Запорізька державна інженерна академія
Кафедра іноземних мов і лінгвістичних комунікацій

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АНГЛІЙСЬКА МОВА ДЛЯ БАКАЛАВРІВ

**Навчальний посібник
для роботи зі студентами
технічних ВНЗ**

Запоріжжя
Запорізька державна інженерна академія
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ПЕРЕДМОВА

Навчальний посібник адресований студентам нефілологічних спеціальностей, які продовжують вивчення англійської мови на етапі бакалаврської підготовки.

Мета посібника – сформувати у студентів вміння працювати з автентичними текстовим матеріалом, інтерпретувати його та здійснювати успішну комунікацію з представниками іншомовного середовища, а у підсумку – сприяти розвитку їх іншомовної компетенції як основи компетенції професійної.

Навчальний посібник містить текстовий матеріал, серію вправ, спрямованих на розвиток вмінь та навичок самостійної роботи з іншомовним текстом, дидактичний матеріал для розвитку навичок говоріння, а також граматичний довідник, що допомагає студентам працювати самостійно. Включення до посібника граматичного матеріалу довідкового характеру також зумовлено наявністю прогалин в знаннях базової граматики у випускників шкіл. Різноманітність представленого в посібнику навчального матеріалу дозволяє враховувати індивідуальний рівень підготовки студентів і організувати відповідно навчальний процес.

Представлений в навчальному посібнику навчальний матеріал охоплює всі види діяльності студентів з вивчення англійської мови, а його методична організація уможливлює не лише навчання всім видам іншомовної мовленнєвої діяльності, а й поступовий перехід до роботи з текстами зі спеціальності.

Зміст посібника розроблено таким чином, щоб допомогти студентам опанувати англійською мовою на рівні B2, необхідному для освітньо-професійного рівня бакалавра.

UNIT 1

Grammar:

1.The verb ***to be***
2.The verb ***to have***
3.Nouns

Texts:

1A Learning foreign languages
1B English around the world
1C Handicapped people do useful work
1D A Person who happens to be blind

Conversation:

About myself

1. Дієслово to be (The Verb to be)

а) Має значення *бути, існувати, являтись, знаходитись;*
б) вживається тільки в часах групи Indefinite.

Відмінювання дієслова *to be*

Число	Особа	Present Indefinite	Past Indefinite	Future Indefinite
Однина	1	I **am**	I **was**	I **shall be/will be**
	2	You **are**	You **were**	You **will be**
	3	He/She/It **is**	He/she/it **was**	He/she/it **will be**
Множина	1	We **are**	We **were**	We **shall be/will be**
	2	You **are**	You **were**	You **will be**
	3	They **are**	They **were**	They **will be**

Зверніть увагу!

1. Форми теперішнього часу дієслова ***to be*** в англійській мові обов'язкові; в українській мові він, як правило, не вживається:

*She **is** a student. Вона – студентка.*

а) Якщо дієслово ***to be*** вжите як змістове в значенні ***знаходитись***, воно вимагає після себе обставину місця:

*He **is** in room 45. Він **знаходиться** в кімнаті 45.*

б) Якщо дієслово ***to be*** вжито як дієслово-зв'язка, то за ним може стояти іменник, числівник або прикметник:

*She **is** a teacher. Вона вчитель.*
*He **is** forty. Йому 40 років.*
*The day **was** fine. День був чудовий.*

Запам'ятайте!

Для утворення питальних та заперечних речень з дієсловом ***to be*** допоміжне дієслово не вживається. Щоб утворити питальне речення, необхідно поставити дієслово ***to be*** перед підметом:

***Is** she a student?*
***Are** they engineers?*

Заперечні речення з присудком, що містить дієслово ***to be***, будуються за допомогою частки **not**, яка ставиться після відповідної форми дієслова ***to be***:

*I **am not** a teacher. (I**'m not** a teacher).*
*She **is not** a student. (She **isn't** a student).*
*They **are not** engineers. (They **aren't** engineers).*
*She **was not** at work. (She **wasn't** at work).*
*They **were not** at the lesson. (They **weren't** at the lesson).*

Примітка:

Для утворення питальної форми в майбутньому часі допоміжне дієслово ставиться перед підметом:

***Will** she **be** a teacher?*
***Shall/Will** we **be** teachers?*

Заперечна форма в майбутньому часі утворюється за допомогою заперечної частки ***not***, яка ставиться безпосередньо після допоміжного дієслова:

*She **will not (won't) be** a teacher.*
*We **shall/will not (shan't/won't) be** teachers.*

Дієслово ***to be*** нерідко входить до складу стійких сполучень, які сприймаються і перекладаються як єдине ціле:

Запам'ятайте деякі стійкі словосполучення з дієсловом *to be*:

to be absent from бути відсутнім

to be afraid of	боятися
to be about	збиратися зробити будь-що
to be bad at	не мати здібностей до будь-чого
to be born	народитись
to be busy with	бути зайнятим чимось
to be famous for	бути відомим
to be fond of	подобатись, любити
to be good at	мати здібності до будь-чого
to be glad/happy...	бути задоволеним, щасливим
to be hungry/thirsty	відчувати голод/спрагу
to be in	знаходитись вдома, всередині приміщення
to be interested in smth.	цікавитись будь-чим
to be late for	спізнюватись
to be of value	мати велику цінність
to be on holiday	Бути у відпустці, на канікулах
to be out	перебувати поза домом
to be pleased with (at)	бути задоволеним
to be present at	бути присутнім
to be proud of	пишатись будь-чим

2. Дієслово to have (The Verb to have)

Дієслово ***to have*** перед іменником є смисловим дієсловом і означає ***мати***.

Примітка:

Українською мовою замість *Я маю …, Я не маю …*, ми говоримо *У мене є…, Я не маю…*

*I **have** a sister. У мене є сестра.*
*I **have** no brother. Я не маю брата.*

Число	Особа	Present Indefinite	Past Indefinite	Future Indefinite
Однина	1	I **have**	I	I **shall /will have**
	2	You **have**	You **had**	You **will have**
	3	He/she/it **has**	He/she/it	He/she/it **will have**
Множина	1	We	We	We **shall/will have**
	2	You **have**	You **had**	You **will have**
	3	They	They	They **will have**

Примітка:

У розмовній мові для вираження володіння чимось в теперішньому часі найчастіше вживається вираз ***have got (has got)***:

*I **have got** (I**'ve got**) a new flat. У мене **є** нова квартира.*

Запам'ятайте!

Заперечна форма дієслова ***to have*** в Present і Past Indefinite утворюється шляхом вживання заперечного займенника ***no*** перед іменником або допоміжного дієслова із часткою ***not***:

*I **have no** pencil. У мене немає олівця.*
*I **don't have** a pencil. У мене немає олівця.*

Питальна форма дієслова ***to have*** утворюється за допомогою допоміжного дієслова перед підметом:

***Do** you **have** a pencil? В тебе є олівець?*

3. Іменник (The Noun)

Множина більшості англійських іменників утворюється шляхом додавання закінчення ***-s (-es)*** до іменника в однині:

Утворення множини

Однина	Множина
1. Hand Boy	Hand**s** Boy**s**
2. Book	Book**s**
3. Glass Box Brush Match	Glass**es** Box**es** Brush**es** Match**es**
4. Knife Wife Wolf ***АЛЕ*** Handkerchief Roof Safe Chief Scarf	Kni**ves** Wi**ves** Wol**ves** Handkerchief**s** Roof**s** Safe**s** Chief**s** Scarf**s** or scar**ves**
5. Key Factory	Key**s** Factor**ies**
6. Bamboo Photo Piano Radio Zoo Video ***АЛЕ*** Hero Tomato Potato	Bamboo**s** Photo**s** Piano**s** Radio**s** Zoo**s** Video**s** Hero**es** Tomato**es** Potato**es**

Запам’ятайте особливі випадки утворення множини іменників:

Однина	Множина
1. Іменники, що мають зміни в основі слова:	
m**a**n wom**a**n f**oo**t t**oo**th g**oo**se m**ou**se ox child	m**e**n wom**e**n f**ee**t t**ee**th g**ee**se m**ic**e ox**en** child**ren**

2. Іменники, що мають однакову форму однини і множини:	
sheep deer fish fruit	sheep deer fish fruit
3. Іменники іншомовного походження:	
analys**is** ax**is** bas**is** thes**is** diagnos**is** criteri**on** dat**um** formul**a** nucle**us** radi**us** phenomen**on**	analys**es** ax**es** bas**es** thes**es** diagnos**es** criteri**a** dat**a** formul**ae** nucle**i** radi**i** phenomen**a**
4. Іменники, що вживаються тільки в однині:	**Іменники, що вживаються тільки в множині:**
advice applause weather gossip hair information knowledge news tea sugar gold bread music love steel	trousers scissors goods people scales pants jeans

Запам'ятайте!

В складних іменниках –s додається до головного слова:

*Brother-in-law – brother**s**-in-law*

Якщо в складному іменнику всі слова в називному відмінку або взагалі немає головного слова, то **–s** додається в кінці слова:

*Lady-bird – lady-bird**s***
*Forget-me-not – forget-me-not**s***
*Merry-go-round – merry-go-round**s***

Відмінки іменників

У сучасній англійській мові іменники мають тільки два відмінка: загальний (***The Common Case***), який не має спеціальних закінчень, і присвійний відмінок (***The Possessive Case***), який має закінчення - **‘s**. Іменники в загальному відмінку можуть вживатися як з прийменником, так і без нього.

1. The student recognized the teacher.	Студент упізнав викладача.
2. The leg of the table is broken.	Ніжка стола зламана.
3. He gave a magazine to his friend.	Він дав своєму другові журнал.
4. This engine is driven by electricity.	Цей двигун працює від електрики.
5. I cannot write with this pen.	Я не можу писати цією ручкою.
6. I think of this expedition.	Я думаю про цю експедицію.

Таким чином, наявність прийменника є одним з формальних показників іменника.

Присвійний відмінок

Присвійність (питання Кого? Чого? Чий?) в англійській мові передаються за допомогою присвійного відмінка.

Іменник	Закінчення	Приклад
1. Іменник в однині **N** (***boy***)	**N’s**	*The **boy’s** book is on the table.*
2. Іменник в множині **Ns** (***parents***)	**Ns’**	*The **parents’** house is big.*
3. Іменники в множині, що утворюється не за правилами **N (*men women children***)	**N’s**	*The **men’s** suits are grey.* *The book is about **women’s** friendship.* *The **children’s** toys are everywhere.*
4. Імена, що закінчуються на **–s**, **N (*Charles***)	**N’(s)**	***Charles’** wife is pretty.* ***Charles’s** wife is pretty.*
5. Складні іменники **N** (***daughter-in-law)***	**N’s**	*My **daughter-in-law’s** favorite flowers*

6. Імена двох осіб, що володіють чимось спільним **N and N** (***Ilf and Petrov's***)	**(N and N)'s**	***Ilf and Petrov's*** *novels* (співавтори). **АЛЕ** ***Byron's and Shelly's*** *poems (не є співавторами)*
7.Збірні іменники **N** ***(government)***	**N's**	*The* ***government's*** *decision is quite arguable.*
8. Географічні назви **N** (***Ukraine***)	**N's**	*Kyiv is* ***Ukraine's*** *capital.*
9. Назви неживих істот **N** (***church***)	**The… of N_**	*St. Peter's is* ***the name of the church****.*

Примітка:

three weeks' holiday

a three-week holiday

ВПРАВИ

Exercise I. Make the following sentences negative and interrogative; give the short answers:

Приклад: *She was ill last week.*
She was not ill last week.
Was she ill last week? – Yes, she was. / No, she wasn't.

1. Mike is at hospital now.
2. My best friend is good at chemistry.
3. It was wonderful at the sea-side.
4. They were at the theatre yesterday.
5. The temperature will be below zero on Sunday.
6. I'm sure they will be late for the meeting.
7. They will be back tomorrow.
8. Our teacher was pleased with her student's answer.
9. We'll be busy next Saturday.
10. All the sportsmen are ready for the competition.
11. Nick is a famous football player and I am proud of him.
12. The relationships within the family are different now.
13. Christmas is the traditional time for presents.

Exercise II. Use the verb *to have*:

1. Last week we _____ a lecture on history and group 15 _____ a lecture on history.
2. Next Monday I _____ an English lesson, my friend _____ an English lesson too.
3. In 1981 our Institute _____ 5 faculties. Now it _____ 13 faculties.
4. At the end of each term students _____ four or five exams. Last January we _____ five exams. This summer our group _____ five exams too.
5. My mother always _____ much work to do.
6. My parents usually _____ little free time.
7. Each faculty of our University _____ scientific laboratory. These laboratories _____ modern equipment.
8. I hope all our graduates _____ interesting work in the future.

Exercise III.

a) Use the nouns in plural:

A table, a mouse, a tomato, a piano, a dish, a baby, a valley, a wife, a roof, a man, a tooth, a child, a box, my sister-in-law, a boy, a shoe-brush, a fireman, a classroom, an armchair, a matchbox, a bookshop, a woman-teacher, his secretary, a nurse, a stepmother, a handkerchief, a grown-up, a radius.

b) Use the nouns in singular:

Mice, sheep, teeth, deer, libraries, babies, needs, our theses, data, heroes, kisses, families, sisters-in-law, his watches, actors, salesmen, my girlfriends.

Exercise IV. Use is/are in the sentences below:

1. Your new watch _____ ten minutes fast.
2. Not all the sheep on the farm _____ grazing now.
3. The police _____ on a dangerous robbery.
4. Our money _____ not enough to buy a car.
5. Her clothes _____ wet – she has fallen into a pool!
6. Their progress _____. amazing.
7. My grandmother's hair _____ turning grey.
8. Billiards _____ popular with people of any age.
9. Mumps _____ dangerous for adults.
10. This pair of trousers _____ not very expensive.

Exercise V. Translate into English:

1. Мій чоловік подарував мені чудові незабудки.
2. На столі лежали дві буханки хліба, кусок сиру й пачка масла.
3. Літаки здійснили декілька тренувальних злетів і посадок.
4. У зоопарку можна побачити оленей, волків, лисиць і багато інших тварин, а також птахів та риб.
5. Хочу дати тобі декілька порад.
6. Поліція опитує перехожих про цей випадок.
7. Ураган пошкодив дахи цілого району.
8. Листя на деревах вже жовте.
9. В цьому салаті замало овочів.
10. Твої ноги дуже холодні, взуйся.
11. Вівці зараз на пасовищі.
12. Я маю дві новини. З якої розпочати?
13. В нашій школі працюють як жінки, так і чоловіки-вчителі.
14. Я задоволена твоїми успіхами в навчанні.
15. Джон прочитав ці три оповідання.

Exercise VI. Complete the sentences with correct possessive form of the nouns:

1. That book-store sells (children) literature.
2. Valery is a (girl) name.
3. (Hanna and Sam) room is rather big.
4. Matt is staying at his (aunt) house.
5. In Ukraine teachers have (two months) holidays.
6. Biographies are stories of (people) lives.
7. (Students) weekends are busy.
8. Do you know (Mrs. Smith) husband?

9. Have you seen my (cousins) friends?
10. My (mother-in-law) house is in Zagreb.
11. My (cat) name is Lucky.
12. All pupils read (Tolstoy and Dostoyevsky) novels.
13. Are Molly and Alex (men) names?

Exercise VII. Translate into English:
1. Хобі тітки Ганни – вишивання.
2. Подарунок Олени та Петра дуже сподобався їхньому сину.
3. Дах цього будинку буде червоним.
4. На полицях стояли іграшки для дітей.
5. Невістки всегдане завжди прислухаються до порад своїх свекрух.
6. На минулих зборах обговорювались дії уряду.
7. Школярі вивчають поезію Байрона та Шеллі.
8. Всі вітали вступ Польщі до ЄС.
9. Ми чули лише спів птахів.
10. Результати наших спортсменів вражають.
11. Будинок містера Джонса – найгарніший на нашій вулиці.
12. Зазвичай я проводжу свої канікули у бабусі.
13. Ковбасу можна купити в м’ясній крамниці.
14. Він подолав дистанцію в три милі дуже швидко.
15. Всі підтримали думку голови комісії.

TEXTS

Read, translate (in written form) and retell the following texts briefly.

Text 1A
Learning foreign languages

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and effort. Nowadays it is especially important to know foreign languages.

English is one of the most spoken languages in the world. Over 300 million people speak English as a mother tongue. It is the national language of Great Britain, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language it is spoken in India, Singapore, Pakistan and many other former British and US colonies in Africa and Asia.

Millions of people speak English as a foreign language. It is the major international language of communication in politics, science, business, education, mass entertainment and international tourism. Half of the world's scientific literature is in English. It is also the language of computer technology. English is one of the official languages of the United Nations Organization.

English is a wonderful language. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens.

The great German poet Goethe said, "He, who knows no foreign language, does not know his own one". To know English today is necessary for every educated man, for every good specialist.

Text 1B
English around the world

"Do you speak English?" – this question is most frequently heard when people from different countries gather. Although there are almost three thousand languages, English is the most universal. It is the official language in over forty countries and the most used language in international business, science and medicine. Some people believe that English should be the international language; they think things would run more smoothly if everyone spoke the same language.

It is important to learn English to feel confident. English is everywhere. It is in signs, clothing, soft drinks and household products around the world. The names of pop groups, computer software and magazines are often presented in English. English words are also used as an element of magic to be included on T-shirts, sweatshirts, caps etc.

Some think English is chic, English is stylish, even when the English on these designed items makes no sense. Sometimes we use English words for effect rather than as a language, for example adding "OK!" or "No problem" to the end of our talk. I don't think whether it is good or not. It's our reality, and we live in it.

Learning English is important for you if you want to know what is going on in the world. With recent advances in technology, the world is changing rapidly in many fields, such as business, arts and medicine. These changes will affect you soon and it is important for you to read and keep up with these changes. In fact, learning English is the answer to a lot of things that you need and want.

Text 1C
Handicapped people do useful work

Joseph Emmons can't use his eyes. He's blind. He has a trained dog named Buster that leads him where he wants to go. Buster sees for Mr. Emmons. He's called a seeing-eye dog.

Although Mr. Emmons has a handicap, it isn't a big problem. He has a useful job and he earns his own money. Mr. Emmons sells brooms and mops to people in this part of the city. He has worked every day except Sunday for forty years.

Mr. Emmons gets up at 6:00 every morning and eats breakfast with his wife. Then he leaves the house at 7:00. He holds Buster and walks from house to house. He carries his mops and brooms with him. While he talks to people, the dog sits and waits. The people choose a broom, and then they pay him.

Buster doesn't let Mr. Emmons talk to people very long. He likes to keep moving. It takes four and one-half months to walk to every house in this part of the city. Mr. Emmons visits each house every four months, and by then the people are usually ready to buy new brooms.

Mr. Emmons likes his job. He's very healthy because he works outside every day. But these days he has a problem. His brooms last so long that sometimes they are still good after four months. Then nobody needs to buy a new one.

Mr. Emmons is proud of his brooms because blind people make them. He picks up a new supply of brooms every week. He says, "If you don't sell people something good, they're not going to buy from you the second time you come around".

Text 1D
A person who happens to be blind

John Bailey is blind and has a guide dog named Elgar. John finds that many people don't know what to do or say when they meet someone like him who can't see. Here he explains how to behave towards blind people and their dogs.

Remember I am an ordinary person, just blind. You don't need to shout or talk to me as if I cannot understand. If you are giving me a cup of tea or coffee, then I can tell you how I take it − you don't have to ask my wife.

I can walk more easily with you than by myself, but please don't grab my arm; let me take yours. When I am with Elgar, I will drop the handle on his harness to tell him he is no longer working, and I will take your left arm with my right. I will keep half a step behind so that I can feel it when we are about to go up or down steps or a kerb. Going downstairs, I prefer to hold the handrail if there is one.

It is always nice for me to know who is in the room with us, so please do introduce me − and to the cat and dog! And if you come into a room where I am, please do speak so I know you're there.

If I am somewhere new, you will have to guide me to a chair and tell me about things in my way or on the floor. Don't forget about lampshades − they often stick out into my path and I do hate breaking things!

At mealtimes, I may ask for a little help, particularly with cutting up meat. And you can make my meal a lot more enjoyable by telling me where which food is on my plate - for example "Chicken at 9 o'clock, peas at 3 o'clock and potatoes at 6 o'clock - and a glass of water at 2 o'clock". Words like "see" don't worry me, so you needn't be embarrassed about using them; I use them too. I am always glad to see people.

Elgar loves attention, but remember never to distract him when he's working, as my safety depends on him. And, of course, please don't feed him titbits − he gets very properly fed at home and will get fat if you feed him too!

The most important thing of all is not to think of me as a blind person; I am a person who happens to be blind.

VOCABULARY NOTES

a foreign language	іноземна мова
the national language	державна мова
a mother tongue	рідна мова
mass entertainment	масові розваги
science, *n*	наука
scientific, *adj*	науковий
technology, *n*	техніка
important, *adj*	важливий
necessary, *adj*	необхідний
blind, *adj*	сліпий
lead (led, led), *v*	вести, приводити
although, *conj*	хоча
handicap, *v,n*	страждати від фізичної вади; фізична вада

handicapped	той, що має вади
earn, *v*	заробляти
choose (chose, chosen), *v*	вибирати
health, *n*	здоров'я
healthy, *adj*	здоровий
need, *v*, *n*	потребувати що-небудь; потреба
buy (bought, bought), *v*	купувати
sell (sold, sold), *v*	продавати
supply, *v*, *n*	постачати; постачання, запас
shout, *v*	кричати
grab, *v*	хватати
handle, *n*	поводок
harness, *n*	упряж
kerb, *n*	бордюр
handrail, *n*	перила
embarrass, v	бентежитися
distract, *v*	відволікати

Exercise I. Find the English equivalents of the following Ukrainian words:

використовувати	to find, to catch, to use, to belong
сліпий	old, handicapped, blind, complex
хоча	also, although, too, except
тримати	to take, to give, to got, to hold
нести	to carry, to receive, to contain, to obtain
чекати	to follow, to wait, to store, to find
зазвичай	always, often, usually, sometimes
навідувати	to come, to walk, to intend, to visit
запас	income, supply, need, broom

Exercise II. Find the opposites to the first word in each line:

useless	each, essential, useful, busy
to waste	to work, to earn, to train, to buy
to sell	to give, to call, to get, to buy
except	including, although, then, since
to leave	to come, to walk, to live, to drive
short	big, small, long, wide
ill	wealthy, healthy, wise, proud
to work	to try, to pick, to last, to rest
to like	to hate, to admire, to adore, to want

Exercise III. Find in the text '*Handicapped people do useful work*' the English equivalents of the following Ukrainian phrases:

Люди із фізичними вадами; спеціально навчений собака; зароблять гроші; розмовляти із будь-ким; бути в русі; необхідний якийсь час зробити будь-що; на ту мить; бути здоровим; працювати надворі; пишатись будь-чим; поповнювати запаси; купувати в будь-кого; приходити знову.

Exercise IV. Read the text '*Handicapped people do useful work*'. Choose the right answer to the following questions:

1) How often does Mr. Emmons work?

a) one day a week,
b) every day except Sunday,
c) every Sunday.

2) What does Mr. Emmons sell?

a) brooms and mops,
b) vegetable,
c) newspapers.

3) What time does Mr. Emmons get up every day?

a) at 12:00,
b) at 8:00,
c) at 6:00.

4) What does he do next?

a) has breakfast,
b) does morning exercises,
c) takes a shower.

5) What time does he leave the house every day?

a) at 8:00,
b) at 9:30,
c) at 7:00.

6) How often does Mr. Emmons visit each house?

a) every three months,
b) every four months,
c) once a year.

7) How often do most people buy brooms?

a) every 4 months,
b) once a year,
c) every 4 weeks.

8) How often does he get a new supply of brooms?

a) every month,
b) every week,
c) every 4 months.

CONVERSATION

About myself

Speaking about myself I'd like to say I'm a "fresher" now and I can't help admiring my social position. I had been dreaming about higher education for some years while I was studying at the secondary school. Among hundreds of applicants, I was really the luckiest one. I tried to do my best and passed all exams in a proper way. As a result, last year I became a first year student at Zaporozhye State Engineering Academy.

As for my past I was born in 2000, the 1st of July, in the family of teachers. My parents are an ideal couple. Since my early childhood I had been a pet in my family and my mother and father used to spend all their spare time with me. In some years my brother was born and now he is in the focus of their attention.

In 2007 I became a pupil of the secondary school. While studying at school I had been interested in lots of subjects: History, Literature, Math's, and Geography. But the IT was the best one. I've got a pretty good idea about my future. I want to be a programmer. That is why I entered the Department of Electronic Systems. That year there was a stiff competition. The exams were difficult, but I passed all of them. You can't imagine my joy and happiness when I saw my name in the list of the admitted student. Now I'm in the second year. I know it's very important to study well and hard day by day as I really want to achieve results.

To tell the truth, I'm constantly short of my time because of my classes, my everyday duties about the house and hobbies. I can't say that I'm as busy as a bee but I look like a fire horse. During my Academy days I rave about the weekends when I can relax and ease up after hard weekdays. On Saturdays and Sundays, I have time for hanging around with friends and spending time with my family. As for my hobbies, I like reading. It gives me endless pleasure and valuable experience. I like watching TV and music shares in my happiness and sorrows. I care much about pop and film stars.

But most of all I love to go out with my friends. We can do many interesting things. We go either to the bars or to the nightclubs. In addition, sometimes we spend hours just chatting somewhere in a café. My friends and I always make jokes and have a lot of fun.

