

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ

**ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО
Кафедра іноземних мов**

**Англійська мова за професійним спрямуванням для студентів
заочного відділення української філології. – Навчальний посібник.**

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Англійська мова за професійним спрямуванням для студентів заочного відділення української філології. – Навчальний посібник.

Посібник призначається для самостійного вивчення дисципліни «Іноземна мова за професійним спрямуванням» студентами заочного відділення ННІ філології та соціальних комунікацій. Посібник включає методичні рекомендації до самостійного вивчення дисципліни, теми самостійної роботи, рекомендації щодо виконання певних завдань, семестрові завдання, тексти для домашнього читання, граматичний довідник.

Тематика самостійної роботи відповідає програмі з іноземної мови за професійним спрямуванням для студентів факультетів та інститутів філології та соціальних комунікацій.

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I. ВСТУП.

Проблема підготовки фахівців, які б володіли іноземною мовою професійно, є однією з важливіших завдань професійної педагогіки вищої школи. Професійна самореалізація та відповідне життя індивіду здебільш залежить від його професійної компетенції, вміння адаптуватися, реалізовувати свої професійні здібності, нахили, інтереси, бути мобільним в професійному самовизначенні та кар'єрі. Іноземна мова наближує ситуацію навчального процесу до реальних умов, що породжує потребу в знаннях, їх практичному застосуванні й забезпечує персональну зацікавленість студентів, перехід від пізнавальної мотивації до професійної.

Навчальна дисципліна „Іноземна мова за професійним спрямуванням” є необхідною складовою частиною підготовки майбутніх спеціалістів. Дисципліна розрахована на студентів 1 та 2 курсів. Основна мета курсу – сформуванню комунікативну спроможність в сфері професійного спілкування в усній і письмовій формах, вдосконалювати вміння користуватися широким тематичним словником засвоєної функціональної лексики за фахом, розширювати та збагачувати його. Активне використання навичок двостороннього перекладу, вміння використовувати різноманітні засоби читання для подальшої роботи з інформацією, навички аудіювання, реферування і анотування тексту, оволодіння новітньою фаховою інформацією через іноземні джерела також вдосконалюються у рамках курсу іноземної мови за професійним спрямуванням.

Основні завдання курсу:

1. Розвиток монологічного мовлення з використанням функціональної лексики професійного спілкування.
2. Розвиток непідготовленого діалогічного мовлення з використанням функціональної лексики та засвоєних граматичних конструкцій.
3. Вдосконалення навичок двостороннього усного перекладу в процесі ділових контактів та ділових зустрічей.
4. Вдосконалення навичок письмового перекладу та закріплення навичок аналізу граматичних і лексичних трансформацій при перекладі текстів за фахом.
5. Вдосконалення навичок ознайомчого та пошукового читання для подальшого використання отриманої інформації.
6. Вдосконалення навичок вивчаючого читання із використанням словника для подальшого розширення лексичного запасу за фахом.
7. Формування та розвиток вмінь реферування, анотування, складання резюме та аналізу текстів за фахом..
8. Розвиток навичок аудіювання англійського тексту.
9. Закріплення навичок ділового листування.

За підсумками вивчення курсу студент повинен знати функціональну лексику іноземної мови професійної тематики, що вивчається протягом року; граматичний матеріал в обсязі, передбаченому програмою курсу; основні

принципи, методи та лінгвістичні особливості анотування та реферування текстів; принципи та план аналізу граматичних та лексичних трансформацій при перекладі текстів за фахом.

Студент повинен вміти аналізувати робочі ситуації та обмінюватися досвідом з основних аспектів спеціальності іноземною мовою, проводити обговорення проблем загальнонаукового та професійно-орієнтованого характеру, що має на меті досягнення порозуміння; перекладати з іноземної та на іноземну мову інформацію з використанням функціональної лексики за фахом; перекладати тексти у письмовій формі, використовуючи термінологічні двомовні словники, електронні словники; аналізувати граматичні та лексичні трансформації, що виникають при перекладі з іноземної мови та на іноземну мову, в залежності від цього правильно вибирати перекладацьку стратегію; робити аналітичне опрацювання іншомовних джерел з метою отримання інформації, що необхідна для вирішення певних завдань професійно-виробничої діяльності, реферувати та анотувати англійськомовні джерела за фахом, працювати з інформацією та обробляти інформацію; здійснювати ефективне слухання повідомлень на іноземній мові.

II. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО САМОСТІЙНОГО ВИВЧЕННЯ ДИСЦИПЛІНИ

Самостійна робота студентів є формою організації навчання, яка зв'язує усі блоки навчання та одночасно існує паралельно кожному з них. Самостійна робота – це процес відображення та перевтілення в свідомості студентів явищ об'єктивної дійсності. В цьому процесі самостійна робота студентів виступає як об'єкт діяльності (тобто навчальні завдання, які він мусить виконати) і як форма прояву певних дій в навчанні по виконанню цих завдань. Виходячи з цього, ми дотримуємося такого визначення самостійної роботи студентів – це запланована пізнавальна діяльність виконання творчих навчальних завдань різних видів, яка виконується самостійно з метою надбання знань, накопичення вмінь та навичок, досвіду творчої викладацької діяльності й вироблення професійно важливих якостей. Реалізація такої мети на практиці сприяє розв'язанню завдань інтеграції – повному злиттю навчання і виховання, здійсненню принципу розвиваючого навчання, формуванню особистості майбутнього фахівця.

Самостійна робота з іноземної мови вирішує такі завдання:

- удосконалення знань, навичок і вмінь набутих на практичних заняттях;
- розширення світогляду студентів;
- розвиток творчих здібностей, самостійності, естетичних смаків.

Ефективність навчальної діяльності залежить від готовності студента до самонавчання та його індивідуальних якостей. Здатність до самонавчання є однією з найважливіших передумов не тільки успішного оволодіння іноземною мовою, але й формування навичок самостійної діяльності взагалі. Лише готуючи здатну до самонавчання особистість можна реалізувати модель фахівця нового типу, орієнтованого до умов інформаційного суспільства та широких міжнародних контактів.

У процесі організації самостійної роботи з іноземної мови необхідно враховувати як психологічні особливості особистості, так і психологічні особливості колективу: рівень його розвитку, ступень організації, психологічної, інтелектуальної та емоційної єдності. Знання психологічних особливостей студентів – необхідна передумова успішного виконання вибору відповідних форм самостійної роботи, визначення змісту цих форм організації самостійної роботи. Результативність самостійної роботи з іноземної мови передбачає врахування таких аспектів в його організації, які забезпечують взаємодію взаємозумовлених факторів впливу на особистісний розвиток фахівця та формування його комунікативної компетенції, а саме: мотиваційного, ситуативного, комунікативного, особистого і діяльнісного.

Необхідною умовою організації самостійної роботи є формування особистісної значущості навчання, яка виникає у студента внаслідок його інтересу не тільки до змісту навчального матеріалу, а й самого процесу набуття знань. Для розвитку продуктивної самостійної роботи доцільно використовувати таку її організацію, яка поступово орієнтує студентів на підвищення автономії їхнього навчання.

Основними організаційними принципами самостійної роботи з іноземної мови є принципи урахування і розвитку індивідуальних особливостей та інтересів студентів, принципи комплексності, захопленості та розвитку ініціативи і самодіяльності.

Вимоги щодо організації самостійної роботи:

- інформативність і змістовність, які сприяють реалізації практичних та загальноосвітніх цілей;
- комунікативна спрямованість: усі види самостійної роботи повинні забезпечувати користування іноземною мовою як засобом одержання і передачі інформації в типових природних ситуаціях спілкування;
- ситуативність;
- орієнтація завдань на підвищення мовленнєвої активності студентів;
- емоційність форм і способів реалізації, що сприяє підвищенню інтересу студентів до іншомовної діяльності.

Центральною проблемою щодо організації самостійної роботи є проблема забезпечення високої внутрішньої мотивації до самостійного її опанування. Продуктивність самостійної роботи з іноземної мови залежить від психолого-педагогічних умов його організації: як мотивується навчально-пізнавальна діяльність студентів; як реалізується професійно-комунікативна компетенція студента; як здійснюється контроль його навчальних досягнень.

Самостійна робота – це самостійна навчально-пізнавальна діяльність проблемного, творчого та практичного характеру. Самостійна робота базується на володінні студентами навичками та вміннями, набутими на практичних заняттях з іноземної мови, тому важливим є те, щоб студенти якнайповніше використовували ці навички та вміння під час самостійної роботи. Самостійна робота має позитивно впливати на навчальну діяльність студентів з іноземної мови.

Мета навчання іноземної мови за професійним спрямуванням полягає в формуванні необхідної комунікативної спроможності в своїй галузі. Студентам пропонуються різноманітні продуктивні вправи:

- підбір та накопичення мовних засобів для вираження певних комунікативних намірів;
- тлумачення мовних засобів;
- складання глосаріїв;
- творчі завдання, які пов'язані з текстом,
- коментування подій та фактів;
- формування ідей, які виражено у тексті неявно;
- висловлювання свого ставлення до фактів і подій;
- аргументація свого погляду щодо наведених у тексті тверджень;
- обґрунтування висновків;
- використання фактів з тексту для описуваного повідомлення.

III. ЗМІСТ КУРСУ ТА ТЕМИ ДО САМОСТІЙНОЇ РОБОТИ

Згідно з робочою програмою з дисципліни на самостійну роботу студентів виносяться усні та письмові завдання для закріплення тем, опрацьованих на практичних заняттях.

На самостійну роботу студентів відводиться 25 годин на семестр, 100 годин за весь курс навчання (4 семестри).

Форми контролю:

- усна (читання та переклад текстів, анотації, завдання з діалогічного та монологічного мовлення)
- письмова (лексичні та граматичні вправи, складання термінологічних словників).

Теми практичних занять:

I семестр

1.1. Our University

1.2. My Future Profession

1.3 Studying a Foreign Language

Grammar: The Noun. The Adjective. The Verb. Simple Tenses.

II семестр

2.1. The English Language

2.2. US English

2.3. English Spelling

Grammar: The Verb. Continuous Tenses.

III семестр

3.1. Books and Reading

3.2. William Shakespeare

3.3. Lesia Ukrainka

Grammar: The Verb. Perfect Tenses.

IV семестр

4.1. General Linguistics and the Study of Language

4.2. The British Press

4.3. The Internet

Grammar: The Verb. Passive Voice.

IV. ЯК САМОСТІЙНО ПРАЦЮВАТИ НАД ТЕМОЮ

Якщо вам необхідно самостійно опрацювати тему, ми рекомендуємо вам працювати за такою схемою:

- Прочитайте і перекладіть основний текст теми.
- Випишіть незнайомі слова та словосполучення (попрацюйте зі словником).
- Виконайте лексичні вправи на ознайомлення та закріплення з новими термінами та термінологічними словосполученнями.
- Дайте відповіді на запитання до тексту.
- Прочитайте граматичний матеріал до теми заняття.
- Виконайте граматичні вправи на автоматизацію дій з новими граматичними структурами.
- Запишіть свої запитання до викладача, якщо щось залишилося для вас нез'ясованим.

V. ЯК ПРАЦЮВАТИ НАД ЗАВДАННЯМ З ДОМАШНЬОГО ЧИТАННЯ

Якщо ви отримали завдання „домашнє читання”, це означає, що вам потрібно самостійно опрацювати текст за спеціальністю. Ми рекомендуємо вам працювати за такою схемою:

- Прочитайте перший абзац, значення невідомих термінів спробуйте зрозуміти за контекстом. Якщо потрібно, знайдіть переклад у словнику та запишіть це слово чи словосполучення.
- Опрацюйте таким чином кожний абзац тексту.
- Перечитайте ще раз виписані слова.
- Складіть по одному запитанню до кожного абзацу та дайте відповіді на них.
- Запишіть свої запитання до викладача, якщо щось залишилося для вас нез'ясованим.

