

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

**Korolyuk G. O., Kulish I. M.**

# ENGLISH

**FOR STUDENTS OF UKRAINIAN PHILOLOGY**

— PART II —

Черкаси  
2017

УДК 811.111(075.8)  
ББК 81.2Ан-91  
К 68

Рецензенти:

*І. В. Некоз*, кандидат пед. наук, доцент кафедри іноземних мов Черкаського національного університету.

*І. В. Іванова*, кандидат пед. наук, доцент кафедри права і соціально-гуманітарних дисциплін Черкаського інституту ДВНЗ «Університет банківської справи».

Рекомендовано до друку  
Вченою радою Черкаського національного університету  
ім. Б. Хмельницького  
(протокол №3 від 31 січня 2017 р.)

Корольок Г.О., Куліш І.М.

**Англійська мова для студентів ННІ української філології та соціальних комунікацій.** – Навчальний посібник – Черкаси, Черкаський національний університет ім. Б. Хмельницького, 2017. – 70 с.

ISBN 978-966-353-439-8

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, узагальнюючому вигляді, а також навчити вести бесіду на теми пов'язані зі спеціальністю.

© Корольок Г.О., Куліш І.М., 2017

# ПЕРЕДМОВА

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

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

В посібнику представлено 8 розділів (Units). Кожен розділ містить текст, який є основним для набуття навичок монологічного висловлювання по темі і містить спеціальну наукову термінологію, велику кількість лексичних вправ. Граматичні вправи вмщують основні програмні явища англійської мови, які необхідні для розуміння даного лексичного матеріалу, тобто, основну інформацію про частини мови, їх особливості та специфіку вживання. Граматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективне його повторення та практичне застосування отриманих знань. Текст для додаткового читання містить додатковий матеріал і може бути використаний для вивчаючого читання студентами з більшою мовною компетенцією та для ознайомчого читання студентами з недостатньою мовною компетенцією. Після тексту також представлені запитання та завдання, які є підготовкою для обговорення матеріалу. Текст для

розваги – це текст для додаткового читання на розуміння цікавих особливостей життя людей англомовних країн.

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

## 8 INTERESTING FACTS ABOUT THE UKRAINIAN LANGUAGE

Scholars hold the opinion that the language spoken by a person defines his or her way of thinking and impacts his or her behavior! So which interesting facts about the Ukrainian language are known to you?

1. The Ukrainian language is one of the most widespread languages in the world and takes the 26<sup>th</sup> place according to the number of its speakers. It is also the second most widespread among the Slavic languages after the Russian language.

2. The most widely used letter in the Ukrainian alphabet is the letter "п". It is also with this letter that most of the words start. But the most rarely used letter of the Ukrainian alphabet is the letter "ф". In the Ukrainian language the words starting with this letter are in most cases borrowed from other languages.

3. The longest word in the Ukrainian language is one of the names of a pesticide: "dichloro-diphenyl-trichloro-methyl-methane".

4. The biggest number of synonyms. According to the "Brief Synonym Dictionary of the Ukrainian Language" offering 4,279 synonymic orders, the word "бити" (to beat) has the biggest number of synonyms, totaling 45.

5. Another interesting fact about Ukrainian language is its being among the top three most beautiful languages in the world. In the linguistic contests in Italy and France it was acknowledged as the second most melodious language in the

world after the Italian language. Other sources say that the bronze should be given for the Ukrainian language in this contest, the second place appointed for the French, and the fourth place given to the Persian language.

6. The most frequently used words in Ukrainian are: the noun — "рука" (arm/hand), the verb — "бути" (to be), the adjective - "великий" (big), the pronoun — "він" (he).

7. The most number of meanings is in the abbreviation "ПК" (PC). It stands for "персональний комп'ютер" (personal computer), "палац культури" (palace of culture), "паровий кран" (steam crane), "передній край" (front side), "перфокарта" (punched card), "пістолет-кулемет" (submachine gun), "предметний каталог" (subject catalog), "Повітряний кодекс" (air code), "пожежний кран" (fire hydrant), "польовий караул" (field guard), "постійний комітет" (standing committee), "прохідницький комбайн" (heading combine), "парсек"(parsec) and others.

8. The most translated literary work is "Testament" by Taras Shevchenko: it is translated into 147 languages among the peoples of the world.

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

scholar, to define, to impact, according, widespread, rare, rarely, to borrow, to offer, to acknowledge, number of meanings, abbreviation, testament.

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

заповіт, відповідно до, декілька значень, робити внесок, позичати, вчений, визначати, визначення, пропонувати, абрєвіатура.

### **Exercise 3. Answer the following questions:**

1. What is the most widespread language of the world? Why? Why is Ukrainian a widespread language?

2. What is the most widely used letter in the Ukrainian alphabet?
3. What is the longest word in Ukrainian?
4. What is the most frequently used verb in the language?
5. How many languages is "Testament" by Taras Shevchenko translated into?
6. Do you know any other interesting facts about the Ukrainian language?
7. What is the most interesting fact for you of those presented in the text?

### **GRAMMAR EXERCISES**

#### **Exercise 4. Read and translate the following sentences into Ukrainian.**

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

#### **Exercise 5. Open the brackets using the verbs in Present Perfect.**

1. I (to speak) to him about it several times. 2. We (to learn) many new words in this course. 3. He (to make) the same mistake several times. 4. I (to hear) that story before. 5. I am

afraid that I (to lose) my car keys. 6. She (to see) the film several times. 7. I (to tell) John what you said. 8. She (to return) my book at last. 9. She says that she (to translate) the text already.

### **Exercise 6.**

**A.** Make the following interrogative.

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

**B.** Make the following negative.

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

### **Exercise 7. Open the brackets using the verbs in Present Continuous or Present Perfect.**

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

### **Exercise 8. Open the brackets using the verbs in Present Perfect or Past Indefinite.**



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

### **Exercise 9. Translate into English.**

1. Я залишив свій зошит вдома. 2. Де Петро? — Він ще не прийшов. 3. Що ти робиш? — Читаю англійське оповідання. Скільки сторінок ти вже прочитав? — Я прочитав уже сім сторінок. 4. Скільки нових слів ви вивчили в цьому місяці? 5. Я не можу їхати з тобою. Я ще не склав екзамену з геометрії. 6. Ми щойно прочитали телеграму. 7. Ми одержали телеграму вчора. 8. Я знаю цього лікаря з 2010 року. 9. Чому в тій кімнаті темно? — Я вимкнув світло. 10. Ми не бачили його вже три роки. 11. У мене немає ручки, я її загубив. — Коли ти загубив її? 12. Де учні? — Вони в саду. Вони там уже дві години. Що вони роблять? — Садять дерева. 13. Минулого року ми їздили до Варшави на екскурсію. З того часу я не був у Варшаві. 14. Нарешті ми закінчили роботу. Тепер ми можемо відпочити.

**Exercise 10. English for enjoyment. Read the text and discuss it.**

### **FIVE-YEAR PHASE IN PLAN FOR “EUROENGLISH”**

The European Commission has just announced an agreement whereby English will be the official language of the

EU, rather than German, which was the other possibility. As part of negotiations, Her Majesty's government conceded that English spelling had some room known as “EuroEnglish”.

In the first year, “s” will replace the soft “c”. Certainly, this will make the sivil servants jump of joy. The hard “c” will be dropped in favour of the “k”. This should klear up konfuzion and keyboards kan have 1 less letter.

There will be growing publik enthusiasm in the sekond year, when the troublesome “ph” will be replased with the “f”. This will make words like “fotograf” 20% shorter.

In the third year, publik askseptance of the new spelling kan be expekted to reach the stage where more komplikated changes are possible. Governments will enkorage the removal of double letters, which have always ben a deterrent to akurate speling. Also, al wil agre that the horrible mes of the silint “e” in the language is disgraceful, and it should go away.

By the 4<sup>th</sup> year, peopl wil be reseptiv to steps such as replasing “th” with “z” and “w” with “v”.

During ze fifz year, ze unesesary “o” kan be dropd from vordz kontaining “ou” and similar changes vud of kors be aplid to ozer kombinations of leters. After zis fifz year, ve vil hav a realy sensibl riten styl. Zer vil be no mor trubls or difikultis and evrivun vil gind it easy to understand each ozer.

### **Exercise 11. Answer the following questions:**

1. Why was English chosen as an official language of the UN?
2. Do you think it is a good idea to change spelling?
3. Will it be easier for you to read Euroenglish?
4. What changes will be made during the first, second and third year?
5. Doesn't the end of the text look strange?

