

For Students of Ukrainian Philology
(first year)

UNIT I

WAYS TO LEARN ENGLISH

Vocabulary File:

To enroll on a language course – записатися на мовний курс

English self-study software – англійська програма для самостійного вивчення

Language learning books – книги з вивчення мови

Online learning – онлайн-навчання

To travel abroad – подорожувати за кордоном

To make up one's mind – вирішити щось

To advance in something – просуватися в чомусь

Tuition -- навчання

Valuable practice – цінна практика

Old-fashioned -- старомодний

To be geared to someone's specific needs and interests – бути орієнтованим на чийсь конкретні потреби та інтереси

To soak something up – увібрати щось

To gain somebody's confidence – отримати впевненість

To get by in something – обійтись в чомусь

1. Read the text. Say which way of learning English you have already experienced.

Making the decision to learn a language and actually going about it can be two very different things. Different people think differently about the ways of learning English. You don't have to stick to just one. Choosing a combination of learning methods can often make it easier to fit language learning into your daily routine!

This year my friend *Dan* **has made up his mind to enroll on a language course**. In his opinion, learning a language in a social environment like this opens him up to meeting new people, it encourages him to practise his skills and it gives him motivation to come back the following week. With a couple of hours'

tuition per week he cannot expect **to advance** too far without doing some homework, though, he does a few hours' study on his own too.

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

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

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

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

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

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

Ex. 2. Complete the sentences given below with the words from the Vocabulary File. Use the verbs in the correct form.

1. The school's first priority is to of parents in their child's level of knowledge.
2. James agreed to the deal in an effort ... his knowledge of English.
3. Children language incredibly quickly.
4. Many of their ideas ... popular support.
5. This idea seems rather ... now.
6. Sometimes we had to on very little knowledge of English.
7. She has clearly to learn a second foreign language.
8. The course curriculum ... to satisfy everybody's needs.

Ex. 3. Read the dialogue. Say which language skills the teen-agers are going to improve this year.

Ann: What are your study plans for this year, Dan?

Dan: I understand everyday English, but my vocabulary needs to expand so that I can understand a wide range of subjects, and express more complex ideas. This year I'm going to work at my vocabulary

more. Besides, I'm going to attend a language course during my autumn or spring holidays.

Ann: That sounds great. I'd like to be more fluent when I'm speaking, too. I also want to be able to speak about things in more detail. My teacher says I need to get better at using the appropriate language when I speak. What are your plans, Alex?

Alex: I can understand general things when I read or listen, but I want to read texts that are relevant to my future career, and some of these contain quite specialized language. I'm going to learn and practise this.

Ann: We all have lots of things to do, don't we?

Ex. 4. Write a few sentences about your learning goals this academic year. What language skills are you going to pay more attention to? What ways of learning a foreign language have you chosen for yourself?

Ex. 5. Complete the sentences with the correct word or phrase. Use the Vocabulary File.

1. Dan has made up his mind to enroll _____.
2. Steve has chosen a good _____.
3. Ann studies English with _____.
4. Andrew thinks that _____ is totally flexible.
5. Jane wants to learn _____.

Ex.6. Match the beginnings with the endings of the sentences below.

1. Below is what people think about different.....
2. Remember, you don't have to stick.....
3. Learning a language in a social environment opens me up
4. English Self-Study Software has become a popular way to.....
5. Study English with language learning books is old-fashioned but....
6. Online learning is totally flexible and geared to.....
7. Learning a language in the country where it's spoken is....

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- a. to just one.
 - b. learner' own specific needs and interests.
 - c. is the best way to get results.
 - d. ways of learning English.
 - e. kick-start language learning.
 - f. to meeting new people.
 - g. good enough.

Ex. 7. Discuss your ideas and give reasons for your choices. Use the word-combinations given below and Ex. 3 as a model.

Reading Skills

A text, a context, a translation, to recognize familiar words, to go through smth, to guess smth, to understand the general meaning, to understand the details.

Writing Skills

To keep a record of smth, to make a note of smth, accurately, appropriate, to be relevant to smth, in detail, a wide range of subjects, to express complex ideas, to expand vocabulary, to make mistakes.

Listening Skills

A conversation, specialized language, to ask someone to repeat words or phrases, to explain smth, pronunciation, variants of a language (a dialect), to identify a speaker, an opportunity to check if you can understand the native speaker's speech.

Speaking Skills

Enthusiastic, motivated, encouraging, frustrating, effectively, to persuade, to inform, to illustrate, to describe, to be aware of smth, to improve, to express smth, to have a chat with someone.

GRAMMAR

ЧАСИ ДІЄСЛОВА (TENSES)

The Present Indefinite tense (Simple)

(Теперішній неозначений час)

Present Indefinite вживається для вираження дії, яка відбувається часто, регулярно в теперішньому часі.

Стверджувальна форма дієслова в *Present Indefinite* в усіх особах однини й множини, крім третьої особи однини, збігається з інфінітивом (неозначеною формою дієслова) без частки **to**:

I work; We work; You work; They work.

У третій особі однини в *Present Indefinite* до інфінітива (без частки **to**) додається закінчення **-s** або **-es**: he runs, he helps, he teaches.

Якщо основа дієслова закінчується на **-y** з попередньою приголосною, то буква **y** змінюється на **i**: to study – **studies**, to cry – **cries**. Якщо перед **y** стоїть голосна, то до дієслова додається лише закінчення **-s**: to play – **plays**, to stay – **stays**.

Питальна форма *Present Indefinite* утворюється з допоміжного дієслова **to do** в *Present Indefinite* та інфінітива основного дієслова без частки **to**. Допоміжне дієслово ставиться перед підметом:

Do I work?

Do we work?

Does he work?

Do you work?

Does she work?

Do they work?

Заперечна форма *Present Indefinite* утворюється з допоміжного дієслова **to do** в *Present Indefinite*, заперечної частки **not** та інфінітива основного дієслова без частки **to**:

I **do not** work

We **do not** work

He **does not** work

You **do not** work

She **does not** work

They **do not** work.

Ex.1. Put the verbs in brackets in the Present Indefinite.

1. She (to learn) English.
2. I (to like) music.
3. My brother (to be) a school-boy. He (to go) to school.
4. Michael (to do) his lessons every day.
5. She (to live) in this house.
6. After supper my sister (to go) for a walk.
7. We (to visit) our grandparents very often.
8. The girl (to sing) very well.
9. My father (to work) at school.
10. Usually I (to have) dinner at 3 o'clock.

Ex. 2. Put the given sentences in negative and interrogative forms.

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. I come from Ukraine.
6. He comes from Germany.
7. They live in the USA.
8. He plays football every day.
9. I visit my parents very often.
10. His father works at an office.

Ex. 3. Translate the given sentences and use the verbs in the Present Indefinite.

1. Я вивчаю англійську мову.
2. Його молодший брат учень.
3. Вона не працює.
4. Він завжди дуже зайнятий.
5. Він розмовляє німецькою мовою?
6. Моя мама любить класичну музику.
7. Вони не хочуть йти в кіно.
8. Де ваші батьки?
9. Вона не грає в шахи.
10. Він ніколи не прокидається рано.

Supplementary text. The English Language.

English is spoken practically all over the world. It is spoken as the mother tongue in Great Britain, the United States of America, Canada, Australia and New Zealand. A lot of people speak English in China, Japan, India, Africa and other countries. It is one of 6 official languages of the United Nations. It is studied as a foreign language in many schools.

England's history helps to understand the present condition of English. Many English words were borrowed from the language of Angles and Saxons. Hundreds of French words came into

English. These French words didn't crowd out corresponding Anglo-Saxon words. There exist "act" and "deed", "beautiful" and "pretty", "form" and "shape".

Many new words were brought by traders and travelers. These words came from all parts of the world: "umbrella" – from Italian, "skates" – from Dutch, "tea" – from Chinese, "cigar" – from Spanish.

Some words came into English directly from Latin, which was the language of the church and the universities in the Middle Ages.

Some of the English words of today are derivatives. One way of creating new words is to put together two or more older English words. For example, the words "railway", "football", "newspaper" are made in this way.

Many of the new English words – especially new scientific ones – have been made from Latin and Greek instead of English ones. "Telephone" for instance, was made from Greek words "far" and "talk".

Vocabulary:

Mother tongue – рідна мова

To borrow – запозичити

To crowd out – витіснити

Derivative – похідне слово

UNIT 2

Ukraine

Vocabulary File

Sovereign – суверенний

A state power – державна влада

A national emblem – герб

Anthem – гімн

Raw materials – сировина

Maize – кукурудза

Corn – зернові

Buckwheat -- гречка

Favourable – сприятливий

To wash – омивати

Major – головний

Ukraine is a **sovereign** state. It has its own territory, higher and local bodies of **state power** and government, **national emblem**, state flag and **anthem**.

The geographical position of Ukraine is very **favourable** to the development of its relations with countries of Europe, as well as with the countries throughout the world. Ukraine is **washed** by the Black Sea and the sea of Azov and it has very important ports. The **major** rivers are the Dnipro, the Dnister, the Bug and others.

Scientists of Ukraine make a great contribution in our science. The Academy of Science of Ukraine includes many outstanding scientists and research workers famous for their important

discoveries and inventions. Great success was achieved by Yev. Paton Research Institute of Electric Welding, the Research Institute of Cybernetics and others.

Ukraine has many industrial **raw materials**, it has rich deposits of iron, metals, coal, oil, gas and other natural resources. The country has metallurgical and heavy industries. Ukraine is the agricultural country. It grows wheat, **maize, buckwheat, corn**, vegetables melons and berries.

Ukraine has an ancient history. It has its own culture and arts. Ukraine has many professional theatres and Philharmonic societies.

Ukraine is one of the members of the United Nations Organization and participates in the work of many international organizations. Ukraine establishes new relations with countries throughout the world. It sets direct contacts with them signing agreements and treaties.

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

1. Ukraine is a sovereign state.
2. Ukraine has no local bodies of state power.
3. The geographical position of Ukraine is favourable to the development of its relations with countries throughout the world.
4. Ukraine has no large rivers.
5. Ukraine has few industrial raw materials.
6. Scientists of Ukraine make a great contribution in our science.
7. Ukraine has an ancient history.
8. Ukraine does not participate in the work of many international organizations.

Ex. 2. Complete the sentences given below with the words from the Vocabulary File and from the text.

1. Ukraine is a ... state.
2. Ukraine has its own higher and local ... of state power.
3. The geographical position of Ukraine is very
4. Ukraine has many industrial
5. Scientists of Ukraine make a great ... in our science.
6. Scientists are famous for their ... and inventions.
7. Ukraine has its own original ... and arts.
8. Ukraine is one of the ... of the United Nations Organization.

Ex. 3. Your teacher asked you to tell the Geography Club members about natural geographic zones of Ukraine.

Peter: Do you know, Oksana, that according to the relief and character of the countryside, Ukraine can be divided into three natural geographic zones: Mixed Forest (Polissia), Forest-Steppe and Steppe. There is also a very important region of the Ukrainian Carpathians.

Oksana: Yes, I know it. By the way, the Mixed Forest zone occupies the northern part of Ukraine.

Polissia is one of most important areas for timber resources in Ukraine, because a considerable part of the territory is occupied by coniferous and mixed forests.

Bohdan: The Forest-Steppe zone is located to the south of Polissia. The great resource of the zone is its fertile soil (various types of black-earth). Widespread trees include the oak, elm, hornbeam, black poplar, willow and ash. Pine forests grow on the sandy banks of the Dnieper.

Ruslan: The Steppe zone stretches south from the Forest-Steppe to the Black and Azov seas. This is the largest natural geographic zone in Ukraine. The depths of the Steppe zone are rich in mineral resources. Iron and manganese ores, black and brown coal, natural gas and various building materials have a great industrial significance.

Stepan: The region of the Ukrainian Carpathians is important Ukrainian asset. Forests have great industrial, soil conservation and sanitary importance. The beautiful mountainous forest landscapes, the existence of mineral springs and the mild climate facilitate the development of sanatoriums and sports complexes.

Ex. 4. Write a few sentences about Ukraine. What tree species grow in each natural geographic zone? Any additional information is welcome.

Ex. 5. Complete the sentences with the correct word or phrase.

1. According to the relief and character of the countryside, Ukraine can be divided into three ... geographic zones.
2. The Mixed Forest zone occupies the ... part of Ukraine.
3. The Forest-Steppe zone is located to the ... of Polissia.
4. The great resource of the Forest-Steppe zone is
5. The Steppe zone is the ... natural geographic zone in Ukraine.
6. The depths of the Steppe zone are rich in
7. The Carpathian forests have great ... importance.

Ex. 6. Match the beginnings with the endings of the sentences below.

1. According to the relief and character of the countryside...
2. Polissia is one of the most important areas for timber resources in Ukraine because ...
3. The great resource of the Forest-Steppe zone is ...
4. Natural gas and various building materials have a great
5. The beautiful mountainous forest landscapes and the mild climate ... the development of sanatoriums and sports complexes.

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- a. a considerable part of the territory is occupied by coniferous and mixed forests.
 - b. facilitate.
 - c. Ukraine can be divided into three natural geographic zones.
 - d. Industrial significance.
 - e. Its fertile.

GRAMMAR

Past Indefinite (Simple) tense (Минулий неозначений час)

Past Indefinite – часова форма дієслова, яка виражає дію, що відбулася або відбувалася регулярно в минулому.

За способом утворення *Past Indefinite* дієслова в англійській мові поділяються на *правильні* й *неправильні*.

Past Indefinite правильних дієслів утворюється додаванням до інфінітива без частки **to** закінчення **-ed**.

Past Indefinite неправильних дієслів утворюється по-різному, здебільшого чергуванням голосних і приголосних кореня:

To write (писати) – **wrote**

To send (посилати) – **sent**

To bring (приносити) – **brought**

Форми *Past Indefinite* дієслів **to go** і **to be** утворилися від інших коренів:

To go (іти, їхати) – **went**

To be (бути) – **was/were**

Past Indefinite деяких неправильних дієслів збігається з формою інфінітива без частки **to**:

To put (класти) – **put**

To shut (закривати) – **shut**

Питальна форма *Past Indefinite* правильних і неправильних дієслів утворюється з допоміжного дієслова **to do** в *Past Indefinite* (**did**) та інфінітива основного дієслова без частки **to**. Допоміжне дієслово ставиться перед підметом (групою підмета):

Did your father **work** at this factory?