VI. ЯК ПІДГОТУВАТИСЯ ДО АНОТАЦІЇ СТАТТІ

Якщо ви отримали завдання підготувати анотацію статті, ми рекомендуємо вам працювати за такою схемою:

- Зверніться до лаборанта кафедри іноземних мов з проханням переглянути газети.
- Виберіть статтю, заголовок якої здається вам цікавим.
- Прочитайте статтю, користуючись словником та випишуючи невідомі слова та словосполучення.
- Повторіть зразок для анотації статті.
- Виберіть цитати з основною інформацією статті.
- Проанотуйте статтю за зразком, використовуючи вибрані цитати в письмовій формі.
- На подальших етапах, після ряду письмових анотацій, ви зможете анотувати статті і в усній формі.

VII. ЯК ПІДГОТУВАТИ РЕФЕРАТ З ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Якщо вам не вистачає балів для отримання позитивної оцінки, ви можете самостійно підготувати реферат щодо опрацюванню статей за спеціальністю. Назва „реферат” застосовується умовно. Ми рекомендуємо вам працювати за такою схемою:

- Введіть у пошукову систему Інтернету назву своєї спеціалізації або тему за спеціальністю, яка вас цікавить.
- Виберіть 5 окремих статей обсягом одна сторінка А4 або одну велику статтю обсягом 5 сторінок А4 мовою, яку ви вивчаєте.
- Роздрукуйте вибраний матеріал.
- Прочитайте та перекладіть кожну сторінку, випишуючи незнайомі слова та словосполучення, терміни та термінологічні висловлювання.
- Складіть по 5 запитань до кожної сторінки.
- Підготуйтеся відповідати на запитання, щоб показати, що ви зрозуміли основний зміст обраної вами інформації за спеціальністю.
- Оформіть реферат таким чином: титульний лист (з інформацією, за якою темою реферат та хто його виконував), 1 сторінка тексту, мінімум 10 виписаних слів до неї та 5 запитань, 2 сторінка тексту зі словами і запитаннями і т.д.

VIII. СЕМЕСТРОВІ ЗАВДАННЯ

I семестр

1. Прочитайте та перекладіть текст.

TEXT 1

OUR UNIVERSITY

Universities are sources of scientific knowledge and culture. There are some establishments of higher education in our city. Cherkasy National University is the oldest one.

It was founded in 1921 as a Pedagogical Institute that trained teachers of secondary schools. In 1996 the University named after B. Khmelnytsky celebrated its 75 anniversary. The University has three buildings now and possesses excellent training facilities - auditoriums and lecture-rooms fitted out with the latest equipment. Various laboratories, subject rooms and reading-rooms give students every opportunity to develop their abilities.

The University has some departments: Day-Time Department, Extra-Mural Department and Preparatory Department. The Day-Time Department includes institutes and faculties. The Preparatory Department provides possibilities for school-leavers to refresh or acquire knowledge before entering the University.

More than 300 highly-qualified tutors and lecturers work at more than 30 chairs of the University. They publish scientific papers and defend theses.

The students take part in the scientific work carried out by the University. They take part in the scientific conferences which are held at the University every year.

The University regularly organizes refresher courses for school -teachers.

The University has some hostels, dining-rooms, a botanical garden, a library, a sport camp in Sokyrno. The University library contains thousands of volumes on its shelves.

2. Запам'ятайте наступні словосполучення:

an establishment of higher education – заклад вищої освіти; Day-Time Department – денне відділення; Extra-Mural Department – заочне відділення; Preparatory Department – підготовче відділення; to refresh or acquire knowledge – поновлювати чи набувати знання; highly-qualified tutor – висококваліфікований викладач; defend theses – захищати дисертації.

3. Перекладіть наступні слова та словосполучення:

sources of scientific knowledge and culture; to train teachers of secondary schools; to possess excellent training facilities; to develop one's abilities; to attend Day Department;; to acquire higher education; to refresh knowledge; research work.

4. Дайте відповіді на запитання.

1. Are Universities sources of scientific knowledge?

2. When was the Cherkasy National University founded?
3. What training facilities does it possess?
4. What departments does the University include?
5. What possibilities does the Preparatory Department provide?
6. How many highly-qualified tutors work at about 30 chairs?
7. What does the University organize?

5. Уявіть, що до університету приїхав іноземний студент. Розкажіть йому про свій університет.

1. Прочитайте та перекладіть текст.

TEXT 2

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. They were my favourite subjects at school. I did well in them. 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 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, and 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. 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.

7. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

правильний вибір, цікавий та пізнавальний, напам'ять, рідна мова, походження слів, порівнювати, особливості, хоча, потребувати, ґрунтовне знання, напружене навчання, важка праця, високо освічена людина, ставлення, погляди, відповідальний, благородний, поєднати, знання, достатньо.

8. Знайдіть еквіваленти у першій та другій колонках:

вибирати	demand
вирішити	to combine
улюблений предмет	to decide

вивчати	to develop
обговорювати	to form
порівнювати	to choose
попит	favourite subject
розвивати	to study
формувати	to succeed
поєднати	to compare
мати успіх	to discuss

9. Дайте відповіді на запитання.

1. When did you decide to become a teacher?
2. Why did you choose the Ukrainian philology as your speciality?
3. Was it your favourite subject at school?
4. Did you do well in Ukrainian?
5. Were you classes in Ukrainian Literature interesting?
6. Do you consider the work of a teacher difficult?
7. Is it important for a teacher to be a well-educated person?
8. Does a teacher work only at school?
9. Is this profession noble?
10. Will you try to make your classes interesting?
11. What will you do to make the classes interesting and informative?

10. Перекажіть текст.

11. Прочитайте та перекладіть текст.

TEXT 3 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. 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.

People all over the world study foreign languages because there are many reasons for that. We live in the era when knowledge grows in an explosion-like way. 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.

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.

Another reason 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. On the other hand, learning a language is learning the life of other countries. 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.

12. Перекладіть наступні слова та словосполучення:

communication, all over the world, computer, compare, reason, highly-developed, difficult task, scientist, international organizations, international communication, your own language, on the other hand, rich, geography, history, arts, English-speaking world, everyone.

13. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

люди, народи, складний, легкий, причина, знання, не відставати від світових стандартів, вчений, стаття, вибух, високорозвинений, походження, міжнародне спілкування, порівнювати, свій власний, з іншого боку, англомовні країни.

14. Визначте які твердження є правильними, а які є помилковими.

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. Specialists study the languages of the highly-developed countries. 5. German is now the language used in computers. 6. When you learn a foreign language, you understand your language worse. 7. The culture of the English-speaking countries is rich.

15. Дайте відповіді на запитання.

1. Most peoples have their own languages, haven't they?
2. What languages are spoken by many people?
3. Why are some languages more difficult while other languages are easier?
4. Is learning a foreign language an easy or a difficult task?
5. How can a person keep up with the world standards?
6. What language is used in computers?
7. What international organizations use English as an official language?
8. Is it interesting to learn the origin of words?
9. Do you know the words which came into Ukrainian from other languages?
10. What outstanding English people do you know?

16. Розкажіть про важливість вивчення іноземної мови.

Контрольна робота 1

1. Оберіть одну чи множину іменників (Див.: Граматичний довідник. §1):

1. Two (child/children) were playing on the doorstep.
2. A (woman/women) looked round the corner of the house.
3. The (room/rooms) was large, and had faded Morris wallpaper.
4. A tall (man/men) of about fifty-seven came into sight.
5. But (people/peoples) who read my books know what he's like.

2. Утворіть вищий чи найвищий ступінь прикметників (Див.: Граматичний довідник. §2):

1. She has been to Britain, her English is (good) than mine.
2. His illness was (serious) than we thought.
3. My toothache is (painful) than it was yesterday.
4. It is the (cheap) restaurant in the town.
5. She is the (intelligent) students in the group.

3. Поставте дієслово в дужках у правильну форму the Present Indefinite Tense (Див.: Граматичний довідник. §3):

1. His wife (to be) a fine lady from London.
2. His wife (to have) a headache and has gone to lie down.
3. Her father (to work) at one of the local farms.
4. Life (to be) full of surprises.
5. Well, they (to seem) a very nice young couple.
6. She (to wait) for him to return.

4. Поставте дієслова в дужках у правильну форму the Past Indefinite Tense (Див.: Граматичний довідник. §4):

1. I (to see) my friends yesterday and (to accept) their invitation.
2. I (to write) to my cousin three weeks ago and (to get) no reply.
3. He (to meet) you both in here about two month ago.
4. I (to call) you at five, but you (to be) not in.
5. I (to teach) that girl to drive myself when she (to be) fifteen.
6. I should like to tell you what (to happen) eighteen months ago.

5. Зробіть речення негативними:

1. Usually my friend repeats these rules before the examination.
2. They know everyone in this densely populated district.
3. The teacher repeated the instructions twice.
4. Ronald took his English exam last Monday.
5. Steven broke his leg some months ago.

6. Поставте запитання до виділених слів:

1. Devonshire is a very lovely place *when it doesn't rain*.
2. I know *some exciting stories* about domestic animals.
3. Jane lost her way *because it was dark*.
4. Students usually get ready for the lessons *in the library*.
5. *Alex* took part in the concert.

7. Поставте дієслово в дужках у правильну форму (Див.: Граматичний довідник. §5):

1. I (to catch) the train if I (to take) a taxi.
1. You (to miss) the train if you (not to hurry).
2. I (to ring) him when I (to get) tickets.
3. I (to go) skating if it (not to be) very cold.
4. They (to keep) my luggage till I (to give) my new address.

8. Перекладіть речення англійською мовою:

1. Коли ви почали вивчати англійську мову? – Ми почали вивчати англійську мову шість років тому.
2. Що ви робите на уроці англійської мови? – Ми читаємо та перекладаємо тексти, виконуємо вправи та складаємо діалоги.
3. Де ви були вчора? – Ми ходили в кіно.
Вам сподобався фільм? – Так, нам дуже сподобався цей фільм.
4. Мій брат працює в лікарні. Він лікар.
5. Коли ти встав учора? – Я встав о дев'ятій учора. Я завжди встаю о дев'ятій у неділю.

II семестр

1. Прочитайте та перекладіть текст.

Text 1

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.

2. Перекладіть наступні слова та словосполучення:

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.

3. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

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.

4. Визначте які твердження є правильними, а які є помилковими .

1. English was the leading world language in the 17th century.
2. At the beginning of the 20th 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.

5. Дайте відповіді на запитання.

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?

6. Розкажіть про використання стандартної англійської як мови міжнародного спілкування.

7. Прочитайте та перекладіть текст:

TEXT 2

US ENGLISH

At the beginning of the 20th 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?”

8. Перекладіть наступні слова та словосполучення:

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.

9. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

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

10. Визначте які твердження є правильними, а які є помилковими .

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.

11. Дайте відповіді на запитання.

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?

12. Розкажіть про відмінності американського та британського варіантів англійської мови.

13. Прочитайте та перекладіть текст:

TEXT 3 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 15th 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 16th century, mainly because nobody can agree on what the best alternative may be!

14. Запам'ятайте наступні словосполучення:

unpredictable at the best of times – непередбачуваний в більшості випадків, occasionally – час від часу, totally irregular – повністю неправильний, frequently – часто, vowel – голосна, consonant – приголосна, Norman Conquest – нормандське завоювання, printing press – друкарський верстат.

15. Перекладіть наступні слова та словосполучення:

Unfortunately, alphabet, pronunciation, spelling system, catch up with the changes, alternative.

16. Дайте відповіді на запитання:

1. What do people usually say about English spelling?

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

17. Розкажіть про причини складності англійського правопису.

Контрольна робота 2

1. Відкрийте дужки і використайте необхідну форму дієслова: **Present Simple or Present Continuous** (Див.: Граматичний довідник. §3, §6):

1. He (to play) volleyball now. He (to play) volleyball or football every day.
2. My friends (to speak English) at the moment. They usually (to speak English) at the English lesson.
3. She (to drink) coffee three times a day. Now she (to drink) coffee too.
4. My group-mates (to take an exam) in room 16. We usually (to take exams) twice a year.
5. Where (to be) the students? – They (to be) in the yard. They (to plant) trees now. They (to plant) trees in autumn.

