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# **E N G L I S H**

**FOR STUDENTS OF UKRAINIAN PHILOLOGY**

*SO MANY LANGUAGES YOU KNOW, SO MANY TIMES YOU ARE A MAN*

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Посібник розроблений для вивчення англійської мови студентами І курсу ННІ української філології та соціальних комунікацій. Мета посібника – сформувати у студентів-філологів навички розуміння автентичної літератури, розвивати вміння висловлювати прочитане у скороченому, узагальнюючому вигляді, а також навчити вести бесіду на теми пов’язані зі спеціальністю.

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## П Е Р Е Д М О В А

Навчальний посібник призначений для студентів університету ННІ української філології та соціальних комунікацій першого року навчання.

Посібник розрахований на осіб, що продовжують вивчення англійської мови на базі знань, одержаних у середній школі. Він складений у відповідності до програми для студентів немовних спеціальностей і має яскраво виражену професійну спрямованість, що відображено в тематиці текстів та характері завдань. Тематика навчальних текстів відповідає найбільш загальним темам історичних курсів, які читаються рідною мовою студентам і відноситься до проблем освіти, мовознавства, світової літератури.

Посібник складається з 3 частин: I – “The English Language in the Third Millennium”, яка містить 3 теми; II – “The Importance of Education”, містить 2 теми; III – короткий граматичний довідник.

В посібнику представлено 10 розділів (Units). Кожен розділ містить три тексти. Текст 1 є основним для набуття навичок монологічного висловлювання по темі і містить спеціальну наукову термінологію, велику кількість лексичних вправ. Граматичні вправи вміщують основні програмні явища англійської мови, які необхідні для розуміння даного лексичного матеріалу, тобто, основну інформацію про частини мови, їх особливості та специфіку вживання. Граматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективно його повторення та практичне застосування отриманих знань. Текст 2 містить додатковий матеріал і може бути використаний для вивчаючого читання студентами з більшою мовною компетенцією та для ознайомчого читання студентами з недостатньою мовною компетенцією. Після тексту також представлені запитання та завдання, які є підготовкою для обговорення матеріалу. Текст 3 – це текст для додаткового читання на розуміння цікавих особливостей життя людей англомовних країн.

Мета посібника – на основі знання нормативного курсу граматики та активного володіння професійною лексикою виробити у студентів навички розуміння автентичної філологічної літератури, розвинути уміння коротко узагальнювати інформаційний матеріал та навчити вести елементарну бесіду на теми пов'язані зі спеціальністю.

## TYPES OF SYLLABLES AND READING RULES OF VOWELS

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

## PROVERBS AND SAYINGS

1. **An apple a day keeps a doctor away.** – Яблуко в день і лікар не потрібний.
2. **A friend in need is a friend indeed.** – Друг пізнається в біді.
3. **It's early bird that catches a worm.** – Хто рано встає, тому бог дає.
4. **Early to bed and early to rise makes a man healthy, wealthy and wise.** - Хто рано лягає й рано встає, у того здоров'я, заможність і розум є.
5. **A sound mind in a sound body.** – У здоровому тілі здоровий дух.
6. **Health is better than wealth.** – Найбільше багатство – здоров'я.
7. **Live and learn.** – Вік живи, вік учись.
8. **It is never too late to learn.** – Учитися ніколи не пізно.
9. **Knowledge is power.** – Знання – сила.
10. **To know everything is to know nothing.** – Знати все – значить нічого не знати.
11. **Money spent on the brain is never spent in vain.** – Гроші, витрачені на освіту, завжди окупуються.
12. **A new language – a new world.** – Нова мова – новий світ.
13. **So many languages you know, so many times you are a man.** – Скільки мов ти знаєш, стільки разів ти людина.
14. **Time flies.** – Час летить.
15. **Time is a great healer.** – Час – найкращий лікар.
16. **Better late than never.** – Краще пізніше, ніж ніколи.
17. **Time is money.** – Час – гроші.
18. **Times change and we change with them.** – Часи змінюються й ми змінюємось разом із ними.
19. **Don't waste your time, it flies.** – Не гайте часу, він летить.
20. **One today is worth two tomorrows.** – Одне сьогодні варте двох завтра.
21. **One cannot put back the clock.** – Не можливо перевести годинник назад.
22. **Times cures all things.** – Час – найкращий зцілювач.
23. **Every day is not Sunday.** – Не кожен день неділя.
24. **He that laughs on Friday, will weep on Saturday.** – В п'ятницю сміється, а в суботу плаче.
25. **Lost time is never found again.** – Втрачений час ніколи не вернеш.
26. **When two Sundays meet together.** – На Миколи та й ніколи.
27. **He laughs best who laughs last.** – Добре сміється останній.
28. **When two Englishmen meet, their first talk is about the weather.** - Коли зустрічаються два англійці, вони починають розмову про погоду.
29. **After rain or clouds comes fair weather.** - Після бурі настає тиша.
30. **Rain before seven, fine before eleven.** - Сім п'ятниць на тиждень.
31. **The morning sun never lasts a day.** - Ніщо не вічне.
32. **Christmas comes but once a year.** - Різдво буває раз на рік. (Двічі на рік літа не буває).
33. **There is no bad weather, there are bad clothes.** - Немає поганої погоди, є поганий одяг.
34. **As you sow, so you will mow.** - Що посієш, те й пожнеш.
35. **All work and no play makes Jack a dull boy.** - Треба не тільки працювати, але й розважатися.
36. **Business before pleasure.** - Спочатку справа, потім розвага.

37. **The hardest work is to do nothing.** - Найважча робота - нічого не робити.
38. **Idleness is the mother of all evil.** - Без діла псується сила.
39. **He that would eat the fruit must climb the tree.** - Хто хоче з'їсти плід, має вилізти на дерево.
40. **What is worth doing at all is worth doing well.** - Якщо вже щось і робити, так робити добре.
41. **If you want a thing is done well, do it yourself.** - Якщо хочеш зробити справу добре, зроби її сам.
42. **Jack of all trades is a master of none.** - За все братися - нічого не зробити.
43. **A bad workman blames his tools.** - У поганого майстра завжди інструмент винен.
44. **Ninety per cent of inspiration is respiration.** - Дев'яносто відсотків натхнення - потіння.
45. **Trough hardships to the stars.** - Через терни до зірок.
46. **No man is born wise or learned.** – Ніхто не народжується мудрецем і вченим.
47. **Speech is silver, but silence is gold.** – Слово – срібло, мовчання – золото.
48. **Don't trouble trouble till trouble troubles you.** – Не буди лиха, доки воно тихе.
49. **Custom is a second nature.** – Звичка – другий характер.
50. **The very best medicine that a family can have in the house is cheerfulness.** – Найкращі ліки в будь-якій родині – бадьорість.

## UNIT 1

### STUDYING A FOREIGN LANGUAGE

There are many peoples in the world, and most of them have their own languages. Some languages are spoken by many people, for example, Russian or Chinese. Other languages are spoken by a few people, for example, languages of Native Americans, Maori languages. Some languages are very difficult because of their grammar and phonetics, while other languages are easier. But anyway learning a foreign language is a difficult task which takes a lot of time and energy.

But people all over the world study foreign languages because there are many reasons for that. First of all, nowadays no man can be considered an educated one without any knowledge of development and new inventions in his field. We live in the era when knowledge grows in an explosion-like way. The most important demand to a specialist now is not to know everything in his field, but to be able to find the necessary information. It is easier to get the newest information in English because the results of the experiments and inventions are published in English in order to demonstrate them to the specialists all over the world.

It is believed that knowledge of the humankind doubles every decade or even sooner. More and more often it is possible to keep up with the world standards only through reading articles, journals and books in foreign languages. That's why specialists study the languages of the highly-developed countries such as France, Germany and the USA. The most important of these languages is English because a lot of people speak English as a foreign language, many scientists write their articles in it. English is now the language used in computers. Of course, there are versions in many languages but the newest and most updated computers use English to interact with the users.

English is the official language of many international organizations such as the Olympic Committee, the Organization of the United Nations and so on.

Knowledge of foreign languages helps people understand each other when they travel. English is the language of international communication. Many people, whose languages are different, can understand each other if they speak English. Our cities are visited by millions of tourists. If one knows a foreign language, he can help

tourists around the city.

Another reason worth being mentioned is that it is interesting to learn a language, to learn the origins of words. When you learn a foreign language, you understand your own language better, because you can compare the two languages. You learn about the words which have come from other languages into Ukrainian. On the other hand, learning a language is learning the life of other countries. The students learn about the geography, history and arts of the countries where some foreign language is spoken. Great Britain and the USA are very interesting countries. The culture of the English-speaking world is rich; there are many great writers, artists and engineers in the English-speaking countries. Everyone knows Shakespeare, Burns, Mark Twain, Agatha Christy and others.

**Exercise 1.** Give the Ukrainian for:

communicate, computer, compare, development, demand, broad specialist, invention, humankind, to keep up, necessary, decade, updated, scientist, international organizations, international communication, origin, your own language, on the other hand, rich, user, geography, worth being mentioned.

**Exercise 2.** Give the English for:

люди, народи, складний, легкий, причина, знання, розвиток, винахід, відкриття, вибух, потреба, людство, високорозвинений, десятиріччя, вчений, стаття, походження, міжнародне спілкування, порівнювати, свій власний, з іншого боку, англомовні країни.

**Exercise 3.** Find pairs of opposites:

- 1) many, difficult, new, foreign, first, everything, often, life, well-known, rich, interesting, come, unite;
- 2) poor, unknown, death, divide, leave, dull, easy, old, native, few, nothing, last, seldom.

**Exercise 4.** Find the sentences with the following words, and word-combinations, read and translate them:

peoples; some languages; other languages; grammar and phonetics; reasons;



knowledge; explosion-like way; demand; to keep up with the world standards; international organizations; to travel; the origin of words; on the other hand; geography, history and arts; English-speaking countries.

**Exercise 5.** Fill in the blanks with the words from the text.

1. Most of peoples have \_\_\_ \_\_\_ languages. 2. Some languages are difficult \_\_\_ \_\_\_ their grammar and phonetics. 3. No man can be considered an \_\_\_ one \_\_\_ any knowledge of development and new \_\_\_ in his field. 4. The most important demand to a specialist now is to be able to \_\_\_ the necessary information. 5. \_\_\_ is now the language used in computers. 6. The knowledge of \_\_\_ languages helps people understand \_\_\_ \_\_\_ when they travel. 7. It is interesting to learn the \_\_\_ of words. 8. Learning a language is \_\_\_ the life of the country. 9. The \_\_\_ of the English-speaking countries is rich.

**Exercise 6.** Decide which of the statements are true and which are false.

1. Some languages are spoken by many people, for example, Russian or Chinese. 2. Learning a foreign language is an easy task which takes little time and energy. 3. We live in the era when knowledge grows in an explosion-like way. 4. The most important demand to a specialist now is to know everything in his field. 5. A lot of people speak English as a foreign language. 6. German is now the language used in computers. 7. The most updated computers use French to interact with the users. 8. If one knows a foreign language, he can help tourists around the city. 9. When you learn a foreign language, you understand your language worse. 10. The culture of the English-speaking countries is rich.

**Exercise 7.** Finish the sentences:

1. There are many peoples in the world and many of them ... 2. Some languages are very difficult because of their grammar and phonetics, while ... 3. But people all over the world study foreign languages because ... 4. The most important demand to a specialist now is ... 5. More and more often it is possible to keep up with the world standards ... 6. That is why specialists study the languages of the ... 7. Of course, there are versions in many languages ... 8. When you learn a foreign

language, you understand ... 9. The students learn about the geography, history and arts of the countries ... 10. The culture of the English-speaking countries ... .

**Exercise 8.** Answer the following questions:

1. Most peoples have their own languages, haven't they? 2. Why are some languages spoken by many people while other languages are spoken by a few people? 3. Is learning a foreign language an easy or a difficult task? 4. What must a person know to be considered an educated one? 5. What is the most important demand to a specialist now? 6. How can a person keep up with the world standards? 7. What language is used in computers? 8. What international organizations use English as an official language? 9. How can people understand each other if they speak different languages? 10. Is it interesting to learn the origin of words? 11. Do you know the words which came into Ukrainian from other languages? 12. What outstanding English people do you know?

### GRAMMAR EXERCISES

**Exercise 9.** Give the plural of the following nouns.

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

**Exercise 10.** Choose the right form of the noun from the brackets.

1. Ann's father told the children two funny (story, stories). 2. Many (family, families) live in this new house. 3. The travelers will see many (country, countries). 4. Put the book on the (table, tables). 5. There are flowers in the (vase, vases). 6. The (child, children) is playing in the yard. 7. There are 20 (student, students) in our group. 8. The cat caught a (mouse, mice). 9. My (friend, friends) are students. 10. We spent the week-end in the (country, countries).