Did you **go** to the forest yesterday?

When **did** you **see** her?

Заперечна форма *Past Indefinite* утворюється з допоміжного дієслова **to do** в *Past Indefinite*, заперечної частки **not** та інфінітива основного дієслова без частки **to**:

They **did not see** my note.

She **did not know** this.

Ex.1. Read a sentence about the present and then write a sentence about the past.

Example: Granny usually gets up 6.30. Yesterday *she got up at 7.*

1. Granny usually wakes up early. Yesterday morning _____.
2. Granny usually walks in the garden. Yesterday _____.
3. Granny usually has a sandwich for lunch. Yesterday _____.
4. Granny usually goes out in the evening. Yesterday evening _____.
5. Granny usually sleeps very well. Yesterday _____.

Ex. 2. Put one of these verbs in each sentence, use Past Indefinite tense.

Hurt, teach, spend, sell, throw, fall, catch, buy, cost

Example: I was thirsty, so I *bought* apple juice in the shop.

1. My father _____ how to drive when I was 17.
2. James _____ down the stairs and _____ his leg.
3. We needed some money so we _____ our summer house.
4. They _____ a lot of money yesterday. They _____ a dish washer which _____ 4000 hryvnias.
5. The boy _____ the ball to the dog and the dog _____ it.

Ex. 3. Write questions. A friend came back from Italy two days ago and you are asking him about it.

Examples: What place/go? -- *What place did you go?*

The weather/fine? – *Was the weather fine?*

1. how long/stay there?
2. stay in a hotel?
3. go alone?
4. how/travel?
5. the food /good?
6. what/ do in the evenings?
7. make any friends there?

Ex. 4. Put the verbs into the correct form. All the sentences are past.

Example: I didn't go (not/go) to the park yesterday because the weather wasn't good.

1. I _____ (not/have breakfast) this morning because I _____ (not/have) time.
2. We _____ (not/buy) anything because we _____ (not/have) any money.
3. I _____ (not/sleep) because I _____ (not/feel) sleepy.
4. She _____ (not/be) interested in the book because she _____ (not/understand) it.

Ex. 5. Put the verbs in the Present Indefinite or the Past Indefinite.

1. They (to be) in London last month.
2. Who of your friends (to speak) English?
3. How many lessons you (to have) every day?
4. I (not to be) at home yesterday. I (to go) for a walk.
5. He usually (to sleep) well. But last night he (to sleep) bad.
6. Your sister (to be) a doctor? – Yes, she (to become) a doctor two years ago.
7. He (not to shave) today because he (not to have) time.
8. You (to get up) early on Sunday? – Yes, but last Sunday I (to sleep) till 10 o'clock.
9. When you (to leave) the meeting yesterday?
10. She (to enjoy) the film, which we (to see) last week?

Supplementary text. Cherkasy.

The territory of the present-day Cherkasy was settled some 40 000 years ago. In the VII-III centuries Before Christ (B.C.) a great part of the territory of steppe districts was occupied by Scythians. Even now there are some Scythian burial tombstones in Zolotonosha District.

In the same distant days Eastern Slavs were already leading a settled life farming on the land. They were growing crops and raising cattle.

In 988 Christianity was introduced under Prince Volodymyr. The Zarubsky Monastery and the Saint Trinity Motrona Monastery were built on the territory of the region. In XIV-the 1st part of XVII century the people of Cherkasy region suffered from Mongol-Tatar invasion and then the region was captured by Lithuanian and Polish feudal lords.

The hard social and national oppression caused the appearance of Cossacks in Ukraine. The first Cossacks settlement was set up in the XVth century and Cherkasy (founded in the end of the XIIIth century) became their stronghold in the struggle against the Polish gentry, the raids of Turks and Crimean Tatars. The Cossacks were independent, freedom-loving and courageous. They had perfect military skills and clever commanders (Hetman B. Khmelnytskyi among them).

The Cherkasy Castle (present-day Glory Hill) was erected for defence against the enemies.

One of the greatest uprisings of the XVIII century on the right-bank Ukraine was when the Cherkasy peasantry came out against the oppression by Polish gentry. It was called Koliyivshchina. The leaders of the uprising were Maxim Zaliznyak and Ivan Gonta.

Our town saw heavy fighting during the Great Patriotic War. From the middle of July 1941 the territory of Cherkasy region became a field of bloody battles. The fascists captured the whole region and established a regime of terror and violence. The people struggled against the invaders. There were more than 30 partisan units and formations in Cherkasy region. The town was liberated on December 14, 1943.

UNIT 3

The Importance of Education

Vocabulary File

An attainment -- досягнення

External -- зовнішній

To cultivate -- культивувати

Virtue -- чеснота

To excel in – досягти успіху в

To come out of – вийти з

Confusion -- спантеличеність

To devise -- придумувати

To instill -- вселяти

Read the text about the importance of education. Complete it with the choices (A-J) given below. There are two choices that you don't need.

The Importance of Education

The importance of education is quite clear. Education is knowing how **C**. One can safely say that a human being is not one in the proper sense till he is educated. Every person needs education basically for two reasons. Firstly, the training of a human mind is not complete without education. Education makes a person think. It leads a person to think and encourages him/her to make decisions.

Secondly, only through the **attainment** of education, man is able to receive information from the **external** world; he can acquaint himself with history and _____. Without an education, a man seems to be in a closed room; with education he finds himself in a room with all windows_____.

Education teaches the right behavior and good manners; thus it_____. We learn how to lead our lives. Education is the basis of culture and civilization. It is instrumental in developing our values and **virtues**. Education **cultivates** us; we _____, who are capable of planning for the future and making the right decisions. The future of a nation is safe in the hands of educated individuals.

Education forms a support system for talents **to excel in** life. It is the backbone of the society. Education is important because it _____ to make our dreams come true. Brilliant career prospects also **come out of** your education and knowledge!

Education_____. We don't remain in **confusion** about the things we learn. The knowledge we get brings up questions, and also **devises** ways to find satisfactory answers to them. It is education that_____, to face life, and to accept successes and failures. It **instills** a sense of pride in the individual about the knowledge and prepares him/her for life!

- A makes us civilized
- B get profound knowledge
- C to put one's talent to the maximum use
- D builds confidence to make decisions
- E receive necessary information regarding the present
- F become mature individuals
- G open towards the outside world

- H makes other people accept our ideas
- I helps create a clear picture of the surrounding world
- J equips us with all that is needed

Ex. 1. Complete the definitions with the words from the Vocabulary File.

1. ... is a particular good quality or habit.
2. ... to invent something new or a new way of doing something.
3. ... to be very good at doing something.
4. ... unsure thus may make a mistake about somebody or something.
5. ... to develop an attitude, a way of talking or behaving.
6. ... to gradually make somebody feel, think or behave in a particular way over a period of time.

Ex. 2. Match the words (1-6) to the words (A-F) to make the collocations from the text. Then make your own sentences about the importance of education.

- | | |
|--|----------------------------|
| 1. To put one's potential | A. a right thinker |
| 2. To train | B. from the external world |
| 3. To make a man | C. with past history |
| 4. To receive and understand the information | D. the human mind |
| 5. to acquaint somebody | E. into mature individuals |
| 6. to cultivate somebody | F. to maximum use |

Ex. 3. Talk about the differences in teaching styles now and many years ago. Start like this:

Although school years are still a period when an individual gets knowledge about the world, the ways students are treated has changed greatly. Many years ago students were considered to be empty containers which were to be filled with as much information as possible. Today, the main focus is on the development of critical and creative thinking skills. Students are encouraged to do research papers, projects, etc.

Ex. 4. Comment on the quotation.

The object of education is to prepare the young to educate themselves throughout their lives.

Robert M. Hutchins

Ex. 5. Agree or disagree with the statements below and give your reasons.

1. Boys and girls should be educated separately.
2. It's good to be a model student.
3. A country's future depends on how well it educates its young people.

Ex. 6. Read and learn how to talk about students and Universities. Make sentences about your University life experience.

Talking About Students and Universities

What students do at Universities

To attend University; to be at University; to learn and practise skills; to discuss the ideas of smth/ problems; to answer questions; to do the project work; to prepare for an exam; to do homework; to revise; to take oral/written test; to have high scores; to get top marks

Extracurricular activities

To take up a subject or a sport; to be in a sports team; to go to a choir or for an orchestra practice; to go on excursions; to take an active part in the clubs; to be a member of a youth organization

What makes a successful student

Hard work; interest in a subject; motivation; ambition; concentration; attention; a sense of duty; respect for others; persistence; sociability; flexibility; having a gift for languages/sport/ mathematics, etc; openness to new challenges; good time management

What makes an unsuccessful student

Laziness; carelessness; disrespect; dishonesty; being impolite, demanding, talkative, aggressive; being late for classes; poor time management

Ex. 7. Express your opinion about the person who can become a winner of “Model Student of the Month” competition. Use the prompts given below to help you.

A: As a young student, I am observant of the people around me. I've been searching for a person who can be “Model Student”. I meet different kinds of people at the University. Many of them are nice people. But, in my opinion, a model student is someone who stands out of the crowd. This is the person who not only studies well but also has a very strong personality. Probably, my criteria of a model student are too limited, but I believe that only a few show the values and characteristics which I look for in a real model student. In my search for a real model student, one person caught my attention. is not an average student but he/she stands out. He/She may not always be at the top of the group but he/she maintains an impressive scholastic standing. In group he/she works quietly and patiently. I believe he/she is always helpful to those who need to catch up with their lessons. He/She is smart, responsible and supportive.

B: I believe, a model student cannot be just academically talented. What is more important, he/she is also an example of good values. A model student possesses sincerity, patience and good leadership skills. I think that people can tell whether someone is sincere or not; if he/she strives to become a better person, he/she finds ways to do so. He/She performs all that is required, and does it well. This person does everything well and inspires others to the same.

Ex. 8. Work in pairs. Discuss the questions.

1. When did you start to learn English?
2. What do you find difficult/easy about learning a foreign language?
3. Where can you practise your English outside a classroom?
4. People say, “Learning a foreign language is opening a new world”. Do you agree? Support your answer with real-life examples.

Ex. 9. Talk about the differences in teaching styles now and many years ago. Start like this:

Although University years are still a period when an individual gets knowledge about the world, the ways students are treated has changed greatly. Many years ago students were considered to be empty containers which were to be filled with as much information as possible. Today, the main focus is on the development of critical and creative thinking skills. Students are encouraged to do research papers, projects, etc.

Ex. 10. Write a short essay. Comment on the quotation.

The object of education is to prepare the young to educate themselves throughout their lives.

GRAMMAR

The Future Indefinite (Simple) tense

(Майбутній неозначений час)

Future Indefinite (Simple) – часова форма дієслова, що виражає дію, яка відбудеться або відбуватиметься в майбутньому.

Future Indefinite утворюється з допоміжних дієслів **shall** і **will** та інфінітива основного дієслова без частки **to**.

Допоміжне дієслово **shall** вживається в першій особі однини і множини, **will** – у другій і третій особі:

I **shall come** again soon. Your father **will be** back in a moment.

Іноді допоміжне дієслово **will** вживається для утворення *Future Indefinite* у всіх особах. Особливо часто це трапляється в американському варіанті англійської мови.

У питальній формі допоміжне дієслово ставиться перед підметом:

Shall we **come** back here to work? When **will** he **be** at home?

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

We **shall not** go there. He **will not** stay here.

Future Indefinite вживається для вираження одноразової, постійної або повторюваної дії в майбутньому:

He **will work** at the factory next year. I **ll go** to the theatre tomorrow.

У підрядних реченнях *часу й умови* майбутній час не вживається. Для вираження майбутньої дії *Future Indefinite* вживається у головному реченні, а у підрядному – *Present Indefinite*:

I'll ask him when he **comes** back.

Підрядні речення умови та часу вводяться сполучниками:

If -- якщо

after -- після

When -- коли

till (until) -- поки

Before – до, перед

as soon as -- як тільки

Ex. 1. Put the verb in brackets into the Future Indefinite.

1. He (be) here soon.
2. The dress (be) ready tomorrow.
3. They (be) at the station in time for the 10.30 train.
4. I (know) the result in a day.
5. I (be) twenty years old next year.
6. They (remember) you well.
7. When he (come) back?
8. When he comes, I (apologize) to him.
9. I (not see) this beautiful city again.
10. I (recognize) his pictures anywhere.

Ex. 2. All the sentences are future. Put the verbs into the correct form: *will/will not* or the Present Simple.

Example: As soon as I see (see) him, I'll tell him everything.

1. If they _____ (get) here on time, we can make it.

2. There is a surprise waiting for him when he _____ (get) home.
3. Before you _____ (leave), sir, I _____ (give) you your present back.
4. If you _____ (feel) better this afternoon, we _____ (drive) to the coast.
5. Give him this message when you _____ (see) him.
6. If we _____ (come) in time, we _____ (find) them there.
7. If I _____ (be) lucky, I _____ (get in) without a ticket.
8. _____ (you/be) lonely without me, while I _____ (be) away?

Ex. 3. All the sentences are future. Put the verbs into the Present simple or Future Simple.

1. When I (see) him, I (phone) you.
2. If he (decide) not to do it, he (be) right.
3. Tell me when she (come) to visit you.
4. I (give) it to him when he (visit) us.
5. You (pass) your exam if you (work) hard.
6. We (go) to the country next week if the weather (be) fine.
7. As soon as we (know) results, we (inform) you.
8. Don't open the car door before it (stop).
9. You (not like) this film when you (see) it.
10. Wait for me till I (return).
11. As soon as Beth (phone) me, I (contact) you.
12. If the weather (be) fine, my family (go) on a trip.
13. I (give) a present if he (invite) me to his birthday party.
14. Of course we (help) you if we (not be) busy.
15. I (see) my mother before I (fly) to London.
16. If my daughter (not come) in time, I (go) without her.
17. They (wait) until we (come).
18. We (not send) you the money before we (leave).
19. If Jane (come) to see me, we (listen) to the music.
20. When they (talk) to her, they (give) her your news.

Supplementary text. Education in Great Britain.

Children in Great Britain must attend school from the age of 5 (4 in Northern Ireland) until they are 16. Before the start of formal schooling, many children attend nursery schools attached to primary schools. In addition some parents elect to send their children to private (fee-paying) nursery schools or kindergartens. In England and Wales, many primary schools also operate an early admission policy where they admit children under 5 into what are called reception classes.

