

Tsura S.V., Trubenko I. A. English for Students of Ukrainian Philology (the 4th year). : навч. посіб. 138 с. – 2023, Черкаський національний університет ім. Хмельницького, Черкаси

UNIT 1

Remember the following word-combinations:

1. The Strait of Dover – Дуврська протока
2. Surface -- поверхня
3. Lofty hills -- високі пагорби
4. Length -- довжина
5. Breadth -- ширина
6. Benefit -- користь
7. Storehouse -- склад; комора
8. Fishing-ground -- місце рибальства
9. Abound (in smth) -- рясніти чимось
10. Tide -- морський приплив і відплив
11. Ebb-tide -- відплив
12. Lunar day -- місячний день
13. Lowestoft -- м. Лоустофт
14. Ness -- мис, виступ

The Map of Great Britain

Position of Great Britain.

England, Scotland and Wales are situated on the British Isles. England and Wales form the southern part of the island of Great Britain, and Scotland occupies its northern portion. The Strait of Dover, which is only twenty-one miles across, separates Great Britain from the north-western part of the continent of Europe, the English Channel – from its northern part.

General Build of the Country and Its Size.

England has a gently sloping surface, but in some parts there are mountains and lofty hills. The highest grounds of England, which are principally in the west, give England its greatest length. It is about four hundred and twenty miles. Ranges of chalk hills stretch across the south. They give England its greatest breadth, which is three hundred and sixty miles from Lowestoft Ness to Land's End. The distance across the north of England is only sixty miles.

Seas.

By looking at the map of England and Wales we may learn that no part of the country is very far from the sea. This is a great benefit to England in several ways.

In the first place, in the course of the history of England, the sea had greatly helped the English to defend their country from foreign enemies.

In the next place, the sea has always been of great use to the trade and commerce of the English.

Thirdly, due to the nearness of the sea, there is much rain in England, which helps the soil to produce good crops.

Lastly, the sea is a great storehouse of food. All the seas round about the shores of England, i. e. the North Sea and the Atlantic Ocean, abound in fish. They are caught on all parts of the coast. The most famous fishing-ground is near Yorkshire. Upon it thousands of fishermen work day and night catching fish.

One of the largest fishing-ports is Hull, while Yarmouth is the chief centre of the herring fishery.

Tides.

Since the British Isles are washed by the waters of the Atlantic Ocean, a regular rise and fall of the surface of the water in the ocean and in gulfs, bays and rivers is observed, which is known as tides. All oceans have tides. Closed seas have no tides. The rising of the water is called flood-tide, the falling of the water is called ebb-tide. The tide ebbs and flows twice in each lunar day(=24 hrs 51 min.).

Enrichment of the Vocabulary

Ex. 1. Give synonyms or synonymous expressions for the following words:

Portion; divides; shape; inclined; high; chiefly; a group or a row of hills; extend; some; during; firstly; in the second place; in the third place; in the last place; well-known; fishing-industry; help; advantage.

Ex. 2. Give antonyms to:

Shortness; nearness; narrowness; near; little; many; bad; lastly; rising; flood-tide; of little use.

Ex. 3. Give one word for the following:

Something less than a whole; a narrow passage connecting two large bodies of water; a piece of land surrounded by water; there are plenty of fish in the sea; the building where goods are kept; part of the sea used for fishing.

Ex. 4. Make up compound nouns from the following words:

Fisher, ground, house, store, man, port, fishing.

Ex. 5. Give nouns of the same root.

To build, near, distant, to acquaint, British, strong, continental, long, mountainous, broad, high, to fish.

Ex. 6. Give verbs of the same root.

Occupation, separation, defence, production, abundance, strength.

Forming Communication Skills.

Ex. 1. Answer the following questions:

1. What part of the island of Great Britain does Scotland occupy?
2. How wide is the Strait of Dover?
3. What part of the continent of Europe does the Strait of Dover separate Great Britain from?
4. Has England an even or a mountainous surface?
5. What gives England its greatest length and breadth?
6. Where is the distance across England narrowest?
7. Why is the nearness of the sea a great benefit to England?

Ex. 2. Render the contents of each paragraph close to the text.

DIALOGUES

Ex. 3. Your teacher asked you to tell the Geography Club members about Great Britain and its position. Try to render the contents of each dialogue close to the text.

1.

Teacher: Now we are going to have a talk about Great Britain, its position, its general build and its size. Bogdan, come up here and tell us what you know about the position of the country.

Bogdan: Great Britain is situated on an island. As we know, an island is a piece of land surrounded by water. So Great Britain is washed all around by the sea: on the north, west and south it is washed by the waters of the Atlantic Ocean; on the east by the North Sea.

Teacher: How is it separated from the continent of Europe?

Bogdan: By the English Channel, and on the south-east by the Strait of Dover – the narrowest part of the Channel.

Teacher: How narrow is it?

Bogdan: It is twenty-one miles across.

Teacher: What part of the Island of Great Britain do England and Wales form?

Bogdan: They form its southern part.

Teacher: That'll do, Bogdan. You've done very well, thank you. Oksana will continue.

2.

Teacher: Oksana, continue, please, and tell us what you know about the general build of the country. It has a mountainous surface, hasn't it?

Oksana: Oh, no it hasn't. It has a gently sloping surface.

Teacher: So there aren't any high mountains in Great Britain, are there?

Oksana: No, there aren't any, but there are many lofty hills.

Stepan: What does the word *LOFTY* mean? I don't quite understand the meaning.

Oksana: It's *високий*.

Teacher: Don't translate. Give us the English synonym for it.

Oksana: It's *HIGH*.

Teacher: That's right. So what may we say about the hills of Britain?

Oksana: We may say that they are lofty or high.

Teacher: That's all right. You may sit down.

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

- | | |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1. My car wouldn't start this Morning. | A. No, they weren't. They just picked at their food and ate hardly anything. |
| 2. Why doesn't Ted want to play with other children? | B. No, they didn't. It's going to be very difficult to get at the truth. |
| 3. I think, that new magazine is very childish! | C. Yes, I was offered a job there -- so I leapt at the opportunity to work for the company. |
| 4. Would Blake be interested in making some extra money? | D. He's afraid they'll laugh at his accent. |
| 5. I hear you're going to New Zealand. | E. You'd better get the garage to look at it. |
| 6. Did the police manage to get anyone to talk about the fight? | F. I know it's hard, but you must keep at it. Don't give up now! |
| 7. Were they very hungry? | G. I'm sure he'd jump at the chance. |
| 8. This maths homework is driving me crazy! | H. Well, it's not really for adults. It's aimed more at the teenage market. |

GRAMMAR

THE PASSIVE VOICE

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

My brother wrote this letter yesterday.

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

This letter was written yesterday.

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

Present Indefinite Passive

I am examined.

A lot of rice is eaten in Asia.

Many beautiful objects of paper are made in Japan.

Past Indefinite Passive

I was examined.

This house was built by my grandfather.

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

Future Indefinite Passive

I shall (will) be examined.

Our class will be taught by another teacher next year.

The origin of the Universe will never be explained.

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

Present Continuous Passive

I am being examined.

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

Past Continuous Passive

I was being examined.

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

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

Present Perfect Passive

I have just been examined.

The room hasn't been swept for a week.

Past Perfect Passive

He had been examined before I entered.

He said the newspaper had been thrown away.

Future Perfect Passive

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

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

Часові форми групи *Perfect Continuous* у пасивному стані не вживають.

У запитальній формі допоміжне дієслово ставиться перед підметом:

When was this book published?

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

Has the homework been done yet?

When will the telegram be sent?

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

The doctor was not sent for.

The bridge has not been built yet.

Ex. 1. Give the corresponding passive constructions:

1. We looked through all the advertisements very attentively.
2. The gardener gathered all the dry leaves and set fire to them.
3. People will talk much about the successful debut of the young actress.
4. You can rely on your guide's experience.
5. Why didn't the speaker dwell longer upon this question?
6. You should send the

sick man to hospital. They will look after him much better there. 7. He was very glad that nobody took notice of his late arrival. 8. He was a brilliant speaker, and whenever he spoke, the audience listened to him with great attention. 9. Why did they laugh at him? 10. Nobody ever referred to that incident again.

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

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

Ex. 3. Change from the active into the passive. Omit the agent where it can be omitted. Justify the omission or inclusion of the agent:

The Scots make the best fudge. – *The best fudge is made by the Scots. (agent is not omitted; emphasis is on the agent).*

1. You should take these tablets before meals.
2. You must wash coloured clothes separately.
3. The teacher sent him out of the classroom.
4. Thousands of British tourists will visit Spain this summer.
5. The dentist pulled out my rotten tooth.
6. The police are questioning him now.
7. I broke my arm when I fell out of tree.
8. The snow will have covered the mountains by Christmas.
9. Someone had warned her that she might lose her job.
10. Who discovered America?
11. Who did they give the prize to?

Ex. 4. Put the verbs in brackets into the correct passive form:

Last week a new leisure centre 1) *was opened* (open) in the town of Halden. The centre 2)(believe) to be the largest in Europe and it 3) (hope) that it 4) (visit) by over 40 000 people a month. The centre 5) (plan) for over ten years, but it 6) (only/make) possible by a large government grant. Unfortunately, it 7) (not/finish) yet, but it 8) (think) that it 9) (complete) by next month. The centre includes an Olympic-size swimming pool and fifty tennis courts which 10) (can/book) by phone. The gym 11)

(claim) to be the most modern in the country. The equipment 12) (buy) in Germany and training 13) (provide) by five top instructors. Entrance fees are cheap because half the cost 14) (pay) by the local council, so many local people will be able to afford them.

Ex. 5. Fill in “by” or “with”:

1. Most children are strongly influenced *by* their parents.
2. The jam sandwiches were made white bread.
3. Jake was dismissed his boss.
4. The show was presented Mr Jones.
5. The parcels were tied string.
6. The meal was eaten chopsticks.
7. The football fans were observed the police.
8. The beds were made up clean sheets.
9. The supermarket trolley was filled cat food.
10. My camera was loaded a black and white film.

Ex. 6. Complete the sentences using the passive and the verbs listed below:

MUST, SHOULDN'T, MIGHT, CAN'T

1. A: Has the rubbish been collected yet?
B: Well, it's not here now so it *must have been collected*.
2. A: Did anyone tell David about the meeting?
B: He's written it in his diary so he
3. A: Has someone repaired the telephone?
B: I've just used it so it
4. A: Was Sue injured in the car accident?
B: She
5. A: Ted said someone stole his car. Is that true?
B: No. It I've just seen him driving it.

Ex. 7. Turn the following into the passive as in the example:

1. The policeman gave me a ticket.
I was given a ticket by the policeman.
A ticket was given to me by the policeman.
2. The waiter is serving them dinner now.
They
Dinner
3. The teacher won't show him his marks.
He
His marks
4. Miss Price has taught Arnie a new dance step.
Arnie
A new dance step
5. They should have ordered you a taxi.

You
A taxi

TESTS.

Use the active or the passive in any appropriate form of the verbs in brackets:

1. Although the cheetah is the fastest animal in the world, it is in danger of becoming extinct if it continues *to be killed* (kill) for its skin.
2. The children (frighten) by the story. It was about ghosts, witches and evil spirits.
3. Derek crashed his mother's car, and now they can't go on holiday. It (cannot/repair) quickly, because the front end (knock) into the wheel, making it unmoveable.
4. Yesterday we had a surprise party for Albert's birthday. While Mary (take) him to a show, we (gather) at his apartment. When they (return) home, Albert was surprised to see us all there.
5. The scandal is certain (report) in all the newspapers. The president (have) a difficult year.
6. Joan is an example of someone who can beat the odds. In 2020 she (tell) she had six months to live because she had cancer. After exercise, dieting and positive thinking she (recently/inform) that she (beat) the disease.
7. This newspaper (publish) by an Italian company. It (always/have) interesting stories.
8. Rice (grow) in this area for hundreds of years, but now the government (try) to find an alternative crop because rice (not/make) much profit last year.
9. My shoes (make) in Italy, but I (buy) them in France last May.
10. The Queen (not/see) since last July. The newspapers (say) that she is sick, but most people (not/believe) it.

Supplementary text.

How to Improve Your English Via the Internet

Remember that learning a language is a gradual process – it does not happen overnight. Define your learning objectives early: What do you want to learn and why?

Try to learn something every day. It is much better to study (or read, or listen to English news, etc.) 10 minutes each day than to study for two hours once a week.

You will need reading, grammar, writing, speaking and listening materials. Beginners can use a starting English guide, advanced learners can use books for intermediate students to continue learning English.

It is best to do different things each day to help keep the various relationships between each area active. In other words, don't just study grammar.

Learning English together can be very encouraging. Society can help you find friends to speak English over the Internet.

Choose listening and reading materials that relate to what you are interested in. Being interested in the subject will make learning more enjoyable – thus more effective.

Relate grammar to practical usage. Grammar by itself does not help you USE the language. You should practice what you are learning by employing it actively.

Understanding something doesn't mean the muscles of your mouth can produce the sounds. Practice speaking what you are learning aloud. It may seem strange, but it is very effective.

Communicate! There is nothing like communicating in English and being successful. Use the Internet. The Internet is the most exciting, unlimited English resource.

UNIT 2

Remember the following word-combinations:

1. The Cheviot Hills	-- пагорби(гори) Чевіот
2. Cheviot Peak	-- пік Чевіот
3. Breed	-- порода
4. Short-woolled	-- короткошерстий
5. The Pennine Chain	-- Пеннінський ланцюг
6. The Backbone of England	-- хребет Англії
7. The Cumbrian Mountains	-- Камбрійські гори
8. The Lake District	-- Озерний край
9. Water-parting	-- вододільний
10. Navigable	-- навігаційний
11. Mouth	-- гирло ріки
12. Vessel	-- судно, корабель
13. Tributary	-- притока
14. Marble	-- мармур
15. Slate	-- шиферний сланець
16. Lead	-- свинець
17. Tin	-- олово
18. Copper	-- мідь
19. China-clay	-- глина
20. Zinc	-- цинк
21. Ouse	-- р. Уз

The Map of Great Britain (continued)

Mountains.

On the border of England and Scotland there is a range of hills which is called the Cheviot Hills. The highest point is Cheviot Peak. Its height is two thousand, six hundred and seventy-six feet. Upon the Cheviot Hills feed a short-woolled breed of sheep called the Cheviots. From the wool of these sheep a well-known kind of high quality woolen stuff is manufactured, called Cheviot.

The Pennine Chain, which extends from the Cheviots to Derbyshire, is called "the Backbone of England". The loftiest peak of England is Snowdon in Wales. It is about three thousand, five hundred and seventy-one feet in height.

West of the Pennines are the Cumbrian Mountains. There are a number of beautiful lakes in these mountains, therefore this part of the country – the most beautiful in England – is called the Lake District. Here lies the largest lake in England – Windermere.

Rivers.

The longest rivers of England are small compared with the great rivers of the world, but few countries are better supplied with useful streams. The mouths of most of these rivers form good harbours.

Along the Pennines lies the main water-parting. It divides the rivers which flow east from those which flow west. The western rivers are shorter than the eastern. They are also more rapid and less navigable.

The principal rivers in England are the Thames, the Tyne, the Trent and the Great Ouse in the east; the Severn, the Wye and some others in the west.

The Thames is the most important river. Its mouth is wide and deep. It has regular tides and its current is slow. Therefore it is suitable for navigation. Large vessels can get as far as London Bridge, 50 miles from the sea. On its banks are London, Oxford, a university city, Greenwich with its observatory and many other notable places.

The Severn rises in the mountains of Wales. First it flows eastward and then turns aside and flows southward. It is connected by its tributaries and canals with the Thames. Its longest tributary is the Upper Avon, on which is Stratford, the birthplace of Shakespeare.

Minerals.

England and Wales are rich in minerals. The most important are coal and iron. Next to coal and iron the chief minerals found in England are marble, granite, slate, lead, tin, copper, zinc, salt and china-clay.

Enrichment of the Vocabulary.

Ex. 1. Give synonyms or synonymous expressions for:

Boundary, range of hills, stock, material, to stretch, spine, highest, outfall of a river, to provide with, quick, swift, main, a running stream, a large ship, remarkable.

Ex. 2. Give antonyms to:

Useless, loftiest, many, unimportant, irregular, shallow, unsuitable, countable, short-woolled, unknown, worse.

Ex. 3. Form nouns of the same root.

High, broad, wide, long, short, near, distant, produce, abundant, regulate.

Ex. 4. Form derivatives from:

Part, history, use, principal, important, to navigate, to observe, note, to connect, universe, fish.

Ex. 5. Form verbs from:

Abundant, navigable, height, broad, wide, length, short, deep, strength, rainy, regular.

Ex. 6. Make up compound words from:

Bone, back, full, use, house, store, part, water, place, birth, clay, china.

Forming Communication Skills.

Ex. 7. Answer the following questions:

1. What can you say about the woolen stuff called "cheviot"?

2. Why is the Pennine Chain called the “backbone” of England?
3. Name the loftiest peaks of England and its principal mountain ranges.
4. What is the peculiarity of the rivers of England?
5. What is the difference between the western and the eastern rivers in England?
6. Name the rivers that flow east, and those that flow west.
7. What minerals are England and Wales rich in?

Ex. 8. Render the content of each paragraph close to the text.

DIALOGUES

Ex. 9. There are a lot of places of interest in London. One of them is the Tower of London. There is not only one tower on the site. There are several towers, with different names. They are: the White Tower, the Bloody Tower, the Green Tower and others. There is much to see in the Tower of London. Jane and Steven, her friend from the USA, are in the Tower of London now.

1.

Sightseeing in London

Steven: Well, there’s so much history here. Everything is so impressive, almost terrifying.

Jane: Yes, isn’t it? Let’s just have another look at the White Tower which is nine hundred years old.

Steven: And who are those men in the striking uniform, Jane?

Jane: Those are the ”Beefeaters”, the wardens. There are a lot of them here. Let’s come here tonight, Steven. There’s a very interesting ceremony here at 10 o’clock, the Ceremony of the Keys.

Steven: Very well, let’s come tonight. There must be very many stories about the Tower, Jane.

Jane: Oh yes, there are quite a lot. There also a lot of books and films about it; and they are about English kings and queens at the same time. And the Tower Bridge... Isn’t it beautiful?

Steven: Yes, it is beautiful and it is quite unique in design, isn’t it?

Jane: Exactly. There are lots of bridges over the Thames and they are all different. Let’s have a trip on the Thames in one of the water-buses one of these days.

Steven: Yes, let’s. And how many palaces are there in London, Jane? One?

Jane: There are two main ones – Buckingham and St. James’s. There’s also Kensington Palace.

Steven: Are the palaces far from each other?

Jane: They are rather. But you should see them all, all the same. There’s a lot to see. In Buckingham Palace there’s the Queen’s picture gallery, and in Kensington Palace there’s the London Museum.

Steve: Oh, how interesting!

2.

Crossing Oxford Street

Steve and Jane are in Oxford street. The traffic is very heavy here and people have to be very careful.

Steven: Can we cross here, Jane? The shop we need is somewhere over there.

Jane: We can cross here, but we mustn't do it yet. Look at the word "wait" on the traffic lights. We've got to wait until the traffic lights say "cross".

Steven: I see. And what's the button on the post for? Have I got to press it?

Jane: You needn't. But if you press all the cars, lorries and buses stop sooner.

Steven: It's all very safe and convenient, isn't it?

Jane: It certainly is. And you must not forget another important thing.

Steven: Oh, what's that?

Jane: Our traffic is different from yours. We drive on the left. So when you cross you must first look right and then, from the middle of the road, -- left. Remember it!

Steven: I will, thank you. Look, we can cross now, Jane.

Jane: Yes, hurry up! Here we are. But where's the shop? I can't see it.

Steven: We can ask the policeman, can't we?

Jane: Yes. Excuse me, officer, can you tell me the way to "Selfridge's"?

