What **did** you **ride** on?" "Train," **said** Jimmie.

"Quite right! Very good, Mr. Green," **said** the professor.

Assignments

- I. Read and translate the text.
- II. Analyse the past tense in the text.
- III. Render the text in English.

Dialogue

Mary: Yesterday was George's birthday. He invited me to ten but I couldn't go because I had a headache.

John: Did you tell him you had a headache?

Mary: No, I told you to tell him.

John: I don't remember. When did you tell me?

Mary: We were in the garden. I said I wasn't feeling well.

John: I am sorry. I'm awfully sorry.

Mary: Now tell me what happened at the party.

John: It started at seven. He gave us whisky. We drank to his health.
We wished him good luck. I asked him how old he was.

Mary: What did he say?

John: He said he was thirty-four.

Mary: He told me he was twenty-nine.

John: Then he asked me how old I was.

Mary: What did you tell him?

John: I told him I was thirty. He told me I looked at least forty.

Mary: What did you say to that?

John: I said it was because I worked too hard.

Mary: Did he believe you?

John: No, he said it was not the truth.

Mary: Were you?

John: Yes.

Grammar Table 5

The Future Indefinite Tense (Active)

Affirmative	Interrogative	Negative
I shall go.	Shall I go?	I shall not go.
You will go.	Will you go?	You will not go.
He will go.	Will he go?	He will not go.
She will go.	Will she go?	She will not go.
It will go.	Will it go?	It will not go.
We shall go.	Shall we go?	We shall not go.
You will go.	Will you go?	You will not go.
They will go.	Will they go?	They will not go.

The Future Indefinite Tense

(*Майбутній неозначений час*)

1. Майбутній неозначений час утворюється з допоміжних дієслів **shall** або **will** і інфінітива без частки **to**.

2. Майбутній неозначений час означає дію або стан у майбутньому:

We shall come in two days.

Tomorrow will be Monday.

3. У питальних реченнях **shall** (і **will**) ставиться перед підметом:
Will you come in time?

4. Заперечна форма утворюється за допомогою заперечення **not**, яке ставиться між допоміжним дієсловом та інфінітивом: **I shall not do it in time**. Скорочена форма: *shan't (won't)*.

5. У підрядних реченнях умови і часу, що вводяться сполучниками **if, unless, when, until, till, as soon as, before** вживаються *Present Indefinite* і *Past Indefinite*:

If you come tomorrow I shall help you.

He said that if I came in time, he would help me.

The Future in the Past

The Future in the Past утворюється з допоміжних дієслів **shall** і **will** у Past Indefinite (should, would) та інфінітива без частки **to**:

He said he would come at 5.

Text A. A Sad Story

Three American students came for their holidays to New York. They stayed at a hotel, in a room on the 54th floor. They spent the whole day in the city, they visited some museums, saw some films in the cinema in Broadway. Late at night they came back to the hotel. The clerk in the hall said to them:

"Dear boys, I'm sorry but the lifts don't work now, will you wait till the lifts begin to work or will you go on foot upstairs?"

"That's all right," said one of them, "we'll go on foot. It'll take us much time but we'll have a good time. When we come to the 15th floor we'll have a short rest, one of us will sing a song. As soon as we come to the 30th floor one of us will tell a gay story. As soon as we come to the 45th floor we'll take a long rest and one of us will tell a long, sad story."

So they started. On the 15th floor John sang a gay song and the young men gaily continued their way. On the 30th floor Tom told his friends a gay story, they laughed and continued their way. On the 45th floor the young men were tired, they wanted to take a long rest. All of them looked at Jack, it was his turn to tell his long, sad story.

"Well, boys," said he, "my story won't be long, but it'll be really sad. The key to our room is downstairs in the hall. When we came to the hotel we forgot to take it".

Assignment

Render the text in English.

Text B. At an Office

The office room of Peter Ivanov is on the fourth floor of a large building in the centre of Kyiv.

The furniture of the room is very simple: a desk, some chairs and armchairs, a little table, a book-case and a safe. On the desk there are some pencils and pens, a fountain-pen, a lamp and a telephone. Some documents and business letters are lying on the desk. On the walls there are: a map of the world, a clock and a few pictures. Out of the window you can see the centre of Kyiv with its traffic. In the room there are two doors, one of them leads into the secretary's room.

Peter Ivanov, the manager of the Automobile Enterprise, is sitting at the desk. He is looking through his morning correspondence. The door opens, and his secretary comes in.

The secretary: Excuse me, but a very important letter has just come.

Peter Ivanov: Give it to me, please, thank you. (*He reads the letter.*)

The secretary: Will you dictate the answer now, or will you do it a little later?

Peter Ivanov: I shan't (shall not) dictate it now. Is anybody waiting for me?

The secretary: No, there is nobody here.

Peter Ivanov: By the way, will "Automobile" publish my article tomorrow?

The secretary: No, they will not. They will publish it next week.

Peter Ivanov: That will be rather late.

The secretary: Shall I ring them up again?

Peter Ivanov: No, it doesn't matter. Thank you.

(*The secretary leaves the room.*)

Assignment

Read and translate the text, paying attention to the Future Indefinite Tense.

Dialogue

Mary: Won't George be annoyed?

John: Annoyed at what?

Mary: At your taking his car.

John: He won't know.

Mary: Why won't he?

John: He won't be back till after we get home.

Mary: How do you know I won't tell him?

John: If you do you won't get the birthday present.

Mary: But, won't George want to know where you have been?

John: Yes, what will we tell him?

Mary: I'll say we went to the pictures.

John: I hope it'll stop raining. He will notice that the car's dirty.

Mary: Will we have to clean it?

John: No, we won't.

Mary: What will we do?

John: We'll leave it in a ditch and say it was stolen.

Mary: At last you'll tell the truth.

Assignment

Make up a story on the basis of the dialogue.

Exercises

Exercise 1. Give short answers.

1. Do you study or work? 2. Does your father speak any foreign language? 3. Do you like to see adventure films? 4. Does it take much time to learn to play the piano? 5. Does your father smoke? 6. Does your mother ever praise you? 7. Do you ever write poems? 8. Does your family ever leave the town in summer? 9. Do your friends ever speak English to each other? 10. Does it ever snow in autumn? 11. Do you prefer cinema or television? 12. Do you do your homework at home or in the reading-room? 13. Do your summer holidays begin in June or July? 14. Do you prefer to see black-and-white or colour films? 15. Does it take you much or little time to do your home work? 16. Does the action of the opera "Carmen" take place in France or in Spain?

Exercise 2. Render in English.

A young and poor man comes into a small shop because it is cold. There are no people in the shop. A pretty shop-girl meets him.

"Do you want to buy anything, sir?" she asks him with a smile.

The young man examines the things on the shelves of the shop. The shop-girl asks him:

"Do you want to buy a cigarette-case?"

"No, thank you, I don't smoke."

"Do you prefer to buy this box of paints?"

“No, I don’t paint.”

“Do you like this album?”

“No, I don’t draw.”

“Do you want to buy any soap?” the girl asks. And the young man buys the soap because he doesn’t want to say “I don’t wash” to the young girl.

Exercise 3. Answer the questions.

1. Where do you study? 2. What foreign languages do you speak? 3. Where do you usually spend your holidays? 4. What music do you prefer to listen to? 5. Where do you live? 6. In what house do you live? 7. What floor do you live on? 8. Do your parents work? 9. What do you know about your future speciality? 10. What books do you like to read? 11. When do you get up? 12. When do you come to the University? 13. What do you usually do when your classes are over? 14. Do you smoke? 15. What do you do when you come after the University?

Exercise 4. Read and retell.

a) At an art exhibition a group of people is discussing a still life with roses. The people find it realistic and beautiful. But one man begins to criticize it. “No,” says the critic, “I don’t understand such painting. Look at these roses! They don’t look real at all. They look like red spots of paint on the canvas! And look at this black spot on the left. Is it a fly? It doesn’t look real.” Suddenly the “black spot” flies away and the people see that it is a real fly.

b) “Why don’t you ever come to see us?”

“Sorry, but I am very busy, old boy.”

“Where do you work?”

“I am a member of an orchestra and we perform in a night club every night.”

“What do you do in the day time?”

“Oh, we have regular rehearsals every morning.”

“How do you spend the afternoons?”

“I give music lessons.”

“When do you sleep then?”

“Oh, I do that during the rehearsals.”

Exercise 5. Make up questions and answer them.

Model: *Does nature awaken in spring? — Yes, it does.*

1. Nature awakens in spring. 2. We pronounce **week** just the same as **weak**. 3. People work on week-days. 4. He wants to know the time.

5. She looks at her watch when she wants to know the time. 6. An alarm-clock wakes us up in the morning. 7. My watch keeps good time. 8. The watchmaker repairs watches. 9. I put my watch right in the morning. 10. They listen to the radio in the morning. 11. He begins work at nine. 12. My friend leaves home at half past eight. 13. The lecture begins at seven sharp. 14. They finish work in the afternoon. 15. He washes with cold water.

Exercise 6. Answer the questions using the words in brackets.

1. What century do we live in? 2. Which season do you like best? 3. When does nature awaken after winter sleep? 4. When do trees turn green? 5. Does grass become green in spring? 6. When does it often rain? 7. When does it snow? 8. When do nights get shorter? 9. Why do people spend more time indoors in winter than in summer? 10. When do leaves begin to turn yellow? 11. Does nature awaken in spring? 12. What do we say when the weather is hot? 13. What do we call a heavy rain with thunder and lightning? 14. What season do people like best? 15. When do days get colder? 16. What colour do leaves turn in autumn? 17. What do farmers do in autumn? 18. When do we pick fruit in orchards? 19. Does it often rain in autumn? 20. In what month is it already dark at five o'clock in the afternoon? 21. At what time must you leave home so as not to be late for the lesson? 22. On what days do you get up later than usual?

Exercise 7. Supply the following sentences with one of the given adverbs: usually, generally, never, often, seldom, always, occasionally.

1. He is late for the lectures. 2. She goes to the theatre alone. 3. I am writing a composition. 4. We meet at the University. 5. My grandparents are full of energy. 6. I wind my watch up in the morning. 7. My watch loses five minutes a day. 8. I can understand it. 9. We don't take this book from the reading-room, we take it from the library. 10. Dina sets her watch by the radio.

Exercise 8. Read the following sentences using the form *Do you mind if ...?*

Model: a) *Peter asks Mary to come another day.*

Mary, do you mind if I ask you to come another day?

b) *Peter asks Father if he may turn on the wireless.*

Father, do you mind if I turn on the wireless?

1. George asks Mike to walk home. 2. Mary asks Helen if she may use her dictionary. 3. Nina asks Mother if she may open the window.

4. Kate asks Helen to go to the tennis court on Friday and not on Saturday. 5. I ask Jane if I may call for her at 7 o'clock. 6. He asks Helen if he may smoke.

Exercise 9. Put the verbs in brackets in the Past Indefinite Tense.

When I ... to the South last year I hired a very small but comfortable room (to come). There ... much furniture in it: a bed, a small round table, a wardrobe and two chairs (not to be). The wash-stand and the shower ... in the garden (to be). I usually ... at six o'clock in the morning, ..., ... the bed and in some twenty minutes I ... on my way to the sea (to get up, to wash, to make, to be). It ... me about ten minutes to go to the sea-shore (to take). I ... my morning exercises and ... (to do, to bathe). Then I ... down on the sand and ... in the sun till 11 o'clock (to lie, to bask). At 11 sharp I ... my basket and ... to the nearest canteen to have breakfast (to take, to go). My breakfast ... not very substantial, for I can't eat much after I've lain in the sun for several hours (to be). On the beach I often ... some of my friends, who sometimes ... a transistor radio set with them (to meet, to bring). It is very pleasant to listen in while you are lying in the sun. After dinner, which I ... rather late, I ... for a stroll along the sea-coast or to the tennis court to have a few sets of tennis (to have, to go). When it ... quite dark, I ... to bathe for a second time together with my friends (to be, to go). I ... to bed at 11 o'clock (to go).

Exercise 10. Read fluently using *shall* or *will* forms.

1. It is pleasant to think that we ... soon have holidays. 2. ... you be angry with me, if I don't come? 3. I ... do it soon, but I am afraid not today. 4. ... he come and see us one of these days? 5. What ... we read next? We ... read *Oliver Twist*. 6. You ... know all when you come. 7. I promise you that you ... hear from me as soon as I am able to write. 8. ... you be at home tomorrow night? 9. ... you be disappointed if you don't go to Moscow?

Exercise 11. The following sentences refer to the future. Fill the blanks using the correct form of the verb in brackets.

1. He ... the door if you ... him the key (to open, to give). 2. I ... a letter if he ... me his address (to write, to send). 3. If you ... to work next year you ... to study at the evening department (to want, to have). 4. He ... as a school-teacher as soon as he ... from the University (to work, to graduate). 5. Every student ... to improve his pronunciation if he ... to English records (to be able, to listen).

Exercise 12. Complete the following sentences.

1. You will easily catch up with your group if you 2. He will remain a part-time student as long as he 3. We shall have to draw some cartoons for the wall-newspaper unless 4. The students will not be able to read difficult texts till they 5. She will go to the language laboratory as soon as 6. What will you do if 7. We shall know English well in case we 8. You will see him when 9. I shall do the room before 10. They will go to the country as soon as

Exercise 13. Compose five special questions with the verb in Future Indefinite.**Exercise 14. Explain the use of *shall* and *will* after the conjunctions *if* and *when*.**

1. Ask if they will go in for their examination on Tuesday. 2. I have no idea when I shall finish reading this book. 3. We do not know when we shall have a test in Grammar. 4. Tell me when the meeting of the first-year students will take place. 5. My friend asks me if I shall go to the library with him.

Exercise 15. Give answers to the questions.

1. Who performs the leading part in Kozintsev's film "Hamlet"? 2. Who teaches you English? 3. Who likes pop music in your group? 4. Who listens to the news every evening? 5. Who often makes mistakes in English? 6. Who knows many foreign languages? 7. Who takes books from the public library? 8. Who remembers the name of the director of the film "Santa Barbara"? Who wants to see this film again?

The Present Indefinite in Clauses of Time and Condition

smb	will (not) do smth	when	smb does smth
smth		before till until as soon as while if unless	

Exercise 16. Translate into Ukrainian.

1. If you ask her about it she will tell you. 2. She won't tell you anything unless you ask her. 3. She won't come unless you phone her. 4. Tell him at once if he wants to know. 5. Don't leave the office before I tell you. 6. She'll phone us as soon as she gets a telegram. 7. We shall wait for him till it is possible. 8. We shall not go out until he returns. 9. I'll phone her while you wash the dishes. 10. If she stays at home we'll come earlier.

Object Clauses

smb	knows wonders asks tells smb is (not) sure	when if whether	smb will do smth
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Exercise 17. Translate the sentences.

1. She asks when he will come. 2. She is not sure if they will come in time. 3. They wonder if they will be able to phone them. 4. She wonders when I shall be ready to do it and if she will leave in time. 5. Do you know if you will return in 5 days? 6. I wonder when they will come and tell me what to do.

Exercise 18. Translate into English.

1. Вона не знає, чи ми будемо писати диктант сьогодні. 2. Хотіла б я знати, чи прийде вона вчасно. 3. Не залишайте дітей, поки вона не прийде. 4. Я поїду, як тільки одержу телеграму. 5. Він не знає, коли вони повернуться. 6. Ви знаєте, коли почнеться лекція? 7. Ви нічого не зрозумієте, якщо не прочитаєте цю книжку самі. 8. Як тільки вода закипить, вимкни газ. 9. Я піду і запитаю її, чи піде вона в театр, поки ти будеш читати газету. 10. Я вам усе поясню, коли ми зустрінемося в університеті. 11. Вона дійсно не знає, коли вони повернуться. 12. Вони хотіли б знати, чи одержить він телеграму, поки вони приїдуть.

Exercise 19. Translate into English.

1. Коли ти приходиш додому? 2. Де ти виконуєш домашнє завдання? 3. Ти любиш читати книжки? 4. Які книжки ти любиш читати? 5. Які фільми ти любиш дивитися? 6. Де працюють твої батьки? 7. Твої батьки мають музичний слух? 8. Твої друзі

пишуть вірші? 9. Ти живеш далеко від метро? 10. Яку музику ти любиш слухати?

Exercise 20. Put the verbs in brackets in the Past Indefinite Tense.

1. The other day I (to meet) a friend of mine in the Shevchenko Museum. 2. We (to see) many pictures there. 3. They (to go) to the country last Sunday, they (to skate) and (to ski) there. 4. Some of my friends (to draw) pictures in the forest. 5. My brother (to begin) to study English some years ago. 6. The other day I (to go) to the library and (to choose) some books there. 7. This student (to come) to Kyiv for the first time last year. 8. The exhibition (to impress) us because it (to show) the life of our people. 9. Yesterday's concert (to last) 3 hours because many actors (to take part) in it. 10. G.Kozintsev (to make) the film "Hamlet" in 1965; Shostakovich (to write) music for it.

Exercise 21. Translate into English.

1. Я пішов до школи два роки тому. 2. Вчора він прийшов до школи о 7.30. 3. Мій друг закінчив школу в минулому році. 4. Вчора я пішов до бібліотеки і взяв кілька книжок. 5. У неділю ми добре відпочили у лісі. 6. Я бачив цей фільм на минулому тижні. 7. Позавчора я купив квиток до Ялти. 8. Мені сподобався цей фільм учора. 9. Я бачила його на тому тижні.

Exercise 22. Answer the questions.

1. Did you study at the University last year? 2. Did you live in Kyiv two years ago? 3. Did your friend work before the University? 4. Did you hear the opera "Carmen" last year? 5. Did you come home late last night? 6. Did your friend make progress in English last month? 7. Did you see any foreign film last week? 8. What book did your friend read last month? 9. When did you get up yesterday? 10. Did you do your morning exercises this morning?

Exercise 23. Put questions in the Past Indefinite Tense and give short answers.

Model: *Do you know this man? (last year)*

Did you know this man last year? — Yes, I did. (No, I didn't.)

1. Do you live in Kyiv? (last year) 2. Does your mother work at a factory now? (3 years ago) 3. Do you go to symphony concerts? (last year) 4. Does your friend write songs? (some years ago) 5. Does your mother take books from the district library? (the day before yesterday) 6. Does it take you long to do your homework? (yesterday)

Exercise 24. Answer the questions.

1. When did your friend finish school? 2. How did he study at school? 3. What foreign language did he study? 4. When did he enter the University? 5. Why did he enter the University? 6. Where did your friend live last year? 7. How did you spend your last week-end? 8. What film did you see last week? 9. With whom did you see the film? 10. How long did the film last?

Exercise 25. Make up questions and answer them.

Model: *I took this book from the library. (When?)*

When did you take this book from the library? — I took it yesterday.

1. I enjoyed the performance. (Where? Why?) 2. He played the piano last night. (Where? How?) 3. My mother worked at a factory some years ago. (At what factory?) 4. Obraztsov founded a theatre. (Where? When? What theatre?) 5. They heard some interesting songs last week. (What songs? Where?) 6. This artist painted many posters. (How many posters? What posters?) 7. She took music lessons from this teacher. (When? Why?) 8. This director made some good films about children. (About whom?) 9. She sang many songs at the concert. (At what concert? How many songs?) 10. He played in that orchestra. (What instrument? When?)

Exercise 26. Answer the questions using the words in brackets.

Model: *Who made the film "Hamlet"? (Kozintsev). — Kozintsev did.*

1. Who made the film "Idiot"? (Pyriev). 2. Who painted the picture "Children"? (Serov) 3. Who wrote the music to the films "Hamlet" and "King Lear"? (Shostakovich) 4. Who directed the play "Three Sisters" at the Art Theatre? (Stanislavsky) 5. Who played the part of King Lear in the film "King Lear"? (Yuri Yarvet) 6. Who played this part in the English film "King Lear"? (Paul Scofield) 7. Who conducted the 15th Symphony by Shostakovich? (his son Maxim) 8. Who founded the Puppet Theatre in Moscow? (Sergei Obraztsov) 9. What actors played in the film "Waterloo"? (Russian, American and Italian actors)

Exercise 27. Translate the sentences.

1. We didn't see the film last week. 2. I didn't hear this opera last summer. 3. Our pupils did not study last Saturday at all, because they went to the Museum. 4. I didn't buy the tickets yesterday. 5. Jack did not follow the director's words, he didn't understand them. 6. She didn't want to accompany me when I sang.

7. They didn't make any progress, perhaps they didn't work hard enough. 8. A. Borodin did not finish his opera "Prince Igor" because he died. 9. His performance impressed the audience. 10. She followed my words.

Exercise 28. Complete the sentences using the words in brackets.

Model: *I didn't see the film yesterday. (the day before yesterday)*

I didn't see the film yesterday, I saw it the day before yesterday.

1. I. Levitan didn't paint portraits and seascapes. (landscapes)
 2. The film show didn't begin at 2 o'clock. (at 4) 3. The orchestra didn't play Bach's Concerto. (Brahm's Symphony) 4. The director didn't make short-length films. (full-length films) 5. F. Handel didn't want to write cantatas. (operas) 6. The audience didn't like Handel's operas. (his cantatas) 7. Ch. Chaplin didn't want to make sound films. (silent films) 8. A. Borodin didn't finish the opera "Prince Igor". (Rimski-Korsakov and Glazunov)

Exercise 29. Translate into English.

1. Глядачам не подобались опери Генделя. 2. Ф.Гендель не хотів писати кантати, він хотів писати опери. 3. Перші (ранні) картини англійських художників Констебля і Тернера не справляли враження на глядачів. 4. Ви не досягли успіху у навчанні, можливо, тому що працювали недостатньо багато. 5. Я не хотів акомпанувати цій співачці, тому що вона не слідкує за музикою. 6. І.Пир'єв не закінчив свій фільм "Брати Карамазови", тому що він помер під час зйомок цього фільму. 7. Вона зовсім вас не зрозуміла тоді.

Exercise 30. Render the text in English.

When the English composer F. Handel staged his first opera, the audience did not like it. The people didn't stay till the end, they left the hall during the performance. After the performance Handel's friends came up to him, they wanted to tell him some kind words. When Handel heard them he smiled and said: "That's all right. Good music sounds better in an empty hall."

Exercise 31. Give short answers.

1. Was it cold yesterday? 2. Were you fond of drawing when you were a child? 3. You were not at the rehearsal. Were you ill? 4. Were your friends present at the lecture yesterday? 5. Were you at the concert on Sunday? 6. Were you there with your friends? 7. Was the concert a success?

Exercise 32. Answer the questions.

1. Where were you last night? 2. What film was on yesterday? 3. What were you fond of in your childhood? 4. How many students were present in your group on Monday? 5. When and where were you born? 6. When was your mother (father, sister, brother, friend) born? 7. How old were you when you finished school? (entered the University)? 8. What day was it yesterday? 9. When were the classes over yesterday? 10. Why was your friend absent from classes last week?

Exercise 33. Translate into English.

1. Де ви були вчора ввечері? 2. Коли ви народилися? 3. Хто (за фахом) були його батьки? 4. Вас не було в класі вчора, ви були хворі? 5. Скільки вам було років, коли ви пішли до школи? 6. Коли ви поступили в університет? 7. Коли закінчилися лекції вчора? 8. Коли почалася перша лекція? 9. Хто був відсутній у вівторок? 10. Яке число було вчора? 11. Вчора було холодно? 12. Ви ходили на прогулянку вчора?

Exercise 34. Answer the questions.

1. When did you have breakfast (lunch, dinner, supper) yesterday? 2. What did you have for breakfast (lunch, dinner, supper)? 3. Where did you have breakfast (lunch, dinner, supper) yesterday? 4. Did you have a walk after supper? 5. Where did you have a walk last Sunday? 6. Did you have a rest after the classes yesterday? 7. Did you have a good time last Sunday? 8. Did you work hard at all subjects at school? 9. What subjects were you most fond of? 10. Who played an important part in your development?

The Past Indefinite in Clauses of Time and Condition

smb	felt knew understood realized hoped	that smb would (not) do smth	if unless when before till as soon as	smb did smth
smb	felt knew understood realized hoped	that	if unless when before till as soon as	smb did smth
				smb would (not) do smth

Exercise 35. Translate into Ukrainian.

1. She knew that somebody would phone her as soon as anything was known. 2. She only knew that if he objected, she would give up the plan. 3. I knew that I would catch a bad cold unless I went and changed my wet shoes at once. 4. They were sure that no changes would ever take place until they themselves did something about it. 5. He knew that when they knew her better they would help her. 6. I knew that somebody would come as soon as anything was done.

Object Clauses

smb	knew wondered asked told smb was (not) sure	when if whether	smb would do smth
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Exercise 36. Translate into Ukrainian.

1. I wondered when it would be time to go and have a good rest. 2. Nobody asked her if she would return. 3. Did she know when you would come again? 4. Nobody knew when he would phone them. 5. Did she tell them when it would be time to leave? 6. Nobody was sure when the snow would stop. 7. I was not sure if they would reach the station in time.

Exercise 37. Translate into English.

1. Я не знав, чи повернуться вони знову. 2. Вони були впевнені, що побачать його, коли придуть ввечері. 3. Мені було цікаво, чи сподобається дітям картина. 4. Вона запитала, чи буду я виступати на конференції знову. 5. Я не знав, чи приїде автобус вчасно. 6. Він запитав, коли я повернуся. 7. Він пообіцяв, що поговорить з ним до його від'їзду. 8. Вона сказала, що поверне книгу, як тільки прочитає її.

Exercise 38. Read and translate the sentences.

1. There will be some questions after the lecture. 2. Our theatre will stage a new performance next month. 3. The concert will take place at the end of the month. 4. We shall speak to him about it next week. 5. Nick studies very well, we think he will soon become a good specialist. 6. I'll go to the book-shop and buy this book

tomorrow, I'll need it for my future work. 7. I shall have much work to do next Friday because I'll have a seminar in foreign literature. 8. Don't open the window, it'll be cold in the room. 9. Let's go to the country on Sunday, I think, the weather will be fine and we'll have a good time.

Exercise 39. Complete the sentences using the words in brackets.

Model: *I didn't see this film last week. (tomorrow)*

I didn't see this film last week, perhaps I shall (I'll) see it tomorrow.

1. We didn't rehearse this scene yesterday. (tomorrow)
2. Our students didn't take part in the music competition last year. (next year)
3. I didn't need this book in the morning. (in the evening)
4. We had no exams last week. (next week)
5. We didn't go on an excursion to the museum yesterday. (the day after tomorrow)
6. This student didn't graduate from the Conservatoire last year. (in two years)
7. I didn't have breakfast in the morning. (in some minutes)
8. He didn't see these places of interest last night. (in some days)

Exercise 40. Make up sentences using the following words and word combinations.

	to go on an excursion, to rehearse, to discuss, to shoot, to copy, to go on a tour, to take the floor, to graduate from, to take part in, to repair, to be glad to meet, to start, to need	the news-reel, the Conservatoire, this newspaper, the music competition, the camera, the scene, the portrait, the rehearsal, the new performance, outstanding actors, at the meeting	in some minutes (hours, days, weeks, months, years) tomorrow, the day after tomorrow, next week, next month, next year, in February (March, April...), soon, before long
I			
You			
He			
She			
It			
We			
They			

Exercise 41. Translate into English.

1. Завтра я буду чекати вас біля метро.
2. Завтра у нас будуть збори, і я виступлю з промовою.
3. Не відчиняйте вікно, буде холодно.
4. Результати роботи будуть хорошими.
5. Моя сестра закінчить консерваторію через два роки.
6. Я думаю, що вони переможуть у конкурсі.
7. Цей оркестр поїде влітку на гастролі до Лондона.

8. Можливо, ми почнемо репетицію через кілька хвилин. 9. Я зустріну вас завтра на вокзалі. 10. Ми будемо раді бачити вас.

Exercise 42. Answer the questions.

Model: Will you go to the concert tomorrow?

I think, I shall.

I think, I shan't.

I don't think, I shall.

a) 1. Will you go on an excursion tomorrow? 2. Will you take part in the concert? 3. Will she become a famous musician? 4. Will the director give you this leading role? 5. Will he graduate from the university next year? 6. Will they show us their pictures? 7. Will it rain tomorrow? 8. Will it be cold in the evening? 9. Will it take you long to do your homework? 10. Will they go on a tour in summer?

b) 1. When will you graduate from the University? 2. When will the school year (academic year) be over? 3. How many exams will you have? 4. What classes will you have tomorrow? 5. What will you do next Sunday? 6. Where will you spend the week-end? 7. What theme will you take for your report? 8. When will you go to the theatre? What play will you see? Who will go to the theatre with you?

Exercise 43. Make up questions and answer them.

Model: He will do it. (When?)

When will he do it?

1. We shall go on an excursion next Sunday. (Where?, With whom?)
 2. They will recite new poems. (What poems?, When?) 3. She will be glad to see you. (Why?) 4. Some actors will take part in the concert. (How many actors?, In what concert?) 5. This orchestra will go on a tour in summer. (Where?, What orchestra?) 6. They will play some new pieces. (What pieces?, How many pieces?) 7. It will take her much time to find these notes. (How much time?, What notes?) 8. They will come soon. (Who?, Where?, When?)

Exercise 44. Answer the questions according to the situations.

1. Your friend wants to enter your University. What exams will he take? What material will he prepare? 2. Your friend will come to your native town for holidays. What places of interest will you show him? Where will you take him? 3. Tomorrow your group will go on an excursion. Where will you meet your friend? When will you meet? How long will the excursion last? 4. Your friend will graduate from the Conservatoire next year. Where will he work? Will he stay in

Kyiv? 5. You will have an hour's break between the classes. What will you do during this break? Will you have dinner? 6. Tomorrow is Sunday. What will you do? Where will you go? Will you go to the country? 7. In some time you will have summer holidays. Where will you spend them? When will the holidays begin? What things will you need? When will the holidays be over?

must = to have to		
Present I must go Past Future	I have to go I had to go I shall have to go	Я мушу йти (зараз) Я мусив йти Мені необхідно буде йти
Present	He has to get up early.	Does he have to get up early? He doesn't have to get up early.
Past	He had to tell them the news.	Did he have to tell them the news? He didn't have to tell them the news.
Future	He will have to tell them the news.	Will he have to tell them the news? He won't have to tell them the news.

Exercise 45. Answer the questions.

a) 1. When do you have to get up in the morning? 2. When do you have to leave home to get to the University in time? 3. What do students have to do to master English? 4. How long do you have to work in the reading-room?

b) 1. Did you have to work after you finished school? Why? 2. Did you have to leave your native town, when you entered the University? Why? 3. How many exams did you have to take to enter the University? 4. How long did you have to prepare for the entrance exams?

c) 1. How many years more will your parents have to work before they go on pension? 2. When will you have to start working at your graduation paper? 3. Will you have to look for a job after graduation? 4. What books will you have to read for your graduation exams?

Exercise 46. Put questions to the statements.

1. We had to return home, because Ann couldn't walk any more. (Why?) 2. You will have to look through these articles before you begin to work at your report. (When?, What?) 3. We had to switch

off the TV set because Father was tired. (Why?, What?) 4. The teacher had to explain the difficult rule to his pupils once more. (What?, To whom?) 5. When Ch. Dickens was nine, his parents had to come to live in London. (When?, Where?) 6. We must stay after classes today because we have a meeting. (Why?) 7. We have to hurry not to be late for the concert. (Who?, Why?)

can = to be able to		
Present	I can speak English.	I am able to speak English.
Past	I could speak English.	I was able to speak English.
Future		I shall be able to speak English.

Exercise 47. Answer the questions.

Model: *When will you be able to start the work?*

I am afraid, I won't be able to start it soon.

1. What poem will you be able to recite at the concert? 2. What will you be able to buy with your money? 3. Will you be able to criticize the work of your best friend? 4. How many people will you be able to invite to your performance? 5. How long will you be able to stay at home during the summer holidays? 6. When shall we be able to discuss our nearest plans? 7. Who will be able to help you with your English?

Exercise 48. Fill in the blanks with prepositions or adverbs.

1. "How do you like your coffee?" "___ milk and a lot ___ sugar".
 2. "How do I get ___ the shopping centre?" "___ bus. The bus stop is over there ___ the street".
 3. The note became clearer only after he looked ___ it a second time.
 4. She liked to stay ___ home ___ the evening ___ an interesting book.
 5. They are fond ___ classical music. They can listen ___ Bach or Beethoven ___ hours.
 6. When the last exam was ___ she was so tired that she couldn't sleep ___ night.
 7. He liked to have supper ___ his family.
 8. We shall first go ___ that part ___ the museum where the old masters are.
 9. Now I want to take you ___ the house ___ a cup of tea.
 10. She said she had friends ___ Chester ___ whom she planned to stay ___ a week or two.
 11. "When will you leave ___ London?" ___ "Not before the end ___ the month".
 "How long will you stay there?" ___ "Not more than ___ two weeks. ___ the middle ___ July I will go ___ Belfast ___ boat".
 12. Describe your home town ___ us.

Exercise 49. Fill in the blanks with prepositions or adverbs.

1. I don't know what town he is __, but if you want I can find __ soon enough. 2. He slept badly __ the train and woke __ several times __ the night. 3. "Please stand __ when I call __ your names", the teacher said. 4. I am not sure I always understand him right, he speaks __ a strong accent. 5. This is not a topic __ conversation __ front __ the children. 6. "What do you know __ your neighbours?" — "Not much. We say "good morning" __ each other, speak __ the weather and that's about all". 7. __ the morning __ the exam he got __ earlier than usual. 8. Put __ the light, it's getting dark and I don't see what I am reading any more. 9. If you want to get __ the underground station, go __ this street as far as the traffic lights, then turn __ the left. 10. A raincoat is good only __ rainy days, why do you wear it __ all weather? 11. The weatherman said that the weather will change __ the better. 12. I am not quite sure __ the exact day __ his arrival. I only know that he will arrive __ Kyiv some day this week. 13. The train arrives __ this small station __ night and stops __ three minutes only. 14. Are you sure __ what you are saying? 15. I'll wake you __ five; we must start __ half past five before it's too hot to travel.

Exercise 50. Open the brackets. Use indefinite forms.

Model: *She (to wear) her hair very short.*

She wears her hair very short.

1. Some fruit trees (to grow) in our garden. 2. She always (to wear) her hair like that. 3. You never (to listen) in class and then you (to make) mistakes in your exercises. 4. They are the best of friends. They always (to play) together and never (to fight). 5. She usually (to wear) trousers and a sweater on those walks. 6. He (to work) at school, doesn't he? 7. When I (to lose) my temper I often (to say) things I not really (to mean) at all. 8. You (to know) her at once. She's the image of her mother. 9. You (to like) her all right when you know her better. 10. Tell him you are busy or something. He (to understand). 11. I hate the place in autumn. It always (to rain) there. 12. She just (to sit) there hour after hour. 13. We (to wait) for a long time. 14. She (to speak) for over an hour. 15. For the next five minutes we (to climb) in silence. 16. And then I (to hear) my name said again. I (to look) round. 17. I (to wait) an hour, then (to pay) for my drink and (to leave).

Grammar Table 6

Degrees of Comparison (Adjective)

Regular

Positive	Comparative	Superlative
large	larger	the largest
big	bigger	the biggest
short	shorter	the shortest
easy	easier	the easiest
small	smaller	the smallest
difficult	more difficult	the most difficult
interesting	more interesting	the most interesting

Irregular

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst
many	more	the most
much	less	the least
little		

Grammar Table 7

Formation of Adverbs

Adjectives	Adverbs
high	highly
bright	brightly
bad	badly
large	largely
deep	deeply
good	well

Grammar Note

1. He **must** do it today.
2. He **had to do** it yesterday.

The Adjective

(Прикметник)

1. Прикметник виражає ознаку, якість або властивість предметів і відповідає на запитання **який? (what?)** *a green bench, a blue shirt, a new dress.*

2. В англійській мові є прості прикметники (**Simple Adjectives**), похідні (**Derived Adjectives**) і складні (**Compound Adjectives**): *beautiful, nice, handsome, impossible, well-made, white-blue.*

За граматичними ознаками прикметники в англійській мові поділяють на якісні та відносні.

Якісні прикметники (Qualitative Adjectives) вказують на якість, ознаки і властивості речей: *grey, big, clever.*

Відносні прикметники (Relative Adjectives) вказують на якість і ознаки речей: *a wooden bench, a difficult task.*

Ступені порівняння прикметників

1. Якісні прикметники в англійській мові мають три ступені порівняння: звичайний (**the Positive Degree**), вищий (**the Comparative Degree**) і найвищий (**the Superlative Degree**).

2. Вищий і найвищий ступені утворюються за допомогою суфіксів **-er** і **-est** або слів **more** і **most**:

<i>big</i>	— <i>bigger</i>	— <i>the biggest</i>
<i>hard</i>	— <i>harder</i>	— <i>the hardest</i>
<i>grey</i>	— <i>greyer</i>	— <i>the greyest</i>
<i>active</i>	— <i>more active</i>	— <i>the most active</i>
<i>useful</i>	— <i>more useful</i>	— <i>the most useful</i>
<i>beautiful</i>	— <i>more beautiful</i>	— <i>the most beautiful</i>

3. Деякі прикметники утворюють ступені порівняння від іншого кореня:

<i>good</i>	— <i>better</i>	— <i>the best</i>
<i>bad</i>	— <i>worse</i>	— <i>the worst</i>
<i>little</i>	— <i>less</i>	— <i>the least</i>
<i>many</i>	— <i>more</i>	— <i>the most</i>

Примітка: а) При порівнянні предметів вживається сполучник **than**:

This house is more interesting than that one.

б) Для порівняння двох предметів однакової якості вживається прикметник у звичайному ступені, який ставиться між подвійним сполучником **as... as** (такий..., як):

She is not so tall as Ann.

The Adverb

(Прислівник)

Прислівники вказують на ознаку дії або якості:

The car went quickly. He went there.

Прислівники поділяються на:

1. а) **прості** (Simple): *there, here, soon, fast, hard, little* і т. ін.;
- б) **похідні** (Derived), які утворюються за допомогою суфікса **-ly**: *active — actively, bad — badly, day — daily*;
- в) **складні** (Compound): *sometimes, nowhere, inside, anywhere, midway* (напівдорозі);
- г) **складені** (Composite): *at once, at last, at least, in vain*.
2. а) **прислівники часу** (Adverbs of Time): *today, then, now, yesterday, before* і т. ін.;
- б) **прислівники місця** (Adverbs of Place): *here, there, back, everywhere, outside* і т. ін.;
- в) **прислівники способу дії** (Adverbs of Manner): *well, slowly, hard, fluently* і т. ін.;
- г) **прислівники міри ознак і ступеня** (Adverbs of Degree): *very, almost, much, too, little, just* і т. ін.

Ступені порівняння прислівників

Прислівники утворюють ступені порівняння у такий самий спосіб, як прикметники:

1. Прислівники, які закінчуються на **-ly**, утворюють вищий ступінь за допомогою слова **more** і найвищий — за допомогою слова **most**:

usually — more usually — most usually

2. Односкладові прислівники утворюють вищий ступінь за допомогою суфікса **-er** і найвищий — за допомогою суфікса **-est**:

fast — faster — fastest
soon — sooner — soonest

Місце прислівника у реченні

1. Прислівники неозначеного часу **always, never, seldom, often, usually, already** стоять перед дієсловом у Present або Past Indefinite: *He never comes late.*

З дієсловом **to be** ці прислівники стоять після дієслова: *They are always ready.*

2. В складних формах дієслова прислівник ставиться після допоміжного дієслова: *They are always seen together. I can often read in bed.*

3. Прислівники **yesterday, today, tomorrow** стоять на початку або в кінці речення: *Tomorrow I am leaving. I am coming in the evening.*

4. Прислівники **quickly, slowly, badly** та інші стоять перед перехідними дієсловами або після додатка до них: *I quickly found him.*

5. Якщо прислівників два або більше, їх послідовність у реченні така: прислівник способу дії (1), місця (2), часу (3): *He works hard every day.*

Dialogue

John: Good afternoon, Peter. Glad to see you. You are very early. Our lessons begin at four o'clock, as you know.

Peter: You see, I want to ask you some questions about English grammar. That's why I am here. I know that you always come earlier than all the other students.

John: What do you want to ask me?

Peter: I don't understand the degrees of comparison, I know the forms of short words, such as "large", "big", "small", etc. What must I do with such long words as "interesting", "difficult" and others?

John: Oh, it's quite easy. It's much easier than many other things in English grammar. Listen, do you know the degrees of comparison of the words "much" and "many"?

Peter: Yes, I do. They are "more" and "most".

John: That's right. Now, if you want to have the degrees of comparison of the word "interesting" use "more" and "the most" before it. For instance: "Our English lessons are interesting. Our lessons on Chemistry are more interesting. But the lessons on Economic Geography are the most interesting".

Peter: I see. Thank you, John. Now ask me some questions, please.

John: All right. What are the degrees of comparison of the word "difficult"?

Peter: They are “difficult”, “more difficult”, “the most difficult”.

John: Very good. Now tell me, Peter, is the Thames as long as the Volga?

Peter: No, the Thames is not so long as the Volga; the Volga is longer than the Thames. It is the longest river in Europe.

John: What’s the longest river in the world?

Peter: The longest river in the world is the Mississippi.

John: What are the degrees of comparison of “little”?

Peter: I don’t know.

John: Don’t you know? They are “less” and “the least”. And what are the degrees of comparison of “good” and “bad”?

Peter: They are “good”, “better”, “the best” and “bad”, “worse”, “the worst”.

John: That’s right. You are a clever boy.

Peter: Thank you, John. Now I understand the degrees of comparison quite well.

Assignment

Give degrees of comparison of the following words:

large, small, easy, long, short, clean, early, interesting, difficult, old, many, little, few, bad, good, much, hot, busy.

Exercises

Exercise 1. Form the comparative and superlative degrees of the following adjectives:

quiet, cold, dark, famous, large, wide, hot, narrow, thin, young, interesting, small, weak, strong, difficult, warm, dirty, light, quick, thick, happy, deep, great, important, pretty, early, near.

Exercise 2. Fill in the blanks with the correct form of the adjectives given in brackets. Use the article where necessary.

1. Kyiv is one of ___ cities in Ukraine (old). It is ___ than Lviv (old). Now it is one of ___ cities in the world (large). 2. The State Scientific Library is ___ library in Ukraine (rich). 3. Maydan Nezalezhnosti Square is ___ in Kyiv (large). 4. The building of I. Franko Ukrainian Drama Theatre is one of ___ examples of theatrical architecture (fine). 5. The British Museum which is famous for its history, has one of ___ collections of books in the world (impor-

tant). 6. The English Channel, at its __ part, the Strait of Dover, is 32 kilometres wide (narrow). 7. The world's __ countries are Vatican City, in Italy, and Monaco, which is situated in the south of France (small). Both of them are __ than a large farm (small). 8. Holland is famous for her tulips. Holland has __ tulips than any other country, and her tulips are __ in the world (many; fine).

Exercise 3. Answer the following questions according to the model.

Model: *Which of the books is more interesting (better)?*

A: *Both are interesting (good).*

B: *"To Kill a Mockingbird" is as interesting (good) as "The Citadel".*

C: *"To Kill a Mockingbird" isn't so interesting (good) as "The Citadel".*

D: *"To Kill a Mockingbird" is more interesting (better) than "The Citadel".*

1. Which of the films — "Dynasty" or "Savannah" — is more interesting? 2. Which of the cities — Paris or London — is more beautiful? 3. Which of the books — "The Enigma" or "The Gadfly" — is more difficult? 4. Which of the buildings — Sports Palace or Mariyinsky Palace — is nicer? 5. Which of the girls — Vera or Marina — is prettier? 6. Which of the rivers — the Mississippi or the Thames — is longer? 7. Which of the bags — Olga's or Kate's — is heavier?

Exercise 4. Paraphrase, using adjectives in meaning, according to the model.

Model: *I am older than my sister. My sister is younger than I am.*

1. Ann's brother is taller than her father. 2. Lesson twenty is more difficult than lesson twelve. 3. Kyiv is larger than Lviv. 4. Oleg was a better pupil than he. 5. The central part of the town is noisier than its new districts. 6. The Baltic Sea is colder than the Black Sea. 7. English grammar is easier than German grammar, but English pronunciation is more difficult than German pronunciation. 8. We live in a better place than they. 9. I get a smaller salary than she. 10. My sister has a larger apartment than I.

Grammar Table 8

There is... There are...

Affirmative	Interrogative	Negative Form 1	Negative Form 2
There is a new house in N. Street.	Is there a new house in N. Street?	There is no new house in N. Street.	No, there is not (there isn't).
There are new houses in N. Street.	Are there new houses in N. Street?	There are no new houses in N. Street.	No, there are not (there aren't).
There was a new house in N. Street.	Was there a new house in N. Street?	There was no new house in N. Street.	No, there was not (there wasn't).
There were new houses in N. Street.	Were there new houses in N. Street?	There were no new houses in N. Street.	No, there were not (there weren't).
There will be a new house in N. Street?	Will there be a new house in N. Street?	There will be no new house in N. Street.	No, there will be not (there won't).
There will be new houses in N. Street.	Will there be new houses in N. Street?	There will be no new houses in N. Street.	

Construction there + to be

У реченнях, в яких вказується на наявність чи відсутність якогось предмета (явища, особи) у певному місці або в певний час, присудок, виражений дієсловом **to be** в третій особі однини або множини, ставиться перед підметом. Такі речення починаються словом **there**, яке не має самостійного значення, а лише вводиться дієсловом і українською мовою не перекладається.

There is a piano in the room.

There are no pictures on the wall.

There are not any pictures on the wall.

Відповідні українські речення звичайно починаються обставиною місця.

В кімнаті є (або стоїть) піаніно. На стіні немає картин.

Примітка. У реченнях зі зворотом *there is* може вживатися також прилівник місця *there* (там), що ставиться в кінці речення:

There are many children there.

Там багато дітей.

Не слід плутати речення типу *The piano is in the room* з реченням *There is a piano in the room*.

Перше речення відповідає на запитання *Де піаніно? — Where is the piano?*, тоді як друге є відповіддю на запитання *Що є в кімнаті? — What is there in the room?*

У питальній формі дієслово **to be** ставиться перед **there**:

Is there a piano in the room?

Are there many pictures on the walls?

У коротких відповідях на запитання з **there is (are)** вживається **yes** або **no** і зворот **there is** у стверджувальній або заперечній формі:

Is there a piano in the room?

Yes, there is. No, there isn't.

У заперечних реченнях зі зворотом **there is** перед підметом ставиться заперечний займенник **no** або частка **not** і займенник **any**:

There are no pictures on the walls.

There aren't any pictures on the walls.

Якщо перед підметом вжито слова **many**, **much**, то в заперечній формі вживається лише **not**:

There are not (aren't) many English books in our school library.

Grammar Table 9

this	morning (afternoon, evening); week (month, year); January (February, etc.); spring (summer, etc.)
next last	Sunday (Monday, etc.); week (month, year); January (February, etc.); spring (summer, etc.)
tomorrow yesterday	evening; night
the day	after tomorrow; before yesterday

Text. Tolstoy's House

Imagine you are in Leo Tolstoy's house in Yasnaya Polyana. You enter the spacious dining-room of the writer. In front of you on the wall there is a large portrait of his eldest daughter Tatyana whom Tolstoy loved most of all. Repin painted this portrait when Tatyana was his pupil at the Moscow School of Art, Sculpture and Architecture. You will be able to see her drawings and portraits of her father and members of the family in other rooms of the house. On the left, near the window you can see the portrait of Tolstoy's wife, Sofia

Andriyivna, by V. Serov. There are many other portraits on the walls of this room. Among them are Tolstoy's portrait by Kramskoy and two portraits by Repin. One of the two portraits by Repin shows Tolstoy at his desk with a bookcase in the background. All the furniture of the dining-room, as everywhere in the house, is simple and modest. In the middle of the room there is a large dinner-table. All the family and guests gathered around it every evening at supper. In the left corner there is a large round table with a lamp on it, a sofa and armchairs. In this cozy corner the family and guests listened to Tolstoy reading his works. Here Tolstoy played chess after the hard day's work. The two pianos, a Becker grand and baby grand, standing in the dining-room, show the important role which music played in the life of the Tolstoy's family. In his younger years Tolstoy could play the piano 3-4 hours a day. He liked to play duets with his wife. Many famous musicians visited Yasnaya Polyana. Among them were Taneyev, Arensky, Igumnov and others. All of them played for Tolstoy. Tolstoy carried his love for classical music and folk songs through all his long life. During his last years he said: "There is nothing I like better than our simple village songs".

Assignments

I. Give full answers:

1. Where's Tolstoy's house? 2. What pictures are there in the dining-room? 3. Which of them is the most interesting? 4. What furniture is there in the dining-room?

II. Render the text in English.

Exercises

There is... There are...

Grammar Table 10

A. With Countable Nouns

1.	There is ('s)	a (some)	book on the table. a pen and some pencils in my bag.
2.	There are ('re)	some (a few)	chairs in the room.
3.	Is there	any (a)	river in this place?
4.	There was	no	wind yesterday.
5.	There were	few	factories in this street.
6.	There will be ('ll be)	a lot of	pupils at the meeting.
7.	There won't be	many	guests tomorrow.

B. With Uncountable Nouns

There is	some little a little no a lot of much	bread at home. sugar in my cup. butter on the plate. money in my bag. oil in my country. work at our office today.
----------	--	---

Exercise 1. Use the correct forms of the verb "to be".

1. There ___ a lot of fruit in our garden next summer. 2. The hour was late, there ___ no buses. 3. There ___ a lot of pupils in the yard now, there ___ more in 20 minutes. 4. ___ there time to do this work tomorrow? 5. There ___ a lot of people at the meeting tomorrow. 6. There ___ little snow in this part of the country last year. 7. There ___ only a few new houses here some years ago. 8. The street was very noisy when there ___ a bus line here. 9. There ___ a lot of coal in the Donbas. 10. There ___ a lot of fruit in the basket.

Exercise 2. Make up sentences of your own using the following.

1. a beautiful picture; on the wall. 2. a lot of children; in the garden. 3. any factories; in this town; 5 years ago? 4. a few English books; in my library. 5. a rich library; in our school. 6. one thousand words; in this dictionary. 7. any water; in the glass? 8. time, for this work; tomorrow. 9. how many parts; in this book? 10. a picture of London and two maps; on the wall. 11. a lot of fruit; in the Crimea. 12. traffic lights; at every corner in this city. 13. any gold; in this part of the country?

Exercise 3. Express the opposite idea.

1. There are several book-shops in our town. 2. There are few government offices in this part of the town. 3. There is only one bridge across the river in this place. 4. When I was there last, there were no houses on the left side of the street. 5. There isn't any sugar in my tea. 6. We had a nice spring, there will be a lot of apples this year. 7. There is some writing-paper on the desk. 8. There was no time to visit the museum.

Exercise 4. Complete the following according to the model.

Model: *Don't leave now. In twenty minutes ___ (a film) ___.*

Don't leave now. In twenty minutes there'll be a film.

1. You may go home now (no more classes today). 2. Ask the pupils to come to the assembly hall at 2 o'clock (a meeting). 3. Bring in the

children (a heavy rain in a moment). 4. Don't forget to shut the windows for the night (a frost). 5. Don't forget to take the key (nobody at home to let you in at 5 o'clock). 6. Let's do it now (no time later).

Exercise 5. Change the following sentences using the construction "there is", "there are".

1. Have you got enough bread at home? 2. What books on history have you got in your district library? 3. We have a lot of beautiful parks in Kyiv. 4. They have a hundred canals and five hundred bridges in Amsterdam. 5. They have a lot of interesting books in their library. 6. How many pupils have you in your class? 7. She has several dictionaries on the desk. 8. In several years we shall have some more metro lines in our city. 9. I had no writing-paper at home yesterday and couldn't write the letter.

Exercise 6. Read and translate the sentences.

1. There are no statues in this exhibition hall. 2. There is no music in this film. 3. There are no words in that song. 4. There are no free rooms on this floor. 5. There is no light in that room. 6. There is no Metro station next to the museum. 7. There are no musical instruments in that shop. 8. There are no art schools in that town. 9. There are no trees in front of my house. 10. There are no songs in this programme.

Exercise 7. Make up sentences, using the following words and word combinations.

There	is	no	museum, camera, tape-recorder, music, symphony orchestra, furniture, stage, statue, monuments, concert-halls, sculptures, music stands, art schools, symphonies, songs, words, large shops	in their programme, in that town, in this hall, on the table, in this school, in these streets, in the song, on the stage, in the concert, in this city, at this exhibition
	are			

Exercise 8. Translate the following sentences.

1. There is not much light in the rooms of the first floor. 2. There is not much greenery in this street. 3. There is not much water in the vase. 4. There is not much music in the play. 5. There is not much furniture in my room. 6. There are not many water-colours in this exhi-

bition hall. 7. There are not many pictures next to the portrait of this girl. 8. There are not many famous names in this programme.

Exercise 9. Translate into English.

1. У квартирі багато меблів. 2. На сцені мало музикантів. 3. На цьому поверсі мало квартир. 4. На столах багато (музичних) інструментів. 5. На підлозі багато води. 6. В кімнаті мало світла. 7. Перед будинком багато квітів. 8. На стінах багато картин. 9. У нашому місті два університети. 10. На вулицях мало людей.

Exercise 10. Translate the sentences into English.

1. У цьому будинку багато поверхів? 2. Скільки кімнат у вашій квартирі? 3. Які меблі у вашій кімнаті? 4. У вашій кімнаті багато картин? 5. У вашій квартирі є радіо чи телевізор? 6. Що знаходиться біля вікна? 7. На вашій вулиці є сучасні будинки? 8. Що знаходиться перед вашим будинком? 9. Скільки музеїв у вашому місті? 10. Скільки театрів у вашому місті? 11. Які пам'ятники є у вашому місті? 12. Які університети є у вашому місті?

Exercise 11. Answer the questions.

1. Is there a conservatoire in your town? 2. Are there any museums in your town? 3. Is there any school in your street? 4. Is there much light in your room? 5. How many windows are there in your room? 6. What is there on the walls of your room? 7. Are there any portraits on the walls of your room? 8. How many chairs are there in your room? 9. Is there any table in your room? 10. What is there on the floor of your room?

Exercise 12. Translate the following sentences, noting to "some".

1. There are some brushes on the table. 2. There is some furniture in the room. 3. There are some interesting pictures at that exhibition. 4. There is some decoration on the ceiling. 5. There are some buildings of modern design in their street. 6. There is some historical monument in front of that cinema. 7. There is some music in this film. 8. There are some popular songs on his programme. 9. There is some musical instrument in the shop-window. 10. There are some English magazines in this bookcase.

Exercise 13. Translate into English.

1. У цьому місті кілька красивих вулиць. 2. Поряд зі станцією метро є якийсь магазин. 3. У нашому місті є великі парки та сади. 4. У кімнатах цієї квартири мало меблів. 5. В його кімнаті кілька стільців і стіл. 6. На полицях лежать якісь журнали. 7. На підлозі

— старий килим. 8. На першій сторінці журналу — якийсь малюнок. 9. На столі багато тарілок. 10. Зліва від стола, поруч з дверима, стоїть диван, він дуже старий.

Exercise 14. Put these sentences in the negative form. Give two variants.

Model: *There are some museums in our town.*

There aren't any museums in our town.

There are no museums in our town.

1. There are some sets on the stage. 2. There is some sheet music on the music stand. 3. There are some pictures between the windows. 4. There are some trees in front of this theatre. 5. There is some popular song on her programme. 6. There is some canvas on the easel. 7. There are some brushes in the box. 8. There is some furniture in the hall. 9. There is some light in the window. 10. There is a tape-recorder on the table.

Exercise 15. Translate into English.

1. На вашій вулиці є якісь старі будинки? 2. На нашій вулиці немає ніяких старих будинків. 3. Тут є кілька високих будинків. 4. Поруч з цими будинками є дерева. 5. У цих будинках є якісь магазини? 6. У цьому будинку є кілька магазинів. 7. У нашому місті є кілька історичних пам'ятників. 8. У цьому місті немає метро. 9. У центрі міста немає трамваїв. 10. У вашій квартирі є меблі? 11. У вашому домі є які-небудь музичні інструменти? 12. У моїй квартирі є деякі меблі, але не сучасні. 13. Зліва від книжкової шафи висить стара скрипка. 14. Тут є також і ноти.

Some, Any, Every, No

some	якийсь, дехто	somebody someone	хтось	something щось	somewhere десь, кудись
any	який- небудь, якийсь	anybody anyone	хтось хто- небудь	anything щось	anywhere де-небудь, куди-небудь
no	ніякий	nobody no one	ніхто	nothing ніщо, нічого	nowhere ніде, нікуди
every	кожний	everybody everyone	кожний усі	everything усе	everywhere всюди, скрізь

Pronouns Some, Any

(Займенники *some, any*)

Займенник **some** (що означає *деяка кількість*) вживається у стверджувальних реченнях:

We have *some* English books.

У нас є кілька книжок англійською мовою.

Українською мовою займенник **some** часто не перекладається, особливо перед іменниками, які не піддаються лічбі:

I have *some* ink in my pen.

У мене є чорнило в ручці.

У питальній та заперечній формах замість **some** вживається займенник **any**, що означає *який-небудь, скільки-небудь*. Займенник **any** українською мовою здебільшого не перекладається:

Have you *any* English books?

У вас є книжки англійською мовою?

Have you *any* ink in your pen?

У тебе є в ручці чорнило?

We haven't *any* English books.

У нас немає книжок англійською мовою.

I haven't *any* ink in my pen.

У мене немає чорнила в ручці.

З займенником **any** у заперечному реченні після присудка, вираженого дієсловом **to have**, вживається заперечення **not**.

Exercise 16. Make up interrogative and negative forms.

Model a): *There is something on the table.*

Is there anything on the table?

There isn't anything (is nothing) on the table.

1. There is somebody on the stage. 2. They are talking about something. 3. She wants to go somewhere on Sunday. 4. Nobody knows about this incident. 5. You can get this record everywhere. 6. He will tell us something funny. 7. I have something else in my bag. 8. Somebody will wait for you downstairs. 9. There is someone else in the room besides us. 10. We can go somewhere after classes.

Model b): *There is something in the corner.*

There is nothing in the corner.

There isn't anything in the corner.

1. They have to buy something else for the party. 2. Ann wants to go somewhere in summer. 3. You can buy such brushes everywhere. 4. Tell this news to somebody. 5. There is someone in the office. 6. He gave our records to somebody last night. 7. You can sing something for us. 8. She has something else to show us. 9. I have some questions. 10. You learn something new every day.

Exercise 17. Insert *some, any or no*.

1. Are there ... letters for me? No, there aren't ... letters for you. There are ... letters in the letter-box. 2. You have ... very nice water-colours here. 3. I have got ... interesting books to read. 4. There aren't ... magazines here. 5. There are ... coat-hangers in the wardrobe. 6. I have got ... interesting news to tell you. 7. There isn't ... butter on the table. Take ... fresh butter from the fridge. 8. Will you have a cup of tea? There is ... hot water in the kettle. 9. I have got ... time to speak to you now. I am very busy. 10. Have you got ... English records at home? 11. You may read ... book you like. 12. Where can I buy ... flower? 13. I am interested in ... information you can give me on this question. 14. May I have ... water, please?

Exercise 18. Make the following sentences a) negative, b) interrogative.

a) 1. There are some flowers in the vase on the table. 2. There are some fresh newspapers in the letter-box. 3. There are some dirty dishes in the sink. 4. There are some pictures in this magazine. 5. There are some mistakes in your test-paper.

b) 1. There is some meat in the fridge. 2. There is some milk in the bottle. 3. There is some tooth-paste in the tube. 4. There is some bread on the plate. 5. There is some boiled water in the kettle.

Exercise 19. a) Insert *much, many, little, few, a lot of, plenty of, a great deal of*.

1. There are ... students in the hall. 2. There is ... furniture in this room. 3. I haven't ... time today. I am very busy. 4. She has ... Russian but ... English books. 5. Please don't make so ... noise. 6. I have ... mistakes in my dictation. 7. Are there ... rooms in your flat? 8. I have ... ink in my inkpot. Give me some, please. 9. Are there ... new houses in your street? 10. There isn't ... paper in the drawer.

b) Insert *a few, a little*.

1. I have got ... pictures in my room, but not many. 2. There is ... bread in the cupboard. Take it. 3. There are only ... cigarettes in the box. 4. ... books are lying on the table, but there are no magazines there. 5. I have ... money in my pocket. 6. Give me ... water, please, I am very thirsty. 7. I have just ... prints, but they all are very good.

Exercise 20. Insert *there is* or *there are*.

1. ... a gas-stove and a fridge in our kitchen. 2. ... a lot of furniture in their flat. 3. ... some chocolate and a piece of cake on this plate. 4. ... no fruit at home. Will you go and buy some? 5. ... some magazines and a telephone on this little table. 6. ... a lot of work to do this afternoon. 7. ... plenty of knives in the drawer. 8. ... good news for you! 9. ... some money in my purse. You may take it. 10. ... a water-colour and some prints on the walls of his room.

Grammar Table 11

The Present Continuous Tense (Active)

Affirmative	Interrogative	Negative
I am opening the door.	Am I opening the door?	I am not opening the door.
You are opening the door.	Are you opening the door?	You are not opening the door.
He is opening the door.	Is he opening the door?	He is not opening the door.
She is opening the door.	Is she opening the door?	She is not opening the door.
It (child) is opening the door.	Is it (child) opening the door?	It (child) is not opening the door.
We are opening the door.	Are we opening the door?	We are not opening the door.
You are opening the door.	Are you opening the door?	You are not opening the door.
They are opening the door.	Are they opening the door?	They are not opening the door.

The Present Continuous Tense*(Теперішній тривалий час)*

1. Теперішній тривалий час утворюється з допоміжного дієслова **to be** в Present Indefinite і IV форми основного дієслова.

2. Теперішній тривалий час означає дію, яка відбувається в момент розмови:

What **are** they **doing**? — They **are** reading.

3. В теперішньому тривалому часі не вживаються дієслова *to love, to like, to hate, to see, to hear, to feel, to know, to remember, to understand, to contain* та інші.

4. У розмовній мові вживаються скорочені форми *Present Indefinite* допоміжного дієслова **to be**: *He isn't speaking.*

The *Present Continuous* вживається для позначення дії, що триває в момент або в теперішній період часу:

Don't shout! I'm listening to the radio.

She is studying at the University.

Примітка. Теперішній період часу означає більш або менш тривалий період, що включає момент мовлення.

Сполучення *Present Continuous* дієслова **to go** з інфінітивом іншого дієслова (з часткою **to**) означає:

а) дію, що відбувається в найближчому майбутньому:

Don't go away. We are going to have dinner.

б) намір:

I'm going to spend my vacation in the Crimea this summer.

The *Present Continuous* is used with such verbs: **to do (smth); to go, to leave (somewhere); to come; to stay; to take (smb, smth); to give (smth); to see (smb); to lunch; to have (for dinner):**

We are leaving in a few days.

Where are you lunching today?

Text. The Peach

(After O. Henry)

Mac Harry and his young wife **are sitting** in their new flat in New York. It is a fine spring evening. It is almost quite dark in the room as the lamps are not lit yet. They **are thinking**. Harry **is thinking** about his young wife who is the finest woman in New York, and she **is thinking** about her young husband who is the strongest man in America.

For a long time they are silent. Then she says:

"Oh, Mac, I think I should like to eat a peach."

Mac Harry stands up and puts on his coat and hat. He does not smile. His fine face is quite serious.

"All right," he says, "I shall go out and get a peach for you, my dear."

"Good," she says, "but don't be long, dear."

"I shall be back in a minute," says Mac Harry and leaves the room.

At the corner of the street he sees an Italian, who **is selling** fruit.

"I want a peach," he says to the Italian.

"I am sorry, sir. I have no peaches. You cannot get peaches now. It is too early. But, if you like, I can offer you some fine oranges."

Mac Harry gives no answer and walks on. He stops at a fruit-shop which belongs to his friend Charles O'Neil. The man is in the shop.

"Hallo, Charlie," he says to his friend, a fat old man with a very red face, "have you any peaches?"

"I can offer you all I have, Mac, but I am sorry I have no peaches. It is spring, you know. Peaches will come only in a month or so. If you want oranges, I can ..."

"No, thanks. I want peaches, not oranges."

He leaves the fruit-shop. He must get a peach! He goes from shop to shop, asks for peaches and cannot get any. There are no peaches in the city.

About midnight Mac Harry meets his old friend Captain Tomson.

"Hallo, old man," says the Captain, "what **are you doing** here at this late hour?"

"I **am looking for** a peach."

"A peach!?"

"Yes. You see, my wife wants to have a peach. I must get only one peach, but I can't. There are no peaches in the city. What shall I do? I cannot go home without a peach."

"You know what? I **am going** to a place where you may get what you want. I am sure they have all kinds of fruit there. They may have peaches too. Come with me."

"With great pleasure!" says Mac Harry.

Soon they stop at a high grey house. Its windows are dark. But Captain Tomson says it is the house and they shall go into it. The door is closed. They open it and get into a large hall full of bright electric light, where a lot of men **are playing** games at long tables.

Mac Harry goes into the next room. Here he finds a servant of the house, who asks him what he wants.

"Tell me, are there any peaches in the house?" asks Mac Harry.

"I am afraid we have not any peaches, sir. There were some in the afternoon, but now ... If you want oranges, I can ..."

"I don't want your oranges, I want peaches, do you understand? Peaches!"

"I tell you we haven't any, sir."

"Go and find a peach for me," says Mac Harry.

In two minutes the servant is back with a peach in his hand.

Mac Harry takes it and goes home. He is very tired, his suit and coat are dirty and dusty, he has no hat on his head but his wife shall have a peach!

And he feels happy.

He comes into the room. His wife is in bed. She sits up and looks at him. Her beautiful face is very pale. Mac Harry gives her the peach.

“What is this?” she asks.

“Why, a peach.”

“A peach? Oh, Mac, I am sure I don’t want any peaches. I should like to eat an orange, dear.”

Mac Harry sits down on a chair by the bed and says nothing.

Assignments

- I. Read and translate the text.
- II. Explain the use of the continuous tense in the text.
- III. Render the text in English.

Dialogue

Mary: Hello! George, how are you feeling this morning?

George: Not so hot.

Mary: Why are you wearing sun glasses?

George: I’ve got a headache.

Mary: What are you carrying in that bag?

George: Mind your own business.

Mary: Why aren’t you working?

George: I am working! Am I not carrying this bag ... for my own amusement?

Mary: Why are you limping?

George: My ankle is hurting me. Why are you smiling? It’s nothing to smile about.

Mary: I’m not smiling at you. The sun is in my eyes.

George: Why aren’t you working?

Mary: I’m not feeling too well.

George: What’s wrong?

Mary: My shoulders are hurting me.

George: Whose coat are you wearing?

Mary: My own, of course. Why are you laughing?

George: Because you’re wearing the coat-hanger.

Assignments

- I. Read the dialogue and translate into Ukrainian. Then do back translation from memory.
- II. Render the dialogue in indirect speech retaining the Continuous form.
- III. Continue the dialogue.

Grammar Table 12

The Past Continuous Tense (Active)

Affirmative	Interrogative	Negative
I was reading a book.	Was I reading a book?	I was not reading a book.
You were reading a book.	Were you reading a book?	You were not reading a book.
He was reading a book.	Was he reading a book?	He was not reading a book.
She was reading a book.	Was she reading a book?	She was not reading a book.
It (child) was reading a book.	Was it reading a book?	It was not reading a book.
We were reading a book.	Were we reading a book?	We were not reading a book.
You were reading a book.	Were you reading a book?	You were not reading a book.
They were reading a book.	Were they reading a book?	They were not reading a book.

The Past Continuous Tense

(Минулий тривалий час)

1. Минулий тривалий час утворюється з допоміжного дієслова **to be** в Past Indefinite і основного дієслова в IV формі.

2. Минулий тривалий час означає тривалу дію в минулому: *at 2 o'clock, at noon, at that time, when smb did smth.*

It was raining at 2 o'clock yesterday.

3. У питальних реченнях **to be** ставиться перед підметом:

Were you going to school when I met you ?

4. У заперечних реченнях частка **not** ставиться після допоміжного дієслова **to be**:

They were not working when I came home.

5. У розмовній мові вживаються скорочені форми **wasn't, weren't**:

He wasn't speaking. They weren't speaking.

The *Past Continuous* вживається, як правило, для позначення незакінченої дії, яка тривала в якийсь момент у минулому. Цей момент може бути визначений:

- a) точним позначенням часу, наприклад, **at 10 o'clock, at that time, at noon:**
At 7 o'clock we were listening to the radio.
- б) іншою минулою дією, вираженою у *Past Indefinite*:
When I entered the room, the students were solving a problem.
- в) самостійним реченням:
We came late. They were working.

Text A. Traveller's Tale

In the autumn of 1935, when I was a young man, I was travelling in the northern-west of India. One evening, after hunting in the forest all day, I was returning alone to the place where I had put up my tent. It was getting dark, and I was walking along a narrow path. On my right was a wide river; on my left, a thick dark forest. Suddenly I saw two green eyes looking at me from among the trees. A man-eating tiger was getting ready to jump on me. What could I do? Should I jump into the river and hope to save my life by swimming? I looked to the right. In the river there was an immense crocodile waiting to welcome me with its mouth wide open. I was so frightened that I shut my eyes. I heard branches moving as the tiger jumped. I opened my eyes. The tiger jumped right over me and was now in the jaws of the crocodile.