UNIT 2

Grammar:

1. Article
2. Pronoun

Texts:

2A About poverty level
2B Schooling in the United Kingdom
2C University education in Great Britain
2D Oxford

Conversation:
My future profession

1. Артикль (The Article)

Артикль **–** це службове слово, яке використовується з іменниками. В англійській мові є три артикля: означений (**the**), неозначений (**a/an**) і нульовий. Вживання артиклю залежить від типу іменника і контексту. Щоб вибрати потрібний артикль, слід визначити*:*

1) чи називає іменник предмет загалом (не виділяючи його з однорідних предметів) або вказує на конкретний предмет, наприклад:

I bought ***a book*** *yesterday. Я купив книгу вчора. (книгу, а не зошит).*
The book *I bought yesterday is really interesting. Книга, що я купив вчора, справді цікава.* ***(****саме та книга, що я купив вчора)*;

2) чи є іменник злічуваним чи незлічуваним, наприклад:

A book, a house, a dog, a watch, a friend – злічувані іменники
Joy, snow, love, furniture, sunshine, advice – незлічувані іменники

3) чи стоїть іменник в однині чи множині:

A book – однина
Books – множина

Запам'ятай!

This is **a** book.	These are books.
He is **a** doctor.	They are doctors
There is **a** cup on **the** table.	There are cups on the table

Особливі випадки вживання артиклів

Нульовий артикль (-)		**Означений артикль (the)**	
Вживання	**Приклад**	**Вживання**	**Приклад**
Власні імена	***John Kennedy***	Члени однієї родини	***The Smiths***
Титул + ім'я	***Queen Elizabeth***	Титул Етнічні групи	***The King*** ***The Indians***
Міста, штати, країни, континенти	***Kyiv*** ***Ohio*** ***Mexico*** ***South America***	Країни. Назва яких складається із декількох слів	***The United States of America*** ***The United Kingdom of Great Britain and Northern Ireland*** Виняток: ***Great Britain***
Гори (вершини)	***Mount Goverla*** ***Peak Date***	Гірські хребти	***The Ands*** ***The Carpathians***
Назви планет, сузір'їв	***Pluto*** ***Mars***	Унікальні об'єкти	***The earth*** ***the moon*** ***the sun***
Острова, озера	***Madagaskar Island*** ***Lake Baikal*** АЛЕ: ***THE lake of Baikal***	Групи остовів, озер	***The Philippines*** ***The Great Lakes***
Пляжі	***Miami Beach***	Річки, океани, моря, канали, пустелі	***The Dnipro*** ***The Pacific Ocean*** ***The Mediterranean*** ***The Suez Canal*** ***The Sahara Desert***
Вулиці, бульвари, парки	***Baker Street*** ***Madison Avenue*** ***Hyde Park*** Виняток: ***the High Street***	Видатні будівлі, назви кораблів, зоопарки	***the Empire State Building*** ***the Titanic*** ***the San Diego Zoo***
Мови	***Spanish***	Мова + ***language***	***The Spanish Language***
Ігри, види спорту ***Play*** + вид спорту	***Football*** ***Play soccer***	***Play***+музичний інструмент	***Play the piano*** ***Play the guitar***
Місяці, дні тижня, свята, Місяць + день	***August*** ***Saturday*** ***March 8***	Дата + місяць	***The Eighth of March***

Ім'я + коледж (Університет)	***Hopkins College*** ***London University***	Війни	***The Crimean War***
Шкільні предмети	***Geography*** ***Maths***	Назви газет	***The Mirror*** ***The Daily Telegraph***
Названия журналов	***Vogue***	Історичні документи	***The Constitution***
Хвороби	***AIDS*** ***measles***	Хворобливі відчуття	**Неозначений артикль:** **a *cold*** ***a toothache*** ***a stomach ache*** Виняток: ***the flu***

Вживання артиклю в деяких сталих висловах

A lot of/ a great deal of/ a great number of as a result as a matter of fact for a short/long time in a low/loud voice it's a pity/shame in a hurry at a loss to have a good time	In the morning/evening/afternoon/night In the country In the original On the one/other hand On the whole The other day To be out of the question To go to the theatre/cinema/movies To tell the time To tell the truth To pass the time
At night/dawn/dusk/sunset By day At dinner/breakfast/supper At school/home/work At first sight At peace/war By car/bus/train/plane By heart By chance/mistake No board a ship On foot On sale To take offence	Day by day Bit by bit From morning to(till) night From time to time From head to foot From beginning to end

2. Займенник (The Pronoun)

Типи займенників

Тип	Опис	Приклади
1. Особові займенники (Personal Pronouns)	Замінюють іменники, коли з контексту або ситуації вже зрозуміло, про кого або що йде мова	I, you, he ,she, it, we, you, they
2. Присвійні займенники (Possessive Pronouns)	Виражають приналежність	Mine, yours, his, hers, its, ours, yours, theirs
3. Зворотні займенники (Reflexive Pronouns)	Показують, що дія повертається на того, хто це дія робить	Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
4. Питальні займенники (Interrogative Pronouns)	Використовуються в питаннях	Who, what, which та ін
5. Вказівні займенники (Demonstrative Pronouns)	Вказують на конкретний предмет, місце, і т. п.	This, that, these, those
6. Сполучні/відносні займенники (Conjunctive/Relative Pronouns)	Використовуються для зв’язку головного і підрядного речень	Who, whose, which, that та ін
7. Неозначені та заперечні займенники (Indefinite Pronouns)	Вказують на невідомі, невизначені предмети, ознаки кількості	Some, any, something, nothing, nobody, і ін
8. Взаємні займенники (Reciprocal Pronouns)	Позначають, що якась дія відбувається спільно, або якісь особи чи предмети порівнюються один з одним	Each other, one another
9. Означальні займенники (Defining Pronoun)	Означають кількість, відокремлюють, описують групи осіб або предметів які складають одне ціле	Either, each, every, everything, everybody, everyone, other, another, all, whole, both
10. Кількісні займенники (Quantitative Pronouns)	Означають кількість	Much, many, (a) little, (a) few
11. Взаємні займенники (Reciprocal Pronouns)	Використовуються, коли відбувається певна дія між двома особами або більшою їх кількістю	Each other, one another

Особові, присвійні і зворотні займенники
(Personal, Possessive and Reflexive Pronouns)

Особові (Personal)		Присвійні (Possessive)		Зворотні (Reflexive)
Загальний відмінок	**Об'єктний відмінок**	**Відносна форма**	**Абсолютна форма**	
I	*Me*	*My*	*Mine*	*Myself*
You	*You*	*Your*	*Yours*	*Yourself*
He	*Him*	*His*	*His*	*Himself*
She	*Her*	*Her*	*Hers*	*Herself*
It	*It*	*Its*	-	*Itself*
We	*Us*	*Our*	*Ours*	*Ourselves*
You	*You*	*Your*	*Yours*	*Yourselves*
They	*Them*	*Their*	*Theirs*	*Themselves*

Запам'ятай!

*She was **behaving** strangely.* Вона поводилась дивним чином.	***Behave yourself!*** Поводь себе ввічливо!	*How do you **feel**?* Як ти себе почуваєш?

Вказівні займенники
(Demonstrative Pronouns)

Единственное число	Множественное число
*This book (this **N**)* *That book (that **N**)*	*These books (these **Ns**)* *Those books (those **Ns**)*

Неозначені та заперечні займенники
(Indefinite and Negative Pronouns)

	THING	**BODY**	**ONE**	**WHERE**	
SOME	***something*** Що-небудь	***somebody*** Хто-небудь	***someone*** Хто-небудь	***somewhere*** Де-небудь Куди-небудь	1. В стверджувальних реченнях. 2. В загальних та спеціальних питаннях, що висловлюють прохання або пропозицію
ANY	***anything*** що-небудь	***anybody*** хто-небудь	***anyone*** хто-небудь	***anywhere*** де-небудь куди-небудь	1. В питальних реченнях

ANY	що-небудь	хто-небудь	хто-небудь	де-небудь куди-небудь	2. В умовних підрядних реченнях
	все, що завгодно	будь-хто	будь-хто	будь-де	3. В стверджувальних реченнях
	ніщо	ніхто	ніхто	ніде нікуди	4.В заперечних реченнях, коли допоміжне дієслово в заперечній формі
NO	***nothing*** ніщо	***nobody*** ніхто	***no one*** ніхто	***nowhere*** ніде нікуди	5.В заперечних реченнях, коли допоміжне дієслово в стверджувальній формі
EVERY	***everything*** все	***everybody*** всі кожен будь-хто	***everyone*** всі кожен будь-хто	***everywhere*** всюди	6. У всіх типах речень за змістом

Примітка:

В англійській мові ***everybody, everyone*** в якості підмета вимагають після себе дієслово в 3-ій особі однини.

Питальні займенники (Interrogative Pronouns)

who
what
when
where
whom
whose
which

Питальні займенники в англійській мові використовуються для побудови спеціальних запитань. Вони позначають невідомі запитувачу особи або предмети, які повинні бути названі у відповіді на питання.

До питальних займенників належать слова:

who – хто
what – що
which – котрий, котра
whose – котрого
whoever – хто

whatever – що
whichever – який

Примітки:

***Who** is that woman? – Ann Smith.* Хто ця жінка (Як її звати)? – Ганна Сміт.	***What** is your mother? – A teacher.* Хто твоя мати (за фахом)? – Вчитель.
***Who** is going to the theatre?* Хто йде до театру?	***Which** of you is going to the theatre?* Хто з вас йде до театру?

Сполучні займенники (Conjunctive Pronouns)

who
whom
whose
which
that

Відносні займенники в англійській мові служать для зв'язку підрядних речень з головним. Вони відрізняються від сполучників тим, що не тільки пов'язують підрядне речення з головним, але не являються членами підрядного речення.

До відносних займенників відносяться **which, who (whom), that, whose**. Вони вводять означальні підрядні речення і перекладаються на українські мову словом "*який*" (*-а, -е, -і*).

Who (whom) вживається по відношенню до осіб:

*The woman **who** is standing at the window is our teacher. – Жінка, **яка** стоїть біля вікна, наша вчителька.*

The man **whom** you see is a student from our institute. – Чоловік, **якого** ти бачиш, студент нашого інституту.

Which вживається по відношенню до неживих предметів і тварин, але використовується рідше, чим ***that***:

*This is the book **which** I read last year. – Ця книга, **яку** я читав минулого року.*

That відноситься як до живих, так і до неживих предметів та є більш неформальним:

*The man **that** lives next door is very friendly. – Чоловік, **який** живе у сусідній квартирі, дуже дружелюбний.*

*The novel **that** I am reading now is very interesting. – Роман, **який** я зараз читаю, дуже цікавий*

Whose вживається по відношенню до осіб, але іноді і до предметів. В українській мові відповідає слову "***який***" (у родовому відмінку – "***якого***"):

*That is an officer **whose** brother I met yesterday. – Цей офіцер, брата **якого** я вчора зустрів.*

*This is the book whose pages are torn. – Ця книга, сторінки **якої** рвані.*

Означальні займенники (Defining Pronouns)

all
both
each
every
everybody
everyone
everything
either
neither
another other(s)
all
whole

All вживається з іменниками у множині. (**All + (of) Noun** у множині):

***All** (of) the girls were so beautiful. – Всі дівчата були такі гарні.*

Але **all** не вживається без іменника в значенні "**everybody**":

***Everybody** was beautiful.*

Не можна сказати: All were beautiful.

All вживається в значенні **everything** або **the only thing + all that** ...

*She gave me **all (everything (that))** she had. – Вона віддала мені все, що мала.*

***All (that)** I want is you. – Все, що я хочу – це ти.*

Але не можна сказати *He took all.*

Правильно буде:

*He took **everything** from me. – Він забрав у мене все.*

All вживається з незлічуваними іменниками **(all + uncountable Noun)** або з іменниками в множині **(all + plural Noun):**

all the food, all the tea, all his courage, all the people/apples/cars

Whole вживається зі злічуваними іменниками в однині **(whole + singular countable Noun)**, а також з назвами місць:

a/the whole story, a/the whole day, the whole of Ukraine

An + other + *N* (one more)	I need **another** pencil (one more pencil). Мені потрібен **ще один** олівець.
The other + *N* (the last of the set)	I have two pencils. One pencil is blue. **The other** pencil is black (the last pencil present). Я маю два олівця. Один – синій, **інший** – чорний.
Other + *Ns* (some more)	I have enough pencils. I don't need **other** pencils (any more pencils). У мене достатньо олівців. Мені не потрібно **більше** (будь-яких) олівців.
The other +*Ns* (the rest of the set)	I have five pencils. Two pencils re blue, **the other** pencils (all remaining) are green. Умене п'ять олівців. Два з них – сині, **решта** – зелені.
Others (any other)	Some people like tea, **others** prefer coffee. Деякі люди п'ють чай, **інші** вважають за краще каву.
The others (the last of the set)	I have five pencils. Two pencils are mine, **the others** (all remaining) belong to my brother. Я маю п'ять олівців. Два належать мені, **інші** – моєму братові.

Each/every: кожен

Each вживається, коли йдеться про два і більше предмети або речі,

Every – коли мова йде про три і більше предмети або речі.

*The orange was split into two halves; **each** half was given to them.* (A НЕ ...**every** half.) – *Апельсин поділили на дві частини, і кожна частина їм була віддана.*

Використання займенника **Each** краще, коли описуються речі або предмети представляються *окремо*. Використання займенника **Every** краще, коли описуються речі або предмети представляються як *ціле*:

***Each** boy in the class was given a present. – Кожному хлопчикові в класі вручили подарунок.* (Кожному окремо.)

***Every** boy in the class went on a picnic. – Кожен хлопчик* (= всі хлопчики) *в класі відправився на пікнік*. (Всі хлопчики, як єдине ціле.)

Запам'ятай!

The other day – днями

One way or another – так чи інакше

Both/either/neither використовуються, коли ми говоримо про два об'єкти:

There are two windows in the room and ***both*** *are dirty. – В кімнаті* ***обидва*** *вікна і обидва брудні.*

What do you want – orange juice or pepsi? – ***Either****. Чого хочеш – апельсинового соку чи пепсі? –* ***Без різниці****.*

Are you going away by train or by car? – ***Neither****. We have a flight ticket. – Ви їдете поїздом чи машиною?* ***Ні те, ні інше****. У нас квиток на літак.*

Іменники після **both** використовуються у множині, а після **either/neither –** в однині:

I visited Canada and Australia. I liked ***both*** *countri****es****. Я був у Канаді та Австралії.* ***Обидві*** *країни мені сподобались.*

You can take ***either*** *car. Ви можете взяти* ***будь-яку*** *машину (з двох).*

You can't take ***either*** *car. Ви не можете взяти* ***ніяку*** *машину (з двох).*

I stayed at two hotels in Moscow. ***Neither*** *hotel was comfortable. Я зупинився в двох готелях Москви.* ***Жоден*** *не був зручним.*

Також займенники **both/either/neither** можна використовувати з прийменником **of,** і тоді іменник іде в множині:

Both of *my sisters go to college (=* ***Both*** *my sisters).* ***Обидві*** *мої сестри вчаться в колледжі.*

We haven't seen ***either of*** *those films. Ми не бачили* ***жодного*** *з цих фільмів.*

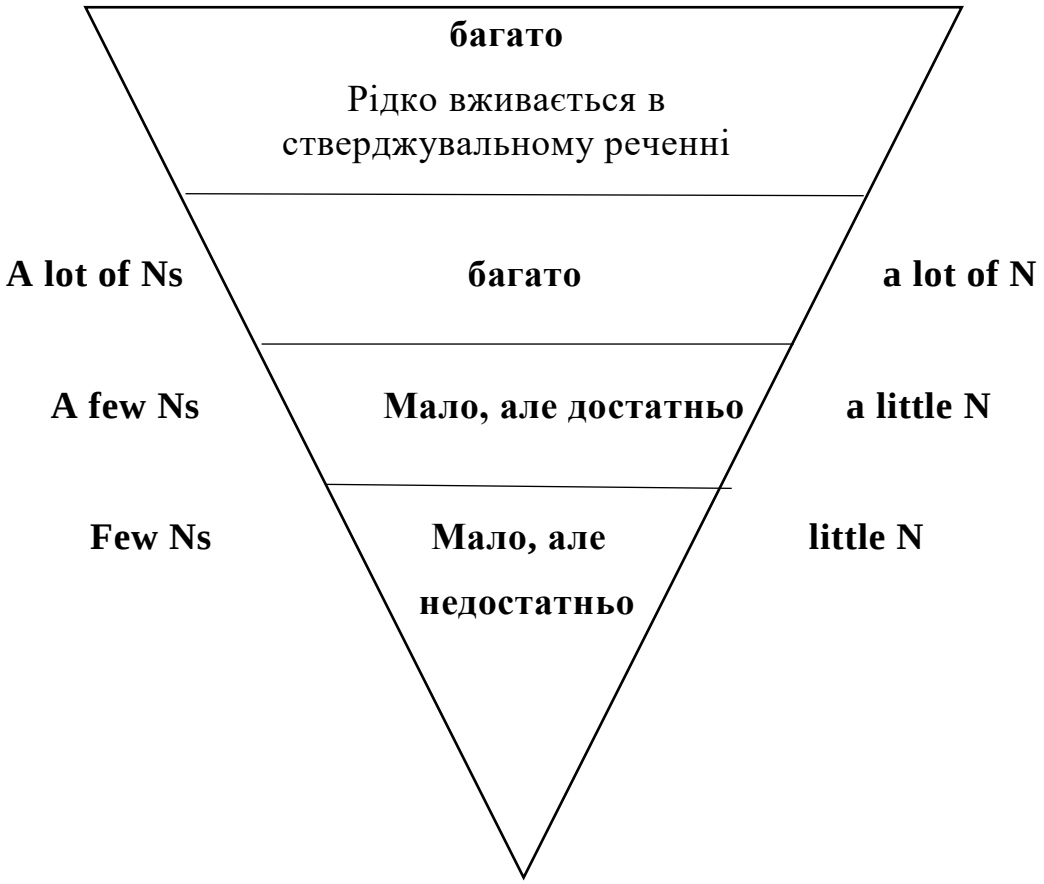
Neither of *the cities was interesting.* ***Жодне*** *місто не було цікавим.*

Кількісні займенники (Quantitative Pronouns)

much
many
a lot
a lot of
few
a few
little
a little

Злічувані іменники **Незлічувані іменники**

many *Ns* **much *N***



ВПРАВИ

Exercise I. Fill in the blanks with appropriate articles:

1. …CDs on … shelf are not mine.
2. …airports and … railway stations are usually overcrowded.
3. I prefer … black tea.
4. … cake was very tasty.
5. … girls, who were playing in the garden, didn't hear anything strange.
6. … freedom is impossible without ___ democracy.
7. Marley works at … school. He's … teacher.
8. Where did you lose … keys?
9. … sofa needs repairing.
10. How often does read … detective stories?
11. The Smiths spent … holiday in … the Alps.
12. Put … butter into … fridge.
13. … plane landed safely.
14. … buildings were built of … clay.
15. She likes … cheese.

Exercise II. Fill in the blanks with appropriate articles:

1. On our trip to … USA we crossed … Atlantic Ocean.
2. Last time I played … football two years ago.
3. Ann plays … piano and her sister plays … guitar.
4. Mike attended … Cambridge University.
5. Nick has been admitted to … University of Yael.
6. … kids like sweets.
7. She has … blue umbrella. … blue umbrella is in her bag.
8. Do you like … oranges?
9. I am taking … trip to … Australia in … July.
10. … Queen Elizabeth II is … monarch of … Great Britain.
11. … armchair that you are sitting in is broken.
12. He's got … fever, it might be … flu.
13. Laura is studying … English language and … maths this semester.
14. … Lake Erie is one of … Great Lakes in … North America.
15. … Civil War was fought in … United States between 1861 and. 1865.

Exercise III. Use the phrases in the sentences below. In some cases, more than one variant is possible:

A.*a lot of; a great deal of; a great number of; as a result; as a matter of fact; for a short/long time; in a low/loud voice; it is a pity/shame; in a hurry; at a loss; to have a good time*

1. … they can't join us tonight.
2. I needn't speak in such …, he can hear me perfectly well.
3. We are happy to have … friends.
4. We miss Oliver – we haven't seen him ....
5. John had worked hard throughout the school year, … he did very well in his exams.
6. I hope you … in the camp.
7. Such decisions shouldn't be made ….
8. ... I have never heard of this author before.
9. James doesn't know what to do, he's ….

B. *in the morning/evening/afternoon/night; in the country; in the original; on the one/other hand; on the whole; the other day; to be out of the question; to go to the theatre/cinema/movies; to tell the time; to tell the truth; to pass the time.*

1. …, the book is rather interesting, but …, it's too long.
2. It's …, I don't let you go to the night club.
3. Although there are some mistakes in your composition, I like it ….
4. My watch has stopped, so I can't ….
5. We discussed this problem ….
6. Jane likes ballet and … very often.
7. Helen always spends her holiday ….
8. …, I would turn this offer down too.
9. Monica prefers doing homework ….
10. Barbara knows Spanish very well and reads books ….
11. … while waiting for David? I decided to read a newspaper.

C. *at night/dawn/dusk/sunset; at first sight; at peace/war; on board a ship; on sale; by day; at breakfast/dinner/supper; by car/bus/ train /plane; by heart; to take offence; on foot*

1. Girls believe in love ….
2. Rachel goes to school ….
3. This place is especially beautiful ….
4. We first met … in the Mediterranean cruise.
5. These rules must be learnt ….
6. … Val and Louise were discussing their plans for the holidays.
7. This travel guide is … in all the bookshops of the city.
8. It was just a joke, but Sheila ….
9. Dilan lives near his office, so he goes to work ….
10. He spent most of the time ….
11. England and France were … for one hundred years.
12. Alex took my textbook ….
13. This work must be done ….

D. *day by day; bit by bit; from morning to(till) night; from time to time; from head to foot; from beginning to end.*

1. The book was very interesting ….
2. …the professor put aside the book and made some notes.
3. You mustn't study … without making any breaks.
4. The boys got in. the rain and were wet ….
5. … Blake calmed down and felt more confident.
6. … Claude used to come to the railway station as if waiting for somebody.

Exercise IV. Translate into English:

1. Чому ти так голосно розмовляєш?
2. Час від часу, Марк зупинявся, щоб відпочити.
3. З одного боку, пиріг дуже смачний, але з іншого – він надто калорійний.
4. Я давно не подорожував літаком.
5. Ганна випадково дізналася про це.
6. Діти вивчили напам'ять багато віршів.
7. Цієї книги ще немає в продажу.
8. Лікарі радять приділяти більше уваги пішим прогулянкам.
9. Він сподобався мені з першого погляду.
10. Допомога прибула на ніч.
11. Романи А. Хейлі захоплюють від початку до кінця.
12. Тарас мріє прочитати "Гамлета" в оригіналі.
13. Мати уважно роздивилася сина з голови до п'ят.
14. Здається, ти виконала цю вправу поспіхом, у тебе багато помилок.
15. Цілими днями ми ходили до театру.

Exercise V. Choose A, B, C or D to fill in the blanks in the sentences below:

1. … air-conditioning is not working.

A A C The
B An D (-)

2. … tea is too sweet for me.

A A C The
B An D (-)

3. … Cambrian Mountains are situated in Wales.

A A C The
B An D (-)

4. … Snowdon is the highest peak of Great Britain

A A C The
B An D (-)

5. It was … sensible piece of advice.

A A C The
B An D (-)

6. … AIDS is a dangerous disease.

A A C The
B An D (-)

7. ... discovery made by Eugene Mayson is going to change the world.

A A C The
B An D (-)

8. … apple a day keeps the doctor away.

A A C The
B An D (-)

9. Don't tease …dog – it is a very aggressive one.

A A C The
B An D (-)

10. Last year many people gave up smoking and started going in for … sport.

A A C The
B An D (-)

Exercise VI. Fill in the blanks with appropriate pronouns:

1. I have a cousin.__cousin got married five years ago.
2. She loves____husband very much.
3. My sister and I visit_____ parents once a week.
4. My parents have got a nice country house. ____country house is by the lake.
5. My dress is white.__(she) is blue.
6. Their dog is ugly. _____ (we) dog is cute.
7. Their dog is ugly. _____ (we) is cute.
8. The teacher helps _____ (we) to learn English.
9. _____ (we) classroom is large.
10. The teacher brings _____ (she) books, and we bring _____.

11. My children go to a state school. _____ (she) go to a public school.
12. Mike loves Dana, she loves _____ (he) too.
13. I don't like to eat by _____.
14. I often ask _____ what unites people in the family.
15. Alex and Zoe spend _____ (they) free time in the country.

Exercise VII. Choose the right word:

1. There is *anything/nothing* in the refrigerator.
2. Have you got *some/any* free time on Sunday?
3. Does *somebody/anybody* understand this?
4. Just say *anything/nothing,* so that we can see if the machine works.
5. Jack tells his problem to *anybody/nobody* who will listen.
6. Is *anything/everything* OK?
7. I'm not hungry. I don't want *nothing/anything.*
8. That's too hard: *nobody/everybody* can do it.
9. Jane is unhappy: *everybody/nobody* loves her.
10. Do you know *some/any* good jokes?
11. *Nobody/none* of them were at home last night.
12. Jack and Pete are good at tennis. *Nobody/neither* of them likes football.
13. Mr. Smith is *somewhere/anywhere* in the Far East.
14. I'm glad *everything/everywhere* is alright.
15. *None/neither/nobody* of my parents can speak Polish.