Children first attend infants' schools or departments. At 7 they move to the junior school and the usual age for transfer from junior to secondary school is 11 (12 in Scotland).

The British educational system was changed in the 1960s. Previously, pupils in the state system either went to a grammar school or a secondary modern school at the age of 11. To enter a grammar school, pupils had to pass a national exam (the Eleven Plus). Those who failed went to a secondary modern school. This two-school system and the Eleven Plus were abolished and replaced by comprehensive schools. These are intended for all pupils, whatever their abilities. They are state schools which is the general term for any school which is run by the government and where the parents do not have to pay. Over 85% of secondary school pupils go to comprehensive schools. However, 145 grammar schools in

England didn't close down. They are very popular because they offer a good academic education for the 11 to 18-year age group. Children enter grammar schools on the basis of their abilities, first sitting the "11 plus" or entrance examination. In grammar schools there is usually a main school and a sixth form (the last one) which is run separately. Grammar schools cater for 4% of children in secondary education.

A small minority of children attend secondary modern schools (around 4%). These schools provide a more general and technical education for children aged 11-16.

City Technology Colleges (CTCs) aim to give boys and girls a broad secondary education with a strong technological and business slant. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors who finance a large proportion of the initial capital costs and develop links with the schools. There are now 15 such colleges in operation in England and Wales.

Specialist schools, which only operate in England, give pupils a broad secondary education with a strong emphasis on technology, languages, art and sports. There are over 250 specialist schools. They charge no fees and any secondary school can apply for specialist school status.

The independent school sector is separate from the state educational system, and caters for 7% of all schoolchildren in England and 4% in Scotland. About 250 of the larger independent schools are known for historical reasons as public schools. They are very expensive private schools and in some cases fees can amount to several thousand pounds a year. Some students gain scholarships and their expenses are covered by the schools. These schools usually have good academic standards and are attended by pupils from an upper class or wealthy background. Famous ones include Eton and Harrow. Eton, which was founded in 1440, is said to have been the first "public school" because students could come to it from any part of England and not, as was generally the case, just from immediate neighbourhood. Most public schools are boarding schools where the pupils live as well as study.

In Northern Ireland there are a few fee-paying schools, and in Scotland "public schools" are supported by public funds and are not fee-paying and independent.

UNIT 4

The Ukrainian Language

Vocabulary File:

To embrace -- охоплювати

The latter -- останній

Consequently -- отже

Popular elements – народні елементи

To determine -- визначати

According to the Constitution, Ukrainian is the state language of sovereign Ukraine. It is also spoken by Ukrainians living in other countries of the former Soviet Union and in Ukrainian diasporas in Canada, Australia, the USA, Great Britain and other countries of the world. Ukrainian is an original unit of the Slavic branch of the Indo-European family of languages and is one of the parts of the East Slavic group of languages.

The history of the Ukrainian language **embraces**, on the one hand, the history of the phonetic, morphological and syntactical system of the spoken language in its various dialects, and, on the other hand, the history of the literary language. In **the latter** there have occurred great changes and breaks with tradition, brought about by circumstances in the cultural and political history of Ukraine.

Consequently, the history of the literary language is divided into three periods:

- 1) The old period (10-12th centuries), when the basic literary language was Church Slavonic, to which **popular elements** were added slowly but regularly;
- 2) The middle period (14-18th centuries), when the so-called literary language of the 17th century was formed which was a mixture of different elements.
- 3) The modern period (19-20th century), when the literary language was reconstructed and based entirely on the popular language.

The fact that the literary Ukrainian language did not develop in urban centers and for the most part is based on the variety spoken in the countryside, has largely **determined** the peculiarities of vocabulary which includes a lot of words and phraseological units describing village life and work, folklore, emotionally coloured elements, localisms, etc.

Now Ukrainian language, traditions and culture are experiencing their rebirth.

Ex. 1. Match the following English words with their Ukrainian equivalents:

- | | |
|------------------|-----------------------|
| 1) Chronicles | а) обставини |
| 2) Middle | б) вплив |
| 3) Invasion | в) корені |
| 4) Conquest | г) заслання, вигнання |
| 5) Annals | д) особливість |
| 6) Diaspora | е) занепад |
| 7) Branch | ж) літопис |
| 8) Conditions | з) аннали |
| 9) Circumstances | і) діаспори |
| 10) Influence | к) умови |
| 11) Decline | л) завоювання |
| 12) Peculiarity | м) вторгнення, навали |
| 13) Exile | н) галузь |
| 14) Roots | о) середина |

Ex. 2. Read the text and say if the statements are true or false.

1. According to the Constitution, Ukrainian is the state language of one part of Ukraine.
2. Ukrainian is an original unit of the Slavic branch of Indo-European family of languages.
3. The history of the Ukrainian language embraces the history of the phonetic system of the spoken language.
4. The history of the literary language is divided into three periods.

5. The literary Ukrainian language developed in urban centers.

Ex. 3. Complete the sentences given below with the words from the text.

1. Ukrainian is the language of sovereign Ukraine.
2. It is also spoken by Ukrainians living in ... countries of the world.
3. Ukrainian is an ...unit of the Slavic branch of the Indo-European family of languages.
4. The history of the Ukrainian language embraces ... of phonetic, morphological and syntactical system of the spoken language.
5. In the history of the literary language there have occurred great
6. The history of the literary language is divided into ... periods.
7. The literary Ukrainian language did not ... in urban centers.

GRAMMAR

Continuous tenses

(Тривалі часи)

На відміну від часів групи *Indefinite*, які вживаються для вираження дії стосовно теперішнього, минулого або майбутнього часу, не вказуючи на *характер* перебігу дій, часи групи *Continuous* виражають дію як *процес*, тобто дію, що відбувається (триває) в *момент мовлення* або в *теперішній період часу* (*Present Continuous*), *тривала* в якийсь момент чи період часу в *минулому* (*Past Continuous*), *триватиме* в певний момент чи період часу в *майбутньому* (*Future Continuous*).

Оскільки тривала форма виражає незакінчену дію, вона перекладається на українську мову дієслівними формами недоконаного виду.

The Present Continuous tense

(Теперішній тривалий час)

Present Continuous утворюється з допоміжного дієслова **to be** в *Present Indefinite* та дієприкметника теперішнього часу (*Present Participle*) основного дієслова. *Present Participle* утворюється додаванням закінчення **-ing** до інфінітива основного дієслова без частки **to**:

read + ing – reading, work + ing – working, play + ing – playing

У питальній формі допоміжне дієслово ставиться перед підметом:

Is she working in the garden? What **are you doing**?

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

The girls **are not singing**.

a) *Present Continuous* вживається для вираження дії, що відбувається в момент мовлення: *Why are you crying? You are not listening to me.*

b) *Present Continuous* вживається для вираження тривалої дії, що відбувається в певний період теперішнього часу, хоч і не обов'язково в момент мовлення:

-- What are you doing here in Kyiv?

-- I'm studying at the Taras Shevchenko University.

c) *Present Continuous* вживається для вираження *запланованої майбутньої дії*, особливо з дієсловами, що означають рух: **to go, to come, to leave, to arrive, to start** та інші. У цьому разі обов'язково вживаються обставини часу:

We are flying to Paris in the morning. Aunt Polly is arriving on Sunday.

Ex. 1. Open the brackets, put the verbs in Present Continuous tense.

1. He (to read) a book now.
2. She (to do) her home work.

3. My mother (to sit) at the table now.
4. I still (to write) a letter.
5. They (to play) football.
6. It (to snow) now.
7. She (to explain) a grammar rule.
8. We (to have) dinner now.
9. Who (to speak) with you?
10. Her daughter (to play) chess at the moment.

Ex. 2. Continue in the negative.

Example: Mother is talking on the phone. (sleep) -- Mother isn't sleeping.

1. John is standing. (lie down)_____
2. Father is shaving. (wash)_____
3. The boys are playing. (fight)_____
4. We are dancing. (jump)_____
5. They are speaking. (shout)_____
6. Mary is running. (walk)_____
7. I am eating. (drink)_____
8. The teacher is speaking. (read)_____

Ex. 3. Answer the questions using the words in brackets.

Example: Are you drawing? (write a story) -- No, I'm not. I'm writing a story.

1. Is he writing a letter? (watch television)_____
2. Are you reading Byron's poems? (learn them by heart)_____
3. Is Dad smoking in his study? (read a newspaper)_____
4. Are they listening to the radio? (talk with a friend)_____
5. Are you hurrying to work? (go home)_____
6. Is Joan playing the piano? (listen to a concert)_____
7. Are you working at your essay? (write a film script)_____
8. Is she washing up? (cook)_____

Ex. 4. Answer the questions using the words in brackets.

Example: Is Mother very busy just now? (type a report)

■ *Yes, she is. She is typing a report.*

1. Is Jerry very busy just now? (study)_____
2. Are the students very busy just now? (read)_____
3. Is Susan very busy just now? (have breakfast)_____
4. Are the Browns very busy just now? (shop)_____
5. Is Miss Black very busy just now? (make a dress)_____
6. Is Jane very busy just now? (wash up)_____
7. Is Henry very busy just now? (skate)_____
8. Are the girls very busy just now? (rehearse)_____

Ex. 5. Answer the questions using the words in brackets.

Example: What are you doing? (daydream) -- I'm daydreaming.

1. Why is Father making such a terrible noise? (teach the dog to bark)_____
2. What are you doing with the scissors? (cut out a dress)_____

3. Where are you hurrying to? (run to catch my bus) _____
4. What are you doing in this shop? (buy a mink coat) _____
5. Why are you leaving so soon? (go to the University) _____
6. Why is she playing the violin so late? (rehearse for a concert) _____
7. Why are the children listening so attentively? (listen to a favourite fairy tale) _____
8. What is George doing in the kitchen? (bake an apple pie) _____

Ex. 6. Answer the questions using the words in brackets.

Example: Are you busy tonight? (Yes/ meet a friend) – Yes, I am. I'm meeting a friend.

1. Is Mary busy this afternoon? (Yes/ go to the library) _____
2. Are they busy this evening? (No/ have a rest) _____
3. Is John busy after tea? (Yes/ have a lesson) _____
4. Are you busy today? (Yes/have visitors) _____
5. Is Kate busy after lunch? (No/ stay at home) _____
6. Are the Browns busy today? (No/ have a holiday) _____
7. Is Fred busy tonight? (Yes/ go to the concert) _____
8. Are you busy this afternoon? (Yes/ do up the flat) _____

Ex. 7. Put the verb into the correct form.

Examples: Please be silent for a while. I *am listening to* (listen) the news.

Don't speak so loud. The child *isn't sleeping* yet. (sleep)

Listen to those girls. What language *are they speaking?* (speak)

1. Please be quiet. I _____ (try) to sleep.
2. Look! It _____ (rain).
3. Why _____ (you/look) at me like that? Am I green or something?
4. You _____ (make) a lot of noise. Can you be a bit quieter?
5. Excuse me, I _____ (look for) a phone box. Where can I find one?
6. Listen! Can you hear these children next door? They _____ (cry) again.
7. Why _____ (you/wear) your fur coat today? It's very warm.
8. I want to lose weight. I _____ (not/eat) sweets now.

Ex. 8. Complete these sentences using some of these verbs:

Get, become, change, improve, fall, increase, rise

Example: The water level *is rising* very fast.

1. The prices for food _____ at the moment.
2. He is still weak but he _____ stronger slowly.
3. These days life _____ more and more expensive.
4. The weather _____ every moment: now cold, now hot.
5. The cost of living _____. Every year things are more expensive.
6. Victor has gone to work in America. When he arrived, his English wasn't very good but now _____
7. The environment is already very bad and it _____ worse.

Ex. 9. Read this conversation between Molly and Fanny. Put each verb into the correct form. The first one has already been done for you.

Molly: Hello, Fanny. I'm so glad to see you. What *are you doing* (you/do) these days?

Fanny: I _____ (train) to be a secretary.

Molly: Really? _____(you/enjoy) it?

Fanny: Yes, it's quite interesting. How about you?

Molly: Well, I _____(get married) soon and I'm very busy. I _____(look for) a house.

Fanny: Really? _____(you/do) it alone?

Molly: No, my fiancée _____(help/me).

Supplementary text. The Union Jack and "God Save the Queen/King".

This is the popular name given to the flag of the United Kingdom. Usually it is called the Flag and it consists of several flags.

It all began in 1603, when Scotland was joined to England and Wales. The Scottish Flag, St. Andrew's Cross, blue with a white cross from corner to corner, was joined to the English Flag, St. George's Cross, white with a red cross. The flag of St. George can still be seen on churches in England today.

Later, in 1801, the Irish Flag of St. Patrick's Cross was added, white with a red cross from corner to corner.

In this way the British people got the Union Flag, which is red, white and blue. King James I (1566-1625) ordered the British Flag to be flown on the main mast of all British ships, except on ships-of-war. Here the flag was flown at the front of the ships, on what was called the bowsprit.

The end of the bowsprit was called the Jack Star and so we get the name of Union Jack. A "jack", by the way, is an old word for a "sailor".

"God Save the Queen/King" is the British national anthem. The words and the tune probably date back to the 16th century, but the song took its present form during the 18th century. The tune has been used for patriotic songs in the USA ("My country, 'tis of thee") and Germany.

Vocabulary:

Mast	щогла
Ship-of-war	військовий корабель
Bowsprit	мор. бушпріт
Thee	поет. тебе, тобі

Choosing a Career

Vocabulary File:

To change one's mind – змінити думку

To make up one's mind – скласти свою думку

To suit – пасувати; підходити

Noble – благородний

Prudent – розсудливий

Trait – риса

Ignorant – неосвічений

Burning desire – пекуче бажання

Reason – причина

To respect – поважати

Answer the following questions before reading the text:

1. When did you begin making plans for the future?
2. When were you able to give a definite answer about your future profession?
3. Did anybody help you to make the choice?
4. Are you going to work and study at the same time?
5. Why do you think teaching is a noble profession?
6. What traits must a good teacher have?
7. What difficulties of teaching profession can you name?

My Plans for the Future

When you leave school you understand that the time to choose your future profession has come. It's not an easy task to make the right choice of a job. I have known for a long time that leaving school is the beginning of my independent life, the beginning of a far more serious examination of my abilities and character.