Assignment

Render the text in English.

Text B. My Friend a Painter

It was a fine day, the spring sun was shining brightly. The whole city looked beautiful. I decided to invite my friend, an old artist, to have a walk with me. When I entered the studio, I saw that my friend was working at a new picture.

"When I was here yesterday you were painting a picture, where is it now?" I asked him.

"It's over there (вон там)", and he showed me the picture standing against the wall. "I finished it only in the morning and right after that I began this picture".

I saw that my friend felt tired and needed a rest, so I said: "Let's have a nice walk. The sun is shining so brightly now".

"No", said my friend who wanted to continue his work, "the sun within me is brighter than the sun in the sky!"

Assignments

I. Answer the questions:

1. What was my friend doing when I entered the studio? 2. What was he working at? 3. Was he working at a new or an old picture? 4. Where was the picture which he finished in the morning standing? 5. How did the old artist feel when I came to invite him for a walk? 6. Was the sun shining brightly at that moment? 7. Why didn't the old artist want to have a walk with me?

II. Render the text in English.

Text C. Monsieur le Marquis

(Adapted from "A Tale of Two Cities" by Charles Dickens)

The scene is Paris in the year 1780.

The Marquis got into his carriage and drove away. The common people quickly scattered before his horses. His coachman drove as if he were pursuing an enemy. The streets in that dumb age were narrow without footpaths. The hard driving often injured people in a barbarous manner. But the voices of those who **were trying** to complain remained unheard...

The carriage **was dashing** through streets and **sweeping** round corners with a wild clatter when at a street corner, by a fountain, the wheels gave a jolt, and there was a loud cry from a number of voices. Twenty hands seized at the horses' bridles.

"What has gone wrong?" said Monsieur, calmly looking out.

A tall man **was bending** down in the mud and wet. He caught up a bundle from among the feet of the horses and laid it on the basement of the fountain; he **was howling** over his bundle like a wild animal.

"Pardon, Monsieur le Marquis!" said a ragged man, "it is a child."

"Why does he make that dreadful noise? Is it his child?"

"Excuse me, Monsieur le Marquis, it is a pity, yes."

The tall man suddenly got up from the ground and came running at the carriage.

"Killed!" cried the man in wild despair staring at the Marquis. "Dead!"

The people who **were attentively watching** Monsieur saw no sympathy in his harsh face. He ran his eyes over them as if they were rats come out of their holes. "I don't understand how it is that these people are always in my way", said the Marquis. "How do I know what injury they have done to my horses. See! Give him that!" He opened his purse and threw out a gold coin. The poor father called out again with a most unearthly cry: "Dead!"

He **was crying** and **sobbing** and **pointing out** to the fountain, when a man, named Defarge, came up to him.

"Be a brave man, Gaspard!" he said, "It is better for the little thing to die so than to live miserably!"

"You are a philosopher," said the Marquis smiling and threw him another gold coin.

The Marquis drove away with the air of a gentleman who had accidentally broken some common thing and had paid for it.

Suddenly a coin flew into his carriage.

"Hold!" said the Marquis, "Who threw that?"

He looked towards the spot where he thought Defarge was standing but in his place the wretched father was grovelling on his face on the pavement and beside him a woman was knitting.

"You dogs!" said the Marquis. "If I knew which rascal threw at the carriage I should crush him under the wheels."

Not a voice, or a hand, or even an eye was raised. Only the woman who was still knitting looked him steadily the face.

His contemptuous eyes passed over her and over all the other "rats"; he leaned back in his seat again and said, "Go on!"

Notes

to pursue [pə'sju:]	— переслідувати
barbarous [ˈbɑːbrəs]	— жорстокий
to dash	— мчати; кидатися
to clatter	— гриміти, гупати
jolt [dʒəʊlt]	— тряска, поштовх
bridle [braɪdl]	— вуздечка, повід
bundle	— клунок, в'язка
despair [dɪs'peə]	— відчай
accidentally [ˌæksɪ'dentlɪ]	— випадково
wretched [ˈretʃɪd]	— нікчемний
to grovel [grəʊvl]	— плазувати
contemptuous [kən'temptjuəs]	— презирливий, зневажливий
marquis [ˈmɑːkwɪs]	— маркіз

Assignments

I. Read and translate the text.

II. Explain the use of the continuous tense in the text.

III. Render the text in English.

Dialogue

John: What were you doing when I phoned this morning?

Mary: I was getting up.

John: What were you doing at 10 o'clock on Monday?

Mary: I was playing tennis. What were you doing?

John: While you were playing tennis I was sweating in the office.

Mary: Were you working?

John: Of course I was working.

Mary: But you were not working when I phoned. You said you were sleeping.

John: I wasn't sleeping. I was sweeping. When you phoned I was sweeping the floor.

Mary: What was the office boy doing while you were sweeping?

John: He was visiting a sick aunt. When I arrived he was crying. So I gave him the day off.

Mary: I am glad his aunt is better.

John: What do you mean?

Mary: When I saw him at 11 he was playing poker.

Assignment

Read, translate and render the dialogue in English.

Grammar Table 13

The Future Continuous Tense (Active)

Affirmative	Interrogative	Negative
I shall be reading.	Shall I be reading?	I shall not be reading.
You will be reading.	Will you be reading?	You will not be reading.
He will be reading.	Will he be reading?	He will not be reading.
She will be reading.	Will she be reading?	She will not be reading.
It (child) will be reading.	Will it be reading?	It will not be reading.
We shall be reading.	Shall we be reading?	We shall not be reading.
You will be reading.	Will you be reading?	You will not be reading.
They will be reading.	Will they be reading?	They will not be reading.

The Future Continuous Tense

(Майбутній тривалий час)

1. Майбутній тривалий час утворюється з допоміжного дієслова **to be** у Future Indefinite і основного дієслова в IV формі.

2. Майбутній тривалий час означає тривалу дію в майбутньому: *at five o'clock, at that (this) time, at noon* (дія відбуватиметься в певний час у майбутньому):

At this time tomorrow my mother will be waiting for me at the school gate. They will be translating the text from two to four.

3. У питальних реченнях **shall** (або **will**) ставиться перед підметом: *Will you be working all day?*

4. У заперечних реченнях частка **not** ставиться після **shall** або **will**: *They will not be playing all day.*

5. У розмовній мові замість **shall not** і **will not** вживаються скорочені форми **shan't** і **won't**: *I shan't be speaking.*

Певний момент у майбутньому може позначатися точною вказівкою на час, іншою майбутньою дією та іншим самостійним реченням:

At 10 o'clock we shall be watching a TV program.

I shall be working when you come back.

I'll come at 6. They will be sleeping.

Dialogue

John: What will you be doing at this time next week?

Mary: I'll be flying to London. What'll you be doing?

John: I'll be making a speech at the Rotary Club dinner.

Mary: Will you be working tonight?

John: Yes, I will. I'll be preparing my speech.

Mary: Will you be seeing George today?

John: Yes, at lunch time.

Mary: Tell him I'll be waiting inside the pub. I'll be wearing a purple dress.

John: Why do you mention that?

Mary: Because I hope he'll be wearing his purple tie.

John: Will you be coming over this evening?

Mary: I'd like to. But won't I be disturbing you?

John: No, you won't.

Mary: Won't you be writing your speech?

John: By the time you arrive. I'll be already listening to the radio or some records.

Assignments

I. Read and render the dialogue in indirect speech.

II. Make up a story on the basis of the dialogue.

Exercises

1. The Continuous Tenses

<ol style="list-style-type: none"> 1. He was working in the garden at 6 in the morning (when I came home, after lunch, etc.) 2. They were living in Kyiv in 1999. 			
2			
<ol style="list-style-type: none"> 1. I wonder what he will be doing at this time tomorrow. 2. They will be working on this problem next week. 3. I can send the telegram. I'll be passing by the post office. 			
3			
smb is (was)		doing smth going somewhere coming staying taking smb, smth giving smth seeing smb lunching having smth for dinner	
4			
<ol style="list-style-type: none"> 1. At this time 2. When smb did smth 3. Smb did smth 		smb was doing smth	
5			
<ol style="list-style-type: none"> 1. At this time 2. When smb does smth 3. Smb will do smth 		smb will be doing smth	
6			
smb	is was will be	always constantly forever	doing smth
7			
knew felt realized said	(that)	at that time when smth happened	I, we should be doing smth you, she, they would be doing smth

Exercise 1. Answer the following questions using the Continuous Tense forms (Present, Past or Future).

1. What is the weather like? (to rain a little)
2. Why didn't you go to the country yesterday? (to rain)
3. What will the weather be like tomorrow? (the radio, to give the weather forecast in a few minutes)
4. Why did the militiaman stop him? (to walk across the street in the wrong place)
5. Why don't you want to go to the cinema tonight? (to work in the garden)
6. Why didn't he hear the bell? (to play football)
7. Why can't we speak to him now? (to write business letters)
8. What is the noise about? (to watch a football match)
9. Why do you think you won't get much sleep tonight? (to travel all night)
10. Will you come to the party? (not, to move to a new flat)

Exercise 2. Open the brackets using either the Past Indefinite or the Past Continuous according to the sense.

1. What you (to do) at five yesterday?
2. She (to listen) to her favourite programme when I (to enter) the room.
3. We couldn't walk fast. He (to carry) a heavy bag.
4. Hundreds of people (to move) along the streets carrying flowers and slogans. The orchestra (to play) dance music.
5. "Why you (not to come) to see us in June?" "I (to be) busy, I (to finish) my course paper".
6. At what age she (to begin) to work?
7. He (to buy) this dictionary in London.
8. I (to buy) something at a shop when I (to hear) that somebody (to call) my name.
9. When he (to live) in London, he (to go) to the theatre once a week.
10. It was difficult to understand him. He (to speak) too fast.
11. He (to stay) with friends in July.

Exercise 3. Answer the questions.

What were you doing yesterday at 8 o'clock in the morning (at 10 in the morning, at 12 in the afternoon, at 6 in the evening, at 10 in the evening, at 11 in the evening, at 12 at night)?

Exercise 4. Open the brackets.

1. You (to wear) your hair different tonight.
2. They (to shout) so, — they (to fight)?
3. She (to grow) very fast now.
4. And now she (to cry).
5. I'm afraid you (to lose) your temper.
6. They (to see) each other in secret.
7. We (to leave) in a few days.
8. Where you (to lunch) today?
9. You (to do) anything special tonight?
10. What they (to have) for supper?
11. I (to lunch) at my sister's.
12. At half past ten I (to go) to school.
13. When I (to meet) her she (to go) to the University.
14. She (to come) when I (to wash) my hair.
15. She (to stop) me when I (to run) down.
16. I (to look) round. A man (to

come) down slowly. 17. When I (to go) downstairs they (to stand) still there.

Exercise 5. Open the brackets. Translate the sentences.

1. I was just about to call to him when something in the way he (to act) (to attract) my attention. 2. Suddenly I (to know) that he (to listen) to something. 3. “ ___ you (to feel) better this morning?” — “I’m fine, thanks”. He (to sit) on the edge of the bed, a cup of coffee in one hand and a roll in the other. 4. I (to look) out. The car (to stand) still there. 5. I saw her last when she (to wear) her hair long. 6. I first (to hear) this strange sound when we (to climb) the narrow path. 7. I (to run) after him till the crowd (to hide) him from my sight. 8. At that time I (to wait) at the café for his girl. 9. I (to look) round. The two old ladies (to be) there. They (to hold) plates with some salad. 10. They (to talk) in low voices and I could not make out what they (to say). 11. We (to stay) in town till August this year. 12. What you (to do) on Saturday? 13. Her people (to give) a party for her. A birthday party. All her friends (to come). 14. I (to lunch) at Mother’s today. 15. I (to know) she (to give) her these shoes for her birthday.

Exercise 6. Open the brackets, using the Future Indefinite or Future Continuous.

1. You (to recognize) her. She (to stand) on the platform. She (to hold) a bunch of flowers. 2. It (to rain) when we (to get) there. 3. Go and look at the view. You (to find) me at the hotel. I (to try) to find who ordered that car in my name. 4. I don’t think she (to be) there at that time. She (to sketch) somewhere along the coast. 5. ___ you (to visit) them this summer? 6. Well, I (to see) you later. 7. Of course, I (to do) it if you say so. 8. ___ you (to want) me today, mother? 9. They (to go) back to town in a few days now. 10. No one (to notice) anything queer if you keep your head up. 11. When ___ you (to return) to London, miss? 12. I suppose we (to hear) from him soon.

Exercise 7. Translate the following sentences.

1. She was always coming late. 2. Why are you always quarrelling? 3. He was forever changing his mind. 4. She was constantly asking her strange questions. 5. Don’t phone them, they will be constantly getting on everybody’s nerves.

Exercise 8. Correct the wrong statements according to the models.

a) *The little boy was playing football. — But he wasn’t. He wasn’t playing football.*

b) *The children weren't playing football. — But they were. They were playing football.*

a) 1. The children were playing tennis. 2. These people were lying on the benches. 3. These girls were sitting on the grass. 4. These boys were reading books. 5. The man was singing. 6. The dog was sleeping on the table.

b) 1. The boys weren't enjoying their game. 2. These people weren't sitting on the grass. 3. These girls weren't running near the lake. 4. These people weren't dancing. 5. The man wasn't making a speech. 6. The people weren't listening to the man. 7. The dog wasn't sleeping on the bench.

Exercise 9. Translate into English.

1. Вітер дме все сильніше та сильніше. Гроза наближається. 2. Мій брат їде у відрядження. Зараз він збирає речі у своїй кімнаті. 3. Не заходьте у клас. Вони пишуть диктант. 4. Де вона? Вона грає в теніс на спортивному майданчику. 5. Я прийду пізно. Вони ще будуть дивитися телевізійну передачу. 6. В той час, коли я зустрів його, він шукав роботу. 7. Коли ти прийдеш до мене, я буду перевіряти зошити. 8. Вона запитала мене, що я роблю у неділю. 9. Вас хтось чекає внизу. 10. Я закінчувала завдання, коли одержала вашого листа. 11. Чому ти носиш окуляри сьогодні? 12. Як вона була одягнена вчора? 13. Сьогодні я не можу, я буду доглядати за дітьми. 14. Ви будете писати контрольну роботу сьогодні? 15. Ви візьмете дітей в кіно?

Exercise 10. Open the brackets. Use continuous forms where necessary.

1. He said that at that time he (to have) a lesson. 2. I knew that at 5 my brother (to wait) for me at the school gate. 3. She knew that when she came they (to dance) and no one (to notice) her. 4. He (to read) steadily for twenty minutes or so. 5. From time to time he (to make) notes in his little book. Then he (to look) round. Nobody (to watch) him. 6. What's the hurry? Where you (to run) like that? 7. Would you care to come over tonight and look at the photos? Of course if you not (to do) anything special. 8. I'll try and be here by eight if I (to come). In any case I (to let) you know. ___ you (to stay) at the "Bull"? 9. At this time tomorrow we (to leave). Mother (to pack) our things now. 10. What we (to have) for dinner, mother? 11. Two people (to come) to dinner.

Exercise 11. Open the brackets. Use the necessary tense forms.

1. I wondered why he (to laugh). 2. I could see nothing funny in what (to go on). 3. What ___ you two (to talk) about? 4. ___ you (to

discuss) his plan? 5. ___ you (to leave) town early this summer? 6. When ___ you (to speak) to her about her lessons? 7. She (to wear) dark spectacles. They're not just sun glasses. She not (to see) well. 8. He (to live) with his parents now. 9. I think he (to look) for a job. 10. I could not see his face, he (to sit) so that his face was in the shadow. 11. For some minutes he (to write) in silence without raising his eyes from what he (to write). 12. We (to walk) for some time. 13. Why ___ you always (to find fault) with people? 14. You (to leave) us soon now. It (to get) colder with every day. 15. We were friendly at school. I still (to see) him from time to time. 16. You (to hear) from me one of these days. 17. Phone as late as you can. I (to be) up. I (to watch) the football game on TV. 18. The rain started when I (to wait) for my bus. 19. Why did you speak to him so? He only (to try) to help. 20. It (to rain) when we came and it (to rain) when we left.

Exercise 12. Translate into English.

1. Кого ви чекаєте? — Я чекаю свого друга. 2. Що ви перекладаєте? — Я перекладаю свою статтю. 3. Не виходьте на вулицю, іде дощ. 4. Можна побачити Аню? — Ні, вона вечеряє. Зачекайте трохи. 5. Ви часто приходите сюди? — Так. 6. Послухай! Аня співає у сусідній кімнаті. Вона співає добре. 7. Що ви пишете? — Я пишу листа своїй сестрі. Я часто пишу листи. 8. Зараз вона працює над своєю книгою. 9. Моя сестра часто працює в бібліотеці. Зараз вона пише там доповідь. 10. Ви виходите на цій зупинці? 11. Ви розумієте мене? 12. Завтра я складаю іспит і хочу попрацювати сьогодні ввечері. 13. Він сказав, що їде у відрядження на кілька днів.

Exercise 13. Put the verbs in brackets in the right present tense (Indefinite or Continuous).

1. I ___ (to hope) you ___ (to notice) all the new words as we ___ (to say) them. 2. What ___ you (to see) in the corner over there? 3. This soup ___ (to taste) far too salty. 4. Tom ___ (to come) to see us next week. 5. I ___ (to apologize) for the trouble we have caused you. 6. He ___ (to say) he doesn't want to leave yet. 7. I ___ (to enjoy) every minute of my stay here. 8. I (not to follow) your argument. 9. ___ you (to notice) any change in him? 10. ___ I (to want) a dozen good pencils, please. 11. ___ you (to advise) me to accept the job, or not? 12. Come home soon: we ___ (to miss) you badly. 13. Your story ___ certainly (to appear) to be true. 14. How much this jug ___ (to hold)? ___ Which jug? The one you ___ (to hold)? 15. It ___ (to get) cold, it is most annoying.

Exercise 14. Put the verbs in brackets in either the Past Indefinite or the Past Continuous Tense.

1. As she ___ (to cross) the road, she slipped and fell. 2. My tooth ___ (to break) when I ___ (to eat) a hazel-nut. 3. I told my friend the joke, she ___ (to laugh). 4. While I was talking he ___ (to interrupt) me. 5. She ___ (to start) when she heard a sudden noise. 6. When she ___ (to pick) up the teapot, the handle ___ (to come) off. 7. As he ___ (to get) off the bus, it started with a jerk. 8. We ___ constantly (to disturb) them by unnecessary 'phone calls.

Exercise 15. Put the verbs in brackets in a suitable future tense.

1. Tomorrow afternoon at this time, we ___ (to fly) over the Black Sea. 2. ___ you ___ (to stay) in Kyiv for long? 3. I ___ (to live) with my sister while I am in Yalta. 4. Look! Those cars ___ (to collide) in a minute. 5. I wonder when they ___ (to be) back. 6. My sister ___ (to come) to visit us tonight. 7. Hurry up or you ___ (to be) late for your appointment. 8. I ___ (to leave) a message on the table for him. 9. I ___ (to be) twenty-one tomorrow. 10. I think it ___ (to rain) soon. 11. Your train ___ (to arrive) there at 6 a.m. tomorrow. 12. I ___ (to meet) you at seven o'clock tomorrow.

Exercise 16. Use either the Past Indefinite or the Past Continuous Tense instead of the verbs given in brackets.

1. What you (to do) at 11 o'clock yesterday? — I (to have) my English lesson at that time. 2. What your sister (to do) yesterday? — She (to be) at a concert yesterday. 3. What heavy box you (to carry) when I (to meet) you? — I (to carry) to the post office a parcel which I (to go) to send to my father yesterday. 4. When I (to come) to see my friend she (to sew) and her mother (to cook) the dinner. 5. As I (to walk) down the street yesterday I (to notice) a crowd in the distance. 6. I (to have) a good sleep yesterday as I (to get) up at 11 a.m. 7. When the manager (to enter) the clerks (to write) in their books. 8. We had to stay at home yesterday because all day long it (to freeze) hard and a snow storm (to rage). 9. We (to skate) while it (to snow). 10. When the sad news (to come) I (to live) in the country. 11. When I (to be) a child there (to be) an old man who used to stand by our garden gate every day. He (to lean) against the fence and (to play) the violin. A dog (to sit) by his side and (to hold) its master's hat in its mouth.

Exercise 17. Use the correct tense of the verbs in brackets.

1. When you (to write) a letter to your mother? — I (to go) to write one. The last letter I (to write) to her two weeks ago. 2. What

you (to do) when I (to ring) you up in the morning? — When you (to ring) me up I (to write) a letter to my mother. 3. I think you (to write) letters to your mother rather seldom. — Nothing of the sort. I (to write) this morning and now I (to write) again to tell her something I (to forget) to mention in my first letter. 4. How long will it be before you (to finish) it? — I (to write) still when my sister comes.

Exercise 18. Read and retell.

Two men were visiting a museum for two hours. When they were standing in front of an Egyptian mummy, they saw a placard with the inscription: "B.C." Both visitors were mystified by this inscription. "What do you make of that, Jim?" asked one of them. "Well", said Jim, "I donno, but may be it was the number of the motocar that killed him".

Exercise 19. Put the verbs in brackets in Present Indefinite or Present Continuous:

1. Look up! The sun ... so brightly (to shine). 2. My uncle usually ... newspapers in the evening (to read). 3. As a rule, my sister ... all housework in the evening (to do). 4. Go and see! Our children ... soundly (to sleep). 5. Our family usually ... out of town on Sundays (to go). 6. What ... the students ... at the moment (to do)? — Some of the students ... themselves while the others ... the dialogue by heart (to record, to learn). 7. ... your nephew ... English books in the original (to read)? 8. Hallo! Where ... you ... (to go)? — I ... to the University (to go). ... you ... there, too (to go)? — No, I ... not usually ... to the University in the morning (to go). I ... evening classes (to attend). 9. ... you ... the words of this English song (to understand)? — Yes, I ... that now I ... them (to think, to understand).

Exercise 20. Explain the use of Present Continuous in the following sentences and translate them into Ukrainian.

a) 1. I am reading a very interesting article in the newspaper. 2. Listen, she is singing so well! 3. Look, they are crossing the street. 4. Now he is working at the Pedagogic University.

b) 1. I am going to slay at home today. 2. We are leaving for Moscow tomorrow. 3. She is coming in the evening. 4. The expedition is starting in some days.

c) 1. My grandmother is always grumbling (she is a great grumbler). 2. My little nephew is such a naughty child, he is continually worrying his parents.

Exercise 21. Write in Present Continuous.

1. The clock ... in the next room (to strike). 2. Father and Mother ... (to get up). 3. My sister ... tea (to make). 4. They ... breakfast (to have). 5. My brother ... continually ... about his wife's health (to worry). 6. I ... my lessons (to do). 7. Mother ... dinner (to cook). Grandmother ... her (to help). 8. It ... dark (to get). The wind ... (to blow). The sun ... not ... (to shine). It ... (to rain). We ... home (to run). 9. Hallo! Where ... you ...? — I ... to the library. — ... you ... there, too? — No, I ... to a friend of mine (to go). 10. You ... always ... at the lessons (to talk).

Grammar Table 14

The Present Perfect Tense (Active)

Affirmative	Interrogative	Negative
I have seen.	Have I seen?	I have not seen.
You have seen.	Have you seen?	You have not seen.
He has seen.	Has he seen?	He has not seen.
She has seen.	Has she seen?	She has not seen.
It (child) has seen.	Has it seen?	It has not seen.
We have seen.	Have we seen?	We have not seen.
You have seen.	Have you seen?	You have not seen.
They have seen.	Have they seen?	They have not seen.

The Present Perfect Tense*(Теперішній перфектний час)*

1. Теперішній перфектний час утворюється з допоміжного дієслова **to have** у Present Indefinite і III форми основного дієслова.

2. Теперішній перфектний час означає дію, яка відбулася протягом певного часу, який ще не закінчився.

3. Теперішній перфектний час вживається:

а) коли час дії не вказаний: *I have seen him;*

б) коли є такі обставини часу, як **today, this week, this year (month): I have met him today;**

в) коли вживаються прислівники неозначеного часу: *ever* (коли-небудь), *never* (ніколи), *just* (тільки що), *seldom* (рідко), *often* (часто), *always* (завжди), *not yet* (ще ні), *already* (вже) і т. ін.: *I have never been to Britain;*

г) з *just now* (щойно) вживається Past Indefinite:

He was here just now;

д) Present Perfect Tense вживається з словами *for* і *since*:

It has rained twice since we have come.

4. У розмовній мові вживаються такі скорочені форми:

Стверджувальна форма

I've worked

We've worked

You've worked

You've worked

He's worked

They've worked

She's worked

It's worked

Заперечна форма

I haven't worked

We haven't worked

You haven't worked

You haven't worked

He hasn't worked

They haven't worked

She hasn't worked

It hasn't worked

Питально-заперечна форма

Haven't I worked?

Hasn't he worked?

Dialogue

John: Where have you been?

Mary: I've been in the canteen.

John: Have you seen George?

Mary: Yes, I have.

John: Has he taken my car?

Mary: Yes, he has.

John: Has he got a licence?

Mary: No, he hasn't.

John: Why hasn't he taken a test?

Mary: He hasn't had time.

John: Where has he gone?

Mary: He's gone into town.

John: Has he done any work this morning?

Mary: Yes, he has.

John: What's he done?

Mary: He's filed the nails.

John: How long have you been here?

Mary: I've been here for long.

John: How long has George been here?

Mary: He's been here for six months.

John: How long have you known him?

Mary: I've known him for some years.

John: How long have you had that hair-do?

Mary: I've had it for three days. I've had it since Friday.

Assignments

- I. Read and translate the dialogue into Ukrainian, then do back translation from memory.
- II. Make a story on the basis of the dialogue.
- III. Make your own dialogue using Present Perfect (Active) form.
- IV. Describe George. How does he impress you? Is he a hard-working fellow?

Grammar Table 15

The Present Perfect Continuous Tense (Active)

Affirmative	Interrogative	Negative
I have been working.	Have I been working?	I have not been working.
You have been working.	Have you been working?	You have not been working.
He has been working.	Has he been working?	He has not been working.
She has been working.	Has she been working?	She has not been working.
It has been working.	Has it been working?	It has not been working.
We have been working.	Have we been working?	We have not been working.
You have been working.	Have you been working?	You have not been working.
They have been working.	Have they been working?	They have not been working.

The Present Perfect Continuous Tense

(*Теперішній перфектний тривалий час*)

1. Теперішній перфектний тривалий час утворюється з допоміжного дієслова **to be** у Present Perfect (have been/has been) і IV форми основного дієслова.

2. Теперішній перфектний тривалий час означає дію, яка почалася у минулому і продовжується або закінчилася в момент мовлення.

3. The Present Perfect Continuous не вживається:

a) з дієсловами: *to know, to understand, to love, to hate, to like, to dislike*;

b) з одноразовими діями:

a) *I have known him all my life.*

b) *He has written only once since he left.*

4. Теперішній перфектний тривалий час вживається, коли є такі позначення часу, як: **for some time, since a certain moment, since smb did smth**: *I have been working here for twenty years. She has been teaching English since she graduated.*

5. Дієслово в підрядних реченнях часу, які вводяться словом **since**, стоїть у Past Indefinite:

I have been looking after the children since their mother died.

6. У розмовній мові вживаються такі самі скорочені форми, як у *Present Perfect*, наприклад:

I've been working.

He's been working.

I haven't been working.

He hasn't been working.

Haven't I been working?

Text. Vincent

After dinner the two men went into the study.

"Oh", said Vincent, "I see, you've been doing a lot of work all this time. These are all new sketches on the walls"— Vincent opened his packet. "I have been doing a little sketching myself and I've brought you a number of figures to see. I have been looking forward to showing them to you ever since I got to know you. I wonder if you are going to like them".

Pietersen didn't answer, as he knew that no beginners liked to be criticized. He put the studies on the easel and stood looking at them.

Vincent suddenly saw how poor his drawings were.

“My first impression”, said Pietersen after some time, “is that you’ve been working very close to your models”.

He was silent again and then said with effort: “Have you ever studied drawing?”

“No”, answered Vincent, “I have never had a lesson, I thought you just took a pencil and drew”.

“Ah, no”, said Pietersen sadly, “you must learn your elementary technique first. Here, I’ll show you what’s wrong with this woman”.

He took a ruler and showed Vincent how bad his proportions were, and then he began reconstructing the head. After an hour of work, he stepped back and looked at the sketch again and said: “Now I think that figure is drawn correctly”.

Vincent looked at the paper. The woman was drawn in perfect proportion. But she was not already the worker’s wife he had drawn. She was just like any perfectly drawn woman in the world.

“Yes, I see what you mean”, said Pietersen. “I’ve given her proportion and taken away her character”. They stood for a long time, looking at the easel.

“You know, Vincent, that woman isn’t bad. As far as the drawing is concerned, it is all wrong. But there is something about her that appeals to me. I feel I have seen that woman somewhere before. You have managed to convey the spirit of the worker’s wife, Vincent, and that is a thousand times more important than any correct drawing”.

Vincent was afraid to speak. Pietersen was an experienced artist, a professional.

Adapted from “The Lust of Life” by I. Stone

Notes

Vincent, the hero of I. Stone’s novel “The Lust of Life”, is the famous painter Vincent Van Gogh (1853—1890).

Assignment

Read and translate the text.

Dialogues

- Bank Officer:** Please have a seat.

Esther Rosales: Thank you. I’m Esther Rosales. I’ve had an account here for ten years.

Bank Officer: What can I do for you, Mrs. Rosales?

Esther Rosales: Well, I want to borrow some money.

Bank Officer: What for?

Esther Rosales: I want to buy a car. I've been saving for two years.

Bank Officer: How much have you saved?

Esther Rosales: I've saved about two thousand dollars.

2. **Chris:** Hi, Janice. Is the boss in?

Janice: Yes, he is, Chris. He's in his office, and he's waiting for you.

Chris: Oh. What time did he get in?

Janice: He got in at twenty to ten.

Chris: Twenty to ten! So he's been waiting for twenty minutes.
Wow! I'm in trouble.

3. **Diane:** Hello, Judy. You've been sitting here for an hour. Where's Stephen?

Judy: Hi, Diane. He's dancing with Peggy.

Diane: Oh, yes. I see him. Has he been dancing all evening?

Judy: Yes, he has. But he hasn't been dancing with me.

4. **Alice Perry:** Well, Vera Parker. Hello! Are you waiting to see Doctor Lightfoot?

Vera Parker: Hi, Alice. Yes, I am.

Alice Perry: How long have you been waiting?

Vera Parker: Well, let's see. I've been waiting since nine o'clock.

Alice Perry: So you haven't been waiting long. It's only ten after nine.

Vera Parker: Right, I haven't. I've been reading this magazine. There's an interesting article about operations.

5. **Sally:** Eric, call the waiter again!

Eric: I've been trying to call him, Sally.

Sally: But, Eric, we've been sitting here for twenty minutes, and I'm not going to wait any longer.

Eric: I'm sorry, Sally, but he's talking to that woman.

Sally: Yes, I see. He's been talking to her since we came in.

Eric: Waiter!

Waiter: Yes, sir. Do you want your check?

Eric: The check! We haven't even seen the menu yet!

6. **John:** How long have you been waiting?

Mary: I've been waiting for half an hour. I've been waiting since ten o'clock. What have you been doing?

John: I've been resting. I've been sleeping.

Mary: And I've been standing here! I've been standing in the rain. I've been getting wetter and wetter.

John: I'm very sorry. I've been feeling so tired recently. What have you been doing?

Mary: I've been visiting friends. I've been shopping. What have you been doing?

John: I've been trying to finish an article for the newspaper.

Mary: How long have you been working here?

John: I've been working here for two years. Where are you staying?

Mary: I'm staying at the "Grand".

John: How long have you been staying there?

Mary: I've been staying there since Friday.

John: I've been meaning to phone you.

Assignments

- I. Act the whole dialogue from memory.
- II. Continue the dialogue.
- III. Make up a story on the basis of the dialogue.

Read and Remember:

So am I!

A: I'm taking my vacation next month.

B: So am I.

A: I need a change.

B: So do I. I'm tired of the same office and the same people every day!

A: Where are you going?

B: The Dominican Republic.

A: Really? I went there last year.

B: So did I. We always go to the Dominican Republic, but we never go to La Romana.

A: No, neither do I. There are too many Americans there. Where exactly are you going?

B: Sosua. It's a little town on the north coast.

A: You're joking!

B: No, I'm not. I've been there three times.

A: So have we. And we're going there this year too.

B: Not to the Hotel del Sol?

A: Yes, why?

B: Well, I'll see you there. That's my hotel too.

1. **A:** I'm happy.
B: So am I.
A: I'm not crazy.
B: Neither am I.
2. **A:** I'm not a student.
B: I am.
A: I'm a teacher.
B: I'm not.
3. **A:** I've read *War and Peace*.
B: So have I.
A: I haven't been to Haiti.
B: Neither have I.
4. **A:** I haven't seen that movie.
B: I have.
A: I've studied a lot for the test.
B: I haven't.
5. **A:** I like a music.
B: So do I.
A: I don't like snakes.
B: Neither do I.
6. **A:** I don't eat red meat.
B: I do.
A: I come to work on Sundays.
B: I don't.
7. **A:** I was here last week.
B: So was I.
A: I wasn't late this morning.
B: Neither was I.
8. **A:** I wasn't home yesterday.
B: I was.
A: I was bored last night.
B: I wasn't.
9. **A:** I studied math in college.
B: So did I.
A: I didn't watch TV last night.
B: Neither did I.
10. **A:** I didn't finish college.
B: I did.
A: I had wine with dinner last night.
B: I didn't.

Grammar Table 16

The Past Perfect Tense (Active)

Affirmative	Interrogative	Negative
I had read it.	Had I read it?	I had not read it.
You had read it.	Had you read it?	You had not read it.
He had read it.	Had he read it?	He had not read it.
She had read it.	Had she read it?	She had not read it.
It (child) had read it.	Had it (child) read it?	It (child) had not read it.
We had read it.	Had we read it?	We had not read it.
You had read it.	Had you read it?	You had not read it.
They had read it.	Had they read it?	They had not read it.

The Past Perfect Tense

(Минулий перфектний час)

1. Минулий перфектний час утворюється з допоміжного дієслова **to have** у Past Indefinite і основного дієслова в III формі.

2. Минулий перфектний час означає дію, яка відбулася до певного моменту в минулому. Цей момент може бути виражений такими прислівниками, як: *by this (that) time, by ten o'clock, by the end of the week, before they came (you, he, she...)*:

I had done it by that time.

When he came I had already translated the letter.

3. У питальних реченнях допоміжне дієслово **had** ставиться перед підметом: *Had you seen the film by that time?*

4. У заперечних реченнях частка **not** ставиться після допоміжного дієслова: *She had not passed her exams by the end of the year.*

Примітка. У розмовній мові вживаються скорочені форми:

I'd worked. I hadn't worked. Hadn't I worked.

Grammar Table 17

The Past Perfect Continuous Tense (Active)

Affirmative	Interrogative	Negative
I had been reading.	Had I been reading?	I had not been reading.
You had been reading.	Had you been reading?	You had not been reading.
He had been reading.	Had he been reading?	He had not been reading.
She had been reading.	Had she been reading?	She had not been reading.
It had been reading.	Had it been reading?	It had not been reading.
We had been reading.	Had we been reading?	We had not been reading.
You had been reading.	Had you been reading?	You had not been reading.
They had been reading.	Had they been reading?	They had not been reading.

The Past Perfect Continuous Tense

(*Минулий перфектний тривалий час*)

1. The Past Perfect Continuous Tense утворюється з допоміжного дієслова **to be** у Past Perfect і IV форми основного дієслова.

2. Минулий перфектний тривалий час означає дію або серію дій, які почалися до певного моменту в минулому і продовжуються або щойно закінчилися в той момент.

3. Момент у минулому може бути виражений такими прислівниками, як: *by that time, by the end of the year, by five o'clock*, підрядними реченнями часу (*when he came, by the time we came*):

By the time he came we had been working for two hours.

Примітка. У розмовній мові вживаються такі самі скорочені форми, як у Past Perfect, наприклад:

I'd been working. I hadn't been working. Hadn't I been working.

Text. A Visit

A month ago I had to visit Mr. Dickson, who worked at one of the New York offices. He was the manager of the machine-building department of this office. Before I went to the office I had rung Mr. Dickson up in order to fix the time of our meeting.

When I arrived at the building, I looked at the list of names and found that Mr. Dickson's department was on the fifth floor. I went up in the elevator. Some people were waiting for the manager when I entered the office. I gave my card to the secretary and said that I wanted to see the manager who had asked me to come at half past ten. The secretary took my card and told me that Mr. Dickson had not come yet as it was only twenty minutes past ten, so I had to wait a little.

Through a glass door I could see some clerks who were busy at their desks. A typist was typing a letter which the manager had dictated to her.

At half past ten sharp the secretary came up to me and said that the manager had come and was ready to see me.

I went to the manager's room. On the door I read the following words: "Private, please knock".

The secretary showed me in. Mr. Dickson told me that though he had been very busy still he had had time to arrange my visit to some of the largest machine-building plants. I thanked him and left the office.

Assignments

- I. Read and translate the text.
- II. Render the text in English.

Dialogue

John: Was George on time?

Mary: No, he was late. By the time he arrived I'd opened the mail, I'd sorted it, I'd answered the most important letters. I'd typed two reports and I'd made a cup of tea.

John: Why was he late?

Mary: He had five excuses. He said that he'd overslept, that his watch had stopped, that he'd forgotten his money, that he'd missed his bus and that he'd lost his keys.

John: What had he done when you left?

Mary: Nothing much.

John: Had he counted the money?

Mary: He hadn't even opened the safe.

John: Had he mended the typewriter?

Mary: No, he hadn't.

John: Had he mended the broken window?

Mary: No, he hadn't. I told you that when I left he'd done practically nothing. He'd only just finished reading the paper.

John: Where is he now?

Mary: In the hospital.

John: What happened?

Mary: The doctor phoned me a few minutes ago and said George had had an accident. He said he'd sprained his right ankle and that a policeman had found him lying in the ditch.

John: How did he get there?

Mary: According to the policeman he'd fallen off his bicycle.

John: Any bones broken?

Mary: Yes, two.

John: Which ones?

Mary: The ones he'd bought for the dog's dinner.

Assignments

- I. Translate the dialogue into Ukrainian, then do back translation from memory.
- II. Continue the dialogue.
- III. Make up a story on the basis of the dialogue.

Grammar Table 18

The Future Perfect Tense (Active)

Affirmative	Interrogative	Negative
I shall have read.	Shall I have read?	I shall not have read.
You will have read.	Will you have read?	You will not have read.
He will have read.	Will he have read?	He will not have read.
She will have read.	Will she have read?	She will not have read.
It will have read.	Will it have read?	It will not have read.
We shall have read.	Shall we have read?	We shall not have read.
You will have read.	Will you have read?	You will not have read.
They will have read.	Will they have read?	They will not have read.

The Future Perfect Tense

(Майбутній перфектний час)

1. Майбутній перфектний час утворюється з допоміжного дієслова **to have** у Future Indefinite і III форми основного дієслова.

2. Майбутній перфектний час означає дію, яка закінчиться до певного моменту в майбутньому. Цей момент може бути виражений такими позначеннями часу, як: *by this (that) time, by six o'clock, by the time he comes, by the evening, by the end of the week (month, year), before somebody comes* і т. ін.:

I shall have translated the article by the evening.

By this time next year I shall have passed my entrance examinations.

3. У питальних реченнях **shall** (або **will**) ставиться перед підметом: *Shall we have had dinner by two o'clock?*

Will you have passed your last examination by the end of May?

4. У заперечних реченнях заперечна частка **not** ставиться після **shall** або **will**:

They will not have graduated from the University by that time.

We shall not (shan't) have translated the first chapter of the book by the end of the week.

They will not have done their lessons before the film starts.

Grammar Table 19

The Future Perfect Continuous Tense (Active)

Affirmative	Interrogative	Negative
I shall have been reading.	Shall I have been reading?	I shall not have been reading.
You will have been reading.	Will you have been reading?	You will not have been reading.
He will have been reading.	Will he have been reading?	He will not have been reading.
She will have been reading.	Will she have been reading?	She will not have been reading.
It will have been reading.	Will it have been reading?	It will not have been reading.
We shall have been reading.	Shall we have been reading?	We shall not have been reading.
You will have been reading.	Will you have been reading?	You will not have been reading.
They will have been reading.	Will they have been reading?	They will not have been reading.

The Future Perfect Continuous Tense

(*Майбутній перфектний тривалий час*)

1. Майбутній перфектний тривалий час утворюється з допоміжного дієслова **to be** у Future Perfect і IV форми основного дієслова.

2. Майбутній перфектний тривалий час означає дію або серію дій, які почалися до певного моменту у майбутньому і продовжуються в той момент або щойно закінчилися.

3. В реченнях з майбутнім перфектним тривалим часом вживаються такі позначення часу, як: *by this time, by the time smth happens, when smth happens, smth will happen:*

By the time she graduates I shall have been teaching English for two years.

We shall get there at 8.

They will have been waiting for over an hour.

Text. How Einstein Discovered the Law of Relativity

(by Ch. Chaplin)

I first met Einstein in 1926. The great scientist had been invited to California to lecture.

I received a telephone call from Universal studios, saying that Professor Einstein would like to meet me. I was thrilled and gladly accepted the invitation. So we met at the Universal studios for lunch, the Professor, his wife, his secretary and his Assistant Professor. Mrs. Einstein spoke English very well, in fact better than the Professor. She was extremely proud of him and frankly enjoyed being the wife of the great physicist. She did not even try to hide the fact.

After lunch, while Einstein was being shown around the studio, Mrs. Einstein took me aside and whispered: "Why don't you invite the Professor to your house? I know he will be delighted to have a nice quiet chat with just ourselves." It was to be a small affair, and I invited only two other friends. At dinner she told me the story of the morning when the theory of relativity first came to his mind.

"The Doctor came down in his dressing-gown as usual for breakfast but he hardly touched a thing. I thought something was wrong, so I asked what was troubling him. 'Darling!' he said, 'I have a wonderful idea.' And after drinking his coffee, he went to the piano and started playing. Now and again he stopped, reached for his pencil, made a few notes, then repeated: 'I've got a wonderful idea, a marvelous idea!'

"I said: 'What's the matter with you? Why don't you tell me what it is?'

"He said, 'I can't tell you yet. I still have to work it out'.

She told me he continued playing the piano and making notes for half an hour, then he went upstairs to his study, telling her that he did not want anyone to disturb him, and remained there for two weeks.

"Each day I sent him up his meals," she said, "and in the evening he walked a little for exercise, then returned to his work again."

"At last," she said, "he appeared looking very pale and tired. In his hand he held two sheets of paper. 'That's it!' he told me, putting the sheets of paper on the table. And that was his theory of relativity."

Notes

1. Charles Spencer Chaplin was born in 1889 in a poor family in the London East End and at an early age became famous all over the world as a comedian. His most famous films are "A Dog's Life", "The Kid", "The Gold Rush", "City Lights", "Modern Times".

2. Einstein, Albert, 1879—1955, a great man of science, made famous by his theories of relativity. He was born in Ulm, Germany; received a

Nobel Prize in physics in 1921, for his work in quantum theory. In 1933 he had to leave his country because of the nazis.

Assignments

I. Read and translate the text.

II. Analyse the tenses used in the text.

III. Render the text in English.

Dialogue

Kitty: Well, Mabel, here you are at last.

Mabel: I am sorry, but I was in the library. I went there to get an English grammar.

Kitty: Now sit down here, we shall work together at our Grammar.

Mabel: Well, do you think I might come tomorrow at about ten and get some help from you in grammar?

Kitty: I am afraid not. Tomorrow at ten o'clock I shall be studying it myself.

Mabel: What other hour could you fix then?

Kitty: I shall have done my work by twelve. Let me see: I expect to begin working at nine tomorrow. At ten I shall be working hard. By twelve I'll have been working for three hours. Yes, I shall have done my work by twelve, so you can come at one, will you?

Mabel: Yes, certainly, if you think we shall have finished working by 3 o'clock. I must be at the dentist's at half past three sharp.

Kitty: Well, I don't know. It all depends on how much behind you are.

Mabel: I am afraid I am very much behind, owing to my long illness.

Kitty: Anyhow I shall do my best to coach you. Try and read alone one or two of the texts we've had in class this half-year. Then we shall be able to discuss them together tomorrow. But couldn't you come to-night?

Mabel: Unfortunately I am engaged to-night. I shall be at a symphony concert.

Kitty: That's rather unwise of you. I don't think you have time for such things at present.

Mabel: Don't be hard on me, Kitty, I felt very low during my illness and I think a little amusement will do me good.

Kitty: Well, that is your concern. At any rate, by twelve tomorrow I shall have prepared all the grammar material we have covered, and we shall go through it together.

Mabel: I shall be very much obliged to you. Thank you so much.

Kitty: Don't mention it, please. I shall do all I can for you with the greatest pleasure.

Mabel: It is very kind of you indeed. By the way, what about Edith? Do you ever happen to see her?

Kitty: Why, certainly. I shall be seeing her to-night.

Mabel: Do ask her whether she has finished reading the book I gave her quite a long time ago. I should like to get it back now.

Kitty: If she has finished it, I will get it from her right away and you will have it tomorrow.

Mabel: Thanks so much. You see, there is a very little chance for me to see Edith soon and you will really do me a great favour if you help me to get that book back from her. Please, remember me to her. We have not seen each other for quite a long time.

Kitty: I also have a favour to ask of you. Would you mind seeing if the confectioner's at the corner over there is still open. If it is, just wave your hand. I shall be sitting at the window.

Mabel: Very well. Kitty, I shan't forget. Give my love to your sister, please. Good-bye, dear.

Kitty: Thank you. My regards to your mother. I shall be expecting you at about one tomorrow.

Assignments

I. Answer the following questions:

1. Are these two girls really friends?
2. What is the reason for Mabel's being behind?
3. In what subject is she particularly weak?
4. For what purpose does she want to come to see Kitty at ten o'clock the next day?
5. What will Kitty be doing at that time?
6. Why does Kitty think that she will be able to receive Mabel at one o'clock?
7. Why will Mabel not be able to come that very night?
8. Does Kitty approve of Mabel's going to a concert?
9. Why does Mabel wish to go to the concert?
10. What will Kitty be able to do the next day? Why?
11. Whom will Kitty be seeing in the evening?

II. Translate the dialogue into Urainian.

Exercises

Exercise 1. Put the adverbs in the right place.

1. The concert has started. (just)
2. The writer has turned his stories into films. (often)
3. Van Clibern has been a talented musician. (always)
4. I have imagined this actress so young. (never)

5. The ballet company has returned from the tour. (just) 6. Have you been to the British Museum? (ever) 7. I have seen this actor on the stage. (never) 8. The orchestra have tuned their instruments. (already) 9. The overture has started. (just)

Exercise 2. Give full answers to the questions.

1. There is a letter on the table. Who has written it? 2. The picture is lovely. Who has painted it? 3. My car is not in the garage. Who has taken it? 4. Your sister is out. Where has she gone? 5. This dress is very nice. Who has made it? 6. This picture is in a dark corner. Who has hung it there? 7. Your brother is crying. What have you said to him? 8. The house is very good. Who has built it? 9. The cake is very nice. Who has cooked it? 10. The book is very interesting. Who has written it?

Exercise 3. Ask questions according to the models.

Model a): *I've already seen this play.*

— *Have you seen this play?*

1. We have already finished our work. 2. I have never read this book. 3. I haven't seen your photographs. 4. We've already passed our exams. 5. He has never been to the Louvre. 6. She has already finished her speech. 7. I have already typed my letters.

Model b): *He has been there for a year. (How long?)*

How long has he been there?

1. I have bought a new brush. (Where? What?) 2. He has paid two hryvnias for that box of paints. (How much? For what box?) 3. He has come here because he wants to get some information. (Why?) 4. John has taken your bicycle. (What? Who?) 5. I have put the book on the shelf. (What? Where?) 6. I haven't been to Riga for ten years. (How long? Where?) 7. They have been married for five years. (Who? How long?) 8. I have done everything since yesterday. (What?)

Exercise 4. Open the brackets using the Present Perfect or the Present Perfect Continuous.

1. I (to know) him all my life. 2. He (to write) only once since he left. 3. And this is what she (to do) ever since. 4. Ever since it happened I (to pretend) to myself that it was an accident. 5. I (to be) up here since six. I (to work) for hours. 6. We (to live) here for a month and it (to rain) only once. 7. They (to discuss) the case for hours but (to be) unable to come to any decision. 8. She (to take) lessons and I (to notice) a certain improvement of late. 9. They (to advertise) for infor-

mation since March but they (to receive) nothing of any value. Just the usual letters. 10. What you (to do) since I saw you last?

Exercise 5. Translate into English.

1. Я бачив це обличчя десь. 2. Він часто бачив це ім'я в газетах у цьому році. 3. Я намагаюся додзвонитися до нього протягом двадцяти хвилин. 4. Вона вивчає англійську мову протягом року і вже вивчила багато нових слів та виразів. 5. Він знову пропускає уроки. 6. У вас втомлений вигляд. Ви знову погано спали. 7. Я шукаю його з самого ранку, але не знайшов ще. 8. Де ви були весь цей час? 9. Я ніколи не бачив його таким сердитим. 10. Ви давно вчите вірш? 11. Я не бачив вас більше місяця. 12. Я перекладаю цю статтю більше години і переклав тільки п'ять рядків. 13. Я чекаю тут з дванадцятої години. Сюди ніхто не заходив. 14. Вони читають цю книжку з вересня і прочитали вже більше половини. 15. Він навчав їх плавати тільки півроку, але вони вже досягли великих успіхів.

Exercise 6. Open the brackets using the Present Continuous or the Present Perfect Continuous.

1. ___ you (to try) to tell me something. 2. What ___ you (to do) to that child? 3. Come in but look where you (to go). We (to paint) the living-room. 4. The bathroom is a mess. The children (to wash) their dog. 5. They (to quarrel) and (to make) it up again all morning. 6. I (to try) to make up my mind since you (to speak) to me at the party. In fact I (to try) to make it up right now. 7. No one has come in here since I (to be) here. 8. It's a long time since I (to drink) really good coffee.

Exercise 7. Open the brackets. Use the Past Indefinite or the Present Perfect.

1. It's a long time since I (to meet) him. 2. It's a long time since we (to speak) of this. 3. It's a long time since you (to come) to see us. 4. She's been feeling better since she (to see) a specialist. 5. I (to come) to you to ask for information. 6. I (to speak) to her about it many times. 7. Why you not (to speak) at the conference? 8. What ___ she (to wear)? 9. It's what I always (to say).

Exercise 8. Open the brackets. Use the Past Indefinite, the Past Continuous, the Present Perfect or the Present Perfect Continuous.

1. I'm glad they (to come). 2. We (to wait) for hours. 3. When you (to discuss) it? 4. I never (to hear) the subject mentioned. 5. No, thank you. I (to have) two already. 6. ___ Mother (to go) to bed already? 7. He (to be) out when you (to phone). It was his father who (to answer) the

phone. 8. They (to talk) of nothing else for weeks. 9. You (to read) my letters, don't deny. 10. I shall do exactly as I (to say).

Exercise 9. Translate into English.

1. Я допомагаю йому з січня, і він вже вивчив багато слів і виразів.
2. Вона подивилася на мене і нічого не сказала. Вона чекала на когось.
3. Вона говорить більше двадцяти хвилин і не зробила жодної помилки.
4. Чому ви з нею так розмовляли?
5. Вона нічого мені не сказала, коли я бачила її у школі.
6. Що ви сказали?
7. Вона ще не повернулася.
8. Учора, коли ми йшли додому, вона розповіла мені все.
9. Вона пояснила все. Вона була хвора тоді і не могла приїхати.
10. Вони грають у себе в кімнаті з самого обіду.

smb will do smth	when as soon as after before till	smb does smth
smb will do smth	when as soon as after before till	smb has done smth

I'll give you the book when I finish reading it or when I have finished reading it.

I shall not promise anything before I speak to her or before I have spoken to her.

Exercise 10. Make the sentences more emphatic by using the Present Perfect in Clauses of Time.

1. He will do nothing till she arrives.
2. I shall not make any plans before I speak to my mother.
3. The parents will never agree to it till they see her on the stage.
4. He will phone his mother after he passes the examinations.
5. I shall tell you the story when she returns.
6. He won't go for a walk till he does his homework.

Exercise 11. Open the brackets. Use the Present Indefinite, the Future Perfect or the Future Perfect Continuous.

1. When I (to come) home they (to return) home already.
2. By the time you (to reach) the station the train (to leave).

3. When you (to return) they either (to lose) or (to win) the game.
4. By the end of the next month we (to work) here for nearly two years.
5. They expect me at eight. I (to type) the last letter by then.
6. By the time you (to come) here we (to travel) for two weeks.
7. When you see her next time, she (to take) the last exam.

Exercise 12. Open the brackets. Use the Present Indefinite, the Future Indefinite, the Future Perfect or the Future Continuous.

1. When you (to come) I (to wait).
2. When she (to arrive) they (to leave) town and we (to get ready) to leave.
3. When I (to ring) they (to come).
4. When we (to get) there people (to stand) in groups discussing something and only my mother (to go in) to look for her seat.
5. By the time you get there it (to stop) raining.
6. I (to come) late. She (to write) an article already.

Exercise 13. Read and retell.

a) There was a writer who had written some novels which had been read by many people and had been very popular. One day he met an old friend whom he hadn't seen for years. After they had talked for two hours and they had discussed all his novels the writer said: "Now we have talked long enough about me. Let's talk about you. What do you think of my last novel?"

b) "Johny, go to Mr. Jackson and ask him for a new brush. My drawing will have been done in an hour and I need the brush to begin my new picture. You must go before three o'clock". "Can I go after 3 o'clock, Father? I want to see the film on TV and by 3 o'clock it won't have finished". "I'm sorry, Johny, but Mr. Jackson will have left home by the time your film is over".

Exercise 14. Answer the questions, noting the use of the Perfect Tenses.

a) 1. Have you ever met your old friends since you left school? 2. How many months have passed since your birthday? 3. What films have you seen this month? 4. Where had you studied before you entered the University? 5. By what time will you have passed all the exams of the coming examination period?

b) 1. How many new cinemas have you visited? 2. What interesting performances have you seen? 3. How many English books will you have read by the end of the year? 4. Will a friend of yours have finished school by that time? 5. What films will you have seen by the end of the week?

Exercise 15. Open the brackets. Use the Past Indefinite, the Past Continuous, the Past Perfect and the Past Perfect Continuous.

1. I (to write) the letter. I (to try) to write it for weeks. 2. He (to know) the girl since she (to be) a child and (to manage) her affairs since she (to come) of age. 3. She (to be) much prettier and younger than he (to think). In fact it (to be) hard to believe that she (to be married). 4. Lugg (to say) nothing till they (to be) in the dressing room where they (to leave) their coats. 5. He (to be) quite sure he (to see) that face somewhere. 6. She (to ask) me to help her because she (to know) that I still (to work) for you. She (to know) I (to help) you to solve that missing luggage case, (to help) you for years. 7. The cheerful girl who (to come) in with Ann (to speak) at last. 8. I (to learn) that they (to do) nothing though I (to leave) detailed instructions.

Exercise 16. Open the brackets. Use the necessary tense forms.

1. When I (to come) home they (to go) out. 2. When he (to speak) again he (to forget) his plan already and (to try) to describe the situation over again. 3. When I (to give) a last look behind me the two little figures (to turn) back and (to walk) rapidly through the trees. 4. When she (to say) that and (to smile) I (to make up one's mind) already to refuse. 5. When I (to find) the place everybody (to go) down to the beach. 6. Their faces were dirty. They (to work) in the garage again. 7. Her hair was damp. She (to swim) again. 8. The answer was brief. They (to leave) the hotel. 9. She looked pale. She (to overwork) and needed a rest. 10. I wondered if Mary was the girl who night after night (to steal) out of the Abbey to meet someone in the Park.

Exercise 17. Translate into English.

1. Мої книжки на столі не було. Її взяла Аня. 2. Вони намагалися не дивитися один на одного. Вони знову посварилися. 3. Я подивився у вікно. Вночі знову був дощ. 4. На нашому місці ми зайшли сліди багаття. Там хтось був до нас. 5. Коли я прийшов, вона давно друкувала мою статтю. 6. Коли я прийшов додому, вони вже повернулися з театру і щось обговорювали. 7. Коли я вийшов, дощу вже не було (перестав), і сонце починало світити. 8. Одного погляду на її обличчя було достатньо — вона одержала цю роль.

Exercise 18. Translate into English. Give both variants (with the Past Indefinite and Past Perfect).

1. Коли я сам це побачив, я зрозумів, як це цікаво. 2. Я нічого про це не знав, поки не прочитав вашу статтю. 3. Ми не були впевнені у перемозі, поки остання гра не була зіграна. 4. Вона

перестала хвилюватися, як тільки ми показали їй цей лист. 5. Він нічого не міг зробити, поки вони не прийшли. 6. Вони розповіли їй про це, як тільки вони одержали телеграму. 7. Він нічого не зробив, поки люди не почали скаржитися на це. 8. Вона вийшла з кімнати після того, як подзвонила.

smb will do smth	when as soon as after before till	smb did smth
smb will do smth	when as soon as after before till	smb had done smth

Exercise 19. Answer the questions using the time-expressions.

Model a): *How long have you been living in this house? (since 1980)*

I have been living in this house since 1980.

1. How long have you been trying to get this book? (all through the week) 2. How long have you been discussing the problem? (for three hours) 3. How long have you been watching television? (the whole evening) 4. How long have you been studying English? (since childhood) 5. How long has he been sleeping? (for hours) 6. How long has the baby been crying? (all this time) 7. How long has your friend been collecting post-cards (since 1999) 8. How long has he been dancing? (for about half an hour)

Model b): *How long had you been waiting for us before you left? (for an hour)*

I had been waiting for you for an hour before I left.

1. How long had he been living there when the war began? (for three years) 2. How long had he been working at the film studio before he went on pension? (for 20 years) 3. How long had you been staying at the seaside, when your friend arrived? (for two weeks) 4. How long had you been studying English before you went to London? (for 6 years) 5. How long had you been listening to the English record before you could understand the words of the song? (for an hour) 6. How long had your sister been learning to sing before she took part in the competition? (for 4 years)

Model c): *How long will your sister have been studying at school? (by 200...)*

How long will your sister have been studying at school by 200...?

1. How long will you have been living in Kyiv? (by 2009)
2. How long will you have been working? (when your sister finishes school)
3. How long will you have been learning English? (when I enter the University)
4. How long will you have been having dinner? (when I come at 2 tomorrow)
5. How long will your parents have been working? (when you graduate from the University)

Exercise 20. Translate into English using the Present, Past or Future Continuous and the Present or Past Indefinite, Present Perfect or Present Perfect Continuous.

1. Хіба ви не знаєте, що делегація приїжджає завтра.
2. Коли ми вийшли на вулицю, сонце яскраво світило.
3. Наші студенти беруть активну участь у будівництві спортивного майданчика.
4. Вони будуть готуватися до останнього іспиту на наступному тижні.
5. В 1996 році ми святкували 5 років незалежності України.
6. Не спізнitься, ми будемо чекати вас на платформі.
7. Він намагається поговорити з вами ось вже півгодини, а ви навіть не помічаєте його.
8. Бачили ви коли-небудь Біле море?
9. Ми прийшли сюди, щоб одержати документи.
10. Вони знають, що ми вивчаємо англійську мову вже шість років.

Exercise 21. Fill in the blanks, using the Present Indefinite, Past Indefinite or Future in the Past of the verbs in the margin.

1. He believed that his father ___ his mind sooner or later.
2. He knew English better than you ___ it now.
3. We were quite sure they ___ .
4. The father told his son that the earth ___ round.
5. Last year we worked less than we ___ now.
6. He knew that his mother ___ if he ___ home late and so he ___ to go to the cinema.
7. It was little that Jess ___, but she ___ a shelter for the winter at any rate.

change
know
come
be
do
worry
come
refuse
earn
have

Exercise 22. Fill in the blanks using the Present Perfect, Past Perfect or Future Perfect of the verbs in the margin.

1. Suddenly I heard a voice call me by my name, thus:
"Rob, Rob Crusoe! Poor Rob! Where ___ you ___, Rob?"

be
speak

- | | |
|---|---|
| <p>My eyes fell on my Poll, and I knew that it was he who ___ to me.</p> <p>2. There ___ such a winter for years, many fruit-trees were killed by the frost.</p> <p>3. When Father and Mother returned home from town, we children always crowded round them to look at the purchases they ___.</p> <p>4. We ___ the building of this school by 2008.</p> <p>5. We ___ the most beautiful underground railway in the world.</p> | <p>be
make
finish
build</p> |
|---|---|

Exercise 23. Translate into English using Present, Past or Future Perfect.

1. Ці яблука достигнуть до кінця вересня. 2. Коли ми прийшли на станцію, поїзд уже відійшов. 3. Ви приготували домашнє завдання? 4. Я ніколи там не була. 5. Я знаю, що він виїхав з Києва. 6. На цей час завтра вона вже виїде з Києва.

Exercise 24. Fill in the blanks using the Present Indefinite, Present Perfect, Future Indefinite or Future Perfect of the verbs in the margin.

- | | |
|--|---|
| <p>1. Mother ___ a letter to her tomorrow.</p> <p>2. I ___ the book by the end of the week; you may have it then.</p> <p>3. By the end of the term we ___ about one hundred new words.</p> <p>4. If you ring me up after five I ___ to the director and I ___ to tell you everything in detail.</p> <p>5. I ___ to the sports ground as soon as I ___ this exercise.</p> <p>6. We ___ to the theatre or a concert if we ___ our examinations successfully.</p> | <p>write
finish
learn
speak
be able
go
finish
go
pass</p> |
|--|---|

Exercise 25. Supply the correect tense of the verbs given in brackets and retell the story.

In a week's time the answer from Mr. Murdstone came, and my aunt ... me that he ... to speak to her in person the next day (to inform, to come). It ... to imagine with what beating of the heart I ... for the day (to be easy, to wait). I ... badly at night and ... early in the morning, trembling with fear (to sleep, to wake up). Yet I ... to wait (to have). Mr. Murdstone ... in the morning but ... only in the late afternoon (not to come, to arrive). He ... with his sister who ... even more cruel to me than her brother (to come, to be). I asked my

aunt if I ... to go away but my aunt asked me to stay (to have). Words ... describe the feelings with which I ... again the harsh faces of my stepfather and Miss Murdstone (can *neg.*, to see). Mr. Murdstone said that I ... him a lot of trouble and that I ... a bad temper (to cause, to have). He added that they ... to do what they ... for me but ... to cure me (to try, can, to be able *neg.*).

(An extract from "David Copperfield"
by Ch. Dickens. Adapted)

Exercise 26. Put the verbs in the Past Indefinite, Past Continuous or Past Perfect Tenses.

1. After Dickens's family ... Chatham and ... down in London, things went from bad to worse (to leave, to settle). 2. While Charles ... at a blacking factory, he had to live in miserable lodgings, for he ... only six shillings a week (to work, to earn). 3. Dickens's father ... in prison for two years before he ... into some money (to be, to come). 4. Dickens ... just ... his *Sketches by Boz* when a firm of publishers ... him to write some short articles (to publish, to ask). 5. By 1836 Dickens ... already ... popular with the English readers (to become). 6. Dickens ... shorthand before he could do some reporting in the House of Commons (to study). 7. After he ... school he ... a clerk in a lawyer's office (to finish, to become). 8. Dickens ... already ... world-wide fame when he ... to write *Oliver Twist* (to earn, to begin).

Exercise 27. Express (a) agreement, (b) disagreement and complete the situation, if necessary, according to the model.

Model: 1. *He has done all his home work.*

(a) *(yes), he has. (b) But he hasn't.*

He has done only one exercise.

2. *Jack hasn't bought the text-book.*

(a) *(No,) he hasn't. He can't get it. (b) But he has. Here it is.*

1. You have never been to this theatre before. 2. He has answered all the questions. 3. They have called on him several times. 4. You've caught cold. 5. The film has been on at our local cinema the whole week. 6. You've made three mistakes in your dictation.

Exercise 28. Ask general and special questions about these sentences.

1. He had washed his hands before he sat down to dinner. 2. The pupils had finished translating the article by 5 o'clock. 3. The watch-maker hadn't cleaned my watch by the time I came.

Exercise 29. Complete the following sentences using Future Continuous or Future Perfect.

1. I shall be still studying at 8 o'clock, and my friend 2. Don't come between six and eight, I ... 3. At this time tomorrow my mother 4. By that time tomorrow we5. We ... for a few hours tomorrow. 6. While you are reading up for your examination, I 7. Before you ring me up I

Exercise 30. Use the verbs in brackets in Future Continuous or Future Perfect.

1. My friend's brother is a graduate this year, he ... his studies by spring (to finish). 2. Don't you know what Peter ... at 7 o'clock (to do)? 3. When the guests arrive, we ... the fir-tree (to decorate). 4. When I call on her, Mary ... the table (to lay). 5. When the hands of the clock are close to eleven, our train ... Vladivostok (to approach). 6. While you are writing this exercise we ... Home Reading (to prepare). 7. I think she ... dinner by the time Mother comes home (to cook).

Exercise 31. Use Future Perfect.

1. By half past seven we (have) supper. 2. The baker's shop (close) by supper time. 3. By the end of the year I (read) two English books. 4. I (finish) this work before you go away. 5. By this time next week you (take) your examination. 6. We (leave) the station before it gets dark. 7. I'm afraid the dance (start) before we get there. 8. I hope it (stop) raining before we have to go. 9. When we see you next week we (see) the new film. 10. They (finish) to build the house before summer. 11. The birds (fly) away before the winter comes. 12. Before I see you again I (be) to Moscow. 13. I hope you (not forget) all about the Future Perfect Tense by the next lesson.

Exercise 32. Make up sentences using Past Perfect of Future Perfect.

1. By the end of the year ... (they, graduate, the University). 2. Before your coming home ... (you, do, some shopping). 3. When I entered ... (he, leave, the room). 4. By the time you return ... (Ann, finish, cooking). 5. Before it gets dark ... (he, repeat, exercises). 6. Before I see you again ... (you, finish, the translation). 7. When I visited him ... (he, hear, the news).

Exercise 33. Give answers to the following questions according to the model.

Model I: *Have you ever been to London?*

No, I've never been there.

1. Has he ever told you the story of his life? 2. Have you ever translated anything from English into Russian? 3. Has it ever been so warm in April before? 4. Have you ever read anything by John Updike? 5. Have you ever been to the Far East? 6. Has he ever shown his picture to anybody? 7. Have they ever spoken to you about their plans for the future? 8. Have they ever studied this problem?

Model II: *Have you finished the book yet?*

No, I haven't finished it yet.

I am still reading it.

1. Have you translated the article yet? 2. Have they finished discussing the problem? 3. Have you decided who will make a report on the international situation? 4. Has she had her lunch yet? 5. Have they finished working at their course papers? 6. Has he woken up? (to sleep). 7. Has she made breakfast?

Exercise 34. Paraphrase the following sentences according to the model.

Model: *When he called to see me, I had not had breakfast yet.*

He called to see me before I had had breakfast.

1. When we arrived at the station, the train had not left yet.
 2. When the bell rang, he had not finished his composition yet.
 3. When he asked this question, they had not finished the discussion of the problem yet.
 4. When it began to rain, they hadn't crossed the river yet.
 5. When he left, the telegram had not arrived yet.
 6. When he got off, the train had not stopped yet.

Exercise 35. Make up suitable sentences according to the model.

Model: *She had finished her work by five o'clock yesterday.*

1. The secretary	to put out the fire	by the time the film began.
2. He	to discuss all the problems	by her arrival.
3. They	to do all the exercises	by the time the director came back.
4. The students	to write all the business letters	by the time the fire brigade arrived.
5. She	to arrange everything for the trip	by the time the bell rang.

Exercise 36. Make sentences around key-words, as at the right.

feel

Mary is not feeling too well.

Mary hasn't felt too well of late.

wear

Mary hasn't been feeling too well of late.

George is wearing his sun glasses.

George has worn his sun glasses today.

work

file one's

nails

hurt

laugh

George has been wearing his sun glasses since early morning today.

Exercise 37. Open the brackets using the Perfect Continuous Tense Forms.

1. What you (to do) for the past two weeks? 2. Suddenly she understood that she (to speak) for a long time and it was time to stop. 3. He (to paint) this picture for two years and I don't know when he is going to finish it. 4. "Do you want to know what (to happen) since you went away?" "What I want to know is what you (to do) while I have been away?" 5. He took out his watch and looked at it. It was two o'clock. It meant that he (to wait) since 11 o'clock. 6. For the past few minutes I (to try) to explain to you that you can't make me go there. 7. You're sure you're well, Jack? I (to think) that this work is a bit too hard for your age. 8. The children (to fight) for some time when the door opened and the teacher came into the classroom. 9. Peter who (to write) something for some time in silence, suddenly joined in the discussion.

The Passive Voice

(Пасивний стан)

Порівнюючи речення *The writer published this novel last year* і *This novel was published last year*, ми помічаємо, що в першому реченні підмет означає особу, що виконує (виконала) дію, тоді як у другому реченні підмет означає предмет, який був об'єктом дії, — роман було опубліковано, його опублікували.

