

**Цюра С.В. English for Students of Ukrainian Philology. - Англійська для студентів спеціальності українська філологія ( Для студентів 2 курсу навчально-наукового інституту української філології та соціальних комунікацій) / навч. посіб. / С.В.Цюра. - Черкаси: ISSN 978-966-353-455-8**

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

## **UNIT 1**

### **ENGLISH AS A UNIVERSAL LANGUAGE**

English is becoming the world's first truly universal language. It is the native language of some 400 million people in twelve countries. Another 400 million speak English as a second language. And several hundred million more have some knowledge of English, which has official or semiofficial status in some sixty countries. English is certainly more widespread geographically, more universal than any other language. And its usage is growing at an extraordinary pace.

Today there are about 1 billion English speakers in the world. By the year 2050, that figure is likely to exceed 1.5 billion.

#### **Media and Transportation.**

English prevails in transportation and the media. The travel and communication language of the international airwaves is English. Pilots and air traffic controllers speak English at all international airports. Maritime traffic uses flag and light signals, but "if vessels need to communicate verbally, they find a common language, which is English".

Five of the largest broadcasters - CBS, NBC, ABC, the BBC and the CBC - reach a potential audience of about 300 million people through English broadcast. It is also the language of satellite TV.

#### **The Information Age**

The language of the information age is English. Computers talk to each other in English.

More than 80 percent of all the information stored in computers around the world is in English. 85 percent of international telephone conversations are conducted in English, as are three-fourths of the world's mail, telexes and cables. Computer program instructions and the software itself are often supplied only in English.

German was once the language of science. Today more than 80 percent of all scientific papers are published first in English. Over half the world's technical and scientific periodicals are in English, which is also the language of medicine, electronics and space technology.

English is replacing the dominant European languages of centuries past. English has replaced French as the language of diplomacy; it is the official language of international organizations such as Save the Children, UNESCO, NATO and the UN.

### **Vocabulary**

1. air traffic controllers - авіадиспетчери
2. maritime traffic - морський рух
3. broadcaster - медіакомпанія
4. software – програмне забезпечення

### **FORMING COMMUNICATION SKILLS**

#### **Ex. 1. Answer the following questions:**

1. What language is becoming the world's truly universal language?
2. How many people speak English as their native language?
3. How many people speak English as a second language?
4. How many countries have English as their official or semiofficial status?
5. How many English speakers are there in the world today?
6. What language prevails in transportation and media?
7. What is the language of communication of the international airwaves?
8. What language does maritime traffic use if they need?
9. What is the language of the largest broadcasters?
10. What is the language of satellite TV?
11. What is the language of computers?
12. What is the language of the majority of international telephone conversations?
13. What is the language of computer program instructions and software?
14. What is the language of the majority of scientific papers?

15. What is the language of diplomacy and many international organizations today?

## **Ex. 2. Countries, nationalities and languages**

### **A. Using “the”**

Most names of countries are used without “the”, but some countries and other names have “the” before them, e.g. **The USA, The United Kingdom / the UK, The Commonwealth.**

Some countries may be referred to with or without “the”: ( the) **Lebanon**, ( the) **Gambia**, ( the) **Sudan**.

### **B. Adjectives referring to countries and languages**

With –ish: British; Irish; Flemish; Danish; Turkish; Spanish.

With –(i)an: Canadian; Brazilian; American; Ukrainian; Australian.

With –ese: Japanese; Chinese; Burmese; Maltese; Taiwanese.

With –i: Israeli; Iraqi; Kuwaiti; Yemeni; Bangladeshi.

With –ic: Icelandic; Arabic.

Some adjectives are worth learning separately: e.g. Swiss, Thai, Greek, Dutch, Cypriot.

### **C. Nationalities**

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Greek, an African. Some need woman/ man / person added to them (you can’t say “a Dutch”), so if in doubt, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

## **Ex.3. Put in missing Verbs and Possessive Pronouns:**

1. *I come from France, my language is French.*
2. He ... from Turkey, ... language is Turkish.
3. You ... from China, ...language is Chinese.
4. They ...from Spain, ... language is Spanish.
5. We ... from Denmark, ... language is Danish.
6. I ... from Greece, ... language is Greek.
7. He ... from Hungary, ... language is Hungarian.
8. She ... from Germany, ... language is German.
9. They ... from Italy, ... language is Italian.
10. He ... from Japan, ...language is Japanese.
11. We ... from Portugal, ... language is Portuguese.
12. I ... from England, language is English.

13. You ... from Rumania, ... language is Rumanian.
14. They ... from Ukraine, ... language is Ukrainian.
15. He ... from Holland, ... language is Dutch.
16. You ... from Norway, ... language is Norwegian.
17. We ... from Wales, ... language is Welsh.
18. He ... from Finland, ... language is Finnish.
19. She ... from Sweden, ... language is Swedish.

**Ex. 4. Complete each sentence with the correct form of one of the verbs given and the particle *on*. Use each verb once only.**

*Cut out, go through, stand up to, top up, filter out, read off, strip down, wire up*

1. This water pump has a special device on it .....any impurities.
2. Something was wrong with the engine so we .....it .....and examined each part.
3. No wonder the fridge didn't work. You hadn't .....the plug correctly.
4. These machines need to be solid. They have to .....a lot of rough treatment.
5. The only maintenance that is required is to .....the oil if it gets a bit low.
6. Every time we start up the drilling machine we have to.....a strict safety procedure to prevent any accidents.
7. The operator monitors the pressure by .....the measurements on these gauges.
8. The engine kept .....and then starting again a few seconds later.

**Ex. 5. Match one half of the dialogue on the left with the other half on the right.**

- |   |  |
|---|--|
| 1. My car wouldn't start this morning.                          | A. No, they weren't. They just picked at their food and ate hardly anything.               |
| 2. Why doesn't Ted want to play with the other children?        | B. No, they didn't. It's going to be very difficult to get at the truth.                   |
| 3. I think, that new magazine is very childish!                 | C. Yes, I was offered a job there – so I leapt at the opportunity to work for the company. |
| 4. Would Blake be interested in making some extra money?        | D. He's afraid they'll laugh at his accent.  |
| 5. I hear you're going to New Zealand.                          | E. You'd better get the garage to look at it.  |
| 6. Did the police manage to get anyone to talk about the fight? | F. I know it's hard, but you must keep at it. Don't give up now!                           |
| 7. Were they very hungry?                                       | G. I'm sure he'd jump at the chance.   |

8. This maths homework is driving me crazy!  
H. Well, it's not really for adults. It's aimed more at the teenage market.

**Ex. 6. Translate the text into Ukrainian.**

**From the History of Britain**

The battle of Hastings proved in the long run to be enough for the conquest of the whole country. True, the central counties and the North were not conquered as yet. But William crossed the Thames. He meant to cut off London from the North. If London was cut off from the rest of England it had to fall. Already at that time London was a financial and commercial centre of Britain. The common sense prompted the London businessmen to surrender. They opened the gates and hastily declared William King. The crown of the Saxon kings was put upon his head in the Westminster Abbey. This ended the eventful year of 1066. Three years later the earls of Mercia and Northumbria managed to get the support of the king of Denmark and raised a rebellion. But the uprising was suppressed and William levelled the rebellious counties to the ground. It was done so thoroughly that the place remained a desert for nearly a century after.

**GRAMMAR**

**THE SEQUENCE OF TENSES**

**(УЗГОДЖЕННЯ ЧАСІВ)**

Узгодження часів – це залежність часу дієслова-присудка підрядного речення від часу дієслова-присудка головного речення. Якщо присудок головного речення в англійській мові виражений дієсловом в одному з минулих часів або в *Present Perfect*, що виражає дію, яка відбулася в минулому, то в підрядному реченні дієслово-присудок має бути в одному з минулих часів або в майбутньому з позиції минулого (*Future-in-the Past*).

- a) Якщо в головному реченні дієслово-присудок виражає минулу дію, а дія підрядного речення відбувається в той же період часу, що й дія головного, то в підрядному вживається *Past Indefinite* або *Past Continuous*:

b)

I knew that he lived in Kyiv.	Я знав, що він живе в Києві.
He said that they were waiting for us.	Він сказав, що вони чекають на нас.

- b) Якщо в головному реченні дієслово-присудок виражає минулу дію, а дія підрядного речення відбулася раніше, ніж дія головного, то в підрядному реченні вживається *Past Perfect* або *Past Perfect Continuous*:

I thought you had left England.	Я думав, що ви залишили Англію.
I understood it had been raining as it was wet.	Я зрозумів, що йшов дощ, тому що на вулиці було мокро.

- c) Якщо в головному реченні дієслово-присудок виражає минулу дію, а дія підрядного речення є майбутньою щодо дії головного, то в підрядному реченні вживається *Future-in-the-Past*:

I knew that they would arrive on Sunday.	Я знав, що вони придуть у неділю.
You said you would come.	Ти казав, що прийдеш.

- d) Правило узгодження часів не застосовується в підрядних реченнях, які виражають загальновідомі факти (*Universal truth*):

The teacher told that the Earth moves round the Sun.	Учитель сказав, що Земля рухається навколо Сонця.
He knew that metals conduct electricity.	Він знав, що метали проводять електрику.

## EXERCISES

### Ex.1. Make the action of the following object clauses simultaneous with those of the principal clauses.

1. I thought you (*have*) better sense.
2. She could not imagine what he (*to do*) there.
3. I've forgotten what he (*to look*) like.
4. I did not know whether the doctor (*to mean*) what he (*to say*) or whether he (*to have*) a joke at my expense.
5. What surprised me was that Pat (*to be*) so much at home here.
6. He asked me what work I (*to do*) and whether I (*to intend*) to go to a University.
7. I was surprised you (*to know*) my name.
8. He told his father that now he (*to make*) ten dollars a week less.
9. When I knew him better he admitted that he (*to feel*) lonely in London.
10. She wanted Wilfred to forbid my walking in the park alone. She said it (*to be*) dangerous.

### Ex.2. Make the actions in the following object clauses precede those of the principal clauses.

1. At ten o'clock he telephoned again, saying that he (*to change*) his mind.
2. I knew that for the past twenty-five years he (*to buy*) the same paper each morning.
3. Indeed it was whispered that the headmaster (*to receive*) a telegram from the boy's father.
4. She seemed to have forgotten what (*to happen*) a few minutes before.
5. It was not known where he (*to spend*) his early childhood.
7. The question was why he (*to do*) it at all.
8. Then he admitted that he (*to live*) since the summer in his father's house.
9. She wrote that they (*to let*) their house for a year.
10. Her mother once confided her that she (*to want*) to be an actress.

### Ex.3. Make the actions of the following object clauses be posterior to those of the principal clauses.

1. She said that she (*to take part*) in their work.
2. Mother hoped that her son (*to come back*) in a week.
3. We said that we (*to return*) in an hour.
4. He believed that they (*to work*) together.
5. We hoped that in the evening we (*be able*) to go to the cinema.
6. I didn't know that your friends (*to go*) to the seaside without you.
7. Our father told us what we (*to do*) on Sunday.
8. They said that the lecture (*to begin*) at 5.
9. We told them that we (*not to wait*) for them.
10. She thought that the weather (*to be*) nice tomorrow.

### Ex.4. Use the required tense-aspect forms in the following sentences, observing the rules of the Sequence of Tenses.

1. When I went into the office next morning I already (*to formulate*) my plan.
2. She ended by saying that she (*to think*) she (*to make*) a mistake.
3. She knew what (*to go*) on in their minds.
4. So I went into the living room, where my aunt already (*to wait*) for me.
5. She telephoned her husband to the office to say that her brother (*to return*) from abroad.
6. An old friend rang up to ask how Elizabeth (*to feel*), and whether she (*can*) go with his wife to the

concert on Sunday morning. 7. He remembered that he (*not to see*) Lily for three weeks. 8. It was possible that Jack (*to hang*) around. 9. Everybody thought that they (*to live*) in happiness for nearly thirty years. 10. I had no idea if she (*to know*) that Mary (*to be*) here soon. 11. I said that I (*to read*) this book only after I (*to pass*) my exams. 12. He said that he (*not to go*) home until he (*to finish*) his work.

## TESTS

### Translate into English:

1. Я думав, що вона хворіє.
2. Ми сподівалися, що він прийде вчасно.
3. Я не знав, що його сестра вивчає англійську мову.
4. Він упевнений, що завершить роботу до вечора.
5. Вона сказала, що не хоче йти на прогулянку.
6. Ми хотіли знати, коли вона прийшла.
7. Мій друг каже, що вже прочитав цю статтю.
8. Я не знав, що він зайнятий і не може мені допомогти.
9. Ніхто не хотів вірити, що він сказав правду.
10. Вона сподівається, що я не працюватиму в неділю.
11. Ми побачили, що діти грають у футбол.
12. Він сказав, що його мати – лікар.
13. Вона сказала, що буде рада побачити нас знову.
14. Вона сказала, що живе в Києві вже двадцять років.
15. Він сказав, що знає, як я себе почуваю.

## SUPPLEMENTARY TEXT

### CANADA – A LAND OF DIVERSITY

#### *Canada Factfile:*

- **Area:** 9,976,169 sq km
- **Population:** 29,000,000
- **Capital:** Ottawa
- **Main cities:** Toronto, Montreal and Vancouver; 75% of the population lives within 300 km of the USA border
- **Official languages:** English, French
- **National symbol:** the maple leaf
- **Political structure:** Independent constitutional monarchy (Head of State: Elizabeth II)
- **History:** 1608 – Frenchman Champlain established New France in Quebec.  
1759 – Canada became part of the British Empire.  
1867 – The Confederation of Canada was set up.  
1931 – Independence from Britain.
- **Quality of life:** Very high standard of living.  
Ranked number one on the UN 'Human Development Index'. The country is particularly advanced in the areas of health, education, social protection and human rights.

### A Multicultural Identity

Although many Canadians' first language is English or French, many other languages are spoken: Italian, Chinese, German, Polish, Ukrainian, Dutch and Greek. There are many native languages such as Algonquian.

The French-speaking province of Canada is very different culturally. Since the 1960s there has been a strong “separatist” movement.

There are many different native peoples throughout Canada like the Crees, Mohawks, Iroquois and Sioux. In the north of the country, the Inuit (Eskimos) now have a self-governing homeland called Nunavut (meaning “Our Land”). It is over two million sq km and is inhabited by 17,500 Inuits.

Canada is one of the most tolerant societies in the world. For example, only 13% of Canadians say that they would object to their children marrying somebody of a different race (compared with 32% in the USA).

**1) What do you know about Canada?**

**Write notes about these things, without looking at the texts:**

Location, size, population, type of government, historical events, languages, standard of living.

**2) Read the texts again and answer these questions:**

1. How does Canada have a “multicultural identity”?
2. How are Canadians different from Americans in the USA?

**3) Where would you like to visit in Canada? What things would you like to do there?**

**4) Give three reasons why you think Canada might be a good place to live. Can you think of a reason why it might not be?**

**5) Write a short description of different areas to visit and things to do in your country.**

**Did you know?**

The name of Canada comes from an Iroquois word meaning “village”.

(from *Opportunities*)

## **UNIT 2**

### **ENGLISH AS A WORLD LANGUAGE**

**Ex.1. Do you think these statements are True or False?**

1. In Britain you can hear a great variety of languages from many parts of the world.
2. There are many people who speak Welsh in Britain, but there are no broadcasts in Welsh.
3. Scots is the language of education and government in Scotland.
4. Scots is used in some newspapers in Scotland.
5. Gaelic is the official language of Northern Ireland.
6. The Isle of Man and Cornwall both have their own languages.

**Read the text and confirm your answers.**



## **Spoken in the UK**

Walk through any big British town and you can hear languages as diverse as Spanish, Urdu and Greek. But there are also a number of indigenous, or native, languages spoken within the UK.

According to 2011 census, 527 510 people said they spoke Welsh. It is increasingly used in schools and by some local authorities. Public pressure has led to more public services in Welsh. A Welsh television channel, S4C, began broadcasting in 1983 and there are radio stations and newspapers.

In some areas, the use of English in schools and in the media has contributed to the decline of minority languages. There were about 69 000 speakers of Gaelic in Scotland in 2011 according to that year's census. The language, especially strong in the Outer Hebrides, is used in some schools but speakers have limited legal rights. It is not used in the courts, and it plays no part in the national government.

The Scots language, which is different from Scottish Gaelic, is so close a relative of English that it is often regarded as simply a northern dialect. It is spoken in the central belt of Scotland and the Lowlands. It was the everyday language here from the 14th century until 17th century. The upper classes slowly turned to English, influenced by the Union of the Crowns of England and Scotland in 1603. Most Scots speak a mixture of Scots and English, but English is the language of education and the government.

There has been a Scots revival in recent years: the New Testament in Scots was published in 1985, and Scots is used in parts of the Scottish press.

There are speakers of the Irish Gaelic in Northern Ireland, but it has no official status there. Other native languages in Britain include Cornish in Cornwall and Manx Gaelic on the Isle of Man. The last native speaker of Cornish died in 1777 and the last speaker of Manx in 1974. There have been recent revivals, although the languages have no legal status.

( from *The Guardian* )

## **FORMING COMMUNICATION SKILLS**

**Ex. 2. Discuss these questions on language issues with the class.**

1. Are all the languages and regional varieties equal in Britain?
2. Does it matter which language you speak?
3. Which languages are taught in school and where? Which languages can be heard in broadcasts? Which languages can you use in court?
4. Is there only one language in your country? If not, what is the status of the other languages?

**Ex. 3. Complete each sentence with the correct form of one of the verbs given and the particle *for*. Use each verb once only.**

*Ask call enter go look make send stand*

1. She's been .....a job for ages and she still hasn't found one.
2. So you've passed your exam. This .....a celebration!
3. He hasn't decided which to buy but he'll probably.....the flat in the city centre.
4. They were so hungry after their day out that they.....the nearest restaurant.
5. If the fever continues, I'll have to .....the doctor.
6. If I were you, I wouldn't mention her driving test. You'd be .....trouble!
7. I never dreamt I'd win when I .....the competition!
8. What do the initials BBC .....?

**Ex. 4. Match the first part of the dialogue on the left with the second part on the right.**

- |  |  |
|--|--|
| 1. Do you think your parents would lend you the money?   | A. Please don't. The whole house smelt of cabbage last time you made it. |
| 2. Are there any jobs going at the hotel?                | B. I certainly did! He obviously didn't approve of that dress!           |
| 3. Do you like the new uniform?                          | C. He started it. He accused me of being a liar so I hit him.            |
| 4. Shall I make that vegetable soup again?               | D. They want to dispose of it by dumping it in the sea.                  |
| 5. Why were you two boys fighting?                       | E. It reminds me of the time we went skiing in the Alps.                 |
| 6. Look at the snow on those hills.                      | F. Not at the moment. I'll let you know if I hear of any vacancies.      |
| 7. What are they going to do with all the factory waste? | G. Forget it. I wouldn't dream of asking them for a loan.                |
| 8. Did you see the look on her father's face?            | H. Well, the style's all right but I don't think much of the colour.     |

**Ex. 5. Decide whether you agree or disagree with the following statements. Then discuss each statement in groups.**

- a) People shouldn't be allowed to drive until they are 26.
- b) Young drivers take more risks than their parents do.

**Read Part 1 of a radio broadcast and make a note of any arguments that support statements a) and b). Compare your ideas with a partner.**

### **Part 1**

Good afternoon. In today's programme we'll be looking at the subject of cars and young people and considering just how safe a combination they are. First, some statistics. According to recent research, young people – that is between the ages of seventeen and twenty-five – are involved in nearly a fifth of motoring accidents. What is significant about this figure is that only one in ten of all drivers are in this age group. This means that a young man aged, say, twenty, is nine times more likely to die in a road accident than his father. Researchers have also looked into exactly what makes someone a safe or unsafe driver. They tested young people's skills as well as their attitudes to driving. The results are disturbing to say the least. Apparently between 30 per cent and 40 per cent of young drivers were found to be potentially dangerous. In many cases, it is not because they lack the necessary driving skills but because they choose not to use them. In what is a fairly common situation where a teenager is in a car with a group of friends, it is more likely that they will be driving to impress their friends, rather than to be safe. This, of course, means that they often end up taking unnecessary risks, which can lead to accidents.