## MAKING ANNOTATION

### НАЙБІЛЬШ ВЖИВАНІ КЛІШЕ ДЛЯ НАПИСАННЯ АНОТАЦІЇ

**Вступ: автор, назва тексту, статті, джерела.**

1. I was supposed to analyze the following article.
2. This article is taken from the newspaper /journal, /magazine...
3. The title /the headline of the article is...
4. The author of the article is... /is not pointed out.

**Характеристика статті в цілому.**

1. To begin with it is necessary to mention /underline...
2. The article represents a definite interest from the point of view of...
3. The paper presents some interesting facts about...

**Передача основного змісту статті.**

1. The author points out that...
2. The article stresses that...
3. It should be noted that...
4. The author mentions that...
5. The article emphasizes that...
6. It should be pointed out that...
7. The author states that...
8. It must be mentioned that...
9. According to the text...

**Виділення основної думки (проблеми).**

1. The key problem /question of the article is...
2. The main idea of the article is...

**Вираження власного ставлення до прочитаного.**

1. To my mind... /in my opinion...
2. In the conclusion /Finally, I'd like to say that...
3. The article is of great interest /important, /actual, /of good use.
4. The article is worth reading.
5. The article about... made me think about...

## UNIT 2

# READING

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

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

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

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

Reading is a thinking process and thinking requires effort. In this respect, it differs from watching television. In a TV

program thinking has been done by the producer, whose aim is to entertain. Entertainment encourages passivity. Books encourage one to stop and think. The reader can consider all sides of a question, enjoy an idea, compare, question, reconsider. He can reread, if necessary, to confirm his understanding of a text. He can delve more deeply into the meaning.

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

seeing, pronouncing, recognizing, to require, imagination, use, to associate, essential, a passage, comprehension, involve, effective reading, purposeful, to enjoy, to secure, leisure hours, development, reproduce, merely, parroting, interpretation, to grasp, implied meaning, to entertain, to encourage, to reconsider, to confirm, to delve.

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

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

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

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

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

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

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

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

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

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

**Exercise 6. Finish the sentences:**

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

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

1. What is reading?
2. What aspects of reading do you know?
3. What are the purposes of reading?
4. In what way is reading associated with acting?
5. What is your understanding of "purposeful reading"?

6. What are the essential stages of reading?
7. Do you agree that the end result of reading is personal and social development?
8. What does “reading between the lines” mean?

### GRAMMAR EXERCISES

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

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

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

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

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

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

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

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

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

1. He told me not to call on him the next day as he would not be at home. 2. The officer ordered the soldiers to wait for him. 3. He said that he had lived in Kyiv for many years and knew the city very well. 4. I told my brother that I was sorry he had lost the key. 5. John told his friend that he had just come



from the United States. 6. He said that he was all right. 7. I asked my brother who had rung him up in the morning. 8. My former teacher asked me if I was going well with my English at the University. 9. My aunt said she was sure I would come to see her the next day. 10. My mother said that she had cooked dinner already.

**Exercise 13. English for enjoyment. Try to read the following text.**

If you can read this, you have a strange mind, too. Can you read this? Only 55 people out of 100 can.

I don't believe that I could understand what I was reading. The phonetic power of human mind, according to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.

How amazing, isn't it?

**Exercise 14. Supplementary text. Read the text and decide why the girl was angry.**

**Why Was She Angry?**

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

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

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

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

## UNIT 3

# BOOKS AND READERS

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

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

Books at home are a wonderful source of knowledge, information and pleasure, and some types of books should be in every house. Every home library should have some good dictionaries and a geographical atlas of the world with large clear

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

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

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

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

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

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

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

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

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

**Exercise 5. Finish the sentences:**

1. As more and more people have TV sets and computers in their homes...2. The TV news can bring you the information...3. Why read the biographies of famous men and women...4. Today newspapers, magazines and books...5. Books are still a rather cheap way...6. Although it is true...7. In some countries a paperback novel...8. Books at home are a wonderful source of...9. Every home library should have...10. A good encyclopedia is useful because...11. It is useful to have on your bookshelves non-fiction books...12. It has become fashionable to read much...

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

1. What do some people think about reading books and newspapers?
2. Can the TV news bring you the information you need very quickly?
3. Have television and the Internet killed reading?
4. Are books expensive or cheap nowadays?
5. Books at home are a source of knowledge and pleasure, aren't they?

6. What books should there be in the home library?
7. Is it fashionable to read nowadays?
8. Why is it important to have some fiction on your shelves?
9. What's your favourite genre of literature?

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

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

**GRAMMAR EXERCISES**

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

Я розповідаю. — Мені розповідають  
 Ми запитуємо. — Нас запитують.  
 Вона відповідає. — Їй відповідають.  
 Вони дають. — Їм дають.  
 Він допомагає. — Йому допомагають.  
 Ви виправляєте. — Вас виправляють.

**Exercise 9. Translate the following sentences into**

## **English using the Present, Past or Future Indefinite Passive.**

Мені розказали. — Мені розказують. — Мені розкажуть.

Мені показали. — Мені показують. — Мені покажуть.

Її спитали. — Її питають. — Її спитають.

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

Їм дали. — Їм дають. — Їм дадуть.

Йому допомогли. — Йому допомагають. — Йому  
допоможуть.

Його забули. — Його забувають. — Його забудуть.

Нас виправили. — Нас виправляють. — Нас виправлять.

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

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

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

1. My question (to answer) yesterday. 2. Hockey (to play) in winter. 3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6. Flowers (to sell) in shops and in the streets. 7. Bread (to eat) every day. 8. The letter (to receive) yesterday. 9. I (to ask) at the lesson yesterday. 10. This work (to do) tomorrow. 11. These

trees (to plant) last autumn. 12. Rome (not to build) in a day. 13. This text (to translate) at the next lesson. 14. Lost time never (to find) again. 15. Many houses (to build) in our town every year.

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

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

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

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

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

**He was talked about.**

**He was sent for.**

**He was waited for.**

**He was looked at.**

**He was listened to.**

**He was laughed at.**

Change the following into the Passive Voice.

1. We often speak about her. 2. We sent for the doctor. 3. The children laughed at the little boy. 4. They look after the children. 5. The students listen to the professor with great interest. 6. People speak about this film very much. 7. The teacher sent for the pupil's parents. 8. We waited for the train for a long time. 9. The doctor will operate on him in a week. 10. We thought about our friend all the time. 11. I'll invite my friends to my birthday party. 12. Our teacher 'll explain the rule once more at the next lesson. 13. Farther 'll repair the vacuum-cleaner himself.



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

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

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

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

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

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

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

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

**Economy Wasted Trip**

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

As he bought a ticket and got on the ship the next morning,

he tried not to hear the bell for breakfast. When dinner time came he was very hungry, but he didn't go to the dining-room. In the evening he was still hungrier but when he was invited to have supper, the Englishman said that he was ill.

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

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

## UNIT 4

# GENERAL LINGUISTICS AND THE STUDY OF LANGUAGE

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

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

- How are speech sounds made, and how are they transmitted to, and interpreted by hearers (phonetics)?
- How are words and sentences put together and arranged in a language (grammar and lexis)?
- How is meaning conveyed in language (semantics)?
- How does language vary in society (sociolinguistics)?

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

- How do children learn a language: is language learning an innate capacity in human beings?
- What is the relation of language to the brain? How and why does language vary regionally and in different social contexts?
- How and why do languages change in the course of time and how are they related to one another?

- How is a conversation structured?
- What are the differences between spoken and written language?
- How is language used in different forms of literature (poetry, drama, prose)?

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

**Exercise 1. Read the international words and guess their meanings.**

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

**Exercise 2. Memorize the following pairs of derivatives.**

V—N: consider—consideration; transmit—transmission; interpret—interpretation; arrange—arrangement; relate—relation.

N—A: science—scientific; difference—different; value—valuable; desire—desirable; importance—important.

**Exercise 3. Give the Ukrainian for:**

scientific study of linguistics; general linguistics; nature of

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

#### **Exercise 4. Give the English for:**

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

#### **Exercise 5. Fill in the blanks with the right word:**

(worthy, arranged, linguistics, a linguist, to constitute, a language)

1. There are many other important questions that \_\_\_\_ attempts to answer. 2. Any language is a valuable and \_\_\_\_ object of study. 3. In practice most \_\_\_\_ concentrate on a limited number of languages. 4. Most linguists concentrate on their own native \_\_\_\_\_. 5. How are words and sentences \_\_\_\_ in a language? 6. In studying \_\_\_\_ the scholars attempt to answer many questions. 7. General \_\_\_\_ may be defined as the science of \_\_\_\_\_. 8. Is \_\_\_\_ learning an innate capacity in human beings? 9. Different \_\_\_\_ in all their forms and manifestations \_\_\_\_ the field of the \_\_\_\_\_. 10. What is the relation of \_\_\_\_ to the brain?

