

ENGLISH FOR HUMANITIES

*Навчальний посібник
для вивчення курсу
«Англійська мова за професійним спрямуванням»
для студентів гуманітарних спеціальностей
вищих навчальних закладів*

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Навчальний посібник побудовано відповідно до вимог програми з вивчення англійської мови студентами немовних факультетів вищих навчальних закладів. Структура і зміст роботи спрямовані на розвиток іншомовної комунікативної та міжкультурної компетенції, загальних навичок критичного мислення, вирішення проблем, презентації ідей тощо, що відповідає сучасним вимогам до спеціаліста гуманітарного напрямку. Раціональній організації роботи сприятимуть уміщені в посібнику типові для сучасної англійської мови тексти, вправи, граматичний довідник, контрольні питання та завдання для самостійної роботи студентів.

Розраховано на студентів та викладачів гуманітарних спеціальностей.

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Передмова

Програма дисципліни «Іноземна мова за професійним спрямуванням» виходить з загальної державної задачі у сфері вищої професійної освіти – формування молодого людини з новим стилем мислення і діяльності, здатної до саморозвитку і самореалізації.

Навчальний посібник розроблений для студентів гуманітарних спеціальностей, які вивчають англійську мову за професійним спрямуванням. Мета даного навчального посібника – допомогти студентам раціонально розподілити й засвоїти програмний навчальний матеріал, зуміти правильно організувати самостійну роботу з курсу іноземної мови, бо викладання цієї дисципліни у вищому навчальному закладі передбачає формування та розвиток у студентів навичок користування іноземною мовою як засобом передачі та одержання професійно значущої інформації, у тому числі під час самостійної роботи з іноземними джерелами, а також формування міжкультурної комунікативної компетентності.

Матеріал посібника поділяється на 4 модулі. Практична частина перших трьох блоків вміщує текст (тексти виключно автентичні, професійного спрямування, враховані також специфічні особливості різних спеціальностей) лексико-граматичні вправи, вправи творчого характеру: робота зі словниками (перекладними, тлумачними, тематичними), вправи візуалізації тощо; перекладні вправи, рольові ігри, вправи для розвитку усного та письмового мовлення.

Перший модуль “Live and Learn” знайомить з історією освіти та окремими її напрямками на сучасному етапі. У другому модулі “Life in Britain” вміщено тексти країнознавчого характеру, які сприятимуть розвитку соціокультурної компетенції студентів. Третій модуль “Society” охоплює тематику, пов’язану з проблемами суспільства сьогодення. Третій блок “Grammar Guide” присвячено вивченню граматики сучасної англійської мови. Теоретичний матеріал викладено у формі таблиць, що сприяє кращому його засвоєнню. Для опрацювання вивченої теорії після кожного підрозділу

пропонується система вправ (здебільшого мовні та умовно-комунікативні).

При роботі з текстом студенти можуть користуватися списками незнайомих слів, які додаються до кожного тексту. Список слів містить як слова, значення яких важко визначити за здогадкою, так і рекомендовані для запам'ятовування слова та словосполучення професійного характеру, що складають рецептивний словник студентів. Кращому засвоєнню рецептивного словника сприяють згадані вище різновиди вправ, а також запропонований після кожного тексту перелік проблемних питань для обговорення, виконання яких сприятиме розвитку професійної компетентності студентів.

Послідовна та цілеспрямована робота з навчальним посібником забезпечує вирішення основних задач, що стоять перед студентами гуманітарних спеціальностей під час вивчення курсу англійської мови за професійним спрямуванням.

ЗМІСТ

Module A. Live and Learn.

Unit 1. Questionnaire.	6
Unit 2. The world of English.	12
Unit 3. History of Education. Part I.	22
Unit 4. History of Education. Part II.	30
Unit 5. History of Education. Part III.	40
Unit 6. Schools in Britain.	49
Unit 7. Oxford.	56
Unit 8. The student howlers.	69
Unit 9. Students With Jobs Lose Out in Exams.	77

Module B. Life in Britain.

Unit 1. New Britons to Pledge Royalty to Country.	84
Unit 2. The Way We Were Some Years Ago.	89
Unit 3. How We Became a Throw-Away Nation.	97
Unit 4. One in 5 Young Britons Wouldn't Fight For the Country.	106

Module C. Society.

Unit 1. Society.	113
Unit 2. Best of Both worlds.	124
Unit 3. The Divorces That Can Save Families.	130
Unit 4. Women in Their Twenties Help Raise Divorce Rate.	138
Unit 5. Crime in Britain and The USA.	144
Unit 6. Teenage Pregnancy.	153
Unit 7. Elton is Model For a Pink-Grey Marriage.	161

Module D. Grammar Guide.

Завдання для самостійної роботи.	240
Контрольні завдання.	243
Keys (ключі).	244
Критерії оцінювання.	246
Список рекомендованої літератури.	248

Module A

Live and learn

Unit I. Questionnaire.

I. PRE-READING ACTIVITIES.

1. Read the following words. Find their meanings in the dictionary:

Questionnaire, christian, patronymic, marital, status, sign, occupation, favourite, language, dislike, personality, surname.

[,kwɛstʃə'neə], ['krɪstʃən], [ˌpætrə'nɪmɪk], ['mæɪrɪtl], ['steɪtəs], [sɪŋ],
[ˌɔkjə'peɪʃn], ['feɪvərɪt], [læŋgwɪdʒ], [dɪ'slaɪk], [ˌpə:sə'næləti],
['sɜːneɪm]

2. Match the following words with their definitions:

1. marital	a) an imaginary belt through space along which the sun, the Moon and the planets travel and which is divided into 12 equal parts, signs;
2. occupation	b) smth or someone that is loved above all others; or concerning marriage;
3. questionnaire	d) a piece of paper, usually, given to several people, showing a set of questions to be answered in order to provide information;
4. zodiac	e) a job, employment.

II. READING ACTIVITIES.

1. Fill in the questionnaire giving some brief details about your background and interests.

Questionnaire

1. Surname (family name)
2. Name (Christian name, given name, first name)
3. Patronymic
4. Address
5. Telephone number
6. Age
7. Marital status (single, married, divorced)
8. Nationality
9. Sign of zodiac
- a. 21 January-19 February- Aquarius- the Water Carrier
- b. 20 February-20 March- Pisces- the Fishes
- c. 21 March-20 April- Aries- the Ram
- d. 21 April-20 May- Taurus- the Bull
- e. 21 May- 20 June- Gemini- the Twins
- f. 21 June-20 July- Cancer- the Crab
- g. 21 July-19/22 August- Leo- the Lion
- h. 20/23 August-22 September- Virgo- the Virgin
- i. 23 September-21 October- Libra- the Scales
- j. 23 October-21 November- Scorpio- the Scorpion
- k. 22 November-20 December- Sagittarius- the Archer
- l. 21 December-20 January- Capricorn- the Goat
10. Occupation (place of study, work).....
11. Languages spoken (native, foreign).....
12. Favourite drinks:
 - a. Softdrinks: mineral water; coffee; Coca-Cola; juice; stewed fruit; Pepsi-Cola.
 - b. Strong drinks: wine; whiskey; vodka; cognac; liqueur; beer; champagne
13. Favourite food:
 - a. Fried beef, pork, chicken;
 - b. Sausage; cutlet; aspic; stuffed cabbage rolls;
 - c. Fish; vegetables, pizza, chips; pancakes; meat;
 - d. Dumplings; biscuit; pie;
 - e. Chocolate; sweets; cake.
14. Favourite:
 - a. sport: football; basketball, tennis, wrestling, swimming; skiing, skating, boxing, ice-hockey, fencing, track and field athletics, figure-skating.

- b. books: detective, love stories, fantastic, adventure, history.
- c. music: classic, jazz, pop, folk, country.
- d. films: detective, western, comedy, musical, thriller, horror, cartoon.
- e. TV programme: news, talk-show, quiz-show, sport, musical, soap opera.
- f. flowers: carnation, jasmine, lily of the valley, rose, daffodil, peony, lilac, violet, camomile, tulip, chrysanthemum,.
- g. colour: white, black, grey, green, red, yellow, pink, coral, apricot, blue, khaki, ashy, claret, marine blue.
15. Likes: to watch TV (videos), to listen to music, to play musical instruments, to go in for sports, to play computer games, to go shopping, to read books, to go to the disco.
16. Dislikes: to do homework, to wash up, to do the room (ironing, sweeping the floor), to work in the garden.
17. Personality:

a	b
-tactless	-polite
-grumbling	-cheerful
-hot-spirited	-hospitable
-arrogant	-trustful
-rude	-shy
-covetous	-careful
-ill-natured	-good-natured
-envious	-sincere
-unforgiving	-communicative
-selfish	-witty
-lazy	-self-confident
-vengeful	-hard-working
-impudent	-intelligent
-jealous	-honest
-stubborn	-bossy
-cunning	-modest
-boastful	-noble
-reserved	-kind
-hypocritical	-attentive

III. COMPREHENSION CHECK.

1. Suggest the English for:

ім'я по батькові; прізвище; родинний стан; вік; міцні та слабкі напої; лікер; шампанське; улюблена їжа (книга, спорт, фільм, колір, квітка, телепрограма); знаки зодіаку; рідна та іноземна мова; улюблені та нелюбі справи; анкета; життєпис; заява; конвалія; бузок; займатися спортом (легкою атлетикою, фехтуванням, плаванням); дивитися телевізор; слухати музику; прати; прасувати; мести підлогу.

2. Decide which is the odd word in each group.

- mineral water, juice, tea, liqueur.
- pancake, beef, pork, chicken.
- football, basketball, boxing, rugby.
- red, ashy, pink, coral.
- cauliflower, carnation, daffodil, camomile.
- polite, hard-working, attentive, arrogant.

3. Complete the story using the active vocabulary. Make sure you can speak about yourself using the clues.

Let me introduce myself. My surname is, my first name is and my patronymic is I was born on the of in My sign of zodiac is ... I'm by nationality. I've just left school. At the moment I'm a first-year student at university, faculty.

I speak some languages. My native language is My knowledge of is excellent and is good (fair).

I like cooking very much. I'm crazy about ice-cream and As for drinks I prefer

I've got a lot of interests: sport, books, films, music, TV, I'm quite good at sports particularly

When I have free time I enjoy doing a lot of things. I'm fond of reading books and watching TV. My favourite TV programmes are

I like music and prefer listening to I'm interested in

My favourite colours are I adore such flowers as I have some likes and dislikes. I enjoy and can't stand I'm quite easy-going and like to make new friends. People who are appeal to me. At the same time I disgust people.

4. Match a line in A with a line in B.

A	B
1. marital	a. name
2. telephone	b. language
3. full	c. music
4. zodiac	d. number
5. foreign	e. show
6. strong	f. opera
7. talk	g. time
8. soap	h. drinks
9. folk	i. status
10. free	j. sign

5. Choose an adjective from the box. Write it next to its opposites.

1. noisy; 2. rude; 3. ill-natured; 4. old; 5. messy; 6. impudent;
7. lazy; 8. boring; 9. ugly; 10. reserved.

- | | |
|------------------|----------------|
| a) good-natured | f) beautiful |
| b) polite | g) tidy |
| c) hard-working | h) modern |
| d) communicative | i) quiet |
| e) shy | j) interesting |

6. Put one of the words in the box into each gap.

Occupation, zodiac sign, are divorced, single, nationality, age, soft drinks, detective.

1. My elder sister isn't married yet. She is
2. Are they of the same ? No, Ann is 2 years younger than Jim.
3. I'm Ukrainian by
4. What is your cousin's ? He is a sociologist.
5. I was born in December, so my is Sagittarius.
6. I prefer to strong ones. Most of all I like juices and stewed fruit.
7. Agatha Christie is considered to be the queen of stories.
8. I live with my mother. You see, my parents

IV. SPEAKING ACTIVITIES.

1. Interview one of your fellow-students to get information about him/her.

Ask:

- what his/her full name is;
- where he/she comes from;
- how old he/she is; when and where he/she was born;
- what his/her marital status (occupation) is;
- how many languages he/she speaks;
- what his/her favourite pastime (colours, drinks, food) is (are);
- what his/her likes and dislikes are;
- what personalities appeal to him/her;
- what traits of character he/she dislikes in people.

2. Find five things you have in common with the student you have interviewed and five differences.

3. Describe one of your friends (relatives).

Speak about his/her background, interests, likes and dislikes.

Unit 2.

I. PRE-READING ACTIVITIES.

1. You are going to read the text about the spread of English throughout the world.

- What other languages besides English are used for international communication?
- What English-speaking countries do you know?
- Do you think it's necessary to know at least one foreign language?

2. Read the following international words. When in doubt refer to the dictionary.

operate, economic, cultural, globe, international, communication, debate, variable, territory, calculate, dominant, popularity, historical, factor, religion, colonization, empire, control, problematic, administration, commerce, phenomenon, politician, demonstrate, airport, announce, journal, situation, regular.

3. Underline the one word in each group that is different.

- a) language, dictionary, translator, art
- b) astrophysics, zoology, tourism, history
- c) similar, different, diverse, various
- d) academic, professor, lecturer, citizen
- e) Europe, Asia, New Zealand, America

II. READING ACTIVITIES.

1. Read and translate the following text.

The world of English.

Although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language. Many people living in the European Union, for example, frequently operate in English as well as their own

languages (where these are different), and the economic and cultural influence of the United States has led to increased English use in many areas of the globe. Like Latin in Europe in the Middle Ages, English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words such as bank, chocolate, computer, hamburger, hospital hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university. Many of these words have themselves been borrowed by English from other languages of course (*e.g.* chocolate, hamburger, taxi, etc.), and speakers of Romance languages are likely to have a number of words in common with English. But there are many 'false friends' too, where similar sounding words actually mean something quite different, for example, Italian *eventualmente* (= in case) contrasts with English *eventually* (= in the end).

Whatever the spread of English across the globe and whatever its overlap with other languages, there has been an intriguing debate over the years as to how many people speak English as either a 'first' or a 'second' language. Estimates of speaker numbers are somewhat variable. For example, Braj Kachru (1985) suggested between 320-380 million people spoke English as a first language, and anywhere between 250-350 million as a second language. On the other hand David Crystal (1995 and 1997) takes 75 territories where English 'holds a special place' (territories which include not only Britain, the USA, Australia, Canada, etc. but also places such as Hong Kong, India, Malaysia and Nigeria) and calculates around 377 million first language speakers of English and only 98 million speakers of English as a second language.

In 1983, however, Kachru made a prediction which, if correct, means that there are now more second language than first language speakers.

It is not necessarily the case that English will remain dominant among world languages. However, there is no doubt that it is and will remain a vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities for many years to come.

There are a number of interlocking reasons for the popularity of English as a lingua franca. Many of these are historical, but they

also include economic and cultural factors which have influenced and sustained the spread of the language:

A colonial history: when the Pilgrim Fathers landed on the Massachusetts coast in 1620 after their eventful journey from Plymouth, England, they brought with them not just a set of religious beliefs, nor only a pioneering spirit and a desire for colonization, but also their language. Although many years later the Americans broke away from their colonial masters, the language of English remained and it is still the predominant language of the world's greatest economic and political power.

It was the same in Australia, too. When Commander Philip planted the, British flag in Sydney Cove on 26th January 1788, it was not just a bunch of British convicts and their guardians who disembarked (to be rapidly followed by many free settlers of that land), but also a language.

In other parts of the British Empire, English rapidly became a unifying/dominating means of control. For example, it became a lingua franca in India, where a plethora of indigenous languages made the use of any one of them as a whole-country system problematic. The imposition of English as the one language of administration helped maintain the colonizer's power.

Economics: a major factor in the spread, of English has been the spread of commerce throughout the world, and in particular, the emergence of the United States as a world economic power. Of course other economic blocks are hugely powerful too, but the spread of international commerce has taken English along with it. This is the twentieth-century phenomenon of 'globalization' described by the journalist John Pilger as '...a term which journalists and politicians, have made fashionable and which is often used in a positive sense to denote a "global village" of "free trade", hi-tech marvels and all kinds of possibilities that transcend class, historical experience and ideology' (Pilger 1998: 61).

Travel: much travel and tourism is carried on, around the world, in English. Of course this is not always the case, as the multilingualism of many tourism workers in different countries demonstrates, but a visit to most airports on the globe will show signs not only in the language of that country, but also in English, just as

many-airline announcements are glossed in English, too, whatever the language of the country the airport is situated in.

So far, English is also the preferred language of air traffic control in many countries and is used widely in sea travel communication.

Information exchange: a great deal of academic discourse around the world takes place in English. It is often a lingua franca of conferences, for example, and many journal articles in fields as diverse as astrophysics and zoology.

The first years of the Internet as a major channel for information exchange have also seen a marked predominance of English (though such a situation may not continue). This probably has something to do with the Internet's roots in the USA and the predominance of its use mere in the early days of the World Wide Web.

Popular culture: in the western world, at least, English is a dominating language in popular culture. Pop music in English saturates the planet's airwaves. Thus many people who are not English speakers can sing words from their favourite English songs. Many people who are regular cinemagoers (or TV viewers) frequently hear English in subtitled films coming out of the USA.

Digest, 2005, № 4.

Words and word-combinations

lingua franca	[ˈlɪŋɡwə]	змішана мова
borrow	[ˈbɔːrəʊ]	запозичувати
Romance	[rəˈmæns(t)s]	романський
false	[fɔːls]	хибний
similar	[ˈsɪmɪlə]	схожий
spread	[ˈspred]	поширення
overlap	[ˌəʊvəˈlæp]	частковий збіг
estimate	[ˈestɪmeɪt]	оцінка
Malaysia	[məˈleɪziə]	Малазія
Europe	[ˈjuərəp]	Європа
Australia	[ɔsˈtreɪliə]	Австралія

Canada	[ˈkænədə]	Канада
Hong Kong	[hɔŋ kɔŋ]	Гонконг
Nigeria	[naɪˈdʒɪəriə]	Нігерія
calculate	[ˈkælkjuleɪt]	обчислювати
prediction	[prɪˈdɪk](ə)n]	передбачення
vital	[ˈvaɪt(ə)l]	життєвоважливий
tool	[tuːl]	інструмент, засіб
interlooking	[ˈɪnˈtəːlʊkɪŋ]	взаємопов'язаний
although	[ɔːlˈðəʊ]	хоч
widely adopted	[ˈwaɪdlɪ æˈdɔptɪd]	широко простосований
frequently	[ˈfrɪːkwəntlɪ]	часто
influence	[ˈɪnfluəns(t)s]	вплив
area	[ˈeəriə]	галузь
actually	[ˈæktʃʊəlɪ]	насправді
intriguing	[ɪnˈtrɪɡɪŋ]	інтригуючий
variable	[ˈveəriəbl]	непостійний
somewhat	[ˈsʌmwɔt]	почасти, доволі
on the other hand	[ˈʌðə ˈhænd]	з другого боку
it's not necessarily	[ˈnesəs(ə)r(ə)lɪ]	не обов'язково
remain	[rɪˈmeɪn]	залишатися
there is no doubt	[daʊt]	без сумніву
for many years to	[ˈmeni jɪəs klɪm]	на багато грядущих
come		літ
reason	[ˈriːz(ə)n]	причина
Pilgrim Fathers	[ˈpɪlgrɪm fɑːðəz]	англійські колоністи, які оселились в Америці в 1620
eventful	[ɪˈventfəl]	багатий подіями
religious belief	[rɪˈlɪdʒəs bɪˈlɪf]	релігійозна віра
pioneering spirit	[ˌpaɪəˈnɪə(r)ɪŋ ˈspɪrɪt]	дух першовідкривача

to break away from	[breɪk ə'veɪ]	покінчити з чимось
commander	[kə'mɑ:ndə]	командуючий
guardian	['gɑ:dɪən]	конвоїр
free settlers	[frɪ: 'setlə]	вільні поселенці
empire	['empaɪə]	імперія
unifying	['ju:nɪfaɪŋ]	об'єднуючий
maintain power	['meɪnteɪn]	утримувати владу
throughout	[θru:'aʊt]	в усьому світі
in particular	[pə'tɪkjələ]	особливо
emergence	[ɪ'mə:dʒ(ə)ns]	з'явлення, виникнення
hugely	['hju:dʒli]	вельми, надто

III. COMPREHENSION CHECK.

1. Give the Ukrainian for:

native speakers; speakers of Romance languages; similar sounding words; the spread of English across the world; variable estimates; there is no doubt; to influence and sustain the spread of the language; many years later; the greatest economic and political power; to be followed by smb.; to become a unifying means of control; to maintain the colonizer's power; the emergence of a new country; to be fashionable; to gloss airline announcements; to carry on travel and tourism; information exchange; regular cinemagoer.

2. Give the English for:

мова міжнародного спілкування; слова, запозичені з інших мов; частковий збіг з іншими мовами; займати особливе місце; не обов'язково; з другого боку; взаємозв'язані причини; багата подіями подорож; релігійна віра; дух першовідкривача; покінчити з чимось (кимось); залишатися домінуючою мовою; підносити прапор; надмірна кількість місцевих мов; нав'язування англійської мови; поширення торгівлі; надто могутній економічний блок; виходити за межі історичного

досвіду та ідеології; авіадиспетчерська служба; наукові промови; явна перевага англійської мови; насичувати радіохвилі; телеглядачі.

3. Use one of the words or word-combinations from the box to fill each gap.

a. second; b. information; c. dominant; d. mother tongue;
e. organizations; f. international; g. first;
h. communication; i. journal articles.

- Foreign languages are important for the development of contacts.
- English is spoken as the in Great Britain, the USA, Canada, Australia and New Zealand.
- English is the language of some 400 mln. people. But another 400 mln. people speak English as a language.
- The travel and language of the international airwaves is English.
- More than 80 percent of all the stored in more than 100mln computers around the world is in English.
- Today about 90% of all are published first in English.
- English is replacing the European languages of centuries past, for example, French as the language of diplomacy.
- Now English is the official language of international aid such as Oxfam and Save the Children as well as of UNESCO, NATO and the UN.

4. Find proofs in the text that:

- English has become a lingua franca and one of the main languages of international communication.
- Estimates of English speaker numbers are variable.
- English pilgrims brought with them not only religious beliefs and colonization but also their language to America.

4. The British Empire imposed English as the language of administration and control in different parts of the world.

5. The spread of commerce is a major factor in the spread of English.

6. English plays a great role in tourism, air and sea travel communication.

7. English is a dominant language in information exchange and popular culture.

IV. SPEAKING ACTIVITIES.

1. Analyse the reading.

1. Define the lingua franca. Is English a lingua franca? If so, prove it.

2. What do they mean by “false friends”?

3. How many people in the world speak English as a first and a second language?

4. Are estimates of English speaker numbers the same?

5. Do you think English will remain a vital linguistic tool for many people for many years to come?

6. What was the role of British colonization in the spread of English throughout the world?

7. Does the spread of English depend on economics?

8. What does “globalization” mean?

9. What spheres of human activity is English used in?

2. Render the text “The world of English” using the cues below to help you.

– lingua franca/ the European Union/ borrowings/ language of international communication

– spread of English/ overlap with other languages/ intriguing debates

– Braj Kachru (1985)/ first language – 320-380 mln/ second language – 250-350 mln.

– David Crystal (1995-1997)/ 75 territories/ 377mln/ 98mln.

– 1620/ Pilgrim Fathers/ Massachusetts/ religion/ pioneering spirit/ colonization.

– 26th January, 1788/ Commander Philip/ British flag/ Sydney Cove/ convicts.

– India/ indigenous languages/ imposition of English/ unifying means of control.

– spread of commerce/ Pilger (1998)/ “Globalization”.

– travel and tourism/ signs in airports/ airline announcements.

– air traffic control/ sea travel communication.

– information exchange/ conferences/ journal articles/ Internet

– popular culture/ planet’s airwaves/ cinema and TV.

3. Read the text and try to comprehend it.

“Should UK teenagers speak more languages.”

Language is a powerful tool. It is how we communicate. But in a globalised world, is knowing one enough?

The British are notoriously bad at speaking languages other than English. There is an expectation that other people will learn English – which many do because of the influence of the US. Is this good for Brits? Or is there a downside? Some parts of the country are very much English only But children and young people in London might go home and speak any one of 600 languages. What difference does this make?

Home Secretary David Blunkett once caused a storm by saying that immigrants should speak English at home. Is this realistic? Will people really stop using their mother tongue to converse between themselves? What are the advantages and disadvantages of growing up bilingual?

It is estimated that around 6,000 languages are spoken in today's world. According to Unesco, which has organised International Mother Language Day on 21 February, about half are under threat. How much does it matter if they die out?

Campaigners for the deaf want to see British Sign Language officially recognised as one of the languages of the European Union.

As the preferred communication of 70,000 users, it is the second-biggest minority language in the UK. Welsh is the biggest.

Welsh is the main language used for teaching in some schools in the UK. This is not enough for everyone. Some students in Aberystwyth are campaigning for more education in Welsh at the university.

Sometimes people use languages not to communicate with everyone but to limit understanding. Do some people like talking in ways that adults and other outsiders cannot fully understand? Try to find examples of words used as a “private language”. Is this a good or a bad thing?

Digest, 2004, № 17.

4. Decide whether the following statements are true or false.

1. Knowing one language in a globalized world is enough.
2. The British people are not good at learning and speaking languages other than English.
3. People of other nationalities living in London prefer to speak their native languages at home.
4. Some officials think that immigrants should converse between themselves using English both at work and at home.
5. International Mother Language Day is marked on 22nd March.
6. British Sign Language used by 70,000 deaf people is considered to be the biggest minority language in the UK.
7. Many people are against more education in Welsh at schools and Universities.
8. “Private language” is sometimes used by people to limit understanding.

5. Make the plan of the text.

Unit 3.

I. PRE-READING ACTIVITIES.

1. Train reading the following proper names.

Athens	[ˈæθɪnz]	Афіни
the Mediterranean sea	[ˌmedɪtəˈreɪniən]	Середземне море
Greece	[ɡriːs]	Греція
Sparta	[ˈspɑːtə]	Спарта
Thebes	[ˈθiːbz]	Фіви
Socrates	[ˈsɒkrətiːz]	Сократ
Plato	[ˈplɛtəʊ]	Платон
Aristotle	[ˌærɪsˈtɒtl]	Аристотель
Isocrates	[aɪˈsɒkrətiːz]	Ізократ
Cicero	[ˈsɪsərəʊ]	Цицерон
Quintilian	[kwɪntɪˈljən]	Квінтіліан

2. Match the beginnings in A to the endings in B to make expressions from the text. Don't consult the text yet.

A	B
1) to share	a) universal principles
2) to create	b) control
3) to attend	c) information
4) to perform	d) school
5) to teach	e) a written language
6) to serve	f) the civic duties
7) to gain	g) as government officials

II. READING ACTIVITIES.

**1. Read the text, translate it and guess its main idea.
History of education. Part I.**

Before the invention of reading and writing, people lived in an environment in which they struggled to survive against natural forces, animals, and other humans. To survive, preliterate people developed skills that grew into cultural and educational patterns. The earliest educational processes involved sharing information about gathering food and providing shelter; making weapons and other tools; learning language; and acquiring the values, behaviour, and religious rites or practices of a given culture.

Since they lived before the invention of writing, preliterate people used an oral tradition, or story telling, to pass on their culture and history from one generation to the next. By using language, people learned to create and use symbols, words, or signs to express their ideas. When these symbols grew into pictographs and letters, human beings created a written language and made the great cultural leap to literacy.

Education in ancient Greece.

Ancient Greece was divided into small and often competing city-states, or poleis, such as Athens, Sparta, and Thebes. Athens emphasized a humane and democratic society and education, but only about one-third of the people in Athens were free citizens. Slaves and residents from other countries or city-states made up the rest of the population. Only the sons of free citizens attended school. The Athenians believed a free man should have a liberal education in order to perform his civic duties and for his own personal development. The education of women depended upon the customs of the particular Greek city-state. In Athens, where women had no legal or economic rights, most women did not attend school. Some girls, however, were educated at home by tutors. Slaves and other noncitizens had either no formal education or very little. Sparta, the chief political enemy of Athens, was a dictatorship that used education for military training and drill. In contrast to Athens, Spartan girls received more schooling but it was almost exclusively athletic training to prepare them to be healthy mothers of future Spartan soldiers.

In the 400s B.C., the Sophists, a group of wandering teachers, began to teach in Athens. The Sophists claimed that they could teach any subject or skill to anyone who wished to learn it. They specialized in teaching grammar, logic, and rhetoric, subjects that

eventually formed the core of the liberal arts. The Sophists were more interested in preparing their students to argue persuasively and win arguments than in teaching principles of truth and morality.

Unlike the Sophists, the Greek philosopher Socrates sought to discover and teach universal principles of truth, beauty, and goodness. His educational method consisted of asking probing questions that forced his students to think deeply about the meaning of life, truth, and justice.

In 387 B.C. Plato, who had studied under Socrates, established a school in Athens called the Academy. Plato believed in an unchanging world of perfect ideas or universal concepts.

Plato described his educational ideal in the *Republic*, one of the most notable works of Western philosophy. Plato's *Republic* describes a model society, or republic, ruled by highly intelligent philosopher-kings. Warriors make up the republic's second class of people. The lowest class, the workers, provide food and the other products for all the people of the republic. In Plato's ideal educational system, each class would receive a different kind of instruction to prepare for their various roles in society.

In 335 B.C. Plato's student, Aristotle, founded his own school in Athens called the Lyceum. Believing that human beings are essentially rational, Aristotle thought people could discover natural laws that governed the universe and then follow these laws in their lives.

In the 4th century B.C. Greek orator Isocrates developed a method of education designed to prepare students to be competent orators who could serve as government officials. Isocrates's students studied rhetoric, politics, ethics, and history. They examined model orations and practised public speaking. Isocrates's methods of education directly influenced such Roman educational theorists as Cicero and Quintilian.

Education in ancient Rome.

While the Greeks were developing their civilization in the areas surrounding the eastern Mediterranean Sea, the Romans were gaining control of the Italian peninsula and areas of the western Mediterranean. The Greeks' education focused on the study of philosophy. The Romans, on the other hand, were preoccupied with war, conquest, politics, and civil administration. As in Greece, only a

minority of Romans attended school. Schooling was for those who had the money to pay tuition and the time to attend classes. While girls from wealthy families occasionally learned to read and write at home, boys attended a primary school. In secondary schools boys studied Latin and Greek grammar taught by Greek slaves, called pedagogues.

After primary and secondary school, wealthy young men often attended schools of rhetoric or oratory that prepared them to be leaders in government and administration. Cicero, a 1st century B.C. Roman senator, combined Greek and Roman ideas on how to educate orators in his book *De Oratore*. Like Isocrates, Cicero believed orators should be educated in liberal arts subjects such as grammar, rhetoric, logic, mathematics, and astronomy. He also asserted that they should study ethics, military science, natural science, geography, history, and law.

Quintilian, an influential Roman educator who lived in the 1st century A.D., wrote that education should be based on the stages of individual development from childhood to adulthood. Quintilian devised specific lessons for each stage. He also advised teachers to make their lessons suited to the student's readiness and ability to learn new material. He urged teachers to motivate students by making learning interesting and attractive.

Microsoft Encarta Encyclopedia, 2003.

Words and word-combinations

invention	[in'venʃn]	винахід
environment	[in'vaɪrənmənt]	оточення
to survive	[sə'vaɪv]	виживати, уціліти
human	['hju:mən]	людина
to share information	[ʃeə]	поділитися інформацією
to provide shelter	[prə'vaɪd 'feltə]	забезпечувати притулок
weapon	['wepən]	зброя
to acquire	[ə'kwaiə]	набувати, здобувати

rite	['raɪt]	обряд
preliterate people	[pri'li:təret]	люди, не обізнані з письмовності покоління
generation	[ˌdʒenə'reiʃn]	покоління
to express	[ɪk'spres]	висловлювати
letter	['letə]	літера
leap	['li:p]	стрибок
ancient	['eɪnʃənt]	стародавній
to compete	[kəm'pi:t]	суперничати
to emphasize	['emfəsaɪz]	надавати особливе значення
humane	[hju'meɪn]	гуманний
to make up	['meɪk ʌp]	становити
the rest	['rest]	решта
to attend	[ə'tend]	відвідувати
civic duties	['sɪvɪk 'dʒu:tɪz]	громадянські обов'язки
particular	[pə'tɪkjʊlə]	окремих
however	[haʊ'evə]	проте, однак
drill	['drɪl]	тренування
schooling	['sku:lɪŋ]	навчання
B.C.(before Christ)	['kraɪst]	до нашої ери
wandering	['wɒndərɪŋ]	мандрівний
to claim	['kleɪm]	твердити, заявляти
eventually	[ɪ'ventʃʊəli]	врешті-решт
core	[kɔ:]	суть
liberal arts	['lɪbərəl ɑ:ts]	гуманітарні науки
persuasively	[pə'sweɪsɪvli]	переконливо

sought(to seek)	['sɔ:t]	шукати
goodness	['gʊdnəs]	доброта
justice	['dʒʌstɪs]	справедливість
notable	['nəʊtəbl]	видатний
Intelligent	[in'telɪdʒənt]	розумний

III. COMPREHENSION CHECK.

1. Give the Ukrainian for:

invention of reading & writing; to survive against smth; to gather (provide) food; to make weapons & other tools; to use an oral tradition; to express ideas; competing city-states; to depend upon the customs; to have no legal or economic rights; in contrast to; to be educated at home by tutors; to form the core of the liberal arts; to argue persuasively; to force smb., to think deeply about smth.; to ask probing questions; the unchanging world of perfect ideas or universal concepts; to be essentially rational; to be competent orators; to practice public speaking; to be leaders in government & administration; stages of individual development; to make learning interesting & attractive.

2. Give the English for:

розвивати навички; забезпечувати притулок; передавати культуру від одного покоління до іншого; винаходити та використовувати символи, слова та знаки; зробити великий культурний стрибок до письменності; гуманне та демократичне суспільство; вільні громадяни; становити решту населення; група мандрівних вчителів; засновувати школу (академію, ліцей); до нашої ери; нашої ери; видатний твір; відкривати закони природи; бути (служити) державним службовцем; вивчати зразки промов; італійський півострів; мати гроші, щоб платити за навчання; понукати когось.

3. Correct the statements if necessary.

1. Pre-literate people used an oral tradition to pass on their culture & history from one generation to the next.

2. Ancient Greece was divided into big & friendly city-states.
 3. In Athens both men & women attended school.
 4. The Sophists were more interested in teaching principles of truth & morality than in preparing their students to argue persuasively & win arguments.
 5. Plato's "Republic" described a model society ruled by highly intelligent philosopher – kings.

6. In 335 B.C. Plato established a school in Athens called the lyceum & his student Aristotle founded his own one called the Academy.

7. In the 4th century B.C. Greek orator Isocrates developed a method of education intended to prepare competent orators who could serve as government officials.

8. The Romans' education focused on the study of philosophy.

9. In ancient Rome girls from wealthy families from time to time learned to read & write at schools.

10. Cicero, a 1st century B.C. Roman senator, was the author of the book "Republic".

11. Quintilian, a Roman educator who lived in the 1st century A.D., thought that education should be based on the stages of individual development from childhood to adulthood.

12. Through the first centuries A.D. Roman families often had educated slaves to teach their children, some of which were captives from other countries.

4. Replace the underlined words with the synonyms given below.

Synonyms: to assert; to devise; to found; to attend; to claim.

1. Quintilian invented specific lessons for each stage of individual development from childhood to adulthood.

2. Cicero stated that orators should study not only liberal arts, math & astronomy but also ethics, military & nature sciences, geography, history & law.

3. Socrates & Aristotle established their own schools called the Academy & the Lyceum.

4. Sophists declared that they could teach any subject or skill to anyone who wished to learn it.

5. In ancient Greece & Rome only the sons of free citizens who had the money to pay tuition went to school.

IV. SPEAKING ACTIVITIES.

1. Answer the questions.

1. In what way were the cultural & educational patterns in preliterate societies developed?

2. What did the earliest educational processes involve?

3. How were the culture & history of preliterate people passed on from one generation to the next?

4. What were the peculiarities of educational system in Ancient Greece?

5. Speak about the role of the Sophists & great Greek philosophers: Socrates, Aristotle, Isocrates in developing the education?

6. What was there in common between the Greeks' & Romans' education? What were the differences in their approach to schooling?

2. Prepare mini talks (10-12 sentences).

1. Education in Ancient Greece.

2. Great Greek educators, their ideas & concepts.

3. Education in Ancient Rome.

Unit 4.

I. PRE-READING ACTIVITIES.

1. Train reading the following proper names.

Czech		[ˈtʃɛk]	чеський
Euclid		[ˈjuː klɪd]	Евклід
Galen		[geɪˈlɒn]	Гален
Ptolemy		[ˈtɒləˈmi]	Птоломей
Saint Thomas Aquinas		[seɪnt ˈtɒməs əkˈwaɪnəs]	Святий Хома Аквінський
Dominican		[dəˈmɪnɪcən]	Домініканський
Paris		[ˈpærɪs]	Париж
Salerno		[saːˈlɜrnəu]	Салерно
Bologna		[bəˈləʊnjə]	Болонья
Oxford		[ˈɒksfəd]	Оксфорд
Cambridge		[ˈkeɪmbɪdʒ]	Кембридж
Padua		[ˈpædjuːə]	Падуя
Petrarch		[pəˈtrɑ:k]	Петрарка
Desiderius Erasmus		[ɪˈræzməs]	Дезідеріус Еразм
Locke		[ˈlɒk]	Локк
Benjamin Franklin		[ˈbendʒ(ə)mɪn ˈfræŋklɪn]	Бенджамін Франклін
Thomas Jefferson		[ˈtɒməs ˈdʒɛfəsn]	Томас Джеферсон
Poland		[ˈpəʊlənd]	Польща
Hungary		[ˈhʌŋg(ə)rɪ]	Угорщина
Sweden		[ˈswɪ:d(ə)n]	Швеція
The Netherlands		[ˈneðələndz]	Нідерланди
Dante Aleghieri		[dænti ælɪgʲɛˈəri]	Данте Аліґ'єрі
Jan Komensky		[kəˈmiːniːəs]	Ян Коменський

2. Underline the one word in each group that is different:

- a) bishop, monk, priest, knight;
- b) parish, castle, church, cathedral;
- c) Scholasticism, Islam, Christianity, Buddhism;
- d) Antiquity, Renaissance, Sophism, Enlightenment.