Andrew Graham, a driving instructor, says: "In my experience, and colleagues of mine say the same thing, both the young and the old overestimate their ability behind the wheel. I should say that how a good driver you are has more to do with attitude than your age. Older drivers on the whole are more careful and take fewer risks. They are more aware that the car is potentially a lethal weapon. Young people, on the other hand, tend to think of themselves as being in some way immortal.

**Read Part 2 where three young people give their views on driving. Make a note of any information which contradicts statement b). Compare your ideas with a partner.**

### **Part 2**

Here are some views on driving which young people gave us over the phone. *First, Jane, aged nineteen, from California.*

**Jane:** I'm really glad I've got a car. I passed my test second time round and I've been driving for two years now. Driving has made me more independent and it's really necessary for going out and socializing. I wouldn't feel safe out on my own at night, waiting for buses. And taxis are quite expensive here.

I've been very lucky really. I've never had a bad accident – thank goodness – but I find it quite difficult to concentrate for a long time when I'm driving. If I'm not careful, I find myself looking around and not watching the road. I think, my bad habits probably all come from being a passenger in other people's cars.

I'm probably a more aggressive driver than my parents – I mean, I try not to drive too fast and I never, never drink and drive, but I'm not as patient a driver as my Mum. The way I see it, safe driving is about your attitude as much as your ability to handle a car. I mean, you can't do without the skills, because you've got to be able to react instinctively in any situation you find yourself in. But it is the attitude that makes some people drive like maniacs and overtake every car in sight. I know quite a few boys like that. They drive dangerously just to impress their friends. I don't usually drive so fast if there are other people in the car.

Now let's hear what *Dan, aged twenty-two, from Philadelphia* has to say.

**Dan:** Everyone, but absolutely everyone, has a car in the States. It's really important. Unless you live in a big city like New York or San Francisco there isn't really much necessity in the public transport. So you need a car to get around. In LA, you're likely to get picked up by the police if they see you on foot.

I think, people of my age are much more aware of the dangers than people of my parents' generation. For example, me and most of my friends stick to soft drinks if we're driving, whereas my dad and lots of older drivers I know think it's OK to drink a bit if they're driving. I think, that's fairly typical.

Young drivers always seem to get the blame for causing accidents. That's not fair. Sure, young people drive fast but driving slowly causes just as many accidents as driving fast. And elderly drivers usually go slowly! They sometimes seem completely unaware of what's going on around them. One nearly drove into the back of me when I was stopped at a junction the other day! Amazing.

And finally *Gabrielle from Doncaster*.

**Gabrielle:** I have a Citroen 2 CV. It's twenty years old! I've had it for a year. My parents bought it for me when I passed my test. I'm very safety-conscious and I always feel responsible for my passengers especially as there are no safety belts in the back. I never drink alcohol if I'm driving and wouldn't get in a car with anyone that had been drinking. And I never speed. Someone I know was injured in an accident involving two young drivers who were racing each other. I don't usually have problems with other drivers. They never act aggressively towards me when I'm in the Citroen but I have noticed a more negative attitude when I've borrowed my father's Golf GTI. Some men, particularly older men, don't like to see a woman overtake them. Some of them get very aggressive. They drive up really close behind me and flash their lights. It makes me furious. I'm sure, they wouldn't do it if I were a man.

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

a) **Are you a driver? If you are, discuss these questions.**

1. Do you consider yourself a safe driver? Have you been involved in any accidents?  
Were you at fault?
2. What do you think makes a good driver?

**b) If you are not a driver, discuss these questions.**

1. How do you feel about being a passenger in a car and having to rely on a driver?
2. What do you think makes a good driver?

## GRAMMAR

### INDIRECT SPEECH (НЕПРЯМА МОВА)

#### 1. INDIRECT STATEMENTS (СТВЕРДЖУВАЛЬНІ РЕЧЕННЯ)

Непряма мова утворюється відповідно до правил узгодження часів. Наступні дієслова найчастіше використовуються для того, щоб передати стверджувальні речення непрямою мовою: to tell, to say, to add, to notice, to remark, to explain, to inform, to remind, etc. При заміні прямої мови непрямою відбувається зміна обставин часу, а також особових та присвійних займенників.

**NOTE:** *TO SAY SMITH (TO SMB)*  
*TO TELL SMB SMT*

DIRECT SPEECH	INDIRECT SPEECH
Jimmy said, "My brother is learning to drive". (The Present Continuous Tense)	Jimmy said that his brother was learning to drive. (The Past Continuous Tense)
Nick said, "Sometimes I go home by tram". (The Present Indefinite Tense)	Nick said that sometimes he went home by tram. (The Past Indefinite Tense)
The teacher told John, "You didn't write exercise two"	The teacher told John that he hadn't written exercise two.
Frank said, "Ron fell down, but he didn't hurt himself". (The Past Indefinite Tense)	Frank said that Ron had fallen down, but he hadn't hurt himself. (The Past Perfect Tense)
Bob said, "My uncle has just arrived from Paris". (The Present Perfect Tense)	Bob said that his uncle had just arrived from Paris. (The Past Perfect Tense)

#### Ex. 1. Change the following sentences into Indirect Speech.

1. Jack told his father, "I hope to pass the examination". 2. Henry said to me, "The teacher is listening to us". 3. Bob said to Tom, "I made no mistakes in the last dictation". 4. I told the policeman, "I saw the thief in the garden". 5. He said, "I haven't read many English books". 6. Jack's father said to him, "You haven't cleaned your shoes". 7. My mother said to me, "I feel very tired, and I have a headache". 8. My friend told me, "We have plenty of time to do our

work". 9. Mary said, "I don't want to wear my old dress". 10. I said to my sister, "I haven't seen my uncle for a long time".

### Ex. 2. Change the following sentences into Indirect Speech.

1. "My son is a student", said Henry.
2. "She is working at the library", said her mother.
3. My friend said to me, "I have not seen you for ages".
4. "We shall solve the problem tomorrow", said Alex.
5. He said, "There is nobody here to stop them".
6. My friend said to me, "We have been waiting for you for ten minutes".
7. "I have never been to Kyiv before", he said to Mary.
8. Jane said, "I am all right. Nothing worries me."
9. "I am busy now. I am doing my lessons", said Tom.
10. "She is not here. She has just left the office", the secretary said to us.
11. "I don't think I will have done this work by the evening", she said.
12. She said, "I am trying to listen to music. Go out!"
13. "We have tried to telephone to Odessa for him", they said.
14. "They are getting married tomorrow", he said.
15. "He can not speak any foreign language", Mary said to us.

### 3. INDIRECT COMMAND AND REQUEST (НАКАЗИ ТА ПРОХАННЯ)

Прохання або накази в непрякій мові передають за допомогою інфінітива. Для вираження наказів непрямою мовою найчастіше використовують такі дієслова: to tell, to order, to command. Прохання виражається дієсловами: to ask, to beg, to implore, to urge.

DIRECT SPEECH	INDIRECT SPEECH
The mother said to the lazy son, "Wake up!"	The mother told the lazy son to wake up.
Father said to me, "Remember to post these letters".	Father reminded me to post those letters.
I said to Nick, "Shut the door, please".	I asked Nick to shut the door.
Mother said to the children, "Don't ever enter this room".	Mother warned the children not to enter the room.

### Ex. 1. Change the following sentences into Indirect Speech. Decide whether to use "told" or "asked".

1. Mary said to her brother, "Take the letter to the Post Office, please".
2. The teacher said to Tom, "Collect the exercise-books and put them on my table".
3. The old man said to the little girl, "Don't run across the street".
4. The teacher said to the pupils, "Learn the poem by heart".
5. I said to my friend, "Meet me outside the cinema at six o'clock".
6. Mary's mother said to her, "Don't go back to work for a fortnight".
9. Jack said to the policeman, "Tell me the time, please".
10. "Give me a cup of tea, please", my mother said to me.
11. Father said to Tom, "Turn the sound down".
12. "Don't tell her the truth", said they to him.
13. "Give us a drive, please", they said to him.
14. She said to me "Please, give me his address".

### SUPPLEMENTARY TEXT

#### IRELAND

##### *The Republic of Ireland Factfile:*

- **Area:** 70,280 sq km
- **Capital:** Dublin
- **Political structure:** Parliamentary republic
- **Currency:** Punt
- **Population:** 3,500,000

- **Official language:** Irish
- **National symbols:** the harp and the shamrock

### **Celtic Rules**

The Corrs' second album, *Talk on Corners*, was one of the most popular albums of the nineties, along with international bestsellers by Enya. The success of the Irish dance musical, *Lord of the Dance*, made its creator, Michael Flatley, one of the richest performers in show business. And veteran group the Chieftains, who began playing in pubs, now give sell-out concerts at major venues all over the world. What do they have in common? They are all Irish.

Celtic music is clearly having some of its best moments. In fact, with Irish pubs opening all over the world, Irish music is played from Kiev to Katmandu. Most of the music you hear in them is traditional dance music – and you are expected to dance. An Irish music session is not a spectator sport! If you don't participate, you'll miss out on the "craic" – the most exciting moments of the evening.

Of course, Irish music has its quieter moods. Some people say that the harp, a national symbol, has magical powers. Another national instrument is the Uilleann pipes, a kind of sophisticated bagpipes, which featured in the film *Titanic*. There is local saying that it takes "seven years of learning, seven years of practicing, and seven years of playing" to master them. The violin, or "fiddle", is played all over the country.

Music is an important new export of Irish culture, but writers are doing well, too. In the past, Ireland has produced some of the best writers and poets in the English language; people like Jonathan Swift, James Joyce, W.B. Yeats, George Bernard Shaw and Oscar Wilde. More recently, the poet Seamus Heaney won the Nobel Prize for Literature in 1995, and Roddy Doyle received praise throughout Europe for his novels.

Not to be left out, the Irish film scene is looking good. The government has created a fund for films about (and produced in) Ireland, and actors such as Liam Neeson and Pierce Brosnan are international stars. Among the films you should watch are *My Left Foot*, which won two Oscars, *In the Name of the Father* and *Michael Collins*.

**1) What do you know about Ireland? In pairs, make a list of Irish singers, writers and actors that you know. Then read the text quickly and add to your list.**

**2) Read the texts again and match these titles with the paragraphs.**

Dance Music, Worldwide Success, Irish Cinema, Traditional Instruments, Irish Writers.

**3) Are these sentences true (T) or false (F)?**

1. The Chieftains have always played to large audiences.
2. The best way to appreciate Irish dance music is to sit and listen.
3. The Uilleann pipes are easy to play.
4. Many great names in English Literature were Irish.
5. The Irish government help the Irish film industry.

**4) Match the words from the text with the definitions. Paragraph number are in brackets.**

veteran (1)	a) bar
venue (1)	b) old and experienced
pub (2)	c) place for a concert
powers (3)	d) abilities, strengths
praise (4)	e) money for a special purpose
fund (5)	f) expression of admiration

**5) In pairs, make a list of the best singers, groups, writers and films from your country. Compare your list with the rest of the class.**

(from *Opportunities*)

### UNIT 3

**Ex. 1. Answer the following questions:**

1. Does the kind of English you speak affect your chances at a job interview?
2. Here are seven varieties of English. Which do you think will most likely to guarantee success at a job interview?
  - a) a broad or "thick" regional accent - e.g. *Scouse* ( Liverpool), *Brummie* ( Birmingham), *Cockney* ( East London), *Glaswegian* ( Glasgow)
  - b) an educated Scottish accent
  - c) an educated Welsh or Irish accent
  - d) a "posh" accent ( upper class)
  - e) a BBC voice - someone who sounds like a BBC announcer
  - f) "RP" - received pronunciation - a pronunciation that is widely accepted as correct
  - g) an American or Australian accent

**You are going to read an article on the relationship between accents and success in job interviews, published in *The Observer* (a Sunday newspaper). Which of the following opinions do you think the article might express?**

- a) People with RP give the impression of being confident, intelligent and ambitious, even if they are not any of those things.
- b) People who have strong regional or non-standard accents are perceived as less friendly and less honest than RP people.
- c) The BBC uses announcers with "standard" pronunciation because they will be more acceptable both at home and abroad.
- d) Accents from other countries are preferred because they are "classless".
- e) A woman who speaks RP is seen as more adventurous and feminine than one with a non-standard accent.

#### **Well-spoken Employees Wanted**

It's no good just walking in and saying "Gissa job" in thick Scouse, Brummie, or Glaswegian. If you want employment, get a "proper accent" or you won't get past the first interview.



Don't be too posh, though - Oxford accents are off-putting and sounding like the Queen will only irritate your prospective employer, especially if you are a man.

The accent that will launch you on a glittering career is received pronunciation, or RP. This will give the impression that you are confident, intelligent and ambitious.

The ideal voice for getting job is similar to a BBC announcer's voice, because "It's pleasant to listen to", according to research by David Davey, a chartered psychologist specialising in executive assessment. The comparison did not please the BBC whose spokesman said: "The BBC accent doesn't exist any more. We have an equal opportunities policy and any accent is acceptable provided that it is clearly understood".

Standard accents are important in jobs that involve contact with customers with a wide range of accents, Mr Davey writes in the Institute of Personnel Management's journal, *Personnel Plus*. "But for a research position, intelligence, education and experience would heavily outweigh even the worst Cockney or Scouse accent".

There is consolation for those burdened with a strong accent: they are seen as friendlier, more generous, more honest and having a better sense of humour than the RP brigade.

Mr Davey says that most educated Scottish accents rate highly, although below RP, of course. "Educated" Welsh and Irish accents also score quite highly as do the mellower examples of English provincial brogues, such as those from Yorkshire and Tyneside.

American, Australian, South-African, Indian and West Indian accents might benefit from a certain "classless" factor but all fail to challenge the supremacy of standard pronunciation.

RP women are thought to be more confident than women with "non-standard accents", and they are also rated more highly in adventurousness, independence and femininity.

*(The Observer)*

## **Ex. 2. Learn the following phrasal verbs:**

- |                               |                    |
|-------------------------------|--------------------|
| 1. Make a speech              | <b>hold forth</b>  |
| 2. State clearly & definitely | <b>lay down</b>    |
| 3. Mean, imply                | <b>get at</b>      |
| 4. Communicate, explain       | <b>put across</b>  |
| 5. Communicate, explain       | <b>put over</b>    |
| 6. Transmit                   | <b>pass on</b>     |
| 7. Explain, convey facts      | <b>get over</b>    |
| 8. Suggest, propose           | <b>put forward</b> |
| 9. Raise (a question)         | <b>take up</b>     |

10. Interrupt	<b>cut in (on)</b>
11. Write down	<b>put down</b>
12. Write down, record	<b>take down</b>
13. Write out (cheque)	<b>make out</b>
14. Compose	<b>make up</b>
15. Apply for	<b>put in for</b>
16. Exhibit, put forward	<b>hold up</b>
17. Apply to (for advice)	<b>turn to</b>
18. Turn to (for advice)	<b>look to</b>
19. Mention	<b>bring up</b>

**Ex. 3. a) Now rewrite the text, using PHRASAL VERBS to replace the underlined words:**

### **Learning English**

There are many reasons for learning English. What I mean is that some learners may need to propose business plans and make speeches about different subjects, while others from the same companies may just need to record messages over the phone, write faxes and compose short letters.

Teachers of general English assume that learners will want to communicate their basic requirements, convey personal information, explain their preferences and opinions and raise certain topics in conversation or debate.

Teaching languages often involves transmitting social skills such as interrupting other speakers. I mention this because in some countries it is considered rude. By stating definitely what English people do, we are teaching the culture. Learners often turn to their teachers for information about English habits. For example, how do English people address their bosses when applying for a pay rise? Teachers have to be very careful because their language and behavior are exhibited as examples of how English is spoken and what English people do. If the same learners apply to another teacher for similar advice, the answers may be different!

**b) Rewrite the text, using PHRASAL VERBS to replace the underlined words:**

There are many reasons for learning English. What I am getting at is that some learners may need to put forward business plans and hold forth about different subjects, while others from the same companies may just need to take down messages over the phone, put down faxes and make up short letters.

Teachers of general English assume that learners will want to put across their basic requirements, get over personal information, put over their preferences and opinions and take up certain topics in conversation or debate.

Teaching languages often involves passing on social skills such as cutting in on other speakers. I bring this up because in some countries it is considered rude. By laying down what English people do, we are teaching the culture. Learners often look to their teachers for information about English habits. For example, how do English people address their bosses when putting in for a pay rise? Teachers have to be very careful because their language and behavior are held up as examples of how English is spoken and what English people do. If the same learners turn to another teacher for similar advice, the answers may be different!

**Ex. 4. Complete each of the sentences with the correct form of one of the verbs and the particle *up*. Use each verb once only.**

*Build cheer grow liven put shoot speak stand*

1. I'm not tall enough to reach. Can you .....this poster for me?
2. Why are you so miserable? ..... ! Things can't be that bad!
3. When the headmaster came in, most of the pupils .....but a few remained seated.
4. The party was really boring so I suggested some games to .....it..... .
5. After a long illness, it takes some time to .....your strength.
6. She's a bit deaf so you'll have to ..... .
7. I was born in Washington but I.....in New York.
8. The weather's been so bad that the price of strawberries has ..... .

**Ex. 5. Match one half of the dialogue on the left with the other half on the right.**

- |  |   |
|--|---|
| 1. Why are they so tired this morning?               | A. Well, I didn't make it, so don't expect me to clear it up! |
| 2. Why have you set your alarm for five o'clock?     | B. Of course! I'll back you up. Let's go and see the manager. |
| 3. Joe's missed a lot of lessons.                    | C. I'm afraid not. I've used it all up.                       |
| 4. Lucy's very polite, isn't she?                    | D. Of course not. You'll have to dress up.                    |
| 5. Look at the mess all over the floor!              | E. Yes. It'll be very hard for him to catch up.               |
| 6. Can I wear jeans this evening?                    | F. Because I have to get up early.                            |
| 7. Will you support me if I complain about the food? | G. Because they stayed up late watching TV.                   |
| 8. Is there any milk left?                           | H. Yes. She's been very well brought up.                      |

**GRAMMAR**  
**INDIRECT GENERAL QUESTIONS**  
**(ЗАГАЛЬНІ ЗАПИТАННЯ В НЕПРЯМІЙ МОВІ)**

При заміні прямої мови непрямою в запитаннях використовується прямий порядок слів. Найчастіше вживаються дієслова: ask; want to know; wonder; not know; didn't say/tell me. Підрядне речення приєднується до головного за допомогою сполучників if/whether.

**NOTE: TO ASK SMB  
 TO ASK A QUESTION**

<b>DIRECT SPEECH</b>	<b>INDIRECT SPEECH</b>
Ann's mother asked her, "Are you tired?"	Ann's mother asked her if she was tired.
He asked his friend, "Do you like the weather?"	He asked his friend if he liked the weather.
I asked Frank, "Did you buy a new car?"	I asked Frank if he had bought a new car.
Ann's father asked her, "Have you finished the work?"	Ann's father asked her if she had finished the work.
I asked my sister, "Will you go to Italy in summer?"	I asked my sister whether she would go to Italy in summer.

**Ex. 1. Change the following sentences into Indirect Speech.**

1. The teacher asked Tom, "Do you come to school by bus or on foot?" 2. A man stopped me in the street and asked, "Have you got a match?" 3. The teacher asked us, "Do you understand the question?" 4. Henry's father asked his son, "Do you want to be an engineer or a doctor?" 5. I asked Peter, "Are you going to play football on Friday?" 6. He asked his secretary, "Has the postman been yet?"

**INDIRECT SPECIAL QUESTIONS**  
**(СПЕЦІАЛЬНІ ЗАПИТАННЯ НЕПРЯМОЮ МОВОЮ)**

Спеціальні запитання в непрякій мові приєднуються до головного речення за допомогою того ж займенника або прислівника, із якого починалося запитання прямою мовою.