У першому реченні дієслово **to publish** вжито в активному стані (*published*), у другому — в пасивному (*was published*).

Активний стан дієслова (*the Active Voice*) вживається тоді, коли підмет речення означає особу або предмет, що виконує дію.

Пасивний стан (*the Passive Voice*) вживається тоді, коли нас цікавить особа або предмет, на які спрямована дія.

Пасивний стан в англійській мові утворюється з допоміжного дієслова **to be** у відповідному часі активного стану і *Participle II* основного дієслова.

Значення і вживання часів пасивного стану таке ж саме, як і часів активного стану.

Питальна і заперечка форми пасивного стану утворюються так:
а) у питальній формі допоміжне дієслово **to be** стоїть перед підметом: *Are they asked? Is the letter read?*

Якщо форма присудка складна, перед підметом стоїть допоміжне дієслово: *Will he be asked? Have they been taken for a walk?*

Grammar Table 20

The Present Indefinite Tense (Passive)

Affirmative	Interrogative	Negative
I am asked.	Am I asked?	I am not asked.
You are asked.	Are you asked?	You are not asked.
He is asked.	Is he asked?	He is not asked.
She is asked.	Is she asked?	She is not asked.
It (child) is asked.	Is it (child) asked?	It is not asked.
We are asked.	Are we asked?	We are not asked.
You are asked.	Are you asked?	You are not asked.
They are asked.	Are they asked?	They are not asked.

Grammar Table 21

The Past Indefinite Tense (Passive)

Affirmative	Interrogative	Negative
I was asked.	Was I asked?	I was not asked.
You were asked.	Were you asked?	You were not asked.
He was asked.	Was he asked?	He was not asked.
She was asked.	Was she asked?	She was not asked.
It was asked.	Was it asked?	It was not asked.
We were asked.	Were we asked?	We were not asked.
You were asked.	Were you asked?	You were not asked.
They were asked.	Were they asked?	They were not asked.

Grammar Table 22

The Future Indefinite Tense (Passive)

Affirmative	Interrogative	Negative
I shall be asked. You will be asked. He will be asked. She will be asked. It will be asked. We shall be asked. You will be asked. They will be asked.	Shall I be asked? Will you be asked? Will he be asked? Will she be asked? Will it be asked? Shall we be asked? Will you be asked? Will they be asked?	I shall not be asked. You will not be asked. He will not be asked. She will not be asked. It will not be asked. We shall not be asked. You will not be asked. They will not be asked.

Grammar Table 23

The Present Continuous Tense (Passive)

Affirmative	Interrogative	Negative
I am being asked. You are being asked. He is being asked. She is being asked. It (child) is being asked. We are being asked. You are being asked. They are being asked.	Am I being asked? Are you being asked? Is he being asked? Is she being asked? Is it (child) being asked? Are we being asked? Are you being asked? Are they being asked?	I am not being asked. You are not being asked. He is not being asked. She is not being asked. It (child) is not being asked. We are not being asked. You are not being asked. They are not being asked.

Grammar Table 24

The Past Continuous Tense (Passive)

Affirmative	Interrogative	Negative
I was being asked. You were being asked. He was being asked. She was being asked. It was being asked. We were being asked. You were being asked. They were being asked.	Was I being asked? Were you being asked? Was he being asked? Was she being asked? Was it being asked? Were we being asked? Were you being asked? Were they being asked?	I was not being asked. You were not being asked. He was not being asked. She was not being asked. It was not being asked. We were not being asked. You were not being asked. They were not being asked.

Grammar Table 25

The Present Perfect Tense (Passive)

Affirmative	Interrogative	Negative
I have been seen. You have been seen.	Have I been seen? Have you been seen?	I have not been seen. You have not been seen.
He has been seen. She has been seen. It has been seen. We have been seen.	Has he been seen? Has she been seen? Has it been seen? Have we been seen?	He has not been seen. She has not been seen. It has not been seen. We have not been seen.
You have been seen.	Have you been seen?	You have not been seen.
They have been seen.	Have they been seen?	They have not been seen.

Grammar Table 26

The Past Perfect Tense (Passive)

Affirmative	Interrogative	Negative
I had been asked by him.	Had I been asked by him?	I had not been asked by him.
You had been asked by him.	Had you been asked by him?	You had not been asked by him.
He had been asked by him.	Had he been asked by him?	He had not been asked by him.
She had been asked by him.	Had she been asked by him?	She had not been asked by him.
It had been asked by him.	Had it been asked by him?	It had not been asked by him.
We had been asked by him.	Had we been asked by him?	We had not been asked by him.
You had been asked by him.	Had you been asked by him?	You had not been asked by him.
They had been asked by him.	Had they been asked by him?	They had not been asked by him.

Grammar Table 27

The Future Perfect Tense (Passive)

Affirmative	Interrogative	Negative
I shall have been asked.	Shall I have been asked?	I shall not have been asked.
You will have been asked.	Will you have been asked?	You will not have been asked.
He will have been asked.	Will he have been asked?	He will not have been asked.
She will have been asked.	Will she have been asked?	She will not have been asked.
It will have been asked.	Will it have been asked?	It will not have been asked.
We shall have been asked.	Shall we have been asked?	We shall not have been asked.
You will have been asked.	Will you have been asked?	You will not have been asked.
They will have been asked.	Will they have been asked?	They will not have been asked.

б) у заперечній формі частка **not** стоїть після допоміжного дієслова:

*The dinner is **not** cooked. The book is **not** read.*

в) якщо форма складна, то частка **not** стоїть після першого допоміжного дієслова:

*The child **has not been** brought.*

*The pupils **will not be** invited to the party.*

Passive Constructions (Patterns)

1.		is asked was envied will be forgiven	smth	is asked was envied will be forgiven
	smb			

She was not envied. I was not asked yesterday.

2.	smb	is was will be	told given offered promised shown	smth (to) smb
----	-----	----------------------	---	----------------------

She was told a long story. We were shown her photo.

3.	smb smth	is was will be	told given offered promised shown	smth (to) smb
----	-----------------	----------------------	---	----------------------

A long story was told (to) him. Her photo was shown (to) him.

4.	smb	is was will be	told asked allowed forbidden advised ordered	to do smth
----	-----	----------------------	---	------------

He was asked to come later. She will be forbidden to smoke.

5.	smth	is was will be	explained announced described repeated dictated pointed out	to smb
----	------	----------------------	--	--------

The method was explained to us in detail.

6.	it	is was will be	explained described repeated pointed out announced	(to smb) that
----	----	----------------------	--	---------------

It was pointed out to her that the process was a long one.

7.	it	is was will be	explained described announced	(to smb)	where how to do smth when
----	----	----------------------	-------------------------------------	----------	---------------------------------

It was explained to me how to switch the current off and on. It was announced to us when to expect him.

8.	smb smth	is was will be	sent for spoken about listened to laughed at looked after cared for
----	-------------	----------------------	--

The poem was much spoken about last year. The children were well cared for.

Translate into Ukrainian:

I.

1. You are taught English.
2. Students are often taken to different museums.
3. She is sometimes given interesting books.
4. Are you often shown good films?
5. You are not heard, speak louder.
6. The director of the film was asked many questions.
7. I was asked to recite a poem at entrance examination.
8. This actress was given the title role in the film.
9. We were brought some good plays.
10. He was not seen in the dark hall.

II.

11. The picture was looked at.
12. The new performance was much talked of.
13. If you put on this hat, you will be laughed at.
14. This film is much spoken of.
15. The expedition was not heard of.
16. Wait a minute, the doctor will be sent for.
17. You will be spoken to.

Text A. At the Puppet Theatre in Moscow

A well-known American singer visiting Moscow stayed for some days there. Among his cultural visits was a visit to the Puppet Theatre. Here is what our guest wrote about his visit: "When I was coming up to the theatre a lot of people could be seen there. First I didn't understand anything. But when I came nearer I saw that all the people were looking at the clock. The clock was striking 7. At this moment a little window was being opened and a character from a fairy-tale could be seen. Then an old Russian folk melody was being played. Some more wonders were expecting me in the theatre and during the performance. That was simply fantastic what they were doing with their puppets! Laughter could be heard all the time. I didn't know Russian but I was enjoying the performance just the same. After the performance I asked my guide, "Can the tickets be bought easily?" "Certainly, not. They must be booked well in advance", she answered. Such a visit can never be forgotten because such a theatre can't be seen anywhere. It was so surprising for me because everything that is being done for children in your country is cheap and interesting".

Assignment

Read and retell the text.

Text B. Potatoes

In many parts of the world, particularly in Northern Europe and North America, people eat a lot of potatoes. Like many important food in Europe, Africa and Asia, the potato first came from America. It was introduced to England in the time of Queen Elizabeth I at the end of the sixteenth century. Nowadays it is such an important part of the Englishman's diet that it is difficult to imagine how he used to manage without it.

Potatoes can be cooked in many different ways. The four main methods used in England are boiling, roasting, baking and frying.

When one boils potatoes, one cuts them up and cooks them in a saucepan with boiling water and a little salt. They usually take twenty minutes or half an hour to cook.

Bread and cakes are baked. When one bakes potatoes, one puts them in an oven for half an hour. Usually they are not peeled. Baked potatoes with their skins on are called potatoes in their jackets. They are often served cut open with some butter on top.

Roasting is like baking because it is usually done in an oven. The main difference between baking and roasting is that when baking, one does not use fat, but in roasting one does. For their Sunday lunch many English people always have roast beef with roast potatoes. The meat and potatoes (usually peeled) are put in a greased tray and then in the oven. The fat in the meat melts and runs down into the tray. From time to time the cook will take the tray out of the oven, take the melted fat off the bottom of the tray with a spoon and pour it over the meat and potatoes. This makes the potatoes crisp and brown on the outside.

Frying is like roasting because fat or oil is used but one does not use an oven. There are two main ways of frying potatoes. One can cut them into slices and fry them in a special shallow pan called a frying pan. For this English people use animal or vegetable fat which is sold in packets or tins. It is white and looks a bit like butter. The other way is called deep frying. The slices of potatoes are put into a deep pan or metal box full of oil. This is like boiling except that one uses oil instead of water.

In Britain fried potatoes are called chips. We must be careful not to get confused about the meaning of the word "chips". In America fried potatoes are mostly called "French fries", and the word "chips" is used in America and now also in Britain for potato crisps. Potato crisps are very thin slices of potato deep fried by a special factory method and sold in little plastic bags. It is this second and newer meaning of the word "chips" which has been borrowed by some other languages.

One of the most popular dishes in Britain is fish and chips. Before the fish is fried, it is dipped in a mixture of flour and water, called batter. Both the fish and chips are deep fried. In every town in Britain there are fish and chip shops where one can go and buy fish and chips for the whole family. They are taken home wrapped in newspaper while they are still hot. The chip and fish shop is a very useful place when a housewife is too busy, or too tired, or too fond of television, or just too lazy to cook the supper herself.

Assignments

I. Answer the questions:

1. Are potatoes eaten in your country? 2. Are they grown in your country? 3. Where was the potato first grown? 4. When was it first brought to England? 5. The present Queen of England is Queen ___? 6. What does one use for boiling potatoes? 7. How do you bake something? 8. When you peel something, what do you do? 9. What are potatoes in their jackets? 10. Why is roasting like baking? 11. Why is roasting different from baking? 12. Why is roasting like frying? 13. Why is roasting different from frying? 14. What other ways of cooking do you know about potatoes?

II. Read and translate the text.

Exercises

Exercise 1. Translate the sentences into Ukrainian.

1. This is the theatre. Every day in the morning the halls and corridors are cleaned. The lamps are washed. Then the rehearsal rooms are opened. The chairs and sets are brought in. The old sets are painted again. The furniture is repaired. Every day some new play is rehearsed.

2. The film "Our University" was made at our studio. The script of the film was written in English. The roles were performed well. The film was shown in the big hall. All the young film-makers were praised. They were given good marks in directing, acting and, of course, in English.

3. Soon we shall have a concert. The concert will be given by third-year students. Music by young composers will be performed at this concert. Some days before the concert a poster will be put near the entrance. All the students will be invited to the concert. They will be allowed to enter the hall without tickets.

Exercise 2. Answer the questions.

1. Where are you trained? 2. What language are you taught? 3. What other subjects are you taught? 4. Who are you taught by? 5. Are films shown at your department? 6. When are examinations taken? 7. What music are you taught? 8. What books are read at lessons?

Exercise 3. Answer the questions.

See the model: *Is it a new performance? (No, to stage, last year).*

No, it isn't. It was staged last year.

1. Is it a new film? (No, to make, many years ago) 2. Are there tickets in the box-office? (No, to sell out, last night) 3. Are the sets ready? (Yes, to paint, in the morning) 4. Is he a well-known actor? (No, to forget, long ago) 5. Is your camera good? (No, to break, some days ago) 6. Are the newspapers here? (No, to take, some minutes ago) 7. Are the letters still on the table? (No, to send, yesterday)

Exercise 4. Change the sentences according to the model:

Someone cleaned the room in the morning.

The room was cleaned in the morning.

1. Someone opened the door a minute ago. 2. Someone staged this vaudeville many years ago. 3. Someone wrote this romance in the 19th century. 4. Someone gave the bell some minutes ago. 5. Someone called him some minutes ago. 6. Someone brought the newspapers some hours ago. 7. Someone took your pen some minutes ago.

Exercise 5. Ask all possible questions.

1. Tchaikovsky's ballet "Swan Lake" was first staged at the Bolshoi Theatre in 1877. 2. Tchaikovsky Music Competitions are held regularly. 3. The British composer B. Britten was invited to Moscow by the Ministry of Culture. 4. Not long ago 40 pictures by Aivazovsky were bought from a French collector for the Yerevan Picture Gallery. 5. A film about Chaliapin was made at the Mosfilm studio some years ago. 6. The entrance examinations are held in July. 7. On Saturday our pupils will be taken to a museum.

Exercise 6. Translate into English.

1. Ці книжки беруть у бібліотеці. 2. Цим оркестром диригує відомий диригент. 3. Балет "Лебедине озеро" був поставлений у 1877 році. 4. Четвертий концерт Паганіні був написаний у 1829 році, а опублікований у 1954. 5. Фільм "Ватерлоо" знімали в Ужгороді. 6. Його бачили учора в театрі. 7. Їй дали хорошу роль. 8. Нас попросили прийти раніше. 9. Вас запросили на концерт. 10. Мені показали дорогу. 11. Її не чути. 12. Вас чують добре. 13. Мене попросили заспівати. 14. Її попросили затанцювати. 15. Нам дали цікаве завдання. 16. Журнал взяли у бібліотеці. 17. Ким була написана ця музика? 18. Ким були зроблені декорації до спектаклю? 19. Де і коли був споруджений цей пам'ятник? 20. Де і коли була вперше виконана 15-та симфонія Шостаковича?

Exercise 7. Translate into Ukrainian.

1. The scene was being rehearsed when the newspaper reporter was allowed to come into the hall. 2. The play was being spoken of, when people were leaving the theatre. 3. The performance was long over, but the actors were still being applauded to. 4. We couldn't enter the room, as it was being cleaned. 5. When the bell rang, this question was still being discussed. 6. You will not be allowed to enter the hall. The film is being shown there. 7. The house in front of our University is still being built. 8. Don't come into the room, it is being aired. 9. Hurry up, you are being waited for. 10. Dinner is not ready, it is being cooked.

Exercise 8. Complete the sentences.

1. The rule was being explained when __. 2. The bridge was being built when __. 3. The report was being made when __. 4. The questions were being asked when __. 5. The room was being cleaned when __. 6. The book was being discussed when __. 7. The film was being spoken of when __. 8. The bus was being waited for when __.

9. The picture was being looked at when __. 10. He was being examined when __.

Exercise 9. Translate into English.

1. Мене не питали. 2. Цей диктант не писали. 3. Його помилка була забута. 4. Її успіх викликав заздрість. 5. Це питання можуть поставити. 6. Таке не можна вибачити. 7. Мені показали, як це побити. 8. Їй пообіцяли хорошу роботу. 9. Мені нічого не дали в бібліотеці. 10. Вам покажуть цю статтю. 11. Ніяких пояснень мені не дали. 12. Цю роботу дали комусь іншому. 13. Картину не показали. 14. Нам картину не показали. 15. Коли вам розповіли цю історію? 16. Чи показали вам, як дістатися до станції? 17. Чи вам запропонували що-небудь поїсти? 18. Чому нам цього не сказали? 19. Що вам там показали? 20. Кожному учневі дадуть словник.

Exercise 10. Give passive constructions.

1. You should wear the dress with a belt. 2. What should I do about it? 3. Can I write the paper in pencil? 4. You can't do such things here. 5. You must do it very slowly. 6. They may change the day of the meeting. 7. Somebody must tell him about it. 8. Where can one find these books? 9. Should I learn the rules by heart? 10. Must I boil the mushrooms before frying them?

Exercise 11. Translate into English.

1. Де вам дозволили грати? 2. Мене попросили зачекати. 3. Йому не дозволяють їсти морозиво. 4. Вас не будуть чекати. 5. Нікому не дозволяють палити в кімнаті. 6. Нам прочитали кілька листів. 7. Йому вказали на його помилки. 8. Мені її добре описали. 9. Нам пояснили, що він хворий. 10. Вам пояснили метод роботи? 11. Нам сказали, що там немає дороги. 12. За лікарем послали. 13. Чому з нього сміються? 14. Про неї завжди багато говорять. 15. За ним там буде чудовий догляд. 16. Його ніколи не слухали. 17. Вам пояснили, де його знайти?

Exercise 12. Supply the missing part of the analytical form of the verb in the Passive Voice.

1. A lot of houses ... been built in our town this year. 2. Don't close the window. It has just ... opened. 3. The next morning when I came out, I saw that the streets ... been washed out by rain. 4. I didn't know that he hadn't ... invited. 5. The construction of the bridge been finished before winter comes. 6. His parents ... been married five years when he was born. 7. How long has this

stadium ... built? 8. He went away last year and he ... not ... heard of ever since. 9. I wondered why he hadn't ... taught any foreign language.

Exercise 13. Open the brackets using the correct form in the Passive Voice.

1. This book (to write) many years ago, but it still (to read) with great interest. 2. By whom this film (to make)? 3. This house (to paint) two years ago and I don't know when it (to paint) again. 4. What factory (to show) to the tourists tomorrow? 5. Library books must not (to keep) longer than two weeks. 6. These facts (to mention) in his report. 7. When the advertisement (to place) in the newspaper? 8. This museum (to visit) by thousands of people every year. 9. I am afraid our holidays (to spoil) by bad weather. 10. When the windows (to wash) last? 11. Who the story (to translate) by?

Exercise 14. Use the Passive Voice in the following sentences.

1. They will dictate the telegram to her over the telephone. 2. They repeated the same thing to him several times. 3. Among other things he mentioned to me this most interesting fact. 4. Did they explain the difficulty to you? 5. They described to us the life in this out-of-the-way place.

Exercise 15. Use the verbs in bold type in the Passive Voice.

1. They **are making** a lot of new experiments in their laboratory now. 2. He was sure that somebody **was following** him. 3. Everybody is **still laughing** at his jokes. 4. We couldn't give him the daily program, we were still **working it out**. 5. **Are** they still painting tea cups by hand? 6. What **are they selling** in this little shop? 7. What happened? Why **was** a crowd of people **pushing** the car? 8. She felt they **were looking** at her.

Exercise 16. Translate the sentences into Ukrainian.

1. This cottage is built of wood. Cottages are generally built of wood. 2. The door is shut, so we can't come in. When the door is shut on the last visitor, the work is still continued in the museum. 3. These books are being sold out fast. This book is sold out. 4. This fence is painted every year. The fence is painted, don't touch it. 5. The door of our flat is locked at 11 p.m. The door is locked, so nobody is in. 6. I don't know who this play is written by. 7. This dress is made of silk. 8. This table is covered with green paper.

Exercise 17. Make these sentences negative.

1. This book has been recommended to us by our teacher. 2. Scientific articles are published in this magazine. 3. The new film is being demonstrated in all the big cinemas of Petersburg. 4. The meat was eaten up by the dog. 5. This watch will be repaired. 6. People are allowed to smoke in the room.

Exercise 18. Make these passive. Translate your sentences into Ukrainian.

1. You must write the answers on the left side of the paper. 2. He mustn't take these books of reference to the library. 3. I can arrange everything in time, I assure you. 4. The watchmaker cannot repair my watch. 5. She could tidy up her room in the evening. 6. We couldn't hand in our papers by Monday. 7. You may leave your hats and coats in the cloakroom. 8. She has to wind up her watch regularly. 9. They had to renew the book for another fortnight.

Exercise 19. Give two passive constructions wherever possible.

1. They told us the time. 2. The director offered him a flat with all modern conveniences. 3. When I arrived at the camp they gave me some hot tea and sent me to bed. 4. They invited him to dinner. 5. This cover is keeping the teapot warm. 6. Who have they given the key to? 7. They will treat her well. 8. Sick people must take medicine regularly.

Exercise 20. Use the Passive Voice in the following sentences according to the model, translate them into Ukrainian.

Model: *They looked at the picture with admiration.*

The picture was looked at with admiration.

1. They listened to his lectures with great interest. 2. He throws away all his old note-books at the end of the school year. 3. You must think the matter over. 4. They spoke to the Dean on the subject. 5. We must send for the doctor immediately. 6. People talk much about this film. 7. People always laughed at his jokes. 8. They argued about the incident for a long time. 9. We can't speak of such important matters lightly.

Exercise 21. Use the Passive Voice according to the model.

Model I: *A. Please bring some chairs into room 43.*

N. But they have just (or already) been brought.

1. Please choose the pictures for the show. 2. Please send him a telegram. 3. Will you buy some bread? 4. Please give them the in-

structions. 5. Will you be sending an invitation to them? 6. Can you show your method to the young specialists? 7. Please return all the books to the library. 8. When will you start cutting the sandwiches for the cocktail party? 9. Will you be waking him up? 10. Please open the window in the bedroom.

Model II: *A. Are you going to send for the doctor?*

N. Why, he has just been sent for.

1. Are they going to tell him about the incident? 2. Are you going to invite them to the party? 3. Is he going to pay for the tickets? 4. Is anybody going to speak to the Dean about the matter? 5. Is she going to send this dressing gown to the cleaner's? 6. Are you going to call up for a taxi?

Exercise 22. Use the Passive Constructions in Indirect Speech.

Model: *Why was he left behind? (she)*

She wonders (asks, wants to know, etc.) why he was left behind.

1. Why is he never listened to? (we). 2. When was the theatre opened? (I). 3. How can it be explained? (the students). 4. How many pictures were sold yesterday? (the director). 5. Why must these instructions always be followed? (we). 6. Whose course-papers were not handed in? (the teacher). 7. Why won't he be given any help? 8. Is the patient given all he needs? (the doctor). 9. Who is this picture painted by? (everybody).

Exercise 23. Ask questions of all types about the following statements.

1. Our students are offered a wide choice of jobs all over the country. 2. Listen! An article about some University graduates is being broadcast. 3. Lectures on medical topics are always listened to with great attention. 4. The use of the atom in medicine has been much spoken of lately. 5. Your home-work was regularly checked up. 6. His lectures will be delivered in English.

Exercise 24. Open the brackets using the Passive Voice (perfect forms).

1. He was sure that his mistake never (to discover). 2. She didn't follow the advice she (to give). 3. This house (to build) for a year and I don't know when it will be finished. 4. By the time she returns her room (to prepare). 5. When she returned, the subject of the conversation already (to change). 6. Everybody (to send) an invitation? 7. I didn't know that the letter (to lose). 8. Anyone who takes the trouble

to read and understand what (to write) in this text-book must remember it is for children. 9. He said he had never been there but he often (to tell) about this place. 10. All the books from the library (to return) by the end of term. 11. I didn't know what the trouble was and for a week I (to tell) nothing. 12. The invitation (to refuse; to accept)? 13. She is very seriously ill she (not to see) by anybody for weeks. 14. It always (to know) as a most wonderful place for a holiday.

Exercise 25. Insert the proper passive tense-form of the verbs in brackets.

I am invited by my friend to her birthday party. Very many guests ... to come and I ... to help her with the supper (to expect, to ask). Last night I ... a long list of things I had to buy (to give). I went to the largest shop where I hoped to get everything I needed. There I ... the best sorts of fruit, cheese, sausage, etc., but I couldn't make up my mind which to take (to show). I ... by my friend to buy apples of the best kind, but which apples were the best (to instruct)? At one shop I ... by a shop girl to take big red ones (to tell). At another shop I ... still better apples (to offer). At last I made up my mind and bought the red apples which ... to me in the first shop; they looked so nice (to show)!

I hope the guests will like them and I ... (to praise). Other friends ... to help with the cooking (to ask). Meat ... by Nina (she is our best cook), and pies ... by Mary; they are both in the kitchen now (to take care of, to look after). The guests ... in half an hour and the table ... not yet (to expect, to lay). We must hurry.

The Sequence of Tenses

(Послідовність часів)

Послідовність часів — це залежність часу дієслова-присудка підрядного речення, зокрема підрядного додаткового речення, від дієслова головного речення.

Якщо дієслово-присудок головного речення вжито в одній з форм теперішнього або майбутнього часу, дієслово додаткового підрядного речення може стояти в будь-якому часі, що визначається змістом.

Ann says (will say) that she studies English.

Ann says (will say) that she studied English at the secondary school.

Ann says (will say) that she will study English next year.

Але якщо дієслово-присудок головного речення стоїть у минулому часі, то і дієслово підрядного додаткового речення повинно стояти в одній з форм минулого часу або в так званому майбутньому в минулому (Future-in-the Past).

Якщо дія присудка підрядного речення одночасна з дією головного, то в підрядному реченні вживається Past Indefinite або Past Continuous.

Ann says that she **studied** English.

Ann says that she **was studying** English.

Часи у підрядному реченні узгоджуються з часом дієслова у головному реченні.

Translate the sentences:

1. I *see* that you *know* her well.
2. I *saw* that he *knew* her well.
3. You *will see* that she *knows* it well.
4. I *see* that you *are looking* for a job.
5. I *saw* that you *were looking* for a job.
6. I'll *see* that she *is looking* for a job.

7. She *knows* that she *has met* us.
8. She *knew* that he *had met* us.
9. She *will know* that he *has met* us.
10. I *see* that you *have been looking* for a job for so long.
11. I *saw* that you *had been looking* for a job for long.
12. You'll *see* that I *have been looking* for a job for so long.

13. I *hope* you *will stay* at home.
14. I *hoped* you *would stay* at home.
15. I *know* you *are staying* here.
16. I *knew* they *were staying* here.
17. I *know* that the film *begins* at 6.
18. I *knew* the film *began* at 6.

Exercise 1. Mind the sequence of tenses.

Model: *He said: "I am busy now". He said (that) he was busy then.*

a) 1. She said: "I don't know him well enough to discuss the question with him". 2. He said: "It's time for a cup of coffee". 3. I asked

them: "Do you like to read books about animals?" 4. She asked the boys: "Do you want to stay and help us with our work?" 5. The little girl said: "I like to watch TV". 6. My friend asked me: "Are you free now?" 7. She asked me: "Do you have enough money for a meal?"

b) 1. He said: "We shall talk about it some other time". 2. He asked: "What will you do with the money?" 3. I said: "I shall buy myself a watch". 4. He asked: "Will an hour be enough to look through the article once again?" 5. She said: "We shall be glad to see you on Sunday". 6. She asked us: "When will you be ready with your reports?"

Exercise 2. Complete the following sentences using the words in brackets.

1. You'll understand this book when you (to get older). 2. If the weather (to change for the better) we'll go to the country. 3. He will phone you as soon as he (to wake up). 4. I'll call a doctor if she (to get worse). 5. You will never make this mistake again if you (to learn things the right way). 6. I won't speak to you again until you (to tell me the whole truth). 7. If she (to go by a fast train) she'll arrive in time. 8. We'll stay in Moscow till we (to get an answer to our letter). 9. He will get to her place before everybody (to arrive). 10. You won't be cold if you (to wear a warm coat). 11. After they (to make changes in the plan) we'll discuss it again. 12. When the train (to arrive in Sevastopol) I'll get off to buy newspapers. 13. If you (to speak so fast) nobody will understand you.

Exercise 3. Translate into Ukrainian.

1. I felt certain that the man wanted to tell me something. Something that would help him to find what he was looking for. 2. Tony asked himself if she had sent for him because she knew that he was a doctor. 3. I knew that Ann was leaving early next day, that she was packing her things now upstairs and that I should probably never see her again. 4. We were told that a new governess was coming next week and that until then my sister would give us lessons herself. 5. I did not ask anyone what had been decided. 6. It was clear that something had gone wrong and we should be late. 7. It was announced in the papers that the man had disappeared and that the police was looking for him. 8. You'll see that she knows how to handle the situation. 9. My idea was that they would come again. 10. Her story was that she had missed the last train. 11. I saw that he was trying to explain why he had refused to cooperate. 12. She asked me if I had been winning more games lately. 13. She can tell you nothing defi-

nite before she has consulted a specialist. 14. I always wonder if I have said the right thing. 15. You will be sorry you have nothing to give them. 16. She will be glad she has taken my advice. 17. I know you have done nothing to be ashamed of. 18. I wonder if you realize how difficult it is. 19. I met him at the metro. He was waiting for somebody. 20. You'll come too late. They will be having dinner.

Exercise 4. Open the brackets.

1. Mother said that uncle Ted (to come) for a visit and (to bring) his little son. 2. She knew she (to be) right, (to be) right from the very beginning. 3. He promised everything (to be) right. 4. He felt that somebody (to watch) him. 5. He wondered how much she (to know). 6. She said carelessly that nothing (to make) her change her mind, once she (to change) it but that at present she still (to examine) the facts. 7. I asked Ann who else (to come) to the party. 8. We thought that as she (to leave) next week she (to come) to say goodbye. 9. That is what I (to tell) already your friend. 10. I thought you (to like) him. 11. It was clear that she (to drop) something and now (to look) for it under the chair. 12. I looked at him again. He not (to listen) to me, he only (to pretend) to. 13. There were few people on the platform. All who (to travel) (to take) their seats. 14. The explanation was that he not (to expect) that sort of question. 15. He (to travel) with his friend who (to go out) to buy a magazine and he was sure the man (to be left) behind.

Direct and Indirect Speech

(Пряма і непряма мова)

При перетворенні прямої мови у непряму повідомлення прямої мови стає додатковим підрядним реченням, яке вводитья сполучником **that**. У розмовній мові сполучник **that** часто опускається:

He says, "They will go to the cinema tomorrow."

He says *that* they will go to the cinema tomorrow.

He says they will go to the cinema tomorrow.

При перетворенні прямої мови у непряму особові і присвійні займенники змінюються залежно від змісту:

She says, "I work with *my* friends."

She says that she works with *her* friends.

Якщо в словах автора після дієслова **to say** вжито додаток (з прийменником **to**), то перед непрямою мовою замість дієслова

to say вживається дієслово to tell, після якого додаток вживається без прийменника:

He says to them, "I can get the tickets."

He tells them that he can get the tickets.

Якщо в словах автора дієслово стоїть у минулому часі, то час дієслова прямої мови в непрямій мові змінюється згідно правила послідовності часів, а саме:

Present Indefinite	на	Past Indefinite
Present Continuous	на	Past Continuous
Present Perfect	на	Past Perfect
Past Indefinite	на	Past Perfect
Present Perfect Continuous	на	Past Perfect Continuous
Future	на	Future in the Past
Past Perfect		залишається без змін

Peter said, "I play chess every day."

Peter said that he played chess every day.

The man said, "I have locked the door."

The man said that he had locked the door.

При перетворенні прямої мови у непряму вказівні займенники, а також прислівники місця і часу здебільшого змінюються так:

this	на	that	today	на	that day
these	на	those	tomorrow	на	the next day
here	на	there	yesterday	на	the day before
now	на	then	ago	на	before

He said, "I live in this house."

He said that he lived in that house.

She said, "I was here ten years ago."

She said that she had been there ten years before.

Але ця заміна не відбувається, якщо прямій мові відповідає речення непрямої мови, висловлене в той самий час або в тому самому місці.

Наприклад, реченню He said, "I live in this house" відповідає речення He said that he lived in this house, якщо автор висловлювання перебуває біля вказаного будинку.

Interrogative Sentences in Indirect Speech

(Питальні речення у непрямії мові)

У непрямих запитаннях, на відміну від прямих, прямиї порядок слів: підмет ставиться перед присудком; у *Present* і *Past Indefinite* у непрямих запитаннях не вживається допоміжне дієслово **to do**.

He asks me, "What are you doing?"

He asks me what *I am doing*.

The teacher asks him, "When do you get up?"

The teacher asks him when *he gets up*.

При передачі непрямою мовою питальних речень дієслово **to say** в словах автора замінюється дієсловом **to ask** або одним з його синонімів, після яких додаток вживається без прийменника **to**.

Дієслово **to say** а словах автора замінюється дієсловами **to tell**, **to ask**, **to order** і їх синонімами.

Примітка. У заперечній формі частка **not** ставиться перед інфінітивом з **to**.

Mother *said* to me, "Show me your note-book."

Mother *asked* me to show her my note-book.

The teacher *said* to us, "Don't open your books."

The teacher *told* us not to open our books.

He *said* to her, "Where did you buy it?"

He *asked* her where she had bought it.

Якщо непрямою мовою передається загальне запитання, що починається допоміжним або модальним дієсловом, то непряме запитання вводиться сполучниками **if** або **whether**:

The woman asked him, "Do you go to school?"

The woman asked him if he went to school.

When we want to report something said by another person we use reporting verbs: **to say**, **to tell**, **to talk**, **to speak**.

"To say" and "to tell" are used with direct object: *He said nothing. She told me nothing.*

Notes:

1. The verb "**to tell**" is used without an indirect object

a) in the following expressions: *to tell the truth*; *to tell lie*; *to tell a story*.

b) if it means "розрізняти", "вгадувати": *How can I tell what may happen? They are so much alike that only their mother can tell which is which. Can you tell me what man it is?*

2. The verb “to tell” may take a prepositional object when it means “рассказать”: *Will you tell me about it?*

3. The verb “to say” is used with a prepositional object when you want to emphasize the person addressed: *He said nothing to me. (He told me nothing.)*

4. “To speak” and “to talk” take prepositional objects (*to speak or talk to smb, with smb, about smth, on a certain subject*).

5. The verb “to speak” takes a direct object in the following: *to speak English; to speak a foreign language.*

6. When we change Direct into Indirect Speech we must:

a) omit the quotation marks (“ —”);

b) change the reporting verb into the one best suited to express the sense of the Direct statement, question, command or exclamation;

c) introduce the indirect speech by some conjunction;

d) change the pronouns;

e) observe the sequence of tenses;

f) change the words expressing distance.

7. When converting indirect speech into direct we should observe the following:

a) the quotation marks have to be introduced;

b) a suitable reporting word should be chosen;

c) the conjunction “that” has to be omitted;

d) the pronouns have to be changed;

e) the sequence of tenses have to be observed.

Translate into Ukrainian:

Where is this dog?

He wondered where that dog was.

I'll show you the book tomorrow.

He said he would show me the book the next day.

What are you doing here?

He asked me what I was doing there.

I have never seen the man before.

The woman says that she has never seen the man before.

Oh, it's getting late.

She says it's getting late.

Have they read the book?

He wonders if they have read ...

Can it be true?

He doubts whether it can be true.

Will they manage it?	He is not sure whether they will manage it.
When did they come?	He is not sure when they came.
When did you get the money?	She will ask when you got the money.
Was he waiting for you at the station?	She wonders whether he was waiting for you at the station.
He first came here in 1997.	He said that he first came there in 1997.
It happened when I was out.	She said that it happened when she was out.
Open the window, please.	She asked me to open the window.
Drink your tea at home.	Aunt told me to drink tea at home.
How will they do it?	I wonder how they will do it.
I am sure I have never seen you.	He said that he was sure he had never seen her.
What will you do if he is out when you come?	He asked me what I would do if he was out when I came.
Did you tell him so?	She asked me if I had told him so.

Text A. Smoktunovsky

While at work on "Hamlet" Smoktunovsky started to learn English. One day Kozintsev, the film director, came to his place on some business and saw a strange piece of paper, covered with coloured symbols, on the wall over his desk. Kozintsev thought that it looked like a geographical map. He asked the actor what it was. Smoktunovsky explained to him that he had been studying English for a few months already. He told Kozintsev that English grammar was very difficult and he hoped that this table would help him to master its mysteries. He said that he wanted to learn English well enough to be able to read Shakespeare in the original. The actor remembered that he hadn't always been a Shakespeare fan, he had found him boring at school. "I never thought then that I myself would play Shakespeare," he added. Kozintsev didn't say anything, he just wondered how long his friend would have been studying the language before he was able to read Shakespeare in the original.

Assignments

I. Give full answers to the questions.

1. When did Smoktunovsky begin to study English?
2. What did Kozintsev see over his desk when he came to his place one day?
3. How long had Smoktunovsky been studying English before that day?
4. What did the actor say about English grammar?
5. What did Kozintsev wonder about?

II. Render the text in English.

Text B. Ali Baba

(Adapted from the "Arabian Nights".)

... The "Arabian Nights" express with wonderful perfection the aspiration of a toiling nation to give itself completely up to the charm of fiction

... These stories are the expression of the luxuriant imagination of the Eastern peoples — Arabs, Persians, Hindoos

... There is nothing in the world which is not instructive; there are no stories either which do not comprise didactical material.

M. Gorky.

Once upon a time in a certain town in Persia there lived two brothers: Cassim and Ali Baba. The former was rich and the latter poor. Every day Ali Baba who had to work hard for his living went to cut wood in the forest; he loaded his horses with it and then brought it back to sell in the town. He did not, however, get disheartened at being so poor for he knew that a quick wit is better than great riches and that happiness **does not depend** solely upon money.

Now one day when Ali Baba was in the forest, he noticed far off a great cloud of dust, and when he came nearer, he saw a company of men galloping along.

"Surely these are robbers," said Ali Baba to himself, trembling. Quick as thought he *hid* his horses and *climbed* into a tree near a great rock *to see what would happen*. When the robbers came to the tree they began to take off their saddlebags. These were so heavy that Ali Baba *guessed* at once that they **were filled** with gold.

The Captain of the band then went up to the rock and in a loud voice said:

“Open, Sesame!”

To Ali Baba’s surprise, a door which was hidden in the rock slowly swung open, and the whole band of robbers marched in.

“How wonderful all this is!” thought Ali Baba, greatly amazed.

In a few minutes the robbers came out again and the Captain shouted:

“Shut, Sesame!”

The door at once closed behind them.

As soon as the robbers had ridden off, Ali Baba jumped down from the tree, went up to the rock and said:

“Open, Sesame!”

To his delight the door swung open and he walked in. He found himself in a huge cave piled up with rich wares and great bags of gold and silver, which must have taken hundreds of years to collect. He *thought* that he *was* in a dream and that all these marvels *had appeared* only for a moment and *would disappear* in another moment. But nothing happened. He *realized* that he *had discovered* a great secret. So with great care he chose six bags full of gold, loaded his horses with them and rode home.

When Ali Baba’s wife saw the bags of gold she looked at her husband most sorrowfully.

“Oh, my husband,” *she said to him*, “can it be that you have become a ...”.

“No, I am not a thief,” interrupted Ali Baba, “although these are indeed stolen goods.” And he told her of the adventure in the cave. The poor woman was delighted and *said to her husband*:

“These bags of gold will put an end to our misery. Let us count the money.”

“That is but a foolish thing to do”, retorted Ali Baba. “It would take weeks to count all that lot. Leave it alone. I shall dig a hole in the garden and hide it.”

“But it would surely be wiser to know how much we have,” persisted his wife. “I will go and borrow a measure from your brother Cassim; then we shall be able to weigh the gold.”

“Very well,” *said Ali Baba*, and so she went to Cassim’s house.

“Lend me your measure, please,” *she said to Cassim’s wife*.

“I have something to measure today.”

“You shall have it in a moment,” answered the wife. But she wondered why her poor relatives should want a measure. So she rubbed the bottom of the measure with a little lard, hoping that some of whatever was put into it might stick to the bottom. And indeed, when the measure was returned to her, she noticed that a piece of gold had stuck in the lard at the bottom of the measure.

“What’s this!” cried Cassim’s wife when she discovered it. “Is Ali Baba so rich that in order to count his gold he is obliged to measure it?”

When Cassim heard the story he was filled with rage and went over at once to his brother’s house.

“What do you mean by deceiving me and pretending to be poor!” he cried. “My wife has found out that you have so much gold that you cannot even count it. *Tell me* at once how you came by it.”

And so Ali Baba *told his brother* the whole story.

On the following day Cassim took twelve donkeys and rode to the cave. Now Cassim was a very greedy man but not at all a clever one. When he saw all the robbers’ treasure he decided to take as much as he possibly could. He collected twenty-four of the largest bags of gold and dragged them to the door. Then he tried to remember the magic words that had helped him to penetrate into the cave.

“Open, Barley!” he cried.

Now you must know that Sesame is a kind of grain which grows in Persia and *Cassim thought barley would do as well*. But it was no use, and the door never opened an inch.

Just then the robber band came riding up. The door swung open and when the robbers walked in, there stood Cassim with his bags of gold.

The robbers fell upon Cassim in a rage, killed him and cut his body into four quarters. Then they hung the pieces just inside the cave as a warning to others.

When night came and Cassim did not return, his wife went to Ali Baba in great alarm.

“**Has anything happened?**” he asked glancing up at her.

“**I beg you to find out what has become of my husband!**” she cried. “**He left the house this morning and is not back yet.**”

So Ali Baba rode off to the robbers’ cave.

“**Alas!**” he cried, walking in. “**It is as I feared. My brother has been cut into pieces.**”

He took the pieces down, loaded them on his horses and went straight to Cassim’s house.

“**Your master has been killed by robbers and cut into pieces,**” he said to Morgiana, the best and cleverest of all his brother’s servants, who opened the door to him. “**Think of some plan to keep it secret.**”

Then he went into the house and *told Cassim’s wife what had happened*. Shortly afterwards they unloaded the horses and *told the neighbours that Cassim had died suddenly in the night*.

Meanwhile Morgiana hurried to an old cobbler who lived some distance off.

"Have you any time to spare?" she asked. "I want you to help me in some urgent business."

"I have not got much work on hand now," replied the cobbler, **"but where do you want me to go?"**

"I beg you to come with me," she said to him, "and bring your needles and thread. Your work must be secret. I must blindfold you before I take you to the place of your work."

Then she slipped a piece of gold into his hand and led him to Cassim's house. There Morgiana ordered him to sew the pieces of her master's body together, which he did very neatly. Then she again blindfolded him and led him back home.

When the robbers returned to the cave and found the body gone they were filled with rage.

"Who has dared to enter our cave again?" they cried indignantly. "We must find out at once who has stolen the body."

So on the following day one of them disguised himself and went into the town. There he happened to come across the cobbler and asked ***whether the latter could show him the way to Cassim's house.*** The cobbler told him about his secret work. The robber slipped a piece of gold into his hand, blindfolded him and the cobbler found his way to Cassim's house once more. Then the robber marked the door with a piece of chalk so that he might know it again and returned to his companions in high spirits.

But Morgiana's sharp eye noticed the strange white mark.

"This is some evil sign which may work mischief against my master," she said.

So she marked all the houses in the street with the same mark. That night the gang of robbers set out to be revenged, but the robber who was leading them soon found out that he had been outwitted, for all the houses had the same white mark.

"You fool!" cried the robber chief angrily. "You shall be put to death and I myself will go and find out where the thief dwells."

The next day the Captain disguised himself and went to the old cobbler who again led the way to Cassim's house. This house the Captain tried to remember by looking at it carefully. Then he bought twenty mules and thirty-nine large jars for holding oil. One of these jars he filled with oil, but in each of the empty jars a robber hid himself. The Captain loaded his mules with the jars and set out for the town. He managed to find Cassim's house, where Ali Baba was now living.

"Good evening," said the Captain with a low bow. "May I lodge with you this night and will you allow me to leave my oil-jars in your court-yard? I am an oil merchant and come from afar."

"Come in, come in," said Ali Baba kindly, opening the gate. Then he *ordered Morgiana to get a hot supper ready for the guest.*

Now the Captain had told each of the robbers that the moment he threw a pebble into the yard they were to cut the covers of the jars open and come out to help him.

Meanwhile Morgiana who was busy cooking the supper soon found herself short of oil, and as there was none in the house she decided to take some from the merchant's jars. But when she came near the first jar a voice whispered:

"Is it time?"

"Not yet!" she answered, going to the next jar.

From each jar came the same question and she gave the same answer until she came to the last jar which was really filled with oil.

"Aha!" said Morgiana. "A pretty oil-merchant this! It is a plot to rob and murder my master."

So she quickly filled a great pot with oil out of the last jar and set it to boil on the fire. And when the oil was boiling she poured some of it into each of the jars in which the robbers were hidden and killed them all.

When the Captain found that his plan had been discovered, he fled for his life.

"You are no longer a slave!" said the grateful Ali Baba to Morgiana. "I set you free and you will have other rewards as well."

Some time passed, but the Captain was only more eager than ever to be revenged on Ali Baba. So once more he disguised himself and, by means of a cunning plan, penetrated again into Ali Baba's house.

But Morgiana, looking attentively at the guest, recognized him and noticed that he had a dagger hidden in his sleeve.

"The wretch means to kill my master!" she said to herself.

Then she dressed herself as a dancer and went to dance before Ali Baba and his guest.

She danced so wonderfully that all were delighted and expressed their admiration by loud applause. As to the false merchant, he took out his purse to drop a piece of gold into her tambourine. But as she held the tambourine out to him with her left hand, with the other she plunged a dagger into his heart.

"Unhappy wretch!" exclaimed Ali Baba in terror. "What have you done to my guest!"

"I have saved your life!" cried Morgiana and told her master who his guest really was, showing him the dagger that was hidden in the robber's sleeve.

"I can find no words to express my gratitude to you," said Ali Baba with great emotion, for he was very grateful indeed.

“You shall marry my son,” he cried, “and become my daughter, for you deserve it. This is the greatest reward I can bestow.”

Now all the robbers were killed and, thanks to Morgiana’s quick wit and his own, Ali Baba became richer than anybody else in all that land, for the cave never failed to open its secret door to him when he uttered the magic words:

“Open, Sesame!”

Assignments

- I. Read and translate the text.
- II. Explain the sequence of tenses in the text.
- III. Render the text in English (in indirect speech).

Exercises

The Sequence of Tenses. Direct and Indirect Speech

Exercise 1. Translate the following sentences.

1. I see that you know the subject well. 2. I saw that he knew the subject well. 3. You will see that she knows the subject well. 4. I see that you are trying to find an answer. 5. I saw that she was trying to find an answer. 6. You’ll see that she is trying to find an answer. 7. She knows that she has made a mistake. 8. She knew that she had made a mistake. 9. She will know that she has made a mistake. 10. I see that you have been taking lessons. 11. I saw that she had been taking lessons. 12. You’ll see that she has been taking lessons. 13. I hope you will get there in time. 14. I hoped she would get there in time. 15. I know you are leaving soon. 16. I knew they were leaving soon. 17. I know that the lecture begins at seven. 18. I knew that the lecture began at seven.

Exercise 2. Open the brackets. Use the necessary verb forms.

Model: *I knew he (to tell) the truth. I knew he was telling the truth.
I knew he had told the truth. I knew he would tell the truth.*

1. I felt she (to watch) me. 2. I wondered how much he (to know). 3. We knew she (to be) right, (to be) right from the very beginning. 4. He knew I (to leave) next day. 5. It was clear he (to drop) something and now (to look) for it under the table. 6. We looked at her. She not (to listen). 7. Ann said that her Mother (to come) for a visit and (to bring) her aunt Betsy. 8. The interesting point was that nobody (to see) the car. 9. He promised he (to do) it himself. 10. The room was in darkness. Somebody (to switch) off the lights. 11. My

only hope is that somebody (to find) my keys and (to leave) them downstairs. 12. I did not know what we (to have) for dinner. 13. She spoke much better. It was clear that she (to study) hard. 14. Then you'll be sorry that you not (to speak) French. 15. My sister said she not (to know) what to do.

Exercise 3. Read and translate the sentences.

1. You will come late. They will be having dinner. 2. We know she has done nothing to be ashamed of. 3. I wonder if you realize how difficult it is. 4. Nick asked himself if they had sent for him because they knew he was an American agent. 5. I was told that a new governess was coming next week and that until then my mother would give us lessons herself. 6. We did not ask anyone what they had decided. 7. It was clear that something had gone wrong and we should be late. 8. It was announced in all the papers that the woman had disappeared and that the police was looking for her. 9. Her story was that she had missed the train. 10. You'll see that she knows how to handle the situation. 11. I saw that he was trying to explain why he had not come in time. 12. We met him at the station early last morning. He was waiting for his train. 13. The explanation was that he had not expected that sort of question. 14. She said carelessly that nothing would make her change her mind, once she had changed it but that at present she was examining the facts.

Exercise 4. Render the following texts in indirect speech.

I. Mark Twain and the Game Warden

Once Mark Twain was fishing. A stranger came along and asked him, "Are you catching any fish?"

"I caught fifteen trout in this stream yesterday," Mark Twain said.

"Is that so?" said the stranger. "Well, do you know who I am?"

"No," said Mark Twain.

"Well, I am the game warden of this county," answered the stranger. "And trout are out of season."

Mark Twain thought a while. Then he asked, "By the way, do you know who I am?"

"No," replied the game warden.

"Well, I am the biggest liar in this county," said Mark Twain.

II. Time Works Wonders

Once a man went to a restaurant. "Bring me a regular three course dinner," he ordered the waiter, a very young lad. Time passed, but the lad with the dinner didn't appear. "How long shall I have to

wait?" wondered the customer. At that moment the boy came running in with a plate of soup on a tray: "Are you the very lad from whom I ordered a three course dinner?" asked the customer, both hungry and cross. "Yes, sir, I am," answered the waiter. "Dear me!" exclaimed the hungry customer. "I don't recognize you! You have grown quite a man since that time."

III. An Automobile Story

An American who was going by car through the country saw in front of him a man followed by a dog. As the car drew nearer the dog suddenly started to cross the road. The poor animal was hit by the car and killed.

The American stopped his car and approached the man. "I am very sorry that this has happened," he said. "Will ten dollars be enough?"

"Oh, yes," said the man, "ten dollars will be quite enough!" The man put the money in his pocket and as the car disappeared in the distance, he looked down at the dead animal and thought: "I wonder whose dog it was."

IV. Bad Manners

Mother says to her little daughter: "Jessy, don't interrupt me. Haven't I told you time and again not to interrupt when your elders are talking but wait until they stop?"

"I have been waiting for so long, Mummy," says Jessy, "but you never stop talking!"

V. The School Teacher and the Judge

Recently a young woman school teacher went through a red light and was given a police ticket. The next day she had to appear in police court.

"I am a school teacher, sir", she explained to the judge, "I was hurrying to my class, you see, and I did not notice the red light".

"Is that so?" said the judge. "Well, I have been waiting for this opportunity for a long, long time".

The young woman smiled at him pleasantly, expecting to be excused.

"Now", shouted the judge, "you sit down at that table over there and write "I went through a red light" five hundred times!"

Exercise 5. Fill in the blanks with "say" or "tell".

1. Who you this? 2. He did not me about it. 3. me all about it. 4. Can't you see she's the truth? 5. Why did he this?
6. Who it's wrong? 7. Why did not he so? 8. Can you this?
9. You've been lies, young man. 10. Let me you a story.
11. Why did not she the truth? 12. I have always so. 13. I have

__ you so dozens of times. 14. Did you __ him the real reason? 15. She simply __ nothing at all. 16. She __ them nothing. 17. To __ the truth, I __ so only to please you. 18. You never __ me anything. 19. He __ it was too late anyhow. 20. What did you __ ? 21. And then he __ something strange. 22. What did he __ to this? 23. What did he __ on the subject. 24. He __ nothing about this. 25. He __ us nothing about his trip. 26. He __ this to spite you.

Exercise 6. Put into indirect speech.

1. The film director asked the actor: "How long have you been playing on the stage?" 2. The actor answered: "I came to the theatre in 1998, it means I have been playing on the stage for ... years". 3. The actor added: "But I have been playing the leading roles only for about a year". 4. The actor said: "For some time I have been trying to get into the cinema, but it is easier said than done". 5. The film director protested: "Since last Monday I have been asking you to give me some definite answer to my offer, but I haven't received it yet". 6. The actor explained: "Since you offered me this role in your film I have been thinking about your offer. You see, I don't like the part. I have been looking for some contemporary role in your film".

Exercise 7. Put the dialogue into indirect speech.

Interviewing an Actor

Correspondent: What is your ambition?

Actor: To play Hamlet on the stage.

Correspondent: Why do you want to play this role?

Actor: I am fond of Shakespeare. I have even started studying English to be able to read Shakespeare in the original.

Correspondent: Have you seen Laurence Olivier's performance of the role?

Actor: I have, and ever since I have been dreaming of performing this role myself. I hope that Olivier's work will help me a lot. His Hamlet is very specific and concrete, and it makes me think that there can be other Hamlets.

Exercise 8. Put into indirect speech.

Model a): *The guest said: "I am glad to meet you, Mrs. Brown".
The guest said that he was glad to meet Mrs. Brown.*

What did the guest say?

1. The guest said: "I want to talk to your husband". 2. The guest said: "I admire your husband's music". 3. The guest said: "My name is William Smith". 4. The guest said: "I am a musician too". 5. The guest said: "I have something to tell your husband".

What did the guest ask Mrs. Brown?

6. The guest asked: "What is Mr. Brown busy with?" 7. The guest asked: "What time does your husband usually come home?" 8. The guest asked: "Do you expect him soon?" 9. The guest asked: "Can I wait for him here?" 10. The guest asked: "Does your husband work much?"

Model b): *The artist wrote in his diary: "I started painting at the age of ten".*

The artist wrote that he had started painting at the age of ten.

What did the artist write in his diary?

1. The artist wrote: "My mother gave me a box of paints for my tenth birthday". 2. The artist wrote: "My father was my first teacher in painting". 3. The artist wrote: "I painted the portraits of all the members of my family". 4. The artist wrote: "I spent all my free money on my paints and brushes". 5. The artist wrote: "My pictures were first exhibited at school".

What did the artist want to know?

6. The artist asked me: "When did you see my early pictures?" 7. The artist asked me: "What pictures did you like best at that show?" 8. The artist asked: "Did you see my landscape at that show?" 9. The artist asked me: "Have you read my diary?" 10. The artist asked me: "Was it readable?"

Model c): *The teacher thought: "The boy will become an outstanding singer".*

The teacher thought that the boy would become an outstanding singer.

What did the teacher think about the boy?

1. The teacher thought: "He will get the first prize at the coming competition". 2. The teacher thought: "He will have to study music to become a good singer". 3. The teacher thought: "He will have a strong voice". 4. The teacher thought: "He will soon sing the solo parts in the chorus".

What did the teacher wonder about?

5. The teacher asked himself: "What will become of the boy?" 6. The teacher asked himself: "What parts will the boy be able to

sing?" 7. The teacher asked himself: "Will the boy live up to his ambition?" 8. The teacher asked himself: "Will the boy work hard enough to develop his talent?" 9. The teacher asked himself: "Where will the boy continue his education?" 10. The teacher asked himself: "Will the boy be able to enter the Conservatoire?"

Exercise 9. Put into indirect speech. See the models a), b), c).

a) *John says: "I am fond of the cinema."*

John says that he is fond of the cinema.

What does John say?

1. John says: "I usually buy tickets for the six o'clock show".
2. John says: "I like to sit in the tenth row". 3. John says: "I always take a great interest in the film shooting". 4. John says: "I never miss a good film". 5. John says: "I have already tried my hand at film photography myself". 6. John says: "I have got a film camera of my own". 7. John says: "I received it from my father on my twentieth birthday".

b) *Jane is saying to me: "I have a son of 13."*

What is Jane telling you? — Jane is telling me that she has a son of 13.

What is Jane telling you?

1. Jane is saying to me: "My son has a rare gift for painting."
2. Jane is saying to me: "I have bought a new box of paints and a number of brushes for him." 3. Jane is saying to me: "Jim was drawing something when I came home last night." 4. Jane is saying to me: "I like the way Jim draws his sister." 5. Jane is saying to me: "I shall show you his pictures next time."

c) *Ann has just said: "I don't like this sort of music."*

Ann has just said that she doesn't like that sort of music.

What has Ann just said?

What has Ann just told you?

1. Ann has just said: "I have two tickets for a concert of modern music". 2. Ann has just said: "The concert will take place tomorrow". 3. Ann has just said: "I am very busy at present". 4. Ann has just said: "I don't know what to do with the tickets". 5. Ann has just said: "I can give them to you, if you like".

Exercise 10. Make the following questions indirect. See the models:

- | | | |
|---|---|---------------------------------|
| <p>a) <i>"What is your name?"</i>
 <i>Peter asks John</i>
 <i>Peter wonders</i>
 <i>Peter wants to know</i></p> | } | <p><i>what his name is.</i></p> |
|---|---|---------------------------------|

What does Peter ask John?

1. "What are you doing?" 2. "Who taught you to play the violin?"
 3. "When have you time to practise your violin?" 4. "Where did you get this instrument?" 5. "Where do you keep your music sheets?"

What does Peter want to know?

6. "What composers are you fond of?" 7. "What musical pieces can you play?" 8. "When will you play for me?" 9. "How do you like the performance of D.Oistrakh?" 10. "Why did you miss Oistrakh's concert then?"

What does Peter wonder about?

11. "How often do you go to the concerts?" 12. "At what time does the concert begin tonight?" 13. "What are you going to do after the concert?" 14. "Whom will you bring to the concert with you?" 15. "When must you be at home tonight?"

- | | | |
|--|---|--|
| <p>b) <i>"Do you know this play well?"</i>
 <i>Nick asks Ann</i>
 <i>Nick wants to know</i>
 <i>Nick wonders</i></p> | } | <p><i>whether (if) she knows this play well.</i></p> |
|--|---|--|

What does Nick ask Ann?

1. "Are you enjoying yourself?" 2. "Can you see well from your seat?" 3. "Do you find the play interesting?" 4. "Does your friend think that the acting is good?" 5. "Have you seen this play staged at our theatre?"

What does Nick want to know?

6. "Do you like the leading actor?" 7. "Did you see this actress last year?" 8. "Have you got the program of tonight's performance?" 9. "Are you a great theatre-goer?" 10. "Were you at the Opera House last Sunday?"

What does Nick wonder about?

11. "Will you wait for me after the show?" 12. "May I take you home in my car?" 13. "Must you get up early tomorrow?" 14. "Do you want to have some sweets?" 15. "Did you hear the last bell ring a minute ago?"

Exercise 11. Change the following into indirect speech. See models a), b).

a) *Have a look at the watch! (Mary)*

Tell Mary to have a look at the watch.

1. Go home. (those students) 2. Wait till I come. (John) 3. Be seated! (the guest) 4. Put the music on the piano. (Ann) 5. Open the door. (Lucy) 6. Show me the picture! (your friend) 7. Come at six o'clock. (Peter) 8. Call me up after the rehearsal. (Kate) 9. Buy one ticket for me too! (your sister)

b) *Helen: "Don't talk, Jane." Helen asks Jane not to talk.*

1. Jim: "Don't switch on the radio, Ann". 2. Father: "Don't forget to close the door, Ben". 3. Mother: "Don't leave the house after 10, Jane". 4. Ann: "Don't wake me up at seven, mother". 5. Mary: "Don't be late Nick". 6. Mother: "Don't try to be funny, Peter". 7. Helen: "Don't buy tickets for the show, Bill".

Exercise 12. Ask your friends the following questions. See models a), b).

Model a): *Ask Billy what he is doing.*

"What are you doing, Billy?"

Ask Billy:

what he is working at now.
 when he must finish his work.
 when he finds time for reading.
 what his progress in his work is.
 whom he has shown his work to.
 what he takes an interest in.
 how long it takes him to do his homework.
 where he comes from.
 where he lives at present.
 when he went home last time.
 what time he comes home from school.
 what his sister's name is.
 what time it is.

Model b): *Ask Billy whether (if) he likes jazz music.*

"Do you like jazz music, Billy?"

Ask Billy:

whether he has got any hobby.
 if he is good at poetry.
 whether he knows any English poems by heart.
 if he has ever tried his hand at translating English verses into Ukrainian.

whether he finds English difficult.
 if it takes him long to get to the University.
 whether his father knows English.
 if he has got a chance to see films in English.
 whether he saw any English films last year.
 whether he will try to get tickets for the festival of English films.
 if he understands everything when seeing films in English.
 whether he thinks English films are useful in mastering
 the language.

Exercise 13. Translate into English.

1. Вона просить вас не палити. 2. Я раджу вам більше часу проводити на свіжому повітрі. 3. Вона цікавиться, чому ви так часто запізнюєтесь у цьому році. 4. Вона вважає, що до того часу вона закінчить школу і буде вчитися в університеті. 5. Учителька хоче знати, що він читає останнім часом. 6. Цікаво, коли відбулася ця розмова. 7. Я не знаю, хто з них відповість краще. 8. Вона хоче знати, хто взяв її ручку. 9. Цікаво, хто це зробив. 10. Він стверджує, що у неділю був за містом. 11. Я прошу вас не втручатися. 12. Вона попросила мене не запізнюватися. 13. Він запитав мене, що він може зробити для мене. 14. Вона запитала мене, де я так навчився грати на скрипці.

Exercise 14. Render in Indirect Speech.

The Boy and the Cakes

A train stops at a small station. A passenger looks out of the window and sees a woman who is selling cakes. The gentleman wants to buy a cake but the woman is standing too far away from the carriage.

The gentleman does not want to go and get the cake himself, so he calls a little boy who is on the platform near the carriage and says, "How much does a cake cost?" "Threepence, sir," answers the boy. The gentleman gives him sixpence and says, "Buy me one and with the other threepence get another for yourself."

A few minutes later the boy comes back eating a cake. He gives the gentleman threepence change and says, "There was only one cake left, sir."

Too Clever

A schoolboy who passed his first examination in arithmetic comes home for his holidays.

His mother puts two roast chickens on the table, and the boy, who thinks himself very clever, says to his father: "I can prove to you by arithmetic that there are three chickens on the dish".

"Oh!" says his father, "how can you do that?"

"Well, this is one, and that is two, and one and two makes three."

"How clever!" exclaims the father. "Then let your mother take the first, I shall take the second and you may have the third."

Exercise 15. Put into Indirect Speech the following commands and requests using the verbs *to tell, to ask, to order* in the Present Indefinite Tense.

Teacher: John, go to the blackboard and rub out the wrong sentence. Write the day of the week and the date. Tom, don't talk in class! John, please go back to your seat. The whole class, take out your exercise-books quietly and write down the day of the week and the date at the top of the page. Please don't make any noise. George, please get me some more white chalk. Don't bring any coloured chalk. The whole class, open your textbooks at page 107. Tom, please begin to read at the top of the page. Don't read too fast.

Exercise 15. Put into Indirect Speech the following questions.

My friend asks, "Who wakes you up in the morning? When does your working day begin? Do you usually do morning exercises? Do you air your room before you go away? What do you usually have for breakfast? Do you go to the bed before you leave the house? How long does it take you to get to your office? Do you go there by tram or by bus? Is there a bus stop near your house? How long does your working day last? Do you go out for dinner? At what time do you usually come home? Do you cook the meals yourself? Do you have supper with your parents at home? Do you have time to watch TV programmes in the evening? Does your mother prefer to listen in or to watch TV programmes? Does your father come home earlier than you? Does your sister go to the University every evening? Does she study well? Can she already speak English a little? At what time do you usually go to bed?"

The Infinitive

(Неозначена форма дієслова)

Ознакою інфінітива в англійській мові є частка *to*.

My friend wants *to become* a teacher.

He began *to play* chess at the age of seven.

Без частки *to* інфінітив вживається після модальних дієслів *can, may, must* та допоміжних дієслів *will, would, shall, should, do*.

We *can meet* him at the railway station.

We *shall go* to the theatre on Sunday.

Інфінітив у реченні найчастіше вживається як:

а) частина складеного дієслівного присудка після модальних дієслів:
She must go there at once.

б) додаток до дієслів та прикметників:
He promised to help us.
I am glad to see you.

в) обставина мети:
I went to the shop to buy some sugar.

В англійській мові широко вживається конструкція, яка складається з іменника в загальному відмінку або займенника в об'єктному відмінку та інфінітива і за своїм значенням відповідає підрядному додатковому реченню:

I saw him run to the river.

Конструкцію *him run* називають *Objective Infinitive Construction*. Українською мовою вона здебільшого перекладається підрядним додатковим реченням або складним додатком (*Complex Object*):

Я бачив, як він біг до річки.

1. *Complex Object* вживається після дієслів: **to see, to watch; to notice** (помічати), **to observe** (спостерігати); **to feel; to hear; to make** (примусити), **to cause** (спонукати). Після цих дієслів інфінітив вживається без частки **to**.

We heard her sing. Ми чули, як вона співає.

I saw him cross the road. Я бачив, як він переходив дорогу.

2. *Complex Object* вживається після дієслів, які виражають бажання, потребу, знання, ствердження і т. ін.: **to want, to wish, to desire, to like, should (would) like, to believe, to consider, to know, to think, to state, to note, to report**. Після цієї групи дієслів інфінітив вживається з часткою **to**:

He wanted me to come today. Він хотів, щоб я прийшов сьогодні.

I expect my sister to write a letter. Я сподіваюсь, що моя сестра напише листа.

Translate the following sentences into Ukrainian:

1. Sergei Obratsov often recalls, "My father didn't want me to become an actor, he wanted me to become an engineer."
2. Bruno Walter did not want his soloists to use the score, he thought it would spoil their performance.
3. We know P.Picasso to be the most talented painter of the 20th century.
4. We know this film to be on at all the cinemas of Kyiv.

5. I saw you come (coming) into the hall.
6. They did not see anybody come (coming).
7. They noticed us get (getting) on the bus and helped us to get in.
8. She watched them rehearse (rehearsing) and dance (dancing) with great interest.
9. I didn't see him enter, but I felt him look(ing) at me.
10. I heard her say (saying) something, but couldn't understand what it was.
11. Did you hear Richter play the piano? When did you hear him play?
12. My teacher heard me repeat these passages.
13. What made you come so early?
14. Turner made the sailors tie him up to the mast on the ship, as he wanted to feel the waves beat him, and watch them change their colour.
15. The noise caused the actors stop the rehearsal.

Complex Subject вживається з дієсловами:

a) to know, to think, to report, to expect, to believe, to suppose, to see, to consider, to hear (*in Passive*):

He was thought to study here.

She has been thought to go there.

b) to appear, to seem, to happen, to turn out (*in Active*):

My friend seems to sing well.

He turned out to be a good actor.

Присудок може бути виражений дієсловами **to seem** і **to appear** в активному стані, а також дієсловом **to be** зі словами **sure, certain, likely, unlikely**:

She seems to know
everything about it.

Здається, вона все про це знає.

He is sure to come soon.

Він, напевно, скоро прийде.

Крім простої форми інфінітива (*to ask, to write*) в англійській мові існують також складні форми інфінітива. Одна з них — перфектний інфінітив (*Perfect Infinitive*) — утворюється з інфінітива допоміжного дієслова *to have* і Participle II основного дієслова:

to have asked

to have written

Perfect Infinitive означає дію, що відбулася раніше дії, вираженої присудком речення.

Порівняємо речення:

She is said *to teach* English at school.

Кажуть, що вона викладає англійську мову в школі.

She is said *to have taught* English at school.

Кажуть, що вона викладала англійську мову в школі.

У першому реченні проста форма інфінітива **to teach** вказує на те, що дія, виражена інфінітивом, відбувається одночасно з дією, вираженою присудком речення **is said**.

У другому реченні перфектний інфінітив **to have taught** показує, що дія, виражена інфінітивом, відбулася раніше дії, вираженої присудком.

Text A. The Myth of Pygmalion

We know the Greek philosophers to call art an “imitation of nature”, but their own mythology tells a different story.

The story of Pygmalion is the most famous of the myths that believes art to have the power of creation rather than the power of portraying. Here is the myth of Pygmalion.

In ancient Greece there lived a sculptor, Pygmalion by name. People knew him to be a great sculptor. Once he made a statue of a young woman. The statue was so beautiful that Pygmalion fell in love with it. He wanted the statue to become alive and asked the Gods to help him. For a long time he waited, expecting the statue to talk but it was silent. Then Pygmalion decided to go to Aphrodite [*ˈæfrədɑːtɪ*], the Goddess of Love. He expected her to help him. “Oh, Aphrodite, the Goddess of Love, only you can help me. I know you to be very kind. Give me a wife as beautiful as my statue or make my statue talk”. On returning home Pygmalion ran up to his statue, looked at it, and suddenly he noticed it move and then heard it speak. Soon the statue turned into a beautiful young woman, and Pygmalion married her.

Text B. Tchaikovsky in New York

In April 1891 Tchaikovsky went to America. He is known to have been invited to inaugurate the newly-built concert hall in New York — the largest in America — Carnegie Hall. Tchaikovsky happened to be the first Russian composer who was offered a tour in America. On coming there Tchaikovsky was surprised to learn that he was more popular in America than in Europe. American musicians were happy to play under his baton not only because Tchaikovsky was considered to be a great composer but because he was also thought to be a talented conductor. On the 5th of May, the day of the inauguration of Carnegie Hall, Tchaikovsky seemed to be excited. The hall was too big, the richly-dressed crowd packing the hall seemed to be noisy and strange. The music of Beethoven, Berlioz and Tchaikovsky was on the programme of the concert. When the audience saw Tchaikovsky come on to the stage, there was a storm of applause, the

audience warmly greeted the famous composer. The ceremonial march he conducted sounded solemn and victorious. After the concert people surrounded the composer, they did not want to let him go.

