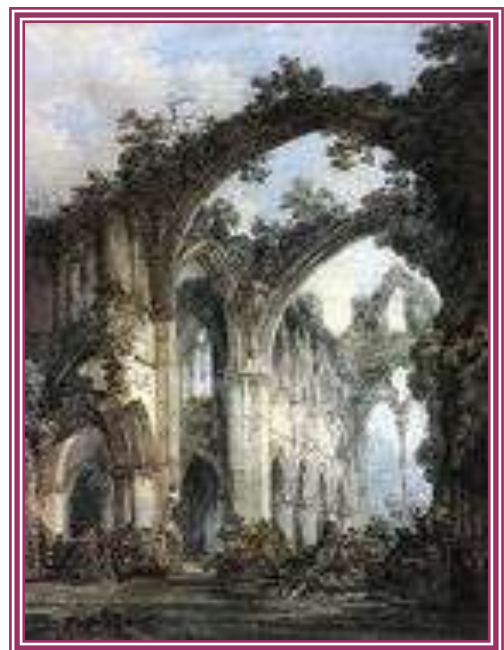
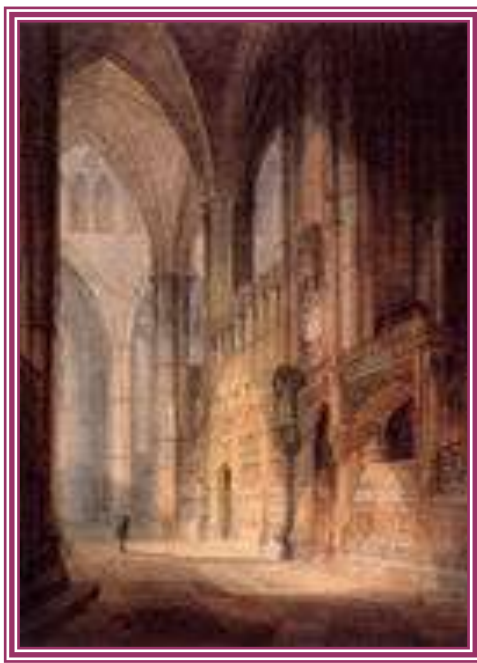
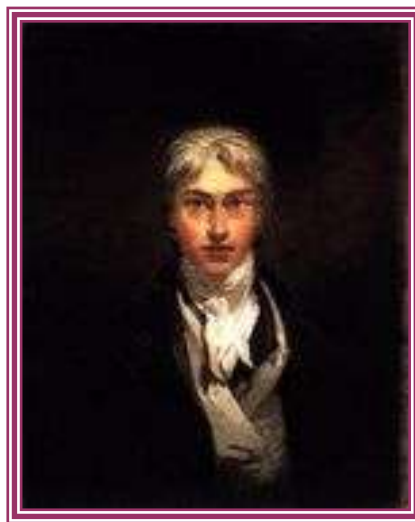


*Куліш І.М., Королюк Г.О.*

# *ENGLISH*

## *FOR FINE ARTS STUDENTS*



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

**Куліш І.М., Королюк Г.О.**

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Навчальний посібник сформований у відповідності до програми з іноземної мови за професійним спрямуванням для студентів спеціальності «Образотворче мистецтво».

Навчальний матеріал розташовано за тематичним принципом (за розділами). Робота за темою в межах одного розділу організовується на базі декількох основних текстів, зразків усного мовлення та завдань комунікативного характеру, текстів для додаткового читання, системи граматичних вправ репродуктивного та творчого характеру. Посібник вміщує індивідуальні творчі завдання для самостійної роботи студентів та вправи для контролю умінь та навичок студентів.

*Затверджено до друку на засіданні вченої ради  
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імені Богдана Хмельницького  
протокол № від*

## ПЕРЕДМОВА

Навчальний посібник призначається для студентів спеціальності «Образотворче мистецтво». Мета посібника – формувати у студентів навички читання та розуміння літератури фахової професійної тематики на основі активізації знань загальнонавчальної лексики та основ граматики. Поряд з цим у посібнику реалізується мета комплексного оволодіння студентами всіма видами мовленнєвої діяльності на основі комунікативного підходу до вивчення іноземної мови.

Навчальний матеріал посібника розподілено на чотири тематичних розділа, текстовий матеріал яких згруповано за темами професійного інтересу студентів, а саме, «Мистецтво та його роль», «Види мистецтва», «Англійське мистецтво» та «Видатні особистості у мистецтві».

Кожний розділ, в свою чергу, вміщує декілька основних текстів, які з різних сторін висвітлюють тему, та текстів, які несуть додаткову інформацію за певною тематикою.

Кожний цикл включає серію лексичних та граматичних вправ, призначених для формування мовленнєвих, лексичних, граматичних навичок та тренування вживання мовних явищ на різних етапах оволодіння англійською мовою. Вправи включають також ситуативні, рольові та ділові ігри, які виконують функцію створення ситуацій для вживання засвоєного лексичного та граматичного матеріалу. Дидактичні ігри мають різноплановий вплив на навчальний процес та стимулюють пізнавальний інтерес особистості студента.

Граматичні вправи вміщують основні програмні явища англійської мови, які необхідні для розуміння даного лексичного матеріалу, тобто, основну інформацію про частини мови, їх особливості та специфіку вживання. Граматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективне його повторення та практичне застосування отриманих знань.

Навчальний посібник включає граматичний довідник, призначений для самостійної роботи студентів з метою повторення раніше вивченого граматичного матеріалу.

Посібник вміщує також навчальний матеріал для засвоєння фонетичних особливостей мови, зокрема, англійські прислів'я та приказки, висловлювання та вірші, які несуть в собі певний пізнавальний зміст та можуть бути використані як «фонетична зарядка».

**1. Read the examples of reading English vowels. Train in pronouncing these words:**

**TYPES OF SYLLABLES AND READING RULES OF VOWELS**

<b>Aa :</b>	Face make space take date late	Bad bat band hand match catch	Far star part card start large	Rare care air hair fair chair
<b>Oo :</b>	no go note smoke bone rose	box fox clock not hot dog	form storm sport port for fork	more bore shore ore roar board
<b>Ii :</b>	fine line mile time white quite	it lift fill film sit stick	bird firm girl first sir third	fire firing hire mire siren wire
<b>Ee :</b>	me mete deep cheek wheat meat	pen ten leg chess send spend	term serve nerve learn heard earth	here mere sphere hear clear ear
<b>Uu :</b>	tune tube use mule cube cute	sun run shun cup but jump	turn burn curve nurse purple turkey	cure during lure mural pure sure

**2. Read the English proverbs and sayings. Compare their meaning with the native translation. Train in pronunciation. Train your memory learning them by heart.**

1. **An apple a day keeps a doctor away.** – Яблуко в день і лікар не потрібний.
2. **A friend in need is a friend indeed.** – Друг пізнається в біді.
3. **It's early bird that catches a worm.** – Хто рано встає, тому бог дає.
4. **Early to bed and early to rise makes a man healthy, wealthy and wise.** – Хто рано лягає й рано встає, у того здоров'я, заможність і розум є.
5. **A sound mind in a sound body.** – У здоровому тілі здоровий дух.
6. **Health is better than wealth.** – Найбільше багатство – здоров'я.
7. **Live and learn.** – Вік живи, вік учись.
8. **It is never too late to learn.** – Учитися ніколи не пізно.
9. **Knowledge is power.** – Знання – сила.
10. **To know everything is to know nothing.** – Знати все – значить нічого не знати.
11. **Money spent on the brain is never spent in vain.** – Гроші, витрачені на освіту, завжди окуповуються.
12. **A new language – a new world.** – Нова мова – новий світ.
13. **So many languages you know, so many times you are a man.** – Скільки мов ти знаєш, стільки разів ти людина.
14. **Time flies.** – Час летить.
15. **Time is a great healer.** – Час – найкращий лікар.
16. **Better late than never.** – Краще пізніше, ніж ніколи.
17. **Time is money.** – Час – гроші.
18. **Times change and we change with them.** – Часи змінюються й ми змінюємось разом із ними.
19. **Don't waste your time, it flies.** – Не гайте часу, він летить.
20. **One today is worth two tomorrows.** – Одне сьогодні варте двох завтра.
21. **One cannot put back the clock.** – Не можливо перевести годинник назад.
22. **Time cures all things.** – Час – найкращий зцілитель.
23. **Every day is not Sunday.** – Не кожен день неділя.
24. **He that laughs on Friday, will weep on Saturday.** – В п'ятницю сміється, а в суботу плаче.
25. **Lost time is never found again.** – Втрачений час ніколи не вернеш.
26. **When two Sundays meet together.** – На Миколи та й ніколи.
27. **He laughs best who laughs last.** – Добре сміється останній.
28. **When two Englishmen meet, their first talk is about the weather.** – Коли зустрічаються два англійці, вони починають розмову про погоду.

29. **After rain or clouds comes fair weather.** - Після бурі настає тиша.
30. **Rain before seven, fine before eleven.** - Сім п'ятниць на тиждень.
31. **The morning sun never lasts a day.** - Ніщо не вічне.
32. **Christmas comes but once a year.** - Різдво буває раз на рік. (Двічі на рік літа не буває).
33. **There is no bad weather, there are bad clothes.** - Немає поганої погоди, є поганий одяг.
34. **As you sow, so you will mow.** - Що посієш, те й пожнеш.
35. **All work and no play makes Jack a dull boy.** - Треба не тільки працювати, але й розважатися.
36. **Business before pleasure.** - Спочатку справа, потім розвага.
37. **The hardest work is to do nothing.** - Найважча робота - нічого не робити.
38. **Idleness is the mother of all evil.** - Без діла псується сила.
39. **He that would eat the fruit must climb the tree.** - Хто хоче з'їсти плід, має вилізти на дерево.
40. **What is worth doing at all is worth doing well.** - Якщо вже щось і робити, так робити добре.
41. **If you want a thing is done well, do it yourself.** - Якщо хочеш зробити справу добре, зроби її сам.
42. **Jack of all trades is a master of none.** - За все братися - нічого не зробити.
43. **A bad workman blames his tools.** - У поганого майстра завжди інструмент винен.
44. **Ninety per cent of inspiration is respiration.** - Дев'яносто відсотків натхнення - потіння.
45. **Trough hardships to the stars.** - Через терни до зірок.
46. **No man is born wise or learned.** - Ніхто не народжується мудрецем і вченим.
47. **Speech is silver, but silence is gold.** - Слово - срібло, мовчання - золото.
48. **Don't trouble trouble till trouble troubles you.** - Не буди лиха, доки воно тихе.
49. **Custom is a second nature.** - Звичка - другий характер.
50. **The very best medicine that a family can have in the house is cheerfulness.** - Найкращі ліки в будь-якій родині - бадьорість.

**3. Read the English quotes. Give your opinion about them. Compare with your friends' opinions.**

1. *"Language is fossil poetry."* R.W.Emerson
2. *"Language is the dress of thought."* S. Johnson
3. *"I am always sorry when any language is lost because languages are the pedigrees of nations."* S.Johnson
4. *"Brevity is the soul of wit."* W. Shakespeare, "Hamlet"
5. *"The main thing is just to go!"* Marek Kaminski, Polish explorer
6. *"Serious sport is war minus the shooting."* George Orwell, English writer (1903-1950)

7. *"Adventure is the champagne of life."* G.K.Chesterton, English writer
8. *"Drama is life with the dull bits left out."* Alfred Hitchcock, British film maker
9. *"He travels the fastest who travels alone."* Rudyard Kipling, English writer
10. *"It was long ago in my life, as a simple reporter, that I decided that facts must never get in the way of truth."* James Cameron, British journalist
11. *"People come and ask for autographs, but they don't bug you."* John Lennon, the day before he was shot by a fan
12. *"Advertising is the greatest art form of the twentieth century."* Marshal McLuhan.
13. *"Intellect has powerful muscles, but no personality."* Albert Einstein
14. *"Be nice to people on the way up because you'll meet them on the way down."* Wilson Mizner, American Businessman
15. *"Don't criticise what you can't understand."* Bob Dylan
16. *"Education is what remains when we have forgotten all we have been taught."* Lord Halifax (1633 – 95)
17. *"The best advice given to the young is: Find out what you like doing best and get someone to pay you for doing it."* Katherine Whitehorn, British journalist
18. *"To live in Australia permanently is like going to a party and dancing all night with one's mother."* Barry Humphries, Australian comedian
19. *"Modern man is educated to understand foreign languages and misunderstand foreigners."* G.K.Chesterton, English writer (1874 – 1936)
20. *"Science has a potential for both Good and Evil."* Maurice Wilkins
21. *"Someone said that God gave us memory so that we might have roses in December."* J.M. Barrier
22. *"Those who cannot remember the past are condemned to repeat it."* George Santayana
23. *"In plucking the fruit of memory one runs the risk of spoiling its bloom."* Joseph Conrad
24. *"Reminiscences make one feel so deliciously aged and sad."* George Bernard Shaw
25. *"Can anybody remember when the times were not difficult and money not scarce?"* Ralph Waldo Emerson
26. *"A liar should have a good memory."* Quintillian (1st century AD)
27. *"There is only one thing worse than being talked about, and that is not being talked about."* Oscar Wilde
28. *"Politics are too serious a matter to be left to the politicians."* Charles de Gaulle
29. *"A celebrity is a person who works hard all his life to become well-known, then wears dark glasses to avoid being recognised."* Fred Allen
30. *"A politician is an acrobat - he keeps his balance by saying the opposite of what he does."* Maurice Barres
31. *"When it is not necessary to change, it is necessary not to change."* Lucius Cary, English royalist politician



32. "*Money can't buy friends, but you get a better class of enemy.*" Spike Milligan,  
Irish comedian
33. "*Tis better to have loved and lost than never to have loved at all.*" Lord  
Tennyson
34. "*Failure is not falling down, it is not getting up again to continue life's  
journey.*" Richard Nixon

**4. Read the English poems and a song aloud. Learn the poems you like most  
by heart training your memory. Sing a song "Jingle Bells".**

#### FOUR LITTLE WORDS

There are four little words  
That can help you a lot,  
When you hurt your friend  
On purpose or not.  
So, say these words,  
Don't wait too long.  
If you've hurt your friend  
Say: "I'm sorry. I'm wrong".

#### ONE THING AT A TIME

Work while you work,  
    Play while you play.  
That is the way  
    To be happy and gay.  
All that you do  
    Do with your might,  
Things done by halves  
    Are never done right.  
One thing at a time  
    And that done well,  
Is a very good rule  
    As many can tell.

*Edith Seagal*

#### THE ARROW AND THE SONG

I shot an arrow into the air –  
It fell to earth, I knew not where;  
For so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air -  
It fell to earth, I knew not where;  
For who has sight so keen and strong  
That it can follow the flight of a song?

Long, long, afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

*Henry Wadsworth Longfellow*

### SIX SERVING MEN

I have six honest serving men –	As well as breakfast, lunch and tea
They taught me all I knew.	For they are hungry men.
Their names are what and why and	But different folk have different views;
When and how and where and who.	I know a person small,
I send them over land and sea,	She keeps ten million serving men,
I send them East and West;	Who get no rest at all!
But after they have worked for me,	She sends them on her own affairs
I give them all a rest.	From the second she opens her eyes -
I let them rest from nine till five	One million hows, ten million wheres,
For I am busy then,	And seven million whys!

*Rudyard Kipling*

### WHAT IS GOOD?

“What is the real good?”	“Home”, said the sage;
I asked in musing mood.	“Fame”, said the soldier;
“Order”, said the law court;	“Equity”, the seer; -
“Knowledge”, said the school;	Spake my heart full sadly
“Truth”, said the wise man;	“The answer is not here.”
“Pleasure”, said the fool;	Then within my bosom
“Love”, said the maiden;	Softly this I heard:
“Beauty”, said the page;	“Each heart holds the secret;
“Freedom”, said the dreamer;	Kindness is the word.”

*John Boyle O'Reilly*

### JINGLE BELLS

Dashing through the snow,	Bells on bobtail ring,
In a one horse open sleigh,	Making spirits bright.
Over the fields we go,	What fun it is to ride and sing
Laughing all the way.	A sleighing song tonight.

Jingle bells, jingle bells, jingle all the way.  
Oh! What fun it is to ride in a one horse open sleigh.

A day or two ago,	The horse was lean and bank,
I thought I'd take a ride,	Misfortune was his lot.
And soon Ms. Funny Bright	He got into a snow bright bank
Was sitting by my side.	And we got upset.

Jingle bells, jingle bells, jingle all the way.  
Oh! What fun it is to ride in a one horse open sleigh.

So now the moon is bright,	Just get a bobtail nag
Enjoy it while you are young.	And give him extra feed.
Invite your friends tonight	Then hitch him to an open sleigh,
To sing this sleighing song.	In a crack you'll take the lead.

Jingle bells, jingle bells, jingle all the way.  
Oh! What fun it is to ride in a one horse open sleigh.

## UNIT I ART AND ITS ROLE

### Lesson 1

## ART AND ITS TYPES



**Art** is an activity or creation by people that has importance because of an attraction to the human senses. Art is made when a human expresses himself or herself. Some art is useful in a practical sense, such as a sculptured clay bowl that one can put things in. Many people disagree on how to define art. Many people say people are driven to make art due to their inner creativity. Art includes drawing, painting, sculpting,

photography, performance art, dance, music, poetry, prose and theatre.

*(This painting by Renoir is a work of art)*

Art is divided into the plastic arts where something is made, and the performing arts, where something is done by humans in action. The other division is between pure arts, done for themselves, and practical arts, done for a practical purpose, but with artistic content.

#### △ Plastic arts

△ Fine art is expression by making something beautiful or appealing to the emotions by visual means: drawing, painting, printmaking sculpture.

△ Literature: poetry, creative writing.

#### △ Performing arts

△ Performing Art including drama is expression using the body: dance, acting, singing

△ Auditory art is expression by making sounds: music, singing

#### △ Practical arts

△ Culinary art is expression by making flavors and tastes: cooking

△ The practical Arts are expression by making things and structures:

architecture, filming, fashion, photography, video games

**1. Translate the following words into Ukrainian:**

Drawing, painting, sculpting, photography, performance art, dance, music, poetry, prose, theatre, plastic arts, literature, drama, acting, singing, cooking, architecture.

**2. Find the English equivalents in the text:**

Діяльність людей, людські почуття, виразити себе, бути корисним у практичному сенсі, скульптурна глиняна ваза (келих, кубок), визначити мистецтво, внутрішня творчість, виконавське мистецтво, чисте мистецтво, художній зміст, образотворче мистецтво, візуальні засоби, естамп скульптури, слухове мистецтво, кулінарне мистецтво, аромати і смаки.

**3. Answer the following questions:**

1. What is art?
2. When is art made?
3. What does art include?
4. What is art divided into?
5. What is fine art?
6. What does performing art include?
7. What does practical art involve?

**4. Find the definitions of the notions:**

Art	the art of representing objects by lines with a pencil or chalk
Drawing	the art of making representations in stone, wood, metal, etc.
Painting	the creation or expression of what is beautiful especially in visual form
Sculpture	the writing or the study of books valued as works of art
Litature	using paint or painted picture

**5. Say what do you prefer and why:**

- Drawing or painting
- Painting or sculpture
- Poetry or prose
- Cinema or theatre
- Singing or dancing
- Filming or photography

**6. Imagine that you are a museum guide. Tell your visitors about art and its types.**

**7. Read and translate the text; put 5 questions to it; ask your friends to answer these questions.**



### **Elizabethan Theatre**

At the end of the sixteenth century (the 1500s), the traveling actors began to perform in fixed theatre buildings. This was the period when William Shakespeare wrote. He lived from 1564 to 1616. At that time, in England, women were not allowed to perform, so male actors would play female characters.

His theatre was in London, England. It was called The Globe. It was an outdoor theatre and plays were performed in the daytime for large audiences. His plays were very popular and are many are still performed today. Many scholars and theatre people believe Shakespeare was one of the best playwrights (a

writer of plays).

He wrote many kinds of plays: tragedies, comedies, romances and also history plays. All of his plays are written in beautiful, poetic language. Shakespeare often wrote plays set in Italy or in exotic, far-away places that would be interesting to London audiences. His plays are still popular today for many reasons. His characters (the people in his plays) are interesting and talk about interesting ideas.

The stories he tells in his plays are often exciting, very funny (in the comedies), or very sad (in the tragedies) and make you want to know what happens to his characters. He also talks in his plays about things we still think about today, like love, sadness, hope, pride, hatred, jealousy, and foolishness.

*(William Shakespeare)*

### **GRAMMAR EXERCISES**

#### **8. Give the plural of the following nouns.**

Language, task, reason, man, invention, field, specialist, decade, standard, article, journal, book, country, computer, organization, tourist, city, word, hand, life, writer.

#### **9. Choose the right form of the noun from the brackets.**

1. Ann's father told the children two funny (story, stories).  
2. Many (family, families) live in this new house.  
3. The travelers will see many (country, countries).

4. Put the book on the (table, tables). 5. There are flowers in the (vase, vases). 6. The (child, children) is playing in the yard. 7. There are 20 (student, students) in our group. 8. The cat caught a (mouse, mice). 9. My (friend, friends) are students. 10. We spent the week-end in the (country, countries).

**10. Use the necessary form of the pronoun.**

1. (He) ... composition is very good. 2. (We) ... son goes to school. 3. (You) ... sister is young. 4. (They) ... knowledge of the subject is very poor. 5. (He) ... name is John. 6. (I) ... family lives in Kyiv. 7. (She) ... friends often visit her. 8. (We) ... group is small. 9. (She) ... favorite subject is History. 10. (They)... classroom is light.

**11. Paraphrase the following using the Possessive case:**

The pen that belongs to John; the camera that belongs to my friend; the book that belongs to her pupils; the dress that belongs to the girl; the flats that belong to the workers; the car that belongs to the miners; the coat that belongs to her brother; the watch that belongs to the teacher.

**12. Paraphrase the following sentences as in the model.**

*This is my coat. - This coat is mine.*

1. This is our school. 2. This is my note-book. 3. This is your desk. 4. This is his bicycle. 5. This is her bag. 6. This is their classroom. 7. This is our bus. 8. This is her suggestion. 9. These are your tickets. 10. These are our tests.

**13. Replace the nouns by the personal pronouns in the Nominative or Objective Case.**

1. *The girls* are playing tennis. 2. I saw *the girls* in the park. 3. Put *the books* on the shelf. 4. *The books* are on the shelf. 5. We saw *the film* yesterday. 6. *The film* is very interesting. 7. *My sister* studies at school. 8. I am waiting for *my sister*. 9. We listened to *the teacher* with great interest. 10. *The teacher* explains a new grammar rule.

**14. Fill in the blanks with the forms of the verb to be in Present Indefinite.**

1. I ... a student. 2. This man ... a farmer. 3. My friend ... in the garden. 4. We ... busy. 5. My father ... not old. 6. The students ... in the classroom. 7. She ... an engineer. 8. I ...sorry. I ... late. 9. Our teacher ... young. 10. They ... in the park.

**15. Translate the following sentences into English.**

1. Мій батько – викладач. 2. Наш учитель зараз у Києві. 3. Твоя сестра вдома? 4. Петро не хворий, він у Києві. 5. Де твій брат? Його немає в кімнаті. 6. Ми в читальному залі. 7. Художник у галереї зараз. 8. Ольга вдома? 9. Його батько зараз дуже стомлений. 10. Хто твоя сестра? Вона лікар. 11. Її дочка в Києві? Ні, вона не в Києві, вона у Львові. 12. Учні в залі? Ні, їх немає в залі,

вони в класах. 13. Де твоя ручка? 14. Де твої книжки? 15. Де географічна карта? Вона на стіні. 16. Газети на столі. 17. Якого кольору твоя ручка? Моя ручка червона. 18. Якого кольору фарби? Вони білі. 19. Де ти зараз? – Я в музеї.

## 16. English for enjoyment. Read the text and retell it.

### Two Americans in Spain

Two Americans were travelling in Spain. One morning they entered a little restaurant for lunch. They didn't know Spanish, however, and the waiter didn't know English. So they tried to make him understand that they wanted some milk and sandwiches.

At first they pronounced the word "milk" many times. Then they spelt it. But the waiter still could not understand.

At last one of them took a piece of paper and began to draw a cow. He was just finishing his drawing, when the waiter looked at it and ran out of the restaurant.

"You see," said the traveler who had drawn the cow," what a pencil can do for a man who has difficulties in a foreign country."

In ten minutes the waiter was back, but he brought no milk. He put down in front of two men two tickets for a bull-fight.

## Lesson 2

## HISTORY OF ART



There were sculptures, cave paintings, rock paintings and petroglyphs dating from the Upper Paleolithic era, about thirty five thousand (35,000) years ago.

All of the great ancient civilizations, such as Ancient Egypt, India, China, Greece, Rome or Arabia had works and styles of art. In the Middle Ages, most of the art in Europe showed Biblical stories in paintings, stained glass windows, and mosaic tile floors and walls.

Islamic art includes geometric patterns, Islamic calligraphy, and architecture. In India and Tibet, painted sculptures, dance, and religious painting were done. In China, arts included jade carving, bronzework, pottery, poetry, calligraphy, music, painting, drama, and fiction. There are many Chinese artistic styles, which are usually named after the ruling dynasty.

In Europe, after the Middle Ages, (which some people call the Mediaeval Period or the "Dark Ages") there was a "Renaissance" which means "rebirth". People rediscovered science and artists were allowed to paint subjects other than



religious subjects.

People like Michelangelo and Leonardo da Vinci still painted religious pictures, but they also now could paint mythological pictures too. These artists also invented linear perspective where things in the distance look smaller than things close up in the picture. This was new because in the Middle Ages people would paint all the figures close up and just overlapping each other.

In the late 1800s, artists in Europe, responding to Modernity created many new painting styles such as Classicism, Romanticism, Realism, and Impressionism. The history of twentieth century art includes Expressionism, Fauvism, Cubism, Dadaism, and Surrealism, and Minimalism.

*(A distinctively English image of the Resurrection of Jesus, with Christ stepping on a soldier, in a 14th century Nottingham alabaster relief)*

**1. Translate the following terms:**

Sculptures, rock paintings, petroglyphs, calligraphy, architecture, painted sculptures, bronzework, fiction, religious subjects, mythological pictures, painting styles, Classicism, Romanticism, Realism, and Impressionism, Expressionism, Fauvism, Cubism, Dadaism, and Surrealism, and Minimalism.