<b>DIRECT SPEECH</b>	<b>INDIRECT SPEECH</b>
Peter asked, "Who has taken my book?"	Peter asked who had taken his book.
I asked the gardener, "What are you planting here this year?"	I asked the gardener what he was planting there that year.
Nina's sister asked her, "Whom did you meet at the theatre?"	Nina's sister asked her whom she had met at the theatre.
I asked my mother, "What did the teacher say?"	I asked my mother what the teacher had said.
He asked Roger, "When will Mary come"	He asked Roger when Mary would come back.

back?"	
Ted asked Ron, "Where do your parents live?"	Ted asked Ron where his parents lived.
The professor asked his student, "Why haven't you done the home assignment?"	The professor asked his student why he had not done his home assignment.
The policeman asked, "Who left this car here?"	The policeman asked who had left that car there.

### Ex. 1. Change the following sentences into Indirect Speech.

1. Mother asked Jane, "What are you doing here?" 2. Margaret asked Richard, "Where are you going for your holidays?" 3. Ann asked Mary, "What do you usually have for breakfast?" 4. The inspector asked, "Who caused the accident?" 5. The teacher asked Bob, "Where did you learn to swim?" 6. Mary's mother asked her, "Where have you put your shoes?" 7. The teacher asked, "Which number can be divided by three?" 8. Peter asked me, "When are you going to have dinner?" 9. The policeman asked me, "Where did you lose your wallet?" 10. I asked Bob, "Why didn't you answer my letter?" 11. I asked a man in the crowd, "What is the matter?" 12. Father asked, "When will lunch be ready?" 13. The little boy asked his father, "Why does the policeman wear a uniform?" 14. The nurse asked, "Who is the next, please?"

### Ex. 2. Change the following sentences into Indirect Speech.

1. He asked me, "When can I talk to you?" 2. Eric said to me, "Come and have a look at my new bike". 3. "I'll get the ticket to the concert. I promise!" David said. 4. Della said, "Tom has invited me to go sailing at the weekend". 5. The man said, "Don't park your car in front of the gate". 6. The manager said, "We have received a complaint about the prices". 7. "Do you know the cause of the fire?" asked the policeman. 8. "When I get a job, I'll buy a new car", said Mike. 9. "You will get a sunstroke if you spend more time in the sun", he said. 10. She asked me, "Have you ever made a speech in front of one thousand people?" 11. "If time allows, discuss this question with me", my brother said.

### TEST

1. Учитель сказав нам: «Провітрюйте клас перед кожним уроком».
2. Черговий учень сказав: «Я провітрюю клас перед кожним уроком».
3. Мама сказала дітям: «Грайтесь в дворі. Не грайтесь на вулиці».
4. Діти сказали мамі: «Ми не граємося на вулиці. Ми граємося в дворі».
5. Бабуся сказала онукові: «Помий руки перед обідом».
6. Джейн сказала: «Мені наснився дивний сон».
7. Він спитав мене: «Ти був в опері до цього?»
8. Мама спитала свою дочку: «Ти не знаєш, де я поклала свої окуляри?»
9. Коли я зустрів Тома, я спитав його: «Твій батько все ще в лікарні?»
10. Діти спитали маму: «Чому ми не можемо грати в цій кімнаті?»
11. Мама сказала мені: «Твоя сестра пішла до медичного центру».
12. Коли мій друг прийшов до мене, він спитав: «Чому тебе не було в школі?»
13. Дідусь сказав онукові: «Закривай вікно. У кімнаті холодно».
14. Він сказав мені: «Я хочу пити. Принеси мені соку, будь ласка».
15. Я спитав своїх батьків: «Хто надіслав вам цю телеграму?»

### SUPPLEMENTARY TEXT

#### WALES

##### *Wales Factfile:*

- **Area:** 20,280 sq km

- **Population:** 3,000,000
- **Capital:** Cardiff
- **Official language:** English and Welsh (with over half a million Welsh speakers)
- **Political structure:** part of the United Kingdom (with a Welsh National Assembly)

### **The Mystery of Wales**

**To the west of England lies a small, almost secret country called Wales. It is a land of green and grey: green fields, valley and hills; grey mountains and sky, grey mining villages and grey stone castles.**

The story of the Welsh people is one of determined resistance to invaders – the Romans, Saxons, Vikings, Normans and finally the English. After the fall of the Roman Empire in 410 AD, the barbarian Anglo-Saxons invaded Britain. Legendary kings and princes, like king Arthur, won important victories against the Saxons, but gradually these original “Britons” were pushed west, into the hills and mountains of Wales. Welsh princes fought hard against the English, but Wales was finally conquered. In 1301 Edward I gave his son the title of Prince of Wales and in 1536 Wales was united with England.

Despite the conquest, Wales has maintained its unique culture and strong national identity, particularly through its language. Welsh, a Celtic language, very different from English, is one of the oldest languages in Europe. However, in the nineteenth century and first half of the twentieth century, the Welsh language declined. The British government made English the official language and English was the only language allowed in schools. The number of Welsh speakers went down from 80% to under 20% of the population. Since the 1960s, there has been a revival of the Welsh language. Welsh is also an official language, it is taught in school and there is Welsh language TV channel.

A tradition of storytelling, poetry and singing began in the castles of the Welsh princes in the Middle Ages and continues today. Every year “eisteddfods” are held around the country. An “eisteddfod” is a meeting of poets and singers who take part in competitions. As well as literature in the Welsh language, Wales has produced important poets in English such as Dylan Thomas and R. S. Thomas. Famous actors include Richard Burton, Sir Anthony Hopkins and Catherine Zeta-Jones. Wales is a musical nation and choirs are important. Nowadays, when the national rugby team plays in Cardiff, 80,000 voices can be heard singing the Welsh hymn “Bread of Heaven”.

The flag of Wales, with its red dragon, is one of the oldest in the world. It was brought to Britain by the Romans. The patron saint of Wales is St. David. St. David converted Wales to Christianity and established the Welsh church. The leek is another symbol of Wales. According to legend, St. David ordered his soldiers to wear them on their helmets before the Welsh fought a victorious battle over the Saxons.

#### **1) What do you know about Wales? Choose a, b or c.**

1. The population is  
a) one million, b) two million, c) three million.
2. The capital is  
a) Cardiff, b) Swansea, c) Wrexham.
3. The official language is  
a) English, b) Welsh, c) both English and Welsh.
4. The national symbols are  
a) a dragon and a leek, b) a lion and rose, c) a horse and a tree.

#### **2) Read the article again and match the sections (1-4) with these titles.**

Symbols of Wales, Welsh History, Welsh Culture, The Welsh Language

**3) Why is Wales called an “almost secret” country?**

**4) Describe any similarities or differences between the history of Wales and your country.**

(from *Opportunities*)

## **UNIT 4**

**Ex. 1. Read both parts of the text and then answer the questions.**

### **Mind Your Language**

*The theme of this year's London Secretary Show is “communication across language and cultural barriers”. Our reporter, Ken Philips, interviews two seminar leaders from the show, and gets a sneak preview on the need for secretaries to communicate internationally.*

#### **Part One**

Business is becoming more international and secretaries will increasingly need international communication skills. English is often the only means of communication, but as two seminars at the forthcoming London Secretary Show will attempt to point out, there are many advantages for British secretaries in not simply falling back on the convenience of saying it in English.

In the UK, ironically, despite the fact that the country is becoming more popular as a location for international business, the reputation of the local workforce for linguistic expertise is plummeting. Vicky Collins of *Herald Language Enterprises* will focus on this in the first part of her seminar, and prove that communication across language and cultural barriers is easier than most British secretaries imagine. “I am not advocating instant fluency in five foreign languages for every secretary, but as any traveler will testify, a little knowledge in a foreign language is a matter of basic politeness, which gets any transaction, business or otherwise, off to a good start. It is really quite easy to learn a language superficially. Secretaries should surely be able to offer at least basic hospitality, such as asking a visitor to sit down, in their own first language.”

Collins has written and published a series of guides on the business use of a number of languages. Her seminar at The London Secretary Show will move on to cover global communications as a whole, especially the issue of sensibility to other cultures. Collins explains: "The business cultures of some countries offer more potential pitfalls than others. The wrong message can be conveyed as easily by body language as by the spoken word." Collins warns British business people against the so common British and American custom of beginning a meeting with a joke or light-hearted remark, for example. This could well create an unfavourable impression among clients used to a more formal business culture where work and play are kept apart.

1. In your own words, explain what is meant by "falling back on the convenience".
2. In your own words, explain what is ironic about the situation described in the UK.
3. Which word in paragraph 2 of Part One is used to indicate a rapid change?
4. In your own words, explain what is meant by the term "body language".
5. What point does the example of the joke or light-hearted remark in paragraph 3 serve to illustrate?

## **Part Two**

Teresa Watts of the language consultants *Meridian* will be conducting a seminar on coping on the telephone in French, German and Spanish. She says there is no knowing when such skills might become necessary. "Even if a secretary currently never has to deal with clients who do not speak English, it may be necessary in the future. And a secretary is often the first person of contact between the company and the outside world. It is quite possible that, as such, secretaries may well find themselves liaising between the English-speaking world and a non-English speaking company."

It is widely recognized that the telephone is an intimidating instrument on which to conduct a conversation in a foreign language. "Indeed, some people are not entirely happy with it in their mother tongue. But its very immediacy makes it a useful tool for developing language skills," Watts says. *Meridian* offers courses in language tuition conducted entirely over the phone. Watts does not believe that someone has to be fluent in order to communicate in a foreign language by telephone, or even have any serious grounding in the language at all.



*Meridian* specializes in training in languages for specific purposes. Its clients include staff at ports and airports who have to issue simple instructions or directions in more than one language. Staff are trained to cope with the limited phrases they need by acting out scenarios.

Watts believes the same methods can be applied to secretaries. “It is not generally assumed that secretaries will be able to pass the time of day with clients in another language, but the language being spoken should be identified, and some sign should be given to the caller that they will be passed on to someone who can deal with the call. A simple “Hang on” in the given language will convey that the call is not a dialogue of the deaf,” she says. Such an approach also requires no knowledge of irregular verbs or complicated tenses. Even a handful of such phrases can increase confidence and make the experience of handling a foreign language call “exhilarating rather than intimidating”.

1. Which phrase in paragraph 1 of Part Two points to the importance of the secretary’s role in the company?
2. In your own words, explain why a telephone might be “an intimidating instrument”.
3. In your own words, explain why *Meridian* considers courses conducted over the telephone so effective.
4. Which word in paragraph 2 is used to mean “a basic knowledge”?
5. Explain what you understand by the term “acting out scenarios”.
6. In your own words, explain the phrase “to pass the time of day”.
7. What is implied by the phrase “dialogue of the deaf”?
8. Which word in paragraph 4 describes a feeling of positive enjoyment?
9. Do you agree that language courses should have a cultural aspect to them? What would this involve for your language?

## FORMING COMMUNICATION SKILLS

**Ex. 2. Match the expressions on the left with the definitions on the right and then fill in the blanks in the sentences below with the correct expression in the right form.**

- |                           |   |
|---------------------------|---|
| 1. Bark up the wrong tree | a. avoid talking about something unpleasant |
| 2. Beat about the bush    | b. copy what everyone else is doing         |

- |                        |                                    |
|------------------------|------------------------------------|
| 3. Bite the dust       | c. do something you cannot change  |
| 4. Burn one's boats    | d. have the wrong idea             |
| 5. All a spade a spade | e. lose your temper                |
| 6. Jump on a bandwagon | f. run away                        |
| 7. Do a bunk           | g. say exactly what you think      |
| 8. Fly off the handle  | h. fail                            |
| 9. Jump the gun        | i. tell a secret before you should |
| 10. Spill the beans    | j. start doing something too soon  |

1. John handed in his notice so he's ..... There's no going back now.
2. Don't ..... Just tell me what happened.
3. I wanted to advertise our exhibition by getting an article in the paper – but they refused to publish it so another idea.....
4. We'd better ..... before Mum gets home and finds we've broken her best vase.
5. We will print the article eventually but let's not ..... We'll see how the story develops in the next few days.
6. Please don't .....! If you stop shouting and listen, you'll understand why I did it.
7. If that reporter thinks I'm going to give him a story just to see my name in print then he .....
8. I believe in ..... This article isn't good enough for publication and you know it.
9. Come on! ..... and tell me what the secret is!
10. I was the first girl in my class to dye my hair blond. Now everyone .....

**Ex. 3. Complete each sentence with the correct form of one of the verbs given and the particle *on*. Use each verb once only.**

*Bring count drag hit look stay switch wave*

1. ....the kettle .....! Let's have a cup of tea.
2. The spectators .....helplessly as the car burst into flames.
3. Ivy left school at sixteen but her friend .....to get better qualifications.
4. At the road block the police .....us ..... but the car behind had to stop.
5. I'll help you all I can. You can .....my full support.
6. While we were talking we ..... an idea for making extra money.
7. All the excitement .....an asthma attack so we tried to calm him down.
8. Some people got very restless as the meeting .....past 10 o'clock.

**Ex. 4. Match one half of the dialogue on the left with the other half on the right.**

- |  |  |
|--|--|
| 1. I don't know which one is which.<br>Do you?         | A. No, drink up! It's time to go.                      |
| 2. Can I have an ice-cream?                            | B. Yes. They've blown up the Central Bank.             |
| 3. I can't understand this word.                       | C. Only if you eat up all your vegetables.             |
| 4. My French isn't very good.                          | D. All right. And I'll wash up afterwards.             |
| 5. Have you heard about the terrorist<br>attack?       | E. Why don't you go to evening classes to<br>brush up? |
| 6. What shall I do about this letter?                  | F. No, it's very easy to mix them up, isn't it?        |
| 7. Shall we have another drink?                        | G. Well look it up!                                    |
| 8. Would you like me to cook the meal<br>this evening? | H. I'd tear it up if I were you.                       |

**Ex. 5. Discuss the following:**

1. Where can you hear the "best English" spoken?
2. Where can you hear the "best accent" of your own language spoken?

## **GRAMMAR**

### **THE PASSIVE VOICE**

#### **(ПАСИВНИЙ СТАН ДІЄСЛОВА)**

В англійській мові дієслова вживаються в активному (THE ACTIVE VOICE) та пасивному станах (THE PASSIVE VOICE). Якщо підметом є особа або предмет, що виконує дію, то дієслово-присудок вживається в активному стані:

My brother wrote this letter yesterday.

Якщо підметом речення є особа або предмет, на які спрямовано дію, то дієслово-присудок вживається в пасивному стані:

This letter was written yesterday.

a) Present, Past, Future Indefinite Passive утворюються від допоміжного дієслова TO BE в Present, Past, Future Indefinite та дієприкметника минулого часу (PAST PARTICIPLE) основного дієслова.

*Present Indefinite Passive:*

I am examined.

A lot of rice is eaten in Asia.

Many beautiful objects of paper are made in Japan.

*Past Indefinite Passive:*

I was examined.

This house was built by my grandfather.

5 000 cars were produced every day last year at this factory.

*Future Indefinite Passive:*

I shall (will) be examined.

Our class will be taught by another teacher next year.

The origin of the Universe will never be explained.

b) Present, Past Continuous Passive утворюють від допоміжного дієслова TO BE в Present, Past Continuous та дієприкметника минулого часу основного дієслова. Future Continuous у пасивному стані не вживається.

*Present Continuous Passive:*

I am being examined.

He can't use his car this week; it is being repaired.

*Past Continuous Passive:*

I was being examined.

When I entered the classroom, the test was being written.

c) Present, Past, Future Perfect Passive утворюються від допоміжного дієслова TO BE в Present, Past, Future Perfect та дієприкметника минулого часу основного дієслова:

*Present Perfect Passive:*

I have been examined.

The room hasn't been swept for a fortnight.

*Past Perfect Passive:*

He had been examined before I entered.

He said the newspaper had been thrown away.

*Future Perfect Passive:*

I shall (will) have been examined by the afternoon.

The construction will have been completed by the end of the year.

Часові форми групи Perfect Continuous у пасивному стані не вживають.

У запитальній формі допоміжне дієслово ставиться перед підметом:

When was this book published?

У запитанні при складній формі допоміжного дієслова перед підметом ставиться перше допоміжне дієслово:

Has the homework been done yet?

When will the telegram be sent?

У заперечній формі частка NOT ставиться після допоміжного дієслова (або після першого допоміжного дієслова):

The doctor was not sent for.

The bridge has not been built yet.

**Ex. 1. Give the corresponding passive construction.**

1. We looked through all the advertisements very attentively. 2. The gardener gathered all the dry leaves and set fire to them. 3. People will talk much about the successful debut of the young actress. 4. You can rely on your guide's experience. 5. Why didn't the speaker dwell longer upon this question? 6. You should send the sick man to hospital. They will look after him much better there. 7. He was very glad that nobody took notice of his late arrival. 8. He was a brilliant speaker, and whenever he spoke, the audience listened to him with great attention. 9. Why did they laugh at him? 10. Nobody ever referred to that incident again.

**Ex. 2. Open the brackets, using the correct form in the Passive Voice.**

1. Dictionaries may not (*use*) at the examination. 2. This copy (*not read*). The pages (*not cut*). Why the car (*not lock*) or (*put*) into the garage? 3. I'm not wearing my black shoes today. They (*mend*). 4. This room (*use*) only on special occasions. 5. Bicycles must not (*leave*) in the hall. 6. He was taken to hospital this afternoon, and (*operate on*) tomorrow morning. 7. The damaged buildings (*reconstruct*) now, the reconstruction (*finish*) by the end of the year. 8. The paintings (*exhibit*) till the end of the month. 9. She heard footsteps, she thought she (*follow*). 10. Normally this street (*sweep*) every day, but it (*not sweep*) yesterday. 11. She is very selfish, she (*spoil*) by her parents. 12. This purse (*leave*) in a classroom yesterday, it (*find*) by the cleaner. 13. Thousands of new houses (*build*) every year. 14. Why don't you use your car? – It (*repair*) now, I had a bad accident a week ago. – Anybody (*hurt*)? 15. My keys (*return*) to me yesterday; they (*pick up*) in the street.

**Ex. 3. Read the situation and write a sentence. Use the words in brackets.**

**MODEL:** 1. He seldom keeps his promise. (*he/can/rely on*). –

He can't be relied on.

2. He's very sensitive. (*he/not like/ to laugh at*). –

He doesn't like to be laughed at.

1. The child is very ill. (*The doctor/send for*). 2. The old car is in excellent condition. (*it/look after/well*). 3. He was speaking for two hours. (*he/listened to/in silence*). 4. She is going into hospital tomorrow. (*she/take good care of*). 5. This little boy is always dirty. (*he/look/after/properly*). 6. She is always breaking things in the kitchen. (*she/speak to/about her carelessness*). 7. He's a sensible man. (*his advice/listen to/carefully*). 8. The dentist said her teeth were very bad. (*they/take care of*). 9. He never broken a promise in his life. (*he/can/rely on*). 10. Shakespeare was born more than 400 years ago. (*he/look upon/the greatest of English poets*).

**TEST**

**Translate into English using the Passive Voice.**

1. Мене вже попередили про небезпеку.
2. Зараз його оглядає лікар.
3. Нам сказали, що іспит почнеться об одинадцятій.
4. Менеджера можна знайти в кабінеті.
5. Листа написано й відправлено.
6. Нам повідомили, що оцінки вже виставлено.

7. Його кар'єра почалася п'ять років тому.
8. Коли подадуть обід?
9. Він сказав, що роботу вже виконано.
10. Учням ще не оголосили результати іспиту.
11. Мама каже, що все треба робити вчасно.
12. У яких країнах говорять англійською?
13. Стелі зараз фарбують.
14. Їй пробачили її помилку та забули.
15. Мене запитали, коли я поїду у відрадження.