The next day the concert was reported to have been a great success, and no wonder — the greatest concert hall in America was inaugurated by the greatest of the composers.

Assignments

I. Give full answers to the questions:

1. When did Tchaikovsky go to America?
2. Why did he go there?
3. Why were American musicians happy to play under his baton?
4. How did Tchaikovsky feel on the day of the inauguration?
5. Why did the audience seem strange?
6. What music was on the programme?
7. Was the concert reported a success?

II. Render the text in English.

Text C. Andrew Manson

[Andrew Manson, a commencing doctor, has diagnosed a very unusual case. He invites a colleague of his, Doctor Bramwell, an experienced doctor, to see the patient with him.]

“As a matter of fact, Doctor Bramwell”, said Andrew, “I’ve got a really interesting case, very unusual. You may care to see it with me if you’re free”.

“Yes?” queried Bramwell with a light fall in his enthusiasm, “I don’t wish to trouble you”.

“It’s just round the corner”, Andrew said hospitably. “And I’ve got half an hour to spare before I meet Doctor Denny. We’ll be there in a second”.

Bramwell hesitated, looked for a minute as though he might refuse, then made a damped gesture of assent. They walked down to Glydar Place and went in to see the patient.

The case was, as Manson had inferred, one of unusual interest, involving a rare instance of persistence of the thymus gland. He was genuinely proud to have diagnosed it and he experienced a warm sense of communicative ardour as he invited Bramwell to share the thrill of his discovery.

But Doctor Bramwell, despite his protestations, seemed unattracted by the opportunity. He followed Andrew into the room haltingly, breathing through his nose, and in a ladylike fashion approached the bed. Here he drew up and, at a safe range, made a cursory investigation. Nor was he disposed to linger. Only when they left the house, and he had inhaled a long breath of the pure fresh air, did his normal eloquence return. He glowed towards Andrew.

"I'm glad to have seen your case with you my boy, firstly because I feel it part of a doctor's calling never to shrink from the danger of infection, and secondly because I rejoice in the chance of scientific advancement. Believe it or not, this is the best case of inflammation of the pancreas I have ever seen!"

He shook hands and hurried off, leaving Andrew utterly nonplussed. The pancreas, thought Andrew dazedly. It was no mere slip of the tongue which had caused Bramwell to make that crass error. His entire conduct at the case betrayed his ignorance. He simply did not know. Andrew rubbed his brow. To think that a qualified practitioner, in whose hands lay the lives of hundreds of human beings, did not know the difference between the pancreas and the thymus, when one lay in the belly and the other in the chest — why, it was nothing short of staggering!

(From "The Citadel" by A.J. Cronin)

Notes

thymus gland — a small ductless gland in the upper part of the chest — залоза внутрішньої секреції

pancreas — a gland inside the body, near the stomach — підшлункова залоза

Assignment

State the forms of the infinitives and translate the text.

Exercises

Functions in a Sentence

1. The Subject

A.		is, was, will be, would be means (meant)	necessary impossible a mistake to do smth
<i>To go there is important.</i>			
B.	it	is was will be	necessary important interesting easy difficult strange simple nice
			to do smth to be done to be doing smth
It is nice to be speaking now.			

2. The Predicative

is	to do smth
was	to be done
will be	<i>My duty is to look after her.</i>

Exercise 1. Translate into English.

а) 1. Знати мову — це означає говорити і писати цією мовою. 2. Піти туди було неможливо. 3. Сказати “так” було неможливо, сказати “ні” було неввічливо. 4. Пояснити це йому було важко. 5. Допомогти їм — це значить зробити це самому. 6. Відповісти на це питання було дуже важливо.

б) 1. Важко читати цю книжку без словника. 2. Було приємно поговорити з ним. 3. Важко буде пояснити це їм. 4. Приємно було знову бути вдома. 5. Було важко робити вигляд, що ти не розумієш. 6. Помилятися — легко, важче зрозуміти свою помилку. 7. Зовсім не треба вчити все напам'ять.

в) 1. Головне — щоб тебе вірно зрозуміли. 2. Вашим обов'язком буде слідкувати за температурою. 3. Моїм єдиним бажанням було добратися додому. 4. Єдина можливість встигнути на поїзд — це знайти таксі. 5. Єдиний вихід — це розповісти їм про цей метод.

3. The Object

A. to promise, to offer, to remember, to forget, to agree, to decide to pretend, to want, to mean	to do smth to be doing smth to be done
B. to be glad to be pleased to be astonished to be angry to be delighted to be afraid	to do smth to be doing smth to have done smth to have been doing smth to be done to have been done

Exercise 2. Open the brackets.

1. She was angry (to reprimand) in front of me. 2. She sat there trying to pretend she did not want (to dance) and was pleased (to sit) there and (to watch) the fun. 3. She was sorry (to be) out when I called and promised (to wait) for me downstairs after the office hours. 4. She said she would like to come and was delighted (to ask) for

dinner. 5. I offered (to carry) her case but she was afraid (to let) it out of her hand. 6. Let's go and see the place. You will be sorry later (to miss) it.

Exercise 3. Translate into English.

1. Я був задоволений, що запросив його пообідати з нами. 2. Вона робила вигляд, що читає. 3. Не забудь відправити листи. 4. Він завжди задоволений, коли його запрошують на концерт. 5. Дівчина боялася, що її поведуть до лікаря. 6. Він був здивований, що його ще пам'ятають. 7. Ми були задоволені, що поговорили з ним.

4. The Attribute

A. the first, the last, the second	to do smth
	<i>Who was the first to speak to him?</i>
B. somebody nobody anything someone	to do smth
	<i>There was nobody there to show him how to do it.</i>
C. man, place time, thing	to do smth
	<i>He is the man to do it.</i>

Exercise 4. Translate into English.

1. Не така це людина, щоб передумати. 2. Думати не було часу. 3. Хто останній заходив до цієї кімнати? 4. Зараз я не пам'ятаю, хто перший це сказав. 5. Ось план школи, яка буде побудована на цій площі. 6. Дайте мені час подумати. 7. Це пояс, який можна носити з брюками. 8. У мене немає часу грати з тобою. 9. Ви третя людина, яка мені це сьогодні говорить. 10. Я не маю ніякого бажання втручатися. 11. Ви маєте що додати? 12. Є ще одна справа, яку треба вирішити.

5. The Adverbial Modifier of Purpose

to do smth	to get smth to be given smth in order so as	} to get smth } to be given smth
<i>I have come to speak to you.</i>		

6. The Adverbial Modifier of Result

(too)	young old easy difficult	(enough)	to do smth to be done to have done to have been done	<i>You are too young to wear black.</i>
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7. The Secondary Predicate

smb smth	is	nice, hard difficult pleasant impossible	to do (at, with)
	was		<i>She is nice to work with.</i>

Exercise 5. Translate into English.

1. Текст надто важкий, щоб перекласти його. 2. Ти тепер надто велика, щоб гратися з ляльками. 3. Тобі рано читати такі книжки. 4. Я стояв надто далеко, щоб чути, що вона говорить. 5. З нею важко сперечатися. 6. З ним приємно мати справу. 7. Його словам важко повірити. 8. М'яч було важко вшіймати. 9. З вами сьогодні неможливо говорити. 10. На неї приємно було дивитися.

For-Phrase

For-phrase — сполучення прийменника “for”, іменника і займенника.

Функції у реченні

(Functions in a Sentence)

1. The Subject

it	is was will be would be	hard easy good bad important impossible not	for smb to do smth for smb to be doing smth for smb to be done
			<i>It is not for me to do it.</i>

2. Exception

it	is was will be	nice kind sensible silly stupid tactless	of smb to do smth
			<i>It's nice of you to say so.</i>

3. The Object

to long, to wait, to arrange, to mean, to be anxious		for smb to do smth	
		<i>He did not mean for you to stay here.</i>	
to make to think to believe	it	difficult easy necessary important best	for smb to do smth
			<i>He thinks it best for you to stay here.</i>

4. The Attribute

somebody nothing anyone	for smb to do smth	
	<i>There is no one for them to play with.</i>	
man, thing, time, place	for smb to do smth	
	<i>It was the only thing for me to do.</i>	

5. The Adverbial Modifier of Purpose

to do smth	for smb	to do smth
<i>He stood aside for us to pass in.</i>		

6. The Adverbial Modifier of Result

(too)	easy difficult young old	(enough)	for smb to do smth
			<i>The day was too cold for me to walk in the park.</i>

7. Infinitive Phrases

how, when, why, where, what, who, whom, which, whether, if	to do smth, to take (choose)
	<i>How to do it was the problem. She did not know where to go.</i>

Exercise 6. Translate into English.

1. Вона не може надрукувати це до перерви. 2. Йому корисно бути на свіжому повітрі. 3. Мені легше зробити це сьогодні. 4. Їм краще поїхати туди сьогодні. 5. Не для них обговорювати це питання. 6. Буде розсудливо, якщо ви напишете їм про це. 7. Дуже добре, що ви так думаєте. 8. Я вважаю необхідним для тебе закінчити школу. 9. Ти чекаєш, щоб я висловив свою думку? 10. Я домовився, щоб ти відвідав їх у неділю. 11. Мені немає що сказати. 12. Дітям там ніде спати. 13. Це не таке питання, щоб ми могли з вами його обговорювати. 14. Я залишив записку на столі, щоб вона могла бачити її. 15. Він зупинив машину біля воріт, щоб вони вийшли. 16. Я принесу газети, щоб ви могли читати їх у поїзді. 17. Машина їхала надто швидко, щоб я міг побачити обличчя водія. 18. В кімнаті було так темно, що я не зміг знайти вихід. 19. Не знаю, куди піти сьогодні ввечері. 20. Ти вирішила, куди поїхати влітку? 21. Він не знав, чи залишитися йому вдома, чи піти до лісу. 22. Я не знав, де буде конференція. 23. Ви знаєте, коли повинна бути прочитана доповідь? 24. Ми не знали, куди піти.

Exercise 7. Paraphrase the following using the Infinitive.

Model: *She was the last who left the office.*

She was the last to leave the office.

1. He was the second who came to the finish. 2. There was only an old man who could understand my jokes. 3. She was the first who learned this terrible news. 4. Here is the man whom you can discuss the problem with. 5. She was the last person who could hurt a child. 6. He was the first who raised this question and I was the next who spoke on the subject. 7. He is the last person who can break a promise.

Exercise 8. Paraphrase the following sentences, according to the model.

Model: *It's hard to follow him. He is hard to follow.*

It's pleasant to look at her. She is pleasant to look at.

1. It's interesting to talk to her. 2. It was hard to understand his idea. 3. It's nice to work with calm people. 4. It was difficult to work out this problem. 5. It's not easy to find a good road here. 6. It was difficult to decide the matter. 7. Your watch is very beautiful but it's difficult to tell the time by it.

Exercise 9. Complete the following sentences according to the model:
He is easy to talk.

1. She was light on her feet and easy __.	to find
2. The child is nice __ but difficult __.	to explain
3. The old lady is hard __.	to read
4. This fruit is nice __.	to arrange
5. Her thoughts are hard __.	to dance with
6. It's a good job, well paid and pleasant __.	to please
7. A good friend is hard __.	to look at
8. The story was hard __.	to teach
9. His handwriting was difficult to __.	to have for dessert
10. The matter is easy to __.	to do
	to believe

Exercise 10. Paraphrase the following sentences using the Passive Infinitive.

Model: *The house that will be built here will be a school.*

The house to be built here will be a school.

1. The questions that will be discussed at the meeting are important for our work. 2. The people that will be invited to the conference must all take an active part in its work. 3. The work that must be finished today is very important. 4. There was much that could be said on the subject. 5. The railway that will be built there will join the two industrial centres. 6. He has lived in this town a long time and knows all the interesting and beautiful places that can be found here. 7. This was for him a chance that couldn't be missed.

Exercise 11. Translate into Ukrainian.

1. I saw her come (coming) into the room. 2. I did not see anybody come (coming). 3. She did not see them enter the hall, but she felt them look (looking) at her. 4. They noticed us get (getting) on the bus. 5. I watched them rehearse (rehearsing) and dance (dancing) with great interest. 6. She heard her say (saying) something, but couldn't understand what it was. 7. Did you hear Richter play the

piano? 8. My parents want me to become a teacher. 9. What made you come so late? 10. The noise caused the actors stop the rehearsal. 11. His father did not want him to become an actor. 12. He didn't want the soloists to use the score. 13. We know P. Picasso to have been the most talented painter. 14. We expect him to come in time.

Exercise 12. Paraphrase the following sentences using the Complex Object. See the models.

Model a): *He asked his pupils to come at 9 a.m.*

He wanted his pupils to come at 9 a.m.

1. I ask you to bring me a magazine on art. 2. The conductor asked her to go through the part. 3. They invited him to come to America to make some films. 4. M. Kozintsev asked the actor Y. Yarvet to play the part of King Lear. 5. We asked him to repeat the scene once again.

Model b): *I suppose that you are tired now.*

I suppose you to be tired now.

1. He expected that I wanted to try my hand at drawing. 2. The teacher supposed that the book was worth reading. 3. They supposed that we were eager to start at 8 o'clock. 4. I suppose the picture will win general acclaim. 5. We suppose they will have a good rest.

Model c): *Will you go through the dialogue again?*

I'd (I should) like you to go through it again.

1. Will the new film win general acclaim? 2. Will they take an interest in the new performance? 3. Will you instruct the pupils? 4. Will he do it without my help? 5. Will the manager engage a professional actor for this part? 6. Will the pianist give encore? 7. Will you add some more details?

Model d): *They will recognize this young actor.*

We expect them to recognize this young actor.

1. They will probably go on a tour abroad. 2. The teacher will probably be pleased with the pupil's answer. 3. The singer will probably give encore. 4. The new comedy will probably win general acclaim. 5. Our friends will probably do well in painting. 6. "The Dynasty" will probably be a success with the public.

Exercise 13. Make up sentences using the Complex Object with the following verbs and word combinations.

Model: *to expect — to instruct.*

We expected the director to instruct the actors.

1. to expect — to instruct; to show; to read; to come in time; to be pleased; to do well;
2. to think — to add; to include; to appreciate; to manage;
3. to know — to be sure; to be in accord with; to be pleased; to look forward (to);
4. to want — to make smth clear; to feel at ease; to try one's hand at; to take an interest in; to develop;
5. to see — to choose; to applaud; to offer; to greet; to give encore;
6. to hear — to prompt; to recite; to approve of; to emphasize; to sing a solo;
7. to make — to book a ticket; to do everything possible; to hide; to attend; to make a speech; to observe; to convey.

Exercise 14. Translate into English.

1. Я хочу, щоб ви вивчили цей вірш завтра. 2. Наш викладач хотів, щоб ми почали заняття сьогодні раніше. 3. Ми бачили, як він ввійшов в аудиторію, але не бачили, як він вийшов. 4. Хто бачив, як він малює? 5. Хто чув, як співає ця акторка? 6. Він примусив оркестр грати цю частину ще раз. 7. Ми вважаємо його хорошим студентом. 8. Я думаю, що вона приїде вчасно.

Exercise 15. Render the jokes in English.

a) Two young men were travelling in the Metro at the rush hours. One of them was sitting back with closed eyes.

"What is the matter?" asked his friend. "Are you ill? Why are you sitting with your eyes closed?"

"I've closed my eyes because I can't bear to see so many ladies standing," was the sad answer.

b) A famous producer was asked to attend the dress-rehearsal of a new play by a young dramatist. But unfortunately the producer slept through the greater part of the performance. The author came up to him later and said, "I saw you sleep at my performance. How could you? You knew how much I wanted you to tell me your opinion on the play!"

"Young man," said the producer, "sleep is also an opinion".

c) "There is nothing worse for an actor than to hear spectators enter the hall during the performance."

"No, there is something worse." "What is it?"

"To hear the spectators leave the hall."

Exercise 16. Give full answers to the questions.

1. Did your parents want you to enter this university? 2. Did Ermolova's parents want her to become an actress? 3. Have you ever seen people shoot a film? 4. Have you ever heard Van Clibern play the piano? When did you hear him play? 5. Do you expect your friend to become an outstanding teacher? 6. Does your friend want you to help him? 7. Do you like to watch your friend study?

Exercise 17. Combine the two sentences into one using the Complex Object.

Model 1: *He got on the train. We saw him.*

We saw him get on the train.

1. He made a mistake. Nobody noticed it. 2. The postman brought a telegram. I saw it with my own eyes. 3. He told a lie. Everybody heard it. 4. She got sad. Everybody noticed it. 5. Somebody called your name. I heard it. 6. He stood in the doorway and watched them. They got into a car and went away. 7. We saw the runner. He passed the finish line. 8. The car suddenly turned to the left. I noticed it.

Model 2: *I noticed that he was standing near the door.*

I noticed him standing near the door.

1. The teacher noticed that he was looking through some magazine during the lecture. 2. I hear that somebody is crying. 3. It was pleasant to watch how they were enjoying themselves. 4. Out of the window she watched how her children were playing in the garden. 5. I noticed that she was speaking very coldly to him. 6. The militiaman saw that we were crossing the road in the wrong place. 7. I heard that somebody was laughing in the next room. 8. Because of the noise nobody heard that the telephone was ringing.

Exercise 18. Ask questions to make sure that you've heard the person right.

Model: *I heard him sing French songs.*

What songs did you hear him sing?

1. She saw the boy looking through some picture book. 2. I heard him telling jokes. 3. We noticed the woman enter the house through the back door. 4. He likes to watch the rain come down. 5. He heard the front door open. 6. I saw them walk along the road. 7. I noticed him give her a hard look. 8. They heard somebody moving behind them. 9. I didn't hear her say this because she spoke in a soft voice.

Exercise 19. Paraphrase the following sentences using the Complex Object after the verbs given in brackets.

1. Was anybody standing near the door when you came home? (to notice). 2. The baby was making the first steps (to watch). 3. Somebody opened the door (to hear). 4. He lit a cigarette (to see). 5. As I came up to the house it was very dark. Suddenly somebody took me by the hand (to feel). 6. He made a mistake (not to notice). 7. The boys were throwing stones into the river (to watch). 8. He was explaining something to the students (to hear). 9. He ran and caught a passing bus (to see). 10. Somebody pushed me in the back (to feel).

Exercise 20. Translate the following sentences using the Complex Object.

1. Я чув, як хтось покликав мене. 2. Я помітив, як вона зблідла. 3. Я спостерігав, як він піднімався угору. 4. Ми бачили, як туристи переходили річку. 5. Ми чули, як він учора виступив по радіо? 6. Я бачила, як якийсь чоловік показував йому дорогу до станції. 7. Всі чули, як він обіцяв, що більше не буде палити. 8. Вона помітила, що він шукав щось у портфелі, і подумала, що він, мабуть, загубив гроші. 9. Ніхто не побачив, як я відчинив двері і вийшов. 10. Я бачив, що він не хотів говорити.

Exercise 21. Translate the following sentences using the Complex Object.

a) Він хоче, щоб

1) вона дала обіцянку приїхати; 2) ми вирішили це питання разом; 3) хтось допоміг їй; 4) вона розповіла нам усе; 5) ви пояснили, як користуватися цією машиною; 6) усі пам'ятали, що плавати небезпечно, коли вода така холодна; 7) ми домовились про зустріч.

b) Я не хочу, щоб

1) ви говорили йому неправду; 2) вони вирішили це питання без мене; 3) ви їхали туди поїздом; 4) ви забували свої обіцянки; 5) вона хвилювалася; 6) вона помітила моє хвилювання; 7) хтось знав про наш від'їзд; 8) ви допомагали їм.

Exercise 22. Translate into Ukrainian.

1. This film is known to be finished soon. 2. The concert is supposed to be held this year. 3. The tickets were supposed to be sold in the afternoon. 4. The orchestra was expected to be conducted by a young conductor. 5. This young actor turned out to be a talented director. 6. The actors seemed not to know their lines. 7. The second part of the programme appeared to be less interesting. 8. He seems to

have been pleased with the performance yesterday as well. 9. The film is known to have been finished last year. 10. The film "War and Peace" is known to have been a success many years ago.

Exercise 23. Choose the correct form of the Infinitive.

1. P. Picasso is known (to live, to have lived) most part of his life in France. 2. He is known (to paint, to have painted) many pictures. 3. Marion Anderson is known (to be, to have been) a great success at her concerts. 4. The composer is reported (to make, to have made) a number of changes to the original score. 5. I happened (to meet, to be met) him at the station. 6. She seems (to like, to be liked) by the public.

Exercise 24. Give answers using the Complex Subject. See the models a), b).

a) *Do you know when the film will begin? The film is supposed (believed, thought) to begin in some minutes.*

1. Do you know what theatre is coming on a tour this autumn? 2. Do you know what orchestra will perform? 3. Do you know who will conduct the orchestra? 4. Do you know who will dance the leading part in the ballet "Swan Lake"? 5. Do you know whom the director will cast in the new comedy? 6. Do you know where the production unit will shoot the film?

b) *Is Henry Purcell a famous composer? Oh, yes, he is known to have composed a number of operas and cantatas.*

1. Is Chaplin an outstanding director? 2. Is Gainsborough a well-known portrait painter? 3. Is your father a good specialist? 4. Was Shaw a talented playwright? 5. Are you a good student?

Exercise 25. Respond to the following sentences using the Complex Subject.

Model: *I don't think the concert was a success. You're not quite right. The concert is said to have been a success.*

1. I don't think the actors were well cast. 2. I don't think the actor managed to show a positive character. 3. I can't say that the acting was superb. 4. I don't think the word-rehearsal was a failure. 5. In my opinion this actor didn't convey the character of our contemporary. 6. To my mind some people didn't appreciate the concert. 7. The director was afraid the performance had no impact on the audience.

Exercise 26. Give full answers using the Complex Subject.

Model: *Is your friend making progress in his studies? Yes, he seems to do quite well in his studies.*

1. Do you feel better after your illness? 2. Was the concert interesting? 3. Was your teacher pleased with the way you recited? 4. Does a young actor feel at ease on the stage? 5. Does your friend still take an interest in photography? 6. Do you still feel like going to see this film?

Exercise 27. Render the joke in English.

Once B. Shaw happened to be late for the performance. The director opening the door of the box asked him to sit down without making noise.

"What, has the audience already gone to sleep?" asked Shaw.

Exercise 28. Complete the following sentences.

1. The main idea The typical features The festive atmosphere	is (are) was (were)	known said supposed expected believed	to be (to have been)	intro- duced... conveyed
2. The methods Close-up shots Black-and-white shots				
3. The typical The human The inner The bright	character of... seems (seemed)		to be (to have been)	created...

Exercise 29. Ask questions about the following statements.

Model a): *She seems to know all about it. Does she seem to know all about it? What does she seem to know?*

Model b): *The facts are sure to become known next year. Are the facts sure to become known? What is sure to become known? When are the facts sure to become known?*

1. My aunt was allowed to drive into the yard. 2. Only the more important guests were permitted to wait there. 3. Something that he said seemed to me to be wrong. 4. She proved to know the subject. 5. Things are sure to get better. 6. He seems to notice nothing unusual.

Exercise 30. Translate into English.

1. Бачили, як вона писала вірш. 2. Думали, що вона пише вірші. 3. Вважали, що вона напише вірш на цю тему. 4. Здається, вона

пише вірші. 5. Здавалося, що вона пише книжку. 6. Випадково він відповів добре. 7. Сподівалися, що її запросять на концерт. 8. Відомо, що він — один із найвидатніших письменників свого часу. 9. Вважали, що її забрали в лікарню. 10. Сподівалися, що вона повернеться в будь-яку хвилину.

Participle

(Дієприкметник)

Participle — неособова форма дієслова, що має властивості дієслова, прикметника і прислівника.

В англійській мові є дві форми *Participle* — *Participle I* і *Participle II*.

Participle I утворюється додаванням до основи дієслова суфікса **-ing**:

to work — working

Participle I відповідає українському активному дієприкметникові теперішнього часу (працюючий) і дієприслівникові теперішнього часу (працюючи).

Participle II правильних дієслів утворюється додаванням до основи дієслова суфікса **-ed**:

to ask — asked

Форму *Participle II* неправильних дієслів треба зачувати напам'ять:

to write — written

to bring — brought

Participle II відповідає українському пасивному дієприкметникові минулого часу (написаний, принесений).

У реченні *Participle I* і *Participle II* можуть бути означенням:

We watched the *playing* children.

I sharpened the *broken* pencil.

Якщо означення, виражене *Participle*, має пояснювальні слова, воно ставиться після означуваного іменника:

We watched the children *playing* basket-ball on the school sports-ground.

I bought a text-book of chemistry *published* this year.

Такі поширені означення, виражені *Participle* з залежними від нього словами, можуть бути замінені підрядними означальними:

We watched the children *who were playing* basket-ball on the school sports-ground.

I bought a text-book of chemistry *which was published* this year.

1. Participle I. Функції у реченні:

а) обставина часу:

Walking home I didn't hurry. When walking home I didn't hurry. While walking home I didn't hurry.	Йдучи додому, я не поспішав.
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б) обставина причини:

Knowing the way I didn't hurry. Not knowing French she couldn't understand us. Being busy, she couldn't speak to me.	Знаючи дорогу, я не поспішав. Не знаючи французької мови, вона не могла розуміти нас. Будучи зайнятою, вона не могла поговорити зі мною.
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в) обставина образу дії:

He stood at the window thinking about his future.	Він стояв біля вікна, думаючи про своє майбутнє.
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2. Participle II

The discussed question is important. The written letter is on the table. The question discussed by the students is very important. The letter written by Mary is on the table.	Обговорюване питання — важливе. Написаний лист — на столі. Питання, обговорюване студентами, — дуже важливе. Лист, написаний Ганною, лежить на столі.
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3. Participle I Indefinite Passive може вживатися у функції означення, обставини причини та часу:

The dictation being written is very difficult.	Диктант, який пишуть, дуже важкий.
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4. Participle I Perfect Active вживається у функції обставини:

Having performed this part, he became a famous actor.	Виконавши цю роль, він став відомим актором.
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5. Participle I Perfect Passive **вживається у функції обставини:**

Having been performed at many concerts the music became popular.	Після того як музика була виконана на багатьох концертах, вона стала популярною.
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Text A. No Wonder He Was Afraid

A nervous man who lived in one of the suburbs of London was on his way home from the railway station. The road was dark and lonely. He heard footsteps behind him and had an uncomfortable feeling that he was being followed. He increased his speed. The footsteps quickened accordingly. The man became frightened and darted down a lane. The footsteps still pursued him. In desperation he vaulted over a fence and, rushing into a churchyard threw himself panting on one of the graves.

"If he follows me here", he thought fearfully, "there can be no doubt as to his intentions".

That one behind was following, he was already scrambling over the fence. Visions of highwaymen, maniacs and the like flashed through the frightened man's brain. Quivering with fear he arose and faced his pursuer.

"What do you w-w-want?" he demanded, "wh-wh-why are you following me?"

"I say," asked the stranger, mopping his brow, "do you always go home like this? Or are you giving yourself a special treat to-night? I'm going up to Mr. Brown's, and the man at the station told me to follow you, as you lived next door. Excuse my asking you, but is there much more to do before we get there?"

Assignment

Read and retell the text.

Text B. Eisenstein in Hollywood

Having made in the 20's three tremendous films ("Potemkin", "Strike" and "October"), Serhiy Eisenstein and Eduard Tisse became not only world-famous, but also a world-banner for the progressive cinema of all countries. Universities, including the Sorbonne, film institutions were eager to learn from them. Specialists in literature, in arts, academic circles who were just beginning to be interested in the cinema were all delighted to meet them.

Having come to Europe, Eisenstein delivered a number of lectures. Being delivered in English, French and German Eisenstein's lectures were a great success with the public.

Having been invited to Hollywood, Eisenstein arrived there with Grigory Alexandrov and Tisse in 1930. Having read and heard a lot about America, Eisenstein was enthusiastic to see everything with his own eyes — there were sights to be seen, people to be met, lectures to be given. Everything seen there or elsewhere was later to be used in his creative work.

Having been offered by the Paramount Studio to write a script, they started looking for a subject. Eisenstein had always a lot of ideas and he suggested a historical novel called "Sutter's Gold". It was a romantic story based on real events and real characters from the early history of California. Having been finished, the script was brought to the Paramount Studio. Having read the script, one of the chiefs of the studio said it was a splendid script but it would cost too much, they said it was a three million dollar picture. Another chief said that although the script was good, it wasn't really the kind of subject that would interest America. What was needed was something modern, "An American Tragedy" for instance.

Having taken their decision to write the script based on "An American Tragedy", Eisenstein and his friends threw themselves into the work with ferocious energy. Eisenstein knew the book well. He also knew Dreiser, having met him in New York. They had been working day and night and very quickly the script was finished. The effect was electrifying. Having been called to the studio, they were told that the script was wonderful, that it was the best script the Paramount had ever had.

*Adapted from the book
"With Eisenstein in Hollywood" by Ivor Montagu.*

Assignments

I. Give full answers:

1. Why did Eisenstein and Tisse become a world-banner for the progressive cinema?
2. What lectures did Eisenstein deliver having come to Europe?
3. Why did Eisenstein arrive in America?
4. Why was he enthusiastic to see everything in America?
5. How was he to use everything seen there?
6. Why did Eisenstein and his friends start looking for a subject of a script?
7. When was the script brought to the Paramount?
8. What did the studio chief say having read the script?
9. How did Eisenstein come to know Dreiser?
10. What were Eisenstein and his friends told having been called to the Studio?

II. Translate the text into Ukrainian.

Text C. It Is Impossible to Get Seats

Dr. Johnson known as one of the most educated people of his time was a serious man. Being a very serious man he did not like the people of the theatrical profession. But once he made a compliment to Mrs. Siddons, the great English actress. Having some important question to discuss with Dr. Johnson, the actress once came to see him at his office. Entering the office, she found him sitting at his desk, reading some article written by himself. Looking up from his papers, the old man asked her to sit down. Not finding any chair, Mrs. Siddons looked at the doctor again. Seeing her surprised look, the doctor said to her smiling: "You see, madam, where you go, it is impossible to get seats".

The actress smiled happily at the compliment knowing very well that Dr. Johnson did not like the people of her profession.

Assignments

I. Answer the questions:

1. What was Dr. Johnson?
2. How did Dr. Johnson being a serious man feel about actors?
3. What did Mrs. Siddons do having some important question to discuss?
4. What did she find Dr. Johnson doing at his office?
5. What was he reading?
6. What did Dr. Johnson say, looking up from his papers?
7. What did she do not finding any chair in the room?
8. What did the doctor say, seeing her surprised look?
9. What did Mrs. Siddons feel, when hearing the compliment?
10. Why did the actress smile happily?

II. Complete the sentences:

1. Dr. Johnson known as ___ .
2. Being a very serious man he ___ by that time.
3. Having some important question to discuss with Dr. Johnson Mrs. Siddons ___ .
4. Entering his office she ___ .
5. ___ some article written by himself.
6. Looking up from his papers, the old doctor ___ .
7. The actress invited by the doctor to sit down ___ .
8. Not finding any chair she ___ .
9. Seeing her surprised look the doctor ___ .
10. Knowing very well that Dr. Johnson didn't like the people of her profession, Mrs. Siddons ___ .

Exercises

Exercise 1. Translate into Ukrainian noting the function of Participle I.

Returning home from the station after dark I suddenly heard that somebody was running behind me. Being afraid of the man I walked faster. The man hurrying after me also walked faster. While walking I could hear the man coming closer. Soon I came up to my house and entered the garden feeling happy. Seeing that I entered the garden the man called out to me. I stopped at the door waiting for the man. Coming near, the man explained that he was in this country place for the first time. Not knowing the way from the station he walked after me to get to the village.

Exercise 2. Translate into Ukrainian noting the use of Participle II.

Two young boys, Nick and Tom invited by their grandmother to spend their holidays in the country came to the railway station. They bought two tickets with the money sent to them by their grandmother. When they got on the train they heard the signal given by the station-master and the train started. Suddenly Nick saw the ticket left by Tom on the bench of the train. Nick put the found ticket into his pocket, but did not say anything to his brother. When the ticket-collector came, Tom could not find his ticket anywhere. Nick told his brother to get quickly under the bench. The ticket-collector came near and Nick asked by the man to show his ticket took out both tickets. The ticket-collector seeing two tickets shown by one person asked Nick: "Whose ticket is the other one?" Nick enjoying his joke said: "It's my brother's. He likes to sit under the bench."

Exercise 3. Combine two sentences in one according to the models a), b).

Model a): *Pete was reading a book. He felt tired. Reading a book Pete felt tired. When (while) reading a book Pete felt tired.*

1. We stayed in Moscow. We visited opera, ballet and drama.
 2. The man gave me the letter. He smiled. 3. Tom played the piano. He didn't hear anything. 4. Mary sang a song. She played the piano herself. 5. The painter showed us his pictures. He explained to us everything. 6. I bought the tickets. I thought the play was good. 7. I read this book. I learnt many new words.

Model b): *My brother translated an article. The article was interesting. The article translated by my brother was interesting.*

1. The man brought a telegram. The telegram was not for me.
 2. Ann wrote a letter. The letter was important. 3. He shot a film. The

film was a comedy. 4. The pupils took books from the library. The books were not new. 5. The teacher gave a story to the pupils. The story was interesting. 6. We invited the actor. The actor was very young.

Exercise 4. Make up sentences according to the model.

Model: *They had a talk. Walking home they had a talk.*

1. Ann forgot about time. 2. They didn't look after the child. 3. Mary looked at herself in the mirror. 4. Nick began to hurry. 5. I felt sleepy. 6. They were silent. 7. Mary didn't understand anything. 8. They examined the picture.

Exercise 5. Render the joke in English.

During a performance two women sat talking to each other. A man sitting in front turned to them saying: "I am sorry but I can't hear anything".

"I like that!" cried one of them, surprised by his words. "Why should you know what we are talking about?"

Exercise 6. Translate the sentences into Ukrainian noting the Participle.

1. The play being performed at the theatre is written by a young playwright. 2. The films being shown now at the cinemas are made at our studios. 3. Being asked to take part in the concert the actor agreed. 4. Having come to the city he went to the Hermitage. 5. I. S. Turgenev, having seen the statue of Ivan the Terrible by the sculptor M. Antokolsky, wrote in a letter that he had been impressed by it. 6. Eisenstein knew Th. Dreiser well, having met him in New York. 7. The pianist, having played some encores, left the stage. 8. Having seen all the films made by Walt Disney, Eisenstein said that Disney was the only man in America who used sound film properly. 9. Having been invited to Hollywood Eisenstein agreed to sign the contract with Paramount. 10. Having been taught English at the Institute the actor was able to play the part in English.

Exercise 7. Render the joke.

Having come late to the concert, a certain critic turned to a man sitting next to him to criticize the singing of the woman on the stage.

"What a terrible voice! Do you know who she is?"

"Yes," was the answer, "she is my wife."

"Oh, I beg your pardon. Of course, it isn't her voice, really. It's the song she is singing. I wonder who wrote that awful song?"

"I did," was the answer.

Accusative with the Participle

(Complex Object)

1.	to see, to hear, to feel, to leave, to find, to imagine, to have, to keep	smb doing smth
	<i>I left her playing in the garden. I can't imagine her cooking.</i>	
2.	to see, to hear, to leave, to find, to want, to wish, to have, to get	smth done
	<i>We found the picture damaged. He left his work unfinished.</i>	
3.	to order, to allow, to expect, to know, to enable	smth to be done
	<i>He expects everything to be done today.</i>	
4.	to see, to hear, to find, to want, to wish, to have, to get, to make	oneself done
	<i>I couldn't make myself heard. She got herself invited. I want everything done today.</i>	
5.	to see, to hear, to feel	smth being done
	<i>We watched the door being bolted.</i>	

Exercise 8. Translate into English.

1. Хто чув, коли він говорив це? 2. Хто-небудь бачив його, коли він брав книжки? 3. Я ніколи не бачила їх під час сварки. 4. Не можу уявити, щоб вона так довго чекала. 5. Я бачив, як знімали картину. 6. Він зробив так, що обід занесли в кімнату. 7. Я не хочу, щоб це питання обговорювали. 8. Він хоче, щоб це було надруковано сьогодні. 9. Я можу почистити тут пальто? 10. Вона пошила собі нову сукню. 11. Вам не відремонтують кран до понеділка. 12. Вона не хотіла, щоб її відвели до лікаря. 13. Із здивуванням вона почула, що про неї говорять. 14. Ви побачите, що вас забули. 15. Я зроблю так, що мене будуть пам'ятати.

Exercise 9. Open the brackets using the Participle.

1. She has been like that ever since she had her son (to kill) in Africa. 2. I had the dress (to copy) and sent back. 3. How could she leave the baby (to cry) in the dark room? 4. There were so many people there and nobody saw it (to do). 5. They found the lock (to

break) and the car (to take) away. 6. How he got himself (to elect) is a mystery. 7. He ordered the garage door (to lock).

Exercise 10. Translate into English.

1. Ти можеш уявити її на коні? 2. Я ніколи не бачила, як це робиться. 3. Я б хотіла, щоб усі пісні записали на плівку. 4. Він говорив голосно, щоб його чули. 5. Мені зробили це за два дні. 6. Лікар не дозволив його допитувати. 7. Хто бачив як це трапилось? 8. Мені не подобалось, що вона палить. 9. Вона знайшла їх працюючими у кімнаті. 10. Я не хочу щоб мої справи обговорювали. 11. Ми чули, як крик повторився. 12. Мені пошиють тут спідницю за тиждень?

The Gerund

(Герундій)

Infinitive	Gerund
to feel	feeling
to draw	drawing

The Indefinite and Perfect Gerund (Active)

We know of his (her, your...) studying here.	Ми знаємо, що він вчиться тут.
We know of Jack's studying here.	Ми знаємо, що Джек вчиться тут.
I know of his translating that poem.	Я знаю, що він перекладає цей вірш.
I know of his having translated that poem.	Я знаю, що він переклав цей вірш.

The Indefinite and Perfect Gerund (Passive)

He knows of being praised.	Він знає, що його хвалять.
He knows of having been praised.	Він знає, що його похвалили.
He knows of her being praised.	Він знає, що її хвалять.
He knows of her having been praised.	Він знає, що її похвалили.

Герундій — неособова форма дієслова, яка має властивості дієслова та іменника.

1. Герундій вживається у реченні у функції:

a) підмета: *Reading is useful;*

б) прямого додатка: *I like reading.*

в) непрямого додатка: *He spoke of playing football.*

г) означення: *We liked his idea of going for a walk.*

д) обставини: *After graduating from the University he worked at school. By reading it several times he learned it by heart. Before entering the Conservatoire he worked at the studio.*

2. Герундій або інфінітив вживаються після дієслів: **to like, to dislike, to continue, to prefer, to start, to begin, to finish, to intend, to remember.**

3. Після наступних дієслів вживається тільки герундій: **to enjoy, to avoid, to stop, to postpone, to need, to require, to mind, to mention, to suggest:** *A lot of people enjoy watching TV shows.*

4. Герундій вживається після дієслів, прикметників і деяких словосполучень з різними прийменниками:

a) з прийменником **of**: *to think, to hear, to know, to inform, to approve, to suspect, to be proud, to be fond, to be afraid, to be tired, to be sure, to be capable, to be incapable, to accuse, to blame;*

б) з прийменником **at**: *to be good, to be disappointed, to be surprised, to be astonished, to be glad, to be clever;*

в) з прийменником **with**: *to be pleased, to be satisfied;*

г) з прийменником **in**: *to be interested, to succeed, to result, to assist, to be engaged;*

д) з прийменником **on**: *to depend, to insist, to count;*

е) з прийменником **to**: *to object, to be (get) used, to devote oneself, to be grateful;*

ж) з прийменником **for**: *to thank, to be famous, to be responsible, to apologize.*

Text A. Pablo Picasso at 90

He put on his glasses for working and reading: his lipreading helped him in his deafness. At 90, Pablo Picasso couldn't sit without doing something — at dinner he still drew on the tablecloth, still sculpted different forms from bread beside his plate. "Seeing him is an impressive experience", said his friend. Picasso's day began with sketching or drawing something. He often worked while guests were present, sometimes he left them after saying some words. One evening he began working on a large canvas and worked all night. The next morning on

coming into his room a visitor found the painting finished. In painting Picasso forgot everything. "In walking in his studio you have to be careful", said another friend, "there are a lot of paintings everywhere. Finding a chair is not easy". Before going to bed Picasso often watched a late movie of boxing, sketching forms with the sound switched out.

At 90 this most outstanding artist of the century was still fond of working, as much as possible. Because he knew there was not so much time left. Picasso's attitude was reflected in his advice to the bullfighter Dominguin when he was thinking of returning to the ring at 46. "Luis Miguel," said Picasso, "you can be killed by a bull, but what more could you ask for? What more could I ask for than to fall dead while painting? When a man knows how to do something and fails to do it, he is no longer a man. This is why you, Luis Miguel, must return to the ring and die in the most decorous way possible. It is your duty."

(After an article from "Time")

Assignments

I. Answer the questions:

1. What did Picasso put on working and reading?
2. What helped him in his deafness?
3. Why did he draw and sculpt even during his dinner?
4. What did his day begin with?
5. What did Picasso do when guests were present?
6. Why was finding a chair in his studio not easy?
7. What did he usually do before going to bed?
8. Why was he fond of working as much as possible?
9. What advice did he give to the bullfighter who was thinking of returning to the ring?

II. Read and retell the text.

Text B. Auguste Rodin

Auguste Rodin is famous for having played a great role in art and for having influenced many sculptors of the younger generation. He was born in 1840. His biographers tell us of his having been sent to Brussels when he was 31 to do the decorative figures on the Stock Exchange building. They are a proof of his having studied the works by Michelangelo and the late Greeks very profoundly and creatively. On completing his work in Brussels he went to Italy and soon after returning from there Rodin began his first independent figure "Bronze Age" (1877).

In spite of its having been praised for its lifelike quality, accuracy of proportion and anatomy and for its rendering movement so well, it received no real recognition for a long time.

The fate of a great number of his works is quite specific. In documents about Rodin one learns of his having been very unlucky with the commissions given to him. So some of them (the base of the Claude Lorraine Monument, Balzac) were accepted only after having been altered several times to please the commissioning committee.

Others (*Burghers, Thinker and Hugo*) were not erected as Rodin wished. His *Gate to Hell*, commissioned in 1880, was still unfinished at his death in 1917. And though Rodin was exhausted by being made to alter many of his works he went on working very hard. He developed his principles in sculpture by using them over and over again in large independent statues and groups in bronze and marble. His almost 50 years in art reflect very hard work, great creative power and mighty spirit. He created his own plastic language able of conveying the energetic movement and tense emotion. This language allowed him to render them with spontaneity, freshness and expressiveness. His new devices consisted in presenting the fragment as a finished work (usually a head or a trunk, but sometimes a pair of hands only) and in presenting figures with only some parts finished whereas other parts were buried in the hardly touched block. This is especially seen in his male portraits which combine vivid characterization with a deliberately free handling.

(After "Art and Artists" by Peter and Linda Murray)

Proper Names

Balzac ['bælzæk]	— Бальзак
Brussels ['brʌslz]	— Брюссель
Lorraine, Claude [lɔ'reɪn klɔ:d]	— Клод Лоррен
Michelangelo [ˌmaɪkəl'ændʒɪləʊ]	— Микеланджело
Rodin, Auguste [rə'dæn'ɔ:gəst]	— Огюст Роден

Assignment

Read and translate the text.

Exercises

Exercise 1. Translate into Ukrainian.

1. A lot of people enjoy watching TV shows. 2. Picasso did not stop painting even when people came to see him. 3. Britten began writing music when he was 5. 4. When did you begin attending school? 5. Teaching pupils is difficult and very responsible work. 6. Reading books will help you. 7. We finished rehearsing late and I couldn't ring you up. 8. Seeing a great master at work is always very interest-

ing. 9. He spoke of reciting this poem. 10. They spoke of taking part in the concert. 11. Repin always insisted on beginning his day with doing some physical work. 12. In the prelude to "Khovanshchina" Mussorgsky used bells for creating a certain atmosphere. 13. The ballerina went on dancing though she felt bad during the performance. 14. On (upon) finishing the rehearsal the actors left the hall. 15. Before entering the theatre she played in amateur performances.

Exercise 2. Translate into Ukrainian.

1. On Eisenstein's coming to Hollywood many film-makers expressed their wish to work with him. 2. Many people like Van Clibern's playing and want to hear more of it. 3. Sergei Obraztsov's father objected to his son's becoming an actor. 4. Everyone was surprised at the studio releasing the film ahead of time. 5. "Do you mind my playing this movement a bit quicker?" asked the musician. 6. We heard of Smoktunovsky's playing this role not only in the film but on the stage as well.

Exercise 3. Complete the sentences using the Gerund and translate them.

1. We were glad at her ___. 2. I was surprised at his ___. 3. We are astonished at their ___. 4. It will depend on his ___. 5. I rely on his ___. 6. They insist on our ___. 7. We are sorry for his ___. 8. I didn't like the idea of her ___. 9. She was afraid of our ___. 10. They are fond of his ___. 11. We heard of their ___. 12. They know of our director's ___.

Exercise 4. Translate into English.

1. Всі знають, що він працює над новою музичною комедією. 2. Ніхто не знає, що він пише нову оперу. 3. Він знає, що ми працюємо над новою п'єсою. 4. Ми задоволені, що ця молода акторка бере участь у нашому фільмі. 5. Він наполягає, щоб ми повторили цю сцену ще раз. 6. Мені подобається, як вона виконує цю сонату. 7. Я думаю поїхати до міста. 8. Я співчуваю, що він робить помилки. 9. Вони сподівались, що він знає свою роль. 10. Я здивована тим, що він так багато працює.

Exercise 5. Make up sentences with the Gerund using the words and word combinations from both columns.

a)	Thank you Excuse me I am (not) sorry We know I hear	} for } of	applaud smb.; inspire smb.; help them; come; invite smb.; do this; take part in; speak about it; make a speech; tell the truth; instruct; give encore; interfere into smth.
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b)	Вибачте мені за те, що я	прийшов пізно; не приніс книжку; зробив помилку; пропустив урок; пішов раніше; не допоміг вам; не відповів на ваше питання; погано записав текст; не подзвонив учора; не уважно зробив домашнє завдання; не вивчив урок; заважав вам; не слухав вас.
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Functions in a Sentence

1. The Subject

1.	it	is was	no use useless no good	doing smth
<i>It's no use crying.</i>				
2.	There	is was	no doing smth	
<i>There was no going back.</i>				
3.	doing smth		does smth did smth will do smth would do smth	
<i>Crying will do you no good.</i>				

2. The Predicative

4.	The main thing smb's wish (job, duty)	is/was	doing smth
<i>The main thing is getting there in time.</i>			
5.	to feel like (up/to) to be for/against		doing smth
<i>I don't feel like walking.</i>			

Exercise 6. Translate into English.

- Там не дозволяють палити.
- Зараз їх вже не зупинити.
- Слухати музику було її єдиним задоволенням.
- Ці факти не сховаєш.
- Я не хочу про це говорити.
- Вона була проти того, щоб залишатися тут на цілу ніч.
- Якщо ти хотів піти, чому ти не пішов?
- Ніхто не хотів їй розповідати про це.
- Хто за те, щоб зробити це сьогодні?
- Я проти того, щоб залишатися тут.

3. The Direct Object

1.	(can) avoid need want (can) afford (can) stand (can) help	doing smth	<i>I couldn't avoid speaking to her.</i> <i>That coat needs pressing.</i>
2.	to be worth to hate	doing smth	<i>The film is worth seeing.</i>
3.	to mind to like to love	doing smth	<i>I don't mind waiting.</i>

4. The Prepositional Object

1.	to think to suspect smb to accuse to be afraid	of	doing smth being done
2.	to object to be used to devote oneself	to	doing smth being done
3.	to succeed to be engaged to consist to assist	in	doing smth being done
4.	to depend to insist to count	on	having done smth having been done
5.	to apologize to be grateful to be responsible to thank smb to blame smb	for	<i>He apologized for coming late.</i>
6.	to be clever to be good to be surprised	at	doing smth

Exercise 7. Open the brackets using the necessary forms of the Gerund.

1. Are you used to (to speak to) like that by your boss? 2. I have come to apologize for (to cause) all that trouble. 3. She insisted on (to treat) like a grown woman. 4. She suspects me of (to read) her diary. 5. Who is responsible for (to keep) the place in order? 6. He was accused of (to sell) information to other firms. 7. I have been thinking of (to try) my hand at it myself. 8. I am not used to (to get) up early. 9. At last I (to succeed) in finding a way. 10. He insisted on (to show) me how to do it. 11. We apologized for (to come) late. 12. I am thinking of (to go) to the north this summer. 13. He was grateful for your (to listen) to him. 14. She was engaged in (to cook) dinner. 15. Do you suspect him of (to lie) you?

5. The Attribute

1.	intention, plan, idea, point, sense, purpose, habit, good, harm, mistake, difficulty, way, opportunity	of doing smth
<i>She had no intention of staying. I like his way of doing it.</i>		
2.	There is no (little) Smb sees no	sense harm difficulty, point, dange
		in doing smth
<i>There is no harm in doing it.</i>		

6. The Adverbial Modifier

3.	on, after, before, by, through (because of), without, in spite of	doing smth
<i>He left without saying good-bye.</i>		

7. Compound Verbal Predicate

4.	to begin, to start, to go on, to keep, to continue, to stop	doing smth
<i>She kept looking at me.</i>		

Exercise 8. Translate the sentences into Ukrainian.

1. His habit of discussing other people's affairs may damage reputation and ruin friendship. 2. I see no harm in letting them enjoy themselves in vacation time. 3. You can't learn to skate without falling. 4. It's no use trying to make you see my point. 5. I am used to walking. 6. My job is not teaching you manners. 7. She can't stand being contradicted. 8. She washed her face before going downstairs. 9. There is no any slightest chance of getting this job. 10. How can I prevent her from going there now?

Exercise 9. Translate into English.

1. Він говорив без зупинки близько години. 2. У неї була звичка зачиняти всі вікна, коли виходила з дому. 3. У мене не було можливості допомогти їм. 4. У нас і думки не було дозволити їй залишитися. 5. Ви можете покращити вимову, слухаючи платівки. 6. Він дасть відповідь, поговоривши з мамою. 7. Побачивши мене, вона почервоніла. 8. Не залишайте роботу через мене. 9. Коли ви почнете обговорювати статтю? 10. Він продовжував посміхатися. 11. Люди продовжували заходити і виходити.

Exercise 10. Translate the sentences into Ukrainian.

1. She lost this job through falling ill at the wrong time. 2. On being asked what her plans were she gave a definite answer. 3. You have never learned the way of treating children kindly. 4. She broke the fastening of the purse in her hurry to get the papers out. 5. On being told to her face that she was a liar Polly felt like giggling and restrained herself with difficulty. 6. On getting home she felt so faint and exhausted that she went to bed without taking off her make up and creaming her face. 7. She insisted on my showing her the letter and explaining who Pat was. 8. She kept repeating the bright sayings of her children to bored friends and relations.

Exercise 11. Complete the following sentences adding gerunds.

1. Why should I insist ___. 2. The picture was worth ___. 3. It was no good ___. 4. Do you mind ___? 5. I'm not trying to accuse you ___. 6. You can get there in fifteen minutes by ___. 7. I can't give you any answer without first ___. 8. The driver kept ___. 9. I see no harm ___. 10. He got this job ___. 11. She lost about eight pounds last month ___. 12. Who is responsible ___? 13. We couldn't help ___. 14. Can you afford ___. 15. I didn't feel like ___.

Subjunctive Mood

(Умовний спосіб)

В англійській мові дієслово може бути в дійсному, наказовому або умовному способах.

Дійсний спосіб (*Indicative Mood*) вживається тоді, коли той, хто говорить, зображає дію як реальну, тобто таку, яка в дійсності відбувається, відбувалася або відбуватиметься.

Наказовий спосіб (*Imperative Mood*) виражає наказ і прохання виконати дію:

Pass me the salt, please. Close your books.

Як дійсний, так і наказовий способи можуть вживатися в заперечній формі:

I don't study German. Don't go there.

На відміну від української мови, в англійській мові не одна, а кілька форм умовного способу, які мають спільну назву — *Subjunctive Mood*.

Subjunctive Mood поділяється на *Subjunctive I*, *Subjunctive II*, *Suppositional Mood* і *Conditional Mood*. Ці терміни не можна точно перекласти українською мовою, оскільки в українській мові немає відповідних форм умовного способу.

Ми розглядатимемо лише три форми *Subjunctive Mood* — *Subjunctive II*, *Suppositional Mood* і *Conditional Mood*, оскільки *Subjunctive I* вживається, як правило, в офіційному і науковому стилі, а в розмовній мові вживається рідко.

Subjunctive II виражає уявну дію.

Subjunctive II має дві форми: *Present Subjunctive II* і *Past Subjunctive II*.

Past Subjunctive II за формою не відрізняється від *Past Indefinite Indicative Mood*.

Примітка. *Present Subjunctive II* дієслова *to be* має форму *were* в усіх особах однини і множини:

I were	We were
You were	You were
He were	They were
She were	
It were	

Present Subjunctive II означає нереальну дію, що відноситься до теперішнього або майбутнього часу:

I wish you *were* with us now (tomorrow).

Я хотів би, щоб ви були з нами зараз (завтра).

Past Subjunctive II виражає нереальну дію, що відноситься до минулого часу:

I wish you *had been* with us yesterday.

Шкода, що вас не було з нами вчора.

Вживаючи це речення, ми висловлюємо жаль з приводу того, що дія не відбулася.

Suppositional Mood утворюється з допоміжного дієслова **should** для всіх осіб та інфінітива без частки **to** основного дієслова:

I should go

We should go

You should go

You should go

He should go

They should go

She should go

It should go

Suppositional Mood виражає дію яка, можливо, відбудеться в майбутньому, однак упевненості в реальності цієї дії немає.

Suppositional Mood вживається:

1) у підрядних підметових після таких виразів, як **it is necessary, it is important, it is impossible, it is surprising** і т. ін.:

It is necessary that everybody should be here at 8 o'clock.

Необхідно, щоб всі були тут о 8 годині.

2) у підрядних додаткових після дієслів **to suggest, to propose, to order, to demand** і т. ін.:

The teacher *demand*s that all the pupils *should hand* in their dictations at once.

Учитель вимагає, щоб усі учні здали диктанти негайно.

Conditional Mood має дві форми: *Present Conditional* і *Past Conditional*.

Present Conditional утворюється з допоміжних дієслів **should** (для першої особи однини і множини) та **would** (для другої і третьої особи) та інфінітива без частки **to** основного дієслова:

I should go

We should go

You would go

You would go

He would go

They would go

She would go

It would go

Past Conditional утворюється з допоміжних дієслів **should** і **would** і перфектної форми інфінітива (*Perfect Infinitive*) основного дієслова:

I should have gone
 You would have gone
 He would have gone
 She would have gone
 It would have gone

We should have gone
 You would have gone
 They would have gone

Conditional Mood виражає нереальну дію, яка могла б здійснитися за певних умов.

Present Conditional виражає нереальну дію, що належить до теперішнього або майбутнього часу:

If he were here now (tomorrow) he *would help* us.

Якби він був тут зараз (завтра), він допоміг би нам.

Past Conditional виражає нереальну дію, що відноситься до минулого часу:

If he had been here yesterday, he *would have helped* us.

Якби він був тут учора, він допоміг би нам.

Text A. Gainsborough and Music

The famous English painter Gainsborough was passionately fond of music. He filled his house with all kinds of musical instruments, which he could play rather well. He considered them to be the most beautiful works of human skill and sometimes even wished he were a professional musician.

Once Gainsborough saw a lute in a picture of Van Dyck's and concluded that it must be a fine instrument, because, perhaps, it was finely painted. He immediately decided that it was absolutely necessary that he should have such an instrument in his collection. He wished too he could play it. So Gainsborough hurried to a professor of music famous for playing this instrument very well. He found the professor dining, then smoking his pipe with his lute beside him. "I have come to buy your lute, and I won't leave your house until you sell it to me. Name your price," said the painter. The professor was so astonished that he sold his lute. But on getting the lute Gainsborough demanded that the professor should sell him his book of music as well. The professor refused saying that he couldn't really part with the book. But Gainsborough insisted that the book should be sold to him. Finally Gainsborough with the lute and the book of music left the house, but soon returned. This time he wished the professor went with him and gave the first lesson. The professor suggested that a lesson should be given some other time, as at the moment he couldn't go being in his dressing-gown and without a wig. But Gainsborough

wouldn't listen to any reason. A minute later the professor without his wig, in a dressing-gown was walking with the painter.

In this unusual and eccentric way he acquired all kinds of musical instruments and made acquaintance of professors of music, many of whom became later on his best friends.

Assignments

I. Answer the questions:

1. What did Gainsborough often wish he were?
2. What did he fill his house with?
3. How did he make the professor sell his lute?
4. What did he demand on returning to the professor?

II. Retell the text using the Subjunctive Mood.

Text B. The Husband Who Was to Mind the House

(An English Tale)

There was once a man who was so cross and surly that he thought his wife never did anything right in the house. So one evening — it was haymaking time — he came home scolding, and grumbling, and making a great uproar.

"Dear husband, don't be so angry," said his wife, "I have been thinking and I have thought of a capital plan. *If we exchange work everything will go right.* So, tomorrow, *if you don't object, I shall go out with the mowers and mow, and you will stay at home and mind the house, if you think my work will suit you, of course.*"

The husband thought that **if he did as his wife advised it would do very well.** He quite agreed, he said.

So, early next morning, the woman took a scythe and went out into the hayfield with the mowers, thinking:

"Now, if my grumbler doesn't get his work done, I shall make fun of him on returning home."

Her husband, left behind to do his work at home, wanted first of all to churn the butter, but when he had churned a while, he found it very dry work, and soon it seemed to him, that **if he went down to the cellar to tap a barrel of ale, he would work with greater pleasure after that.** But just as he had knocked in the bung, and was going to put the tap into the cask, he heard overhead the pig come trotting into the kitchen.

Then off he ran up the cellar steps with the tap in his hand as fast as ever he could, to look after the pig lest it should upset the churn, for he knew **his wife would scold him if she found no butter on**

returning home. But when he got up he saw that the pig had already knocked the churn over, and stood there routing and grunting in the cream, which was running all over the floor, as if it wanted to say, "*I shall be very glad if you treat me to cream every day.*"

The man got so wild with rage that he forgot all about the ale-barrel and ran at the pig as hard as he could.

He caught it, too, just as it was escaping by the door, and gave it such a kick that it fell down dead on the spot.

All at once he remembered that he had the tap in his hand, but, when he got down to the cellar, every drop of ale had run out of the cask.

"What a fool I was," he thought. "*If I had not fallen into a passion, I should not have killed my only pig!*"

Then he went into the dairy and found enough cream left to fill the churn again; and so he began to churn, for **if he did not they would not have any butter for supper.** When he had churned for some time he remembered that their cow was still shut up in the cow-house, and had not had anything to eat or a drop to drink all the morning, though the sun was high.

Then all at once the thought struck him, that **if he took her up to feed on the house-top instead of taking her to the meadow, it would save time.** The house-top was thatched with sods, and a fine crop of grass was growing there. Now their house lay close against a steep hill, and he thought, **if he laid a plank right across from the hill to the thatch at the back of the house, he would easily get the cow up.**

Yet he could not leave the churn, for there was the baby crawling on the floor. "*If I leave the room,*" he thought, "*the child will surely upset the churn.*" So he took the churn on his back, and went out with it to the cow-house; but on the way he thought he had better water the cow, before he turned her out on the thatch. So he took up a bucket to draw water out of the well; but as he stooped down over the side of the well, all the cream ran out of the churn over his shoulders, and so down into the well.

"What a blockhead I am," he cried in despair, "*if I had not taken the churn on my back, I should not have lost the last drop of cream to make butter with.*"

And then he felt so vexed and tired that he began to blame his wife saying that *if she had not obliged him to churn the butter all these misfortunes would not have happened* to him.

Now it was near dinner-time, and he had not yet got even the butter ready, so he fancied he had best boil the porridge. He filled the pot with water, and hung it by a chain over the fire. When he had done that, he began to fear the cow might perhaps fall off the thatch and break her legs or her neck. So he climbed up on the house to tie her up.

One end of the rope he made fast to the cow's neck, and the other he slipped down the wide chimney and tied round his own thigh. Now he was sure that the cow was safe, and he could not help thinking how much time he would have lost if he had taken the cow to the meadow.

He had, however, to make haste for the water now began to boil in the pot and he had still to grind the oatmeal. So he began to grind away; but while he was hard at it, down fell the cow off the house-top after all, and as she fell she dragged the man up the chimney by the rope. There he stuck fast, and as for the cow, she hung half way down between the thatch and the ground and could get neither down nor up, for if she tried to get free the rope would only cut deeper into her neck.

And now the wife had waited long for her husband to come and call her home to dinner. At last she thought she had waited long enough, and went home. But when she got there and saw the cow hanging in such an ugly place, she ran up and cut the rope in two with her scythe. If she had not done so at that very moment the poor cow would have been strangled.

But as she did this, down came her husband out of the chimney, and so, when the old dame came inside the kitchen, there she found him standing on his head in the porridge pot...

And I am sure the reader will agree that *if he stood there in such an absurd position it was nobody's fault but his own.*

Great was his shame when he found himself standing before his wife with the porridge dripping all over his face and clothes, his hands as black as if he were a chimney-sweep.

"Had I only known how difficult it is to keep house I should never have agreed to take your place. **If I had gone with the mowers, I should not feel so miserable now.**"

"You old fool," replied the wife. "If I had not come in time our cow would have been strangled. Now mind! If ever again you return home grumbling I shall turn you out of the house. *If a man tries to find fault with other people without any reason he is generally fooled himself.*"

Then looking at his face all smeared with soot and porridge she said: "**Well, if I were you I should go and wash.**"

And her husband had nothing left for him to do, but to obey her meekly.

Notes

uproar [ˈʌprɔ:]	— галас, шум
to mow [mou]	— косити
skythe [ˈskaɪð]	— косá
to churn [tʃɜ:n] butter	— збивати масло

to trot — бігати
to thatch [θætʃ] — покривати соломою
vexed [vekst] — роздратований
to strangle [stræŋɡl] — душити
dame [deɪm] — господиня
to smear [smiə] — бруднити
meekly ['mi:kli] — покiрно

Assignments

- I. Read and translate the text.
- II. Find the sentences with the subjunctive mood.
- III. Describe the woman's husband.

The Subjunctive Mood in Subject and Object Clauses

(Умовний спiсib у пiдрядних пiдметових i додаткових реченнях)

It is important that we should see him in this role.	Важливо, щоб ми побачили його в цій ролі.
He suggested that we should see him in this role.	Він запропонував, щоб ми побачили його у цій ролі.

1. The Subjunctive Mood вживається у пiдрядних пiдметових реченнях пiсля виразiв **it is necessary** (необхiдно), **it is important** (важливо), **it is surprising** (дивно), **it is desirable** (бажано) i т. iн.

У пiдрядних додаткових реченнях пiсля дiєслiв, якi виражають накази, вимоги, поради, пропозицiї (**to order, to demand, to suggest, to advise, to insist**) вживається форма **should** + iнфiнiтив без частки **to** незалежно вiд часу дiєслова у головному реченнi: *It is important that you should go there at once. He suggested that we should see him in this role.*

2. The Subjunctive Mood in Object Clauses after the verb **to wish** (умовний спiсib у пiдрядних додаткових реченнях пiсля дiєслова **to wish**):

a) коли дiя пiдрядного речення вiдбувається одночасно з дiєю головного речення, у пiдрядному додатковому реченнi вживається умовний спiсib у формi, яка збiгається з Past Indefinite. Дiєслово *to be* в умовному способi для всiх осiб в однинi та множинi має форму *were*. Речення на зразок *I wish I knew it* перекладаються так: *Як би я хотiв знати це; менi б хотiлося знати це; шкодую, що не знаю цього.*

б) коли дія підрядного речення випереджає дію головного, у підрядному додатковому реченні вживається умовний спосіб у формі, яка збігається з Past Perfect Tense: *I wish (ed) I had been there before. I wish (ed) I had known about it yesterday. Мені б хотілося, щоб я знав про це вчора.*

I wish (that) I (he, she, you, ...) knew about it.

I wish (ed) (that) he (she, you, ...) were here.

I wished (wish) I had known about it yesterday.

Exercises

Exercise 1. Translate into Ukrainian.

1. The teacher suggested that the pupils should repeat the text over and over again. 2. The actor suggests that we should see this film. 3. It is important that the pupils should see all the slides before the end of the lesson. 4. It is necessary that the examinations should be passed in time. 5. He suggested that we shouldn't show the unfinished work. 6. They insisted that we should do the work in time. 7. It is necessary that we should take part in all kinds of competitions. 8. They insisted that the song should be included into the concert programme. 9. It is necessary that we should be at the studio at six. 10. It is desirable that the film be done in colour. 11. They demanded that we record the music a second time.

Exercise 2. Put the verbs in brackets in the right form.

1. They demanded that the artist (change) his subject. 2. He insisted that they (organize) their own exhibitions. 3. It is important that every artist (study) the best traditions of the classical art. 4. The composer insisted that we (study) the folk music. 5. It is important that the actor (perform) the scene twice. 6. Goncharov insisted that none of his letters (be published) after his death. 7. The writer insisted that the publications of his works (to be cheap).

Exercise 3. Complete the sentences and translate the subordinate clauses into English.

1. He suggested (proposed) that ...
... ми пішли в кіно; вони написали статтю; вони відвідали виставку; ми ще раз подивилися цю сцену; її запросили на цю роль.
2. He insists (demands) that ...
... нам показали останній фільм; вони переробили останню сцену;

всі учні брали участь у концерті; робота була закінчена вчасно; його запросили на обговорювання фільму.

3. It is important (necessary, desirable) that the play ...

... була проаналізована; була показана школярам; була записана на плівку; була показана на вечорі; мала успіх.

Exercise 4. Translate into English.

1. Важливо, щоб ми глибоко і творчо вивчали роботи старих майстрів. 2. Важливо, щоб ви всі брали участь у обговоренні цієї п'єси. 3. Необхідно, щоб ми закінчили фільм до середини травня. 4. Вони вимагали, щоб ми закінчили репетицію до вечора. 5. Він пропонував, щоб його запросили на вечір. 6. Режисер наполягав, щоб вона спробувала зіграти цю невелику, але складну роль.

Exercise 5. Translate into Ukrainian, giving all possible variants.

a) I wish	I were free today.
	I were not busy tomorrow.
	it were warmer now.
He wishes	he could meet me at the station.
	I had enough money to buy the car.
	he might come this evening.
She wished	she were not ill now.
	I were an actress.
	I could paint.
	they knew the subject better.

b) 1. He has no type-writer. He wishes he had one. 2. I am sorry I can't come. I wish I could. 3. I wish I knew his address. If I knew it I could write to him. 4. We wish tomorrow were a holiday. If it were a holiday we could go to the country. 5. I wish I knew the subject better. If I knew it better I could speak well.

Exercise 6. Put the verbs in brackets in the right form and translate the sentences.

1. I wish I (can) buy this picture. 2. She wished she (be) an actress. 3. I wish it (be) a holiday today. 4. We wish we (can) take part in the concert. 5. I wish the weather (be) nice tomorrow, if it were warm we would go swimming. 6. They wish they (finish) the work in time. 7. He wishes he (be) in London now. 8. I wish I (play) in this orchestra. 9. I wish I (know) the subject better. 10. I wish I (have) tickets for tomorrow's concert. 11. I wish this young singer (have) a better voice.

Exercise 7. Read and retell the joke.

Once Bernard Shaw met a clergyman famous for being witty. The clergyman seeing how thin Bernard Shaw was said:

“I wish you were not so thin, because looking at you one may think that England is starving”.

Bernard Shaw answered the clergyman who was very fat: “And I wish you were not so fat, because looking at you one may think that you are the reason for that”.

Exercise 8. Translate into Ukrainian.

I wish(ed)

I had been there last week.

I had taken part in the shooting yesterday.

you had seen her in this part.

you had taken part in the competition last year.

she had been more attentive at the last lecture.

I had studied music when a child.

I had had free time yesterday.

he had been present at the rehearsal.

Exercise 9. Put the verbs in brackets in the right form.

1. I wish I (finish) my picture long ago.
2. We wish you (be present) at the performance tomorrow.
3. The teacher wishes we (make) a new plan.
4. I wish I (visit) my friends in the country.
5. I wish I (work) at the film-festival last year.
6. He wishes he (see) more films with Laurence Olivier.
7. We wish they (record) Paul Scofield's voice.
8. He wishes he (see) Ostuzhev in the part of Othello.

Exercise 10. Make up sentences.

I (we, they, he,
she) wish

I (we, they, he,
my friends)
wished

see more films like that.
hear such voices more often.
read books in different languages.
meet such people more often.
understand English films better.
practise more every day.
attend all concerts.
take part in the discussions.
draw more portraits and landscapes.
get some tickets for this performance.
become a good musician.
play some musical instrument.

