

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Одеський державний екологічний університет

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НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ
для студентів IV року VIII семестру денної форми навчання за
спеціальністю “Екологія ”
ОПП "Організація еколого-туристичної діяльності"

Навчальний посібник

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Посібник призначений для проведення практичних занять з нормативної дисципліни «Іноземна мова» (Англійська мова) для студентів ОДЕКУ VIII семестру 4-го року навчання, спеціальність 101 «Екологія», освітня програма «Організація еколого-туристичної діяльності» і містить лексичний і теоретичний матеріал та вправи за основними розділами англійської граматики.

Поєднання в кожному з розділів збірки короткої теоретичної довідки за даною темою зі значним обсягом практичних завдань забезпечує можливість розгляду окремих частин програмного матеріалу в режимі СРС.

Відносно велика кількість вправ в принципово важливих розділах уможливорює варіювання обсягів і складності завдань для студентів з різним початковим рівнем мовної підготовки.

Питанням прямого і зворотного перекладу в посібнику також надана достатня увага. Теоретичні розділи глав містять вказівки, що передують вправам на граматичні явища і випадки слововживання, які становлять найбільшу складність при перекладі з української/на українську мову.

УДК 811.111

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ПЕРЕДМОВА

Розширення зв'язків України із зарубіжними партнерами зумовлює нагальну потребу не просто у висококваліфікованих спеціалістах з менеджменту і публічного управління, а в спеціалістах, які б поєднували в собі знання зі знаннями іноземної мови. Володіння іноземною мовою стало не лише ознакою гарної освіти, але й невід'ємною характеристикою сучасного фахівця. Володіючи іноземною мовою, людина автоматично переходить на вищий соціальний ступінь, оскільки стає конкурентоспроможним претендентом на високооплачувану посаду .

Майбутнім фахівцям потрібні навички практичного володіння іноземною мовою в різних видах мовлення в обсязі тематики, зумовленої професійними потребами; отримання новітньої фахової інформації із іноземних джерел; користування усним монологічним та діалогічним мовленням у межах побутової суспільно-політичної й 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 IV курсу VIII семестру денної форми навчання за спеціальністю "Екологія" включає 2 уроки. Кожна частина містить граматичні вправи за основними розділами англійської граматики відповідно до навчальної програми нормативної дисципліни "Іноземна мова" ("Англійська мова") для студентів IV курсу денної форми навчання за спеціальністю 101 "Екологія" освітньо-кваліфікаційного рівня бакалавр ОДЕкУ, які навчаються за освітньою програмою "Організація еколого-туристичної діяльності". Головна мета навчального посібника - систематизація і поглиблення навичок мовлення, що були надбані раніше.

Кожен урок забезпечений відповідним комплексом вправ: текстових, лексичних і граматичних.

Курс розраховано на 120 годин і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англомовній професійній діяльності. Навчальний посібник також спрямований на розвиток умінь усної та писемної комунікації..

Після вивчення даного курсу студенти повинні знати і вміти:

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

LESSON I

ENVIRONMENTAL TOURISM

PRE-TEXT EXERCISES

I. Study the vocabulary list

| | |
|--|---|
| 1. encouragement, <i>n</i> | підбадьорення; підтримка; заохочення |
| 2. trash, <i>n</i> | <i>амер.</i> залишки, мотлох, сміття (<i>Am E</i>) |
| 3. litter, <i>n</i> | <i>брит.</i> сміття; безлад (<i>Br E</i>) |
| 4. to cart in <i>syn to carry</i> | привезти на візку |
| 5. campaign, <i>n</i> | кампанія: наприклад, політична, рекламна |
| 6. to pick up | збирати; підбирати |
| 7. to go easy on smth. to go easy on the environment | не приносить шкоди; не доставляти клопоту не засмічувати навколишнє середовище |
| 8. to preserve, <i>v</i> | зберігати; оберігати; охороняти |
| 9. to conserve, <i>v</i> | зберігати |
| 10. to strive, <i>v</i> | намагатися; докладати зусиль |
| 11. to avoid, <i>v</i> | уникати; ухилятися; цуратися |
| 12. to sustain, <i>v</i> | підтримувати; підкріплювати (життя, порядок, рівновагу) |
| 13. endangered species | вимираючі біологічні види, види живої природи в небезпеці вимирання |
| 14. approach, <i>n</i> to approach, <i>v</i> | наближення, підхід, підступ наближатися, підходити |
| 15. schedule, <i>n</i> to schedule, <i>v</i> | розклад; графік; план намічати; планувати |
| 16. to stagger, <i>v</i> staggered hours | регулювати години роботи; час відпусток і т. п. різні години початку роботи (для розвантаження міського транспорту в години пік) |

| | |
|--|---|
| 17. choking, <i>adj</i> to choke, <i>v</i> | задушливий душити |
| 18. to boom, <i>v</i> | швидко рости (про ціну; про попит); рекламувати; створювати галас |
| 19. to top the list | бути на чолі списку; мати найбільше значення |
| 20. to ferry, <i>v</i> ferry, <i>n</i> | перевозити (на човні, поромі); переїжджати (на човні, поромі, регулярна переправа); переганяти (літаки); доставляти по повітряю перевіз; переправа; паром, регулярна авіатранспортна служба |
| 21. to pollute, <i>v</i> pollution, <i>n</i> | забруднювати; оскверняти забруднення навколишнього середовища |
| 22. payoff, <i>n</i> | виплата; компенсація |
| 23. to reduce, <i>v</i> | зменшувати; знижувати |
| 24. to find out | дізнатися (отримати інформацію, доклавши до цього певних зусиль) |
| 25. to get by | влаштуватися; обходитися : зд. They can get by with the same laundry. - Вони можуть довше обійтися одним комплектом постільної білизни |
| 26. stray, <i>v</i> to avoid straying | збитися з шляху, відхилитися від маршруту уникати відхилення від наміченого маршруту |
| 27. overloaded waste systems | перевантажені системи вивозу сміття і відходів |
| 28. ski slopes ski runs | лижні схили лижня; лижний шлях |
| 29. hiking trails | туристичні, пішохідні стежки |
| 30. a path, <i>v</i> | щлях; доріжка; маршрут |
| 31. to enable, <i>v</i> | давати можливість або право що- небудь зробити; полегшувати; сприяти чомусь |
| 32. to survive, <i>v</i> a survivor, <i>n</i> survival, <i>n</i> | залишитися в живих; вціліти; продовжувати існувати; пережити; винести; витримати той, що залишився в живих; вцілілий виживання |
| 33. damage, <i>n</i> to damage, <i>v</i> | школа, збиток; пошкодження пошкоджувати, псувати; завдавати збитків |
| 34. irreversible, <i>adj</i> | незворотний |
| 35. lush, <i>adj</i> | соковитий; буйний, пишний (про рослинність) |

II. Study the glossary to the text “The Environmental Tourist” and note the differences in British and American usage. Give Ukrainian equivalents

| AMERICAN | BRITISH |
|------------------------------------|---|
| autos | cars |
| trash | rubbish |
| garbage | litter |
| (on) vacation | (on) holiday |
| blissful | wonderful |
| to boom | to profit most |
| box loads of | a lot of |
| to cart | to carry |
| ethic | principle |
| ferry | transport |
| fleet | group |
| ecotourists | green tourists |
| choking | polluting |
| fragile | delicate |
| flicking off | turning off |
| conserve | sustain, protect |
| endangered species | animals or plants at risk |
| get by | manage |
| go easy on | not be severe with |
| hiking trails | walking paths |
| irreversible | impossible to correct |
| items | products, goods |
| laundry | sheets and towels to be washed |
| leisure | free time |
| lush | healthy and very green |
| mitigate the environmental assault | reduce the environmental damage |
| on the house | free (of charge) |
| overloaded | with too much to do |
| payoff | reward; benefit |
| promote active preservation of | encourage people to do something positive for |
| purchase | buy |

Text A

THE ENVIRONMENTAL TOURIST

How to be an ecofriendly tourist in the Alps

Guests at the Waldhaus Am See in St. Moritz bring more than baggage to the 36-room hotel. With manager Claudio Bernasconi's encouragement, each week in summer they cart in box loads of trash they've found in the Swiss mountains.

The visitor who brings in the most litter gets room and board for a week on the house. The record is 19 kilograms, mostly cans, collected by two Swiss women on vacation last August.

"They said they worked so hard they were going to need another holiday," Bernasconi laughs.

The hotel's two-year-old campaign is meant to encourage visitors to protect the Alpine environment. But Bernasconi and tourist officials throughout the Alps know that responsible, or "soft" tourism requires more than picking up litter.

Successful ecotourists, they say, must start with careful planning — finding leisure activities and transportation that go easy on the environment and searching out resorts that promote active preservation of the Alps.

Once the traveller has arrived, moreover, he or she must strive to conserve energy, avoid endangered species and purchase local products, generally produced by mountain farmers who sustain the fragile landscape of the Alps.

One approach to soft tourism is scheduling a trip between seasons.

Staggering of holiday schedules helps reduce the choking, noisy traffic that tops the list of environmental concerns in most Alpine regions. Alpine resorts generally boom during the height of winter, when hotels are filled to 100 per cent of capacity.

Another important way to mitigate the environmental assault from autos is to take public transportation whenever possible.

In some areas, like Zermatt, Switzerland, local transport is an attraction in itself. In Zermatt, a mountain community 1,620 meters high, cars are forbidden. In their place, a fleet of five electric buses carries skiers to lifts (the fare about \$1.40).

Hotels ferry luggage on some 380 smaller electric vehicles. The payoff for the environment is low pollution and energy demand, and blissful quiet.

The environmental ethic should continue inside the hotel.

Responsible tourists should reduce their own demand for energy whenever possible by flicking off unnecessary lights, by turning down heat, and by finding out how often the hotel changes sheets and towels, and letting the concierge know if they can get by with the same laundry for a longer period of time.

Tourists who visit local shops can try to buy items with minimal wrapping that will add less trash to overloaded waste systems. They can also purchase locally made products when possible. Goods made nearby require less energy to transport, and their sale supports the Alpine economy.

Finally, ecotourists should take their environmental ethic onto the ski slopes and hiking trails of the Alps.

It is important to avoid straying from marked paths or ski runs unless a local guide is present. Snow protects plants and animals through the winter and skis can slash the blanket that enables them to survive.

The future of the alpine ecosystem depends on the behavior of the millions of tourists each year who enjoy the beauty and grandeur of the Alps.

Damage done by the unthinking tourist can be irreversible, and in some parts of the Alps, trash thrown to the side of the trail will be preserved for decades in a deep freeze.

But if everyone cooperates, the payoff will be rewarding vacations in the lush alpine environment for generations to come.

EXERCISES

I. Find in the text answers to these questions:

1. How did one Swiss hotel help protect the environment?
2. What does “soft” tourism require?
3. What should successful ecotourist start with?
4. How do responsible tourists sustain the fragile landscape of the Alps?
5. What is another approach to soft tourism?
6. Why is staggering of holiday schedules so vital in most Alpine regions?
7. Are there any other ways to mitigate the environmental assault from cars?
8. How should the environmental ethic continue inside the hotel?
9. What shopping principles should ecotourists follow?
10. How can ecotourists protect the environment on the ski slopes and hiking trails of the Alps?

11. What does the future of the alpine ecosystem depend on?
12. Why is damage done to the nature irreversible?
13. What is the payoff for everyone who takes care of the environment?

II. Say what you've learned from the text about:

- a) at least ten ways of being a good “ecotourist”;
- b) “soft” tourism (or Green Tourism) principles;
- c) the roles of local community in protecting the future environment of the Alpine ecosystem.

III. Study the Information chart and discuss the environmental issues concerning the Alps' ecosystem.

IV. The Alps are Europe's largest ecosystem, shared by 12 million people.

1. What laws are needed to protect them?
2. What harm are tourists doing to them?
3. What guidelines could be used to treat them better?

V. Who should pay to protect the Alps?

- the EC?
- national governments?
- local people?
- visitors?
- the polluters?

VI. Give reasons for your answer.

Are tourists starting to think about environmental tourism in Ukraine?
How and where? If not, why not?

Text B

PROTECTING THE ENVIRONMENT

*Read the interview with Michael Leech “Protecting the environment”
Michael Leech is Managing Director of a company called Overland*

Encounter, which organizes adventure holidays to remote destinations. He is very concerned to protect the sites he visits and talks about the way he thinks the environment can be protected.

I — the Interviewer **M. L.** — Michael Leech

I. I know you're very concerned about environmental issues at Overland Encounter, but, in practical terms, what can a tour operator do to make sure that tourists don't destroy the beauty of the thing they came to see?

M. L. Well, I think you have to get involved in what we call "Low impact tourism." You can't deprive people of their interest in wanting to travel. But what you can do is to set up patterns of behavior which will introduce them to a country in a responsible way.

That means, for example, making sure that, on an adventure holiday, no detergents are used in springs or streams and that no rubbish is left behind after camps. It means, if you're visiting a protected area like the Antarctic, that people must respect the rules and not damage fragile plants or go too near the penguins. It means providing travellers with a pack with instructions on how to behave and what to do to best preserve the cultures and places visited.

I. Do you think that many people will in fact not listen and will just ignore whatever guidelines you give them?

M. L. Perhaps, but the key factor in minimizing damage through tourism is to keep groups to a manageable size and then you can control how they behave. Thirty on a safari is an absolute maximum.

I. Are operators now putting things back into the environment instead of just taking from it?

M. L. Very much so. There are schemes to protect wildlife habitats in Kenya and Tanzania, to save the rhino, veterinary programmes and so on. People now go on holiday to restore ancient monuments or clean up beaches.

Things have changed and the model of Mediterranean tourism of high-rise concrete, sun, sea, sand and sex is not the one most people now want. |

And another thing, in some places the environment is tourism and national parks have been created by it. Without tourism, the animals would have gone.

I think the environment is strengthened by sensitive tourism — look at the preservation of the gorillas, for example.

And you never know, tourism might save the tropical rainforest in a place like Madagascar. I think most countries go through several phases in their tourism

development and hopefully, in the best scenario, the local people not only share the income and foreign exchange generated by tourism but also use the amenities.

EXERCISES

I. Note the following words and expressions from the interview:

| | |
|---|--|
| 1. environmental issues | питання, пов'язані з охороною навколишнього середовища |
| 2. encounter, n | зустріч |
| 3. low impact tourism; safe tourism; responsible tourism; sensitive tourism | екологічно безпечний туризм |
| 4. an adventure holiday | відпочинок з елементами пригоди, (напр. Сафарі) |
| 5. to set up patterns of behaviour | встановлювати певні норми / моделі поведінки |
| 6. to keep groups to a manageable size | кількість людей в групах має бути керованою |
| 7. to restore, v | відновлювати; реставрувати |
| 8. a scheme, n | план, проект; програма |
| 9. wildlife habitats | місця поширення (тварини, рослини) |
| 10. tropical rainforests | тропічні дощові ліси |
| 11. to share, v | брати участь у розподілі; бути пайовиком; користуватися разом; ділити |
| 12. amenities, pl e. g. the amenities of the famous resort amenities of home life | все, що сприяє гарному настрою, відпочинку тощо сприятливі умови для відпочинку на знаменитому курорті принади сімейного життя |

II. Read the interview again and answer the questions:

1. Michael mentions patterns of behaviour which an operator can encourage among tourists. What are they?
2. What, according to Michael, is a “key factor”?

3. In what way is tourism now putting things back into the environment?
4. What steps should be taken to make sure that no damage is done to the environment?

III. Sum up the interview with Michael Leech.

IV. Think and answer:

1. What guidelines would you give to tourists travelling to Ukraine?
2. How important are environmental issues for Ukrainian tourists?

Text C

DOES TOURISM RUIN EVERYTHING THAT IT TOUCHES?

At the entrance to one of the ruined temples of Petra in Jordan, there is an inscription chiselled into the soft red rock. It looks as if it has been there for centuries. It could have been carved by one of King Herod's soldiers, when they were imprisoned in the town in 40 BC. But closer inspection reveals that it is not so ancient after all. It reads:

Shane and Wendy from Sydney were here. April 16th 1996.

The ruins of Petra were discovered in 1810 by a Swiss explorer, and a recent report has just concluded that 'they are in grave danger of being destroyed by the instoppable march of tourism'. More than 4,000 tourists a day tramp through Petra's rocky tombs. They wear away the soft red sandstone to powder and (occasionally!) scratch their names into the rock.

It is not just Petra that is under threat of destruction. More than 600 million tourists a year now travel the globe, and vast numbers of them want to visit the world's most treasured sites: the Parthenon, the Taj Mahal, Stonehenge, the national parks of Kenya. The tourist industry will soon be the largest industry in the world, and it has barely reached its 50th birthday. Many places that once were remote are now part of package tours. Will nothing put a stop to the growth of tourism?

A BRIEF HISTORY OF TOURISM

The Romans probably started it with their holiday villas in the Bay of Naples.

In the 19th century, the education of the rich and privileged few was not complete without a Grand Tour of Europe's cultural sites.

Things started to change for ordinary people in 1845 when Thomas Cook, of Leicester, England, organized the first package tour.

By 1939, an estimated one million people were travelling abroad for holidays each year.