## SUPPLEMENTARY TEXT

### AUSTRALIA

#### *Australia Factfile:*

- **Area:** 7,686,850 sq km
- **Population:** 18,600,000
- **Capital:** Canberra
- **Official language:** English
- **Currency:** Australian dollar

#### **Aborigines – the native Australians**

Aborigines probably came to Australia from Indonesia 50,000 years ago. The oldest skeleton found in Australia was at lake Mungo in New South Wales. Archaeologists believe it is 38,000 years old and it carried traces of ceremonial paint.

Aborigines were nomads. Originally, they didn't have a sense of land ownership, although Aboriginal children were taught from an early age that they belonged to the land and must respect tribal boundaries. Tribes returned to particular places to bury their dead. Some places, like Uluru, were sacred because they were associated with the "Dreamtime", the time when the earth was formed and cycles of life and nature were begun.

Aboriginal legends, songs and dances tell of powerful spirit who created the land and people during the Dreamtime. There was no written Aboriginal language and, in fact, most of the 600 tribes spoke different dialects and rarely met except on ceremonial occasions. The tradition of the Dreamtime, however, united the people. Rock paintings showing this creation period can be found all over the country. Some of the most spectacular and best preserved can be seen at rock galleries in Kakadu National Park and other parts of northern Australia.

The arrival of white people gradually brought an end to the traditional Aboriginal way of life. The "new" Australians began to build and settle on Aborigine tribal lands. Today, most Aborigines live in cities and towns or in isolated settlements near tribal lands. Few continue the old nomadic way of life.

In recent years, white Australians have become more sensitive to the Aborigines' situation. The result has been an increase in health and educational services, greater recognition of Aboriginal land right and a growing appreciation of Aboriginal culture. Many museums now display Aboriginal art, musical instruments and artefacts.

**1) What do you know about Australian Aborigines? In pairs, decide if these statements are true (T) or false (F). Then read the text and check your answers.**

1. They originally came from India.
2. They were farmers.

3. There is no written Aboriginal language.
4. Europeans destroyed their traditional way of life.
5. No Aboriginal art or artefacts survive.

**2) Match the word from the text (1-5) with the definitions (a-e).**

- |                  |  |
|------------------|--|
| 1. archaeologist | a) a living thing without a physical body              |
| 2. tribe         | b) a person who studies remains of buildings and tools |
| 3. spirit        | c) a place where works of art are shown                |
| 4. gallery       | d) a tool or small object made by people               |
| 5. artefact      | e) a group of people of the same race led by a chief   |

**3) Which of the words in Exercise 2 are similar in your language? Find more words like this in the text.**

**4) Where did ancient people live in your country? Where did they originally migrate from? Are there museums where you can see remains of their art and artefacts? Tell the class.**

(from *Opportunities*)

## UNIT 5

### New Communication Media

Read the text about the way computers are affecting the English language. *Six* paragraphs have been removed from the text. Choose from the paragraphs A-G the *one* which fits each gap (1-6). There is *one extra* paragraph which you do not need to use.

### Computers and Language

One evening in 1945, a luckless moth flew into a huge government computer in Virginia, USA. Computers were then largely mechanical, and the insect was crushed instantly between two metal blades, shutting down the machine and providing English with its first widespread bit of computer slang: *bug*.

1. \_\_\_\_\_

On the timeline of technology, computers are, if not exactly in their infancy, perhaps barely in their teens. Their real impact on English is yet to come: ultimately, computers will profoundly alter the way that language itself is written. Before the flood tide of computers, however, only engineers and scientists came into contact with computer terminology. Now, a large part of society is exposed to the jargon, either in the home, office, through schools, or in the media.

2. \_\_\_\_\_

Discoursing on RAM and ROM at social gatherings, of course, is in the end no different from carrying on about power-steering or carburettors. More compelling is the way computer jargon is increasingly applied to other concerns. It is perhaps emblematic of technology that, as with *bug*, the most successful linguistic crossovers thus far are all inspired by computer failure.

3. \_\_\_\_\_

Other computer borrowings abound, not all originating from the idea of technical failure. Some, such as *programmed*, to describe behavior, have been enriched by their computer association but are ultimately not far from their pre-computer meanings. The business world, for instance, has appropriated words like *network* and *interface*. Such borrowing simply replaces existing words with rather graceless jargon.

4. \_\_\_\_\_

For example, computers offer fresh meaning for the word *background*. When powerful computer are given more than one job to do, they relegate the lesser task to “background” - processing that problem only when the more important “foreground” task is momentarily at rest. Computer buffs have found background an attractive metaphor for a certain level of thought. Instead of “I’ll sleep on it,” one may say, “I’ll keep that in the background” – implying that the thought will not only be stored but some additional, probably subconscious, thinking will be done.

5. \_\_\_\_\_

Such obscure usages remain mostly confined to technical communities, such as Silicon Valley. At the same time, some commentators are concerned that these and other computer metaphors are dangerous. In her book *The Second Self*, a study of computers and culture, sociologist Sherry Turkle warns that when children take computers too literally as models of human thought, they may devalue the subtlety of their own minds.

6. \_\_\_\_\_

In the end it is the very ubiquity of computers which will bring far more profound changes to language than merely fresh vocabulary. Soon the computer will fundamentally alter the way people write. While the current adult population has largely adopted computers for writing, few will use the machines the same way as their children will, who have never known anything else.



**A** Another new and exotic arrival which illustrates his link between thought and computers is *munge*. This describes the state of being delayed while the computer performs a particularly complex task. Normally delays are sources of irritation, but *munge* implies they are forgivable because of the difficulty of the task. *Munge* is also applied to difficult human mental tasks, expressing regard for the difficulty of the task and at the same time sympathy for the thinker.

**B** *Crash*, which is a major system shutdown, has found broad acceptance. One story goes that *crash* arose with the student computer enthusiasts at the Massachusetts Institute of technology, most of whom also belonged to the MIT biking club, where crashes were of the conventional variety.

**C** Broadening access to computers will place an additional premium on the ability of writers to create original thought and diminish the value of well-schooled but merely glib expression. The most elegant, evocative and revolutionary creations of language will still spring directly from human inspiration.

**D** Since that incident, computers have proliferated at an astounding rate, culminating in the past decade's barrage of bits and bytes, servers and hosts, chat rooms and websites. Yet thus far, the computer's influence on general language still lags quite considerably behind the jargon of, say, sports or commerce.

**E** Though research has shown that conventional computers operate differently from the human brain, the newer "neural network" computers more closely imitate the brain's structure, and may well some day offer even more enticing mental associations to those millions of people all over the world who use computers as a fact of life.

**F** There is, however, a more intriguing class of computer-inspired language. This derives from the fact that some aspects of computers seem so similar to human thought that they provide new words with which to describe our own mental processes.

**G** Even polite conversation is not immune: anyone trapped at dinner with voluble new computer owners knows that the little machines can easily become an obsessive topic.

Small wonder then, that tales abound of hosts and hostesses who ban computer speak from the table altogether.

## FORMING COMMUNICATION SKILLS

**Ex. 1. Look back at the main part of the text and find words or phrases that mean (paragraph numbers in brackets):**

- a. on the whole (1)
- b. used everywhere/ by everyone (1)
- c. very informal spoken language, used by particular groups of people (1)
- d. special words used by particular groups of people (2)
- e. interesting/ fascinating (3)
- f. typical (3)
- g. occur in great numbers (4)
- h. taken/ adopted (4)
- i. demote/ put into a lesser rank (5)
- j. limited/ restricted (6)

**Ex. 2. Match one half of the dialogue on the left with the other half on the right.**

- |   |  |
|---|--|
| 1. What do you think of this new dance?                       | A. She didn't want to let on and spoil the surprise.                       |
| 2. You can't see much of the valley from here.                | B. No, I don't. The police moved us on so I didn't see very much.          |
| 3. Could you tell him that his mother will be there at six?   | C. In that case we'll have to lay on some extra coaches.                   |
| 4. Why didn't Mary tell me they'd planned a party for me?     | D. It's a bit strange. I don't think it'll catch on.                       |
| 5. Shall I switch the TV off?                                 | E. You can reckon on at least fifty.                                       |
| 6. Lots of people want to go on the excursion.                | F. Let's walk on a bit and see if we can get a better view somewhere else. |
| 7. Do you know how badly people were injured in the accident? | G. No problem. I'll pass on the message when I see him this afternoon.     |
| 8. How many people do you think will come to the meeting?     | H. Could you leave it on? I want to watch the news.                        |

**Ex. 3. Complete each sentence with the correct form of one of the verbs given and the particle *on*. Use each verb once only.**

*Call come get go keep put take turn*

1. We haven't got much information to .....but we'll do our best.
2. There's a terrific atmosphere at work. All the staff .....really well.
3. I wish Mr Thomas wouldn't .....criticising me all the time.
4. The dog hadn't been at all aggressive so I didn't expect it to .....me and attack me like that.
5. Do you have to .....special make-up when you appear on television?
6. In his speech the boss said that he needed everyone's help. He .....all his employees to do their best to increase sales.
7. When exactly do you get these headaches? – They usually seem to .....in the evening.
8. I need a break. I realize now that I've .....too much work.

“”

**Ex. 4. Now use the same verbs with these sentences:**

1. Don't stop. Please ..... and tell us what happened next.
2. One of their salesmen .....me yesterday but I told him I wasn't really interested.
3. It was a terrible film! – Oh, .....! It wasn't that bad!
4. The plane landed at Frankfurt to .....more passengers.
5. How old is your uncle? – He's .....a bit now. He must be at least 80.
6. I ate too much during my holiday and .....quite a lot of weight.
7. I'm afraid I can't .....you all.....- there just isn't enough work!
8. ....the hot water, will you? I think I'll have a bath.

## **GRAMMAR**

### **MODAL VERBS**

#### **(МОДАЛЬНІ ДІЄСЛОВА)**

В англійській мові є групи дієслів (*can, may, must, ought, should, will, would, need, dare*), які називаються модальними. Вони не мають усіх основних форм, властивих іншим дієсловам, тому вони називаються недостатніми (*Defective Verbs*).

Модальні дієслова вживаються не самотійно, а лише в сполученні з інфінітивом іншого дієслова:

I can help you.

He must go there.

Без інфінітива іншого дієслова модальні дієслова вживаються лише тоді, коли інфінітив зрозумілий із контексту:

Can you do it? – Yes, I can.

I wanted to open the window but I couldn't.

Модальні дієслова не виражають дії або стану, а лише *МОЖЛИВІСТЬ, НЕОБХІДНІСТЬ, БАЖАНІСТЬ, ІМОВІРНІСТЬ, СУМНІВ, ДОЗВІЛ, ЗАБОРОНУ, ЗДАТНІСТЬ, ВИКОНАННЯ ДІЇ*, позначеної інфінітивом.

У модальному значенні вживаються також дієслова *to have to, to be to*.

Модальні дієслова мають низку особливостей:

1. Вони не мають форм інфінітива, дієприкметника і герундія, а тому не мають складних часових форм – майбутнього часу, тривалих і перфект них часів.
2. Після модальних дієслів інфінітив вживається без частки “to”.  
Виняток становлять дієслова *to be to, i to have to* в модальному значенні та *need i dare*, після яких інфінітив може вживатися з часткою “to” та без неї.
3. У третій особі однини теперішнього часу модальні дієслова не мають закінчення – (-e)s:  
*He may come tomorrow.*
4. Запитальна й заперечна форма теперішнього і минулого часу модальних дієслів утворюються без допоміжного дієслова *to do*.

У запитальній формі модальні дієслова ставляться перед підметом:

*May I come in?*

У заперечній формі після модальних дієслів вживається заперечна частка “not”:

*You should not do it.*

*Can* у теперішньому часі пишеться разом із часткою “not”:

*He cannot dance.*

В усному мовленні в заперечних реченнях вживаються переважно скорочені форми модальних дієслів:

*Cannot - can't*

*Could not - couldn't*

*May not - mayn't*

*Might not - mightn't*

*Must not - mustn't*

*Shall not - shan't*

*will not - won't*

*should not - shouldn't*

*would not - wouldn't*

*ought not - oughtn't*

*need not - needn't*

## ДІЄСЛОВО CAN

Дієслово *can (Past Indefinite – could)* виражає вміння, можливість, фізичну або розумову здатність виконувати певну дію в теперішньому, майбутньому чи минулому (можу, умію).

I can do it now.	She can speak English.
Я можу зробити це зараз.	Вона вміє розмовляти англійською мовою.
I cannot do it.	She cannot speak French.
Я не можу зробити це.	Вона не вміє розмовляти французькою мовою.
I could help him.	He could ski when he was five.
Я зміг допомогти йому.	Він умів кататися на лижах коли йому було 5 років.

Іноді замість *can* використовують *to be able to*.

*Present – can або am able to*

*Past – could або was able to*

*Future – can або will be able to*

- a) *ДОЗВІЛ: You can go there.* – Ти можеш піти туди.
- b) *ЗАБОРОНУ: You can't go there.* – Ти не можеш піти туди.
- c) *ПРОХАННЯ: Can/could you show me this book?* – Ви можете/могли б показати мені цю книжку?

У поєднанні з різними формами інфінітива *can/could* може виражати:

- a) реальну дію, можливість виконання якої лежить у сфері теперішнього майбутнього чи минулого:

*He can (is able to) run fast. (can/could/to be able to + Indefinite Infinitive)*

Він може бігати швидко.

- b) гіпотетичну можливість виконати певну дію в минулому:

*She could have gone earlier, but she didn't. (could + Perfect Infinitive)*

Вона могла (могла б) піти раніше, але не пішла.

- c) сумнів або здивування:

Can she know English?	Невже вона знає англійську?
Can she be working now?	Невже вона зараз працює?
Can she have said it?	Невже вона це сказала
Can she have been working so long?	Невже вона так довго працює?

- d) Здивування з відтінком невіри, малої ймовірності:

He can't know English.	Не може бути, щоб він знав англійську.
He can't be working now.	Не може бути, щоб він працював зараз.
He can't have said it.	Не може бути, щоб він сказав це.
He can't have been working so long.	Не може бути, щоб він працював так довго.

**Ex. 1. Explain the meaning of “can” (ability, permission, request, prohibition, possible action) in the following sentences.**

1. She is unwell, she can't leave her room. 2. Can I smoke here, Mrs. Right? 3. The teacher said they could all go home. 4. A policeman arrived and told him he couldn't park there. 5. My son is not in town; but he'll be here before long. – Can I give him any message? 6. We can discuss it now. 7. I could never understand what made her behave as she did? 8. If you are tired you can lie on the sofa for a bit. 9. “Life”, the old man said, “can only be understood when you are old. Now I see all the mistakes I could have avoided”. 10. We are in charge of this great business. We cannot leave our responsibility to others. 11. He was surprised that she could paint so well. 12. She is not married though she could marry anybody she chose.

**Ex. 2. Complete the following sentences using “could” or “was/were able to”.**

1. It was a fine day yesterday, so we\_\_\_\_\_have a picnic, and we enjoyed it very much. 2. He suddenly felt ill, but he\_\_\_\_\_finish his speech, although at the end he could hardly stand. 3. He spoke very little French when he left school, but he\_\_\_\_\_understand the language. 4. I got to the station at 9.50 a.m. and\_\_\_\_\_catch the 9.55 a.m. train. 5. He has always been good at Math's. But even he\_\_\_\_\_solve this difficult problem. 6. The town was full of visitors, and we didn't know where we would spend the night, but at last we\_\_\_\_\_find two vacant rooms in a small hotel.

**Ex. 3. Translate the words in brackets.**

1. Of course, I (*можу*) translate this article. 2. I think I (*міг би*) show you how to do it. 3. You (*можеш*) go and tell her about it. 4. He (*міг би допомогти*) you but he didn't want to bother.

5. You (*можеш*) easily get there in 20 minutes. 6. You (*зможеш*) do it directly on return. 7. You (*не можеш*) discuss the subject with your friends. 8. The swimmer was very tired but he (*зміг*) reach the shore. 9. Before her illness she (*могла*) work fourteen hours a day. 10. When they buy a car, they (*зможуть*) visit their friends more often.

**Ex. 4. Express strong doubt about the statements. Use the appropriate infinitive.**

1. Can it (*be*) so late? 2. Can he (*tell*) the truth then? 3. Surely it can't (*be*) Jim. I know him quite well. 4. But she can't (*say*) it. I am sure she didn't mean it. 5. I'll try to do it myself. It can't (*be*) so difficult after all. 6. You can't (*see*) him at the meeting. He was ill then. 7. He can't (*forget*) your address, he has visited you several times. 8. Could they (*win*) the game? They are just an amateur team.

## TESTS

1. Хто може відповісти на це запитання?
2. Пробачте, але я не зміг прийти вчора.
3. Він каже, що не зможе прийти сьогодні ввечері.
4. Ще минуло річ вона вміла плавати.
5. Він міг би відповісти на лист, але не відповів.
6. Вони могли б скористатися цією можливістю. Чому вони не скористалися нею?
7. Невже вони зараз удома?
8. Невже він працює над новою статтею?
9. Невже він витратив усі гроші?
10. Невже вона працює в школі вже десять років?

## SUPPLEMENTARY TEXT

### FRANKENSTEIN

#### Background

*Mary Shelley* was born in 1799 in London. In 1814 Mary met and fell in love with Percy Shelley, the poet. Mary travelled around Europe with Percy Shelley and another poet, Lord Byron. One night, while they were staying in a villa in Geneva, Byron announced: "We will each write a ghost story". Percy Shelley began a story but didn't finish it; Byron wrote a story about vampire; and Mary began to write *Frankenstein*. The sad life story told by the monster has often been ignored in film productions of the book.

#### Before you start

1. Read the background to the story. Why did Mary Shelley write the story?

My name is Captain Walton. My ship was exploring the Arctic when we found a man on a piece of floating ice. He was called Victor Frankenstein. One night, he told me a strange tale.

"My dear captain, how shall I begin? I grew up near Geneva. I was a happy child. My parents had two other sons, Ernest and William, and they took in an orphan, Elizabeth. When I was seventeen, I went to the University of Ingolstadt. A professor there inspired me to study chemistry. This changed my life as I became obsessed with the search for the secret of life. I worked day and night for two years and, finally, I found the secret. To test my discovery, I decided to create a new life in the laboratory.

I collected parts of bodies and, after two years, I was ready to bring my creature to life. But when I saw the monster I had created, I felt horror and disgust. How can I describe the monster? You could see the muscles under his thin, yellow skin. His hair was long and black.

His teeth were pearly white, but his eyes were watery and his lips black.

When my friend Henry Clerval arrived, I said nothing about the monster, which by now had left my house. Henry brought news of my family. They were well and had taken in a servant called Justine. Imagine my shock when a letter arrived from my father - my young brother William had been murdered!

I went to my parents' house. Just before I got there, I saw the monster running through the trees. I realised the monster I had created killed my brother! When I got to the house, I was horrified to discover that Justine, who had been found near the scene of the crime, was accused of the murder. I knew she was innocent but could say nothing. She was hanged.

Soon afterwards, while I was spending some time alone in the mountains, I met my evil creation again. The monster begged me to listen to his story. This is what he said: "When I left your house, I came across a cottage and lived secretly in the barn watching an old, blind man and his children. I learned how to speak and I realised how miserable I was. I had no family, no memories, no childhood. One day, I decided to speak to the old man.

He was kind and couldn't see my ugly body. But as soon as his children returned, they screamed and hit me with sticks. I ran away. On one occasion, I saved a girl from drowning in a river but when her friend saw me, he fired a gun at me. This was the reward of kindness. I promised eternal hatred and revenge on mankind. My first victim was your young brother. But now I want nothing more than a companion. I want you to make me a female companion and we will live together far away from all humans, I promise."

I agreed to his demand, though the idea was terrible to me.

When I returned home, my father mentioned his wish for me to marry Elizabeth, whom I loved dearly. But before the marriage, I needed to go to England to complete my work.