#### **Exercise 6. Finish the sentences, using the text:**

1. General linguistics may be defined... 2. The study of individual language is more familiar to the majority of people, while the study of linguistics... 3. In studying linguistics, the scholars attempt to answer many questions about... 4. General linguistics is based on the study... 5. There is no general linguistics apart from... 6. Most linguists concentrate on a limited number of languages... 7. Different languages in all their forms and manifestations constitute... 8. Any language, no matter how many

speakers make use of it or what area of the world it occupies is a valuable...

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

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

**GRAMMAR EXERCISES**

**Exercise 8. Make the sentences interrogative and negative.**

1. Ann can bake a blackberry cake. 2. Fred could buy the book yesterday. 3. My father will be able to make a shelf tomorrow. 4. Her son can speak Italian. 5. I will be able to finish my report in two days. 6. My elder brother can take the children to the playground. 7. Helen could meet her classmates on Sunday. 8. He will be able to translate the text without a dictionary. 9. I can ring you up. 10. She could skate long ago. 11. My sister will be able to speak French in two years. 12. You could buy the book beforehand.

**Exercise 9. Paraphrase the sentences using the verbs can, could, to be able to.**

1. You have the right to work in the library. 2. In two years Ann will have the right to receive the passport. 3. We had the right to use dictionaries at the lesson. 4. They will have the right to live in the hostel. 5. She had no right to miss the class. 6. You have the right to get education free of charge. 7. My brother hasn't the right to take this book home. 8. He has the right to travel by plane. 9. They will not have the right to join us. 10. Nobody has the right to travel by train without a ticket.

### **Exercise 10. Translate the sentences into English.**

1. Я вмю писати вірші. 2. Мій тато не вмє розмовляти німецькою мовою. 3. Вона не може вас зрозуміти. 4. Чи вмєте ви плавати? 5. Чи вмїли ви плавати у минулому році? 6. Вона зможе поїхати в Київ наступного тижня. 7. Ніхто не міг мені допомогти. 8. Чи не могли б ви мені допомогти? 9. Ти зможеш зробити цю роботу завтра. 10. Я не вмів кататися на ковзанах у минулому році, а зараз умюю.

### **Exercise 11. Remember the meaning of the modal verb *may* (дозвіл, припущення), e.g. *You may take my pen. It may rain soon.***

Translate the following sentences.

1. Якщо ти не надягнеш пальто, ти можеш захворіти.
2. Не йди з дому: мама може скоро прийти, а в неї немає ключа.
3. Будь обережним: ти можеш упасти.
4. Якщо твоя робота готова, можеш іти додому.
5. Вчитель сказав, що ми можемо обговорити це питання разом.
6. Чи мені можна увійти?

### **Exercise 12. Translate into English, using the equivalent of the verb *may*, to be allowed to.**

1. Палити заборонено.
2. В Англії вам дозволяють водити машину, якщо вам 17 років.
3. У США дозволяють продовжувати їздити на машині навіть у віці 90 років.
4. Їм дозволяють користуватися магнітофоном.
5. Учора їм дозволили прийти на тренування трохи пізніше.
6. Я думаю, тобі не дозволять закінчити роботу без експерименту.

**Exercise 13. Use the verb may (might) or to be allowed to, where may cannot be used.**

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. ... I bring me sister to the party?
4. He ... join the sports section as soon as he is through with his medical examination.
5. If you pass your examinations, you ... go to the south.
6. He asked if he ... borrow my car.

**Exercise 14. Remember the meaning of the modal verb must (необхідність, обов'язок, припущення), e.g. *You must respect your parents. It must be cold outside.***

Translate the following sentences:

1. Ти повинен виїхати завтра вранці?
2. Він, мабуть, дуже втомився.
3. Ви не повинні спізнюватися.
4. Я повинна наполегливо працювати над англійською.
5. Ви не повинні забувати про свої обов'язки.
6. Ви напевно дуже голодні.
7. Я мушу визнати, що я неправий.

**Exercise 15. Remember the equivalents of the modal verb must:**

**to have to** – вимушена необхідність,

**to be to** – необхідність за домовленістю, наміченим планом, наказ.

Fill in the blanks with *to have to* or *to be to*.

1. If I don't ring you up before six o'clock, you ... to go to the concert hall alone and wait for me at the entrance. Is that clear?



2. The planters ... to gather their cotton at once, as they had been warned that heavy rains were expected.
3. I ... to wear glasses as my eyesight is very weak.
4. She ... to send a telegram because it was too late to send a letter.
5. You ... to learn all the new words for the next lesson.
6. Who ... to go to the library to get the new books? – I was, but I couldn't because I ... to finish some work at the phonetics laboratory.
7. It is raining. You ... to put on your raincoat.

**Exercise 16. Supplementary text. Read and translate the text. Put 5 questions to it.**

**Literature** is a group of works of art made up of words. Most are written, but some are passed on by word of mouth. Literature usually means works of poetry and prose that are especially well written.

There are many different kinds of literature, such as poetry, plays, or novels. They can also be put into groups through their language, historical period, origin, genre, and subject. The word *literature* comes from the Latin word "learning, writing, grammar".

Most of the earliest works were epic poems. Epic poems are long stories or myths about adventures. *Ramayana* and *Mahabhart*a, two Indian epics, are still read today. *Odyssey* and *Iliad* are two famous Greek poems by Homer. They were passed down through speaking and written down around the 8th century BC. Literature can also mean imaginative or creative writing, which is looked at for its artistic value.

# DESCRIPTIVE, HISTORICAL AND COMPARATIVE LINGUISTICS

General linguistics includes a number of related subjects involved in the study of language. The most important subdivisions of the subject are: descriptive linguistics, historical linguistics and comparative linguistics.

**Descriptive linguistics**, as its title suggests, is concerned with the description and analysis of the ways in which a language operates and is used by a given set of speakers at a given time (the present or the past). The descriptive study of a language is concerned exclusively with that language at the period involved and not with what have preceded it or may follow it. Nor is it concerned with the description of other languages at the same time.

**Historical linguistics** is the study of the development in languages in the course of time, of the ways in which languages change from period to period and of the causes and results of such changes, both outside the languages and within them. The terms *synchronic* and *diachronic* are used here to distinguish linguistic statements describing at a given time and statements relating to the changes that take place in language during the passage of years.

**Comparative linguistics** is concerned with comparing two or more different languages from one or more points of view with the theory and techniques applicable to such comparisons.

Comparative linguistics is principally divided into comparison based on historical relationship among particular languages, and comparison based on resemblances of features between different languages without any historical considerations being involved.

### **Applied Linguistics**

The relevance of linguistics to present-day society is most obvious in education. It is important in all aspects of language learning (phonetics, grammar, lexicology, semantics) and relevant to problems of language use in schools, for example in helping with bilingual children and in the teaching of literacy.

Linguistics also has applications in many other areas of life. One important area is now computer technology, especially in the designing of instruments which can produce, or respond to language. Linguistics has been applied in legal matters, such as in the identification of voices, and for many years it has been used by missionaries and educators overseas to help to design writing systems for remote languages that have not previously been written down.

The careers open to graduates in linguistics depend partly on other subjects that they study in combination with linguistics. They include translation, interpreting and teaching: some of the graduates of British Universities can find employment in firms and government departments which conduct overseas business; others may take further training and employment in subjects like speech therapy, clinical psychology and teaching English overseas.

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

related subjects, to involve, to suggest, to be concerned, analysis, set of speakers, exclusively, causes and results, synchronic, diachronic, to distinguish, applicable, techniques, resemblance, relevance, bilingual, literacy, legal matter,

identification, overseas, writing systems, to conduct business, employment, clinical psychology.

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

суміжні дисципліни, залучати, двомовний, клінічна психологія, грамотність, за кордоном, ведення бізнесу, методи, відповідний, пропонувати, (підказувати, натякати), діахронічний, синхронічний, зайнятість, ідентифікація, схожість, актуальність, аналіз, причини і результати, розрізняти, правове питання.