Exercise VIII. Complete the sentences below with appropriate interrogative pronouns:

1. … will take part in the discussion?
2. … do you think about John's offer?
3. … did Mary invite to the wedding party?
4. I like both books. ... shall I buy?
5. … is this girl? — Sonya Rieckel.
6. … is she? — She is a dancer.
7. … __ do you do for your living?
8. … present has she prepared for her granny?
9. … towel is it? — Mine.
10. … of the exercises was the most difficult?
11. … is laughing in the next room?
12. … is going on here?

Exercise IX. Translate into English:

1. Хто знайшов мій підручник?
2. У тебе є конверти?

3. Це її зошити, а де мої?
4. Хто з вас вже прочитав текст?
5. Я приготувала вечерю сама.
6. Поводься чемно!
7. Він ніде не може знайти свій телефон.
8. Чия це серветка?
9. Кого вони нагородили?
10. Як вона сьогодні себе почуває?
11. ЇЇ собака дуже розумний. Вона пишається ним.
12. Запитай себе, чи все тобі подобається.
13. Будь-хто может приєднатися до нашої екскурсії.
14. Моїх друзів звуть Мэт и Роберт. Жоден з них не вміє грати на музичному інструменті. 15. Мені все зрозуміло.

Exercise X. Complete the sentences below with appropriate conjunctive pronouns:

1. Is there anybody to_____ I can turn for help?
2. I've got a friend _____ mother works at the bakery.
3. The book___ is on the table is not mine.
4. I can't understand_____ you want of me.
5. Anybody_____ is interested in the job can come for the interview tomorrow.
6. He burst into laughter, is rather strange.
7. Amy Brown, _____ lives in the country, commutes to work,
8. The car, _____ was badly damaged, was taken away from the road.
9. It's the best suit_____you can find in our shop.
10. I'll never forget_____ you've done for me.
11. I didn't buy the computer_____ was displayed in the shop window.
12. Mum always approves of_____ I do.

Exercise XI. Study the following sentences. Translate them into your language.

1. I've done all the exercises.
2. I knew how to answer both questions.
3. Each student got his own task.
4. Work at your English every day.
5. Everybody likes our puppy Joy.
6. She's always nice to everyone.
7. The doctors did everything possible.
8. There are shops on either side of the street.
9. Would you like another cup of tea?
10. In other words, she's just an angel.

Exercise XII. Complete the sentences blow with the appropriate from of the pronoun *OTHER*. Use articles where necessary.

1. Have you told ___ about the meeting?
2. Would you like __ apple?
3. Have you read these two books yet? — I have read this one, but haven't read
4. Some of my friends learn German, _____ learn French.
5. _____ members of my family approve of my decision.
6. Of these two coats one is too tight, _____ — too loose,
7. We have already been to York, Leeds and _____ cities.
8. David passed the last exam _____ day.
9. Two of my classmates voted against the proposal, _____ supported it.
10. We'll return to this discussion some _____day.

Exercise XIII. Translate into English:

1. Всі ці папери мої.
2. В мене є подруга, що вміє писати обома руками.
3. Чия це серветка? - ЇЇ.
4. Дехто любить троянди, іншим подобаються польові квіти.
5. В кімнаті два вікна, але я не можу відкрити жодного.
6. Хто брав мої диски? Я ніде е можу їх знайти.
7. Все зрозуміло. Я виконаю всі вправи.
8. Хто з вас допоможе мені? - Ніхто. Ти все сделать сам.
9. Пригласи его на свой день рождения.
10. Ни один из учеников не відмовився прийняти участь в змаганнях.
11. Діти самі приготували собі вечерю.
12. Вчора Стів не прийшов до школи, що дуже дивно
13. Мені не подобається це плаття. Покажіть мені, будь ласка, інше.
14. Всі питання тесту достатньо легкі.
15. Обидва мої брати навчаються в університеті.

Exercise XIV. Study the use of quantifiers with countable and uncountable nouns. Translate the sentences into your language:

1. I've got a lot of flowers in my garden.
2. Do you have many disks at home?
3. Has Judy got much patience?
4. Today there are fewer clouds in the sky.
5. Ken has too little knowledge of the subject.
6. I need a little rest.
7. Granny doesn't have many relatives.
8. In fact, she has only a few nephews.
9. I have little money. I can't lend you any.
10. She has told a lot, but I understood little.

Exercise XV. Complete the sentences with appropriate pronouns. Sometimes more than one variant is possible:

1. We didn't spend _money.
2. Kate drinks __ Coke.
3. Does it cost __ to repair the car?
4. He isn't very popular. He has friends.
5. Jane is very busy these days. She has time.
6. The days have been dry recently. We've had rain.
7. I'm lucky. I've got _problems today.
8. I don't know _ French, just _____words.
9. This square is not a very interesting place to visit, so tourists come here.
10. A___ learning is a dangerous thing.
11. Cactuses need __water.
12. Your ideas are difficult _____ people can understand you.
13. Are there theatres in your city?
14. Could you possibly give me help?
15. She speaks _ languages.

TEXTS

Read, translate (in written form) and retell the following texts briefly.

Text 2A
About poverty level

Poverty is a family characteristic rather than an individual characteristic. That is, people are defined as poor or nonpoor depending on the economic status of the family with which they live. Two factors are particularly important in determining a family's economic status: (1) the total income of the family and (2) the ratio of dependents to earners (dependency ratio) in the family.

We focus on six demographic characteristics that are related to a person's family income and dependency obligations: age, education, employment status, marital status, parental status, and single parenthood (the interaction of marital status and parental status).

The first three characteristics − age, education, and employment status − tell us something about a person's earnings capacity (experience and skills) and employment effort. Higher earning capacity and active employment increase total family income, all else being equal. Marital status tells us something about a person's family income as well as their dependency ratio

Marriage can increase income by increasing the number of potential earners in a family. Note that because poverty is a family characteristic rather than an individual characteristic, men and women who live in the same family have, by definition, identical poverty rates. Thus, if all men and women were married, there would be no gender difference in poverty. Parenthood and single parenthood, on the other hand, increase poverty by increasing the dependency ratio.

(From American Sociological Review, 1994, vol. 59, August)

Text 2B
Schooling in the United Kingdom

The quality of a country's future life, commercially, industrially and intellectually, depends on the quality of its education system. From the end of the World War II the state in the United Kingdom provides a full range of free educational facilities. Those parents who prefer to send their children to private institutions, and could afford it, are free to do so.

The organization of state schooling is not as centralized as in most European countries. Firstly, there is no prescribed curriculum. Secondly, the types of school available and the age ranges for which they cater vary in different parts of the country. In each area Local Education Authority is responsible for education. At any publicly-maintained school no tuition fees are paid. State schooling in the United Kingdom is financed partly by the Government and partly by local rates.

Schooling is voluntary under the age of five, but there is some free nursery school education before that age. Primary education takes place in infant schools for pupils aged from five to seven and junior schools from eight to eleven. Some areas have a different system in which middle schools replace junior schools and take pupils aged from nine to twelve. Secondary education has been available in Britain since 1944. It is compulsory up to the age of sixteen, and pupils can stay at school voluntarily for up to three years longer.

Until 1964 children took an "eleven plus" exam at the age of eleven. At this exam they were selected, or "streamed" according to their current level of academic attainment, for training in different types of secondary schools. Grammar schools provided a mainly academic course for the top 20 percent; modern schools provided general education with a practical bias.

In 1965 non-selective comprehensive schools were introduced. Most local education authorities have now completely changed over to comprehensive schooling.

At the age of sixteen pupils take school -leaving examinations in several subjects at the Ordinary level. The exam was conducted by eight independent examining boards, most of them connected with the university. This exam was called the General Certificate of Education. Pupils of comprehensive school had taken the examination called the Certificate of Secondary Education either with or instead of the General Certificate of Education, Ordinary level.

The examination for the General Certificate of Education of Advanced ("A") level was taken two years after the Ordinary level exam. It was the standard for entrance to University and to many forms of professional training. In 1988 both examinations were replaced by the more or less uniform General Certificate of Secondary Education.

The private sector is running parallel to the state system of education. There are about 2500 fee-charging independent schools in Great Britain. Most private schools are single-sex until the age of 16. More and more parents seem prepared to take on the formidable extra cost for education. The reason is the belief that social advantages are gained from attending a certain school. The most expensive day or boarding schools in Britain are exclusive public schools like Eton college for boys or St. James' school for girls.

Text 2C
University Education in Great Britain

According to the organization of work in the universities they can be divided into 3 groups: London University, Oxford and Cambridge and Provincial universities.

London University consists of the federation of different institutes, schools and colleges run by one administration. They are situated in different parts of London and even outside it. The rules are the same for all the colleges and institutes of London University. It is comprised by 62 institutes, schools and colleges.

Oxford and Cambridge are also educational federations, but they unite only colleges, and if the students of London University live not only in the hostels but also at home, Oxford and Cambridge are as a rule residential, that is the students live in the colleges of these universities. Though now there are students who live at home. They are obliged to come to the university twice or three times a week to have meals together with other students (the spirit of a collective). In each college there live students of different faculties, and in each college they are given lectures on humanitarian subjects. The attendance is not compulsory. The lectures are delivered by the lecturers who live in the college too. Independent work of students is supervised by tutors who live in the college, and deliver lectures on their subjects. If a student has money, he may choose a tutor to his taste.

These two universities still enjoy a great popularity, because they have the best teaching staff and better prepared students. To enter these universities is more difficult, that is why they have better chances to choose better prepared students. The composition of the student body here is peculiar. More than 2/3 are from upper- middle classes. Most state posts in the country are occupied by Oxford and Cambridge graduates. Oxford and Cambridge have always concentrated on humanities to train leaders, but recently they have opened some departments of science and technology.

Provincial universities have no elements of federation. All the students and the teaching staff are concentrated in one place. Their students live either at home or in hostels or rented rooms. These universities are more democratic than other universities. Universities are financed through a special government committee. The money comes from different sources:

– state subsidies (about 70%),
– from the students who pay for education (about 12%),
– subsidies from local authorities (3–4%),
– private investments and the university's own means.

The tuition fee in Britain is very high, higher than in other countries (300 pounds a term). It differs from university to university. In London – £600 per term. It is higher in Oxford and Cambridge than in the provinces. The tuition, lodging and food in London University is about 1000 pounds; in Oxford and Cambridge for the same 1000; in provincial universities 700/800 pounds. As the students from working class families can't afford to pay so much, 73% of all the students get scholarships. The total sum of it is 550–650 pounds per term.

All those who have finished Grammar school at an advanced level can enter a university. To enter it the school leavers don't have to take entrance exams except at Oxford and Cambridge and some colleges of London University.

At the university students attend lectures given by lecturers and professors. As soon as a student is enrolled in university or college he is given independent work which is checked by the tutor. The tutorial system is characteristic of the students' studies in English universities.

Every student is attached to a tutor who controls his independent work, supervises his discipline and prepares him for exams. Each tutor has 3–4 students, sometimes 10. Once or twice a week a student writes a kind of a composition. It

is an account of student's independent work for the week. The compositions are on the subjects students specialize in. Once or twice a week a student comes to his tutor, and for an hour or so, the teacher discusses with him the merits and demerits of his work. An English student studies from 9 a.m. till 1 p.m. He attends lectures, works in the laboratories and with tutors. The rest of his time is taken up by his independent work in the library, or by sports. Now, especially in provincial universities they lay greater stress on lectures.

Exams are taken in written form (papers). The main stress is laid on narrow specialization. If physics and mathematics are compulsory all the other subjects are optional.

The course of study at the university is three years, at the medical and some other faculties – 4 years. But lazy students may stay there for 5 years. They get no degree or diploma but a certificate, so they do not graduate from the university but finish it. They do the work at an ordinary level.

But if they want to graduate from the university they must do the work at an advanced level. The academic year begins in October and lasts till July. In three years if a student passes his exams successfully he gets a Bachelor's degree (Bachelor of Arts, B.A. or Bach. of Science, B.Sc.). He may have the Honours Degree or the Ordinary Degree. For the O.D. a student passes ordinary exams. For the H.D. he takes an intensive study, after it he may stay at the university for one or two more years. He does some more studies to get his Master of Science Degree (M.Sc.). To get this degree the student must pay for exams. To become a Doctor of Philosophy (Ph.D.) one must write a thesis. After it comes Doctor of Science Degree (D.Sc.).

All the establishments of higher education in Great Britain can be divided into the following groups: Universities, university colleges, technical colleges and other specialized colleges (teachers training colleges, commercial colleges, etc.).

Text 2D
Oxford

What is so special about Oxford and Cambridge, the two oldest universities in England? Why do so many students want to study there? Both of these university towns are very beautiful. They have some of the finest architecture in Britain. Some of their colleges, chapels and libraries are three, four and even five hundred years old, and are full of valuable books and precious paintings. Both towns have many lovely gardens, where the students can read and relax in the summer months.

Oxford is the older university of the two. The first of its colleges was founded in 1249. The university now has thirty-four colleges and about twelve thousand students, many of them from other countries. There were no women students at Oxford until 1878, when the first women's college, Lady Margaret Hall, opened. Now, women study at most colleges.

Oxford is, of course, famous for its first class education as well as its beautiful buildings. Some of the most intelligent men and women in the country live

and work here. Oxford gives them what they need: a quiet atmosphere, friendly colleagues, and the four-hundred-year-old Bodleian library, which has about five million books.

It is not easy to get a place at Oxford University to study for a degree. But outside the university there are many smaller private colleges which offer less difficult courses and where it is easy to enroll. Most students in these private schools take business, secretarial or English language courses.

VOCABULARY NOTES

JOBS	**ПРОФЕСІЇ**
journalist	журналіст
architect	архитектор
doctor / physician	лікар / терапевт
nurse	медсестра
surgeon	хірург
dentist	стоматолог
secretary	секретар
teacher	вчитель
waiter / waitress	офіціант / офіціантка
cook	повар, кухар
engineer	інженер
driver	водій
worker	робочий
shop-assistant	продавець
actor / actress	актор / акторка
librarian	бібліотекар
clerk	службовець
geologist	геолог
mathematician	математик
musician	музикант
psycologist	психолог
lawyer	юрист, адвокат
accountant / book-keeper	бухгалтер

WHERE THEY WORK	**ДЕ ВОНИ ПРАЦЮЮТЬ**
office	контора, установа
hospital	лікарня
school	школа
restaurant	ресторан
factory / plant / works	завод
department store	універмаг
theatre	театр
library	бібліотека

bank	банк
full range of free educational facilities	широкий спектр безкоштовних освітніх установ
prescribed curriculum	обов’язкова програма
Local Education Authority	місцевий освітній комітет
publicly-maintained school	державна школа
tuition fee	плата за навчання
local rates	місцеві податки
free nursery-school education	безкоштовне дошкільне навчання
comprehensive school	загальноосвітня школа
Ordinary level	звичайний рівень
Advanced level	просунутий рівень
independent examining board	незалежна екзаменаційна комісія
General Certificate of Education	атестат про загальну освіту
boarding school	школа-интернат
fee-charging independent school	платна незалежна школа
to take examinations	складати іспити
interview	провести співбесіду
a part-time student	студент-заочник
full-time study	денне навчання
Bachelor’s degree in Arts or Science	ступінь бакалавра гуманітарних або природничих наук
a postgraduate degree	вчений ступінь
Master of Philosophy	Магістр гуманітарних наук
to increase	зростати, збільшуватись
the enrolment of students	прийом студентів
to be on the staff	бути в штаті
science, n	наука
scientist, n	вчений
scientific, adj	науковий
mathematics, n	математика
mathematician, n	математик
department, n	кафедра, відділенняе
day (time) department	денне відділення
evening department	вечірнє відділення
correspondence department	заочне відділення
research, n	дослідницька робота
to carry out research	проводити дослідницьку роботу
engineering	техніка
instrument engineering	приладобудування
civil engineering	цивільне будівництво
to introduce new methods	впровадити нові методи

to present /to submit a thesis	захищати дисертацію
post-graduate, n	аспірант
post-graduate courses	аспірантура
to take post-graduate courses	навчатись в аспірантурі
to train	навчати
examination /exam (in)	іспит, екзамен
entrance exam	вступний іспит
final exam	випускний екзамен
to prepare for an exam	готуватися до іспиту
to take an exam	держати іспит
to pass an exam	здати екзамен, скласти іспит
to fail in an examination	провалитись на екзамені
to fail in literature	Провалити іспит з літератури
to get profound knowledge	отримати глибокі знання
to deliver lectures	читати лекції
to master, v	освоювати
term, n	семестр
to attend (to miss) lectures	бути присутнім (пропускати) лекції

Exercise I. Give synonyms for the following word combinations:

To be present at lectures; to leave school; to be a first year student; to be absent from lectures; correspondence department; to be housed.

Exercise II. Give antonyms for the following:

To attend lectures; to pass an examination; to be good at a subject; to miss lectures; part-time students; final examinations; to enter the University; a fresher.

Exercise III. Say in English:

Навчатися на другому курсі; бути висококваліфікованим спеціалістом; робити успіхи в фізиці; читати лекції з математики; вступити до університету; добре встигати в навчанні з іноземної мови; закінчити університет; закінчити школу; не витримати екзамен; зробити все можливе; здати іспит.

Exercise IV. Translate the following sentences from Ukrainian into English:

1. Щоб вступити до університету, необхідно здати всупні іспити.
2. В штаті університету багато професорів та висококваліфікованих викладачів.
3. Вони читають лекції на різні теми.
4. Ті, хто роблять успіхи в навчанні, вступають до аспірантури.

5. Навчальний рік в університеті складається з двох семестрів.
6. В кінці кожного семестру студенти складають іспит або залік.
7. Повний курс навчання складає 5 або 6 років.
8. В кінці всього курсу навчання студенти захищають дипломні роботи.

CONVERSAION

My Future Profession

Finishing school is the beginning of the independent life for millions of school leavers. Many roads are opened before them: vocational and technical schools, institutes and universities. But it is not an easy thing to choose a profession out of more than 2,000 existing in the world. Some pupils follow the advice of their parents, others can't decide even after leaving school.

As for me, I made my choice long ago. I want to become a teacher of the Ukrainian language and literature. My choice of this occupation didn't come as a sudden flash. During all school years, literature was my favourite subject. I've read a lot of books by Ukrainian and foreign writers. I understand that reading books helps people in self education and in solving different life problems.

I would like to teach my pupils to enjoy reading, to encourage them to learn our national language and literature, which is the source of national culture. It is known that teaching is a very specific and difficult job. It shouldn't be taken easily. The teacher is a person who is learning as well as teaching all his life.

Most jobs can be done within the usual office hours from 9 a.m. till 5 p.m., but teacher's work is never done and evenings are usually spent in marking exercise-books and preparing for the next lesson.

Teachers do not only teach their subjects. They develop their pupils' intellect, form their views and characters, their attitudes to life and to other people. It's a great responsibility and the teacher must be a model of competence himself.

It's not as easy as it may seem at first. But I think that love for children combined with the knowledge I'll get at the University would be quite enough to succeed in my work.

I'm applying to the philological department and I am sure my dream will come true sooner or later.

UNIT 3

Grammar:

1. Adjective
2. Numerals

Texts:

3A Britain's Universities
3B Leisure–time Activities
3C American Teenagers and Their Free Time
3D The Use of Leisure

Conversation
The United Kingdom of Great Britain

1. Прикметник (The Adjective)

Прикметники утворюються за допомогою суфіксів:

-ic	historic	*-ent*	.independe	-erf	tired
-al	cultural	*-less*	cloudless	*-ive*	active
-able	capable	*-ant*	brilliant •	*-ish*	childish
-ible	audible	*-ing*	interesting	*-ous*	famous
-ful	wonderful	*-y*	rainy	*-iy*	friendly

Ступені порівняння прикметників

Прості форми вищого і найвищого ступенів утворюються додаванням закінчень **–er** (для вищого ступеня) і **-est** [ist] (для найвищого ступеня) до форми звичайного ступеня прикметника. Перед прикметниками у найвищому ступені стоїть означений артикль.

Звичайний ступінь	**Вищий ступінь**	**Найвищий ступінь**
cold	cold**er**	(the) cold**est**
simple	simpl**er**	(the) simpl**est**
young	young**er**	(the) young**est**

При утворенні простих форм вищого і найвищого ступенів слід додержувати таких правил:

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

*big— bi**gg**er— (the) bi**gg**est*
*hot — ho**tt**er — (the) ho**tt**est*

У всіх інших випадках подвоєння не відбувається:

sweet —sweeter— (the) sweetest
cool —cooler— (the) coolest

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

*eas**y** — eas**i**er — (the) easiest*
*happ**y** — happ**i**er—(the) happ**i**est*

Якщо кінцевій букві **y** передує голосна, то цієї зміни не відбувається:

gay — gayer — (the) gayest

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

*large — larg**er**— (the) larg**est***
*white — whit**er**—(the) whit**est***

4) У прикметників *strong, young* і *long* перед закінченнями вищого і найвищого ступенів вимовляється звук [g]:

long — longer — (the) longest
strong — stronger — (the) strongest
young — younger — (the) youngest

У прикметників, які закінчуються на букви **-r, -re,** перед закінченнями вищого і найвищого ступенів вимовляється звук [r]:

clear —clearer — (the) clearest
pure — purer — (the) purest

Прості форми вищого і найвищого ступенів мають такі прикметники:
1) усі односкладові прикметники;
2) двоскладові прикметники, які закінчуються на **-y, -er, -le, -ow**:

happy — happier — (the) happiest
clever — cleverer — (the) cleverest
simple— simpler — (the) simplest
narrow — narrower — (the) narrowest

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

Звичайний ступінь	**Виший ступінь**	**Найвищий ступінь**
useful	more useful	(the) most useful
beautiful	more beautiful	(the) most beautiful

Складні форми вищого і найвищого ступенів утворюють такі прикметники:

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

beautiful — more beautiful — (the most) beautiful

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

careless — more careless— (the) most careless
useful — more useful — (the) most useful

Усі інші двоскладові прикметники можуть утворювати складні форми поряд з простими.

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

loving — more loving — (the) most loving
pleased — more pleased — (the) most pleased
tired — more tired — (the) most tired

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

Звичайний ступінь	**Вищий ступінь**	**Найвищий ступінь**
good	better	(the) best
хороший	кращий	найкращий
bad	worse	(the) worst
поганий	гірший	найгірший
little	less	(the) least
маленький	менший	найменший

В значенні маленький за розміром звичайно вживається прикметник **small**, який утворює ступені порівняння за правилами (**small —smaller — the smallest**).

Прикметник **little** часто вживається з пестливим відтінком.

*What a nice **little** bag you've got!*

Слово **little** може бути не тільки прикметником, а й неозначеним займенником і прислівником **little***(мало),* наприклад:

*There is **little** milk in the glass* (неозначений займенник).
*She slept very **little** last night* (прислівник).

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

Форми **older, oldest** вживаються, як правило, стосовно осіб, які не є членами однієї сім'ї, або стосовно неживих предметів.

*I am not **older** than you.*
*Tom is **the oldest** boy in our form.*
*This is **the oldest** building in our town.*

Форми **elder, (the) eldest** вживаються стосовно членів однієї сім'ї. Але при наявності слова **than** (порівняння) вживається форма **older**, а не **elder**.

*Her **elder** sister is called Mary.*
*My **elder** brother lives in Kyiv.*
*The **eldest** son is going to be a teacher.*

Але:

*Jane is two years **older** than her sister.*

Форми **later, (the) latest** вживаються стосовно часу:

*Here is **the latest** news.*
***Later** events showed that he was right.*
*Have you read his **latest** book?*

Форми **latter, (the) last** означають порядок послідовності:

John and Nick like winter sports. The former is fond of skating,
*and **the latter** prefers skiing.*
*I saw him on the **last day** of my holiday.*

Вживані сполучення без артикля **last week, last night, last year, last month** і т. п., в яких **last** має значення минулий.

*He left **last** week.*
*What did you do **last** night?*

Форми **nearer, (the) nearest** вживаються при означенні відстані і часу.

*How can I get to the **nearest** post-office?*
*Come **nearer**, please.*

Форма **the next** вживається із значенням наступний (по порядку), дальший.

***The next** train leaves in half an hour.*
*What is **the next** thing to do?*

Вживані також сполучення без артикля **next day, next Sunday, next week, next month, next winter (year, May**), в яких **next** має значення майбутній.

*I'll see you **next** week.*
*Will you come **nex**t Sunday?*

Правила правопису прикметників

Форма	Правило	Приклад
1. Прикметник, що закінчується на ***-y***	***Adj (y) >ier/iest***	easy ***easier the easiest***
2. Прикметник, що закінчується на -e	***Adj (e) +er/est***	nice nicer ***the nicest***
3. Прикметник, ідо закінчується на ***приголосну - голосну - приголосну***	приголосна подвоюється ***Adj+ er/est***	big ***bigger the biggest***

Запам'ятай!

Still+ вищий ступінь	She is *still cleverer (still more intelligent)* than her brother.	Вона ще розумніша, ніж її брат.
many much + вищий far ступінь a lot	She is *much cleverer (much more intelligent)* than her brother.	Вона набагато розумніша, ніж її брат.
вищий ступінь + вищий ступінь	She is getting *cleverer and cleverer (more and more intelligent).*	Вона стає усе розумнішою і розумнішою

Запам'ятай!