Modal Verbs

(Модальні дієслова)

Модальні дієслова (**must, can, may**) вживаються тільки з інфінітивом основного дієслова без частки **to**. Вони мають деякі особливості:

1. Вони не мають неособових форм (інфінітива, герундія і дієприкметника).

2. Вони не змінюються ні за особами, ні за числами: *She may do it tomorrow. I must go now. He can speak English.*

3. Питальні речення з цими дієсловами утворюються шляхом інверсії (модальні дієслова стоять перед підметом): *Must you go there at once? Can you hear me from where you are sitting? Can you translate the article? May I help you?*

4. Заперечна форма утворюється за допомогою заперечної частки **not**, яка стоїть після модального дієслова: *You can not do it yourself. She may not come early tomorrow morning. She must not shout at you.*

5. **Can** і **may** мають форми теперішнього і минулого часу, а дієслово **must** має лише форму теперішнього часу.

Must

Must виражає необхідність, моральний обов'язок:

I must do it today. Я мушу зробити це сьогодні.

They must translate the chapter before she comes.

Їм треба перекласти главу до того, як вона прийде.

Can (could)

1. **Can** має значення могти, вміти, мати можливість:

She can speak French. Вона вміє (може) говорити французькою.

I can play tennis. Я можу грати в теніс.

2. У значенні **can** вживається також сполучення **to be able** (бути спроможним), яке може утворювати і форму майбутнього часу:

She could work hard when she was young.

(She was able to work hard when she was young.)

Вона багато працювала, коли була молодою.

We shall be able to solve it in two days.

Ми зможемо вирішити це через два дні.

May (might)

May вживається:

а) для вираження дозволу або прохання:

You may stay with us. Ви можете залишитися з нами.

May I use your dictionary?

Можна скористатися вашим словником?

She told me that she might come with us.

Вона сказала мені, що може піти з нами.

б) для вираження можливості:

He may coach them now. Він може тренувати їх зараз.

в) для вираження припущення:

It may snow at night. Вночі, можливо, буде сніг.

She told that the guests might come earlier.

Вона сказала, що, можливо, гості придуть раніше.

г) для вираження побажання, надії:

May she be happy! Щастя їй! May you be lucky! Щастя вам!

Modal Verbs with Perfect Infinitive

(Модальні дієслова з перфектним інфінітивом)

1. Must with Perfect Infinitive.

Must у сполученні з перфектним інфінітивом виражає припущення, близьке до впевненості, що дія мала місце у минулому. Таке сполучення перекладається як *мабуть, можливо*:

He must have seen the film today.

Мабуть, він бачив цей фільм сьогодні.

He must have been shown the picture.

Можливо, йому показали цю картину.

He must have been teaching them to draw.

Можливо, він вчив їх малювати.

2. Should, ought with Perfect Infinitive.

Should і **ought** у сполученні з перфектним інфінітивом означають, що дія, необхідна і бажана, не відбулася у минулому. Таке сполучення перекладається: *слід було, треба було б*:

You should have returned the book last week, why didn't you do it?

Вам треба було повернути книжку на минулому тижні. Чому ви цього не зробили?

I ought to have returned the book last week, but I forgot about it, and I am very sorry now.

Мені слід було повернути книжку минулого тижня, але я забув про це і тепер дуже шкодую.

3. Can (could) with Perfect Infinitive.

Can з перфектним інфінітивом у питальних і заперечних реченнях виражає неприпустимість того, що дія мала місце у минулому. Замість **can** у подібних реченнях можна вживати форму **could**, тоді категоричність заперечення можливості дії трохи пом'якшується. Такі речення перекладаються за допомогою слів: *невже; не може бути, щоб ...; навряд чи ...; не можна повірити ...*.

Can he have said so? Невже він так сказав?

He cannot have said so. Не може бути, щоб він так сказав.

He couldn't have said so. Навряд чи він так сказав.

4. May (might) with Perfect Infinitive.

May у сполученні з перфектним інфінітивом означає дію, яку вважають можливою. **Might** має таке саме значення, але вказує на більшу міру сумніву. Таке сполучення перекладається за допомогою слів *можливо, мабуть*:

You may have seen that film before.

Мабуть, ви бачили цей фільм раніше.

He might have helped him.

Можливо, він міг би допомогти йому.

Dialogue 1

John: What time should we leave?

George: We should leave now if we want to be there before the kick-off.

John: Are we taking a taxi?

George: We ought not to. We can't afford it. But we must if we don't want to be late.

John: Is Mary coming?

George: No, she isn't.

John: Have you asked her?

George: No, I haven't.

John: You ought to, you know.

George: Why should I? We're under no obligation to take her with us wherever we go. And in any case she doesn't like football.

John: I know she doesn't. We ought to consider her a bit more than we do. We should take her out more frequently.

George: Why should we?

John: Because she has us to dinner at least five times a week. We shouldn't accept so much hospitality without trying to repay it.

George: You're right, we shouldn't. Have you finished your work?

John: No, I haven't. I ought to have typed three more letters. I ought to have read the minutes of yesterday's meeting. Have you finished yours?

George: No, I haven't. I should have wired our agent in Paris. I should have sent off the box of spare parts. And I oughtn't to be going to this football game.

John: Why not?

George: I should be studying for my exam next week.

John: So should I. We ought to put work before pleasure.

George: It's not a case of "ought". We must if we want to get through.

Assignment

Read and translate the dialogue.

Dialogue 2

Young man: I like this room, it'll suit me all right if you reduce the price by the week.

Landlady: The price is but reasonable. I'm afraid it can't be reduced.

Young man: The room must have been vacant for a long time, considering the price.

Landlady: We can afford to choose our lodgers.

Young man: I assure you, madam, I am a very good lodger. When I left my last lodging, my former landlady almost wept with grief.

Landlady: Very likely, you must have left without paying.

Assignment

Read and render the dialogue.

Text A. Geoffrey Chaucer

Geoffrey Chaucer [ˈdʒeɪfrɪ ˈtʃɔːsə] (1340—1400) was one of the first writers to use English for writing poems and prose. Very little is known about his life. But from the little we know he appears to have been a man of some importance in his day.

He must have been taught at Oxford or Cambridge because he writes about both as if he were personally familiar with them. He describes the country round Cambridge in one of his tales. In another he speaks of the life of a student at Oxford, and describes the room so clearly, that the description might have been taken from his own experience. Whether the pictures of the university life are drawn from the poet's own experience or not we cannot tell. But it may have been so. In any case, college life began so early in those days that Chaucer might well have left Oxford when he was seventeen. A little later he participated in the wars against the French where he was taken prisoner and could have been killed, but the King paid the enemy a big sum of money to get Chaucer back. This makes us suppose that either Chaucer was an honourable and good soldier or the King understood that this man's life ought not to have been risked.

Later on Chaucer was sent to different countries, which must have given him much knowledge of the world shown in his writings.

His great knowledge of human nature and his descriptions of different characters are so lifelike that there was no other writer in England who could have approached them until Shakespeare. Chaucer wrote many short poems, translated from Latin, but the work by which he is best remembered is the "Canterbury Tales". He could have written nothing more, this book was enough to make him open the list of great English poets.

Assignments

I. Answer the questions:

1. Where did Chaucer study?
2. From where were his descriptions of the universities taken and why can we think so?
3. May Chaucer have finished the university at the age of 17?
4. Could Chaucer have been killed by the enemies when he was taken prisoner?
5. What ought the King to have done to save Chaucer from the war dangers?
6. Why did the King pay a big sum of money to the enemies to get Chaucer back?
7. What did the journeys to the foreign countries give Chaucer?
8. How were his writings appreciated at that time?

II. Translate the text into Ukrainian.

Text B. William Hogarth

William Hogarth (1697—1764) was an English engraver of remarkably original character and thought. He was a son of a poor but very well-educated school-master, who must have given his son the

knowledge of languages and encouraged him to view the life philosophically. The public school of that time which Hogarth attended couldn't have taught him much.

Hogarth's gift for quick graphic portrayal of the surrounding life led him to engrave first commercial silver plates, next a few series of conversation pieces and then moralities in which he caricatured the vices and follies of the society of his time. He began his conversation pieces in the twenties soon after John Gay's "The Beggar's Opera" had been staged.

Hogarth must have been greatly impressed by "The Beggar's Opera", a music parody on the aristocratic theatre on the one hand and on the morals of society — on the other. "I wish to compose pictures on canvas similar to representation on the stage. I try to treat my subjects as a dramatic writer. My picture is my stage, and men and women are my players," wrote Hogarth.

In 1729 he produced his own "The Beggar's Opera", a series of conversation pieces. His "Opera" was as great a success as John Gay's one, but unfortunately it lacked the satirical bitterness of John Gay's melody.

The second series of conversation pieces called by Hogarth "moralities" was the "Harlot's Progress". Hogarth is known to have made first this series in paintings now lost. It may have been completed by 1731, as in 1732 he already made the engravings on the same subject.

The next series was the "Rake's Progress" (1735), followed by the "Marriage a la Mode" [ələ'mɒd] (1743—1745) and the "Election" (1754).

Beginning his moralities Hogarth couldn't have been fully aware of the revolution he was making in the history of painting. He was the first in England to speak openly and directly of the social tragedy in everyday life. No, there was no other artist in the whole of Europe at the time who could have shown the social follies and vices so vividly by means of satire. But instead of concentrating his unique talent on caricature he devoted much time to traditional historical compositions. Indeed, he shouldn't have spent so much time on them and on portraits of which only a few were really successful (of himself, *Garrick and Lord Lovat*).

Although Hogarth paid much attention to traditions of serious painting comic art was no less important for him. He even developed his own theory of caricature in his theoretical work on aesthetics "The Analysis of Beauty" (1753) over which Hogarth must have been working for a rather long time.

"Caricature is based on comic comparison. Character, by contrast, is based on knowledge of the human body and heart," he wrote.

It goes without saying that this original painter influenced the language of political lithographs of later periods. It is no exaggeration to say that without Hogarth there could have been no Daumier, the greatest master of grotesque satire in painting.

Notes

folly [ˈfɒli]	— безглуздя, примха
parody [ˈpærədi]	— пародія
grotesque [ɡrouˈtesk]	— абсурдний
decay [diˈkeɪ]	— розпад
satire [ˈsætəɪə]	— сатира
similar [ˈsɪmɪlə]	— подібний

Proper Names

William Hogarth [ˈwɪljəm ˈhɒɡɑːθ]	— Уїлльям Хогарт
John Gay [ˈdʒɒn ˈgeɪ]	— Джон Гей
Daumier [douˈmjeɪ]	— Дом'є
Garrick [ˈɡærɪk]	— Гарик
Lovat [ˈləʊvət]	— Ловат

Assignment

Read and translate the text.

Exercises

Exercise 1. Translate into Ukrainian.

1. He must have been impressed by his inner feelings. 2. His works must have been accepted only after having been altered several times. 3. "The Sixtine Madonna" must have been begun in 1513. It must have been painted entirely by Raphael, as he didn't allow any one to help him. 4. This young singer must have had a very good training, for his technique is superb. 5. The pianist must have heard your critical remark. 6. She must have misunderstood him. 7. He must have meant something else. 8. When he came to Italy he must have found that all he knew was old-fashioned and provincial.

Exercise 2. Translate into English.

1. Деякі з вас, мабуть, намагалися наслідувати старих майстрів. 2. Можливо, ви чули, як наш хор виконує твори старих композиторів і музикантів. 3. Мабуть, цей хор справив на вас велике враження. 4. Ви, мабуть, чули ці музичні записи. 5. Тосканіні, можливо, в юності був знайомий з Верді. 6. Бах, можливо, знав

латинську мову дуже добре, оскільки він викладав її деякий час у школі. 7. Можливо, його жінка Анна Магдалена мала музичну освіту, так як вона допомагала йому переписувати музику старих композиторів.

Exercise 3. Translate into Ukrainian.

1. He should have accepted this commission, why did he refuse it? 2. He should have made his conception clear before he started the work. 3. This film should have been made by a more experienced producer. 4. He should have admitted his lack of experience from the very start, now it is very late to begin it all over again. 5. He ought to have allowed his assistant to help him with his work. He hasn't done it and no wonder that he looks so exhausted. 6. You seem to have been displeased with my report. What subject do you think I ought to have taken? 7. I ought to have accentuated the inner emotion in this portrait, it looks so lifeless.

Exercise 4. Refer the following sentences to the past. Make all the necessary changes.

1. We ought to put work before pleasure. 2. She ought not to give up the stage. 3. I think he ought to be more attentive in class. 4. He shouldn't live in the abstract if he wants his art to express the atmosphere of his time. 5. You should rely on people with whom you have been working so successfully for such a long period of time. 6. This problem should be approached in a different way. 7. You should insist on his being present at the rehearsals. 8. They shouldn't show so frankly their being disappointed. 9. It is obvious that you should be more polite with the people who work with you and respect you so much.

Exercise 5. Translate into English.

1. Мені здається, що цю роль треба було дати іншому актору. 2. Цього музиканта не слід було посилати на конкурс, його виконання не зовсім досконале. 3. Йому давно слід було присвятити себе музиці. 4. Другу частину сюїти треба було грати трохи скоріше. 5. Вам слід було взяти у нього інтерв'ю. 6. Вам треба було старанно вивчити характер героя, щоб зробити його переконливим. 7. Йому слід було ретельно продумати кожний жест, кожну паузу, кожну інтонацію, його виступ був просто провалом. 8. Йому не треба було так багато працювати без відпочинку. Зараз він погано почуває себе. 9. Йому не слід було погоджуватися грати таку нецікаву роль. 10. Йому слід було більше покладатися на свій талант і своє розуміння образу.

Exercise 6. Translate into Ukrainian.

a) 1. Can the actor really have taken that role? 2. The manager can not have told you much about me. He knows me very little. 3. He was still young. He couldn't have been more than thirty. 4. Can John have left his friend in need? He can not have done it, he is so kind. 5. Can this building have been built more than two hundred years ago? It looks quite modern. 6. Can the film have made no impression on you? It is one of my favourite films. 7. I decided to walk to the station — it couldn't have been more than a mile away.

b) 1. You could have travelled more, if you had agreed about it before. 2. He could have taken part in the competition too, if he had applied earlier. 3. You could have asked more about the actor's plans when you had interviewed him. 4. Millions of people could have seen the film, if it had been shown on the television. 5. He could have informed us about his illness earlier. 6. His composition could have been more interesting if he had read the necessary works.

Exercise 7. Express your surprise and doubt. See the model:

Model: *He wrote his work at the age of 4.*

Can he have written the work at an early age?

He cannot have done it.

A boy of 4 couldn't have written it.

1. He entered the University at the age of 14. 2. At the age of 12 he wrote four operas, two sonatas, a symphony and a number of piano pieces. 3. This actress played on the stage till she was 90. 4. The old composer conducted the orchestra, being stone deaf. 5. This violinist made his first public appearance when he was a child of 6. 6. The castle was built a thousand years ago. 7. This big novel was written in less than a year. 8. It took the singer only one afternoon to learn this difficult opera part. 9. The playwright missed the first night of his new play.

Exercise 8. Translate into English.

1. Не може бути, щоб вони вже повернулися з театру. 2. Де мої квіти? — Не може бути, щоб я залишила їх у трамваї. 3. Не можна повірити, що вони поїхали, не побачивши дочку. 4. Тобі не слід було їхати туди самому, ти міг би подзвонити по телефону. — Звичайно міг би, якби я знав їх номер телефону. 5. Невже він спалив свій рукопис? Не можу повірити, що він зробив це. 6. Не може бути, щоб він пропустив цей концерт. 7. Не може бути, щоб він прийшов сюди без запрошення. Мабуть, хтось запросив його.

Exercise 9. Translate into Ukrainian.

a) 1. The young artist may have died of poverty and starvation. 2. Mr. Brown may have been bored by the concert. But he may have gone out also because he had remembered something important. 3. The manager may have lost that document himself. 4. The composer may have been inspired in writing this music by the beauty of this little country place. 5. She may have supposed that she was very clever, but it was not so.

b) 1. He might have become a really outstanding pianist, if he wanted to. 2. This film might have received the first prize, if it had been shown at the festival. 3. He might have achieved real success, if he had been more ambitious. 4. Many music fans might have come to hear the new symphony, if it had been announced earlier. 5. That aria might have added to the success of the recital, if it had been included into the programme.

Exercise 10. Replace "possibly" and "perhaps" by "may + Perfect Infinitive".

Model: *Perhaps he was right. He may have been right.*

1. Possibly this information was wrong. 2. Perhaps the film lost its appeal after dubbing. 3. Possibly the director wanted to make the film in colour. 4. Perhaps the critic just expressed his own opinion. 5. Possibly the book was too sophisticated to be appreciated by the public. 6. Perhaps the city was named after its founder. 7. Perhaps you heard this famous pianist during your tour in Britain two years ago. 8. Possibly this English painter was influenced by the French impressionists. 9. Possibly the music was inspired by the sounds of the waking nature in early spring.

Exercise 11. Use "might + Perfect Infinitive".

Model: *We didn't miss the train, because we hurried.*

We might have missed the train if we had hurried.

1. They didn't come, because you didn't invite them. 2. He didn't do it, because he didn't know how to do it. 3. He didn't take part in the concert, because he was ill. 4. They didn't lose the way, because Nick was with them. 5. I didn't see the performance, because I could not buy a ticket. 6. You didn't believe it, because you didn't see it with your own eyes. 7. Helen didn't improve her technique, because she practised her piano very little. 8. We didn't visit the Museum, because our stay there was very short. 9. She didn't sing at the party, because we didn't ask her to do it.

Exercise 12. Translate into English.

a) 1. Можливо, ви чули цього співака по радіо. Він часто співає у концертах. 2. Виставка, можливо, вже закрилася. 3. Вона, мабуть, чекала від вас поради. 4. Можливо, письменник подумав, що ви хочете взяти у нього інтерв'ю. 5. Можливо, він знав про це давно, але мовчав. 6. Вона, мабуть, мала на увазі щось інше. 7. Акторка, можливо, передумала. Я не розумію, чому вона не дзвонить.

б) 1. Цей художник міг би написати ще більше картин, але він помер так рано. 2. Він міг би стати чудовим актором, якби у нього була освіта. 3. Вона могла б сказати мені про цю подорож учора, але не сказала. 4. Можливо, він був на виставці раніше, а нам забув сказати. 5. Можливо, так ніхто і не знав би про цього великого вченого, якби його праці не були опубліковані після його смерті його учнями.

Exercise 13. Read the dialogues and translate them.

1. **S:** Good morning. Can I see your ticket, please?
T: Yes. Here it is.
S: O.K. And do you have any luggage?
T: Yes. One suitcase.
S: You can put it here.
T: Can I carry it with me on the plane? It isn't heavy.
S: No, I'm sorry. You can't. It's the wrong size.
2. **O:** Can you show me some cameras, please?
P: Sure. What make do you want?
O: I'd like a Minolta.
P: This one's very good.
O: It looks good. How much is it?
P: \$180.
O: Oh, that's too expensive.
P: How much can you spend?
O: About \$100.
P: Here's one for \$99.50.
O: Great! Can you show it to me?
3. **Q:** Oh, excuse me! Waiter!
R: Yes?
Q: Could you bring us some more coffee, please?
R: Yes, right away.
Q: And could you bring us the check, please? We're in a hurry.

Exercise 14. Read and translate the dialogues.**a) Job**

Karen: Hello, Stanley. You look tired today.

Stanley: Yes, I'm working too hard.

Karen: You should take a few days off.

Stanley: I know I should, but we're just too busy. I'm working twelve hours a day.

Karen: Twelve hours a day! You're going to kill yourself!

Stanley: What else can I do?

Karen: Maybe you should quit.

Stanley: I can't. I need the money.

b) Changes

School owner: Why do you want to study computer programming?

Robbie Evans: Well, I lost my job last month, and I haven't been able to find another one.

School owner: I see. Do you have any money?

Robbie Evans: I have some money, and my girlfriend will be able to help me.

School owner: Good. The course costs \$750.

Robbie Evans: Whew! Will I be able to find a job as a computer programmer?

School owner: Oh sure! You'll be able to get a good job and make lots of money. Please sign here.

Exercise 15. Answer the questions.

1. What must you do if you want to lay the table? 2. What must you take if you want to eat soup? 3. What must you use if you want to cut meat? 4. What must you use if you want to eat meat? 5. What must you use if you want to drink wine? 6. What must you say when the dinner is brought from the kitchen? 7. What must we use if we want to drink tea?

Exercise 16. Translate into Ukrainian.

1. You might at least give explanation. 2. You are not to give any explanations. 3. You should give an explanation. 4. You might have given an explanation. 5. He must have given an explanation. 6. Can he have given an explanation? 7. You can't give any explanations now. 8. You should have given an explanation. 9. You needn't give any explanation. 10. I was to give an explanation. 11. I had to

give an explanation. 12. Could you give an explanation? 13. I could have given them an explanation then and there. 14. He must be giving them an explanation. 15. You needn't have given any explanation. 16. I did not have to give any explanation. 17. Will you give me an explanation? 18. Shall I give you an explanation? 19. Must I give you an explanation? 20. He can't have given them any explanation. 21. You'll have to give them an explanation. 22. He may have given them an explanation. 23. You will give an explanation at once. 24. Why should he give an explanation? 25. He won't give an explanation.

Exercise 17. Fill in each blank with one of the given verbs — *must*, *can*, *may*.

1. Tell your daughter that if she doesn't want to fall ill she ... not drink cold water. 2. ... you help me? — I am afraid not. 3. You ... take this book, I don't need it now. 4. I am free and I ... read you aloud a little. 5. My cousin ... not translate this article. It is very difficult. 6. Hurry up! It is late. We ... come in time. 7. I ... see her in the evening. 8. My grandfather ... not finish this work today. He is tired. 9. My brother ... know her address. 10. Let us ask Mother. She ... know this word.

Exercise 18. Use *mustn't* or *needn't* to fill the spaces in the following sentences.

1. We ... ring the bell; I have got a key. 2. A Zoo notice: Visitors ... feed this animal. 3. She ... write this exercise. She can do it orally. 4. He ... do the whole exercise. Ten sentences are enough. 5. You ... turn on the light; I can see quite well. 6. Pupils ... talk during the lesson. 7. I ... go shopping today. There is plenty of food in the house. 8. Mother to child: You ... interrupt me when I am speaking.

Exercise 19. Insert *to do* or *to make*.

1. Will you please ... the beds while I ... the cooking? 2. You can ... progress only if you ... all the exercises. 3. Don't ... this mistake again. 4. You must ... your work first, then you may take out your bike for a run in the country. 5. Don't ... anything until he comes back. 6. You can ... a very nice summer dress out of this material. 7. Let her ... the cake herself, she must learn how ... it. 8. Don't put off till tomorrow what you can ... today. 9. I always ... the beds and ... the room myself. 10. Don't ask Mary ... coffee, she doesn't know how ... it.

Exercise 20. Fill in the blanks using a) *must*, b) *can* or their equivalents. Insert the particle *to* where necessary.

a) 1. I ... go now. (It's late). What a pity you ... go now. (It's time for you to catch the last train.) 2. We ... begin before five. (If we don't do it we cannot finish our work in time). We ... begin before five. (We cannot begin later because that's the time arranged.) 3. He ... cook dinner himself. (I can't help him.) He ... cook dinner himself. (He has got no one to help him.) 4. He ... stay at my place. (I ask him to do so.) He ... stay for the night. (He can't get back to-night.) 5. You ... wash up the dishes. (Mother can't do it today). You ... wash up the dishes. (I insist on it.)

b) 1. I ... come in time. 2. We ... do it easily. 3. Our friends ... buy new furniture now. 4. ... you remember the street where she lives? 5. They ... help each other.

Exercise 21. Respond to the following offers of service. Begin the answers with: *Yes, please; Please, don't; No, you needn't.*

Model: *Shall I help you with the exercise? — Yes, please.*

It's rather difficult.

1. Shall I turn off the light? 2. Shall I fetch a piece of chalk? 3. Shall I wet the duster? 4. Shall I clean the blackboard? 5. Shall I hand in my dictation? 6. Shall I give a précis of this chapter? 7. Shall I divide the blackboard into two parts? 8. Shall I step aside? 9. Shall I take the books to the library? 10. Shall I mark the stress in this word?

Exercise 22. Give answers to the following offers of service and polite requests.

1. Will you please hand in your papers? 2. Shall I turn on the light? 3. Shall I take these dictionaries to the library? 4. Will you give me your notes on the History of England? 5. Shall I look up the pronunciation of this word in the dictionary? 6. Pass my note-book to the teacher, will you? 7. Shall I explain this rule to you? 8. Will you please spell the word "passage"? 9. Will you mind your Russian when you are translating the text?

Exercise 23. Change the sentences according to the patterns.

Model: *You or I must do the room today.*

Either you or I must do the room today.

1. You must water the flowers in the morning or in the evening.
2. I can get this book in translation or in the original. 3. Don't worry

about me. I can have dinner at our refectory or at some cafeteria today. 4. Mary or Kate can do the shopping. 5. She can wash the floor on Friday or on Saturday. 6. I can make the birthday cake on Saturday night or on Sunday morning. It's all the same to me.

Exercise 24. Fill in the blanks with "have to" or "must" according to the sense.

1. You ... be kind to the child. 2. "Have you got "The Moon and Sixpence" by S. Maugham?" "Yes, but it's not mine. I ... give it back next week." 3. He ... not forget that his younger brother follows him in everything. 4. She has just returned from hospital, she ... stay in bed another week. 5. He ... not go far to fetch her. She was always in the garden working. 6. He felt that he ... speak to her. 7. He said that if you wanted to see him, you ... come to him yourself. 8. ... I come myself to speak the matter over? 9. You ... come at once, I need your advice. 10. We could work no longer. We ... have a rest.

Exercise 25. Paraphrase the following sentences using "need".

1. It's not necessary for you to leave so early. 2. It is not necessary for you to repeat it so many times. 3. Why are you talking in a whisper? Nobody is sleeping. 4. It wasn't necessary for you to trouble him. They were quite able to do the work without him. 5. Why did you raise this question again? It had been settled. 6. It wasn't necessary for you to buy a new coat this year.

Exercise 26. Fill in the blanks with "can" (could), "must", "may" ("might"), make use of the suggestions in brackets.

1. ... I get a job at your office? (possibility). 2. ... I think the question over? (request). 3. You ... not argue with her. (prohibition). 4. I ... not make him agree to our plan. (inability). 5. He ... tell you about the new director. He knows him well enough. (ability). 6. We ... help each other. (obligation). 7. I asked the hotel service if I ... have a cup of coffee in my room. (possibility). 8. You ... use my scooter whenever you like. I don't need it now. (permission). 9. I ... sell my bicycle, I need money badly. (necessity). 10. We tried all we ... to make her stay but she left all the same. (ability). 11. Passengers ... not walk across the railway line. (prohibition). 12. All the students ... study hard. (duty). 13. She asked if she ... call on you a bit later. (request). 14. My brother says I ... not use his books as he needs them. (prohibition).

Conditional Sentences

(Умовні речення)

Умовним реченням (*Conditional Sentence*) називають складно-підрядне речення з підрядним реченням умови.

В англійській мові умовні речення поділяються на:

- 1) речення реальної умови (*Sentences of Real Condition*);
- 2) речення нереальної умови (*Sentences of Unreal Condition*).

Реченням реальної умови називають умовне речення, в якому дієслово-присудок головного і підрядного речення вжито в дійсному способі (*Indicative Mood*).

If he *comes* to my place, we *shall play* chess.

Якщо він прийде до мене, ми гратимемо в шахи.

Умовні речення з дієсловами у формі *Subjunctive II* і *Conditional Mood* називають реченнями нереальної умови (*Sentences of Unreal Condition*).

If I *were* an engineer, I *should repair* my motor cycle myself.

Якби я був інженером, я б сам відремонтував свій мотоцикл.

За граматичною будовою умовні речення нереальної умови поділяються на два підтипи:

- 1) речення, дія яких належить до теперішнього або мабутнього часу і
- 2) речення, дія яких належить до минулого часу.

У реченнях нереальної умови, дія яких належить до теперішнього або майбутнього часу, вживаються такі форми дієслів:

Present Subjunctive II у підрядному реченні

Present Conditional у головному реченні

If you *came* to my place tomorrow, I *should give* you this magazine.

Якби ти прийшов до мене завтра, я б дав тобі цей журнал.

У реченнях нереальної умови, що відносяться до минулого часу, вживаються:

Past Subjunctive II

Past Conditional

If you *had come* to my place yesterday, I *should have given* you this magazine.

Якби ти прийшов до мене вчора, я б дав тобі цей журнал.

I always go to the concerts if I am not very busy.	Я завжди ходжу на концерти, якщо не зайнятий.
I always went to the concerts if I was not very busy.	Я завжди ходив на концерти, якщо не був зайнятий.
I shall go to this concert if I am not very busy.	Я піду на цей концерт, якщо не буду дуже зайнятий.
if = in case (на випадок), on condition (за умови, що), provided/providing (за умови, що), suppose/supposing (припустимо, що), unless (якщо не...)	

Sentences of Real Condition

Речення реальної умови виражають умову як реальний факт. Вони можуть відноситись до теперішнього, минулого або майбутнього часу:

Present	If he has time, he walks to his work. Якщо у нього є час, він іде на роботу пішки.
Past	If he had time, he walked to his work. Якщо у нього був час, він ходив на роботу пішки.
Future	If he has time, he will walk to his work. Якщо у нього буде час, він піде на роботу пішки.

Sentences of Unreal Condition Referring to the Present or Future

We should (would)/could go to the concert (today or tomorrow)
if we were not very busy

Sentences of Unreal Condition Referring to the Past

We should (would)/could have gone to the concert yesterday
if we hadn't been very busy

Речення нереальної умови виражають умову не як реальний факт, а як припущення. Вони можуть відноситись до теперішнього, минулого або майбутнього часу:

If he had time (now, tomorrow), he would walk to his work.

Якби у нього був час (зараз, завтра), він би пішов на роботу пішки.

If he had had time yesterday, he would have gone there.

Якби у нього був учора час, він би поїхав туди.

Text. The Three Wishes

(A Fairy Tale)

One winter evening a poor peasant, sitting near the fire, was talking with his wife about one of their neighbours who was a rich man.

"If only I had a little money myself," he said, "I should open my own shop."

"I," answered his wife, "should not be satisfied with that; I should be happy if I lived in a big house, and then, if I saw people like ourselves, I should help them and try to make everybody happy. But what is the use of talking, we are no longer in the time of fairies. It would not be bad, if they still existed. Then I might meet one of them and ask her to grant me my wishes. If she promised to grant me something, it would not take me long to decide what to ask her."

Hardly had she pronounced these words when a lovely young woman appeared in their room and informed them that she was a fairy and she was willing to grant them the first three wishes they might wish, adding however, that they should choose with care, as she could allow them no more than three wishes. Then the beautiful fairy disappeared.

At first the husband and wife were very much astonished. Then they began discussing the first wish that it would be best to have. They argued and quarrelled for a long time and finally decided to wish nothing for a while and put it off till the next day.

The woman glanced at the bright fire and said without thinking: "Oh! It would not be a bad thing to have a good sausage for our supper."

She had hardly finished these words when a long thick sausage fell on their table from above. The husband got quite furious and began scolding his wife:

"Isn't that a fine wish! A sausage! You are such a stupid woman! Now we have only two more wishes left. As for me, I am so angry on account of your stupidity that I wish this sausage would stick to your nose!"

This was hardly said when the sausage jumped up and stuck to the poor woman's nose.

"What have you done?!" cried the frightened woman.

The husband understood that he himself had been even more foolish than his wife but, no matter how he tried, he could not tear the sausage off his wife's nose.

"It is your fault!" said the husband.

"It is yours," replied the wife. And they continued quarrelling.

"If you had not wished to have this beastly sausage, I should not have wished it to stick to your nose," said the husband trying to justify himself.

Finally they understood that they had only one wish left. What could they wish? They thought for a long time and at last agreed to have their last wish. They wished the sausage to fall on the table, which it did.

The only good thing these poor people had got from the fairy was the sausage, which they ate at supper with good appetite.

Assignments

I. Read and translate the text.

II. Find conditional sentences in the text.

III. Render the text in English.

Dialogue

Mary: Hello, John! Hello, George! What brings you here at this time of day?

John: We've come to lunch.

Mary: I didn't know you were coming. If I'd known, I'd have stayed in and prepared something. I wouldn't have gone out. And if I'd known you were bringing George, I'd have baked a cake.

John: Sorry, Mary. I didn't have time to phone. If I'd had time, I'd have phoned you.

George: What he means is that if he'd had the money, he'd have phoned you.

Mary: And now there's no food. If George had come yesterday, he'd have had chicken. If he'd come on Saturday, he'd have had steak. If he'd come on Sunday, he'd have had trout.

George: What you mean is ... if you'd invited me yesterday, I'd have had chicken. If you'd invited me on Saturday, I'd have had steak. If you'd invited me on Sunday, I'd have had trout. That's beside the point. What have you got today?

Mary: Yesterday I lent ten pounds to the lady next door. If she'd returned it, I could have bought some meat.

George: What did you buy?

Mary: Spinage ['spɪnɪdʒ]

George: If I'd known that, I wouldn't have come.

Mary: Spinage is very nourishing.

George: John, I ask you! If I'd invited you to lunch, would you have expected spinage?

John: If I'd been invited to lunch, I'd have been so grateful that I'd have eaten anything. And in any case I wouldn't have grumbled in front of my host.

George: You haven't answered my question. If I'd invited you to lunch, would you have expected spionage?

John: Frankly, no.

Assignment

Read and translate into Ukrainian, then do back translation from memory.

Exercises

Exercise 1. Translate into Ukrainian.

1. They will clean the hall tomorrow if they have no classes. 2. We shall see him rehearsing a new role in case we are allowed to stay in the theatre. 3. If you read the book you will learn how well Marion Anderson was received in many countries. 4. It will be a sensation if they come again. 5. He will buy these brushes unless he finds better ones. 6. If he reads the book he will learn how Marion Anderson worked at her voice. 7. Suppose you see a record with Marion Anderson, buy one for me, please. 8. The actress will agree to play in the film unless the shooting is done in the afternoon when she is not busy. 9. The film will be a success provided some shots are retaken. 10. She says she can give me this book on condition it is returned in two days.

Exercise 2. Translate into English.

1. Він допоможе вам підготувати доповідь, якщо у нього буде вільний час. 2. Вони закінчать свій фільм на наступному тижні, якщо усе буде гаразд. 3. Ми підемо до музею завтра, якщо він буде відкритий. 4. Це буде чудово, якщо він напише музику до нашого фільму. 5. Ми почнемо репетицію за умови, що п'єса сподобається акторам. 6. Я впевнений, що він поїде туди, навіть якщо піде дощ. 7. Він погодиться прийти на вечір за умови, що його не будуть просити співати. 8. Вона виступатиме у концерті за умови, що ви будете їй акомпанувати.

We should (would) go to the concert (today or tomorrow) if we were not very busy.	Ми б пішли на концерт (сьогодні або завтра), якби ми не були зайняті.
He could (might) have helped us if we had come in time.	Він би зміг (можливо, він допоміг би) допомогти нам, якби ми прийшли вчасно.

Exercise 3. Translate into Ukrainian.

1. If I lived in a big city I shouldn't miss any exhibition of painting. 2. If I were in London I should go to the British Museum. 3. If the

weather were better tomorrow we could go for a walk. 4. If he didn't practise 4-6 hours a day he wouldn't be able to play so well. 5. If you could go with us we should visit our friend at home. 6. Would you go to see the performance today if you had a ticket? 7. She would be happy if she were given this part. 8. Many documentary films could be more exciting if they were made in colour. 9. He could help you if you came earlier. 10. We should go to the cinema if it were not so late.

Exercise 4. Complete the following sentences.

1. If I lived in London I ___. 2. If I were free now ___. 3. If it were Sunday today ___. 4. If it were summer now ___. 5. If I were an artist I ___. 6. If I were a film-director ___. 7. We might go to the concert tonight if ___. 8. We could go to the exhibition tomorrow if ___. 9. We could phone them if ___. 10. We would agree to go to a concert provided ___.

Exercise 5. Change the following sentences according to the model:

If I were free I should help you.

Were I free I should help you.

1. If he were younger he would be able to play this role. 2. If I had more time I should go to the theatre more often. 3. If he completed his work tomorrow he would ring you up. 4. Once L. Tolstoy said to his friend: "If I were not so busy I would write a story for the cinema". 5. Once L. Tolstoy remarked: "If I were born a second time I would write a book for children about a Russian Robinson". 6. If it were summer now we could go to the country. 7. The sculptor Anikushin said: "If I should make one more monument to Pushkin I would make it the same".

Exercise 6. Complete the sentences according to the model:

I have not enough money to buy the book, but if I had I should buy it.

1. I am not in New York now, but if I ___. 2. I can't type well, but if I ___. 3. I am not on holiday now, but if I ___. 4. I can't play the piano, but if I ___. 5. I don't paint, but if I ___. 6. My class-mates have not much free time, but if they ___. 7. I don't travel much, but if I ___. 8. We don't see many English talking films, but if we ___. 9. I haven't much money, but if I ___. 10. I can't play tennis, but if I ___.

Exercise 7. Answer the following questions.

1. What role would you like to perform if you were an actress (an actor)? 2. What book would you write if you were a writer? 3. What theatre would you like to choose if you were invited to work at the theatre? 4. What symphony would you like to conduct if you were a

- conductor? 5. What music would you write if you were a composer?
 6. What places of interest would you visit if you were in London?
 7. What subjects would you take if you entered the University?

We should (would) have gone to the concert yesterday if we hadn't been very busy.	Можливо, ми б пішли на концерт вчора, якби ми не були дуже зайняті.
She could (might) have helped us, if she had seen us earlier.	Вона б змогла (можливо...) допомогти нам, якби вона побачила нас раніше.

Exercise 8. Translate into Ukrainian.

1. If you had been in London in 1999 you would have gone to the exhibition of painting from France. 2. If you had been at his concert two days ago you wouldn't have forgotten it. 3. If I had been at Saryan's exhibition some years ago at the Academy of Arts I might have met the artist there. 4. If Van Gogh had not come to Paris he might have not changed his style. 5. Had Robin's commissions been not so difficult he wouldn't have been so exhausted.

Exercise 9. Translate into English.

1. Цікаво, які б опери написав Гершвін, якби він дожив до старості? 2. Цікаво, що б написав цей художник, якби він прожив довше? 3. Цікаво, чи потоваришували б Толстой і Достоевський, якби вони зустрілися? 4. Цікаво, які б картини написав Тернер, якби він не спостерігав за природою так уважно? 5. Цікаво, яку б музику написав Лисенко, якби він прожив довше? 6. Цікаво, що б ще написав Гоголь, якби він прожив на 20 років довше?

Exercise 10. Make up sentences and translate them.

If	the orchestra	be good,	I he she it you we they	be pleased,
	the pupils	play better,		be not angry,
	the weather	start in time,		be a success,
	the film	be more impressive,		be not a failure,
	the performance	include other works,		start shooting,
	the exhibition	be attentive,		start the rehearsal,
	the audience	come in time, not come late, work hard.		achieve good results, make great progress, enjoy

Exercise 11. Answer the questions.

Model: *Where would you go if you wanted to buy a dress?*

— *I'd go to a dress department.*

1. Where would you go if you wanted to buy some bread? 2. Where would you go if you wanted to buy some milk? 3. Where would you go if you wanted to buy some vegetables? 4. Where would you go if you wanted to buy theatre tickets? 5. Where would you go if you wanted to see a film? 6. Where would you go if you wanted to have a holiday? 7. Where would you go if you wanted to have your dress made? 8. Where would you go if you wanted to buy a book?

Exercise 12. Make up questions and answer them.

What would you do
if you

were tired?
had a free day tomorrow?
had a holiday next week?
were glad to see your friend?
wanted to go to a theatre?
fell ill?
wanted to register a letter?
wanted cheap rooms in a hotel?
went to London?
could spend a month in England?
were hungry?
were thirsty?
received a telegram?
had to go to the Far East?
went to meet your friend?
had an exam tomorrow?

Exercise 13. Retell the following joke.**The Farmer and the Apples**

A rich farmer in England once had a friend who grew very good apples. One day this friend gave the farmer a fine young tree and told him to take it home and plant it. The farmer was pleased with the present but when he came home he did not know where to plant the tree. He thought: "If I plant it near the road, strangers will steal the apples. If I plant it in my field, my neighbours will come at night and rob me. If I plant it near my house, my children will take the apples."

At last he planted the tree deep in a wood where nobody could see it. But the tree could not grow without sunlight and died. When the farmer's friend heard of it he got very angry and asked the farmer why he had planted the tree in such a bad place. "Where could I plant it?" said the farmer. "If I had planted the tree near the road, strangers would have stolen the apples. If I had planted it in the field, my neighbours would have come at night and robbed me. If I had planted it near my house, my children would have taken the apples." "But then somebody would have enjoyed the apples," said his friend, "and now nobody can have them and you have lost a fine tree."

The Article

The Use of the Indefinite Article

Неозначений артикль вживається:

1. Коли називають будь-який предмет взагалі:

Take a book. We shall have a test.

2. Коли йдеться про особу або предмет, що належить до певного класу (подібних осіб, предметів):

My father is a worker.

3. Зі словами "dozen, hundred, thousand, million":

He saw a dozen films.

4. З іменниками, які означають одиниці вимірювання часу, ваги, відстані:

The car made 40 kilometres an hour.

5. Перед іменниками в однині після слів "such, quite, rather, so great":

I did not expect so great a meeting.

6. Зі словами "few, little":

We had a few books.

7. Після "what" (в окличних реченнях):

What a fine garden! What a bright day!

The Use of the Definite Article

Означений артикль вживається:

1. Коли предмет виділяється із інших подібних предметів:

Give me the book you are holding.

2. Перед іменниками і дієприкметниками, які стали іменниками (із значенням множини):

The rich should help the children.

3. Коли особа (або предмет) знову згадується у розмові:

I saw a man walking along the street.

The man was carrying a gun.

4. Коли є найвищий ступінь прикметника:

*It was **the most** interesting book I had ever read.*

5. З порядковим числівником:

*September is **the first** month of autumn.*

6. Перед іменниками, які означають єдині у своєму роді явища:

the Sun, the East, the North, the West

7. Перед назвами річок, морів, океанів, гірських хребтів:

the Urals, the Dnipro.

8. Перед назвами газет і журналів:

The Guardian, the Time.

The Article is not Used

Артикль не вживається:

1. Перед назвами країн, міст, географічних місцевостей:

France, Italy

але:

the United States of America, the Congo, the Crimea, the Caucasus.

2. Перед словами “**breakfast, lunch, dinner, tea, supper**” (у загальному значенні):

I have dinner at home.

3. Перед власними іменами:

Smith, Nick, George але: *the Browns, the Ivanovs.*

4. Перед іменниками, які не можна перерахувати:

peace, freedom, happiness.

5. У виразах:

from morning till night, to go to school, to go to bed, at home, at table, at night, by tram, by heart, day after day.

Примітка. Якщо іменник означає період часу, який безпосередньо слідує за періодом, коли відбувається розмова, артикль не вживається: *It is too early. I'll go there next week.*

Exercises

Exercise 1. Change the singular to the plural.

1. Have you a ribbon? 2. They have such a noisy child. 3. I saw a large house there. 4. I'll put a cherry on top of your porridge. 5. I saw a handkerchief in that box. 6. Have you a pen or will you use a pencil? 7. There is a bird in that tree. 8. Is there a cat in the house? 9. She is a pretty girl. 10. We found a mushroom in the park.

Exercise 2. Change the plural to the singular.

1. Would you like baked potatoes? 2. They can't go around in taxis. 3. What pretty flowers! 4. She sent me to buy stamps and envelopes. 5. You will need old papers to wrap it in. 6. She is busy with baking pies. 7. Are you looking for mistakes in my letter? 8. You told them lies and nothing but lies. 9. They are rather elderly ladies. 10. They are quite big boys now.

Exercise 3. Fill in the blanks with articles where necessary.

1. When I opened ___ letter ___ folded sheet of paper fell out. 2. What ___ unexpected pleasure! 3. ___ door leading to ___ kitchen stood wide open. 4. There is ___ taxi waiting downstairs. ___ driver says he won't wait any longer. 5. Here are ___ glasses. ___ address is inside ___ case. 6. I sent him ___ cable and asked him to meet ___ plane. 7. ___ telephone is ringing, will you answer it, dear? 8. Is there ___ telephone here? 9. So this is ___ place. I have always wanted to have ___ look at it. 10. ___ house was built by my grandfather just before ___ war. 11. He took ___ girl down to ___ ground floor. On ___ steps she stopped to say good-bye.

Exercise 4. Translate into English.

1. Це була така несподівана відповідь. 2. Як лікар я повинен з вами домовитися. 3. Вона хороша студентка. 4. Я кажу це як викладач. 5. Він буде хорошим лікарем. 6. Ліфт — ліворуч. 7. Я залишила тобі новий зошит. 8. Я чекатиму тебе на сходах. 9. Ти справжній друг. 10. Візьми булочку. 11. Пиріг смачний. 12. Це хороша книжка. 13. Я залишила словник у кімнаті. 14. Де я можу купити словник? 15. Біля дверей стоїть хлопчик, він приніс тобі пакет.

Exercise 5. Fill in the blanks with articles where necessary.

1. ___ chapter one contains ___ description of ___ early history of — hero. 2. Open ___ books on ___ page twenty. 3. It's ___ first volume and

__ chapter ten is in __ second. 4. He put __ volume one back on __ shelf. 5. __ two people can't live as cheaply as one. 6. __ two girls looked alike. 7. Our flat is on __ second floor and __ kitchen window commands __ beautiful view of __ yard. 8. He took __ third sandwich and continued eating in silence. 9. It's __ third door down __ corridor. 10. __ suitcase contained __ two clear shirts, some socks and handkerchiefs.

Exercise 6. Translate into English.

1. Це не той будинок. 2. Я вважаю, це не той ключ. 3. Вони переходять вулицю не в тому місці. 4. Він — та людина, яку я шукаю. 5. Це та книжка, яку я шукав. 6. Це трапилося в той день, коли він приїхав. 7. Я покажу тобі, як це треба робити. 8. Ви взяли не ту ручку. 9. Ви поклали лист не в той конверт. 10. Це не той самий лист.

Exercise 7. Translate into English.

Model: *He has not got his (own) book.*

У нього немає власної книжки.

1. Я не маю власного гаража. 2. У нього немає власної думки. 3. На столі немає цієї книжки. 4. Моєї ручки немає на столі. 5. У нього немає свого власного плану дій. 6. Словника на столі більше не було. 7. У мене немає цієї книжки. 8. У нас немає таких словників. 9. У мене немає цих листів.

Exercise 8. Fill in the blanks with articles where necessary.

1. __ English literature of __ 19th century was represented by a few volumes of Dickens. 2. He taught __ ancient literature in __ college. 3. Give him __ sufficient time and there will be results. 4. She spoke with __ indifference. 5. You need new interest in __ life, my dear. 6. She treated me with __ complete understanding. 7. She listened to __ story with __ strange feeling of __ sadness. 8. It was such __ usual story.

Exercise 9. Fill in the blanks with articles where necessary.

1. We had __ lunch at a road-side restaurant. 2. __ dinner was a gloomy affair and we left as soon as we could. 3. It was __ excellent dinner, the best I've eaten in weeks. 4. Ask him to have __ supper with us. 5. __ breakfast will be ready in about twenty minutes. 6. And I think we might have __ tea on the terrace. 7. You've eaten

too much for __ dinner, that's what's wrong with you. 8. How about coming to __ tea tomorrow, tiny one? 9. Are they staying to __ dinner? 10. Come and talk to me in my room after __ breakfast.

Exercise 10. Fill in the definite or indefinite article where required.

One day I went for __ walk in __ London street within half __ mile of Hyde Park. It was __ narrow street with __ rows of __ houses on either side, into which __ sun never came. __ lines of washing were hung from __ windows, __ street itself was covered with __ dirty water, and __ crowds of __ children were playing in it. They had made __ boats out of __ pieces of __ old paper and were sailing them in __ gutters. I saw __ open door and looked into __ rooms, one on the right and one on the left. As __ windows were low, I was able to look into those ground-floor rooms. In one I saw __ table placed at __ window. At __ table __ old woman was sitting reading __ book to __ child lying on __ broken bed in the corner near __ window. On __ table was __ cup, __ plate and two spoons. __ spoons were made of __ cheap metal, and __ cup and plate were broken. I went on, curious to see __ rest of __ street, but I saw nothing new. All __ houses were alike, all __ children were playing in __ gutters, all __ windows had lines of washing hanging from them. It was __ picture of __ poverty and __ ugliness. What __ contrast to __ wide streets around __ park, which shone in __ bright sunshine, where everything was __ richness, __ beauty and __ light. I spoke to __ man standing watching some children. He told me that every morning he got up at 5 o'clock to look for work. Occasionally he got __ day's job, but usually he returned home unsuccessful. There were __ hundred or more men for every job.

Exercise 11. Fill in the definite or indefinite article where required.

Once Mark Twain and two friends were sitting in __ restaurant. One of __ men had just returned from __ trip to __ country in Maine. He said that __ air in __ mountains there was wonderful. In many places __ echo ['ekou] of __ voice came back five times stronger. __ second friend said that he knew __ place in Colorado where he lived and where __ echo was much better. He said that __ echo of __ voice spoken in __ morning came back in __ afternoon. Mark Twain laughed and said:

"Listen! __ echoes which you have told about are very unusual, but in __ small place near Hannibal, where I once lived, there is __ echo even more unusual than those you have spoken of".

“What is so strange about ___ echo there?” asked one of ___ men.

“Well, I’ll tell you”, said Mark Twain.” ___ echo in that place is — most unusual. If one says in ___ loud voice “Good morning! How are you?” ___ echo repeats after ___ moment, “Very well, thank you. And how are you?” ✓

Exercise 12. Supply articles where necessary.

1. Children go to ... school to learn. 2. ... youngest brother is at ... school now. If you want to go to ... school, you must take ... bus number 6. 2. Though our village is small there is ... big school in it. 3. At ... time of Dickens people were often taken to ... prison for debt. Dickens had to visit his father in ... prison. 4. In winter we go to ... bed earlier than in summer. 5. I want to have ... room with ... comfortable bed. 6. Mary woke up suddenly and lay in ... bed thinking. 7. ... bed on ... left is mine. 8. She goes to ... town once ... week.

Exercise 13. Insert articles where necessary.

1. I usually have ... breakfast at eight o’clock. 2. I like to have ... hot breakfast in ... morning. 3. What do you usually have for ... breakfast? I usually have ... eggs, bread, butter and tea for breakfast. It is ... very substantial breakfast, isn’t it? 4. ... breakfast today is very good. 5. I like to have ... dinner at home. 6. In summer we have ... very simple dinner at home. 7. ... dinner is already cold; we must warm it up. 8. I have ... supper with my friend three times ... week. 9. It is pleasant to play ... chess in ... evening after ... good supper. 10. ... dinner is over. 11. ... supper is ready.

Exercise 14. Fill in the blanks with articles.

1. There is nowhere in — world I’d rather go. 2. Keep looking at — ground. 3. — sky was a uniform milky white. 4. What is — plural of “mouse”? 5. — earth revolves round — sun. 6. One of — planets has — moon. 7. She dreamt of — kinder world, of — warmer sun. 8. — sea lay, far below, inky black in — shadow of — cliff. 9. I gave — agonizing look at what looked like — sea of faces. 10. That will be enough for — present. 11. The letter was lost in — post, or so we were told. 12. It had become news and — press was after it. 13. I’ve lived most of my life in — East. 14. — East of veiled beauties and bazaars exists only in your imagination. 15. He left before — rain. On — wet ground his bicycle would have left deeper tracks. 16. They left no traces on — frozen ground. 17. — hot, tropical sun was kind to him. He neither burned nor peeled. 18. I’ve seen no mention of — project in — press.

Exercise 15. Insert articles where necessary.**Hob's Story of his Uncle**

Once my uncle applied for ... post in ... Camford University. It was ... very good post and there were ... hundreds of ... candidates who applied for it. ... Dean, that's ... head of ... department of ... University, and ... committee interviewed all ... candidates and as ... result of this interview only two remained, my uncle and ... Mr. Adams, ... self-confident young fellow. As ... committee couldn't decide which of... two to take, each candidate was to give ... public lecture in ... college lecture-hall. My uncle worked ... day and ... night at ... lecture, almost without eating or sleeping. Adams didn't seem to do any preparation at all. He ate like ... horse and slept like ... log!

... day of ... lecture arrived. And then my uncle discovered that ... type-written copy of his speech was no longer in his bag. With despair in his heart my uncle watched Adams as he calmly took ... stolen speech out of his pocket and read it to ... professors and ... Dean. Now it was my uncle's turn! With ... burning face he repeated ... word for ... word, in ... low, dull voice ... lecture. And still my uncle won. "Gentlemen," the Dean said, "... candidate we have chosen is ... Mr. Hobdell. We listened with ... admiration to Mr. Adams. But Mr. Adams read his lecture to us. When Mr. Hobdell's turn came, he repeated that speech, ... word for ... word from ... memory, though, of course, he had not seen ... line of it. What ... fine memory Mr. Hobdell must have!"

(After C.E. Eckersley "Essential English for Foreign Students")

3.

Section. Appendix

Word-Building

Suffixes

I. Noun-forming suffixes

1. **-dom:** freedom, wisdom.
2. **-hood:** manhood, childhood, boyhood, neighbourhood.
3. **-ship:** friendship, leadership, township, relationship.
4. **-th:** long — length; strong — strength; true — truth; grow — growth.
5. **-ment:** to govern — government; to agree — agreement; to develop — development.
6. **-ing:** to earn — earning; to sweep — sweeping; to understand — understanding.
7. **-ance, -ence:** distance, ignorance, conference, reference.
8. **-ty:** liberty, fraternity.
9. **-ation, -tion:** to examine — examination, to expect — expectation, to dictate — dictation.
10. **-ry:** slave — slavery, poet — poetry, peasant — peasantry.
11. **-er, -or:** do — doer, teach — teacher, work — worker, direct — director.
12. **-ate, -ent, -ist:** agent, student, candidate, delegate.

II. Adjective-forming suffixes

1. **-y:** greed — greedy, thirst — thirsty, hunger — hungry, ease — easy, dirt — dirty, mud — muddy, glass — glassy.
2. **-ly:** man — manly, day — daily, hour — hourly.

3. **-ful**: beauty — beautiful, power — powerful, hope — hopeful, joy — joyful.
4. **-less**: use — useless, fear — fearless, home — homeless.
5. **-ern**: north — northern, south — southern.
6. **-ward**: backward, homeward, forward.
7. **-ed**: gift — gifted, talent — talented, red hair — red-haired, blue eyes — blue-eyed.
8. **-ing**: promise — promising, surprise — surprising.
9. **-ant, -ent**: ignorant, distant, competent.
10. **-ary**: revolutionary, extraordinary.
11. **-ese**: Chinese, Portuguese.
12. **-able, -ible**: notable, remarkable, possible.
13. **-ic**: despotic, economic, domestic.
14. **-al**: political, social, physical.
15. **-ive**: active, conservative.
16. **-en**: golden, wooden, woollen.

III. Verb-forming suffixes

1. **-ize**: to colonize, to apologize.
2. **-fy**: to specify, to qualify.
3. **-ate**: to agitate, to dictate.
4. **-en**: to widen, to quicken.

IV. Adverb-forming suffixes

-ly: partly, namely, badly, fully, slowly, briefly.

Prefixes

I. Negative prefixes

- mis**: to mislead; to misunderstand; to misquote.
un: unkind, unemployment, to unlock.
in: indifferent, injustice.
im: imperfect, impossible, importance.
il: illiterate, illegal.
ir: irregular, irreligious.
de: to decompose, demobilization.
dis: to dislike, disarmament, to disapprove.

II. Other prefixes

- inter**: international, intercourse.
pre: pre-war, pre-revolutionary.
post: post-war, post-graduate.
re: to reconstruct, to rewrite, to reread, to renew, to reform.

sub:	subtropical, submarine, subdivision.
super:	superman, supernatural.
semi:	semicolon, semicircle.
co, com, con, col:	co-operation, co-ordination.
contra, counter:	contradiction, counter-attack.

The Noun (Іменник)

Number (Число)

1. Іменники мають два числа: однину (Singular) і множини (Plural).

2. Форму множини утворюють лише ті іменники, які піддаються лічбі і можуть сполучатися з кількісними числівниками:

<i>a pen</i>	—	<i>many pens</i>	<i>one table</i>	—	<i>three tables</i>
<i>one car</i>	—	<i>nine cars</i>	<i>a tree</i>	—	<i>a lot of trees</i>

3. Іменники утворюють форму множини досить просто: до форми в однині додається закінчення **-s** або **-es**:

<i>hand</i>	—	<i>hands</i>	<i>branch</i>	—	<i>branches</i>
<i>train</i>	—	<i>trains</i>	<i>shoe</i>	—	<i>shoes</i>

Запам'ятайте вимову закінчення **-s** і **-es**:

-s вимовляється як [s] після глухих приголосних звуків:

<i>hat</i>	—	<i>hats</i> [hæts]	<i>text</i>	—	<i>texts</i> [teksts]
<i>lamp</i>	—	<i>lamps</i> [læmps]	<i>book</i>	—	<i>books</i> [buks]

-s вимовляється як [z] після дзвінких приголосних і голосних звуків:

<i>friend</i>	—	<i>friends</i> [frendz]	<i>table</i>	—	<i>tables</i> [teɪblz]
<i>bag</i>	—	<i>bags</i> [bægz]	<i>day</i>	—	<i>days</i> [deɪz]
<i>plan</i>	—	<i>plans</i> [plænz]	<i>film</i>	—	<i>films</i> [fɪlmz]

-es вимовляється як [ɪz] після **s, ss, x, sh, tch**, а також після **se, ce, ze, ge**:

<i>bus</i>	—	<i>buses</i> ['basɪz]	<i>dish</i>	—	<i>dishes</i> ['dɪʃɪz]
<i>class</i>	—	<i>classes</i> ['klɑ:sɪz]	<i>place</i>	—	<i>places</i> ['pleɪsɪz]
<i>box</i>	—	<i>boxes</i> ['bɒksɪz]	<i>horse</i>	—	<i>horses</i> ['hɔ:sɪz]
<i>watch</i>	—	<i>watches</i> ['wɒtʃɪz]	<i>prize</i>	—	<i>prizes</i> ['praɪzɪz]

4. Деякі іменники із закінченням на **-f** і **-fe** в однині утворюють множини за допомогою закінчення **-(e)s**, причому **f** змінюється на **v**:

<i>leaf</i>	—	<i>leaves</i> [li:vz]
<i>loaf</i>	—	<i>loaves</i> [louvz]
<i>wife</i>	—	<i>wives</i> [waɪvz]

Але:

chief	—	chiefs	[tʃi:fs]	
roof	—	roofs	[ru:fs]	
fife	—	fifes	[faifs]	
hoof	—	hoofs	[hu:fs]	або hooves [hu:vz]

5. Іменники, які закінчуються в однині на -у з попередньою приголосною, утворюють множину додаванням -es. Причому у змінюється на і: *army — armies, lady — ladies, city — cities*.

Іменники, які закінчуються на -у з попередньою голосною, утворюють множину додаванням закінчення -s: *toy — toys, key — keys, boy — boys*.

6. Іменники, що закінчуються на -о, у множині мають закінчення -es: *potato — potatoes, tomato — tomatoes*. Але: *photo — photos, piano — pianos, radio — radios, dynamo — dynamos*.

7. Деякі іменники утворюють множину зміною кореневої голосної: *woman — women, man — men, mouse — mice, tooth — teeth*.

8. Деякі іменники зберегли стародавнє закінчення множини -en: *child — children, ox — oxen*.

Деякі іменники зберегли стародавню форму множини, яка збігається з формою однини:

deer	[diə]	—	deer
sheep	[ʃi:p]	—	sheep
swine	[swain]	—	swine

The deer is a graceful animal. The sheep are domestic animals.

9. Деякі іменники не мають форми однини: *trousers — штани, scissors [ˈsɪzəz] — ножиці, spectacles — окуляри, shorts — шорти, goods — речі, товар, greens — овочі, thanks — вдячність, talks — переговори, clothes [klaʊðz] — одяг, arms — зброя*.

A tailor always needs a pair of good scissors. Shirts, trousers and coats are clothes. Our factory produced many consumer goods last year. School leavers always express their thanks (very many thanks) to their teachers.

10. Деякі збірні іменники мають лише форму однини: *people — люди, militia — міліція, police — поліція, cattle — рогата худоба, poultry — свійська птиця*.

Militia are always ready to help people. The cattle are in the yard. The police were fighting against the strikers. The poultry are on the (poultry-) pasture.

Слово **people** люди завжди має значення множини: *There are many people in the street*. Але це слово вживається також у значенні **народ**,

нація. У цьому випадку воно може вживатися і в однині, і в множині:
The peoples of Africa struggled for their freedom and independence.

11. Деякі іменники не вживаються у множині: news — новина, новини, advice — порада, information — інформація, knowledge — знання, furniture — меблі, luggage — багаж.

What's the news this morning? The news is good. His knowledge of English is good. The luggage has been taken to the cloak-room by the porter. He gave me his advice. He gave some pieces of good advice. We have got some (some pieces of) information from captain.

Case (Відмінок)

Possessive Case (Присвійний відмінок)

В англійській мові є два відмінки іменників: загальний (*the Common Case*) і присвійний (*the Possessive Case*).

Присвійний відмінок відповідає на питання **whose**.

У формі присвійного відмінка вживаються головним чином іменники, що означають людей і тварин.

Утворюється присвійний відмінок додаванням до іменника в однині апострофа і закінчення -s.

Це закінчення вимовляється як:

[s] після глухих приголосних, крім звуків [s], [ʃ], [tʃ]:

Nick's friends

[z] після голосних і дзвінких приголосних, крім звуків [z], [ʒ], [dʒ]:

Mary's dress

Tom's father

[ɪz] після сибілянтів [s], [z], [ʃ], [tʃ], [dʒ]:

judge's words

Примітка. Якщо іменник у однині закінчується на -s або -x, то у присвійному відмінку однини до нього додається лише апостроф або апостроф і закінчення -s, але в обох випадках закінчення присвійного відмінка вимовляється як [ɪz]:

Marx' teaching

Marx's teaching

Якщо іменник у множині має закінчення -s, то присвійний відмінок утворюється лише додаванням апострофа; вимова при цьому не змінюється:

The pupils' note-book

Але якщо у множині іменник не має закінчення *-s*, то у присвійному відмінку до форми множини додається апостроф і закінчення *-s*:

children's room

Значення присвійного відмінка в англійській мові передається також сполученням прийменника *of* з іменником у загальному відмінку (*of-phrase*).

Так, замість *the girl's dress* можна сказати *the dress of the girl*.

З іменниками, що означають неживі предмети і не мають форми присвійного відмінка, вживається *of-phrase*.

Так, українському словосполученню *вікна кімнати* в англійській мові відповідає *the windows of the room*.

Exercises

Exercise 1. Give the plural of the following nouns.

kettle, birth, bath, telephone, deed, built-in wardrobe, tree, butterfly, match, shoe, bus, glove, pie, fox, ski, taxi, bush, toe, life, photo, piano, handkerchief, roof, chief, woman, potato, goose, knife, study, tomato, thief, leaf, foot, child, mouse, deer, fish, sheep, man, calf, hero, shelf, brush, baby, fire-place, hoof, radio, mother-in-law, storey, passer-by.

Exercise 2. Put in the plural.

1. The sheep is eating grass. 2. There is a potato on the plate. 3. The postman is delivering (доставлять) letters. 4. The roof of this house is bad. 5. This is a lovely city. 6. The worker's family is at home. 7. My sister has long hair. 8. Is there a bathroom in this flat? 9. This man's wife is a doctor. 10. Who is this woman? 11. This piano is of the latest model. 12. That is Ann's photo. 13. This woman's husband is a good sportsman. 14. I have a bad tooth. 15. This baby's toy is here. 16. He is our chief. 17. The deer is a beautiful animal. 18. His son-in-law is sitting here. 19. A passer-by is reading a newspaper. 20. The key is on the shelf.

Exercise 3. Put the words in bold type in the plural and make all the other necessary changes.

1. My **factory** is far from my house. 2. My **knife** is on the shelf. 3. This **man** is a hero. 4. The **roof** is wet after the rain. 5. Look at this **photo**. 6. Take this **toy**. It is very nice. 7. Cut that **tomato** into pieces.

Exercise 4. Change the forms of the nouns in bold type from the singular to the plural. Change the form of the verb accordingly. Change the personal pronoun if necessary.

1. There's a **banana** in the ice-box. Don't touch it. 2. I'll put a **cherry** on top of your porridge. 3. I saw a **handkerchief** in that drawer. 4. Have you a **pen** or will you use a **pencil**? 5. I'll give you a **book** to read in the train. 6. We found a **mushroom** in the park. 7. There is a bird in that tree. 8. Is there a **cat** in the house? 9. He has a **spelling mistake**. 10. What a strange **mistake**! 11. She is rather a pretty **girl**. 12. They have such a noisy **child**. 13. I saw quite a large **house** there. 14. Have you a **ribbon** of just this shade of blue?

Exercise 5. Change the forms of the nouns in bold type from the plural to the singular. Make all the necessary changes in the sentences.

1. What pretty **flowers**! You're spoiling me. 2. Here's everything you may want: **books, papers, magazines**. 3. She sent me to buy **stamps**. 4. You will need old **papers** to wrap it in. 5. Mother is busy baking **pies** for tomorrow's outing. 6. Are you looking for **mistakes** in my letter? 7. You told them **lies** and nothing but **lies**. 8. They were rather elderly **ladies**, in their sixties I'd say. 9. They are such nice little **girls** if you know what I mean. 10. They are quite big **boys** now. 11. I can't go around in **taxis** spending a fortune in fares. 12. Would you like baked **potatoes** with your chop?

The Numeral (*Числівник*)

Cardinal Numerals (*Кількісні числівники*)

1. Кількісні числівники відповідають на запитання *скільки?* (*how many?*)

2. Кількісні числівники від 13 до 19 мають два наголоси і утворюються за допомогою суфікса *-teen*: *three — thirteen, four — fourteen, five — fifteen, six — sixteen, seven — seventeen, eight — eighteen, nine — nineteen*.

Числівники **hundred, thousand, million** вживаються з артиклем а або числівником **one**. Вони не мають закінчення *-s* у множині: *five hundred; four thousand; six million*. Якщо вони вживаються як іменники, вони мають закінчення *-s* і вживаються з прийменником **of**: *Thousands of people come here every day*.

Ordinal Numerals (Порядкові числівники)

1. Порядкові числівники вказують на порядок предметів і відповідають на запитання *котрий?* (*which?*)

2. Порядкові числівники утворюються за допомогою суфікса **-th**: *five — fifth, four — fourth*.

3. Перші три порядкові числівники є винятком: *one — first, two — second, three — third*.

4. Буква **v** у числівників *five* і *twelve* змінюється на **f**, а буква **e** випадає: *five — fifth, twelve — twelfth*.

5. У числівника **eight** випадає буква **t**: *eight — eighth*.

6. У числівника **nine** випадає буква **e**: *nine — ninth*.

7. У числівниках **twenty, thirty, forty** у замінюється на **i**, а перед **-th** ставиться **e**: *twenty — twentieth, thirty — thirtieth, forty — fortieth*.

8. У складених порядкових числівниках лише останній набуває форми порядкового числівника: *forty-fifth; two thousand six hundred and fourteenth; six millionth*.

9. Іменники, перед якими стоїть порядковий числівник, вживаються з означеним артиклем: *The second paragraph is more interesting than the first one*.

10. Треба запам'ятати: *page 5 — page five; text 7 — text seven; passage 10 — passage 10; the first lesson or lesson one; the second text or text two*.

11. Якщо перед порядковим числівником стоїть неозначений артикль, числівник має значення — *це один*: *Give me a second cup*.

Exercises

1. Write in words.

10, 15, 40, 13, 29, 56, 107, 209, 300, 2.504, 6.709, 236.045.

2. Form ordinals from the following cardinals and write them in words.

one, three, five, four, thirteen, forty, one hundred and twenty-five, one thousand, nine, twelve, eighty.

3. Write the time in words.

2.15, 6.10, 1.50, 8.20, 11.05, 4.15, 6.45, 6.50, 8.15 a.m., 9.05 p.m.

4. Translate into English.

1. Два кілограми борошна. 2. Дві тисячі триста двадцять сім велосипедів. 3. Три тисячі книжок. 4. Тисяча газет. 5. Мільйон тонн вугілля. 6. Мільйони тракторів. 7. Сотня книжок. 8. П'ятдесят тисяч вісімсот кілометрів. 9. Тисяча два метри дроту. 10. Мільйон пасажирів.

5. Write the ordinal numerals of the following cardinals. Learn their spelling and pronunciation:

30; 40; 50; 60; 70; 80; 90; 100; 1.000; 1.000.000.

6. Write and pronounce the following ordinal numerals; give their transcription:

24-й, 14-й, 40-й, 9-й, 90-й, 58-й, 100-й, 175-й, 261-й, 1000-й.

