

Шотова-Ніколенко Г.В., Куделіна О.Ю., Янко І.Б.,
Попович І.І., Іванченко А.В., Баєва В.М.

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

для студентів I курсу усіх спеціальностей

2019

ЗМІСТ

<i>Передмова</i>	4
LESSON I	6
<u>Text A</u> About myself.....	7
<u>Text B</u> The Odessa State Environmental University.....	25
<u>Text C</u> Ecology, meteorology, hydrology. What do they study?	32
<u>Text D</u> Management and computer science	39
<u>Grammar</u> The noun. The article. The pronoun. The adjective. There is (there are). to be. The word order of English sentences	9
LESSON II	44
<u>Text A</u> Great Britain.....	45
<u>Text B</u> A Brief History of Great Britain	50
<u>Text C</u> London	52
<u>Text D</u> The Great Fire of London, 1666.....	55
<u>Grammar</u> Indefinite Tenses, Continuous Tenses	57
LESSON III	76
<u>Text A</u> English-speaking world	76
<u>Text B</u> Australia	78
<u>Text C</u> The United States of America	80
<u>Text D</u> Canada	83
<u>Text E</u> New Zealand	85
<u>Text F</u> Ireland	88
<u>Grammar</u> Perfect Tenses, Perfect Continuous Tenses	90
LESSON IV	106
<u>Text A</u> Ukraine	107
<u>Text B</u> The political system of Ukraine	108
<u>Text C</u> National symbols of Ukraine. The flag	109
<u>Text D</u> History of Ukraine	113
<u>Text E</u> Kiev	116
<u>Grammar</u> Sequence of Tenses, Direct and Indirect speech	119
LESSON V	146
<u>Text A</u> Odessa.....	146
<u>Text B</u> The Odessa Opera Theatre	148
<u>Text C</u> City Traffic	150
<u>Text D</u> Deribasovskaya Street	153
<u>Grammar</u> Conditional sentences	155
LESSON VI	169
<u>Text A</u> The problem of the environmental protection	170
<u>Text B</u> Ecological problems	172
<u>Text C</u> Environmental technology	174
<u>Text D</u> Animals need help. Earth is in danger.	176
<u>Grammar</u> Modal verbs. Grammar Revision	180
Список скорочень. Іноземні запозичення	206
Список неправильних дієслів за алфавітом	209
<i>Література</i>	215

ПЕРЕДМОВА

Розширення зв'язків України з зарубіжними партнерами робить нагальну потребу не просто у висококваліфікованих спеціалістах з екології, а в спеціалістах які б поєднували в собі екологічні знання зі знаннями іноземної мови. Володіння іноземною мовою стало не лише ознакою гарної освіти, але й невід'ємною характеристикою сучасного фахівця.

Майбутнім фахівцям потрібні навички практичного оволодіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, обумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела; користування усним монологічним та діалогічним мовленням у межах побутової суспільно-політичної загально екологічної та фахової тематики. Таким чином, метою навчання іноземної мови є формування необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах.

Навчальний посібник для студентів I курсу усіх спеціальностей включає 6 уроків. Головна мета навчального посібника є систематизація та поглиблення мовленнєвих навичок, що були надбані раніше.

Кожен урок забезпечен відповідним комплексом вправ: текстових, лексичних та граматичних.

Надбані навички перевіряються за допомогою тестів, які дозволяють визначити ступінь засвоєння потрібних розділів лексики та граматики.

Курс розраховано на 180 годин (I семестр – 90 годин; II семестр – 90 годин) і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англomовній професійній діяльності. Навчальний посібник також спрямован на розвиток умінь усної та писемної комунікації.

Після вивчення даного курсу студенти повинні знати і вміти:

- читати та перекладати науково-технічну англійську літературу за фахом для одержання необхідної інформації;
- розуміти зміст прочитаного та лексико-граматичний матеріал, наданий у методичних вказівках;
- розуміти і володіти відповідними граматичними конструкціями та матеріалом;
- брати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

UNIVERSITY

Grammar: Word formation
Word order of English sentences
Articles
Pronouns
The degrees of Comparison of the Adjectives

PRE-TEXT EXERCISES

I. Read, translate and learn.

Special subject, hostel, morning exercises, laboratory, week days, generally, usually, chemistry, physics, to study, hour, foreign language, Hydrometeorological Institute, mathematics, philosophy, prepare for, as a rule, early, hard, hydrologist, oceanographer, meteorologist, ecologist, manager, monitoring operator.

II. Read, translate and learn the following words and expressions.

a) In fact, listen to, wake up, get up at..., have breakfast, have shower, clean one's teeth, get dressed, air the room, switch on/off, watch television, start for, go on foot, come home, brush one's hair, have a lot of work to do, to be fond of..., go to bed, to be good at..., such as, it takes me..., six times a week.

b) Convenient classroom, computer rooms, a large hall for festive occasions, is situated, the most suitable place, defend our Motherland, a great number of, different departments, a picturesque district, was immediately transferred, canteen, fierce battles in and around, to be proud of glorious past, quite young, students from abroad, do one's best, the student body, different conferences are held.

III. Read and remember suffixes of:

a) nouns: -er(-or), -(t)ion, -ness, -ence(ance), -ment, -ture, -ty, -ship, -(g)ist, -dom, -th, -hood, -age, -ism:

entrance, experience, monitor, reader, founder, liberation, affection, meteorologist, vocation, beauty, reservation, observation, necessity, density, happiness, advantage, marriage, agreement, adoption, explosion, childhood, kindness, friendship, importance.

b) verbs: -en, -fy, -age, -ate(ete), -ise(ize):

widen, modify, satisfy, justify, simplify, organize, disguise, memorise, apologise, damage, translate, concentrate, engage, operate, hesitate, calculate, advertize, criticize.

c) adjectives: -able, -ful, -ant(ent), -ous, -cal, -y, -less, -ing, -ible, -al, -ic, -ive:

expensive, herous, geographical, comfortable, cheerful, dangerous, central, important, useless, helpless, different, possible, impossible, famous, magic, useful, lucky, angry, dirty, wealthy, healthy, awful, amazing, rainy, happy, noisy, windy.

d) adverbs: -ly:

hardly, early, rapidly, difficulty, slowly, friendly, absolutely, completely, extremely, usually, generally, seriously, quickly, quietly, lately.

Text A

ABOUT MYSELF

Let me introduce myself. My full name is I'm from Ukraine and my hometown is Odessa. I was born on April 7, 1998. I'm not an only child in my family. I have an older brother and a younger sister. I'm not married yet and I live with my parents and my little sister. Her name is Olga. She is 6 years old. We live in a spacious three-room apartment. I often help parents around the house. My family is large and friendly.

This year I entered the Odessa State Environmental University. Now I am a first year student of our University. I'm proud of to be a student of our University. I study full time. My future job is dealing with ecology. Nowadays, there is a dangerous threat for environment throughout the world. The air, water, soil pollution and greenhouse effect is the global problem of great importance. I think that my future occupation is very necessary in our every day life. At our University I study a lot of special subjects which I'm good at. They are: ecology, hydrology, physics and foreign language. Generally, I go to my University six times a week. Every day I have 3 or 4 classes. As a rule, I get to my University by bus. But some of my group mates get there on foot because their hostel is not far from the University. My working day is not easy and I have a lot of work to do after my classes. I try to be a conscientious and efficient student. That's why I spend much time on preparing for my lectures. Being diligent, I'm never late or cut classes without valid reason. I do my best to be a well-rounded person. I'm interested in economy, politics, history and computers. I'm fond of reading, listening to music and playing computer games. I believe I'm a friendly, frank, inventive and cheerful person.

Besides that, I'm sociable that's why I have a lot of friends, most of them are my classmates. We spend a lot of time together going out to the cinema or to a disco party, speaking about our lessons, discussing our problems. But most of all I like my family. We all are great friends and deeply attached to each other.

I'm eager to be a high qualified specialist, useful citizen of our society and do my bit in solving of urgent problems of our independent country. It's interesting for me to live and to open new things.

EXERCISES

I. Answer the following questions and make up a story about yourself:

1) Where are you from? 2) What's your full name? 3) What's your job? 4) Do you live with your family? 5) Do you have any brothers or sisters? 6) When does your working day begin? 7) What do you usually do in the morning? 8) When do you have your breakfast? 9) What time do you start for the Institute? 10) How long does it take you to get there? 11) How many times a week do you go to your Institute? 12) When are your classes over? 13) Do you play any sports? 14) Where do you go after your classes? 15) Do you prefer to have your dinner at home or at the students' canteen? 16) How long do you prepare for your classes? 17) What are you fond of doing in the evening? 18) What subjects are you good at? 19) Is your working day easy? Why? 20) What time do you usually go to bed?

II. Translate the expressions and make up your own sentence with each of them:

Be interested in	have breakfast
Be from	have a rest a little bit
Be good at	have rush periods at the end of the term
Be on time	have got
Be active person	have a day off
Be eager to	have one's outlook
Be fond of music/sport/ cooking/running	have a good time
be indifferent to	to realize one's dream
be useful citizen	to become a qualified specialist
be independent	

III. Give English equivalents:

Багато роботи, як правило, готуватись до занять, звичайно, такий якб любити слухати музику, відпочивати, витратити час, жити у гуртожитку, одягатись, увімкнути телевізор, вимкнути радіо, приймати душ, успішно оволодіти, майбутня професія, надават перевагу, два рази на тиждень, вчитися на стаціонарі, ось чому, першокурсник, іноземна мова.

GRAMMAR

ІМЕННИК (THE NOUN)

Утворення множини іменників

1. Іменники в англійській мові поділяються на злічувані (**countable nouns**) і незлічувані (**uncountable nouns**).

Злічувані іменники означають предмети, які можна полічити: **a chair** – стілець, **an engineer** – інженер, **a question** – запитання.

Незлічувані іменники – це назви речовин і багатьох абстрактних понять, які не піддаються лічбі: **water** – вода, **milk** – молоко, **freedom** – свобода, **friendship** – дружба та ін.

Злічувані іменники вживаються в однині (**the singular**) і множині (**the plural**). Незлічувані іменники множини не мають.

2. Більшість іменників у англійській мові утворюють множину додаванням до форми однини закінчення **-(e)s**. Це закінчення вимовляється:

- [s] – після глухих приголосних
- [z] – після голосних і дзвінких приголосних
- [ɪz] – після шиплячих і свистячих

part – parts [ts]

girl – girls [lz]

boy – boys [z]

inch – inches [ɪz]

Правила правопису множини іменників

3. На письмі більшість іменників мають у множині закінчення **-s**. Закінчення **-es** додається, якщо:

a) іменник в однині закінчується на **-s, -ss, -sh, -ch, -tch, -x**:

a bus – buses

a lunch – lunches

a class – classes

a bush – bushes

a watch – watches

a box – boxes

б) іменник в однині закінчується на **-y** з попередньою приголосною, при цьому **y** змінюється на **i**:

a city – cities

a story – stories

в) іменник в однині закінчується на **-o** з попередньою приголосною:

a hero – heroes

a tomato – tomatoes

a piano – pianos

a photo – photos

Окремі випадки утворення множини іменників

4. У деяких іменниках, що в однині закінчуються на **-f** або **-fe**, у множині **f** змінюється на **v** з додаванням закінчення **-(e)s**. Буквосполучення **-ves** вимовляється як [vz]:

a leaf – leaves

a shelf – shelves

a half – halves

a wife – wives

a calf – calves

a knife – knives

a life – lives

a wolf – wolves

a roof – roofs

Винятки: a chief – chiefs

a safe – safes

5. Множина деяких іменників утворюється зміною кореневого голосного (без додавання закінчення):

a man – men

a woman – women

a foot – feet

a tooth	–	teeth
a goose	–	geese
a mouse	–	mice
a child	–	children
an ox	–	oxen

6. Іменники **sheep, deer, swine, fish** та назви деяких порід риб мають однакову форму в однині і множині.

7. Деякі іменники латинського і грецького походження зберігають форми множини, які вони мали в цих мовах:

a phenomenon	–	phenomena
a crisis	–	crises
a radius	–	radii
a datum	–	data
a basis	–	bases
a nucleus	–	nuclei
an index	–	indices

8. У складних іменниках форми множини набуває лише головний іменник:

a daughter-in-law	–	daughters-in-law
a school-mate	–	school-mates

Якщо ж складний іменник утворений з інших частин мови, то закінчення множини додається в кінці слова:

forget-me-not	–	forget-me –nots
merry-go-round	–	merry-go-rounds

9. В англійській мові, як і в українській, є іменники, що вживаються тільки в однині або тільки в множині.

Так, назви речовин, а також багато іменників, що виражають абстрактні поняття, вживаються тільки в однині: **chalk, silver, peace, courage** etc.

Деякі іменники в англійській мові вживаються тільки в однині: **advice, knowledge, information, news, progress, money**.

До іменників, які в англійській мові вживаються лише в множині, належать назви предметів, що складаються з двох рівних або подібних частин, наприклад: **tongs, spectacles, trousers, scissors** etc., а також **goods, clothes, contents, wages**.

ВІДМІНОК (THE CASE)

Відмінок – це форма іменника, що виражає зв'язок цього іменника з іншими словами в реченні.

Іменник в англійській мові має два відмінки: **загальний (the Common Case)** і **присвійний (the Possessive Case)**.

Іменник в загальному відмінку не має спеціальних закінчень. В залежності від місця, яке іменник в загальному відмінку займає у реченні, він передає відношення, що виражаються в українській мові іменником у називному, знахідному і давальному відмінках.

The scientist solved a new problem.

Вчений розв'язав нову проблему.

The engineers asked the scientist many questions.

Інженери поставили вченому багато запитань.

The engineers gave the scientist a new idea

Інженери надали вченому нову ідею.

Іменник у присвійному відмінку є означенням іншого іменника, що виражає приналежність предмета і відповідає на запитання *whose?* (чий?, чия?, чие?, чий?).

Присвійний відмінок іменників утворюється:

- 1) в однині шляхом додавання до іменника закінчення **-’s**: this **man's** house – дім цієї людини;
- 2) в множині шляхом додавання одного апострофа (**'**), якщо іменник закінчується на **-s**, і додаванням **-’s**, якщо іменник не має закінчення:

These students' translation.

Переклад цих студентів.

His children's names.

Імена його дітей.

Іменники у присвійному відмінку, що позначають міри довжини, часу, ваги etc., перекладаються:

- іменником з прийменником;
- іменником зі словом “рівний, рівна, рівне”;
- іменником зі словами “який, яка, яке дорівнює”.

at a mile's distance – на відстані в одну мілю

ВЖИВАННЯ ІМЕННИКІВ У ФУНКЦІЇ ОЗНАЧЕННЯ

Означення, що знаходиться перед означуваним словом, називається препозитивним (prepositive attribute): the **Kiev** Metro – київське метро.

Означення, що стоїть після означуваного слова, називається постпозитивним (postprepositive attribute): the works by **Ch. Dickens** – твори Ч. Діккенса.

Для англійської мови притаманне вживання перед іменником декількох іменників у загальному відмінку у ролі означення. Іменник, до якого відноситься ці означення, є головним.

Іменник у функції означення українською мовою перекладається:

1) прикметником

carbon dioxide – вуглекислий газ

pressure gas – стиснений газ

stone wall – кам'яна стіна

2) іменником у родовому відмінку

wind pressure – тиск вітру

3) діеприкметниковим зворотом

flood damage – руйнування, спричинені повінню

4) групою слів

the winter examination session – зимова екзаменаційна сесія

РІД ІМЕННИКА

В англійській мові іменники не мають граматичної категорії роду. Іменники, що позначають істоту, замінюються займенниками в залежності від статі:

a girl – she
a man – he

Іменники, що позначають неістоту, абстрактні поняття, явища, а також тварин замінюються займенником **it**:

dog – it
discovery – it

Назви суден, небесних світил і країн замінюються займенником **she**:

a ship
the Moon – she
Italy

А Р Т И К Л Ь (T H E A R T I C L E)

В англійській мові перед іменниками вживається особливе службове слово – **артикль**. Артикль – службове слово, яке є означувачем іменника.

В англійській мові є два артикли – неозначений (**the Indefinite Article**) і означений (**the Definite Article**). В українській мові артиклів немає.

Неозначений артикль має дві форми **a (an)** і походить від числівника (**one**) один, тому він вживається лише перед злічуваними іменниками в однині. Перед іменниками, що починаються з приголосного звуку, неозначений артикль має форму **a**: a book; перед іменниками, що починаються з голосного звуку – **an**: an eye.

Неозначений артикль a (an) вживається:

1) якщо особа чи предмет згадується вперше:

Suddenly I heard a loud cry. – Раптом я почув (чийсь) голосний крик.

2) якщо перед іменником при перекладі на українську мову можна поставити слова “якийсь”, “який-небудь”, “чийсь”, ”будь-який”:

Here is a letter for you. – Вам лист (якийсь).

3) після дієслова “to be” як іменної частини присудка:

He is a doctor.

Означений артикль the походить від вказівного займенника **that (той)**; вживається перед іменниками в однині і множині.

Означений артикль the вживається:

1) якщо зі ситуації, попереднього досвіду або з контексту зрозуміло, про який предмет іде мова:

The book you gave me is very interesting.

2) перед назвами чотирьох частин світу: *the South, the North, the East, the West*;

3) перед географічними назвами:

a) *the United States; the Netherlands, the Philippines*;

б) назвами океанів, морів, протоків, затоків: *the Pacific Ocean, the Black Sea, the Persian Gulf, the English Channel*; якщо опущено слова **ocean, sea** означений артикль зберігається: *the Pacific, the Baltic*; якщо географічна назва становить собою сполучення власної назви з попереднім означувальним словом, то артикль не вживається: *South America – Південна Америка, Central Asia – Центральна Азія*.

4) перед назвами річок: *the Neva, the Mississippi*;

5) перед назвами гірних ланцюгів: *the Alps, the Urals*;

Але назви окремих гірських вершин вживаються без артикля: *Elbrus, Everest*.

б) перед назвами груп островів: *the Azores, the British Isles*;

7) перед назвами деяких місцевостей: *the Crimea, the Caucasus*;

8) перед назвами суден: *the v/s Lermontov*;

9) перед іменниками: *the World – світ, the Sun – сонце; the Moon – луна*.

Артикль не вживається:

1) перед прізвищами та іменами людей, а також перед прізвиськами та іменами тварин і птахів: *Thomas Brown, Victor Pavlenko, Spot*.

2) перед назвами міст: *Moscow, Kyiv, але the Hague*;

3) перед назвами материків, частин світу, країн: *England, France, Europe, Asia*;

4) з назвами вулиць, майданів: *Gorky Street, Red Square*;

5) з назвами сезонів, місяців та днів тижня: *winter, June, Sunday*.

б) з абстрактними іменниками та речовинами:

Gold is more valuable than silver.

ЗАЙМЕННИК (THE PRONOUN)

Число	Особа	Особові		Присвійні	Зворотний	Підсилюючі
		хто? що?	кому? чому? кого? що?	чий? чия? чий?	-ся себе	сам
Однина	1	I (я)	me	my mine	myself yourself himself herself itself	
	2	you (ти, ви)	you	your yours		
	3	he (він)	him	his his		
		she (вона) it (він, вона, воно)	her it	her hers it its		
Множина	1	we (ми)	us	our ours	ourselves	
	2	you (ви)	you	your yours	yourselves	
	3	they (вони)	them	their theirs	themselves	

Вказівні займенники (Demonstrative Pronouns)

Однина

Множина

this – цей, ця, це

these – ці

that – той, та, те

those – ті

У реченні вони можуть виконувати наступні функції:

1) підмета: *This is a test.* – Це контрольна робота.

2) означення: *That map is geographical.* – Ця мапа – географічна.

Займенники *that/those* вживаються замість раніше згаданого іменника, щоб уникнути його повторення. Українською мовою у таких випадках *that/those* перекладаються:

а) раніше згадуваним іменником:

Some properties of air are similar to those of water. – Деякі властивості повітря подібні до властивостей води.

б) взагалі не перекладаються.

Неозначені займенники (Indefinite Pronouns): some, any, no.

Some та **any** зазвичай визначають іменник, часто замінюючи артикль. Вони вживаються для позначення неозначеної (невеликої) кількості речовини або декількох предметів. **Some** вживається, як правило, у стверджувальних реченнях зі значенням:

1) який-небудь, декілька, деякі, небагато, якийсь:

I have some interesting books. – У мене є декілька цікавих книжок.

2) приблизно, близько (перед числівниками):

There are some 20 instruments in this laboratory. – В цій лабораторії близько 20 приладів.

Any вживається, як правило, в питальних реченнях із значенням: який-небудь, скільки-небудь:

Are there any interesting articles in this magazine? – Чи є в цьому журналі (які-небудь) цікаві статті?

Займенники **no** та **any** (ніякий, ні) вживаються в заперечному реченні (**no** – при стверджувальній формі дієслова, тому що в англійській мові може бути тільки одне заперечення в реченні, **any** – при заперечній формі дієслова). Після заперечення **no** артикль перед іменниками не вживається:

I have no objections.

В мене немає (ніяких) заперечень.

I did not find any interesting articles in this magazine.

Я не знайшов в цьому журналі ніяких цікавих статей.

Займенник **any** вживається у стверджувальних реченнях зі значенням будь-який, усіякий, кожний: *Take any magazine.* – Візьміть будь-який журнал.

Вживання багатofункціонального займенника it

1) Замінює раніше згадуваний неозначений іменник:

Give me that book. It is very interesting.

2) Є синонімом займенника this:

It is a book. – Це – книга.

3) Слугує засобом для виділення окремих членів речення і зазвичай перекладається **саме це, тільки**:

It is the same boy who showed us the way. – Це саме той хлопчик, що показав нам шлях.

Вживання неозначено-особового займенника one.

1) **One** вживається у функції підмета у неозначено-особових та безособових реченнях:

One must always keep one's word. – Завжди треба тримати своє слово.

2) **One (ones)** як слово-замінник вживається для заміни раніше згаданого іменника. В цьому випадку **one (ones)** перекладається або:

а) іменником, який воно замінює:

I like this film. It is an interesting one. – Мені подобається цей фільм. Це цікавий фільм.

б) взагалі не перекладається:

What books do you like to read? The English ones. – Які книжки вам подобається читати? Англійські.

Кількісні займенники (Quantitative Pronouns) much, many, little, few.

Займенники **many** (багато) і **few** (мало) вживаються перед злічуваними іменниками в множині, а також замінюють їх:

There are many students in the classroom.

У класі багато студентів.

There are few mistakes in his dictation.

В його диктанті мало помилок.

Займенники **much** (багато) і **little** (мало) вживаються перед незлічуваними іменниками, а також замінюють їх. Крім того, **much** та **little** вживаються після дієслів як прислівники:

There is much snow on the ground.

На землі багато снігу.

He works very much.

Він працює дуже багато.

I have very little time.

У мене дуже мало часу.

She reads little now.

Вона зараз мало читає.

Наявність неозначеного артикля перед **few** і **little** змінює їх значення: **(a) little** (небагато), **(a) few** (декілька) підкреслює наявність певної, хоч і невеликої, кількості:

We have a little sugar. – У нас є трохи цукру.

Пор.: We have little sugar. – У нас мало цукру.

They have a few envelops. – У них є декілька конвертів.

Пор.: They have few envelops. – У них є мало конвертів.

Часто у стверджувальних реченнях замість **many** і **much** вживається **a lot of**:

I have a lot of English books.

У мене є багато англійських книг.

He has a lot of time.

У нього багато часу.

ПРИКМЕТНИК (THE ADJECTIVE)

Ступені порівняння.

Прикметники в англійській мові мають основну форму (**the Positive Degree**), вищий ступінь порівняння (**the Comparative Degree**) і найвищий (**the Superlative Degree**).

Усі односкладові і деякі двоскладові (що закінчуються на **-y**, **-er**, **-le**, **-ow**) прикметники утворюють ступені порівняння шляхом додавання до основи прикметника суфікса **-er** у вищому і **-est** у найвищому ступені. Найвищий ступінь прикметників вживається з означеним артиклем **the**:

cold – colder – the coldest

холодний – холодніший – найхолодніший

Ступені порівняння багатоскладових прикметників утворюються шляхом додавання до основної форми прикметника слова **more** (більш) у вищому ступені і **the most** (найбільш) – у найвищому:

beautiful – more beautiful – the most beautiful

красивий – красивіший – найкрасивіший

<u>Основний ступінь</u>	<u>Вищий ступінь</u>	<u>Найвищий ступінь</u>
<i>short</i> – короткий	<i>shorter</i> – коротший	<i>the shortest</i> – найкоротший
<i>big</i> – великий	<i>bigger</i> – більший	<i>the biggest</i> – найбільший
<i>happy</i> – щасливий	<i>happier</i> – щасливіший	<i>the happiest</i> – найщасливіший
<i>beautiful</i> – красивий	<i>more beautiful</i> – красивіший	<i>the most beautiful</i> – найкрасивіший
<i>green</i> – зелений	<i>greener</i> – зеленіший	<i>the greenest</i> – найзеленіший

Винятки: <u>Основний ступінь</u>	<u>Вищий ступінь</u>	<u>Найвищий ступінь</u>
good – добрий	better – краще	the best – найкращий
bad – поганий	worse – гірший	the worst – найгірший
little – маленький	less – менший	the least – найменший
much/many – багато	more – більше (ий)	the most – найбільше (ий)
far – далекий	farther/further – дальший	farthest/furthest – найдальший

Для посилення порівняльного ступеня прикметників вживаються слова **much, far** – більше, набагато, значно: The distance from the Earth to the Sun is much longer than to the Moon. – Відстань від Землі до Сонця значно більша, ніж до Місяця.

Речення з вставним словом “there”.

В реченнях **there is (there are)** слово **there** представляє собою формальний підмет і українською мовою не перекладається. Дієслово **to be** у такій конструкції може вживатися в різних часових формах і узгоджується із іменником, який знаходиться безпосередньо за ним.

Переклад речення з цим зворотом слід починати зазвичай з обставини. При відсутності обставини переклад починається з самого звороту.

There is important information in this article. *В цій статті є важлива інформація.*

There are many methods to choose from. *Існує великий вибір методів.*

GRAMMAR EXERCISES

I. Make up sentences using the word order of English sentences:

- 1) as, is, foreign, good, language, she.
- 2) do, have, a lot of, always, I, to, work.
- 3) times, to, we, institute, six, a, go, week, our.
- 4) easy, in, is, day, not, fact, my, working.
- 5) in, is, economy, my, interested, friend.
- 6) of, am, never, I, out, cut, classes
- 7) not, at, bed, she, to, night, go, does, late.
- 8) become, my, do, qualified, I, to, a, specialist, best.
- 9) best, the, profession, in, is, world, my.
- 10) of, a, in, our, situated, Odessa, is, district, new, Institute.

II. Make up interrogative sentences using the word order of English sentences:

- 1) are, at, subject, you, what, good?
- 2) to, her, the, every, music, does, listen, farther, night?
- 3) music, of, you, kind, do, what, like?
- 4) up, days, on, when, do, usually, week, get, you?
- 5) every, who, yours, makes, morning, bed?
- 6) do, to, you, your, Institute, how, get, usually?
- 7) some, where, money, change, I, can?
- 8) the, rise, in, Sun, does, East, the?
- 9) you, and, the, brother, same, your, in, group, study, do?

10) best, the, who, student, is, in, group, the?

III. Make up negative sentences using the word order of English sentences:

- 1) like, not, we, do, homework.
- 2) Janet, not, breakfast, does, make.
- 3) do, swim, not, you.
- 4) do, Millers, live, flat, in, not.
- 5) school, football, at, not, she, play, does.
- 6) not, tennis, I, do, play.
- 7) up, get, John, not, late, does.
- 8) her, does, she, not, farther, to, listen.
- 9) home, the, do, lunch, go, break, I, during, not.
- 10) read, my, to, like, sister, not, newspapers, does.

IV. Read the dialogue. Fill in "a", "an" or "the" in the blanks.

a) A: Are these Mother's things?

B: What are they?

A: ... hat, ... orange dress, ... coat and... pair of glasses.

B: ...hat and ...coat are mine.orange dress and ...pair of glasses are you mother's

b) A: Here you are. ...stamp,envelope, ...pen and ...notebook.

Mr. B: Oh,envelope is too big and ...pen isn't blue, it's red. Can I have ...small envelope and ...blue pen, please?

A: Yes, certainly.

V. Write the article "a", "an", "the" if necessary in the blanks:

- 1) This is... egg.
- 2) Where is... Post office?
- 3) ..Lucy's uncle isteacher.
- 4) Julie has got... orange.
- 5) This is.... a way to school.
- 6) It's... long way to ... office.
- 7) There are a lot of flowers in... garden.
- 8) ...Italians like... spaghetti.
- 9)... white hat is mother's.
- 10) ...Peter and... Ben are brothers.
- 11) Eiffel Tower is in Paris.
- 12) Sphinx is in... Egypt.
- 13) There's some sugar in... bowl.
- 14) Open... door, please!
- 15) These are.... our shoes.
- 16) Give me, ... bottle of milk, please!
- 17)Smiths have four children.
- 18)English like... tea.
- 19)small, black dog is mine.
- 20) woman in green dress is Mary.
- 21) They live in... old house in ... middle of ...village.
- 22) Did you see ... film on... television or at... cinema?
- 23) I'm driving to... airport to meet my friend.
- 24) My sister lives on third floor.
- 25) ... gold is a precious metal.

VI. Fill in the correct pronouns.

My sister Jane loves books. This novel is for (she) her

1. My children like Disney films. The video is for (they).

2. My brother Matt collects picture postcards. These postcards are for (he).
3. My parents like Latin music. The CD is for (they).
4. I like watches. This nice watch is for (I).
5. My wife and I love sweets. These sweets are for (we).
6. My nephew likes cars. The toy truck is for (he).
7. My neighbour wants to go to California next year. The guide book is for (she).
8. Here is another souvenir. I don't know what to do with (it).
9. You know what? - It's for (you).

VII. Replace the personal pronouns by possessive adjectives.

1. Where are (you) friends now?
2. Here is a postcard from (I) friend Peggy.
3. She lives in Australia now with (she) family.
4. (She) husband works in Newcastle.
5. (He) company builds ships.
6. (They) children go to school in Newcastle.
7. (I) husband and I want to go to Australia, too.
8. We want to see Peggy and (she) family next winter.
9. (We) winter!
10. Because it is (they) summer.

VIII. Replace the personal pronouns by possessive pronouns.

1. This book is (you).
2. The ball is (I).
3. The blue car is (we).
4. The ring is (she).
5. We met Paul and Jane last night. This house is (they).
6. The luggage is (he).
7. The pictures are (she).
8. In our garden is a bird. The nest is (it).
9. This cat is (we).
10. This was not my fault. It was (you).

IX. Fill in the correct relative pronoun who, which or whose.

1. This is the bank _____ was robbed yesterday.
2. A boy _____ sister is in my class was in the bank at that time.
3. The man _____ robbed the bank had two pistols.
4. He wore a mask _____ made him look like Mickey Mouse.
5. He came with a friend _____ waited outside in the car.
6. The woman _____ gave him the money was young.
7. The bag _____ contained the money was yellow.
8. The people _____ were in the bank were very frightened.

9. A man _____ mobile was ringing did not know what to do.
10. A woman _____ daughter was crying tried to calm her.
11. The car _____ the bank robbers escaped in was orange.
12. The robber _____ mask was obviously too big didn't drive.
13. The man _____ drove the car was nervous.
14. He didn't wait at the traffic lights _____ were red.
15. A police officer _____ car was parked at the next corner stopped and arrested them

X. Fill in the correct reflexive pronouns.

1. I did not want to believe it and then I saw the UFO
2. The girl looked at in the mirror
3. Freddy, you'll have to do your homework
4. You don't need to help them. They can do it
5. I introduced to my new neighbour
6. Boys, can you make your beds ... ?
7. She made a pullover
8. What happens when a fighting fish sees in the mirror ... ?
9. The father decided to repair the car
10. We can move the table

XI. Complete the dialogue using the following pronouns:

a) (something, anything, nothing, everything)

- A. I'm looking for.... for my son. It's his birthday next week. is very expensive.
Have you got.... cheaper?
- B. I'm sorry, sir. is cheap nowadays.

b) (somebody, nobody, anybody, everybody)

- A. I went to Norman and Anna's wedding last night. from the office was there.
- B. Oh, I love wedding. Did cry?
- C. No, cried.
- D. What about reception?
- E. Oh, it was very funny. danced on the table.
- F. Who was it?
- G. I don't know.

Text B

The Odessa State Environmental University is leading institution of higher education in the system of higher ecological and hydrometeorological education of Ukraine.

The University has a glorious past indeed. It was founded in 1932 in Kharkov as Hydrometeorological Institute. During the Great Patriotic War the Institute was completely destroyed and it was immediately evacuated to Ashhabad. In 1944 it was transferred to Odessa as the most suitable place for the Institute.

In August 9, 2001 it was renamed into the Odessa State Environmental University. At present our University is the only one of its type in Ukraine.

In 2002 it celebrated its 70th anniversary. For this period, it has trained over 30 thousand certified specialists such as: hydrometeorologists, ecologists, managers etc. Since 1953 training of foreign citizens is conducted in the University— about 1600 engineers, researchers-trainees, candidates and doctors of science are trained for 80 countries of the world. Among its graduates there are a lot of outstanding scientists and scientific researches of environment.

Since 1993 a three-staged graduated system has been exercised in our University. It means bachelors, specialists and masters of degree. It has five faculties such as: ecological, hydrometeorological, computer science and management, faculty for secondment. Scientific and pedagogical work is conducted by 190 teachers, more than 2/3 of them have an academic degree of the doctor and candidate of science.

Due to all-rounded development of our educational establishment, advanced studies in educational and science processes, there was the reason for renaming the Odessa Hydrometeorological Institute into the Odessa State Environmental University.

Now our University is rather new seven-storeyed building in Lvovskaya street. It has all necessary accommodations: well-equipped laboratories, comfortable and spacious classrooms, modern computer rooms, large library, reading room, students' canteen, first-aid post and impressive sport complex.

Our University takes an active part in International cooperation. It successfully collaborates with specialized UN agency (WMO) – World Meteorological Organization, which is a competent authority of the UN concerning supervision over a condition of the atmosphere of Earth and its interaction with oceans.

Our University is proud of its graduates who work not only in different parts of Ukraine but far from its borders.

EXERCISES

I. Answer these questions:

1) What Institute do you study at? 2) Is it quite old or young? 3) When was it founded? 4) Why was Odessa chosen as the most suitable place for the Institute? 5) When was the Institute transferred to our city? 6) How was it named? 7) Where is it situated? 8) Is it a new building? 9) How many departments are there in the Institute? What are they? 10) How many classrooms and laboratories has it got? 11) Where can you borrow books? 12) What floor is the students' canteen on? 13) What floor is the reading-room on? 14) Do you usually have your breakfast at home or at students' canteen? 15) What subjects do you study at your Institute? 16) What foreign language do you study there? 17) Is your Institute the only one of its type in Ukraine? 18) How many students are there in your group? 19) What specialities does your Institute train? 20) What is your future speciality?

II. Read, translate and learn:

Students' canteen, to have a snack, a large lobby, to run a computer, first-aid post, to be proud of, hostel, to explain new material, post graduates, scientific researches, to have a rest, all-rounded development, to be destroyed, to rename, anniversary, bachelors, to examine the students, foreign language, different departments, was chosen, do my best, to be established.

III. Find the following expressions in the text and translate them:

Completely destroyed, a high qualified, a great number of, four-storeyed building, accommodations, academic degree, comfortable and spacious, immediately, convenient, interaction, necessary, a lot of, the only one of its type, glorious past, science processes, different parts, the most suitable place, well-equipped.

IV. Give English equivalents:

Пишатися, повністю, 4-и поверховий будинок, єдиний, готувати фахівців, викладацький склад, доволі молодий, великий вестибюль, добре обладнана аудиторія, район міста, випускники, актові зали, мальовничий, був названий, був переведений, був вибраний, гардероб, майбутня професія.

V. Complete the following dialogues:

- a) A: Hello Jane! I haven't seen you for ages! How are you?
 B:.....
 A: I'm fine too. Did you enter the University?
 B:.....
 A: Congratulations! Glad to hear it. So where do you study?
 B:.....
 A: Really? My older sister studies at the same Institute. She is a fourth-year student. What faculty do you study at?
 B:.....
 A: How many lectures do you have weekly?
 B:.....
 A: What is your favorite subject?
 B:.....
 A: Great! I'm sure it is necessary for your future occupation.
- b) A: Excuse me, I am a first-year student. Can you help?
 B:.....
 A: Where is a foreign language department?
 B:.....
 A: Is it located in the new building or in the old one?
 B:.....
 A: Can I use an elevator to get there?
 B:.....
 A: Thank you very much.
 B:.....

VI. Choose from A and B and made up your own sentences:

- | | |
|---|---|
| <p>A) Students' canteen
 Hostel
 Classroom
 Laboratory
 Computer's room
 Isolation
 Cloak-room
 Library
 A large hall for festive occasions</p> | <p>B) hold conferences
 read
 find a lot of announcements
 leave your clothes
 have dinner
 get a lot of useful things
 have a rest
 have practical classes
 learn how to run a computer
 carry out experiments
 explain new material
 examine the students</p> |
|---|---|

VII. Write the correct word in the blanks:

1) Selina..... in the village in Africa. Her day.... At 4 o'clock. She collects some water and she.... It back to her house. Its very heavy. The water isn't....., but there isn't any water in the..... . Selina doesn't..... to school.

She can't..... or..... . She..... her mother in the..... . She fetches water from the river..... every day. She At 8 o'clock.

(help, village, go, read, live, write, three times, go to bed, clean, carry, house, start, get up, walk)

2) Kelly lives in a..... in Britain. She..... at 8 o'clock. She..... every morning. She..... her breakfast and then she..... to school. Her father..... her to school in his car. In the evening Kelly..... or with her friends.

(take, eat, go, city, get up, watch, television, go to the cinema, have a shower)

Answer:

- 1) What are the two girls' names?
- 2) Where do they live?
- 3) What does each girl do every day?

VIII. Read, translate and title:

A) Carol and Mary are friends. Carol said she would call Mary at 7 o'clock. Carol didn't call at 7:00. She didn't call at 7:15. She finally called at 7:30. She apologized for calling so late. Mary said it was ok. But it wasn't ok. Mary didn't like people to lie. This wasn't the first time Carol had lied. This was the fourth time Carol had lied. Mary did not trust Carol. Carol would never be her best friend. A best friend tells the truth. A best friend doesn't lie. A best friend does not call late. A best friend does not arrive late. A best friend is always on time.

B) Michelle felt the earthquake. It lasted for only five seconds. The whole house shook. She heard noise. The TV went off. The lights went off. She was scared. She had never felt an earthquake. It was very strong. It was as if a giant hand had shaken her house. The lights came back on. Michelle turned the TV on. The TV had no news about the earthquake. She turned on the radio. The radio said it was a 4.7 earthquake. But there was no damage. No one was hurt. Everyone was okay. No houses had damage. Everything was okay. But Michelle was still scared. She wanted to move far away. She did not like earthquakes. They were so scary.

C) Soldiers go to war. They fight the enemy. That is their job. Firemen go to fires. They rescue people in burning buildings. That is their job. Policemen go after dangerous criminals. They arrest dangerous criminals. That is their job. Phil was driving home. The car in front of him ran off the road. Phil pulled over behind the car. He ran to the car. He smelled gasoline. He saw an old woman inside the car. He pulled and pulled on the driver's door. It finally opened. He pulled her out of the car. He carried her toward his car. Suddenly,

her car exploded. Metal flew through the air. Metal went into Phil's back. Phil fell to the ground. Ambulances took Phil and the old woman to the hospital. Doctors operated on both of them. They both survived. Phil said, "I'm not a hero. I did what anyone would do."

GRAMMAR EXERCISES

I. Write the words in the plural and in the correct column:

Radio, tomato, lady, boy, bench, teacher, watch, day, fox, loaf, kiss, fly, housewife, leaf, body, shelf, school, address, life, country, strawberry, body, toy, half.

	-	-	-I
s	es	-ies	-ves

II. Fill in the plural as in the example:

- | | |
|---|---|
| <p>1) Some Coke. Two <u>cans/bottles of Coke</u>.</p> <p>2) A fish. Three..... .</p> <p>3) A room. Five..... .</p> <p>4) Some jam. Two..... .</p> <p>5) Some soap. Three..... .</p> <p>6) Some lemonade. Two..... .</p> <p>7) A spoon. Three..... .</p> <p>8) A flower. Three..... .</p> <p>9) Some paper. Three..... .</p> <p>10) Some tea. Two..... .</p> | <p>11) A table. Two..... .</p> <p>12) Some bread. Two..... .</p> <p>13) A skirt. Three..... .</p> <p>14) Some water. Two..... .</p> <p>15) An egg. Four..... .</p> <p>16) Some cheese. Two..... .</p> <p>17) Some milk. Three..... .</p> <p>18) A man. Two..... .</p> <p>19) A mouse. Three..... .</p> <p>20) Some coffee. Two..... .</p> |
|---|---|

III. Fill in the correct plural. Translate sentences.

1. These (person) are protesting against the president.
2. The (woman)over there want to meet the manager.
3. My (child) hate eating pasta.
4. I am ill. My (foot) hurt.
5. Muslims kill (sheep) in a religious celebration.
6. I clean my (tooth)..... three times a day.
7. The (student)..... are doing the exercise right now.
8. The (fish) I bought is in the fridge.
9. They are sending some (man) to fix the roof.
10. Most (housewife) work more than ten hours a day at home.

11. Where did you put the (knife)..... ? -On the (shelf).....
12. (Goose) like water.
13. (Piano)..... are expensive.
14. Some (policeman)came to arrest him.
15. Where is my (luggage)..... ? - In the car!

IV. Write the plural of the following nouns:

- a) country, capital, age, way, museum, lady, box, hero, church, knife, leaf, roof;
- b) child, man, tooth, sheep, woman, foot, mouse;
- c) analysis, phenomenon, stratum, datum, formula, nucleus, basis, erratum, crisis;
- d) schoolboy, housewife, postman;
- e) custom-house, hotel-keeper, mother-in-law, passer-by.

V. a) Pay attention to the following nouns which are used only in singular. Make up your own sentences with them:

news, advice, information, sugar, money, hair, love.

b) Pay attention to the following nouns which are used only on plural. Make up your own sentences with them:

stairs, goods, arms, wages, scissors, trousers.

VI. Name the professionals:

1. One who cuts hair is a
2. One who cures sick people is a
3. One who sells medicines and drugs is a
4. One who makes bread is a
5. One who operates on sick people is a
6. One who makes chairs and tables is a
7. One who sells tickets on a buss is a
8. One who cultivates the land is a

VII. a) Fill in the verb "to be" in the necessary positive form:

1) Peter Baker..... from Manchester, but Paul and John..... from London. Manchester and London..... cities in England. 2) Hamburg..... a city in Germany. 3) Sandra..... at school today. Jack and Peter..... her friends. They in the same class. 4) Mr and Mrs Baker..... on a trip to the USA to visit their cousin Anne. She..... a nice girl. 5) 6) Peter says: "My grandfather..... in hospital. I..... at home with my grandmother." 7) What time it? It 8 o'clock. 8) you tired? No, I not. 9) I.... a student and my sister... a doctor. 10) The weather..... very nice today. It..... warm day. 11) My brother and I..... good tennis players. 12) Rome..... in Italy. The city..... very beautiful.

13) My hands..... cold. 14) Motor-racing.... a dangerous sport. 15) My grandparents..... intrested in politics. 16)..... you the new student? Yes I..... .17) These women..... classy. 18) The newspaper..... cheap. 19) Big Ben in Paris? No, it.... in London. 20) Anna and Nadia..... best friends.

b) Fill in the verb “to be” in the necessary negative form:

1) He..... here right now. 2) They..... ready to go yet. 3) It..... very sunny outside. 4) We..... at school today. 5) I ...on the phone. 6) Mr Sebel.... in the classroom. 7) My friend John.... in his kitchen.8) You in the queue. 9) These shirts..... on sale. 10) Maria..... in the garden. 11) Sarah..... a good choice for that role. 12) There any pupils in the classroom.13) You.... at the schoolparty yet. 14) He..... happy with his new car. 15) I hungry at the moment. 16) Mark and Alex..... brothers. 17) July’s mother..... an accountant. 18) Diamonds.... cheap. 19) I..... a good football player. 20) My parents at home today.