**Exercise 3. Find the sentences with the following words and word-combinations in the texts, read and translate them:**

subdivisions, description and analysis, exclusively, development in languages, comparing, most obvious, to design writing systems, legal matters, educators overseas, careers.

**Exercise 4. Fill in the blanks with the words and from the texts.**

1. General linguistics includes a number of related subjects \_\_\_ in the study of language. 2. Descriptive linguistics is concerned with the \_\_\_ and \_\_\_ of the ways in which a language is used by a given set of speakers at a given time. 3. Historical linguistics is the study of the \_\_\_ in languages in the course of time. 4. The terms *synchronic* and *diachronic* are used here to \_\_\_ linguistic statements describing at a given time and statements relating to the changes that take place in language during the passage of years. 5. Comparative linguistics is concerned with \_\_\_ two or more different languages from one or more points of view. 6. The \_\_\_ of linguistics to present-day society is most obvious in education. 7. It is \_\_\_ to problems of language use in schools. 8.

Linguistics also has \_\_\_ in many other areas of life. 9. The careers open to \_\_\_ in linguistics depend partly on the other subjects that they study in combination with \_\_\_\_. 10. Some graduates may take employment in subjects like speech \_\_\_\_, clinical \_\_\_ and teaching English overseas.

**Exercise 5. Decide which of the sentences are true and which are false.**

1. General linguistics includes a number of related subjects involved in the study of language. 2. Descriptive linguistics is concerned with the description and analysis of the ways in which a language operated in the past or will operate in the future. 3. Descriptive linguistics is concerned with the description of many languages at the same time. 4. Historical linguistics is the study of the development in languages in the course of time. 5. Historical linguistics is the study of the causes and results of various changes in society. 6. Comparative linguistics is principally divided into comparison based on historical relationship among particular languages, and comparison based on resemblances of features between different languages without any historical considerations being involved. 7. The relevance of linguistics to present-day society is most obvious in politics. 8. Linguistics only has applications in education. 9. Linguistics has been applied in legal matters. 10. Some linguists may take employment in subjects like speech therapy or clinical psychology without any special training.

**Exercise 6. Finish the sentences, using the texts:**

1. The most important subdivisions of general linguistics are: descriptive linguistics, historical ... 2. The descriptive study of a language is concerned exclusively ... 3. Descriptive linguistics isn't concerned with what have preceded it ... 4. Descriptive linguistics isn't concerned with the description of

other languages ...5. Historical linguistics is the study of the ways in which languages change from period to period and of the causes and results of such changes... 6. Comparative linguistics is concerned with comparing... 7. Applied linguistics is important in all aspects of language learning (phonetics, grammar, lexicology, semantics) and relevant to problems... 8. Linguistics has been used by missionaries and educators overseas to help to design writing systems... 9. The careers open to graduates in linguistics depend... 10. Some of the graduates of British Universities can find employment in firms and government departments...

### **Exercise 7. Answer the questions on the texts.**

1. Is linguistics a study of language?
2. What are the most important subdivisions of the subject?
3. What is descriptive linguistics concerned with?
4. What does historical linguistics study?
5. What do the terms *synchronic* and *diachronic* mean?
6. Is comparative linguistics concerned with comparing?  
What does it compare?
7. Is applied linguistics relevant to present-day society?
8. In what aspects of language learning is applied linguistics important?
9. In what areas of life is linguistics important nowadays?
10. Where can a graduate in linguistics work?

## **GRAMMAR EXERCISES**

### **Exercise 8. Change from Direct into Indirect Speech.**

1. The boy said: "I am going to become a doctor." 2. She said: "I am free tonight." 3. The old man said to the girl: "You sing perfectly. I think you will become a famous singer." 4. My uncle said: "I buy several newspapers every day." 5. The teacher said to the pupils: "Next year we'll have four hours of

English a week.” 6. Mother said to me: ”I feel bad today.” 7. The child said to his mother: ”I will draw a picture after dinner.” 8. Nick said: ”I have never been to London. I think I shall go there next year.” 9. She said: ”They haven’t yet come.” 10. Ann said to us: ”They arrived in Kyiv yesterday.”

### **Exercise 9. Change from Direct 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. Mary said: ”I don’t want to wear my old dress.” 8. My mother said to me: ”I feel very tired, and I have a headache.” 9. My friend told me: ”We have plenty of time to do our work.” 10. I said to my sister: ”I haven’t seen my uncle for a long time.”

### **Exercise 10. Change the following into Direct Speech.**

1. Tom said he would go to see the doctor the next day. 2. He told me he was ill. 3. He told me he had fallen ill. 4. They told me that Tom had not come to school the day before. 5. She told me that she had caught cold. 6. He said that while crossing the English Channel they were standing on deck all the time. 7. The woman said she had felt sick while crossing the Channel. 8. She said she was feeling bad that day. 9. The old man told the doctor that he had pain in his right side. 10. He said he had just been examined by a good doctor.

### **Exercise 11. Change the following into Direct Speech.**



My sister said that she hadn’t got a watch. 2.

The teacher told his students that he was pleased with their work. 3. I told him that I hadn't seen his brother for a long time. 4. I told my mother that Henry was studying medicine at the University. 5. She told the grocer that she didn't want any sugar. 6. We told the teacher that we didn't understand his question. 7. I told the taxi-driver that he was driving too fast. 8. She said that her children were playing in the garden. 9. He said he wouldn't come to school until Monday. 10. The man said he had spent a month at a health resort.

**Exercise 12. Supplementary text. Read and discuss the following text.**

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

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

1. Do you enjoy reading detective stories?
2. When do you read them – on holiday, on your way to and from the University or in bed?
3. Can you often guess “who has done it?”, as they say?
4. Why do you read them? Do you read them to kill time?
5. Give your arguments for and against reading detective stories.



6. Is the bedroom not the place for good literature?
7. Can detective stories be good literature?
8. Do you know any books of this kind?
9. What does a detective story offer us?

## ASPECTS OF LANGUAGE

In its most general sense, the term “language” may be defined as “a system of communication”. Different languages are the principle means of communication used by particular groups of human beings within the particular society (linguistic community) of which they are members. English, Chinese, Ukrainian are languages in this sense.

Any language is the system, phonological, lexical and grammatical. Each language has a specific set of sounds, a peculiar set of words, its own set of grammatical patterns different from those of other languages. If we compile a list of all the words in a language, we shall get what is called its vocabulary; and if we draw a list of all the different sounds used in that language we shall get what is called its sound system.

Phonetics is the name we give to the branch of knowledge that is concerned with speech sounds: vowels, consonants and their classification. It also deals with such important phenomena as stress and intonation.

Grammar is traditionally divided into morphology, which is the description of the meaningful forms and syntax, which is the ordering of the sentence elements. In other words morphology is concerned with discovering, by the technique of substitution, the smallest meaningful parts of a sentence or utterance. Using the same technique syntax discovers the structure of larger segments of the language, such as the sentence, the paragraph or the entire discourse.

The area of linguistics which is studied under the headings

of lexicology and semantics is concerned with words and their meanings. Some of the phenomena which must be accounted for in this area are these: 1) a word can have more than one meaning (polysemy); 2) different words can have the same meaning (synonymy); 3) some pairs of words have similar and opposite meanings (synonymy and antonymy); 4) the meanings of some words can be analyzed into components (male-female); 5) the meanings of some words are included into the meanings of others (oak-tree).

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

to define, principle, to compile, set of speakers, discourse, meaningful parts, the phonological system, peculiar, technique of substitution, utterance, particular, a pattern, a vowel, a consonant.

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

зразок, визначати, голосний, приголосний, важливі елементи, заміна, головний, фонологічна система, своєрідний, збирати, вислів, особливий, мова, схожий.

**Exercise 3. Find the sentences with the following words and word-combinations in the texts, read and translate them:**

may be defined, groups of human beings, vocabulary, sound system, stress and intonation, morphology, lexicology and semantics.

**Exercise 4. Fill in the blanks with the words from the texts.**

1. In its most general sense, the term “language” may be \_\_\_ as “a system of communication”. 2. Each language has a specific set of sounds, a peculiar set of words, its own set of

grammatical \_\_\_ different from those of other languages. 3. Phonetics is the name we give to the \_\_\_ of knowledge that is \_\_\_ with speech sounds: vowels, consonants and their classification. 4. Grammar is traditionally divided into morphology, which is the description of the \_\_\_ forms and syntax. 5. The area of \_\_\_ which is studied under the \_\_\_ of lexicology and semantics is concerned with words and their meaning. 6. A word can have more than one \_\_\_. 7. The meanings of some words can be \_\_\_ into components. 8. The meanings of some words are included into the \_\_\_ of others (oak-tree).