It is in the last three decades of the 20th century that tourism has really taken off. Tourism has been industrialized: landscapes, cultures, cuisines, and religions are consumer goods displayed in travel brochures.

TOURISM TODAY

The effects of tourism since the 1960s have been incredible. To take just a few examples:

The Mediterranean shores have a resident population of 130 million, but this swells to 230 million each summer because of the tourists. This is nothing. The United Nations projects that visitors to the region could number 760 million by the year 2025. In Spain, France, Italy, and most of Greece, there is no undeveloped coastline left, and the Mediterranean is the dirtiest sea in the whole world.

In the Alps, the cable cars have climbed ever higher. More and more peaks have been conquered. It is now an old Swiss joke that the government will have to build new mountains because they have wired up all the old ones. There are 15,000 cable car systems and 40,000 kilometres of ski-runs.

American national parks have been operating permit systems for years. But even this is not enough for the most popular sites. By 1981, there was an eight-year waiting list to go rafting down the Grand Canyon's Colorado River, so now there is a lottery once a year to select the lucky travellers.

In Notre Dame in Paris, 108 visitors enter each minute during opening hours. Thirty-five buses, having put down their passengers, wait outside, their fumes eating away at the stonework of the cathedral.

Poor Venice with its unique, exquisite beauty. On one hot, historic day in 1987, the crowds were so great that the city had to be closed to all visitors.

In Barbados and Hawaii, each tourist uses ten times as much water and electricity as a local inhabitant. Whilst feeling that this is unfair, the locals acknowledge the importance of tourism to their economy overall.

The prehistoric cave paintings at Lascaux in France were being slowly ruined by the breath and bacteria from 200,000 visitors a year. The caves have now been closed to the public and a replica has been built. This is much praised

for its likeness to the original.

THE FUTURE OF TOURISM

Will there be more replicas like in Lascaux? There already are. Heritage theme parks (mini-Disneylands!) are springing up everywhere. Many of the great cities of Europe, such as Prague, Rome, and Warsaw, are finding that their historic centers are fast becoming theme parks — tourist ghettos, filled with clicking cameras and whirring camcorders, abandoned by all local residents except for the souvenir sellers.

Until recently, we all believed that travel broadened the mind, but now many believe the exact opposite:

‘Modern travel narrows the mind’.

Note: BC — before Christ (до нашої ери);

AD — Anno Domini (нашої ери);

to chisel an inscription — висікати напис (на мармурі, на камені).

EXERCISES

I. Work in pairs. Read the text quickly and discuss these questions.

1. What do you understand by the title of the article?
2. Which of the places affected by tourism are mentioned?
3. What is said about them?
4. Is the writer optimistic or pessimistic about the future of tourism?

II. Check your comprehension. Are the following

statements true (+) or false (-)? Correct the false ones with the right information and discuss your answers with a partner.

1. An ancient inscription has been discovered at the entrance of a ruined temple in Petra.
2. Nearly 1.5 million tourists a year visit Petra.
3. The stone in Petra is so soft that the tourists' feet are destroying it.

4. Tourism has been the world's largest industry since the 1960s.
5. It is now possible to go everywhere in the world on a package holiday.
6. In the 19th century, Thomas Cook organized tours of Europe's cultural sites for rich people.
7. The number of foreign tourists has been growing gradually since 1939.
8. There will be a huge increase in the numbers of tourists to the Mediterranean.
9. The Swiss are considering ways of creating new mountains for skiers.
10. Nowadays, you can only go rafting down the Colorado River if you win a lottery.
11. The caves of Lascaux are going to be closed to the public and a replica is going to be built in Disneyland.
12. Local people are moving away from many historic city centers.

III. What do the following numbers refer to?

| | |
|-------------|-------------|
| 40 BC | 230 million |
| 1810 | eight-year |
| 600 million | 108 |
| 1845 | 1987 |
| 1939 | ten times |

IV. Try to guess the meaning of the following words from the text.

| | |
|-----------|----------|
| tramp | swells |
| treasured | clicking |
| replica | whirring |

V. Find a word in the text that has the same or similar meaning to the following:

| | |
|---|--|
| shows (v) | unbelievable (<i>adj</i>) |
| <i>reached a decision</i> (v) | defeated and controlled (v) |
| serious (<i>adj</i>) | choose (v) |
| hardly (<i>adv</i>) | extremely beautiful or delicate (<i>adj</i>) |
| distant and far away (<i>adj</i>) | admit, accept (v) |
| having special rights and advantages (<i>adj</i>) | left (<i>past participle</i>) |

VI. Think and answer:

1. How vital is problem of ecotourism in Ukraine?

2. What tourist attractions and destinations in Ukraine have suffered from the development of tourism?

3. What is the attitude of wide public in Ukraine to ecological dangers?

4. What are the most effective ways of environmental protection needed to protect the environment in Ukrainian tourist areas?

5. What else should be done to make tourism in Ukraine both attractive and ecologically safe?

VII. Test Yourself

1. What is the English for:

- a) дбайливо поводитися з природою;
- b) екологічно безпечний туризм (3 варіанта);
- c) відповідальний підхід до проблеми забруднення середовища;
- d) зменшити шкідливий вплив автомобілів на навколишнє середовище;
- e) підтримувати баланс в природі;
- f) збирати сміття і відходи;
- g) низький рівень забруднення;
- h) обходитися мінімальними витратами енергії;
- i) завдавати непоправної шкоди;
- j) регулювати час туристичних заїздів;
- k) екологічний «удар» по природі;
- l) за рахунок готелю;
- m) заохочувати спроби відвідувачів захистити навколишнє середовище від забруднення;
- n) сприятливі умови для відпочинку;
- o) зберегти мізерні ресурси природи;
- p) вплив туризму на життя місцевого населення;
- q) заходи щодо обмеження напливу туристів;
- r) створювати копії існуючих пам'яток.

2. Give definitions for the following words:

- a) sustainable tourism / soft tourism;
- b) an ecotourist;
- c) the environmental assault;
- d) low pollution;

- e) the payoff for the environment;
- f) endangered species;
- g) staggered hours.

3. Say it in English:

З розвитком туризму проблема забруднення навколишнього середовища стала особливо актуальною. Туризм став галуззю з настільки високими темпами розвитку, що в найближчому майбутньому велика частина населення земної кулі буде залучена в цей вид діяльності. Не можна обмежити людей в їх бажанні подорожувати, а це створює не тільки нові робочі місця для місцевих жителів, а й масу екологічних проблем. Люди, які стали називатися «екотуристами» або «зеленими» туристами, добре усвідомлюють екологічну небезпеку масового туризму. Вони відповідально ставляться до навколишнього середовища і роблять все, що в їх силах, щоб уберегти місця туризму від екологічного «удару». Правила їх поведінки під час туристического відпочинку надзвичайно прості.

Вони збирають і знищують сміття і відходи в місцях скупчення людей, намагаються звести до мінімуму використання автомобілів, які забруднюють повітря, знаходять такі види відпочинку і пересування, які не шкодять навколишньому середовищу.

Турбота про екологію повинна бути частиною роботи турагенств і туроператорів. Необхідне ретельне планування турів з урахуванням напливу відвідувачів. Дуже часто люди просто не задумуються про згубний вплив їх перебування на природу і спосіб життя місцевого населення.

Але якщо всі будуть діяти заодно, то нагородою стане відпочинок в насправді чистій і здоровій обстановці.

GRAMMAR

Умовні речення (Conditional Sentences)

Умовні речення вживаються для вираження дій, які відбудуться чи відбулися б за певних умов. Умовні речення складаються з двох частин: головної (Main Clause) та підрядної (If-clause). Умовні речення нульового

типу (Zero Conditionals) виражають реальні або вірогідні ситуації у теперішньому. У таких реченнях вживається теперішній неозначений час як у головній частині, так і в підрядній.

| Main Clause | If-clause |
|----------------------|----------------------|
| Present Simple Tense | Present Simple Tense |

Наприклад:

If the temperature falls below 0 °C, water turns into ice.

I always take aspirin if I have a headache.

Умовні речення першого типу (First Conditionals) виражають реальні чи вірогідні ситуації у майбутньому. Граматичні часи в таких реченнях вживаються таким чином:

| Main Clause | If-clause |
|---|----------------------|
| Future Simple Tense Modal verb + bare infinitive | Present Simple Tense |

Наприклад:

He will paint the fence if you buy some paint.

She can give you the dictionary if she doesn't need it.

В умовних реченнях не обов'язково головна частина стоїть першою. Головна та підрядна частини можуть поєднуватись сполучниками *if* (якщо), *when* (коли), *till* (поки), *until* (поки не), *unless* (якщо не), *as soon as* (як тільки): *We will see him as soon as the bus arrives. He won't phone us unless he finishes his work.*

В умовних реченнях нульового типу *if* та *when* вживаються без різниці у значенні, але в умовних реченнях першого типу *if* вживається для вираження умови, а *when* — для вираження дій, які відбудуться у певний час. Порівняйте:

If/when I have a good mood, I always listen to music. (Якщо/коли у мене гарний настрій, я завжди слухаю музику.) She will do shopping if she has time.

(Вона піде за покупками за умови, що матиме час.) *She will do shopping when she has time.* (Вона піде за покупками тоді, коли матиме час.)

Exercise 1. Choose the correct item:

1. You *are/will be* healthy if you *go/will go* in for sport. 2. As soon as Fred *finishes/will finish* doing his homework, we *go/will go* to the cinema. 3. When I *grow/will grow* up, I *become/will become* a private detective. 4. If you *drink/will drink* so much coffee, you *don't/won't* sleep well at night. 5. If I *don't/won't* know a word, I always *consult/will consult* a dictionary. 6. Nick *leaves/will leave* me a note if he *doesn't/won't* see me. 7. When we *run/will run* out of food, we *go/will go* shopping. 8. Mike *has/will have* an accident if he *drives/will drive* so carelessly. 9. Until you *promise/will promise* to keep it in secret, I *don't/ won't* tell you anything. 10. The doctor *doesn't/won't* prescribe any medicine until he *examines/will examine* the patient.

Exercise 2. Match two parts of the sentences:

| | |
|---|---|
| 1) If you don't understand this rule, | a) you shouldn't eat with dirty hands. |
| 2) What colour do you get | b) he'll be late for the meeting. |
| 3) She always goes to bed early | c) if you give me your phone number. |
| 4) If you don't want to have a stomachache, | d) if she is tired. |
| 5) People wear warm clothes | e) we'll go fishing. |
| 6) I'll phone you | f) I'll explain it to you. |
| 7) The baby can't fall asleep | g) if you have some free time tomorrow? |
| 8) If Nick misses this bus, | h) if you make such a noise. |
| 9) What will you do | i) when you mix red and yellow? |
| 10) If my father repairs the boat, | j) when the weather is cold. |

Exercise 3. Put the verbs in brackets into the Present Simple or the Future Simple Tense:

1. We ... (*to order*) a pizza if Dolly ... (*not to cook*) supper. 2. If you... (*not to be*) careful, you ...(*to burn*) yourself. 3. When Tony ... (*to finish*) school, he ... (*to continue*) his study at the college. 4. If Mary ... (*to have*) a toothache, she

should go to the dentist. 5. The snow ... (*to melt*) when the sun ... (*to shine*). 6. If you .. (*not to pay*) the electricity bill, they ... (*to cut*) it off. 7. Sue .. (*not to go*) to the mountains until she ... (*to pass*) her exams. 8. We ... (*to have*) lunch when you ... (*to be*) hungry. 9. Polly .. (*to feel*) better if she ... (*to keep*) to a diet. 10. When Helen ... (*to have*) any problems, she always ... (*to ask*) her mother for help.

Якщо підрядне речення (If-clause) стоїть першим, воно відокремлюється комою: *She will finish the work soon if we help her. If we help her, she will finish the work soon.*

Exercise 4. Rewrite the sentences as in the example:

Example: *Granny prepares a cake. We have tea. (if) — If granny prepares a cake, we'll have tea.*

1. Sally is angry. We don't phone her, (*if*) 2. You feel better. You stop smoking, (*when*) 3. Father comes home. We have supper, (*as soon as*) 4. Brian doesn't buy the tickets. We don't go to the concert, (*if*) 5. I tell you all the news. You phone me tomorrow morning, (*if*) 6. We don't know the marks. The teacher checks our tests, (*until*) 7. I don't go to the seaside. Eddy agrees to go with me. (*unless*) 8. Gordon earns more money. He gets a promotion, (*when*) 9. Julia finishes reading a report. She has a break for lunch, (*as soon as*) 10. You don't set the alarm. You oversleep, (*if*)

В умовних реченнях першого типу в підрядній частині також можуть вживатись теперішній тривалий (The Present Continuous Tense), теперішній доконаний (The Present Perfect Tense) та теперішній доконано-тривалий (The Present Perfect Continuous Tense) часи, відповідно до їх правил вживання та якщо цього вимагає зміст речення: *If you are still doing your homework, we won't go to the cinema. If you have done your homework, we'll go to the cinema. If she has been cleaning the flat for two hours already, we should help her.*

Exercise 5. Put the verbs in brackets into the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense:

1. We'll miss the train if you ... (*not to pack*) the suitcase yet. 2. If Stuart ... (*still to wait*) for me, I'll catch a taxi. 3. If Susan ... (*still to sleep*), I won't wake her. 4. If Tony ... (*to work*) on this project for a week now, we should help him. 5. We can have dinner if Cindy ... (*already to lay*) the table. 6. We should stop the boys if they ... (*still to fight*). 7. If the taxi ... (*not to arrive*) yet, I'll wait for it outdoors. 8. Jane should take a break if she ... (*to prepare*) for her exam for more than two hours now. 9. Unfortunately, we can't have a picnic if it ... (*still to rain*). 10. If they ... (*not to repair*) your car yet, I can give you a lift.

Unless часто вживається у реченнях замість *if not*. У цьому випадку заперечна частка *not* не потрібна. Але не можна вживати *unless* у питальних реченнях: *We won't have a break unless we finish (if we don't finish) our project. What will she do if she doesn't get a diploma? NOT: unless she gets a diploma.*

Exercise 6. Complete the sentences with *if* or *unless*:

1. ... you promise to return home at eleven o'clock, I won't let you go to the party. 2. They will be able to launch the new medicine, ... they sign this contract. 3. Martin won't start his own business ... he gets a loan from the bank. 4. I won't talk to you again ... you tell me the truth. 5. What will you do ... Max doesn't meet you? 6. ... I tell you everything, you won't be surprised. 7. Sheila won't go to Rome ... she buys a plane ticket. 8. You will continue making mistakes ... you learn all the rules. 9. How will Jerry find information for his project ... the Internet doesn't work? 10. Where will Sam buy flowers ... all the shops are closed?

Exercise 7. Rewrite the sentences as in the example:

Example: *If you don't send a message, we'll worry about you. — Unless you send a message, we'll worry about you. Unless Dave finishes the picture, he won't exhibit it.— If Dave doesn't finish the picture, he won't exhibit it. .*

1. I will feel bored if you don't come to my birthday party. 2. You won't know anything about the state of his health unless you speak to the doctor. 3. We won't plan our weekend if we don't watch the weather forecast. 4. Emma will be upset if she doesn't speak to you. 5. I won't spend the money unless I buy a new

computer. 6. Unless the police catch the thief, we won't get our jewellery back. 7. We won't go on holiday if we can't take our dog with us. 8. Margaret won't start her job if she doesn't find a babysitter. 9. I won't go shopping unless you give me money. 10. Andy won't leave the house if he doesn't find the key.

Exercise 8. Use the sentences to make up a chain story as in the example:

a) Example: *If Nick joins a tennis club, he will train a lot. If trains a lot, he...*

Nick will join a tennis club
He will train a lot
He will take part in the Wimbledon tournament
He will win a cup
He will become a famous sportsman
He will get a lot of money
He will start his own business
He will become rich
He will marry a beautiful and clever girl
He will buy a big house
He will have many children
He will be happy

b) Use the sentences of part A and write what happens if Nick doesn't join a tennis club.

c) Write your own chain stories, using the first sentences: *If I enter university...*, and *If I don't enter university...*

Exercise 9. Translate into English:

1. Моя бабуся завжди готує щось смачне; коли ми приїжджаємо відвідати її. 2. Ти даси мені диск з іншим фільмом, коли я подивлюся цей? 3. Ви можете зателефонувати мені, якщо у вас будуть якісь питання. 4. Поки Том не пообідає, йому не можна їсти цукерки. 5. Якщо Ганна вже написала реферат, ми запросимо її піти з нами у кіно. 6. Що ти будеш робити, якщо не купиш квитки на поїзд? 7. Якщо ти ще готуєш вечерю, я подивлюсь новини по телевізору. 8. У тебе будуть проблеми зі здоров'ям, якщо ти обідатимеш у ресторанах швидкого харчування. 9. Ти допоможеш мені, коли звільнишся? — Так, якщо я швидко виконаю свою роботу, я допоможу

тобі. 10. Поки він не отримає вищу освіту, він не зможе розпочати власну справу.