**Exercise 11.** Use the necessary form of the pronoun.

1. (He) ... composition is very good. 2. (We) ... son goes to school. 3. (You) ... sister is young. 4. (They) ... knowledge of the subject is very poor. 5. (He) ...

name is John. 6. (I) ... family lives in Kyiv. 7. (She) ... friends often visit her. 8. (We) ... group is small. 9. (She) ... favorite subject is History. 10. (They)... classroom is light.

**Exercise 12.** Paraphrase the following using the Possessive case:

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

**Exercise 13.** Paraphrase the following sentences as in the model.

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

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

**Exercise 14.** Replace the nouns by the personal pronouns in the Nominative or Objective Case.

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

**Exercise 15.** Fill in the blanks with *am, is, are*.

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

**Exercise 16.** Translate the following sentences into English.

1. Мій батько – викладач. 2. Наш учитель зараз у Києві. 3. Твоя сестра дома? 4. Петро не хворий. 5. Де твій брат? Його немає в кімнаті. 6. Ми в школі.

7. Трактори в полі. 8. Ольга вдома? 9. Його батько зараз дуже стомлений. 10. Хто твоя сестра? Вона лікар. 11. Її дочка в Києві? Ні, вона не в Києві, вона у Львові. 12. Учні в залі? Ні, їх немає в залі, вони в класах. 13. Де твоя ручка? Вона в портфелі. 14. Де твої книжки? Вони в портфелі. 15. Де географічна карта? Вона на стіні. 16. Газети на столі. 17. Якого кольору твоя ручка? Моя ручка червона. 18. Якого кольору парти? Вони білі. 19. Де ти? Я в кухні. 20. Чому тут немає Петра? Він у школі.

**Exercise 17.** Text for supplementary reading. Read the text and answer the questions after it. Give at least 5 reasons why people learn foreign languages.

### **Speak English to Learn It**

Learning to speak foreign languages is like learning to swim or learning to play ball. We learn to swim by swimming, to play ball by playing ball, and to speak a foreign language by speaking it.

A good ball-player spends hours, days, months, and even years practicing. The more he practices, the better he plays. He has to learn to meet the situations of the game as they arise, and react to them immediately. And so it is when we are talking. The ideas we wish to express come instantly to our mind, but there is no time for us to stop and think of how to put together the words we need. Acquiring the ability to use a language automatically, that is without stopping to think, is a process of habit formation. Forming a habit, any kind of habit, requires much practice.

I think that foreign languages are very important. With the formation of a state they are important for the development of international contacts. Now as Ukraine has direct contacts with the countries of Europe, the United States of America, Canada, Australia, New Zealand and other countries, a lot of people want to learn English and other foreign languages.

I think English is worth studying. There is a proverb: "The many languages you know, the many times you are a man". Our businessmen, tourists, experts often go abroad. In my opinion every visitor should be able to find his own way about in an English-speaking community without interpreters.

- Why do you think some people don't want to learn foreign languages?
- What do people need to be good language learners?
- How many and what foreign languages do you want to know? Why?
- How do you plan to use the foreign languages you are learning now in your future job/ profession?
- What arguments can you give in favour of learning foreign languages?
- Many young people are not satisfied with the way foreign languages are taught in our schools. What do you think about this? If you could what would you change in it?

**Exercise 18.** English for enjoyment. Read the text and retell it.

### **Two Americans in Spain**

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

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

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

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

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

## UNIT 2

### THE IMPORTANCE OF LEARNING FOREIGN LANGUAGES

#### Common Man's Opinion

People who wish to learn a foreign language may have anyone of a great number of reasons for doing so. If we take English as an example we can make a tentative list of these reasons. It will not of course be complete, but will at least show the great variety of both the needs and desires of people for language learning.

##### *Special purpose.*

Sometimes a person has some specific reasons for wanting to learn the language. For example, an air traffic controller needs English to guide aircrafts through the skies. This may be the only time in his life when English is used. A businessman may need English for international trade. The waiter may need English to serve his customers. In other words all these people need English for their occupational purposes.

The student who is going to study at an English or an American university is another case. He may need English for his academic purposes so that to be able to write reports or essays and take part in seminar classes.

Then there is, for instance, a student of medicine or nuclear physics (studying in his own country) who may need to be able to read articles and textbooks on that subject in English.

##### *It should be so.*

Many students study English only because they have to! They do it without any specific reason just because it is a part of the school curriculum.

##### *Culture.*

Some people study a foreign language because they are attracted by the culture of the target language communities. They learn the language because they want to know more about the people who speak it and the places in which it is spoken.

##### *To become one of them.*

Some people may find themselves living either temporally or permanently in the target language community. These people will have to speak the target language

in order to survive in this community.

*Promotion.*

Some people want to study English (or another foreign language) because they think it offers, in some general way, a chance of advancement in their daily lives. It is possible that a good knowledge of a foreign language will help you to get a better job than if you only know your native language. This is practically so of English, which is rapidly becoming the language of international communication.

Businessmen need English and a young person who wants to go into business might well get a better starting position simply because he has a sound working command of the language.

*Miscellaneous.*

There are, of course, other reasons for learning languages which are possibly less important than those above. We could mention a person who goes to English (or French, or German) classes just “for fun”, for something to do. A student might well go to a class because he likes a particular person in the class, or in general likes the atmosphere of the class: perhaps the student has simply heard that English classes at a certain school are enjoyable and prestigious or conducted in more favourable conditions than in his own school and so forth.

*Conclusion.*

It will be clear from the list above that there are many possible reasons for studying a foreign language. It's no less clear that most students of English who decide to go to a language school do so for a mixture of reasons. What is also clear is that it is up to a person to decide which of the reasons mentioned or not taken into account yet drive him or her internally to foreign language learning. If you are not able to understand your major and minor reasons so far, simply start learning English! Whatever the reason.

**Exercise 1.** Give the Ukrainian for:

common, complete, tentative, variety, desire, air traffic controller, waiter, customer, occupational purposes, academic purposes, nuclear physics, curriculum, to survive, promotion, advancement, sound working command, miscellaneous, enjoyable, prestigious, internally, major, minor, whatever.

**Exercise 2.** Give the English for:

пересічний, різноманітний, клієнт, офіціант, диспетчер, мета, бажання, повний, суміш, головний, другорядний, престижний, приємний, не повний, будь-який, добре володіння, для навчання, для отримання посади, програма навчання, ядерна фізика, брати до уваги, просування кар'єри.

**Exercise 3.** Find pairs of opposites:

- 1) necessary, one's own language, major, difficult, better, enjoyable, possible, start, great, rapidly, temporally;
- 2) worse, dull, slowly, impossible, permanently, a foreign language, finish, dull, easy, minor, small.

**Exercise 4.** Find the sentences with the following words, and word-combinations, read and translate them:

tentative list, variety, specific reasons, to guide an aircraft, international trade, academic purposes, curriculum, target language communities, a chance of advancement, a better starting position, just "for fun", enjoyable and prestigious, mixture, major and minor reasons.

**Exercise 5.** Fill in the blanks with the words from the text:

1. We can make a tentative list of reasons to study \_\_\_\_\_. 2. It will show the great variety of both the \_\_\_\_\_ and \_\_\_\_\_ of people for \_\_\_\_\_ learning. 3. An air traffic controller needs English to \_\_\_\_\_ through the skies. 4. A \_\_\_\_\_ may need English for international trade. 5. A student may need English for his \_\_\_\_\_ purposes. 6. Some students do it without any specific reason just because it is a part of the school \_\_\_\_\_. 7. Some people may find themselves living either \_\_\_\_\_ or \_\_\_\_\_ in the \_\_\_\_\_ language community. 8. A good \_\_\_\_\_ of a foreign language will help you to get a better job. 9. Perhaps the student has simply heard that English classes at a certain school are \_\_\_\_\_ and \_\_\_\_\_. 10. If you are not able to understand your \_\_\_\_\_ and \_\_\_\_\_ reasons so far, simply start learning English!



## GRAMMAR EXERCISES

**Exercise 6.** Give the comparative and the superlative degree of the following adjectives using the suffixes **–er, (the) –est**.

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

**Exercise 7.** Give the comparative and the superlative degree of the following adjectives and adverbs using the words **more, (the) most**.

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

**Exercise 8.** Use the adjectives and adverbs in the right degree of comparison.

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

**Exercise 9.** Read and write the following cardinal numerals:

a) 3; 13; 30; 4; 14; 40; 5; 15; 50; 2; 12; 20; 8; 18; 80.

b) 21; 82; 74; 69; 96; 74; 53; 22; 87; 58; 22; 35; 41.

c) 143; 331; 205; 101; 845; 796; 367; 452; 100; 578.

d) 1,365; 2,175; 7,312; 9,888; 5,500; 5,050; 2,222; 6,000.

**Exercise 10.** Form, read and write ordinal numerals from the following:

a) 5, 7, 9, 3, 1, 10, 11, 8, 4, 6, 15, 13, 2.

b) 20, 21, 30, 32, 40, 50, 54, 48, 80, 98.

c) 100, 120, 134, 505, 876, 921, 752, 263.

d) 1,200; 3,456; 8,935,679; 1,221; 5,000,000.

**Exercise 11.** Read the dates:

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

**Exercise 12.** Use the Present Indefinite Tense of the verbs in brackets. Translate the sentences into Ukrainian.

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

**Exercise 13.** Translate the following sentences. Make them interrogative and negative.

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

**Exercise 14.** Ask questions about the time and place of the action.

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

**Exercise 15.** Put questions to the italicized words.

1. The children go to bed *at ten o'clock*. 2. His son knows English *well*. 3. My father reads *newspapers* in the evening. 4. Her aunt lives in *Lutsk*. 5. Our parents

grow *wheat*. 6. This man works at a *machine-building plant*. 7. It snows *in winter*. 8. We buy *bread* at this shop. 9. *My* sister learns many poems by heart. 10. *Ann* helps her mother about the house. 11. At the lesson we *read and speak* English. 12. Her mother teaches *Ukrainian*. 13. Your brother works *at the hospital*. 14. Some people want to study English *because they want to work abroad*.

**Exercise 16.** Translate into English.

1. Де ти живеш? – Я живу в Києві. 2. Коли в тебе канікули? – У січні. 3. Що тобі найбільше подобається в університеті? 4. Мій брат працює в лікарні. Він лікар. Він встає в двадцять хвилин на восьму. Він працює вранці і вдень. Увечері він не працює. Увечері він відпочиває. 5. Твоя сестра говорить французькою мовою? – Ні. Вона говорить німецькою мовою, а її чоловік говорить англійською мовою. 6. Коли ви встаєте? – Я встаю за чверть сьома. 7. Коли встає твій брат? – Він встає за двадцять восьма. – А твоя сестра також встає за двадцять восьма? – Ні. Мій брат ходить у школу, а моя сестра не ходить у школу. Вона ще не учениця. Вона встає о дев'ятій годині. 8. Я вивчаю англійську мову. Мій друг також вивчає англійську мову. 9. Де ти живеш? Де живе твій товариш? 10. Де працюють твої батьки? 11. Що ви робите після уроків? 12. Хіба ви не вивчаєте фізики? 13. Хіба твій брат не ходить до школи? 14. Хто живе в цьому будинку? 15. Мені не подобається ця книжка. 16. Моєму товаришеві не подобається це оповідання.

**Exercise 17.** Text for supplementary reading.

**Make and Do**

The two verbs “make” and “do” are very commonly used in English. In fact, people often make mistakes when using them.

Generally speaking, “make” is used for creative actions and “do” is used for routine ones but there is really no hard-and-fast rule. If you think this makes it difficult to make up your mind which verb to use then you are absolutely right!

When you get up in the morning you should make your bed and then you can make some tea or coffee for breakfast. If you want to make money you must do a job. When you are at work you should always do your best and make a success of

everything. You should do the housework every day and you should make time to teach yourself to cook so that you can make cakes and to sew so that you can make your own clothes. If you are a student you must do all your homework if you want to make sure that you will do well when you do your examinations. If you want to visit a doctor it is a good idea to make an appointment first especially if you have to make a long journey to get to his surgery. Of course, you must not make a lot of noise while you are waiting to see him or you will not make a good impression on him.

Finally, you may well ask why the English don't make a set of rules to help you know when to say "make" and when to say "do"!

Try to remember the following expressions:

Expressions with "Do":

one's best/worst, business with somebody, a crossword, damage to, one's duty, an exercise, an experiment, good, one's hair, harm, homework, housework, a job, lessons, something for a living, miracles (for), research, right/wrong, a service, the shopping, a translation, the washing up, work etc.

Expressions with "Make":

an appointment, an arrangement, the beds, a cake, certain, changes, coffee, a deal with somebody, a decision, a discovery, an effort, an excuse, a fortune, an impression, improvements, a joke, a mess, a mistake, money, a noise, an offer, peace, preparations, progress, a success of something, sure, a translation, trouble, etc.