2. Відкрийте дужки і використайте необхідну форму дієслова: **Past Simple or Past Continuous** (Див.: Граматичний довідник. §4, §7):

1. I (to play) computer games yesterday.
2. When we (to come) into the kitchen, mother (to cook).
3. Why she (to sleep) at seven o'clock yesterday?
4. What you (to do) when I (to ring) you up?
5. While I (to play) the piano, my friend (to do) his homework.

3. Дайте відповіді на наступні запитання:

1. What were you doing when I rang you up?
2. What was Ann doing when you came to her place?
3. Was it raining the whole day yesterday?
4. Was it snowing when you got off the trolley-bus?
5. What was your friend writing when I entered the room?
6. What were you thinking about when you asked me this question?
7. What were you planning when you made no reply?
8. What was the man passing when the clock struck eleven?

4. Перетворіть речення, використовуючи час Future Continuous

(Див.: Граматичний довідник. §8):

1. They were having dinner at three yesterday.
2. I am sending him an invitation to dinner now.
3. The children will ski in some days.
4. The girl was reciting a poem when the delegation entered the hall.
5. I shall wait for you at the metro station.
6. This team play hockey twice a day.
7. The students will discuss the article on Friday.

5. Перекладіть наступні речення:

1. Вони слухали новини по радіо, коли задзвонив телефон.
2. Я робив ранкову гімнастику, коли прийшов мій друг.
3. Він вивчав фізику в школі.
4. Вона почала писати вірші, коли їй було 5 років.
5. Вони поїдуть в Англію через два тижні.
6. Я читав цікаву книгу весь вечір вчора.
7. Вони завжди грають у шахи ввечері.
8. Він здаватиме іспит з англійської мови в цей час завтра.
9. Вони закінчили школу два роки тому.
10. Як правило, вони зустрічаються після уроків.

III семестр

1. Прочитайте, перекладіть і запам'ятайте зразок до анотації статті.

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

2. Прочитайте та перекладіть текст.

TEXT 1

BOOKS AND READING

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.

3. Перекладіть наступні словосполучення:

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.

4. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

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.

5. Утворіть речення з даних слів.

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.

6. Визначте які твердження є правильними, а які є помилковими.

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.

7. Дайте відповіді на запитання.

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?

8. Розкажіть про роль і місце книжок у сучасному світі.

9. Користуючись зразком до анотації статті, проанотуйте статтю.

DIGITAL BOOKS.

English Learner's Digest №11, 2012.

By Kate Kingsley.

Are traditional books destined to become obsolete?

In Isaac Asimov's 1951 story, he shared his vision of traditional books being obsolete (застарити) in the twenty-second century. He sees them replaced by electronic books. Will his vision come to fruition (здійснення)? The beginning of the twenty-first century laid out the welcome mat (килимok з надписом «Просимо до нас!») for the e-reader market. They've been growing in popularity ever since. Is this a glimpse into a future and the death of books, as we know them?

What is an e-reader?

An e-reader is an electronic, battery powered hand held device (пристрій) used for reading electronic books. It can hold a large collection of books at one time. Various sites on the Internet offer a selection of e-books for purchase (придбання) and download onto e-readers. E-books are also available in other languages besides English.

What do users like about e-readers?

Fans of e-readers like that they are lightweight (легкий) and small enough to put into a pocket, purse, or briefcase. They're easy to use and can become a veritable (справжній) library of hundreds of books neatly packed into one convenient

electronic device. Owners of e-readers claim they are reading more now than ever, especially genres they would never have considered before. They attribute this to the convenience of the device and large selections of e-books available to them.

Might a future without traditional books make us non-readers?

Probably not. In fact, it may end up doing just the opposite! With the availability of such a huge selection of reading choices at our fingertips (у нашому розпорядженні), e-readers may end up sparking (пробуджувати) a renewed interest in reading. Who knows, there may even be a newfound (новознайдений) interest in reading for kids, already so very comfortable with the technology.

Can a future with e-readers help the environment?

Reducing (зменшувати) the number of printed books, newspapers and periodicals may not be a bad thing when you think of the number of trees needed for printed material each year. A future world populated with e-readers could, certainly, help reduce the number of trees used. For example, the number of trees cut down annually (щорічно) for the production of books sold in the U.S. alone is near 30 million! Imagine what an environmental difference it would make using e-readers for not only books, but newspapers and magazines, as well.

So...where does that leaves us?

Does this all seem sci-fi to you? Are traditional books destined to be obsolete? Will electronic devices be our books of the future? Can Isaac Asimov's prediction come true?

10. Прочитайте та перекладіть текст:

TEXT 2

WILLIAM SHAKESPEARE (1564 – 1616)

England's greatest poet and dramatist, William Shakespeare, was born in Stratford-upon-Avon in 1564, the exact day of his birth is unknown.

Shakespeare was earning his own living by the time he was 18. He was not yet 19 when he married Ann Hathaway. They had three children – Susanna, Judith and Hamnet. Judith and Hamnet were twins.

Not much is known about what Shakespeare did in the years just after his marriage. Some accounts say, that he taught school in the country for a while. Some say, that he worked for his father, who was a glove maker. A few years later he appeared in London as a poet and writer of plays. His plays were written in poetry.

In 1592 bubonic plague, a terrible disease, swept over London. For about two years all London theatres were closed. During that time Shakespeare began to write poems. Besides writing some long poems, he wrote more than 100 sonnets.

When the plague was over, the playhouses were opened again, and Shakespeare began to write plays. The company of actors, for which he wrote, often entertained the royal family. Shakespeare prospered.

Shakespeare wrote some of his plays about early kings of England. Henry V

and Richard III are two of these plays. Besides his historical plays, Shakespeare wrote both comedies and tragedies. *Romeo and Juliet* is one of the most famous of his tragedies. Other tragedies are: *Hamlet*, *Macbeth* and *Othello*. Among his comedies are *A Midsummer Night's Dream*, *The Taming of the Shrew*, and *The Merchant of Venice*.

At the height of his success Shakespeare returned to Stratford. There he died in 1616. He was buried in Stratford-upon-Avon. Thousands of people visit his birthplace and grave each year.

11. Перекладіть наступні словосполучення:

dramatist, to earn, accounts, glove maker, bubonic plague, company, to entertain, royal family, to prosper, early kings, a midsummer night's dream, the taming of the shrew, the merchant of Venice, to bury, birthplace, grave.

12. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

Точний, заробляти на життя, одруження, жахлива хвороба, процвітати, на вершині успіху, могила.

13. Дайте відповіді на запитання.

1. Where and when was William Shakespeare born?
2. When did he begin to write poems?
3. What historical plays written by Shakespeare do you know?
4. What did Shakespeare write besides historical plays?
5. When did he return to Stratford?
6. Where is Shakespeare buried?

14. Розкажіть про життя та творчість Вільяма Шекспіра.

15. Прочитайте і перекладіть текст:

TEXT 3 LESIA UKRAINKA (1871 – 1913)

Larissa Kossach (pen-name Lesia Ukrainka) was born in Novograd-Volynsky on February 25, 1876 which is now in Zhytomir region. Her father was a lawyer and her mother was a Ukrainian writer (pen-name Olena Pchilka).

When Lesia was nine, her parents moved to the town of Lutsk. Because of weak health and absence of school with instruction in the Ukrainian language, Lesia received education at home.

The Kosach's friends included Grigomanov, Franko, the composer Lysenko, the poet, playwright and one of the founders of the Ukrainian professional theatres Starytsky, the bibliographer Komarov, and the poet Samiylenko.

Lesia tried her hand at writing poetry early. At the age of 9 she wrote her first verses, and at 13 her first poem was published.

Her poor health made her travel from one warm place to another – Vienna,

Crimea, Italy, Georgia, Egypt.

In 1893 her book of verse, *On Wings of Songs*, was published. Then followed her books of verse *Thoughts and Dreams* and *Responses*. Just then she turned to writing plays. Among her best plays are *The Forest Song* and *The Stone Host*.

Beginning with 1894 Lesia lived in Kyiv. Here she started learning foreign languages. She could write not only prose, but also poetry in English, German, French and Italian.

Lesia Ukrainka died on August 1, 1913 in Georgia, and was buried in Kyiv.

16. Перекладіть наступні словосполучення:

pen-name, lawyer, weak health, instruction, composer, playwright, founder, professional theatre, to try one's hand in, to publish, to turn to writing poetry, the book of verse, to follow.

17. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

літературний псевдонім, навчання, композитор, драматург, засновник професійного театру, вірш, проза, поезія, бути похованим.

18. Дайте відповіді на запитання.

1. When and where was Lesia Ukrainka born?
2. What was her mother?
3. When did Lesia begin to write verses?
4. Why did she travel so much?
5. What plays written by Lesia Ukrainka do you know?
6. When did she start learning foreign languages?
7. What foreign languages did she know?
8. Where is Lesia Ukrainka buried?

19. Розкажіть про життя та творчість Лесі Українки.

Контрольна робота 3

1. Дайте відповіді на запитання, використовуючи **Present Perfect** (Див.: Граматичний довідник. §9)::

Зразок: *Are the students writing a dictation? – No, they have already written it.*

1. Is your friend helping you to solve a difficult problem?
2. Is she learning a poem by heart?
3. Is Kate sweeping the floor?
4. Is the waiter putting a bottle of lemonade in front of him?
5. Is he bringing them some meat and vegetables?
6. Are they having tea?
7. Is she taking the dirty plates from the table?
8. Are you putting the dishes on the table?
9. Are you looking for more CDs with good music?

10. Are you recording your favourite film on his video recorder?

2. Використайте дієслово в дужках у Present Continuous or Present Perfect (Див.: Граматичний довідник. §6, §9):

1. Who (to write) this article already?
2. They (to learn) a lot of English words.
3. What she (to teach) them now?
4. What you (to look) for?
5. You (to find) the book already?
6. What you (to talk) about?
7. They (to ask) me several questions.
8. I (to answer) the telephone right now.
9. You just (to hear) tomorrow's weather forecast?
10. He (to fix) his car and now he (not to have) any trouble with the brakes anymore.

3. Використайте дієслово в дужках у Past Indefinite or Present Perfect (Див.: Граматичний довідник. §4, §9):

1. The rain (to stop) half an hour ago.
2. The rain (to stop) and the sun is shining in the sky again.
3. The wind (to blow) off the man's hat and he cannot catch it.
4. The weather (to change) and we can go for a walk.
5. The wind (to change) in the morning.
6. Yesterday they (to decide) to help him with his research.
7. The man already (to decide) what to do with the information.
8. I (not yet to eat) today.
9. You (to play) the piano yesterday?
10. When the lecture (to begin)?

4. Використайте дієслово в дужках у Past Indefinite or Past Perfect (Див.: Граматичний довідник. §4, §10):

1. He (to think) that he (to lose) the money.
2. When father (to return) from work, we already (to do) our homework.
3. When the teacher (to enter) the lecture room, the students (to finish) their work.
4. Kate (to give) me the dictionary which she (to buy) the day before.
5. Nick (to show) the teacher the picture which he (to draw).
6. The boy (to give) the goats the grass which he (to bring) from the field.
7. Mother (to see) that Nick (not to wash) his hands.
8. The supervisor (to understand) that the postgraduate (not yet to finish) his research.
9. I (to know) that our delegation (not yet to arrive).
10. By two o'clock the teacher (to examine) all the students.

5. Використайте дієслово в дужках у Future Indefinite, Future Continuous or Future Perfect (Див.: Граматичний довідник. §5, §8, §11):

1. I (to do) my homework at six tomorrow.
2. I (to do) all my work by the time he (to come) and we (to go) for a walk together.
3. When I (to come) home tomorrow, my family (to have) supper.
4. Don't come to my place tomorrow. I (to write) a composition the whole evening.
5. What you (to do) on Sunday?
6. What you (to do) at six on Sunday?
7. You (to do) this work by next Sunday?
8. When you (to go) to see your friends next time?
9. How many pages you (to read) by the end of the week?
10. I (not to go) to the University library next week.