**2. Find the English equivalents in the text:**

Печерні малюнки, вітражне скло, мозаїка, геометричні візерунки, різьблення нефриту, гончарні вироби (кераміка), правляча династія, лінійна перспектива, перекривати один одного.

**3. Answer the following questions:**

1. What was there dating the Paleolithic Age?
2. What did most of the art show in the Middle Ages?
3. What does Islamic art include?
4. Whom are Chinese artistic styles named after?
5. What were artist allowed to paint in Renaissance?
6. What did these artists invent?
7. What styles did artist create in 1800s?

**4. Imagine that you are a historian. Tell your students about the history of art.**

**5. Try to find the definitions of the styles:**

Classicism	an art and cultural movement of the 20th century
Romanticism	art from the Ancient Greeks and Romans and their influence
Realism	a style of painting which began in France in the late 19th century
Impressionism	a style of art, literature and music in the late 18th and early 19th century in Europe

Expressionism	the arts to describe the way that writers, musicians, painters etc. thought in the late 19th century
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## 6. Read the texts and check your guesses:

1) The word **Classicism**, in the arts, is used when talking about art from the Ancient Greeks and Romans and their influence. The art of classicism often involves a thoughtful approach to the arts in which beauty and form is admired, rather than passion or any kind of exaggeration. Classicism influenced several periods in European history, especially the Italian Renaissance, Age of Reason, the Age of Enlightenment and some movements in Modernism. Classicism can apply to painting, sculpture, architecture, music, dance, literature or philosophy.



*(The School of Athens by Raphael. This Renaissance painting shows an imaginary scene from Ancient Greece, with many famous Greek philosophers, writers, artists and mathematicians. Raphael has used the faces of lots of famous people from his own time. He has used Leonardo da Vinci as his model for Plato, the philosopher with the white beard in the centre.)*

2) **Romanticism** is a style of art, literature and music in the late 18th and early 19th century in Europe. This movement said that feelings, imagination, nature, and old folk traditions such as legends and fairy tales were important. In part, it was a reaction to the aristocratic social and political ideas of the Age of Enlightenment and the Industrial Revolution. It was also a reaction against turning nature into a mere science. It showed itself most strongly in arts like music, and literature. However, it also had an important influence on historiography, education and natural history.



*(Caspar David Friedrich, Wanderer above the Sea of Fog, 38.58 × 29.13 inches, 1818, Oil on canvas, Kunsthalle Hamburg)*

3) **Realism** is a word that can be used in many different ways. It is used mainly in the arts to describe the way that writers, musicians, painters etc. thought in the late 19th century. These artists were trying to show the world as it really is, instead of trying to escape to a world of fantasy, which is what the Romantics had been doing. The Realists wanted to give an accurate description of Nature and of the way people lived in society.

4) **Impressionism** is a style of painting which began in France in the late 19th century. **Impressionist** painting shows



life-like subjects painted in a broad quick style, with brushstrokes that are easily seen and colours that are often bright. The name 'Impressionism' comes from a painting by Claude Monet, which he showed in an exhibition with the name *Impression, soleil levant* ('Impression, sunrise'). An art critic called Louis Leroy saw the exhibition and wrote a review in which he said that all the paintings were just "impressions". The word stuck.

Impressionist painters are mostly known for their work in oil paint on canvas. Some Impressionist painters also made watercolours and prints. There is also some Impressionist sculpture.

(Claude Monet, *Impression, Sunrise*, (1872), oil on canvas, Musée Marmottan)

5) **Expressionism** is an art and cultural movement of the 20th century.



Expressionist artists try to express a feeling with what they create. Colours and shapes are not used in a way people see them, but as the artist feels them.

Expressionism emerged as an 'avant-garde movement' in poetry and painting before the First World War. In the Weimar years it was appreciated by a mass audience, peaking in popularity in 1920s Berlin.

Expressionism presents the world as subjective: how the artist feels it, not how it is scientifically. The art looks to get an emotional effect, and transmits personal moods and ideas. Expressionist artists sought to express the meaning of "being alive" and emotional experience rather than physical reality. Expressionism is exhibited in many art forms, including: painting, literature, theatre, dance, film, architecture and music. The term often implies emotional angst. In a general sense, painters such El

Greco could be called expressionist; in practice, the term is applied only to 20<sup>th</sup> century works.

The Expressionist stress on the individual perspective was also a reaction to positivism and other artistic movements such as naturalism and impressionism. Typical modern expressionists are Edvard Munch (*The Scream*), August Macke, Ernst-Ludwig Kirchner, Emil Nolde, Marc Chagall, and others. The First World War, with the many young men who died, left deep impressions on artists' minds.

(*Clouds in Finland* by Konrad Krzyżanowski, 1908)

## **7. Tell your friends what style you prefer and why.**

### **GRAMMAR EXERCISES**

#### **8. Give the comparative and the superlative degree of the following adjectives using the suffixes –er, (the) –est.**

Short, cold, early, big, near, late, fast, small, old, nice, young, large, kind, long, quick, easy.

#### **9. Give the comparative and the superlative degree of the following adjectives and adverbs using the words more, (the) most.**

Interesting, carefully, comfortable, progressive, efficient, clearly, beautiful, difficult, beautifully, regularly, prominent, brightly, especially, wonderful, realistic, remarkable, special, dependent, attentively.

#### **10. Use the adjectives and adverbs in the right degree of comparison.**

1. My brother is much ... than myself (young). 2. The opera theatre is one of the ... buildings in the city (beautiful). 3. The sound grew ... and ... (faint). 4. The party was not so ... as I had expected (gay). 5. I have no one ... than you (near). 6. What is the ... news (late)? 7. Yesterday I came home ... than usual (late). 8. Ann sings far ... than Nina (well). 9. I like this picture ... of all (well).

#### **11. Read and write the following cardinal numerals:**

- a) 3; 13; 30; 4; 14; 40; 5; 15; 50; 2; 12; 20; 8; 18; 80.
- b) 21; 82; 74; 69; 96; 74; 53; 22; 87; 58; 22; 35; 41.
- c) 143; 331; 205; 101; 845; 796; 367; 452; 100; 578.
- d) 1,365; 2,175; 7,312; 9,888; 5,500; 5,050; 2,222; 6,000.

#### **12. Form read and write ordinal numerals from the following:**

- a) 5, 7, 9, 3, 1, 10, 11, 8, 4, 6, 15, 13, 2.
- b) 20, 21, 30, 32, 40, 50, 54, 48, 80, 98.
- c) 100, 120, 134, 505, 876, 921, 752, 263.
- d) 1,200; 3,456; 8,935,679; 1,221; 5,000,000.

**13. Read the dates:**

9.03.1812; 22.06.1941; 1.12.2005; 24.08.1991; 10.05.2010;  
5.02.1988; 4.12.1984, 15.11.2011; 31.04.1678.

**14. Use the Present Indefinite Tense of the verbs in brackets. Translate the sentences into Ukrainian.**

My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

**15. Translate the following sentences. Make them interrogative and negative.**

1. The children drink coffee in the evening. 2. Her sister dances very well. 3. Our grandmother grows potatoes. 4. The pupils remember this rule. 5. Nick goes to bed at ten. 6. They listen to the radio in the morning. 7. You meet him every day. 8. It often snows in winter. 9. You want to play chess with him. 10. His mother teaches geography at school. 11. My brother wants to become a doctor. 12. She takes a bus. 13. The boys go in for sports. 14. She loves her parents. 15. His sister knows French.

**16. Ask questions about the time and place of the action.**

1. They plant trees in autumn. 2. Peter comes to the University at eight. 3. They discuss films after classes. 4. We listen to the news at ten o'clock. 5. The teacher corrects our dictations in the evening. 6. Her brother studies in Lviv. 7. Many birds fly to the south in autumn. 8. They spend their holidays in the country. 9. My parents live in a village. 10. His group-mates go to the theatre in the evening.

**17. Put questions to the italicized words.**

1. The children go to bed *at ten o'clock*. 2. His son knows English *well*. 3. My father reads *newspapers* in the evening. 4. Her aunt lives in *Lutsk*. 5. Our parents grow *wheat*. 6. This man works at *a machine-building plant*. 7. It snows *in winter*. 8. We buy *bread* at this shop. 9. *My* sister learns many poems by heart. 10. *Ann* helps her mother about the house. 11. At the lesson we *read and speak* English. 12. Her mother teaches *Ukrainian*. 13. Your brother works *at the hospital*. 14. Some people want to study English *because they want to work abroad*.

**18. Translate into English.**

1. Де ти живеш? – Я живу в Києві. 2. Коли в тебе канікули? – У січні. 3. Що тобі найбільше подобається в університеті? 4. Мій брат працює в лікарні. Він лікар. Він встає в двадцять хвилин на восьму. Він працює вранці і вдень.

Увечері він не працює. Увечері він відпочиває. 5. Твоя сестра говорить французькою мовою? – Ні. Вона говорить німецькою мовою, а її чоловік говорить англійською мовою. 6. Коли ви встаєте? – Я встаю за чверть сьома. 7. Коли встає твій брат? – Він встає за двадцять восьма. – А твоя сестра також встає за двадцять восьма? – Ні. Вона встає о дев'ятій годині. 8. Я вивчаю англійську мову. Мій друг також вивчає англійську мову. 9. Де ти живеш? Де живе твій товариш? 10. Де працюють твої батьки? 11. Що ви робите після уроків? 12. Хіба ви не вивчаєте фізики? 13. Хто живе в цьому будинку? 14. Мені не подобається ця книжка. 15. Моєму товаришеві не подобається це оповідання.

**19. English for enjoyment. Read the text answer the questions after the text and retell it.**

### **A Millionaire**

This is a story about a well-known millionaire who did not like to spend even small sums of money.

One day he went to stay at a hotel in New York. He asked for the cheapest room they had. He said: "What is the price of the room?"

The manager told him.

"And which floor is it on?"

The manager told him.

"Is that the cheapest room you have? I'm staying here by myself and only need a small room."

The manager told him that that was the smallest room they had and added: "But why do you take the cheapest room like that? When your son stays here he always has the most expensive room."

"Yes," answered the millionaire, "but his father is a wealthy man, and mine is not."

- *Is this story about a rich or a poor man?*
- *Did the millionaire like to spend money?*
- *What room did he asked for in a hotel?*
- *Was the manager surprised?*
- *What did the manager tell the millionaire about his son?*
- *Why did the son take the most expensive room in the hotel?*
- *Why did the millionaire want to take the cheapest room?*

## Lesson 3

## ROLE OF ART



In some societies, people think that art belongs to the person who made it, such as Indigenous Aboriginal Australian Art. They think that the artist put his or her "talent" into the art. In this view, the art is the property of the artist.

In other societies, people think that art belongs to no one. They think that society has put its social capital into the artist and the artist's work. In this view, society is a collective that has made the art, through the artist.

The functions of art include:

1) *cognitive function*

Works of art let us know about what the author knew, and about what the surrounding of the author was like.

2) *aesthetic function*

Works of art are more or less harmonic and bring pleasure, a sensation of beauty.

3) *prognostic function*

Some artists draw what they see the future like, and some of them are right, but most are not...

4) *recreation function*

Art makes us think about it, not about reality; we have a rest.

5) *value function*

What did the artist value? What aims did he like/dislike in human activity?

This usually is clearly seen in artists' works.

6) *didactic function*

What message, criticism or political change did the artist wish to achieve ?

*(Leonardo da Vinci The Mona Lisa (La Gioconda or La Joconde, or Portrait of Lisa Gherardini, wife of Francesco del Giocondo)*

### 1. Translate the following terms:

Aboriginal Art, talent, social capital, artist's work, collective, aesthetic function, prognostic function, didactic function.

### 2. Find the English equivalents in the text:

Належати особі, вкласти талант у мистецтво, власність художника, пізнавальна функція, функція відпочинку, ціннісна функція.

**3. Answer the following questions:**

1. Whom does art belong to in some societies?
2. What is another view?
3. What are the functions of art?
4. What does cognitive function mean?
5. What does aesthetic function mean?
6. How is recreation function realized?

**4. Imagine that you are an art critic. Explain your point of view as to the role and functions of art.**

**5. Read and translate the text.**



**Pierre-Auguste Renoir** (25 February 1841–3 December 1919) was a French artist. He was a leading painter who helped to create the Impressionist style. He painted portraits, and still life, but above all, he painted social scenes of the day.

Pierre-Auguste Renoir was born in Limoges, Haute-Vienne, France, the child of a working class family. As a boy, he worked in a porcelain factory where his drawing talents led to him being chosen to paint designs on fine china. He also painted hangings for overseas missionaries and decorations on fans before he enrolled in art school.

During those early years, he often visited the Louvre to study the French master painters.

A prolific artist, he made several thousand paintings. The warm sensuality of Renoir's style made his paintings some of the most well-known and reproduced works in the history of art. The single largest collection of his works—181 paintings in all—is at the Barnes Foundation, near Philadelphia, Pennsylvania.



*La Grenouillère*  
1869. The  
impressionist  
nature of this  
early painting is  
quite clear.





*On the Terrace, oil on canvas, 1881, Art Institute of Chicago.*

**6. Put 4 questions to the text; discuss the text with your friends. Tell your friends what you know about Pierre-Auguste Renoir.**

## GRAMMAR EXERCISES

**7. Form the Past Indefinite of the following regular verbs:**

to look, to seem, to dress, to love, to cry, to jump, to profit, to enjoy, to hurry, to clear, to ask, to translate, to rob, to carry, to cook, to shout, to answer, to play.

**8. Give the three forms of the following irregular verbs:**

to know, to go, to learn, to leave, to make, to mean, to meet, to say, to teach, to tell, to understand, to write, to give, to take, to read, to begin, to buy, to come, to grow, to eat, to drink, to have, to see, to speak, to break, to win, to sleep, to stand.

**9. Make the following interrogative and negative.**

1. The teacher repeated the question. 2. His wife planned her work well. 3. Their children cleaned the garden and then they played basketball. 4. The girl answered the question at once. 5. They slept in the open air. 6. The clock struck ten. 7. The little girl cried a little and then smiled. 8. She cooked a good dinner. 9. They waited for a bus. 10. The bus arrived at five.

**10. Change the following into the Past Indefinite Tense.**

1. The girl learns English. 2. My friend gets up early. 3. The worker comes home at six. 4. The old women talk about the weather. 5. Nick goes to bed at ten. 6. You meet him every often in summer. 7. His mother comes home late. 8. The meeting lasts about two hours. 9. They live in France. 10. They travel there by train. 11. They are at school. 12. You are tired. 13. Peter is ill. 14. Is the doctor at the hospital? 15. I am a student. 16. The girls are at the theatre.

**11. Put questions to the italicized words:**

1. They sat *in the first* row. 2. The performance lasted *for two hours*. 3. He went to Kyiv *to see some friends*. 4. She put the mail *on my desk*. 5. He walked to the university *with Mary*. 6. They spoke to us *in French*. 7. He arrived home *very late*. 8. I found my English book *yesterday*. 9. She played tennis *badly*. 10. They lost their way *because it was dark*.

**12. Translate into English.**

1. Діти допомагали батькам. 2. Батько прийшов додому пізно. 3. Що ви

робили в неділю? 4. Де ти був учора ввечері? – Я ходив у кіно. Тобі сподобався фільм? – Так, фільм мені дуже сподобався. 5. Що ви робили на уроці англійської мови? – Ми читали новий текст, відповідали на запитання і перекладали речення з української мови на англійську. 6. Коли ви почали вивчати англійську мову? – Ми почали вивчати англійську мову три роки тому. 7. Скільки сторінок ви прочитали минулого тижня? – Минулого тижня я прочитав десять сторінок. Мені подобається ця книжка. 8. О котрій годині ти звичайно встаєш? – Я встаю о сьомій годині. 9. О котрій годині ти встав учора? – Вчора я встав о восьмій. Я завжди встаю о восьмій у неділю. 10. Коли твої друзі приходили до тебе? Хто приходив до тебе вчора?

### **13. Open the brackets using the verbs in Present Indefinite or Past Indefinite Tense.**

1. Tom always (to eat) breakfast. 2. Yesterday he (not to eat) breakfast because he (to get) up late. 3. We (to like) to cook but we (not to like) to wash dishes. 4. He never (to shout) at his students. He (to be) a wonderful teacher, I remember. 5. My friend (to know) Spanish very well. 6. Who (to ring) you up an hour ago? 7. He (to live) on the third floor. 8. It (to take) you long to find his house yesterday? 9. When your lessons (to be) over on Monday? 10. I (to have) dinner with my family yesterday. 11. Her friend (to be) ready at five o'clock. 11. The teacher (to correct) our dictations after classes. 12. Yesterday he (to correct) our test-papers in the evening. 13. The test (to be) difficult? 14. You (to make) many mistakes in your dictation last week? 15. My brother (not to know) French. He only (to speak) English.

### **14. English for enjoyment. Read the text, answer the questions after it and retell the text.**

#### **A Conceited Boy**

Edward came home for his holidays; he thought that he was clever, because he had been at school for a year. At dinner he said to his father: "Daddy, you think that you see two cakes on the plate. I am going to show you that there are three." Pointing to the first cake Edward said: "this is one, and that is two. If I add the one to the two, I'll get three."

"Very well," said his father, "if what you say is true, I'll take the first cake, your mother will take the second and you may take the third."

- *Where did Edward come for his holidays?*
- *He thought that he was clever, didn't he?*
- *What did he say to his father at dinner?*
- *How did he try to show that there were three cakes on the plate?*
- *What did the father say?*
- *The father taught his son a lesson, didn't he?*

## Lesson 4

## MODERN ART



**Modern art** refers to artistic works produced from the 1860s to about the 1970s. It refers to the style and philosophy of the art produced during that era. The period coincides with the invention of mechanical means of recording images: photography and film.

The term *modern art* is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. Modern artists experimented with new ways of seeing and with fresh ideas about the nature of materials and functions of art. A tendency toward abstraction is characteristic of much modern art. More recent artistic production is often called Contemporary art or Postmodern art.

**Abstract art** is modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things. Often the artists were influenced by ideas and philosophies.

Abstract art is found in painting and in sculpture. There are also many works of art which are partly abstract, and partly representational. And there are many artists who work in abstract and other types of modern art.

Purely abstract art is a 20th century invention. It grew out of the earlier forms of modern art, but it is perhaps the one movement which is absolutely modern. It has no roots in earlier art (as we use the term today).

*(Vincent van Gogh, Country road in Provence by Night 1889)*

### 1. Translate the following terms and expressions:

Artistic works, recording images, spirit of experimentation, the nature of materials, functions of art, abstraction, painting, sculpture.

### 1. Find the English equivalents in the text:

Відноситися до, філософія мистецтва, співпадати, механічні засоби, асоціюватися (бути пов'язаним), лінії та форми, бути під впливом ідей, частково репрезентативний, винахід, сучасний рух, корені.

**2. Answer the following questions:**

1. What does modern art refer to?
2. What does this period coincide with?
3. What did modern artists experiment with?
4. What is the characteristic feature of modern art?
5. What is abstract art?
6. What are the artists influenced by?
7. What roots has abstract art in earlier art?

**4. Imagine that you are an art historian. Tell your students what you know about modern art.**

**5. Read and translate the text; tell your friends what you know about Kazimir Malevich.**

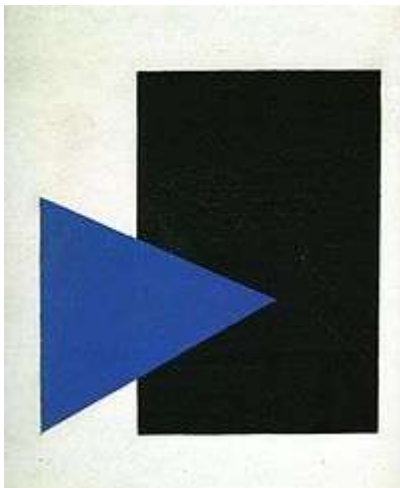
**Kazimir Malevich** (Kiev, 23 February 1879 – 15 May 1935) was Russian painter and art theoretician. He was born in Ukraine of ethnic Polish parents. He was a pioneer of geometric abstract art and the originator of the avant-garde Suprematism movement.



In March 1913 a major exhibition of Aristarkh Lentulov's paintings opened in Moscow. The effect of this exhibition was comparable with that of Paul Cézanne in Paris in 1907, as all the main Russian avant-garde artists of the time (including Malevich) immediately absorbed the cubist principles and began using them in their works.

Already in the same year the Cubo-Futurist opera *Victory Over the Sun* with Malevich's stage-set became a great success. In 1914 Malevich exhibited his works in the *Salon des Independants* in Paris.

(*Self-Portrait*, 1912)



(Kazimir Malevich, 1915)

(*Cow and fiddle* Malevich, 1913. Influence of Braque and cubism)

## **6. Read the information and answer the following question:**

*What is street art?*

**Street art** is like impressionism, cubism or pop art an art movement.

A lot of poor people try to survive by asking a little money in the street. They sometime do the same while making art. These are the "original", "true" street artists. They make music, theatre, temporary paintings on the ground. The other ones are more likely called "urban artist".

**Modernism** was a cultural movement in the first part of the 20th century. It occurred in art, literature, music, architecture and drama.

Modernism is marked by a rejection of tradition, and an interest in new ways of doing old things. Also, there was a belief that the application of science and technology could change the world for the better. The changes began in the late 19th century and carried on until about 1950. The details differ greatly, and the term covers some movements which are somewhat contradictory.

Art is where people can find Modernism. Modern art is what replaced classical art. It included Abstract art, Cubism, Pop art, Minimalism, and Dadaism. It affected sculpture quite strongly, though at the beginning sculptors like Rodin and Epstein made both traditional and modernist works. Henry Moore is one of the most famous modernist sculptors. Typical modernist painters were Picasso, Braque, Matisse, Kandinsky and Mondrian.

## **GRAMMAR EXERCISES**

### **7. Change the following into the Future Indefinite Tense.**

1. I go for a walk after supper. 2. Everybody laughs at this picture. 3. Helen gives private lessons. 4. He spends his summer holidays in the country. 5. She agrees with him. 6. I saw him at the concert. 7. Our school year begins on the 1<sup>st</sup> of September. 8. We do our homework in the afternoon. 9. He had enough time to do the job. 10. There is a fine garden in front of the hospital. 11. She sleeps in the open air. 12. Mr. Fray is in his office. 13. She is a student. 14. His father is a driver. 15. Our teacher is in the classroom. 16. I take my brother to school every day. 17. They spend their holidays in the Crimea.

### **8. Make the following interrogative and negative.**

1. Bob will graduate from the university next year. 2. There will be a dance at the end of the party. 3. I shall do what you want. 4. Harris will sing a comic

song. 5. They will announce this news later today. 6. We shall take Jane for a picnic. 7. They will have a meeting tonight. 8. There will be many visitors today. 9. Tom will be put in hospital. 10. We shall have a history class tomorrow. 11. You will tell us about it. 12. The plane will take off in five minutes. 13. They will have porridge for breakfast. 14. Ann will like the present.

### **9. Put questions to the italicized words.**

1. Some of them will go *to Brighton* one of these days. 2. Next Sunday I shall write *a letter* to my friend. 3. Soon there will be many young trees *in the park*. 4. *Our friends* will come to see us today. 5. Jack won't go to the cinema *because he is busy*. 6. We'll play chess *tonight*. 7. *We* 'll get up at seven tomorrow. 8. The plant will make *agricultural machines*.

### **10. Replace the infinitives in brackets by the Future Indefinite or the Present Indefinite Tense.**

1. If you (to come) at five o'clock, we (to see) an interesting program on TV. 2. Before you (to leave) home, ring me up. 3. As soon as you (to get) my letter, let me know. 4. When I (to enter) the University, I (to study) two foreign languages. 5. If you (to be) busy on Sunday afternoon, we (not to go) to the stadium. 6. If you (to look through) today's paper, you (to find) an interesting article. 7. When she (to arrive) at the hotel, it (to be) 5 o'clock. 8. When you (to be tired), we (to stop) working. 9. As soon as I (to get) any news about him, I (to tell) you about it. 10. Before he (to begin) to read a book, he (to look through) it. 11. I (to look after) my sister till the mother (to return). 12. John (to let) us know as soon as he (to pass) all his exams.

### **11. Finish the following sentences.**

1. I shall have lunch as soon as ... 2. He will post the letter as soon as ... 3. We shall go to the country if the weather ... 4. I'll listen to the radio before I ... 5. She will not call you up until you ... 6. They will go to the cinema or a concert after they ... 7. I'll make you a sign, when I ... 8. Wait here until the doctor ... 9. If mother does not allow us to go to the cinema, ... 10. If he does not come in time, ... 11. If the wind blows from the north, ... 12. If she gets the dictionary, ...

### **12. English for enjoyment. Read the text, answer the questions to it and retell the text.**

#### **A Laconic Answer**

There was a time when the people of Greece were not united, but instead, there were several states each of which had its own ruler.

Some of the people in the southern part of the country were called Spartans and they were famous for their simple habits and their bravery.

The name of their land was Laconia, so they were sometimes called Lacons.

One of the strange rules which the Spartans had was that they should speak briefly and never use more words than were needed.

A short answer is called laconic that is such an answer as a Lacon would give.

There was a land called Macedonia in the Northern part of Greece. This land was ruled by a king named Philip. Philip of Macedonia wanted to become the master of Greece. So he raised a great army and made war upon other states, until nearly all of them were forced to call him their king. Then he sent a letter to the Spartans in Laconia and said: "If I go down into your country, I will level your great city to the ground".

In a few days the answer was brought back to him. When he opened the letter he found only one word written there: "If".

- *What was the name of Macedonian king?*
- *What did Philip want?*
- *What did he raise?*
- *What did Philip make upon other countries?*
- *What happened to most of the states?*
- *What did Philip send to Laconia?*
- *What answer did he get?*

## UNIT II TYPES OF ART

### Lesson 1

### PAINTING



**Painting** is using colours to make art. It is also the word for a painted work of art. Many kinds of paints are used to create art. They include watercolors, acrylics and oils. Other artists like working with pencil or chalk. Sometimes charcoal can be used.

Famous paintings are often kept in art galleries, like the National Gallery in London and the Louvre (Paris) where one of the most famous paintings in the world hangs, the Mona Lisa, painted by Leonardo DaVinci. People do not have to go to a famous gallery to view art. There are private art galleries in many cities around the world.