I asked myself a lot of times: "What do I want to become when I leave school?" A few years ago it was difficult for me to give a definite answer. As the years passed I **changed my mind** a lot of times about which science or field of industry to specialize in. It was difficult **to make up my mind** and choose one of the hundreds of jobs to which I might be better **suited**.

A couple of years ago I wanted to become a doctor. I thought it was a very **noble** profession. I was good at biology and chemistry in the 8th and 9th forms. I wanted to help people who had problems with health. I knew that a doctor should be noble in work and life, kind and attentive to people,

responsible and reasonable, honest and **prudent**. A doctor, who is selfish, dishonest can't be good at his profession. I tried to do my best to develop good **traits** in myself.

Now I have already decided what to do. I'd like to be a teacher. I know that it's very difficult to become a good teacher. You should know perfectly the subject you teach, you must be well-educated and well-informed. An **ignorant** teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher develops in his pupils the **burning desire** to knowledge. As John Steinbeck once said, a great teacher is a great artist and you know how few great artists there are in the world. Teaching must even be the greatest of the arts. It's the **reason** why teachers are deeply **respected**.

Ex. 1. The following sentences are from the text you're going to read. What do you think the words and phrases in bold print mean? Work out their meaning from the context.

1. You can gather job descriptions, examine the education and experience requirements, check out the career's **longevity** outlook, interview others already in the position, and visit the library for additional resources.
2. You should take different tests, as none is **infallible**. All may present opportunities you had not previously considered.
3. Choosing a satisfying career should not rely on how much a position pays, but rather how close it **embodies** your own goals and interests.

Ex. 2. Read the text. Some sentences have been removed from it. Put the sentences (A-H) to spaces (1-6). There are two extra sentences which you don't need.

How to Choose a Career

Choosing a career is a very serious question. The most important things you need to make a good choice are **diligence** and an open mind [1].

Step 1. Your chosen career should have a harmonious **blend** of your skills, education, personality and interests. A **self-assessment** test is a great way to identify a starting place for your search [2]. Brainstorm several jobs that would **utilize** at least two of your likes yet avoid your dislikes. Use the list you have come up with to research and **evaluate** the options. You can gather job descriptions, examine the education and experience requirements, check out the career's longevity outlook, interview others already in the position, and visit the library for additional resources [3].

Step 2. [4]. Several good ones, most of which are free, including those provided by the Internet (you can visit such websites as *careerlab.com*, *keirse.com* and *CareerFitter.com*). You should take different tests as none is **infallible**. All may present opportunities you had not previously considered [5]. Be careful when listening to the **biased** opinions of other people about the monetary aspect rather than what would be a good fit for you. Choosing a satisfying career should not rely on how much a position pays, but rather how close it embodies your own goals and interests.

Step 3. If you are young, career advisers suggest "**temping**" (taking a temporary job) [6]. This would allow you to try out several different positions without committing yourself to a particular company for an extended period of time.

- A. Following this process will put you in a much better position to choose which direction you would like to pursue.
- B. You could also take a formal skills assessment test.
- C. The following tips can help you make the right decision.

- D. Join one or two temporary staffing agencies that specialize in your primary fields of interests.
- E. Take time to jot down your likes and dislikes on a sheet of paper.
- F. You don't need to take temporary jobs.
- G. You can also get advice from parents, friends or classmates.
- H. Take advantage of the resources at your school's career centre.

Ex. 3. Say if the statements are true or false, according to the text. Correct the wrong statements.

1. Choosing a career is a very simple question.
2. When choosing a career you should take time to jot down your likes and dislikes on a sheet of paper.
3. You can gather job descriptions, examine the education and experience requirements, check out the career's longevity outlook, interview others already in the position, and visit the library for additional resources.
4. You don't need to take any formal skills assessment tests.
5. Choosing a satisfying career should not rely on how much a position pays but rather how close it embodies your own goals and interests.
6. If you are young, career advisers may suggest "temping".

Ex. 4. Complete the sentences with the words and phrases given below.

A career, to take into account, salary, learn, that is related to, deserves, occupation, values, enjoying.

Choosing [1] ... is an involved process and you should give it the time it [2]... . When planning a career, you should [3] ... enough about yourself and the occupations, which you are considering, in order to make an informed decision. You need [4] ... your interests, [5] ... and skills when choosing a career. It makes perfect sense to choose one [6] ... that you enjoy doing in your spare time. Just because the [7] ... outlook is good, it doesn't mean that it is the right job for you. While [8] ... is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people [9] ... what they do at work is much more important.

Ex. 5. Read the text, answer the questions after it.

My Future Profession

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

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

Today the teachers of the Ukrainian language are in great demand. My parents are teachers that is why I know this profession well. My mother is a teacher of the Ukrainian Philology and my father

is a teacher of Physics. The work of a teacher can never be done. My parents are always busy with planning new classes, correcting the tests or planning extracurricular work. Teachers do not only teach their subjects but develop their pupils' intellect, form their views and characters, their attitude to life and other people.

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

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

GRAMMAR

The Past Continuous tense

(Минулий тривалий час)

Past Continuous утворюється з допоміжного дієслова **to be** в *Past Indefinite* та дієприкметника теперішнього часу основного дієслова:

I was working; She was working; We were working; They were working

У питальній формі допоміжне дієслово ставиться перед підметом:

What **were** you telling him?

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

I **was not working** in the evening.

Past Continuous вживається для вираження дії, що відбувалась, тривала в певний момент у минулому. На час дії вказують також обставинні слова типу **at two o'clock, at midnight, at that moment, at 5 o'clock**, або підрядні речення з дієсловом-присудком у *Past Indefinite*:

He **was working** at his English at that time.

Mary **was sitting** by the window when he came in.

Ex. 1. Open the brackets and use the verbs in the Past Continuous tense.

1. They (to write) the test at this time yesterday.
2. He (to work) in the garden from two till five o'clock.
3. We (watch) television the whole evening.
4. You (to play) football at six o'clock?
5. He (to draw) from three till four o'clock?

6. Who (to listen) to the radio at this time?
7. It (to rain) the whole day yesterday?
8. You (not to sleep) at nine o'clock last night.
9. I (not to write) a letter to my granny at eight o'clock.
10. George (to do) his lessons the whole evening?

Ex. 2. Open the brackets and use the verbs in the Past Continuous or the Present Continuous.

1. What you (to do) from seven till nine yesterday?
2. What she (to drink) now? – She (to drink) juice.
3. Nick (to draw) a picture when I saw him.
4. Who (to stand) near the door now?
5. When I looked through the window, the sun (to shine) but the wind (to blow).
6. What they (to discuss) at the moment?
7. It (to snow) when I left my house yesterday.
8. Robert (to have) dinner now? – No, he (to read) a book.
9. Our children (to make) noise the whole evening yesterday.
10. What they (to speak) about when I entered the room?

Ex. 3. Open the brackets and use the verbs in Past Indefinite or Past Continuous.

1. She (to cook) yesterday.
2. She (to cook) at three o'clock yesterday.
3. She (to cook) from two till four yesterday.
4. I (to read) a lot last month.
5. I (not to read) at five o'clock.
6. I (not to read) when you came in.
7. Susan (to pass) her exam two days ago.
8. Susan (to pass) her exam at this time yesterday.
9. What he (to do) when I came?
10. What he (to do) the whole day yesterday?

Ex. 4. Answer the questions using *when* and the verb of the subordinate clause in the Past Continuous tense.

Example: When did she meet Helen? (walk along the street).

She met Helen when she was walking along the street.

1. When did you catch that cold? (skate on a frosty day)
2. When did he write those nice poems? (have a holiday)
3. When did she learn the language? (live in England)
4. When did she hear that song? (listen to the concert on the radio)
5. When did you buy that book? (read up for my exams)
6. When did the boy hurt himself? (ride the bicycle)
7. When did Philip lose his camera? (walk about the city)
8. When did he ring you up? (have supper)

Ex. 5. Make sentences from the words in brackets. Put the verbs into the correct form, The Past Indefinite or the Past Continuous.

Example: (He/come/when/I/ clean/ my flat)

He came when I was cleaning my flat.

1. (the postman/bring/ the letter/when/I/have/breakfast) The postman_____
2. (it/start/to snow/when/I/go/downstairs)_____
3. (the doorbell/ring/when/they/enter/the dining room)_____

Ex. 6. Put the verbs into the correct form, the Past Indefinite or the Past Continuous.

Example: While John was *finishing* (finish) the letter, the night *fell* (fall).

1. Dan_____ (fall) off the tree while he_____ (rescue) the cat.
2. Last night I (read) in the bed when suddenly I_____ (hear) a voice downstairs.
3. _____ (you/have) a bath when I phoned you?
4. They_____ (wait) for a taxi when I _____ (arrive).
5. I _____ (not/drive) very fast when I _____ (see) her.
6. I _____ (break) a plate last night. I _____ (do) the washing-up when it _____ (slip) out of my hand.
7. Bob _____ (take) a nap while I _____ (paint) a ceiling.
8. We _____ (not/go) out because it _____ (get) dark.
9. What _____ (you/do) at this time yesterday?
10. We _____ (see) Amanda in the gallery. She _____ (wear) her new necklace.

Ex. 7. Put the verbs in brackets into the Past Indefinite or the Past Continuous.

The sun *was shining* (shine) and the birds _____ (sing) as Mike _____ (drive) down the country lane. He _____ (smile), because he _____ (look forward) to the journey ahead. Mike _____ (enjoy) driving, especially when he _____ (go) somewhere new. Then, suddenly, the engine _____ (begin) to make a strange noise and the car _____ (stop) dead in the middle of the road. Mike _____ (try) to start it, but nothing _____ (happen). He _____ (sigh), then _____ (get out) of the car. As he _____ (push) the car to the side of the road, Mike _____ (start) to wish he had stayed at home.

The Future Continuous tense

(Майбутній тривалий час)

Future Continuous утворюється з допоміжного дієслова **to be** в *Future Indefinite* та дієприкметника теперішнього часу основного дієслова: He will be working.

У питальній формі допоміжне дієслово **shall /will** ставиться перед підметом:

Will they be working?

У заперечній формі після допоміжного дієслова **shall/will** вживається заперечна частка **not**:

They **will not be working**.

Future Continuous вживається для вираження тривалої дії, що *відбудуватиметься в якийсь момент або період часу в майбутньому*: I will be doing my home-task from 5 till 7.

Ex. 1. Open the brackets and use the verbs in the Future Continuous.

1. I (to watch) television all evening.
2. She (to work) at home the whole day tomorrow.
3. They (to stay) at a new hotel.
4. He (to live) in Kyiv for the next two weeks.
5. Beth (to write) a letter at that time.
6. You (to do) your home-task all these days?

7. Dan (to enjoy) the sunshine on the beach?
8. Peter (to read) the whole night?
9. We (to have) coffee?
10. Tom (to have) a bath at this time?

Ex. 2. Open the brackets, use the verbs in Future Simple or Future Continuous.

1. You (to work) all tomorrow morning?
2. He (to see) them tomorrow. He (to tell) them what you said.
3. I (to visit) her office next day. I (to ask) her then.
4. My son (to stay) with my parents for the holidays.
5. You (to stay) here all weekend?
6. Don't disturb him, at the moment he (to have) breakfast.
7. I (to see) the manager at the meeting next week. And he (to give) me all the information.
8. Next year he (to come) to Paris.
9. You (to come) to our party? – No, I (work) on my report.
10. Don't leave your child alone! He (to cry).

Ex. 3. Answer the questions in *the Future Continuous tense*, using the given suggestions.

Example: What will he be doing tomorrow afternoon? (drive to the seaside)

He *will be driving* to the seaside.

1. What will she be doing on Sunday? (make a dress)
2. What will you be doing at this time next week? (bathe in the Black Sea)
3. What will grandfather be doing when we arrive? (work in the garden)
4. What will he be doing at the University for five years? (study law)
5. What will they be doing at this time tomorrow? (fly to Kyiv)
6. What will she be doing at the concert tonight? (sing Ukrainian folk-songs)
7. What will he be doing at this time the day after tomorrow? (interview a foreign delegation)
8. What will she be doing next term? (lecture at the Institute of Foreign Languages)

Ex. 4. Open the brackets. Use the *Future Indefinite* if the action is permanent, repeated or it is a one-time action. Use *the Future Continuous* to show that the action is a temporary one, taking place at a given moment in the future.

1. You (know) her. She (stand) at the news stand. She (wear) a scarlet rain coat. 2. I (tell) her everything and I (show) her the papers. I promise you she (not/smile) this time. 3. There (not/be) anyone in when we come. The secretary (have) lunch. 4. It (rain) when we (get) there. 5. Go straight up the street. The car (wait) for you at the entrance to the department store. 6. We are much too early. There (be) no one there. 7. Of course, I (be) still here when you (return). I (mark) the papers. 8. Come and speak to me about it in your lunch hour. I (type) your stuff. 9. I don't think she (be) there at that time. She (sketch) somewhere along the coast. 10. No one (see) us come. They (have) tea on the terrace. 11. At this time she (do) her shopping. 12. When you (come) to Athens I (cross) the border.

Supplementary text.

Job Opportunities for Young People in Ukraine and the USA

Many people go through tough times in Ukraine. Still, more people find that the life is very difficult. Before, the life in this country was family-oriented. Now, the divorce rates are much higher than ever before.

It is so difficult for a teenager or a young person to find a part-time job in Ukraine. The things are quite opposite in the USA.

The teenagers in the USA know that there are numerous ways to make money, especially for pocket expenses. The list of such jobs is as follows: baby-sitting, loan-mowing, helping in garage sales, cleaning or helping in any way at small businesses, working part-time at McDonald's, etc. These jobs will pay an American teenager about \$4-5 per hour and if he works for about 3-4 hours a week, this will add to his budget about \$80 per month. It's not bad at all. Baby-sitting is the way of making money for girls. Some American families will ask you to sit with and take care of their kids (age 3-8) while the parents are away. What you could do is to play with the kids, watch with them videos, look after them, read them books, tell them stories, etc. You'll be paid and you are not dependent on your parents. But it's an impossible thing for the teenagers in Ukraine: to be paid for baby-sitting – oh, no.

Loan-mowing is a perfect occupation for an American teenager, but you can't be hired for such a job in Ukraine.