VIII. Complete the questions, use *what, who, where, how, when* and answer them:

..... is your name? colour is your pen?
..... do you study? is the library?
..... is your favourite sport? do you usually wake up?
..... old are you? is your best friend?

PRE-TEXT EXERCISES

I. Read and memorize the following words and expressions:

Distribution and abundance of organisms, to deal with, environment, structure of ecosystem, to establish, ethics and politics, interdependence, practical applications of, forecasting, investigation and engineering, environmental watershed sustainability, water budgets, to protect, agricultural productivity, to improve, transportation mechanisms, pollution, adaption and selection, life-supporting functions, water cycle, chemical properties, inputs and outputs.

II. Read and translate:

Do you know, that:

- ... all the life on earth depends upon water?
- ... ecologists study the interrelationships between organisms and their environments?

- c. ... the weather records for individual localities were made as early as the 14th century?
- d. ... hydrological research can inform environmental engineering, policy and planning?
- e. ... the protection of environment is becoming a political programme in every country?
- f. ... meteorological phenomena are observable weather events that are explained by the science of meteorology?

Text C ECOLOGY, METEOROLOGY, HYDROLOGY.

WHAT DO THEY STUDY?

Ecology is the study of the distribution and abundance of organisms, the interaction between organisms and their environment, and structure and function of ecosystems.

The word "ecology" ("Ökologie") was coined in 1866 by the German scientist Ernst Haeckel (1834–1919). Ecological thought is derivative of established currents in philosophy, particularly from ethics and politics. Ancient Greek philosophers such as Hippocrates and Aristotle laid the foundations of ecology in their studies on natural history. Modern ecology became a much more rigorous science in the late 19th century. Evolutionary concepts relating to adaptation and natural selection became the cornerstones of modern ecological theory.

The purpose of ecology is to provide knowledge about the way the world works and provide evidence on the interdependence between the natural world and people. A better understanding of ecological systems will allow society to predict the consequences of human activity on the environment. Ecology is not synonymous with environment, environmentalism, natural history, or environmental science. It is closely related to evolutionary biology, genetics, and ethology. An important focus for ecologists is to improve the understanding of how biodiversity affects ecological function. Ecologists seek to explain:

- Life processes, interactions, and adaptations.
- The movement of materials and energy through living communities.
- The successional development of ecosystems.
- The abundance and distribution of organisms and biodiversity in the context of the environment.

Ecology is a human science as well. There are many practical applications of ecology in conservation biology, wetland management, natural resource management (agroecology, agriculture, forestry, agroforestry, fisheries), city planning (urban ecology), community health, economics, basic and applied science, and human social interaction (human ecology). For example, the Circles of Sustainability approach treats ecology as more than the environment

'out there'. It is not treated as separate from humans. Organisms (including humans) and resources compose ecosystems which, in turn, maintain biophysical feedback mechanisms that moderate processes acting on living (biotic) and non-living (abiotic) components of the planet. Ecosystems sustain life-supporting functions and produce natural capital like biomass production (food, fuel, fiber, and medicine), the regulation of climate, global biogeochemical cycles, water filtration, soil formation, erosion control, flood protection, and many other natural features of scientific, historical, economic, or intrinsic value.

Meteorology is the scientific study of the atmosphere that focuses on weather processes and forecasting.

The beginnings of meteorology can be traced back to ancient India, as the Upanishads contain serious discussion about the processes of cloud formation and rain and the seasonal cycles caused by the movement of Earth around the sun. Varāhamihira's classical work Brihatsamhita, written about 500 AD, provides clear evidence that a deep knowledge of atmospheric processes existed even in those times.

In 350 BC, Aristotle wrote Meteorology. Aristotle is considered the founder of meteorology. One of the most impressive achievements described in the Meteorology is the description of what is now known as the hydrologic cycle.

Meteorological phenomena are observable weather events which illuminate and are explained by the science of meteorology. Those events are bound by the variables that exist in Earth's atmosphere. They are temperature, pressure, water vapor, and the gradients and interactions of each variable, and how they change in time. The majority of Earth's observed weather is located in the troposphere.

Although meteorologists now rely heavily on computer models (numerical weather prediction), it is still relatively common to use techniques and conceptual models that were developed before computers were powerful enough to make predictions accurately or efficiently.

Hydrology is the scientific study of the movement, distribution, and quality of water on Earth and other planets, including the hydrologic cycle, water resources and environmental watershed sustainability.

Hydrology has been a subject of investigation and engineering for millennia. For example, about 4000 BC the Nile was dammed to improve agricultural productivity of previously barren lands. Mesopotamian towns were protected from flooding with high earthen walls. Aqueducts were built by the Greeks and Ancient Romans, while the history of China shows they built irrigation and flood control works.

Studying the movement, availability, and quality of water are the jobs of a hydrologist. More specifically hydrologists study the chemical properties, biological interactions, and the physical processes that govern the water cycle.

Studying these different aspects allow hydrologists to do many things such as calculate water budgets. This process involves tracking where all the water goes in a watershed and creating an equation with inputs and outputs to

understand water surplus and deficit. Once completed this budget may be used by city planners to calculate drinking water availability, farmers to calculate irrigation needs and availability, industries to calculate if they can produce certain items, and mining companies to determine if excavation is cost-effective. Studying floods is another thing that hydrologists do. This can involve creating flood plain maps, modeling stream flow, and predicting what may happen under certain scenarios. Hydrologists also study pollution by looking at the sources, transportation mechanisms, and the ultimate fate of the pollutant. This involves looking at both point source pollution where the source is known and nonpoint source pollution where the source is not known. Groundwater and surface water are investigated to see how the pollutant travels and how it reacts in nature. The observed data are used to determine where it will end up and if it is harmful to the aquatic environment. Much of what hydrologists do involves field work, lab work, and modeling work. This creates a more complete picture of the hydrologic cycle and aids policy makers in making their decisions involving water.

EXERCISES

I. Answer the following questions:

1) When was the term “ecology” first mentioned? 2) Why is it important to understand how the ecological system works? 3) What do meteorologists study? 4) Who is considered to be the founder of meteorology? Why? 5) What does hydrology deal with? 6) How can you calculate water budgets? 7) How were Mesopotamian towns protected from flooding? 8) What are the main practical applications of ecology? 9) What is the name of the science which focuses on weather events? 10) What problems does ecologist help to solve?

II. Give English equivalents:

Повінь, гідрологічний цикл, якість води, фізичні процеси, температура, тиск, рух енергії, вчений, взаємодія між організмами, тисячоліття, стародавні римляни, водяна пара, вражаючі досягнення, засновник, початок, моделювання потоків, гідролог, містобудівники, хімічні властивості, неродючі землі, наукове дослідження, погода, існувати, біофізичні відгуки, неживі компоненти, регулювання клімату, розвиток.

III. Find the following expressions in the text and translate them:

The distribution and abundance of organisms, can be traced back to, flood plain maps, scientific study, Earth and other planets, development of ecosystems, biodiversity affects ecological function, processes that govern the water cycle, to provide clear evidence, under certain scenarios, is located in the troposphere, to make predictions accurately or efficiently, is harmful to the environment.

IV. True or false?

- 1) Ancient Roman philosophers laid the foundations of ecology in their studies on natural history.
- 2) Hydrology is the study of environmental systems.
- 3) Aristotle wrote Meteorology in 350 B.C.
- 4) Meteorologists now rely heavily only on computer models.
- 5) Ground water is investigated in order to predict the weather.
- 6) Ecologists seek to explain the movement of materials and energy through living communities.
- 7) Biodiversity is studied by meteorologists.
- 8) Hydrologists study the chemical properties, biological interactions, and the physical processes that govern the water cycle.
- 9) Meteorology is closely connected with the weather forecast.
- 10) Studying floods is another thing that hydrologists do.

V. a) Write the summary of the text.

b) retell Text C.

GRAMMAR EXERCISES

I. Complete the sentences with the correct form of the verb “to have”. Translate the following sentences:

- 1) We beautiful flowers in our garden.
- 2) Jane five new English books.
- 3) I an expensive sport car.
- 4) They a big villa not far from the beach .
- 5) My sister a lot of dolls in her room.
- 6) My father a computer in his office.
- 7) Sandra and I five pets .
- 8) My mother a pretty orange bag.
- 9) Orit some friends in Haifa.
- 10) You ten notebooks.
- 11) I a desk and two chairs in my bedroom.
- 12) Robert a tall brother.
- 13) These boys blue eyes.
- 14) Dana two pen pals in Australia.
- 15) The pupils a new computer room .
- 16) The dog a very big doghouse.
- 17) His father a lot of money .
- 18) He short blond hair .
- 19) They four tickets to the show .
- 20) This girl birthday in April.

b) Extend the sentences according to the pattern. Note that “have” stresses the idea of regularity, “have got” is linked with “now” and means a particular thing:

Pattern: I haven't got any white shoes this summer

- 1) She has parties every month. (this month).
- 2) We have a letter from home every week (this week).
- 3) They always have a light supper (tonight).
- 4) I often have fish for dinner (today).
- 5) He often has a headache in the evening (tonight).

II. a) Complete the questions with have got or has got:

- 1) you a favourite singer?
- 2) he a pen in his pencil case?
- 3) they a garden?
- 4) she a yellow bike?
- 5) your parents a stamp collection?
- 6) Ben a green felt tip?
- 7) your teacher a computer in his room?
- 8) we milk at home?
- 9) Anne a budgie?
- 10) Where you your headphones?

b) Reorder the sentences:

- 1) have / a / they / dog / new / got.
- 2) got / sisters / Lucy / three / has.
- 3) you / fantastic / have / skateboard / got / a.
- 4) dictionary / I / got / haven't / an / English.
- 5) big / got / haven't / they / a / bedroom.
- 6) Mr Bean / expensive / hasn't / car / an / got.
- 7) she / black / got / has / hair?
- 8) got / you / have / a lot of / cousins?
- 9) a / Sarah and Michelle / pet / have / got?
- 10) town/ big/ this/ has/ a/ center/ shopping.

III. Choose the correct variant:

- 1) Peter (has / has got) a beautiful new house in the countryside.
- 2) (Does she have / Has she got) any children?
- 3) I (have / had) a fantastic apartment in New York when I lived there.
- 4) Tom (has / is having) a shower at the moment. Can you call back later?
- 5) I'm afraid we (don't have / haven't got) enough space in the garage.
- 6) My son (doesn't have / hasn't got) breakfast before he goes to school.
- 7) (Do you have / Have you got) dinner early or late?
- 8) (Do you have / Have you got) time to see me today afternoon?
- 9) They usually (have / have got) a lot of free time during the summer.
- 10) She wants to (have / has) a house in the village.

IV. Translate the following expressions with the verb "to have" and learn:

- 1) have breakfast / have lunch / have supper / have dinner / have tea / have coffee / have a drink / have a meal
- 2) have a bath / have a wash / have a shave / have a shower
- 3) have a rest / have a lie-down / have a sleep / have a dream
- 4) have a good time / have a bad day / have a nice evening / have a day off / have a holiday
- 5) have a good journey / have a flight / have a trip

- 6) have a talk / have a chat / have a word with somebody / have a conversation / have a quarrel / have a fight / have a row
- 7) have a walk / have a swim / have a ride / have a dance
- 8) have a try / have a go / have a look

V. Pay attention to the translation of the verb “to have” in the following sentences:

1) The territory of our country has an astonishing variety of landscapes. We have mountains, vast steppes, endless forests, beautiful rivers and lakes. 2) The fertile black soil and the climate have long facilitated the growth of agriculture in Ukraine. 3) Environmental problems of our country had to be discussed at a number of international conferences. 4) Many holidays were first religious festivals but nowadays many of them have nothing to do with religion. 5) The Ukrainian political system has a popularly elected President. 6) Present-day independent Ukraine has inherited a rather developed system of education which answers the standards of the developed countries. 7) The people of the Earth have to join the efforts to protect the nature, rare and vanishing animals species.

VI. a) Use “there is / there are” construction in the necessary tense form:

1) Look! ... a photograph of George in the newspaper. 2) Twenty years ago ... many tourists here. 3) I am sorry. I am late. ... a lot of traffic. 4) ... 24 hours in a day. 5) We are staying at a very big hotel. ... 250 rooms. 6) I don't think ... any problem. 7) ... a nice girl in our class. 8) ... no cakes left on the table. 9) ... a big car in front of our garden. 10) a lot of noisy children in the classroom yesterday. 11) ... no books on your desk. 12) ... a black pencil on the floor. 13) ... a knife in the kitchen. 14) I was hungry but ... anything to eat. 15) ... no eggs left. 16) The shopping centre is huge. ... a lot of shops. 17) ... a new computer in Peter's room. 18) We missed the train. ... a lot of traffic jams. 19) ... a pump on my bike. 20) no blue crayons in the cupboard.

b) Pay attention to the differences of the following constructions:

There is a book on the table. The book is on the table.

- 1) There are students in the class. The students are in the class.
- 2) There is some water in the glass. Some water is in the glass.

VII. Translate the following sentences:

1) There is a new approach to the development of culture, arts and languages in Ukraine now. 2) There are many wonderful monuments of history in Kyiv, such as Golden Gates, St. Sophia's Cathedral, Kyiv-Pechersk Lavra and others. 3) There is an astonishing variety of landscapes on the territory of our country. 4) There is no doubt that soil, water and air are contaminated with toxic wastes. 5) There are many good arable lands in the country. 6) There is a series of electric power stations on the Dnipro River. 7) There are large-scale irrigation systems in the south. 8) There are a lot of outstanding people famous for their contribution to our science, among them are scientists, musicians, experienced and skilled workers of medicine and education.

VIII. Complete the questions and answers. Use "there is / there are" construction:

1) ... a pen on the desk? – Yes, ... 2) ... sharks in the sea? – No, ... 3) ... an airport in the city? – Yes, ... 4) ... a picture on the wall? – No, ... 5) ... men in the office? – Yes, ... 6) ... articles in the newspaper? –Yes, ... 7) ... many rooms in your house? – No, ... 8) ... a cat under the table? – No, ... 9) ... a monkey on the tree? – Yes, ... 10) ... women in the garden? –No,

IX. Think about your room. Write 10 sentences describing what is in it. Start your sentence with *There is* or *There are*...

Example: *There is a bed in my room.*

There are a lot of books in my room.

PRE-TEXT EXERCISES

I. Practise the pronunciation of the following words. Memorize them:

Organization, to accomplish, traders, algorithms, to investigate, computation, feasibility, to implement, to perform, deployment, to coordinate, fundamental, science, to emphasize, theory, modernity, predate, to design, function, to assess, harbinger, scale, computation.

II. Read, translate and learn the following word combinations:

Theoretical and practical disciplines, industrial revolutions, management functions, sophisticated computing equipment, technological resources, day-to-day managers, theory of computation, to carry out, social science, late modernity, mechanized record-keeping, growing size and complexity of organizations.

Text D

MANAGEMENT AND COMPUTER SCIENCE

Management in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively.

Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal or target. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose objective is to study social organization.

Some see management (by definition) as late-modern (in the sense of late modernity) conceptualization. On those terms it cannot have a pre-modern history, only harbingers (such as stewards). Others, however, detect management-like-thought back to Sumerian traders and to the builders of the pyramids of ancient Egypt. Slave-owners through the centuries faced the problems of exploiting/motivating a dependent but sometimes unenthusiastic or recalcitrant workforce, but many pre-industrial enterprises, given their small scale, did not feel compelled to face the issues of management systematically. However, innovations such as the spread of Hindu numerals (5th to 15th centuries) and the codification of double-entry book-keeping (1494) provided tools for management assessment, planning and control.

With the changing workplaces of industrial revolutions in the 18th and 19th centuries, military theory and practice contributed approaches to managing the newly-popular factories.

Given the scale of most commercial operations and the lack of mechanized record-keeping and recording before the industrial revolution, it made sense for most owners of enterprises in those times to carry out management functions by and for themselves. But with growing size and complexity of organizations, the split between owners (individuals, industrial dynasties or groups of shareholders) and day-to-day managers (independent specialists in planning and control) gradually became more common.

Computer science is the scientific and practical approach to computation and its applications. It is the systematic study of the feasibility, structure, expression, and mechanization of the methodical procedures (or algorithms) that underlie the acquisition, representation, processing, storage, communication of, and access to information. An alternate, more succinct definition of computer science is the study of automating algorithmic processes that scale. A computer scientist specializes in the theory of computation and the design of computational systems.

Its fields can be divided into a variety of theoretical and practical disciplines. Some fields, such as computational complexity theory (which explores the fundamental properties of computational and intractable problems), are highly abstract, while fields such as computer graphics emphasize real-world visual applications. Still other fields focus on challenges in implementing computation. For example, programming language theory considers various approaches to the description of computation, while the study of computer programming itself investigates various aspects of the use of programming language and complex systems. Human–computer interaction considers the challenges in making computers and computations useful, usable, and universally accessible to humans.

The earliest foundations of what would become computer science predate the invention of the modern digital computer. Machines for calculating fixed numerical tasks such as the abacus have existed since antiquity, aiding in computations such as multiplication and division. Further, algorithms for performing computations have existed since antiquity, even before the development of sophisticated computing equipment. The ancient Sanskrit treatise *Shulba Sutras*, or "Rules of the Chord", is a book of algorithms written in 800 BC for constructing geometric objects like altars using a peg and chord, an early precursor of the modern field of computational geometry.

As a discipline, computer science spans a range of topics from theoretical studies of algorithms and the limits of computation to the practical issues of implementing computing systems in hardware and software. CSAB, formerly called Computing Sciences Accreditation Board—which is made up of representatives of the Association for Computing Machinery (ACM), and the IEEE Computer Society (IEEE CS)—identifies four areas that it considers crucial to the discipline of computer science: theory of computation, algorithms and data structures, programming methodology and languages, and computer elements and architecture. In addition to these four areas, CSAB also identifies fields such as software engineering, artificial intelligence, computer networking and communication, database systems, parallel computation, distributed computation, human–computer interaction, computer graphics, operating systems, and numerical and symbolic computation as being important areas of computer science.

Applied computer science aims at identifying certain computer science concepts that can be used directly in solving real world problems.

EXERCISES

I. Answer the following questions:

1) What is management? 2) How did the industrial revolutions influence the development of management in the 18th and 19th centuries? 3) What are the main functions of management? 4) Why did management become more

common in recent years? 5) What is computer science? 6) What do computer scientists specialize in? 7) Which branches of computer science do you know? 8) What does the study of computer programming consist of? 9) What were the preconditions for the invention of a modern computer? 10) What does computer science deal with as a discipline? 11) What are the aims of applied computer science? 12) What is CSAB?

II. Give English equivalents:

Для досягнення цілей, науковий і практичний підхід, академічна дисципліна, реальні світові проблеми, фіксовані числові завдання, військова теорія, власники підприємств, винахід сучасного комп'ютера, система бази даних, робоча сила, зростаючий розмір організацій, група акціонерів, механізація і структура, геометричні об'єкти, доступний людям.

III. Read and title the text:

The early British computer known as the EDSAC is considered to be the first stored program electronic computer. The computer performed its first calculation on May 6, 1949 and was the computer that ran the first graphical computer game, nicknamed "Baby".

Around the same time, the Manchester Mark 1 was another computer that could run stored programs. Built at the Victoria University of Manchester, the first version of the Mark 1 computer became operational in April 1949. Mark 1 was used to run a program to search for Mersenne primes for nine hours without error on June 16 and 17 that same year.

GRAMMAR EXERCISES

I. Open the brackets minding degrees of comparison:

1. Her eyes are (grey) than mine. 2. He was the (fat) man in the village. 3. As he went on, the box became (heavy) and (heavy). 4. My sister is the (tall) girl in her class. 5. Who is the (attentive) student in your group? 6. It is autumn. Every day the air becomes (cold), the leaves (yellow). 7. This is the (beautiful) view I have ever seen in my life. 8. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

9. Oil is (light) than water. 10. We shall wait for a (dry) day to go on the excursion. 11. A bus is (fast) than a tram. 12. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 18. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 14. He worked (hard) and (hard) as the end of the term came nearer. 15. The (tall) trees in the world grow in California. 16. Please be (careful) next time and don't spill the milk again. 17. Bobby was a (quiet) child. He was (quiet) than his sister.

II. Translate into English paying attention to the degrees of comparison of adjectives:

1. Це найцінніша картина в музеї. 2. Мій комп'ютер не такий новий, як комп'ютер мого друга. 3. Наші іспити набагато важчі, чим ваші. 4. Будівля цього університету найвища в столиці. 5. Наше місто не таке велике, як Київ, але таке ж гарне. 6. Хрещатик - одна з найкрасивіших вулиць Києва. 7. Хто наймолодший учень в нашій групі? - Петров. Але він найвищий. 8. Граматика англійської мови важка, але англійська вимова важча. 9. Магазили на нашій вулиці більші, ніж магазини на вашій вулиці. 10. Наш телевізор такий же гарний, як цей. 11. Ця кімната світліша від тієї. 12. Погода сьогодні гірша, ніж учора. Сьогодні холодніше, і йде дощ. 13. Моя кімната не така велика, як кімната моєї подруги, але вона світліша і тепліша. 14. Яка з цих книг найцікавіша? 15. Листопад - не такий холодний як січень. 16. Мій батько - дуже зайнята людина. 17. Одеса - одно з найкращих місць для відпочинку. 18. Сьогодні він почуває себе набагато краще.

III. Open the brackets minding degrees of comparison:

1. We should eat (healthy) food. 2. Today the streets aren't as (clean) as they used to be. 3. It's (bad) mistake he has ever made. 4. This man is (tall) than that one. 5. Asia is (large) than Australia. 6. The Volga is (short) than the Mississippi. 7. Which building is the (high) in Moscow? 8. Mary is a (good) student than Lucy. 9. The Alps are (high) than the Urals. 10. This garden is the (beautiful) in our town. 11. She speaks Italian (good) than English. 12. Is the word "newspaper" (long) than the word "book"? 13. The Thames is (short) than the Volga. 14. The Arctic Ocean is (cold) than the Indian Ocean. 15. Chinese is (difficult) than English. 16. Spanish is (easy) than German. 17. She is not so (busy) as I am. 18. It is as (cold) today as it was yesterday. 19. She is not so (fond) of sports as my brother is. 20. Today the weather is (cold) than it was yesterday. 21. This book is (interesting) of all I have read this year. 22. January is the (cold) month of the year. 23. My sister speaks English (bad) than I do. 24. Which is the (hot) month of the year? 25. Which is the (beautiful) place in this part of the country? 26. This good-looking girl is the (good) student in our group.

IV. Reorder the sentences:

- 1) in, wonderful, the, York, the, is, world. New, city, most,
- 2) I, ever, have, is, the, Jenny, beautiful, girl, most, met.
- 3) in, his, Jack, is, the, pupil, class. brightest,
- 4) brother. as, Mary, her, as, isn't, clever,
- 5) you, dress, This, have, is, the, worst, bought. ever,
- 6) is, than, bigger, flat. A, house, a, usually,
- 7) car. My, your, comfortable, than, more, is, car,
- 8) truck. A, faster, a, than, is, jet,
- 9) eaten. I've, the, ever, is, best, cake, This,
- 10) witch, fairy. is, than, a, uglier, A,

V. Read, translate and discuss the proverbs:

- 1) Everything comes to him who waits.
- 2) Rome wasn't built in one day.
- 3) Fortune knocks once at every man's door.
- 4) You can't tell a book by its cover.
- 5) I felt sorry for myself because I had no shoes, until I met a man who had no feet.
- 6) The grass is always greener on the other side of the fence.
- 7) Don't cross the bridge until you come to it.
- 8) Where there's a will, there's a way.
- 9) Don't make a mountain out of an anthill.
- 10) Actions speak louder than words.

LESSON II

GREAT BRITAIN

Grammar: Indefinite Tenses
Continuous Tenses

PRE-TEXT EXERCISES

I. Read and memorize the following words and expressions:

To be situated, to consist of, administrative counties, to be washed by, maritime climate, strong winds, owing to, backbone of England, range of hills,

parliamentary monarchy, to reign, to rule, legislative body, chamber, majority of seats, to depend on, well-developed industry, leading shipbuilder, neighbourhood, to develop hand in hand, to meet the demands, electronic equipment, to be famous for, cattle breeding, dairy farming.

II. Make up sentences:

Great Britain is

a highly developed industrial country
situated in the British Isles
divided into 55 counties
a parliamentary monarchy
washed by the North Sea
the Irish Sea
known for its fogs and frequent rains

III. Read and translate:

Do you know that,

- ... the most ancient city in England is Chester?
- ... the highest mountain in the British Isles is Ben Nevis in Scotland?
- ... there is one British island which has but one house on it: this is Yethou?
- ... the narrowest street in Britain is Nelson street?
- ... Birmingham and Sheffield are the most ancient centres of English iron and steel industry?
- ... Liverpool is the main port of Western Europe, it stands on the river Mersey?
- ... the largest shipbuilding yards are situated in Glasgow?
- ... Manchester is the centre of the British textile industry?
- ... the leading universities in Great Britain are in Qxford, Cambridge and London?

Text A

GREAT BRITAIN

Great Britain formally known as the United Kingdom of Great Britain and Northern Ireland, is situated on the British Isles that lie to the north-west of the continent of Europe.

The British Isles consist of Great Britain, Ireland and some 5,600 smaller islands.

The total area of the United Kingdom which consists of England, Wales, Scotland and Northern Ireland is 244.027 square kilometers. Great Britain is divided into 55 administrative counties. The English Channel separates the

country from the continent of Europe. The narrowest part of the English Channel is called the Strait of Dover. It is only 31 km wide. The North Sea washes the eastern coast of the country. The Irish Sea is situated between Great Britain and Ireland. The western coast of the country is washed by the Atlantic Ocean. The country is known for its typically maritime climate with frequent rains, strong winds and continuous fogs. Owing to the Gulf Stream and cool winds from the sea the climate of Great Britain is cooler in summer and warmer in winter than that on the continent.

There are many rivers in Great Britain, but none of them is very long. Most of the rivers are connected with one another by means of canals. The surface of England and Ireland is rather flat. The mountains in Great Britain are not high. They are all in the North and West. In the centre of England is a range of hills called the Pennines, which are also known as the "backbone of England". The highest mountains are in Scotland and Wales; Ben Nevis (1343m) and Snowdon (1085m).

Great Britain is one of the most populated countries in the world and there are only nine other countries with more people. It has the population of 56 million.

Great Britain is a parliamentary monarchy. This means that it has a monarch (a king or a queen) as its Head of State. But in practice the monarch has very little power and can only reign but does not rule. The country is governed in her name by the Government. The supreme legislative body is Parliament. The Parliament in Great Britain which is by the way one of the oldest in Europe consists of two chambers: the House of Commons and the House of Lords.

The British democratic system depends on political parties. The main political parties are: the Conservative Party (sometimes called the Tory Party), the Labour Party, the Liberal Party, the Social Democratic Party. The Party which wins the majority of seats forms the Government and its leader usually becomes the Prime Minister. The Prime Minister chooses about twenty Members of Parliament (MPs) from his or her party to become the Cabinet of Ministers.

Great Britain is one of the most developed industrial countries in Europe. Coal-mining, metallurgy, textile, shipbuilding are the oldest branches of industry. The new industries are the electrotechnical, automobile, aviation and electronics. The new industries have developed hand in hand with science and technology and are equipped to meet the present technical demands.

Coal is the main source for the development of British industry. The biggest centers of iron and steel industries are situated in the neighborhood of coal basins. They are Middleborough, Newcastle, Cardiff, Glasgow.

Birmingham and Sheffield are the most ancient centers of English iron and steel industry. Birmingham, a city with over a million inhabitants, is about 112 miles north-west of London. The district of Birmingham is known as the Black Country. It is the land of factories and mines.

Manchester is the centre of the cotton industry. Leeds is the chief centre of the woolen industry in England. Grimsby is the wealthiest fishing port in

Europe. Over two and half million pounds worth of fish is landed here every year. Liverpool and Glasgow are the biggest English ports. Liverpool is the main port of Western England. It is the first in Great Britain in exports and it comes the second after London in imports. Imports passing through Liverpool consist of cotton, wool, nonferrous metals and oil; exports consist of fabrics, textile machinery, electrical equipment and chemicals.

Agriculture is one of the largest and most important activities in Great Britain. For centuries the country has been famous for its cattle- and sheep breeding and also for dairy farming. The chief grain crops are wheat and barley.

EXERCISES

I. Answer the following questions:

1) Where is Great Britain situated? 2) What is Great Britain formed of? 3) What is the total area of the United Kingdom? 4) What channel separates Great Britain from the continent of Europe? 5) What is the narrowest part of the English Channel? 6) What is the climate of Great Britain? 7) What are Britain's rivers characterized by? 8) What can you say about the surface of Great Britain? 9) What is the political system in Great Britain? 10) What is the supreme legislative body? 11) What does the Parliament in Great Britain consist of? 12) What does the British democratic system depend on? 13) What are the main political parties in Great Britain? 14) Who is the Prime Minister of Britain?

II. Find in Text A the words which correspond to the following vocabulary definitions and Translate them into Ukrainian:

1) Land bordering sea; 2) one of the main land masses (Europe, Asia, Africa, etc.); 3) channels cut through land for use of boats and ships; 4) body of persons governing a state; 5) person who leads.

III. Choose the pairs of:

a) synonyms:

To separate, power, to enjoy, site, to destroy, famous, mild, force, to divide, to like
a place, to devastate, soft, remarkable.

b) antonyms:

Majority, agreement, developed, to accept, victory, wealth, seldom, disagreement,
backward, minority, to reject, poverty, defeat, often.

IV. Complete the following sentences:

1) Great Britain is formally known as 2) Coal is the main source for the development of 3) Great Britain is known for its typically maritime climate with 4) The Parliament is the supreme legislative body and consists of.... 5) Shipbuilding is one of the principal... of Great Britain. 6) Great Britain is a parliamentary 7) The biggest English ports are 3) The district around Birmingham is a land of....

V. Fill in the blanks with the necessary words:

1) Great Britain ... on the British Isles. (is situated, lie, stands) 2) The language spoken here is English, but Welshmen, Scotsmen and Irishmen ... their own languages in addition to English. (talk, say, speak, tell) 3) Agriculture is one of the largest and most important ... in Great Britain. (work, activities, occupation) 4) One of the ... museums is the British Museum with its library and the collection of manuscripts. (famous, wellknown, marvelous) 5) Big Ben, a famous ... is in one of the Towers. (square, monument, clock) 6) Edinburgh is the capital of ... (Scotland, Wales, Ireland) 7) In Great Britain the traffic drives on the ... (left, right) 8) The highest mountain in the United Kingdom is in ... (Ireland, Scotland, Wales) 9) ... has more population than the other parts of the British Isles. (Scotland, England, Ireland) 10) Great Britain has a common border only with (France, Ireland, Germany) 11) Coal-mining, metallurgy, textile, shipbuilding are ... branches of English industry (modern, new, oldest).

VI. Translate into Ukrainian:

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St.George, the patron saint of England. The white diagonal cross (with the arms going into the corners) is the cross of St.Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St.Patrick, the patron saint of Ireland. St. David is the patron saint of Wales.

VII. Speak about Great Britain according to the following plan:

- 1) The geographical position of Great Britain.
- 2) The climate of Britain.
- 3) The industry of Great Britain.
- 4) The political system.

VIII. Read and title the text:

Great Britain is the name of the island which is made up of England, Scotland and Wales and so, strictly speaking, it does not include northern Ireland. The origin of the word "Great" is a reference to size, because in many European

languages the words for Britain and Brittany (the province in France) are the same. In fact, it was the French who first talked about Grande Bretagne. In everyday speech "Britain" is used to mean the United Kingdom.

IX. Translate into Ukrainian, ask as many questions as you can and answer them.

1) The weather in Great Britain is influenced by cool winds that blow from sea. 2) The London underground was built in 1863 and is the oldest one in the world. 3) A remarkable feature of the climate of Britain is that the temperature decreases not from south to north but from east to west. 4) Birmingham, situated in the heart of England, is called the capital of "Black country", a land of factories and mines. 5) The British University consists of great variety of colleges and other institutions. 6) Every child in Great Britain between the ages of five and fifteen years must attend school. 7) The oldest college of Cambridge is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. 8) Norwich is the most important city of the East Anglia.

X. Answer the following questions:

1) How many political parties does the political system of Great Britain consist of? 2) What is the width of the Strait of Dover? 3) Where is the Irish sea situated? 4) What ocean is the western coast of the country washed by? 5) What political system is in the United Kingdom? 6) How many elected members, known as members of Parliament is the House of Commons made up? 7) Who forms the Cabinet of Ministers? 8) What are the oldest parties? 9) Where is the range of hills, called the Cheviot Hills? 10) When did the United Kingdom stand first in the world as a highly developed industrial country?

XI. Ask and answer:

1) Який клімат у Великобританії? 2) Чи замерзають ріки взимку у Великобританії? 3) Де розташована Великобританія? 4) Чи змінюється погода в Англії дуже часто? 5) Яке населення Великобританії? 6) Яке місто є основним портом Західної Англії? 7) З яких трьох частин складається Великобританія? 8) Чи можете ви сказати, скільки університетів у Великобританії? 9) Манчестер є центром британської текстильної промисловості, чи не так? 10) Хто є прем'єр-міністром Великобританії? 11) Як ми називаємо людей, що мешкають у Англії (Ірландії, Шотландії)?

Text B

A Brief History of Great Britain

In prehistoric times Britain was a part of the continent. The first people came there over dry land. The present English Channel which separates Britain from Europe appeared at the end of the Ice Age.

The first inhabitants of the island came from the Iberian peninsula where Spain is located after 3000BC. After 2000BC people from the east of Europe entered the country. The two peoples intermixed.

After 800 BC the Celts arrived from Central Europe. The name "Britain" comes from the name of a Celtic tribe known as the Britons.

In 55 BC Julius Caesar, the Roman ruler, invaded Britain. The Celts fought well. He left the country.

In 54 BC he invaded the country with a larger army. The Celts were defeated. He made the Celts pay a regular tribute to Rome. In 43 AD the country was conquered by the Romans. The Romans who were great architects built many towns and connected them by good roads. The largest of the towns was called Londinium. The town was built on the River Thames. Although it was a remote outpost of the Roman Empire, Rome's largest ships could reach this port city, and so Londinium grew and prospered. The occupation continued till the beginning of the 5th century (410 AD), when the declining Empire refused to send new soldiers to replace the troops it had withdrawn a few years earlier. The Londinium that the Romans created fell into decline. Although the Roman occupation of Britain lasted nearly 400 years, its effects were few. The people did not adopt the Latin language and so Latin did not displace Celtic.

London's geographic location and its importance as a port meant that the city would make a comeback, albeit one that would be shaped by the actions (often violent) of the people who came to the island during the next 600 or so years - the Angles, the Saxons, the Jutes, and the Vikings.

By the end of the 5th century the greater part of the country had been occupied by Germanic tribes: the Jutes, the Saxons and Angles. From the 8th century the Anglo-Saxons had to face Scandinavian invaders - the Danes and the Norsemen sometimes referred to as Vikings - who occupied parts of Britain and made some permanent settlements. The Scandinavian invasions continued till the 11th century.

In 829 the greater part of the country was united under the name "England". The Northern part was called "Scotland". In the 11th century a united Scottish kingdom was formed.

In 1066 William the Conqueror and his people came to England from Normandy in France. The French language became the official language of the ruling class for the next three centuries. England began to spread its power on Wales, Scotland and Ireland.

In 1603 the son of Mary Queen of Scots James Stuart became James I of England. The unification of Scotland and England took place in 1707. They formed a single parliament in London. The country became known as Great Britain.

The adoption of Christianity in England took place in 664. In the 16th

century Henry VIII of England quarreled with Rome and declared himself as a head of the Anglican Church, which was a Protestant Church. The Irish people were divided into two religious groups: Catholics and Protestants.

Henry VIII tried to force Irish Catholics to become Anglican. After a long struggle the southern part of Ireland remained part of the UK. But even now there are problems connected with religion there.

The period of feudalism started around 1066 and lasted to the 15th century. In this period the modern English nation and language came into being. It was a period of struggle for power between kings and between powerful nobles, a period of frequent wars. But it was also a period in which the development of the wool trade and the early decline of feudalism prepared the way for England's rise as a world power.

The period between 1485 and 1603 is known as the Tudor Period. It was a turning point in English history. England became one of the leading powers. The two famous rulers of the House of Tudor were Henry VIII and Elisabeth I. The first 40 years of the 17th century can be characterised as a period of growing conflict between the King and parliament, representing the interests of the bourgeoisie. The conflict led to the civil war in 1640 which resulted in the abolition of the monarchy and in Cromwell's military rule in the middle of the century. This period ended in the Glorious Revolution which marked the end of the English bourgeois revolution.

In the period of 1688 to 1760 England definitely took the lead in European commerce. During the Industrial Revolution (1760 - 1850) Britain became the first industrial power in the world, "the workshop of the world." The Anglo - French rivalry for world domination which had started in the previous period continued and culminated in the Napoleonic Wars (1803 - 1815).

The Victorian era which comprised the second half of the 19th century, called after Queen Victoria, was a period in which Britain became the strongest world power: besides being the greatest financial and commercial power, the greatest sea power and the greatest colonial power. It was the era of the greatest colonial expansion.

The 20th century is a period of the decline of Britain as a world power a period of crises of the two world wars, from which Britain emerged as a victor, but greatly weakened. It is characterised by the disintegration of Britain's colonial empire and the effort to adjust Britain to the new situation by joining the other developed capitalist countries of Western Europe in EEC.

EXERCISES

I. Translate the text into Ukrainian, ask as many questions as you can and answer them.

II. Answer the following questions:

1. What tribes influenced the British civilization most of all? 2. What happened in 43 A.D.? 3. Whose invasion played an important role in the history of Britain? 4. What led to the Industrial Revolution? 5. What did Glorious Revolution mark? 6. What led to a single parliament in London? 7. Who had occupied the greater part of the country by the end of the 5th century? 8. When did Britain become the strongest world power? 9. Why was Britain called as "the workshop of the world"? 10. Who were Vikings?

III. Retell text B.

Text C

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 history of London dates back to the time when the Romans founded a settlement on the River Thames 2000 years ago, and called it Londinium. London is really a very large and beautiful city.

There are four main parts in London: the City, Westminster, the West End and the East End.

For almost 2000 years the City has been the financial and business centre of Great Britain. When we say "the City" we mean British monopoly capital. It's the monopolies that own the wealth of the country.

The very centre of London is Trafalgar Square. It was named in memory of the victory in the battle of Trafalgar where in 1805 the English fleet under Nelson's command defeated the combined fleet of France and Spain. The victory was won at the cost of Nelson's life. Here stands Nelson's column with the statue of Admiral Nelson on the top. In the north of Trafalgar Square there is the National Gallery. It houses the paintings of famous Italian, Dutch, French and other European schools from the 13th to the 20th century.

Not far from Trafalgar Square there is a little street with ordinary houses. This is Downing Street, and for the last 200 years at house number 10 the British Prime Minister 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 House of

Parliament is not old, it dates only back to from 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. It is famous for many tombstones, monuments and statues honoring well-known people. For nearly 1000 years all the kings and queens of Great Britain – 41 in all have been crowned here and many of them are buried here too. Here is the Poet's Corner. Many of the greatest Britain writers and poets such as Chaucer, Dickens Tennyson, Browning, Hardy, Kipling and others are buried here. Here, too, though these writers are not buried in Westminster Abbey, are memorials to Shakespear, and Milton Goldsmith and Scott, Thackeray and Longfellow.

Next is Buckingham Palace - the Royal residence. The vast house is comparatively new and has no style. Here we can see the colorful and stirring of all London ceremonies, the changing of the Guards. The West End is famous for all the historical palaces, beautiful buildings, fine parks, fashionable shopping centers, hotels and restaurants. It's here in the West End that colleges and schools and the University of London are centered.

One of the popular sights of the West End is Piccadilly Circus. At its centre stands the famous statue of Eros. And here in this part of London is the largest and the most popular of the London parks – the Hyde Park with the well-known speaker's Corner. The East End is a vast area running from the City. It includes all the dock areas and is heavily industrialized. It's in the East End that most plants and factories are situated.

In London there is so much to see that even Londoners can often find new sights. They like to say: "When a man is tired of London he is tired of life".

EXERCISES

I. Translate into English:

1) Лондон є важливим адміністративним, промисловим, науковим і культурним центром. 2) Англія славиться своєю історією і красою. 3) Англія поділяється на 55 адміністративних графств. 4) Лондон, як і Рим, будувався не один день і оглянути його за один день неможливо. 5) Англія відома своїм типовим приморським кліматом з тривалими дощами. 6) Здається, у вас є можливість побачити визначні місця Лондона.

II. Make up a dialogue using the following expressions:

For the first time, to see the sights, places of interest, Westminster Abbey, memorial to Admiral Nelson, the House of Parliament, Downing Street, places associated with, not far from, dates back to, financial and business center, Poet's Corner, to be heavily industrialized.

III. 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.

B: ...

IV. Read, translate and title:

Why is this bell called "Big Ben"?

When the great bell was cast in London foundry in 1858, the question of its name was discussed in Parliament. One member said, "Why not call it Big Ben?"

There was much laughter among the members because the man in charge of public buildings was Sir Benjamin Hall, a very tall, stout man whose nickname was "Big Ben".

From that time the bell has been known as Big Ben. The bell is 7 foot 6 inches high, and 9 foot 6 inches across the mouth. It weights 13 1/2 tons (about the same as two double-decker buses). "Big Ben" is the name of the bell only - not the clock, and not the tower.

V. Read and dramatize the dialogue:

A: I think Tower comes among the historical buildings of London. The Great Central Keep or White Tower dates from 1078. Tower was a fortress once, it was a palace, it was a prison and even a royal zoo.

B: And what is it today?

A: It's a museum now; nine hundred years of history are behind of its gates. One of the Tower's traditions is the ravens. The English believe these birds guard Britain. The museum guards still wear the costumes of the Middle Age. They are called Beefeaters. And what about St.Paul's Cathedral?

B: It's the greatest of English churches. It was built between 1675 and 1710 by the famous English Architect Sir Christopher Wren to replace the old Cathedral that was largely destroyed in the Great Fire (1666). It's a really beautiful sight! It stands out among the others buildings.

VI. Choose the right variant:

- 1) a. Westminster is a residence of British Parliament.
b. British Parliament sits in Buckingham Palace.
c. Westminster is a royal residence of the Queen of Great Britain.

- 2)
 - a. Trafalgar Square is situated far from Whitehall.
 - b. Trafalgar Square is a site of mass demonstrations and meetings today.
 - c. Trafalgar Square is situated in the East End.

- 3)
 - a. Tower was built in the 19th century.
 - b. Tower was built between the 17th and 18th centuries.
 - c. Tower was built in the 11th century.

- 4)
 - a. The City is a centre of commerce and finances of the country.
 - b. The City is a centre of fashionable shopping centres.
 - c. The City is a centre of parks and historical palaces.