### **Exercise 5. Answer the questions on the texts.**

1. How can you define the term “language”?
2. What are the main aspects of language?
3. What is phonetic concerned with?
4. What else does phonetics deal with?
5. Is there any difference between morphology and syntax?
6. What branch of linguistics studies words and their meaning?

### **GRAMMAR EXERCISES**

**Exercise 6. Change the following commands and requests into Indirect Speech. Use the verbs: “told”, “asked”, “reminded”, “warned”.**

1. Mary said to her brother, “Take the parcel to the Post Office, please.”
2. The teacher said to Tom, “Collect the test papers and put them on my table.”
3. The old man said to the girl, “Don’t run across the street.”
4. The teacher said to the students, “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 out without your coat.”
7. The doctor said to the sick man, “Don’t go back to work for a fortnight.”
8. Jack said to the policeman, “Tell me the time, please.”
9. The

teacher said to the students, "Open your books at page 60."

**Exercise 7. Change the following general questions into Indirect Speech.**

1. The teacher asked Tom: "Do you come to school by bus or by 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?" 7. I asked Kate: "Did Mike meet you at the station?" 8. I asked Ann: "Have you had your breakfast?" 9. I asked my sister: "Will Nick call for you on the way to school?" 10. He said to me: "Do you often go to see your friends?"

**Exercise 8. Change the following special questions into Indirect Speech.**

1. Where did I put the book? (I forgot...) 2. Who has given you this nice kitten? (She wanted to know...) 3. Where did you buy the English-Russian dictionary? (He asked me...) 4. How long will it take your brother to get to Kyiv? (He wondered...) 5. Where is he going? (He didn't tell anybody...) 6. Where has he gone? (Did you know...) 7. Where is he? (Did you know...) 8. When is he leaving school? (I wanted to know...) 9. Where does he live? (Nobody knew...) 10. When will he come back? (She asked them...)

**Exercise 9. Change the following sentences into questions in Direct Speech.**

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better then. 2. I asked the man how long he had been in London. 3. I asked him if he was going to a health resort. 4. We asked the girl if her father was still in Kyiv. 5. I asked the girl what sort of work her father did. 6. I asked if

they had taken the sick man to hospital. 7. I asked my friend if he had a headache. 8. I wanted to know when he had fallen ill. 9. I wondered if he had taken his temperature. 10. Mother asked Ann if she liked her pies.

**Exercise 10.** Answer the following questions using Indirect Speech. e.g. "I like novels written by Dickens," said Nina to her friend Kate. "I have read many of them".

**What did Nina say to Kate?**

*Nina told Kate that she liked novels written by Dickens and that she had read many of them.*

1. "My favourite books are 'Gulliver's Travels' and 'Robinson Crusoe'," answered Kate. "And now I am reading a novel by Walter Scott."

**What did Kate answer Nina?**

2. "Last year we learnt some poems by Byron and Shelley, they are so beautiful," said Nina.

**What did Nina say?**

3. "I know many poems by these great poets. I have read some books about Byron and Shelley, too," said Kate.

**What did Kate tell Nina?**

4. "This year we shall read a play by Shakespeare in English," said Nina.

**What did Nina say?**

**Exercise 11.** English for enjoyment. Read the text and discuss it with you group-mates.

**Main Things in Life**

A philosophy professor stood before his class and had some items in front of him. When the class began, wordlessly he picked up a very large and empty mayonnaise's jar and proceeded to fill it with rocks about 2 inches in diameter.

He then asked the students if the jar was full. They agreed it was. So the professor picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was. The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. He then asked once more if the jar was full. The students responded with a unanimous-yes.

The professor then produced two cans of beer from under the table and proceeded to pour their contents into the jar – effectively filling the empty space between the sand. The students laughed.

“Now”, said the professor, as the laughter subsided, “I want you to recognize that this jar represents your life. The rocks are the important things – your family, your partner, your health, and your children. Things, that if everything else was lost and only they remained, your life would still be full. The pebbles are other things that matter like your job, your house, and your car. The sand is everything else. The small stuff”.

“If you put the sand into the jar first”, he continued, “there is no room for the pebbles or rocks. The same goes for your life. If you spend all your time and energy on the small stuff, you will never have room for things that are important to you. Pay attention to the things that are critical to your happiness. Play with your children. Take time to get medical checkups. There will always be time to go to work, clean the house and give a dinner party”.

“Take care of the rocks first, the things that really matter. Set your priorities. The rest is just sand”. One of the students raised her hand and inquired what the beer represented. The professor smiled. “I’m glad you asked . It just goes to show you that no matter how full your life may seem,there’s always room for a couple of beers”

# WILLIAM SHAKESPEARE

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

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

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

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

When the plague was over, the playhouses were opened again. New companies of actors were formed and Shakespeare began to spend most of his time writing plays. He became a part-owner in the company for which he wrote. The company, known as the *Lord Chamberlain's Men*, often put on a play to entertain the royal household. Shakespeare prospered.

Shakespeare wrote some of his plays about early kings of England. *Henry V* and *Richard III* are two of these plays. They helped the English people to understand the history of their own country. Besides his historical plays Shakespeare wrote both



comedies and tragedies. *Romeo and Juliet* is one of the most famous of his tragedies. Other tragedies are: *Hamlet*, *Macbeth*, and *Othello*. Among his comedies are: *A Midsummer Night's Dream*, *The Taming of the Shrew*, and *The Merchant of Venice*.

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

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

a dramatist, to entertain, to prosper, success, a birthplace, a grave, a king, a part-owner, to return, plague, a disease, an account, to earn one's living, exact, twins, a glove, marriage, a company of actors, a playhouse.

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

трупа акторів, успіх, повертатись, висота, могила, драматург, місце народження, хвороба, процвітати, розважати, король, чума, співвласник, заробляти собі на життя, свідчення (документи), одруження, театр, точний, близнюки, рукавичка.

### **Exercise 3. Find the sentences with the following words and word-combinations in the texts, read and translate them:**

birth, his own living, accounts, poetry, disease, playhouses, entertain the royal household, historical plays, success, grave.

### **Exercise 4. Fill in the blanks with the words from the texts.**

1. William Shakespeare, was born in \_\_\_ in 1564, the exact day of his \_\_\_ is unknown. 2. Shakespeare was earning his own \_\_\_ by the time he was 18. 3. Some \_\_\_ say that he taught

school in the country for a while. 4. A few years later he \_\_\_ in London as an \_\_\_ and writer of plays. 5. In 1592 \_\_\_ plague, a terrible \_\_\_, swept over London. 6. New \_\_\_ of actors were formed and Shakespeare began to spend most of his time writing \_\_\_. 7. The company, known as the *Lord Chamberlain's Men*, often put on a play to \_\_\_ the royal \_\_\_. 8. Shakespeare wrote some of his plays about \_\_\_ \_\_\_ of England. 9. At the \_\_\_ of his success Shakespeare returned to Stratford. 10. Thousands of people visit his \_\_\_ and \_\_\_ each year.

### Exercise 5. Answer the questions on the texts.

1. Where and when was Shakespeare born?
2. When did he begin to write poems?
3. What historical plays, written by Shakespeare do you know?
4. What did Shakespeare write besides historical plays?
5. Where is Shakespeare buried?
6. How many people visit Stratford-on-Avon each year?

## GRAMMAR EXERCISES

### Exercise 6. Запам'ятайте три типи умовних речень

If the weather **is** fine,  
we **shall play** outside.

I

Якщо погода **буде** гарна,  
ми **будемо грати** на  
відкритому повітрі.

If you **ring me up**,  
I **shall tell** you something.

Якщо ти мені **подзвониш**,  
я тобі дещо **розповім**.

II

If the weather **were** fine,  
(сьогодні, завтра),

**Якби** погода **була** гарна

we **should play** outside

ми **б гралися** на  
відкритому повітрі.

If you **rang me up**,

**Якби** ти мені **подзвонив**  
(сьогодні,завтра),

I **should tell** you something. я **б** тобі дещо **розповів**.

### III

If the weather **had been** fine,  
(вчора),

**Якби** погода **була** гарна

we **should have played** outside

ми **б гралися** на  
відкритому повітрі.

If you **had rung** me up,

**Якби** ти мені **подзвонив**  
(учора),

I **should have told** you something. я **б** тобі дещо **розповів**.

