

АНГЛІЙСЬКА МОВА
для повсякденного спілкування



English

**FOR
EVERYDAY
COMMUNICATION**





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EVERYDAY
COMMUNICATION**

Edited by Academician
V. K. Shpak

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For students of higher schools

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Англійська для повсякденного спілкування МОВА

За редакцією академіка
В. К. Шпака

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*Допущено Міністерством освіти
і науки України*

Підручник для студентів вищих
навчальних закладів

НТБ ВНТУ



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Мета підручника — забезпечити розвиток навичок усного мовлення на теми, передбачені програмою з іноземних мов для немовних вищих навчальних закладів.

Складається зі вступного фонетико-орфоепічного курсу, основного курсу (25 уроків), короткого граматичного довідника та словника. Уроки основного курсу містять мовленнєві зразки, діалоги, тексти та варіанти мовних ситуацій. Система вправ забезпечує швидке й ефективне засвоєння студентами необхідних знань і вироблення в них стійких навичок повсякденного спілкування.

Для студентів вищих навчальних закладів. Може бути корисним для широкого кола осіб, що вдосконалюють свої знання з англійської мови.

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1999, зі змінами

НТБ ВНТУ
м. Вінниця

ПЕРЕДМОВА

Сучасний етап розвитку міжнародних відносин, а також перехід вищих навчальних закладів України до підготовки бакалаврів і магістрів потребують докорінного перегляду процесу викладання іноземних мов у вищій школі. Цілком очевидно, що існуючі підручники та навчальні посібники з іноземних мов сьогодні не тільки застаріли щодо науково-технічного змісту, а й не можуть сформувати у майбутніх спеціалістів навичок усного та письмового спілкування з іноземними колегами. Власне, жоден з підручників для немовних вищих закладів освіти і не мав за мету розвиток навичок усного мовлення.

Заповнити таку прогалину — головна мета цього підручника. Уроки, з яких він складається, охоплюють основні теми, необхідні для повсякденного спілкування. Кожний урок містить нові слова, вирази, мовні зразки, діалоги, тексти та мовні ситуації за темою, а також вправи на закріплення граматики. Наблизити словниковий запас та навички усного мовлення до живого спілкування — одне з найважливіших завдань підручника.

Окремі тексти в адаптованому вигляді взято із зарубіжних та вітчизняних видань.

Урокам передуює вступний фонетико-орфоепічний курс, у якому подано пояснення правил читання. Крім того, матеріал уроків записано на 4 аудіо- та 2 відеокасети. Запис зроблено носіями мови — викладачами із Сполучених Штатів Америки. Такий навчальний комплекс кожний може отримати за адресою:

18006, Черкаси-6, бульв. Шевченка, 460, Черкаський інженерно-технологічний інститут, тел. (0472)43-64-75. За цією адресою можна одержати також унікальний додаток: комп'ютерну навчальну програму на базі лексичного та граматичного матеріалу підручника (2 дискети).

ВСТУПНИЙ ФОНЕТИКО-ОРФОЕПІЧНИЙ КУРС

1. ЗВУКИ І БУКВИ

В англійській мові є 44 звуки. З них 20 голосних та 24 приголосні. Алфавіт містить тільки 26 букв: 6 голосних та 20 приголосних. Оскільки кількість звуків перевищує кількість букв, то деякі букви можуть передавати кілька звуків. Для передачі окремих звуків використовуються буквосполучення. Різні букви та буквосполучення можуть передавати один і той самий звук. Інколи одне буквосполучення передає різні звуки. Через те у фонетиці англійської мови використовують транскрипцію — систему знаків, у якій кожний знак передає тільки один звук. Транскрипція показує, як вимовляється слово, тобто з яких звуків воно складається. Традиційні знаки англійської транскрипції вживаються в двомовних словниках.

УВАГА! Вимовляючи англійські голосні звуки, обов'язково витримуйте їх тривалість і якість, в іншому разі значення вимовлених вами слів не буде збігатися з бажаним.

Тривалість голосного звука: sit [sit] — сідайте, seat [si:t] — сидіння.

Якість голосного звука: bed [bed] — ліжко, bad [bæd] — поганий.

2. ІНТОНАЦІЯ

Необхідно не тільки правильно вимовляти окремі звуки, а й пам'ятати про наголос та інтонацію. Під інтонацією, чи мелодією, мають на увазі пониження чи підвищення тону в процесі мовлення. Кожна мова має свою

особливу, притаманну тільки їй, мелодику. В англійській мові є дві головні інтонаційні моделі: спадна (tune one) і висхідна (tune two). Якщо стрілочка, яка стоїть перед останнім наголошеним складом, спрямована донизу, то це означає, що інтонація спадна. А стрілочка, спрямована догори, вказує на те, що тон підвищується:

I live in ↓ Kyiv. Do you live in ↑ Kyiv?

Спадна мелодія найчастіше вживається у стверджувальних і наказових реченнях, спеціальних запитаннях, окличних реченнях, а висхідна — у загальних запитаннях, проханні, переліку.

Приклади вживання спадної мелодії:

Kate is ↓ fifteen.

↓ Open the door.

Where did he ↓ go?

Приклади вживання висхідної мелодії:

Do you speak ↑ English?

May I ask you a ↑ question?

I have a ↑ father, a ↑ mother, ↑ two brothers and a ↓ sister.

3. НАГОЛОС

Для кожної мови характерним є свій ритм. В англійському реченні наголошені склади здебільшого вимовляються через однакові проміжки часу. Наголошеними, як правило, можуть бути іменники, прикметники, основні дієслова, числівники, прислівники, питальні та вказівні займенники. Наголошений склад позначається знаком наголосу (').

4. ТИПИ СКЛАДІВ

Читання голосної залежить від наголосу та її положення щодо інших букв. В англійській мові, на відміну від української, існують не два типи складів (відкритий і закритий), а чотири, внаслідок впливу букви **r** на вимову голосної, яка стоїть перед нею.

Читання голосних у чотирьох типах складів

Буква	Закритий склад	Відкритий склад	Голосна + r + приголосна	Голосна + r + голосна
a	rat [ræt]	rate [reit]	star [stɑ:]	stare [stɛə]
o	hot [hɒ:t]	hope [houp]	sport [spɔ:t]	more [mɔ:]
u	bus [bʌs]	use [ju:s]	turn [tɜ:n]	pure [pjʊə]
e	ten [ten]	Pete [pi:t]	her [hɜ:]	here [hiə]
i	still [stil]	smile [smaɪl]	bird [bɜ:d]	fire [faɪə]
y	system [sɪstəm]	type [taɪp]	myrtle [mɜ:tl]	tyre [taɪə]

5. ЧИТАННЯ БУКВОСПОЛУЧЕНЬ

Деякі приголосні в англійській мові впливають на читання голосних, які стоять поряд.

Читання голосних буквосполучень

Буквосполучення	Читання	Приклади
a+s+приголосна	[ɑ:]	ask, fast, pass
a+l+приголосна — у закритому складі під наголосом	[ɔ:]	small, salt, tall
a+l+k (l не читається)	[ɔ:]	talk, chalk
wa, qua+r+приголосна (r не читається)	[ɔ:]	war, warm, quarter
wa, qua+приголосна (крім r, l)	[ɔ]	want, quantity
wa, qua — у відкритому складі	[ei]	wave, quake
ai, ay — під наголосом	[ei]	stain, day
au, aw	[ɔ:]	author, law
ea, ee	[i:]	sea, steel
ear — під наголосом, якщо за цим сполученням не стоїть приголосна	[iə]	dear
ear — перед приголосною	[ə:]	learn, early
eer — під наголосом	[iə]	engineer
ew — якщо не стоїть після l, r, j	[ju:]	few, dew
ew — після l, r, j	[u:]	flew, drew, jewel
i + ld	[aɪ]	mild
i + nd	[aɪ]	find
i + gh	[aɪ]	flight
o + ld	[ou]	old, gold
oo + k	[u]	took, look
oo + приголосна	[u:]	mood, shoot, foot
oa	[ou]	road, load
ou, ow	[au]	out, town, loud
	[ʌ]	country
	[u]	group
u — після r, l, j, а також перед голосною	[u:]	rule, blue, June
ui	[ju:]	suit
ui після r, l, j	[u:]	fruit, sluice, juice

Читання деяких приголосних і їх сполучень

Буквосполучення	Читання	Приклади
c + e, i, y	[s]	place, pencil, icy
c — в інших випадках	[k]	crystal, cubic, can
g + e, i, y	[dʒ]	page, giant, Egypt
g — в інших випадках	[g]	go, big, gave
<i>виняток:</i>	[g]	get, give
j	[dʒ]	jet, just
s — у кінці слова, після голосної та дзвінкої приголосної, усередині слова між голосними	[z]	his, plans, because
s — в інших випадках	[s]	so, stand, lamps
th	[θ]	think, thin, thank
	[ð]	this, that, with
sh	[ʃ]	show, ship
ch, tch	[tʃ]	inch, match
ph	[f]	physics, telephone
w — перед г на початку слова не читается		write, wrong
qu	[kw]	quick, equipment
wh + голосна (крім o)	[w]	what, when, why
wh + o	[h]	who, whom, whose
ture — у ненаголошеному положенні	[tʃə]	lecture, culture
tion, ssion — у ненаголошеному положенні	[ʃn]	motion, session
ci + ненаголошена голосна	[ʃ]	social, electrician

ОСНОВНИЙ КУРС

LESSON 1

ELEMENTS OF CONVERSATION

EXERCISES

I. Read and memorize the following words and expressions:

How do you do? [hau du: ju: du:] Здрастуйте.

e.g. How do you do is a kind of greetings and not a question.

Good morning. [gud 'mɔ:nɪŋ] Доброго ранку.

e.g. We say "Good morning" up till 12 o'clock.

Good afternoon. [gud' ɑ:ftə'nu:n] Доброго дня.

e.g. We say "Good afternoon" after 12 o'clock.

Good evening. [gud 'i:vɪŋ] Добрий вечір.

Hello. [hə'lou] Привіт, алло.

Hi. [haɪ] Привіт.

How are you? [hau ɑ: ju:] Як здоров'я?

fine [faɪn] добре

e.g. I am fine.

Good bye. [gud baɪ] До побачення.

Good night. [gud naɪt] На добраніч.

See you later. [si: ju: 'leɪtə] До зустрічі.

Thank you. [θæŋk ju:] Дякую.

e.g. Thank you for your help.

glad [glæd] радий

e.g. I am glad to see you.

introduce [ˌɪntrə'dju:s] представляти

e.g. Let me introduce my husband to you.

II. Learn the following phrases:

Not at all.

It's all right.

Don't mention it.

Нема за що.

You're welcome.

It's very kind of you.

Будь ласка.

Дуже люб'язно з вашого боку.

III. Make up sentences:

Let me introduce		my friend		to you.
		my husband		
		my wife		

My		name is ...
His		
Her		

I		am		to you.
we		are		
they		grateful		
he		obliged		
she				

Give the regards to		your mother!
Remember me to		
Say "Hello" to		

Pleased		to make your acquaintance.
Happy		

IV. Fill in the blanks with the necessary words in brackets:

1. I'm very much ... to you. (glad, delighted, obliged)
2. Let me ... my brother to you. (see, appreciate, introduce)
3. Please give your wife my ... for the present. (greetings, welcome, thanks)
4. You are very ... (thankful, kind, indebted)
5. We say ... in the evening. (Good morning, Good evening, Good afternoon)

V. Complete the following sentences:

1. Thank you for ...
2. Why is it advisable to ... ?
3. It's such a great pleasure to ...
4. How's your sister ...
5. Give your mother my ...

VI. Translate into English:

1. Як поживають ваші батьки?
2. Передайте їм вітання.
3. Із задоволенням.
4. Дякую, непогано.
5. Привіт, скоро побачимось.

VII. Give synonyms to the words in bold type:

1. I always say "**Hello**" when speaking on the phone.
2. I am **grateful** to you.
3. See you **soon**.
4. It's very **sweet** of you.
5. I am **glad** to meet your friend.

VIII. Read and dramatize the following dialogues.

Mary: Hi, Jane!

Jane: Hello, Mary! How are you?

Mary: Oh, not bad — a little tired. Jane, I'd like you to meet my brother.

John: Nice to meet you. My name is John.

Jane: Well, it is nice to meet you, John.

* * *

Peter: Hi, Maggie!

Maggie: Oh, Peter, hello, how are you? Look, I'm in a terrible hurry. The bank closes in fifteen minutes.

Peter: Is your bank near here?

Maggie: Yes, it's only three blocks away.

Peter: Get in my car, I'll give you a lift.

Maggie: This is so nice of you, Peter, thank you.

Peter: Don't mention it.

* * *

Ann: Good morning, Maggie!

Maggie: Ann! Nice to see you. Have a seat.

Ann: Thanks.

Maggie: How are you?

Ann: Fine. What about you?

Maggie: Oh, I'm fine, thanks.

Ann: Oh, I'm sorry, I must be going. See you later tonight!

Maggie: Bye-bye.

IX. Complete the following dialogues:

A: Hello, how are you?

B: ... and what about you?

A: ... and how's your sister?

B: ... could you give my regards to your husband?

A: ... Thank you in advance.

B: ... Bye-bye.

* * *

A: Good afternoon.

B: ... Let me introduce my friend to you.

A: ... It's very kind of you.

B: ... You are welcome.

X. Make up your own dialogues using the following word combinations:

1. Hello, hi, how are you, thanks, nice to meet you, I'm afraid, give him my regards, remember me to, see you soon.

2. Good morning, glad to meet you, how are things, not too bad, you are very kind, what can I do for you?

XI. Ask questions to the text and retell it:

INTRODUCING PEOPLE

There are some main rules of introduction which are useful to remember: men are introduced to women, young people to older ones, old friends to newcomers, and young girls to married. Usually women are not presented to a man unless he is the Head of State or a member of the Royal family. When introducing one says something like: "Mrs. Johnson, may I introduce Mr. Blake?" and then turning to Mrs. Johnson simply says "Mrs. Johnson". That is all that's necessary, but one can say a bit of information which will help the introduced people to start the conversation.

The usual response to the introduction is "How do you do?" which is a kind of greetings and not a question, and the best answer to it is "How do you do?". Sometimes one may say less formally "I am glad to meet you", "Happy to have met you" or just "Hello".

It is very good to add the name of the person introduced — "I am very glad to meet you, Mr. Sparks". If you do not remember the name it is enough simply to ask "What was your name, please?" or "Could you repeat your name?" Men may stand when introduced, ladies may remain seated.

British and American people usually shake hands especially when formally introduced but they do not always shake hands with people they see often. When an

Englishman passes a friend in the street he only touches his hat.

Usually they smile and say: "Good morning", "Good afternoon", "Good evening", "Hello", or "Hi".

When two businessmen meet, they usually shake hands.

XII. Make up questions and let your fellow-students answer them:

What	is are	the main rules of introduction? the simplest way of introduction? the usual response to introduction? expected as an answer to "How do you do?"
------	-----------	--

THE ARTICLE

GRAMMAR EXERCISES

I. Fill in the blanks with the appropriate articles:

A. 1. Ann is ... nice little girl. 2. Mr. Black lives in ... flat 10. 3. Thank you for ... trouble you took. 4. I often get ... letters from my friend. 5. Take ... bus N 9. It goes down ... Shevchenko Street. 6. I like ... meat and my wife likes ... fish. 7. I am ... first-year student of ... Polytechnic Institute. 8. Please, give me ... pen and some paper. 9. I have ... girl-friend. 10. ... friend in need is ... friend indeed.

B. 1. Ann is in ... garden. 2. He was well-dressed, ... best-dressed man in ... room. 3. How did you like ... film? 4. This is ... house that Jack has built. 5. Thanks ... lot. 6. Kopernik proved that ... Earth goes round ... Sun. 7. ... tiger is a big cat-like animal. 8. He saw a familiar face in ... second row. 9. ... Trafalgar Square is famous for its Nelson's Column.

II. Put the nouns of the following sentences into plural. Mind the articles.

1. Thank you for the book. 2. Mr. Brown will come tomorrow. It is necessary to reserve a room. 3. Please, introduce me to your friend. 4. A computer is designed for processing and storing information. 5. Thank you for getting me over this difficulty. 6. A Ukrainian is hard-working, hospitable, resourceful and musical.

III. Copy out correct sentences. Mind the articles:

1. At that moment there was the knock at the door.
At that moment there was knock at the door.
At that moment there was a knock at the door.
2. It is such great pleasure to see you here.
It is such a great pleasure to see you here.
It is such the great pleasure to see you here.
3. It is rather a long way to the village from here.
It is rather long way to the village from here.
It is rather the long way to the village from here.
4. Excuse me, I am in the hurry now.
Excuse me, I am in a hurry now.
Excuse me, I am in hurry now.
5. It will take us half an hour to get to the airport.
It will take us half hour to get to the airport.
It will take us half the hour to get to the airport.
6. I have lot of work to do today.
I have the lot of work to do today.
I have a lot of work to do today.
7. I am as busy as the bee.
I am as busy as bee.
I am as busy as a bee.
8. Thank you for trouble you took.
Thank you for a trouble you took.
Thank you for the trouble you took.

IV. Fill in the blanks with articles where it is necessary:

A. 1. All ... best. 2. You are ... very man I am looking for. 3. ... island of ... Great Britain is washed by ... North Sea in ... east and by ... Atlantic Ocean in ... west. 4. ... Ukraine has become ... sovereign state. 5. ... Browns were not invited for our evening party. 6. Probably ... most unusual modern building in ... Fleet Street is that of ... "Daily Express". 7. They will come here ... next year. 8. ... Thames is one of ... main rivers of ... Great Britain.

B. On ... week-days I must get up at 7 o'clock to come to ... Institute in time. In ... morning I have my breakfast. I have ... cup of tea or coffee and some bread and

butter. After breakfast I go to ... Institute. When ... lectures are over I have my dinner. Then I go to ... library or to ... reading-hall. When I come home I have ... rest. If ... weather is very cold I stay at home. But if it is fine I go for ... walk.

V. Translate into English paying attention to the articles:

1. Будь ласка, перекажіть вашій дружині, що я дякую за подарунок. 2. Дуже люб'язно з вашого боку. 3. Побачимось у п'ятницю. Всього найкращого. 4. Я сподіваюся, що колись зможу зробити те саме для вас. 5. Як справи? — Добре. 6. Дякую за виявлену Вами увагу. — Нема за що. 7. Що я можу зробити для Вас? — Нічого. Не турбуйтеся. 8. Дружба ґрунтується на взаємних довір'ї та повазі. 9. Коли англієць зустрічає на вулиці товариша, він лише доторкується до капелюха. 10. Дуже приємно познайомитися з вашим найкращим другом. 11. Як правило, жінок не представляють чоловікові, якщо він не глава держави або не член королівської сім'ї.

COMMUNICATIVE SITUATIONS

1. You run into an old friend and have a talk with him (her) about common friends.
2. You introduce your new boy-friend to your sister.
3. You meet your pen-friend you have never seen; you introduce yourself.

LESSON 2

WE STUDY ENGLISH

EXERCISES

I. Read and memorize the following words:

language ['læŋgwɪdʒ] мова

e.g. My native language is Ukrainian.

study ['stʌdi] вивчати

e.g. We study English at school.

429552

vocabulary [və'kæbjuləri] лексика

e.g. No dictionary could list the total vocabulary of a language.

read [ri:d] читати

e.g. Can you read this text?

write [raɪt] писати

e.g. Can you write these words?

peculiarity [pɪ,kju:lɪ'ærɪtɪ] особливість

e.g. Every language has its own peculiarities.

accent ['æksənt] акцент, вимова

e.g. He speaks French with a foreign accent.

scientific [ˌsaɪən'tɪfɪk] науковий

e.g. They use scientific approach in their research.

knowledge ['nɒlɪdʒ] знання

e.g. My knowledge of German is poor.

interpret [ɪn'tə:prɪt] перекладати (*усно*)

e.g. Can you interpret Mr. Brown's words?

translate [træns'leɪt] перекладати (*письмово*)

e.g. I have already translated this text.

word [wɜ:d] слово

e.g. How many English words do you know?

meaning ['mi:nɪŋ] значення

e.g. What is the meaning of this word?

II. Learn the following phrases:

(to) have a good command of ...	добре володіти
(to) try to do one's best	намагатися робити все можливе
(to) be of great importance	мати важливе значення
as quick as possible	якомога швидше
(to) learn by heart	вчити напам'ять
mother tongue	рідна мова
I beg your pardon ...	Вибачте ...
I do not understand you.	Я вас не розумію.
Say it again, please.	Скажіть це ще раз, будь ласка.
Please, speak slowly.	Говоріть, будь ласка, повільно.
What does this word mean?	Що означає це слово?

III. Make up sentences:

English	is	a foreign language to me. spoken in many countries. a truly international language. my favourite subject. the mother tongue of nearly three hundred million people.
---------	----	---

IV. Fill in the blanks with the necessary words in brackets:

1. Please ... the last word. (say, understand, repeat)
2. I can read English but I cannot ... it. (say, tell, speak)
3. I know grammar well, but my ... is poor. (language, pronunciation, meaning)

V. Make up questions and let your fellow-students answer them:

Do you	study a foreign language? speak English? have English lessons every day?
Are	your lessons interesting? you sometimes tired after lessons?
Why	do you study foreign languages? can't you speak English well? do you learn grammar?

VI. Complete the following sentences:

1. Is there anybody who speaks ... ?
2. What is the ... for ... ?
3. The ... for ... is
4. If you want to speak well you
5. The word combination "mother tongue" means
6. English is spoken in

VII. Translate into English:

1. Англійська мова — мій улюблений предмет.
2. Багато людей розмовляють англійською мовою.
3. Англійською мовою розмовляють у Великобританії, США, Канаді.
4. Чи ви розмовляєте англійською мовою?
5. Англійська мова є міжнародною.
6. Багато англійських слів мають кілька значень.

VIII. Give synonyms to the words in bold type:

1. What English-speaking **countries** do you know?
2. What is his **mother tongue**?
3. To know a foreign language is **very important** nowadays.
4. He knows French **very well**.
5. Can you **translate** this sentence?

IX. Read and dramatize the following dialogues:

- A: I am studying English now.
B: Are you really? They say it's very difficult.
A: I don't think English is easy.
B: Why do you think so?
A: Because I have to work hard learning a lot by heart.

* * *

- A: I am going to be an engineer.
B: Why?
A: For a number of reasons.
B: What reasons?
A: The main one is I like engineering .

* * *

- A: What do you think the best sort of job is?
B: To be a designer.
A: As for me I like engineering.
B: To my mind, the best one is the job you like the most.

* * *

- A: So you've passed your exams.
B: It wasn't very difficult.
A: It's because you worked hard, I think.
B: Well, I was all right in History, but I didn't do so well in Literature.
A: And what about your English?
B: Not so good, only so-so.

* * *

- A: What does that sign say?
B: Can't you read English?

- A: Why would I ask if I could?
B: Shall I read it to you?
A: That's what I want you to do.

* * *

- A: I don't think you work hard enough at your English.
B: Well, I do, I work very hard, but please try to understand it's very difficult for me.
A: Oh, is it? How long does it take you to do your home work?
B: A long time, two or three hours, and sometimes even four.

* * *

- A: Mrs. Jones, I'd like to introduce you our Ukrainian friend Mr. Kononenko.
B: How do you do?
C: How do you do?
B: You've come to study English, haven't you? Do you find it difficult?
C: Well, I do. It's quite different from what we read in the textbooks. I understand the radio and TV all right, but I don't always understand people in the street.
B: Yes, that's difficult at first. And how do you find life in England?
C: Very interesting. I like it on the whole, although there are some things I find rather strange.
B: Don't worry. You'll soon get used to it.

* * *

- A: What do you think about Esperanto?
B: I don't believe it will ever become a world language.
A: Why? Lots of people are learning it.
B: Not compared with those who are learning "real" languages. It's too artificial.
A: You've got a point there. But it's much easier to learn than other languages.
B: That's certainly an advantage, of course, but there's no incentive to learn it as long as so few people speak it. You can't use it at international conference, for example.

A: I think it should be taught at schools.

B: Do you really? To my mind there are quite enough subjects on the school curriculum already.

* * *

A: I'd like to have a good Ukrainian-English dictionary on science and technology. I have to translate an article from Ukrainian into English.

B: Sorry, but we haven't any.

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

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

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

X. Complete the following dialogues:

A: Hello. My name is Nick.

B: ...

A: Are you an engineer?

B: ...

A: What's your job?

B: ...

A: Do you speak English?

B: ...

XI. Make up your own dialogues using the following word combinations:

mother tongue, to speak a little, to study English, vocabulary, be of great importance, have a good command of.

XII. Read and retell the text:

I STUDY ENGLISH

English is an international means of communication. It is studied as a foreign language at secondary and higher schools of our country.

As for me I like English very much. I studied English at school and I'm studying it now. I study it every day because I want to have a good command of the language.

I am sure if I work at it systematically as I do now I will know the language very well. I try to do my best to master English as quickly as possible. I study pronunciation, vocabulary and grammar. I try to speak English with my teachers and with my friends. I read much and do many language exercises. I have many English books. I know that foreign languages are of great importance in our modern life.

XIII. Read and translate the text:

ENGLISH AS A MEANS OF INTERNATIONAL COMMUNICATION

English is the national language in such countries as Britain, the United States of America, Canada, Australia and New Zealand. It is the mother tongue of nearly three hundred million people. Many people speak English in Japan, China, India and African countries. But many more use it as an international means of communication, because English has become a truly international language.

Science, trade, sport and international relations of various kinds have given the English language the status of one of the world's most important languages. Many scientific and technical journals are written in English although they are not necessarily published in England or other English-speaking countries. At numerous international meetings and conferences, English is the main language. The Olympic Games and other multinational sports events cannot do without it.

The role English plays today is the result of historical processes. The English language, in the course of its historical development, has met with so many influences from abroad that its lexical and grammatical structure has come to reflect in many ways its international use.

English is a language which is indeed able to cope with the most diverse tasks of international communication.

XIV. Read aloud and ask questions on the text:

Technical English is often said to be difficult to understand. One of the reasons for this is that many English words can have several meanings.

In order to master technical English the student must first acquire a thorough knowledge of everyday English with its grammar, vocabulary and rules of word-formation. Then it will be easy for him to learn, step by step, the peculiarities of technical English.

The problem of vocabulary also causes difficulty to the reader of technical English. Each branch of science and technology has its own separate vocabulary.

Ability to translate a foreign technical text demands sufficient technical knowledge to understand it and also a great linguistic knowledge and skill.

XV. Ask as many questions on the text as possible:

HOW TO USE A DICTIONARY

There are many good English dictionaries. A good dictionary, if correctly used, will yield a wealth of information.

When translating, you may find the following suggestions useful:

- Carefully read the text to be translated.
- Reread the text and underline unfamiliar words.
- Make a rough translation.
- Look up any unfamiliar words and phrases.
- Remember that the text form of a doubtful word may have to be "converted" into the dictionary form. Small dictionaries exclude certain kinds of words and you need some knowledge of word-formation in the foreign language.

Good luck in studying English!

XVI. Learn the poem by heart:

SIX SERVING MEN

Rudyard Kipling

I have six honest serving men.
They taught me all I knew
Their names are What and Why and When
and How and There and Who
I send them over land and sea
I send them East and West
But after they have worked for me
I give them all a rest.

THE PLURAL OF NOUNS

GRAMMAR EXERCISES

I. Give the plural of the following nouns:

a subject, a laboratory, a class, a book, a dictionary, a translation, a tape-recorder, a lesson, a shelf, a child, a grown-up, a film-strip, a school, an institute, a teacher, a report, a college, a mark, a circle, a story, an examination.

II. Fill in the blanks with the necessary words in brackets:

1. Foreign ... are necessary for the ... of all ... (language, languages, representative, representatives, profession, professions) 2. We had to read and to translate a new ... to give some ... for a certain grammar ... and to answer several ... in English. (text, texts, example, examples, rule, rules, question, questions) 3. I liked to study English very much, so it was pleasant for me to answer all teacher's... (question, questions) 4. I am fond of all Dickens' ... (book, books). He describes the childhood of his ... very well. (character, characters) 5. We had to explain the ... of all the ... in the passive ... (formation, formations, tense, tenses, voice, voices) 6. I had to translate a ... from "The Adventures of Tom Sawyer" by Mark Twain. (passage, passages) 7. Our Institute choir sang several English ... (song, songs)

III. Choose the correct form of the noun:

1. I have got good (mark, marks) in all (subject, subjects) . 2. This year I hope to pass all my (examination, examinations) well. 3. English is my favourite (subject, subjects) . 4. Many (grown-up, grown-ups) and (child, children) speak English. 5. I speak English with my (school-mate, schoolmates) and with my (teacher, teachers). 6. I have got many English (book, books) at home. 7. "Oliver Twist" is one of my favourite (book, books) . 8. There are (student, students) who speak English well.

IV. Open the brackets:

1. English is one of my favourite (subject). 2. I know the (language) rather well and I try to do my best to

master it as quick as possible. 3. I have got many English (book) at home and I always buy some new ones when I find them in our (book-shop) . 4. When I read an English (book) I always try to write down all new (word) and (expression). 5. During the last (term) my (mark) in English were only "Good" and "Excellent" and I am sure that at the coming examination my (mark) will be excellent. 6. I saw a rich choice of (book) of many modern English and American (writer) in that (book-shop). 7. I advise you to read the (book) "Martin Eden" by Jack London. 8. I decided to go to the (library) and take an interesting (book) in English there.

V. Complete the following sentences using nouns in the singular or in the plural:

When did you have your English ... ?
 I am fond of all Jack London's
 I had to translate a ... from
 "Martin Eden" by Jack London.
 The first ... was to read and translate
 a new ... with the help of a
 We repeated all the grammar ... before
 the
 I was asked by the ... to tell some ...
 about my... in English.
 I heard that you had had an
 interesting English
 A ... recited the ... "To the Men
 of England" by Shelley.

dictionary
 task
 class
 girl
 examination
 evening party
 text
 rule
 family
 passage
 word
 poem
 book
 teacher

VI. Translate into English the following sentences paying attention to the nouns:

1. У нашій майбутній роботі дуже важливим є знання англійської мови. 2. Як ви сподіваєтеся скласти іспит з англійської мови цього року? 3. Я почав вивчати англійську мову ще в школі. 4. Тепер діти починають вивчати англійську мову самостійно. 5. Ви добре володієте англійською мовою. 6. Я хотів би мати міцні знання з розмовної англійської мови. 7. Запам'ятайте мою пораду: що більше ви будете спілкуватися іноземною мовою, то швидше ви навчитесь розмовляти нею.

COMMUNICATIVE SITUATIONS

1. Give a piece of advice on how to learn English.
2. Advertise the language you are studying now. Why do you study it?
3. Speak on:
 - a) the importance of English language;
 - b) how to use a dictionary.

LESSON 3

BIOGRAPHY, FAMILY

EXERCISES

I. Read and memorize the following words:

name [neɪm] ім'я

family name/surname прізвище

patronymic [ˌpætrəˈnɪmɪk] по батькові

full name [fʊl neɪm] повне ім'я

e.g. What is your name? My name is Jack.

We named our baby Jane.

mother ['mʌðə] мати

father ['fɑːðə] батько

e.g. I live together with my mother and father.

parents ['peərənts] батьки

e.g. Everyone has two parents.

Your father and your mother are your parents.

grandfather ['grænd,fɑːðə] дідусь

e.g. Your father's father is your grandfather.

Your mother's father is your grandfather, too.

I call my grandfather Grandpa.

grandmother ['grænd,mʌðə] бабуся

e.g. Your father's mother is your grandmother.

Your mother's mother is your grandmother, too.

I call my grandmother Grandma.

brother ['brʌðə] брат

sister ['sɪstə] сестра

son [sʌn] син

daughter ['dɔːtə] дочка

e.g. My parent's son is my brother.

My parent's daughter is my sister.

husband ['hʌzbənd] чоловік

e.g. Father is my mother's husband.

wife [waɪf] дружина, жінка

child [tʃaɪld] дитина

e.g. This girl is a little child.

children ['tʃɪldrən] діти

e.g. Children go to school.

aunt [ɑːnt] тітка

e.g. My father's sister is my aunt.

My mother's sister is my aunt, too.

uncle [ʌŋkl] дядько

e.g. This man is my father's brother. He is my uncle.

cousin [kʌzn] двоюрідний брат, двоюрідна сестра.

e.g. Bob and Mary are my aunt's children.

Bob is my cousin.

Mary is my cousin, too.

niece [niːs] племінниця, небога

e.g. Ann is her aunt's niece.

nephew ['nevjuː] племінник, небіж

e.g. Peter is his uncle's nephew.

father-in-law ['fɑːð(ə)rɪnlɔː] батько чоловіка (дружини)

e.g. The father of my wife (husband) is my father-in-law.

mother-in-law ['mʌð(ə)rɪnlɔː] мати чоловіка (дружини)

e.g. The mother of my husband (wife) is my mother-in-law.

relatives ['relatɪvz] родичі

e.g. These are my relatives: father, mother, grandmother, grandfather, grandson, granddaughter, son, daughter, wife, sister, uncle, aunt, niece.

in-laws ['ɪnlɔːz] родичі жінки (чоловіка)

e.g. All relatives of my wife (husband) are my in-laws.

widow ['wɪdʊ] удова

widower ['wɪdʊə] удівець

grown-up ['ɡrəʊnpʌp] дорослий

adult ['ædʌlt] дорослий

e.g. He is already an adult.

(to) bring up [brɪŋ ʌp] виховувати

e.g. We must bring up our children.

character ['kærɪktə] характер

appearance [ə'prɪə(ə)ns] зовнішність

profession [prə'feʃn] професія
occupation [ˌɔkjʊ'reɪʃ(ə)n] праця, робота
e.g. What is your occupation?
engineer [ˌendʒɪ'nɪə] інженер
technician [tək'nɪʃ(ə)n] технік
designer [dɪ'zaɪnə] конструктор
clerk [klɑ:k] службовець
driver ['draɪvə] водій, шофер
shop-assistant ['ʃɒpə'sɪstənt] продавець
book-keeper ['buk,ki:pə] рахівник
accountant ['əkaʊntənt] бухгалтер
cashier ['kæʃɪə] касир
housewife ['hauswaɪf] домогосподарка
turner ['tɜ:nə] токар
doctor ['dɒktə] лікар
worker ['wɜ:kə] робітник
teacher ['ti:tʃə] учитель
student ['stju:d(ə)nt] студент
postgraduate ['poust'grædjʊɪt] аспірант
laboratory-assistant [lə'bɒrət(ə)rɪ ə'sɪstənt] лаборант
milling-machine operator ['mɪlɪŋ mə'ʃi:n 'ɔpəreɪtə] фре-
 зерувальник
operator of the electronic computers оператор ЕОМ
plant [plɑ:nt] завод
e.g. I work at the plant.
office ['ɒfɪs] контора, заклад
hospital ['hɒspɪtəl] лікарня
e.g. He works at the hospital.
comprehensive secondary school [ˌkɒmprɪ'hensɪv 'sekəndəri
 sku:l] загальноосвітня середня школа
e.g. I finished the comprehensive secondary school.
specialized school ['speʃəlaɪzd sku:l] училище
technical school ['tekɪkəl sku:l] технікум
institute ['ɪnstɪtju:t] інститут
e.g. I graduated from the Kyiv Polytechnic Institute.
University [ˌju:nɪ'vɜ:sɪtɪ] університет
married ['mæɪɪd] одружений(а)
e.g. I am married.
single [sɪŋɡl] неодружений(а)
divorced [dɪ'vɔ:st] розлучений(а)
an orphan ['ɔ:fən] сирота

II. Learn the following word-combinations:

(to) work at a plant	працювати на заводі
in a hospital	у лікарні
in an office	у конторі
(to) finish comprehensive school	закінчити середню школу
specialized school	спеціалізовану школу
technical school	технікум
(to) graduate from the Institute	закінчити інститут
from the University	університет
(to) be an engineer	бути інженером
a student	студентом
a widow	удовою
grown-up	дорослим
18 years old	вісімнадцятирічним
younger	молодшим
older	старшим
(to) know foreign languages	знати іноземні мови
somebody	кого-небудь

III. Make up sentences:

I			Ukraine.
He			the USA.
She	am		England.
We	is	from	Canada.
You	are		France.
They			Italy.
			Japan.
			Germany.

I		Ukrainian.
He	study	Russian.
She	studies	English.
We	like(s)	French.
You	know(s)	Italian.
They		Japanese.
		German.

I		
He		comprehensive secondary school.
She	graduated from	the University.
We	finished	specialized school.
You		technical school.
They		Institute.

IV. Answer the following questions:

1. Is your family big or small? 2. How many people are there in your family? 3. Who are they? 4. How old are your father and your mother? 5. How old are your sisters and brothers? 6. How old are you? 7. What does your mother do? 8. How many children have your aunt and uncle? 9. Is your mother beautiful? 10. What is your mother's name? 11. What is your profession? 12. Have you many relatives?

V. Complete the following sentences using the words from the right-hand column:

My father's wife is my	aunt
My parent's son is my	cousin
My parent's daughter is my	father
My mother's husband is my	brother
My mother's father is my	sister
My father's sister is my	grandfather
My mother's brother is my	uncle
My father's mother is my	niece
My mother's sister is my	grandmother
My uncle's son is my	nephew
My aunt's son is my	mother
Peter is his uncle's	
Ann is her aunt's	

VI. First match the words and appropriate questions. Then practice the conversation substituting these words and questions according to the model. Answer with personal information:

Address	Where do you work?
Occupation	Where do you live?
Place of birth	Where were you born?
Business phone	What do you do?
Place of employment	What's your business phone number?

- Model:** — What's your address?
— I'm sorry, I don't understand.
— Where do you live?
— Oh, I see. 1415 Concord Avenue, Apartment 20.

VII. Translate into Ukrainian:

1. He is nine years old. 2. She is sixteen years old.
3. I want to become an engineer like my father. 4. In the evening the family watches TV or listens to the radio.
5. His family consists of six persons. 6. Her family consists of three persons. 7. My brother wants to become an officer like our father. 8. We like our English lessons. 9. They like literature. 10. I want to become a technician like my mother. 11. She is like her mother. 12. He is like his father. 13. You are like your mother.

VIII. Translate into English:

1. Ваша родина велика? — Так. 2. Із скількох осіб вона складається? — Моя сім'я складається з п'яти осіб. 3. Чи є у вас брати та сестри? — Так, у мене є сестра та брат. 4. Хто веде господарство? — Бабуся. Мама та сестра допомагають їй. 5. Ваш батько робітник? — Ні, мій батько інженер. Він працює на заводі.

IX. Fill out the form:

Personal Information Sheet

Date _____

Name _____

Permanent Address _____

Tel. N: Home: _____ Business: _____

U.S. Citizen: yes _____ no _____

If no, nationality _____

Date of birth _____
(month) (day) (year)

Place of Birth _____

Occupation _____

Place of Employment _____

Sex: M _____ F _____

Marital Status: Married _____ Single _____

X. Read and dramatize the following dialogues:

- A:* I have just finished secondary school and I want to work at a factory.
- B:* That is a very good idea. You may learn to be an operator of the electronic computers like myself. It is a very good profession.
- A:* What can you tell me about the factory where you work?
- B:* Our factory is very big. It is equipped with modern machines.
- A:* It must be very pleasant to work at such a factory.
- B:* Certainly it is.
- A:* What are your wages? (How much do you earn?)
- B:* My wages are rather high. I'm a qualified operator of the electronic computers.
- A:* Please tell me, what do you do after working hours? Have you time for the cinema, theatre or concerts?
- B:* Of course, I have. I go to the theatre on my days off. I like music very much and I often go to concerts. Besides I study English.
- A:* Do you know English well already?
- B:* No, I can't say that I do. But I try to study it regularly and I hope that soon I shall be able to speak English well.

* * *

- A:* Now, I'd like to know about your family.
- B:* Oh, my family is a very large one. I have a father, a mother, grandparents, two sisters and a brother.
- A:* Do you all live together?
- B:* Yes, we do, and it's a remarkable thing, by the way, that we practically never quarrel.
- A:* Besides your immediate relatives you must also have some uncles and aunts and some cousins.
- B:* Yes, several. Every now and then they come to see us at our place or we go to see them.
- A:* I wonder who does the cooking and looks after the house.
- B:* It's all in the hands of my mother. Of course, my sisters help her. Now tell me something about your family.
- A:* Well, as a matter of fact there is little to tell. I am an orphan and before I got married I used to live quite alone.

- B: So you are married! You have never told me anything about it!
- A: I got married two years ago. Didn't you hear about it?
- B: Have you any children?
- A: Yes, we've a fine little girl. Her name is Ann. Come and see us some time.
- B: Thank you ever so much. You also by all means come and see us. I'll be so glad to introduce you to all the members of my family.
- A: I'll come by all means. I'll be so glad to know them all.

XI. Ask questions on the text and retell it:

ABOUT MY FAMILY AND MYSELF

First of all let me introduce myself. My name is Victor Popovych. I am nineteen years old. I study at the Cherkassy Engineering and Technological Institute. I am in the second year. My family lives in Cherkassy in one of the residential areas. My parents have two more kids besides me. Thus I have got an elder brother Olexandr and a younger sister Olga. My sister is a schoolgirl. She is fourteen. My brother is five years my senior. So he is twenty-four already. He is a designer by profession. He is married. His wife is a telephone-operator. They are four in the family. He has two children — a son and a daughter. They are twins. They are lovely little kids with golden hair and dark blue eyes.

My parents are not old at all. Daddy is forty-seven and my Mum is three years his junior. My grandparents are already pensioners, but they are still full of life and energy. I have many relatives — aunts, uncles, cousins.

My father is an architect and my mother is a hairdresser. They like their work very much.

I am fond of reading books on history and science fiction. I go in for sports. I like playing football, basketball and chess. Especially I'm good at chess.

In four years I shall graduate from the Institute. To be a good specialist it is necessary to study many general and special subjects. My future speciality is electronic computers. In our age of rapid scientific progress and scientific

discoveries electronic computing is becoming a branch of economy. It serves as the foundation of economic and engineering progress. Research is impossible without computers.

THE PRONOUN

GRAMMAR EXERCISES

I. Fill in the blanks with personal pronouns:

1. ... am a first-year student of the Polytechnic Institute.
2. My family is not very large, ... consists of 3 persons. 3. My mother is a doctor. ... works in the hospital. 4. My father is an operator of the electronic computers. ... works at the plant.
5. My friends study at the University. ... are in their third year. 6. Have ... any relatives? 7. My aunt has two sons. ... are twins.

II. Complete the following sentences translating the words in brackets into English:

1. (Скільки) old are you? 2. (Де) and (коли) were you born? 3. (Коли) do you get up in the morning?
4. (В якому) Institute do you study at? 5. (Яку) of these two foreign languages will you master? 6. (Хто за професією) is your father? 7. (Чому) have you decided to become an engineer? 8. (Хто) are you? 9. (Чий) book do you see on the table? 10. (Кому) did he make a proposal?

III. Give short negative answers to the questions using words *nothing, nowhere, nobody, neither*:

1. Where do your grandparents work? 2. What are you doing now? 3. Which of these two occupations will you train?
4. Who told you to do this work?

IV. Fill in the blanks with *any, some, much, little, many, few, a little, a few*:

1. I have ... relatives. 2. My sister-in-law can speak French 3. My mother has ... cousins. 4. He has ...

friends. 5. We'll rest ... minutes and go back. 6. Have you ... news? Yes, I have 7. There is ... light in my room.

V. Copy the following sentences. Underline personal pronouns in the objective case:

1. We see them at the club very often. 2. The man says he knows you and your family. 3. I seldom speak with him about my cousins. 4. Please, give me a note-book. 5. Our English is poor. Mr. Brown teaches us English. 6. Every day I help my mother to look after the house.

VI. Put personal pronouns in brackets in the objective case:

1. My friend sends (I) many letters. 2. His brother knows (he) well. 3. I often see (they) in the park. 4. Don't ask (he) about his wife. 5. Do you know Italian? — No, I don't know (it) at all. 6. Sometimes we meet (she) at the Browns. 7. Our mother greets (we) every morning. 8. Your son studies together with (she), doesn't he?

VII. Insert possessive pronouns:

1. We have ... English classes twice a week. 2. She likes ... new dress very much. 3. Paul keeps ... books in the book-case. 4. I usually go to see ... friends in the evening. 5. They often take ... children to this park. 6. Do you help ... parents? 7. The film is very interesting but I don't remember ... title. 8. Mary is an accountant. She does ... work well. 9. Mr. Wilson is in ... office now. 10. Peter and Ann teach ... children music.

VIII. Translate into English:

1. Ми знаємо вас і вашу родину. 2. Мері Браун — продавець. Їй подобається її робота. 3. Їхні батьки перебувають зараз за кордоном. 4. Я знаю його дітей. Їхні імена Поль та Елізабет. 5. Ми знаємо його та його дружину. Вони щаслива пара. 6. Ваша дочка допомагає вам удома? — Так. 7. Не беріть ці книжки. Вони мені по-

трібні. 8. Дідусь і бабуся зараз у саду. Віднесіть їм ці газети, будь ласка.

IX. Use the absolute form of possessive pronouns instead of the conjoint in the following word-combinations according to the model:

M o d e l: her advice — advice of hers
my friend — a friend of mine
his joke — a joke of his

your cousin, her sister, our children, my daughter, their relatives, her niece, your son, their grandson, his nephew, our baby, my parents, my sister-in-law, our son-in-law, their mother-in-law, your family, her grandfather, his aunt.

X. Translate the pronouns in brackets into English:

1. My son can do this work (сам). 2. Our cousin is only 5, but she likes to look at (себе) in the mirror. 3. Tom and Ann blamed (себе) for the accident. 4. Unfortunately, I did it by (сам). 5. They came up to the door and rang the bell. Their aunt opened the door (сама). 6. I can give you a piece of advice, but you should solve the problems (самі). 7. Although the article was difficult we translated it (самі).

XI. Translate into English:

1. Той молодий чоловік — мій брат. 2. То були найщасливіші дні в моєму житті. 3. Під час подорожі наша сім'я зупиниться в тому самому готелі, що й минулого року. 4. Ця дитина — її син. 5. Я збираюся відвідати своїх рідних. Це подарунки для них. 6. Ті дівчатка — мої двоюрідні сестри.

COMMUNICATIVE SITUATIONS

1. Tell your friends about yourself.
2. Describe your family to your new friend.
3. Show a friend your family album and answer all his questions.

LESSON 4

PERSON'S CHARACTER AND APPEARANCE

EXERCISES

I. Read and memorize the following words and expressions:

head [hed] голова	full [ful] повні
face [feis] обличчя	painted ['peintɪd] нафарбовані
long [lɒŋ] довге	teeth [ti:θ] зуби
oval ['ouvəl] овальне	even ['i:vən] рівні
round [raund] кругле	uneven [ʌn'i:vən] нерівні
thin [θɪn] худорляве	chin [tʃɪn] підборіддя
square [skwɛə] квадратне	double [dʌbl] подвійне
eyes [aɪz] очі	round [raund] кругле
hazel ['heɪzəl] карі	pointed ['pointɪd] гостре
expressive [ɪks'presɪv] виразні	massive ['mæsɪv] важке
deep-seated ['di:p'si:tɪd] глибоко посаджені	cheeks [tʃi:ks] щоки
bulging ['bʌldʒɪŋ] витрішкувати	pink [pɪŋk] рожеві
eyebrows ['aɪbraʊz] брови	pale [peɪl] бліді
arched [ɑ:tʃt] дугою	rouged [ru:ʒd] нарум'янені
bushy ['bʊʃɪ] густі	hair [heə] волосся
thin [θɪn] тонкі	curly ['kɜ:lɪ] кучеряве
eyelashes ['aɪləʃɪz] вій	black [blæk] чорне
straight [streɪt] прямі	fair [feə] руське
curled [kɜ:ld] загнуті	blond [blɒnd] світле
thick [θɪk] густі	red [red] руде
nose [naʊz] ніс	curled [kɜ:ld] завите
straight [streɪt] прямий	straight [streɪt] пряме
turned-up ['tɜ:ndʌp] кирпатий	grey [greɪ] сиве
aquiline ['ækwɪlaɪn] орлиний	bald-headed ['bɔ:ld,hedɪd] лисий
mouth [maʊθ] рот	hair-cut ['heəkʌt] стрижка
lips [lɪps] губи	hair-do ['heədu:] зачіска
rosy ['rouzi] рожеві	plait [plæt] коса
thin [θɪn] тонкі	fringe [frɪndʒ] чубчик
	body ['bɒdi] тіло, тулуб

shoulder ['ʃouldə] плече
arm [ɑ:m] рука (*від кисті до плеча*)
hand [hænd] рука (*кисть*)
leg [leg] нога
foot [fut] нога (*стопи*)
broad-shouldered ['brɔ:d-
 ʃouldəd] широкоплечий
tall [tɔ:l] високий
short [ʃɔ:t] низький
stout [staut] повний
lean [li:n] худорлявий
slender ['slendə] стрункий
neat [ni:t] тонкий
graceful ['greɪsful] граціоз-
 ний
a bag of bones худий як
 тріска
beautiful ['bjʊ:təf(u)l] гар-
 ний, прекрасний
attractive [ət'ræktɪv] при-
 вабливий
good-looking ['gʊd'lʊkɪŋ]
 що має приємну зовніш-
 ність
handsome ['hænsəm] врод-
 ливий
pretty ['prɪti] гарненький
**What does he (she) look
 like?** Який він (вона) з
 себе?
She looks her age. Вона
 виглядає на свій вік.
**What kind of face has she
 (he)?** Яке у неї (нього) об-
 личчя?
**She has dimples in her
 cheeks.** У неї ямки на що-
 ках.
She has rich make-up.
 Вона дуже розмальована.

She wears make-up. Вона
 користується косметикою.
clever ['klevə] розумний
blockhead ['blɒkhead] ту-
 пий, тупак
well-bred ['wel'bred] добре
 вихований
ill-bred ['ɪl'bred] погано
 вихований
communicative
 [ke'mjʊnikətɪv] компаній-
 ський
brave [breɪv] хоробрий
coward ['kauəd] боягуз
honest ['ɔ:nəst] чесний
cunning ['kʌnɪŋ] хитрий
double-faced ['dʌblfeɪst]
 дволикий
industrious [ɪn'dʌstriəs]
 працелюбний
lazy ['leɪzi] лінивий, ле-
 дачий
kind [kaɪnd] добрий
cruel [kruəl] жорстокий
polite [pə'laɪt] ввічливий
strong-willed ['strɒŋ'wɪld]
 вольовий
weak-willed ['wi:k'wɪld]
 слабовільний
witty ['wɪti] кмітливий
nuisance ['nju:səns] надо-
 кучливий
generous ['dʒenərəs] щед-
 рий
greedy ['gri:di] скупий
absent-minded
 ['æbs(ə)nt'maɪndɪd] не-
 уважний
light-minded
 ['laɪt'maɪndɪd] легковаж-
 ний

jealous ['dʒeləs] ревнивий
naughty ['nɔ:tɪ] неслухня-
ний
chatter-box ['tʃætəbɒks] ба-
лакун
sleepy-head ['sli:pɪhed]
соня, сонько

sweet-toothed ['swi:t'tu:θt]
ласунчик
loudmouth ['laudmauθ]
крикун

II. Learn the following phrases:

I have a high (low) opinion of him.	Я високої (поганої) думки про нього.
He is easy (hard) to get along with.	З ним легко (важко) порозумітися.
He is a man of (no) character.	Він людина з характером (безхарактерна).
He is always in a good humour.	Він завжди в доброму гуморі.
She has a bee in her bonnet.	Вона з дивацтвами.
She is as busy as a bee.	Вона заклопотана.
He is as cool as a cucumber.	Він холодний як лід (байдужий).
He is as cold as a fish.	Він холодний як риба.
He is neither fish nor flesh.	Він ні риба ні м'ясо.
He is fit as a fiddle.	Він у піднесеному настрої.

III. Translate into English:

У кімнату увійшов високий вродливий елегантний чоловік. Очі в нього були блакитні, волосся темне, ніс прямий. Він виглядав років на 30. На його обличчі була добра усмішка. Він був у піднесеному настрої.

IV. Make up sentences:

1. Nose, his, straight, is. 2. She, hair, bobbed, her, wears. 3. It, hard, Nick, to get, is, along, with. 4. John, boy, frank, and, a, honest, is. 5. Is, he, humour, always, in, a, good.

V. Read and dramatize the following dialogues:

A: Do you know my elder brother, Peter?

B: I am not really sure I do. What does he look like?

A: He is rather tall, dark-eyed with turned-up nose.

B: Oh, yes, I certainly know him.

* * *

A: What sort of man is Mr. Brown?

B: I don't know him too well, but he is believed to be very witty.

A: Yes, and rather frank as well.

* * *

A: How is your brother now?

B: Quite well, thank you. The boy has put on weight and looks well.

A: I'm glad to hear that.

* * *

A: Bill's wife always laughs at his jokes.

B: They must be very clever.

A: No, she is.

* * *

A: My wife has the worst memory I ever heard of.

B: Forgets everything, eh?

A: No, remembers everything.

VI. Read the text and write out the words to the theme "Person's Character and Appearance":

Mrs. Forestier was neither charming, beautiful, nor intelligent; on the contrary she was absurd, homely and foolish; yet the more you knew her the more you liked her, and when asked why, you found yourself forced to repeat that she was a very nice woman. She was as tall as the average man; she had a large mouth and a great hooked nose, pale-blue, short-sighted eyes and big ugly hands. Her skin was lined and weather-beaten, but she was made up heavily, and hair, which she wore long, was died golden, tightly marcelled and elaborately dressed... She spent a great deal of money on her clothes, which she got from the most fashionable dress-makers in Paris but though a woman of fifty she had an unfortunate taste for choosing dresses that looked exquisite

on pretty little mannequins in the flower of their youth. She always wore a great quantity of rich jewels. Her movements were awkward and her gestures clumsy...

...Yet this ungainly exterior sheltered a tender, romantic and idealistic soul.

(from "Lion's Skin" by W.S. Maugham)

homely ['həʊmli] непоказний

ugly ['ʌgli] негарний, потворний *уґос ґу*

lined skin [laɪnd skɪn] зморшкувата шкіра

tightly marcelled hair ['taɪtli mɑ:sld heə] туго стягнуте волосся

elaborately [ɪ'læb(ə)rɪtli] старанно

ungainly exterior [ʌn'geɪnli eks'tɪəriə] незграбна зовнішність

to shelter ['feltə] бути притулком

DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

GRAMMAR EXERCISES

I. Give degrees of comparison of the following adjectives and adverbs:

short, little, small, wide, big, narrow, young, old, beautiful, easy, many, bad, handsome, tall, charming, expressive, thick, good, large, attractive, graceful, thin, early, well-known, good-looking, deep-seated, delicate, slender, careful, broad, happy, numerous, considerable, lean.

II. Give antonyms to the following words and word-combinations:

the best, the latest, the strongest, the oldest, the most difficult, the tallest, the widest, the most unexpressive, the unhappiest, the best-known, the heaviest, the nearest, the most comfortable, the worst.

III. Open the brackets. Mind degrees of comparison of adjectives and adverbs:

1. He is (tall) than his father is. 2. My grandfather is 5 years (old) than my grandmother is. 3. Are you (young) than me? 4. Who is your (good) friend? 5. Janet is (pretty)

of all. 6. Is your friend as (witty) as you? 7. (Old) he grew (wise) he became. 8. She will get (thin) when she gets (old).

IV. Make up sentences using *as ... as*, *not so ... as*, *not as ... as* according to the models:

M o d e l: Our family is as big as that of my friend.
(happy, friendly, small, merry, industrious, musical, hospitable)

M o d e l: My friend is as tall as you.
(broad-shouldered, handsome, lean, communicative, brave, kind, polite, witty, absent-minded, frank)

M o d e l: Ann is not so attractive as Dorothy is.
(good-looking, pretty, young, slender, neat, beautiful, kind, weak-willed)

M o d e l: Jane is not as charming as Ann is.
(graceful, well-bred, honest, generous, jealous, naughty)

V. Give the most distinctive features of the appearance and character of your friends and relatives.

VI. Replace personal pronouns in brackets by possessive ones:

1. (I) friend is shorter than me. 2. (She) cousin is the prettiest girl I have even seen. 3. (He) face is not so stern as it may seem at first sight. 4. In fact (you) sister is much more cunning. 5. She has a bee in (she) bonnet. 6. (We) cousin has the most charming smile. 7. (They) niece is 5 years younger than (we) nephew is.