Умовні речення другого типу (Second Conditionals) вживаються, якщо дія неможлива чи нереальна у теперішньому чи майбутньому. Граматичні часи в таких реченнях вживаються таким чином:

| Main Clause | If-clause |
|-------------------------------------|-------------|
| Would/could/might + bare infinitive | Past Simple |

Наприклад: *We would go to the skating rink if you could skate. (But you can't skate.) If he had free time, he would visit us. (But he doesn't have free time.)*

Exercise 10. Choose the correct item:

1. If the weather *were/would be* fine, we *played/would play* a game of tennis in the court. 2. I *were/would be* very glad if Ted and Mary *visited/would visit* me today. 3. If Jim *bought/ would buy* the tickets, we *saw/would see* the football match at the stadium. 4. If my mother *weren't/wouldn't be* so busy, she *helped/would help* me with my essay. 5. I could read the letter if Annie *didn't/wouldn't* break my glasses. 6. Helen *translated/ would translate* this article in time if she *had/would have* a good dictionary. 7. If Frank *didn't/wouldn't* get a bad mark, he might go for a walk with his friends. 8. Nigel *found/would find* information about endangered species if he *had/would have* the Internet. 9. We *arrived/would arrive* on time if we *weren't/ wouldn't be* delayed in a traffic jam. 10. Tina *didn't/wouldn't* miss the first lecture if she *didn't/wouldn't* oversleep.

Exercise 11. Write down the sentences as in the example, using the rules of the second conditionals:

Example: *Alex has my phone number. He phones me.— If Alex had my phone number, he would phone me.*

1. We don't have to go to school tomorrow. I play computer games all day.
2. John doesn't phone Carol every day. He doesn't like her. 3. I win the lottery. I travel around the world. 4. Paul has a camera. He lends it to us. 5. I visit the

Eiffel Tower. I go to France. 6. Betty opens her own restaurant. She is a skilled cook. 7. Ben can drive. We go to the seaside by car. 8. I wake up half an hour earlier. I watch that TV programme. 9. Sheila has enough money. She buys that pretty dress. 10. I meet Brad Pitt. I ask for his autograph.

Exercise 12. Put the verbs in brackets into the correct tense. (Use the second conditional):

1. If we ... (*not to sell*) our cottage house in the village, we ... (*to spend*) summer there. 2. Janet ... (*to learn*) how to type if she ... (*to have*) time. 3. If I... (*to need*) your help, I... (*to ask*) you for it. 4. If Angela ... (*to go*) to bed earlier, she ... (*not to look*) so tired. 5. They ... (*not to have*) difficulties getting to our place if it ... (*not to snow*). 6. If we ... (*to have*) enough petrol, the car ... (*not to stop*) in such a deserted place. 7. Colin ... (*to bring*) you a present if he ... (*to know*) about your birthday. 8. We ... (*not to order*) a pizza if Dolly ... (*not to burn*) the meat. 9. If Rosie ... (*to get*) a good mark, her parents ... (*to allow*) her to go to the disco. 10. If Sandra ... (*to know*) Italian, she ... (*can*) work as an interpreter.

Exercise 13. Use your ideas to complete the sentences:

1. If I had an opportunity to travel, I... 2. If I were the Minister of Education, I... 3. If I woke up on a desert island I... 4. If I had my own car, I... 5. If I met an alien from another planet, I... 6. If I were older, I... 7. If I studied harder, I... 8. If I could travel in time...

Умовні речення другого типу вживаються для висловлювання порад:

If I were you, I would eat more fruit. (На вашому місці я би їв більше фруктів.)

Форма *were* вживається для всіх осіб в умовних реченнях.

Exercise 14. Give your friends advice in the following situations. Start with the words «If I were you...»:

1. My parents don't allow me to go to a disco because they think I'll come home too late. 2. My granny thinks my clothes look horrible. 3. I haven't enough time for studying and house chores. 4. My parents don't understand me. 5. My

mother doesn't like my friends. 6. My parents don't give me money to buy the clothes that I like. 7. I'm always late for school. 8. My parents think I'm too young to ride a motorbike. 9. My parents think I should study medicine, and I want to become a journalist. 10. I don't have many friends.

Exercise 15. Match the problems with the solutions and write the sentences to give advice as in the example:

Example: *I'm afraid I will fail my exam.— If I were you. I would study harder.*

| | |
|--|--|
| 1) I'm afraid I will fail my exam. | a) Find a part-time job. |
| 2) My mother hasn't cooked anything for dinner. | b) Exercise more. |
| 3) My jeans are too small for me. | c) Take a taxi. |
| 4) I don't understand this rule. | d) Study harder. |
| 5) My parents don't give me enough pocket money. | e) Take an aspirin. |
| 6) My mobile phone is broken. | f) Order a pizza for dinner. |
| 7) I'm afraid I'll be late for the train. | g) Join computer courses. |
| 8) I've got a terrible headache. | h) Buy new jeans. |
| 9) I've put on weight. | i) Save money to buy a new mobile phone. |
| 10) I can't use the Internet. | j) Ask your friend to explain it. |

Exercise 16. Translate into English:

1. Якби у мене зараз були гроші, я би купив морозива. 2. Ми б не запізнались, якби зараз прийшов автобус. 3. На вашому місці я би спочатку вислухав його. 4. Якби ти планував свій робочий день, у тебе вистачало б часу на відпочинок. 5. Я би сфотографував тебе, якби у мене був зараз фотоапарат. 6. Якби ти знав німецьку, ти би переклав нам це речення. 7. На вашому місці я би порадився з батьками. 8. На вашому місці я би не поспішав із висновками. 9. Я би показав тобі, як грати в цю гру, якби у мене зараз був комп'ютер. 10. На вашому місці я би сказав правду.

Умовні речення третього типу (Third Conditionals) вживаються, якщо дія була неможлива чи нереальна у минулому або для того, щоб

висловити свій жаль або критику з приводу того, що сталося та змінити вже не можна. Граматичні часи в таких реченнях вживаються таким чином:

| Main Clause | If-clause |
|---|---|
| <i>Would/could/might have + V₃ (Ved)</i> | + Past Perfect or Past Perfect Continuous |

Наприклад:

We would have done the work on time if he had agreed to help us. (But he didn't agree to help us and we didn't do the work on time.)

If she had studied harder, she wouldn't have failed her exam. (But she didn't study hard and failed her exam.)

Exercise 17. Choose the correct item:

1. If you *had woken/would have woken* up forty minutes earlier, you *hadn't been/wouldn't have been* late for your work. 2. We *had bought/would have bought* new furniture if Henry *had earned/would have earned* more money. 3. If Mike *had remembered/would have remembered* about Helen's birthday a day earlier, he *had sent/would have sent* her a present. 4. Sue *hadn't forgotten/wouldn't have forgotten* her key if she *hadn't been/wouldn't have been* in a hurry. 5. We *hadn't waited/ wouldn't have waited* for so long if Steven *had called/would have called* the taxi beforehand. 6. If I *had known/would have known* about the time of your arrival, I *had met/would have met* you at the airport. 7. If little Denny *had behaved/would have behaved* well, his parents *hadn't punished/wouldn't have punished* him. 8. Nick *had been able/would have been able* to go on holiday if he *had saved/would have saved* some money. 9. Molly *hadn't got/wouldn't have got* wet if she *had taken/would have taken* her umbrella. 10. Greg *hadn't broken/wouldn't have broken* his arm if he *had been/would have been* more careful.

Exercise 18. Put the verbs in brackets into the correct tense. (Use the third conditional):

1. We ... (*not to get*) lost in this city if we ... (*to buy*) a map. 2. I ... (*to drink*) a cup of coffee in the morning if I ... (*to have*) time. 3. If you ... (*to take*) a pain killer, you ... (*to feel*) much better. 4. If Jack ... (*to drive*) carefully, he ... (*to avoid*) the accident.

5. Linda ... (*to win*) the competition if she ... (*to train*) more. 6. If I... (*to see*) that film, I... (*to describe*) you my impressions of it. 7. Sally ... (*to join*) us in our trip to the mountains if her parents ... (*to allow*) her to go with us. 8. If you ... (*not to leave*) the meat on the table, the cat ... (*not to eat*) it. 9. If my friends ... (*to have*) any problems, I... (*to help*) them. 10. If Diana ... (*to close*) the window, the parrot... (*not to fly*) away.

Exercise 19. Read the story and rewrite it as in the example, using the third conditional:

Example: *If Dave hadn't gone to bed very late, he would have heard the alarm clock.*

...

Dave went to bed very late yesterday. He didn't hear the alarm clock in the morning so he overslept. He didn't have time for breakfast, so he felt very hungry soon. He left his wallet at home and didn't have money to buy a hamburger. He felt sleepy and didn't work well. He made some mistakes in his calculations and his chief was very angry with him. At the end of the working day Dave was exhausted and went straight home. His girlfriend was very disappointed because Dave didn't meet her after work and they didn't go to the cinema.

Exercise 20. Translate into English:

1. Якби ви вчасно викликали лікаря, ситуація не була б такою поганою.
2. Якби ти попросив мене раніше, я би вже купив квитки на літак.
3. Якби ти не залишив парасольку дома, ми б не намокли.
4. Якби Лінда купила ту сукню, вона б одягла її на вечірку.
5. Якби Бен дав мені свій номер телефону вчора, я б йому зателефонував.
6. Я би вас зустрів на вокзалі, якби моя машина не зламалась.
7) Том би не проспав, якби попросив батька розбудити його.
8. Я би пограв з вами в теніс учора, якби почувався краще.
9. Якби мама залишила мені гроші, я би купив хліб і молоко.
10. Якби ми помітили щось незвичайне, ми б розповіли вам.

Для висловлювання побажань використовується конструкція *I wish* з дієсловами у таких граматичних формах:

| | Граматичний час | Вживається |
|------------------|---|---|
| I wish (if only) | + <i>Past Simple</i> : <i>I wish/if only I were with you.</i> (Я би хотів бути з вами. На жаль, я не з вами.) <i>I wish/if only I had some free time.</i> (Я би хотів мати трохи вільного часу. На жаль, я не маю вільного часу.) | Коли йдеться про бажання змінити теперішню ситуацію. |
| I wish (if only) | + <i>subject + could + bare infinitive</i> : <i>I wish/if only she could take part in the conference.</i> (Я би хотів, щоб вона взяла участь у конференції. На жаль, вона не може взяти участь у конференції.) | Коли йдеться про бажання, які не можуть реалізуватись через певні теперішні обставини, висловлюється жаль з цього приводу |
| I wish (if only) | + <i>subject + would + bare infinitive</i> : <i>I wish/if only we would go on a holiday.</i> (Я би хотів, щоб ми поїхали у відпустку. На жаль, ми не поїдемо у відпустку.) | Коли висловлюється побажання щодо майбутнього. |
| I wish (if only) | + <i>Past Perfect</i> : <i>I wish/if only I had bought that camera.</i> (На жаль, я не купив той фотоапарат.) | Коли йдеться про бажання, які неможливо було реалізувати у минулому, або висловлюється жаль щодо того, що сталося чи не сталося у минулому. |

У реченнях такого типу **were** вживається для всіх осіб.

Exercise 21. Jane doesn't like her life. Write what she wishes:

Example: *I wish my days weren't so busy.*

My days are too busy. I don't want to get up so early. My mother makes me eat porridge for breakfast. I have too many lessons at school. My teachers give me too much homework. I have to prepare for my exams. I have no time to meet my friends. I want to have a new computer and the Internet.

Exercise 22. Max wants to change his future life. Write about his wishes:

Example: *I wish my parents would give me more pocket money.*

I want my parents to give me more pocket money. I want my father to teach me to drive. I don't want my mother to make me tidy my room every week. I don't want to study Maths. I want to find a job for summer. I want to go to the seaside with my friends. I want my parents to buy me new jeans and a T-shirt. I want my parents to give me a puppy for my birthday.

Exercise 23. Andrew regrets some things in his past life. Write about his wishes:

Example: *I wish I had studied well at school.*

I didn't study at school well. I failed my final exams. I didn't get a higher education. I found a poorly-paid job. I quarrelled with my best friend. My boss didn't give me a promotion. My wife left me. I didn't spend much time with my son.

Exercise 24. Match two parts of the sentences:

| | |
|---|--|
| 1) If we had a lot of money, | a) if he had known about our problems. |
| 2) I wish my parents | b) I would have told him about the meeting. |
| 3) You will catch a cold | c) we won't start the concert. |
| 4) If I were you, | d) as soon as she gets a message from her brother. |
| 5) If he had called earlier, | e) would send me to study abroad. |
| 6) Peter would have offered us his help | f) hadn't spent so much money. |
| 7) Ann will tell us everything | g) we would buy a house in France. |
| 8) If only I | h) when you heat it. |

| | |
|--|---|
| 9) If the musicians haven't arrived yet, | i) if you don't put on your warm sweater and a hat. |
| 10) Chocolate melts | j) I would ask the boss for a day off. |

Exercise 25. Put the verbs in brackets into the correct tense:

1. If Den manages to buy the tickets, we ... (*to go*) to the concert tonight.
2. You wouldn't have broken my cup if you ... (*to be*) more careful.
3. If I were you, I ... (*to call*) the dentist for an appointment.
4. If we lived near the sea, I ... (*to go*) swimming every day.
5. If only I... (*not to leave*) my driving licence in the office yesterday.
6. If you were famous, people in the streets ... (*to recognize*) you.
7. I wish I ... (*to be*) at home now.
8. Your parents will be happy if you ... (*to get*) a scholarship.
9. Jack wishes he ... (*to find*) a better job in the near future.
10. Pamela ... (*to paint*) the shelf if you had bought paint for it.

Exercise 26. Match two parts of the sentences:

| | |
|--|--|
| 1) If you keep food in the fridge | a) would tell me what is wrong with him. |
| 2) She would have come to dinner | b) he won't find a good job. |
| 3) Jane would lose weight | c) if we had invited her. |
| 4) If I were you, I | d) the burglars wouldn't have got in. |
| 5) I wish Alex | e) he would understand the words of this song. |
| 6) Unless Mark graduates from university | f) wouldn't travel on my own. |
| 7) If you had locked the door, | g) it stays fresh longer. |
| 8) When the guests arrive, | h) we will greet them at the door. |
| 9) If he knew English well, | i) if she attended the gym regularly. |

Exercise 27. Circle the correct item:

1. I will read this article when I *have/will have* time.
2. Mum *worried/would worry* if you didn't call.
3. If I were you, I *didn't/ wouldn't* complain.
4. If Dolly *didn't leave/hadn't left* in such a hurry, she would have remembered to switch off the light.

5. What will they do *if/unless* the weather is good tomorrow? 6. If only I *wasn't/hadn't been* so rude to her yesterday! 7. *If/Unless* we pay the bill, they will cut off the phone. 8. If Jim didn't like his job, he *did/would do* something else. 9. Jane *will/would* walk the dog if she comes home early. 10. I wish I *can I could* invite all my friends for my birthday party.

Exercise 28. Put the verbs in brackets into the correct tense:

1. If you touch a hot frying pan, you ... (*to burn*) your finger. 2. If Jack had closed the door, the dog ... (*not to run*) away. 3. Helen could live by herself if she ... (*to be*) older. 4. If only my parents ... (*to buy*) me a new bike for my next birthday. 5. When water ... (*to boil*), it produces steam. 6. If I were you, I... (*not to drive*) a car in such weather. 7. If Brian ... (*to hear*) any news, he would have phoned us immediately. 8. If the bus arrived half an hour earlier, we ... (*to be*) in time for the seminar. 9. Sam ... (*not to lose*) his wallet if he hadn't put it into the pocket. 10. Nora ... (*to be*) surprised if Gordon brought her a bouquet of flowers.

Exercise 29. Find mistakes and correct them:

1. If you won't water these flowers, they will fade. 2. They won't start the wedding party unless the groom and the bride don't arrive. 3. If Tina can skate, we would go to the skating rink. 4. If Henry wouldn't laugh so loudly, the baby wouldn't wake up. 5. If I were you, I will consult a lawyer. 6. Den would have bought you that medicine if you told him about it. 7. What will Frank do unless he doesn't pass his driving test? 8. I wish Chris will finish building his cottage house next year. 9. She will help us with this project if she worked in our group. 10. If only my teachers hadn't give us so much homework to do every day!

Exercise 30. Translate into English:

1. Ми б влаштували пікнік, якби наші друзі приїхали завтра. 2. Якби у нього зараз були всі факти, він би змінив свою точку зору. 3. Він би вчора приєднався до нас, якби його начальник дозволив йому піти з роботи раніше. 4. Що ти будеш робити, коли у тебе закінчатся гроші? 5. На жаль, вони не приїдуть сьогодні. 6. На вашому місці я би не продавав цю машину. 7. Як би я хотів уміти кататись на ковзанах! 8. Шкода, що вам не подобається така музика. 9. Якби вона вчора отримала наше повідомлення, вона б одразу приїхала. 10. Ви би не впізнали її, якби зараз її зустріли.

Exercise 31. Use the subjunctive mood in the following sentences:

Example: *I will be glad to meet you again. — I would be glad to meet you again.*

1. I will apologize to him for being late. 2. Everybody will be glad to go there. 3. I'll eat something sweet. 4. It does not make much difference. 5. I won't go to Egypt in summer. 6. She will do her best to improve the situation. 7. He will give you a different answer. 8. Nobody blames them. 9. Do you find it inconvenient? 10. He will warn you of the danger. 11. A true friend will never fail you. 12. They will accept the invitation for Sunday. 13. I will never agree to it. 14. A wise man will find a way out of the situation. 15. It will be interesting to find out who is right.