### **Exercise 7. Choose the correct form of the verb: right/wrong.**

1. If I *don't feel/won't feel* well tomorrow, I *stay/will stay* at home.

2. If the weather *is/will be* fine tomorrow, we can go to the beach.

3. It will be hard to find a hotel if we *arrive/will arrive* late.

4. The alarm will ring if there *is/will be* a fire.

5. I *am/will be* surprised if they *get/ will get* married.

6. *Do/will* you go to the party if they *invite/will invite* you?

7. If I *am/will be* late tonight, don't wait for me.

8. What shall we do, if it *snows/will be snowing*?

9. I'll be able to understand you, if you *speak/will speak* slowly.

**Exercise 8. Make up conditional sentences of three types.**

1. If my friend (to come) to see me, I (to be) very glad. 2. If mother (to buy) a cake, we (to have) a very nice tea party. 3. If we (to receive) an SMS from him, we (not to worry). 4. If you (not to work) systematically, you (to fail) at the examination. 5. If you (to be) busy, I (to leave) you along. 6. If I (to live) in Kyiv, I (to visit) the Opera House. 7. If I (to get) a ticket, I (to go) to the Philharmonic. 8. If I (to live) near a wood, I (to gather) a lot of mushrooms. 9. If my father (to return) early, we (to watch) TV together. 10. If she (to know) English, she (to try) to enter the university.

**Exercise 9. Make up conditional sentences of the II and III types.**

1. They will all be surprised if I make such a mistake. 2. If he doesn't come in time, shall we have to wait for him? 3. If I am not too busy, I shall go to the concert. 4. If no one comes to help, we shall be obliged to do the work ourselves. 5. If you put on your glasses, you will see better. 6. What shall we do if they are late? 7. Will you be very angry if we don't come? 8. Will he be very displeased if I don't ring him up? 9. If you are free, I shall come to see you. 10. If I see her, I shall be glad. 11. If Ann has some money, she will buy a new dress. 12. If I am on duty, I shall water flowers. 13. If she runs round the park every morning, she will keep fit.

**Exercise 10. Use the necessary form of the verbs in brackets.**

1. I am sorry that you don't read English novels; if you (to read) them, I (to lend) you some very interesting ones. 2. You say that you didn't read yesterday's papers; if you (to read) them, you (to see) the announcement of Professor Petrenko's

coming to our town. 3. He is not ill: if he (to be) ill, he (not to play) tennis so much. 4. He was not ill last week: if he (to be) ill, he (not to take) part in the football match. 5. How slippery it is! If it (not to rain), it (not to be) so slippery. 6. I am glad I was able to attend the lecture yesterday. You (to be) displeased if I (not to come). 7. Let's take a taxi to the railway station: we have very much luggage. If we (not to have) so much luggage, we (to walk). 8. Stop working and let's go inside: it is too dark. If the evening (not to be) so dark, we (to continue) the work. 9. I don't believe you; you only say that you want to know languages. If you (to be) really interested in languages, you (to study) them.

**Exercise 11. English for enjoyment. Read the text, finish the sentences and retell the text.**

**About Conan Doyle**

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

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

"I have never seen you before," the man answered, "so I can't pretend that I have recognized you. But I have always been proud of my memory. Besides, I have always been able to notice small things. I read in the newspapers that you were expected in Paris after your vacation in the south of France. The train you arrived on came from the south of France. I could tell from your clothes, especially your hat, and also from the strange way you pronounce French words, that you were

English. These facts helped me to guess that you were probably Sir Arthur Conan Doyle.”

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

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

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

## UNIT 8

# LESIA UKRAINKA

Larissa Kossach (pen-name Lesia Ukrainka) was born in Novograd-Volynsky on February 25, 1876 which is now in Zhytomir region. Her father was a lawyer and her mother was a Ukrainian writer (pen-name Olena Pchilka). Her sister was married to Mykhailo Dragomanov, a scholar, public figure and political émigré, who was to play a great role in Lesia's life.

When Lesia was nine, her parents moved to the town of Lutsk and settled at an estate near Kovel. Because of weak health and the absence of school with instruction in the Ukrainian language, Lesia received education at home. She had a remarkable aptitude for the humanities.

Lesia's close ties with distinguished public and cultural figures of her time played a positive role in her formation as a poet. Apart from Dragomanov and Franko, the Kosach's friends included the composer Lysenko, the poet, playwright and one of the founders of the Ukrainian professional theatre Starytsky, the bibliographer Komarov, and the poet Samiylenko. Such a milieu made Lesia try her hand at writing poetry early. At the age of 9 she wrote her first verses, and at 13 her first poem was published in the Lviv magazine "Zoria". From then on her poetry appeared regularly in the Ukrainian publications.

Unfortunately, the outset of her literary career coincided with the first symptoms of what was then an incurable disease – tuberculosis of the bones. Her poor health made her travel from one warm place to another – Vienna, Crimea, Italy, Georgia, and Egypt.

In 1893 her book of verse, *On Wings of Songs*, was published. It was favourably received both by the readers and critics. Then followed her books of verse *Thoughts and Dreams* and *Responses*, which earned her, alongside I. Franko, a leading place in Ukrainian literature. Just then she turned to playwriting. Her first works of drama were based on subjects from the Bible. Among her best plays are *The Forest Song* and *The Stone Host*.

Beginning with 1894 Lesia lived in Kyiv. Here she started learning foreign languages. Later on she read and spoke English as well as Ukrainian. With a full command of German, French, Italian and English she could write not only prose, but also poetry in all these languages.

Lesia Ukrainka died on August 1, 1913 in Georgia, and was buried in Kyiv. Her works reveal the dominant feature of her talent – exceptional public sensitivity and the ability to grasp and express in vivid images the idea and tendencies of her time.

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

pen-name, lawyer, weak health, instruction, composer, playwright, founder, professional theatre, to try one's hand in, to turn to writing poetry, the book of verse, to follow, scholar, émigré, remarkable, aptitude, distinguished, milieu, outset, to coincide, incurable, command, to be buried, to reveal, vivid.

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

літературний псевдонім, навчання, композитор, драматург, засновник професійного театру, вірш, проза, поезія, бути похованим, вчений, емігрант, надзвичайний, здібність, тісні узи, видатний, середовище, початок, збігатися, невиліковний, володіння, виявляти, яскравий.



**Exercise 3. Find the sentences with the following words and word-combinations in the texts, read and translate them:**




to be born, settle at an estate, to play a positive role, aptitude for the humanities, distinguished public and cultural figures, milieu, first symptoms, favourably received, full command of, dominant feature.

**Exercise 4. Fill in the blanks with the words from the texts.**

1. Her sister was married to Mykhailo Dragomanov, \_\_\_\_, public figure and political \_\_\_\_, who was to play a great role in Lesia's life. 2. Because of weak health and the absence of school with \_\_\_\_ in the Ukrainian language, Lesia \_\_\_\_ education at home. 3. At the age of 9 she wrote her first \_\_\_\_, and at 13 her first \_\_\_\_ was published. 4. Unfortunately, the outset of her literary career \_\_\_\_ with the first symptoms of what was then an \_\_\_\_ disease – tuberculosis of the bones. 5. In 1893 her book of verse, *On \_\_\_\_ of Songs*, was published. 6. Her first works of drama were based on \_\_\_\_ from the Bible. 7. Later on she read and spoke \_\_\_\_ as well as Ukrainian. 8. Lesia Ukrainka died on August 1, 1913 in \_\_\_\_, and was buried in \_\_\_\_\_. 9. Her works reveal the \_\_\_\_ feature of her talent. 10. She could grasp and express in vivid images the idea and tendencies of her time.

**Exercise 5. Answer the questions on the texts.**

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

7. What foreign languages did she know?
  8. Where is Lesia Ukrainka buried?
  9. What feature of her talent do her works reveal?
-    What could she express?

## GRAMMAR EXERCISES

**Exercise 6. Make up conditional sentences of the II type.**

I wish I were If I were	in the south at home in the country in the wood in the camp a scientist a composer a poet a writer a spaceman	I should	gather many mushrooms go to bed invent a time machine write beautiful music bathe every day write poetry have a very good time fly to other planets go to the wood write interesting novels
----------------------------	--	----------	--

**Exercise 7. Make up conditional sentences of the III type.**

I wish I had If I had	I translated the article yesterday met you yesterday read this new book seen you brother gone to the library asked you to help me learned my lesson joined you in fishing	I should have	found out all about this discovery. caught a lot of fish. got a good mark. told you about it. asked him to come. told you something. got that book. done the work well.
-----------------------------	---	------------------	---

### **Exercise 8. Paraphrase the sentences using / wish.**

e.g. It's a pity *you are* ill.