Text D

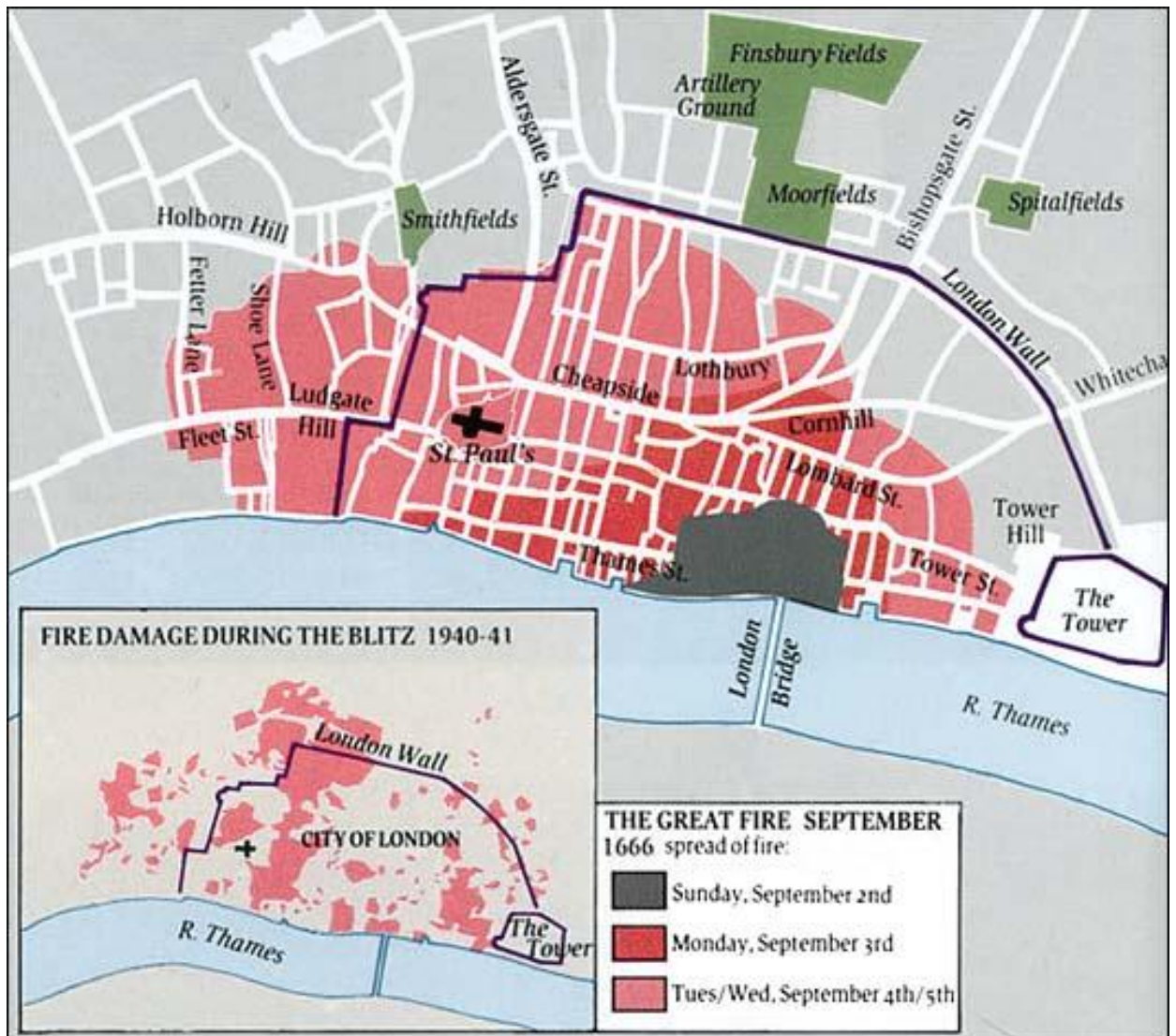
The Great Fire of London, 1666.

The Great Fire of London began on the night of September 2, 1666, as a small fire on Pudding Lane, in the bakeshop of Thomas Farynor, baker to **King Charles II**. At one o'clock in the morning, a servant woke to find the house aflame, and the baker and his family escaped, but a fear-struck maid perished in the blaze.

At this time, most London houses were of wood and pitch construction, dangerously flammable, and it did not take long for the fire to expand. The fire leapt to the hay and feed piles on the yard of the Star Inn at Fish Street Hill, and spread to the Inn. The strong wind that blew that night sent sparks that next ignited the Church of St. Margaret, and then spread to Thames Street, with its riverside warehouses and wharves filled with food for the flames: hemp, oil, tallow, hay, timber, coal and spirits along with other combustibles. The citizen firefighting brigades had little success in containing the fire with their buckets of water from the river. By eight o'clock in the morning, the fire had spread halfway across London Bridge. The only thing that stopped the fire from spreading to Southwark, on the other side of the river, was the gap that had been caused by the fire of 1633.

The standard procedure to stop a fire from spreading had always been to destroy the houses on the path of the flames, creating "fire-breaks", to deprive a fire from fuel. Lord Mayor Bludworth, however, was hesitant, worrying about the cost of rebuilding. By the time a Royal command came down, carried by **Samuel Pepys**, the fire was too out of control to stop. The Trained Bands of London were called in to demolish houses by gunpowder, but often the rubble was too much to be cleared before the fire was at hand, and only eased the fire's way onward. The fire blazed unchecked for another three days, until it

halted near Temple Church. Then, it suddenly sprang to life again, continuing towards Westminster. The Duke of York (later King James II) had the presence of mind to order the Paper House demolished to create a fire break, and the fire finally died down.



Although the loss of life was minimal (some sources say only sixteen perished), the magnitude of the property loss was staggering. Some 430 acres, as much as 80% of the city proper was destroyed, including 13,000 houses, 89 churches, and 52 Guild Halls. Thousands of citizens found themselves homeless and financially ruined. The Great Fire, and the fire of 1676, which destroyed over 600 houses south of the river, changed the face of London forever. The one positive effect of the Great Fire of London was that the plague, which had ravished London since 1665, diminished greatly, due to the mass death of the plague-carrying rats in the blaze.

Charles II appointed six Commissioners to redesign the city. The plan provided for wider streets and buildings of brick, rather than timber. By 1671, 9000 houses and public buildings had been completed. Sir Christopher Wren

was commissioned to design and oversee the construction of nearly 50 churches, not least of them a new St. Paul's Cathedral, construction of which began in 1675. The King also had Wren design a monument to the Great Fire, which stands still today at the site of the bakery which started it all, on a street now named Monument Street.

EXERCISES

- I. Read, translate and retell the text.
- II. Suppose you are a guide. Speak about the most interesting places of London.

GRAMMAR

THE TENSE FORMS IN THE ACTIVE VOICE

The Present Indefinite Tense (Present Simple)

Вживання: *регулярно повторювальна дія або констатація факту.*
У цьому часі часто вживаються такі прислівники як

usually - звичайно
always - завжди
often - часто
seldom - рідко
sometimes – іноді, інколи
every ... - кожний ...

Утворення: Для всіх осіб, зокрема 3-ої особи однини від інфінітива дієслова беремо основну форму дієслова. А для 3-ої особи однини до основної форми дієслова додаємо закінчення –s.

to work - працювати

од.

мн.

1. I *work*
2. You *work*
3. He *works*
She *works*
It *works*

1. We *work*
2. You *work*
3. They *work*

Для утворювання заперечного речення перед присудком ставимо допоміжне дієслово *do* та заперечну частку *not*.

I work.
I *do not* work. I *don't* work.

Для 3 особи однини перед присудком ставимо допоміжне дієслово *does* та заперечну частку *not*, а присудок повертаємо у основну форму.

She works.
She *does not* work. She *doesn't* work.

Для утворювання питального речення перед підметом ставимо допоміжне дієслово *do*, або *does* (для 3-ої особи однини).

Do I work? Does she work?
Where do I work? Where does she work?

The Past Indefinite Tense (Past Simple)

Вживання: дія відбулася у минулому та ніяк не пов'язана з теперішнім часом . У цьому часі часто вказується дата, коли та дія відбувалася.

Last ... - минулий ...
In 1945...
In May ...
On Sunday ...

Утворюється за допомогою другої форми дієслова. Друга форма дієслова це:

1. Для правильних дієслів до основної форми дієслова треба додати закінчення *-ed*.
to open – opened
to close – closed

2. Для неправильних дієслів беремо другу колонку в таблиці неправильних дієслів.
to go – went – gone
to do – did – done

to work - працювати

од.	мн.
1. I <i>worked</i>	1. We <i>worked</i>
2. You <i>worked</i>	2. You <i>worked</i>
3. He <i>worked</i>	3. They <i>worked</i>
She <i>worked</i>	
It <i>worked</i>	

to go – йти, їхати

- од.
1. I *went*
 2. You *went*
 3. He *went*
She *went*
It *went*

- мн.
1. We *went*
 2. You *went*
 3. They *went*

Для утворювання заперечного речення перед присудком ставимо допоміжне дієслово *did* та заперечну частку *not*, а присудок повертаємо у основну форму дієслова.

I work.
I *did not* work. I *didn't* work.

She went.
She *did not* go. She *didn't* go.

Для утворювання питального речення перед підметом ставимо допоміжне дієслово *did*, а присудок повертаємо у основну форму дієслова.

Did I work?
Where did I work?

Did she go?
Where did she go?

The Future Indefinite Tense (Future Simple)

Вживання: дія відбудеться у майбутньому.

Утворюється за допомогою допоміжного дієслова *Will* та основної форми дієслова:

to see – will see
to come – will come

to work - працювати

- од.
1. I *will work*
 2. You *will work*
 3. He *will work*
She *will work*
It *will work*

- мн.
1. We *will work*
 2. You *will work*
 3. They *will work*

Для утворювання заперечного речення після *will* ставимо заперечну частку *not*.

I work.

I *will not* work.

I *won't* work.

Для утворювання питального речення на перше місце ставимо допоміжне дієслово *will*.

Will I work?

Where will I work?

The Present Continuous Tense (Present Progressive Tense)

Вживання: дія відбувається у момент мовлення.

Утворюється за допомогою дієслова *to be* у Present Indefinite та основної форми дієслова із закінченням *-ing*.

to work - працювати

од.

1. I *am working*
2. You *are working*
3. He *is working*
She *is working*
It *is working*

мн.

1. We *are working*
2. You *are working*
3. They *are working*

Для утворювання заперечного речення після *to be* ставимо заперечну частку *not*.

од.

1. I *am not working*
2. You *are not working*
3. He *is not working*
She *is not working*
It *is not working*

мн.

1. We *are not working*
2. You *are not working*
3. They *are not working*

Для утворювання питального речення дієслово *to be* виносимо на перше місце.

од.

1. *Am I working?*
2. *Are you working?*
3. *Is he working?*
Is she working?
Is it working?

мн.

1. *Are we working?*
2. *Are you working?*
3. *Are they working?*

Where is he working?
Why are you going?
What are you reading?

В англійській мові для визначення дії у майбутньому інколи вживається The Present Continuous Tense.

Наприклад:

John is arriving in New York today. – Джон сьогодні прибуде до Нью-Йорку.

The Smiths are coming for dinner tomorrow. – Сміти прийдуть завтра до обіду.

The Past Continuous Tense (Past Progressive Tense)

Вживання: дія відбувалася у визначений момент або у чітко визначений період у минулому.

Утворюється за допомогою дієслова to be у Past Indefinite та основної форми дієслова із закінченням –ing.

to work - працювати

од.

1. *I was working*
2. *You were working*
3. *He was working*
She was working
It was working

мн.

1. *We were working*
2. *You were working*
3. *They were working*

Для утворювання заперечного речення після to be ставимо заперечну частку *not*.

од.

1. *I was not working*
2. *You were not working*
3. *He was not working*
She was not working
It was not working

мн.

1. *We were not working*
2. *You were not working*
3. *They were not working*

Для утворювання питального речення дієслово to be виносимо на перше місце.

од.

1. *Was I working?*
2. *Were you working?*
3. *Was he working?*
Was she working?
Was it working?

мн.

1. *Were we working?*
2. *Were you working?*
3. *Were they working?*

Where was he working ?
Why were we going ?
What were you reading ?

The Future Continuous Tense (Future Progressive Tense)

Вживання: дія буде відбуватися у визначений момент або у чітко визначений період у майбутньому.

Утворюється за допомогою дієслова to be у Future Indefinite та основної форми дієслова із закінченням –ing.

to work - працювати

од.

1. *I will be working*
2. *You will be working*
3. *He will be working*
She will be working
It will be working

мн.

1. *We will be working*
2. *You will be working*
3. *They will be working*

Для утворювання заперечного речення після to be ставимо заперечну частку *not*.

од.

1. *I will not be working*
2. *You will not be working*
3. *He will not be working*
She will not be working
It will not be working

мн.

1. *We will not be working*
2. *You will not be working*
3. *They will not be working*

Для утворювання питального речення допоміжне дієслово *will* виносимо на перше місце.

од.

1. *Will I be working?*
2. *Will you be working?*

мн.

1. *Will we be working?*
2. *Will you be working?*

3. *Will he be working?*
Will she be working?
Will it be working?

3. *Will they be working?*

Where will he be working ?
Why will you be going ?
What will you be reading ?

THE TENSE FORMS IN THE PASSIVE VOICE

В англійській мові (як і в українській) дієслова вживаються як в активному, так і в пасивному станах. Якщо підметом речення є суб'єкт дії, то дієслово-присудок вживається в активному стані. Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані. Отже, пасивний стан вживається, коли підмет є об'єктом дії і на нього скерована дія. Часове значення дієслова в пасивному стані за смисловим навантаженням однакове з формами в активному стані (тобто, наприклад, Present Indefinite в активному стані і в пасивному стані має однакове смислове-часове значення — *дія, що відбувається регулярно, щоденно в теперішньому часі,*) але за структурою в реченні вони будуть відрізнятися. Форма дієслова в пасивному стані є складною — вона складається з допоміжного дієслова *to be* у відповідних формах і часах та дієприкметника минулого часу (Past Participle II) основного дієслова.

Формули видо-часових форм англійського дієслова в пасивному стані:

THE PRESENT INDEFINITE TENSE: am, is, are + V₃

THE PAST INDEFINITE TENSE: was, were + V₃

THE FUTURE INDEFINITE TENSE: will be + V₃

THE PRESENT CONTINUOUS TENSE: am, is, are being + V₃

THE PAST CONTINUOUS TENSE: was, were being + V₃

THE FUTURE CONTINUOUS TENSE пасивного стану не має.

GRAMMAR EXERCISES

Indefinite Tenses

I. Put the verbs in brackets into the right form. Translate the sentences into Ukrainian.

(Present Indefinite = Present Simple Tense):

1) I (to like) big cities. 2) In Britain the banks usually (to open) at 9.30 in the morning. 3) We (to do) a lot of different things in our free time. 4) It (to rain) a lot in autumn. 5) The Earth (to go) round the Sun. 6) The weather is usually nice in summer in Odessa. It (not, to rain) very often. 7) We (to like) films but we (not, to go) to the cinema very often. 8) Bill... usually (not; to have) breakfast. 9) Gerry and Linda (not; to know) many people. 10) I (to drink) coffee. I (not; to drink) tea. 11) I (not; to believe) it. It's not true. 12)... it (to snow) a lot where you live? 13) ... you (to live) in a big city? 14)... the Sun (to rise) in the East? 15) What... this word (to mean)?

II. Use the verbs in brackets in Past Indefinite or Past Single Tense. Translate the sentences into Ukrainian:

1) The concert (to start) at 7.30 and (to finish) at 10 o'clock. 2) Our friends (to come) to see us last Friday. 3) It was hot in the room, so I (to open) the window. 4) The weather (to be) nice last week. 5) The exams (to be) very difficult last term. 6) We went to the cinema but we (not; to enjoy) the film. 7) I (to play) tennis yesterday but I (not; to win). 8) They (not; to be) late this morning. 9) Pete (not; to finish) work early yesterday. 10) I (not; to be) angry, I (to be) tired. 11)... you (to see) Joe last night? 12) ... your parents (to have) a good holiday? 13) Why (to be) you late this morning? 14) (To be) the weather good when you (to be) on holiday? 15) When... you (to get up) this morning?

III. Rewrite the following text in the past:

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

IV. Rewrite the following text in the past.

Barry wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Barry jumps out of bed and runs to the bath-room. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train. At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

V. Use the verbs in brackets in the Present Indefinite Tense or the Past Indefinite Tense. Translate the sentences into Ukrainian:

1. I (to go) to the gym at seven o'clock every day.
2. I (to go) to the gym at seven o'clock yesterday.
3. John (to clean) his teeth every morning at 7.30 o'clock.
4. Yesterday John (to clean) his teeth at a half past seven in the morning.
5. Jane (not to do) English exercises every day.
6. Jane (not to do) English exercises yesterday.
7. His brother (to drink) coffee with milk every day.
8. His brother (to drink) coffee with milk yesterday.
9. Her husband (to like) his job. He (to go) to his office by bus. He (to go) to the office at 9 am every day.
10. Her husband usually (to go) to his office by bus. He (to come) to the office at 9.30 am yesterday.

VI. Use the verbs in brackets in the Present Indefinite Tense or the Past Indefinite Tense. Translate the sentences into Ukrainian:

1. I (to study) English every day.
2. You (to come) to my place yesterday?
3. He (to live) in Dubai.
4. How long it (to take) you to get to the City Mall?
5. What you (to study) every Friday?
6. We (to have) dinner with my family yesterday.
7. His computer (to be) ready yesterday.
8. My friend (to like) running in the park every morning.

VII. Use the verbs in brackets in Future Simple tense and translate the sentences into Ukrainian:

- 1) We (to take) an exam in Maths in May.
- 2) Sue travels a lot. Tomorrow she (to fly) to Rome. Next week she (to be) in Tokyo.
- 3) They (to get) married in June.
- 4) It's Bill's birthday next Monday. He (to be) 25.
- 5) I think it (to rain) tomorrow.
- 6) I (not; to be) here tomorrow.
- 7) It (not, to be) rain, so you don't need to take an umbrella.
- 8) I'm not tired. I (not; to go) to bed early tonight.
- 9) My mother doesn't like these flowers so I (not; to plant) them in the garden.
- 10) They (not; to go) to Italy. They were there last summer.
- 11)... you (to be) at home this evening?
- 12)... I

(to phone) you tomorrow? 13) Who... (to watch) television tonight? 14)... we (to go) to Tom's birthday party next Friday? 15) ... you (to see) Mike next Monday?

VIII. Use the verbs in brackets in Present Simple, Past Simple или Future Simple and translate the sentences into Ukrainian:

1. We ... (go) roller-skating last Saturday. 2. Our granny ... (bake) meat-pies every weekend. 3. We ... (write) an essay tomorrow. 4. I really ... (enjoy) the opera yesterday. 5. Where your husband ... (work) five years ago? 6. British people ... (prefer) tea to coffee. 7. Tom, you ... (meet) me at the railway station next Sunday? 8. Where she usually ... (celebrate) her birthdays? 9 ... you (have) a big family? 10. Newton ... (invent) the telescope in 1668. 11. When ... this accident (happen)? 12. I always ... (send) Christmas cards to my grandparents. 13. Nina and Nick ... (get married) in two weeks. 14. How many books they ... (bring) tomorrow? 15. Stanley ... (have) two sons and a daughter.

IX. Use *to be* in one of the simple forms.

1. ... your girlfriend Italian? 2. I ... afraid of spiders. 3. There ... a lot of tourists in our café yesterday. 4. Peter ... in Africa next winter. 5. We ... never late for our Drawing classes. 6. I ... 70 years old in 2050. 7. She ... my neighbor last year. 8. It ... usually very hot in Egypt. 9. I ... born in September. 10. My parents ... doctors.

X. Write out the verbs in the forms of Present Simple, Past Simple and Future Simple. Translate the text.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Next year she will open a driving school. And Clara and Brad will get married quite soon.

XI. Put into negative and interrogative forms.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.

5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

XII. Use the verbs in brackets in Present Simple, Past Simple или Future Simple and translate the sentences into Ukrainian:

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 14. You (to have) a PT lesson yesterday? — No, I... . 15. What you (to buy) at the shop yesterday? -I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

XIII. Write the sentences from these words. Mind the use of Indefinite Tenses:

1) Always / early / Tom /arrive. 2) Like / chocolate / children / usually. 3) Often / snow / it / here. 4) Television / Tim /watch /never. 5) You / want / what/ for dinner ? 6) Last / party / we/ enjoy/ night. 7) Not / the child / last / night / sleep. 8) Angry / yesterday / be / you / why? 9) The Lesson / begin / when? 10) Be / Tom / where / on holiday? 11) Meet /parents /next /Monday/ we / our. 12) He /France /go / not /to. 13) The Friends/ when / you / see. 14) At home / evening / tomorrow /you / be/ when ? 15) Her / present /Sue / like.

XIV. Translate into Ukrainian. All the sentences are passive:

The passive is:

to be (not) + Past Participle (cleaned, done, written, taken, etc.)

1) Butter is made from milk. 2) I am never invited to the parties. 3) Oranges are imported into Britain. 4) Stamps are sold in a post office. 5) How often are these rooms cleaned ? 6) This house was built 100 years ago. 7) The telephone

was invented by Alexander Bell in 1876. 8) I was born in London in 1962. 9) We weren't invited to the party last week. 10) Was anybody taken to hospital after the accident ? 11) We were woken up by a loud noise. 12) The students will be given a new textbook next week. 13) This task will be finished in 10 days. 14) I shall not be allowed to walk after such a serious illness. 15) When will the film be shown on TV?

XV. Use the verbs in brackets in a passive voice.

1. This library ... (build) in 1921. 2. This irrigation project ... (finish) tomorrow. 3. Sandra ... (drive) to work by her husband every day. 4. I can't pay the fare, because my purse ... (steal). I hope that the thief ... (catch) soon. 5. The new shopping centre ... (open) here next year.

XVI. Заполните пропуски предлогами by или with.

Пример: *The pie was made ... the peaches. – The pie was made with the peaches.*

1. This manuscript was written ... unknown author many years ago. 2. Peter was woken up ... the storm. 3. My finger was cut ... a knife. 4. Mary is being bandaged ... a nurse at the moment. 5. The building will be decorated ... marble.

XVII. Answer the questions in Simple Present Passive.

Example: *Is football played in the yard? — Yes, it is.*

It's sometimes played in the yard. — No, it isn't. It's usually played in the field.

Is it played by boys or by girls? — It's played by boys as a rule.

1. Are you always given good marks? 2. Is your friend also given good marks? 3. Is your homework always done in time? 4. Are you often given money by your parents? 5. Is chess played by two or three people? 6. Are you often punished at home? 7. Are trees planted in summer or in autumn? 8. Are you shown pictures at your English lessons? 9. Are your exercise-books collected at the beginning or at the end of the lesson?

XVIII. Ask for more information about the sentences using the words in brackets.

Example: *The children are left after the lessons. (why, how often)*

- *Why are the children left after the lessons?*

- *How often are the children left after the lessons?*

1. The game is won by our school team, (what game). 2. The map is brought from England, (when) 3. My books are not kept on the shelf, (why). 4. School

meetings are held every month, (where). 5. The glass is filled with something, (what). 6. Hockey is usually played by boys, (when). 7. Oranges are not grown in Belarus, (why). 8. The dinner is not yet served, (why). 9. New rules are explained at the lesson, (by whom).

XIX. Use the verbs in brackets in a passive or active voice.

1. Many women and children ... (hurt) in the car accident yesterday. 2. I ... (remember) this story forever. 3. These beautiful plants ... (grow) by my grandmother. 4. The best wine ... (produce) in France. 5. We ... (find) a corpse in his room. 6. This ancient settlement ... (discover) by the famous archaeologist in 1925.

XX. Change the sentences from Active into Passive. Then make questions about these sentences.

Example: I keep my pet in the house. — My pet is kept in the house. — Where is your pet kept?

1. We always write new words into our exercise books. 2. Exercises follow every text. 3. The pupils use the school library. 4. Not all pupils wear the school uniform. 5. The teacher gives us all the text-books. 6. My mother washes my clothes.

XXI. Write questions to the sentences

The park is situated in the centre of the city, (what, where) The statue is made by a famous sculptor, (disjunctive) Demonstrations are held in this square, (what, where) The square is planned round the monument. (general) The obelisk is decorated with figures, (how) The tent is put up on a rock, (alternative)

XXII. Change the sentences from Active into Passive.

Do they sell shoes in this shop? Do they bring tea from India? Do they teach English at your school? Do they make bicycles at this factory? Do they pay him a lot of money? Where do they sell bananas?

XXIII. Translate into English.

1. Слова написані на дошці. 2. Ця книга продається в усіх крамницях. 3. Йому часто надсилають листи? 4. Коли приносять газети? 5. Цей парк завжди показують туристам. 6. Сніданок не дають у нашій школі. 7. Ці тексти не вчать напам'ять.

XXIV. Write the sentences from the words in brackets. Sentences 1-5 are present, 6-10 are past and 11-15 are future:

- 1) Glass / make / from sand. 2) This room / not / use / very often. 3) How / this word / pronounce? 4) These rooms / clean / every day? 5) We / allow / to park here? 6) The house / paint / last month. 7) The office / not / clean / yesterday. 8) How / these windows / break? 9) When / this bridge / build? 10) I / not / wake up / by the loud music. 11) The car / repair / next week. 12) The trees / plant / in October. 13) The meeting / not / hold / on Monday. 14) Who / invite / to his birthday party? 15) When / the library / build?

XXV. Translate into English:

- 1) Том починає роботу о 7.30 і закінчує о 5 вечора. 2) Ви добре розмовляєте англійською. 3) Лінда мешкає недалеко від нас, але ми не дуже часто бачимо її. 4) “Де Мартін ?” - “Вибачте, але я не знаю”. 5) Нам не сподобався цей готель. Кімната була маленька і не дуже чиста. 6) Вчора було свято і крамниці були зачинені. Сьогодні вони відчинені. 7) “Де мої ключі ?” - “Не знаю. Я бачив їх на столі.” 8) Наші друзі зазвичай приходять до нас по неділях, але минулої неділі вони не приходили. 9) Том добре грає в теніс та часто виграє. Але вчора він програв. 10) Де батько купив цю книгу ? Я не бачив її в книгарні. 11) “Ти подзвониш завтра ?” - “Ні, я подзвоню у суботу.” 12) Ми побачимося тільки наступного місяця. 13) Коли було винайдено велосипед ? 14) У футбол грають в багатьох країнах світу. 15) Цей фільм уперше було показано в 1965р. 16) Вікна були розбиті ще вчора.

XXVI. Use the verbs in brackets in Present Continuous. (NOW)

1. My book (to lie) on the table. 2. They (to work). 3. The doctor and her patient (to talk). 4. We (to cook) dinner. 5. My mother (to make) a salad. 5. A young man (to drive) a car. 6. He (to listen) music. 7. My grandfather (to read) a book. 8. The pen (to lie) on the floor. 9. You (to have) a break? 10. She still (to sing).

XXVII. Put the verb into the correct form:

Examples: Please, don't make so much noise. I am studying (study).

Let's go out. It isn't raining (not/ rain) any more.

Listen to those people. What language are they speaking (speak)?

- 1) Look! It (snow).
2) Please, be quiet. I (try) to concentrate.
3) Why (you/ look) at me like that ? Have I said something wrong ?
4) You (make) a lot of noise. Can you be a bit quieter ?

- 5) Listen ! Can you hear those people next door ? They (shout) at each other again.
- 6) Why you (wear) your coat today ? It's very warm.
- 7) I (not/ study) this week. I am on holiday.
- 8) I want to lose weight. I (not/ eat) anything today.

XXVIII. Translate into English in the Present Continuous Tense. (NOW)

1. Ми пишемо. 2. Вони не читають. 3. Вона не працює. 4. Ви бачите? 5. Вони не читають. 6. Вони не грають на піаніно. 7. Я не печу торт. 8. Вона не співає. 9. Її сестра не спить. 10. Бабуся не п'є чай? 11. Твої друзі не п'ють каву? 12. Вона працює за столом. 13. Я пишу листа. 14. Я роблю вправу.
15. Хлопці не плавають у басейні. 16. Вони не грають у футбол? 17. Моя сестра миє підлогу. 18. Моя подруга допомагає своїй дитині. 19. Ты допомагаєш батькам? 20. Учні читають цікаву історію. 21. Вони читають книжку. 21. Вона йде до школи. 22. Вони читають? 24. Джон готує вечерю. 25. Білл бігає у парку.

XXIX. Use the verbs in brackets in Present Continuous or Past Continuous

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now. 15. Now she (to go) to school. 16. What you (to do) now? — I (to drink) tea. 17. You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

XXX. Put the verb into the correct form, Past Continuous or Past Indefinite:

Example: *While I (have dinner), the telephone (ring).*
While I was having dinner the telephone rang.

- 1) Ann (wait) for me when I (arrive).

- 2) What (you / do) at this time yesterday?
- 3) Last night I (read) in bed when suddenly I (hear) a scream.
- 4) (You/ watch) television when I phoned you?
- 5) We (not/ go) out because it (rain).
- 6) I (see) Carol at the party. She (wear) a really beautiful dress.
- 7) I (break) a plate last night. I (do) the washing-up.
- 8) George (fall) off the ladder while he (paint) the ceiling.

XXXI. Translate into English:

- 1) Моя сестра добре грає на піаніно. Послухайте, вона грає зараз. 2) Що ти робиш? – Я перекладаю текст. 3) Куди ти йдеш? – Я йду в університет.
- 4) Що ти робиш вечорами? – Я зазвичай дивлюсь телевізор. 5) Не телефонуй мені завтра о шостий. Я буду приймати гостей.

XXXII. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present Simple, Past Simple, Present Continuous, Past Continuous.

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? - I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? — I (to be) at home the whole day. — How strange. I (to ring) you up at two o'clock, but nobody (to answer). — Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone. 8. What you (to do) at five o'clock yesterday? — I (to work) in the library. — I (to be) there, too, but I (not to see) you. 9. Yesterday I (to work) at my English from five till seven. 10. It (to rain) the whole day yesterday. 11. Where your sister (to be) now? — She (to be) in her room. She (to do) her homework.

XXXIII. Use the verbs in brackets in Future Continuous, Present Continuous, Future Simple

1. At 5 o'clock tomorrow he _____ (work). 2. He can't come at noon tomorrow because he _____ (give) a lesson at that time. 3. She _____ (read) an interesting book the whole evening tomorrow. 4. At 10 o'clock tomorrow morning he _____ (talk) to his friend. 5. You will recognize her when you see her. She _____ (wear) a yellow hat. 6. He _____ (have a party) on Saturday 4th December in London at 10 pm. 7. In the next days you

_____ (visit) famous sights. 8. Jeanne and Paul _____ (move) to London next month. 9. Leave the washing up. - I _____ (do) it later. 10. This time tomorrow I _____ (lie) on the beach. 11. Look out! You _____ (spill) your tea!

XXXIV. Use the verbs in brackets in Present Continuous or Present Simple.

1. I (to read) now. 2. He (to sleep) now. 3. We (to drink) tea now. 4. They (to go) to school now. 5. I (not to sleep) now. 6. She (not to drink) coffee now. 7. I (to read) every day. 8. He (to sleep) every night. 9. We (to drink) tea every morning. 10. They (to go) to school every morning. 11. I (not to sleep) in the daytime. 12. She (not to drink) coffee after lunch. 13. We (not to watch) TV now. 14. They (not to eat) now. 15. My mother (not to work) now. 16. You (to work) now? 17. He (to play) now? 18. They (to eat) now? 19. Your sister (to rest) now? 20. What you (to do) now? 21. What you (to read) now? 22. What they (to eat) now? 23. What your brother (to drink) now? 24. We (not to watch) TV in the morning. 25. They (not to eat) at the lesson. 26. My mother (not to work) at an office. 27. You (to work) every day? 28. He (to play) in the afternoon? 29. They (to eat) at school? 30. Your sister (to rest) after school? 31. What you (to do) every morning? 32. What you (to read) after dinner? 33. What they (to eat) at breakfast? 34. What your brother (to drink) in the evening?

XXXV. Use the verbs in brackets in Present Continuous or Present Simple.

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7. He (to play) now? 8. My mother (to work) at a factory. 9. My aunt (not to work) at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Miami. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? - - He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

XXXVI. Use the verbs in brackets in Present, Past, Future Simple; Present, Past Continuous.

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) now? — I (to wash) the dishes. 5. What you (to do) at three o'clock yesterday? — I (to have) dinner. 6. You (to have) dinner now? 7.

Where your brother (to work)? — He (to work) at an institute. 8. Your grandmother (to sleep) when you (to come) home yesterday? 9. What your brother (to do) tomorrow? 10. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 11. Where Kate (to go) when you (to meet) her yesterday? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the secretary (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock

XXXVII. Read the dialogue paying attention to the use of the Present, Past and Future Continuous Tense:

- D. – What are you doing, Peter?
 P. – I am writing a letter.
 D. – And what were you doing ten minutes ago?
 P. – I was doing my lessons. Well, may be you want to know what shall I be doing in ten minutes, Dick?
 D. – Yes, Pete, what will you be doing in ten minutes?
 P. – I shall be beating you if you don't stop asking me foolish questions.

XXXVIII. Write sentences saying:

- a) *what you were doing at that time yesterday;*
 b) *what you will be doing at this time tomorrow.*

at 7 o'clock	at 4 o'clock
at 8.15	at 7.30
at 12.30	at 9.00

XXXIX. Make up sentences using the table:

The letter	is was	still being	discussed
The article			read aloud
Her story			translated
The text			explained
New words			written
The stories			done
The articles			learnt
The sentences			

XL. Use the verbs in brackets in a right form:

1. My car ... (repair) at the moment. 2. Are you going to make breakfast? No, it ... (make) by my brother. 3. The room ... now (clean). 4. The film ... (show) on TV now? 5. What your brother (to do) in clinic during 2 hours yesterday?

XLI. Make the following sentences passive:

1) Somebody is cleaning the room at the moment. 2) We were packing our things when you came. 3) They are showing a new videofilm now. 4) The students were visiting the new scientific centre at 12 o'clock. 5) The teacher is examining the students in the next room. 6) They are translating the text now. 7) I was writing a letter all the evening. 8) They were planting trees in the morning. 9) Mother is cooking dinner. 10) When I came into the classroom the teacher was explaining a new rule. 11) They are building a new ringroad round the city.

LESSON III

Grammar: Perfect Tenses

Perfect Continuous Tenses

Text A

ENGLISH-SPEAKING WORLD

Approximately 360 to 400 million people speak English as their first language. More than half of these (231 million) live in the United States, followed by some 60 million in the United Kingdom, the first place where English was spoken. English is the third largest language by number of native speakers, after Mandarin Chinese and Spanish. Estimates that include second language speakers vary greatly, from 470 million to more than 1 billion. Besides the major varieties of English, such as British English, North American English, Australian English.

African English, New Zealand English and their sub-varieties, countries such as the Philippines, Jamaica and Nigeria also have millions of native speakers of dialect continua ranging from English-based creole languages to Standard English.

Many Caribbean countries such as Jamaica and Trinidad and Tobago have majorities natively speaking an English creole, or a patois in a "post-creole continuum". Other substantial communities of native speakers are found in South Africa (4.8 million), Nigeria (4 million, 5%) and Singapore (1 million, 17%).

In some countries where English is not the most spoken language, it is an official language; these countries include Botswana, Cameroon, the Federated States of Micronesia, Fiji, Ghana, Hong Kong, India, Kenya, Kiribati, Lesotho, Liberia, Malta, the Marshall Islands, Mauritius, Namibia, Nigeria, Pakistan, Palau, Papua New Guinea, the Philippines (Philippine English), Rwanda, Saint Lucia, Samoa, Seychelles, Sierra Leone, Singapore, the Solomon Islands, Sri Lanka, Sudan, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

There are six countries with a majority of native English speakers. They are, in descending order of English speakers, the United States (at least 231 million), the United Kingdom (60 million), Canada (19 million), Australia (at least 17 million), Ireland (4.2 million), and New Zealand (3.7 million). These six countries are also grouped under the term Anglosphere.

Anglosphere refers to a set of English-speaking nations with a similar cultural heritage, based upon populations originating from the nations of the British Isles (England, Wales, Scotland and Ireland), and which today maintain close political and military cooperation.

The Anglosphere was first coined, but not explicitly defined, by the science fiction writer Neal Stephenson in his book *The Diamond Age*, published in 1995.

The Merriam-Webster dictionary defines the Anglosphere as "the countries of the world in which the English language and cultural values predominate". The *Shorter Oxford English Dictionary* uses the definition "the group of countries where English is the main native language".

EXERCISES:

I. Answer the questions on Text A:

1) Which are the three largest languages by number of native speakers? 2) How many people speak English as their first language? 3) Do estimates that include second language speakers vary greatly? 4) Which major varieties of English can you name? 5) Can you explain the term "an official language"? 6) What does the term "anglosphere" refer to?

II. Find the English equivalents in the text:

приблизно, як, кількість, різновид, діалект, більшість, значний, термін, спадщина, підтримувати, подібний, автор науково-популярних творів, словник.

III. Give the Ukrainian equivalents and make the sentences with the following words and word combinations:

native speakers, to be followed by, a majority of, a cultural heritage, to maintain the cooperation, cultural values, the definition, similar.

IV. Complete the following sentences:

1. The United Kingdom is the first place ...
2. English is the third ...
3. In some countries where English is not the most spoken language, it is ...
4. There are six countries with ...
5. “Anglosphere” refers to ...

Text B

AUSTRALIA

Australia, officially the Commonwealth of Australia, is a country in the Southern Hemisphere comprising the mainland of the Australian continent (the world's smallest), the island of Tasmania and numerous smaller islands in the Indian and Pacific Oceans. Australia has six states — New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia - and two major mainland territories - the Northern Territory and the Australian Capital Territory (ACT). The capital city of Australia is Canberra. With a population of over 345,000, it is Australia's largest inland city and the eighth largest Australian city overall. The largest city in Australia and Oceania is Sydney with a population of 4,504,469. It is also the state capital of New South Wales. Other large cities are Melbourne, Brisbane, Perth and Adelaide.

The Commonwealth of Australia is a constitutional democracy based on a federal division of powers. The form of government used in Australia is a constitutional monarchy with a parliamentary system of government. Queen Elizabeth II is the Queen of Australia. There are three branches of government: the legislature (the Commonwealth Parliament, comprising the Queen, the Senate, and the House of Representatives), the executive (the Federal Executive Council, the Prime Minister and Ministers of State) and the judiciary (the High Court of Australia and other federal courts).

Most of the estimated 22 million Australians are descended from colonial-era settlers and immigrants from Europe, with almost 90% of the population being of European descent. For generations, the vast majority of immigrants came from the British Isles, and the people of Australia are still mainly of British or Irish ethnic origin.

Since 1788, the primary basis of Australian culture has been Anglo-Celtic Western culture. Distinctive cultural features have also arisen from Australia's natural environment and Indigenous cultures.

English is the national language. Australian English has a unique accent and a small number of unique terms, some of which have found their way into other dialects of the English-speaking world. Grammar and spelling are largely based on those of British English.

Australia is the sixth largest country in the world. Its ocean territory is the world's third largest, spanning three oceans and covering around 12 million square kilometers.

Australia is one of the most urbanised and coast-dwelling populations in the world. More than 80 per cent of Australians live within 100 kilometers of the coast.

Australia has some of the oldest land surface on earth and while rich in biodiversity its soils and seas are among the most nutrient poor and unproductive in the world.

Only six per cent of the Australian landmass is arable. Large volumes of water are required from both surface and groundwater supplies.

Australia is the driest inhabited continent on earth, with the least amount of water in rivers, the lowest run-off and the smallest area of permanent wetlands of all the continents.

One third of the continent produces almost no run-off at all and Australia's rainfall and stream-flow are the most variable in the world.

The most common vegetation types today are those that have adapted to arid conditions, where the land has not been cleared for agriculture. The dominant type of vegetation in Australia - 23 per cent - is the hummock grasslands. Acacias tend to dominate in drier inland parts of Australia, while eucalypts dominate in wetter parts.

Australia is one of the most biologically diverse countries on the planet. It is home to more than one million species of plants and animals, many of which are found nowhere else in the world, and less than half have been described scientifically.

About 85 per cent of flowering plants, 84 per cent of mammals, more than 45 per cent of birds, and 89 per cent of inshore, freshwater fish are unique to Australia.

Among Australia's best-known animals are the kangaroo, koala, echidna, dingo, platypus wallaby and wombat.

For tens of thousands of years, the lives and sense of cultural identity of Indigenous Australians were inextricably linked to the land, its forms, flora and fauna. Today, the identity of all Australians is shaped by a relationship with the natural environment.

EXERCISES:

I. Answer the questions on Text B:

1) Where is Australia situated? 2) What is the political system in Australia? 3) Where are most of Australians descended from? 4) Does Australian English have its unique accent and some unique terms? 5) What are Australian rivers characterized by? 6) Is the considerable part of the Australian landmass arable? 7) Can you describe the dominant types of vegetation in this country? 8) What is the astonishing Australian biodiversity due to in your opinion?

II. Give the English equivalents:

розподіл, походити, покоління, Південна півкуля, аборигени, багатий, обсяг, водосховище, рослинність, умови, вологий, покривати, влада, особливість, посушливий, різноманітний, прісноводний, качкодзьоб, поєднати.

III. Give the Ukrainian equivalents and make the sentences with the following words and word combinations:

the Commonwealth, the branches of government, the vast majority, coast-dwelling population, arable, unproductive soils, wetlands, the species of plants and animals, to be shaped by, the groundwater supply.

IV. Arrange the words in the pairs of antonyms:

large, common, wet, unique, dry, the mainland, immigrants, the island, Indigenous, small, rich, permanent, variable, poor.

V. Complete the following sentences:

1. Australia is the sixth ...
2. This country is situated in the Southern ...
3. Australia is the driest ...
4. Australia is one of the most urbanised and ...
5. Many species of plants and animals are found ...
6. Among Australia's best-known animals are ...

VI. Retell the text according to the plan:

- 1) The geographical location of Australia.
- 2) The capital city and the largest cities.
- 3) The population of the country.
- 4) The political system of Australia.
- 5) The Australia land and the climate.
- 6) Flora and Fauna of the country.

Text C

THE UNITED STATES OF AMERICA

The United States of America is one of the largest, powerful and highly developed countries in the world.

The total area of the United States is over 9 million square kilometres. The USA consists of three separate parts. They are the Hawaiian Islands, situated in the central part of the Pacific Ocean, Alaska, separated by the Canadian territory, and the rest major part of the USA.

The Great Rocky mountains run north and south. Some of them form a divide between rivers that flow westward and those that flow towards the Atlantic or the Gulf of Mexico. The continental part of the USA consists of the highland regions and the two lowland regions. The highland regions are the Appalachian mountains in the east and the Cordillera in the west. The lowlands are situated between the Cordillera and the Appalachian mountains and are usually called the prairie. Eastern lowlands are called Mississippi valley.

The main rivers of the United States are the Mississippi, one of the longest rivers in the world, and the Hudson river. The Mississippi and the Missouri River and their branches form a 19.000-kilometre system of waterways that are connected to the Great Lakes in the north by a canal. There are other important rivers in the USA such as the Yukon in Alaska, the Rio Grande, the Columbia, the Colorado which flows through the magnificent Grand Canyon, carved through the ages by the river's waters.

The population of the USA is about 250 million people. Attracted by the reports of great economic opportunities and religious and political freedom, immigrants, from many countries went to the USA which was populated by native Indian. And nowadays all of them make the American people.

Washington, the capital of the United States of America, is situated on the Potomac river in the District of Columbia. The district is a piece of land ten miles square, and it does not belong to any separate state but to all the states. The district was named in honour of Columbus, the discoverer of America.

Washington, D.C. was founded in 1791. It was named after the first American President George Washington (1792-1799). In 1800 Washington, D.C. became the capital of the USA. Today the population of this city is over 3 mln. Washington, D.C. is the seat of the US Government.

The Nation's capital, Washington, is the seventeenth in population city, the largest being New York - 7 mln. Chicago - 3 mln, Los Angeles - about 3 mln, Philadelphia - 1.7 mln.

The United States is rich in most of the metals and minerals needed to supply its basic industries. It possesses large quantities of coal, oil and gas, which satisfy all branches of economy with energy. The USA has a highly developed motorcar industry which is concentrated in and around Detroit. Electric and electronic engineering, transport, communication, ship building,

textile industry are very powerful there. In the United States, there are plenty of fertile soil. So 47 per cent of the land area is farmland. Fishing is very important in the national economy. Half of the fish caught is used for food, the other half is converted into fish meal for animals and fish oil for industry use.