There is a basic difference between drawing and painting. In drawing, a single layer is the entire image. In painting, one layer is painted over another to get the final image. As a result, most of the time the image will not be clear until it gets to the final stage.

There are three basic stages in painting: divide, layer, and touchup.

In the divide stage, the canvas is divided into a few major areas (depending on the image you paint), and background for those areas are plotted.

In the layer stage, a layer is plotted over another layer, to get the desired shape in each area. By end of this stage, all objects in the image will be clearly identifiable.

The touchup stage needs extra effort. This stage is to provide an extra look to the image, like precise bordering, merging layers and other visual effects.

### **1. Translate the following terms and expressions:**

Using colours, to create art, watercolours, acrylics, oils, pencil, chalk, art gallery, famous paintings, final image, basic stages, visual effects.

### **2. Find the English equivalents in the text:**

Витвір мистецтва, фарба, деревне вугілля, зберігатися, переглядати мистецтво, основна відмінність, малювання, живопис, ціле (все) зображення, шар, розділення, шарування, підправлення, полотно, розділити на основні ділянки, фон, отримати бажану форму, бути чітко ідентифікованим, додаткові зусилля, забезпечити додатковий вид (погляд), точне межкування, поєднання шарів.

### **3. Answer the following questions:**

1. What is painting?
2. What do paints include?
3. Where are famous paintings kept?
4. What is a basic difference between drawing and painting?
5. What are basic stages in painting?
6. What is canvas divided into in the divide stage?
7. What is the aim of the touchup stage?

### **4. Imagine that you are a guide in the art gallery. Tell your visitors what you know about painting, drawing and basic stages in painting.**

### **5. Read and translate the text; put 5 questions for a discussion with your friends.**



**The National Gallery, London** is an art gallery in London, England, which has one of the finest collections of European paintings in the world. What makes this gallery so important is that, although there are bigger galleries, *The National Gallery* has many paintings of very high quality and also because it has



paintings by famous artists whose works are very rare.

*The National Gallery* is on Trafalgar Square, which is one of the busiest tourist places in London. It is a grand building of pale grey limestone, with a central dome and a large Classical style porch (*portico*) like an Ancient Greek temple. To the left side, the gallery has a large new building called *The Sainsbury Wing*.

When *the National Gallery* opened, there was a strong opinion that paintings of the High Renaissance period of the late 1400s to Baroque paintings of the 1600s were the finest type of art. The word *primitive* was used to describe Italian paintings from the 1300s and early 1400s. Luckily, the director of the Gallery, Sir Charles Eastlake, thought it was important to collect some of these *primitive* paintings, as well as the more popular High Renaissance paintings. That is how the *National Gallery* came to own so many very rare works from the Late Middle Ages and Early Renaissance periods.

In the 1870s the Gallery was lucky to get two collections of paintings by famous Dutch artists. The building had to be made larger to house them. The Gallery was also given paintings by famous British artists; soon there were so many that most of them were moved out to a new gallery called the Tate Museum of British Art.

By the 20th century, it was getting more difficult to buy very important paintings; there were other galleries in the United States and Germany who were trying to buy the same paintings. So the *National Gallery* began to buy works by more modern painters and soon had a collection of 19th and early 20th century paintings. This is not a large part of the *National Gallery's* collection, but it does show small works by many very important artists, particularly the French Impressionists.

(*The National Gallery*, photo Yorick Petey)



*Important people- An actress in the Romantic style by Gainsborough. 1780?*



*Constable painted landscapes using small studies that he did outdoors. 1820*



Vincent van Gogh hoped his bright pictures would make people happy. 1888

**6. Tell your friends what you know about the National Gallery in London.**

**GRAMMAR EXERCISES**

**7. Make the following sentences interrogative and negative.**

1. You are doing that exercise correctly. 2. He is looking for the book which he lost. 3. All the birds are flying south. 4. The sky is getting very dark. 5. They are laughing at what you said. 6. They are travelling in Europe at present. 7. Helen is taking dancing lessons at the country club. 8. Mr. Evans is writing a series of articles on the economic situation. 9. Ann is doing well in her studies at present.

**8. Put questions to the italicized words.**

1. The children are planting *trees*. 2. They are working *in the garden*. 3. The girl is trying on *a dress*. 4. *Nick* is talking with his friends. 5. The students *are reading*. 6. The man is sitting *in the armchair*. 7. The girl *is drawing*. 8. The woman is wearing *a blue dress*. 9. *Peter's* brother is riding a bicycle. 10. They are talking *about the film*. 11. *He* is watching TV. 12. The boy is running fast *because it is raining*.

**9. Use the verbs in brackets in the Present Continuous Tense.**

1. Look! It (begin) to rain. 2. They (wait) for us on the corner now. 3. I see that you (wear) your new suit today. 4. Listen! Someone (knock) at the door. 5. Please! Be quiet! The baby (sleep). 6. The leaves (fall) from the trees. 7. John (have) lunch in the cafeteria now. 8. Listen! I think the telephone (ring). 9. Ann seems to be very busy. I guess she (prepare) her English. 10. I (clean) the blackboard. 11. The boys (skate). 12. The student (stand) at the door.

**10. Replace the infinitive in brackets by the Present Indefinite or the Present Continuous Tense.**

1. We (to gather) mushrooms in summer. 2. The children are in the forest now. They (to gather) mushrooms. 3. Where is Kate? She (to do) her homework. She always (to do) her homework in the evening. 4. The pupils (to write) compositions once a month. 5. Don't shout. The pupils of the ninth form (to write) compositions. 6. Water (to boil) at 100°. 7. Turn off the gas. The milk (to boil). 8. Mary (to dance) all modern dances very well. 9. Look! Peter (to dance) with Jane. 10. Helen usually gets up late. She always (to hurry) to school. 11. Where you (to hurry)? 12. As a rule Paul (to prepare) his report in time. 13. Don't disturb him. He (to prepare) for his examination. 14. Take along your umbrella. It (to rain). 15. It often (to rain) in England.

**11. Use the verbs in brackets in the Past Continuous Tense.**

1. They (eat) dinner when we came. 2. It (rain) when I left home. 3. When you telephoned, I (have) dinner. 4. The baby (sleep) soundly when I went to wake him. 5. She (talk) with Mr. Smith when I saw her in the hall. 6. The accident happened while they (travel) in the South. 7. When I got up this morning, the sun (shine) brightly. 8. At seven o'clock, when you rang me up, I (read) the newspaper. 9. Mary (play) the piano when I arrived. 10. Helen fell just as she (get) off the bus. 11. The wind (blow) hard when I left home this morning.

**12. Change the following into the Past Continuous Tense.**

1. The man is standing near the door. 2. Tom told a story. 3. The children swam in the river. 4. Is Mary wearing a white dress? 5. She went to the cinema. 6. They didn't work in the garden. 7. We are not sitting by the window. 8. The workers built a bridge. 9. The girl tried on a dress. 10. The old man spoke in a low voice.

**13. Put questions to the italicized words.**

1. The man *was reading a magazine* when somebody knocked at the door. 2. He was waiting *for a bus*. 3. *My brother* was skating. 4. The students were dancing *when I opened the door*. 5. The girl was eating *ice-cream* when we came in. 6. She was looking *after her little brother*. 7. The pupils were discussing *a story*. 8. The man was passing the theatre *when the clock struck ten*. 9. It was snowing *when we went out*. 10. The boy was running *very fast*.

**14. Use the verbs in brackets in the Past Continuous or the Past Indefinite Tense.**

1. I (to go) to the cinema yesterday. 2. I (to go) to the cinema at four o'clock yesterday. 3. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 4. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 5. When I came into the kitchen, mother (to cook). 6. She (to cook) fish yesterday. 7. You (to do) your homework yesterday? 8. You (to do) your homework from eight till ten yesterday? 9. Why she (to sleep) at seven o'clock yesterday? 10. What Nick (to do) when you came to his place? 11. What he (to do) yesterday? – He (to read) a book. 12. What he (to do) the whole evening yesterday? – He (to read) a book.

**15. Use the verbs in brackets in the Future Continuous Tense.**

1. At ten o'clock tomorrow morning she (have) her music lesson. 2. I (wait) on the corner for you at the usual time tomorrow morning. 3. It probably (rain) when you get back. 4. If you come before six, I (work) in my garden. 5. At this time tomorrow afternoon I (take) my final English exam. 6. If we go there now, they (have) dinner. But if we go later, they (watch) television. 7. At this time next year he (study) at the University. 8. Don't come to see him tonight, he (to pack) things. 9. I (to travel) the whole summer.

## 16. Translate into English.

1. Ми бачили її вчора. Вона працювала в саду. 2. Коли годинник пробив дванадцять, ми всі сиділи за столом. 3. Де ти був о третій годині? Я дзвонив тобі, але ніхто не відповів. – Я ремонтував велосипед. 4. Коли я зайшов до залу, Ольга грала на скрипці. 5. Що вона робила, коли ви прийшли до неї? – Вона прибирала в кімнаті. 6. Коли я вийшов з дому, ішов сильний дощ. 7. Що робив учитель, поки ви писали твір? 8. Що робив ваш син о десятій годині вечора? – Читав якусь книжку. 9. Я бачив тебе, коли ти біг вулицею. Куди ти поспішав? 10. Ми поверталися додому пізно. Дощу не було, але дув сильний вітер.

## 17. Use the verbs in brackets in the proper tense and retell the text.

It (to be) summer time. The sun (to shine) brightly and lots of people (to swim) in the river. Two men (to be) in the water. One of them (to wear) an evening dress. The other man (to look) at the man in the evening dress. He (to be surprised) to see the man. He (to ask) the man why he (to wear) an evening dress while he (to swim). “I (not to swim),” said the man. “I (to drown).”

to drown– тонути

## 18. English for enjoyment. Read the text and put 5 questions to it.

### A Foreign Tourist

An American tourist came to Paris. It was his first visit there. On the same day he sent a telegram to his wife who was in London. In the telegram he told her the address of the hotel where he was going to stay. He also told her that he was well.

As he was in Paris for the first time, he was very eager to see the places of interest. After dinner he went for a walk and then decided to go to the theatre to see a new play. It was very late when the play was over. It was time to go home.

But at that moment he realized that he couldn't get to the hotel: he didn't remember either the name of the hotel or the address. The Englishman was at a loss because he didn't know what to do. Suddenly he remembered sending that morning a telegram to his wife. So, late at night his wife got a very strange telegram: "Please, send me my address at once."

## Lesson 2

## ARCHITECTURE



**Architecture** is a term that means either the science of structures design such as houses, places of worship, office buildings, or the profession of an architect.

In the past people built huts and wood houses to protect themselves from the weather. Great civilizations like the Ancient Egyptians built large temples and structures, like the Great Pyramids of Giza. The Ancient Greeks and Romans made what we now call Classical Architecture. The Romans, working over 2000 years ago, copied the arch from the Etruscans, who copied it from the Mesopotamians. The stone columns, which still hold up so many important buildings, like the Parthenon in Athens, were simply copied from the first wooden posts.



**Classical Architecture** was very formal; it always obeyed laws. It used symmetry, which really means balance, and it used proportion which means keeping shapes in certain ways. The Golden Mean was a rule (or law) which said, if you are making a room, or any other thing, it will work best if you always make the long side 1.6 times longer than the short side.



There are many laws in Classical Architecture, like how high the middle of an arched bridge needs to be (which depends on how wide the bridge needs to be). These laws were learned from thousands of years of experience and they are as true today as

they were 2000 years ago.



People were copying the Classical Architecture from the past, but adding their own ideas and decoration.

**Modernism** is the name for the architectural style which developed because of these new building technologies, and its beginnings can be seen as early as 1890. Many famous buildings existing today could not have been built using

traditional methods.

*(The Parthenon in Greece uses columns all made in stone)*

*(Pyramids in Giza)*

*(Twin Towers are situated in Kuala Lumpur, Malaysia and they are considered as world's third tallest buildings)*

### **1. Translate the following terms and expressions:**

Stone column, important building, to be copied, wooden post, architectural style, new building technology, traditional method.

### **2. Find the English equivalents in the text:**

Наука про дизайн (побудову) структур, місце поклоніння, захистити себе від негоди, храм, арка, дотримуватися законів, використовувати симетрію, рівновага, підтримувати форму, арочний містю

### **3. Answer the following questions:**

1. What does a term of architecture mean?
2. What did great civilizations build?
3. What does classical architecture obey?
4. What does classical architecture use?
5. Are the old rules of classical architecture true today?
6. What is modernism?
7. Could many famous buildings existing today have been built using traditional methods?

### **4. Imagine that you are an architect. Tell your students what you know about architecture, classical architecture and modernism.**

### **5. Read and translate the text; make up 4 question to it:**



#### **St. Paul's Cathedral**

Everybody coming to London for the first time wants to see St. Paul's Cathedral. This is the third cathedral with this name which London has had. The two others were burnt down, the first in 1086 and the second in 1666. In 1675 Christopher Wren, an architect, who had already built many buildings, started on his greatest work which lasted for 35 years.

From far away you can see the huge dome with a golden ball and cross on the top. The inside of the cathedral is very beautiful. After looking around you can climb 263 steps to the Whispering Gallery, which runs round the dome. It is called thus because if someone whispers close to the wall on one side, a

person with an ear close to the wall on the other side can hear what is said.

St. Paul's Cathedral houses the highest library in London, the Capitular Library. It is situated right up near the Whispering Gallery. The origin of the library dates back to the seventh century.

St Paul's is a popular tourist attraction and is still used as a church today.

## **6. Read and translate the text.**

### **Sir Christopher Wren**



**Sir Christopher Michael Wren** (20 October 1632 – 25 February 1723) is one of the most highly acclaimed English architects in history. He was accorded responsibility for rebuilding 52 churches in the City of London after the Great Fire in 1666, including his masterpiece, St. Paul's Cathedral, on Ludgate Hill, completed in 1710. The principal creative responsibility for a number of the churches is now more commonly attributed to others in his office, especially Nicholas Hawksmoor. Other notable buildings by Wren include the Royal Naval College in Greenwich and the south front of Hampton Court Palace.

Educated in Latin and Aristotelian physics at the University of Oxford, Wren was a notable astronomer, geometer, and mathematician-physicist, as well as an architect. He was a founder of the Royal Society (president 1680–82), and his scientific work was highly regarded by Sir Isaac Newton and Blaise Pascal.

## **7. Put 4 questions to the text for the discussion with you friends. Tell your friends what you know about Christopher Wren:**

### **GRAMMAR EXERCISES**

#### **8. Read and translate the following sentences into Ukrainian.**

1. What's the time? — Sorry, I have left my watch at home. 2. I can't get into the room. I have lost the key. 3. It is absolutely dark in the room. Who has turned off the light? 4. I don't see my dictionary on the table. Who has taken it? — It's me. I have put it on the shelf. 5. Where are the students? — They have just left for the library. 6. My sister has always helped me with my English. 7. You have never heard about it, have you? 8. He hasn't written to her yet. 9. Have you ever seen this film? 10. I have often been to the Museum of Art. Have you? 11. They have had no lectures this week. Their lecturer has been ill since last Monday. 12. Our students have gone to the theatre several times this year. 13. I haven't seen you

for ages. Where have you been all this time? — I've been away from Cherkasy. 14. Mary's just made coffee. 15. They've closed the shop.

**9. Open the brackets using the verbs in Present Perfect.**

1. I (to speak) to him about it several times. 2. We (to learn) many new words in this course. 3. He (to make) the same mistake several times. 4. I (to hear) that story before. 5. I am afraid that I (to lose) my car keys. 6. She (to see) the film several times. 7. I (to tell) John what you said. 8. She (to return) my book at last. 9. She says that she (to translate) the text already.

**10. A. Make the following interrogative.**

1. You have taken my note-book. 2. His sister has past her examinations. 3. Her brother has entered the University. 4. The children have already had breakfast. 5. The teacher has just come. 6. The students have been busy the whole day. 7. She has translated the article. 8. They have heard much about it. 9. You have been to Kyiv. 10. You have often visited the theatre.

**B. Make the following negative.**

1. Our professor has come from London (yet) 2. I have written a letter to Ann. 3. They have opened the shop. 4. My friend has changed since I saw him last. 5. He has told the director about it. 6. She has spoken at the meeting today. 7. I have done my homework. 8. We have met them (since 2010). 9. I have studied this subject (never).

**11. Open the brackets using the verbs in Present Continuous or Present Perfect Tense.**

1. What's the matter? Why he (to stop)? 2. My cousin (to look) for a job, but he (not to find) job yet. 3. It (to be) impossible for her to feel at home here. 4. What you (to study) now? 5. Sophie is busy. She (to knit) a sweater for her grandson. 6. People (to plant) carrots and tomatoes now. 7. What you (to look) for? 8. What you (to talk) about? 9. He already (to learn) the rule. 10. Your car (to make) strange noises. Is anything wrong?

**12. Open the brackets using the verbs in Present Perfect or Past Indefinite Tense.**

1. I (not yet to eat) today. 2. He (not to eat) yesterday. 3. You (to play) the piano yesterday? 4. You (to play) the piano today? 5. What you (to prepare) for today? 6. Look at this birdhouse. Mike (to make) it himself. 7. When you (to see) Mary?—I (to see) her last week. 8. At last I (to translate) the article: now I shall have a little rest. 9. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure. 10. The lecture (not yet to begin) and the students are talking in the classroom.

**13. Translate into English.**



1. Я залишив свій зошит вдома. 2. Де Петро? — Він ще не прийшов. 3. Що ти робиш? — Читаю англійське оповідання. Скільки сторінок ти вже прочитав? — Я прочитав уже сім сторінок. 4. Скільки нових слів ви вивчили в цьому місяці? 5. Я не можу їхати з тобою. Я ще не склав екзамену з геометрії. 6. Ми щойно прочитали телеграму. 7. Ми одержали телеграму вчора. 8. Я знаю цього лікаря з 2010 року. 9. Чому в тій кімнаті темно? — Я вимкнув світло. 10. Ми не бачили його вже три роки. 11. У мене немає ручки, я її загубив. — Коли ти загубив її? 12. Де учні? — Вони в саду. Вони там уже дві години. Що вони роблять? — Садять дерева. 13. Минулого року ми їздили до Варшави на екскурсію. З того часу я не був у Варшаві. 14. Нарешті ми закінчили роботу. Тепер ми можемо відпочити.

**14. English for enjoyment. Read the text, put 5 questions to it and retell the text.**

### **The Blind Man and the Great Artist**

Every day in one of the streets of Vienna you could see a blind man playing the violin. His dog sat near him with a cap in his mouth. People, who were passing them, dropped coins into the cap.

One day, when the weather was very cold, the man was playing for a long time, but nobody wanted to give him anything. The poor man thought that he would have to go to bed without supper. He was so tired and so weak that he stopped playing.

At that moment a young man came up to him and asked him why he had stopped playing. The blind man said he had played for two hours but nobody had given him anything. "Give me your violin. I shall help you," said the man. And with these words he began to play. He played so well that people began to gather and soon there was a big crowd. Everybody was eager to listen to the fine music and to thank the young man for the pleasure.

Soon the cap was full of money.

"I don't know how to thank you," said the blind man. "Who are you?"

"I am Paganini," was the answer.

## Lesson 3

## SCULPTURE AND POTTERY



**Sculpture** is a type of art. It must be three-dimensional (meaning it must have height, width, and depth like a cube). There are many kinds of sculptures from different parts of the world, like China and India, or from different time periods, like the renaissance and modern times.

For four hundred years sculpture did not exist in Turkey because of Islamist prohibitions.

*(The original **David** of Michelangelo; the statue stands 5.17 meters tall)*



*(“Monument to the Discoveries”) in Lisbon.*

**Pottery** is a word with different meanings. It can mean: a ceramic object; a ceramic material; a place where ceramic objects are made. For a long time ceramics have been used to produce useful things such as containers and tiles.



**Pottery** objects are made from clay mixed with other materials. They are then fired in a special oven called a kiln at high temperatures. The potter may then apply a glaze to the surface before firing the object again. The glaze makes the surface of the pottery shiny, decorative and water-tight. However, some contemporary potters make objects which are not useful and are really 3D Design or sculpture.

Bare pottery objects without a glaze are called *bisque*. The finest pottery objects, called *porcelain* are made using special clay called kaolin.

*(A man making pottery)*

### 1. Translate the following terms and expressions:

Three-dimensional, different time periods, the renaissance, statue, different meanings, a ceramic object, a ceramic material, to produce useful things, high temperatures, decorative.

### 2. Find the English equivalents in the text:

Висота, ширина, глибина, заборона, кераміка (гончарна справа), виготовляти з глини, обпалюватися, піч, застосовувати глазур, водостійкий, сучасні гончарі, порцеляна.

### 3. Answer the following questions:

1. What must sculpture be?
2. What meanings does the word pottery have?
3. What are pottery objects made from?
4. Where are pottery objects fired?
5. What does the potter apply after firing?
6. What surface does glaze make?

4. Imagine that you are a sculpture. Tell your students what you know about sculpture and pottery.

5. Read and translate the text. Put 4 questions to it. Tell your friends what you know about Auguste Rodin.



**Auguste Rodin** (12 November 1840 – 17 November 1917) was a French sculptor. Rodin was born in Paris. He made solid objects from stone or clay. His most famous works are 'The Thinker' and 'The Kiss'.

Although Rodin is generally considered the start of modern sculpture, he did not set out to rebel against the past. His training was old-school. He took a craftsman-like approach to his work, but he was never accepted into Paris's foremost school of art.

Rodin had a unique ability to model a complex, turbulent, deeply pocketed surface in clay. Many of his most notable sculptures were roundly criticized during his lifetime. They clashed with the sculpture tradition, in which works were decorative, formulaic, or highly thematic.

Rodin's most original work departed from traditional themes of mythology and allegory. He modelled the human body with realism, with individual character and physicality. Rodin refused to change his style. Gradually there came increasing favour from the government and the artistic community.

*(Auguste Rodin)*



*The Kiss: one of the world's best-known sculptures*



**6. Read and translate the text. Put 4 questions to it. Tell your friends what you know about Henry Spencer Moore.**



**Henry Spencer Moore** (30 July 1898 – 31 August 1986) was an English sculptor and artist. He was best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art.

His forms are usually abstractions of the human figure, typically depicting mother-and-child or reclining figures. Moore's works are usually suggestive of the female body, apart from a phase in the 1950s when he sculpted family groups. His forms are generally pierced or contain hollow spaces. Many interpreters liken the undulating form

of his reclining figures to the landscape and hills of his birthplace, Yorkshire.

Moore was born in Castleford, the son of a coal miner. He became well-known through his carved marble and larger-scale abstract cast bronze sculptures, and was instrumental in introducing a particular form of modernism to the United Kingdom. His ability in later life to fulfill large-scale commissions made him exceptionally wealthy. Yet he lived frugally and most of the money he earned went towards endowing the Henry Moore Foundation, which continues to support education and promotion of the arts.



*(The Art Gallery of Ontario's Henry Moore collection is the largest public collection of his works in the world)*



**7. Read and translate the text.**

**Sir Jacob Epstein** (10 November 1880 – 19 August 1959) was an American-born British sculptor, a pioneer of

modern sculpture. He was born in the United States, and moved to Europe in 1902, becoming a British citizen in 1911. He often produced controversial works which challenged taboos on what was appropriate subject matter. His portrait heads were traditional, but much of his other work was modernist. He also made paintings and drawings, and often exhibited his work.

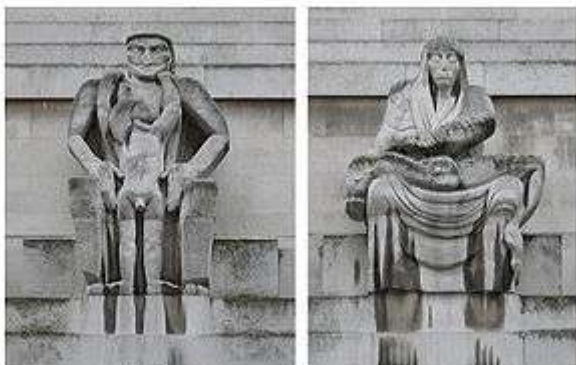
The sculptures *Ecce Homo* (Old Coventry Cathedral) and *Rock Drill* (1913–1914, Museum of Modern Art, New York City), are famous and important, but we have no images of them. On view in the Strand, London near Trafalgar Square, are his sculptures for Zimbabwe House. There are a number of his busts (sculptures of heads) in the National Portrait Gallery, also near Trafalgar Square.

*(Jacob Epstein, photographed in 1924 by George Charles Beresford)*



*(St Michael's Victory over the Devil(1958) Coventry Cathedral)*

*(Traditional sculpture of Field Marshal Jan Smuts in Parliament Square, London)*



*(Day and Night (1928) London Underground Headquarters, Broadway, London. Modernist sculpture, considered shocking at the time)*

**8. Put 4 questions to the text. Tell your friends what you know about Sir Jacob Epstein.**

## **GRAMMAR EXERCISES**

**9. Use the Past Perfect Tense of the verbs in brackets.**

1. I was sure that I (see) the man before. 2. I asked him why he (leave) the party so early. 3. It was clear that he (give) us the wrong address. 4. The teacher corrected the exercises which I (prepared). 5. He knew that he (make) a serious mistake. 6. She said she (look) everywhere for the book. 7. I felt that I (meet) the man somewhere before. 8. He wanted to know what (happen) to his briefcase.

**10. Change the following into the Past Perfect Tense. Use the words in brackets to indicate the time of actions.**

1. The delegation has arrived (by last Sunday). 2. The students have read this book (by last week). 3. Ann has done her lessons (by the time I came). 4. They have finished this work (by 5 o'clock yesterday). 5. We haven't yet seen our teacher (before the bell rang). 6. Have you seen the telegram (before I called you up)? 7. He has translated the article (by this time yesterday). 8. I have already had dinner (when my friend came). 9. She hasn't yet bought a present for him (when he met her).

**11. Make the following interrogative and negative. Give short answers.**

1. You had studied English before you entered the university. 2. They had arrived at the station by 6 o'clock. 3. James had finished reading the book by last Sunday. 4. Eve had done her lessons by the time you rang her up. 5. The teacher had given her students their homework before the bell rang. 6. The lecture had begun by the time I entered the hall. 7. The children had fallen asleep by the time we returned. 8. They had finished the construction of the stadium by the time we moved there. 9. By eight o'clock yesterday he had done his homework. 10. Ann had cooked breakfast before we woke up.