Exercise 32. Open the brackets and use the subjunctive mood:

Example: *Why didn't you tell me? I (close) the window long ago. I would have closed the window long ago.*

1. In your place I (arrange) everything yesterday. 2. At that time he (take) the necessary steps. 3. Why did you wash up? I (do) it myself. 4. She (buy) the dress, but she had no money. 5. He (advise) them what to do, but he couldn't get in touch with them. 6. We (go) to the country rain or shine, but he was busy last weekend. 7. I (come) to see him last week, but I got ill and had to stay in bed. 8. It (be) important then but not now. 9. They (take) a taxi, but there was none. 10. Why didn't you ask them to discuss your problem then? They (not postpone) it.

Exercise 33. Choose the right variant:

1. I would (have brought/bring) the book, but you did not tell me you needed it. 2. It would (be/have been) wise of you to consult a dentist twice a year. 3. I think nobody would (object/have objected) to having a party tomorrow. 4. I did not know that it was so important for you. I would (do/have done) it long ago. 5. In your place I wouldn't (argue/have argued) with her yesterday. She is your boss. 6. Last year he wouldn't (say/have said) so of John. 7. I wouldn't (worry/have worried) about it now. Everything will clear up soon. 8. We would (stay/have stayed) for an hour, but it is rather late. 9. We did not know that we

would come to the lake. We would (take/ have taken) our rods. 10. I would (go/have gone) to sea, but my father wanted me to be a lawyer.

Модальні дієслова (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.
He may be ill.

Він може (має дозвіл) працювати тут.
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, прийдеться, потрібно буде (було)”:

The train is to arrive at 8 o'clock.

Потяг повинен прийти о 8 годині.

The train was to arrive at 8 o'clock yesterday.

Потяг повинен був прийти о 8 годині вчора.

Obligation and Likelihood

Must

Exercise 34. Open the brackets and fill in the blanks with the appropriate forms of the verbs *must, have to or be to*:

1. You ___ (not tell) him about it. It's a secret. 2. It looks like rain. You ___ (take) your raincoats. 3. You ___ (not talk) so loudly here. 4. In his youth he ___ (work) from morning till night to earn his living. 5. He ___ (wait) at the station till it stopped raining. 6. The secretary informed us when the manager ___ (come). 7. They ___ (leave) on Saturday, but because of the delay with their visas they ___ (book) tickets for Monday. 8. They ___ (not tell) him anything about it before they get further instructions. 9. He ___ (leave) for London that night. 10. ___ I (do) it all by myself? 11. It was too late to change their plans and they ___ (put up) with it. 12. You ___ (not prepare) all this work, I will help you. 13. Stay here till she is free. I think you ___ (not wait) long. 14. We ___ (conduct) a series of experiments this week. 15. Remember that we ___ (be) at this place not later than noon.

Exercise 35. Choose the correct variant:

1. His German is very poor. He must (study/be studying/have studied) very hard. 2. His German is very good, he must (study/be studying/have studied) very hard. 3. His German has considerably improved, he must (study/be studying/have studied) hard during his holiday. 4. He must (study/be studying/have been studying) German these two years, his German is rather rich and fluent. 5. She must (have taken/be taking/have been taking) a bath at that moment that's why she did not answer your call. 6. She must (be/be being/have been) at home now, we saw her leaving the office. 7. She must (be/be being/have been) at home, she can't go away because there is no one to look after her sick mother. 8. You must always (think/be thinking/have thought) twice before you say anything. 9. Now he must (think/ be thinking/have thought) of what she has said. 10. He knows they are coming. They must (write/be writing/ have written) to him of their arrival in due time. 11. She must (play/be playing/have been playing) the piano now. 12. The foreigner must (understand/understood/have understood) me, for he nodded his head. 13. Where is Sara? I haven't seen her for a long time. — She must (stay/be staying/have stayed) at her friends'. She wanted to spend July with them. 14. He must (get/be getting/ have got) all he needed, otherwise he would have come again. 15. We must (meet/have met/have been meeting) somewhere before.

Exercise 36. Open the brackets and use the proper infinitive after the verb *must*:

1. Look! All people in the street are going with their umbrellas up. It must (rain). 2. He has changed his job. He must (follow) your advice. 3. He must (fall) ill. Otherwise he would have come to the party. 4. Where is Michael? He must (be) here by now. He lives in the country. He must (miss) the train. 5. What a dreadful noise! What is the matter? Our neighbors must (quarrel) again. 6. Nobody must (notice) that he was not used to speaking in public. 7. The criminal must (be) very careful. He did not leave any fingerprints. 8. We are late, I am afraid. Ann must (wait) for us. 9. He must (forget) that he promised to come. 10. They must (write) a composition for two hours. They must (be) tired. 11. You must (misunderstand) me, I did not want to hurt your feelings. 12. Nobody must (see) him enter. Everybody startled when he came in. 13. I hear someone's steps outside. She must (go). 14. You may find him in the garden. He must (read). 15. It is impossible to change anything. One must (take) things as they are.

Exercise 37. Paraphrase the following sentences using the verb *must*:

Example: *I am sure they have changed the time. They must have changed the time.*

1. They are in Greece. I am sure they are enjoying themselves. 2. She is an experienced teacher. I am certain she has been working at school for at least twenty years. 3. They have probably finished painting the house. 4. I feel sure she is at home. 5. Probably they have already crossed the frontier. 6. She is sure he is playing cards with his friends. 7. She is not very young, as she seems to be. I think she is nearly forty. 8. I think you have visited this place before. 9. He has to do a very urgent task. I feel sure he is working now. 10. He is so absent-minded. I am sure he left the letter unanswered. 11. You know he is a good tennis player. He is no doubt has won this match. 12. I shan't bother you any longer; no doubt you feel tired of my talking after a tiring day. 13. It is clear that they are expecting somebody. 14. She was obviously upset by something; I never saw her so nervous. 15. The youth is probably reading something funny. He is smiling all the time.

Exercise 38. Choose the right variant:

1. He wants us to obey him. We ___ exactly what he says.
 - a) have to do
 - b) must to do
 - c) are to do
2. Mrs. Sparred ___ very beautiful when she was young. She has a fine face.
 - a) was to be
 - b) must have been
 - c) must be
3. You ___ so late. You should leave after dinner.
 - a) are not to stay
 - b) must not have stayed
 - c) must not stay
4. Something ___ . He ___ at seven.
 - a) must happen, must come
 - b) must have happened, had to come
 - c) must have happened, was to have come
5. Yesterday's rain spoiled my shoes completely and ___ new ones.
 - a) had to buy

- b) must have bought
 - c) was to buy
6. Which of them ___ the documents?
- a) must have brought
 - b) have to bring
 - c) was to bring
7. The only thing he knew for certain was that he ___ them.
- a) must not meet
 - b) hasn't to meet
 - c) is not to meet
8. You can't come in. You ___ a catching disease like that.
- a) must not have
 - b) don't have to have
 - c) aren't to have
9. There ___ a garden once.
- a) was to be
 - b) must have been
 - c) must be
10. We ___ in. The weather is changing.
- a) must go
 - b) must have gone
 - c) are to go

Exercise 39. Translate into English using the verb *must* and its equivalents:

1. Він, мабуть, чув про це. 2. Цей будинок, мабуть, побудовано на початку століття. 3. Ви не повинні припиняти роботу, поки ви її не закінчите. 4. У них, ймовірно, зараз урок. 5. Не журися, він, мабуть, зробив це випадково. 6. Він, ймовірно, зараз спить. 7. Я шукаю цей будинок ось уже півгодини і ніде не можу його знайти. Певно, мабуть вона дала мені неправильну адресу. 8. Мені не довелося робити це креслення. 9. Він, ймовірно, не встиг закінчити роботу до п'ятниці і був змушений витратити на неї всі вихідні, тому що її потрібно було закінчити до понеділка. 10. Вона, либонь, не полила сад. Земля дуже суха. 11. Вибору не було, і їм довелося погодитись. 12. Вона, мабуть, чекає нас вдома. 13. Вона повинна

чекати нас вдома. 14. Їй, напевно, не сказали, що ми вже повернулися.
15. Їй довелося вибачитися, хоча це і було неприємно.

Need

Exercise 40. Open the brackets and give the correct form of the verb after *need*:

1. The vegetable garden needs (water). 2. The TV needs to be (fix). 3. They need (come) here at three o'clock. 4. The cottage needs to be (repair). 5. She needs (prepare) harder for her exams. 6. The lawn needs (cut). 7. You need (book) a ticket beforehand. 8. Granny needs to be (look after). 9. The walls need to be (paper). 10. I need (get) this book somewhere.

Exercise 41. Complete the sentences with the words from the box. Pay attention to the use of the particle *to*:

Example: *All is agreed and understood between us, so you needn't ___ about it any more. — All is agreed and understood between us, so you needn't worry about it any more.*

You don't need ___ there. You don't need to go there.

| | |
|-------|-------|
| worry | leave |
| carry | come |
| talk | help |
| tell | go |
| phone | ask |

1. You needn't ___ here by yourself. You may send someone else. 2. She doesn't need ___ bags by herself: there are porters at the station. 3. You don't need ___ about her; she is quite able to take care of herself. 4. I don't need ___ you how important it is. 5. I needn't ___ him. He will tell me everything himself. 6. You needn't ___ me again, I never forget my promise. 7. She doesn't need ___ to the library; I have got this book. 8. They needn't ___ for the airport so early; I will give them a lift. 9. I can do it by myself. You needn't ___ me. 10. You don't need ___ to her. I have already told her everything.

Exercise 42. Choose the right variant:

1. He says I (mustn't/needn't) do it. He has already done it. 2. You (needn't/mustn't) carry your driving license with you. 3. I can show my student's card, and I (mustn't/needn't) pay to get in. 4. I've hurt my knee and the doctor says I (mustn't/needn't) play football for two weeks. 5. Copies (needn't/mustn't) be done without permission. 6. He is a very discreet person, you (needn't/ mustn't) be afraid of telling him anything. 7. He (needn't/mustn't) be said twice. 8. You (needn't/mustn't) answer the question if you don't want to. 9. It's a nonsmoking carriage. You (needn't/mustn't) smoke here. 10. She (needn't/mustn't) go to bed so late. Has she forgotten the doctor's instructions?

Exercise 43. Open the brackets and fill in the blanks with either *didn't need (to)* or *needn't have (done)*:

1. You ___ (go) into so many details. The report was too long. 2. She got up late because she was alone and she ___ (cook) breakfast for the whole family. 3. We ___ (hurry): she wasn't ready yet. 4. He ___ (return) to the office so he took a taxi and went home. 5. I ___ (take) a bus because Martin gave me a lift. 6. We ___ (come) so early. Now we must wait. 7. She ___ (go) shopping so she went straight home. 8. You ___ (make) this remark. I am sure he felt hurt. 9. She was on holiday and she ___ (wake up) early. 10. He ___ (spend) so much money. Does he remember that he's got three children?

Exercise 44. Translate into English using the verb *need*:

1. Даремно ти сказав Майку про це. 2. Його не треба про це питати. 3. Мені потрібна ваша допомога. 4. Даремно ти вчив текст напам'ять (by heart); учитель його не питав. 5. Увечері температура впала, і він вирішив, що йому не потрібно йти до лікаря. 6. Хіба ти не бачиш, що йому треба підстригтися? 7. Даремно він відмовився від запрошення. 8. Ви купили машину тільки рік тому. Невже її треба фарбувати? 9. Мені треба налагодити (fix) комп'ютер. 10. Джону не треба було їхати в Лондон, і він вирішив провести вихідні в Брайтоні.

Should /Ought

Exercise 45. Match the parts of the sentences:

| | |
|--|---|
| 1) My room is in a mess and my friends are coming to visit me tonight. | a) He should always turn them on in the dark otherwise he may have an accident. |
| 2) You haven't paid your monthly rent yet. Friday is the last day you can do it. | b) You ought to go on a diet. |
| 3) Tom drives the car without headlights. | c) You should ring her up and apologise. |
| 4) Anna's library book is due today. | d) She ought to give up smoking. |
| 5) I've put on weight recently. | e) He should go to the dentist's. |
| 6) I am afraid, I was rude to Kate yesterday. | f) You ought to put it in order. |
| 7) I've got urgent work and my computer doesn't work. | g) You should record the film. Have you got a VCR? |
| 8) He has a bad toothache. | h) You ought to go to the bank till Friday and pay it. |
| 9) I have a test tomorrow but there is a film on TV I've wanted to see so much. | i) You should phone Nick. He's got clever fingers. |
| 10) She has a bad cough but she goes on smoking. | j) She ought to return her books today if she doesn't want to pay a fine. |

Exercise 46. Read the situations and write sentences with *should (shouldn't) have* or *ought to (ought not to) have*:

Example: *He had a test this morning. — He didn't do it well. He should have studied more last night:*

1. She didn't take a taxi. She was late for the wedding. 2. I didn't eat at home. Now I'm hungry. 3. She bought a TV set last month. Now she regrets doing that. Her children watch it day and night. 4. He signed a contract without reading

it thoroughly. Now he has discovered that he has no right to make any amendments there. 5. Mary sold her house. That was a mistake because now she spends a lot of money to rent an apartment. 6. I enjoyed the party last night a lot. Why didn't you come? 7. The driver in front of me stopped suddenly and I smashed into the back of his car. It was not my fault. 8. The boy went out without the doctor's permission. Now he is much worse. 9. When we arrived at the hotel there were no free rooms. We hadn't reserved one. 10. It was not a good idea for Tom and Mary to get married. Now they quarrel all days long.

Exercise 47. Choose the right variant:

1. She looks bad. She should (be/have been) more careful about her health. 2. You shouldn't (miss/have missed) the chance. It was a brilliant opportunity for you. 3. I think the policeman was right. She shouldn't (exceed/have exceeded) the speed. 4. I ought to (bring/have taken) the opera glasses. Now I see nothing. 5. It seems to me that he is a hot-temper person and often flies into a rage because of mere trifles. He should (control/have controlled) his temper. 6. They should (clear/have cleared) up the problem long time ago. 7. I ought not to (stay/have stayed) there long. The party was a failure. 8. You should (shave/have shaved) this beard of yours! 9. She should (be/have been) more attentive. Didn't she see a car on the right? 10. It's a secret. You ought not to (reveal/have revealed) it to anybody.

Exercise 48. Choose the right variant:

1. Don't argue with her, you ___ her age.
 - a) need respect
 - b) have to respect
 - c) ought to respect
 - d) are to respect
2. You ___ it long ago.
 - a) must do
 - b) should have done
 - c) needn't have done
 - d) are to do
3. This is serious; you ___ at it.
 - a) haven't to laugh

- b) should not laugh
- c) don't have to laugh
- d) must not have laughed

4. There ___ an interesting concert last night, but I didn't feel well and ___ home.

- a) had to be, had to stay
- b) should be, was to stay
- c) must be, ought to stay
- d) was to be, had to stay

5. According to the rules a football player ___ the ball with his hands.

- a) must not touch
- b) need not touch
- c) don't have to touch
- d) must not have touched

6. The situation was dangerous. You ___ frightened.

- a) should have got
- b) must have got
- c) have to get
- d) need have got

7. We ___ to write and thank them for their hospitality.

- a) must not forget
- b) must not have forgotten
- c) shouldn't forget
- d) don't have to forget

8. Why ___ I know where he is?

- a) should
- b) must
- c) need
- d) ought

9. They ___ more polite.

- a) need have been
- b) should have been
- c) must have been
- d) are to have been

10. You ___ so much noise or you'll wake up the baby!

- a) must not make
- b) must not have made

- c) needn't have made
- d) don't have to make

Exercise 49. Open the brackets and fill in the blanks with *must, have to, be to, should, need, ought to* (in some cases you may have several variants):

1. He ___ (not go) to court because the case was dismissed. 2. If I'm late, I'll ___ (take) a taxi. 3. The young ___ (respect) the old age. 4. The conversation grew awkward. She felt that something ___ (do), or else the party would break up. 5. They ___ (meet) tomorrow, so you ___ (not make) an appointment to see him. 6. You ___ (have) a visa to enter a foreign country. 7. You ___ (try) and be more punctual. 8. Why are you so late? I ___ (change) a tyre. 9. You ___ (not shout), I am not deaf. 10. They ___ (cross) the English Channel now.

Exercise 50. Translate into English using modal verbs:

1. Тобі слід було зателефонувати йому вчора. 2. Йому не слід було говорити з нею таким тоном (tone). Його тон, мабуть, і образив (hurt) її. 3. Це повинно було статися. Всім відома його забудькуватість (forgetfulness). 4. Вона повинна була з'ясувати все до того, як починати роботу. Тепер їй потрібно багато переробляти. 5. Їй слід було принести всі документи давним давно. Тепер занадто пізно. 6. Дітям не можна дивитись фільми жахів. 7. Мені їх проводити (see off)? – Ні, не потрібно. Мені доведеться зробити це самому. 8. У чужій країні необхідно пристосовуватися (adapt oneself) до нових умов життя. 9. Даремно ти купив це пальто. 10. Ми, мабуть, не помітили його в цьому натовпі (crowd). 11. Нам не треба було поспішати, тому ми вирішили піти пішки. 12. Чому я повинен це робити?