II. READING ACTIVITIES.

1. Read the text, translate it and try to guess its main idea.

History of Education. Part II.

Medieval education.

During the Middle Ages, or the medieval period, which lasted roughly from the 5th to the 15th century, Western society and education were heavily shaped by Christianity, particularly the Roman Catholic Church. The Church operated parish, chapel, and monastery schools at the elementary level. Schools in monasteries and cathedrals offered secondary education. Much of the teaching in these schools was directed at learning Latin, the old Roman language used by the church in its ceremonies and teachings. The church provided some limited opportunities for the education of women in religious communities or convents. Convents had libraries and schools to help prepare nuns to follow the religious rules of their communities. Merchant and craft guilds also maintained some schools that provided basic education and training in specific crafts. Knights received training in military tactics and the code of chivalry.

As in the Greek and Roman eras, only a minority of people went to school during the medieval period. Schools were attended primarily by persons planning to enter religious life such as priests, monks, or nuns. The vast majority of people were serfs who served as agricultural workers on the estates of feudal lords. The serfs, who did not attend school, were generally illiterate (see Serfdom).

In the 10th and early 11th centuries, Arabic learning had a pronounced influence on Western education. From contact with Arab scholars in North Africa and Spain, Western educators learned new ways of thinking about mathematics, natural science, medicine, and philosophy. The Arabic number system was especially important, and became the foundation of Western arithmetic. Arab scholars also preserved and translated into Arabic the works of such influential Greek scholars as Aristotle, Euclid, Galen, and Ptolemy.

In the 11th century medieval scholars developed Scholasticism, a philosophical and educational movement that used both human reason and revelations from the Bible. Upon encountering the works of Aristotle and other Greek philosophers from Arab scholars, the Scholastics attempted to reconcile Christian theology with Greek philosophy. Scholasticism reached its high point in the *Summa Theologiae* of Saint Thomas Aquinas, a 13th century Dominican theologian who taught at the University of Paris. Aquinas reconciled the authority of religious faith, represented by the Scriptures, with Greek reason, represented by Aristotle. Aquinas described the teacher's vocation as one that combines faith, love, and learning.

The work of Aquinas and other Scholastics took place in the medieval institutions of higher education, the universities. The famous European universities of Paris, Salerno, Bologna, Oxford, Cambridge, and Padua grew out of the Scholastics-led intellectual revival of the 12th and 13th centuries. The name *university* comes from the Latin word *universitas*, or associations, in reference to the associations that students and teachers organized to discuss academic issues. Medieval universities offered degrees in the liberal arts and in professional studies such as theology, law, and medicine.

Education during the Renaissance.

The Renaissance, or rebirth of learning, began in Europe in the 14th century and reached its height in the 15th century. Scholars became more interested in the humanist features – that is, the secular or worldly rather than the religious aspects – of the Greek and Latin classics. Humanist educators found their models of literary style in the classics. The Renaissance was a particularly powerful force in Italy, most notably in art, literature, and architecture. In literature, the works of such Italian writers as Dante Alighieri, Petrarch, and Giovanni Boccaccio became especially important.

Humanist educators designed teaching methods to prepare well-rounded, liberally educated persons. Dutch humanist Desiderius Erasmus was particularly influential. Erasmus believed that understanding and conversing about the meaning of literature was more important than memorizing it, as had been required at many of the medieval religious schools. He advised teachers to study such fields as archaeology, astronomy, mythology, history, and Scripture.

The invention of the printing press in the mid-15th century made books more widely available and increased literacy rates (see Printing). But school attendance did not increase greatly during the Renaissance. Elementary schools educated middle-class children while lower-class children received little, if any, formal schooling. Children of the nobility and upper classes attended humanist secondary schools.

Educational opportunities for women improved slightly during the Renaissance, especially for the upper classes. Some girls from wealthy families attended schools of the royal court or received private lessons at home. The curriculum studied by young women was still based on the belief that only certain subjects, such as art, music, needlework, dancing, and poetry, were suited for females. For working-class girls, especially rural peasants, education was still limited to training in household duties such as cooking and sewing.

Educational theory in the 17th century.

Educators of the 17th century developed new ways of thinking about education. Czech education reformer Jan Komensky, known as Comenius, was particularly influential. A bishop of the Moravian Church, Comenius escaped religious persecution by taking refuge in Poland, Hungary, Sweden, and The Netherlands. He created a new educational philosophy called Pansophism, or universal knowledge, designed to bring about worldwide understanding and peace. Comenius advised teachers to use children's senses rather than memorization in instruction. To make learning interesting for children, he wrote *The Gate of Tongues Unlocked* (1631), a book for teaching Latin in the student's own language. He also wrote *Orbis Sensualium Pictus* (1658; *The Visible World in Pictures*, 1659) consisting of illustrations that labeled objects in both their Latin and vernacular names. It was one of the first illustrated books written especially for children.

The work of English philosopher John Locke influenced education in Britain and North America. Locke examined how people acquire ideas in *An Essay Concerning Human Understanding* (1690). He asserted that at birth the human mind is a blank slate, or *tabula rasa*, and empty of ideas. We acquire knowledge, he argued, from the information about the objects in the world that our senses bring to us. We begin with simple ideas and then combine them into more complex ones.

Locke believed that individuals acquire knowledge most easily when they first consider simple ideas and then gradually combine them into more complex ones. In *Some Thoughts Concerning Education* (1697), Locke recommended practical learning to prepare people to manage their social, economic, and political affairs efficiently. He believed that a sound education began in early childhood and insisted that the teaching of reading, writing, and arithmetic be gradual and cumulative. Locke's curriculum included conversational learning of foreign languages, especially French, mathematics, history, physical education, and games.

Education during the enlightenment.

The Age of Enlightenment in the 18th century produced important changes in education and educational theory. During the Enlightenment, also called the Age of Reason, educators believed people could improve their lives and society by using their reason, their powers of critical thinking. The Enlightenment's ideas had a significant impact on the American Revolution (1775-1783) and early educational policy in the United States. In particular, American philosopher and scientist Benjamin Franklin emphasized the value of utilitarian and scientific education in American schools. Thomas Jefferson, the third president of the United States, stressed the importance of civic education to the citizens of a democratic nation. The Enlightenment principles that considered education as an instrument of social reform and improvement remain fundamental characteristics of American education policy.

Microsoft Encarta Encyclopedia, 2003.

Words and word-combinations

medieval	[,medi'iv(ə)l]	середньовічний
heavily	['hevɪli]	сильно
Christianity	[kristi'ænəti]	Християнство
parish	['pærɪʃ]	парафія
chapel	['tʃæp(ə)l]	каплиця
monastery	['mɒnəst(ə)ri]	монастир (чолов.)
cathedral	[kə'tθi:dr(ə)l]	кафедрал. собор
convent	['kɒnvənt]	монастир (жіночий)
merchant and craft guilds	['mɜ:tʃ(ə)nt kra:ft]	гільдія купців та ремісників
to maintain	[meɪn'teɪn]	підтримувати
knight	[naɪt]	лицар
code of chivalry	[kəʊd ɔv 'ʃɪvəlri]	закон лицарства
Arabic	['ærəbɪk]	арабський
era	['iərə]	ера
priest	[pri:st]	священик
monk	[mɒŋk]	чернець
nun	[nʌn]	черниця
serf	[sɜ:f]	кріпак
illiterate	[i'lit(ə)rət]	неписьменний
pronounced	[prə'naʊnst]	явний, очевидний
scholar	['skɔlə]	вчений
scholasticism	[skə'læstɪsɪz(ə)m]	схоластика
human reason	['hju:mən 'ri:z(ə)n]	людський розум
revelation	[,revə'leɪʃən]	відкриття
Bible	['baɪbl]	Біблія
to encounter	[ɪn'kaʊntə]	стикатися
to reconcile	['rek(ə)nsaɪl]	узгоджувати, примиряти
authority	[ɔ:'θɔrəti]	вплив, значення
faith	[feɪθ]	віра

scripture	['skriptʃə]	священне писання
revival	[rɪ'vaɪv(ə)l]	відродження
in reference to	['ref(ə)r(ə)ns]	відносно когось, чогось
the Renaissance	[rə'neɪs(ə)ns]	Відродження
height	[haɪt]	вищий ступень
secular	['sekjələ]	світський
worldly	['wɜldli]	мирський
well-rounded	[wel'raʊndɪd]	гармонійний
Dutch	[dʌtʃ]	голландський
conversing	[kɒn'vɜ:sɪŋ]	бесіда
to memorize	['mem(ə)raɪz]	вивчати напам'ять
available	[ə'veɪləbl]	доступний
literacy	['lɪt(ə)rəsi]	письменність
nobility	[nə'biləti]	панство
opportunity	[,ɔpə'tju:nəti]	можливість
royal court	['rɔɪəl kɔ:t]	королівський двір
curriculum	[kə'rikjuləm]	навчальний план
needlework	['ni:dlwɜ:k]	рукоділья
peasant	['pez(ə)nt]	селянин
sewing	['səʊɪŋ]	шиття
bishop	['bɪʃəp]	єпископ
to escape	[ɪs'keɪp]	уникати
persecution	[,pɜ:sɪ'kju:ʃ(ə)n]	гоніння
to take refuge	['refju:dʒ]	найти притулок
to bring about	[brɪŋ ə'baʊt]	здійснювати
visible	['vɪzəbl]	очевидний, видимий
to label	['leɪb(ə)l]	позначити
vernacular	[və'nækjulə]	рідна (про мову)
gradually	['grædjuəli]	поступово
to manage affairs	['mænɪdʒ ə'feəz]	вести справу

sound education	[saund]	змістовна освіта
to cumulate	['kju:mjuleit]	набувати
the Enlightenment	[in'laɪt(ə)nmənt]	епоха Провітництва
to have an impact on	['ɪmpækt]	мати вплив на

III. COMPREHENSION CHECK.

1. Give the Ukrainian for:

the middle ages; to be heavily shaped by Christianity; at the elementary level; to provide limited opportunities for education of women; to provide basic education and training in specific crafts; philosophical and educational movement; to reconcile Christian theology with Greek philosophy; intellectual revival; the age of Renaissance; the age of Enlightenment; secular, worldly, religious aspects; to be more widely available; lower-class (middle-class, upper-class) children; to train women in household duties; to take refuge; to be particularly influential; a blank state empty of ideas; to combine simple ideas into more complex ones; the importance of civic education; the instrument of social reform and improvement.

2. Give the English for:

римська католицька церков; монастир (чоловічий та жіночий); меншість (більшість) людей; маєтки феодалів; мати очевидний вплив на щось; арабська система чисел; людський розум та відкриття з Біблії; релігійна віра; стикатися з творами великих вчених; середньовічні вищі навчальні заклади; гармонійно розвинута людина; винахід друкарства; підвищити рівень письменності; вивчати напам'ять; селяни; робітники; реформатор освіти; уникнути релігійного гоніння; знайти притулок; рідна мова; набувати ідей (знання); поступово; вести справи (економічні, політичні); мати суттєвий вплив на щось.

3. Recall the facts to make the choice.

1. During the Middle ages western society and education were heavily shaped by Islam ['izlɑ:m]/ Christianity.

2. Schools in monasteries and cathedrals offered elementary/secondary education.

3. The church provided some limited/great opportunities for the education of women in religious communities and convents.

4. Arabic learning had a great influence on Western education in the 12th – 13th/ 10th – 11th centuries.

5. Arab scholars preserved and translated into Arabic the works of such influential Greek scholars as Aristotle, Euclid, Ptolemy/ Plato, Socrates, Isocrates.

6. The Roman Catholic Church took charge of teaching the sons of nobility/ the serfs, entrusting that charge to monasteries or specially designated learning “centers”.

7. Medieval universities offered degrees in the natural sciences, philosophy, maths and astronomy/ liberal arts, theology, law and medicine.

8. The Renaissance reached its height in the 14th/ 15th century and was especially developed in Spain/ Italy.

9. The invention of the printing press/ written language made books more widely available and decreased/ increased literacy rates.

10. The most influential educator of the 17th century was Jan Comenius who created a new educational philosophy, advised teachers to use more memorization/ children's senses in instruction.

11. English philosopher John Locke recommended theoretical/ practical learning to prepare people to manage their social, economic and political affairs efficiently.

12. The Renaissance's/ Enlightenment's ideas had a significant impact on the early educational policy in the USA.

13. American educators stressed the importance of civic and utilitarian/ religious and privileged education to the citizens of a democratic nation.

4. Arrange the words in the box into 3 groups:

Branches of science	People's occupation	Religion

Church, Christianity, educator, medicine, scholar, astronomy, convent, archaeology, merchant, writer, maths, parish, history, scripture, president, law, Bible, philosopher.

IV. SPEAKING ACTIVITIES.

1. What events do the following dates refer to:

5th – 15th centuries; 10th – early 11th century; 12th – 13th centuries; 14th – 15th centuries; mid. 15th century; 17th century; 1631; 1658; 1659; 1690; 1697; 18th century; 1775 – 1783.

2. Answer the questions:

1. Speak about the role of church in the medieval education development.
2. What education and training did people of different strata of society get during the Middle Ages?
3. What schools were people taught at?
4. Speak about the influence of Arabic learning on Western education.
5. When was Scholasticism developed? What were the main ideas of this philosophical and educational movement? Who was the most famous representative of Scholasticism?
6. What does the word “university” mean?
7. What were the distinguishing features of the Renaissance?
8. What innovations did J. Comenius and J. Locke introduce into educational theory of the 17th century?
9. What is the education during the Enlightenment characterized with?

Unit 5.

I. PRE-READING ACTIVITIES.

1. Train reading the following proper names.

Johann Pestalozzi	Heinrich	[ˈəʊhæn ˈhaɪnrɪh ,pestəˈlɒtsi:]	Юган Песталоцці	Генріх
Jean Rousseau	Jacques	[ʒɑ:n ʒɑ:k ru:ˈsəʊ]	Жан Жак Руссо	
Switzerland		[ˈswɪts(ə)lənd]	Швейцарія	
Germany		[ˈdʒɜ:məni]	Німеччина	
Argentina		[ˈɑ:dʒ(ə)ntaɪn]	Аргентина	
Uruguay		[ˈjuərəɡwɑɪ]	Уругвай	
Canada		[ˈkænədə]	Канада	
Henry Barnard		[ˈhenrɪ ˈbɑ:nəd]	Генрі Барнард	
Johann Herbart		[ˈəʊhæn]	Юган Гербарт	
Maria Montessori		[məˈri:ə]	Марія Монтессорі	
Rome		[ˈrəʊm]	Рим	
Hermann Seitz		[ˈhɜ:mən]	Герман Зайц	

2. Match the beginnings in A with the endings in B to make expressions from the text. Don't consult the text yet.

A	B
1. natural	a. subjects
2. educate	b. teaching techniques
3. establish	c. world
4. design	d. education
5. obligatory & optional	e. free schools
6. compulsory	f. children

II. READING ACTIVITIES.

1. Read the text, translate it and try to guess its main idea.

History of Education. Part III. Education in the 19th century.

The foundations of modern education were established in the 19th century. Swiss educator Johann Heinrich Pestalozzi, inspired by the work of French philosopher Jean Jacques Rousseau, developed an educational method based on the natural world and the senses. Pestalozzi established schools in Switzerland and Germany to educate children and train teachers. He affirmed that schools should resemble secure and loving homes.

Like Locke and Rousseau, Pestalozzi believed that thought began with sensation and that teaching should use the senses. Holding that children should study the objects in their natural environment, Pestalozzi developed a so-called “object lesson” that involved exercises in learning form, number, and language. Pupils determined and traced an object’s form, counted objects, and named them. Students progressed from these lessons to exercises in drawing, writing, adding, subtracting, multiplying, dividing, and reading.

Pestalozzi employed the following principles in teaching: (1) begin with the concrete object before introducing abstract concepts; (2) begin with the immediate environment before dealing with what is distant and remote; (3) begin with easy exercises before introducing complex ones; and (4) always proceed gradually, cumulatively, and slowly. American educator Henry Barnard, the first U.S. Commissioner of Education, introduced Pestalozzi’s ideas to the United States in the late 19th century. Barnard also worked for the establishment of free public high schools for students of all classes of American society.

German philosopher Johann Herbart emphasized moral education and designed a highly structured teaching technique.

Herbart’s followers designed a five-step teaching method: (1) prepare the pupils to be ready for the new lesson, (2) present the new lesson, (3) associate the new lesson with ideas studied earlier, (4) use examples to illustrate the lesson’s major points, and (5) test pupils to ensure they had learned the new lesson.

National systems of education.

In the 19th century, governments in the United Kingdom, Germany, France, Italy, and other European countries organized national systems of public education. The United States, Canada,

Argentina, Uruguay, and other countries in North and South America also established national education systems based largely on European models.

Education in the 20th century.

At the beginning of the 20th century, the writings of Swedish feminist and educator Ellen Key influenced education around the world. Key’s book *The Century of the Child*, 1909 was translated into many languages and inspired so-called progressive educators in various countries. Progressive education was a system of teaching that emphasized the needs and potentials of the child, rather than the needs of society or the principles of religion. Among the influential progressive educators were Hermann Lietz and Georg Michael Kerschensteiner of Germany, Bertrand Russell of England, and Maria Montessori of Italy.

Montessori.

Montessori’s methods of early childhood education have become internationally popular. Trained in medicine, Montessori worked with developmentally disabled children early in her career. The results of her work were so effective that she believed her teaching methods could be used to educate all children. In 1907 Montessori established a children’s school, the *Casa dei Bambini* (Children’s House), for poor children from the San Lorenzo district of Rome. Here she developed a specially prepared environment that featured materials and activities based on her observations of children. She found that children enjoy mastering specific skills, prefer work to play, and can sustain concentration. She also believed that children have a power to learn independently if provided a properly stimulating environment.

Montessori’s curriculum emphasized three major classes of activity: (1) practical, (2) sensory, and (3) formal skills and studies. It introduced children to such practical activities as setting the table, serving a meal, washing dishes, tying and buttoning clothing, and practicing basic social manners. Repetitive exercises developed sensory and muscular coordination. Formal skills and subjects included reading, writing, and arithmetic. Montessori designed special teaching materials to develop these skills, including laces, buttons, weights, and materials identifiable by their sound or smell.

Instructors provided the materials for the children and demonstrated the lessons but allowed each child to independently learn the particular skill or behavior.

In 1913 Montessori lectured in the United States on her educational method. American educators established many Montessori schools after these lectures, but they declined in popularity in the 1930s as American educators stressed greater authority and control in the classroom. A revival of Montessori education in the United States began in the 1950s, coinciding with a growing emphasis on early childhood education.

Political influences.

Political leadership has affected the education systems of many countries in the 20th century. In the Union of Soviet Socialist Republics (USSR) under Communism and in Germany under the leadership of National Socialism, totalitarian systems of government imposed strict guidelines on the organization of national education systems. Many other countries during the 20th century – including the United States – have sought to balance control of their education systems between the federal government and local governments or private organizations. Most countries in the 20th century have also taken steps to increase access to education.

In the Soviet Union.

After the Russian Revolution in 1917 the Communist Party's Central Committee made the important educational decisions in the Soviet Union. In the 1920s Communist leader Joseph Stalin established a rigid curriculum for Soviet education that stressed science, mathematics, and Communist ideology. With the fall of the Soviet Union in 1991 the former Soviet republics, such as Russia, Ukraine, and Georgia, became independent nations that controlled their own political and education systems.

Education in Ukraine.

Present day independent Ukraine has a well-developed system of education which matches the standards of the developed countries. Pre-school education is not compulsory and is fee-paying. Most parents take their children to nursery schools or kindergartens at the age of 3. Up to the age of 5 children mostly eat, sleep and play there, but in senior groups they are taught the basics of arithmetic, reading, writing, arts and in some schools foreign languages.

Compulsory secondary education begins at the age of 6-7 and is free in state schools and fee-paying in private ones. Some schools, especially those with language slant, have preparatory classes. Secondary education includes three stages: primary (1st - 3^d grades), basic (4th - 9th grades) and senior (10th - 11th grades). Recently new types of schools have appeared: gymnasiums and lycees. In addition, there are schools with technical, computer, mathematical, law, pedagogical and art slant. All the subjects in the secondary schools are obligatory but there are optional courses that students of senior grades can take in addition to the required ones.

Extra-curricular activities usually include a variety of sports and drama clubs, interest groups and various school parties.

Those senior students who want to get qualification alongside the secondary education, can go to vocational training schools. Post-secondary education is provided by technical schools and colleges.

Institutions of higher learning (higher educational establishments) include universities, academies, institutes and conservatories.

Post graduate education begins after the last year of studies and usually results in theses on the chosen scientific topic and the degree of the Candidate of Science. Doctorate Degree is awarded for an outstanding scientific research.

Microsoft Encarta Encyclopedia, 2003.

Words and word-combinations

to inspire	[ɪn'spaɪə]	надихати
to affirm	[ə'fɛ:m]	твердити
secure	[sɪ'kjʊə]	надійний, безпечний
sensation	[sen'seɪ](ə)n]	відчуття, чуття
environment	[ɪn,vaɪə(ə)nmənt]	навколишнє середовище
to determine	[dɪ'tɛ:min]	визначати
to trace	[treɪs]	установлювати
to count	[kaunt]	лічити
to subtract	[səb'trækt]	віднімати

to multiply	['mʌltɪplaɪ]	множити	standards		стандартам
immediate	[ɪ'mɪːdɪət]	негайний	compulsory	[kəm'pʌls(ə)rɪ]	загальний
remote	[rɪ'məʊt]	далекий, дальній	fee- paying	[fiː peɪɪŋ]	платний
to ensure	[ɪn'ʃʊə]	гарантувати	nursery school	['nɜːs(ə)rɪ sku:l]	ясла
mentally handicapped	['ment(ə)lɪ 'hændɪkæpt]	з розумовими недоліками	slant	[slaːnt]	ухил
to establish	[ɪ'stæblɪʃ]	засновувати	obligatory	[ə'blɪgət(ə)rɪ]	обов'язковий
to feature	[fiːtʃə]	зображати, приділяти найважливіше місце	optional course	['ɒpʃ(ə)n(ə)l kɔːs]	факультативний курс
formal	['fɔːm(ə)l]	вірний, відповідний до правила	extra-curricular activities	['ekstrə kə'rɪkjʊlə æk'tɪvɪtɪz]	громадська діяльність
to master skills	['mɑːstə skɪlz]	оволодівати, опановувати умінням	vocational training school	[və'keɪʃ(ə)n(ə)l 'treɪnɪŋ sku:l]	професійне-технічне училище
to sustain	[sə'steɪn]	підтримувати	higher educational establishment	['haɪə ,edju'keɪʃ(ə)n(ə)l ɪs'tæblɪʃmənt]	вищий навчальний заклад
to introduce smb. to smth	[,ɪntrə'djuːs]	знайомити когось з чимось	to result in	[rɪ'zʌlt]	закінчитися
to set the table	[set 'teɪbl]	накривати на стіл	theses	['θiːsɪːz]	дисертація
to serve a meal	[sɛːv miːl]	подавати на стіл, обслуговувати	to award (degree)	[ə'wɔːd dɪ'ɡriː]	присуджувати ступінь
to tie and button clothing	[taɪ 'bʌtn 'kləʊðɪŋ]	зав'язувати та застібати на гудзики			
lace	[leɪs]	одяг шнурок			
to identify	[aɪ'dentɪfaɪ]	розпізнавати			
to decline in popularity	[dɪ'klaɪn ,pɒpjʊ'lærɪtɪ]	спад популярності			
to impose guideline	[ɪm'pəʊz]	нав'язувати			
access	['ækses]	загальний курс, генеральна лінія			
to make decision	[meɪk dɪ'sɪʒ(ə)n]	доступ прийняти рішення			
rigid	['rɪdʒɪd]	суворий			
to match the	[mætʃ 'stændədʒ]	відповідати			

III. COMPREHENSION CHECK.

1. Give the Ukrainian for:

to be inspired by smb.; secure and loving homes; exercises in drawing, writing, adding, subtracting, multiplying, dividing and reading; immediate, distant, remote, properly stimulating, environment; to emphasize the needs and potentials of the child; influential progressive educators; to work with mentally handicapped children; to serve a meal; to tie and button clothing; to practise basic social manners; to lecture on the educational method; to decline in popularity; to increase access to education; nursery schools and kindergartens; schools with some slant; to result in theses; vocational training school; higher educational establishments.

2. Give the English for:

складати фундамент сучасної освіти; вивчати об'єкти (речі) в навколишньому середовищі; вправи на вивчення форми, числа та мови; навчання з раннього дитинства; оволодівати навичками; віддавати перевагу праці; знайомити дітей з практичною діяльністю; накривати на стіл; розвивати сенсорну та мускульну координацію; нав'язувати загальний курс, прийняти рішення; відповідати стандартам; обов'язкові та факультативні предмети; громадська діяльність; присуджувати ступінь кандидата або доктора наук.

3. Which of the statements are true and which are false.

1. The foundations of modern education were established in the 19th century.
2. Swiss educator J.H. Pestalozzi was inspired by the work of French philosopher Didro.
3. Pestalozzi believed that teaching should begin with the abstract concepts before introducing the concrete objects and deal first with the remote rather than the immediate environment.
4. German philosopher J. Herbart emphasized moral education and designed a highly structured teaching technique.
5. At the beginning of the 20th century progressive system of education emphasized the needs of society and the principles of religion rather than the needs and potentials of the child.
6. M. Montessori's teaching methods were so effective that they could be used to educate not only mentally handicapped but all children.
7. M. Montessori designed special teaching materials to develop formal skills and materials identifiable by their sound and smell.
8. Pre-school education is compulsory in Ukraine.
9. Secondary education in Ukraine includes 3 stages: primary, basic and senior.
10. Post graduate education begins after the last year of studies at higher school.

IV. SPEAKING ACTIVITIES.

1. Answer the questions.

1. What prominent educators of the 19th century do you know?
2. What principles did the educators employ in teaching children?
3. Whose writings influenced education around the world at the beginning of the 20th century?
4. Why have M. Montessori's methods of early childhood education become internationally popular?
5. What teaching methods did she use in her work with children?
6. What practical activities did she introduce children to?
7. Did the political leadership affect the educational systems of many countries in the 20th century? If so, give examples.
8. What stages are there in the system of education in Ukraine?
9. Do you think there should be private and state schools? Why? Give your reasons. Which of these schools did you go to?
10. Do you think higher education should be free or fee-paying?
11. What do you like and dislike in the system of education in our country. What would you like to change if you could?

2. Here is the list of changes Ukrainian school need. Read them and name at least 5 items which in your opinion are of paramount importance.

Changes Ukrainian school need:

- Modern equipment in labs and classrooms;
- Modern gyms and school stadia;
- Modern libraries;
- Free access to the Internet;
- Fewer pupils in groups;
- Universal tests for school-leavers entering colleges and Universities;
- Improving discipline through teaching pupils the bases of law starting with the first form;
- Introducing the international system of evaluating the pupils' knowledge;
- Allowing pupils to follow pre-University programmes in 4-6 subjects instead of 17-20 in the last year at school;
- More clubs where pupils could develop their abilities after classes.

Unit 6.

I. PRE-READING ACTIVITIES.

1. Answer the questions:

1. Is education in Great Britain free of charge at all levels?
2. Which school is better: private or state?
3. Are you for or against private schools? Motivate your choice.

2. Match the words with their definitions.

1. school	a) a school which provides accommodation for pupils during term time;
2. state school	b) a place of education at the highest level where degree is given;
3. comprehensive school	c) a school, not supported by government money, where education must be paid for;
4. private school	d) a school maintained by the state and supported from public funds;
5. boarding school	e) a course of study offered in a school, college, university;
6. college	f) a title given by a university;
7. university	g) a mixed school where pupils of all abilities are taught;
8. curriculum	h) a school for young children of three to five years of age;
9. degree	i) an official paper showing that a person has successfully finished a course of study or passed an exam;
10. diploma	j) a school for higher and professional education, part of a university;

II. READING ACTIVITIES.

1. Read the text and find out what education system in Great Britain looks like.

Schools in Britain.

Education in Britain is a hot topic. Every parent wants to send their children to the best school, but which one? In Britain, you have two choices.

Either,
you go to a state school that the government pays for.
Or,

You go to a private school that your parents pay for. The most famous private schools are the exclusive public schools, such as Eton. Many people call all private schools 'public'.

Do public and state schools teach the same thing?

Public schools have similar subjects to state schools and they enter pupils for the same exams. They don't have to teach the National Curriculum that all state schools follow, though.

What is a boarding school?

If you board at a school it means you sleep and have your meals there. You can only 'board' at a public school, not at a state school. But boarding is becoming less common. More and more public school pupils live at home and just go to school for the day, like in state schools.

Public schools - better education for the rich?

Public schools spend more money per pupil per year than state schools. Last year, a state school in London spent around £2,000 per pupil but a nearby private school spent around £8,000 per pupil. The British government now wants to spend more money on state schools and raise standards.

Which is better, private or state?

Becky. "I go to a state school but I'll send my kids to a boarding school because I plan to have a career. They can have a social life and do school work in the same place."

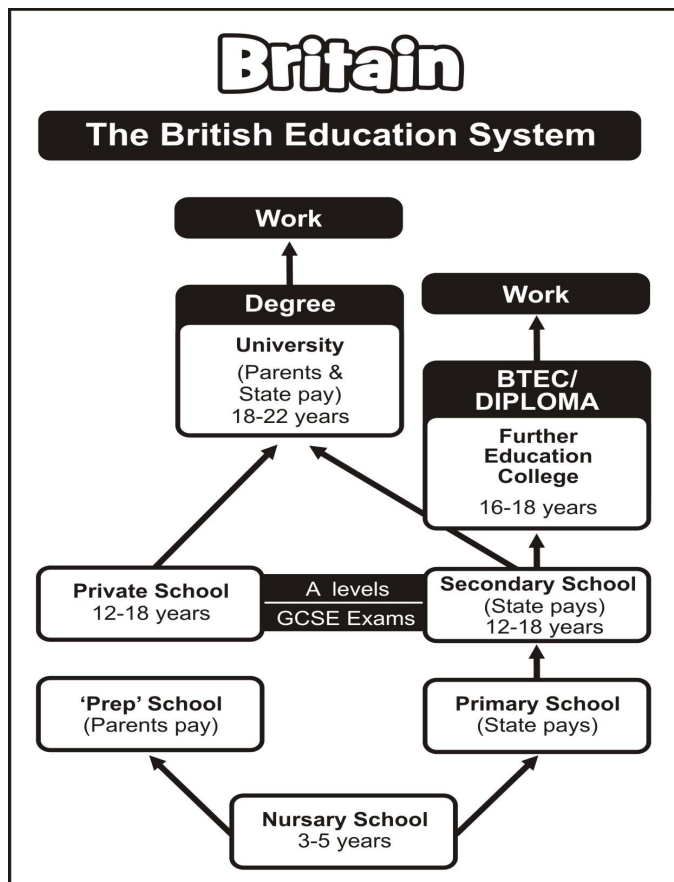
Rob. "Private schools are better because there are so many extra activities. In my school there is a cadet force, film studies and drama classes. Students are more likely to go to a good university."

Helena. "You get more attention at a private school, but state is better because you learn to mix with different people. Also most

comprehensives are mixed and it's good to be in a class with both boys and girls."

Thomas. "Public schools get better results. The people who go there are not just from rich families. My friend's parents work hard to pay for his fees, so he has better chances."

Harriet. "Just because public schools have more money doesn't mean the pupils are more intelligent. I've heard there are drug problems in public schools as well as in state schools."



Digest, 2003, № 16.

III.COMPREHENSION CHECK.

1. Suggest the Ukrainian for:

to go to school for the day; to go to a state (private, boarding, primary, secondary, preparatory, nursery, grammar, comprehensive) school; to pay for fees; to pay for education; to enter pupils; to spend money per pupil per year; to spend money on schools; a cadet force; to get more attention (better results); they are likely to go to good university; to plan to have career; common; less common;

2. Suggest the English for:

злободенна тема, вибір, аристократична школа; подібні предмети (навчальні плани); школа, розташована поблизу; піднімати рівень; розваги; позакласні заняття; спілкуватися з різними людьми; як з хлопцями, так і с дівчатами; розумні діти; проблеми з наркотиками; заможні та бідні родини; навчати читанню та письму; дитячий садок; привілейована, середня, приватна школа.

3. Read the sentences and choose the correct word.

- If you go to a public school you might get better *grades/ notes*.
- Our teacher always gives us lots of *homework/ housework*.
- After I did my G.C.S.E.s I went to six *class/ form*.
- If you want to get a place at university, you have to *pass/ get* exams.
- When I graduate from the university, I'll have a *diploma/degree* in History.
- In the 1100s priests taught *reading and writing/ geography and maths* in their churches.
- In Great Britain children can only «board» at a *state/ public* school.
- The British government now wants to spend *less/more* money on state schools.
- Public schools for girls in Great Britain were opened in the *1850s/ 1860s*.
- Most comprehensive schools are for *one sex only/ mixed*.

4. What do these figures and dates stand for:

£2.000 and 8.000; 1187; the 1850s; the 1100s; 16-8 years; 18-22 years; 3-5 years;

5. Decide which statements are right and which are false.

1. The problem of education in Great Britain is ignored by the government
2. British state schools offer a free education to all children between the ages 5 and 18.
3. Children start going to primary school at the age of 7.
4. Comprehensive schools in the United Kingdom are open to all and are for all abilities.
5. All the private schools in Great Britain follow the National Curriculum.
6. The most famous private schools are the exclusive public schools, such as Eton, Harrow, Winchester, Rugby, Oundle, Uppingham, and Charterhouse.
7. Public schools spend less money per pupil per year than state schools.
8. Graduates get a diploma after leaving colleges and degree after finishing Universities.
9. Public schools for girls in Great Britain were opened in the XXth century.
10. «A» level is the National exam in 9 subjects.

III. SPEAKING ACTIVITIES.

1. Analyze the reading.

1. What stages of education are there in Great Britain? Which of them are compulsory?
2. In what institutions can children get pre-school and primary education?
3. Who pays for education in private and state schools?
4. Are boarding schools still popular in Great Britain?
5. What types of independent schools do you know?
6. Which are the most notable public schools in Great Britain?

7. How can you account for the fact that the percentage of those attending comprehensive schools in Great Britain is becoming a bit lower nowadays?

8. How can you account for the fact that independent schools (especially public schools) which are not very numerous are the most significant?

9. What are the principal examinations taken by secondary school pupils in Great Britain?

10. What exams are taken at the age of 18?

2. Team up with your fellow-students to compare the British and the Ukrainian educational system. Fill in the table below with your own observations.

Use the following exponents of comparing, contrasting and exemplifying: for a start ... , for example ... , for one thing ... , if you look at ... , as ... as, not so ... as, ... is like ... , ... is similar to ... , resembles ... , both, neither.

Usually children	In Ukraine	In Great Britain
- start nursery and primary school ... (age); - go to secondary school at; - (don't) pay for tuition at school; - have school-leaving exams; - go to colleges or universities to get further education; - participate in social activities; - spend their leisure time;		

3. Read the given quotations on education. Choose any of them and prepare a mini talk to agree or disagree.

- Reading is to the mind what exercise is to the body (Joseph Addison);
- Don't worry about knowing people; just make yourself worth knowing (Unknown);
- Give a man a fish and you feed him for a lifetime (Chinese proverb);
- A book is like a garden carried in a pocket (Chinese proverb);
- Your children need your presence more than your presents (Jesse Jackson);
- We are wiser than we know (Ralph Waldo Emerson);
- Experience is a hard teacher because she gives the test first, the lesson afterwards (Vernon Saunders Law);
- The older I get, the greater power I seem to have to help the world; I am like a snowball: the further I am rolled – the more I gain (Susan B. Anthony);
-
- To the uneducated, an A is just three sticks (A.A. Milne);
- He, who opens a school door, closes a prison (Victor Hugo);
- The educated differ the uneducated as much as the living from the dead (Aristotle);
- Anyone, who stops learning, is old, whether at twenty or eighty. Anyone, who keeps learning stays young. The greatest thing in life is to keep mind young (Henry Ford);
- Learning is the beginning of wealth; Learning is the beginning of health. Learning is the beginning of spirituality. Learning and Searching is where the miracle process all begins (Jim Rohn).

Unit 7.

I. PRE-READING ACTIVITIES.

1. You are going to read a text about Oxford University.

- What is it famous for?
- Do you know any other famous Universities in Great Britain?
- Have you ever heard of the tutorial system which is at the core of tutorial undergraduate teaching and learning at Oxford? What are the characteristic features of this system?

2. Match the words in A to their definitions in B.

A	B
1. Chancellor	a) a building where University students live;
2. Council	b) a person engaged in studies after taking a first academic degree;
3. academic	c) the titular head of the University, presiding over all major events;
4. hall of residence	d) a person who has completed a course at an educational institution and holds a University degree;
5. undergraduate	e) the principal-making body which is responsible for the academic policy and strategic direction of the University;
6. graduate	f) a University student working for a Bachelor's degree;
7. postgraduate	g) a college or University teacher.

II. READING ACTIVITIES.

Read and translate the text.

Oxford.

The Structure of the University.

Oxford is an independent and self-governing institution, consisting of the central University and the Colleges.

The Vice-Chancellor, who holds office for up to seven years, is the senior officer of the University. Five Pro-Vice-Chancellors have specific, functional responsibility for Development and External Affairs; Education; Personnel and Equal Opportunities; Planning and Resources; and Research. The Chancellor, who is usually an eminent public figure elected for life, serves as the titular head of the University, presiding over all major ceremonies.

The principal policy-making body is the Council of the University, which has 26 members, including those elected by Congregation, representatives of the Colleges and four members from outside the University. Council is responsible for the academic policy and strategic direction of the University, and operates through four major committees: Educational Policy and Standards; General Purposes; Personnel; and Planning and Resource Allocation.

Final responsibility for legislative matters rests with Congregation, which comprises over 4,000 members of the academic, senior research, library, museum and administrative staff.