**12. Replace the infinitives in brackets by the Past Indefinite or the Past Perfect Tense.**

1. By two o'clock the teacher (to examine) all the students. 2. On my way to school I (to remember) that I (to leave) my report at home. 3. All my friends (to be) glad to hear that I (to pass) all the examinations successfully. 4. Where you (to work) before you (to enter) the university? 5. He (to study) French before he entered the institute. 6. All the passengers (to see) at once that the old man (to travel) a great deal in his life. 7. By the time we (to come) to see him, he (to return) home. 8. During the holidays my friend (to visit) the village where he (to live) in his childhood. 9. When they (to enter) the hall, the performance already (to begin). 10. When I came home, my mother (to tell) me that she (to receive) a letter from grandfather. 11. Lanny (to say) that he (to get) his education in Cape Town. 12. The girl (to be) glad that she (to find) a seat near the window.

**13. Replace the infinitives in brackets by the Past Indefinite, Past Continuous or Past Perfect Tense.**

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) full of people as many people (to want) to see the match. We (to get) off the bus

and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to Kyiv the day before and (to wish) to see the new stadium. We (to enter) the stadium just as the football players (to come) out on the field. At the entrance to the stadium we (to meet) Oleg. He (to show) us to our seats and we (to agree) to meet in the snack bar during the interval. He (to ask) me if I (to play) football in my childhood.

#### **14. Use the verbs in brackets in Future Perfect.**

1. I am sure they (complete) the road by June. 2. He says that before he leaves he (see) every show in the town. 3. By the time you arrive, I (finish) reading your book. 4. I (be) in this country for two years by next January. 5. A year from now he (take) his medical examination and will begin to practice. 6. If you don't make a note of that appointment, you (forget) it by next week. 7. By the end of the week we (translate) this book already. 8. By the time he leaves home, we (come) to the station.

#### **15. English for enjoyment. Read the text, put 5 questions to it and retell the text.**

##### **A Broken Vase**

The young man was going to marry a beautiful girl. One day the girl said that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager (дуже хотів) to make her a present, so he went to a gift (подарунок) shop. There he saw many beautiful things. Of all the things he particularly (особливо) liked the vases. But they were very expensive (коштовні), and as he had very little money he had to leave the shop without buying anything (нічого не придбав).

Making for the door (ідучи до виходу) he suddenly heard a noise: one of the vases fell on the floor and broke to pieces (на шматочки). A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up (запакувати) the broken vase. The salesman got a little surprised but did what the young man had asked him to.

The young man, feeling very happy, took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party. Some of the people were dancing, others were talking, joking and laughing. Saying "Many happy returns of the day" (Вітаю з Днем народження), the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel. Suddenly he got pale and said: "I am afraid, I have broken it. There were so many people in the bus..." But when he unwrapped (розгорнув) the parcel, he saw that the salesman had wrapped up each piece of the vase separately (окремо).

## Lesson 4

## MUSIC AND LITERATURE



**Music** is an art that puts sounds together in a way that people like or find interesting. Most music includes people singing with their voices or playing musical instruments, such as the piano, guitar, or drums.

The word *music* comes from the Greek word, which means "(art) of the Muses". In Ancient Greece the Muses included the goddesses of music, poetry, art, and dance.

Someone who makes music is called a musician.

Music is sound that has been organized by using rhythm, melody or harmony. There are four things which music has most of the time:

- Music often has *pitch*. This means high and low notes. Tunes are made of notes that go up or down or stay on the same pitch.
- Music often has *rhythm*. Rhythm is the length of each note. Every tune has a rhythm that can be tapped. Music usually has a regular beat.
- Music often has *dynamics*. This means whether it is quiet or loud or somewhere in between.
- Music often has *timbre*. The "timbre" of a sound is the way that a sound is interesting. The sort of sound might be harsh, gentle, dry, warm, or something else. Timbre is what makes a clarinet sound different from an oboe, and what makes one person's voice sound different from another person.



There is no simple definition of music which covers all cases. It is an art form. According to Thomas Clifton, music is "a certain reciprocal relation established between a person,

his behaviour, and a sounding object". Musical experience and the music, together, are called "phenomena," and the activity of describing phenomena is called "phenomenology".

(A painting on an Ancient Greek vase shows a music lesson (about 510 BC)

(Louis Armstrong, jazz musician)

### 1. Translate the following terms and expressions:

To play musical instruments, to sing with voice, a musician, rhythm, melody, harmony, simple definition, an art form, sounding object, phenomenology.

### 2. Find the English equivalents:

Ставити звуки разом, піаніно, гітара, барабан, походить з грецького слова, називатися музикантом, висота звуку, музичний стрій, нота, ритм,








регулярний ритм, динаміка, тембр, кларнет, гобой, звучати по-іншому, охопити всі випадки, взаємні стосунки, музичний досвід, явище.

**3. Answer the following questions:**

1. What kind of art is music?
4. What does music include?
5. What does the word “music” mean?
6. How is someone who makes music called?
7. What kind of sound is music?
8. What are four things which music has?
9. What does pitch mean?
10. What is rhythm?
11. What does dynamics mean?
12. What is timber of a sound?
13. Is there a definition of music?

**7. Match musical instruments with their definitions and pictures.**

A string instrument	an instrument that is played by pressing the keys of a keyboard		a) piano
A woodwind instrument	a musical instrument that makes sound by vibrating the strings on it		b) xylophone
A brass instrument	an instrument belonging to the woodwind family. Traditionally they were always made of wood, although some of them are now made of metal or plastic.		c) trumpets
Percussion instruments	a musical instrument that you play by blowing through a mouthpiece to change the pitch, or note		d) violin
A keyboard instrument	instruments which are played by shaking or hitting		e) oboe

**5. Imagine that you are a musician. Tell your students what kind of music and musical instrument you prefer and why.**

**6. Read and translate the text. Put 5 questions to it.**

**Literature** is a group of works of art made up of words. Most are written, but some are passed on by word of mouth. Literature usually means works of poetry and prose that are especially well written.



There are many different kinds of literature, such as poetry, plays, or novels. They can also be put into groups through their language, historical period, origin, genre, and subject. The word *literature* comes from the Latin word "learning, writing, grammar".

Most of the earliest works were epic poems. Epic poems are long stories or myths about adventures. *Ramayana* and *Mahabharata*, two Indian epics, are still read today. *Odyssey* and *Iliad* are two famous Greek poems by Homer. They were passed down through speaking and written down around the 8th century BC. Literature can also mean imaginative or creative writing, which is looked at for its artistic value.

**7. Tell your friends about your favourite author and your favourite book.**

### GRAMMAR EXERCISES

**8. Translate the following sentences into Ukrainian. Mind the rule of sequence of tenses.**

1. He said that the boy had lost his way in the forest. 2. I was sure they needed my help. 3. We didn't know she was working as a secretary. 4. I knew he would go to New York one of these days. 5. I was afraid Nick didn't know anything about this story. 6. He asked me if I had seen the film "War and Peace". 7. The librarian asked me what books and periodicals I wanted to read. 8. I was asked when and where I had been born. 9. The doctor asked me how I felt in rainy weather. 10. Mother asked her son why he hadn't passed his examination in time. 11. She asked us when we should come and see her. 12. In reply to his question whether I should attend his lecture I said I couldn't because of my illness.

**9. Change the following into the past.**

1. She says she is very busy. 2. The boy says he studied at school. 3. My uncle says he has just come back from the Crimea. 4. He says he has spent a fortnight in the Crimea. 5. He says it did him a lot of good. 6. He says his wife and he spent most of their time on the beach. 7. He says they did a lot of sightseeing. 8. My friend says he will come to see us on Sunday. 9. He says he will bring us the photographs he took during his stay in London. 10. Our teacher says she will take us to the theatre on Saturday. 11. They say they will write me a letter when they return home.

**10. Open the brackets using the right tense.**

1. My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 5. I knew that he (is, was) a very clever man. 6. I want to know what he (has bought, had bought) for her birthday. 7. I asked my sister to tell me what she (has seen, had seen) at the museum. 8. He said he (is staying, was staying) at the hotel. 9. They realized that they (lost, had lost) their way in the dark. 10. He asked me where I (study, studied). 11. I thought that I (shall finish, should finish) my work by that time. 12. He says he (works, worked) at school two years ago.

### **11. Change from direct into indirect speech.**

1. "This man spoke to me on the road," said the woman. 2. The teacher said to the class: "We shall discuss this subject tomorrow." 3. The woman said to her son: "I am glad I am here." 4. Mike said: "I have bought these books today." 5. She said: "You will read this novel in the 9<sup>th</sup> form." 6. Nelly said: "I read "Jane Eyre" last year." 7. "My friend lives in Kyiv," said Alec. 8. "You have not done your work well," said the teacher to me. 9. The mother said: "The children are in the nursery, doctor." 10. "You are an excellent cook. Everything is so tasty," said my guest to me.

### **12. Change from indirect into direct speech.**

1. He told me not to call on him the next day as he would not be at home. 2. The officer ordered the soldiers to wait for him. 3. He said that he had lived in Kyiv for many years and knew the city very well. 4. I told my brother that I was sorry he had lost the key. 5. John told his friend that he had just come from the United States. 6. He said that he was all right. 7. I asked my brother who had rung him up in the morning. 8. My former teacher asked me if I was going well with my English at the University. 9. My aunt said she was sure I would come to see her the next day. 10. My mother said that she had cooked dinner already.

### **13. English for enjoyment. Read and retell it using the indirect speech.**

#### **Why Was She Angry?**

A young man was in love with a beautiful girl. One day she said to him: "It is my birthday tomorrow." "Oh," said the young man, "I shall send you roses, one rose for each year of your life."

The same evening he went to a florist's. As he knew that the girl was twenty two years old he said to the owner of the shop: "I shall buy twenty two roses, but I shall not take them with me. Send them to this address tomorrow, please." And he gave the girl's address to the florist.

When the young man left the shop, the florist thought: "This young man is a very good customer. I think that my price was too high. I'll send ten more roses."

He did so. The next morning thirty two roses were sent to the girl. When the young man came to see her she said: "I don't want to speak to you." And he never knew why she was so angry with him.

## Unit III

## ENGLISH ART

### Lesson 1

### ENGLAND'S ART



**England's art** has seen many different phases and trends through the centuries. These phases were determined by international invasions, religion, resources, and so on. As the conditions and context of England changed, so did the creativity it inspired.

When the Anglo-Saxons invaded England, they brought with them the cultures and traditions of the Germanic tribes from which they hailed. This type of art was characterised by intricate carvings in ivory and bone as well as impressive metalwork. This style became modern and sophisticated, only accessible to the wealthy.

Then, in 1066, the Norman invasion took place. This led to the destruction of the metalwork, as this material was melted and reused for other purposes. The paintings and sculptures were either destroyed or sent to Normandy for the enjoyment of its inhabitants. The art boom saw an overall halt for the next few decades. Gradually, Romanesque paintings emerged, which soon evolved into Gothic-style productions. These were of superior quality, coveted by collectors throughout Europe. It was also around this time that stained glass was introduced and used extensively in churches.

In the 1500's and 1600's, the Tudor period prevailed. This meant that most art was imported. However, there was a strong English influence in the field of portrait miniatures. Over the course of the next few years, portraits became a very important part of English art, right into the 18th century. Full sized portraits and landscape paintings were the order of the day by the close of the 1700's. The baroque style that characterised these pieces was very influenced by the style and technique of Anthony Van Dyck. English nobles began a culture of collecting art at this time, earning it an acclaim it had not before enjoyed.

The 18th century also saw its art beginning to reflect middle-class living and attitudes. Weaknesses and vices were focussed on, approached with humour and satire.

The following century was characterised by the Norwich style, which was, in turn, influenced by the landscape paintings of Norfolk and Holland. This was a passing phase, quickly replaced by water-colour renditions.

*(On English coasts (1852) by William Holman Hunt)*

### **1. Translate the following terms and expressions into Ukrainian:**

Different phases, creativity, impressive metalwork, art boom, to use in churches, to prevail, to import art, English influence, portrait miniatures, full sized portrait, landscape painting, collecting art, humour and satire.

### **2. Find English equivalents in the text:**

Різноманітні тенденції, визначатися вторгненням, надихати на творчість, культура і традиції племен, складне різьблення, слонова кістка, доступний для багатих, плавитися і використовуватися з іншими цілями, задоволення мешканців, загальна зупинка (перерва), з'являтися, розвиватися, бути вищої якості, жаданий колекціонерами, фарбоване скло, переважати (домінувати), англійська аристократія, завоювати визнання, відобразити ставлення, слабкості і пороки.

### **3. Answer the following questions:**

1. What were the phases of English art determined by?
2. What was the art of Anglo-Saxon period characterized by?
3. What did Norman invasion lead to?
4. What was the most important part of English art in Tudor period?
5. When did English nobles begin a culture of collecting art?
6. What was focused in the 18<sup>th</sup> century?

### **4. Tell your friends what facts of England's Art history you did not know and what facts surprised you most.**

### **5. Read and translate the article; put 3 questions to it.**

England's history is a long and complex one. This heritage is perpetuated as we consider the architecture through the ages, much of which remains as a testimony to the people and events that moulded the nation's rich heritage. There are remnants of this architecture from ancient Druidic times (e.g. Stonehenge) and Roman occupation (e.g. the Roman Baths), right through the Victorian and Early English phases to the modern look and feel of the 21st century. Each design era exudes its own signature styles and an undeniable air of intrigue, despite being very different from one another.

### **6. Read and translate the article. Tell your friends what you know about English artists.**

**J.M.W. Turner** was born in 1775 and died in 1851. This English artist was known for his romantic landscapes, which he painted in watercolours and oils. He was considered to be controversial in his time, but is now recognised for his outstanding talents. He was dubbed "the painter of light".

**John Constable** specialised in romantic paintings. He was born in Suffolk in 1776 and died in 1837. He loved to paint landscapes, especially the areas around

where he lived. His most famous paintings are landscapes showing the countryside around Dedham and Flatford, where his father's mills were.

**William Hogarth** was born in 1697 and died 66 years later in 1764. Hogarth was a painter and engraver. He was also known for his use of satire and irony, which was a very modern approach to art at that time. He has become known as the pioneer of sequential art that follows a storyline (such as that which appears in cartoon strips).

**7. Read and translate the article. Put 4 questions to it and discuss it with your friends.**



This vintage engraving depicts an a political cartoon on the state of the arts in England in the mid 1700s. It is the creation of William Hogarth (1697 -1764), the brilliant English cartoonist. Here an oblivious monkey makes a futile effort to water decaying stumps, marked Obit 1502, 1600 and 1604. A quote accompanied the piece in Latin that read "How shall I explain this - that fame is denied to the living?" Hogarth's point was that while the King patriotically supports a young and vibrant art scene in 18th century England, connoisseurs persist in the futile promotion of dead foreign artists. Engraved by T. Cook & Son after Hogarth's painting. It was published in an 1810 collection of Hogarth's work and is now in the public domain.

**8. Read, translate and remember the following sentences for the annotation of the article.**

#### ANNOTATION

1. I have read the article in ... ("Digest", "Art News") .
2. It is ... (Ukrainian, British, American) ... (newspaper, magazine, journal).
3. The title of the article is ... .
4. The author of the article is ... .
5. The article considers the problem of ... .
6. It gives ... (facts, photos, diagrams, schemes).
7. The author points out that ... .
8. The article draws the readers' attention to the fact that ... .
9. The author stresses that ... .
10. The key problem of the article is ...
11. To my mind, ... .
12. The article is worth reading because the problem discussed in the article is of great interest (informative, of good use).

## GRAMMAR EXERCISES

### 9. Translate the following sentences into English using the Present Indefinite Active or Present Indefinite Passive.

Я розповідаю. — Мені розповідають  
Ми запитуємо. — Нас запитують.  
Вона відповідає. — Їй відповідають.  
Вони дають. — Їм дають.  
Він допомагає. — Йому допомагають.  
Ви виправляєте. — Вас виправляють.

### 10. Translate the following sentences into English using the Present, Past or Future Indefinite Passive.

Мені розказали. — Мені розказують. — Мені розкажуть.  
Мені показали. — Мені показують. — Мені покажуть.  
Її спитали. — Її питають. — Її спитають.  
Нам відповіли. — Нам відповідають. — Нам дадуть відповідь.  
Їм дали. — Їм дають. — Їм дадуть.  
Йому допомогли. — Йому допомагають. — Йому допоможуть.  
Його забули. — Його забувають. — Його забудуть.  
Нас виправили. — Нас виправляють. — Нас виправлять.

### 11. Make the sentences interrogative and negative.

1. All pupils are supplied with textbooks. 2. America was discovered by Columbus. 3. The floor was painted last summer. 4. The shop will be closed at 8 o'clock. 5. Wheat is grown here. 6. This magazine is published in Paris. 7. The flowers are watered every day. 8. This question will be discussed at our meeting. 9. The film was shown last week. 10. He will be invited to take part in the concert. 10. Coal is mined in this district. 11. The tourists will be met by the guide. 12. The library was closed in summer. 13. The bicycle will be repaired tomorrow.

### 12. Open the brackets using the Present, Past, or Future Indefinite Passive.

1. My question (to answer) yesterday. 2. Hockey (to play) in winter. 3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6. Flowers (to sell) in shops and in the streets. 7. Bread (to eat) every day. 8. The letter (to receive) yesterday. 9. I (to ask) at the lesson yesterday. 10. This work (to do) tomorrow. 11. These trees (to plant) last autumn. 12. Rome (not to build) in a day. 13. This text (to translate) at the next lesson. 14. Lost time never (to find) again. 15. Many houses (to build) in our town every year.

### 13. Choose the right verb-form from the brackets.

1. At the station they will (meet, be met) by a man from the travel agency. 2. She will (meet, be met) them in the hall. 3. The porter will (bring, be brought) your luggage to your room. 4. Your luggage will (bring, be brought) up in the lift. 5. You may (leave, be left) your hat and coat in the cloak-room downstairs. 6. They can (leave, be left) the key with the clerk in the hall. 7. From the station they will (take, be taken) straight to the hotel. 8. Tomorrow he will (take, be taken) them to the museum.

**14. Change the following into the Passive Voice.**

1. We often speak about her. 2. We sent for the doctor. 3. The children laughed at the little boy. 4. They look after the children. 5. The students listen to the professor with great interest. 6. People speak about this film very much. 7. The teacher sent for the pupil's parents. 8. We waited for the train for a long time. 9. The doctor will operate on him in a week. 10. We thought about our friend all the time.

**15. English for enjoyment. Read the text, choose the correct answers to the questions after it and retell the text.**

**Economy Wasted Trip**

An Englishman who was in France wanted to go back to England by sea. But he had so little money that he could pay only for the ticket. As he knew that the trip would last only two days, he decided not to eat during these days.

As he bought a ticket and got on the ship the next morning, he tried not to hear the bell for breakfast. When dinner time came he was very hungry, but he didn't go to the dining-room. In the evening he was still hungrier but when he was invited to have supper, the Englishman said that he was ill.

The next day the Englishman was half-dead and couldn't stand the hunger any longer. "I shall go and eat even if I'll be kicked out into the sea", said he to himself. So he went to the ship dining-room and had his dinner. In the evening he had supper but didn't pay for the meals. At last he addressed the waiter: "Bring me the bill, please". —"What bill?" asked the waiter. —"For the supper and dinner I had in your dining-room". —"Don't trouble, Sir. The meals were paid for when you bought the ticket".

1. *When did the man get on the ship?*  
a) *the next week; b) the next morning; c) the next month.*
2. *What did he try?*  
a) *not to see anybody; b) not to hear the bell; c) not to hear the voices*
3. *How did he feel during the dinner time?*  
a) *he was angry; b) he was sad; c) he was very hungry.*
4. *What did the Englishman say when he was invited to dinner?*  
a) *that he was ill; b) that he was upset; c) that he was tired.*
5. *How did he feel the next day?*  
a) *he was half-dead; b) he was very active; c) he was strong and healthy.*



## Lesson 2

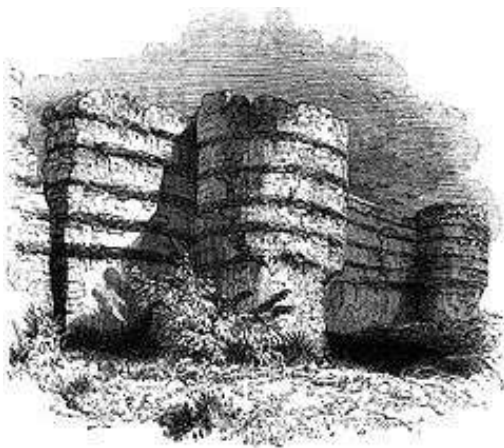
### Text 1

## ENGLISH ARCHITECTURE

English architecture can basically be defined according to the following timeline:

- Prehistoric (e.g. Stonehenge and similar structure)
- Roman (stylish, sophisticated, advanced)
- Saxon (simplistic, wood was the main medium)
- Medieval (focus on the ability of sculptures to educate, rounded, heavy arches)
- Gothic (divided into Norman, Early English, Decorated, and Perpendicular)
- Tudor (smaller buildings, focussed more on details than space)
- Elizabethan (grand, beautiful, emphasis on opulence)
- Baroque (bold, curved lines with plenty of weight and detail, disproportional)
- Georgian (classical style, the townhouse being the most prominent rise of the era)
- The Palladian Movement (graceful, understated elegance)
- Victorian (a return to the Gothic era, this phase was characterised by being either very extravagant and detailed, or almost bizarrely simplistic)

The buildings that have remained significant through the ages, both for their historical and cultural import as well as for the fact that they remain for tourists and locals to enjoy are usually abbeys and monasteries, castles, country houses, cathedrals and manors.



### **Roman Period**

The Roman soldiers invaded England in the first century of our Common Era (CE). They brought with them (forcefully, at times) a Mediterranean architectural style of designing both buildings and towns. Traditional Roman villas remain to this day as evidence of this era. Although technically defined as farms, villas refer to the estates of the elite English families that were built in the period of Roman occupation. These were usually built in the country, but close to city centres and mostly in South East England.

At first, most of the Roman buildings were constructed out of wood, using either wood or stone for the foundations. Then, during the following century, they were rebuilt from sturdier stone, making them more resilient to fire and the climate.

The styles of each building were very different, but they were characterised by being a single story with roofs tiled in slate or clay tiles. Many had marble, mosaic or tiled floors; plastered walls that had been painted; central heating and even heated floors. The most popular time for Roman villas was during the 100's and 200's EC.

*(Burgh Castle walls, 1845 engraving)*

**1. Translate the following terms and expressions:**

Perpendicular, disproportional, graceful, extravagant phase, abbey, monastery, Mediterranean architectural style, designing buildings, traditional villas, central heating, heated floors.

**2. Find the English equivalents:**

Головний засіб (спосіб), кругла важка арка, акцент на багатстві (достатку), зменшена елегантність, ексцентрична простота, замок, собор, особняк, свідчення епохи, відноситися до маєтку, бути побудованим з дерева, міцніший камінь, робити стійкішим, шифер, глиняна черепиця, мармур, поштукатурені стіни.

**3. Answer the following questions:**

1. What period of English architecture was characterized with wood as the main medium?
2. What period focused more on details than space?
3. What style did Romans bring?
4. What were Roman buildings constructed out of?
5. What were roofs tiled?
6. What floors had the buildings?
7. What conveniences were there in the buildings?

**4. Tell your friends what you know about Roman period of English architecture.**

**Text 2**

**ANGLO-SAXON PERIOD**



Because the Anglo-Saxon period was one of much violence and war, many original buildings of this time were destroyed. In fact, the Vikings of the ninth and 10th centuries would literally plunder entire settlements, looting and destroying them. However, there are a few examples of this era that still survive.

This era was one during which wood with wattle and daub (clay mixed with straw) was used to construct the walls. Stone was generally only used for monasteries and churches, which means that these buildings are the most likely to have survived the centuries. Most Anglo-Saxon remains of these stone buildings can be found in the areas of Kent (e.g. Canterbury and St. Peter) and Northumbria (at Tyne and Wear and Escomb).

Most of the remaining churches from this period are small (as the larger ones were rebuilt in the Norman style), with simple layouts and limited ornamental features. Windows were usually narrow with rounded tops. Towers were of particular importance during this time, originally intended for the defence and protection of the town. Another common characteristic was that of long lines of vertically-oriented stones on the outside walls.

The Saxon-style homes were also very simple and usually boasted a central fire for warmth. Thatch was frequently used for the roofs and these homes seldom had windows at all.

*(Anglo-Saxon stone carving at Earls Barton church, Northamptonshire)*

**5. Translate the following terms and expressions:**

Original buildings, to construct the walls, to use stone, stone buildings, narrow windows, long lines, vertically-oriented stones, roof.

**6. Find the English equivalents:**

Бути зруйнованим, грабувати поселення, плетіння, штукатурка (обмазка), глина змішана із соломною, простий проект, заокруглена верхівка, оборона та захист, зовнішні стіни, вихвалитися центральним опаленням, солома (очерет).

**7. Answer the following questions:**

1. Why were many original buildings of Anglo-Saxon period destroyed?
2. What material was used to construct the walls during this era?
3. What was stone used for?
4. What are the characteristic features of remaining churches?
5. What was used for the roofs of the Saxon-style homes?

**8. Tell your friends about the features of Anglo-Saxon period of English architecture.**

**9. Make an annotation of the following article.**

---

*History of Art*

*by Ronald Parkinson*

**Elizabethan Period in England's History**

By the second half of the 16th century, the country was almost bankrupt, thanks to Henry VIII. However, when Queen Elizabeth took over the throne, it began an economic revival, based especially on agriculture and farming. This led to the building of a number of small houses as well as huge mansions situated out in the English countryside. Older styles were modernised and new buildings reflected the Elizabethan trends of a very symmetrical layout in an E shape, with

exquisite formal gardens. Some of these homes also displayed somewhat of a Dutch influence, with curved gables as a noteworthy example. A long gallery was another major characteristic of this era, and was used for displaying portraits or for family get-togethers. This gallery would have several fireplaces along one wall and windows along the other three.

The entrance hall was grand and elaborate, granted the most attention and intended to impress guests and testify to one's wealth.

Most Elizabethan houses were made from stone, while some were made from a combination of stone and wood. Elaborate embellishments were created using moulded plaster. This was known as strapwork.