The USA is a federation of states. It consists of 50 states and the district of Columbia. America elects a President as Head of State every leap year, on a fixed November day. America's President is the head of his political party. The USA has two main political parties: Democrats and Republicans. The US Congress consists of two chambers: the House of Representatives and the Senate. America has a Congress election every two years.

EXERCISES:

I. Answer the questions on Text D:

1) What kind of country is the United States of America? 2) Where is the United States of America situated? 3) What oceans is the USA washed by? 4) What is the total area of the United States ? 5) What parts does the USA consist of? 6) What mountains are there in the USA ? 7) What parts does the continental territory of the USA consist of? 8) Where is the highland (lowland) region situated? 9) What are the main rivers in the USA? 10) Which river is the longest? 11) What is the population of the USA? 12) The capital of the United States is Washington, isn't it? What do you know about this city? 13) What industries are developed there? 15) What opportunities does the fertile soil give? 16) How many states does the USA consist of? 17) When was the US capital founded? 18) What do the words "the district of Columbia" mean?

II. Find the English equivalents in the text:

Омивається, загальна площа, квадратні кілометри, окремі частини, складається з, сягати з півночі на південь, притоки (ріки), водні шляхи, релігійні та політичні свободи, бути багатим на, можливості володіти, велика кількість, родючий, переробляти, високосний рік.

III. Give the Ukrainian equivalents of the following word combinations from Text A:

A divide between, carved through the ages, in and around, branches of economy, plenty of, farmland, fish oil, Democrats and Republicans, national economy, fish meal, half, the capital, a report, system of waterways, highland regions, lowland regions, valley, coast, eastern, western, westward, fertile soil, population.

IV. Arrange the given words in the pairs of synonyms:

Freedom, important, abundance, significant, powerful, to divide, whole, splendid, to separate, total, great, basic, to have, independence, strong, principal, immense, fundamental, soil, to possess, plenty, main, magnificent, earth.

V. Arrange the words in the pairs of antonyms:

The largest, highly developed, important, western, to separate, highlands, the longest, backward, unimportant, eastern, the smallest, the shortest, lowlands, north, magnificent, south, simple, main, to connect, secondary.

VI. Retell the text according to the plan:

1) The geographical location of the USA. 2) Mountains and rivers on the territory of the United States. 3) The capital and the population of the USA. 4) National economy of the United States. 5) Political system of the USA.

Text D

CANADA

Canada (/ˈkænədə/; French: [ka.na.da]) is a sovereign state in the northern part of North America. Its ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean, covering 9.98 million square kilometres (3.85 million square miles), making it the world's second-largest country by total area and the fourth-largest country by land area. Canada's border with the United States is the world's longest land border. Canada is sparsely populated, the majority of its land territory being dominated by forest and tundra and the Rocky Mountains; about four-fifths of the country's population of 35 million people live near the southern border. The majority of Canada has a cold or severely cold winter climate, but southerly areas are warm in summer.

The land now called Canada has been inhabited for millennia by various Aboriginal peoples. Norsemen settled briefly at L'Anse aux Meadows in Newfoundland around 1000 AD. Beginning in the 15th century, British and French colonies were established on the Atlantic coast, with the first establishment of a region called "Canada" occurring in 1537.

While a variety of theories have been postulated for the etymological origins of Canada, the name is now accepted as coming from the St. Lawrence Iroquoian word Kanata, meaning "village" or "settlement". In 1535, indigenous inhabitants of the present-day Quebec City region used the word to direct French explorer Jacques Cartier to the village of Stadacona. Cartier later used the word Canada to refer not only to that particular village, but the entire area subject to Donnacona (the chief at Stadacona); by 1545, European books and

maps had begun referring to this small region along the St Lawrence River as Canada.

In 1931 Canada achieved near total independence from the United Kingdom with the Statute of Westminster 1931, and full sovereignty was attained when the Canada Act 1982 removed the last remaining ties of legal dependence on the British parliament.

Canada has a parliamentary system within the context of a constitutional monarchy, the monarchy of Canada being the foundation of the executive, legislative, and judicial branches. The sovereign is Queen Elizabeth II, who is also monarch of 15 other Commonwealth countries and each of Canada's 10 provinces. As such, the Queen's representative, the Governor General of Canada, carries out most of the federal royal duties in Canada.

The direct participation of the royal and viceregal figures in areas of governance is limited. In practice, their use of the executive powers is directed by the Cabinet, a committee of ministers of the Crown responsible to the elected House of Commons and chosen and headed by the Prime Minister of Canada.

The country is officially bilingual at federal level. It is one of the world's most ethnically diverse and multicultural nations, the product of large-scale immigration from many countries. Its advanced economy is the eleventh largest in the world, relying chiefly upon its abundant natural resources and well-developed international trade networks.

Canada is a developed country and has the tenth highest nominal per capita income globally, and the ninth highest ranking in the Human Development Index. It ranks among the highest in international measurements of government transparency, civil liberties, quality of life, economic freedom, and education.

Canada's national symbols are influenced by natural, historical, and Aboriginal sources. The use of the maple leaf as a Canadian symbol dates to the early 18th century. The maple leaf is depicted on Canada's current and previous flags, and on the Arms of Canada.

EXERCISES:

I. Answer the questions on Text D:

1) What area does Canada cover? 2) Where is this country situated? 3) Can you describe the nature of the majority of Canada's territory? 4) What is the climate of Canada? 5) Can you explain the etymology of the name "Canada"? 6) When did Canada achieve the total independence from the United Kingdom? 7) What is the political system in Canada? 8) Who carries out most of the federal royal duties in Canada? 9) Is the royal participation in the state power limited? 10) Do English and French have equal status in federal courts, parliament and in all federal institutions? Is French the official language of Quebec? 11) Is Canada a

highly developed country? 12) What is the national symbol of Canada? What is it influenced by?

II. Translate into Ukrainian:

to achieve, sparsely, to cover, the cover, the executive power, to be headed by, a level, abundant natural resources, a participation, a settlement, indigenous inhabitants, an explorer, to carry out, a severely cold winter climate, a map, to rank, a border.

III. Translate into English:

1) Ліси та тундра покривають більшу частину території країни. 2) Звідки походить назва цієї місцевості? 3) Чотири п'ятих населення країни мешкає недалеко від її південного кордону. 4) Більшість території цієї країни характеризується холодним кліматом, але на півдні тепло влітку. 5) Це одна з найрізноманітніших за етнічним складом країн. 6) Протягом тисячоліть ці землі заселялися різними народами. 7) Ця країна посідає одне з перших місць у світі за індексом людського розвитку.

IV. Complete the following sentences:

1. The country is officially bilingual...
2. Canada is a country in the northern part ...
3. The country extends from the Atlantic to ...
4. The name of Canada is now accepted as coming from ...
5. The use of the maple leaf as a Canadian symbol dates to ...
6. The Governor General of Canada is the representative of ...

V. Is it true or false?

1) The oak is the Canada's national symbol. 2) Canada is the first-largest country in the world. 3) The Constitution of Canada is the supreme law of the country. 4) Canada is a federation composed of five provinces and two territories. 5) Canada is the world's eleventh-largest economy. 6) French is used as a language of instruction, in courts, and for other government services in addition to English.

VI. Retell the text according to the plan:

1) The geographical location of Canada. 2) The climate of the country. 3) The etymological origin of "Canada". 4) The European colonization. 5) The Political system of the country. 6) The Canada's national economy. 7) The national symbol of Canada.

Text E

New Zealand.

New Zealand is an island country in the southwestern Pacific Ocean. Because of its remoteness, it was one of the last lands to be settled by humans. New Zealand was first settled by Eastern Polynesians between 1250 and 1300, concluding a long series of voyages through the southern Pacific islands. Over the centuries that followed, these settlers developed a distinct culture now known as Maori.

The first Europeans known to have reached New Zealand were Dutch explorer Abel Tasman and his crew in 1642. Europeans did not revisit New Zealand until 1769 when British explorer James Cook mapped almost the entire coastline. Following Cook, New Zealand was visited by numerous European and North American whaling, sealing and trading ships. They traded food, metal tools, weapons and other goods for timber, food, artifacts and water.

In 1840 representatives of the British Crown and Maori Chiefs signed the Treaty of Waitangi, making New Zealand a British colony. Today, the majority of New Zealand's population of 4.5 million is of European descent; the indigenous Maori are the largest minority, followed by Asians and Pacific Islanders.

New Zealand is a constitutional monarchy with a parliamentary democracy, although its constitution is not codified. Elizabeth II is the Queen of New Zealand and the head of state. The Queen is represented by the Governor-General, whom she appoints on the advice of the Prime Minister. The Governor-General can exercise the Crown's prerogative powers, such as reviewing cases of injustice and making appointments of ministers, ambassadors and other key public officials. The powers of the Queen and the Governor-General are limited by constitutional constraints and they cannot normally be exercised without the advice of Cabinet.

New Zealand is a developed country with a market economy that is dominated by the exports of dairy products, meat and wine, along with tourism. New Zealand is a high-income economy and ranks highly in international comparisons of national performance, such as health, education, economic freedom and quality of life.

New Zealand is identified as one of the world's most stable and well-governed nations. As of 2011, the country was ranked fifth in the strength of its democratic institutions and first in government transparency and lack of corruption.

New Zealand's geographic isolation for 80 million years and island biogeography is responsible for the country's unique species of animals, fungi and plants. The endemic flightless kiwi is a national icon. Other indigenous animals are represented by reptiles (tuataras, skinks and geckos), frogs, spiders (katipo), insects (weta) and snails. Some, such as the wrens and tuatara, are so

unique that they have been called living fossils. New Zealand's culture is mainly derived from Maori and early British settlers, with recent broadening arising from increased immigration. The official languages are English, Maori and New Zealand Sign Language with English predominant.

New Zealand English is similar to Australian English and many speakers from the Northern Hemisphere are unable to tell the accents apart. The most prominent differences between the New Zealand English dialect and other English dialects are the shifts in the short front vowels: the short-"i" sound (as in "kit") has centralised towards the schwa sound (the "a" in "comma" and "about"); the short-"e" sound (as in "dress") has moved towards the short-"i" sound; and the short-"a" sound (as in "trap") has moved to the short-"e" sound. Hence, the New Zealand pronunciation of words such as "bad", "dead", "fish" and "chips" sound like "bed", "did", "fush" and "chups" to non-New Zealanders.

EXERCISES:

I. Find the synonyms of the words given below in a dictionary:

An island, a remoteness, humans, a descent, endemic, apart, to broaden, performance, to be identified as...

II. Translate into English:

Бути неспроможним, бути відповідальним за, призначення, прозорість влади, виразний, місцевий, нанести на мапу, здійснювати, поселенець, зростати.

III. Explain the meaning of these expressions:

A national icon, a living fossil, the Crown's prerogative powers, to be codified, a national performance.

IV. Translate in writing the second paragraph of the text paying attention to the following words and expressions:

The first ... known to have reached ...; to map smth; following smb.

V. Translate into English the following sentences using the Passive Voice:

1) В економіці цієї країни переважає експорт харчових продуктів. 2) Країну вважають однією з найстабільніших та високо розвинених у світі.

3) Протягом століть Нову Зеландію відвідувало багато європейських та американських дослідників. 4) Країну представляє Генерал-губернатор. 5) Недаремно цих рідкісних тварин назвали «живими копалинами».

Text F

Ireland

The island of Ireland is located in the north-west of Europe, between latitudes 51° and 56° N, and longitudes 11° and 5° W. It is separated from the neighbouring island of Great Britain by the Irish Sea and the North Channel, which has a width of 23 kilometres (14 mi) at its narrowest point. To the west is the northern Atlantic Ocean and to the south is the Celtic Sea, which lies between Ireland and Brittany, in France. Ireland has a total area of 84.421 km²

Politically, the island is divided between Ireland (a sovereign state also called the Republic of Ireland) and Northern Ireland (a constituent country of the United Kingdom).

The Republic of Ireland is a parliamentary democracy based on the Westminster model with a written constitution and a popularly elected president who has mostly ceremonial powers. The Government is headed by a prime minister, the Taoiseach, who is appointed by the President on the nomination of the lower house of parliament, the Dail. Members of the government are chosen from both the Dail and the upper house of parliament, the Seanad. Its capital is Dublin.

Ireland today ranks amongst the wealthiest countries in the world in terms of GDP per capita and in 2012 was ranked the seventh most developed nation in the world by the United Nations' Human Development Index.

The Republic of Ireland has shown a strong commitment to renewable energy, ranking as one of the top 10 markets for cleantech investment in the 2014 Global Green Economy Index. Research and development in Ireland in renewable energy such as wind power has increased since 2004. Large wind farms are being constructed in coastal counties such as Cork, Donegal, Mayo and Antrim.

The island's geography comprises relatively low-lying mountains surrounding a central plain, with several navigable rivers extending inland.

The island's lush vegetation, a product of its mild climate and frequent rainfall, earns it the sobriquet the Emerald Isle. Overall, Ireland has a mild but changeable oceanic climate with few extremes. The climate is typically insular. As a result, winters are milder than expected for such a northerly area. However, summers are cooler than those in Continental Europe. Rainfall and cloud cover are abundant.

Because of its mild climate, many species, including sub-tropical species such as palm trees, are grown in Ireland.

There are three World Heritage Sites on the island: the Bru na Boinne, Skellig Michael and the Giant's Causeway. A number of other places are on the tentative list, for example the Burren, the Ceide Fields and Mount Stewart. Dublin is the most heavily touristed region and home to several of the most popular attractions

Two main languages are spoken in Ireland: Irish and English. Both languages have widely contributed to literature. Irish, now a minority but official language of the Republic of Ireland, was the vernacular of the Irish people for over two thousand years and was probably introduced by some sort of proto-Gaelic migration during the Iron Age, possibly earlier. It began to be written down after Christianisation in the 5th century and spread to Scotland and the Isle of Man where it evolved into the Scottish Gaelic and Manx languages respectively. The Irish language has a vast treasure of written texts from many centuries.

English was first introduced to Ireland in the Norman invasion. It was spoken by a few peasants and merchants brought over from England, and was largely replaced by Irish before the Tudor Conquest of Ireland. It was introduced as the official language with the Tudor and Cromwellian conquests. Language shift during the 19th century replaced Irish with English as the first language for a vast majority of the population.

Less than 10% of the population of the Republic of Ireland today speak Irish regularly outside of the education system and 38% of those over 15 years are classified as "Irish speakers". In Northern Ireland, English is the de facto official language, but official recognition is afforded to Irish, including specific protective measures.

I. Find the synonyms of the words given below in a dictionary:

Strong, an invasion, regularly, to introduce, renewable, a wealthy, frequent, narrow, total, mild.

II. Translate into English:

Загальна площа, типово острівний клімат, мати церемоніальні повноваження, бути розташованим, система освіти, офіційне визнання, переважна більшість населення, вірогідно, часті опади, соковита рослинність, демонструвати стійку прихильність.

III. Explain the meaning of these expressions:

A World Heritage Site, a heavily touristed region, a parliamentary democracy, a renewable energy, GDP per capita, the Human Development Index.

IV. Translate in writing the fourth paragraph of the text paying attention to the following words and expressions:

To rank as ...; cleantech investment; Global Green Economy Index; the wind power.

V. Translate into English the following sentences using the Passive Voice:

1) Ірландське море та Північна протока відокремлюють Ірландію від найближчого сусіднього британського острова. 2) Ця парламентська демократична система базується на Вестмінстерській моделі. 3) Уряд очолює прем'єр-міністр. 4) Міністра іноземних мов справ призначає Президент. 5) В Ірландії розмовляють двома мовами ірландською та англійською.

GRAMMAR

Ч а с и г р у п и P e r f e c t

Дієслова у всіх часах Perfect виражають дію, що завершилася до певного моменту або до початку іншої дії. Часи цієї групи вказують на факт здійснення дії, на її результат.

Часи групи Perfect утворюються за допомогою допоміжного дієслова **to have** та дієприкметника минулого часу Participle II.

Час, особу та число вказує допоміжне дієслово **to have**.

The Present Perfect Tense.

have + Participle II основного
has + дієслова

Participle II (Past Participle) правильних дієслів утворюється додаванням до інфінітива закінчення **-ed**: to invite – invited. Past Participle неправильних дієслів треба запам'ятати: to build – built.

У питальній формі допоміжне дієслово **have/has** ставиться перед підметом:

Have you ever lived in a town? – Ви коли-небудь жили у місті?

У заперечній формі після допоміжного дієслова **have/has** вживається частка **not**:

My friend has not yet come. – Мій друг ще не прийшов.

Теперішній завершений час вживається:

1) для вираження дії, що завершилась до теперішнього моменту, мовця цікавить не час здійснення дії, а її результат: He has written a good report. – Він написав добру доповідь.

2) з прислівниками теперішнього часу, що позначають період часу, який до даного моменту ще не закінчився: *today* (сьогодні), *this week* (цього тижня), *this month* (цього місяця), *this year* (цього року), *this morning* (сьогодні вранці).

3) з прислівниками теперішнього часу: *just* (тільки що), *already* (вже), *not yet* (ще не), *ever* (коли небудь), *never* (ніколи), *often* (часто), *before* (раніше), *seldom* (рідко), *always* (завжди): I have just seen him. – Я тільки що його бачив.

4) з прийменником *since* (з тих пір): I haven't seen him since last month. – Я не бачив його з минулого місяця.

The Present Perfect Tense на українську мову перекладається дієсловом доконаного виду в минулому часі.

The Past Perfect Tense.

had + Participle II основного дієслова

The Past Perfect вживається для вираження минулої дії, що вже завершилася до певного моменту в минулому. Цей момент позначається такими словосполученнями: *by 2 o'clock* (до другої години), *by the time* (до того часу), *by the 1st of January* (до першого січня), тощо: *I had done my homework by eight o'clock.* – До восьмої години я вже виконав домашнє завдання.

Минулий завершений час вживається для вираження завершеної дії:

а) до певного моменту у минулому: *He has passed all exams by the end of the last month.* – До кінця минулого місяця він склав всі іспити.

б) до початку іншої дії в минулому:

He had finished his work before he left for Kyiv. – Він закінчив роботу до того як поїхав до Києва.

У питальній формі допоміжне дієслово **had** ставиться перед підметом:

Had you finished your work by the first of September? – Чи закінчив ти свою роботу до першого вересня?

У заперечній формі після допоміжного дієслова **had** вживається частка **not**:

I had not read the book by *До суботи я ще не прочитав*

Saturday.

We had not received the telegram when he arrived.

книжки.

Ми не отримали телеграми, коли він приїхав.

The Future Perfect Tense.

Майбутній завершений час вживається для вираження майбутньої дії, що завершиться до певного моменту або до початку іншої дії в майбутньому.

shall + **have** + **Participle II** основного дієслова
will

The Future Perfect Tense вживається для вираження дії, яка завершиться:

а) до конкретного моменту в майбутньому:

We shall have finished this work by seven o'clock. – До сьомої години ми закінчимо цю роботу.

б) до початку іншої дії в майбутньому:

They will have studied the problem before they begin their practical work. – Вони вивчать цю проблему перед тим як почати практичну роботу.

У питальній формі перше допоміжне дієслово **shall/will** ставиться перед підметом:

Will he have written the report by the first of June? – Чи напише він доповідь до першого червня?

У заперечній формі після першого допоміжного дієслова **shall/will** вживається частка **not**:

I shall not have read the book by the time you come back. – Я не прочитаю книжку до того, часу поки ти не повернешся.

The Future Perfect Tense вживається з наступними словосполученнями: *by 3 o'clock tomorrow, by this time tomorrow, by the time he comes, by the evening, by the end of the week (month, year), before somebody comes* тощо.

Зведена таблиця часів групи Perfect

Час	Форма		
	стверджувальна	питальна	заперечна

Present Perfect	You have translated the text.	Have you translated the text?	You have not translated the text.
Past Perfect	You had translated the text before I came.	Had you translated the text before I came.	You had not translated the text before I came.
Future Perfect	You will have translated the text before I come.	Will you have translated the text before I come?	I will not have translated the text before I come.

Часи групи Perfect Continuous

Форми часів групи Perfect Continuous вказують на тривалу дію, що почалася до якогось певного моменту в минулому і триває в цей певний момент (або аж до цього моменту). Отже, часи групи Perfect Continuous виражають дію, яка почалася до моменту мовлення (Present Perfect Continuous Tense) або до моменту мовлення у минулому чи майбутньому (Past Perfect Continuous Tense і Future Perfect Continuous Tense) і триває аж до цього моменту.

Як і часи групи Continuous, часи групи Perfect Continuous виражають дію в її розвитку, як процес.

На тривалість дії звичайно вказують наступні вирази: *for some hours* (впродовж декількох годин), *all the month (week)* (весь місяць (тиждень)), *since 1970* (з 1970 року), *all the morning* (весь ранок) та ін.

Українською мовою дієслова цієї групи перекладаються відповідно дієсловами недоконаного виду в теперішньому, минулому та майбутньому часах.

Часи групи Perfect Continuous утворюються за допомогою дієслова **to be** у відповідній формі Present, Past або Future Perfect і Participle I основного дієслова.

The Present Perfect Continuous Tense.

Теперішній завершений тривалий час виражає дію, що тривала протягом певного часу до моменту мовлення. Цей час вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду і/або все ще продовжується в цей момент, або щойно закінчилася.

have + } **been** + **Participle I** **основного**
has + } **дієслова**

She came here an hour ago and has been waiting for you ever since. – Вона прийшла сюди годину тому і з тих пір ще на тебе чекає.

У питальній формі перше допоміжне дієслово ставиться перед підметом:

Have you been working since morning? – Чи працюєш ти вже з ранку?

У заперечній формі після першого допоміжного дієслова вживається заперечна частка **not**: *He has not been working since morning. – Він не працює з ранку.*

Здебільшого на період тривалості дії вказують обставини часу, часто з прийменником **for** або **since**:

*His father has been working at this plant **for** twenty years.*

Його батько працює на цьому заводі двадцять років (почав працювати двадцять років тому і працює досі).

*I have been waiting here **for** half an hour.*

Я чекала тут півгодини (дія почалася півгодини тому, тривала до моменту мовлення і щойно закінчилася).

*She has been teaching physics at our school **since** 1970.*

Вона викладає фізику в нашій школі з 1970 року (і зараз викладає)

Також Present Perfect Continuous вживається в питальних реченнях з питальними словами **since when** (з я кого часу, відколи), **how long** (як довго, скільки часу), якщо мова йде про період, що безпосередньо передує моменту мовлення:

Since when have you been working here?

З якого часу ви працюєте тут?

How long have you been learning English?

Скільки часу ви вивчаєте англійську мову?

Note. З дієсловами, що не вживаються з часами групи Continuous (дієслова сприйняття), замість Present Perfect Continuous вживається Present Perfect і перекладається на українською мовою теперішнім часом:

*How long have you known her?
You haven't seen me for years.*

*Скільки часу ви знаєте її?
Ви не бачили мене багато років.*

The Past Perfect Continuous Tense.

Минулий завершений тривалий час виражає тривалу дію, яка почалася до якогось моменту в минулому і/або продовжувалася в цей момент, або закінчилася безпосередньо перед ним.

He had been working for two years at the plant before I came here. – Він вже попрацював на заводі два роки перед тим, як я прийшов туди.

Past Perfect Continuous утворюється з допоміжного дієслова **to be** у Past Perfect та дієприкметника теперішнього часу основного дієслова.

had been + **Participle I** основного дієслова

His sister had been living in Kyiv for three years when I came to her. – Його сестра вже мешкала у Києві три роки, коли я прийшов до неї.

Питальна форма: *Had you been working for three months here?*

Заперечна форма: *You had not been working for three months here.*

Отже, Past Perfect Continuous вживається, коли вказано період часу, протягом якого дія вже завершилась, тобто з такими позначеннями часу як **for two hours, for three months, for a long time** тощо. The Past Perfect Continuous перекладається на українською мовою дієсловом у минулому часі недоконаного виду.

It had been raining for two hours when I left home. – Дощ йшов вже дві години, коли я вийшов з дому.

The Future Perfect Continuous Tense.

Майбутній завершений тривалий час вживається для вираження тривалої майбутньої дії, яка почнеться раніше іншої майбутньої дії (або моменту) і буде ще здійснюватися у момент його настання.

Слова-показники: **by..., for... o'clock** etc.

Як і інші часи цієї групи, Future Perfect Continuous вживається, коли вказано період часу, протягом якого дія буде здійснюватися. Future Perfect Continuous перекладається на українську мову дієсловом недоконаного виду в майбутньому часі.

Утворюється за допомогою допоміжного дієслова *to be* у Future Perfect та *Participle I* основного дієслова:

shall
wil + } **have been** + **Participle I** **основного**
I дієслова

I shall begin to work at ten o'clock in the morning (Future Indefinite).

Я почну працювати о десятій ранку.

When you return home at five o'clock, I shall have been working for seven hours (Future Perfect Continuous).

Коли ви повернетесь додому о п'ятій годині, я буду вже працювати впродовж семи годин.

By the first of October, 2010, he will have been working at the factory for fifteen years (Future Perfect Continuous).

До першого жовтня 2010 року він буде працювати на фабриці вже п'ятнадцять років.

Зведена таблиця часів групи **Perfect Continuous**

Час	Форма		
	стверджувальна	питальна	заперечна
Present Perfect Continuous	I have been translating the article for two hours.	Have I been translating the article for two hours?	I have not been translating the article for two hours.
Past Perfect Continuous	I had been reading the book since morning when my brother came.	Had I been reading the book since morning when my brother came?	I had not been reading the book since morning when my brother came.
Future Perfect Continuous	I shall have been watching television for two hours tomorrow when you come.	Shall I have been watching television for two hours tomorrow when you come?	I shall not have been watching television for two hours tomorrow when you come.

Часи групи **Perfect** пасивного стану

Часи групи Perfect пасивного стану утворюються за допомогою допоміжного дієслова to be у теперішньому, минулому та майбутньому часах групи Perfect та Participle II основного дієслова за формулою:

to have been + Participle II

I have been asked two difficult questions today.

Мені сьогодні поставили два складні запитання.

Часи групи Perfect пасивного стану вживаються у тих самих випадках, що й активного стану.

Минулий та майбутній часи групи Perfect пасивного стану вживаються доволі рідко.

У теперішньому часі часто вживаються дієслова *to ask, to send, to tell* та ін.

I've been asked to play in next week's football match.

Мене попросили взяти участь у футбольному матчі наступного тижня.

He's been told to work harder.

Йому сказали , щоб він працював більше.

He's been sent to help them.

Його послали їм на допомогу.

Часи групи Perfect Continuous у пасивному стані не вживаються.

GRAMMAR EXERCISES

I. The four forms of the following verbs:

- a) to repeat, to translate, to study, to answer, to discuss, to receive, to ask, to wash, to play, to stop, to decide, to dress, to love, to use, to open, to revise, to finish
- b) to read, to take, to do, to begin, to give, to see, to spend, to make, to tell, to leave, to meet, to send, to hear, to find, to know, to put, to wake up
- c) to go, to sit, to come, to get to, to be, to think, to speak to.

II. Translate into Ukrainian:

a closed door, written work, one of the questions discussed, a well-known writer, a well-dressed woman, a well-done translation, a badly-made dress

III. Transform the following sentences into negative and interrogative forms:

1. I've met him before. 2. They've learned the new rule. 3. He's finished his work. 4. The boy has woken up. 5. She's made this mistake before. 6. They've had a long walk today.

IV. Answer the questions using the given words and word combinations:

1. What have you read this month?	an interesting article a new book an English journal a French magazine a lot of newspapers several new texts
2. What (who) has your friend just seen (met)?	a new film a student from Group Seven his sister's children his parents his brother his teacher
3. Where have you been lately? (Where has your friend been lately?)	the cinema the theatre (to) the country Paris, Kiev

V. Answer the questions paying attention to the usage of the Present Perfect Tense:

- a) 1. How many English books have you read this month?
2. When did you begin reading the last book?
3. Are you still reading it now?
4. What are you going to read next?
- b) 1. Have you seen any interesting films lately?
2. What did you see last (or did you last see)?
3. How did you like it?
4. When are you going to the cinema again?
- c) 1. Where's your friend? Has he left Poltava?

2. When did he go?
3. Where is he living (does he live) now?
- d)
 1. Have you had breakfast yet?
 2. When did you have it?
 3. Where did you have breakfast?
- e)
 1. Have you ever been to the Carpathians?
 2. How many times have you been there?
 3. When did you go there last?
 4. Were you there in the summer or in the winter?
 5. Did you see much of it?

VI. Put the verbs in brackets into the right form. Mind the use of Present Perfect Tense:

1) Bob is on holiday. He (to go) to Italy. 2) I can't find my umbrella. Somebody (to take) it. 3) I know that woman but I (to forget) her name. 4) My friends (to be) to France twice this year. 5) You can have this book. I (to read) it already. 6) I ... never (to travel) by an ocean ship. 7) Catherine lives in Scott Road. She (to live) there since she was 20. 8) ... anybody (to see) my glasses? I can't find them. 9) How many times ... Brazil (to win) the World Cup? 10) Marry ... already (to finish) her work but (not; to go) home yet. 11) I (not; to see) Tom this morning. 12) Jane is a good friend of mine. I (to know) her for a long time. 13) How long ... your parents (to be) married. - For 25 years. 14) Tom isn't here. He ... just (to go out). 15) ... you (to have) a holiday this year?

VII. Complete the following sentences and translate them into Ukrainian:

1) Our friend has already... 2. I've just... 3. Have you ever...? 4. We've never... 5. I've often ...

VIII. Open the brackets using the verbs in Past Simple or Past Perfect:

1. Tom (to return) from the cinema at five o'clock. 2. Tom (to return) from the cinema by five o'clock. 3. I (to finish) my homework at seven o'clock. 4. I (to finish) my homework by seven o'clock. 5. He (to think) that he (to lose) the money. 6. Ann (to tell) me that she (to see) an interesting film. 7. When I (to come) home, mother already (to cook) dinner. 8. When father (to return) from work, we already (to do) our homework. 9. When the teacher (to enter) the classroom, the pupils already (to open) their books. 10. Kate (to give) me the book which she (to buy) the day before. 11. Nick (to show) the teacher the picture which he (to draw). 12. The boy (to give) the goats the grass which he (to bring) from the field. 13. Mother (to see) that Nick (not to wash) his hands. 14. The teacher (to understand) that Lena (not to do) her homework. 15. I (to know) that my friend (not yet to come). 16. When I (to wake) up yesterday,

father already (to go) to work. 17. Nick (to think) that his father (not yet to come) home. 18. Mary (to tell) us that she (to cook) a good dinner. 19. Yesterday I (to find) the book which I (to lose) in summer. 20. When we (to come) to the station, the train already (to leave).

IX. Open the brackets using the verbs in Past Simple or Past Continuous and Past Perfect:

1. By eight o'clock yesterday I (to do) my homework and at eight I (to play) the piano. 2. By six o'clock father (to come) home and at six he (to have) dinner. 3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV. 4. When I (to meet) Tom, he (to eat) an ice cream which he (to buy) at the corner of the street. 5. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood. 6. When I (to see) Ann, she (to sort) the flowers which she (to pick) in the field. 7. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces. 8. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and the pupils (to write) a dictation. 9. When I (to come) home, my sister, (to read) a book which she (to bring) from the library. 10. When mother (to come) home, the children (to eat) the soup which she (to cook) in the morning. 11. When I (to ring) up Mike, he still (to learn) the poem which he (to begin) learning at school. 12. When I (to look) out of the window, the children (to play) with a ball which Pete (to bring) from home. 13. By ten o'clock the children (to settle) comfortably on the sofa and at ten they (to watch) a film on TV.

X. Read the situation and write sentences from the words in brackets. Use Past Perfect:

1) You went to Jill's house but she wasn't there. (she /go /out) 2) You went back to your home town after many years. It wasn't the same as before. (it/ change/ a lot) 3) I invited Rachel to the party but she couldn't come. (she/arrange/ to do something else) 4) You went to the cinema last night. You arrived at the cinema late. (the film/ already/ begin) 5) I was very pleased to see Tom again after such a long time. (I/ not/ see/ him for five years) 6) I offered Sue something to eat but she wasn't hungry. (she / just / have/ breakfast) 7) The man sitting next to me on the plane was very nervous. It was his first flight. (He /not/ fly/ before) 8) A woman walked into the room. She was a complete stranger to me. (I/not/ see/ her before) 9) Simon played tennis yesterday. He wasn't very good at it because it was his first game. (He /never/ play/ before) 10) Last year we went to Denmark. It was our first time there. (We/ not/ be / there before)

XI. Answer the questions using the given words:

Model: - *By what time had he finished his work? (by 6 o'clock) -He had finished it by 6 o'clock.*

- 1) By what time had she brought the book? (by 8 p.m.) 2) By what time had they left the house? (by noon) 3) By what time had he finished his book? (by the autumn) 4) By what month had they accumulated the money? (by July) 5) By what day had she returned? (by Tuesday) 6) By what time had you gathered yesterday? (by 5 o'clock) 7) By what time had she packed the things? (by the time we came) 8) By what time had the concert finished yesterday? (by midnight) 9) By what time had the rain stopped ? (by the time we got home) 10) By what time had the shop closed? (by 6 p.m.)

XII. Make up three sentences as to each pattern:

1. We had finished our work by six yesterday.
2. He had finished his work before I got there.
3. I couldn't recognize him because I hadn't seen him since we went to school together.
4. As soon as the children had had breakfast, they went to school.

XIII. a) Translate the sentences into Ukrainian paying attention to the tense form of the predicate:

- 1) The students will have passed all the exams by the end of June. 2) I shall have read this book by Friday and shall be able to give it to you. 3) The mechanics will not have repaired Peter's car by the end of the week. They have got a lot of other work to do this week. 4) This TV programme will have finished by the time mother comes home. 5) Tom's parents will have returned from Italy by the end of the month. 6) The scientists will have completed the experiments by the end of the year.

b) Write the sentences of your own. Say what you will have done something by the end of ... Use the following expressions:

- *to finish the work in the garden by 5 p.m.;*
- *to cook dinner by midday;*
- *to start a new job by the beginning of May;*
- *to post the letters by the end of the working day.*

XIV. Open the brackets using one of the Future Tenses (Future Simple, Future Continuous, Future Perfect). Explain your choice:

1) I (to do) my homework tomorrow. 2) I (to do) my homework at six o'clock tomorrow. 3) I (to do) my homework by six o'clock tomorrow. 4) Tomorrow I (to begin) doing my homework as soon as I come from school. 5) I (to do) my homework from three till six. 6) My father (to come) home at seven o'clock tomorrow. 7) I (to do) all my homework by the time he comes, and we (to go) for a walk together. 8) When I come home tomorrow, my family (to have) supper. 9) When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 10) Don't come to my place tomorrow. I (to write) an essay the whole evening. 11) I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 12) What you (to do) tomorrow? 13) You (to play) volleyball tomorrow? 14) What you (to do) at eight o'clock tomorrow? 15) You (to do) this work by next Sunday? 16) When you (to go) to see your friend next time? 17) How many pages you (to read) by five o'clock tomorrow?

XV. State the tense-form of the italicized verbs, then translate the sentences into Ukrainian.

1) How long *have you been doing* this translation? 2) *I've been waiting* an hour and a half for you. 3) He's *been working* here since 1980. 4) He says he *had been studying* English for two years before he came to work here. 5) I was told your friend *had been waiting* half an hour before you rang him. 6) I haven't seen him since last month. What *has he been doing*? 7) Since when *has the man been sitting* here? 8) How long *has this question been* under consideration? 9) "*Have you known* Jack long?" "Yes, *I've known* him since 1980."

XVI. Practise aloud.

- 1) How long have you been waiting for me here?
- 2) It's been raining for ages.
- 3) This hat isn't new at all! I've been wearing it for years!

XVII. Answer the following questions, paying particular attention to the use of the Perfect Continuous forms.

1) How long have you been learning English? 2) What are you reading now in English? How long have you been reading it? 3) Can you play chess? How long have you been playing it? 4) Is your son learning to skate (to ski, to play the piano, to play chess, etc.)? How long has he been learning? 5) When did your son (daughter) graduate from his (her) University? Where has he (she) been working since then? 6) When did you buy your suit? How long have you been wearing it? 7) Is M.N. away on business now? How long has he been

away? 8) Is Peter a friend of yours? How long have you known him? 9) How long had the Forrester's been living together before Albert decided to leave his wife?

XVIII. Make up questions to which these sentences are answers.

1) We've been discussing this matter for two hours already. 2. My friend had been serving in the army for ten years before he went to work at the factory. 3. The film's been running for a month. 4. We had been showing the new engineer round the factory for three hours before he said: "That'll do for now."

XIX. Make up sentences, using the same structure as in the models.

1. How long have you been wearing this suit?
2. They had been discussing the plan for half an hour when I joined them.

XX. Make the following sentences negative and interrogative:

1) The article has been translated into English. 2) The question has been discussed. 3) This work will have been done by the end of the month. 4) The book had been read by five o'clock yesterday.

XXI. Transform the sentences from Active Voice into Passive Voice:

1) I have translated the whole text. 2) By six o'clock they had finished the work. 3) When I came home, he had eaten the sweets. 4) The scientist has carried out a number of important experiments in this laboratory. 5) By the middle of autumn, we had planted all the trees. 6) She has forgotten the story. 7) Has anybody explained the rules of the game to you? 8) Fred hasn't brought back my skates. 9) By three o'clock the workers had loaded the trucks. 10) I have just paid all my bills. 11) Neighbor's have already discussed the novel. 12) Has the secretary typed the letters yet? - No, she is typing them now. 13) Students haven't yet translated the text.

XXII. Answer the questions. The answer must be in Passive Voice:

1) Have dogs ever attacked you? 2) Has he just written this computer program? 3) Have the children scattered about a lot of things? 4) Has your father put all the books in the bookcase? 5) Had her daughter made this dress by yesterday? 6) How many English books have the students read this year? 7) Have you seen any interesting films lately? 8) Why have you put my books on this table? 9) Have your parents invited some friends to tea this evening? 10) Have recent observations revealed a number of ozone losses caused by human action? 11) Why have weather patterns changed recently? 12) How many difficult

questions has the teacher asked you today? 13) Will the scientists have complete experiments by the next month?

XXIII. Transform the sentences from Passive Voice into Active Voice. Use necessary subjects:

1) Have all these books been read? 2) The letter has just been typed. 3) She showed me the picture which had been painted by her husband. 4) He has been told everything, so he knows what to do now. 5) The door has been left open. 6) She said that the new timetable had not yet been hung on the notice board. 7) By three o'clock everything had been prepared. 8) Has the letter just been sent? 9) Invitations have been sent to all the old pupils to be present at the school's thirtieth anniversary. 10) This man has never been talked to. 11) Has his essay been handed in? 12) What has been said is true. 13) The papers had been looked through and corrected by the next lesson. 14) This mountain has never been climbed before. 15) Why have these cups been put here in this cupboard?

XXIV. Put the verbs in brackets into the *Perfect Passive Voice*:

1) Two new engineers just (to introduce) to the head of the department. 2) The children (to take) to the theatre by the teacher and they (to bring) back to school by six o'clock. 3) This new dictionary (to sell) everywhere. 4) All the texts (to look) through by yesterday. 5) Two reports on Hemingway's stories (to make) in our group this week. 6) For nearly 1000 years all the kings and queens of Great Britain (to crown) at Westminster Abbey.

XXV. Translate into English:

1) Вас екзаменували цього ранку? 2) Її доправлено до лікарні сьогодні ввечері. 3) Усі ваші твори будуть перевірені до наступної п'ятниці. 4) Нам показали дуже дивну картину. 5) Їм усім дали квитки на виставку. 6) Йому поставили два складні запитання. 7) Ця робота буде закінчена до післязавтра? 8) Ці квіти тільки-но зірвали. 9) Статтю було перекладено до п'ятої години. 10) Коли я повернулась додому, обід був вже приготовлений. 11) Невже статтю було так швидко перекладено трьома мовами? 12) Цей стіл зробили з дерева. 13) Йому сказали, щоб він більше працював. 14) Книжку вже було прочитано, коли мій друг мені зателефонував. 15) Тільки-но обід був закінчений, вони пішли на прогулянку.

XXVI. Translate into English:

1) Я не бачив мого друга, відколи вступив до Університету. 2) Він давно не отримував листів від своїх батьків. 3) Шкода, що відтоді цей

письменник не написав нічого нового. 4) Чи змінилося ваше рідне місто з тих пір, як ви поїхали звідти? 5) Ми вже годину тут знаходилися. 6) Він ще не закінчив свою роботу. 7) Ми ніколи раніше не бачили картин цього художника. 8) Вони вже повернулися? 9) Скільки книжок ви прочитали у цьому місяці? 10) Я поклав сюди мої окуляри, але зараз не можу їх знайти. 11) - Ви коли-небудь бували у Великій Британії? – Так, я там був п'ять років тому. 12) Останнім часом ми їх не зустрічали.

XXVII. Translate into English:

1) Це складне правило. Я його зрозумів тільки після того, як прочитав декілька разів. 2) До восьмої години ми закінчили нашу роботу. 3) Яку іноземну мову ви вивчали до того, як почали вивчати англійську? 4) Він не впізнав Тома, бо не бачив з тих пір, як вони обидва були школярами. 5) Тільки-но дощ вщух, ми вийшли на вулицю. 6) Коли я зустрів Анну, я побачив, що вона дуже бліда та знервована. Я зрозумів, що сталося щось серйозне.

XXVIII. Translate into English:

1) Робота має бути закінчена до того, як директор повернеться з відрядження. 2) Ви отримаєте усі необхідні документи до кінця квітня. 3) Ви, напевно, зміните вашу думку після того, як поговорите зі спеціалістом. 4) Вони до нас приєднаються, як тільки дістануться міста. 5) Студенти складуть усі іспити до середини червня? 6) Я тобі обов'язково зателефоную до другої години.

LESSON IV

Grammar : Sequence of Tenses
Indirect Speech

PRE-TEXT EXERCISES

I. Read, translate and remember the following words and expressions:

A self-contained, sovereign state independence, Supreme Council, community, to proclaim, border, boundary, mountainous, picturesque, branch of industry, power industry, national economy, natural resources, automation, electric welding, up-to date equipment, science, scientist, discovery, invention, contribute, to be endowed, to be blessed with, educational establishment, nowadays, a keen interest, cultural, heritage, masterpiece.

II. Pay attention to the use of geographical names:

The Black Sea, the Carpathians, the Crimean Mountains, the Dnipro, the Desna, the Pacific Ocean, the USA, the United Kingdom, Europe, Russia, Moldova, Poland, Kiev, London, Khrestchatyk.

III. Read Text A and prove that the following is true:

- 1) Ukraine is a richly endowed country.
- 2) Ukraine can satisfy its population with agricultural products.
- 3) The rivers and the sea ports play a great role in the life of the country.
- 4) Ukraine's potential is good for its harmonious development.

IV. Remind the meaning of these words:

Executive – the official responsible for administering law on behalf of the government;

Suffrage – vote, expressing one's wish by voting;

Ballot – written or printed form with the names of candidates; *Legislative body* – the branch of the government which issues laws; *Single-chamber* – unicameral (parliament).

Text A

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.

Our country is situated in the south–east of Europe. Its territory is 603.7 thousand sq. km and it stretches from the west to the east for 1.316 km and

from the north to the south for 893 km. The geographical centre of Europe is located near the little Ukrainian town Rakhiv. Ukraine borders on Russia, Belarus, Moldova, Poland, Slovakia, Hungary, Romania. Land boundaries are 4.558 km total. Being washed by the Black Sea and the sea of Azov in the south Ukraine has a coastline of 9.789 km. The major part of the Ukrainian area is flat and only 5% of it is mountainous. The Carpathian Mountains in the West and the Crimean Mountains in the south are extremely picturesque. The major rivers are the Dnipro, the Dniester, the Buh, the Desna and others.

Ukraine is a well developed industrial and agricultural country. It is richly endowed by nature, possessing such resources as coal, natural gas, iron ore, salt and other minerals. The country has a big metallurgical, machine-building, fuel and power base. One of the most important branches of national economy is the power industry. Besides, Ukraine produces planes, tractors, cars, up-to-date instruments and equipment, TV-sets, computers and synthetic diamonds.