GRAMMAR

CAUSATIVE FORM

Ми використовуємо **have+object+past participle** щоб сказати, що ми попросили (або найняли) когось зробити щось для нас. Конструкція **Have something done** використовується в ситуаціях, коли для виконання чогось для одних залучаються інші особи.

Порівняйте:

I'm building a garage at the moment. – Я зараз будую гараж (Я будую гараж сам).

I'm having a garage built at the moment. – Мені будують гараж (Я найняв когось, щоб це зробили для мене).

We had the carpet cleaned by a professional carpet cleaner. We didn't do it ourselves.

I usually have my car serviced at a garage in East Street.

Present Simple: *She has her portrait painted.*

Present Continuous: *She is having her portrait painted.*

Past Simple: *She had her portrait painted.*

Past Continuous: *She was having her portrait painted.*

Future Simple: *She will have her portrait painted.*

Future Continuous: *She will be having her portrait painted.*

Present Perfect: *She has had her portrait painted.*

Present Perfect Cont.	<i>She has been having her portrait painted.</i>
Past Perfect:	<i>She had had her portrait painted.</i>
Past Perfect Cont.	<i>She had been having her portrait painted.</i>
Infinitive:	<i>She can have her portrait painted.</i>
-ing form:	<i>She likes having her portrait painted.</i>

Питання та заперечення дієслова **have** утворюються за допомогою дієслів “do/does” або “did”.

*Did you **have** your car serviced?*

***Have something done** може також вживатись, щоб сказати, що з людиною трапилось щось неприємне.*

*Paul **had his leg broken** in a football match.*

*We **had our fence blown** down in a storm last week.*

Замість дієслова **have** може вживатись дієслово **get**, але лише в неофіційних бесідах.

*You must **get/have** your hair cut this week.*

Ex. 1. Compare the sentences, translate them into Ukrainian.

- a) Ben is cleaning the windows.
 - b) Ben is having the windows cleaned.
- a) Peter is repairing his television.
 - b) Peter is having his television repaired.
- a) Mary is shortening her jacket.
 - b) Mary is having her jacket shortened.
- a) Julie is piercing her ears.
 - b) Julie is having her ears pierced.
- a) Mike is painting the door.
 - b) Mike is having the door painted.

Ex. 2. Read the situations, then write sentences using the causative form.

- Our house is small. We need to build an extension. What should we do? --
... We should have an extension built.
- Liz is at the beauty parlour. The beautician is painting her nails. What is she doing? -- ...
- Wilf has written a novel and it's going to be published. What is going to do? -- ...
- A jeweller has made a special wedding ring for Ann. What has Ann done? -- ...
- Simon's suits are all made by a tailor. What does Simon do? -- ...
- They have been burgled three times. Putting in a burglar alarm would help. What should they do? -- ...
- Tina's boots have a hole in them. She can't wear them until they are mended. What should she do? -- ...

8. Sonia is going to the optician for an eye test tomorrow. What's she going to do? -- ...
9. Trevor has paid a technician to install his computer. What has he done? -- ...
10. They had arranged for their house to be cleaned by the end of the week. Now it is clean. What had they done? -- ...
11. The grass has grown too much. What should they do? -- ...
12. His tooth was filled yesterday. What happened to him? -- ...

Ex. 3. Kate Gilmore is a poor young actress. Lily Showbourne is a rich star. Kate does everything herself while Lily pays other people to do it. Write what Lily says.

Kate Gilmore

Lily Showbourne

- | | |
|-------------------------------------------|-----------------------------------------|
| 1. I dyed my hair yesterday. | 1. <i>I had my hair dyed yesterday.</i> |
| 2. I make all my costumes. | 2. |
| 3. I enjoy entertaining people. | 3. |
| 4. I'm going to cook dinner tonight. | 4. |
| 5. I like doing my make-up. | 5. |
| 6. I'll send some flowers to my mother. | 6. |
| 7. I'd painted my flat before I moved in. | 7. |
| 8. I'll manicure my nails. | 8. |
| 9. I write letters to my fans. | 9. |
| 10. I make my bed every morning. | 10. |

Ex. 4. Complete the sentences with the verbs in brackets in the appropriate form.

1. Eating too much chocolate makes me *feel* (feel) sick.
2. Mr Smith had his English lessons ... (pay) for by his company.
3. Tom made Julie ... (help) him wash up.
4. I had an old dress ... (alter).
5. I had the glasses ... (mend).

Ex. 5. Complete the following conversation using the causative form.

A: *We are having the furniture rearranged* (furniture/rearrange). We got tired of having it in the same place for so long.

B: That's a good idea. We (our furniture/replace) next week. I'm sick of it altogether!

A: We (new curtains/put up) tomorrow and we (the windows/clean) on Monday.

B: Oh, we (ours/do) last week.

A: Last week we (our new carpets/deliver), but I (not/the windows/clean). I'm going to do that myself.

Ex. 6. Rewrite the sentences using *Have something done*.

1. His teeth are checked twice a year. – *He has his teeth checked twice a year.*

2. Her skirt is being cleaned at the moment. -- ...
3. My hair is trimmed once a month. -- ...
4. Central heating is going to be installed in our house next month. -- ...
5. Sam's burglar alarm was fitted last week. -- ...
6. My car is being repaired at the moment. -- ...
7. The band's new single has just been recorded. -- ...
8. Our new furniture is going to be delivered tomorrow. -- ...
9. The new house is being decorated at the moment. -- ...
10. The windows will be cleaned. -- ...
11. A new jumper has been knitted for me. -- ...
12. The lock has to be fixed. -- ...
13. A new pair of glasses is going to be made for him. -- ...

TESTS

Rewrite the sentences using *Have something done*.

1. Their windows need to be cleaned. – *They need to have their windows cleaned.*
2. The hairdresser was styling Mrs Brown's hair. -- ...
3. She told her son to carry the shopping to the house. -- ...
4. Dad is going to arrange for someone to cut the grass. -- ...
5. They used to employ a cleaner who cleaned the house. -- ...
6. Did the mechanic repair Paul's motorbike? -- ...
7. The boss asked his assistant to type the letter. -- ...
8. A plumber fixed the dripping tap for Joe. -- ...
9. Have you told the secretary to make some photocopies?
10. The chef was cooking Tom's lunch. -- ...
11. Did you tell the shop to deliver the sofa for you? -- ...
12. My purse was stolen last Friday. -- ...
13. Did you employ a painter to decorate your house? -- ...
14. The builders are putting a new roof on Adam's house at the moment. -- ...
15. She asked the maid to polish the silver. -- ...
16. The man had asked the porter to take his luggage to his room. -- ...
17. Did you ask Jenny to arrange flowers for you? -- ...
18. When will your glasses be made? -- ...
19. I hired a professional to cater for my party. -- ...
20. Did you ask anyone to sweep the chimney?

Supplementary text.

Pros and Cons of Online Education.

Online education can be a great way to earn college credits on your own schedule, but it's not for everyone. Explore some of the pros and cons of studying online to decide if a virtual learning environment is right for you.

Cost and convenience are just a few of the major "pros" for studying online.

Online education is very popular among students with jobs and families. While some courses include synchronous components such as Skype conferences with instructors, most allow students to complete coursework on their own schedules.

You can take an online course anywhere you have a computer and an Internet connection. This perk is especially important for individuals living in remote or rural areas, who can't relocate and don't want to commute hours to school. But it's also useful for parents who need to be able to study at home with young children or any student who prefers to work in the comfort of their own home or local coffee shop.

Do you find yourself struggling to keep up with difficult or fast-paced courses? Many online programmes will allow you to either finish your coursework entirely at your own pace or give you additional time above and beyond the average school term.

Tuition for online courses is often a little bit lower than traditional classroom courses, because the overhead cost is lower for the teaching institution. Online students may also save money on activity fees and similar costs paid by on-campus students.

There are also many "hidden" savings associated with studying online. Most students save money on gas, parking or bus passes when they don't commute. Many students are also able to keep housing and food costs down when they're not tied to the location of a school or the schedule of a traditional student.

Finally, many online courses give students access to e-textbooks or other digital materials that may cost less than traditional textbooks.

UNIT 3

Remember the following word-combinations:

1. A constitutional monarchy – конституційна монархія
2. The Queen -- королева
3. Head of State -- глава держави
4. The legislative power -- законодавча влада
5. To be exercised by -- виконуватись кимось
6. The Houses of Parliament -- будинки парламенту
7. The House of Lords -- палата лордів

8. The House of Commons -- палата громад
9. To be composed of smb -- складатися з когось
10. Hereditary and life peers -- спадкові та прижиттєві лорди (пери)
11. A peeress -- леді; жінка, яка має звання пера не по чоловіку;
12. To be elected by the people -- бути обраним народом
13. To be elected from a constituency – бути обраним від виборчого округу
14. The real governing body -- справжній керівний орган
15. The executive power -- виконавча влада
16. Prime Minister -- прем'єр-міністр
17. The Cabinet -- кабінет міністрів
18. To be formed by smth -- бути утвореним чимось
19. To be supported by the majority -- бути підтриманим більшістю
20. The majority party leader -- лідер партії більшості
21. To be appointed by -- бути призначеним
22. To choose a team of ministers -- вибрати команду міністрів
23. The official opposition -- офіційна опозиція
24. The Shadow Cabinet -- Тіньовий кабінет
25. The judiciary branch of the government – судова гілка влади
26. To determine common law -- визначити загальне право
27. To be independent of smth. – бути незалежним від чогось
28. A written constitution -- писана конституція
29. A precedent -- прецедент

The UK Political System

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. This means that Great Britain is governed by the Parliament and the Queen is Head of State.

The legislative power in the country is exercised by the Houses of Parliament. The British Parliament consists of two chambers: the House of Lords and the House of Commons. The House of Lords is composed of hereditary and life peers and peeresses. The members of the House of Commons are elected by the people. They are elected from the constituencies in England, Scotland, Wales and Northern Ireland. The House of Commons is the real governing body of the United Kingdom.

The executive power is exercised by Prime Minister and his Cabinet. The government is usually formed by the political party which is supported by the majority in the House of Commons. Prime Minister is the majority party leader and is appointed by the Queen. Prime Minister chooses a team of ministers; twenty of the ministers are in the Cabinet.

The second largest party becomes the official opposition with its own leader and the Shadow Cabinet. The two leading parties in Great Britain are the Conservative Party (the Tories) and the Labour Party.

The judiciary branch of the government determines common law and is independent of both the legislative and the executive branches.

There is no written constitution in Great Britain, only precedents and traditions.

Enrichment of the Vocabulary

Ex. 1. Give synonyms or synonymous expressions for the following words:

To govern, Head of State, to exercise the power, peers, the members of the Parliament, monarch, the people, to execute, majority, the Cabinet, opposition, official, labour, to determine, branch, constitution.

Ex. 2. Give antonyms to:

Monarchy, the Queen, hereditary, the real governing body, majority, official, independent.

Ex. 3. Make up compound words from the following:

State, power, country, life, Common, law, house.

Ex. 4. Form derivatives from the following:

Constitution, monarch, to govern, to compose, member, major, to lead, depend.

Ex. 5. Form nouns of the same root:

Great, Northern, constitutional, to govern, to exercise, British, to compose, hereditary, to elect, real, executive, political, to appoint, to choose, independent.

Ex. 6. Form verbs of the same root:

United, a head, house, hereditary, constitutional, executive, majority, party, leader, opposition, conservative, dependent, written.

Forming Communication Skills

Ex. 7. Answer the questions:

1. What does the term “constitutional monarchy” mean?
2. What body exercises the legislative power in the country?
3. How are the chambers of the Parliament composed?
4. What body exercises the executive power?
5. How is the executive branch of the government formed?
6. What is the official opposition?
7. What does the judiciary branch of the government do?
8. Is there a written Constitution in Great Britain?

Ex. 8. Render the content of each paragraph close to the text.

DIALOGUES

1.

Sightseeing

John: Is it possible to see anything in London in one or two days?

Steve: Well, I think it is.

John: What do you think I ought to see first?

Steve: Well, if you are interested in churches and historical places, you should go to Westminster Abbey, the Houses of Parliament, St. Paul's Cathedral and the Tower. Do you like Art Galleries?

John: Rather.

Steve: Then why not go to the National Gallery?

John: I'm told one ought to see the British Museum. Do you think I shall have time for that?

Steve: Well, you might, but if I were you, I should leave that for some other day. You could spend a whole day there. It's much too big to be seen in an hour or so.

John: I suppose it is. What about going to the Zoo?

Steve: That's not a bad idea. You could spend a couple of hours there comfortably, or even a whole afternoon, watching the wild animals, birds and reptiles. You could have tea there too.

John: I'll do that then. How do I get there?

Steve: Let me see. Where are we? Oh, here's the BBC. I think your best way from here is to walk across Regent Park.

John: Is it much of a walk?

Steve: Oh, no, a quarter of an hour or so, but if you are in a hurry, why not take a taxi.

John: I think I will. Ah, there's one coming. Taxi! The Zoo, please.

(from English Linguaphone Course)

2.

At the Hotel

Andrew: Have you got any vacant rooms?

Receptionist: Single or double, sir?

Andrew: Two double rooms, please.

Receptionist: You are lucky, we'll be able to put you up. A group of tourists has just left the hotel. Which floor would you like, sir?

Andrew: It's all the same to us if the lift is in order.

Receptionist: It has been out of order for a week. But I hope it'll be all right now. Which floor have you decided on?

Andrew: We'll take rooms on the fifth floor. How much are they?

Receptionist: Fifty dollars a night, sir.

Andrew: O.K. The price is reasonable. We'll take these rooms.

GRAMMAR

THE VERBALS (the Non-finite Forms of the Verb)

Дієслово має особові (finite) та неособові (non-finite) форми, які називаються вербалії (**the Verbals**). Вербалії не виражають особу, однину/множину або спосіб, тому вони не можуть вживатися в якості присудка речення.

В англійській мові є три частини мови, які ми відносимо до Вербаліїв: **the Gerund, the Infinitive, the Participle.**

THE GERUND

Герундій – це неособова форма дієслова із закінченням -ing, що має властивості дієслова й іменника.

Як і інфінітив, герундій *називає* дію:

Reading – читання, Listening – слухання.

В українській мові немає форми, яка відповідала б герундію. Слова *читання, слухання* – іменники, що утворились від дієслів, але вони не мають граматичних ознак дієслова.

I. Герундій має такі **дієслівні** властивості:

a) герундій перехідних дієслів вживається з прямим додатком:

I like *reading books.*

Я люблю читати книжки.

b) герундій може мати означення, виражене прислівником:

They continued *listening attentively*

Вони продовжували уважно слухати.

c) герундій має неозначену й перфектну форми, вживається в активному й пасивному стані. За формою герундій збігається з відповідними формами *Present Participle*.

TENSE / VOICE DISTINCTIONS

	<i>Active</i>	<i>Passive</i>
<i>Indefinite</i>	writing	being written
<i>Perfect</i>	having written	having been written

- d) перфектна форма герундія (*Perfect Gerund*) виражає дію, що передуює дії, вираженій дієсловом-присудком речення.
He admitted having made the mistake.
- e) неозначена форма герундія (*Indefinite Gerund*) вживають для вираження дії, одночасної з дією, вираженою дієсловом-присудком речення.
He avoided making the same mistake again.
Seeing is believing.
- f) герундій має спеціальні форми для вираження *активного* й *пасивного* стану:
He liked reading and being read to.

II. Герундій у реченні виконує такі властиві іменнику синтаксичні функції:

a) підмета:

Smoking is harmful.

Паління – шкідливо.

b) предикатива:

His hobby is collecting stamps.

Його улюблене заняття –
колекціонувати марки.

c) додатка:

He likes talking to me.

Він любить розмовляти зі мною.

She is fond of painting.

Вона любить малювати.

Крім того, герундій має ще такі іменникові властивості:

a) перед герундієм може вживатися прийменник, що відноситься до нього:

Nobody thought of going to bed.

Ніхто й не думав лягати спати.

b) перед герундієм, як і перед іменником, може вживатися присвійний займенник або іменник у присвійному відмінку:

Would you mind my opening the window?

Чи ви не заперечуєте, якщо я
відчиню вікно?

I insist on my sister's staying at home.

Я наполягаю на тому, щоб моя
сестра залишилася вдома.

Ex. 1. Translate the sentences from English into Ukrainian:

1. Could you please stop making so much noise?
2. I don't enjoy writing letters.
3. Does your work involve meeting a lot of people?
4. I considered taking the job but in the end I decided against it.
5. If you walk into the road without looking you risk being knocked down by a car.
6. I don't fancy going out this evening.
7. The batteries of this radio need changing.
8. Do you think the grass needs cutting?
9. Before going out I phoned Ann.
10. Tom left without finishing his dinner.
11. I wonder what prevented him coming to the party.
12. The arrested man was suspected of breaking into the house.
13. Have you ever thought of getting married?
14. I had difficulty in finding a place to live.
15. Do you think this book is worth reading?

Ex. 2. Supply Gerund forms for the words in brackets:

1. The baby started crying when he woke up, and went on (cry) all the morning.
2. He didn't want to lose any more money, so he gave up (play) cards.
3. Imagine (keep) a snake as a pet!
4. Please go on (write); I don't mind waiting.
5. He offered to buy my old car, if I didn't mind (wait) a month for the money.
6. The taxi-driver tried to stop in time, but he couldn't avoid (hit) the old woman.
7. At first I enjoyed (listen) to him, but after a while I got tired of hearing the same story again and again.
8. My watch keeps (stop). – That's because you keep (forget) to wind it up.
9. I suggest (telephone) the hospitals before asking the police to look for him.

Перед герундієм можуть вживатись дієслова *need* and *want*.

Ex. 3. Open the brackets using the Gerund:

Model: His hair is very long, it needs *cutting*.

1. This shirt is quite clean; it doesn't want (wash) yet.
2. The grass in the garden is very dry; it wants (water) badly.
3. The baby is crying, I think he needs (feed).
4. The house is old, it badly wants (paint).
5. The windows are very dirty; they need (clean).
6. I know my hair wants (cut) but I never have time to go to the hairdresser's.
7. The famous man didn't need (introduce) himself.
8. Her shoes have a hole in them; they want (mend).
9. The floor is covered with dust; it needs (sweep).
10. You should tidy the room. – Yes, it needs (tidy). The flowers want (water), and the shelves want (dust).

Після деяких дієслів може вживатись лише герундій, а не інфінітив, наприклад:

Admit, appreciate, avoid, consider, delay, deny, detest, dislike, enjoy, explain, fancy, feel like, finish, forgive, can't help, imagine, it involves, keep, mention, mind, miss, pardon, postpone, practise, prevent, recall, resent, resist, risk, stop, suggest, understand.

Verb + Gerund Indefinite

Active: *I deny (denied) taking it.*

Passive: *He resents (resented) being accused.*

Verb + Gerund Perfect

Active: *I deny (denied) having taken it.*

Passive: *he resents (resented) having been accused.*

Після дієслів *come* and *go* ми часто вживаємо герундій діяльність на свіжому повітрі або спорт, наприклад: *climbing, driving, fishing, riding, sailing, shopping, skiing, walking, water-skiing*: *Why don't you come sailing with us? Let's go sailing.*

Ex. 4. Supply any suitable verb in a suitable form:

1. Our neighbours are very considerate. They avoid *making* a lot of noise.
2. Just imagine in a country where it is always warm and sunny.
3. The police questioned me at some length and I didn't enjoy
4. What does the job involve? – It involves the engine apart.
5. I missed an interesting programme on TV last night. I really mind it.
6. We often go during the weekend. Would you like come with us?
7. Look at the state of those windows! They really need
8. Our front gate is falling to pieces. It really wants

Герундій вживається також після таких дієслів: *hear, keep, smell, start, stop, watch*:

When are you going to start working?

Але якщо дія направлена на якусь іншу людину, ми вживаємо прямий додаток після дієслова:

When are you going to start him (John) working?