Day-to-day decision-making in matters such as finance and planning is devolved to the University's four Academic Divisions - Humanities, Mathematical and Physical Sciences, Medical Sciences and Social Sciences. Each division has a full-time divisional head and an elected divisional board. Continuing Education is the responsibility of a separate board.

The thirty-nine Colleges, though independent and self-governing, form a core element of the University, to which they are related in a federal system.

There are also seven Permanent Private Halls, which were founded by different Christian denominations, and which still retain their religious character. Thirty colleges and all seven halls admit students for both undergraduate and graduate degrees. Seven other colleges are for graduates only.

Studying at Oxford: An Introduction.

Students come to Oxford from 139 different countries and territories.

Oxford's teaching and research is consistently in the top rank nationally and internationally, and is at the forefront of medical, scientific and technological achievement.

Oxford has strong links with research institutions and with business and industry, both in the United Kingdom and overseas.

The University has excellent facilities and resources for learning in its world-famous libraries, laboratories and museums.

Students have the opportunity to learn alongside leading researchers in their field.

Graduate students are a valued part of the University, and make up around a third of the total student body. The University offers a wide range of taught graduate and research degrees, ranging from one to three or more years in length.

Around a third of the student body comes from outside the United Kingdom, and a range of scholarships offer support for international students. Each year several hundred such students are supported by scholarships funded fully or in part by benefactors and the University

As one of the leading international universities, Oxford also attracts scholars from all over the world to join its teaching and research staff, and collaborates with over 80 research institutions worldwide, including establishments in the Far East, India, South Africa, the USA and Latin America.

The Department for Continuing Education, for example, enrolls more than 15,000 students annually on over 600 short and part-time courses. Students can study in Oxford, in the region or online, for pleasure and/or for an Oxford qualification. Courses on offer include evening and weekend classes, residential courses and summer schools, undergraduate and graduate level qualification, professional development programmes, and courses delivered via the internet.

A brief history of the University.

Oxford is a unique and historic institution. It is the oldest university in the English-speaking world, it can lay claim to nine centuries of continuous existence. There is no clear date of

foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris.

In the 13th century, rioting between town and gown (townspeople and students) hastened the establishment of primitive halls of residence. These were succeeded by the first of Oxford's colleges, which began as medieval 'halls of residence' or endowed houses under the supervision of a Master. University, Balliol and Merton Colleges, established between 1249 and 1264, are the oldest.

Less than a century later, Oxford had achieved eminence above every other seat of learning, and won the praises of popes, kings and sages by virtue of its antiquity, curriculum, doctrine and privileges. In 1355, Edward III paid tribute to the University for its invaluable contribution to learning; he also commented on the services rendered to the state by distinguished Oxford graduates.

From 1878, academic halls were established for women, who became members of the University in 1920. Since 1974, all but one of Oxford's 39 colleges have changed their statutes to admit both men and women. St Hilda's remains the only women's college, though it will admit both women and men from October 2008.

Student Life.

There are almost 20,000 students at Oxford, including 12,106 undergraduates and 7,380 postgraduates.

At undergraduate level students have almost 80 degree courses to choose from.

More than half of Oxford's undergraduates are following courses that last for four or more years.

53 per cent of undergraduates are studying for degrees in the humanities and social sciences courses, and 41 per cent in the medical, mathematical, physical and life sciences. The rest are studying for undergraduate level diplomas and certificates in a range of subjects, including English, Modern History, Archaeology, Computing and Theology, offered by the Department for Continuing Education.

At graduate level, 37 per cent of students are studying for higher degrees in the medical, mathematical, physical and life sciences and 57 per cent in the humanities and social sciences. The remainder are studying with the Department for Continuing

Education for postgraduate certificates and diplomas in subjects as diverse as Architectural History, Object Technology, Mathematical Finance and Bioinformatics.

The tutorial is at the core of undergraduate teaching and learning at Oxford and offers students a unique learning experience, in which they meet regularly with their tutor, either on a one-to-one basis or with one or two other students, to discuss and debate written work or a set of problems prepared in advance.

Undergraduates attend, on average, one hour-long tutorial every week and undertake a considerable number of hours' preparatory work for each tutorial, including background reading, essay-writing and problem-solving.

Oxford has the lowest drop-out rate in the UK.

Oxford graduates are among the most employable in the UK. Over 40 per cent of students completing an undergraduate degree go on to further study.

Every year more than 15,000 people take part in courses offered by the Department for Continuing Education.

Oxford Colleges.

The University has 39 independent and self-governing colleges, and seven permanent private halls.

The collegiate system is at the heart of the University's success, giving students and academics the benefits of belonging both to a large, internationally-renowned institution and to a small, interdisciplinary academic community.

Oxford Research.

Oxford has more academic staff working in world-class research departments than any other UK university.

Oxford won more research income from external sponsors than any other UK university in 2005–2006, earning over £214 million from this source.

A new £5 million-a-year funding initiative for young academics and pilot projects has been set up to encourage creativity and attract new research talent to Oxford.

Oxford Awards.

Oxford's academic community includes over 80 Fellows of the Royal Society and around 110 Fellows of the British Academy.

In 2007 alone, nine Oxford academics were elected to the Fellowship of the British Academy.

In 2007, three Oxford researchers were also elected to the Fellowship of the Royal Society, and four to the Academy of Medical Sciences.

The successes of Oxford's academics are recognized regularly in the award of prestigious international prizes.

The academic year at Oxford runs from October to June. The year is divided into three eight week terms, Michaelmas (autumn), Hilary (spring), and Trinity (summer).

Major events which take place during the academic year include:

- The Boat Race.
- Encaenia, the ceremony at which the University awards honorary degrees to distinguished men and women and commemorates its benefactors
- The Varsity Rugby Match.

Throughout its history, Oxford has produced gifted men and women in every sphere of human endeavour who have studied or taught at the University. Among these are 5 kings, 40 Nobel prize-winners, 25 British Prime Ministers, 9 current holders of the Order of Merit, plus 3 Saints, 85 Archbishops and 18 Cardinals.

Microsoft Encarta Encyclopedia, 2003.

Words and word-combinations

independent	[,ɪndɪ'pendənt]	незалежний
self-governing institution	[self'gʌv(ə)nɪŋ [,ɪn(t)sɪ'tju:](ə)n]	учбовий заклад з власним органом самоврядування
Chancellor	[tʃɑ:ns(ə)lə]	номінальний президент університету
Vice-Chancellor	[,vaɪs 'tʃɑ:ns(ə)lə]	Віце-Президент

to hold office	[həʊld 'ɔfɪs]	займати посаду
officer	['ɔfɪsə]	урядовець
pro	[prəʊ]	заступник
responsibility	[rɪ,sɒnsə'bɪlətɪ]	відповідальність
external affairs	[ɪk'ste:nl ə'feɪz]	іноземні справи
personnel	[,pə:s(ə)'nel]	особовий склад
equal opportunities	['i:kwəl ,ɔpə'tju:nətiz]	однакові можливості
eminent	['emɪnənt]	видатний
public figure	['pʌblɪk 'fɪgə]	громадський діяч
titular head	['tɪtʃulə hed]	титулована особа
to preside (over) body	[pri'zaid ['bɔdi]	очолювати орган (влади)
Congregation	[,kɒŋgrɪ'geɪ](ə)n]	університетська Рада, збори
from outside	[,aʊt'saɪd]	зовні
allocation	[,ælə'keɪ](ə)n]	розподіл
academic	[,ækə'demɪk]	adj - учбовий, науковий; noun - вчений
to devolve	[dɪ'vɔlv]	передавати повноваження
core	['kɔ:]	стрижень
private hall	['praɪvɪt hɔ:l]	приватний гуртожиток
denomination	[di,nɒmɪ'neɪ](ə)n]	віросповідання
to retain	[ri'teɪn]	зберігати
undergraduates	[,ʌndə'grædʒuəts]	студенти, що навчаються, щоб здобути I ступінь (бакалавр)
graduates	['grædʒuəts]	випускники, які мають I наукову ступінь (бакалавр)

postgraduates	[,pəʊst'grædʒuəts]	студенти, які навчаються, щоб здобути II ступінь (магістр)	окремих консультантів завчасно	
consistently	[kən'sist(ə)ntli]	міцно, стійко	брати на себе	
to be in the top rank	[ræŋk]	посідати високе місце	підготовка	
to be at the fore front	['fɔ: frʌnt]	бути попереду	виключення з університету	
facilities	[fə'siləti:z]	можливості, умови	вигода	
to make up	[meik ʌp]	складати	заохочувати	
student body	['stju:d(ə)nt 'bɒdi]	контингент студентів	творчість	
scholarship	['skɒləʃip]	стипендія	член наукової спілки	
benefactor	['benifæktə]	добродій	членство	
to enroll	[in'rəʊl]	зараховувати (до університетського закладу)	Королівська наукова спілка	
on offer	['ɔfə]	пропонований	зимовий триместр	
to ban	['bæn]	забороняти	осінній триместр	
rioting	['raɪətiŋ]	безчинство	весняний триместр	
gown	[gaʊn]	тут. студенти та викладачі	змагання з веслування	
to hasten	['heɪs(ə)n]	прискорювати	святкування річниці заснування	
to endow	[in'dəʊ]	пожертвувати	шанувати (пам'ять)	
eminence	['emɪnəns(t)s]	високий статус	університет	
to win praise	[wɪn preɪz]	заслужити похвали	видатний	
pope	[pəʊp]	священик	обдарований, талановитий	
sage	[seɪdʒ]	мудрець	діяльність	
by virtue	['vɜ:tju:t]	завдяки чомусь	володар почесного звання	
to pay tribute	[peɪ 'tribju:t]	віддавати данину	орден "За вислуги"	
invaluable	[ɪn'væljuəbl]	безцінний (внесок)		
life sciences	[laɪf 'saɪənsɪz]	природознавчі галузі науки		
diverse	[daɪ'vɜ:s]	різноманітний		
tutorial system	[tju:'tɔ:riəl 'sɪstəm]	система, за якою студентів прикріплюють до		
		in advance	[əd'vɑ:n(t)s]	
		to undertake	[,ʌndə'teɪk]	
		background	['bækgraʊnd]	
		drop-out	['drɒp aʊt]	
		benefit	['benefɪt]	
		to encourage	[ɪn'kʌrɪdʒ]	
		creativity	[kri'eɪ'tɪvɪti]	
		fellow	['feləʊ]	
		fellowship	['feləʊʃɪp]	
		Royal society	['rɔɪəl sə'saɪəti]	
		Hilary term	['hɪl(ə)ri tɜ:m]	
		Michaelmas	['mɪklmæs]	
		Trinity	['trɪnəti]	
		boatrace	['bəʊtreɪs]	
		Encaenia	[en'si:niə]	
		to commemorate	[kə'meməreɪt]	
		varsity	['vɑ:səti]	
		distinguished	[dɪ'stɪŋgwɪʃt]	
		gifted	['gɪftɪd]	
		endeavour	[ɪn'devə]	
		holder	['həʊldə]	
		Order of Merit	['ɔ:də 'merɪt]	

III. COMPREHENSION CHECK.

1. Suggest the Ukrainian for:

to hold office; to have functional responsibilities for; to preside over major ceremonies; a policy-making body of the University; elected by Congregation; to operate through major committees; Department of Continuing Education; world-famous libraries, laboratories and museums; to make up a third of the total student body; to offer a wide range of different degrees; to attract scholars from all over the world; evening and weekend classes; professional development programs; rioting between town and gown; to hasten the establishment of smth; to achieve eminence; invaluable contribution to learning; to offer students a unique learning experience; the lowest drop-out rate; academic staff (community); to be elected to the Fellowship of the British Academy; the academic year runs from... to...; distinguished and gifted persons.

2. Suggest the English from:

незалежний учбовий заклад з власним органом самоврядування; урядовець; видатний громадський діяч; мати зв'язки з дослідними інститутами як в країні, так і за кордоном; чудові можливості та ресурси для навчання; зараховувати студентів до університету; курси, які викладають через Інтернет; заслужити похвалу з боку когось; завдяки чомусь; віддавати данину; природознавчі галузі науки; університетська система, за якою студентів прикріплюють до окремих консультантів; обговорювати письмові роботи; завдання, підготовлені завчасно; заохочувати творчість; член наукової спілки; Королівська наукова спілка; змагання з веслування; святкування річниці заснування університету; шанувати пам'ять; володар почесного звання.

3. Choose the correct answer or explanation.

1. The Vice-Chancellor at Oxford holds office for five/ seven years.
2. Council is responsible for legislative matters/ the academic policy and strategic direction of the University.
3. Continuing Education is the responsibility of Congregation/ a separate board.
4. Oxford University has thirty-nine/ forty-nine independent colleges and six/ seven permanent private Halls.

5. Private Halls were founded by different Charity organizations/ Christian denominations.

6. Graduate students which make up a third of the total student body are a valued/ insufficient part of the University.

7. Oxford attracts scholars from Great Britain only/ from all over the world to join its teaching and research staff.

8. In the 13th century rioting between town and gown hastened the establishment of primitive/ luxurious halls of residence.

9. There are almost 20.000 students at Oxford, including 12.106 graduates/ undergraduates and 7.380 graduates/ postgraduates.

10. Oxford has the highest/ lowest drop-out rate in the UK.

11. In 2007 alone nine Oxford academics were elected to the Fellowship of the British Academy/ Academy of medical sciences.

12. The academic year at Oxford is divided into three eight/ ten week terms.

4. Complete the sentences.

1. Oxford is an independent and self-governing institution consisting of...
2. The Chancellor of the University serves as...
3. The principal policy-making body at Oxford is...
4. Day-to-day decision-making in matters such as finance and planning is devolved to the...
5. The University has excellent facilities and resources for...
6. Each year several hundred international students are supported by...
7. Oxford is the oldest University in the English-speaking world, teaching existed at Oxford...
8. The oldest University Colleges are...
9. St. Hilda college remains the only women's college, though it will...
10. In 2005-2006 Oxford won more research income from...
11. Oxford's academic community includes...
12. The academic year at Oxford runs...
13. Major events which take place during the academic year at Oxford include...
14. Among Oxford graduates are...

5. Replace the underlined words and word-combinations with a synonym from the box in an appropriate form.

- | | |
|----------------------|-----------------------|
| a) sponsor; | e) to be devolved to; |
| b) to admit; | f) main; |
| c) to be made up of; | g) to be established; |
| d) distinguished; | h) to cooperate with. |

1. Oxford was founded in the XI century.
2. Oxford consists of the central University and 39 independent colleges.
3. The Chancellor of Oxford University is an eminent public figure elected for life.
4. The principal policy-making body is the Council of the University, which has 26 members.
5. Final responsibility for legislative matters rests with Congregation.
6. Oxford collaborates with 80 research institutions all over the world, including establishments in the Far East, India, South Africa, the USA and Latin America.
7. The Department for Continuing Education enrolls more than 15, 000 students annually on over 600 short and part-time courses.
8. Each year almost 200 international students are supported by University scholarships funded fully or in part by outside benefactors.

IV. SPEAKING ACTIVITIES.

1. Analyze the reading. Test your comprehension of the text answering the questions below.

1. Is Oxford University under the supervision of the any Ministry?

2. What is the role of the Chancellor and the Vice-Chancellor of the university?
3. What are Pro-Vice-Chancellors responsible for?
4. Speak about the functional responsibility of the Council of the university?
5. How many members does Congregation comprise?
6. Name University's four Academic Divisions. What activities are they responsible for? Who is in charge of them?
7. How many colleges and private Halls does Oxford consist of?
8. Who were the Halls founded by?
9. Find proofs in the text that Oxford is consistently in the top rank nationally and internationally?
10. What funds are international students supported by?
11. What do you know about the foundation of Oxford and its history?
12. What is the student body at Oxford?
13. In what courses are undergraduates and graduates studying for degrees?
14. Characterize the work of the Department for Continuing Education.
15. What are the peculiarities of the tutorial system?
16. Find evidence in the text that the standard of preparation at Oxford is very high.
17. Prove that the research at Oxford is being carried out intensively?
18. Does the academic community include experienced and highly-qualified scholars?
19. When does the academic year at Oxford start and end? How many terms is it divided into?
20. What are the major events taking place during the academic year?

2. Prepare mini talks (10-12 sentences).

1. The structure of Oxford University.
2. A brief history of Oxford.
3. Student life.
4. Studying at Oxford. Its international ties.
5. Oxford research and awards.

Unit 8.

I. PRE-READING ACTIVITIES.

1. Read the following words. When in doubt refer to the transcription below.

Howler, straight, cream, vast, research, graduate, error, blew, burn, curriculum vitae, application, government, salary, justify, debt.

[ˈhɔʊlə], [ˈstreɪt], [ˈkri:m], [ˈvɑ:st], [riˈsɜ:tɪ], [ˈgrædʒuət], [ˈerə], [ˈblu:], [ˈbɜ:n], [kəˈrɪkjʊləm ˈvi:tai], [ˌæpliˈkeɪʃn], [ˈgʌvnmənt], [ˈsæləri], [ˈdʒʌstɪfaɪ], [det]

2. Match the following words with their definitions.

1. covering letter	a) a request especially in writing for a job;
2. curriculum vitae	b) a letter or statement that recommends, a piece of written information about smb's character, ability when he or she is looking for employment;
3. background	c) a letter or note containing an explanation or additional information sent with a parcel or another letter;
4. application	d) a short written account of one's education and past employment, used especially when looking for a new job;
5. reference	e) a person's family, experience and education.

II. READING ACTIVITIES.

1. Read the text and translate it.

The student howlers

9 in 10 'sloppy' job applications go straight in the bin.

They are supported to be the cream of the education system.

But when it comes to landing jobs the vast majority of graduates fall at the first hurdle because of sloppy spelling and grammar, research shows.

A study of 1,000 written job applications found that nine out of ten graduates and final-year-students were rejected because of basic errors in their first few words.

Seventeen spelling mistakes were found in a single covering letter while a number of candidates addressed applications to the wrong person or referred to the wrong job.

One hopeful blew his chances with the over-the-top declaration: 'I exist! I live! Seize me!'

Another had burnt the edges of his curriculum vitae, saying: 'As you can see from the single marks on my application, I'm red hot.' Many candidates fail at the interview stage because they display little knowledge of the company or the precise role they would have to fill. The poor calibre of graduates entering the workforce will embarrass ministers who want half of young people to be in higher education by 2010.

The Government has also unveiled plans to allow universities to charge £3,000 a year in tuition fees, claiming that the higher salaries on offer to graduates justify higher student debt levels. The average individual debt of last summer's graduates is £10,997, according to figures released by Barclays Bank.

Miss Castle, human resources director at Lewis, said too many CVs betrayed a lack of attention to detail.

And she claimed universities needed to earn their increased tuition fees by giving more help to undergraduates in the job market. Chris Lewis, the PR company's founder, said: "The falling standard of literacy is a most alarming development. In an age of increased course fees, this needs to be urgently addressed".

Digest, 2003, № 22.

Words and word-combinations

howler	[ˈhɔʊlə]	безглузда помилка
sloppy	[ˈslɒpi]	неохайний
bin	[bɪn]	відро для сміття
blunder	[ˈblʌndə]	груба помилка
PR	[pi: a:]	зв'язки з громадськістю

poses <i>mym</i> possess	[pə'zes]	володіти
grat <i>mym</i> great	[greit]	великий
party	['pa:ti]	ходити на вечірки
resume	[ri'zju:m]	коротка автобіографія
CV	[si: vi:]	анкетні дані
the cream	[kri:m]	щось найкраще
land	[lənd]	добитися
hurdle	['hɜ:dl]	перешкода
reject	[ri'dʒekt]	відкидати, відхилити
covering letter	['kʌv(ə)rɪŋ 'letə]	супровідний лист
red hot	[red hot]	гарячий
calibre	['kælibə]	вага, значність
to embarrass	[ɪm'bærəs]	бентежити; ускладнювати
unveil	[,ʌn'veɪl]	розкривати (плани)
charge	[tʃɑ:dʒ]	рризначити ціну
tuition fees	[tju:'ɪ](ə)n fi:z]	плата за навчання
debt	[det]	борг
literacy	['lɪtərəsi]	грамотність
to fall	[fɔ: l]	зазнавати поразки
single	[sɪŋg(ə)l]	один тільки, однісінький
hopeful	['həʊpfl]	багатонадійний
to blow the chance	[bləʊ tʃɑ:ns]	прогавити шанс
over- the -top	[əʊvə ði top]	який виходить за межі
to fill the role	[fɪl rəʊl]	виконувати функцію
precise	[prɪ'saɪs]	точний, чіткий
to betray	[bi'traɪ]	виявляти щось
urgently	['ɜ:dʒ(ə)ntli]	терміновий, негайний

III. COMPREHENSION CHECK.

1. Suggest the Ukrainian for:

the cream of education system (society); sloppy spelling; to fall at the first hurdle; basic errors; to address to the wrong person; to refer to the wrong job; to fail at the interview stage; tuition fees; average individual debt; to give more help to somebody; the falling standard of literacy.

2. Suggest the English for:

неохайна заява; письмова заява; відро для сміття; супровідний лист; багатонадійний випускник; життєпис; виконувати функцію (роль); бентежити міністрів; рівень боргу; виявляти відсутність уваги до чогось; тривожна обставина; терміново; кепські, моральні якості.

3. Here are some blunders taken from job applications. Look them through and try to find the mistakes.

Some of the blunders

- Address: ...East Grinsread.
- Skills: attention to detail.
- I no you are probably really busy but I am looking to get a job in the PR industry. I poses good communication skills and i have a great grounding to work within an office environment
 - My life doesn't just consist of fun and games, I do a little work as well...but that's only when I'm hot partying!
 - Excuse me, but I was surfing the internet when I have seen something strange on the web. I want to join you.
 - Please tell me exactly what it is your company does, so that I send my resume. Im more than interested in joining your firm.
 - Good afternoon, I am sending you my C. V., as I am looking to gain relvant experience with-in a company like yours. I await you reply, May thanks.

4. Complete the following sentences.

1. Because of the student howlers the majority of “sloppy” job applications go
2. When it comes to landing jobs a great member of graduates fall at the first hurdle because of
3. Many candidates fail at the interview stage because
4. As the research showed 9 out of 10 graduates and final-year students were rejected a job because of
5. In 2002 the average individual debt of graduates for tuition feels was
6. Too many graduates’ curriculum vitae betrayed
7. Universities need to earn their increased tuition fees by
8. One of the PR company’s founder thinks the falling standard of literacy is ...

IV. SPEAKING ACTIVITIES.

You have seen a newspaper advertisement for a job you need or perhaps someone associated with the company suggested you write to them. Write a letter applying for a job including all relevant information.

Use the correct form for the letter of application and some example letters.

Correct form for the letter of Application

Sender’s address	10 Oboronna St. Luhansk 91055 Ukraine
Date	5 th January 2010
Inside address	73 Purser House Tulse Hill St London Sw 22 j 13 United Kingdom
Attention line	For the Attention of Principal
Salutation	<i>Dear Mr/Mrs/Ms ...</i> , (if you know their name) <i>Dear Sir/Madam,</i> (if you don’t know their name)

Body of the letter Paragraph 1

State your reason for writing.

I am writing to you with reference to ...

I am interested in applying for the job of ...

I enclose a copy of my CV.

Paragraph 2

Explain why you are interested in a job.

I would like to work for you because I am very interested in ...

I would also like to learn about ...

I feel that ... is extremely important.

Paragraph 3

Give examples to show your personal qualities.

I think I am a ... person. For example, I have ...

I also feel that I can ... / Finally, I am familiar with ...

Paragraph 4

Write about your qualifications and practical skills

I think I would be a good teacher due to my teaching experience.

I am a competent ... as I have completed a course in ...

I am fluent in spoken and written ...

In addition, I hold a certificate in ...

Complimentary close

Your sincerely, (when you know person’s name)

Yours faithfully (when you don’t)

Signature

your handwritten signature

your typed signature

your position in the firm

I. Sample Covering Letter

Mark Diamond

4701 Pine Street, #K-13

Philadelphia, PA 19143

Tel. 1-(215)-748-3037

April 2, 1992

Dear Mr. Marchenko:

I am a first year student in the M.B.A. program at the Wharton Business in Philadelphia.

I understand that you are heading the independent Ukrainian airline. I have heard from my friend Mr. Bill Eastman, a student at Duke University's Fuqua School of Business, that you might wish to have an American M.B.A. student work with your airline this summer as an intern. I am very interested in the possibility of such an internship during the summer of 2010.

My professional experience has given me an in-depth knowledge of the air transportation industry. I have, in particular, worked for American Airlines, the Federal Aviation Administration, and Kurth & Company, Inc., an aviation consulting firm where I was manager of Airline Analysis. My responsibilities included the study of schedules, fares, equipment selection, and financial results. Notably, I prepared numerous feasibility studies for both jet and turboprop routes, including passenger and cargo flights, for proposed transatlantic and transpacific services.

I wish to place this experience at the disposal of your airline. I believe strongly that my knowledge of the deregulated air transportation industry in the United States could be quite beneficial to your carrier.

I have enclosed a copy of my resume. If my background and qualifications are of interest to you, please telephone me on (215) 748-3037. I would be interested in meeting you in mid-April in New York to discuss further the possibility of such a summer position, and your requirements.

I look forward to hearing from you soon.

Yours sincerely,
Mark Diamond
Mark Diamond

II. Dear Sir/Madam,

I wish to apply for the teaching position which was advertised in yesterday's Daily Planet. I believe I have the education, experience and personality that an excellent physical education teacher needs.

I graduated from Harpham University with a degree in Physical Education. I received top grades there, and spent many hours as a student instructor while at HU.

After graduating four years ago I was employed as a gym teacher at Shady Lanes Primary School. I really enjoyed working there, but the school closed three years ago.

As all good teachers must be, I am patient, cheerful and organized. Most of all I enjoy my work, and I believe my students can see that I truly love teaching young people about sports and physical fitness.

I have enclosed a detailed CV as well as a reference from my previous employer. I look forward to hearing from you.

Yours faithfully,

Thomas Smith

III.

45 Caledonian Road
Birmingham,
BM20 2JE.
26th June 2009

Dear Sue and Andrew,

I read your advertisement about jobs as tour guides. I'd like to know more about Canterbury Holidays. But first I'll tell you something about myself. I'm 18 and I'm British. I have just left school and I don't want to go straight to college or university, I'd like to do something different first. I can drive and I can speak French and Russian. I can cook and I'm quite good at sports, particularly swimming. I'm interested in Geography and Languages.

Can you tell me more about yourselves and the job? What will we have to do? How much will we earn? When do you want people to start? How many tour guides do you need? I hope to hear from you soon.

Yours sincerely,
Nina Day

Unit 9.

I. PRE-READING ACTIVITIES.

1. *You are going to read the text about term-time work by students.*

- Are you for or against combining work with studies during term-time? Motivate your choice.
- What are the reasons for students' working during term-time?
- Does term-time work influence the academic performance of students, their average end-of-year marks and final degree results?
- What is the way of supporting students while they are studying?

2. *Match the beginnings in A to the endings in B to make phrases from the text. Don't consult the text yet.*

A	B
1. to lose out in	a) bills
2. to combine	b) earnings
3. to skip (=miss)	c) studies with jobs
4. to obtain	d) reforms
5. to pay	e) lectures
6. to introduce	f) exams
7. to attend	g) a degree
8. to spend	h) university

II. READING ACTIVITIES.

1. *Read the text and translate it.*

Students With Jobs Lose Out in Exams.

Survey shows 50% feel forced to take term work. Minister says new system next year will ease plight.

Rebecca Smithers
Education editor.

The most cash-strapped university students are jeopardising their chances of exam success by combining their studies with long hours in low paid jobs, according to research.

Half of those surveyed said they combined paid work with their studies during term-time, and half focused solely on their academic work. Students who worked admitted they spent less time on academic work because of the demands of regular term-time jobs – typically in bars, pubs, cafes and shops – and often skipped lectures and handed work in late. For those working 15 hours a week the odds of obtaining a first class degree were cut by more than a third.

The results of the three-year study confirm the phenomenon of students who are forced into regular employment to pay for basics such as food and rent. It also shows that students from the poorest homes and ethnic minority backgrounds most likely to be working long hours to help pay bills.

The study, by researchers at London South Bank University and the Open University, is the first to confirm that students forced to work as a result of financial hardship suffer in terms of academic performance. The number of final-year students in paid work has increased dramatically since the end of the 1990s, following reforms of student funding introduced by Labour, the report says. While its authors say they cannot predict the impact of the introduction of top up fees of up to £3,000 from next year, they expect term-time work by students "to remain part of the higher education landscape".

The research project was commissioned by the Higher Education Funding Council for England (HEFCE) and the umbrella

group Universities UK. Around 1,500 undergraduates attending seven universities across the UK completed the survey in spring 2002.

Students tended to work in low-paid jobs, and reported that their studies suffered as a direct result of their work. Many admitted missing lectures, producing poor quality assignments, and having difficulty accessing libraries and computer facilities.

More than 80% said they spent less time studying because of their term-time jobs, and nearly three-quarters spent less time preparing coursework. Many students believed that term-time working damaged academic performance – worries that were well-founded. The more students worked during term-time, the lower their average end-of-year marks or final degree results.

Three-quarters of students had concerns about debts. Of those forced to work, more than a third (37%) spent most of their earnings on basics such as food and rent. Less than one student in every 10 spent most of their earnings on social life and entertainment.

Around 90% of students surveyed had taken out a student loan, the report found, but ethnic minority students, Muslims, and single-parent students were less likely to do so. The average loan debt was £9,620, with one in five saddled with debts of more than £15,000.

Co-author Professor Claire Caliendo, of London South Bank University, said: "Even with the new fees regime from 2006, we expect term-time working will remain an issue for undergraduates." But the higher education minister, Bill Rammell, said that the study did not reflect the impact of the new student financial package: "Students beginning university next year will have nothing to pay until they have finished studying and earning over £15,000. With the reintroduction of grants worth £2,700 a year and bursaries offered by many universities, students should need to find less cash to support themselves while they are studying."

Digest, 2006, № 14.

Words and word-combinations

survey	[ˈsə:veɪ]	обстеження
force	[fɔ:s]	примушувати
ease	[i:z]	полегшувати
plight	[plaɪt]	скрутне (важке)
strapped	[stræpt]	становище
jeopardise	[ˈdʒepədaɪz]	той, хто зазнає труднощі (з грошима) наражати на небезпеку, ризикувати
focus	[ˈfəukəs]	зосереджувати увагу, фокусувати
solely	[ˈsəʊli]	виключно
skip	[skɪp]	пропускати (заняття)
hand in	[hænd ɪn]	здавати, передавати
odds	[ɒdz]	шанси, перевага
obtain	[əbˈtaɪn]	одержувати
confirm	[kənˈfɜ:m]	підтверджувати
hardship	[ˈhɑ:dʃɪp]	труднощі, скрутність
performance	[pəˈfɔ:məns]	робота, успішність (навчання)
predict	[prɪˈdɪkt]	передбачати, передрікати
impact	[ˈɪmpækt]	вплив
commission	[kəˈmɪʃ(ə)n]	доручати, довіряти
umbrella	[ʌmˈbrelə]	координаційний
assignment	[əˈsaɪnmənt]	завдання
access	[ˈækses]	користуватися
concern	[kənˈsɜ:n]	турбота
debt	[det]	борг
entertainment	[ˌentəˈteɪnmənt]	розвага
loan	[ləʊn]	позика
saddle	[ˈsædl]	обтяжувати

fee	[fi:]	плата за навчання
issue	[ˈɪʃu:]	проблема
bursary	[ˈbɜ:s(ə)rɪ]	стипендія

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to lose out in exams; to be (feel) forced to take term work; to focus solely on academic work; to cut odds of obtaining a first-class degree; to pay for basics such as food and rent; to pay bills; academic performance; to introduce the reforms of student funding; to commission a research project; to produce poor quality assignments; term-time jobs; low-paid jobs; to prepare coursework; well-founded (обґрунтований) worries; average end-of-year marks; social life and entertainment; (re)introduction of grants.

2. Find in the text the English for:

полегшувати скрутне становище; студенти, які зазнають труднощі з грошами; поєднувати працю з навчанням під час семестру; пропускати заняття; здавати вчасно завдання; щось підтверджувати; фінансові труднощі; координаційна група; борг; турбота; взяти позику; витратити більшу частину заробітку на...; стипендія.

3. Choose the correct answer or explanation.

- Students with jobs succeed in/lose out in exams.
- 45 % / 50 % of students are forced to take term work.
- Those students who combine work with studies miss/ don't miss lectures and hand work in late/ in time.
- The majority of students who take part-time jobs are usually from middle-class/ the poorest families.
- The academic performance of working students is poor/ good.
- The number of final-year students in paid work has increased/ decreased recently.
- The reforms of student funding were introduced by the Conservative/ Labour party.

- Half/ three-quarters of students have concerns about debts.
- 37 % of those forced to work spend most of their earnings on social life and entertainment/ basics.
- The reforms of student funding didn't ease/ eased the life of students having financial hardship.

4. Match the adjectives on the left to the nouns on the right according to the text.

- | | |
|--------------------|------------------------|
| 1. cash-strapped | a) group |
| 2. low-paid | b) hardship (package) |
| 3. academic | c) education |
| 4. next | d) loan debt |
| 5. regular | e) university students |
| 6. ethnic minority | f) employment |
| 7. financial | g) jobs |
| 8. final | h) project |
| 9. higher | i) performance |
| 10. research | j) degree results |
| 11. umbrella | k) year |
| 12. average | l) backgrounds |

5. Match the following word-combinations to their Ukrainian equivalents:

- | | |
|---------------------------|---------------------------|
| 1. to miss lessons | a) дуже скучати за кимось |
| 2. to miss an opportunity | b) недочути |
| 3. to miss smb's words | c) промахнутися |
| 4. to miss the train | d) пропустити заняття |
| 5. to miss smb. badly | e) спізнитися на поїзд |
| 6. to miss fire | f) втратити можливість |

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. The most cash-strapped university students are forced to combine work and studies.
2. The term-time work influences the academic performance of students, their average end-of-year marks and final degree results.
3. Working students spend most of their earnings on basics and not on entertainment.
4. Not all students take out a student loan.
5. The number of final-year students in paid work has increased following reforms of student funding introduced by Labour.
6. The reintroduction of grants and bursaries will somehow solve the problem of students' financial hardship.

2. Divide the text into several logical parts and give headings to each of them.

3. Speak on the following topics using the active vocabulary of the text.

1. The reasons for students' working during term-time.

cash-strapped students; the poorest families and ethnic minority backgrounds; financial hardship; to be forced to take term work; to combine work and studies; to spend less time on academic work; to pay for basics such as food and rent; to pay bills.

2. The dependence of students' academic performance on their term-time work.

to miss lectures; to produce poor quality assignments; to hand work in late; to have difficulty; accessing libraries and computer facilities; to prepare coursework; to damage academic performance; low average end-of-year marks and final degree results; concerns about debts; to take out a student loan.

Module B.

Life in Britain

Unit 1.

I. PRE-READING ACTIVITIES.

- Is it a good tradition to pledge loyalty to the new country during the citizenship ceremony?
- What is your attitude to it?
- Does the participation of civic dignitaries give the ceremony a local flavour?

2. Match the words taken from the text to their definitions.

- | | |
|----------------|--|
| 1. citizenship | a) smth. which is given freely, a present; |
| | b) a person holding a high office; |
| 2. registrar | c) sacred writings of the Jews and the Christian church; |
| 3. Home Office | d) the state of being a citizen; |
| | e) a building used for a town's local government offices and public meetings; |
| 4. dignitary | f) a person whose duty is to keep records or registers, e.g. for a town council; |
| 5. mayor | g) the person who has the lawful right to receive the property or title of an older member of the family who dies; |
| 6. heir | h) government department controlling local government, police, prisons in England and Wales; |
| 7. gift | i) head of a local authority of a city or borough. |
| 8. Bible | |
| 9. town hall | |

II. READING ACTIVITIES

1. Read the text and try to guess its main idea.

11 July – Population Day.

New Britons to Pledge Royalty to Country.

The 110,000 people who become British citizens each year have to pledge loyalty to their new country as part of the citizenship ceremonies which are compulsory from April, 2004. Immigrants can apply for citizenship after living legally in the UK for five years, or after three years if they are married to a Briton.

The immigration minister, Beverley Hughes, said that becoming a British citizen should be about more than being sent a bit of paper and a passport.

"It is something to be celebrated – both by those who qualify and by the wider communities of which they are part. Citizenship ceremonies should enable more focus to be placed on the fact that citizenship carries with it both rights and responsibilities," she said.

Mark Rimmer, the Brent registrar, said: "We are looking at about 150 new citizens each week and so will have three ceremonies a week in Brent.

"We want to have a local dignitary to address each group so we need a team of 20 to 30 civic dignitaries including the local mayor, his deputy, councillors and other local personalities. They will give the ceremony a local flavour."

The Home Office is also consulting on whether new citizens should be given a commemorative gift as part of the occasion. In Australia every new citizen is given a small tree to plant.

New citizens swear their oath of allegiance on the Bible or other holy book of their choice. The registrar closes the ceremony with the words: "May you find your lives enriched, and in turn, may you enrich the lives of others and your community. Ladies and gentlemen, will you all please stand and give a round of applause to welcome our fellow British citizens."

The ceremonies do not have to take place at the town hall; parks, gardens or even private homes could be acceptable but the Home Office says that places connected with only part of the community, such as party political or religious buildings, should not be used.

Digest, 2004, № 13.