**Exercise 18.** Complete the sentences using one of the expressions below in the correct form.

1. Is there a public box near here? I have to \_\_\_\_\_. 2. First she said "Yes", then she said "No", but in the end she \_\_\_\_\_ to marry him. 3. When you are not sure what to do, the best thing is to \_\_\_\_\_. 4. Hush! You mustn't \_\_\_\_\_. The baby is asleep. 5. My teacher says I must work harder, but I can't work any harder, I am \_\_\_\_\_. 6. We asked to see a manager and we \_\_\_\_\_ about the terrible service in the restaurant. 7. Could you \_\_\_\_\_ please? Could you give me a lift to the airport? 8. We have some lovely new neighbours. We \_\_\_\_\_ with them.  
(do someone a favour, make sure, make a noise, do one's best, make friends, make a

complaint, make up one's mind, make a call).

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

### **A Millionaire**

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

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

The manager told him.

"And which floor is it on?"

The manager told him.

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

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

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

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

## UNIT 3

### THE ENGLISH LANGUAGE

It is only in the course of the last hundred years that English has become a number one world language. In the year of 1600, in Shakespeare's time, English was spoken only by 6 million people and was a "provincial" language, while French was the leading foreign language of that century. Three centuries later 260 million people spoke English, and now, at the beginning of the third millennium, probably one billion people speak English. It has become one of the world's most important languages in politics, science, trade and cultural relations. In number of speakers English nowadays is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, the United States of America, Australia and New Zealand. It is used as one of the official languages in Canada, South Africa and in the Irish Republic. It is also spoken as a second language by many people in India, Pakistan, numerous countries in Africa, where there are many different languages and people use English as an "official" or "second" language for government, business and education. Throughout the world many people use English as an international language: some use it for social purposes, others for business or study. In 2010 more than 70 % of European schoolchildren studied English as their first foreign language.

Language is a living thing, always changing: old words die, new words come in; some constructions gradually fall out of use, others push their way in. We study Standard English. This form of the language is used in the south and south-east England, especially in London and its neighbourhood. It is studied in public schools and best British colleges and universities. It is easily understood in all English-speaking countries. Owing to the spread of education and influence of the radio, TV and internet it is getting more widely spread every day.

**Exercise 1.** Give the Ukrainian for:

in the course, provincial, important, official language, cultural relations, politics, trade, business, education, science, numerous, government, probably, to change, millennium, owing, neighbourhood, public school, especially, gradually,

throughout the world, easily understood, widely spread.

**Exercise 2.** Give the English for:

протягом останніх ста років, світова мова, сторіччя, тисячоріччя, важливий, політика, наука, торгівля, культурні відносини, кількість, офіційна мова, друга мова, освіта, управління, міжнародний, живий, помирати, з'являтися, виходити з вжитку, прокладати шлях, сусідство, вплив, завдяки, поступово, вірогідно, по всьому світу.

**Exercise 3.** Decide which of these statements are false and which are true.

1. English was the leading world language in the 17<sup>th</sup> century.
2. At the beginning of the 20<sup>th</sup> century about 300 million people spoke English.
3. More people in the world speak Chinese than English.
4. English is among official languages of Canada and South Africa.
5. English is often used as a second language by representatives of different nations within one country.
6. English may be called the language of business and commerce.
7. Standard English is spoken in the south of France.
8. Standard English is getting more widely spread every day.

**Exercise 4.** Find the sentences with the following words, and word-combinations, read and translate them.

In the course of, important, the official language, the second language, millennium, throughout, changing, especially, spread.

**Exercise 5.** Finish the sentences:

1. In the year of 1600, in Shakespeare's time... 2. Three centuries later... 3. It has become one of the world's most important languages... 4. It is the official language... 5. It is used as one of the official languages... 6. It is also spoken as a second language... 7. Throughout the world... 8. Language is a living thing... 9. This form of the language is used... 10. Owing to the spread of education...

**Exercise 6.** Answer the following questions:

1. When did English become a world language?
2. How many people spoke English in Shakespeare's time?
3. What language was widely spoken at that time?
4. How many people speak English nowadays?
5. In what countries is the English language used as an official language?
6. Where is it used as one of the official languages?
7. In what spheres of life is English used throughout the world?
8. Is English or French studied as the first foreign language in most European schools?
9. Prove that language is a living thing.
10. What form of English do we study?
11. What form of English is easily understood in all English-speaking countries?
12. Is English getting more widely spread?

## GRAMMAR EXERCISES

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

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

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

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

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

1. The teacher repeated the question. 2. His wife planned her work well. 3. Their children cleaned the garden and then they played basketball. 4. The girl answered the question at once. 5. They slept in the open air. 6. The clock struck ten.



7. The little girl cried a little and then smiled. 8. She cooked a good dinner. 9. They waited for a bus. 10. The bus arrived at five.

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

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

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

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

**Exercise 12.** Translate into English.

1. Діти допомагали батькам. 2. Батько прийшов додому пізно. 3. Що ви робили в неділю? 4. Де ти був учора ввечері? – Я ходив у кіно. Тобі сподобався фільм? – Так, фільм мені дуже сподобався. 5. Що ви робили на уроці англійської мови? – Ми читали новий текст, відповідали на запитання і перекладали речення з української мови на англійську. 6. Коли ви почали вивчати англійську мову? – Ми почали вивчати англійську мову три роки тому. 7. Скільки сторінок ви прочитали минулого тижня? – Минулого тижня я прочитав десять сторінок. Мені подобається ця книжка. 8. О котрій годині ти звичайно встаєш? – Я встаю о сьомій годині. 9. О котрій годині ти встав учора? – Вчора я встав о восьмій. Я завжди встаю о восьмій у неділю. 10. Коли твої друзі приходили до тебе? Хто приходив до тебе вчора?

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

Indefinite.

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

**Exercise 14.** Text for supplementary reading.

### **English Spelling**

English spelling is unpredictable at the best of times, and occasionally totally chaotic – an opinion no doubt shared by British schoolchildren and by foreigners who study English. However, studies of the language show that there are only about 400 words whose spelling is totally irregular. Unfortunately, many of them are among the most frequently used in the language.

The first problem with spelling arose when the Romans tried to write down Old English words using the 23 letters of Latin alphabet. Old English at that time had nearly 40 vowels and consonants. Another problem came with the Norman Conquest and the third with the introduction of the printing press in 1476 and emerging of a standard spelling system. The system reflected the speech of the London area. During the 15<sup>th</sup> century the pronunciation of vowels changed but because of the printing press the standard spelling system never caught up with the changes.

There have been many attempts to reform the English spelling system, but so far no changes have been made since the 16<sup>th</sup> century, mainly because nobody can agree on what the best alternative may be!

- What do people usually say about English spelling?

- Is English spelling difficult for a foreigner?
- How many English words are spelt totally irregular?
- When did the first problem with spelling arise?
- When did another problem come?
- What speech did the standard spelling system reflect?
- When did the pronunciation of vowels change?
- Were there any attempts made to change the English spelling system?
- Why weren't they successful?

**Exercise 15.** English for enjoyment. Read the text, answer the questions after it and retell the text.

### **A Conceited Boy**

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

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

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

## UNIT 4

### THE PURPOSE OF SCHOOL

If you ask yourself why children go to school, you'll probably say that they go to learn their own language and other languages, arithmetic, geography, geometry, history, science and all other subjects. That is quite true; but why do they learn these things? And are these things all that they learn at school?

We send our children to school to prepare them for the time when they will be big and work for themselves. They learn their own language so that they will be able to tell others clearly what they want and what they know, and understand what others tell them. They learn foreign languages in order to know what people in other countries have written and said and to communicate with people from other countries. They learn arithmetic in order to be able to measure and count things in their daily life, geography in order to know something about the world around them, and history to know something about human beings they meet every day. Nearly everything they study at school has some practical use in their daily life, but is that the only reason why they go to school?

No. There is more in education than just learning facts. We go to school above all to learn how to learn, so that, when we leave school, we can continue to learn. A man who really knows how to learn will always be successful, because whenever he has to do something new, he will rapidly teach himself how to do it in the best way. The uneducated person, on the other hand, is either unable to do something new, or does it badly. The purpose of school, therefore, is not just to teach languages, arithmetic, geography etc., but to teach pupils the way to learn.

**Exercise 1.** Give the Ukrainian for:

to finish school, to go on, science, to make use of, for that reason, every-day life, absolutely, the aim of learning, the only reason, quickly, to make somebody ready for, possibly, to measure, to count, first of all, rapidly, on the one hand, on the other hand, uneducated, the way to learn.

**Exercise 2.** Give the English for:

мета шкільної освіти, практичне застосування, люди, людські істоти, успішний, природничі науки та інші предмети, іноземна мова, єдина причина, швидко, найкращим чином, викладати, посилати, вимірювати, рахувати, щоденне життя, або...або, тому, успішний.

**Exercise 3.** Find pairs of opposites:

- 1) false, unable, worst, old, well, slowly, sciences, never; remember;
- 2) always, rapidly, badly, new, best, forget, able, true, arts.

**Exercise 4.** Decide which of these statements are false and which are true.

1. Children go to school to learn their own language and other languages, arithmetic, geography, geometry, history, science and all other subjects. 2. We send our children to school to learn how to read. 3. Children study foreign languages in order to be able to measure things. 4. They study history to know something about human beings they meet every day. 5. Nothing they study at school has practical use in their daily life. 6. There is more in education than just learning facts. 7. We go to school above all to learn how to teach. 8. The purpose of school is to teach pupils the way to learn.

**Exercise 5.** Translate the following sentences into Ukrainian. Pay attention to the italicized verbs.

1. He *teaches* geography. 2. He *teaches* children. 3. A good instructor *must teach* children how to learn. 4. We *are learning* a poem. 5. He wants *to learn* the facts. 6. It is possible *to learn* a foreign language in a year. 7. I am going *to study* the problem very carefully. 8. He went to Oxford *to study* history.

**Exercise 6.** Finish the following sentences using the text.

1. A man who really knows how to learn ... 2. The uneducated person is either unable to ... 3. We learn arithmetic to be able to ... 4. We learn our own language so that ... 5. Nearly everything we study at school has ... 6. A man who knows how to learn will always be ... 7. They study foreign languages in order to learn ... 8. The

purpose of school is not just to ... 9. The only subject I disliked at school ...

**Exercise 7.** Answer the questions to the text.

- What subjects do children learn at school?
- What do they learn arithmetic (geography...) for?
- Is learning facts the only purpose of education?
- Do children use everything they study at school in their daily life?
- Is there more in education than just learning facts?
- Why is an educated person successful in life?
- Why does an uneducated person do something new badly?
- What is the purpose of school in your opinion?

**Exercise 8.** Make up some sentences on the following topics:

1. Your favourite subject at school. 2. The importance of learning one's own language. 3. The importance of learning history. 4. The aim of learning in general. 5. Education makes a people easy to learn but difficult to drive; easy to govern but impossible to enslave. 6. The man who knows how to learn will always be successful. 7. An uneducated man does anything new badly.

## GRAMMAR EXERCISES

**Exercise 9.** Change the following into the Future Indefinite.

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

**Exercise 10.** Make the following interrogative and negative.

1. Bob will graduate from the university next year. 2. There will be a dance at the end of the party. 3. I shall do what you want. 4. Harris will sing a comic song. 5. They will announce this news later today. 6. We shall take Jane for a picnic. 7. They will have a meeting tonight. 8. There will be many visitors today. 9. Tom will be put in hospital. 10. We shall have a history class tomorrow. 11. You will tell us about it. 12. The plane will take off in five minutes. 13. They will have porridge for breakfast. 14. Ann will like the present.

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

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

**Exercise 12.** Replace the infinitives in brackets by the Future Indefinite or the Present Indefinite.

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

**Exercise 13.** Finish the following sentences.

1. I shall have lunch as soon as ... 2. He will post the letter as soon as ... 3. We shall go to the country if the weather ... 4. I'll listen to the radio before I ... 5. She will not call you up until you ... 6. They will go to the cinema or a concert after they

...7. I'll make you a sign, when I ...8. Wait here until the doctor ...9. If mother does not allow us to go to the cinema, ...10. If he does not come in time, ...11. If the wind blows from the north, ...12. If she gets the dictionary, ...

**Exercise 14.** Text for supplementary reading. Read and discuss.

### **School of the Future — General or Specialized?**

The general opinion varies on what a good general education is. Some people believe that an educated person must have general knowledge of a lot of things – chemistry, biology, history, arts, maths and so on. Others argue that it's better to know a lot about a few things than to know a little about a lot. Education has become a matter of general interest and people write to newspapers and internet expressing their views on the problem. Parents want education to prepare their children for life in future. They are afraid that bad education may spoil a child's chances in the world of tomorrow. The general impression is that most people speak in favour of specialized education, because nowadays you must know so much in your chosen profession that the earlier in life you start learning it the better chances for success there are.

**Exercise 15.** Questions for discussion.

1. Can you explain what a good general education is? Have you a general idea about it? 2. Why has education become a matter of general interest? 3. Is there any general opinion on education nowadays? 4. Has general knowledge of physics, chemistry, mathematics helped you in life so far? 5. Can you say that you've got a good education? 6. Do you consider that general knowledge of the arts (music, literature, painting) is necessary for an engineer, a chemist, an economist? 7. Can they get along without the arts?