*I wish you were* not ill.

1. Unfortunately they won't return before Christmas. 2. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination. 3. It's a pity that you didn't send for us last night. 4. It's a pity you are not with us these days. 5. My friend regrets not having entered the university. 6. He was sorry not to have had enough time to finish his test paper. 7. It's a pity we shan't be able to reach home before teatime. 8. I am sorry I made you upset by telling you this news. 9. What a pity you didn't know enough physics. 10. It's a pity I didn't bring my camera last summer.

### **Exercise 9. Translate the sentences using / wish.**

1. Шкода, що іде дощ. Шкода, що не іде дощ. 2. Шкода, що ви прийшли так пізно. Шкода, що ви не прийшли раніше. 3. Шкода, що ми пішли до його приходу. Шкода, що ми не дочекалися його приходу. 4. На жаль, вони нічого не знають. На жаль, вони вже знають про це. 5. Я тепер шкодую, що не послухав його поради. Я тепер шкодую, що прислухався до його поради.

### **Exercise 10. Read and translate the text; put 5 questions for discussion with your friends.**

#### **Ukrainian Culture**

Ukrainian customs are heavily influenced by Christianity, which is the dominant religion in the country. The culture of Ukraine has been also influenced by its eastern and western neighbors, which is reflected in the architecture, music and art of Ukraine.

Ukrainian cuisine is, in fact, generally pre-Christian in origin. The Ukrainian diet includes chicken, pork, beef, fish

and mushrooms. Ukrainians eat a lot of potatoes, grains, fresh and sour vegetables, different kinds of bread. Popular traditional dishes include varenyky (boiled dumplings with mushrooms, potatoes, sauerkraut, cottage cheese or cherries), borsch (soup made of beets, cabbage and mushrooms or meat) and holubtsy (stuffed cabbage rolls filled with rice, carrots and meat). Ukrainian specialties also include Chicken Kiev and Kiev Cake. Ukrainians drink stewed fruit, juices, milk, sour milk (they make cottage cheese from this), mineral water, tea and coffee, beer, wine and vodka.

In Ukraine, gender roles tend to be more traditional, and grandparents play greater role in raising children than in the West.

# TEXTS FOR HOME READING

## **10 Reasons Why English Is a Hard Language**

The purpose of this article is to put language difficulty into perspective for native English speakers struggling with foreign languages. Languages like Japanese, Russian, Chinese, Arabic, or even easier languages like Spanish, can seem very difficult, just because we're not used to them. English seems sooo easy and simple, but that's because we've been raised with it. Here are ten reasons why English is actually one of the hardest languages in the world.

## **The World's Craziest Spelling System**

English spelling is extremely counter-intuitive! Why is it that words like “through”, “trough”, and “though” sound so different? It seems like for virtually every “rule” prescriptivist writes down to try and model English spelling, exceptions can be found.

The fact is, although it's possible to make rough guesses at English spellings using phonetics, in order to really know English spelling, you have to memorize the spelling of every word. Even words whose spelling seems straightforward and simple, you still memorize (maybe subconsciously without even trying) just because otherwise when you wanted to spell it, you'd have no way to *know* it was simple and straightforward.

There is a method to the madness of English spelling. It's based on etymology. Based on how a word is spelled, we can make guesses about where the word came from. German, French, Latin? Maybe somewhere more exotic like Japanese? This is very useful, because it keeps spelling consistent between different English-speaking nations.

English is pronounced rather differently in the United States, in Britain, in Australia, and in India. If, as so many people have suggested, spelling reform were attempted, which nation would be the standard? At most one nation could enjoy perfectly phonetic spelling. The others would just switch from one bizarre spelling system to another. And even for that one country, the spellings would become obsolete as the pronunciations of words changed. Even in the United States, pronunciations vary from dialect to dialect.

So, there's good reason for the English spelling system. It's one of the most successful spelling systems in the world, because of its flexibility and its strength across wildly differing dialects. But that doesn't mean it's easy to learn! For a foreigner trying to learn English, spelling is extremely difficult!

### **The Sound System Is So Rich**

When you study a foreign language, you're liable to run into sounds which aren't present in your native tongue. Part of the challenge is learning, mechanically, how to produce these sounds. In Japanese, there's a different "R" sound, which actually sounds something like a mix between "R", "L", and "D". In Mandarin, there are a dozen sounds which are all really hard to learn. German is famous for its hard guttural sound, which we'd have to master if we wanted to get Johann Sebastian Bach's name right.

Generally, more exotic new sounds mean more difficulty learning a language. English has a very rich set of sounds. It has the ability to string consonants and vowels together almost arbitrarily. Take a look at the word, "strengths". There's only one vowel out of six or seven consonants, depending how you count! Again look at "squirrel". A very difficult word for foreigners to learn to pronounce.

And this is only made worse by the crazy spelling system.

Not only are there a million sounds to learn, but there's small indication from a word's spelling which sounds are involved.

And, going the other direction, some foreigners must learn to identify certain sounds which they consider distinct. For example, English actually has two distinct "L" sounds, but we as English speakers can't hear the difference because we never need to in order to understand the language. But to, e.g., a native Russian speaker, suddenly there are two sounds floating around and both are to be considered identical. It's similar to learning Japanese, where the "g" of "go" and the "ng" of "thing" are treated as being identical.

### **Subtle Ordering**

In English, there are subtle ordering requirements which even English native speakers aren't *consciously* aware of. We get them right every time, because we *subconsciously* know about them through practice, but that just makes it all the harder for foreigners, since these rules are so subtle and hidden.

The best example is adjective ordering. Compare, "a cute little puppy" to "a little cute puppy." The first is fine, while the second sounds wrong. How is a foreigner to know which order to use? Can *you* explain it to him? (There is actually a method, but it's rather complex and better to just learn subconsciously).

### **Which Synonym to Use?**

Because of its diverse, promiscuous etymological origins, English has lots of synonyms which, just from a dictionary definition, seem very similar if not identical in meaning. Part of becoming a master English speaker, is knowing which words to use when. Although synonyms are grouped up in a thesaurus, that doesn't mean the words are identical. Even if their official meanings are identical, different synonyms convey subtly different moods and ideas.

You can *watch* a movie or *see* a movie, but you can only *watch* TV, never *see* it. You can't *view* either of them, even though when you watch either of them, you become a *viewer* (and never a *watcher*, much less a *seer*!) Try explaining that to someone who speaks Arabic!

### **Stress**

In English, the entire meaning of a sentence can be changed by placing stress on a word. For example:

- I entered my room.
- \*I\* entered my room.
- I \*entered\* my room.
- I entered \*my\* room.
- I entered my \*room\*.

A grammar of English usually only even addresses the meaning of the first, stress-less, version of the sentence, even though a foreigner will hear all variations if they're immersed deeply enough in the language.

For native speakers of stress-less languages, it's very difficult to even hear the stress at all. This counter-balances Mandarin's dreaded tone system which English speakers always cite as evidence of Mandarin's horrid difficulty.

### **Poetic, Older English Is Everywhere**

In order to be really fluent in English, you can't just learn modern English, you must also know a little bit of older, more poetic English. Not actual "Old English", since that's a whole other language entirely, but "older" English.

Here in downtown Columbus, there's a church which advertises with the message: "Which part of '*Thou shalt not*' don't you understand?" This slogan always makes me laugh, because, having studied languages, I've come to see how the slogan must be extremely confusing to most ESL speakers. The



truth is that, for a lot of speakers, “Thou” and “shalt” are both unfamiliar. And the fact that by stringing them together in essentially the same structure as “You will not”, you end up creating a *command*– that’s even worse!

Older English shows up in literature, plays, poetry... even video games.

### **What's up With These Questions?**

In English, it’s very strange how the whole grammar of a sentence changes when the sentence is put in question form. “It is warm” becomes “Is it warm?” Notice how the “it” and the “is” are switched. To us, this is totally natural because we’ve been raised with it. To a lot of speakers of other languages, the whole device seems needlessly difficult.

Continuing with the “It is warm” example, there actually is a valid question, “It is warm?” It’s interesting to ponder the difference in meaning between “It’s warm?” and “Is it warm?” In the latter, the speaker genuinely doesn’t know whether it’s warm. In the former, it seems almost like the speaker thinks it’s not warm, and is asking for re-confirmation.