6. Перекладіть речення англійською мовою:

1. Він був щасливий: він написав чудовий твір.
2. Я шукаю тебе весь вечір. Де ти був?
3. На щастя, дощ уже перестав, коли ми вийшли.
4. Я вже тричі сказав тобі, що треба переписати вправу.
5. Я не прийду. Я писатиму доповідь увесь вечір.
6. Коли вона була у поїзді, вона згадала, що забула документи вдома.
7. Ви отримали від нього якісь листи?
8. Коли ти почав працювати над цим дослідженням?
9. Ви багато працювали сьогодні?
10. Вони грають у шахи зараз?
11. Вони виконають ці вправи до понеділка?
12. Він ще не спакував книжки у коробку.

IV семестр

1. Прочитайте та перекладіть текст.

TEXT 1 GENERAL LINGUISTICS AND THE STUDY OF LANGUAGE

General linguistics may be defined as the science of language. It is desirable to consider the difference between general linguistics as the science or scientific study of language and the study of individual language. The latter study is more familiar to the majority of people, while the study of linguistics, at least, in its present form is less familiar.

In studying linguistics the scholars attempt to answer many questions about the nature of language. The following are basic:

- How are speech sounds made, and how are they transmitted to, and interpreted by hearers (phonetics)?

- How are words and sentences put together and arranged in a language (grammar and lexis)?

- How is meaning conveyed in language (semantics)?

- How does language vary in society (sociolinguistics)?

But there are many other important questions that linguistics attempts to answer, for example:

- How do children learn language: is language learning an innate capacity in human beings?

- What is the relation of language to the brain? How and why does language vary regionally and in different social contexts?

- How and why do languages change in the course of time and how are they related to one another?

- How is a conversation structured?

- What are the differences between spoken and written language?

- How is language used in different forms of literature (poetry, drama, prose)?

General linguistics is based on the study of individual languages. There is no general linguistics apart from the numerous languages (estimated at around 3000 spoken in the world). It is impossible to know all languages, and in practice most linguists concentrate on a limited number of languages including their own native language. Different languages in all their forms and manifestations constitute the field of the linguist. Any language, no matter how many speakers make use of it or what area of the world they occupy is a valuable and worthy object of study able to teach him something more about language in general.

2. Прочитайте наступні слова і перекладіть їх, не користуючись словником.

General, regional, course, object, linguist, nature, human, social, context, structure, practice, limit, basic, form, concentrate, familiar, linguistics, manifestation, individual, interpretation.

3. Перекладіть наступні словосполучення:

scientific study of linguistics; general linguistics; nature of language; to convey the meaning; a limited number of languages; to transmit speech sounds; object of study; native language; different social contexts.

4. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

різні соціальні контексти; рідна мова; обмежена кількість мов; загальна лінгвістика; науковий підхід до вивчення лінгвістики; об'єкт вивчення; природа мови; передати звуки мови; передавати значення.

5. Закінчіть речення використовуючи текст.

1. General linguistics may be defined...2. The study of individual language is more familiar to the majority of people, while the study of linguistics...3. In studying

linguistics the scholars attempt to answer many questions about... 4. General linguistics is based on the study...5. There is no general linguistics apart from...6. Most linguists concentrate on a limited number of languages...7. Different languages in all their forms and manifestations constitute...8. Any language, no matter how many speakers make use of it or what area of the world they occupy is a valuable...

6. Дайте відповіді на запитання.

1. How can you define general linguistics?
2. What does linguistics deal with?
3. What is general linguistics based on?
4. Is there any connection between general linguistics and the study of individual languages?
5. Is a language a worthy object of study for linguistics?

7. Дайте визначення лінгвістики та розкажіть що вона вивчає.

8. Прочитайте та перекладіть текст:

TEXT 2

THE BRITISH PRESS

Britain is one of the few countries where daily newspapers are delivered at the door, before breakfast.

National newspapers are papers which are sold in all parts of Britain. They can be divided into two main groups: quality papers and popular papers. Quality papers like *The Times*, *The guardian*, *The Daily Telegraph*, *The Observer*, *The Sunday Times* report the main national and international news. They also publish articles on many general subjects. The popular papers tend to make news sensational, and to publish "personal" articles which shock and excite. *The News of the World* has the largest circulation in the Western world. Much of its information concerns the private lives of people who are in the news.

Besides the national press there is also the provincial, local press or newspapers published outside London. They present national as well as local news. More than 800 of these papers are given free. They are financed mainly by advertising.

There are newspapers, magazines and journals for almost every trade, profession, sport, hobby or interest. The most important periodicals for the more serious readers are: *The Economist*, *The Spectator*, *The New Statesman*.

9. Перекладіть наступні словосполучення:

to deliver at the door, to divide into some groups, to publish articles on general subjects, to make news sensational, national paper, local paper, to give free.

10. Знайдіть в тексті еквіваленти наступних слів та словосполучень:

доставляти, національні газети, місцеві газети, загальні теми, сенсаційний, приватне життя, за межами Лондону, безкоштовно, професія.

11. Складіть 5 запитань до тексту та попросіть друга відповісти на них.

12. Перекажіть текст “The British Press”.

13. Прочитайте та перекладіть текст:

TEXT 3

THE INTERNET

The Internet has made such a huge impact on society, that people can't remember how it was to work without it. The Internet now is very popular; it has touched every aspect of our life. It helps us share information, conduct business and even earn money. With the help of the Internet (Skype, ICQ, Messenger) we can now communicate with each other almost anywhere in the world. We don't depend on our mail and we don't wait for days to communicate with our friends and relatives. Now we don't have to spend hours looking for necessary information in the libraries, the information is available to us anytime with just one click of a mouse. We can listen to music, play games, work with electronic dictionaries, download necessary files with information we need.

Business has also started making use of the Internet, creating websites that provide detailed information on the type of business and the service that it provides.

The Internet can also be used as TV; you can watch web cast of live matchers or other events.

But the Internet has also got some bad effects. It is a tool for quickly spreading misinformation, fear, lies and guesswork, which are presented as absolute truth. The Internet can spread unrest in society. There even exists the Internet addiction when people can't live a minute without the Net.

Computer is the great technical device which saves our time and money and broadens our mind.

14. Перекладіть наступні слова та словосполучення:

суспільство, торкатися, будь-де в світі, залежати від, родичі, шукати інформацію, електронний словник, створити веб-сайт, дезінформація, страх, брехня, здогадка, залежність.

15. Визначте які твердження є правильними, а які є помилковими.

1. People can't remember how it was to work without the Internet. 2. It helps us share information. 3. With the help of the Internet we can now communicate with each other anywhere in Ukraine. 4. We have to spend hours looking for necessary information in the libraries. 5. Business has also started making use of the Internet. 6. The Internet can spread unrest in society. 7. The Internet saves our time and money and broadens our mind.

16. Розкажіть про роль та місце Інтернету у житті сучасної людини.

Контрольна робота 4

1. Перетворіть активний стан на пасивний (Див.: Граматичний довідник. §12, 13, 14):

1. They sent for a doctor.
2. They looked for the book everywhere.
3. They listened to the lecture with great interest.
4. They always look at this picture.
5. They will look through these letters tomorrow.
6. They often laughed at him.

2. Перетворіть речення на пасивний стан, не вказуючи суб'єкта дії (Див.: Граматичний довідник. §12, 13, 14):

1. The girls water the flowers every day.
2. They publish this magazine in Paris.
3. We do not discuss such questions at our meeting.
4. Somebody built this castle in the 16th century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers repaired this road last year.
9. They write compositions regularly.
10. The travellers made camp not far from the village.

3. Перетворіть речення на пасивний стан, вказуючи суб'єкта дії (Див.: Граматичний довідник. §12, 13, 14):

1. My sister teaches me English.
2. Peter drives the car.
3. The fascists killed her father.
4. His assistant will meet the delegation.
5. Alan opened the door.
6. He put the letter in the envelope.
7. The hunter killed the bear.
8. The guide showed us the monuments of Lviv.
9. The waitress offered me a cup of tea.
10. He showed me the way to the railway station.

4. Оберіть правильну форму дієслова (Див.: Граматичний довідник. §12, 13, 14):

1. This house (to build) by my great-grandfather in 1790.
2. As a result of an earthquake the house (to burn down) there.
3. The door of this house (to close) for you tomorrow.
4. He (to recognize) by the policeman two days ago.
5. The Paris newspapers declared that the child (to call) Juliet.

6. That building (to paint) yellow some years ago.

5. Заповніть пропуски необхідною формою дієслова (Див.: Граматичний довідник. §15, 16):

1. A huge housing program ... (to carry out) now.
2. Something important ... (to announce) over the radio now.
3. Don't enter the room. It is ... (to clean) now.
4. What question ... (to discuss) when you came to the meeting.
5. Your papers ... (to type) from 5 till 6 yesterday.
6. He ... (to wait for) downstairs.

6. Перекладіть речення англійською мовою, вживаючи пасивний стан (Див.: Граматичний довідник. §17, 18):

1. Переклад вже закінчено.
2. Лист щойно відправлено.
3. За останні роки в нашому місті побудовано багато нових будинків.
4. Стаття ще не опублікована.
5. Це запитання вже обговорено?
6. Мене тільки що запитали про це.
7. Делегацію вже зустріли?
8. Вчора до цього часу робота вже була завершена.
9. Ми зрозуміли, що наш лист ще не отримали.
10. До того часу, коли вони приїхали, питання було вже вирішено.

IX. ТЕКСТИ ДЛЯ ДОМАШНЬОГО ЧИТАННЯ

A PIECE OF SOAP

(after H. Munro)

Norman Gortsby was sitting on a bench hidden behind the bushes in Hyde Park. It was a warm May evening. The sun had already set and it was rather dark, but he could still make out the faces of the people who were walking past him and hear the sound of their voices. He was a philosopher, and liked sitting in the Park watching people whom he didn't know. While he was wondering who they were and where they were going, a young man came up to the bench, gave a quick look at him and threw himself down by his side. The newcomer was well-dressed and looked like a gentleman. His face was sad and he sighed deeply.

"You don't seem to be in a very good mood," said Norman. The young man was silent. He only looked at Norman again and there was an expression in his eyes that Norman didn't like.

"I really don't know how it all happened," he began at last, "but I've done the silliest thing that I've ever done in my life." He spoke in a low voice, almost in a whisper. "Yes?" said Norman coldly.

"I came to London this afternoon," the young man went on. "I had a meal at the hotel, sent a letter to my people, giving them the address and then went out to buy a piece of soap. They are supposed to give you soap at the hotel but it's always so bad that I decided to buy some for myself. I bought it, had a drink at a bar, and looked at the shops. When I wanted to go back to the hotel, I suddenly realized that I didn't remember its name or even what street it was in. Of course I can write to my people for the address, but they won't get my letter till tomorrow. The only shilling I had on me¹ when I came out was spent on the soap and the drink and here I am with two pence in my pocket and nowhere to, go for the night."

There was a pause after he told the story.

"I'm afraid you don't believe me," he added.

"Why not?" said Norman. "I did the same thing once in a foreign capital. So I can understand you very well."

"I'm glad you do," the young man said with a pleasant smile. "And now I must go. I hope by the time it gets quite dark I'll have found a man who'll believe me like you did, and will agree to lend me some money."

"Of course," said Norman slowly. "The weak point of your story is that you can't produce the soap²."

The young man put his hand into his pocket and suddenly got up.

"I've lost it," he said angrily.

"It's too much to lose a hotel and a piece of soap on the same day," said Norman.

But the young man did not hear him. He was running away.

"It was a good idea to ask him about the soap, and so simple," Norman thought as he rose to go. But at that moment he noticed a small packet lying by the side of the bench. It could be nothing but a piece of soap, and it had evidently fallen out of the young man's coat pocket when he threw himself down on the bench. Turning red,

Norman picked it up.

"I just can't allow him to go away like this," he thought, and started running after the young man.

"Stop!" cried Norman when he saw him at the Park gate. The young man obeyed³.

"Here's your piece of soap," Norman said. "I found it under the bench. Don't lose it again, it's been a good friend to you. And here's a pound⁴, if it can help you".