The Pronoun (*Займенник*)

Займенники — це слова, які не називають предмети, особи, якості та явища, а тільки вказують на них. Їх значення визначається контекстом:

Where is *she*? — *She* is in the room.

В англійській мові займенники поділяються на:

1. Особові займенники (Personal Pronouns)

Відмінок (Case)	1-ша особа (1st Person)		2-га особа (2nd Person)		3-тя особа (3rd Person)	
	Однина (Singular)	Множина (Plural)	Однина (Singular)	Множина (Plural)	Однина (Singular)	Множина (Plural)
<i>Називний</i> (<i>Nominative</i>)	I я	we ми	you ти	you ви	he, she, it він, вона, воно	they вони
<i>Об'єктний</i> (<i>Objective</i>)	me мене	us нас	you тебе	you вас	him, her, it його, її його	them їх

I am speaking to him.

He is speaking to me.

You see them.

They see you.

Я розмовляю з ним.

Він розмовляє зі мною.

Ви бачите їх.

Вони бачать вас.

2. Присвійні займенники (Possessive Pronouns)

Особові займенники (Personal Pronouns)	Присвійні займенники (Possessive Pronouns)	
	Прилягаюча форма	Абсолютна форма
I he she it	my мій, моя, моє, мої his його her її its його, її	mine мій, моя, моє, мої his його hers її its його
we you they	our наш, наша, наше, наші your ваш, ваша, ваше, ваші their їхній, їхня, їхнє	ours наш, наша, наше, наші yours ваш, ваша, ваше, ваші theirs їхній, їхня, їхнє

3. Зворотні і підсилювальні займенники (Reflexive and Emphatic Pronouns)

Особа	Однина	Множина
1-а	myself себе, сам	ourselves себе, самі
2-а	yourself себе, сам(а)	yourselves себе, самі
3-я	himself себе, сам herself себе, сама itself себе, сам, сама, само	themselves себе, самі

4. Вказівні займенники (Demonstrative Pronouns)

Однина	Множина
this — цей, ця, це	these — ці
that — той, та, те	those — ті

5. Питальні займенники (Interrogative Pronouns)

who?	хто?
whom?	кого, кому?
whose?	чий, чия, чий, чиї?
what?	що, який, яке, яка, які?
which?	котрий, котра, котре, котрі?

Who is going to see the new film?

For whom do you translate this article?

Whom do you translate this article for?

Whose children do you teach at school?

What English books do you read at home?

What interests you most of all?

Що вас найбільше цікавить?

Which pencils will you take now?

Котрі олівці ви візьмете зараз?

6. Відносні або єднальні займенники

(Relative or Connective Pronouns)

До відносних або єднальних займенників належать такі займенники: **who**, **whom** хто, котрий; **whose** чий, котрий, **which** котрий, який; **that** котрий, **what** що. Вони вживаються для з'єднання підрядних речень з головними і можуть виконувати у підрядному реченні різні функції.

7. Неозначені займенники (Indefinite Pronouns)

Неозначені займенники поділяються на *прості* і *складні*.

Простими неозначеними займенниками є: **all**, **each**, **some**, **any**, **another**, **other**, **much**, **many**, **little**, **few**, **both**, **one**.

Складні неозначені займенники утворюються від простих займенників **some**, **any**, **no**, **every** додаванням до них **-body**, **-one**, **-thing** (*somebody*, *anybody*, *nobody*, *everybody*, *someone*, *anyone*, *everyone*, *something*, *anything*, *nothing*, *everything*).

Some і похідні від нього займенники вживаються у стверджувальних реченнях, **any** і його похідні вживаються у питальних і заперечних реченнях.

У стверджувальних реченнях	У питальних реченнях
some деякий, який-небудь, декілька, деякі	any який-небудь, декілька, будь-який
somebody хто-небудь	anybody хто-небудь
someone хтось	anyone хтось
something що-небудь, щось	anything що-небудь, щось
<i>У заперечних реченнях</i>	
not ... any } ніякий	no } ніякий
not ... anybody }	nobody }
not ... anyone } ніхто	no one } ніхто
not ... anything } ніщо	nothing } ніщо

We shall see some plays at this theatre.

Ми подивимося деякі п'єси у цьому театрі.

Exercise. Insert **somebody, someone, anybody, something, anything, everything, nothing, anyone, everybody, nobody, no one, none.** Give two variants if possible.

- I see ... at the window.
- Is there ... new?
- There is ... in the next room who wants to speak to you.
- ... knows about it.
- Will you give me ... to eat, I am hungry.
- If ... calls while I am out, ask him to wait.
- If there is ... else you want, please let me know.
- I haven't any more money about me, so I cannot buy ... else.
- Where can I get ... to drink?
- When can I find ... here who can give me some information on this question?
- Let me know if ... happens.
- I know ... about your town. Tell me ... about it.
- I can see It is too dark here.
- I understand ... now. Thank you for your explanation.
- ... of them speak English well.
- Where is the book? — It's on the table. — But there is ... there.
- Please tell us the story. ... knows it yet.
- Is there ... in your group who lives in the hostel?
- ... can answer this question. It is too difficult.
- ... can answer this question. It is very easy.
- The room is empty, ... is in.
- ... likes to go out for a walk when it is raining.
- Can you see ... through the fog?

Prepositions

1. Prepositions of Time

- at:** The lesson begins at nine o'clock.
in: In summer we get up early in the morning.
on: School begins on the 1st of September.

- from:** Last year I stayed in the country from July to September.
till (until): Our lessons will continue till June.
before: Many new houses were built before the war.
after: After the examinations we shall have our summer vacation.
by: Our classes are over by the end of May.
during: Many children go to the country during their summer vacation.
for: In summer we rest for two months.
between: Come and see me between four and five.

II. Prepositions of Place

- on:** The pencil-box is on the desk.
in: The books are in the schoolbag.
at: I study at school.
above: The lamp is above the table.
under: The cat is under the bench.
before (in front of): He is sitting before (in front of) the pupils.
near: The bookcase is near the door.
between: He sat between his two sisters.
among: The boy was standing among the girls.
across: I live across the street.

III. Prepositions of Direction

- into:** I am putting the book into the bag.
out of: I am taking the money out of my pocket.
from: I come from school at 4 p.m.
to: She goes to school at eight o'clock in the morning.
up: They are going up the stairs.
down: I am going down the stairs.
across: The children are running across the field.
along: I met him walking along the street.

Exercises

Exercise 1. Fill in the blanks with the prepositions "to" or "into" where necessary.

1. The pupils are going ___ a bus stop. 2. They don't take tram, they walk ___ the library. 3. The teacher is coming ___ the classroom. 4. Give the book ___ your neighbour, please. 5. Put your books and exercise books ___ your bag. 6. Take the picture and show it ___

your friends. 7. Where are you going ___? I am going ___ the cinema. 8. Let's go ___ a walk. 9. The dog was taken ___ the Zoo. 10. She walked ___ the room where they were sitting.

Exercise 2. Fill in the blanks with the prepositions "at", "for", "from", "to", "in", "into", "on".

1. I have brought some books ___ your brother to read. 2. The pupils are sitting ___ their desks and writing a composition. The teacher is walking ___ desk ___ desk looking ___ the pupils' notebooks. 3. The teacher asks a student to show his notebook ___ him. 4. There is a tram stop ___ the end of the street. Wait ___ me ___ the tram stop. 5. There is a park not far ___ the school. Some people are sitting ___ the benches having a rest. 6. I see some strange things ___ this box. I want to know who has put these things ___ this box.

Exercise 3. Translate into English.

1. Ідіть, будь ласка, до мене. Сядьте на стілець поруч зі мною. 2. Подивіться на цю картину. 3. На площі багато людей. 4. Вранці учні йдуть до школи. 5. Влітку я відпочиваю у селі. 6. Мій брат працює в університеті. 7. Приходь до мене ввечері. 8. Лекція почнеться о другій годині дня. 9. Дев'ятого травня ми святкуємо День Перемоги. 10. Завтра я буду вдома.

Exercise 4. Fill in the blanks with necessary prepositions.

1. The girl was sent ___ the village where her grandmother lived, because she had been suffering ___ a severe illness. 2. Our teacher told us to begin to prepare ___ the examination. 3. The teacher sent the two best pupils ___ the camp and asked them to take a telegram ___ the Post Office. 4. The boy pointed his toy pistol ___ the dog. 5. He pointed ___ a little old house and said, "That is a very famous house. I'll tell you ___ it when we get home".

Exercise 5. Fill in the blanks with prepositions where necessary.

1. We were surprised ___ the crowd of friends that met us ___ the station ___ the day of our arrival ___ Moscow. 2. Mary had been going ___ Moscow sightseeing, and her face showed signs ___ tiredness, but it brightened ___ when she came to the Maly Theatre. 3. He was so keen ___ sports that he spent all his spare time at the Dynamo Stadium. 4. You must learn to translate ___ Ukrainian ___ English without making mistakes. 5. The English tourist addressed ___ the guide and she answered him ___ perfect English. 6. While the speaker was talking, I glanced round ___ the faces ___ the hall and was

attracted ___ a young woman ___ the front row who was listening ___ every word ___ keen interest.

Exercise 6. Fill in the prepositions where necessary.

1. The inhabitants ___ this village are proud ___ the river ___ the village. 2. He was shocked ___ the contrasts ___ the living conditions ___ the poor and ___ the rich. 3. The street was filled ___ cars. 4. Their car broke down and they had to go to the station ___ foot. 5. I watched the boy ___ amazement as he climbed ___ the top of the tree. 6. The little room was full ___ people. 7. We have great successes ___ all branches of industry.

Exercise 7. Fill in the blanks with prepositions where necessary.

1. ___ the summer ___ the year 1998, I paid a visit ___ a friend living ___ the country. 2. I found her sitting ___ her tea and cake, turning ___ the pages ___ a magazine. 3. As he was asked to report ___ detail, he described the conversation word ___ word and read us a cutting ___ the newspaper. 4. Ann took a detective story ___ him ___ the trip. 5. I haven't spoken English ___ a long time. 6. Although I was bored ___ death, she went ___ telling me ___ her holidays. 7. Let us apply ___ the office ___ the necessary information.

Exercise 8. Fill in the blanks with prepositions where required.

She entered ___ the room carrying a child ___ her arms. Jim was very fond ___ Ann and she was devoted ___ him. The police had been searching ___ him ___ some time. Once, when he was about to enter ___ her house, he saw Ann standing ___ the doorway — the building speaking ___ a policeman. For a moment he doubted ___ her love ___ him and even suspected her ___ giving the police information ___ him. He waited ___ the shadow ___ a tree until the policeman had gone away. He called ___ Ann. She turned ___ him and ___ a frightened voice said: "Oh, Jim, I'm so scared ___ you. I don't know how, but your relations ___ me have become known ___ the police. They have been questioning me ___ you and asked me if you were related ___ me in any way". "I am leaving ___ London and have come to say good-bye", Jim said.

Exercise 9. Fill in the blanks with prepositions.

1. I have had the privilege ___ listening ___ his lectures. 2. He stared ___ the man who had attacked ___ his proposal ___ the meeting. 3. The chain was made ___ silver. 4. As I was leaving my mother thrust a package ___ my hand, "Here are some sandwiches to keep ___

you in case you are hungry". 5. I used to live ___ the floor above. 6. "Look ___ this picture", our guide said, pointing ___ a huge portrait. 7. The dog was tied ___ a tree and barked all night. 8. The girl said something ___ her breath and sank ___ the floor ___ a faint. 9. I lay ___ the sun, my eyes fixed ___ a boat in the distance. 10. How could you keep me waiting ___ all day ___ you ___ such fine weather?

Exercise 10. Fill in the blanks with suitable prepositions.

1. When I came ___ the door, I found I had forgotten my key. 2. Since there was no one at home I was locked ___. My mother not knowing I was asleep ___ the room, locked the door and went away. I was locked ___. 3. As she was ___ the country, at first she could not stand the noise ___ the city and ___ fine days she would long ___ the sweet air of the fields and woods. 4. The frightened child clung ___ her mother. 5. Lock your papers ___ the drawer. 6. I knew he would stand ___ me in case of need. 7. You had better lock the dog ___ when you leave home. 8. We felt he had been guilty ___ making false promises before. 9. I took a trip ___ the South. 10. The child had disobeyed ___ him. 11. What ___ earth do you mean ___ coming here ___ this time ___ the night? 12. When she opened the door, the stranger, surprised ___ her sudden appearance, glanced ___ her and then started to walk away. 13. ___ a moment she stood motionless.

Exercise 11. Insert prepositions or post-verbal adverbs if necessary.

1. I wake seven o'clock and then it is time for me to get I like a cold bath every morning, so I put ... my dressing-gown and slippers and go ... the bathroom. The water feels cold ... winter mornings, but I rub myself hard with a towel and soon I feel quite warm. 2. I brush my teeth and wash my face and go back ... the bedroom to dress. I brush my hair, take a clean handkerchief the drawer and go ... the dining-room ... breakfast. 3. ... twelve thirty I have a break ... lunch. I usually have it ... our refectory. Sometimes I go lunch and have it at the cafeteria just ... the corner. 4. Sometimes ... week-days we go ... the cinema or the theatre. But very often we just have a quiet evening ... home. We sit and talk, listen ... or watch TV. 5. Don't come ... my place to-night. I'm going to tidy ... my room. My mother-in-law is arriving ... Lviv tomorrow. She lives town and ... winter she comes to see us and usually stays ... us ... a fortnight. Everything must be ready ... her arrival. 6. I'm short ... time. ... my way ... the University I must buy tickets ... the cinema and call on a friend ... mine who is leaving ... Kyiv tomorrow.

7. When you are ... your work, go ... the shop and buy something ... supper. 8. Don't turn ... the radio. Father is working and we are playing ... chess. 9. My brother likes to walk ... his office ... any weather. ... summer he likes to take ... his bike ... a run ... the country. 10. Let's go ... our refectory ... the interval. 11. Do you help your mother ... the house? — Of, course, I do. I always wash ... dishes ... meals and sometimes do the shopping ... week-days. 12. Don't hurry. We have an hour and a half ... the concert. We have enough time to put everything ... its place.

Exercise 12. Insert prepositions or post-verbal adverbs.

1. Are you planning to see the New Year ... at home or somewhere ... the open? 2. This town is so small that it won't take you more than an hour to walk ... one end of the town ... the other. 3. He doesn't know the spelling ... the word "weak". He wrote "ee" ... "ea". 4. Will you switch ... the radio and try to tune ... Moscow? 5. Everybody will have gone ... bed ... the time you return. 6. It is only 8 o'clock. It's rather early to see the Old Year ... There is still plenty ... time ... midnight. 7. Don't stuff your bag ... so many books. You won't need them all. 8. We arrived ... the station too late: the train had already left. 9. We started walking ... the cottage which stood deep ... the woods. 10. Best wishes ... a Happy New Year. — Thank you, the same ... you. 11. I met Nick quite ... chance ... a New Year fancy-ball, and I didn't recognize him at first. 12. I'm ... indoor games ... summer, I prefer to play ... the open.

Exercise 13. Fill in the blanks with prepositions or adverbs.

1. He was speaking slowly, looking — the right words. 2. Tell John to turn — the gas and light when he leaves home. 3. She spoke — a loud voice, she wanted all the people — the hall to hear her. 4. Look, the child has a box of matches — his hand. Take it — him quickly. 5. He opened the door — the taxi — her and stepped — to let her get — first. 6. "Can't you stay — a few minutes?" "I am sorry, I can't. There is a taxi waiting — me outside." 7. See you tomorrow — the same place and — the same time. 8. I can't turn — him — help. I don't know the man — all. 9. Don't think badly — him, he has changed — the better, he is a different man now. 10. Did he try to explain — you how it had happened? 11. I want to be honest — you and tell you what I think — your work. I can't say I am pleased — it. 12. She stood — her finger — the bell — some time and heard it ringing — the house. 13. As he stood — the other side — the street he watched the lights — the house go —. 14. — her way — she

took the letter that was — the table and pushed it — her pocket. 15. — the door she turned — and saw him looking — her — a strange way. 16. Some weeks passed — bringing any change — the situation. 17. They saw a girl — a suit-case — one hand and a bag — the other get — the bus. 18. He has smoked — years and now finds it very hard to do — tobacco.

Exercise 14. Fill in the blanks with prepositions or adverbs.

1. I always find it difficult to make myself agree — something that is — my principles. 2. If he has made — his mind, you can be sure he will have things his own way. 3. I don't see how a letter — him can change your plans. 4. They noticed — once — some surprise that the move — East London — West London was more than just a change — address. It was like moving — another world. 5. There is nothing the matter — me today, nothing — all, I've a bit—a headache, that's all. 6. She had meant to talk things — — him, but as time went — she felt less sure she could do it. 7. — some time she was unable to sleep and started thinking — what had happened the day before. 8. A lot — mail had come — that morning, it meant she would have to work late, till four — the afternoon — least. 9. The farm is a long way — and he has promised to take me there — his car one — these days. 10. What I found — — him was the biggest surprise I'd ever had — my whole life. 11. I am not quite sure I see whether you are — or — our plan. 12. Here you are — last! We've lost all hope of seeing you. 13. I wonder what has suddenly come — your head to make you change your mind like that. 14. It was difficult to say what was — his mind and what he would do next. 15. You must choose — a trip — the South and a sea cruise, you can't have both. 16. Why are you so upset — his refusal to come — the party? 17. — my mind that's not the main idea — the book.

Exercise 15. Fill in the blanks with prepositions or adverbs.

A. 1. It had been a hard fight ... the child's life; the doctors have really won a victory ... death. 2. How do you expect him to say anything ... or ... the plan if he hasn't been told a word ... it yet? 3. We've ordered a taxi ... six o'clock and if you want to join us, we'll be only too glad to take you along ... the party. 4. If you don't feel better ... the morning, I'll have to call in the doctor. 5. It wasn't the book he had asked He wanted a book ... astronomy. 6. Why not ask her? She's been working as secretary ... our director ... nearly ten years and knows all there is to know ... the affairs ... the office. 7. The lake was ... a distance ... some three miles and we used to walk

there every afternoon ... exercise. 8. The TV set was ... order, so I turned ... the radio. 9. I hope she won't take the news too hard, now that we have prepared her ... it. 10. He was eager to win first place ... the competition ... any price, for if he didn't, it would be a great disappointment ... his friends. 11. Up to the last minute we knew nothing ... the arrangements she was making. 12. The man was very active ... his age.

Robin Hood

B. It is generally believed that Robin Hood was a man who fought ... a better life ... poor people. How old the story ... Robin Hood is nobody knows. The oldest ballads ... him were written down after 1400. One ... the ballads that comes ... those distant times says that Robin Hood was a Yorkshireman. The ballad says:

“For he was a good outlaw
And did poor men much good.”

Did such a Robin ever live? His name is first mentioned ... Government documents ... the 13th century and ... English literature ... a poem ... William Langland, written ... 1377.

So one can be sure that Robin did live and was something like the man described ... these early ballads.

He became such a popular hero that ... many places there was a special Robin Hood's day, attended ... thousands ... people.

... the 16th century a writer Anthony Munday decided to make a nobleman ... Robin. Perhaps they thought that it was too dangerous ... ordinary people to think that ordinary men could be heroes who tried to do “poor men much good”.

Exercise 16. Supply the missing prepositions.

1. They read all the books that are much talked —. 2. She always felt uncomfortable when she was looked —. 3. When will the old newspapers be thrown —? 4. He is spoken — with warmth. 5. The question was not to be argued —. 6. The tickets must be paid — immediately. 7. Each word he spoke was listened —. 8. The matter was argued — for days. 9. What's that thing meant —? 10. He must be written — at once.

Exercise 17. Insert “before” or “till” (“until”).

1. I forgot all about the letter — I was outside. 2. He had died just — the war started. 3. She didn't know what was happening to her — it had happened. 4. We must do something — it's too late. 5. He thought for a moment — he answered her. 6. Sit here and wait — I

finish my interview. 7. He couldn't do anything — he found the document. 8. Think twice — you take this dangerous step.

Exercise 18. Insert prepositions or post-verbal adverbs.

1. Where is John? He is ... the Dean's Office. 2. Who is absent? All the students ... group number three are present. 3. The lesson is You may go home. 4. What is your homework ... to-day? 5. Let's check ... the exercise ... class. Open your books ... page 24. 6. What's the English ... 'правильно'? The English ... 'правильно' is "that's right". 7. Look ... the blackboard. Two letters are missing ... this word. Look ... the spelling ... the word ... the dictionary. Now write it ... the blackboard. 8. Don't translate word ... word. Say it in good Russian. 9. Don't speak ... a low voice. Speak louder, please. 10. Go ... reading, Pete. Don't interrupt him, Nelly. Let him read the text ... the end. 11. Retell the story, Kate. Now, Helen, give the story ... full detail. 12. What is the meaning ... this word? What is the Russian ... it? 13. Divide the blackboard ... two parts. 14. Your time is Hand ... your papers, please. 15. Third-year students have seminars ... the History of the English Language. 16. Don't copy ... the blackboard ... your notebooks. 17. Write this sentence ... the middle ... the page. 18. Many students have classes ... English ... our University. They are eager to master the language.

Imperative Mood (*Наказовий спосіб*)

1. Наказовий спосіб виражає наказ або прохання, заохочення до дій, заборону і т. ін.

2. Наказова форма дієслова збігається з формою інфінітива без частки **to**: *Read! Go! Do!*

3. Для утворення заперечної форми вживається допоміжне дієслово **do** і заперечна частка **not (do not, don't)**:

Don't close the door!

Don't play in the room! (Скорочена форма)

4. Щоб виразити спонукання до дії, у зверненні до першої і третьої особи вживається дієслово **let**, відповідний займенник в об'єктному відмінку (або іменник у загальному відмінку) та інфінітив без частки **to**:

Let us (let's) go to the cinema now. Давайте ...

Let them do this work. Нехай вони ...

5. У розмовній мові вживається скорочена форма **don't**:
Don't (do not) let the boys play in the room.
Не дозволяйте хлопчикам грати в кімнати.
Don't (do not) let her read late at night.
Не дозволяйте їй читати пізно ввечері.

The Sentence (Речення)

Речення — це група слів, яка виражає закінчену думку.

Залежно від мети висловлювання речення поділяються на:

1. The Declarative Sentences (розповідні): *They study at school.*
2. The Interrogative Sentences (питальні): *Do you speak English?*
3. The Imperative Sentences (наказові): *Stop talking!*
4. The Exclamatory Sentences (окличні): *How beautiful she is!*

Simple Sentences (Прості речення)

Прості речення можуть бути:

а) непоширені речення (the Unextended Sentences), які мають тільки головні члени речення (підмет, присудок): *It is snowing.*

б) поширені речення (the Extended Sentences), які мають, крім головних, і другорядні члени речення (додаток, означення, обставини): *They see them every day.*

Interrogative Sentences (Питальні речення)

В англійській мові є такі типи питальних речень або запитань: загальні, спеціальні, альтернативні і роз'єднувальні.

General Questions (Загальні запитання)

Загальне запитання — це таке запитання, на яке можна відповісти “так” або “ні”. У загальному запитанні присудок ставиться перед підметом: *Have you an English book?*

Had you this book yesterday?

Special Questions (Спеціальні запитання)

Спеціальне запитання — це таке запитання, яке починається питальними словами *who?*, *what?*, *which?*, *where?*, *whose?*, *how much?*, *how many?*, *when?* та ін.

What happened to you yesterday? Where do they work?

Alternative Questions (*Альтернативні запитання*)

Альтернативне запитання має значення вибору одного із двох фактів (явищ, речей, осіб, дій, рухів, якостей і т. ін.)

*Do you go by bus or (do you go) by tram to your office?
I go by tram.*

Disjunctive Questions (*Роз'єднувальні запитання*)

Якщо перша частина запитання є стверджувальною, то дієслово в другій частині стоїть у заперечній формі, і навпаки:

Lena likes to read books, doesn't she?

The Principal Parts of the Sentence

(*Головні члени речення*)

The Subject (*Підмет*)

Підмет відповідає на запитання *хто? (who?), що? (what?)*.

Підметом може бути:

- a) іменник (the Noun): *Our house is in the centre;*
- б) займенник (the Pronoun): *He goes to school every day;*
- в) числівник (the Numeral): *Four of them have gone;*
- г) інфінітив (the Infinitive): *To go there is very important;*
- д) герундій (the Gerund): *Reading is useful.*

The Predicate (*Присудок*)

Присудки бувають такі:

1. Простий дієслівний присудок (the Simple Verbal Predicate): *They came late at night.*
2. Складений іменний присудок (the Compound Nominal Predicate): *I shall be a doctor.*
3. Складений дієслівний присудок (the Compound Verbal Predicate), який має дві форми:
 - a) модальний дієслівний присудок (the Modal Verbal Predicate): *She must do it every day.*
 - б) аспектуальний дієслівний присудок (the Aspective Verbal Predicate): *I started to do it when I got up.*

The Secondary Parts of the Sentence

(Другорядні члени речення)

The Object (Додаток)

Додатки поділяються на три типи:

а) прямий додаток (the Direct Object). Він вживається без прийменника і стоїть після присудка: *We met **him** two days ago;*

б) непрямий додаток (the Indirect Object): *He gave **me** the address of his new flat;*

в) прийменниковий додаток (the Prepositional Object): *I asked him to tell this story **to me**.*

The Adverbial Modifiers (Обставини)

Обставини бувають такі:

а) обставина місця (the Adverbial Modifier of Place):

*They moved **to a new flat**;*

б) обставина часу (the Adverbial Modifier of Time):

*They will return **in two days**;*

в) обставина способу дії (the Adverbial Modifier of Manner):

*She walked home **quickly**;*

г) обставина причини (the Adverbial Modifier of Cause):

*They didn't come **because of the rain**;*

д) обставина мети (the Adverbial Modifier of Purpose):

*He has come **for information**.*

The Attribute (Означення)

Означенням може бути:

а) прикметник (the Adjective):

*The **old** house was rebuilt;*

б) іменник у присвійному відмінку:

***Nick's** parents are doctors;*

в) присвійний займенник (the Possessive Pronoun):

***Her** relatives live in Canada;*

г) числівник (the Numeral):

*She was **the first** to see them.*

д) дієприкметник теперішнього і минулого часу (the Present and the Past Participle):

The girl speaking now is my sister.

е) інфінітив (the Infinitive):

The house to be built is far from here.

The Composite Sentences

(Складні речення)

Складні речення можуть бути **складносурядними** (the Compound Sentences) та **складнопідрядними** (the Complex Sentences).

Складносурядні — це речення, в яких прості речення сполучаються між собою як рівноправні, незалежні одне від одного:

I met him in the street, he was going to school.

Складнопідрядні — це речення, в яких одне речення залежить від другого:

He met him when he was going home.

Types of Subordinate Clauses

(Типи підрядних речень)

Підрядні речення поділяються на такі групи:

а) підметове підрядне речення (the Subject Clause):

Who did it is still unknown;

б) присудкове підрядне речення (the Predicative Clause):

That's what I mean to tell you;

в) означальне підрядне речення (the Attributive Clause):

The vocabulary which she asked me to give her is on the shelf;

г) підрядне речення місця (the Adverbial Clause of Place):

They reached the place where they had to put up a tent;

д) підрядне речення часу (the Adverbial Clause of Time):

Nobody has entered the room since we have been here;

е) підрядне речення причини (the Adverbial Clause of Cause):

He stayed at home because he was tired;

є) підрядне речення мети (the Adverbial Clause of Purpose):

He came early so that he might meet them at the station;

ж) підрядне речення способу дії (the Adverbial Clause of Manner):

He stood at the window as if he was eager to see something;

з) підрядне умовне речення (the Adverbial Clause of Condition):

They will pass their examinations if they come in time;

і) підрядне наслідкове речення (the Adverbial Clause of Result):

The party was so interesting that everybody was content with it.

Сполучник (*The Conjunction*)

Сполучник — частина мови, яка вживається для сполучення членів речення або речень.

My sister and I are students.

I visited museums and picture galleries when I was in Moscow last year.

On Sunday many people went to the country to have recreation. But the weather changed and it began to rain. And the people had to go home.

I. За формою сполучники поділяються на такі групи:

1. Прості (the Simple Conjunctions): **and** *і*, **but** *але*, **that** *що*, **after** *після того як*, **till** *поки*, **where** *де*, **when** *коли* та ін.

2. Складні (the Compound Conjunctions): **until** *поки не*, **unless** *якщо не*, **however** *проте*, **однак**, **whereas** *в той час як*, **тоді як**, **wherever** *де б не* та ін.

3. Складені (the Composite Conjunctions): **as well as** *так само...*, **як**, **as if** *неначе*, **as long as** *поки*, **якщо**, **in order that** *для того, щоб*, **not only ... but also** *не тільки...*, **але й**, **not so ... as** *не так ...*, **як** та ін.

II. За граматичними функціями сполучники поділяються на сурядні (the Coordinating Conjunctions) і підрядні (the Subordinating Conjunctions):

Сурядні — це ті сполучники, які сполучають рівноправні слова або з'єднують у складне речення рівноправні прості речення:

Hungary and Poland are democratic countries. (Сполучник and сполучає два рівноправні члени речення Hungary і Poland.)

Підрядні — це ті сполучники, які з'єднують у складному реченні нерівноправні залежні речення, з яких одне пояснюється другим:

I'll ring you up when I come home.

LIST OF IRREGULAR VERBS

Infinitive	Past	Past Participle	Translation
abide [ə'baɪd]	{ abode [ə'baʊd] abided [ə'baɪdəd]	{ abode [ə'baʊd] abided [ə'baɪdəd]	перебувати; дотримуватися
arise [ə'raɪz]	arose [ə'raʊz]	arisen [ə'raɪzn]	виникати, вставати
awake [ə'weɪk]	awoke [ə'wɔ:k]	{ awakened [ə'weɪkt] awoke [ə'wɔ:k]	прокидатися, будити
be [bi:]	was [wɔ:z], were [wə:]	been [bi:n]	бути
bear [beə]	bore [bɔ:]	born(e) [bɔ:n]	нести, носити, родити
beat [bi:t]	beat [bi:t]	beaten [bi:tn]	бити
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	ставати, робитися
befall [br'fɔ:l]	befell [br'fel]	befallen [br'fɔ:lɪn]	траплятися
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	починати (ся)
bend [bend]	bent [bent]	bent [bent]	згинати(ся)
beseech [br'si:tʃ]	besought [br'sɔ:tʃ]	bended ['bendɪd]	благати, просити
bid [brɪd]	bad(e) [beɪd]	besought [br'sɔ:tʃ]	прощатися, пропонувати
bind [baɪnd]	bound [baʊnd]	bid(den) [brɪd(n)]	зв'язувати
bite [baɪt]	bit [brɪt]	bound [baʊnd]	кусати
bleed [blɪ:d]	bled [bled]	bit(ten) [brɪt(n)]	кровоточити
blow [bləʊ]	blew [blu:]	bled [bled]	дути
break [breɪk]	broke [brɔ:k]	blown [blaʊn]	(з)ламати
breed [brɪ:d]	bred [bred]	broken [brɔ:kən]	вирощувати, розводити
bring [brɪŋ]	brought [brɔ:t]	bred [bred]	приносити
build [brɪld]	built [brɪlt]	brought [brɔ:t]	будувати
burn [bɜ:n]	burnt [bɜ:nt]	built [brɪlt]	палити; горіти
burst [bɜ:st]	burst [bɜ:st]	burnt [bɜ:nt]	розриватися; вибухати
buy [baɪ]	bought [bɔ:t]	burst [bɜ:st]	купувати
	bought [bɔ:t]	bought [bɔ:t]	

Infinitive	Past	Past Participle	Translation
cast [kɑ:st]	cast [kɑ:st]	cast [kɑ:st]	кидати; лити (<i>метал</i>)
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити, (с)піймати
choose [tʃu:z]	chose [tʃoʊz]	chosen [tʃoʊzn]	вибирати
cleave [kli:v]	{ clove [kloʊv] cleft [kleft]	{ cloven [kloʊvn] cleft [kleft]	розколювати; розтинати
cling [klɪŋ]	clung [klɪŋŋ]	clung [klɪŋŋ]	чіплятися, прилипати
clothe [klaʊð]	clothed [klaʊðd]	clothed [klaʊðd]	одягати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
creep [kri:p]	crept [krept]	crept [krept]	повзти
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
dare [deə]	{ dared [dɛə:st] dared [dɛəd]	dared [dɛəd]	сміти; наважуватися
deal [di:l]	dealt [deɪt]	dealt [deɪt]	мати справу
dig [dɪg]	dug [dʌg]	dug [dʌg]	копати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати; тягти
dream [dri:m]	dreamt [dremt] dreamed [dri:md]	dreamt [dremt] dreamed [dri:md]	бачити уві сні; мріяти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drouv]	driven [drɪvn]	гнати; їхати; мчати
dwell [dwel]	dwelt [dwelt]	dwelt [dwelt]	мешкати; зупинятися (<i>на ...</i>)
eat [i:t]	ate [et]	eaten [i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen [fɔ:ln]	падати
feed [fi:d]	fed [fed]	fed [fed]	годувати
feel [fi:l]	felt [felt]	felt [felt]	почувати, відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	битися, боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
flee [fli:]	fled [fled]	fled [fled]	тікати

Infinitive	Past	Past Participle	Translation
fling [flɪŋ] fly [flaɪ]	flung [flʌŋ] flew [flu:]	flung [flʌŋ] flown [flaʊn]	кидати; відкидати літати
forbid [fə'bid] forget [fə'get] forgive [fə'gɪv] freeze [fri:z]	forbade [fə'beɪd] forgot [fə'gɒt] forgave [fə'geɪv] froze [frouz]	forbidden [fə'bɪdn] forgotten [fə'gɒtn] forgiven [fə'gɪvn] frozen [frouzn]	забороняти забувати вибачати, прощати заморожувати; замерзати
get [get] gild [gɪld]	got [gɒt] { gilt [gɪlt] gilded [ˈgɪldɪd]	got [gɒt] { gilt [gɪlt] gilded [ˈgɪldɪd]	діставати, одержувати золотити
give [gɪv] go [gəʊ] grind [graɪnd] grow [graʊ] hang [hæŋ]	gave [geɪv] went [went] ground [graʊnd] grew [gru:] { hung [hʌŋ] hanged [hæŋd]	given [gɪvn] gone [gɒn] ground [graʊnd] grown [graʊn] { hung [hʌŋ] hanged [hæŋd]	давати іти, їти геть, їхати молоти; точити рости повісити (<i>стратити</i>) висіти мати
have [hæv] hear [hɪə] hew [hju:]	had [həd] heard [hɜ:d] hewed [hju:d]	had [həd] heard [hɜ:d] hewn [hju:n]	чутти рубати, тесати
hide [haɪd] hit [hɪt] hold [həʊld] hurt [hɜ:t] keep [ki:p] kneel [ni:l]	hid [hɪd] hit [hɪt] held [held] hurt [hɜ:t] kept [kept] knelt [nelt]	hidden [hɪdn] hit [hɪt] held [held] hurt [hɜ:t] kept [kept] knelt [nelt]	ховати(ся) ударяти; влучати тримати, держати здавати болю; боліти тримати, зберігати ставати на коліна; стояти на колінах
knit [nɪt] know [nəʊ]	knit [nɪt] knew [nju:]	knit(ted) [ˈnɪt(ɪd)] known [naʊn]	в'язати знати

Infinitive	Past	Past Participle	Translation
lay [leɪ] lead [li:d] lean [li:n]	laid [leɪd] led [led] { leant [lent] leaned [li:nd]	laid [leɪd] led [led] { leant [lent] leaned [li:nd]	класти, покласти вести, водити обпиратися, спиратися
leap [li:p] learn [lə:n]	{ leapt [lept] leaped [li:pt] { learnt [lə:nt] learned	{ leapt [lept] leaped [li:pt] { learnt [lə:nt] learned	плигати, стрибати вчити
leave [li:v] lend [lend] let [let] lie [laɪ] light [laɪt] lose [lu:z] make [meɪk] mean [mi:n] meet [mi:t] mishear [mis'hɜ:d] mislead [mis'li:d] mistake [mis'teɪk]	left [left] lent [lent] let [let] lay [leɪ] lit [lɪt] lost [lɒst] made [meɪd] meant [ment] met [met] misheard [mis'hɜ:d] misled [mis'led] mistook [mis'tu:k]	left [left] lent [lent] let [let] lain [leɪn] lit [lɪt] lost [lɒst] made [meɪd] meant [ment] met [met] misheard [mis'hɜ:d] misled [mis'led] mistaken [mis'teɪkən]	залишати, поїхати позичати (кожусь) пускати; дозволяти лежати освітлювати втрачати, губити робити означати; мати намір зустрічати недочути; почути не те вводити в оману помилятися; неправильно розуміти
mow [maʊ] pay [peɪ] put [put] read [ri:d] rid [rɪd] ride [raɪd] ring [rɪŋ]	mowed [maʊd] paid [peɪd] put [put] read [red] rid [rɪd] ridded ['rɪdɪd] rode [roud] rang [ræŋ]	mown [maʊn] paid [peɪd] put [put] read [red] { rid [rɪd] ridded ['rɪdɪd] ridden [rɪdn] rung [rʌŋ]	косити платити класти, ставити читати позбавляти (чогось, когось) їздити верхи дзвонити

Infinitive	Past	Past Participle	Translation
rise [raɪz] run [rʌn] saw [sɔː]	rose [rouz] ran [ræn] sawed [sɔːd]	risen [rɪzn] run [rʌn] { sawn [sɔːn] sawed [sɔːd]	вставати, підніматися бігти пиляти
say [seɪ] see [siː] seek [siːk] sell [sel] send [send] set [set] sew [sou]	said [sed] saw [sɔː] sought [sɔːt] sold [sould] sent [sent] set [set] sewed [soud]	said [sed] seen [siːn] sought [sɔːt] sold [sould] sent [sent] set [set] { sewed [soud] sewn [soun]	говорити, сказати бачити шукати продавати посилати ставити; установлювати шити
shake [ʃeɪk] shave [ʃeɪv]	shook [ʃuk] shaved [ʃeɪvd]	shaken [ʃeɪkn] { shaved [ʃeɪvd] shaven [ʃeɪvn]	трясти голити(ся)
shear [ʃiə] shed [ʃed] shine [ʃaɪn] shoe [ʃuː] shoot [ʃuːt] show [ʃou] shrink [ʃrɪŋk]	sheared [ʃiəd] shed [ʃed] shone [ʃoun] shod [ʃɒd] shot [ʃɒt] showed [ʃoud] shrank [ʃræŋk]	shorn [ʃɔːn] shed [ʃed] shone [ʃoun] shod [ʃɒd] shot [ʃɒt] shown [ʃoun] shrunk [ʃrʌŋk]	стригти губити; лити (сльози) світити, сяяти взувати; підковувати стріляти; робити з'юмку показувати скорочувати(ся); зсідатися; відскакувати закривати співати опускати(ся); тонути сидіти спати ковзати
shut [ʃʌt] sing [sɪŋ] sink [sɪŋk] sit [sɪt] sleep [sliːp] slide [slɑɪd]	shut [ʃʌt] sang [sæŋ] sank [sæŋk] sat [sæt] slept [slept] slid [slɪd]	shut [ʃʌt] sung [sʌŋ] sunk [sʌŋk] sat [sæt] slept [slept] slid [slɪd]	

Infinitive	Past	Past Participle	Translation
smell [smel] sow [sou]	smelt [smelt] sowed [soud]	smelt [smelt] sowed [soud] sown [soun]	пахнути; нюхати сіяти
speak [spi:k] speed [spi:d] spell [spel]	spoke [spouk] sped [sped] spelt [spelt] spelled	spoken [spoukn] sped [sped] spelt [spelt] spelled	говорити прискорювати; поспішати писати <i>або</i> читати по буквах
spend [spend] spill [spil]	spent [spent] spilt [spilt] spilled [spild]	spent [spent] spilt [spilt] spilled [spild]	витрачати розливати
spin [spin]	spun [span] span [span]	spun [span]	прясти
spit [spit] split [split] spoil [spoil]	spat [spæt] split [split] spoilt [spɔilt] spoiled	spat [spæt] split [split] spoilt [spɔilt] spoiled	плювати розщеплювати(ся) псувати
spread [spread] spring [sprɪŋ] stand [stænd] steal [sti:l] stick [stɪk] sting [stɪŋ] stink [stɪŋk]	spread [spread] sprang [spræŋ] stood [stud] stole [stou] stuck [stak] stung [staŋ] stank [stæŋk] stunk [staŋk]	spread [spread] sprung [sprʌŋ] stood [stud] stolen [stouln] stuck [stak] stung [staŋ] stunk [staŋk]	поширювати(ся) стрибати; виникати стояти (у)красти встромляти; приклеювати жалити смердіти
strew [stru:]	strewed [stru:d]	strewn [stru:n] strewed [stru:d]	розкидати; засипати
stride [straɪd] strike [straɪk] string [strɪŋ] strive [straɪv]	strode [stroud] struck [strak] strung [strʌŋ] strove [strouv]	stridden [strɪdn] struck [strak] strung [strʌŋ] striven [strɪvn]	крокувати бити; вдаряти(ся); бастувати нанизувати, нагачувати старатися, намагатися

Infinitive	Past	Past Participle	Translation
sweep [swi:p]	swept [swept]	swept [swept]	мести; мчати
swell [swel]	swelled [sweld]	swollen [swouln]	надуватися; пухнути
swim [swim]	swam [swæm]	swum [swʌm]	плавати, пливти
swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	гойдати(ся)
take [teɪk]	took [tʊk]	taken [teɪkn]	брати, взяти
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	вчити, навчати
tear [tiə]	tore [tɔ:]	torn [tɔ:n]	рвати
tell [tel]	told [tould]	told [tould]	розповідати, говорити
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrou]	threw [θru:]	thrown [θroun]	кидати
thrust [θrʌst]	thrust [θrʌst]	thrust [θrʌst]	штовхати; простромлювати
tread [tred]	trod [trɒd]	trodden [trɒdn]	ступати
unbend ['ʌn'bend]	unbent ['ʌn'bent]	unbent ['ʌn'bent]	розгинати(ся)
understand	understood	understood	розуміти
undertake	undertook	undertaken	розпочинати,
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]	братися
wake [weɪk]	woke [wɔ:k]	{ woken [wɔ:kn] waked [weɪkt]	перекидати(ся); засмучувати прокидатися; будити
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (обяз)
weave [wi:v]	wove [wɔ:v]	woven [wɔ:vvn]	ткати
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	вигравати
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	намогувати(ся); заводити (механізм)
withdraw	withdrew	withdrawn	відводити (військо)
wring [rɪŋ]	wrung [rʌŋ]	wrung [rʌŋ]	відкликати
write [raɪt]	wrote [rɔ:t]	written [rɪtn]	скручувати, викручувати писати

4.

Section. Topics. Part 1

1. My Family

My name is Olga. I am seventeen. I was born in Kyiv in 19... . In 19... I went to school.

Our family is large. It consists of father, mother, two brothers, my sister and me.

My father is a teacher. He teaches chemistry at school. He has been working there for 20 years. His name is Oleg Ivanovych. He is about 45. My father goes to work every day. He does not go to school on Sundays.

My mother is a housewife. She goes to the shops and prepares our meals. Her name is Mariya Petrivna. She is 42.

My brothers Serhiy and Pavlo are students. They study at the University. In two years they will graduate from the University and become engineers. They work hard to become good specialists.

My sister Hanna is married. She lives with us too. Hanna's husband Peter is a worker. He works at a plant. Peter is a good worker. He is 24. Hanna works at a large factory. She is 20. Their children, Vira and Maxim, do not go to school. They are too little. My mother takes care of them.

I am a student. I study at the University close to my house. I study many subjects. Every day when my lectures are over I help my mother to look after my sister's children.

In summer I visit my grandmother and grandfather. They live in the country. My grandfather is sixty nine and the grandmother is sixty two years old. I like to help them to keep house, to do the shopping, to cook or to work in the kitchen garden.

Notes

married [ˈmæɪrɪd]	— одружений
to take care of smb	— дбати про когось
to look after	— доглядати, піклуватися
to keep house	— вести господарство
kitchen garden	— город

Assignments

- I. Make up a story about your family using the text (on the basis of the text).
- II. Write a short life history of someone in your family or a close friend.
- III. Render the text in English.

Dialogue. My Daddy Can Do Everything!

Sally: My daddy's really wonderful. He's big and strong and handsome.

Annie: Really? Well, my daddy can do everything.

Sally: Can he? What?

Annie: He's really smart. He can speak a hundred languages.

Sally: A hundred! Which languages can he speak?

Annie: Well, he can speak Spanish, Italian, French, German, Japanese, Arabic, and, uh, a lot more.

Sally: Well, my daddy is athletic.

Annie: Athletic?

Sally: Uh huh. He can swim, ski, and play football, tennis, and baseball.

Annie: Oh, well, can your daddy cook?

Sally: What? No, he can't.

Annie: My daddy is a wonderful cook.

Sally: Really?

Annie: Yes, and he can sew and iron, too.

Sally: Oh. My daddy can't do that. But my mummy is beautiful and smart and she can...

Assignment**Answer the questions:**

1. Is Sally's father big? 2. Is he ugly? 3. Can he play football? 4. Can he sew? 5. Can he ski? 6. Can he cook? 7. Is Annie's father athletic? 8. Is he smart? 9. Can he speak Arabic? 10. Can he play tennis? 11. Can he iron? 12. Is Sally's mother smart?

2. Seasons

Spring is one of the 4 seasons. It is very nice in spring. The sky is often blue. The sun shines brightly in the sky. It is warm. It sometimes rains, but the rain is warm and pleasant.

There is a lot of work to do in the fields. Sometimes people are busy from morning till night. Tractors work in the fields day and night.

Children do not work in the fields. They go to school. They should work hard at the end of the school year.

We have some holidays in spring. They are: the Women's Day on the 8th of March, Easter and Victory Day on the 9th of May.

Summer is as nice as spring. The sun shines brightly. It is warm and sometimes hot. It is warmer and hotter than in spring. The days are longer than in spring. The longest day of the year is the 22nd of June.

In summer children do not go to school. They have summer holidays. They often help fathers and mothers in the garden or in the field.

Summer is a pleasant season. There is a lot of fruit and vegetables at the time. Some people like summer best of all.

After summer autumn comes. The days are shorter than in summer. The weather is not so pleasant as in spring and in summer. It often rains. The rain is cold and not pleasant at all. In September, the first autumn month, the school year begins in our country.

Autumn is the season of fruit and vegetables. The farmers and workers should work hard in the fields. Pupils always help farmers with fruit and vegetables in autumn.

November is the coldest month in autumn. It sometimes rains and it often snows.

Winter is the coldest season. The winter months are: December, January and February. In winter we have often hard frost. In winter the sun shines rarely. It rises late and sets early. The temperature is low. The sky is often covered with grey heavy clouds. The rivers and lakes are covered with ice. The nights are long and the days are short. Sometimes the weather is pleasant. It often snows. The snow is clean and white. The ground is all white with snow. It is pleasant to walk when it snows.

In January schoolchildren and students have winter holidays. Winter is the season for winter sports and games.

Notes

pleasant [ˈpleznt] — *приятный*

hard frost — *сильный мороз*

Assignments

I. Describe your favourite season and explain why you like it.

II. Describe the winter we had last year.

III. Render the text in English.

IV. Answer the following questions:

1. How many seasons are there in a year? What are they? Which season do you like best, and why? 2. In what season of the year does nature return to life? Which are the spring months? In what month do trees break into blossom? 3. When does a rainbow appear in the sky? What are its colours? Why do we admire a rainbow? 4. Which are the summer months? Which month is the hottest in your town? What is the usual summer temperature in your town? Does the temperature ever rise above 40° in your town? 5. What change do we usually observe in the weather when the heat grows oppressive? What indicates the approach of a thunderstorm? What do we hear during a thunderstorm? And what do we see? 6. Are you afraid of thunder? Is it dangerous to stand under a tree during a thunderstorm? Why? 7. Do you stay in town or do you go to the country in summer? When do you generally get up when you stay in the country? Why don't we sleep well on a sultry summer night? 8. Which are the autumn months? What is the weather like in autumn? Does it often drizzle? Do you like autumn? Why? 9. Which are the winter months? Which month is the coldest in your town? What was the weather like this winter? Was it very changeable? What is the usual winter temperature in your town? 10. What is the weather forecast for Sunday? What do you think the weather is going to be? Will you go out of town for the week-end? 11. What is the weather like now? Has it stopped raining or is it still raining a little? Is it windy? Where is the wind (blowing) from? Do you think the weather will clear up?

V. Make up a dialogue using the following words and phrases:

What's the weather like today?

It's thawing (windy, hot, wet, fine, nasty, rainy, pleasant, unpleasant, cold).

Nice day today, isn't it?

What wonderful weather!

I hope it will keep up.

It's much colder today than yesterday.

It's hot for the time of the year.

There's a strong wind blowing from the north.

It's raining cats and dogs.

It's drizzling.

Hoar-frost on the trees is wonderful, isn't it?

How many degrees of frost?

Reading-Text. Weather

The weather is a subject we can always talk about. It often changes and brings cold and heat, sunshine and rain, frost and snow. One day is often unlike the next. In summer the sun shines, and there are often no clouds in the sky which is blue and beautiful. We can see stars and the moon at night and people like walks, outdoor games and sports in the fresh air.

When autumn comes, the days become shorter and colder. It gets dark earlier and heavy clouds often cover the sky bringing rain with them.

Sometimes there is heavy rain, so that an umbrella or a raincoat is necessary if we don't want to get wet through. Then you can hear people say, "What bad weather! When is this rain going to stop?" Many people then catch cold and must go to bed. Then a fire at home is so pleasant. At last frost and snow come. Fields, forests and houses are covered with snow and rivers and lakes with ice. But spring again brings sunshine and warm winds. Sometimes it snows but snow will not remain long, it will melt in the warm sun. Spring will bring bright sunshine, green grass and flowers.

We usually say: "A nice day", "Not a bad day" or "It's nice weather for the time of the year" if the weather is fine.

We can say: "It looks like rain", "It looks like snow" or "It's bad weather" when the weather is bad.

Assignments

I. Answer the questions:

1) What do people like to talk about? 2) When do we like walks, outdoor games and sports in the fresh air? 3) What do people do if they don't want to get wet through? 4) Why doesn't snow remain long on the ground? 5) When do we say "Nice day"? 6) When can we say "It's bad weather"?

II. Say a few words about the weather:

1) it was yesterday; 2) it is today and 3) it will be tomorrow.

III. Describe how the weather can influence your mood. What do you like to do when the weather is nasty?

IV. Render the text in English.

3. My Working Day

At seven o'clock in the morning the alarm-clock rings. I wake up. It is time for me to get up. I jump out of bed and open the window. Then I turn on the music and do my morning exercises. When I have done my exercises, I go into the bath-room.

I turn on the water tap, brush my teeth and wash myself. I comb and brush my hair with my comb and hairbrush. Then I make my bed. After that I dress. I put on my shirt and trousers (my dress), my socks (stockings), my boots (shoes) and my jacket.

I take my place at the table and have breakfast. I eat two eggs, bread and butter. Sometimes I have fried potatoes for breakfast. Then I drink a cup of coffee or a glass of tea.

After breakfast I go to the University. It is not far from our house. I do not take a tram or a trolley-bus. I go on foot. It takes me ten minutes to get there.

When I come to the University I leave my coat and cap in the cloak-room.

We have classes every day. Our classes begin at half past eight and are over at a quarter past two.

When my classes are over I go home. I come home, take off my coat and cap, wash my hands and have my dinner. I lay the table. I put a glass, a plate, a knife, a fork and a spoon at my place. I eat a plateful of soup, then I have some meat and vegetables, an apple, a pear or an orange. My Granny often gives me apples to eat. She likes to say, "An apple a day keeps the doctor away".

After dinner I wash up (I wash the dishes).

I am always ready to help my Granny about the house. I dust the rooms, sweep the floor, hang out the washing, do the shopping (go to the shop for bread or milk).

Then I sit down at my desk and do my homework. Having prepared the lessons I go to the yard and play with my friends. There are many trees in our yard. Just behind our house there is a fine playground where we can play different games.

When I come home I have my supper. I have some porridge and a glass of sour milk or tea.

In the evening I read books, play chess with my father or watch TV. I like to watch TV films.

At half past ten I go to bed.

Notes

alarm-clock [ə'la:m klɒk]	— будильник
to comb ['kəʊm]	— розчісувати
porridge ['pɒrɪdʒ]	— вівсяна каша

Assignments

- I. Make up a story about your week-day using the Past Indefinite Tense: "...I got up at seven. The alarm-clock woke me up..."
- II. Describe any day in your life beginning with the moment you get up and ending with the time you go to bed.
- III. Render the text in English.

Reading-Text 1. Pete's Week-day

"I usually wake up at seven and always get up at once. I begin my day with my morning exercises. It takes me half an hour to do them. Then I take a shower and shave, dress and do my hair. After that I have breakfast. Then I take my dog out for a short time. I leave the house at nine o'clock and walk to the underground station. It takes me twenty minutes to get to the office by underground. Work begins at half past nine. I look through the morning mail and answer the letters and telexes. Then I discuss various problems with my colleagues and do a lot of other work.

Our lunch break's at one, and we all go to the canteen. I have a light lunch, so it doesn't take long, and I usually have enough time to have a smoke and talk to my friends before work begins again. A lot of people ring me in the afternoon, and my secretary often asks me to answer the calls. That keeps me busy till half past four, when I have a tea break. After that I usually have a short meeting with my colleagues, and we discuss our plans for the next day.

I finish work at six, and sometimes a friend drives me to the stadium, where we have a game of tennis. I'm quite good at tennis, so I teach him to play. We go home together because we live near each other. That is my usual week-day".

Notes

colleague ['kɔli:g] — *колега, співробітник*

stadium ['steɪdjəm] — *стадіон*

Assignment

Read and render the text in English.

Reading-Text 2. The List

It's a busy day. Mrs. West has to do many things. This is her list:

Get milk, bread, ice cream, sugar.

Buy airmail stamps at Post Office.

Call Dr. White, school.

Fix window.

Wash clothes.

Shine black shoes.

Pay electric bill at bank.

Take Ann to dance lesson after school.

Pick up suit at cleaners on way home.

Take a clock to a watch maker.
 Repair the telephone.
 Buy vegetables for breakfast.
 Clean bedroom.
 Change the lock.

Notes

to call — *дзвоніти (по телефону)* to pick up — to get something

Assignment

Answer the following questions about the text:

1. What does Mrs. West have to do today? Make complete sentences. (Example: Fix window. She has to fix the window.) 2. What do you have to do today? Make a short list like the one in the reading. Then, expand each item on the list into a complete sentence. 3. What does your mother have to do today? Make a short list. 4. What does your sister (brother) have to do today? Make a short list. 5. What will you have to do tomorrow? Make a short list.

4. Flat

Our flat is really nice but it is not spacious. It is very comfortable. It is in a new sixteen-storeyed house. Our flat is on the second floor. It consists of one room, a kitchen and a bathroom.

The living-room is well furnished. There are two tables in it. One of them, a desk, is standing at the window. There is a lamp and some books on it. There is an arm-chair at the desk. The second table is in front of the sofa. On the sofa there are some cushions. To the left of the table there is a book-case. There is a lot of books in it. It is low but quite modern. There is a wardrobe against the wall. On the walls there are some pictures. The floor is covered with a soft thick carpet.

The kitchen is small but very light and comfortable. There is a nice gas-cooker, a table and some stools to the left of the window. Certainly, there is a sink near the cooker with cold and hot water taps. As the window is large, there is plenty of sunlight in the kitchen. On the right there is a kitchen cupboard where we keep plates, cups, saucers, glasses, knives, spoons, forks and other things.

The bathroom is rather cosy. The bath is on the right and the wash-basin is on the left. There is a mirror above the wash-basin and a shower above the bath. A bath-mat is on the floor near the bath.

Notes

spacious [ˈspeɪʃəs] — *просторий*

cushion [ˈkʊʃn] — *(диванна) подушка*

wardrobe [ˈwɔ:droub]	—	<i>гардероб</i>
sink [sɪŋk]	—	<i>раковина</i>
saucer [ˈsɔ:sə]	—	<i>блюдце</i>

Assignments

- I. Render the text in English.
- II. Make up a story about your flat (house) using the material of the text.
- III. You have recently moved into a new flat. Describe in brief your house-warming party.

Dialogue 1. At Home

- Simon:** Sorry, Mrs. Collins, we have been delayed. — This is my friend, Herr Winter.
- Mrs. Collins:** How do you do, Herr Winter.
- Winter:** How do you do, Mrs. Collins.
- Mrs. Collins:** Please, come in. Take off your coats. We'll go into the sitting room.
- Simon:** You have got a very nice flat, Mrs. Collins.
- Mrs. Collins:** Thank you, I am glad you like my home.
- Winter:** Well, it was really very kind of you, Mrs. Collins, to invite us to tea.
- Mrs. Collins:** Oh, it's all right. Please have some bread and butter. Would you like some milk?
- Simon:** Thank you, Mrs. Collins. Bread and butter will do. We are not accustomed to drinking tea with milk.
- Winter:** How many rooms have you got, Mrs. Collins, apart from the sitting-room?
- Mrs. Collins:** Apart from the sitting-room? — Well, we have got my husband's study, the bedroom, the nursery, the kitchen and the bathroom.
- Simon:** By the way, Mrs. Collins, have you got children who go to school?
- Mrs. Collins:** Yes, we've got two, Jane and Thomas, aged two and five. But only Thomas goes to school.
- Winter:** They have their own room, of course.
- Mrs. Collins:** Yes, they have. Their room is very cosy.

Notes

- to delay [dɪˈleɪ] — *відкладати, затримувати*
- to be accustomed [əˈkʌstəmd] — *звикнути до*

Dialogue 2. There's a Nice Apartment

Janet: Hello.

Agent: Hello.

Janet: Is there an empty apartment in this building?

Agent: Yes, there is. There's a nice apartment on the fifth floor.

Janet: Are there two bedrooms?

Agent: No, there aren't. There's a living room, a small kitchen, and a very small bathroom.

Janet: And the bedroom?

Agent: Oh, there's a very large bedroom.

Janet: Is there a balcony?

Agent: No, there's no balcony.

Janet: Where's the kitchen?

Agent: Here it is.

Janet: Oh, it's very small.

Agent: Yes, but there's a stove, a refrigerator, and space for a dishwasher. There are some cabinets, and there's a shelf under the sink.

Janet: Are there any windows in the bathroom?

Agent: No, there aren't. But there are two large ones in the bedroom.

Janet: Good. It's a very nice apartment.

Notes

balcony ['bælkəni]	— балкон
stove ['stouv]	— піч; плита
refrigerator [rɪ'frɪdʒəreɪtə]	— холодильник
cabinet ['kæbɪnɪt]	— шафа

Assignments

I. Read and render the dialogues.

II. You have recently moved into a new flat. Write a letter to your friend describing this new flat and comparing it with the old one.

5. Meals

I have three meals a day: breakfast, dinner and supper. I do not have lunch. For breakfast my wife and I have bread and butter, eggs, ham or sausage. We drink a cup of tea or coffee. I like strong coffee and my wife likes weak coffee. She drinks coffee with milk. I do not (don't) like coffee with milk. We do not have fish dishes for breakfast.

Our daughter eats porridge with milk and sugar. She is a little girl and does not eat meat or fish. My wife and I do not have dinner at home. We have our dinner at the canteen. The canteen is near our office. We do not (don't) have tea or coffee at dinner. When we come home we have our supper: meat or fish, cheese, bread and butter and tea. When I come home late I have a light supper — a glass of milk or a cup of tea.

Yesterday was Saturday and we did not go to work. So we stayed at home, we did not have our dinner at the canteen. We had it at home. For dinner we had salad, soup and cutlets with potatoes. We didn't take vegetables such as green peas or cabbage. We shall have these vegetables tomorrow. Tomorrow will be Sunday, and we shall not go to work. We'll stay at home. My wife will make a nice dinner. We shall have salad, some fish, cabbage soup, beefsteak with green peas and potatoes and a nice meat pie. If we have no fruit, we shall have some jelly for dessert.

Notes

jelly [ˈdʒɛlɪ] — *желе*

dessert [dɪˈzɜ:t] — *десерт*

Assignments

I. Read and render the text in English.

II. Answer the following questions:

1. Where do you have your dinner? 2. Who do you have your dinner with? 3. What do you usually have for dinner? 4. What food are you fond of? 5. What do you like to eat for breakfast? 6. Do you like to have coffee for supper? 7. How often do you have meals a day? 8. When do you make your breakfast (dinner, supper)?

III. Describe your dinner.

IV. Describe what people usually have for breakfast, dinner or supper.

Reading-Text 1. How to Go on Diet?

This is a story to be finished. You can finish it with the help of the ideas and questions you can find following the story.

Last summer my doctor told me to go on a slimming diet, which, he said, would make me lose twenty pounds in a month. For breakfast, I was allowed to drink coffee or tea and nothing else. For lunch, grilled meat, no salt; a hundred grams of vegetables, no salt; fifty grams of cheese or yoghurt, a choice of an orange or an apple. The same for dinner. I wasn't allowed to drink anything with meals.

The first day was fine, though I was so hungry that I went to bed at eight. The next morning my wife said an egg for breakfast wouldn't hurt me. So I ate an egg since she is wiser than I am in these matters.

At noon I lunched with a friend who said, "Meat is more fattening than potatoes. My doctor lets me eat all the potatoes I want to, without butter, of course". So I had potatoes with my meat. In the evening I dined with a Frenchman. He was shocked to think that I wouldn't drink wine with my dinner. So I had half a bottle of Burgundy with my dinner. I went on dieting taking my meals with different people. Each one had his own idea about dieting and I was willing to listen to everybody.

(After M. Twain)

Assignments

- I. Read and translate the text into Ukrainian.
- II. Put 5 questions to the text.

Reading-Text 2. An Englishman's Diary

S. Andrews

An Englishman's day — and who can describe it better than an Englishman's wife? It begins when he sits down to breakfast with his morning newspaper.

As he looks through the headlines there is nothing he likes better than his favourite breakfast of cornflakes with milk and sugar (porridge if he lives in the North), fried bacon and eggs, marmalade on toast and tea (with milk, of course) or coffee.

He in fact gets such a meal if there is enough money in the family to buy it.

After breakfast, except on Saturdays and Sundays which are holidays, he goes to work by train, tube, bus, car, motor scooter, motor bike or walks there. He leaves home at about 7.30.

At offices or factories there is a tea or coffee break at eleven. Then at mid-day everything stops for lunch. Most offices and shops close for an hour from one to two.

Englishmen are fond of good plain food, and they usually want to know what they eat. They like beefsteaks, chops, roast beef and Yorkshire pudding, fried fish and chipped potatoes.

There are usually two courses in the mid-day meal — a meat course with a lot of vegetables, a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish.

Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuit.

The working day finishes at any time between 4 and 6. When an Englishman gets home he likes to inspect his garden before the evening meal: tea, high tea, dinner or supper. When his evening meal is over, the Englishman may do a little gardening and then have a walk to the "local" (the nearest beerhouse) for a "quick one" (a drink, alcoholic, of course!). There are a lot of people at the "local" and he can play darts, dominoes, billiards or discuss the weather or the current situation. But if the Englishman stays at home he may listen to the radio, watch television, talk or read.

Then at any time between 10 and 12 he has his "nightcaps" — a drink with a snack — and then off to bed ready for tomorrow.

Assignments

- I. Read and translate the text.
- II. Explain the use of the Present Indefinite Tense in the text.
- III. Render the text in English.

6. Post Office

The post offices convey and deliver periodicals, letters, printed matter, parcels and money orders for private citizens, establishments, offices, plants and organizations. Railway, motor and air transport is widely used for carrying mail. Letters and periodicals are delivered daily by the post offices to the home in urban and rural areas. For convenience of the rural population mobile post offices have recently been put into service. The technical equipment of the communication services is constantly improving. Stamping, parcel binding and letter sorting machines, conveyers, hoists, electric cars, etc. are used in the post offices.

There is a post office in every town and nearly every village in the country. The large towns, of course, have more than one. If you want to post a stamped letter, you needn't go to the post office, ask for the nearest letter-box or pillar-box, anybody will tell you.

Post offices are not open at all hours of the day. They close at a certain time, and in many countries they are always closed on Sundays and on public holidays (such as Christmas Day).

The post office has many duties. It not only delivers letters but controls the telegraphs and telephones. Inside the post office there is a long counter divided into departments for parcels, stamps, registered and air-mail letters, telegrams, postal-orders, money-orders, and the savings bank.

On one side of the counter you see several customers, on the other — the clerks. Customers are standing at various windows buying stamps, envelopes, postcards, registering letters; some are sending postal orders. You can also see people writing telegrams, or sending books by book-post and parcels by parcel-post.

If you want to buy or to send, or to receive something you must go to the right counter; if you go to the wrong one, you'll only waste your time.

Perhaps you want to buy a stamp to send a letter to, say, France or Germany. You can get stamps at the post office. A more convenient way is to buy a book of stamps, or to buy stamped envelopes or postcards. If your letter contains anything valuable it is a good idea to register it.

Notes

money-order	— грошовий переказ
clerk	— (поштовий) службовець
customer	— клієнт
by parcel-post	— посылкою
envelope [ˈenvɪləʊp]	— конверт
postcard	— поштова листівка
registered letter	— рекомендований лист
convenient [kənˈviːnjənt]	— зручний, підходящий
valuable [ˈvæljuəbl]	— цінний
to waste	— марнувати

Assignments

- I. Read and render the text in English.
- II. Describe your visit to a post office.
- III. Imagine you are at the post office and want to send a parcel abroad. Write a dialogue with a clerk.

Reading-Text. Telephone

Telephone is an important part of the communication system. The head of a large department usually has two telephones on the desk. This makes it possible for members of the staff in different parts of the same building to talk to another without leaving their rooms.

In most post offices and in many streets there are telephone booths from which you can phone. All you have to do is to pick up the receiver, put the card in the slot, then dial the number wanted.

If you want to make a call to another city you have to ask for a trunk call. If it is a call to another country you say "a long distance call." When asked the number you must pronounce it distinctly.

There are public telephones and private telephones. A public telephone is one that anybody (anyone) may use. We find public telephones in railway stations, post offices and other big buildings. Usually, a public telephone is a kind of box, called a telephone-box, large enough for one person. It is all made of glass, so that (in order that) people may see whether the telephone-box is occupied or not (whether there is anybody there or not). The part of the telephone that is held to the ear is called the receiver. It is called the receiver because through it we receive the words that are spoken at the other end. The part of the telephone into which we speak is called the mouthpiece.

Notes

to dial	['daɪəl]	— набирати номер
slot		— щілина
trunk call		— виклик по міжміському телефону
receiver		— телефонна трубка

Assignments

- I. You are ill. Telephone a doctor. Use a dialogue form.
- II. Render the text in English.
- III. Describe what you like and dislike about using the telephone.
- IV. You are asking your friend to meet a relative at the station, as you yourself are very busy. Make up a telephone conversation with the friend giving her/him all the peculiarities of your relative's appearance.

7. Travelling

There are various means of transport at the disposal of those who travel either for pleasure or on business. If you don't like travelling on foot you can also use a bicycle or a motor-bike. With motor-car one can travel comfortably for long distances. You can also travel by sea and modern liners. They are very comfortable for the passengers.

You can go by air as well, as air ships can carry passengers to various parts of the world very quickly.

A few days later I myself had to go to New York. The journey was urgent and I went by air. I went to the airport by a special bus provided by the company. On the airfield we saw a large plane waiting for us. We climbed into it, and in some minutes it took off. Very soon we saw New York. It wasn't long before we arrived at our destination. The pilot made a perfect landing and we got out of the plane.

But a lot of people prefer travelling by train too. Railway is still one of the most popular means of communication and it is cheap.

Now we are at a big railway station. There are many platforms at which trains come in and from which they go out. We see a train standing at one of the platforms. It is ready to leave. Some of the passengers are looking out of the windows. They are watching the late-comers who are hurrying and looking for empty seats. Many people have come to see their friends and relatives off. They say good-bye to each other. The porters are very busy. They are carrying luggage to the train or pushing it on their tracks. On one of the platforms a train has just come. Some passengers are getting out. This train has made a long journey. It's an express train. It doesn't stop at each station. There are other trains on the platform ready to leave.

Notes

at the disposal [dɪs'pouzəl]	— у розпорядженні
pleasure ['pleɪzə]	— задоволення
urgent [ˈɜːdʒnt]	— необхідний, терміновий
luggage ['lʌɡɪdʒ]	— багаж

Assignments

I. Render the text in English.

II. Describe your travelling by train.

III. Imagine that you meet a person whom you have never seen before at the railway station/airport. Make up a telephone conversation in which you describe to him/her your appearance and what you will be wearing when you come to meet him/her.

Reading-Text. A Forgetful Tourist

Once a tourist arrived in Paris. It was his first visit there. When he arrived at the railway station, he at once asked the porter to show him the way to the nearest post office. There he sent a telegram to his wife in which he informed her that he had arrived safely. In this telegram he also told her the address of the hotel where he intended to stay. Then he went direct to the hotel, left his luggage there and went for a walk. As it was his first visit to the French capital, he was very much interested to see the streets, museums and shops of this beautiful city, and spent the greater part of the day there. After he had taken his dinner at a small restaurant, he went to a theatre where he saw an interesting play. He was highly pleased with his first day in Paris, but felt rather tired. When he decided to go home he found that he had forgotten the name and the address of his hotel. Who could help the poor man? Suddenly he remembered the telegram which he had sent to his wife on his arrival. She knew his address

and could help him. So at a late hour his wife received this extraordinary telegram: "Please, send me my address at once".