This phone is ***as cheap as*** that one.	Цей телефон такий же дешевий, як той.
This phone is ***not as/so cheap as*** that one.	Цей телефон не такий дешевий, як той.
This telephone is ***twice as expensive*** as that one.	Цей телефон удвічі дорожчий, ніж той
This telephone is ***half as expensive as*** that one.	Цей телефон удвічі дешевший, ніж той.
The more he reads, ***the less*** he likes the book.	Чим більше він читає, тим менше йому подобається книга.

2. Числівник (The Numeral)

Кількісні числівники (Cardinal)	**Порядкові числівники (Ordinal)**
one	first
two	second
three	third
	кількісний числівник +
four	fourth
five	*fifth*
six	sixth
seven	seventh
eight	eighth
nine	*ninth*
ten	tenth
twelve	*twelfth*
20-90	20-90-ty —>*ieth*
twenty	twenty*ieth*
twenty-three	twenty-third

Примітка:

1965 1908	nineteen sixty-five nineteen (ou) eight
in the 20-ies	In the twenties
3 dozen 5 hundred 10 thousand	dozens of books hundreds of students thousands of stars
page 3	the third page

1/9: one-ninth (one ninth**)**
1/6: one-sixth (one sixth)

АЛЕ:
1/2 і **1/4** - “one half” та “one quarter’’

4/6: four-sixths (four sixths)
7/10: seven-tenths (seven tenths)

4 1/5: four and one-five (four and a five)

1/4 mile – one quarter of a mile
4 1/5 kilograms – four and one sixth kilograms

0.7 – Nought (брит.) / zero (амер.) point seven
6.1 – eight decimal one

0.55 – point fifty-five

ВПРАВИ

Exercise I. Use the Nouns in brackets to form adjectives that fit the spaces in the sentences:

1. Maggie is a *(care)* and loving mother.
2. My uncle is interested in *(politics)* life in this country.
3. Your suspicions are *(ridicule)*!
4. I'd like to watch a *(fun)* movie.
5. Everybody values her *(artist)* taste.
6. Tom is a good boy, so *(mind)* of his little brother.
7. What a *(love)* dress you're wearing today!
8. I'd like to apologize for my *(noise)*behavior.
9. Dad was really *(surprise)* at hearing about my progress at school.
10. Milan didn't expect the cabin to be so *(comfort)*.
11. I hope you understand how *(importance)* for me it is.
12. A *(sense)* person like Andrew can't do such a stupid thing.
13. If parents are too *(indulge)*, their children get spoilt.
14. The measures taken by police turned out to be *(effect)*.
15. You're 18 already, stop being so (boy).

Exercise II. Give the comparative and superlative forms of each word:

fat _____	pretty _____	high _____
important_____	careful _____	delicious _____
young_____	bad_____	little _____
beautiful_____	far_____	foolish _____
good_____	famous_____	elegant_____
common_____	lucky_____	fast_____
thin_____	simple_____	tired_____
tall_____	hard_____	new_____
a lot_____	angry_____	sad_____

Exercise III. Use the adjectives given in brackets in the comparative or superlative form. Add articles if necessary:

1. Kate is (pretty) _____ girl in our group.
2. My book is (thick) _____ than yours.
3. I'd like to get (much) _____ money.
4. (Few) _____ people have come today's conference.
5. This is (exciting) _____film I've seen lately.

6. My parents want me to find (dangerous) _____ job.

7. If you want to improve your results, you should be _____ (hard-working).

8. There was a bench in (far) _____ corner of the garden.

9. I was frustrated when my project turned out to be (bad) _____ in the class.

10. You look (happy) _____ than your cousin.

11. What is (important) _____ thing for you now?

12. Ted has bought this juice at (near) _____ shop.

13. I've got two brothers. My (old) _____ brother's name is Peter.

14. Robbie goes to (old) _____ university of our city.

15. My (old) _____ brother is three years (old) _____ than me.

Exercise IV. Translate into English:

1. Він ще ніколи не бачив щасливішої людини.
2. Іван написав найцікавіший твір.
3. Де розташований найближчий парк?
4. Моя старша сестра вивчає японську мову.
5. Клімат Землі| змінюється на гірше.
6. Після відвідання цирку Христина повеселішала.
7. Василь – мій найдавнішій товариш.
8. Моя оселя більша, ніж твоя, але менш комфортабельна.
9. Його подальші дії стали для нас повною несподіванкою.
10. Матуся пригнічена останніми новинами.
11. Сьогодні прохолодніше, ніж учора.
12. Зараз Григорій почувається краще.
13. Хто з вас сильніше – ти чи твій молодший брат?
14. Ми вирішили прийняти на роботу більш досвідченого спеціаліста.
15. Ніколи не бачила, щоб батько був більш розлюченим.

Exercise V. Translate the words given in brackets and use them in the appropriate form in the sentences below. Add articles if necessary:

1. It is *(ще морозніше)*_ today than yesterday.
2. Her latest article is *(набагато цікавіший)* _____ than the previous one.
3. Lately he has been getting *(усе більш серйозним)* _____.
4. His actions were *(ще більш неочікуваними)* _____ than his words.
5. Polly is getting *(все веселішою)* _ .
6. Ron is *(набагато молодше)* _____ than I am.
7. I don't know why, but I feel *(набагато сумнішим)*_____.
8. After the rain the air has become *(ще вологішим)* _____.

9. The soup you've cooked today is *(ще смачніше)* _____ than before.

10. Jack's article is *(набагато довша)* _____ than Ivan's.

Exercise VI Make the sentences below according to the model.

Приклад:

The man drove for a long time. He was very tired. — The longer the man drove, the more tired he was.

1. It was getting dark. We were cold.
2. I spend a lot pf time on my English. My grades are better now.
3. Justin has a lot of friends. He's very happy.
4. Julia has bought two books. She has little money left.
5. The music is very loud. Mum is angry. .
6. The sea is stormy. There are few people on the beach.
7. The apples are big. They are tasty.
8. The book is thrilling. My brother is very interested in it.
9. The trousers are short. Pete looks funny.
10. The day is warm. There are a lot of children outside.

Exercise VII. Choose the right word to complete the sentences below:

1. The police are after the thieves who have stolen a *worthless/priceless* landscape from the museum.
2. When the ambulance arrived, the patient was *lively/alive.*
3. Twins often buy *alike/similar* things.
4. The kids are sleeping, so everybody's trying to be *quite/quiet.*
5. I need to talk to the *principal/principle.*
6. Kevin and Arnold are my friends. The *former/previous* is 16, the *later/latter* is 17.
7. If you want to buy a new laptop, try to be more *economic/economical.*
8. The doctor spent the night at the *ill/sick* girl's bedside.
9. Being so *sensitive/sensible,* you can't make a good boss. 4
10. Kelly is so *imaginary/imaginative:* she's very good at making up stories.
11. My cousin prefers a(n) *lonely/alone* mode of life.
12. He's changed a lot lately, has become more *considerable/considerate* and *industrial/ industrious.*
13. Put down the letter. It's *confident/confidential.*
14. Everybody likes her: she has a *gold/golden* heart,
15. I like this coat, but it is a bit too *loose/lose.*

Exercise VIII Translate into English:

1. Ця сукня набагато гарніша за мою.
2. На шосе зелене авто виявилося таким же швидкісним, як і блакитне.
3. Який місяць року найкоротший?
4. Я полюбляю фільми жахів набагато більше, ніж мелодрами.
5. Мій старший брат має удвічі більше друзів, ніж я.
6. Ганна обрала найдорожчу страву в меню.
7. Сьогодні так само тепло, як учора, хоча вітер забагато сильніший.
8. Хто найвидатніший драматург сучасності?
9. Коли я слухаю останні новини, я почуваюся усе сумнішим.
10. Чим більше малюнків у книзі, тим більше вона подобається малюкам.
11. Температура влітку стає все більш високою.
12. Вона ще більше зніяковіла.
13. Чим старіші гори, тим вони нижчі.
14. Ліза стала ще уважнішою.
15. Боб сховав щоденник із двійкою в найдальшому куточку.

Exercise IX. Chose the right variant:

1. Let’s take a later/latest train.
2. Computers are one of the latest/last dis-coveries of the 20th century.
3. Sorry I’m late — am I the last/latest?
4. That’s a further/farther reason to do it.
5. This poem belongs to his latter /later works.
6. Jane is 2 years older/elder than Jack.
7. Jane is older/elder than Jack by two years.
8. My older/elder brother is 5 years older/elder than me.
9. Where is the nearest/next post office?
10. The teacher told us about the latest/last elections in this country.

Exercise X. Write the following numbers in words.

Приклад:

1) 137 – one hundred and thirty-seven
2) 2 458 – two thousand four hundred and fifty-eight
3) 933 56 42 – nine double three five six four two
4) 9.06 – nine-point naught six

a) 34; 67; 149; 387; 1,953; 2 611; 324,564; 1 975 600; 10 112 324; 234 768 155.

b) 1809; 1977; 2008; 1289; 1992; 2010; 1902; 1773; 1945; 1572.

c) 933 56 42; 564 77 32; 321 89 15; 455 12 49; 905 85 63; 757 83 10.
d) 3/5; 65.89; 1/7; 8/9; 3.0987; 1.76; 2/6; 0.456; 87.231; 2/7.

Exrecise XI. Translate into English.

1. Це дослідження було проведено в 2012 році.
2. Зараз ми вивчаємо культуру 14 сторіччя.
3. Такий одяг був модний у шістдесяті роки минулого століття.
4. Мільйони людей в усьому світі захоплюються творчістю цього письменника.
5. Одна четверта урожаю було знищено буревієм.
6. Запам'ятай мій номер телефону: 345 98 16.
7. Сотні років тому люди в Європі навчилися вирощувати картоплю.
8. У моїй колекції є 3786 марки.
9. Щоб отримати відповідь, треба помножити 6,79 на 10,04.
10. На кожному столі лежала дюжина книг.
11. Прочитайте текст № 7 на сторінці 23.
12. Учора я виконала 9 вправ. Третя з них була найскладнішою.
13. Зліт розпочався 22 лютого 2000 року.
14. Скільки штатів входять до складу США? - Здається, п'ятдесят один.
15. Дві третини наших учнів уже визначилися з майбутньою професією.

Exercise XII. Write in words:

Приклад: *I was born on …… (13.05.1976). (Я народився…) – I was born on the thirteenth of May, nineteen seventy-six.*

1. My son was born on …… (02.12.2000).
2. Our dog was born on …… (21.08.2008).
3. My granddad was born on …… (23.06.1900).
4. My granny was born on …… (18.02.1910).

Exercise XII. Match the pairs:

1. seventy-two	a) 31
2. thirteen	b) 11
3. fifty-six	c) 660
4. eighty	d) 72
5. eighteen	e) 315
6. twenty-three	f) 100
7. eleven	g) 13

8. ninety	h) 49
9. twelve	i) 925
10. twenty	j) 18
11. nineteen	k) 80
12. forty-nine	l) 504
13. one hundred	m) 217
14. thirty-one	n) 410
15. four hundred and ten	o) 90

Exercise XIV. Write the answer in words:

Приклад: twenty + fifty-eight = seventy-eight

1) sixty-two + fourteen = …
2) fifteen + two hundred and forty-six = …
3) ninety + ten = …
4) thirty-one + nineteen = …
5) seventy-three + eighty-two = …
6) three thousand one hundred and twelve + ninety-nine =

TEXTS

Read, translate (in written form) and retell the following texts briefly.

Text 3A
Britain's Universities

There are about 90 universities in Britain. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the19th century universities such as London and Manchester universities, and the new universities. Some years ago there were also polytechnics. After graduating from a polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Arts or Science. Most degree courses at universities last 3 years, language courses - 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5–7 years). Students may receive grants from their Local Education Authority to help pay for books, accommodation, transport and food. This grant depends on the income of their parents. Most students live away from home, in flats or halls of residence. Students don't usually have a job during term time because the lessons, called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evening.

University life is considered "an experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

Pupils going on to higher education or professional training usually take "A" level examinations in two or three subjects. Universities accept students mainly on the basis of their "A" level results, although they may interview them as well. In 1971 the Open University was started, where these formal qualifications are not necessary. Nearly a quarter of all adult part-time students follow its degree courses on radio and television.

There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers).

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science. There are various postgraduate degrees, including Master and Doctor of Philosophy. The last two are awarded for research in arts or sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, ar-

chitecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

The most famous universities are Oxford and Cambridge, called "Oxbridge". They are famous for their academic excellence.

Text 3B
Leisure-time activities

Schools provide American students with much more than academic education. Students learn about the world through various school-related activities. More than 80 per cent of all students participate in student activities, such as sports, student newspapers, drama clubs, debate teams, choral groups and bands.

What are the favourite sports of American young people? According to the survey "The Mood of American Youth", they prefer football, basketball, baseball, wrestling, tennis, soccer, boxing, hockey, track and golf.

During their leisure time, students spend much time watching television. They also listen to music on the radio and tape players. The average American teenager listens to music on the radio about three hours every day. Without a doubt, rock-and-roll music is the favourite of teenagers in the United States. American young people are mostly hardworking. Many have after-school jobs. One poll indicated that nine out of 10 teenagers either had a job or would like one.

Child labor laws set restrictions on the types of work that youths under 16 years old can do. Many youths work part-time on weekends or after school at fast-food restaurants, babysit for neighbour, hold delivery jobs or work in stores.

Many youths are involved in community service organizations. Some are active in church and religious-groups as Girl Scouts and Boy Scouts. About three million girls aged six to 17 years old belong to Girl Scouts, for example. They learn about citizenship, crafts, arts, camping and other outdoor activities.

Thousands of people volunteer to help take care of the elderly, the handicapped and hospital patients. Many help clean up the natural environment.

Text 3
CAmerican teenagers and their free time

American teenagers spend their free time doing a lot of different things. They love to watch television or rent videos. Often young people meet at a friend's house to watch videos together. They might call out for a pizza or make popcorn at home and eat in front of the television.

Young Americans also enjoy going to the movie theatre, both to watch movies but also to “hang out” and flirt with people of the opposite sex. Before going out teenagers usually spend a long time getting ready. They try to wear their most fashionable clothes and they make sure their hair looks perfect. In America, it is against the law for people under 21 years of age to drink alcohol, so often they can’t go to the local concerts at bars, but they do go to the large concerts wherever their favourite band or pop singer comes to town.

Teenage girls like to read fashion magazines and magazines about handsome, famous actors and singers. They also like to go shopping. They might not buy anything but some girls might spend hours trying on clothes, jewelry and shoes.

Teenage boys like to play sports, baseball, basketball, football or soccer. Many boys read magazines about rock groups or cars and trucks. It is often the dream of many teenage boys to own their own car. If they do, they spend most of their free time and extra money making their cars look beautiful and run perfectly.

Stereotypically young Americans don’t like to spend time alone. They don’t read books unless it is absolutely necessary. And when they do read, or do their homework, they do it in front of the television or with the stereo on.

Like most Americans, young Americans like to work because they like to have money. It’s difficult to find free entertainment in America. Young people spend a lot of money. In general, they spend a great portion of their free time buying things to make themselves look better than their friends or to have better music, clothes, etc. than their friends.

Text 3D
The use of leisure

By the way in which a man uses his leisure his character can be told - more surely, in all probability, than the way he does his work. For most men, work is necessity in order to gain a living. Vast numbers of men have not been able to choose what work they would do, but have been forced by economic necessity to take the first job that came their way. But in their leisure time, they do what they really want to do and their real selves are reflected in their actions.

Some people are completely passive during leisure hours. If such people go out they go to some place of entertainment where no effort is required by them, a cinema or a dance-hall, and if the latter, they do not dance but simply sit and watch other dancing.

A different type of person hurries home from work full of eagerness to begin on some scheme which he has been planning for his leisure time. Perhaps his hobby is carpentry or model engineering or gardening. This is the creative type of character. For him, his leisure hours are full of promise and he can look back on them with satisfaction when he reviews what he has achieved in them.

Millions of people all over the world like to travel during their holidays. They travel to see other countries and continents, modern cities and the ruins of

ancient towns, they enjoy picturesque places, or just for a change of scene. It is always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most people enjoy sports – both playing sports themselves and watching their favourite sports and teams. Major professional sports events – baseball, football, basketball, and hockey, as well as golf and tennis – are witnessed by tens of thousands of fans, and by millions more on TV.

The whole virtue of leisure which brings a change of scene or occupation is that it is only temporary. Sooner or later leisure time comes to an end, and one should go back to his normal life. If he has used his leisure time well, he ought to feel a very deep regret that it is over, and it ought to have refreshed him and filled him with vigour for the true work of his life to which he is now returning.

Leisure should be refreshment; it should send a man out with fresh spirits to battle with the problems of life. Sometimes this freshness comes not from doing anything, but by filling one's mind with fresh springs of beauty. A man gets full value from his leisure by watching nature, listening to music, or reading noble books. By this sort of occupation he makes his own mind a richer and fuller treasure house. This is the true use of leisure.

VOCABULARY NOTES

teenager, *n*	підліток
call out (for), *v*	замовити
enjoy, *v*	насолоджуватись
'hang out', *v*	тинятися
try on, *v*	примеряти
jewelry, *n*	ювелірні вироби
soccer, *n*	футбол
extra, *adj*	додатковий, зайвий
free (of charge), *adj*	безкоштовний
entertainment, *n*	розваги
provide (with), *v*	забезпечувати
participate, *v*	брати участь
survey, *n*	огляд
leisure, *n*	дозвілля
average, *adj*	середній
law, *n*	закон
restriction, *n*	обмеження
delivery, *n*	доставка

involve, *v*	залучати
church, *n*	церква
ancient, adj	древній
discover, v	відкривати
quiet, adj	тихий, спокійный
bathe, v	купатись
laze, v	байдикувати
regret, v	шкодувати
refresh, v	освіжати
vigour, n	сила, енергія
promise, n	обіцянка
temporary, adj	тимчасовий
spring, n	джерело
the former …the latter	перший … останній (із перерахованих)

CONVERSATION

The United Kingdom of Great Britain

The United Kingdom of Great Britain and Northern Ireland situated on the British Isles. They lie to the north-west of Europe. The British Isles separated from the continent by the narrow strait of water, which called the English Channel.

The United Kingdom consists of four parts: England, Scotland, Wales and Northern Ireland. England, the central part, occupies the most of the island of Great Britain. To the north lies Scotland and to the west the third part of the country, Wales, is situated. The fourth part called Northern Ireland and is located on the second island. Each part has its capital. The capital of England is London, Wales has Cardiff, Scotland has Edinburgh and the main city of Northern Ireland is Belfast.

Great Britain is a country of forests and plains. There are no high mountains in this country. Scotland is the most mountainous region with the highest peak, Ben Nevis. The rivers of Great Britain are not long. The longest rivers are the Thames and the Severn. The capital of the United Kingdom, London, stands on the banks of the Thames. As the country surrounded by many seas, there are some great ports at the seaside: London, Glasgow, Plymouth and others. Wales is a country of lakes.

Seas and oceans influence the British climate, which is not too cold in winter but never hot in summer. Great Britain is a beautiful country with old traditions and good people.

UNIT 4

Grammar:

1. Verbs. Active Voice
2. Verbs. Passive Voice
3. The Verbs Make and Do

Texts:

4A Your visit to England
4B Once again about Ozone Holes
4C No name
4D Friendly to the Environment

Conversation:

Environment and Ecology
Environmental Protection

Дієслово (The Verb)

Дієслово в англійській мові буває основним, допоміжним, модальним та може мати безособову форму.

Основне дієслово в англійській мові має такі граматичні категорії:

- Стан
- Час
- Форму

Стан буває активним та пасивним (***Active*** та ***Passive***).

Час – теперішній, минулий, майбутній та майбутній у минулому.

Форма має назви: ***Indefinite (Simple)***, ***Continuous (Progressive)***, ***Perfect*** та ***Perfect Continuous (Perfect Progressive)***.

1. Active voice (Дійсний стан)

Indefinite (Simple)

Present	Утворення	Infinitive (без ***to***)+ III особа однини закінчення **–s**; to be = am, are, is
	Вживання	*My friend reads English well.*
Past	Утворення	Правильні дієслова: Infinitive (без ***to***) + ***ed.*** Неправильні дієслова: дивіться таблицю неправильних дієслів.
	Вживання	*I finished this work yesterday.* *He made his report last week.*

Future	Утворення	will + Infinitive (без ***to***), іноді для першої особи – shall + Infinitive (без ***to***),
	Вживання	*I'll go to Chernivtsi next year.* *My friend will return in 3 days.*
	Continuous (Progressive)	
Present	Утворення	am / is / are + Present Participle
	Вживання	*He is reading a book mow.* *He is studying English at present.* *He is constantly forgetting things.*
Past	Утворення	were / was + Present Participle
	Вживання	*I was reading this book at 6 o'clock yesterday.* *We were listening to the report from 6 till 8.* *I was writing a letter when my friend came.* *While I was speaking to our teacher, Katia was waiting for me.*
Future	Утворення	(shall) will + be +Present Participle
	Вживання	*I'll be reading at 6 o'clock tomorrow.* *Your son will be playing chess when you come.* *I'll be listening to the report from 6 till 8.* *While I am speaking to our teacher Katia will be waiting for me.*
	Perfect	
Present	Утворення	have / has + Past Participle
	Вживання	*He has come.* *I have already seen a new film (just, never, ever, yet).* *This month we have studied much.* *I have known him for 9 years.* *He has lived here since 1946.*

Past	Утворення	had + Past Participle
	Вживання	*Our group had finished its work by 8 o'clock.* *When I came to my friend he had already gone to the institute.*
Future	Утворення	(shall) will + have + Past Participle
	Вживання	*I'll have written my report by 8 o'clock.* *He will have finished his work when you come.*

Perfect Continuous (Progressive)

Present	Утворення	have / has + been + Present Participle
	Вживання	*I have been waiting for you since 11 o'clock*
Past	Утворення	had been + Present Participle
	Вживання	*He had been speaking for 15 minutes when we came.*
Future	Утворення	(shall) will + have been + Present Participle
	Вживання	*By 9 o'clock I shall have been working at this article for 3 hours.*

2. Passive Voice (Пасивний стан)

Indefinite (Simple)

Present	Утворення	am / is / are + Past Participle
	Вживання	*This book is written well.*
Past	Утворення	was / were + Past Participle
	Вживання	*This house was built last year.*
Future	Утворення	(shall) will + be + Past Participle
	Вживання	*This article will be translated by our students.*

Continuous (Progressive)		
Present	Утворення	am / is / are + being + Past Participle
	Вживання	*A new theatre is being built in our town.*
Past	Утворення	was / were + being + Past Participle
	Вживання	*A new theatre was being built in our town when I came.*
Future	Утворення	-
	Вживання	-
Perfect		
Present	Утворення	have / has been + Past Participle
	Вживання	*This book has been read.*
Past	Утворення	had been + Past Participle
	Вживання	*This article had been written by 9 o'clock.*
Future	Утворення	(shall) will + have been + Past Participle
	Вживання	*By 7 o'clock this work will have been finished.*

Вживання часі у Passive Voice аналогічне до вживання у Active Voice. Часова група Perfect Continuous в пасивному стані не вживається.

3. Stable phrases with Make and Do

Make	Do
make a date/an appointment	do (the) homework
make a plan	do an exercise
make a decision	do the dishes
make a telephone call	do the cleaning/laundry/ iron-ing/washing etc.
make a reservation	do the shopping

make a mistake	do one’s best
make an effort	do a favor
make an improvement	do the right/wrong thing
make a promise	do a job
make money	do business
make noise	What do you do for a living? (asked about a job)
make the bed	How do you do? (said when you meet someone for the first time)
make an attempt	
make an impression	
make a pause	
make a step	

ВПРАВИ

Exercise I. Put the verbs in brackets into active form:

1.Where is Nick? – He (not to be) at home, he (to be) to the cinema. Wait for him, he (to come) in half an hour.

2. It was very late. I (to go) to bed and (to fall) asleep when my father (to return) home.

3. I'll join you when I (to drink) my tea.

4. When I (to come), he (to live) in the same old house where I first (to meet) him. He (to tell) me he (to wait) for me for some time already.

5. The pupils (to do) a lot of exercises before they (to learn) to write dictations well.

6. I could now hear a sound: they (to stop) talking.

7. On entering the drawing room, he (to find) that his two friends (to get) up and (to wait) for him.

8. The sportsmen (to train) since early morning; now they (to go) over the high jump, as they (not to be) satisfied with their results.

9. Five minutes (not to pass) when the train for which we (to wait) (to appear) in the distance.

10. Tomorrow father (to come) late. We (to do) all our homework and (to drink) tea when he (to come).

Exercise II. Open the brackets:

1. He said he (to listen) to the same stories for a long time.

2. By the evening he (to translate) ten pages.

3. You ever (to be) to the new stadium? – Yes, I (to be) there last Saturday.

4. The old lady was happy: she (not to see) her son for three years.

5. What you (to do) yesterday?

6. How many pages you (to translate) for today.

7. The day (to be) cold and it (to rain). When I (to reach) home, my raincoat (to be) all wet. I (to take) it off), (to shake) the water off it, (to hang) it up and (to go) into the living room. My children (to play) on the carpet. When they (to see) me, they (to jump) up and (to run) up to me.

8. I (to hear) this song several times already, but I cannot remember the words. I (to write) them down as soon as I (to hear) this song again.

9. Hardly he (to open) the suitcase< when he (to find) the tie which he (to think) he (to lose) long before.

10. Shut the door! The room (to be) full of smells which (to come) from the kitchen. Mother (not to like) kitchen smells in the room.