"Thanks," said the young man, and quickly put the money into his pocket.

"Here's my card with my address," continued Norman. "You can return the money any day this week."

The young man thanked him again and quickly went away.

"It's a good lesson to me," Norman thought, and went back to the Park. When he was passing the bench where the little drama had taken place, he saw an old gentleman looking for something.

"Have you lost anything, sir?" Norman asked.

"Yes, sir, a piece of soap".

- ¹ The only shilling I had on me – один шилінг, який був у мене
² you can't produce the soap – ви не можете показати мило як доказ
³ to obey – підкорятися
⁴ pound – фунт

POST HASTE¹ **(after *Colin Howard*)**

"I say, I'm pleased to see you," said the little man standing by the letter-box.

"Oh, hallo," I said, stopping. "Simpson, isn't it?"

The Simpsons were newcomers to the town, and my wife and I had only met them once or twice.

"Yes, that's right," answered Simpson.

"I wonder if you could lend me some money". I put my hand into my pocket.

"You see," he continued, "my wife gave me a letter to post, and I've just noticed it isn't stamped. It must go tonight—it really must! And I don't think the post-office will be open at this time of night, do you?"

It was about eleven o'clock and I agreed that it wouldn't.

"I thought, you see, I'd get stamps out of the machine," explained Simpson, "only I find I have no small change about me."

"I'm sorry, but I'm afraid I haven't either," I said.

"Oh, dear, dear,"² he said.

"Maybe somebody else has," I said.

"There isn't anyone else".

We both looked up and down the street, but there was nobody to be seen.

"Yes, well," I said, intending to move off. But he looked so unhappy standing there with the blue unstamped envelope, that I really couldn't leave him alone.

"I'll tell you what," I said, "You'd better walk along with me to my place—it's only a few streets off — and I'll try to find some change for you there."

"It's really very good of you," said Simpson.

At home, we managed to find the money he needed. He thanked me and left. I

watched him take several steps up the street and then return to me.

"I say, I'm sorry to trouble you again," he said. "The fact is we're still quite strangers round here and — well, I'm rather lost, to tell you the truth.³ Will you tell me the way to the post-office?"

I did my best. It took me several minutes to explain to him where the post-office was. At the end of that time I felt as lost as Simpson and decided to go along with him. I led the way to the post-office. Simpson put a penny into the automatic stamp-machine. The coin passed through the machine, but with no result.

"It's empty," I explained.

Simpson was so nervous that he dropped the letter on the ground and when he picked it up there was a large black spot on its face.

"Dear me," he said. "My wife told me to post the letter tonight. After all it's not so important but you don't know my wife. I had better post it now."⁴

Suddenly I remembered that I had a book of stamps at home. "It will be posted," I said. "But we'd better hurry, or we'll miss the midnight collection."

It took rather a long time to find the book of stamps. But when we found it, we saw after all that it was empty. The last thing I could advise him to do was to post the letter unstamped. "Let the other man pay double postage on it in the morning".

I took him firmly by the arm and accompanied him to the post-office in time for the midnight collection. He dropped in his letter, and then, to finish off my job, I took him home.

"I'm so grateful to you, really," he said when we reached his home. "That letter — it's only an invitation to dinner, to Mr... Dear me!".

"Why, what's the matter?"

"Nothing. Just something I've remembered."

"What?"

But he didn't tell me. He just opened his eyes and his mouth at me like a wounded goldfish, hurriedly said "Good-night", and went inside.

All the way home I was wondering what it was he had remembered.

But I stopped wondering the next morning, when I had to pay the postman double postage for a blue envelope with a large black spot on its face.

¹haste – поспіх

² Oh, dear, dear – О боже, боже

³I'm rather lost, to tell you the truth – Я трошки розгубився, правду кажучи

⁴I had better post it now – Краще я його відправлю зараз

THE SURPRISE OF MR. MILBERRY (after **JEROME K. JEROME**)

(The story was told to the author by Henry, an attendant in a hotel at a small town near Stratford-upon-Avon in England.)

It was the strangest story and I shall never forget it. A young man came by the bus that meets the 4.52 train. He had a handbag and a kind of hamper.¹ He wouldn't let

anybody touch it, but carried it up to his bedroom himself. He carried it in front of him in his arms. Once he fell going up the stairs and knocked his head badly, but he did not drop that hamper. I could see he was nervous and excited, but people very often are like that in hotels.

This man interested me, he was very young and serious looking. I followed him up into his room and asked him if I could do anything for him. He put the hamper on the bed with relief,² took off his hat, and then turned to answer me.

"Are you a married man?" said he. It was a strange question to put to an attendant.

"Well, not exactly," said I. "I am only engaged, but I know a lot about it, and if it's a matter of advice —"

"It isn't that," he answered, "but I don't want you to laugh at me. I thought if you were a married man, you would be able to understand the thing better. Have you got an intelligent woman in the house?"

"We've got women," I said. "As to their intelligence³ that's difficult to say. Shall I call the maid?"

"Ah, do," he said. "Wait a minute. We'll open it first."

He began to open the hamper, then suddenly stopped and said: "No, you open it. Open it carefully. It will surprise you."

"What's in it?" I asked.

"You'll see, if you open it," he said.

Then I had an idea and asked him: "It isn't a dead body, is it?"

He became white and said: "Good God! I never thought of that. Open it quickly."

I cut the cord,⁴ opened the hamper, and looked in. He kept his eyes turned away because he was frightened to look at it.

"Is it all right?" he asked. "Is it alive?"

"Yes, of course, quite alive."

"Is it breathing all right?" he asked.

"If you can't hear it breathing," I said, "I'm afraid you're deaf"

He listened and said nothing. Then he sat down in the chair by the fire. "You know," he said, "I've never thought of that. He was shut up in the hamper for over an hour, what if there was not enough air... Oh, I'll never do it again."

"Do you love it?" I asked.

"Love it?" he repeated. "Why, I'm his father."

"Oh," I said. "Then I have the pleasure of speaking to Mr. Coster King?"

"Coster King?" he answered in surprise. "My name is Milberry."

I said: "According to the label inside the basket the father of this child is Coster King out of Starlight,⁵ his mother is Jenny Deans."

He looked at me nervously, then he came nearer and looked inside the basket. I never heard a man give such a yell⁶ in all my life. He stood on one side of the bed, and I on the other. The dog that was sleeping in the basket, woke and sat up. It was a bull-dog of about nine months old._

"My child," he cried. "That animal isn't my child. What's happened? Am I going mad?"

"You are near it," said I, and so he was.

"What did you expect to see?" I asked.

"My child," he cried, "my only child — my baby!"

"Do you mean a real child?" I said.

"Of course I do," he said, "the most beautiful child you ever saw in all your life, just thirteen weeks on Sunday. He had his first tooth yesterday."

The sight of the dog's face made him angry. He threw himself upon the hamper, but I stopped him.

"It's not the dog's fault. He's lost too. Somebody played a joke on you. They took your baby out and put the dog in — that is, if there ever was a baby there."

"What do you mean?" he asked.

"Well, sir," I said, "if you'll excuse me, gentlemen in their sober senses⁷ don't take their babies about in hampers. Where do you come from?"

"From Banbury," he said; "I'm well known in Banbury."

"I can quite believe it," I said, "you are the sort of young man that would be known anywhere."

"I'm Mr. Milberry," he said, "the grocer in this little town."

"Then what are you doing here with this dog?" I said.

"Don't make me angry," he answered. "I tell you I don't know myself. My wife is staying here, because her mother is ill, and in every letter that she's written home for the last two weeks, she's said: 'Oh, how I want to see Eric! If only I could see Eric for a moment!'"

"A very motherly feeling," I said.

"So this afternoon," continued he, "I decided to bring the child here so that she could see it, and see that it was all right. She can't leave her mother for more than an hour, and I can't go up to the house because the old lady doesn't like me. I had to wait here, and Milly — that's my wife — was going to come here when she had time. I wanted this to be a surprise for her."

"And I think," I said, "it will be the biggest surprise you have ever given her."

"Don't try to joke," said he, "I'm very nervous now and I may knock you down!"

He was right. It wasn't a subject for joking.

"But why," said I, "did you put the baby into a hamper?"

"At the last moment I found I didn't have the courage⁸ to carry the child in my arms. He sleeps very well, and I thought that if I made him comfortable in this hamper, he would sleep during the journey, which is very short. I had the hamper with me all the time. How did it happen? It's magic! That's what it is."

"Don't be silly," I said, "there's some explanation and it must be found. You are sure this is the same hamper you packed the child in?" He came nearer and examined it carefully.

"It looks like it," he said, "but I am not sure."

"Now tell me," said I, "when did you put the hamper down?"

He thought and thought and then said: "Now I remember, I did put it down for a moment on the platform at Banbury, while I bought some biscuits."⁹

"There you are," I said. "And isn't tomorrow the first day of the Birmingham Dog Show?"

"I think you're right," he said.

"Now we are coming somewhere," I said. "It so happened that this dog was taken

to Birmingham, packed in a hamper exactly like the one you put your baby in. You've got this man's dog, he's got your baby. It's possible that he thinks, you've done it on purpose."¹⁰

Mr. Milberry put his head on his hands and groaned. "Milly may be here at any moment," said he, "and I'll have to tell her the baby was sent by mistake to a Dog Show, I cannot do it."

"Go on to Birmingham," I said, "and try to find it. You can return in an hour."

"Come with me," he said, "you're a good man, come with me, I cannot go alone."

"Well," I said, "if the manager¹¹ of the hotel allows me to go."

"Oh! He will, he must," cried the young man. "Tell him it's a matter of a life's happiness. Tell him —"

"I'll tell him it's a matter of more money for the room," I said. "That will help."

And so it did, with the result that in another twenty minutes I and young Milberry and the dog in its hamper were on our way to Birmingham. When we reached Birmingham we asked the station-master,¹² and he asked all the porters who met the 5.13 train, but they all said that no man with a hamper had come by that train. The station-master was a family man himself, and when we explained everything to him, he telegraphed to Banbury.

But in Banbury only one man carrying a hamper had taken that train and that man was Mr. Milberry himself. The business began to look serious, when one of the newspaper boys said that he had seen an old lady with a hamper, getting into a cab.

With the help of the boy, we found the cabman who had taken the old lady to a small hotel.

I heard all the details from the maid at the hotel. They could not get the hamper into the cab and it had to go on top. The old lady was very worried as it was raining all the time, and she asked the cabman to cover it up. Taking it off the cab they dropped the hamper in the road; that woke the child up, and it began to cry.

"Good Lord, ma'am! What is it?" asked the maid. "A baby?"

"Yes, my dear, it's my baby," answered the old lady, who was a little deaf. "Poor dear, I hope it is all right."

The old lady had ordered a room with a fire in it. The maid brought the hamper into the room and the old lady began to cut the cord so as to open it. The baby inside was crying very loudly.

"Poor dear!" said the old lady. "Don't cry, mother's opening it as fast as she can;" Then she turned to the maid. "If you open my bag," said she, "you will find a bottle of milk and some dog-biscuits."

"Dog-biscuits!" said the maid.

"Yes," said the old lady, laughing, "my baby loves dog-biscuits".

The maid opened the bag and found there the milk and the biscuits. She was standing with her back to the old lady and did not see her open the hamper, but she heard the sound of a fall.

When she looked round, she saw the old lady lying on the floor. The maid thought the old lady was dead. The child was sitting up in the hamper, crying loudly. The maid gave him a dog-biscuit which he began sucking greedily.¹³

In about a minute the old lady opened her eyes and looked round. The baby was

quiet now. The old lady looked at it and turned to the maid.

"What is it?" she asked, speaking in a frightened voice. "The thing in the hamper?"

"It's a baby, ma'am," said the maid. "You're sure it isn't a dog?" asked the old lady. "Look again."

The maid began to feel nervous and to wish that she wasn't alone with the old lady.

"I cannot mistake a dog for a baby, ma'am," said the maid. "It's a child, a baby."

The old lady began to cry, "It's a punishment for me," she said, "because I often spoke to that dog as to a baby, and now this thing has happened."

"What has happened?" asked the maid who did not understand anything.