Henry came with me to England and, eventually, I completed my second creation. As I was bringing her to life, I began to have serious doubts about what I was doing. But suddenly, my monster arrived. He said: "You are my creator but I am your master!" In my confusion, I broke the body into pieces. The monster left, saying: "I will be with you on your wedding night!"

The next day the police arrested me. I was accused of the murder of a young man. They showed me the body - it was my friend Henry! My monster had claimed his third victim. They put me in prison but, in the end, I was proved innocent.

I was haunted by what the monster had said about my wedding night and I wanted to destroy him. On our wedding night, I was checking for the monster outside when I heard screams. I ran upstairs, only to find Elizabeth dead! The monster was at the window. He laughed before he ran off into the night.

The destruction of the monster was now my only aim. I followed him all over the Earth - the Mediterranean, the Black Sea, Russia - but he always escaped. He went north. I followed him to the frozen wastes of the Arctic but he was one step ahead. I was drifting on a piece of broken ice when, dear captain, you found me. I am dying. Please believe my tale and promise me you will do all you can to kill this monster."

Those were his last words. He died in my cabin. I went out and then I heard strange noises. When I returned to my cabin, I saw the monster, a horrible creature, kneeling next to Frankenstein and crying. He told me how miserable he had been and how guilty he felt. He wanted to die and assured me he would destroy himself. Then, he jumped out of the cabin window onto the ice and was taken away by the waves into the darkness.

## Reading

### 1) Read the story. Are these sentences true (T) or false (F)?

1. Victor was interested in science.
2. Victor was pleased with his creation.
3. The monster killed the servant girl, Justine.
4. The monster hated people.
5. Victor created the female monster.

6. The police accused Victor of murdering Henry.
7. Victor decided to wait for the monster and kill it on his wedding night.
8. The monster killed Victor's wife and then escaped.
9. In the end, the ship's captain killed the monster.

**2) The story is told by three people. Order the five parts of the story.**

- a) Conclusion: Captain Walton
- b) Development: Victor Frankenstein
- c) The monster's story
- d) Introduction: Captain Walton
- e) Background to the story: Victor Frankenstein

**3) Complete the sentences with a word formed from the words in brackets.**

1. I developed a good \_\_\_\_\_ with Henry. (friend)
2. I didn't want Elizabeth to be in a \_\_\_\_\_ situation. (danger)
3. I had never felt so \_\_\_\_\_ and sad. (mystery)
4. I was frightened when I saw my \_\_\_\_\_. (creator)
5. I had made a \_\_\_\_\_ monster. (horror)
6. I wanted to \_\_\_\_\_ it. (destruction)

**Speaking**

**5) In groups, or with the whole class, discuss the following.**

1. Why didn't Victor tell anyone what he had done?
2. Did you feel sorry for the monster? Why or why not?
3. Did you feel sorry for Victor? Why or why not?
4. What is the moral of the story?

(from *Opportunities*)

## UNIT 6

### Body Language. What Does It Say?

More than half of what we communicate is communicated not through words but through body language. This includes our posture, facial expressions and gestures. Because body language is so important, you'll want to know what your body is saying and how to interpret other people's, too. Here are some examples of body language and its meaning. (These meanings are for North America. Interpretations may differ a bit in other cultures).

- a) If your posture is slumped and your head is down, this could mean that you are sad or lack confidence. If your posture is straight but relaxed, you are expressing confidence and friendliness.
- b) A smile is a sign of friendliness and interest. But people sometimes smile just to be polite. To get another clue from people's faces, notice their eyes. Friendliness and interest are expressed when a person's eyes meet yours (especially when you're the one who's talking) and then look away and meet yours again. A person who doesn't look away is expressing a challenge. A person who doesn't look at you is expressing lack of interest or is shy.



- c) Hand gestures can mean a person is interested in the conversation. But repeated movements – like tapping a pencil or tapping a foot – often mean the person is either impatient or nervous. Stay away from someone who points at you while talking with you: That person might be angry at you or feel superior to you.

## FORMING

## COMMUNICATION

## SKILLS

### Ex.1. Talk about these questions.

1. Do you agree with all the interpretations given in the text? If not, what don't you agree with?
2. How aware are you of people's body language?
3. What do you notice most – people's posture, facial expressions or gestures?
4. Why do people sometimes express more through body language than through words?

### Ex.2. Complete each sentence with the correct form of one of the verbs given and the particle *with*. Use each verb only once.

*Deal, do, fill, go, lie, part, play, reason*

1. If there are any complaints, the manager will .....them.
2. Shall I get those blue curtains? – No. They don't really .....the carpet. You need a lighter colour.
3. Once Jonathon has got an idea into his head, he won't change his mind. I tried to ..... him but it was no use.
4. Julia wanted to sell their car but her husband was reluctant to .....it.
5. I'm really thirsty. I could ..... a long cool drink.
6. That woman from head office talks about "participation" and "consultation" but it doesn't mean anything. She's just .....words.
7. The way he drives all over the road doesn't exactly .....me .....confidence!
8. Who do you think is to blame for the accident? – In my opinion the fault .....the council for not taking better precautions.

### Ex. 3. Match the first part of the dialogue on the left with the second part on the right.

- |   |  |
|---|--|
| 1. Why are you back living with your parents again? | A. Take this hat with you. It'll protect you from the sun.                     |
| 2. What's this new exercise video you've bought?    | B. Fine, but don't resign from this job until you've got another one to go to. |

- |   |  |
|---|--|
| 3. Any news of your sister?                                     | C. No. I come from Belgium.  |
| 4. I'm leaving! I can't work under these conditions any longer! | D. I was behind with the rent so I was evicted from my flat.           |
| 5. You're French, aren't you?                                   | E. Yes. I finally heard from her last week.                            |
| 6. I hope Mum doesn't find out that I've seen John.             | F. The exercises on it are for people who suffer from backache.        |
| 7. I'm off to the beach, then.                                  | G. He's still recovering from the accident.                            |
| 8. Why has Phil been off work for so long?                      | H. But your brother knows, and it'll be hard to keep from telling her. |

**Ex. 4. A) You are going to read an article about the importance of body language and appearance to police officers, customs officers and job interviewers. First, decide whether these statements are *True* or *False*.**

- 1) Our body language (the way we communicate our thoughts and feeling with our bodies rather than with words) is of equal importance to all three groups.
- 2) You would probably be stopped by a police officer if you looked nervous and guilty.
- 3) Most criminals are male and under twenty.
- 4) If you don't want to be stopped by customs officials, walk quickly past them looking confident.
- 5) What we say at a job interview is more important than how we say it.
- 6) When people lie, they exaggerate their body language.

**Ex. 5. Now read the article to check your answers. Correct any wrong statement.**

### **What are they looking at?**

*A guide to what professional interrogators are looking for when they size you up.*

#### **Police officer**

Some people turn into nervous wrecks simply by walking past a police officer. They may be guilty of nothing more than jaywalking back in 1992, but their body language still screams "Arrest me!"

If you fall into this category it's not all bad news. The police officer isn't paying attention to your non-verbal communication. In fact, they are trained not to.

"Police officers are told not to judge somebody by their appearance", says a City of London Police spokesman. "What is relevant is whether they're breaking the law or not."

However, what the British police are making increasing use of is psychological profiles of different criminal types. It's well known that the majority of crimes are committed by males

under 20, but you are also more likely to be an offender if you have a short, muscular build and tattoos.

One area of police work where non-verbal communication is of vital importance is the interview room. Sadly, the police were unwilling to share their body language tips with us.

### **Customs officer**

“Anyone can be stopped and checked by Customs and Excise officials”, explains a spokesperson. “There are no hard and fast rules. We’ve stopped people dressed as nuns before. Any sign of fear is one thing we do look out for.”

This might involve singling out people who walk through the Nothing to Declare door a little too quickly, sweat heavily or avoid eye-contact. However, self-conscious bravado may also attract attention.

Looking unusual can also lead to problems for smugglers. “Two years ago a woman came into Gatwick with very striking braided hair. A female Customs officer thought there was something odd about it, and took her to one side. It turned out that she had hundreds of grammes of cocaine hidden in the braids.

However, where you’ve come from is as important as the way you walk. “We do target certain routes. We don’t check flights from Japan as often as ones from Amsterdam.”

### **Job interviewer**

“First impressions come across in five seconds,” according to a personnel adviser. “Most of the information taken in then is based on people’s prejudices which, unfortunately, count for a lot.”

Apparently, words contribute to only about seven per cent of the overall impression a person communicates. Tone of voice makes up 38% and the rest is non-verbal – body language, clothes, and facial expressions.

“You would look for the signs that someone was lying: perhaps they are touching their face or nose, or they may avoid eye-contact and fiddle with a collar or tie. When people are lying, they will sometimes exaggerate their body language. On the other hand, they may try to hide it and be too static. The trouble is these things could just be symptoms of nerves!

“I’ve even heard of really strange interviews where the interviewer lies on the floor behind the desk to see how the person reacts. The one who gets the job comes along and does the same thing.”

## **Glossary**

**Size smb up:** form an opinion of smb

**Nervous wreck:** state of extreme nervous tension

**Jaywalking:** walking slowly along or across a street without paying attention to the traffic

**Non-verbal:** without speaking

**Psychological profile:** description of the likely character, behaviour and interests of a criminal based on information about the crime they have committed

**Customs and Excise:** government department that collects taxes on goods brought in from other countries

**Hard and fast:** fixed and unable to be changed

**Nothing to Declare:** exit smb passes through if they are not carrying goods on which they need to pay tax

**Bravado:** behaving in an over-confident way

**Braided:** (of hair) worn in plaits

**Prejudice:** dislike of a person, group or culture based on feeling, not rational thought

**Count for a lot:** to be of great importance

**Ex. 6. Find words or phrases in the article with the meanings below. The paragraph numbers are given in brackets.**

**Police officer**

- a) Form an opinion about smb or smth (3)
- b) Essential (5)
- c) Not prepared (to do smth) (5)
- d) Small, useful pieces of practical advice (5)

**Customs officer**

- a) Person who speaks on behalf of a group (6)
- b) Choose smb from a group for special attention (7)
- c) People who take goods or people into or out of a country illegally (8)
- d) Direct one's attention to (9)

**Job interviewer**

- a) Ideas, feelings or opinions formed immediately without conscious thought (10)
- b) General; taking everything into account (11)
- c) Make smth seem larger, better, worse, etc. than it really is
- d) Not moving (12)

**Ex. 7. Answer the questions:**

1. Their body language screams “Arrest me!”

What information does their body language give the police officer?

2. Why do you think the writer says “Sadly, the police were unwilling to share their body language tips with us”?

3. Why might a smuggler pass through customs dressed as a nun?

4. According to the information given in the article, why is it important to look smart at a job interview?

5. What kind of person do you think the interviewer who lay on the floor was looking for? What advantage would such an unconventional interview technique have over more conventional techniques?

**Ex. 8. Check your answers. Then complete the sentences with one of the words or phrases you found in an appropriate form.**

1) A.....for the government has denied that there will be a rise in taxes.

2) The .....were caught with 20 kilos of heroin hidden in the boot of their car.

3) The saying “You can’t .....a book by its cover” is quite true.

4) Stop .....! The exam was difficult, but not that difficult!

5) What was your .....of Kate’s new boyfriend?

6) It is .....that you rest after a major operation.

7) Although the skater fell once, her .....performance was good.

8) Julie gave me a good .....for getting chewing gum off clothes.

9) Dave doesn’t like people to know his private affairs and was .....to tell us how much he earned.

10) Nowadays more and more advertising campaigns .....young people.

11) It wouldn’t be fair to .....anyone in particular. Everyone has contributed to the success of the project.

12) House prices, which have been .....for months, are rising again.

## GRAMMAR

### MODAL VERBS

#### (МОДАЛЬНІ ДІЄСЛОВА)

##### ДІЄСЛОВО MUST

а) Дієслово *MUST* у поєднанні з інфінітивом відповідного смислового дієслова виражає обов’язок, що співвідноситься з теперішнім, майбутнім чи минулим (повинен, мусиш).

He must go there now.	Він повинен йти туди зараз.
She must go to the bank tomorrow.	Вона повинна йти в банк завтра.
You must not leave.	Ти не повинен їхати.

Must I leave?	Я повинен поїхати?
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b) У поєднанні з різними формами інфінітива дієслово *MUST* може виражати припущення з відтінком упевненості.

He must be about sixty.	Йому, напевно, близько шістидесяти.
He must be writing now.	Він, напевно, пише.
He must have written them already.	Він, напевно, уже написав їм.
He must have been writing all the night.	Певно, він працював усю ніч.

c) У поєднанні з часткою “*not*” дієслово *MUST* виражає заборону.

You must not speak to a prisoner in a foreign language.	Не можна розмовляти із в’язнем іноземною мовою
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d) Відсутність необхідності може виражати “*needn’t*”.

Must I go there by an early train?	Я повинен їхати туди поїздом рано-вранці?
- Yes, you must.	- Так
- No, you needn’t. You may go there by 11 o’clock train.	- Ні, не треба. Ти можеш поїхати об 11.

e) Іноді замість *MUST* використовують *TO HAVE TO*.

I have to stay here.	Я повинен залишитися тут.
I don’t have to stay here.	Я не повинен залишитися тут.
I had to explain everything.	Я був змушений усе пояснити.
Do you have to go there?	Ти повинен їхати туди?

f) Модальне дієслово *TO BE TO* виражає обов’язок або необхідність, пов’язану з попередньою домовленістю, наказом або інструкцією.

### Ex. 1. Translate the sentences, explain the use of “*must*” or “*have to*” in them.

1. I must go and lay the table myself. 2. We had to walk all the way to the station. 3. She had to change her shoes after walking in the garden. 4. We’ll have to run. 5. The shoes are a size too small. I’ll have to go to the shop and have them changed. 6. She was running high temperature. I had to put her to bed at once. 7. Someone will have to stay and warn them.

### Ex. 2. Replace the infinitives in brackets by “*must*”, “*have + infinitive*” if the action is only necessary; by “*be + infinitive*” – if it is expected.

1. This is Dora. She (*share*) your room. 2. I must leave you now. I (*do*) the cooking. 3. Who (*meet*) you there? 4. My feet are wet. I (*change*) my stockings. 5. I’m afraid you (*go*) there alone, darling. I’ve such a headache! 6. When the lecture (*begin*)? 7. Two more apartment houses (*be built*) here. 8. Well, children, who (*do*) the dishes to-night? 9. Sorry, I’ve got to rush. I (*meet*) mother at the metro station at 6 sharp. 10. You (*leave*) at six to catch the train. 11. I (*write*) a letter to my sister. I am worried about her. 12. She (*wear*) glasses as her eyesight is very weak. 13. It is raining. You (*put on*) your raincoat. 14. It was planned that we should wait for them after the performance. We (*wait*) for them at the entrance.

### Ex. 3. Translate the words in brackets.

1. He (*був змушений*) to take the documents to the police station. 2. You (*повинен*) try to find the mistake and correct it. 3. If you want to become a good football player you (*повинен*) be an all round athlete. 4. I (*був змушений*) to read the letter twice before I understood it. 5. When (*мають*) they to dock? Have they written? 6. You (*повинен*) think of others. 7. The lecture (*має*) to begin at 8 o’clock. 8. It has been arranged that she (*має*) to come and help the old lady.

9. It is necessary that you should do it. You simply (повинна) do it. 10. If you (маєш) to meet Mother at six, you must hurry.

**Ex. 4. Paraphrase the following sentences using “must + infinitive” to express near certainty. Use the indefinite infinitive when speaking about the present, the perfect infinitive when speaking about the past.**

MODEL:

Of course, he is somewhere here.	- He must be somewhere here.
Certainly, she knew that something was wrong.	- She must have known that something was wrong.

1. I am sure the information is wrong. 2. She was obviously upset by something. 3. Probably, he recognized you by your photo in the papers. 4. He is sure to be in at this time. 5. Of course, she is trying to help you. 6. She is certain to be waiting for you at home. 7. Probably the play is over by now. 8. There is little doubt that the first experiment failed. 9. No doubt, she knew what she was about to do. 10. I'm sure she is very fond of the child. 11. They are sure to have taken the wrong turning. 12. Probably, the dog was hungry.

### TEST

- |                    |   |
|--------------------|---|
| 1. Я повинен       | підготуватися до лекції.<br>допомогти батькам.<br>скласти іспити на «відмінно».<br>відремонтувати свій мотоцикл сам.<br>повернути цей диск другові. |
| 2. Мені доведеться | кинути палити.<br>надіслати їм телеграму.<br>вилетіти туди в п'ятницю.<br>відмовитися від подорожі.<br>зустріти їх на вокзалі.                      |
| 3. Мені довелося   | шукати допомогу самому.<br>чекати, поки вони прийдуть.<br>заборонити їм ходити на річку.<br>взяти книжки в бібліотеці.<br>попросити вибачення.      |
| 4. Я не мусив      | погоджуватися на його пропозицію.<br>ухвалювати рішення.<br>брати гроші.<br>писати звіт.  |
| 5. Я маю           | зустріти їх в аеропорту.<br>прийти сюди ввечері.<br>закінчити курси в цьому році.<br>відповідати на дзвінки.<br>зустрітися після роботи з мамою.    |

### SUPPLEMENTARY TEXT

#### OUR VILLAGE

1. Our village is small and has only one street. Because it is not a main road, it is quiet and peaceful. Except at week-ends during the summer months there is not much traffic. There are only three shops, the butcher's, the baker's and **General Stores**.

The General Stores tries to show as much as possible in its windows. There are bars of soap and packets of soap-powder. There are cotton and woolen socks for the children, and silk and nylon stockings for the older girl and the women. There are mousetraps, rubber boots for the farm workers, pocket-knives with sharp and shining blades, packets of flour and vegetable seeds, teapots, teacups and plates, pots, pans and kettles.

2. When you go inside there is an even greater variety. Hanging on the wall are gardening tools; spades of shining steel, long-handled forks and rakes, and brooms for sweeping up dead leaves from lawns and paths. The shelves are full of **tinned goods** of every kind. There are packets of pipe tobacco and cigarettes, paint brushes and tins of paint. There are shelves of groceries: cheese, butter and margarine, bacon and ham, tea, coffee and sugar. There are even some **ready-made** clothes, though most of the villagers prefer to go to the town when they want clothes. There is a tray with picture-postcard views of the village street and the church, and of the **ruined** castle on the hilltop not far away.

3. If you want stamps to put on your letters and postcards, you can buy these in the General Stores. The owner is also the village postmaster. The General Stores and Post Office is the centre of village life, at least for the women and children. The men meet at the **public house** to talk about village affairs, but it is in the shop that the women exchange news.

Look round the shop. You will learn a good deal about the life of the village. Look at the newspapers there. If you know which newspapers support the two big political parties, you can make a good guess at the politics of the man who represents the villagers in Parliament.

4. There are cards pinned up on a wooden board near the door. One card tell you that there will be a dance in the village hall on Saturday evening. Another announces that there will be a sale of **village produce** on Wednesday afternoon to **raise** money for repairs to the **woodwork** in the church. Other cards advertise **second-hand** furniture and other goods for sale. Mrs. Dobson's last child has grown too big for the baby-carriage and this is now for sale. Mrs. White's boy has **outgrown** his clothes and she wants to sell them. Mrs. Ray wants to sell a radio set. As everyone in the village knows, Mrs. Ray has recently bought a television set, and they have decided that they do not need both. Miss Wade, now seventy-five, has recently sold her thirty-year-old car. She decided, quite rightly, that at her age she ought no longer to drive, even along the quiet roads of the district. She is advertising that her **garage** can be rented for five shillings a week. Tom Slater, a farm worker, is advertising his old bicycle for three pounds. He has now bought a motor-cycle, on which he rides to and from the farm where he works, four miles away. Mrs. Wells, a **war widow**, has a card that says she will go out in the mornings to help people with their housework. There are other cards asking for domestic help two or three mornings a week.