Ми можемо вживати присвійний займенник, або іменник у присвійному відмінку перед герундієм після таких дієслів:

Appreciate, avoid, consider, defer, delay, deny, enjoy, postpone, risk, suggest:

We appreciate your helping us.

Ex. 5. Match A and B:

A

1. We very much appreciate ___f___
2. He strongly denied _____
3. We enjoyed _____
4. The chairman suggested _____
5. I agreed to delay _____
6. He should consider _____

B

- a) my leaving till the next day.
- b) their meeting that afternoon.
- c) her taking more responsibility.
- d) the band's playing very much.
- e) our postponing the question till later.
- f) your helping us.

Ex. 6. Put in the correct forms:

A FLYING START!

Gillian Forbes is only 17 and she has just got her pilot's licence. She is the country's youngest girl pilot. "How do you feel, Gillian?" I asked her after her test. "Wonderful!" Gillian cried. "I enjoy (fly) _____ more than anything in the world. I can't imagine (let) _____ a week pass without spending some of my time in the

air". "What started (you/fly) _____?" I asked. "I just love (travel) _____ in planes. I started (learn) _____ to fly when I was very young". "Would you consider (fly) _____ as a career?" "I might, but I've got to pass my school exams now. There are some things you can't avoid (do) _____!" "Excuse (my/ask)", I said, "but does everyone in your family approve of (your/ fly) _____?" "Of course!", Gillian exclaimed. "I can't imagine (anyone's/ disapprove) _____. Can you?" "Of course not!" I said. "What's your greatest ambition now?" "I want to learn to drive a car!" Gillian said with a big smile.

*Запам'ятайте дієслова та вирази,
після яких уживають герундій з певними прийменниками.*

To agree to	to persist in
To accuse of	to be engaged in
To approve of	to spend in
To be afraid of	to result in
To consist in	to hear of
To complain of	to suspect of
To prevent from	to inform of
To succeed in	to give up the idea of

To think of
To be capable of
To be fond of
To be proud of
To insist on
To depend on
To object to
To be surprised at

Ex. 7. Open the brackets using the Gerund in the Active or Passive form:

1. He was always ready for (to help) people. 2. He was very glad o (to help) in his difficulty. 3. On (to allow) to leave the room the children immediately ran out into the yard and began (to play). 4. In (to make) this experimant they came across some very interesting phenomena. 5. The results of the experimant must be checked and rechecked before (to publish). 6. David was tired of (to scold) all the time. 7. The watch requires (to repair). 8. The problem is not worth (to discuss). 9. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed. 10. Why do you avoid (to speak) to me? 11. She tried to avoid (to speak) to. 12. The doctor insisted on (to send) the sick man to the hospital. 13. The child insisted on (to send) home at once. 14. Do you mind him (to examine) by a heart specialist? 15. He showed no sign of (to recognize) me. 16. She showed no sign of (to surprise). 17. He had a strange habit of (interfere) in other people's business. 18. I was angry at (to interrupt) every other moment.

Ex. 8. Replace the italicized parts of the sentences or clauses by gerundial phrases:

Model: He said all this *and he didn't even smile.*

He said all this *without even smiling.*

1. He suspected *that the boy was lying.* 2. *Nobody could tell* when they were going to return. 3. She didn't *want to make an effort.* 4. *It is necessary to brush* the coat. 5. *It was impossible to reason with her* when she felt like this. 6. She was very clever, *she could turn* an old dress into a new one. 7. He wouldn't say whether he meant to buy the car *before he took* it for a trial run. 8. Let's go out for dinner. *I don't feel well enough to cook anything.* 9. I don't like the idea *that I should do it all.*

Ex. 9. Translate into English using Gerund:

1. Його звинувачують у пограбуванні.
2. Я хочу поінформувати вас про їхній приїзд.
3. Вона часто проводить час, читаючи журнали.
4. Я здивований, що мене спитали про це.
5. Вони не здатні брехати.
6. Батьки наполягають на тому, щоб ч відвідав лікаря.
7. Ми займаємось розвитком цього проекту.
8. Юнак думав про те, щоб залишити рідне місто.
9. Жінка наполегливо переглядала папери, шукаючи необхідного документа.
10. Літній чоловік боявся бути прооперованим.
11. Батько взяв дитину за руку, щоб не дати їй впасти.
12. Не звинувачуй її в тому, що вона зробила таку серйозну помилку.
13. Ми наполягатимемо на тому, щоб нам розповіли все.
14. Нарешті їй вдалося знайти ключі.
15. Її сини люблять бокс.

TESTS

Translate into English using the Gerund:

1. Перестань бігати.
2. Він заперечував, що взяв гроші.
3. Він боявся втратити друзів.
4. Вона не схвалювала того, що він занадто часто ходив на вечірки.
5. Він думає, що ти не написав йому листа.
6. Мама заперечує те, що він часто ходить у кіно.
7. Вона звинувачує його в тому, що в неї немає машини.
8. Я не можу не сердитися на нього.
9. Він розсміявся.
10. Ви не заперечуєте, якщо я приведу мого друга?
11. Я наполягаю на тому, щоб спитати в нього поради.
12. Продовжуйте писати йому.

Supplementary text

Parliamentary Chambers

People outside Great Britain believe, and their belief seems reasonable, that if a man is elected to sit in Parliament, he ought to have a seat. Indeed, most Parliaments provide each member not only with a seat, but with a reserved seat, often a desk in which papers can be kept.

Why, then, when the opportunity came after the war to rebuild the bombed House of Commons, did its members decide that their own Chamber should, like the pre-war Chamber, be too small to provide seats for all of them? The decision was a deliberate one, made after a debate in the House. Members rejected the idea that there should be seats for all.

The new House of Commons has many improvements, including air-conditioning and the provision of microphones. It has, however, seats for only about two-thirds of its 630 members. No change has been made in its shape. It is still an oblong, with seats for Government supporters on the Speaker's right and seats for the Opposition on his left. There are, facing the Speaker, cross benches for Independent members, those who do not belong to either of the two great political parties.

There are obvious disadvantages in this arrangement. If, after an election, the two parties are about equal in number, there is not much difficulty. If, however, the Government has a large majority, seating will certainly be a problem. If one party has 400 members and the other 230, it becomes difficult to have Government and Opposition facing one another across the House except when the attendance is small.

(from A.S.Hornby. "Oxford Progressive English for Adult Learners", book 3).

UNIT 4

Remember the following word-combinations:

1. The United Kingdom

-- Сполучене Королівство

2. The Thames	-- Темза
3. To surround	-- оточувати
4. The Bank of England	-- Банк Англії
5. The Stock Exchange	-- Фондова біржа
6. William the Conqueror	-- Уільям Завойовник
7. To conquer	-- завойовувати
8. Piccadilly Circus	-- площа Пікаділлі
9. Legal system	-- правова система
10. Sightseeing tours	-- оглядові тури (екскурсії)
11. Trafalgar Square	-- Трафальгарська площа
12. Chapel	-- каплиця
13. The Great Fire of London	-- Велика пожежа в Лондоні
14. Unattractive	-- непривабливий

London

As well as being the capital of England, London is the capital of the United Kingdom. London was founded by the Romans in 43 A.D. and was called Londinium. It grew up around the first point where the Romans found the Thames narrow enough to build a bridge. There has been a “London Bridge” in the same area ever since. In 61 A.D. the town was burnt down and when it was rebuilt by the Romans it was surrounded by a wall. Inside the wall low houses were built with bright red tiled roofs. That area within the wall is now called the City of London. It is London’s commercial and business centre. It contains the Bank of England, the Stock Exchange and the head offices of numerous companies and corporations. Here is situated the Tower of London. The Tower of London was founded by Julius Ceasar and in 1066 rebuilt by William the Conqueror who conquered England. He was crowned at Westminster Abbey. Now most of the Government buildings are located in Westminster area.

During the Tudor period (16th century) London became an important economic and financial centre. The Londoners of the Elizabethan period built the first

theatres. Nowadays the theatre land is stretched around Piccadilly Circus. Not far from it one can see the British Museum and the Covent Garden Opera House.

During the Victorian period (19th century) London was one of the most important centres of the Industrial Revolution and the centre of the British Empire. Now London is the home of the nation's commerce and finance, the main centre of its legal system and press. It has the largest university and the greatest possibilities for entertainment and for sport in Great Britain.

Sightseeing tours in London usually start in Trafalgar Square. From Trafalgar Square you can go along down Whitehall and see the Houses of Parliament which stretch along the Thames's North Bank. It is a long building of about 1000 feet. Big Ben, the famous clock, is in one of the Towers. Near the Parliament there is Westminster Abbey, an old beautiful chapel. Many great Englishmen are buried here: Newton, Darwin, Byron and others. St. Paul's Cathedral, the greatest of English churches, is situated not far from the Tower. St. Paul's Cathedral is the Sir Christopher Wren's masterpiece. The well-known architect of that day, he took part in rebuilding the city after the Great Fire of London. Sir Christopher Wren lies buried under the roof of his own great work. These words are written on his grave: "If you want to see his monument, look around".

Traditionally London is divided into several parts: the City, the Westminster, the West End and the East end. The Westminster is the official part of London. It includes Buckingham Palace, where the Queen lives. The West End is the most beautiful part of London. The East End is an industrial district of London. The East End of London is unattractive in appearance, but very important to the country's commerce.

Enrichment of the Vocabulary

Ex. 1. Give synonyms for:

Sidewalk; tube; illness; haste; riches; drive; well-known; begin to move; bright-red; splendid.

Ex. 2. Give antonyms to:

To get on a bus; to stand still; to walk; to be slow; ill humour; in coming or going; attractive; lazy; neglected parks; broad; dark; cheap; better.

Ex. 3. Give one word for the following:

- 1) The movement of people, buses, cars, etc;
- 2) an open space where a number of streets meet;
- 3) a worker who works at a hand-loom and not in a factory;
- 4) a printed (illuminated) notice about things to be sold;
- 5) trade on a large scale;
- 6) a building divided into cheap apartments.

Ex. 4. Paraphrase the italicized parts of the sentences:

Model: Jim spent a great deal of time *going about to see objects and places of interest.*

Jim spent a great deal of time *sightseeing.*

- 1) In the West End are: the most *splendid and comfortable* hotels and *costly* restaurants; the *best* theatres and *well-known* shops; 2) Nevertheless the slum *inhabitants get over* such hard-living conditions; they *succeed in making their life interesting.* 3) In the East End are miles of houses bringing about *illness and sadness.*

Ex. 5. Give Ukrainian equivalents to the following:

To have a clear view; to be crowded with; to fail to understand; to have a ride (round the town); to get worse and worse; to go (to do) the sightseeing; to stretch before; to be off; to drive down (along); on the left; to the left.

Ex. 6. Give nouns of the same root:

Commercial; official; gay; wealthy; progressive; sick; luxurious; humorous.

Ex. 7. Give adjectives of the same root:

Grace; glory; life; industry; friend; end; distress.

Ex. 8. Give nouns of the same root and translate them into Ukrainian:

To walk; to stream; to play; to crowd; to ride; to light.

Forming Communication Skills

Ex. 9. Answer the questions:

1. What part does London play in the life of the United Kingdom?
2. What are the most famous ancient buildings of London?
3. What are different districts of London famous for?
4. What are the main tourist attractions in London?
5. What is Westminster Abbey noted for?
6. What is St. Paul's Cathedral famous for?
7. What is the Tower of London associated with?

DIALOGUES

1.

Asking the way

Oksana is on her way to Shaftesbury Avenue. She is going there by No. 9 bus. It is a typical red London bus, doubledecker. Oksana has already paid her fare. She is asking a young man in the bus to tell her where her stop is. The young man is giving her the information. They are talking.

Oksana: Excuse me, could you tell me where to get off for Piccadilly Circus, please, and how to get to Shaftesbury Avenue from there? I'm a foreigner and I've never been in London before.

Young man: I've lived in London all my life and very often I still have to ask my way from passers-by. Now let me see. You have to go three... no, four more stops. The fifth stop is Piccadilly Circus. Get off there. Then cross the road and Shaftesbury Avenue is one of the turnings off the Circus. It's best to ask somebody which one. It's not far, and you don't need to catch another bus.

Oksana: Thank you very much. I must say you Londoners are very friendly and helpful. I've often had to ask people to show me the way and they've always explained to me very carefully how to get there.

Young man: That's nice to hear; after all I'm a Londoner too. Shall I get off and walk to Shaftesbury Avenue with you?

Oksana: Oh no, thanks. Now that you've explained it all so well, it's not going to be difficult to find. Haven't we got to Piccadilly Circus yet?

Young man: Heavens! Of course, we have. We are almost past the stop. Sorry, I've talked so much. Remember – straight across and then ask.

Oksana: Thank you again. Good bye.

Oksana has just got off the No. 9. She has got off at the right stop. Now she is going to cross the road. The young man is waving to Oksana. She is waving back to him.

2.

How's Peter getting on?

Andrew: Well, Ann, how's Peter getting on?

Ann: Fine, just fine. He's a student now.

Andrew: Oh, where does he study?

Ann: At London University! He studies biology. He's keen on biology.

Andrew: I know he is. He must be quite at home at the University. I think he spends all his time in the library and in the labs.

Ann: Well, he says he visits them very often. You know he's also interested in arts. So he often goes to the Queen's picture gallery, to the Tate gallery and to the London Museum, to various exhibitions.

Andrew: He finds time for everything... He's fond of theatre too. The *Globe* is his favourite, isn't it?

Ann: It is. Nobody enjoys visits to the *Globe* more than he does. He tells us a lot about the history of this theatre and its company. He gives us real lectures at home.

Andrew: You are lucky to have a lecturer of your own!

GRAMMAR

THE INFINITIVE

1. Значення інфінітива.

Інфінітив – це неособова форма дієслова, яка тільки називає дію й відповідає на запитання **ЩО РОБИТИ? ЩО ЗРОБИТИ?**, наприклад: To write – писати, to answer – відповідати.

Показником інфінітива в англійській мові є частка **to**, яка стоїть перед дієсловом. Заперечна форма: *not+Infinitive*. Наприклад: *not to write, not to answer*.

Форми інфінітива	<i>Active</i>	<i>Passive</i>
<i>Indefinite</i>	to write	to be written
<i>Continuous</i>	to be writing	---
<i>Perfect</i>	to have written	to have been written
<i>Perfect Continuous</i>	to have been writing	---

2. Уживання інфінітива:

Інфінітив у формі *Indefinite* вживають:

а) якщо дія, яку він виражає, одночасна з дією, вираженою дієсловом-присудком речення:

I am sorry to hear it. He is glad to be invited to the party.

б) з дієсловами, що виражають намір, надію, бажання *Indefinite Infinitive* означає дію, майбутню щодо дії, вираженої дієсловом-присудком:

I hope to see you on Monday. He decided to go alone.

с) з модальними дієсловами *Indefinite Infinitive* часто виражає майбутню дію:

They may come tomorrow. I should see a doctor.

Continuous Infinitive виражає тривалу дію, що відбувається **одночасно** з дією, вираженою дієсловом-присудком:

It was pleasant to be driving a car again.

Perfect Infinitive виражає дію, що *передує* дії, вираженій дієсловом-присудком:

I was pleased to have done something. I am sorry to have said it.

Perfect Continuous Infinitive виражає *тривалу* дію, що відбувалася протягом певного часу *перед дією*, вираженою дієсловом-присудком:
I am happy to have been living in Kyiv for 25 years.

Infinitive не вживають з часткою *to*:

а) після модальних дієслів *can, must, may, will, shall*:

You can't do it. You must be here at 5.

б) після дієслів чуттєвого сприйняття *to see, to hear, to feel, to watch, to notice, etc.*:

I have never seen you look so well. She heard him enter the room.

в) після дієслів *to let, to make (змушувати), to need, to dare (посміти, наважитися)*:

What makes you think so? How dare you call me a liar?

If he calls, let me know. Need I do the washing up?

г) після таких слів *had better (краще б), would rather/sooner (мабуть), cannot but (не можу ні...)*:

He said he would rather stay at home. I can't but think about it.

You had better go there at once.

Ex. 1. Translate into Ukrainian:

1. To go on with this discussion is to waste time. 2. I'm sorry to have taken so much of your time. 3. It all sounds too good to be true. 4. We assembled to discuss and arrange our plans. 5. He was the first to raise the question. 6. A celebration such as this was a chance not to be missed. 7. Look back to make sure you haven't left anything behind. 8. She was the last to realize how dangerous it was. 9. You are a bachelor with no family to care of. 10. I didn't come here to be shouted at. 11. He came here to speak to me. 12. The plan will be discussed at the meeting to be held on May 25. 13. He was too astonished to speak. 14. The best thing Lanny could do was to get out of here. 15. It's an awkward thing to say. 16. Surely it is not at all necessary to go into details. 17. To understand the rule better I read it several times.

Ex. 2. Put in the particle "to" before the Infinitive where necessary:

1. He likes ... play football. 2. She can ... speak English. 3. We let them ... go there. 4. Do you like ... dance? 5. May I ... take your dictionary? 6. He

made me ... do it. 7. Mother let us ... swim in the river. 8. I don't want ... see him. 9. We would rather ... go home. 10. They wanted ... speak to you. 11. Would you like ... drink? 12. You had better ... take this medicine. 13. They couldn't ... find their child. 14. It's time ... go for a walk. 15. We were ready ... go out. 16. My parents didn't let me ... go to that party. 17. His joke made me ... laugh. 18. We had better ... say it at once. 19. May I ... come in? 20. Tom works because he needs ... eat. 21. He isn't going ... answer my question. 22. I'm planning ... visit Rome. 23. The children were not allowed ... eat ice-cream.

Ex. 3. Replace the underlined parts of the sentences by Infinitives:

Model: He has a lot of books which he can read.

He has a lot of books to read.

1. I would like to offer you the dress which you can buy.
2. Have chosen the project of the house which you will build?
3. Is there something which you can show us?
4. Here is a man who will do this work.
5. Could you give me a book which I can read?
6. Jack has brought us a new film which we can see.
7. They have a lot of work which they must finish in time.
8. She has less time in which she will tell you everything.
9. Here is an interesting physical process which we can study.
10. Mother bought a lot of fruit which we can eat.
11. You can put on the coat which will warm you.
12. Our teacher gives us many rules which we must learn.
13. Can you give me a pen which I can write with?
14. Here are some proposals which we have to discuss.
15. Has she typed the documents which I will sign?

Ex. 4. Translate into English and replace the underlined parts of the sentences by Infinitives:

Model: Ось стаття, яку необхідно перекласти.

Here is an article to translate.

1. Я знайшов інформацію, яку використаю в доповіді.
2. Лікар прописав мені ліки, які необхідно приймати щодня.
3. Ось програма, яку можна подивитись.
4. Він приніс статтю, яку треба обговорити.
5. Мама взяла ніж, щоб нарізати хліба.
6. У них є гарний сад, де можна відпочити.
7. Я дам тобі попити води.
8. У мене є товариш, з яким я можу поговорити про це.
9. Батько приніс нам гру, у яку можна грати.
10. Візьми таксі, щоб не запізнитися.
11. Це люди, які допоможуть вам у роботі.
12. Учитель продиктував учням запитання, на які треба відповісти.

Ex. 5. Combine each of the following pairs of sentences using “enough” with the infinitive:

Model: He is clever. He can answer the question.

He is clever *enough* to answer the question.

1. He wasn't strong. He couldn't support the man.
2. The sun isn't very hot. We can't lie in the sun.
3. The coffee isn't very strong. It won't keep us awake.
4. I'm quite old. I could be your father.
5. You aren't very old. You can't understand these things.
6. You are quite thin. You can wear this dress.

Ex. 6. Translate into Ukrainian using Active Infinitive and Passive Infinitive:

1. I am glad to meet him.
2. He was glad to be met at the station.
3. She is sorry to tell you about it.
4. She didn't want to be spoken about.
5. The child doesn't like to be punished.
6. To buy a new dress is her only dream.
7. He wanted to be invited to this party.
8. We hope to be sent to the conference.
9. I have a great desire to spend next summer in Paris.
10. Nobody wants to be laughed at.