**Exercise 16.** English for enjoyment. Read the text, answer the questions to it and retell the text.

### **A Laconic Answer**

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



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

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

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

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

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

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

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

## UNIT 5

### THE VALUE OF EDUCATION

Education is not an end, but a means to an end. In other words, we don't educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life.

In many modern countries it has for some time been fashionable to think that, by free education for all — whether rich or poor, clever or stupid — the society can solve all the problems and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a far larger number of people with university degrees than there are jobs for them. Because of their degrees, they refuse to do what they think “low” work; and, in fact, work with the hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor: we can live without education, but we die if we have no food. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability; and, secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work, or to scorn someone else's. Only such type of education can be called valuable to society.

**Exercise 1.** Give the Ukrainian for:

end and means, to fit for life, for some time, to chose, fashionable, free education, rich, poor, clever, stupid, refuse, consider, realize, a university degree, to be suited to one's abilities, in fact, to mean, to be ashamed, to scorn, valuable, purpose, to solve a problem, a type.

**Exercise 2.** Give the English for:

мета і засоби, підготувати до життя, розуміти, вибирати, протягом певного часу, модний, розумний, дурний, багатий, бідний, безкоштовна освіта, на багато більше, університетський диплом, відмовлятися, жахливі хвороби, соромитись, відповідати здібностям, зневажати, насправді.

**Exercise 3.** Find pairs of synonyms:

- a) 1. Disease, work, type; 2. Sort, illness, job;
- b) 1. To scorn, to realize, to prepare, to refuse; 2. To disagree, to understand, to despise, to get ready;
- c) 1. Clever, fashionable, each; 2. Every, popular, intelligent;
- d) 1. Far more, some, above all; 2. Several, much more, first of all.

**Exercise 4.** Decide which of these statements are false and which are true.

1. We educate children only for the purpose of educating them. 2. Our purpose is to fit them for sports. 3. It isn't important to choose a system of education for children. 4. By free education for all the society can build a perfect nation. 5. The work of a completely uneducated farmer is far more important than that of a professor. 6. We can live without education, but we die if we have no food. 7. If no one cleans our streets, we'll build a perfect nation. 8. Each of us can do whatever job is suited to his brain and ability. 9. Only the work of professors is necessary to society. 10. It is very bad to be ashamed of one's work, or to scorn someone else's.

**Exercise 5.** Find the sentences with the following words, read and translate them:

A means; purpose; to choose a system; fashionable, a perfect nation; enough; a university degree; to die; to clean; housework; to fit for life; to realize; to be ashamed.

**Exercise 6.** Finish the sentences:

1. We must be educated to...2. We have to examine this system to see whether it is suitable...3. Firstly, each of us should do whatever job is suitable to...4. In many modern countries it is fashionable to think...4. In Great Britain there

are more people with university degrees than there are...5. If nobody cleans our streets and takes the rubbish away, we shall get...6. The work of a farmer is not less important than...7. We must be educated in such a way...8. We can realize that...9. Only such type of education...

**Exercise 7.** Answer the questions to the text.

1. Do we educate children for the purpose of educating them?
2. Can a society build a perfect nation by free education for all?
3. What do we find in the countries where education is free for all?
4. What do people with university degrees think about work with the hands?
5. Can we live without education? And without food?
6. What should we have in our towns if no one cleaned streets or took rubbish away from our houses?
7. In what way must we be educated?
8. What type of education is valuable to society?

**Exercise 8.** Questions for discussion.

1. Which job is more valuable: that of a) space-pilot or that of a book-keeper; b) an economist or a philologist; c) an actor or a scientist?
2. What do you think are the best means of learning a foreign language?
3. What may be the ways of self-education?
4. Does the end always justify the means? If the aim or purpose is good, may any methods, even if bad, be employed?

## GRAMMAR EXERCISES

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

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

**Exercise 10.** Put questions to the italicized words.

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

**Exercise 11.** Use the verbs in brackets in the Present Continuous Tense.

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

**Exercise 12.** Replace the infinitive in brackets by the Present Indefinite or the Present Continuous.

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

**Exercise 13.** Use the verbs in brackets in the Past Continuous Tense.

1. They (eat) dinner when we came. 2. It (rain) when I left home. 3. When you

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

**Exercise 14.** Change the following into the Past Continuous.

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

**Exercise 15.** Put questions to the italicized words.

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

**Exercise 16.** Use the verbs in brackets in the Past Continuous or the Past Indefinite Tense.

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

**Exercise 17.** Use the verbs in brackets in the Future Continuous Tense.

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

**Exercise 18.** Translate into English.

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

**Exercise 19.** Use the verbs in brackets in the proper tense and retell the text.

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

to drown– тонути

**Exercise 20.** Text for supplementary reading. Read the text and discuss it.

### Why read?

If you can't read this, don't worry! In Britain, and probably many other

countries too, teachers and parents are worried about schoolchildren. They are worried because the children watch too much television. My advice is simple — don't worry!

Let's look at the TV "problem" first: a child watches TV because he finds it more interesting than anything else. So do a lot of adults. We must think about the quality of the TV programs that he sees, and help him learn through TV.

What about reading and writing? Do children need to learn to read and to write any more? We get all the information we need from radio, TV, and internet, so who needs to read newspapers? We speak to our friends on the phone and do business using internet, so who needs to write letters?

In many ways, the move away from reading and writing has already started. We no longer need to read road signs or informational notices in the streets. There is usually some symbol that we can understand.

Most of all we don't need to read books in order to learn. Not only is information given more effectively on TV, but more people benefit from it. Of course, it's very nice to be able to read, but it isn't a tragedy if we can't.

We live in a multi-media society. Let's take advantage of it and teach our children all they need to know with TV, radio and computer.

- Were your parents worried that you watched too much TV when you were younger?
- Did you find TV more interesting than anything else when you were at school?
- Have you ever seen TV lessons?
- Do TV and internet interfere with your work at the University?
- Can you learn all you want on TV or the internet?
- Do you read a lot of books?
- What kind of books do you like to read most of all?
- Where do you get more information from?
- Is it easier for you to memorize facts watching TV or reading books?



**Exercise 21.** English for enjoyment. Read the text and put 5 questions on it.

### **A Foreign Tourist**

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

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

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

## UNIT 6

### US ENGLISH

At the beginning of the 20<sup>th</sup> century Bernard Shaw said that America and Britain were two nations divided by a common language. Do Americans and Englishmen really speak the same language? It isn't only the question of accents. Spelling, grammar and vocabulary are different. American spelling is usually simpler, it tries to correspond more closely to pronunciation: the words like "colour", "neighbour", and "honour" are spelt (or "spelled"—Am.E.) without the "u" in the USA; the word "grey" has the "a" instead of "e"; American English favours *-er*, while British English *-re*, as in the "theater/theatre" and "center/centre" and so on.

Some differences in the vocabulary could lead to amusing situations. An Englishman and an American can never meet if they agree to meet on the first floor of a building. The British person will be waiting one floor above the entrance and the American on the "ground floor". If an American says that he is wearing his new "pants" and "vest" to the party, it doesn't mean that he is going in his underwear, these are just American words for "trousers" and "waistcoat". When an Englishman goes on his "holidays", an American will go on his "vacation" and if the Englishman will have a misfortune to be "ill in hospital", an American will be "sick in the hospital".

Americans are usually more ready to accept new ideas and new customs than their British cousins, and the same goes for new words.

Both American and British English owe a lot to languages from other countries, and the words that have been absorbed into these languages tell much about the histories of Britain, America and the whole world. Such words as "dinghy" (a small boat), or a "bungalow" (a house on one level), both came from India. American English has words from Spanish—"a cockroach" (the home insect), Dutch—"dumb" (stupid), "boss" (chief), while "hamburger" came from German.

There are also regional dialects in American English which are often difficult for foreigners who think they know English.

Differences in grammar are not so numerous, though Americans use some

tenses and the verb “to be” differently. They say “I just did it” and “Do you have a computer?” while the British would say “I have just done it” and “Have you got a computer?”

**Exercise 1.** Give the Ukrainian for:

divide, common, accent, spelling, grammar, vocabulary, to amuse, to agree, above, instead, to differ, difference, different, fortune, misfortune, custom, to owe, to absorb, to come from, dialect, regional, numerous, computer, while.

**Exercise 2.** Give the English for:

початок, спільний, ділити, різнитися, різниця, по-різному, словниковий запас, правопис, грамати́ка, смішити, погоджуватись, вхід, везіння, не щастити, сприймати нові ідеї, звичай, завдячувати, поглинати, місцевий діалект, чисельний, відмінності, хоча, тоді як, комп'ютер.

**Exercise 3.** Find pairs of synonyms:

- a) 1. Amusing, different, common; 2. Other, funny, the same;
- b) 1. To enter, to wear, to tell, to prepare, to think; 2. To get ready, to imagine, to inform, to come in, to put on;
- c) 1. Custom, fortune, for instance, holidays; 2. Luck, vocations, for example, tradition.

**Exercise 4.** Decide which of these statements are false and which are true.

1. Bernard Shaw said that America and Britain were two nations divided by different languages. 2. Spelling, grammar, vocabulary and accents are the same in Britain and America. 3. Some differences in the vocabulary could lead to amusing situations. 4. An Englishman and an American won't be able to meet if they agree to meet on the first floor of a building. 5. British are more ready to accept new ideas and new customs than the Americans. 6. American English owe a lot to languages from other countries. 7. Words can tell a lot about the history of a country. 8. Regional dialects are often difficult for foreigners. 9. Differences in grammar are numerous. 10. Americans use some tenses differently.

**Exercise 5.** Match the beginnings of the sentences with the endings.

1. British English differs from American English in...
  2. Both American and English...
  3. Words that have been absorbed into English tell much about...
  4. Some differences in vocabulary between British and American English...
  5. Many new words came into British English from...
  6. Differences in grammar...
- a) the world history.
  - b) can lead to amusing situations.
  - c) are not so numerous.
  - d) Dutch, Spanish, German and other languages.
  - e) accents, grammar, spelling and vocabulary.
  - f) owe a lot to other languages in the world.

**Exercise 6.** Match the British English words with the American English ones.

1. car, handbag, lift, biscuit, lorry, zip, pictures, flat, sweets, autumn, shop, chemist's, bill, trousers, waistcoat.
2. pants, zipper, movies, cookie, candies, apartment, vest, automobile, purse, elevator, truck, drugstore, check, fall, store.

**Exercise 7.** Answer the following questions:

1. What did Bernard Shaw say about the American and British nations?
2. Do Americans and Englishmen speak different languages?
3. Do you think British and American people really don't understand each other or just pretend?
4. What differences in the languages are well-known?
5. What can differences in vocabulary lead to?
6. Who is more ready to accept new customs: the British or the Americans?
7. What can the words borrowed from other languages tell about?
8. What do you think changes more in time: grammar, vocabulary or pronunciation?

9. Do you agree that all the languages are interesting and beautiful in their own way? Yes/ No? Why do you think so?

### GRAMMAR EXERCISES

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

1. What's the time? — Sorry, I have left my watch at home. 2. I can't get into the room. I have lost the key. 3. It is absolutely dark in the room. Who has turned off the light? 4. I don't see my dictionary on the table. Who has taken it? — It's me. I have put it on the shelf. 5. Where are the students? — They have just left for the library. 6. My sister has always helped me with my English. 7. You have never heard about it, have you? 8. He hasn't written to her yet. 9. Have you ever seen this film? 10. I have often been to the Museum of Art. Have you? 11. They have had no lectures this week. Their lecturer has been ill since last Monday. 12. Our students have gone to the theatre several times this year. 13. I haven't seen you for ages. Where have you been all this time? — I've been away from Cherkasy. 14. Mary's just made coffee. 15. They've closed the shop.

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

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

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

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

**B.** Make the following negative.

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

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

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

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

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

**Exercise 13.** Translate into English.

1. Я залишив свій зошит вдома. 2. Де Петро? — Він ще не прийшов. 3. Що ти робиш? — Читаю англійське оповідання. Скільки сторінок ти вже прочитав? — Я прочитав уже сім сторінок. 4. Скільки нових слів ви вивчили в цьому місяці? 5. Я не можу їхати з тобою. Я ще не склав екзамену з геометрії. 6. Ми щойно прочитали телеграму. 7. Ми одержали телеграму вчора. 8. Я знаю цього лікаря з 2010 року. 9. Чому в тій кімнаті темно? — Я вимкнув світло. 10.

Ми не бачили його вже три роки. 11. У мене немає ручки, я її загубив. — Коли ти загубив її? 12. Де учні? — Вони в саду. Вони там уже дві години. Що вони роблять? — Садять дерева. 13. Минулого року ми їздили до Варшави на екскурсію. З того часу я не був у Варшаві. 14. Нарешті ми закінчили роботу. Тепер ми можемо відпочити.