VII. Complete the following sentences using the words from the right-hand column:

My girl-friend wears her hair ...	neither fish nor flesh
I have ...	to get along with
He is ...	a low opinion of him
My mother is always ...	a man of character
Bob is easy ...	long
Her brother is ...	in a good humour

VIII. Change the sentences according to the model using the comparative and superlative degrees of comparison of adjectives:

Model: My father is tall.

My brother is taller.

My brother's friend is the tallest of all.

1. Michael's brother is strong. 2. Jane is pretty. 3. My mother's smile is pleasant. 4. Ann's eyes are expressive. 5. Your eyelashes are thick. 6. Mr. Brown is handsome.

IX. Translate into English:

1. Моя подруга — наймиловидіша дівчина. 2. Він — найвихованіша людина, яку я будь-коли зустрічав. 3. Том не такий нудний, як я думав. 4. Елізабет така сама легковажна, як і Маргарет. 5. Ви старші чи молодші за вашого брата? 6. Чим більше він дивився на неї, тим більше вона йому подобалась.

COMMUNICATIVE SITUATIONS

1. Describe your friend's appearance.
2. Discuss with your friends the appearance of your favourite film star.
3. Discuss with your friend your ideals of man's beauty.

LESSON 5

TIME AND DATES

EXERCISES

I. Read and memorize the following words:

hour [aʊə] година, час

day [deɪ] день

e.g. There are twenty-four hours in a day.

week [wi:k] тиждень

e.g. There are seven days in a week.

dawn [dɔ:n] світанок, ранкова зоря

e.g. The beginning of the day is dawn or daybreak.

date [deɪt] дата, число

e.g. What's the date today?

shadow ['ʃædou] тінь

e.g. It was possible to tell the time by shadows.

sundial ['sʌndiəl] сонячний годинник

e.g. A sundial tells the time by shadows.

timepiece ['taɪmpi:s] хронометр, годинник

e.g. The first timepiece was a sundial.

sunrise ['sʌnraɪz] схід сонця

e.g. The sun rises in the east in the morning.

sunset ['sʌnsət] захід сонця

e.g. The sun sets in the west in the evening.

watch [wɒtʃ] годинник (*наручний*)

e.g. A watch is carried in the waistcoat pocket or is worn on the wrist.

clock [klɒk] годинник (*настінний*)

e.g. A clock is too big for the pocket and is placed on the mantelpiece or is hung on the wall.

dial ['daɪəl] циферблат, шкала

e.g. The dial of the clocks is marked with figures to indicate the hours.

month [mʌnθ] місяць

e.g. The name of each month has a rather clear origin.

divide [dɪ'vaɪd] розділяти

e.g. They divide the time between sunrise and sunset into 12 equal parts.

invent [ɪn'vent] винаходити

e.g. The water clock was invented as long as the sundial.

make up [meɪk ʌp] утворювати

e.g. Twelve months make up a year.

change [tʃeɪndʒ] змінювати, міняти

e.g. We cannot change the number of days in a year.

II. Learn the following word-combinations:

(to) tell the time

сказати, котра година

(to) measure the time

вимірювати час

a time zone

часовий пояс

a standard time

декретний час

in honour

на честь

Roman gods and goddesses

римські боги та богині

to count years

вести літочислення

the day after tomorrow

післязавтра

the day before yesterday

local time

(to) wind the watch

(to) go wrong/right

(to) be fast/slow

**(to) set the watch by
the radio**

come ... (sharp/exactly)

**Could you spare me a
minute?**

(to) be short of time

it's high time

some other time

Wait a moment, please. }

Just a minute, please. }

in time

it is still early

it is late

from time to time

a. m.= ante meridiem

['æntɪ mə' rɪdɪəm]

p. m.=post meridiem

[pəʊst mə' rɪdɪəm]

позавчора

місцевий час

завести годинник

іти неправильно/правильно

поспішати/відставати

ставити годинник за радіо

прийти о ... (рівно)

Чи не могли б ви приділи-

ти мені хвилину уваги?

не мати часу

давно час

іншим разом

Зачекайте хвилинку, будь
ласка.

вчасно

ще рано

пізно

час від часу

до полудня (від 0 до 12
години)

після полудня, пополудні
(від 12 до 24 години)

III. Make up sentences:

What	time	is it	now?
	date	was it	today?
	day	will be	yesterday?
	year	is	tomorrow?
	month		
	season		

There are	seven days	in a day.
	twenty-four hours	in an hour.
	60 seconds	in a minute.
	60 minutes	in a year.
	12 months	in a week.
	4 seasons	in a leap year.
	365 days	
	366 days	

IV. Fill in the blanks with the necessary words in brackets:

1. The Romans ... their years from the date of the founding of Rome. (number, count, calculate) 2. Twelve months ... a year. (make up, consist of, do) 3. The sun ... in the east and sets in the west. (raises, lifts, rises) 4. There are 366 days in a ... (year, leap year, hour) 5. They ... the time between sunrise and sunset into 12 hours. (share, divide, confide). 6. We cannot ... the number of days in a year. (exchange, change)

V. Make up questions and let your fellow-students answer them:

How many	months	are there in	an hour?
	weeks		a month?
	days		a day and night?
	hours		a year?
	minutes		a century?
	seasons		a week?
	years		a decade?
	seconds		

What's	the first day of the week?
	the fifth month of the years?
	the third season of the year?
	the last day of the week?
	the last month of the year?
	the tenth month of the year?

VI. Complete the following sentences:

1. We can tell the time by means of ... 2. There are 366 days in ... 3. The seven days of the week are named in honour of ... 4. The beginning of the day is dawn or daybreak, then comes ... 5. The Greeks counted their years from the date of ... 6. The sun rises in the east and sets ... 7. My summer holidays last ...

VII. Translate into English:

1. Наші лекції розпочинаються о дев'ятій. Я чекати-му на вас о пів на дев'яту. 2. Сонячний годинник був

першим годинником. Він показує час за тінню. Сонячний годинник не може показувати час, коли не світить сонце. 3. Ваш годинник поспішає: зараз десять хвилин на шосту. 4. Він подарував мені годинника на день народження. 5. Весь світ поділений на часові пояси.

VIII. Give synonyms to the words in bold type:

1. The beginning of the day is **daybreak**. 2. We can tell the time by means of a **watch**. 3. Our lessons **begin** at 8 o'clock. 4. Could you tell me the **right** time? 5. The dial of a clock is marked with figures to **indicate** the hours. 6. When the sun sets it is **cold**.

IX. Read and dramatize the following dialogues:

A: What time is it now?

B: It's a quarter to five.

A: Is it? Isn't your watch too fast?

B: No, it isn't. It is even slow a little bit.

A: I'm afraid, I'm late for my lectures.

* * *

A: Could you tell me the time, please?

B: Yes, it's ten past nine.

A: Thank you.

B: You are welcome.

* * *

A: It's about time we make a move.

B: Really? Can't you stay a bit longer?

A: I'm afraid not. You see, we promised our baby-sitter we'd be back by 12 at the latest.

B: I see. What a pity.

A: Thank you for a lovely meal.

B: I'm glad you enjoyed it. You must come again some other time.

* * *

A: Are you doing anything special on Saturday night?

B: No, I don't think so. Why?

A: Well, I'm having a little party and I'd like you to come.

B: Thank you. That would be very nice. What time?

A: Half past seven.

B: Fine. I'll see you then.

* * *

A: Oh, good afternoon, Mrs. Bluberry.

B: Good afternoon. Late again?

A: Oh, yes... I am ever so sorry, but I could not get on the bus.

B: Well, perhaps you should have left home earlier? Yesterday you were 15 minutes late after lunch. You are asking for trouble.

A: Yes, I think so. It won't happen again, I promise.

B: It'd better not.

* * *

A: The days are quite long now, aren't they?

B: They are. Next Saturday is Midsummer Day.

A: Midsummer Day? That's June 22, isn't it?

B: Yes, that's right. I am always sorry when summer ends.

A: But I wouldn't like to have summer weather all the time. I like spring and autumn, too.

B: Yes, spring and autumn are sometimes pleasant. It's winter I don't like. Do you like winter?

A: No, I don't like winter. The days are so short and the weather is so cold.

X. Complete the following dialogue:

A: Excuse me, could you tell me what's the time by your watch now? It seems to me, my watch is slow.

B: ...

A: Oh, yes. Thank you very much. It's the 12th of May today, isn't it?

B: ...

A: And what's the day today?

B: ...

A: I'd like to buy tickets for Warsaw in advance. I am leaving in three weeks.

B: ...

A: I prefer to go by train.

XI. Make up your own dialogue using the following word-combinations:

the shortest day, the longest night, the shortest night of the year, as long as the night, September 23, June 22, March 21, December 22, which is.

XII. Read and retell the text:

TIME

There are twenty-four hours in a day. There are 60 seconds in a minute and 60 minutes in an hour. There are seven days in a week. The seven days of the week are named in honour of the sun, the moon and five of the planets.

Sunday is the sun's day.

Monday is the moon's day.

Tuesday is Mars' day.

Wednesday is Mercury's day.

Thursday is Jupiter's day.

Friday is Venus' day.

Saturday is Saturn's day.

The planets were named after Roman gods and goddesses. The beginning of the day is dawn or daybreak, then comes morning, noon (12 o'clock), afternoon, evening and night. We cannot change the length of the day. The day is made for us by turning of the earth on its axis.

The sun rises in the east in the morning and sets in the west in the evening. When the sun shines it is light. When the sun sets it is dark, except for the light of the moon and the stars.

We can tell the time by means of watches and clocks. The first timepiece anyone made was a sundial. A sundial tells the time by shadows. The oldest sundial was made in Egypt about 3,500 years ago. It was common practice to divide the time between sunrise and sunset into 12 equal parts, or hours.

The water clock was invented as long ago as the sundial. Water clocks could tell the time of day or night. But they often went wrong.

The sand-glass is another timepiece that was invented long ago.

Before true clocks were invented, fire was also used to measure the time.

The first true clocks were made nearly 1,000 years ago. The first watches were made about 500 years ago.

We know that the time is not the same all over the world. For this reason the world has been divided into time zones. All the places in each zone have the same time. It is called standard time.

MONTHS OF THE YEAR

In a year there are 365 days or 366 in a leap year, which comes every four years. Each year has a number. The years are numbered from the year that was supposed to be the one in which Christ was born. To give the date of earlier events, they count back from year 1. Then B.C. is put after the number. B.C. stands for "before Christ". Sometimes initials A.D., which stand for Latin words *Anno Domini*, are put.

The Romans counted their years from the date of the founding of Rome. The Greeks counted their years from the date of the first Olympic Games. Bronze Age in Britain began in 1900 B.C.

Each year has twelve months. The name of each month has its origin.

January ['dʒænjuəri] — the name of the first month was dedicated by Romans to the god with two faces, Janus.

February ['februəri] — this was the Roman festival of purification.

March [mɑ:tʃ] — this name of the month was given in honour of Mars — Roman god of war.

April ['eɪprɪl] — the month in which the earth opens for the growth of plants.

May [meɪ] — this month was named in honour of a goddess of growth or increase.

June [dʒu:n] — the month of Juno (a woman of imposing figure, one of the brightest of the minor planets).

July [dʒu:'laɪ] — the month named after Julius Caesar.

August ['ɔ:gəst] — this month was named in honour of the Emperor Augustus as this month was identified with memorable events in his career.

September [səp'tembə] — the Latin word *septem* means seven (the seventh month according to the ancient Roman year, which began in March).

October [ɔ'ktoubə] — the eighth month of the ancient Roman year (octa = eight).

November [nɔ'vembə] — the ninth month of the ancient Roman year (novem = nine).

December [dɪ'sembə] — the tenth month of the ancient Roman year (deca = ten).

XIII. Learn the poem by heart:

Solomon Grundy,
was born of Monday,
christened on Tuesday,
got married on Wednesday
fell ill on Thursday,
got worse on Friday,
died on Saturday,
was buried on Sunday,
That was the end of Solomon Grundy.

THE PRESENT INDEFINITE TENSE

GRAMMAR EXERCISES

I. Change the following sentences according to the model:

M o d e l: I play tennis once a week. And what about her? (twice a week)

— She plays tennis twice a week.

1. I read periodicals seldom. And what about him? (regularly) 2. We come to the University at 8 a.m. sharp. And what about him? (too) 3. I do English every day. And what about her? (every week) 4. I set my watch by the radio. And what about her? (too) 5. I take a walk every evening. And what about him (every other day) 6. I wind my watch every morning. And what about him? (too)

II. Copy out the sentences in the Present Indefinite Tense:

1. Come at 3 sharp. 2. Could you spare me a minute? 3. I am short of time. 4. It's high time to go home. 5. Excuse me, could you tell me the right time? 6. Spring and summer are the best seasons of the year. 7. My brother usually sets the watch by the radio. 8. The year is divided into four seasons: spring, summer, autumn, winter.

III. Ask your friend and let him answer:

- 1) if his father sets the watch by the radio;
- 2) if he is short of time;
- 3) if he is in a hurry;
- 4) if his watch is slow;
- 5) if his sister winds her watch every day;
- 6) if Ann comes home at 6 sharp every day.

IV. Use the Infinitives in brackets in the necessary tense-form:

1. He always (to be) short of time. 2. A sundial (to tell) the time by shadows. 3. The name of each month (to have) rather clear origin. 4. My watch (to be) slow. 5. My mother (to have) no spare time. 6. We (to have) vacations in summer. 7. Peter usually (to set) his watch by the radio. 8. Sunday (to be) the first day of the week. 9. A great many of different clocks and watches (to help) us to measure the time.

V. Agree or disagree with the following statements, according to the model:

M o d e l: 1. Spring is the revival of nature.

— You are quite right. Spring is the revival of nature.

2. In autumn the days get longer and the nights shorter.

— You are not quite right, I'm afraid. In autumn the days get shorter and the nights longer.

1. In winter the sun rises late and sets early. 2. The seven days of the week are named in honour of the sun, the moon and five of the planets. 3. Winter begins in November and ends in February. 4. It is five minutes past ten. 5. We can tell the time by means of timepieces. 6. Ten months make up a year. 7. A leap year has 366 days. 8. June, 22 is the longest day of the year. 9. We know time is the same all over the world.

VI. Choose the correct form of the verb:

1. They (divide, divides) the time between sunrise and sunset into 12 equal parts. 2. This clock (don't go, doesn't

go) well. 3. My sister (need, needs) a new watch. 4. A sundial (tells, tell) the time by shadows. 5. Spring and autumn (is, are) sometimes pleasant. 6. Water clocks (doesn't measure, don't measure) time in minutes and seconds. 7. He (is, are, has) short of time. 8. Children (likes, like) to have summer all the time. 9. The beginning of the day (is, are) dawn or daybreak.

VII. Translate into English:

1. Котра година? 2. Навесні дерева наповнюються новим життям. 3. Який сьогодні день? 4. Котра година на вашому годиннику? 5. Мій годинник відстає. 6. Я не маю часу. 7. Уже давно час вечеряти. 8. Рік поділяється на чотири пори: весну, літо, осінь, зиму. 9. Планети названо на честь римських богів і богинь.

VIII. Ask questions to have the following answers:

1. The seven days of the week are named in honour of the sun, the moon and five of the planets. 2. The year is divided into four seasons, each having three months. 3. In spring the trees are filled with new life. 4. Both the day and the night are divided into 12 hours. 5. The dial of the clock is marked with figures to indicate the hours.

IX. Make the following sentences passive:

1. They call the beginning of the day dawn or daybreak. 2. My watch goes right. I set it by the radio. 3. Various timepieces measure the time. 4. They call the time in each zone standard time. 5. We wear watches on the wrist. 6. I wind the watch every morning. 7. Monday follows Sunday.

COMMUNICATIVE SITUATIONS

1. You are inviting a fellow-student to have dinner at your place. You have to give him your address, to explain how to get there and to fix the date and the time.

2. Your friend was trying to get you on the telephone the whole day yesterday, but failed. He is surprised and asks you what you were doing at the time he phoned. You try to remember what you were doing at 11 o'clock; half past 12; from 5 to 7.

LESSON 6
WEATHER AND SEASONS
EXERCISES

I. Read and memorize the following words:

rainfall ['reɪnfɔ:l] злива

e.g. In May we have heavy rainfalls.

snowfall ['snəʊfɔ:l] снігопад

e.g. There are sometimes snowfalls in winter.

rainbow ['reɪnbəʊ] веселка

e.g. In summer we can see a rainbow.

weather ['weðə] погода

weather forecast ['weðə 'fɔ:kə:st] прогноз погоди

e.g. What is the weather forecast?

drop [drɒp] крапля; капати, опускатися, падати

e.g. Rain is water falling in drops from the clouds.

dew [dju:] роса

e.g. The flower is covered with dew.

flood [flʌd] заливати, затопляти; виходити з берегів

e.g. Heavy rains may ruin crops and flood houses.

humidity [hju:'mɪdɪtɪ] вологість

e.g. What is the humidity today?

change [tʃeɪndʒ] змінюватися

e.g. The weather in Britain changes very quickly.

season [si:zn] пора року

e.g. The year is divided into four seasons: spring, summer, autumn and winter.

awaken [ə'weɪkən] прокидатися, пробуджуватися

e.g. In spring nature awakens from its winter sleep.

affect [ə'fekt] впливати

e.g. The weather affects the lives of all of us.

depend (upon) [dɪ'pend] залежати (від)

e.g. The weather depends upon season we live in.

sow [sou] сіяти

e.g. The farmers begin to sow fields in spring.

blossom ['blɒsəm] квітнути, розквітати

e.g. The fruit trees begin to blossom in April.

cover ['kʌvə] вкривати

e.g. The skies are covered with heavy clouds.

II. Learn the following word-combinations:

all sorts of weather	різна погода
(to) predict the weather	прогнозувати погоду
(to) clear up	прояснюватися
(to) get colder	холоднішати
(to) get milder	теплішати
(to) cover with hoar-frost	вкривати інеем
sunrays	сонячні промені
icy-sheet	крига
(to) drop to zero	падати до нуля
(to) pick mushrooms (berries)	збирати гриби (ягоди)
(to) gather flowers	рвати квіти
Indian summer	«бабине» літо
a river beach	річковий пляж
Thunderstorm	Наближається гроза.
is coming.	
It's sprinkling (drizzling).	Мряка.
It's pouring down rain.	Злива.
It's raining cats and dogs.	Лле як з відра.
I am wet to the skin.	Я змок до нитки.
I am wet through.	

III. Make up sentences:

The weather is	mild	in	winter.
	fine		spring.
	good		summer.
	changeable		autumn.
	wet/humid		
	cold		
	cool		
	snowy		

It's It was	windy	in	winter.
	stuffy		spring.
	rainy		summer.
	frosty		autumn.
	foggy		
	sunny		
	chilly		

Climate	may be is	hot.
		cold.
		dry.
		wet.
		mild.
		tropical.
		subtropical.
		insular. continental.

IV. Fill in the blanks with the necessary words in brackets:

1. It is cold ... (inside, outside, around) You must put on warm things if you want to go for a walk. 2. In this part of our country the weather is ... (possible, considerable, changeable) 3. ... the rain the people continued their work. (according to, as well as, in spite of) 4. We can use this ... for construction. (sea, sand, wind) 5. Some people may be glad to see a heavy ... because they want to go skiing. (snowfall, snowstorm, rainfall) 6. The weather ... the lives of all of us in many ways. (influence, affect, impact)

V. Make up sentences:

Rain	is	weather conditions of a place or area.
mist		a light gentle wind.
weather		thick water vapour which is difficult to see through.
climate		water falling in drops from the clouds.
fog		small dirty pool of rain water.
drizzle		water vapour at or near the earth's surface, less thick than fog.
shower		a heavy fall of rain.
breeze		rain in small fine drops, thin continuous rain.
downpour		conditions over a particular area, at a specific time with reference to sunshine, temperature, wind, rain and so on.
puddle		

VI. Complete the following sentences:

1. In spring nature awakens from 2. Rain is water falling in 3. The weather depends upon 4. In spring the trees begin to bud and tiny green leaves 5. The year is divided into 6. The weather affects the lives of

VII. Translate into English:

1. Наближається гроза. 2. Минула зима була сувора. 3. Чи не знаєте ви прогнозу погоди на завтра? 4. Весна починається в березні і закінчується у травні. 5. Лле як з відра. Я змок до нитки. 6. Навесні поля вкриваються зеленню. 7. Яка сьогодні температура? — Температура впала до нуля.

VIII. Give synonyms to the words in bold type:

1. What do you **wear** to protect yourself against the rain? 2. **What kind** of weather do you like? 3. Puddle is a small dirty **pool** on a road. 4. From October to April the weather is rather **cold**. 5. The British Isles are situated in the temperature zone **between the parallels** on which Kyiv is situated.

IX. Read and dramatize the following dialogues:

A: It's a nice day today, isn't it?

B: Oh, yes. It's a lovely day. It's a nice weather we're having. It's a pleasant change after all that rain we had last week.

* * *

A: Lovely day today, isn't it?

B: Oh, yes, it's a fine day! There isn't a cloud in the sky. The sun is shining brightly.

A: And the morning was so dark and cloudy. It looked like rain.

B: Yes, but you can never tell.

* * *

A: What is the weather like today?

B: It is fine today. It's sunny, but it is cold for April.

A: What is the temperature?

B: It's about 2 °C (two centigrades).

A: Yes, you are right. The weather is too cold for this part of the country.

B: What colour is the sky? Are there any clouds in it?

A: The sky is blue. There are no clouds in the sky.

* * *

A: It's getting more and more cloudy. Do you think it's going to rain?

B: Yes, I think so. Oh, it's starting to rain! And the wind is getting stronger!

A: Get under my umbrella, please.

B: Oh, thank you. It's raining cats and dogs.

A: Yes, it's awful. I hate when it rains. Why haven't you put on a raincoat?

B: Well, I could have taken my umbrella, but I didn't. The weather looked fine when I was going out. Do you think it'll clear up soon?

A: It may ... But the forecast for today was "rain the whole day".

* * *

A: What's the weather like now? You've been outside today.

B: It's abominable weather.

A: What do you mean by "abominable weather"?

B: Well, it's drizzling and it's foggy, cold and slippery.

* * *

A: It's cold and frosty today, isn't it?

B: Oh, yes. I am simply freezing. Especially when the wind is blowing. It must be the coldest winter you've ever had.

A: You say the coldest? And what's the temperature today?

B: It's about 25 degrees below zero, as the weather forecast says.

A: In winter the temperature here may be as low as 40 degrees below zero.

B: 40 degrees of frost! Oh, you don't say.

X. Complete the following dialogues:

A: What a nasty day today!

B: ...

A: I hate when it rains.

B: ...

A: What's the weather forecast for tomorrow?

B: ...

A: What a pity! I shan't be able to go fishing.

XI. Make up your own dialogues using the following word and word-combinations:

weather; nasty; cold; wind; to blow; low clouds; to rain hard; to hurry along the streets; to get wet; passers-by; to carry an umbrella; deep in autumn; dull; to be caught in the rain; to keep the rain out; weather forecast for today.

XII. Read and retell the text:

SEASONS

The year is divided into four seasons: spring, summer, autumn, winter. Each season has three months.

Spring begins in March and ends in May. In spring, nature awakens from its winter sleep. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually milder. The fields and the meadows are covered with fresh green grass. The blossoms on the fruit-trees come out, filling the air with fragrance. The woods and forests are filled with twitter in the trees. Spring is the revival of nature.

The three summer months are June, July and August. In summer the weather gets warmer still and sometimes it is very hot. The days are long and the nights are short and warm. It's the farmer's busy season. The grass must be cut and the hay must be made, while the dry weather lasts. Sometimes the skies are covered with heavy clouds. There are storms with thunder, lightning and hail.

Autumn is the season of harvesting. Apples, pears and other fruits are ripening in our orchards. The days get shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees and the ground

is covered with them. The skies are grey and it rains very often.

Winter lasts for three months: December, January and February. In winter the sun shines rarely. It rises late and sets early. The temperature is low. We are obliged to spend more time indoors because out-of-doors it's cold. Lakes, rivers and streams are frozen, the roads are sometimes covered with slippery ice or deep snow. The trees are bare. Winter is the season of preparatory work in agriculture.

XIII. Read and translate the text:

ON CLIMATE AND WEATHER

There are many jokes about the English climate. One of them is that there is no climate in England, only weather. And it is true that there is no time of the year when we can really count on its being fine or rainy, warm or cold.

One of the most striking things about the British Isles is the rapidity with which the weather changes from day to day or even during the day.

The British Isles are situated in the temperature zone between the parallels on which Kyiv is situated. The climate is mild and strong frosts are rare. Due to the moderating influences of the sea and of the Gulf Stream, the January temperature is higher and the July temperature is lower than in any other country of the same latitude. That is why the British ports are ice-free and the rivers are not frozen throughout the year.

It is hard to say that England has typical weather because of the sudden changes that occur — showers from what was only a few hours before a clear blue sky; sunshine that makes you want to leave off most of your clothes followed by winds that set you wishing for two overcoats.

There is an abundance of rainfall in the west. As a result, there are thick fogs which last for days and weeks at a time during autumn and winter. The winter fogs of London are, indeed, awful. They surpass all imagination. In a fog the air is hardly fit for breathing.

The outstanding features of the climate of Britain are its humidity, mildness and variability.

XIV. Ask as many questions on the text as possible:

WEATHER FORECAST

Two men were travelling in a very wild part of America. One day they met an old Indian who was sitting near his tent. He was smoking. The Indian was a hunter and knew everything about the forest and the animals living in it and many other things. He could also speak English rather well.

"Can you tell us what weather will be like during next few days?" asked one of the travellers.

"Oh, yes", answered he. "Rain is coming and wind. Then there will be snow for one or two days, but then the sunshine will come again and the weather will be fine."

"These old Indians know more about world than we with all our knowledge of physics, mathematics and other sciences." "Tell me", asked he, "How do you know all that?"

The Indian answered: "I heard it over the radio".

XV. Learn the poems by heart:

Thirty days have September,
April, June and November,
All the rest have thirty-one,
Excepting February alone,
And that has twenty-eight days clear
And twenty-nine each leap year.

THE WIND

Oh, I want to know:
What does the wind do?
Where does the wind go?
Mother, when it does not blow?
No one can tell me,
Nobody knows,
Where the wind came from,
Where the wind goes.

THE PAST INDEFINITE TENSE

GRAMMAR EXERCISES

I. Put the following verbs in the Past Indefinite Tense:

to be, to predict, to blow, to get, to drop, to clear up, to freeze, to hear, to expect, to come, to have, to look, to change, to know, to ask, to leave.

II. Put the Infinitives in brackets in the necessary tense-form:

1. There (to be) a heavy snow last night. 2. It (to be) cloudy in the morning. 3. I (to be) wet through. 4. The weather (to be) glorious yesterday. 5. The weather (to look) nice so I (to leave) my umbrella at home. 6. It was raining cats and dogs in the morning but soon the weather (to improve). 7. Last summer we (to have) plenty of sunny days.

III. Agree or disagree with the following statements. Begin your sentences with: *You are quite right* or *You are not quite right, I'm afraid*:

1. Last summer we swam and sailed a lot. 2. It was stuffy yesterday. 3. It was chilly in the morning. 4. The weather looked fine when I was going out. 5. The weather forecast for today was "rain the whole day". 6. The temperature at night dropped from +15 °C to +8 °C.

IV. Make up sentences using the following words:

1. Hopeful, the, forecast, was, weather. 2. Weather, the, like, was, what, yesterday? 3. Coming, thunderstorm, is, a. 4. Dogs, is, raining, and, it, cats. 5. May, the weather, yet, milder, get. 6. The, you, forecast, do, weather, tomorrow, know, for?

V. Refer the following sentences to the Past using adverbial modifiers of time: *yesterday, last week, last winter, last autumn, the day before yesterday*:

1. The weather is changeable today. 2. I am wet to the skin because it is raining cats and dogs. 3. There is a

strong wind today. 4. The roads are icy in winter. 5. The weather is warm and humid this autumn and we go to the forest to pick mushrooms. 6. There are many puddles in the streets after the rain.

VI. Ask questions to have the following answers:

1. The snow began to melt in March. 2. The rainfall came on last night. 3. It was a spring weather yesterday. 4. Suddenly a thunder broke out. 5. Last year we had a severe winter. 6. After the thunderstorm we saw a rainbow in the sky. 7. The morning was so dark and cloudy. It looked like rain.

VII. Answer the following questions. Begin your answers with: *as far as I know* (наскільки мені відомо); *in my opinion* (на мою думку); *I think/I believe* (я гадаю/я вважаю); *if I'm not mistaken* (якщо я не помиляюся); *in short/to be short* (коротше кажучи); *as for me* (щодо мене); *as far as I am concerned* (щодо мене):

1. What was the weather yesterday? 2. What was the temperature of air yesterday? 3. What is the weather forecast for today? 4. What kind of weather do you like? 5. What is the most common weather in your region in summer (winter, spring, autumn)?

VIII. Change the following sentences into the Passive Voice according to the model:

M o d e l: They expected a hurricane yesterday —
A hurricane was expected yesterday.

1. They observed a rainbow in the sky after a thunderstorm. 2. Suddenly we heard a roll of thunder. It looked like rain. 3. They expected a hard rain yesterday. 4. The hurricane broke the tree. 5. In June we spent much time outdoors. 6. It snowed hard last winter and children often made snowmen.

IX. Translate into English:

1. Погода сьогодні мінлива. 2. Вчора було хмарно і слизько. 3. Злива. 4. Минула зима була сувора. Темпе-

ратура падала до -30°C . 5. Яка вчора була вологість повітря? 6. Який прогноз погоди на сьогодні? 7. Не було схоже на дощ, і я залишив парасольку вдома.

COMMUNICATIVE SITUATIONS

1. You came from the South of Ukraine and your friend came from the North. Discuss and compare the climate in these two parts of the country.

2. You've just got acquainted with a nice person. You want to start a conversation but you do not know how to begin it. Mention the weather and start your conversation.

LESSON 7

HOUSE. FLAT

EXERCISES

house [haus] будинок

e.g. People live in houses. The house is made of wood.

flat (U.K.) [flæt] квартира

e.g. I live in flat number four:

apartment (U.S.) [ə'pɑ:tmənt] квартира

e.g. Where is your apartment?

room [rum] кімната

e.g. How many rooms do you have in your house?

hostel ['hɒstəl] гуртожиток

e.g. I live in the hostel of our Institute.

living-room ['lɪvɪŋrum] / **sitting-room** ['sɪtɪŋrum] ві-
тальня

dining-room ['daɪnɪŋrum] їдальня

e.g. We eat in the dining-room.

bed-room ['bedrum] спальня

e.g. The room we sleep in is a bed-room.

bathroom ['bɑ:θrum] ванна кімната

e.g. The bathroom is a room in which we bathe.

store-room ['stɔ:rum] комора

study ['stʌdɪ] кабінет

kitchen ['kɪtʃən] кухня
e.g. Mother cooks meals in the kitchen.
lobby (U.S.) ['lɒbi]/**hall** (U.K.) [hɔ:l] передпокій
e.g. John puts his coat in the hall.
lavatory ['lævət(ə)rɪ] туалет
gas [gæs] газ
stove [stouv] піч; кухонна плита
e.g. Mother lights the gas in the stove.
furniture ['fə:nɪʃə] меблі
e.g. What furniture is there in your living-room?
rack [ræk] вішалка
mirror ['mɪrə] дзеркало
table [teɪbl] стіл
e.g. We sit at a table when we eat.
night-table ['naɪtteɪbl] тумбочка
cupboard ['kʌbəd] буфет
e.g. Old Mother Hubbard went to the cupboard.
sideboard ['saɪdbɔ:d] сервант
chair [tʃeə] стілець
arm-chair ['ɑ:mtʃeə] крісло
e.g. Arm-chairs have arms on the sides.
sofa ['soufə] диван
lamp [læmp] лампа
standard lamp ['stændəd 'læmp] торшер
bed [bed] ліжко
e.g. We sleep in a bed.
desk [desk] письмовий стіл
e.g. Which kind of desk do you have?
bookcase ['bukkeɪs] книжкова шафа
e.g. The books are in the bookcase.
shelf [ʃelf] (shelves *pl*) полиця(і)
e.g. Father puts the vase of flowers on the shelf.
carpet ['kɑ:pɪt] килим
e.g. There is a carpet on the floor.
iron [aɪən] праска; прасувати
e.g. Mother will iron the clothes.
refrigerator [rɪ'frɪdʒəreɪtə] холодильник
e.g. The refrigerator keeps food cold.
lift (U.K.) [lɪft]/**elevator** (U.S.) ['elɪveɪtə] ліфт
house-warming ['haus,wɔ:mnɪŋ] входини

II. Learn the following word-combinations:

many-storeyed house	багатоповерховий будинок
six/ten-storeyed house	шести/десятиповерховий будинок
block of flats (U.K.)	багатоквартирний будинок
apartment house (U.S.)	
one/two-room apartment (U.S.)	одно/двокімнатна квартира
modern conveniences	сучасні зручності
central heating	центральне опалення
running water	водопровід
chute to carry rubbish	сміттєпровід
down/trash chute	
electric range	електрична плита
vacuum cleaner	пилосос
dish washer	посудомийна машина
washing machine	пральна машина
alarm-clock	будильник
radio set/wireless	радіоприймач
television set/TV set	телевізор
tape-recorder	магнітофон
record-player	програвач
(to) live in the town centre	жити в центрі міста
in (U.K.)/(U.S.)	на вулиці ...
on ... street	
in (U.K.)/(U.S.)	на проспекті ...
on ... avenue	
in ... by-street	у провулку ...
on ... square	на площі ...
on the embankment	на набережній

III. Fill in the blanks with the necessary words in brackets:

1. Recently we've got a new ... (kitchen, flat, rack)
2. My mother cooks the food in the ... (running water, sideboard, kitchen)
3. In every room we have a number of ... on the walls. (tables, pictures, beds)
4. You can see a ... on the floor. (carpet, bathroom, shelf)
5. He invited us for his ... (furniture, central heating, house-warming)

IV. Translate into English:

1. Як вам подобається моя кімната?
2. Чи є у вашому будинку ліфт?
3. Мій друг живе в гуртожитку.
4. Запрошую вас на входини.
5. Я живу в будинку номер 60.

V. Read and dramatize the following dialogues:

N: Hello, Victor. It's wonderful to see you!

V: Hello, Nick. It seems such a long time since I saw you last.

N: Yes, time flies. Incidentally, I know you've moved into a new flat.

V: Yes, two months ago.

N: What district have you moved to?

V: South-West.

N: What a nice district to live in!

V: Yes, though I live far from the centre, I like the district as it is green and quiet.

And it takes me less time to get to the factory.

N: Have you got a self-contained flat?

V: Oh, yes. It's a three-room flat, larger and more comfortable than my old one.

N: Have you furnished your flat?

V: Almost. Come and see us some day.

N: Thank you. I would love to.

incidentally між іншим

self-contained окремий

to furnish меблювати

VI. Complete the following dialogues:

A: What street do you live in?

B: ...

A: I see we are neighbours. I live in Sadova street, too.

B: ...

A: I live in block number 75.

B: ...

A: I live on the seventh floor. And you?

B: ...

* * *

A: ...

B: Hello, we've moved into a new flat.

A: ...

B: Oh, yes. We have a living-room, a bed-room, a nursery and a study.

A: ...

B: Certainly, I'd like to buy new furniture for the study.

VII. Answer the following questions:

1. Where do you live? 2. What is your address? 3. What floor do you live on? 4. Is your room (flat) large? 5. How many rooms are there in your flat? 6. Is your flat comfortable? 7. Is it in an old or a new house? 8. Is it in the centre of the city (town)? 9. Is there a park near your house? 10. How many windows are there in your room? 11. What colour are the walls in your room? 12. Is there a desk in your room? 13. Have you got a radio set or a TV set? 14. Do you often watch TV? 15. Have you a bathroom in your flat? 16. What furniture have you got? 17. Where do you keep your books? 18. Have you any arm-chairs in your flat? Do you like sitting in them?

VIII. Ask questions on the text and retell it:

MY HOSTEL

My name is Peter. I am from Uman. I live in the hostel of our technical school. I want to describe my hostel and my room to you.

Our hostel is in a large six-storeyed house. It is a modern building with all conveniences. There are about 400 rooms in the hostel. Three or four students live in each room. There is a kitchen, two shower stalls and a reading-room on each floor. On the ground floor there is a canteen where we have our meals and a library. On the third floor there is a special room where we can watch TV, play chess or read newspapers. Sometimes different lectures are held there.

I live on the fourth floor in room 530. I have two room-mates. They study in the same group, so they are my group-mates, too. We spend much time together. Our hostel is not far from our technical school. We often walk there. It

takes us twenty minutes to get to the technical school. Sometimes when the weather is bad we go there by bus.

In our room there are three beds, each of them is covered with a coverlet. In the middle of the room there is a table. We have our tea and prepare our homework at this table. Four chairs are standing round the table. At the wall there is a wardrobe. Three bookshelves are on the walls. We keep our clothes in the wardrobe, and we keep our books on bookshelves. There are some photos on the walls, too.

IX. Read and translate the text:

A NAUGHTY BOY

A little boy is standing at the door of a flat in a big house on High Street. He wants to ring the bell, but it is too high up for him.

"What do you want?" asks a stout gentleman coming downstairs. "I want to ring the bell, but it is too high and I am not tall enough," answers the boy. "All right," says the man, and he rings the bell. "Now run! Hurry up!" exclaims the boy and runs away.

THE FUTURE INDEFINITE TENSE THE FUTURE-IN-THE-PAST

GRAMMAR EXERCISES

I. Write out the verbs in a) the Future Indefinite Tense; b) the Future-in-the-Past:

is raining; will have tea; will be leading; saw; freezes; done; were decided; would repair; will be built; shall visit; are discussing; is being observed; will live; would see; were calling; should invite; speaks.

II. Make the sentences interrogative and negative:

1. My friend's family will move into a new flat in a week.
2. You will invite them for your house-warming party.
3. They will build a new apartment house in our street.
4. The windows of my study will face the garden.
5. I shall place the furniture in my bed-room to my liking.
6. We

shall live in one of the suburbs of Kyiv. 7. My new apartment will have all modern conveniences. 8. I shall buy new furniture for my kitchen and my living-room.

III. Translate the verbs in brackets into English and use them in the necessary tense-form:

1. There (буде) a chute to carry rubbish down and an elevator in the new apartment house. 2. They (житимуть) in the town centre. 3. Tom and Alice (придбають) a vacuum cleaner, a dish washer and a washing machine. 4. We (запросимо) our friends for the house-warming party. 5. Something has gone wrong with my TV set. My friend (відремонтує) it. 6. There (не буде) much furniture in my dining-room. 7. We (зберігатимемо) some things in our store-room.

IV. Make up sentences using the following words:

1. The, they, embankment, will, on, live. 2. Your, apartment, many, how, have, in, you, will, rooms, new? 3. In, I, block, 15, number, live. 4. Bed-room, shall, we, new, furniture, for, buy, our. 5. Conveniences, modern, will, what, in, flat, have, you, your?

V. Refer the sentences to future adding adverbial modifiers of time if necessary:

1. My family moves into a new flat. 2. We live in a comfortable three-room flat on the second floor. 3. What house do you live in? 4. This new block of flats has all modern conveniences. 5. What storey does your friend's family live on? 6. Every year a lot of new blocks of flats are built in our town. 7. The windows of my new flat face the embankment.

VI. Some days ago your friend's family has moved to a new flat. Ask your friend what furniture will he/she buy for his/her kitchen, dining-room, sitting-room, bedroom, study and lobby.

VII. Replace the Infinitives in brackets by the necessary tense-forms:

1. I didn't buy new furniture for my study last week, but I (to buy) it next week. 2. We had no modern conveni-

ences in our old house but we (to have) them in the new one. 3. Tom didn't invite us for his birthday last week but he (to invite) us for his house-warming next week. 4. My sister didn't clean her room yesterday but she (to clean) it tomorrow. 5. They didn't repair our washing machine last Monday but they (to repair) it next Monday. 6. My friends didn't move to the new flat but they (to move) to it next month.

VIII. Answer the following questions using the words in brackets according to the model:

M o d e l: What will you do if he comes today? (to ask him to help me)

— If he comes today I shall ask him to help me.

1. What will you do if you move to a new flat? (to invite my friends for the house-warming) 2. What will you do if it is useless to repair your old vacuum cleaner? (to buy a new one) 3. What will she do if she moves into a larger flat? (to buy new furniture for her study) 4. What will they do first when they come to see us? (to give a present). 5. What will you do if you stick in the lift? (to call a lift operator) 6. What will you do if he feels bad? (to send for a doctor) 7. What will she do if it doesn't rain? (to go to the country)

IX. Choose the correct form of the verb:

1. A new block of flats (will build, will be built) in our street. 2. Who (will be invited, will invite) to your house-warming party? 3. The walls of my new flat (will paper, will be papered). 4. I hope that my new flat (will be well-planned, will plan). 5. Kitchen utensils (will keep, will be kept) in the cupboard.

X. Translate into English:

1. Він сказав, що його сім'я житиме в сучасному багатоповерховому будинку. 2. Якщо ми переїдемо в нову квартиру, то придбаємо нові меблі. 3. Вона сказала, що запросить своїх друзів на вхідні. 4. Сучасні будівельні матеріали застосовуватимуться для будівництва багато-

поверхових будинків. 5. Якщо в моїй квартирі буде кабінет, то в ньому буде багато квітів. 6. Я сподівався, що наша нова квартира розташовуватиметься на четвертому поверсі. 7. Ми придбаємо нові меблі: два крісла, диван, письмовий стіл і деякі побутові електроприлади.

COMMUNICATIVE SITUATIONS

1. Describe your flat (house).
2. Describe the room of your friend.
3. Give a description of the furniture in your living-room (bed-room).
4. Give some advice as to a better place for a particular piece of furniture.

LESSON 8

AT THE HOTEL

EXERCISES

I. Read and memorize the following words:

hotel [hou'tel] готель

e.g. When Mary went to the city she stayed in a hotel.

receptionist [ri'sepʃɪnɪst] адміністратор

porter (U.K.) ['pɔ:tə]/**doorman** (U.S.) ['dɔ:mən] швейцар, носій

guest [gest] гість

arrival [ə'raɪvəl] приїжджий

(to) arrive [ə'raɪv] приїжджати

e.g. I arrive home early every day.

(to) depart (U.K.) [dɪ'pɑ:t]/**to check out** (U.S.)
['tʃek 'aʊt] виїхати з готелю

suite [swi:t] номер «люкс»

chambermaid ['tʃeɪmbəmeɪd] покоївка

e.g. I rang for the chambermaid and inquired about the meals at the hotel restaurant.

laundry ['lɔ:ndri] пральня

laundress ['lɔ:ndrɪs] прала

tip (extra pay) чайові, додаткова плата; давати чайові

accommodation [ə,komə 'deɪʃn] приміщення; номер у готелі

e.g. Do you have any accommodations?

(to) reserve [rɪ'zə:v] бронювати

(to) book [buk] замовляти

e.g. The first thing to do is to book a room in advance
either by letter, telephone or fax.

confirmation [kɒnfə'meɪʃn] підтвердження

(to) confirm [kən'fə:m] підтверджувати

e.g. On arrival at the hotel go to the reception desk in
the lobby and confirm your reservation.

form (U.K.) [fɔ:m] / **blank** (U.S.) [blænk] бланк

key [ki:] ключ

e. g. We lock our door with a key.

bill [bil] рахунок

e. g. Get my bill ready, please.

register ['redʒɪstə] журнал (книга приїжджих)

e. g. Kindly sign the hotel register.

vestibule ['vestɪbjʊ:l] вестибюль

e. g. Take my things to the vestibule, please.

II. Learn the following word-combinations:

reception desk/counter

бюро реєстрації

hotel clerks/attendants

службовці (персонал) го-
телю

(to) engage a room (U.K.) }

зупинятися в готелі

(to) check in (U.S.) }

bell-boy

коридорний / посильний

**express service/urgent
service**

термінове обслуговування

(to) fill in the form (U.K.) }

заповнити бланк

(to) fill in the blank (U. S.) }

(to) have a reservation

забронювати (номер у
готелі)

**(to) vacate the room
in due time**

звільнити кімнату в при-
значений час

**(to) have a bigger (smaller,
better, cheaper, quieter,
vacant) room**

мати більшу (меншу, кра-
щу, дешевшу, тихішу,
вільну) кімнату

**(to) take things to the left
luggage**

віднести речі до камери
схову

**(to) pay in advance or on
departure**

платити наперед чи від'їз-
джаючи

III. Fill in the blanks with the necessary words in brackets:

1. I have got (a reservation, a manager, a hotel)
2. Let the hotel ... know well in advance the day and time of your departure. (room, key, manager)
3. The clerk says he can give me ... on the third floor. (a confirmation, a porter, a room)
4. I ask the hotel ... to carry my luggage to the room. (form, register, porter)
5. When travelling people almost always stay at the (laundry, luggage, hotel)

IV. Translate into English:

1. Це готель, де ми зупинимось?
2. Я піду подбаю про номери.
3. Мені потрібні два одномісні номери.
4. Ми майже не маємо вільних номерів.
5. Ми пробудемо тут близько тижня.
6. Ви можете отримати один номер на дві особи.
7. Усе правильно?
8. Хлопчик проведе Вас до Вашої кімнати і занесе Ваш багаж.

V. Act as an interpreter:

C: What can I do for you, sir?

J: Моє прізвище Джонсон. Для мене заброньовано номер.

C: Just a moment, I'll have a look. Yes, sir, you want a single room for three nights, don't you?

J: Так.

C: We reserved room 65 on the seventh floor.

J: Чи можу я подивитись її?

C: Yes, certainly. The porter will take you there. You'd better fill in this form first.

J: Так, звичайно.

VI. Answer the following questions:

1. Have you ever stayed at a hotel?
2. What kind of room were you in?
3. What facilities do you generally find in a hotel?
4. What do you do first of all when you arrive at a hotel?
5. Which is the best hotel in your town?
6. What does the chambermaid do in a hotel?
7. What kind of service may you ask for by telephone in large hotels?

VII. Read and dramatize the following dialogues:

Receptionist: Good afternoon, sir.

Mr Hunt: Good afternoon. Is this the Beardsley Hotel?

Receptionist: Yes, this is the Beardsley.

Mr Hunt: Good. I'm Mr. Hunt. We've got a reservation.

Receptionist: Just a minute, please. ... Yes, you've got a reservation. It's for five people. It's for three weeks. Three single rooms and one double. Am I right?

Mr Hunt: No. You're not right. We'd like two double rooms and one single room.

Receptionist: I'm sorry. Two double rooms, number six and seven. One single room, number nine.

Mr Hunt: Where are the rooms?

Receptionist: On the second floor.

* * *

A: Yesterday I told you I'd be leaving today. May I have my bill now? Room fifty-two, Petrenko.

B: Just a minute, sir... Here you are. (*Presents a bill which Petrenko pays*). If you want a taxi, the bell-boy can get you one.

A: Yes, send him to get one, please.

B: I hope your stay here has been a pleasant one, sir.

A: Yes, I've been very comfortable here. Thank you very much indeed.

* * *

Receptionist: Please, sign the register, Mr. Gray. Jim, take the suitcases to the second floor.

Jim: Yes, madam.

Mr Gray: Here's the register. How much are the rooms, please?

Receptionist: A single room's four pounds (£4). A double room's six pounds (£6). Would you like a television in the room?

Mrs Gray: Yes, please. Mr. Gray and I would like a television. We'd like a telephone, too.

Receptionist: Every room's got a telephone.

Mrs Gray: Have the rooms got bathrooms?

Receptionist: Yes, every room's got a bathroom.
Mr Gray: Have the bathrooms got showers?
Receptionist: Yes, every bathroom's got a shower.
Mr Gray: Well, thank you.
Receptionist: Are you going to the rooms?
Mr Gray: Yes, we're going now. Send two cups of coffee to the rooms, please.
Jane: And three lemonades.
Mr Gray: Yes, two cups of coffee and three lemonades.
Receptionist: Yes, sir. Here are the keys, Mr Gray. Jim, take the Grays to room six, seven and nine.
Jim: Come this way, please.

VIII. Complete the following dialogues:

B: Do you have a double room for three nights?
C: ...
B: How much is it?
C: ...
B: Can I see it, please?
C: ...

* * *

C: What can I do for you, sir?
B: ...
C: You can have room 45 on the third floor.
B: ...
C: Yes, of course. Come this way, please.

IX. Ask questions on the text and retell it:

THE HOTEL

My car reaches the hotel where I want to stay.

I get out and go to the hotel office. Here I ask if they can give me an accommodation.

"Certainly", answers the clerk, "we have got several rooms."

"Would you like a suite or a single room?" he continues.

I say that I would like a bed-room with a bathroom attached. The clerk says he can give me such a room on the third floor.

I ask about the price of the room.

He informs me of the price and soon everything is settled.

I hand in my passport, fill in an arrival form and get the key to my room .

Next I ask the hotel porter to carry my luggage to the room.

He does as requested.

I look at my room. I like it very much. It is very comfortable. I can have a fine rest here. I ring for the chambermaid and inquire about the meals at the hotel restaurant.

Next I obtain information about the hairdresser's, about where I can have my boots cleaned, about where I can have my linen washed (if there is a laundry service at the hotel), etc.

She answers all my questions.

There is a lot of time before dinner and so I settle down quietly to rest.

X. Read, translate and remember the following rules and regulations of hotels:

When travelling people almost always stay at hotels. It is advisable, therefore, to remember the following:

1. The first thing to do is to book a room in advance either by letter, telephone or fax. Otherwise you may arrive at the hotel and be told that there are no rooms.

2. On arrival at the hotel go to the reception desk in the lobby and confirm your reservation. The clerk will then give you a registration form to fill in and sign (the form is filled in block letters (великими друкованими літерами)). In smaller hotels you simply sign the visitor's book and give your permanent address.

3. In large hotels you may ask for any service by telephone. You tell the operator if you wish to be called at a certain time. You call room service when you want a meal or drinks sent up to your room, and you can have a lot of maid service if you need something (a suit or dress) cleaned or pressed.

4. Let the hotel management know well in advance the day and time of your departure.

THE PRESENT CONTINUOUS TENSE

GRAMMAR EXERCISES

I. Find among the following words verbs in: Past Indefinite Tense (active and passive); Present Indefinite Tense (active and passive); Present Continuous Tense; Future Indefinite Tense; Future-in-the-Past:

are reading, decided, is observed, looks, are published, am right, determines, should take, asked, did, shall be back, gave, will divide, consists of, is situated, will be ready, study, should come, am leaving, comes, am sorry, are doing, were done, will maintain, are looking, is happening, would translate, am experimenting, is designed, was built, would remain.

II. Put the Infinitives in brackets in the Present Continuous Tense:

1. We (to stay) at the Astoria Hotel. 2. I (to expect) a guest. Please, say that I'll be back soon. 3. He (to leave) tonight. 4. What (to do) Peter? — He (to fill in) the blank. 5. Don't disturb us. My father (to sleep). 6. Where is John? — He (to check) the luggage. 7. This way, please. The manager (to wait) for you.

III. Ask questions to have the following answers:

1. We are going to reserve a double room. 2. A chambermaid is cleaning their suits now. 3. She is going to check out on Monday. 4. I am looking for the key. I have lost it, I'm afraid. 5. David is still filling in the blank.

IV. Make up sentences:

He	am leaving tomorrow.
My father	is sitting here now.
Alice and Helen	aren't packing their luggage now.
I	is reading newspapers now.
We	are going to our rooms now.
A chambermaid	is being ironed at this moment.
My dress	is cleaning my suit at the present moment.

V. Fill in the blanks with the verbs: *am expecting, is washing, are leaving, is carrying, am going, is speaking, are staying*:

1. They ... at that hotel for few days. 2. We ... on Friday. 3. I ... a visit. 4. A laundress ... our linen. 5. The porter ... our luggage to our room. 6. I ... to engage a room. 7. Where is Fred? — He ... to a receptionist.

VI. Answer the following questions using the words in brackets:

1. What is a receptionist doing now? (to fill in the blank) 2. What is a laundress doing now? (to wash shirts) 3. What is a porter doing at this moment? (to carry one's luggage) 4. What is a chambermaid doing at this moment? (to clean a room) 5. What is a manager doing now? (to call Mr Brown) 6. What is a bell-boy doing at this moment? (to buy newspapers and magazines for one of the guests)

VII. Use *to be going+Infinitive* in the following sentences according to the model:

M o d e l: I'll see you tomorrow.

— I am going to see you tomorrow.

1. My friend will stay at the hotel. 2. We shall make a reservation. 3. They will have breakfast in their room. 4. I shall hand the supper order to the waiter. 5. A bell-boy will take suitcases to the third floor. 6. They will fill in the order for the laundry.

VIII. Translate into English:

1. Я збираюся забронювати номер «люкс» у Вашому готелі. 2. Чи є у Вас вільні номери? 3. Ви маєте звільнити кімнату в призначений час. 4. Будь ласка, віднесіть мої речі до моєї кімнати. 5. Я чекаю на гостя. 6. Будь ласка, не турбуйте нас. Ми відпочиваємо. 7. Коли Ви від'їжджаєте з готелю? 8. У якому готелі Ви проживаєте?

IX. Replace the Infinitives in brackets by the necessary tense-form:

1. Last year our family (to stay) at the Metropol Hotel.
2. It (to be) a many-storeyed building with all modern conveniences. 3. As for me I (to prefer) to reserve a room in advance. 4. If we (to engage a room) at this hotel next time we (to reserve) a suite. 5. While you (to fill) in the form at the reception desk the porter (to take) your things upstairs. 6. He informed the receptionist he (to vacate) the room in due time and (to ask) to get his bill ready.

X. Change the following sentences using the Passive Voice according to the model:

M o d e l: They are showing a new videofilm now.

— A new videofilm is being shown now.

1. Wait a minute, please, a chambermaid is cleaning your room. 2. Where is a bell-boy? We are looking for him. 3. The laundress is washing shirts now. 4. A hotel clerk is repairing a TV set at this moment. 5. They are vacating the room now. 6. I am waiting for the hotel manager.

COMMUNICATIVE SITUATIONS

1. Speak about hotel service.
2. Book a room at a hotel.
3. Tell your friends about staying in a hotel.
4. Write a letter or a fax reserving a single room at a hotel for three days.

LESSON 9

IN THE TOWN

EXERCISES

I. Read and memorize the following words:

street [stri:t] вулиця

e.g. Stop! Look! and Listen! before you cross the street.

road [roud] дорога, шлях; бруківка

e.g. The auto stood in the middle of the road. We didn't know the road.

square [skweə] площа, майдан

e.g. Can you show me the way to Trafalgar Square?

(to) walk [wɔ:k] прогулюватися, йти пішки

e.g. Bob is not running. He is walking.

Will you walk with me?

(to) drive [draɪv] вести, керувати

e.g. This man drives the auto. He is a driver.

tram [træm] трамвай

bus [bʌs] автобус

trolley-bus ['trɒlibʌs] тролейбус

taxi ['tæksi] таксі

motor-car ['moutəkɑ:] легковий автомобіль

motor-cycle ['moutə'saɪkl] мотоцикл

motor-scooter ['moutə'sku:tə] моторолер

bicycle ['baɪsɪkl] велосипед

vehicles ['vi:ɪklz] транспортні засоби

e.g. The vehicles are: trams, buses, trolley-buses, taxis, motor-cars, motor-cycles, motor-scooters and bicycles.

traffic ['træfɪk] рух; транспорт

e.g. There is much traffic today. Many trucks and cars are going by.

traffic-light ['træfɪk'laɪt] світлофор

e.g. Along the streets there are street lamps, at the corners of the streets there are traffic lights.

bus stop/trolley-bus stop зупинка автобуса/тролейбуса

e.g. There are many people at the bus, trolley-bus and tram stops.

passenger ['pæsɪndʒə] пасажир

fare [feə] плата за проїзд

crossroad ['krɒsrəʊd] перехрестя

subway ['sʌbweɪ] підземний перехід; (США) метро

pedestrian [pi'destrɪən] пішохід

e.g. At big crossroads in large towns and cities there are subways for pedestrians.

train [treɪn] поїзд

e.g. The train is on the track.