**General Stores** – shop at which goods of many different kinds are sold

**tinned goods** – goods in tin cans

**ready-made** – made in many sizes, ready to be worn; not made specially after measuring the wearer

**ruined** – of which the roof and walls have fallen

**public house** – house (not a hotel or club) at which alcoholic drinks are sold, to be drunk in the building

**village produce** – things such as fruit, vegetables, chickens, eggs, from the gardens and homes of the villagers

**raise** – obtain, manage to get

**woodwork** – parts made of wood

**second-hand** – already used by others; no longer new

**outgrow** – grow too tall or too large for

**garage** – (here) building in which a motor-car is kept when not in use

**war widow** – woman whose husband was killed in the war



## UNIT 7

**Ex. 1. Read the text, then, from statements a-k choose five which reflect the content of the text.**

- a) We rarely think about how to behave in an interview.
- b) People going for interviews are generally given useful advice.
- c) You could learn to “sell” your image by using suitable body language.
- d) Employers take more notice of body language than prepared interview language.
- e) Practise your interview technique by watching others in action.
- f) Learn to smile throughout the interview.
- g) You need to make eye-contact with everyone interviewing you.
- h) Use your hands to communicate as often as possible.
- i) It is sometimes difficult to tell if you have made a good impression.
- j) You will be able to tell if you have not achieved what you wanted to in an interview.
- k) We must realize how important it is to use suitable body language in an interview.

### **Learn to Speak Body Language**

When we go for an interview, most of us think carefully about what to wear and what to say but hardly ever about how to act – in other words, what our body language is telling to interviewer. So how can we appear cool when we are feeling so nervous?

Judy James, a body language specialist and author, says that most interviewees who ask for advice told “Just be yourself”. This, she says, is the wrong approach. “If you are just going to be yourself, why not turn up in old tracksuit? You would never do that, so why just “be yourself” in body language? Instead, by marketing your body language, you can control your own success”.

According to experts, body language accounts for 55 per cent of the effect we have when communicating. Tone of voice accounts for 33 per cent, and words for just 7 per cent - so what you say matters much less than how you behave.

Employers nowadays are cautious about the fast-talking interviewee, who has learned certain words and phrases but who may be hiding a basic lack of knowledge or simply lying. So they look increasingly for other signs which will show a person's character and ability – such as body language.

You will be more impressive at an interview if you have prepared by doing a “dress rehearsal” of your facial expressions and hand movements in front of a mirror. It sounds ridiculous but it works.

When it comes to facial signals, you should always smile when you enter the interview room and the interview has finished, because first and last impressions count. Try to smile from the eyes first – if models can do this, so can we. There is nothing worse than a painted-on smile and terrified eyes.

You should also try to maintain eye-contact with the interviewer, but not for too long. If you are in front of a panel of interviewers, look first at the person who has asked you a question, and then at each of the other panel members in turn. Looking just at the questioner is a common mistake.

Once you are sitting down, your hands should generally stay loosely in your lap. Use them to make a point occasionally but never raise them above shoulder level, and do not play with your hair, watch strap or jewellery.

Tell-tale signs that the interview has gone well are increased eye-contact, the repetition of your name and perhaps even some closer body space. A look of relief may also be a giveaway sign – the process of choosing a candidate is stressful for interviewers, too.

If you have not been impressive, the interviewer will be trying not to behave in a familiar fashion. Tell-tale signs are avoiding eye-contact and a parting handshake which is firmer than the one which you were greeted with.

Body language is a subject that we have all heard about, yet we are not aware of the effect that our own body language has on others. In fact, it is vital – and after someone has noticed it for the first time, even subconsciously, they are unlikely to change their opinion because of what you say. So, at an interview take the trouble to get it right.

*(The Times)*

**Ex. 2. Now read the text again and make a list of useful tips to give someone going to an interview for the first time.**

**Example:** *Spend some time thinking about how to act.*

**Ex. 3. Do you agree with this statement?**

*“Body language changes according to which country you are in.”*

Use these ideas to help you talk about it.

- a) How you greet people at home, at school or at work;
- b) How close you stand to other people in public;
- c) Other kinds of body contact, e.g. arms round shoulders, holding hands, linking arms;
- d) Good table manners.

**Ex. 4. Complete each sentence with the correct form of one of the verbs given and the particle *on*. Use each verb once only.**

*Add carry hold live send sew touch try*

- 1. You can write to my parents' house. They'll .....any letters to my new address.
- 2. I'm not sure if this dress is my size. Can I .....it?
- 3. A button has come off my jacket. – And I suppose you'd like me to .....it again!
- 4. Could you .....a moment? This won't take long.
- 5. That's not the total cost. You have to.....ten to fifteen per cent for postage and packing.
- 6. My wife has to go out to work as we can't .....
- 7. The dog's owner took no notice of our protests but .....defenceless animal.
- 8. During my talk I'll try to .....some of the problems that have come up in the last few months.

**Ex. 5. Match one half of the dialogue on the left with the other half on the right.**

- |  |   |
|--|---|
| 1. You'd better wear a hat.                            | A. At least mine runs on unleaded petrol.                                   |
| 2. Cars cause so much damage!                          | B. Yes, he just rambles on and on and on!                                   |
| 3. So you caught the train after all.                  | C. Yes, he is. The strain of not finding a job is beginning to tell on him. |
| 4. When did you realize you'd been tricked?            | D. We're working on a new type of fuel.                                     |
| 5. What's your company's latest project?               | E. I suppose they look on me as a kind of father figure.                    |
| 6. Bill's looking really tired and worried these days. | F. It didn't dawn on me till much later.                                    |
| 7. I hate it when Ted chairs the meeting.              | G. Yes. I just managed to jump on as it was leaving the station.            |
| 8. What's the attitude of your staff towards           | H. Don't be silly. It'll never stay on in this                              |

you?

wind.

**GRAMMAR**  
**MODAL VERBS**  
**(МОДАЛЬНІ ДІЄСЛОВА)**  
**ДІЄСЛОВО MAY**

а) Дієслово *MAY/MIGHT* виражає дію (у такому випадку, дозвіл), виконання якої співвідноситься з теперішнім або майбутнім (можеш, можете).

You may take my book.	Ти можеш взяти мою книжку.
You may not take it.	Ти не можеш брати це.
May I go out?	Можна мені вийти?
He said I might take his pen.	Він сказав, що я можу взяти його ручку.

б) Іноді замість *MAY* використовуються *TO BE ALLOWED TO*.

He is allowed to go for a walk.	Йому дозволяють піти на прогулянку.
He was allowed to go for a walk.	Йому дозволили піти на прогулянку.
He will be allowed to go for a walk.	Йому дозволять піти на прогулянку.

с) Дієслово *MAY/MIGHT* у поєднанні з різними формами інфінітиву може виражати припущення з відтінком невпевненості.

He may be at home now.	Можливо, він зараз удома.
He may be working now	Можливо, він зараз працює.
He may have been at home yesterday.	Можливо, він був удома вчора.
He may have been working at home yesterday.	Можливо, він працював удома вчора.
He might know her telephone number.	Він, можливо, і знає її телефон.

д) Дієслово *MIGHT* у поєднанні з інфінітивом може виражати несхвалення або докір.

She might be more polite.	Вона могла б бути більш ввічливою.
He might have helped us.	Він міг би допомогти нам (тоді).

**Ex. 1. Fill in the blanks with “can/could” or “may/might” (or the negative forms).**

1. \_\_\_\_\_ we leave the room? Is the lesson over? 2. \_\_\_\_\_ you stand on your head?  
– I \_\_\_\_\_ when I was at school but I \_\_\_\_\_ now. 3. \_\_\_\_\_ I smoke here? – No, you \_\_\_\_\_  
, smoking is not allowed here. 4. \_\_\_\_\_ you type? – Yes, I \_\_\_\_\_ type but I \_\_\_\_\_ do  
shorthand. 5. \_\_\_\_\_ I come in? – Please, do. 6. Where \_\_\_\_\_ I buy fruit? 7. He \_\_\_\_\_  
answer the teacher’s questions yesterday, but he \_\_\_\_\_ answer the same questions today.  
8. \_\_\_\_\_ I come and see you this evening? – Of course you \_\_\_\_\_. 9. When I first went to  
Spain I \_\_\_\_\_ read Spanish but I \_\_\_\_\_ speak it. 10. He said that we \_\_\_\_\_ use his flat  
whenever we liked. 11. There was a lot of noise in the street last night, and I \_\_\_\_\_ sleep.  
12. \_\_\_\_\_ I borrow your umbrella? 13. The boys \_\_\_\_\_ wait for him, they have no time for  
that. 14. It’s very cold. \_\_\_\_\_ I shut the windows?

**Ex. 2. Fill in the blanks with “can, could, may, might” (or the negative forms).**

1. I \_\_\_\_\_ be away from home tomorrow. 2. He \_\_\_\_\_ have been hurt. 3. It \_\_\_\_\_ or \_\_\_\_\_ not be true. 4. It was so dark, we \_\_\_\_\_ see nothing. 5. \_\_\_\_\_ you lend me a shilling? 6. \_\_\_\_\_ you hear what he is saying? 7. You \_\_\_\_\_ walk miles in this district without seeing anybody. 8. \_\_\_\_\_ this be true? 9. \_\_\_\_\_ we go to the pictures after we wash up? – Yes, you \_\_\_\_\_. 10. Mother says I \_\_\_\_\_ not go out. 11. Sorry, sir you \_\_\_\_\_ not smoke here. 12. It \_\_\_\_\_ not be so far as all that. 13. \_\_\_\_\_ I have some more bread? 14. You \_\_\_\_\_ ask him to be the chairman. 15. The letters \_\_\_\_\_ have been written in this very house.

### Ex. 3. Translate into English using different forms of Infinitive.

1. Можливо, я загубив номер їхнього телефону. 2. Вона, можливо, хворіє вже кілька днів. 3. Ти міг би й прибрати в кімнаті до мого приходу. 4. Він міг би відвідати своїх батьків. Чому він не зробив цього? 5. Одягнися тепліше. Ти можеш застудитися. 6. Можливо, їхній син уже закінчив університет. 7. Може, вони зараз готуються до іспитів. 8. Можливо, поліція вже евакуює людей. 9. Можливо, вони чекали на щось особливе від цього концерту. 10. Ви могли б і не запізнюватися. 11. Він міг би й подзвонити.

### TEST

2. Він міг би й не сперечатися.
3. Можливо, вона сподівалася поїхати раніше.
4. Вони могли б промовчати.
5. Може, вони й полетіли літаком.
6. Наші друзі, можливо, і повернуться до вечора.
7. Я хочу пити. Ти могла б запропонувати мені чашку чаю.
8. Можливо, він поїхав туди потягом.
9. Твій друг міг би погодитися допомогти тобі в цій справі.
10. Ти міг би написати твір краще.
11. Вона, може і готує обід зараз.

### SUPPLEMENTARY TEXT

#### OUR VILLAGE

1. Opposite the General Stores is the village “**pub**”. A large sign-board shows that it is called “The Red Lion”. Here, in the evening, many of the men come for a glass of beer and a game of darts. The pub is the working man’s club. There is talk about the weather and the **crops**, about what has been happening in the village. There is talk about football in winter and cricket in summer. After the nine o’clock **news** from the BBC there may be a discussion on national and international affairs.

Outside the pub is the **bus stop**, and on a board there is the time-table for the local bus service. The villagers go to the nearest town, seven miles away, when they want to visit a cinema or do the kind of shopping that cannot be done in the village. On Saturday afternoons there are often family parties waiting for the bus to take them to town for the week-end shopping.

2. The church was built in the fifteen century. It is the most interesting and the most beautiful building in the village. From the gravestones in the **churchyard** and the written records inside the church a large part of the history of the village can be learnt. On Sunday its bells ring to call the people to services. The bells are rung by the **publican**, the butcher, the headmaster of the village school and one of the local farmers. The church organ is played by the village postmaster. Here, for hundreds of years, the people of the village have been christened, married and buried. The churchyard is now full and **burials take place** in a new burying-ground not far away.

The villagers like their **vicar**, not only because his sermons are short and simple, but also because he is always interested in their work and play and always visit them when they are ill or in difficulties.

3. The village school is a small and rather old-fashioned building. It is a primary school, so only young children **attend** it. When they are eleven years old they go to secondary schools in the nearest town. A school bus takes them in every morning and brings them back every afternoon. They have dinner at school, between morning and afternoon classes.

4. Most of the houses in the main street of the village are old. Many of them are pleasant to look at, though perhaps rather inconvenient to live in. At the end of the village street there are about a hundred new houses of red brick. These have been built since the end of the war. They are called “council houses”, because they were built not by private builders, but by the Local Authority, the **Rural** District Council. They are well planned and attractive, with **well-cared-for gardens**. They all have such public services as water, electricity and **drainage**, and their rents are reasonable.

5. **Besides** the butcher’s, the baker’s and the General Stores, we have a **blacksmith’s** shop and a **garage**. The blacksmith today is an agricultural engineer. He repairs farm tractors and other complicated machinery used in modern agriculture.

The garage has two petrol pumps. The mechanic will keep your car in good order and is also an electrician. He will repair your radio or television set or wire your house if you want to change from paraffin lamps to electric lighting. The owner of the garage has a motor-coach which the men of the village often hire to take them to football and cricket matches in **neighbouring towns**. The women sometimes hire the coach to take them for a day’s **outing** to the seaside in summer, or perhaps to a theatre in town when there is a play that they think interesting or amusing.

**pub** – short for public house

**crop** – quantity of agricultural produce for the year or season

**news** – (here) broadcast news

**bus stop** – place where buses stop for passengers to get in and out

**time-table** – list of times at which buses arrive and leave

**churchyard** – walled ground round a church, often used as a burial-place

**publican** – man who keeps a public house

**burials take place** – people are buried

**vicar** – Church of England clergyman

**attend school** – go to school (as a pupil or student)

**rural** – of the country, not of a town

**well-cared-for gardens** – gardens of which good care is taken

**drainage** – pipes for carrying away water and other unwanted liquids

**besides** - as well as, in addition to

**blacksmith** – iron worker, especially one who repairs tools and makes horse-shoes

**garage** – (here) building where motor-cars, etc., are repaired, where petrol, oil, tyres, etc., can be bought

**neighbouring towns** – towns that are near

**outing** – visit to a place not far away, made for pleasure

*(from Oxford Progressive English for Adult Learners by A.S.Hornby)*

## UNIT 8

### Making Progress in Learning English

## Ways to Learn English

Making the decision to learn a language and actually doing it can be two very different things. Below is what people think about different ways of learning English – remember, you don't have to stick to just one. Choosing a combination of learning methods can often make it easier to fit language learning into your daily routine!

**Ann:** This year I've made up my mind to enroll on a language course. In my opinion, learning a language in a social environment like this opens me up to meeting new people, it encourages me to practise my skills and it gives me motivation to come back the following week. With a couple of hours' tuition per week I cannot expect to advance too far without doing some homework, though, I do a few hours' study on my own too.

**Steve:** I'm a very active and busy person, so it's difficult for me to find time for regular classes. That's why I've chosen a good *English Self-Study Software*. These are made of a few CDs and accompanying books. I can say that they have become a popular way to kick-start language learning, or boost it in between the school terms. These provide valuable listening and comprehension practice.

**Tom:** I study English with language learning books containing texts, grammar modules, vocabulary lists and practice exercises. These are probably old-fashioned but good enough to practise reading and writing skills, and to get a base in essential grammar and vocabulary. But you'll definitely need extra listening and speaking practice.

**Dan:** Online learning is totally flexible and geared to learner's own specific needs and interests. You have your own private tutor, and lessons can take place any time of day, for as little or as long as you want. All you need is a computer, headset and webcam. While learning online results are achieved fast – particularly in listening and speaking. As such it suits people who are short of time.

**Jane:** In my opinion, learning a language in the country where it's spoken is the best way to get results – and have the most fun while you're at it. When you walk out of class the lesson is only just beginning: surrounded by the sights and sounds of your chosen language and culture, you can't help but soak it all up and practise what you have learned with everyone from the tour guide to the bus driver. And, most importantly, you will be inspired and gain confidence – by being understood for the first time in a real-life situation, by realising that you have the ability to get by in a foreign environment.

## FORMING COMMUNICATION SKILLS

**Ex. 1.** Read the text and say if the statements are true or false.

1. Tom has decided to learn English with the help of a computer.
2. Steve has chosen a method of learning English to suit his busy and active life.
3. Ann would like to learn English in a group of people.
4. Dan finds his motivation in practising a foreign language at every step.
5. Tom enjoys working with printed resources.

**Ex. 2. Complete each sentence with the correct form of one of the verbs given and the particle *with*. Use each verb once only.**

*Confuse deal disagree identify live meet side wrestle*

1. It's my decision and whatever happens I'll have to.....the consequences.
2. This little booklet.....the problems of living abroad.
3. While Louise was on her way to the meeting, she .....an accident and had to be taken to hospital.
4. And you're an engineer, aren't you? – No. I'm in marketing. I think you're.....me.....my brother.
5. I've decided to resign. I've spent the last twenty years.....the financial problems of this company and I've had enough of it!
6. We want the play to be as realistic as possible. The main character, for example, must be somebody the audience can easily .....
7. Whenever there was a family dispute, her son agreed with her while her daughters used to.....her husband.
8. I try never to eat anything with onion in as it always .....me.

**Ex. 3. Match one half of the dialogue on the left with the other half on the right.**

- |  |   |
|--|---|
| 1. How did the prisoners manage to escape?                   | A. In that case you'd better get in an electrician.       |
| 2. George is still in bed.                                   | B. They got out through a window.                         |
| 3. Do you think Barbara will be able to persuade him to pay? | C. Can't you get out of it and come swimming instead?     |
| 4. I don't understand how this lighting system works.        | D. I've been too busy – I simply haven't got round to it. |
| 5. Shall I give you your injection now, Mr Petrie?           | E. All right, nurse. Let's get it over with.              |
| 6. This is the right bus for the station, isn't it?          | F. She should do. She knows how to get round him.         |
| 7. Have you fixed your car yet?                              | G. That's right. Get off at the next stop.                |



8. I've got to help in the shop this afternoon.

H. What! Hasn't he got up yet?

**Ex. 4. Read the text and comment on the tradition of celebrating Halloween.**

**Why Do People Celebrate Halloween?**

Halloween is a combination of holidays. As a night of ghosts and witches it was started by the Celts. The Celts had a holiday called Samhain which meant "end of summer". Samhain was a festival marking the end of the food-growing season. The Celts believed that spirits of the fruits and vegetables and also the ghosts of people, visited the earth on Samhain, which was October 31. The Celts lit huge bonfires on hill tops to scare the ghosts away. Years later, the Celts became Christians. They and other Christians celebrated All-Hallows Day which is now called Halloween.

*(After BBC English)*

**GRAMMAR**

**MODAL VERBS**

**(МОАЛЬНІ ДІЄСЛОВА)**

**ДІЄСЛОВА SHOULD та OUGHT TO**

У поєднанні з інфінітивом смислового дієслова *SHOULD/UGHT TO* виражають моральний обов'язок, пораду, рекомендацію. *SHOULD* та *UGHT TO* дуже схожі за значенням. *UGHT TO* частіше використовуються для вираження морального обов'язку, а *SHOULD* – із метою поради, рекомендації або інструкції.

You should do it.	Вам треба зробити це.
You ought to be more attentive.	Вам треба бути уважнішим.
He shouldn't be sitting here	Йому не треба (не слід) сидіти тут.

У поєднанні з *Perfect Infinitive* дієслова *SHOULD, UUGHT TO* виражають докір, критику минулих дій.

You should have told us about it.	Вам слід було б сказати нам про це.
You ought to have sent the warning.	Вам слід було б надіслати попередження.
He shouldn't have done it.	Йому не слід було робити це.