Notes

to intend [ɪn'tend] — *мати намір*
 restaurant ['restɒrən] — *ресторан*
 extraordinary [ɪks'tɔ:dənri] — *незвичайний*

Assignments

- I. Read and translate the text into Ukrainian.
- II. Put 5 questions to the text.

8. Shopping

There are many kinds of shops catering for the needs of the population. Thus, if one wants to buy flour, tea, sugar, etc., it is necessary to go to the grocery. At the fruit counter one can buy apples, dried fruits, oranges, tangerines, pears, grapes, plums, raisins, etc.

I often help my mother to do shopping. It's my duty to buy vegetables, bread and milk. When my lectures are over I buy cabbage, cucumbers, carrots, potatoes, onions, beetroot, green peas and what not at the greengrocer's. Then I go to a dairy shop and buy there bottled and loose milk. Sometimes I also buy sour milk, cream, sour cream, cheese, butter and other dairy products. At the bakery (baker's) I buy loaves of brown or white bread, rusks, rolls and buns.

My father on his way home buys some fish at the fishmonger's. Sometimes he buys smoked fish or herring or tinned fish or even caviar(e).

I am not good at choosing meat. My mother does it. At the meat shop (butcher's) there is a wide choice of lean and fat meat, such as beef, mutton, pork, veal and poultry. Meat is also sold ready-weighed and packed in 'cellophane.

On Sundays I am a regular customer at the confectionery or sweet shop. There I can buy all sorts of sweets, such as candies, biscuits, chocolate bars, cakes, etc.

My father is also a regular customer at the tobacconist's. There he buys cigarettes or cigars, lighters and other kinds of articles used by smokers.

Notes

to cater ['keɪtə] for — *постачати*
 flour ['flaʊə] — *борошно*
 grocery ['grouɪəri] — *бакалійна крамниця*

tangerine [ˌtændʒəˈri:n]	— мандарин
raisin [ˈreɪzn]	— ізюм
beetroot	— буряк
carrot [ˈkærət]	— морква
onion [ˈʌnjən]	— цибуля
cream [kri:m]	— вершки
sour [ˈsauə] cream	— сметана
rusk [rʌsk]	— сухар
tinned [tɪnd]	— консервований
caviar(e) [ˈkæviɑ:]	— ікра
lean [li:n]	— пісний
mutton [mʌtn]	— баранина
poultry [ˈpoultri]	— птиця
confectionery [kənˈfekʃnəri]	— кондитерська
customer	— покупець
biscuit [ˈbɪskɪt]	— печиво
lighter	— запальничка

Assignments

- I. Render the text in English.
- II. Imagine you are at a shop and want to buy some vegetables. Write a dialogue with a shop assistant.

Reading-Text. How to Shop

In America, just as in England, you see the same shops with the same boards and windows in every town and village.

Shopping, however, is an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist's. A chemist's shop is called a drug-store in the United States. In the larger drug-stores you may be able to get medicines, too, but their main business consists in selling stationery, sweets, toys, belts, fountain-pens and other things. Every drug-store has a food counter with high stools in front of it and there they serve various juices, coffee, ice-cream, sandwiches, omelettes and other egg dishes.

If you want cigarettes, go to the grocer's; if you want your shoes cleaned, go to the barber's; if you want a radio, go to a man's shop; if you want a suitcase, go to the chemist's. On the other hand if you want to send a telegram, avoid the post office. The post office has nothing to do with the telephone either, as telephone service is supplied by the American Telephone and Telegraph Co.

Whatever you buy, it may be exchanged later for something in the same shop. This is a great pleasure with the Americans. A great many

people do not really buy things — they only get material for later exchanges. It is not unusual at all to see a lady bringing back a hat with a lot of fruit on it and exchanging it either for real fruit or a real hat.

(After George Mikes)

Notes

chemist [ˈkɛmɪst]	— аптекар
drug-store [ˈdrʌɡstɔː]	— аптека; аптека-закусочна
stationery [ˈsteɪfnəri]	— канцелярське приладдя
to exchange [ɪksˈtʃeɪndʒ]	— обмінювати(ся)

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

9. Health

A doctor is a man who looks after people who are ill. He gives them medical treatment. People who are receiving medical treatment are called patients.

Doctors sometimes perform operations on the bodies of their patients with their hands or with instruments. Doctors who do this are called surgeons and the instruments they use are called surgical instruments. An operation made by a surgeon is called a surgical operation.

If you have toothache you should go to your dentist. A dentist is a doctor who cares of people's teeth. He gives people dental treatment. If aching tooth is not too far gone, he'll stop it. If it is too bad, he'll take it out.

If you don't feel well, you should consult a doctor. If you feel too ill to go to the doctor's you'll have to send for him. He'll ask you to describe to him the symptoms of your illness. Then he'll feel your pulse, look at your tongue and examine you thoroughly. Finally he'll prescribe the treatment and write out a prescription. Doctor's prescriptions are made up by a chemist. At chemist's shop you can also get patient's medicines of all kinds, including tablets, cough-mixtures, aspirin, pills, bandages, hot water bottles, tooth-paste, tooth-brushes and other things.

Notes

treatment [ˈtri:tmənt]	— лікування
tongue [tʌŋ]	— язик
cough [kɔf]	— кашель
mixture [ˈmɪkstʃə]	— суміш, мікстура

Assignments

- I. Read and render the text in English.
- II. Describe your visit to a doctor's.
- III. You are visiting a friend of yours, who is in the hospital. Make up a conversation.
- IV. What do you usually do when you fall ill?
- V. Your mother has fallen ill. Telephone a doctor. Explain the symptoms. Use a dialogue form.

Dialogue. Mrs. Castle Makes an Appointment with the Dentist

Receptionist: Doctor Cox's office!

Mrs. Castle: This is Mrs. Castle. I'd like to make an appointment.

Receptionist: Very well. Is it for yourself?

Mrs. Castle: No, it's for my little boy.

Receptionist: Is it for a check-up or dental work, Mrs. Castle?

Mrs. Castle: He has a bad place between two back lower molars.

Receptionist: Let me see now... I can't give you an appointment before the beginning of next month.

Mrs. Castle: Couldn't you possibly make it sooner, it bothers him quite a bit...

Receptionist: Well, if he feels awfully bad, the Doctor could take him after lunch.

Mrs. Castle: I'd appreciate that; I'd hate to have him lose a tooth.

Receptionist: The Doctor isn't too busy tomorrow afternoon. Why don't you bring him in about two?

Mrs. Castle: I'll have to get him out of school, but that surely will be all right.

Receptionist: That's fine. I'll put you down for two.

Mrs. Castle: Thank you so much. While I'm at it, could I arrange for a check-up for myself?

Receptionist: Certainly. Would the third of next month at ten in the morning be all right?

Mrs. Castle: The third? What day of the week is that?

Receptionist: It's Tuesday.

Mrs. Castle: That will be fine. I know I have at least one tooth to fill.

Receptionist: I'm glad you told me that; I'll arrange for half an hour.

Mrs. Castle: Thanks again. We'll see you tomorrow at two...

Notes

- appointment** [ə'pɔɪntmənt] — *призначення*
molar ['moulə] — *кутний зуб*
to arrange [ə'reɪndʒ] — *домовлятися*

Assignments

- I. Read and translate the dialogue.**
II. Render the dialogue in indirect speech.

10. Day Off

My day off is Sunday. I never get up early on my day off. I get up later than usual.

In the morning I usually open the window, air the room and do my morning exercises to the music. It is very useful for me to take a cold shower. But on my day off I often take a warm shower.

On Sundays I prefer to prepare breakfast myself. It consists of a cup of tea and boiled eggs. After breakfast I make the beds, dust the rooms, do the carpets with the vacuum cleaner and cook dinner.

I go out only in the afternoon. If the weather is fine, I sometimes go to the cinema or to the theatre with my friends. As for the tickets we book them beforehand.

If the weather is bad, I stay at home, read books or watch TV programme.

In winter I usually spend most of the time outdoors. I go in for skiing and skating. Skiing is very popular with my friends. Almost all of them have skis. Usually we ski in the country. We always have a very good time there. We try to go there in the morning. We put on our sport suits, take skis and leave the house. But we always get home before getting dark. At about 3 o'clock in the afternoon we return home, have dinner and rest.

If I want to skate I go to the skating-rink in the centre of the city. I usually go there with my friends in the afternoon. It is very pleasant to skate to the music.

In summer I like to go to the country with my parents on Sundays. We have a good rest there.

Notes

- useful** ['ju:sfʊl] — *корисний*
to book — *замовляти*
vacuum-cleaner ['vækjuəmkli:nə] — *пилосос*
beforehand [bɪ'fɔ:hænd] — *завдалегідь, наперед*
pleasant ['pleznt] — *приємний*

Assignments

- I. Make up a story about your day off using the material of the text.
- II. Describe the ideal day off you would like to have (in written form).
- III. Describe what kind of housework you like and dislike doing and give your reasons.
- IV. You and your friends are on the beach. You are having a holiday. Discuss your plans for the day. Use a dialogue form.

11. Theatre

There are theatres in every town and city. In big cities like Kyiv, Odesa, Lviv it is often difficult to decide where to go in the evening. Newspapers tell us what is on at cinemas and theatres. If you are a theatre-goer, you will choose a play you want to see. If you are a film fan, you will go to a cinema. When new interesting plays are on, it is not easy to get tickets because the theatres play to full houses every night. Therefore you must book tickets beforehand.

In small towns and villages they have no actors of their own. So they invite a group of actors from a big town or a city to show plays. Everyone likes to see the plays. Schools usually get tickets for their pupils. They go to the theatre with their teachers and have talks about the play they have seen.

Being free in the evening you can go to some evening performances. If you've decided to go to a play it is better to book seats beforehand at the box-office of the theatre itself or at one of the agencies. As for young people they usually queue for a seat in the gallery, but older theatre-goers prefer to have a good seat in the stalls. They book tickets beforehand. Going to a theatre many people prefer to sit as near the stage as possible, but going to a cinema they prefer to sit far from the screen. On Sundays a lot of people prefer *matinée* to evening performances.

The best seats in theatres are in the stalls, in the dress circle, and the upper circle. Then comes the pit and last of all the gallery. Boxes, of course, are more expensive. Most theatres and music halls have good orchestras with popular conductors.

I like the theatre. If I have spare time I always go to the theatre to see a play. I am fond of modern and classical plays.

Usually I go to the theatre with my friends. We buy tickets in advance. We take seats in the stalls, in row six or eight. The seats are very good and they are not expensive. We usually buy a pro-

gramme to know the names of the actors and actresses, singers and dancers. As the seats are good and not far from the stage we do not take opera-glasses.

Notes

spare [ˈspɛə]	—	вільний
performance	—	вистава
in advance [ədˈvɑːns]	—	наперед
stalls	—	партер
matinée [ˈmætiːneɪ]	—	денна вистава
upper circle [səːkl]	—	балкон
dress circle	—	бельетаж
expensive	—	дорогий
orchestra [ˈɔːkɪstrə]	—	оркестр
conductor [kənˈdʌktə]	—	диригент
singer [ˈsɪŋə]	—	співак
opera-glasses	—	бінокль
to queue [kjuː]	—	стояти в черзі

Assignments

I. Render the text in English.

II. Make up a review of a play you have recently seen.

Dialogue. At the Box-Office

- I want four seats for Sunday, please.
- Matinée or evening performance?
- Evening, please.
- Well, you can have very good seats in the stalls. Row 3.
- Oh, no! It's near the orchestra-pit. My wife can't stand loud music.
- Then I could find you seats in the pit.
- I'm afraid that won't do either. My father-in-law is terribly short-sighted. He wouldn't see much from the pit, would he?
- Hm... Perhaps, you'd care to take a box?
- Certainly not! It's too expensive. I can't afford it.
- Dress-circle then?
- I don't like to sit in the dress-circle.
- I'm afraid the only thing that remains is the gallery.
- How can you suggest such a thing! My mother-in-law is a stout woman with a weak heart. We couldn't dream of letting her walk up four flights of stairs, could we?
- I find, sir, that there isn't a single seat in the house that would suit you.

— There isn't, is there? Well, I think we'd much better go to the movies. As for me, I don't care much for this theatre-going business. Good-day!

Notes

to stand	— <i>терпіти</i>
father-in-law	— <i>свекор</i>
short-sighted ['ʃɔ:t 'saɪtɪd]	— <i>короткозорий</i>
to afford [ə'fɔ:d]	— <i>дозволяти собі</i>
mother-in-law	— <i>теща</i>
to care ['кеə]	— <i>піклуватися</i>
stout ['staut]	— <i>гладкий, огрядний</i>

Assignments

- I. Imagine you have forgotten the name of a famous actor/actress but you remember his/her appearance. Describe it as accurately as possible.
- II. Render the dialogue in indirect speech.

12. Cinema

There are cinemas (movies) everywhere. They are in large cities and small towns, in villages and settlements. Now there are many widescreen cinemas.

Films may be feature or documentary, sound and silent. Feature films are usually sound. There are also colour films. Animated cartoons are popular too. As a rule, before the show of the film the first item is generally the newsreel. Finally comes the main picture on the programme.

Cinema performances go on for the greater part of the day and you can go there even in the daytime. Being free in the evening you can go and see some film going on. When buying tickets you must say which seats you want.

People who are fond of seeing films regularly or often are called cinema-goers. I am one of them. I am fond of movies. When I buy tickets I prefer to sit as near the screen as possible. Besides, I like to see feature films on TV.

Nowadays the cinema programme on TV is very interesting. I have seen a lot of wonderful films. Among them "The Dynasty" which was a great success in many countries. It is very moving.

The cinema has really become the most popular kind of art. Films are shown in cinemas, clubs, Houses of Culture and even schools in villages. Young and old people like to see films very much, and when a good film is on, the house is usually full.

Notes

settlement [ˈsetlmənt]	— селище, поселення
widescreen	— широкоекранний
feature [ˈfi:tʃə] film	— художній фільм
sound film	— звуковий фільм
silent film	— німий фільм
animated cartoon [ˈænimetɪd kɑ:ˈtu:n]	— мультиплікаційний фільм
newsreel [ˈnju:zri:l]	— кіножурнал, хронікальний фільм
cinema-goer	— кіноглядач
recently [ˈri:sntli]	— нещодавно
dynasty [ˈdɪnəsti]	— династія
moving	— зворушливий

Assignments

- I. Render the text in English.
- II. Describe the worst film you have seen (in written form).
- III. Write a review of the film you have seen.
- IV. You are ringing up your friend to tell her/him about a wonderful film you have just seen. Try to persuade your friend to go and see this film. Use a dialogue form.

Dialogue. Two Young Men at a Broadway Cinema

- What a crowd! Are they coming in or going out?
- Let's ask the doorman when the next picture starts.
- I beg your pardon, sir. Are there any seats? What time does the next picture go on?
(Doorman looking straight ahead.)
- Best available seating is the lodges and first balcony. Use both windows to buy tickets, please. Kindly have your money ready. Step right up.
(Young man, speaking to his friend.)
- Come on! Maybe we can find some seats down front.
- I'll get the tickets.
(Young man buys tickets at the box-office. He and his friend finally seated together in seats down front.)
- Let's hope the picture is good.
- What else is on the program?

- I suppose that there is the usual newsreel and “Mickey Mouse” cartoon.
- What did the reviews say about this picture?
- The reviews were not bad.
- The lady in front of me has on a hat with a feather. I can’t see too well.
- Why don’t you ask her to take off her hat?
- The picture apparently is almost over. I’ll have to ask this woman in front to take off her hat. Every time she moves her head the feather bobs up in front of me. It’s very annoying.
- She won’t mind. Ask her to take it off.
- Here goes! (*Tapping lightly on shoulder*) Excuse me, Madam, but would you mind taking off your hat? I can’t see the picture very well.
- (*Woman in front*) I’ll make a bargain with you. I’ll take off my hat if you two young men will stop talking.
- (*Young man whispers to friend*) I guess that will hold us for a while.
- (*His friend, answering in a whisper*). Anyway, she’s taking her hat off.
- May be she’s right. We’d better watch the picture and stop annoying the people around us.
- I didn’t realize we were talking so loud.

Notes

- | | |
|------------------------|-----------------------|
| available [ə'veɪləbəl] | — корисний, придатний |
| feather ['feðə] | — перо |
| apparently [ə'pærntli] | — очевидно |
| to bob | — хитаться |

Assignment

Make up a story on the basis of the dialogue.

Topics. Part 2

13. Great Britain

Geography and Climate

Britain known as the United Kingdom of Great Britain and Northern Ireland consists of a number of islands. Therefore, its climate is determined by the Atlantic Ocean. Winters are not so severe as they can be on the Continent, and summers are not so warm as they are on the other side of the Channel. In other words, Great Britain has a mild climate. Because of the length of the British Isles temperatures differ from district to district. The outstanding features of the climate of Britain are its humidity, its mildness and its variability. Another remarkable feature of the climate of Britain is that temperature diminishes not from south to north, but from east to west.

Great Britain is bordered by the Atlantic Ocean on the north-west. It is separated from Europe by the North Sea and the English Channel, which are often called the "Narrow Seas". On the West Great Britain is separated from Ireland by the Irish Sea and the North Channel.

The West coast is washed by the Atlantic Ocean and the Irish Sea; its East coast is washed by the North Sea and the South coast by the English Channel.

The Western coasts are very broken and the eastern are more regular in outline. The coast line is immensely long.

The mountains are not very high. They are higher in Wales. The mountains are an important feature of the geography of the country. Their position largely decides the direction, length and character of the rivers; they affect the climate too.

In fact the most valuable parts of the rivers are their estuaries in the shelter of which are most of the large ports.

In Scotland the chief rivers are the Clyde, Tay, Forth and Tweed. The estuaries of the first three contain the largest ports of the country, while the Tweed passes through a particularly fertile valley and is for some distance from the boundary between England and Scotland.

In England and Wales we must notice the following rivers: the Eden, Ribble and Mersey flowing westward from the Pennine Chain; flowing eastward — the Don, Tees, Trent; flowing from the Welsh mountains into the Bristol Channel — the Severn. As for the Thames, it is more than 200 miles long.

There are many rivers flowing into the English Channel, but they are quite unimportant.

The longest river of the British Isles is the Shannon, in Ireland. The other rivers are of little importance apart from their estuaries.

Notes

to determine [di'tə:mɪn]	— визначити
humidity [hju:'mɪdɪtɪ]	— вологість
to diminish [di'mɪnɪʃ]	— зменшувати(ся)
estuary ['estjuəri]	— гирло (ріки)
the English Channel	— Ла-Манш

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.
- III. You are a tourist in Great Britain. Another tourist asks you about your country. He wants to know the geographical position and the climate. What would you answer?

Reading-Text. Climate

It must not be expected that when we travel north or south from the tropics we shall steadily encounter colder and colder weather until we reach the poles. In practice, however, there is by no means always a steady decrease of warmth. In the first place the climate varies according to altitude. On the equator at a height of 8,000 metres it is no warmer than in England at sea level. The highest point is the coldest. The higher we ascend the rarer becomes the atmosphere by the consequence that at great height any heat produced by the sun's rays, instead of warming the ground, escapes so quickly that an object has no chance to become warm.

Another factor is the effect of ocean currents. Thus the British Isles lie in the way of the warm Golf Stream which tends to raise the temperature of the winter winds and maintain a more or less equal climate all the year round. It is not sufficiently powerful to counteract the full effects of winter but the warm air rising from the Golf Stream surrounds Great Britain and prevents the freezing of the rivers even on the coldest days. The places nearest the sea have the mildest climate. In spite of lying at the same distance from the equator Moscow and London have a different climate: the average temperature in London is higher than that in Moscow. The third factor affecting the climate is topography. Although the hills in the south-

western part of England hardly ever reach one thousand metres over the sea level a great deal of moisture is left there by the wet winds with the effect that rain is reduced in their locality or does not fall at all. Rain clouds often pass over towns on the coast protected by the hills from the west so that such towns instead of having rainy periods enjoy sunshine and fine weather.

Finally there are effects of prevailing winds blowing across the Atlantic and carrying warm air, which keeps the winter climate mild, moist and foggy. The London fog is the worst and most unpleasant feature of the climate in England.

The climate of a country is one of the factors that influence the style of its architecture. It can be best illustrated by British residential buildings. The weather in England is often cloudy and there are few sunny days in the winter season, therefore, as a rule, the windows in an English house are of a large size to catch as much light and sunshine as possible. In the houses built in the past century the windows, besides being large, open upwards which is very convenient on windy days.

Since there is much rain in England, typical British houses have high, steep roofs where rain water and melting snow can easily flow down.

Notes

to encounter [ɪnˈkaʊntə]	— <i>стикатися</i>
consequence [ˈkɒnsɪkwəns]	— <i>наслідок; результат</i>
current [ˈkʌrənt]	— <i>течія; потік</i>
average [ˈævərɪdʒ]	— <i>середній, у середньому</i>
moisture [ˈmɔɪstʃə]	— <i>волога, вологість, сирість</i>
to reduce [rɪˈdju:s]	— <i>зменшувати; скорочувати</i>
feature [ˈfi:tʃə]	— <i>особливість, риса</i>

Assignment

Read and translate the text.

14. Great Britain

History, Population, Industry, Agriculture

Britain was often disturbed by civil wars. For instance, England and Scotland were fighting each other for a long time. In the 15th century the country was shaken by the Wars of the Roses. When Britons invaded the islands they gave their name to the country.

It was in Britain that an industrial working class first emerged. And it was British workers who founded the first trade unions. The

Industrial Revolution brought about enormous economic and social changes in Britain. A new class, the working class, came into existence. Soon class struggles were taking place all over the country.

Today Britain is densely populated. It has more than 55 million crowded together. Less than one million people work in agriculture, all the others work in industry, transport, education and other professions. London, the capital of Britain, has a population of about 8 million. Glasgow, Birmingham and Manchester have a population of over a million.

Great Britain is more an industrial than an agricultural country. Britain is rich in coal, iron ore and other metals. As a result of this it has highly developed industries. The biggest coal and iron mines are in Newcastle and Sunderland, in Lancashire, near Glasgow, in Wales, near Cardiff. Most of the iron ore, however, is imported from Sweden. Until recent times Britain's heavy industry was mainly in the centre of England and in the London region. Big cities and towns such as London, Glasgow, Manchester and Liverpool have enterprises of old and new. Edinburgh, the capital of Scotland, now has electrical, electronic and chemical enterprises.

The shipbuilding industry is of great importance for Britain. It is centered in London, Glasgow, Newcastle and Belfast. Britain produces a lot of wool and the woollen industry is centered in Yorkshire, mainly in such towns as Leeds and Bradford. Britain imports cotton from America and other countries. The cotton industry is in Lancashire, Manchester and also in Glasgow and Belfast. Manchester, the centre of the Lancashire district, has many cotton mills. Textile machines are also made in all these and other towns.

Seaports play a great part in the life of the country. London, Liverpool and Glasgow are biggest English ports from which big liners go to and from all parts of the world. Birmingham is also an industrial town. The district around Birmingham is sometimes called the "Black Country". It is so called because of the coal-mines dark clouds of smoke hovering over the district.

About 70 percent of Britain's surface is used for the production of food. The greater part of the land, however, is used for stock-farming. But Britain does not produce enough food to feed her population, and therefore has to rely on the import of foodstuffs.

Notes

- to emerge [ɪ'mɜ:dʒ] — *виникати*
 trade union [ˈtreɪd ju:njən] — *профспілка*
 to be densely populated — *бути густо населеним*

to crowd [ˈkraʊd]	— <i>тіснитися, населяти</i>
coal [kəʊl]	— <i>вугілля</i>
ore [ɔ:]	— <i>руда</i>
iron [ˈaɪən]	— <i>залізо</i>
mine	— <i>шахта</i>
cotton [kɒtn]	— <i>бавовняна фабрика</i>
to hover [ˈhɒvə]	— <i>висіти, літати</i>
surface [ˈsɜːfɪs]	— <i>поверхня</i>
stock-farming [ˈstɒkfaːmɪŋ]	— <i>тваринництво</i>
foodstuffs [ˈfuːdstʌfs]	— <i>харчові продукти</i>
Glasgow [ˈglɑːsgəʊ]	— <i>Глазго</i>
Birmingham [ˈbɜːmɪŋəmə]	— <i>Бірмінгем</i>
Manchester [ˈmæntʃɪstə]	— <i>Манчестер</i>
Newcastle [ˈnjuːkɑːsl]	— <i>Ньюкасл</i>
Lancashire [ˈlæŋkəʃɪə]	— <i>Ланкашир</i>

Assignments

I. Render the text in English.

II. Write a paragraph about main industrial regions of Great Britain.

Reading-Text. Britain's Industry and Trade

Britain lives by industry and trade. Her 55.5 million people provide one of the world's biggest markets for food and raw materials. In return, British manufactured goods of every kind are sent all over the world. They make up about an eighth of the world's total exports of manufactures. Invisible exports — shipping, insurance, aviation, tourism, etc. — earn nearly as much as commodity exports.

Just over 200 years ago the first industrial revolution began in Britain with such epoch-making inventions as the steam engine and the first machinery for weaving textiles. Later, British inventors and engineers gave the world the first railways, steamships, pneumatic tyres, miners' safety lamps, mechanical reapers, matches and many other things that are now familiar everywhere.

Today, in a new age of modern technology, Britain has made important advances in such new industries as electronics and telecommunications equipment, in aircraft and aircraft engines, in plastics and synthetic materials, radio-isotopes and new drugs — all major exports. At the same time Britain has harnessed traditional craftsmanship to modern methods to continue to produce those items for which she is justly famous, such as pottery, glassware, woollen and leather goods.

Engineering industries produce many leading exports: electrical machinery, cars, tractors and commercial vehicles, bicycles and precision instruments of many kinds make up nearly half the goods exported.

Britain is the world's third largest trading nation, accounting for about 11 percent of international trade in manufactured goods. Over a quarter of total exports go to Commonwealth countries and over a third to Western Europe. The United States, Canada, Australia, India, New Zealand and Germany are among Britain's chief trading partners.

Notes

commodity [kə'mɒdɪtɪ]	— товар
engine ['endʒɪn]	— машина; двигун
tyre ['taɪə]	— шина
to reap [ri:p]	— жати
pottery ['pɒtəri]	— гончарне виробництво
to harness ['hɑ:nɪs]	— підкоряти, пристосовувати
precision [pri'sɪʒn]	— точність

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

15. Political System of Great Britain

The United Kingdom is a monarchy. Officially the supreme legislative authority in the United Kingdom is the Queen and the two Houses of Parliament — the House of Lords and the elected House of Commons.

In the 19th century Britain reached its height as a world colonial power. But World Wars I and II brought to an end the period of Britain's primacy as such. Great Britain emerged from World War II gravely weakened. Almost all the territories that Great Britain had previously held overseas were lost. The years following World War II saw the virtual end of the British colonial empire. Now the United Kingdom together with most of its former colonies are members of the Commonwealth, the Queen being the head of the Commonwealth.

The country is governed by the government in the Queen's name although she performs certain important acts of the government. But in fact all power belongs to Parliament.

The British Parliament consists of the House of Lords and the House of Commons. The Queen formally summons and dissolves

Parliament. She also opens each new session with a speech setting out the Government's programme.

The House of Commons plays the major part in law-making. It consists of 635 elected members of Parliament (MPs). Each of them represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected at a general election which is to be held every five years.

The Government is formed by the political party which represents the major part in the House of Commons. Its leader is the Prime Minister.

The House of Lords is made up of hereditary. Legislative measures are introduced into Parliament as Bills which are considered both by the House of Commons and by the House of Lords.

The work of Government is carried out through the various government departments.

One of the oldest flags in the world is the British. Some historians say that the British flag got the name of Union Jack from James I under whom Scotland and England were united in the 17th century.

Notes

legislative [ˈledʒɪslətɪv]	— законодавчий
primacy [ˈpraɪməsɪ]	— першість
overseas [ˈoʊvəˈsi:z]	— за морем; за кордоном
virtual [ˈvɜ:tʃuəl]	— фактичний
to summon	— скликати
Commonwealth	— співдружність, федерація, держава
to dissolve [dɪˈzɒlv]	— розпускати
hereditary [hɪˈredɪtrɪ]	— спадковість

Assignments

- I. Read, translate and render the text into English.
- II. Describe the British Parliament.

Reading-Text. Media in Britain

Most papers with circulations have northern editions published in Manchester, which after London, is the largest press centre in England. The leading Scottish papers (*The Scotsman* and *The Glasgow Herald*) have a considerable circulation outside Scotland. Each of the (two) London evening papers has affiliations with a national daily, but both draw their readership very largely from people living in and around London.

There are over 4,600 periodical publications in Britain. They include the trade and technical press (over 2,000 titles); magazines of general interest; women's magazines; publications for children; religious periodicals for all denominations; fiction magazines; magazines dealing with sport, gardening, hobbies and humour; and journals specializing in various subjects such as politics, finance and economics, science, agriculture, medicine and the arts.

Dailies are: *The Times, The Daily Telegraph, The Guardian, Daily Express, Daily Mail, The Sun, Daily Mirror, Daily Sketch, Financial Times.*

London Evenings are: *Evening News, Evening Standard.*

Sundays are: *The Observer, The Sunday Times, The Sunday Telegraph, News of the World, The People, Sunday Express, Sunday Mirror.*

Notes

circulation [ˌsɜ:kjuˈleɪʃn]	— тираж
edition [ɪˈdɪʃn]	— видання
affiliation [əˌfɪlɪˈeɪʃn]	— приєднання; причетність
finance [faɪˈnæns]	— фінанси

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

16. Education in Britain

There are at present over 9.5 million children attending about 38,000 schools in Britain. Some 12,270 schools have been built since 1945.

State Education. Children must start at school when they are 5 and stay until they are at least 15. State education is free.

At first children go to primary schools, and at 11 or 12 they move to secondary schools. These are usually secondary modern schools, where they receive a general and practical education until they are at least 15; or grammar schools, where they can stay until they are about 18, then transferring to places of higher education; or comprehensive schools, in which all types of secondary education are given and where the children's courses are chosen to suit them from a wide range of subjects. In some areas there are middle schools for children of about 9 to 13 who then move to senior comprehensive schools.

The school day starts at about 9 o'clock, when the whole school meets for prayers before separating for lessons. Most children at day schools

have their midday meal at school and go home about 4 o'clock. Country children are generally brought to and from home by school buses.

Independent schools. At these fees are charged but a number have government help in providing free places. Many are boarding schools for boys and girls about 8 to 18 years of age.

Higher education. There are 44 universities in Britain, over 700 technical colleges teaching everything from engineering to satellite communications; many other types of training colleges include art schools, colleges of education for teacher training, and commercial colleges.

Universities govern themselves, although they receive most of their money from the Government. Oxford and Cambridge and some others are made up of separate colleges where students live and work. Other universities, like Manchester or Bristol, do not have separate colleges, their students meet together for classes and live in hostels or lodgings.

The Open University, due to start in 1971, is scheduled to give degree courses using television, radio and correspondence courses, and a network of viewing centres.

Notes

range [ˈreɪndʒ]	— коло, межа
senior [ˈsiːnjə]	— старший
prayer [ˈpreɪə]	— молитва
to charge [tʃɑːdʒ]	— призначати (ціну)
lodging [ˈlɒdʒɪŋ]	— кімната (наймана)
to schedule [ˈʃedjuːl]	— складати (розклад)
network [ˈnetwɜːk]	— мережа

Assignments

- I. Translate the text into Ukrainian.
- II. Render the text in English.
- III. Make up a dialogue between English and American students discussing university life in Great Britain and Ukraine.

Reading-Text. Cambridge

Cambridge is mainly a town of students. Cambridge University is one of the oldest universities in Great Britain. Many great men studied at Cambridge, among them Newton, the scientist, Bacon, the philosopher, Milton, the poet, Cromwell, the soldier and statesman.

The colleges of the University are different for men and women students. Women students do not take very active part in university

life at Cambridge. But they work harder than men and you seldom see them outside of the classrooms. The students are mainly English but there are plenty of others. There is a variety of races, religions and points of view among the students of the University.

Wireless is of importance in university education. At home students after their day's work can hear lectures by eminent teachers on all kinds of subjects. Every student has a tutor. The tutor plans his students' work and discusses with them their work.

The history of Cambridge University began in 1209. That year several hundred students arrived in the little town of Cambridge from Oxford. Life at Oxford was very hard at that time as there was constant trouble between the people of the town and the students. One day a student accidentally killed a man of the town. The Mayor arrested three other students and ordered to hang them. In protest all the students moved to different parts of the country and some came to Cambridge; and so the new University began its existence.

Notes

eminent [ˈemɪnənt]	— <i>видатний</i>
tutor [ˈtju:tə]	— <i>наставник</i>
accidentally [ˌæksɪˈdentəlɪ]	— <i>випадково</i>
mayor [ˈmeɪə]	— <i>мер</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

17. Literature

William Shakespeare

(1564-1616)

One of the greatest English writers William Shakespeare was born in the heart of England at Stratford-on-Avon in 1564. This picturesque town situated on the river Avon is visited yearly by thousands of people desirous to see the birthplace of W. Shakespeare. Shakespeare's parents were plain country people. We have no definite information about poet's education, but his works show him to be familiar with the Latin books taught at the Grammar School.

At twenty-eight we find him well-known in London as an actor and reviser of old plays. A few years later his genius found expression as

an original dramatist. Many of his plays were staged at a London theatre called "The Globe". The theatres of those days did not resemble the luxurious buildings of our time. No scenery was used, and part of the audience sat in boxes behind and above the stage, and even at times on the stage itself, while the people in the arena had to stand. Nor were there any actresses in Shakespeare's time. The female parts were all performed by boys or young men dressed like women, and thus the great dramatist, who conceived such sweet and noble women as Desdemona or Juliet never saw them embodied by actresses.

Shakespeare is known as a writer of delightful comedy and historical dramas. His comedies "A Midsummer Night's Dream", "Comedy of Errors" are light and bright, and jingle with many rhymes.

The tragedies "Othello", "Romeo and Juliet" and "Hamlet" strike by the depth of thought. His plays translated into many languages are performed on the stages of the best theatres of the world. Shakespeare was highly appreciated by people in many countries of the world. Marx often quoted Shakespeare.

Shakespeare died at the age of fifty-two in 1616 and was buried in Stratford Church.

Notes

picturesque [ˌpɪktʃəˈresk]	— <i>мальовничий</i>
plain [ˈpleɪn]	— <i>простий</i>
genius [ˈdʒiːnjəs]	— <i>геній</i>
luxurious [lʌgˈzjuəriəs]	— <i>розкішний</i>
arena [əˈri:nə]	— <i>арена</i>
to embody [ɪmˈbɒdi]	— <i>втілювати</i>
to jingle [ˈdʒɪŋɡl]	— <i>подзенькувати</i>
rhyme [ˈraɪm]	— <i>рима</i>
Romeo [ˈroumiou]	— <i>Ромео</i>
Juliet [ˈdʒuːljɛt]	— <i>Джюльєта</i>
to appreciate [əˈpriːʃɪeɪt]	— <i>оцінювати</i>

Assignments

- I. Read and render the text in English.
- II. Write a concise life history of Shakespeare.

The Brontë Sisters

The Brontë sisters, Charlotte, Emily and Anne, who all wrote famous and lasting novels, lived in their parsonage home on the bleak Yorkshire moors in the first half of the 19th century. Having lost

their mother they were educated largely at home. A lonely childhood in a remote neighbourhood intensified their imaginative powers.

As young children they gave themselves a strenuous training for their craft of novel writing. They composed long histories of imaginary countries in which they described the stormy lives of kings, dukes and princesses and which they filled with accounts of battles and palace intrigues.

Their brother Branwell joined them in weaving these fantasies. With Charlotte he invented the imaginary kingdom of Angria, when she was 11 and he 10. Emily and Anne, who were younger, had their own kingdom of Gondal.

These stories were written in tiny home-made booklets, stitched together and covered with sugar bag paper. Over 100 of them still exist, having been discovered long after all four were dead.

When the three Brontë sisters grew up, they were quite poor and worked as governesses to earn their bread.

When Charlotte was 26 and Emily 24 the two older sisters attended a boarding school in Brussels, hoping eventually to open their own school in Yorkshire.

The school idea came to nothing and, with their aunt dead and their father ill, the three sisters returned home to the parsonage. Sacked from his job as a tutor, Branwell returned too and rapidly deteriorated through drink.

At this sombre time, with incredible courage, the three girls began to write novels.

Wuthering Heights by Emily, *Agnes Grey* by Anne, and *Jane Eyre* by Charlotte, were published.

More novels followed, but a time of terrible tragedy ensued, with Branwell, Emily and Anne all dying in quick succession. Charlotte was the only one of the family to get married. Tragically, she died before giving birth to her first child.

Today millions enjoy the novels of the brilliant but modest sisters. *Wuthering Heights* is recognized as a work of genius and Charlotte's novels have proved successful in film and television adaptations.

Notes

Charlotte Brontë [ˈʃɑ:lət ˈbrɒntɪ]	— Шарлотта Бронте
parsonage [ˈpɑ:snɪdʒ]	— дім священика
strenuous [ˈstrenjuəs]	— напружений
eventually [ɪˈventʃuəli]	— зрештою
to deteriorate [dɪˈtɪəriəreɪt]	— погіршувати(ся)
to ensue [ɪnˈsju:]	— впливати, виходити

Assignments

I. Read and translate the text into Ukrainian.

II. Render the text in English.

Charles Dickens

(1812–1870)

Charles Dickens was born in 1812 in a middle-class family. His father was a poor clerk. There were eight children in the family and Charles was the second.

In 1821 the family moved to London. Life was hard for the poor people in the capital of Great Britain. Charles' father couldn't get any work there for a long time and was taken to prison for debts. Little Charles at ten had to go to work in a factory. The boy washed bottles and worked from morning till night.

Dickens described this period of his childhood in the novel "David Copperfield". When his father was set free, Charles was sent to school and stayed there for three years. He learned foreign languages and literature. At fifteen Charles left school and worked in a lawyer's office. He studied shorthand at that time and soon took up the work of a reporter.

In 1836 Dickens published his first book "Sketches by Boz", a collection of short stories from London life. Then followed "The Pickwick Papers", "Oliver Twist", "Nicholas Nickleby" and others.

In 1842 Dickens visited America and then wrote "American Notes" where he gave a realistic picture of America. His famous books "Dombey and Son", "Bleak House", "Hard Times" were published later.

Ch. Dickens was the greatest critical realist in the 19th century English literature.

Notes

debt [det]	— борг
prison [prɪzn]	— тюрма
to describe [dɪs'kraɪb]	— описувати
shorthand [ˈʃɔːthænd]	— стенографія
lawyer [ˈlɔːjə]	— адвокат; юрист
sketch [ˈsketʃ]	— нарис, скетч
society [səˈsaɪətɪ]	— суспільство
bleak [bli:k]	— холодний

Assignments

- I. Render the text in English.
- II. Imagine that you are interviewing your favourite English writer. What would you like to ask him (her) about? Make up a dialogue.

18. Painting

Thomas Gainsborough

(1727-1788)

Thomas Gainsborough is the great English portrait and landscape painter. He was born in Sudbury. In 1740 he went to London and became the assistant and pupil of the French engraver Hubert Gravelot. He was also influenced in his youth by the painter Francis-Hayman.

Gainsborough studied the landscapes of the 17th century Dutch artists. In 1745 he returned to Sudbury, later moved to Ipswich and finally to Bath, where he gradually acquired a large portray practice working with Sir Reynolds.

Gainsborough is celebrated for the elegance and refinement of his portraits, which were greatly influenced by the work of Van Dyck. He had little taste for the high society he painted, however, he spent much spare time painting his favourite subject, landscape, entirely for his own pleasure. These works were among the first great landscapes painted in England.

He left a large collection of landscape drawings, which influenced the development of the 19th century landscape art. He is well represented in the national galleries of London, Ireland, Scotland and in many private collections. Examples of his work may be seen in the Metropolitan Museum and the museums of Boston, Philadelphia, etc.

Outstanding among his well-known works are "Perdita", "The Blue Boy", "The Cottage Girl with Dog and Pitcher", "Lady Innes", etc.

Notes

Gainsborough	[ˈgeɪnzbərə]	— Гейнсборо
engraver	[ɪnˈɡreɪvə]	— гравірувальник
to acquire	[əˈkwɑɪə]	— одержувати
refinement	[rɪˈfaɪnmənt]	— вишуканість

Van Dyck [ˈvænˈdaɪk] — Ван Дейк
 pitcher [ˈpɪtʃə] — глечик

Assignment

Read and render the text in English.

Joseph Turner

(1775–1851)

Joseph Turner is an English landscape painter. He was the foremost English romantic painter and the most original of English landscape artists. He received almost no general education but at 14 was already a student at the Royal Academy of Arts and three years later was making topographical drawings for magazines.

In 1791 for the first time Turner exhibited two watercolours at the Royal Academy. In the following 10 years he exhibited regularly. By 1799 the sale of his works had freed him from drudgery and he devoted himself to the interpretations of landscape for which he became famous. In 1802 he made a trip to the Continent. From then on he travelled constantly in England or abroad, making innumerable direct sketches from which he drew material for his studio paintings in oil and watercolour.

Turner showed a remarkable ability to distill the best from the tradition of landscape painting. Influence of the Dutch masters is apparent in his "Sun Rises Through Vapour".

Despite his early and continued success Turner lived the life of a recluse. As his fame grew he maintained a large gallery in London for exhibition of his works, but continued to live an obscure existence with his old father.

His painting became increasingly abstract as he strove to portray light, space, and the elemental forces of nature. The paintings of this period are "The Fighting Temeraire and Rain", "Steam", "Speed", etc.

His late Venetian works, which describe atmospheric effects with brighter colours, include "The Grand Canal" and "Approach to Venice".

Turner encountered violent criticism as his style became increasingly free, but he was passionately defended by Sir Thomas Lawrence and Ruskin. His will, which was under litigation for many years, left more than 19,000 watercolours, drawings, and oils to the nation. Most of these works are in the National Gallery and in London.

In watercolour Turner is unsurpassed.

Notes

foremost [ˈfɔ:moust]	—	<i>передній, передовий</i>
drudgery [ˈdrʌdʒəri]	—	<i>тяжка, нудна робота</i>
apparent [əˈpærnt]	—	<i>явний, очевидний</i>
vapour [ˈveɪpə]	—	<i>туман</i>
obscure [əbˈskjuə]	—	<i>нечіткий</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Speak about your favourite English artist.

19. Music

Ralph Vaughan Williams

(1872–1958)

Ralph Vaughan Williams is a famous English composer. He taught composition at the Royal College of music. This work helped him to train many gifted musicians of the new generation. He was the most active member of so-called “folk song school of composers”. He produced a lot of works, vocal and instrumental in all genres. In the last years of his life Vaughan Williams was regarded as the unofficial composer-laureate of the native land.

The main idea of his creative activity consisted in bringing art into the most direct relationship to life. He wrote: “The composer must not shut himself up and think about art. He must live with his people. The composer must think of making his art an expression of the whole life of the community”. But life is not lived in the abstract. It is lived in a certain place with a certain group of people. Such attitude to music brought him to folk music. In his music Vaughan Williams used the ancient tunes of the peasantry, in which he found the living profound expression of the spirits and traditions of his people. The ancient tunes gave him also a feeling of being freed from foreign influence.

Vaughan Williams was mainly a melodist, his love of folk tunes was part of an essentially melodic approach to music. His music is full of freshness, it is energetic and lyrical at the same time. It is very noble in tone. It reflects the powerful personality and the warm heart of this most English of English composers.

Notes

laureate [ˈlɔːrɪət]	— лауреат
ancient [ˈeɪnʃ(ə)nt]	— античний, стародавній
peasantry [ˈpezəntri]	— селянство
profound [prəˈfaʊnd]	— глибокий
essentially [ɪˈsenʃəli]	— по суті
tune [tjuːn]	— мелодія, мотив

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Reading-Text. John Lennon

The Beatles group in Great Britain composed and sang many songs with a profound social content, which were sharply criticised by the society. The activity of one of the Beatles, singer and composer John Lennon, began in the second half of the 1950s, in a working-class district in Liverpool.

Lennon showed himself to be a musician who did not stand aloof from the burning problems of reality. At one of the Beatles' concerts, Lennon proclaimed with all his frankness and straightforwardness that those who sat in the cheap seats were applauding from the bottom of their hearts, while the rest were merely jingling their jewels.

In one of his interviews, Lennon said that he wanted to write a song which people would sing at their meetings and marches, like they sing Pete Seeger's "We Shall Overcome". And he did write such a song — it was "Give the World a Chance", which became the anthem of the antiwar movement in the West. That song was an expression of its author's protest against Britain's foreign policy, against its support of the US aggression in Vietnam.

John Lennon was murdered just before 11 p.m. on December 8, 1980, outside the Dakota, an apartment building where he lived in New York City. He had just got out of the car and was walking to the entrance when a voice called, "Mr. Lennon". Lennon turned and was shot five times. The killer threw his gun down and stood there smiling. "Do you know what you just did?" shouted the doorman. "I just shot John Lennon", the killer replied. Lennon was rushed to the hospital in a police car, but it was too late. The killer was 25 year-old Mark Chapman from Hawaii. Earlier the same evening he had asked

Lennon for his autograph. In fact, he had been hanging around outside the apartment building for several days. Chapman was a fan of Lennon and had tried to imitate him in many ways. It is said that he even believed that he was John Lennon.

Notes

content [ˈkɒntent]	— <i>зміст, суть</i>
aloof [əˈluːf]	— <i>осторононь, байдуже</i>
frankness [ˈfræŋknɪs]	— <i>щедрість, відвертість</i>
straightforwardness [ˈstreɪtˈfɔːwədɪnɪs]	— <i>чесність</i>
to murder [ˈmɜːdə]	— <i>убивати</i>
to hang about [hæŋ]	— <i>тинятися</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Write a brief story of your favourite composer or musician.

20. Science

Michael Faraday

(1791–1867)

One day in 1821 a young scientist was experimenting in his laboratory with some wire and a magnet. Placing the magnet in a small coil of the wire, he passed an electric current through the coil. Suddenly the coil began to turn round.

That was the first electric motor, the model of all the powerful motors that drive the machinery in our factories today. The young scientist was Michael Faraday, the son of a blacksmith. For several years he was laboratory assistant to Sir Humphry Davy, the great English chemist, inventor of the miners' safety-lamp. Faraday's earliest discoveries and experiments were in the field of chemistry, but electricity was always his main interest. At that time scientists were trying to discover how magnetism and electricity were related. It was known that a magnet could be made by twisting wire round a bar of iron and passing an electric current through the wire.

Faraday wanted to answer the following question: if an electric current can produce magnetism, cannot a magnet produce an electric current? After many years of hard work he was able to show that when a magnet is placed near a coil of wire it makes an electric current flow for a moment through the wire. He also discovered that

when an electric current is passed through one of two parallel wires it makes another electric current flow for a moment in the other wire. On the ground of those discoveries he built a machine which generated a continuous electric current and called it a 'dynamo'. That was the model of the great dynamos that provide light and heat for our cities today and produce electric current to drive our electric trains and machinery of every kind. Yet, while Faraday was making his discoveries, the first steam trains were running in England and most people were using oil-lamps to light their homes.

Year after year Faraday experimented in electricity discovering many of the laws of electricity and magnetism.

Notes

wire ['waɪə]	— дрiт
coil ['kɔɪl]	— катушка; виток
current ['kʌrənt]	— струмiнь
blacksmith ['blæksmɪθ]	— коваль
inventor [ɪn'ventə]	— винахiдник
dynamo ['daɪnəməʊ]	— генератор, динамо-машина

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Isaac Newton

(1642–1727)

The outstanding genius of the seventeenth century and one of the most prominent scientists of all times Isaac Newton was born on the 25th of December 1642 in a small village in Lincolnshire. After school Newton entered Cambridge University where later on he lectured on mathematics for more than 30 years.

At the University Newton displayed an extraordinary mathematical and scientific ability.

During the plague of 1660–1665 in England Newton left Cambridge and spent eighteen months at his home in the country. In this short time he made practically all of his great discoveries. He discovered the binomial theorem, laid the foundation of what is now differential and integral calculus, performed experiments on light and colour, formulated the laws of motion and started the chain of investigations which led to the formulation of the law of universal gravitation.

The law of universal gravitation states that every particle of matter in the universe attracts every other with a force which is proportional to the product of their masses and inversely proportional to the square of the distance between them.

This great principle was the consequence of Newton's laws of motion and of Kepler's laws of planetary motion: it therefore represented the synthesis of the total knowledge in the fields of dynamics and astronomy up to that time.

But its meaning and application are not only true for our solar system, it is a universal principle. Newton treats this subject in his renowned book which we know as *Principia*.

Newton was not only a scientist. He was also a very skilled craftsman. He made the first reflecting telescope, whose most important part is a concave mirror, not a lens. For this purpose he had to experiment with various alloys and to grind his own mirror. Today all large astronomical telescopes rely mostly on mirrors to concentrate the light from distant stars. Newton was also a politician. He took part in the progressive political movements of his day. Like most great men, he was an all-round man.

Newton died in 1727 when he was 85 years old.

Notes

plague [pleɪg]	— чума
binomial [baɪˈnəʊmjəl]	— біном Ньютона
theorem ['θiərəm]	— теорема
inverse ['ɪnˈvɜ:s]	— обернений
consequence ['kɒnsɪkwəns]	— наслідок
particle ['pɑ:tɪkl]	— частка
renowned [rɪˈnaʊnd]	— відомий
politician [ˌpɒlɪˈtɪʃən]	— політичний діяч

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

21. London

London is the capital of Great Britain. Today London is one of the largest cities in the world. It is an industrial and cultural centre of Great Britain. Its population is about 8 million. London is situated on both sides of the Thames.

In fact, there are several Londons. There is the ancient City of London. It's the oldest part of London. There are no houses in the City, only large office buildings. The City is the country's financial and business centre. The Stock Exchange, the Royal Exchange and the Bank of England are all there. During the day the City has a population of half a million. At night the City is a different place. There's no traffic and very few people. It's quiet and empty.

The West End is famous for its shops and hotels. It's the finest part of London. In the West End there are theatres, cinemas, museums, picture galleries and many big houses. There are beautiful parks there too. The Houses of Parliament, Whitewall, Downing Street are all in the West End. Whitewall is the street, where all the Government offices are. It is the heart of the Government of Great Britain.

In the 17th century London suffered two great catastrophes: the Great Plague (1665) and the Great Fire (1666). Historians estimate that fire broke out in a baker's shop. As most of houses were built of wood, and the streets were narrow, the flames spread fast. The fire raged for three days and nights. Then the flames gradually died down, but over thirteen thousand houses and a number of churches were destroyed.

London is not an industrial town in the strict sense of the word, like Birmingham, Manchester, Sheffield and Newcastle. London derives its importance from the export and import trade.

During the First World War London suffered very little damage. German air ships bombed the town. London was bombed by the Zeppelins flying over it. But to no effect. The Second World War, however, brought immense devastation. Many buildings of historic value were laid in ruins by German planes. German rockets also hit London, mainly the East End. But London has survived, and today it is as important as it was before.

London is a great port though it is about 45 miles from the coast. Big liners go to and from all parts of the world. They are loaded and unloaded here.

London is famous for its historical places. Among them are: the Tower of London, the British Museum, Trafalgar Square, the Houses of Parliament, Westminster Abbey, St. Paul's Cathedral, etc.

Notes

- ancient** [ˈeɪnʃnt] — *стародавній*
Downing Street — *the home address of the British Prime Minister*
to derive [dɪˈraɪv] — *діставати, одержувати*
to suffer [ˈsʌfə] — *страждати*

immense [ɪ'mens]	—	<i>величезний</i>
to devastation [ˌdevəs'teɪʃn]	—	<i>спустошувати</i>
to load [ləʊd]	—	<i>вантажити</i>
Birmingham ['bɜ:mɪŋəmə]	—	<i>Бірмінгем</i>
Sheffield ['ʃeɪfɪ:ld]	—	<i>Шеффілд</i>

Assignments

- I. Describe the capital of Great Britain.
- II. Imagine that you have only one day to stay in London. Describe what places of interest you would like to see.

Reading-Text. Historical Places of London

Whoever comes to London is eager to see the Tower of London. It is associated with some of the darkest scenes in the history of England. A number of famous English men and women were imprisoned here. Some of them were beheaded. Now it is a museum.

In the West End of London one can see the famous St. Paul's Cathedral, the masterpiece of the well-known English architect Christopher Wren. It is the third largest church in the world. It contains the monuments of many English statesmen, poets, writers and other famous people.

The old building of the Cathedral was badly in need of repair and Wren was called on to carry out repairs and alterations but he was prevented from doing by the Plague and the Great Fire of London (1666) that destroyed the old Cathedral. In some years after the fire the new work was begun. When Wren made a start he picked out a stone from the heap of ruins and found on it a word in Latin which meant 'I shall rise again'. So he made that the first stone of the new Cathedral. That was on June 21, 1675. It took him 35 years to build the Cathedral.

Westminster Abbey is a very beautiful church built over 9 hundred years ago. Westminster Abbey is famous for its architecture and historical associations. It shelters some of the world's famous graves. G. Chaucer, Ch. Dickens, A. Tennyson, Th. Hardy, R. Kipling and others were buried there. There in the Poet's Corner there are memorials to W. Shakespeare and J. Milton, G. Byron, W. Scott, W. Thackeray, H. Longfellow and R. Burns.

Nearly all the kings and queens have been crowned in the Abbey since the time of the Conquest. It also houses the rarest collection of royal effigies, containing wax figures of most of the English sover-

eigns which used to be carried in procession in funeral ceremonies. The oldest original figure is that of Charles II, which is still in good condition. Here is also the grave of the Unknown Soldier who represents the fallen in the World War I.

Trafalgar Square is also famous. It commemorates Nelson's victory at the Battle of Trafalgar. In the middle of the Square rises the Nelson Column, a monument to Admiral Nelson. It was erected in 1843.

On the other side of the square is the National Gallery. It houses a priceless collection of paintings like Picture Gallery at Dresden.

The museums and art galleries are outstanding in London. The most important of which is the British Museum. It was opened to the public in 1759.

The Museum has departments of manuscripts, of printed books, of coins and medals, etc. Its library is vast and splendid. The library contains nearly four million volumes.

Notes

to be eager [ˈi:ɡə]	— прагнути
scene [si:n]	— сцена; епізод
to behead [bɪˈhed]	— обезголовити
to imprison [ɪmˈprɪzn]	— ув'язнювати
to contain [kənˈteɪn]	— містити
masterpiece [ˈmɑ:stəpi:s]	— шедевр
to shelter	— служити прикриттям, притулком
grave	— могила
to commemorate [kəˈmeməreɪt]	— вшановувати
to erect [ɪˈrekt]	— зводити, споруджувати
priceless [ˈpraɪslɪs]	— безцінний
manuscript [ˈmænʃuskɹɪpt]	— рукопис
coin [kɔɪn]	— монета
splendid [ˈsplendɪd]	— блискучий
volume [ˈvɒljum]	— том

Assignments

- I. Describe historical places of London.
- II. You are writing an article about London. Write about the places of interest you would like to mention.
- III. Render the text in English.

Topics. Part 3

22. Ukraine

Geography, Climate, Economy, Population

Ukraine is a state in Eastern Europe, bounded on the north by Byelarus, on the north and east by the Russian Federation, on the west by Poland, Slovakia, on the southwest by Hungary, Rumania and Moldova, and on the south by the Black Sea and the Sea of Azov.

The total area of Ukraine is 603,700 sq. km. Ukraine's state border extends for a total of 7698 km; with Russia — 2484 km; Byelarus — 952 km; Rumania — 608 km; Poland — 542 km; Slovakia — 98 km; Hungary — 135 km; Moldova — 1194 km. The total length of Ukraine's sea coast is 1758 km (Black Sea — 1533 km; Sea of Azov — 225 km).

The largest mountain system in Ukraine is the Carpathian Mountains which extend for more than 270 km and are 100—110 km wide. The highest peak is the Hoverla (2061 m).

The geographical position of Ukraine is favourable for the development of its relations with the countries of Europe and of the Mediterranean Sea and the Atlantic Ocean Basins. Among the biggest Ukrainian rivers are the Dnipro, which is 2201 km in length, of which 981 km flow through Ukraine, the Southern Buh and the Dniester. From the lower Danube one can travel by water to seven European countries. Plains and the excellent chernozem territories occupy the largest part of Ukraine. They are rich wheat fields. The western border lands, however, are mountainous.

The climate in Ukraine is subjected to alterations ranging from continental to mild, humid. While summer is dry and hot in the south-eastern part of the country, it is humid and rainy in the western regions. The fertile soils and generally good climate are favourable for agriculture.

Ukraine has rich deposits of iron, manganese and rare metals, coal, natural gas, oil, graphite and other mineral resources — a good base for the development of industry. Recently rich deposits of gold have been found in the south.

Ukraine operates powerful metallurgy, multibranch machine building, large-scale shipbuilding, a developed chemical industry.

The population of Ukraine numbers over 52 million: three-fourths of them are Ukrainians. The rest is made up of Russians, Jews, Poles, Byelorussians, Moldavians, Hungarians and dozens of other nationalities. Over 55 percent of the population are urban dwellers.

There are 400 towns and cities in Ukraine. Five of them have a population exceeding a million: Kyiv, Kharkiv, Donetsk, Odesa, Dnipropetrovsk.

Notes

border ['bɔ:də]	— кордон
to extend	— простягати(ся)
to subject [səb'dʒekt]	— підкоряти
humid ['hju:mɪd]	— вологий
manganese [ˌmæŋɡə'ni:z]	— марганець
fertile ['fɜ:təl]	— родючий
deposit [dɪ'pɔ:zɪt]	— внесок
metallurgy [me'tælədʒɪ]	— металургія
to exceed [ɪk'si:d]	— перевершувати

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Reading-Text. Zaporizhian Sich

In the course of the Ukrainian people's (peasants and city poor) fight against feudal and national oppression, against the Ukrainian, Polish and Lithuanian landlords, and also against the Turkish-Tatar incursions of the 15th and 16th centuries, the Cossacks (kozak — meaning "free man") emerged in Ukraine. These groups of Cossacks were made up mainly of peasants and urban poor who had fled to the south-eastern Kyiv and Eastern Podillya (Bratslav) regions, where at that time feudalism was not so entrenched.

In the 16th century, a section of the Ukrainian Cossacks, advancing further south under the pressure of the lords, founded the Zaporizhian Sich (fortress) below the rapids of the lower Dnipro. Those who joined the Sich received the right to use the land, forests and rivers in its territory and also took part in the Sich military council, which settled all important questions and elected the chiefs of the military camp. However, although the formal and legal equality of all the Cossacks was the basis of their social and political organization, the Zaporizhian Sich was the arena of sharp social conflicts between the rank and file Cossacks and the exploiting upper crust. The Cossacks played a great part in the liberation struggle of the Ukrainian people and in the development of their own culture and mode of life. They helped to extend the ethnic territory of the Ukrainian nation down the Dnipro River.

Simultaneously with the emergence of the Ukrainian Cossacks, Russian Cossacks were formed in the Don River area.

The peasant and Cossack uprisings at the end of the 16th century played an important part in the history of the Ukrainian people's long and heroic struggle against the reign of the Polish szlachta and local exploiters. In these uprisings, registered (listed) Cossacks fought alongside the peasants, Cossack masses and townsmen. The stratum of registered Cossacks was created by the Polish government in the latter half of the 16th century for the purpose of suppressing popular movements. The Cossacks that were registered in the service of the Polish government were also discontented. Their rights were curtailed and sometimes violated by the magnates and szlachta, who seized Cossack lands and oppressed the Cossacks. The registered Cossacks, therefore, very often supported the unregistered Cossacks (who were not in Poland's service) and the peasantry. The wealthy registered Cossacks, however, defending their personal privileges, betrayed the rebels on many occasions and entered into agreement with the Polish lords.

Notes

feudal [ˈfjuːdl]	— феодальний
to emerge [ɪˈmɑːdʒ]	— з'являтися
to entrench [ɪnˈtrentʃ]	— укріпляти(ся)
rapid [ˈræpɪd]	— поріг
rank and file	— із званням і рядовий
to suppress [səˈpres]	— придушувати
discontented [ˈdɪskənˈtɛntɪd]	— незадоволений
to curtail [kəˈteɪl]	— урізати
to violate [ˈvaɪələɪt]	— порушувати
to betray [bɪˈtreɪ]	— зраджувати
rebel [ˈrebl]	— повстанець, бунтар

Assignment

Read and translate the text into Ukrainian.

23. Political System in Ukraine

On 16 July 1990 the Ukrainian Supreme Council took the historic step of issuing a "Declaration on State Sovereignty". This proclaimed the supremacy, independence, fullness and indivisibility of the Ukraine's power within its territorial boundaries, as well as its independence in external relations. This was to be followed, in August 1991, by the proclamation of an act of independence which clearly stated that only

Ukraine's own legislature and constitution were effective. In December, a referendum was held which confirmed the Ukrainian people's overwhelming support for this choice. Simultaneously, elections were held for the country's Presidency. Leonid Kravchuk, the former Chairman of the Supreme Council of Ukraine, was elected.

The new era of independence has been marked by numerous problems on the economic front.

The highest legislative body in Ukraine is the Verkhovna Rada. The people's deputies are elected on the basis of universal, equal and direct suffrage by secret ballot. The deputies of the Verkhovna Rada are elected for 5 years. The Verkhovna Rada's main function is making laws.

The President of Ukraine is the head of the state and speaks on behalf of it. He is elected directly by the voters for a term of five years with no more than two full terms.

The highest body of the executive power is the Cabinet of Ministers. It is responsible to the President and is accountable to the Verkhovna Rada. The Cabinet of Ministers carries out domestic and foreign policy of the state, the fulfilment of the Constitution, as well as the acts of the President, develops and fulfils national programs on the economic, scientific, technological and cultural development of Ukraine.

In August 1991 Ukraine became independent. The independence was proclaimed on the 24th of August 1991. On the 1st of December 90 percent of the people voted for the independence of Ukraine.

Ukraine established diplomatic relations with many foreign countries. One of them was Great Britain.

Notes

sovereignty [ˈsɒvrəntɪ]	— суверенітет
supremacy [sjuˈpreməsɪ]	— верховна влада
to overwhelm [ˌoʊvəˈwɛlm]	— переповнювати
legislative [ˈledʒɪslətɪv]	— законодавчий
ballot [ˈbælət]	— голосування
suffrage [ˈsʌfrɪdʒ]	— виборче право
executive [ɪgˈzɛkjʊtɪv]	— виконавчий
accountable	— підзвітний

Assignments

- I. Read and translate the text.
- II. Render the text in English.
- III. Write a letter to President of Ukraine. Explain why you agree or disagree with the government's policy.

Reading-Text. The Constitution of Ukraine

In June 28, 1996 the Verkhovna Rada of Ukraine adopted the Constitution, the Fundamental Law of the state.

The Constitution guarantees political rights of the citizens. Besides, it asserts Ukraine as an independent and democratic state.

According to the Constitution the Ukrainian people have the right to work, to education, to rest, social security, housing, health protection, medical care and medical insurance, etc.

Besides, the Constitution guarantees the rights of the people to property, ownership, language, religion. There are no privileges or restrictions based upon colour of skin, political or other beliefs.

Chapter II of the Constitution of Ukraine assures human and civil rights and freedoms. Citizens have equal rights and freedoms before the law. Citizens of Ukraine have also equal rights to protect their rights and freedoms. They have the right to participate in state affairs, in local referendums. Besides, they may be elected to any bodies of state power and local self-government.

Every citizen have the right to any property and to use the results of the intellectual and creative work. Every person has to pay taxes. The citizens of Ukraine shouldn't damage the environment and contaminate the air, the soil, the plants, etc.

Every citizen should respect the state's symbols and territorial integrity of the country.

The state language is Ukrainian. The state symbols of Ukraine are the State Flag, the State Emblem and the State Anthem of Ukraine. The State Flag is a blue and yellow banner. The main element of the Great State Emblem of Ukraine is the Sign of the State of Prince Volodymyr the Great. The State Anthem of Ukraine is the national anthem with the music of M. Verbytsky.

Defence of the Motherland, its independence and territory is the sacred duty of every citizen of Ukraine.

The Constitution of Ukraine consists of 15 chapters, 161 articles. The Day of the Constitution of Ukraine is a state holiday.

Notes

to guarantee [ˌgærən'ti:]	— <i>гарантувати</i>
security [sɪ'kjʊərɪti]	— <i>безпека</i>
insurance [ɪn'ʃʊərəns]	— <i>страхування</i>
anthem ['æθəm]	— <i>гімн</i>
restriction [rɪs'trɪkʃn]	— <i>обмеження</i>
chapter ['tʃæptə]	— <i>розділ</i>
sacred ['seɪkrɪd]	— <i>священний</i>

to assure [ə'ʃuə]	— забезпечувати, гарантувати
to contaminate [kən'tæmɪneɪt]	— забруднювати
integrity [ɪn'tegritɪ]	— цілісність

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.
- III. Write a description of some chapters from the Constitution of Ukraine.

24. Higher Education

The main task of higher education is the preparation of highly qualified specialists.

Specialists graduating from higher educational establishments must not only be able to use modern technical equipment, but also to create the equipment of the future, to have the ability to solve problems in the development of the economy. An inseparable part of the activity of higher education is scientific-research work directed toward the solution of the most burning current problems in various branches of the economy.

Graduates of secondary schools are eligible for admission to higher educational establishments through the system of competitive examinations. Preference is given to those who already have experience in practical work. Secondary school graduates awarded gold and silver medals, as well as persons who graduated from secondary vocational schools with honours are enrolled without competition on condition that they get an excellent mark on one of the major subjects at the entrance examinations.

The system of higher education via correspondence has been improved and a network of general engineering faculties has been set up in the country with the correspondence students organized on the territorial principle and their teaching and material centres established in non-university cities. Each faculty belongs to some higher educational institution and is one of its structural units.

At higher educational establishments much attention is paid to training specialists for all branches of the economy and culture. Special attention is paid to training students in new techniques, the automation of productive processes, electronic apparatuses, industrial electronics, computer machines, computing, etc.

Now the universities are training more specialists in new branches of mathematics, biology, physics and chemistry.

There are many foreign students studying in higher educational institutions of Ukraine.

Notes

establishment [ɪs'tæblɪʃmənt]	— <i>установа, заклад</i>
equipment [ɪ'kwɪpmənt]	— <i>обладнання</i>
to solve [sɒlv]	— <i>вирішувати</i>
inseparable [ɪn'sepərəbl]	— <i>невіддільний</i>
graduate ['grædʒuət]	— <i>випускник</i>
awarded [ə'wɔ:dɪd]	— <i>нагороджений</i>
honours ['ɒnəz]	— <i>нагороди</i>
via ['vaɪə]	— <i>через</i>
correspondence [ˌkɒrɪs'pɒndəns]	— <i>заочний</i>
to improve [ɪm'pru:v]	— <i>поліпшувати</i>
apparatus [ˌæpə'reɪtəs]	— <i>прилад, апарат</i>

Assignments

I. Read and translate the text into Ukrainian.

II. Render the text in English.

Dialogues. At the University**Dialogue 1**

Tom: John, your sister Jane is a student, isn't she?

John: Yes, she is. And so am I. She is studying to become a teacher.

Tom: Does she study mathematics?

John: Yes, she certainly does. But she is a student of the physics department.

Tom: She used to like mathematics, didn't she?

John: Yes, she did. She still likes it now, but physics is her favourite subject.

Tom: I've heard that Professor N. delivers lectures on physics at the University. He used to lecture at our University too. I liked the way he delivered lectures. I used to attend all his lectures. I believe Jane attends the course of lectures under Professor N., doesn't she?

John: Yes, she does. And she always takes notes at the lectures.

Tom: I hope she doesn't miss the lectures, does she?

John: No, she never does.

Tom: She isn't a fresher, is she?

John: No, she isn't. She is already a second-year student.

Tom: Did she attend the preparatory courses?

John: Yes, she did. She attended the preparatory courses and then passed the entrance exams.

Tom: There was a stiff competition that year, wasn't there?

John: Yes, there was. But she passed the exams brilliantly.

Tom: When will she start to work on her diploma project?

John: She'll begin it in three years' time. Several months before she has to submit it.

Tom: Jane will graduate from the University in four years' time, won't she?

John: Yes, I hope she will.

Dialogue 2

Tom: When will your exams begin?

John: Oh, they are not far off. I'm to take an exam in mathematics next week. Here is the time-table of my exams.

Tom: You are nervous, aren't you?

John: Of course I am. Everybody is.

Tom: Are you revising for your exams now?

John: No, not yet. Before the exams we are going to have a test in English. I'm revising for the test. We'll have this test tomorrow.

Tom: Oh, then you are behind. I've already got my credit in English.

John: So has Ann. But you know English well, don't you? And I can easily fail it, I'm afraid.

Tom: Let's hope for the best. Good luck!

Notes

to deliver [dɪ'livə] — читати (лекції)

brilliantly ['brɪljəntli] — блискуче

to revise [rɪ'vaɪz] — переглядати, готуватися

Assignment

Render the dialogues in English.