This train carries people and mail.

plane [pleɪn] літак

boat [bəʊt] човен

helicopter ['helɪkɔptə] гелікоптер

e.g. Outside the towns, we travel from one place to another by train, plane or boat. Now helicopters are used very much for transport.

corner ['kɔ:nə] куток; пір

e.g. Go to the corner of the street and then turn to the right.

route [ru:t] маршрут

e.g. What is the route of this bus?

seat [si:t] місце (для сидіння)

e.g. There is an empty seat, sit down.

taxi-rank/taxi-stop зупинка таксі

e.g. Is it a long way to the taxi-rank?

terminus ['tə:mɪnəs] кінцева зупинка

e.g. Are you going to the terminus?

turning ['tɜ:nɪŋ] поворот

e.g. Take the first turning to the right.

way [wei] шлях, дорога

e.g. Is it the right way to the British Museum?

Mary didn't know which way to go.

passer-by ['pɑ:sə'baɪ] перехожий

e.g. He asked a passer-by in the street to show him a way to the Post-Office.

stranger ['streɪndʒə] незнайомець, приїжджий

e.g. I'm a stranger. I'm completely lost.

double-decker ['dʌbl'dekə] двоповерховий автобус

II. Learn the following word-combinations:

main street

головна вулиця

back street

глуха вулиця

long street

довга вулиця

crowded street

людна вулиця

narrow street

вузька вулиця

motor transport

автомобільний транспорт

water transport

водний транспорт

air transport

повітряний транспорт

heavy transport

вантажний транспорт

passenger transport

пасажирський транспорт

public transport

громадський транспорт

municipal/urban bus
interurban bus
crowded bus
empty bus
excursion bus
long-distance bus

міський автобус
міжміський автобус
переповнений автобус
порожній автобус
екскурсійний автобус
автобус далекого прямуван-
ня

the bus goes as far as ...
(to) get off a bus
(to) get on a bus
(to) go by bus
(to) wait for a bus
bus route

автобус прямує до ...
виходити з автобуса
сідати в автобус
їхати автобусом
чекати автобуса
маршрут автобуса

the road goes to }
the road leads to }
the road winds
the roads part
the roads meet
(to) go one's own way
(to) be on the right
(wrong) way

дорога веде ...
дорога в'ється
дороги розходяться
дороги зходяться
йти своїм шляхом
бути на вірному (хибному)
шляху

III. Remember the following conversational formulas:

Attracting attention

Як привернути увагу

Excuse me. }
Pardon me. }
Sorry. }

Вибачте, прошу.

Asking the way

Як спитати дорогу

Can/could you direct }
me to ... ? }
Can/could you tell me }
the way to ... ? }
How do/can I get
to ... ?
Does this street go
to/lead to ... ?
I am looking for

Чи можете Ви сказати мені,
як пройти до ...
Як мені дістатися до ... ?
Чи ця вулиця приведе мене
до ... ?
Я шукаю

Is it a long way to the ... ?	Чи далеко до ... ?
Am I on the right way to the ... ?	Я на правильному шляху до ... ?
Is this the right way to the ... ?	Чи це правильна дорога до ... ?
Where is the nearest ... ?	Де розташований найближчий ... ?

Thanks and Replies to Thanks

Thanks. Thanks a lot.
Thank you (very much).
Don't mention it.

Як подякувати і відповісти на подяку

Дякую. Велике спасибі.
(Дуже) вдячний Вам.
Нема за що.

Directions

Go (walk) down/up/
along/across/past/
straight (on).
Turn to the right/left.

Take the first/second
turning
to the right/left

Як пояснити дорогу

Ідіть униз/угору/уздовж/
через/повз/прямо.

Поверніть праворуч/ліво-
руч.

Перший/другий поворот

направо/наліво.

Ignorance

(I'm) sorry, I don't know.

Незнання, необізнаність

Вибачте (даруйте), я не
знаю.

IV. Fill in the blanks with *road* or *way*:

1. It's the only short ... to the square. 2. Where does this ... lead? 3. I know the ..., it's a good fast one. 4. It's a long ... from here. 5. The car skidded on the wet 6. Which is the right ... to the station? 7. Follow this 8. Shall I see your part of the ... ? 9. Go right to the end of the ... and turn to the left. 10. You've mistaken the 11. The boy lost his ... coming down the mountain. 12. Is this the ... to the post-office?

V. Translate into English:

1. Вибачте, будь ласка, де мені пересісти на автобус № 49? 2. Ти взяв квиток? 3. Цей автобус доведе вас прямо до музею. 4. Я їду до станції метро «Дарниця». 5. Ми виходимо на наступній зупинці. 6. Автобус був переповнений, і ми не змогли ввійти. 7. Подивися, чи у тебе є дрібні гроші. 8. Ви виходите на наступній зупинці? 9. Мені здається, що ми сіли не в той тролейбус. 10. Якщо ви поїдете туди на метро, то будете на місці за 5 хвилин.

VI. Answer the following questions:

1. Do you often take a bus/trolley-bus taxi/the metro/tram? 2. How do you go to your plant/office/institute? 3. Is there much traffic in your town? 4. How can you get from your home to the nearest railway station? 5. How long does it take you to get there? 6. What are the things the pedestrians must remember to be safe and sound? 7. In what countries does one keep to the left when driving? 8. Which is the busiest street in your town/city? 9. What kind of vehicles do you see there? 10. What's the bus fare in your town?

VII. Ask your friend:

- 1) what means of transport he prefers;
- 2) where one should cross the street;
- 3) what he thinks about the underground in Kyiv;
- 4) if he has ever used the underground in London or other towns abroad;
- 5) if he is fond of sightseeing in new towns/ports.

VIII. Give the Ukrainian equivalents for the following:

"No Left Turn"	"No Stopping"
"Cross here"	"Wet paint"
"Parking"	"Station Full" (at the parking lot)
"No Parking"	"Tickets and Trains" (in the London Tube)
"Slow Down"	"Obey Park Regulations"
"No passage"	"Look Out When Crossing"
"Used Ticket"	

"Admittance Free"
"Look Out When Crossing"
"Bus Stop Request"
"No Admittance"
"One Way Only"
"Private"
"Taxi-stand"
"Keep Our Town Clean"

"Horns Forbidden"
"Keep Off the Grass"
"Two Line Traffic"
"Keep Left"
"Filling Station"
"Beware of Cars"
"For Litter"

IX. In what situations would you say the following:

1. I think your best way from here is 2. Are you going my way? 3. Excuse me, sir, how do I get to ... ? 4. You can't miss it. 5. There is no bus in sight. 6. You get off at the next stop but one. 7. Straight down this way and then cross the street.

X. Read and dramatize the following dialogues:

A: Excuse me, sir, could you tell me the shortest way to the underground?

B: Certainly. Go straight ahead and then take the second turn.

A: I shall find it all right. Thank you very much.

B: You are welcome.

* * *

A: I'm sorry to trouble you, madam. Can you tell me — is there a bus from here to Kensington High Street?

B: No trouble at all. It's quite a distance from here. You see the bus-stop across the street. Bus number 73 will take you right there.

A: Thanks a lot.

B: You're welcome.

* * *

A: Excuse me, can you tell me the way to Trafalgar Square?

B: Certainly. Go down Regent Street to Piccadilly Circus and in a few minutes you'll be at Trafalgar Square.

A: Thank you very much. How far is it from here?

B: If you walk, it'll take you ten minutes.

A: Is there a bus?

B: There's sure to be. But you'd better ask the policeman over there. He will give you all the information you want.

A: Thank you.

* * *

A: Excuse me, madam! I want to go to Columbia University. Am I on the right train?

B: I'm going right up that way myself. You just watch me and get off one station after I do.

XI. Complete the following dialogues:

A: Pardon me, where is the taxi stand?

B: ...

A: Oh, yes. Thank you.

B: ...

* * *

A: Excuse me, is this Brest-Lytovsky Prospect?

B: ...

A: Thank you.

B: ...

* * *

A: ...

B: No, take the street on the left, go straight and the theatre is in front of you across the river.

A: ...

B: You're welcome.

XII. Ask questions on the text and retell it:

In the streets, roads and squares of the town we see people walking and vehicles driving. The vehicles are: trams, buses, trolley-buses, taxis and motor-cars, motor-cycles, motor-scooters and bicycles.

Along the streets there are street lamps, at the corners of the streets there are traffic lights. The street lights are switched on when it gets dark; they are switched off when

it gets light. When the red traffic light is switched on, the traffic stops; when the green light is switched on, the vehicles drive on.

Along the streets we also see bus, trolley-bus and tram stops. People get on and off public transport there. In the streets there are also Tube stations where people get on and off the underground electric railway.

At big crossroads in large towns and cities there are subways for pedestrians and fly-overs for vehicles. At nearly all street corners there are pedestrian crossings for people to cross the road.

In England vehicles drive on the left. In Ukraine the traffic drives on the right.

Outside the towns we travel from one place to another by train, plane or boat.

THE PAST CONTINUOUS TENSE

GRAMMAR EXERCISES

I. Replace the Infinitives in brackets by the Past Continuous Tense (active):

1. My friends and I (to look) for the nearest telephone booth when we met them yesterday. 2. He (to drive) a car all day long yesterday. 3. We (to stay) at the hotel the whole week. 4. They (to wait) for a trolley-bus during some minutes. 5. It (to rain) the whole evening yesterday and we had to stay at home. 6. Jack (to speak) to his friend when I saw him at the terminus of tram 2.

II. Agree or disagree with the following statements. Begin your sentences with: *I agree with you* or *It seems to me you are wrong*:

1. A lot of buses, trolley-buses, trams, cars were running along the street. 2. We were looking the nearest underground station. 3. Some people were waiting for buses at the bus stop. 4. It was raining but the public transport was functioning well. 5. Pedestrians were hurrying to cross the street while the green light was switched on. 6. His friend was travelling by train at that time yesterday.

III. Complete the following sentences translating the words in brackets into English:

1. When the red light switched on (вона переходила вулицю). 2. When they met him at the taxi-rank (він розмовляв з другом). 3. (Я збирався запитати одного з перехожих про найкоротший шлях до оперного театру) when I saw an information booth. 4. (Він виходив з кімнати) when the telephone rang. 5. (Він їхав зі швидкістю 90 кілометрів на годину) when he saw a militiaman at the crossroad. 6. (Літак приземлявся в аеропорту) when the thunderstorm broke out.

IV. Answer the following questions using the words in brackets:

1. When was she speaking to a girl? (when you met her in the street) 2. When were you hurrying to the theatre? (when they met you yesterday) 3. When was the boat sailing (when we arrived at the river-port) 4. When was the bus waiting for a group of tourists? (at 10 o'clock a. m. yesterday) 5. When were they planning to make a voyage up the Dnieper? (when I came home) 6. When was he reading a book? (when they knocked at the door)

V. Put the Infinitives in brackets in the Past Continuous or the Past Indefinite Tense (active):

I (to come) from a little town in England and had never before lived in a big city. London (to be) a new world to me and I (to want) to find out more about it for myself. On the day I (to arrive) in London, the weather (to be) fine. I (to go) for a walk in Kensington Gardens. The trees just (to burst) into leaf. People in light spring clothes (to walk) about. And to my surprise they (to walk) not only along the paths but also across the grass. I (to pass) a pool in which ducks (to swim); children (to play) in playgrounds, some hours (to pass). It (to be) time for me to go home. I (to come out) into the street. At stops people (to get) on and off public transport. I (to take) bus number 75 and in 15 minutes I (to be) at home.

VI. Change the following sentences using the Passive Voice:

1. I was writing a letter all the evening. 2. They were criticizing my report at the conference. 3. He was translating this article all the week. 4. My brothers were discussing a new film when we came home. 5. They were planting trees in the morning.

VII. Choose the correct form of the verb:

1. The people (were hurrying, hurried) to the stadium to see the football match. 2. A letter (was written, was being written, was writing) when she came. 3. At stops people (got off and on, were getting off and on) public transport. 4. We were not sure that we (went, were going) in the right direction. 5. They (were looking, looked) for the nearest café when they (met, were meeting) their friends.

COMMUNICATIVE SITUATIONS

1. Write a letter to a friend who is coming for a stay. Explain how to get to your place from the railway station or the airport.

2. Ask a passer-by to tell you the way to the post-office.

3. You are on a bus. Ask a passenger if this is the right bus.

4. You show the way to a stranger.

5. You are in a taxi. You have an appointment at 9.30. Ask the taxi-driver to hurry.

LESSON 10

POST-OFFICE

EXERCISES

I. Read and memorize the following words:

post-office ['proust'ɒfɪs] поштове відділення

e.g. I got some postcards at the post-office.

stamp [stæmp] марка

letter ['letə] лист

envelope ['enviloup] конверт

e.g. Father stuck a stamp on the envelope. The stamp shows that he paid for sending the letter.

postcard ['poust'ka:d] листівка

mail [meil] пошта; поштовий

letter-box ['letəbɒks] / **pillar-box** ['piləbɒks] поштова скринька

slot [slɒt] щілина

e.g. We drop a letter into a slot of a pillar-box.

blank [blænk] / **form** [fɔ:m] бланк

rate [reit] тариф

e.g. What is the rate for a word in a telegram?

address [ə'dres] адреса

e.g. Don't forget to write the address on the postcard.

counter ['kauntə] прилавок

parcel ['pɑ:səl] **package** ['pækɪdʒ] посилка

telegram ['telɪgræm] телеграма

label [leɪbl] етикетка

e.g. I need some air-mail labels.

II. Learn the following word-combinations:

printed matter

бандероль

money order/postal order

грошовий переказ

(to) stick a stamp

наклеїти марку

(to) post a parcel

відправити посилку

(to) post a letter

відправити листа

(to) fill out the form

заповнити бланк

(blank)

Post Restante Counter

видача кореспонденції до запитання

(U. K.)/General

Delivery Counter (U.S.)

Parcel Counter

прийом і видача посилок

Subscription Counter

передплата на газети та журнали

General (Central)

головний поштамт

Post-Office

Call-Office

переговорний пункт

Inquiry Office

бюро довідок

Savings Bank

ощадний банк

registered letter

рекомендований лист

(to) write an address	написати адресу
(to) send a telegram	надіслати телеграму
(to) be posted by	бути відправленим
ordinary post (U. K.) /	звичайною поштою
/regular post (U. S.)	
registered post	поштою на замовлення
air-mail	авіапоштою
a stamped envelope /	конверт з маркою
/an envelope with a stamp	
an air-mail envelope	авіаконверт
stamp for an air-mail letter	марка для авіаліста
picture postcard	художня листівка
(to) pick up letters sent	отримувати листи до запи-
general delivery	тання
(to) expect a letter	чекати на лист із Лондона
from London	

III. Fill in the blanks with the necessary words:

1. Stick ... on an envelope. (a letter, a stamp, a postcard) 2. Write ... on an envelope. (an address, a registered letter, a label) 3. Nick is expecting ... from his friend. (an envelope, a pillar-box, a letter) 4. Her parents posted her ... last week and she has just got it. (an address, a parcel, an envelope) 5. Where must you ... a stamp on an envelope? (write, buy, stick) 6. What is it necessary to do before dropping a letter into ... ? (a pillar-box, an envelope, a post-office) 7. If you send a telegram it will be delivered ... than a letter. (quicker, slower) 8. Most post-offices are ... on Sundays. (closed, open)

IV. Translate into English:

1. Я надсилаю листи батькам щотижня. 2. Він отримав телеграму сьогодні. 3. Ми одержуємо посилки від батьків. 4. Авіапошта швидша за звичайну (пошту). 5. Купи конверти, будь ласка. 6. Не забудь наклеїти марку на конверт. 7. Сходи на пошту, будь ласка. 8. Коли йтимеш до школи, кинь листа в поштову скриньку, будь ласка.

V. Read and retell the text as if you were: a) Frenchman; b) one of the visitors of the post-office:

AT THE POST-OFFICE

This is what happened to a Frenchman who lived in England and did not know English very well.

One day he went into the post-office with a letter. He bought a stamp and gave it together with his letter to the girl. "Oh, no", she said, "you must stick the stamp on yourself".

He was very much surprised. He said "Why must I stick the stamp on myself?" She answered "I said that you must stick the stamp on the letter and must do it yourself".

VI. Answer the questions on the text:

1. An Englishman lived in France. Is that right?
2. The Frenchman knew English very well. Is that right?
3. He came into the book-shop. Is that right?
4. He went to the post-office with a letter. Is that right?
5. He bought a book. Is that right?
6. He gave the stamp and the letter to the girl. Is that right?
7. The girl took the letter and posted it. Is that right?
8. The Frenchman understood everything the girl said to him. Is that right?

VII. Complete the following sentences:

1. If you want to buy a stamp or an envelope, to send a telegram or a money order ...
2. Go to the nearest pillar-box and ...
3. There are many counters at the post-office ...
4. Don't forget ...
5. If you want to send money ...

VIII. Read and dramatize the following dialogues:

- Mr Hunt:* Hello, I want to buy some stamps. My wife's got something to send to Switzerland. She wants to send some letters to Scotland, too. Can she post them here?
- Post-office man:* Yes, she can. How many stamps would you like?
- Mr Hunt:* I'd like ten threepenny stamps and five air-letters, please.
- Post-office man:* Here they are. Is this the packet for Switzerland?

Mr Hunt: Yes, it is.
Post-office man: Air-mail or ordinary mail?
Mrs Hunt: Air-mail, please.
Post-office man: Are these the letters for Switzerland?
Mrs Hunt: No, they're not. Those are going to Scotland.
Post-office man: First class or second class?
Mrs Hunt: First class, please.
Mr Hunt: How much is that, please?
Post-office man: That's eighteen pence (18 p.)
Mrs Hunt: Do you sell parcel labels?
Post-office man: No, I'm sorry, we don't sell them.
(from English Course, Linguaphone Institute, London, 1970)

* * *

Nick: Where is the nearest post-office? Do you know?
Pete: Yes, there is one in Gonchar Street.
Nick: How late is it open?
Pete: Until eight. But wait a minute. Is it Saturday today?
Nick: Yes, it is.
Pete: Today it closes at five.
Nick: I must hurry then. I have to send a parcel.
Pete: You can make it. It's only a ten-minute walk from here.

IX. Complete the following dialogues:

A: I want to send a telegram.
B: ...
A: Where are the forms?
B: ...
A: What is the rate for a telegram?
B: ...

* * *

A: Where can I pick up letters sent general delivery?
B: ...
A: Is it far from here? How can I get there?
B: ...
A: Thank you very much.
B: ...

X. Answer the following questions:

1. What can you do at the post-office? 2. What department must you go to send a telegram? 3. What is it necessary to do before dropping a letter into a pillar-box? 4. What is the order of writing an address in your country? 5. Where is the General Post-Office in your city? 6. What must you fill in when you want to send a parcel? 7. Do you often get letters? 8. Do you like to write letters? 9. Why are letters or telegrams sometimes returned? 10. On what occasions do you get or send telegrams? 11. What newspapers have you subscribed to?

XI. Ask questions on the text and retell it:

POST-OFFICE

When we want to send a letter, we must write the address on the envelope and stick the required stamps on it. For a registered letter, an air-mail letter or an ordinary letter to another country, we must stick more stamps on the envelope. To send a postcard we do not need an envelope.

We buy stamps, send letters, parcels and telegrams at the post-office. The post-office clerk weighs letters or parcels, or counts the number of words in telegrams, then tells us how much we must pay. We can drop ordinary letters into a pillar-box in the street. The postman collects the letters out of the pillar-boxes. When the letter arrives at its destination another postman delivers it to the address; he drops it into the letter-box. A telegraph boy delivers telegrams to our house.

THE FUTURE CONTINUOUS TENSE

GRAMMAR EXERCISES

I. Put the Infinitives in brackets in the Future Continuous Tense (active):

A. 1. I (to write) a letter to my friend at 10 o'clock tomorrow. 2. She (to prepare) her lessons all the evening tomorrow. 3. Let's meet at 10 o'clock. I (to wait) for you at the General Post-Office. 4. The train (to approach) the

station at 10 o'clock. 5. They (to wait) for our call at the Call-Office from 9 till 10 o'clock tomorrow. 6. We (to expect) a parcel from London during the coming week.

B. 1. We (to watch) TV when you come. 2. I (to play) the piano at this time tomorrow. 3. She (to post) a parcel in the afternoon. 4. I (to take) my exam in English at this time tomorrow. 5. He (to have) a dancing class at 2 p. m. tomorrow. 6. They (to work) in the garden on Saturday from 8 till 10 o'clock. 7. You (to send) a telegram at 9 o'clock in the morning.

II. Disagree with the following statements. Begin your sentences with: *I disagree with you; you are mistaken; you are not quite right, I am afraid; sorry, but I can't agree with you; I don't think so:*

1. She will be posting a printed matter at this time tomorrow. 2. We shall be watching TV tonight. 3. You will be waiting for me at 3 p. m. at the Inquiry Office. 4. The postman will be collecting the letters out of the pillar-boxes at 8 o'clock tomorrow. 5. He will be working in the savings bank at the usual time the day after tomorrow. 6. They will be leaving for Kyiv soon. 7. I shall be writing a letter tonight.

III. Ask questions to have the following answers:

1. I shall be getting a money order at this time tomorrow. 2. He will be sending a telegram at 7 o'clock. 3. She will be waiting for a call after supper. 4. We shall be answering letters all the morning. 5. They will be looking through letters and telegrams from 8 till 9 a. m. 6. He will be flying to London at this time tomorrow. 7. A postman will be delivering letters, magazines and newspapers all the morning tomorrow.

IV. Copy out the sentences in the Future Continuous Tense. Translate them into Ukrainian:

1. John is filling out the form to post a parcel. 2. Helen will send a postal order tomorrow. 3. We shall be packing our things when you come. 4. A telegraph boy will be delivering telegrams all day long. 5. They usually have

dinner at 3 p. m. 6. I shall be waiting for you at the Call-Office.

V. Imagine that your friends and you have come to the post-office. Say what you (your friends) will be doing there.

VI. Choose the correct form of the verb:

1. He (reads, will read, will be reading) letters from 9 till 11 a. m. tomorrow. 2. The boys will be looking at their collections of stamps when their mother (will come, is coming, comes). 3. You (will speak, will be speaking, are speaking, speak) over the phone, when your sister comes home. 4. I (shall write, shall be writing, am writing) a letter to my friend when you come. 5. Helen (will collect, will be collecting, collects) postcards during a year.

VII. Make the following sentences passive. Ask questions on the newly formed sentences:

1. We'll be considering these problems at this time tomorrow. 2. He'll be delivering a lecture at 2 o'clock the day after tomorrow. 3. You'll be translating these sentences during the lesson next week. 4. I'll be explaining this rule for 10 minutes more. 5. He'll be answering your questions for an hour. 6. The postman will be delivering letters and other mail from 10 till 12 a. m. tomorrow.

VIII. Translate into English the first part of the following sentences:

1. Вони будуть переглядати кореспонденцію, when you come back. 2. Ми обговорюватимемо це питання at 3 p. m. tomorrow. 3. Листоноша буде доставляти пошту at this time tomorrow. 4. Yesterday I booked a call to Lviv. Я буду говорити по телефону when you come to my place. 5. Поштовий службовець буде видавати грошові перекази at the usual time tomorrow. 6. Моя сестра буде відправляти посылку at 10 o'clock tomorrow.

IX. Open the brackets. Mind the sequence of tenses:

1. He said that he (to wait) for your call the day after tomorrow. 2. She said that she (to watch) TV from 6 till

8 p. m. tomorrow. 3. They knew that they (to discuss) this problem in the afternoon. 4. He (to say) that he would be reading papers all morning tomorrow. 5. Mary (to say) that she would be posting parcel at four.

X. Translate the verbs in brackets into English using them in the necessary tense-form:

1. He (сказав) that he (зателефонує нам) during the break. 2. A telegraph boy (сказав) that (розноситиме) telegrams all morning. 3. They (повідомили) that the mail (буде доставлятися) at the usual time. 4. The manager (сказав) that he (буде продивлятися) his mail from 9 till 10 a. m.

COMMUNICATIVE SITUATIONS

1. You buy envelopes (stamps, postcards, etc.) at a post-office.

2. You are sending (or cashing) a money order at a post-office.

3. You find a letter put into your letter-box by mistake and have a talk with the postman.

LESSON 11

TELEPHONE

EXERCISES

I. Read and memorize the following words:

telephone ['telɪfoun] телефон

apparatus [ˌæpə'reɪtəs] апарат

(to) book [buk]/**(to) order** [ɔ:də] замовляти

call [kɔ:l] розмова, виклик

e.g. I'd like to book a call to Warsaw for 7 a. m.

a long-distance call/trunk-call міжміська розмова

e.g. If you want to communicate with another town you must make a long-distance call.

(to) call/(to) ring up телефонувати, дзвонити по телефону

e.g. Who is calling?

busy [bɪzi] / **engaged** [ɪn'geɪdʒd] зайнятий

e.g. If the line is engaged, you must make another call in 3 or 4 minutes.

free [fri:] / **clear** [kliə] вільний

buzzing ['bʌzɪŋ] гудок

constant ['kɒnstənt] постійний

frequent ['frikwənt] частий

(to) connect [kə'nekt] / **(to) put through** [put,θru:]
з'єднати

connection [kə'nekʃn] зв'язок

e.g. The connection was very bad.

conversation [ˌkɒnvə'seɪʃn] розмова

dial [daɪəl] диск, циферблат

(to) dial [daɪəl] набирати номер

receiver [rɪ'si:və] телефонна трубка

number ['nʌmbə] номер

(to) wait [weɪt] чекати

answer ['ɑ:nsə] відповідь

(to) pick up [pɪk,ʌp] брати, знімати (*телефонну трубку*)

e.g. If you want to ring somebody up, you must pick up a receiver, dial a number and wait for an answer.

(to) drop [drɒp] вкинути (*монету*)

coin [kɔɪn] монета

e.g. If you use a public phone, you must drop a coin into the slot before picking up a receiver.

(to) put [put] класти

exchange [ɪks'tʃeɪndʒ] телефонна станція

line [laɪn] лінія

e.g. Hold the line.

message ['mesɪdʒ] повідомлення

e.g. Is there any message for me?

mouthpiece ['mauθpi:s] мікрофон

operator ['ɒpəreɪtə] телефоніст(ка)

(to) speak [spi:k] розмовляти

e.g. Speaking. (Слухаю.)

switchboard ['swɪ:tʃbɔ:d] комутатор

II. Learn the following word-combinations:

general call

загальний виклик

local call

місцевий виклик

personal call

виклик конкретної особи

trunk call (U.K.)/ /long-distance call (U.S.)	міжміський виклик
(to) answer the call	відповісти на дзвінок
(to) make a call	подзвонити
(to) give smb. a call/ /(to) ring smb. up	зателефонувати кому-небудь
(to) call back	зателефонувати ще раз
Trunk Exchange	міжміська телефонна розмо- ва
(Long Distance Call)	
(to) cut off	роз'єднати
(to) get smb. over the telephone	з'єднатися з ким-небудь по телефону
(to) hang up/ /(to) put down the receiver	вішати слухавку
Go ahead.	Говоріть.
(to) hold on/(to) hold the wire/(to) hold the line	тримати слухавку, не вішати слухавку
(to) be engaged on another line	розмовляти по іншому теле- фону (іншій лінії)
(to) leave a message	залишити повідомлення
(to) put down the receiver	покласти слухавку
(to) put down/ /(to) write down a telephone number	записати номер телефону
(to) speak over (on) the telephone	розмовляти по телефону

III. Answer the following questions:

1. What is the most convenient means of communication? 2. Have you a telephone at home? 3. What is the number of your telephone? 4. Whom do you usually ring up? What do you do if the line is engaged? 6. Do you often ring your friends up? 7. Are you often called up? 8. What do you do if you are cut off? 9. In what cases do you say "I'll ring up later"? 10. How do people ring up if they have no telephone at home? 11. Do you ever book trunk calls? 12. How many telephone calls have you made today? 13. Do you ever make appointments by telephone?

IV. Translate into English:

1. Телефон — найзручніший засіб зв'язку. 2. Якщо лінія зайнята, Ви почуєте короткі гудки. 3. Я хочу зателефонувати своєму другові. 4. Де найближчий автомат? 5. Перед тим як підняти трубку, Ви маєте опустити монету в щілину автомата. 6. Якщо Ви подзвоните пізно ввечері, Ви можете розбудити дитину.

V. Fill in the blanks with suitable words and word-combinations:

1. I believe the ... is out of order. 2. Something must be wrong with the It does not go back into position. 3. There was ... for you this morning. 4. Can I book a ... call in advance? 5. As he was walking along the street, he saw a ... on the corner.

VI. Give synonyms to the words in bold type:

1. I shall **ring you up** tomorrow, just about the same time. 2. A constant buzzing showed that the number **was engaged**. 3. "Who is this?" asked the voice. "Miss White is **out at the moment**. Will you **ring her up again** another time?" 4. **May I speak to** the chief of the Department, please? 5. Can I make a **trunk call** from here? 6. Has anybody **called me during the day and asked you to tell me anything?**

VII. Give antonyms to the following word-combinations:

to get the wrong number; the line is busy; to take up the receiver; to hold on; to connect.

VIII. Make up sentences of your own:

to have the wrong number; to leave a message; to call back; to wait at the receiver; to consult the telephone book; to make a call; to call smb.

IX. Read and dramatize the following dialogues:

A: Is Mr Brown in?

B: I'm not sure... No, he's out just now. Can you call again in twenty minutes?

A: Well, perhaps! All right, then.

* * *

A: Can I speak to Michelle or Jane, please?
B: They are not here. Can I give them a message?
A: No, that's O. K. Is John there?
B: He's at work.
A: Could you please ask him to call Harold?
B: O. K. I'll give him the message.
A: And, uh... is Mary there?
B: She's at work, too. Can I give her a message?
A: No, I'll call her back later.

* * *

Loretta: Arno's Coffee Shop.
Max: May I speak to George?
Loretta: I'm sorry, he isn't here right now. May I take a message?
Max: Yes, could you ask him to call Max Shear?
Loretta: Is that S-H-E-E-R?
Max: No, it's S-H-E-A-R.
Loretta: Does he have your phone number?
Max: I'm not sure. It's 632-2861.
Loretta: 632-2861. O. K. Mr Shear. I'll give him the message.
Max: Thank you. Good-bye!

* * *

A: One—two—seven—eight—nine—two—four.
K: Hello! Is this Wilson and Co.?
A: Quite right. What can I do for you?
K: May I speak to Mr Wilson, please? My name's Kyrylenko.
A: Please hold on a moment...
W: Hello, Mr Kyrylenko. Wilson here. What can I do for you?
K: I've got a few questions to ask you about the new model. When can I see you about it? Tomorrow?
W: Certainly. At eleven, if that's convenient for you.
K: Yes, it's quite all right. Till tomorrow, then. Bye!
W: Bye!

X. Fill in the blanks with suitable words so as to make up a dialogue:

- Secretary:* Mr. B's secretary ...
Voice: May I ... to Mr B., please?
S: And who shall I ... is ...?
V: Say Mr Wright.
S: What did you say your name was? Will you ... it ..., please?
V: W-r-i-g-h-t.
S: Thank you ... on, please. Are you ...? Mr B. seems to be ... on another Would you like to ... him a ... ? Or can he ... you ... in a few minutes?
V: He can ... me at 7—81—90. ... it ..., please.
S: Would you mind repeating the ..., please?
I'm afraid I didn't ... it.
V: 7—81—90.

XI. Ask questions on the text and retell it:

TELEPHONE ETIQUETTE

The techniques of telephoning are very much the same in all countries. Only remember your good telephone manners:

1. When talking on the telephone — speak clearly. Do not shout and take your cigarette out of your mouth.
2. Make sure that your conversation with a busy person is as brief as possible.
3. When calling a friend who does not recognize your voice—don't play "Guess who?". Announce yourself promptly.
4. When you get a wrong number don't ask: "What number is this?" It is a good manner to ask: "Is this two—three—four—five—six?" If not — apologize.
5. If a wrong number call comes through don't lose your temper. Simply say: "Sorry, wrong number" — and hang up.
6. Always identify yourself when making a call, especially if you are calling on business, e. g. "This is Mr Vovk of the Ukrainian Trade Mission. Could I speak to Mr Jones..."

7. If you have a visitor do not carry on a long chat while your visitor tries hard to avoid listening to your conversation. The best thing to do is to say you are busy at the moment and ... "May I call you back in a little while?" But don't forget to do so.

THE PRESENT PERFECT TENSE

GRAMMAR EXERCISES

I. Substitute the Past Indefinite Tense (active) for the Present Perfect (active) in the following sentences according to the model:

Model: I read the book. — I have read the book.

1. He ordered long-distance call to London. 2. She filled out a telegram form. 3. He gave me the answer to my question. 4. Mr. Smith left a message for you. 5. I picked up the receiver. 6. We called the hotel information bureau.

II. Ask your friend:

- 1) if Jane has got the wrong number;
- 2) if his mother has asked him to answer the call;
- 3) if he has heard constant buzzing before dialing a number;
- 4) if he has written a letter to his parents this week;
- 5) if Ann has dropped a coin before picking up a receiver;
- 6) if they have made a long-distance call to New York this morning.

III. Put the Infinitives in brackets in the Present Perfect Tense:

1. We (to make) a trunk call this evening. 2. You (to get) the wrong number. 3. I (to get) a few questions to ask you about. 4. They (to leave) me a message this morning. 5. The manager (to sign) the letter. 6. We (to ring up) her today.

IV. Translate into English:

1. Ви написали листа своєму другові? 2. Чи були Ви коли-небудь у Нью-Йорку? 3. Ми ще не замовляли роз-

мову з Лондоном. 4. Ви замовили розмову зі своїми батьками? 5. Ви набрали не той номер. 6. На які запитання Ви вже відповіли? 7. Нас роз'єднали.

V. Translate into English according to the model:

Model: Я написав листа. (today; yesterday)

— I have written a letter today. I wrote a letter yesterday.

1. Ваш друг був у Вашингтоні. (this year; last year)
2. Вони залишили вам повідомлення. (today, yesterday)
3. Мері зателефонувала своїй подрузі. (last week, this morning)
4. Ми замовили розмову з Лондоном. (last week, this Sunday)
5. Ви придбали телефонний довідник? (yesterday, today)

VI. Disagree with the following statements. Begin your sentences with: *I don't think so; sorry, but I can't agree with you; it seems to me you are wrong:*

1. They have made a trunk call to New York this morning.
2. She has received no letters from him this year.
3. We haven't called him this week.
4. Mr. Brown has just left you a message.
5. My parents have sent me a telegram this week.

VII. Make the following sentences passive:

1. My brother has given a very interesting book to me.
2. I have ordered a trunk call this morning.
3. They have left a message.
4. She has dialed the wrong number.
5. We have made some telephone calls today.
6. She has just finished her business talk over the telephone.

VIII. Put questions to the words in bold type. Let your fellow-students answer them:

1. **The letter** has been posted already.
2. **The line** has been engaged since 10 o'clock.
3. The doctor is out. The message has been left **for him**.
4. We **have** received **the money order** at the General Post-Office this morning.
5. My telephone is out of order. **Frequent buzzing** has been heard since morning.

COMMUNICATIVE SITUATIONS

1. You are making a long-distance call to a friend (to an official).
2. You inquire about the telephone number of a person you need to speak with.
3. You are having a business talk over the telephone.

LESSON 12

SHOPPING

EXERCISES

I. Read and memorize the following words:

Shop (U. K.) / **Store** (U. S.) **Магазин**

to shop/to do one's shopping робити покупки

e.g. Mother went to the store to shop.

department [di'pɑ:tment] відділ

e.g. Some shops have many departments.

supermarket [ˌsjʊ:pə'mɑ:kit] супермаркет, великий магазин самообслуговування

salesgirl ['seilzɡɜ:l] дівчина-продавець

salesman (shop-assistant) продавець

e.g. The salesman packs the goods and gives them to us.

price [praɪs] ціна

e.g. What price did you pay for your dress?

buyer/customer/shopper покупець

e.g. The salesgirl is serving one of the customers.

Ready-Made Clothes Готовий одяг

coat [kəʊt] пальто

e.g. Bobby is putting on his coat.

raincoat ['reɪnkəʊt] плащ

e.g. Mary is wearing a raincoat. It will keep her dry.

suit [su:t] костюм

e.g. Father has on a dark suit.

trousers (U. K.) / **pants** (U. S.) штани

e.g. This is a pair of boy's pants.

wind-breaker ['wind,breɪkə] спортивна куртка
dress [dres] сукня
shirt [ʃə:t] сорочка
e.g. Men wear shirts.
blouse [blaʊz] блузка
cardigan ['kɑ:dɪgən] шерстяний джемпер

Foot-Wear Взуття

shoes [ʃu:z] черевики
e.g. Most shoes are made of leather.
boots [bu:ts] чоботи
e.g. Boots are made of leather, too.
heel [hi:l] підбор
e.g. I don't want high heels, I want low heels.
sandals ['sændəlz] босоніжки
e.g. Here is a very nice pair of sandals.

Hosiery Трикотаж, панчішні вироби

socks [sɒks] шкарпетки
stockings ['stɒkɪŋz] панчохи
e.g. Socks are short. Stockings are long. Socks and stockings keep our feet warm.
knitted [ni:tɪd] в'язаний
panty-hose ['penti'həʊz] колготки

Haberdashery Галантерея

handkerchief ['hæŋkətʃɪf] носова хустинка
neckerchief ['nekətʃɪf] косинка
tie [taɪ] краватка
e.g. I'd like to buy that tie.
umbrella [ʌm'brelə] парасолька
e.g. Mary's umbrella keeps the rain off Mary.

Leather Goods Шкіряні вироби

handbag ['hæn(d)bæg] жіноча сумка
wallet ['wɒlɪt] гаманець
e.g. I've lost my wallet.
gloves [glʌvz] рукавички
e.g. My gloves are made of leather.
suit-case ['sju:tkeɪs] валіза
e.g. I need a suit-case.

Perfumery Парфумерія

powder ['paʊdə] пудра

e.g. Mother is putting powder on her face.

lipstick ['lɪpstɪk] губна помада

e.g. Pink lipstick seems very popular this year.

soap [səʊp] мило

e.g. Tom washed his hands with soap and water.

perfume ['pɜːfjum] парфуми

e.g. I've got a bottle of perfume.

brush [brʌʃ] щітка

e.g. There are many kinds of brushes: tooth-brushes, scrubbing-brushes, paint-brushes.

razor ['reɪzə] бритва

blade [bleɪd] лезо

e.g. Give me a package of blades.

cream [kriːm] крем

e.g. I need a tube of shaving cream.

Textiles Тканини

wool [wuːl] вовна

e.g. Sheep's wool is made into yarn and cloth.

silk [sɪlk] шовк

e.g. Mother's dress is made of silk cloth.

cotton ['kɒtən] бавовна

e.g. Some clothes are made of cotton.

Stationery Канцелярські товари

portfolio [pɔːt'fəʊljəʊ] портфель

memo-pad/writing pad блокнот

pen ручка

e.g. This is a pen to write with.

Jewelry Ювелірні вироби

bracelet ['breɪslɪt] браслет

pearl [pɜːl] перлина; перли

ring [rɪŋ] перстень

e.g. Jane's ring is made of gold.

ear-rings ['ɪərɪŋz] сережки

e.g. These ear-rings are made of silver.

chain [tʃeɪn] ланцюжок

Tobacconist's Тютюнові вироби

match [mætʃ] сірник

e.g. We use matches to start a fire.

cigarette [ˌsɪgə'ret] цигарка

e.g. Many people are smoking cigarettes.

II. Learn the following word-combinations:

department store	універсальний магазин
food store	гастроном
book shop	книгарня
jeweller's shop	ювелірний магазин
grocer's shop	бакалія
baker's shop	магазин «Хліб»
greengrocer's shop	овочевий магазин
fruiter's shop	фруктовий магазин
shop-window	вітрина магазину
window-shopping	розглядання вітрин
price-tag	етикетка з ціною
sleeveless dress	сукня без рукавів
dress with short (long) sleeves	сукня з короткими (довгими) рукавами
bottle of perfume	флакон парфумів
cake (a bar) of soap	брусок мила
box of matches	коробка сірників
pack of cigarettes	пачка цигарок
to show something ...	показати що-небудь ...
in grey	сірого тону
not too loud	не дуже яскраве
(to) match my ...	відповідно до мого ...
for summer/winter wear	на літо/на зиму
for everyday wear	на кожний день

III. Remember the following phrases:

What can I do for you?	Чим я можу бути корисний?
May I be of assistance?	Вам допомогти?
Are you being served?	Вас обслуговують?
What size do you take in shoes/a suit?	Якого розміру туфлі/костюм Ви носите?

It's in fashion.
It's out of fashion.
It's the latest fashion
(style).
It's out of season.
It suits you perfectly.
It's cheap.
It's too dear (expensive).
It's a bargain.
Have you ... on sale?
I'd like to try it on.
May I try it on?
How much is this ... ?
What's the price of
this ... ?

Це за модою.
 Це не за модою.
 Це остання мода.
 Це не за сезоном.
 Це Вам дуже личить.
 Це дешево
 Це занадто дорого.
 Це вигідна покупка
 Чи є у Вас ... у продажу?
 Я хотів би це поміряти.
 Чи можу я це поміряти?
 Скільки це коштує?

IV. Give it a name:

1. We wear it if it is cold. 2. We take it if it rains. 3. We put them on our hands. 4. We put it on our heads. 5. We put them on our feet. 6. Women put them on their legs.

V. Tell what you wear:

1) if you are at work; 2) if it is warm; 3) if it rains; 4) if it is cold.

VI. Fill in the blanks:

1. Please ... another dress. This one is too big for you. 2. The farmers sell fruit and vegetables at the 3. The ... will give you the hat you have bought. 4. How much does this ice-cream ... ? 5. The ... of these sweets is three dollars a kilogramme.

VII. Answer the following questions:

1. When do you usually go shopping? 2. Where do you go shopping? 3. What have you bought today in the way of food? 4. What have you bought in the way of manufactured goods? 5. What do you buy at a grocer's shop (baker's, butcher's shop, fishmongery, flower-shop)? 6. What things are sold at a haberdashery (jeweller's, book-seller's)? 7. What presents did you receive for birthday? 8. Which is the best shop in your city (town)? 9. What

can you buy at a market? 10. What things do you wear in winter (in summer)?

VIII. Read and dramatize the following dialogues:

Salesclerk: May I help you?

Woman: Yes. How much are these socks, please?

Salesclerk: Six dollars.

Woman: Oh, that's too expensive. How much are the cotton ones?

Salesclerk: They are 2 dollars.

Woman: O. K. I'll take those.

* * *

A: What can I do for you?

B: I'd like some shoes.

A: What size, please?

B: Five, please.

A: Here you are.

B: Thank you.

* * *

A: What can I do for you?

B: I want to buy a coat.

A: What colour would you like?

B: I'd prefer a plum coloured coat.

A: Try this one.

B: I can't say that I like it. It's much too short.

A: Try this grey one.

B: It isn't quite what I want. I'd like something of a better quality.

A: What do you think of this model?

B: This one fits very well. How much does it cost?

A: 70 dollars.

B: Well, I'll take this one.

A: Shall I wrap up the coat?

B: No, thank you, you needn't. I'll put it on.

IX. Ask questions on the following text:

Today the women are going to Oxford Street to shop. Both of the girls and my wife are going. They don't want Simon and me with them. Thank goodness!

Women are terrible shoppers. They spend a lot of time and buy a few things. I only spend a little time and I buy a lot of things. Sometimes my wife does shopping all day and she doesn't buy anything. She tries on clothes all day and then doesn't bring anything home.

This seems mad! She's too fussy. She likes only a few colours. She likes only blue, green and yellow. Her favourite colour is either blue or green. I don't know which one. She doesn't like red and pink. They are too bright. They don't suit her. And brown and grey aren't bright enough. Oh, she's fussy.

(from English Course, Linguaphone Institute, London, 1970)

THE PAST PERFECT TENSE

GRAMMAR EXERCISES

I. Put questions to the words in bold type. Let your fellow-students answer them:

1. I had come to **the department store** by 3 o'clock.
2. **They** had finished **shopping** by 5 o'clock. 3. **We** had left for London by 5 p. m. **yesterday**. 4. You **had posted a letter** by 4 o'clock. 5. They **had sold out chains and silver ear-rings** by that time.

II. Make up one complex sentence out of two simple sentences according to the model. Translate the sentences into Ukrainian:

M o d e l : She studied Spanish. She came to Madrid.

— She had studied Spanish before she came to Madrid.

1. We got to the supermarket. It was closed. 2. We got home. It began to rain. 3. My mother cooked dinner. She went shopping. 4. Helen tried on a lot of jackets. She bought one. 5. They bought fruits and vegetables. The greengrocer's was opened. 6. I bought a present for my mother. My father asked me about it. 7. He tried on a wind-breaker. He bought it. 8. I went window-shopping. I entered one of the department stores.

III. Make the following sentences sound emphatic according to the model. Translate them into Ukrainian:

M o d e l : We had hardly gone to bed when somebody knocked at the door.

— Hardly had we gone to bed when somebody knocked at the door.

1. A customer had hardly entered the shop when a shop-assistant came up to him. 2. I had scarcely looked at the girl when I recognized her. 3. We had hardly gone out of the department store when it was closed for a break. 4. Helen had scarcely tried on a new dress when she decided to buy it.

IV. Choose the correct form of the verb:

1. I (did, had done) shopping by 3 o'clock yesterday. 2. He (had received, received) the telegram by that time. 3. My brother (tried on, had tried on) the raincoat before he (bought, had bought) it. 4. They (went, had gone) window-shopping yesterday. 5. We (bought, had bought) vegetables before our mother (had come, came) home.

V. Put the Infinitives in brackets in the necessary tense-form:

1. She said that she (to buy) new high-heeled shoes. 2. My sister asked whether I (to go) shopping on Friday. 3. My friend said that she (to like, not) to go window-shopping. 4. My aunt told me that she (to go) to the supermarket tomorrow. 5. My mother told me that she (to go) to the jeweller's and (to buy) a present for me. 6. We discovered that we (to spend) all the money.

VI. Say what you (your family; your friend) had done by 3 o'clock yesterday (by that time, by the evening, by the end of month, before noon, etc.)

VII. Change direct speech into indirect one:

1. Paul said, "I met her at the department store". 2. Alice said, "I went shopping yesterday". 3. Peter said,

"I saw them in Bristol". 4. The girl said, "I have already tried on this dress". 5. John said, "I lived in Liverpool at that time". 6. She said, "This skirt didn't fit me well". 7. His aunt said, "I was at home at that time". 8. She said, "I bought a nice cardigan for my husband". 9. He said, "I put on my raincoat and took my umbrella because the weather was rainy".

VIII. Make the following sentences passive:

1. They had delivered a lot of new goods to the self-service shop. 2. She had promised to me the book before it appeared on sale. 3. Someone else had asked for the shop-assistant just before you came here. 4. He had spent all the money by that time. 5. We had bought all necessary goods before noon.

IX. Translate into English:

1. Ми придбали багато товарів у магазині. 2. До 12 години моя сестра встигла побувати в універсамі та гастрономі. 3. Чи є спортивні куртки в продажу? 4. Можу я це поміряти? Ця сукня якраз на мене. І вона мені личить. 5. Вас обслуговують? — Ще ні. — Чим я можу бути корисний? 6. Допоможіть мені підібрати що-небудь до моєї спідниці. 7. Ми повернулися додому до того, як почався дощ. 8. Вона сказала, що придбала срібний ланцюжок. 9. Щойно я ввійшла до магазину, до мене підійшов продавець. 10. Мері сказала, що ця блузка мені личить.

COMMUNICATIVE SITUATIONS

1. You want to have a party and need some fruit and vegetables. Act out the conversation, asking the grocer for the things you need.

2. You have bought a lot of things at the shop. Tell your friend what you have bought and what the price was.

3. You want to buy things, but you have no time. Ask your friend to buy them for you.

LESSON 13

MAN AND ENVIRONMENT

EXERCISES

I. Read and memorize the following words:

ecology [i'kɒlədʒɪ] екологія

e.g. Ecology is a common problem for all mankind.

environment [in'vaɪə(ə)nmənt] навколишнє середовище

protection [prə'tekʃ(ə)n] захист

e.g. Environmental protection occupies an important place in everybody's life.

waste [weɪst] відходи

e.g. Much dangerous waste goes into the air.

pollution [pə'lu:ʃ(ə)n] забруднення

e.g. There are several kinds of pollution.

victim ['vɪktɪm] жертва

e.g. Flora and fauna are victims of pollution.

damage ['dæmɪdʒ] шкода, пошкодження

e.g. Oil pollution caused great damage to beaches and wildlife.

surface ['sɜ:fɪs] поверхня

e.g. You can find surface pollution everywhere.

(to) poison ['pɔɪzn] отруювати

e.g. Rivers that are so beautiful and full of fish are poisoned.

chimney ['tʃɪmni] димар, димохід

e.g. My chimney doesn't throw much dust into the air.

(to) remove [rɪ'mu:v] виводити, викидати

e.g. Electric filters remove extensively most of the dust.

threat [θret] загроза

e.g. The threat of war still exists.

measures ['meʒəz] заходи

e.g. People should take measures.

(to) depend (on) [dɪ'pend] залежати (від)

e.g. A lot depends on us.

(to) withdraw [wɪð'drɔ:] забирати

e.g. Prehistoric man withdrew from the atmosphere only the oxygen.

(to) alter ['ɔ:lɜ:] змінювати

e.g. Plastics, herbicides and numerous industrial materials alter the biosphere.

(to) consume [kən'sju:m] споживати

e.g. Modern man consumes a far greater amount of oxygen.

purification [ˌpjʊərɪfɪ'keɪʃn] очищення

e.g. A few years ago we built a big water purification plant.

II. Learn the following word-combinations:

(to) use filter	використовувати фільтр
sulphur dioxide	двоокис сірки
environment protection	захист навколишнього середовища
purifying installations	очищувальні пристрої
marine life	життя на дні моря
stinking black mess	смердюче чорне місиво
(to) assume global proportions	набувати глобальних розмірів
(to) keep the water clean	зберігати воду чистою
(to) raise voice in defence of nature	виступати (підносити голос) на захист природи

III. Make up sentences:

All people	should ought	raise their voices in defence of nature pay attention to the question of nature conservation
We	must shall	join the efforts to protect the nature save the land, the seas, the oceans
They	will	build the most perfect purification plants choose life before it's too late protect rare and vanishing animals species

IV. Fill in the blanks with the necessary words in brackets:

1. Ecology is a ... common for all mankind. (problem, question, point, object) 2. All people actively ... in international cooperation on the protection of the natural habitat. (participate, take part, concern) 3. Environmental problems ... their relatively short history, have already

been an object of a number of international discussions. (despite, in spite of, notwithstanding) 4. They have done a great deal of ... to man and they are still doing so for profit and gain. (harm, hurt, damage) 5. They ... about mineral resources, flowing rivers, forests, meadows and fields. (have a talk, speak, say, tell)

V. Make up questions and let your fellow-students answer them:

Do	people catch fish in the rivers or lakes near your house?
	environmental protection occupy an important place in everybody's life?
Does	the resources demand rational use?
	industrial waste influence people's health?
	all people going in defence of nature?
	the air like in the place you live?
What is	the biosphere affected by?
What are	at present being done to solve the problem?

VI. Complete the following sentences:

1. Environmental protection occupies 2. All people would raise their voices 3. What are people doing in defence 4. We must move chemical enterprises beyond 5. Industrial waste influences people's

VII. Translate into English:

У перекладі з англійської мови «грінпіс» означає «зелений мир». «Грінпіс» — міжнародна організація захисників навколишнього середовища. Ця організація виникла на початку 70-х років XX століття. Сьогодні до цієї організації належить близько 2 мільйонів чоловік із 15 країн. Міжнародна штаб-квартира організації розташована в Лондоні. Організація має своїх представників у багатьох країнах.

VIII. Give synonyms to words in bold type:

1. A **number** of measures must be taken to stop air and water pollution. 2. Prehistoric man **withdrew** from the biosphere only the oxygen required for respiration. 3. **Des-**

pite drastic anti-pollution measures taken by the government the ecological situation remains serious. 4. Industrial waste **influences** people's health. 5. Little has been done **to check** environmental pollution.

IX. Read and dramatize the following dialogues:

- A: Is the Mediterranean actually dying from pollution?
B: Yes, it is, I would say. If pollution continues at its present pace I think that the northern half will be almost dead in 10 years. It would take only 15 years for the whole Mediterranean to become dead as far as marine life is concerned.
A: Under the best conditions, how long would it take the Mediterranean waters to be renewed?
B: If you stop all pollution of the Mediterranean now, it would still take about 100 years for the sea to become clean.
A: Is the Mediterranean polluted everywhere?
B: Not exactly, because there are several kinds of pollution. Surface pollution, mainly from petroleum product, you find everywhere. Then there is the vast human and industrial pollution generated by the densely populated coasts.
A: Is anything being done about water pollution?
B: There is not much that can be done.

* * *

- B: I've seen that your chimneys don't throw much dust into the air.
A: Well, we do use electric filters extensively to remove most of the dust.
B: Is there much sulphur dioxide in the smoke?
A: The trouble is that some of our coal contains a lot of sulphur, and there is no effective and economic technology for removing SO_2 anywhere in the world yet. We tried several wet and dry cleaning techniques, but still too much SO_2 left.
B: So you could only make your chimneys higher.
A: Yes, that's the only thing to do at present. Then the toxic gases are at least dispersed over a wider area.

* * *

- B:* What do you do to keep the water in your rivers clean? You know that many rivers are now natural sewers rather than water sources. The companies do not care too much about keeping them clean. It costs them too much money.
- A:* Well, our government passed an environmental protection law, and there is even a minister for this field. It takes a long time to fight pollution effectively in the face of growing industrialization, but we have been successful in some fields. Of course, it costs a lot of money.

X. Make up a dialogue:

- A:* Say that the traffic on our roads has increased considerably during the past ten years.
- B:* Answer that a lot of people have private cars now and move about more easily. Add that at the same time air pollution especially in the older cities and towns with their narrow streets has increased.
- A:* Reply that he visited several cities in Western countries and that air pollution is much worse there.
- B:* Answer that this is certainly true but a lot of people in Ukraine do criticize increasing air pollution. Add that it is a big problem and that it can only be solved step by step because it is very complex and costs a lot of money.
- A:* Ask what is at present being done to solve the problem.
- B:* Tell him that there are regular checks on air pollution in the big towns, that manufacturers try to make better engines for cars, lorries, buses.
- A:* Suggest that improving the car engines is important, but that there are also other ways for solving the pollution problem. Add that modern city planning and building wider roads could also be a great help.
- B:* Tell him that he is right and that more trams in the cities might be helpful and that fewer cars should be permitted to enter cities and park there.
- A:* Say that trams and electric trains do not emit any exhaust gases and that in the future possibly electric pri-

vate cars with batteries might be used for city transport.

B: Say you've read that such projects are under way in a few countries and that you think electric private cars might be very useful in keeping the air clean in cities.

XI. Make up your own dialogues using the following word-combinations:

waste, waste water, to continue pollution, to throw much dust into the air, electric filters, environmental protection, withdraw from the atmosphere, to influence people's health, to take measures, to move beyond the city, purifying installations.

XII. Read and retell the text as if you were a representative of an international organization Greenpeace:

MAN AND BIOSPHERE

Interrelations between man and the biosphere are of a fairly complex nature. Man, like every other living organism, depends for his life on what the biosphere provides: water, oxygen, food and shelter. On the other hand, the biosphere is strongly affected by all sorts of human activity.