**Ex. 1. Put "should" or "shouldn't" in the spaces. Translate the sentences into Ukrainian.**

1. You \_\_\_\_\_ work more; you \_\_\_\_\_ miss the lessons. 2. Mothers \_\_\_\_\_ look after their children. 3. What are you doing here? You \_\_\_\_\_ be in bed 4. That hat doesn't suit you; you \_\_\_\_\_ buy another. 5. There are too many accidents. Everyone \_\_\_\_\_ be more careful. 6. You \_\_\_\_\_ have followed the instructions of your coach. Then you would have won the game. 7. Tom was often late and his father told him that he \_\_\_\_\_ wake up earlier. 8. She told her children that they \_\_\_\_\_ always say "Please" and "Thank you". 9. It is dark in room, you \_\_\_\_\_ switch on the light.

**Ex. 2. Make remarks according to the model.**

MODEL: A: I only told Peter.

B: You shouldn't have told anyone.

1. I only asked Mike. 2. I only invited Jack. 3. I only argued with Tom. 4. I only discussed it with Alec. 5. I only talked about it with Arthur. 6. I only wrote to Bill. 7. I only complained about Mark. 8. I only woke George.

**Ex. 3. Open the brackets using the correct form of the infinitive.**

1. I don't feel well now. I should (*remember*) to take the medicine yesterday. 2. Children should (*obey*) their parents. 3. It's three o'clock and I'm feeling very hungry; I should (*eat*) more lunch. 4. The little boy was playing with his father's typewriter and of course he broke it; he shouldn't have (*allow*) him to play with it. 5. You have a weak heart. You shouldn't (*run*). 6. I was very tired last summer and I should (*take*) a holiday, but there was too much work to do. 7. When he went for a walk he should (*take*) his umbrella, it looked like rain (*but he didn't*). 8. The workmen are very slow; the job should (*finish*) a week ago. 9. You shouldn't (*eat*) so much bread, now you've gained weight. 10. You shouldn't (*go*) out yesterday without a coat. No wonder you caught cold. 11. You should (*cross*) the road by the subway (*but you didn't*). 12. He should (*check*) that his brakes were working properly (*but he didn't*). 13. You should (*warn*) him that the ice was dangerous (*but you didn't*). 14. Tom's had another accident. It sounds like Tom's fault. He should (*wait*) till the main road was clear.

**Ex. 4. Fill in the blanks with "must", "should" or "ought to". Use the correct form of the Infinitive.**

1. Your questions surprise me, you \_\_\_\_\_ (*know*) this. 2. You \_\_\_\_\_ (*to be*) absent for such a long time. Everyone forgot you. 3. Though it is a very unpleasant mission, I feel I \_\_\_\_\_ (*tell*) you the truth. 4. We had a wonderful time at that party. You \_\_\_\_\_ (*to be*) there. 5. Let's tell him all as it is. He \_\_\_\_\_ (*understand*) 6. You \_\_\_\_\_ (*apologize*) when you saw that his feeling were hurt. 7. She is a very experienced doctor. You \_\_\_\_\_ (*to consult*) her. 8. She \_\_\_\_\_ (*not to say*) such things in the child's presence. Now you see the results. 9. I \_\_\_\_\_ (*know*) that it might come to that. 10. If they have been warned in time, they \_\_\_\_\_ (*be*) here by now. 11. He gave you just the feeling of assurance, of confidence that a doctor \_\_\_\_\_ (*to give*).

**TEST**

1. Їм слід було повернутися вчасно.
2. Тобі слід подзвонити їм негайно.
3. Їй не слід так довго лежати на сонці. Вона може отримати опік.
4. Йому слід слухати поради батьків.
5. Тобі не слід було нагадувати їй про це.
6. Їй слід змінити свою думку.
7. Вам слід було піти на її концерт.
8. Тобі не слід судити про людину за її зовнішністю.
9. Їм слід було замовити квитки заздалегідь.
10. Тобі не слід було паркувати машину в тому місці.
11. Їй слід пошукати нову роботу.

12. Йому слід було ухвалити інше рішення.
13. Тобі слід бути обережною. Ти можеш розбити тарілку.
14. Вам не слід втручатися у їхні стосунки.
15. Тобі не слід зараз поспішати.

## SUPPLEMENTARY TEXT

### SHAKESPEARE – WHO WAS HE?

Who was William Shakespeare? This might seem at first to be a rather silly question. Most English speaking people know who he was. He wrote all those famous plays: *Hamlet*, for example, and *Macbeth*. Or didn't he? It has been suggested that Shakespeare didn't even write the 36 or more plays, several poems and 154 sonnets attributed to him. Some people claim that they were written by contemporaries of his, Francis Bacon and Christopher Marlowe. Scholars will always speculate about Shakespeare the poet and playwright. But if we accept that he *did* write the plays and sonnets, what more do we know about Shakespeare the man? Was he genius or a commercial playwright? Did he write for love or money? Was he conceited or modest? Was he a serious and responsible man or an irresponsible **gigolo**? Did he realize how important his work would become? In written records of the time, there are 38 different spelling of the name "Shakespeare". There are at least as many answers to all these, and many more questions about his life!

There is little documented evidence about the details of Shakespeare's life, but we know that he was born on or around 26<sup>th</sup> April 1564. The house he was born in still stands in Stratford-on-Avon, a small town in the English country of Warwickshire. He was the third of eight children and the first son of John Shakespeare and Mary Arden. His father was a glove-maker, a fairly prosperous, middle-class businessman. The next historical fact we know about him is that in 1582 he was married to Ann Hathaway, the daughter of a family friend. William was 18 years old and Ann was eight years older than him. Six months later their daughter Susanna was born. In 1585 Ann gave birth to twins, Hamnet and Judith. Some say that during this period, Shakespeare was a schoolmaster, others that he knew "little Latin and less Greek". In any event, he didn't stay in Stratford for much longer. By 1591 he was living in London, established as a **dramatist**, a poet and an actor in Lord Pembroke's company. It is unlikely that Shakespeare travelled much, as an actor, outside England. Although some of his plays are set in places like Italy, Denmark and France, there is little evidence to show that he ever visited these countries. Between 1591 and 1593 London theatres were closed down, partly due to the Plague. It was probably during this period that he wrote his poems. Some of the poems *The Rape of Lucrece* and *Venus and Adonis*, show that his friend and patron at this time was the Earl of Southampton. "The love I dedicate to your Lordship is without end", he wrote.

In 1594 Shakespeare joined Lord Chamberlain's Men, another company of actors. He had by now achieved fame and popularity as an actor and dramatist. When Queen Elizabeth I of England died in 1603 and James I became King of England the Lord Chamberlain's Men became known as the King's Men. The King's Men played at the Globe Theatre, London. Later, Shakespeare became part-owner of the Globe.

What is known of William Shakespeare's "other" life in Stratford? During this period his son Hamnet died at the age of 11, and soon after his father and mother died too. His daughter Susanna married. We know that by this time Shakespeare had made quite a lot of money and bought land in Stratford. But we never hear about Ann, his wife. We assume that though he did not live with his family, he continued to support them financially.

At the turn of the 17<sup>th</sup> century, he wrote his major tragedies. The mood of his writing seems to be one of bitterness and disgust. Often his themes are betrayal and false love. In some of his sonnets Shakespeare wrote about a "dark lady" who was, apparently, married. Some scholars have concluded from this that he fell in love with a woman who became his **mistress** and made him unhappy, but no one can be sure, because Shakespeare's allusions to her are very

**ambiguous.** Another mysterious figure connected with the sonnets is “Mr. W. H.” who Shakespeare’s publisher described as “the onlie begetter” of the sonnets. Was Mr. W.H. the Right Honourable Henry Wrothesley, Earl of Southampton and if so why W. H. and not W. H.? Or was it William Herbert, Earl of Pembroke? It has even been suggested that Mr. W. H. was William Hathaway, his wife Ann’s brother! But whoever “the dark lady” and “Mr. W. H.” were, they inspired Shakespeare to write his most passionate sonnets.

If Shakespeare was unfaithful to his wife, he certainly did not abandon her altogether. In later life, he returned to live quietly with his family in Stratford. He died and was buried there in 1616. In his will Shakespeare left to his wife Ann the “second-best bed”. He left us much more; a mystery about most of his life and some of the finest literature that has ever been written.

CORALYN SHELDON

**gigolo** – pleasure-loving young man;

**dramatist** – writer of plays;

**mistress** – lover;

**ambiguous** – uncertain.

*(BBC Modern English)*

## UNIT 9

### Where the British Came from

Early Britons came across the land bridge that long ago joined Britain to the Continent. They were cave dwellers and lived by hunting, fishing and gathering wild plants.

Later invaders from Mediterranean lands – small, dark, long-headed people became the first farmers – herders of sheep and cattle and growers of wheat and barley. Their culture was based on the use of stone.

Then, about 1800 years before our era new invaders came to the British Isles. They brought skills in the working of bronze and built huge stone circles which served as gigantic calendars, helping the people to calculate seed-time and harvest-time by the position of the sun and the moon.

At that time Britain was known only as a faraway land wrapped in mists and mystery. But soon these islands attracted many people who were moving west under the pressure of the growing population in their homeland beside the Rhine. These were Celts who brought with them new skills based on the working of iron. They were miners and traders, horse-breeders and cattle farmers.

Then came the Roman invasion which began in the year 43 B.C. The Romans occupied a part of the country. They built roads, bridges and military camps. The Roman hold on the country was broken 400 years later by native Celtic tribes and Germanic raiders from across the North Sea.

Next came the Anglo-Saxon colonization of the country from the East coast. These blue-eyed, fair-haired people set up villages all over the English Plain. Later they were converted to Christianity.

But the colonization of the British Isles did not end at this. In the XIth century a group of militant Norsemen who had already settled in the part of France known as Normandy invaded Britain. In 1066 in the Battle of Hastings the Normans led by their Duke William defeated the Anglo-Saxons and their King Harold. Since then the Normans began to rule over the country and its population of 2 million. The Normans were the last successful military invaders of Britain.

(Based on “*Illustrated Guide to Britain*”)

## FORMING COMMUNICATION SKILLS

### Ex.1. Answer the following questions.

1. How did early Britons reach Britain?
2. Where did the first inhabitants of Britain live?
3. How did they get food?
4. What did the invaders from the Mediterranean lands look like?
5. What did they begin to grow?
6. When did new invaders come to the British Isles?
7. What purpose did their huge stone circles serve?
8. Why do you think Britain was known as a land wrapped in mystery?
9. Why did the British Isles attract more people from the continent?
10. What was the Celts' main occupation?
11. What did the Romans build in Britain?
12. How long did the Romans stay in Britain?
13. Who helped the native Celtic tribes to break the Roman hold of the country?
14. Where did the Anglo-Saxons come from?
15. What did the Anglo-Saxons look like?
16. Who were the last colonizers of Britain?
17. Where had the militant Norsemen settled before they invaded Britain?
18. When was the battle of Hastings fought?
19. Who was defeated in that battle?
20. How large was the population of Britain at the time of the Norman Conquest?

### Ex. 2. Find answers to the following questions in the text.

1. Who became the first farmers in Britain?
2. What was the culture of the Mediterranean invaders built on?
3. Where was the homeland of the Celts on the continent?
4. Where did the Germanic raiders come from?
5. What did the Anglo-Saxons set up all over the English Plain?

### Ex. 3. Find factual information in the text to prove that:

1. Invaders from Mediterranean countries had agricultural traditions.
2. People who came to the British Isles about 2 000 years before our era had some knowledge in astronomy.
3. Very little was known about Britain at that time.
4. Britain was connected with the

continent of Europe. 5. The Roman invasion was mainly a military affair. 6. The people who colonized Britain came from Europe. 7. The Normans had conquered a part of France before they came to Britain.

**Ex. 4. Explain the italicized parts.**

1. They were *cave-dwellers*...
2. ...invaders ...became the first farmers – *herders of sheep and cattle*...
3. ...these islands attracted many people who were moving west *under the pressure of the growing population* in their *homeland*.
4. *The Roman hold* at the country was broken 400 years later.
5. ...they *were converted to Christianity*.
6. The Normans were *the last successful military invaders of Britain*.

**Ex. 5. Complete each of the sentences with the correct form of one of the verbs below and the particle *up*. Use each verb once only.**

*Fill heal hurry lock ring save seal tidy*

1. Why are you walking so slowly? We'll have to .....or we'll be late.
2. You've got my number so you can .....me.....if you have any problems.
3. It was a deep wound so it took some time to ..... .
4. It's a long journey so remember to .....the petrol tank before you go.
5. If you're worried about things falling out of the parcel, you'd better use some strong tape to .....it ..... .
6. He was such a dangerous prisoner that they .....him.....in a room and put a guard outside.
7. She was finally able to buy the bicycle after she'd.....enough money.
8. You'll be able to find everything if you .....your room.

**Ex. 6. Match one half of the dialogue on the left with the other half on the right.**

- |  |  |
|--|--|
| 1. I think this is your coat.                        | A. Thanks – and help yourself to sugar.                                      |
| 2. Why didn't you offer to help them prepare dinner? | B. I know! He keeps getting side-tracked.<br>I wish he'd stick to the point. |
| 3. How long was Ben unconscious?                     | C. Well, let's drink to her success, then.                                   |
| 4. Shall I pour?                                     | D. No. That one belongs to Mike. Mine is grey.                               |
| 5. Those customers have been waiting for ages!       | E. Don't let it get to you. She does it to everyone.<br>Just ignore her.     |
| 6. It's so difficult to get a clear answer from him! | F. Because when it comes to cooking, I'm totally useless.                    |
| 7. Why does Ann keep criticizing me                  | G. Could you see to them? I'm really busy at                                 |

- all the time? the moment.
8. And Judy is here in the final tomorrow. H. It took him at least a quarter of an hour to come to.

## GRAMMAR

### MODAL VERBS (МОДАЛЬНІ ДІЄСЛОВА)

#### ДІЄСЛОВА *NEED* and *DARE*

а) Дієслово *NEED* у поєднанні з *Indefinite Infinitive* (без частки “to” і без особового закінчення –s) виражає необхідність, співвідносно з теперішнім і майбутнім.

Дієслово *NEED* вживається в заперечних та запитальних реченнях.

У поєднанні з *Perfect Infinitive* дієслово *NEED* виражає дію, яка відбулася, хоча не було необхідності виконувати її.

He needn't go there.	Йому не треба (можна і не) йти туди.
Need he go there?	Йому треба туди?
He needn't have gone there.	Йому не треба було ходити туди (але він пішов).

Дієслово *NEED* може вживатися як смислове. У цьому значенні воно відмінюється за загальними правилами та вживається в теперішньому, минулому та майбутньому часі.

I don't need advice.

Does he need our help?

б) Дієслово *DARE* вживається як модальне (без частки “to” після нього) у заперечних реченнях, щоб виразити брак мужності:

I daren't tell him the truth.

I daren't ask for more money.

Дієслово *DARE* вживається також у стверджувальних реченнях:

а) in questions: Dare you do it?

б) with “negative adverbs” (e.g. hardly): I hardly dare tell him what happened.

в) дієслово *DARE* може вживатися у стверджувальному реченні, щоб виразити обурення:

How dare you read my private diary!

Дієслово *DARE* може вживатися як смислове (із часткою “to” після нього):

I dare you to jump off that wall. Ми вживаємо *DARE* як смислове дієслово (із часткою “to” після нього) лише для вираження виклику.

#### Ex. 1. Supply “dare”, “daren't”, “daren't have (done)”, “didn't dare (do)”.

1. I \_\_\_\_\_ tell them I've just broken their favourite vase. 2. I hardly \_\_\_\_\_ mention this, but you still haven't paid for those tickets. 3. \_\_\_\_\_ we ask for more money after what he has just said? 4. I knew I was right, but I \_\_\_\_\_ say so at that time. 5. She would like to wear more unconventional clothes, but she \_\_\_\_\_. 6. I'm going to tell your mother what you've just said! - Just you \_\_\_\_\_! 7. We didn't like the meal they gave us, but we \_\_\_\_\_ said so. It would have been rude. 8. They offered me something strange to eat which I \_\_\_\_\_ refuse.

**Ex. 2. Open the brackets using the correct form of the infinitive.**

1. You needn't (*send*) the car for us, we could have walked. 2. She washed up all the plates, she needn't (*wash*) them up, because they had a dishwasher. 3. Why do you want to press the skirt? It is not creased at all. You needn't (*press*) it at all. 4. I knew I had to be at the office on Saturday; I needn't n (*remind*) 5. You needn't (*help*) him. (*You helped him but he didn't need your help*). 6. He was wide awake when his mother called him at seven o'clock this morning; she needn't (*call*).

**Ex. 3. Supply "mustn't", "needn't", "don't have to".**

1. You \_\_\_\_\_ work such long hours. You won't earn any more. 2. They \_\_\_\_\_ wear a uniform. It's not obligatory. 3. She \_\_\_\_\_ leave the office last. She can go when she is ready. 4. You really \_\_\_\_\_ waste money like that. It worries your parents. 5. Visitors \_\_\_\_\_ enter the laboratories without permission. 6. We \_\_\_\_\_ always wear protective clothing in the factory. 7. You \_\_\_\_\_ go to the party if you don't want to. Nobody's forcing you. 8. He \_\_\_\_\_ do the job today. It can be done tomorrow. 9. Passengers \_\_\_\_\_ smoke in the toilets. 10. "Are you going to read the report?" – "No, I \_\_\_\_\_. It's confidential". 11. "Are you going to read the report?" – "No, I \_\_\_\_\_. I already know what it says". 12. You \_\_\_\_\_ attend the meeting tomorrow. It's for union officials only. 13. You \_\_\_\_\_ attend the meeting tomorrow. It's not important. 14. You \_\_\_\_\_ forget to pay the electricity bill, or we'll be cut off. 15. We \_\_\_\_\_ worry about Tom. He's just phoned to say he's all right.

**TESTS**

**Combine the correct forms of "dare" and "need" with the verbs in brackets.**

**UNWELCOME FRESH AIR!**

It was a routine flight from Hilo on Hawaii to Kahului 110 miles away. Suddenly, there was a tremendous noise and the top of the plane was torn away! Ninety-four passengers (*not move*) \_\_\_\_\_, wondering what would happen next. They (*not worry*) \_\_\_\_\_ because Robert Schornsteimer, the pilot, was firmly in control. For 25 minutes they hardly (*breathe*) \_\_\_\_\_, though there was plenty of unwelcome fresh air! "I (*not open*) \_\_\_\_\_ my mouth", one of the passengers said later. "I hardly (*tell*) \_\_\_\_\_ you how terrified I was". The passengers embraced the pilot who had brought the plane down safely. "I've heard of a plane flying off a roof", joked one of them later, "but never of a roof flying off a plane!"

**SUPPLEMENTARY TEXT**

**MIND YOUR MANNERS!**

**English for International Co-operation**

In England recently three foreign gentlemen approached a bus stop. They studied the information on the sign attached to the concrete post and decided which bus to take. About five minutes later the bus they wanted came along. They prepared to board it. Suddenly there was a **clamour** behind them. People rushed on to the bus and tried to push them out of the way. Someone shouted insulting remarks about foreigners. The bus conductor came rushing down the stairs to see what all the trouble was about. The three foreign gentlemen looked puzzled and embarrassed. No one had told them about the British custom of queuing for a bus so that the first person who arrived at a bus stop is the first person to get on the bus.

Learning the language of a country isn't enough. If you want to ensure a pleasant visit, find out as much as possible about the manners and customs of your hosts. You will probably be



surprised just how different they can be from your own. A visitor to India would do well to remember that people there consider it impolite to use the left hand for passing food at table. The left hand is supposed to be used for washing yourself. Also in India, you might see a man apparently shaking his head at another and assume that he is disagreeing. But in many parts of India a **rotating** movement of the head is a gesture that signifies agreement or acceptance. Nodding your head when offered a drink in Bulgaria is likely to leave you thirsty. In that country you shake your head to signify “yes” – a nod indicates “no”. Arabs are known for their **sumptuous** hospitality. At a meal in countries on the Arabic Peninsula, you will find that any drinking **vessel** is repeatedly refilled as soon as you drain it. The way to indicate that you have had enough is to take the cup or glass in your hand and give it a little shake from side to side or place your hand over the top.