I think that it's nice when the teenagers can not only study but work part-time. Then they are more disciplined, organized, skillful, etc. We study long hours at school and do much homework at home, and depend so much on our parents. But the teenagers all over the world are more independent and in most cases rely only on themselves.

UNIT 6

Modern Communication and Our Generation

Vocabulary file:

To obtain --отримати

To take for granted – приймати як належне

Accomplish – виконати; завершувати

Benefits – переваги

Incredibly – неймовірно

To weld – зварювати

Assembly line – складальний конвеєр

To predict – передбачити

Altitude – висота (над рівнем моря)

Angle – кут

Electronic drum kits – електронні барабанні набори

Computers Here, There, Everywhere...

Since the beginning of human life, people have always wanted **to obtain** machines or tools to make their lives easier. Before the computer was invented, people were performing boring, repetitive tasks that we now **take for granted**. The computer, a modern complex machine, now **accomplishes** things we never thought possible.

On the one hand, computers have many **benefits**, for they provide entertainment, help modern cities function, and above all, they make the most difficult tasks **incredibly** simple. For example, computers can be used to create drawings for engineering or designing. Computers in fax machines are used to print signals from machine to machine. Some companies use computer-controlled robots **to weld** parts, work on **assembly lines**, and deliver parts. Computers help guide planes by giving pilots the important information about speed and **altitude**. Captains use computers to help navigate courses for yachts. Computers are used to help **predict** earthquakes and other natural disasters. Also, computers can be used in medicine. At hospital a patient's heart rate can be recorded and analyzed by a computer. Detailed pictures of the inside of a body can be taken from different **angles**. Moreover, computers run a lot of things in our house. A tiny computer chip controls our washing machine. Microwaves use computers to set the cooking time and temperature. Computers are used to control televisions. Using *data* produced by computers, networks might make their decisions about what shows stay on the air. Many performers use computer-controlled machines such as **electronic drum kits** to create special musical sounds.

On the other hand, there are some negative concerns with computers. To start with, one of the most serious concerns is a child's preference for violent video games, which often leads to aggressive behavior in real life. Also, there is Internet **addiction**; evidence shows that Internet addiction has a negative effect on academics, family relations, physical and mental health. Finally, more and more people become unemployed because computers do what was done by these people before computers were so common.

All things considered, a computer has become an essential part of our life. People should keep in mind that no matter how smart the machine could be, we mustn't let it totally control our lives. Those who designed this powerful device wanted it to work for (and with) people.

Ex. 1. Decide if the statements are T (true) or F (false).

1. Computer technology has expanded enormously and has become a part of our daily lives.
2. Computers can help us create and edit documents very easily.
3. There are no disadvantages to working with computers.
4. Computers can't predict natural disasters.
5. People have always been sure that one day machines would be able to do some kinds of work instead of them.
6. Parents need to keep track of the time their children spend in front of the screen playing computer games.

Ex. 2. Read and complete the sentences.

1. People have always wanted to obtain machines to make their life
2. The computer now accomplishes things we never
3. Computers have many
4. Computers help guide planes by giving ... the important information.

5. Captains use computers to help ... courses for yachts.
6. Computers are used to help ... earthquakes and other natural disasters.
7. At hospital a patient's heart rate can be recorded and analyzed by a
8. Computers ... a lot of things in our house.
9. Evidence shows that Internet ... has a negative effect on mental health.
10. We mustn't let it totally

Ex. 3. Match the words (1-6) to their definitions (A-F).

1. A computer
2. A keyboard
3. A processor
4. A printer
5. A scanner
6. A monitor

-
- A. A peripheral which produces a hard copy of documents stored in electronic form
 - B. A machine that manipulates data according to a set of instruments
 - C. A device that optically scans images, printed text, handwriting, or an object, and converts it to a digital image
 - D. A device that accepts text and graphic output from a computer and transfers the information to paper
 - E. A device that displays video and graphics information generated by the computer through the video card
 - F. System that translates or converts different data formats.

Vocabulary:

Contemporary -- сучасний

A foundation -- фундамент

Access -- доступ

Research -- дослідження

Literacy -- грамотність

Crucial – вирішальне значення

An artistry -- артистизм

Acquaintances -- знайомі

Competent – грамотний, компетентний

Ex. 4. Read the dialogue. Do you agree that computer literacy is important now?

Oksana: What is the most important skill a person should know in order to be successful in the modern world?

Bohdan: I believe that computer skills are one of the most important to know in the **contemporary** world. Since the 1980s computers have expanded everyone's life; it is hard to imagine today's world without email or finding information in the Internet. Computer skills can positively affect our studies, our work, and our private life.

Oksana: You are right. Do you use computer at the University?

Bohdan: Of course, a good education is the **foundation** for a successful future and computer skills help us study more effectively. Computers use the software developed by computer programmers. A person who knows how to work on a computer could prepare better lessons because he/she has **access** to a huge amount of information in the Internet. It's possible to make **research** projects without making expensive natural experiments and to improve your knowledge by using computer information.

Oksana: Is it easier to find a good job if the person has good computer **literacy**?

Bohdan: Computer skills are a **crucial** parameter to finding a good job and to be promoted. Many people are surprised by the progress made by computer scientists in recent years. Now every employer wants to have workers with good information technology background. Even doctors and school teachers are in need of such skills because they have to process the results of the laboratory tests or make power-point presentations using a computer and the interactive (smart) board. I don't mention the situations in high-tech industry, because there the necessary computer **artistry** is more advanced.

Oksana: Do you use a computer for communication with your friends and relatives?

Bohdan: I think, we need **acquaintances** to be happy and successful; computers give us the ability to communicate with distant relatives and friends. It's quite easy to find people with similar interests by the Internet and we can improve communication skills every day. Emails sent by the Internet can reach any part of the world in minutes.

Oksana: So, it will not be so hardtop progress if you are a **competent** computer user.

Ex. 5. Complete the sentences.

1. The most important skill a person should have nowadays is ...
2. Computer skills could help us ...
3. It's possible to make ...
4. Computer skills are a crucial parameter to ...
5. Even doctors and school teachers are in need of such skills ...
6. Computers give us the ability to communicate

Ex. 6. Write 4-5 sentences about the role of computers in the modern world.

Grammar

Perfect tenses

(Перфектні часи)

Перфектні (доконані) часи виражають дію, що *відбулася до певного моменту чи періоду в теперішньому часі (Present Perfect), минулому (Past Perfect), майбутньому (Future Perfect).*

Перфектні часи звичайно виражають наявність якогось *результату дії*, пов'язаної з наступними подіями.

The Present Perfect tense

(Теперішній перфектний час)

Present Perfect утворюється з допоміжного дієслова *to have* у *Present Indefinite* та дієприкметника минулого часу (*Past Participle*) основного дієслова.

Past Participle правильних дієслів утворюється додаванням до інфінітива закінчення **-ed**, тобто за формою *Past Participle* правильних дієслів не відрізняється від *Past Indefinite*: to invite – invited.

Past Participle неправильних дієслів треба запам'ятати: to catch – caught; to build – built.

У питальній формі допоміжне дієслово ставиться перед підметом:

Have you seen the film? **Have you visited** your friend at the hospital recently?

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

My friend **has not seen** this film yet.

Вживання Present Perfect

Present Perfect вживається для вираження дії, яка *відбулась до моменту мовлення*, і той, хто говорить, має на увазі *результат* цієї минулої дії, її важливість на момент мовлення:

I **have done** my home-task already. My friend **has just returned** from London.

Час дії, вираженої дієсловом у *Present Perfect*, здебільшого не зазначається, тому що у центрі уваги результат дії, а не час її перебігу: You **have read** more than I.

Present Perfect вживається також у реченнях з обставинами часу:

А) що означають період часу, який ще не закінчився: **today, this week, this month, this year, this morning**, etc.: **Have you seen** her today?

Б) що означають період часу, який почався в минулому і тривав до моменту мовлення і все ще триває: **lately, recently, so far, since, not yet, for, up to now**, etc.: I **have known** her for 5 years.

Where **have you been** since last Monday?

У підрядних реченнях часу й умови *Present Perfect* вживається для вираження дії, що закінчилась до певного моменту в майбутньому:

I cannot let you go till you **have heard** me. You shall not go till you **have told** me all.

When you **have found** the land where there is happiness, I will join you there.

У цьому разі *Present Perfect* перекладається на українську мову майбутнім часом.

Ex. 1. Open the brackets and use the verbs in the Present Perfect tense.

1. I (to be) in London this year.
2. We (to see) this film before.
3. He (not to meet) his parents.
4. She (to hear) this music before.
5. I (to write) a new book this month.
6. They (not to finish) their work yet.
7. Alan (not to have) his breakfast.
8. Cathy (not to get up) yet.
9. Martin (not to tell) him the truth.
10. You (mention) my name?
11. Your mother already (to come)?
12. Where Martin (to go)?

13. Why John (to take) this book?
14. Jane (to be) at the theatre this week?

Ex. 2. Open the brackets, use the verbs in the Present Perfect or the Present Continuous.

1. She (to have dinner) now.
2. She just (to have) dinner.
3. They (to talk) now?
4. They already (to talk) about it?
5. He (to have) his English lesson today.
6. He (to have) his English lesson at the moment.
7. What she (to do) now?
8. What she (to do) this week?
9. Beth (to translate) the article now?
10. Who already (to translate) the article?
11. Our teacher (to explain) a new rule now.
12. Your teacher (to explain) you this rule today?
13. She already (to find) her key?
14. He already (to have) his dinner?

Ex. 3. Answer the questions. Put the verb in brackets into the Present Perfect.

Example: Is his article ready? (write)

Yes, he *has written* it.

1. Are your rooms clean? (do)
2. Is our dinner ready, Mother? (cook)
3. Does she know the poem? (learn)
4. Do you know this sort of pencil? (use)
5. Does he know how nice the cake is? (eat)
6. Do you know that your gloves are on the table? (find)
7. Is Bobby's face clean? (wash)
8. Do you know how beautiful these songs are? (hear)

Ex. 4. Make sentences with *already* and *yet*.

Example: Don't forget to pack some warm clothes. – I've **already packed them**.

Have you bought that dress? – No, I **haven't bought it yet**, but I'm going to buy it.

1. Why don't you have a bath? -- _____
2. Shall I buy some newspapers? – No, _____
3. Have you asked Jim yet? – Yes, _____
4. Have you invited Larry and Sue? – No, I _____, but I am _____.
5. Has the manager arrived yet? – Yes, _____
6. Has Jill written to Dad? – No, she _____ but she _____ tonight.

Ex. 5. Use the words in brackets to make questions according to a pattern.

Example: (he/ever/paint/people) – *Has he ever painted people?*

1. (you ever/be/to Scotland?)
2. (your parents/live/here all their lives?)
3. (you/hear/this concert?)
4. (how many times/you/be married?)

5. (he/ever/meet/the President?)
6. (you/ever/visit/the White House?)

Ex. 6. Use the verb in brackets to complete the answers to the questions.

Example: Is he handsome? (seen)

Yes, he is the most handsome man I have ever seen.

1. Is it a fast car? (drive) – Yes, it's the fastest_____.
2. Is it a warm coat? (have) – Yes, it's the_____.
3. Are they nice people? (meet) – Yes, they are the_____.

Ex. 7. Write questions and answers.

Example: You and your friend are swimming in the open sea.

You ask: *Is this the first time you have swum in the open sea?*

Your friend: *Yes, I have never swum in the open sea before.*

No, it's the second time I've swum in the sea this year.

1. Kate is skating. She doesn't feel very confident.

You ask: Is this the first time_____

Kate: Yes, I've_____

No, _____

2. You are playing volley-ball. John's not very good and isn't sure about the rules.

You ask: _____

John: Yes, _____

No, _____

3. You met Nat at a party in London. He's from America.

You: _____

Nat: Yes, _____

No, _____

Supplementary text.

The English Mint

The English Mint has existed for over a thousand years. It was founded by the English King Athelstane. Many well-known names are connected with the mint. For example, Isaac Newton held the position of "Master of the Mint" for thirty years. The English mint has carried out orders from many countries. Not long ago the English Mint has carried out a great and important task. After two years of study a special government commission had taken a decision to reform the English monetary system. The difficulty of the change of money is partly psychological, the English people have been accustomed to count twenty shillings in a pound, twelve pence in a shilling. They are accustomed to using crowns (five shillings), half-crowns and sixpence coins.

The new decision to divide the pound into one hundred “cents” will modernize the old monetary system, but the change will not be easy for millions of people. There are also many technical difficulties, connected with issuing at least six thousand million coins.

Vocabulary:

- | | |
|------------------------|-----------------|
| 1. Mint – | монетний двір |
| 2. To carry out – | виконувати |
| 3. Psychological – | психологічний |
| 4. Crown -- | крона (монета) |
| 5. Pound-- | фунт стерлінгів |
| 6. Issue – | випуск |
| 7. To be accustomed -- | звикати |

Unit 7

Literature of Ukraine

Vocabulary File:

1. Colloquial – розмовний
2. Subjugation -- підкорення
3. Prohibition – заборона
4. Continuum – тривалий період
5. Renaissance – Відродження
6. Gospel -- Євангеліє
7. Sermon -- проповідь
8. noteworthy – вартий уваги
9. secular -- світський
10. To give impetus – дати поштовх

The Development of Ukrainian Literature (The Kyivan Period)

Ukrainian literature did not have a smooth path of development. The rift between the spoken (**colloquial**) and the written language widened over the years, owing to political events (invasion of the Mongols, the **subjugation** of Ukraine by other states and the outright **prohibitions** of the Ukrainian language in print). In presenting Ukrainian literature as a whole, the literary process of the last millennium can be viewed as a **continuum** with several broad periods: the Kyivan, the Cossack, the vernacular, the **renaissance** of the 1920s, and the contemporary.

The Kyivan period. The christening of Kyiv state in 988 **gave impetus** to various adaptations (from the Balkan Slav originals) and translations (from Greek) of religious texts. Besides **Gospels** and Psalters of interest were collections of **sermons** and lives of saints. The earliest and most notable such collection was the “Izbornik of Sviatoslav” (1073 and 1076). Also popular were such gatherings of aphorisms and sermons as “The Bee” and “The Golden Chain”, which circulated in various editions. The oldest and the most noted didactic works are “A Word of Law and Benevolence” (1050) by Ilarion, the first native metropolitan of Kyiv and “An Instruction for Children” (1117), the teachings of Volodymyr Monomakh. The most remarkable collection of lives in the Kyivan period was the Kyiv Cave Patericon. Also **noteworthy** are the early chronicles (e.g. The Tale of Boris and Hlib) compiled by anonymous scribes and copied many times. The most unusual and outstanding moment of old Ukrainian literature, however, is

the **secular** epic poem “The tale of Ihor’s Campaign” (1100). The work suggests a rich tradition of folk and material literature with highly developed poetics.