About 200 years ago man lived in greater harmony with his environment because industry was not developed. Pre-historic man withdrew from atmosphere only the oxygen he required for respiration. Today the situation is quite different. Modern man consumes a far greater amount of oxygen to support fires, power plants and chemical processes. The carbon dioxide produced by technological processes has greatly changed the carbon dioxide concentration in the atmosphere. The technology has introduced into the biosphere man-made radio-isotopes and a wide variety of synthetic materials such as plastics, insecticides, herbicides and numerous industrial materials. These substances and materials alter the biosphere.

The problem of the environmental crisis has recently assumed global proportions. Scientists say, that unless some radical steps are taken, life on our planet may be irrevocably damaged, if not destroyed altogether.

XIII. Read and ask questions on the text:

MAN PROTECTS HIS ENVIRONMENT

The Earth provides people with mineral resources, rivers and forests. The resources demand rational use. But very often a man can not cope with this task. As a result nature and people suffer. Such vital sources of life as air, water, minerals, fauna and flora are being wasted and destroyed. Some animal species and plants have become extinct. When this happens the Red Fish die in the lakes, rivers and seas, while trees die in the forests.

The Earth is our home. We must take care of our home. The protection of nature has become one of the real problems of the 20th century. More and more people in all countries are raising their voices in defence of nature.

Concern about the preservation of the environment and its protection from pollution as well as concern about our limited natural resources has given rise to a powerful movement throughout the world. This movement is called *environmentalism* from the English word *environment*.

Everybody knows that the Baikal is being saved, not only by the Russian people but also by foreigners and by an international organization *Greenpeace*.

XIV. Read and translate the text:

THE ENVIRONMENTAL PROBLEMS OF THE WESTERN NATIONS

Western Europe has the same basic environmental problems, but they take different forms in each country.

Already if you catch a fish in the Seine near Paris it may be blind and without scales, a victim of pollution. In the Rhine you will catch no fish at all.

The Mediterranean is actually dying from pollution.

It is fair to say, that a considerable effort has been made in Britain with regard to Thames. By 1949 it was being described as a stinking black mess with no fish and almost no oxygen. There was an outcry and something had to be done. Legislation stopped the flow of industrial waste into the river, and nearly all the sewage is treated before it gets to water. Fish have come back and one salmon has been caught.

One of Britain's environmental successes has been the control of air pollution especially in London. Thirty years ago hundreds of people died every year from the dreadful London smogs. Since then London and many other cities have become smokeless zones, areas where no coal fires are allowed. But now the increase in traffic is threatening serious air pollution problems in cities once again.

The most common form of air pollution comes from cigarette smoke which pollutes many public places like cinemas, pubs, and restaurants.

Traffic and aircraft can cause serious noise pollution.

Friends of the Earth suggest that the bicycle is the best way to travel because it's cheap, quiet and a good form of exercise.

XV. Learn the poem by heart:

FIRE AND ICE

Robert Frost

Some say the world will end in fire

Some say in ice

From what I've tasted of desire

I hold with those who favor fire.

But if I had to perish twice

I think I know enough of fate

To say that for destruction ice

Is also great and would suffice.

THE FUTURE PERFECT TENSE

GRAMMAR EXERCISES

I. Find the sentences in the Future Perfect Tense:

1. I shall have read the article about the protection of nature in Ukraine by this time tomorrow. 2. Air that used to be so clean and fresh is polluted. 3. Will she have given the final answer before he returns? 4. By six o'clock she will have made a report *A Man and Environment*. 5. More and more people in all countries are raising their voices in defence of nature. 6. We must pay great attention to the question of nature conservation. 7. We shall have spent

much money for building new purification plants by that time.

II. Translate into Ukrainian:

1. Will they have caught fish in the lake by seven o'clock?
2. We shall have read many articles about our atmosphere by the end of this term.
3. They haven't reached the bottom of the sea yet, but they will have reached it before dark.
4. I haven't translated all the sentences concerning the topic *Wild Animals* yet, but I shall have translated them before the bell rings.
5. She hasn't given the final answer yet, but she will have given it before you return.
6. They haven't taken measures yet, but they'll have taken them by the end of a month.
7. He hasn't answered all the questions about our deserts yet, but he will have answered them by the end of the lesson.
8. Will you have finished your talk about flora and fauna by 2 o'clock?

III. Translate into English:

1. Я ще не написала твору на тему «Флора і фауна — жертви забруднення», але я напишу його до того, як Ви приїдете.
2. Вона завершила свою доповідь «Захист навколишнього середовища посідає важливе місце в житті кожного» до 1 вересня.
3. Ми побудуємо багато очисних споруд до кінця наступного року.
4. Вони прочитають до кінця року три книжки англійською мовою про найбільші ріки та озера.
5. Звичайно, до 10 години вона закінчить свою доповідь про флору та фауну України.

COMMUNICATIVE SITUATIONS

1. Make a report in your class *Nuclear energy and the environment*.
2. You are the director of the Artificial Fibre Plant. A representative from *Greenpeace* has come to you and is trying to persuade you to close some shops.
3. Discuss the theme *Man — a master of nature or a part of it?*
4. Make a speech on nature protection *What should people do to protect nature?*

LESSON 14

MEALS

EXERCISES

1. Read and memorize the following words:

breakfast ['brekfəst] сніданок

e.g. Laugh before breakfast you'll cry before supper.

lunch [lʌntʃ] другий сніданок

e.g. I had my lunch at 12 o'clock.

dinner ['dɪnə] обід

supper ['sʌpə] вечеря

e.g. After dinner sleep a while, after supper walk a mile.

snack-bar ['snækbɑ:] закусьна, буфет

e.g. There's a nice snack-bar round the corner.

canteen [kæn'ti:n] їдальня

café ['kæfeɪ] кафе

e.g. Let's have dinner at a café.

restaurant ['rest(ə)rɔ:nt] ресторан

e.g. Roger used to dine at Chinese restaurants.

waiter ['weɪtə] офіціант

e.g. The waiter served food quickly.

waitress ['weɪtrɪs] офіціантка

e.g. His niece is a waitress.

glass [glɑ:s] склянка

cup [kʌp] чашка

saucer ['sɔ:sə] блюдце

knife [naɪf] ніж

spoon [spu:n] ложка

e.g. There are some kinds of spoons: tea-spoon, soup-spoon, desert-spoon.

fork [fɔ:k] виделка

plate [pleɪt] тарілка

potatoe [pə'tetəu] картопля

e.g. May I have some more potatoes.

beetroot ['bi:tru:t] буряк

carrot ['kærət] морква

cucumber ['kju:kəmbə] огірок

cabbage ['kæbɪdʒ] капуста

onion ['ʌnjən] цибуля

tomato [tə'mɑ:tou] томат, помідор
vegetable ['vedʒ(ɪ)təbl] овочі
e.g. Help yourself to this vegetable dish.
apple [æpl] яблуко
cherry ['tʃerɪ] вишня, черешня
fruit [fru:t] фрукти
e.g. Do you eat much fruit?
grapes [greɪps] виноград
lemon ['lemən] лимон
orange ['ɔrɪndʒ] апельсин
pear [pɛə] груша
tangerine [ˌtæn(d)ʒə'ri:n] мандарин
water melon ['wɔ:tə ,melən] кавун
butter ['bʌtə] масло (*вершкове*)
bread [bred] хліб
cheese [tʃi:z] сир (*твердий*)
corn-flakes ['kɔ:nfleɪks] кукурудзяні пластівці
cream [kri:m] вершки, крем
sour cream ['sauə 'kri:m] сметана
egg [eg] яйце
bacon ['beɪkən] бекон
sausage ['sɔsɪdʒ] сосиска, ковбаса
toast [təʊst] грінка (*підсмажений шматок хліба*)
meat [mi:t] м'ясо
beefsteak ['bi:fsteɪk] біфштекс
broth [brɒθ] бульйон
chicken ['tʃɪkɪn] курча, курятина
chop [tʃɒp] котлета
fish [fɪʃ] риба
ham [hæm] шинка
salad ['sæləd] салат
sandwich ['sænwɪdʒ] бутерброд
herring ['herɪŋ] оселедець
porridge ['pɒrɪdʒ] (вівсяна) каша
soup [su:p] суп
pepper ['pepə] перець
salt [sɔ:lt] сіль
sweet [swi:t] цукерка
cake [keɪk] тістечко
beer [bɪə] пиво
champagne [ʃæm'peɪn] шампанське

whisky ['wiski] віскі
gin [dʒin] джін
coffee ['kɒfi] кава
juice [dʒu:s] сік
tea [ti:] чай

II. Learn the following word-combinations:

to have breakfast (dinner, supper) снідати (обідати, вечеряти)

a piece of cake шматок торта

a slice of bread скибка хліба

a lump of sugar грудка цукру

help yourself to ... пригощайтесь ...

May I treat you to ... ? Можна вас пригостити ... ?

III. Make up sentences:

I'll have my dinner at	a café
	a restaurant
	a canteen
I'd like to have	some soup
	a beefsteak with vegetables
	some cakes

IV. Fill in the blanks with the necessary words in brackets:

1. Help yourself to ... (plate, cup, cherries) 2. Thank you, just ... (some, a little, small) 3. Usually I have ... for breakfast. (a cup of tea, gin, soup) 4. Pass me ..., please. (salt, table cloth, dinner) 5. Would you like a glass of ... ? (wine, whisky, beer)

V. Make up questions and let your fellow-students answer them:

What	shall we have	for	breakfast?
	would you like		lunch?
			dinner?
			supper?
Could you	give me		salt?
	treat me to		pepper?
	pass me		a piece of cake?

VI. Complete the following sentences:

1. May I treat you to some ...
2. Could you pass me ...
3. Help yourself to ...
4. I'll have my dinner at ...
5. I'd like to have ...

VII. Translate into English:

1. Де Ви обідатимете?
2. Я обідатиму в ресторані.
3. Мені хотілося б узяти бульйон, біфштекс з овочами, салат і каву.
4. Передайте мені, будь ласка, сіль.
5. Чи можна Вам запропонувати пива?

VIII. Give synonyms to the words in bold type:

1. What is your favourite vegetable **dish**?
2. **Help** yourself to some soup.
3. May I **offer** you a cup of coffee?
4. I'll **have** some champagne.
5. I don't like **fried potatoes**.

IX. Read and dramatize the following dialogues:

Mike: What shall we have for dinner?

Kate: Choose yourself, please.

Mike: O.K. We'll have some salad, clear soup, pork chops and coffee.

Kate: I'd like to add a piece of cake if you don't mind.

* * *

Ann: What do you usually have for breakfast?

Pete: I never want any breakfast. Just a cup of tea and a piece of toast. And you?

Ann: I don't eat much either. Just some corn-flakes, an egg and coffee, and toast with jam and butter.

Pete: Oh, I'd call it a huge breakfast! Looking at you one wouldn't say you eat so much.

* * *

John: May I offer you a cup of tea, Mary?

Mary: Oh, yes, thank you.

John: What would you like for dessert?

Mary: Pass me some ice-cream with jam and a piece of cake, please.

* * *

Neil: Would you like a glass of wine?

Suzy: I'll better have something else.

Neil: What will you drink then?

Suzy: Orange juice or a bottle of mineral water.

Neil: And I'll have some beer, it's too hot today.

X. Complete the following dialogues:

A: What would you like to have for dinner?

B: ...

A: Treat yourself to some salad, please.

B: ...

A: What will you drink?

B: ...

XI. Make up your own dialogue using the following word-combinations:

to have for dinner ..., we'll have some ..., I'd like to have ..., may I treat you to ..., would you like ..., could you pass me ..., help yourself to ...

XII. Read, translate and retell the text:

MEALS IN BRITAIN

The names of meals in Great Britain are: breakfast, lunch, dinner and supper. Breakfast in the morning may be corn-flakes, taken with milk and sugar, bacon or ham with or without eggs, or some kind of fish. Toast of bread and butter with marmalade and a cup of tea or coffee is also a popular breakfast.

Some people just have toast, butter and cheese with tea or coffee for breakfast. English people usually drink tea with milk and this tea is called "English tea".

In the middle of the day people have different meals. It depends on their jobs and wages. It also depends on what part of the country they live in. People in the north have different tastes from those in the South. Their main cooked meal, whether it's at midday or in the evening, is called dinner. Those who have their dinner in the middle of the day have supper in the evening. Those who have dinner in the evening, have lunch in the middle of the day.

For dinner there's always a main dish, consisting usually of meat or fish with potatoes and cooked vegetables.

Lunch or supper is a lighter meal. Many families living in the north eat something like bread and butter with perhaps fried eggs or fried fish and tea in the evening.

THE PRESENT PERFECT CONTINUOUS TENSE

GRAMMAR EXERCISES

I. Find the sentences in the Present Perfect Continuous Tense:

1. Let's have our dinner in this restaurant. 2. I have been cutting a beetroot into tiny bits since she came here. 3. Cabbage is the last things to go into the beetroot soup. 4. Such condiments as garlic, pepper and mustard are usually added later on, while eating, to suit one's taste. 5. My mother has been cooking dinner for two hours. 6. We usually have some sausage, meat, eggs, butter, bottled milk and tinned fish in the refrigerator. 7. She has been cooking supper for one hour, hasn't she? 8. I have been choosing apples, pears, plums, grapes and oranges for more than 20 minutes. 9. She has been having breakfast for 10 minutes.

II. Make the sentences interrogative and negative:

1. We have been cooking dinner since 11 o'clock. 2. My sister has been working at this café for seven years. 3. They have been talking about English meals for half an hour already. 4. Helen has been cooking Ukrainian beetroot soup since 12 o'clock. 5. I have been boiling some mutton for an hour already. 6. We have been studying about traditional English dishes and meals for several months.

III. Translate into Ukrainian:

1. I haven't been eating for three hours. 2. My mother has been cooking breakfast for some minutes. 3. She has been cooking beetroot soup since I came home. 4. What has been boiling in that big saucepan since morning?

5. How long has she been cooking breakfast? 6. Alice has not been cooking dinner since her mother went to the market. 7. My mother has been working at that restaurant since 1990. 8. My friend and I have been discussing the menu for 15 minutes. 9. We have been choosing dishes and drinks at restaurant for several minutes.

IV. Make up sentences using either Past Continuous or Present Perfect Continuous:

She	has been	for an hour.
Mary	cooking dinner	for several hours.
My sister		for an hour before you came.
I	was cooking	at that time.
Alice	chips and chops	when he came in.
Jane		
My mother	has been boiling	since I went to the market.
Helen	some beef	for an hour and a half.
Jane		since I came home.

V. Put the Infinitives in brackets in Present Perfect Continuous Tense:

1. She (choose) some dairy products: butter, cheese, milk and cream for 20 minutes. 2. My mother (read) a cookbook for a month. 3. At the bakery department I (buy): white and brown bread, buns, rolls and rings for 10 minutes. 4. At the market my mother (choose) potatoes, carrots, beetroots, onion, tomatoes, cucumbers and cabbage for an hour. 5. Meat and fowl (boil) for two hours. 6. We (talk) about fruits which are sold at the greengrocery shop for 15 minutes.

VI. Complete the following sentences:

1. I have been boiling some pork 2. She has been pouring tomato juice 3. My sister has been frying onions 4. I have been making some chops 5. My grandmother has been buying some lemons, oranges 6. My younger sister has been having breakfast 7. I have been translating this article about English meals

VII. Answer the following questions according to the model:

Model: How long have you been laying a table?

— I have been laying a table for twenty minutes.

1. How long has your mother been cooking dinner? (for two hours) 2. How long have you been boiling pork and beef? (for three hours) 3. How long haven't you been to this restaurant? (for five years). 4. How long haven't you been drinking orange juice? (for a week) 5. How long haven't you been eating pork chops and roast beef? (for a month) 6. How long haven't you been eating strawberry ice-cream? (for a week) 7. How long have you been reading that cook-book in English? (since June) 8. How long have you been cooking fish and chips? (since 2 o'clock)

VIII. Translate into English:

1. Де Мери? — Мери на кухні. Вона вже дві години готує обід. 2. Я вже півгодини шукаю рецепт тієї англійської страви в кулінарній книжці і ніяк не можу знайти. 3. Скільки років Ви працюєте в цій їдальні? — Я працюю в цій їдальні двадцять років. 4. Невже вона варить повидло з самого ранку? 5. Я не відвідую цього ресторану вже два роки. 6. Моя дочка не їсть шоколадних цукерок уже п'ять років. 7. Коли ви почали читати цей кулінарний довідник? Скільки розділів Ви вже прочитали? Скільки часу Ви читаєте його? 8. Моя сестра закінчила кулінарне училище шість років тому. З того часу вона працює кухарем у студентській їдальні.

COMMUNICATIVE SITUATIONS

1. You discuss with your friends the menu and choose dishes and drinks at a restaurant.

2. You want to arrange a birthday party and discuss with your wife (husband, mother) what to serve the guests.

3. You are treating your guests to the dishes that you have cooked yourself.

4. You describe your usual meals to your friend.

5. Your English friend tells you about traditional dishes and meals in Britain.

6. You are going on a picnic. What food will you take?

L E S S O N 15

AT THE DOCTOR'S

EXERCISES

I. Read and memorize the following words:

ill [ɪl] хворий

headache ['hedeɪk] головний біль

e.g. I have a splitting headache.

cough [kɒf] кашель

e.g. Mary is sick. She has a bad cough.

gown [gaʊn] халат

e.g. The doctor took her coat off and put on the white gown which she kept in her bag.

(to) examine [ɪg'zæmɪn] оглядати

e.g. The doctor examined the patient, felt his pulse, took his temperature and measured his blood pressure.

(to) strip [stri:p] роздягатися

e.g. The doctor asked the patient to strip to the waist.

pneumonia [nju:'mounjə] запалення легенів

investigation [ɪn'vestɪ'geɪʃn] обстеження

to cure [kjuə] лікувати

e.g. If you are sick, the doctor will cure you.

hospital ['hɒspɪtl] лікарня

e.g. When father fell ill, he went to the hospital.

prescription [prɪs'krɪpʃ(ə)n] рецепт

(to) prescribe [prɪs'kraɪb] приписувати (ліки)

e.g. The doctor prescribed me some medicine.

injection [ɪn'dʒekʃən] укол

gargle ['gɑ:gl] полоскання; полоскати

note [nəʊt] направлення (мед.)

X-ray ['eks'reɪ] рентгенівське випромінювання

chemist's ['kemɪsts] аптека

instructions [ɪn'strʌkʃ(ə)nz] порада

e.g. If you follow instructions you will feel better tomorrow.

policlinic [ˌpɒlɪ'klɪnɪk] поліклініка

check-up [ˌtʃek'ʌp] перевірка

influenza [ɪnflu'enzə]/**flu** [flu:] грип

couch [kaʊtʃ] кушетка

medicine ['medsɪn] ліки

(to) recover/to be on the mend одужувати

e.g. The doctor said my mother was on the mend (she was recovering).

stomach ['stʌmək] шлунок

pain [peɪn] біль (*гострий, раптовий*)

e.g. Did you ever have a pain from being burned?

ache [eɪk] 1. *n* біль (*тупий, тривалий*); 2. *v* боліти

e.g. The baby is sick. His stomach aches.

digestion [dɪ'dʒɛstʃ(ə)n] травлення

(to) hurt [hɜ:t] завдавати болю

improvement [ɪm'pru:vment] поліпшення

ambulance ['æmbjuləns] карета швидкої допомоги

(to) treat [tri:t] лікувати

treatment ['tri:tmənt] лікування

operation [ɔpə'reɪʃn] операція

tonsillitis [ˌtɒnsɪ'lʌɪtɪs] тонзиліт

tuberculosis [tju:bə:kju'ləʊsɪs] туберкульоз

cancer ['kænsə] рак

indigestion [ɪndɪ'dʒɛstʃ(ə)n] нетравлення шлунку

ulcer ['ʌlsə] виразка

stroke [strəʊk] раптовий приступ; удар

burn [bɜ:n] опік

metabolism [me'tæbəlɪzəm] обмін речовин

bruise [bru:z] гематома, синець

physician [fɪ'zɪʃən] лікар

therapist [θerə'pi:tɪst] терапевт

pediatrician [pi:diə'trɪʃ(ə)n] педіатр

surgeon ['sɜ:dʒ(ə)n] хірург

psychiatrist [saɪ'kaɪətrɪst] психіатр

gynaecologist [ˌɡaɪnɪ'kɒlədʒɪst] гінеколог

oculist ['ɒkjulɪst] окуліст, офтальмолог

otolaryngologist ['ɒtələrɪŋ'ɡɒlədʒɪst] отоларинголог

nurse [nɜ:s] медсестра

e.g. The nurse takes care of sick people.

dentist ['dentɪst] стоматолог

e.g. The man is a dentist. He fixes teeth.

(to) extract (pull out, take out) виривати

(to) complain [kəm'pleɪn] скаржитися

e.g. What are you complaining of?

pills [pɪlz] пілюлі

drops [drɒps] краплі

tablets ['tæblɪts] таблетки

II. Learn the following word-combinations:

(to) fall ill	захворіти
(to) be ill	хворіти
(to) take one's temperature	міряти температуру
(to) measure one's blood pressure	міряти кров'яний тиск
cough-mixture	мікстура від кашлю
mustard plaster	гірчичник
hot-water bottle	грілка
blood examination	аналіз крові
patient's file	медична картка
(to) follow instructions	дотримуватися поради
consulting-room	кабінет лікаря
(to) consult a doctor	звертатися до лікаря
waiting-room	кімната чекання
first-aid measures	надання першої допомоги
(to) be on the mend	одужувати
(to recover)	
examination couch	кушетка для огляду
(to) catch (a) cold	застудитися
reception office	реєстратура
(to) make sure	переконатися
sick-leave	листок непрацездатності
medical post	медпункт
first aid	швидка допомога
blood transfusion	переливання крові
(to) admit to a hospital	покласти в лікарню
(to) lose consciousness	знепритомніти
(to) come round	опритомніти
maternity hospital	пологовий будинок
frost-bite	відморожене місце
a splitting headache	нестерпний головний біль
a terrible toothache	страшенний зубний біль
an awful ear-ache	страшенний біль у вусі
a stomach-ache	біль у шлунку
a pain in the back	біль у спині
(to) suffer from malaria/	хворіти на малярію/брон-
bronchitis the mumps/	хіт/свинку/запалення
pneumonia	легенів

III. Read the text and be ready to answer the questions:

When we have a headache, a stomach-ache, a sore throat, a cold, or a pain in some other part of the body, we call the doctor. He takes our temperature and feels our pulse. He examines our heart, our lungs, our stomach or pressure, the part of the body which hurts us, and tells us what the matter is with us. He says: "You have a slight temperature", "You have the flu", or "You have caught a cold", or "You have heart disease".

The doctor gives us a prescription and says: "I shall prescribe some medicine. You must take the prescription to the chemist and he will make up the medicine for you. Take the medicine twice a day before meals".

If we follow the doctor's instructions, we get better; if we disobey the doctor we may get worse, and even die. We must follow the doctor's instructions, if we want to get better. If we have a temperature, we must stay in bed and take the medicine he prescribes. If we cannot get better at home we must go to hospital.

If we need an operation, for example, if we have appendicitis, a surgeon performs the operation on us. If we are too ill we go to hospital in the ambulance. After our illness we can go to a sanatorium until we are strong again.

When we have toothache, we go to the dentist's. The dentist examines our teeth and asks: "Which tooth hurts you?" He says: "That tooth has a cavity. I must stop it, I must put in a filling". If the tooth is too bad, the dentist extracts it.

IV. Answer the following questions:

1. What do you do when you fall ill? 2. When do you send for the doctor? 3. What does the doctor do? 4. What do you feel when you have the flu? 5. Who operates on people? 6. Why must one follow the doctor's instructions? 7. Whom do you consult when you have a toothache (sore eyes, a sore throat, a broken leg, a burn, frost-bite)? 8. What do you buy at the chemist's? 9. What does a dentist do? 10. Which doctors and diseases do you know?

V. Fill in the blanks with the necessary words in brackets:

1. You must take two ... before each meal. (tablets, cough-mixture, gargle) 2. If you follow my ... you will feel better tomorrow. (physician, disease, instructions) 3. When you have a toothache you must consult ... (a nurse, a dentist, an oculist) 4. ... operates on people. (therapist, psychiatrist, surgeon) 5. The doctor put down everything she found into my mother's ... (note, patient's file, prescription)

VI. Act as an interpreter:

Surgeon: What's wrong with your arm, Mr Brown?
Браун: Коли я спускався сходами, я послизнувся і впав на праву руку. Піднімаючись, я відчув біль у руці. Боюся, що я її зламав.
Surgeon: You should've been careful. Now, let me examine your arm. Does it hurt here?
Браун: Так, дуже.
Surgeon: I think we'd better have it X-rayed. Miss Miles will take you to the X-ray room. (*Some minutes later*)
Miss Miles: Here are the pictures, Doctor.
Surgeon: (*to Mr Brown*): Be seated, please. (*After examining the pictures*). Unfortunately, it is a fracture. You will have to stay in the hospital for a couple of days.
Браун: Дуже шкода. Це означає, що я не зможу продовжити поїздку по країні зі своєю туристичною групою.
Surgeon: I'm afraid so.

VII. Translate the dialogue into English:

Ганна: Доброго ранку, лікарю!
Лікар: Доброго ранку. Ваше прізвище?
Ганна: Стельмах.
Лікар: Ось Ваша картка. Що з Вами?
Ганна: Мене морозить і, гадаю, в мене температура. Я погано спала цю ніч, але вранці поїхала

до коледжу. Після двох занять я змушена була піти — я почувала себе дуже погано.

Лікар: Давайте я огляну Вас, але спочатку зміряйте температуру. (*Подивившись на термометр*) Температура зависока. Відкрийте рот і скажіть «А-а».

Ганна: А-а-а.

Лікар: Гортань трохи запалена. Зніміть кофтину, я хочу Вас послухати. Вдихніть, тепер видихніть. Покашляйте. Достатньо. Скільки днів Ви кашляєте?

Ганна: Другий день.

Лікар: У Вас типова (typical) простуда. Треба полежати кілька днів у ліжку та попити ліки. Ось рецепт.

Ганна: Скільки разів на день приймати ліки?

Лікар: Три рази на день після їди. Попийте гарячий чай з молоком.

Ганна: Як Ви гадаєте, скільки часу мені доведеться пролежати в ліжку?

Лікар: Днів три-чотири. Я впевнений, що до кінця тижня Ви почуватимете себе добре.

Ганна: Дякую, лікарю.

Лікар: До побачення.

VIII. Complete the following dialogue:

Doctor: Good morning, Mr Thompson. What's the trouble?

Mr Thompson: ...

Doctor: Any pain?

Mr Thompson: ...

Doctor: Please, strip to the waist and lie down on the examination couch. I shall examine you.

Mr Thompson: ...

Doctor: Certainly, for a week or ten days. There's a prescription. Take a spoonful of this medicine three times a day.

Mr Thompson: ...

Doctor: Oh, don't mention it, please. Be sure to follow my instructions. Good-bye.

IX. Read and dramatize the following dialogues:

Patient: Doctor, I have a bad headache and I have no appetite.

Doctor: Show me your tongue. (*The patient opens his mouth and shows his tongue.*) Yes, you have nasty tongue. Have you a pain in your stomach?

Patient: Yes, doctor, sometimes; especially after meals. I have a temperature after meals, too.

Doctor: I must examine your stomach ... Does it hurt here?

Patient: No, not there.

Doctor: Here?

Patient: Oh, yes, it does here.

Doctor: You have digestion trouble, but it is not serious. I shall prescribe some tablets. You must take two before each meal. Do not eat any roast meat or any heavy food. Eat boiled vegetables and milk puddings. If you follow my instructions you will feel better tomorrow and in two or three days you will be quite well again.

* * *

Doctor: What's the matter?

Patient: I'm quite ill. I think I've got the flu (influenza).

Doctor: Very likely. What are your symptoms?

Patient: I feel very weak and dizzy. I have a cold in my head and a sore throat.

Doctor: What is your temperature?

Patient: I've been running a high temperature since yesterday. Today it is 37.9 (thirty-seven point nine).

Doctor: Please, strip to the waist, I must examine you. Your throat is inflamed.

Patient: Tell me, doctor, is it very serious? I was down with the flu only last month.

Doctor: It will be serious if you don't follow my instructions. You've only caught a cold. You have to lie down immediately. I'll prescribe you some medicine and ask you to gargle.

Patient: Shall I have to stay in bed long?

Doctor: No, I think you'll recover in a few days. Please take this note to the reception office in the polyclinic this week. You'll have your chest X-rayed and your blood examined to make sure that everything is all right.

Patient: How shall I take the medicine?

Doctor: Gargle as often as you can and take a tablespoonful of the medicine three times a day. Shake up the bottle before use.

Patient: Thank you ever so much, doctor.

X. Translate the dialogues into English:

- Що з Вашою дитиною? Вона захворіла?
- Боюсь, що так. Їй поміряли температуру в школі і відіслали додому.
- Вона скаржиться на що-небудь?
- Так, вона каже, що в неї болить горло.
- О, вона швидко одужає. Ці ліки допоможуть їй за два-три дні.

* * *

- На що Ви скаржитесьь?
- Мабуть, я дуже перевтомився останнім часом і зараз страждаю від головного болю. Крім того, я дуже погано сплю.
- А Ви міряли температуру?
- Так, вона нормальна.
- Дозвольте Вас оглянути. Вам потрібно побути вдома. Я дам Вам листок непрацездатності на три дні і пропишу ліки. Ось, будь ласка.

XI. Ask questions on the text and retell it:

My mother suddenly fell ill (was suddenly taken ill). She was feverish and felt very bad.

She had a splitting headache and a terrible cough. We telephoned for doctor Ivanenko, our district doctor. Doctor came, took her coat off and put on the white gown which she kept in her bag. The doctor asked mother to strip to the waist, examined her, felt her pulse, took her temperature, and measured her blood pressure.

The doctor said it might be pneumonia and told mother she must go to the hospital for an examination. But

mother wouldn't hear of it. So doctor Ivanenko prescribed her some injections, a gargle, a cough-mixture, tablets, mustard plasters and a hot-water bottle at her feet.

Next doctor Ivanenko wrote a note for an X-ray and blood examination. The doctor put down everything she found in my mother's patient's file.

The prescription which the doctor left was made up at the chemist's (at a chemist's shop).

We followed the doctor's instructions and in two weeks mother felt much better. I took her to the polyclinic for a check-up.

Mother went to doctor Ivanenko's consulting-room while I remained in the waiting-room. Soon mother came out. The doctor said she was on the mend. (She was recovering.)

THE PAST PERFECT CONTINUOUS TENSE

GRAMMAR EXERCISES

I. Find the sentences in the Past Perfect Continuous Tense:

1. He had been working as a doctor there for seven years by that time. 2. Have you been to the doctor? 3. A doctor had been checking his patient's blood pressure for three minutes when she came. 4. Do you feel pain anywhere? 5. If you are not any better in two days, keep in bed and send for the doctor. 6. My sister had been working at the hospital for six months before she left. 7. I had been taking that medicine a tablespoonful three times a day by the end of January.

II. Make the following sentences negative:

1. We knew that he had been working as an oculist for a long time. 2. My granny said that she had been taking some pills and drops all the morning. 3. The girl answered that she had been taking some tablets all the week. 4. The doctor noticed that she had been behaving strangely. 5. My brother said that he had been gargling his throat all the morning. 6. Jane replied that she had only been at the hospital for three days. 7. The dentist said that he had

been pulling out a wisdom tooth. 8. The boy explained that he had been taking that medicine from a headache for a long time.

III. Make the following sentences interrogative:

1. I had been waiting for a physician for half an hour when you came. 2. I had been taking my temperature for ten minutes when the ambulance car arrived. 3. He had been working in the laboratory for three years when he was dismissed. 4. He had been having a stomach-ache for two days before he was operated upon for appendicitis.

IV. Choose the correct form of the verb:

1. I (had been waiting, waited) for those pills and drops for two hours before they were ready. 2. They (had been waiting, have waited) for an ambulance car for ten minutes before it arrived. 3. My son (had been taking, has taken) some medicine from cold before breakfast. 4. Pete (had been looking for, has been looking for) a chemist's for a long time before he saw a building. 5. A surgeon felt tired because he (had been working, worked) hard all day. 6. A chemist (had been making, made) a medicine for an hour before it was ready. 7. His father (had been working, worked) at this hospital for 25 years before he retired.

V. Refer the following sentences to the Past:

1. She has been waiting for a doctor for more than an hour. 2. He has been working as a doctor for seven years. 3. The doctor has been examining the patients for an hour. 4. She has been working as a medical nurse since 1985. 5. You have been cleaning your teeth since childhood. 6. The doctor has been taking out a tooth for two minutes.

VI. Translate into Ukrainian:

1. You had been waiting for a dentist for twenty minutes by that time. 2. A dentist had been taking out the nerve for two minutes when a medical nurse came. 3. We have been taking our temperature for ten minutes when our mother came. 4. He said he had been taking that medi-

cine for a week. 5. He wrote that he had been studying at the medical institute since 1991. 6. I said that I had been staying in bed all day.

VII. Answer the following questions according to the model:

Model: How long had she been following the diet before she got better?

— She had been following the diet for several days before she got better.

1. How long had she been preparing a consulting-room before the patients appeared? 2. How long had she been making those powders when I entered the chemist's? 3. How long had not the doctor been consulting you before you met him again? 4. How long had Mary been acting like a regular doctor since her brother got ill? 5. How long had you been taking the medicine before the doctor came? 6. How long you been having a high temperature before it changed for better?

VIII. Translate into English:

1. Вони готували ці ліки 45 хвилин перш ніж усе було готово. 2. Лікар виписувала рецепти впродовж п'яти хвилин до того, як я прийшов. 3. Ми шукали аптеку майже 20 хвилин перш ніж знайшли її. 4. Я читала медичну енциклопедію протягом кількох хвилин перш ніж знайшла потрібну інформацію. 5. Мій син не чекав ще й п'ятнадцяти хвилин, коли прийшов лікар. 6. Лікарі працювали над цією проблемою три роки до того, як вони поїхали на всесвітню наукову конференцію.

COMMUNICATIVE SITUATIONS

1. You complain to the doctor of the illness you have.
2. You come to see your sick friend.
3. You are examined by the doctor who gives you necessary instructions.
4. You come to a chemist's to get some medicine made up for you.
5. You are in a tour in Great Britain. One of the Ukrainian tourists has caught cold. A doctor is called and you have to act as an interpreter.

6. You are in a tour in the USA. One of the tourists from Ukraine has broken his arm. You take him to the surgeon's and act as an interpreter.

LESSON 16

THEATRE

EXERCISES

I. Read and memorize the following words:

theatre ['θi:tə] театр

e.g. I like to go to the theatre.

applause [ə'plɔ:z] оплески

(to) applaud [ə'plɔ:d] аплодувати

curtain [kə:tn] завеса

e.g. When curtain fell the house burst into applause.

circus ['sə:kəs] цирк

e.g. The children went to the circus. They saw the elephants and the clowns there.

performance [pə'fɔ:məns]/**show** [ʃou] вистава

matinee ['mæti:nei] ранкова вистава

play [pleɪ] п'єса

ballet ['bæleɪ] балет

e.g. The ballet seemed to me a fairy-tale.

ticket ['tɪkɪt] квиток

e.g. We paid money for the ticket.

spare ['spɛə] зайвий

e.g. Have you a spare ticket?

gangway ['gæŋweɪ] прохід

stalls (U.K.) [stɔ:lz]/**orchestra** (U.S.) ['ɔ:kɪstrə]
партер

box [bɒks] ложа

circle [sə:kl] ярус

dress-circle [dres'sə:kl] бельетаж

e.g. How much are the seats in the dress-circle?

gallery ['gæləri] галерка

pit [pɪt] амфітеатр

cloak-room ['kloukrum] гардероб

actor ['æktə] актор

act [ækt] дія, акт
e.g. Running, singing and all the things you do are acts.
amateur ['æmətə:] аматор
company ['kʌmpəni] труппа
cast [kɑ:st] склад дійових осіб
e.g. Do you know the cast in this play?
role [roul] роль
e.g. Who is in the leading role?
stage [steɪdʒ] сцена (*у театрі*)
scene [si:n] сцена (*у виставі*)
production [prə'dʌkʃn] постановка
composer [kəm'pəʊzə] композитор
conductor [kən'dʌktə] диригент
overture ['ouvətʃuə] муз. увертюра
e.g. The conductor appeared and the overture began.
scenery ['si:nəri] декорації
e.g. The scenery was beautiful.
interval ['ɪntəvəl] антракт
e.g. During the first interval we went to the refreshment room (buffet).
usher ['ʌʃə] білетер
program(me) ['prəʊgrəm] програма

II. Learn the following word-combinations:

theatre goer/fan	театрал, аматор театру
Opera/Play House	оперний/драматичний театр
the first night	прем'єра
variety show	естрадна вистава
(to) pick up a ticket	купити квиток з рук
touring company	гастрольна труппа
(to) play the leading (the title) role	грати провідну роль
(to) stage (to produce) a play	поставити п'єсу
stage manager/producer/ /director	режисер-постановник
artistic director	художній керівник
to check the coat (U.S)	залишати пальто в гардеробі
opera-glasses	театральний бінокль
theatre-guide/ /program(me)	театральна програмка

(to) be on the repertoire	бути в репертуарі
(to) be in the program(me)	бути у програмі
(to) sell out	продавати
(to) have a long (a short) run	йти давно (недавно)
the hit of the season	окраса сезону
music-hall	мюзик-хол

III. Fill in the blanks with the necessary words in brackets:

1. If you are fond of music you must go to the (cloak-room, Opera-House, box-office) 2. We bought in advance two ... for a matinee performance. (opera-glasses, theatre-programmes, tickets) 3. The musicians in the orchestra were tuning their (instruments, composers, conductors) 4. The ... are over at about eleven o'clock. (roles, tickets, performances) 5. When ... fell the house burst into applause. (theatre, curtain, balcony)

IV. Answer the questions. Begin your answers with: *I believe (suppose, guess); in my opinion; as for me; as far as I know (remember); as a matter of fact; frankly/strictly speaking:*

1. What theatre is considered the best in your town? 2. What kinds of plays are there on the repertoire? 3. Is the standard of its production high? 4. Is it possible to pick up a ticket at the entrance if you couldn't book it at the box-office? 5. Is there any difference in the price of tickets for morning or evening performances? 6. Which seats are most expensive? 7. Would you care to go to the Opera House or to the Play House? 8. Would you rather go to a symphony concert or to a music-hall show? 9. Do you mind having a seat on the balcony or in the gallery? 10. What plays by English or American playwrights have been staged in your town lately?

V. Translate into Ukrainian:

1. If you are fond of music you must go to the Opera House. 2. She likes to see both classic and modern plays. 3. Usually we book tickets beforehand. 4. When we came to the theatre we saw a sign at the entrance saying "House

Full". 5. Many people were standing at the entrance asking for a spare ticket. 6. When the curtain fell the house burst into applause. 7. The actor got many curtain calls and was presented with flowers.

VI. Make the following sentences interrogative:

1. The play begins at half past seven. 2. There are some people talking loudly in the theatre. 3. Some people smoked cigarettes in the cloak-room. 4. Nick is speaking quietly to Ann. 5. Ann and Nick will come home from the theatre before twelve o'clock. 6. There is a girl in a green dress on the stage. 7. Ann and Nick like to go to the theatre. 8. I met my friend in the interval.

VII. Translate into English:

1. Ви часто відвідуєте театр? 2. Вам сподобалася п'єса? 3. У цьому театрі ви можете побачити уславлених акторів. 4. Коли починається вистава? 5. Декорації тут дуже гарні. 6. Хто сьогодні грає? 7. Ось програмка (вистави).

VIII. Make the following sentences negative:

1. There is a chance of getting tickets to the theatre. 2. This play is a tragedy. 3. Our seats are in the sixth row of the stalls. 4. Those are very fine seats. 5. We shall have to show our tickets to the usher. 6. There are some people that smoke in the theatre. 7. Ann goes to the theatre every week. 8. We buy tickets to the theatre at the box-office. 9. They enjoyed the performance very much.

IX. Read and dramatize the following dialogues:

Pete: Have you an engagement for tonight, Ann?

Ann: I believe not.

Pete: Well, if you like we could go to the theatre tonight.

Ann: What theatre, and what are they showing there?

Pete: The Art Theatre. It's Sheridan's comedy "The School of Scandal".

Ann: Oh, yes. That sounds promising. I read a review about it in the paper the other day. According to it, it is quite amusing.

* * *

Peter: Have you got two seats for tomorrow's performance?
Booking clerk: The first or second performance?
Peter: I usually prefer the second.
Booking clerk: I've got a few stalls and two circle seats.
Peter: How much are the seats in the circle?
Booking clerk: Two and a half pounds each. I'll show you where they are on the plan. Here they are — in the middle of the second row.
Peter: I'll take those. What time does the second performance start?
Booking clerk: Eight, sir.

* * *

A: What are theatres like in London?
B: Theatres in London are very much the same as anywhere else.
A: Where are the best theatres in London?
B: The best theatres are in the West End.
A: What kinds of theatres are there in London?
B: There are opera, comedy, drama and musical comedy theatres.
A: When do performances start?
B: The performances start at eight o'clock.
A: When are they over?
B: The performances are over at about eleven o'clock.
A: What are the best seats there?
B: The best seats are in the stalls.
A: Where is the Royal Opera House in London?
B: The Royal Opera House is at Covent Garden.

X. Complete the following dialogues:

A: What is the play about?
B: ...
A: Is it worth seeing?
B: ...
A: Would you like to see it again?
B: ...

* * *

A: What's on at the theatres tonight? Let's have a look at the "Where to go" column in the newspaper.

B: ...

A: Oh, we have a wide choice. What theatre do you prefer?

B: ...

A: But I'm afraid we shan't get tickets.

B: ...

XI. Ask questions on the text and retell it:

AT THE THEATRE

I'll never forget my first visit to the Bolshoi Theatre when I was in Moscow.

My friend bought in advance two tickets for a matinee performance of the ballet "Swan Lake" by Chaikovsky. We arrived at the theatre long before the performance began, for there were three of us and we were one ticket short.

A notice on the box-office of the theatre said: "Sold out". So we stood at the entrance asking people as they were going in if they had a spare ticket. At last we bought a ticket from a man who had booked two seats but whose friend hadn't turned up. We left our coats in the cloak-room and I got a programme from the usher to see what the cast was.

When we arrived at the hall we saw many people walking down the gangway looking for their seats. The musicians in the orchestra were tuning their instruments. We found our seats, which were in the stalls, and went to look over the theatre. My friend showed me the boxes, the pit, the dress-circle, gallery and balconies. At twelve sharp the lights went out. The conductor appeared and the overture began.

After the overture the curtain went up. I was in raptures at what I saw on the stage. I had never seen anything more wonderful. The setting and the dancing were superb. The ballet seemed to me a fairy-tale. When the curtain fell the house burst into applause. I applauded (clapped) so much that my hands ached.

During the first interval we went to the refreshment room (buffet). When the last curtain fell cries of "encore" sounded all over the theatre. The dancers received call after call and were presented with large bouquets of flowers.

The performance was a great success. My first visit to the Bolshoi Theatre is one of the most pleasant memories I brought away from Moscow.

THE FUTURE PERFECT CONTINUOUS TENSE

GRAMMAR EXERCISES

I. Find the sentences with the Future Perfect Continuous Tense:

1. When they entered the theatre, they presented their tickets to usher and he directed them upstairs. 2. We shall have been asking for the seats in the stalls for us at the box-office when you come. 3. The sisters will have been discussing for a long time what kind of play to attend (a comedy or a drama), when mother returns. 4. He likes to sit nearer the screen. 5. I suggest our going to the theatre. It's a Chaikovsky programme, isn't it? 6. We shall visit the Opera House next Sunday.

II. Put the following sentences in the Future Perfect Continuous Tense:

1. I have been waiting for this play for more than a month. 2. We have been sitting in the stalls for several minutes. 3. I have been reading a programme for five minutes. 4. She hasn't been visiting the theatre for a long time. 5. We have been discussing what kind of show to attend for ten minutes. 6. I have been visiting the Operetta House for two years. 7. They have been discussing the play "The Thunderstorm" for a long time.

III. Make the following sentences negative:

1. The actors will have been having the rehearsal at the theatre for two hours. 2. This play will have been staging

for several weeks. 3. The playwright will have working on the script for two months. 4. We shall have been booking the seats at 10 o'clock tomorrow. 5. I shall have been working at the circus all day. 6. He will have been staying at the theatre for an hour.

IV. Put the Infinitives in brackets in the Future Perfect Continuous Tense:

1. He (read) a programme for ten minutes when they come. 2. She (wait) for this comedy for a month before it is on the repertoire of the theatre. 3. The stalls (fill up) for twenty minutes before they come. 4. Paul (read) books about the theatre for several years before he becomes an expert. 5. I (work) on this report about our famous actors for two hours before my sister comes. 6. My father (work) at this theatre for twenty years by 1999.

V. Translate into English:

1. Ви діставатимете квитки на цю виставу за три дні до його приїзду. 2. Ти читатимеш цю книжку про видатних акторів театру кілька днів, перш ніж повернеш її до бібліотеки. 3. Я не читатиму змісту цього балету і десяти хвилин, коли він розпочнеться. 4. Ми не чекатимемо і трьох хвилин, коли актори з'являться на сцені.

COMMUNICATIVE SITUATIONS

1. Speak about your favourite playwright and favourite performance.
2. Speak about your favourite actor (dancer, composer).
3. Book seats for the theatre at the box-office.
4. Exchange impressions after a visit to the theatre.
5. You meet friends at the theatre.

LESSON 17

CINEMA

EXERCISES

I. Read and memorize the following words:

cinema ['sɪnɪmə] кіно, кінотеатр

e.g. I'm fond of cinema.

actor ['æktə] актор

actress ['æktɪs] актриса

e.g. Who is your favourite film actor?

film [fɪlm] (U.K.) / **movie** ['mu:vi] (U. S.) фільм

newsreel ['nju:zri:l] кінохроніка

newsfilm ['nju:zfilm] кіножурнал

e.g. As usual, before the show of the film they give news-reel.

(to) produce [prə'dju:s] створювати

producer [prə'dju:sə] режисер-постановник

e.g. Do you know the name of the producer?

director [dɪ'rektə] режисер, продюсер

script [skript] / **scenario** [sɪ'na:riəu] сценарій

scriptwriter ['skript,raɪtə] сценарист

screen [skri:n] екран; екранізувати

e.g. We see the moving picture on a screen.

poster ['pəʊstə] афіша

review [rɪ'vju:] рецензія

preview [prɪ'vju:] перший перегляд фільму

advertisement [əd'vɜ:tɪsmənt] реклама

e.g. We need a very good advertisement.

book [buk] замовляти, брати (квиток)

e.g. Let's book seats for the last evening performance.

row [rou] ряд

e.g. Let's take seats seven and eight in the sixteenth row.

cinerama ['sɪnərəmə] синерама, панорамне кіно

amusing [ə'mju:zɪŋ] цікавий

e.g. This film is amusing.

funny ['fʌnɪ] смішний

e.g. We saw very funny film yesterday.

entertaining [ˌentə'teɪnɪŋ] розважальний
informative [ɪn'fɔ:mətɪv] пізнавальний
educational [ˌedʒu:'keɪʃənəl] виховний
exciting [ɪk'saɪtɪŋ]/**thrilling** ['θrɪlɪŋ] хвилюючий
dull [dʌl]/**boring** ['bɔ:ɪŋ] нудний
disappointing [ˌdɪsə'pɔɪntɪŋ] такий, що викликає розчарування

II. Learn the following word-combinations:

cinema-goer }	любител ь ходити в кіно
cinema-fan }	
film actor	кіноактор
film star (U. K.) }	кінозірка
movie star (U. S.) }	
main character	головний герой
(to) produce a film	створити фільм
(to) make / (to) shoot a film	знімати фільм
(to) screen a play	екранізувати п'єсу
screen version of a novel	екранізація роману
wide-screen film	широкоекранний фільм
(to) release a film	випустити фільм на екран
(to) revive a film	показувати старий фільм
(to) advertise a film	рекламувати фільм
documentary film	документальний фільм
popular science film	науково-популярний фільм
animated cartoon	мультиплікаційний фільм
feature film	художній фільм
sound film	звуковий фільм
silent film	німий фільм
three-dimensional film	стереофільм
wide screen	широкий екран

III. Fill in the blanks with the necessary words:

1. I like to see colour (screen, script, film) 2. The people who go to see films regularly or often are called (actors, cinema-goers, producers) 3. As usual, before the show of the film they give a (script, review, new-sreel) 4. Today people like to stay at home to watch ..., particularly when it is cold and wet outside. (television, screen, poster)

IV. Find new words and copy them out from the following text:

There are cinemas (or movies, as Americans say) everywhere. They are in large cities and small towns, in villages and settlements.

Films may be feature or documentary, sound or silent. Feature films are sound as a rule. There are also colour films. I like to see colour pictures. Animated cartoons are good too. As usual, before the showing of the film they give a newsreel. It lasts for several minutes. Newsreels are of great interest.

People like to go to the cinema. Millions of people may see one film. There are many films which are dedicated to the life of our people, to the present and to the history of our country. They are very popular. Some of them are very good.

I'm fond of cinema. I like moving pictures. The people who go to see films regularly or often are called cinema-goers. I am one of them.

V. Answer the following questions:

1. Is there any difference between cinema and theatre?
2. Are cinemas open all day or only in the evenings?
3. Do all seats cost the same?
4. Where are the best seats, at the front or at the back?
5. How often do you go to the cinema?
6. On which days are the cinemas most crowded?
7. Which is the best cinema in your city?
8. What film did you see last?
9. Did you enjoy it?
10. What film do you want to see next?
11. When will you see it?
12. What cinema do you usually go to?
13. What seats do you prefer?
14. Do you go to the cinema alone or with your friends?
15. What can you see in the foyer of a cinema?
16. Why do people book tickets in advance?
17. Do you prefer to watch films at the cinema or on television?
18. Who is your favourite film star?

VI. Translate into English:

1. Мені подобається цей фільм.
2. Її батько — актор.
3. Я гадаю, що фільм буде чудовий.
4. Мама моєї подруги працює в кінотеатрі.
5. Мій друг запросив мене піти з ним до кінотеатру.
6. Цей фільм має успіх у глядачів.
7. Я не зміг купити квиток у касі на цей сеанс.

VII. Make up questions beginning with the words given in brackets:

1. Many years ago only white and black films were produced. (what, when) 2. Lights go down before the beginning of every show. (what, when) 3. V. Tikhonov played the main part in the colour film "White Bim Black Ear". (who, what, in what film).

VIII. Make up dialogues using the following word-combinations and sentences:

Let's; why not; fine; (that's) a good idea; I'd like to/with pleasure; I'm always willing; I don't mind to; it's very kind of you; it suits me fine/perfectly; I'm afraid I can't but; thanks; just the same.

Shall we go out and see a film? Can we go to the picture tonight? Look here, I have two tickets for the new pictures. Will you go with me? What about going to the local movie to see that new French film? Let's book seats for the last evening show. There is a good old film on with Jane Fonda starring. Shall we go and see that? I don't feel like studying tonight. Why not to go to the movies for a change?

IX. Read and dramatize the following dialogues:

John: What are you going to do?

Willy: Oh, perhaps I'll go to the cinema. Would you like to come with me?

John: Certainly. I'm always ready to go to the pictures.

Willy: Well, look here. I have two tickets for the new picture. I don't know what it is like, but here's what the "Daily News" says about it: "This is the most wonderful picture ever made: more amusing than "Charley's Aunt", more exciting than "Cleopatra", more expensive than "Waterloo", more beautiful than "Romeo and Juliet". I don't believe it, but if you want to go, here are the tickets.

John: Oh, that's fine. Thank you, Willy.

* * *

Nick: What time does the show begin?

Pete: It begins at 3 p. m.

Nick: So we are just in time for the show.

Pete: What seats shall we buy?

Nick: Let's take seats seven and eight in the sixteenth row.

Pete: All right. I hope the picture is good.

Nick: Andrew saw it last night. And he says he enjoyed it very much.

Pete: I wonder who is the producer?

Nick: I don't know. Let's see the bill.

Pete: There is the second bell. We must hurry up not to be late for the newsreel.

* * *

B: Hello!

A: Hello! Is this the ABC cinema?

B: Yes.

A: Could you tell me, please, if you have got a good film on today.

B: Yes, "Good-bye to Love", an Italian film.

A: Oh, good! Can you keep four seats for me at five thirty?

B: Yes, certainly. Name, please?

A: Johnson.

B: Very good, sir.

X. Act as an interpreter:

- Який фільм ти хочеш подивитися?
- I haven't been to the cinema for about a month so I don't know what films are on.
- Давай подивимось у газеті, що демонструється в найближчих кінотеатрах.
- Here is a good programme. They show a film which is considered to be the best film of the year.
- Цей фільм ми з дружиною вже дивилися.
- Did you enjoy it?
- Дуже. Фільм варто подивитися.
- I suggest that we go to the best cinema in the neighbourhood. They show a French film there.
- Я згоден.

* * *

- Тобі сподобався фільм?
- I didn't like it at all. The plot is silly. The acting is very poor.
- А мені фільм сподобався. Я люблю комедії.
- Tastes differ.

* * *

- What do you think of the cinema?
- Цей фільм вважають кращим фільмом року.
- I haven't seen it but now I am going to.
- Ти не жалкуватимеш. Там грають чудові актори. Багато гарних пісень.
- Do you remember the names of the actors?
- Я кепсько запам'ятовую імена, але це дуже відомі актори.
- Shall I reserve seats?
- У цьому кінотеатрі не можна зарезервувати квитки. Там завжди багато людей.
- The cinema starts in a quarter of an hour. I must hurry.

XI. Ask questions on the text and retell it:

CINEMA IN ENGLAND

In England the cinema is usually called "the pictures". The American name "the movies", is sometimes used too. The first performance or "showing", as it is called, begins at about two o'clock in the afternoon and the performances go on from then until about half past ten. The cinema is not emptied between the "showings", so once you have paid for your seat you can stay in the cinema as long as you like. There is usually one main film, a shorter one, a newsfilm, some advertisements and a "trailer" telling about the films for the next week. Cinemas used to be more crowded than they are now. Many people used to go to the cinema two or three times a week, but today people like to stay at home to watch television, particularly when it is cold and wet outside. The prices of cinema seats outside London are higher. London cinemas start films as early as 12.00 o'clock in the afternoon and there are often late-night programmes starting between 11 o'clock at night and

midnight. Exact times and programmes are advertised in daily newspapers.

SEQUENCE OF TENSES

GRAMMAR EXERCISES

I. Put the Infinitives in brackets into the right tense according to the rules of Sequence of Tenses:

1. We have heard that this film (to be) very interesting.
2. My sister told me that in an hour she (to go) to the cinema.
3. I thought he (to see) that new dubbed film.
4. Mary wanted to know what actor (to perform) the leading part in the film.
5. I didn't know that the show (to start) at five o'clock.
6. He told us that a newsreel (to be + to show) before every feature film.
7. My mother said that she (to like) historical films and comedies best of all.
8. She said that in fact that picture (to have) an excellent cast with N. playing the leading part.
9. Our friend said that the film (to be) very popular with the cinema-goers.
10. The usher said that the show (to begin) in a minute.

II. Ask your friends and then say what they answered according to the model:

M o d e l : Ask your friend if he likes feature films.

- Do you like feature films?
- Yes, I do. I like feature films.
- He said that he liked feature films.

1) if he goes to the cinema this evening; 2) if he likes to see feature and documentary films; 3) if he wants to see a new popular science film; 4) if he saw that Indian film; 5) if he knows the names of Ukrainian artists; 6) if he always tries to see all the films about the war; 7) if this film is very popular with the cinema-goers; 8) if this short feature film is worth seeing; 9) if many famous actors played the main parts in the film; 10) if the film is based on real life.

III. Change direct speech into indirect speech:

1. The students said: "All our cinemas are for sound films."
2. The man said: "I like adventure films best of

all." 3. My mother said: "We shall go to the cinema at 10 o'clock." 4. The boy answered: "I want to see a new feature film." 5. Mary said: "I want to see a new feature film." 6. The children said: "We are eager to see these animated cartoons." 7. My father asked: "Is this film worth seeing?" 8. The teacher said: "This new colour film is about students' life." 9. Nick said: "It's a joint work of Ukrainian and Polish film studios."