Ex. 7. Open the brackets and use the correct form of the infinitive:

1. I am glad (to work) with you.
2. We wanted (to recognize) by them at once.
3. She always wants (to talk) about.
4. He pretended (to sleep) and (not to hear) the telephone ring.
5. They are lucky (to see) so many countries.
6. My younger sister doesn't like (to treat) like a child.
7. Ann seems (to discuss) a very important problem now.
8. This actor doesn't like (to interview) by reporters.
9. The teacher wants (to tell) if the student can't attend a lecture.
10. He seemed (not to understand) what I told him.
11. The policeman told him (not to drive) so fast.

Ex. 8. Open the brackets and use the correct form of the infinitive:

1. He made me (to do) it all over again.
2. He made her (to repeat) the message.
3. Would you like me (to go) now?
4. They won't let us (to leave) the Customs till our luggage has been examined.
5. He wouldn't let my baby (to play) with his gold watch.
6. Please, let me (to know) your decision as soon as possible.
7. He made us (to wait) for hours.
8. I let him (to go) early as he wanted to meet his wife.
9. I'd like him (to go) to a University but I can't make him (to go).
10. He tried to make me (to believe) that he was my stepbrother.
11. Before he let us (to go) he made us (to promise) not to tell anybody what he had seen.
12. I advised him (to ask) the bus conductor to tell him where to get off.
13. This bag is too heavy for one person (to carry); let me (to help) you.
14. The teacher advised us (to use) dictionaries.
15. Her father doesn't allow her (to go) to the cinema alone.
16. Who told the nurse (to give) the sick man this medicine?
17. The old man doesn't like his grandchildren (to make) a lot of noise when they are playing.

ПОРІВНЯЙТЕ ВЖИВАННЯ

Indefinite Infinitive

To write

I am glad *to see* you.

Я радий *бачити* вас.

Perfect Infinitive

to have written

I am glad *to have seen* you.

Я радий, що *побачив* вас.

Ex. 9. Replace the underlined parts of the sentences by the infinitives:

Model: He is sorry that he had said it.

_____ He is sorry to have said it.

1. He was happy that he was praised by everybody. 2. He was very proud that he had helped his elder brother. 3. She was sorry that she had missed the beginning of the concert. 4. I am glad that I have seen all my friends there. 5. She is happy that she has found such a nice place to live in.

TESTS

Translate into English and use the correct form of the infinitive:

1. Він вирішив не дзвонити їй.
2. Ми думаємо не залишатися тут до кінця літа.
3. Здається, зараз іде сніг.
4. Вона вирішила не робити цього.
5. Він любить розповідати смішні історії.
6. Він любить, коли йому розповідають смішні історії.
7. Він задоволений, що йому розповіли цю історію.
8. Я зупинився, щоб подивитись на гру вуличних артистів.
9. Вона не задоволена, що її зупинила поліція.
10. Ми раді, що застали його вдома.

Supplementary text.

Parliamentary Chambers (continued).

If we examine the kind of Chamber favoured in other countries, we find that it is in some cases semi-circular. In the Chamber of the French National Assembly, for example, instead of a clear division between Government and Opposition, we find an amphitheatre. Members sit in a large semi-circle. On the President's extreme left are the left parties, and on his right are the conservative parties.

This semi-circular arrangement of seats is the most probable explanation of the political terms that are commonly used today, especially of European politics. When we say that a man is left, right, centre (or even left of centre,

right of centre), we are thinking of the seat he occupies in this French style of Chamber.

Another difference between the British House of Commons and Parliamentary Chambers in many other countries is that in the House of Commons there are benches; in other Chambers there are separate seats. From this we get the terms “front benches”, “back benches” and “cross benches”. The term “front benches” stands for the two benches, one on each side of the House, as far as the centre gangway. The front bench on the Speaker’s right is for the Prime Minister and the leading members of the Government. That on the Speaker’s left is for the Leader of the Opposition and those members of the Opposition who have formed, or who are likely to form, an alternative government. The back benches are those seats occupied by members who have no right to front bench seats. The cross benches may be used by those Independent members who do not vote regularly with the Government or with the official Opposition.

(from A. S. Hornby. Oxford Progressive English for Adult Learners, book 3).

UNIT 5.

Remember the following word-combinations:

- | | |
|-------------------------|-------------------------------------|
| 1. Suburbs | -- передмістя |
| 2. Urban area | -- міська територія |
| 3. Landmark | -- віха; межовий знак; орієнтир |
| 4. strand | -- берег; прибережна смуга |
| 5. Edward the Confessor | -- Едуард Сповідник |
| 6. To execute | -- страчувати |
| 7. The Crown Jewels | -- коштовності Корони (королівства) |
| 8. The County of London | -- графство Лондон |

Some Facts about London

When we think of Paris, Rome, Madrid, Lisbon, Athens and other European capitals, we think of them as “cities”. When we think of the whole of modern London, that great area covering several hundred square miles, we do not think of it as a “city”, not even as a city and its suburbs. Modern London is not one city that has steadily expanded through the centuries; it is a number of cities, towns and villages that have, during the past centuries, grown together to make one vast urban area.

London today stretches for nearly thirty miles from north to south and for nearly thirty miles from east to west. This is the area known as “Greater London”, with a population of twenty million. The “City of London” is a

very small part of the whole; it is only one square mile in area, and the number of people who live and sleep in “the City” is only about ten thousand.

If, from the air, we can pick out a few landmarks, we shall find it easier to understand how London has grown. Two landmarks stand out clearly: St. Paul’s Cathedral in the City, and about two miles westwards, the group of buildings near Westminster Bridge, the Palace of Westminster (with the Houses of Parliament) and Westminster Abbey. Linking them we may see a main street called the Strand. It was so named because it followed the northern bank (or strand) of the Thames.

These two landmarks are a guide to the growth of London. Round St. Paul’s is the original London, the oldest part, with a history of almost two thousand years. Westminster with its Palace and Abbey, is six hundred years younger.

The first Norman King, William the Conqueror, was crowned in 1067 in Westminster Abbey, which had been built by Edward the Confessor, one of the last of the Saxon Kings. William built the Tower, still one of the most famous sights of London. For hundreds of years the Tower was used as a prison, and visitors today may see the exact spot where many great nobles were executed. The most popular sight, however, is probably the strongly guarded room in which the Crown Jewels are kept and displayed.

Old St. Paul’s was also built during Norman times. It was burnt down in the Great Fire that destroyed London in 1666. The cathedral that replaced it, the most striking building in the City today, was designed by Sir Christopher Wren, the architect who designed so many of the other City churches.

If you walk westwards from St. Paul’s, you reach Fleet Street, a name familiar to people in many parts of the world. Here, and in the side streets running from it, the most important newspapers and news-agencies have their offices. If you are told that someone works in Fleet Street, you know that he is a journalist, or is in some way or other connected with journalism.

Greater London, with its twenty million population, includes not only the City and the County of London, but the outer suburbs and much land that still looks more rural than urban. It has no definite boundaries, but covers an area of about twenty miles radius from Oxford Circus. Because London has grown so large, the Government has decided that it must spread no farther. It is now surrounded by a “green belt”, a belt of agricultural and wooded land on which new buildings may be put up only with the permission of the planning authorities.

Enrichment of the Vocabulary.

Ex. 1. Give synonyms or synonymous expressions for the following words:

Great, area, to expand, vast, landmark, to understand, Cathedral, to link, a point, a sight, visitors, nobles, to display, familiar.

Ex. 2. Give antonyms to:

Small, modern, to expand, urban area, the whole, easy, to link, to build, the last, famous, nobles, side streets.

Ex. 3. Form derivatives from the following:

Europe, north, south, east, west, to understand, the origin, history, to found, to build, to confess, to conquer, to use, to execute, to destroy, architect.

Ex. 4. Form nouns of the same root:

Modern, to expand, to grow, urban, linking, original, young, to build, to found, to execute, architect, important, journalist, definite, to decide, news-agent.

Forming Communication Skills.

Ex. 5. Answer the question:

1. Why do we think of London as a vast urban area, “Greater London”?
2. What is the population of “Greater London”?
3. What part of the whole is the City of London?
4. What two landmarks can help us understand how London has grown?
5. What part of London is older – the City or Westminster?
6. Who was the first Norman King of Great Britain?
7. Who was the last of the Saxon Kings?
8. Who built Westminster Abbey?
9. Who built the Tower of London?
10. Why were many great nobles executed in the Tower?
11. What is kept and displayed in the Tower now?
12. What is Fleet Street famous for?
13. Why has the Government decided that London must spread no farther?
14. What is “green belt”?

DIALOGUES

1.

Advertising

Anne and Jack are drinking coffee at one of the numerous espresso cafes that became so popular nowadays. They have met two friends there. David is a young journalist and Mary is a young art student.

Jack: How are you liking your work, David?

David: Oh, I am finding it very interesting. I'm sure I'll like Fleet Street.

Anne: And you, Mary? How are you liking your work at the Slade School of Art?

Mary: Oh, it's lots of fun. The students are a jolly crowd.

Jack: Is it possible to make a reasonable living from art today? I mean, while you are not very well known. Well-known artists can get good prices for their work, I suppose.

Mary: A good many of us go in for commercial art nowadays.

Anne: You mean drawing designs for dress and curtain materials, and things like that?

Mary: Yes, and patters for china. There's a lot of well-paid work in advertising, too. And illustrating stories for magazines and textbooks.

Jack: Some of the posters we see are really first-class, I think. These posters that London Transport uses, showing places in and near London, served by their buses, for example. And those used by British Railways showing holiday resorts. I enjoy looking at them while I'm waiting on the platform for my train.

Anne: The newspapers and magazines are full of illustrated advertisements. Most of them are very well done, but I don't always approve of them.

David: What's wrong with them, Anne?

Anne: I don't like to be what to buy.

David: Oh, but the advertisements help you to choose what's best, don't they?

Anne: Some of them have useful information, perhaps. But most of them do nothing but tell you to buy. They tell you to "Drink more milk" and "Eat more fruit". They tell you what kind of petrol to put in your tank, what kind of soap-powder to wash your clothes with, what kind of breakfast food to give the children, what kind of tooth-paste to clean your teeth with. I can't believe there's much difference between one kind of tooth-paste and another.

2.

Jack: I agree with you, Anne. The petrol companies must spend hundreds of thousands of pounds on advertising. I wonder if they'd be able to take a penny off the price of a gallon of petrol, if they stopped spending all that money on advertising.

David: I doubt it. And if they stopped advertising, your morning paper would probably cost more. No newspaper could sell at its present price without the money it gets from advertising.

Mary: Don't you like the wonderful coloured advertisements you get in the weeklies, Anne? Especially in the women's magazines. I often find the advertisements more exciting than the reading matter.

Anne: Oh, I find some of them attractive. I like those showing wonderful kitchens and furniture. That's because Jack and I are getting married soon, and we're interested in furnishing. And I read the food advertisements. They sometimes give useful recipes.

Mary: What kind of advertisements do you really dislike?

Anne: The picture strip kind. You know what I mean: the man who can't do his office work properly, who's going to lose his job, perhaps. Then someone tells him to take something or other every evening before he goes to bed. Then you see a picture of him afterwards, full of life and energy, and getting a rise in salary or being made manager of the company.

David: Yes, I know the kind of advertisement you mean. But the public likes picture strips. So do I. I always look at that kind of advertisement. And I usually remember the name of the product that's being advertised.

Jack: We'll become the nation of illiterates if this sort of thing goes on. People are content to look at pictures, pictures that tell a story. They'll forget how to read.

David: Oh, in any case, many things can be described more easily in pictures than in words.

Mary: And these advertisements do have one strong point in their favour. They do provide work for the commercial artist.

(from A.S. Hornby. Oxford Progressive English for Adult Learners, book 3)

GRAMMAR

THE INFINITIVE and THE GERUND (-ING FORM)

Compare the usage.

The to-Infinitive is used:

1. To express purpose.

*He went to the University **to become** a lawyer. (In order to become)*

2. After certain verbs (*agree, appear, decide, expect, hope, plan, promise, refuse etc*).

*He refused **to pay** the bill.*

3. After certain adjectives (*happy, glad, sorry etc*).

*He was **happy to win** the prize.*

4. After certain nouns.

*What a **surprise to see** him there!*

5. After "I would like/ would love/ would prefer" to express specific preference.

*I'd **like to see** the manager.*

6. After "too/enough constructions".

*He's **too young to have** his own car.*

*He's **clever enough to do** the crossword.*

7. With: it+be+adjective (+of+noun/pronoun).

*It was **generous of him to offer** \$ 1000.*

8. With: so+adjective+as.

Would you be so kind as to help me move the sofa?

9. With “only” to express an unsatisfactory result.

She came in only to find Bob had left.

10. After: be+the first/second/next/last/best etc.

He was the last to come to work.

11. In the expression: for+noun/pronoun+to-infinitive.

For him to be so rude was unforgivable.

12. In the expressions such as: to tell you the truth, to begin with, to be honest etc.

To be honest, I don't like him.

NOTE: If two infinitives are joined by “and” or “or”, the particle “to” of the second infinitive can be omitted. *I want to call Mr Jones and fax or post him a letter.*

The Gerund (-ing form) is used:

1. As a noun.

Walking is good exercise.

2. After certain verbs (admit, anticipate, appreciate, avoid, consider, continue, delay, deny, discuss, enjoy, escape, excuse, fancy, finish, forgive, go, imagine, involve, keep (= continue), mention, mind, miss, object to, postpone, practise, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand etc).

They discussed selling the company.

Let's go jogging! – No, I'd rather go sailing.

3. After: dislike, enjoy, hate, like, love, prefer to express general preference.

She likes painting. (In general)

4. After: I'm busy; it's no use; it's (no) good; it's (not) worth; what's the use of; can't help; there's no point (in); can't stand; have difficulty (in); in addition to; as well as; have trouble; have a hard/difficult time.

He can't stand being treated like a slave.

He had difficulty finding his way back.

5. After: spend/waste (time, money etc).

He spends his free time (in) digging the garden.

6. After prepositions.

He left the shop without paying so he was accused of stealing.

7. After: look forward to; be/get used to; be/get accustomed to; object to; admit (to) etc.

I'm looking forward to hearing from you soon.

8. After: hear, listen, notice, see, watch to express an incomplete action, an action in progress or a long action.

I saw Tim doing his homework. (I saw part of the action in progress. I didn't wait until he had finished).

BUT: *hear, listen, see, watch+infinitive without “to” express a complete action, something that one saw or heard from beginning to end.*

I saw Tim do his homework. It took him an hour. (I saw the whole action from beginning to end).

The Infinitive without “to” is used:

1. **After:** most modal verbs (can, must, will, etc).
*You **can** leave now if you want.*
2. **After:** had better/would rather.
*I'd **rather not go** out tonight. I'd **better stay** at home.*
3. **After:** make, let, see, hear, feel+object.
*They **made him pay** for the damage.*

BUT: in the passive: *be made/ be heard/ be seen + to-infinitive.*

*He was **made to pay** for the damage.*

Ex. 1. Complete the sentences using an infinitive or a Gerund.

1. City life is too busy for me; I really miss *living* in the country.
2. We had to postponetennis because of the bad weather.
3. She's been training so hard recently that she deserves the race.
4. Because of his fear of jellyfish, he doesn't like in the sea.
5. Before the interview, I was required an application form.
6. Becoming an Olympic athlete involves for years.
7. Let me be the first you on your remarkable success.
8. I think you should give up because you have a very poor voice.

Ex. 2. Put the verbs in brackets into the gerund form or the infinitive form.

The best way *to explore* (explore) China is by land. Anyone who has been there, will (tell) you what a great experience it is. (travel) round China involves (cover) great distances as the country is enormous. As a result, some tourists would rather (fly), as it is quicker and they consider (sit) on a bus or train a waste of time. For those who don't mind (take) a bit longer, there is so much (see) which is not visible from a plane. From a bus you can (see) people (work) in the rice fields. You can even spend some time (learn) a few Chinese phrases. Few can resist (taste) the local delicacy – bird's nest soup, though you may (have) difficulty in (acquire) a taste for one-hundred-year-old eggs!

Verb taking to-infinitive or Gerund without a change in meaning.

- 1) *Begin, continue, intend, start + to-infinitive or Gerund.*
However, two ing-forms (gerund, participle) are not normally used.
*e.g. She began **crying/to cry**.*
***But:** The days are **beginning to get** shorter.*
- 2) *Advise, allow, encourage, permit, recommend, require*
 - a) *when followed by an object or in passive forms take **to-infinitive**;*
 - b) *when they are not followed by an object, they take **Gerund**.*
*e.g. The teacher **doesn't allow us to eat** in class;*
*We **are not allowed to eat** in class;*
*They **don't allow eating** in class.*

- 3) *Need, require, want can take to-infinitive, Gerund or the passive infinitive:*
 e.g. *You need to polish your shoes;*
Your shoes need polishing;
Your shoes need to be polished.

Ex. 3. Put the verbs in brackets into the Gerund or the infinitive.

There has been a gas leak in central London. The police advise everybody *to stay* (stay) clear of the area. You are recommended not (travel) by tube as the service has been suspended. We'd recommend (take) the bus, but only if your journey is essential. The police require any members of the public with any information relating to this incident (come forward).

Verbs taking to-infinitive or Gerund with a change in meaning.

The to-infinitive and Gerund never mean the same when used after these verbs: *remember, forget, regret, try, stop, go on.*

To-infinitive refers to the present or future and *Gerund* refers to the past in:

- | | |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1) <i>remember + to-infinitive =</i>
<i>remember to do something</i> | <i>Remember to post</i> my letter. |
| <i>remember + Gerund</i> | <i>I remember posting</i> your letter. |
| 2) <i>forget + to-infinitive =</i>
<i>forget to do something</i> | <i>I forgot to lock</i> the car. |
| <i>forget + Gerund =</i>
<i>forget a past event.</i> | <i>We'll never forget visiting</i> Paris. |
| 3) <i>regret + to-infinitive =</i>
<i>be sorry</i> | <i>I regret to tell</i> you that you have failed |
| <i>regret + Gerund = have second</i>
<i>thoughts about sth already done</i> | <i>I regret saying</i> what I said. |
| 4) <i>try + to-infinitive = make an effort:</i> | <i>Try to</i> understand. |
| <i>try + Gerund = experiment:</i> | <i>Try holding</i> your breath for more than a minute. |
| 5) <i>stop + to- infinitive =</i>
<i>purpose:</i> | <i>We stopped to buy</i> a paper. |
| <i>stop + Gerund = request:</i> | <i>Stop shouting.</i> |
| 6) <i>go on + to-infinitive = do something different:</i> | <i>We went on to</i> discuss finance. |
| <i>go on + Gerund = continue:</i> | <i>Go on talking.</i> |
| 7) <i>mean + to-infinitive = intend to</i> | <i>He means to move</i> to Newcastle. |
| <i>mean + Gerund = involve</i> | <i>Working harder means getting</i> more money. |
| 8) <i>would prefer + to infinitive</i>
<i>= specific preference</i> | <i>I'd prefer to have</i> an early night today. |
| <i>would prefer + Gerund =</i>
<i>(in general)</i> | <i>I prefer reading</i> a book <i>to watching</i> TV. |

- 9) *want + to-infinitive = wish* ***I want to find a better job.***
want + Gerund =
something needs to be done ***Your dress wants cleaning.***
- 10) *be sorry + to-infinitive =*
regret ***I'm sorry to hear he has been injured.***
be sorry for + Gerund =
apologise ***I'm sorry for misunderstanding/ having***
misunderstood what you said.
- 11) *hate + to-infinitive =*
hate what one is about to do ***I hate to interrupt, but I must talk to you.***
hate + Gerund = feel sorry
for what one is doing ***I hate making you feel uncomfortable.***
- 12) *be afraid + to-infinitive*
= be too frightened to do sth ***I'm afraid to drive over the old bridge.***
be afraid + Gerund = be afraid
that what is referred to by
the Gerund may happen

Ex. 4. Supply the correct forms (to-infinitive or Gerund) of the verbs in brackets.