**Exercise 14.** Text for supplementary reading. Read the text and answer the questions after it.

## GERMANIC LANGUAGES

Germanic or Teutonic (тевтонські) languages are a sub-family of the Indo-European family of languages. They include Dutch (голландська), English, German, the Scandinavian languages and several extinct (мертві) languages.

The Germanic languages are commonly grouped according to linguistic similarities (схожості) into three branches — the East, North and West Germanic branches. The East Germanic group consists of the language of the Goths (готи). The North Germanic, or Scandinavian, languages include Swedish, Danish, Norwegian and Icelandic (ісландська).

The West Germanic languages are divided into two groups — High German and Low German. The principal (головна) High German language is Modern German, also known as Standard German. The surviving (ті, що вижили) Low German languages are Dutch (голландська), Flemish (фламандська), Frisian (фризька) and English.

Dutch (голландська) is the language of the Netherland (Нідерланди); Flemish (фламандська), or Belgian Dutch, is spoken in Northern Belgium (північна Бельгія). More than half of the Belgian population speaks Flemish, although French is current (розповсюджена) throughout the country. Frisian (фризька) is spoken by people on the coast (узбережжя) and coastal islands of the North Sea, particularly (особливо) in the north Netherlands province of Friesland. Frisian differs considerably (значно) from Dutch and is nearest of the Germanic languages to English.

English, the most widespread (поширена) of the world's languages, is considered to be an offshoot (відгалуження) of an Anglo-Frisian dialect that had

been fairly widespread before the Germanic tribes invaded (завоювали) England.

- What languages do Germanic languages include?
- What are the main three Germanic branches?
- What languages does the North Germanic group include?
- What languages does the West Germanic group include?
- What language is spoken in Northern Belgium?
- In what country is Frisian spoken?

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

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

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

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

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

Soon the cap was full of money.

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

"I am Paganini," was the answer.



## UNIT 7

### TEACHERS AND ACTORS

To be a good teacher, you need some of the gifts of a good actor: you must be able to hold the attention and interest of your audience; you must be a clear speaker, with good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching in order to make its meaning clear.

Watch a good teacher, and you will see that he does not sit motionless before his class: he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the gifts of a good actor does not mean that he can act well on the stage. There are very important differences between the teacher's work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements are usually fixed before. He must try to make all the carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play, they ask and answer questions, they obey orders, and if they do not understand something, they say so. The teacher therefore has to suit his act to the needs of his audience, which is his class. He cannot learn his part by heart, but must invent it every time he teaches.

There are many teachers who are fine actors in class but cannot take part in a stage-play because they cannot do and say what others have written.

**Exercise 1.** Give the Ukrainian for:

the attention of the audience, to be a clear speaker, a pleasing voice, to act, motionless, to mean, loudness, quality, to change, according to, musical note, difference, to learn by heart, to take part, to play a part, to fix, to obey, exactly the same words, to seem, to suit, to invent.

**Exercise 2.** Give the English for:

увага аудиторії, мати чітку вимову, приємний голос, відмінності, вчити напам'ять, брати участь, грати у виставі, гучність, якість, означати, змінювати, різниця, пояснення, згідно з, здаватися, підлаштувати, виконати вказівки, винаходити, ті ж самі слова.

**Exercise 3.** Find pairs of synonyms:

a) 1. To watch, to express, to obey, to invent; 2. To demonstrate, to look at, to follow, to improvise;

b) 1. Gift, note, motion, way, kind, part, feeling; 2. Sort, emotion, role, tone, talent, movement, manner;

c) 1. Certain, clear, active, exact; 2. Energetic, definite, evident, correct.

**Exercise 4.** Find the sentences with the following words and word-combinations in the text, read and translate them:

gift; pleasing voice; quite a different way; motionless; loudness, the quality and the musical note; important differences; to take an active part; seem natural; the needs of the audience; learn by heart; to suit one's act to.

**Exercise 5.** Decide whether the following statements are true or false.

1. To be a good actor, you need some of the gifts of a good teacher.
2. To be a good farmer you must be a clear speaker, with good, strong, pleasing voice which is fully under your control.
3. A philosopher does not sit motionless before his class: he stands the whole time he is speaking.
4. An actor has to speak words which he has learned by heart.
5. A doctor must try to make all the carefully learnt words and actions seem natural on the stage.
6. A teacher must try to make all the carefully learnt words and actions seem natural on the stage.
7. A teacher has to suit his act to the needs of his audience, which is his class.

**Exercise 6.** Finish the following sentences:

1. To be a good teacher you must be a clear speaker, with good, strong pleasing voice... . 2. You must be able to act what you are teaching in order... . 3. Watch a good teacher, and you will see... . 4. He walks about, using his arms, hands and fingers... . 5. Listen to him, and you will hear... . 6. The fact that a good teacher has some of the gifts... . 7. There are very important differences... . 8. He has to repeat exactly the same words... . 9. A good teacher works in quite... . 10. He cannot learn his part by heart, but... .

**Exercise 7.** Answer the questions on the text.

1. Why does a good teacher need some gifts of a good actor?
2. What will you see if you watch a good teacher?
3. What will you hear if you listen to a good teacher?
4. Is there anything in common between the teacher's work and the actor's?
5. What are the differences between the teacher's work and the actor's?
6. Why must a good teacher improvise during the lesson?
7. Does the audience take an active part in their teacher's play?

**Exercise 8.** Questions for discussion:

9. What are the gifts of an actor that a good teacher must have?
10. Do you think a good teacher can make a good actor? Explain your point.
11. What is the difference between the audience of students and that of theatre-goers?
12. What is your idea of an ideal teacher?
13. What profession, in your opinion, is more important for a society: that of a teacher or an actor?
14. What qualities in a teacher do you dislike?
15. Why would (wouldn't) you like to become a teacher?
16. What are, in your opinion, advantages and disadvantages of the teacher's work?
17. Were you lucky to meet an ideal teacher at school?

## GRAMMAR EXERCISES

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

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

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

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

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

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

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

1. By two o'clock the teacher (to examine) all the students. 2. On my way to school I (to remember) that I (to leave) my report at home. 3. All my friends (to be)

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

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

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

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

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

**Exercise 15.** Supplementary text. Read the text, answer the questions after it.

### **My Future Profession**

It is very important to make the right choice of a profession. Many years ago I decided to become a teacher of the Ukrainian Language and Literature. It was my favourite subject at school. I did well in it. Our lessons were always interesting and cognitive. We read a lot and discussed the works of literature, studied biographies of Ukrainian writers, learned poems by heart, studied the history of our native language, the origin of words, we did a lot of exercises and compared the Ukrainian and English peculiarities of the languages.

I like this profession very much though I know it is a difficult job. It demands to love people, to work selflessly, to get deep knowledge of the subject and life. It also demands long years of hard studies and then long years of hard work. To be a teacher means to be a highly educated person and to be interested in what you are doing. A teacher is always ready to help and can do it because he knows a lot.

Today the teachers of the Ukrainian Language are in great demand. My parents are teachers that is why I know this profession well. My mother is a teacher of the Ukrainian Philology and my father is a teacher of Physics. The work of a teacher can never be done. My parents are always busy with planning new classes, correcting the tests or planning extracurricular work. Teachers do not only teach their subjects but develop their pupils' intellect, form their views and characters, their attitude to life and other people.

This profession is noble, interesting and responsible. But I think that love for children combined with knowledge I'll get at the University would be quite enough to succeed in my work.

- When did you decide to become a teacher?
- Why did you choose the Ukrainian philology as your specialty?
- Was it your favourite subject at school?
- Did you do well in Ukrainian?
- Were you classes in Ukrainian Literature interesting?
- Do you consider the work of a teacher difficult?
- Is it important for a teacher to be a well-educated person?
- Does a teacher work only at school?

- Is this profession noble?
- Will you try to make your classes interesting?
- What will you do to make the classes interesting and informative?

**Exercise 16.** English for enjoyment. Read the text, put 5 questions to it and retell the text.

### **A Broken Vase**

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

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

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

## UNIT 8

### READING

Reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of individual words. Reading requires us to think, feel and use our imagination. The use one makes in his reading largely depends on what he reads, why he reads and how he reads.

Reading is, first of all, a visual task. Secondly, reading means learning to associate the printed word with its meaning. The third essential of the reading process is to understand the meaning of a passage. Comprehension may involve various degrees of thinking.

There is still another dimension of reading – reading and acting. As one reads he has feelings mild or intense, he likes or dislikes the story, he agrees or disagrees with it; not only the reader gets ideas – ideas get him. The reader also acts as a result of his reading. Effective reading is purposeful. The purpose of reading may be: to learn about the nature of the world and of man; to enjoy leisure hours; to secure information for solving problems; to discover how to make and do things. The end result of reading is personal and social development.

Reading the lines, reproducing the author's words, is merely parroting. To translate the author's thoughts into one's own words is more difficult. Interpretation or critical reading involves grasping implied meaning or reading between the lines.

Reading is a thinking process and thinking requires effort. In this respect, it differs from watching television. In a TV program thinking has been done by the producer, whose aim is to entertain. Entertainment encourages passivity. Books encourage one to stop and think. The reader can consider all sides of a question, enjoy an idea, compare, question, reconsider. He can reread, if necessary, to confirm his understanding of a text. He can delve more deeply into the meaning.

#### **Exercise 1.** Give the Ukrainian for:

seeing, pronouncing, recognizing, to require, imagination, use, to associate, essential, a passage, comprehension, involve, effective reading, purposeful, to enjoy, to secure, leisure hours, development, reproduce, merely, parroting, interpretation, to



grasp, implied meaning, to entertain, to encourage, to reconsider, to confirm, to delve.

**Exercise 2.** Give the English for:

бачення, уява, користь, суттєвий, абзац, розуміння, вільний час, зберігати, розважати, відтворити, обмірковувати, цілеспрямований, розвиток, ухопити, упізнання, пов'язувати, насолоджуватись, повторювати як папуга, набути значення, ефективне читання, підтвердити, проникати.

**Exercise 3.** Find pairs of synonyms:

a) 1. Purpose, comprehension, information, aid, degree; 2. Level, knowledge, aim, understanding, help.

b) 1. Correct, essential, various, difficult; 2. Complicated, right, different, important.

c) 1. To require, to understand, to entertain, to observe; 2. To see, to grasp, to amuse, to demand.

**Exercise 4.** Decide which of these statements are false and which are true.

1. Reading is more than seeing words clearly. 2. Reading requires us to think, feel and use our imagination. 3. It isn't important to understand the meaning of a passage. 4. There is still another dimension of reading — reading and discussing. 5. When one reads he has no feelings at all. 6. The purpose of reading is to enjoy leisure hours. 7. The end result of reading is social development. 8. Reading the lines, reproducing the author's words is a difficult task. 9. Reading encourages passivity. 10. Entertainment requires effort.

**Exercise 5.** Find the sentences with the following words, read and translate them:

imagination, largely depends, comprehension, disagree, development, parroting, interpretation, require, encourage, reconsider.

**Exercise 6.** Finish the sentences:

1 Reading is more than seeing words clearly...2. Reading requires us to think...3. Reading is first of all...4. Secondly...5. The third essential of the reading process...6. As one reads...7. The purpose of reading may be...8. The end result of reading is...9 To translate the author's thoughts...10. In a TV program...11. Books encourage one...12. The reader can consider...

**Exercise 7.** Answer the following questions:

1. What is reading?
2. What aspects of reading do you know?
3. What are the purposes of reading?
4. In what way is reading associated with acting?
5. What is your understanding of "purposeful reading"?
6. What are the essential stages of reading?
7. Do you agree that the end result of reading is personal and social development?
8. What does "reading between the lines" mean?

## GRAMMAR EXERCISES

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

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

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

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

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

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

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

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

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

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

**Exercise 13.** Supplementary text. Read the text, answer the questions after it.

### **Mother Goose Rhymes**

Do you know *Mother Goose*? You don't really know the English language if you don't know *Mother Goose*...

Hey diddle diddle, (набір звуків без сенсу)

The cat and the fiddle,

The cow jumped over the moon.

The little dog laughed

To see such sport,

And the dish ran away with the spoon.

Who is *Mother Goose*? What is she? She is a merry old lady who recites jolly rhymes and songs full of delightful nonsense. Her rhymes are also often referred to as Nursery Rhymes. Every child in Great Britain, the United States, Canada, Scotland, Ireland, Australia, New Zealand..., in a word, in all English-speaking countries knows her nursery rhymes by heart.

Who was that old lady with the odd name? Did she really live? Where did she come from? Where did she live? Was she a real person or just a legend? When did she live?

No one knows for sure, but everyone loves her rhymes and songs.

*Mother Goose* appeared in England about two hundred years ago. Some of her rhymes are even older. "Three Wise Men of Gotham" was popular as far back as the 16<sup>th</sup> century. And today "Mother Goose Rhymes" are as popular as they were 200, 300, and 400 years ago.