The Hay Wain. During his life, he was never that popular in England. In fact, he sold more paintings in France than he did in his homeland.



*Waddesdon Manor is a country house in the village of Waddesdon, near Aylesbury, in Buckinghamshire, England. The house was built in the Neo-Renaissance style of a French chateau between 1874 and 1889 for Baron Ferdinand de Rothschild. The last member of the Rothschild family to own Waddesdon was James de Rothschild before the property was bequeathed to the nation upon his death.*

## GRAMMAR EXERCISES

**10. Translate the following sentences into Ukrainian. Pay attention to Present, Past Continuous Passive and Present, Past Perfect Passive.**

1. The book you bought yesterday is being read now. 2. The houses are being built. 3. The sick man is being operated on. 4. This metro line was being constructed at that time. 5. This novel has been translated into Ukrainian. 6. A new business center has been built in our town. 7. The tickets had been sold out by that time.

**11. Make the sentences interrogative and negative.**

1. The letter is being written. 2. The houses in our street are being repaired. 3. The factory was being built when he moved here. 4. The delegates have been elected. 5. The bicycle had been repaired when I came. 6. The film was being discussed when I entered the class room. 7. The treaty has been signed. 8. The theatre had been closed by that time. 9. The film is being shown now. 10. The TV set has been bought.

**12. Open the brackets using Present Continuous or Past Continuous**

### **Passive and Present Perfect or Past Perfect Passive.**

1. My question (is being answered, was being answered) now. 2. The students (are being examined, were being examined) when the dean entered the class room. 3. The piano (is being played, was being played) the whole evening yesterday. 4. Don't come into the room! The results of the test (are being checked, were being checked) now. 5. The film (has been shown, had been shown). 6. The trees (have been planted, had been planted) by the time we came. 7. My pencil (has been broken, had been broken) by someone. 8. The composition (has been written, had been written) before the bell rang. 9. Water-power stations (are being built, were being built) on the mountain rivers. 10. This work (has been done, had been done) by Monday.

### **13. English for enjoyment. Read the text, finish the sentences after it and retell the text.**

#### **About Conan Doyle**

Conan Doyle once arrived in Paris, after spending a month in the south of France. There was a long row of cabs outside the gate of the railway station. Conan Doyle got into the first cab and ordered the driver to take him to a good hotel. The driver was silent all the way to the hotel, but when Conan Doyle paid him, he said, "Thank you, Sir Conan Doyle."

"How do you know who I am?" Conan Doyle asked in the greatest surprise.

"I have never seen you before," the man answered, "so I can't pretend that I have recognized you. But I have always been proud of my memory. Besides, I have always been able to notice small things. I read in the newspapers that you were expected in Paris after your vacation in the south of France. The train you arrived on came from the south of France. I could tell from your clothes, especially your hat, and also from the strange way you pronounce French words, that you were English. These facts helped me to guess that you were probably Sir Arthur Conan Doyle."

"Fine words! Wonderful!" Conan Doyle cried. "You have analyzed the facts quite correctly. It's a pity you aren't a detective!"

"Of course," the driver added, "your name is on both your travelling bags. I can't pretend that the fact didn't help."

*1. You were expected in Paris after*

*a) your visit to India; b) your rest in Berlin; c) your vacation in the south of France.*

*2. The train you arrived on came from*

*a) the north of France; b) Monaco; c) the south of France.*

*3. I could tell from your clothes and from the way you pronounce French words that*

*a) you were German; b) you were English; c) you were from India.*

*4. These facts helped me to guess that*

*a) you were a tourist; b) you were a detective; c) you were sir Conan Doyle.*

5. *It's a pity you*

a) *aren't a detective; b) aren't a reporter; c) aren't a writer.*

6. *Your name is*

a) *in your passport; b) on your book; c) on both your travelling bags.*

### Lesson 3

### ENGLAND'S FOLKLORE



**Folklore** refers to the tradition of telling tales and reliving legends amongst the individuals within a particular country, territory or tribe. This is usually done orally as older generations tell the stories to the younger members of their culture, keeping the traditions alive. As with all folklore, English legends are fantastical in nature, often referring to heroes, villains, ghosts, imps and fairies.

**England's folklore** has been enriched by several factors. First, its history has been a complex and convoluted one. It has seen many battles, losses, victories, religious revolutions, artistic renaissances and political upheavals. This gives its folklores an element of deep import and nostalgia; some sad, some tragic, and some undeniably comical. Secondly, England has been the land of refuge and desire for many different nations. As each one of these major groups has lived in it, they have left their cultural and historical marks, influencing the locals to a certain degree. With so many influences, the folklore has become a rich source of information, intrigue and resonance. Folklores differ from region to region. Each county has its own brand of fairies, goddesses, heroes, and so on.

*(The Robin Hood statue outside the castle Nottingham, England)*

#### 1. Translate the following terms and expressions:

The tradition of telling tales, older generation, to tell the stories, fantastical legend, religious revolution, artistic renaissance, tragic element, comical element, cultural and historical marks, source of intrigue and resonance.

#### 2. Find the English equivalents:

Відноситися до традиції, збереження легенд, лиходій, привид, демон, фея, бути збагаченим, заплутана історія, політичний переворот, захист (притулок), впливати на місцеве населення.

#### 3. Answer the following questions:

1. What tradition does folklore refer to?
2. What is the character of English legends?
3. What has an influence upon England's folklore?
4. What source has the folklore become?

5. Has folklore the similar form in different regions of England?

**4. Find the similar features of English folklore and traditions of your country.**

**5. Make an annotation of the following article:**

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*Folklore and Traditions*

By John Thornes

## ENGLISH TALES

In times past, folklore was passed down orally, from generation to generation. In this way, it was preserved and protected, and formed an important part of the culture. The storytellers and listeners believed these tales to be true, basing many of their customs and rituals on protecting themselves, appeasing certain gods, keeping imps away, etc...However, as culture has developed and modernised, the folklores are being forgotten and discredited, losing their magical quality. Because it is such an important part of the country's history, though, many historians are trying to preserve this element by recording as many tales as have been documented or remembered.



Some popular folklore tales include:

### **The Black Dog**

A nocturnal apparition associated with the devil, this character most commonly makes its appearance in the folklore of the British Isles. When the Black Dog ghost was seen, its observers would believe it to be an indication of imminent death. It was larger than a normal dog and its eyes glowed in the darkness of night. It was usually said to be seen in places at which executions had taken place, at crossroads and on old pathways.

*(Sidney Paget's illustration of The Hound of the Baskervilles. The story was inspired by a legend of ghostly black dogs in Dartmoor)*



### **Tom Thumb**

Tom Thumb is a thumb-sized hero that dates back to the 1500's. Originally, he was intended to scare children, as horror tales about this tiny mite were told to them by their nursemaids, along with tales of witches, and so on. In the 17th century, tales of him portray him as a hero, rather than as a frightful villain.

*(1865 illustration of Tom Thumb and the Giant)*



### Robin Hood

One of the best known English folklore characters in history, Robin Hood was a hero that stole from the rich and gave to the poor. He lived in Sherwood Forest with his Merry Men. As a gang, they would taunt and terrify the rich aristocrats, who had abused their power to become wealthy and powerful. They would steal their jewels and money and hand it out to those less fortunate. Since this time, many books, films and TV series have been made about this world-renowned folklore hero.

*(A statue of Robin Hood near the castle in Nottingham)*

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## GRAMMAR EXERCISES

### 6. Make the sentences negative and interrogative:

1. A university is an institution for advanced teaching, conferring degrees and engaging in academic research.
2. A university provides scientific degree in different subjects.
3. Many higher schools publish their own research journals.
4. A university offers courses in various disciplines.
5. Faculties are departments or groups of related departments.

### 7. Put questions to the italicized words:

1. This university model involves *strict discipline and control* over every aspect of the university.
2. A national university functions as *a completely independent body* inside of the same state.
3. Most universities offer courses in subjects ranging from *the natural sciences, engineering, architecture or medicine, to sports sciences, social sciences, law or humanities*.
4. In a number of countries, *major classic universities* usually have their own botanical gardens, astronomical observatories, business incubators and university hospitals.
5. In some countries most students attend university *in their local town*.



### 8. Translate the sentences into English:

1. Оксфордський університет є найкращим університетом Об'єднаного Королівства та одним з ведучих закладів вищої освіти у Європі.
2. Студенти отримують наукові ступені бакалавра та магістра.



3. Академічний рік триває протягом трьох семестрів та закінчується екзаменами.
4. Успішні студенти отримують стипендію.
5. Центральна науково-дослідна бібліотека Оксфордського університету – це друга найбільша бібліотека Об'єднаного Королівства після Британської бібліотеки.

### 9. Translate the sentences into English:



1. Університет Кембриджу став другим найстарішим університетом Об'єднаного Королівства.
2. Один із найвідоміших математиків світу Ісаак Ньютон провів більшу частину свого життя в цьому університеті.
3. Веслувальний Клуб Кембриджського університету було засновано в 1828 році.
4. Єдиною метою клубу була перемога над веслувальним клубом Оксфордського університету.
5. До другої світової війни тенісна команда університету отримала 28 перемог в Уїмблдонському чемпіонаті.

## Lesson 4

## ENGLISH CUISINE



The traditional food of **England** has long been recognised for its simplicity of ingredients and flavour. However, England has a complex history and has featured as a major global player. This has meant that people from all over the world have settled in this country, bringing with them flavours and techniques. Over time, these foreign influences have permeated the English cuisine,

creating a more multifaceted food culture than ever before.

During the 16th and 17th centuries, English Protestants formed a group called the Puritans. These ones were averse to strong flavours and bold ingredients (such as garlic, for example) as these had Catholic Continental political references. This led to a distinct simplification of English cuisine. As the Puritans moved between England, Wales, Scotland and Ireland, they took their conservative ideas with them.

Then, after World War II, England saw the influx of other cultures and nationalities. As North Americans, Indians and Chinese immigrants flooded across

the border, they introduced the locals to garlic, chilli, exotic sauces, and much more. Today, Thai, Italian, Spanish, Portuguese and French influences have also been incorporated into the English menus.

Traditionally, English food uses lamb, beef, pork, chicken and fish as its feature item. The meat is then accompanied by potatoes (in various forms) and one vegetable. Because all of these products are sourced within the country, they are of the best quality. Fruit and vegetables are amply available and of superior condition.

Although English cuisine has had the reputation of being bland and predictable for many years, it is gaining international esteem as chefs develop these traditional dishes and flavours. “Fish ‘n chips” is no longer limited by its title, but can be made using a variety of game fish and other seafood, for example. This has meant a complete turnaround in the global perception of the food of this age-old country.

*(Steak and kidney pie with peas and carrots)*

### **1. Translate the following terms and expressions:**

Ingredients, flavours and techniques, foreign influence, English cuisine, food culture, conservative ideas, chicken, fish, potatoes, vegetable, age-old country.

### **2. Find the English equivalents:**

Визнаватися, приносити смаки, проникати в англійську кухню, створити багатогранну культуру, бути проти, часник, виразне спрощення, наплив інших культур, чілі, екзотичні соуси, баранина, яловичина, свинина, бути цілком доступним, бути м'яким і передбачуваним, отримати міжнародне визнання, кухар, морепродукти, повний поворот, сприйняття їжі.

### **3. Answer the following questions:**

1. What has the traditional food of England been recognized for?
2. What did the Puritans influence lead to?
3. What did North Americans, Indians and Chinese immigrants introduce the locals to?
4. What does English food use traditionally?
5. What reputation has English cuisine had?



**4. Read and translate the text; put 5 questions for discussion with your friends.**

### **Ukrainian Culture**

Ukrainian customs are heavily influenced by Christianity, which is the dominant religion in the country. The culture of Ukraine has been also influenced by its eastern and western neighbors, which is reflected in the architecture, music and art

of Ukraine.



Ukrainian cuisine is, in fact, generally pre-Christian in origin. The Ukrainian diet includes chicken, pork, beef, fish and mushrooms. Ukrainians eat a lot of potatoes, grains, fresh and sour vegetables, different kinds of bread. Popular traditional dishes include varenyky (boiled dumplings with mushrooms, potatoes, sauerkraut, cottage cheese or cherries), borsch (soup made of beets, cabbage and mushrooms or meat)

and holubtsy (stuffed cabbage rolls filled with rice, carrots and meat). Ukrainian specialties also include Chicken Kiev and Kiev Cake. Ukrainians drink stewed fruit, juices, milk, sour milk (they make cottage cheese from this), mineral water, tea and coffee, beer, wine and vodka.

In Ukraine, gender roles tend to be more traditional, and grandparents play greater role in raising children than in the West.

#### **5. Compare the main features of English cuisine with your national one?**

#### **6. Make an annotation of the article:**

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*English Cuisine*  
by Graney Brian

#### **Porridge**



*Porridge'* is a food which is made with a cereal, usually oats. The oats are boiled in water or milk, or both. It is usually served hot in a bowl or dish. Some people like to add things to their porridge such as sugar or syrup.

Porridge is a traditional food in many countries in Northern Europe. It is usually eaten for breakfast. In some countries barley or other grains may be used. Porridge can be cooked in saucepans or in a microwave. Traditionally it may be cooked in large metal kettles over hot coals.

Porridge was traditionally served as food for prisoners in prisons. This is why in English there is a slang expression "doing porridge" which means "being in prison".

Porridge is often given to people who are ill because it is nourishing and it is easy to eat.

Semolina is similar to porridge but it is usually served as a pudding (a dessert).

Gruel is similar to porridge but is much more like a drink. It is not as nice as porridge, it is made with water. It was eaten by poor people in Victorian times. Oliver Twist, in the famous book by Charles Dickens, is given gruel to eat.

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## GRAMMAR EXERCISES

### 7. Use the verbs in brackets in the correct tense form of the Active Voice:

- Hello, Peter. I (not to see) you for ages. Where you (to be) all this time?
- Hello, Victor. I (to be) in the sport camp of our University.
- I see. Is it far from the city?
- It (to be) in the suburbs in a pine forest.
- Wonderful place! What you (to do) there?
- We (to train) and (to have) a rest.
- You (to take part) in any competitions soon?
- I (to hope) so. The national athletics championship (to take) place in two months.
- I (to wish) you luck and success.
- Thanks a lot. And what about you? What you (to do) here now?
- I (to prepare) a report for my presentation at the students' conference now.
- Where and when it (to take place)?
- It (to take place) in Lviv National University next month.
- I (to wish) you successful performance and interesting communication.
- Thanks. See you later.
- Bye.

### 8. Use the verbs in brackets in the Active or Passive Voice:

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow in the evening.
3. He (to give) me this book next week or in a week.
4. The answer to this question can (to find) in the encyclopaedia.
5. We (to show) the historical monuments of the capital to the delegation.
6. You can (to find) interesting information about the life in the USA in this book.
7. Budapest (to divide) by the Danube into two parts: Buda and Pest.
8. Yuri Dolgoruki (to found) Moscow in 1147.
9. Moscow University (to found) by Lomonosov.
10. We (to call) Zhukovski the father of Russian aviation.

### 9. Translate into English using Passive Infinitive after modal verbs:

1. Руки треба мити перед кожною їжею.
2. Кімнати треба регулярно провітрювати.
3. Кішку слід годувати рибою.
4. Собаку можна годувати м'ясом та овочами.
5. Дітям треба регулярно давати фрукти ти овочі.
6. Книги треба класти в шафу або на книжкову полицю.
7. Цю картину можна повісити над каміном.
8. Як можна перекласти це слово?
9. Куди можна поставити валізи?
10. На що потрібно звернути увагу?
11. Треба записати твій номер телефону про всяк випадок.
12. Потрібно виміряти ваш кров'яний тиск та температуру.
13. Його треба запросити на мій день народження.
14. Їй можна запропонувати нову посаду або нову роботу.

**Unit IV**  
**Lesson 1**

**FAMOUS PERSONALITIES IN ART**

**AGATHA CHRISTIE**



Agatha Christie (1890-1976) was born Agatha May Clarissa Miller in Devon, England in 1890, the youngest of three children in a conservative, well-to-do family.

Taught at home by a governess and tutors, as a child Agatha Christie never attended school. She became adept at creating games to keep herself occupied at a very young age. A shy child, unable to adequately express her feelings, she first turned to music as a means of expression and, later in life, to writing.

In 1914, at the age of 24, she married Archie Christie, a World War I fighter pilot. While he was off at war, she worked as a nurse. It was while working in a hospital during the war that Christie first came up with the idea of writing a detective novel. Although it was completed in a year, it wasn't published until 1920, five years later.

"The Mysterious Affair at Styles" gave the world the inimitable Hercule Poirot, a retired Belgian police officer who was to become one of the most enduring characters in all of fiction. With his waxed moustache and his "little grey cells," he was "meticulous, a tidy little man, always neat and orderly, with a slight flavour of absurdity about him."

Christie wrote more than 30 novels featuring Poirot. Among the most popular were "The Murder of Roger Ackroyd" (1926), "Murder on the Orient Express" (1934), and "Death on the Nile" (1937).

In 1926, Archie asked for a divorce, having fallen in love with another woman. Agatha, already upset by the recent death of her mother, disappeared. All of England became wrapped up in the case of the now famous missing writer. She was found three weeks later in a small hotel, explaining to police that she had lost her memory. Thereafter, it was never again mentioned or elaborated upon by Christie.

She later found happiness with her marriage in 1930 to Max Mallowan, a young archaeologist who she met on a trip to Mesopotamia.

Another of Christie's most well-known and beloved characters was introduced in "Murder at the Vicarage" in 1930. Miss Jane Marple, an elderly spinster in the quaint English village of St. Mary Mead, solved all manner of mysteries with intense concentration and intuition. Featured in 12 novels, Miss Marple exemplified the cozy style, a form of mystery fiction that became popular in, and ultimately defined, the Golden Age of fiction in England during the 1920s and '30s.

Christie ultimately became the acknowledged Queen of the Golden Age. In all, she wrote over 66 novels, numerous short stories and screenplays, and a series of romantic novels using the pen name Mary Westmacott. Several of her works were made into successful feature films, the most notable being «Murder on the Orient Express» (1974). Her work has been translated into more than a hundred languages. In short, she is the single most popular mystery writer of all time.

In 1971 she was awarded the high honour of becoming a Dame of the British Empire.

### **1. Find the English equivalents in the article:**

Відвідувати школу, стати знавцем, сором'язлива дитина, неповторний, поліцейський у відставці, тривалий образ, допитливий чоловік, бути зануреним у справу, дивне село, художня література.

### **2. Answer the following questions:**

1. In what family was Agatha Christie born?
2. What education did she get?
3. When did A. Christie first come up with the idea of writing a detective novel?
4. What is Hercule Poirot?
5. What is Miss Jane Marple?
6. What is Agatha Christie considered to be?

### **3. Tell your friends about your favorite writer.**

### **4. Make an annotation of the following article:**

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## **Jane Austen**

*By Esther Lombardi, "Guide"*



### **Jane Austen Birth & Childhood:**

Jane Austen was born on December 16, 1775 in Hampshire, England. Her father was Reverend George Austen, and her mother was Cassandra Leigh. Jane was the seventh child. Apart from three years of school in Oxford (and then Southampton), which she attended with her older sister, Cassandra, she was educated at home. Her brother, James, provided reading lists. Early on, she devoted time to writing: *Juvenilia*, *History of England*, *Lady Susan*, and *Elinor and Marianne*, and *First Impressions*.

### **Jane Austen Death:**

Jane Austen died on July 18, 1817 at Winchester. The year of her death, she had started another novel, *Sanditon*, but it was left unfinished upon her death. Although the

cause of Austen's final illness is not known for certain, the symptoms seem to suggest that she may have been affected by Addison's disease. Austen was 41 at the time of her death. She was buried in Winchester Cathedral on July 24, 1817.

#### **Jane Austen Marriage:**

Jane Austen never married, remaining a spinster her whole life. However, several men came into life, including: Thomas Lefroy, Samuel Blackall, and Harris Bigg-Wither. Austen accepted Bigg-Wither's proposal of marriage, but she rescinded her acceptance the next day. In the end, she never married, though she may have wanted to marry Thomas Lefroy.

#### **Jane Austen Achievements:**

Jane Austen is famous principally for her refinement of the English novel. In her works, she mirrored society: manners, customs, and beliefs. Her most famous works include six well-read novels: *Northanger Abbey*, *Persuasion*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, and *Emma*. She worked magic with the commonplace, seemingly subtle, realities of life.

#### **Jane Austen Brief Biography:**

Austen was shy and withdrawn about her writing. She hid evidence of her writing from view, when anyone happened to come upon her.

Austen's first work to be published was *Sense and Sensibility* on October 30, 1811. Other works include: *Love and Friendship* (1789), *A Collection of Letters* (1791) *Lady Susan* (1793-94), *Elinor and Marianne* (1795), *First Impressions* (1796-1797), which later became *Pride and Prejudice* (1813), *Mansfield Park* (1814), *Emma* (December 1815), *Persuasion* (1818, published posthumously) *Northanger Abbey* (originally sold as *Susan* in 1803, published posthumously in 1818),

As Scott once said, "What a pity such a gifted creature died so early!"

#### **The Novels**

"Sense and Sensibility": published 1811

"Pride and Prejudice": published 1813

"Mansfield Park": published 1813

"Emma": published 1816

"Persuasion": published 1818

"Northanger Abbey": published 1818.

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### **5. Tell your friends about your favourite book.**



## 6. Make an annotation of the following article:

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Literature Network

### Oscar Wilde



**Oscar Wilde (1854-1900)**, Irish dramatist, poet, and author wrote the darkly sardonic Faustian (*the adjective **Faustian**, are often used to describe an arrangement in which an ambitious person surrenders moral integrity in order to achieve power and success: the proverbial "deal with the devil"*) themed *The Picture of Dorian Gray* (1891);

Oscar Fingal O'Flahertie Wills Wilde was born on 16 October 1854, in Dublin, Ireland, the second of three children born to writer Jane Francesca Agnes *née* Elgee (1821-1896) and surgeon Sir William Robert Wills Wilde (1815-1876). Wilde's mother was a prominent poet and nationalist; his father a successful ear and eye surgeon and noted philanthropist, knighted in 1864. Oscar had an older brother named William and a younger sister, Isola. After his initial years of schooling at home, in 1871 he entered Trinity College, Dublin, then went on to study the classics at Magdalen College, Oxford, England from 1874-1878. It was here that he came under the influence of writer and critic Walter Pater (1839-1894) and helped found the Aesthetic Movement, "*art for art's sake*". Wilde excelled in his studies, winning many prizes and awards including Oxford's Newdigate Prize for his poem "Ravenna" (1878);

After school Wilde settled in London and continued to write poetry; his first collection simply titled *Poems* was published in 1881. That same year he set off on a long tour of America and Canada to deliver lectures on aestheticism. He arrived back in Europe in 1883 and while not further lecturing lived in Paris, France. In 1884 Wilde married Constance Mary Lloyd (1858-1898) with whom he would have two sons; Cyril (1885-1915), who was killed during World War I, and Vyvyan (1886-1976), who would become an author, penning his memoir *Son of Oscar Wilde* (1954) and publishing *Oscar Wilde: A Pictorial Biography* in 1960. The Wildes settled in Chelsea, London where Oscar continued to write and work for such magazines as the *Pall Mall Gazette* and became editor of *Woman's World* in 1887.

Adopting the name Sebastian Melmoth, Wilde went to Paris, penniless, and is said to have reunited with his friend and lover of many years, Canadian journalist Robert Baldwin "Robbie" Ross (1869-1918), who was also executor of Wilde's estate. He took up residence in the Hôtel d'Alsace on rue des Beaux-Arts. On his deathbed, Ross by his side, Wilde was baptised into the Roman Catholic Church and received Extreme Unction. Oscar Wilde died of meningitis on 30 November 1900. He now rests in Père Lachaise cemetery in Paris; Ross' ashes were added to the angel-adorned tomb in 1950.

## GRAMMAR EXERCISES

### 7. Translate the sentences using the modal verb *can* or its equivalent *to be able to*:

1. Вона не може вас зрозуміти, спробуйте пояснити ще раз.
2. У минулому році я абсолютно не вмів кататися на лижах, а зараз я умію.
3. Вона не зможе вчасно дістатися до аеропорту.
4. Чи зможеш ти відправити йому повідомлення електронною поштою?
5. Я думаю, вона не зуміє розв'язати цю задачу.
6. Ти зможеш полагодити мій магнітофон?
7. Боюсь, він не зможе допомогти мені переїхати в новий будинок наступної неділі.
8. Учора я не зміг побачити директора, тому що він обув на конференції, але сьогодні після роботи я зможе це зробити.

### 8. Remember the meaning of the modal verb *may* (дозвіл, припущення), e.g. *You may take my pen. It may rain soon.* Translate the following sentences:

1. Якщо ти не надягнеш пальто, ти можеш захворіти.
2. Не йди з дому: мама може скоро прийти, а в неї немає ключа.
3. Будь обережним: ти можеш упасти.
4. Якщо твоя робота готова, можеш іти додому.
5. Вчитель сказав, що ми можемо обговорити це питання разом.
6. Чи мені можна увійти?

### 9. Translate into English, using the equivalent of the verb *may* - *to be allowed to*:

1. Палити заборонено.
2. В Англії вам дозволяють водити машину, якщо вам 17 років.
3. У США дозволяють продовжувати їздити на машині навіть у віці 90 років.
4. Їм дозволяють користуватися магнітофоном у фонолабораторії.
5. Учора їм дозволили прийти на тренування трохи пізніше.
6. Я думаю, тобі не дозволять закінчити роботу без експерименту.

### 10. Use the verb *may* (*might*) or *to be allowed to*, where *may* cannot be used:

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. ... I bring me sister to the party?
4. He ... join the sports section as soon as he is through with his medical examination.
5. If you pass your examinations, you ... go to the south.
6. He asked if he ... borrow my car.

**11. Use the modal verbs *may (might)* or *can (could)*:**

1. Most children ... slide on the ice very well.
2. Be careful: you ... spill the milk if you carry it like that.
3. I ... not imagine her speaking in public: I knew she was so shy.
4. She asked me if she ... use my telephone.
5. A fool ... ask more questions than a wise man ... answer.
6. You ... read this book: you know the language well enough.
7. You ... take this book: I don't need it.
8. The school was silent: nothing ... be heard in the long dark corridors.
9. Waiting ... be endless, you know.
10. ... you tell me the nearest way to the city museum?