Ability, Likelihood and Permission

Can, Could

Exercise 51. Fill in the blanks with *can/can't* or *be (not) able to* in the proper form:

1. He ___ speak English rather fluently, but that time he ___ say a word. 2. He has never ___ speak in public. 3. I used to ___ speak German very well. 4. You

___ marry her, but you ___ make her love you. 5. I ___ do it on Friday, but I ___ do it next week. 6. ___ you give me a lift to the station, please? 7. I used ___ eat a kilo of sweets for supper. 8. I have never ___ ride a bicycle. 9. You ___ see him at the meeting. He was ill. 10. I'd like ___ ski very well. 11. Luckily I ___ find a taxi. 12. I ___ drive when I was fifteen. 13. I ___ hear somebody running. 14. He did not want to go there, but we ___ persuade him. 15. She sighed. I ___ feel her hands shaking.

Exercise 52. Open the brackets with *could* (expressing a possibility) or *could have* (expressing a possibility that did not happen) and make all necessary changes:

1. A car is pulling up. It could (be) Lucy. 2. He could (get) a credit, but he did not prepare all the documents in time. 3. Why didn't you ask me? I could (do) it for you. 4. He could (be) there tomorrow. 5. They could (be) there yesterday. 6. Why are you so depressed? He could (tell) a lie. 7. You should have told us about your delay. We could (cancel) our meeting. 8. He could (do) it if he tries. 9. Somebody has called on you today. It could (be) a friend of mine. 10. I think he could (commit) a crime, but he's got an alibi. 11. The train arrives at 11.30. She could (come) at noon. 12. Yesterday I saw him driving at a very high speed. He could (crash).

Exercise 53. Express your surprise and disbelief using *can/could*:

A) in interrogative sentences:

Example: *He is working now. Can/Could he be working now?*

1. He was at the party yesterday. 2. They are in Germany. 3. He has broken his leg. 4. They were sent to prison. 5. She got married. 6. He studies at Cambridge University. 7. She has been practicing the violin for five years. 8. He has made an interesting report. 9. He has won a lot of money in the casino. 10. They will go to the Canaries next summer. 11. He has passed his English exam. 12. She will be forty in June. 13. She is stubborn. 14. He was a cruel man.

B) in negative sentences.

Example: *He bought a new car. He can't/ couldn't have bought a car.*

1. You are mistaken. 2. They forgot about the meeting. 3. He is writing a new novel now. 4. She has bought a new fur coat. 5. He had an accident. 6. Mary will invite the Jones to her place for the weekend. 7. They upset our plans. 8. She wastes a lot of time. 9. Mr. Fox is a reliable person. 10. She is making a cruise now.

Exercise 54. Translate into English:

1. Не може бути, щоб він був удома вчора в цей час. 2. Невже він сказав вам про це? 3. Можливо, він і заходив до них, коли був у Києві. 4. Він міг би зробити це, але не захотів. 5. Невже він відмовився їхати туди? 6. Не може бути, щоб він спав зараз. 7. Не може бути, щоб вони поїхали, не попрощавшись з нами. 8. Не може бути, щоб вона вам так відповіла. 9. Він міг би приїхати завтра. 10. Не може бути, що він зіткнувся (collide) з іншою машиною. Він такий обережний водій. 11. Навряд чи він забув про свою обіцянку, я нагадувала йому про це вчора. 12. Він не міг прочитати цю книгу так швидко, вона занадто складна для нього. 13. Вони змогли б піднятися на вершину, але їм перешкодила погода. 14. Навряд чи вони одружаться; вони занадто різні люди. 15. Хіба міг хто-небудь подумати, що він виграє матч?

May, Might

Exercise 55. Paraphrase the following sentences using the verb *may/might*:

1. Under the law you are allowed to make one photocopy for your personal use but you can't make multiple copies. 2. This is possibly the reason why they have refused to join us. 3. Perhaps I will have to take her to hospital; it is possible she has broken her arm in the accident. 4. It is possible he did not have her phone number. 5. When the World Cup was shown on TV, I was allowed to stay up late and watch it. 6. Perhaps your friend will help you, but I don't believe it. 7. Maybe they did not know that the problem was so urgent. 8. Would you mind my smoking here? 9. Why didn't you come? I needed your help badly. 10. Perhaps she has made a 206 mistake, but I am not sure of it. She is a very punctual person.

Exercise 56. Fill in the blanks with *may/might* or *can/could* and make all necessary changes:

1. You ___ (warn) me about it beforehand. 2. The weather is changing. It ___ (start) raining. 3. No, he ___ (not hear) your name. We tried to speak in a whisper. 4. He ___ (not hear) your name. That's why he did not say anything. 5. She ___ (not notice) us. We were standing too far away. 6. She ___ (not notice) us though we were standing beside her. 7. ___ I use your name as a referee? 8. She ___ (not hear) the news, that's why she looks as if nothing had happened. 9. She ___ (not hear) the news, nobody ___ tell her about it. 10. The professor says that I ___ (rewrite) the essay. 11. ___ I use your phone? 12. He ___ (help) them when they were in trouble.
13. ___ he (say) it? No, it's not like him. He is a man of few words.

Exercise 57. Choose the right variant:

1. I don't like the way you study. I think you ___ harder!
- a) might have worked
 - b) might work
 - c) could work
 - d) could have worked
2. Let's wait a little. He ___ .
- a) may have come
 - b) could have come
 - c) may come
 - d) might have come
3. She ___ of the plan herself. Somebody has suggested it to her.
- a) can't have thought
 - b) may not have thought
 - c) can't think
 - d) may not think
4. They ___ our telegram, that's why they did not meet us.
- a) couldn't have received
 - b) can't have received
 - c) may not have received
 - d) may not receive
5. She ___ my letter! Don't be so angry with her. She ___ it by mistake.
- a) may not read, may do

- b) cannot read, can do
 - c) might not have read, can't have done
 - d) can't have read, might have done
6. He ___ it. I don't believe you.
- a) is not able to say
 - b) might not say
 - c) can't have said
 - d) might not have said

Exercise 58. Fill in the blanks with the modal verbs making necessary changes (you may have several variants):

1. He is in the garden. He ___ (read) a newspaper in the summerhouse.
 2. Her son ___ (get) into trouble yesterday. I've seen him today and he looked quite happy and gay.
 3. I don't remember him well but it seems to me he ___ (be) in charge of the Finance department last year.
 4. He ___ already (get) used to driving on the left. He has been living in London for a year.
 5. He ___ (receive) an emergency call, that's why he is out.
 6. They ___ (not take up) this problem. It has been already solved.
 7. Where is Mr. Black? He ___ (receive) a foreign delegation. They ___ (come) at two o'clock.
 8. Why haven't the Smiths arrived yet? They ___ (lose) their way. They don't know the road well.
 9. You ___ (introduce) me to your wife long ago.
 10. He ___ (buy) a new car. He is deeply in debt.
 11. He ___ (buy) a new car, but I am not sure.
 12. They ___ already (arrive). Look, the windows are open.
 13. Where is John? He ___ (smoke) in the corridor.
 14. I think for your children's sake you ___ (do) it.
 15. You ___ (buy) this book for me. You know I have wanted to have it.
 16. A wife ___ (obey) her husband, the Bible says.
 17. You ___ (wait) for me, I knew the road well and found my way myself.
 18. Judging by his papers on the writing table he ___ (work) for several hours.
 19. ___ it (be) Nick? He has changed a lot.
 20. They ___ (not know) of the plane's delay, otherwise they did not come at 2 o'clock.

Exercise 59. Find and correct the mistakes if any:

1. I must not dress in my best. When I came, everybody was wearing jeans and T-shirts.
 2. He must have known that she needed his help.
 3. He had to have an accident in the thick fog.
 4. You should phone her long ago. I am sure she is looking forward to your call.
 5. With your knowledge of the language you may

read the article. 6. I may not imagine Mary teaching students. She used to be so impatient. You know time changes people. She is able to become quite different. 7. I am sure you might have done it much better. You did not try. 8. I was so angry, I must have thrown my boot at him. 9. May you do me a favour, please? 10. May I ask you to do me a favour, please?

Exercise 60. Translate into English using the modal verbs:

1. Що тут відбувається? Не могли б ви сказати, в чому справа? -- Певно, поліція ловить небезпечного злочинця (criminal), і тому тут не можна пройти. 2. Він міг би пояснити мені з самого початку, як це важливо. 3. Тобі слід поквапитися. Ми можемо запізнитися. 4. Який нудний фільм я подивився! Не варто було ходити в кіно, я міг би подивитися що-небудь по телевізору. 5. Тобі слід було б сісти на дієту (go on a diet) ще півроку тому. Подивися на себе! Ти погладшала (gain) на 3 кілограми. Тобі не можна їсти солодке. 6. Невже вона загубила мій номер телефону? 7. Чому він мовчить (keep silence)? -- Може бути, він не почув ваше запитання. Чи не могли б ви його повторити? 8. Ти повинен поважати (respect) своїх батьків. 9. Напевно, він сьогодні не прийде. Уже восьма година, а він повинен був прийти о сьомій. 10. Навряд чи вони вже повернулись. Вони там вперше і можуть затриматися (stay long

LESSON 2

TOURIST PROMOTION

PRE-TEXT EXERCISES

I. Study the vocabulary list:

| | |
|---|--|
| to retain, v | зберігати, підтримувати |
| fringe benefits | пільги, що надаються за місцем роботи крім заробітної плати: напр., оплачені відпустки; |
| to cause, v | бути причиною; викликати |
| to overcome, v | подолати |
| bias, n | ухил; пристрасть; упередженість |
| seasonal bias | сезонні тенденції; сезонність |
| to extend, v | сягати; тягнутися; поширювати (вплив) |
| to spread, v | поширювати; сприяти розвитку |
| retail, adj | роздрібний; роздрібний продаж |
| to advertise, v advertising, n advertisement, n | рекламувати; поміщати оголошення реклама (как вид діяльності) реклама (как продукт реклами); рекламна об'ява |
| a feature, n | велика газетна стаття; сенсаційний матеріал (в статті, повідомленні по радіо чи телебаченню) |
| facilities, pl | обладнання, споруди; кошти, можливості, сприятливі умови для здійснення будь-якої |
| amenities, pl | все, що сприяє гарному настрою, відпочинку |
| familiarization, n | освоєння, ознайомлення |
| to generate, v | породжувати; викликати; виробляти; генерувати |
| income, n | дохід |
| brochure, n | брошюра |
| word of mouth | з вуст в уста"; передача інформації при особистому |
| to influence, v | впливати |

II. Read and translate into Ukrainian

1. **Promotion** is paid advertising and public relations efforts that in case of tourism encourage recreational travel either generally or on specific carriers and to specific places.
2. **Fringe benefits** are other benefits than pay raises. The most important fringe benefit in relation to tourism is the paid vacation.
3. In current usage, the term “*media*” refers to the means of spreading information through the print media, like newspapers and magazines, and the broadcast media, like radio and television.
4. **Brochure** is a pamphlet usually put out for promotional purposes.
5. In advertising, *a throwaway* usually means a one-page advertisement that can be widely distributed by mail or by hand.
6. **Direct mailing** is a form of promotion that involves mailing brochures or throwaways to a selected list of people.
7. **The mailing list** often includes card holders, previous customers, members of clubs or organizations, and so on.
8. **Destination advertising** stresses a resort area or some other tourist destination.
9. **Institutional advertising** is intended to keep the name of a corporation — such as an airline — in the public eye rather than to give much information about specific services.

Text A

TOURIST PROMOTION

There have been three aims of most tourist promotion in the last few years.

The first has been to retain the established market of people for whom travel is a normal form of recreation.

The second purpose of tourist promotion has been *to increase the size of the market*. In order for tourism to grow, it is necessary to attract people who would not have travelled much until the last few years.

It is significant for tourism that trade unions now fight for fringe benefits for workers such as longer paid holidays and shorter work weeks. A three-day weekend would almost certainly cause an increase at least in domestic tourism.

The third goal of tourist promotion has been to overcome what might best be called its seasonal bias.

In many countries, summer is the traditional vacation season. In France, for instance, the summer vacation has extended even to the shutting down of many stores and small businesses. Hundreds of thousands of Frenchmen leave Paris in August for the south of France or for destinations outside the country. Winter vacations have been heavily promoted to spread tourism more evenly throughout the year. There has been a big increase in facilities for winter sports.

Ski resorts have sprung up which attract not only the wealthy to resorts in Switzerland, but also the office or factory workers who want to get out on the ski slopes for a winter weekend.

Many different organizations are involved in tourist promotion. They include tourist bureaus, the transportation companies, tour operators, retail travel agents and individual hotels or hotel chains.

Through their tourist offices, governments do a great deal of travel promotion, both in the form of advertising and publicity.

There are two major kinds of promotion — publicity and advertising.

Publicity might well be termed free advertising. It consists of stories placed in newspapers and magazines about travel, accommodations, restaurants, and other parts of the whole tourist industry. Many newspapers and magazines carry such stories regularly as features. Professional travel writers journey from resort area to resort area to report on the facilities and amenities that are available.

Another kind of tourist-connected public relations comes under the heading of **familiarization**. People in the industry, especially those involved in sales — travel agents — are frequently provided with free trips to tourist destinations. They will be able to answer questions from their own experience.

Tourist advertising is a large business in itself. Most of the advertising is directed toward the large tourist-generating regions.

Media, **the plural of medium**, is a term that is used for the different means of spreading information in the form of news and advertising. **Newspapers and magazines** — the print media, and radio and television — the broadcast media — are usually included in the term.

Television reaches the largest market, one that generally cuts across different social and income groups. TV time is also very expensive, so it is used principally by transportation companies and government tourist agencies.

Radio serves a more limited audience since it cannot transmit the beautiful pictures and colours of television. But it is unique because it can reach people

driving their cars.

Another form of advertising is **the brochure**. Tour operators distribute brochures in large numbers to travel agents in the market area they are trying to reach. In addition, many of them are sent out by direct mailing to selected lists of customers by tour operators and travel agents.

Perhaps the most effective kind of tourist promotion is the one that cannot be manipulated by the industry.

This is word of mouth, what one person says to another about his or her vacation. And this is indeed a major topic of conversation among people who travel.

Like news stories, the results of “word of mouth” can be good or bad. A recommendation of a resort or hotel by one family to another can significantly influence the choice people are likely to make. On the other hand, a bad report spread around by dissatisfied tourists may sharply cut tourism.

Among other things, “word of mouth” guarantees that the tourist industry will provide more or less what it promises. One might say that it is a powerful force in keeping the industry honest.

EXERCISES

I. Find in the text answers to these questions.

1. What has been the first aim of most tourist promotion in the last few years? What has been the second purpose of tourist promotion?
2. In what way is the effort by unions to obtain more fringe benefits for workers significant to the tourist industry?
3. What has been the third aim of recent tourist promotion?
4. What has been done to spread tourism more evenly during the year?
5. What kinds of organizations are involved in tourist promotion?
6. What are some types of publicity in tourist promotion?
7. How do professional travel writers provide publicity for tourism?
8. What is another kind of tourist-connected public relations?
9. What does this involve?
10. Where is tourist advertising directed?
11. What kind of market does television reach?
12. Why does radio serve a more limited audience?
13. How are brochures distributed?

14. What is an effective form of tourist promotion that cannot be controlled by the industry?

15. What does word of mouth guarantee concerning the tourist industry?

II. Say what you've learned from the text about:

- a) the major aims of most tourist promotion;
- b) the major kinds of promotion;
- c) various means of tourist promotion; their advantages and disadvantages;
- d) the effect of word of mouth for tourist promotion.

Text B

AN INTERVIEW WITH GEORGE WEBBER

Read an interview with George Webber who works for a large tour operator. He is talking about "familiarization trips"

I— the Interviewer G. W. — George Webber

I. George, you've been working for one of Europe's largest tour operators for the past twenty years. Can you tell us what familiarization trips are?

G. W. Well, the familiarization trip or "fam trip," as it is commonly known, means different things to different people. Basically, for us, it is an opportunity for the people who sell our holidays to get to know our hotels and resorts better. We, as a tour operator, get together with an airline, the relevant national tourist office, and one or more of our hotels to construct a trip for the employees of the travel agencies that we're dealing with. They will be staying in our hotels, which, we hope, they will then recommend to their customers. Now, in the past this was really often seen as a chance for, basically, a cheap holiday. You stayed in a nice hotel, met a few people and had a good time. Not much work was done. It was considered a kind of freebie.

I. But not any more?

G. W. Well, I think those days have long gone. In the current economic climate, everyone is looking for value for money. No one's got money to throw around.

Organisations invest in fam trips in the hope of securing extra business. In the past, we simply saw familiarization trips as a kind of reward. These days,

that's still important but we emphasize much more the learning or the "educational" side. Of course, we want people to have fun, but we need to see a return for our money. We want to make sure they go away with a good knowledge of our resorts and hotels. Any agency employee who comes on one of our fam trips is given a questionnaire to fill in while they are staying in the hotel, and we always ask for a report to be written afterwards. In that sense they're educational.