IV. Translate into English:

1. Він сказав, що йому подобається цей фільм. 2. Я знаю, що її дядько — актор і живе в Києві. 3. Вона сказала мені вчора, що раніше вже бачила цю стрічку. 4. Я ніколи не чула, щоб цей фільм демонструвався в нашому місті. 5. Я думаю, що фільм буде чудовий. 6. Вона каже, що її мама працює в кінотеатрі. 7. Він запитав мене, де я читала про цей фільм. 8. Я думав, що твій батько актор. 9. Ви не сказали мені, що йдете в кіно. 10. Він сказав, що його сестра писала йому, що вона працює в кінотеатрі.

COMMUNICATIVE SITUATIONS

1. Exchange impressions of a film after a visit to the cinema.
2. Speak with a friend about your favourite actor (actress).
3. Describe one of the films you have seen this year.
4. Speak about the best cinema hall in your city (town).
5. Book tickets for an evening show beforehand.

LESSON 18

MY HOBBY

EXERCISES

I. Read and memorize the following words:

entertainment [ˌentəˈteɪnmənt] позвара
e.g. My sister is fond of entertainments.

(to) collect [kə'lekt] збирати, колекціонувати
e.g. John used to collect stamps when he was a school-boy.

collector [kə'lektə] колекціонер
e.g. I know several collectors of postcards in our city.

coin [kɔɪn] монета

e.g. Mike has a nice collection of coins.

badge [bædʒ] значок

e.g. Roger always buys badges wherever he goes.

label [leɪbl] наклейка

stamp [stæmp] марка

crazy (about) ['kreɪzi] дуже захоплений

e.g. He is crazy about reading.

skating ['skeɪtɪŋ] кататися на ковзанах

e.g. Our students go in for skating in winter.

swimming ['swɪmɪŋ] плавання

painting ['peɪntɪŋ] малювання фарбами; малярство

e.g. Painting is my favourite occupation.

hiking ['haɪkɪŋ] туризм

knitting ['nɪtɪŋ] в'язання

e.g. My aunt took part in knitting competition.

embroidery [ɪm'brɔɪdəɪ] вишивка

e.g. Embroidery is very expensive.

sewing ['souɪŋ] шиття

e.g. Sewing clothes occupation is very difficult but interesting.

sailing ['seɪlɪŋ] плавання під парусом

e.g. John visited many countries thanks to sailing.

rowing ['rouɪŋ] веслування

e.g. Rowing is a good kind of sports for boys.

race [reɪs] змагання, перегони

e.g. Horse race is always an exciting thing.

outdoor ['aʊtɔː] на відкритому повітрі

indoor ['ɪndɔː] у приміщенні

II. Learn the following word-combinations:

(to) be fond of

любити, захоплюватися

(to) go in for

займатися

(to) take photos

фотографувати

(to) make a point of

звертати особливу увагу

III. Make up sentences:

Peter	enjoys	swimming.
	likes	skiing.
Ann	dislikes	teaching.
	hates	cooking.
Nick	spends the evening	playing chess (tennis).
	gives up	talking about hobby.

Do you	enjoy	watching football matches?
	like	learning foreign languages?
Are you	fond of	taking photos?
	keen on	doing crossword puzzles?
	interested in	collecting stamps (postcards)?
		listening to records (tapes)?

IV. Fill in the blanks with the necessary words:

1. I would like to see a figure-skating (performance, competition, opera) 2. I ... music very much. (would like, prefer, care for) 3. He ... washing in cold water. (seems, made a point of, starts) 4. What ... of music do you like? (kind, enjoy, show)

V. Make up questions and let your fellow-students answer them:

What	is	the origin of the word "hobby"?
	do	you say about new films?
	can	you like to do most?

VI. Complete the following sentences:

1. I am keen on 2. I prefer to go to 3. Your hobby seems to be 4. I care for 5. I made it a point of

VII. Translate into English:

1. Яке Ваше улюблене заняття? 2. Як Ви зазвичай проводите Ваші вихідні? 3. Він дуже любить фотографувати. 4. Вона захоплюється фігурним катанням. 5. Мій син тривалий час збирає марки.

VIII. Read and dramatize the following dialogues:

A: What is your hobby?

B: My hobby is collecting old coins.

A: How interesting! Have you got many in your collection?

B: There are almost eight hundred of them.

A: Quite a number, I should say!

* * *

A: Is painting your hobby?

B: Why do you think so?

A: Because there are a lot of pictures in this room.

B: It's my elder brother's hobby.

A: I see, but what about you?

B: I prefer stamps.

* * *

A: Hello! Where are you going?

B: To the stadium.

A: What for?

B: You know my hobby is football. Will you join me?

A: I'm sorry, but I can't. I'm busy now.

B: Good-bye, then.

A: So long.

* * *

A: What is your favourite pastime?

B: Fishing, I enjoy fishing very much.

A: Do you often go fishing?

B: Well, yes. I make a point of spending a few hours on the river every week-end.

IX. Give synonyms to the words in bold type:

1. I am **fond of** modern music. 2. Collecting badges is his **hobby**. 3. He **makes a point of** doing morning exercises outdoors. 4. Marry's favourite **occupation** is knitting. 5. Roger prefers to go in for sports **in the open air**.

X. Read, translate and retell the text:

HOBBIES AND LEISURE-TIME OCCUPATIONS

From the old English word *hobby* meaning *horse*, came the modern word *hobbyhorse*. This is a dummy horse attached to a performer who pretended to be riding a horse in a play or a dance. Hobbyhorse has been shortened to hobby to describe any favourite leisure time occupation. This word has become rather common in modern usage.

Leisure time occupations, or hobbies, can be divided into four groups: doing things, making things, collecting things and learning things. Of these four groups, doing things is perhaps the most popular. It includes a wide range of activities, from gardening to sailing and from chess to foreign travel. Some of these hobbies require very little equipment while others require considerably more. There is also a choice between mental and physical activities, indoor and outdoor pursuits, etc.

Leisure time occupations can be more or less active. A real hobby is usually defined as something creative and individual, sometimes even as something obsessive, unusual or eccentric.

XI. Translate the text:

INDOOR ACTIVITIES OR HOME INTERESTS

Doing things: reading; listening to records or tapes or to the radio; watching television; entertaining friends; playing games (e.g. chess or cards); painting; mending things.

Making things: models, needlework (e.g. knitting, crocheting, sewing, weaving, making carpets, making lace), making music, i.e. singing or playing musical instruments (e.g. the piano, the guitar, the violin), cooking and baking, home decorating and repairing.

Collecting things: collectings stamps, postcards, maps, coins, beer mats, bottles, tins, old china, autographs, books, butterflies, shells, crystals and other things.

Learning things: learning foreign languages, learning to play a musical instrument, studying music, art, literature or other subjects.

Even if one's hobby does not solely consist of the study of particular subjects, a real hobbyist wants to learn more about his chosen subject and its history, so that he can become a real expert at it.

OUTDOOR ACTIVITIES OR ACTIVITIES OUTSIDE THE HOME

Sports activities: athletics, gymnastics, cycling, swimming, sailing, rowing, canoeing, racing, skiing, mountaineering, climbing.

Playing games: football/soccer, handball, volleyball, tennis, table tennis, basket-ball, baseball, water-polo, golf, badminton, bowling, judo, fencing, boxing and taking part in competitions.

Other activities: gardening, fishing, travelling (e.g. visiting the country-side/the seaside/museums/art exhibitions/historical buildings), walking, driving a car, car maintenance, visiting a choir, watching outdoor sports, betting on matches or races.

MODAL VERBS

GRAMMAR EXERCISES

I. Translate into Ukrainian:

1. She can do everything you do (for example: knit, crochet, embroider, sew, weave). 2. My grandmother can finish making the carpet today. 3. Can you play chess? 4. Could you give me your autograph, please? 5. You may buy some stamps, postcards, maps here. 6. I can't learn a foreign language at once. 7. You should pay attention to these coins. 8. You ought to coach your sister in English grammar.

II. Ask your friend according to the model:

M o d e l: Ask your friend if he can skate. — Can you skate?

1) if he can speak English; 2) if he can swim; 3) if he could play the violin last year; 4) if his friends can play hockey; 5) if he can play chess; 6) if he could win a competition; 7) if she could go to the cinema that day.

III. Make the sentences negative:

1. I can take photos.
2. I must be at the stadium now.
3. You must learn sewing.
4. They must have won this game.
5. We were to take part in the competition.
6. She ought to help her in knitting.
7. My sister can make lace.
8. You might be fond of boxing.
9. They may enjoy swimming.

IV. Make the sentences interrogative:

1. She can play tennis very well.
2. You may spend the evening playing chess.
3. You must learn literature and other subjects.
4. He should pay attention to this post-card.
5. My brother can sing and dance better than I.

V. Paraphrase the following sentences referring them to the future and to the past:

1. I can speak German very well.
2. You may watch television and listen to the radio in the evening.
3. You must learn to play a musical instrument.
4. She must bake a cake today.
5. You must learn foreign languages.
6. They should remind her of the excursion.
7. I can play football very well.
8. She can play badminton in the open air.

VI. Fill in the blanks with the modal verbs *can*, *may*, *must*, *should*, *ought*:

1. I ... ski very well.
2. ... he play the violin?
3. My sister ... cook very well.
4. You ... visit your friends.
5. She ... see this performance.
6. You ... visit the countryside.
7. You ... learn to play the guitar.
8. You ... watch outdoor sports.

VII. Make up sentences:

I	can (not)	collect old coins (stamps, postcards).
He	must (not)	learn foreign languages.
She	may (not)	play football (hockey).
My sister	ought to	fish.
My brother	should	travel.
My cousin	have to	take photos.
You	has to	do crossword puzzles.

They	had to	listen to the records (tapes).
My mother	is able to	cook (to bake).
His father	need (not)	speak English.
Ann		skate.
Nick	is to	translate the text without
Her parents	are to	a dictionary.
		answer the questions in
		German.

VIII. Translate into English:

1. Я сподіваюся, що зможу поліпшити свою вимову завдяки цим цікавим урокам. 2. Намагайтеся завжди слухати ці платівки і ви побачите, що зможете швидко оволодіти англійською мовою. 3. Моя сестра вміє і шити, і в'язати, і ткати, і вишивати. 4. Я можу годинами слухати радіо і дивитися телевізор. 5. Ти маєш знати цей вірш напам'ять. 6. Ви мусите навчитися грати в шахи. 7. Я маю вже йти до театру. 8. Дозвольте подивитися ці марки й листівки.

COMMUNICATIVE SITUATIONS

1. Give advice how to spend free time.
2. Tell your friends about your hobby.
3. Find out what is the difference between your hobbies and those of your friends.

LESSON 19

TRAVELLING AND GOING THROUGH CUSTOMS

EXERCISES

I. Read and memorize the following words:

travel ['trævl] подорож, поїздка
 (to) travel ... їхати (подорожувати) ...
 abroad [ə'brɔ:d] за кордон
 on business ['biznis] у справі, у відрядження
 by train [treɪn] поїздом
 by bus [bʌs] автобусом
 by car [kɑ:] автомобілем

by ship [ʃɪp] кораблем
by plane [pleɪn] літаком
e.g. I like to travel abroad.
 Businessmen usually prefer to travel by plane.
tour [tuə] подорож (за певним маршрутом)
e.g. We made a bus-tour round London.
voyage [vɔɪdʒ] подорож морем, річкою
e.g. I don't like sea voyages as I am always sea-sick.
cruise [kruːz] подорож морем (з метою відпочинку)
e.g. My brother is going to have a world cruise.
booking-office ['bʊkɪŋ,ɒfɪs] білетна каса
e.g. As the booking-office was closed I had to wait.
arrival [ə'raɪvəl] прибуття, приїзд
departure [dɪ'pɑːtʃə] від'їзд
fare [feə] плата за проїзд
e.g. What's the fare to Rome?
flight [flaɪt] політ, переліт, рейс
schedule ['ʃedjuːl] розклад, графік
on schedule вчасно, за розкладом
e.g. Our train arrived on schedule.
return ticket зворотний квиток
e.g. I always try to buy return tickets wherever I go.
one-way ticket квиток в один напрям
through ticket транзитний квиток
(to) date a ticket закомпостирувати квиток
left-luggage office/check-room камера схову
Information Bureau/Inquiry Office довідкове бюро
waiting-room ['weɪtɪŋ'ruːm] зал чекання
stewardess ['stjuədɪs] стюардеса
guard [ɡɑːd] провідник
berth [bɜːθ] спальне місце, полиця
cabin ['kæbɪn] каюта
state-room ['steɪtruːm] окрема каюта
carriage ['kærɪdʒ] вагон
dining-car ['daɪnɪŋ'kɑː] вагон-ресторан
sleeping-car ['sliːpɪŋ'kɑː]/**sleeper** ['sliːpə] спальний ва-
 гон
compartment [kəm'pɑːtmənt] купе
deck [dek] палуба
gangway ['ɡæŋweɪ] трап
rack [ræk] вішалка, полиця для речей

seat [si:t] місце
bag [bæg] сумка, маленька валіза
suitcase ['sju:tkeis] невелика валіза
trunk [trʌŋk] велика валіза
customs ['kʌstəmz] митниця

II. Learn the following word-combinations and phrases:

(to) go via	їхати через, проїжджати
passport control	паспортний контроль
(to) announce the departure of flight	оголосити виліт літака
Which way to customs?	Як пройти до митниці?
Where do they examine the luggage?	Де перевіряють багаж?
Here's my ...	Ось мій (моя, мое) ...
passport	паспорт
visa	віза
health certificate	довідка про стан здоров'я
certificate of vaccination	свідоцтво про вакцинацію
declaration form	декларація
Have you anything to declare?	У Вас є речі, які підлягають обкладанню митом?
Is there anything liable to duty?	
I have nothing to declare.	Я не маю нічого, що підлягає обкладанню митом.
There is nothing liable to duty.	
Are these things liable to duty?	А хіба ці речі підлягають обкладанню митом?
These things are duty free.	Ці речі не підлягають обкладанню митом.
Are you carrying any currency?	Ви везете з собою валюту?
I have only used things and gifts.	У мене лише речі, які були у вжитку, та подарунки.
I have only articles for personal use and wear.	У мене лише речі особистого користування та одяг.
Shall I submit for inspection ... ?	Чи повинен я показати ... ?

printed matter
manuscripts
films
PC diskettes
AV cassettes
graphics
foodstuffs

друковані матеріали
рукописи
фото(кіно-) плівки
комп'ютерні дискети
відеокасети
креслення
продукти

How much do I have to pay? Скільки я маю сплатити?
Where must I sign? Де потрібно розписатися?
I need a receipt. Мені потрібна квитанція.
This doesn't belong to me. Це не моє.
Have you finished? Ви закінчили?

III. Make up sentences:

I	prefer(s)	to travel	by bus.
We	like(s)		by train.
My friend			by plane.
			on foot.

IV. Read and dramatize the following dialogues:

- Excuse me! Where is the customs control?
- Over there, to the left.
- Could you tell me whether used things and gifts are liable to duty?
- As far as I know, they are not.
- Oh, thanks a lot.

* * *

- Please, three tickets to Edinburgh.
- One way, sir?
- Two one-way and one return.
- Here you are, sir.

* * *

- Can I book a ticket to London here?
- Yes, you can, madame. Which flight?
- I think eight two one will do, it's a through plane, isn't it?
- Yes, but it's all booked up. I can offer you only flight eight two five with a stop-over in Paris.

* * *

- Where is your passport? The passport control officer is coming.
- Here it is.
- What is the purpose of your visit?
- I travel on business.
- Could you produce your visa and declaration form?
- Here they are.

* * *

- Where is your luggage, sir?
- Here it is. A suitcase and a bag. Which do you want me to open?
- Open the suitcase, please. Have you anything to declare?
- I don't think so. I have only articles for personal use and wear. By the way, shall I submit for inspection those PC diskettes?
- No need, sir, thank you.

V. Translate into English:

- Де Ваш паспорт?
- Ось він. Я їду до Лондона.
- Як довго Ви збираєтеся там пробути?
- Моя віза на три місяці, але я їду тижнів на два.

* * *

- Чи мені показувати Вам усі речі?
- Ні, відкрийте, будь ласка, цю валізу.
- Тут лише мої особисті речі та одяг.
- У Вас є речі, які підлягають обкладанню митом?
- Не думаю. Я везу лише подарунки та речі, які були вжитку.

* * *

- Чи цигарки підлягають обкладанню митом?
- Так, якщо Ви провозите їх більше як 200 штук.
- Скільки мені треба сплатити за провезення додаткових двохсот цигарок?
- На жаль, я не знаю. Запитайте в митного службовця, і він Вам відповість.

VI. Ask questions on the text and retell it:

TRAVELLING

Nowadays travelling abroad is very popular. Some people prefer to travel by plane, especially businessmen, because it's the fastest means of transportation. Those who are not short of time usually travel by train or by ship. It takes more time but gives the opportunity to see the country you travel through, its picturesque landscapes and nature.

While travelling abroad you have to go through customs, sometimes several times.

As a rule the customs officers check your passports and visas if they are required. When coming to some countries you may need a health certificate or a certificate of vaccination. If you have anything to declare, then you are to fill in the declaration form.

The customs officers may ask you to show your luggage to them. Usually articles for personal use and wear and also used items and gifts are not liable to duty anywhere. If you are carrying much currency you should also declare it. If you are carrying weapons you need a permit. Although some items are liable to duty, if you carry only a small amount of them, they are duty free.

Occasionally the customs officers may take some of your things for a more detailed inspection but usually they return them soon.

Do not try to break the customs rules and regulations because you may have a lot of troubles.

THE SUBJUNCTIVE MOOD

GRAMMAR EXERCISES

I. Make up sentences:

In your place	I		take a tram (bus, car, ship).
But for him	he		travel on business.
But for them	she	should	go on an excursion.
	we	would	stay at the station.
	you		go to Odessa.
	they		travel abroad.

I wish	I had told her about the excursion		now.
	he travelled on business		yesterday.
	she had booked a return ticket		today.
	she worked as a stewardess		then.
			at present.
			at that time.

If	I		I		travel abroad.
	he		he		book a return ticket.
	she		she		go to the booking-office.
	we	were you	we	should	become a stewardess.
	you		you	would	secure accomodations.
	they		they		for a train.
					go on a journey.
					board a ship.
					make a voyage.

II. Answer the following questions according to the model:

M o d e l: Suppose you want to book a ship ticket.
Where would you go?

— I should go to a port booking-office.

1. Suppose you must be in Kyiv in the shortest time. Would you go there by train or by plane? 2. Yesterday I could go there by bus. What would you have done in my place? 3. I can book a ticket for a plane. What ticket would you book in my place?

III. Complete the following sentences:

1. I should have missed the train if 2. If I were you 3. If my mother were a stewardess 4. If I had money about me 5. If we had spare time 6. If it had been warm yesterday 7. If the weather were fine today 8. We should join our voyage if

IV. Put the following sentences in the Past according to the model:

M o d e l: If he left at twelve, he would catch the train.

— If he had left at twelve, he would have caught the train.

1. If he were attentive, he wouldn't miss the train.
2. She would buy the ticket for a plane if she had money with her.
3. If I received any news about our voyage I should let you know.
4. If I knew the schedule of the trains, I should ring you up.

V. Put the following sentences in the Subjunctive Mood according to the model:

M o d e l: He is not so quick; he misses the train.

— If he were quick, he would not miss the train.

1. He is busy; he does not go to reserve a ticket for the ship.
2. The girl did not know the schedule; she missed the bus.
3. He broke his bicycle; he did not go to the country.
4. I am tired; I run around too much.
5. We speak on the topic "Travelling" badly; we have no practice in English.
6. He is not attentive; he gets to the railway station in time.

VI. Put the Infinitives in brackets in the Subjunctive Mood:

1. I suggest that she (to join) our trip.
2. It is necessary that they (to get) plane tickets.
3. We all wish that they (to travel) by train.
4. The teacher insisted that we (to get) to the station by bus.
5. I wish you (to go) by a fast train with me yesterday.
6. Come closer so that I (to show) you a schedule.
7. If my brother (to be) here, he would help me to get train tickets.
8. They wouldn't have missed the train if they (to leave) their house earlier.
9. She wished we (to come) to the station in ten minutes.
10. He left his house early in the morning so that he (to buy) ticket for a ship quickly.

VII. Translate into English:

1. Ми пішли на станцію раніше, щоб швидше придбати квитки.
2. Якби вона поїхала поїздом, її брат сказав би мені про це.
3. Мені не хотілося б мати морську хворобу.
4. Вони хочуть, щоб ми з ними поїхали на екскурсію по Чорному морю.
5. Якби я був на твоєму місці, я не відмовився б полетіти літаком.
6. На Вашому місці

я поїхав би туди поїздом. 7. Боюся, щоб ми не запізналися на автобус. 8. Не може бути, щоб вони так швидко повернулися додому з подорожі. 9. Ми встали о п'ятій годині ранку, щоб не запізнитися на поїзд.

COMMUNICATIVE SITUATIONS

1. You are booking a plane ticket.
2. You are discussing with your friends what things to take on a business trip (on a pleasure trip).
3. You are going through customs.
4. You choose the route for travel and means of transportation.
5. You tell your friend about the incident which happened to you while passing customs control.

LESSON 20

BUSINESS LETTERS

EXERCISES

I. Read and memorize the following words:

company ['kʌmpəni] компанія

corporation [ˌkɔ:pə'reɪʃn] корпорація

e.g. Many foreign companies are interested in growing relations with Ukraine.

limited (Ltd) ['lɪmɪtɪd] акціонерне товариство з обмеженою відповідальністю.

e.g. Our Ltd may offer you a lot of different goods.

apartment ['ə:pɑ:tment] квартира

building ['bɪldɪŋ] будівля, споруда

e.g. Their apartment is in a new building.

square [skweə] площа

avenue ['ævɪnju:] авеню, проспект

street [stri:t] вулиця

e.g. There are many beautiful squares, streets and avenues in this city.

air-mail ['eəmeɪl] авіапошта

e.g. I prefer to send letters by air-mail.

marketing ['mɑ:kətɪŋ] збут

currency ['kʌrənsɪ] валюта

e.g. Currency is always closely connected with conditions of a new marketing.

price [praɪs] ціна

e.g. The price at this building is terribly high.

fair [feə] ярмарок

II. Learn the following phrases:

currency rate

валютний курс

letter of guarantee

гарантійний лист

freely convertible

вільно конвертована валюта

currency

contractual price

договірна ціна

dear sirs/madams

шановні панове/пані

Wouldn't it be possible

Чи не змогли б Ви повідомити мене ...

for you to tell me ...

We beg to inform

Ми маємо за честь повідомити Вас, що ...

you that ...

We shall do our best to ... Ми зробимо все можливе, щоб ...

We will be glad to

Ми будемо раді відповісти ...

answer ...

I look forward to

Я розраховую на співробітництво.

cooperating.

Please, let me know ...

Будь ласка, повідомте нас ...

We'll ask you to

Просимо телеграфувати нам ...

wire us ...

I am sorry to have caused

Шкода, що я завдав Вам

you so much trouble.

стільки клопоту.

We are delighted that ...

Ми дуже раді, що ...

Best wishes, yours truly

Найкращі побажання, щиро

(yours sincerely).

Ваш ...

It was a great pleasure

З великим задоволенням

for us to receive your

отримали Вашого листа

letter of ...

від ...

We would welcome the

Ми радіємо з можливості ...

opportunity ...

I enclose some

Додаю деяку інформацію ...

information ...

May I take an opportunity to wish you ...	Дозвольте скористатися нагодою і привітати Вас з ...
May I have the pleasure of inviting you to visit our firm?	Чи не міг би я запросити Вас відвідати нашу фірму?
It is good of you ...	Було б люб'язно з Вашого боку ...
Your expenses will be met by our firm.	Ваші витрати оплачуватимуться нашою фірмою.

III. Make up sentences:

Dear Mr N.	We beg to inform you	about your opportunity.
Dear Mrs M.	We are writing to you	of visiting our firm.
Dear sirs or madams	I wish you	about the economic and cultural relations with our country.
My dear friend	Please, let me know	many happy returns of that day.
Dear Nick	We'll ask you to wire us	a happy birthday (New Year).
	It was a great pleasure to find out	that your expenses during your stay in our country will be met by our firm.
	We would like to have the information	
	I wish you	

IV. Fill in the blanks with the necessary words:

1. It was a great pleasure for us to ... your letter of May, 21. (receive, get, send) 2. We would welcome the ... to cooperate with you. (opportunity, desire, reason) 3. We would like to ... your catalogues periodically. (recommend, get, receive) 4. May I have the ... of inviting you to visit our firm. (pleasure, decision, permission) 5. We ask you to wire us ... other day. (some, any, every) 6. We would like to continue this ... with an educational programme. (trend, tradition, communication)

V. Make up questions and let your fellow-students answer them:

Who		you (usually)	write letters.
Why		your business partner	send telegrams
How often	do	your pen-friend	wire.
When	does	your father (mother)	go to the post-office.
Where			receive letters and telegrams.

VI. Complete the following sentences:

1. I receive many letters from 2. When I want to send a letter I usually go to 3. We send telegrams at 4. May I have the opportunity to wish you ... ? 5. It was a great pleasure to receive 6. Would it be possible for you to tell me ... ? 7. We beg to inform you that 8. Please, let me know how

VII. Translate into English:

1. Дозвольте скористатися нагодою і привітати Вас зі святом. 2. Ми будемо раді відповісти на будь-які запитання, що цікавлять Вас. 3. Ми розраховуємо на співпрацю з Вами. 4. Чи не могли б Ви повідомити нам подробиці про Вашу фірму? 5. Маємо честь повідомити Вас, що ми готові підтримувати співробітництво з Вашим підприємством. 6. Я хочу надіслати рекомендованого листа.

VIII. Give synonyms to the words in bold type:

1. We would like to begin an exchange programme of the **teachers** of your university. 2. Our students **are eager to** learn English. 3. I like to receive letters from my **aunt and uncle**. 4. It's a real pleasure **to have economic relations** with your firm. 5. I want to send this letter **by air-mail**. 6. Petrenko has just written the letter to his English **pen-friend**.

IX. Read and dramatize the following dialogue:

- Where can I hand in the letter, sir?
- They deal with it on the first floor, madam. Window 3, please.

- Is this the right window for posting registered letter?
- No, madam, you have to apply to the next window.
- What's the charge for a registered letter?
- It will cost 50 cents.
- When will this letter be received?
- It will be delivered in three days.
- Thank you.

X. Make up your own dialogue using the words and phrases from exercises I–II.

XI. Ask questions on the text and retell it:

THE LETTER

Language Department
Bucknell University
Lewisburg, PA 17837, USA

Dear sirs or madams:

We are writing to you in the interest of establishing concrete relations between our Institute and American University.

Our Institute, Cherkassy Engineering and Technological Institute is located in Cherkassy, Ukraine, about 200 km from Kyiv along the Dnieper River. Here we prepare engineers for many branches of industry. Our graduates work at many enterprises of machine-building, electronic, radio, instrument-making, civil building and chemical industries. Therefore, the study of foreign languages is very important for us.

We are encouraged by the fact that the cultural, scientific and educational relations between the United States and Ukraine have grown stronger. We would like to continue this trend with an educational exchange among educators of our two countries. Specifically, we would like to begin an exchange program whereby a professor of your University would teach English here for a semester, while one of our professors teaches Ukrainian to your students.

We are most anxious to make this exchange and assure you that we will do our utmost to make your stay with us a pleasant one. During the semester all expenses for a visit-

ing professor will be met by our Institute. Food and lodgings to an appropriate standard will be provided by our Institute, as well as all travels within the country connected with the work program. The medical service will be free of charge.

We would like to introduce to you Dr. Ivanenko. He is a doctor of science, a full professor and the head of our foreign languages department. He is not only a good teacher of the Ukrainian language and literature, but also one of the best experts in American literature of the 20th century. He has translated the works of many American authors and has published some books devoted to American literature. In 1996 Dr. Ivanenko worked at Georgetown University in Washington according to the Program of the Ukrainian-American scientific exchange.

We feel that such a semester exchange between Dr. Ivanenko and a professor of your University would be mutually beneficial for us. In the wave of recent political events, our students are more and more eager to learn English as perhaps your students are eager to learn Ukrainian. This would begin a lasting and fruitful relationship between our two Institutes and our two countries.

We thank you in advance for your consideration and hope you are as interested in such relations as we are.

Sincerely yours,

Head of the Institute

THE INFINITIVE

GRAMMAR EXERCISES

I. Translate into Ukrainian:

1. It was a great pleasure for us to receive your letter.
2. We would welcome the opportunity to cooperate with you.
3. We would like to receive your catalogues periodically.
4. May I have the pleasure of inviting you to visit our firm?
5. May I take this opportunity to wish you a Happy New Year?
5. We would like to continue this trend with an educational exchange among educators of our two countries.
7. We were happy to receive your letter in English.

II. Make the sentences interrogative:

1. I know how to spell this word. 2. She is only beginning to write the letter. 3. He seems to have translated the works of many American authors. 4. Our graduates want to work at many different enterprises of the town. 5. He seems to have worked at Georgetown University in Washington according to the Program of the Ukrainian-American scientific exchange. 6. Our Institute prepares engineers for many branches of industry.

III. State the function of the Infinitive:

1. You study at the Institute to become qualified specialists. 2. The problem to be solved was of great importance. 3. To master English it is necessary to work hard. 4. We are very glad to have listened to the professor's lecture. 5. The engineers had several problems to solve. 6. The students have a lot of work to do. 7. I want to send a letter to my brother registered. 8. We would like to continue this trend with an educational exchange among educators of our two countries. 9. Do you know how to write the letters?

IV. Translate the following sentences into Ukrainian paying attention to the difference in the meaning of the Simple and the Complex Objects:

Simple Object

We'd like to take part in this work.

They expect to solve this problem.

He supposes to send letters by air-mail.

We'd like to know your results.

Our scientists expect to obtain some new data.

Complex Object

We'd like everybody to take part in this work.

They expect our group to solve this problem.

He supposes us to send letters by air-mail.

We'd like them to know the results.

Our scientists expect their assistants to obtain some new data.

V. Point out sentences with the Complex Object and the Infinitive in the function of adverbial modifier:

1. Our professor wants us to practice English. 2. I am sorry to have caused you so much trouble. 3. A professor of our University went there to teach English for a semester. 4. We want you to be invited to visit our firm. 5. They go there to establish concrete relations between our Institute and an American University.

VI. Translate into Ukrainian paying attention to the translation of the Complex Object:

1. They wanted us to visit their firm. 2. We expect you to continue this trend with an educational exchange among educators of our two countries. 3. We know him to have graduated from Cherkassy Engineering and Technological Institute three years ago. 4. We know him to be a doctor of science, a full professor and the head of our foreign languages department. 5. We think our students to be eager to learn English. 6. The teacher considers him to be a good student. 7. We know him to be one of the best experts in American literature of the 20th century.

VII. Read sentences with the Complex Subject and translate them into Ukrainian:

1. The American delegation is believed to come at the end of the year. 2. The lecture was said to be interesting. 3. The members of the committee are reported to have come to an agreement. 4. Our Institute is considered to be the best in the town. 5. A computer centre is expected to be installed at our institute. 6. Young engineers are now expected to use high-speed digital computers.

VIII. Translate into Ukrainian. Pay attention to the predicate in active voice:

1. Our students seem to know English well. 2. He proved to be a good teacher of the Ukrainian language and lite-

rature. 3. They seem to be waiting for you. 4. We are sure to take part in the research. 5. American students seem to be interested in Ukrainian. 6. We are lucky to complete the research in time. 7. This student's work proved to be the best at the exhibition.

IX. Express the thought by one sentence using the Complex Subject according to the model:

M o d e l: His lecture is very interesting; we know this.
— His lecture is known to be very interesting.

1. They study English; everybody supposes it. 2. The students know these physical laws; we expect it. 3. They will take part in the research; we are sure in it. 4. The new method is a success; we know it. 5. Our delegation arrived at 9; we did not expect it.

X. Translate the following sentences into English using the Infinitive:

1. Ми сподіваємося, що американська делегація приїде в середу. 2. Кажуть, що він працював у Джорджтаунському університеті у Вашингтоні. 3. Він, здається, добре володіє англійською. 4. Відомо, що вона вивчила три іноземні мови. 5. Він радий, що навчається в Черкаському інженерно-технологічному інституті. 6. Було б люб'язно з Вашого боку запросити нас відвідати Вашу фірму. 7. Шкода, що я завдав Вам стільки клопоту. 8. Ми зробимо все можливе, щоб досягти цієї мети.

COMMUNICATIVE SITUATIONS

1. You are sending a registered letter at the post-office.
2. You write to your foreign partner about:
 - your advertisement activity;
 - your propositions and conditions;
 - your counter-proposal;
 - your visit of exchange;
 - your congratulations or condolences.

LESSON 21

BUSINESS COMMUNICATION

EXERCISES

I. Read and memorize the following words:

commerce [kə'mə:s] торгівля, комерція

trade [treɪd] торгівля

e.g. Trade and commerce are becoming very popular in our time.

trade mark [treɪd mɑ:k] торгова марка

industry ['ɪndʌstri] промисловість

heavy industry ['hævi 'ɪndʌstri] важка промисловість

light industry [laɪt 'ɪndʌstri] легка промисловість

e.g. Both heavy and light industries have a great future in Ukraine.

manufacture [ˌmænju'fæktʃə] виробництво

metallurgy [me'tælə:dʒɪ] металургія

ferrous ['ferəs] чорна (металургія)

non-ferrous [nɒn'ferəs] кольорова (металургія)

e.g. Ferrous and non-ferrous metallurgies are highly developed in many countries of Europe.

consumer [kən'sjʊmə] споживач

designer [dɪ'zaɪnə] конструктор

innovator [ɪnɒ'veɪtə] новатор, раціоналізатор

cannery ['kænerɪ] консервний завод

combine [kəm'baɪn] комбінат

textile ['tekstaɪl] текстильний

enterprise ['entəpraɪz] підприємство

e.g. Textile combine and other enterprises locate in our district.

factory ['fæktəri] завод, фабрика

sewing mill ['so(u)ɪŋ mɪl] швейна фабрика

plant [plɑ:nt] завод

engineering [ˌen(d)ʒɪ'niəriŋ] **works** машинобудівний завод

works management ['wə:ks ˌmænɪdʒmənt] заводоуправління

computer [kəm'pjʊtə] комп'ютер

equipment [ɪk'wɪpmənt] обладнання

e.g. The equipment of many engineering works is very old today.

output ['aʊtput] продукція, продукт, випуск

automation [ətə'meɪʃn] автоматизація

capacity [kə'pæsɪtɪ] потужність

supply [sə'plaɪ] постачання, постачати

technology [tɪk'nɒlədʒɪ] техніка; технологія

e.g. We supplied our factory with a new technology.

(to) equip [ɪk'wɪp] обладнати

(to) turn out [tə:n aut] випускати, виробляти

II. Learn the following word-combinations:

**I've come (We've come)
on the invitation of ...**

**We would like to clarify
the program of our visit.**

**I've come to discuss the
question of ...**

**What is the total annual
output of the factory?**

**How many workers does
the factory employ?**

**We would like to buy ...
a consignment of your
products
equipment on a barter
basis with counterde-
liveries of raw mate-
rials**

a license know-how

**Who will coordinate the
cooperation?**

**What methods of
payment do you practice
in such cases?**

**We ask you to cover the
expenses on the ...**

**We'll send additional
information by telex
(telefax).**

**Я приїхав (Ми приїхали)
на запрошення ...**

**Ми хотіли б з'ясувати про-
граму нашого перебування.**

**Я приїхав, щоб обговорити
питання про ...**

**Який загальний річний об-
сяг продукції, що випуска-
ється заводом?**

**Скільки робітників зайня-
то на заводі?**

**Ми хотіли б закупити ...
партію Вашої продукції**

**обладнання за бартером
з контрпоставками сирови-
ни**

ліцензію ноу-хау

**Хто координуватиме співро-
бітництво?**

**Які методи розрахунків Ви
практикуєте в подібних ви-
падах?**

**Просимо Вас узяти на себе
витрати на ...**

**Ми повідомимо додаткову
інформацію телексом (теле-
факсом).**

We agree to your terms. Ми згодні з Вашими умовами.
Our decision is final. Наше рішення остаточне.

III. Make up sentences:

We	supply(ies)	many goods.
Our plant	is supplied	many foreign enterprises.
The engineering works	have (has) business communications	textile goods.
Our engineers		the new equipment.
Many factories	produce(s)	

IV. Fill in the blanks with the necessary words:

1. We've got all kinds of agricultural ... made abroad. (goods, tools, crops, machines) 2. The machines made at our ... are exported to several farms. (plant, factory, farm) 3. The decision adopted at the plant meeting are supported by the majority of the (farmers, workers, engineers) 4. They had their information sent by (telex, telephone, air-mail) 5. We live in the ... with the population of about 20 thousand people. (country, town, city)

V. Complete the following sentences:

1. We bought a consignment of your products made by 2. They were listening to the report made 3. The collective farmers used the agricultural machines made 4. The article about our international economic relations was 5. Our machines are exported to

VI. Translate into English:

1. Погодившись з нашими умовами, делегація підписала угоду. 2. Обговоривши низку економічних проблем, депутати прийняли відповідне рішення. 3. Прочитавши статтю про економічну ситуацію в країні, ми дізналися про причини інфляції. 4. Багато фермерів використовують сільськогосподарські машини, які випускаються на цьому заводі. 5. Це обладнання вироблено на заводі, який побудували минулого року.

VII. Give synonyms to the words in bold type:

1. All kinds of agricultural **tools** are produced by our **plant**. 2. The production manufactured by this plant got an **excellent** mark. 3. The **article** about our textile **mills** and chemical **factories** was very important. 4. The **agreement** concluded by them is useful for both **sides**. 5. The **contract** signed last year was **soon broken**.

VIII. Read and dramatize the following dialogue:

- What factories is your city famous for?
- Oh, there are lots of plants in our city, but one can't but mention the machine-building factory.
- What does your factory produce?
- We produce all kinds of agricultural machines.
- Has your factory increase its production in recent years?
- Oh, yes, we've increased the output of steel by five per cent.
- When will the new assembly line be put into operation?
- According to the programme, by the end of this year.
- Do you want to cooperate with our enterprise?
- Yes, we shall discuss it.

IX. Ask questions on the text and retell it:

YOURSELF AND THE "MARKET"

To introduce a product, you study it to find its superior qualities and uses. You next study your market to find who are your prospective buyers, where they live, what their buying habits are, what features and qualities they are looking for, and what appeals will be the strongest.

You follow the same process in finding a job. You study yourself to discover your personal qualities. You get ready to put into persuasive words a description of your training, your skill, your knowledge, and your ability. You study the services you can offer in order to be able to present them effectively.

Next you search out prospective employers who might have a need for the kind of ability you can offer. You find out where these employers work, when they do their interviewing, what opportunities are open, what qualifications are needed for handling these jobs. You then put yourself

on the “examining stand” and decide whether the qualifications you have are those the employer wants. Next, you proceed to the third final step — the application itself. You reach this step only if you completed study of yourself and the job shows that your qualifications fit.

Thus you complete the preparatory study that gives your application the advantage over aggressive competition. For competition you will have! To meet, you must make every preparatory step count.

Here is a summary:

THE PRODUCT: yourself, your skills, your abilities.

THE MARKET: prospective employers whose locations, job opportunities and needs have been studied.

THE CONTACT: Your application.

The major classes of applications are (1) solicited, written in response to advertisements (usually “want ads”), and (2) unsolicited.

An unsolicited application is one written by an applicant who hopes that there may be an employment opening or who happens to hear of vacancy. More commonly it is written at the suggestion of a third person who may know the prospective employer or who may have knowledge of a definite job that is open. The “third person” may be a friend or an appointment bureau.

On the other hand, advertisement draw a great number of applications. Because of the scores of applications that result, your message, if it obtains more than casual notice, must stimulate attention and interest through its expression, tone, and appearance.

(from *Effective English for Business Communication*, by Robert R. Aurner and Paul S. Burtness, South-Western Publishing Company, 1970)

THE PAST PARTICIPLE

GRAMMAR EXERCISES

I. Translate into Ukrainian:

1. We live in the town founded 700 years ago. 2. My mother works at the factory built last year. 3. We've got all kinds of agricultural machines made abroad. 4. You

received your additional information sent yesterday. 5. The machines made at our plant are exported to several countries. 6. The decisions adopted at the plant meeting are supported by the majority of the workers. 7. They had their room equipped. 8. We had a consignment of your products bought. 9. They had their information sent by telex (telefax). 11. We had our terms agreed.

II. Make the sentences negative and interrogative:

1. We bought a consignment of your products made by your plant. 2. They have got the software advertised in the "Software Magazine". 3. They were listening to the report made by a director of their plant. 4. The collective farmers used the agricultural machines made by our factory. 5. They had their contracts signed. 6. We had all the questions discussed. 7. The engine repaired by him failed. 8. The article about our cooperation written by her has been published.

III. Paraphrase the following sentences according to the model:

Model: We work at the factory which was founded in 1983.

— We work at the factory founded in 1983.

1. The machines which are made at our plant are exported to several countries. 2. The decisions which were adopted at the meeting are supported by the majority of the workers. 3. The agreement which was concluded by them is useful for both sides. 4. I was reading a book about this factory which was printed last month. 5. He bought a car which was made by our plant. 6. I used the article which was recommended to me by my teacher. 7. We saw an interesting film about our firm which was produced last year.

IV. Put the Infinitives in brackets in the necessary tense-form:

1. All kinds of agricultural machines (to produce) by our plant was much spoken about. 2. The deal (to conclude) by them was a success. 3. The products (to produce)

by our cannery are tasty. 4. The engine (to repair) by him failed. 5. Some guests (to invite) to the plant meeting didn't come. 6. The scientist (to award) the first prize made a speech. 7. The chairman (to elect) by us was quite a young man. 8. The production (to manufacture) by this plant got an excellent mark. 9. The magazine about textile mills and chemical factories (to buy) by her was interesting.

V. Find Participles, state their forms and functions in the sentence:

1. She used the book about ferrous and non-ferrous metallurgy given to her by her aunt. 2. The agreement concluded by them is useful for both sides. 3. The contract signed last year was soon broken. 4. My TV set repaired some days ago went out of order. 5. I saw the film about textile combine and sewing factory produced in 1995. 6. I used the article about light and heavy industries recommended to me by our teacher. 7. I put on the ring made by our plant. 8. My sister was reading the book about computers bought last month.

VI. Choose the right form of the Participle:

1. The agricultural machines (made, making) at this factory are exported to several countries. 2. We had (bought, buying) equipment on a barter basis with counter-deliveries of raw materials. 3. Who had (coordinated, coordinating) the cooperation? 4. They had these machines (exported, exporting) to several countries. 5. The collective farmers were using many kind of agricultural machines (made, making) abroad. 6. We looked for a factory (built, building) by the workers not long ago. 7. I was reading a book about different kinds of industry (printed, printing) in our town. 8. He bought a TV-set (made, making) at our plant.

VII. Translate into English:

1. Погодившись з Вашими умовами, ми повернулися додому. 2. Обговоривши всі питання, вони сиділи мовчки. 3. Прочитавши статтю про економічну ситуацію в

Україні, вона пішла на пошту. 4. Продукція, яку випускає наш комбінат, має великий успіх. 5. Фермери використовують сільськогосподарські машини, які випускає цей завод. 6. Мій батько працює на заводі, який побудовано минулого року.

COMMUNICATIVE SITUATIONS

1. You want to make a contract with an American firm (or enterprise). You converse with the representative of the firm.

2. You talk with the foreign partner about the problems of your enterprise.

3. You are the president of a firm. You converse with a group of foreign tourists.

4. You discuss the problem of the economic situation in Ukraine with foreign partners. You talk about the problems of the marketing in Ukraine.

LESSON 22

MONEY AND ECONOMIC RELATIONS

EXERCISES

I. Read and memorize the following words:

money ['mʌni] гроші

e.g. Money has various uses in the modern world.

price [praɪs] ціна

e.g. Every man has his price.

value ['vælju:] цінність

e.g. Money is a measure of the value of goods and services.

wage [weɪdʒ] заробітна платня

e.g. Wage is a payment received at regular intervals for work or services.

fee [fi:] гонорар

e.g. Fee is a payment for professional advice or services.

exchange [ɪks'tʃeɪn(d)ʒ] обмін; обмінювати

e.g. What are the operating hours of the currency exchange office?

relations [rɪ'leɪʃənz] відносини, стосунки

e.g. We are willing to establish long-term economic relations with your country.

cooperation [ko(u)pə'reɪʃn] співробітництво

e.g. In what way is cooperation with Ukraine arranged?

activity [æk'tɪvɪtɪ] діяльність

e.g. We are interested in foreign economic activity.

partner ['pɑ:tənə] партнер

e.g. We have had many opportunities to see that your firm is a reliable partner.

credit ['kredit] кредит

e.g. On what terms does this bank grant credits?

offer ['ɔfə] пропозиція

e.g. Let's discuss some points of your offer.

negotiation [nɪˌɡoʊʃɪ'eɪʃn] переговори

e.g. We have successfully conducted our negotiations.

cheque [tʃek] чек

e.g. A cheque is a written order to a bank given and signed by someone.

coin ['kɔɪn] монета

banknote ['bæŋknout] кредитний білет, банкнот

e.g. Banknotes are printed on paper.

II. Learn the following word-combinations:

(to) sell things	продавати речі
(to) buy things	купувати речі
(to) keep money	тримати гроші
(to) put money	вкладати гроші
means of storing up	засіб накопичення
(to) be heavy with orders	мати багато замовлень
(to) clarify some details	з'ясовувати деякі деталі
a repeat order	повторне замовлення
(to) settle prices	домовитися про ціни
manufacturing plant	завод-виробник
to establish trade contacts	встановити торговельні контакти
barter economy	бартерна економіка
(to) deal with a bank	користуватися послугами банку
recipient country	країна, що одержує допомогу
aid-giving country	країна, що надає допомогу

III. Make up sentences:

Money	is has	the root of all evil.
		a measure of the value of goods.
		a means of exchanging goods.
		the guarantee of security.
		a way to store up buying power.
		various uses in the modern world.
		good and bad points.
		some very serious disadvantages.

IV. Fill in the blanks with the necessary words:

1. Synthetic materials have become cheaper, since the ... of production are lower now. (value, cost, price) 2. Sometimes it is easy to make plans but difficult ... them. (to find, to show, to carry out) 3. The money which he ... from his parents did not arrive. (expected, respected, avoided) 4. It is obvious that a primitive system of exchanging goods for goods cannot ... the needs of a highly developed economic system. (satisfy, occupy, justify) 5. He was known for his ... to solve most complicated problems very quickly. (opportunity, ability, difficulty)

V. Compose questions and let your fellow-students answer them:

Price	is	a measure of the value of goods
Money		money for which a thing is bought or sold
Cost		price to be paid for a thing
Market		place where people meet to buy and sell goods
Currency		a particular type of money used in a state
Purchase		quantity of smth given in return for the money paid

VI. Complete the following sentences:

1. Has money various ... ?
2. Money is a means of
3. By means of money things can be
4. Time is
5. Money is the root

VII. Translate into English:

1. Прямий обмін товарами неможливий у розвинутому суспільстві. 2. Для того щоб розвивалася торгівля, мають існувати гроші. 3. Купівельна спроможність грошей у наш час дуже швидко змінюється. 4. Ми успішно

провели переговори з цього питання. 5. Монети виготовляють із різних металів.

VIII. Give synonyms to the words in bold type:

1. Some countries have agreed to reduce oil production to keep **the price** on the same level. 2. The **purchasing power** of the dollar is not falling. 3. We agree to the terms of your **contract**. 4. If some **problems** arise in the process of work we shall deal with them. 5. The cost of living has risen, whereas **wages** have remained the same.

IX. Read and dramatize the following dialogues:

A: I wish I had more pocket money. What you are giving me is laughable.

B: Is it? We are giving you what we can. If you want more, you can work during your summer holiday.

* * *

A: Cheer up, John. You do look so down. What's the matter?

B: I've had a talk with Dad about buying a new stereo recorder on hire-purchase. He says I can't buy it.

A: Poor John! I do feel for you, I really do. But what does he actually say? Why is he against it?

B: Oh, he says he will not sign as a guarantor for me. At least not till we have paid for the TV. And that's another six months.

A: Well, cheer up! It's not the end of the world! Six months is not a very long time to wait.

* * *

A: Here's the bank. When does it close?

B: It closes at half past three. Some bank aren't closed until six o'clock on Thursdays, but not this bank. Now look for the foreign exchange counter.

A: These are the paying-in counters. Is that the foreign exchange counter?

B: No, it isn't. That's inquiries. This is the foreign exchange counter. Change your Swiss money first.

A: I can't change my money.

B: Yes, you can.

A: No, I can't.

B: Why not?

A: Because I haven't got it. It's in my blue handbag. There's nothing in this handbag.

B: Oh, we can't go back to the hotel again. It's late ... but don't worry.

A: Can I change it tomorrow?

B: Yes, you can.

* * *

A: Can I help you, sir?

B: Yes, I'd like to open a savings account.

A: Certainly, sir. We'll have to fill some forms. Could I have your name, please?

B: It's Brown, Nick Brown.

A: How do you spell your last name, Mr Brown?

B: It's B-r-o-w-n.

A: And where do you live?

B: 2418 Greystone Road.

A: Is that in Chicago?

B: Yes, that's right.

A: And your zip code?

B: 60602.

A: What's your telephone number?

B: 364--9758.

A: And your occupation?

B: I'm a salesman.

A: I see. What's the name of your employer?

B: I work for IBM.

A: Fine. Just a minute, please.

X. Complete the following dialogues:

A: Good morning, Nina!

B: ...

A: I haven't seen you for ages.

B: ...

A: Have you time to go with me to the market? Ma feels unwell and she wants me to do the shopping.

B: ...

A: Just wait a minute while I get ready the bag. Where can it be I wonder.

B: ...

A: Oh! How silly I am! Going to the market without money. Nice, indeed.

B: ...

A: Well, seems to be all. Come on.

XI. Make up your own dialogues using the following expressions:

metal money, currency, to earn money, to spend money, to borrow money, to open a savings account, to fill out some forms, name, telephone number, salary, to pay monthly.

XII. Read and retell the text:

MONEY

In the modern world money has various uses. For selling and buying things, all modern people use money. Money gives us a useful means of measuring the value of things. Money is also of very great use as a means of exchanging goods and services. Money is a way to store up buying power that one can use later. If we consider money as a means of storing up buying power, it has good and bad points. Money can more easily be kept for a long time than such things as food, buildings and machines. Food spoils, buildings fall to pieces and machines rust. Money takes up very little space and if we want we may put it in a bank.

But modern money has some very serious disadvantages if we use it as a means of storing up buying power. In earlier times when money was in the form of gold and silver coins, the metal in each was really worth the amount stamped on the coin. But the paper in modern paper money is worth much less than the amount written on it. In a short time the buying power of modern money can change very greatly and because of that, some people are doubtful about the wisdom of saving money.

XIII. Read and translate the text. Make up the plan and retell the text.

CURRENCY, BANKING AND FINANCE

The pound sterling (£1), of 100 new pence, is the basic unit of currency (£ 0.6551 equals US\$1; 1996). In 1968 Britain took the first step in a three-year conversion of its currency to the decimal system of coinage by introducing the first two new coins, the 5-pence piece (equal to one old shilling) and the 10-pence piece. In 1969 the 50-pence coin was introduced, replacing the old 10-shilling note. The conversion was completed in 1971. The pound was permit-

ted to float against the dollar and other world currencies beginning in June 1972.

The Bank of England, chartered in 1694, was nationalized in 1946, and it is the sole bank of issue in England and Wales. Several banks in Scotland and Northern Ireland may also issue currencies in limited amounts. Great Britain has, in addition, some 13 major commercial banks with more than 10,000 domestic and overseas branches, most of which are offices of the four leading banks: Lloyds, Barclays, National Westminster, and Midland. Some banking services are provided by the postal system, savings banks, and cooperative and building societies.

There are also a number of domestic clearing banks, discount houses, and other financial institutions, such as the London Stock Exchange, and Lloyd's insurance market, linked to Britain's role as one of the world's leading financial centres. In 1994 there were some 486 banks registered in the United Kingdom, as well as many other banking and non-banking institutions. Banking, finance, insurance and leasing services accounted for about 20 per cent of Britain's output, a substantial rise over a decade earlier, and 13 per cent of employment. In the mid-1990s about 16 per cent of the workforce were employed in the banking and finance sector. Net overseas earnings were some US\$25 billion (£ 15.6 billion). Historically, the financial services industry has been based in the famous "Square Mile" in the City of London. This remains very much the case today, even though Manchester, Cardiff, Liverpool, Leeds, Edinburgh and Glasgow have developed as financial centres in recent years. The City of London, however, has the greatest concentration of foreign banks in the world and accounts for 20 per cent of total international bank lending. It also has one of the world's largest insurance markets, is the world's top centre for trading overseas equities, has one of the world's largest financial derivatives markets, and is a leading market for trading commodities such as copper, gold, cocoa and coffee.

The financial services sector expanded particularly fast after the deregulation of the Stock Exchange, or "Big Bang", in 1986, developing new markets and products, and taking on large numbers of new employees. The recession of the early 1990s led to many workers being laid off, and the sector was also hit by a number of problems and scandals.

XIV. Read and ask questions on the text:

AMERICAN CURRENCY

American currency (money) consists of dollars and cents. Cents are made of different metals. Dollars are printed on paper.

Let me tell you about American money. There is a one cent coin. It is made of bronze. One cent is written 1 ¢. A five cent coin is made of nickel. A ten cent coin or a dime is made of silver. A fifty cent coin or a half dollar is likewise made of silver.

In America there are the following bills (notes):

A one-dollar bill.

A ten-dollar bill.

A two-dollar bill.

A twenty-dollar bill.

A five-dollar bill.

A fifty-dollar bill.

A one-dollar bill is written \$1.

A two-dollar bill is written \$2.

A five-dollar bill is written \$5.

A ten-dollar bill is written \$10.

A twenty-dollar bill is written \$20.

A fifty-dollar bill is written \$50.

There is also a one hundred dollar bill, a five hundred dollar bill and a one thousand dollar bill.

\$1 = 100 ¢.

We say:

\$26.01 = twenty-six dollars and one cent.

\$35.10 = thirty-five dollars and ten cents.

\$4,350.55 = four thousand three hundred and fifty dollars and fifty-five cents.

XV. Read and memorize units of money used in various countries:

Australia	dollar ['dɒlə]
Austria	shilling ['ʃɪlɪŋ]
Belgium	franc [fræŋk]
Canada	dollar ['dɒlə]
China	yuan [ju:'ɑ:n]
Denmark	krone ['krounə]
France	franc [fræŋk]
Germany	mark [mɑ:k]

Hungary	forint ['fɔrɪnt]
Italy	lira ['lɪərə]
Japan	yen [jɛn]
Netherlands	guilder ['guld(ə)n]
Norway	kroner ['krɔnə]
Poland	zloty ['zlɔtɪ]
Portugal	escudo [es'ku:dou]
Spain	peseta [pə'setə]
Sweden	krona ['krɔnə:]
Switzerland	franc [fræŋk]
Turkey	lira ['lɪərə]
United Kingdom	pound [paʊnd]
the United States	dollar ['dɒlə]

XVI. Translate the text into Ukrainian:

AN ECONOMICALLY WASTED TRIP

An Englishman was in France and he wanted to go back to England by sea. But he had very little money. 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 took 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 did not go to the dining-room.

In the evening he was even hungrier but when the waiter came to invite him to have supper, he said that he was ill.

The next day the Englishman was half-dead and couldn't stand the hunger any longer. "I shall go even if they kick me out into the sea", he said to himself. He had his dinner in the dining-room. In the evening he had supper but he was very much afraid of his future because he didn't pay for meals. At last he addressed the waiter and said "Bring me the bill, please." — "What bill?" — asked the waiter — "For the supper and dinner I had in your dining-room." — "Don't worry, sir. You paid for your meals when you bought the ticket."