**12. Remember the meaning of the modal verb *must* (необхідність, обов'язок, припущення), e.g. *You must respect your parents. It must be cold outside.* Translate the following sentences:**

1. Ти повинен виїхати завтра вранці?
2. Він, мабуть, дуже втомився.
3. Ви не повинні спізнюватися.
4. Я повинна наполегливо працювати над англійською.
5. Ви не повинні забувати про свої обов'язки.
6. Ви напевно дуже голодні.
7. Я мушу визнати, що я неправий.

**13. Remember the equivalents of the modal verb *must*:**

*to have to* – вимушена необхідність,

*to be to* – необхідність за домовленістю, наміченим планом, наказ.

**Fill in the blanks with *to have to* or *to be to*:**

1. If I don't ring you up before six o'clock, you ... to go to the concert hall alone and wait for me at the entrance. Is that clear?
2. The planters ... to gather their cotton at once, as they had been warned that heavy rains were expected.
3. I ... to wear glasses as my eyesight is very weak.
4. She ... to send a telegram because it was too late to send a letter.
5. You ... to learn all the new words for the next lesson.
6. Who ... to go to the library to get the new books? – I was, but I couldn't because I ... to finish some work at the phonetics laboratory.
7. It is raining. You ... to put on your raincoat.

## Lesson 2

### Text 1

#### JOHN CONSTABLE



**John Constable** (June 1776 – London, March 1837) was a famous English painter and artist.

His family had plenty of money because his father owned a business running corn mills. Constable's father wanted his son to take over the business after him, but Constable started painting at an early age, and convinced his father to let him follow art as a career.

He married Maria Bicknell in 1816, and they had seven children. She died in 1829 of Tuberculosis.

His paintings are treasures of British art, but in his lifetime his work was appreciated more in France. Constable's most famous painting, *The Hay Wain* (now in the National Gallery in London), was first shown at the Paris Salon in 1824. He had to wait

until he was 52 years old before the Royal Academy voted that he should be a member.

Constable was influenced by the French painter Claude Lorrain. His most famous paintings are landscapes showing the countryside around Dedham and Flatford, where his father's mills were.

Constable's idea was to use nature itself, rather than imagination.

Constable painted many full-scale preliminary sketches of his landscapes in order to test the composition in advance of finished pictures. These large sketches, with their free and vigorous brushwork, were revolutionary at the time. Possibly more than any other aspect of Constable's work, the oil sketches reveal him to be an avant-garde painter, one who showed that landscape painting could be taken in a totally new direction.

Constable's watercolours were also remarkably free for their time. The almost mystical *Stonehenge*, 1835, with its double rainbow, is often considered to be one of the greatest watercolours ever painted.

In addition to the full-scale oil sketches, Constable completed numerous studies of landscapes and clouds, to become more scientific in his recording of atmospheric conditions.

The sketches were the first ever done in oils directly from the subject in the open air. To convey the effects of light and movement, Constable used broken brushstrokes, often in small touches, which he worked over lighter passages. This gave an impression of sparkling light over the landscape.

To the sky studies he added notes, often on the back of the sketches, of the prevailing weather conditions, direction of light, and time of day, believing that the sky was "the key note, the standard of scale, and the chief organ of sentiment" in a landscape painting.



*Peat grassland near Salisbury.*



*One of his sky studies.*

### **1. Translate the following terms and expressions:**

Famous artist, to own a business, famous painting, landscape, to use nature, oil sketch, watercolours, atmospheric conditions, direction of light.

### **2. Find the English equivalents in the article:**

Зерновий млин, переконати батька, обрати мистецтво у якості кар'єри, скарби мистецтва, бути під впливом, показувати (зображати) сільську місцевість, використовувати уяву, попередні ескізи в натуральну величину, енергійна манера письма, передати ефекти світла і руху, зламані мазки, маленькі штрихи, давати враження іскристого світла.

### **3. Say true or false:**

1. Constable's father wanted his son to be an artist.
2. John Constable's paintings are treasures of French art.
3. Constable's idea was to use nature itself, rather than imagination.
4. Constable's oil sketches reveal him to be an avant-garde painter.
5. The sketches were the first ever done in oils directly from the subject in the open air.

### **4. Restore the correct word-order:**

1. His work, in France, in his life time, more, was appreciated.
2. Claude Lorrain, John Constable, by, was influenced, the French painter.
3. Constable's watercolours, for their time, were, free, also, remarkably.
4. Constable, landscapes, numerous studies, completed, of, clouds, and.
5. This, an impression, the landscape, gave, of, over, sparkling light.

### **5. Answer the following questions:**

1. When did John Constable start painting?
2. How long did he wait to become the Royal Academy member?
3. What do his most famous landscapes show?
4. What was Constable's idea?

5. What did Constable do to test the composition in advance of finished pictures?
6. Why were these sketches revolutionary at the time?
7. What is his greatest watercolour?
8. What did Constable use to convey the effects of light and movement?
9. What notes did Constable add to the sky studies?

**6. Tell your friends what you know about John Constable, a famous English painter and artist, and his art work.**

## Text 2

### J. M. W. TURNER



**Joseph Mallord William Turner** (Covent Garden, London, 23 April 1775 – Chelsea, London, 19 December 1851) was an English painter and artist. He was one of the greatest artists of landscape painting, with a great mastery of light and colour.

His father was a maker of wigs. His mother was ill with mental problems, and the young Turner was sent to live with his uncle in Brentford, where he first started to paint.

Turner became a student at the Royal Academy of Art school in London when he was 14 years old. He was accepted into the Academy a year later. He had a watercolour painting in 1790 in the Academy's important art show. He had only been studying for a year. In 1802, at the age of only 28, he was elected a member of the Royal Academy, and later became its Professor of Perspective.

In 1802, Turner travelled around Europe, visiting France and Switzerland. He also went to the Louvre in Paris. During his life, he often travelled across Europe, visiting Venice in Italy several times. As his personal style developed, he began to produce paintings that were generalised or exaggerated in form and colour, rather than realistic or detailed. These caused much argument as to their artistic value, but nowadays are his best loved works. On his death, he left 300 oils and 20,000 watercolours to the British nation. Some of his watercolours are the most abstract or generalised of his paintings.

Turner never married, although he had two children with his mistress Sarah Danby. For much of his life, he lived with his father, who helped him in his studio until he died in 1829.

In his early career, Turner was influenced by the painters Claude Lorrain and Nicolas Poussin, who painted "historical" landscapes.

Turner became interested in natural catastrophes, and natural phenomena such as sunlight, storm, rain, and fog. He was fascinated by the violent power of the sea. His paintings revolve around the light of the sun, shown in infinite variety. His work showed some of the ideas of impressionists' decades before they arrived on the scene. Monet, in particular, studied Turner's methods.

His most famous paintings include *The Fighting Temeraire*; this is a picture of a famous warship that was used in the Battle of Trafalgar. Other pictures include *Rain, Steam and Speed*, which shows a steam train crossing a bridge, and *Snowstorm* which shows a steamship in a snowstorm trying to get into a harbour. In order to get the right feeling into this painting, he had himself tied to a ship's mast during a storm, so that he could see what it was like. Some of his most famous paintings show the roughness of nature, with bleak landscapes and violent storms.

But also there is beauty and a sense of calmness in pictures such as *Crossing the Brook*, painted in 1815, a view which can still be admired today.

As he grew older, Turner's behaviour became a bit odd, and he became depressed quite often. He died in Chelsea on 19 September 1851, and was buried next to the painter Joshua Reynolds in St Paul's Cathedral.

Even while Turner was alive, some people thought he was a genius. Some people complained that the pictures he painted when he was older were not realistic. However, most think that his way of painting shows complete mastery.



*The Slave Ship or Slavers Throwing overboard the Dead and Dying—Typhoon coming on, 1840*



*Rain, Steam and Speed - The Great Western Railway, painted in 1844.*

### **7. Translate the following terms and expressions:**

Artist of landscape painting, mastery of light and colour, the Royal Academy of Art, a watercolour painting, Professor of Perspective, personal style, to produce paintings, the ideas of impressionists, to be a genius, to show complete mastery.

### **8. Find the English equivalents in the article:**

Виробник перук, бути зарахованим до академії, бути обраним членом

Королівської Академії, бути перебільшеним у формі й кольорі, викликати багато суперечок, художня цінність, природні явища, сонячне світло, туман, несамоविता сила моря, нескінчена різноманітність, увійти у гавань, відчуття спокою.

**9. Say true or false:**

1. Turner was accepted to the Academy when he was 14.
2. He was elected a member of the Royal Academy when he was only 28.
3. As his personal style developed, he began to produce paintings that were realistic or detailed in form and colour.
4. Some of his watercolours are the most abstract or generalised of his paintings.
5. His work showed some of the ideas of impressionists decades before they arrived on the scene.

**10. Restore the correct word-order:**

1. Turner, landscape painting, of, the greatest artists, was, of, one.
2. Turner, a watercolour painting, important art show, had, in the Academy's, in 1790.
3. These, much argument, as to their artistic value, caused.
4. Turner, natural phenomena, natural catastrophes, interested, became, in, and.
5. A sense of calmness, there is, beauty, Turner's pictures, in.

**11. Answer the following questions:**

1. What mastery had Turner?
2. Where did he start to paint?
3. Where did he study?
4. What are the features of his personal style?
5. What heritage did Turner leave to the British nation?
6. Whom was Turner influenced by?
7. What did Turner become interested in?
8. What does his way of painting show?

**12. Tell your friends what you know about Turner, a famous English painter and artist, and his art work.**



**13. Make an annotation of the following article:**

## **William Hogarth**

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*From British Art  
By Simon Robin*



**William Hogarth** (10 November 1697 – 26 October 1764) was an English painter, printmaker, pictorial satirist, social critic and editorial cartoonist. He is said to have started western sequential art. His work ranged from realistic portraits to comic strip-like series of pictures called "modern moral subjects". His work is so well known that satirical political illustrations in this style are often referred to as "Hogarthian".



In 1731, he completed a series of moral works which made him recognised as a great and original genius. Then the series was published as engravings. The engraving show vivid scenes of drunken and loose behaviour. The series was an immediate success.

In 1743–1745 Hogarth painted the six pictures of *Marriage à-la-mode* (National Gallery, London), a pointed skewering of upper class 18th century society. This moralistic warning shows the miserable tragedy of an ill-considered marriage for money. This is regarded by many as his finest project and may be among his best planned story serials. Marital ethics were the topic of much debate in 18th century Britain. Marriages of convenience, and their unhappiness, came in for particular criticism.



Hogarth was also a popular portrait painter. In 1746 he painted actor David Garrick as Richard III. He was paid £200, “which was more,” he wrote, “than any English artist ever received for a single portrait”.

In the same year a sketch of Simon Fraser, 11th Lord Lovat, afterwards beheaded on Tower Hill, had an exceptional success.



Hogarth's portrait of his friend, the philanthropic Captain Coram (1740; Thomas Coram Foundation for Children, now Foundling Museum), and his unfinished oil sketch of *The Shrimp Girl* (National Gallery, London) are highly regarded. There are also portraits of his wife and his two sisters and of many others.

(William Hogarth, *Painter and his Pug*, 1745)

(*Moll being persuaded*)

(*Marriage à-la-mode*, 1743 (scene two of six)

(Hogarth's portrait of *The Shrimp Girl* 1740–1745)

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## GRAMMAR EXERCISES

### 14. State the forms and functions of the Infinitive and translate the following sentences into Ukrainian:

1. Present day standards of experimental techniques make it possible to obtain antiparticles in laboratory conditions.
2. Scientists have set a centre for launching meteorological rockets in the Antarctic to cover an extensive programme of research into the upper layers of the Antarctic atmosphere.
3. People of all ages use the reading-room to prepare for exams, work on a thesis for a degree, keep up with the latest publications in their field or look at rare editions.
4. This experiment is too serious to be explained in a few words.
5. To irrigate deserts we build canals.
6. To use welding for joining metal parts means to obtain products which possess higher strength, better quality and lower cost.
7. M. Lomonosov was the first to find that heat, light and electricity are different forms of motion.

### 15. Translate the following sentences into English and state the forms of the Infinitive:

1. Я завжди радий поговорити з вами.
2. Дуже радий, що розмовляю зараз з вами.
3. Я радий, що поговорив з вами.
4. Я радий, що весь цей час розмовляю з вами.
5. Я завжди радий, коли зі мною розмовляють.
6. Я радий, що зі мною розмовляють.

### 16. Transform the sentences using the Infinitive Complex:

1. I have only a few minutes *in which I can explain these words to you*.
2. There was nothing *that he could do* except go home.
3. Don't forget that she has a babe *which she must take care of*.
4. Is there anybody *who will help you with your spelling?*
5. King Lear decided to have a hundred knights *who would serve him* after he had divided up his kingdom.
6. Here are some more facts *which will prove* that your theory is correct.
7. Here are some tablets *which will relieve your headache?*

### 17. Remember the word-combinations with the Infinitive and translate the sentences:

- **to cut a long story short** – коротше кажучи;
- **to tell the truth** – правду кажучи;

- **to say nothing of** – не говорячи вже про;
- **to put it mildly** – м'яко кажучи;
- **to say the least of it** – принаймні, щонайменше;
- **to begin with** – почнемо з того, що;
- **The book leaves much to be desired.** – Книга залишає бажати кращого.
- **He is difficult to deal with.** – З ним важко мати справу.
- **She is pleasant to look at.** – На неї приємно дивитися.

1. М'яко кажучи, він був не ввічливий.
2. Ваша праця залишає бажати кращого.
3. Вашій сестрі важко догодити.
4. Почнемо з того, що я зайнятий.
5. Всі аспіранти були дуже раді, не говорячи вже про їх керівника.
6. Це дуже дивно, принаймні.
7. Правду кажучи, ви мене здивували.
8. На цих дітей приємно дивитися.
9. Коротше кажучи, вони одружилися.

**18. Change the following complex sentences into simple ones using the Objective Infinitive Complex:**

1. We watched the dockers as they unloaded the ship.
2. They expect that their football team will win the game.
3. I suppose that he is a good engineer.
4. He believes that you are an honest man.
5. My wish is that you should tell me about it.
6. I desire that he should stop smoking.
7. Nobody noticed her as she went away.

**19. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex:**

1. It is believed that she knows several foreign languages.
2. It is reported that the cosmonauts feel well.
3. It is said that the painter is working at a new picture.
4. It is said that he is writing a historical novel.
5. It is reported that the spaceship has reached the moon.
6. It is said that she has been teaching mathematics for thirty years.
7. It is expected that he will arrive on Monday.
8. It seems that he is composing a new symphony.
9. It proved that you were right.
10. He must know French.

**20. Transform the following complex sentences into simple ones using the Prepositional Infinitive Complex:**

1. It is necessary that we should start early in the morning.
2. It is necessary that she should come here in time.
3. It is important that he should work systematically.
4. It is necessary that you should air the room twice a day.
5. It is necessary that you should go in for sports.

**21. Translate into English using infinitive complexes:**

1. Вони бачили, як приземлився літак.
2. Всі чули, як ти це сказав.
3. Я хочу, щоб ви зробили це сьогодні.
4. Мені не подобається, коли він говорить так повільно.
5. Я не думав, що ти запізнишся.
6. Вчені вважають, що це місто було засноване у 18 столітті.
7. Що примусило вас іти туди в таку погану погоду?
8. Я не змушує вас робити це.
9. Вважають, що ця фортеця була збудована в 10 столітті.
10. Кажуть, він дуже освічена людина.
11. Вона, здається, знає французьку.
12. Він виявився здібним математиком.
13. Він, напевно, прийде сьогодні ввечері.
14. Навряд, щоб вона дістала цю книгу.

## Lesson 3

### Text 1

## JACK VETTRIANO



(**Jack Hoggan**) (born 17 November 1951), is a Scottish painter.

### Early life

Jack Vettriano grew up in the industrial seaside town of Methil, Fife. He left school at 16 and later became an apprentice mining engineer. Vettriano did not take up painting as a hobby until the 1970s, when a girlfriend bought him a set of watercolours for his 21st birthday. His earliest paintings, under the name "*Jack Hoggan*", were copies or pastiches of impressionist paintings – his first painting was a copy of Monet's *Poppy Fields*. Much of his influence came from studying paintings at the Kirkcaldy Museum and Art Gallery in neighbouring Kirkcaldy. In 1984, Vettriano first submitted his work to the Shell-sponsored art exhibition in the museum.



### Career

Vettriano's breakthrough year was 1988, when he felt ready to display his paintings in public and submitted two canvases for the Royal Scottish Academy annual show. Both paintings sold on the first day and Vettriano was approached by several galleries who wanted to sell his other work. He moved to Edinburgh, changing his name to Vettriano, adding an "a" to his mother's maiden name.

Further successful exhibitions followed in Edinburgh, London, Hong Kong, Johannesburg, and New York. His paintings are reminiscent of the film noir genre, often with romantic or nude themes.



Each year a new set of limited edition prints are published, and his most popular work, *The Singing Butler* (which does not actually show a butler singing), sells more posters and postcards than any other artist in the UK.

In November 1999, Vettriano's work was shown for the first time in New York, when twenty-one paintings were displayed at the International 20th Century Arts Fair at The Armory. More than forty collectors

from the UK flew out for the event and all twenty-one paintings were sold on the opening night to British collectors.

Jack Vettriano's most recent exhibition, 'Days Of Wine And Roses', was opened by First Minister, Alex Salmond, at the Kirkcaldy Museum in Fife, Scotland on 27 March 2010 and received more than 48,000 visitors during its five week run there.

In 2004 he was awarded the OBE (Order of the British Empire).

*(The Singing Butler)*

*(In Thoughts of You)*

### **1. Find the English equivalents in the article:**

Вирости у промисловому місті, учень гірничого інженера, набір акварелей, суміш живопису, подати роботу на виставку мистецтв, щорічний показ, дівоче ім'я, успішна виставка, нагадувати кіножанр нуар, плакати і листівки, бути проданим колекціонерам, орден Британської імперії.

### **2. Answer the following questions:**

1. What is Jack Vettriano?
2. When did he take up painting?
3. What were his earliest paintings?
4. Why was 1988 Vettriano's breakthrough?
5. What is the genre of his paintings?
6. What is his most popular work?
7. What is Vettriano's most recent exhibition?
8. What was Vettriano awarded with?

### **3. Read the information about the exhibition and translate the following words and word-combinations into Ukrainian:**

*27 September 2010 Last updated at 10:35*

*Jack Vettriano, the self-taught painter, is one of Britain's highest-earning contemporary artists with celebrity clients including Jack Nicholson, Sir Terence Conran and Robbie Coltrane. His latest exhibition in London is called 'Days of Wine and Roses' and was inspired by the time he spent in Milan and the French Riviera.*

*Jack tells BBC Breakfast how he feels about being famous for 'The Singing Butler' and his use of photographic images when creating his art.*

A self-taught painter, contemporary artist, celebrity clients, latest exhibition, to be inspired, photographic images, to create art.

### **4. Imagine that you are an art critic. Tell your students about Jack Vettriano, his life and art work.**



**Richard Deacon** CBE (born 15 August 1949) is a British abstract sculptor, and a winner of the Turner Prize. Richard Deacon was born in Bangor, Wales and educated at Plymouth College. He then studied at the Somerset College of Art, Taunton, St Martin's School of Art, London and the Royal College of Art, also in London. He left the Royal College in 1977, and went on to study part-time at the Chelsea School of Art. Deacon's first one-person show came in 1978 in Brixton.



Deacon's work is abstract, but often alludes to anatomical functions. His works are often constructed from everyday materials such as laminated plywood, and he calls himself a "fabricator" rather than a "sculptor". His early pieces are typically made up of sleek curved forms, with later works sometimes more bulky.

Deacon's body of work includes small-scale works suitable for showing in art galleries, as well as much larger pieces shown in sculpture gardens and objects made for specific events, such as dance performances.



Deacon won the Turner Prize in 1987 (nominated for his touring show *For Those Who Have Eyes*) having previously been nominated in 1984.

Deacon was made a Commander of the British Empire (CBE) in the 1999 New Year Honours List. In 2007, he represented Wales at the Venice Biennale. He was one of the five artists shortlisted for the Angel of the South project in January 2008.

He is represented by Lisson Gallery, London and Milan; Marian Goodman Gallery, New York; Galerie Thomas Schulte, Berlin; Gallerie Thaddaeus Ropac, Salzburg and Paris; and LA Louver Gallery, Los Angeles.

*(Richard Deacon. Lets Not Be Stupid(detail) at the University of Warwick)*

*(Richard Deacon. Once Upon a Time on the Redheugh Bridge, Gateshead)*

**5. Find the English equivalents in the article:**

Лауреат премії, отримати освіту, посилатися на анатомічні функції, ламінована фанера, виробник, гладкі вигнуті форми, більш громіздкий, бути попередньо номінованим.

**6. Answer the following questions:**

1. What is Richard Deacon?
2. Where was he educated?
3. What is the characteristic feature of his work?
4. What are his works constructed from?
5. What are the features of his early and later works?
6. What does Deacon's body of work include?
7. What Prize did Deacon win?
8. What galleries is Richard Deacon represented by?

**7. Imagine that you are the Head of Turner Prize Committee. Tell your students about Richard Deacon.**

**8. Read and translate the text. Put 4 questions to it; discuss it with your friends.**



The **Turner Prize**, named after the painter J. M. W. Turner, is an annual prize presented to a British visual artist under the age of 50. Awarding the prize is organised by the Tate gallery and staged at Tate Britain. Since its beginnings in 1984 it has become the United Kingdom's most publicised art award. Although it represents all media, and painters have also won the prize, it has become

associated primarily with conceptual art.

As of 2004, the monetary award was established at £40,000. There have been different sponsors, including Channel 4 television and Gordon's Gin. The prize has been awarded by various distinguished celebrities: in 2006 this was Yoko Ono, and in 2012 the award was presented by Jude Law.

It is a controversial event, mainly for the exhibits, such as "The Physical Impossibility of Death in the Mind of Someone Living", a shark in formaldehyde by Damien Hirst and "My Bed", a dishevelled bed by Tracey Emin. Controversy has also come from other directions, including a Culture Minister (Kim Howells)



criticising exhibits, a guest of honour (Madonna) swearing, a prize judge (Lynn Barber) writing in the press, and a speech by Sir Nicholas Serota (about the purchase of a trustee's work).

The event has also regularly attracted demonstrations, notably the K Foundation and the Stuckists, as well as alternative prizes to assert different artistic values.

*(Tate Britain: a venue for the Turner Prize)*

## 9. Make an annotation of the article.

*English Heritage*

By John Thornes

## British Museum

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The **British Museum** is a museum in London dedicated to human history and culture. Its permanent collection, numbering some eight million works, is among the largest and most comprehensive in existence and originates from all continents, illustrating and documenting the story of human culture from its beginnings to the present.

The British Museum was established in 1753, largely based on the collections of the physician and scientist Sir Hans Sloane. The museum first opened to the public on 15 January 1759 in Montagu House in Bloomsbury, on the site of the current museum building. Its expansion over the following two and a half centuries was largely a result of an expanding British colonial footprint and has resulted in the creation of several branch institutions, the first being the British Museum (Natural History) in South Kensington in 1887. Some objects in the collection, most notably the Elgin Marbles from the Parthenon, are the objects of intense controversy and of calls for restitution to their countries of origin.

Until 1997, when the British Library (previously centred on the Round Reading Room) moved to a new site, the British Museum was unique in that it housed both a national museum of antiquities and a national library in the same building. The museum is a non-departmental public body sponsored by the Department for Culture, Media and Sport, and as with all other national museums in the United Kingdom it charges no admission fee, except for loan exhibitions. Since 2002 the director of the museum has been Neil MacGregor.



Although today principally a museum of cultural art objects and antiquities, the British Museum was founded as a "universal museum". Its foundations lie in the will of the physician and naturalist Sir Hans Sloane (1660–1753). During the course of his lifetime Sloane gathered an enviable collection of curiosities and, not wishing to see his collection broken up after death, he bequeathed it to King George II, for the nation, for the princely sum of £20,000.<sup>[6]</sup>

At that time, Sloane's collection consisted of around 71,000 objects of all kinds<sup>[7]</sup> including some 40,000 printed books, 7,000 manuscripts, extensive natural history specimens including 337 volumes of dried plants, prints and drawings including those by Albrecht Dürer and antiquities from Egypt, Greece, Rome, the Ancient Near and Far East and the Americas

*(Sir Hans Sloane, founder of the British Museum)*

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## GRAMMAR EXERCISES

### 10. Transform the following sentences using participle phrases instead of subordinate clauses:

1. Many students who learn English are members of our English club.
2. The man who is making the report is the postgraduate of this chair.
3. As I entered the laboratory, I saw my friends making the experiment.
4. When I read this text, I came across many new terms.
5. As we had booked tickets beforehand, we went to the theatre half an hour before the performance began.
6. The decisions which were adopted at the conference are supported by many scientists.

### 11. Transform the following complex sentences into simple ones using the Objective Participle Complex:

1. I saw him as he was picking flowers in the park.
2. We watched them as they were playing hockey.
3. The teacher observed the pupils as they were writing compositions.
4. I saw the girl as she was crossing the street.
5. She watched him as he was repairing his car.
6. We saw wild geese as they were flying to the South.

### 12. Paraphrase the following using the Objective Participle Complex.

Model: *The hairdresser did her hair. – She had her hair done.*  
The tailor made a suit for him.

The photographer took a photograph of him.  
The typist typed my article for me.  
The waitress brought them dinner.  
His wife washed and ironed his shirt.  
Their daughter cooked supper for them.  
The porter brought his luggage into the car.

### **13. Translate into English using the Objective Participle Complex:**

1. Я бачила, як вони пили чай у затишному кафе.
2. Вони чули, як вона розмовляла німецькою мовою з незнайомцем.
3. Ми бачили, як він сідав у трамвай.
4. Я спостерігав, як човен наближався до берега.
5. Ми помітили, як вона сміялася під час вистави.
6. Інспектор бачив, як приземлявся літак.
7. Нарешті мені відремонтували обладнання для експериментальної частини мого дослідження.
8. Їй зробили досить дивну зачіску.
9. Нам надрукували статті для науково-практичної конференції.
10. Цій групі записали всі необхідні тексти у фонолабораторії.