Words and word-combinations

pledge	[ˈpledʒ]	давати урочисто обіцянку відданість
loyalty	[ˈlɔɪəlti]	одержувати право
qualify	[ˈkwɒlɪfaɪ]	сановна особа
dignitary	[ˈdɪgnɪt(ə)rɪ]	заступник
deputy	[ˈdepjuti]	радник
councillor	[ˈkaʊnsɪlə]	особливість
flavour	[ˈfleɪvə]	Міністерство
Home Office	[həʊm ˈɔfɪs]	внутрішніх справ
commemorative	[kəˈmem(ə)rətɪv]	пам'ятний
swear	[swɛə]	присягатися
oath of allegiance	[əʊθ əˈlɪdʒəns]	присяга на відданість
fellow	[ˈfeləʊ]	товариш, побратим
almighty	[ɔ:lˈmaɪti]	всемогутній
affirm	[əˈfɜ:m]	урочисто заявити
bear allegiance	[beə əˈlɪdʒəns]	бути відданим
heir	[eə]	спадкоємець
successor	[səkˈsesə]	наступник
uphold	[ʌpˈhəʊld]	підтримувати
fulfil	[fullˈfɪl]	виконувати
to place focus on	[pleɪs ˈfəʊkəs]	зосереджувати увагу
registrar	[ˌredʒɪˈstrɑ:]	урядовець- реєстратор
to look at	[lʊk æt]	перевіряти
mayor	[meɪə]	мер
holy book	[ˈhəʊli bʊk]	священна книга
town hall	[taʊn hɔ:l]	ратуша
acceptable	[əkˈseptəbl]	припустимий, допустимий

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to pledge loyalty to; to apply for citizenship; immigration minister; to carry both rights and responsibilities; local dignitary; mayor deputy; to give a local flavour to the ceremony; to swear the oath of allegiance; to enrich the lives of others; to give a round of applause; to swear by almighty God; to be faithful and bear true allegiance; her Majesty Queen; to respect the rights and freedoms.

2. Find in the text the English for:

неодмінна церемонія; одержувати право; зосереджувати увагу на чомусь; урядовець-реєстратор; мер міста; Міністерство внутрішніх справ; пам'ятний подарунок; присягатися на Біблію чи іншій священній книзі; допустиме місце для церемонії; спадкоємці та наступники; підтримувати демократичні цінності; виконувати обов'язки.

3. Fill in prepositions from the box, where necessary.

in, from, for, after, with, to, on, at, by

1. The citizenship ceremonies became compulsory Great Britain April, 2004.
2. Immigrants can apply citizenship living legally the UK 5 years.
3. Citizenship carries it both rights and responsibilities.
4. Three ceremonies a week Brent are held immigrants who pledge loyalty their new country.
5. New citizens swear their oath allegiance the Bible or other holy book their choice.
6. The citizenship ceremonies are likely to take place parks, gardens or private homes but not the town hall.
7. The new UK citizens swear almighty God that they will be faithful her Majesty Queen Elizabeth II, her heirs and successors.

4. Use one of the words or word-combinations from the box in an appropriate form to fill each gap.

- a) to swear an oath
- b) mayor
- c) citizenship
- d) Home office
- e) dignitary
- f) passport

1. If an immigrant is married to a Briton he (she) can apply for after living legally in the UK for 3 years.
2. The person who becomes a British citizen gets a
3. Some of the local attended the ceremony.
4. A person elected by the citizens to be head of the city is called a
5. is the British government department which deals with home affairs.
6. Those who promise solemnly to give their loyalty and allegiance to somebody.

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. A great number of people want to become British citizens.
2. It takes some time to live legally in the UK to apply for citizenship.
3. Different departments and offices want to make the citizenship ceremony a solemn and memorable occasion for people.
4. It is advisable to attract civic dignitaries and other local personalities to take part in citizenship ceremonies.
5. New citizens swear their oath of allegiance to the Queen and promise to observe the laws of the country and fulfil their duties.

2. Answer the questions.

1. When is Population Day marked?
2. How many people become British citizens every year?

3. When did the citizenship ceremony become compulsory in Great Britain?

4. For how many years must immigrants live legally in the UK before applying for citizenship?

5. What role should the citizenship ceremony play for those who qualify?

6. What do different officers responsible for immigrants registration suggest doing in order to make the ceremony a remarkable occasion?

7. On what occasions do people of your country pledge loyalty?

8. In what places is it recommended to hold citizenship ceremonies in the UK?

9. What do new citizens promise swearing their oath of allegiance to their new country?

Unit 2.

I. PRE-READING ACTIVITIES.

1. Match the words taken from the text to their equivalents and translate them.

- | | |
|------------------|------------------------|
| 1. poll | a) вага; |
| 2. neighbour | b) грошева допомога; |
| 3. queue | c) відпускник; |
| 4. cookery book | d) дружина; |
| 5. holiday maker | e) керівник; |
| 6. snack | f) марнолюбство; |
| 7. packet | g) куховарська книга; |
| 8. weight | h) шлюб; |
| 9. vanity | i) черга; |
| 10. executive | j) сусід; |
| 11. marriage | k) легка закуска; |
| 12. spouse | l) підрахунок голосів; |
| 13. allowance | m) пакет; |

2. Underline the one word in each group which is different.

1. famous; well-known; prominent; obscure;
2. to keep to oneself; to communicate; to mix with; to socialize;
3. to adore; to detest; to enjoy; to appeal;
4. appetizer; snack; hors d'oeuvre; dinner;
5. spur; motive; reason; stimulus;

II. READING ACTIVITIES.

1. Read and translate the text.

“The way we were some years ago”

The polis this year revealed an awful lot about ourselves.

What sort of people are we?

Not what we thought we were. We've shed our famous reserve: 92 % of us say we're not afraid to speak our minds, 67 % often get angry in public, and 18 % admit to shouting at strangers. We don't keep to ourselves – 42 % regularly socialise with neighbours and we've ceased being a nation of queuers: 70 % will walk out of a shop if the queues too long, 10 % fume at the mere sight of one. 7 % have feigned illness in order to queue jump. But we still abhor bad manners: dropping of "pleases and thank-yous" makes 80 % of us seethe. And we're still acutely class conscious: 40 % of women (and 26 % of men) admit to putting on a posher accent on the telephone.

But are our tastes now more refined?

Not in food, at any rate. 75 % of British people eat the same menu every week, and though 90 % own a cookery book, fewer than half actually use it. A third of all British holiday-makers take their own tea bags with them on holiday. And we adore snacks, scoffing ten billion packets of crisps a year, more than the rest of Europe put together.

So don't we care about how we look?

On the contrary, we're obsessed with our body image. 52 % of young British girls worry about their weight or shape every day; 83 % don't like their body, 70 % feel their face is unattractive and 40 % have considered plastic surgery. Even five- to eight-year-old girls fret about it: half of them wish they were thinner and will go on a diet if they gain weight. Nor is it just girls: 84 % of teenage boys think their lives would improve if they just had a better body and 25 % would consider plastic surgery as would many five- to ten-year-old boys, 25 % of whom would do it to become more handsome. But vanity is not the only spar. One in every four female business executives and one in five male ones say they'd undergo a face-lift or other surgery if it boosted their career.

But are we better at living together?

Not really. Though 70 % of 18- to 21-year-olds believe marriage is "a realistic lifetime commitment", 40 % of marriages end in divorce and one in 25 fails within a year of the wedding. 50 % of middle-aged men say they're "often or almost always annoyed" and 20 % of British fathers (31 % of those in London) spend so much time at work they don't see their children at all during the week. 75 % of mothers say they love their children more than their partners; and 59 % say their biggest luxury is time spent away from the family. Only 13 % of people who go on cruises would jump overboard to rescue their spouse, whereas 25 % would do so for their hat.

Is life less tense at the office?

No. 25 % of office workers keep hold of work-related emails to use in future disputes. Two-thirds of working women (24 % of men) say they're too scared to ask for a raise and 25 % of all workers are too scared to take a full lunch hour in case the boss disapproves; some 66 % eat lunch at their desk. One in three fails to take their full annual holiday allowance, and 49 % stay in touch with their bosses when on holiday.

And how are our children faring?

They're a curiously ignorant lot. 36 % of eight- to 14-year-olds don't know that chips are made from potatoes or cheese from milk. 51 % of boys aged 16 to 19 have never written a letter and 15 % of 15-year-olds think Winston Churchill was an insurance

salesman. A quarter of young people can't change a lightbulb and fewer than 50 % of 18- to 25-year-olds can change a plug.

So not much to sing about then?

No, but somehow we still manage to be relatively happy – in fact we're the fifth most contented nation in the world. 32 % of us say we're "very happy" and 57 % claim to be "satisfied". Only Australia, the US, Egypt and India – in that order – are happier.

From "The Week", Digest, 2006, № 10.

Words and word-combinations

shed	[ʃed]	позбутися
reserve	[rɪ'zɜ:v]	стриманість
keep to oneself	[ki:p wʌn'self]	унікати спілкування
socialize	[səʊʃ(ə)laɪz]	спілкуватися
cease	[si:s]	переставати
queue	[kju:]	черга
fume	[fju:m]	дратуватися
feign	[feɪn]	симулювати
queue jump	[kju dʒʌmp]	пройти без черги
abhor	[əb'hɔ:]	ненавидіти
seethe	[si:ð]	кипіти
acutely	[ə'kju:tli]	надзвичайно
posh	[pɔʃ]	модний
scoff	[skɔf]	з'їдати
obsessed	[əb'sese]	занепокоєний
consider	[kən'sɪdə]	розглядати можливість
fret	[fret]	хвилювати(ся)
vanity	['vænəti]	марнолюбство
spur	[spɜ:]	стимул

boost	[bu:st]	піднімати
commitment	[kə'mɪtmənt]	зобов'язання
luxury	['lʌkʃ(ə)rɪ]	насолада
rescue	['reskju:]	рятувати
spouse	[spaus]	чоловік; дружина
be scared	[scɛəd]	боятися
raise	[reɪz]	підвищення
allowance	[ə'laʊəns]	зарплати грошова
fare	[fɛə]	допомога поживати
lot	[lɒt]	група людей, компанія
lightbulb	['laɪt,bʌlb]	електрична лампа
plug	[plʌg]	вилка (штепсельна)
contented	[kən'tentɪd]	задоволений

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to reveal something; to get angry in public; to keep to oneself; to fume at the mere sight of; to abhor bad manners; to be acutely class conscious; at any rate; to put together; to care about something; to worry about one's weight and shape; to go on a diet; to gain (lose) weight; one in every four (five); to undergo a face-lift; realistic lifetime commitment; to spend time away from the family; to jump overboard to rescue somebody or something; to be more or less tense; annual holiday allowance; to be relatively happy and satisfied; the most contented nation in the world;

2. Find in the text the English for:

позбутися стриманості; виражати свою думку; кричати на незнайомців; спілкуватися з сусідами; симулювати хворобу; витончений смак; куховарська книга; навпаки; бути занепокоєним своїм виглядом; пластикна хірургія; сприяти кар'єрному росту; шлюб; розлучення; найвища насолада; боятися просити підвищення зарплати; підтримувати зв'язок з начальником під час відпустки; страховий агент; замінити електролампу або штепсельну вилку;

3. Match these words and word-combinations to their opposites.

- | | |
|-----------------------|--------------------------|
| 1. to keep to oneself | a) to start; |
| 2. reserved | b) male; |
| 3. to fume | c) to adore; |
| 4. to cease | d) to be indifferent; |
| 5. to abhor | e) good-looking; |
| 6. to be obsessed | f) frank; |
| 7. unattractive | g) to keep one's temper; |
| 8. female | h) to socialize; |

4. Match the pairs of words and word-combinations which are similar in meaning.

- | | |
|-------------------|-------------------------|
| 1. to worry about | a) plain; |
| 2. to shed | b) to socialize; |
| 3. famous | c) handsome; |
| 4. unattractive | d) to save from danger; |
| 5. good-looking | e) stimulus; |
| 6. spur | f) well-known; |
| 7. to rescue | g) to fret about; |
| 8. to communicate | h) to lose; |

5. Decide whether the following statements are true or false.

1. The polls revealed that British people had remained reserved and were afraid to speak their minds.

2. More than 40% of Britain's are communicative and regularly socialize with their neighbours.
3. British people are considered to be a nation of queues.
4. The majority of British people prefer diverse menu every week and like cooking very much.
5. Many young British girls and boys are not contented with their weight, shape, and look.
6. One in every four female and one in five male think that plastic surgery will boost their career.
7. 40% of marriages in Great Britain end in divorce.
8. A great number of married people prefer to stay with their spouses and children at home and not to spend time away from the family.
9. Many working people are scared to lose their work.
10. A lot of children in Great Britain are a curiously ignorant lot.
11. British people are the most contented nation in the world.

6. Fill in the correct word from the words below.

- | | |
|-------------|---------------------|
| a) weight; | e) wedding; |
| b) divorce; | f) plastic surgery; |
| c) poll; | g) holiday makers ; |
| d) queue; | h) reserve; |

1. In 2005 epy..... was undertaken to find out the general opinion about contemporary British people.
2. I was going to buy some food but at the mere sight of the long I walked out of the shop.
3. There's a huge increase in the numbers of in the Crimea this summer.
4. The demand for is rising because everyone wants to realize their full potential in terms of their features and physique.
5. One of the ways to lose your is to go on a diet.
6. The apparent coldness of Englishman and their has been almost universally noted by foreigners.
7. Their marriage has ended in Unfortunately, only a year has passed since their

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. British people have shed their famous reserve in the recent years and don't keep to themselves.
2. 75% of Britain's eat the same menu every week.
3. Both teenagers and grown-ups are obsessed with their body image.
4. Many British people are mostly not devoted parents and spouses.
5. The life of office workers is rather tense.
6. Great numbers of children are curiously ignorant.
7. British people still manage to be relatively happy.

2. Sum up:

Speak about the Ukrainians and the British people comparing their:

- character;
- way of life;
- attitude to other people;
- likes and dislikes;
- cuisine;
- caring about their image;
- family relations;
- working conditions;
- children's competence;

Unit 3.

I. PRE-READING ACTIVITIES.

1.

- Do you know how to be more environmentally conscious?
- Is all rubbish the same to you?
- Do you believe that the responsibility for saving our planet also lies in your hands?
- What can you do?

2. Match the words taken from the text to their definitions.

- | | |
|--------------|--|
| 1. waste | a) an amount of money paid as a punishment |
| 2. rubbish | b) bits of paper, wrappings, bottles etc. left in a room or public place |
| 3. litter | c) an apparatus, instrument or tool for a particular purpose |
| 4. consumer | d) used, damaged or unwanted matter |
| 5. compost | e) waste material to be thrown away as worthless |
| 6. fine | f) a person who buys and uses goods and services |
| 7. appliance | g) a mixture of decayed plant or animal matter, such as cut grass or leaves used for |

3. Underline the one word in each group that is different.

- shop; market; department store; cleaner's.
- rubbish; food; litter; garbage.
- vegetable patch; garden; flowerbed; vineyard.
- picture; bottle; jar; plastic tray.
- mobile phone; washing machine; fridge; vacuum cleaner.

- f) lead; lithium; cadmium; fossil fuel.

II. READING ACTIVITIES.

1. Read the text & try to guess its main idea.

“How we became a throw-away nation”

The British throw away 22.5 million tons of domestic rubbish every year.

Why are we so wasteful, and where does it all go?

How big is the waste problem?

The British throw away enough rubbish to fill the Albert Hall every two hours: that's 430 million tons of waste a year, from industry, commerce, quarrying, construction, household bins and litter. Most domestic rubbish ends up in landfill sites – which, apart from being ugly and finite (Britain is rapidly running out of space for landfills) are ecologically unsound. Around two-thirds of landfill waste is organic, biodegradable matter. As it decomposes it produces methane – a powerful greenhouse gas. Landfills released 25 % of the UK's methane emissions in 2001 – around 2 % of our total greenhouse gas emissions.

What is all this organic matter?

Paper, garden rubbish – and above all, food. Between 30 % and 40 % of British food ends up in the bin (the highest proportion in the world), of which 25 % could quite safely be eaten by people or animals, or turned into compost. Part of the problem is that we have come to expect fruit and vegetables to look uniformly perfect, which means that farmers and consumers end up discarding perfectly edible but blemished produce. Moreover, unnecessarily tight sell-by and use-by dates encourage us to throw away food long before it goes off. The fundamental problem, though, is the way we shop.

How have our shopping habits changed?

In previous generations, the woman of the house would do the shopping in her local high street or market, carrying one basket. She was, therefore, careful not to buy more than she could carry and use. Now we take our cars to huge supermarkets and load up the shopping trolley to excess. And because we have more disposable income, we

can afford to be profligate. Fifty years ago, thrifty housewives made sure that nothing went to waste: scraps went on to the compost heap to fertilise the vegetable patch; leftovers were cooked up in new ways night after night and children were obliged to sit at the table until they cleared their plates.

What else do we throw away?

Mountains of packaging. The British use 460,000 tons of plastic bottles, 32,000 tons of plastic trays, and eight billion carrier bags a year. We also get through 2.1 million tons of glass, only 30 % of which is ever recycled. The trouble is much of this packaging is vital to modern methods of food supply, which depend on centralized processing, long distribution chains and long shelf-lives.

How much rubbish is recycled?

About 70 % of our household waste could in theory be recycled or turned into compost, but less than 17 % actually is. More than two-thirds of English households already have recycling collections, but few make the most of this service. Some councils have introduced fines of up to £1,000 for people who fail to recycle, and even dispatched teams of bin inspectors to root out the offenders. Others are trying a more conciliatory approach. In Lichfield, for instance, council officers went to meet individual residents to iron out practical problems. They discovered that people living in terraced houses could not fit all the different bins on their doorsteps, so instead mini-recycling centers were set up nearby. Lichfield now has the best household recycling rate in the country: 46.2 %, compared with 4 % in Liverpool.

What happens to recycled waste?

Britain sends much of its recycling abroad to developing countries – especially China – where it can be processed more cheaply. But critics claim that once it gets there, far from being recycled, it is often burnt in huge bonfires, wreathing China's booming coastal cities in plumes of acrid black smoke. There would also appear to be some unscrupulous practices at the British end of the trade. Officials in the Netherlands recently rejected 6,000 tons of waste paper that was en route from Britain to China, on the grounds that, although it had been labeled "clean waste paper", it was contaminated with plastic packaging, batteries, drink cans, old

clothes, carrier bags and wood. Dutch inspectors believe that up to 75 % of the overseas waste trade may be illegal.

Is there a better alternative?

One option would be to incinerate the waste ourselves – using it as a renewable alternative to fossil fuels. Landfill waste – compressed into pellets and burnt instead of coal or gas – could generate a sixth of Britain's energy within 20 years. There are already 15 municipal incineration plants in the UK which produce electricity or heat from waste. But the practice is controversial, and proposals for new incinerators always provoke fierce opposition from local residents, who fear the impact of greenhouse gases and toxic residues on their health. Many environmentalists say that, while waste paper may be a useful alternative to fossil fuels, it is not safe to burn plastic, glass or metal.

The electronic mountain

Electronic waste – or e-waste – is one of the fastest growing forms of rubbish. Whereas in the past we expected to keep electronic goods for years, calling out the repair man when they went wrong, they are now so cheap that we are happy to throw them out. In fact we have little choice, because many goods are no longer designed to be repaired. The British throw away at least one million tons of electrical equipment a year.

During an average lifetime, each of us will dispose of 12 washing machines, ten fridges, eight cookers, three dishwashers, 95 small household appliances (such as vacuum cleaners and irons), 35 pieces of IT equipment, and 55 pieces of recreational equipment (such as TVs and camcorders). These products are hard to recycle because of the toxins they contain: the glass used in TV sets and computer monitors, for instance, contains lead which is extremely hard to extract and treat. Mobile phone batteries are the most toxic of all: they often have to be sent to specialist plants on the Continent to extract the lithium, nickel and cadmium. At present, 90 % of electronic waste simply ends up in landfills. But a new EU directive aims to improve matters by making manufacturers and retailers responsible for collecting goods and sending them for recycling.

Digest, 2006, № 1.

Words and word-combinations

to waste	[weɪst]	даремно витратити
waste	[weɪst]	пустельний, незаселений;
unsound	[ˌʌn'saʊnd]	нездоровий; зіпсований, гнилий
emission	[ɪ'mɪʃ(ə)n]	виділення; поширювання (запаху)
to uniform	[ˈjuːnɪfɔːm]	одноманітний; постійний
moreover	[mɔː'reʊvə]	до того ж, крім того
toxic residue	[ˈtɒksɪk 'rezɪdjuː]	токсичний залишок
fuel	[fjuəl]	паливо; пальне
landfill	[ˈlænd,fil]	сміття з ґрунтовою засипкою; звалище;
recycling	[rɪ:'saɪklɪŋ]	утилізація
household	[ˈhaʊshəʊd]	домашнє господарство
dishwasher	[ˈdɪʃwɔʃə]	посудомийна машина
to treat	[tri:t]	поводитися; обробляти, піддавати дії
cadmium	[ˈkædmɪən]	кадмій
to improve	[ɪm'pru:v]	удосконалювати(ся), поліпшувати(ся); скористатися
retailer	[rɪ:'teɪlə]	роздрібний торговець
recreational	[rekri'eɪʃənəl]	розважальний; що стосується сфери розваг

cheap

[tʃi:p]

дешевий, дешево

III. COMPREHENSION CHECK.

1. Suggest the Ukrainian for:

domestic (garden) rubbish; to throw away rubbish; to run out of space; organic biodegradable matter; a powerful greenhouse gas; can (could) safely be eaten by smb.; to look uniformly perfect; to discard perfectly edible produce; sell-by and use-by dates; to load up the shopping trolley to excess; to afford oneself to be profligate; plastic bottles; trays and carrier bags; modern methods of food supply; to introduce fines for smth.; dispatched teams of bin inspectors; conciliatory approach; to set up mini-recycling centre; nearby; to wreath cities in plumes of smoke; to be contaminated; illegal trade; to compress waste into pellets; to produce electricity or heat from waste; controversial practice; to provoke fierce opposition; to call out the repair man; to go wrong; household appliances; to collect goods and send them for recycling; to contain toxins/ lead, lithium, nickel, cadmium.

2. Suggest the English for:

мільйони тонн відходів; відро для сміття; звалище сміття; екологічно нездорове місце; виділення метану; переробляти органічну речовину у компост; фермери та споживачі; істівні але зіпсовані продукти; робити покупки у супермаркеті, на базарі, в крамниці; бережливі господарки; залишки їжі; удобрювати город; залежати від централізованої обробки, довгочасного розповсюдження та зберігання продуктів; викоринювати порушників; улагоджувати практичні проблеми; спалювати сміття на вогнищі; їдкий клуб диму; тверде паливо; вплив токсичних залишків на здоров'я; позбуватися чогось; пральна машина; холодильник; пілосос; праска; важко вилучати та обробляти; обладнання для відпочинку; примушувати виробників та роздрібних торговців нести відповідальність.

3. Choose the correct answer or explanation.

1. Most domestic rubbish thrown away by the British ends up in the incineration plants/ landfill sites.
2. Britain is rapidly running out of/ has a lot of space for landfills.
3. The Britons throw away 30% of spoilt/ perfectly edible but blemished produce.
4. British housewives are thriftier/ more profligate now than 50 years ago.
5. Plastic and glass packaging is well/ badly recycled.
6. About 17 %/ 70 % of the household waste could be turned into compost.
7. The processing of the waste is cheaper/ more expensive in Great Britain/ developing countries.
8. Landfill waste compressed into pellets and burnt can/ can't generate energy.
9. The burning of waste paper/ plastic, glass or metal is harmful to health.
10. Many electronic goods are designed to be/ not to be repaired.
11. A lot of household appliances are hard/ easy to recycle.
12. Computer monitors and mobile phone batteries/ dishwashers and fridges are the most toxic.

4. Replace the underlined words and word-combinations with a word similar in meaning from the box.

a) to process; b) to contaminate; c) an alternative; d) scraps; e) to incinerate; f) to recycle.

1. Before washing up the plates Liz had thrown away all the odds and ends into the garbage bin.

2. Around two-thirds of landfill waste is organic; as it decomposes it produces methane which pollutes the atmosphere.
3. 25% of food which ends up in the bin could safely be eaten by people or animals or turned into compost.
4. The government has two options: to reduce spendings or to increase taxes.
5. There are some municipal plants in the UK, which burn the waste and produce electricity or heat.
6. The lead which is contained in the glass used in TV-sets and computer monitors is hard to extract and treat.

5. Match the adjectives on the left to the nouns on the right according to the text.

- | | |
|---------------------|------------------------|
| 1. domestic | a) generations |
| 2. throw away | b) equipment |
| 3. household | c) income |
| 4. ugly and finite | d) rubbish |
| 5. powerful | e) alternative |
| 6. previous | f) teams of inspectors |
| 7. disposable | g) nation |
| 8. thrifty | h) greenhouse gas |
| 9. dispatched | i) opposition |
| 10. booming coastal | j) bins |
| 11. renewable | k) landfills |
| 12. fierce | l) cities |
| 13. recreational | m) housewives |

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. Great Britain is confronted with the problem of processing the waste.
2. Landfills are ugly and dangerous sites.
3. A lot of food ends up in the bin because the British have become rather demanding to food standards.
4. The Britons have become more profligate.
5. Tons of packaging can't be recycled.
6. Some British councils urge the citizens to recycle household waste themselves.
7. Britain sends much of its recycling to developing countries.
8. Waste incineration has its merits and drawbacks
9. Electronic waste is one of the fastest growing forms of rubbish which is hard to recycle.

2. Here is a list of some practical ideas. All of them can help you to help the environment.

Arrange this list of ideas in the order of their importance.

Add to it some points which are essential from your point of view.

1. Buy fresh food that doesn't need a lot of packaging.
2. Try to buy "organic" fruit and vegetables from farmers who do not use chemicals.
3. Save as much water as possible.
4. Use products that won't stay for ever in the Earth or sea when you throw them away.
5. Use bottles more than once (or take them to a bottle bank).
6. Avoid "throw-away" products.
7. Try to eat a healthier diet. Avoid too much fat or sugar.
8. Try to throw away at least 25 % less rubbish.

Unit 4.

One in 5 Young Britons Wouldn't Fight For the Country.

I. PRE-READING ACTIVITIES.

1. Match the words taken from the text to their definitions.

1. poll	a) a group of people living together and/ or united by share interests ,religion, nationality etc.
2. patriotism	b) a period of moving from a better to a worse position, or from higher to lower;
3. decline	c) a difficult movement at which an important decision must be made;
4. community	d) love for and loyalty to one's country;
5. crunch	e) a questioning of a number of people chosen by chance, to find out the general opinion about something or someone;

2. Underline the one word in each group that is different.

- a) to ban; to remove; to outlaw; to restore;
- b) to smack; to hit; to pat; to slap;
- c) mistake; accuracy; blunder; error
- d) majority; plurality; minority; most;

II. READING ACTIVITIES.

1. Read the text and try to guess its main idea.

1 in 5 young Britain's would not fight for their country.

ONE in five young Britons would refuse to fight for their country in any circumstance, a poll has found recently.

Many more would say No unless they agreed with the reasons for conflict.

But most young people are still fiercely patriotic, the survey said. Four in five people between 18 and 30 are proud to be British.

Analysts said: 'Young adults are no longer prepared to lay down their lives unconditionally for Queen and country. 'At a time when Britain's armed forces are deployed at full stretch around the globe, a fifth of young people say they would not take up arms for their country under any circumstances.

As well as the 19 per cent who would not fight, nearly two-thirds – 57 per cent – said they would go to war 'only if they agreed with the reasons for the conflict'. The pollsters said the apparent contradiction between the reluctance to fight and strong patriotic feelings was the result of young people today taking a self-centred view of their duties.

'The finding that 19 per cent would not fight for their country does not appear to be a sign of patriotism in decline, they added.

It seems attitudes reflect a growing tendency for young adults to form their allegiances according to a careful cost/benefit analysis of what's in it for them and their community socially and economically.'

At first glance the results could demonstrate that hostility to the war in Iraq and other recent conflicts has created widespread doubts among people under 30.

But indications that young people are not prepared to fight for Britain have been seen since the 1930s – and have proved misleading. Hider is thought to have been swayed in his decision to go to war by a 1933 vote among Oxford University students that they would refuse to fight for King and country.

When it came to the crunch, the nation did fight.

The Generation phone poll of 1,034 people for The Times newspaper found that youngsters were confident and optimistic, and largely conservative in their views on social questions such as drugs and corporal punishment.

Nearly half – 47 per cent – want to see the cane brought back in schools, the poll said, in a finding that places a question mark over the banning of corporal punishment from the education system and

the Government's determination to curb smacking of young children by their parents.

The cane was banned from state schools in 1987, and all corporal punishment outlawed ten years later. The figure on the cane may indicate that recent pupils worry about levels of indiscipline and disruptive behaviour in the classroom and believe me removal of corporal punishment from state schools has been a mistake.

But a similar survey earlier this year found that the 18 to 24-year-olds were the only age group in favour of banning harsh smacking by parents.

Although young adults take a strong line on drugs, the survey admits they are 'no angels'. A majority said they go binge drinking and have one-night stands.

Digest, 2005, № 8.

Words and word-combinations

circumstance	[ˈsə: kəmstæn(t)s]	обставина
poll	[pəʊl]	опитування
fiercely	[ˈfiəslɪ]	нестримно, дуже
survey	[ˈsə:veɪ]	звіт про опитування
lay down one's life	[leɪ daʊn]	віддати життя
unconditionally	[ˌʌnkənˈdiʃ(ə)n(ə)li]	безсуперечно, без вагання
deploy	[diˈplɔɪ]	розгортати (військовий термін)
at full stretch	[stretʃ]	повсюди, скрізь
apparent	[əˈpær(ə)nt]	очевидний, явний
contradiction	[ˌkɒntrəˈdɪkʃ(ə)n]	суперечність
reluctance	[riˈlʌktəns]	небажання
self-centered	[ˌselfsentəd]	егоїстичний, егоцентричний
sign	[saɪn]	ознака
decline	[diˈklaɪn]	спад

attitude	[ˈætɪtʃu:d]	ставлення
allegiance	[æˈli:dʒ(ə)ns]	вірність, відданість
cost (benefit)	[ˈkɒst ˈbenɪfɪt]	ціна, користь
community	[kəˈmjʊ:nəti]	суспільство
hostility	[hɒsˈtɪləti]	ворожість
indication	[ˌɪndɪˈkeɪ(ə)n]	свідчення
misleading	[mɪsˈli:dɪŋ]	помилковий
sway	[sweɪ]	схилити до чогось
crunch	[krʌntʃ]	вирішальна мить
confident	[ˈkɒnfɪd(ə)nt]	упевнений
corporal punishment	[ˈkɔ:p(ə)r(ə)l ˈpʌnɪʃmənt]	тілесне покарання
cane	[keɪn]	прут, палиця
place a question mark	[pleɪs kwestʃən mɑ:k]	ставити під сумнів
ban	[bæn]	забороняти
curb	[kɜ:b]	стримувати
smack	[smæk]	шльопати, ляпати
outlaw	[ˈaʊtlɔ:]	оголошувати поза законом
indicate	[ˈɪndɪkeɪt]	свідчити
disruptive	[dɪpˈrʌptɪv]	руйнівний, підривний
behaviour	[biˈheɪvjə]	поведінка
removal	[rɪˈmu:v(ə)l]	скасування
in favour	[ˈfeɪvə]	за
harsh	[hɑ:ʃ]	жорстокий
take a strong line	[teɪk strɔŋ laɪn]	рішуче триматися думки
admit	[ədˈmɪt]	визнавати
binge drinking	[bɪndʒ drɪŋkɪŋ]	пияцтво
stand	[stænd]	випивка

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to refuse to fight for; to agree with something; to be fiercely patriotic; to be deployed around the world; to take up arms for one's own country; to take a self-centred view of one's duties; a sign of patriotism in decline; to reflect a growing tendency to form something; a careful cost/ benefit analysis; at first glance; hostility to the war; wide-spread doubts among people; when it comes to the crunch; to be confident, optimistic and conservative in the views on social questions; to bring back the cane to school; to place a question mark over; to outlaw corporal punishment; to worry about levels of indiscipline and disruptive behavior in the classroom; to be in favor of harsh smacking.

2. Find in the text the English for:

за будь-яких обставин; причини конфлікту; пишатися чимось; віддати життя за країну без вагання; збройні сили; очевидна суперечність; сильне патріотичне почуття; ставлення; небажання воювати; свідчення; телефонне опитування; наркотики; заборона тілесного покарання; рішучість уряду стримувати щось; пияцтво.

3. Read the following figures and dates. What do they refer to?

18; 24; 1/2; 1/5; 2/3; 19%; 57%; 47%; 1 in 3; 4 in 5; 1,034; 1987.

4. Choose the right word.

1. One in five Britons would refuse to fight for their country in any...

- conditions;
- circumstances;

c) circulation;

2. Young adults are no longer prepared to lay down their ... for Queen and country.

- a) lives;
- b) money;
- c) property;

3. Nearly two-thirds of young Britons, ... , said they would go to war «only if they agreed with the reasons of the conflict»

- a) 67%;
- b) 57%;
- c) 55%;

4. According to the phone call for the Times the youngsters in Great Britain are conservative in their views on social questions such as ...

- a) drinking and teen pregnancies;
- b) juvenile delinquency;
- c) drugs and corporal punishment;

5. 47% of young people want schools to ...

- a) bring back the cane;
- b) abolish smacking;
- c) remove corporal punishment;

6. Although young adults take a strong line on drugs, the survey admits they are ...

- a) no angels;
- b) no anglers;
- c) no analysts;

5. Fill the correct word or word combination from the list below.

- a) allegiance; b) drug use; c) conflict;
- d) circumstances; e) corporal punishment;

1. We can't come to an agreement till we know all the
2. The two parties have been in since the election.
3. Members of Parliament took the oath of to the Queen.
4. The cane was banned from state schools in 1987, and all
... was outlawed 10 years later.
5. has decreased among young people in the USA within the last years though alcohol abuse has increased.

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. Young Britons would refuse to fight for their country unless they agreed with the reasons for conflict.
2. Most young people are still patriotic.
3. Young adults form their allegiance according to a careful cost/ benefit analysis.
4. Young people's attitude to social questions is serious.
5. Nearly half of young people want to bring back the cane in schools.
6. The level of alcohol abuse is rather high in the country.

2. Sum it up:

1. What do you mean by «patriotism»?
2. Are you a patriot of your country?
3. Would you take up arms for your country under any circumstances?
4. What is your attitude to military conflicts beyond the borders of your country? Would you take part in them?
5. Is it rightful to settle the problems of one country by sending the Armed forces to other countries?

Module C.

Society

Unit 1.

I. PRE-READING ACTIVITIES.

1. Read the following international words. When in doubt – consult the dictionary. Try to guess their meanings.

activity; party; population; individual; situation; class-based; personal; morality; social; status; idea; modern; balance; structure; process; associate; central; traditional; democracy; fundamental; civilized; liberal; ,multiracial; barrier; politics; politician; dilemma; discuss; culture; variety; total; position; institution; automatically; comfortable; respectable; regularly; cynical; alternative.

2. Match the words taken from the text to their definitions.

1. government	a) social equality and the right to take part in decision-making;
2. society	b) the choosing of representatives for a political position by vote;
3. morality	c) the painless killing of incurably ill or old people;
4. tax	d) the people who rule the state;
5. election	e) rightness or pureness of behavior, of an action, etc.
6. the Establishment	f) a large group of people with shared customs, laws, etc.
7. democracy	g) money paid to the government according to income, property, goods paid, ect.
8. euthanasia	h) the powerful organization and people

II. READING ACTIVITIES.

1. Read and translate the text.

Society.

The word society can be used to mean what people also call high society, the activities of very rich and famous people, the clothes they wear, the parties they go to, etc. A society wedding means a wedding at which everyone is well-known.

But when people speak of British or American society they mean the whole population, the way people live together and the institutions they develop in order to do so.

Society and the individual.

America is often said to be an individualistic society, i.e. the needs and desires of individuals are put before those of society as a whole. In many ways this is true. Americans strongly support the rights of individuals, and most would agree that people should be free to make their own choices and do what they want, provided that they do not hurt other people. Americans also believe that individuals should take responsibility for their own situation and not expect society as a whole, through the government, to take care of them.

It is said that, since the 1980s, British society has become more selfish and individualistic, and that people try to improve their own position at the expense of others. Britain is still a class-based society, but now education, employment and money matter as much in determining people's opportunities and place in society as their family background. There is also belief that personal morality is a matter for the individual, and that society should not expect everyone to have the same values. Most British people, however, believe that society has a moral responsibility to care for those in need, even though they are afraid that they will have to pay higher taxes to pay for social welfare benefits.

Before the 18th century, membership of a particular social class defined an individual's status and determined the level of education they got, the work they could do, and who they might marry. The idea of an individual having personal freedom and

equality of opportunity is relatively new. The challenge facing modern society is to balance an individual's freedom of expression and choice with the need to maintain basic social structures and processes for the benefit of society as a whole.

Society's values.

American society is often associated with Middle America (= people who live in the central part of the US, who are middle-class and neither very rich nor very poor). In the US a person's class or social status depends not on their family background but on their personal achievements and wealth.

Some of the things that Middle America believes to be important include traditional institutions like government, religion and family values. Democracy (= a system of government through representatives elected by the people) is fundamental (= very important) to American society. Americans follow different religions, but many people believe that this does not matter, only that religion makes society stronger. Americans believe that family relationships should be close, that couples should get married and not get divorced if they can avoid it, and that children should grow up with both parents. In fact, although these values are thought to be important, they do not reflect the way many Americans live. Most people do not bother to vote in elections, some are not religious, and many married couples split up, so that single-parent families are becoming more common. Many people see in these facts a great threat to American society.

Many British people believe that they live in a civilized, liberal society in which individuals have the freedom to live as they wish, to be treated fairly, and to be respected. Others believe that British society is still firmly based on the class system, and that though politicians often talk about working towards a classless society, this will never be achieved. The Establishment, which consists of the major institutions in British society – the royal family, the House of Lords., the civil service, the law, the Church of England, and the armed forces – is still mainly upper-class and white, and is not representative of the modern multiracial society.

Most people in Britain still have a sense of what class they belong to and of their place in society, though education has cut across the boundaries. At the same time there has been in recent years

a breakdown of traditional class barriers and a marked increase in social mobility, the ability and readiness of people to change their social status.

It is important to almost everyone in Britain that they live in a democracy, though after a government has been elected many people take little interest in politics. As in Middle America, the people of Middle England still believe in marriage and think that a couple should stay together. Some politicians actively promote traditional family values, but most people realize that society has changed and that other lifestyles should be accepted. People now expect to be allowed to live as they wish, and are no longer willing to have a moral or social code forced on them.