Many countries have a village or district whose inhabitants have a kind of wisdom which differs from that of their neighbours. England has several such places.

For more than 500 years, however, the merriest tales have been told about Gotham, where the villagers built a fence round the cuckoo so that they might keep her, and have summer all the year round. Yet the traveler who arrives at this village and asks “Is this the Gotham where the fools come from?” must be prepared for an answer: “No, sir, this is the Gotham that the fools come to.”

Here’s the nursery rhyme “Three Wise Men of Gotham.”

### **Three Wise Men**

Three wise men of Gotham  
Went to sea in a bowl.  
If the bowl had been stronger  
My song had been longer.

Три мудреца в одном тазу  
Пустились по морю в грозу.  
Будь попрочнее старый таз,  
Длиннее был бы мой рассказ.

(Переклад С. Маршака)

- Is anything known for sure about *Mother Goose*?
- Who likes her jolly rhymes and songs?
- Is it easy or difficult for a child to learn her rhymes?
- What Ukrainian folk rhymes full of delightful nonsense do you know?
- Why are these rhymes easy to remember?
- Whom of the Ukrainian folk heroes do you remember from your childhood?
- What is the place in England where the most ingenious people live?
- Is there such a place in Ukraine?
- What did the villagers of Gotham build the fence round the cuckoo for?
- What is the usual question travelers ask in Gotham?
- What do the inhabitants answer?

- Isn't the rhyme about three wise men funny?
- Can you remember a nursery rhyme from your childhood?

**Exercise 14.** . English for enjoyment. Read the text and retell it using the indirect speech.

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

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

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

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

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

## UNIT 9

### BOOKS AND READERS

Nowadays there are quite a few people who think that as more and more people have TV sets and computers in their homes, fewer and fewer people will buy books and newspapers. Why read an article in the newspaper, when the TV news can bring you the information in a few minutes and with pictures? Why read a novel when a play or a film on television can tell you the same story with colour, picture and action? Why read the biographies of famous men and women when an hour-long television programme can tell you all you want to know. You can find any information you like in the internet and not only to read but to see the main events and achievements in any field of life.

However television and the net have not killed reading. Today newspapers, magazines and books are sold in very large number. Books are still a rather cheap way to get necessary information for many people all over the world. Although it is true that some books with hard cover are quite expensive, many books are published today as paperbacks, which are reasonably cheap. In some countries a paperback novel is almost always cheaper than an evening in the cinema or at the theatre, and you can keep the book as long as you wish and read it many times.

Books at home are a wonderful source of knowledge, information and pleasure, and some types of books should be in every house. Every home library should have some good dictionaries and a geographical atlas of the world with large clear maps. It might be expensive, but a good encyclopedia is useful too because you can find any information you are interested in there. In addition it is useful to have on your bookshelves other non-fiction books such as history books, science textbooks, cookery books, books on medicine and health and the like. It is also important to have some fiction on your shelves, too. It has become fashionable to read much and to know the latest works of Ukrainian and world literature. If you have a good library at home, then you can relax with a good story or from time to time you can take a book of poems off your shelf and read the thoughts and feelings of your favourite poet.

**Exercise 1.** Give the Ukrainian for:

nowadays, quite a few, to bring, hour-long, achievement, however, cheap, necessary, although, hard cover, expensive, paperbacks, source, pleasure, dictionary, an atlas, a map, an encyclopedia, useful, non-fiction, cookery, to relax, from time to time, thoughts and feelings.

**Exercise 2.** Give the English for:

словник, задоволення, дорогий, дешевий, однак, час від часу, розслабитись, в твердій обкладинці, в м'якій обкладинці, джерело, географічний атлас, хоча, необхідний, не мало, корисний, енциклопедія, приготування їжі, художня література, поезія, сьогодні, наукові тексти, медицина, здоров'я, думки, почуття.

**Exercise 3.** Put the words in right order to make sentences.

1. Story, the , tell, same, picture, can, television, you, with.
2. Rather , way, still, information, books, a, cheap, are, necessary, to get.
3. Hard, quite, with, are, some, cover, expensive, books.

**Exercise 4.** Decide which of these statements are false and which are true.

1. Fewer and fewer people are buying books nowadays. 2. The TV news can bring you any information in a few minutes. 3. An hour-long TV programme can tell you everything about famous men and women. 4. Television has killed reading. 5. Books are sold in very little number. 6. Books are an expensive way to get necessary information. 7. A paperback novel is more expensive than an evening in the cinema or at the theatre. 8. Books are a wonderful source of knowledge. 9. You can get any information in a geographical map. 10. It is not important at all to have some fiction in your home library.

**Exercise 5.** Finish the sentences:

1 As more and more people have TV sets and computers in their homes...2. The TV news can bring you the information...3. Why read the biographies of famous men and women...4. Today newspapers, magazines and books...5. Books



are still a rather cheap way...6. Although it is true...7. In some countries a paperback novel...8. Books at home are a wonderful source of...9. Every home library should have...10. A good encyclopedia is useful because...11. It is useful to have on your bookshelves non-fiction books...12. It has become fashionable to read much...

**Exercise 6.** Answer the following questions:

1. What do some people think about reading books and newspapers?
2. Can the TV news bring you the information you need very quickly?
3. Have television and the internet killed reading?
4. Are books expensive or cheap nowadays?
5. Books at home are a source of knowledge and pleasure, aren't they?
6. What books should there be in the home library?
7. Is it fashionable to read nowadays?
8. Why is it important to have some fiction on your shelves?

**Exercise 7.** Answer these questions about yourself.

1. What newspapers and magazines do your family read?
2. Is reading important in your life? Why? Why not?
3. How old were you when you started to read? Who taught you to read?
4. Is reading your hobby or a necessity?
5. Can you live a day without reading?
6. Would you rather have a big library at home or borrow books from the library?
7. What books have you got at home? Do you have more fiction or non-fiction?
8. How often do you use dictionaries and encyclopedias?
9. What are your favourite books?
10. Who are your favourite writers?

## GRAMMAR EXERCISES

**Exercise 8.** Translate the following sentences into English using the Present Indefinite Active or Present Indefinite Passive.

Я розповідаю. — Мені розповідають

Ми запитуємо. — Нас запитують.

Вона відповідає. — Їй відповідають.

Вони дають. — Їм дають.

Він допомагає. — Йому допомагають.

Ви виправляєте. — Вас виправляють.

**Exercise 9.** Translate the following sentences into English using the Present, Past or Future Indefinite Passive.

Мені розказали. — Мені розказують. — Мені розкажуть.

Мені показали. — Мені показують. — Мені покажуть.

Її спитали. — Її питають. — Її спитають.

Нам відповіли. — Нам відповідають. — Нам дадуть відповідь.

Їм дали. — Їм дають. — Їм дадуть.

Йому допомогли. — Йому допомагають. — Йому допоможуть.

Його забули. — Його забувають. — Його забудуть.

Нас виправили. — Нас виправляють. — Нас виправлять.

**Exercise 10.** Make the sentences interrogative and negative.

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

**Exercise 11.** Open the brackets using the Present, Past, or Future Indefinite Passive.

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

**Exercise 12.** Choose the right verb-form from the brackets.

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

**Exercise 13.** Remember the following sentences:

**The doctor was sent. – Лікаря послали.**

**The doctor was sent for. – За лікарем послали.**

**He was talked about.**

**He was sent for.**

**He was waited for.**

**He was looked at.**

**He was listened to.**

**He was laughed at.**

Change the following into the Passive Voice.

1. We often speak about her. 2. We sent for the doctor. 3. The children laughed at the little boy. 4. They look after the children. 5. The students listen to the professor with great interest. 6. People speak about this film very much. 7. The

teacher sent for the pupil's parents. 8. We waited for the train for a long time. 9. The doctor will operate on him in a week. 10. We thought about our friend all the time.

**Exercise 14.** Supplementary text. Read and discuss the following text.

### **About Books** (after O. Wild)

Books, I believe, may be divided into three classes:

1. books to read;
2. books to re-read;
3. books not to read at all.

The third class is the most important. To tell people what to read is, as a rule, either useless or harmful. But to tell people what not to read is a very different matter.

It is indeed necessary in this age of ours, an age that reads so much, that it has no time to admire, and writes so much that it has no time to think. Whoever will select "The Worst Hundred Books" and publish a list of them will give the rising generation a real and lasting service.

1. Do you agree that there are three classes of books: books you must read, books you must re-read and books you must not read at all? 2. Which is the largest and the smallest class? Why? 3. How do you choose a book to read? 4. What books do you re-read? 5. How do you know what books not to read at all? 6. How can our age be characterized? 7. Do you agree that the list of the "Worst Hundred Books" may be useful? 8. What is the worst book in your opinion you have ever read?

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

### **Economy Wasted Trip**

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

As he bought a ticket and got on the ship the next morning, he tried not to hear the bell for breakfast. When dinner time came he was very hungry, but he

didn't go to the dining-room. In the evening he was still hungrier but when he was invited to have supper, the Englishman said that he was ill.

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

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

## UNIT 10

### LIBRARIES

The word “library” comes from the Latin word “liber” meaning “book”. This is a place where information in print (books, manuscripts, periodicals and musical scores) and in other forms is collected and arranged to serve people of all ages and interests.

Libraries appeared in ancient times in Egypt, Assyria and Rome. Perhaps the most famous library of that early days was at Alexandria. It was founded by Ptolomy the Ist. Ptolomy ordered the librarians to collect all Greek texts as well as manuscripts in other languages from every part of the known world. By the middle of the 1<sup>st</sup> century BC there were about 700,000 papyrus rolls in the library.

The first libraries on the territories of the Slavs were established in medieval monasteries. The first public libraries were open in the 19<sup>th</sup> century.

The library today is a centre for all kinds of communications: printed, pictured, recorded and electronically stored. People go to the library to read, look, listen, search, inquire, relax, discuss, learn and think.

Libraries can be found in many places. There are libraries in small towns and big cities, and there are libraries in schools, universities, colleges.

The largest and best known libraries in the world are: the British National Library in London, the Library of Congress in Washington and the Russian State Library. The library named after Vernadsky in Kyiv contains 15,000,000 books. It is the largest in Ukraine.

The national libraries of different countries keep in touch and exchange books and information.

Most libraries have a professionally educated staff whose first duty is to help you. Librarians also select and purchase books and other materials, organize materials so that you can easily use them, answer questions about facts, people, events, or advise you how to find the information you need.

Many people have books at home. There are books of their favourite authors, dictionaries and reference books and the like. My family also has a home library. It was my grandfather who started to collect it almost half a century ago. There are

over two thousand books in it. The authors I like most of all are Chekhov, Bulgakov, Ukrainka, Fitzgerald and others.

**Exercise 1.** Give the Ukrainian for:

in print, a manuscript, a periodical, musical scores, to collect, to arrange, to appear, perhaps, to found, to order, papyrus, a roll, to establish, medieval, communication, printed, pictured, electronically stored, to search, to inquire, to relax, to find, to keep in touch, to exchange, staff, to select, to purchase, reference books.

**Exercise 2.** Give the English for:

в друкованій формі, рукопис, сувій, середньовічний, наказувати, з'являтися, періодичне видання, партитура, збирати, можливо, спілкування, шукати, дізнаватися, розслабитися, вибирати, закупувати, довідник, підтримувати зв'язок, знайти, заснувати, впорядковувати.

**Exercise 3.** Put the words in right order to make sentences.

1. Home, books, people, many, at, have.
2. Times, appeared, ancient, in, libraries.
3. Books, select, librarians, and, purchase.

**Exercise 4.** Decide which of these statements are false and which are true.

1. The word "library" comes from the Roman word "liber" meaning "book".
2. The most famous library of the early days was at Alexandria.
3. The first libraries on the territories of the Slavs were established in medieval theatres.
4. The library today is the place of all kinds of relaxation.
5. People go to the library to read and to listen.
6. The largest libraries in the world are in Paris, Washington and Kyiv.
7. The library named after Vernadsky contains 15,000,000 books.
8. The national libraries keep in touch and exchange books and information.
9. Most libraries have a professionally educated staff whose first duty is to select and purchase books.
10. There are very few people nowadays who have libraries at home.

**Exercise 5.** Finish the sentences.

1. The word “library” comes from the Latin word...2. This is a place where information in print and in other forms...3. Libraries appeared in ancient times...4. Ptolomy ordered the librarians...5. By the middle of the 1<sup>st</sup> century BC...6. The library today is a centre...7. Libraries can be found in...8. The largest libraries in the world are...9. The national libraries keep in touch...10. The first duty of librarians is...11. Librarians select and purchase books and other materials...12. In our home libraries we usually have books of our favourite authors...

**Exercise 6.** Answer the questions on the text:

1. Where does the word “library” come from?
2. In what forms is information collected in libraries?
3. When did libraries appear?
4. Whom was the first library founded by?
5. How many papyrus rolls were collected in the library at Alexandria?
6. Where were the first libraries established in the territories of the Slavs?
7. The library is a centre of all kinds of communication, isn't it?
8. Where can libraries be found?
9. What are the most famous libraries in the world?
10. What is the first duty of a librarian?
11. What else do librarians do?