Scientists of Ukraine enriched the world science with important discoveries and inventions. They contributed much to solving the main problems of automation of production processes and electric welding. Ukraine is blessed with potentially rich agro and forestry land resources. About 70% of the national territory is in agricultural use and some 55% is under cultivation, two-thirds of it on the famed "black soil" (chernozem).

The population of Ukraine is 48 mln people. It is the Motherland of representatives of more than 100 nationalities. It has a very rich and varied culture and history. There are a lot of higher educational establishments in Ukraine, many professional theatres, public libraries and state museums. Nowadays people of Ukraine display a keen interest in Ukrainian history and cultural heritage. Many masterpieces of Ukrainian culture have been revived.

Ukraine is a member of the United Nation Organization (UNO) and takes part in the work of many international organizations.

Text B

THE POLITICAL SYSTEM OF UKRAINE

On the 24th of August 1991 Ukraine became an independent state. Nowadays Ukraine is a sovereign, independent, democratic, social, legal state. The powers of the government are divided into three branches: the executive, the legislative and the judicial.

The President of Ukraine is a Chief executive. He is elected by universal equal and direct suffrage by secret ballot for the term of 5 years and not more than for two successive terms. The executive power is exercised by the Cabinet

of Minister of Ukraine. It is responsible to the President and is accountable to the Verkhovna Rada.

The Verkhovna Rada (the Supreme Council), the legislative body of state power, is a single-chamber parliament. The parliament provides seat for 450 deputies elected for the term of 4 years.

Justice in Ukraine is exercised entirely by courts. It is administered by the Constitutional Court and by courts of general jurisdiction. The Supreme Court of Ukraine is the highest juridical body of general jurisdiction.

It is a very important fact that the reform processes in Ukraine are of peaceful character and they are accompanied by creation of new political parties and public organizations .

EXERCISES

I. Answer the questions:

1) When was the Declaration of Ukrainian Independence proclaimed? 2) Where is Ukraine situated ? 3) What is the territory of Ukraine ? 4) What countries does Ukraine border on ? 5) Where is the geographical centre of Europe? 6) What are the main branches of industry in Ukraine ? 7) What are the achievements of Ukrainian scientists ? 8) What is Ukraine blessed with ? 9) What is the population in Ukraine ? 10) What international organizations does Ukraine take part in ? 1) What is the role of the President of Ukraine? 2) Why are the parties and movements especially active during the election campaign ? 3) How is it possible to make the work of all the government bodies effective and competent?

II. Find the sentences in Text A which have about the same meaning as the ones given below. Translate them:

1) The territory of Ukraine covers the area of 603.7 thousand sq. km. 2) Neighboring Ukraine are the countries of Belarus, Russia, Moldova, Poland, Hungary and Slovakia. 3) The Dnipro is the most important river of the country and the third longest one in Europe. 4) Ukraine's industry includes metal-making; car-building, power engineering, aircraft engineering, etc. 5)The Ukrainian scientists made valuable contribution to the world science with great openings and investigations. 6) Ukraine is fortunate enough to have rich agro resources. 7) Many outstanding scientists graduated from the famous universities and institute of Ukraine. 8) Today the people of Ukraine are very interested in cultural heritage of their Motherland. 9) Our country is provided with great deposits of minerals. 10) The President of Ukraine is the head of the State. 11) Verkhovna Rada issues laws.12) The Cabinet of Ministers administers the laws. 13) By law the President is elected every 5 years. 14) The President can't be elected for life.

III. Complete the following sentences using the words given below:

1) Ukraine has its own territory, higher and local bodies of... 2) The geographical position of Ukraine is very favourable to ... with countries throughout the world. 3) The population of Ukraine is... 4) The declaration of Ukrainian independence was ... on August 24, 1991. 5) Ukraine is rich in

(multinational, state power, proclaimed, natural resources, set contacts)

IV. Think about the area where you live. Say in which aspect it is unique and vitally important for the whole of Ukraine.

Text C

**NATIONAL SYMBOLS OF UKRAINE.
THE FLAG.**

The Constitution states that the national symbols of Ukraine are the National Flag, the National Emblem and the National Anthem.

The Ukrainian flag consists of two horizontal stripes of equal width. The top is blue, the bottom - yellow. Blue and yellow, the colors of the sky, mountains, streams, and golden fields have symbolized Kyivan Rus' long before the introduction of Christianity. With the acceptance of Christianity, blue and gold were incorporated into church symbolism. After the Mongol-Tatar invasion in the 1200's the use of blue and gold was interrupted, and was revived again in church ornaments and city crests some time later. The emblem of the city of Myrhorod, for example, was a gold trident over a blue background. Another city, Pryluky, used the head of an ox in gold over a blue background as its insignia. And in Lubny the city emblem pictured a hand holding a golden mace over a blue background. The banners of the Cossacks (17th Century) were blue with gold stars, a gold cross, or with pictures of saints rendered in gold.

The origins, of Ukraine's flag can be traced back to the convention of the Supreme Ruthenian Council, meeting in Lviv in October 1848. The first opportunity for Ukrainians to adopt the blue and yellow as a national flag came with the break up of the Austrian and Russian empires as a result of World War I. In the Austrian parts of Ukraine, in Galicia, Bukovyna and Transcarpathia. The Western Ukrainian National Republic (WUNR) was declared in October 1918. A flag, blue over yellow, was adopted by this republic on 13 November 1918. It was in Lviv and Western Ukraine that the

use of the flag was revived in the spring of 1989. Two and a half years later the flag became the national flag of independent Ukraine.

Coat of arms

The current state emblem (officially known as the "small" or "minor" coat of arms) is a gold Trident of St. Volodymyr the Great on a blue shield. As such, the trident on shield is used officially by all state organs, on passports, documents, coins, etc. Sometimes, as in the case of the coins ("kopyyky") and some military patches, it is surrounded by a wreath, but that is strictly for decorative and stylistic purposes.

As a state emblem the trident dates back to Kyivan Rus', when it was the coat of arms of the Riuryk dynasty. There are various theories about its origins and meaning. A trident was the symbol of Poseidon, the sea god of Greek mythology. It has been found in different societies, such as the Bosporean and Pontic kingdoms, the Greek colonies on the Black Sea, Byzantium, Scandinavia, and Sarmatia and has been used in various ways:

- religious and military emblem.
- heraldic symbol,
- state emblem,
- monogram. and simply a decorative design.

The oldest examples of the trident discovered by archaeologists on Ukrainian territory date back to the 1st century AD. At that time the trident probably served as a symbol of power in one of the tribes that later became part of the Ukrainian people.

The trident was stamped on the gold and silver coins issued by Prince Volodymyr the Great (980-1015), who perhaps inherited the symbol from his ancestors as a dynastic coat of arms and passed it on to his sons, Sviatopolk I (1015-19) and Yaroslav the Wise (1019-54). Iziaslav Yaroslavych (1054-78), Sviatopolk II Iziaslavych (1093-1113), and Lev Danylovych (1264-1301) used the bident (two prongs) as their coat of arms. Although the trident continued to be used by some ruling families as a dynastic coat of arms until the 15th century, it was replaced as a state emblem in the 12th century with the Archangel Michael.

The trident was also used as a religious symbol in Ukrainian folklore and church, heraldry. The trident appeared not only on coins but also on the bricks of the Church of the Tithes in Kiev (986-96), the tiles of the Dormition Cathedral in Volodymyr-Volynskyi (1160), and the stones of other churches, castles, and palaces, it was also used as a decorative element on ceramics, weapons, rings, medallions, seals, and manuscripts.

At M. Hrushevsky's recommendation Prince Volodymyr's trident was adopted by the Little Rada (12 February 1918) and the Central Rada (22 March 1918) as the coat of arms of the UNR. By that act the UNR leaders linked the modern Ukrainian state with the medieval state of Kyivan Rus'. The Great and Minor state emblems were designed by V. Krychevsky.

On 19 February 1992, after the restoration of Ukraine's independence in 1991, the Supreme Council accepted the trident as the chief element in the state coat of arms.

The Anthem

In the central and eastern Ukrainian lands the Testament of Taras Shevchenko was used for many years as a national anthem at manifestations and demonstrations.

In 1863 the Lviv journal *Meta* /Goal/ published the poem of Pavlo Chubynskyi /1839-84/, *Ukraine Has Not Yet Perished*. In the same year it was set to music by the Galician composer Mykhailo Verbytskyi /1815-70/. This song with its catchy melody and patriotic text became popular among the Ukrainians. In 1917 it was officially adopted as the anthem of the Ukrainian State.

The Constitution of Ukraine adopted by the Supreme Rada on June 28, 1996 defines the State symbols of Ukraine and the State anthem of Ukraine in Article 20.

Pavlo Platonovych Chubynskyi was born in Boryspil' on January 27, 1939. He was the noted Ukrainian ethnographer. In 1870 he headed an ethnographic expedition in Ukraine .

Mykhailo Mykhailovych Verbytskyi was born in 1815 in the village of Uliuch near Peremyshl'. He was one of the first professional composers in Galicia. M. Verbytskyi was the author of 11 symphonies. He died on December 7, 1870 in the village Mlyny /now in Poland/.

EXERCISES

I. Answer the questions:

What are the national symbols of Ukraine? 2) What stripes does the Ukrainian flag consist of? What do they mean? 3) When did the first opportunity come to adopt the present national flag in Ukraine? 4) What is the state emblem in Ukraine? 5) Do you know anything about its origins and meaning? 6) When was it adopted? 7) What song became the anthem of Ukraine? 8) Who were the authors of it? 9) What do you know about them? 10) Where and when can you listen to this anthem?

II. Find the English equivalents in the text:

Державний прапор, складатися з, проголошувати, однакова ширина, символізувати, Київська Русь, прийняття християнства, походження, розпад імперії, бути відновленим, герб, тризуб, офіційно використовуватись, вінок, стилістичні цілі, династія, найдавніші приклади, знайти, карбувати, предки, український фольклор, середньовічна держава, бути розробленим, головний елемент, поет, гімн,

покласти на музику, мелодія, яка легко запам'ятовується, стати популярним, очолювати етнографічну експедицію, композитор, бути видатним автором.

III. Give the Ukrainian equivalents of the words and word combinations from the text:

The National symbols, top and bottom, the introduction of Christianity, the Mongol-Tatar invasion, banners, church ornaments, can be traced back to, to be declared, to be revived, military patches, decorative purpose, to serve as a symbol, gold and silver coins, to inherit from ancestors, ceramics, seals and manuscripts, to be adopted, coat of arms, the anthem, a noted ethnographer, to be the author of a symphony, to publish poem.

IV. Complete the following sentences using the words given below:

1. The Ukrainian flag consists of two horizontal ... of equal The ... is blue, the ... - yellow.
2. The ... of the Cossacks were blue with gold stars.
3. On the coins ... is surrounded by a wreath.
4. P. Chubynskyi is the famous Ukrainian ...
5. M. Verbytskyi is the outstanding Ukrainian ...

(composer, the trident, bottom, width, stripes, top, banners, ethnographer)

V. Arrange the given words in the pairs of synonyms:

A state, to renew, an anthem, coat of arms, a banner, popular, a national song, a flag, restoration, to adopt, to replace, to substitute, to accept, a country.

VI. Arrange the words in the pairs of antonyms:

Ancestors, to interrupt, width, background, inability, acceptance, narrowness, to continue, rejection, to break up, war, to inherit, foreground, opportunity, peace, to assemble, to forget, descendants.

Text D

HISTORY OF UKRAINE

Early days

Human beings have lived in the Ukraine Region for about 300,000 years. One of the earliest-cultures was that of the Trypillians /Three Fields Region/, who lived in southwestern Ukraine from about 4000 to 2000 B.C. The Trypillians raised crops for a living and decorated pottery.

By about 1500 B.C., nomadic tribes occupied the region. They included a warlike, horse-riding people called the Cimmerians. The Scythians, people from Central Asia, conquered the Cimmerians about 700 B.C.

Between 700 and 600 B.C. Greeks started colonies on the northern coast of the Black Sea. But the Scythians controlled most of the region until 200 B.C. when they fell to the Sarmatians.

The region was invaded by Germanic tribes from the west in A.D. 270 and by the Huns, an Asian people, in 375.

Kyivan Rus

During the A.D.800's, a Slavic civilization called RUS grew up at Kyiv. Kyiv became the first of the East Slavic states and was known as Kyivan Rus. Scandinavian warriors called Varangians or Vikings played a part in organizing the East Slavic tribes into Kyivan Rus. Oleg, a Varangian, became its first ruler in 882. During the 900's, other states recognized Kyiv's leadership.

Volodymyr I, the ruler of the city of Novgorod, conquered Kyivan Rus in 980. Under his rule, the state became a political, economic and cultural power in Europe. About 988, Volodymyr became a Christian and made Christianity the state religion. Before the East Slaves became Christians, they had worshiped idols and nature spirits.

In 1240, Mongol tribes known as Tatars swept across the Ukrainian plains from the east and conquered the region.

Lithuanian and Polish rule.

After the fall of Kyivan Rus, several principalities developed in the Ukrainian region. The state of Galicia-Volyn' grew.

In the 1300's, however, Poland took control of Galicia, Lithuania seized Volyn' and later, Kyiv. Under Polish and Lithuanian rule, Ukrainian peasants were bound to land as serfs. By 1569, Poland ruled all over the region.

Many discontented peasants joined bands of independent soldiers that became known as Cossacks /Free Men/, they occupied the territory that lay between the Poles and the Tatars and known as the Zaporizhyan Sich /Fortification/.

In 1648 the Cossack leader Bohdan Khmelnytsky led an uprising that freed Ukraine from Polish control. In 1654, Bohdan Khmelnytsky formed an alliance with the czar of Russia against Poland.

Russian rule

Ukraine was divided between Poland and Russia in 1667. Poland gained control of lands west of the Dnipro River while Ukrainian lands east of the river had self-rule but came under Russian protection. By 1764, Russia had abolished Ukrainian self-rule. In the 1790's, Russia gained control of all of Ukraine except Galicia, which Austria ruled from 1772 until 1918. Russia favoured its language and culture over Ukrainians. From 1863 to 1905, it banned publications in Ukrainian.

In 1918, the Ukrainians formed an independent country called the Ukrainian People's Republic.

But from 1920 eastern and central regions of Ukraine were the part of former Soviet Union, the rest of Ukraine came under Polish, Czechoslovak, and Romanian control.

In the 1930's privately owned farms were taken and combined into larger, state-run farms. This program, called collectivization, brought great hardship to Ukraine's people . Several hundred thousand Ukrainian farmers resisted the seizure of the land and were sent to prison labour camps in Siberia or Central Asia.

In 1932 and 1933 grain and food were taken from people's homes, causing a major famine. Between 5 and 7 million Ukrainians died of starvation.

World War II

Nazi Germany occupied Ukraine from mid-1941 to mid-1944. In summer 1942 the enemy occupied the whole Ukraine. On May 30, 1942 the Ukrainian Headquarters of the partisan movement was organized. It was headed by T. Strokach /1903-63/. The Partisan movement was headed by S. Kovpak /1887-1967/ and S.V.Rudnev/1899-1943/in the Sumy area, O. Fedorov - in the Chernihiv area. In 883 partisan detachments there were 500,000 fighting men. They carried on the fight against the enemy.

Underground patriotic groups were organized. They worked with the local partisans, and did everything possible to wrack the plans of the occupation command. They organized the escape of prisoners, sabotaged industry and avenged themselves on the invaders.

On October 8, 1944 Ukraine was liberated. May 9 is the Victory Day. The Ukrainian people made a worthy contribution to the Victory. About 2,500,000 Ukrainians were awarded by orders and medals. More than 2,000 of them were decorated with the Gold Star of Hero. Among them the famous seaman Oleksandr Marinesko /1913-1963/. D. Hlynka, O.Molodchyj, S.Suprun, P.Taran, Amet Khan Sultan, partisan generals S. Kovpak and O. Fedorov were awarded this honour twice. The famous master of air combats, the Ukrainian aviator Ivan Kozhedub/1920-1991/ was decorated with three Gold Stars. The Ukrainian Insurgent Army, a force of about 40,000 soldiers fought both Germany and the Soviet Union for Ukrainian independence.

Victory was not easily won. About 5 million civilians were killed during the war. The enemy inflicted immense devastation on Ukraine. The invaders destroyed 714 towns, more than 28,000 villages, burned and raised to the ground 16,000 industrial enterprises more than 32,000 schools. Ten million people were deprived of homes. The economy of Ukraine suffered terrible losses.

In 1945, the Soviet Union had taken control of many parts of Ukraine that had belonged to Poland, Czechoslovakia and Romania. In 1954 Russia transferred control of the Crimea to Ukraine.

On July 16, 1990 the Supreme Council of Ukraine adopted the Declaration of Ukrainian independence.

EXERCISES

I. Answer the questions:

1) How many years have human beings lived in the Ukraine Region? 2) What did the Trypillians do? 3) What tribes occupied the region? 4) What civilization became the first of the East Slavic states? 5) Who was Volodymyr I? Has he played a great role in the life of a state? 6) What does it mean “Lithuanian and Polish rule”? 7) What Cossacks leaders do you know? 8) When was the Ukrainian Peoples Republic reformed? 9) From 1920 Ukraine was divided between several states, was it? What states were they? 10) What did collectivization lead to? 11) When did world War II begin and when did Nazi Germany occupy Ukraine? 12) Who fought against the enemy? 13) What Heroes of WW II do you know? 14) When was the Declaration of Ukrainian independence proclaimed? 15) What do you know about war events in your region?

II. Find the English equivalents in the text:

Люди, Трипільська культура, вирощувати сільськогосподарські культури (рослини), гончарні вироби, кочові племена, вершники, слов'янська цивілізація, поклонятися ідолам і природним духам, князівство, захопити, кріпаки, невдоволені селяни, повстання, самоуправління, забороняти, колгоспи, кинути до в'язниці, битися, партизанський рух, підпільні організації, помститися, бути нагородженим, зрівняти із землею, зазнати величезних втрат, перемога.

III. Give the Ukrainian equivalents of the words and word combinations from the text:

Human beings, to be invaded, a Slavic civilization, to worship nature spirits, to sweep across the plains, to lead an uprising, to form an alliance, to be divided between, to gain control of, self-rule, to abolish, to ban, privately owned farms, to bring great hardship to, to die of starvation, to be organized, to fight against the enemy, underground patriotic group, to wrack the plans, to avenge oneself on somebody for something, to be awarded by orders and medals, to inflict immense devastation, to be deprived of home, to belong.

IV. Arrange the given words in the pairs of synonyms:

A warrior, an invader, to be seized, to be awarded, an aggressor, to conquer, to liberate, an alliance, to be occupied, to gain, to be decorated, a soldier, to

separate, a peasant, to abolish, an insurgent, a farmer, to destroy, a union, to rescue, a rebel, to divide.

V. Arrange the words in the pairs of antonyms:

A mountain, discontented, to build, a soldier, to be divided, dependent, to destroy, a plain, the fall, protection, independent, glad, civilian, the raise, to be united, to occupy, attack, to ban, to liberate, to allow.

Text E

KYIV

Kyiv's beginnings go back to the Stone Age. There is a legend about founding of Kyiv. Once, there were three brothers, Kyi, Shchek and Khoryv, and they had a young sister Lybid'. They founded a city on the hills and called it Kyiv after the eldest brother. It is believed that Kyi did exist - that he was a Prince of the Poliane tribe and lived in the 7th century.

The city was founded by Slavic people, possibly as early as the A.D. 400's. In 882 Prince Oleg of Novgorod, having seized Kyiv, was known to have said: "This will be the mother of all Russian towns!" The Novgorod principality united with that of Kyiv, and the town was made the capital of a unified state. Kyiv prospered as a trading center and, during the late 800's became famous as the capital of the first East Slavic State, called Kyivan Rus. By the 1000's, Kyiv was one of Europe's greatest centers of commerce and culture and known as the rival of Constantinople.

Kyiv remained the capital for nearly three centuries. Gradually other feudal centers came into being. The independent princes undermined the authority of the Grand Duke of Kyiv and led to disintegration.

In December 1240 the Mongol-Tatar forces led by Khan Batyi besieged Kyiv. Mongol invaders destroyed much of the city in 1240. It was only by a miracle that the Cathedral of St. Sophia, St. Michael's Monastery and the Golden Gate survived the invasion half-ruined. The Mongol-Tatars ruled Kyiv more than a century.

Kyiv was rebuilt in the 1300's. It came under Lithuanian rule in 1362 and under Polish rule in 1560. Russia regained control of Kyiv in 1654 after the Pereyaslav Rada /Council/ adopted a decision on the reunification of Ukraine and Russia.

In 1793 the two parts of Ukraine united within the Russian State and in 1797 Kyiv became the capital of the Kyiv, Volyn' and Podillia Provinces. In 1632 the Kyiv Mohyla Academy was founded.

In 19th century Kyiv became the chief center of economic, political and cultural life of Ukraine. In 1805 the first theatre was opened. Kyiv university was inaugurated in 1834.

In January 1846 the "Cyril and Methodius" Society was founded in Kyiv. Taras Shevchenko, the outstanding Ukrainian poet, was the leader of its wing.

After the fall of tsarism in 1917-1918 the Provisional Government and the Central Rada under M.S. Grushevsky /1866-1934/were established in Kyiv. In 1918-20 Kyiv became the scene of the fierce battles of the civil war.

In 1934 Kyiv became the capital of the Ukrainian Republic and the Government was transferred from Kharkiv. From 1941 to 1943, during World War II, the city was occupied by the German army and was badly damaged. It was rebuilt after the war and has grown rapidly.

But it is not only its old age and long history that makes Kyiv stand out among other cities. It is a unique and extremely harmonious combination of historic values and ways of life that draws crowds of people from all over the world to Kyiv.

The capital of Ukraine is in itself a huge monument which over a long period of time has been erected by the collective wisdom and creative effort of many generations.

The cultural life of our capital is rich and varied. There are a lot of fine museums, theatres, many research institutes and higher educational establishments.

Today Kyiv is a leading industrial, political and scientific centre. Its population equals 3 mln people. It is situated on the picturesque banks of the Dnipro river. One half of the Kyiv's territory is occupied by gardens and parks and in spring and summer time the trees and bushes are full of greenery and the city looks like one huge park.

EXERCISES

I. Answer the questions:

1) Do you know a legend about founding of Kyiv? 2) Did Kyiv really exist? 3) When was the city founded? 4) Kyiv was one of Europe's greatest centers of commerce and culture, wasn't it? 5) How many centuries did Kyiv remain the capital? 6) Who destroyed the city in 1240? 7) What decision did the Pereyaslav Rada adopt? 8) What can you say about the cultural life of Kyiv in 19th century? 9) What has changed after the fall of tsarism? 10) When did Kyiv become the capital of Ukrainian Republic? 11) Was the city damaged during World War II? 12) What can you say about present day Kyiv? 13) Have you been to Kyiv? What interesting places did you visit?

II. Find the English equivalents in the text:

Заснування міста, назвати на честь, процвітати, бути центром торгівлі та культури, з'являться, поступово, оточити, лише дивом вціліти, возз'єднання України та Росії, бути сильно зруйнованим, виділятися серед, унікальне та надзвичайно гармонійне поєднання, приваблювати, творчі зусилля багатьох поколінь, бути багатим та різноманітним, вищі навчальні заклади, мальовничі береги, бути схожим.

III. Give the Ukrainian equivalents of the words and word combinations from the text:

To found, to call after, did exist, to prosper, to become famous as, to remain, to come into being, to undermine the authority, lead to disintegration, to besiege, rebuild, regain, reunification, to be inaugurated, to become a scene of the fierce battles, to be transferred, to be badly damaged, to stand out among, historic values, to draw crowds of people, collective wisdom, picturesque banks, to be full of greenery, to look like.

IV. Arrange the given words in the pairs of synonyms:

To exist, to prosper, commerce, little by little, to come into being, trade, to thrive, to live to undermine, to besiege, gradually, to appear, to surround, a miracle, to survive, to be opened, to disrupt, a marvel, to be inaugurated, to overlive.

V. Arrange the words in the pairs of antonyms:

To prosper, appear, to undermine, to survive, to open, to vanish, to decline, to perish, to support, integration, fierce, to erect, rapidly, disintegration, to damage, to close, charitable, to draw, slowly, to scare away.

VI. Interview your groupmates and report your findings:

A.

1. What is the best city in our country? Why?
2. What are the most interesting tourist sights for visitors in your city (museums, monuments, temples)?
3. What are the most popular vacation places for people in our country? Why?

My friend says that

B.

1. Who is the most important person in the history of our country? What did he/she do?
2. Who is the most popular composer in our country?

3. Who is the most talented writer of today in our country?
4. Who is the most popular opera (pop) singer in our country?

My friend thinks that ...

C.

1. What is the most popular food in Ukraine?
2. What dishes can you cook?
3. What is the most beautiful café (restaurant) in your city? What do like about it?
4. What is the largest market place in your city (town)? What can one buy there?

My friend believes that ...

GRAMMAR EXERCISES

- I. Complete the following sentences. Don't forget to change the form of the verb according to the rules of**

Sequence of Tenses

Present Continuous - Past Continuous

Present Indefinite – Past Indefinite

Present Perfect - Past Perfect

Future Continuous - Future Continuous in the Past

Future Indefinite - Future Indefinite in the Past

Future Perfect - Future Perfect in the Past.

Past Indefinite - Past Perfect

Past Perfect - Past Perfect

Past Continuous - Past Perfect Continuous

- 1) I hope you will come and see us on Sunday.
I hope ...
- 2) Helen thinks she will get the latest records.
Helen thought ...
- 3) My friend is sure he plays chess better than I.
My friend was sure ...
- 4) The teacher believes that the boys do their homework on their own.
The teacher believed ...
- 5) I think they televise international sports events.
I thought ...
- 6) The director believes that the work was done thoroughly.
The director believed ... and so he did not check it himself.
- 7) The mother was sure that her son made good progress at school.

The mother was sure ... since the holiday.

8) We are afraid the children will get lost in the wood.

We were afraid ...

9) I am happy they call me up now and then.

I was happy ...

10) I fear he has fallen ill after bathing in cold water.

I feared. ...

II. Translate into Ukrainian:

1. When he learnt that his son always received excellent marks in all the subjects at school, he was very pleased. 2. When he learnt that his son had received an excellent mark at school, he was very pleased. 3. We did not know where our friends went every evening. 4. We did not know where our friends had gone. 5. She said that her best friend was a doctor. 6. She said that her best friend had been a doctor. 7. I didn't know that you worked at the Hermitage. 8. I didn't know that you had worked at the Hermitage. 9. I knew that you were ill. 10. I knew that you had been ill. 11. We found that she left home at eight o'clock every morning. 12. We found that she had left home at eight o'clock that morning.

III. Change the following sentences into Past:

1. My uncle says he has just come back from the Caucasus. 2. He says he has spent a fortnight in the Carpathians. 3. He says it did him a lot of good. 4. He says he feels better now. 5. He says his wife and he spent most of their time on the beach. 6. He says they did a lot of sightseeing. 7. He says he has a good camera. 8. He says he took many photographs while travelling in Italy. 9. He says he will come to see us next Sunday. 10. He says he will bring and show us the photographs he took during his stay in the Alps.

IV. Put the following sentences into Past:

1. Mike says he is sure Ann and Kate will be excellent guides. 2. He says they have made good progress in English. 3. Oleg says that in a day or two several English students will come to pay a visit to their university and he will probably have to act as an interpreter. 4. Ann says she has just met Boris in the street. 5. She says Boris told her a lot of interesting things about his travels in the south. 6. Nick says he is going to the hotel to see his friends, who have just arrived in Kyiv from the United States of America. 7. He says they have not been here for a long time. 8. He says they were friends at school. 9. He says he

will take them to the theatre on Sunday. 10. They say they will write me a letter when they return home.

V. Put the verbs in brackets into the right form:

1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. I didn't know that you already (to wind) up the clock. 3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4. He says that he (to know) the laws of the country. 5. Sara understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that the soldiers (to arrest) him. 8. He could not understand why people (not to want) to take water from that well. 9. I suppose they (to send) a dog after the burglar immediately. 10. He said he (to leave) tomorrow morning. 11. She says she already (to find) the book. 12. He stopped and listened: the clock (to strike) five. 13. She said she (can) not tell me the right time, her watch (to be) wrong. 14. I asked my neighbour if he ever (to travel) by air before. 15. The policeman asked George where he (to run) so early. 16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

VI. Choose the necessary form of the verb in the brackets:

1. My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 5. I knew that he (is, was) a very clever man. 6. I want to know what he (has bought, had bought) for her birthday. 7. I asked my sister to tell me what she (has seen, had seen) at the museum. 8. He said he (is staying, was staying) at the Ritz Hotel. 9. They realized that they (lost, had lost) their way in the dark. 10. He asked me where I (study, studied). 11. I thought that I (shall finish, should finish) my 'work at that time. 12. He says he (works, worked) at school two years ago. 13. Victor said he (is, was) very busy.

VII. Combine the pairs of sentences. Don't forget to use the sequence of tenses rules:

1. You will fall and break your leg. (I was afraid) 2. My friend has never been to Washington. (I knew) 3. She never drinks milk. (I was told) 4. He is a very talented singer. (We were told) 5. They live a happy life. (We knew) 6. The children are playing in the yard. (She thought) 7. Her friend will come to see her. (She hoped) 8. Father has repaired his bicycle. (He thought) 9. She knows English very well. (I supposed) 10. Our sportsmen will win the game. (We were sure) 11. He does not know German at all. (I found out) 12. She

made no mistakes in her dictation. (She was glad) 13. He works at his English hard. (I knew) 14. She dances better than anybody else. (I was told) 15. My cousin has received a very interesting offer from his firm. (I learnt) 16. She will come to stay with us. (My aunt wrote in her letter) 17. He is painting a new picture. (We heard) 18. His new picture will be a masterpiece. (We were sure)

VIII. Complete the following sentences:

Model: She asked: "Де ви живете?"

She asked me where I lived.

She asked me:

1. ...відкрити книгу та перекласти текст.
2. ...не приходити рано.
3. ...пограти з нею в теніс.
4. ...де я живу.
5. ...чи багато я читаю.
6. ...коли я поїду до Лондона.
7. ...яку мову я вивчаю.
8. ...чи зробив я цю роботу.
9. ...коли я був у селі.
- 10.... де я купила цю книгу.
- 11....що я зараз роблю.
- 12....чи закінчу я переклад до 15 травня.
- 13....коли була написана ця книга.
- 14....кого я чекаю.

IX. Use the right form of the verb.

1) Sue said that she often (watch TV). 2) Ann said that she always (forget) something at home. 3) She remembered that the boy (leave) for Poltava. 4) We knew that the boy (to be interested) in history. 5) Mike said that he (collect) insects. 6) The teacher thought that these boys (live) in the nearest village. 7) I thought that Ann (help) her parents about the house. 8) John said that he sometimes (rest) there. 9) I knew that they (like) this thick forest. 10) We knew that the children (study) the life of birds. 11) Mother said that she (cook) the dinner. 12) The people told me that the train (arrive). 13) The boys said that the ice (melt). 14) The old woman said that she (take care) of him. 15) We were sure that Nick (spend) his holidays in a tourist centre last summer. 16) I knew that he (promise) not to touch your papers. 17) The teacher said that he (receive) a letter from his friend. 18) Mary remembered that she (put) the book on the shelf. 19) The villagers said that they (gather) a good harvest of apples next year. 20) She told us that they (go) to the theatre tomorrow.

X. Translate into English

1) Він сказав, що в кімнаті багато пилу. 2) Я знав, що ви будете задоволені нашою мандрівкою. 3) Я подумав, що всі пасажери вже покинули потяг. 4) Він зрозумів, що екскурсія буде дуже цікавою. 5) Ми побачили, що все поле вкрито снігом. 6) Новий пасажир запитав, де знаходиться вантаж. 7) Вона запитала, що робить зараз її мама. 8) Він хотів дізнатися, чи буде закінчена ця стаття до завтра. 9) Він проінформував, що ця книга була перекладена багато років тому. 10) Вона сказала, що чекала мене увесь вечір. 11) Я знав, що він напише лист завтра. 12) Я знав, що він вже написав лист. 13) Я знав, що він часто пише листи. 14) Вона спитала, що я читаю. 15) Вона спитала, що я буду читати завтра в цей час. 16) Вона спитала як довго йшов дощ. 17) Він сказав нам, що він буде працювати вже 15 років, коли ви переїдете до Києва. 18) Він сказав нам, що працював вже 15 років, коли ви переїхали до Києва. 19) Вона спитала, чи буде завтра дощ. 20) Вона спитала, чи йде зараз дощ. 21) Він відповів, що дощ закінчиться до того, як стемніє. 22) Я був впевнений, що вона приготувала домашнє завдання і зараз грає в шахи. 23) Ми спитали, чи знає він нашу сестру. 24) Вона веліла дітям йти спати. 25) Повідомили, що погода зміниться на краще. 26) Він повідомив, що все гаразд.

XI. Translate into English:

1. Він сказав мені вчора, що раніше він навчався в університеті. 2. Я знала, що вона працює на заводі, що у неї є чоловік і двоє дітей, що сім'я у неї дуже дружна і вона щаслива. 3. Ми вирішили минулого тижня, що наступного літа ми все поїдемо в Карпати. 4. Сестра сказала, що хоче приїхати до нас сама. 5. Я знала, що вона дуже зайнята. 6. Ніхто не знав, що ви чекаєте тут. Заходьте в будинок. 7. Гід попередив нас, що рух в цій частині міста доволі швидкий. 8. Секретар не помітив, що директор з кимось розмовляє. 9. Всі ми знали, що її сім'я знову в Парижі. 10. Олена сказала, що вона дарує нам цю картину. 11. Вона сказала, що її колеги завжди дають їй гарні поради. 12. Він сказав, що любить цю п'єсу. 13. В минулому році вони думали, що ніколи не будуть гарно читати англійською, але вчора вони побачили, що читають тексти доволі добре. 14. Він сказав мені вчора, що його батько - професор і живе в Києві. 15. Ми надіялись, що поїдемо до Лондона.

XII. Translate into English, paying attention to the rules of sequence of tenses.

1. Я боявся, що заблукаю в лісі. 2. Я думав, що він зачекає мене. 3. Він сказав нам, що коли він зайшов до кімнати, його друг вже сидів на дивані. 4. Ми надіялись, що вона скоро прийде. 5. Він боявся, що йому буде складно зробити доповідь. 7. Я був впевнений, що якщо ми поспішимо, ми не спізнимося на потяг. 8. Він запитав мене, що я буду робити ввечері.

Я відповів, що не знаю, чи буду я вільний ввечері, але сказав, що якщо буду вільним, то зателефоную йому о восьмій. 9. Всі були впевнені, що Андрій складе іспити успішно. 10. Він говорив, що Гоголь-його улюблений письменник. 11. Я знав, що ви живете в Полтаві, але не знав вашої адреси. 12. Він сказав, що кине палити. 13. Всі знали, що вона поїде до Італії. 14. Вибачте, ми не думали, що ви чекаєте на нас. 15. Я не знав, що ви також любляете футбол. 16. Я був впевнений, що він буде видатним артистом. 17. Я боявся, що ви не скористаєтесь моєю порадою. 18. Я не знав, що ти будеш працювати в читальному залі. 19. Вона сказала, що більше не буде купатися, тому що вода холодна. 20. Ми не думали, що він так розсердиться.

Direct and Indirect Statements Sentence Patterns

1. Tom said, "I am awfully tired."	Tom said that he was awfully tired.
2. Tom said to Bob, "I am awfully tired."	1) Tom said to Bob that he was awfully tired. 2) Tom told Bob that he was awfully tired.

Summary

The verb *say* introduces a statement when the person addressed is not indicated. The verb *say + to* or the verb *tell* are used when the person addressed is indicated.

- I. Turn the following sentences into indirect speech beginning with the words (a) He said ... and (b) He said to me ..., He told me ...**

Model 1

We were on holiday in the Alps in 1993.

He said they had been on holiday in the Alps in 1963.

He told me that they had been on holiday in the Alps in 1963.

- 1) Our athletes won the European contest. 2) I'll write to Mr. Brown when I get his address. 3) We go to the country every Sunday. 4) When George gets some money he'll buy a camera. 5) The fast train for Kiev leaves at 10 a. m. 6) I've been living in Odesa since the war. 7) Tom has a bad cold and is kept in from school. 8) I'll bring some new records when I come. 9) I'll watch the hockey championship on television. 10) I can't stand rainy weather. 11) I easily walked 20 miles when I was young.

The Use of Pronouns and Adverbs Sentence Patterns

Direct Speech	Indirect Speech
<p>1. Tom: We leave for the south tomorrow. (Or: We're leaving for the south tomorrow.)</p> <p>2. Bob: We're going to a play tomorrow.</p> <p>3. Mary: I went to visit mother at the hospital yesterday.</p> <p>4. Betty: I saw Robert the other day. He was feeling unwell.</p> <p>5. Peter: I'm coming back here for the holiday.</p>	<p>Mary (reports Tom's words some days later): Tom told me they were leaving for the south the next day.</p> <p>Betty (reports his words on the same day): Bob says they're going to a play tomorrow.</p> <p>1) Tom (reports her words on the same day): Mary tells me she went to visit her mother at the hospital yesterday.</p> <p>2) Tom (reports her words some days later): When I saw Mary last, she told me she had visited her mother at the hospital the day before.</p> <p>1) Nick (reports her words on the same day): Betty tells me she saw Robert the other day. She says he was feeling unwell.</p> <p>2) Nick (reports her words some days later): Betty told me she had seen Robert the other day. He was feeling unwell.</p> <p>1) Mike (reports his words at the same place): Peter says he's coming back here for the holiday.</p> <p>2) Mike (the time and the place are different): Peter said he was going back there for the holiday.</p>

Summary

If the time and place in which the original words were spoken is different from the time and place in which they are reported, the demonstrative pronouns and the adverbs of time and place are changed as follows:

Direct Speech

this

these

here

now

today

yesterday

last night

ago

tomorrow

this year

Indirect Speech

that

those

there

then

at the time today
that day

the day before
on the previous day

(on) the previous night

before

the next day

that year

II. Turn the following into indirect speech. Begin each indirect statement with: (a) He (she) said (told me) or (b) He (she) says (tells me) according to when the statement is reported (on the same day or some time later). Change the pronouns and the adverbs of place.

1) I'm flying to Cuba today. 2) I've been visiting friends today. 3) The children often went skiing last winter. 4) The Browns haven't been on holiday this year. 5) I've read all these books. 6) The tourists liked it here. 7) Tom won a bicycle some weeks ago. 8) I'll send you a telegram as soon as I get there. 9) I'll pack these things myself. 10) Mary met some friends here last month. 11) Ann broke her watch some days ago. 12) I don't remember seeing this film. 13) I crossed the street at the wrong place yesterday and was fined. 14) The next match will take place here next year. 15) We didn't do much sightseeing yesterday.

Modal Verbs in Indirect Speech

Sentence Patterns

Direct Speech	Indirect Speech
---------------	-----------------

<p>1. ANN: I can't skate.</p> <p>2. ANN: I must get up at seven.</p> <p>3. ANN: I could not get them on the phone.</p> <p>4. ANN: They may come any day.</p> <p>5. PETER: You might catch a cold in this thin dress.</p> <p>6. PETER: I have to change if I go by bus.</p> <p>7. ANN: The conference is to begin at seven.</p> <p>8. NICK: The boat was to arrive early the next day.</p> <p>9. JOHN: They were to have left by an early train.</p> <p>10. ANN: You should devote more time to your studies, Betty.</p>	<p>1) Ann says she can't skate. 2) Ann said she could not skate.</p> <p>1) Ann says she must get up at seven. 2) Ann said she must get up at seven.</p> <p>1) Ann says she could not get them on the phone. 2) Ann said she had not been able to get them on the phone.</p> <p>1) Ann says they may come any day. 2) Ann said they might come any day.</p> <p>1) Peter says she might catch a cold in this thin dress. 2) Peter said she might catch a cold in that thin dress.</p> <p>1) Peter says he has to change if he goes by bus. 2) Peter said he had to change if he went by bus.</p> <p>1) Ann says the conference is to begin at seven. 2) Ann said the conference was to begin at seven.</p> <p>1) Nick says the boat was to arrive early the next day. 2) Nick said the boat was to arrive early the next day.</p> <p>1) John says they were to have left by an early train. 2) John said they were to have left by an early train</p> <p>1) Ann says that Betty should devote more time to her studies. 2) Ann told Betty that she should</p>
---	---

<p>11. ANN: John ought to get married. It may steady him down.</p>	<p>devote more time to her studies.</p> <p>1) Ann said that John ought to get married, as it might steady him down.</p>
<p>12. ANN: John ought to have got married long ago.</p>	<p>2) Ann said that John ought to get married, as it might steady him down.</p>
<p>13. ANN: John needn't phone for the doctor, I feel better.</p>	<p>1) Ann says that John ought to have got married long ago.</p> <p>2) Ann said that John ought to have got married long ago.</p>
<p>14. ANN: Bob daren't contradict his strict father.</p>	<p>1) Ann says that John needn't phone for the doctor for she feels better.</p> <p>2) Ann said John needn't phone for the doctor for she felt better.</p> <p>1) Ann says that Bob daren't contradict his strict father.</p> <p>2) Ann said (that) Bob dared not contradict his strict father.</p>

Summary

The way modal verbs behave in Reported Speech when the verb in the principal clause is in the past tense:

Direct Speech

can
could
may
might
is to, are to
was to, were to
have to, has to
had to
must
should
ought
need
dare

Indirect Speech

could
had been able to
might
might
was to, were to
was to, were to
had to
had to
must
should
ought
need
dared

III. Turn the following into indirect speech. Begin the indirect speech with *They said ...*, *he said ...*, or use any suitable names.

1) We must catch an early train. 2) I can't forgive such insults. 3) The boy ought to be punished for his rudeness. 4) You should speak more distinctly. 5) We may buy a few pieces of furniture if we get the money. 6) You needn't read all the books in the list. 7) The pupils daren't breathe a word in the presence of the director. 8) The tickets must be awfully expensive. 9) The film is to be released in a few days. 10) I have to change on the way home. 11) We could not get the medicine. 12) We leave in half an hour. You're to be ready in ten minutes. 13) We must not be late. 14) She ought to have phoned me at nine but she didn't. 15) Nick was to have met me for lunch but he didn't. 16) She can't be operated on now. It is too late. 17) The plane was to land at 10 a. m. 18) They had to buy a present for the young couple. 19) I could not make out what he was saying. 20) They must be crazy to spend so much time on dancing.

IV. Render the following sentences into direct speech.

1) Jack said he wanted to read some book on space exploration. 2) My friend said he had enjoyed his trip to the Baikal lake. 3) Tom said he had booked tickets for a fast train. 4) Jack told his sister that he was going to take her to the Zoo. 5) Mary said she was working at a report on the latest achievements in chemistry. 6) Mother said I ought to be more careful. 7) They said I might call any day I liked. 8) Tom said his sister was good at sports and had won several competitions. 9) John told Mary that he would stay at the seaside for another week. 10) Hen said he knew a girl who was a champion in parachute jumping. 11) Betty said she dared not speak to her father when he was in one of his bad moods. 12) The girl told her mother that she had not been able to let her know she would be late. 13) The students said they would go sightseeing and take pictures of all the places of interest. 14) Jack told his friend that he had been waiting for him more than an hour. He was glad he had come at last. 15) Arnold said he had met Peter on his way home. 16) Peter said it had been raining all night. 17) The boy said he must read many articles for his exams. 18) The teacher said we needn't write any more papers on the subject.