Society in Britain and the US is faced with many moral dilemmas and decisions about its future. Many people welcome the chance to discuss moral and social issues such as access to healthcare, fertility treatment for older women, and assisted suicide (BrE euthanasia), and are not content to leave it to politicians or philosophers. In Britain the Radio 4 programme *The Moral Maze* discusses the moral issues behind a topic in the news. Many other programmes on radio and television question society's attitudes and values.

Social change.

America is a multicultural society. Some have likened it to a melting pot, in which people from different cultures eventually become part of a single American culture. Others believe that a continuing variety of values and traditions is good, and support a pluralist view of society. In the US the white mainstream (= the largest group in society) is now only about 50% of the total population, and some members of this group are worried that their position is under threat. Language is an important social bond, and many Americans believe that encouraging Hispanic immigrants to continue to speak Spanish, e.g. by providing road signs and school lessons in Spanish, rather than making them use English, will reinforce social divisions and weaken traditional American institutions.

In Britain's multicultural society, different social traditions and sets of values exist together and are generally respected. The white mainstream is much stronger than in the US and, although lack of

tolerance has sometimes led to social unrest, the mainstream has not felt seriously threatened.

The roles of men and women in Britain and the US have changed enormously during the 20th century, and women now expect and have the right to similar treatment and opportunities as men. Many women work full time, leaving their children in the care of others. Some people questions whether this is good for the children and, at a wider level, for the institution of the family. Women have moved into many areas of employment which were traditionally male-only, e.g. the law and engineering, and men have to compete with them for jobs at all levels. At home, a man is no longer automatically considered the head of the household. Men are expected to share decision-making, do some of the housework and help look after the children. While women have gained in confidence and status, some men feel uncomfortable and unsure about their role in society.

Britain and the US are both ageing societies. Many more people now reach old age, and society has had to take account of this and provide for their needs. Old people in Britain and the US sometimes receive less respect than they deserve from younger people, and may be considered a burden by their families. Unlike in some countries, many old people do not live with their grown-up children and do not want to be dependent on them.

Young people regularly challenge traditional values and rebel against social norms (= standards of behaviour). In the US especially, young people are encouraged to become independent and question everything from an early age. In Britain, young people were formerly expected to obey their parents and had little chance to express themselves. Many parents are now less strict and think that children should be encouraged to develop their own ideas. Many young people have a strong social conscience and work to change things that seem unfair, but some become cynical (= believe that people will do things only for their own benefit) and opt out of society and look for an alternative lifestyle.

Digest, 2005, № 24.

Words and word-combinations

wedding	[ˈwedɪŋ]	весілля
need	[ˈni:d]	потреба
desire	[dɪˈzaɪə]	бажання
provided	[prəˈvaɪdɪd]	за умови (що)
hurt	[ˈhɜ:t]	завдавати болю (шкоди)
responsibility	[rɪˌspɒnsəˈbɪlətɪ]	відповідальність
selfish	[ˈselfɪʃ]	егоїстичний
improve	[ɪmˈpru:v]	поліпшувати
at the expense	[ɪkˈspens]	коштом інших
determine	[dɪˈtɜ:mɪn]	визначати, вирішувати
opportunity	[ˌɒpəˈtju:nəti]	можливість
background	[ˈbækgraʊnd]	походження
value	[ˈvælju:]	цінність
tax	[ˈtæks]	податок
social welfare	[ˈsəʊ(ə)l ˈwelfeə]	соціальний добробут
benefit	[ˈbenɪfɪt]	вигода, користь
define	[dɪˈfaɪn]	визначати
challenge	[ˈtʃælɪndʒ]	проблема; кидати виклик
maintain	[meɪnˈteɪn]	підтримувати у робочому стані
achievement	[əˈtʃi:vmənt]	досягнення
bother	[ˈbɒðə]	турбуватися; метушитися
vote	[ˈvəʊt]	голосувати
split up	[splɪt]	розлучатися
threat	[ˈθret]	погроза
treat	[ˈtri:t]	поводитися, ставитися
fairly	[ˈfeəli]	справедливо

firmly	[fɜ:mli]	твердо, міцно	encourage	[ɪn'kʌrɪdʒ]	заохочувати,
establishment	[ɪs'tæblɪʃmənt]	правлячі кола	reinforce	[,rɪ:n'fɔ:s]	підбадьорювати
civil service	[ˈsɪv(ə)l 'sə:vɪs]	державна цивільна служба	lack	[læk]	посилювати, підкріплювати
armed forces	[a:md fɔ:sɪz]	збройні сили	unrest	[ʌn'rest]	нестаток
cut across	[kʌt ə'krɔ:s]	переходити, пересікати	threaten	[θreɪn]	заворушення
boundary	[ˈbaʊnd(ə)rɪ]	межа, кордон	similar	[ˈsɪmɪlə]	погрожувати
breakdown	[ˈbreɪkdaʊn]	розпад, розвал	full time	[ful taɪm]	подібний, схожий
marked	[mɑ:kt]	відлічений	compete	[kəm'pi:t]	повний робочий день
promote	[prə'məʊt]	підтримувати, сприяти	household	[ˈhaʊshəʊld]	змагатися
accept	[ək'sept]	приймати, визнавати	share decision- making	[ʃeə dɪ'sɪʒn 'meɪkɪŋ]	родина, сім'я
code	[kəʊd]	кодекс	confidence	[ˈkɒnfɪdəns]	приймати рішення
welcome	[welkəm]	ухвалювати	ageing	[ˈeɪdʒɪŋ]	спільно, укупі
issue	[ˈɪʃju:]	спірне питання, проблема	take account	[teɪk ə'kaʊnt]	упевненість
access	[ˈækses]	доступ	deserve	[dɪ'zə:v]	який старішає
healthcare	[helθ'keə]	охорона здоров'я	burden	[ˈbɜ:dn]	ураховувати
fertility	[fɜ:'tɪlətɪ]	родючість	rebel	[rɪ'bel]	заслужувати
treatment	[ˈtri:tmənt]	лікування, ставлення	formerly	[ˈfɔ:məlɪ]	тягар
euthanasia	[,ju:θə'neɪzɪə]	евтаназія	obey	[ə'beɪ]	чинити опір
be content	[kɒn'tent]	згоджуватися	strict	[strɪkt]	раніше
question	[ˈkwɛstʃən]	сумніватися, брати під сумнів	conscience	[ˈkɒnʃəns]	підкорятися
attitude	[ˈætɪtju:d]	ставлення до чогось	opt out of society	[ɒt aʊt ɔv sə'saɪətɪ]	суворий
melting pot	[ˈmeltɪŋ pɒt]	плавильний котел (казан)			свідомість
eventually	[ɪ'ventʃuəlɪ]	зрештою			відмовлятися
bond	[bɒnd]	зв'язок, який поєднує			жити згідно законів суспільства

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to support the rights of individuals; to take responsibilities for smth.; a selfish and individualistic society; to determine people's opportunities and place in society; the challenge facing modern society; it doesn't matter; to vote in elections; a single-parent family; to become more common; to be treated fairly and to be respected; close family relationships; upper-class; modern multiracial and multicultural society; to cut across the boundaries; to take (little) interest in politics; to promote traditional family values; to force a moral and social code on smb.; to be faced with many dilemmas and decision; the white mainstream; to share decision-making; to be encouraged to develop one's own ideas; alternative lifestyle.

2. Find in the text the English for:

потреби та бажання людини; не задавати шкоди іншим; поліпшувати своє становище за рахунок інших; сімейне походження; соціальний добробут; залежати від особистих досягнень та достатку; цінності суспільства; правлячі кола; погроза; державна цивільна служба; збройні сили; вміння та готовність людей змінювати своє соціальне становище; охорона здоров'я; родючість; з рештою; заохочувати; соціальне заворушення; працювати повний робочий день; кидати виклик традиційним цінностям та чинити опір соціальним нормам; підкорятися батькам; відмовлятися жити згідно законів суспільства.

3. Decide whether the following statements are true or false.

1. The word "society" means not only social community, the way people live together and the institutions they develop in order to do so but also the fashionable people in an area.
2. In the USA the needs and desires of society are put before those of individuals.
3. Americans believe that individuals should take responsibility for their own situations and not expect society to take care of them.
4. In Britain people try to improve their own position at the expense of others, because British society is more selfish and individualistic.

5. The USA is a class-based and Great Britain – a status-based society.

6. In the US a person's class or social status depends not on their family background but on their personal achievements and wealth.

7. Such traditional institutions as government, religion and family values are of paramount importance for both American and British societies.

8. The Establishment in Great Britain includes not only upper-class and white representatives but also people of modern multiracial society.

9. The white mainstream is much stronger in the USA than in Great Britain.

10. The roles of men and women in both countries have changed and women now expect and have the right to similar treatment and opportunities as men.

11. Britain and the USA are both young societies.

12. Many young people have a strong social conscience and work to change things that seem unfair.

4. Fill in the correct word or word combinations from the list below.

**a) society; b) the Establishment; c) taxes;
d) government; e) elections; f) democracy;**

1. The new Prime Minister has formed a and has selected Ministers for the Cabinet.

2. In Britain's multicultural different social traditions and sets of values exist together and are generally respected.

3. It's important to almost everyone in Britain that they live in a

4. The results of the to the Supreme Rada were reported in the mass media.

5. The government has increased the on petrol and alcohol.

6. Britain's public life is influence by, that is by persons in position of power and authority: the royal family, the House of

Lords, the civil service, the law, the Church of England and the Armed forces.

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. America is often said to be an individualistic society.
2. Though Britain is still a class-based society, the family background now is not the only indicator of people's social status.
3. The idea of an individual having personal freedom and equality of opportunity is relatively new in Great Britain.
4. The USA is a status-based society.
5. Nowadays there is a great threat to American society's values like government, religion and family.
6. The Establishment is still mainly upper-class and white and it influences Britain's public life.
7. The Britons' attitude to society's values has changed greatly in the recent years.
8. Society in Britain and the USA is faced with many moral dilemmas and decisions about its future.
9. America's multicultural society differs from that in Great Britain.
10. The roles of men and women in Britain and the USA have changed enormously recently.
11. Britain and the US are both ageing societies and the problem of old people is rather acute there.
12. Young people regularly challenge traditional values and rebel against social norms.

2. Sum up:

1. Compare the society's values in Ukraine with those in Great Britain and the USA.
2. Is Ukraine a democratic society? Prove it.
3. What social changes have taken place in your country recently?
4. Speak about some social problems facing your country and the way they should be solved.

Unit 2.

I. PRE-READING ACTIVITIES.

1. Read the following words. When in doubt refer to the transcription below.

world; career; myth; birth; category; researcher; final; sociology; scenario; minority; majority; employment; focus; politics.

2. Match the beginnings in A to the endings in B to make phrases from the text. Don't consult the text yet.

- | | |
|------------------------|---|
| 1. to alter | a) balance between home and work lives; |
| 2. to combine | b) people; |
| 3. to give priority to | c) the best of both worlds; |
| 4. to carry out | d) the working lifestyle; |
| 5. to want | e) private life; |
| 6. to take on | f) family life with the career; |
| 7. to maintain | g) the top of profession; |
| 8. to reach | h) research; |
| 9. to question | i) part-time work; |

II. READING ACTIVITIES.

1. Read the text and try to guess its main idea.

Best of both worlds.

Most mothers want to combine family life with their careers.

Most working women with children are refusing to put their job before their families, a study has revealed. They are choosing to have the best of both worlds by altering their working lifestyle to make it fit around their role as a mother. The findings challenge the myth that more and more women in highflying careers continue to see their job

as their top priority after giving birth. About 60 per cent of women fall into the 'adaptive' category, making time for their families while continuing to work. Only around 20 per cent are work-centred, researchers found.

The final 20 per cent are home-centred, giving priority to their family life. They are likely to give up their job to stay at home with the children.

The research was carried out by Dr Catherine Hakim, a sociology professor at the London School of Economics.

She said: 'Over the last 20 years, we have seen a completely new scenario in terms of social and economic changes. Women have genuine choices for the first time in history and they are choosing from one of three distinctive lifestyles. A minority of women are work-centered, a minority are home-centered and the majority are in the middle.

'These women, who I call "adaptives", want the best of both worlds. They want to combine family and paid employment and never going to give priority to paid employment'.

Most women who took on part-time work after having children fell into the 'adaptive' category, said Dr. Hakim.

Others chose their job, such as teaching, on the basis that it would allow them to maintain a balance between their home and work lives.

Dr. Hakim warned, however, that 'adaptive women' were unlikely to reach the top of profession. Despite the 'massive influx' of women in higher education and management-type jobs, work-centred women were in the minority, she said.

The so-called 'hundred-percenters' tended to be more focused than other women on competitive activities such as sport or politics and fitted their family life around their work, with many remaining childless even when married.

Home-centred women were the most 'invisible' group because of the current political focus on high-achieving, working women. They chose to give priority to their private and family life after marriage, and were the most likely to have large families. Dr Hakim's research was based on a survey of 3,700 people in Britain and Spain who were questioned about their lifestyle choices.

Digest, 2005, № 5.

Words and word-combinations

reveal	[rɪ'vi:l]	показувати, виявляти
alter	['ɔ:lteɪ]	змінювати
fit	[fɪt]	відповідати чомусь, приспосовувати
findings	['faɪndɪŋz]	висновки; одержані дані
challenge	['tʃælɪndʒ]	брати під сумнів
priority	[praɪ'ɔrəti]	пріоритет; відання переваги
adaptive	[ə'dæptɪv]	той, який приспосовується; прилаштовується
likely	['laɪklɪ]	напевно
give up	[gɪv ʌp]	покидати
scenario	[sə'na:riəu]	сценарій
in terms of	[tɜ:mz]	відносно кого, чого; що до кого
genuine	['dʒenjuɪn]	справжній, дійсний
distinctive	[dɪ'stɪŋktɪv]	який відрізняється
minority	[maɪ'nɔrəti]	меншість
majority	[mə'dʒɔrəti]	більшість
part-time	[,pɑ:t 'taɪm]	неповний робочий день
maintain	[meɪn'teɪn]	підтримувати, зберігати
warn	[wɔ:n]	застерігати
influx	['ɪnflʌks]	наплив
tend	[tend]	мати тенденцію
competitive	[kəm'petətɪv]	який конкурує
current	['kʌr(ə)nt]	теперішній; нинішній
survey	['sə:veɪ]	обстеження

III. COMPREHENSION CHECK.

1. Find in the text Ukrainian for:

to combine family life with the career; to challenge the myth; to give birth; to fall into the category; home-centred and work-centred women; to give priority to smth; to stay at home with children; to carry out research; to have genuine choice; to take on part-time work; likely; unlikely; to reach the top of profession; to be more focused on competitive activities; to remain childless;

2. Find in the text the English for:

виявляти щось; пристосовувати до чогось; віддавати час родині; покинути роботу; за останні 20 років; що до соціальних та економічних змін; меншість; більшість; підтримувати баланс; застерігати; жінки, які пристосовуються до чогось; масовий вплив жінок в вищій освіті та менеджменті; непримітний; віддавати перевагу приватному та сімейному життю;

3. Say whether the following statements are right or wrong.

1. Most working women with children are refusing to put their job before their families.
2. Most mothers don't want to alter their working lifestyle.
3. More and more women in highflying careers continue to see their job as their top priority after giving birth.
4. 20 % of women are work-centred, about 20 % fall into the "adaptive" category and 60 % are home-centred, giving priority to their family life.
5. For the first time in history women have genuine choices due to social and economic changes in the society.

6. The "adaptive" women want the best of both worlds, that is to combine family and paid employment.

7. Most women who take on full-time work after having children fall into the "adaptive" category.

8. "Adaptive" women are unlikely to reach the top of profession.

9. The so-called "hundred-percenters" tend to be more focused on competitive activities and fit their family life around their work.

10. Work-centred women are the most "invisible" group.

11. During the survey carried out in Great Britain and Spain 3,700 people were questioned about their lifestyle choices.

4. Fill in the correct word or word-combination from the list below.

- a) lifestyle; b) to maintain balance;
c) top priority; d) minority; e) survey;

1. According to a a minority of women are work-centred, a minority are home-centred and the majority are in the middle.

2. Private and family life is for home-centered women.

3. Women choose different : they either put their job before their families or give it up to stay at home with their children and one more category called "adaptive" tries to combine both: family and career.

4. Some women having children choose such jobs as teaching hoping that it will allow them to between their home and work lives.

5. Only a of women after giving birth are more focused on work.

5. What do these figures and dates stand for:

20 %; 60%; 20 years; 3,700 people.

IV. SPEAKING ACTIVITIES.

1. Answer the following questions.

2. What categories do working women fall into?
3. What is the top priority of work-centred women?
4. What do home-centred women give preference to?
5. What do “adaptives” choose?
6. What kinds of jobs do women having children choose to maintain balance between their home and work lives?
7. Can “adaptive” women reach the top of profession?
8. What activities are so-called “hundred-percenters” focused on?
9. Why do many work-centred women remain childless?
10. What group of women is called “invisible” and why?
11. How many people were questioned about their lifestyle choices in Great Britain and Spain?
12. Who carried out the survey?

2. Retell the text according to the plan.

1. Dr. Catherine Hakim’s research based on her survey story.
2. Three distinctive lifestyles of women.
3. Work-centered women and their priorities.
4. Home-centered women and their priorities.
5. The “adaptive” category of women.

Unit 3.

I. PRE-READING ACTIVITIES.

1. You are going to read a text about the relations in the family after the divorce.

- Are all children crushed by their parents’ divorce?
- Does children’s easy settling in to the new pattern of family life depend on parent’s relationships after divorce? Prove it.
- What can children gain from parents’ new partnerships?
- If you got divorced would you keep in touch with former husband (wife) for the sake of children?

2. Match the words from the text to their Ukrainian equivalents.

- | | | |
|----------------|----|----------------------|
| 1. stepdad | a) | зрілість |
| 2. stepmother | b) | страждання |
| 3. sibling | c) | вітчим |
| 4. row | d) | занепокоєння |
| 5. opposite | e) | мачуха |
| 6. adolescence | f) | шляхетний |
| 7. to heal | g) | дорослий |
| 8. maturity | h) | рідний брат (сестра) |
| 9. adult | i) | загоюватися |
| 10. generous | j) | протилежність |
| 11. dismay | k) | свара |
| 12. misery | l) | юність. |

II. READING ACTIVITIES.

1. Read the text and try to guess it’s main idea.

The divorces that can save families.

Becky Branford's parents split when she was 11. Her father, Nick, moved out, and her stepdad, Ralph, moved in. It took time for the new family unit to settle down – initially Ralph and Becky's younger brother, Matthew, found it difficult to get on – but "quite quickly, everything got better," says Branford, who is now 28.

"There weren't the rows and the tension. My dad bought a flat nearby and became re-incorporated into the family. He would have a turn cooking a meal each week at the family home and was on the dog-walking rota".

Now the Branfords function as a family of five. "I feel that I've three parents," says Branford, who works in online news at the BBC.

"Ralph is the opposite of my dad, he's quite emotional, and was good when we were growing up. I felt able to confide in him about boyfriends in a way I couldn't with my parents. He made my adolescence more enjoyable, than it would have been without him.

"We often go out for the evening together now, and Ralph and dad joke about who should sit at the head of the table. Dad is my dad, but Ralph has become 'uncle' to my cousins."

Out of a difficult situation, the Branfords managed to forge a new – and very happy – family. Becky's boyfriend, Owen, comes from a similarly split-and-mended modern clan. They joke that they have seven parents between them and keeping up with them all is practically a full-time job.

Branford, from Camberwell, south London, says, "We have four parental engagements a month, just to keep in touch with everyone."

The latest divorce statistics, were greeted with dismay. In 2003, the divorce rate rose for a third year and marital breakdowns left 153,527 children under 16 in broken homes.

Study after study has told us of the terrible emotional scars that can be left by divorce. But what we rarely hear is that once the emotional mercury starts to fall, those scars can heal pretty well.

No family relationships can ever be the same after divorce, but it may be that there are some positive aspects for children in gaining step-parents and siblings. It speeds emotional maturity and negotiating skills and may mean that a child has a whole range of

interested, concerned adults hovering around, rather than the traditional two.

Far from drowning in misery, many children are relieved when their parents split up and pleased when they settle down with someone new. Tradition has it that children loathe their "wicked stepmother" and step-siblings, but is that really true?

Not all children are crushed by divorce: ever-adaptable, they settle into the new pattern of family life.

Branford's family was unusual in moulding so well in its new form as her father did not remarry.

"Things usually tend to change when both husband and wife have a new partner," says Kathleen Cox, author of *Children and Divorce: a Guide for Adults*.

"While someone is single their former husband or wife may feel responsible for them and that can create tensions on both sides. But once they are settled in new partnerships things tend to relax, which makes it easier for the children.

If a couple can be sensitive and generous in their dealings with one another, the children will find it much easier to settle and can even gain from having four loving parents around them."

This was Branford's experience. "My parents handled everything amazingly", she says. "I marvel at how they were able to do it, but they are incredibly loving, lovely people and we never felt we'd lost either of them.

"Divorce can be horrible at the time, but it's not the end of the world."

Digest, 2005, № 9.

Words and word-combinations

divorce	[dɪ'vɔ:s]	розлучитися
settle down	['setl daun]	улаштовуватися
row	[rəu]	сварка
tension	['tenʃən]	напруженість
incorporate	[ɪn'kɔ:p(ə)rət]	сполучатися

turn	[tə:n]	черга
rota	['rəutə]	черговість
confide in	[kən'faɪd]	довіритися
adolescence	[,æd(ə)'les(ə)ns]	юність
forge	[fɔ:dʒ]	утворювати
engagement	[ɪn'geɪdʒmənt]	побачення, зустріч
keep in touch with	[ki:p tʌtʃ]	підтримувати зв'язок з кимось
dismay	[dɪs'meɪ]	тривога, занепокоєння
scar	[ska:]	слід, рана
mercury	['mɜ:kjʊrɪ]	ртутній стовпчик
heal	[hi:l]	загоюватися
sibling	['sɪblɪŋ]	рідний брат (сестра)
maturity	[mə'tʃuəreɪtɪ]	зрілість
range	[reɪndʒ]	ряд, черга
adult	['ædʌlt]	дорослий
hover around	['hɒvə ə'raʊnd]	ходити коло когось, піклуватися
drown	[draʊn]	тонути, поринати
misery	['mɪz(ə)rɪ]	страждання
relieved	[rɪ'li:vɪd]	бути задоволеним
loathe	[ləʊð]	ненавидіти
wicked	['wɪkɪd]	злий
crush	[krʌʃ]	пригнічувати, приголомшувати
ever- adaptable	[evə ə'dæptəbl]	той, який завжди легко прилаштується
generous	['dʒen(ə)rəs]	благородний, шляхетний
gain	[geɪn]	мати користь
handle	['hændl]	регулювати

marvel	['ma:vəl]	захоплюватися
incredibly	[ɪn'kredɪblɪ]	дивовижно, на диво

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to move in (out); it takes time to do smth; to find it difficult to get on; to have a turn cooking; to be on the dog-walking rota; to work in online news; to be the opposite of smb; to make smb's adolescence more enjoyable; to joke about; the latest divorce statistics; to heal pretty well; to speed emotional maturity; drowning in misery; to loathe smb; ever-adaptable children; to feel responsible for smb; to create tension on both sides; to handle everything amazingly.

2. Find in the text the English for:

улаштуватися; сварки та напруженість; довіритися комусь; утворювати нову сім'ю; побачення з батьками; підтримувати зв'язок з кимось; зустрічати з занепокоєнням; жакливі емоційні рани; черета занепокоєних дорослих; родинні стосунки; піклуватися коло когось; бути задоволеним чимось; бути пригніченим розлученням батьків; бути чутливим та шляхетним в стосунках; захоплюватися чимось.

3. Complete the following sentences.

1. Becky Branford's parents split when ...
2. It took time for the new family unit to ...
3. Becky's dad bought a flat nearby and ...
4. The Branfords managed to forge ...
5. The latest divorce statistics were ...
6. In 2003 marital breakdowns left ...
7. No family relationships can ever be the same after divorce, but ...
8. Far from drowning in misery, many children ...
9. Tradition has it that ...

10. Things usually tend to change when ...
11. While someone is single their former husband or wife may ...
12. If a couple can be sensitive and generous in their dealings with one another, the children ...
13. Divorce can be horrible at the time, but ...

4. Say whether the following statements are right or false:

1. After Becky Branford's parents had split up she had no problems with her stepdad, but her younger brother found it difficult to get on with him.
2. Becky's dad became re-incorporated into the family.
3. There was no difference between Becky's dad and her step dad Ralph.
4. Becky's boyfriend Owen comes from a similarly spit-and-mended modern clan.
5. The latest divorce statistic weren't greeted with dismay.
6. Divorces don't leave emotional scars.
7. There are some positive aspects for children in gaining step-parents and siblings.
8. Not all children are ever-adaptable.
9. Things usually tend to change when both husband and wife have a new partner.
10. If a couple can't be sensitive and generous in their dealings with one another, the children will find it more difficult to settle.
11. Becky's parents appeared to be incredibly loving, lovely people and handled everything amazingly.

5. Put one of the words in the box into each gap:

a) settle down; b) keep in touch with;
c) split up ;
d) confide in; e) loathed;
f) is rowing.

1. I haven't seen Liz and Bob for ages and was surprised to hear that they have
2. I all the secrets to my bosom friend.
3. It took time for the new family unit to
4. He ... always ... with his neighbors.
5. Though I finished school many years ago, I try to my former classmate.
6. She was seasick, and the smell of greasy food.

6. Match the nouns taken from the text to their appropriate adjectives.

- | | |
|----------------------------|-----------------------|
| 1) former | a) skills |
| 2) dog-walking | b) couple |
| 3) emotional | c) engagements |
| 4) enjoyable | d) husband(wife) |
| 5) difficult | e) children |
| 6) split-and-mended | f) divorce statistics |
| 7) full-time | g) adolescence |
| 8) parental | h) stepmother |
| 9) latest | i) clan |
| 10) negotiating | j) adults |
| 11) concerned | k) rota |
| 12) wicked | l) situation |
| 13) ever-adaptable | m) scars(maturity) |
| 14) sensitive and generous | n) job |

IV. SPEAKING ACTIVITIES.

1. Find proofs in the text that:

1. Becky's father became re-incorporated into the family after the divorce.
2. Becky's stepdad Ralph proved to be a good friend for children.
3. The Branford's managed to forge a new and happy family.
4. Marital breakdowns have increased in Great Britain.
5. There are same positive aspects for children in gaining stepparents and siblings.
6. Children's attitude to their parents' divorce is quite different.
7. It's easier for children to settle if their parents are sensitive and generous in their dealings with one another.

2. Read the quotations and proverbs given below, translate them and agree or disagree with them. Your opinion should be followed by some appropriate comment where possible.

1. Every family has a skeleton in the cupboard.
2. Men make houses, women make home.
3. It's a sad house where the hen crows louder than the cock.
4. A good marriage would be between a blind wife and a deaf husband (Montaigne).
5. All happy families resemble one another, each unhappy family is unhappy in its own way. (Leo Tolstoy).
6. Man for the field and woman for the hearth;
Man for the sword and for the needle she;
Man with the head and woman with the heart;
Man to command and woman to obey all else confusion.
(Lord Tennyson)
7. Home is the girl's prison and the woman's work house.
(G.B. Shaw).

Unit 4.

I. PRE-READING ACTIVITIES.

1. Match the following words to their definitions.

- | | |
|-----------------|---|
| 1. divorce | a) a sexual relationship between two people not married to each other, especially one that lasts for some time; |
| 2. marriage | b) a person, who works to support a family; |
| 3. breadwinner | c) the ending of a marriage as declared by a court of law; |
| 4. household | d) a person, who comes between two other groups, people, etc., often so as to bring them into agreement; |
| 5. affair | e) the union of a man and woman by a ceremony in law; |
| 6. intermediary | f) all the people living together in a house. |

2. Underline the one word in each group that is different.

1. split up; divorce; separate; marry;
2. husband; lover; wife; son;
3. adviser; counsellor; spokesman; consultant;
4. reduce; increase; soar; rise;
5. pervasive; widespread; prevalent; insufficient;

II. READING ACTIVITIES.

1. Read the text and try to guess its main idea.

Women in their twenties help raise divorce rate.

WOMEN who marry in their twenties are adding to the soaring divorce rate by splitting up from their husbands before they reach 30.

The overall rate in England and Wales has reached a seven-year high, with 153,490 couples getting divorced in 2003. It is the third year in a row that the rate has increased. A marriage that ends in divorce lasts, on average, only 11 years.

For women, divorce is highest among those aged 25 to 29. Their marriages are breaking up at a rate of almost 29 per 1,000, more than double the national average.

Divorce for men peaks among the 30-34 age group, with nearly 28 divorces per 1,000. The average age for men getting divorced is 42 and for women 39.

The growing rate undermines the theory that, because fewer people are marrying, those who do are more committed to making the relationship last.

The figures from the Office for National Statistics also underestimate the true figure for breakdowns in relationships because many couples live together outside marriage and they are even more likely to split up.

Dr Andrew Parker, of the Department of Sociology at Warwick University, said: "The traditional household, where women do most of the housework and men are the main breadwinner, is probably still quite pervasive, particularly among the working class.

Britons are working longer hours than other Europeans and taking fewer holidays. Women are more financially secure and confident.

Relate, the marriage guidance group, said it was seeing more cases in which husbands or wives were starting affairs with old friends or former lovers they had contacted through the internet.

Christine Northam, a senior counsellor, said: "It is easy to surf around and see what happened to old so-and-so. If you are feeling wobbly in your relationship, you may look back to a rose-tinted past".

Carolynne Bull-Edwards, a spokesman for Friends Reunited, said the website was no more responsible for divorce than the telephone.

She said: "We are an intermediary that reunites people. What happens after that is beyond our control".

The divorce rate was up by 5,755 on 2002, the figures showed. One divorce in 10 occurs between couples who have both been divorced before. Half of the couples had at least one child aged under 16 but in a fifth of cases the children were under five.

Sixty-nine per cent of divorces were granted to the wife and in more than half of cases the reason given was the husband's behaviour. For divorces granted to the husband, the most common factor was two years' separation with consent.

Relate said: "We need to make sure that people are properly prepared for marriage. Sometimes they think about the lovely wedding day and assume that the rest of their life will echo that. But it is just the beginning".

"You have two people coming together into one relationship and you have to be prepared to make adjustments".

Digest, 2005, № 5.

Words and word-combinations

divorce rate	[dɪ'vɔ:s reɪt]	кількість (відсоток) розлучень
soaring	['sɔ:riŋ]	який швидко збільшується;
to split to	[splɪt]	розривати (стосунки)
overall	['əʊvəɹɔ:l]	загальний
couple	['kʌpl]	подружжя
on average	['æv(ə)rɪdʒ]	у середньому
to undermine	[,ʌndə'maɪn]	розвінчувати, підривати
to commit	[kə'mɪt]	брати (приймати) на себе зобов'язання
to underestimate	[,ʌnd(ə)r'estɪməni]	недооцінювати

to live outside marriage	[ˈmæɪrɪdʒ]	жити в громадянському шлюбі
household breadwinner	[ˈhaʊshəʊld] [ˈbred,wɪnə]	родина, сім'я; годувальник, хлібодавець;
pervasive	[pəˈveɪsɪv]	широко вживаний
secure	[sɪˈkjʊə]	забезпечений
marriage guidance	[ˈmæɪrɪdʒ ˈgaɪd(ə)ns]	консультація з питань сім'ї та шлюбу
affair	[əˈfeə]	любовні відносини, роман
to surf around	[sə:f əˈraʊnd]	шукати, ритися
so-and-so	[səʊən(d)səʊ]	такий-то
wobbly	[ˈwɒblɪ]	хибно, напевно
tinted	[ˈtɪntɪd]	забарвлений
spokesman	[ˈspəʊksmən]	представник
intermediary	[ˌɪntəˈmɪ:diəri]	посередник
to occur	[əˈkɜ:]	траплятися
to grant	[ˈgrɑnt]	задовольнити (прохання)
behavior	[biˈheɪvjə]	поведінка
common	[ˈkɒmən]	поширений
consent	[kənˈsent]	згода
properly	[ˈprɒp(ə)li]	як слід, належним чином
to assume	[ˈæsju:m]	припускати
to echo	[ˈekəʊ]	лунати, віддаватися луною
to make adjustment	[əˈdʒʌstmənt]	пристосовуватися

III. COMPREHENSIVE CHECK.

1. Find in the text the Ukrainian for:

divorce rate; overall rate; the rate has increased; on average; to undermine the theory; to underestimate the true figure; breakdowns in relationships; to do most of the housework; to be pervasive; marriage guidance group; to fell wobbly; to occur; to be responsible for; children aged under 16; the most common factor; to make sure.

2. Find in the text the English for:

розривати стосунки; середній вік для чоловіків (жінок); брати на себе зобов'язання; жити в громадянському шлюбі; традиційна родина; бути фінансово забезпеченим та впевненим; любовні відносини; мати зв'язок через Інтернет; старший консультант; представник, який знову з'єднує людей; задовольняти прохання; бути належним чином підготовленим до шлюбу; чудове весілля; пристосовуватися.

3. Choose the correct answer or explanation.

- Women, who marry in their twenties split up from their husband before they reach forty/thirty.
- 153,490 couples got married/divorced in 2003.
- The average age for men getting divorced is 35/42 and for women 45/39.
- Many couples living together outside marriage are more/less likely to split up.
- The traditional household where women do most of the housework and men are the main breadwinners is particularly among the middle class/ working class.
- Husbands and wives usually start affairs with old friends or former lovers/their relatives or colleagues.
- One divorce in ten occurs between couples who have both/haven't been divorced before.

4. Put one of the words in the box below into each gap.

a) split up; b) marriage; c) divorce;
d) household; e) couple; f) rate

1. can be horrible at the time and leave emotional scars, but it's not the end of the world.
2. Lilly and John are a nice Let's invite them to dinner.
3. Her first wasn't very happy because her husband turned to be cruel and jealous.
4. The whole have gathered for the festive party.
5. Becky's parents when she was 15.
6. In 2003 the divorce rose for a third year.

5. Match the following word-combinations to their Ukrainian equivalents.

- | | |
|-------------------------|-----------------------|
| 1. to get to know | a) розсердитися; |
| 2. to get divorced | b) одружитися; |
| 3. to get married | c) пізнавати; |
| 4. to get angry | d) зробити по-своєму; |
| 5. to get one's own way | e) розлучитися; |

IV. SPEAKING ACTIVITIES.

1. Analyze the reading.

- 1) Has the divorce rate increased in Great Britain in the recent years? If so, prove it with figures.
- 2) What is the average age for men and women getting divorced?
- 3) Who do husbands and wives start affairs with if they aren't contented with their family life?
- 4) What are the reasons for splitting up?
- 5) What influence does the divorce have on children?
- 6) Will divorce become more common in the years to come? What are your predictions for the future?

2. Choose one of the following topics and prepare to give your views on it.

- Home life feels the stress of social life.
- Divorce is morally wrong and marriage should be preserved at all costs.
- Marriages at later ages are more stable.

Unit 5.

I. PRE-READING ACTIVITIES.

1. Match the words taken from the text to their definitions.

- | | |
|----------------|---|
| 1. vandalism | a) driving a stolen car through a shop window and stealing the goods inside. |
| 2. jewellery | b) the crime of setting fire to property in order to cause destruction. |
| 3. arson | c) an illegal activity in general |
| 4. victim | d) international, needless and usually wide-spread damage and destruction, especially of public property. |
| 5. ram-raiding | e) a person, animal, etc. suffering injury, pain, loss, etc. as a result of other people's actions, circumstances, illness, war, an accident etc. |
| 6. crime | f) a decoration that contains one or more precious stones and is worn in clothes or on the body. |

2. Underline the one word in each group that is different.

1. larceny, mugging, carjacking, abduction.
2. punishment, exculpation, penalty, chastisement.
3. discharge, imprison, confine, incarcerate.
4. damage, injury, recovery, harm.

II. READING ACTIVITIES.

1. Read the text and try to guess the main idea.

Crime in Britain.

Crime has increased in Britain, as in many countries, since the early 1950s, though recently the number of crimes reported to the police has fallen. In 1996 there were 9 700 crimes for every 100 000 people, of which the police solved 27 %. Over 60 000 people are in prison for crimes they have committed.

People living in inner city and urban areas are the ones most likely to be victims of crime. Burglary is twice as likely there as elsewhere. Theft (=stealing goods or property) is the commonest crime, though it fell by 14 % in the period 1992-1995. Car theft is relatively common: in 1995 almost one in five car owners had their car stolen, or had property stolen from inside it. Criminal damage or vandalism is an increasing problem. Offences that involve loss or damage to property account for 92 % of all crime.

The number of violent crimes is increasing. Murders and different types of assault (=violent attack) are usually widely reported by the media. The number of rape cases reported to the police went up by 50 % between 1988 and 1992. Robbery and mugging also increased significantly. Racially-motivated attacks and crimes against children, especially sexual abuse and paedophilia (sexual acts on children), arouse public anger and concern about moral standards.

In 1995 guns were used in 13 000 crimes in England and Wales. The killing of a class of schoolchildren at Dunblane, Scotland in 1996 greatly increased public feeling against people being allowed to own guns and resulted in two Acts of Parliament banning public ownership of handguns. Since 1996 there have also been restrictions on the manufacture of some types of knives. It is now illegal to sell sharp-bladed knives to people under 16.

Crime in the US.

The US has a reputation for having a lot of crime, especially violent crime. For every 100 000 people, there were 597 violent crimes in 1980 rising to 746 in 1994, nine of which were murders. Larceny is also common. Many people believe that the increase in crime is linked to the use of drugs. Guns are easy to buy in the US

and are often used in crime. A new crime that began in the 1990s is carjacking: criminals with guns enter cars that have stopped at traffic light and make the driver leave the car, or drive to a place where there are not many people around. They take the car, and any money or jewellery, but usually leave the driver unharmed.

Crime is worse in cities, especially in the inner cities where poorer people live. African Americans are more likely to be victims of violent crime than whites.