- 1a. I remember *visiting* Paris when I was very young (visit).
- 1b. Please remember the door on your way out (lock).
- 1c. Did you remember Jim last night? (phone).
- 2a. I shall never forget taken to see the Tower of London (be).
- 2b. Don't forget how many are coming on Saturday (find out).
- 2c. I forgot to the chemist's on my way home (go).
- 3a. We all tried him, but he just wouldn't listen to any of us (stop).
- 3b. If you want to stop coughing, why don't you try some water? (drink).
- 4a. She got annoyed because her husband stopped in every shop window (look)
- 4b. Just stop and listen for a moment (talk).
- 5a. If we hadn't turned the music off they'd have gone on till morning (dance)
- 5b. She got a degree in Physics, then went on ... a course in Applied Maths (take).
- 6a. I regret you that there's has been an accident (tell).
- 6b. He regretted in the same job for so long (stay).

Ex. 5. Put the verbs in brackets into the Gerund or the infinitive.

1. Tom stopped *to pick up* his washing on the way home.
2. If you don't stop (smoke), you'll make yourself ill.
3. Try (phone) John at the office if he's not at home.
4. I tried my best (finish), but there just wasn't enough time.
5. He was promoted in 2010 and went on (become) a company director.
6. The band went on (play) even after the lights had gone out.
7. "Why is the baby crying?" "I think he wants (feed).

8. Sharon wants (talk) to you.
9. Jane was afraid (show) her school report to her parents.
10. I'm afraid of (lose) my way in the forest.
11. What do you mean (do) with all that money?
12. Playing a musical instrument well means (practise) for years.
13. I regret (inform) you that your husband had been arrested.
14. She regrets (spend) so much money on her new dress.
15. Do you remember (ride) a bicycle for the first time?
16. Remember (post) the letters on your way home.
17. I'd prefer (pretend) I didn't hear what you just said.
18. I prefer (borrow) books from the library to (buy) them.
19. Don't forget (bring) some cash in case they don't accept credit cards.
20. I was sorry (hear) about your failing the exam.
21. He said he was sorry for (speak) to you so rudely.
22. Oh no! I totally forgot (turn off) the cooker.
23. I'll never forget (sail) through that storm in the Atlantic.

Ex. 6. Put the verbs in brackets into the correct passive infinitive or Gerund form.

1. We are waiting for his first novel *to be published* (publish) in England.
2. His music seems (influence) by the rock culture of the seventies.
3. (hurt) badly in the past, she found it very difficult to trust anyone again.
4. Don't tease him any more. He doesn't enjoy (laugh at).
5. Many film stars now hire bodyguards because they want (protect).
6. (award) an Oscar was the most memorable event in the actor's life.
7. Ann claimed (invite) to Tom Cruise's wedding while she was in NY.
8. I was very upset when I failed the audition, so you can imagine how delighted I was (give) a second chance.
9. I'm not used to (approach) by complete strangers asking for my autograph.
10. Listen carefully because I don't want (misunderstand).
11. I wouldn't phone her after midnight. She won't like (wake up).
12. I don't remember (tell) the news before. Are you sure you mentioned it yesterday?
13. Ten more people have asked (include) in the conference.
14. He always wears such outrageous clothes because he wants (notice).
15. I see that (send) to prison for five years has taught you nothing.
16. Actors consider (see) on television as the first step to fame.

Only four members of the House of Commons have reserved seats. One is the Speaker. Another is the member who has sat in the House for the longest unbroken period, the member who is known as “the Father of the House of Commons”. The other two reserved seats are for the Prime Minister and the Leader of the Opposition.

In most semi-circular Chambers a member who is called upon to speak leaves his seat and goes to a reading-desk (a tribune) placed below the raised seat of the President. Instead of facing and addressing the chairman, as in the House of Commons, he faces and addresses the whole House.

When a member ends his speech in the House of Commons, other members stand up and face the Speaker. They try to catch his eye (get his attention), because the order of speakers is not arranged in advance. The Speaker decides who is to speak next. The member who is named remains standing, and speaks from the place where he has been sitting. He must address the Speaker, not the House as a whole.

The people of Great Britain find that the British system suits them, but other peoples may find it unsuitable. Methods of government are not export articles like bicycles and motor-cars. In Sweden and Norway members of the political parties, instead of sitting separate as in Britain and France, sit mixed together. Their sitting arrangements depend not upon political parties, but upon the part of the country that the members represent. Every country must have the arrangements that are best suited to its needs.

(from A. S. Hornby. Oxford Progressive English for Adult Learners, book 3).

UNIT 6

UK Health Service

Remember the Following Word Combinations:

1. To provide -- забезпечувати
2. Emergency treatment – перша медична допомога
3. Optician -- окуліст
4. Nurse -- медсестра
5. Physician – лікар
6. General practitioner (GP) – лікар загальної практики
7. Surgeon – хірург
8. Neurologist – невролог, невропатолог
9. Physiotherapy -- фізіотерапія
10. Qualification -- кваліфікація
11. Sickness (illness, disease, malady) – хвороба, захворювання
12. (non)communicable diseases – (не)заразне захворювання
13. (in)curable – (не)виліковна
14. Catching, contagious – заразний, інфекційний
15. Inherited sickness – спадкова хвороба
16. Appendicitis – апендицит
17. Bronchitis – бронхіт
18. Cancer – рак
19. Chicken pox – вітрянка
20. Measles – кір
21. Mumps – паротит (свинка)
22. Scarlet fever – скарлатина
23. Flu (influenza; grippe) – грип
24. Bleeding – кровотеча
25. Wound – рана
26. Bruise – синець

UK Health Service

The National Health Service provides free treatment for people living in Britain and gives emergency treatment for visitors.

The greater part of the cost is met from taxes taken from people's wages. People also pay some money every month as a sort of insurance.

The National Health Service consists of three main parts: the general practitioners, the hospital and specialist services, and local health authority services. Local health authorities are responsible for medical education, hospital building, environmental health, vaccination service and so on. The center of National Health Service is the general practitioner (GP).

Each person is registered with a certain doctor in his or her area. The GP diagnoses, gives medical certificates, prescribes medicines. Dentists and opticians usually have separate clinics. They are not parts of health centers.

There is also a medium-level hospital staff. District nurses give injections, physiotherapy exercises at people's homes. Ward nurses take care of the ill in the hospital. Regular medical inspections are held at schools. Children receive various vaccinations and are examined by different specialists. There also exists a school dental service in every school.

Much attention is paid to the educational programmes. The Department of Health provides anti-smoking education programmes, alcohol education programmes, cancer prevention programmes and so on. Much attention is paid to the AIDS and drug programmes.

Great Britain pays much attention to the qualification of doctors. They are trained at 16 universities. Besides, they get practice during their work at teaching hospitals.

Enrichment of the Vocabulary

Ex. 1. Give synonyms for:

To grow thinner; to catch (a) cold; ill; illness; pain; to cure; to be laid up in a hospital; medicine for external use; remedy.

Ex. 2. Arrange the following in pairs of antonyms:

Lose weight; know little; feel bad; feel fit; be stout; be in; a failure; bring; be in touch; take; be out; put on weight; be thin; be a success; be out of touch; know a great deal.

Ex. 3. Remember additional words and word-combinations. Give Ukrainian equivalents for:

To make up a medicine (drug); take a medicine (for); mixture; pills; powders; ointment; drops; on empty stomach; pain reliever (killer); for reducing the temperature; a headache; to put a hot-water bottle.

Forming Communication Skills

Ex. 4. Answer the following questions:

1. What does the National Health Service provide?
2. What do people pay every month?
3. What does the National Health Service consist of?
4. What are local health authorities responsible for?
5. What is in the centre of National Health Service?
6. What are the functions of GP?
7. What are the functions of district nurses?
8. What are the functions of ward nurses?

9. What is the aim of regular medical inspections at schools?
10. What programmes does the Department of Health provide?

Ex. 5. Render the content of each paragraph close to the text.

Ex. 6. Match the phrases in column A with those in column B.

A	B
1. If you break a leg	a) you have to be immediately inoculated (against the disease)
2. If you have a high temperature	b) you must have it X-rayed and then put in a cast.
3. If you feel pain when swallowing	c) you have to be on a diet.
4. If a member of your family has fallen ill with some infectious disease	d) you have to gargle your throat
5. If you have an abscess	e) you have to consult a surgeon.
6. If you have liver trouble	f) you have to take some medicine to reduce temperature.

DIALOGUES

1.

- Why are you limping, John? What is the matter?
 -- I was playing football yesterday and sprained my ankle. It hurts badly. I can hardly walk, as you see.
 -- You mustn't walk at all. Lie down and put a compress on your ankle. That's the best remedy. Call the doctor and he will give you a sick-leave for a few days.

2.

Between a Mother, her Son and the Doctor.

Mother: Your nose is clogged up, your voice is hoarse and your face flushed. You must have a cold, I'm sure. I hope it's nothing more. Where did you manage to get it?

Son: I don't know myself. I must have caught cold last night after a game of football when I felt so hot that I even took my jacket off.

Mother: How careless of you, the evening was chilly and windy. Now you will have to stay in. Here's the thermometer, take your temperature.

Son: Oh, I'll be all right in a few hours.

Mother: Now, you do what you are told. Put the thermometer under your arm... Oh, it's thirty-eight point three. You'll have to stay away from classes today. I'll call the doctor (I will have the doctor in). *(She phones to the local out-patient*

hospital and is told that the doctor will call while making his daily round of the district).

Doctor: What do you complain of, my boy?

Son: I have a bad (splitting) headache and a sore throat. I feel sort of feverish.

Doctor: Let me feel your pulse. Open your mouth, please. I see your tongue is coated and your throat inflamed. Now, strip to the waist, please. (*The doctor sounds the boy's lungs.*) Take a deep breath... (*To the mother.*) Your son is to keep his bed for three days. Here is the prescription. The medicine is to be taken three times a day before meals, two tablespoonfuls each time. It will help to keep the fever down. (*To the son.*) Blow your nose gently, young man, or else you'll have an earache... Nothing serious, but don't get up before Wednesday, as there might be complications (bad after-effects).

3.

Symptoms of an illness.

Anne: What's the matter, you look unwell, your eyes are red and there is fullness (there are bags) under them. Have you fallen ill?

Bob: I didn't sleep a wink last night. I had such an awful stomach-ache that I was on the point of calling for urgent medical aid. However, after I took some soothing pills, the pain subsided (became less).

Anne: Is it the first time you've had stomach trouble?

Bob: I have occasional attacks (bouts) of indigestion if I eat anything my stomach doesn't agree with, but that is a rare case. A couple of years ago I thought my stomach could digest nails.

Anne: It might have been an attack of appendicitis this time.

Bob: I don't think so. My brother has been operated on for appendicitis and he knows all the symptoms of this disease. With me it's something quite different.

Anne: You'll have to consult a specialist.

Bob: I hate going to doctors.

Anne: Who doesn't? But pluck up your courage, Bob. A specialist will diagnose your case, but first be prepared to have your gastric juice tested and some analyses taken. He will prescribe a strict diet and some inoffensive drug for the time being.

Notes: soothing pills – болезаспокійливі таблетки

a bout of indigestion – розлад шлунку

to pluck up one's courage – зібратися з духом

gastric juice – шлунковий сік

inoffensive drug – нешкідливі ліки.

4.

-- I have an awful toothache.

-- I'd have taken it out if it was mine.

-- If it was yours, I would, too.

GRAMMAR

THE INFINITIVE CONSTRUCTIONS

The Infinitive may have a **subject of its own** within the sentences. In this case it forms with it a construction called a complex.

THE COMPLEX OBJECT

(Складний додатак)

The Complex Object (the Objective-with-the Infinitive Construction) складається з іменника в загальному відмінку або займенника в об'єктному відмінку та інфінітива як активного так і пасивного стану. У багатьох випадках складний додатак перекладають українською мовою підрядним реченням.

Subject + Predicate + Noun (Pronoun) + Infinitive

e.g. I want Mother (her) to help me.

They expect the steamer to leave tonight.

Після дієслів чуттєвого сприйняття (*to hear, to see, to watch, to feel, to observe, etc.*) уживають інфінітив без частки "to":

e.g. I saw Brown enter the room.

I felt the blood rush into my cheeks.

Після дієслів *to make, to let, to need* інфінітив також уживають без частки "to":

e.g. My mother makes me eat soup.

Let me know when she comes.

Compare:

Verb + Infinitive

I saw him enter the shop.

Verb + Participle I

I saw him entering the shop.

Ex. 1. Translate into Ukrainian:

1. I don't like you to say such things.
2. Put on a coat, I don't want you to catch cold.
3. We knew him to be very brave.
4. Did you feel the bridge shake?
5. Tell him to come to us tomorrow morning, will you?
6. Did she ask you to sign any papers yesterday?
7. Her visit agitated the patient so much that the doctor advised her not to come again.
8. There is no harm, I think, in letting you know.
9. What makes you think so?
10. I heard you say that you had received no letter from your brother since he left England.
11. I felt my heart jump.

Ex. 2. Paraphrase the sentences using Complex Object with the Infinitive:

Model: He got on the train. We saw it.

We saw him get on the train.

1. He made a mistake. Nobody noticed it.
2. The postman brought a telegram. I saw it with my own eyes.
3. He told a lie. Everybody heard it.
4. She got sad. Everybody noticed it.
5. Somebody called her name. I heard it.
6. He stood in the doorway and watched them. They got into a car and went

away.7. We saw the runner. He passed the finish line. 8. The car suddenly turned to the left. I noticed it.

Ex. 3. Paraphrase the sentences using Complex Object after the verbs in brackets:

1. Somebody opened the door (to hear).
2. He lit a cigarette (to see).
3. Suddenly somebody took me by the hand (feel).
4. He made a mistake (not to notice).
5. He ran and caught a passing bus (to see).
6. Somebody pushed me in the back (feel).
7. He sang Ukrainian songs (to hear).
8. The woman entered the house through the back door (to notice).
9. They walked along the road (to see).
10. He gave her a hard look (to notice).

Ex. 4. Complete the sentences using Complex Object with the infinitives given below:

1. I can't make this car...
2. What made you ... his story?
3. Our father never let us ... at birds.
4. Let me ... you to carry your things.
5. The jokes he told us made everybody ...
6. The noise behind made me ...
7. I didn't often hear him ...
8. I won't let you ...
9. Her words made him ... that he was mistaken.

List: to understand; to believe; to turn one's head; to tell lies; to help; to shoot; to move; to laugh; to get excited.

Ex. 5. Paraphrase the sentences using Complex Object after the verbs in brackets:

1. He will come by an early train (to expect).
2. She loses so much time in talking (not to want).
3. He will be pleased with the results of our sport competition (to expect).
4. It's good advice (to believe).
5. It's a dangerous kind of sport (to know).
6. She must see the doctor (to advise).
7. You must promise not to do such things again (to want).
8. They were at home (to believe).
9. You must teach him a lesson (to advise).
10. They will enjoy the film (to expect).
11. He won't be back so soon (not to expect).
12. It won't happen again (not to want).

Ex. 6. Paraphrase the sentences according to the model, use Complex Object with the Infinitive:

Model: He wants the book back. Bring it tomorrow.

He wants you to bring the book back tomorrow.

1. Don't leave so early. She doesn't want it.
2. It is true, I believe.
3. You must help him with his English. He expects it.
4. He is an honest man. Everybody knows it.
5. I am afraid it may happen again. I don't want it.
6. You must not talk about such things in the presents of the children. I don't like it.
7. He will arrive tomorrow. They expect him.
8. They expect that she will enjoy

her holidays at their place. 9. Don't pass the news to anybody. We don't want it. 10. It's a safe action, I believe.

Ex. 7. Translate into English using Complex Object with the Infinitive:

1. Я відчув, як змінився його настрій.
2. Ми не бачили, як вони наблизились до нас.
3. Він не помітив, як його голос затремтів.
4. Вона відчула, як мороз торкнувся її обличчя.
5. Ти бачив, як корабель вийшов з порту?
6. Ти помітив, що він посміхнувся?
7. Я спостерігав, як вони заговорили з незнайомцем.
8. Ви коли-небудь чули, як вона співає?
9. Я не міг бачити, що хлопці побігли доводи.
10. Мати не помітила, як дитина заснула.
11. Вона не помітила, як офіціант приніс її замовлення.
12. Я чув, як ви дали йому добру пораду.
13. Ми помітили, як незнайома жінка підійшла до вас.
14. Розмовляючи, ми не помітили, як настав вечір.

TESTS

Translate into English using Complex Object with the Infinitive:

1. Вони наказали, щоб їхні речі принесли в номер.
2. Менеджер порадив, щоб я взяв кредит.
3. Він не дозволив, щоб товари зберігали в крамниці.
4. Учитель дозволив їм користуватись словником.
5. Вона не просила, щоб документи відправили.
6. Ми не дозволяємо, щоб меблі псували.
7. Його батько наказав, щоб помили підлогу.
8. Офіцер наказав, щоб почистили зброю.
9. Ця історія змусила їх засміятися.
10. Учитель дозволив учням іти додому.
11. Розпорядіться, щоб наступний пацієнт увійшов.
12. Дозволь мені дати тобі пораду.
13. Не змушуй її плакати.
14. Я хочу привчити їх дотримуватись обіцянок.

Supplementary text.

Alexander Fleming

Alexander Fleming, the discoverer of penicillin, was born in Scotland in 1881 at a farm. He began to go to school when he was five. In 1895 he went to London and decided to dedicate his life to medicine. At first Fleming wanted to become a

surgeon but soon he got interested in bacteriology and decided that he was to find his future in research.

Sir Alexander Fleming did not have the life which was outwardly very exciting. He spent his working hours in hospitals and laboratories. He went from home to his laboratory every morning and went home from his laboratory every night. He sat in front of his fire and talked to his wife. He taught his son to swim and to fish. It was the life that did not seem to be different from the life of the bank manager or the office worker.

But it was not so. The great work that he did was done for the benefit of sick men and women. His discovery of penicillin did more to help suffering mankind than anything else for centuries. When he died in 1955 his old friend said: "... by his work he relieved more suffering than any other living man".

UNIT 7

Remember the Following Word-Combinations:

1. Comprehensive school -- загальноосвітня школа
2. Headmaster/mistress -- директор(директриса) школи
3. Preparatory school -- підготовча школа
4. Technical college -- технічний коледж; технікум
5. Reception class -- підготовчий клас
6. Evening classes -- вечірні заняття
7. Nursery school -- дитячий садок
8. Public school -- приватна школа
9. Postgraduate -- аспірант; аспірантський
10. Kindergarten -- дитячий садок
11. Deputy head -- заступник директора; завуч
12. High school -- вища школа; старші класи середньої школи
13. Polytechnic -- політехнічний
14. Playground -- дитячий або спортивний майданчик
15. Classroom -- аудиторія
16. Playgroup -- ігрова група
17. Doctorate -- ступінь доктора
18. B.Sc. -- бакалавр наук
19. Ph.D. -- доктор філософії
20. Lecturer -- викладач; доцент
21. Tutor -- вихователь, викладач
22. M.A. -- магістр мистецтв
23. M.Sc. -- магістр наук

Education in Great Britain

Children in 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). In some areas, however, "first" schools take pupils aged 5 to 8, 9 or 10, and pupils within the 8 to 14 age range go to middle schools.

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 eleven. 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.

Pre-School Education (0-5 years old)

Primary Education (5-11 years old)

Secondary Education (11-16+)

Further Education

Higher Education

Adult Education

Enrichment of the Vocabulary

Ex. 1. Give synonyms or synonymous expressions for:

To take an exam; the last examination; to exist or to happen in the language; to succeed in; to prepare for an examination; to tremble; to be of importance; schooling.

Ex. 2. Give antonyms to:

To fail in an examination; to tell a lie; dull; clever; further; entrance examinations; familiar; important; probable.