**Utterances Consisting of Several Sentences
All of which Refer to Past Actions**

Sentence Patterns

Direct Speech	Indirect Speech
1. MARY: We were in the Caucasus three years ago. It was raining all the time.	Mary said (that) they had been in the Caucasus three years before. It was raining all the time.
2. HENRY: John stayed here for a fortnight. We met every, day. We went sightseeing together.	Henry told me (that) John had stayed here for a fortnight. They met every day and went sightseeing together.
3. RETER: We had a walking holiday in the Crimea. I was very fond of walking in those days.	Peter said that they had had a walking holiday in the Crimea. He was very fond of walking in those days.
4. NICK: I am worried about my mother, I haven't heard from her for a fortnight. She was suffering from a heart attack when I saw her last.	Nick said he was worried about his mother. He hadn't heard from her for a fortnight. She was suffering from a heart attack when he saw her last.
5. JOHN: Tom had done all his homework. He did it before going to the concert.	John said that Tom had done all his homework. He did it before going to the concert.

Summary

When an utterance consists of several sentences all of them referring to past actions, only the verb of the first sentence is used in the Past Perfect Tense in indirect speech.

V. Turn the following sentences into indirect speech. Begin the indirect sentences with: He said ... Join the sentences, if necessary, with: adding that ..., he added that ..., he added (at the end of the sentences only); ... he concluded.

1) We did a lot of gardening in the country. There was always a great deal of work to do. The weather was fine and we stayed outdoors from morning till night. 2) Tom showed me the parcel which arrived for him yesterday. There were delicious apples and pears in it. We had quite a feast. 3) I was waiting for

Tom all morning on Sunday. He came when I had nearly given him up. 4) We rehearsed the new play last week. Bob brought his brother, who is an actor. He said he rather liked it. 5) I've bought presents for all the family. Nearly all the money is gone. I hope they'll like the presents, though. 6) We watched the World Cup matches at Tom's. He has bought a wonderful TV set. There were crowds at his place every night. 7) I nearly got run over last night. The driver must have been drunk. He did not look where he was going. 8) I went to see Helen, for she was lying down with a headache. She is subjected to headaches, poor thing. 9) Tom applied for a job at our institute last week. He was taken on trial for a fortnight. He feels a bit nervous about it. 10) We nearly missed our train last night. It was all because of Ann, who would not start packing until the last moment. 10) I've passed all my examinations. We had a little celebration last night. There was dancing and then we all went walking. 12) The Browns came to see us on Sunday. They brought Betty with them because they could not leave her alone. 13) I was at Tom's place last night and saw an interesting film on TV. We played chess later and I rather enjoyed the evening. 14) We took the children to the Zoo some days ago. They enjoyed the day but they could not sleep afterwards. 15) I saw Mary yesterday. We went to the art gallery together and played some new records later. 16) Mary hurt her foot yesterday. Her friends carried her into the house and telephoned for the doctor. He said there was nothing serious with her. 17) We called for Helen on our way to the concert hall. She was sorry she could not go with us as she was not quite well. 18) Tom was in bed all day yesterday. He couldn't read because he had awful headache. 19) The Browns were on holiday in Bulgaria last year. They had very good weather all the time. 20) We went hiking on our holiday. We all got very tired but enjoyed it immensely.

Direct and Indirect Questions

Special Questions

Special Questions to the Subject

Sentences Patterns

Direct Speech	Indirect Speech
1. Tom said to the boys, "Who has tickets for "Hamlet?"	Tom asked the boys who had tickets for "Hamlet".
2. Tom said to the boys, "Who wants to get a part in the school play?"	Tom inquired which of the boys wanted to get a part in the school play.
3. Tom said to the boys, "Who broke	

<p>the record in swimming?”</p> <p>4. Paul said, “Who will buy the tickets for the show?”</p> <p>5. Paul said, “How many people are coming to the party?”</p>	<p>Tom wanted to know which of the boys had broken the record in swimming.</p> <p>Paul asked who would buy the tickets for the show.</p> <p>Paul asked how many people were coming to the party.</p>
---	--

Special Questions to Other Members of the Sentence

Sentence Patterns

Direct Speech	Indirect Speech
1. JOHN: Why are you late, Mary?	John asked Mary why she was late.
2. JOHN: What camera have you, Tom?	John wanted to know what camera Tom had.
3. JOHN: What book are you reading, Peter?	John inquired what book Peter was reading.
4. PETER: What films have you seen lately, Betty?	Peter asked Betty what films she had seen lately.
5. PETER: When will the TV play begin?	Peter wondered when the TV play would begin.
6. PETER: When do you usually get up, Dick?	Peter asked Dick when he usually got up.
7. DICK: Where did you buy the suit, John?	Dick asked John where he had bought the suit.
8. HELEN: How many students are there in the group?	Helen wanted to know how many students there were in the group.
9. BETTY: When can you come, Peter?	Betty asked Peter when he could come.

--	--

Questions to the Predicative
Sentence Patterns

John said, "Who is the boy?"	John asked	who the boy was. who was the boy.
Robert said, "What is your telephone number, Bob?"	Robert asked	what was his telephone number.

Summary

Word order in indirect questions is not inverted. In questions to the predicative the direct order of words is not always strictly observed. In set phrases such as: *What is the time? What is the matter? What is the news?* the word order is not changed in indirect speech.

Indirect questions are introduced by the verb *ask* and the more official verb *inquire*.

The person to whom the question is addressed is not necessarily indicated in modern English.

VI. Turn the direct questions into indirect.

Model:

John: Where have you been the past two months, Mary?

John asked Mary where she had been the past two months.

Alternatively: John inquired where Mary had been the past two months.

John wanted to know where Mary had been the past two months.

John wondered where Mary had been the past two months.

- 1) MOTHER: How long have you known this man, Ann?
- 2) ANN: How long has the meat been cooking, Mother?
- 3) NICK: What were you doing when I rang you up, Mary?
- 4) MARY: When must I return the books?
- 5) JOHN: Who must do the work?
- 6) TOM: What is the number of your flat, Mary?
- 7) THE REPAIRMAN: What is wrong with your TV?
- 8) MARY: Which of you are going to the dance tonight?
- 9) ROBERT: Who came first in the cycle race?
- 10) NICK: What is the train fare to Kyiv?

- 11) BOB: When did the play end?
- 12) LUCY: When did you hear from Hubert last, Tom?
- 13) MIKE: What were the boys talking about?
- 14) MIKE: Where is your brother attending lectures, Mary?
- 15) MARY: Where are you going for the week-end, Betty?
- 16) BETTY: When are your parents coming back, Tom?
- 17) TOM: When shall you send my coat to the cleaner's, mother?
- 18) MARY: When shall I see you next, Peter?

VII. Chain exercise: a student renders into indirect speech the question asked by another student. Then he, in his turn, asks a question which a third student reports in indirect speech to a fourth student.

Model 1

A: I say, N., why did you miss the last lecture?

N: A. asked me why I had missed the last lecture. I say, B., how much did you pay for your telephone?

B: N. asked me how much I had paid for my telephone. I say, C., what's Bob's telephone number? etc.

GENERAL QUESTIONS

Sentence Patterns

Direct Speech	Indirect Speech
1. TOM: .Are you busy to night, Mary?	Tom asked Mary if she was busy that night.
2. TOM: Were you at the football match yesterday?	Tom wanted to know if they had been at the football match the day before.
3. TOM: Are you leaving next week?	Tom asked if they were leaving next week.
4. PETER: Are foreign magazines sold in your country?	Peter inquired whether foreign magazines were sold in this country.
5. TOM: Is there a swimming pool on the liner?	Tom inquired if there was a swimming pool on the liner.

6. BETTY: Have you a scooter, Bob?	Betty asked Bob if he had a scooter.
7. BOB: Have you done the crossword puzzle yet, Peter?	Bob wanted to know if Peter had done the crossword puzzle.
8. PETER: Can you drive, Michael?	Peter asked Michael whether he could drive.
9. MICHAEL: Do you know Lucy Brown, Tom?	Michael was curious if Tom knew Lucy Brown.
10. MICHAEL: Does it often rain in your part of the country?	Michael inquired whether it often rained in their part of the country.
11. ROBERT: Did it rain much in spring?	Robert wanted to know if it had rained much in spring.
12. HELEN: Will you stay at home all day, Pat?	Helen asked Pat if she would stay at home all day.

Summary

Indirect general questions are introduced by the conjunctions *if* or *whether*. The order of words in indirect general questions is not inverted.

VIII. Turn the following questions into indirect speech. Begin the indirect questions with *He asked me ...*, *He inquired...*

- 1) Are you a football fan, Bob?
- 2) Is John reading much for his exams?
- 3) Were all the letters posted yesterday?
- 4) Are there any bathing suits on sale?
- 5) Has the fog lifted yet?
- 6) May I keep the book a few days longer?
- 7) Did you see anything interesting on TV last night?
- 8) Will Bob go on with his studies next year?
- 9) Must you work so hard?
- 10) Are the books to be returned this week?
- 11) Shall you be able to help us with the concert?
- 12) Have they all gone to the pictures?
- 13) Have you had your watch mended?
- 14) Will he be

working this time tomorrow? 15) Have you been waiting for him long? 16) Is the weather going to clear up? 17) Is Henry likely to take up hockey? 18) Have you made any plans for the summer?

IX. Chain exercise: a student renders into indirect speech the question of another student. Then he asks a question which a third student reports in indirect speech to a fourth student.

Model

A: I say, B., are you quite well now?

B: A. asked me if I was quite well again. I say, C., does your brother have much time for reading?

C: B. asked me if my brother had much time for reading, etc.

X. Turn the following short conversations into indirect speech. Assume that you are the person addressed.

Model

Where is the Browns' new flat? Do they like it? He asked me where was the Browns' new flat and if they liked it.

- 1) "Is John a good swimmer? Is there a swimming pool at his school?"
He asked...
- 2) "When did you go to Moscow last? Were you staying at a good hotel?"
He wanted to know...
- 3) "Was there a concert on Sunday night? Did any celebrities take part in it?"
He inquired ...
- 4) "Is French taught in English schools?"
He asked ...
- 5) "Has the rain stopped yet? Are you going for a walk?"
He asked ...
- 6) "Must you leave at once?"
He asked ...
- 7) "Does the delegation arrive on Sunday? Are you going to meet them?"
He inquired ...
- 8) "Did you see all the performances of the Shakespeare company?"
He wanted to know ...
- 9) "Will you take the children to the seashore?"
He asked ...
- 10) "Can you drive a car?"
He asked ...

- 11) “Was Jack doing the part of Hamlet in the school play? Has he any talent?”
He asked ...
- 12) “Have any new underground lines been built lately?”
He asked ...
- 13) “Did you have much snow here last winter?”
He inquired ...
- 14) “Do you wear sunglasses when skiing? How often do you go on outings?”
He asked ...
- 15) “Where do you live? Does it take you long to get to the institute?”
He wanted to know ...
- 16) “Do you usually fly home for the holiday? Do you get airsick?”
He asked ...
- 17) “Will you be in all afternoon? May I drop in on the way home?”
He asked ...
- 18) “When shall you arrive in Paris? Will you go sightseeing at once?”
He inquired ...
- 19) “Must you get up as early as that?”
He asked ...

The Way Short Answers are Rendered in Indirect Speech

Sentence Patterns

Direct Speech	Indirect Speech
1. FRANK: Has it stopped raining, yet? POLLY: Yes.	Frank asked Polly if it had stopped raining and she said it had. (Or: She answered in the affirmative.)
2. MARY: Does John ever come to see you? BOB: Never.	Mary asked Bob if John ever came to see him and Bob answered in the negative. (Or: Bob said he did not).
3. BOB: Are you very tired, Mary? MARY: No.	Bob asked Mary if she was tired and Mary answered she wasn't.

Summary

To render short answers in indirect speech one may say *he answered in the negative* or *he answered in the affirmative* or repeat a part of the answer using the pronoun and the auxiliary or the notional verb.

Revision Exercises

I. Turn the following short conversations into indirect speech.

- 1) LUCY: Has Tom got up yet?
MARY: Yes, he has. He's having his breakfast now.
LUCY: Have you had your breakfast yet?
MARY: No, I'm going to.
- 2) ANN: How do you like the tie I bought for Jim?
TOM: The colour is too dark.
- 3) JIM: You look tired, mother. What have you been doing?
MOTHER: I've been cleaning the kitchen.
- 4) TOM: Why are you so late?
NINA: I've been shopping. I bought a fine scarf for you.
- 5) JACK: Why are you looking so hot?
BOB: I've been sitting in the sun. It's a wonder I didn't have a sunstroke.
- 6) MOTHER: Have you finished doing your room, Mary?
MARY: I haven't started doing my room yet. I've been mending my dress.
- 7) NELLY: Where is Mary?
PAUL: She is watching television. She usually watches television in the evening.
- 8) ANN: Can John go to the club?
TOM: No, he can't.
ANN: Why not? ,
TOM: He has some lessons to do.
- 9) BOB: Must you leave at once?
TOM: I really must be going. My train leaves in a few hours.
- 10) MARY: I'd like to see the world. Can you tell me how?

TOM: Certainly. You ought to become a diplomat.

11) JOHN: Would you like a ride?

HELEN: Yes, of course. Are you going my way?

JOHN: I am.

12) MARY: When are you taking your holiday?

JOHN: Next month.

MARY: Where are you going?

JOHN: I'm going to the Carpathians.

13) BETTY: Will you be coming this evening? We are having some friends in to tea.

PETER: I'd like to.

14) PAUL: What are you sitting here for?

LETTY: I can't leave until the children come back from school.

PAUL: I'll keep you company until they come.

15) JACK: Is George at home?

MARY: If you wait a minute I'll see if he is in. No, he isn't.

II. Read Conversation № 1 and its reported version. Observe the way the conversation is rendered into indirect speech. Do conversations № 2 and № 3 in the like manner joining several questions and answers where necessary.

Conversation A

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

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

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

MARY: But you weren't working when I phoned. You said you were sleeping.

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

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

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

MARY: I'm glad his aunt is better.

JOHN: What do you mean?

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

The reported version of conversation A

This is a conversation between John and Mary. John asked her what she was doing at 10 o'clock on Monday and Mary answered she was playing tennis. John said that while she was playing tennis he was sweating in the office. Mary protested saying that when she had phoned him he said he was sleeping.

John explained that he had said he was sweeping and not sleeping. He was sweeping the floor in the office. Mary wondered what the office boy was doing at the time and John explained that he had given him a day off to visit his sick aunt. He said the boy was crying when he arrived.

Mary remarked ironically that she was glad the boy's aunt was better. She had seen him at 11 playing poker.

Conversation B

JOHN: We leave in half an hour. You're to be ready in ten minutes. You're to be on time.

MARY: I ought to pack.

JOHN: You ought to have packed last night.

MARY: I ought to buy a ticket.

JOHN: You ought to have bought one yesterday.

MARY: I ought to phone George.

JOHN: You ought to have done that before.

MARY: He was to have phoned me at nine but he didn't.

JOHN: You must be crazy to waste your time on him.

MARY: You used to like him.

JOHN: I must have been crazy, too.

Conversation C

MARY: Are you going to John's party?

GEORGE: I'd like to but I've got to work.

MARY: Have you told him?

GEORGE: No, I meant to but I haven't had the time.

MARY: You ought to let him know.

GEORGE: I know I ought to but it's too late now. Are you going? '

MARY: I want to but I'm feeling too tired. I had to work late last week.

GEORGE: I had to as well. Did you work on Sunday?

MARY: No, I refused to.

III. Turn the following conversations into indirect speech.

- 1) “Is there a hotel here?” asked Mrs. Macphail. Davidson gave a low chuckle. “There is not.” (*Maugham*)
- 2) A voice said, “Oh, there you are! Look!” Ashurst rose, took his wife’s sketch, and stared at it in silence. “Is the foreground right, Frank?” “Yes.” (*Galsworthy*)
- 3) ... the halfcaste stopped him as he was going upstairs. “Excuse me, Dr. Macphail, Miss Thompson’s sick. Will you have a look at her?” “Certainly.” (*Maugham*)
- 4) “Rosemary, may I come in?” It was Philip. “Of course.” (*Mansfield*)
- 5) “Is this your daughter?” he continued, with a smile at Jennie. “Yes, sir,” said the mother; “she’s my eldest girl.” “Is your husband alive? What is his name? Where does he live?” To all these questions, Mrs. Gerhardt very humbly answered. “How many children have you?” he went on. “Six,” said Mrs. Gerhardt. “Well,” he returned, “that’s quite a family. You’ve certainly done your duty to the nation.” (*Dreiser*)
- 6) “How is your mother?” he asked pleasantly. “She’s very well,” said Jenny simply. “And your little sister? Is she any better?” “The doctor thinks so”, she replied. (*Dreiser*)

Direct Commands and Requests

Sentence Patterns

Direct Speech	Indirect Speech
A. 1. The doctor said to the patient, “Keep the bed for some days.”	The doctor told the patient to keep the bed for some days.
2. Peter said to Mary, “Would you mind ringing me up at nine?”	Peter asked Mary to ring him up at nine.
3. Betty said to her friend, “Do stay with us a little longer”.	Betty begged her friend to stay with them a little longer.
4. “Oh, please, forgive Mummy,” cried the boy.	The boy implored (entreated) his mother to forgive him.
5. The lieutenant said to the soldiers, “Get ready for the march.”	The lieutenant ordered (commanded) his men to get ready for the march.
6. Mr. Dickson: Please, walk in.	Mr. Dickson begged the visitor to walk in.

7. The ticket collector: Produce your tickets, please.	The ticket collector requested the passengers to produce the tickets.
8. The conductor: All fares, please.	The conductor requested the passengers to pay their fares.
B. 1. The teacher said to the pupils, "Don't talk."	The teacher told his pupils not to talk.
2. Mary said to Nick, Don't open the window, there is a draught here."	Mary asked Nick not to open the window because there was a draught.
3. The boy said to his friend, "Please don't be angry with me."	The boy begged his friend not to be angry with him.
4. "Oh, don't send me away from home," sobbed the child, clinging to his mother.	The child entreated his mother not to send him away from home.

Summary

Indirect orders are introduced by the verbs *to tell*, *to order*, *to command*. Indirect requests are introduced by the verbs *to ask*, *to tell*, *to beg* and *to request*.

The choice of the verb depends on the nature of the order or the request. The verb *to beg* generally introduces emotional and very polite requests.

With highly emotional requests the verbs *to implore* and *to entreat* are used.

The verb *to request* is used in more official circumstances.

Exercises

I. Chain exercise: a student renders in indirect speech the command or request of his neighbour. Then, in his turn, he addresses another student with some request or command.

II. Convert the following into indirect speech.

1) MRS. HOLMES: Would you mind giving me my ticket and taking the children to the platform, John? I won't be long.

- 2) MISS PERKINS: Drop me a line and let me know when you're coming, Mary.
- 3) THE GUIDE (*to the tourists*): Please stay where you are. I'll go and make inquiries about the hotel accommodation.
- 4) THE HUSBAND: Make a cup of strong tea, please. I must have caught a cold.
THE WIFE: Well, the first thing to do is to take your temperature. Kitty, fetch the thermometer, will you?
- 5) ELLEN: Please answer the door, Mike. I'm busy with the dinner.
- 6) THE FATHER: Off to bed with you and no more television for tonight.
- 7) THE MOTHER: Don't run about like mad. Go and play in the yard.
- 8) The sergeant said, "Stand by in fighting order, ready to move off at once."
- 9) "Oh, doctor, save my child. Do all you can for him," sobbed the unhappy mother.
- 10) "This coat of yours seems rather thin. Don't put it on in this cold weather. You'll catch a bad cold," said the woman to her daughter.
- 11) TOM: I say, Nelly, don't eat so much chocolate. It's bad for you.
- 12) "You must be careful when crossing the road. Always look both ways or else you will get knocked down," the mother said.
- 13) "Here's a most thrilling book, Ted. Read it over the week-end and let me have it back on Monday morning," said Tom.
- 14) "Take the medicine twice a day, morning and evening," the doctor said to the patient. "It will put you on your feet in no time."
- 15) THE SALESWOMAN: Would you mind stepping this way, please? We have a bigger choice in the next room.
- 16) THE CONDUCTOR: Hold tight. All fares, please.
- 17) THE CUSTOMS OFFICER (*to the passengers*): Your luggage, please.

- 18) MARY: Mind what you're doing! Don't sit on my hat!
 JOHN: I must sit somewhere.
 MARY: Well, pick it up and put it on the table.
 JOHN: Oh, stop nagging! Pass me a banana.
 MARY: Say "please"!
 JOHN: Pass me a banana, please.
 MARY: Here you are.¹ Catch! But please don't leave the skin on the carpet. And don't throw it out of the window.
 JOHN: Stop fussing! Leave me alone.

Remember that conversational formulas such as *Here you are!* , *Look here!* , *I say ...* and interjections such as *Well, Why, Now,* etc. are not rendered in indirect speech.

III. Turn the following dialogues into indirect speech:

Jokes, Laughs, Smiles In the Company of Children

- What's your father, Bobby?
- My father's a school teacher.
- That's a good profession. Does he like it?
- He has only one thing to complain about
- What's that?
- Oh, the children.

"Don't bother me. I'm writing a letter to my girlfriend."
 "But why are you writing so slowly?"
 "She can't read very fast."

Junior: Dad, do you think you can write in the dark?
 Dad: Of course, I can, Son.
 Junior: Then turn off the light and sign my report card, please.

Father: You know that mother is very angry when you get bad marks at school.
 Son: Well, it's not me who is to blame, for it's the teacher who puts bad marks.

A son at college wrote his father: "No mon¹, no fun, your son."
 The father answered: "How sad, too bad, your dad."
¹mon=money

Teacher: You know, children, **I** think that it is always better to give than to take.

Nick: My father always does so.

Teacher: Oh very nice, Nick! Your father must be a very good man.

Nick: My father? He is a boxer.

LESSON V

Grammar : Conditional Sentences

PRE-TEXT EXERCISES

I. Read and memorize the following words and expressions:

Major, industrial and cultural centre, health resort, first-class port, worldwide reputation, to amount, to lay down, to initiate, to commemorate, ancient, according to, preliminary drafted plan, relief, straight streets, spacious squares, architectural ensembles, worth, pharmaceuticals, institutions of higher learning, scientific institutions, distinguished, entire Belt of Glory, dwelling areas, to offer new prospects, trading centres.

II. Make up sentences:

Odessa	is	an industrial centre. a centre of culture and science. a Black Sea health resort. known for its industrious and cheerful people.
	was	founded in 1794. built according to the preliminary drafted plan. scene of many historic events. a mild climate. many places of interest.
	has	population over a million citizens.

Text A

ODESSA

Odessa is a major industrial, cultural and health resort centre of Ukraine, a first-class port of worldwide reputation on the Black Sea.

The population of the city amounts to over a million citizens.

The beginning of the bright and rich in historical events biography of Odessa is believed to date from the end of the 18th century. Before a Slavonic settlement Kotsiubievo was located in its place.

On August 22 (September 2) 1794 the first constructions were laid down initiating the building of the new port and city.

There are many versions of legends how the city was named. However, the most truthful one is that its name commemorates the ancient Greek colony Odessos which was situated in the 6th century B.C. on the Northern coast of the Black Sea.

The city was being built according to the preliminary drafted plan considering the relief of the surroundings.

Wide and straight streets of the central part, spacious squares, fine architectural ensembles soon made Odessa one of the most beautiful cities.

The Odessans are very proud of their Opera House considering it one of the best in the world. Caruso and Shaliapin once sang here. The theatre has played a great role in the rich cultural life of the city.

The Art Museum and the Museum of Western and Oriental Art are also well worth a visit with their canvases by famous Caravaggio, Franz Hals, O.Kiprensky, A.Venetsianov, I.Ayvasovsky and others.

There is hardly a person in the country who has not seen films made at the Odessa Film Studio. The city streets were trodden by A.Pushkin, Yu.Kotsyubinsky, N.Gogol, Yu.Olesha, V.Kataev, I.Babel, S.Kirsanov, I.Ilf, Ye.Petrov, K.Paustovsky, E.Bagritsky.

Odessa is an industrial, educational and scientific centre. The main products of the city are refined petroleum, processed food, plastics, pharmaceuticals and clothing.

The Institutions of higher learning include the Odessa National University, the Marine academy, the Music conservatory and over a dozen others. That is why Odessa is often called a city of students.

Among the numerous scientific institutions in Odessa the distinguished Filatov Clinic of Ophthalmology deserves special mention.

The city is a pleasant spa and vacation resort with sandy beaches stretching for some 40 km, a mild climate and plenty of sunshine. Yearly scores of thousands of guests from many countries of the world visit Odessa.

The city suffered heavy damage during World War II. Today monuments to the heroes who fell in the action defending the city form an entire Belt of Glory which traces the former defence lines.

Odessa has grown considerably within the last decades, new dwelling areas, social institutions and trading centres are being constructed. The future days offer new prospects for the development of the city.

Text B

THE ODESSA OPERA HOUSE

The Odessa Opera House was built in 1897 according to a project designed by the Viennese architects G.Hellmer and F.Felkner. The work was carried out by home bred artisans under the guidance of local architects.

The architecture of the theatre combines the elements of two styles: the Viennese baroque and Italian Renaissance and resembles the Vienna Opera and the Dresden Court Theatre.

The building is of a horseshoe form. It has three porticos, the central portico being embellished with sculptural groups symbolizing the four genres of art: opera, ballet, tragedy, comedy. The round niches just above the second floor carry the busts of M.Glinka, A.Pushkin, N.Gogol, A.Griboedov.

The interior decoration of the Opera House in Louis XVI style and is distinguished for its richness. Its sculptured and decorated ceiling with a filigree chandelier has four paintings in golden medallion frames. These paintings are scenes from Shakespeare's plays: "Hamlet", "A Midsummer Night's Dream", "The Winter's Tale", "Twelfth Night or What You Will".

The hall has faultless acoustics and its rated holding capacity is 1664 seats.

The theatre has a long and interesting artistic history. Prominent singers sang on its stage such as E.Caruso, F.Shalyapin, L.Sobinov, A.Nezhdanova, S.Krushelnitskaya. P.Tchaikovsky, A.Rubinshtein, N.Rimsky-Korsakov all conducted here.

When in 1893 Tchaikovsky's opera "The Queen of Spades" was first staged in Odessa the actors presented the composer with a fine ivory baton bearing the following inscription on it: "From mortals to an immortal".

During the Second World War the fascists pillaged the theatre and were going to blow it up. But the rapid advance of the Soviet Army prevented them from carrying out their barbaric plan.

Today the Odessa State Academic Theatre of Opera and Ballet with its big and talented company plays a leading part in the cultural life of the city.

EXERCISES

I. Study the text carefully. Act as a guide of the group of tourists visiting the Odessa Opera House.

II. Answer the following questions:

1) When and where was Odessa founded? 2) What did the city take its name after? 3) Was the city built according to any plan? 4) Does Odessa contain a number of beautiful historic buildings, monuments and places of interest? 5) What is the Odessa Opera House famous for? 6) Are there any museums in the city? 7) What outstanding people lived in Odessa? 8) Why is Odessa called a city of students? 9) There is a feature film studio in Odessa, isn't there? 10) Is Odessa a pleasant spa and vacation resort? 11) What is the climate in Odessa? 12) Did Odessa suffer much during World War II? 13) Why is Odessa called a

Hero City? 14) What is the population of Odessa? 15) What is your impression of Odessa? 16) What is your home town?

III. Give English equivalents:

Промисловий центр, курорт, першокласний порт, всесвітня слава, м'який клімат, архітектурний ансамбль, брати початок з кінця 18 сторіччя, бути розташованим, бути закладеним, згідно з попереднім планом, місцевість, рятувати, гідний візиту, фармацевтичні та наукові установи, великі руйнування, пояс слави, значно, нові перспективи.

IV. Complete the following sentences:

- 1) Odessa is a major
- 2) Odessa is a first-class port on
- 3) The visitors of Odessa are attracted by
- 4) The beginning of the biography of Odessa is believed to date from....
- 5) The city is believed to take its name after....
- 6) Odessa was built according to
- 7) Products of the city include
- 8) During World War II Odessa....
- 9) The Institutions of higher learning in Odessa are
- 10) The city's future days offer....

V. Translate into Ukrainian:

Many buildings in Odessa were built of shell-limestone, which seemed to be saturated with hot sunshine. The shell-limestone was simultaneously extracted from different deposits which resulted in the formation of an entire labyrinth of underground galleries (catacombs). The winding passages of the underground labyrinth gave birth to the numerous legends associated with the activities of contraband dealers of old Odessa. But what is true is that catacombs served as a hiding place for revolutionaries; during World War II Odessa partisans operated from these underground passages which were inaccessible to the fascists.

VI. Speak of Odessa according to the plan:

- 1) General characteristic of the city.
- 2) The history of its foundation.
- 3) Odessa is an industrial, educational and scientific centre.
- 4) The city of students.
- 5) The Black Sea health resort.
- 6) Odessa as a cultural centre.
- 7) The city's heroic past.
- 8) The city's future.

Text C

CITY TRAFFIC

1. If you want to get from one place of the city to another, you may take a tram (bus, trolley-bus, taxi) or go by the metro (underground).

2. The city traffic is usually heavy, especially in rush hours (the time when people are hurrying to, or going from work). So we must always observe the highway code: cross busy streets (streets with heavy traffic) at crossings, wait till lights show green, etc. 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, so we have right-hand traffic. Along the streets we see bus, trolley-bus and tram stop. This is where people get on and off. People wait for buses, trams and trolley-buses at the stops. They get on and off public transport there. In big cities in the streets there are also Tube stations where people get on and off the underground electric railway. In a bus or trolley-bus (a tram) we must pay our fare. Take a vacant seat if you can find one. If you can't find a vacant seat, hold on to a strap or handles.

3. When we want to know about the place where the bus (tram, etc.) goes to, or the stops, or the fares, we may ask: Does the tram (bus, etc.) run down Pushkinskaya street ? Does the trolley-bus (bus, tram, etc.) stop at the Opera House? Will this bus (tram, trolley-bus, etc.) take me to the market "Privoz"? Where do I change bus # 23 to (for) tram #5 ? What is the fare to the centre of the city? Are you getting out (off) at the next stop ?

The person asked may give you one of these answers: Yes, this bus will take you right to No, I'm afraid you have taken the wrong tram, sir. Better change to the bus at Bunina Street. Yes (no), you have to go four stops more. At the stop after next you'll have to change to Route 29. You'll have to go to Preobrazhenskaya Street and change to tram #5.

4. On a tram (a bus, etc.) you can hear the conductor saying: All fares, please (Pass over the fares, please). The bus is full up! Full up inside. Come along now, quickly, please. Hurry up, please. The next stop is the Stadium.

5. If you want to go by taxi, you may call it by telephone or stop it in the street shouting: Hey, taxi! Are you free? Can you take me as far as the station?

6. A person who wants to go sightseeing, can see the places of interest with the help of a tourist agency. On a special bus (coach) together with other tourists he will go around the city and the guide will show them the most interesting building, monuments, historical places, etc.

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

EXERCISES

I. Answer the following questions:

1) What do we usually take to get from one city to another? 2) What does a person do if he does not know the way to some place or another? 3) What must

a person do if no bus or train runs right to the place he wants to get to? 4) Why do you think the city traffic is very heavy in rush-hours? 5) Does the fare depend on the place where you go? 6) When are trams and buses overcrowded (full)? 7) Do you change on your way to the Institute? 8) Is there a bus (tram, trolley-bus) stop near your house? 9) What does the green light show? 9) What places of interest are there in your town? 11) When do trams, buses, trolley-buses begin running? 12) How do you get to the Institute?

II. Give the Ukrainian equivalents for the following:

"No Left Turn ", "Cross here", "Parking", "No Parking", "Slow down", "No Passage", "Horns Forbidden", "No Admittance", "Keep Left", "Admittance Free", "Used Tickets", "Bus Stop Request", "One Way Only", "Filling Station", "No Stopping", "Private", "Beware of cars", "Two Line Traffic", "Look Out When Crossing", "Road Under Construction", "Wet Paint", "Taxi-stand", "Keep Off the Grass", "For Litter", "Keep Our Town Clean".

III. Illustrative dialogues. Memorise these dialogues. Practise them in pairs. Make up dialogues using different situations:

1. Which is the Quickest Way to the Centre ?

A.: Excuse me, sir.

P.*: Yes, what is it?

A.: Which is the quickest way to the centre, please?

P.: Let me think ... Oh, yes. Take number _ bus and go as far as Grecheskaya Square.

A.: Will that be the very centre of Odessa?

P.: Yes, of course. Deribasovskaya Street is just a step from there.

A.: Thank you very much.

P.: It's all right, sir.

(P.* – a passer-by)

2. Take the Street on Your Right

A.: Pardon me, sir. I want to get to the Opera House. Can you show me the way there, please?

P.: Why, yes. Hmm. Let me think... Well, take the street on your right and go straight as far as the bank.

A.: Yes, how do I go then ?

P.: Then you'll turn to your left and go other 3 blocks.

A.: Isn't it more convenient for me to go there by bus?

P.: No, there isn't a very good bus service there. You'll just lose time.

3. Am I Right for Primorsky Boulevard?

A.: Excuse me. Am I right for Primorsky Boulevard?

P.: Primorsky Boulevard ? Let me think... I'm sorry to say you aren't. You'll have

to go back one block and then turn to your left. You'll go along that street straight

ahead as far as the Pushkin Statue.

A.: Thank you ever so much.

P.: Never mind.

4. Where do I get off?

A.: Excuse me, sir. Where do I get off for the railway station?

P.: But you have taken the wrong bus. It does not run there.

A.: Really? What shall I do?

P.: You'll have to get out and take #200 bus. It will take you right there.

A.: I see. Shall I have to walk far to the bus #200 stop?

P.: No, it will be just across the way.

A.: Thank you.

P.: Not at all.

5. Hey, taxi!

A.: Hey, taxi! Are you engaged?

Dr.: No, ma'am, step in please.

A.: Can you take me to the Environmental University?

Dr.: Yes. certainly.

IV. Retell these funny stories:

1. A bus was crowded. A passenger sitting next to the window suddenly closed his eyes and turned his head aside. The man next to him asked, "Are you ill? Can I do anything for you? ". "I'm quite well," the other answered. "I just hate to see old ladies standing."

2. A man with his wife and four children was spending Sunday in the country. When night came on, he decided to take taxi home. Coming up to the driver he asked: "How much will you take to drive us to Riverside Street?" "Two dollars for you and your wife", answered the driver. "And I'll take the four children along for nothing," he added. The man turned up to his children and said: "Jump in, kids, and have a nice ride home. Mummy and I will take the underground."

3. A woman with a dog got on a London bus one wet day. She said, "Oh, conductor," if I pay for my dog, may he have a seat like the other passengers ?"

The conductor looked at the dog and answered, "Certainly. He may have a seat like all the other passengers so long as he doesn't put his feet on it."

Text D

DERIBASOVSKAYA STREET

Deribasovskaya is a symbol of South Palmyra, and if you want to see the most beautiful and interesting sights of Odessa city, then it is worth going on this street. There are many preserved buildings here, which were built in the 19th century. A lot of historical figures, the brightest representatives of culture and science visited, lived in and passed through these buildings.

Deribasovskaya is the central street of Odessa and one of the main attractions of the city. Roadway is lined with stone blocks and driveway is closed for cars. Along with the seafront, Deribasovskaya is also a favourite place for an evening walk for the residents of Odessa and other visitors. Historically, contrary to the generally accepted canons of town planning, Deribasovskaya, which does not have a descent to the sea and has a small length and width of the street – was chosen to be Odessa's central street of the city for its beauty and atmosphere.

Street was originally called Gimnazskaya or Gimnazycheskaya in honour of commercial gymnasium of Volsey, opened by Duke de Richelieu. Since 1811 the street has been called de Ribasovskaya or simply Ribasovskaya. Since 1836 we can meet the name De-Ribasovskaya. The street is named in honour of Joseph de Ribas, who was the first mayor of Odessa. Monument to de Ribas can be found at the end of this street. At Soviet Union times the street was originally called LaSalle Street, then Chkalov. During the Patriotic War the name of Deribasovskaya was restored.

Going for a walk on Deribasovskaya Street, you cannot only enjoy the beautiful architecture built in the 19th century, but to find out who visited it years ago. In the office of Governor- General (Deribasovskaya, 24) A.S. Pushkin worked for two years. At house number 3 the legendary scout N.A. Geft lived for one year and world-famous painter Kandinsky lived many years in front of the former Volsey Lyceum.

Nearby, on the right hand of de Ribas is a house number 2. Since Odessa was, is and will remain the largest seaport of Ukraine, the State Company Black Sea Shipping plays an important role in its life. It doesn't matter that now this company looks more a shop with a fleet of vehicles, and several of his warehouses and a pair of courts, which are under the arrest (were destroyed, but what to do: now are being reduced), but the building, where the main office of the company is, considered to be fine.

By the way, at the beginning of the street, opposite the office of Black Sea Shipping, there is another colourful feature of Odessa's unusual outlook on life. One can only wonder what the monument to the creator of Esperanto Zamenhof does in one of the old Odessa's yards.

Once, on the street which we are talking about there were two houses owned by Felix de Ribas whose brother, Joseph de Ribas, was one of the first Odessa's planners. In 1806 Felix de Ribas decided to sell the building because of its financial situation left a lot to be desired and two small gardens that were adjacent to these buildings he just presented to the city. 200 years later this gift became one of the most popular holiday destinations of Odessa. However at that time the area was not that big as it is now, only the next mayor of Odessa, the Duke of Richelieu, made it to look like this.

EXERCISES

I. Read and translate the text. Put your own questions of different types.

Weather Is Good on Deribasovskaya, It Rains Again on Brighton Beach is a 1992 joint Russian-American production comedy film directed by Leonid Gaidai. Its title used in the plot as a password for secret agents, and refers to Deribasovskaya Street and Brighton Beach.

The plot unfolds during the last years of the Soviet Union. The Cold War is over and the President of the United States and the General Secretary of the Soviet Union must meet for high-level diplomatic talks. However, the meeting is put at risk because of the extent of the criminal activities perpetuated by the Russian Mafia in the United States. A Mafioso named Rabinovich is even able to listen in on the phone lines between Washington and Moscow using a secret wiretap. Fedor Sokolov, a KGB agent and Mary Star, a CIA agent, must work together to take down the head of the Russian Mafia, nicknamed the "Artist" who appears in the guises of Lenin, Stalin, Brezhnev, Khrushchev, Hitler, Peter the Great, Saddam Hussein, and Othello over the course of this screwball comedy.

II. Make your own sentences with the words in bold.

III. Tell about your personal experience when walking through Odessa palce of interests for the first time. Use word-combinations from the following story.

“...Many times I walked along the coastal path which led all the way from Lanjeron beach to Arcadia area, which is hugely popular for its beaches, bars and clubs. I also walked over the springy Mother-in-Law bridge, which has

hundreds of love locks padlocked to its sides. I went through the Passage, a famous indoor walkway with elaborate sculptures inside and out, which used to be a heaving marketplace just off Deribasovskaya street, and I wandered around many of Odessa's parks as I soaked up the sun, including City Garden. There was often a brass band playing in the bandstand, and I came to see that Odessa was alive with music; wherever I went there was a cellist busking on the street, live Ukrainian folk music, or demonstrations of capoeira with bongo drums in little underground bars. The Opera Theatre is prestigious, and it was nice to sit by the outdoor fountains where there were always crowds of tourists posing in front of its Italian baroque exterior, peeking in the window around the back to look at the luxurious interior.”

GRAMMAR

Conditional sentences (Умовні речення).

Підрядні речення умови приєднуються за допомогою сполучників **if** – якщо, **unless** – якщо не, **provided (that)** – “за умовою, що” тощо.

В залежності від характеру вираженої умови умовні речення поділяються на три типи:

- 1) **Реальні речення.** У складнопідрядних реченнях з реальною умовою в підрядній частині вказується на умову, а в головній – на її наслідок.
- 2) **Нереальні (потенційні або малоімовірні речення),** що відносяться до теперішнього або майбутнього часу. У реченнях з потенціальною умовою підрядна частина вказує на умову, яка може бути здійсненою.
- 3) **Нереальні (ірреальні речення),** що відносяться до минулого часу. У складнопідрядних реченнях з ірреальною умовою в підрядній частині вказується на умову, яка не здійснюється і не може бути здійсненою, тому висловлене в головній частині лишається в сфері бажаного, ймовірного. Дієслова-присудки в складнопідрядних реченнях з підрядними, що виражають ірреальну умову, мають форму умовного способу.

Умовне підрядне речення	Головне речення
<i>I t i n</i>	<i>Д і й с н и й с п о с і б</i>
Дієслово у формі Present Indefinite	Future Indefinite
If I have time Якщо в мене буде час,	I shall finish the experiment. я завершу експеримент.

If it rains Якщо піде дощ,	I shall stay at home. я залишусь вдома.
II тип Умовний спосіб	
Дієслово у формі Past Indefinite	Future-in-the-Past (should, would, could, might) + Indefinite Infinitive
If I had time Якщо би в мене був час, If it rained Якби пішов би дощ,	I should finish the experiment. я б завершив експеримент. I should stay at home. я б залишився вдома.
Дієслово to be вживається у формі were для однини та множини.	
If I were free Якби я був вільний,	I should come to you. я б прийшов до тебе.
III тип Умовний спосіб	
Дієслово у формі Past Perfect	Future-in-the-Past (should, would, could, might) + Perfect Infinitive
If I had had time last week, Якщо б у мене був час минулого тижня, If it had rained last week, Якщо б минулого тижня йшов дощ,	I should have finished the experiment. я б завершив експеримент. I should have stayed at home. я б залишився вдома.

Умовні речення II і III типу перекладаються однаково з використанням дієслова у минулому часі з часткою “б”.

Інверсія в умовних реченнях.

В умовних реченнях II і III типів сполучники **if, unless, provided** можуть бути опущені, коли у склад присудка підрядного речення увіходять слова **should, could, were, had, might**.

В даному випадку має місце інверсія (зворотний порядок слів), на перше місце перед підметом ставиться допоміжне або модальне дієслово.

При перекладі українською мовою необхідно вживати сполучник: Had he attended all the lectures he would have passed all the exams. – Якщо би він відвідував всі лекції, він би склав усі іспити.

GRAMMAR EXERCISES

Ex. I. Form sentences using First Conditional (Real Condition):

*IF + I/you/he/she/it/we/you/they + (PRESENT INDEFINITE) =
I/you/he/she/it/we/you/they + (FUTURE INDEFINITE)*

or

*I/you/he/she/it/we/you/they + (FUTURE INDEFINITE) =
IF + I/you/he/she/it/we/you/they + (PRESENT INDEFINITE)*

If it rains, I shall stay at home / I shall stay at home, if it rains.

I f	I	has time	I	will won't	help you.
	he	is busy	he		go to the doctor.
	she	fall ill	she		be very happy.
		come tomorrow			be very sorry.
	you	receive my letter	you		be displeased.
	we	phones me	we		wait.
	don't come in	the	play chess.	be upset.	
	time	y	go for a walk.		
	stay here				

The Conditional sentences in the Indicative Mood (First Conditional) are used to express a real condition, i. e. a condition the realization of which is considered possible.

Ex. II. Form sentences using Second Conditional (Unreal Condition refers to the Present or to the Future):

*IF + I/you/he/she/it/we/you/they + (PAST INDEFINITE) =
I/you/he/she/it/we/you/they + (FUTURE – IN – THE PAST + INFINITIVE)*

or

*I/you/he/she/it/we/you/they + (FUTURE – IN – THE PAST + INFINITIVE) =
IF + I/you/he/she/it/we/you/they + (PAST INDEFINITE)*

If I were free
If I had time
If I lived near

} *I should come*

I should come

} *If I were free*
If I had time
If I lived near

If	I he she you we they	were you had time liked it weren't busy phoned were free came in time asked me had money felt sick	I he she you we they	would wouldn't	help you. visit the doctor. go to the theatre. be very happy. go to the restaurant. be late. buy it. write me a letter. take a taxi. take you to the concert.
----	-------------------------------------	---	-------------------------------------	-------------------	--

The Subjunctive Mood is used in conditional sentences to express an unreal condition (in subordinate clause) and an unreal consequence (in principal clause). In sentences of unreal condition referring to the present or future the Past Subjunctive of the verb to be (*were*) is used in the subordinate clause; with other verbs the same meaning is expressed by the Past Indefinite of Indicative Mood. In the principle clause we use auxiliary should/would and the Indefinite Infinitive. Should is used with the first person singular and plural, would is used with the second and third persons singular and plural.