"I don't know," said the old lady, sitting up on the floor, "I started from my home two hours ago with a one-year-old dog in that hamper. You saw me open it, you see what's in it now."

"But dogs are not changed into babies by magic."

"I don't know how it's done," said the old lady. "I only know that I started with a dog."

"Somebody has put the baby there," said the maid, "somebody that wanted to get rid of the child. They have taken your dog and put the baby in its place."

"They must have been very quick," said the old lady. "I left the hamper for five minutes in Banbury, when I went to drink a cup of tea."

"That's when they did it," said the maid, "and a clever trick it was."

The old lady suddenly understood her position and jumped up from the floor.

"And a nice thing for me," she said. "An unmarried woman with a baby. This is awful!"

"It's a beautiful child," said the maid.

"Would you take it?" asked the old lady.

"Oh, no, I wouldn't," said the maid.

The old lady sat down and began to think, but she did not know what to do. At that moment somebody came up to the door and said: "Here is a young man with a dog." When the old lady saw Mr. Milberry with her dog in the hamper, she nearly went mad with joy.

And Mr. Milberry snatched¹⁴ the baby and kissed him. We just caught the train to our town and got back to the hotel ten minutes before the baby's mother came in.

I don't think Mr. Milberry ever told his wife what had happened.

¹hamper – кошик з кришкою

²relief - полегшення

³intelligence - розум

⁴cord - мотузка

⁵Coster King out of Starlight – Костер Кінг від Старлайт (родословна собаки)

⁶yell - вопль

⁷sober senses – здоровий глузд

⁸courage - мужність

⁹biscuit - печиво

¹⁰on purpose – навмисно

¹¹manager - директор

¹²station – master – начальник станції

¹³suck greedily – жадібно смоктати

¹⁴snatch – схопити

LAST POST (after J. McConnell)

Joleyn in Wisconsin hesitated, her pen over the paper. It certainly wasn't an easy letter to write, but she had to do it.

"Dear Eddie," she wrote, then waited. It was important that she put it correctly.¹ So much depended on the answer. *"I'm so worried,"* she continued.

What has happened? The usual date has come and gone with no letter from you. This is the first time you haven't answered to me. You see how I can rely on your kindness!

I wouldn't have written, but it is about little Teddie² I found a surgeon who could make an operation and let Teddie walk. I know you will understand what this means to the boy. And I'm sure it would make you happy to think he could run, and play, and have fun.

You know I have always paid the insurance that you took out for us³; medication is so expensive here. But this new operation, will cost much more than we can afford.

Teddie is not afraid of it, but you know he's a brave child. How could he not be with such a father? There must be some mistake, as I'm sure you don't want us to be in this situation.

As always.

Joleyn.

She addressed an envelope to Colonel Grant-Poole in Dorset, England, then went to mail it.

Mrs. Felicity Grant-Poole opened the letter a few days later. At first the letter surprised her, then it became clear. Her eyes filled with tears.

She read the letter again. This was from a woman with a child whom Edward was sending money. On the other side of the world there were two humans who thought about him. It could only be for one reason: the woman must have been Edward's mistress!⁴

But when? Where? Felicity had never had any suspicion. She thought of Edward and found herself deeply hurt. She had always trusted him — had believed him. The thought that he had hidden this secret from her for years gave her a pain so great she thought she would faint.

Felicity stood up and moved across the room to look at a portrait of Edward

wearing his uniform with the well-earned medals. He had been greatly loved. The words sounded bitter for her. Greatly loved!

Felicity went to her table and sat down to write. As Americans always do, there was a name and address on the envelope.

Dear Miss Eastmen,

Your letter to Colonel Grant-Poole has come into my hands. This has happened because the Colonel died three months ago and, as his widow all letters are sent to me. I am sorry for the necessity of writing to you with this terrible news.

Felicity thought for a minute. It was so hard to write this letter. How could he, her husband whom she loved so deeply, deceive her? But his death made her answer this woman.

She signed it and rang for her housekeeper, who took it down to the village and posted it.

Felicity told no one of her news. She bore the pain by herself. No one must ever know about it.

But when could this happen? When Edward was on tour of duty in America? She wanted to believe that it was very long ago, but the child was so small!

Felicity could probably forget about her pain but the invalid child returned to her thoughts again and again. She herself had two beautiful daughters and three grandchildren. She felt sorry for the poor little boy.

Joleyn, in Wisconsin, read the letter from Felicity, and answered immediately.

Dear Mrs Grant-Poole,

I feel I must apologise for everything that has happened. I was shocked by the news about Colonel.

I cannot tell you how sorry I am to have added to your troubles. It was only a very short love between your husband and myself.

But for the birth of my son, the friendship would have stopped long ago.⁵ But when the baby came, the Colonel was very kind to me. Then, later, when it became clear that Teddie would never walk, and I had to stay at home and look after him, the Colonel started to send me money.

I didn't want to hurt you but I hadn't got money this time when such an operation became possible for my boy. I wrote in hope for his support and understanding.

I also hope you can forgive me for writing and forget about it. The Colonel's friendship was more than I deserved. I will never write to you again for I don't want the Colonel's reputation to suffer.

Felicity sat reading Joleyn's letter.

Her heart was full of pain. She tried to imagine this woman with whom her husband had been so close. What did she look like? That she existed at all was still almost impossible for Felicity to believe.

No, she mustn't think about it! His love for her had never changed. That love must be the result of some exceptional situation. She must remember him as he had always been — a good, kind man.

Because of this, Felicity knew what Edward would have wanted her to do now.⁶ Yes, there was no doubt of it. The child was Edward's son. His flesh and blood.⁷ Felicity

took out her cheque book.

The cheque that arrived in Joleyn's mailbox was very generous. The Colonel had left Felicity much money. She had sent the sum she believed would cover the cost of the operation and treatment, with a big sum in addition.

Joleyn finished packing her suitcases. There was about an hour to wait for her taxi. Just in time, she thought, to write another letter before she went to catch the plane for her month's holidays in Hawaii. Now, where had she put that copy of The Times, her cousin had sent her from London? She looked at her watch. Yes, she still had an hour. Joleyn sat into her soft arm-chair. She ran her finger down the obituary column.⁸ Ah, there was a good one. «Robert Peregrine, Walsingham, aged 57. Suddenly at The Priory, Diddingcote, Berkshire.»⁹ Joleyn picked up her pen.

*«Bear Robert,» she wrote, Little Bobby has been having more of his attacks¹⁰
«I'm so very worried, I can't think why you haven't written.»*

It's just a draft. There is enough time to send it off in a couple of months.

¹Було вкрай важливо правильно його сформулювати.

²Я б нізащо не написала, якби це не стосувалось Тедді.

³...я завжди виплачувала страхування, яке ти виклопотав для нас.

⁴Жінка, напевно, була коханкою Едварда!

⁵Якби не народження сина, ця дружба припинилася б давно.

⁶Фелісіті знала, якого вчинку Едвард від неї очікував би.

⁷Його плоть і кров.

⁸Вона пробігла пальцем по колонці некрологів.

⁹Роберт Перегрін з Уолсінгема раптово помер у віці 57 років в помісті Прайорі, Деддінкоут, графство Беркшир.

¹⁰У маленького Боббі почастишалинапади.

The Problem of Thor Bridge (After Arthur Conan Doyle)

I

It was a cold morning in October. As I was dressing, I watched how the last remaining leaves fell from the tree which grew in the yard behind our house. I went down to breakfast and found Sherlock Holmes very cheerful.

"I have a case, Watson," he said.

"May I take part in it?" I asked.

"There is little to take part in, but we can discuss it after breakfast."

A quarter of an hour later the breakfast was over and we were face to face. He had taken a letter from his pocket.

"You have heard of Neil Gibson,¹ the Gold King?" he said.

"You mean the American Senator?"

"Well, he was once Senator for some Western State, but he is better known as the Gold King."

"Yes, I know of him. He has been living in England for some time, I think."

"Yes; he bought a large estate in Hampshire² some five years ago. Perhaps, you

have already heard of the tragic end of his wife?"

"Of course. I remember it now. But I know nothing of the details.",

"I don't think the problem is difficult," said Sherlock Holmes.

"The police at Winchester³ think that the evidence is clear. I do not see what my client can hope for."

"Your client?"

"Ah, I forgot I had not told you. Read this."

He gave me a letter. It said:

Dear Mr. Sherlock Holmes,—

I can't see the best woman in the world go to her death without doing all I can to save her. I can't explain things, but I know that Miss Dunbar⁴ is innocent. You know the facts—who doesn't? But, I tell you, this woman won't kill a fly! I'll come to talk to you at eleven tomorrow. Save her if only you can.

Yours,

J. Neil Gibson.

"That is the gentleman I am waiting for," said Sherlock Holmes. "As to the story, I shall tell it to you in short. This man is one of the richest in the world, and he is a man of violent character. He married a wife, the victim of this tragedy, of whom I know nothing. Besides, there is a governess in the house, Miss Dunbar, a very attractive young woman, who takes care of two children. Then as to the tragedy. The wife was found in the park half a mile from the house, late at night, with a revolver bullet through her head. No revolver was found near her. No revolver near her, Watson! It seems that the crime was committed late in the evening; the body was found about eleven o'clock. It was examined by the police and by a doctor before they carried it to the house. Do you understand, Watson?"

"It is all very clear. But why do they suspect the governess?"

"Well, in the first place, there is some very direct evidence. A revolver was found on the floor of her wardrobe." He repeated slowly: "On-the-floor-of-her-wardrobe." Then he was silent, and I saw that he was thinking. Then he said again, "Yes, Watson, it was found. Then, the dead woman had a note in her hand, written by the governess, in which she said she would be at that very place.⁵ Finally, there is the motive. Senator Gibson is an attractive man. If his wife dies, who will marry him?"

"Yes, indeed, Holmes"

"And she has no alibi. On the contrary,⁶ she had to admit that she was near Thor Bridge⁷ - that was the place of the murder — about that hour. But here is our client."

We heard steps, and a man came into the room. He was tall, with cold grey eyes. He took a chair and sat down near Sherlock Holmes.

"Let me say at once, Mr. Holmes" he began, "that money is nothing to me in this case. This woman is innocent, and you must prove it. If you prove that she is innocent, all the newspapers in England and America will speak about you."

"Thank you, Mr. Gibson, I don't think that it interests me. But let's speak about the facts."

"I think you will find all the facts in the newspapers. But if you want to ask me about anything, - well, I am here to answer."

"Well, there is just one question?"

"What is it?"

"What were the relations between you and Miss Dunbar?"

The Gold King was silent for a moment. At last he said: "I can tell you in a very few words, Mr. Holmes. I met my wife in Brazil.⁸ She was very beautiful, I was young. I loved her and we married. But after some years I understood that there was nothing in common between us.

"Then came Miss Dunbar and became governess to our two children. Perhaps, you have seen her portrait in the newspapers. The whole world says that she is also a very beautiful woman. I once said to her that if I could marry her, I would,⁹ but that it was not in my power."

"Can you throw any light upon the murder?"

The Gold King thought a little.

"It's very black against her. One explanation came into my head. My wife hated Miss Dunbar. Maybe, she planned to murder her. Maybe, there was a struggle between them and the gun went off¹⁰ and shot the woman who held it."

"I thought of that," said Holmes. He looked at his watch. "We must go to Winchester and see Miss Dunbar. When I have seen this young lady, it is possible that I shall understand the matter better."

¹Neil Gibson – Ніл Гібсон

²Hampshire – Хемпшир (графство в Англії)

³Winchester - м. Вінчестер

⁴Dunbar - Данбар

⁵she would be at that very place – вона буде саме на цьому місці

⁶on the contrary - навпаки

⁷Thor Bridge - Торський міст

⁸Brazil - Бразилія

⁹if I could marry her, I would – якби я міг, я б одружився з нею

¹⁰the gun went off - пістолет вистрілив

II

First we went to Thor Place, the estate of Mr. Neil Gibson. He did not go with us, but we had the address of Sergeant Coventry,¹ of the local police, who had first examined the case.