Ex. 3. Give one word for the following:

A payment of money to a student; a sum of money left to someone by will of a person who has died; a passage between rows of seats; to look steadily with wide open eyes.

Ex. 4. Give adjectives corresponding to the following nouns:

Province; importance; reality; poverty; exception; truth; heat; assurance; strangeness; probability.

Ex. 5. Give other words of the same root and state what part of speech they are:

Examine; attend; perform; matter; influence; barrister; comparison; failure; far; sure; long; short.

Ex. 6. Make up compound nouns and adjectives from the following words. Arrange them in two columns:

Fine; paper; bed; question; ship; way; drawn; turned; scholar; shop; sitting; tea; room; gang; half.

Forming Communication Skills

Ex. 7. Answer the questions:

1. At what age do British children begin to attend school?
2. What institution do many children attend before the start of formal schooling?
3. Children of what age do Pre-School Education include?
4. Children of what age go to primary schools?
5. At what age do children move to the junior school?
6. When was the British educational system changed?
7. What do pupils have to do to enter a grammar school?
8. When was the Eleven-Plus abolished?
9. Whom are comprehensive schools intended?
10. Do parents have to pay for a state school?
11. How many pupils go to comprehensive schools?
12. How many grammar schools didn't close down in England?
13. Why are grammar schools still popular today?
14. What kind of education do secondary modern schools provide?
15. Are City Technology Colleges fee-paying schools?
16. What do specialist schools give pupils?
17. What schools are separate from the state educational system?
18. Are private schools fee-paying?
19. What kind of pupils attend private schools?
20. Whom are public schools supported in Scotland?

Ex. 8. Render the content of each paragraph close to the text.

DIALOGUES

1.

Mother: I'm proud of you, Henry.

Henry: Are you – are you really, Mother?

Mother: Yes. Very proud. Frankly, I didn't believe you'd be able to manage it.

Henry: I knew you didn't; that's why I worked so hard. Of course, you know it's for you that I took that silly degree. Personally, I didn't care a bit whether I ever was a Bachelor or not.

Mother: Your teacher assures me you could try for a Master's degree. Wouldn't you like to? Books are a great comfort, perhaps the greatest. They are faithful friends.

Henry: No, Mother, I don't want to try for a Master's degree. Books are all right, but... I would like to become an artist.

2.

John: By the way, what are you studying? It's medicine, isn't it? Are you going to be a doctor?

Jane: As a matter of fact, I'm not. That was the idea when I came here, but my interest has always been in language learning and language teaching, and so I changed from medicine to modern languages. I'm in my last year now.

John: What do you want to do when you leave Oxford?

Jane: I'd like more than anything else to teach English to foreign students.

John: Well, I wish you luck.

GRAMMAR

THE INFINITIVE CONSTRUCTIONS

COMPLEX SUBJECT

(the Nominative-with-the Infinitive)

Complex Subject (Суб'єктний інфінітивний комплекс) складається:

Перша частина – з іменника в загальному відмінку або займенника в називному відмінку;

Друга частина – з інфінітива у відповідній формі.

Обидві частини відокремлені присудком.

He is said to live in Kyiv.

Говорять, що він живе в Києві.

Lazer is known to be used in
medicine.

Відомо, що лазер використовують
в медицині.

В англійській мові Complex Subject є підметом речення; українською мовою в більшості випадків Complex Subject перекладають підрядним реченням.

She is said to be a very kind woman.

Говорять, що вона добра жінка.

Complex Subject уживають, коли присудок виражено такими дієсловами, що стоять у *Passive Voice*:

to say	to hear	to expect
to state	to announce	to know
to suppose	to believe	to understand
to see	to think	to consider
to order	to ask	to allow

e.g. *The car* was seen to disappear in the distance.

He is considered *to have been* one of the most popular writers of his time.

Complex Subject уживають, коли присудок виражено такими дієсловами, що стоять у *Active Voice*:

to seem	to happen	to appear
to chance	to prove	to turn out

e.g. *They* happened *to see* the accident.

He seems *to notice* nothing unusual.

Інфінітив в *Complex Subject* уживають у всіх формах; він може виражати:

a) одночасну дію

He is said <u>to live in</u> London	Говорять, що він живе у Лондоні.
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b) дію, що триває

The water seems <u>to be boiling</u> .	Здається, вода кипить.
----------------------------------------	------------------------

c) дію, яка відбулася раніше ніж дія, що виражена присудком речення

They are reported <u>to have finished</u> the work.	Повідомляють, що вони завершили роботу.
-----------------------------------------------------	-----------------------------------------

d. майбутня дія може бути виражена такими дієсловами та словосполученнями: *to expect, to be sure, to be certain, to be likely, to be unlikely*.

e.g. *They are certain* to come. _ Вони безперечно прийдуть.

He is likely to telephone. Схоже, що він подзвонить.

Ex. 1. Translate into Ukrainian using Complex Subject:

1. My work is considered to be finished in some hours.

2. You are supposed to have told the truth.
3. His parents were not expected to come so early.
4. The pupils are not considered to know the answers to these questions.
5. My friends are believed to be on their way to my place.
6. Do you know the ship is reported to call in the port tomorrow?
7. Isn't he considered to be one of the best surgeons?
8. Her father was known to have been appointed to this post.
9. These plants are known to grow in subtropics.
10. She was heard to have left for France.
11. Who is considered to be the best specialist in this field of science?
12. The documents are reported to have been received.
13. They are said to have been travelling for a long time.
14. These reforms are thought to be difficult to carry out.
15. The train can be expected to arrive at seven.

Ex. 2. Translate into English using Complex Subject:

1. Підозрюють, що він скоїв злочин.
2. Вважають, що вона дуже чесна людина.
3. Кажуть, що він був шпигуном під час війни.
4. Ніхто не чекав, що ціни знову підвищаться.
5. Не можна чекати, що температура повітря підвищиться завтра.
6. Вважали, що його колекцію картин продано за низькою ціною.
7. Припускають, що їх забрали саме до цього госпіталю.
8. Говорять, що в комп'ютерній індустрії з'явиться багато відкриттів.
9. Виявилось, що документи ще не підписані.
10. Оголошують, що результати тестування ще не відомі.
11. Бачили, що він зайшов до свого кабінету.
12. Цю симфонію вважають одним із найкращих творів цього композитора.
13. Відомо, що він був найпопулярнішим письменником свого часу.
14. Повідомили, що літак впав у море.
15. Встановлено, що властивості цієї глини дуже корисні для людини.

Ex. 3. Translate into Ukrainian paying attention to Complex Subject:

1. This pupil doesn't seem to know the answer.
2. The young specialist proved to be a good doctor.
3. My mother seems to be cooking a new kind of soup.
4. She appeared to have been ill for two days.
5. They didn't seem to be rich.
6. He doesn't seem to be a fool.
7. The man seemed to have been hurt.
8. The front gate didn't happen to be open.
9. The old woman seems to be in a good health.

10. I happened to overhear the words.

Ex. 4. Translate into English using Complex Subject:

1. Виявилось, що він працює вже кілька годин.
2. Виявилось, що вона написала чудову статтю.
3. Звичайно, вони вже закінчили свої дослідження.
4. Здається, він дуже добре розбирається в техніці.
5. Так трапилось, що нас там не було.
6. Виявляється, що ти забув свою обіцянку.
7. Виявилось, що цей фільм нудний.
8. Вона, здається, не дуже ввічлива особа.
9. Так трапилось, що ми зустрілись на вокзалі.
10. Вечірка виявилась чудовою.

Ex. 5. Translate into Ukrainian using Complex Subject:

1. She is likely to get upset if you ask about it.
2. Their work is certain to take a long time.
3. Jane is sure to call while I am out.
4. She is not sure to obtain information from the article.
5. This question is certain to be discussed.
6. The results of your examination are likely to be known in a day.
7. They are sure to welcome us warmly.
8. We were not likely to finish our research before the end of the month.
9. Her brother is not likely to help us.
10. He is sure to be attractive, but I am not interested.

Supplementary text.

Cambridge

The story of the University begins, so far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

These students were all churchmen and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was constant trouble, even fighting, between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students who were innocent, and by order of King John (who was quarrelling with the church and knew that the death of three student clergymen would displease it) they were put to death by hanging. In protest, many students moved elsewhere, some coming to Cambridge; and so the new University began.

Of course, there were no Colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. Those from the same part of the country tended to group themselves together and these groups, called “Nations”, often fought one another.

The students were armed; some even banded together to rob the people of the countryside. Gradually the idea of the College developed, and in 1284 Peterhouse, the oldest College in Cambridge, was founded.

Life in College was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King’s College, and other colleges followed. Erasmus, the great Dutch scholar, was one of these, Queen’s College, from 1511 to 1513, and though he writes that the College beer was “weak and badly made” he also mentions a pleasant custom that unfortunately seems to have ceased.

“The English girls are extremely pretty”, Erasmus says, “soft, pleasant, gentle, and charming. When you go anywhere on a visit the girls all kiss you. They kiss you when you arrive. They kiss you when you go away and again when you return”.

Many other great men studied at Cambridge, amongst them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Practical jokes seem always to have been common, and there is an amusing tale of one played on the poet Gray by the students of Peterhouse College where he lived. Gray was a rather nervous man with a fear of fire, and every night he used to hang a rope-ladder from his window for use in case a fire broke out. One night there was a great noise and shouts of “Fire! Fire!” Dressed only in his nightgown Gray opened his window, climbed onto his ladder and slid down as fast as he could – into a barrel of cold water put there by a joking student!

(from C. E. Eckersley)

UNIT 8

Remember the following words and word-combinations:

- | | |
|---------------------------------|----------------------------------|
| 1. Church-related schools – | релігійні школи |
| 2. Board of education – | відділ народної освіти |
| 3. Standards and requirements – | норми та вимоги |
| 4. Tuition fee – | плата за навчання |
| 5. Summer support classes – | літні заняття для відстаючих |
| 6. Social skills – | навички спілкування |
| 7. Required subjects – | обов'язкові предмети |
| 8. Admission to college – | прийом до коледжу |
| 9. Extracurricular activities – | позашкільні та позакласні заходи |
| 10. Grades – | оцінки |
| 11. Teaching materials – | учбові (навчальні) матеріали |
| 12. To repeat a course – | залишитися на другий рік |
| 13. At no cost – | безкоштовно |
| 14. Public school -- | державна школа |

Education in the USA

Americans have always shown a great concern for education. Here are some figures to support this statement. Today, there are 43 million pupils and students in public schools at the elementary and secondary levels, and another 6 million in private schools throughout the country. In other words, 88% of American children attend public schools (financed by the government) and 12% go to private schools. Every year about 12 million Americans become students in over 3000 colleges and universities of every type: private, public, church-related, small and large, in cities, counties and states.

The United States does not have a national system of education. Education, Americans say, is “a national concern, a state responsibility and a local function”. It means that most educational matters are left to the separate states or the local community. In general, colleges, universities and schools, whether state or private, are quite free to determine their own individual standards and requirements.

The major result of this unusual situation is that there is a lot of variety in elementary, secondary and higher education throughout the nation. For example, although all states today require that children attend school until a certain age, it varies from 14 to 18 years. Or, as another example, in about 60% of the states, local schools are free to choose subjects and teaching materials or textbooks which they think are appropriate. In other states they only use the teaching materials approved by the state Board of Education. Some universities are free to residents of the state, others are expensive, especially for out-of-state students, with tuition fees of thousands of dollars each year. Some school systems are extremely conservative, some very progressive and liberal. These and other important differences must always be considered while describing American schools.

Because of the great variety of schools and colleges, and the many differences between them, we cannot speak about a typical American school or college. Yet, there are enough basic similarities in structure among the various schools and systems to give some general comments.

Most schools start at the kindergarten level at the age of 5. The elementary school (or grade school) goes from age 6 to 11 or 12 (grades 1 to 5 or 6). This is usually followed by a middle school (grades 6-8) or Junior High School (grades 7-9). High schools include 3 or 4 years, usually until the age of 18 (unless a student “drops out” and doesn’t graduate, that is earn a high school diploma). There are almost always required subjects and sometimes students at more advanced levels can choose some subjects. Pupils who do not do well often have to repeat courses or attend summer support classes which are also called “make up” or remedial classes.

Like schools in Britain and other English-speaking countries, those in US have always stressed “character” or “social skills” through extra-curricular activities, including sports. Most schools publish their newspapers, have student orchestras and choirs, theater and drama groups and clubs. Many sports are available to students at no cost, and many schools have swimming pools, tennis courts and stadiums.

But those who believe that American schools are more fun than work overlook an important fact: a high school diploma is not a ticket that allows someone to automatically enter a university. Standardized examinations play a decisive role in the admission to most colleges and universities. Students who wish to go to a good university have to work hard. During studies any student can be asked to leave because of poor grades. As tuition fees are rather high at most colleges and universities, students who must work at outside jobs as well as study are the rule rather than the exception.

Enrichment of the Vocabulary

Ex. 1. Give synonyms or synonymous expressions for the following words (according to the text):

Concern, statement, children, colleges and universities; a national system; matters; community; major; require; appropriate; residents; extremely; progressive; to consider; basic; various; skills; at no cost; automatically.

Ex. 2. Give antonyms to:

Children; national; separate; in general; free; variety; appropriate; residents; conservative; liberal; typical; similarity; to start; advanced; at no cost.

Ex. 3. Give adjectives corresponding to the following nouns:

Education; element; nation; responsibility; locality; freedom; situation; variety; resident; progress; difference; type; base; similarity; remedy; decision.

Ex. 4. Make up compound nouns and adjectives from the following words:

Paper; bed; question; ship; way; scholar; shop; tea; room; half; curricular; English.

Forming Communication Skills

Ex. 5. Answer the questions:

1. What are the figures to support the fact that Americans have always shown a great concern for education?
2. How many Americans become students every year?
3. How many American children study in private schools?
4. Do the United States have a national system of education?
5. Must American children attend school until a certain age?
6. Are schools and universities free to determine their individual standards?
7. Why is it difficult to describe a “typical” American school?
8. Do all the US schools teach the same subjects?
9. Are all American universities very expensive?
10. Can students in Junior and Senior classes study some subjects of their choice?
11. Why do some students have to repeat the course?
12. What skills do sports and extra-curricular activities develop?
13. Do all American students enjoy sports activities free of charge?
14. What plays a decisive role in the admission to most universities?

Ex. 6. Render the content of each paragraph close to the text.

DIALOGUES

1.

Oral exams

Jorge: Hey, Marta! Have you finished the exam?

Marta: Yes, I have.

Jorge: Was it hard?

Marta: Well, yes. It was hard – pretty hard.

Jorge: Did you pass?

Marta: I don't know. Mrs. Simpson didn't tell me.

Jorge: What questions did she ask?

Marta: First she asked me what my name was.

Jorge: That was easy, wasn't it?

Marta: Yes, except I couldn't remember! Then she asked me where I came from and how long I'd been studying here at the university.

Jorge: And what else did she ask?

Marta: She asked when I had begun taking English, and she asked how I would use English in the future.

Jorge: Yes, yes, go on.

Marta: Then she asked me if I liked the University and if I lived with my parents.

Jorge: Anything else?

Marta: I'm trying to remember, Jorge. Oh, yes! She asked if I spoke any other languages.

Jorge: Is that all?

Marta: Oh, there were a lot of other questions. She asked me what my hobbies were, and she asked me to tell her about them. Then she gave me a picture and asked me to describe it. Then I was asked to read a passage.

Jorge: What did she say in the end?

Marta: Let's see... Oh, yes! She asked me to tell you to go in – right away.

This is the list of questions that the examiner used when she was asking the questions:

1. What's your name?
2. Where are you from?
3. How long have you been studying at the University?
4. When did you begin taking English?
5. How will you use English in the future?
6. Do you like the University?
7. Do you live with your parents?
8. Do you speak any other languages?
9. What are your hobbies? Tell me about them.
10. Look at this picture. Describe it.
11. Reading passage.

(from "American Streamline")

GRAMMAR

THE PARTICIPLE I

Форми та функції дієприкметників:

	<i>Active</i>	<i>Passive</i>
<i>Indefinite Participle</i> (<i>Participle I</i>)	asking	being asked
<i>Past Participle</i> (<i>Participle II</i>)	--	asked
<i>Perfect Participle</i>	having asked	having been asked

Дієприкметник (*the Participle*) – це не особова форма дієслова, що має властивості дієслова, прикметника й прислівника. В англійській мові є два дієприкметники: дієприкметник теперішнього часу (*Present Participle*, або *Participle I*) і дієприкметник минулого часу (*Past Participle* або *Participle II*).

1. Утворення дієприкметника.

Present Participle утворюється за допомогою закінчення **-ing**, яке додається до інфінітива дієслова без частки “to”: *to read – reading*.

Present Participle відповідає українському дієприкметнику активного стану теперішнього часу та дієприкметнику недоконаного виду:

Resting – відпочивальник, відпочиваючи.

2. *Present Participle* вживається для позначення дії, одночасної з дією, вираженою дієсловом-присудком речення. Залежно від часу дієслова-присудка *Present Participle* може відноситись до теперішнього, минулого або майбутнього часу:

Reading English books I write out new words.	Читаючи англійські книжки, я виписую нові слова.
Reading English books I wrote out new words.	Читаючи англійські книжки, я виписував нові слова.
Reading English books I will write out new words.	Читаючи англійські книжки, я виписуватиму нові слова.

У першому з цих речень *reading* відноситься до теперішнього часу, у другому – до минулого, а в третьому – до майбутнього.

3. *Present Participle* може виражати дію, що відноситься до *теперішнього* часу, незалежно від часу дії, вираженої дієсловом-присудком речення:

The students working in our village came from Kyiv.	Студенти, що працюють у нашому селі, прибули з Києва.
-----------------------------------------------------	-------------------------------------------------------

4. *Present Participle Indefinite* може вживатися безвідносно до якого-небудь часу:

The bisector is a straight line dividing an angle into two equal parts.

Бісектриса – це пряма лінія, що поділяє кут на дві рівні частини.

5. *Present Participle* може виражати дію, що *передує* дії, вираженій присудком, якщо обидві дії відбуваються безпосередньо одна за одною. У такому значенні часто трапляється *Present Participle* дієслів: *to enter, to open, to close, to arrive, to see, to hear, etc.*:

Entering his room, he went quickly to the other door.

Увійшовши в свою кімнату, він швидко пішов до інших дверей.

6. *Present Participle Active* вживають тоді, коли іменник або займенник, якого він стосується, позначає *суб'єкт* вираженої ним дії:
Do you see *the child waving* the flag?

7. *Present Participle Passive* вживають тоді, коли іменник або займенник, якого він стосується, позначає *об'єкт* вираженої ним дії:
Being invited to an evening party *she* couldn't go to the theatre.

8. *Perfect Participle* виражає дію, що *передує* дії, вираженій дієсловом-присудком у теперішньому, минулому або майбутньому часі. *Perfect Participle* відповідає українському дієприслівнику доконаного виду:
Having explained everything, I want to tell you how sorry I am.
Having finished the letter, he went to the post office.
Having settled the problem, you will find something new to worry about.

9. *Present Participle Active* вживають в функції *означення*, при цьому одиничний дієприкметник ставиться перед означуваним іменником, а дієприкметник із залежними від нього словами (*participle phrase*) – після означуваного іменника:

The rising sun was hidden by the clouds.

Сонце, що сходило, закрили шмари

The girl pointed to a group of women *sitting* in the corner of the room.

Дівчина показала на групу жінок, що сиділи в кутку кімнати.

10. *Present Participle Active* вживається також у функції *обставин* (часу, причини, способу дії):

He made his living *building* summer houses and garages for people.

Він заробляв на життя, будуючи для людей дачі та гаражі.

11. *Present Participle Passive* здебільшого вживається у функції *обставин*, іноді у функції *означення*:

Being written in pencil, the letter was difficult to read.

Оскільки лист був написаний олівцем, його було важко читати.