Exercise III. Open the brackets:

1. When the train (to stop), I (to look) out of the window but (not to see) any of my friends there. I (to send) them a telegram and hoped that they (to meet)

me. As I (to discovered) later, they (to receive) it ten minutes before the train arrived and could not meet me.

2. We were greatly surprised not to find Ann at home. It turned out that her sister (to forget) to give her our message, and Ann (to leave) the house fifteen minutes before we (to come).

3. I decided not to put on my raincoat as it (to stop) raining already and the sun (to shine) brightly.

4. The young people entered the theatre. The performance already (to begin), and they (to have) to wait till the first act (to be) over. Nina never (to be) here before and she (to like) the theatre very much.

5. I did not recognize Helen as I (not to see) her for a very long time and she greatly (to change).

6. When the teacher told the boy to re recite the poem, the boy (to burst) into tears: he (not to remember) anything, though he (to try) to learn his lesson so hard.

7. Jane usually works in the library. She (to work) there now. She already (to gather) the necessary material and now she (to write) her report.

8. When we (to come) to the station, our train already (to leave), and we (to have) to wait for two hours before another one (to come).

9. I was anxious to see the place where I (to spend) my childhood.

10. Victor asked me to explain the new rule to him, as he (to miss) the previous lesson.

Exercise IV. Translate into English:

1. Він був щасливий: він написав чудовий твір.
2. Я шукаю тебе весь вечір.
3. Я раптом згадав, що нічого не їв зранку.
4. На щастя, дощ уже перестав, коли ми вийшли.
5. Скільки років ви працюєте в цій школі?
6. Об одинадцятій годині ми ще працювали.
7. Об одинадцятій годині ми вже працювали протягом трьох годин.
8. Я вже тричі говорив тобі, що треба переписати вправу.
9. Я вже цілу годину читав після обіду, коли прийшов тато.
10. Я не прийду. Я писатиму твір увесь вечір.

Exercise V. Translate into English:

1. Що робить твій брат? – Він працює в інституті. – А що він робить зараз? – Він читає газету. Я завжди приношу йому газети, коли він приходить з роботи.

2. Було вже темно, коли ми підійшли до дому; дув сильний вітер, і ставало дедалі холодніше.

3. Що ви будете робити завтра о восьмій годині вечора? – Завтра до восьмої годині гратиму на роялі.

4. Вони читали Діккенса англійською мовою і знають багато його творів.

5. Настала зима, і тепер ми знову будемо часто ходити на ковзанку.

6. Коли Том вийшов з дому, усі хлопці грали у футбол, а Білл і Джон лічили круглі камінці, які вони принесли з річки.

7. Вона була здивована: вона ще ніколи не бачила стільки квітів.

8. Коли я прокинувся, мама вже встала і готувала чай.

9. Я вже півгодини намагаюся згадати її ім'я, але досі ще не згадав.

10. Коли він прийшов додому, ми вже пішли в кіно.

Exercise VI. Complete the sentences below with appropriate passive forms of the verbs in brackets:

1. The text already_____ (translate) by the students.
2. The concert_____ (broadcast) on the radio yesterday.
3. The conference_____ (hold) next April.
4. When I came, the table already_____ (set) by my daughter.
5. The amendment to the Constitution_____ (adopt) two months ago.
6. This time yesterday the plan_____ (discuss).
7. The room_____ (air) three times a day.
8. The house_____(build) of brick,
9. How many questions_____ (ask) after the lecture?
10. The new president_____ (elect) by the end of the year.

Exercise VII. Translate into English:

1. Було вирішено зробити ще одну спробу.
2. Ця драма поставлена в багатьох театрах країни.
3. Нарешті було зроблено вирішальний крок.
4. Натовп уболівальників було розігнано поліцією.
5. Ці питання обговорюватимуться на наступних зборах.
6. Білизну саме зараз прасують.
7. Його пропозицію було підтримано більшістю голосів.
8. Цієї традиції дотримуються багато століть.
9. Ця пісня виконується багатьма співачками.
10. У тиші лісу було чути лише спів птахів.

Exercise VIII. Complete the sentences below with appropriate Active and Passive forms of the verbs in brackets:

1. Ann (have) three dogs when she _____ (be) a child.
2. Nick and Sofia always _____ (love) pets.

3. At the moment Mike and Jill _____ (say) to be in the gym. They _____ (lift) weights.

4. Alex _____(not like) jeans, but she ___(wear) jeans now.

5. Big changes ___(see) in the next ten years.

6. Martin Luther King_(be) a great American.

7. There (be) many changes in the twentieth century.

8. I (teach) to read when I_____ (be) five.

9. Jack (get) a driver's license last week.

10. Jane_____(see) in this park recently.

Exercise IX. Translate into English :

1. Усі неприємності вже забуто.

2. Коли розпочався буревій, було повалено багато дерев.

3. Сир виготовляютья молока.

4. Мені здається, про дитину добре піклуються.

5. Ця церква була відреставрована кілька років тому.

6. Тобі сплатять за роботу до кінця тижня, якщо нічого не трапиться.

7 Зараз вони розважаються в клубі.

8. Коли вони прилетять, їх відвезуть до готелю.

9. За що тебе було оштрафовано?

10. Їх зупинили, коли вони вже наближалися до кордона.

Exercise X. Complete the sentences below with appropriate forms of the verbs *MAKE* and *DO:*

1. Shall I_____ a cake?

2. _____ a copy of this letter.

3. She never_____ her bed in the morning.

4. _____ something!

5. She_____ her best to learn English.

6. Let's_____ a decision where to go away for holiday.

7. I must my hair.

8. You've _____ progress for the past week.

9. She always_____ crazy plans.

10. Could you _____ the washing up?

Exercise XI. Translate into English:

1. Ти добре попрацював.

2. Чому ви так галасуєте?

3. Чим Ден заробляє собі на життя?

4. Я не можу надати вам цю послугу.
5. Клайд знову припустився багатьох помилок у диктанті.
6. Батько зробив кілька телефонних дзвінків.
7. Нарешті я прийняла рішення.
8. Як часто ти робиш покупки?
9. Останнім часом наша фірма заробила непогані гроші.
10. Терпіти не можу прасувати білизну.

TEXTS

Read, translate (in written form) and retell the following texts briefly.

Text 4A
Your visit to England

One of these days you may find it possible to visit England. From the moment you go on board the ship or the airliner you will see signs and notices that will give you useful information and warnings.

Here are some examples and explanations that will help you.

If you come by air, you will see, when you take your seat in the plane, a notice that says: NO SMOKING; FASTEN SEAT-BELTS. Smoking is forbidden while the plane is on the ground, while it is taking off, and until it has risen to a good height.

When the plane is well up in the air, the light behind this notice is switched off. You are then allowed to smoke and may unfasten your seat-belt. The notice will appear again when the plane is about to touch down.

If you come by steamer, you will see numerous notices. There will perhaps be arrows (→) to show you which parts of the ship are for first-class passengers and which parts are for tourist-class passengers. Large rooms in a ship are called *saloons,* so when you see DINING-SALOON you know where to go when it is time for lunch.

When your steamer gets into harbour at Dover, or Harwich, or Southampton, or any of the other ports to which steamers sail, you will see more notices.

When you land, you will see a notice: TO THE CUSTOMS. When you enter the Customs shed the officer there will give you a printed notice. This will warn you that you must declare to the Customs officer the quantities of tobacco, cigars, cigarettes and alcoholic drinks that you have with you. He will chalk your suitcases and bags, and you will pass on. There will be a notice telling you where your passport will be examined. Then you can follow the arrow that says, TO THE TRAINS, and you will soon be in the railway station where the train is waiting to take you to London.

There are many notices in a large railway station. You may see ENTRANCE and EXIT, or perhaps WAY IN and WAY OUT. In a large station there will be a WAITING ROOM where you may rest until it is time to board your train. If you want something to eat or drink while you are waiting, you will go to the REFRESHMENT ROOM.

If you do not know the number of the platform from which your train will leave, look for the notices of ARRIVALS AND DEPARTURES. These will tell you the number of the platform. In some stations it may be necessary to cross the line. You will probably see a notice, CROSS THE LINE BY THE BRIDGE. Perhaps you will see PLATFORMS 5, 6, 7 AND 8 OVER THE BRIDGE.

On arrival in a large town you may want to leave your heavy luggage in the station until you have found a hotel or other place to stay in. In this case you will look for the CLOAK-ROOM OR LEFT LUGGAGE OFFICE.

You will also see the notice, BOOKING OFFICE. This is where you buy your tickets. In a large station there will be windows marked FIRST CLASS and THIRD CLASS.

If you go to a theatre, however, you will buy your tickets not at the Booking Office but at the BOX OFFICE.

Text 4B
Once again about ozone holes

High above the earth's atmosphere there is a thin veil in the stratosphere called the ozone layer, which protects the earth from the sun's destructive ultraviolet (UV) rays.

This protective layer is being damaged by chemicals known as chlorofluorocarbons (CFCs), which are released into the atmosphere by the daily use of such industrial and household products as refrigerators, air conditioners, foam insulation, cleaning chemicals, and food packaging. The CFCs rise into the ozone layer, where the sunlight decomposes them, releasing chlorine. The chlorine attacks the ozone molecules, thinning or even making a "hole" in the ozone layer. This "hole" allows more UV rays to penetrate to the earth.

Overexposure to UV rays can increase the risk of skin cancer, weaken the immune system, and damage the retina. It is estimated that in the United States alone one in six Americans will develop skin cancer as a result of overexposure to UV rays.

Not only are humans at risk; so, too, are animals, plants, and the environment in general. With the thinning of the ozone layer, UV rays can penetrate the oceans, seriously impairing the growth of plankton, an essential part of the marine-life food chain, and can reduce the yields of economically important crops such as soybeans, cotton, and rice.

The scientists point out that the global ecological crisis cannot be precluded unless all countries join their efforts to render mutual ecological help on a non-governmental basis. Now the planet's "green lungs" are being destroyed, its ozone layer ruined, the global warming sets in, the acid rains fall out, the rivers grow shallower, and the oceans get polluted. This is why the major humanistic aim of the Ecological International is to change from an uncontrolled development of the machine-based civilization to a conscientious development of a society of natural and technological type.

A feature of such a non-governmental body is a combination of the social ecological aid with technological activities to conserve the environment (cleaning of sewerage and gas exhausts, and utilization of industrial wastes).

The scientists the world over made a long-term investigation only to come to a conclusion that the Planet's ozone layer is thinning out globally. To save

this layer, it is necessary to take measures now and to use only ecologically friendly technologies. It is tackling of this problem which is urgent for the Earthlings that the early efforts of the Ecological International of the Green Cross and Green Crescent will be devoted to. What is implied here is an extensive international project "Resuscitation of Ozone Layer". Materialization of the project would involve new technologies advanced by the scientists and experts from the Russian key aerospace companies.

The patching up of the ozone holes is feasible technologically. This would call for the creation of a super powerful unit flying at the height of 25–30 km and capable of generating several thousand tons of ozone a month. The world community (and isn't this the problem of the mankind's concern) needs as few as 30–45 such units to save our Planet from the "ultraviolet death".

Text 4C
Environmental problems

"The most alarming of all man's assaults upon the environment is the contamination of air, earth, rivers and sea with dangerous and even lethal chemicals". – Rachel Carson, Silent Spring.

Air pollution is the result of man's use of lethal chemicals, and is a common hazard in both industrial and developing countries. One form of air pollution is acid rain.

Acid rain results from the release into the atmosphere of sulfur oxide and nitrogen oxide. Electrical generating plants, industrial boilers, large smelters, and automobiles are among the chief source of these emissions. The gases react with water droplets, forming a diluted mixture of sulfuric acid and nitric acid, and it is this mixture that returns to earth in the form of acid rain, mist, or snow. Pushed by wind currents, the acid rain often falls to the ground far from its point of origin.

Acid rain is killing vast stretches of forest in Canada, the United States, and central and northern Europe. In Europe nearly every species of tree is affected. Symptoms include thinning of leaves and needles, deformed growth, and, in some cases, death. Acid rain has acidified lakes and streams, rendering them unable to support fish, wildlife, plants, or insects. In Sweden at least 40,000 of the 90,000 lakes have been affected, and in the United States one in five lakes suffers from this type of pollution.

Oceans cover more than 70% of the earth surface. Despite the vastness of this area, we know little about it. The oceans are just as diverse as the land. They are interwoven with history, although man has looked upon them as barriers and alienspaces.

Life began in the ocean. More than 31/2 billion years ago there evolved simple single-celled organisms. Today the oceans support a wealth of simple and complex sea life, from phytoplankton (drifting plants) to crustaceans (shrimp, crabs) to marine mammals (whales, dolphins). But through ignorance and misun-

derstanding we are placing these resources in jeopardy. There is widespread pollution and disruption of our coastal waters, whales and dolphins are hunted to near extinction, and many fishing areas are being depleted.

The oceans do not belong to a single nation, but are free, open territory to be enjoyed and shared. However, too often nations are overly aggressive in taking the resources the oceans have to offer. A tragic result has been the systematic hunting of whales from one species to another for whalebone, blubber, and oil. In 1985 whales were given a reprieve when the International Whaling Commission imposed, a moratorium on killing whales.

Unfortunately, some harvesting of whales continues. Also, the tuna industry has put the dolphin population at risk and onto the endangered species list. In the past 30 years the tuna-fishing industry has killed more than 6 million dolphins. In the United States steps have been taken to protect the dolphins with the Dolphin Protection Consumer Information Act of 1990, a ban on all drift-net catching of tuna beginning in July 1991 and on the importation of all drift-net-caught fish products beginning in July 1992.

When a plant or animal is gone forever, we say it is extinct. Although extinction is a natural process, in today's world it is happening at an alarming rate.

The African elephant is one of approximately 1,117 species on the endangered species list, and there are more than 4,000 species waiting to be put on the list. Sadly, some may become extinct while waiting to be listed.

Text 4D
Friendly to the Environment Recycling

Recycling is the process of collecting used materials and remanufacturing them into new products instead of throwing them away. This process is important because it reduces the trash in overcrowded landfills, salvages materials that we can use to make new products, and saves our natural resurces.

Used products may be converted or reutilized in a number of ways. Paper is reprocessed into new sheets, glass is cleaned and remolded, and plastic is melted and formed into new products such as carpet backing, fence posts, and drainage pipes.

Recycling is being done worldwide. Japan recycles 95% of its bottles and 50% of its aluminum; the United States recycles only 20% of its bottles and 38% of its aluminum. In Germany a new law requires product manufacturers to create ways of reusing their packaging material.

Helping to solve the garbage crisis is something everyone can do if they just remember the three Rs: "reduce, reuse, and recycle".

Business Goes Green!

Many cities around the world today are heavily polluted. Careless manufacturing processes employed by some industries and lack of consumer demand for environmentally safe products have contributed to the pollution problem. One

result is that millions of tons of glass, paper, plastic, and metal containers are produced, and these are difficult to dispose of.

However, today, more and more consumers are choosing “green” and demanding that the products they buy are safe for the environment. Before they buy a product, they ask questions like these: “Will this hairspray damage the ozone layer?” “Is the packaging biodegradable?” “Will it break down in a trash dump?” “Can this metal container be recycled or can it only be used once?”

A recent survey showed that two out of five adults now consider the environmental safety of a product before they buy it. This means that companies must now change the way they make and sell their products to make sure that they are “green”, that is, friendly to the environment.

Only a few years ago, it was impossible to find green products in supermarkets, but now there are hundreds. Some supermarket products carry labels to show that the product is green. Some companies have made the manufacturing of clean and safe products their main selling point and emphasize it in their advertising.

The concern for a safer and cleaner environment is making companies rethink how they do business. No longer will the public accept the old attitude of “Buy it, use it, throw it away, and forget it”. The public pressure is on, and gradually business is cleaning up its act.

VOCABULARY NOTES

airliner, *n*	літак
steamer, *n*	пароплав
take off, *v*	злітати
sign, *n*	знак, символ
notice, *n*	оголошення
fasten, *v*	застебнути
seat-belt, *n*	пасок безпеки
arrow, *n*	стрілка
switch on, *v*	вмикати
switch off, *v*	вимикати
touch down, *v*	приземлитися
danger, *n*	небезпека
sink, *v*	тонути

sail, *v*	плисти (про корабль)
customs, *n*	митниця
declare, v	декларувати
suitcase, n	чемодан
luggage, n	багаж
harbour, n	гавань, порт
railway station, n	залізничний вокзал
train, n	поїзд
entrance, n	вхід
exit, n	вихід
waiting-room, n	зал очікування
cloak-room, n	камера зберігання
booking office, n	білетна каса (на поїзд, літак)
box office, n	театральна каса
arrival, n	прибуття
arrive (in), v	приїзджати, прибувати (до міста, країни)
refreshment room, n	буфет
stay (in), v	зупинятися
departure, n	відправлення
time off	час відпочинку, вільний час, дозвілля
to watch TV	дивитись телевізор
well off	заможний
outside activities	види діяльності на відкритому повітрі
fishing	рибна ловля
water skiing	катання на водних лижах
to do jobs round the house	виконувати роботу по дому

paint	красити, малювати
wallpaper	шпалери, стінгазета
to get out of town	виїзджати за місто
the wild	пустеля, дика місцина
desert	пустеля
sandy coast	піщане узбережжя
wood	ліс, гай; дерево, деревина, дрова
forest	ліс, заповідник (для полювання)
camp	табор; розташовуватися табором
Camp-fire	табірне вогнище
trailer	трейлер, автомобільний причіп
dune buggy	баггі (тип автомобіля з широкопрофільними шинами)
hang glider	дельтоплан
part time courses	вечірні курси
boat trips	човнові походи
fabulous	казковий, міфічний, легендарний
disturb, v	турбувати
wastes, n	відходи
layer, n	шар
ray, n	промінь
damage, v	приносити шкоду, шкодити, руйнувати
fertilizers, n	мінеральне добриво
dangerous, a	небезпечний
on the brink of extinction	на межі зникнення
penetrate, v	пронизувати
acid rains	кислотний дощ
greenhouse effect	парниковий ефект

ozone depletion	виснаження озонового шару
harm, n	шкода
substance, n	речовина
emit, v	випромінювати, виділяти, викидати
offender, n	кривдник, злочинець
threat, n	загроза
pollution, n	забруднення
adopt, v	приймати
protect, v	захищати
increase, v	збільшувати
destroy, v	руйнувати
aid, n	допомога
environment, n	навколишнє середовище
sewerage, n	каналізація
come to a conclusion	дойти до висновку
do good (harm)	приносити користь (шкоду)
run out of, v	виснажити запас
garbage, n	сміття
dispose, v	ліквідувати
reduce, v	зменшити, скоротити
trash, n	мотлох, сміття
landfill, n	територія
salvage, v	рятувати, збирати
mold, v	відливати в форму, формувати
melt, v	плавити, розтоплювати
consumer demand	попит споживача
lack, n	відсутність, нестача
survey, n	дослідження

sell (sold, sold), v	продавати
emphasize, v	звертати увагу
concern, n	турбота

Exercise I.

a) Give the three forms of the verbs:

to grow, to destroy, to fall, to get, to devote, to join, to set, to protect, to know, to make, to come, to take.

b) Suggest Russian renderings for:

- The scientists the world over made a long-term investigation.
- It is tackling of this problem which is urgent for the Earthlings that the early efforts of the Ecological International of the Green Gross and Green Crescent will be devoted to.

- What is implied here is an extensive international project “Resuscitation of Ozone Layer”.
- The “patching up of the ozone holes” is feasible technologically.
- It’s necessary to take measures now and to use only ecologically friendly technologies.

c) Give the English equivalents for the following phrases from the text ‘Once again about the Ozone Holes’:

Запобігти екологічній кризі; об’єднати зусилля; зруйнувати озоновий шар; свідомий розвиток; промислові відходи; уживати заходів; головні аерокосмічні компанії; світове співтовариство; технічно можливий.

Exercise II.

a) Give synonyms for the following words:

To prevent, purpose, help, to preserve, to dedicate, to be meant, possible, to require, interest, to implement, to establish.

b) Give antonyms to the following adjectives and verbs:

Local, governmental, controlled, short-term, unnecessary, powerless, man-made, to break, to construct, to erect, to exclude, to give up, to do good.

Exercise III.

a) Give corresponding nouns:

To pollute, to control, to develop, to combine, to conclude, to utilize, to waste, to investigate, to create, to set, to solve, to measure;

International, governmental, global, uncontrolled, natural, necessary, ecological, friendly, urgent, feasible, technological, capable, industrial, scientific, financial.

Exercise IV Match the adjectives and the nouns. Consult text 4B:

adjectives	nouns
super powerful	efforts
ecological	development
scientific	civilization
mutual	investigation
ultra-violet	technologies
global	unit
conscientious	problems
non-governmental	crisis
machine-based	warming
long-term	death
friendly	body

Exercise V Translate into English:

1. Перенаселення, забруднення води і повітря, а також використання атомної енергії створили небезпечну ситуацію на планеті.

2. Результатом нерозумної діяльності людини з'явилися такі шкідливі явища, як виснаження озонового шару, парниковий ефект і кислотні дощі.

3. До кінця тисячоліття людство не зуміло зберегти здоров'я і красу планети.

4. Якщо ми нічого не зробимо, то зникнуть багато видів фауни і флори до 2030 року.

5. Учені в усьому світі провели довгострокові дослідження і прийшли до висновку, що озоновий шар виснажується в глобальному масштабі.

6. Всі країни світу повинні об'єднати зусилля, щоб втілити в життя закони і рішення, які були прийняті раніше.

7. “Залатати озонові діри” технічно можливо. Це зажадає створення надпотужних установок, здатних виробляти кілька тисяч тонн озону в місяць.

8. Промислово розвинені країни не можуть і не повинні ігнорувати проблему забруднення навколишнього середовища.

9. Некерований розвиток техногенної цивілізації є однією з причин забруднення навколишнього середовища.

CONVERSATION

Read, translate and learn the texts.

Environment and Ecology

Ecology is the science of how living things are related to their environment. Many people all over the world are concerned about the ecology today. The word “ecology” came from the Greek which means “home”. This idea of “home” includes the whole planet of ours. We must protect our planet from littering, air pollution, water pollution, destruction of natural resources.

We know that polluted air, land and water are harmful to plants, animals and people. Many territories, lakes, rivers, seas, oceans and the atmosphere are polluted with all kinds of technological, chemical, nuclear and other wastes. Awful harm is caused to our home by nuclear tests, atom bombs and accidents on the atomic power stations.

How can we keep our earth clean?

Don’t buy drinks in plastic bottles. These bottles can’t be recycled and plastic won’t even de-grade. If you throw this bottle, it will still litter the earth for ever. Only buy water and other drinks in aluminium cans or glass bottles. Buy milk and juice in cartons. Glass, aluminium and carton can be recycled.

Environmental Protection

The twentieth century is known to be the century of the scientific and technological progress. The achievements of the mankind in mechanization and automation of industrial processes, in chemical industry and conquering outer space, in the creation of atomic power stations and ships are amazing.

But at the same time this progress gave birth to a very serious problem – the poisoning of our planet, its land, its air and water. The ecological harmony is disturbed. The seas are filled with industrial and nuclear waste, chemicals and fertilizers. The concentration of smoke in the air is so high in some industrial centers that it is deadly dangerous just to breathe there.

Many species of flora and fauna have disappeared. Some of them are on the brink of extinction, many have been put down into the “Red Book of Nature”. Every hour some kinds of animals and plants die out for ever.

Acid rains, the greenhouse effect, ozone depletion caused by harmful substances emitted by industrial enterprises are much spoken about.

Unfortunately, some means of transport can be regarded as offenders in poisoning the environment.

Atomic power plants are worth mentioning as a grave threat to the environment nowadays. The pollution of the environment is hard to ignore.

The problem of environmental protection has become an extremely important part of political programmes in many countries nowadays.

The Environmental Movement had gained a lot of supporters long before our country joined it. Many laws and vital decisions on the problem have been adopted, many measures have been taken to protect our forests, rivers, lakes and seas.

However, the Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the point of vanishing. The environmental problems have grown beyond the concern of a single country. Their solution requires the cooperation of all nations.

It is obvious, that only our joint effort will help to avoid a global catastrophe.

UNIT 5

Grammar:

1. Modal Verbs
2. Sequence of Tenses
3. Reported Speech.

Texts:

5A Man the Loser?
5B He started Britain's Railways
5C Inventors and their Inventions
5D Science

Conversation:
The USA

1. Модальні дієслова (Modal Verbs)

	Обов'язок; необхідність		Розумова чи фізична здатність		Прохання, можливість, дозвіл	
Tense / Verb	**Must/to have to/to be to**		**Can/to be able to**		**May/to be allowed to**	
Pre-sent	Should must	have to / has to / am to / are to / is to	can	am / is / are able to	may	am / is / are allowed to
Past	----	had to / was to / were to	could	was / were able to	might	was / were allowed to
Future	----	will have to	----	will be able to	----	will be allowed to

I. Can – Could (*могти*) – to be able to (*бути в змозі*)

1) He can help you. - Він може допомогти тобі.
He could help you. - Він міг допомогти тобі.
He will be able to help you. - Він зможе допомогти тобі.

2) Невже …? *з різними інфінітивами (в питальних реченнях)*
Can it be raining? -Невже йде дощ?

3) Не може бути, щоб … *(в заперечувальних реченнях)*
He can't have come. -Не може бути, щоб він прийшов.

4) Міг би
He could have done it. - Він міг би зробити це.