"I am glad you are here, Mr. Holmes," said he. "I should like to ask you one question. Don't you think that, maybe, Mr. Neil Gibson himself has murdered his wife?"

"I thought of that."

"You have not seen Miss Dunbar. She is a wonderful woman. Maybe, he wished his wife out of the way.² And these Americans are readier with their revolvers than our people. It was his revolver, you know. It was one of a pair that he had."

"One of a pair? Where is the other?"

"We didn't find it, but the box was made for two. Now, I think we shall walk to Thor Bridge and look at the place of the tragedy."

We walked through the park and soon came to the bridge. The sergeant pointed

to the ground.

"That was where Mrs. Gibson's body lay. I marked it by that stone."

"How did the body lie?"

"On the back, sir. The short note from Miss Dunbar was in her left hand"

"The note, as I remember, was quite short. 'I shall be at Thor Bridge at nine o'clock.— G. Dunbar.' Was that so?"

"Yes, sir."

"Did Miss Dunbar admit that she had written it?"

"Yes, sir"

"What was her explanation?"

"She did not explain it. She did not want to say anything before the trial."

"The problem is certainly very interesting," said Holmes.

"If it was really written by Miss Dunbar, then, certainly, Mrs. Gibson had received it some time before—say one hour or two before the tragedy. Why, then, was this lady still holding it in her left hand? Does it not seem strange?"

"Well, sir, perhaps it does."

"I should like to sit quietly for a few minutes and think about it," said Holmes. He sat down on the stone parapet of the bridge. Suddenly he sprang up again, ran to the opposite parapet and began to examine it.

"This is curious," said he.

"Yes, sir, we saw the chip on the parapet. I suppose it was done by somebody who passed by."

The parapet was grey, but at this one point there was a white spot. A sharp blow had chipped the stone.

"It was not easy to do that," said Holmes. He struck the parapet several times with his stick. The stick left no mark." Yes, it was a very hard blow. Were there any footsteps?"

"The ground was very hard, sir. There were no footsteps at all."

"Then we can go. We shall go to the house first and look at the revolver of which you speak. Then we shall go to Winchester, because I want to see Miss Dunbar."

Mr. Neil Gibson was not at home, but we saw in the house Mr. Bates³ the manager of the estate.

"Mr. Gibson has his enemies," said he. "He sleeps with a revolver near his bed. He is a hard man, Mr. Holmes, and there are times when all of us are afraid of him. I am sure that the poor lady who is dead now, often suffered from him."

¹ Sergeant Coventry – сержант Ковентрі

² he wished his wife out of the way – він хотів прибрати дружину зі свого шляху

³ Bates – Бейтс

III

"Well, Watson," said Sherlock Holmes when we were going to the station, "we see that Mr. Bates does not like Mr. Gibson. But there is no evidence at all that Mr. Gibson left the house since his return from town at five o'clock. Miss Dunbar, as I understand it, admits that she wrote a note to Mrs. Gibson. It seems that everything is against her, except one thing."

"And what is that, Holmes?"

"The revolver which was found in her wardrobe."

"Dear me, Holmes!" I cried, "it seemed to me that the revolver was evidence against her."

"Not so, Watson. It is impossible to believe that she killed Mrs. Gibson and then went home and put the revolver into her own wardrobe - the first place where the police would look for it. It was somebody else who put the revolver into her wardrobe. But who?"

"Somebody who wanted to incriminate¹ her. Perhaps, that person was himself the murderer?"

At Winchester prison we were allowed to see Miss Dunbar. She was really a beautiful woman. When she understood that my famous friend had come to help her, there was hope in her eyes.

"My dear young lady," said Holmes, "please tell me all the truth."

"I shall tell you the truth."

"Tell us, then, of your relations with Mr. Gibson's wife."

"She hated me, Mr. Holmes."

"Now, Miss Dunbar," said Holmes, "please tell us exactly what happened that evening."

"In the morning I received a note from Mrs. Gibson, which said that she wanted to see me at Thor Bridge in the evening. She asked me to leave an answer on the bench in the garden. I was surprised, but I did as she asked."

"Well, what happened then?"

"I went to Thor Bridge as I had promised. When I arrived she was waiting for me. She was like a mad woman. I shall not say what she said - they were terrible words. I did not even answer - I could not. I put my hands to my ears and ran away."

"Where did you go?"

"I returned to my room."

"Now we come to the important point. The revolver that was found in your room. Had you ever seen it before?"

"Never."

"When was it found?"

"Next morning."

"Among your clothes?"

"Yes, on the floor of my wardrobe under my dresses."

"What do you think, how long had it been there?"

"It had not been there the morning before."

"Then somebody came into your room and put the revolver there in order to incriminate you."

"I think so?"

"And when?"

"Only when I was in the classroom with the children."

"Miss Dunbar, there is a fresh chip on the parapet of the bridge, just opposite the body. Do you know how it came there?"

"I don't know, Mr. Holmes."

"Curious, Miss Dunbar, very curious. Why did it appear there at the very time and the very place of the tragedy?"

Holmes thought. Suddenly he jumped up from his chair.

"Come, Watson, come!" he cried.

"What is it, Mr. Holmes?"

"Never mind, my dear lady. You will get the news by tomorrow".

¹ incriminate – кинути тїнь пїдозри

IV

We went back to Thor Place.

"Watson," said Holmes when we were in the train, "have you your revolver on you?"

I took out my revolver and gave it to him. I did not understand what he was thinking.

"Do you know, Watson," said he, "I think your revolver will help us to solve the mystery."

"My dear Holmes, you are joking."

"No, Watson, I am very serious."

The train stopped at the station, we got off, and soon we were at the house of our friend, the police-sergeant.

"Well, Mr. Holmes, what is it?"

"It all depends on Dr. Watson's revolver," said my friend. "Here it is. Now, sergeant, can you give me a string? Thank you. Now we shall go to the place of the murder."

As we walked, he tied one end of the string to the revolver. When we came to Thor Bridge, he found a big stone and tied it to the other end of the string. Then he hung the stone over the parapet of the bridge and, still holding the revolver in his hand, went to the place where the body was found. He raised the revolver to his head and then let it go.¹ The stone immediately pulled the string, the revolver struck against the parapet and disappeared in the water.

Holmes ran up to the parapet. "See, Watson," he cried, "your revolver has solved the mystery." And he pointed to a second chip of the same size and form as the first. He turned to the sergeant.

"Your people will easily find my friend's revolver. Near it they will also find the revolver, string and stone, with which this strange woman tried to throw suspicion² on an innocent person."

Late that evening, as we sat together and smoked in the village inn, Holmes gave me his explanation.

"You see, this woman had decided to kill herself and at the same time punish Miss Dunbar. She very cleverly got a note from Miss Dunbar, which was in her hand, when the body was found. She took two of her husband's revolvers and hid one in Miss Dunbar's wardrobe. With the other she went to Thor Bridge. After speaking to Miss Dunbar, she killed herself, and thus fulfilled her terrible plan."

¹let it go – відпустив його

²suspicion - підозра

THE BLUE CARBUNCLE¹

(After Arthur Conan Doyle)

Part I

I had called upon my friend Sherlock Holmes on the second morning after Christmas and found him lying on the sofa with his pipe² and the morning papers near him. Near the sofa was a wooden chair, and on its back hung a very old felt³ hat. A lens and a forceps⁴ lying upon the chair showed that Holmes had carefully examined the hat.

"You are busy," said I, "perhaps I can come later."

"Not at all. I am glad to have a friend with whom I can discuss my results. The matter is not difficult, but there are many interesting things in it."

I seated myself in his arm-chair, and warmed my hands before the fire, because the weather was cold, and the windows were decorated with ice crystals.

"I think," I said, "that this old hat is the clue⁵ which will help you to solve⁶ some mystery,⁷ perhaps a crime."

"No, no. No crime," said Sherlock Holmes laughing. "You know Peterson, the man who works at the office in our house?"

"Yes."

"It is to him that this hat now belongs."

"Is it his hat?"

"No, no, he found it. Its owner is unknown. It arrived upon Christmas morning, in company with a good fat goose, which is at this moment roasting⁸ in front of Peterson's fire. The facts are these. About four o'clock on Christmas morning, Peterson, who, as you know, is a very good man, was returning home. He was walking down Oxford Street. In front of him he saw a tall lame man, carrying a white goose.

"As he came to the corner of the street, a fight broke out between this stranger and a little group of boys. One of them knocked off the man's hat. The man raised his stick to defend himself and broke the shop-window behind him. Peterson ran quickly to help the stranger; but the man was frightened that he had broken the window, and seeing a man in uniform running towards him, dropped the goose and disappeared,⁹ in one of the small streets of this district. The boys had also run away when they saw Peterson, so that he was left alone with this old hat and a fat Christmas goose."

"Which of course he returned to its owner?"

"My dear fellow; there lies the problem. It is true that 'For Mrs. Henry Baker' was written on a small card which was tied to the bird's left leg; and it is also true that the letters 'H. B.' can be seen on the hat, but as there are some thousands of Bakers and some hundreds of Henry Bakers in this city, it is not easy to return the hat and the goose to any one of them."

"What then did Peterson do?"

"He brought both hat and goose to me on Christmas morning, knowing that

even the smallest problems are of interest to me. The goose we kept until this morning, when we decided that it was better to cook it and Peterson took it to his house. I have the hat of the unknown gentleman who lost his Christmas dinner."

"Have you found anything of interest in his hat?"

Sherlock Holmes picked up the hat and looked at it attentively.

"There are several things here which show that its owner is a very clever man and also that he was rich during the last three years, but now he is much poorer. He drinks now and his wife doesn't love him."

"My dear Holmes, you are joking."

"Not at all. Besides I can also tell you that he is not young and has gray hair which had been cut in the last few days."

"I must be very stupid, but I don't understand how you could find out that this man was clever and other things..."

For answer Holmes put the hat on his own head and it fell down to his nose.

"You see," said the detective, "this man has a large head, so he must be clever."

"And that he was rich three years before and is poor now?"

"Hats of this kind were sold three years ago, and it was not a cheap hat. As he has not bought another one, it means that he has little money. The other facts that he is not young, that his hair is gray and that it has been cut can all be seen on the hat where little bits of gray hair remained."

"But his wife — you said that she did not love him."

"This hat has not been cleaned for some time."

"But perhaps he is not married?"

"No, he was taking home this goose to his wife. Remember the card upon the bird's leg."

"You have an answer to everything, but there was no crime, only a goose was lost, why do you pick all these facts?"

Sherlock Holmes had opened his mouth to answer, when the door was opened, and Peterson ran into the room.

"The goose, Mr. Holmes! The goose, sir!" he shouted.

"What of it, then? Has it returned to life and flown out of the kitchen window?"

"Oh, no, sir! See what my wife found in its crop."¹⁰ He held out his hand and showed a little bright blue stone.

"Well," said Sherlock Holmes "this is a treasure."¹¹ Do you know what you have got? This is the Countess of Morcair's¹² blue carbuncle. It was lost at the Hotel Cosmopolitan and they will give for it a thousand pounds to the man who finds it."

"A thousand pounds?" said Peterson. "This is a large sum of money. When was it lost?"

"On the twenty-second of December, just five days ago. John Horner, a worker, had been working in the lady's dressing-room. For some time, James Ryder, upper attendant¹³ at the hotel, had been with him, but suddenly he was called away. When he returned, he found that Horner had disappeared and the little box in which the Countess kept the treasure, was lying empty upon the table. Ryder gave the alarm,¹⁴ and Horner was arrested the same evening, but the stone could not be found. As Horner had already been once in prison for robbery¹⁵ the case seemed to be quite

clear, and he is now in prison.

"So, you see, Watson," continued Sherlock Holmes, "we have to solve the problem of how a stone that was stolen in a hotel was later found in the crop of a goose. First of all we must find this Mr. Henry Backer, who had lost the goose in the street, together with his hat, and see what part he has played in this little mystery. We shall place an advertisement¹⁶ in all the evening papers. Give me, please, a pencil and a piece of paper and I'll put in the following: 'Found at the corner of Oxford Street a goose and a black felt hat. Mr. Henry Baker can have them back, if he comes this evening at 6.30 to 22 B, Baker Street.'