Crime prevention.

At a local level, many British people have joined Neighbourhood Watch schemes, which encourage people to report anything suspicious happening near their houses. There are more policemen on the beat (=walking round an area, not driving in cars) to prevent trouble. Community policemen go into schools to talk to children and teenagers to try to stop them from taking part in crime. In 1995, almost four out of ten offenders were aged 14-20. Young people are responsible for a lot of petty crime such as shoplifting (=stealing from shops) as well as more serious crimes such as arson, drug-dealing and joyriding (=stealing a car and driving it round the town very fast).

Closed-circuit television (=video cameras linked to special television screens in police stations) has been installed in many city centers to deter violence and prevent crimes such as ram-raiding (=driving a stolen car through a shop window and stealing the goods inside). Some people think that, because video cameras record the activities of innocent people as well as criminals, they are a threat to personal freedom. Nationally, there are repeated calls for harsher penalties and, sometimes, for the return of capital punishment to deter criminals.

Fear and fascination.

Fear of becoming a victim of crime has increased, and people are particularly afraid of being burgled. Some people, especially women and old people, are scared to go out alone in the evening for fear of rape or mugging. In some areas, parents do not allow their children to walk to school alone in case they are attacked or abducted. Many people now hesitate to go and help someone being attacked in case they are attacked themselves, but those who do go to

help someone being attacked in case they are attacked themselves, but those who do go to help are seen as heroes.

Despite this fear, many people enjoy stories about real and imagined crimes, especially murder. One of the most popular programmes on British television is Crime-watch, which asks the public for their help in solving real crimes. Other favourite television programmes include films of the Inspector Morse stories and novels by Agatha Christie. From time to time there is anxiety about the amount of violence shown on television and fear that it influences people's behaviour in real life.

Digest, 2005, № 4.

Words and word-combinations

crime	[kraɪm]	злочин
solve	[sɒlv]	розкривати (злочин)
commit a crime	[kə'mɪt]	здійснити злочин
inner city	['ɪnə 'sɪtɪ]	центр міста
urban	[ə:b(ə)n]	міський
victim	['vɪktɪm]	жертва
burglary	['bɜ:gləri]	нічна крадіж зі зломом
theft	[θeft]	крадіжка
relatively	['relətɪvli]	відносно
damage	['dæmɪdʒ]	пошкодження,
offence	[ɔ'fens]	правопорушення
violent	['vaɪələ(ə)nt]	насильний
assault	[ə'sɔ:lt]	напад
rape	[reɪp]	зґвалтування
robbery	['rɒb(ə)rɪ]	грабіж
mugging	['mʌgɪŋ]	грабіж на вулиці
significantly	[sɪg'nɪfɪkəntli]	значно
sexual abuse	['seksjuəl ə'bjʊ:s]	сексуальне насильство (зґвалтування)
concern	[kən'sɜ:n]	занепокоєння

ban	[bæn]	забороняти
restriction	[rɪ'strɪkʃ(ə)n]	обмеження
manufacture	[,mænju'fæktʃ(ə)n]	виготовлення
sharp-bladed	[ʃɑ:p ,bleɪdɪd]	з гострим лезом
larceny	['lɑ:s(ə)nɪ]	крадіжка
unharméd	[ʌn'hɑ:md]	непошкоджений
neighbourhood	['neɪbəhʊd]	сусідство, сусіди
Neighbourhood Watch	['neɪbəhʊd wɔ:tʃ]	система, за якою сусіди доглядають домівки одне одного
scheme	[ski:m]	програма
be on the beat	[bi:t]	обходити дозором
community	[kə'mju:nəti]	суспільство, мікрорайон
offender	[ə'fendə]	правопорушник
petty	['petɪ]	незначний, дрібний
arson	['ɑ:s(ə)n]	підпал
drug-dealing	[drʌg 'dri:lɪŋ]	торгівля наркотиками
closed-circuit television	['kləʊzd,s ə: kɪt]	замкнена телевізійна система
deter	[dɪ'tə:]	стримувати
ram-raiding	[ræm reɪdɪŋ]	грабіж з використанням автотарану
innocent	['ɪnəsənt]	невинний
threat	[θret]	погроза, загроза
harsh	[hɑ:ʃ]	суворий
capital punishment	['pʌnɪʃmənt]	найвища міра покарання
fascination	[,fæsi'neiʃ(ə)n]	захоплення
burgle	['bɜ:glɪ]	коїти крадіж зі зломом
be scared	[skeəd]	боятися
abduct	[əb'dʌkt]	викрадати (насилно)

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to report the crimes to the police; to solve the crime; car theft; criminal damage; loss or damage to property; violent crimes; to be widely reported by the media; to increase significantly; to arouse public anger and concern; to own (use) guns; carjacking; neighborhood watch schemes; to report anything suspicious happening somewhere; policeman on the beat; to prevent trouble; to be responsible for petty crimes; to deter violence and prevent crimes; call for harsher penalties and return of capital punishment; from time to time; anxiety about the amount of violence shown on TV.

2. Find in the text the English for:

здійснити злочин; жертви злочину; нічна крадіж зі зломом; відносно (найбільш) поширений; правопорушення; правопорушник; убивство та різні види нападів; грабіж на вулиці; звалтування; обмеження на виготовлення чогось; бути жертвою насильних злочинів; поліцейський мікрорайону; крадіжка в крамниці; підпал; замкнена телевізійна система; установлювати відеокамеру; боятися чогось; найвища міра покарання; викрадати насильно.

3. Decide whether the following statements are true or false.

1. Crime has decreased in Britain since the early 1950s.
2. More often people living in inner city and urban areas become the victims of crime.
3. The commonest crimes in Britain now are burglary, theft, rape cases, robbery and mugging.
4. The USA has a reputation for having a lot of violent crimes.
5. Many people think that increase in crime is linked to the alcohol abuse.
6. A new crime that began in US in the 1980s is carjacking.
7. Some measures have been undertaken to prevent crime in Great Britain: Neighborhood watch schemes, policemen's

walking round an area and visiting schools to talk to children, installing closed-circuit television.

8. Fear of becoming a victim of crime has increased.
9. When someone is attacked many people don't hesitate to go and help him or her.
10. An insufficient quantity of people enjoy stories about real and imagined crimes, especially murder.
11. The amount of violence shown on TV arouses public anxiety and concern about its influence on people's behaviour in real life.

4. Fill in the correct word from the list below.

- | | | |
|---------------------|----------------|-----------------|
| a) a penalty | e) drugs | i) a capital |
| b) to commit crimes | f) an offender | punishment |
| c) to burgle | g) a criminal | j) a shoplifter |
| d) a prison | h) to steal | k) victim |
| | | l) to rob |

1. If you don't want to your house or flat you should keep the doors and windows locked.
2. Two men attempted to the local bank, but the police arrived before they got away.
3. Instead of fining the men, the judge sent him to because he was a repeat
4. The watchful store detective caught the trying to a shirt.
5. Teenagers a lot of petty and serious
6. Four people were killed in the exposition, but police haven't yet named the
7. Many people in the USA believe that the increase in crime is linked to the use of
8. That terrorist is one of the world's most wanted
9. There are repeated calls for harsher and, sometimes, for the return of to the criminals.

5. Match the criminals to the descriptions.

- | | |
|---------------|---|
| 1. thief | a. someone who kills smb. else on purpose. |
| 2. robber | b. someone who takes a person by force and demands ransom in order to set them free. |
| 3. burglar | c. someone who takes things which don't belong to them. |
| 4. mugger | d. someone who breaks into people's houses to steal things. |
| 5. murderer | e. someone who steals things from shops. |
| 6. shoplifter | f. someone who attacks people in the street in order to steal something. |
| 7. abductor | g. someone who steals something from a bank, post office, shop, etc., often using threats or force. |

6. Look at the list of offences and decide which are major and which are minor. Then look at the forms of punishment and decide which is appropriate for each offence. Write sentences as in the example.

OFFENCES

- | | |
|--|----------------------------------|
| 1. murder | 7. toxic environmental pollution |
| 2. burglary | 8. making noise late at night |
| 3. rape | 9. shop lifting |
| 4. writing graffiti on a public building | 10. arson |
| 5. carjacking | 11. vandalism |
| 6. robbery | 12. littering |

PUNISHMENT

to be sent to prison; to do community service; to be sentenced to life imprisonment; to be find a large/small amount of money; to be given a suspended (умовний) sentence; to be given a warning.

E. g. Murder is a major offence. I think that someone who murders smb. should be sentenced to life imprisonment.

Fill in the correct idiom from the list below.

- a) *caught red-handed*; b) *doing time*;
c) *in cold blood*; d) *on the alert*; e) *at large*.

- To avoid being mugged in large cities, people should always be
- The burglar was trying to steal money and jewellery from the flat.
- He killed his enemy and claimed that he felt no regret afterwards.
- The police announced that a dangerous criminal was and advised people to remain inside with their doors and windows locked.
- After for robbery, he swore he would never commit another crime.

IV. SPEAKING ACTIVITIES.

1. Find evidence in the text that:

- Crime has increased in Britain since the early 1950s.
- People living in inner city and urban areas more often become the victims of offenders.
- There are different kinds of major and minor crimes.
- The USA has a reputation for having a lot of crime, especially, violent ones.
- A new crime appeared in the US in the 1990s.
- There are different ways of crime prevention.
- People are afraid of becoming a victim of crime.
- Despite the fear many people enjoy books, films, and TV programs about crime.

2. Say 10 sentences for each of the mini talks.

- Increase of crime rate in different countries.
- Major and minor crimes.
- Reasons for juvenile delinquency.

Unit 6.

I. PRE-READING ACTIVITIES.

1. Match the words taken from the text to their definitions.

1. pregnant	a) to take care of; to attend to
2. birth control	b) to keep oneself from taking part, acting, taking pleasant things
3. to abstain	c) to inform a person of possible danger or unpleasant consequences in advance
4. welfare	d) method of preventing an unwanted pregnancy
5. to look after	e) money given to improve the way of living of those who need help
6. to warn	f) (of a woman or female animal) having an unborn child or young in the body in a stage of development before birth

2. Underline the one word in each group that is different.

- embarrassed, abashed, confused, impudent
- delighted, glad, miserable, happy
- cautious, careless, wary, prudent
- self-humiliation, self-respect, self-esteem, dignity
- constantly, sometimes, permanently, continually
- look after, take care of, bother about, neglect

II. READING ACTIVITIES.

1. Read the text and try to guess its main idea.

Teenage Pregnancy.

Last year in the UK 36,540 unmarried teenage girls between the ages of 15 and 19 had a baby.

In the USA nearly one million teenage American girls become pregnant each year.

Britain has the highest rate of teen pregnancy in Europe.

Why do so many teens end up in this situation? They must know the risk.

Teens in the USA in particular are constantly warned of the risks of getting pregnant. Sex education starts as early as 3rd grade, messages to say no to sex appear on TV, stories of young girls getting pregnant are constantly in teen magazines. However, the truth is most teens believe it won't happen to them.

Don't teens realise that if they get pregnant they might ruin their plans?

In general teens who are the most ambitious are more careful. Teens who lack self-esteem, or have fewer definite plans are less cautious. Some girls are either too embarrassed to buy birth control items or believe that they will just 'say no' to sex. Government wants to get rid of safe-sex classes in order to teach abstinence.

What is life for teen mothers?

Most teen girls are delighted when they first realise they are pregnant – they are given gifts and look forward to having a baby. However the reality is often a terrible shock even when the girl's parents help. Most can't cope with looking after a baby and schoolwork and drop out of school. In most cases the teen mother needs a job to pay for the baby, she has to find somewhere to look after the baby while she is working or studying. Due to these problems, most teen mothers do not find good jobs.

What is life like for their children?

Life can be very hard. Many grow up in poverty or are neglected because the mother is too young to care for them properly. In the majority of cases the children do not do well at school because their mother has no time to encourage them or because she did not have a chance to do well in school, she cannot help them with schoolwork.

What about the children's dads?

In most cases the father does not help financially or emotionally. If he is young too he can't help very much because he has the same problems as the mother. In the past, the couple would get married but evidence showed because the couple were so young, it didn't work.

What help is available for teen parents and their kids?

Teen mothers are given some welfare money to help them survive. Around the USA and parts of Britain, there are some schools that have a special childcare centre for the teen mothers. The centre looks after the babies while their mothers are in class. They also teach the mother how to make sure the baby stays healthy. Although these centers are helpful, they have been criticized for how much they cost the state.

How can the number of teen pregnancies be reduced?

Some say teens should be taught to abstain from sex until they are married, others say we should give them more information. Some schools use Think-It-Over Dolls'. These are dolls that cry during the night and must be picked up. They also need to be 'fed'. The dolls record it if you hit them or drop them. Teens are given the dolls to look after for a weekend.

Digest, 2003, № 12.

YOU DECIDE!

Read about the following programs and ideas that people have for reducing teen pregnancy and grade them out of 10. Give 10 for what you consider an excellent idea and 1 if you consider it a bad idea.

1. Using Think-it-Over dolls.

RATE	
------	--

2. Visiting teen mothers who can testify that they can't go out and are permanently tired.

RATE	
------	--

3. Learning more about hoe to avoid pregnancy.

RATE	
------	--

4. Reducing welfare for single mothers so teens know they won't receive help of they get preganant so they are more careful.

RATE	
------	--

5. Persuading teens to 'wait' until marriage.

RATE	
------	--

- The teenage pregnancy rate in Britan is twice that of Germany and four times that of France.
- 4 out 10 teenage girls in the world become pregnant before they are 20.
- The Netherlands has the lowest teen pregnancy rate in Europe.

Words and word-combinations

pregnancy	[ˈpregnənsɪ]	вагітність
constantly	[ˈkɒnstəntli]	постійно
warn	[wɔːn]	попереджати, застерігати
message	[ˈmesɪdʒ]	передача
ambitious	[æmˈbiʃəs]	честолюбний, що прагне
lack	[læk]	терпіти нестатки
self-esteem	[ˌselfiˈstiːm]	почуття власної гідності
cautious	[ˈkɔːʃəs]	обережний
embarrassed	[imˈbærəst]	збентежений
abstinence	[ˈæbstɪnəns]	стримування
delighted	[ˈdɪlɑːtɪd]	радісний, задоволений
gift	[ɡɪft]	подарунок
look forward to	[lʊk fɔːwəd]	очікувати з нетерпінням
cope (with)	[kəʊp]	справлятися з чимось
look after sb	[lʊk ˈɑːftə]	доглядати за ким- небудь, піклуватися про кого-небудь
drop out	[drɒp]	кидати школу
due to	[djuː]	внаслідок чого, через що
poverty	[ˈpɒvəti]	бідність
neglect	[nɪˈɡlekt]	занедбавати,

do well	[du: wel]	занехаювати добре навчатися в школі
encourage	[ɪn'kʌrɪdʒ]	заохочувати, підтримувати
evidence	['evid(ə)ns]	свідчення
available	[ə'veɪləbl]	доступний, наявний
welfare	['welfɛə]	підмога, допомога
survive	[sə'vaɪv]	вижити, витримати
reduce	[rɪ'dju:s]	знижувати, скорочувати
abstain	[əb'steɪn]	утримуватися
think over	[θɪŋk 'əʊvə]	обмірковувати
pick up	[pɪk ʌp]	брати на руки
feed	[fi:d]	харчувати
hit	[hɪt]	ударяти, бити
rate	[reɪt]	ставка, тариф
testify	['testɪfaɪ]	свідчити
permanently	['pɜ:m(ə)nəntli]	постійно
avoid	[ə'vɔɪd]	уникати
persuade	[pə'sweɪd]	переконувати

III. COMPREHENSION CHECK.

1. Find in the text the Ukrainian for:

to get (become) pregnant; the highest (lowest) rate of teen pregnancy; to be warned of the risk of smth.; to lack self-esteem; birth control items; to teach abstinence; to drop out of school; to grow up in poverty; to be neglected; to care for children properly; to help financially and emotionally; to give gifts (welfare money); special child care centre; to feed smb.; to reduce teen pregnancy; to be permanently tired; to persuade smb. to do smth.; twice that of; four times that of.

2. Find in the text the English for:

народжувати; постійно попереджати; руйнувати плани; з нетерпінням очікувати народження дитини; справлятися з доглядом за дитиною; через проблеми; погано навчатися в школі; підтримувати когось; свідчення показало; наявна допомога; допомагати вижити; брати на руки дитину, якщо вона плаче; чудова (погана) ідея; свідчити; уникати вагітності.

3. Confirm or object to the following statements:

- The authorities and the societies in Great Britain and the USA are worried about the growth of teenage pregnancy.
- The girls who lack self-esteem, or have fewer definite plans are more careful than most ambitious ones.
- Most teen mothers can't cope with looking after a baby and schoolwork and drop out of school.
- Teen mothers find good jobs easily because they have babies.
- The life of children having young mothers can be very hard because many of them grow up in poverty and are not taken care of properly.
- In most cases the children's dads help emotionally or financially.
- In order to help teen mothers survive they are given welfare money besides special child care centers are organized for them in some schools.
- There are different ideas that people have for reduction teen pregnancies: abstaining from sex until marriage, giving teens more information, using "Think-it-over Dolls", reducing welfare for single mothers.
- Britain has the lowest and the Netherlands – the highest rate of teen pregnancy in Europe.
- Each year nearly one million teenage American girls become pregnant in the USA.

4. Fill in prepositions if necessary.

- Teens are permanently warned the risks getting pregnant: messages say no sex appear TV, stories young girls getting pregnant are published teen magazines etc.

2. Most teen mothers can't cope caring a baby and schoolwork and drop school.

3. Many children are neglected and not encouraged their young mothers, that's why they do not do well school.

4. Some help is available teen parents and their kids.

5. The special childcare centers look the babies while their mothers are class.

6. To reduce teen pregnancies some schools use "Think-it-over Dolls" that cry the night and must be picked

7. Teens are given the dolls look a weekend.

8. Four ten teenage girls the world become pregnant they are twenty.

9. 2002 the UK nearly 40.000 unmarried teenage girls the ages 15 and 19 had a baby.

5. Use one of the words or word-combinations from the box in an appropriate form to fill each gap.

- a) to survive
- b) to encourage
- c) to abstain
- d) to look forward to
- e) pregnant
- f) poverty
- g) to cope with
- h) constantly
- i) to get rid of
- j) to warn

1. Some of our fellow-students have come from Latin America and they complain about the cold weather. 2. My mother often me against pickpockets when I go shopping. 3. My girl-friend to having a child. She is 5 months 4. I learnt to drive not long ago but can't driving in heavy traffic yet. 5. prevented Jack London from continuing his education. 6. A good teacher shouldn't be extremely critical of students, he should enthuse and

..... them turning the classroom into a rich learning environment. 7. It's very difficult for me to my bad habits: gambling and smoking. 8. Her parents died in the accident but she 9. Some people think that teens should be taught to from sex until they are married.

III. SPEAKING ACTIVITIES.

1. Answer the following questions.

1. What is done to prevent teen pregnancy in the USA and the UK?

2. How many teenage girls become pregnant in the USA each year?

3. Which of the girls are more careful in sex relations and which are less cautious?

4. What problems do teen mothers have?

5. What is life like for their kids?

6. Do the children's dads take on responsibilities of their bringing up?

7. What help is available for teen parents and their kids?

8. What are the ways of reducing the number of teen pregnancies?

9. Is the problem of teen pregnancy urgent and acute in Ukraine? What are the reasons for this?

10. Compare the teen pregnancy rate in some European countries? Which countries have the lowest and the highest rate of teen pregnancy?

2. Put forward at least 5 ideas for reducing teen pregnancy.

3. Reproduce the text according to the plan.

1. The risk of getting pregnant for teenage girls.

2. The necessity of sex education.

3. The problems of teen parents and their kids.

4. The programs and ideas for reducing pregnancy.

Unit 7.

I. PRE-READING ACTIVITIES.

1. Read the following words. When in doubt refer to the transcription below.

Knot; era; figure; advantage; civil; ensure; law; pension; equal; ceremony; borough; executive; homosexual; annul; government; focused; nuptials; marquee; mansion; affair; champagne; surprise.

[not]; ['iərə]; ['fiɡə]; [əd'va:ntidʒ]; ['sivl]; [in'fʊə]; [lɔ:]; ['penʃn];

['i:kwəl]; ['serəməni]; ['bʌrə]; [ig'zekjutiv]; [ˌhəʊmə'sekʃuəl]; [ə'nʌl];

['gʌvnmənt]; ['fəʊkəst]; ['nʌpʃəlz]; [ma:'ki:]; ['mænʃn]; [ə'feə];

[ʃæm'pein]; [sə'praiz].

2. Match the words taken from the text to their Ukrainian equivalents.

- | | |
|--------------------|--------------------------|
| 1. couple | a) рівність |
| 2. benefit | b) грошове пожертвування |
| 3. protection | c) майно |
| 4. inherit | d) пара |
| 5. tax-free | e) пригноблений |
| 6. property | f) подарунок |
| 7. register office | g) користь |
| 8. annul | h) успадковувати |
| 9. equality | i) захищення |
| 10. oppressed | j) славнозвісна людина |
| 11. celebrity | k) без податків |
| 12. gift | l) скасовувати |
| 13. donation | m) ЗАГС |

3. Match the words to their definitions.

- | | |
|--------------|---|
| 1. property | a) a famous person |
| 2. tax | b) concerning marriage or the marriage ceremony |
| 3. nuptials | c) smth which is owned; possession |
| 4. marquee | d) the holiday taken by the newly married couple |
| 5. celebrity | e) money paid to the government according to income, property, goods bought |
| 6. honeymoon | f) a large tent used for outdoor public events |

II. READING ACTIVITIES.

1. Read the text & try to guess its main idea.

Elton is model for a pink-grey marriage.

When Sir Elton John tied the pink knot he set the tone for the new era of same-sex unions.

Figures gathered from register offices around the country suggest that most of the couples taking advantage of the civil partnership law are male with at least one of the pair being over 50.

They want to ensure that their long-term partners benefit from the new law, which gives them pension and inheritance rights equal to those of married couples.

Elton John, 58, says such rights are one of the main reasons he and David Furnish, 43, are undergoing the ceremony. "We've been together for 12 years and we're able to do it, so why not," he said. "It gives us protection. If one of us dies, it protects the other person."

Under the new law, a partner can inherit all their property tax-free. They also keep the same proportion of the other's pension income as if they had been widowed.

Figures from Brighton and Hove, Westminster, Islington, and Kensington and Chelsea, the councils conducting the largest number of civil partnership ceremonies, show that more than 54% of all the 381 planned unions involve men over 50.

The rest are largely between younger men: 52 couples are female.

A broader study of 12 London boroughs, towns and cities found that 32% of people planning civil partnerships were women.

Ben Summershill, chief executive of Stonewall, the homosexual rights group, said: "There is a backlog of people who have been in long-term stable relationships who want to benefit from a civil partnership.

"When you have been together 30, 40 or even 50 years you are reasonably certain about tying the knot, unlike people like Britney Spears who got married then had the marriage annulled just days later."

Among those taking part in the ceremonies was Angela Mason, director of the government's women and equality unit, who had registered with Elizabeth Wilson, her girlfriend of 30 years.

Mason, 61, believes years of discrimination against lesbians still deter large numbers from making their relationships public. She said: "Lesbians have traditionally been doubly oppressed, first as women and secondly for their sexuality.

Things are improving today but there is still a hangover from the earlier period of sexual oppression and I think many simply haven't come out. Perhaps it will change in years to come."

Most attention was focused on Elton John's nuptials. The registration ceremony at Windsor Guildhall, where the Prince of Wales and the Duchess of Cornwall were married in April, was the event for family only.

The £ 1 mln. reception in a marquee at John's nearby mansion, by contrast, was a flamboyant affair. Caseloads of vintage pink champagne had been ordered, while the 700 guests included celebrities such as Elizabeth Hurley, Victoria Beckham, Lulu, Sharon Osbourne and Donatella Versace.

John did not expect any gifts, but he had asked for donations to the Elton John Aids Foundation.

The honeymoon remained a closely guarded secret, with Furnish reportedly determined to keep the new year trip as a surprise for his partner.

The couple was not first to tie the knot. That distinction went to civil partners in Northern Ireland, Scotland, England and Wales.

A total of 687 couples were scheduled to enter into civil partnerships that day.

Digest, 2006, № 12.

Words and word-combinations

pink	[pɪŋk]	<i>брут.</i> гей (гомосексуаліст)
grey	[greɪ]	сивий, старий
to tie the knot	['taɪ ðə nɒt]	одружитися
to set the tone	[set təʊn]	задавати тон
register office	['redʒɪstə 'ɔfɪs]	ЗАГС
to take advantage of	[əd'vɑ:ntɪdʒ]	скористатися чимось
partnership	['pɑ:tnəʃɪp]	шлюб
to ensure	[ɪn'ʃuə]	гарантувати, забезпечувати
to benefit	['benɪfɪt]	отримати користь
inheritance right	[ɪn'herɪtəns 'raɪt]	спадкоємне право
to undergo	[,ʌndə'gəʊ]	знавати
property	['prɒpəti]	майно
income	['ɪnkʌm]	прибуток
to be widowed	['wɪdəʊd]	овдовіти
borough	['bʌrə]	округ
backlog	['bæklɔg]	велика кількість
reasonably	['ri:znəblɪ]	достатньо
certain	['sə:tən]	впевнений
annul	[ə'nʌl]	скасовувати
to deter	[dɪ'tə:]	стримувати
doubly	['dʌblɪ]	вдвічі
sexuality	['sekʃuəltɪ]	статева ознака
hangover	['hæŋgəʊvə]	пережиток
years to come	[jə:z kʌm]	майбутні роки

nuptials	[ˈnʌpəlz]	весілля
duchess	[ˈdʌtʃɪs]	герцогиня
marquee	[ˈma: ki:]	великий намет
flamboyant	[flæmˈboɪənt]	яскравий
vintage wine	[ˈvɪntɪdʒ]	марочне вино
donation	[ˈdəʊˈneɪʃn]	грошове пожертвування
honeymoon	[ˈhʌnɪmu:n]	медовий місяць
closely guarded secret	[ˈkləʊslɪ ˈgɑ:dɪd]	таємниця, яку особливо оберігають
determined	[dɪˈtə:mɪnd]	повний рішучості

III. COMPREHENSION CHECK.

1. Suggest the Ukrainian for:

to tie the knot; to take advantage of the law; pension & inheritance right; to undergo the ceremony; under the new law; to inherit property tax-free; to conduct civil partnership ceremonies; to get married; to deter smb. from smth.; to be oppressed; to be focused on smth.; a modest event for family only; Aids foundation; to enter into civil partnership.

2. Suggest the English for:

задавати тон; громадянський шлюб; головні причини; велика кількість людей; тривалі стійкі відношення (стосунки); скасувати шлюб; пережиток; майбутні роки; прийом; яскрава подія; медовий місяць; планувати; сповнений рішучості.

3. Match the following word-combinations to their Ukrainian equivalents.

- | | |
|----------------------|-----------------------------|
| 1. to keep a family | a) не видавати тайну |
| 2. to keep an eye on | b) продовжувати щось робити |

- | | |
|---------------------------|----------------------------|
| 3. to keep smb waiting | c) утримувати родину |
| 4. to keep a secret | d) здержувати себе |
| 5. to keep one's feelings | e) наглядати за |
| 6. to keep on doing smth | f) змушувати когось чекати |

4. Complete the following sentences.

1. Elton John set the tone for...
2. Most of the couples taking advantage of the civil partnership law are...
3. Homosexual & lesbian couples benefit from the new law which gives them...
4. Years of discrimination against lesbians still deter large numbers from...
5. Most attention was focused on...
6. The £ 1 mln reception in a marquee at John's nearby mansion was...
7. 700 guests included...
8. John did not expect any gifts, but...
9. A total of 687 couples were scheduled to...

IV. SPEAKING ACTIVITIES.

1. Look at the words below. In what context are they used in the text.

- | | |
|----------------------------------|--------------------------|
| - same-sex unions | - to be doubly oppressed |
| - to tie the knot | - a hangover |
| - the civil partnership law | - tax-free |
| - to undergo the ceremony | - a celebrity |
| - a modest event for family only | - donation |
| - to annul the marriage | |

2. Find proofs in the text that:

1. Sir Elton John set the tone for the new era of same-sex unions.
2. Homosexual & lesbian couples in Great Britain are now protected by the civil partnership law.
3. The number of males planning civil partnerships is higher than that of females.
4. Elton John & David Furnish's nuptials was a flamboyant affair.
5. A lot of same-sex couples tied the knot after the civil partnership law had been adopted.

3. Sum up:

1. Do the minority sexual groups have any problems in your country? Give your examples.
2. What is your attitude to the same-sex unions?
3. Are you for or against the civil partnership law? Motivate your choice.
4. Can gay parents adopt children?

GRAMMAR GUIDE

ІМЕННИК (THE NOUN)

Загальна характеристика іменників
Іменники означають назву предметів і речовин, живих істот, явищ і абстрактних понять.
Загальні властивості іменників

1. Перед іменниками звичайно ставлять спеціальні частки – <i>a, an, the</i> .	I am a pupil. He is an engineer. Close the door, please.
2. Тільки живі іменники мають загальний (a girl, girls) і присвійний відмінки (girl's, girls').	May I take the girl's pen, please? Show me the doctors' room.
3. Іменники можуть вживатися як безприйменникові означення до інших іменників.	She usually wears school uniform.
4. Іменники сполучаються з прийменниками.	Where will you go after dinner?
5. Іменники визначаються прикметниками.	My favourite writer is Shevchenko.

Функції іменника в реченні

1) Підмет або додаток.	The girl put the book on the desk.
2) Означення.	I want to go to the village cinema with my friend.
3) Прикметник.	Boris is my brother, he is a pupil.
4) Обставина: а) з прийменником; б) без прийменника.	Let's go to the Black Sea with my parents. Wait a minute, please.

Класифікація іменників за значенням

<p>1. <i>Загальні іменники</i> (Common Nouns) означають цілі класи предметів; речовин; живих істот; явищ і абстрактних понять. Поділяються на:</p> <p>а) зчислювальні (countable nouns), означають предмети, які можна полічити;</p> <p>б) незчислювальні (uncountable nouns), означають предмети і поняття, які не можна полічити.</p>	<p>a day, a book, a house a window, a building, sugar a boy, a dog snow, beauty, work</p> <p>а) a cup – cups б) tea, sugar, love, air, snow</p>
<p>2. <i>Власні іменники</i> (Proper Nouns)</p> <p>а) особові іменники означають: власні імена і прізвиська людей, пишуться з великої букви; і</p> <p>б) географічні власні імена: назви країн, річок, гір, морів, островів, міст, вулиць, площ, газет, пишуться з великої букви.</p> <p><i>Примітка:</i> назви днів тижня, місяців і національностей пишуться з великої букви.</p>	<p>Jack, Peter, Brown Ukraine, America, London, the Thames, Trafalgar Square, the Kiev Post Monday, May, Ukrainian</p>

Число (The Category of Number)

Загальні іменники поділяються на **зчислювальні** (Countable Nouns) і **незчислювальні** (Uncountable Nouns), в англійській мові вживаються в однині та множині.

Множина іменника утворюється додаванням до форми однини закінчень *-s, -es*.

УТВОРЕННЯ МНОЖИНИ ІМЕННИКІВ ТА ПРАВОПИС ЇХ ЗАКІНЧЕНЬ

-s	shop — shops; day — days
·	після у з попередньою приголосною, при цьому у змінюється на і: country — countries
·	після o: tomato — tomatoes; але piano — pianos; photo — photos
-es	після <i>-s, -ss, -ch, -sh, -tch, -x, -z</i> : box — boxes; dress — dresses; wish — wishes; bench — benches
·	після <i>-f, -fe</i> , при цьому <i>-f, -fe</i> змінюються на <i>v</i> : wife — wives; life — lives; shelf — shelves; wolf — wolves; thief — thieves; calf — calves; knife — knives; half — halves; leaf — leaves; loaf — loaves.
·	Усі інші іменники на <i>-f, -fe</i> — за загальним правилом: safe — safes; roof — roofs.

ВИМОВА ЗАКІНЧЕННЯ -S

Після глухих приголосних вимовляється [s]	a desk — desks a map — maps a path — paths a month — months
Після дзвінких приголосних і голосних вимовляється [z]	a wall — walls a ball — balls a sea — seas
Після <i>ce, x, s, ss, se, sh, ch, ge</i> вимовляється [iz]	a box — boxes a bus — buses a family — families a place — places

НЕЗЛІЧУВАЛЬНІ ІМЕННИКИ

Вживаються в англійській мові тільки у формі однини.	friendship, peace, money, ink, sugar, weather, advice, business, hair, information, knowledge, news, progress	The weather is wonderful today. This information is very important.
Іменники, що мають форму однини, яка завжди узгоджується з дієсловом у формі множини.	people, cattle, police, the poor, the rich, the wounded	Are there many police in the streets? There were many the wounded in the last battle.

Інші способи утворення множини іменників

Винятки	man — men, woman — women, foot — feet, child — children, tooth — teeth, ox — oxen, goose — geese, mouse — mice
Однина = множина	a swine — many swine, a sheep — many sheep, a deer — many deer

Іменники грецького та латинського походження	curriculum – curricula; datum – data; phenomenon – phenomena; basis – bases; thesis – theses; crisis – crises; radius – radii; nucleus – nuclea; stimulus – stimuli; index – indices
Складені іменники	mother-in-law – mothers-in-law; fellow-worker – fellow-workers; commander-in-chief – commanders-in-chief; forget-me-not – forget-me-nots

ВИКОНАЙТЕ ВПРАВИ

Exercise 1. Write the plural form of the following.

A regular nouns

story, play, glass, flag, photo, name, match, knife, bush, chief, page, radio, roof, prize, set, key, factory, wolf, piano, class, cup, city.

B irregular nouns

child, goose, man, foot, mouse, woman, sheep, person, deer, tooth, ox.

C nouns of Greek or Latin origin

criterion, datum, formula, crisis, stimulus, index, phenomenon, medium, oasis, nucleus, memorandum, basis, radius, analysis, symposium, hypothesis.

D compound nouns

fellow-worker, merry-go-round, man-of-war, passer-by, sister-in-law, forget-me-not, room-mate, lily-of-the-valley, ticket-holder, commander-in-chief, governor-general.

Exercise 2. Divide the following words into two columns: countable and uncountable nouns (you must get 25 uncountable nouns).

furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, kick, news, accident, laugh, flour, laughter

Exercise 3. Write out the nouns which are used only in the plural form (you must get 25 nouns).

athletics, cattle, scissors, taxes, pyjamas, economics, police, news, means, goods, pants, subjects, billiards, darts, outskirts, premises, mechanics, spectacles, clothes, stairs, maths, shorts, tights, gymnastics, congratulations, crossroads, patience, scales, lodgings, foundations, equipment, research, authorities, soap, contents, looks, countryside, traffic-lights, tongs, toothpaste, headphones, delays, binoculars, electronics, eyes, trousers.

Exercise 4. Complete the following table and give the corresponding singular or plural form of the nouns, if any. If there is no the corresponding form, put a v. The first two words are given as examples.

Singular	Plural	Singular	Plural
means	means		
	scissors		

means, scissors, pence, Frenchman, Roman, photo, physics, cloth, sheep, halves, news, sleeves, mice, species, contents, athletics, series, knowledge, feet, phenomena, clothes, bases, headquarters, Japanese

Exercise 5. Find the odd word in the chain of the nouns.

Example: tea – butter – onions – meat

1) trousers – spectacles – scales – news 2) advice – knowledge – contents – progress 3) phonetics – vacation – goods – information 4) criteria – datum – oases – radii 5) mice – men – goats – geese 6) police – work – weather – furniture 7) congress – team – government – equipment 8) water – potato – milk – bread 9) time – business – stone – bird 10) means – species – crossroads – wolves 11) thanks – barracks – congratulations – authorities 12) diagnoses – roofs – cattle – accommodation 13) premises – mechanics – darts – laughter 14)

success – research – applause – path 15) journey – voyage – travel – walk.

Exercise 6. Match the words on the left (1-10) with the appropriate phrases on the right (a-j) to get 10 sentences.

- | | |
|---------------------|--|
| 1) Your advice | a) are located outside London. |
| 2) Our headquarters | b) she lent us was not enough. |
| 3) The money | c) are fit. |
| 4) The premises | d) is an important part of the Olympic Games. |
| 5) The information | e) are often deceptive. |
| 6) Best news | f) is installed in our new shop. |
| 7) New equipment | g) against applying for that job was good. |
| 8) Athletics | h) was not reliable. It was published in tabloids. |
| 9) The scales | i) is always printed in morning newspapers. |
| 10) Appearances | j) where he worked were in the suburbs. |

Відмінок (Case)

Іменник має два відмінки: **загальний (the Common Case)** (він не має спеціальних відмінкових закінчень) та **присвійний (the Possessive Case)**. Як правило, тільки іменники, які означають назви людей і тварин, можуть мати форму присвійного відмінка.

Утворення форм присвійного відмінка

Однина	Множина
Додається закінчення '-s до форми загального відмінка однини: my brother's book	Додається на письмі тільки апостроф (') після закінчення множини –s або –es: my brothers' books
До іменників, які закінчуються на -s, -ss, -x додається тільки апостроф ('): Marx' life	Іменники, які утворюють множину іншим способом (child – children, man – men) мають закінчення '-s: children's books

Присвійний відмінок у лексичних категоріях

Власні імена (Proper Names)	
Однина	Множина
Tim's dog. – Собака Тіма. St. Paul's cathedral. – Собор Святого Павла.	The Bakers' house. Будинок Бейкерів.
Іменники, що позначають живі істоти (Animate Nouns)	
Однина	Множина
a girl's hat – капелюх дівчинки a cat's tail – хвіст кішки	girls'hats – капелюхи дівчат cats'tails – хвости кішок
Іменники, що позначають неживі істоти (Inanimate Nouns)	
Однина	Множина
<i>1. Іменники, що позначають час, відстань, вартість</i>	
a minute's walk – хвилинка прогулянка a kilometre's distance – відстань в один кілометр	a five minutes' walk – п'ятихвилинна прогулянка a three kilometres' distance – відстань у три кілометри
<i>2. Іменники, що позначають географічні власні імена та іменники town, city, country, the world, the earth, the moon, the sun, the sea, the ocean</i>	
Kyiv's square – площа Києва	Kyiv's squares – площі Києва
<i>3. Збірні іменники: party, company, union, army, government, family</i>	
the government's decision – рішення уряду the family's tradition – сімейна традиція	the governments' decisions – рішення урядів
<i>4. Іменники, що позначають судна, автомашини, літаки: ship, boat, car, plane</i>	
the car's number – номер машини	the cars' numbers – номери машин

ВИКОНАЙТЕ ВПРАВИ

Exercise 7. *Paraphrase the following using the possessive case.*

Example: The son of our manager – our manager's son

A 1) the house of Mr. Smith; 2) a doll of the girls; 3) the works of Rembrandt; 4) a toy of the baby; 5) a meeting of the employees; 6) the bags of those women; 7) the orders of our boss; 8) the books of the children; 9) the cottage of my parents; 10) a garage of her cousin.