II. Must (*повинен*) to have to – *повинен через обставини, що склалися;* to be to – *повинен за розкладом, графіком, домовленністю.*

1) You must listen to him. – Ти повинен слухати його.
I have to meet him. - Я маю зустрітись із ним.
I don't have to meet him. – Мені не треба зустрічатися з ним.
He has to speak to me. – Він має поговорити зі мною.
Does he have to speak to me? – Чи повинен він поговорити зімною?
He doesn't have to speak to me. – Він не повини говорити зі мною.

I had to meet him. – Я змушений був зустріти його. (Мені довелося)
Did I have to meet him? – Чи був я змушений зустрітися із ним?
I didn't have to meet him. – Я не мав зустрічатися із ним.

I shall have to meet him. – Я повинен (змушений) буду зустріти його.

He is to report here at 5. – Він повинен доповідати о 5 годині.
I am to report …
We are to report …
He was to report at 5. – Він повинен був доповідати о 5 годині.
We were to report …
He was to have reported at 5. – Він повинен був доповідати. (але не виступив)

2) Повинно бути … – з різним інфінітивами в стверджувальних реченнях
He must be working now. – Він, напевно, працює зараз.
He must have done it. – Він, напевно, зробив це.
He must have misunderstood it. – Він, напевно, не зрозумів це.

III.Should/ought to – доцільність, порада, жорсткий докір (*з різними інфінітивами*)

1) You should learn English. – Тобі належить учити англійську мову.

2) You should have done it yesterday. – Тобі слід було зробити це вчора (але ти не зробив).

3) They ought to help your parents. – Вони повинні допомагати батькам.

4) They ought to have arrived already. – Вони вже повинні були б приїхати.

5) Why should I do it? – З якої речі мені це робити?

6) If you should run into him, remind him about me. – Якщо ти випадково зустрінеш його, нагадай йому про мене.

IV. May – to be allowed to – *дозвіл*

1) You may take it. – Ти можеш взяти це.

I was allowed to take it. – Мені дозволили взяти це.

I shall be allowed to take it. – Мені дозволяють взяти це.

2) May – Можливо, імовірно, певно (з різними інфінітивами)

Might – Ще більш мала імовірність, м'який докір ("*Раптом*", "*не виключено*"*)*

It may rain. – Можливо, буде дощ.

They may (might) have done it. – Напевно, вони це зробили.

You might have helped me. – Ти міг би мені допомогти.

V. Need – сумнів щодо необхідності дії, безглуздість дії (*з різними інфінітивами в питальних і заперечувальних реченнях*)

Need he go there? – Йому треба туди йти?

You needn't have worried. – Не треба було тобі хвилюватись, не було необхідності (а ти хвилювався).

VI. Dare– мати сміливість або нахабство зробити щось; вживається у питальних та негативних реченнях без частки *to*.

How dare you come here? – Як ти посмів сюди прийти?

He dared not say a word – Він не смів і слова сказати.

Запам'ятай!

John Джон	must **напевно**	be at home, вдома.
	can could may might **можливо**	be watching TV now. дивиться телевізор зараз.
		have done his homework already, уже зробив домашнє завдання.
		visit us tomorrow, відвідає нас завтра,
		propose to Adela. освідчиться Аделі.

Can / Could **Невже**	John Джон	be at home? вдома?
		be watching TV now? дивиться телевізор зараз?
		have done his homework already? уже зробив домашнє завдання?
		visit us tomorrow? відвідає нас завтра?
		propose to Adela? освідчиться Аделі?
John can't / couldn't **Неможе бути,** що Джон		be at home, вдома.
		be watching TV now. дивиться телевізор зараз.
		have done his homework already, уже зробив домашнє завдання.
		visit us tomorrow, відвідає нас завтра.
		propose to Adela. освідчиться Аделі.

2. Узгодження Часів (The Sequence of Tenses)

Правило узгодження часів представляє особливу складність, коли присудок головного речення виражений дієсловом в одній з форм минулого часу. В такому випадку в підрядних речення не можуть вживатися форми теперішнього і майбутнього часу дієслів, хоча мова йде про дії, які вчиняються в сьогоденні або будуть вчинятися в майбутньому.

Запам'ятай!

Якщо дієслово в головному реченні стоїть в одному з минулих часів, то і дієслово підрядного речення повинно стояти в одному з минулих часів.

В таких випадках правило узгодження часів в англійській мові допускає три основні варіанти:

1. Якщо дія в підрядному реченні відбувається одночасно з дією в головному реченні, то потрібно використовувати *Past Simple* або *Past Continuous*:

*She **told** him, "I **am going to** the cinema." – Вона сказала йому: "Я йду в кінотеатр".*

*She **told** him that she **was going to** the cinema. – Вона сказала йому, що йде в кінотеатр.*

2. Якщо дія в підрядному реченні передує дії в головному реченні, то дієслово в підрядному використовується в *Past Perfect* або *Past Perfect Continuous*:

*I **was told**, "Boss **was looking for** you." – Мені сказали: "Начальник шукає тебе".*

*I **was told** that boss **had been looking for** me. – Мені сказали, що начальник мене шукає.*

3. Якщо дія в підрядному реченні йде після дії в головному, то потрібно використовувати один з часів групи *Future in the Past* (дивіться сторінку "Часи в англійській мові"):

*They **said**: "We **will call** you tomorrow." – Вони сказали: "Ми вам подзвонимо".*

*They **said** that they **would call** us tomorrow. – Вони сказали, що подзвонять нам завтра.*

Також існують виключення з правил:

1. Час в підрядному реченні може не змінюватися, якщо в ньому зазначено точний час:

He **said** us: "I **was watching** the final match of Champions League that **took place** *in May, 24*". – Він сказав нам: "Я бачив фінал Ліги Чемпіонів, що відбувся 24 травня."

He **told** us that he **was watching** the final match of Champions League that **took place** in May, 24. – Він сказав нам, що бачив фінал Ліги Чемпіонів, що відбувся 24 травня.

2. Або якщо мова йде про загальновідомий факт:

Nicolaus Copernicus **was** the first who **wrote** that earth **is** rotating around the sun. – Миколай Коперник був першим, хто написав, що Земля обертається навколо сонця**.**

Зміна часів у підрядному додатковому реченні при головному реченні у минулому часі	
Present Simple – Past Simple **Present Continuous – Past Continuous**	Для підрядного речення відбувається одночасно з дією головного.

Present Perfect **Past Simple** > **Past Perfect**	Дія підрядного речення передує дії головного.
Future – Future in the Past	Дія підрядного речення відбувається пізніше, ніж дія головного.
Вживаючи Прості речення в ролі підрядних додаткових при головному реченні в минулому часі, змінюйте часи, як зазначено в таблиці.	
Sequence of Tenses	
He **lives** in New York. I thought that he **lived** in New York. Mother **is sleeping**. I knew that mother **was sleeping**	Одночасна дія Одночасна дія
He **has returned** from London. I was told that he **had returned** from London. He **bought** a new car. I heard that he **had bought** a new car.	Дія, що передує Дія, що передує
He **will send** us a letter. I supposed that he **would send** us a letter.	Наступна дія

3. Непряма мова (The Reported Speech)

Час	Пряма мова	Непряма мова
Indefinite	**Future** He said, “John will come soon”.	**Future Indefinite in the Past** He said (that) John would come soon.
	Present He said, “John lives in London”.	**Past Indefinite** He said (that) John lived in London,
	Past He said, “John returned on Monday”.	**Past Perfect** He said (that) John had returned on Monday.
	Future He said, “John will be working from 3 to 5”.	**Future Continuous in the Past** He said (that) John would be working from 3 to 5.
Continuous	**Present** He said, “John is working”.	**Past Continuous** He said (that) John was working.

	Past He said, “John was working from 3 to 5”.	**Past Perfect Continuous** He said (that) John had been working from 3 to 5.
	Future He said, “John will have returned by Monday”.	**Future Perfect in the Past** He said (that) John would have returned by Monday.
Perfect	**Present** He said, “John has already returned”.	**Past Perfect** He said (that) John had already returned.
	Past He said, “John had returned by Monday”.	**Past Perfect** He said (that) John had returned by Monday.
	Future He said, “John will have been working in our firm for 3 years in May”.	**Future Perfect Continuous in the Past** He said (that) John would have been working in their firm for 3 years in May.
Perfect Continuous	**Present** He said, “John has been working since 3”.	**Past Perfect Continuous** He said (that) John had been working since 3.
	Past He said, “By that time John had been working for 3 hours”.	**Past Perfect Continuous** He said (that) by that time John had been working for 3 hours.

Запам’ятай!

Willy said, “I *was born* in *1994”.*	Willy said (that) *he was born* in *1994.*
The teacher said, “Water *boils* at 100 degrees Celcius”.	The teacher said (that) water *boils* at 100 degrees Celcius.
Ned said, “When I *noticed* Liz, she *was crossing* the road”.	Ned said (that) when he *noticed* Liz she *was crossing* the road.

Примітка:

Пряма мова	Непряма мова
this	that
these	those
here	there
now	then
today	that day
yesterday	the previous day/the day before

the day before yesterday	two days before
tomorrow	the next/following day
the day after tomorrow	in two days
last week	the previous week/the week before
next week	the next/following week
3 days ago	3 days before

Приклади:

Peter complained, "I lost my wallet yesterday". - Peter complained (that) he had lost his wallet the day before:
Julia asked Jim, "What are you going to do tomorrow?" - Julia asked Jim what he was going to do the following day.

Розповідні речення (Declarative sentences)

Запам'ятай!

Willy *said*, "I don't like autumn".	Willy *said* (that) he didn't like autumn.
Willy *said to* Kate, "I don't like autumn".	Willy *told* Kate (that) he didn't like autumn.

Питальні речення (Interrogative sentences)

1) Загальні питання

Peter asked Betty	"Do you love me?" "Did you see Ben yesterday?" "Were you shopping the whole dayon Sunday?"	*if/whether* she loved him. *if/whether* she had seen Ben the day before. *if/whether* she had been shopping the whole day on Sunday.

Спеціальні питання

Peter asked Betty	"Why do you love me?" "Where did you see Ben yesterday?" "How long were you shopping on Sunday?"	*why* she loved him. *where* she had seen Ben the day before. *how long* she had been shopping on Sunday.

Спонукальні речення

Peter	**asked**	**Betty**	"Call me later".	to call him later.
	told		"Go home".	to go home.

	warned		“Don’t tell him a word”.	not to tell him a word.
	advised		“Have another try”.	to have another try.
	in-structed		“Be careful with the money”.	to be careful with the mon-ey.
	begged .		“Come back soon”.	to come back soon.
	ordered		“Get the papers ready”.	to get the papers ready.

Запам’ятай!

Willy said, “***Let’s*** think it over”.	Willy ***suggested thinking*** it over.

ВПРАВИ

Exercise I. Complete the sentences below with appropriate modal verbs. Sometimes more than one variant is possible:

1. We _____ not cat in the classroom.
2. Students _____ not talk during a test.
3. We _____ use our dictionaries when we write compositions.
4. You _____ not write a test with a pencil.
5. Students _____ sit in any seat they want.
6. We _____ not use our textbooks during a test.
7. You _____ leave the room if you want.
8. We _____ not go to the lab this afternoon, we'll do it tomorrow.
9. You_____ change the locks without my permission.
10. _____I come in?

Exercise II. Complete the sentences below with appropriate forms of the infinitives in brackets:

1. Kelvin is tired. He must (work) in the garden the whole morning,
2. Can you_____ (go) to the circus yesterday?
3. The sky is grey. It may_____ (rain) soon.
4. I have just seen him at the bus stop. He can't_____ (carry out) the experiment in the lab now.
5. Could Sarah_____ (believe) in ghosts?
6. The headmaster must_____ (suspect) yesterday that we were going to skip the History class.
7. The children must_____ (watch) cartoons. I have never heard them laugh so loudly.
8. We are behind the schedule. We may_____ (have to) work at the weekend.
9. I'm sure he'll come to the test. He must_____ (approach) the school now.
10. The hotel is so big. There must_____ (be) one hundred rooms in it.
11. I haven't seen Karen for a week. She might_____ (go) away for holiday.
12. I saw Ron with a fishing rod. He must (go) fishing.
13. Mrs. Robinson looks so young. She can't_____ (be) 40 already.
14. Could you_____ (forget) to phone Mark yesterday?
15. I can't hear what they are talking about. They may_____ (discuss) arrangements for the Christmas party.

Exercise III. Translate into English:

1. Я не можу зараз розмовляти з тобою.
2. Ти можеш скористатися моїм словником.

3. Учора Деборі довелося їхати на роботу на таксі.
4. Не могли б ви трохи зачекати?
5. Не може бути, що вони зараз говорять про мене.
6. Мій брат, напевно, знову з кимось почав листуватися.
7. Тобі доведеться самому розповісти про власні вчинки.
8. Невже ти ще сумніваєшся, що вона тебе кохає?
9. Теду можна буде залишитися у клубі на всю ніч.
10. Тоні не зможе поїхати з нами до Ліверпулю.
11. Майк не зміг скласти іспит з алгебри з першого разу.
12. Дивись, якою стрункою стала Кетрін. Напевно, вона сидить на дієті.
13. Ти маєш допомогти братові з англійською.
14. Туристам не довелося довго чекати на гарну погоду
15. Не може бути, що виставу скасували.

Exercise IV. Complete the sentences below with appropriate modal verbs (should/ought to/must/need/ have to) and forms of the infinitives in brackets. Sometimes more than one variant is possible:

1. The weather was awful. I was glad I_____ (not go) to work.
2. Mona_____ (not be) so rude to Mrs. Swift yesterday.
3. I'm afraid you_____ (call) the doctor tomorrow.
4. James_____ (not) behave like that if he doesn't want to be expelled from school.
5. You_____ (think) earlier about the possible consequences.
6. Anna_____ (not cook) yesterday, because she was invited to a birthday party.
7. Why I_____ (do) the same task again?
8. Louise_____ (get up) early yesterday to catch his train to Boston.
9. Alex_____ (not buy) any milk. We have enough in the fridge. She only wasted money.
10. My cousin _____ (study) even at night now - he's taking his finals at college.
11. Clark _____ (put on) a warm coat yesterday - he caught a cold.
12. Look! Jack is driving a brand new BMW. He_____ (buy) recently.
13. Ben, you_____ (go) to bed right now! It's nine already.
14. She _____ (miss) her favorite program yesterday because of the class she enrolled in recently.
15. Despite the late hour Mr. Ford _____ (walk) his dog.

Exercise V. Complete the sentences below with appropriate forms of the infinitives in brackets:

1. They must_____ (miss) their bus if they are not here yet.
2. You need _____ (not write) this exercise. It was an oral one.

3. Rona should_____ (turn) to someone for help if she didn't know what, to do.
4. Can he_____ (lose) the key again?
5. Stella might_____ (e-mail) you tomorrow.
6. Luke must_____ (be) ill, too. Everybody around has the flu.
7. Iris may still_____ (try on) dresses.
8. You can't_____ (believe) this story. It was stupid.
9. Martha shouldn't_____ (tell) everybody Pete's secret.
10. You must_____ (kid). It's absolutely incredible.

Exercise VI. Translate into English:

1. Ми могли б подивитися якусь комедію.
2. Тобі не можна слухати музику так гучно.
3. Сусіди, напевно, ще сплять.
4. Мені потрібно сходити до бібліотеки.
5. Не треба було Філу братися за цю роботу самому.
6. Тобі доведеться вибачитися.
7. Чому я маю мити посуд? Сьогодні твоя черга.
8. Спортсменам треба було добре відпочити перед матчем.
9. Я більше не можу його чекати.
10. Можливо, літак уже приземлився.
11. Невже ти досі пишеш твір?
12. Не може бути, що вам не подобаються ці лижі.
13. Треба було тобі самому впевнитися, що все гаразд.
14. Томі потрібно купити нову спідницю.
15. Ганна ледача. Вона має змінитися.

Exercise VII. Open the brackets using the appropriate tense of the verb:

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her.
4. He says that he (to know) the laws of the country.
5. Sarie understood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.
7. He understood that the soldiers (to arrest) him.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) a dog after the burglar immediately.
10. He said he (to leave) tomorrow morning.

11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.
14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman asked George where he (to run) so early.

Exercise VIII. Translate the sentences using the appropriate tense of the verb:

1. Я боявся, що заблукаю в лісі.
2. Вона знала, що ми ніколи не бачили її картини.
3. Вчений був упевнений, що знайде рішення проблеми.
4. Я знав, що ти приїхав до Києва, і вважав, що ти навестиш мене.
5. Ми не думали, що він так розсердиться.
6. Ми вчора дізналися, що вона хвора.
7. Він думав, що вона не прийде в школу.
8. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде до Франції.
9. Мені сказали що ти мені дзвонив.
10. Я думав, що ти в Дніпрі.
11. Я не знав, що ти вже повернувся до столиці.
12. Ми сподівалися, що поїдемо в Лондон.
13. Учитель сказав, що наші друзі прислали лист з Америки.
14. Вона сказала, що її подруга запросила її в театр.
15. Ми боялися, що не купимо квиток до театру.

Exercise IX. Recast the sentences below into indirect speech:

1. Kate said, “We can walk in the park if you like”.
2. Sue said, “I’m sorry I didn’t come yesterday”.
3. Mark remarked, “I don’t know when The Sony Company was founded”.
4. My granny used to say, “There are so many people who don’t observe any rules”.
5. He said, “Our new neighbour always dresses so elegantly”.
6. My friend said to me, “I have missed you so much lately”.
7. The students said to the teacher, “We didn’t mean to disrupt the class”.
8. My colleague said, “I entirely agree with you”.
9. Tom said to me, “Amanda had a baby in May”.
10. The department head said, “We’ll have to make some changes in the schedule”.
11. My guest said, “I usually have three spoonfuls of sugar with my tea”.
12. Andrew said, “Last year we went to China”.
13. Tom complained, “I’m very tired. I had very little sleep last night”.

14. The mother said to her children, “A trip to a wildlife park is too expensive for us”.

15. The father scolded his son, “You can’t spend the whole days lazing about”.

Exercise X. Translate into English :

1. Підлітки поскаржилися, що їм не вистачає кишенькових грошей.
2. Співачка розказала у своєму інтерв’ю, що пише пісні з дитинства.
3. Дресирувальник сказав, що леви готові до виступів на арені.
4. Мій бос пообіцяв, що мені підвищать заробітню платню.
5. Лікар сказав, що загроза минула.
6. Деніс стверджував, що не брав гроші.
7. Хлопчик повторював, що бачив щось дивне в темній кімнаті.
8. Редактор заявив, що газета змінює свій напрям.
9. Мама каже, що мені ще рано заміж.
10. Майкл відповів, що не збирається продовжувати навчання.
11. Мені сказали, що виліт затримується.
12. Синоптики стверджують, що погода погіршиться наприкінці тижня.
13. Моя бабуся завжди казала, що життя стало цікавішим.
14. Фред згадав, що залишив гаманець у кишені плаща.
15. Я не знала, що ніколи більше його не побачу.

Exercise XI. Recast the sentences below into indirect speech:

1. Megan asked, “Have we met before?”
2. Granny asked me, “Are you hungry?”
3. Arthur wondered, “Is everybody here?”
4. The kids asked their dad, “Are we going to the circus?”
5. The policeman inquired, “Did you see the robber clearly?”
6. She asked me, “Is the water warm?”
7. Sonya wondered, “Have you been waiting long?”
8. Deborah asked, “Will you have finished the work by 6?”
9. The waiter asked, “Would you like something for dessert?”
10. My brother asked me, “Have you seen my belt?”
11. Mr. Smith wondered, “Were you sleeping at 3 yesterday?”
12. The woman asked, “Had everybody come by 3?”
13. The surgeon asked, “Does it hurt?”
14. The insurance inspector asked, “Does the painting really cost a million?”
15. The nurse asked, “Have you taken the medicine?”

Exercise XII. Recast the sentences below into indirect speech:

1. Mally asked, “What is your favorite magazine?”

2. Hector asked, “Where have you been?”
3. The woman wondered, “When will you come again?”
4. Liz asked, “How can I get there?”
5. I was asked, “Why are you so embarrassed?”
6. Alex inquired, “How much did you pay for the script?”
7. Rachel asked, “Whose towel is it?”
8. Bill asked, “Who is knocking?”
9. Nick asked, “What is going on here?”
10. The teacher asked, “Where is your homework?”
11. A friend of mine asked, “What have you been doing lately?”
12. Bella wondered, “How did you spend your holiday?”
13. Angela asked, “How many people have you invited to the party?”
14. A passer-by asked, “How far is it to the City Hall?”
15. The shop assistant asked the customer, “How much butter would you like?”

Exercise XIII. Translate into English:

1. Мати спитала мене, коли я повернулася зі школи додому.
2. Кондуктор запитав мене, де мій квиток.
3. Тренер запитав гравців, чому вони припинили тренування.
4. Лікар запитав пацієнта, як довго він уже кашляє.
5. Стюардеса запитала, що буде їсти пасажир.
6. Девід поцікавився, чому я посміхаюся.
7. Покупець спитав, скільки коштує велосипед.
8. Бібліотекар запитав, коли я поверну підручник.
9. Дідусь запитав онука, як він вчиться.
10. Сусід поцікавився, коли ми закінчимо ремонт оселі.
11. Саша запитала, скільки хвилин я на неї чекаю.
12. Бабуся запитала, чому я досі не сплю.
13. Директор школи запитав, скільки учнів відсутні на зайняттях.
14. Василь поцікавився у свого брата, де він узяв новий програвач.
15. Туристи запитали гіда, де вони можуть повечеряти.

Exercise XIV. Recast the sentences below into indirect speech:

1. Joshuah said, “Don’t disturb me, I’m busy”.
2. Mr. Bin warned me, “Don’t forget your ticket”.
3. Ron said, “Let’s skip the lesson”.
4. Sean advised me, “Put on a sweater if you don’t want to get cold”.
5. Kevin said, “Turn to somebody else”.
6. Brendon begged Lucy, “Don’t tell anybody about my failure”.
7. Tom asked me, “Bring something for dinner”.

8. A classmate of mine said, “Let’s throw a party on Saturday”.
9. Buck said, “Watch your step!”
10. The taxi-driver said, “Don’t slam the door!”

Exercise XV. Translate into English :

1. Мій кузен стверджував, що бачив прибульців.
2. Том запитав мати, чи фільм уже розпочався.
3. Учні не здогадувалися, що зробили важливе відкриття.
4. Він не зміг відповісти на запитання, коли був заснований Лондонський університет.
5. Ненсі розповіла поліції, що постріл пролунав, коли вона готувала вечерю.
6. Я не знала, що нікого немає вдома.
7. Барбара запитала, скільки часу залишилося до кінця уроку.
8. Генерал наказав офіцерам посилити дисципліну.
9. Моя тітонька запропонувала зустріти Новий рік разом.
10. Учителька наказала учням не підказувати Михайлові.
11. Батько попередив мене, що повернеться, коли я вже буду спати.
12. Учитель фізики пояснив дітям, що метали проводять електричний струм.
13. Я відчувала, що тебе щось бентежить.
14. Актор розповів про те, як розпочав свою кар’єру.
15. Слідчий розпитував свідків, як усе сталося.

TEXTS

Read, translate (in written form) and retell the following texts briefly.

Text 5A
Man the loser

The warming of the climate on Earth that could only be registered by experts at the beginning of the century is obvious to everybody in our day. The process has been set off by the rising content of carbon dioxide in the atmosphere and is directly traceable to human activity: the burning of fuels, the spewing of industrial exhausts, the felling of forests, and erosion of farmlands. However, some of the carbon dioxide is effectively absorbed from the air by the ocean and the green plants on land. Who will win in this "competition" between Man and Nature? What will happen to the global climate in a longer run, beyond the turn of this century?

A mathematical model has been developed by some employees of the Computer Centre of the Russian Academy of Sciences in an attempt to answer these questions. The model is described by a system of 1,500 differential equations using such variables as amounts of carbon dioxide in the biomass of living plants and in humus. To obtain accurate results, the scholars divided the land mass on the geographical map into meshes measuring 4 by 5 degrees. They have taken in the mean annual temperature, rainfall, and plant production over the year, since these characteristics are influenced by the carbon dioxide content in the atmosphere. The analysis has been carried out for such regions as Europe, the tropical forests, Canada, the USA, and this country since 1860 and has been extended till the year 2000.

It turned out that carbon dioxide is absorbed in all the regions, the forests in the temperate zone of the Northern Hemisphere playing the most significant role in the process. However, up to 53 percent of carbon dioxide contributed by industrial exhausts remains in the atmosphere (in the tropical forest zone the figure is considerably lower, while in the temperate and northern regions it is rising continuously). Apparently, plants can no longer absorb these excessive amounts of carbon dioxide. According to some estimates, the capability of green plants on land to absorb carbon dioxide declined after 2000, and at some point between 2000 and 2030 the land itself may become a source of carbon dioxide!

If it happens, if at all, depends on many factors, in the first place, on the ecological strategy of mankind which appears to be climbing further out on to the limb.

Text 5B
He Started Britain's railways

During the First Industrial Revolution machinery was taking the place of human labour and factories were being built all over England. The new factories

needed coal for driving their machines, therefore the demand for coal was becoming so great that a quicker and cheaper method of transport was becoming an urgent need.

Several attempts had already been made to design a steam locomotive, based upon Watt's stationary engines. None of the attempts had been successful.