12. *Perfect Participle Active and Passive* вживається лише у функції *обставин*:

Having written the letter,

Написавши листа, дівчина пішла

the girl went to the post office.

на пошту.

Ex. 1. Translate into Ukrainian paying attention to the Present Participle Active:

1. The girl standing at the window is my sister.
2. We looked at the playing children/
3. Entering the room he dropped his keys.
4. He sat in the arm-chair thinking.
5. She came up to us breathing heavily.
6. The hall was full of laughing people.
7. The boy smiled showing his teeth .
8. The singing girl was about fourteen.
9. Mother put eggs into the boiling water.

Ex. 2. Replace subordinate clauses by participle phrases with Present Participle Active:

1. The woman *who is looking out of the window* is my aunt.
2. The children *who are playing in the garden* are very noisy.
3. She came up to the man *who was standing at the door*.
4. There was a lot of work *which was waiting for us*.
5. He didn't like the people *who were surrounding him*.
6. I noticed the people *who were waiting for a taxi*.
7. The vase *which stands on the table* is my daughter's present.
8. We are not the fans of the team *which is loosing*.
9. I don't know the man *who is entering the room*.
10. There is a man *who is hurrying along the street* in front of Jack.

Ex. 3. Replace subordinate clauses by participle phrases with Present Participle Active:

1. *When she came home*, she switched on the light.
2. *When you read English text*, copy out the new words.
3. *While he was waiting for me*, he became the witness of an accident.
4. *When I was walking through the park*, I saw some flowers.
5. *When you are leaving the house*, don't forget to lock the door.
6. He didn't write the truth *when he was writing a letter*.
7. *When she saw them*, she smiled with pleasure.
8. *When he begins to work*, he will not forget our instructions.

Ex. 4. Translate into English using Present Participle Active:

1. Читаючи статтю в англійському журналі, я виписав нові слова.
2. Читаючи статтю в англійському журналі, я виписував нові слова.
3. Читаючи статтю в англійському журналі, я виписуватиму нові слова.
4. Діти, які граються в кімнаті, мої онуки.
5. Він боявся собаки, що гавкав на нього.
6. Знаючи англійську мову, ти можеш спілкуватися з людьми з різних країн.
7. Вона лежала в ліжку, читаючи книжку.
8. Увійшовши до кімнати, він швидко підійшов до вікна.
9. Не забудь розповісти йому новини, розмовляючи з ним.

Ex. 5. Translate into Ukrainian paying attention to Present Participle Passive:

1. The question being discussed now is very important.
2. He doesn't know the song being heard.
3. The house being built in our street is a new supermarket.
4. Do you like the film being discussed?
5. Being asked at the lesson, the boy answered nothing.
6. The experiment being carried on by this scientist is very important.
7. Being packed in the beautiful box the flowers looked very lovely.

Ex. 6. Open the brackets using Indefinite or Perfect Participle I:

1. (To write) out all the words, I started to learn them.
2. (To buy) food, they left supermarket.
3. (To bark) dog doesn't bite.
4. She entered the room (to smile).
5. (To drink) coffee she was talking to her friend.
6. (To find) the keys, we were able to open the door.
7. (To make) the report, Tom left the room.
8. (To see) her he raised his hat.
9. (To finish) my task, I went to bed.
10. While (to learn) pronunciation of the words we learned their meaning.

TESTS

Transform the following sentences using Participle I instead of subordinate clauses:

1. The boys who live in this house formed a football team.
2. Many pupils who learn English are members of our English club.
3. The man who sells newspapers showed me the way to the post office.
4. The students who live on the left bank of the river cross this bridge twice a day.
5. The woman who teaches English at our school studied in Kyiv.

6. The girls who are watering flowers are my friends.
7. The man who is making the report is our history teacher.
8. When we arrived in London, we went sightseeing.
9. When she heard her name, she turned round.
10. When we saw our teacher, we stopped and waited for her.
11. When he came home, he switched on the TV set.
12. As I entered the hall, I saw my friends dancing round the fir-tree.

Supplementary text

Differences in the Organization of Education

In Great Britain and the USA.

Differences in the organization of education in Britain and America lead to different terms. One crucial word, school, is used in overlapping but different ways. A place of education for young children is a school in both varieties. But a public school in Britain is in fact a “private” school; it is a fee-paying school not controlled by the local education authority. The free local authority school in America is a public school. The American **grade school** has a **BE** near-equivalent of elementary school. But whereas an American can say: “St. Andrew is a pretty good school”, the word school in **BE** is never used to refer to a university or other college of higher education. An American high school student graduates; a British secondary school pupil (never student) leaves school. To graduate is possible only from a university, polytechnic or college of education in British usage; graduating entails **taking a degree**. British universities have 3 **terms**; American universities have 2 semesters (or in some recent cases, 4 quarters). A British university student takes 3 years, in the typical case, to get his degree; these are known as the first, second and final years. The American university student typically takes 4 years, known as **freshman, sophomore, junior and senior years**. While he is studying, the American **majors in** a particular **subject**, but also takes **electives**; the British student usually takes a main and **subsidiary subjects**. The British term honours degree signifies that the student specializes in one main subject, perhaps with one **subsidiary**. The American student earns credits for successfully completing a number of self-contained courses of study, the credits eventually reaching the total needed for him to receive a degree. There is no counterpart to the credit system in British high education at present.

The British student who has already taken a first degree (usually B.A. or B.Sc. except in Scottish universities) is a post-graduate; The American equivalent is a graduate. In American universities those who teach are known as **the faculty**; in Britain they are the staff, possibly dignified as the academic staff.

BE has no equivalent to **AE co-ed** a girl student, nor is there any **BE** equivalent of the American sorority or fraternity, i.e. nation-wide university clubs or associations with restricted membership.

(from "British and American English" by P. Strevens)

Word List:

BE = British English

AE = American English

Grade school – початкова школа

To take a degree – отримувати вчений ступінь

Freshman – першокурсник

Sophomore – другокурсник

Junior – студент третього курсу

Senior year – випускний курс

To major in a subject – вивчати основні предмети

Elective (Am.) – факультатив

Subsidiary subject (Eng.) – факультатив

The faculty – склад викладачів

Co-ed – однокурсниця

Term – чверть, семестр

UNIT 9

Remember the following word-combinations:

- | | |
|-----------------------|-----------------------|
| 1. Daily papers – | щоденні газети |
| 2. Entertainment – | розваги |
| 3. Law-court trials – | судові процеси |
| 4. Circulation – | тираж; поширення |
| 5. Sacred – | священний; непорушний |
| 6. Reliable – | надійний |

7. A leading article (leader) –	передова стаття
8. Editorial staff --	колектив редакції
9. Strip cartoons –	комікси
10. A man in the street –	обиватель
11. To be sold at a profit –	бути проданим з прибутком
12. Advertisements --	реклама

Newspapers in Great Britain

The British people are great readers of newspapers. There are few homes to which one newspaper is not delivered every morning. Many households have two, or even three newspapers every day.

Daily papers are those that are published daily from Monday to Saturday. There are the morning papers and the evening papers. The morning papers are on sale early in the morning. The evening papers begin to appear during the morning, and new editions appear every two or three hours until the final edition comes out in the evening.

As in other countries, newspapers in Great Britain vary greatly in their ways of presenting the news. There are serious papers for those who want to know about important happenings everywhere, both domestic news and foreign news. There are popular newspapers for those who prefer entertainment to information. There are newspapers whose pages are largely filled with news of sport – football, boxing and racing – and with stories of film stars, or accounts of crime and of law-court trials. Most newspapers today provide interesting and useful articles for their women readers. They tell them about the latest fashions in clothes, how to furnish their homes, and how to cook new and exciting dishes.

The popular newspapers naturally have much larger circulation than the serious newspapers. Many of daily newspapers are national papers, selling throughout the country. In addition to London Dailies, there are other papers, published in the provinces. Many of these are independent, and the best of them sell throughout the whole country, in competition with the London papers. The *Manchester Guardian*, the *Yorkshire Post* (published in Leeds), and the *Scotsman* (Edinburgh), for example, have national circulations. The quality of their writing and reporting gives them a national influence.

The *Manchester Guardian*'s motto, "Facts are sacred, comment is free", is famous. This paper, because of its very honest comment on the news, is very influential. The provincial newspapers give very full attention to local as well as to national affairs.

The London newspaper that is best known outside Great Britain is probably *The Times*. It began in 1785, and has a high reputation for reliable news and serious

comment on the news. It is an independent paper, not giving its support to a particular political party. Its leading articles (or “leaders”, as they are usually called) give the opinions of its editorial staff, not those of the owners of the paper. *The Times*, of course, does not publish the strip cartoons that are so common in the cheaper and popular papers.

Two popular papers, with large circulations, are the *Daily Mirror* and the *Daily Sketch*. These have many pages of photographs and numerous strip cartoons. The news that appears in their pages is not always the most important news; it is the news that will, in the editors’ opinion, be most interesting to the man in the street. And if the man in the street is more interested in actors and actresses, film stars, boxers and bathing beauties, then these papers provide photographs and short news items to satisfy this interest.

The Sunday papers are not Sunday editions of the daily papers, even if the owners are the same. Two of them, the *Observer* and the *Sunday Times*, have a high standing like that of *The Times* and the *Manchester Guardian*. The *Observer*, started in 1791, is the oldest Sunday paper published in Britain. Other Sunday newspapers are more popular. Most of them give full accounts of the many sporting events that take place on Saturday afternoons, and provide numerous articles for their women readers.

A modern newspaper could not be sold at a profit without advertisements. A single copy costs more to produce than the price paid by the reader. A newspaper with a large circulation may cost about 200000 pounds a week to produce. About a quarter of this sum is received from the business firms who advertise in its pages.

(from A.S. Hornby. *Oxford Progressive English for Adult Learners, book 3*).

Enrichment of the Vocabulary

Ex. 1. Give synonyms or synonymous expressions for the following words:

News, the British people; to deliver; every day; to publish; a way; to vary; happenings; to prefer; football; film stars; to provide; province; influence.

Ex. 2. Give antonyms to:

Every day; few; to deliver; to buy; town; final edition; serious; domestic news; interesting; popular newspapers; national newspapers; free; reliable.

Ex. 3. Give nouns of the same root:

United; Northern; to read; to deliver; to publish; to appear; to edit; to vary; important; popular; to entertain; to inform; to furnish; national; independent.

Ex. 4. Make up compound nouns from the following words:

News; house; book; to know; country; some; Scots; York.

Forming Communication Skills

Ex. 5. Answer the questions:

1. Are the British people great readers of newspapers?
2. What are daily papers?
3. What are morning papers?
4. In what way do Britain newspapers vary?
5. What are the main topics for serious newspapers?
6. What do popular newspapers write about?
7. Do serious newspapers have larger circulation than popular newspapers?
8. What are the most influential local newspapers?
9. What news do local newspapers pay attention to?
10. What newspaper is best known outside Great Britain?
11. Why does *The Times* have a high reputation?
12. Do leading articles give the opinions of the owners of the paper?
13. Does *The Times* publish the strip cartoons?
14. Who is the main reader of popular newspapers?
15. Could a modern newspaper be sold at a profit without advertisements?

Ex. 6. Render the content of each paragraph close to the text.

DIALOGUES

Advertising (continued)

1.

David: I suppose you never look at commercial television, do you, Ann?

Ann: No, I don't. I think it's terrible to have one's home invaded by people talking to you from the screen and telling you to buy this, that and the other. Especially when the advertising comes right in the middle of a play or a concert of good music.

David: Oh, but *does* it? Many of the advertisements are well done, and don't interfere with the programme. It's like newspaper advertising, isn't it? A question of money again. Someone's got to pay the cost of these television programmes. Isn't it better to let the advertisers pay the cost?

Jack: I'd rather pay an annual licence fee, as we do for BBC sound and television broadcasts.

Mary: Are you and Anne against advertising of any kind?

Anne: Oh, no. Some kinds can quite useful.

Jack: Books, for example. I like to know what new books are being published so I can ask for them at the public library. I read the book reviews, but not all the new books are reviewed. There isn't enough space in the dailies and weeklies, probably.

Anne: And I want to know about what's on at the theatres, what the programmes are at the concerts, what new films there are.

David: It strikes me you and Jack are a couple of young highbrows! Are you interested only in serious things?

Anne: We *are* interested in serious things! Is that something to be ashamed of?

Mary: Not at all, Anne.

2

Jack: Don't you think advertisements sometimes cause people to buy things they don't need? The men who write them are so clever! They persuade people that they *must* have a new washing-machine or a new refrigerator – to keep up with the neighbours.

David: That may be true. Some advertisers do make use of social snobbery. But social snobbery is quite strong, isn't it? Advertisers are not to blame if they sometimes make use of it. I've known people who've bought a thing just because they 've seen that their neighbours have one.

Mary: The advertisers are not always successful, though. My father has had his car for nine years. He's quite satisfied with it, in spite of the pages and pages of advertisements of new cars.

Jack: Lots of people firmly believe the more something costs, the better it must be. Goods could be much cheaper if the advertising costs were cut down.

David: I'm not sure that it's always true. If advertising results in higher sales, the manufacturers may be able to use mass production. That usually means lower costs and cheaper goods.

Mary: Motor-cars are mass produced. The motor-car manufacturers spend millions on advertising.

Jack: That's because there's so much competition. If there were only one company mass producing cars, advertising would be unnecessary and the cost could be saved.

David: That raises quite a different question – whether competition serves any useful purpose. We'd better not start discussing that or we'll never get home this evening.

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

GRAMMAR

THE PARTICIPLE II (PAST PARTICIPLE)

Past Participle правильних дієслів утворюється за допомогою закінчення *-ed*, що додається до інфінітива без частки "to", тобто так само, як і стверджувальна форма *Past Indefinite* цих дієслів: *to ask – asked*. *Past Participle* неправильних дієслів утворюється по-різному, і ці форми треба запам'ятати (III форма).

Past Participle має лише одну форму і є пасивним дієприкметником. Він вживається тоді, коли іменник або займенник, якого він стосується, позначає **об'єкт** вираженої ним дії: *a written letter* – написаний лист; *the machines made at this plant* – машини, виготовлені на цьому заводі.

Past Participle виражає дію, що *передую* дії, вираженій присудком речення. *Participle II* може також виражати дію, *одночасну* з дією, вираженою дієсловом-присудком, а також дію, *безвідносно* до часу.

e.g. He is a man loved and admired by everybody.

The dog carried by the child gave a sharp yelp.

She took the long forgotten letter out of the bag.

Ex. 1. Translate into Ukrainian paying attention to Past Participle:

1. He doesn't like boiled milk.
2. A broken cup lays on the floor.
3. The books written by this author are very interesting.
4. I remember well his words told at the meeting.
5. Asked about this event, he replied nothing.
6. I don't like the book bought last week.
7. The stolen things were returned to the owner.
8. We are interested in the goods produced by this factory.
9. He looked at her and was gone.
10. This is the house built many years ago.

Порівняйте вживання

Participle I (-ing форма)

Participle II (III форма дієслова)

Writing – пишучи

Written – написаний

Discussing – обговорюючи

Discussed – обговорений

Ex. 2. Translate into Ukrainian paying attention to Participle I and Participle II:

1. A person taking a bath is my patient.
2. A person taken to the hospital was my brother.
3. The letter written by him was very long.
4. Don't make mistakes writing a letter.
5. The question put to the professor was important.
6. While putting the flowers into the vase he broke it.
7. I saw my friend saying good bye to his girl-friend.
8. She didn't understand the word said by him.
9. He didn't see the things kept in her box.
10. Ann entered the room keeping a book in her hand.

Ex. 3. Choose the correct form of the Participle:

1. Who is the girl (doing, done) her task on the blackboard?
2. The book (writing, written) by him is not very interesting.
3. The translation (doing, done) by me was very easy.
4. The (loosing, lost) keys were not found.
5. The (loosing, lost) team will not get the prize.
6. I don't like the video (buying, bought) yesterday.
7. Do you know the boy (coming, come) towards us?
8. We liked the songs (singing, sung) by this singer.
9. The woman (singing, sung) is his wife.
10. The question (discussing, discussed) at the meeting was important.

Ex. 4. Translate into English using Participle I or Participle II:

1. Підлога, помита учнями, дуже чиста.
2. Він співав, миючи підлогу.
3. Вчора я був на вечірці, організованій моїми друзями.
4. Ось телеграма, отримана мною.
5. Отримавши телеграму, він забув поставити підпис.
6. Цей вірш схожий на всі вірші, які пишуть підлітки.
7. Як тобі подобаються фасони, які зараз носять.
8. Хлопчик взяв книжку, що лежала на столі.
9. Учитель уважно прочитав твори, написані учнями.
10. Вона дивиться на стару жінку, яка сидить біля каміну.

Ex. 5. Open the brackets using Present Participle or Perfect Participle:

1. (to live) in Kyiv, he was able to see all the ancient monuments.
2. (to hear) my friend's voice, I left the room to open the door.
3. We went home, (to look) through the documents.
4. (to go) down the street, the boy was looking back from time to time.
5. (to throw) the ball, the little girl ran home.
6. I think that the man (to stand) by the window, is her father.
7. (to know) French well the pupil can translate this text.
8. (to see) the stranger the dog began barking.

TESTS

Translate into English using Present Participle or Perfect Participle:

1. Проживши багато років в Англії, він добре розмовляє англійською мовою.
2. Живучі в Китаї, вони вивчали культуру цієї країни.
3. Побачивши своїх друзів, вона підійшла до них.
4. Провівши місяць на узбережжі, я почував себе краще.
5. Вони переходили річку, перестрибуючи з каменю на камінь.
6. Діставшись місця призначення, хлопчик постукав у двері будинку.
7. Читаючи цю книжку, я натрапив на багато незнайомих слів.
8. Вона дивилась на людину, що стояла на березі.

Supplementary text

Five Ways the Internet Changed Education

The Internet has changed the way we work, the way we interact and the way we learn. The two biggest contributors to information access are Wikipedia and Google. They both do a good job of making authoritative information easily accessible. This makes the initial stages of research go much more quickly and can be a spring board to find the sources to go in more depth. Plus, with Google, we now literally have access to thousands if not millions of living experts in various fields.

With the Internet, there are now boatloads to help with research, collaboration, communication and everything in between. Free software gives us the opportunity to learn new skills, and get hands on with our projects. The best software helps people do things that weren't even possible in the past. Plus, it makes jobs that were hard in the past, accessible to everyone.

New, more dynamic learning tools are available online than ever before. Everyone has a different method of learning, and different tools tap into different learning styles. Plus, learning has never been more engaging and interactive.

First of all, there is self-study. People use the Internet all the time to listen to free lectures, read free books, take free classes and everything in between. But now, more than ever, people are actually doing their full college education online.

A list about how the Internet changed education couldn't be complete without reference to the negatives. The Internet provides so much information about any topic that we might be inclined to not take the time to understand what we are researching. Even worse, we might be tempted to simply copy someone else's ideas. This isn't bad just in principle. It's bad for the learning process. Why? Because learning requires understanding, and understanding requires engagement. Plagiarism is a short cut that undermines the process of learning.

UNIT 10

Remember the following word-combinations:

- | | |
|-----------------------------|-------------------------|
| 1. A quality – | якість |
| 2. A sense of superiority – | почуття переваги |
| 3. “insular pride” – | острівна гордість |
| 4. Security – | безпека |
| 5. Insecure – | ненадійний, небезпечний |
| 6. To be threatened – | бути під загрозою |
| 7. Exaggeration – | перебільшення |
| 8. To behave – | поводитися |
| 9. Coarse – | грубий, вульгарний |
| 10. Public order – | громадський порядок |
| 11. Apparent coldness – | явний |
| 12. To be companionable – | бути товариським |
| 13. Jealousy – | ревнощі |
| 14. Envy – | зздрість |
| 15. External reaction -- | зовнішня реакція |

The English Character

The national character of the English has been described in different ways, but most commentators agree over one quality, which they describe as a sense of superiority or “insular pride”. English patriotism is based on a deep sense of

security. Englishmen as individuals may have been insecure, threatened with the loss of their job, unsure of themselves or unhappy in many ways. But as a nation they have been secure for centuries.