I. You said earlier that fam trips were an opportunity for people to meet each other, but isn't it true that it's always the same kind of company that gets invited on fam trips — by that I mean the big ones?

G. W. Well, yes and no. Clearly we cannot send every employee in every agency on a familiarization trip. The important thing is to reward customer loyalty. So then we'll ask a good agency to send along a member of staff who has probably never stayed in one of our hotels before and see exactly what our hotels have to offer.

Naturally, popular agencies sell more of our holidays, so more of their employees will go on our fam trips.

I. Right. So it's a question of how popular a travel agency is?

G. W. Yes, but then there are the new-product educational trips. They may be quite different. Maybe our new hotels will appeal to travel agents that we don't do much, or even any, business with. When we have new hotels we wish to promote, we have to calculate which agencies to approach. Then we do deals with smaller agencies. All businesses need to evolve, so we can't just use the same hotels or the same travel agencies year after year.

I. So who pays for fam trips?

G. W. Well, as I said: tour operators, transportation companies, such as airlines, but also coach companies and ferry operators and the hotels themselves. We actually charge the agencies something for sending people along. That way agencies themselves become more concerned about getting value for money. We don't charge much, mind, or we wouldn't get anyone who was interested.

I. Right. Will you be sending people out soon?

G. W. Not right now, but we'll be sending people out in May, nearer the high season. Then by June we'll have arranged some more trips for the end of the summer, when we're not so busy. We also try to make sure that we send people who are in more or less the same positions in their firms. We don't usually have junior staff and senior management together, for example. They might feel a bit uncomfortable.

I. Right. Well, thanks very much.

EXERCISES

I. Note the following words and expressions from the interview:

| | |
|---|--|
| 1. relevant | той, що має до чогось відношення; що відноситься до справи |
| 2. to construct a trip | організувати поїздку |
| 3. to secure, <i>v</i> | діставати; отримувати; домагатися; досягати мети |
| 4. <i>my</i> in the hope of securing extra business | в надії отримати додатковий бізнес |
| 5. a return for money | дохід від вкладених грошей |
| 6. value for money | вигідно витратити гроші; отримати сповна |
| 7. a questionnaire | запитальник, анкета |
| 8. <i>my</i> to fill in a questionnaire | заповнити анкету |
| 9. to reward, <i>v</i> | нагородити; віддячувати |
| 10. to evolve, <i>v</i> | розвиватися; розгортатися; еволюціонувати |
| 11. to charge, <i>v</i> | стягувати оплату; призначати ціну |

II. Read the interview again and answer the questions:

1. What is a familiarization trip?
2. How is it different today from the past?
3. Which travel agencies get invited on most fam trips?
4. Which other agencies might get invited on “new-product” trips?
5. Who pays for fam trips?
6. When will George be sending people on them?

Summarize the interview with George Webber

Discuss what questions you would put on a fam trip questionnaire to make sure that travel agency employees used their time well. Make a list.

Text C

SUCCESSFUL TOURISM MARKETING

Read a passage from the book by Susan Briggs “Successful Tourism Marketing” and answer the questions.

PROMOTIONAL TOOLS

Most promotional activities work through the “AIDA principle,” which stands for Attention, Interest, Desire and Action.

To be effective your brochure will need to:

- grab attention;
- appeal to the readers’ self-interest;
- arouse the desire to buy;
- urge the reader to take action.

For brochure producers this means that the promotional message will depend on several key factors:

1. The target market.
2. Channel of distribution — for example, different messages may be necessary for tour operators, members of the public and tourist information centers.
3. The type of response you need to evoke — these usually divide into rational and emotional appeals.
4. Promotional method — for example, you need a stronger and shorter message for radio advertisements than you do for a direct sales campaign when a salesperson can explain in more detail.
5. You should always be aware of the reasons why people buy specific products. Sometimes people appear to be buying for reasons different to their real motivations. By understanding the reasons people buy you are more likely to appeal to them.

These are some of the key reasons why we buy particular products:

- **Price:** It may be that something appears to offer value for money. Sometimes we buy more expensive products because we believe they will be better than cheaper ones or we like the image they convey.
- **Health:** Holidays are seen as healthy activities, offering the chance to relax. We buy some products because we think they are good for us.
- **Social:** This may be a chance to be together with friends or family, or simply a desire not to get left out. Some products are purchased because it

becomes normal to have them, rather than for rational reasons.

— **Status:** Some products offer a chance to impress. Others are bought because they make a statement about the purchaser or make the purchaser feel good about themselves.

BROCHURES

Brochures demonstrate the benefits which an organization has to offer. Many tourism products are not tangible. By describing them in print, brochures become the only “evidence” of the product so it is important that the feel and quality of the experience are conveyed by the brochure. Destinations and tours are particularly difficult to promote without print material which explains what is on offer.

Why do you need a brochure — what is it for?

For example, it could be to:

- inform people about your facilities;
- encourage them to make a booking;
- encourage them to stay longer in your area or hotel.

In many cases it will be for a combination of purposes — ensure you jot these down as part of your brochure brief.

Consider also where the brochure will be used. Pre- and post-arrival print fulfill differing needs!

Who will be your main target markets?

When writing and designing brochures you will be more successful if you paint a picture of a key reader in your mind.

It is easier to write better copy by imagining you are speaking to one typical reader. Ask yourself:

- What are their ages?
- What are their interests?
- Where do they come from?
- Are they likely to be direct consumers or intermediaries such as travel agents or tour operators?
- Are they potential new clients or existing clients?
- Do you need to persuade them to switch from another product or just that yours is a good one?

MAKING YOUR BROCHURE WORK

Remember the AIDA principle and think about each of the four stages and how they relate to brochures.

1. **Attention.**
 - Catch the reader’s attention and get them to pick up the brochure.
 - Make the reader open the first page.
 - Make the reader keep reading the brochure until all the information is absorbed.
2. **Interest.**
 - The brochure must look interesting to the reader.
 - The brochure must be interesting to the reader to keep their attention.
 - The brochure should be easy to read and understand.
3. **Desire.**
 - You will need to make sure the reader distinguishes your product from others.
 - The brochure should demonstrate why your product is good.
 - The brochure should persuade the reader to agree that it is the only one for them.

4. **Action.**

It should be easy to take action and easy to make a booking or buy.

Copywriting

Of all aspects of brochure production, copywriting can be the most difficult, and yet it is often given little thought.

Vast sums of money are spent on upgrading the quality of print and design. They are both important but what about the words you use?

Most organizations could make a major improvement to their brochures without spending a penny — just by thinking more carefully about the copy. By following a few simple rules you can vastly improve most print material.

What do people want to read? You will be able to write more persuasive and direct copy if you picture one typical reader in your mind. This will help you write as if you were speaking to them. What are they wearing? What sort of words and ideas will they react to?

Jot down some of the words you think that reader might like to read.

For example parents will warm to words like ‘fun’, ‘educational’ and ‘safe*’.

Busy couples looking for a weekend away are more likely to react to ‘romantic’ and ‘relaxing’.

Try to identify one key message which you want your brochure to give. For example, it might convey an overall feeling of quality, or portray a sense of serenity and relaxation, or stress value for money.

Make a note of the benefits you want to sell. Think why your typical reader

might buy your product or experience. We are all motivated by different things, depending on our social background and personal needs.

YOU!

YOU WILL GRAB YOUR READERS' ATTENTION BY ADDRESSING THEM DIRECTLY

The word "YOU" instantly grabs attention. Readers identify with it and instinctively assume it means them.

Many brochures describe 'our facilities' which isolates the reader and focuses on features instead of benefits.

Sentences should be turned round to make them more appealing.

For example: All our bedrooms are individually designed and have en-suite facilities.

Should become:

You'll be able to relax in one of our individually designed bed-rooms with a private bathroom.

The second sentence is immediately more appealing. Using questions also helps to involve and persuade the reader, particularly if the answer is almost certainly 'Yes'.

For example: Wouldn't you just love to escape the pressures of everyday life and relax in the countryside? Hotel Snooze offers the perfect get-away break.

The benefits of what you have to offer are the real reason why people will buy. If your prospective guest were to read: "You'll feel relaxed and refreshed, enjoying the fresh air and tranquility at Hotel Snooze," they would be even more likely to make a booking. But remember, you must write something which sounds credible and appeals to your target audience.

SOME COPYWRITING HINTS

— Headlines are useful for attracting attention. Responses will be more positive if you: make a promise (which you can fulfill); offer the solution to a problem; describe a good strong benefit.

— Link headlines to the first sentence of your body copy so readers are enticed to read further.

— It is worth starting with something newsworthy or different, a surprising fact rather than a standard introduction.

— Use specifics, not generalizations: "adventure playground, muddling maze and glorious gardens" works better than "something for everyone."

— Short everyday words, short sentences and short paragraphs are easier to read. Short sentences have impact.

- Demonstrate the benefits of what you have to offer in the main copy.
- Do not exaggerate — we have all become used to words like ‘amazing’, ‘incredible’ and ‘fantastic offer’. Your copy will be more credible if you give real examples, and show what you mean by good use of illustrations.
- Use trigger words. We have become accustomed to seeing many of these but for some reason we still react to them. Useful trigger words include: free, new, guarantee, opportunity, service, save, love and extra.
- People like stories. Anecdotes and intrigue are more likely to attract than bland descriptions.

EXERCISES

I. Answer the questions on the text:

1. What is the AIDA principle?
2. How does it work for brochures?
3. Why is it essential to understand the motives for buying?
4. What are the key reasons for buying?
5. Why are brochures an important promotional tool?
6. What should be considered when writing a brochure?
7. Why is it a good idea to imagine your key reader?
8. What questions should help you in doing so?
9. What are the ways of making your brochure work?
10. Why is copywriting the most difficult part of brochure production?
11. What are the main rules for copywriting?
12. What language should be used? Why?
13. Why is it important to address your readers directly?
14. Why is it necessary to give credible information?
15. What are the most helpful copywriting hints?

II. Note the following words from the text:

| | |
|------------------------|---|
| 1. to appeal, <i>v</i> | <i>тут</i> залучати, притягати, подбачитися |
| 2. to jot down | коротко записати; швидко накидати |
| 3. a copy, <i>n</i> | <i>тут</i> текст реклами; матеріал для друку; рукопис |

| | |
|---------------------------|---|
| 4. a copywriter, <i>n</i> | автор рекламного тексту |
| 5. copyright, <i>n</i> | авторське право |
| 6. to persuade, <i>v</i> | схилити; умовити; переконати (в необхідності що-н. зробити) |
| 7. persuasive, <i>adj</i> | переконливий |
| 8. trigger words | слова- «спонукачі» |

III. Sum up what you've learned from the text about major rules and principles of using brochures as a promotional tool.

IV. Think and answer:

1. What do you think is the most effective way of promoting tourism?
2. What other promotional tools do you know?
3. What are the advantages and disadvantages of printed materials?
4. Have you ever tried to write copy? Was it difficult?
5. Can you think of a brochure that impressed you?
6. Why did it impress you?
7. What did it advertise?

V. Test Yourself

1. What is the English for:

- a) просування туристичних послуг
- b) засоби реклами в туризмі;
- c) сезонні тенденції; сезонність в туризмі;
- d) реклама за допомогою публікацій в пресі;
- e) реклама туристичних місць;
- f) реклама організацій, зайнятих в сфері туризму;
- g) списки для поштової розсилки;
- h) потрапити на цільовий ринок (про рекламу);
- i) реклама за допомогою усної передачі інформації;
- j) метод особистого «ознайомлення» з рекламованими місцями відпочинку;
- k) суспільні зв'язки в сфері туризму;
- l) розподілити туристичні потоки рівномірно по всьому році;
- m) «піковий» сезон в туризмі;

- n) заповнити анкету;
- o) «супутні» пільги (пов'язані зі службовим положенням);
- p) текст реклами;
- q) спонукальні слова;
- r) потенційні клієнти.

2. Give definitions for the following words:

a throwaway;
 direct mailing;
 seasonal bias;
 a "fam" trip;
 amenities;
 word of mouth;
 "new-product" trips;
 trigger words;
 fringe benefits;
 target audience;
 promotional tools.

3. Complete the text with the words in the box:

- 1) adding 4) differentiating 7) opening
- 2) capturing 5) giving
- 3) gaining 6) helping

Advertising does not work in the same way as a sales pitch. Very little advertising tries to persuade anyone to buy immediately. Advertising has to motivate customers to take further action, such as making a telephone call or visiting the shops.

Creative advertising offers many benefits and helps businesses to meet their objectives by:

- a) ____ the attention of the audience.
- b) ____ their imagination.
- c) ____ their minds to your sales messages.
- d) ____ your products and services from all others.
- e) ____ them a reason to choose you.
- f) ____ value to your products and services.
- g) ____ the audience to remember your products / services

GRAMMAR

ІНФІНІТИВ (INFINITIVE) ТА GERUNDІЙ (GERUND/ING-FORM)

Інфінітив — це неособова форма дієслова, яка тільки називає дію і відповідає на запитання «що робити?», «що зробити!»: *to read, to dance*.

Герундій — це неособова форма дієслова із закінченням *-ing*, що має властивості дієслова та іменника. Як і інфінітив, герундій називає дію. У реченні герундій виконує функції, властиві як дієслову, так і іменнику:

We like dancing. (Ми любимо танцювати. Або: Ми любимо танці.)
Smoking is dangerous for your health. (Паління шкідливе для вашого здоров'я.)

В українській мові немає форми, яка б відповідала герундію. Зверніть увагу на правила вживання інфінітива та герундія.

Інфінітив з часткою *to* (Full Infinitive) вживається у таких випадках.

1. Для вираження намірів: *He went to meet me.*
2. Після конструкцій *would like, would love, would prefer*: *I'd like to buy some ice cream.*
3. Після таких прикметників, як *glad, happy, angry, sorry, pleased* тощо: *I'm glad to see you.*
4. Після таких дієслів, як *advise, agree, appear, decide, expect, hope, manage, offer, promise, refuse, seem, want* і т.д.: *We decided to catch a taxi.*
5. Після питальних слів, які виконують функцію сполучника (*who, how, what, where, which*): *We don't know how to get there.*
6. Зі словами *too, enough*: *He is old enough to drive a car.*

Інфінітив без частки *to* (Bare Infinitive) вживається у таких випадках.

1. Після модальних дієслів: *You must help your parents.*
2. Після дієслів *make, let, see, hear, feel* + *object* (додаток): *He let me take his camera. Mother made me clean my room.*
3. Після структур *had better/would rather*: *We'd better watch TV tonight.*

Герундій (Gerund/ing-form) вживається у таких випадках.

1. Як іменник-підмет: *Walking is a good exercise.*

2. Після дієслів *love, like, dislike, hate, enjoy* (для вираження уподобань взагалі): *She **hates being** late.*

3. Після дієслова *go*, якщо ми маємо на меті розповісти про фізичну діяльність: Не *went **swimming** an hour ago.*

4. Після таких дієслів, як *start, begin, stop, finish, avoid, admit, appreciate, consider, continue, delay, deny, discuss, escape, excuse, forgive, imagine, involve, keep (= continue), mention, mind, miss, object to, practise, prevent, save, suggest, understand* і т.д.: *They **continued walking** in silence.*

5. Після таких виразів, як *I'm busy, it's no use, it's (not) worth, it's (no) good, what's the use of, can't help, can't stand, look forward to, in addition to, as well as* і т.д.: ***What's the use of buying** a dishwasher?*

6. Після прийменників: *She left **without taking** her umbrella. They are interested **in taking** this test.*

7. Після дієслів *see, hear, listen, watch*, щоб повідомити про дію, яка ще не завершилась: *She **heard somebody speaking.***

Exercise 1. Choose the correct item.

1) Tom is skilled enough *to do/doing* this job. 2) It started *to rain/raining* an hour ago. 3) Sue prefers *to have/having* lunch in a cafeteria. 4) I hope *to see/seeing* you tomorrow. 5) Mike suggested *to play /playing* bowling in a new club. 6) I don't know where *to go/going*. 7) *To sledge/Sledging* in winter is fun. 8) Sam spent hours *to look/looking* for these facts. 9) They offered *to continue/continuing* the experiment in a modern laboratory. 10) Witty succeeded in *to study/studying* Biology. 11) I would like *to talk/talking* to you. 12) My parents refused *to give/giving* me pocket money. 13) Little Johnny is complaining about *to have/having* a toothache. 14) Molly was happy *to see/seeing* her niece again. 15) Jane can't stand *to listen/listening* to loud music.

Exercise 2. Write the words into the correct column.

Agree, would love, avoid, deny, can, promise, will, mind, offer, may, decide, prefer, like, hope, would prefer, manage, suggest, let, look forward to, can't help, practise, refuse, must, prevent, admit, it's worth, want, happy, forgive.

| | | |
|------------------------------------|------------------------------------|------------------------------------|
| Followed by Full Infinitive | Followed by Gerund/ing-form | Followed by Bare Infinitive |
|------------------------------------|------------------------------------|------------------------------------|

Exercise 3. Match two parts of the sentences.