B 1) coal deposits of the world; 2) the influence of the sun; 3) the atmosphere of the earth; 4) the joys and grieves of life; 5) the arrival of the ship; 6) icy mountains of Greenland; 7) the policy of the company; 8) gold reserves of Russia; 9) the gravitation of the planet; 10) the decisions of the commission.

C 1) the mother of Kate and Mary; 2) the children of my aunt Ann; 3) the paintings by Picasso and Dali; 4) the gun of the commander-in-chief; 5) the times of Ivan the Terrible; 6) the speech of the Minister of Foreign Trade; 7) the correspondent of *the Herald Tribune*; 8) a flat of my father-in-law; 9) the wives of Henry the Eighth; 10) oil wells of Saudi Arabia.

D 1) a cruise which lasts three weeks; 2) work which takes two hours; 3) a distance of five kilometres; 4) the operation which lasted four hours; 5) the flight which took three hours; 6) a semester of eight weeks; 7) the rest which lasted an hour; 8) a play of three acts; 9) a football match which lasts ninety minutes; 10) a telephone conversation which lasts three minutes.

Exercise 8. *Paraphrase the following using the possessive case.*

Example: I must sleep 9 hours a day to feel well. – I must have nine hours sleep to feel well.

1. Every day at noon we have a break, which lasts fifteen minutes. 2. I can't understand why he is so tired. The distance he covered is a mile only. 3. The walk to the station was short. It took us ten minutes. 4. Last year we spent two weeks in Greece. The holiday was terrific. 5. If you want to get there, a trip will take you only five hours. 6. Don't take a training course that lasts a week. It won't do you good. 7. I slept only five hours yesterday because my train came late. 8. Yesterday our lesson lasted thirty minutes because our teacher was to leave at 12 o'clock. 9. If you want to have a voyage round Europe, you will need at least three weeks. 10. My workweek lasts five days.

Exercise 9. *Replace the nouns in the possessive case by the prepositional groups where possible.*

Example: He always takes his brothers' books. – He always takes books of his brothers.

1. The only thing she wanted was to see her parents' house again. 2. No one could explain the young girl's behaviour at yesterday's supper. 3. Last Sunday's rugby match was disappointing. Our team lost. 4. The boy was looking through a children's magazine. 5. After an hour's break we resumed our work. 6. At that time he lived in a little flat for economy's sake. 7. It was four and a half hours' ride. 8. I don't like cow's milk. 9. He was puzzled by Ann and Peter's visit. 10. When Friday came, he was at his wit's ends. 11. She dropped in at the chemist's to buy some aspirin. 12. This is John's coat, and that is Peter's.

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

1. Цей магазин прислав фотографії нових піаніно. 2. Для художників було торік збудовано нові студії. 3. Детектив шукав нові докази. 4. Купи мені три носовички. Гроші на столі. 5. Нові зоопарки зручніші старих. 6. В цьому салаті надто багато квасолі та чорносливу. 7. Вдова підкликала офіціантку і замовила смажену качку. 8. Хіба ви не знали, що він працює стюардом? 9. Ти знаєш, то у бідних завжди багато проблем. 10. Молодим в нашій країні цікаво жити. 11. Англійці завжди говорять про погоду. 12. Українська – моя рідна мова. 13. Деяким людям достатньо і чотири години сну. 14. Я думаю, для нього триста кілометрів – невелика відстань. 15. Нідерланди – країна з високим рівнем життя. 16. Це був чотирьохгодинний екзаме́н, і її сімнадцятирічний син дуже втомився. 17. Батько дав синові сто-доларовий чек на дводенну прогулянку. 18. Їхні друзі допомогли вирішити синову проблему. 19. Більш за все я люблю поезію Ліни Костенко. 20. Ця книга належить Бобу, а капелюх – Тому.

Артикль (The Article)

Артиклі – це спеціальні частки, які вживаються при іменниках, в англійській мові є два артиклі: **неозначений (the indefinite article) – a, an** і **означений (the definite article) – the**.

A – вживається перед словами, що починаються з приголосного: *a ball, a map*. *An* – перед словами, що починаються з голосного: *an egg, an apple*.

Вживання неозначеного артикля а (an)

1. 3 іменником	My father is an engineer.
2. Після звороту <i>there is (there was, there will be)</i>	There is a big lamp on the table.
3. В окличних реченнях	What a big apple you've got!
4. Після <i>such</i>	It is such a funny story! Tom is such a nice boy!
5. 3 іменником-прикладкою	Petrov, a ninth-form pupil, is our best sportsman.
6. У значенні числівника <i>one</i> (один) з іменниками, які позначають час, відстань, вагу	He'll be back in a minute. She has English twice a week. The oranges cost seven hrivnas a kilogram.
7. Перед числівниками <i>dozen, hundred, thousand, million</i>	There was about a thousand flowers there.
8. У сталих виразах	as a rule; to be in a hurry; to be at a loss; It's a pity...; It's a shame...; not a word
9. У сполученні з дієсловами <i>to have, to take, to give</i>	to have a good tune; to have a bath; to give a hand

Вживання артикля з власними іменами

Артикль не вживається	
1. Перед іменниками – прізвищами людей, власними назвами, кличками тварин. <i>Прим.</i> : якщо перед прізвищами у множині стоїть означений артикль, це означає, що мова йдеться про всіх членів сім'ї.	Victor, Olena, Kovalenko, Pussy, Spot The Simonovs – Сімонови the Greens – Гріни
2. Перед назвами континентів і країн.	Europe – Європа, South Africa – Південна Африка, North America – Північна Америка, Asia – Азія, Central Asia – Центральна Азія, Siberia – Сибір, Japan – Японія
3. Перед назвами міст, сіл. <i>Примітка</i> : назва одного з міст Нідерландів вживається з означеним артиклем.	Kyiv – Київ, London – Лондон, Washington – Вашингтон, the Hague – Гаага
4. Перед назвами вулиць і майданів.	Mayakovsky Street – вулиця Маяковського, Svoboda Square – майдан Свободи
5. У ряді сталих прикметникових виразів.	at home, at work, at night, by day, by sea, by train, by mistake, by heart, on sale, to go to school, in prison, in church

З означеним артиклем <i>the</i> вживаються	
1. Назви річок, морів, озер, океанів, пустель і гірських хребтів. <i>Примітка:</i> Lake Baikal – озеро Байкал вживається без артикля. <i>Примітка:</i> Elbrus – Ельбрус, Ararat – Арарат, Ceylon – о. Цейлон вживаються без артикля	the Mississippi – Місісіпі the Dnieper – Дніпро the English Channel – протока Ла-Манш the Sahara – Сахара the Bermudas – Бермудські острови the Black Sea – Чорне море the Azov Sea – Азовське море the Arctic Ocean – Північний Льодовитий океан the Atlantic Ocean – Атлантичний океан the Indian Ocean – Індійський океан the Pacific Ocean – Тихий океан the Crimea – Кримські гори the Caucasus – Кавказькі гори the Pamirs – Памір
2. Назви країн, що складаються із загальної назви та означувального слова, що стоїть перед ним: <i>union</i> – союз, <i>state</i> – штат.	The United States of America – Сполучені Штати Америки The United Kingdom of Great Britain and Northern Ireland – Сполучене Королівство Великої Британії і Північної Ірландії
3. Назви газет, журналів.	"The Morning Star", "The Canadian Tribune"
4. Предмети та поняття, єдині у своєму роді.	the earth, the sun, the moon, the sky, the world, the ground, the air
5. Сталі висловлювання.	in the morning, in the evening, in the afternoon
6. Назви сторін світу.	the South, the North, the East, the West

Вживання артикля перед загальними назвами

Артикль не вживається	
1. Перед обчислювальним іменником, якщо він є звертанням.	Children, be quiet! Sit still, girls.
2. Перед словами <i>father, mother, uncle, aunt</i> .	Mother wants to help her.
3. Перед назвами днів тижня, місяців та пори року.	We'll see you on Sunday. He'll be 18 in May. Spring comes after winter.
4. Перед іменниками, що означають приймання їжі.	breakfast, dinner, lunch, supper. Have you had lunch?
5. Якщо перед іменником стоїть присвійний, вказівний, питальний займенник або неозначені займенники <i>some, any, no, each, every</i> .	my mother, her toy, his bag, our room, their parents, your name, this book, that building, some boys, no boxes, every week
6. Якщо після іменника стоїть кількісний числівник у і значенні порядкового.	page two – друга сторінка lesson five – п'ятий урок
7. Перед іменниками, які не можна перерахувати та які вживаються в загальному значенні (без обмежувального значення).	milk – молоко sugar – цукор salt – сіль butter – масло
Означений артикль <i>the</i> вживається, коли перед іменником стоїть	
1. Порядковий числівник.	He was the first to come to our party.
2. Прикметник у найвищому ступені порівняння.	This is the longest way to the forest.
3. Один із прикметників: <i>following, last, next, same, very, only</i> . <i>Примітка:</i> іменники з прикметниками <i>next, last</i> вживаються без артикля у словосполученнях.	Copy the following words. He made the same mistake again. next door, next week, next summer, next month, next Sunday, last week, last year <i>ect</i>

ВИКОНАЙТЕ ВПРАВИ

Exercise 11. Fill in the blanks with the appropriate article where necessary.

1. I saw ___ man in ___ armchair at ___ window. He was reading ___ newspaper. 2. ___ boy said that he wanted two candies. 3. Is there anybody else in ___ waiting-room? — Yes, ___ man wants to speak to you. 4. Where is ___ brief-case? I put it on ___ table. 5. Is there ___ enquiry office at this airport? 6. Could you open ___ door, please? I see ___ girl knocking. 7. Let's make ___ speech at ___ reception. 8. ___ advice you gave me helped ___ lot. 9. I like to be in ___ centre of everything. 10. At ___ night I had ___ terrible headache after I had drunk ___ lot of ___ wine in ___ evening. 11. Look out! There is ___ dangerous bend in the road. 12. Mrs. Patsy is ___ last person I'd like to meet. 13. Tom's planning to take ___ boat to go fishing on ___ Sunday. 14. Could you phone later, please? Kate's having ___ bath. 15. The rent is 150 dollars ___ month. 16. We often go to ___ theatre and to ___ cinema, but very rarely to ___ circus. 17. When ___ father came home, they had ___ dinner and then watched ___ TV. They went to ___ bed at 11 p.m. 18. What ___ pity they haven't seen this performance! 19. She can't find ___ telegram which she received this morning. 20. Are you going to ___ country for ___ weekend? 21. She usually goes shopping on ___ Thursdays, but ___ last Thursday she didn't do shopping. She had to go to ___ dentist's. 22. What ___ lovely song! What ___ beautiful music! 23. Could you tell me ___ time, please? — It's ___ quarter past six. 24. Do you usually go by ___ rain or in ___ car there?

Exercise 12. Fill in the blanks with the appropriate article where necessary.

A Geographical names.

1. They travelled by car around ___ Europe last month. 2. ___ Great American Lakes are ___ Lake Huron, ___ Lake Superior, ___ Lake Ontario, ___ Lake Michigan and ___ Lake Erie. 3. ___ north of ___ Scotland is known for its wild beauty. 4. Are ___ Urals higher or lower than ___ Alps? 5. It was Burns who wrote "My heart's in ___ Highlands". 6. ___ Mediterranean Sea washes ___ Europe, ___ Asia and ___ northern coast of ___ Africa. 7. What oceans does ___

Panama Canal connect? — I suppose ___ Atlantic and ___ Pacific Oceans. 8. ___ Seine flows through ___ Paris to ___ Atlantic Ocean. 9. We get coffee mostly from ___ Brazil and ___ Columbia. 10. ___ Alaska is the biggest and coldest state in ___ USA. 11. Where are ___ Canaries situated? 12. ___ United Kingdom consists of four parts: ___ England, ___ Scotland, ___ Wales and ___ Northern Ireland, or ___ Ulster. 13. ___ Himalayas are the highest mountains in ___ Asia. 14. I went to ___ German Republic last summer, but I haven't been to ___ Netherlands yet. Of course, I would like to see ___ Hague. 15. ___ Thames is not the longest river in ___ Great Britain but it is rather wide and navigable. 16. ___ America consists of two parts, ___ South and North America, doesn't it? 17. In ___ north there are ___ Cheviots. These are the mountains which separate ___ England from ___ Scotland. 18. ___ Brazil is the largest country of ___ South America. ___ Amazon, the widest river in ___ world, flows there. 19. What city is the capital of ___ Philippines? 20. ___ Republic of China is the third largest country in ___ world after Russia and ___ Canada.

B Abstract nouns and names of materials.

1. ___ life is impossible without ___ water and ___ air. 2. You can't swim in the river, ___ water isn't warm enough. 3. She hurried in and found ___ coffee almost boiled away. 4. ___ oil is lighter than ___ water. 5. He has ___ deep knowledge in mathematics. 6. You can't do any work without ___ knowledge. 7. ___ life is ___ complicated matter. 8. ___ Browns lived ___ quiet life somewhere in South Carolina. 9. The Moslems don't eat ___ pork. 10. ___ water is precious in deserts and can be found in oases. 11. This is ___ coffee I am so fond of. I don't think there is ___ better coffee than this. 12. ___ coffee is cultivated in the south of the island. 13. It seems to me Englishmen show ___ deep distrust of strangers. 14. He wanted to give his son ___ good education. 15. ___ air was fresh and cool. 16. Nothing can travel faster than ___ light. 17. He can give you ___ good piece of ___ advice. He is fond of giving ___ advice. — But ___ advice he gave us did not help. 18. The patient was making ___ noticeable progress. 19. You can be satisfied with ___ progress you have made. 20. Our plane ran into ___ heavy weather.

C School, college, etc.

1. He had a headache and didn't go to ___ work yesterday. 2. "What did you get in ___ literature?" the mother asked her daughter when she came ___ home from ___ school. 3. It was twelve o'clock but Andrew was still in ___ bed. 4. Could you give me a lift to ___ college? 5. In summer they seldom go to ___ college. 6. I like to stay at ___ home on cold evenings. 7. Have you heard anything from John lately? – Yes, he graduated from ___ Cambridge University. 8. The queen is going to open ___ new hospital in the capital next week. 9. Mom came to ___ school to see my teacher yesterday. 10. "You must do this exercise at ___ school and that one at ___ home," said our teacher in a loud voice. 11. I left my bag in ___ hospital when I was visiting Judy. 12. What a strange building! - It's ___ prison. It was built in the last century. 13. When I came to ___ prison to see my cousin, I found out that he had escaped two days before. 14. Look at this man. Can you imagine that he was in ___ prison five years ago? 15. Let's meet at ___ church. It's on the left of ___ university. 16. I went to ___ church last Sunday but I couldn't pray. There were two many people in ___ church. 17. The doctor hoped that the patient would not stay in ___ bed for a long time. 18. Look at this ring. What a fine piece of ___ work! 19. They called a plumber to ___ prison to repair bad taps. 20. The parents were waiting for their children outside ___ school. 21. Oh, what ___ beautiful church! Let's go there to make some photos.

D Proper names.

1. ___ Mall is a wide avenue leading from ___ Trafalgar Square to ___ Buckingham Palace, the residence of the English kings. 2. The centre of ___ City is represented by three buildings: ___ Mansion House, ___ Royal Exchange and ___ Bank of ___ England. 3. When will he arrive at ___ Heathrow airport? 4. ___ Bolshoi Theatre is famous for its ballet performances. 5. What is on at ___ "Pushkinsky"? 6. ___ Princess Diana stayed at ___ Hilton Hotel. 7. People coming to London often do shopping in ___ Oxford Street. 8. ___ London Zoo is situated in ___ Regent Park in London. 9. If you are interested in churches and historical places, you should by no means see ___ Westminster Abbey, ___ Houses of Parliament, ___

St. Paul's Cathedral and ___ Tower. 10. ___ British Museum is famous for its library, one of the richest in the world. 11. The English parks ___ Hyde Park, ___ Kensington Gardens and ___ Kew Gardens where you forget that you are in the big city, struck me most of all. 12. Julius Caesar founded ___ Tower of London. 13. Across the road from Westminster Abbey is ___ Westminster Palace, the seat of ___ British Parliament. 14. My train leaves from ___ Waterloo Station at 2.10 a.m. 15. ___ West End is the symbol of a wealthy and luxurious life. 16. If you like art galleries you should go to ___ National Gallery and ___ Tate. 17. Where do you live? – I live in ___ High Street. 18. On ___ Wednesday ___ *Financial Times* published an article about the situation in ___ North Korea. 19. Are you going to stay at ___ St. Marcus Hotel? – No, at ___ Plaza Hotel. 20. If you want to do shopping, go to ___ Oxford Street or ___ Bond Street.

E Nouns denoting parts of the day and names of seasons.

1. It was ___ evening. 2. It was ___ warm summer evening. 3. ___ evening was very pleasant. 4. Let's meet in ___ evening, I'll be very busy in ___ afternoon. 5. It was ___ early morning. 6. It snowed at ___ night. 7. We started early in ___ morning. 8. We were shivering though it was ___ warm night. 9. They got up at ___ dawn. The sun was shining brightly, there were no clouds in the sky. But they started off late in ___ morning. 10. What do you usually do in ___ autumn? 11. Russians like ___ hard winter with plenty of ___ snow and ___ frost. 12. Nature is so beautiful in ___ spring. 13. In this country ___ spring is rather wet, ___ summer is sometimes hot, ___ autumn is windy and muddy, ___ winter is seldom cold and snowy. How can people live here? I prefer ___ summer all the year round. 14. She still remembers ___ autumn when he first told her of his love. 15. Nothing can be more beautiful than green forests in ___ early spring. 16. It was ___ late autumn. 17. ___ autumn of 1996 was very warm and sunny. 18. ___ spring and love make people feel young. 19. I am going to France in ___ summer. 20. In Great Britain ___ winters are not severely cold, while ___ summers are rarely hot.

Exercise 13. Fill in the blanks with the appropriate article where necessary.

1. He lives in ___ south of ___ Australia. 2. In his novels Jack London, ___ famous American writer, described ___ life of ___ poor. 3. It seemed to him that nothing would break such ___ peaceful silence. Suddenly there was ___ scream, then ___ second and ___ third. 4. Can you play ___ guitar? 5. He came in one morning when we were having ___ dinner on ___ terrace of ___ hotel and introduced himself. 6. ___ world tour costs ___ lot of money. 7. Did he fail you? What ___ surprise! 8. I don't believe you. I think you're telling ___ lie. 9. Did you have ___ lovely time in ___ Hague? 10. It was ___ early evening but I was feeling sleepy so I decided to have ___ nap. 11. He made ___ gross mistake. ___ economists can't make such ___ mistakes. 12. Have ___ look at the sky. It looks like ___ rain. 13. She'll have ___ swim and return in ___ quarter of ___ hour. 14. I'll have to convince him that I'm telling ___ truth. 15. He wasn't used to driving on ___ left. 16. ___ Christmas Eve is on ___ 24th of December. 17. Don't worry, we'll get ___ home before ___ sunset. 18. I'd like to have ___ sandwich with ___ sausage for ___ breakfast, 19. My favourite subject at ___ school was ___ biology. 20. He knows ___ history of ___ French Revolution well. 21. To tell ___ truth, I didn't expect to find ___ homeless man here. 22. It's ___ high time you stopped being so selfish. 23. ___ earth goes round ___ sun. 24. ___ Lombard Street in ___ City of London is ___ centre of ___ banking in Great Britain. 25. ___ Queen Elizabeth ___ II won't speak on ___ radio tomorrow, 26. ___ English Channel is between ___ Great Britain and ___ France. 27. ___ Trafalgar Square is ___ geographical centre of ___ London. 28. When ___ student, Jane spent two years in ___ Europe. 29. ___ Pacific is ___ largest ocean on our planet. 30. Have you ever been to ___ Museum of ___ Fine Arts? 31. Show me ___ Bermudas on this map, please. 32. ___ Mississippi is ___ longest river in ___ USA. 33. One of my classmates entered ___ Moscow State University last year. As for me, I chose ___ Higher School of ___ Economics. 34. ___ Urals are old and not very high. 35. We are just taking ___ first steps into ___ space ___ universe is still terra incognita for us. 36. ___ Russians have ___ wonderful folk song tradition. 37. Why don't you eat with ___ knife and ___ fork? 38. They've been waiting to hear from him all ___ month. 39. We met on ___ wet Monday in ___ June.

40. Look out! ___ cat is on ___ TV! 41. ___ Queen Elizabeth had ___ dinner with ___ President Clinton. 42. He was elected ___ President in 1996. 43. Mr. Smith, ___ engineer of Black & Co., returned from his trip to ___ Malta. 44. He sat to his letter to ___ Sun. 45. Mary was talking with ___ Dodges who were sitting near the fire-place. 46. I saw ___ beautiful Goya in Milan once. 47. He looked at me from ___ head to ___ toe. 48. I fought for ___ freedom, for the brotherhood of ___ man. 49. He is ___ very sociable man. He always has many invitations to ___ dinner. 50. On ___ one hand, ___ facts he presented are true, but on ___ other hand, I can't trust them. I know he often tells ___ lies. 51. He fell in love with her at ___ first sight. 52. Don't take my words close to ___ heart. 53. ___ Moscow of ___ 1950's is not ___ Moscow of ___ 1990's.

ПРИКМЕТНИК (THE ADJECTIVE)

Загальна характеристика прикметників

Прикметники вказують на ознаку, якість або властивість предметів.

Прості (Simple Adjectives)	Похідні (Derived Adjectives)	Складні (Compound Adjectives)	Якісні (Qualitative Adjectives)	Відносні (Relative Adjectives)
green, nice, small, good	з суфіксами або префіксами: childish, friendly, useful, unknown	light-yellow, well-known; складно-похідні: brown-eyed, long-legged, absent-minded	red, difficult, light, big, можуть визначатися при-слівниками ступеня very, so, too, quite, fairly, very small, too difficult, rather heavy	не мають ступеня порівняння London streets, а Basket-ball match, а school library, silver watch, summer sports

Ступені порівняння прикметників (The Degrees of Comparison)

В англійській мові якісні прикметники змінюються за ступенями порівняння. Якісні прикметники мають **позитивний ступінь** (the Positive degree), **вищий ступінь порівняння** (the Comparative degree) і **найвищий ступінь порівняння** (the Superlative degree).

Види прикметників та утворення ступенів їх порівняння

Види прикметників	Позитивний ступінь	Вищий ступінь	Найвищий ступінь
1. Односкладові	long big hot	longer bigger hotter	the longest the biggest the hottest
2. Двоскладові прикметники: а) що закінчуються на -у, -er, -le, -ow б) з наголосом на другому складі	easy clever simple narrow polite severe	easier cleverer simpler narrower politer severer	the easiest the cleverest the simplest the narrowest the politest the severest
3. Багатоскладові прикметники	beautiful important	more beautiful more important	the most beautiful the most important
4. Винятки	good (хороший) bad (поганий) little (маленький) much, many (багато) far (далекий)	better (кращий) worse (гірший) less (менший) more (більший) farther (більш далекий)	the best (найкращий) the worst (найгірший) the least (найменший) the most (більш за все) the furthest, farthest (найбільш далекий)

Форми вищого та найвищого ступенів прикметників, які відрізняються за своїм значенням

Позитивний ступінь	Вищий ступінь	Найвищий ступінь
old – старий	1) older – найстаріший, старший за... 2) elder – старший (в родині)	1) the oldest – найстаріший 2) the eldest – найстарший
late – пізній	1) later – пізніший 2) latter – останній з двох (по порядку)	1) the latest – найпізніший (за часом) 2) the last – найостанніший (по порядку)
far – далекий	1) farther – дальший (про відстань) 2) further – найдальший (по порядку)	1) the farthest – найдальший (про відстань) 2) the furthest – найдальший (по порядку)
near – близький	nearer – ближчий	1) the nearest – найближчий 2) the next – найближчий (по порядку), наступний

Правопис закінчень ступенів порівняння прикметників

1. Якщо прикметник закінчується на букву у з попередньою приголосною, то перед -er, -est у змінюється на i.	lasy – lasier – the lasiest
2. В односкладових прикметниках перед закінченнями -er, -est кінцева приголосна подвоюється, якщо перед нею стоїть короткий голосний звук.	big – bigger – the biggest
3. Якщо прикметник закінчується на e, то перед закінченнями -er, -est ця літера випадає.	nice – nicer – the nicest

Порівняльні конструкції

as +	+ as	Такий самий + прикметник + як і I...	This girl is as tall as that one. – Ця дівчина така ж висока, як і та.
twice as +	+ as	удвічі + прикметник у вищому ступені + ніж	This medicine is twice as effective as that one, – Ці ліки в два рази ефективніші за ті.
as +	+ as possible	Як можна + прикметник у вищому ступені	The translation of this book must be as good as possible. – Переклад цієї книги має бути як можна кращим.
not so +	+ as	Не такий 4- прикметник + як	This way is not so long as the way to the West. – Цей шлях не такий довгий як на захід.
the+...	...+ the + прикметник	Чим + прикметник у вищому ступені, тим + прикметник у вищому ступені	The higher they rise, the thinner the air becomes. – Чим вище вони підіймаються, тим вище стає повітря.

ВИКОНАЙТЕ ВПРАВИ

Exercise 14. Complete the sentences with the words from the box using the proper degree.

Busy few famous convenient well-read kind-hearted straight hot.

1. She is easy to deal with. I think she is ___ than her sister. 2. I suppose the works of this artist are ___ abroad than in his country. 3. This armchair is ___ of all. 4. He knows a lot. He is ___ than his schoolmates. 5. Let's take this path. It's ___. 6. The street you live in is ___ than mine. 7. Days are getting ___ in July. 8. He made ___ mistakes in his class.

Exercise 15. Match the adjectives on the left with their definitions on the right.

- | | |
|------------|--|
| 1) further | a) after some time |
| 2) farther | b) the second of two things or persons already mentioned |
| 3) last | c) the smallest |
| 4) latter | d) coming immediately after, in space or in order |
| 5) elder | e) additional |
| 6) nearer | f) at a greater distance |
| 7) next | g) least good |
| 8) least | h) coming after all others in time or order |
| 9) after | i) senior of members of the family |
| 10) worst | j) closer |

Exercise 16. Open the brackets and use the comparative form of the adjectives.

1. This exercise is (simple) than that one. 2. Why are you talking? Please be (quiet). 3. New districts of Moscow are (beautiful) than the old ones. 4. He is (clever) than his brother. 5. My (old) sister is 4 years (old) than me. 6. There are (many) customers on Saturdays than on weekdays. 7. Are expensive things (good) than cheap ones? 8. Is English grammar (difficult) than Russian grammar? 9. He has made (few) mistakes than yesterday. 10. She had to give us (far) information though she didn't want to. 11. Students from Group 3 are (industrious) than those from Group 1. 12. Have you met our new colleagues, Mr Brown, and Mr. Green? The former is an excellent economist, (late) is a good lawyer. 13. They have got down to business without any (far) delay. 14. This matter is (urgent) than that one. 15. He plays tennis (bad) than she. 16. He's got a still (old) edition of this book. 17. Is there a (late) train passing here? 18. (far) details will be given tomorrow.

Exercise 17. Give the superlative form of the adjectives in brackets.

1. The Pan-American Highway is (long) road in the world. 2. The Beatles were (successful) pop group. 3. Japan has (crowded) railways in the world. 4. This is our (old) national airline. 5. The Chrysler

Building was once (tall) in the world. 6. Is English (useful) language to learn? 7. This is one of (expensive) stores in the city. 8. The Queen must be (rich) woman in the world. 9. Unfortunately, I haven't heard (late) news. I think it was very interesting. 10. Is the Mona Lisa (valuable) painting in the world? 11. His house is (far) in the street. 12. February is (snowy) and (cold) month of the year here. 13. (dangerous) spider is the black widow, whose bite can kill a man in a few minutes. 14. The world's (expensive) perfume costs \$550 per bottle. 15. (deep) part of the Pacific Ocean is 11 kilometres below the sea-level. 16. I wonder what his (near) step is going to be. 17. Who are (old) members of the club? 18. It was (late) thing I expected of him. 19. The diamond is (hard) mineral in the world. 20. His house is (far) in our street.

ПРИСЛІВНИК (THE ADVERB)

Прислівники – це слова, що вказують на ознаку дії (стану) або якості, наприклад, час, місце, обставини дії, ступень стану або якості

Форми прислівників

<i>Прості (кореневі)</i>	here / there now late	тут, там, туди зараз, тепер пізно	very soon	дуже скоро, незабаром
<i>Похідні (з суфіксами і префіксами)</i>	badly slowly	погано повільно	quickly	швидко
<i>Складні</i>	somewhere anywhere	де-небудь куди-небудь	nowhere	ніде, нікуди
<i>Складені (з двох коренів або слів)</i>	till now	до цього часу, досі	since then	з тих пір

Типи прислівників

<i>Способу дії (Adverbs of Manner)</i>	badly, well, slowly, quickly
<i>Часу (Adverbs of Time)</i>	today, yesterday, soon, now, late, then, when, since, before
<i>Частоти і повторюваності (Adverbs of Frequency and Repetitions)</i>	often, never, ever, always, sometimes
<i>Місця (Adverbs of Place)</i>	here, there, above, downstairs, outside, where
<i>Ступеню (Adverbs of Degree)</i>	little, much, quite, very, too

Ступені порівняння прислівників

Прислівники способу дії, міри, частоти, часу мають ступені порівняння, які утворюються так само, як ступені порівняння прикметників, і можуть бути простими і складеними.

Прості форми ступенів порівняння

Основна форма	Вищий ступінь	Найвищий ступінь
quickly early	quicker earlier	the quickest the earliest

Прості форми ступенів порівняння утворюються додаванням до основної форми прислівників у вищому ступені закінчення *-er*, а у найвищому *-est*.

Складені форми ступенів порівняння прислівників

Основна форма	Вищий ступінь	Найвищий ступінь
attentively	more attentively	the most attentively

Складені форми для вищого ступеня утворюються за допомогою слів *more* – більш і для вищого ступеня *most* – найбільш.

Утворення ступенів порівняння прислівників від іншого кореня

Основна форма	Вищий ступінь	Найвищий ступінь
badly – погано	worse – гірше	worst – найгірше
well – добре	better – краще	best – найкраще
little – мало	less – менше	least – найменше
much, many – багато	more – більше	most – найбільше
far – далеко	farther, further – далі	farthest, furthest – як найдалі

ВИКОНАЙТЕ ВПРАВИ

Exercise 18. Put the adverbs in the right place.

Example: These books are old (very). – *These books are very old.*

1. I hate travelling by air (really). 2. She trusted him (entirely). 3. I understand your situation (fully). 4. It is not his fault. He did not want it to happen (at all). 5. The rain spoiled my day (completely). 6. We did the job quickly (fairly). 7. Though he tried to persuade her, she believed his story (hard, half). 8. He believes that he is right (firmly). 9. The prices are cheap at the hotel (reasonably). 10. I was tired to eat (too, even).

Exercise 19. For each situation put in very, quite or a bit. (Sometimes you may have two variants.)

Example: Buses run every half an hour there. -

Buses run frequently. – Buses run quite/very frequently.

1. I couldn't sleep. There was a lot of noise from the disco. 2. There was heavy traffic on the road. The road was busy. 3. It was only a minute or two after the scheduled time when the train came. The train was late. 4. Someone paid a great deal of money for the house. The house was expensive. 5. There were one or two small traces of mud on the boots. The boots were dirty. 6. We had reasonable weather. It wasn't marvellous, but it didn't rain. The weather was good. 7. That music is too loud. 8. I like my new job. It's very interesting and better paid than the previous one. 9.

They have a lot of business with our company in Belgium. 10. She was not satisfied with her new friend. There was something disappointing but she could not understand what.

Exercise 20. Fill in the blanks with so or such.

1. The weather was nasty that she decided to stay at home. 2. He drove at a high speed that I got frightened. 3. The show was amusing that we couldn't help laughing. 4. He was shocked that he couldn't say a word. 5. There were few participants present that the meeting was cancelled. 6. The girl looked sick that the mother called the doctor in. 7. The programme was entertaining that nobody wanted to miss it. 8. They made brilliant reports that the audience burst out applauding. 9. There were many interesting books that he did not know which to choose. 10. I have been studying for a long time that I have got a headache now.

Exercise 21. Complete the following sentences with the adverbs in the comparative and superlative forms. (You can use the word only once).

Carefully easily frequently high late long loud smartly near
quickly fast well

Example: I was afraid to go than halfway up the tower. – I was afraid to go higher than halfway up the tower.

1. I could have found the place if I had had a map. 2. We were tired and we all envied Mary, for she lived . 3. I like this picture of all. 4. Why are you wearing these old jeans? You might have dressed . 5. You needn't go away yet. You can stay a bit . 6. To get to London by nine, we can't leave than seven. It takes two hours. 7. There are a lot of robberies in our city. They happen nowadays than before. 8. Do it again and you won't make so many mistakes. 9. We can't hear you well. Could you speak a bit ? 10. We all ran pretty fast, but Andrew ran than me, and Sam ran .

Exercise 22. Choose the appropriate adverb.

1. He lives quite (nearly/near). 2. You've come too (lately/late). 3. The mechanic examined the damaged car (closely/close). 4. It is (prettily/pretty) difficult to speak to her. 5. We have seen very little of you (lately/late). 6. She is always (prettily/pretty) dressed. 7. He (nearly/near) seized the rail. 8. I used to work (hardly/hard) to get everything I have got now. 9. His suggestion seemed (highly/high) improbable to us. 10. Her house stood (closely/close) to the river. 11. The wind was blowing so (hardly/hard) that I could (hardly/hard) walk. 12. The actress (justly/just) deserved the prize. 13. The plane flew (highly/high) we could (hardly/hard) see it. 14. (Shortly/Short) after graduating I moved to the capital. 15. I could see the house door which was (widely/wide) open.

ЧИСЛІВНИК (THE NUMERAL)**Види числівників**

Числівники поділяються на кількісні (Cardinal Numerals) і порядкові (Ordinal Numerals).

Кількісні числівники

1. one	21. twenty-one
2. two	30. thirty
3. three	33. thirty-three
4. four	40. forty
5. five	44. forty-four
6. six	50. fifty
7. seven	60. sixty
8. eight	65. sixty-five
9. nine	70. seventy
10. ten	80. eighty
11. eleven	90. ninety
12. twelve	100. a (one) hundred
13. thirteen	101. one hundred and one

14. fourteen	102. one hundred and two
15. fifteen	200. two hundred
16. sixteen	1, 000. a (one) thousand
17. seventeen	1, 000, 000. a (one) million
18. eighteen	1, 000, 000, 000. a (one) milliard (BE)
19. nineteen	1, 000, 000, 000, 000. a (one) billion (AE)
20. twenty	2, 045, 328. two million forty five thousand three hundred and twenty eight

Порядкові числівники

1st	first	11th	eleventh	25 th	twenty-fifth
2nd	second	12 th	twelfth	30 th	thirtieth
3rd	third	13 th	thirteenth	33rd	thirty-third
4th	fourth	14 th	fourteenth	40 th	fortieth
5th	fifth	15 th	fifteenth	50 th	fiftieth
6th	sixth	16 th	sixteenth	60 th	sixtieth
7th	seventh	17 th	seventeenth	70 th	seventieth
8th	eighth	18 th	eighteenth	80 th	eightieth
9 th	ninth	19 th	nineteenth	90 th	ninetieth
10 th	tenth	20 th	twentieth	100 th	one hundredth

Вживання та написання деяких числівників

1. Зверніть увагу на написання деяких похідних числівників.	two – twelve – twenty three – thirteen – thirty four – fourteen – forty five – fifteen – fifty eight – eighteen – eighty
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2. Якщо перед числівниками <i>hundred, thousand, million</i> стоїть інший числівник, то вони у множині не мають закінчення -s. <i>Примітка:</i> якщо числівники вживаються як іменники, вони мають форму множини із закінченням -s.	two hundred, five thousand, eight million hundreds of books – сотні книжок, millions of cars – мільйони автомобілів
3. Кожні три розряди багатоцифрових чисел відокремлюються комою.	2, 045, 328
4. Роки в датах позначаються кількісними числівниками. Числівник, який позначає рік, розбивається на дві частини: спочатку вимовляється число сотень, а потім число десятків і одиниць.	1945 – nineteen forty-five (або більш офіційно – nineteen hundred and forty-five) 1900 – nineteen hundred 1905 – nineteen o [ou] five 2000 – two thousand
5. Числа місяця позначаються порядковим числівником з означеним артиклем, який ставиться або перед назвою місяця з прийменником <i>o/</i> , або після назви місяця без прийменника.	The school year begins on the first of September. The school year begins on September the first.
6. Для позначення віку вживаються такі конструкції з кількісними числівниками:	I am fourteen years old. I am fourteen.