Stephenson had followed these earlier experiments with great interest, and he became convinced that he could design a locomotive. So he decided to try to build an engine with two vertical cylinders and a boiler, eight feet long and three feet in diameter. He then laid, instead of the wooden rails used by the horse wagons, smooth metal rails for his engine to run on. This innovation made his experiment successful. His locomotive hauled eight loaded wagons weighing more than thirty tons at a speed of four miles an hour.

No engine had done such a thing before, but Stephenson considered this engine only a beginning. When he heard that there were plans to build a railway of about thirty-six miles for horse-drawn wagons to carry both goods and passengers between Stockton and Darlington, Stephenson asked for the task of building the railway. He said that he was going to use metal instead of wooden rails, and steam-engines instead of horses. Stephenson even decided to establish his own locomotive factory in Newcastle to build locomotives for the Stockton - Darlington railway.

When the new railway was opened on September 27, 1825, several thousand people came to watch the ceremony. The train consisted of six wagons loaded with coal and flour and twenty -two trucks had benches for the use of any members of the public who wished to ride. Stephenson himself drove the engine. By the time the train reached Stockton, it was carrying more than six hundred passengers.

The building of the Stockton-Darlington railway for a steam locomotive won Stephenson such a good reputation that he was soon invited to build a still larger railway, this time between Liverpool and Manchester to serve the expanding cotton industry.

While this work was going on, the promoters of the railway offered a prize to the engineer who would build the best engine for it. There were five competitors, but the prize was won by George Stephenson with his new engine the *Rocket*. This engine had a boiler with twenty-five fire-tubes in it, which improved steam generation.

Text 5C
Inventors and their inventions

Edison is known as one of the greatest inventors of his time. He invented so much that it is difficult to say which of his achievements is the greatest. He was an experimenter and a practical man more than a theoretician.

In 1868 Edison built his first patented invention – an electromagnetic device.

All his inventions were the result of hard work. He sometimes made thousands of experiments. According to his words the idea that a genius works only by inspiration was absurd. “Genius is 2 per cent inspiration and 98 per cent perspiration,” he often said.

Samuel Colt was an American. He lived in the 19th century. In 1836 he designed and patented a pistol. It was a pistol with a revolving barrel that could fire 6 bullets one after the other. It was the first pistol of its kind. Later there came many other pistols with 6 bullets.

Rudolf Diesel was a German engineer. He was born in 1858 and died in 1913. In 1897 he invented a new internal combustion engine. This engine is known as a diesel and it began a transport revolution in cars, lorries, trains and ships. The main advantage of diesels is that they run on rather cheap fuel.

Samuel Finley Morse was born in 1791. He died in 1872. He was a portrait painter. Then he became the inventor. For 12 years he tried to perfect the telegraph and he was a success. Later he invented the telegraphic dot-and-dash alphabet. Now it is known as Morse code. Morse code was not only one in America of that time. There were some others. But now we use Morse code all over the world.

Charles Makintosh lived from 1766 to 1843. He lived in Scotland and was a chemist by profession. He worked in a textile industry. In 1823 he developed a rubber solution. This rubber solution was used for raincoat production. Raincoats with this rubber solution didn’t allow water to penetrate. These raincoats were called makintoshes. Now people all over the world use them in spring and in autumn.

Charles Rolls was born in 1881 in Great Britain. He died in 1910. He was an aristocrat and businessman. He was especially interested in cars. Once he met another enthusiast of cars Henry Royce. Henry Royce was a famous car engineer. They decided to design the most comfortable and reliable car. At the beginning of the 20th century it seemed to be a fantasy. But they worked hard and at last in 1907 they created the world-famous Rolls-Royce car. It was so comfortable and reliable that one of the models of Rolls-Royce cars “Silver Ghost” hadn’t changed greatly for 20 years since 1907.

Gotlif Daimler and Charles Benz were two inventors. They lived in Germany. They were both interested in car production. At the end of the 19th century each of them designed a car. At the same time they organized two independent firms to produce them.

All the cars produced by the firm of Daimler were called “Mercedes”. Mercedes was a daughter’s name of one of the stockholders of the firm. This man saved the firm of Daimler from the financial crisis at the beginning of the 20th century. But after the World War I the firm of Daimler met financial difficulties again. This time it had to join the firm of Benz. Since that time all the cars produced by the firm “Daimler-Benz” have been called “Mercedes-Benz”.

Text 5D
Science

Science is important to world peace in many ways. On one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy; they have begun to develop a number of solutions to the energy problem – for example, using energy from the sun and from the atom. Scientists have also analyzed the world's resources. We can begin to learn to share the resources with the knowledge provided to us by science. Science studies the Universe and how to use its possibilities for the benefit of men.

Science is also important to everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of advances in technology and, if the present patterns continue, technology will affect us even more in the future than it does now. In some cases, such as technology for taking salt out of ocean water, technology may be essential for our lives on Earth.

The study of science also provides people with an understanding of natural world. Scientists are learning to predict earthquakes, are continuing to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and developments of the human race. The study of the natural world may help improve life for many people all over the world.

VOCABULARY NOTES

machinery, *n*	машини, механізми
drive (drove, driven), *v*	приводити в рух, водити (автомобіль)
urgent, *a*	терміновий
demand, *n*	потреба
attempt, *n*	спроба
steam, *n*	пар
stationary, *a*	нерухомий, стаціонарний
convince, *v*	переконувати
boiler, *n*	котел
smooth, *a*	рівний, гладкий
run (ran, run), *v*	рухатися, працювати, керувати
innovation, *n*	нововведення
load, *v*	нагружати
weigh, *v*	важити
speed, *n*	швидкість
carry, *v*	перевозити, переносити
goods, *n*	товар, товари
instead of, *prep*	замість
own, *a*	особистий

consist (of), *v*	складатися (з)
coal, *n*	вугілля
truck, *n*	відкрита з/д платформа, товарний вагон, вагонетка, фура
ride (rode, ridden), *v*	їхати (верхи)
win (won, won), *v*	завойовувати, вигравати
expand, *v*	розширювати(ся)
go on, *v*	продовжувати(ся)
competitor, *n*	конкурент, суперник
improve, *v*	покращувати
engine, *n*	двигун, машина
science, *n*	наука
scientist, *n*	вчений
scientific, *a*	науковий
to develop the modern tools of war	створити сучасну зброю
to supply the world with energy	забезпечити світ енергією
to share the resources	спільно користуватися ресурсами
a solution to the problem	рішення проблеми
knowledge provided by science	знання, що дає наука
the Universe	Всесвіт
for the benefit of men	на благо людини
to be affected by modern technology	бути під впливом сучасних технологій
advances in technology	технічні досягнення
to be essential for	мати величезне значення для
to predict earthquakes	передбачати землетрус
the origin and developments	походження та розвиток
a basic knowledge of science	основи науки

Exercise I. Read and translate the following phrases:

First Industrial Revolution, human labour, all over England, steam locomotive, stationary engines, metal rails, eight loaded wagons, four miles an hour, locomotive factory, any members of the public, drive the engine, the expanding cotton industry, steam generation.

Exercise II. Read the text '*He Started Britain's Railways'*. Find the English equivalents for the following Ukrainian words and phrases:

Вісім футів завдовжки; діаметром в три фути; зі швидкістю чотири милі на годину; перевозити товари; використовувати металічні рельси за-

мість дерев'яних; лавки для усіх, хто зібрався і захотів їхати потягом; незабаром його запросили будувати більш велику залізницю; цього разу; заснувати приз; до того часу, як; слідкувати за експериментами; тянути вісім навантажених вагонів.

Exercise III. Use the English equivalents for the words and phrases in brackets:

Science helped develop /сучасна зброя/. 2. Science develops more and more /рішення/ to the energy problem. 3. Scientists predict /землетрус/. 4. Knowledge is /необхідний/ for people. 5. Scientists are trying to /врятувати світ/ through research. 6. The problem of /забезпечення світу/ with enough energy is essential. 7. /Світові ресурси/ are not limitless. 8. Science studies /Всесвіт/ and how to use its /можливості/. 9. Technology will affect people even more /в майбутньому/.

Exercise IV. Complete the following sentences. Use the vocabulary of the text:

1. Scientists have learned to use the energy of _____.
2. Science helped improve _____.
3. Knowledge is essential for people to find _____.
4. The study of science provides people with _____.
5. Scientists study many natural phenomena such as _____.
6. The origin and developments of the human race is a very _____.
7. A basic knowledge of science _____.

Exercise V. Find in the text *'Science'* the English equivalents for the following Ukrainian phrases:

- Створити сучасну зброю;
- Зберегти світ;
- Покращити життя;
- Проблема забезпечення світу енергією;
- Розробити ряд рішень по енергетичній проблемі;
- Аналізувати світові ресурси;
- Спільно користуватися ресурсами;

- Знання, що дає наука;
- Всесвіт;
- Використовувати можливості на благо людини;
- Бути зв’язаним із сучасною технікою;
- результат технічних досягнень;
- мати велике значення для життя;
- давати людям розуміння чого-небудь;
- передбачати землетрус;
- вивчати різноманітні аспекти біології людини;
- походження та розвиток людського роду;
- базові знання науки;
- орієнтуватися в мінливому світі.

CONVERSATION

The USA

The United States of America is the fourth largest country in the world (after Russia, Canada, and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometres. The USA borders on Canada in the north and on Mexico in the south. It also has a sea boarder with Russia.

The USA is made up of 50 states and the District of Columbia where the capital of the country, Washington, is situated. The population of the country is about 250 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera, and the Sierra Nevada. The highest peak is Mount McKinley, which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande, and the Columbia. The Great Lakes on the border with Canada are the largest and deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part of the country is continental. The south has subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

The USA is a highly developed industrial country. It is the leading producer of copper and oil and the worlds second producer of iron ore and coal. On the industrial enterprises of the country they produce aircrafts, cars, textiles, radio and television sets, weapon, furniture, and paper.

Though mainly European and African in origin, the Americans are made up from nearly all races and nations, including the Chinese and the native Americans – Indians.

The largest cities are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco, and others.

The United States is a federal republic consisting of 50 states, each of which has its own government. The seat of the central (federal) government is Washington, D. C. According to the Constitution of the USA, the powers of the government are divided into 3 branches: the executive, headed by the President, the legislative, exercised by the Congress, and the juridical. The Congress consists of the Senate and the House of Representatives. There are two main political parties in the USA: the Republican and the Democratic.

UNIT 6

Grammar:

1. Infinitive
2. Particle
3. Gerund

Texts:

6A Science and Technology
6B The Telegraph
6C Thomas Alva Edison
6D US Economy

Conversation:

English Speaking Countries

1. Інфінитив (The Infinitive)

Форми інфінитиву

	Активний стан	**Приклад**	**Пасивний стан**	**Приклад**
Indefinite	**(to) *V***	*I'd like **to go** for a walk.*	**(to) be *V(ed)/V3***	*The article must **be translated** to-day.*
Continuous	**(to) be *V(ing)***	*She seems **to be sleeping**.*		
Perfect	**(to) have *V(ed)/V3***	*I'm glad **to have seen** her.*	**(to) have been + *V(ed)/V3***	*The article **should have been translated** two days ago.*
Perfect Continuous	**(to) have been *V(ing)***	*She must **have been sitting** here since early morning.*		

ДІЄСЛОВА, ПІСЛЯ ЯКИХ УЖИВАЄТЬСЯ ТІЛЬКИ ІНФІНІТИВ

to desire – бажати
to expect – розраховувати
to hesitate – вагатися
to intend, to mean - мати намір
to try – намагатися
to want – хотіти
to manage - справлятися
to decide - вирішувати

to fail – провалюватися (у якій-небудь справі)
to begin – починати
to continue – продовжувати
to arrange – домовлятися
to agree – погоджуватися
to prefer - віддавати перевагу
to seem – здаватися, вбачати
to ask – просити
to promise – обіцяти
to forget – забувати
to demand – вимагати
to remember – пам'ятати
to hate – ненавидіти
to like – подобатися
to hope – сподіватися
to love – кохати, любити

Граматичні конструкції з інфінитивом

Складний додаток (***Complex Object***) використовується в наступних випадках:

Після дієслів фізичного сприйняття: **see** (бачити), **hear** (чути), **watch** (дивитися), **notice** (помічати), **feel** (відчувати), **observe** (помічати).

Наприклад:

- We saw her cry (crying). – Ми бачили, як вона плаче.
- He watched them run (running). – Він спостерігав, як вони бігли.
- They notice her smile (smiling). – Вони помічають, як вона посміхається.
- He felt his legs trembling. – Він відчув, що його ноги тремтять.

Зауважте після дієслова '**to see**' в значенні "розуміти" потрібно використовувати Підрядне речення, а не складний додаток.

Наприклад:

- We saw they were trying to deceive us. – Ми зрозуміли, що вони намагаються обдурити нас.

Те ж саме стосується дієслова '**to hear**' в значенні "знати, бути в курсі".

Наприклад:

- *We hear they have left for Paris. – Ми знаємо, що вони поїхали в Париж.*

В даному випадку інфінітив використовується без частки 'to'.

Після дієслів ментального сприйняття: **think** (думати), **consider** (вважати), **find** (знаходити), **believe** (вірити), **expect** (очікувати), **admit** (допус-

кати), **know** (знати), **suppose** (припускати), **imagine** (представляти), **feel** (відчувати), **trust** (вірити), **acknowledge** (визнавати), **assume** (приймати), **deny** (заперечувати), **prove** (доводити):

Наприклад:

- *We thought him to be a bad man. – Ми вважали його поганою людиною.*
- *She found him to be broken. – Вона знайшла його зламаним.*

А також з дієсловами проголошення: **pronounce** (оголошувати), **declare** (проголошувати):

- *I pronounce you to be a husband and a wife. – Я оголошую вас чоловіком і дружиною.*

Може використовуватися інфінітив в даному випадку і з часткою '**to**', і без неї. У багатьох випадках 'to' опускається.

Після дієслів, що виражають наказ, дозвіл, прохання: **order** (наказувати), **ask** (просити), **force** (змушувати), **cause** (заподіювати), **allow** (дозволяти). Без '**to**' будуть вживатися такі дієслова: **let** (дозволяти), **command** (наказувати), **compel** (примушувати), **request** (вимагати), **persuade** (переконувати), **mean** (значити), **get** (отримувати), **make** (змушувати):

- *They made us cry. – Вони змусили нас плакати.*
- *He asked him to return in time. – Він попросив його повернутися вчасно.*

Після дієслів, які виражають симпатію, антипатію, бажання, перевагу: **want** (хотіти), **wish** (бажати), **would like** (хотіти), **hate** (ненавидіти), **can not stand** (не виносити), **desire** (бажати), **mean** (значити), **intend** (мати намір), **dislike** (не любити), **like** (любити), **love** (любити).

He would like her to speak louder.
They hated her to think they were late in purpose.

В даному випадку інфінітив використовується з часткою '**to**'.

Складний додаток (Complex Object)

На українську мову речення зі складним додатком можуть перекладатися двома способами:

- складнопідрядним реченням;
- конструкцією з інфінітивом.

Дієслова, які вимагають використання прийменника, зберігають цей прийменник в складному додатку (наприклад, **rely on**, **wait for**, **listen to**).

Наприклад:

She was listening to wind blowing outside.

Дієприкметник теперішнього часу показує дію в прогресі.
Наприклад:

We saw them running.

Дієприкметник минулого часу використовується зі складним додатком після **‘have**’ в конструкції ‘**to have something done**’.
Наприклад:

He has had his hair cut.

Складний підмет (Complex Subject)

Complex Subject в англійській мові застосовується з певними дієсловами. Ці дієслова умовно можна розділити на кілька груп. Отже, в якості присудка в реченні можуть перебувати дієслова, що виражають:

1. Поінформованість, знання, твердження: **to know** (знати), **to think** (думати), **to state** (заявляти, стверджувати), **to report** (повідомляти), **to say** (говорити), **to announce** (повідомляти).

*She **is known to live** in France. – Відомо, що вона живе у Франції.*
*The film festival **was reported to take place** in July this year. – Повідомляли, що кінофестиваль пройде в липні цього року.*
*He **was thought to study** here. – Думали, що він навчається тут.*

2. Припущення: **to expect** (чекати), **to suppose** (припускати), **to believe**(вірити), **to consider** (вважати, мабуть), **to ask** (питати).

*The student **is expected to become** a famous writer. – Очікують, що цей студент стане відомим письменником.*
*The tickets **were supposed to be sold** in the afternoon. – Припускали, що квитки продадуть до обіду.*

3. Сприйняття: **to see** (бачити), **to hear** (чути), **to notice** (відзначати).

*The car **was seen to disappear**. – Бачили, як машина зникла.*
*She **was seen to enter**. – Бачили, як вона увійшла.*

4. Також *Complex Subject* в англійській мові використовується після таких словосполучень, як **to be likely** (ймовірно), ***to be unlikely*** (малоймовірно), **to be certain** (безсумнівно), **to be sure** (обов’язково).

*She **is likely to succeed**. – Ймовірно, її чекає успіх.*

The bag **is not likely to have been stolen**. – *Малоймовірно, що сумку вкрали.*

Всі перераховані дієслова, будучи присудками, можуть стояти у будь-якому часі, але тільки в пасивному (пасивному заставі – *Passive voice).* Є ще група дієслів, які вживаються з конструкцією *Complex Subject* в англійській мові, але в дійсному (активному – *Active voice)* заставі. Це наступні дієслова: ***to appear*** (з'являтися), здаватися; ***to seem*** (здаватися); **to happen** (траплятися); ***to prove*** / ***to turn out*** (опинитися, виявитися).

The second part of the movie ***appeared to be*** *less interesting. – Виявилося, що друга частина фільму не така цікава.*

He ***seems to be sleeping***. *– Здається, що він спить.*

2. Дієприкметник та дієприслівник (Participle I, II)

Дієприкметник є не особовою формою дієслова (інколи прислівника), так і дієслова. Дієприкметник може виконувати у реченні дві функції – означення і обставини. Цим двом функціям англійського дієприкметника Participle в українській мові відповідають дві не особові форми – дієприкметник і дієприслівник:

Participle I			**Participle II**	
Indefinite	Active	Passive	1. Основа стандартного дієслова + **ed**	Ask**ed**
	Ask**ing**	**being** ask**ed**		
Perfect	**Having** ask**ed**	**Having been** ask**ed**	2. Особлива форма дієслів	**Go - Gone**

Форма	Active Voice	Passive Voice
Дієприкметник теперішнього часу (Present Participle) (Participle I)	writ**ing** teach**ing**	**being written** **being taught**
Перфектний дієприкметник (Perfect Participle)	**having written** **having taught**	**having been written** **having been taught**
Дієприкметник минулого часу (Past Participle) (Participle II)	-	**written** **taught**

Категорія часу дієприкметника має відносний характер. Participle I вказує на дію, що відбувається одночасно з дією вираженою присудком:

Working *at his new device, the inventor made numerous experiments. – Працюючи над своїм пристоєм, винахідник провів безліч експериментів.*

Дія, виражена Participle II, завжди має пасивний характер, тобто спрямована на предмет або особу, з якими ця форма зв'язана:

The units **used** to measure time, space and mass are called fundamental units. – Одиниці, що використовуються для виміру часу, простору та маси, називають фундаментальними одиницями.

Perfect Participle вказує на закінченість дії, вираженої присудком:

Having made *a great number of experiments with different substances, the chemists found that most of them could be decomposed into other substances. – Провівши безліч експериментів з різними речовинами, хіміки виявили, що більшість з них можна розкласти на інші речовини.*

Переклад різних форм дієприкметників на українську мову		
Форми дієприкметника	Як їх перекладати	
	дієприкметником	дієприслівником
reading	**який читає**	**читаючи**
having read	**—**	**прочитавши**
being read	**який читають**	**коли його читали**
having been read	—	**коли його прочитали**
read	**прочитаний**	—
building	**який будує**	**будуючи**
having built	**—**	**побудувавши**
being built	**який будують**	**коли його будували** **коли його побудували**
having been built	—	**коли його побудували**
built	**побудований**	—

3. Герундій (The Gerund)

	Active	Passive
Indefinite Perfect	**writing** **having written**	**being written** **having been written**

Герундій (**The Gerund**) – це не особова форма англійського дієслова з суфіксом **-ing**, що поєднує в собі риси іменника і дієслова й що несе в собі відтінок значення деякого процесу. Герундій має прості форми (emitting) та складні (being emitted, having emitted, having been emitted).

В реченні може виконувати функції підмета, означення, частини присудка (предикатив), додатка, обставин.

У прикладах нижче зверніть увагу на форми герундія (present – форма теперішнього часу, perfect – перфектна форма, passive – форма пасивного стану, negative – негативна форма):

I like **shooting**.
Мені подобається *стріляти*. (*Форма герундія:* ***present***.)

He does not like **being told** what to do.
Йому не подобається, коли йому *кажуть*, що робити. (*Форма герундія:* ***passive***.)

She loves **being looked at**.
Їй подобається, коли на неї *дивляться*. (*Форма герундія:* ***passive***.)

He was charged with **having committed** arson.
Його звинуватили в *вчиненні* підпалу. (*Форма герундія:* ***perfect***.)

He complained of **having been tortured** by the police.
Він подав скаргу на те, що *був підданий тортурам* з боку поліції.
(*Форма герундія:* ***perfect passive***.)

Not knowing *what to do, she went home.*
Не знаючи, що робити, вона пішла додому. (Форма герундія: ***negative****.)*

Flying *makes me sick.*
Під час польоту мене нудить. (Функція герундія: підмет.)

Trespassing *is prohibited.*
Порушення прав власності заборонено. (Функція герундія: підмет.)

We don't allow ***smoking*** *in our house.*
Ми не дозволяємо палити в нашому домі. (Функція герундія: прямий додаток.)

I don't believe in ***buying*** *wine as an investment.*
Я не вважаю, що покупка вина – це хороше вкладення. (Функція герундія: присвійний додаток.)

My favorite activity is ***reading****.*
Моє улюблене заняття – читання. (Функція герундія: предикатив.)

*Our mistake was **trusting** him.*
Наша помилка полягала в тому, що ми повірили йому. (Функція герундія: предикатив.)

Запам'ятайте дієслова і вирази, що вимагають після себе **герундія**		
to avoid **to burst out** **cannot help** **to deny** **to enjoy**	**to excuse** **to finish** **to forgive** **to give up** **to go on**	**to keep (on)** **to mind**[1] **to postpone** **to put off** **to stop**

Запам'ятайте дієслова і вирази, що вимагають після себе **герундія** з певним прийменниками	
to accuse of	**to insist on**
to agree to	**to look forward to**
to approve of	**to object to**
to be afraid of	**to persist in**
to congratulate on	**to prevent from**
to depend on	**to succeed in**
to dream of	**to suspect of**
to feel like	**to thank for**
to give up the idea of	**to think of**

ВПРАВИ

Exercise I. Complete the sentences below with appropriate forms of the infinitives in brackets:

1. I want _____ (see) a principal.
2. Your car will _____ (repair) by next Monday.
3. It's important_____ (listen to) her alibi.
4. She agreed_____(meet) with Jack.
5. They are too lazy _____ (wake up) at dawn.
6. Why not_____ (visit) your parents?
7. I'd better_____ (go) home now.
8. It's necessary_____ (plan) everything carefully.
9. She sat down_____ (go) to the out of the way village.
10. She was made_____ (go) to the out of the way village.

Exercise II. Translate into English:

1. Джессіка була досить розумною, щоб зрозуміти мій натяк.
2. Хто дозволив тобі використовувати. моє ім'я?
3. Мати примусила Тоні працювати на городі.
4. Здається, концерт уже закінчується.
5. Я вважав, що справа є невідкладною.
6. Дуже добре з вашого боку попередити мене про розіграш.
7. Він робить вигляд, ніби продивляється кореспонденцію.
8. Друзі переконали-мене купити будиночок на березі озера.
9. Не хочу, щоб мене використовували в чиїхось цілях.
10. Чому б не спитати його поради?
11. Я не очікувала, що мене нагородять цінним подарунком.
12. Вважають, що поліція заарештувала не ту людину.
13. Хільду примусили тричі переписати вправу.
14. Ти не забув поставити молоко в холодильник?
15. Він присягався, що виконав усі вправи сам

Exercise III. Remake the sentences using Complex Object:

Наприклад *He dropped his bag. I saw it.*
I saw him drop his bag.

1. The boy noticed a bird. It flew on to the bush near the window.
2. Jane saw her neighbor. He opened the door of his flat and went in.
3. I saw him. He pointed to a picture on the wall.
4. I heard him. He shut the door of the study.

5. We saw that the children climbed to the tops of the trees.
6. I noticed that Henry went up and spoke to the stranger.
7. He slipped and fell. I saw it.
8. I heard that she suddenly cried out loudly.
9. She bent and picked up something from the floor. The policeman saw it.
10. I saw that he opened the door and left the room.
11. She dropped the cup on the floor and broke it. I saw it.
12. They turned the corner and disappeared. We watched them.
13. The doctor touched the boy's leg. The boy felt it.
14. Pete bought some flowers. His friends saw it.
15. The wounded hunter felt that the bear touched him, but he did not move.

Exercise IV. Translate into Ukrainian:

1. He felt her arm slipping through his.
2. She felt her hands tremble.
3. Now and then he could hear a car passing.
4. He felt his heart beat with joy.
5. He felt his heart beating with joy.
6. She could hear her father walking up and down the picture gallery.
7. We saw him cross the street looking to the left and to the right.
8. I felt the wind blowing through a crack in the wall.
9. We stood on deck and watched the sun going down.
10. I heard him playing the piano in the house.
11. It is nice to see people enjoying themselves.
12. We watched the planes circling above us.
13. Nobody noticed him come in and sit down.
14. I felt Nick put his hand on my shoulder.
15. She felt tears roll down her cheeks.