- | | |
|--|-------------------------------------|
| 1) Reading detective stories | a) learn this poem by heart. |
| 2) The woman was watching the children | b) to help you. |
| 3) You must | c) is good for your health. |
| 4) I don't know how | d) to understand it. |
| 5) My brother is keen on | e) is her favourite hobby. |
| 6) Eating lots of fresh fruit | f) to see your friend at our party. |
| 7) I don't know why Peter avoids | g) wash your hands before meals. |
| 8) My teacher made me | h) collecting car models. |
| 9) I'm sure she is clever enough | i) playing in the sandpit. |
| 10) We'll be happy | j) speaking to me. |

Exercise 4. Put the verbs in brackets into the correct form.

1) My parents dislike ... (*to spend*) holidays without me. 2) The Thompsons go... (*to ski*) to the mountains every winter. 3) I think you'd better ... (*to phone*) him in the evening. 4) Helen refused ... (*to answer*) my question about her future plans. 5) We saw Greg ... (*to walk*) towards the bus stop. 6) Nick promised ... (*to return*) my MP3 player in a week. 7) Bob is too angry ... (*to listen*) to our explanation. 8) Sarah started ... (*to learn*) French when she was 7. 9) The doctor advised Kate ... (*to keep*) to a diet. 10) Don't bother me. I'm busy ... (*to write*) an essay about my winter holidays.

Exercise 5 . Put the verbs in brackets into the correct form.

1) Alison wants ... (*to take*) her little sister with us. 2) Martin is looking forward to ... (*to meet*) his school friends. 3) Margaret couldn't help ... (*to feel*) that she had made a mistake. 4) You couldn't ... (*to swim*) a year ago. 5) It's no use ... (*to talk*) to Tony. He is too obstinate ... (*to change*) his mind. 6) How did they manage ... (*to book*) a room in this hotel? Any room in this hotel is worth ... (*to*

pay) a lot of money. 7) I offered ... (*to help*) Ann with the washing-up. 8) My parents let me ... (*to use*) our cottage house for the party. 9) Do you mind ... (*to wait*) outside? 10) I know that your cousin is fond of ... (*to paint*). I hope ... (*to see*) her pictures at my gallery some day.

Exercise 6 . Put the verbs in brackets into the correct form.

Dear Sir/Madam,

I am writing ... (*to inquire*) about your advertisement in the May edition of «Around The World» magazine. I am interested in ... (*to visit*) Italy and would be grateful if you could ... (*to send*) me further details.

Your advertisement states that the price includes a return flight from Borispol Airport. Will the flight... (*to leave*) in the morning or in the evening? The advertisement also mentions that the price includes seven nights in a five-star accommodation. Will I ... (*to have*) my own room or will I have ... (*to share*)! In addition, ... (*to regard*) the meals that the price includes, I'd like ... (*to know*) if all meals are included in the full cost or if the price only includes breakfast. Finally, could you ... (*to tell*) me whether the tour includes ... (*to visit*) Vatican and if there will be time to go ... (*to shop*).

I look forward to ... (*to hear*) from you. Thank you in advance for your help.

Yours faithfully,

Victor Bondarenko

Exercise 7 . Choose the correct form to complete the sentences.

Millions of people every year visit national parks. 1) ... a national park can 2)... a wonderful way of 3)... a day, but are these parks worthwhile or do they have too many drawbacks?

One major advantage of national parks is that they provide an opportunity for wild animals and other species to be protected and conserved. In addition, national parks make it possible for animals to have more space and freedom than they can 4)... in zoos and allow children to see animals 5) ... freely instead of 6)... behind bars.

However, some people object to 7) ... animals in national parks. They believe that animals should 8) ... in their natural habitats and shouldn't be used as a form of entertainment for visitors to these parks.

All in all, it would 9) ... that national parks do some advantages, but there are also several drawbacks to 10) ... animals in them. Perhaps it is time we started 11)... to protect animals in their natural environments.

- a) To visit; b) Visit; c) Visiting.
- a) to be; b) be; c) being.
- a) to spend; b)spend; c) spending.
- a)to have; b) have; c) having.
- a) to wander; b) wander; c) wandering.
- a) to live; b) live; c) living.
- a) to keep; b) keep; c) keeping.
- a) to live; b) live; c) living.
- a) to appear; b) appear; c) appearing.
- a) to keep; b) keep; c) keeping.
- a) worked; b) work; c) working.

Exercise 8 . Complete the sentences writing true information about you.

1) In my free time I like 2) I hate 3) I'm good at 4) I don't mind 5) I want ... when I finish school. 6) My friend is interested in 7) I'm thinking of ... in my future.

Після дієслів *to begin, to start, to continue, to intend* можуть вживатись як інфінітив, так і герундій без різниці у значенні: *The child began laughing/to laugh.*

У сполученні з деякими дієсловами вживання інфінітива чи герундія залежить від того, що саме ми хочемо висловити. Зверніть увагу на відмінності у значенні речень залежно від вживання в них інфінітива чи герундія.

| Verb + to-infinitive | Verb + ing-form |
|--|--|
| <p><i>Remember/forget</i> + <i>to-infinitive</i> вживається у значенні «не забути»:</p> <p><i>I must remember to take my notes. It's very important.</i> (Я маю не забути взяти записи.)</p> | <p><i>Remember/forget</i> + <i>ing-form</i> вживається, якщо ми висловлюємо спогади про минуле: <i>I remember taking my son to the Zoo for the first time.</i> (Я пам'ятаю (ніколи не забуду), як повів свого сина до зоопарку вперше.)</p> |
| <p><i>Regret</i> + <i>to-infinitive</i> вживається, якщо нам шкода про щось говорити (тобто ми маємо повідомити погані новини): <i>I regret to tell you that you have a bad mark in History.</i> (Мені шкода казати, що в тебе погана оцінка з історії.)</p> | <p><i>Regret</i> + <i>ing-form</i> вживається, якщо ми висловлюємо співчуття з приводу того, що трапилось у минулому: <i>I regret telling you about my plans. Everything has changed by now.</i> (Шкода, що я розповів про свої плани, тому що все змінилось.)</p> |
| <p><i>Stop</i> + <i>to-infinitive</i> вживається у значенні «зупинитись, щоб зробити щось інше»: <i>She stopped to pick up the coin she had dropped.</i> (Вона зупинилась, щоб підібрати монету, яку впустила.)</p> | <p><i>Stop</i> + <i>ing-form</i> вживається у значенні «припинити щось робити»:</p> <p><i>She stopped reading aloud because her mother asked her to keep silent.</i> (Вона припинила читати вголос, тому що її мама попросила її помовчати.)</p> |
| <p><i>Go on</i> + <i>to-infinitive</i> вживається у значенні «виконувати іншу, наступну дію»:</p> <p><i>He made himself a sandwich and went on to learn the rules.</i> (Він зробив собі бутерброд і потім пішов учити правила.)</p> | <p><i>Go on</i> + <i>ing-form</i> вживається у значенні «продовжувати щось робити»:</p> <p><i>She asked her son a question, but he went on watching TV and didn't hear her.</i> (Вона запитала сина, але він продовжував дивитись телевізор і не чув її.)</p> |

| | |
|--|---|
| <p><i>Try + to-infinitive</i> вживається у значенні «робити все можливе, намагатись»: <i>I'm trying to find any mistakes in this work.</i> (Я намагаюся знайти якісь помилки в цій роботі.)</p> | <p><i>Try + ing-form</i> вживається у значенні «зробити щось (спробувати), що може допомогти вирішити проблему»: <i>I tried opening the door, but it was locked from inside.</i> (Я спробував відчинити двері, але вони були зачинені зсередини.)</p> |
| <p><i>Be sorry + to-infinitive</i> вживається у значенні «шкода, на жаль»: <i>I'm sorry to hear that you've failed the exam.</i> (Мені шкода чути, що ти не склав іспит.)</p> | <p><i>Be sorry for + ing-form</i> вживається у значенні «вибачте»: <i>I'm sorry for being late.</i> (Вибачте за моє запізнення.)</p> |
| <p><i>Mean + to-infinitive</i> вживається у значенні «мати на увазі», висловлювати наміри: <i>I think you meant to send our friends invitation cards.</i> (Я гадаю, ти маєш відправити нашим друзям запрошення.)</p> | <p><i>Mean + -ing form</i> вживається у значенні «це означає»: <i>You have to feel in this form. It means writing your personal information.</i> (Вам треба заповнити анкету. Це означає написати ваші особисті дані.)</p> |

Exercise 9. Choose the correct meaning of the underlined words.

1. We regret to inform you that there are no tickets left for this train.
 - a) Sorry to tell such news.
 - b) Sorry that it happened in the past.
2. The children stopped writing and looked at the teacher.
 - a) Stopped so that they could do something.
 - b) Finished doing something.
3. I'll never forget driving the car without my instructor.
 - a) Not remember.

- b) Memory of the past.
- 4. She is trying to send you an e-mail letter.
 - a) Is doing her best.
 - b) Is doing something which may solve the problem.
- 5. He didn't mean to hurt you.
 - a) Intention to do something.
 - b) Involve.
- 6. I must remember to take my camera.
 - a) Not to forget.
 - b) Memory of the past.
- 7. She went on eating without saying a word.
 - a) Did the next thing.
 - b) Continued doing the same thing.

Exercise 10. Choose the correct item.

1) Den stopped *to buy/buying* a bottle of water as it was boiling hot. 2) The child stopped *to cry/crying* and looked at a toy with some sign of interest. 3) Unfortunately, I forgot *to take/taking* my umbrella with me. 4) I'll never forget *to visit/visiting* Asterix Park in France. 5) After finishing his computer courses Tim went on *to study/studying* economy. 6) Ella went on *to write/writing* without looking up at me. 7) I regret *to tell/telling* you that we don't have enough money to pay for the medicine. 8) I regret *to buy/buying* this hat. It looks a bit old-fashioned. 9) Jane means *to open/opening* her own designer house. 10) Julia's greatest wish is to get a ticket for their concert even if it means *to pay/ paying* a lot of money. 11) Try *to phone/phoning* Jack one more time. Perhaps he doesn't hear his mobile phone. 12) Peter tried *to start/starting* the engine, but it didn't work.

Exercise 11. Put the verbs in brackets into the correct form.

1) Cindy tried ... (*to catch*) a taxi, but the road was deserted. 2) I'm afraid I forgot ... (*to switch*) off the light in the room. 3) Why don't you try ... (*to exercise*)? It may help you to lose weight. 4) Jack regretted ... (*to stay*) in that hotel as it was too far from the centre of the city. 5) Pam stopped ... (*to buy*) some magazines as she wanted to read something during her trip. 6) Mike can remember ... (*to tell*) you about the changes in our timetable. He told you about it two days ago. 7) Can

you stop ... (*to play*) music so loudly? I can't hear the news on TV. 8) Nigel made some notes and went on ... (*to read*) the report. 9) I'm sorry for ... (*to be*) unfair to you and your friends. 10) Sarah will never forget ... (*to fly*) over the Atlantic Ocean.

Exercise 12. Put the verbs in brackets into the correct form.

1) Ann didn't know what ... (*to do*) at the weekend until friend phoned her and suggested ... (*to go*) to the cinema to watch a new comedy. 2) Do you remember ... (*to try*) Japanese food for the first time? 3) Henry stopped ... (*to skate*) after he had broken his leg. 4) Pamela isn't slim enough ... (*to become*.) a fashion model. She tries ... (*to keep*) to a diet, but it doesn't help. 5) Yesterday Mary was busy ... (*to clean*) her flat. After washing the windows she went on ... (*to vacuum*) the carpets 6) I'm so sorry for ... (*to miss*) that lecture. I'm sure it's no us ... (*to ask*) if it was interesting. 7) Do you mind ... (*to have* lunch with me? I hate ... (*to eat*) alone. 8) Is Richard good at (*to speak*) in public? — Oh, yes! I heard him ... (*to make*) a speech last week. It was excellent! 9) Amanda prefers ... (*to spend*) her summer holidays at the seaside. She enjoys ... (*to swim*) and ... (*to sunbathe*). 10) A little boy stopped ... (*to weep*) and said, «I'm so sorry! I didn't mean ... (*to break*) your window».

Exercise 13. Put the verbs in brackets into the correct form.

Dear Nelly,

How are you? I'm writing ... (*to tell*) you the news. I'm busy ... (*to prepare*) for my final exams which are in a week. I feel so tired of ... (*to study*) that I decided ... (*to take*) a break and write you a letter. I can't help ... (*to think*) of the day when I'll leave school and become a student of the university! By the way, I want... (*to find*) a job for summer because I would like ... (*to get*) a driving licence and you can't... (*to get*) one without... (*to attend*) driving courses. Our mother decided ... (*to redecorate*) the living room. She is busy ... (*to find*) wallpapers, new furniture and curtains of the right colour. Dad continues ... (*to work*) on his research project. Your friend Molly started her new job last Monday... (*to work*) as a travel agent suits her — she loves ... (*to communicate*) with people. She hopes ... (*to stay*) in this job for a couple of years and then she intends ... (*to start*) her own travel agency.

Oh, I almost forgot... (*to tell*) you that we are going to have a party to celebrate the end of my school life. I hope you will ... (*to join*) us.

Write soon and tell all your news, won't you?

Best wishes,

Sheila

Exercise 14. Find mistakes and correct them.

1) Tom ran all the way home without to stop. 2) The teacher made us rewriting our compositions. 3) Kate couldn't sleep and I suggested her to drink a cup of tea with honey. 4) I'm sorry for interrupting, but I'd like asking you a question. 5) Nick promised giving me that disc. 6) Mark stopped to eat junk food because it is unhealthy. 7) Henry tried winning the race. 8) The children couldn't help to speak about their journey. 9) This book is worth to read. 10) I'm glad knowing that you're fine.

Exercise 15. Translate into English.

1) Він ненавидить вчити вірші напам'ять. 2) Вона намагалася заспокоїти дитину, але дівчинка продовжувала плакати, не кажучи ні слова. 3) Боб зупинився, щоб подивитись на годинник. 4) Я дуже радий почути ваш голос і сподіваюся скоро з вами зустрітись. 5) Ми не знаємо, як вирішити цю проблему. 6) Лінда пропонує піти у кіно. Ви не проти приєднатись до нас? 7) Вони почули, як хтось стукав у двері. 8) Мені шкода, що я витратив усі гроші. Мені б хотілося купити цю футболку. 9) Я ніколи не забуду, як уперше катався на велосипеді. 10) Джулія припинила різати хліб і уважно подивилась на мене. Я не знав, що їй відповісти.

Exercise 16. Choose the correct item.

1) Children enjoy *to play/playing* snowballs in winter. 2) Yesterday I saw Sally *to dance/dancing* with a boy at a disco. 3) My parents will be glad *to know/knowing* that you are getting better. 4) Den goes *to run/running* every morning. 5) Helen advised her husband *to speak/speaking* to his boss. 6) The child denied *to eat/eating* all the chocolates. 7) George offered *to give/giving* me a lift. 8) My father promised *to teach/teaching* me to drive when I finish school. 9) Denny is too short *to reach/reaching* a doorbell. 10) What's the use of *to go/going* to the swimming pool? 11) Has Sue told you where *to meet/meeting* Vicky? 12) He entered the room without *to knock/knocking* at the door. 13) I would prefer *to*

have/having supper at home. 14) My granny loves *to* *look/looking* at old photos. 15) Alice went *to buy/buying* some fruit for the children.

Exercise 17. Put the verbs in brackets into the correct form.

1) Jim heard the phone ...(*to ring*) but it stopped before he could ... (*to answer*) it. 2) Julia let little Annie ... (*to go*) to the beach because it was warm enough ... (*to swim*). 3) Tom's sister loves ... (*to look*) after children. 4) You'd better ... (*to ask*) Peter to help you. He knows how ... (*to use*) the Internet. 5) It's no use ... (*to wait*) for a bus. Let's ... (*to catch*) a taxi. 6) My mother makes me ... (*to tidy*) my room twice a week. 7) Pamela was happy ... (*to win*) the prize. 8) My Dad refused ... (*to lend*) me his car. 9) The newspaper offered ... (*to apologise*) for the article. 10) She couldn't help ... (*to cry*) when she saw a mouse in her room.

Exercise 18. Put the verbs in brackets into the correct form.

1) I don't remember ... (*to meet*) you in our office before. 2) I'm sorry, I forgot ... (*to phone*) you yesterday. 3) The firemen are trying ... (*to put*) out the fire. 4) Why don't you try ... (*to add*) some milk to your coffee? 5) We are sorry for ... (*to keep*) you waiting. 6) I'm sorry ... (*to say*) this, but you've failed your exam. 7) Bob stopped ... (*to fill*) up his car before continuing his journey to Cracow. 8) The pupils stopped ... (*to talk*) when the teacher entered the classroom. 9) Alison regretted ... (*to shout*) at her younger sister. 10) I regret... (*to inform*) you that we can't return you the money. 11) The students went on ... (*to write*) the test for another hour. 12) The secretary talked on the phone and went on ... (*to type*) some documents. 13) Being a teacher means ... (*to check*) up a lot of homework. 14) He didn't mean ... (*to offend*) you.