In Europe it is quite usual to cross your legs when sitting talking to someone, even at an important meeting. Doing this when meeting an important person in Thailand, however, could cause offence. It is considered too informal an attitude for such an occasion. Also when you are in Thailand avoid touching the head of an adult - it’s just not done.

Attitudes to women vary considerably around the world. In Japan, for example, it is quite usual for men to plan evening entertainments for themselves and leave their wives at home. In Europe such attitudes are disappearing. As usual the men assume that their wives will raise money to pay for the team’s travel and accommodation and be content to stay at home themselves. But things do not turn out quite as expected. There are some differences in language usage. This month’s programmes draw attention to the differences between the formal language used to discuss a subject at a meeting and the language friends would use to talk about the same subject amongst themselves.

Knowing about customs and attitudes is useful when you are travelling, but you also need to know the language used to express different degrees of formality. Listeners in European countries can tune in to ENGLISH FOR INTERNATIONAL CO-OPERATION on Thursdays.

MAUREN STACK

**clamour** – loud, confused noise

**rotating** – turning in a circular movement

**sumptuous** – lavish, splendid

**vessel** – container for liquids

(from BBC Modern English)

## UNIT 10

### The Normans

The *Normans*, or “northmen”, were descended from Vikings who had settled in northern France during the 9<sup>th</sup> century.

In 1066 *King Edward the Confessor* (1042-1066) of England died and was succeeded by Harold, Earl of Wessex. However there were two other claimants to the throne: William, Duke of Normandy and Harold Hardrada of Norway. Both invaded England: Harold in the north, but he was defeated, and William – three days later – invaded in the south with the best cavalry in Europe. *The Battle of Hastings* was one of the most decisive battles in English history, and it brought victory to William who became the English king – *William I* (1066-1087), known as “*the Conqueror*”. He also controlled most of Wales despite uprisings by the Welsh princes, and

subdued rebels in the north, but he failed to make the Scottish king accept him as his overlord though he had made raids on Scotland too.

The Normans introduced a new social system into England which is known as feudalism. William I organized a strong central government in which Normans held most positions of power. He retained the Anglo-Saxon sheriffs as his representatives in the shires. They kept law and order and collected taxes. The nobles paid dues to the king. The knights paid dues to their lord and fought with him in the king's army. There were two types of peasants. Free peasants owned or rented land; villeins paid their lord dues and worked on his land as well as their own.

After the death of William I in 1089, all subsequent kings of England were related to him in some way – his eldest son Robert in Normandy and his second son *William II (1087-1100)* in England, known as *Rufus* (from the redness of his face), who was succeeded by a third brother, *Henry I (1100-1135)*. There were plots and fights for the throne between the rivals in that period, including the civil war in 1139-1153, after which, in 1154, Henry of Anjou became king – *Henry II (1154-1189)* – who was the first of the *Plantagenet* kings.

## FORMING COMMUNICATION SKILLS

### Ex.1. Answer the following questions.

1. Where did the Normans come to England from?
2. Why did the geographic name Hastings come into English history?
3. Who became the English king after the Normans' victory and how did his ruling start?
4. What were the main characteristics of the new social system?
5. What was the succession of kings after William's death?

### Ex. 2. Find answers to the following questions in the text.

1. When did King Edward the Confessor die?
2. What were the names of the two other claimants to the English throne?
3. Who invaded England in the north?
4. Who invaded England in the south?
5. Did William the Conqueror succeed in making the Scottish king accept him as his overlord?
6. Who controlled most of Wales?
7. Who held most positions of power in England?
8. What did the Anglo-Saxon sheriffs do in the shires?

### Ex. 3. Find factual information in the text to prove that:

1. There were two other claimants to the English throne.
2. The Normans introduced a new social system into England.
3. There were two types of peasants.
4. After the death of William I in 1089 all subsequent kings of England were related to him.
5. There were plots and fights for the throne between the rivals in that period.

### Ex. 4. Translate the following into Ukrainian. Retell the text in English.

Strong trading ties between Britain and the continent were established long ago. Many people in Britain lived by trading as Britain was an important link that served to unite the Mediterranean countries and the Baltic ports.

At the beginning of modern times British merchants seeking wider markets moved westward along new sea routes attracted by the opportunities offered in the new lands overseas. Soon the new lands on the American coast of the Atlantic ocean were practically invaded by British colonists.

The Spanish king who considered himself the sole ruler of the newly-explored territories decided to punish Britain. He built a huge fleet and sent it to the British Isles to make Britain release its hold of the new lands and keep down the militant spirit of the British government.

Everything was carefully calculated and victory seemed near. But fate had decided otherwise and instead of the expected victory the Spanish Armada had suffered in the end a crushing defeat.

**Ex. 5. Fill in the gaps with a word from the list given below.**

After the ..... of Britain and the .... of the Anglo-Saxons the Normans became ....of the country. The land was given to the Norman nobles who .... their king as their leader. The taxes that the native population was to pay were ...and collected under ...if necessary. The Norman kings made cruel laws that did not allow people to hunt in the forests, so it was hard for the common people to make ... . The Normans built castles all over the country. .... in legends they present an ....sight for tourists even now.

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*To calculate, to defeat, invasion, pressure, to serve, a living, wrapped, attractive, rulers.*

**Ex. 6. Complete each sentence with the correct form of one of the verbs given and the particle *up*. Use each verb once only.**

*Beat call crop light own pull speed split*

1. At first the coach went quit slowly but it began to.....as we got onto the motorway.
2. The fireworks exploded in all their colours and .....the sky.
3. The phone never stopped ringing as her friends kept .....her.....to congratulate her.
4. It was a really violent attack. The robbers .....him .....so badly that he had to be treated in hospital.
5. The car suddenly came towards us. It.....in front of the store and Andre Agassi got out!
6. I won't be able to go out tonight because a problem has just .....

7. If the person who broke the window doesn't .....the whole class will be punished.
8. Over sixty people arrived to help look for the missing girl. They .....into groups of four or five and went off in different directions.

**Ex. 7. Match the two halves of each dialogue.**

- |  |  |
|--|--|
| 1. Everyone seems to know about your engagement.     | A. Don't let her comments get to you. It's not that bad.                 |
| 2. Have you found a job yet?                         | B. Very nice. We get on with them really well.                           |
| 3. Why do you want a pay-rise?                       | C. I'm afraid not – and it's really getting me down.                     |
| 4. What are your new neighbours like?                | D. As it's his first offence, he may get off with a fine.                |
| 5. Do you think Nick will go to prison?              | E. There's no rush. The train doesn't get in for another twenty minutes. |
| 6. It's time you had a holiday.                      | F. I know. The news has certainly got around.                            |
| 7. Hayley didn't think much of my painting, did she? | G. Because I can't get by on my salary any more.                         |
| 8. Shouldn't we be leaving for the station?          | H. I know, but we can't get away till November.                          |

**Ex. 8. Read the text and ask your partners questions covering the content of the text. Use the following phrases as starters: "I'm sure you know...", "Would you tell me...?", "By the way, what...?", "Do you remember...?", "I hope, you know..."**

### **The British Isles**

The British Isles include England, Scotland, Wales and Ireland. There are also some smaller islands.

All these islands, including Northern Ireland make up the United Kingdom. The rest of Ireland is the Irish Free State, independent of Britain. The short for the United Kingdom is U.K.

The language spoken is English, but Welshmen speak Welsh, Scotsmen and Irishmen speak their own languages in addition to English.

A person who speaks two languages equally well is a bilingual person; thousands of people in the British Isles are bilingual, but the majority speak only one language – English.

Foreigners generally refer to the inhabitants of the United Kingdom as "the English" but they should speak of them as "the British", for they include Irishmen, Scotsmen (Scots), and

Welshmen, who are not Englishmen. A person from Scotland considers himself a Scot, or a Scotsman; he is British, but he is not an Englishman.

The adjectives used are English, Scottish and Scotch, Welsh and Irish. "He is Irish" means "he is an Irishman". "He is Welsh" means "he is a Welshman".

(After "English Occasions" by A. Johnson)

## GRAMMAR

### Ex. 1. Put the verbs in brackets into the required past tense, pay attention to the Sequence of Tenses.

1. She (*hear*) the band playing and she (*know*) that in a few moments the curtain (*go*) up. 2. Mary (*think*) he (*prefer*) to be by himself. 3. I (*hear*) from your mother that you (*be*) late and so I (*order*) coffee and sandwiches. 4. Mrs. Streep (*ask*) him if he (*have*) dinner there. 5. The old man (*ask*) me if I (*have*) parents. 6. He (*be*) very sorry for Jennie, and he (*tell*) his wife that he (*have*) to go out and see her. 7. And the other day I (*have*) a letter from him saying he (*be*) in London soon. 8. I (*say*) I (*be*) back by nine o'clock. 9. You (*promise*) you (*try*) to persuade him to stay on for a bit. 10. In a few words I (*tell*) him what (*happen*). 11. She (*ask*) me if I (*live*) long in that town. 12. When I (*ring*) her that evening she (*say*) she (*not like*) to discuss those problems on the phone. 13. That evening she (*tell*) me she (*be*) at the hotel number, and about half past eight I (*dial*) that number, but there (*be*) no answer. 14. I (*put*) the papers back where they (*belong*), (*tell*) the manager I (*do*) no clipping or tearing, (*return*) to the hotel, (*treat*) myself to a glass of milk in the coffee shop, and (*go*) to bed. 15. He (*write*) that he (*come*) to lunch the following day.

### Ex. 2. Use the required passive forms.

Bridgehampton. Friday. A disastrous fire broke out on the top floor of the Grand Hotel, Washington Road, in the small hours of the morning. The alarm (*give*) by the night porter. His attention (*draw*) to smoke issuing from one of the top floor windows by a group of young people who were returning late from a dance. Within five minutes the town Fire Brigade was on the spot. They were fighting the fire, and evacuating the guests seriously (*hamper*) by the non-operation of the lifts. It (*believe*) that the fire (*cause*) by a short circuit in the lift machinery and had extended to the whole floor before it (*observe*). The flames (*bring*) under control in two hours. Two of the guests staying at the hotel lost their lives. They (*trap*) in their rooms and evidently (*overcome*) by fumes before the rescuers could reach them. A third guest (*take*) to hospital with multiple burns. His condition (*report*) as being serious.

### Ex. 3. Put "can", "may", "must", "should", "ought to", "have to", "be to", "be able to" (or negative forms) and "needn't" in the spaces.

1. "Oh, Nurse, \_\_\_\_\_ I stay here?" – "Stay here? Of course, you \_\_\_\_\_". 2. A man \_\_\_\_\_ help his parents when they become old. 3. There are no buses or taxis, so we \_\_\_\_\_ walk. 4. No, Mary, you \_\_\_\_\_ have another potato. You've had two already. 5. We \_\_\_\_\_ live without food and water. We \_\_\_\_\_ eat and drink. 6. I \_\_\_\_\_ get up too early tomorrow, so I \_\_\_\_\_ go to bed late tonight. 7. You \_\_\_\_\_ not walk all the way to the station. You \_\_\_\_\_ take a bus round the corner. 8. Tom's father told him that he \_\_\_\_\_ ask silly questions. 9. You \_\_\_\_\_ switch off the light if you are afraid of the dark. 10. The matter \_\_\_\_\_ be discussed in tomorrow's debate. 11. You \_\_\_\_\_ sit there in your wet clothes; you will catch cold if you do. 12. They \_\_\_\_\_ do all the exercise; it will be sufficient if they do four of them. 13. You \_\_\_\_\_ do whatever you like. 14. Sooner or later one \_\_\_\_\_ choose. 15. I \_\_\_\_\_ read to the end of the story, because I want to see who gets the treasure. 16. Go right in. You \_\_\_\_\_ report at once. 17. She \_\_\_\_\_ sing quite well. 18. You \_\_\_\_\_ say

anything. Just nod your head and he will understand. 19. \_\_\_\_\_ I use your phone? – You \_\_\_\_\_ ask for permission; you \_\_\_\_\_ use it whenever you like. 20. Is she waiting? She \_\_\_\_\_ wait for me at home. We've arranged so. 21. You \_\_\_\_\_ take a horse to water but you \_\_\_\_\_ make him drink. 22. The ice is quite thick. We \_\_\_\_\_ walk on it. 23. If you don't know the meaning of a word you \_\_\_\_\_ use a dictionary. 24. The day we \_\_\_\_\_ start, it rained worse than ever.

## TEST

### I) Перекладіть англійською мовою.

1. Мама сказала мені, що моя сестра пішла до медичного центру.
2. Коли мій друг прийшов до мене, він спитав, чому мене не було в школі.
3. Том спитав свого двоюрідного брата, чи зайнятий він і чи може він поговорити з ним.
4. Учитель спитав Ганну, чому вона не вивчила вірша.
5. Я спитав своїх батьків, хто надіслав нам цю телеграму.
6. Дідусь попросив онука закрити вікно, тому що в кімнаті холодно.
7. Він сказав мені, що хоче пити.

### II) Перекладіть англійською мовою, використовуючи модальні дієслова.

1. Тобі слід поговорити з нею завтра.
2. Він зможе прийти сьогодні.
3. Невже вона замкнула всі двері?
4. Вам не слід було відправляти дітей туди.
5. Можливо, вони зараз п'ють чай.
6. Напевно, вона дуже стомлена.
7. Якщо ви не допоможете, мені доведеться попросити когось іншого.
8. Їй слід подумати про таку можливість.
9. Їм не треба було купувати так багато продуктів – холодильник був повний.
10. Я не зміг подзвонити їм, і мені довелося поїхати туди.
11. Не може бути, щоб вона зробила це. Ти, можливо, помилилася.
12. Невже я помилився? Не може бути, щоб я помилився.
13. Куди я міг покласти ключі? Можливо, я залишив їх у машині.
14. Тобі можна було й не дзвонити – вони самі збиралися подзвонити тобі.

## SUPPLEMENTARY TEXT

### ON SNOBBERY

Snobbery is not so common in England today as it was at the beginning of the century. It still exists, however, and advertisers know how to use it in order to sell their goods.

A snob, the dictionaries tell us, is a person who pays too much respect to social position or wealth. The popular newspapers know that many of their readers are snobs. That's why they give them unimportant and useless information about persons of high social position, photographs of "Lady X and her friends" at a ball, or "Lord Y and his friends" at the races.

It is snobbery that makes some men feel annoyed when, on the envelopes of letters addressed to them, they find *Mr* before their names instead of *Esq.* after their names. Snobbery explains why many people give their suburban house a name, such as *The Oaks*, *The Pines*, *The Cedars*, *The Poplars*, even though there are no oak trees, pine trees, cedar trees or poplar trees in their gardens. People with high social position have country houses with names, so a house with a name seems "better" than a house with a number. Numbers make the postman's work much easier, but that is not important.

The advertisers are very clever in their use of snobbery. Motor-car manufacturers, for example, advertise the colours of their cars as “Embassy Black” or “Balmoral Stone”. Embassy black is plain, ordinary black, but because an embassy is the official residence of an ambassador, the name suggests diplomats and all the social importance that surrounds them. Balmoral stone is the grey colour of ordinary stone, but Balmoral is also the name of the residence in Scotland of the British royal family.

( from *Oxford Progressive English for Adult Learners* by A.S.Hornby)

**Now answer these questions:**

1. How much snobbery is there in your country? Is it increasing or decreasing?
2. Which do you think is more to be respected, a man’s social position and wealth or his character and achievements?
3. Do advertisers in your country use social snobbery? If so, can you give an example?
4. When a postman has to deliver letters to houses in a long street or road, why do houses with names and no numbers give him trouble?
5. If you saw a house in the country with the name “Journey’s End”, what would you guess about the people living in it? Would you guess that they were young people, or an elderly retired couple?
6. If the saleswoman in a fashionable hat shop speaks of her “clients” instead of “customers”, what might you accuse her of?
7. Is “keeping up with the neighbours” common in your country? Can you say anything in favour of it?
8. The English word *snob* has been borrowed by the French. What English words ( for example, from sport) have been borrowed for use in your language?
9. Why has the word *Embassy* snob value?

**WALKING BACK IN TIME**

Years ago, the Place of Versailles in France was transformed from a modest hunting lodge into the magnificent building that we see today. It was the idea of the King, Louis XIV (1638-1715). The **metamorphosis** began in 1668 and continued for almost half a century afterwards. In 1682 the Court was set up there until the Revolution of 1789.

When he became King in 1774, Louis XVI built a small chateau in the Palace grounds as a gift for his wife, Marie-Antoinette. It was known as the Petit Trianon. The Queen loved the small chateau and used it as a **retreat** from the French Court. Marie-Antoinette was tired of the strict code of behaviour of the Court and allowed no formality at all at the Petit Trianon. It is thought that she was at the Trianon when a messenger arrived with the news that the **revolutionary mob** were marching on Versailles from Paris. Later, as the Queen sat imprisoned in Paris, weaving a carpet to pass the time, did she think of the Petit Trianon and of how she used to sit on its sunny lawn busy with more pleasant occupation?

In 1901, during a holiday in France, two English ladies, Anne Moberly and Eleanor Jourdain, decided to visit the Palace of Versailles. After they had looked at the inside of the Palace Miss Moberly suggested they go out into the grounds and see the Petit Trianon.

They set out along the main drive and then turned off into a small lane. At the corner of the lane Miss Moberly saw a small building. A woman was shaking a duster out of one of its windows. She was a little surprised that her companion, who spoke French more fluently than she did, did not ask this woman for directions. Then the two ladies saw three men dressed in grayish-green coats and three-cornered hats. They asked them the way and were told to go straight on. During the short conversation Miss Jourdain noticed a woman and a girl standing in the doorway of a house a little way off; they both wore white handkerchiefs tucked into their **bodices**.

Walking on, both ladies experienced a feeling of depression and loneliness. Neither of them mentioned it to the other. They came to a small kiosk; on the steps, sat a man wearing a

long black cloak and a hat. He turned to look at them; his face had a dark complexion and was marked by **smallpox**. The ladies hurried on and were alarmed to hear running footsteps approaching. There was a young man behind them; he said, in French, "Ladies, it is not permitted to go that way; over there you will find the house."

They thanked him, and he turned back; the sound of his footsteps did not **fade into** the distance, as you would expect, but stooped abruptly.

The ladies crossed a small **rustic** bridge over a tiny **ravine**. On their right a cascade of water fell onto the rocks. From the bridge the path led through some trees and there before them was the Petit Trianon.

On the lawn in front of the house a lady was sitting on a small stool. She had been sketching the scene in front of her. Her face was not young, but rather pretty. Her dress was long, with a full skirt and low-cut bodice. She looked at the visitors as they went by. Miss Jourdain passed quite close to her, drawing in her own skirt so as not to brush against the lady.

A week after the visit to Versailles Miss Moberly was writing to a friend describing their various outings. As she thought back on the details of the visit, she laid down her pen, turned to her friend and asked,

"Do you think the Petit Trianon is haunted?"

"Yes, I do," said Miss Jourdain quickly.

Both agreed to write an account of the visit and then compare the accounts. The stories were basically the same except for three important differences. Miss Jourdain had not seen the lady shaking the duster out of the window. Miss Moberly had not seen the woman and the girl at the door of the second building. Strangest of all, Miss Jourdain had not seen the woman sitting in front of the petit Trianon but remembered drawing her skirt aside as though to avoid brushing it against something. She had done this **on impulse**, and remembered wondering at the time why she had done so.

The two friends decided to visit the Trianon again. They found the Trianon but not the tiny ravine or the bridge. No one they asked had ever heard of them. But a study of old maps revealed that they had, at one time, existed ... in 1798.

PATRICK DUGGAN

**metamorphose** – complete change

**retreat** – somewhere quiet to escape to

**revolutionary mob** – angry crowd of people, inspired by revolution

**bodice** – top half of a woman's dress

**smallpox** – a disease which leaves scars on the skin

**fade into** – (here) become more and more quiet

**rustic** – simple, countrified

**ravine** – deep, narrow valley

**on impulse** – without thinking

*(from BBC Modern English)*



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