Ex. III. Form sentences using Third Conditional (Unreal Conditional refers to the Past):

IF + I/you/he/she/it/we/you/they + (PAST PERFECT) =
I/you/he/she/it/we/you/they + (SHOULD /WOULD + PERFECT INFINITIVE)
or
I/you/he/she/it/we/you/they + (SHOULD/WOULD + PERFECT INFINITIVE)
= IF + /you/he/she/it/we/you/they + (PAST PERFECT)

If I had been free
If I had had time
If I had lived near

} *I should have come*

*I should have
come* } *If I had been free
If I had had time
If I had lived near*

If	I	had	known the result	I	would wouldn't	1. been very happy
	he	had	phoned	he		2. come there
	she	had	yesterday	she		3. helped him
	you	had	told about it	you		4. written more often
	we	had	earlier	we		5. been so upset
	they	had	won the last game	they		6. been pleased
			been invited before hand			7. done the work better
						8. gone to the country
						9. had problems

In the sentences of unreal condition (Third Condition) referring to ***the past*** the Past Perfect is used in the subordinate clause; in the principle clause we use auxiliary ***should*** (with the first person) or ***would*** (with the second and third persons) and ***the Perfect Infinitive***.

Ex. IV. Translate the following sentences using conditional sentences of the First Type (First Conditional):

1. Я зателефоную тобі, якщо в мене буде час. 2. Якщо цей костюм буде коштувати занадто дорого, я придбаю інший. 3. Що ти будеш робити, якщо таксі не приїде? 4. Якщо він не зможе прийняти мене, я прийду іншим разом. 5. Якщо зима буде холодною, вони будуть кататися на ковзанах.

Ex. V. Use the corresponding mood form instead of the infinitive in brackets:

1. If I (to be free) tomorrow, I shall join you with pleasure. 2. If your brother (to be) here now, he will be surprised at your behaviors and I am sure he would not approve of it. 3. If we (to be) not writing this exercise now I should give you my pen. 4. If it (to be raining) now, the children would not be running about in the garden. 5. If the students (to work) regularly they will pass their exams.

Ex. VI. Translate the following sentences using conditional sentences of the Second Type (Second Conditional):

1. Лікарі допомогли би тобі, якби ти слідував їхнім рекомендаціям.
2. Якби вона працювала більш наполегливо, вона би заробляла більше.
3. Якби в мене був час, я б розповів тобі більше.
4. Якби вона володіла іноземною мовою, вона б змогла змінити роботу.
5. Якби діти були тут, вони б допомогли своїм батькам.
6. Якби ми побачили їх завтра, ми б віддали їм ключі.

Ex. VII. Translate the following sentences using conditional sentences of the Third Type (Third Conditional):

1. Якби він склав останній іспит, він вступив би до університету.
2. Ми би пішли на ту вечірку, якби знайшли няню для малюка.
3. Якби він отримав вищу освіту, він би не працював так тяжко.
4. Якби він попросив його раніше, він зміг би позичити тобі грошей.
5. Вона б не відправила сина до тієї школи, якби вона знала, що йому буде важко навчатися в ній.

Ex. VIII. Open the brackets forming First, Second, Third Conditional in each sentence. Translate these sentences:

1. If she (to find out) the truth, she (to be) very happy.
2. I (to visit) him in the hospital, if I (to know) about his illness.
3. If we (not to like) his suggestion, we (to tell) him about it.
4. If John (to want) the advice, he (to ask) you.
5. If his sister (to have) better qualification, she (to be able to) apply for better job.
6. They (to find) the solution, if they (to understand) the problem.
7. If Beth (to go) to her native town, she (to be) happier.
8. If you (not to agree) with me, I (to go) to the director.
9. What you (to do), if he (to tell) you to leave?

Ex. IX. Open the brackets using the verbs in the proper form:

1. If I (to have) time tonight, I (to finish) this book.
2. He (can) take you to the concert tomorrow if he (to have) a spare ticket.
3. If they (to have) plenty of time yesterday, they (to miss) the train.
4. If she (to leave) at seven o'clock, we (to ask) her to give us a lift.
5. If my friend (to phone) now, I (not to feel) so lonely.
6. If someone (to give) you a million, what you (to do)?
7. If you (to be able) to finish the job tomorrow, you (to have) a holiday.
8. If she (to be) here now, she (to help) you.

Ex. X. Translate the following sentences and analyze the use of the Conditional Mood:

1. I would come at once, if you were really ill. (*Essex*).
2. I should feel I was

losing my one sister if you did this, and my mother would lose a daughter. (*A. Christie*). 3. When I leave town now I never tell my people where I am going. If I did I should lose all my pleasure. (*Wilde*). 4. "I know, but..." She would cry, if she said any more. (*Essex*). 5. Of course I am not like him. I know that perfectly well. Indeed, I should be sorry to look like him. (*Wilde*). 6. It would have been terrible if any cloud had come across a friendship like ours... (*Wilde*).

Ex. XI. Complete the following sentences using the Conditional Mood and the words in brackets:

1. She was angry with him, otherwise she ... (to say) such offending words. 2. She must have heard about this event already otherwise she ... (to look surprised) when you told her about it. 3. They must have lost their way otherwise she ... them (to return) already. 4. Probably they are out, otherwise somebody ... (to answer the phone). 5. She had a perfect command in English, otherwise she ... (to translate) the article properly.

Exercise XII. Make up sentences:

In your place But for him But for them	he she we you they	should would	take a tram (bus, car, ship). travel on business. go on an excursion. stay at the station. go to Odessa. travel abroad.
I wish	I had told her about the excursion he travelled on business she had booked a return ticket she worked as a stewardess		now. yesterday. today. then. at present. at that time.

If	I he she we you they	were you	I he she we you they	should would	travel abroad. book a return ticket. go to the booking-office. become a stewardess. secure accomodations. for a train. go on a journey. board a ship. make a voyage.
----	-------------------------------------	-------------	-------------------------------------	-----------------	--

Exercise XIII. Answer the following questions according to the model:

Model: *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?

Exercise XIV. 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

Exercise XV. Put the following sentences in the Past according to the model:

Model: *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.

Exercise XVI. Put the following sentences in the Subjunctive Mood according to the model:

Model: *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.

Exercise XVII. 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.

Exercise XVIII. 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 потягом. 7. Боюся, щоб ми не запізнилися 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 потяг.

Exercise XIX. Translate paying attention to Conditional Clauses:

1. You will get good results if you apply this method of calculation.
2. If they find the exact meanings of these words, they will understand the text easily.
3. If the wind were favourable, the ship would reach the port of destination early in the morning.
4. If a drop of water, so small as to be scarcely visible? Were introduced into the vacuum over the mercury of the barometer at a temperature of 80° F, the water would turn into vapour and depress the mercury column about 1 inch.
5. The results of the experiment would have been much better if he had used the new equipment.
6. Had the urgent measures not been taken to prevent the overflow of the river, the embankments would have been flooded.
7. Were the vapour cooled below its dew point, some of it would become liquid.
8. Most lakes and rivers would dry up if they depended solely upon precipitation for their store water.
9. If all the atmospheric moisture were precipitated it would create a layer averaging only one inch in depth over the entire globe.
10. A great disaster might have occurred had not the vessel changed its course.

XX. Open the gaps using the correct form:

1. I should come and see you off if I not (live) so far away. 2. If I had the money, I (buy) that overcoat. 3. They not (go) tomorrow if it rains. 4. If you (stay) here a little longer, you will see him. 5. I should be disappointed if they not (come). 6. If we had no luggage, we (walk) home. 7. If it (rain) on Sunday, I shall stay at home. 8. I should have called you up yesterday if I (be) in town. 9. If the goods had been loaded quickly, we (receive) them in time. 10. If you had arrived a little earlier, you (find) me there. 11. If he (be) here, he would answer you. 12. We shall be very sorry if he not (call) on us to-night. 13. If he had not lost his spectacles, he (be able) to finish this work in time. 14. If I had

been in your place, I not (say) this. 15. We shan't go out unless it (to stop) raining. 16. Your health will not improve unless you (take) better care of yourself. 17. I (come) if I had had time. 18. He would leave Moscow to-night if he (get) the necessary documents. 19. I not (catch) cold if I had worn my overcoat. 20. I would drive to the country if the weather (be) fine. 21. The man (be killed) if the train hadn't stopped quickly.

XXI. Continue the following sentences:

1. You would know English better if 2. I should have left Moscow yesterday if 3. If I were you, 4. If I had known that it was going to rain 5. I shall go for a walk if 6. I should lend you my text-book if 7. If we had bought the tickets, 8. If they were here, ... 9. We should be glad if 10. If he were younger, 11. If you had got up earlier this morning

XXII. Translate in English:

1. Якби ви знали краще граматику, ви б не робили стільки помилок в ваших вправах. 2. Якби він був у Києві зараз, він, звичайно, допоміг би нам. 3. Я почекаю його, якщо його не буде вдома, коли я прийду. 4. Якби зараз не було так пізно, я б пішов до нього. 5. Якби я не був таким зайнятим вчора, я б поїхав на вокзал проводити його. 6. Я був би вам дуже вдячний, якби ви змогли приділити мені кілька хвилин. 7. Мені знадобилося багато часу, щоб перекласти цю статтю. Якби ви мені дали хороший словник, я б витратив менше часу. 8. Я буду дуже засмучений, якщо вони не прийдуть. 9. Я був би дуже радий, якби ви зайшли до нас завтра. 10. Як шкода, що це від мене не залежить. Якби це від мене залежало, я б допоміг вам із задоволенням. 11. Цього б не сталося, якби ви були там. 12. Якби у нас було менше багажу, ми могли б піти пішки на вокзал, тому що у нас достатньо часу, щоб встигнути на потяг. 13. Якби ви прийшли сюди вчора між другою і третьою годинами, ви б застали його. 14. Мені дуже подобається цей годинник. Якби він був менший, я б купив його. 15. Якщо я буду там і побачу його, я скажу йому про це. 16. Йому доведеться піти в лікарню завтра, якщо йому не буде краще. 17. Ми приїдемо туди о 10 годині вечора, якщо потяг не запізниться. 18. Чому ви не взяли таксі? Якби ви взяли таксі, ви приїхали б на вокзал вчасно. 19. Чому ви не покликали його? Я впевнений, що він прийшов би, якби ви його покликали. 20. Якби ми виїхали завтра, ми б приїхали до Одеси в понеділок вранці. 21. Було б дуже люб'язно з вашого боку, якби ви могли це зробити для мене. 22. Якщо ми не отримаємо вашої відповіді до 10 вересня, ми передамо замовлення іншій фірмі. 23. Якщо ви замовите 200 тонн цього товару, ми знизимо ціну на 5%. 24. Якщо ви погодитеся на ці умови, ми вишлемо вам наш контракт. 25. Якби наш київський офіс отримав ваші інструкції тиждень тому, товари могли б бути відвантажені

пароплавом, який вийшов з Одеси 15 серпня. 26. Якби ваша пропозиція була отримана минулого тижня, ми б прийняли її.

XXIII. Translate in English:

1. Якби ми працювали вчора більше, наша робота була б зараз готова. 2. Якби ми надіслали листа вчора, вони б отримали його завтра вранці. 3. Я провела свою відпустку в Одесі. Я б провела її в Єгипті, якби там не було так спекотно влітку. 4. Якби ми не йшли так швидко, ми не були б такими втомленими зараз і могли б продовжувати наш шлях. 5. Якби я приніс словник з собою, я міг би перекласти цей документ зараз. 6. Якби я не пішов до них вчора, ми б нічого не знали про це навіть зараз.

XXIV. Translate in English:

1. Добре, що ви не прийшли вранці. Ви б нікого не застали вдома. 2. Чому ви поїхали на південь, не запитавши поради лікаря? Я впевнений, що він би не порадив вам їхати в липні на південь. 3. Якби я був молодший! 4. Ми нічого про це не знали. Ми ніколи не погодились би на це. 5. Я не знаю, чи відбудеться завтра концерт. Я б пішов із задоволенням. 6. Він, напевно, не знав, що цей словник вже вийшов з друку. Я впевнений, що він неодмінно купив би його. 7. Якби ви мені сказали про це раніше! 8. Я хотів би побачити його завтра. Я розповів би йому про все, що трапилося. 9. Чи змогли б ви закінчити вашу роботу завтра?

XXV. Remove conjunctions in the following sentences and make respective changes in sentences:

1. If I had time, I should learn French. 2. If you should find them, kindly let me know. 3. If they had called at the office yesterday, they would have found me there. 4. If I had seen him yesterday, I should have told him about it. 5. If he were here, I should speak to him. 6. If he were in town, he would help us. 7. If he should come, tell him to wait. 8. If I had enough money, I would travel. 9. If I were you, I should go there immediately. 10. The accident might not have occurred if they had been more careful. 11. If I were in his place, I should refuse. 12. If you had seen him, you wouldn't have recognized him.

XXVI. Translate in Ukrainian:

1. Unless you can deliver the machines by the 15th September, we shall be compelled to cancel the order. 2. Had the letter of credit been opened by the buyers before the 10th March, the goods would have been shipped by the s.s. "Svir". 3. Should you require the goods urgently, they could be shipped by the

s.s. "Pskov" sailing the 15th September. 4. If the weather had not been so hot last month, the goods would not have gone bad during transportation. 5. If you were to guarantee a regular supply of these goods, we would be prepared to conclude a new contract. 6. The goods are shipped after the 1st of December, we shall not accept them. 7. If such ore were of interest to you, we could send you our offer at once. 8. If three machines or more were ordered, the price would be reduced by 5 per cent. 9. Should we need such goods, we shall write to you again, 10. If the rate of freight should rise, the sellers will have the right to increase the price of the goods. 11. If the machinery were to be dispatched from the factory to the port of loading later than to-morrow, we should miss the steamer and should have to wait for the next one at least two weeks. 12. We shall be obliged if you will send us your catalogue of machine-tools. 13. We should be obliged if you would inform us of the name of the steamer. 14. In case the port of loading or discharge should be inaccessible owing to ice, the vessel shall proceed to the nearest safe and accessible port.

XXVII. Translate in English:

1. Якщо б я знав, що він завтра прийде, я б не поїхав до нього сьогодні ввечері. 2. Якби я був упевнений, що він вже повернувся до Москви, я б поїхав до нього зараз. 3. Якби ви сказали нам кілька днів тому, що у вас є цей довідник, ми б попросили вас дати нам його на кілька днів. 4. Якби ми знали раніше, що ви підете до нього, ми попросили б вас поговорити з ним з цього приводу. 5. Якби я знав його адресу, я б написав йому зараз, що ви згодні допомогти йому. 6. Якби він був тут вчора, я б сказав йому, що я отримав телеграму від пана А.

XXVIII. Open the brackets using the forms of Subjunctive Mood after the following structures "as if / as though":

Example:

Why do you always treat me as though I /to be/ a backward child of 12? – were.

1. She kept trying on hat after hat as if she **/not to make up/** her mind from the very beginning which she would take.
2. He spoke French as if I **/to be/** a Frenchman or **/to spend/** most of my life over there.
3. She could discuss the latest novel as though she **/to read/** it.
4. She spoke as if she **/to know/** everyone there.
5. She behaved as if she **/to graduate/** from the university long ago.
6. Nothing about Asbury stirred except his eyes. They did not appear to move on the surface but somewhere in their blurred depths there was an almost imperceptible motion as if something **/to struggle/** feebly.
7. Another and rather longer silence followed and he just started to wonder if this might even be one of disapproval, as if perhaps she instinctively **/to**

sense/ how far his relationship with Mrs. Palgrave might have gone, when he suddenly remembered that he had a question to ask her.

8. I felt a touch of coldness inside me, as if I suddenly **/to become/** aware of the eyes of some dangerous creature.

XXIX. Paraphrase the sentences using the construction “but for”:

Example:

It began to rain and we didn't go for a walk.

But for the rain we would have gone for a walk.

1. He wants to go fishing but he has a bad cold.
2. He could not see the play as he had some work to do.
3. She was not alone in the house. Her husband lay asleep in his room after the night shift.
4. I don't want to tell you this. But I promised to.
5. In the end he went to see the doctor. His wife made him to.
6. He didn't die. The operation saved him.
7. We didn't have a very good time after all. The weather was too bad.
8. It was impossible to read the inscription in the dark. Then he remembered he had a torch.
9. He has the makings of a good teacher but he has a slight defect of speech.
10. Of course I want to help you. But I've a conference today.
11. He had a good guide so he managed to climb the mountain.
12. It was only because the ice was so good that she could set a new record.
13. I could do it all in so short a time only because of your kindness and understanding.
14. You can't do it only because of a certain lack of concentration.

XXX. Fill the gaps with correct form of the verb:

1. 'Where on earth has Bob gone?' 'I wish I (know)!' 2. At times I thought I was going to die and sometimes I wished I. 3. We're in Paris! Do you wish you (study) French instead of English? 4. I wish I (accept) his job offer. 5. I wish my mother (not take) my failures so close to heart. 6. Sam wishes he (write) down the address. 7. The journey won't be much fun without Chris. I wish he (come) with us. 8. You are lucky you are going to Barcelona. I wish (go) with you.

XXXI. Fill the gaps with correct form of the verb:

1. George looks as if he (have) a decent sleep for a month. 2. Hi, old chap! You look as if you (have) a great time here. 3. Mr Crump keeps ordering me about as if I (be) his servant. 4. But I think it's about time we (get) back to Mrs Reeds' house. 5. It's time we (start) cleaning up. Mum is on her way home. 6. It

is past midnight, and it's time we (go) home. Joe has fallen asleep on the sofa.
7. It's time Lucy (tell) the truth about what she knows.

XXXII. Paraphrase the sentences as in example:

"I think it would be a good idea to see a specialist/ the doctor" said to Mrs Claydon.

The doctor recommended that Mrs Claydon see / should see a specialist.

1. 'I think it would be a good idea to take a refreshment course/ the dean said to Mandy.
2. 'I think it would be a good idea to take up sports to keep fit/ my doctor said to me.
3. 'Why don't you take a day off?' said my boss to me.
4. 'Why don't you visit us after lunch?' I said to Lisa.
5. 'You really must deliver the goods by the end of the month,' the customer said to us.
6. 'You really must leave at once' Mr Brown said to Jack.

XXXIII. Paraphrase the sentences using the proposed verbs:

1. Bill doesn't know the truth, though he pretends to. [BEHAVES]
2. Do you ever regret not accepting Tony's invitation? [WISH]
3. I should be really going home. [TIME].
4. It's a pity you made such a mess. [WISH]
5. Sylvia pretends that she cares what happened, but in fact she doesn't. [ACTS]
6. The child should be really in bed. [HIGH]
7. The management insists on the staff wearing uniform. [WEAR]

XXXIV. Complete the sentences with one word or one phrase:

1. I don't like this hotel. I wish we at the Ritz instead. 2. I wish you stop treating me like a child. 3. I'd say it's you took better care of your health. 4. John he hadn't lent Bob any money at all. 5. Keith is very bossy. He behaves he owned the place. 6. Masha speaks English as if she born in England. 7. The travel agent recommended that the visa for in advance.

XXXV. Translate the sentences in English:

1. Шкода, що Тіна не дочекалася вашого приїзду.
2. Мені б хотілося, щоб ви ще раз обдумали мою пропозицію.
3. Чи не час нам звернути серйозну увагу на це питання?
4. Чому ви наполягаєте, щоб цей проект віддали саме Джону?
5. Сью виглядає так, немов тільки що побачила привида.

6. Ти так засмаг, немов провів на півдні все літо, а не два тижні.
7. Я наполягаю, щоб ви точно виконували всі свої обов'язки.

LESSON VI

ENVIRONMENTAL PROTECTION

Grammar: Modal verbs.
Grammar Revision

Pre-Text Exercises

I. Study the new words:

- 1) *Contaminate*- make dirty, impure or diseased.
- 2) *Disturb* - put out of the right or usual position; upset
- 3) *Ecology* - a branch of biology that deals with the habits of living things, especially their relation to their environment.
- 4) *Endanger* - put in danger; cause danger to.
- 5) *Environment*— surroundings.
- 6) *Exhaust* — use up completely.
- 7) *Pollute* — make dirty.

II. Form the adjectives from the following words:

Ecology, environment, science, technology, industry, nature, politics, nation.

III. Answer the questions:

1. What do you know about ecology as a branch of biology?
2. Do we live in the century of science and technology?
3. What “dangerous” inventions do you know?

Text A

THE PROBLEM OF ENVIRONMENTAL PROTECTION

The scientific and technological progress of the twentieth century resulted in widespread mechanization, spaceships, atomic power stations, pipelines, new roads and highways. But it can not be denied that the price for rapid industrial development is very high: natural resources are exhausted; the ecological balance of the planet is disturbed; some species of flora and fauna disappear; soil, water and air are contaminated with toxic wastes; industrial

waters, chemicals and fertilizers are endangering lakes and rivers. Big cities have a problem of air pollution.

Ten years ago the word "ecology" hardly meant anything for the majority of people, but today we can't help bearing it in our minds. So, environmental protection is the main problem facing humanity nowadays.

There is no doubt that soil, water and air are contaminated with toxic wastes. Over the past few years we have been constantly speaking about ozone holes, droughts, high levels of radiation, about food contaminated with chemicals. Scientists in many countries are very much concerned about drastic changes in weather patterns. Weather patterns have been changing recently due to the global warming-up and its major reason - the greenhouse effect. The greenhouse effect is created by carbon dioxide emissions, released by industrial facilities and a constantly increasing number of cars. Thus it is of vital importance that the world should start cutting down the release of gases that contribute to the greenhouse effect.

What is the reason for people getting so much worried about the state of environment? The answer to this question is fairly simple. The thing is the deterioration of the environment is telling heavily on people. They are paying for this with their health. And it is obvious what all people need is a healthy environment.

The protection of environment is becoming a political programme in every country. Numerous antipollution acts in different countries led to considerable improvements in environment. But people all over the world should combine efforts to solve the serious problem of environmental protection. The Environmental activists stress that it is necessary to raise safety standards at all industrial facilities, to adequately process by-products of industry, to set up an international space laboratory to monitor the state of environment and set up an international centre for emergency environmental assistance. All these measures will help us in solving the vital problems and prevent the future generation from dangerous illnesses and diseases caused by polluted environment.

EXERCISES

I. Answer the questions on Text A:

1) What are the results of the scientific and technological progress of the 20th century? 2) What is the price for rapid industrial development? 3) What's the main problem facing humanity nowadays? 4) What phenomena have we constantly been speaking about lately? 5) What can you say about weather patterns. Have they been changing recently? 6) What's the main cause of the global warming-up process? 7) What is the greenhouse effect created by? 8)

Why do people all over the world get worried about the state of environment?
9) What measures are done in different countries to improve the environment?
10) What do the environmental activists call people for? 11) What measures should be done to help in solving the problems of environmental protection?

II. Find the English equivalents in the text:

Широко розповсюджений, заперечувати, виснажувати, екологічний баланс, токсичні відходи, озонова дірка, хімічні речовини, наражати на небезпеку, добрива, навряд чи, мати на увазі, людство, засухи, забруднений хімічними речовинами, рішучий, процес потепління, парниковий ефект, створювати, промислові підприємства, бути надзвичайно важливим, підвищувати вимоги до техніки безпеки, добре переробляти промислові відходи, контролювати.

III. Give the Ukrainian equivalents of the word combination» from Text A:

The scientific and technological progress; atomic power stations, disturbed ; species of flora and fauna; industrial waters; chemicals and fertilizers, air pollution; nowadays; high level of radiation; weather patterns; due to, carbon dioxide emissions; release of gases; deterioration; vital problems.

IV. Arrange the given words in the pairs of synonyms:

Progress, to disturb, to deny, to disappear, safety, to trouble, to exhaust, protection, to refuse, to end, assistance, polluted, to spend, advance, help, contaminated.

V. Arrange the words in the pairs of antonyms:

To disturb, to disappear, progress, to exhaust, assistance, to appear, to deny, to calm, obstruction, polluted, to replenish, to clean, to allow, regression.

VI. Retell the text according to the plan:

- 1) The results of the scientific and technological progress of the 20th century.
- 2) The main problem facing humanity nowadays.
- 3) Changes in weather patterns and their major reason.
- 4) Why do people need a healthy environment?
- 5) Measures to protect the environment.

Text B

ECOLOGICAL PROBLEMS

I.

Since ancient times nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase. Large cities with thousands of smoky industrial enterprises have appeared all over the world today. The byproduct of their activity pollutes the air we breathe, the water we drink, the land we grow grain and vegetables. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up. The pollution of air and the world's ocean destruction of the ozone layer is the result of man's careless interaction with nature, a sign of ecological crises. Dangerous dust and blow-outs of the enterprises are being carried out by winds for long distances destroying the life around.

People all over the world are worried about what is happening to the environment. They understand that the earth is their home, a big green home. The environment protection should be our universal concern. Some progress has been already made in this direction. As many as 159 countries - members of the UNO have set up environments protection agencies. Numerous conferences have been held to discuss questions of ecologically poor regions. The international organization Greenpeace is also doing much to preserve the environment. But these are only the initial steps that must be carried forward to protect not only for the sake of the present but for the future generations.

II.

The range of environmental problems is wide. But the matters of people's great concern nowadays are atmosphere and climate changes, depletion of the ozone layer, freshwater resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, health and chemical safety. United Nations Environment Programme (UNEP) concentrates its activities on these issues. One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return to earth in the form of acid rain, mist or snow. Acid rain is killing forests (nearly every species of tree is affected). It has acidified lakes and streams and they can't support fish, wildlife, plants or insects.

The protective layer of the Earth, the ozone layer, which protects the Earth from the sun's destructive ultraviolet rays, is being damaged by chlorofluorocarbons. They are released by the daily use of industrial and

household products: refrigerators, air conditioners, foam insulation, cleaning chemicals, food packaging. In the ozone layer they attack the ozone molecules making a "hole". This "hole" allows more UV rays to penetrate to the Earth. It increases the risk of skin cancer, weakens the immune system of people. Besides, UV rays influence the oceans, the growth of plankton, an essential part of the marine-lif food chain in the negative way, reduce economically important-crops (rice, cotton, soy beans). The life cycle is going to be undermined by the ozone.

III.

It's generally agreed that the destruction of the tropical forest has a major impact on the world climate. The tropical rain forest is a natural recycler, provider and protector for our planet. It recycles carbon, nitrogen and oxygen, helps determine temperature, rainfall and other climatic conditions and supports the most diverse ecosystem in the world. Deforestation could cause one forth of all species on earth to vanish in the next 25 years. These forests in Amazonia, South-East Asia and West and Central Africa are being destroyed at an alarming rate of 42 million acres per year. We have only a few years to attempt to turn things around.

We must review our wasteful, careless ways, we must consume less, recycle more, conserve wildlife and nature, act according to the dictum "think locally, think globally, act locally". We are obliged to remove factories and plants from cities, use modern technologies, redesign and modify purifying systems for cleaning and trapping harmful substances, protect and increase the greenery and broaden ecological education. These are the main practical measures, which must be taken in order to improve the ecological situation. Some progress has been already made in this direction. 159 countries-members of the UNO have environmental protection agencies. They hold conferences discussing ecological problems, set up environmental research centres and take practical urgent measures to avoid ecological catastrophe, are numerous public organisations such as Greenpeace that are doing much to preserve environment 5th of June is proclaimed the World Environmental Day by the UNO and is celebrated every year.

I. Answer the questions to the first part of the text:

1. Why did people believe that Natural riches were unlimited?
2. What is the role of byproducts of industrial enterprises in our life?
3. What upsets the oxygen balance of the earth?
4. What are people of the world worried about?
5. What international ecological organizations do you know?

II. Translate the second part in a written form.

III. Put the questions to the third part of the text.

Text C

ENVIRONMENTAL TECHNOLOGY

Environmental technology (*envirotech*), green technology (*greentech*) or clean technology (*cleantech*) is the application of one or more of environmental science, green chemistry, environmental monitoring and electronic devices to monitor, model and conserve the natural environment and resources, and to curb the negative impacts of human involvement. The term is also used to describe sustainable energy generation technologies such as photovoltaics, wind turbines, bioreactors, etc. Sustainable development is the core of *environmental technologies*. The term *environmental technologies* is also used to describe a class of electronic devices that can promote sustainable management of resources.

Recycling is a process to convert waste materials into reusable material to prevent waste of potentially useful materials, reduce the consumption of fresh raw materials, reduce energy usage, reduce air pollution (from incineration) and water pollution (from landfilling) by reducing the need for "conventional" waste disposal and lower greenhouse gas emissions as compared to plastic production.^{[1][2]} Recycling is a key component of modern waste reduction and is the third component of the "Reduce, Reuse and Recycle" waste hierarchy. Recyclable materials include many kinds of glass, paper, metal, plastic, tires, textiles and electronics. The composting or other reuse of biodegradable waste—such as food or garden waste—is also considered recycling.^[2] Materials to be recycled are either brought to a collection centre or picked up from the curbside, then sorted, cleaned and reprocessed into new materials destined for manufacturing.

In the strictest sense, recycling of a material would produce a fresh supply of the same material—for example, used office paper would be converted into new office paper, or used polystyrene foam into new polystyrene. However, this is often difficult or too expensive (compared with producing the same product from raw materials or other sources), so "recycling" of many products or materials involves their *reuse* in producing different materials (for example, paperboard) instead. Another form of recycling is the salvage of certain materials from complex products, either due to their intrinsic value (such as lead from car batteries, or gold from circuit boards), or due to their hazardous nature (e.g., removal and reuse of mercury from thermometers and thermostats).

Renewable energy is energy that can be replenished easily. For years we have been using sources like wood, sun, water, etc. for means for producing energy. Energy that can be produced by natural objects like wood, sun, wind, etc. is considered to be renewable.

Water purification: The whole idea/concept of having dirt/germ/pollution free water flowing throughout the environment. Many other phenomena lead from this concept of purification of water. Water pollution is the main enemy of this concept, and various campaigns and activists have been organized around the world to help purify water.

Sewage treatment is conceptually similar to water purification. Sewage treatments are very important as they purify water per levels of its pollution. The most polluted water is not used for anything, and the least polluted water is supplied to places where water is used affluently. It may lead to various other concepts of environmental protection, sustainability etc.

Environmental remediation is the removal of pollutants or contaminants for the general protection of the environment. This is accomplished by various chemical, biological, and bulk movements.

https://en.wikipedia.org/wiki/File:Net_Zero_Court.jpg Solid waste management is the purification, consumption, reuse, disposal and treatment of solid waste that is undertaken by the government or the ruling bodies of a city/town.

Egain forecasting is a method using forecasting technology to predict the future weather's impact on a building. -By adjusting the heat based on the weather forecast, the system eliminates redundant use of heat, thus reducing the energy consumption and the emission of greenhouse gases.

Energy conservation is the utilization of devices that require smaller amounts of energy in order to reduce the consumption of electricity. Reducing the use of electricity causes less fossil fuels to be burned to provide that electricity.

I. Translate text C.

II. Answer the questions:

1. How do you understand the underlined words?
2. What is recycling?
3. What do recyclable materials include?
4. What is another form of recycling?
5. Why is sewage treatment conceptually similar to water purification?
6. What is egain forecasting?
7. What is energy conservation?

Text D

ANIMALS NEED HELP. EARTH IS IN DANGER.

People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, on the sun, on animals and plants around them. People must take care of Earth.

Our ecology becomes worse and worse with every new day. Many species of animals and birds are disappearing nowadays. People destruct wildlife, cut down trees to make furniture. They forget that people can't live without trees and plants, because they fill air with oxygen. And, of course, great problems are population and animals destruction.

The main reason of pollution is rubbish. Most of our rubbish goes to big holes in the ground, called 'dumps'. But dumps are very dangerous for our life 'cause they are full of rats, which can carry infections away from dumps. Another way to get rid of rubbish is to burn it. But the fires make poisons, which go into the air and pollute it.

Pollution isn't the only actual problem. Every day a big number of animals disappears. People kill animals for different aims: e.g. people hunt whales for their meat and oil, elephants for their tusks, crocodiles for their leather and so on. And also animals are used for medical experiments. Modern life is bad for animals, birds, fish. The air isn't fresh and the water isn't pure. They don't have good meal and facilities for the life. You can find their names in the Red Book.

Of course, people can't stay indifferent to these problems. There are a lot of special organizations, which try to save our nature. The most known are: The Royal Society for the prevention of cruelty to animals (The RSPCA), the World Wildlife Fund (WWF) and Greenpeace.

The RSPCA tries to protect animals from bad use. It operates big nation campaigns aimed at: pets, circus animals.

The WWF rescued several species of animals, mammals as well as birds. These organization also helped to create more than 250 National parks.

Greenpeace began its work 30 years ago from saving whales. And now Greenpeace is a world- famous organization, which saves plants, animals and people. These organization, want to rescue animals, to help them to survive and to save jungle rain forests, which are in danger of destruction. And they also help animals 'cause many of them have already gone as they have nowhere to live. Their homes, the trees, have disappeared.

We must save wild animals. And we must find the right way to save land, people and animals. We must take care of nature, because we are part of it.

- I. Translate text D.**
- II. Put all types of the questions to this text: general, alternative, disjunctive, special.**
- III. Make up the summary of the text.**

EXERCISES:

- I. Complete the following sentences using the given words:**

The given words: *recycling point; bottle bank; environmentally friendly; exhaust fumes; toxic; waste; emission; deforestation; pesticides; crops; renewable energy.*

1. Take glass, paper and plastic to a ... and your empty bottles to a ...
2. ... from factories in northern Germany affect the environment in large parts of Scandinavia.
3. Tropical rainforests have always helped to keep the environment in balance but recent ... means they no longer absorb as much carbon dioxide as they used to.
4. Buy ... products whenever possible.
5. The government is introducing strict new rules on the dumping of ... by industry.
6. Farmers contribute to environmental damage by spraying ... with ... which stay in the soil for years.
7. ... from cars and other vehicles cause a great deal of damage to the environment.

II. Complete the following sentences using.

The given words: *waste; pollution; protect; factory; recycled; emissions; damage; environmentalists; unleaded petrol; public transport*

1. During the last hundred years, we have done ... to the environment.
2. There is a large chemical ... in our city, which has polluted the river twice last year.
3. The government is very worried about the ... of our rivers and beaches.
4. A lot of household ... like bottles and newspapers can be ... and used again.
5. ... are furious with the American government for delaying measures which will reduce greenhouse gas ...
6. There are lots of things we can all do to ... the environment.
7. Make sure your car runs on ... and your home uses sources of ...
8. Use ... instead of taking your car.

Dialogue – Global Warming

Ann: John, what is it today?

John: The 3rd of December.

Ann: It is unusually warm for this season, isn't it?

John: It's all the result of global warming.

Ann: What do you mean by global warming?

- John:** I mean the climate is changing worldwide. Due to rapid technological progress many things have changed. The world glaciers are gradually melting and the weather is getting warm even in winter.
- Ann:** I see. So, it is the rise in temperature of Earth's climatic system. That's not good at all.
- John:** Moreover, the weather in some parts of the world is becoming unnatural. For example, it has never snowed in Africa. Today it occasionally does. In our country I feel that it's getting a bit warmer.
- Ann:** How terrible! Winter is my favourite season. How are we going to celebrate New Year in the future?
- John:** Well see. Perhaps, without any snow.
- Ann:** Why is this global warming happening anyway?
- John:** It is primarily a problem of too much carbon dioxide in the atmosphere. It acts as a blanket, which traps the heat and warms the planet. It is also called the greenhouse effect. And it is all the result of human careless behaviour.
- Ann:** What can we do to prevent global warming?
- John:** First of all should start recycling paper, plastic and glass. It is recommended to use less heat, hot water and air conditioning. And people should plant more trees instead of cutting them down.
- Ann:** These are good tips. It would certainly be beneficial for our planet if everyone followed these rules.

Let's speak ...

1. This is an advertisement about a problem which exists in many big cities today – litter in city streets and highways which spoils the view:
A lot of little litterers make big problems.

People start pollution.

People can stop it.
 - a) Express your opinion about the advertisement. Do you think it is effective? Why or why not?
 - b) What problems does it draw the attention of the public to?
2. Work in groups:
 - a) Discuss your ideas about how ecological education for people of different age groups can be organized.
 - b) Design and produce posters to be placed in the university which call upon the students to treat their environment with respect and care.
3. Read these quotations about nature. Say how you understand them:
 - a) You could cover the whole world with asphalt, but sooner or later green grass would break through. (I. Erenburg).
 - b) Nature never did betray the heart that loved her. (W. Wordsworth)

- c) We are the children of our landscape; it dictates behavior and even thought on the measure to which we are responsive to it (L. Durrell)
- d) In nature there are neither reward nor punishment there are consequences (R.Ingersall)
- e) Civilization is being poisoned by its own waste products. (W.R. Inge)

III. Speak to the Earth

- a) Explain why so much attention is paid to ecological problems nowadays and why people are getting alarmed and demand urgent actions to protect nature.
- b) We often hear the words “harmful effects of civilization on nature”. What do they mean? Illustrate the results of harmful and helpful influences of human contacts with nature.
Speak about the practical steps, which are being undertaken for protecting our environment.

GRAMMAR

МОДАЛЬНІ ДІЄСЛОВА (THE MODAL VERBS)

В англійській мові є група дієслів (**can, may, must, ought, shall, should, will, would, need, dare**), які називаються модальними. Ці дієслова не позначають дії, а виражають лише відношення до неї, тобто можливість, вірогідність або необхідність здійснення дії, позначеної інфінітивом.

Особливості вживання модальних дієслів

- 1) не змінюються за особами та числами;
- 2) не мають особових форм дієслова (інфінітива, дієприкметника та герундія);
- 3) не мають всіх видочасових форм дієслова (майбутнього часу, тривалих і перфектних часів);
- 4) утворюють питальну та заперечну форми без додаткових допоміжних дієслів;
- 5) заперечення **not** ставиться після модальних дієслів;
- 6) після модальних дієслів основне дієслово вживається без частки **to** (за винятком дієслова **ought to**).

Значення модальних дієслів.

Can – могли, вміти, мати фізичну можливість виконати дію: I **can** speak English. – Я вмію розмовляти англійською. Минулий час дієслова **can – could**: He **could** read when he was five years old. – Він умів читати, коли йому було 5 років. Дієслово **can** не має майбутнього часу. Заміть **can** вживається сполучення **to be able to** – бути спроможним: Perhaps this young man **will be able to** help you. – Можливо, цей молодий чоловік зможе допомогти вам.

May – могли, мати дозвіл, також виражає вірогідність дії:

*He **may** work here.*

Він може (має дозвіл) працювати тут.

*He **may** be ill.*

Можливо, він хворіє.

Минула форма дієслова **may – might**: She told him that he **might** go home. – Вона сказала йому, що він може йти до дому. Для вираження докору, несхвалення, осуду також вживається форма **might**: You **might** be more attentive. – Ти міг би бути уважнішим. Словосполучення **to be allowed to** і **to be permitted** вживаються замість **may** стосовно дії у майбутньому часі (також і у минулому часі): We shall **be allowed to** use dictionaries. – Нам дозволять користуватися словниками.

Must – повинен, мусить, зобов'язаний, треба: She **must** translate this article. – Вона повинна перекласти цю статтю. Дієслово **must** має лише одну форму. Дія, виражена інфінітивом у сполученні з **must**, стосується теперішнього і майбутнього часу: He **must** be at school now. – Зараз він мусить бути в школі. Для вираження *необхідності* стосовно минулого і майбутнього часу вживається дієслово **to have to** у відповідних часових формах:

*You **had to** visit your parents yesterday.*

Тобі прийшлося відвідати своїх батьків вчора. (Минулий час).

*I shall **have to** pay him something.*

Мені доведеться щось заплатити йому.

Would (will) – вживаються у першій особі в стверджувальних і заперечних реченнях для вираження волі, бажання, наміру. Як модальне дієслово **will** вживається стосовно теперішнього і майбутнього часу: We **will** help you. – Ми охоче допоможемо вам. В заперечному реченні **would**

виражає відсутність бажання виконати дію у минулому: He **wouldn't** do it. – Він не хотів робити цього. У питальному реченні виражає шанобливе прохання: **Would** you give me that book? – Дайте мені, будь ласка, цю книгу. (Не могли б ви дати мені цю книгу?)

Need – як модальне дієслово виражає необхідність виконання дії стосовно теперішнього або майбутнього часу і вживається у питальних і заперечних реченнях: **Need** we go there? – Нам треба йти туди? You **needn't** go there. – Вам не слід (не треба) йти туди.

Дієслова **should** і **ought to** майже не різняться за значенням. Кожне з них має лише одну форму.

Ought to – виражає моральний обов'язок, бажаність: You **ought to** give him a book. – Вам слід дати йому книгу.

Should – виражає менший ступінь зобов'язання (порівняно з **must**), перекладається як “слід”, “потрібно”: You **should** remember this rule. – Вам слід пам'ятати це правило. Також дієслово **should** вживається в риторичних запитаннях з питальним словом **why** для вираження подиву і обурення: **Why should** I feel guilty about it? – Чому я маю почувати себе винним у цьому?

Shall – як модальне дієслово у стверджувальних і заперечних реченнях вживається у другій і третій особах для вираження наказу, попередження, погрози, обіцянки, перестороги: You **shall** go into the dining room first. – Ти увійдеш у їдальню першою. У питальних реченнях модальне дієслово **shall** вживається у першій і третій особах при звертанні до співрозмовника з метою отримати від нього розпорядження, вказівку: **Shall** I read? – Мені читати?

Dare – мати сміливість або зухвальство зробити щось. Вживається переважно в питальних і заперечних реченнях: How **dare** you say that? – Як ви смієте казати це?

Еквіваленти модальних дієслів.

Модальні дієслова **must**, **can**, **may** мають не всі часові форми (**must** має форму тільки теперішнього часу, а **can** і **may** – теперішнього і минулого). Відсутні часові форми виражаються їх еквівалентами.

Зведена таблиця модальних дієслів та їх еквівалентів

Модальні дієслова та їх еквіваленти	Значення	Present Tense	Past Tense	Future Tense
Can	Фізична / розумова спроможність або можливість здійснювати дію	I, you, he, she, it, we, they can read	I, you, he, she, it, we, they could read	Еквівалент to be able to
To be able to	Фізична/розумова спроможність здійснити дію у майбутньому	I am able to read. You, we, they are able to read. He, she, it is able to read	I, he, she, it was able to read. You, we, they were able to read	I, we shall be able to read. You, we, they, he, she, it will be able to read
Must	Зобов'язання	I, you, he, she, it, we, they must read	Еквівалент had to	Еквівалент to have to
To have to	Повинність, змушеність (або необхідність за вимушеними обставинами)	I, you, we, they have to read. He, she, it has to read.	I, you, he, she, it, we, they had to read	I, we shall have to read. You, we, they, he, she, it will have to read.

To be to	Повинен (за планом, за домовленістю)	I am to read. You, we, they are to read. He, she, it is to read	I, he, she, it was to read. You, we, they were to read	
Ought to Should	Моральний обов'язок, порада, рекомендація	I, you, he, she, it, we, they should read ought to read		
May	Дозвіл (мені дозволено)	I, you, he, she, it, we, they may read	I, you, he, she, it, we, they might read	Еквівалент to be allowed to
To be allowed to	Дозвіл (зробити щось у майбутньому)	I am allowed to read. You, we, they are allowed to read. He, she, it is allowed to read	I, he, she, it was allowed to read. You, we, they were allowed to read	I, we shall be allowed to read. He, she, it will be allowed to read

Еквівалент модального дієслова **to have to** українською мовою може перекладатися – “повинен, доводиться” (за певними обставинами).

I had to stay at the laboratory to complete the experiment. – Мені довелося залишитися (я повинен бути) в лабораторії, щоб завершити експеримент.

Дієслово to be в модальному значенні.

В англійській мові для вираження повинності, необхідності, зумовленої певною домовленістю, попереднім планом (розкладом, графіком), наказом тощо вживається дієслово **to be + Infinitive**. Дієслово **to be** в модальному значенні вживається в теперішньому і минулому часах групи Indefinite і перекладається українською мовою “повинен, доведеться, потрібно буде (було)”:

The train is to arrive at 8 o'clock.