These kinds of subtle distinctions make English a pretty difficult language grammatically.

### **Irregular Conjunctions of Verbs, and Similar Phenomena**

Some people who study Spanish think the verbs there are bad. English is *stuffed full* of irregular verbs! How come the past tense of “buy” is “bought”, and the past tense of “sell” is “sold”, and neither “bayed” nor “selled” are real words? And that’s just the “usual” conjugations of verbs, i.e., past tense and third person singular.

There are other verb conjugations, but they’re just so irregular we don’t even acknowledge them as conjugations. For example, taking an adjective and forming its “-ness” quality. As

in, deriving “swiftness” from “swift”. This process is as irregular as you can get. “Strong” doesn’t become “strongness”, it becomes “strength”, even though its opposite, “weak”, does become “weakness”. “High” becomes “height”, and if you mess up and say “highness” instead, it sounds like you’re talking about some bizarre royal bloodline!

Sometimes you can even “undo” a conjugation and end up with a whole new word than what you started with. The word “truthiness”, for example, has recently been popularized. Another example is “awesomeness”. “Awesome” is actually derived from “awe”: something is awesome if it inspires awe (at least, that’s the original meaning). So in theory, “awesomeness” and “awe” should be the same thing, and “awesomeness” shouldn’t even be a word since it should be redundant, and yet, they don’t mean the same things and “awesomeness” *is* a word.

### **The Case of the Leftover Cases**

Being derived from German, which has a heavy case system, English originally had its own heavy case system. English cases have mostly been phased out, but the remnants of a case system still exist, which almost means in English it’s the worst of both worlds.

Let me explain what cases are. Cases are different “forms” for words to indicate what function they serve in a sentence. For example, in the sentence “the cat ate the fish”, “the fish” is the “object” (it’s getting eaten), and “the cat” is the subject (he’s doing the eating). There are no cases here; in order to tell who did the eating and who got eaten, we have to look at word order. If the sentence were “the fish ate the cat”, the meaning would be very different!

In a cased language, “the cat” might have different forms, to indicate whether the cat is the subject, object, or something else

(German has four different cases and Russian has even more). Similarly with “the fish”. The advantage of a cased system is that word order is more flexible. The forms of the nouns tell us what roles they play, so the order of the sentence is less crucial. The downside of the case system is that it’s more complicated, and there’s more to memorize.

As I said, English is mostly case-free. But, there are leftovers from the old case system. That’s why we have “I”, “me”, “mine” and “my”. And why we have “you”, “yours” and “your”. And why we have “he”, “him”, and “his”, and “we”, “us”, “ours” and “our”. In each of these groups, it’s really the same word, just in different forms- different cases. So, part of learning English is learning a case system, even though it’s only used for a handful of words.

And English doesn’t even get the positive advantages from its case system. Even in a sentence entirely using cased words, like “I hit him”, word order is still important– “Him hit I” is totally incorrect unless your name is Yoda.

Incidentally, the leftover case system also explains the annoying “who”/“whom” dilemma, which many *native* English speakers are confused by, not to mention ESL speakers!

### **What Kind of Word Is This, Anyway?**

One of the most difficult things about English, is the fact that there’s very little in the way of signals to tell you what kind of word a word is. For example, in Japanese and Spanish, all verbs have similar endings. Not so in English.

The lone exception is the English adverb, which often ends in “-ly”, but even this isn’t a universal rule, and adverbs are about the least important words in a language anyway.

In English, the same word can even fall into multiple categories. “Trust” is a noun, but also a verb. “Quiet” is both a noun and an adjective (even though its opposite, “loud”, is only an adjective). “Abstract” is all three!

In fact, almost any adjective can be used as a noun, just put “the” in front of it: “The dead shall walk the earth.” And any noun can be used as a verb, like in the famous example, “I’ll cookie you!” The possibilities are endless, as long as you’re creative. All this makes English a lot of fun- but it also definitely makes the language complicated!

### **Conclusion**

If you ever find yourself stressing out over learning a foreign language, just be glad you don’t have to learn English as a second language!

# ЛІТЕРАТУРА

## **Основна література:**

1. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – Київ, Логос, 2000. – 352 с.
2. Голіцинський Ю.Б. Граматика. Збірник вправ. – Київ.: Арій, 2015. – 544 с.
3. Гужва Т.М. Англійська мова: Розмовні темию. – Харків: Фоліо, 2005. – 381с.
4. Дроздова Т.Ю. English Grammar. Reference and Practice: уч. посobie. – СПб.: Антологія, 2007. – 464с.
5. Куліш І.М., Королюк Г.О. English for Fine Arts Students: навч. Посібник. – Черкаси:ЧНУ ім Б.Хмельницького, 2013. – 144с.
6. Eastwood John. Oxford Practice Grammar. – Oxford University Press, 1992. – 334 p.

## **Додаткова література:**

1. Alexander L.G. Longman Advanced Grammar. Longman group, UK, 2000.
2. Alexander L.G. Longman English Grammar Practice. - Longman. USA, 1999.
3. Harris N., Mower D., Sikorzunsk A. Opportunities Intermediate. – Longman, England, 2000
4. N. Coe, M. Harrison, K. Paterson. Oxford Practice Grammar. – Oxford University Press, 2006. – 296 p.

# CONTENTS

<b>UNIT 1</b> .....	<b>6</b>
<b>Text 1. Eight Interesting Facts about the Ukrainian Language</b>	
Grammar: Perfect Tenses	
Text 2. English for enjoyment: Five-year Phase in Plan for “Euroenglish”.	
Making Annotation. Найбільш вживані кліше для написання анотації.	
<b>UNIT 2</b> .....	<b>13</b>
<b>Text 1. Reading.</b>	
Grammar: Sequence of Tenses	
Text 2. Supplementary reading: Can you read the text?	
Text 3. English for enjoyment: Why Was She Angry?	
<b>UNIT 3</b> .....	<b>20</b>
<b>Text 1. Books and Readers.</b>	
Grammar: Passive Voice	
Text 2. Supplementary reading: About Books (after O. Wild).	
Text 3. English for enjoyment: Economy Wasted Trip	
<b>UNIT 4</b> .....	<b>28</b>
<b>Text 1. General Linguistics and the Study of Language</b>	
Grammar: Modal Verbs	
Text 2. Supplementary reading: Literature	
<b>UNIT 5</b> .....	<b>35</b>
<b>Text 1. Descriptive, Historical and Comparative Linguistics.</b>	
Grammar: Indirect Speech	
Text 2. Supplementary reading: Reading Detective Stories in Bed (after J. Priestley)	
<b>UNIT 6</b> .....	<b>42</b>
<b>Text 1. Aspects of Language.</b>	
Grammar: Commands and Requests in Indirect Speech	
Text 2. English for enjoyment: Main Things in Life	
<b>UNIT 7</b> .....	<b>48</b>
<b>Text 1. William Shakespeare</b>	
Grammar: Типи умовних речень.	
Text 2. English for enjoyment: About Conan Doyle	
<b>UNIT 8</b> .....	<b>55</b>
<b>Text 1. Lesia Ukrainka</b>	
Grammar: Умовний спосіб після “ <i>I wish</i> ”	
Text 2. Supplementary reading: Ukrainian Culture.	
<b>Texts for Home Reading</b> .....	<b>61</b>

**ДЛЯ НОТАТОК**

Навчальний посібник

**Korolyuk G. O., Kulish I. M.**

# ENGLISH

**FOR STUDENTS OF UKRAINIAN PHILOLOGY**

— PART II —

**Корольюк Г.О., Куліш І.М.**

## **АНГЛІЙСЬКА МОВА ДЛЯ СТУДЕНТІВ ННІ УКРАЇНСЬКОЇ ФІЛОЛОГІЇ ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ**

Здано до набору 15.02.2017. Підп. до друку 22.02.2017.  
Формат 60x84/16. Папір офсет. Гарнітура Times.  
Ум. др.арк 4,18. Наклад 300 прим.

**Змакетовано та виготовлено ФОП Гордієнко Є.І.**

Свідоцтво про внесення суб'єкта видавничої справи  
до Державного реєстру видавців, виготовників і  
розповсюджувачів видавничої продукції  
Серія ДК № 4518 від 04.04.2013 р.  
Україна, 18000, м. Черкаси  
тел./факс: (0472) 56-56-12, (067) 444-28-94  
e-mail: book.druk@gmail.com