### **14. Transform the following complex sentences into simple ones using the Absolute Participle Complex.**

Model: *As the weather was fine, we went for a walk.*

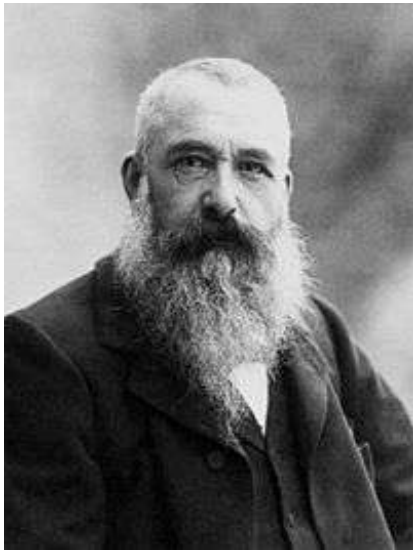
1. As the play was very popular, it was difficult to get tickets.
2. As my friend had bought the tickets beforehand, we did not need to worry.
3. After the sun had risen, we continued our way.
4. As the bridge was destroyed, we couldn't cross the river.
5. As houses are built very quickly nowadays, we'll soon get a new flat.
6. As the key had been lost, she couldn't get into the room.
7. As all the tickets had been sold out, we couldn't see the performance.

### **15. Translate into English using the Absolute Participle Complex:**

1. Оскільки вітер дув з півночі, було дуже холодно.
2. Коли лист був написаний, я відніс його на пошту.
3. Оскільки було вже пізно, ми не могли починати новий варіант.
4. Оскільки телефон був несправний, ніхто не міг вам повідомити.
5. Оскільки гуртожиток досить далеко від цього корпусу, він добирається туди автобусом.

**Lesson 4**  
**Text 1**

**CLAUDE MONET**



**Claude Monet** (November, 14, 1840 – December, 5, 1926) was a founder of French impressionist painting. The term Impressionism is derived from the title of his painting *Impression, Sunrise*.

Claude Monet was born on 14 November in Paris. His father wanted him to go into the family grocery business, but Monet wanted to become an artist. His mother was a singer.

On 1 April 1851, Monet entered the secondary school of arts. Locals knew him well for his charcoal caricatures, which he would sell for ten to twenty francs.

On 28 January 1857, his mother died. At the age of sixteen, he left school and went to live with his widowed childless aunt, Marie-Jeanne Lecadre.



When Monet traveled to Paris to visit the Louvre, he witnessed painters copying from the old masters. Having brought his paints and other tools with him, he would instead go and sit by a window and paint what he saw. Monet was in Paris for several years and met other young painters who would become friends and fellow impressionists; among them was Édouard Manet.

Disillusioned with the traditional art taught at art schools, in 1862 Monet became a student of Charles Gleyre in Paris, where he met Pierre-Auguste Renoir, Frédéric Bazille and Alfred Sisley. Together they shared new approaches to art, painting the effects of light *en plein air* with, in what later came to be known as Impressionism.



Monet's *Camille* or *The Woman in the Green Dress*, painted in 1866, brought him recognition and was one of many works featuring his future wife, Camille Doncieux; she was the model for the figures in *Women in the Garden* of the following year, as well as for *On the Bank of the Seine, Bennecourt*, 1868.

*(Impression, Sunrise (Impression, soleil levant), 1872)*

*(Woman with a Parasol, (Camille and Jean Monet), 1875, National Gallery of Art, Washington, DC)*



*Lavacourt: Sunshine and Snow, 1879–1880 National Gallery, London*



*Woman in a Garden, 1867, Hermitage, St. Petersburg*

**1. Translate the following terms and expressions:**

Impressionist painting, to enter the secondary school of arts, traditional art, the effects of light, broken colour, rapid brushstrokes, the model for the figures.

**2. Find the English equivalents in the article:**

Засновник імпресіонізму, походити з назви, вугільні карикатури, фарби та інструменти, бути зневіреним традиційним мистецтвом, новий підхід, принести визнання, зображати дружину.

**3. Say true or false:**

1. Claude Monet was a founder of English impressionist painting.
2. His father wanted him to become an artist.
3. In Paris Monet decided to copy from the old masters.
4. Monet was disillusioned with the traditional art taught at art schools.
5. Monet's wife was the model for the figures.

**4. Restore the correct word-order:**

1. The term, of his painting, is derived, *Impression, Sunrise*, Impressionism, from the title.
2. Locals, his charcoal caricatures, him, knew, for, well.
3. He, by a window, sat, saw, what, he, and, paint.
4. They, new, shared, to art, approaches.
5. This picture, recognition, him, brought.

**5. Imagine that you are an art critic. Tell your students about Claude Monet.**

## Text 2

## ALPHONSE MUCHA



**Alfons Maria Mucha** (24 July 1860 – 14 July 1939), known in English as **Alphonse Mucha**, was a Czech painter and decorative artist, known best for his distinct style. He produced many paintings, illustrations, advertisements, postcards, and designs.

Alphonse Maria Mucha was born in the town of Ivančice, Moravia (the present Czech Republic). Although his singing abilities allowed him to continue his education through high school in the Moravian capital of Brunn (present Brno), drawing had been his main hobby since childhood. He worked at decorative painting jobs in Moravia, mostly painting theatrical scenery. During 1879, he relocated to Vienna to work for a major Viennese theatrical design company.

Mucha moved to Paris during 1887, and continued his studies at Académie Julian and Académie Colarossi. In addition to his studies, he worked at producing magazine and advertising illustrations. About Christmas 1894, Mucha happened to go into a print shop where there was a sudden and unexpected need for a new advertising poster for a play featuring Sarah Bernhardt, the most famous actress in Paris. Mucha volunteered to produce a lithographed poster within two weeks, and on 1 January 1895, the advertisement for the play was posted in the city, it attracted much attention. Bernhardt was so satisfied with the success of this first poster that she began a 6 year contract with Mucha.

Mucha produced a flurry of paintings, posters, advertisements, and book illustrations, as well as designs for jewelry, carpets, wallpaper, and theatre sets in what was termed initially the *Mucha Style* but became known as *Art Nouveau* (French for 'new art'). Mucha's works frequently featured beautiful young women in flowing, vaguely Neoclassical-looking robes, often surrounded by flowers which sometimes formed halos behind their heads. In contrast with contemporary poster makers he used pale pastel colours.

Mucha spent many years working on what he considered his life's fine art masterpiece, *The Slav Epic*, a series of twenty huge paintings depicting the history of the Czech and the Slavic people in general, bestowed to the city of Prague during 1928. He had wanted to complete a series such as this, a celebration of Slavic history, since he was young. Since 1963 the series has been on display in the Czech Republic.

When Czechoslovakia won its independence after World War I, Mucha designed the new postage stamps, banknotes, and other government documents for the new state.

### **6. Find the English equivalents in the article:**

Особливий стиль, художник-декоратор, реклама, листівка, здібності до співу, театральні декорації, рекламний плакат, притягнути увагу,

утворювати вінець, шедевр образотворчого мистецтва, дарувати місту.

**7. Say true or false (correct the statement if it is false):**

1. Alfons Mucha had good singing abilities in childhood.
2. Drawing had been his main hobby since childhood.
3. His advertising poster for a play featuring Sarah Bernhardt didn't attract much attention.
4. Alfonse Mucha used bright colours for his paintings.
5. He considered his advertisement and design paintings to be his life's fine art masterpiece.



*Winter*



*Spring*



*Summer*



*Autumn*

**8. Make an annotation of the article.**

*Studies in Post-Impressionism*  
by John Rewald



**Vincent van Gogh**

**Vincent Willem van Gogh** (30 March 1853 – 29 July 1890) was a Dutch post-Impressionist painter whose work, notable for its rough beauty, emotional honesty and bold colour, had a far-reaching influence on 20th-century art. After years of painful anxiety and frequent bouts of mental illness, he died aged 37 from a gunshot wound, generally accepted to be self-inflicted (although no gun was ever found). His work was



then known to only a handful of people and appreciated by fewer still.

Van Gogh began to draw as a child, and he continued to draw throughout the years that led up to his decision to become an artist. He did not begin painting until his late twenties, completing many of his best-known works during the last two years of his life. In just over a decade, he produced more than 2,100 artworks, consisting of 860 oil paintings and more than 1,300 watercolors, drawings, sketches and prints. His work included self portraits, landscapes, portraits and paintings of cypresses, wheat fields and sunflowers.



Van Gogh spent his early adulthood working for a firm of art dealers, traveling between Hague, London and Paris, after which he taught for a time in England. One of his early aspirations was to become a pastor and from 1879 he worked as a missionary in a mining region in Belgium where he began to sketch people from the local community.



In 1885, he painted his first major work *The Potato Eaters*. His palette at the time consisted mainly of somber earth tones and showed no sign of the vivid coloration that distinguished his later work. In March 1886, he moved to Paris and discovered the French Impressionists. Later, he moved to the south of France and was influenced by the strong sunlight he found there. His work grew brighter in colour, and he developed the unique and highly recognizable style that became fully realized during his stay in Arles in 1888.



The extent to which his mental health affected his painting has been a subject of speculation since his death. Despite a widespread tendency to romanticize his ill health, modern critics see an artist deeply frustrated by the inactivity and incoherence brought about by his bouts of illness. According to art critic Robert Hughes, van Gogh's late works show an artist at

the height of his ability, completely in control and "longing for concision and grace"

*(Self-Portrait with Straw Hat, Paris, Winter)*

*(The Starry Night, June 1889, The Museum of Modern Art, New York)*

*(The Yellow House, 1888, Van Gogh Museum)*



(*Cherry Tree*, 1888, Metropolitan Museum of Art, New York)

(*Iris*, 1889, Getty Center, Los Angeles)

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## 9. Make an annotation of the article.

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*Modern Art History*  
by Frans Mark



### WASSILY KANDINSKY

**Wassily Kandinsky** (16 December 1866 – 13 December 1944) was a Russian painter, printmaker and art theorist.

He was one of the most important and most famous 20th-century artists. He was a major figure in modern art and painted some of the first modern abstract works. His art changed several times during his life. It was fauvist, abstract, expressionist and constructivist in turn.

Born in Moscow, Kandinsky spent his childhood in Odessa. He enrolled at the University of Moscow and chose to study law and economics. Quite successful in his profession—he was offered a professorship (chair of Roman Law) at the University of Dorpat—he started painting studies (life-drawing, sketching and anatomy) at the age of 30.

In 1896 he settled in Munich and studied first in a private school, then at the Academy of Fine Arts, Munich. He went back to Moscow in 1914 after World War I started. He was unsympathetic to the official theories on art in Moscow and returned to Germany in 1921. There he taught at the Bauhaus school of art and architecture from 1922 until the Nazis closed it in 1933. He then moved to France where he lived the rest of his life, and became a French citizen in 1939. He died at Neuilly-sur-Seine in 1944.

Later in life he would recall being fascinated and stimulated by colour as a child. His fascination with colour symbolism and psychology continued as he grew. In 1889, he was part of an ethnographic research group which travelled to the Vologda region north of Moscow. In *Looks on the Past*, he tells how the houses and churches were decorated with such shimmering colours that, on entering





triangles and squares.

(*Fugue*, 1914)

(*The Ark*)

(*Schilderij Blick auf Murnau mit Kirche*, 1920)

them, he felt he was moving into a painting. This experience, and his study of the region's folk art (particularly the use of bright colours on a dark background), can be seen in much of his early work.

He was interested in geometry in art and philosophy. The creative aspect of the form is expressed by a descending series of circles,

## 10. Make an annotation of the article.

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*Ukrainian Life Truth*  
by Hanna Hoshko



### Yevheniia Hapchynska

Yevheniia Hapchynska was born on November, 15, in 1974 in Kharkiv. She was the fifth child in the family of a military officer. She went to school at the age of 5 and entered art school at the age of 13. Yevheniia Hapchynska graduated from Kharkiv Institute of Fine Arts.

After her study Yevheniia had her traineeship in Nuremberg Academy of Fine Arts, the oldest art academy in German-speaking Central Europe.

The artist moved to Kyiv in 2000 and in two years she started her art-exhibition activities.



Now Yevheniia Hapchynska cooperates with “A-ba-ba-ha-la-ma-ha” Publishing House, particularly, having illustrated Ivan Malkovych’s book “Lisa and her Son”.

Yevheniia Hapchynska has over ten new exhibitions in Ukraine, Russia, France, Belgium, England, the Netherlands and other countries every year.

Hapchynska’s characters are small funny children or angels. Her works are full of positive emotions providing high spirits and good mood.



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## GRAMMAR EXERCISES

### 11. Transform the following sentences using gerundial phrases:

*Model 1: I think I'll go to Minsk next week. - I think of **going** to Minsk next week.*

1. I think I'll go to the theatre tomorrow.
2. I think I'll join them.
3. I thought I would buy that coat.
4. Tom thinks he would play hockey on Saturday.
5. She thought she would take a taxi.
6. We think we shall visit him in the hospital.

*Model 2: After he finished school, he worked at a plant. - After **finishing** school he worked at a plant.*

1. After they passed their exams, they went to the Caucasus.
2. Before we moved to this town we lived in Kyiv.
3. After she wrote the letter, she went to the post-office.
4. Before you cross the street, you must look to the left and then to the right.
5. I turned off the light before I left home.
6. We met him after we walked about two miles.

*Models 3: She insisted that she should go to the library. - She insisted on **going** to the library. She insisted that she should be sent to the library. - She insisted on **being sent** to the library.*

1. He insisted that he should show them the way.
2. He insisted that he should be shown the way.
3. They insisted that they should help me.
4. They insisted that they should be helped with their work.
5. I insisted that I should examine them in the afternoon.

6. I insisted that I should be examined first.

*Model 4: I want very much to get a letter from you. - I am looking forward to **getting** a letter from you.*

1. I want very much to visit that exhibition.
2. She wanted very much to go to the country.
3. He wants very much to be offered this job.
4. We want very much to see this performance.
5. I want very much to be invited to the conference.

*Model 5: It gave me much pleasure to see this performance. - I enjoyed **seeing** this performance.*

1. It gave me much pleasure to work with you.
2. It gave me much pleasure to read this story.
3. It gave me much pleasure to play tennis.
4. It gives him much pleasure to ride a bicycle.
5. It will give him much pleasure to listen to this lecture.

*Model 6: It is useless to learn rules without examples. - It is no use **learning** rules without examples.*

1. It is useless to invite her. She won't come.
2. It is useless to grow tomatoes in this region.
3. It is useless to teach her to play the piano. She has no ear for music.
4. It is useless to go shopping now. Most of the shops are closed.
5. It is useless to go to the theatre now. The tickets are sold out.

*Model 7: I am sorry that I trouble you. - Excuse me for **troubling** you.*

1. I am sorry that I ring you up so late.
2. I am sorry that I turned on the radio when you are working.
3. I am sorry that I came so late.
4. I am sorry that I broke your pencil.
5. I am sorry that I went home without waiting you.

*Model 8: I am sorry that I didn't tell you about it. - I'm sorry for **not telling** you about it.*

1. I am sorry that I did not help you yesterday.
2. I am sorry that I did not wait for you.
3. I am sorry that I did not do my homework.
4. I am sorry that I did not ring you up.
5. I am sorry that I did not answer your letter.

# ГРАМАТИЧНИЙ ДОВІДНИК

## §1. Однина і множина іменників

Обчислювальні іменники можуть мати форму однини і множини.

1. Як правило, множина іменників в англійській мові утворюється за допомогою додавання закінчення **-s**:

a book – some books	книга – декілька книг
photo – photos	фотографія – фотографії
ball – balls	м'яч – м'ячі
one kilo – ten kilos	один кілограм – десять кілограм
shop – shops	магазин – магазини

2. Після **-s, -ss, -sh, -ch, -x** – додається **-es**:

bus – buses	автобус – автобуси
glass – glasses	стакан – стакани
dish – dishes	страва – страви
watch – watches	годинник – годинники
dress – dresses	сукня – сукні
bench – benches	лавка – лавки
box – boxes	коробка – коробки

3. Якщо іменник закінчується на приголосну + **y**, тоді **y** змінюється на **i** + **es**:

faculty – faculties	факультет – факультети
city – cities	місто – міста
lorry – lorries	вантажівка - вантажівки
family – families	сім'я – сім'ї

Після голосної – **y** не змінюється:

day – days	день – дні
boy – boys	хлопець - хлопці
journey – journeys	подорож – подорожі

4. Якщо іменник закінчується на **-f** та **-fe**, в множині маємо **-ves**:

leaf – leaves	листок - листки
shelf – shelves	поличка - полички
thief – thieves	зłodій – зłodії

1. До декількох іменників, які закінчуються на **-o** у множині додається **-es**:

potato – potatoes	картоплина – картоплини
tomato – tomatoes	помідор – помідори
hero – heroes	герой – герої

До більшості іменників, які закінчуються на **-o**, у множині додається **-s**:

photo – photos	фотографія – фотографії
zoo – zoos	зоопарк – зоопарки

2. Деякі іменники утворюють форму множини не за правилами:

man – men	чоловік – чоловіки
woman – women	жінка – жінки
child – children	дитина – діти

foot – feet	нога – ноги (стопа – стопи)
tooth – teeth	зуб – зуби
mouse – mice	миша – миші
sheep – sheep	вівця – вівці
fish – fish	риба – риби
person – people	людина – люди

e.g. I have three **days** to prepare for the competitions.

He has some **information** for the **coaches** of the **teams**.

**Money** is always useful.

Can you buy two bottles of **milk**?

Track-and-field athletics includes many different **events**.

## §2. Ступені порівняння прикметників

1. В англійській мові *односкладові* прикметники утворюють вищий та найвищий ступінь порівняння за допомогою суфіксів **-er, -est**:

cheap – cheaper – the cheapest дешевий – дешевший - найдешевший

small – smaller – the smallest (малий)

big – bigger – the biggest (великий)

nice – nicer – the nicest (гарний)

2. *Двоскладові* прикметники, які закінчуються на приголосну + у, теж утворюють ступені порівняння за допомогою цих суфіксів:

happy – happier – the happiest (щасливий)

lucky – luckier – the luckiest (удачливий)

lovely – lovelier – the loveliest (приємний)

pretty – prettier – the prettiest (симпатичний)

heavy (важкий), dirty (брудний), tidy (охайний), easy (легкий), silly (нерозумний), funny (смішний).

3. Деякі двоскладові прикметники можуть утворювати ступені порівняння і за допомогою суфіксів, і за допомогою слів **more, the most**:

Narrow – narrower / more narrow – the narrowest / the most narrow (вузький)

Common (загальний), pleasant (приємний), quiet (тихий), polite (ввічливий), clever (розумний), simple (простий), gentle (лагідний), cruel (жорстокий), tired (втомлений), stupid (нерозумний).

4. Деякі *двоскладові* прикметники утворюють ступені порівняння за допомогою слів **more, the most**:

Useful – more useful – the most useful (корисний)

Helpful (корисний), careful (обережний), hopeless (безнадійний), boring (нудний), willing (готовий), annoyed (надоїдливий), surprised (здивований), correct (правильний), exact (точний), certain (певний), normal (звичайний), frequent (частий), recent (недавній), famous (відомий), modern (сучасний), afraid (зляканий), eager (нетерплячий), foolish (глупий).

5. *Трискладові та багатоскладові* прикметники утворюють ступені порівняння за допомогою слів **more, the most**:
- |   |               |
|---|---------------|
| exciting – more exciting – the most exciting          | (захоплюючий) |
| interesting – more interesting – the most interesting | (цікавий)     |
| elegant – more elegant – the most elegant             | (елегантний)  |
| reliable – more reliable – the most reliable          | (надійний)    |
6. Деякі прикметники утворюють ступені порівняння не за правилами:
- |   |           |
|---|-----------|
| Good – better – the best                          | (хороший) |
| Bad – worse – the worst                           | (поганий) |
| Far – farther / further – the farthest / furthest | (далекий) |
7. Ми використовуємо **more, the most** та їх антоніми **less, the least**, щоб порівняти кількості:
- |                               |
|-------------------------------|
| Many / much – more – the most |
| Little – less - the least     |

- e.g. The room is **the warmest**.  
 This dress is **more elegant**.  
 These results of the experiment are **the most reliable**.  
 It is his **best** record in jumping.  
 I am very busy these days, I have **less** free time than I used to.

### §3. The Present Indefinite (Present Simple) Tense

*Часи групи Indefinite вживаються для вираження дії як факт, регулярної повторюваної дії стосовно теперішнього, минулого чи майбутнього часу.*

1. Дієслова у формі Present Indefinite показують дію як факт, регулярну повторювану дію в теперішньому часі. Ця форма утворюється від форми інфінітиву без частки *to*:

e.g.: I **train** every day. – *Я тренуюся щодня.*

They **play** football every evening. – *Вони грають у футбол щовечора.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *do*:

e.g.: **Do I train** every day? – Yes, I do.

No, I do not (don't).

I **don't train** every day.

**Do they play** football every evening? – Yes, they do.

No, they don't.

They **don't play** football every evening.

3. Якщо підмет виражений 3 особою однини, до дієслова додається закінчення *-s*. Це ж закінчення переходить до допоміжного дієслова в питальній та заперечній формах:

e.g.: He runs in the park every morning.

**Does he run** in the park every morning? – Yes, he does.

No, he does not (doesn't).

He **doesn't run** in the park every morning.

4. Дієслово *to be* – *бути* має такі форми в Present Indefinite:

(I) **am**

(you, we, they) **are**

(he, she, it) **is**

e.g.: He **is** a record-holder. – *Він рекордсмен.*

They **are** students of the Physical Training Faculty. – *Вони студенти факультету фізичної культури.*

I **am** a coach of the University team.

Питальна та заперечна форма утворюються без допоміжного дієслова:

**Is** he a record-holder? – Yes, he is.

No, he isn't. He **is not** a record-holder.

**Are** they students of the Physical Training Faculty? – Yes, they are.

No, they are not.

They **are not** students of the Physical Training Faculty.

#### §4. The Past Indefinite (Past Simple) Tense

1. Дієслова у формі Past Indefinite показують дію як факт, повторювану дію в минулому часі. Ця форма утворюється шляхом додавання закінчення – *ed* до форми інфінітиву без частки *to* для правильних дієслів; для неправильних дієслів – друга форма (таблиці неправильних дієслів):

e.g.: to train – **trained**

to play – **played**

to run – **ran**

to swim – **swam**

I **trained** yesterday. – *Я тренувався вчора.*

They **played** football last week. – *Вони грали у футбол минулого тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *did*:

e.g.: **Did I train** yesterday? – Yes, I did.

No, I did not (didn't).

I **didn't train** yesterday.

**Did they play** football last week? – Yes, they did.

No, they didn't.

They **didn't play** football last week.

3. Дієслово *to be* – *бути* має такі форми в Past Indefinite:

to be – **was, were** – been



e.g.: He **was** a record-holder five years ago. *Він був рекордсменом п'ять років тому.*

They **were** students of the Physical Training Faculty last year. – *Вони були студентами факультету фізичної культури минулого року.*

Питальна та заперечна форма утворюються без допоміжного дієслова:

**Was** he a record-holder five years ago? – Yes, he was.

No, he wasn't.

He **was** not a record-holder five years ago.

## §5. The Future Indefinite (Future Simple) Tense

1. Дієслова у формі Future Indefinite показують дію, яка відбудеться в майбутньому. Ця форма утворюється за допомогою допоміжних дієслів *shall* (для першої особи однини та множини) та *will* (для інших осіб) та форми інфінітиву змістового дієслова без частки *to*:

e.g.: I **shall train** tomorrow. – *Я тренуватимусь завтра.*

They **will play** football next week. – *Вони гратимуть у футбол наступного тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжних дієслів:

e.g.: **Shall** I **train** tomorrow? – Yes, I shall.

No, I shall not (shan't).

I **shan't train** tomorrow.

**Will** they **play** football next week? – Yes, they will.

No, they will not (won't).

They **won't play** football next week.

3. Заміна майбутнього часу на теперішній в підрядних реченнях часу і умови:

В англійській мові існує правило стосовно складнопідрядних речень з підрядними часу і умови – в таких підрядних майбутній час замінюється на теперішній.

e.g.:

1. They **will go** to London, if they **win** the first place at the championship. – *Вони поїдуть до Лондону, якщо виграють перше місце на чемпіонаті.*

2. They **will finish** their warm up when the coach **comes** to the stadium. – *Вони закінчать розминку, коли тренер прийде на стадіон.*

## §6. The Present Continuous Tense

Часи групи *Continuios* виражають дію, як процес; дію, яка відбувається в момент мовлення, підкреслюючи її тривалість. Часи групи *Continuios* утворюються за допомогою допоміжного дієслова **to be** та *Participle I (-ing)* основного дієслова.

1. Дієслова у формі *Present Continuous* показують дію, яка відбувається (триває) в даний момент. Ця форма утворюється за допомогою допоміжного дієслова **to be** у формі *Present Indefinite* та форми *Participle I* змістового дієслова:

e.g.: is (are, am) + V (ing).

I **am reading** a grammar rule now. – Я читаю граматичне правило зараз.

He **is doing** his homework now. – Він робить домашнє завдання зараз.

They **are training** now. – Вони тренуються зараз.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Am I reading** a grammar rule now? – Yes, I am.

No, I am not.

Is he doing his home task now? – Yes, he is.

No, he is not (isn't).

Are they training now? – Yes, they are.

No, they are not (aren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **am not reading** a grammar rule now.

He **is not (isn't) doing** his homework now.

They **are not (aren't) training** now.

4. *Present Continuous* вживається також для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух:

e.g.: We **are starting** tomorrow morning. – Ми вирушаємо завтра вранці.

## §7. The Past Continuous Tense

1. Дієслова у формі *Past Continuous* показують дію, яка відбувалася (тривала) в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова **to be** у формі *Past Indefinite* та форми *Participle I* змістового дієслова:

e.g.: was (were) + V (ing).

I **was reading** a grammar rule from 9 till 10 yesterday. – Я читав граматичне правило з 9 до 10 години вчора.

He **was doing** his homework when you came. – Він робив домашнє завдання,

коли ви прийшли.

They were **training** the whole morning yesterday. – Вони тренувалися весь ранок вчора.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was I reading** a grammar rule from 9 till 10 yesterday? – Yes, I was.

No, I was not.

Was he doing his homework when you came? – Yes, he was.

No, he was not (wasn't).

Were they training the whole morning yesterday? – Yes, they were.