**Exercise 7** Answer the questions about your home library:

1. Have you got a library at home?
2. Who started to collect it?
3. How many books are there in your home library?
4. Who are your favourite writers?
5. What is your favourite book?
6. Is it necessary to have reference books and dictionaries at home?

**GRAMMAR EXERCISES**



**Exercise 8.** Translate the following sentences into Ukrainian. Pay attention to Present, Past Continuous Passive and Present, Past Perfect Passive.

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

**Exercise 9.** Make the sentences interrogative and negative.

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

**Exercise 10.** Open the brackets using Present Continuous or Past Continuous Passive and Present Perfect or Past Perfect Passive.

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

**Exercise 11.** Supplementary text. Read and discuss the following text.

**Reading Detective Stories in Bed** (after J. Priestley)

I find it delightful (чудовий) at home, and even more delightful when I am away from home. But why detective stories? Why not some good literature?

Because, with a few happy exceptions (винятки), good literature, which excites the mind, will not do (не підійде). In my view we should read it away from the bedroom. But why not some dull stuff – memoirs, works about travel? Here I can speak only for myself. If my bedtime book is too dull, I begin to think about my own work and then sleep does not come for hours. No, the detective story is the thing (саме те, що треба). Because what we want or, at least, (принаймні) what I want late at night – is a tale that is in its own way a picture of life, but yet has an entertaining puzzle (цікавий загадковий) element in it. And the detective story offers me just this.

- Do you enjoy reading detective stories?
- When do you read them – on holiday, on your way to and from the University or in bed?
- Can you often guess “who has done it?”, as they say?
- Why do you read them? Do you read them to kill time?
- Give your arguments for and against reading detective stories.
- Is the bedroom not the place for good literature?
- Can detective stories be good literature?
- Do you know any books of this kind?

**Exercise 12.** English for enjoyment. Read the text, finish the sentences after it and retell the text.

### **About Conan Doyle**

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

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

“I have never seen you before,” the man answered, “so I can’t pretend that I have recognized you. But I have always been proud of my memory. Besides, I have always been able to notice small things. I read in the newspapers that you were expected in Paris after your vacation in the south of France. The train you arrived on

came from the south of France. I could tell from your clothes, especially your hat, and also from the strange way you pronounce French words, that you were English. These facts helped me to guess that you were probably Sir Arthur Conan Doyle.”

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

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

1. You were expected in Paris after
  - a) your visit to India; b) your rest in Berlin; c) your vacation in the south of France.
2. The train you arrived on came from
  - a) the north of France; b) Monaco; c) the south of France.
3. I could tell from your clothes and from the way you pronounce French words that
  - a) you were German; b) you were English; c) you were from India.
4. These facts helped me to guess that
  - a) you were a tourist; b) you were a detective; c) you were sir Conan Doyle.
5. It’s a pity you
  - a) aren’t a detective; b) aren’t a reporter; c) aren’t a writer.
6. Your name is
  - a) in your passport; b) on your book; c) on both your travelling bags.

# ГРАМАТИЧНИЙ ДОВІДНИК

## §1. Однина і множина іменників

Обчислювальні іменники можуть мати форму однини і множини.

1. Як правило, множина іменників в англійській мові утворюється за допомогою додавання закінчення **-s**:

a book – some books	книга – декілька книг
photo – photos	фотографія – фотографії
ball – balls	м'яч – м'ячі
one kilo – ten kilos	один кілограм – десять кілограм
shop – shops	магазин – магазини

2. Після **-s, -ss, -sh, -ch, -x** – додається **-es**:

bus – buses	автобус – автобуси
glass – glasses	стакан – стакани
dish – dishes	страва – страви
watch – watches	годинник – годинники
dress – dresses	сукня – сукні
bench – benches	лавка – лавки
box – boxes	коробка – коробки

3. Якщо іменник закінчується на приголосну + **y**, тоді **y** змінюється на **i + es**:

faculty – faculties	факультет – факультети
city – cities	місто – міста
lorry – lorries	вантажівка - вантажівки
family – families	сім'я – сім'ї

Після голосної – **y** не змінюється:

day – days	день – дні
boy – boys	хлопець - хлопці
journey – journeys	подорож – подорожі

4. Якщо іменник закінчується на **-f** та **-fe**, в множині маємо **-ves**:

leaf – leaves	листок - листки
shelf – shelves	поличка - полички
thief – thieves	зłodій – зłodії

1. До декількох іменників, які закінчуються на **-o** у множині додається **-es**:

potato – potatoes	картоплина – картоплини
tomato – tomatoes	помідор – помідори
hero – heroes	герой – герої

До більшості іменників, які закінчуються на **-o**, у множині додається **-s**:

photo – photos	фотографія – фотографії
zoo – zoos	зоопарк – зоопарки

2. Деякі іменники утворюють форму множини не за правилами:

man – men	чоловік – чоловіки
woman – women	жінка – жінки
child – children	дитина – діти
foot – feet	нога – ноги (стопа – стопи)
tooth – teeth	зуб – зуби
mouse – mice	миша – миші
sheep – sheep	вівця – вівці

fish – fish    риба – риби  
person – people                                    людина – люди

e.g. I have three **days** to prepare for the competitions.

He has some **information** for the **coaches** of the **teams**.

**Money** is always useful.

Can you buy two bottles of **milk**?

Track-and-field athletics includes many different **events**.

## §2. Ступені порівняння прикметників

1. В англійській мові *односкладові* прикметники утворюють вищий та найвищий ступінь порівняння за допомогою суфіксів **-er, -est**:

cheap – **cheaper** – the **cheapest** дешевий – дешевший - найдешевший

small – **smaller** – the **smallest** (малий)

big – **bigger** – the **biggest** (великий)

nice – **nicer** – the **nicest** (гарний)

2. *Двоскладові* прикметники, які закінчуються на приголосну + у, теж утворюють ступені порівняння за допомогою цих суфіксів:

happy – **happier** – the **happiest** (щасливий)

lucky – **luckier** – the **luckiest** (удачливий)

lovely – **lovelier** – the **loveliest** (приємний)

pretty – **prettier** – the **prettiest** (симпатичний)

heavy (важкий), dirty (брудний), tidy (охайний), easy (легкий), silly (нерозумний), funny (смішний).

3. Деякі двоскладові прикметники можуть утворювати ступені порівняння і за допомогою суфіксів, і за допомогою слів **more, the most**:

Narrow – **narrower** / **more narrow** – the **narrowest** / **the most narrow** (вузький)

Common (загальний), pleasant (приємний), quiet (тихий), polite (ввічливий), clever (розумний), simple (простий), gentle (лагідний), cruel (жорстокий), tired (втомлений), stupid (нерозумний).

4. Деякі *двоскладові* прикметники утворюють ступені порівняння за допомогою слів **more, the most**:

Useful – **more useful** – the **most useful** (корисний)

Helpful (корисний), careful (обережний), hopeless (безнадійний), boring (нудний), willing (готовий), annoyed (надоїдливий), surprised (здивований), correct (правильний), exact (точний), certain (певний), normal (звичайний), frequent (частий), recent (недавній), famous (відомий), modern (сучасний), afraid (зляканий), eager (нетерплячий), foolish (глупий).

5. *Трискладові та багатоскладові* прикметники утворюють ступені порівняння за допомогою слів **more, the most**:

exciting – **more exciting** – the **most exciting** (захоплюючий)

interesting – **more interesting** – the **most interesting** (цікавий)

elegant – **more elegant** – the **most elegant** (елегантний)

reliable – **more reliable** – the **most reliable** (надійний)

6. Деякі прикметники утворюють ступені порівняння не за правилами:

Good – better – the best (хороший)

Bad – worse – the worst (поганий)

Far – farther / further – the farthest / furthest (далекий)

7. Ми використовуємо **more, the most** та їх антоніми **less, the least**, щоб порівняти кількості:

Many / much – more – the most

Little – less - the least

e.g. The room is **the warmest**.

This dress is **more elegant**.

These results of the experiment are **the most reliable**.

It is his **best** record in jumping.

I am very busy these days, I have **less** free time than I used to.

### §3. The Present Indefinite (Present Simple) Tense

*Часи групи Indefinite вживаються для вираження дії як факт, регулярної повторюваної дії стосовно теперішнього, минулого чи майбутнього часу.*

1. Дієслова у формі Present Indefinite показують дію як факт, регулярну повторювану дію в теперішньому часі. Ця форма утворюється від форми інфінітиву без частки *to*:

e.g.: I **read** every day. – Я читаю щодня.

They **play** football every evening. – Вони грають у футбол щовечора.

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *do*:

e.g.: **Do I read** every day? – Yes, I do.

No, I do not (don't).

I **don't read** every day.

**Do they play** football every evening? – Yes, they do.

No, they don't.

They **don't play** football every evening.

3. Якщо підмет виражений 3 особою однини, до дієслова додається закінчення *-s*. Це ж закінчення переходить до допоміжного дієслова в питальній та заперечній формах:

e.g.: He runs in the park every morning.

**Does he run** in the park every morning? – Yes, he does.

No, he does not (doesn't).

He **doesn't run** in the park every morning.

4. Дієслово *to be* – *бути* має такі форми в Present Indefinite:

(I) **am**

(you, we, they) **are**

(he, she, it) **is**

e.g.: He **is** a good student. – Він хороший студент.

They **are** students of the Ukrainian Philology Faculty. – Вони – студенти

факультету української філології.

I **am** a student of group № 2.

Питальна та заперечна форма утворюються без допоміжного дієслова:

**Is** he a good student? – Yes, he is.

No, he isn't. He **is not** a good student.

**Are** they students of the Ukrainian Philology Faculty? – Yes, they are.

No, they are not.

They **are not** students of the Ukrainian Philology Faculty.

#### §4. The Past Indefinite (Past Simple) Tense

1. Дієслова у формі Past Indefinite показують дію як факт, повторювану дію в минулому часі. Ця форма утворюється шляхом додавання закінчення *-ed* до форми інфінітиву без частки *to* для правильних дієслів; для неправильних дієслів – друга форма (таблиці неправильних дієслів):

e.g.: to train – **trained**

to play – **played**

to write – **wrote**

to swim – **swam**

I **wrote** a letter yesterday. – *Я писав листа вчора.*

They **played** football last week. – *Вони грали у футбол минулого тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *did*:

e.g.: **Did** I write a letter yesterday? – Yes, I did.

No, I did not (didn't).

I **didn't** write a letter yesterday.

**Did** they **play** football last week? – Yes, they did.

No, they didn't.

They **didn't** **play** football last week.

3. Дієслово *to be* – *бути* має такі форми в Past Indefinite:

to be – **was, were** – been

e.g.: He **was** a good student two years ago. – *Він був гарним студентом два роки тому.*

They **were** students of the Ukrainian Philology Faculty last year. – *Вони були студентами факультету української філології минулого року.*

Питальна та заперечна форма утворюються без допоміжного дієслова:

**Was** he a good student two years ago? – Yes, he was.

No, he wasn't.

He **was** not a good student two years ago.

#### §5. The Future Indefinite (Future Simple) Tense

1. Дієслова у формі Future Indefinite показують дію, яка відбудеться в майбутньому. Ця форма утворюється за допомогою допоміжних дієслів *shall* (для першої особи однини та множини) та *will* (для інших осіб) та форми

інфінітиву змістового дієслова без частки *to*:e.g.: I **shall meet** my friend tomorrow. – *Я зустріню свого друга завтра.*

They **will play** football next week. – *Вони гратимуть у футбол наступного тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжних дієслів:

e.g.: **Shall I meet** my friend tomorrow? – Yes, I shall.

No, I shall not (shan't).

I **shan't meet** my friend tomorrow.

**Will they play** football next week? – Yes, they will.

No, they will not (won't).

They **won't play** football next week.

3. **Заміна майбутнього часу на теперішній в підрядних реченнях часу і умови:**

В англійській мові існує правило стосовно складнопідрядних речень з підрядними часу і умови – в таких підрядних майбутній час замінюється на теперішній.

e.g.: 1. They **will go** to London, if they **pass** their exams. – *Вони поїдуть до Лондону, якщо здадуть екзамені..*

2. They **will discuss** the film, when they **see** it. – *Вони обговорять фільм коли побачать його..*

## §6. The Present Continuous Tense

*Часи групи Continuous виражають дію, як процес; дію, яка відбувається в момент мовлення, підкреслюючи її тривалість. Часи групи Continuous утворюються за допомогою допоміжного дієслова **to be** та Participle I (-ing) основного дієслова.*

1. Дієслова у формі *Present Continuous* показують дію, яка відбувається (триває) в даний момент. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Present Indefinite* та форми *Participle I* змістового дієслова:

e.g.: is (are, am) + V (ing).