THE PRESENT PARTICIPLE

GRAMMAR EXERCISES

I. Translate into Ukrainian:

1. Money existing in the modern world has various uses. 2. All modern people selling and buying things use money. 3. Money gives us a useful means of measuring the value of things. 4. The boys working in this collective farm during their summer holidays made much money. 5. The man making a report about money and economic relations is our dean. 6. Entering the hall, I heard a talk about goods and services. 7. When translating this text, John came across some new words concerning the topic "Economy".

II. Complete the following sentences:

1. Establishing trade contacts 2. Clarifying some details 3. Settling prices 4. Dealing with a bank 5. Putting money 6. Selling things 7. Buying things

III. Make the sentences interrogative:

1. Entering the room, I heard a talk about allowance. 2. Arriving in Manchester, they made a repeat order. 3. When discussing the topic "Economic Relations", she used many new words. 4. When settling prices, they understood each other. 5. When studying at the University at the economics faculty, Paul published several scientific articles. 6. While waiting for you, I read the article about recipient and aid-giving countries.

IV. Paraphrase the following sentences according to the model:

M o d e l: The boys who work in the collective farm during the summer holidays make much money.
— The boys working in the collective farm during the summer holidays make much money.

1. The man who sells newspapers showed me the way to the post-office. 2. The woman who gives him money is his mother. 3. The girl who is buying a new stereo recorder is my sister. 4. The woman who is opening a savings account is my grandmother. 5. The man who sells different things lives in our house. 6. When she heard a talk about money, she turned round. 7. When we saw the salesman, we stopped and waited for him. 3. When he came home, he began to read an article about economic relations.

V. State the function of the Participle:

1. The students working here came from Kyiv. 2. While clarifying some details, she put down all the necessary data. 3. While solving a problem about barter economy one must take into consideration the existing methods related to the problem in question. 4. Producing various kinds of complex machinery the workers improve the technological process. 5. While preparing the report "Money and Economic Relations" we use a dictionary. 6. My work concerning the topic "Money" being very difficult, he helps me. 7. The man making the report "American currency" is our teacher. 8. The boy telling us about British money lives in our house. 9. The girl telling about American money is my friend.

VI. Transform the following complex sentences into simple ones using the Objective Participle Complex according to the model:

Model: I saw them as they were buying things.
— I saw them buying things.

1. I saw them as they were settling prices. 2. We watched them as they were signing trade contracts. 3. They observed her as she was making a report. 4. I saw the girl as she was exchanging currency. 5. We saw them as they were concluding a deal. 6. She watched them as they were selling goods.

VII. Translate into English:

1. Ми чули, як декан економічного факультету робив доповідь. 2. Я чула, як менеджер фірми робив повторне

замовлення. 3. Ми спостерігали, як вони з'ясовували деякі деталі. 4. Коли я зайшла до кімнати, я почула, що вони розмовляли про принципи співробітництва. 5. Оскільки ми користувалися послугами цього банку, нас поінформували про нові види банківських послуг. 6. Він чув, як ми читали статтю про підготовку національних кадрів та плідну співпрацю.

COMMUNICATIVE SITUATIONS

1. You have an exam. Your question is "Money in our society".
2. Express your attitude to these expressions:
time is money;
money is the root of all evil;
money is the guarantee of security;
every man has his price.
3. Our customers are interested in buying some pumps from Mr. Smith's company. Discuss the price for the model you require and the terms of payment.

LESSON 23

UKRAINE

EXERCISES

I. Read and memorize the following words:

sovereign ['sɒvrɪn] суверенний

e.g. Our country is a sovereign state.

boundary ['baʊndəri] кордон, межа

e.g. Ukraine has common boundary with many countries.

region ['ri:dʒn] область

e.g. There are 24 administrative regions there.

wash [wɒʃ] омивати

e.g. Ukraine is washed by the Black Sea and the Sea of Azov.

multinational ['mʌltɪ'næʃənl] багатонаціональний

e.g. Ukraine is a multinational state.

variety [və'raɪəti] різноманіття, розмаїття

e.g. The country has a wide variety of minerals.

favourable ['feɪvərəbl] сприятливий

e.g. Ukraine has the favourable climate and the geographical position.

extremely [ɪks'tri:mli] надзвичайно

e.g. The flora and fauna of our country are extremely rich.

inexhaustible [ˌɪnɪg'zɔ:stəbl] невичерпний

e.g. Ukraine has inexhaustible natural wealth.

possess [pə'zes] володіти

e.g. The country possesses enormous tracts of woodland.

ancient ['eɪnfənt] стародавній, давній

e.g. Ukraine has an ancient history.

deposit [dɪ'pɒzɪt] родовище

e.g. Our country has rich deposits of coal.

heritage ['herɪtɪdʒ] спадщина

e.g. We are interested in cultural and artistic heritage.

revive [rɪ'vaɪv] відроджувати

e.g. Many names have been revived.

stretch [stretʃ] простягатися, розкинутися

e.g. Ukraine stretches for 1,316 km from west to east.

opportunity [ˌɒpə'tju:nɪtɪ] можливість

e.g. He had the opportunity to visit Kyiv.

resident ['rezɪdənt] мешканець, постійний житель

e.g. Its population is above 2.5 million residents.

sightseeing ['saɪt,sɪ:ɪŋ] огляд визначних місць

e.g. Now we are going to continue our sightseeing of Kyiv.

II. Learn the following word-combinations:

the Supreme Council

Верховна Рада

a national emblem

державний герб

natural resources

природні багатства

enormous tracts

величезні масиви

fine pasture

чудові пасовища

fertile black soil

родючий чорнозем

non-ferrous metals

кольорові метали

raw materials

сировина

(to) display a keen interest

виявляти великий інтерес

(to) translate into life

впроваджувати в життя

(to) establish relations

встановлювати відносини

(to) set contacts

встановлювати зв'язки

(to) sign an agreement

підписувати угоду (дого-

(treaty)

вір)

(to) facilitate the growth

сприяти зростанню

III. Make up sentences:

		a sovereign state.
		one of the largest European countries.
		the agricultural country.
		a multinational country.
		inexhaustible natural wealth.
Ukraine	is	many industrial raw materials.
Our country	has	metallurgical and heavy industries.
		mainly continental climate.
		rich deposits of iron, coal, gas, ores.
		many rivers.
		an advanced science.

IV. Fill the blanks with the necessary words:

1. The square, the street and the park which I can ... from my windows are becoming darker and looking still more beautiful now. (see, look, watch) 2. The beauty of Ukraine was ... in folk songs about the quite waters of the Desna river, the picturesque tops of the Carpathian Mountains, the blue woodland lakes and the vast Black Sea steppes. (praise, estimate, boast) 3. The students ... in disputes, referendums and even campaigns dealing with environmental protection. (take part, participate, collaborate) 4. During our tour they ... a special interest in historic monuments of Ukraine. (take, display, show)

V. Make up questions and let your fellow-students answer them:

		the territory of Ukraine?
		Ukraine rich in?
	is	the population of Ukraine?
What	are	the highest body of state power in Ukraine?
		the achievements of Ukrainian scientists?
		the main rivers of Ukraine?
		an industrial, scientific centre of Ukraine?
		the capital of Ukraine?
		the seat of the Supreme Council?
Is	Kyiv	the seat of the Cabinet of Ministers?
		one of the most ancient cities?
		famous for its beauty?
		located on the picturesque banks of the Dnieper River?

VI. Complete the following sentences:

1. Ukraine has its own territory, higher and local bodies of
2. The geographical position of Ukraine is very favourable for the
3. The population of Ukraine are
4. The declaration of Ukrainian independence was
5. The Dnieper, the Dniester, the Bug are the major
6. Ukraine is rich in

VII. Translate into English:

1. Київ — одне з найкрасивіших міст у світі. Розкинутий на мальовничих схилах Дніпра, він увесь потопав в зелені садів і парків.
2. Історія України тісно пов'язана з Києвом.
3. Хрещатик — головна вулиця Києва.
4. Київ відомий своїми архітектурними пам'ятками давнини.

VIII. Give synonyms to the words in bold type:

1. You can see here ancient monuments and modern new **structures**.
2. There are a lot of museums, palaces and monuments **to see** there.
3. Kyiv is a **well-known** industrial and scientific centre.
4. The main river in Ukraine is the Dnieper which **divides** it into two parts.
5. The State of Kyiv Rus situated on the territory of present Ukraine was **set up** in the 9th century.

IX. Read and dramatize the following dialogues:

- A: What country are you from?
B: I'm from the USA and Mrs. Hill is from Scotland.
A: Are you travelling together?
B: Yes, we are members of a tourist group.
A: Have you visited many places in Ukraine?
B: Quite a lot. We have been to Odesa, Kyiv, Kharkiv and the Crimea.

* * *

- A: I'm from England. And you? Are you Russian?
B: No, I am Ukrainian. My name is Savchenko.
A: Glad to meet you, Mr. Savchenko. By the way I'm going to visit your country soon.
B: Really? When?

A: Next month. I shall go by plane to Kyiv and by bus throughout Ukraine.

B: That's fine. I like travelling by bus. One can see more of the country.

A: I am going to see typical Ukrainian villages and large industrial and cultural centres.

* * *

A: Hello. I'm so glad to meet you! I don't have any friends in this town. What's there to see here?

B: We have very many places of interest here. Every part of the town has something interesting or beautiful. I have my car at the door of the hotel. Let me take you around the city. This is Khreshchatyk. It's the main street of the city. There are apartment houses, shops and government offices here.

A: How long is it?

B: It's relatively short. It's only 1,200 metres long.

A: And what is that building?

B: It's the City Council.

A: And that building with columns?

B: That's the Kyiv State Chaikovsky Conservatory.

A: What parks are worth seeing in Kyiv?

B: Let's see Volodymyr Hill and First of May Park. We have a very beautiful view of the Dnieper from these places.

* * *

A: I'm going to visit Ukraine. Could you tell me what language is spoken there?

B: Ukrainian, of course.

A: I speak Russian a little. Will they understand me?

B: Yes, they will. Many people in Ukraine know Russian as well.

A: Thank you.

* * *

A: This is a letter for you.

B: Oh, who is it from, I wonder?

A: Come on, guess.

B: Is it England or foreign? Is it from New York?

A: It's from Ukraine.

B: Is it from Kyiv?

A: Yes, it is.

B: It must be from Barbara who is on a visit to Kyiv now.

X. Complete the following dialogue:

A: Sorry. I am a stranger in Kyiv and I've lost my way.
Can you tell me the way to the Museum of Ukrainian Art?

B: ...

A: Wouldn't it better for me to go there by trolleybus?

B: ...

A: What is Kyiv famous for?

B: ...

A: What would you recommend me to see first?

B: ...

A: Thank you for your valuable advice.

XI. Make up your own dialogues using the following expressions:

Sovereign state, proclaim, total area, population, rich deposits of iron, metals, coal, the geographical position, higher and local bodies of state power, national emblem, develop relations, high mountains, vast steppes, beautiful rivers, the flora and fauna.

XII. Read and ask questions on the text:

UKRAINE

Ukraine is a self-contained, sovereign state. The Declaration of Ukrainian independence was proclaimed on August 24, 1991 by the Ukrainian Parliament.

Ukraine has its own territory, higher and local bodies of state power (the Supreme Council and local Councils), government, national emblem, state flag and anthem.

Ukraine is one of the largest European countries. Its total area is 603,700 square kilometres. Ukraine borders on the Russian Federation, Byelorussia, Moldova, Poland, Slovakia, Hungary and Romania. Our country is washed by the Black Sea and the Sea of Azov and it has very important ports.

The population of Ukraine is about 52 million people, among them are Ukrainians (73.6%), Russians (21.1%), Jews (1.3%), Byelorussians (0.8%). There are 24 administrative regions and the Crimean autonomous republic.

The territory of our country has an astonishing variety of landscapes. We have high mountains, vast steppes, endless forests, beautiful rivers and lakes. The largest lake of Ukraine is Swytyaz, its total area is 24.2 square kilometres and the depth is 58.5 metres. Ukraine has 131 rivers, among them are the Dnieper with its tributaries such as the Desna, the Prypyat, the Dniester, the Bug, the Donets. The Dnieper is the main river in Ukraine which divides the country into Right-bank and Left-bank territories.

The flora and fauna of our country are extremely rich. Almost all kinds of European animals and birds can be found on the territory of our vast land. Ukraine has inexhaustible natural wealth. It possesses enormous tracts of woodland, vast tracts of fertile arable lands and fine pastures.

Our country has many industrial raw materials, it has rich deposits of iron, metals, coal, oil, gas, different ores, marble and other natural resources. Ukraine has metallurgical and heavy industries.

The fertile black soil and the favourable climate have long facilitated the growth of agriculture in Ukraine.

Ukraine has an ancient history. The State of Kyiv Rus situated on the territory of the present Ukraine was set up in the 9th century. It was a powerful feudal state with highly developed culture and various crafts widely known throughout Europe.

From the 13th century onwards Ukraine was continuously struggling against invasions by the Mongols, the Turks, the Crimean Tatars, Lithuanian and Polish rulers. The long struggle of the Ukrainian people for independence continued victoriously under the leadership of B. Khmelnytsky.

Ukraine has its own original culture and art. Ukraine has many professional theatres and Philharmonic societies. The National Symphony Orchestra of Ukraine, the Gryhory Veryovka Ukrainian People's Choir, the Dance Company of Ukraine are known not only in the country but all over the world.

Over the last years people of Ukraine display a keen interest in the Ukrainian history and artistic heritage. There is a new approach to the development of culture, arts and languages.

Ukraine pursues a policy of peace. Now Ukraine establishes new relations with countries throughout the world. It sets direct contacts with them signing agreements and treaties.

Ukraine has been and is being recognized by a vast number of countries.

XIII. Read and retell the text:

KYIV

Kyiv is the capital of Ukraine and the seat of the Supreme Council and the Cabinet of Ministers.

Kyiv is one of the most ancient cities. In 1982 it was 1500 years old. It was called "the Mother of All Russian Cities". It has the population of above 2.5 million people. Its total area is 790 square kilometres.

Kyiv lies on both banks of the Dnieper, one of the longest rivers in Ukraine. Spreading over the picturesque hills of the Dnieper Kyiv is immersed in green parks and gardens. It is one of the greenest cities in the world, it has 18 square metres of greenery for a person.

Kyiv is an industrial, scientific and cultural centre of Ukraine. Kyiv is one of the oldest cities and has many places of interest. Among them is the Golden Gate, which is about a thousand years old. Once it was the main entrance to the city. At that time Kyiv was the capital of the feudal state of Kyiv Rus, a large and powerful state. On the Sophia's Square there is St. Sophia's Cathedral. In the square, in front of the cathedral, there is the monument to Bogdan Khmelnytsky.

There is the monastery ensemble, Kyiv-Pechersk Lavra, which was founded in the 11th century in Kyiv. Among the museums of Lavra is the museum of Ukrainian Folk Decorative Art, which comprises more than 50,000 exhibits. In the park of Immortal Glory there is the Tomb of the Unknown Soldier, over which an eternal fire burns.

Also in Kyiv you can see the monument to T. Shevchenko, the well-known poet and fighter for freedom. It stands in the park in front of the University. There are some other monuments in Kyiv — the monument to Lesya Ukrainka,

the great Ukrainian poetess, the monument to N. Lysenko, the great Ukrainian composer and many others.

There are many fine museums in Kyiv: the State Historical Museum, the Museum of Ukrainian Art and so on. Kyiv is a city of theatres. It is famous for its theatres such as the Taras Shevchenko Opera and Ballet Theatre, the Ivan Franko Ukrainian Drama Theatre, the Lesya Ukrainka Russian Drama Theatre and others.

Kyiv is the centre of science and education. Many scientific research institutes, colleges and universities are in Kyiv.

Kyivites are proud of their city.

XIV. Read and discuss:

MY TESTAMENT

T. Shevchenko

When I am dead, then bury me
In my beloved Ukraine,
My tomb upon, a grave mound high
Amid the spreading plain,
So that the fields, the boundless steppes,
The Dnieper's plunging shore
My eyes could see, my ears could hear
The mighty river roar.
When from Ukraine the Dnieper bears
Into the deep blue sea
The blood of foes ... then will I leave
These hills and fertile fields —
I'll leave them all and fly away
To the abode of God,
And then I'll pray. But till the day
I nothing know of God.
Oh, bury me, then rise yet up
And break your heavy chains
And water with the tyrants' blood
The freedom you have gained.
And in the great new family
The family of the free,
With softly spoken, kindly word
Remember also me.

(Translated by John Weir)

THE GERUND

GRAMMAR EXERCISES

I. Make up sentences:

I	insisted on	visiting the Academy of Sciences.
He	suggested	reading Ukrainian newspapers.
She	agreed to	visiting a public library.
We	finished	collecting the harvest.
You	thought of	leaving for Kyiv.
They	continued	resting in the Crimea.
	enjoyed	learning Ukrainian poems.

II. State the form and syntactic function of the Gerund in the following sentences. Translate into Ukrainian:

1. He went on asking about the flora and fauna of Ukraine. 2. Repeating Ukrainian grammar is necessary for the students. 3. My hobby is learning Ukrainian poems by heart. 4. Are you pleased at being student of Kyiv University? 5. After reading the article about the natural resources of Ukraine I made a short summary of it. 6. Your coming to the Crimea is very desirable. 7. We insist upon your staying in this ancient Ukrainian city. 8. I remember his having been interested in the history of Ukraine in his childhood. 9. They spoke about their travelling to the South of Ukraine.

III. Transform the sentences using the Gerund instead of the Infinitive according to the model:

M o d e l: We continue to study Ukrainian.

— We continue studying Ukrainian.

1. My sister began to work in this beautiful Ukrainian city five years ago. 2. She has just finished to read the article about the natural resources of Ukraine. 3. We preferred to go to Kyiv by plane. 4. I have just begun to translate the text into Ukrainian. 5. My father intends to spend his holidays in the Crimea.

IV. Make the sentences interrogative:

1. Reading Ukrainian technical magazines is important for an engineer 2. I know of his having been appointed to a

new job in Odesa. 3. Instead of restoring the old theatre they decided to build a new one in the centre of this town. 4. I remember attending his lectures on the history of Ukraine. 5. We know of his having been sent to work to the North of the country. 6. In copying this text he made a few mistakes in Ukrainian. 7. Developing the agriculture is very important. 8. They think of going to the T. Shevchenko Opera and Ballet Theatre tomorrow. 9. After graduating from Kyiv University she worked as a teacher of Ukrainian.

V. Complete the following sentences:

1. After having set contacts with 2. Developing heavy industry 3. Nowadays the Ukrainian engineers prefer using 4. After returning to the Crimea 5. After graduating from the Institute 6. We think of going 7. They continue travelling

VI. Ask your friend:

- 1) if he likes reading the Ukrainian books;
- 2) if he intends going to Lviv this year;
- 3) if he dreams of entering Kyiv Medical University;
- 4) if he is sure of passing his examination in Ukrainian well;
- 5) whether the Ukrainian film he saw last is worth seeing;
- 6) whether the book by this modern Ukrainian author he read last is worth reading.

VII. Paraphrase the sentences using gerundial complexes according to the model:

M o d e l: I want him to visit Kyiv.

— I insist on his visiting Kyiv.

1. I want you to recite the poem by T. Shevchenko.
2. They wanted me to make a report "Kyiv is the capital of Ukraine".
3. I want you to stay in Dnipropetrovsk for a long time.
4. The teacher wanted the student to explain this rule in Ukrainian.
5. My mother wants me to visit the

Museum of Ukrainian Art. 6. I want her to be sent to the conference in Kharkiv.

VIII. Change the following complex sentences into simple ones using gerundial complexes according to the model:

M o d e l: When this Ukrainian actor sings, I enjoy it.
— I enjoy his singing.

1. When our Ukrainian football players win the match, we are proud of them. 2. When Ukrainian actors dance, I enjoy it. 3. When Jane had failed at the examination in the Ukrainian literature, we were surprised at it. 4. If you pass your examination in English well, I'll be proud of you.

IX. Translate into English:

1. Я пам'ятаю, що бачила його в Києві. 2. Мені дивно, що українські футболісти програли міжнародний матч. 3. Вона сказала, що читала ці українські журнали. 4. Я не міг підготувати доповідь про екологічну ситуацію в Україні, не прочитавши цих статей. 5. У неї не було надії купити квиток на виставу за участю українських акторів. 6. Закінчивши університет у Чернівцях, його брат повернувся в своє рідне село працювати вчителем. 7. Давнє українське місто Львів варто відвідати. 8. Вони не заперечують проти того, щоб ми приєдналися до їхньої екскурсії в Карпати. 9. Дякую за те, що Ви показали мені дорогу на Хрещатик. 10. Ваша поїздка історичними місцями України залежить від того, чи дістане вона квитки.

COMMUNICATIVE SITUATIONS

1. You are for the first time in Ukraine. You speak with your guide.

2. You tell your people at home about your visit to Ukraine.

3. Imagine you are in Kyiv. What are your impressions?

4. You have visited Ukraine and your wife is interested in cultural life in Kyiv. What would you say?

LESSON 24

GREAT BRITAIN

EXERCISES

I. Read and memorize the following words:

situated ['sitjuetɪd] розташований

e.g. Great Britain is situated on the British Isles.

consist (of) [kən'sɪst] складатися

e.g. The British Isles consist of Great Britain, Ireland and some 5,500 smaller islands.

divide [dɪ'vaɪd] розділяти, поділяти

e.g. Great Britain is divided into 92 administrative counties.

chance [tʃɑːns] випадок, можливість, шанс

e.g. It seems we've got a chance.

(to) fail [feɪl] пропускати нагоду.

e.g. One should not fail to see this city.

prosperous ['prɒspərəs] сприятливий, що процвітає.

e.g. London became a prosperous trading centre.

urban ['æbən] міський

e.g. About four fifths of the population are urban.

rural ['ruərəl] сільський

e.g. Only one fifth of the population is rural.

(to) reign [reɪn] царювати

e.g. In practice Queen reigns but does not rule.

(to) govern ['gʌvən] керувати, управляти

e.g. The country is governed by the Government.

tombstone ['tuːmstəʊn] надгробок

e.g. There are many tombstones, monuments associated with the history of this country.

(to) equip [ɪ'kwɪp] устатковувати, обладнувати

e.g. The new industries are equipped to meet present technical demands.

(to) crown [kraʊn] коронувати

e.g. For nearly 1000 years all kings and queens have been crowned here.

doudecker ['dʌbl'dekə] двоповерховий автобус

e.g. The red doudecker is an important part of the public transport system.

cradle [kreɪdl] колиска

e.g. London is the cradle of British traditions and culture.

II. Learn the following word-combinations:

(to) be known for	бути відомим
(to) have the opportunity	мати можливість
maritime climate	морський клімат
grain crops	зернові культури
masterpiece of architecture	шедевр архітектури
peace and quiet	мир і тиша
hand in hand	пліч-о-пліч
wheat and barley	пшениця та ячмінь
the House of Commons	палата громад
the House of Lords	палата лордів
Trafalgar Square	Трафальгарська площа
Westminster Abbey	Вестмінстерське абатство
Hyde Park	Гайд-парк

III. Make up sentences:

Great Britain is
London is

a highly developed industrial country.
situated on the British Isles.
divided into 92 counties.
a parliamentary monarchy.
washed by the North Sea.
the Irish Sea.
known for its fogs and frequent rains.
situated in the Atlantic Ocean.
one of the greatest cities in the world.
situated on the banks of the River Thames.
the capital of Great Britain.
the cradle of British traditions and culture.
divided into four main parts.

IV. Fill in the blanks with the necessary words:

1. Great Britain ... on the British Isles. (is situated, lie, stands) 2. Agriculture is one of the largest and most important ... in Great Britain. (work, activities, occupation) 3. The language spoken here is English, but Welshmen, Scotsmen, and Irishmen ... their own language in addition to English. (talk, say, tell, speak) 4. The British museum is ... for its library reading-room and the collection of manuscripts. (well-known, famous, marvellous) 5. Big Ben, the famous ... is in one of the Towers. (square, monument, clock)

V. Make up questions and let your fellow-students answer them:

What	is	the capital of Great Britain?
		the total area of Great Britain?
	are	its population?
		the climate of Great Britain?
Where	is	the main industrial centres?
		London situated?
		Great Britain situated?
	does	the Queen live when she is in London?

VI. Complete the following sentences:

1. Great Britain is formally known as 2. Coal is the main source for the development of 3. The main centre of cotton and woolen industry is 4. Great Britain is known for its typically maritime climate with 5. The Parliament is the supreme legislative body and consists of two 6. Shipbuilding is one of the principal ... of Great Britain.

VII. Translate into English:

1. Лондон є важливим адміністративним, промисловим, науковим і культурним центром. 2. Англія славиться своєю історією і красою. 3. Я знаю, що Ви цікавитесь церквами та історичними місцями. 4. Здається, в нас є можливість подивитися визначні місця Лондона. 5. Англія поділяється на 92 адміністративні графства. 6. Ця країна відома своїм типовим морським кліматом з тривалими дощами. 7. Лондон, як і Рим, будувався не один день, і оглянути його за один день неможливо.

VIII. Give synonyms to the words in bold type:

1. One of the **well-known** museums is the British museum with its library and the collection of manuscripts. 2. London **consists** of four main parts: the City, Westminster, the West End and the East End. 3. Westminster is a good place **to start** sightseeing. 4. Londoners **spend** their week-ends in the parks. 5. Great Britain has a common **border** only with Ireland. 6. On the border between England and Scotland there is a range of **hills**, called the Cheviot Hills.

IX. Read and dramatize the following dialogues:

A: This is a map of the world. What can we see on it?

B: We can see oceans and continents. There are six continents on this map.

A: What are they?

B: They are Europe, Asia, Africa, Australia, America and Antarctica.

A: What else can you see on the map?

B: We can also see seas and rivers, mountains and valleys.

A: What countries can you show us?

B: This is the United Kingdom of Great Britain and Northern Ireland. It is a highly developed industrial country. In the 19th century it stood the first in the world and the biggest colonial power. But after World War II it lost some of its prestige as well as its colonies.

* * *

A: Would you kindly tell us something about North England and England's most important industrial areas?

B: O.K. The centres of English industry lie in the Midlands around Birmingham, Manchester, Sheffield and Newcastle.

A: The areas around Birmingham is called the Black Country, isn't it?

B: Yes, the very name tells us what it means: smoke, dust and shoot.

* * *

A: What can you tell me about Birmingham?

B: Oh, Birmingham is the centre of metal industry.

A: What is produced there?

B: All sorts of tools, screws, bicycles, motorcycles and radio sets are manufactured there.

A: Wales is one of the big mining districts in Britain, isn't it?

B: Yes, it is. In the towns and villages of Wales you can see thousands of miners.

* * *

A: I beg your pardon. Is this the right way to the Houses of Parliament?

B: I'm sorry. I can't tell you.

A: Oh! What a nuisance! Why not?

B: You see, I am a stranger myself in London.

A: What shall I do, then?

B: Well, ask somebody else or even better ask a policeman.

A: Thank you, much obliged.

* * *

A: You are in London for the first time, aren't you?

B: Yes, I am. And I have only a couple of days to see the sights. Is it possible to see anything of London in a day or two?

A: Yes, but of course, not half enough.

B: I'd like to see as many places of interest as possible. What do you think I ought to see first?

A: Well, I know that you are interested in churches and historical places. Then you should go to Westminster Abbey, the Houses of Parliament, St. Paul's Cathedral and the Tower of London.

* * *

A: Oh, what's that, my dear?

B: That big column with a statue on top of it? It's a memorial to Admiral Nelson.

A: Oh, I see. It's very impressive. And what are those birds all over the square?

B: They are pigeons. The pigeons are one of the sights of London.

A: And what's that long building in front of us?

B: That's the National Gallery.

A: Let's go and see it.

B: All right, let's. The Gallery is open now.

* * *

A: Have you even been to London?

B: No, it's my first visit here.

A: Have you seen much of the city?

B: No, I haven't. Can you tell me what are the most interesting places to visit?

A: Willingly. I'd advise you to see the Houses of Parliament. The flag on Victoria Tower indicates that the House of Commons is sitting. There is always a long queue outside the famous building in Parliament Square.

I advise you also to see Westminster Abbey. It is the scene of the coronation of most English kings and queens. There are a lot of monuments in it, especially in Poet's Corner. Here you can find a monument to W. Shakespeare. The Post Office Tower is the tallest building in Britain. It is 580 feet (176 m) high and a 40 feet (13.2 m) radio mast rises above it. The functional purpose of both Tower and mast is to relay microwaves. These carry long-distance telephone calls and television channels between London and all parts of the country. There is a revolving restaurant near the top of the Tower.

B: Thank you ever so much. You've given me so much information.

X. Complete the following dialogue:

A: Excuse me. I am a stranger in London. Is it possible to see anything of London in a day or two?

B: ...

A: What do you think I ought to see first?

B: ...

A: How long will it take me to get there?

B: ...

A: Thank you very much.

XI. Make up your own dialogue using the following expressions:

to consist of, to be situated, a highly developed industrial country, to be washed by the sea, parliamentary monarchy, the House of Commons, the House of Lords, overcrowded houses, places associated with, to go sightseeing, to see as many places of interest as possible.

XII. Read and retell the text:

SOME GEOGRAPHICAL FACTS ABOUT GREAT BRITAIN

Great Britain, formally known as the United Kingdom of Great Britain and Northern Ireland, is situated on the British Isles, beautifully decorated by nature. The British Isles consist of Great Britain, Ireland and some 5,500 smaller islands. The total area of the United Kingdom is 244,027 square kilometres. Great Britain is divided into 92 administrative counties. It is seventy-fifth in size among the countries of the world and it was less than two percent of the world's land area. The largest island in north-west Europe — Great Britain — is separated from Ireland by the Irish Sea, and from the Continent by the English Channel and the Strait of Dover.

The surface of England and Ireland is rather flat. The highest mountain in the United Kingdom is Ben Nevis in Scotland (1343 m). There are many rivers in Great Britain but they are not very long. The rivers are deep and do not freeze in winter. The chief rivers are the Severn (220 miles) and the Thames (215 miles).

Great Britain is known for its typically maritime climate with frequent rains, strong winds and continuous fogs.

The population of Great Britain is nearly 56 million people. England has more people than the other parts of the British Isles. About four fifths of the population are urban and only one fifth is rural.

Great Britain is a parliamentary monarchy. Queen Elizabeth II is the head of the state. In practice she reigns but does not rule. The country is governed in her name by the Government. Parliament is the supreme legislative body. It consists of two Houses: the House of Commons and the House of Lords. The Prime Minister is usually the head of the party which is in power.

XIII. Read and ask questions on the text:

ECONOMIC DEVELOPMENT OF GREAT BRITAIN

Great Britain is a highly developed industrial country. Shipbuilding is one of the principal industries of Great

Britain. For centuries Britain has been the leading shipbuilder in the world.

Coal is the main source for the development of British industry. The biggest centres of iron and steel industries are situated in the neighbourhood of coal basins. They are Middlesbrough, Newcastle, Cardiff, Glasgow, Sheffield. The district around Birmingham is a land of factories and mines.

Coal-mining, metallurgy, textile, shipbuilding are the older branches of industry. The new industries are the chemical, electrotechnical, automobile, aviation and electronics. The new industries have developed hand in hand with science and technology and are equipped to meet present technical demands.

Big cities and towns such as London, Glasgow, Manchester, Liverpool, Newcastle, Sheffield and Birmingham have enterprises of nearly all branches of industry, old and new. The main centres of cotton and woolen industry are Leeds, Bradford and Manchester.

London, Liverpool and Glasgow are the biggest English ports. The products of Britain economy, for example, automobiles, textile, machinery, electronic equipment and many others, are exported to many countries of the world.

Agriculture is one of the largest and most important activities in Great Britain. The greater part of the land here is used for sheep-, cattle-, and dairy farming. Vegetables are grown in all parts of the country. The chief grain crops are wheat and barley.

XIV. Read and discuss it:

LONDON

London is one of the world's three largest cities (the other two are New York and Tokyo). It is one of the world's most important ports and it is the capital of Great Britain.

The Romans founded a settlement on the River Thames 2000 years ago. They called it Londinium. London became a prosperous trading centre during the Middle Ages. Since that time it has continued to grow in size and prosperity. There are more than 10 thousand streets in London. About 7 million people live there.

There are four main parts in London: the City, Westminster, the West End and the East End.

The very centre of London is Trafalgar Square. There is Nelson's Column with the statue of Admiral Nelson on the top (185 feet high). In the north of Trafalgar Square there is the National Gallery. It exhibits all schools of European painting from the 13th to the 19th century and includes works by van Dyck, Rubens, Goya, Leonardo da Vinci and Rembrandt.

Not far from Trafalgar Square there is a little street with very ordinary houses. This is Downing Street, and for the last 200 years at house Number 10 the Prime Minister of England has resided.

Downing Street leads to Whitehall. In Whitehall there was a palace where from the 12th to the 16th century the England kings and queens were living. Now it is just a street of government offices.

A little further we can see Parliament Square. Westminster Abbey is on one side, the House of Parliament on the other. The building of the Houses of Parliament is not old, it dates only back to the 19th century and is in Gothic style.

One of the most beautiful and distinguished of all English buildings is Westminster Abbey, founded in the 11th century.

There are many tombstones, monuments and statues here. For nearly 1000 years all the kings and queens of England — 41 in all — have been crowned here and many of them are buried here too. Here is the Poet's Corner where many of Britain's greatest poets and writers are buried: Chaucer, Johnson, Dickens, Hardy and Kipling. You can see memorials to Shakespeare, Burns, Byron, Walter Scott and Thackeray.

Next, we can walk along one side of St. James Park to Buckingham Palace — the Royal residence. The vast house is comparatively new and it has no style. However, great importance is still attached by the British to this place. Here you can see one of the most colourful and stirring of all London ceremonies, the changing of the Guards. The ceremony starts at 11.30 a. m. and takes between 30 and 40 minutes.

All the principal streets of London lead to the heart of the City, the financial and business centre of Great Britain.

In London there is so much to see that even Londoners can always find new sights. They like to say: "When a man is tired of London, he is tired of life."

DIRECT AND INDIRECT SPEECH

GRAMMAR EXERCISES

I. Choose the correct form of the verb:

1. Our English teacher told us that London (was, is) the cradle of British tradition and culture.
2. The guide (says, said) that we shouldn't fail to see the sights of London.
3. The English teacher informed her pupils that Great Britain (is divided, was divided) into 92 administrative counties.
4. A passenger in a doubledecker asked if he (is, was) on the right way to Westminster Abbey.
5. Peter asked his friend before the exam when London (became, had become) a prosperous trading centre.
6. She says that in Great Britain the total number of the urban population greatly (exceeds, exceeded) the number of the rural population.

II. Change direct speech into indirect one:

1. The English teacher said, "For nearly 1000 years all the kings and queens of England have been crowned in Westminster Abbey and many of them are buried here too."
2. The guide informed the tourists, "The National Gallery exhibits all schools of European painting from the 13th to the 19th century and includes works by van Dyck, Rubens, Goya, Leonardo da Vinci and Rembrandt."
3. A passer-by asked me, "Am I on the right way to the Buckingham Palace?"
4. A Frenchman having visited London says, "The Buckingham Palace, the House of Parliament, Westminster Abbey, St. Paul's Cathedral are masterpieces of architecture."
5. He said, "Agriculture is one of the largest and most important activities in Great Britain."
6. Londoners like to say, "When a man is tired of London, he is tired of life."
7. The tourist asked his guide, "When shall we go sightseeing?"
8. She asked me, "Do you know the history of conquering of the British Isles?"

III. Transform the following interrogative sentences into the sentences with indirect questions using the words in brackets according to the model:

- M o d e l:** What is the very centre of London? (Do you know?)
— Do you know what the very centre of London is?

1. Are wheat and barley the chief grain crops in Great Britain? (Do you know?) 2. How are the new industries equipped in Great Britain? (Do you know?) 3. Are coal-mining, metallurgy, textile, shipbuilding the oldest branches of English industry? (Can you tell?) 4. What are the new branches of English industry? (Do you know?) 5. Did Romans found a settlement on the River Thames 2000 years ago? (Please, tell me.) 6. What main parts does London consist of? (Can you tell?)

IV. Change indirect speech into direct one:

1. The teacher of geography says that Great Britain formally known as the United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. 2. They asked the guide if they would go sightseeing that day. 3. I asked my English friend to show me the sights of London. 4. A passer-by asks me what bus he should take to go to Hyde Park. 5. The students asked the lecturer to explain them the political system of Great Britain. 6. My girl-friend told me that she would have a chance to go to Great Britain. 7. They said that English delegation had arrived by 5 o'clock yesterday.

V. Make up sentences:

The guide said	that London had become a prosperous trading centre during the Middle Ages.
The guide mentioned	to show him the nearest way to Whitehall.
The tourist says	that he would like to visit the National Gallery.
The tourist said	that he will see the sights of London tomorrow.
The tourist ask	that for nearly 1000 years all the kings and queens had been crowned in Westminster Abbey.
The passer-by asked	whether he was on the right way to St. Paul's Cathedral.
The passer-by asks	whether they will see the ceremony of changing of the Guards near the Buckingham Palace.

VI. Imagine that you are at the lecture on regional geography dedicated to Great Britain. Say what the lecturer tells (told) you about this matter and what questions he is asked (was asked). Use indirect speech.

VII. Translate into English:

1. Туристи попросили показати їм якнайбільше визначних місць. 2. Екскурсовод відповів, що завтра ми оглянемо всі визначні місця Лондона. 3. Мій друг повідомив, що матиме нагоду побувати у Великій Британії. 4. Мій однокурсник розповів мені, що бачив церемонію зміни варти біля Букінгемського палацу. 5. Викладач сказав нам, що зараз він пише наукову статтю «Собор Св. Павла — шедевр архітектури XVI століття». 6. Вона говорить, що Лондон було засновано 2000 років тому. 7. Екскурсовод розповідає, що у Вестмінстерському абатстві поховано багато видатних людей Великої Британії.

COMMUNICATIVE SITUATIONS

1. You've come from Great Britain. Ask your friends about the economic development of Great Britain.
2. At the English club you tell some facts about Great Britain.
3. You've met your friends. Ask them about the places of interest they have seen in London.
4. Suppose you are a guide and show the most interesting places in Great Britain to visitors.

LESSON 25

AN EDUCATED MAN AND COMPUTER

EXERCISES

I. Read and memorize the following words:

abacus ['æbəkəs] пахівниця

e.g. The abacus has so remote origins that they cannot be dated.

digit ['dɪdʒɪt] цифра, число

e.g. These digits are easily multiplied.

key [ki:] кнопка, клавіша; ключ

e.g. This ordinary adding machine has ten keys for each column of digits.

hardware ['hɑ:dwɛə] апаратне забезпечення

e.g. The hardware inside the machine expresses arithmetical and logical relations.

software ['sɒftweə] програмне забезпечення

e.g. Hardware is useless without software which is computer instructions programs.

to store [stɔ:] запам'ятовувати; зберігати

e.g. A computing machine can take in and store information.

storage ['stɔ:ridʒ] пам'ять; зберігання даних

e.g. The part of a computer which stores informations is called storage or memory.

input ['ɪnput] вхід; введення

e.g. The part of the computer that takes in information is called the input unit.

output ['aʊtput] вихід

e.g. The part of a computer that puts out information is called the output unit.

(to) compute [kəm'pjʊ:t] обчислювати

e.g. A digital computer is a machine which computes by using digits or numbers.

(to) count [kaunt] рахувати

e.g. The word *computer* comes from a Latin word which means *to count*.

(to) perform [pə'fɔ:m] виконувати

e.g. The computer can perform different kinds of operations.

(to) display [dis'pleɪ] показувати

e.g. After performing calculations a computer displays a result.

(to) compare [kəm'peə] порівнювати

e.g. I shall compare my results with yours.

(to) calculate ['kælkjuleɪt] обчислювати

e.g. I'll show you how to calculate by using a computer.

(to) record [rɪ'kɔ:d] записувати

e.g. The instructions are recorded in the order in which they are to be carried out.

(to) process ['prəʊses] обробляти, опрацьовувати

e.g. The basic job of computers is the processing of information.

II. Learn the following word-combinations:

in daily use	у щоденному вжитку
(to) do useful work	виконувати корисну роботу
(to) process data	обробляти дані
(to) save a lot of money	економити багато грошей
(to) do a lot of operations	виконувати багато операцій
punched tape	перфострічка
(to) plug instruction	ввести команду
fast and accurately	швидко і точно
(to) do weather forecasting	зробити прогноз погоди
(to) keep records of financial affairs	вести облік фінансових справ
(to) take a square root	добувати квадратний корінь
(to) raise to a power	підносити до степеня
low level languages	мови низького рівня
a set of instructions	низка вказівок
(to) come for an interview	прийти на співбесіду
a software programmer	програміст

III. Make up sentences:

Computer	is was	a machine which performs sequence of operations.
		a universal information processing machine.
		the most amazing achievement.
		now widely used in many fields.
		a million times faster than humans.
		used in chemical plants, power stations.
		a data storage system created by man.
		built in 1939 by H. H. Aiken.
		constructed by the Ukrainian Academician S. O. Lebedev in 1950.

IV. Fill in the blanks with the necessary words:

1. The store ... a numerical quantities and data which are to be processed. (contains, concludes, consists of)
2. The arithmetic unit normally ... the operation of addition, subtraction, multiplication and division and certain other special operations. (performs, carries out, carry)
3. The input and output devices are to supply information

and to ... it from the computer. (obtain, receive, get)
 4. Computers are a million times ... than humans in performing computing operation. (faster, quicker, rapid)
 5. The number of electronic computers used in any given field of human activity is sometimes believed to ... the degree of its modernity. (indicate, show, testify)

V. Make up questions and let your fellow-students answer them:

What do we call	a computer? a microprocessor? memory? personal computer? a program? a microcomputer?
A computer A microprocessor Memory Personal computer A microcomputer A keyboard A program	is a heart of a microcomputer. a tiny processor on a single chip used in microcomputer. data storage system created by man. a computer used for home and personal use. a part of a computer which store information. a set of instructions composed for solving given problems by computer. a small scale computer using a single microprocessor chip in its architecture. a part of a computer which allows the user to communicate with the computer.

VI. Complete the following sentences:

1. The hardware inside the machine expresses arithmetical and logical 2. A computing machine can take in and store 3. The part of a computer which store information is called 4. Computer is the most amazing 5. After performing calculations a computer displays 6. The basic job of computers is the processing

of 7. The input and output devices are to supply information and to obtain it from

VII. Translate into English:

1. Електроніка є основою сучасної автоматики. 2. Кібернетика тісно пов'язана з іншими галузями знань. 3. ЕОМ використовуються в промисловості, медицині, науково-дослідній роботі, банках і під час прогнозування погоди. 4. Августа Ада Байрон — дочка славного поета. Вона зробила математичне забезпечення для першого комп'ютера. У шістнадцятирічному віці вона мала глибокі знання з математики. 5. ЕОМ відкриває великі перспективи для людської творчості, про які могли говорити хіба що фантасти. 6. Цифрова обчислювальна машина за один день може виконати такий обсяг роботи, з яким команда обчислювачів не впорається й за рік.

VIII. Give synonyms to the words in bold type:

1. Computer **penetrates** almost into all spheres of our modern society. 2. Basic is considered to be one of the easiest programming languages **to learn**. 3. A digital computer **computes** by using numbers or digits. 4. A hybrid computer is a machine which **combines** some of the properties of digital and analogue computers. 5. Computer is a data storage system **created** by man. 6. Computer is a million times **faster** than humans in performing computing operations.

IX. Read and dramatize the following dialogues:

A: What are you looking at?

B: That book.

A: Which one? Point to it.

B: That one, there.

A: Oh, yes. "Programming languages." Interesting book, isn't it?

B: Yes, it is. I wish I had it.

A: So do I.

* * *

A: Hello, glad to see you.

B: Hello, so am I.

A: Today's your birthday, isn't it?

B: That's right. It's kind of you to remember.

A: Well, many happy returns of the day. Here is a present for you.

B: Oh, thank you. What a beautiful flower! Oh, and what's that?

A: I know your future speciality is electronic computers. And I'd like to present you this personal computer.

B: Oh, I don't know how to thank you. Thank you ever so much.

A: I am glad you like it.

* * *

A: What a luck running into you. How are you getting on?

B: Thanks. Everything's all right. I am quite well. And how are you?

A: You see I was ill last week.

B: What was the matter with you?

A: I had a cold, high temperature and a headache.

B: Poor you. Can I do anything for you?

A: Please, bring me your notes. I missed some lectures and now I can't catch the idea of what difference between RAM and ROM memory and what CNC (computer numerical control) is.

B: All right. By the way, I have got a textbook "Computer memories". I'll bring it if you like.

A: Thank you. I need it badly.

B: See you in the evening.

A: Good-bye. Give my best regards to our group, please.

X. Complete the following dialogues:

A: Hello. Glad to see you. Where are you going?

B: ...

A: What is your job?

B: ...

A: My company has an immediate opening for a software programmer. Are you a specialist in this field?

B: ...

A: Can you come for an interview tomorrow?

B: ...

A: You shouldn't miss such an opportunity.

B: ...

A: O. K. Bye-bye. See you tomorrow.

XI. Make up your own dialogue using the following expressions:

good morning, glad to see you, a computer, to perform operations; an ordinary business, adding machine; calculate, multiplication, subtraction, addition, division, with the help of computer.

XII. Read and retell the text:

FROM THE HISTORY OF COMPUTER

The educated man of 200 years ago did not need to know anything about science. The educated man of 25 – 30 years ago did not need to know anything about computers. But the educated man of today needs to have some significant knowledge of science and a little significant knowledge about computers.

The computer is no doubt the most amazing achievement of mankind. It is a data storage system created by man. A human tells the machine what to do, when to do it and how it should be done.

The word *computer* comes from a Latin word which means *to count*.

Nearly one hundred and fifty years ago there were no such things as computers. Knotted ropes, marks in clay, the abacus are all methods of keeping track of numbers.

In 1833 an English inventor and mathematician Charles Babbage, professor of Cambridge University designed the first computer. The mathematical programme for his machine had been composed by Lord Byron's daughter.

The first programmer computer which operated successfully was built in 1939 by H. H. Aiken, professor of Harvard University.

In our country the first electronic digital computer MACM was constructed by the Ukrainian Academician S. O. Lebedev in 1950.

Such computers as BESM, Minsk, Ural, Razdan-3, M-20, M-220, Nairi-3, Strela, Dniepr were created in our country.

Nowadays computers greatly increase man's thinking capabilities of planning, analyzing, computing and controlling. Hundreds of computers are already in daily use. They penetrate almost into all spheres of our modern society, from nuclear energy production and missile design to the processing of bank checks, weather forecasting, manufacturing, research and medical diagnoses.

There are three kinds of computers: digital, analogue and hybrid. An analogue computer computes by using physical analogue of numerical measurements. A digital computer computes by using numbers or digits. A hybrid computer is a machine which combines some of the properties of digital and analogue computers.

Invention of electronic computers is one of the greatest achievements of mankind. The significance of it can be compared with the invention of the steam-engine and the utilization of atomic energy.

XIII. Read and discuss the text:

COMMUNICATION WITH COMPUTER

Men use languages in order to communicate with each other. When the man wishes to communicate with the computer he uses in the same way "languages" such as BASIC, PASCAL, ADA, FORTRAN, ALGOL, COBOL, PL/m and others.

BASIC is considered to be one of the easiest programming languages to learn. It is now used almost universally.

PASCAL is a general purpose high level programming language. It is named after the famous French mathematician, Blaise Pascal. In 1642 he designed and built the first mechanical calculator, the "Pascaline".

ADA is a high level programming language. It is a PASCAL-based language, but much more comprehensive than PASCAL. It was named after Augusta Ada Byron (1816-1852), daughter of the English poet, Lord Byron.

FORTRAN is a problem oriented high level programming language for scientific and mathematical use. FORTRAN

was the first high level programming language. It was developed in 1956 and was designed to easily express mathematical formulas for computer processing. It is still widely used as a programming language.

ALGOL — was developed as an international language for the expression of the algorithms between individuals as well as a programming language. It was introduced in the early 1960s. ALGOL was originally known as IAL or International Algebraic Language.

COBOL is internationally accepted programming language developed for general commercial use. The advantages of using COBOL are that it is relatively simple to learn and programs can be quickly written and tested. Programmers can easily understand programs not written by themselves.

XIV. Read and translate the text:

COMPUTERS: THE SOFTWARE AND THE HARDWARE

Because of extraordinary technological development during the past decades, the term *computer* is becoming a household word. Computer applications have expanded to such breadth that the computer is now an integral part of virtually every type of business and industrial enterprise.

The number of electronic computers used in any given field of human activity is sometimes believed to indicate the degree of its modernity. For example, the more computers scientific institute uses the more modern it is believed to be. It is not always born in mind, however, that computers alone represent only what is called the hardware, i. e. the machinery together with its subtle technical and logical design. In order that the hardware may be used effectively, another essential factor is needed: the so-called software or applied thoughts. The preparation of computer programs, the working out of the logical aspects of material to be manipulated in a computer, takes up as much, if not more, time as the actual production of the hardware and is by no mean easier. The software, as most intangible product, is not always capable of being readily evaluated. This, however, does not change the fact that it is at least

as decisive as the hardware in obtaining solutions to concrete scientific and technological problems.

There are two basic types of electronic computers: digital and analogue. Each type has its uses in various fields. However, they have one thing in common: for their effective operation they require ingeniously thought-out software.

REVIEW

GRAMMAR EXERCISES

I. Put the Infinitives in brackets in Indefinite, Continuous or Perfect Tenses in the Active Voice. Translate the sentences into Ukrainian:

1. A computer (to store) information which it (to receive). 2. When I (to come) into the room my friend (to compile) a program. 3. When you (to come) to the laboratory I (to show) you how to calculate by using a computer. 4. You (to solve) this algebraic problem and I (to compare) my results with yours. 5. When a computer (to do) reasonable operations it (to compute) or (to calculate). 6. The electronic computer just (to perform) its calculations. 7. They (to do) many operations on the computer. 8. When you come back he (to perform) computing operations. 9. Owing to the computer we (to process) a great deal of information. 10. They (to write) a program for the computer by the end of the month. 11. I (to compile) a program for two hours when the lecturer came into the laboratory. 12. This equation seems to have no solution. We (to perform) calculations for an hour. 13. She (to discuss) some questions with her instructor now. 14. Before the design (to be) ready they (to work) on it for 3 hours.

II. Choose the correct form of the verb:

1. They (explained, were explained) how to solve this problem on a computer. 2. The sequence of reasonable operations (has been performed, has performed) by the computer. 3. These digits (are multiplied, multiply) easily. 4. The experiments on the new computer (were carrying

out, were being carried out) during the whole month. 5. The sequence of reasonable operations (is carrying out, is being carried out) by this computer now. 6. Many books on computers (had been translated, had translated) into Ukrainian by the end of the last year. 7. By means of instruction any computer (will tell, will be told) what operations to perform. 8. Your scientific article "An educated man and the computer" (will be published, will publish) by the end of the year.

III. Find the sentences in which the verbs *to have* and *to be* are translated as *мати, бути повинним*:

1. The general purpose of this unit is to perform different arithmetic operations. 2. The students of our Institute have at their disposal the computing centre. 3. This personal computer has been constructed at our lab. 4. The lecture was to begin at 9 o'clock. 5. You have to remember the names of the scientists who have contributed to the designing of computers. 6. The results of the experiment have carefully been checked up today. 7. For a digital computer information has to be in the form of digits or numbers.

IV. Say what you can do with the help of the computer. Use the following expressions:

to take an information or data, to perform a sequence of reasonable operations, to put out information, to store information, to display the answers, to keep records of financial affairs, to do weather forecasting, to process data.

V. Insert modal verbs *can, may, must, should* or their equivalents in the necessary tense-form:

1. Information or data ... be stored in the computer's memory or storage. 2. An analogue computer ... to calculate by using physical analogues of numerical measurements. 3. The first automatic computers ... operate at the low speed. 4. Your scientific article on computers ... be published at our Institute. 5. My friend was happy when at last he ... work at the computing centre. 6. Our students ... to visit the computing centre to see the operation of

computers. 7. You ... know the difference between the digital and analogue computers. 8. We ... help him to solve the problem by a personal computer. 9. Every student of our speciality ... to know what a hybrid computer is.

VI. Put questions to the words in bold type:

1. **Hardware** is useless without **software** which is computer instructions and programs. 2. A computer **stores information** which it receives. 3. **When our professor was speaking on the history of computers** he mentioned Charles Babbage and his great inventions. 4. **The mathematical programme** for the first computer **had been compiled** by **Lord Byron's daughter**. 5. The first programmed computer which operated successfully was built **in 1939**. 6. **Computers** have already penetrated almost into **all spheres of modern economy**.

VII. Find verbals, state their functions. Translate into Ukrainian:

1. Discussing the advantages of the new memory unit the professor gave the students all the necessary explanations. 2. Information to be computed is usually stored in registers. 3. To add and to subtract means to perform mathematical operations. 4. Logical operations performed by a computer are comparing, selecting, sorting and determining. 5. The way of solving this problem is very difficult.

VIII. Transform each pair of sentences into one with Complex Object:

1. Electronic computers owe their birth to the discoveries of many scientists and inventors. Everybody knows it. 2. A computer performs a sequence of reasonable operations. We know it. 3. A computer displays the answers. We saw it. 4. My friend didn't know how to compile a program for a computer. I helped him. 5. They should test this electronic device tomorrow. We want it.

IX. Transform this sentences using Complex Subject instead of Complex Object:

1. We know the input and output to be the parts of a computer. 2. We know the French mathematician Pascal

to construct the first mechanical calculator. 3. They say devices for accepting information to have been described in some scientific magazines. 4. They say the computer to be the most amazing achievements of mankind. 5. Everybody knows the hardware to be useless without software.

X. Use the Participial Construction instead of the Infinitive Construction:

1. I watched my friend compile the program for computer. 2. We saw the operator put the Winchester disk into the computer. 3. The professor was heard to give the students all the necessary explanations discussing the advantages of the new memory unit. 4. They observed the computer operate automatically. 5. In the laboratory we saw the perforator punch holes in the cards.

XI. Find sentences with the Absolute Participle Construction. Translate into Ukrainian:

1. Compiling a program requires great attention of a programmer. 2. We must have this information processed. 3. Personal Computers being used for many purposes, scientists go on improving their characteristics. 4. We know of Pascal's having invented the first mechanical calculator. 5. The problem being difficult, we solved it with the help of computer. 6. Scientists use computers widely, the latter helping in performing calculations at great speeds.

XII. Complete the following sentences using Gerundial Construction:

1. Scientists were interested in 2. My parents insisted on 3. We know of 4. They object to 5. I am surprised at 6. The professor insists on

XIII. Translate into English. Mind the verbals:

1. Піднесення до степеня та добування квадратного кореня — математичні операції. 2. Слід пам'ятати всі ці правила, розв'язуючи задачу. 3. Для того щоб скласти програму для комп'ютера, програміст повинен мати хороші знання з математики. 4. Після виконання обчислень комп'ютер показує результат. 5. Винайшовши

комп'ютер, людство зробило великий крок уперед на шляху прогресу. 6. Дані, що обробляються, надходять у комп'ютер через вхідний пристрій. 7. Відомо, що комп'ютер — найдивовижніше досягнення людства. 8. Ми знаємо, що Б. Паскаль сконструював перший механічний обчислювальний пристрій. 10. Процес запам'ятовування даних комп'ютером називається зберіганням інформації.

COMMUNICATIVE SITUATIONS

1. You consult your son about computers. What can you say?
2. You are at the conference. The theme of your report is *Programming languages*.
3. At the exam the professor asks you about the development of computers.
4. You're the head of a firm, producing computers. What can you say to advertise your product?