No, they were not (weren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I was **not reading** a grammar rule from 9 till 10 yesterday.

He was **not (wasn't) doing** his homework when you came.

They were **not (weren't) training** the whole morning yesterday.

## §8. The Future Continuous Tense

1. Дієслова у формі *Future Continuous* показують тривалу дію, яка відбуватиметься (триватиме) у певний момент у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Future Indefinite* та форми Participle I змістового дієслова:

e.g.: shall (will) be + V (ing).

I **shall be reading** this sport article from 5 till 6 tomorrow. – Я читатиму цю спортивну статтю з 5 до 6 години завтра.

He **will be doing** his homework when you come. (Правило заміни майбутнього часу на теперішній у підрядних часу і умови). – Він робитиме домашнє завдання, коли ти прийдеш.

They **will be training** the whole evening tomorrow. – Вони тренуватимуться весь вечір завтра.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall I be reading** this sport article from 5 till 6 tomorrow? – Yes, I shall.

No, I shan't.

Will he be doing his homework when you come? – Yes, he will.

No, he won't.

Will they be training the whole evening tomorrow? – Yes, they will.

No, they won't.

3. У заперечній формі частка **not** додається до першого допоміжного дієслова:

e.g.: I **shall not (shan't) be reading** this sport article from 5 till 6 tomorrow.  
He **will not (won't) be doing** his homework when you come.  
They **will not (won't) be training** the whole evening tomorrow.

## §9. The Present Perfect Tense

*Часи групи Perfect виражають дію, як результат; дію, яка закінчилася до певного моменту у минулому, теперішньому чи майбутньому часі, але пов'язана з ним у вигляді якогось результату. Часи групи Perfect утворюються за допомогою допоміжного дієслова **to have** та Participle II (-ed; III f.) основного дієслова.*

1. Дієслова у формі *Present Perfect* показують дію, яка відбулася до моменту мовлення, але пов'язана з ним у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Present Indefinite* та форми *Participle II* змістового дієслова:

e.g.: have (has) + Participle II

I **have** already **read** this sport news. – Я вже прочитав ці спортивні новини.  
He **has** just **done** his favourite exercise. – Він щойно виконав свою улюблену вправу.

They **have** already **trained**. – Вони вже потренувалися.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Have** I already **read** this sport news? – Yes, I have.

No, I have not.

Has he done his favourite exercise? – Yes, he has.

No, he has not (hasn't).

Have they already trained? – Yes, they have.

No, they have not (haven't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **have** not **read** this sport news.

He **has** not **done** his favourite exercise.

They **haven't** **trained** yet. – Вони ще не потренувалися.

## §10. The Past Perfect Tense

1. Дієслова у формі *Past Perfect* показують дію, яка відбулася до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Past Indefinite* та форми *Participle II* змістового дієслова:

e.g.: had + Participle II

I **had read** this sport news before my friend told me about it. – Я прочитав ці спортивні новини до того, як мій друг розповів мені про них.

He **had done** his morning exercises by 7 o'clock. – Він зробив зарядку до 7 години.

They **had trained** before his coach came. – Вони потренувалися до того, як прийшов тренер.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Had** I read this sport news before my friend told me about it? – Yes, I had.

No, I had not.

**Had** he **done** his morning exercises by 7 o'clock? – Yes, he had.

No, he had not (hadn't).

**Had** they **trained** before his coach came? – Yes, they had.

No, they had not (hadn't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **had not read** this sport news before my friend told me about it.

He **had not done** his morning exercises by 7 o'clock.

They **had not trained** before their coach came.

## §11. The Future Perfect Tense

1. Дієслова у формі *Future Perfect* показують дію, яка відбудеться до певного моменту у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Future Indefinite* та форми *Participle II* змістового дієслова:

e.g.: shall (will) have + Participle II

I **shall have read** this sport news before my friend tells me about it. – Я прочитаю ці спортивні новини до того, як мій друг розповість мені про них.

He **will have done** his morning exercises by 7 o'clock. – Він зробить зарядку до 7 години.

They **will have trained** before their coach comes. – Вони потренуються до того, як прийде тренер.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall** I **have read** this sport news before my friend tells me about it? – Yes, I shall.

No, I shall not.

**Will** he **have done** his morning exercises by 7 o'clock? – Yes, he will.

No, he will not (won't).

**Will** they **have trained** before their coach comes? – Yes, they will.

No, they will not (won't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **shall not have read** this sport news before my friend tells me about it.

He **will not have done** his morning exercises by 7 o'clock.

They **will not have trained** before their coach comes.

## §12. Passive Voice. Present Indefinite Passive

*Якщо у реченні підмет не є суб'єктом дії (не виконує дію), а є об'єктом дії (дія спрямована на нього), то дієслово-присудок вживається у пасивному стані. Усі часові форми пасивного стану утворюються за допомогою допоміжного дієслова to be та дієприкметника минулого часу основного дієслова:*

**To be + Participle II (-ed; III f.)**

1. Дієслово у Present Indefinite Passive показує дію як факт або регулярну повторювану дію у теперішньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова to be у Present Indefinite та дієприкметника минулого часу основного дієслова:

am (is, are) + Participle II

e.g.: This team **is trained** by our coach. – Ця команда тренується нашим тренером (Цю команду тренує наш тренер).

Free standing exercises **are performed** during warming up. – Вільні вправи виконуються протягом розминки.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Is** this team **trained** by our coach?

**Are** free standing exercises **performed** during warming up?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: This team **is not trained** by our coach.

Free standing exercises **are not performed** during warming up.

## §13. Past Indefinite Passive

1. Дієслово у Past Indefinite Passive показує дію як факт у минулому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова to be у Past Indefinite та дієприкметника минулого часу основного дієслова:

was (were) + Participle II

e.g.: This team was **trained** by our coach. – Ця команда тренувалася нашим тренером (Цю команду тренував наш тренер).

Free standing exercises **were performed** during warming up. – Вільні вправи виконувалися протягом розминки.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was** this team **trained** by our coach?

**Were** free standing exercises **performed** during warming up?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: This team **was not trained** by our coach.

Free standing exercises **were not performed** during warming up.

## §14. Future Indefinite Passive

1. Дієслово у Future Indefinite Passive показує дію як факт у майбутньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Future Indefinite та дієприкметника минулого часу основного дієслова:

Shall be (will be) + Participle II

e.g.: This team **will be trained** by our coach. – Ця команда тренуватиметься нашим тренером (Цю команду тренуватиме наш тренер).

Free standing exercises **will be performed** during warming up. – Вільні вправи будуть виконуватися протягом розминки.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Will** this team **be trained** by our coach?

**Will** free standing exercises **be performed** during warming up?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **will not be trained** by our coach.

Free standing exercises **will not be performed** during warming up.

## §15. Present Continuous Passive

1. Дієслово у Present Continuous Passive показує дію, спрямовану на підмет, яка проходить у даний момент. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Continuous та дієприкметника минулого часу основного дієслова:

am (is, are) being + Participle II

e.g.: This team **is being trained** by our coach now. – Ця команда тренується нашим тренером зараз (Цю команду зараз тренує наш тренер).

Free standing exercises **are being performed** now. – Вільні вправи виконуються зараз.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Is** this team **being trained** by our coach now?

**Are** free standing exercises **being performed** now?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **is not being trained** by our coach now.

Free standing exercises **are not being performed** now.

## §16. Past Continuous Passive

1. Дієслово у Past Continuous Passive показує дію, спрямовану на підмет, яка проходила в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова to be у Past Continuous та дієприкметника минулого часу основного дієслова:

was (were) being + Participle II

e.g.: This team **was being trained** by our coach from September till May. – Ця команда тренувалася нашим тренером з вересня по травень (Цю команду тренував наш тренер з вересня по травень).

Free standing exercises **were being performed** when he came to the stadium. – Вільні вправи виконувалися, коли він прийшов на стадіон.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Was** this team **being trained** by our coach from September till May?

**Were** free standing exercises **being performed** when he came to the stadium?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **was not being trained** by our coach from September till May.

Free standing exercises **were not being performed** when he came to the stadium.

## §17. Present Perfect Passive

1. Дієслово у Present Perfect Passive показує дію, спрямовану на підмет, яка закінчилася до моменту мовлення, але пов'язана з цим моментом у



вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова to be у Present Perfect та дієприкметника минулого часу основного дієслова:

have (has) been + Participle II

e.g.: This team **has been trained** by our coach already. – Ця команда вже потренувалася нашим тренером зараз (Цю команду вже потренував наш тренер).

Free standing exercises **have just been performed**. – Вільні вправи щойно виконані.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Has** this team **been trained** by our coach?

**Have** free standing exercises **been performed**?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **has not been trained** by our coach yet.

Free standing exercises **have not been performed** yet.

## §18. Past Perfect Passive

1. Дієслово у Past Perfect Passive показує дію, спрямовану на підмет, яка завершилась до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова to be у Past Perfect та дієприкметника минулого часу основного дієслова:

had (were) been + Participle II

e.g.: This team **had been trained** by our coach by September. – Ця команда тренувалася нашим тренером до вересня (Цю команду тренував наш тренер до вересня).

Free standing exercises **had been performed** before he came to the stadium. – Вільні вправи виконувалися до того, коли він прийшов на стадіон.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Had** this team **been trained** by our coach by September?

**Had** free standing exercises **been performed** before he came to the stadium?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This team **had not been trained** by our coach by September.

Free standing exercises **had not been performed** before he came to the stadium.

## §19. The Infinitive

<b>Infinitive forms</b>	<b>Active Voice</b>	<b>Passive Voice</b>
Indefinite	to offer	to be offered
Continuous	to be offering	-----
Perfect	to have offered	to have been offered
Perfect Continuous	to have been offering	-----

1. The **Indefinite Infinitive** refers to the present or future: *I'd like **to go** for a walk.*
2. The **Continuous Infinitive** is used with *appear, claim, seem, pretend, must, can't, happen, should, would etc* to describe an action happening now: *He **must be working** in the garden now.*
3. The **Perfect Infinitive** is used with *appear, happen, pretend, seem etc* to show that the action of the infinitive happened before the action of the verb: *He **claims to have met** the Queen.*
4. The **Perfect Continuous Infinitive** with *appear, seem, pretend etc* to put emphasis on the duration of the action of the infinitive, which happened before the action of the verb: *She **seems to have been working** all morning.*

### The *to*-infinitive is used:

1. to express purpose: *She went out **to buy** some milk.*
2. after certain verbs (*advise, agree, appear, decide, expect, hope, promise, refuse etc*):  
*He **promised to be** back at 10 o'clock.*
3. after certain adjectives (*angry, happy, glad etc*): *She was glad **to see** him.*
4. after question words (*where, how, what, who, which, but not after why*): *Has she told you **where to meet** them? But: I don't know why he left so early?*
5. after *would like/would love/would prefer* to express specific preference): *I'd love **to go** for a walk.*
6. after nouns: *It's a pleasure **to work** with you.*
7. after *too/enough* constructions: *He's too short **to reach** the top shelf. He isn't tall enough **to reach** the top shelf.*
8. with *it + be + adj ( + of + object)*: *It was nice of him **to remember** my birthday.*
9. with *only* to express unsatisfactory result: *He called me **only to say** that he would be late.*

### The infinitive without *to* is used:

1. after modal verbs (*must, can, may, will etc*): *You **must be** back at 12 o'clock.*
  2. after *had better/would rather*: *I'd rather **had stayed** in last night.*
  3. after *make/let/see/hear/feel + object*: *Mum let me **watch** TV. I made him **apologise**.*
- But: in the passive form: *be made/be heard/be seen + to-infinitive: He was*

*made to apologise.*

Note: *help* is followed by a *to*-infinitive or an infinitive without *to*: *She helped me (to) wash the dress.*

## §20. The Objective Infinitive Complex

The Objective Infinitive Complex consists of a noun in the Common Case or a personal pronoun in the Objective Case and the infinitive. The nominal part of the complex denotes the subject or the object of the action expressed by the infinitive.

In the sentence this complex has the function of a complex object.

The Objective Infinitive Complex is used:

- a) after the verbs denoting perceptions of senses (*to see, to hear, to feel, to watch, to observe, to notice*); infinitive without *to* is used after these verbs, e.g.: *They all watched him walk up the hill.*
- b) after the verbs denoting wish, intention, emotions (*to want, to wish, to desire, to like, to dislike, to hate, to intend, should/would like*), e.g.: *He intended me to go with him to the theatre.*
- c) after the verbs denoting mental activity (*to consider, to believe, to think, to find, to know, to expect, to suppose*), e.g.: *We consider him to be an interesting person.*
- d) after the verbs denoting request, permission, advice, compulsion (*to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let*); infinitive without *to* is used after *to make* and *to let*, e.g.: *We made George work.*

## The Subjective Infinitive Complex

The Subjective Infinitive Complex consists of a noun in the Common Case or a personal pronoun in the Nominative Case and the infinitive.

The nominal part of the complex may denote both the subject and the object of the action expressed by the infinitive.

The Subjective Infinitive Complex is used:

- a) with the verbs *to say* and *to report* (in the Passive Voice), e.g.: *The delegation is reported to have arrived in Geneva.*
- b) with the verbs (in the Passive Voice) denoting mental activity (*to consider, to believe, to think, to know, to expect, to suppose*), e.g.: *The meeting is expected to begin this morning.*
- c) with the verbs (in the Passive Voice) denoting sense perceptions (*to see, to hear, to feel, to watch, to observe, to notice*), e.g.: *He was seen to enter the house.*
- d) with the verbs (in the Passive Voice) denoting request, permission, advice, compulsion (*to order, to ask, to request, to allow, to permit, to*

*advise, to recommend, to cause, to force, to make, to let*); e.g.: *They were ordered to leave the hall.*

- e) with the verbs *to seem, to appear, to happen, to chance, to turn out, to prove*, e.g.: *She seemed not to listen to him.*
- f) with the expressions *to be sure, to be certain, to be likely, to be unlikely*, e.g.: *He is certain to be sleeping.*

### The Prepositional Infinitive Complex

The infinitive complex preceded by the preposition *for* is called the Prepositional Infinitive Complex. It may be used in the functions of a subject, predicative, object, attribute and adverbial modifier of result and purpose.

*It is time for us to go. He waited for her to speak. There's nobody here for him to play with. It was too dark for her to see him.*

### §21. The Participle

There are two participles in English: **Present Participle** (or **Participle I**) and **Past Participle** (or **Participle II**). Present Participle is formed by adding the ending *-ing* to the infinitive without the particle *to*. Past Participle is formed by adding the ending *-ed* for regular verbs and we use the **III form** for irregular verbs, e.g.:

Participle I	Participle II
to read – reading	to love – loved
to write – writing	to study – studied
to sit – sitting	to cry – cried
to begin – beginning	to stop – stopped
to look – looking	to permit – permitted
to prefer – preferring	to prefer – preferred
to compel – compelling	to occur – occurred
to travel – traveling	to travel – traveled
to lie – lying	to fulfil – fulfilled
to tie – tying	<i>to write – written</i>
to die – dying	<i>to bring – brought</i>
to study – studying	<i>to shut – shut</i>
to try - trying	<i>to show – shown</i>

### Participle Forms

Participle forms	Active voice	Passive Voice
Present Participle	asking	being asked
Past Participle		asked
Perfect Participle	having asked	having been asked

**Present Participle Indefinite** may express an action:

- a) simultaneous with that expressed by the finite verb, e.g.: *Reading English books I write out new books;*
- b) referring to the present irrespective of the time of the action expressed by the finite verb, e.g.: *The students **working** in our village came from Kyiv.*
- c) having no reference to any particular time, e.g.: *The bisector is a straight line **dividing** an angle into two equal parts.*
- d) preceding that expressed by the finite verb if these actions closely follow each other, e.g.: ***Entering** his room, he went quickly to the other door.*

**Perfect Participle** is used to express an action preceding that expressed by the finite verb, e.g.: ***Having given** her word, she ought to keep it.*

**Present Participle Active** is used when the noun or pronoun it refers to denotes the subject of the action expressed by the participle, e.g.: ***Having opened** my window, I went downstairs.*

**Present Participle Passive** is used when the noun or pronoun it refers to denotes the object of the action expressed by the participle, e.g.: ***Being invited** to an evening-party **she** couldn't go to the theatre.*

**Past Participle** has only one form which is passive in meaning, e.g.: *We looked at the **destroyed** bridge. A central angle is an angle **formed** by two radii.*

## §22. The Objective Participle Complex

The Objective Participial Complex consists of a noun in the Common Case or personal pronoun in the Objective case and a participle. The first part of the complex (the noun or pronoun) denotes the subject or the object of the action expressed by the participle.

The Objective Participial Complex is used:

- a) with verbs denoting sense perceptions (after these verbs both Present Participle and Past Participle can be used), e.g.: *I saw **him walking** in the garden. I saw **the window broken**.*
- b) with verbs denoting wish and mental activity (only Past Participle is used in this case), e.g.: *I want **him changed**. Margaret considered **herself deceived**.*
- c) with the verbs **to have** and **to get** (after these verbs only Past Participle is used), e.g.: *She had **her hair done**. I must have my **watch repaired**.*

## The Subjective Participle Complex

The Subjective Participial Complex consists of a noun in the Common Case or personal pronoun in the Subjective case and a participle (mostly Present Participle) which stands in predicate relation to the noun or pronoun.

The Subjective Participial Complex is used:

- a) with verbs denoting sense perceptions in Passive Voice (in the function of predicate in a sentence), e.g.: ***A plane** was heard **flying** high in the sky.*

- b) with verbs *to consider, to believe, to find*, (sometimes with Past Participle), e.g.: ***The work was considered finished.***

### The Absolute Participle Complex

The Absolute Participial Complex is a construction in which a participle has its own subject expressed by a noun in the Common Case or a personal pronoun in the Nominative Case. All the forms of the Participle are used here. The complex is used in the function of adverbial modifier of time, cause, manner or attending circumstances and condition. It may be introduced by the preposition *with*. In this case it is used in the function of adverbial modifier of manner or attending circumstances, e.g.:

***The rain having stopped*** we went home.

***The day being very fine***, we went for a walk.

***Weather permitting***; we'll spend our day off in the forest.

Незалежний дієприкметниковий комплекс перекладається на українську мову:

а) підрядним обставинним реченням:

***The letter being written***, I went to post it. - Коли лист був написаний, я пішла відправити його.

б) простим реченням, що входить до складносурядного:

*They went quickly out of the house, **Jude accompanying her to the station.*** - Вони швидко вийшли з дому, і Джуд провів її до вокзалу.

в) дієприслівниковим зворотом:

***Her face smiling***, she came into the room. - Усміхаючись, вона увійшла в кімнату.

г) головним реченням в складнопідрядному:

*She sat down at the table, **her hands beginning to tremble.*** – Коли вона сідала за стіл, її руки починали тремтіти.

д) вставним реченням:

*The evening was so dark, **(the moon not having yet risen)**, that he could see no one twenty yards off.* – Вечір був такий темний (місяць ще не зійшов), що за двадцять ярдів він нікого не міг бачити.

е) іменником з прийменником:

*He came into the room, **his face smiling.*** – Він увійшов до кімнату з усміхненим обличчям.

### §23. The Gerund

The gerund is a non-finite form of the verb which has noun and verb characteristics.

## Gerund Forms

	Active	Passive
Indefinite	<i>writing</i>	<i>being written</i>
Perfect	<i>having written</i>	<i>having been written</i>

The **Indefinite Gerund** is used:

- a) if the action expressed by the gerund is simultaneous with that expressed by the finite verb, e.g.: *Nobody thought of **going** to bed.*
- b) if the action expressed by the gerund does not refer to any particular time, e.g.: *She is fond of **painting**.*

The **Perfect Gerund** expresses an action prior to that denoted by the finite verb, e.g.: *He has no right to come without **having been invited**.*

The gerund is the only form of the verb which can be preceded by a preposition that refers to it; so the gerund is used after verbs, adjectives and expressions which require a prepositional object, e.g.:

*Thank you **for telling** me. – Дякую, що ви сказали мені.*

*She could not keep **from crying**. – Вона не могла стриматися, щоб не заплакати.*

*I am fond of **reading**. – Я люблю читати.*

Gerund is used after such verbs, prepositions and expressions:

*I think of **going** to Minsk next week.*

*After **finishing** school he worked at a plant.*

*She insisted on **going** to the library.*

*She insisted on **being sent** to the library.*

*I am looking forward to **getting** a letter from you.*

*I enjoyed **seeing** this performance.*

*It is no use **learning** rules without examples.*

*Excuse me for **troubling** you.*

*I'm sorry for **not telling** you about it.*

*I am proud of **being** his pupil.*

*I am proud of **having been** his pupil.*

*I am proud of **being** often **invited** there.*

*I am proud of **having been invited** there.*

*They went home **without waiting** for me.*

***Instead of taking** a taxi, I went there by bus.*

*Mother is **busy cooking** dinner.*

*This radio set is **worth buying**.*

**The –ing form is used:**

1. **as a noun**

***Eating** vegetables is good for your health.*

2. **after certain verbs** (*admit to, avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, involve, keep=continue, look forward to, mention, mind, miss, object to, postpone, practise, prevent, report, resist, risk, save, stand, suggest, understand etc*)  
*He admitted (to) stealing the painting.*
3. **after love, like, dislike, hate, enjoy, prefer** (to express general preference)  
*He likes cooking* (in general)  
*I like to eat a healthy breakfast* (it's useful, it's a good idea, specific preference)
4. **after I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in)**  
*It's no use complaining.*
5. **after go for physical activities**  
*They go skiing every winter.*
6. **after spend/waste time**  
*He wasted his time playing videogames.*
7. **after prepositions**  
*He entered without knocking at the door.*
8. **after see, hear, listen, watch to express an incomplete action, the action in progress or a long action**  
*I saw Kate painting the kitchen* (I saw Kate in the middle of painting. I saw part of the action in progress. I didn't wait until she had finished).  
*I watched Kate paint the kitchen* (I saw the whole action from beginning to end).

## §24. Conditionals

### Three Types of Conditional Sentences

Type	English	Ukrainian	Use
<b>I</b>	If he <b>leaves</b> early, he <b>will be</b> on time for the meeting. If the morning <b>is</b> fine, they <b>will compete</b> outdoors.	Якщо він вийде рано, він буде вчасно на зборах. Якщо ранок буде гарним, вони змагатимуться на відкритому повітрі.	Real – likely to happen in the present or future
<b>II</b>	If he <b>left</b> early, he <b>would be</b> on time for the meeting. If the morning <b>were</b> fine, they <b>would compete</b> outdoors.	Якби він вийшов раніше (сьогодні, завтра), він був би вчасно на зборах. Якби ранок був гарним (сьогодні, завтра), вони б змагалися на відкритому повітрі.	Unreal – unlikely to happen in the present or future; also used to give advice
<b>III</b>	If he <b>had left</b> early, he <b>would have been</b> on	Якби він вийшов раніше (вчора), він був би вчасно на	Unreal situations in the past; also



time for the meeting. If the morning <b>had been</b> fine, they <b>would have competed</b> outdoors.	зборах. Якби ранок був гарним (вчора), вони б змагалися на відкритому повітрі.	used to express regrets and criticism
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- + When the *if*-clause is before the main clause, the two clauses are separated with a comma; e.g.:  
*If you **come early**, we **can go** for a walk.*  
**But:** *We **can go** for a walk if you **come early**.*
- + After *if*, *were* can be used instead of *was* in all persons; e.g.:  
If I *was/were* you, I **would try** harder.
- + *Unless* means *if not*; e.g.:  
*Unless she **studies**, she **won't pass** her test.*  
*(If she doesn't study, she won't pass her test)*

## §25. Sequence of Tenses

The sequence of tenses is a dependence of the tense of the verb in a subordinate clause on that of the verb in the principle clause.

If the verb in the principle clause expresses a past action, a past tense or future-in-the-past is used in the object clause, e.g.:

*I **thought** you **were** his friend. I **knew** that you **would understand** me.*

If the action of the object clause refers to the same period of time as the past action of the principle clause, the Past Indefinite or the Past Continuous is used in the object clause, e.g.:

*They **knew** what they **were fighting** for.*

If the action of the object clause precedes the past action of the principle clause, the Past Perfect is used in the object clause, e.g.:

*I **thought** you **had left** England.*

The sequence of tenses is usually not observed if the object clause expresses a well-known fact, e.g.:

*He **knew** that metals **conduct** electricity.*

Table 1

Заміна часів у підрядному додатковому реченні при головному реченні у минулому часі		
Present Simple > Past Simple	Дія підрядного речення відбувається	<i>I <b>thought</b> that he <b>lived</b> in New York.</i>
Present Continuous > Past Continuous	одночасно з дією головного	<i>I <b>knew</b> that mother <b>was sleeping</b>.</i>
Present Perfect > Past Perfect	Дія підрядного	<i>I <b>was told</b> he <b>had</b></i>

Past Simple > Past Perfect	речення передуює дії ГОЛОВНОГО	<b>returned</b> from London. I heard he <b>had bought</b> a new car.
Future > Future-in-the-Past	Дія підрядного відбувається пізніше, ніж дія ГОЛОВНОГО	I supposed that he <b>would send</b> us a letter.

Table 2

Direct Speech	Indirect Speech
today	that day
yesterday	the day before
tomorrow	the next day
... ago	... before
this ...	that ...
these...	those ...
here	there
last year	the year before
last month	the month before
last ...	the ... before
next ...	the following

Table 3

Direct Speech	Indirect Speech
Commands	
<i>Keep quiet! Don't make noise!</i>	<i>He told me <b>to keep</b> quiet and not <b>to make</b> noise.</i>
Special Questions	
<i>What are you doing?</i>	<i>He asked me what I <b>was doing</b>.</i>
<i>Where does he work?</i>	<i>He asked me where he <b>worked</b>.</i>
<i>When did you come yesterday?</i>	<i>He asked me when I <b>had come</b> home the day before.</i>
General Questions	
<i>Does she go to the University?</i>	<i>He asked me whether (if) she <b>went</b> to the University.</i>
<i>Will you see your friend tomorrow?</i>	<i>He asked me whether (if) I <b>should see</b> my friend the next day.</i>
Some constructions	
<i>Let's play chess.</i>	<i>He <u>suggested</u> <b>playing</b> chess.</i>
<i>All right.</i>	<i>He <u>agreed</u>.</i>
<i>Oh, no.</i>	<i>He <u>refused</u>.</i>

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