"Now, Peterson, run down to the office and ask them to put this in all the evening papers. And also buy a goose on your way back, and bring it here, for we must have one to give Mr. Henry Baker, if he comes in answer to the advertisement."

"Very well, sir. And this stone?"

"I'll put it up in my strong-box¹⁷ and write to the Countess to say that we have it."

When Peterson had gone, I asked Sherlock Holmes: "Do you think this man Horner is innocent?"¹⁸

"I cannot tell."

"And this other one, Henry Baker?"

"I think that Henry Baker is an innocent man, who did not know that the bird he was carrying had a treasure in its crop. But this I shall find out after a very easy test, if we have an answer to our advertisement."

"And you can do nothing until then?"

"Nothing."

"Then I shall go away now and come back later in the evening. "

¹ carbuncle – карбункул, коштовне каміння

² pipe - люлька

³ felt - фетровий

⁴ a lens and a forceps – лупа і пінцет

⁵ clue – ключ, речовий доказ

⁶ solve - розкрити

⁷ mystery - таємниця

⁸ roast - жарити

⁹ disappear - зникати

¹⁰ crop - зоб

¹¹ treasure - скарб

¹² the Countess of Morcair – графиня Моркар

¹³ upper attendant – старший службовець

¹⁴ alarm - тривога

¹⁵ robbery - крадіжка

¹⁶ advertisement – об'ява

¹⁷ strong-box - сейф

¹⁸ innocent – невинний

Part II

It was a little after half past six when I was in Baker Street again. As I came up to the house, I saw a tall man waiting at the door. At that moment the door was opened and we went up together to Holmes' room.

"Mr. Henry Baker?" said my friend, rising from his armchair. "Please take this chair by the fire, it is a cold night. Ah, Watson, you have just come at the right time. Is that your hat, Mr. Baker?"

"Yes, sir, that is my hat."

He was a tall man, with a massive head and an intelligent face, with a small beard¹ on it.

"The hat is here, but we had to eat the goose, it could not lie for another day."

"You have eaten the goose!" cried the visitor, rising from his chair.

"Yes," said Holmes, "but here is another bird about the same; weight, which you can take home."

Oh, thank you, thank you," answered Mr. Baker.

"Can you tell me," continued Sherlock Holmes, "where you got your goose from? It was a very fine bird."

"Of course, sir" said Mr. Baker, "there are a few of us who are members of a Goose Club which was organized by Mr. Windigate at the Alpha Inn, which is near the British Museum. We pay some pence every week and before Christmas each of us could receive a bird. This is how I got the goose, the rest you know, sir." With these words, Mr. Henry Baker said good-bye to us and left the room.

"You see, Watson," said Sherlock Holmes, "Mr. Henry Baker knows nothing about the blue stone. Let us go now to his Goose Club and find out what we can there."

And together we went to the Alpha Inn. We entered the bar and Holmes ordered two glasses of beer from the owner.

"Your beer must be excellent, if it is as good as your geese," he said.

"My geese!" the man looked surprised.

"Yes, I was speaking only half an hour ago to Mr. Henry Baker, who was a member of your Goose Club."

"Ah! yes, I see. But you see, sir, they are not my geese, I got them from a shop in Covent Garden,² Breckinridge is the name of the owner."

"Ah! I don't know him. Well, here's your good health!³ Goodnight."

"Now we'll go to Mr. Breckinridge," continued Sherlock Holmes as we came out into the street.

We soon came to Covent Garden Market and on one of the largest shops saw the name of Breckinridge. The owner was helping a boy to put up the shutters.⁴

"Good evening. It's a cold night," said Holmes.

The shop owner said: "Yes."

"Sold all the geese, I see," continued Holmes, looking at the empty shelves. "And the owner of the Alpha advised me to come here."

"Oh, yes; I sent him more than twenty birds."

"Very fine- birds they were, too. Now, where did you get them from?" asked

my friend.

To my surprise the question made the man very angry.

"What is there about these geese that so many people ask me: Where are the geese? Whom did you sell the geese? I bought them from Mrs. Oakshott, 117, Brixton Road 249, and that is the end of it," said the man in an angry voice.

Sherlock Holmes thanked him and we left Covent Garden Market.

"Now," said my friend, "shall we go to Mrs. Oakshott now or leave it till tomorrow? It is clear from what the shopman said that there are other people who are interested in geese..."

At this very moment we heard loud voices coming from the shop which we had just left. Turning round we saw a little red-faced man standing near the shop, while Breckinridge, the shopman, stood in the door of his shop shaking his arms angrily. "I have had enough of you and your geese," he shouted. "If you come here again with your stupid talk, I'll set the dog⁵ at you. You bring Mrs. Oakshott here and I'll answer her, but I will not speak to you. Did I buy the geese from you?"

"No, but one of them was mine," said the little man.

"Well, then, ask Mrs. Oakshott for it."

"She told me to ask you."

"Get out of here!"⁶ I have had enough of this," and Breckinridge ran forward. The red-faced man quickly disappeared into the darkness.

"Ha," said Holmes, "come with me and we will try to find this little man and speak to him."

Walking quickly along the street where the little red-faced man had gone, Holmes soon saw him and coming up he touched the man upon his arm. He turned round and I could see that his face was very pale.

"Who are you then? What do you want?" he asked in a frightened voice.

"Excuse me," said Holmes, "but I heard the questions which you put to the shopman just now. I think that I could help you in this matter."

"You? Who are you? How could you know anything about it?"

"My name is Sherlock Holmes. It is my business to know what other people don't know."

"But you can know nothing of this."

"Excuse me, I know everything of it. You are trying to find some geese which were sold by Mrs. Oakshott, of Brixton Road, to a shopman named Breckinridge, by him to Mr. Windigate, of the Alpha, and by him to his club, of which Mr. Henry Baker is a member."

"Oh, sir, you are the very man⁷ whom I have wanted to meet," cried the little man. "I am very much interested in this matter."

"Yes, I know this," said Sherlock Holmes. "Then we must talk about it in a comfortable room and not in this cold street. But please tell me first your name."

The little man was silent, then he said: "My name is James Ryder."

"Ah," said Holmes. "Upper attendant at the Hotel Cosmopolitan. Please come with me, and I shall soon be able to tell you everything you would like to know."

The little man stood looking from Sherlock Holmes to me. Then he went with us, and in half an hour we were back in the sitting-room at Baker Street.

"Here we are," said Holmes, as we all entered the room. "You look cold, Mr. Ryder. Please sit near the fire. Now, then! You want to know what happened, to these geese?"

"Yes, sir."

"Or I think, to that goose. It was one bird in: which you were interested — white, with black bar⁸ on the tail.

Ryder; was greatly excited. "Oh, sir," he cried,. "can you tell me where it went to?"

"It came here"

"Here?"

"Yes, and it was a very interesting bird. It laid; an egg, after it was dead— the brightest little blue egg that ever was seen. I have it here in my museum."

Holmes opened his strong-box and held it up the blue carbuncle. Ryder stood up, he looked frightened, but he did, not speak. "Now tell us everything, Ryder," said Holmes quietly. "Don't be silent. Oh, sit down on your chair. Watson, give him some water. So! Now he looks better." Ryder sat down looking with frightened eyes at Sherlock Holmes.

"I have all the facts in my hands, so there is little that you can tell me. But it may help me to finish with this case. You had heard, Ryder, of this: blue stone of the Countess of Morcair?"

"It was Catherina Cusack who told me about it," said Ryder in a low voice.

"I see. The Countess' maid. And so you decided to get rich quickly. You knew, this man Horner had already been once in prison for robbery and that he would be suspected⁹ again. What did you do then? You sent for Horner and told him to do some small job in the Countess' room. Then, when he had gone, you stole the stone from the little box and: gave the alarm. The poor man was arrested. You then —"

"Have mercy,"¹⁰ cried Ryder. "Think of my father and my mother. I never will do so again. Don't bring it into court!"¹¹

"Get back into your chair!" said Holmes angrily. "You thought little of poor Horner who is in prison for your crime! Now tell us everything, how the stone came into the goose, and how the goose came into the shop."

Ryder was silent for a moment, then he said: "I will tell you just as it happened, sir. When Horner was arrested, I had the stone in my pocket and I decided to get rid of¹² it as quickly as possible because I was afraid that the police could find it in my room. There was no place in the hotel where I could hide it. I went out as if on some business, and decided to go to my sister's house. She had married a man named Oakshott, and lived in Brixton Road, where she kept geese and sold them to shops.

"When I came there, my sister asked me why I was so pale, and I told her that there was a robbery at the hotel. Then I went into the yard, and thought about how I could hide the stone. Suddenly an idea came into my head when I saw my sister's geese in the yard.

"My sister had told me some weeks before that she would give me a goose for Christmas, and that I could choose any bird I liked. I decided that I would take my goose now, and in it I would carry my stone. So I chose one of the birds, a fine big one, white with a black bar on the tail. I caught it and opening its bill,¹³ I pushed the

stone down as far as it could go. The goose swallowed the stone and ran off among the others.

""What were you doing with that bird, Jem?" asked my sister, who came out into the yard.

""Well," said I, "you said you'd give me one for Christmas, and I was choosing the fattest."

""Oh, " says she, "we've chosen one for you. Jem's bird we call it. It's the big white one over there. There's twenty-six of them, which makes one for you, and one for us and twenty-four for the shop."

""Thank you, Maggie, "I said, "but if it's all the same to you, I'll take the goose that I chose just now."

""Oh, very well. Kill it and take it with you."

"Well, I did what she said, Mr. Holmes, and went with the bird to my friend. I told my friend what I had done, and he laughed very much. Then we got a knife and opened the goose. There was no stone in it and I understood that I had made some mistake. I left the bird, ran back to my sister's and looked into the yard. There was not a bird to be seen there.

""Where are they all, Maggie? " I cried.

""Gone to the shop. "

""Which shop?"

""Breckinridge, of Covent Garden. "

""But was there another goose with a bar on the tail? " I asked, "the same as the one I chose?"

""Yes, Jem, there were two geese with black bars on their tails."

"Then I understood everything and I ran as fast as my legs would carry me to this man Breckinridge; but he had sold all the geese and did not tell me where they had gone. You heard him yourselves. Well, he has always answered me like that. My sister thinks I am going mad.¹⁴ Sometimes I think so myself."

And the little man began to cry.

Suddenly Sherlock Holmes rose, and threw open the door.

"Get out!" said he.

"What, sir! Oh, thank you!"

"No more words. Get out!" And no more words were said. The little man ran out of the room, and was very soon in the street.

"Well, Watson," said Sherlock Holmes, "I am sure this man will never do anything like that again. He is too frightened. And as to the worker, he will be free as soon as we return the blue carbuncle to its owner."

¹beard - борода

²Covent Garden – Конвент Гарден (ринок у Лондоні)

³here's your good health! – ваше здоров'я!

⁴shutters - жалюзі

⁵set the dog – спустити собаку

⁶Get out of here! – геть звідси

- ⁷the very man – саме той чоловік
⁸bar - стрічка
⁹suspect - підозрювати
¹⁰have mercy - змилюйтесь
¹¹court - суд
¹²get rid of - позбавитись
¹³bill - дзьоб
¹⁴go mad - божеволіти

Х. 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 (надодливий), 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 зустріну 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 екзамени..*

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

§6. The Present Continuous Tense

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

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

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

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

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

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

2. У питальній формі допоміжне дієслово ставиться перед підметом:

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

No, I am not.

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

No, he is not (isn't).

Are they training now? – Yes, they are.

No, they are not (aren't).

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

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

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

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

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

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

§7. The Past Continuous Tense

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

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

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

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

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

2. У питальній формі допоміжне дієслово ставиться перед підметом:

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

No, I was not.

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

No, he was not (wasn't).

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

No, they were not (weren't).

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

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

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

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

§8. The Future Continuous Tense

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

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

I **shall be reading** this 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 полють 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 одинадцятю.

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.

XI. ЛІТЕРАТУРА

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