КОРОТКИЙ ГРАМАТИЧНИЙ ДОВІДНИК

ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE PRESENT INDEFINITE TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Стверджувальна форма дієслова в Present Indefinite в усіх особах однини і множини, крім третьої особи однини, збігається з інфінітивом (неозначеною формою дієслова) без частки **to**:

I study	я навчаюся
we study	ми навчаємося
you study	ви навчаєтеся
they study	вони навчаються

У третій особі однини до інфінітива без частки **to** додається закінчення **-s** або **-es**:

to invite	— he invites
to teach	— she teaches

Більшість дієслів у третій особі однини мають закінчення **-s**. Закінчення **-es** додається в таких випадках:

а) якщо дієслово закінчується на **s, ss, ch, tch, x**:

to kiss	— kisses
to flash	— flashes

б) якщо дієслово закінчується на **y** з попередньою приголосною (буква **y** змінюється перед **-es** на **i**):

to multiply	— multiplies
to dry	— dries

Але: якщо перед **y** стоїть голосна, то додається лише закінчення **-s**:

to say	— says
to obey	— obeys

в) якщо дієслово закінчується на **o**:

to go	— goes
to do	— does

Питальна форма Present Indefinite утворюється за допомогою допоміжного дієслова **do** або **does**, яке ставиться перед підметом:

Do I study?	Do we study?
Does he read?	Does she write?

П р и м і т к а. Якщо питальне слово виконує роль підмета або означення до підмета, допоміжне дієслово **do** або **does** у цьому випадку не вживається:

Who lives there?	Whose father lives there?
------------------	---------------------------

Заперечна форма Present Indefinite утворюється за допомогою допоміжного дієслова **do** або **does**, заперечної частки **not** та інфінітива основного дієслова без частки **to**:

I do not study.

He does not study.

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

I don't see you.

He doesn't see me.

Дієслово **to be** в Present Indefinite має форми:

I am

we are

you are

you are

he is

they are

she is

it is

Питальна та заперечна форми дієслова **to be** утворюються без допоміжного дієслова **to do**:

Are you an engineer?

I am not an engineer.

ВЖИВАННЯ

Present Indefinite вживається для вираження:

1) звичайної, повторюваної дії в теперішньому часі:

He goes to see her every day.

2) дії, яка характеризує підмет постійно:

He speaks both French and English.

3) загальновідомих істин:

Water is a liquid.

4) запланованої майбутньої дії в підрядних часу, причини та умови:

I shall be there till he comes.

5) запланованої майбутньої дії з дієсловами, що означають рух:

I leave London tomorrow.

ПАСИВНИЙ СТАН

Пасивний стан Present Indefinite утворюється за допомогою дієслова **to be** та дієприкметника минулого часу (Past Participle) основного дієслова:

He is interrogated.

I am asked about it.

МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE PAST INDEFINITE TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Стверджувальна форма дієслова в Past Indefinite в усіх особах однини та множини збігається з другою формою дієслова:

I worked	я працював
we worked	ми працювали
you worked	ви працювали

В англійській мові дієслова поділяються на правильні та неправильні. Past Indefinite правильних дієслів утворюється додаванням до інфінітива без частки **to** закінчення **-ed**, яке вимовляється як:

[t] — після глухих приголосних, крім **t**:

to ask — asked
to like — liked

[d] — після дзвінких приголосних, крім **d**, та після голосних:

to clean — cleaned
to live — lived
to answer — answered

[ɪd] — після **t**, **d**, **te**, **de**:

to want — wanted
to defend — defended
to hate — hated
to decide — decided

Правила правопису правильних дієслів у Past Indefinite:

а) якщо інфінітив закінчується на голосну **e**, то в Past Indefinite перед закінченням **-ed** вона не пишеться:

to love — loved

б) якщо інфінітив закінчується на голосну **y**, перед якою стоїть приголосна, то перед закінченням **-ed** буква **y** змінюється на **i**:

to study — studied
to cry — cried

в) якщо інфінітив закінчується на одну приголосну, якій передує короткий наголошений голосний звук, то кінцева приголосна подвоюється:

to stop — **stopped**

to permit — **permitted**

г) кінцева буква **r** подвоюється, якщо останній склад наголошений і не має дифтонга (подвійного голосного звука):

to prefer — **preferred**

to occur — **occurred**

д) кінцева буква **l** подвоюється, якщо їй передує короткий голосний звук (наголошений чи ненаголошений):

to travel — **travelled**

to fulfil — **fulfilled**

Past Indefinite неправильних дієслів утворюється по-різному.

Таблиця найуживаніших неправильних дієслів

Infinitive	Переклад	Past Indefinite	Past Participle
be	бути	was, were	been
become	ставати	became	become
begin	починати	began	begun
bring	приносити	brought	brought
build	будувати	built	built
buy	купувати	bought	bought
come	приходити	came	come
cost	коштувати	cost	cost
cut	різати	cut	cut
do	робити	did	done
drink	пити	drank	drunk
eat	їсти	ate	eaten
fall	падати	fell	fallen
feel	відчувати	felt	felt
find	знаходити	found	found
get	одержувати	got	got
give	давати	gave	given
go	йти, їхати	went	gone
grow	рости	grew	grown
have	мати	had	had
hear	чути	heard	heard
keep	тримати	kept	kept
know	знати	knew	known
let	дозволяти	let	let
lose	губити	lost	lost

Infinitive	Переклад	Past Indefinite	Past Participle
make	робити	made	made
pay	платити	paid	paid
put	класти	put	put
read	читати	read	read
say	говорити	said	said
see	бачити	saw	seen
show	показувати	showed	shown
sit	сідати	sat	sat
stand	стояти	stood	stood
take	брати	took	taken
think	думати	thought	thought
understand	розуміти	understood	understood
write	писати	wrote	written

Питальна форма Past Indefinite правильних і неправильних дієслів утворюється за допомогою допоміжного дієслова **did** та інфінітива основного дієслова без частки **to**. Допоміжне дієслово ставиться перед підметом:

Did you go to the Institute yesterday?

What did he say?

Заперечна форма Past Indefinite утворюється за допомогою допоміжного дієслова **did**, заперечної частки **not** та інфінітива основного дієслова без частки **to**. Допоміжне дієслово ставиться між підметом і присудком:

I did not know this.

They did not work.

У розмовній мові замість **did not** вживається скорочена форма **didn't**:

I didn't understand you.

Дієслово **to be** в Past Indefinite має форми **was** і **were**:

I was

we were

you were

you were

he was

they were

she was

it was

Питальна та заперечна форми дієслова **to be** утворюються без допоміжного дієслова **did**:

Were you at home yesterday?

I was not at home.

У розмовній мові замість **was not, were not** вживаються форми **wasn't, weren't**:

They weren't afraid of him.

ВЖИВАННЯ

Past Indefinite вживається для вираження:

1) одноразової або повторюваної дії в минулому. Час минулої дії часто уточнюється обставинами **yesterday, last week, the other day, ago** тощо:

I saw you in the street yesterday.

They lived in London before the war.

2) ряду послідовних дій у минулому:

I dressed, went downstairs, had some coffee in the kitchen and went out to the garage.

3) повторюваної дії у минулому:

I saw her every day.

ПАСИВНИЙ СТАН

Пасивний стан Past Indefinite утворюється за допомогою допоміжного дієслова **to be** в Past Indefinite і Past Participle основного дієслова:

I was examined	we were examined
you were examined	you were examined
he was examined	they were examined
she was examined	
it was examined	

МАЙБУТНІЙ НЕОЗНАЧЕНИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE FUTURE INDEFINITE TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Future Indefinite утворюється за допомогою допоміжних дієслів **shall** і **will** та інфінітива основного дієслова без частки **to**. Допоміжне дієслово **shall** вживається в

першій особі однини і множини, **will** — у другій і третій особах:

I shall stand	we shall stand
you will stand	you will stand
he will stand	they will stand
she will stand	
it will stand	

П р и м і т к а. Іноді допоміжне дієслово **will** вживається для утворення Future Indefinite в усіх особах. Особливо часто це трапляється в американському варіанті англійської мови (а також у Шотландії та Ірландії).

У розмовній мові замість **shall** і **will** звичайно вживається скорочена форма **'ll**, яка на письмі приєднується до підмета:

I'll tell it to you after dinner.	Я розкажу Вам про це після обіду.
He'll be back in an hour.	Він повернеться за годину.

У *питальній формі* допоміжне дієслово ставиться перед підметом:

Shall we come back here?	Ми повернемося сюди?
When will he be at home?	Коли він буде вдома?

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not**:

We shall not go there.	Ми не підемо туди.
He will not stay here.	Він не залишиться тут.

У розмовній мові замість **shall not** і **will not** вживаються скорочені форми **shan't** і **won't**:

I shan't go there.	Я не піду туди.
She won't go to the theatre.	Вона не піде до театру.

ВЖИВАННЯ

Future Indefinite вживається для вираження одноразової, постійної або повторюваної дії в майбутньому:

I'll go there with you.	Я поїду туди з тобою.
I'll always come back.	Я завжди повертатимусь.
He'll work at the factory next year.	Наступного року він працюватиме на фабриці.

В англійській мові Future Indefinite не вживається в підрядних часу та умови. Для вираження майбутньої дії в таких реченнях вживається Present Indefinite:

I'll be here till you come. Я буду тут, доки ти прийдеш.
I'll give it to him when Я дам це йому, коли він по-
he comes back. вернеться.

ПАСИВНИЙ СТАН

Пасивний стан утворюється за допомогою допоміжного дієслова **to be** у Future Indefinite і Past Participle основного дієслова:

I (we) shall be examined.

He (she, it, you, they) will be examined.

МАЙБУТНІЙ НЕОЗНАЧЕНИЙ ЧАС У МИНУЛОМУ

THE FUTURE INDEFINITE-IN-THE-PAST TENSE

УТВОРЕННЯ

В англійській мові майбутня дія, що розглядається з точки зору якогось моменту в минулому, виражається формою дієслова, яку називають Future Indefinite-in-the-Past.

Цей час вживається в розповідях про минулі події під час переказування слів або думок якоїсь особи стосовно майбутнього часу:

In his letter Peter wrote that У своєму листі Петро пи-
he would go to London сав, що поїде до Лондона
in January. в січні.

Future Indefinite-in-the-Past утворюється за допомогою допоміжних дієслів **should** і **would** та інфінітива основного дієслова без частки **to** :

I should play (I'd play) we should play (we'd play)
he would play (he'd play) you would play (you'd play)
play)
she would play (she'd play) they would play (they'd play)
play)
it would play

У *питальній формі* допоміжне дієслово ставиться перед підметом:

Should we play?
Would she play?

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not**:

We should not play. (We shouldn't play.)
She would not play. (She wouldn't play.)

ПАСИВНИЙ СТАН

Пасивний стан Future Indefinite-in-the-Past утворюється так само, як і пасивний стан Future Indefinite, але замість допоміжних дієслів **shall** і **will** вживаються **should** і **would**:

I (we) should be examined.
He (she, it, you, they) would be examined.

ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE PRESENT CONTINUOUS TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Present Continuous утворюється за допомогою допоміжного дієслова **to be** в Present Indefinite і дієприкметника теперішнього часу (Present Participle) основного дієслова.

Present Participle утворюється додаванням закінчення **-ing** до інфінітива основного дієслова без частки **to**:

read + ing = reading speak + ing = speaking

Стверджувальна форма Present Continuous:

I am speaking (I'm speaking)	we are speaking (we're speaking)
you are speaking (you're speaking)	you are speaking (you're speaking)
he is speaking (he's speaking)	they are speaking (they're speaking)
she is speaking (she's speaking)	
it is speaking (it's speaking)	

У дужках подано скорочені форми, що вживаються в розмовній мові.

У *питальній формі* допоміжне дієслово ставиться перед підметом:

Are the boys playing chess?
Is she working in the garden?
What are you doing?

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not** :

The girls are not singing.

У розмовній мові замість **is not** і **are not** вживаються скорочені форми **isn't** і **aren't** :

She isn't listening in.
Why aren't you working?

ВЖИВАННЯ

Present Continuous вживається для вираження:

1) дії, що відбувається в момент мовлення:

You are not listening to me.

2) тривалої дії, що відбувається в певний період теперішнього часу, хоч і не обов'язково в момент мовлення:

What are you doing here in London?
I'm studying at the University.

3) тривалої дії, що відбувається одночасно з іншою дією, яка належить до теперішнього часу:

I am only happy when I am working.

4) запланованої майбутньої дії, особливо з дієсловами, що означають рух. У цьому разі обов'язково вживаються обставини часу:

We are flying to Paris in the morning.
When are you coming back?
Is he coming tonight?

Дієслово **to go** у Present Continuous з інфінітивом іншого дієслова означає намір виконати дію в найближчому майбутньому або надає відтінку обов'язковості, неминучості виконання дії, позначеної інфінітивом:

I am going to speak.
It's going to rain.
He is going to be an engineer.

ПАСИВНИЙ СТАН

Пасивний стан Present Continuous уворюється за допомогою допоміжного дієслова **to be** в Present Continuous і Past Participle основного дієслова:

I am being examined.

Am I being examined?

He (she, it) is being examined.

Is he (she, it) being examined?

We (you, they) are being examined.

Are we (you, they) being examined?

МИНУЛИЙ ТРИВАЛИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE PAST CONTINUOUS TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Стверджувальна форма дієслова в Past Continuous утворюється за допомогою допоміжного дієслова **to be** в Past Indefinite і дієприкметника теперішнього часу основного дієслова:

I was making

we were making

you were making

you were making

he was making

they were making

she was making

it was making

У *питальній формі* допоміжне дієслово ставиться перед підметом:

What were you telling him?

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not**:

I was not watching TV in the evening.

У розмовній мові в заперечній і питально-заперечній формах замість **was not** і **were not** вживаються переважно скорочені форми **wasn't** і **weren't**:

He wasn't coming.

Wasn't he coming?

They weren't coming.

Weren't they coming?

ВЖИВАННЯ

Past Continuous вживається для вираження:

1) дії, що відбувалася, тривала в певний момент у минулому. На час дії звичайно вказують обставинні слова типу **at two o'clock, at midnight, at that moment** або підрядні з дієсловом-присудком у Past Indefinite:

He was working at his English at that time.

She was sitting by the window when he came in.

2) дії, що тривала протягом якогось часу в минулому:

In spring he was visiting his old school-fellow.

ПАСИВНИЙ СТАН

Пасивний стан Past Continuous утворюється за допомогою допоміжного дієслова **to be** в Past Continuous і Past Participle основного дієслова:

I (he, she, it) was being examined.

We (you, they) were being examined.

Питальна і заперечна форми утворюються таким чином:

Was he being taught?

He was not being taught.

Were they being taught?

They were not being taught.

МАЙБУТНІЙ ТРИВАЛИЙ ЧАС

THE FUTURE CONTINUOUS TENSE

УТВОРЕННЯ

Стверджувальна форма Future Continuous утворюється за допомогою допоміжного дієслова **to be** у Future Indefinite та дієприкметника теперішнього часу основного дієслова:

I shall be translating

we shall be translating

you will be translating

you will be translating

he will be translating

they will be translating

she will be translating

У *питальній формі* допоміжне дієслово **shall** або **will** ставиться перед підметом:

Will they be studying?

Shall we be training?

У *заперечній формі* після допоміжного дієслова **shall** або **will** вживається заперечна частка **not**:

They will not be leaving for Kyiv.

I shall not be painting.

У розмовній мові замість **shall** і **will** вживається скорочення **'ll**, а замість **shall not** і **will not** — **shan't** і **won't**.

ВЖИВАННЯ

Future Continuous вживається для вираження тривалої дії, що відбуватиметься в якийсь момент або період часу в майбутньому:

I'll be looking out for you at two o'clock.

We'll be playing all morning.

У сучасній англійській мові Future Continuous часто вживається в тому самому значенні, що й Future Indefinite, тобто виражає майбутню дію:

He'll be going to school soon.

You won't be coming back here any more.

МАЙБУТНІЙ ТРИВАЛИЙ ЧАС З ПОГЛЯДУ МИНУЛОГО

THE FUTURE CONTINUOUS-IN-THE-PAST TENSE

Future Continuous-in-the-Past утворюється так само, як і Future Continuous, але замість **shall** і **will** вживаються відповідно **should** і **would**:

I should be reading.

He would be reading.

Future Continuous-in-the-Past вживається в підрядних додаткових, якщо дієслово — присудок головного речення вжито в минулому часі:

He said that he would be sleeping after lunch.

ТЕПЕРІШНІЙ ПЕРФЕКТНИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE PRESENT PERFECT TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Present Perfect утворюється за допомогою допоміжного дієслова **to have** у Present Indefinite і дієприкметника минулого часу (Present Participle) основного дієслова.

Past Participle правильних дієслів утворюється додаванням до інфінітива закінчення **-ed**, тобто за формою Past Participle правильних дієслів не відрізняється від Past Indefinite:

I have discussed	we have discussed
you have discussed	you have discussed
he has discussed	they have discussed
she has discussed	

У розмовній мові вживаються переважно скорочені форми:

I've worked.
He's worked.
We've worked.

У *питальній формі* допоміжне дієслово ставиться перед підметом:

Have you ever lived in a village?
Has she congratulated him?

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not**:

My friend has not come yet.
We have not discussed it.

У розмовній мові замість **have not** і **has not** вживаються скорочені форми **haven't**, **hasn't** або **'ve not**, **'s not**:

I've not done anything.
You haven't changed much.
He's not come yet.

У питально-заперечних реченнях вживаються скорочені форми **haven't** і **hasn't**, які ставляться перед підметом:

Hasn't he been to Paris?

Why haven't you put on your coat?

ВЖИВАННЯ

Present Perfect вживається для вираження дії, яка відбулася до моменту мовлення, і результат цієї минулої дії пов'язаний з цим моментом:

I have locked the door.

Have you turned off the gas?

Час дії, вираженої дієсловом у Present Perfect, здебільшого не зазначається, тому що в центрі уваги результат дії, а не час її перебігу:

What have they done?

You have read more than me.

Present Perfect вживається також у реченнях з такими обставинами часу:

а) що означають період часу, який почався в минулому і тривав до моменту мовлення: **up to now**, **up to the present** — до цього часу; **lately** — нещодавно, останнім часом; **recently** — останнім часом; **so far** — до цього часу; **since** — відтоді; **not yet** — ще не:

Up to now we have done three exercises.

Have you seen them recently?

Have you heard from your sister lately?

б) що означають період часу, який ще не закінчився: **today** — сьогодні; **this week** — цього тижня; **this month** — цього місяця; **this year** — цього року; **this morning** — сьогодні вранці:

Have you seen her today?

Has he visited a dentist this month?

З цими обставинами часу вживається також Past Indefinite, якщо в реченні є слова, які вказують на дію в минулому:

A letter came from them today when he was at work.

в) з прислівниками неозначеного часу і частотності: **ever** — коли-небудь; **never** — ніколи; **often** — часто; **seldom** — рідко; **already** — вже; **just** — щойно:

Have you ever thought about it?

I've often heard him tell the tale.

We've just arrived.

З цими прислівниками вживається також Past Indefinite:

I told you already.

I never saw him in my life.

Present Perfect не вживається з обставинними словами та словосполученнями, які уточнюють час минулої дії: **yesterday** — вчора; **last week** — минулого тижня тощо:

She went yesterday.

When did you see him?

Present Perfect вживається для вираження дії або стану, що триває з якогось моменту в минулому до моменту мовлення. У цьому значенні Present Perfect вживається переважно з дієсловами, що не мають форми Continuous:

I have known her for years.

I have not seen you for a whole month.

ПАСИВНИЙ СТАН

Пасивний стан Present Perfect утворюється за допомогою допоміжного дієслова **to be** в Present Perfect і Past Participle основного дієслова:

I have been examined

we have been examined

you have been examined

you have been examined

he has been examined

they have been examined

she has been examined

it has been examined

МИНУЛИЙ ПЕРФЕКТНИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE PAST PERFECT ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Past Perfect утворюється за допомогою допоміжного дієслова **to have** в Past Indefinite і дієприкметника

минулого часу (Past Participle) основного дієслова. Дієслова в Past Perfect не змінюються за особами й числами:

I (she, he, it, we, you, they) had baked.

У розмовній мові замість **had** вживається скорочена форма **'d**, яка на письмі приєднується до підмета:

I'd (he'd, she'd, we'd, you'd, they'd) cooked.

У *питальній формі* допоміжне дієслово ставиться перед підметом:

Had you helped?

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not**:

I had not ordered.

У розмовній мові в заперечній і питально-заперечній формах вживається скорочена форма **hadn't**:

He hadn't required.

Hadn't he required?

ВЖИВАННЯ

Past Perfect вживається для вираження:

1) дії, яка відбулася раніше іншої минулої дії, позначеної дієсловом у Past Indefinite:

I told you I had met her.

2) минулої дії, що вже закінчилася до певного моменту в минулому. Цей момент позначається такими словосполученнями: **by two o'clock** — до другої години, **by that time** — до того часу тощо:

I had done my homework by eight o'clock.

Заперечна форма Past Perfect вказує на те, що до певного моменту в минулому дія ще не закінчилася:

I had not read the book by that time.

3) дії, що почалася до певного моменту в минулому і тривала до цього моменту. У цьому значенні Past Perfect вживається переважно з дієсловами, які не мають форми Continuous:

When he came I had been there for an hour.

ПАСИВНИЙ СТАН

Пасивний стан Past Perfect утворюється за допомогою допоміжного дієслова **to be** в Past Perfect і Past Participle основного дієслова:

I (he, she, it, we, you, they) had been examined.

У питальній формі допоміжне дієслово ставиться перед підметом:

Had he been examined?

У заперечній формі після допоміжного дієслова **had** ставиться заперечна частка **not**:

He had not been examined.

МАЙБУТНІЙ ПЕРФЕКТНИЙ ЧАС В АКТИВНОМУ І ПАСИВНОМУ СТАНІ

THE FUTURE PERFECT TENSE ACTIVE AND PASSIVE VOICE

УТВОРЕННЯ

Стверджувальна форма дієслова у Future Perfect утворюється за допомогою допоміжного дієслова **to have** у Future Indefinite і дієприкметника минулого часу (Past Participle) основного дієслова:

I shall have done it	we shall have done it
you will have done it	you will have done it
he will have done it	they will have done it
she will have done it	
it will have done it	

У питальній формі перше допоміжне дієслово **shall/will** вживається перед підметом:

Shall we have believed?

Will he have believed?

У заперечній формі після першого допоміжного дієслова **shall/will** вживається заперечна частка **not**:

We shall not have done it.

He will not have done it.

У розмовній мові вживаються такі самі скорочення, як і у Future Indefinite:

I'll have done it.

I shan't have done it.

He won't have done it.

ВЖИВАННЯ

Future Perfect вживається для вираження майбутньої дії, що закінчиться до певного моменту або до початку іншої дії в майбутньому:

You'll have forgotten me by then.

I shall have read the story by the time you come.

ПАСИВНИЙ СТАН

Пасивний стан Future Perfect утворюється за допомогою допоміжного дієслова **to be** у Future Perfect і Past Participle основного дієслова:

I (we) shall have been examined.

He (she, it, you, they) will have been examined.

МАЙБУТНІЙ ПЕРФЕКТНИЙ ЧАС З ПОГЛЯДУ МИНУЛОГО

THE FUTURE PERFECT-IN-THE-PAST TENSE

УТВОРЕННЯ

Future Perfect-in-the-Past утворюється так само, як і Future Perfect, але замість допоміжних дієслів **shall** і **will** вживаються відповідно **should** і **would**:

I should have done it

we should have done it

he would have done it

you would have done it

she would have done it

they would have done it

it would have done it

Future Perfect-in-the-Past вживається замість Future Perfect переважно в підрядних додаткових, якщо дієслово головної частини виражає минулу дію:

I thought you would have gone by now.

ПАСИВНИЙ СТАН

Пасивний стан Future Perfect-in-the-Past утворюється так само, як і Future Perfect Passive, але замість допоміжних дієслів **shall** і **will** вживаються відповідно **should** і **would**:

I (we) should have been examined.

He (she, it, you, they) would have been examined.

ТЕПЕРІШНІЙ ПЕРФЕКТНО-ТРИВАЛИЙ ЧАС

THE PRESENT PERFECT CONTINUOUS TENSE

УТВОРЕННЯ

Present Perfect Continuous утворюється за допомогою допоміжного дієслова **to be** в Present Perfect і дієприкметника теперішнього часу основного дієслова:

I have been writing	we have been writing
you have been writing	you have been writing
he has been writing	they have been writing
she has been writing	

У *питальній формі* перше допоміжне дієслово ставиться перед підметом:

Have you been working?

У *заперечній формі* після першого допоміжного дієслова вживається заперечна частка **not**:

He has not been coming.

У *питально-заперечній формі* перше допоміжне дієслово ставиться перед підметом, а частка **not** — після підмета:

Have they not been writing?

У розмовній мові вживаються такі самі скорочення, як і в Present Perfect.

Стверджувальна форма:

I've been sewing.

He's been sewing.

Заперечна форма:

I haven't been sailing.
He hasn't been sailing.

Питально-заперечна форма:

Haven't you been rowing?

ВЖИВАННЯ

Present Perfect Continuous вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду, або все ще продовжується в цей момент, або щойно закінчилася:

His father has been working at this plant for twenty years.

Його батько працює на цьому заводі двадцять років. (Почав працювати 20 років тому і працює досі.)

I've been waiting here for half an hour.

Я чекала тут півгодини. (Дія почалася півгодини тому, тривала до моменту мовлення і щойно закінчилася.)

Present Perfect Continuous може вживатися без вказівки на тривалість дії:

What have you been reading?
I've been expecting you.

Здебільшого на період тривалості дії вказують обставини часу, часто з прийменником **for**:

He has been sleeping for an hour.

Слово **since** вказує на початок періоду, протягом якого тривала дія:

I have been teaching English since 1976.
What have you been doing since you left us?

Present Perfect Continuous вживається в питальних реченнях з питальними словами **since when** — з якого часу, відколи; **how long** — як довго, скільки часу, якщо мова йде про період, що безпосередньо передує моменту мовлення:

How long have you been learning French?
Since when have they been working here?

МИНУЛИЙ ПЕРФЕКТНО-ТРИВАЛИЙ ЧАС

THE PAST PERFECT CONTINUOUS TENSE

УТВОРЕННЯ

Past Perfect Continuous утворюється за допомогою допоміжного дієслова **to be** в Past Perfect і дієприкметника теперішнього часу основного дієслова:

I had been reading	we had been reading
you had been reading	you had been reading
he had been reading	they had been reading
she had been reading	

У *питальній формі* перше допоміжне дієслово ставиться перед підметом:

Had he been reading?

У *заперечній формі* після першого допоміжного дієслова вживається заперечна частка **not**:

He had not been reading.

У *питально-заперечній формі* перше допоміжне дієслово і частка **not** ставляться перед підметом:

Hadn't they been taking photos?

У розмовній мові вживаються такі самі скорочення, як і в Past Perfect.

Заперечна форма:

I hadn't been collecting coins.

He hadn't been working.

Питально-заперечна форма:

Hadn't you been collecting coins?

ВЖИВАННЯ

Past Perfect Continuous вживається для вираження тривалої дії, яка почалася до якогось моменту в минулому, або продовжувалася у цей момент, або закінчилася безпосередньо перед ним:

I explained that I had been looking for him for the last two hours.

Я пояснив, що вже дві години шукаю його.

There her father sat.
The newspaper he had been
reading had dropped down.

Там сидів її батько.
Газета, яку він читав,
упала.

З дієсловами, що не мають форми Continuous, замість Past Perfect Continuous вживається Past Perfect:

When we came to see Kate,
she had been ill for three
days.

Коли ми прийшли прові-
дати Катрусю, вона вже
три дні хворіла.

МАЙБУТНІЙ ПЕРФЕКТНО-ТРИВАЛИЙ ЧАС

THE FUTURE PERFECT CONTINUOUS TENSE

УТВОРЕННЯ

Future Perfect Continuous утворюється за допомогою допоміжного дієслова **to be** у Future Perfect та дієприкметника теперішнього часу основного дієслова:

I shall have been going
you will have been going
he will have been going
she will have been going
it will have been going

we shall have been going
you will have been going
they will have been going

У *питальній формі* допоміжні дієслова **shall, will** і **have** ставляться перед підметом:

Will you have been waiting?

У *заперечній формі* після допоміжних дієслів **shall** і **will** вживається заперечна частка **not**:

He will not have been waiting.

У *питально-заперечній формі* допоміжні дієслова **shall, will** і частка **not** ставляться перед підметом:

Will not they have been waiting?

У розмовній мові вживаються такі самі скорочення, як і у Future Perfect.

Стверджувальна форма:

I'll have been looking for.

Заперечна форма:

I shan't have been looking for.

ВЖИВАННЯ

Future Perfect Continuous вживається для вираження тривалої дії, яка почнеться до якогось моменту в майбутньому, або все ще триватиме в цей момент, або закінчиться безпосередньо перед ним:

I hope that I shall have not been looking for him for a long time before I find him. He will have been learning English for half a year by June.

Я сподіваюся, що не шукатиму його довго до того, як знайду.
До червня він вивчатиме англійську мову вже півроку.

З дієсловами, що не мають форми Continuous, замість Future Perfect Continuous вживається Future Perfect:

I shall have not seen the earth before we land.

Я не бачитиму землю, аж доки ми не приземлимося.

УЗГОДЖЕННЯ ЧАСІВ

SEQUENCE OF TENSES

В англійській мові існує певна залежність у вживанні часу дієслова — присудка підрядної частини від часу, в якому стоїть дієслово — присудок головної частини. Це правило називають *правилом узгодження, або послідовності часів*.

Правило узгодження часів характерне переважно для додаткових підрядних частин. Воно полягає у такому:

1. Якщо дієслово — присудок головної частини стоїть у *теперішньому* або *майбутньому* часі, дієслово — присудок підрядного додаткового може стояти у будь-якій часовій формі, якої вимагає зміст:

I think you are right.

Я думаю, що ви маєте рацію.

Do you know why he was absent yesterday?

Чи ви знаєте, чому його не було вчора?

I'll tell you what you will have to do.

Я скажу вам, що вам треба буде зробити.

2. Якщо дієслово-присудок головної частини стоїть у *минулому часі* (звичайно у Past Indefinite), то і дієслово-присудок додаткової частини має стояти в *одному з минулих часів* або в *майбутньому з погляду минулого* (Future-in-the-Past). Такої залежності в українській мові немає:

I did not know he could speak English.	Я не знав, що він розмовляє англійською.
He told me that you were writing your composition.	Він сказав, що ти пишеш твір.
I hoped he would come.	Я сподівався, що він прийде.

При цьому для позначення дії, *одночасної* з дією, вираженою присудком головної частини, у підрядній частині вживаються Past Indefinite або Past Continuous (в українській мові — теперішній час):

I thought you were ready.	Я думав, що ти готовий.
He told me that he was preparing for his exams.	Він сказав мені, що готується до екзаменів.

Для позначення дії, яка *передуює* дії, вираженій присудком головної частини, звичайно вживається Past Perfect (в українській мові — минулий час).

I didn't know she had gone away.	Я не знав, що вона пішла.
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Якщо вжито означений час (in 1968, yesterday), то попередню дію виражають за допомогою Past Indefinite:

I thought you were born in 1968.
I thought you came back from your trip yesterday.

Для вираження *майбутньої дії з погляду минулого часу* вживають форми Future-in-the-Past (в українській мові — майбутній час).

I didn't expect you would be late.	Я не сподівався, що ти спізнишся.
He told me that he would meet us at the stadium.	Він сказав, що зустрине нас на стадіоні.

ПРЯМА І НЕПРЯМА МОВА

DIRECT AND INDIRECT SPEECH

При перетворенні прямої мови на непряму в англійській мові слід дотримуватися певних правил.

Пряма мова стає додатковим підрядним, яке вводиться сполучником **that**. Сполучник **that** інколи може опускатися. При цьому дієслово **to tell** завжди вживається з непрямым додатком, а дієслово **to say** вживається або з прийменниковим додатком (з прийменником **to**), або без нього:

Tom says he is going to study French.

Jack told me that his hobby was collecting postage stamps.

She answered that she knew nothing about this.

Том каже, що він збирається вивчати французьку.

Джек сказав мені, що він захоплюється збиранням поштових марок.

Вона відповіла, що нічого не знає про це.

При перетворенні прямої мови на непряму маємо дотримуватися правил узгодження часів. При цьому деякі займенники і прислівники часу та місця змінюються за такою схемою:

Пряма мова	Непряма мова
this	that
these	those
here	there
now	then
today	that day
this week (year, etc.)	that week (year, etc.)
yesterday	the day before
last week	the week before
two days ago	two days before
tomorrow	the next day, the following day
next	the next

При перетворенні запитань з прямої мови на непряму змінюється порядок слів: непрямі запитання на відміну від прямих характеризуються прямим порядком слів.

У головній частині складнопідрядного речення звичайно вживається дієслово **to ask**. Загальні запитання вводяться у непрямій мові сполучниками **if** або **whether**:

"Are you free tomorrow?"	I asked her if she was free the next day.
"Do you speak English?"	She asked me whether I spoke English.

Спеціальні запитання вводяться у непрямій мові відповідними питальними словами, які використовуються як сполучні слова:

"Where are you going?"	He asked me where I was going.
"What do you think about it?"	I asked Mary what she thought about it.

СКЛАДНОПІРЯДНІ РЕЧЕННЯ

Складнопідрядне речення складається з головної частини (the Principal Clause) та однієї чи кількох підрядних (Subordinate Clauses), які пояснюють головну, зміст якої був би неповний без підрядної частини. Підрядні речення в англійській мові бувають підметові, присудкові, додаткові, означальні та обставинні. Підрядні обставинні поділяються на обставинні часу, місця, умови, способу дії, причини, мети, наслідку тощо. В англійській мові підрядні можуть стояти перед головною частиною або після неї. На відміну від української в англійській мові підрядні часто не відокремлюються від головної частини комою і завжди мають підмет.

ТИПИ ПІРЯДНИХ

1. Підметові підрядні (Subject Clauses) виконують у складному реченні роль *підмета* і вводяться сполучниками **that**, **whether**, **if**, сполучними словами **who**, **what**, **which**, **when**, **how**, **why**:

That he is a talented scientist is known to everybody.	Те, що він талановитий вчений, відомо кожному.
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Whether she comes or not is unknown.	Прийде вона чи ні — невідомо.
When we shall begin this experiment is uncertain.	Невідомо, коли почнемо цей експеримент.

2. **Присудкові підрядні (Predicative Clauses)** виконують у складному реченні роль *іменної частини складеного присудка* і вводяться тими самими сполучниками та сполучними словами, що й підметові підрядні:

The problem is when we can do it.	Справа в тому, коли ми зможемо це зробити.
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3. **Додаткові підрядні (Object Clauses)** у складному реченні виконують роль *додатка* — прямого або прийменникового — і вводяться тими самими сполучниками та сполучними словами, що й підметові та присудкові підрядні:

We know that they will be able to test this device in time.	Ми знаємо, що вони вчасно зможуть випробувати цей прилад.
He asked me if I knew this student.	Він запитав мене, чи знаю я цього студента.

Часто додаткове підрядне, що вводиться сполучником **that**, може вживатися без сполучника. У такому разі підмет додаткового підрядного стоїть відразу після перехідного дієслова, яке є присудком головної частини:

We know they will be able to test this device in time.

Перекладається таке безсполучникове підрядне так само, як і додаткове підрядне, яке вводиться сполучником **that**.

4. **Означальні підрядні (Attributive Clauses)** виконують у складному реченні роль *означення*. Вони вводяться сполучниками, сполучними словами, відносними займенниками **why, which, that** та відносними прислівниками **when, where, how, why**.

Стоїть означальне підрядне за тим словом у головній частині, яке воно означає:

Olexiy Leonov was the first man who stepped into space.	Олексій Леонов був першою людиною, яка вийшла у відкритий космос.
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Відносний займенник **who** вживається стосовно осіб, **which** — стосовно предметів, **that** може вживатися щодо осіб і предметів.

Означальне підрядне може бути безсполучниковим:

This is the device (which) Це прилад, який ми випро-
we tested this week. бували минулого тижня.

Займенники **which** і **whom** можуть вживатися з прийменниками: **to whom, for whom, about whom** тощо. Місце прийменника — або перед займенником, або після дієслова:

The man to whom you were speaking is our professor.	}	Чоловік, з яким ви розмовляли, наш професор.
The man whom you were speaking to is our professor.		

Другий варіант більш поширений.

5. **Обставинні підрядні** (розгляньмо тільки деякі) поділяються на такі:

а) *підрядні часу*, які відповідають на запитання **when?, since when?, how long?**

Вони сполучаються з головною частиною за допомогою сполучників **when, whenever, while, as, after, before, till, until, since, as long as**:

Read this book when you are free.	Прочитайте цю книжку, коли будете вільні.
You cannot carry on experiments until you have all the necessary equipment.	Ви не зможете проводити досліди, доки у вас не буде необхідного обладнання.

Зверніть увагу, що в підрядних часу (та умови) дієслово вживається не в майбутньому часі, а в теперішньому (when you are free; until you have all the necessary equipment).

б) *підрядні речення місця*, які відповідають на запитання **where?** Вони приєднуються до головної частини сполучниками **where, wherever**:

They use this device where high efficiency is required.	Вони користуються цим приладом там, де необхідний високий коефіцієнт корисної дії.
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в) *підрядні умови*, які відповідають на запитання **in what case?, on what condition?** Вони приєднуються до головної частини сполучниками **it, in case, provided, unless**:

He will translate the text
unless he is busy.

Він перекладе текст, якщо
не буде зайнятий.

Умовні підрядні поділяються на дві групи:

- 1) підрядні реальної умови;
- 2) підрядні нереальної умови.

Підрядні *реальної умови* виражають умову як дійсний факт і можуть відноситися до теперішнього, минулого або майбутнього часу:

If he **has** time he **plays** chess.

Якщо у нього є час, він грає в шахи.

If he **had** time (yesterday) he **played** chess.

Якщо у нього (вчора) був час, він грав у шахи.

If he **has** time (tomorrow) he **will play** chess.

Якщо у нього (завтра) буде час, він гратиме в шахи.

Підрядні *нереальної умови* виражають умову не як дійсний факт, а як припущення. Вони поділяються на підрядні, дія яких відбувається: а) у теперішньому та майбутньому часі та б) в минулому часі.

Українською мовою вони перекладаються однаково — дієсловом в умовному способі:

If he **had** time (today, tomorrow) he **would play** chess.

Якби він мав час (сьогодні, завтра), він грав би у шахи.

If he **had had** time (yesterday) he **would have played** chess.

Якби він мав час (учора), він грав би у шахи.

Умовні, до складу присудка яких входять дієслова **were, had, could**, можуть приєднуватися до головної частини безсполучниковим способом. У таких підрядних згадані дієслова ставляться перед підметом:

Had he time he **would play** chess.

Переклад такий самий, як і в реченнях із сполучниками:

Якби він мав час ...

г) *підрядні причини*, які відповідають на запитання **why?** Вони приєднуються до головної частини сполучниками **because, as, since, for**:

He speaks English well
because he studies much.

Він добре розмовляє англійською мовою, бо багато працює.

НЕОСОБОВІ ФОРМИ ДІЄСЛОВА (VERBALS)

ГЕРУНДІЙ THE GERUND

ЗАГАЛЬНІ ВІДОМОСТІ

Герундій — це неособова форма дієслова, що має властивості дієслова та іменника. Як і інфінітив, герундій називає дію: *reading* — читання, *smoking* — паління.

В українській мові немає форми, яка відповідала б герундію. Слова *читання, паління* — іменники, що утворилися від дієслів, але вони не мають граматичних ознак дієслова.

ДІЄСЛІВНІ ВЛАСТИВОСТІ

Герундій має такі дієслівні властивості:

1) герундій перехідних дієслів вживається з прямим додатком:

I like reading books.	Я люблю читати книжки.
She began preparing food.	Вона почала готувати їжу.

2) герундій може мати означення, виражене прислівником:

They continued listening attentively.	Вони продовжували уважно слухати.
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3) герундій має неозначену та перфектну форми, вживається в активному і пасивному стані.

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

Перфектна форма герундія (Perfect Gerund) позначає дію, що передуює дії, вираженій дієсловом — присудком речення:

Thank you for having helped me. Спасибі, що допомогли мені.

Неозначена форма герундія (Indefinite Gerund) вживається:

а) для позначення дії, одночасної з дією, вираженою дієсловом — присудком речення:

He sat without turning his head. Він сидів не обертаючись.

б) для позначення дії безвідносно до якогось певного часу:

Seeing is believing. Бачити — значить вірити.

в) після дієслів **to intend, to suggest, to insist** та деяких інших Indefinite Gerund позначає майбутню дію по відношенню до дії, вираженої дієсловом-присудком:

He insisted on telling her about it. Він наполягав на тому, щоб розповісти їй про це.

г) для позначення дії, що передуює дії, вираженій дієсловом-присудком, зокрема після дієслів **to thank, to forget, to remember, to excuse, to apologize**, а також після прийменників **on** і **after**:

I don't remember seeing her. Я не пам'ятаю, щоб я бачив її.

Герундій вживається в активному стані, якщо іменник чи займенник, до якого він відноситься, позначає суб'єкт дії, вираженої герундієм:

Mary could not help laughing. Мері не могла стримати сміху.

Герундій вживається в пасивному стані, якщо іменник чи займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

He does not come without being invited.	Він не приходить, якщо його не запрошують.
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ІМЕННИКОВІ ВЛАСТИВОСТІ

Герундій у реченні виконує такі властиві іменнику синтаксичні функції:

1) підмета:

Smoking is harmful.	Палити — шкідливо.
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2) предикатива:

His hobby is collecting stamps.	Його улюблене заняття — ко- лекціонувати поштові марки.
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3) додатка (прямого і прийменникового):

He likes talking to me.	Він любить розмовляти зі мною.
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She is fond of painting.	Вона полюбляє малювати.
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4) перед герундієм може вживатися прийменник, що відноситься до нього:

Nobody thought of going to bed.	Ніхто й не думав лягати спати.
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5) перед герундієм, як і перед іменником, може вживатися присвійний займенник чи іменник у присвійному відмінку:

Don't fear my forgetting her.	Не бійтеся, що я забуду її.
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I insist on my sister's staying at home.	Я наполягаю на тому, щоб моя сестра залишилася вдома.
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ВЖИВАННЯ

Після дієслів **to avoid, to finish, to suggest, to leave off, to give up, to go on, to keep on, cannot help, to enjoy, to excuse, to forgive, to put off, to postpone, to delay, to mind** вживається тільки герундій (з усіх неособових форм дієслова):

We finished dressing.	Ми закінчили одягатися.
Mary left off ironing.	Мері перестала прасувати.
Fancy going for a walk in such weather.	Уявіть собі прогулянку в таку погоду.

Після дієслів **to begin, to start, to regret, to allow, to forget, to permit, to continue, to propose, to like, to try, to attempt, to intend, to prefer, to recollect, to propose** вживається як герундій, так і інфінітив. Відмінність у значенні між герундієм та інфінітивом після зазначених дієслів можна пояснити так: герундій має більш загальне значення в той час, як інфінітив має певні відтінки в значенні. Після дієслів **to begin, to start, to propose, to attempt, to intend** герундій та інфінітив вживаються в одному й тому самому значенні.

I began working	— Я почав працювати.
I began to work.	

Ось деякі відмінності у вживанні герундія та інфінітива після таких дієслів:

like + Infinitive	— віддати перевагу
like + Gerund	— захоплюватись
remember, forget, recollect, regret + Infinitive	— означає майбутню дію
remember, forget, recollect, regret + Gerund	— означає минулу дію
to stop + Infinitive	— інфінітив виражає мету
to stop + Gerund	— означає "припинити виконання дії".

КОМПЛЕКСИ З ГЕРУНДІЄМ

Перша частина герундіального комплексу — іменник у присвійному чи загальному відмінку чи присвійний займенник.

Друга частина — герундій, що виражає дію, яку виконує чи якої зазнає особа чи предмет, позначені першою частиною комплексу:

They told us about his coming here.	Вони сказали нам про те, що він приходив сюди.
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ДІЄПРИКМЕТНИК ТЕПЕРІШНЬОГО ЧАСУ

THE PRESENT PARTICIPLE

УТВОРЕННЯ

Present Participle утворюється за допомогою закінчення **-ing**, яке додається до інфінітива дієслова без частки **to**:

to read — reading

Якщо інфінітив закінчується на німе **e**, то перед закінченням **-ing** воно опускається:

to write — writing

Якщо інфінітив закінчується однією приголосною буквою, якій передує короткий наголошений голосний звук, то перед закінченням кінцева приголосна подвоюється:

to sit — sitting

to begin — beginning

П р и м і т к а. Кінцева буква **k** після **oo** не подвоюється:

look — looking

Кінцева буква **r** подвоюється, якщо останній склад наголошений і не містить дифтонга:

to prefer — preferring

Кінцева буква **l** подвоюється, якщо їй передує короткий голосний звук (наголошений чи ненаголошений):

to compel — compelling

to travel — travelling

У дієсловах **to lie, to tie, to die** буквосполучення **ie** перед закінченням **-ing** змінюється на **y**:

to lie — lying

to tie — tying

to die — dying

П р и м і т к а. Кінцева буква **y** перед закінченням **-ing** не змінюється:

to try — trying

Present Participle має форму пасивного стану, яка утворюється шляхом сполучення допоміжного дієслова **to be**

в Present Participle та основного дієслова в Past Participle:

to ask — being asked

ЗНАЧЕННЯ ТА ВЖИВАННЯ

Present Participle не має певного часового значення і виражає різні часові відношення залежно від контексту і значення дієслова, від якого його утворено. Present Participle вживається для позначення дії, одночасної з дією, вираженою дієсловом — присудком речення. Залежно від часу дієслова-присудка Present Participle може стосуватися теперішнього, минулого або майбутнього часу:

Reading English books

I write out new words.

Reading English books

I wrote out new words.

Читаючи англійські книжки, я виписую нові слова.

Читаючи англійські книжки, я виписував нові слова.

Reading English books I'll write out new words.

Читаючи англійські книжки, я виписуватиму нові слова.

Present Participle може виражати дію, що відноситься до теперішнього часу, незалежно від часу дії, вираженої дієсловом-присудком речення:

The boys sitting at our table came from England.

Хлопчики, що сидять за нашим столом, приїхали з Англії.

Present Participle може вживатися безвідносно до якого-сь часу:

The bisector is a straight line dividing an angle into two equal parts.

Бісектриса — це пряма лінія, що поділяє кут на дві рівні частини.

Present Participle може позначати дію, що передуює дії, вираженій присудком, якщо обидві дії відбуваються безпосередньо одна за одною. У такому значенні часто вживається Present Participle дієслів **to enter, to open, to close, to arrive, to see, to hear** тощо:

Entering his room, he went quickly to the other door.

Увійшовши до своєї кімнати, він швидко пішов до інших дверей.

ФУНКЦІЇ

Present Participle Active вживається у функції:

1) означення:

The rising sun was hidden by the clouds.

Сонце, що сходило, закрили хмари.

2) обставини (часу, причини, способу дії):

Entering the room, she saw her sister there.

Увійшовши до кімнати, вона побачила там свою сестру.

Present Participle Passive вживається у функції обставини, іноді у функції означення:

Being written in pencil, the letter was difficult to read.

Оскільки лист був написаний олівцем, його було важко читати.

The plant being built in our town will produce motor-cars.

Завод, що будується в нашому місті, випускатиме легкові автомобілі.

ДІЄПРИКМЕТНИК МИНУЛОГО ЧАСУ

THE PAST PARTICIPLE

УТВОРЕННЯ

В англійській мові існують так звані правильні та неправильні дієслова. Past Participle правильних дієслів утворюється так само, як і Past Indefinite.

Past Participle неправильних дієслів утворюється по-різному (див. «Таблицю найуживаніших неправильних дієслів» на с. 240–241).

ВЖИВАННЯ

Past Participle має лише одну форму і є пасивним дієприкметником. Він уживається тоді, коли іменник чи

займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

a written letter	написаний лист
the machines made in France	машини, виготовлені у Франції

Здебільшого Past Participle позначає дію, що передуює дії, виражений присудком речення:

We looked at the destroyed bridge.	Ми дивилися на зруйнований міст.
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Але Past Participle може позначати дію, одночасну з дією, вираженою дієсловом-присудком, а також дію, безвідносну до будь-якого часу:

He is a doctor loved and respected by everybody.	Він — лікар, якого всі люблять і поважають.
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ФУНКЦІЇ

Past Participle у реченні найчастіше буває означенням. У цій функції Past Participle ставиться звичайно перед означуванням іменником. Past Participle із залежними від нього словами (participle phrase) в англійській мові завжди ставиться після означуваного іменника. Проте Past Participle у сполученні з прислівником способу дії звичайно ставиться перед означуванням іменником:

He is a well-known writer.	Він відомий письменник.
The children danced round the beatifully decorated fir-tree.	Діти танцювали навколо чудово прикрашеної ялинки.

Past Participle також уживається в ролі обставини (часу, причини, мети, способу дії і порівняння) із сполучниками **when, if, as if, as though, though**:

Frightened by the dog, the child began to cry.	Злякавшись собаки, дитина почала плакати.
When praised, he was ill at easy.	Коли його хвалили, він počував себе ніяково.

Past Participle вживається в реченні у функції предикатива:

When I came into the room
the window was broken.

Коли я зайшов до кімнати,
вікно було розбите.

ПЕРФЕКТНИЙ ДІЄПРИКМЕТНИК

THE PERFECT PARTICIPLE

УТВОРЕННЯ

Perfect Participle має дві форми — активного та пасивного стану. Форма активного стану утворюється за допомогою Present Participle допоміжного дієслова **to have** і Past Participle основного дієслова:

having asked

Форма пасивного стану Perfect Participle утворюється за допомогою **having been** і Past Participle основного дієслова:

having been asked.

ЗНАЧЕННЯ ТА ВЖИВАННЯ

Perfect Participle виражає дію, яка передуює дії, вираженій дієсловом-присудком. Perfect Participle відповідає українському прислівнику доконаного виду:

Having said this, they stopped speaking. Сказавши це, вони припинили розмову.

Perfect Participle Active вживається тоді, коли іменник чи займенник, до якого він відноситься, означає суб'єкт вираженої ним дії:

Having taking the book,
I left the room.

Узявши книгу, я вийшов з кімнати.

Perfect Participle Passive вживається тоді, коли іменник чи займенник, до якого він відноситься, означає об'єкт вираженої ним дії:

Having been invited to a party, she could not stay at home.

Оскільки її запросили на вечірку, вона не змогла залишитися вдома.

МОДАЛЬНІ ДІЄСЛОВА

MODAL VERBS

ЗАГАЛЬНІ ВІДОМОСТІ

В англійській мові є група дієслів (**can, may, must, should, ought** тощо), які називають *модальними*. Ці дієслова не мають усіх основних форм, властивих іншим дієсловам, і тому їх називають також *недостатніми* (Defective Verbs).

Модальні дієслова вживаються не самостійно, а лише в сполученні з інфінітивом іншого дієслова:

I can help you.

Я можу допомогти вам.

He must go there.

Він мусить іти туди.

Без інфінітива іншого дієслова модальні дієслова вживаються лише тоді, коли інфінітив зрозумілий з контексту:

Can you do it? Yes, I can.

Ви можете зробити це?
Так.

I wanted to open the window
but I couldn't.

Я хотіла відчинити вікно,
але не змогла.

Модальні дієслова не виражають дії чи стану, а лише можливість, необхідність, бажання, ймовірність, сумнів, дозвіл, заборону, здатність виконання дії, позначеної інфінітивом.

У модальному значенні вживаються також дієслова **to be** і **to have**.

Модальні дієслова мають такі особливості:

а) вони не мають форм інфінітива, дієприкметника і герундія, а тому не мають складених часових форм — майбутнього, тривалих і перфектних часів;

б) після модальних дієслів інфінітив вживається без частки **to**. Виняток становлять дієслова **to be** і **to have** у модальному значенні та дієслово **ought**, після яких інфінітив вживається з часткою **to**, а також дієслова **need, dare**, після яких інфінітив може вживатися з часткою **to** і без неї:

We are to meet at half
past six.

Ми маємо зустрітися о пів
на сьому.

As the manager was out
they have to wait.

You ought to help your
friends.

I needn't tell you how import-
ant that is.

He daren't do it.

Оскільки управляючого
не було на місці, вони мали
почекати.

Вам слід допомогти своїм
друзям.

Мені не треба говорити
вам, як це важливо.

У нього не вистачить духу
зробити це.

в) у третій особі однини теперішнього часу модальні
дієслова не мають закінчення **-(e)s**:

He may come tomorrow. Можливо, він прийде завтра.

Питальна та заперечна форми теперішнього та мину-
лого часів модальних дієслів утворюються без допоміж-
ного дієслова **to do**.

У питальній формі модальні дієслова ставляться пе-
ред підметом:

May I come in?

Можна увійти?

У заперечній формі після модальних дієслів вжива-
ється заперечна частка **not**:

You should not do it.

Вам не слід цього робити.

Модальне дієслово **can** у Present Indefinite пишеться
разом з часткою **not**:

He cannot dance.

Він не вміє танцювати.

У розмовній мові в заперечних реченнях вживаються
переважно скорочені форми модальних дієслів:

cannot — can't

must not — mustn't

could not — couldn't

should not — shouldn't

МОДАЛЬНЕ ДІЄСЛОВО CAN

Дієслово **can** має дві форми: теперішнього часу **can** і
минулого часу **could**:

I can swim.

Я вмію плавати.

He could read when he was
five.

Він умів читати, коли йому
було п'ять років.

Дієслово **can** виражає фізичну чи розумову здатність, уміння чи можливість виконати дію в теперішньому або минулому часі:

He can lift this weight.	Він може підняти цю вагу.
Can you see anything?	Ви що-небудь бачите?
I couldn't solve the problem.	Я не зміг розв'язати задачу.

Після форми **could** у цих значеннях може вживатися перфектний інфінітив, який вказує на те, що дія, яка мала відбутися, не відбулася:

He could have guessed it.	Він міг здогадатися про це. (але не здогадався)
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Дієслово **can** не має майбутнього часу. У майбутньому часі замість **can** вживається сполучення **to be able** —бути спроможним. Інфінітив після нього вживається з часткою **to**. Вираз **to be able** іноді вживається також у теперішньому і минулому часах:

He is able to help you.	Він може допомогти вам.
She was not able to answer.	Вона не могла відповідати.

МОДАЛЬНЕ ДІЄСЛОВО MAY

Дієслово **may** має дві форми: теперішнього часу **may** та минулого **might**. Найчастіше воно виражає припущення:

He may be waiting for you.	Можливо, він чекає на вас.
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Дієслово **may** у сполученні з неозначеним інфінітивом вживається для вираження дозволу:

May I use your phone?	Можна скористатися вашим телефоном?
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МОДАЛЬНЕ ДІЄСЛОВО MUST

Дієслово **must** має лише одну форму теперішнього часу і означає обов'язок, необхідність. Інфінітив після нього вживається без частки **to**:

He must come in time.	Він має приходити вчасно.
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Для вираження необхідності стосовно минулого і майбутнього часів вживається дієслово **to have** у відповід-

них часових формах. Воно може замінити дієслово **must** і в теперішньому часі. Як модальне дієслово **to have** у поєднанні з інфінітивом вживається для вираження необхідності виконати дію в силу певних обставин. Після дієслова **to have** інфінітив вживається з часткою **to**:

She had to wait for an hour. Вона мусила чекати цілу годину.

I shall have to pay him. Мені доведеться заплатити йому.

Для вираження необхідності в минулому часі вживається також дієслово **to be**. Воно може вживатися замість дієслова **must** і в теперішньому часі. Дієслово **to be** вживається для вираження необхідності виконати дію згідно з попередньою домовленістю або завчасно складеним планом. Після дієслова **to be** інфінітив вживається з часткою **to**:

We were to come at 5 o'clock. Ми мали прийти о п'ятій.

МОДАЛЬНІ ДІЄСЛОВА SHOULD, OUGHT

Дієслова **should, ought** майже не відрізняються за значенням. Вони виражають моральний обов'язок, пораду, рекомендацію. **Should** вживається з інфінітивом без частки **to**. Після **ought** інфінітив вживається з часткою **to**:

You should visit her. Вам слід відвідати її.

He ought to go in for sport. Йому слід займатися спортом.