25. Literature

Taras Shevchenko

(1814-1861)

Taras Shevchenko was born in Moryntsi, Kyiv Province. Born a serf and orphaned early, Shevchenko passed a wretched childhood in the service of a brutal sexton. He was apprenticed to icon and mural

painters until he was bought and freed in 1838 by a group of intellectuals who recognized his talent. Shevchenko became a prominent realist painter and his Ukrainian ballads, dealing with peasant life, were published in Russian. He joined a Ukrainian nationalist society writing bitterly against serfdom and Russian autocracy.

Shevchenko also wrote poetry, dramatic works ("Nikita Haidai"), novels in Russian. The great poet took an active part in the liberation movement. His revolutionary-democratic ideas and his literary heritage had a huge influence on the entire further development of literature as a whole, not only in Ukraine, but in Russia and many Slavic countries as well.

"The Heretic" (1845) professed his dream of a free brotherhood of all Slavs.

Shevchenko studied at the Academy of Fine Arts in St. Petersburg. His first collection of poems was published in 1840, it was his famous "Kobzar". Then followed "Haidamaky", "Dream", "Caucasus" and others.

Banished to an appalling military existence in Central Asia for his liberal ideas, he wrote exquisite lyric poetry and numerous novels in exile (1847—1857).

Dogged by terrible misfortune in love and life, the poet died seven days before the Emancipation of Serfs was announced. Shevchenko had tremendous influence on Ukrainian literature.

Notes

serf [sə:f]	— кріпак
wretched [ˈretʃɪd]	— нещасний
brutal [ˈbru:tl]	— грубий, жорстокий
apprentice [əˈprentɪs]	— учень
serfdom [ˈsɜ:fðəm]	— кріпацтво
autocracy [ɔ:ˈtɒkrəsi]	— самодержавство
heritage [ˈherɪtɪdʒ]	— спадщина
to profess [prəˈfes]	— відверто визнавати
to appal [əˈpɔ:l]	— лякати, вражати
exquisite [ˈekskwɪzɪt]	— вишуканий; витончений
to dog	— переслідувати, невідступно ходити (за)
misfortune [mɪsˈfɔ:tʃn]	— нещастя; невдача

Assignments

I. Render the text in English.

II. Imagine that you are writing a letter to an English-speaking friend about your favourite Ukrainian writer (poet).

Lesia Ukrainka

(1871–1913)

Lesia Ukrainka is a Ukrainian poet and dramatist whose original name was Larisa Kvitka-Kosach. She was born in Novhorod-Volynsky, Zhytomir region. Her father was a lawyer and her mother (Olena Pchilka) was a famous Ukrainian writer. Her sister's husband was Mykhailo Drahomanov, a famous scholar and public figure at that time.

Lesia was not healthy in her childhood, so she was taught at home. Lesia was fond of literature and began writing verses very early. When she was 13 her first poem was published in the magazine "Zoria" in Lviv. Later on her publications appeared steadily.

Lesia spent most of her life abroad fighting to recuperate from tuberculosis.

In 1894 Lesia settled in Kyiv. She started learning foreign languages. In a short while she could read and speak English, German, French, Italian.

Her early collections of lyric poetry "On the Wings of Song" (1892), "Thoughts and Dreams" (1899) and "Responses" (1902) reflect the liberal and revolutionary ideals of Heinrich Heine and Taras Shevchenko. Her principal plays, using themes from Western and classical literature, include "Cassandra" (1908) and "In the Desert" (1909). "The Forest Song" (1912) is her dramatic poem based on Slavic mythology.

Lesia died in Georgia and was buried in Kyiv.

Notes

scholar	[ˈskɔlə]	— <i>вчений</i>
steadily	[ˈstedɪlɪ]	— <i>постійно</i>
to recuperate	[rɪˈkju:pəreɪt]	— <i>одужувати</i>
tuberculosis	[tju:ˌbə:kjuˈləʊsɪs]	— <i>туберкульоз</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Vasyl Stus

(1938–1985)

Vasyl Stus was born in Rakhnivka, Vinnytsya region.

He studied at the Pedagogical Institute in Donetsk. He began his literary work being a student. In 1964 he entered the Institute of Literature. In his writing he exposed the ruling regime for secret

arrests and trials. He was expelled from the Institute and in 1972 was arrested. He was sentenced to three years of exile of strict-regime labour camp.

Later he was again arrested and sentenced to 10 years of strict-regime labour camp and five years of exile. He died in exile.

A lot of his poems were destroyed. Some were published abroad. Among his numerous collections there were collections, which appeared in Ukraine: "The Return", "The Road of Rain", "Winter Trees", "A Candle in a Mirror", etc.

Notes

to expose [iks'pouz]	— <i>викривати</i>
to expel [iks'pel]	— <i>виключати</i>
to sentence	— <i>засуджувати</i>
exile ['eksail]	— <i>заслання</i>

Assignments

I. Read and translate the text into Ukrainian.

II. Render the text in English.

Mykola Berdiayev

(1874–1948)

The creative originality of Mykola Berdiayev merits him a place of honour in the company of brilliant and talented philosophers who were born and began their careers in Kyiv at the turn of the century. An eminent thinker and exceptional writer, Berdiayev valued liberty above life itself; creation as a path to freedom was the main drive in his life. Berdiayev's views could be classified in various ways: he could be labelled a religious new romantic. In any case, this philosopher, a moralist with his own views on Orthodoxy and religion in general, had a definite influence on the development of world philosophy. The famous thinker's works were translated into French and German and were taught in university philosophy courses across Europe. The governments under which he lived found his convictions inconvenient; in the early 1920s during the Soviet era, along with the first wave of dissidents, he was banished from his native land. Living in Paris, he began to publish "The Way", a journal propagating the ideas of Orthodoxy to the West, while simultaneously working for the establishment of an ecumenical movement. One of his first works, "The Meaning of History" had already made him famous, while the short "Essay on

the Middle Ages,” translated into several languages immediately after its first publication, brought him world-wide recognition. All of Berdiayev’s books are very personal; they analyse his own spiritual, mystical and religious experiences. His never-ending search for the truth and a higher meaning of existence led him to create his own theological system in which ethical questions, in particular the problems of human individuality and liberty, were crucially important. Berdiayev’s greatest influences include Bohme, Dostoyevsky, Schopenhauer and Nietzsche. To the Western world, Mykolo Berdiayev will long be considered the incarnation of Orthodoxy.

Notes

merit [ˈmerɪt]	— <i>заслуга</i>
eminent [ˈemɪnənt]	— <i>видатний</i>
exceptional [ɪkˈsepʃənl]	— <i>незвичайний</i>
dissident [ˈdɪsɪdənt]	— <i>дисидент</i>
recognition [ˌrekəɡˈnɪʃn]	— <i>визнання</i>
spiritual [ˈspɪrɪtʃuəl]	— <i>духовний</i>
crucially [ˈkruːʃjəli]	— <i>вирішально</i>
incarnation [ˌɪnkɑːˈneɪʃn]	— <i>втілення</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

26. Painting

Taras Shevchenko in Ukrainian Art

The works of Taras Shevchenko marked a new stage in the development of Ukrainian fine art. Steeped from childhood in the traditions of Ukrainian folk art, Shevchenko studied in the St. Petersburg Academy of Arts under Bryullov. He assimilated the achievements of Russian and world art culture and became one of the outstanding artists of his time. In his genre-paintings (“A Peasant Family” and “In the Apiary”) Shevchenko presented a truthful picture of Ukrainian peasant life. In his early paintings he displayed a social accusatory tendency (“Katerina”, 1842). His series of etchings titled “Picturesque Ukraine” (1844) was an outstanding work of critical realism.

Landscape painting occupied a large part in Shevchenko’s work. In the landscapes painted in Ukraine (the painting “A Widow’s

House in Ukraine", 1843, the sketches "In Kyiv" and "The Vydubychi Monastery in Kyiv" and the water-colours "In Reshetylivka", 1845, and "Near Sednyv", 1846) and especially in the numerous water-colours painted during his exile ("Fire in the Steppes", 1848, "The Twisting Shore of the Aral Sea", 1848—1849, etc.) he created pictures of local scenery with deep feeling.

Shevchenko had a great affect on the development of Ukrainian art.

Notes

apiary [ˈeɪpjəri] — *пасіка*
 etching [ˈetʃɪŋ] — *гравірування*
 exile [ˈeksail] — *заслання*
 scenery [ˈsi:nəri] — *краєвид*

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Mykola Pymonenko

(1862 — 1912)

Mykola Pymonenko was born in Pioroka (a suburb of Kyiv). He was a prominent Ukrainian painter. He received a good training in painting. He studied at the Kyiv Drawing School (1878—1882), at the St. Petersburg Academy of Arts (1882—1884) and then he worked at the Kyiv Drawing School (1884—1900) and the Kyiv Art School (1900—1906). He took an active part in all exhibitions held at that time. His name was known in the world. In 1909 he became a member of the Paris International Association of Arts and Literature.

The outstanding artist M. Pymonenko was the bard of the Ukrainian village ("A Wedding in Kyiv Province", 1891, and "The Harvest", 1896). His paintings contained strong social motives ("Seeing the Conscripts Off", 1893; "A Victim of Fanaticism", 1899, etc).

Pymonenko's landscapes and portraits comprise over 700 genres. Among them "Before the Storm", "Hopak", "Kyiv Flower Seller" and many others. A lot of his works are preserved at Louvre. He died in Kyiv.

Notes

conscript [ˈkɒnskɹɪpt] — *новобранець, рекрут*
 to comprise [kəmˈpraɪz] — *охоплювати*

Assignments

- I. Read and translate the text into Ukrainian.
- II. Make up a story about M. Pymonenko.

Kazimir Malevich

(1878–1935)

Kazimir Malevich has assured himself a place in history as one of the most paradoxical and colourful figures in the world. The “unprecedented shamelessness” of the painter shocked the public when, in 1913, he dared to exhibit a “plain black square.” Moreover, his work continues to startle museum-goers even today: at least, those viewers who consider that a black square is a black square whether the background is red or white. In his day, no one believed that Malevich, a former student of the Kyiv School of Drawing and the Moscow College of Art, Architecture and Building, was capable of drawing without a compass and ruler. “Suprematism” is the combination of the simplest geometric figures on a plane in order to form compositions full of internal movement.

The painter’s creative maximalism directed his work toward the search for a philosophy of colour; he also strove to examine the correlation between different colours.

Malevich’s ideas on art can be defined as “classics of the vanguard.” However, it is difficult to say whether suprematism is the aesthetic invention of the artist alone, since the native Kyivite was influenced by Ukrainian folk art. His relationship with the Ukrainian people was influential in both directions; Ukrainian village women manufactured objects designed along suprematist patterns in workshops organized by avant-garde artists. Malevich’s canvases can be found in collections all over the world. The majority of his works are located in the State Russian Museum in St. Petersburg and in the Municipal Museum of Amsterdam. Only two of Malevich’s works remain in the artist’s homeland.

Notes

shamelessness [ˈʃeɪmlɪsnɪs]	— <i>безсоромність</i>
to dare [ˈdeə]	— <i>сміти</i>
to startle [ˈstɑːtl]	— <i>вразити</i>
background [ˈbækgraʊnd]	— <i>фон</i>
compass [ˈkʌmpəs]	— <i>компас</i>
vanguard [ˈvæŋɡɑːd]	— <i>авангард</i>

- unique** [ju:'ni:k] — *унікальний*
aesthetic [i:s'θetik] — *естетичний*
to design [dɪ'zain] — *проектувати, готувати*

Assignments

- I. Read and translate the text into Ukrainian.
 II. Render the text in English.

27. Music

Mykola Lysenko

(1842–1912)

Mykola Lysenko is the founder of the Ukrainian classical music. He was born in the village of Hrynky (Poltava province) in the family of a small landowner. At the age of five he began to study music.

At the age of 25 Lysenko went to Leipzig to develop his apparent aptitude. There he studied pianoforte and composition for two years. Back in Kyiv he eagerly worked as a composer and a teacher of music.

The best representatives of the Ukrainian musical culture were well-known artists as the conductor O. Koshyts, the singers S. Krushelnitska, M. Sadovska, the composers K. Stetsenko and L. Revutsky. The first permanent opera theatre in Ukraine opened in Odesa in 1809. The Kyiv and Kharkiv opera companies were organized later.

In 1874—1876 Lysenko studied orchestration under Rimsky-Korsakov in Petersburg. He made acquaintance with Mussorgsky, Borodin and Stasov. He returned to Kyiv in 1876 and continued to collect, arrange and publish a great number of folk songs (altogether about 300). He wrote operas "Christmas Night", "Drowned Girl", "Nataika Poltavka", "Taras Bulba" and "Aeneid", the operetta "Black Sea Sailors" and the children's operas "Koza-Dereza" and "Winter and Spring". He also wrote a large cycle of musical works to texts by T. Shevchenko and the choral works. He wrote romances and songs to words by I. Franko, L. Ukrainka and others. Lysenko was the founder of the instrumental forms of Ukrainian music (trios and quartets for strings; the first movement of a symphony; two rhapsodies, a suite, a sonata, etc.)

The choir activities of M. Lysenko, which continued during almost his entire musical career, played an important part in the history of Ukrainian choral culture. He conducted the students' choir of Kyiv University.

The most consistent followers of the traditions set by M. Lysenko were the composers Stetsenko, Stepoviy and Leontovich.

Many famous Russian composers, such as M. Glinka, P. Tchaikovsky, M. Mussorgsky, wrote music on Ukrainian themes.

Notes

landowner [ˈlænd,ounə]	— <i>землевласник</i>
apparent [əˈpærnt]	— <i>явний, очевидний</i>
aptitude [ˈæptitju:d]	— <i>придатність</i>
conductor [kənˈdʌktə]	— <i>диригент</i>
permanent [ˈpɜ:mənənt]	— <i>постійний</i>
to make... acquaintance [əˈkweɪntəns]	— <i>познайомитися з ...</i>
cycle [ˈsaɪkl]	— <i>цикл</i>
romance [rəˈmæns]	— <i>романс</i>
symphony [ˈsɪmfəni]	— <i>симфонія</i>
rhapsody [ˈræpsədi]	— <i>рапсодія</i>
suite [swi:t]	— <i>сюїта</i>
choir [ˈkwaɪə]	— <i>хор</i>
career [kəˈrɪə]	— <i>кар'єра</i>
consistent [kənˈsɪstənt]	— <i>послідовний</i>

Assignments

I. Read and translate the text into Ukrainian.

II. Render the text in English.

Reading-Text. The Column Hall of the Ukraine National Philharmonic

For seven long years, Ukrainian experts in restoration worked on this architectural and cultural monument of the 19th century in the aim of restoring and preserving it. This building, located at 2 Volodymyrskiy Uzviz, was designed by Kyiv architect Volodymyr Nikolayev in 1882 and it was intended to serve as the Merchant Assembly Club.

Upon the initiative and with the participation of the prominent Ukrainian composer Mykola Lysenko, the Column hall became the home of regular concerts known as “weekly quartet gatherings,” performances of a choir the composer organized himself, and concerts given by visiting performers, including such stars of the first magnitude such as F. Shaliapin, S. Rachmaninov, Sobinov and A. Rubinstein.

Having earned its reputation of one of the best concert halls in Europe, the Column Hall shortly hosted a venue of concerts of

many famous performers such as S. Lemeshev, G. Ots, Van Clibern, D. Oistrakh, S. Rikhter, E. Hilels, I. Kozlovskiy, M. Rastropovich and a number of leading symphony orchestras of world renown. However, this pearl of Ukrainian architecture was destined to go through a bumpy evolution...

In the 1980s, the building suffered a series of catastrophes. Built in the late 19th century, it was not prepared to easily accommodate modern plumbing systems. Its brick basement was unstable and starting to sink and the symphony's library of precious music scores was drenched because of the damaged plumbing system. The water ruined priceless music manuscripts and sheet music with original notes made by famous composers and conductors who had performed in Kyiv. At this point it was decided to close the concert hall for capital repair.

Today the Column Hall of the National Philharmonic of Ukraine is restored, although in the early stages of renovation, many considered its condition hopeless. Its facade has been preserved in its original 19th century form: the authentic design of its foyer was restored based on archive documents, and a floor of the foyer was covered with Greek marble.

For the first time in the history of the Column Hall, it has been endowed with a pipe organ, which was made by Swiss specialists under a Dutch design, and the most up-to-date stage lighting system was installed.

And when it was Her Majesty Music's turn to speak out, the renewed Column Hall was filled with sounds of the overture from the opera "Taras Bulba" by Mykola Lysenko, performed by the Ukrainian National Symphony Orchestra, the "Ukrainian Carpathian Rhapsody" composed by Levko Kolodub and Symphony No.5 by Pietr Tchaikovsky.

This musical feast was but a preliminary taste of the many concerts and recitals to come.

Notes

to preserve [pɪ'zɜ:v]	— зберігати
to intend [ɪn'tend]	— мати намір
assembly [ə'sembli]	— збори
quartet [kwɔ:'tet]	— квартет
magnitude ['mægnɪtju:d]	— величина
to host ['həʊst]	— бути господарем
renown [rɪ'naʊn]	— слава
to destine ['destɪn]	— призначати
to accommodate [ə'kɒmədeɪt]	— пристосовуватися
plumbing ['plʌmɪŋ]	— вертикальний

to drench [drentʃ]	— <i>промочувати</i>
precious [ˈpreʃəs]	— <i>дорогоцінний</i>
sheet music	— <i>ноти</i>
authentic [ɔ:ˈθentɪk]	— <i>справжній</i>
archive [ˈɑ:kaiʋ]	— <i>архів</i>
to endow [ɪnˈdaʊ]	— <i>наділяти, пожертвувати</i>
to install [ɪnˈstɔ:l]	— <i>встановлювати, поміщати</i>
preliminary [prɪˈlɪmɪnəri]	— <i>попередній</i>
recital [rɪˈsaɪtl]	— <i>сольний концерт</i>

28. Science

Mikhailo Hrushevsky

(1866–1934)

Mikhailo Hrushevsky is a Ukrainian historian and statesman. Hrushevsky's monumental "History of Ukraine" was written in 1899–1937. It consists of 10 volumes and covers the period to 1658. Other works include "A History of Ukraine" (translated in 1941) and "History of Ukrainian Literature" consisting of 5 volumes (1922–1927).

Hrushevsky argued that the period of the Kyivan state (10th–13th centuries) belonged to Ukraine only, thus repudiating the Russian nationalist tradition that traced the history of Russia from ancient Kyiv.

In January, 1918 he became president of the republic of Ukraine on its proclamation. After the German occupation of Ukraine, he fled (1918) to Austria, returning in 1924. In 1930 he was exiled from Kyiv by the Soviet authorities.

At the beginning of the 20th century publishing activities intensified and several Ukrainian political parties were established. Encouraged by the collapse of the tsarist empire, on 4 March 1917 the Central Rada, headed by M. Hrushevsky, S. Yefremov, V. Vynnychenko, and S. Petlyura, was created. On 5-7 April 1917 the All-Ukrainian National Congress took place and power officially transferred to the Central Rada. On 22 January 1918 the independence of the Ukrainian National Republic was proclaimed.

Notes

to trace [treɪs]	— <i>стежити</i>
to repudiate [rɪˈpju:diət]	— <i>відкидати</i>

collapse [kə'læps] — *крах*
to encourage [ɪn'kʌrɪdʒ] — *нідбадьорювати*

Assignment

Render the text in English.

Volodymyr Vernadsky

(1863–1945)

Volodymyr Vernadsky is an outstanding Ukrainian scientist. He was the founder of geochemistry, biochemistry and radiogeology. He was born in St. Petersburg. In 1885 he graduated from St. Petersburg University. For some years he worked at Moscow University teaching mineralogy. In 1919 he founded the Ukrainian Academy of Sciences. He was one of the main founders of the State Public Library in Kyiv.

Vernadsky enriched science with profound ideas in modern mineralogy, hydrogeology, etc. The talented scientist gave much energy and attention to training scientists. He was elected a Member of some foreign Academies and scientific societies. In Kyiv the Central Scientific Library is named after V. Vernadsky.

Notes

to enrich [ɪn'ri:tʃ] — *збагачувати*
mineralogy [ˌmɪnə'rælədʒɪ] — *мінералогія*

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.
- III. Your English pen-friend is interested in science. You are writing him (her) a letter in which you would like to give an outline of achievements in science in Ukraine.

Ahatanhel Krymsky

(1871–1942)

In the person of Krymsky, Ukraine had an intellectual of the highest level who worked simply and effectively, without the ambition of building a monument to his own glory. Krymsky was born in Volodymyr-Volynsky, and graduated from the Lazarevsky Institute in Eastern Languages and Moscow University after finishing Kyiv Ga-

lagan College. His erudition was colossal: in addition to Sanskrit, Ancient Greek and Latin and all the European languages, he spoke many Asian and African tongues as well. Specialists estimate that he knew about 60 languages. He also studied the history of literature, theatre and the cultures of many nations around the world. His scientific papers, such as "The History of Islam", "History of New Arabic Literature of the 19th and Early 20th Centuries", and various works on the history of Persian, Arabic and Turkish literature, laid the groundwork for the field of Ukrainian Oriental Studies and granted him the prestige of an extraordinary scholar. His numerous literary translations and narratives of Eastern poetry made him famous as a talented, original poet. Krymsky, one of the founders of the Ukrainian Academy of Sciences, was for many years its secretary and the most famous expert in the field of Oriental Studies. As director of the Institute of the Ukrainian National Language, he gave similar attention to Ukrainian Studies. He wrote "A Ukrainian Grammar" and "Essays on the History of the Ukrainian Language and Texts from Ancient Ukrainian Culture of the 10th—18th Centuries". As a man with extremely independent convictions, Krymsky was liquidated by the Soviet regime in Kustanaisk prison, and this led to the decline of the Oriental school in Ukraine.

Notes

ambition [æm'biʃn]	— <i>честолюбство</i>
erudition [ˌeru:'diʃn]	— <i>ерудиція; вченість</i>
in addition [ə'diʃn]	— <i>до того ж, крім того</i>
to estimate [ˈestimeɪt]	— <i>оцінювати</i>
groundwork [ˈgraʊndwɜ:k]	— <i>основа</i>
extraordinary [ɪks'trɔ:dnrɪ]	— <i>надзвичайний</i>
scholar [ˈskɒlə]	— <i>вчений</i>
decline [dɪ'klaɪn]	— <i>занепад</i>
narrative [ˈnærətɪv]	— <i>розповідь, повість</i>
essay [ˈeseɪ]	— <i>есе; нарис</i>
extremely [ɪks'tri:mli]	— <i>надзвичайно</i>
conviction [kən'vɪkʃn]	— <i>переконання</i>
regime [reɪ'zi:m]	— <i>режим</i>
to prohibit [prə'hɪbɪt]	— <i>забороняти</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

29. Kyiv

Kyiv is one of the oldest European cities, a port on the Dnipro River. The largest city of Ukraine Kyiv is a leading industrial and commercial centre. Food processing (notably the processing of beet sugar), metallurgy, the manufacture of machinery, machine tools, chemicals, building materials and textiles are the major industries in Kyiv.

Kyiv is the centre of political, economic, scientific and cultural life of the country. The city also has 150,000 students of universities and numerous institutes. Kyiv equals Paris in area, and almost two-thirds of it are parks, gardens and boulevards. It is one of the best cities in Europe.

Kyiv is one of the largest centres of scientific thought in Ukraine. It has some 150 academic and research institutions.

Among the city's educational and cultural institutions are the Taras Shevchenko University (1833), the Ukrainian Academy of Sciences (1919), Technical University, Technological University of Food Industry, Technological University of Light Industry, Trade and Economics University, Dragomanov Pedagogical University, etc.

Kyiv is also a major industrial centre with firms engaging in electronics, instrument construction, aviation, engineering and metal-working, light and food industries, chemical and petrochemical industries, etc.

During World War II German fascists massacred thousands of its inhabitants, including 200,000 jews. But Kyiv has survived. The population of the capital is about 3 million.

In the late 1980s the national-democratic rebirth of Ukraine intensified in Kyiv and several civic-political and cultural organizations, including the Rukh Movement of Ukraine, were established.

Notes

commercial [kə'mə:ʃl]	— торговельний; комерційний
to manufacture [ˌmænju'fæktʃə]	— виробляти
boulevard ['bu:lɪvɑ:]	— бульвар, проспект (амер.)
research [ri'sə:tʃ]	— дослідження
institution [ˌɪnstɪ'tju:ʃn]	— установа, заклад
to massacre ['mæsəkə]	— зчиняти різанину
jew [dʒu:]	— єврей
to intensify [ɪn'tensɪfaɪ]	— посилювати

Assignments

- I. Render the text in English.
- II. You are planning a visit to Kyiv for your English friends. What would you like them to see?

Reading-Text. Historical Places of Kyiv

Kyiv is famous for its historical places. Lying amid hills along the Dnipro River and filled with gardens and parks, Kyiv is one of Europe's most beautiful cities, as well as a treasury of medieval art and architecture. Its outstanding buildings include famous historical monuments. Among them the Golden Gate, the 11th-century Cathedral of St. Sophia which was modelled in Constantinople and contains splendid mosaics, frescoes and icons. The Uspensky Cathedral, destroyed during World War II, has been restored. The celebrated Lavra Cave Monastery is now a museum and a sacred place of pilgrimage. The St. Volodymyr Cathedral is famed for its murals. One of the most picturesque spots in Kyiv is Andriyivsky Uzviz. Kyiv is famous for its numerous museums as well. Among them are: the National Science Museum, Historical Museum, Museum of Ukrainian Fine Arts, Shevchenko House-Museum, etc.

Notes

treasury [ˈtreʒəri]	— <i>скарбниця</i>
medieval [ˌmediˈi:vəl]	— <i>середньовічний</i>
mosaic [məˈzeɪk]	— <i>мозаїка</i>
fresco [ˈfreskou]	— <i>фреска</i>
icon [ˈaɪkən]	— <i>ікона, зображення</i>
pilgrimage [ˈpɪlgrɪmɪdʒ]	— <i>паломництво</i>

Sofiysky (St. Sophia's) Cathedral

Constructed in 1017—1031 in honour of Prince Yaroslav the Wise's victory over the Pecheneg tribe. It was the main metropolitan church of Kyivan Rus'-Ukraine. Ceremonies to designate envoys, public meetings, and the writing of chronicles took place here. The first library in Kyivan Rus was located here. The cathedral bears a resemblance to Byzantine constructions, but there is no direct analogy. The original forms of the Romanesque style were preserved until the 17th century. The church facades were not plastered and were embellished with decorative niches, ornaments, and paintings. The interior reveals the harmonious union of mosaics and fresco paintings in a style similar to the Byzantine capital style. Religious and secular themes predominate. Of great value are the decorative works of the 11th century: the Metropolitan's chair, choir loft. The interior of the cathedral is also embellished with fresco ornamentation, mosaic pavement, marble decorations, etc. The cathedral contained the tombs of the Grand Kyivan Princes: Yaroslav the Wise, Vsevolod, Rostyslav, and Volo-

dymyr Monomakh were buried here (only the sarcophagus of Yaroslav the Wise has been preserved). After the Tatar-Mongol invasion of 1240, the cathedral gradually fell into ruins. In the 16th century Greek Catholic priests served Mass here. In the 1630s-1640s the Kyivan Metropolitan P. Mohyla founded a monastery in the cathedral. He engaged the Italian architect O. Mancini to work on its restoration. In 1685—1707 the cathedral was rebuilt in the Ukrainian Baroque style. A Baroque iconostasis was built in 1731—1747. St. Sophia's Cathedral is a masterpiece of world architecture.

Notes

tribe [ˈtraɪb]	— <i>плем'я</i>
ceremony [ˈserɪməni]	— <i>церемонія</i>
to designate [ˈdeziɡneɪt]	— <i>визначати</i>
envoy [ˈenvɔɪ]	— <i>посланник</i>
chronicle [ˈkrɒnɪkl]	— <i>літопис; хроніка</i>
resemblance [rɪˈzembləns]	— <i>схожість</i>
analogy [əˈnælədʒɪ]	— <i>аналогія</i>
to plaster [ˈplɑːstə]	— <i>штукатурити</i>
to embellish [ɪmˈbelɪʃ]	— <i>прикрашати</i>
niche [nɪʃ]	— <i>ниша</i>
secular [ˈsekjələ]	— <i>світський</i>
to predominate [prɪˈdɒmɪneɪt]	— <i>переважати</i>
loft	— <i>галерея</i>
tomb [tuːm]	— <i>могила</i>
to bury [ˈberɪ]	— <i>ховати (мертвих)</i>
sarcophagus [ˈsɑːkɒfəɡəs]	— <i>саркофаг</i>
to engage [ɪnˈɡeɪdʒ]	— <i>наймати</i>
baroque [bəˈrɒk]	— <i>барокко</i>

Kyievo-Pecherska Lavra

(Kyivan Cave Monastery)

A Ukrainian Orthodox monastery was founded in 1051 by monks Antoni and Feodosiy. In the 11th century it became the center for the expansion and consolidation of Christianity in Kyivan Rus'-Ukraine. The chroniclers Nykon, Nestor, Sylvester, the artists Alimpiy, Hryhoriy, and the healer, Ahapit, at one time worked in the monastery. In 1240 it was looted and destroyed by the Tatar-Mongol armies of Khan Baty. The monastery was again destroyed in 1480. In 1615 an imprimery was located at the monastery. In the late 16th century it was designated a Lavra (monastery). The archi-

tectural ensemble attained completion in the mid-18th century. The majority of the structures is built in the Ukrainian Baroque style. The ensemble is organically linked to the relief and forms a beautiful and majestic silhouette of Kyiv from the Dnipro River side. In 1926 the Kyivan Cave Historical-Cultural Preserve was established on the premises of the monastery.

Notes

monk [mɒŋk]	— <i>чернець, монах</i>
expansion [ɪks'pænsɪn]	— <i>поширення, експансія</i>
to attain [ə'teɪn]	— <i>досягати, добиватися</i>
relief [rɪ'li:f]	— <i>рельєф</i>
majestic [mə'dʒestɪk]	— <i>величний</i>
premise ['premɪs]	— <i>приміщення</i>

Askoldova Mohyla

(Askold's Grave)

It is a part of a nature and architectural preserve on the right bank of the Dnipro River. According to the chronicle, the Kyivan Princes Askold and Dir, died here. In 1810 a brick church-rotunda designed by the architect A. Melensky was built here. In January of 1918, 18 soldiers from a students' unit who died in battle against Bolshevik forces near Kruty were buried here. A second story designed by the architect P. Yurchenko was built in 1935. Since the end of the 18th century it has been considered one of the most beautiful cemeteries in Europe. In 1934 it was demolished by order of the People's Commissar V. Zatonsky.

Notes

chronicle ['krɒnɪkl]	— <i>літопис</i>
cemetery ['semɪtrɪ]	— <i>кладовище, цвинтар</i>
to demolish [dɪ'mɒlɪʃ]	— <i>руйнувати</i>

Assignments

- I. Read and translate the texts into Ukrainian.
- II. You are writing a letter to you friend abroad. Write him (her) about all the places of interest in Kyiv.

Topics. Part IV

30. The USA

Geography, Climate, Industry, Agriculture

The USA is a federal state. It includes 50 states and the District of Columbia. The full name is the United States of America. The Congress is the highest legislative body in the country. It consists of two chambers: the House of Representatives and the Senate. President is the head of the state and the Government.

The USA is a country of great differences. There are high mountains and flat prairies in it, tropical heat and arctic cold. The United States has a broad range of climates varying from the tropical rain-forest of Hawaii and the tropical savanna of Florida to the subarctic and tundra climates of Alaska. In short, it has humid subtropical and the humid continental climate. Extensive forests are found in many parts of the country. Along the Pacific coast is the Mediterranean-type climate.

The Mississippi is one of the world's great rivers; it was known to American Indians as the "father of waters." Water from the source of its main branch, the Missouri River, flows about 6,400 kilometers from the northern Rocky Mountains to the mouth of the Mississippi in the Gulf of Mexico.

Other important rivers are the Yukon in Alaska, about 3,000 kilometers long; the Rio Grande, which flows for some 3,200 kilometers and forms part of the United States-Mexico border; the Columbia, which rises in western Canada and continues in the United States for about 1,900 kilometers west of the Rocky Mountains; and the Colorado, which begins in the Rocky Mountains and flows southwest for some 2,300 kilometers. For 342 of these kilometers the Colorado flows through the magnificent Grand Canyon, carved through the ages by the river's waters. Other well-known rivers include the Hudson, which meets the Atlantic Ocean at New York City; the Potomac, bordering the national capital at Washington; and the Ohio, which flows west from the Appalachian Mountains to meet the Mississippi.

The United States is the greatest industrial nation in the world. Its mineral and agricultural resources are tremendous. It's the world's largest producer of electrical and nuclear energy.

It leads the world in the production of pig iron, motor vehicles and synthetic rubber. Agriculturally, the USA is the first in the

production of meat, cheese, corn, beans and tobacco; second in cattle, hogs, cow's milk, butter, cotton, oats and wheat; third in barley; and fourth in sugar. The leading imports include ores and metal scraps, petroleum and petroleum products, machinery. Major trading partners are Canada, Japan, Germany and the United Kingdom.

More than half of the population is urban and the great majority of the inhabitants are of European descent. About 11 percent of the total population is black; there are smaller groups of Orientals, with Japanese and Chinese in Hawaii and in some of the Eastern cities.

Education in the US is administrated chiefly by the states. Each of the 50 states has a free and public primary and secondary school system. There are also more than 2,000 institutions of higher learning, both privately supported and state supported.

Washington is the capital of the state.

Notes

legislative [ˈledʒɪslətɪv]	— законодавчий
difference [ˈdɪfrəns]	— різниця, відмінність
flat [flæt]	— рівний, плоский
prairie [ˈpreəri]	— прерія
to vary [ˈveəri]	— змінювати(ся)
extensive [ɪksˈtensɪv]	— просторий
magnificent [mæɡˈnɪfɪsnt]	— чудовий
tremendous [trɪˈmendəs]	— величезний
vehicle [ˈvi:ɪkl]	— засіб пересування
rubber [ˈrʌbə]	— каучук
bean [bi:n]	— боб, квасоля
oats [ˈoʊts]	— овес
barley [ˈbɑ:lɪ]	— ячмінь
scrap [skræp]	— металевий брухт
petroleum [pɪˈtrɒljəm]	— нафта, газ
descent [dɪˈsent]	— походження

Assignments

- I. Read and translate the text into Ukrainian.
- II. Make up a talk for your mates about the United States. Mention the facts which you consider to be the most important. Give a brief description of the geographical position and the climate of the United States.

Reading-Text. Natural Resources

Water

The availability of water has been an important factor in America's growth. The nation is blessed with large supplies of fresh water except in the desert regions of the West. Such mighty rivers as the Mississippi, the Ohio, the Hudson and the Colorado irrigate the croplands covering hundreds of kilometers in fertile valleys. The early development of a prosperous agricultural system and the later development of an industrial base were made possible largely by vast water resources.

Today the rivers and streams of America furnish 63 percent of the water supply for cities, towns and farmlands, 93 percent of the water used by industry and almost all of the water used to create electric power. In the earliest days, the rivers were the most important means of transportation for people and commercial goods, and they are still major carriers of freight. Nowadays, as increasing water consumption threatens the reserve supplies, the U.S. Department of the Interior has been actively developing practical ways to convert ocean water into fresh water.

Forests

About a third of the land area of the United States is covered by forests, and more than 715 million acres (290 million hectares) is commercial forest land. Properly managed forests prevent flooding and soil erosion, and stabilize climatic conditions. Wood, resins and other forest products are the basic raw materials of several of the nation's largest industries.

Despite the heavy use of forest products, the country now grows more timber than it cuts. Federal and state governments and industries have joined in a major tree-planting program.

Metals and Minerals

The United States is rich in most of the metals and minerals needed to supply its basic industries. The nation produces more than 75 million tons of iron a year for its steel mills. Steel is vital to the manufacture of some 200,000 other products. Three-quarters of the iron ore comes from the Lake Superior region of the Great Lakes. Although much of the high-grade ore has been used, there remains enough low-grade ore to last for centuries. Industry already has developed practical methods for getting iron from taconite — a hard,

ore-bearing rock found in virtually unlimited quantities in the Lake Superior region.

Coal is the second major natural resource found in large quantities in the United States. There are sufficient reserves to last hundreds of years. Most of the coal is used by steam plants to produce electricity, with about half of the nation's electric power coming from such plants. Much coal also is used in chemical industries for the manufacture of plastics and other synthetics.

Oil wells in the United States produce more than 2,700 million barrels of petroleum a year. The production, processing and marketing of such petroleum products as gasoline and oil make up one of America's largest industries. The Alaska pipeline, completed in 1977, stretches for 1,290 kilometers and pipes 1,2 million barrels of petroleum a day from the northern oil fields to a port on the state's south coast.

Natural gas and manufactured gas furnish more than one-third of the nation's power. Natural gas is carried by huge pipelines thousands of kilometers from oil and gas fields to heat homes and buildings and to operate industrial plants.

Other basic metals and minerals mined on a large scale in the United States include zinc, copper, silver and phosphate rock — which is used for fertilizers.

Notes

availability [ə'veilə'bɪlɪtɪ]	— <i>придатність, корисність</i>
to bless	— <i>робити щасливим</i>
supply [sə'plaɪ]	— <i>постачання</i>
to irrigate ['ɪrɪgeɪt]	— <i>зрошувати</i>
fertile ['fɜ:təɪl]	— <i>родючий</i>
prosperous ['prɒspərəs]	— <i>сприятливий</i>
stream [stri:m]	— <i>струмок</i>
to furnish ['fɜ:nɪʃ]	— <i>постачати</i>
freight ['freɪt]	— <i>вантаж</i>
acre ['eɪkə]	— <i>акр (0,4 га)</i>
flooding ['flʌdɪŋ]	— <i>затоплення; повінь</i>
superior [sju:'rɪəriə]	— <i>кращий</i>
virtually ['vɜ:tjuəli]	— <i>фактично</i>
well	— <i>свердловина</i>
zinc [zɪŋk]	— <i>цинк</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Put 10 questions to the text.

31. Political System in the USA

The President of the United States is elected every four years to a four-year term of office, with no more than two full terms allowed.

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests.

The House has 435 members. They are elected every two years for two-year terms. They represent the population of "congressional districts" into which each state is divided. The number of Representatives from each state is based upon its population.

Congress makes all laws, and each House of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other.

Within the Executive Branch, there are a number of executive departments. Currently these are the departments of State, Treasury, Defence, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Resources, Housing and Urban Development, Transportation, Energy and Education. Each department is established by law, and is responsible for a specific area. The head of each department is appointed by the President. These appointments, however, must be approved by the Senate.

The U.S. has in fact developed a two-party system. The two leading parties are the Democrats and the Republicans. There are other parties besides these two which do not play a role in national politics.

In fact, one does not need to be a member of a political party to run in any election at any level of government. Also, people can simply declare themselves to be members of one of the two major parties when they register to vote in a district.

Sometimes, the Democrats are thought of as associated with labor, and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life. Democrats, on the other hand, tend to favor a more active role of the central government in social matters.

To distinguish between the parties is often difficult, however. Furthermore, the traditional European terms of "right" and "left", or "conservative" and "liberal" do not quite fit the American system. Someone from the "conservative right", for instance, would be against a strong central government. Or a Democrat from one part

of the country could be very “liberal”, and one from another part quite “conservative”.

Notes

senate [ˈsenɪt]	— сенат
legislation [ˌledʒɪsˈleɪʃn]	— законодавство
executive [ɪgˈzɛkjʊtɪv]	— виконавчий
to associate [əˈsoʊʃieɪt]	— поєднувати

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Reading-Text. The Constitution of the USA

The United States is a federal union of 50 states, with the District of Columbia as the seat of the national government. The Constitution outlines the structure of the national government and specifies its powers and activities. Other governmental activities are the responsibility of the individual states, which have their own constitutions and laws. Within each state are counties, townships, cities and villages, each of which has its own elective government.

All government in the United States is “of, by and for the people”. Members of Congress, the President, state officials and those who govern counties and cities are elected by popular vote.

When the Constitution was written in 1787, there were only 13 states. Because the drafters of the Constitution saw that the future might bring a need for changes, they provided a method of adding amendments. Over the years 26 amendments have been added, but the basic document has not been changed. The pattern of government planned so long ago for 13 states today meets the needs of 50 states and more than 57 times as many people.

For example, the Constitution gives Congress authority to make laws necessary for the common defense and good of the nation. As the country has grown, laws have been adopted to provide for social welfare, public works, economic control and protection of the rights of labor. But if any law passed by the Congress and signed by the President is contested on grounds that it conflicts with the Constitution, it may — or may not — be held unconstitutional by the Supreme Court, and thus nullified.

The whole system of American government is based on the principles established in the Constitution and Bill of Rights.

Notes

to specify [ˈspesɪfaɪ]	— <i>визначати</i>
county [ˈkaunti]	— <i>округ, графство</i>
amendment [əˈmendmənt]	— <i>поправка</i>
to nullify [ˈnʌlɪfaɪ]	— <i>анулювати</i>

Assignment

Render the text in English.

32. Education

Americans take great pride in their schools, and want their children to have the best possible education. Only one percent of the population cannot read or write, compared to 20 percent a century ago. There are more than 57 million students enrolled in schools and universities. New methods of instruction that encourage children to develop their creative abilities are being devised and tested in schools. Today there is a strong emphasis on science, mathematics and foreign languages, and an effort is being made to broaden the students' knowledge of other peoples and cultures. Television and motion pictures are widely used in teaching. More effort is being made to guide young people into careers suited to their talents and abilities.

Free public schools supported by taxes were established in the early days of the nation, with each state responsible for organizing its own education system. Most states require that children go to school until they reach a certain age, which varies from 16 to 18 years. Education requirements, set by the state legislatures, vary, but local communities, divided into approximately 15,517 state school districts, manage their own public schools. Community school boards are free to establish education programs that surpass the basic requirements set by state law, and they usually do.

Today, about half of the young people who graduate from secondary school go on to colleges or universities. (In the United States, the term "college" refers to an institution requiring a secondary school certificate for admission and granting a degree after four years of study. It is often used in place of the word "university." A college may or may not be a part of a university, which ordinarily offers post-graduate programs and grants professional degrees.) The University of California, the nation's largest university, has over 121,000 students on its many branch campuses.

The cost of higher education is substantial in private colleges and universities, but is much less in those supported by states and cities. A large number of students work to help pay their expenses: many receive scholarship grants, some of which cover almost the entire expenses of attending college.

Each year Congress appropriates funds to assist states in furthering their public education programs. In 1965 financial aid was also extended to private and parochial schools for the first time. This substantial federal support helps the states improve the quality of their education systems.

Since the important 1954 Supreme Court decision that ordered an end to separate schools for black and white students, the federal government has become increasingly committed to a program of providing equal educational opportunity. Of the more than 11 million students in colleges and universities, 11 percent are black.

In 1982 some 935,000 students received bachelor's degrees; 70,000, first professional degrees; 295,739, master's degrees; and 32,958, doctorates.

Every year more than 15 million adults take adult education courses that range from engineering to writing poetry. They may be housewives, businessmen, clerks, mechanics or laborers. Many adult education courses are given at night in public schools, town halls and community centers.

Notes

to enroll [ɪn'raʊl]	— вносити до списку
to devise [dɪ'vaɪz]	— придумувати, винаходити
legislature ['ledʒɪsleɪtʃə]	— законодавча влада
to surpass [sə:'pɑ:s]	— перевершувати
postgraduate ['poust'grædʒuɪt]	— аспірант
campus ['kæmpəs]	— університетський двір
substantial [səb'stænʃəl]	— істотний
expense [ɪks'pens]	— витрата
to appropriate [ə'prɒprɪeɪt]	— асигнувати
to further ['fɜ:ðə]	— сприяти, просувати
parochial [pə'roukjəl]	— місцевий; приходський
to commit [kə:'mɪt]	— доручати; довіряти
bachelor ['bætʃələ]	— бакалавр
doctorate ['dɒktərɪt]	— докторський ступінь

Assignments

I. Read and translate the text into Ukrainian.

II. Render the text in English.

Reading-Text. Media in the USA

Newspapers

In 1986, a total of 9,144 newspapers (daily, Sunday, weekly, etc.) appeared in the United States. Most of the daily newspapers are published rain or shine, on Christmas, Thanksgiving, or the Fourth of July (Independence Day). Including the 85 foreign-language newspapers published in 34 different languages, the daily newspapers in the United States sell over 63 million copies a day. The 762 Sunday papers are usually much larger than the regular editions. The record for a Sunday paper is held by *The New York Times*. Reading the Sunday paper is an American tradition. The Sunday newspapers have an average circulation of 57 million copies. There are also more than 7,000 newspapers which are published weekly, semi-weekly or monthly.

Most daily newspapers are of the "quality" rather than the "popular" (that is, non-quality) variety. The paper with the largest circulation, *The Wall Street Journal*, is a very serious newspaper indeed.

A few of the best-known newspapers such as *The Wall Street Journal* can be found throughout the country.

Largest Daily U.S. Newspapers:

The Wall Street Journal
(New York) Daily News
USA Today
Los Angeles Times
The New York Times
The Washington Post
The Chicago Tribune

The New York Post
The Detroit News
The Detroit Free Press
The Chicago Sun Times
(The Long Island) Newsday
The San Francisco Chronicle
The Boston Globe

Magazines

There are over 11,000 magazines and periodicals in the United States. More than 4,000 of them appear monthly, and over 1,300 are published each week. They cover all topics and interests, from art and architecture to tennis, from aviation and gardening to computers and literary criticism. Quite a few with international editions, are translated into other languages, or have "daughter" editions in other countries.

The weekly newsmagazines — the best known are *Time*, *Newsweek*, and *U.S. News & World Report* — serve as a type of national press. They also have considerable international impact, above all

Time. This newsmagazine appears each week in several international editions.

Notes

circulation [ˌsə:kjuˈleɪʃn] — *тираж (газет, журналів)*
impact [ˈɪmpækt] — *вплив*

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

33. Literature

Theodore Dreiser

(1871–1945)

Theodore Dreiser was born in a large poor religious family. After his school years he had to support himself by doing odd jobs. He worked in a laundry, was a rent collector and a newspaper reporter in different towns of the USA.

Dreiser was at the university only a year, and he had to leave it because of money difficulties.

After working as a journalist on several mid-western newspapers, he went in 1894 to New York City, where he was soon writing for and editing magazines. From the beginning of his literary work he revealed the truth about America. He had great difficulties in getting his books published. His first book is "Sister Carrie" (1900). It is the story of a country girl's rise to material success first as the mistress of a wealthy man and then as an actress. The book was given limited circulation by its publisher and attacked for its alleged immorality; it was reissued in 1912.

His second book "Jennie Gerhardt" (1911) got a hostile reception, too. This book is again about a "fallen woman", it was also attacked for its lack of morality, but it was sold well enough.

With these two works, Dreiser started his long battle for the right of the novelist to portray life as he sees it.

His next books were "The Financier" (1912), "The Titan" (1914) and "The Stoic" (1947) which formed "The Trilogy of Desire." Cowperwood, who is the chief character of all the three novels, is a representative of big business, he is a man of energy and wit, but cruel, corrupted in his struggle for wealth and power.

“An American Tragedy” (1925) is Dreiser’s masterpiece. It tells of a poor young man’s futile effort to achieve social and financial success. It is a vast panorama of American social and political life. The action of the book centres about one individual Clyde Griffiths who believes that wealth alone makes people happy. He hates hard work and prefers to make money in an easy manner. Spiritually backward, with no ideals, but a wish to gain success in the world, he is pushed on to the path of crime by the very system that surrounds him, and finally he comes to a tragic end. But this is not Clyde’s personal tragedy, it is the tragedy of an average American, a typical case, born of American reality. This book is justly regarded as one of the best books in American progressive literature.

Notes

laundry [ˈlɔːndrɪ]	— пральня
to reveal [rɪˈviːl]	— виявляти
circulation [ˌsɜːkjʊˈleɪʃn]	— тираж
to issue [ˈɪʃjuː]	— видавати (книгу та ін.)
to allege [əˈledʒ]	— заявляти
hostile [ˈhɒstail]	— ворожий
reception [rɪˈsepʃn]	— прийом
lack [læk]	— нестача, брак
corrupted [kəˈrʌptɪd]	— зіпсований
spiritual [ˈspɪrɪtʃuəl]	— духовний, інтелектуальний
crime [kraɪm]	— злочин
average [ˈævərɪdʒ]	— середній

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Ernest Hemingway

(1899–1961)

Hemingway is an American novelist and short-story writer. He is one of the great American writers of the 20th century. Hemingway was born in Oak Park near Chicago, USA, in 1899. He began to write fiction in 1923. His first books were the reflection of his war experience. The novels “The Sun Also Rises” (1926) and “A Farewell to Arms” (1929) in which the antiwar protest is particularly powerful

belong to this period. As a boy, Hemingway spent much time hunting, fishing and exploring in the mild country of northern Michigan. Ernest was a skilful boxer and an excellent shot. Very often, he ran away from home and tried different jobs which helped him to learn the gloomy side of life.

Hemingway's fiction usually focuses on people living essential, dangerous lives — soldiers, fishermen, athletes, bullfighters — who meet the pain and difficulty of their existence with stoic courage.

The son of a country doctor, Hemingway worked as a reporter for the Kansas City "Star" after graduating from high school in 1917.

During World War I he served as an ambulance driver in France and in the Italian infantry and was wounded just before his 19th birthday. Later, while working in Paris as a correspondent for the Toronto "Star", he became involved with the expatriate circle surrounding Gertrude Stein. His first books, "Three Stories and Ten Poems" (1923), "In Our Time" (short stories, 1924), and "The Torrents of Spring" (a novel, 1926), attracted attention primarily because of his stunning literary style. With the publication of "The Sun Also Rises" (1926), he was recognized as the spokesman of the "lost generation". The novel concerns a group of expatriates living in postwar Paris, who take psychic refuge in such physical activities as eating, drinking, travelling, brawling and lovemaking. His next important novel "A Farewell to Arms" (1929) is about a tragic wartime love affair between an ambulance driver and an English nurse. He also published such volumes of short stories as "Men Without Women" (1927), "The Fifth Column" (1938), etc.

During the Spanish Civil War, Hemingway served as a correspondent on the loyalist side. From this experience came his great novel "For Whom the Bell Tolls" (1940) which argues for human brotherhood.

Hemingway fought in World War II and then settled in Cuba in 1945. His novella "The Old Man and the Sea" (1952) celebrates the indomitable courage of an aged Cuban fisherman. In 1954 Hemingway was awarded the Nobel Prize in literature. After his expulsion from Cuba by the Castro regime he moved to Idaho. He was increasingly plagued by ill health and diminishing mental faculties, and in July, 1961, he committed suicide by shooting himself. Among his works are the novels "To Have and Have Not" (1937), and "Across the River and Into the Trees" (1950).

Notes

fiction [ˈfɪkʃn]	— <i>художня література</i>
essential [ɪˈsenʃəl]	— <i>необхідний</i>
infantry [ˈɪnfəntri]	— <i>піхота</i>

to expatriate [eks'pætriət]	— виганяти, емігрувати
torrent ['tɒrənt]	— потік
to brawl [brɔ:l]	— сваритися
experience [iks'pɪəriəns]	— досвід
indomitable [ɪn'dɒmɪtəbl]	— невгамовний
expulsion [ɪks'pʌlʃn]	— вигнання
regime [rei'zi:m]	— режим
to commit suicide ['sju:saɪd]	— вчиняти самогубство

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.
- III. Imagine that you are interviewing one of your favourite American writers. What would you like to ask him/her about?

34. Painting

Gilbert Stuart

(1755–1828)

Gilbert Stuart is an American portrait painter. Born in North Kingstown, he was best known for his portraits of George Washington. Having shown an early talent for drawing, he became the pupil of Cosmo Alexander, a Scottish painter who was visiting America. He went with him to Edinburgh but returned to America after Alexander's death in 1773. When the Revolution threatened, he sailed to London. He became a protégé of Benjamin West, remaining with him for nearly five years. During this period he exhibited frequently at the Royal Academy of Arts and won renown by his *Portrait of a Gentleman Skating*. Although he was then eminently successful, his extravagant mode of living kept him in constant debt. In 1787 he moved to Dublin. He returned to America, first settling in Philadelphia and later permanently in Boston, where he became the most celebrated portrait painter of his day. He painted three portraits of Washington from life. His first, the so-called Vaughan type (1795), is a bust with the right side of the face shown; there are at least 15 replicas in existence. The second, the Lansdowne type (1796), painted for the marquess of Lansdowne, is a full-length study of the President; the original is in the Pennsylvania Academy of Fine Arts. The third, unfinished, the Atheneum Head (Museum of Fine Arts, Boston), was commissioned (1796)

by Martha Washington. The artist kept the original version while she had to remain content with one of the 75 replicas. This portrait has been immortalized by the engraving on the U.S. one-dollar bill. Stuart's elegant and brilliant style, partially modelled after Reynolds and Gainsborough, is seen at its best in such portraits as those of Mrs. Richard Yates (National Gallery of Art, Washington, District of Columbia), and John Adams (New York Historical Society). The greater part of his works are in collections in Boston, New York City, and Philadelphia.

Notes

to threaten [ˈθreɪn]	— погрожувати
to exhibit [ɪɡˈzɪbɪt]	— виставляти(ся)
renown [rɪˈnaʊn]	— слава
eminent [ˈemɪnənt]	— видатний
permanently [ˈpɜːmənəntli]	— постійно
replica [ˈreplɪkə]	— копія, репродукція
to commission [kəˈmɪʃn]	— робити замовлення

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

John Singer Sargent

(1856–1925)

John Sargent is an American painter, born in Florence, Italy, of American parents, educated in Italy, France, and Germany. In 1874 he went to Paris, where he studied under Carolus-Duran. There he remained for 10 years except for visits to the United States, Spain, and Africa. From his first exhibit in the Salon of 1878 he received early recognition, and in 1884, when he moved to London, he already enjoyed a high reputation as a portrait painter. There he spent most of the remainder of his life, painting the dashing portraits of American and English social celebrities for which he is famous. In 1890 he was commissioned to paint a series of murals, *The History of Religion*, for the Boston Public Library. He completed them in 1916. An untiring and prolific painter of great facility, Sargent was particularly brilliant in his treatment of textures. In his portraiture he showed great virtuosity in his handling of the brushstroke, quickly capturing the likeness and vitality of his subject. His portraits nearly always flattered his

sitters; he remarked upon this once, saying his was a pimp's profession. During his youth, and again after 1910, he deserted portrait painting long enough to produce a large number of brilliant impressionistic landscapes in watercolor, many of them painted in Venice and in the Tyrol. Of these, fine collections are in the Museum of Fine Arts, Boston, and the Brooklyn Museum. His portraits and figure pieces are housed in many private and public collections in England and the United States. Well-known examples are the portrait of Isabella Stewart Gardner and *El Jaleo* (Gardner Museum, Boston); the portraits of Mme X, the Wyndham sisters, Henry Marquand, and William Merritt Chase (Metropolitan Museum); *The Fountain* (Art Institution, Chicago); and *Children of E. D. Boit* (Museum of Fine Arts, Boston).

Notes

exhibit [ɪg'zɪbɪt]	— експонат
dashing ['dæʃɪŋ]	— стрімкий
celebrity [sɪ'lebrɪtɪ]	— відома особа
mural ['mjʊərəl]	— фреска, живопис
prolific [prə'lɪfɪk]	— плідний
texture ['tekstʃə]	— тканина, фактура
to flatter ['flætə]	— лестити

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

35. Music

Elvis Presley

(1935–1977)

Presley is an American popular singer. He was born in Tupelo, Mississippi on January, 8, 1935. At the age of 13, Elvis and his family moved to Memphis, Tennessee. Exposed to gospel music from childhood, Presley began playing guitar before his adolescence. He recorded his first song in 1953. Presley sang successfully in three popular idioms: country and western, rock'n'roll, and rhythm and blues. He had a pleasant baritone voice and a sincere delivery.

Things happened quickly. He sold millions of records, served in the United States army, went to Hollywood and appeared in 33 films.

Among his most successful songs are “Heartbreak Hotel”, “Love Me Tender”, “Hound Dog”, and “Don’t Be Cruel”. He appeared in such motion pictures as “Love Me Tender” (1956) and “Follow That Dream” (1962). Presley remained a popular and influential performer through the 1960s and 70s.

Elvis brought together the musical sounds of blacks and country people. His songs started a new period in American music.

“The King is dead,” said John Lennon, English-born singer and member of the famous Beatles in the 1960s.

Elvis Presley was inducted “The King” of rock’n’roll music. He died on August 16, 1977.

Notes

to expose [ɪks'pəʊz]	— <i>піддавати (критиці)</i>
gospel ['ɡɒspəl]	— <i>релігійний</i>
adolescence [ˌædəʊ'lesns]	— <i>юність</i>
sincere [sɪn'sɪə]	— <i>щирий</i>
influential [ˌɪnflu'ɛnʃəl]	— <i>впливовий</i>
indue [ɪn'dju:]	— <i>наділяти</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Louis Armstrong

The black man with the wonderful smile finished singing, mopped his forehead with a huge white handkerchief, raised the gleaming trumpet to his lips and played. The music was jazz. It was exciting and happy music, and soon everyone was smiling and feeling good, clapping and swaying to the rhythm. He finished playing and the crowd roared and applauded.

That was Louis Armstrong, one of the most famous and best-loved jazz musicians of all times. Armstrong did a great deal to popularize this type of music. Jazz was created by black Americans from African drumbeats, work songs, blues, spirituals, and especially the lively marching-band tunes so popular right after the Civil War.

The cradle city of jazz was New Orleans. Louis Armstrong was born there on July 4, 1900. His family was very poor. He loved music from a very early age and would follow street bands at parades and even funerals just to hear the music.

On New Year's Eve, when he was twelve, he and his friend were having fun with shooting a small gun. Louis had brought his own gun and shot it off. It made such a big noise that it scared everybody and suddenly Louis found himself in the arms of a tall policeman. He was sent to the Coloured Waif's Home, a place for black children who got into trouble. One of the teachers that Louis liked a lot was a music teacher named Mr. Davis, who had formed a band in the school. Louis behaved himself very well and soon was asked to join the band. Mr. Davis gave him a bugle and cornet lessons. He learned quickly and was soon made the leader.

Because his family was so poor, he had to go right out and earn some money, doing odd jobs like shoveling coal. He managed to save enough money to buy a battered old cornet. He began to practice and listen to music every chance he got. Louis got his first real job playing when he was sixteen, working for whatever money the customers threw him.

He also began to play with the Marble band on the riverboats that went up and down the Mississippi. With this band he first learned how to read music well and also got the chance to play jazz for many who had never heard it before. Louis was becoming known as the best player around New Orleans.

In 1924 he got his own band, and some of the best music he ever played was recorded during this period. Louis did all sorts of new musical things. He began travelling all over with his band. Music was his whole life.

On his seventieth birthday a great tribute was paid to Louis. A number of jazz clubs had a birthday celebration. Many famous singers and musicians came and performed in his honour. Everyone acknowledged that he was truly the 'King of Jazz'.

From "Highlights for Children", October 1977.

Notes

to mop [mɒp]	— витирати
forehead ['fɔ:ɪd]	— лоб
trumpet ['trʌmpɪt]	— труба
to clap [klæp]	— плескати; ляпати
cradle ['kreɪdl]	— колиска
to scare ['skeə]	— лякати
band	— оркестр
bugle ['bjʊ:gl]	— горн
cornet ['kɔ:nɪt]	— корнет
to shovel ['ʃʌvl]	— кидати лопатою (вугілля)

battered ['bætəd]	— <i>поношений</i>
customer ['kʌstəmə]	— <i>клієнт</i>
tribute ['trɪbjʊ:t]	— <i>данина</i>
to acknowledge [ək'nɒlɪdʒ]	— <i>визнавати</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Reading-Text. Music

Music of all kinds is extremely popular in the United States. More than \$1,000 million is spent annually on operas, musicals, concerts and popular music, and over \$100 million on classical records. Radio stations broadcast at least 15,000 hours of musical programs weekly. Operas, orchestral performances, chamber music and jazz concerts are often presented on television so that viewers in every part of the country can see close up performances formerly available only to those who lived in large cities and could afford concert tickets. Amateur musicians, playing folk songs, jazz and classical music, number in the millions.

There are 1,572 symphony orchestras in the United States — the city of Los Angeles alone supports 20. The New York Philharmonic and the great orchestras of Boston, Philadelphia, Cleveland, Chicago, Minnesota and Washington, D.C., are known throughout the world. Annual attendance at symphony concerts tops 22 million. Summer music festivals feature leading orchestras, soloists and opera companies. Two of the best known festivals are held at Tanglewood, Massachusetts, in the East, and at Aspen, Colorado, in the West. Free outdoor public concerts are held during summer months in many cities. There are numerous professional schools of music and music departments in many universities. Outstanding performers developed by these schools include pianists Van Cliburn, Eugene Istomin and Grant Johannesen, and violinist Isaac Stern.

Veteran American composers who have made important contributions to serious music include Aaron Copland, Virgil Thomson, Roger Sessions, John Cage and Leonard Bernstein. Other important contemporary composers are Milton Babbitt, William Schuman, Gian-Carlo Menotti, Elliott Carter, Ulysses Kay, Gunther Schuller, David Del Tredici, Philip Glass and Steve Reich.

The modern American theater has perfected an unusual art form: the musical play. These “musicals” combine songs and dances in both

traditional and modern styles with stories of dramatic interest. Examples include "Porgy and Bess," "Oklahoma!," "South Pacific," "My Fair Lady," "Hello, Dolly!," "Fiddler on the Roof" and "A Chorus Line." Well-known composers and lyricists of musicals have included Irving Berlin, Jerome Kern, Richard Rogers and Oscar Hammerstein, George and Ira Gershwin, Cole Porter, Frank Loesser, Alan Jay Lerner, Frederick Loewe and Stephen Sondheim.

Notes

extremely [ɪks'tri:mli]	— <i>надзвичайно</i>
chamber ['tʃeɪmbə] music	— <i>камерна музика</i>
close up ['klouz]	— <i>закриття, кінець</i>
available [ə'veɪləbl]	— <i>доступний</i>

Assignment

Render the text in English.

36. Science

Graham Bell

(1847-1922)

Alexander Graham Bell is an American scientist, inventor of the telephone. He was born in Edinburgh, Scotland. Graham received education at the University of Edinburgh, and University College in London. He worked in London with his father, whose system of visible speech he used in teaching the deaf to talk.

In 1870 he went to Canada and in 1871 he lectured, chiefly to teachers of the deaf in Boston and other cities. During the next few years he conducted his own school of vocal physiology in Boston, lectured at Boston University, and worked on his inventions. His teaching methods were of lasting value in the improvement of education for the deaf.

As early as 1865, Bell conceived the idea of transmitting speech by electric waves. In 1875, while he was experimenting with a telegraph, the principle of transmission and reproduction came to him. By March 10, 1876, his apparatus was developed and the first complete sentence transmitted, "Watson, come here, I want you", was distinctly heard by his assistant. The first demonstration took place before the American Academy of Arts and Sciences in Boston on May 10, 1876.

The Bell Telegraph Company was organized in July, 1877. He established in Washington, D.C., the Volta Laboratory, where the first successful photograph was produced.

Graham investigated the nature and causes of deafness and made an elaborated study of its heredity.

After 1895 his interest was occupied largely by aviation.

Notes

visible [ˈvɪzəbl]	— <i>видимий</i>
to conceive [kənˈsi:v]	— <i>збагнути, розуміти</i>
to transmit [trænzˈmɪt]	— <i>передавати</i>
phonograph [ˈfəʊnəgrɑ:f]	— <i>фонограф</i>
elaborate [ɪˈlæbrɪt]	— <i>детально розроблений</i>

Assignment

Read and render the text in English.

Thomas Alva Edison

(1847–1931)

Thomas Edison is an American inventor. He was born in Milan, Ohio. A genius in the practical application of scientific principles, Edison was one of the greatest and most productive inventors of his time.

His schooling was limited to three months in Port Huron, Michigan, in 1854. For several years he was a newsboy, and it was during this period that he began to suffer from deafness, which was to increase throughout his life. Edison later worked as a telegraph operator in various cities. His first inventions were the transmitter and the receiver for the automatic telegraph.

In 1877 he invented the carbon telephone transmitter for the Western Union Telegraph Company. His phonograph was notable as the first successful instrument of its kind. He created the first practical incandescent lamp in 1879. Moreover, he developed a complete electrical distribution system for light and power, including generators, motors, light sockets, safety fuses, underground conductors, and other devices.

The crowning achievement of his work in the field was the Pearl St. Plant in New York City, the first central electric-light power plant in the world. He built and operated an experimental electric railroad.

Edison held over 1.300 U.S. and foreign patents. During World War I he helped to develop the manufacture in the United States of chemicals previously imported.

Edison's laboratory and other buildings associated with his career are presented in Greenfield Village. His various companies were later consolidated to form the General Electric Company.

Notes

application [ˌæplɪˈkeɪʃn]	—	<i>використання</i>
transmitter [trænzˈmɪtə]	—	<i>мікрофон</i>
carbon [ˈkɑːbən]	—	<i>вуглець; копіювальний апарат</i>
incandescent [ˌɪnkənˈdesnt]	—	<i>палаючий</i>
socket [ˈsɒkɪt]	—	<i>ел. патрон</i>

Assignment

Render the text in English.

37. Washington

Washington is the capital of the United States. It is situated on the Potomac River. It is the District of Columbia. This district is a piece of land ten miles square and it does not belong to any one state but to all the states. The district is named in honour of Columbus, the discoverer of America.

Specially planned and built as a national capital, Washington was laid out by French architect Pierre L'enfant late in the 18th century.

The capital owes very much to the first President of the United States, George Washington. Washington is not the largest city in the United States. It is not as large as New York, Chicago, Philadelphia, Detroit or Los Angeles. It has a population of over 900,000 people.

Washington is one-industry town. That industry is government. It produces only scrap paper. Every day twenty-five railway cars leave Washington loaded with scrap-paper.

The capital is famous for its historical places. Among the largest and tallest buildings is the Capitol with its great Hall of Representatives and Senate Chamber. There are no sky-scrapers in Washington because no other building must be taller than the Capitol. The White House is the President's residence. All American presidents except George Washington had lived in the White House. It was built in 1799. It is a two-storeyed building. In 1814, during the war with England, the White House was burnt down. After the war the remains of the building were whitewashed. Since that time the residence of the American presidents has been always painted white.

A city of great beauty and a center of world affairs, it is also a leading cultural centre.

Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A lift brings visitors to the top in 70 seconds where they can enjoy a view of the city. The Jefferson Memorial was built in memory of the third President of the USA. Thomas Jefferson was the author of the Declaration of Independence. The Memorial is surrounded by cherry-trees.

The Lincoln Memorial is devoted to the memory of the sixteenth President of the United States. He was the author of the Emancipation Proclamation which gave freedom to Negro slaves in America. On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers who died in World Wars I and II are buried there too.

Notes

to owe [ou]	— <i>бути зобов'язаним</i>
scrap paper	— <i>макулатура</i>
sky-scraper ['skai-,skreɪpə]	— <i>хмарочос</i>
cemetery ['semɪtri]	— <i>кладовище, цвинтар</i>

Assignments

- I. Read and translate the text into Ukrainian.
- II. Render the text in English.

Reading-Text. From the Life of George Washington

George Washington (1732—1799) is the first President of the United States (1789—1797). He was commander in chief of Continental Army in the American Revolution. Of a wealthy family, George embarked upon a career as a surveyor and in 1748 was invited to go with the party that was to survey Baron Fairfax's lands. In 1749 he was appointed to his first public office, surveyor of the Ohio Company which had as its object the exploitation of Western lands. After Lawrence's death (his half-brother) George inherited part of his estate and took over some of Lawrence's duties as adjutant of the colony. As district adjutant, which made him Major Washington at the age of 20, he was charged with training the militia in the quarter assigned him. Washington first gained public notice late in 1753 when he volunteered to carry a message from Virginia to the French moving into the Ohio country, warning them to quit the territory

which was claimed by the British. In delivery the message Washington learned that the French were planning a further advance. He hastened back to Virginia. The French, however, could capture the post before he could reach it. On hearing that Washington retired to the Great Meadows to build an entrenched camp. Late in May he had won his first military victory when he surprised a small body of French troops. The French soon avenged this defeat, overwhelming him with a superior force at Fort Necessity on July 3, 1754. He surrendered on easy terms on July 4 and returned to Virginia with the surveyors of his command. These battles marked the beginning of the last of the French and Indian Wars in America, in which Washington continued to figure.

Notes

commander-in-chief	— <i>головнокомандуючий</i>
to embark [ɪm'ba:k]	— <i>починати (справу)</i>
to survey [sə:'veɪ]	— <i>досліджувати, інспектувати</i>
message ['mesɪdʒ]	— <i>донесення, повідомлення</i>
to hasten ['heɪsn]	— <i>поспішати</i>
to entrench [ɪn'trentʃ]	— <i>укріпляти</i>
to avenge [ə'vendʒ]	— <i>мстити</i>
superior [sju:'piəriə]	— <i>перевага; кращий</i>
to surrender [sə'rendə]	— <i>здаватися, капітулювати</i>

Assignment

Render the text in English.

Мансі Є. О.
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