Exercise V. Remake the sentences using Complex Object:

1. I felt that somebody touched me lightly on the shoulder.
2. He heard that someone called his name.
3. I saw that the telegraph boy handed the cable to the man.
4. They heard how the woman uttered a little exclamation.
5. I should like to see how he would say it to my face.
6. I expect that you will join our excursion.
7. We had not expected that she would reply, but she did.
8. We knew that he was a clever man.
9. I don't like it that you repeat this nonsense.
10. I hate it when people speak so cynically.

11. We expect that everybody will be ready by seven.

12. They showed themselves even more narrow-minded than we had expected they would be.

13. We did not expect that he would return so soon.

14. He hated it when people argued about trifles.

Exercise VI. Translate into English using Complex Object:

1. Наша мікрохвильова піч зламалася. Мені доведеться полагодити її.

2. Дощ змусив нас повернути назад.

3. Вона відчула, як хтось торкнувся її руки.

4. Ми почули, як задзвонив дзвінок.

5. Хвороба брата змусила її поїхати до Києва.

6. Ми бачили, як ця людина ввійшла в офіс.

7. Мій друг хоче, щоб я до нього прийшов.

8. Я знаю, що ваш друг - дуже вправний фотограф.

9. Ми розраховуємо, що ви візьмете участь в концерті.

10. Я знаю, що ти мій друг.

11. Мама хотіла, щоб картоплю купили на ринку.

12. Я хочу, щоб ці книги були повернуті. 13. Вона розраховує, що вчитель її запитає.

14. Я хочу, щоб ви з'їздили до Франції.

15. Ми змусили його займатися англійською мовою.

Exercise VII. Translate into Ukrainian using Complex Subject:

1. He is said to know all about it.

2. He was said to have known the whole truth about it.

3. Juri Gagarin is known to be the first man in the world to travel into space.

4. He is supposed to be a very good film actor.

5. He is believed to be innocent of the crime.

6. Innocent people were announced to have been murdered by terrorists.

7. The terrorist was announced to have been killed by his own bomb.

8. The exhibition of 19th-century French painting is expected to open by the end of next week.

9. Monet's painting is reported to be on exhibition until the end of the month.

10. The President of Russia was reported to speak to the nation on television tonight.

11. The American astronaut Neil Armstrong is known to be the first man to walk on the moon.

12. He is considered to be the richest man in the world.

13. She is said to borrow money but not bother to return it.
14. You are expected to be an obedient and smart boy.
15. The students were supposed to come on time and take part in the marathon.

Exercise VIII. Remake the sentences using Complex Subject:

Наприклад: It *appeared* that they had lost the way.
They *appeared* to have lost the way.

1. It seems they know all about it.
2. It seems they have heard all about it.
3. It seemed that the discussion was coming to an end.
4. It seems that you don't approve of the idea.
5. It seemed that the house had not been lived in for a long time.
6. It appeared that he was losing patience.
7. It appeared that he had not heard what had been said.
8. It happened that I was present at the opening session.
9. It so happened that I overheard their conversation.
10. It turned out that my prediction was correct.
11. It turned out that the language of the article was quite easy.

Exercise IX. Translate into English using Complex Subject:

1. Кажуть, що ця будівля була побудована в XVII столітті.
2. Припускають, що засідання закінчиться о десятій годині.
3. Ніяк не очікували, що холодна погода настане так рано.
4. Виявилося, що ми вже колись зустрічалися.
5. Ви, здається, втомилися.
6. Умови роботи виявилися важчими, ніж передбачалося.
7. Ви випадково не знаєте цю людину?
8. Книга, яку ви мені дали, виявилася нудною.
9. Нові автобуси виявилися дуже зручними.
10. З трьох сестер Бронте Шарлотта вважається найбільш талановитою.
11. Як відомо, англійська письменниця Войнич жила протягом декількох років в Петербурзі і вивчала російську літературу. Вважають, що російська література вплинула на її творчість.
12. Ваш приятель, здається, дуже цікавиться давньою історією.
13. Відомо, що римляни побудували на Британських островах хороші дороги.
14. Вважають, що поема "Беовульф" була написана в VIII столітті.
15. Вальтер Скотт вважається творцем історичного роману.

Exercise X. Choose the appropriate form of participle:

1. a) The girl (writing, written) on the blackboard is our best pupil.
   b) Everything (writing, written) here is quite right.
2. a) We listened to the girls (singing, sung) Russian folk songs.
   b) We listened to the Russian folk songs (singing, sung) by the girls.
3. a) The girl (washing, washed) the floor is my sister.
   b) The floor (washing, washed) by Helen looked very clean.
4. a) Who is that boy (doing, done) his homework at that table?
   b) The exercises (doing, done) by the pupils were easy.
5. a) The house (surrounding, surrounded) by tall trees is very beautiful.
   b) The wall (surrounding, surrounded) the house was very high.
6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
10. Yesterday, we were at a conference (organizing, organized) by the pupils of the 10th form.
11. (Taking, taken) the girl by the hand, she led her across the street.
12. It was not easy to find the (losing, lost) stamp.
13. I shall show you a picture (painting, painted) by Hogarth.
14. Here is the letter (receiving, received) by me yesterday.
15. Do you know the girl (playing, played) in the garden?

Exercise XI. Translate into Ukrainian using Participle:

1. The boy lay sleeping when the doctor came.
2. The broken arm was examined by the doctor. 3. While being examined, the boy could not help crying.
4. Having prescribed the medicine, the doctor went away.
5. The medicine prescribed by the doctor was bitter.
6. The dress bought at the department store was very beautiful.
7. While using a needle, you should be careful not to prick your finger.
8. While crossing the street, one should first look to the left and then to the right.
9. People watching a performance are called an audience.
10. Being very ill, she could not go to school.
11. The first rays of the rising sun lit up the top of the hill.
12. The tree struck by lightning was all black and leafless.
13. Being busy, he postponed his trip.
14. The door bolted on the inside could not be opened.
15. Having been shown the wrong direction, the travelers soon lost their way.

Exercise X. Choose the appropriate form of participle:

1. (to write) in very bad handwriting, the letter was difficult to read.

2. (to write) his first book, he could not help worrying about the reaction of the critics.

3. (to spend) twenty years abroad, he was happy to be coming home.

4. (to be) so far away from home, he still felt himself part of the family.

5. She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present before.

6. (not to wish) to discuss that difficult and painful problem, he changed the subject.

7. (to translate) by a good specialist, the story preserved all the sparkling humour of the original. 8. (to approve) by the critics, the young author's story was accepted by a thick magazine.

9. (to wait) for some time in the hall, he was invited into the drawing room.

10. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.

11. They reached the oasis at last, (to walk) across the endless desert the whole day.

12. (to lie) down on the soft couch, the exhausted child fell asleep at once.

13. She went to work, (to leave) the child with the nurse.

14. (to phone) the agency, he left (to say) he would be back in two hours.

Exercise XIV. Translate into English using the appropriate form of Participle:

1. Хлопчик, який біжить повз будинок, раптом зупинився. 2. Будучи дуже зайнятий, він не відразу почув мене.

3. Почувши кроки, він підняв голову.

4. Випивши чашку чаю, вона відчула себе краще.

5. Граючи в саду, діти не помітили, що стало темно.

6. Підійшовши до дверей, він відкрив її.

7. Том підійшов до сміється дівчинці.

8. Він поклав на стіл зім'ятий лист.

9. Жінка, яка плаче дівчинка була голодна.

10. Бабуся дивилася на дітей, що грають у дворі.

11. Вона любить дивитися на граючих дітей.

12. Зробивши домашнє завдання, діти пішли гуляти.

13. Лежачи на дивані, він читав книгу.

14. Принісши свої іграшки в кімнату, дитина почала грати.

15. Прочитавши багато книг Діккенса, він добре знав цього письменника.

Exercise XV. Open the brackets using active or passive Gerund:

1. Why do you avoid (to speak) to me?

2. She tried to avoid (to speak) to.
3. The doctor insisted on (to send) the sick man to hospital.
4. The child insisted on (to send) home at once.
5. Do you mind him (to examine) by a heart specialist?
6. He showed no sign of (to recognize) me.
7. She showed no sign of (to surprise).
8. He had a strange habit of (to interfere) in other people's business.
9. I was angry at (to interrupt) every other moment.
10. He is good at (to repair) cars.
11. He was very glad of (to help) in his difficulty.
12. On (to allow) to leave the room, the children immediately ran out into the yard and began (to play).
13. In (to make) this experiment, they came across some very interesting phenomena.
14. The results of the experiment must be checked and rechecked before (to publish).
15. David was tired of (to scold) all the time.

Exercise XVI. Translate into English using Gerund:

1. Я з нетерпінням чекаю, коли вона знову приїде до України.
2. Він, бувало, викурював двадцять сигарет на день, а в цьому році він зовсім кинув палити!
3. Злодій заперечував, що вкрав її діамантову каблучку.
4. Продавця звинувачували в тому, що він нехтував своїми обов'язками.
5. Його батько не схвалював використання лайки на радіо і телебаченні.
6. Мій син не хотів залишатися менеджером на все життя, тому він повернувся до університету.
7. Вона наполягала на тому, щоб зателефонувати в поліцію.
8. Коли у мене простуда, мені і їсти не хочеться.
9. Мені подобається слухати класичну музику.
10. Хто заважає нам виконувати свої обов'язки належним чином?
11. Мішин дядько схвалює те, що він вивчає іноземні мови.
12. Ціна картини була така висока, що він і мріяти не міг, щоб купити її.
13. Він заперечував участь у кількох злочинах, включаючи крадіжку грошей і два вбивства.
14. Учитель з англійської мови не міг не запитати мене про це.
15. Водій боявся, що ситуація погіршиться.

Exercise XVII. Translate into Ukrainian using Gerund:

1. She has always dreamt of living in a small house by the sea.

2. She disliked living in her old house.
3. She was thinking of buying a new one.
4. Now, she enjoys living in a beautiful new house.
5. She misses seeing the neighbors of course.
6. Usually she enjoyed talking to them and didn’t mind helping them.
7. She likes cooking and is very good at it.
8. But she doesn’t like washing and ironing.
9. She hates getting up early, but she has to.
10. She doesn’t mind working a lot, you know.
11. She enjoys driving an expensive car.
12. She has always dreamt of travelling round the world.
13. But she hates flying and she’s never been overseas.
14. She has risen to be head of the company in spite of being a woman in a man’s world.
15. She loves meeting people because she can’t bear being alone.

TEXTS

Read, translate (in written form) and retell the following texts briefly.

Text 6A
Science and technology

In recent years, life on our planet has been drastically changed due to scientific and technological developments. Our views both of ourselves as individuals in society and of the Universe as a whole have changed as well.

Today, science and technology are closely related. Many modern technologies such as nuclear power and space flights depend on science and the application of scientific knowledge and principles. Each advance in pure science creates new opportunities for the development of new ways of making things to be used in daily life. In turn, technology provides science with new and more accurate instruments for its investigation and research.

Technology refers to the ways in which people use discoveries to satisfy needs and desires, to alter the environment, to improve their lives. Throughout human history, men and women have invented tools, machines, materials and techniques to make their lives easier.

Of course, when we speak of technology today, we are looking at it in a much narrower sense. Generally, we mean industrial technology, or the technology that began about 200 years ago with the development of power-driven machines, growth of the factory system, and mass production of goods that has created the basis for our modern society. Today we often say that we live in an age of science and technology. According to one estimate, 90% of all the scientists who ever lived, were alive and active in the 1970-s. This increased scientific activity has brought new ideas, processes, and inventions in ever-growing amount.

The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Thus, Galileo, who made revolutionary discoveries in astronomy and physics, also built an improved telescope and patented a system of lifting water. However, it was not until the 19th century that technology truly was based on science and inventors began to build on the work of scientists.

In a sense, the history of science and technology is the history of all humankind.

Text 6B
The Telegraph

Benjamin Franklin, an American who is famous for his interesting and useful inventions, published his ideas about electricity in 1752. Scientists in many countries became interested in this wonderful form of energy. They wanted to find the answer to a very important question: Could electricity be used to develop a fast, efficient system of long-distance communication?

Experiments proved that electricity could travel instantly over a very long piece of wire. But a note that was written on a piece of paper couldn't be put into a wire! How could electricity be used to send a message?

A Danish scientist discovered that electricity could move a needle from left to right, and that the needle could be pointed at letters on a piece of paper. Then a Ger-man government worker made up a code system that could be used with an electric needle. In 1837, two English scientists sent a message by electric telegraph from Camden Town to Euston, a distance of more than 1.6 kilometers.

In the United States, Samuel Morse, a portrait painter, was experimenting with an electric telegraph, too. At first, he connected a pencil to an electric wire. When the electricity came through the wire, the pencil made wavy lines. Then Morse invented a code that used dots and dashes for the letters of the alphabet. The pencil wrote the dots and dashes on a narrow piece of paper. Finally, he discovered that telegraph messages did not have to be written; they could be sent in sound.

At one end of the telegraph wire, the sender pressed a key. At the other end of the wire, another key went down and made a clicking sound. The telegraph operator used a short touch for a dot and a longer one for a dash. When the receiver heard the clicking sounds, he could figure out the message.

On May 24, 1844, the first long-distance message was sent by telegraph – from Washington, D.C., to Baltimore, Maryland - 64 kilometers!

Telegraph companies were formed in many cities. By 1861, telegraph wires stretched across the United States from the Atlantic to the Pacific. In Europe, too, Samuel Morse's system became popular.

But telegraph wires couldn't be hung over an ocean. Messages to and from Europe had to be sent by ship – a journey of two or three weeks. A new method was needed.

Text 6C
Thomas Alva Edison (1847–1931)

Thomas Alva Edison was born on February 11,1847 in Milan, Ohio.

At the age of seven he entered school but left it very soon. The teacher thought that he was a dull boy. His mother then became his teacher. The boy loved books. He had a wonderful memory.

Edison began to work when he was twelve years old. His first job was a newspaper boy on a train. He soon began to produce his own newspaper. It was about the size of a handkerchief. He gathered news, printed and sold the newspapers all by himself. He had a small laboratory in the baggage car of this train. There he carried out experiments. Edison kept records of all his experiments. Then Edison got lessons in telegraphy and the next five years he worked as a telegraphist in various cities of the US and Canada.

In 1877 Edison invented a phonograph. This talking machine both recorded and played back. It resembled the present day tape recorder more than a record player.

Next Edison became interested in the invention of an electric-light bulb for lightning streets and buildings by electricity instead of by gas.

It had taken Edison and his assistants thirteen months to produce the incandescent lamp, but he already knew, that success awaited it. Edison was sure that the lamp should be burnt for a hundred hours.

Edison carried out experiments from morning till night. All his inventions were the results of his endless work. He sometimes made thousands of experiments. For months he slept no more than one or two hours a day. Yet he had time to read not only scientific books. He was fond of Shakespeare and Tom Pain. He had over 10000 volumes in his library.

Edison continued to work all through his long life. He attributed his success not so much to genius as to hard work.

Edison's inventions include the phonograph, or gramophone, the megaphone, the cinematograph, the improved lamp of incandescent light, many greatly improved systems of telegraphic transmission and numerous other things.

Text 6D
US Economy

The United States is rich in natural resources, the main being iron ore, coal and oil. The nation produces more than 100 million tons of iron a year. Four fifths of the ore mined in the USA comes from the Great Lakes region. Though a great deal of the ore has been used up, its resources have not been exhausted. Most of the coal mined in the USA is used by power plants to produce electricity. Coal is also used in the chemical industries for the manufacture of plastics and other synthetics. The production, processing and marketing of such oil products as petrol (called "gasoline" or "gas" in the USA) make up one of America's largest industries.

The basic metals and minerals mined in the United States are zinc, copper and silver. Some of the main crops grown in the USA are wheat, maize, cotton, tobacco and fruit. Cattle breeding and pig raising make up an important branch of America's agriculture.

To make the farmer's work more productive scientific methods of farming are employed and modern technique of freezing, canning and packaging farm products is used.

The United States is a highly industrialized country with various branches of heavy industry prevailing, namely, the mining, metallurgical, automobile and chemical industries as well as engineering. Many branches of light industry are also developed, among them are the textile, food and wood-working industries.

A great deal of attention in American industry is devoted to research and emphasis is made on the use of labour-saving machines. In the past few years the

number of workers has increased only a few per cent, while the number of scientists and engineers in the plants has almost doubled.

Mechanisation and automation do away with thousands of office jobs, intensify production and increase labour productivity. But they also bring about a further growth of unemployment.

New industries are created as new discoveries are made in physics, chemistry and other sciences. Atomic energy, for example, has created a wide range of new industries. Electronics has become a major industry.

Throughout American industry great emphasis is being made on management training. A great number of schools are training young people to become industrial leaders.

American industry is distributed unevenly. Most of the industrial enterprises are located in the eastern part of the country. But industry is spreading out as there is a tendency to build factories far removed from the home plant and closer to natural resources and markets. Good transportation facilities and rapid communications systems make it possible for the main plants to keep in touch with branch factories.

The leading US exports are industrial machinery, electronic equipment, textiles, grain, iron, coal, oil products and chemicals.

VOCABULARY NOTES

science and technology	наука і техніка
developments, *n*	досягнення
drastically, *adv*	різко
a view (of smb., smth.), *n*	погляд (на когось, щось)
be closely related	бути тісно пов’язаним
apply, *v*	застосувати
application, *n*	застосування
an advance in pure science	прогрес в чистій науці
create, *v*	створювати
opportunity, *n*	можливість
an instrument for investigation and research	інструмент досліджень
alter, *v*	змінювати
throughout human history	на всьому протязі історії людства
narrow, *a*	вузький
sense, *n*	сенс

power-driven machines	парові машини
increased scientific activity	зросла наукова діяльність
discovery, *n*	відкриття
build on the work of scientists	грунтуватися на роботі вчених
technology, *n*	техніка
handkerchief	носова хустка
incandescent lamp	лампа розжарювання
endless work	нескінченна праця
invention	винахід
wire	провід, провідник
message	повідомлення
needle	голка
dot	крапка
dash	тире
sound	звук
key	ключ, клавиша
cable	кабель

Exercise I. Read the text *'Science and Technology'*. Find in the text the English equivalents for the following Ukrainian phrases:

наука і техніка; досягнення науки і техніки; різко змінити життя; бути тісно пов'язанним; атомна енергія; космічний політ; застосування наукових знань та принципів; прогрес в чистій науці; створити нові можливості; задовольняти потреби; змінити оточуюче середовище; масовое виробництво товарів; створити основу; сторіччя науки і техніки.

Exercise II. Translate the words given in brackets:

In recent years our /погляди/ of the Universe have drastically changed.

Modern technology /залежить від/ advances in pure science.

Technology provides science with more /точні/ instruments for research.

/На всьому протязі історії людства/ people invented tools, machines, materials and technologies.

Modern technology began growth of the factory system and /масового виробництва товарів/.

/Тільки в 19 сторіччі/ that technology began to build on the work of scientists.

Exercise III. Group the pairs of the words with the opposite meaning:

Fast, useful, long, left, narrow, short, right, popular, slow, wavy, unknown, wide, straight, useless; to find, to send, to go down, to rise, to receive, to lose.

Exercise IV. Read the text *'The Telegraph'*. Find in the text the English equivalents for the following Ukrainian phrases:

Дуже важливе питання; ефективна система зв'язку на далекі відстані; електричний провідник; вузька смуга паперу; код, в якому застосовувались крапки та тире; записати повідомлення; телеграфні провода протянулися від Атлантики до Тихого океану; прокласти кабель по дну Атлантичного океану; вкладати гроші.

CONVERSATION

English-speaking countries

Australia

Australia is the only country in the world that is also a continent. It is the sixth large country and the smallest continent. Australia lies between the South Pacific Ocean and the Indian Ocean. It is situated about 11 000 km southwest of North America and about 8200 km southeast of mainland Asia. The name of the country comes from Latin word “australis” which mean southern. The country’s official name is Commonwealth of Australia.

The Commonwealth of Australia is a federation of states. Australia has six states – New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia. Each state has its government. Australia has two territories – the Australian Capital Territory and the Northern Territory. The capital of the country is Canberra.

Australia is a constitutional monarchy like Great Britain. The? nation is administered under written constitution. The British monarch, Queen Elizabeth II, is also queen of Australia and country’s head of state. But the queen has little power in the Australian government. She serves mainly as a symbol of long historical tie between Great Britain and Australia. Australia is a member of the Commonwealth of Nations which is an association formed by Britain and some of its former colonies.

Australia is one of the world’s developed countries. Australia has modern factories, highly productive mines and farms, and busy cities. It is the world’s leading producer of wool and bauxite the ore from which aluminium is made). It also produces and exports large amounts of other minerals and farm goods. Income from the export enables Australians to have high standard of living. The most important trading partners of Australia are Japan and the United States.

Canada

Canada is the second largest country in the world. Only Russia has a greater land area. Canada is situated in North America. Canada is slightly larger than the United States, but has only about a tenth as many people. About 28 million people live in Canada. About 80% of the population lives within 320 km of the southern border. Much of the rest of Canada is uninhabited or thinly populated because of severe natural conditions.

Canada is a federation of 10 provinces and 2 territories. Canada is an independent nation. But according to the Constitution Act of 1982 British Monarch, Queen Elizabeth II of the United Kingdom is recognized as Queen of Canada. This symbolizes the country’s strong ties to Britain. Canada was ruled by Britain completely until 1867, when Canada gained control of its domestic affairs. Britain governed Canada’s foreign affairs until 1931, when Canada gained full independence.

Canada's people are varied. About 57% of all Canadians have some English ancestry and about 32% have some French ancestry. Both English and French are official languages of the country. French Canadians, most of whom live in the provinces of Quebec, have kept the language and customs of their ancestors. Other large ethnic groups are German, Irish and Scottish people. Native people – American Indians and Eskimos – make up about 2% of the country's population". 77% of Canada's people live in cities or towns. Toronto and Montreal are the largest urban areas. Ottawa is the capital of the country.

Today, maintaining a sense of community is one of the major problems in Canada because of differences among the provinces and territories. Many Canadians in western and eastern parts of the country feel that the federal government does not pay enough attention to their problems. 80% of Quebec's population is French Canadians. Many of them believe that their province should receive a special recognition in the Canadian constitution.

New Zealand

New Zealand is an island country in the Southwest Pacific Ocean. It lies about 1600 km southeast of Australia and about 10 500 km southwest of California. New Zealand belongs to a large island group called Polynesia. The country is situated on two main islands – the North Island and the South Island – and several dozen smaller islands. Most of the smaller islands are hundreds of kilometers from the main ones.

Wellington is the capital of New Zealand and Auckland is the largest city. English is the official language of New Zealand and is spoken throughout the country. Many native people speak their own language. Maori, in addition to English.

The country once belonged to the British Empire. Today it is an independent member of the Commonwealth of Nations, an association of Britain and a number of its former colonies".

New Zealand is a constitutional monarchy. The British Monarch, Queen Elizabeth II of the United Kingdom, is the monarch of New Zealand. She appoints a governor general to represent her, but the governor general has little power. The legislation, prime minister, and Cabinet run the national government.

Britain gave New Zealand a constitution in 1852, when it was a British colony. But through the years the New Zealand legislature has changed almost all its provisions. Today, the nation has no written constitution.

The first people who settled in New Zealand were a brown-skinned people called Maoris. They came from Polynesian islands located northeast of New Zealand. The country was discovered by Europeans in 1642, but they did not start to settle in the islands until the late 1700's. Today, most New Zealanders are descendants of the early European settlers. Maoris make up about 12% of the country's population

New Zealand has one of the highest standards of living in the world. For many years, the economy of the country depended largely on agriculture. Today agriculture, manufacturing, and service industries are all important to the economy. New Zealand's economy depends on trade with many countries – Australia, Britain, Japan and the United States.

South Africa

I am going to tell you about South Africa, one of the English speaking countries.

Southerly Africa, officially Republic of South Africa, is situated at the southern tip of the continent of Africa. South Africa borders on Namibia to the north-west, Botswana and Zimbabwe to the north, and Mozambique and Swaziland to the north-east and east. Lesotho, an independent constitutional monarchy is located inside the Republic of South Africa.

After the British seized the Cape of Good Hope area in 1806, many of the Dutch settlers trekked north. The discovery of diamonds in 1867 and gold in 1886 spurred wealth and immigration and intensified the subjugation of the native inhabitants. The Boers resisted British encroachments, but were defeated in the Boer War (1899–1902). As a result, Union of South Africa operated under a policy of apartheid – the separate development of the races. The 1990s brought an end to apartheid politically and ushered in black majority rule.

Total territory of South Africa is 1,220,000 square kilometres. The climate is mostly semiarid, subtropical along east coast; it has sunny days, cool nights. The natural resources of South Africa are gold, chromium, coal, iron ore, nickel, phosphates, tin, uranium, gem diamonds, platinum, copper, vanadium, salt, natural gas.

The population of the country is about 44 million people.

As to the ethnic groups there are 76% Afro-American people and 14% white people. There are eleven official languages, including Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, etc.

Government type is republic. The capital is Pretoria. Cape Town is the legislative centre and Bloemfontein the judicial centre. Administrative divisions are nine provinces.

South Africa became self-governing on May, 31, 1910. Before that, it was one of the numerous English colonies. Legal system is based on the Roman-Dutch law and the English common law. The chief of state is President and Executive Deputy President. The president is both the chief of state and head of government.

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