Exercise 19. Find mistakes and correct them.

1) Ron went to the post office buying some stamps. 2) You must to clean your teeth twice a day if you want them to be healthy. 3) Wendy hates to listen to rap music. 4) Fiona regrets to invite Tom to her party. 5) I'll never forget to meet Bruce Willis. 6) The scientists tried finishing the experiment but they couldn't. 7) Linda often makes me to help her about the house. 8) Is this film worth to watch? 9) I'd like seeing the Tower of London one day. 10) Kate can't stand to watch violent films.

Exercise 20. Translate into English.

1) Маленькі діти дуже люблять дивитися мультфільми. 2) Ви не проти, якщо я приєднаюсь до вас трохи пізніше? 3) Ти не забув покласти брудний одяг у пральну машину? 4) Я ніколи не забуду, як зустрів вас уперше. 5) Том не міг не думати про пропозицію шефа. Він не хотів втрачати можливість отримати таку посаду. 6) Олена не заперечувала, що бачила їх у той вечір. Вона бачила, як вони сідали в машину. 7) Вона жалкувала, що продала будинок у селі, їй подобалось проводити там свої вихідні. 8) Вчитель припинив говорити і подивився на хлопчика. Хлопчик був зайнятий малюванням і нічого не помічав. 9) Ми зупинилися, щоб спитати дорогу, тому що не знали, куди їхати. 10) Він з нетерпінням чекав на моє повернення. Ми були дуже раді знову побачити один одного.

ДІЄПРИКМЕТНИК (THE PARTICIPLE)

Дієприкметник – неособова форма дієслова, що має властивості дієслова і прикметника. В англійській мові є два дієприкметника – дієприкметник теперішнього часу (Present Participle або Participle I) і дієприкметник минулого часу (Past Participle або Participle II).

Дієприкметник теперішнього часу (Participle I) утворюється шляхом додавання суфіксу **-ing** до основи дієслова.

Дієприкметник минулого часу утворюється:

1) у стандартних (правильних) дієслів – шляхом додавання закінчення **-ed** до основи дієслова: solved, asked;

2) у нестандартних (неправильних) дієслів – шляхом змінення форми дієслова: seen, gone, built.

Форми дієприкметника.

| Дія | Форми дієприкметника | Active Voice | Passive Voice |
|---|----------------------------|--------------|-------------------|
| Виражає дію, що є одночасною з дією, яку виражено дієсловом-присудком | Participle I (Indefinite) | asking | being asked |
| Виражає дію, що є одночасною з дією, яку виражено дієсловом-присудком, а також дію, безвідносну до часу | Participle II (Indefinite) | — | gone, asked |
| Виражає дію, що передувала дії, яку виражено дієсловом-присудком | Perfect Participle | having asked | having been asked |

Функції дієприкметників і способи їх перекладу.

| Функція | Приклад | Спосіб перекладу |
|-----------------------------------|--|---|
| <i>Participle I (Active)</i> | | |
| 1.Означення: а) після іменника | The man reading a book is our teacher. | 1) Дієприкметником теперішнього часу активного стану з суфіксами -юч(ий), -юч(а), -юч(е), -уч(ий), -уч(а), -уч(е), -яч(ий), -яч(а), -яч(е), -ач(ий), -ач(а), -ач(е), -л(ий), -л(а), -л(е). 2) Означальним підрядним реченням. Людина, яка читає книгу, наш вчитель. |

| | | |
|--|--|--|
| б) перед іменником | The velocity of the flowing water depends ... | 3) Дієприкметником теперішнього часу активного стану з суфіксами – юч(ий), -юч(а), -юч(е), -уч(ий), -уч(а), -уч(е), -яч(ий), -яч(а), -яч(е), -ч(ий), -ач(а), -ач(е), -л(ий), -л(а), -л(е). Швидкість текучої води залежить від... |
| 2. Обставина частіше із сполучниками (while, when) | (When) translating the article he consulted the dictionary | 1) Дієприслівником недоконаного виду з суфіксами – ючи, -учи, -ячи, -ачи. Перекладаючи статтю, він користувався словником. 2) Обставинним підрядним реченням. Коли він перекладав статтю, він користувався словником. 3) Іменником з прийменником “при”. При перекладі статті він користувався словником. |
| <i>Participle I (Passive)</i> | | |
| 1. Означення | The research being carried out is of great importance. | Означальним підрядним реченням. Дослідження, що проводиться, має велике значення. |
| 2. Обставина (часу, причини) | Being used for different purposes, water is very valuable substance. | Обставинним підрядним реченням зі сполучниками “оскільки, так як”. Оскільки вода використовується для різних цілей, вона є дуже цінною речовиною. |

| Participle II | | |
|--|--|--|
| 1. Означення: а) перед словом б) після слова, що означається | The installed apparatus will help us in our work. Apparatus installed in our laboratory will greatly help us in our work. | Дієприкметником пасивного стану з суфіксами -н-, -ен-, -єн-, -т-. Встановлене обладнання допоможе нам в нашій роботі. Обладнання, встановлене у нашій лабораторії, допоможе нам у нашій роботі. Підрядним означальним реченням. Обладнання, яке встановлено в нашій лабораторії,... |
| 2. Обставина (часто із сполучниками when, if) | When offered to work abroad, A. Popov refused. When melt ice turns into the water. | 1) Обставинним підрядним реченням. Коли А. Попову запропонували працювати за кордоном, він відмовився. 2) Іменником з прийменником “при”. При таненні лід перетворюється на воду. |
| Perfect Participle Виражає дію, що передує дії, вираженій дієсловом-присудком. | | |
| Active | | |
| Обставина | Having finished the work he left the laboratory. | 1) Дієприслівником доконаного виду. Закінчивши роботу, він пішов з лабораторії. 2) Обставинним підрядним реченням із сполучниками “після того як, коли, так як”. Після того як він закінчив роботу, він пішов з лабораторії. |

| <i>Passive</i> | | |
|----------------|--|---|
| Обставина | Having been given all the instructions the students were able to start the experiment. | Обставинним підрядним реченням із сполучниками “після того як, коли, так як”. Після того як студентам дали всі вказівки, вони змогли почати експеримент. |

Exercise 21. Open the brackets and use the correct form of Participle I.

1. That night, (go) up to his room he thought of his unpleasant duty. 2. She smiled (remember) the joke. 3. A new road will soon be built (connect) the plant with the railway station. 4. He speaks like a man (take) his opinion of everything. 5. (Not know) that she could trust them she did not know what to do. 6. And (say) this he threw himself back in the armchair. 7. I spent about ten minutes (turn) over the sixteen pages of *The Guardian* before I found the main news and articles. 8. (Be) so far away he still feels himself part of the community. 9. The boy came out of the water (shake) from top to toe. 10. (Support) her by the arm he helped her out of the taxi.

Exercise 22. Paraphrase the following using Participle I where it is possible.

Example: The man who is speaking to Mary is a well-known surgeon. —
The man speaking to Mary is a well-known surgeon.

1. The woman who is working in the garden is my sister. 2. The man who made a report yesterday came back from the USA. 3. I couldn't ring them up because I did not know their telephone number. 4. We went to see our friends who had just returned from a voyage. 5. The sidewalks were crowded with people who were watching the carnival. 6. He had a massive gold watch, which had belonged to his father. 7. He stood at the counter and hesitated, he did not know what to choose. 8. The conferences, which are held at the University every year, are devoted to ecological problems. 9. Unable to attend the conference that took place a month ago, we asked to send the typewritten reports. 10. I looked at the people who were lying on the beach. 11. The people who are waiting for the doctor have

been sitting here for a long time. 12. The man who phoned you yesterday is waiting for you downstairs.

Exercise 23. Open the brackets and use the correct form of Participle II.

1. She looked at the table. There was a loaf of brown bread (divide) into two halves. 2. There was another pause (break) by a fit of laughing of one of the old men sitting in the first row. 3. The child (leave) alone in the large room began screaming. 4. The centre of the cotton industry is Manchester (connect) with Liverpool by a canal. 5. The story (tell) by the old captain made the young girl cry. 6. He did not doubt that the information (receive) by morning mail was of great interest for his competitors. 7. The equipment (install) in the shop is rather sophisticated. 8. We've got a great variety of products, which are in great demand. Here are some samples (send) to our distributors last month. 9. The methods (apply) in the building of the new metro stations proved to be efficient. 10. She warmed over the dinner that she (cook) yesterday.

Exercise 24. Paraphrase the following using Participle II.

Example: These are only a few of the attempts, which were made to improve the situation. — *These are only a few of the attempts made to improve the situation.*

1. The new job, which has been offered to me lately, seems to be very interesting. 2. He could not recognize the square, which was rebuilt, while he was away. 3. The news, which you've brought to us, is exciting. 4. The things that are left behind by passengers are usually taken to the Lost Property Office. 5. The animals, which were caught in the morning, struggled furiously. 6. The answer, which had been so long expected, came at last. 7. There was a dead silence in the room, which was broken only by his cough. 8. The sunrays lighted the magnificent house, which was built on the hill. 9. The castle, which was built many years ago, was in good order. 10. The typewriter that was bought a few days ago has gone wrong.

Exercise 25. Open the brackets and use participial constructions with the conjunctions *when, while, as if, as though, if, till, unless*.

Example: When you cross the street, be careful at the crossroads. —
When crossing the street, be careful at the crossroads.

1. When he was lying he spoke more quickly than when he was telling the truth. 2. She stood in front of the mirror as if she were speaking to herself. 3. She screamed as though she had been badly hurt. 4. He is a quiet man. He never hurries unless he is pressed for time. 5. While I was waiting for you, I was looking through newspapers and magazines. 6. When he was asked about it, he could say nothing. 7. When the article is translated, it will be typed. 8. While I was crossing the street yesterday, I saw an accident. 9. A promise accounts so little till it is kept. 10. When he was a student he used to study at the library. 11. He was hesitating whether to take the step, which if it was mistaken, could put him to trouble.

Exercise 26. Open the brackets and use the correct form of Participle

1. (see) so little of the country, I am afraid I cannot answer all your questions. 2. (arrive) two days before the conference he had a lot of time to see Edinburgh. 3. I felt very tired (work) the whole day in the sun. 4. (buy) a pair of gloves we moved to the shoe department. 5. She left (tell) us all she had found out. 6. (get) what he wanted he took his hat and left. 7. By this time (get used) to the atmosphere of the big city, he no longer felt a stranger. 8. I felt refreshed and rested (sleep) for eight hours. 9. (complete) all our preparations we hired a taxi and hurried off. 10. Never (experience) such difficulties she was at a loss.

Exercise 27. Open the brackets and fill in with the proper participle.

1. He fell asleep (exhaust) by the journey. 2. She entered the dining room (accompany) by her husband and her father. 3. A snake (sleep) in the grass will bite if anyone treads upon it. 4. (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand. 5. It was a bright Sunday morning of early summer (promise) heat. 6. When I came home, I found the table (lay). 7. (Judge) by the colour of the sun it should be windy tomorrow. 8. (Arrive) at a big seaport, I started to look for a job. 9. He had received an urgent message (ask) him to telephone Sir Matthew. 10. He looked at groups of young girls (walk) arm in arm. 11. In the wood they sat down on a (fall)

tree. 12. (See) from the hill the city looks magnificent. 13. (Not know) where to go he turned to a passer by. 14. (Lock) in her room she threw a fit. 15. (Address) the parcel, I went out at once to post it. 16. She often took care of my little sister (give) me a possibility to play with other boys. 17. (Wash) her face in cold water, she came up to the window and shut it. 18. Paul sat down again, evidently (change) his mind about going.

Exercise 28. Open the brackets and use the correct form of Participle.

1. (see) so little of the country, I am afraid I cannot answer all your questions. 2. (arrive) two days before the conference he had a lot of time to see Edinburgh. 3. I felt very tired (work) the whole day in the sun. 4. (buy) a pair of gloves we moved to the shoe department. 5. She left (tell) us all she had found out. 6. (get) what he wanted he took his hat and left. 7. By this time (get used) to the atmosphere of the big city, he no longer felt a stranger. 8. I felt refreshed and rested (sleep) for eight hours. 9. (complete) all our preparations we hired a taxi and hurried off. 10. Never (experience) such difficulties she was at a loss.

Exercise 29. Open the brackets and fill in with the proper participle.

1. He fell asleep (exhaust) by the journey. 2. She entered the dining room (accompany) by her husband and her father. 3. A snake (sleep) in the grass will bite if anyone treads upon it. 4. (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand. 5. It was a bright Sunday morning of early summer (promise) heat. 6. When I came home, I found the table (lay). 7. (Judge) by the colour of the sun it should be windy tomorrow. 8. (Arrive) at a big seaport, I started to look for a job. 9. He had received an urgent message (ask) him to telephone Sir Matthew. 10. He looked at groups of young girls (walk) arm in arm. 11. In the wood they sat down on a (fall) tree. 12. (See) from the hill the city looks magnificent. 13. (Not know) where to go he turned to a passer by. 14. (Lock) in her room she threw a fit. 15. (Address) the parcel, I went out at once to post it. 16. She often took care of my little sister (give) me a possibility to play with other boys. 17. (Wash) her face in cold water, she came up to the window and shut it. 18. Paul sat down again, evidently (change) his mind about going.

Exercise 30. Choose the right variant.

1. She stayed in her room, _ to come downstairs.
 - a) having locked, refused
 - b) locked, refusing
 - c) locking, having refused
2. She had a good practical knowledge of French as an interpreter for many years in France.
 - a) working
 - b) having worked
 - c) worked
3. When we from our day's outing came into the kitchen, we found dinner ___.
 - a) returned, serving
 - b) having returned, served
 - c) returning, having served
4. ___ by his elbow, Mary listened to their talk.
 - a) supported
 - b) supporting
 - c) having supported
5. ___ their meal they went for a stroll in the park.
 - a) finishing
 - b) finished
 - c) having finished
6. ___ fruits in hothouses are not so rich in colour, taste and vitamins as fruits ___ in natural conditions.
 - a) having grown, grown
 - b) grown, growing
 - c) growing, having grown
7. ___ in the reception room he thought over what he would say when he was asked into the office.
 - a) waiting
 - b) waited
 - c) having waited
8. She used to say sharp and words to him.
 - a) having wounded
 - b) wounded

- c) wounding
9. I admired the grounds and trees the house.
- a) surrounding
 - b) having surrounded
 - c) surrounded
10. She looked at the scene to the innermost of her heart.
- a) shaking
 - b) shaken
 - c) having shaken

Exercise 31. Find and correct the mistakes if any.

1. Felt tired and having nothing more to do till he came, she sat into the armchair at the window having looked at the mountains lighting by the sun. 2. On the walls there were some common coloured pictures, framing and glazed. 3. His house was close at hand, a very pleasant little cottage, painted white, with green blinds. 4. It was the hour of sunset, having unnoticed in the cities, so beautiful in the country. 5. Finished breakfast, he stayed for some minutes in the dining room. 6. Mother smiled looking at the children played in the garden. 7. While reading a book, I came across several interesting expressions. 8. Some questions having touched upon in the report are worth considering. 9. Leaving our suitcases we went sightseeing. 10. Hearing her come into the house he went downstairs.

Exercise 32. Translate into English using participles where possible.

1. Будьте уважні, коли ведете машину. 2. На аркуші паперу було кілька рядків, написаних олівцем. 3. Отримавши телеграму, моя сестра одразу ж виїхала в Глазго. 4. Я не знаю людини, яка розмовляє по телефону. 5. Виїхавши ввечері, ми прибули в місто о 6-ій ранку. 6. Отримана звістка схвилювала всіх. 7. Я залишила їй записку, не заставши її вдома. 8. Відчуваючи втому, вони вирішили перепочити. 9. Я не запам'ятав ім'я людини, яка телефонувала вам вчора. 10. Ми сиділи на терасі, насолоджуючись чудовим видом гір, що оточують наш готель.

Exercise 32. (Revision.) Open the brackets and fill in with the proper verbals (infinitives, gerunds or participles). Use prepositions if necessary.

The Bees

I remember when I was a child (send) (visit) one of our numerous elderly eccentric aunts. She was mad about bees; the garden was full of bees, (hum) like telegraph poles. One afternoon she put on an enormous veil and a pair of gloves, locked us all in the cottage for safety, and went out (try) (get) some honey out of one of the hives. Apparently she did not stupefy them properly, or whatever it is to do, and when she took the lid off, the bees poured out and settled on her. We were watching all this through the window. We didn't know much about bees, so we thought this was all right, until we saw her (fly) round the garden (make) desperate attempts (avoid) the bees, (get) her veil tangled in the rosebushes. Eventually she reached the cottage and flung herself at the door. We couldn't open it because she had the key. We kept (try) (tell) her this, but her screams of agony and the humming of the bees drowned our voices. It was I believe Leslie who had the brilliant idea (throw) a bucket of water over her from the bedroom window. Unfortunately in his enthusiasm he threw the bucket as well. (Drench) with cold water and then (hit) on the head with a large iron bucket is irritating enough, but (fight off) a mass of bees at the same time makes the whole thing extremely trying. When we eventually got her inside she was so swollen as to be almost unrecognizable.

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Навчальне електронне видання

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