Потяг повинен прибути о 8 годині.

The train was to arrive at 8 o'clock yesterday.

Потяг повинен був прибути о 8 годині вчора.

GRAMMAR EXERCISES

CAN, COULD, TO BE ABLE TO

I. Answer the questions with *was/ were able to*:

Example: Did you persuade him ? – Yes. It was difficult but we were able to persuade him.

1. Did you find this Computer journal ? – Yes. It took us a long time but we ...
2. Did you win the price ? – Yes. It wasn't easy but I ...
3. Did they come in time ? – No. My friends ... not come in time.
4. Did Pete do your task ? – Yes. It was very difficult but he ... do it.
5. Did that mouse escape ? – No. Our cat ... catch it.

II. Complete a sentence with *could, was/ were able to or could not*:

*Example: I looked everywhere for the book but I couldn't find it.
The fire spread quickly but everyone was able to escape..*

1. He had hurt his leg, so he ... walk very well.
2. She wasn't at home when I phoned but I ... contact her at her office.
3. I looked very carefully and I ... see a figure in the distance.
4. They didn't have any tomatoes in the first shop I went to, but I ... get some in the next shop.

5. The boy fell into the river but fortunately we ... rescue him.

III. Put the questions to these sentences using *Past Indefinite tense*:

1. We can help you to understand it.
2. I can do this work myself.
3. She can translate the article into Ukrainian.
4. His little sister can walk already.
5. I can buy a book on physics for you.
6. He can go to railway station with you.
7. They can solve this problem without collaborators.
8. Successful applicants can continue serving until they reach the upper age limit of 55 years.
9. I can give you this book for a couple of days.
10. You can not take part in this serious sport competition.

IV. Explain the meaning of *can* and *could* in the next sentences; translate them:

1. I can easily carry these magazines to the station.
2. He said he could ship the goods in May.
3. When he was young, he could run a mile in less than 5 minutes.
4. He can't have done it, it's very unlike him.
5. Why did you stay at a hotel ? You could have spent the night at my house.
6. I said that he could not have missed the train.
7. If I had received his letter last week, I could have helped him.
8. I could do it tomorrow if I were free.
9. Medical service can also use computer for sending urgent messages to other hospitals throughout the country.

V. Translate sentences into English:

1. Ми можемо закінчити цю роботу сьогодні.
2. Його сестра може грати на скрипці.
3. Я не міг відповісти на друге запитання.
4. Я зможу зробити це завтра.
5. Вони не змогли придбати квитків на концерт.
6. Ти зможеш поїхати влітку до батьків ?
7. Вона могла запізнитися на головне засідання комітету.
8. Цей хлопець вмів водити машину.
9. Вона не зможе добратися до аеропорту вчасно.
10. Вчора я не зміг побачити головного менеджера, тому що він був у головному офісі, але сьогодні після роботи я зможу це зробити.

VI. Translate the following sentences paying attention to the modal verbs *can*:

1. People who polluted water can become ill if they drink polluted water.
2. The chemicals could remain dangerous for a long time.
3. Particulates are the small solid particles that you are able to see through rays of sunlight.
4. Ultraviolet radiation can damage cells of living things.
5. If the present arctic ice melting continues, the sea could rise as much as 2 meters by the middle of the next century.
6. No country in the World can avoid one or another of the global economy.
7. Man cannot live as long as ninety days or more without water.
8. The total amount of water contained in our planet is constant and invariable and can neither be increased, nor diminished.

MAY, MIGHT, TO BE ALLOWED TO

I. Finish these sentences using *may* or *might*:

a) Model: *Do you know if Jack is in his office ? – I'm not sure. He may be in the office..*

1. Do you know if they are married ?
2. Do you know if she wants to go ?
3. Do you know if he's telling the truth ?
4. Do you know if he has a car ?
5. Do you know if they were listening ?

b) Model: *Were are you going for your holidays ? (to Italy ???)
– I haven't finally decided but I may (might) go to Italy.*

1. What sort of car are you going to buy ? (a Mercedes ???) – I'm not sure yet but I ...
2. What are you doing this weekend ? (go to London ???) – I don't know for sure but ...
3. Where are you going to hang that picture ? (in the dining room ???) – I haven't made up my mind yet but ...
4. When is Tom coming to see us ? (tomorrow evening ???) – I'm not sure but...
5. What's Jill going to do when she leaves college ? (a secretarial course ???)
- She hasn't decided yet but ...

II. Explain the meaning of *may* or *might* in sentences; translate them:

1. You may take any article of ecological law you like.
2. I have told you this so that you may take precautions.
3. She told him that he might go home.
4. If he made haste, he might catch the train.
5. If you had tried harder, you might have succeeded.
6. I may come and see you next summer, but my plans are not fixed.
7. May I have another cup of coffee ?
8. They might come back tonight.
9. They might discuss the evidence that has been presented.
10. They lawyers may also discuss any of the judge's instructions.

III. Translate into English using *may* or *can*:

A)

1. Можна увійти ?
2. Можна тут голосно розмовляти ?
3. У нашому університеті є спорткомплекс, де студенти можуть займатися різними видами спорту.
4. Може, Стів чекає на вас біля зупинки автобусу.
5. Можливо, вони вже пішли додому.
6. Може, завтра буде дощ.
7. Може, вона не знає твоєї адреси.

B)

1. Може, лектор захворів.
2. У мене не було з собою грошей. Я міг би купити цю книжку з історії краю.
3. Я не задоволений твоєю відповіддю. Ти міг би відповісти краще.
4. Ви могли б слухати уважніше.
5. У нашому місті ви можете побачити будинок, побудований у 18 ст.
6. Можливо, він вже закінчив університет.

IV. Translate the following sentences paying attention to the modal verbs *may*, *might* and *to be allowed to*:

2. One million species that are alive today may soon become extinct.
3. Plants and other wildlife habitants might not have enough time to adjust to the rapidly changing climate.

4. Water may be found in nature in gaseous, liquid and solid state.
5. If mercury vapor is inhaled, as much as 80%, it may enter the bloodstream.
6. I haven't decided yet where to go for my holiday. I may go to Greece.
7. You look tired. You may go to bed.
8. He is allowed to join the sports section as soon as he is through with his medical examination.
9. The children were allowed to stay at home because of severe frosts.
10. We won't be allowed to leave the country without the visas.
11. The parcel might arrive tomorrow.

MUST

I. Translate into Ukrainian:

1. You've been travelling all day. You must be tired.
2. Don't ring him up: he must be very busy.
3. You must not make notes in the books.
4. Tom must stop smoking. If he doesn't, he is going to have serious problems some day.
5. He must have left his reports at home.
6. I must finish this work before going to the computer courses.

II. Change the sentences:

Model: *Don't be so lazy. – You mustn't be so lazy.*

1. Don't forget to apply for a new passport.
2. Don't forget the international carnet for the car.
3. Don't expect miracles.
4. Don't change your mind again.

III. Complete the sentences using *must (have)...* or *can (have)...*:

Example: *Is he British ? – Yes, he must be British.*

Did she see you ? – No, she can't have seen me.

1. Are they married ? – Yes, they must...
2. Is he serious ? – No, he can't ...

3. Were they in a hurry ? – Yes, they ...
4. Does Ann know a lot of people ? – Yes, she ...
5. Did Tom know about the plan ? – Yes, he...
6. Do they have much money ? – No, he ...
7. Was he driving carefully ? – No, he ...
8. Are they waiting for somebody ? – Yes, they ...

IV. Make the sentences negative:

1. You must have a passport to visit England.
2. I must write to Ann. I promised her.
3. The government really must do something about it.
4. You must tell someone what I said.
5. The baby is asleep. You must shout.

V. Make the sentences interrogative:

1. You must air the room twice a day.
2. We must study well.
3. Every person must go in for sports.
4. You must see the new musical on Broadway.
5. “Must” is for king.
6. All must respect their parents.
7. Congress must pass all laws.
8. He must have left his reports at home.

VI. Translate into English:

A)

1. Студенти повинні виконувати домашні завдання.
2. Тобі не можна їсти морозиво.
3. Я мусив вимкнути телевізор.
4. Ми повинні приходити до інституту вчасно.
5. Нам треба вивчити цю статтю напам'ять ?
6. На іспиті вам не можна користуватись словником.
7. Йому доведеться скласти іспит у серпні.

B)

1. Очевидно, це трапилось вчора увечері.
2. Він, мабуть, зараз готується до іспиту з математики.
3. Він, напевно, знає вашого батька.
4. Він тут уже, мабуть, півтори години.

5. В Одесі, мабуть, йде дощ.
6. Вона загубила ручку і мусила писати олівцем.

VII. Translate the following sentences paying attention to the modal verbs *must, have to*:

1. In order to understand how air pollution affects our body, we must understand exactly what this pollution is.
2. People must take care of Earth.
3. We must find the right way to save land, people and animals.
4. They haven't got much time. They must hurry.
5. There is nobody at home. They must have gone out.
6. I'll have to go now. My friends are waiting.
7. I had to leave the party early last night. I wasn't very well.
8. Applications must be received by the 1st September.
9. He must have been to London before.
10. You've been travelling all day. You must be tired.

SHOULD, WOULD, OUGHT TO

I) Make the sentences negative:

1. We ought to be listening to this order.
2. I should have said this in her presence.
3. You ought to be done the investigation.
4. We ought to have invited them.
5. She should be more attentive.
6. He ought to know this rule.
7. I should take the children to the doctor.
8. You ought have bought this magazine.
9. They should help her.
10. You ought have gone there.

II) Tell a friend that he (or she) shouldn't do the following:

Example: A: (to speak so loudly). You may attract people's attention.

B: You shouldn't speak so loudly. You may attract people's attention.

C: I never do. (I won't)

1. (to go out without a hat in the rain). You may catch cold.

2. (to take up too much of their time). We are all short of time.
3. (to miss your classes). It'll be difficult to catch up the group.
4. (to visit people when they have flu). It is a catching disease.

III) Advice your friend to do the following or express your disapproval of the following not having done. Use “*should/ shouldn’t + Indefinite/ Perfect Indefinite*”:

1. Keep regular hours.
2. Get more sleep.
3. Don't worry over trifles.
4. Give up smoking.
5. Avoid hurting other people's feelings.
6. Exercise your mind as well as your body.

IV) Translate into English using the verbs *should* and *ought*:

1. Вам слід би працювати.
2. Вам слід було б зачекати їх.
3. Нам треба було купити квитки заздалегідь.
4. Вам слід дістати цей журнал з екологічного права.
5. Тобі не треба було замикаати двері.

V) Translate into Ukrainian:

1. Most people would pay more for better health care.
2. If there were no water cycle, there would be no rains.
3. Laboratory experiments should be followed by field experiments of different places.
4. People should have started thinking of careful attitude to nature much earlier.
5. Should the chart be more complete we should not make more soundings in this area.

HAVE TO, BE TO

I) Make sentences negative and interrogative:

1. Her father has to wear spectacles.
2. The woman has to go to the police station.
3. You had to return home.
4. They have to live in one room.
5. They had to wait for us.
6. We had to work at night.

7. He has to pay for it.
8. You'll have to take entrance examinations.

II) Translate into Ukrainian:

1. Mike had to write this exercise at the lesson because he had not done it at home.
2. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home.
3. I am sorry I couldn't come the day before. I had to work late.
4. Why do you have to get up early tomorrow ?
5. I have not written the report. I will have to write it on Sunday.
6. We did not have to buy biscuits because granny had baked a delicious pie.

III) Paraphrase the sentences using the modal verb *to be*:

1. We agreed to meet near the court-room.
2. They agreed to discuss this case after dinner.
3. We agreed to spend free time at university's club.
4. It was arranged that I should meet them at the police station.
5. It was arranged that I should go there by plane.
6. It was planned that you should be given this task.
7. The foreign delegation is supposed to arrive on Monday.
8. The conference is supposed to be held in London.
9. The time-table is supposed to be changed next week.
10. The sick man was not allowed to go out.
11. Students are not allowed to talk during lesson.
12. You were not allowed to enter that room.

IV) Translate the following sentences into Ukrainian:

1. We were to get there before the others.
2. He is to come here at five o'clock.
3. Tom was to graduate that year.
4. The train is to leave at 3.
5. Roses are to be planted round the pond.
6. The lecture is to begin at 9.
7. Who is to take care of the children ?
8. I have to go there.
9. We had to wait for our friends.
10. She has to help her mother with the work.
11. According to the order the pupils have to return books to the library.
12. My grandmother has wear glasses as her eyesight is very weak.

NEED

I) Make sentences negative:

1. You need have called the police inspector.
2. The need lock the case with secret documents.
3. We need do it again.
4. She need repeat the sentence.
5. I need be afraid.
6. You need do this exercise in written form.
7. She need put on a coat in such weather.
8. I need buy tickets for the evening show.
9. She need take her legal papers with her.
10. They need to take up this problem.

II) Make sentences interrogative:

1. You need have learned these irregular verbs by heart.
2. She need to sent for her attorney.
3. He need to go there himself.
4. I need to explain this rule once more.
5. We need to send for you.
6. She doesn't need to worry about it.
7. They needn't to frighten him.
8. They will need a tape recorder at their conversation.

III) Make all the possible variants of the sentences. Note the translation of *must, might, can't* in the meaning of "supposition":

must - мабуть ; *may* – може бути; *might* –може бути (але малоймовірно); *can't* – не може бути

He	must may might can't		know your brother be busy be ill be tired
She	must may	be	sleeping working hard

	might can't		watching TV having dinner
We	must may might can't	have	missed the train caught cold left the country bought a car

IV. Fill in the blanks with *can, may or must*:

1. ...I come in ?
2. You ... not smoke here.
3. ... I take your book ? – I'm afraid not: I need it.
4. He ... not speak English yet.
5. I have very little time, I ... go.
6. They ... not go to the park today because they are busy.
7. You ... read this text: it is easy enough.
8. What ... we see on this map ?
9. ... you speak Spanish ? – No, unfortunately I...
10. She ... still live in London.
11. He is happy. He ... enjoy life.
12. A fool ... ask more questions than a wise man answer.

V. Fill in the blanks with *must, can, need, to have to, to be able to*:

1. You ... not come to help them tomorrow: the work is done.
2. ... you help me ?
3. John ... not tell us the rules of the game.
4. ... I return the book to you on Monday ? - I'm afraid I ... not finish it before.
5. It is six o'clock. We... hurry if we don't want to be late.
6. ... you translate this text into English ? – I think I ...
7. How do you feel when you ... take a test ?
8. She ... decorate a room nicely.
9. We ... not afford to pay the bill.
10. Ann ... not go to his birthday party yesterday because she ... go to the doctor.

VI) Translate into English using *must, may, can*:

1. Можна мені узяти вашу книгу ?
2. На уроці англійської мови ви повинні говорити тільки англійською.
3. Можна мені поставити Вам запитання ? – Будь ласка.
4. Можна тут палити ? – Ні, не можна.
5. Ви повинні прочитати цей текст.

6. Можна мені чашку кави ?
7. Ти не повинен сперечатися з босом.
8. Студенти повинні приходити на заняття вчасно.
9. Діти повинні бути вдома зараз.
10. В Англії вам дозволять водити машину, якщо вам 17 років.

VII) Translate the following proverbs and sayings. Give their Ukrainian equivalents:

1. Never put off till tomorrow what you can do today.
2. You never know what you can do till you try.
3. A man can do no more than he can do.
4. Money can't buy everything.
5. One cannot be in two places at once.
6. A good horse cannot be of a bad colour.
7. What is done cannot be undone.
8. Man cannot live by head alone.
9. He who can, does. He who cannot, teaches.
10. Nothing can come out of nothing, nothing can go back to nothing.
11. Little bodies can have great souls.
12. A bird may be known by its song.
13. The remedy may be worse than the disease.
14. May you be successful ! May you live to see this happy day !
15. A fair face may hide a foul heart.
16. The longest day must have an end.
17. If you dance you must pay the fiddler.
18. If Mohammed won't come to the mountain, the mountain must come to Mohammed.
19. What must be must be.
20. Must be seen to be believed.
21. Liars should have good memories.
22. Leave undone those things that one ought to have done.
23. He that would eat the fruit must climb the tree.
24. Do as you would be done by.
25. Have to be seen to be believed.

GRAMMAR REVISION

I) Write the article *a(an), the* if necessary in the blanks:

“Is there ... post office near ... house you live in ?” “Yes, there is. Go to ... corner of ... street along which ... trams run. The turn to ... left and walk ...

short distance down ... street. Do not cross... street, of course. You will see ... sign over ... door which says "Post and Telegraph Office."

"Thank you very much. I am sure I shall find it without ... difficulty. I must buy ... stamps, send ... telegram and ask whether they receive ... parcels there. I want to send ... parcel to ... old friend. It will be her birthday in ... week. Perhaps you can tell me where I can find ... shop that sells ... nice things that one can give as ... presents ?"

"Yes, certainly. There's ... very good shop not far from here. You can easily walk there in a few minutes. Go straight down ... street that you will see directly in ... front of you when you come out of ... Post office till you come to ... wide street along which ... buses and ... trolleybuses run. The turn to ... left again and almost immediately you will come to ... beautiful shop with ... big windows full of all sorts of ... things. I am sure you will find ... nice presents there."

II) Open the brackets minding degrees of comparison:

1. We should eat (healthy) food.
2. Today the streets aren't as (clean) as the used to be.
3. It's (bad) mistake he has ever made.
4. This man is (tall) than that one.
5. Asia is (large) than Australia.
6. The Volga is (short) than the Mississippi.
7. Which building is the (high) in London ?
8. Mary is a (good) student than Lucy.
9. The Alps are (high) than the Carpathians.
10. This garden is the (beautiful) in our town.
11. She speaks Italian (good) than English.
12. Is the word "newspaper" (long) than the word "book" ?
13. The Thames is (short) than the Dnipro.
14. The Arctic Ocean is (cold) than the Indian Ocean.
15. Chinese is (difficult) than English.
16. Spanish is (easy) than German.
17. She is not so (busy) as I am.
18. It is as (cold) today as it was yesterday.

III) Put the verbs in brackets into *Present Indefinite* or *Present Continuous*:

A: How _____ (you / usually organize) the delivery of milk to the factory ?
_____ (the farmers / bring) it here themselves ?

B: No, _____ (we / always collect) the milk ourselves, and the tankers _____
(deliver) it to the pasteurization plant twice a day.

A: What sort of safety procedures _____ (you / have) ?

B: As a rule we _____ (test) samples of every consignment, and then the milk _____ (pass) down insulated pipes to the bottling plant, which _____ (operate) 24 hours a day. I'll show you round a bit later, but the production line _____ (not work) at the moment because the employees _____ (change) shifts.

IV) Put the verbs in brackets into *Present Indefinite* or *Present Continuous*:

- 1) A: What _____ (you / do) tonight ?
B: Nothing special, Why ?
A: Would you like to go to the cinema ?
B: That _____ (sound) like a good idea. What _____ (you / want) to see ?
A: I'd really like to see a melodrama.
B: I _____ (hate) watching melodramas. How about a comedy then ?
- 2) A: What _____ (you / cook) ?
B: I _____ (make) vegetarian lasagne.
A: _____ (you / eat) vegetables every day ?
B: No, I usually _____ (have) meat at the weekend.
- 3) A: _____ (you / spend) the summer in Sicily ?
B: No, this year we _____ (go) to the north of Scotland. A friend of ours _____ (have) a cottage near Inverness.
A: Oh, how wonderful ! _____ (you / take) the children with you ?
B: No, they _____ (stay) with my mother because they _____ (not / like) being away from their friends.
- 4) A: What _____ (you / think) of my new dress ? _____ (you / like) it ?
B: Yes, I _____ (do). _____ (you / wear) it tonight ?
A: No, I _____ (not / be). I _____ (save) it for John's party.
- 5) A: Where _____ (you / go) on holiday this year ?
B: I _____ (want) to go to Italy but my wife _____ (prefer) Egypt.
- 6) A: Hi, Mum. We _____ (have) a great time here in Rome.
B: Oh, lovely. When _____ (you / come) home ? On Thursday ?
A: No, we _____ (not / be). We _____ (come) back on Saturday.
- 7) A: What _____ (you / usually / have) for breakfast ?
B: I usually _____ (have) tea and toast but sometimes I _____ (eat) cereal for a change.
- 8) A: _____ (the baby / sleep) ?
B: No, she _____ (not / be). She _____ (play).

V) Put the verbs in brackets into *Present Indefinite* or *Present Continuous*:

1. He joined the company 25 years ago and he still _____ (work) for us.
2. We _____ (not / send) out any orders this week because we're waiting for the new lists.
3. I _____ (deal) with Mr. Jarman's clients this week because he's away.
4. Go down this road, turn right, and the road _____ (lead) straight to the industrial estate.
5. Because of high cost of sterling, exports _____ (not / do) very well.
6. The stock market can be risky because the price of shares _____ (vary) according to economic conditions.
7. She would be excellent as a European sales rep because she _____ (speak) French fluently.
8. I'm Heinrich Brandt, I'm German, and I _____ (come) from small town near Munich.
9. We _____ (spend) a great deal on phone calls due to a postal strike.

VI) Put the verbs in brackets into *Past Indefinite* or *Past Continuous*:

Many years ago, while I _____ (travel) through Europe by train, I admire the fantastic scenery. One day, as the train _____ (pass) through the French countryside it suddenly _____ (stop) at a small picturesque village because of engine problems. While we _____ (wait) for the train to be repaired, we _____ (get off) to do some sightseeing for a couple of hours. I _____ (go) to a cosy restaurant where I _____ (enjoy) some wonderful local cuisine and _____ (taste) some exquisite French wine. In the end, I _____ (not mind) the delay at all !

VII) Read the dialogue between John and Ann. Underline the correct form of the verbs:

J: I will *go / am going* to the shops soon. Do you want anything ?

A: No, I don't think so. Oh, hang on. We haven't got any sugar left.

J: It's all right. It's on my list. I will *buy / am going to buy* some.

A: What about bread ? We haven't got any bread.

J: OK. *I'll go / I'm going* to the baker's and *I'll buy / I'm buying* a loaf.

A: *I'll be / I'm going to be* at work when you get back.

J: *I'll see / I'm seeing* you later, then. Don't forget Jo and Andy *will come / are coming* round for a drink tonight.

A: Ah, right, *I won't / I'm not going to*. Bye.

J: Bye, honey.

VIII) Put the verbs in brackets into *Future Indefinite* or *Present Continuous*:

1. Sally is working on the sales forecast at the moment. I _____ (give) you the figures as soon as I _____ (get) them.
2. The shipment isn't in yet, but the agent _____ (phone) us as soon as it _____ (arrive).
3. If they _____ (not receive) payment next week. I think they _____ (take) legal actions against us.
4. Give me the report and I _____ (show) it to the lawyer before they _____ (leave).
5. Analysts believe the share price of ICI _____ (rise) after it _____ (announce) its interim profit forecast next week.
6. When they _____ (close) the factory next year, a lot of small local businesses _____ (suffer).
7. When I _____ (come) to England next year, I _____ (give) you a ring and maybe we can arrange dinner.
8. When the strike _____ (be) over, everyone _____ (feel) happier.
9. I am sure that our sales _____ (fall) when we _____ (put up) prices.
10. Don't worry about the office. I _____ (tidy) it up before Mr Kosser _____ (get) back.

IX) Put the verbs in brackets into *Past Perfect* or *Past Perfect Continuous*:

1. They were exhausted because they _____ (play) chess all day.
2. Emily _____ (write) five letters by lunchtime.
3. The doctor told John to stay in bed until he _____ (fully/ recover).
4. He _____ (iron) all morning when his wife arrived.
5. By the time we joined them they _____ (already/order) their meal.
6. The baby _____ (cry) for half an hour before it finally fell asleep.
7. The children _____ (wait) for an hour when the school bus arrived.
8. The burglar _____ (getaway) by the time the police arrived.
9. She _____ (dig) in the garden for three hours when she stopped for a break.
10. By the time he was eighteen he _____ (become) a professional athlete.
11. How long _____ (they/dance) in competitions when they retired ?
12. The _____ (drive) for two hours before they finally reached their destinations.
13. **A:** Why were Arnold's clothes so dirty ? – **B:** Because he _____ (change) the tyres on his car.
14. Peter _____ (already/learn) to read and write before he started school.

X) Put the verbs in brackets into *Present Perfect*, *Present Perfect Continuous* or *Past Indefinite*:

Dear Steven,

I'm sorry I _____ (not/write) to you but I _____ (be) busy.

As you know, I _____ (wait) anxiously since June to hear from the universities that I _____ (apply) to. Well, Southborough University, the university that I _____ (always/want) to attend, _____ (accept) my application ! Isn't that great ? Although I _____ (think) about living on campus, I _____ (decide) not to. I _____ (look through) the ads for a flat and my mother and I are going to Southborough tomorrow. We _____ (make) appointments to see three flats. I am excited but also a little nervous as I _____ (never/live) on my own before.

What _____ (you/do) lately ? I hope all is well.

Take care, Jack.

XI) Put the verbs in brackets into *Present*, *Past Indefinite* or *Present Perfect*:

1. She paid for her tickets and (leave)
2. I closed the door quietly because he ... to sleep. (try)
3. How many times ... since he came to New York ? (he, call)
4. I ... about this for some time now. (know)
5. They ... television – their favourite programme is on the moment. (watch)
6. I wanted to be the first to tell her the news, but it was too late. Someone ... her. (already tell)
7. The children are filthy. Where ... ? (they, be)
8. I'm going to bed. I ... for hours and I'm tired. (work)
9. I think she's the nicest person I ... (ever meet)
10. Mary was cleaning the windscreen when she ... a crack in the glass. (notice)
11. I couldn't open the office door because someone ... it. (lock)
12. I agree: I ... you should apologize. (not think)
13. When I phoned her, she ... her homework. (do)
14. We ... for three-and-a half hours when John finally arrived. (wait)
15. When I shouted, they ... off the roof and ... away. (jump/run)
16. Don't phone her just now. She ... to her boss. (talk)
17. Oh! You ... a shave ! You look strange without a beard ! (have)
18. I ... military service for eighteen months. This is my last month. (do)
19. We ... for about four hours when I realized that something was wrong with one of the tyres. (travel)
20. Mary will be ready soon. She ... a bath at the moment. (have)
21. Sorry, I Could you say that again, please ? (not understand)
22. We ... in the café until the rain stopped, and then went home. (stay)

- 23.... here before ? (you, be)
24. There was nobody at the office. Mr Brownlow... the staff to go home. (tell)
25. I signed the register and ... upstairs to my room. (go)

XII) Open the brackets using the verbs in *Passive Voice*:

1. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting.
2. He said that Grandmother's letter (to receive) the day before.
3. Two new engineers just (to introduce) to the head of the department.
4. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.
5. I am sure I (to ask) at the lesson tomorrow.
6. They told me that the new student (to speak) much about.
7. The hostess said that one more guest (to expect).
8. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week.
9. This new dictionary (to sell) everywhere now.
10. All the texts (to look) through yesterday and not a single mistake (to find).

XIII) Rewrite the sentences in *Passive Voice*. Include the subject from Active Voice into new sentences if it is necessary:

1. Someone's interviewing Dr Johnson at the moment.
2. You mustn't use this machine after 5:30 p.m.
3. They were painting the outside of the ship when the accident happened.
4. You must clean this machine every time you use it.
5. You should keep the flowers in a warm sunny place.
6. Someone will drive your car to Edinburgh on Tuesday.
7. We don't allow smoking in this restaurant.
8. I have told the children about the party.
9. About thirty million people are watching this programme.
10. We expect students not to talk during the examination.
11. You mustn't touch this button while the experiment is in progress.
12. Someone's moved my chair !
13. The police are questioning Mr and Mrs Davidson.
14. Someone checks the level water every week.

XIV) Open the brackets choosing the right form of the verbs:

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

XV) Transform the sentences into *Indirect Speech*:

1. Have they sold the picture ? (I did not know...)
2. Do they know anything about it ? (I wondered ...)
3. Has Jack given you his telephone number ? (She asked me...)
4. Is he coming back today ? (I was not sure...)
5. Have you found the book ? (She asked me...)
6. Are there any more books here ? (The man asked...)
7. Did she go shopping yesterday (I wanted to know...)
8. Has she bought the dictionary ? (He did not ask her)
9. Does she know the name of the man ? (I doubted ...)
10. Did Boris see the man this morning ? (I asked...)
11. Kate said: "Mike, do you like my dress ?"
12. Grandfather said to Mary: "What mark did you get at school ?"
13. My sister said to me: "Will you take me to the theatre with you tomorrow ?"
14. Mother asked me: "Did you play with your friends yesterday ?"
15. "Why don't you play with your friends? Kate ?" said her mother.
16. "Do you like chocolates ?" said my little sister to me.
17. "Did you see your granny, Lena ?" asked Mr Brown.
18. The doctor asked Nick: "Do you wash your hands and face every morning?"
19. The teacher said to Mike: "Does your father work at a factory ?"
20. Mother said to us: "What are you doing here ?"
21. Father said to Nick "Have you done your homework ?"
22. Tom said: "Ann, where are your friends ?"

XVI) Put the verbs in brackets into *Past Indefinite, Past Continuous, Past Perfect Indefinite or Past Perfect Continuous*:

- A. It _____ (be) almost time. Judy _____ (sit) in front of the mirror brushing her hair. As she _____ (put on) her veil she _____ (notice) that her hands _____ (tremble). She _____ (wait) for this moment all her life. In less than an hour she would finally be David's wife.
- B. Kevin _____ (not/relax) all week. It _____ (be) almost 8 o'clock on Friday morning and his physics exam _____ (be) about to begin. Although he _____ (study) hard, he _____ (not/feel) confident.
- C. Ann _____ (be) very tired. She _____ (travel) by train for three long days and _____ (forget) what it _____ (be) like to have a good night's sleep.

XVII) Open the brackets; put the verbs into the right tense form:

1. At last the librarian (to give) me the book which I (to wait) for during two months. I was very glad. I (to go) home and (to begin) reading it at once.
2. Don't speak to him: he (to be) very busy, he (to do) some very urgent work.
3. I did not want him to go there: I (to be) afraid that something (to happen).
4. I did not notice that my watch (to stop), and when I (to arrive) at the station, my train (to leave) and I (to have) to ask when the next train (to come).
5. He (to wait) for fifteen minutes when at last he (to see) her at the end of the platform.
6. By the end of the year he (to read) about two hundred pages.
7. We were happy when the sun (to rise), for the night (to be) very cold.
8. Where you (to put) my dictionary ? I cannot find it anywhere.
9. I (not yet to fall) asleep when the telephone (to ring).
10. What you (to do) from six till nine yesterday ?
11. The children (to play) here at eleven o'clock, but now they (to go) home.
12. Go to see your old grandfather as soon as you (to arrive) in Novgorod.
13. You always (to spend) summer at the seaside ? – Yes, as a rule. Last summer I (to go) to the mountains, but (not to find) the rest there as pleasant as near the sea.
14. When they returned, they (to tell) us many interesting things which they (to see) during their journey.
15. When I (to leave) home, it (to rain).

XVIII) Open the brackets; put the verbs into the right tense form:

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her.
4. He says that he (to know) the laws of the country.
5. Sarie understood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.

7. He understood that the soldiers (to arrest) him.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) a dog after the burglar immediately.
10. He said he (to leave) tomorrow morning.
11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.
14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman asked George where he (to run) so early.
16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

СПИСОК СКОРОЧЕНЬ

Скорочен ня	Повне позначення	Переклад
AD	anno Domini, Lat.	нашої ери

a.m.	ante meridiem, Lat.	до полудня
atm	atmosphere	атмосфера
B.C.	before Crist	до нашої ери
b.p.	boiling point	точка кипіння
C	centigrade	за шкалою Цельсія
c.c.	cubic centimetre	кубічний сантиметр
cf.	confer, Lat.	порівняй
e.g.	exempli gratia, for example	наприклад
etc.	et cetera, Lat.	і так далі, тощо
F	Fahrenheit	за Фаренгейтом
fig.	figure	малюнок, креслення
ft	foot	фут (30,5 см)
hp	horse power	кінська сила
hr.	hour	година
GMT	Greenwich Mean Time	середній час за Гринвічем
i.e.	id est, Lat., that is	тобто
in.	inch	дюйм (2,54 см)
lb.	libra, Lat., pound	фунт (453,6 г)
mi	mile	миля (1609 м)
m.p.	melting point	точка плавління
oz.	ounce	унція
p.c.,pet.	per cent	процент
p.m.	per mile	за милю
p.m.	post meridiem	після полудня
psi	pounds per square inch	фунтів на квадр. дюйм
sec.	second	секунда
sp.gr.	specific gravity	питома вага
sq.m.	square metre	квадратний метр

t/hr	tons per hour	тон за годину
viz.	videlicet, Lat.	саме
yd	yard	ярд (91,44 см)

ІНОЗЕМНІ ЗАПОЗИЧЕННЯ

Деякі іменники, запозичені з латинської та грецької мов, зберігають свої форми множини.

is —————>es

analysis	analyses	аналіз	аналіз
axis	axes	вісь	вісі
basis	bases	основа	основи
crisis	crises	криза	кризи
phasis	phases	фаза	фази

us —————>**i**

us —————>**a**

locus	loci	місцеположення	місцеположенн я
focus	foci	фокус, центр	фокуси, центри
radius	radii	радіус	радіуси
nucleus	nuclei	ядро	ядра
stimulus	stimuli	вплив, стимул	впливи, стимули
genus	genera	рід, сорт	роди, сорти

on, um —————>**a**

phenomenon	phenomena	явище	явища
criterion	criteria	критерій	критерії
datum	data	дана величина	дані
stratum	strata	шар	шари
maximum	maxima	максимум	максимуми
minimum	minima	мінімум	мінімуми
equilibrium	equilibria	рівновага	рівноваги

a —————>**ae**

formula	formulae	формула	формули
nebula	nebulae	туманність	туманності

corona	coronae	корона	корони
--------	---------	--------	--------

Іменники, які мають одну форму однини та множини

species	species	вид	види
series	series	серія, ряд	серії, ряди
facies	facies	фація	фації
means	means	засіб, спосіб	засоби, способи

**СПИСОК НЕВІРНИХ ДІЄСЛІВ
ЗА АЛФАВІТОМ**

arise	arose	arisen	виникати, з'являтися
awake	awoke	awoke/awok ed	прокидатися; будити, пробуджуватися
be	was, were	been	бути; бувати
bear	bore	borne/born	носити; переносити, родити, народжувати
beat	beat	beaten	бити
become	became	become	ставати; робитися; перетворюватися
begin	began	begun	починати(ся)
bet	bet/betted	bet/betted	битися об заклад
bind	bound	bound	зв'язувати
bite	bit	bitten	кусатися
bleed	bled	bled	кровоточити; проливати кров
blow	blew	blown	дути
break	broke	broken	ламати(ся); розбиватися
breed	bred	bred	породжувати; розводити
bring	brought	brought	приносити, проводити
broadcast	broadcast	broadcast(ed)	передавати по радіо
build	built	built	будувати, споруджувати

burn	burn/burned	burnt/burned	палити, спалювати
burst	burst	burst	розривати, вибухати
buy	bought	bought	купувати
cast	cast	cast	кидати
catch	caught	caught	ловити
choose	chose	chosen	вибирати; відбирати
come	came	come	приходити; приїжджати
cost	cost	cost	коштувати
cut	cut	cut	різати, розрізувати
dare	dared	dared	сміти, наважуватися
deal	dealt	dealt	мати справу; займатися
dig	dug	dug	копати, рити
do	did	done	робити, виконувати
draw	drew	drawn	тягти; креслити
dream	dreamed/ dreamt	dreamed/ dreamt	бачити сон, мріяти, уявляти
drink	drank	drunk	пити
drive	drove	driven	водити, вести, правити
dwell	dwelt	dwelt	жити, мешкати, перебувати
eat	ate	eaten	їсти
fall	fell	fallen	падати, опускати(ся)
feed	fed	fed	годувати(ся), харчувати(ся)
feel	felt	felt	почувати, відчувати
fight	fought	fought	битися, боротися
find	found	found	знаходити; виявляти
fly	flew	flown	літати
forbid	forbade/forb ad	forbidden	забороняти
forecast	forecast/ forecasted	forecast/ forecasted	передбачати, завбачати
foresee	foresaw	foreseen	передбачати
forget	forgot	forgotten	забувати, забути
forgive	forgave	forgiven	прощати
freeze	froze	frozen	морозити, за- морозувати

get	got	got (US gotten)	діставати, одержувати; добиратися
give	gave	given	давати; віддавати
go	went	gone	іти; їхати; їздити
grow	grew	grown	рости; збільшуватися; вироснути
hang	hung/hanged	hung/hanged	вішати, висіти
have	had	had	мати
hear	heard	heard	чути; слухати, вислуховувати
hide	hid	hidden/hid	ховати(ся)
hit	hit	hit	ударяти
hold	held	held	тримати, держати
hurt	hurt	hurt	завдавати болю; ушкодити; поранити
keep	kept	kept	тримати; зберігати
kneel	knelt	knelt	стояти навколішки; ставити навколішки
knit	knitted/knit	knitted/knit	в'язати; з'єднувати
know	knew	known	знати
lay	laid	laid	класти; накривати
lead	led	led	вести, приводити; керувати
lean	leant/leaned	leant/leaned	нахиляти(ся)
leap	leapt/leaped	leapt/leaped	стрибати
learn	learnt/learned	learnt/learned	вчити, вивчати, вчитися
leave	left	left	піти, поїхати, від'їжджати
lend	lent	lent	позичати
let	let	let	пускати; випускати; дозволяти; здавати внайм
lie	lay	lain	лежати; перебувати
light	lit/lighted	lit/lighted	запалювати, прикурити
lose	lost	lost	втрачати; програвати
make	made	made	робити, виробляти
mean	meant	meant	означати
meet	met	met	зустрічати(ся); знайомитися

mislead	misled	misled	вводити в оману
misspell	misspelt	misspelt	робити орфографічні помилки
misunderstand	misunderstood	misunderstood	неправильно розуміти
overcome	overcame	overcome	перемогти, подолати
overhear	overheard	overheard	підслуховувати
partake	partook	partaken	брати участь
pay	paid	paid	платити
prove	proved	proven/proved	доводити; виявлятися
put	put	put	(по)класти, (по)ставити
read	read	read	читати
rebuild	rebuilt	rebuilt	відбудовувати
retell	retold	retold	переказувати
rewrite	rewrote	rewritten	переписувати
rid	rid/ridded	rid/ridded	звільняти; позбавляти (чогось)
ride	rode	ridden	їхати верхи; їхати
ring	rang	rung	дзвеніти, дзвонити
rise	rose	risen	сходити; вставати; збільшуватися
run	run	run	бігати; керувати, управляти
say	said	said	говорити, сказати, мовити
see	saw	seen	бачити, дивитися
seek	sought	sought	шукати, розшукувати
sell	sold	sold	продавати, торгувати
send	sent	sent	посилати
set	set	set	ставити; класти, розміщувати
shake	shook	shaken	трусити; струшувати, трястися
shed	shed	shed	проливати (кров, сльози)
shine	shone	shone	світити(ся), сяяти; блищати
shoot	shot	shot	стріляти; убити

show	showed	shown/show ed	показувати(ся), демонструвати
shut	shut	shut	зачиняти(ся), закрити(ся)
sing	sang	sung	співати
sink	sank	sunk/sunken	тонути
sit	sat	sat	сидіти
sleep	slept	slept	спати
slide	slid	slid/slidden	ковзати(ся); посковзнутися
smell	smelt/smelle d	smelt/smelle d	відчувати запах; нюхати; пахнути
sow	sowed	sown/sowed	сіяти, засівати
speak	spoke	spoken	говорити, розмовляти
speed	sped/speede d	sped/speede d	поспішати, прискорювати
spell	spelt/spelled	spelt/spelled	читати (писати, вимовляти) слово по буквах
spend	spent	spent	витрачати; проводити
spill	spilt/spilled	spilt/spilled	розливати(ся), розсипати(ся)
spin	spun/span	spun	прясти, плести
split	split	split	розколювати(ся), розщеплювати(ся)
spoil	spoilt/spoile d	spoilt/spoile d	псувати(ся)
spread	spread	spread	поширювати(ся); простягатися
spring	sprang	sprung	стрибати
stand	stood	stood	стояти
steal	stole	stolen	красти
stick	stuck	stuck	триматися, додержуватися
sting	stung	stung	жалити, уражати
stride	strode	stridden/strid	широко ступати, крокувати
strike	struck	struck/strike n	бити, страйкувати
string	strung	strung	зав'язувати, натягувати
strive	strove	striven	старатися, намагатися

sunburn	sunburnt/ sunburned	sunburnt/ sunburned	загорати
sweep	swept	swept	підмітати, чистити
swim	swam	swum	плавати, пливти
swing	swung	swung	коливати(ся), хитати(ся)
take	took	taken	брати; взяти
teach	taught	taught	учити, навчати
tear	tore	torn	рвати(ся), відривати(ся)
tell	told	told	розповідати; говорити; казати
think	thought	thought	думати, обмірковувати
throw	threw	thrown	кидати
undergo	underwent	undergone	зазнавати
understand	understood	understood	розуміти
undertake	undertook	undertaken	починати, братися
undo	undid	undone	розв'язувати; розстибати
upset	upset	upset	засмучувати
wake	woke/waked	woken/wake d	прокидатися, будити
wear	wore	worn	носити (одяг)
weep	wept	wept	плакати
win	won	won	вигравати; перемагати
wind	wound/wind ed	wound/wind ed	крутити(ся); заводити (годинник)
withdraw	withdrew	withdrawn	відкликати, виводити
write	wrote	written	писати

Bibliography

1. Бех П. О. Англійська мова: Навчальний посібник. – К.: Либідь, 1992. – 272 с.
2. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. В 2-х ч. – М: Товарищество "Деконт", 1994.
3. Верба Г.В., Верба Л.Г. Довідник з граматики англійської мови: Довідк. вид. – 3-тє вид. – К.: Освіта, 1993. – 320 с.
4. Голицынский Ю.Б. Грамматика: Сборник упражнений. – 5-е изд., - СПб.: КАРО, 2005. – 544 с.

5. Дубровин М.И. Situational Grammar. – М.: "Просвещение", 1986. – 416 с.
6. Жималенкова Т.М., Мыльцева Н.А. Универсальный справочник по грамматике английского языка. – М.: «Глосса», 1995.- 235 с.
7. Качалов К.Н., Израилевич Е.Е. Практическая грамматика английского языка. В 2-х т. Т.2. - К.: "Методика", 1995. – 304 с.
8. Клоуз Р.А. Reference Grammar for students of English. – М: "Просвещение", 1979 – 352 с.
9. П'янова І. Ю. Методические указания по грамматике английского языка для студентов ОГМИ всех специальностей. – Одесса: ОГМИ, 1985. – 49 с.
- 10.Хорнби А.С. Конструкции и обороты английского языка. – М.: "Буклет", 1994. – 336 с.
- 11.Чичерова Л. Г. Английский язык на каждый день. Пособие по самообразованию. – М.: Цитадель, 1999. – 160 с.
- 12.Шах-Назарова В.С., Журавченко К.В. Английский для Вас: в 2-х частях. – Кишинев: "Лумина", 1992. – 653 с.
- 13.Hornby A.S. Oxford Advanced Learner's Dictionary of Current English. – Oxford University Press, 1974. - 1035 p.
- 14.Murphy R. Essential Grammar in Use. A selfstudy reference and practice book for elementary students of English. – Cambridge: University press, 1990. – 254 p.
- 15.Murphy R. Essential Grammar in Use. A selfstudy reference and practice book for intermediate students of English. – Cambridge:University press, 1988. – 272 p.
- 16.Большой англо-русский словарь. В 2-х томах / Под общ. руковод. И.Р.Гальперина. – М.: «Сов. Энциклопедия», 1972.
- 17.Сиротина Т.А. Англо-русский русско-английский современный словарь + грамматика. – М.: ЗАО «БАО-ПРЕСС», 2000.-992 с.