The plea of the anonymous author for unity among the princes, fell on deaf ears. The Kyiv state, disunited, was too weak to withstand the onslaughts from the East. 1340 marks the end of significant literary activity. No major literary monuments remain from the 14th and 15th centuries.

(to be continued)

Ex. 1. Answer the questions.

1. What were the earliest literary works of the Kyivan period?
2. What is the most outstanding monument of old Ukrainian literature?
3. What political events mark the end of the Kyivan period?

Ex. 2. Read the text and say if the statements are true or false.

1. Ukrainian literature did not have a smooth path of development.
2. The rift between the spoken and the written language widened owing to princes’ orders.
3. The christening of Kyiv state in 988 did not give impetus to various adaptations.
4. Besides Gospels and Psalters of interest were collections of sermons and lives of saints.
5. “A Word of Law and Benevolence” by Ilarion was not the oldest and the most noted didactic work.
6. The most remarkable collection of lives in the Kyivan period was the Kyiv Cave Patericon.
7. Many literary monuments remained from the 14th and 15th centuries.

Ex. 3. Match the beginnings with the endings of the sentences below.

1. The rift between the spoken and the written language widened...
2. The christening of Kyiv state in 988 gave impetus to...
3. The earliest and most notable such collection was ...
4. The most remarkable collection of lives in the Kyivan period was...
5. The work suggests a rich tradition of folk and material literature...

-
- a. the “Izbornik of Sviatoslav”.
 - b. owing to political events.
 - c. the Kyiv Cave Patericon
 - d. with highly developed poetics
 - e. various adaptations and translations .

Ex. 4. Write a few sentences about the Kyivan period of the development of Ukrainian literature.

Grammar

The Past Perfect tense

(Минулий перфектний час)

Past Perfect утворюється з допоміжного дієслова **to have** у *Past Indefinite* та дієприкметника минулого часу (*Past Participle*) основного дієслова. Дієслова в *Past Perfect* не змінюються за особами і числами.

У питальній формі допоміжне дієслово ставиться перед підметом: **Had you worked?**

У заперечній формі після допоміжного дієслова вживається заперечна частка **not**:
I had not worked.

Вживання Past Perfect

a) *Past Perfect* вживається для вираження дії, що відбулася раніше іншої минулої дії, позначеної дієсловом у *Past Indefinite*. When Mary came home, her mother **had cooked** dinner.

b) *Past Perfect* вживається для вираження минулої дії, що вже закінчилася до певного моменту у минулому. Цей момент позначається такими словосполученнями: **by two o'clock, by that time, by the 1st of September** тощо: **I had done** my homework by eight o'clock.

c) *Past Perfect* вживається для вираження дії, що почалася до певного моменту у минулому, тривала аж до цього моменту. У цьому значенні *Past Perfect* вживається переважно з дієсловами, які не мають форми *Continuous*: When John came, I **had been** there for half an hour.

Ex.1. Use the Past Perfect tense.

Examples: Why didn't you listen to that play on the radio?

a) *Because I had heard it before.*

b) *I didn't listen to that play on the radio, because I had heard it before.*

1. Why didn't you see Fred when you came to London? (leave)
2. Why didn't Kate want to go to the cinema? (see the film)
3. Why didn't you tell him my new address? (forget)
4. Why didn't Jeff hear about Kate's examination? (pass)
5. Why did Fred come home so soon from his holiday? (spend all the money)
6. Why couldn't you get into your flat at once? (lose the key)
7. What did you learn about Bob? (get married)
8. What did she read in the newspaper about the expedition? (return)
9. What did he learn about Helen from the letter he received? (be ill for a month)

Ex. 2. Complete the sentences, using the verb in brackets.

Example: I was very excited about visiting London because I (be) had never been there before.

1. The little boy couldn't wait to get to the sea (see). He _____ before.
2. The teacher was late that morning. The class didn't know what to think (be/late). She _____.
3. Yesterday Larry taught Nell to play the guitar. She felt very unsure because she (play)_____.
4. It was Miss Kelly's first day at school. She was very nervous because she (teach)_____.

Ex. 3. Make sentences using the words in brackets.

Example: His hair was wet. (He/just/have/a shower). He had just had a shower.

1. There was nobody at the platform. (the train/ just/leave)_____.
2. We didn't find anybody at home. (everybody/already/go out)_____.
3. The children were playing in the garden. (they/just/come/from school)_____.
4. Bob wasn't at home when I arrived. (he/arrange/to meet/ some friends/at the club)_____.
5. I couldn't recognize the child after all that time. (I/not/see/her/for seven years)_____.

Ex. 4. Use the Past Perfect of the verbs given in brackets to complete the sentences.

Example: When John and I got to the river, the boat race (start already)

When John and I got to the river, the boat race had already started.

1. When she went to bed, she remembered that she (not/switch off the light) _____.
2. She felt tired because she (walk a lot/that day) _____.
3. She went for a holiday after she (pass the exams) _____.

4. I didn't know what to do when they (show/me/the picture) _____.
5. I didn't look at the present until after she (go) _____.
6. I was very sorry to hear that he (die) _____.
7. He didn't start speaking until the children (leave/the room) _____.
8. When I met Helen, I understood why Bill (marry her) _____.
9. He understood the book only after he (read it/again) _____.

Ex. 5. Unite the following pairs of sentences. Use the conjunctions

After, as soon as, before, until, till, when.

Example: a) They went to England. They left school. (after)

They went to England after they *had left* school.

1. The sun rose. He woke up. (before)
2. He died. He was very ill. (before)
3. I understood the problem. He explained. (as soon as)
4. She wrote the letter. She went to the post office. (after)
5. I drove to the airport. The plane took off. (when)
6. She read the message carefully. She wrote the reply. (before)
7. He left the room. I turned on the radio. (as soon as)
8. He had dinner. He went to the cinema. (after)
9. The man didn't leave. He didn't receive a definite answer. (till)
10. We didn't say a word. He finished his story. (until)
11. We reached the football ground. The game started. (when)
12. John worked as a skilled builder. He began to study architecture. (before)
13. Harold couldn't leave for home. He completed everything. (till)
14. The snow was very deep. It snowed heavily. (after)

Supplementary text. William Shakespeare (1564-1616)

The English Renaissance gave birth to an amazing galaxy of great writers, but William Shakespeare outshines them all. He had a greater influence on the development of the whole of world literature than any other author. Characters created by him remain perfect depictions of the principal human passions and psychological traits.

But Shakespeare was not just a painter of abstract passions independent of space and time. His unsurpassed portrayals of human nature come as a result of his profound insight into the most important social and philosophical problems of the period.

The age knew many brilliant men; Shakespeare was a marvelous poet, but not the only one; a great dramatist, but not the only one; he was a learned man, but many of his contemporaries surpassed him in learning. What then makes him the greatest of the great?

In the first place, a harmonious intellect, capable of penetrating into the very core of things. A great poet, an unsurpassed dramatist, an unrivalled psychologist, he was also a philosopher of the first magnitude.

Unit 8

The Development of Ukrainian Literature (The Cossack Period)

Vocabulary File:

To smother – згладити; загальмувати

Upheaval – потрясіння

Orthodox – православний

To foster – сприяти

Synopsis – короткий огляд, Синопис

Theocentric – теоцентричний

Panegyric – панегірик

Entracte – антракт

Intermedium (pl. –ia; -s) – 1) засіб повідомлення; 2) перерва

Social strata – соціальні верстви

The Cossack period, or the Middle period of Ukrainian literature, began in the 16th century; its vitality was eventually **smothered** by Russian domination in the 18th century. It was a period of great interest and political **upheaval** which culminated in the Cossack-Polish War. The period is noted for its varied cultural activity. The **Orthodox** brotherhoods established schools which served as centers of literary creativity. The most famous and important school was the Kyiv-Mohyla College (later Academy), founded by Metropolitan P. Mohyla in 1632. I. Fedorovych established the first printing press in Lviv in 1574.

Several new translations of the Gospels appeared. A renewed interest in history **fostered** the development of the historiographic genre. T. Safonovych compiled a history (Kroinika) in 1672. Even more prominent was **Synopsis**, published in 1674 and attributed to I. Gizel. Several Cossack chronicles appeared. Although strictly speaking these chronicles belong more to historiography than to literature.

Literature in its purer form developed in poetry and drama. Remarkable among the many religious authors were Stravrovetsky, I. Maksymovych and Klymentii. The best poet of the period, philosopher H. Skovoroda wrote religious and morally didactic poetry. The popularity of his live-and-let-live **theocentric** philosophy as expressed in the collection "Garden of Divine Songs" (1753-85) can be seen in the fact that some of the poems became folk songs. His "Kharkiv Fables" (1774) marks the beginning of the fable genre in Ukrainian literature.

Among the well known poets of the period are O. Mytura, K. Sakovych, S. Divovych who wrote **panegyrics** in honor of Cossacks as defenders of Ukraine.

One early example of a full-length drama is the widely known play by anonymous author "Alexis, Man of God" (1673). To captivate the audience, plays were interrupted by **entractes** consisting of numerous dialogues called **intermedes**. Those dialogues contained rather down-to-earth humour and social commentary of various **social strata** of the time. Students and seminarians were willing to compose intermedes, especially for the plays of the puppet theater, the vertep. The most famous play of the time, "Volodymyr" (1705) by T. Prokopovych is something unusual between the serious and the comic.

The Cossack period in Ukrainian literature ended with the rise of classicism in the literature of the West.

(to be continued)

1. Answer the questions.

1. When did the Cossack period in Ukrainian literature begin?
2. Who established schools which served as centers of literary creativity?
3. Whom was the most famous school founded?
4. What fostered the development of the historiographic genre?
5. Who was the best poet and philosopher of the period?
6. What H. Skovoroda's work marks the beginning of the fable genre in Ukrainian literature?
7. What did poets O. Mytura, K. Sakovych, S. Divovych write?
8. What did the performers do to captivate the audience?
9. What is vertep?
10. When did the Cossack period in Ukrainian literature end?

2. Read the text and say if the statements are true or false.

1. The Cossack period in Ukrainian literature began in the 19th century.
2. It was a period of political upheaval which culminated in the Cossack-Polish War.
3. The Orthodox brotherhoods only churches.
4. The Kyiv-Mohyla College (later Academy) was founded by Metropolitan P. Mohyla.
5. Literature in its purer form developed in poetry and drama.
6. Some of H. Skovoroda's poems became folk songs.
7. There was no fable genre in Ukrainian literature.
8. Students and seminarians were not willing to compose intermedes.
9. The Cossack period in Ukrainian literature ended with the rise of classicism in the literature of the West.

3. Match the beginnings with the endings of the sentences below.

1. The Cossack period in Ukrainian literature began...
 2. The most famous and important school was...
 3. A renewed interest in history fostered ...
 4. Literature in its purer form developed in ...
 5. The best poet of the period H. Skovoroda wrote religious and ...
 6. Some of H. Skovoroda's poems became ...
 7. To captivate the audience plays were interrupted by numerous dialogues called ...
-
- a. the development of the historiographic genre.
 - b. intermedes.
 - c. in the 16th century.
 - d. the Kyiv-Mohyla College (later Academy).
 - e. morally didactic poetry.
 - f. poetry and drama.
 - g. folk songs.

Grammar

The Future Perfect tense

(Майбутній перфектний час)

Future Perfect утворюється з допоміжного дієслова **to have** у *Future Indefinite* та дієприкметника минулого часу (*Past Participle*) основного дієслова:

I shall have done; He will have done; You will have done;

У питальній формі перше допоміжне дієслово **shall/will** ставиться перед підметом:

Will he have done?

У заперечній формі після першого допоміжного дієслова **shall/will** вживається частка **not**:

He **will not have done**.

Future Perfect вживається для вираження *майбутньої дії, що закінчиться* до певного моменту у майбутньому або до початку іншої дії в майбутньому:

He **will have finished** his work when I call him.

He **will have finished** his work by 5 o'clock tomorrow.

У підрядних реченнях часу та умови замість *Future Perfect* вживається *Present Perfect*:

Her room will be ready before she **has finished** her tea.

We'll get a new flat when they **have built** the house.

Ex. 1. Put the verbs in brackets into *the Future Perfect tense*.

1. I (translate) this letter by 6 o'clock this afternoon.
2. I (make) this doll by her birthday.
3. He (not/learn) his lesson by tomorrow, if he has not yet begun to study.
4. This work is so difficult, that I (not/complete) it in a year's time.
5. After you finish this book, you (learn) over a thousand words.
6. By the end of the month the commission (come) to some decision.
7. If she returns after July 1, I won't see her since I already (go) to the South by the time.

Ex. 2. Answer the questions in *the Future Perfect tense*, using the words in brackets.

Example: Will you still be busy if I call you at six? (finish)

Oh, no, we will have finished our work by that time.

1. Will they still be staying at the hotel tomorrow? (move to their new house)
2. Will you be discussing the plan at 2 o'clock? (make a decision)
3. Will your students be writing a test at ten in the morning? (finish)
4. Will your brother still be a student next autumn? (graduate)
5. Will you still remember me in five years? (forget)
6. Will he be at home on Saturday? (leave for Scotland)
7. Will she be expecting your call tomorrow morning? (receive my letter)
8. Will you be having a lesson when I come home? (go to the swimming-pool)

Ex. 3. Put the verbs in brackets into *the Future Indefinite, Future Continuous, Future Perfect*.

1. He (write) a letter tomorrow.
2. He (write) a letter at seven o'clock tomorrow.
3. He (write) a letter by seven o'clock tomorrow.
4. When I come home tomorrow, he (write) a letter.