The English are a well-disciplined people and it is probably no exaggeration to say that they have the best manners in the world. They are all polite, they all know how to hold their knife and fork and how to behave in society. Besides they are never rude. Coarse expressions are hardly ever used. You may be struck by the fact that life in Britain is less noisy.

The English display a surprising unity in a crisis. They also have a strong sense for public order. The apparent coldness of Englishmen has been almost universally noted by the foreigners. But they also confess that once one gets to know an Englishman better, he turns out to be a very companionable fellow.

The typical feature of the English is their love of games. They love playing all of them. They play football and cricket; games are nowhere so popular as in England. But however childish at their games they are very serious in business.

The British have long been famous as a nation of animal-lovers. There is a pet in nearly every family and often the family dog or cat has a special chair near the fire, special food and a special place in the hearts of its owners.

All this doesn't mean that the English differ from other human beings. They certainly feel the same emotions: jealousy, envy, joy and happiness as others – only their external reactions are different. When one speaks of the English, one usually means all the nations living within the borders of the United Kingdom – Scots, Welsh or Irish. The difference between these nations is great enough for everyone who lives in Britain, but for the outside world it is less apparent.

Enrichment of the Vocabulary

Ex. 1. Give synonyms or synonymous expressions for the following:

Character, to describe, commentator, pride, patriotism, security, job, disciplined, to have manners; coarse expressions; to be struck; companionable; typical; to be famous; emotions; human beings.

Ex. 2. Give antonyms to:

National, agree, superiority, insular, to be insecure; exaggeration, the best; polite, to display, public order; coldness; foreigners, typical, animal-lovers; to be different; external; great, apparent.

Ex. 3. Give nouns of the same root:

National, to describe, different, to agree; to be threatened; happy; polite; noisy, typical, to confess; companionable; popular, childish, great.

Ex. 4. Give verbs of the same root:

Character, different, commentators, a threat, exaggeration, behavior, expression; noise, unity, confession, reaction.

Forming Communication Skills.

Ex. 5. Answer the questions:

1. How has the national character of the English been described by most commentators?
2. What is English patriotism?
3. Why is the English feel secure as a nation?
4. Are the English different from other human nations?
5. What may you be struck by?
6. What feature do the English display in a crisis?
7. Do they like public order?
8. What apparent English quality was universally noted by the foreigners?
9. What games are very popular in England?
10. Are the British animal-lovers or animal-haters?
11. Is the difference between Scots, Welsh, Irish apparent enough for the outside world?

Ex. 6. Render the content of each paragraph close to the text.

DIALOGUES

1.

The Brains Trust

The first Brains Trust in England was a BBC programme that was started in 1941. It combined education with entertainment. The programme was called "Any Questions?" The questions were sent by listeners and were answered by a panel (persons who may be called upon to do something, for example, to answer questions) of speakers. The person who actually asked the questions and called upon members of the panel to speak was the Question Master.

Since 1941 this kind of programme became popular throughout Britain and in other countries. Questions are put by members of an audience to persons who sit together in front of them.

The four persons who answer questions in this discussion are: Mr H. Hobbs, a barrister; Miss Alice Hunt, a journalist; Mr W. Field, a Member of Parliament; and Lady Penelope Kirby, a well-known television star. Mr N. Ogwen is the Question Master.

Mr Ogwen: I've had many questions handed to me this evening. The first is: "Do the members of the panel think that gambling is right or wrong? Do they think it should be made illegal?" Who would like to say something about gambling? Mr Field?

Mr Field: I don't think it's possible to say that gambling's either right or wrong. It depends upon circumstances. If I go to the Derby (famous horse-race held not far from London) and bet a few shillings on a horse, and lose – well, I've lost my money, but I'm not ruined. I'm not foolish enough to bet money on horses every time there's a race meeting. If I *did* that, I *should* be ruined, and very quickly. I know nothing about horses, but I *do* like a little excitement on Derby Day. There are many people who *do* bet all the year round, people who can't afford to lose money. And their families may have to go short of food and clothing as a result. It seems to me that gambling is harmless to a man who wants only a little excitement occasionally. But it may be very wrong if it becomes a passion. About the second part of the question, should gambling be made illegal – I don't think that would be any use. If people want to gamble, they will gamble anyway. Laws won't stop them.

Mr Ogwen: Perhaps Mr Hobbs can deal with the legal side of gambling.

Mr Hobbs: Mr Field has said that people will gamble, if they want to, whatever the law may say. He's quite right, of course. The laws of this country do make gambling illegal in certain circumstances – but these laws are always being broken. If people think that laws are wrong, or favour some members of the public more than others, those laws fall into contempt. Betting is legal on a race-course or greyhound track. So people with money, and leisure to attend the races, can bet legally.

I think the gambling laws need to be re-examined and improved. I don't think that all kinds of gambling should be made illegal. If this were done, the laws would fall into greater contempt than at present. That would be very bad.

Mr Ogwen: We've had the views of a Member of Parliament and a barrister. What do women think about gambling? Lady Kirby?

Lady Kirby: So far as *I'm* concerned, it's a way of giving some of my money away to other people – people who haven't as much money as I have. So in a way gambling is a kind of charity.

Miss Hunt: I must protest very strongly against the opinions you've just heard from Lady Kirby. Can she be serious when she suggests that gambling is a kind of charity? Surely not! Charity means giving help to the poor, to those who're in need of help. Money won in gambling seldom goes to the poor. It's the bookmakers who make money out of betting. It's the organizers who get rich from football pools. It's the owners of the Monte Carlo gaming houses who get rich there.

If people have more money than they need, let them give some of it away. But it isn't charity if you give your money to a bookmaker or the people who own the football pools.

Mr Hobbs: I think higher taxation on gambling would be a very good thing. It's difficult, if not impossible, to put an end to gambling by law. Many of us think gambling is undesirable. So why not tax it heavily, as we tax smoking and drinking – two other things that many people consider undesirable?

Mr Field: I doubt whether any political party in this country would dare to introduce legislation for this purpose. If they did, they'd certainly lose several million votes at the next general election.

Mr Ogwen: Well, I think we'd better pass on to the next question.

GRAMMAR

THE ABSOLUTE PARTICIPIAL CONSTRUCTION

(НЕЗАЛЕЖНИЙ ДІСПРИКМЕТНИКОВИЙ ЗВОРОТ)

В українській мові підрядне обставинне речення (наприклад, часу або причини) може бути замінене дієприслівниковим зворотом, якщо в головному й підрядному реченнях підмет той самий, хоч в одному з них він може бути виражений іменником, а в другому – відповідним особовим займенником.

Наприклад: *Коли Петро повернувся з Києва*, він розповів нам про виставку. *Повернувшись з Києва*, Петро розповів нам про виставку. (В обох реченнях підмет позначає ту саму особу).

Якщо в головному й підрядному реченнях підмети різні, то така заміна неможлива.

В англійській мові заміна обставинного підрядного речення зворотом з *Participle* можлива й тоді, коли в головному й підрядному реченнях підмети різні.

Наприклад: *When Peter came home from Kyiv*, we asked to tell us about the exhibition. *Peter coming home from Kyiv*, we asked him to tell us about the exhibition.

Peter coming home from Kyiv не підрядне речення, а незалежний дієприкметниковий зворот (*the Absolute Participial Construction*), що складається з іменника в загальному відмінку (або особового займенника в

називному відмінку) і дієприкметника. У цьому звороті *Peter* виконує роль підмета стосовно дієприкметника й не є підметом головного речення.

У незалежному дієприкметниковому звороті можуть вживатися всі форми *Participle*.

У реченні незалежний дієприкметниковий зворот виконує функції *обставин* (часу, причини, способу дії, умови):

- 1) *The day being very fine, she went for a walk.*
Оскільки день був дуже гарний, вона пішла на прогулянку.
- 2) *The letter having been written, he went out to post it.*
Коли лист був написаний, я пішла відправити його.
- 3) *Weather permitting, we'll spend our day off in the forest.*
Якщо дозволить погода, ми проведемо вихідний день у лісі.

Незалежний дієприкметниковий зворот перекладається українською мовою:

а) підрядним обставинним реченням:

The rain having stopped, we went home.

Коли дощ зупинився, ми пішли додому.

б) простим реченням, що входить до складносурядного:

They went quickly out of the house, Jude accompanying her to the station.

Вони швидко вийшли з дому, і Джуд провів її до вокзалу.

в) дієприкметниковим зворотом:

Her face smiling, she came into the room.

Усміхаючись, вона увійшла в кімнату.

Крім цього, незалежний дієприкметниковий зворот може перекладатися українською мовою головним реченням в складнопідрядному, вставним реченням, іменником з прийменником:

She sat down at the table, her hands beginning to tremble.

Коли вона сідала за стіл, її руки почали тремтіти.

The evening was so dark, (the moon not having yet risen), that he could see no one twenty yards off.

Вечір був такий темний (місяць ще не зійшов), що за двадцять ярдів він нічого не міг побачити.

He came into the room, his face smiling.

Він увійшов до кімнати з усміхненим обличчям.

Незалежний дієприкметниковий зворот може поширюватися прийменником *with*. Такий зворот вживається у функції обставини способу дії або супровідних обставин і перекладається українською мовою здебільшого самостійним реченням або дієприкметниковим зворотом:

She was sitting on the ground, *with her head and one arm lying on a chair*.

Вона сиділа долі, а голова її й одна рука лежали на стільці.

He was standing, *with his arms crossed and his head bent*.

Він стояв, схрестивши руки й опустивши голову.

Ex. 1. Translate into Ukrainian paying attention to the Absolute Participial Construction:

1. My brother having lost the key, we couldn't enter the house.
2. The wind being favourable, the ship will reach the shore in time.
3. The sun having set, they continued their way.
4. The teacher being ill, the lesson was put off.
5. The weather having changed, he decided to stay at home.
6. There being much time left, she wanted to have a rest.
7. The keys having been lost, the man couldn't open the door.
8. There being a strong wind, the flight was put off.
9. The weather being favourable, we will have a good rest.
10. The work having been finished, the workers went home.
11. All being understood, the discussion was over.
12. The task done, all the pupils handed in their compositions.
13. Supper being over, women went to the hall to rest.
14. The winter being cold, we spent three months in the city.

Ex. 2. Replace subordinate clauses by the Absolute Participial Construction:

Model: As the book was translated into Ukrainian, it could be read by everybody.

The book being translated into Ukrainian, it could be read by everybody.

1. As we were given dictionaries, we managed to translate the article easily.
2. As soon as I have done my homework, I shall go for a walk.
3. As soon as I have bought the book, I shall begin reading.
4. As there was a severe storm at the sea, the steamer couldn't leave the port.
5. As it was Sunday, the library was closed.
6. As the weather was fine, they went for a walk.
7. As the professor was ill, the lecture was put off.

Ex. 3. Translate into Ukrainian paying attention to the Absolute Participial Construction:

1. Many men preceded Newton in the field of mechanics, perhaps the most outstanding being Galileo. 2. Red phosphorus being amore stable form, its reactions are much less violent. 3. The fuel exhausted, the engine stopped. 4. Probably the first metals used by man were gold, silver and copper, these metals being found in nature in the native or metallic state. 5. Electrons moving through a wire, electrical energy is generated. 6. Mars has two satellites, Deimos (“Horror”) and Phobos (“Fear”), both discovered during the favourable position of 1877. 7. A magnet being broken into two, each peace becomes a magnet with its own pair of poles. 8. Many technical and scientific problems having been solved, the first space flight could be realized. 9. An electron leaving the surface, the metal becomes positively charged. 10. The plant supplied with good raw materials, the quality of products has been improved.

TESTS

I. Translate into Ukrainian:

1. The hour being late, Ann went to bed.
2. The dog curled near the fire place, with his eyes running from one man to another.
3. The swimmer got ready for the jump, his hands raised.
4. It being the day of my English exam, I got up ready.
5. They walked home, admiring the beautiful evening.
6. The evening being warm, we went for a walk.
7. The boy didn't answer with his eyes dropped.
8. Her meal was over, she turned from the table.
9. He opened the door with his heart beating fast.
10. The third bell gone, people crowded the hall.

II. Translate into English:

1. Оскільки часу залишилось небагато, ми змушені були поспішати.
2. Був чудовий день, в небі не було ні хмаринки.
3. Оскільки робочий день закінчився, ми пішли додому.
4. Хлопчик стояв мовчки, його очі були опущені.
5. Коли фільм закінчився, люди залишили зал.

Supplementary texts

1.

Gardening.

The most popular hobby of the British is gardening. Most English people love gardens, their own above all, and this is probably one reason why so many people prefer to live in houses rather than flats.

In the suburbs you can see row after row of ordinary small houses. And each house is surrounded by lots of flowers. Many people who have no gardens of their own have patches of land. They spend much leisure time working among their flowers, trees and vegetables.

The British take part in numerous flower-shows and vegetable shows with very good prizes. Such shows are very popular in Britain. To many gardeners the process of the plants and taking care of them seems more important than the pleasure of looking at the flowers or the prospect of eating vegetables. In many places a competitive gardener's desire is to grow the biggest cabbages or leeks or carrots. So this is the most favourite hobby of the British people.

2.

Introducing Wales

Much of the Welsh landmass is covered by the Cumbrian Mountain Range, which affectively acts as a barrier from England. Wales is warmed by the Gulf Stream and has a mild climate, with more rain than most of Britain. The land is unsuitable for arable farming, but sheep and cattle thrive. The highest mountain in England and Wales is Snowdon – 3 560 feet. It forms part of the Snowdonia mountain system, in Gwynedd, North Wales. The largest natural lake is Bala (or Llyn Tegid in Welsh) – 4 miles long and 1 mile wide. The longest river is Wye – 130 miles.

Cymru, pronounced as “kamri”, is the Welsh name of Wales. Cambria, pronounced as “kæmriə”, was originally the Latin name of Wales. Now it is a poetic name of Wales. The national emblem of Wales is leek which is worn on March 1, St David's Day, the date of commemorating the death of the patron Saint of Wales (6th century). Another symbol is the daffodil (as its Welsh name is translated as a kind of leek). The ancient symbol of the red dragon became the emblem on Wales' new flag in the late 1950s.

Wales was conquered by the Romans, but not by the Saxons. The land and the people therefore retained Celtic patterns of settlement and husbandry for six centuries before the Norman Conquest in 1066. This allowed time for the development of a distinctive Welsh nation whose homogeneity continues to this day.

The early Norman kings subjugated the Welsh by controlling areas bordering England. A string of massive castles provides evidence of the turbulent years when Welsh insurrection was a constant threat.

Llewelyn I (pronounced as “luelin”) (1173-1240) was a Welsh prince, who became king of all Wales. His grandson, Llewelyn II, was forced to accept Edward I of England as his overlord; in 1282 Llewelyn II was killed while leading a rising against the English. This marked the end of Welsh independence.

It was not until 1535 that Wales formally became part of Britain, and today it is governed from Westminster, with a cabinet minister responsible for its affairs.

Religious non-conformism, radical politics and national spirit are deeply rooted in Welsh consciousness, their national pride is very intense and national traditions particularly cherished.

The English generally look upon the Welsh as an emotional people who are, however, somewhat reticent and difficult to get to know easily.

The Welsh are intensely musical and great lovers of poetry (poetic traditions were kept by bards at the courts of Welsh princes), which finds expressions every year in the national Eisteddfod (pronounced as “aistepvod”), held alternatively in North and South Wales, when the prizes for the best poems are awarded in the presence of a large crowd clad in ancient Druid robes. It attracts people from all over the world. The male-voice choirs found in many towns, villages and factories, particularly in the industrial south, compete in eisteddfods – festivals that celebrate Welsh culture.

Additional Vocabulary:

1. Leek – цибуля-порей (емблема Уельсу);
2. daffodil – жовтий нарцис (емблема Уельсу);
3. homogeneity – однорідність;
4. subjugate – підкоряти;
5. reticent – стриманий;

ЛІТЕРАТУРА

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РЕЦЕНЗІЯ
на навчальний посібник
“English for Students of Ukrainian Philology (the 4th year)”
викладача кафедри іноземних мов
ЧНУ ім. Б. Хмельницького
доц. Цюри Світлани Володимирівни

Навчальний посібник укладено відповідно до програм з іноземної мови для студентів IV курсу ННІ УФТСК університету. Напрямок підготовки: 035 Філологія; 014 Середня освіта. Українська мова та література.

Іншомовна мовленнєва компетенція є складною багатоступінчастою здатністю людини до смислоколууючої /декодууючої діяльності та адаптивно-інформаційного орієнтування в ситуації спілкування.

Навчальний посібник складається з 10 уроків (10 Units), кожен з яких вміщує базовий автентичний текст у межах заявленої теми та відповідного комплексу післятекстових вправ. Вправи, спрямовані на розвиток іншомовної мовленнєвої компетенції, мають як не комунікативний, так і умовно-комунікативний та комунікативний характер. Кожен урок включає:

- 1) Текст, пов'язаний з історією та сучасністю Великої Британії;
- 2) Тематичний словник та пояснення;
- 3) Вправи на розуміння тексту;
- 4) Граматичний матеріал для студентів IV курсу;
- 5) Граматичні вправи;
- 6) Тести на перевірку засвоєння граматичного матеріалу;
- 7) Тексти для додаткового читання.

Мета посібника: 1) розширення лексичного запасу студентів, в тому числі за рахунок термінології; 2) розширення країнознавчих знань студентів; 3) розвиток навичок регулярного самостійного вивчення матеріалів періодичних видань для поповнення своїх мовних та фонових знань; 4) Вивчення граматичного матеріалу за навчальними планами IV курсу.

Посібник укладено з урахуванням загально-європейських рекомендацій з мовної освіти.

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РЕЦЕНЗІЯ
на навчальний посібник
“English for Students of Ukrainian Philology (the 4th year)”
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Навчальний посібник укладено відповідно до програм з іноземної мови для студентів IV курсу ННІ УФТСК університету (напрямок підготовки: 035 Філологія; 014 Середня освіта. Українська мова та література) та з урахуванням загально-європейських рекомендацій з мовної освіти, які передбачають не лише аудиторні заняття, але й організацію самостійної та індивідуальної роботи студентів.

У навчальному посібнику запропоновано спеціальний курс англійської мови для студентів IV курсу ННІ української філології та соціальних комунікацій, якій дає змогу майбутнім фахівцям не тільки засвоїти програмний матеріал з англійської мови, але й отримати значний обсяг інформації лінгвістичного та країнознавчого характеру, оскільки всі тексти, завдання, вправи, вміщені у посібнику, мають чітку професійну спрямованість.

Навчальний матеріал розташовано за тематичним принципом. Посібник містить тексти для додаткового читання. Всі основні тексти 10 уроків (10 Units) пов'язані з мовознавчою тематикою. Робота з текстом в межах одного уроку організовується на базі оригінальних текстів, завдань комунікативного характеру, системи граматичних та лексичних вправ репродуктивного та творчого характеру. Виконання вправ має сприяти подальшому удосконаленню навичок усного та письмового мовлення, розвитку навичок перекладу оригінальних текстів, а також навичок монологічного та діалогічного мовлення.

Посібник охоплює такі граматичні теми: 1) The Passive Voice; 2) The Causative Form; 3) The Gerund; 4) The Infinitive; 5) The Infinitive and the Gerund; 6) The Complex Object; 7) The Complex Subject; 8) The Participle I; 9) The Participle II; 10) The Absolute Participial Construction.

Мета посібника: а) розширення лексичного запасу студентів як за рахунок окремих слів, так і сталих виразів; б) розширення фахових та країнознавчих знань студентів; с) розвиток навичок регулярного самостійного вивчення матеріалів періодичних видань для поповнення своїх мовних та фонових знань; д) вивчення граматичного матеріалу за програмами з іноземної мови для студентів IV курсу ННІ УФТСК.

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