ІНФІНІТИВ

THE INFINITIVE

ЗАГАЛЬНІ ВІДОМОСТІ

Інфінітив — це неособова форма дієслова, яка тільки називає дію і відповідає на питання: що робити? що зробити?

to write — писати, to answer — відповідати

В англійській мові інфінітив має одну просту і п'ять складених форм. Інфінітив перехідних дієслів має форми часу й стану, а неперехідних — тільки часу.

Форма інфінітива	Active	Passive
Indefinite	to write to come	to be written
Continuous	to be writing to be coming	—
Perfect	to have written to have come	to have been written
Perfect Continuous	to have been writing to have been coming	—

Ознакою інфінітива в англійській мові є частка **to**, але в багатьох випадках інфінітивів вживається без неї. Частка **not** перед інфінітивом указує на заперечну форму.

ВЖИВАННЯ ФОРМ ІНФІНІТИВА

Інфінітив у формі Indefinite вживається:

а) якщо дія, яку він виражає, одночасна з дією, позначеною дієсловом — присудком речення:

I am sorry to hear it.

Мені прикро чути це.

He was glad to see them.

Він був радий бачити їх.

It will be interesting to know about it.

Буде цікаво дізнатися про це.

б) з дієсловами, що виражають намір, надію, бажання тощо, Indefinite Infinitive означає дію, майбутню стосовно дії, позначеної дієсловом-присудком:

I hope to see you on Tuesday. Я сподіваюся побачитися з вами у вівторок.

He wants to make a report. Він хоче зробити доповідь.

Continuous Infinitive виражає тривалу дію, що передує дії, позначеній дієсловом-присудком:

He seemed to be listening. Здавалося, що він слухає.

Perfect Infinitive виражає дію, що передує дії, позначеній дієсловом-присудком:

I was pleased to have done something.

Я була задоволена, що я щось зробила.

Perfect Continuous Infinitive виражає тривалу дію, що відбувається протягом певного часу перед дією, позначеною дієсловом-присудком:

I am happy to have been working at the university for 20 years.	Я щасливий, що 20 років працюю в цьому університеті.
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Інфінітив вживається в активному стані, якщо іменник чи займенник, до якого він відноситься, означає суб'єкт дії, вираженої інфінітивом:

I don't want to do it.	Я не хочу цього робити.
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Інфінітив вживається в пасивному стані, якщо іменник чи займенник, до якого він відноситься, означає об'єкт дії, вираженої інфінітивом:

She didn't want to be found.	Вона не хотіла, щоб її знайшли.
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ФУНКЦІЇ В РЕЧЕННІ

Інфінітив чи інфінітивна група може вживатися у реченні в ролі:

а) підмета:

To follow him is dangerous.	Супроводжувати його небезпечно.
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б) предикатива (іменної частини складеного присудка):

The point is to achieve the aim.	Головне — досягти мети.
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в) частини дієслівного складеного присудка:

We must stay at home.	Ми маємо залишитися вдома.
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г) додатка:

He asked me to wait.	Він попросив мене зачекати.
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д) означення:

The work to be done was difficult.	Робота, яку треба було зробити, була важкою.
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е) обставини мети:

I have come here to meet her.	Я прийшов сюди, щоб зустрітися з нею.
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ОБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС

THE OBJECTIVE INFINITIVE COMPLEX

У реченні **I like Mary to sing this song** (*Мені подобається, як Марія співає цю пісню*) інфінітив **to sing** виражає дію, яку виконує особа, позначена іменником, що стоїть перед інфінітивом — **Mary**, тобто інфінітив відноситься до іменника, як присудок до підмета. Отже, **Mary to sing** являє собою єдине ціле, або синтаксичний комплекс. У реченні цей комплекс виконує роль складного додатка, оскільки на запитання **What do you like?** відповідь має бути не **Mary**, а **Mary to sing** — як *Марія співає*.

Саме тому, що цей комплекс містить інфінітив і вживається у функції додатка (object), він називається *складним додатком* (complex object) або *об'єктним інфінітивним комплексом* (objective infinitive complex). Першою частиною цього комплексу може бути не тільки іменник, а й особовий займенник в об'єктному відмінку:

I like her to sing. Мені подобається, як вона співає.

Складний додаток вживається після дієслів, що виражають:

а) сприймання за допомогою органів чуття: **to see** — бачити; **to hear** — чути; **to feel** — відчувати; **to watch, to observe** — спостерігати; **to notice** — помічати. Після цих дієслів інфінітив у складному додатку вживається без частки **to**:

He saw Helen cry. Він бачив, що Олена плаче.

б) бажання, намір, почуття: **to want** — хотіти; **to wish, to desire** — бажати; **to like** — любити, подобатися; **to dislike** — не любити, не подобатися, **to hate** — ненавидіти; **to intend** — мати намір тощо:

She wanted them to read this book. Вона хотіла, щоб вони прочитали цю книжку.

в) думку (погляд), припущення, сподівання: **to consider, to believe** — вважати; **to think** — думати; **to**

find — виявити; **to know** — знати; **to expect** — сподіватися; **to suppose** — припускати тощо. Після дієслів цієї групи, крім **to expect**, найчастіше вживається інфінітив дієслова **to be**:

We consider him to be the best student of our institute. Ми вважаємо його найкращим студентом нашого інституту.

г) наказ, прохання, дозвіл, пораду, примус: **to order** — наказувати; **to ask, to request** — просити; **to allow, to permit** — дозволяти; **to advise** — радити; **to cause, to force, to make** — примушувати; **to let** — велити, дозволяти. Після дієслів **to make** і **to let** інфінітив вживається без частки **to**:

We made him work. Ми примусили його працювати.

He allowed us to come in. Він дозволив нам увійти.

СУБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС THE SUBJECTIVE INFINITIVE COMPLEX

Якщо речення **We saw him run to the train** (*Ми бачили, як він біг до поїзда*), до складу якого входить об'єктний інфінітивний комплекс, перетворити на пасивне — **He was seen to run to the train** (*Бачили, як він біг до поїзда*), то інфінітив **to run** виражатиме дію, яку виконує особа, позначена займенником **he**. Отже, **he** і **to run** утворять синтаксичний комплекс. Цей комплекс має функцію складного підмета, тому що присудок речення **was seen** відноситься не лише до займенника **he**, а до всього комплексу **he ... to run** (*як він біг*).

Суб'єктний інфінітивний комплекс складається з двох частин: перша — іменник у загальному відмінку, друга — інфінітив, що виражає дію, яку виконує чи якої зазнає особа чи предмет, позначений іменником чи займенником. Наприклад:

The boy was seen to run there. Бачили, як хлопчик біг туди.

Особливістю суб'єктного інфінітивного комплексу є те, що обидві його частини відокремлені одна від одної присудком речення (у наведеному прикладі **was seen**).

Суб'єктний інфінітивний комплекс вживається з дієсловами: **to say** — говорити, казати; **to report** — повідомляти, доповідати; **to think** — думати; **to know** — знати; **to consider, to believe** — вважати; **to suppose** — припускати; **to expect** — сподіватися; **to see** — бачити; **to hear** — чути; **to feel** — відчувати; **to notice** — помічати; **to observe, to watch** — спостерігати, примічати; **to order** — наказувати; **to ask** — запитувати, просити; **to request** — просити; **to allow, to permit** — дозволяти; **to make, to cause** — примушувати в пасивному стані:

Birds were heard to sing in the garden.	Було чути, як в співають пташки в садку.
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Суб'єктний інфінітивний комплекс вживається з дієсловами: **to seem** — здаватися; **to appear** — з'являтися; **to happen, to chance** — траплятися; **to turn out** — виявлятися; **to prove** — доводити:

He seemed to be thinking about something.	Здавалося, що він про щось думає.
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ПРИЙМЕННИКОВИЙ ІНФІНІТИВНИЙ КОМПЛЕКС

THE PREPOSITIONAL INFINITIVE COMPLEX

Інфінітивний комплекс може мати прийменник **for**. Такий комплекс називається *прийменниковим інфінітивним комплексом*, який складається з іменника в загальному відмінку чи особового займенника в об'єктному відмінку та інфінітива. Перша частина комплексу (іменник чи займенник) позначає особу чи предмет, що є суб'єктом чи об'єктом дії, вираженої інфінітивом:

It's time for us to go.	Нам час іти.
For me to see you is not easy.	Бачити тебе нелегко.

SUBJUNCTIVE MOOD

УМОВНИЙ СПОСІБ ДІЄСЛОВА

Умовний спосіб дієслова виражає нереальну дію, тобто таку, що могла б відбутися за певних умов, а також необхідну, бажану або нездійсненну.

При перекладі умовного способу українською мовою вживається форма дієслова у минулому часі, а також частка **б**.

В англійській мові слід розрізняти три типи умовних речень (Conditional Sentences):

1. Умовні підрядні речення першого типу виражають реальні умови, які стосуються минулого, теперішнього і майбутнього часу для реальних дій чи фактів, виражених у головному реченні:

We shall buy stamps
and envelopes if we go
to the post-office.

Ми купимо марки
та конверти,
якщо підемо на пошту.

2. Умовні підрядні речення другого типу виражають неімовірні або малоімовірні припущення, які відносяться лише до теперішнього або майбутнього часу:

We shall buy stamps if
we went to the post-office
(today or tomorrow).

Ми б купили марки
та конверти, якби пішли на
пошту (сьогодні або завтра).

У головному реченні вживається допоміжне дієслово **should** або **would** та інфінітив смислового дієслова, а в підрядному — форма, яка збігається з формою минулого простого часу.

3. Умовні підрядні речення третього типу виражають нереальні умови для дій, виражених у головному реченні, оскільки стосуються минулого часу і тому не можуть бути виконані:

We should have bought
stamps and envelopes if we
had gone to the post-office
yesterday.

Ми придбали б марки
та конверти, якби ми вчора
пішли на пошту.

У головному реченні вживається допоміжне дієслово **should** або **would** і перфектний інфінітив, а в підрядно-

му реченні — форма, яка збігається з формою минулого перфектного часу.

У сучасній англійській мові для вираження умовного стану, крім аналітичних (складених) форм, які було розглянуто вище, вживаються також синтетичні (прості) форми. Синтетичні форми утворюються за допомогою дієслова **to be**, яке в минулому часі має форму **were** для всіх осіб однини та множини. Ця форма вживається:

а) у підрядній частині умовних речень другого типу:

If he were here,	Якби він був тут,
he would help us.	він би допоміг нам.
If I were you,	Якби я був на вашому місці,
I should accept their offer.	я б прийняв їхню пропозицію.

б) у підрядних реченнях способу дії, що починаються зі сполучника **as if**:

He spoke as if he were a specialist on the subject.	Він говорив так, неначе він був фахівцем з цього питання.
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в) у підрядних реченнях, що залежать від дієслова **to wish**:

I wish he were with us!	Як би я хотів, щоб він був з нами!
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VOCABULARY

A, a

ability [ə'bɪlɪtɪ] *n* здібність, здатність, уміння
abominable [ə'bɒmɪnəbl] огидний
abroad [ə'brɔ:d] за кордоном, за кордон
abundance [ə'bʌndəns] велика кількість; достаток, багатство
accept [ək'sept] приймати, визнавати
achievement [ə'tʃi:vmənt] досягнення, успіх; подвиг
acquire [ə'kwəɪə] набувати, одержувати, досягати
advance [əd'vɑ:ns] рух уперед; *in* ~ заздалегідь
advantage [əd'vɑ:ntɪdʒ] перевага, вигода, користь
advertise ['ædvətaɪz] давати оголошення; рекламувати
advise [əd'vaɪz] радити; консультувати; повідомляти
agreement [ə'ɡri:mənt] згода; угода, договір
allow [ə'laʊ] дозволяти; давати, надавати; допускати; визнавати
allowance [ə'laʊəns] прийняття до уваги; поправка; періодична грошова допомога
although [ɔ:l'dəʊ] хоч; якби навіть; незважаючи на те що
amount [ə'maʊnt] кількість; загальна сума
amus//e [ə'mju:z] бавити, розважати; ~ing забавний, смішний

ancient ['eɪnfənt] античний; (старо)давній
announce [ə'naʊns] оголошувати, повідомляти
anthem ['ænthəm] гімн
anxious ['æŋkʃəs] стурбований, занепокоєний
apologize [ə'pɒlədʒaɪz] вибачитися
appeal [ə'pi:l] відозва, звернення, заклик, прохання
appear [ə'piə] з'являтися, показуватися
application [æplɪ'keɪʃn] заява, прохання
appointment [ə'pɔɪntmənt] призначення; посада; зустріч, побачення
approach [ə'prəʊtʃ] 1. *v* підходити, наближатися; 2. *n* підхід, наближення, підхід
appropriate [ə'prɒpɪət] відповідний; придатний, властивий
arable ['ægəbl] орний; що обробляється
area ['eəriə] площа, простір; ділянка, район, зона
arrive [ə'raɪv] приїздити, приходити, досягати
assume [ə'sju:m] брати; привласнювати; припускати, вважати
assure [ə'ʃʊə] запевняти; гарантувати, забезпечувати; переконувати
astonish [əs'tɒnɪʃ] дивувати, вражати; ~ing дивний, вражаючий
attach [ə'tætʃ] прикріплювати, приєднувати

attend [ə'tend] відвідувати, бути присутнім
average ['ævərɪdʒ] середній; звичайний
avoid [ə'vɔɪd] уникати, ухилятися
award [ə'wɔ:d] нагорода; присудження
awful ['ɔ:ful] жахливий, страшний
awkward ['ɔ:kwəd] незграбний; незручний, скрутний
axis ['æksɪs] вісь

B, b

baby-sitter ['beɪbɪ,sɪtə] нахожання
bake [beɪk] пекти, випікати
bare [beə] голий, оголений; неприкрашений
basin ['beɪsn] миска, таз; басейн (*ріки, кам'яновугільний*)
beef [bi:f] яловичина
beforehand [brɪ'fɔ:hænd] заздалегідь, наперед
believe [brɪ'li:v] вірити; думати, вважати
bet [bet] 1. *n* заклад, парі; 2. *v* закладатися
bill [bɪl] програма (*вистави*)
bit [bɪt] *n* шматок, невелика кількість; a bit of трошки
blind [blaɪnd] сліпий; нерозсудливий
blow [bləʊ] дути; гнати; роздувати вогонь
boil [bɔɪl] кипіти, кип'яти(ся), варити(ся)
borrow ['bɒrəʊ] позичати; запозичати
bowl [bəʊl] 1. *n* куля; 2. *v* грати в кулі (в кеглі);
break ['breɪk] (broke, broken) ламати(ся), розбивати(ся), порушувати
breeze [bri:z] (легенький) вітерець, бриз
brief [bri:f] короткий; стислий
bud [bʌd] 1. *n* брунька; пуп'янок; 2. *v* випускати бруньки; пускати паростки

butterfly ['bʌtəflaɪ] метелик
bury [beri] ховати (*мертвих*)

C, c

canoe [kə'nu:] каное, човник, байдарка
canteen [kæn'ti:n] буфет, їдальня
capability [ˌkeɪpə'bɪlɪti] здатність, здібність
carefully [keə'fʊli] обережно, уважно
cathedral [kə'θi:drəl] собор
cause [kɔ:z] причина, підстава; мотив; справа
cavity ['kævɪti] западина, порожнина
charge ['tʃɑ:dʒ] навантаження; доручення; ціна
chat [tʃæt] невимушена розмова
chest [tʃest] скриня, шухляда; груди, грудна клітина
choice [tʃɔɪs] вибір, відбір; альтернатива
choir ['kwaɪə] хор, капела
chorus ['kɔ:rəs] хор
clarify ['klærɪfaɪ] очищати(ся); з'ясовувати(ся)
clay [kleɪ] глина
climbing ['klaɪmɪŋ] скелелазіння
clumsy [klʌmzi] незграбний; грубий, нетактовний
coach [kəʊtʃ] екіпаж, карета; пасажирський вагон; інструктор, тренер
collaborate [kə'læbəreɪt] співпрацювати
common ['kɒmən] загальний, спільний; звичайний
compile [kəm'paɪl] укладати (*довідники*), упорядковувати, збирати (*факти*)
comprise [kəm'praɪz] містити, охоплювати
conclude [kən'klu:d] закінчувати; укладати (*договір*)
condiment ['kɒndɪmənt] приправа
conquer ['kɒŋkə] завойовувати, перемагати

conservation [ˌkɒnsəˈveɪʃn] зберігання; консервування
consider [kənˈsɪdə] розглядати, обдумувати; вважати
considerably [kənˈsɪdərəblɪ] значно
consideration [kənˌsɪdəˈreɪʃn] розгляд, обговорення; уважність
consume [kənˈsjʊːm] знищувати; споживати, витрачати
contribute [kənˈtrɪbjʊːt] вносити, жертвувати; сприяти, робити внесок; співпрацювати
convenient [kənˈviːnjənt] зручний, підходящий
convert [kənˈvɜːt] перетворювати
cope [kəʊp] справлятися, упорядковуватися, упоратися
copper [ˈkɒpə] 1. *n* мідь, мідна монета; 2. *a* мідний
cost [kɒst] 1. *n* ціна, вартість; 2. *v* коштувати
county [ˈkaʊntɪ] графство (*у Великій Британії*), округ (*у США*)
couple [kʌpl] пара, парні предмети; пара (*подружжя, наречена*)
cradle [ˈkreɪdl] колиска
craft [krɑːft] ремесло; майстерність
create [kriːˈeɪt] творити, створювати
curriculum [kəˈrɪkjʊləm] курс навчання, програма, навчальний план; розклад
cycling [ˈsaɪklɪŋ] велоспорт

D, d

dairy [ˈdeəri] 1. *n* молочарня; 2. *a* молочний
deal [diːl] (with) мати справу (з)
decisive [dɪˈsaɪsɪv] остаточний, вирішальний; рішучий, явний
decorate [ˈdekəreɪt] прикрашати; нагороджувати
dedicate [ˈdedɪkeɪt] присвячувати

defence [dɪˈfens] захист, оборона
define [dɪˈfaɪn] визначати, характеризувати
degree [dɪˈɡriː] ступінь, міра; звання, ранг; градус
deliver [dɪˈlɪvə] передавати, вручати; доставляти
demand [dɪˈmɑːnd] 1. *n* вимога; потреба; 2. *v* вимагати; мати потребу
densely [ˈdensli] густо, щільно
desert [ˈdezət] 1. *n* пустеля; 2. *a* пустельний, безлюдний
design [dɪˈzaɪn] 1. *n* задум, план; проект, креслення; 2. *v* задумувати, мати намір; проектувати, призначити, готувати
designer [dɪˈzaɪnə] конструктор
destination [ˌdestɪˈneɪʃn] місце призначення; призначення
determine [dɪˈtɜːmɪn] визначати, вирішувати
devote [dɪˈvəʊt] присвячувати, віддаватися (*чомуś*)
digital [ˈdɪdʒɪtəl] цифровий
dime [daɪm] *амер.* монета у 10 центів
dirty [ˈdɜːti] брудний
disadvantage [ˌdɪsədˈvɑːntɪdʒ] не вигідне (несприятливе) становище; шкода, збиток
disappoint [dɪsəˈpɔɪnt] розчаровувати
discover [dɪsˈkʌvə] відкривати, робити відкриття; виявляти
discovery [dɪsˈkʌvəri] відкриття; виявлення
discuss [dɪsˈkʌs] обговорювати, дискутувати
disease [dɪˈziːz] хвороба
dish [dɪʃ] страва, посуд
dismiss [dɪsˈmɪs] відпускати, розпускати; звільняти
disobey [ˈdɪsəˈbeɪ] не слухатися, не підкорятися
disperse [dɪsˈpɜːs] розсіювати(ся); розходитися; поширювати

display [dis'plei] 1. *n* показ, вистава; дисплей; 2. *v* показувати, демонструвати;
disposal [dis'rouzəl] передача, вручення; розташування; право розпоряджатися
distinguish [dis'tɪŋɡwɪʃ] відрізняти; розпізнавати; виділяти
diverse [daɪ'və:s] 1. *n* відхилення, відхід; відвернення; 2. *a* різний, відмінний
dizzy ['dɪzi] що відчуває запаморочення; запаморочливий
doubt [daʊt] сумнів
downpour ['daʊnpɔ:] злива
drastic ['dræstɪk] рішучий, крутий
dreadful ['dredfʊl] жахливий, страшний
dress-maker ['dres'meɪkə] кравчиня
drizzle [drɪzl] 1. *n* мряка; 2. *v* мрячити
drop [drɒp] 1. *n* краплина, крапля; 2. *v* падати, литися
dull [dʌl] тупий; нудний; похмурий, тьмянний
dummy ['dʌmi] 1. *n* опудало; манекен; макет; 2. *a* підставний, підроблений
dust [dʌst] пил, порошок; прах
duty ['dju:ti] обов'язок; чергування; податок
dye [daɪ] фарбувати, забарвлювати(ся)

E, e

eager ['i:gə] палкий, нетерплячий; що прагне
earn [ɜ:n] заробляти; заслужувати
eccentric [ɪk'sentɪk] ексцентричний, дивний, чудернацький
emit ['ɪmɪt] виділяти; випромінювати; випускати (*groshi*)
empty ['empti] 1. *a* порожній; нікчемний; 2. *v* спорожняти
encourage [ɪn'kʌrɪdʒ] підбадьорювати, заохочувати

engagement [ɪn'geɪdʒmənt] справа, заняття; зобов'язання
engineering [endʒɪ'nɪərɪŋ] техніка, інженерне мистецтво; машинобудування
enjoy [ɪn'dʒɔɪ] зазнавати втіхи, тішитися; користуватися
enough [ɪ'nʌf] 1. *a* достатній; 2. *n* достатня кількість; 3. *adv* доволі, досить
enter ['entə] входити, вступати; записувати, реєструвати
enterprise ['entəpraɪz] підприємство; заповзятливість
entrance ['entrəns] вхід; вступ
equal ['i:kwəl] рівний, однаковий
equation [ɪ'kweɪʃn] рівняння
equip [ɪ'kwɪp] споряджати, устатковувати; постачати
equipment [ɪ'kwɪpmənt] обладнання, устаткування
establish [ɪs'tæblɪʃ] засновувати, влаштовувати; установлювати
eternal [ɪ:'tə:nəl] вічний
evaluate [ɪ'vælju'eɪt] оцінювати, обчислювати
exact [ɪg'zækt] точний, акуратний
exceed [ɪk'si:d] перевершувати, перевищувати
exchange [ɪks'tʃeɪndʒ] обмінювати, розмінювати
exclaim [ɪks'kleɪm] вигукувати
exclude [ɪks'klu:d] виключати, вилучати
exhibit [ɪg'zɪbɪt] 1. *n* експонат; 2. *v* виставляти(ся), експонувати(ся)
exist [ɪg'zɪst] існувати, жити
expand [ɪks'pænd] поширювати(ся), розширювати(ся)
expect [ɪks'pekt] сподіватися, чекати; гадати, припускати
expensive [ɪks'pensɪv] дорогий
explain [ɪks'pleɪn] пояснювати
express [ɪks'pres] виражати, висловлювати
exquisite ['ekskwɪzɪt] витончений, вишуканий
extinct [ɪks'tɪŋkt] погаслий, згаслий; вимерлий, зниклий

extraordinary [iks'trɔ:dnri]
незвичайний; надзвичайний

F, f

face [feɪs] обличчя
fall [fɔ:l] 1. *n* падіння; занепад; 2. (fell, fallen) *v* падати
fallen ['fɔ:lən] *p. p.* від fall
falling ['fɔ:lɪŋ] падіння
family ['fæmɪli] сім'я, родина
fat [fæt] 1. *n* жир; сало; 2. *a* жирний; масний; гладкий
father ['fɑ:ðə] батько
father-in-law ['fɑ:ðərɪnlɔ:] свекор; тесть
favourite ['feɪvərɪt] улюбленець(ниця); фаворит(ка)
feel ['fi:l] (felt, felt) почуватися; відчувати (чути)
feet [fi:t] *pl* від foot
fell [fel] *past.* від fall
field [fi:ld] поле; луг
find ['faɪnd] знаходити
food ['fu:d] їжа
foot [fut] (*pl* feet) нога, ступня; фут (*міра*)
free [fri:] вільний; незалежний; незайнятий; безкоштовний
French [frentʃ] 1. *n* французька мова; 2. *a* французький
frequency ['fri:kwənsɪ] часто-та
fresh [frefʃ] свіжий; новий; чистий
Friday ['fraɪdɪ] п'ятниця
friend ['frend] друг, подруга; приятель(ка)
fringe ['frɪndʒ] чубчик
from [frɒm] з, із; від
front [frʌnt] 1. *n* фасад; 2. *n* передній
frost [frɒst] 1. *n* мороз; 2. *v* приморозити
fruit [fru:t] плід, фрукт
fry [fraɪ] 1. *n* смажене м'ясо, печеня; 2. *v* смажити
function [fʌŋkʃən] функція, призначення
furniture ['fɜ:nɪtʃə] меблі

G, g

gallery ['gæləri] галерея
game [geɪm] гра
gangway [gæŋweɪ] прохід між рядами
garden ['gɑ:dn] сад
garlic ['gɑ:lik] часник
gas [gæs] газ
gather ['gæðə] збирати(ся)
gave [geɪv] *past* від give
gay [geɪ] веселий; яскравий
geese [gi:s] *pl* від goose
German ['dʒə:mən] німецький
get [get] (got, got) діставати; одержувати; заробляти; добувати
gift [ɡɪft] дар, подарунок; здібність
give [ɡɪv] (gave, given) да(ва)ти; (по)дарувати; завда(ва)ти
glad ['glæd] задоволений; радісний, веселий
glory ['glɔ:ri] слава
glove [ɡlʌv] рукавичка
go [ɡəʊ] (went, gone) ходи-ти, йти (піти); проходити
goal [ɡəʊl] мета; місце призначення
gold ['ɡəʊld] 1. *n* золото; 2. *a* золотий
gone [ɡɒn] *p. p.* від go
good [ɡʊd] гарний, добрий, хороший; придатний, корисний
great ['greɪt] великий, чудовий, чарівний
Greek [ɡri:k] грек
green [ɡri:n] зелений, незрілий
grow [ɡrəʊ] рости, вироста-ти; вирощувати

H, h

hail [heɪl] град
hair [heə] волосся
half [hɑ:f] половина
ham [hæm] шинка
hand [hænd] рука
happy ['hæpi] щасливий
hard [hɑ:d] твердий; жорсткий; міцний; важкий

harm [hɑ:m] 1. *n* шкода, образа; 2. *v* (за)шкодити
harvest ['hɑ:vɪst] 1. *n* жнива; збирання врожаю; урожай; 2. *v* збирати врожай, жниувати
has ['hæz] 3-тя ос. одн. від have
hat ['hæt] капелюх
hate ['heit] 1. *n* ненависть; 2. *v* ненавидіти
have [hæv] (had, had) 1) мати; 2) допоміжне дієслово для утворення перфектної форми
hay [heɪ] сіно
he [hi:] він
head [hed] 1. *n* голова; глава; начальник; 2. *a* головний; 3. *v* очолювати
health [helθ] здоров'я
hear [hiə] (по)чути
heart [hɑ:t] серце
head [hi:t] спека; жар; запал
heating ['hi:tiŋ] нагрівання; опалення
heaven ['hevn] небо, небеса
heavy ['hevi] важкий; рясний; багатий (*урожай*)
heel [hi:l] підбор, п'ятка
held ['held] *past* і *p. p.* від hold
helicopter ['helɪkɒptə] гелікоптер
help [help] допомога
hen [hen] курка
her [hə:] її, їй
here [hiə] тут, сюди; ось
hero ['hiərou] герой
hers [hə:z] *pron. pos.* її
herself [hə:'self] сама, себе
high [haɪ] високий
hill [hɪl] пагорб
him [hɪm] *pron. pers.* його, йому; ~self [him'self] сам, себе
hoar-frost ['hɔ:'frɒst] іній
hobby ['hɒbi] пристрасть, улюблена справа
home [həum] дім, житло; батьківщина
hope [həup] 1. *n* надія, сподівання; 2. *v* сподіватися
hospital ['hɒspɪtl] лікарня, госпіталь, шпиталь

hot [hɒt] гарячий; жаркий; палкий
hotel [hə(u)'tel] готель
hour [aʊə] година; час; -ly ['aʊəli] щогодинний
house [haus] дім, будинок; будівля
how [haʊ] як? яким чином?
huge [hju:dʒ] величезний, гігантський
human ['hju:mən] людський
humid ['hju:mɪd] вологий, вологий; ~ity [hju:'mɪdɪti] сирість, вологість
hungry ['hʌŋɡrɪ] голодний
hurry ['hʌrɪ] 1. *n* поспіх, квапливість; 2. *v* (по)квапити; (по)спішити
hurt [hɜ:t] 1. *n* пошкодження; 2. (*hurt, hurt*) *v* завдавати болю, пошкоджувати; боліти (*про частину тіла*)
husband ['hʌzbənd] чоловік

I, i

I [aɪ] *pers. pron.* я
ice [aɪs] 1. *n* лід, крига; 2. *v* заморозжувати
icy ['aɪsɪ] крижаний, льодяний
if [ɪf] якщо
ill [ɪl] хворий, недужий; лихий
immediate [ɪ'mɪ:dʒət] безпосередній
impatience [ɪm'peɪʃəns] нетерпіння
impersonal [ɪm'pɜ:snəl] безособовий
import ['ɪmpɔ:t] імпорт
impossibility [ɪm,pɒsə'bɪlɪti] неможливість
impossible [ɪm'pɒsəblɪ] неможливий
improve [ɪm'pru:v] поліпшувати, удосконалювати
in у, в, уві
inch [ɪntʃ] дюйм (= 2,54 см)
include [ɪn'klu:d] містити; включати
income ['ɪnkəm] прибуток

increase 1. *n* ['ɪnkri:s] зростання, приріст; 2. *v* ['ɪn'kri:s] збільшувати(ся)

incredible ['ɪn'krədəbl] неймовірний

indeed ['ɪn'di:d] справді; ~? та певже?

index ['ɪndeks] індекс

indicate ['ɪndikeɪt] показ(ув)ати; наказ(ув)ати

indirect [ɪn'dɪ'rekt] непрямий, обхідний, ухильний

indoors ['ɪn'dɔ:z] у приміщенні, усередині приміщення

industrial [ɪn'dʌstriəl] промисловий, виробничий

industry ['ɪndəstri] промисловість, індустрія

inform [ɪn'fɔ:m] інформувати

inhabit [ɪn'hæbɪt] мешкати, жити (*де-небудь*)

initial [ɪ'nɪʃəl] початковий, первісний

inside [ɪn'saɪd] внутрішній бік, виворіт

insist [ɪn'sɪst] наполягати

introduce [ɪn'trə'dju:s] вводити; знайомити, представляти

introduction [ɪn'trə'dʌkʃn] введення; представлення, знайомство; вступ

investigate [ɪn'vestɪgeɪt] розслідувати; досліджувати

Irish ['aɪrɪʃ] ірландський

iron ['aɪən] залізо

is [ɪz] 3-тя ос. одн. від be

it [ɪt] *pron. pers.* він, вона, воно; це, оце

Italian [ɪ'tæljən] 1. *n* італієць, італійка; італійська мова; 2. *a* італійський

item ['aɪtəm] пункт, параграф

its [ɪts] *pron. poss.* його, її, свій

itself [ɪt'self] (сам, сама) саме; себе

J, j

jacket ['dʒækɪt] жакет; куртка

jam [dʒæm] джем, варення

January ['dʒænjʊəri] січень

Japanese [dʒæpə'ni:z] 1. *n* японець, японка; японська мова; 2. *a* японський

Jew [dʒu:] єврей; *attr.* єврейський

job [dʒɒb] робота, праця; справа; завдання

join [dʒɔɪn] з'єднувати(ся), приєднувати(ся)

journal ['dʒɜ:nəl] щоденник; журнал

journey ['dʒɜ:nɪ] 1. *n* поїздка, подорож; 2. *v* подорожувати

joy [dʒɔɪ] радість

judge [dʒʌdʒ] 1. *n* суддя; арбітр; 2. *v* судити, бути арбітром

July [dʒu:'laɪ] липень

June [dʒu:n] червень

just [dʒʌst] 1. *a* справедливий, правильний; 2. *adv* точно, якраз, саме; тільки-но, відразу

K, k

keep [ki:p] (kept, kept) тримати, зберігати

kept [kept] *past i p. p.* від keep

kettle [ketl] чайник

key [ki:] ключ

kill [kɪl] уби(ва)ти

kind [kaɪnd] 1. *n* сорт, різновид, рід; 2. *a* добрий, сердечний, люб'язний

kitchen ['kɪtʃən] кухня

knee [ni:] коліно

knife [naɪf] 1. *n* ніж; 2. *v* різати, колоти ножом

knives [naɪvz] *pl* від knife

know [nou] (knew, known) знати; бути знайомим

L, l

label [leɪbl] 1. *n* ярлик, етикетка; 2. *v* наклеювати ярлик

laboratory [lə'bɒrətəri] лабораторія

labo(u)r ['leɪbə] 1. *n* праця; робота; 2. *a* робочий; трудовий;

3. *v* працювати, докладати зусиль

lace [leɪs] мереживо; шнурок
lack [læk] 1. *n* нестаток; брак;
 2. *v* відчувати нестачу; потребувати
lady [leɪdi] дама, леді
laid [leɪd] *past i p. p.* від lay I
lake [leɪk] озеро
lamp [læmp] лампа, ліхтар
land [lænd] 1. *n* земля, суша; країна; 2. *v* висаджуватися, приземлятися
language ['læŋɡwɪdʒ] мова
large [lɑ:dʒ] великий
last [lɑ:st] 1. *n* кінець; 2. *a* останній; минулий; крайній
 3. *v* продовжуватися, тривати
late [leɪt] пізній; запізнений; недавній
Latin ['lætɪn] 1. *n* латинська мова; 2. *a* латинський
latitude ['lætɪtju:d] широта
latter ['lætə] недавній; останній
laugh [lɑ:f] 1. *n* сміх; 2. *v* сміятися
laundress ['lɔ:ndrɪs] прачка, праль
law [lɔ:] закон, право
lay I [leɪ] (*laid, laid*) (по)класти
lay II [leɪ] *past* від lie
lazy ['leɪzi] лінивий, ледачий
lead [li:d] (*led, led*) вести
leader ['li:də] керівник, ватажок
leading [li:dɪŋ] 1. *n* керівництво; ведення; 2. *a* керівний; провідний; передовий; видатний
leaf [li:f] лист; аркуш (*napery*)
learn [lə:n] (*learnt, learnt*) вивчати (вивчити); вчитися
least [li:st] 1. *a* найменший; 2. *adv.* найменше, менш за все, найменшою мірою
leather ['leðə] 1. *n* шкіра; ремінь; 2. *a* шкіряний
leave ['li:v] 1. *n* відпустка; 2. (*left, left*) *v* залишати, покинути

leaves [li:vz] *pl* від leaf
led [led] *past i p. p.* від lead
left I [left] *past i p. p.* від leave
left II лівий
leg [leg] нога (*від стегна до ступні*)
legal ['li:gəl] законний
legislation [ledʒɪs'leɪʃn] законодавство
leisure ['leɪzə] дозвілля
lemon ['lemən] лимон
length [lenθ] довжина; відстань
less [les] 1. *a* менший; 2. *adv* менше, менш
lesson [lesn] урок
lettuce ['letɪs] салат
lie [laɪ] (*lay, lain*) лежати, бути розташованим
life [laɪf] життя
lift [lɪft] ліфт
light I [laɪt] світло
light II легкий; незначний; легковажний
like [laɪk] схожий, подібний
line [laɪn] лінія
lip [lɪp] губа
liquid ['lɪkwɪd] 1. *n* рідина; 2. *a* рідкий; прозорий
little ['lɪtl] 1. *n* дрібниця, дріб'язок; 2. *a* маленький, невеликий; короткий (*про час*); 3. *adv* небагато, мало
live [lɪv] жити; існувати
live [laɪv] живий; життєвий
living ['lɪvɪŋ] живий, існуючий
loaf [ləuf] хлібина, хліб
loan [ləʊn] позика
lobby ['lɒbi] передпокії
local ['ləʊkəl] місцевий
long [lɒŋ] 1. *a* довгий, тривалий; 2. *adv* довго
look [lʊk] 1. *n* погляд; вираз (*очей, обличчя*); вигляд; 2. *v* подивитися
lose [lu:z] (*lost, lost*) втрачати
lost [lɒst] *past i p. p.* від lose
love [lʌv] 1. *n* любов; 2. *v* кохати
loving [lʌvɪŋ] люблячий
low [ləʊ] низький, невисокий; слабкий, тихий
lung [lʌŋ] легеня

M, m

madam ['mædəm] мадам
made [meid] *past i p. p.* від
make
mail [meil] пошта
main [mein] головний
maintain [men'tein] підтримувати
maize [meiz] маїс, кукурудза
major ['meidʒə] старший
make [meik] (made, made) (з)робити, виробляти, (при)готувати
male [meil] 1. *n* чоловік; 2. *a* чоловічий
man [mæn] (*pl men*) людина, чоловік
manage ['mænɪdʒ] керувати
manual ['mænjuəl] 1. *n* посібник, підручник, довідник; 2. *a* ручний
manufactory [mænju'fæktəri] фабрика
manufacture [mænju'fæktʃə] 1. *n* виробництво; виріб; 2. *v* виробляти
many ['meni] багато
map [mæp] карта
mark I [mɑ:k] марка (*грошо-ва одиниця*)
mark II мітка, знак; бал, оцінка
market ['mɑ:kɪt] ринок, базар
marriage ['mæridʒ] шлюб; весілля
married ['mærid] одружений, заміжня
marry ['mæri] женити, видавати заміж; женитися, виходити заміж
mass [mæs] маса
master ['mɑ:stə] 1. *n* господар; пан; 2. *v* (по)долати; справлятися
mate [meit] товариш
mathematician [ˌmæθɪmə'tɪʃən] математик
May [mei] травень
may (модальне дієслово) (з)могти; мати дозвіл
meadow ['medou] луг
meal [mi:l] їда (сніданок, обід, вечеря); борошно

measure ['meʒə] мірка, міра; захід; масштаб
meat [mi:t] м'ясо
medical ['medikəl] медичний, лікарський
meet [mi:t] (met, met) зустрі(ча)ти, (по)знайомитися
melt [melt] (роз)танути; (роз)плавити(ся)
member ['membə] член
memorial [mi'mɔ:ʃiəl] пам'ятник
memorize ['meməraɪz] вчити напам'ять
men [men] (*pl від man*) люди, чоловіки
merry ['meri] веселий, радісний
message ['mesɪdʒ] повідомлення, послання; доручення
met [met] *past i p. p.* від meet
metre ['mi:tə] метр
middle [mɪdl] середина
mild [maɪld] м'який; лагідний
milk [mɪlk] молоко
million ['mɪljən] мільйон
mind [maɪnd] розум; думка, намір
mine [maɪn] мій, моя, моє, мої
modest ['mɒdɪst] скромний
Monday ['mʌndɪ] понеділок
money ['mʌni] гроші
month [mʌnθ] місяць
mood [mu:d] настрої
moon [mu:n] місяць
more [mɔ:] більше; ще
morning ['mɔ:nɪŋ] ранок
mother ['mʌðə] мати
move [mu:v] рухати
much [mʌtʃ] багато
museum [mju:'ziəm] музей
mushroom ['mʌʃrʊm] гриб
must [mʌst] повинен
mutton ['mʌtn] баранина

N, n

name [neɪm] ім'я
native ['neɪtɪv] рідний
natural ['nætʃrəl] природний, натуральний
nature ['neɪtʃə] природа
naughty ['nɔ:ti] неслухняний

near [niə] біля
neat [ni:t] тонкий
negotiation [ni,gouf'reiʃ(ə)n] переговори
neighbour ['neɪbə] сусід
nephew ['nevju:] племінник, небіж
newsfilm ['nju:zfilm] кіножурнал
newsreel ['nju:zri:l] кінохроніка
niece [ni:s] племінниця, небога
night [naɪt] ніч
night-table ['naɪt,teɪbl] тумбочка
normal ['nɔ:məl] звичайний, нормальний
north [nɔ:θ] північ
nose [nouz] ніс
notable ['noutəbl] видатний, значний
nothing ['nʌθɪŋ] ніщо, нічого
notion ['nouʃ(ə)n] поняття, уявлення
now [naʊ] зараз
nowhere ['nouwɛə] ніде, нікуди
nuclear ['nju:kliə] ядерний
nuisance ['nju:səns] надокучливий
number ['nʌmbə] номер
nurse [nɜ:s] няня, медсестра
nut [nʌt] горіх

О, о

object ['ɒbdʒɪkt] річ, предмет
observe [əb'zə:v] спостерігати
obtain [əb'teɪn] отримувати
occasion [ə'keɪʒn] випадок
ocean ['ouʃ(ə)n] океан
occupy ['ɒkjupaɪ] займати
oculist ['ɒkjulist] окуліст, офтальмолог
offer ['ɒfə] 1. *n* пропозиція; 2. *v* пропонувати
office ['ɒfɪs] служба, місце
official [ə'fɪʃəl] офіційний
often [ɔ:fn] часто
old [ould] старий
onion ['ʌnjən] цибуля
only ['ounli] тільки

onward ['ɔnwəd] далі, вперед
open ['oupen] відкривати
operate ['ɒpəreɪt] діяти, працювати
operation [ɒpə'reɪʃn] дія, робота
operator ['ɒpəreɪtə] оператор; телефоніст(ка)
opinion [ə'pɪnjən] думка
opportunity [ɒpə'tju:nɪtɪ] можливість
opposit ['ɒpəzɪt] протилежний
orange ['ɔrɪndʒ] апельсин
other ['ʌðə] інший
otolaryngologist ['outələrɪŋ'gələdʒɪst] отоларинголог
our ['auə] наш
outdoor ['autdɔ:] на відкритому повітрі
outcome ['autkʌm] результат
output ['autput] продукція, продукт; вихід, випуск
over ['ouvə] над
own [aʊn] власний
oxygen ['ɒksɪdʒən] кисень

Р, р

package ['pækɪdʒ] посилка, пакунок, упаковка
pain [peɪn] біль (*гострий, раптовий*)
paint [peɪnt] малювати фарбами
panty-hose ['pæntɪ'həʊz] колготки
parcel ['pɑ:səl] посилка (поштова)
parents ['peərənts] батьки
partner ['pɑ:tənə] партнер
passenger ['pæs(ɪ)n(d)ʒə] пасажир
passer-by ['pɑ:sə'baɪ] перехожий
pearl [pɜ:l] перлина
pedestrian [pi'destriən] пішохід
pediatrician [pi:diə'trɪʃn] педіатр
pen [pen] ручка
pencil ['pensl] олівець
pepper ['pepə] перець
performance [pə'fɔ:məns] вистава

perfume ['pə:fjum] парфуми
physician [fɪ'zi:ʃn] лікар
pills [pɪlz] пілюлі, пігулки
pit [pɪt] амфітеатр
plait [plæt] коса (з волосся)
plane [pleɪn] літак
plant [plɑ:nt] завод
plate [pleɪt] тарілка
play [pleɪ] п'єса
pneumonia [nju:'mounjə] за-
 палення легенів
poison ['pɔɪzn] 1. *n* отрута;
 2. *v* отруювати
policlinic [ˌpɒlɪ'klɪnɪk] полі-
 клініка
polite [pə'laɪt] ввічливий
pollution [pə'lu:ʃn] забруд-
 нення
porridge ['pɔrɪdʒ] (вівсяна)
 каша
porter ['pɔ:tə] швейцар, но-
 сильник, носій
portfolio [pɔ:t'fəʊljəʊ] порт-
 фель
possess [pə'zəs] володіти
postgraduate ['pəʊst'grædjʊət]
 аспірант
potatoe [pə'teɪtəʊ] картопля
powder ['paʊdə] пудра, поро-
 шок
prescribe [prɪs'kraɪb] припи-
 сувати (*ліку*)
prescription [prɪs'krɪpʃ(ə)n]
 рецепт
pretty ['prɪti] гарненька
preview [prɪ'vju:] попередній
 (закритий) перегляд фільму
price [praɪs] ціна
process ['prəʊses] обробляти,
 опрацьовувати
produce [prə'dju:s] створюва-
 ти
producer [prə'dju:sə] режисер-
 постановник
production [prə'dʌkʃn] поста-
 новка
program(me) ['prəʊgræm]
 програма
prosperous ['prɒspərəs] спри-
 ятливий; такий, що процвітає
protection [prə'tekʃ(ə)n] за-
 хист

psychiatrist [saɪ'kaɪətrɪst] пси-
 хіатр
purification [ˌpjuərəfɪ'keɪʃn]
 очищення
put [put] (put, put) класти

Q, q

quake [kweɪk] треміти
qualitative ['kwɒlɪtətɪv] якіс-
 ний
quality ['kwɒlɪti] якість
quantitative ['kwɒntɪtətɪv]
 кількісний
quantity ['kwɒntɪti] кількість
quarter ['kwɔ:tə] чверть
question ['kwɛstʃn] питання
quick [kwɪk] швидкий
quickly ['kwɪkli] швидко
quiet ['kwaɪət] спокій, тиша
quite [kwaɪt] цілком
quotation [kwəʊ'teɪʃn] цитата

R, r

race [reɪs] змагання; перегони
rack [ræk] вішалка
railway ['reɪlwei] залізниця
rain [reɪn] дощ
rainbow ['reɪnbəʊ] веселка
raise [reɪz] піднімати
rank [ræŋk] ряд
rare [rɛə] рідкий
razor ['reɪzə] бритва
ready ['redi] готовий
record [rɪ'kɔ:d] записувати
receiver [rɪ'si:və] телефонна
 трубка
receptionist [rɪ'sepʃnɪst] реє-
 стратор
refrigerator [rɪ'frɪdʒəreɪtə]
 холодильник
region [rɪ:dʒn] область
rehearsal [rɪ'hɜ:səl] репетиція
reign [reɪn] царювати
relatives ['relatɪvz] родичі
remove [rɪ'mu:v] виводити,
 викидати
reserve [rɪ'zɜ:v] бронювати
resident ['rezɪdənt] мешка-
 нець, постійний житель
restaurant ['rest(ə)rɔ:nt] ресто-
 ран

review [rɪ'vju:] рецензія
revive [rɪ'vaɪv] відроджувати
rich [rɪtʃ] багатий
rid [rɪd] позбавляти
ride [raɪd] (rode, ridden) їхати
 верхи
road [roud] дорога, шлях,
 бруківка
role [roul] роль
route [ru:t] маршрут
row [rou] ряд
royal ['rɔɪəl] королівський
run [rʌn] бігти
rural ['ruərəl] сільський

S, s

salad ['sæləd] салат
salesgirl ['seɪlɪzgə:l] дівчина-
 продавець, продавщиця
salt [sɔ:lt] сіль
sandals ['sændəlz] босоніжки
sandwich ['sænwɪdʒ] бутерброд
saucer ['sɔ:sə] блюдце
sausage ['sɔsɪdʒ] сосиска, ков-
 баса
scenario [sɪ'na:riou] сценарій
scene [si:n] сцена (*у виставі*)
schedule ['fedʒu:l] графік,
 розклад
screen [skri:n] 1. *n* екран;
 2. *v* екранізувати
scriptwriter ['skript,raɪtə] сце-
 нарист
seat [si:t] місце
sew ['sou] (*p. p. sewn або se-
 wed*) шити
shadow ['ʃædou] тінь
shelf [ʃelf] полиця
shelter ['feltə] надавати при-
 тулок
shirt [ʃæt] сорочка
shoes [ʃu:z] туфлі
short [ʃɔ:t] короткий
shop-assistant ['ʃɔpə'sɪstənt]
 продавець
side-board ['saɪdbɔ:d] сервант
sightseeing ['saɪt,sɪ:ɪŋ] огляд
 визначних місць
silk [sɪlk] шовк
single [sɪŋl] неодружений(а)
sister ['sɪstə] сестра
skate [skeɪt] кататися на ков-
 занях

skin [skɪn] шкіра
sleeping-car ['sli:pɪŋkɑ:]
 спальний вагон
sleepy-head ['sli:pɪhed] сонько
slot [slɒt] щілина
snack-bar ['snækbɑ:] закусо-
 ча, буфет
snowfall ['snəʊfɔ:l] снігопад
soap [səʊp] мило
socks [sɒks] шкарпетки
sofa ['səʊfə] диван
software ['sɔftweə] програм-
 не забезпечення
son [sʌn] син
soup [su:p] суп
sour cream ['sauə 'kri:m] сме-
 тана
sovereign ['sɒvrɪn] суверенний
spare ['speə] зайвий
speak [spi:k] (spoke, spoken)
 говорити
specialized school ['speʃəlaɪzd
 sku:l] училище
spoon [spu:n] ложка
square [skweə] площа, майдан
stage [steɪdʒ] сцена (*у те-
 атрі*)
stall [stɔ:l] настреп
stamp [stæmp] марка (*пошто-
 ва*)
standard lamp ['stændəd
 'læmp] торшер
state-room ['steɪtru:m] окре-
 ма каюта
stewardess ['stjuədɪs] стюар-
 деса
stockings ['stɒkɪŋz] панчохи
stomach ['stamək] шлунок
storage ['stɔ:ɪdʒ] пам'ять;
 зберігання даних
store [stɔ:] запам'ятовувати;
 зберігати дані
stout [staut] повний
subway ['sʌbwei] підземний
 перехід; метро
suit [sju:t] костюм
suitcase ['sju:tkeɪs] валіза
sundial ['sʌndaɪəl] сонячний
 годинник
sunrise ['sʌnraɪz] схід сонця
sunset ['sʌnsət] захід сонця
supply [sə'plai] 1. *n* постачан-
 ня; 2. *v* постачати

surgeon ['sə:dʒən] хірург
sweet-toothed ['swi:t'tu:θt] ласунчик
swim [swim] (swam, swum) плавати

T, t

table [teɪbl] стіл
take [teɪk] (took, taken) брати
tangerine [tændʒə'ri:n] мандарин
taxi ['tæksi] таксі
tea [ti:] чай
teacher ['ti:tʃə] вчитель
technician [tek'nɪʃ(ə)n] технік
technology [tek'nɒlədʒi] техніка; технологія
telegram ['telɪgrəm] телеграма
telephone ['telɪfoun] телефон
terminus ['tə:mɪnəs] кінцева зупинка
textile ['tekstail] текстильний
theatre ['θiətə] театр
threat [θret] загроза
ticket ['tɪkɪt] квиток
tie [taɪ] краватка
tightly marcelled hair ['taɪtlɪ mɑ:sld heə] туго стягнуте волосся
timepiece ['taɪmpi:s] хронометр, годинник
tip [tɪp] 1. *n* чайові, додаткова плата; 2. *v* давати чайові
toast [təʊst] грінка
tomato [tə'mɑ:təʊ] помідор
tombstone ['tu:mstəʊn] надгробок
tonsillitis [tɒnsɪ'laitɪs] тонзиліт
tour [tuə] подорож (за певним маршрутом)
traffic ['træfɪk] рух; транспорт
traffic light ['træfɪklaɪt] світлофор
train [treɪn] поїзд
tram [træm] трамвай
travel ['trævl] подорож, поїздка
treat [tri:t] лікувати

treatment ['tri:tment] лікування
trolley-bus ['trɒlɪbas] тролейбус
trousers ['traʊzəz] штани
trunk ['trʌŋk] велика валіза
tuberculosis [tju:bəkju'ləʊsɪs] туберкульоз
turning ['tɜ:nɪŋ] поворот

U, u

ugly ['ʌɡli] потворний; бридкий
ulcer ['ʌlsə] виразка
Ukrainian [ju:kreɪnjən] 1. *n* українець, українка; українська мова; 2. *a* український
umbrella [ʌm'brelə] *n* парасолька
uncle [ʌŋkl] дядько
under ['ʌndə] під
undergraduate [ʌndə'ɡrædʒu:ɪt] студент останнього курсу
underground 1. *n* (USA) метрополітен; 2. *a* підземний
understand [ʌndə'stænd] (understood, understood) розуміти
unemployed [ʌnɪm'plɔɪd] безробітний; незайнятий
unless [ən'les] якщо не
urgent [ə'dʒənt] терміновий
use [ju:s] 1. *n* вживання; 2. *v* [ju:z] вживати, користуватися, застосовувати

V, v

value ['vælju:] цінність, важливість
various ['veəriəs] різний, різноманітний
vehicle ['vi:ɪkl] засіб пересування
view ['vju:] вид, пейзаж, вигляд
vocabulary [və'kæbjuləri] словник
volume ['vɒljum] том; обсяг; кількість
vote [vəʊt] голосування; голос

W, w

wages ['weɪdʒɪz] заробітна
платня
wait [weɪt] чекати
wall [wɔ:l] стіна
wardrobe ['wɔ:droub] шафа
для одягу
wash [wɒʃ] 1. *n* миття; уми-
вання; 2. *v* митися; умиватися
way [weɪ] дорога, шлях
we [wi:] ми
weak [wi:k] слабий
weapon ['wepən] зброя
weather ['weðə] погода
wet [wet] мокрий
wide [waɪd] широкий
wood [wud] ліс
wool [wul] вовна, шерсть
world [wɜ:ld] світ

X, x

Xerox ['ziərəks] ксерокс
X-rays ['eks'reɪz] рентгенівсь-
ке випромінювання

Y, y

yacht [jɒt] яхта
year [jɜ:, jɪə] рік
yellow ['jelou] жовтий
yet [jet] досі, ще; вже
young [jʌŋ] молодий

Z, z

zero ['ziərou] нуль
Zoo [zu:] зоопарк

ЗМІСТ

Передмова	5
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ВСТУПНИЙ ФОНЕТИКО-ОРФОЕПІЧНИЙ КУРС 6

1. Звуки і букви	6
2. Інтонація	6
3. Наголос	7
4. Типи складів	7
5. Читання буквосполучень	8

ОСНОВНИЙ КУРС 10

<i>Lesson 1.</i> Elements of Conversation	10
The Article	14
<i>Lesson 2.</i> We Study English	16
The Plural of Nouns	24
<i>Lesson 3.</i> Biography, Family	26
The Pronoun	34
<i>Lesson 4.</i> Person's Character and Appearance	37
Degrees of Comparison of Adjectives and Adverbs	41
<i>Lesson 5.</i> Time and Dates	43
The Present Indefinite Tense	51
<i>Lesson 6.</i> Weather and Seasons	54
The Past Indefinite Tense	62
<i>Lesson 7.</i> House. Flat	64
The Future Indefinite Tense. The Future-in-the-Past	69
<i>Lesson 8.</i> At the Hotel	72
The Present Continuous Tense	78
<i>Lesson 9.</i> In the Town	80
The Past Continuous Tense	88
<i>Lesson 10.</i> Post-Office	90
The Future Continuous Tense	95
<i>Lesson 11.</i> Telephone	98
The Present Perfect Tense	104
<i>Lesson 12.</i> Shopping	106
The Past Perfect Tense	112
<i>Lesson 13.</i> Man and Environment	115
The Future Perfect Tense	122
<i>Lesson 14.</i> Meals	124
The Present Perfect Continuous Tense	129

<i>Lesson 15.</i>	At the Doctor's	132
	The Past Perfect Continuous Tense	140
<i>Lesson 16.</i>	Theatre	143
	The Future Perfect Continuous Tense	149
<i>Lesson 17.</i>	Cinema	151
	Sequence of Tenses	157
<i>Lesson 18.</i>	My Hobby	158
	Modal Verbs	163
<i>Lesson 19.</i>	Travelling and Going through Customs	165
	The Subjunctive Mood	170
<i>Lesson 20.</i>	Business Letters	173
	The Infinitive	178
<i>Lesson 21.</i>	Business Communication	182
	The Past Participle	186
<i>Lesson 22.</i>	Money and Economic Relations	189
	The Present Participle	198
<i>Lesson 23.</i>	Ukraine	200
	The Gerund	209
<i>Lesson 24.</i>	Great Britain	212
	Direct and Indirect Speech	221
<i>Lesson 25.</i>	An Educated Man and Computer	223
	Review	232
	<i>Короткий граматичний довідник</i>	237
	<i>Vocabulary</i>	287

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АНГЛІЙСЬКА МОВА
для повсякденного
спілкування