I **am reading** a grammar rule now. – *Я читаю граматичне правило зараз.*

He **is doing** his homework now. – *Він робить домашнє завдання зараз.*

They **are training** now. – *Вони тренуються зараз.*

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Am I reading** a grammar rule now? – Yes, I am.

No, I am not.

Is he doing his home task now? – Yes, he is.

No, he is not (isn't).



Are they training now? – Yes, they are.

No, they are not (aren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **am not reading** a grammar rule now.

He **is not (isn't) doing** his hometask now.

They **are not (aren't) training** now.

4. Present Continuous вживається також для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух:

e.g.: We **are starting** tomorrow morning. – Ми вирушаємо завтра вранці.

## §7. The Past Continuous Tense

1. Дієслова у формі *Past Continuous* показують дію, яка відбувалася (тривала) в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Past Indefinite* та форми *Participle I* змістового дієслова:

e.g.: was (were) + V (ing).

I **was reading** a grammar rule from 9 till 10 yesterday. – Я читав граматичне правило з 9 до 10 години вчора.

He **was doing** his hometask when you came. – Він робив домашнє завдання, коли ви прийшли.

They **were training** the whole morning yesterday. – Вони тренувалися весь ранок вчора.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was I reading** a grammar rule from 9 till 10 yesterday? – Yes, I was.

No, I was not.

Was he doing his hometask when you came? – Yes, he was.

No, he was not (wasn't).

Were they training the whole morning yesterday? – Yes, they were.

No, they were not (weren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **was not reading** a grammar rule from 9 till 10 yesterday.

He **was not (wasn't) doing** his hometask when you came.

They **were not (weren't) training** the whole morning yesterday.

## §8. The Future Continuous Tense

1. Дієслова у формі *Future Continuous* показують тривалу дію, яка відбуватиметься (триватиме) у певний момент у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Future Indefinite* та форми *Participle I* змістового дієслова:

e.g.: shall (will) be + V (ing).

I **shall be reading** this article from 5 till 6 tomorrow. – *Я читатиму цю статтю з 5 до 6 години завтра.*

He **will be doing** his homework when you come. (Правило заміни майбутнього часу на теперішній у підрядних часу і умови). – *Він робитиме домашнє завдання, коли ти прийдеш.*

They **will be training** the whole evening tomorrow. – *Вони тренуватимуться весь вечір завтра.*

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall I be reading** this article from 5 till 6 tomorrow? – Yes, I shall.

No, I shan't.

Will he be doing his homework when you come? – Yes, he will.

No, he won't.

Will they be training the whole evening tomorrow? – Yes, they will.

No, they won't.

3. У заперечній формі частка **not** додається до першого допоміжного дієслова:

e.g.: I **shall not (shan't) be reading** this article from 5 till 6 tomorrow.

He **will not (won't) be doing** his homework when you come.

They **will not (won't) be training** the whole evening tomorrow.

## §9. The Present Perfect Tense

*Часи групи Perfect виражають дію, як результат; дію, яка закінчилася до певного моменту у минулому, теперішньому чи майбутньому часі, але пов'язана з ним у вигляді якогось результату. Часи групи Perfect утворюються за допомогою допоміжного дієслова **to have** та Participle II (-ed; III f.) основного дієслова.*

1. Дієслова у формі *Present Perfect* показують дію, яка відбулася до моменту мовлення, але пов'язана з ним у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Present Indefinite* та форми *Participle II* змістового дієслова:

e.g.: have (has) + Participle II

I **have** already **read** this news. – Я вже прочитав ці новини.

She **has** just **cooked** dinner. – Вона щойно приготувала обід.

They **have** already **passed their exams**. – Вони вже здали іспити.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Have** I already **read** this news? – Yes, I have.

No, I have not.

Has she **cooked** dinner? – Yes, she has.

No, she has not (hasn't).

Have they passed their exams? – Yes, they have.  
No, they have not (haven't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:  
e.g.: I **have not read** this news.  
She **has not cooked** dinner.  
They **haven't passed** their exams yet. – Вони ще не здали іспити.

## §10. The Past Perfect Tense

1. Дієслова у формі *Past Perfect* показують дію, яка відбулася до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Past Indefinite* та форми *Participle II* змістового дієслова:

e.g.: had + Participle II

I **had read** this news before my friend told me about it. – Я прочитав ці новини до того, як мій друг розповів мені про них.

He **had done** his morning exercises by 7 o'clock. – Він зробив зарядку до 7 години.

They **had cooked** dinner before mother came. – Вони приготували обід до того, як прийшла мама.

2. У питальній формі допоміжне дієслово ставиться перед підметом:  
e.g.: **Had** I **read** this news before my friend told me about it? – Yes, I had.  
No, I had not.

**Had** he **done** his morning exercises by 7 o'clock? – Yes, he had.  
No, he had not (hadn't).

**Had** they **cooked** dinner before mother came? – Yes, they had.  
No, they had not (hadn't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:  
e.g.: I **had not read** this news before my friend told me about it.  
He **had not done** his morning exercises by 7 o'clock.  
They **had not cooked** dinner before mother came.

## §11. The Future Perfect Tense

1. Дієслова у формі *Future Perfect* показують дію, яка відбудеться до певного моменту у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Future Indefinite* та форми *Participle II* змістового дієслова:

e.g.: shall (will) have + Participle II

I **shall have read** this news before my friend tells me about it. – Я прочитаю ці новини до того, як мій друг розповість мені про них.

He **will have done** his morning exercises by 7 o'clock. – Він зробить зарядку до 7 години.

They **will have cooked** dinner before mother comes. – Вони приготують обід до того, як прийде мама.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:  
e.g.: **Shall** I **have read** this news before my friend tells me about it? – Yes, I shall.

No, I shall not.

**Will** he **have done** his morning exercises by 7 o'clock? – Yes, he will.

No, he will not (won't).

**Will** they **have cooked dinner** before their mother comes? – Yes, they will.

No, they will not (won't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **shall not have read** this news before my friend tells me about it.

He **will not have done** his morning exercises by 7 o'clock.

They **will not have cooked** dinner before their mother comes.

## §12. Passive Voice. Present Indefinite Passive

*Якщо у реченні підмет не є суб'єктом дії (не виконує дію), а є об'єктом дії (дія спрямована на нього), то дієслово-присудок вживається у пасивному стані. Усі часові форми пасивного стану утворюються за допомогою допоміжного дієслова to be та дієприкметника минулого часу основного дієслова:*

*To be + Participle II (-ed; III f.)*

1. Дієслово у Present Indefinite Passive показує дію як факт або регулярну повторювану дію у теперішньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова to be у Present Indefinite та дієприкметника минулого часу основного дієслова:

am (is, are) + Participle II

e.g.: The flowers **are watered** every day. – Квіти поливають кожного дня.

Wheat **is grown** here. – Пшеницю вирощують тут.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Are** the flowers **watered** every day?

**Is** wheat **grown** here?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: The flowers **are not watered** every day.

Wheat **is not grown** here.

## §13. Past Indefinite Passive

1. Дієслово у Past Indefinite Passive показує дію як факт у минулому часі,

спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Indefinite та дієприкметника минулого часу основного дієслова:

was (were) + Participle II

e.g.: The flowers **were watered** yesterday. – Квіти полили вчора.

Wheat **was grown** here five years ago. – Пшеницю вирощували тут 5 років тому.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Were** the flowers **watered** yesterday?

**Was** wheat **grown** here 5 years ago?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: The flowers **were not watered** yesterday.

Wheat **was not grown** here 5 years ago.

## §14. Future Indefinite Passive

1. Дієслово у Future Indefinite Passive показує дію як факт у майбутньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Future Indefinite та дієприкметника минулого часу основного дієслова:

Shall be (will be) + Participle II

e.g.: The flowers **will be watered** tomorrow. – Квіти поллють завтра.

Wheat **will be grown** here next year. – Пшеницю вирощуватимуть тут наступного року.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Will** the flowers **be watered** tomorrow?

**Will** wheat **be grown** here next year?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: The flowers **will not be watered** tomorrow.

Wheat **will not be grown** here next year.

## §15. Present Continuous Passive

1. Дієслово у Present Continuous Passive показує дію, спрямовану на підмет, яка проходить у даний момент. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Continuous та дієприкметника минулого часу основного дієслова:

am (is, are) being + Participle II

e.g.: Nick **is being examined** now. – Зараз Миколу питають.

The flowers **are being watered** now. – Квіти зараз поливають.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Is** Nick **being examined** now?

**Are** the flowers **being performed** now?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: Nick **is not being examined** now.

The flowers **are not being watered** now.

## §16. Past Continuous Passive

1. Дієслово у Past Continuous Passive показує дію, спрямовану на підмет, яка проходила в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Continuous та дієприкметника минулого часу основного дієслова:

was (were) being + Participle II

e.g.: Nick was **being examined** by our teacher from 10 till half past 10. — Миколу питали з 10 годин до пів на одинадцять.

The flowers **were being watered** when I came in. — Квіти поливали коли я увійшов.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Was** Nick **being examined** from 10 till half past 10.

**Were** the flowers **being watered** when I came in?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: Nick **was not being examined** from 10 till half past 10.

The flowers **were not being watered** when I came in.

## §17. Present Perfect Passive

1. Дієслово у Present Perfect Passive показує дію, спрямовану на підмет, яка закінчилася до моменту мовлення, але пов'язана з цим моментом у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Perfect та дієприкметника минулого часу основного дієслова:

have (has) been + Participle II

e.g.: This exam **has been passed** by Nick already. — Цей іспит вже складений Миколою.

The flowers **have just been watered**. — Квіти щойно полили.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Has** this exam **been passed** by Nick?

**Have** the flowers **been watered**?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This exam **has not been passed** by Nick yet.  
The flowers **have not been watered** yet.

### §18. Past Perfect Passive

1. Дієслово у Past Perfect Passive показує дію, спрямовану на підмет, яка завершилась до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Perfect та дієприкметника минулого часу основного дієслова:

had (were) been + Participle II

e.g.: This exam **had been passed** by Nick before the bell rang. – Цей іспит був складений Миколою до того, як пролунав дзвоник.

The flowers **had been watered** by the time we came. – Квіти полили до того часу, коли ми прийшли.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Had** this exam **been passed** by Nick before the bell rang?  
**Had** the flowers **been watered by the time we came**?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This exam **had not been passed** by Nick before the bell rang.  
The flowers **had not been watered** by the time we came.

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# CONTENTS

Types of Syllables and Reading Rules of Vowels .....	4
Proverbs and Sayings.....	5
UNIT 1 .....	7
Text1. <b>Studying a Foreign Language</b> Grammar: The Noun. The Pronoun. The Verb <i>to be</i> . Text 2. Supplementary Reading: Speak English to Learn It. Text 3. English for Enjoyment: Two Americans in Spain.	
UNIT 2 .....	14
Text 1. <b>The Importance of Studying Foreign Languages (Common Man's Opinion).</b> Grammar: The Adjective. The Numeral. The Present Indefinite Tense. Text 2. Supplementary Reading: Make and Do. Text 3. English for Enjoyment: A Millionaire.	
UNIT 3 .....	22
Text 1. <b>The English Language.</b> Grammar: The Past Indefinite Tense. Text 2. Supplementary Reading: English Spelling. Text 3. English for Enjoyment: A Conceited Boy.	
UNIT 4 .....	28
Text 1. <b>The Purpose of School.</b> Grammar: The Future Indefinite Tense. Text 2. Supplementary Reading: School of the Future – General or Specialized? Text 3. English for Enjoyment: A Laconic Answer.	
UNIT 5 .....	34
Text 1. <b>The Value of Education.</b> Grammar: Continuous Tenses. Text 2. Supplementary Reading: Why Read? Text 3. English for Enjoyment: A Foreign Tourist.	
UNIT 6 .....	42
Text 1. <b>US English.</b> Grammar: The Present Perfect Tense. Text 2. Supplementary Reading: Germanic Languages. Text 3. English for Enjoyment: The Blind Man and the Great Artist.	
UNIT 7 .....	49
Text 1. <b>Teachers and Actors.</b> Grammar: The Past Perfect and Future Perfect Tenses. Text 2. Supplementary Reading: My Future Profession. Text 3. English for Enjoyment: A Broken Vase.	
UNIT 8 .....	56
Text 1. <b>Reading.</b> Grammar: Sequence of Tense. Indirect Speech. Text 2. Supplementary Reading: Mother Goose Rhymes. Text 3. English for Enjoyment: Why Was She Angry?	
UNIT 9 .....	63
Text 1. <b>Books and Readers.</b> Grammar: Active Voice, Passive Voice. The Indefinite Passive. Text 2. Supplementary Reading: About Books. (After O. Wild). Text 3. English for Enjoyment: Economy Wasted Trip.	
UNIT 10 .....	70
Text 1. Libraries. Grammar: Continuous Passive, Perfect Passive. Text 2. Supplementary Reading: Reading Detective Stories in Bed. (After J. Priestley). Text 3. English for Enjoyment: About Conan Doyle.	
ГРАМАТИЧНИЙ ДОВІДНИК .....	76