5. Where she (go) to buy a new dress?
6. What language he (speak) by the next year?
7. They (write) the test from two till three.
8. We (have) supper by half past seven.
9. What time he (come back) this evening? – He (come back) by seven o'clock.
10. I (meet) you at the station at nine o'clock tomorrow. – My train already (arrive) by that time.
11. You (finish) everything by this evening?
12. We (do) washing-up by the time mother comes.
13. What you (buy) him for his birthday?
14. What dress she (buy) by the party?
15. He (have) his French lesson at ten o'clock.
16. By the time you (get) to the theatre, the first act (be) over and you (miss) the most interesting dialogues.
17. They already (return) from South Africa I come to England in summer.
18. I already (pass) my exam by Saturday.

Supplementary text. British Literature

The playwright **William Shakespeare** (1564-1616) and the novelist Charles Dickens (1812-1870) remain two of the most popular and widely known British writers the world over. In addition to writing 35 know plays, Shakespeare wrote 154 sonnets and sometimes acted small parts in his own plays. His best known plays include "Romeo and Juliet", "King Lear", "Hamlet" and "A Midsummer Night's Dream".

Dickens began his writing career as a journalist, and all his novels were first published serially in periodicals. Many of his works highlight the injustice of the 19th century social institutions and the inequalities between the rich and the poor. His most famous works include "Oliver Twist", "A Christmas Carol" and "David Copperfield".

The novels of **Jane Austen** (1775-1817) are known for their subtlety of observation and irony, together with their penetrating insights into the provincial life of the middle classes in the early part of the 19th century. Her works include "Emma", "Pride and Prejudice" and "Sense and Sensibility" – all successfully dramatized on film and TV.

Lewis Carroll, is the pen-name of Oxford professor of mathematics Charles Lutwidge Dodgson, the author of the famous "Alice's Adventures in Wonderland" and "Through the Looking Glass", which can't stop amazing both children and grown-ups with its serious humour and kind wisdom.

Another famous British poet is **George Gordon Byron**. His journey to the Near East in 1809 inspired several of his poems, especially "Childe Harold's Pilgrimage", whose publication made him immediately popular. In 1823 he joined the Greeks in the fight for liberty against the Turks, and died there of fever at the age of 36. Some of his poems were full of dramatic, romantic and sometimes deeply moving lyricism, others were sentimental, still others full of satire and sarcasm. He led an eccentric life, and stories about his love affairs made him even more popular.

Persy Bysshe Shelley was the most idealistic of all British Romantic poets and he died very young too, having drowned in the sea. His wife Mary Shelley is famous for her novel about Frankenstein.

The most prestigious award in the British literature now is the **Booker Prize** which is given annually to the best novel published in Britain. The novels that can get it must be written in the English language by a citizen of Britain or the Republic of Ireland.

Unit 9

The Development of Ukrainian Literature (Vernacular Literature)

Vocabulary File:

Vernacular – написаний рідною мовою

Betrothal – заручини

Pinnacle – вершина

Profound – глибокий

Revival – відродження

To culminate – досягти кульмінації

Novelette – повість

Avid – завзятий

To come to an end – підійти до кінця

The “father” of the **vernacular** literature was I. Kotliarevsky (1798-1842). His famous epic poem “Aeneid” was a tremendous success. Kotliarevsky’s highly sensitive ear for the idiomatic language, sharp eye for ethnographic detail, and talent as a writer produced the unexpected. He wrote two more plays in the newly discovered language, “Natalka Poltavka” and “Moskal Charivnyk” (The Soldier Sorcerer), both in 1819.

The most important followers of I. Kotliarevsky were P. Hulak-Artemovsky (odes and fables) and H. Kvitka-Osnovianenko (“The **Betrothal** in Honcharivka”, 1836).

Classicism gave way to romanticism, the romantics were interested in folk legends, songs, myths and the historic past. Several collections of songs and dumas appeared.

In 1840 Kyiv became the center of romanticism. It was the seat of the Cyril and Methodius Brotherhood, which consisted, among others, of T. Shevchenko, P. Kulish, and M. Kostomarov. With T. Shevchenko Ukrainian romanticism reached its **pinnacle** (Kobzar, 1840; Haidamaky, 1841). He had the ability to express **profound** thought in simple words. He was popular in his day and his popularity continued to grow and with it the influence of his poetry. T. Shevchenko is considered to be the father of the national **revival** which **culminated** in an independent state in 1918.

The majority of writers of that time began to follow the new trend of realism and its philosophy of positivism. They tried to portray reality in an objective, naturalistic manner. M. Vovchok (short stories), L. Hlibov (fables), I. Nechui-Levytsky and P. Myrny (**novelettes**) were first Ukrainian writers-realists.

They were followed by I. Franko, the dominant Ukrainian literary figure in the last quarter of the 19th century. I. Franko was a universalist. He was equally at ease with the realistic novelette, the lyrical

poem, the epic poem, the drama, the essay, the pamphlet and translation. He was a first-rate philologist and literary critic, as well as **avid** collector and cataloger of folk literature.

The three most noted dramatists were M. Starytsky, M. Kropyvnytsky and I. Karpenko-Kary. M. Kotsubynsky and O. Kobylanska mark the transition to modernism which resulted in the appearance of three remarkable works of literature: H. Khotkevych's novel "A Soul of Stone" (1911), L. Ukrainka's play "A Forest Song" (1911) and M. Kotsiubynsky's novelette "Shadows of Forgotten Ancestors" (1913).

V. Stefanyk, M. Cheremshyna, L. Martovych, V. Vynnychenko, B. Lepsky are also prominent authors of the vernacular period. The period **came to an end** with the First World War.

Ex. 1. Read the text and say if the statements are true (T) or false (F).

1. The "father" of the vernacular literature was I. Kotliarevsky.
2. He didn't write any more plays except "Aeneid".
3. The most important followers of I. Kotliarevsky were P. Hulak-Artemovsky and H. Kvitka-Osnovianenko.
4. Kyiv has never been the center of romanticism.
5. Ukrainian romanticism had the ability to express profound thought in simple words.
6. T. Shevchenko had no influence in his day.
7. I. Franko was the dominant Ukrainian literary figure in the last quarter of the 19th century.
8. I. Franko wrote only lyrical poems.
9. The vernacular period of Ukrainian literature didn't come to an end with the First World War.

Ex. 2. Complete the sentences given with the words from the text.

1. I. Kotliarevsky's highly sensitive ear for the idiomatic language, sharp eye for ethnographic detail and talent as a writer ... the unexpected.
2. The most important followers of I. Kotliarevsky were
3. In 1840 Kyiv became the ... of romanticism.
4. The Cyril and Methodius Brotherhood consisted, among others, of
5. T. Shevchenko was popular in his day and his popularity ... to grow.
6. T. Shevchenko is considered to be the father of the national
7. I. Franko was the ... Ukrainian literary figure in the last quarter of the 19th century.
8. The three most noted dramatists were

Ex. 3. Match the beginnings with the endings of the sentences below.

1. The most important followers of Kotliarevsky were....
2. In 1840 Kyiv became the center of ...
3. With T. Shevchenko Ukrainian romanticism ...
4. He had the ability to express profound thought ...
5. They were followed by I. Franko, the dominant ...
6. He was equally at ease with ...
7. The "father" of the vernacular literature was...

-
- a. reached its pinnacle.
 - b. Ukrainian literary figure in the last quarter of the 19th century.
 - c. P. Hulak-Artemovsky and H. Kvitka-Osnovianenko.
 - d. with the realistic novelette, the lyrical poem, the epic poem, the drama, the essay, the pamphlet and translation.

- e. romanticism.
- f. in simple words.
- g. I. Kotliarevsky.

Ex. 4. Answer the questions.

1. What is I. Kotliarevsky known for?
2. Who were I. Kotliarevsky's followers?
3. What literary trend followed classicism?
4. What is the period of romanticism noted for?
5. Who played the most important part in the national revival?
6. What writers represented the trend of realism in the 19th century?
7. Why is I. Franko considered to be the dominant Ukrainian literary figure?
8. Who were the most noted dramatists of the vernacular period?

**The Noun. The Category of Number.
(Іменник. Категорія числа)**

Іменники в англійській мові поділяються на злічувані (countable nouns) і незлічувані (uncountable nouns).

Злічувані іменники означають предмети, які можна полічити: **a chair, an engineer, a question**.
Незлічувані іменники – це назви речовин і багатьох абстрактних понять, які не піддаються лічбі: **water, milk, freedom, friendship**.

Злічувані іменники вживаються в однині (the singular) і множині (the plural). Незлічувані іменники множини не мають. Більшість іменників у англійській мові утворюють множину додаванням до форми однини закінчення **-(e)s**:

A lamp – lamps; a lake – lakes; a wish – wishes; a bench – benches.

У деяких іменниках, що в однині закінчуються на **-f** або **-fe**, у множині **f** змінюється на **v** з додаванням закінчення **-(e)s**:

A wife – **wives**; a shelf – **shelves**; a wolf – **wolves**; a half – **halves**; a leaf – **leaves**; a calf – **calves**; a knife – **knives**; a life – **lives**.

Ці форми множини треба запам'ятати, тому що у багатьох іменниках цього ж типу множина утворюється за загальним правилом – додаванням закінчення **-s** без зміни **f** на **v**:

A roof – roofs; a chief – chiefs; a handkerchief – handkerchiefs; a safe – safes.

Множина деяких іменників утворюється зміною кореневого голосного (без додавання закінчення):

A man – men; a woman – women; a foot – feet; a tooth – teeth; a goose – geese; a mouse – mice; a child – children; an ox – oxen.

Іменники sheep, deer, swine, fish та назви деяких порід риб мають однакову форму в однині і множині:

So much snow had fallen that it killed half the **sheep** and even many of the **deer**.

He caught a lot of **fish**.

Деякі іменники латинського і грецького походження зберігають форми множини, які вони мали в цих мовах: і.

A **phenomenon** (явище) – **phenomena**; a **crisis** (криза) – **crises**; a **radius** (радіус) – **radii**.

У складних іменниках форму множини приймає лише головний іменник:

A **daughter-in-law** – **daughters-in-law**; a **school-mate** – **school-mates**.

Якщо ж складний іменник утворений з інших частин мови, то закінчення множини додається в кінці слова:

Forget-me-not – **forget-me-nots**; **merry-go-round** – **merry-go-rounds**.

В англійській мові, як і в українській, є іменники, що вживаються тільки в однині або тільки в множині. Так, назви речовин, а також багато іменників, що виражають абстрактні поняття, вживаються тільки в однині: **chalk, silver, peace, courage**, etc.

Деякі іменники в англійській мові вживаються тільки в однині, а відповідні їм іменники в українській мові мають форми однини й множини або навіть тільки множини: **advice** – порада, поради; **knowledge** – знання; **information** – інформація, відомості; **news** – новина, новини; **progress** – успіх, успіхи; **money** – гроші.

До іменників, які в англійській мові вживаються лише в множині, належать, як і в українській мові, назви предметів, що складаються з двох рівних або подібних частин: **tongs** – обценьки; **spectacles** – окуляри; **trousers** – штани; **scissors** – ножиці та ін.

Тільки форму множини мають і деякі інші іменники, українськи відповідники яких можуть вживатися в однині і множині, а деякі навіть тільки в однині: **goods** – товар, товари; **clothes** – одяг; **contents** – зміст; **wages** – зарплата тощо.

Ex. 1. Give the plural of the following nouns.

- a) City, hero, piano, calf, proof, chief, stitch, life, shelf, berry, valley, roof, pen, window, wall, week, clock, ship, library, watch, dress, country, glass, day, party, play, bus, leaf, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey;
- b) Foot, boot, ox, fox, man, woman, month, mouse, child, ship, goose, deer, cheese, sheep;
- c) Crisis, phenomenon, datum, nucleus, basis, apparatus, criterion, series, analysis, formula;
- d) Room-mate, fellow-worker, court-martial, man-of-war, boy-messenger, onlooker, passer-by, sister-in-law, postman, son-in-law, fisherman, schoolgirl, text-book, pocket-knife, statesman, editor-in-chief.

Ex. 2. Change the number of the noun in *italic* where possible and make all other necessary changes.

1. Put the box on the *shelf*. 2. I was presented with a *dozen* handkerchiefs. 3. The boy must have two *teeth* pulled out. 4. The hunter got a prize for killing the *wolf* that had caused much damage to the village flock. 5. The *child* was bitterly crying over the broken toy. 6. He showed me a *photo* of his country house. 7. I bought a *pair* of nylon gloves. 8. I saw a *mouse* in the kitchen. 9. The *ox* drove a cart of hay. 10. A very strange *phenomenon* was observed by astronomers yesterday. 11. Her *hair* was soft and curly. 12. The boy drove *the sheep* to the village. 13. I have hurt my *foot*. 14. This is a *lady-bird*. 15. Where is the *knife*? 16. This *factory* has a good *laboratory*. 17. The last *leaf* fell from the *tree*. 18. The *speech* was very interesting. 19. He left

the key on the *table*. 20. Where is the *bush*? 21. The *roof* of the *house* was covered with snow. 22. The *wife* of the *sailor* stood on the shore. 23. My aunt has a *goose*.

Ex. 3. Supply the missing words.

1. The stairs ____ worn by thousands of visitors.
2. Where ____ the scissors? -- ____ are in the first drawer on the left.
3. The scales _____ broken.
4. How much did you pay for _____ trousers? -- _____ were very expensive!
5. If your clothes _____ dirty, please put them in the laundry basket.
6. His old grandfather's watch _____ made of gold.
7. All their belongings _____ been destroyed in a fire.
8. My earnings (not) _____ high, but at least they _____ regular. These shorts _____ fit me at all!

Ex. 4. Use the appropriate form of the verb.

1. "There ____ money in my pocket", I said to the porter (is, are).
2. I know my hair ____ beautiful, everybody says so (is, are).
3. These white swine ____ not live long (does, do).
4. Money ____ so scarce that it could fairly be said not to exist at all (was, were).
5. I was here before the gates ____ opened, but I was afraid to come straight to you (was, were).
6. The papers _____ dull, the news _____ local and stale, and the war news _____ all old (was, were).
7. He had told me, there _____ trout in the stream below the town (was, were).
8. The nurse's wages _____ good (was, were).

Supplementary text.

Agatha Christie.

Agatha Christie is known all over the world as the Queen of Crime. She wrote 78 detective novels, 19 plays and 6 romantic novels under the name of Mary Westmacott. Her books have been translated into 103 foreign languages. She is the third best-selling author in the world (after Shakespeare and the Bible). Many of her novels and short stories have been filmed. "*The Mousetrap*", her most famous play, is now the longest-running play in history.

Agatha Christie was born at Torquay, Devonshire. She was educated at home and took singing lessons in Paris. She began writing at the end of the First World War. Her first novel, "*The Mysterious Affair at Styles*", was published in 1920. That was the first appearance of Hercule Poirot, who became one of the most popular private detectives since Sherlock Holmes.

Agatha Christie became generally recognized in 1926, after the publishing of her novel "*The Murder of Roger Ackroyd*". It is still considered her masterpiece.

When Agatha Christie got tired of Hercule Poirot she invented Miss Marple, a deceptively mild old lady with her own method of investigation.

Her last Poirot book, "*Curtain*", appeared shortly before her death, and her last Miss Marple story, "*Sleeping Murder*", and her autobiography were published after her death.

Agatha Christie's success with millions of readers lies in her ability to combine clever plots with excellent character drawing, and a keen sense of humour with great powers of observation. Her plots always mislead the reader and keep him in suspense. He cannot guess who the criminal is. Fortunately, evil is always conquered in her novels.

Agatha Christie's language is simple and good and it is pleasant to read her books in the original.

Vocabulary:

Deceptively – обманливо

Keen sense of humour – тонке почуття гумору

To mislead – вводити в оману

To keep in suspense – тримати в напрузі

Evil -- зло

Unit 10

The United Kingdom of Great Britain and Northern Ireland

Vocabulary File:

The United Kingdom – Сполучене Королівство

The British Isles -- Британські острови

English Channel – Ла-Манш

The Irish Sea – Ірландське море

Coast – узбережжя

The Cheviot Hills – Чевіот-Хілс (гори)

The Cambrian mountains – Кембрійські гори

Estuary – гирло ріки

The Mersey – Мерсі (річка)

The Tyne – Тайн (річка)

The Clyde – Клайд (річка)

The Bristol Avon – Бристольський Ейвон

Highly-developed – високорозвинений

Ship-building industry – кораблебудування

Coal-mining industry – вугледобування

Metallurgical – металургійний

Textile – текстильний

Aircraft – авіаційний

Automobile – автомобільний

Chemical – хімічний

Electronic engineering – електроніка

Current – течія

Parliamentary monarchy – парламентська монархія

The head of state – глава держави

To rule – керувати

The United Kingdom is situated on the **British Isles**. The British Isles consist of two large islands, Great Britain and Ireland, and 5 500 smaller islands. Their total area is over 244 000 square kilometers.

The North Sea and the **English Channel** separate the British Isles from the European continent. The Atlantic Ocean and the **Irish Sea** wash the western **coast** of Great Britain.

Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south.

The island of Great Britain consists of three main parts: England, Scotland and Wales.

There are no high mountains in Great Britain. In the north the **Cheviots (the Cheviot Hills)** separate England from Scotland, the Pennines stretch down North England almost along its middle, the **Cambrian mountains** occupy the greater part of Wales, and the Highlands of Scotland are the highest of the British mountains. Ben Nevis, the highest peak of the Highlands, is only 1 343 metres high.

There are many rivers in Great Britain. Most of them flow into the North Sea. The Thames is the deepest of the British rivers. It is over 300 kilometres long. Some of the British greatest ports are situated in the **estuaries** of the Thames, **Mersey, Tyne, Clyde** and **Bristol Avon**.

Great Britain is not very rich in mineral resources. It has some deposits of coal and iron ore as well as vast deposits of oil and gas that were discovered in the North Sea. Great Britain is a **highly developed** industrial country. **Shipbuilding, coal-mining, metallurgical** and **textile** industries are the main industries of Great Britain. **Aircraft, automobile, chemical** industries, **electronic engineering** are the newer ones. The main industrial centers are London, Birmingham, Glasgow, Manchester, Liverpool, Edinburgh and Cardiff.

The warm **currents** of the Atlantic Ocean influence the climate of Great Britain. The flora of the British Isles is much varied and the fauna is similar to that of the north-west of Europe.

The population of the United Kingdom is over 56 million people. The main nationalities are English, Welsh, Scottish and Irish.

The capital of Great Britain is London. Oxford and Cambridge are called University towns.

The United Kingdom is a **parliamentary monarchy**. The Queen is formally the **head of the state**, but in fact the country is **ruled** by the Parliament. The Parliament consists of two Houses: the House of Commons and the House of Lords. The Prime Minister is the head of the government.

Great Britain is a beautiful country with old traditions.

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

1. The United Kingdom is situated on the British Isles.
2. The North Sea and the English Channel separate the British Isles from the United States.
3. The island of Great Britain consists of three main parts.
4. There are many high mountains in Great Britain.
5. Ben Nevis is the highest peak of the world.
6. The Thames is the deepest of the British rivers.
7. Great Britain is very rich in mineral resources.
8. Great Britain is a highly developed industrial country.
9. Shipbuilding, coal-mining, metallurgical and textile industries are the main industries of Great Britain.
10. Warm currents of the Atlantic Ocean do not influence the climate of Great Britain.
11. Oxford and Cambridge are called University towns.
12. The United Kingdom is absolute monarchy.
13. The Prime Minister is not the head of the government.

Ex. 2. Complete the sentences given below with the words from the text.

1. The British Isles ... of two large islands.
2. The Atlantic Ocean and the Irish Sea wash the ... coast of Great Britain.
3. In the north the Cheviot Hills separate England from
4. Some of the British greatest ports are situated in the ... of the Thames, Mersey, Tyne, Clyde, Bristol Avon.
5. Great Britain has some deposits ... and iron ore.
6. Aircraft, ... , chemical industries, electronic engineering are the newer ones.
7. The United Kingdom is a parliamentary
8. In fact the country is ... by the Parliament.
9. The Prime Minister is the ... of the state.

Ex. 3. Match the beginnings with the endings of the sentences below.

1. The United Kingdom is situated ...
 2. Great Britain consists of two large islands ...
 3. The north Sea and the English Channel separate the British Isles from ...
 4. The island of Great Britain consists of three main parts: ...
 5. The Cheviot Hills separate England from ...
 6. The warm currents of the Atlantic Ocean influence ...
 7. The Parliament consists of two Houses: ...
 8. The Prime Minister is ...
-
- a. Scotland.
 - b. The head of the government.
 - c. On the British Isles.
 - d. The climate of Great Britain.
 - e. The European continent.
 - f. England, Scotland and Wales.
 - g. Great Britain and Ireland.
 - h. The House of Commons and the House of Lords.

Ex. 4. Answer the questions.

1. What is the total area of the British Isles?
2. How many parts does the island of Great Britain consist of?

3. What are the main mountains of Great Britain?
4. Where are some of the greatest British ports situated?
5. Is Great Britain rich in mineral resources?
6. What are the main industries of Great Britain and what are the newer ones?
7. Is Great Britain a parliamentary or absolute monarchy?
8. What is the role of Parliament in Great Britain?
9. Is Great Britain a country with old traditions?

The Noun. The Category of Case.

(Іменник. Категорія відмінку)

Відмінок – це форма іменника, що виражає зв'язок цього іменника з іншими словами в реченні.

На відміну від української мови, де є шість відмінків іменника, в англійській мові їх лише два: *загальний* (*the Common Case*) і *присвійний* (*the Possessive Case*). Загальний відмінок не має спеціальних відмінкових закінчень. Зв'язок іменника в загальному відмінку з іншими словами виражається прийменниками, а також місцем, яке іменник займає в реченні.

Іменник у загальному відмінку з прийменником **to** або **for** може відповідати українському іменнику в давальному відмінку:

I gave the ticket **to** my sister. He bought a ball **for** his son.

Сполучення іменника в загальному відмінку з прийменником **of** здебільшого відповідає українському родовому відмінку:

The back **of the chair**; the answers **of the pupils**.

Загальний відмінок іменника з прийменниками **by**, **with** часто виражає такі відношення між словами, які в українській мові передаються орудним відмінком:

America was discovered **by Columbus**. The letter was written **with a pencil**.

The Possessive Case

(Присвійний відмінок)

Присвійний відмінок відповідає на запитання **whose?** (*чий?, чия?, чиє?, чий?*). Присвійний відмінок *однини* утворюється додаванням до іменника апострофа і закінчення **-s**: **Frank's** car.

а) ми додаємо **'s** до будь якого іменника у однині та до власних назв, які не закінчуються на **-s**:

a **boy's** tie; **Tom's** hat;

б) ми додаємо **'s** до іменників в однині, які закінчуються на **-s**:

an **actress's** career; a **waitress's** job;

в) ми додаємо **'s** до неправильних форм множини іменників:

children's games; the **men's** club; **sheep's** wool;

г) ми додаємо лише апостроф (**'**) після звичайних іменників у множині:

the girls' uniforms; the boy's bags;

д) ми додаємо 's до власних імен, які закінчуються на –s:

Charles's address; Doris's hat; St. James's Park;

До імен відомих людей, які закінчуються на –s додаємо лише ('): **Yeats' poetry** (але вимовляємо [iz]).

е) ми додаємо 's до останнього елементу словосполучення:

My fiend Peter's watch; My father-in-law's house.

У присвійному відмінку вживаються в основному іменники, що означають *назви істот*:

My friend's mother; the doctor's advice;

Крім назв істот у присвійному відмінку вживаються:

а) іменники, що означають час і відстань:

an hour's journey; last week's salary; two year's absence;

б) назви країн, міст, а також слова **country, town, city, world, ocean, river**:

Kyiv's parks; England's foreign trade; the river's edge world's best museums; the ship's crew;

в) назви планет: **the sun, the moon, the earth**:

the sun's rays; the moon's surface;

г) збірні іменники типу **government, party, army, crew, family, society, company**:

the government's decision; the company's success;

д) присвійний відмінок вживається також у стійких словосполученнях:

for Heaven's sake/ for God's sake; at a stone throw (на незначній відстані); to one's heart's content (досхочу).

е) Ми як правило не вживаємо іменник після 's, коли ми говоримо про магазини, кафе, власні будинки або місця роботи:

at the doctor'; my mother's; at Maxim's.

ж) Коли ми хочемо показати, що якась річ належить комусь або чомусь, ми користуємось прийменник **of: the leg of the table**. Ми також можемо користуватись словосполученням: **the table leg**. Але коли ми не можемо утворити подібне словосполучення, ми маємо користуватись прийменником **of: the book of the film; the top of the box**. Ми можемо навчитись цьому лише з досвіду.

Ex. 1. Use 's or s' only where possible with these nouns.

1. The clothes of the boys _____ *the boys' clothes*.
2. A journey of two days _____
3. The walls of the room _____
4. The days of the week _____
5. The birthday of my daughter Helen _____
6. The pages of the book _____
7. Work of seven years _____

8. The surface of the Earth _____
9. The orders of the Commander-in-Chief _____

Ex. 2. What could we use in place of the words in brackets?

1. Your father has gone to (the shop owned by the butcher) _____ the *butcher's*.
2. I'll meet you at (the shop owned by the chemist) _____
3. I'm going to spend the night at (the house owned by my aunt) _____
4. We always buy things at (the department store owned by Emma Hart) _____

Ex. 3. Rewrite these sentences using 's, s', or just an apostrophe (').

1. The books for children. These are _____ *children's books*.
2. This bag belongs to my friend. _____
3. He described the career of the actress. _____
4. This is the signature of Mr Brown. _____
5. The mistakes which students make. _____
6. This is the club for women. _____
7. It's a school for girls. _____
8. The room is for the guests. _____
9. This umbrella belongs to James. _____
10. I liked the dinner we had yesterday at the café belonging to Mike. _____

Ex. 4. Only where possible, use 's or (') to show possession in these sentences.

1. The book of this author. _____ *The author's book*.
2. I can't see the bottom of the box. _____
3. The crew of the ship was small. _____
4. It's the fault of no one. _____
5. Do you like the poetry of Eliot? _____
6. That's the leg of the table. _____
7. Where's the key of the car? _____
8. The sound of carriage was heard. _____

Ex. 5. Supply a phrase with 's or a compound noun in place of the phrases in *italics*.

1. He is *the son of Mr Right*. _____ *Mr Right's son*
2. Where is *the surgery of the doctor*? _____
3. *The keyboard of the piano* was damaged. _____
4. She is *the secretary of our director*. _____
5. It was in *the reign of Queen Elizabeth*. _____
6. It's *the responsibility of no one*. _____
7. Polish *the knob of the front door*. _____
8. *The journey of Scott* is historic. _____
9. I spoke to *manager of the company*. _____
10. *The cover of the book* is torn. _____
11. *The gate of the factory* was shut. _____
12. *The phone in the office* is out of order. _____

Ex. 6. In this exercise you have to join two nouns with 's, an apostrophe ('), or a compound noun. Sometimes you have to use ...of... .

Model: Ann's mother; student's club; the door of the room; car key.

1. The photo/my son _____

2. The eyes/the dog _____
3. The top/the page _____
4. The club/students _____
5. The newspaper today _____
6. A month/holiday _____
7. The name/your wife _____
8. The name/this street _____
9. The car/Mike's parents _____
10. The new manager/the company _____
11. The leg/table _____
12. The ground floor/the building _____
13. The children/Don and Mary _____
14. The economic policy/government _____
15. The house/my aunt and uncle _____

Ex. 7. Read each sentence and write a new sentence using 's with the words in *italics*.

Example: The surface of the Earth looks wonderful from space.

The Earth's surface looks wonderful from space.

1. I had dinner in the house of my *friend*. _____
2. The theatres in *Kyiv* are very good. _____
3. Exports from *Britain* to the United States have fallen recently _____
4. I always buy newspapers in the *evening*. I like to read them. _____

Ex. 8. Use the information to complete the sentences.

Example: I started cleaning my house at 9 o'clock and finished at 12 o'clock.

So it's about three hours' work.

1. I need two days to do the work. It is _____
2. She had a rest from two to three. So she had _____
3. If I leave my house at 8.50 and walk to work, I get to work at 9 o'clock. So it's only _____ walk from my house to work.

Supplementary text.

Wales

Wales Factfile:

Area: 20,280 sq km

Population: 3,000,000

Capital: Cardiff

Official language: English and Welsh (with over a million Welsh speakers)

Political structure: part of the United Kingdom (with a Welsh national Assembly)

The Mystery of Wales

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

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

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

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

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

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

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

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

Symbols of Wales; Welsh History; Welsh Culture; the Welsh Language.

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

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

(from *Opportunities*)

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