7. Для позначення арифметичних дій вживаються такі конструкції з кількісними числівниками:	$2 + 3 = 5$ Two and three is five. Two plus three is five. $7 - 3 = 4$ Seven less three is four. Seven minus three is four. $20 : 2 = 10$ Twenty divided by two is ten. $5 \times 3 = 15$ Five times three is fifteen. Five multiplied by three is fifteen.
8. Перед порядковими числівниками вживається означений артикль.	Did she win the first prize or the second? The second.
9. Номера телефонів, сторінок, глав і т. д. вживаються таким чином:	366038 – three double six o (ou) three eight 5446 – five four four (double four) six page twenty-five – сторінка двадцять п'ята part three – частина третя chapter six – глава шоста room ten – кімната десята
10. а) У простих дробах чисельником є кількісний числівник, а знаменником – порядковий, якщо чисельник більший від одиниці, то у займенника закінчення -s. б) Між цілою і дробовою частиною вживається сполучник <i>and</i> . в) У десяткових дробах ціла частина відокремлюється від дробової крапкою і читається <i>point</i> .	$2/3$ – two thirds $2 \frac{3}{7}$ – two and three sevenths 0.5 – (nought) point five 1.2 – one point two

ВИКОНАЙТЕ ВПРАВИ

Exercise 23. Answer the questions. Write the numbers in full.

- How many minutes are there in two hours?
- How many kilometers are there in a mile?
- What is your normal temperature?
- How much do you weigh?
- How many cents are there in \$ 2,5?
- How many days are there in a year?
- When were you born?
- What is your telephone number?
- What is the number of your flat?
- What is the approximate population of Russia?

Exercise 24. Write these numbers in English.

- | | |
|--------------|--|
| 1) 567 | 11) 3 August |
| 2) 6 1/2 | 12) 678 95 43 (telephone number) |
| 3) 3,267 | 13) ~3 Centigrade |
| 4) 8.93 | 14) (In) 1907 |
| 5) 0.34 | 15) 3 ³ |
| 6) 7 1/2 | 16) 3,000,000,000 |
| 7) 2,359,000 | 17) 7,082 |
| 8) 11.06 | 18) 40-0 (the result in a tennis game) |
| 9) 58% | 19) 37% |
| 10) 9 May | 20) 4-1 (the result in a football match) |

Exercise 25. Write the answers to these sums and read them aloud.

- 47 and 34 is ___
- 33 multiplied by 4 is ___
- 45 times 4 is ___
- 314 plus 216 is ___
- 112 minus 45 is ___
- Add 12 and 4, multiply by 8, then subtract 40 and divide by 11. You have got ___.
- 90 divided by 6 is ___
- Divide 66 by 11, multiply by 5, add 20, and subtract 18. You have got ___.

Exercise 26. Correct the mistakes (if any) in these sentences.

- The radio said that there were more than ten thousands people taking part in the meeting.
- She bought two dozens eggs.
- My birthday is on the twenty-one of March.
- His telephone number is four six seven, five nought, nine two.
- There are two hundred fifteen pages in this book.
- Write down the following: zero point six hundred and twelve plus six point nought two.
- This is twenty-five per cents of the total.
- The game ended with the score three nought.

- The temperature is two degrees below oh.
- He was born in nineteen eighty-first.

ЗАЙМЕННИК (THE PRONOUN)

Займенники – це слова, які вказують на предмети та їх якості, вони вживаються замість іменників, прикметників або числівників.

Типи займенників

1. <i>Особові</i>	I, you, he, she, it, we, you, they
2. <i>Присвійні</i>	my, your, his, her, its, our, your, their, mine, yours, his, hers, its, ours, theirs
3. <i>Неозначені</i>	some, any, each, every, other, another, one, much, many, few, little, no, none, all, either, neither
4. <i>Заперечні</i>	no, nobody, none, nothing
5. <i>Зворотні</i>	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
6. <i>Вказівні</i>	it, this (these), that (those), same, such
7. <i>Питальні</i>	who, whome, whose, what, which
8. <i>Сполучні</i>	who, whome, whose, which what, that
9. <i>Взаємні</i>	each other, one another

Особові займенники (Personal Pronouns)

Особові займенники мають два відмінки: називний та об'єктний. Займенник *it* вживається замість назв тварин, якщо їх стать невідома або не має значення.

e.g. *The puppy is in the box. It is sleeping. Цуценя в коробці. Воно спить.*

Особа	Займенник	Однина	Займенник	Множина
1-ша	I - я	I play with a ball	we - ми	We play with a ball.
2-га	you - ти	You play with a ball.	you - ви	You play with a ball.
3-тя	he - він she - вона it - він., вона, воно <i>Прим.:</i> іноді назви тварин замінюються займенниками <i>he</i> або <i>she</i> (у казках, назви свійських тварин). Слово <i>baby</i> (немовля) замінюється займенником <i>it</i> .	He plays with a ball. She plays with a ball. I have a dog. His name is Spork It plays with a ball.	they - вони	They play with a ball.

Форми відміни особових займенників

Називний відмінок	Об'єктний відмінок
I - я	me - мене, мені
you - ти	you - тебе, тобі
he - він	him - його, йому
she - вона	her - її, їй
it - воно (він, вона)	it - його, йому, її, їй
we - ми	us - нас, нам
you - ви	you - вас, вам
they - вони	them - їх, їм

Присвійні займенники (Possessive Pronouns)

Присвійні займенники мають дві форми: залежну (conjoint), яка вживається лише як означення до іменника, і незалежну (absolute), яка вживається без іменника, самостійно.

Залежна форма	Незалежна форма
my - мій, моя, моє, мої	mine - мій, моя, моє, мої
your - твій, твоя, твоє	yours - твої
his - його	his - його
her - її	hers - її
its - його, її	its - його, її
our - наш, наша, наше	ours - наші
your - ваш, ваша, ваше	yours - ваші
their - їхній, їхня, їхнє, їхні	theirs - їхні

Неозначені займенники (Indefinite Pronouns)

Неозначені займенники поділяються на *прості* (all, any, both, each, many, much) і *складні* (anybody, anything, somebody, something, everybody, everything).

Займенники <i>some, someone, somebody, something</i> вживаються у стверджувальних реченнях, спеціальних та загальних запитаннях, що виражають пропозицію або запитання.	Will you have some coffee? – Хотите кави? Please, give me something to eat. – Дайте мені що-небудь поїсти, будь ласка.
Займенники <i>any, anyone, anybody, anything</i> вживаються в загальних запитаннях і заперечних реченнях.	Is there anything on the table? – Чи є щось на столі? He doesn't see anybody in the classroom. – Він нікого не бачить у класі.

Заперечні займенники (Negative Pronouns)

Заперечні займенники вказують на відсутність чогонебудь і є одним із способів вираження заперечення в реченні. В англійській мові два заперечення в одному реченні не вживаються.

1) <i>no</i> вживається: а) в ролі означення перед зачислюваними і незчислюваними іменниками, артикль при наявності <i>no</i> не вживається б) <i>no</i> може бути означенням до іменника-підмета	There is no cup on the table. No doctor could help her.
2) а) <i>nobody, no one</i> – стосується осіб, б) <i>nothing</i> – стосується неживих предметів	He found nobody in the classroom. He found nothing in his bag.
3) <i>neither</i> є заперечною формою <i>either</i> , вживається як займенник-іменник і займенник-прикметник	Do you like milk or tea? I like neither.
4) а) <i>none</i> – може замінити зачислювані і незчислювані іменники. б) <i>none</i> – вживається у зворотах <i>none of us, none of you, none of them</i> .	Is there a shop in your street? No, there is none. No of them did their homework.

Зворотні займенники (Reflexive Pronouns)

Особа	Однина		Множина		Неозначено-особова форма
1-ша	<i>myself</i> – сам, сама	I prefer to do it myself.	<i>ourselves</i> – самі	We prefer to do it ourselves.	<i>Oneself</i>

2-га	<i>yourself</i> – сам, сама	You can do it yourself.	<i>yourselves</i> – самі	You can do it yourselves.
3-тя	<i>himself</i> – сам <i>herself</i> – сама, сам, само	He can do it himself. The dog plays with a ball itself.	<i>themselves</i> – самі	They can do it themselves.

Вказівні займенники (Demonstrative Pronouns)

1. Займенники <i>this ma these</i> позначають те, що знаходиться ближче до того, хто говорить у просторі та часі.			
<i>this</i> – цей, ця, це	this book, this pencil, this towel	<i>these</i> – ці	these books, these pencils, these towels
2. Займенники <i>that, those</i> позначають те, що знаходиться далі від того, хто говорить у просторі та часі.			
<i>that</i> – той, та, те	that book, that pencil, that towel	<i>those</i> – ті	those books, those pencils, those towels
<i>such</i> – такий	such a clever boy	<i>(the) same</i> – той самий, такий самий	the same to me

Питальні займенники (Interrogative Pronouns)

В англійській мові питальні займенники незмінні, вживаються для утворення спеціальних запитань.	What? Which? Who? Whom? Whose? What is your name? Who is absent? Whose book is it?
Виняток	<i>Who</i> має форму називного відмінка <i>who</i> і об'єктного – <i>whom</i>

ВИКОНАЙТЕ ВПРАВИ

Exercise 27. Choose the correct form of pronouns in brackets.

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour. 2. They rarely drive to (their/them/ theirs) office. They live near (it's/it/its). 3. Look at (me/ mine/my) new watch. Do you like (it/them/its)? 4. These books are (her/hers). Give (them/their/theirs) to (hers/ her). 5. Do you like (you/your/yours) new car? – Oh, (it's/it/its) has never let me down yet. 6. (Theirs/Their/ Them) work is much more difficult than (you/yours/ your) or (me/mine/my). 7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/ mine/my). 8. This tape recorder of (her/hers/she) is always out of order. – But so is (you/your/yours)! 9. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 10. The clock has stopped. Something may be wrong with (it's/it/its) spring. 11. (We/Our/Ours) was the last turn. 12. (Their/Theirs/ Them) knowledge of French is not much more superior to (we/our/ours). 13. He is a friend of (us/our/ours). (He/ His/Him) house is opposite (us/our/ours). 14. If these gloves are neither (she/her/hers) nor (you/your/yours), then they should be (me/my/mine). 15. He can live without (me/my/mine) help but not without (them/their/theirs).

Exercise 28. Fill in the blanks with the appropriate reflexive pronouns and translate the sentences into Ukrainian.

1. I opened the door and found ___ facing a stranger. 2. Go and see it for ___ if you like. 3. The newcomers built the houses ___ 4. Would you mind keeping your words to ___? 5. He has injured _____. 6. During the breaks they amused _____ in the bar. 7. We protect ___ from the cold with warm things. 8. She settled ___ in the armchair as comfortably as she could. 9. You can trust him. He is honesty ___. 10. He cut ___ shaving this morning. 11 She burnt ___ ironing a dress. 12. Don't blame ___. It is not your fault. 13. Did you cut your hair ___ or did you go to the hairdresser's? 14. Aren't you hungry? Help ___ to the meat. It's delicious. 15. How did you enjoy ___? 16. We must discuss everything to find the way out. Pull ___ together. 17. She dried ___ with a blue towel. 18. He felt ___ getting angry. 19. They had to excuse ___ for their strange behaviour. 20. I want to insure ___ against any losses.

Exercise 29. Fill in the blanks with some, any, no.

1. Unfortunately, they have got ___ money. 2. She wanted ___ stamps, but there were not ___ in the machine. 3. Is there ___ salt on the table? — No, there isn't. 4. I'd like to buy ___ new clothes, but I haven't ___ money. 5. When would you like to come? – ___ day would suit me. 6. If you had ___ sense you wouldn't have left your car unlocked. 7. She did not answer all the letters because she had ___ time. 8. Do you have ___ small change? — Hardly ___. 9. He returned home without ___ money. 10. Could you help me? I have ___ problems with my research.

Exercise 30. Choose the appropriate pronoun.

1. She was said that (someone/anybody) was waiting for her in the street. 2. He was standing by the window and was looking (nobody/somewhere) on the right. 3. I don't remember (someone/anyone) else. 4. Have you read (something/anything) by Oscar Wilde? 5. Could you give me (something/anything) to eat? 6. If (someone/anyone) comes, let me know immediately. 7. I haven't heard from her for a month. I am afraid, (nothing/something) has happened to her. 8. Have you read (something/anything) about this author? – No, I've read (something/nothing). 9. She refused to say (something/anything) because she thought she was being treated unfairly. 10. What's the matter? Why are you crying? Has (anything/something) happened to your mother? She told me she'd had a heart attack yesterday. 11. Would you like (something/anything) to drink? Whisky or gin? 12. She is still (nowhere/somewhere) abroad. 13. I have (anything/ nothing) to add. 14. The sick man was able to get up without (someone's/anyone's) help. 15. (Anybody/ Nobody) could do this work.

Exercise 31. Choose the correct variant.

1. Please give me ___ copy of the magazine.
a) other b) another c) the other d) others
2. I see only five boys here. Where are ___ ones?
a) another b) others c) the others d) the other
3. There were seven people on the beach; two of them were bathing, ___ were playing volleyball.

- a) the others b) another c) others d) other
4. I can give you only a small dictionary, I have got no ____.
- a) the other b) another c) other d) the others
5. Two of their guests left rather early, ____ stayed till midnight.
- a) the other b) another c) the others d) other
6. Well, kid, ____ fifty yards and you will be at home.
- a) another b) other c) the other d) others
7. There have been two oranges on the table. One is here, and where is ____?
- a) another b) the other c) others d) other
8. I'm going to stay here for ____ few days.
- a) the other b) others c) the others d) another
9. I think you should choose ____ colour. This one is too dark.
- a) other b) another c) the other d) others
10. Why is he so selfish? He never thinks about ____.
- a) other b) the other c) others d) the others

Exercise 32. Translate the sentences.

1. Ти знаєш, що ти людина. (Василь Симоненко)
2. Рано ми вмієм любити, пізно – любов шанувати (М. Луків)
3. Так ніхто не кохав (Володимир Сосюра)
4. Він подав руку й мовчки вийшов. За ним виходили інші – хлопці й дівчата. (Улас Самчук)
5. Ми з тобою просто ти і я. І тому для мене так трагічно те, що ти чиясь, а не моя. (Василь Симоненко)
6. Ах, очі, ті очі... Кохана, чом серце твоє не таке? (Павло Тичина)
7. Десь на дні мого серця заплела дивну казку любов. (Павло Тичина)
8. Не зневажай душі своєї цвіту, бо з нього виросло кохання наше (Леся Українка)
9. Хто може випити Дніпро? (Рильський)
10. Який завтовшки той котел? (Білик)
11. Кого боїшся? Своєї совісті? (Чемерис)
12. «Батьки ніколи не знають того, що одбувається в душі їхніх дітей» (А. Кримський)

ДІЄСЛОВО (THE VERB)

**Загальна характеристика дієслів
Значення дієслів**

Дієслова означають:	
<i>1. Дію</i>	to build, to run
<i>2. Стан</i>	to stay, to sleep
<i>3. Почуття</i>	to like, to hear
<i>4. Процеси мислення</i>	to think, to realize

Типи дієслів

<i>1. Прості дієслова</i> складаються з однієї непохідної основи.	to run, to go, to try, to speak
<i>2. Похідні дієслова</i> мають суфікси або префікси.	to rewrite, to organize, to discover, to mispronounce
<i>3. Складені дієслова:</i> а) складаються з двох частин (дієслівної основи і відокремленого суфікса), які пишуться окремо і можуть роз'єднуватися іншими словами; б) мають дві основи.	to sit down, to go away, stand up, to put on to machinegun, to whitewash
<i>4. Дієслова, які збігаються за формою з іменниками або прикметниками.</i>	walk – to walk прогулянка – гуляти water – to water вода – поливати dry – to dry сухий – сушити work – to work робота – працювати

Особові форми дієслова (Finite Forms)

Особові форми виражають особу і число, мають форми способу, часу і стану, виконують у реченні роль присудка і вживаються завжди разом з підметом, з яким вони узгоджуються в особі і числі.

He lives in Ukraine.

What is she looking for?

Our father knows English well.

Неособові форми (Non-Finite Forms)

Неособові форми дієслова не мають показників особи, числа і способу; виражають тільки час і стан; ніколи не бувають у реченні присудком.

Інфінітив (the Infinitive)	Дієприкметник (the Participle)	Герундій (the Gerund)
What are you going to do after classes?	When he came home he found the door opened.	Jumping is my favourite kind of sport.

Правильні і неправильні дієслова

Дієслова за способом утворення форм минулого неозначеного часу (Past Simple (Indefinite) Tense) і дієприкметника минулого часу (Past Participle) поділяються на *правильні* (Regular Verbs) й *неправильні* (Irregular Verbs).

У Past Simple (Indefinite) і Past Participle правильні дієслова утворюють другу та третю форми додаванням закінчення -ed до інфінітива.

Правильні дієслова

Infinitive	Past simple	Participle II
to translate to play to try	translated played tried	translated played tried

Правопис закінчень правильних дієслів

1. Дієслова, що закінчуються в інфінітиві буквою -e, втрачають її перед закінченням -ed.	to like – liked
2. У дієсловах, що закінчуються в інфінітиві буквою -y, якій передує приголосний, замінюють -y на -i.	to try – tried
3. Форми <i>Past Simple</i> (Indefinite) неправильних дієслів необхідно запам'ятати (дивіться в таблиці неправильних дієслів).	to go – went

Неправильні дієслова

Неправильні дієслова утворюють форми минулого неозначеного часу (Past Simple (Indefinite) Tense) і дієприкметника минулого часу (Past Participle) по-різному.

Неозначена форма дієслова The Infinitive	Минулий час Past simple	Дієприкметник Past Participle	Переклад Translation
be	was/were	been	бути
bear	bore	borne	переносити
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати
bite	bit	bitten	кусати
blow	blew	blown	дути
break	broke	broken	ламати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt	burnt	горіти
burst	burst	burst	вибухати
buy	bought	bought	купувати
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити

cost	cost	cost	коштувати
cut	cut	cut	різати
deal	dealt	dealt	роздавати
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	малювати
dream	dreamt	dreamt	мріяти
drink	drank	drunk	пити
drive	drove	driven	водити(машину)
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	битися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
forgive	forgave	forgiven	пробачати
freeze	froze	frozen	заморожувати
get	got	got	отримувати
give	gave	given	давати
go	went	gone	іти
grow	grew	grown	рости
hang	hung	hung	вішати
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати
hit	hit	hit	вдарити
hold	held	held	тримати
hurt	hurt	hurt	ранити
keep	kept	kept	зберігати
know	knew	known	знати
lay	laid	laid	класти
lead	led	led	вести за собою
learn	learnt	learnt	вивчати
leave	left	left	покидати
lend	lent	lent	позичати
let	let	let	дозволяти

lie	lay	lain	лежати
light	lit	lit	запалювати
lose	lost	lost	губити
make	made	made	робити
mean	meant	meant	означати
meet	met	met	зустрічати
pay	paid	paid	платити
put	put	put	класти
read	read	read	читати
ride	rode	ridden	кататися
ring	rang	rung	дзвонити
rise	rose	risen	підіймати
run	ran	run	бігти
say	said	said	говорити
see	saw	seen	бачити
seek	sought	sought	шукати
sell	sold	sold	продавати
send	sent	sent	відсилати
set	set	set	садити
sew	sewed	sewn	шити
shake	shook	shaken	трясти
shine	shone	shone	світити
shoot	shot	shot	стріляти
show	showed	shown	показувати
shut	shut	shut	зачиняти
sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати
smell	smelt	smelt	пахнути
speak	spoke	spoken	розмовляти
spell	spelt	spelt	промовляти
spend	spent	spent	проводити
spill	spilt	spilt	розливати
split	split	split	розколювати
spoil	spoilt	spoilt	псувати
spread	spread	spread	розповсюджувати
spring	sprang	sprung	підскакувати
stand	stood	stood	стояти

steal	stole	stolen	красти
stick	stuck	stuck	приклеювати
sting	stung	stung	жалити
strike	stroke	struck	вдаряти
swear	swore	sworn	присягатися
sweep	swept	swept	підмітати
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	викладати
tear	tore	torn	рвати
tell	told	told	говорити
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake	woke	woken	будити
wear	wore	worn	носити
win	won	won	вигравати
write	wrote	written	писати

Дієслово *to be*

Утворення теперішнього неозначеного часу (Present Simple Tense)

Стверджувальна форма

Особа	Число	
	Однина	Множина
1-ша	I am	we are
2-га	you are	you are
3-тя	he she it } is	they are

Питальна форма

Особа	Число	
	Однина	Множина
1-ша	Am I?	Are we?
2-га	Are you?	Are you?
3-тя	Is { he she it	Are they?

Заперечна форма

Особа	Число	
	Однина	Множина
1-ша	I am not	we are not
2-га	you are not	you are not
3-тя	he she it } is not	they are not

У розмовній мові, як правило, вживається скорочена заперечна форма дієслова *to be*: *he is not = he isn't*; *we are not = we aren't*, *I am not = I'm not*.

Функції дієслова *to be*

Вживається як	Приклади
1. Сміслові дієслово має значення <i>бути</i> , <i>знаходиться</i> .	Our University is in Lenin Avenue. Наш університет знаходиться на проспекті Леніна.
2. Дієслово-зв'язка.	They will be good engineers. Вони будуть хорошими інженерами.
3. Допоміжне дієслово: а) для створення форм Continuous, Perfect Continuous; б) для створення форм Passive Voice.	He is making an experiment. Він проводить експеримент. It has been raining since morning. Зранку йде дощ. This book was published last year. Ця книга була надрукована минулого року.
4. Модальне дієслово, що виражає необхідність за домовленістю.	He is to come at 5. Він має прийти о 5 годині. The train was to arrive at 11. Поїзд мав прибути об 11 годині.

Зворот *to be going to*

1. Зворот <i>to be going to</i> виражає наміри особи зробити дію у найближчому часі.	He is going to do his homework. Він збирається зробити домашнє завдання.
2. Зворот <i>to be going to</i> вживається для вираження дії, яка обов'язково має відбутися в майбутньому.	She is going to be a teacher.
3. Зворот <i>to be going to</i> не може вживатися з дієсловами <i>to go, to come</i> .	
4. Зворот <i>to be going to</i> не може вживатися з такими обставинами часу:	<i>Tomorrow</i> – завтра, <i>the day after tomorrow</i> – післязавтра, <i>tomorrow morning</i> – завтра вранці, <i>tomorrow evening</i> – завтра ввечері, <i>tonight</i> – сьогодні ввечері, <i>in two days (weeks)</i> – через два дні (тижня), <i>in a month (year)</i> – через місяць (рік), <i>next week</i> – наступного тижня, <i>soon</i> – незабаром.

ВИКОНАЙТЕ ВПРАВИ

Exercise 33. Give the interrogative and the negative forms of the sentences.

1. They are to meet at 9 o'clock sharp. 2. She was to arrive at five o'clock in the afternoon, 3. We were to meet under the Big Clock at the station. 4. The luggage is to be examined at the customs office. 5. The traffic regulations are to be observed. 6. He is to do the work tomorrow. 7. He is to leave for Washington one of these days. 8. Jack is to speak to the top manager tonight. 9. The delegation is to arrive in Moscow in a week. 10. Mr. Black is to take part in the talks.

Exercise 34. Match the sentences on the left with their replies on the right. Pay attention to the use of the verb **to be**.

1) What's wrong with your son?	a) Don't be in a hurry, we've got enough time.
2) The Browns are nice people.	b) I am not interested in politics.
3) There is nothing to be seen.	c) I am through with it.
4) I don't think it's difficult.	d) I am sick and tired of his words. You shouldn't give in.
5) Have you finished the book?	e) I am against going there.
6) It is not anybody's fault.	f) He is starting a cold.
7) I don't like watching the news.	g) It is a pity you haven't made up your mind yet.
8) Why haven't you finished the work in time?	h) I am for inviting them to dinner.
9) He comes to see me every day and tries to solving.	i) The problem is worth persuade me.
10) I am trying to choose the topic.	j) Nobody is to blame, for my essay.
11) Why are you so rushing about?	k) Who is responsible for it?

Exercise 35. Choose the right variant.

1. We were to (meet/have met) at 3, but she did not come. 2. I was to (come/have come) at 3, and I managed not to be late. 3. The train was to (leave/have left) at midnight, but there was a delay, and we started off at one in the morning. 4. She was to (phone/have phoned) in the evening. She rang me up in the morning. 5. He was to (speak/have spoken) to his new manager, and he was excited about it. 6. She was to (take/have taken) a difficult examination. 7. The prime minister was to (arrive/have arrived) yesterday. Because of his sudden disease the visit was postponed.

Дієслово *to have*

Утворення теперішнього неозначеного часу дієслова *to have* (Present Simple Tense) Стверджувальна форма

Особа	Число	
	Однина	Множина
1-ша	I have a ball.	We have a ball.
2-га	You have a ball.	You have a ball.
3-тя	He } has a ball. She } has a tail. It }	They have a ball.

Питальна форма

Дієслово *to have got* утворює питальну форму як за допомогою дієслова *to do*, так і без нього.

Особа	Число	
	Однина	Множина
1-ша	Have I got a ball?	Have we got a ball?
2-га	Have you got a ball?	Have you got a ball?
3-тя	Has { he got she got It got } a ball?	Have they got a ball?

Заперечна форма

Особа	Число	
	Однина	Множина
1-ша	I have not got a ball.	We have not got a ball.
2-га	You have not got a ball.	You have not got a ball.
3-тя	He } has not got a ball. She } It }	They have not got a ball.

Функції дієслова *to have* (The Functions of the verb "to have")

В усному мовленні замість *have not* вживається скорочена заперечна форма дієслова *to have*: *have not* – *haven't*; *has not* – *hasn't*.

Вживається як	Приклади
1. Змістове дієслово в значенні <i>мати, володіти</i> .	We have a new TV set at our hostel. Ми маємо новий телевізор у гуртожитку.
2. Допоміжне дієслово для утворення форм Perfect.	They have already passed the examination in Physics. Вони вже склали іспити з фізики.
3. Модальне дієслово, яке виражає необхідність в силу обставин.	We had to repeat the rules. Ми були вимушені повторити правила.

ВИКОНАЙТЕ ВПРАВИ

Exercise 36. Give the interrogative and negative forms of the following sentences.

1. He has a lot of experience.
2. She has a bath every day.
3. She has got a lot of jewelry.
4. They have a lot of rare plants in their garden.
5. She usually has a rest after dinner.
6. They had late supper tonight.
7. We have got a lot of problems now.
8. They had a pleasant voyage last summer.
9. Her mother has a flat in the High Street.
10. The president has a bad cold.

Exercise 37. Give the interrogative and negative forms of the following sentences.

1. They have to go there.
2. Bess has got to stay here till late at night.
3. I often have to travel on business.
4. They had to buy tickets for the next train.
5. They have to work a lot to earn money.
6. She has to take another exam.
7. We have got to leave the party because of our baby.
8. You have to get permission to go there.
9. She has to go shopping after work.
10. He has to see a dentist tomorrow.
11. We had to change our plans.
12. He had to revise the rule to write the test well.
13. She has got to work at the weekend.
14. They had to spend more money on this trip.
15. He has to go by underground. His car has broken down.
16. She has to keep to a diet.

Exercise 38. Fill In the blanks with the proper form of the verb: *to have or to have got*

1. Last month he spent his holiday at the seaside. He ___ a room at the top of the hotel. 2. Mom, don't worry! We ___ a very good time here. 3. Yesterday I ___ get up early to catch the train. 4. He gave up teaching. He ___ no patience. 5. We ___ got to finish work at 4 o'clock. 6. She ___ a bath now. 7. ___ a look at this picture! I am sure it's a Dali. 8. I am sure he ___ some information to pass on you. 9. He ___ got a lot of work to do. 10. There are two kinds of speeches: there is the speech that a person makes when he ___ something to say and the speech when he ___ say something.

Exercise 39. Change the following sentences into question tags.

1. She'll have to stay at home these days. 2. He often has to go to the dentist. 8. We have to begin the experiment at five o'clock. 4. They had to lay the fire. 5. You look a bit tired, you've had a long walk. 6. She has to go there twice a week. 7. As they understood, he had to stay there for a fortnight. 8. He had to finish work by Thursday. 9. They never have dinner at home. 10. They had a new car.

Активний стан (The Active voice)

<p>Present Simple</p> <p>he, she, it V+s (es) I, we, you, they Do-- doesn't Do-- don't</p> <p><i>Time expressions:</i> every day (week, month, year), always, often, sometimes, seldom, usually, rarely. He goes to school every day. She always reads on Sundays.</p>	<p>Past Simple</p> <p>V+ed (II форма неправильного дієслова) Did-- didn't</p> <p><i>Time expressions:</i> ago, yesterday, last week (month, year). He stopped. She went to the cinema yesterday.</p>	<p>Future Simple</p> <p>I, we shall (shan't) you, he, she, it, we, they will (won't)</p> <p>to BE GOING TO do something</p> <p><i>Time expressions:</i> tomorrow, next week (month year). I am going to study. He will come in a minute.</p>
<p>Present Progressive</p> <p>am, is, are + V+ing</p> <p><i>Time expressions:</i> now, at the moment. He is reading now. Is he reading now? He is not reading at the moment.</p>	<p>Past Progressive</p> <p>was, were + V+ing</p> <p><i>Time expressions:</i> після while завжди Progressive. He was eating when I came. Was he eating when you came? He wasn't eating when I came.</p>	<p>Future Progressive</p> <p>shall, will + be V+ing</p> <p><i>Time expressions:</i> at this time tomorrow (next week, next month, next year). He will be reading at this time next week. Will he be reading at this time next week? He won't be reading at this time next week.</p>
<p>Present Perfect</p> <p>have, has + III форма неправильного дієслова (V+ed)</p> <p><i>Time expressions:</i> already, recently, lately, seldom, rarely, just, yet. He has just come. Has he just come? He hasn't just come.</p>	<p>Past Perfect</p> <p>had + III форма неправильного дієслова (V+ed)</p> <p><i>Time expressions:</i> after, before, by, unless, until, till. He had come before we left. Had he come before we left? He hadn't come before we left.</p>	<p>Future Perfect</p> <p>shall, will + have + III форма неправильного дієслова (V+ed)</p> <p><i>Time expressions:</i> by, until, till, before. They will have done it by Monday. Will they have done it by Monday? They won't have done it by Monday.</p>
<p>Present Perfect Progressive</p> <p>have, has + been + V+ing</p> <p><i>Time expressions:</i> for, since. We have been jogging since morning. Have we been jogging since morning. We haven't been jogging since morning.</p>	<p>Past Perfect Progressive</p> <p>had + been + V+ing</p> <p>Children had been quarreling for ten minutes before father stopped them.</p>	<p>Future Perfect Progressive</p> <p>shall, will + have + been + V+ing</p> <p><i>Time expressions:</i> by ... for. By May Ann will have been teaching here for ten years.</p>

V = дієслово

ВИКОНАЙТЕ ВПРАВИ

Exercise 40. Complete the sentences with the words from the box using them in the proper form of the Present Indefinite Tense.

look	be
go	seem
have	rain
start	eat
take	snow
speak	win

1. The child ___ to school every day. His father ___ him there in his car. 2. She always ___ lunch at school. 3. Richard's life in Paris is a bit difficult. He ___ only English. 4. What's the matter? You ___ very sad. 5. Liz is good at tennis. She ___ every game. 6. It ___ quite reasonable. 7. Winter is warm here. It ___ very seldom. But sometimes it ___. 8. Helen is on a diet. She ___ a little. 9. He ___ in a hurry. 10. The exams at school ___ in April.

Exercise 41. Open the brackets and use the proper tense.

1. Linda and I (work) for a company, which (produce) automobiles. 2. We both (work) at an office which (be) just in front of the factory where cars (be made). 3. I (start) work at ten o'clock, and Linda (come) to the office at nine. 4. She (be) good at typing, she (write) letters and reports every day. 5. She (not know) French very well, so she often (go) to the sixth floor where I (work). 6. I sometimes (help) her translate letters, as I (know) French rather well. 7. Linda also (answer) telephone calls, sometimes she (show) visitors around the factory. 8. She (do) common paperwork, she (write) memos, (file) reports, (answer) letters. 9. She often (arrange) meetings for her boss and other managers of the company. 10. You (understand) what her job (be)? Yes, she (be) a secretary. 11. But she (not like) her job and (want) to be a manager.

Exercise 42. Find and correct fifteen mistakes in the spelling of the following present participles.

copying, putting, translateing, telling, closing, sitting, seing, giving, meetting, being, forgeting, lieing, getting, filing, swimming, betting, quiting, spreadding, eattng, begining, paing, openning, cutting, forbiding, laying, splitting, winning, dying, stoping

Exercise 43. Open the brackets and put the verb into the Present Indefinite or the Present Continuous Tense.

1. Be quiet, please. We (work) at the translation and you (make) a lot of noise. 2. He always (go) for a walk in the evening. 3. Where is Jack? – He (meet) his girlfriend at the station. She (come) at 12 o'clock. 4. She (cry). Is something wrong? 5. In the morning I (have) little time, so I (take) a shower in the evening. 6. A decade (describe) a period of ten years. 7. Her brother (work) in Canada at present. 8. She always (dream) but (do) nothing to realize her dreams. 9. He (be) so suspicious to me at the moment. I wonder why. 10. Hurry up, Jane! We all (wait) for you. 11. Turn off the gas. Don't you see the kettle (boil)? 12. The children are still ill but they (get) better gradually. 13. Don't bother her. She (take) her French lesson: she always (take) it in the morning. 14. The living standards (change). Every month things (get) more expensive. 15. Tom and Mary (leave) for the Netherlands tomorrow. 16. I have just started English courses. I (study) English grammar. 17. Mercury (boil) at 357.23 degrees Centigrade. 18. We must buy new plates. – It's useless. You always (break) plates. 19. It (surprise) me that they can't sell their flat. 20. A woman who (look) after other people's children is a nanny.

Exercise 44. Open the brackets and give the proper forms of the Past Indefinite Tense.

1. The building of the trade centre (begin) a month ago. 2. It (be) bitterly cold yesterday. I (put) on my warm coat but I (catch) a cold still. 3. The postman (bring) the morning mail only at 10 o'clock. 4. I (see) you the other day coming out of the library with a stack of books. Are you preparing for the exams? 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when you (be) in

Egypt? 9. Every winter Nick (go) to the Swiss Alps to ski. 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he (arrive)? The plane was delayed and he (come) two hours later. 12. How much your bag (cost)? – I (pay) \$80 for it.

Exercise 45. *Read an extract and open the brackets using the proper tenses.*

Positano (stand) on the side of a steep hill and is a very picturesque place. In winter lots of painters, male and female, (crowd) its two or three modest hotels, but if you (come) there in summer you will have it to yourself. The hotel (be) clean and cool and there (be) a terrace where you can sit at night and look at the sea. Down on the quay there (be) a little tavern where they (offer) you macaroni, ham, fresh-caught fish and cold wine.

One August, tiring of Capri where I had been staying, I (make up) my mind to spend a few days at Positano, so I (hire) a fishing boat and (row) over, I (arrive) after Positano in the evening. I (stroll) up the hill to the hotel, I (be surprised) to learn that I was not its only guest. The waiter, whose name was Guiseppe, (tell) me that an American signer had been staying there for three months. "Is he a painter or a writer or something?" I (ask). "No, signore, he (be) a gentleman. You will see the signore at the tavern. He always (dine) there," (say) Guiseppe.

Exercise 46.

A. Give news about yourself and other people to a friend of yours. Use the words given to make sentences in the Present Perfect Tense.

Example: My sister/get married. – My sister has got married

1. I/find/a new job. 2. My father/retire. 3. Jane and Mike/go to work/to Australia. 4. I/buy/a new motorcycle. 5. My niece/start to walk. 6. The Browns/move/to another town. 7. Jack's Grandpa/die. 8. I/join/another football club. 9. Nick and Rita/divorce. 10. John/receive/ a fortune, he/become/a millionaire.

B. Ask your friend who is in the USA questions about what he or his relatives have seen or done (use the Present Perfect Tense).

Example: You/have/a good journey? – Have you had a good journey?

1. You/already/see/the Great American Lakes? 2. You/be/to Broadway? 3. Mike/manage to see/the Statue of Liberty? 3. What/new places/your brother/show to you? 4. Ann/visit/the White House? 5. Your father/get/ promotion? 6. You/receive/your driving license? 7. Your brother/change/a car? 8. What kind of house/you/buy ?

C. Say what you or your friends have not done yet (year, month, etc.). Example: I/not be/to the theatre/this month. – I have not been to the theatre this month,

1. Sue/not read/Gone with the Wind/yet. 2. Jill/not enter/London University/this year. 3. Larry/not produce/ a new film/yet. 4. Peggy and Paul/not move/to another flat this month. 5. Pete/not finish/his project yet. 6. My cousin/not get married/this month. 7. Mrs. Brown/not recover/yet. 8. They/not go/on business/this week.

Exercise 47. *Open the brackets and put the verb into the correct tense, either the Present Indefinite, the Present Continuous or the Present Perfect.*

1. As a rule, I (have) porridge for breakfast, but this morning I (order) an omelette. 2. This is the house where I (live). I (live) here since childhood. 3. Stop smoking! The room (be) full of smoke which (come) from your pipe. Usually nobody (smoke) here as Mother (not let) it. 4. I (write) letters home once a week, but I (not write) one this week, so my next letter must be rather long. 5. No wonder she (look) tired after the strain under which she (be) for a month. 6. Why you (not shave) this morning? – I (shave) every other day. 7. Research (show) that lots of people (absorb) new information more efficiently at some times of day than at others. A biological rhythm (affect) different people in different ways. 8. I just (look) at the barometer and (see) that it (fall) very quickly. 9. Don't shout so loudly. Father (not finish) work and he hates if anybody (make a noise) while he (work). 10. I regularly (see) him at the tram stop, but I (not see) him these two or three days.

Exercise 48. *Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.*

1. You (find) the money which you (lose) yesterday? – Yes, I (find) it in the pocket of my coat when I (come) home. 2. The rain (stop) but a strong wind is still blowing. 3. You (see) Nick today? – Yes, but he already (leave). 4. We never (see) him. We don't even know what he looks like. 5. She (meet) them in the Globus theatre last afternoon. 6. How long you (know) him? – We (meet) in 1996, but we (not see) each other since last autumn. 7. He (live) in St. Petersburg for two years and then (go) to Siberia. 8. When he (arrive)? – He (arrive) at 2 o'clock. 9. I (read) this book when I was at school. 10. I can't go with you because I (not finish) my lessons yet. 11. The clock is slow. – It isn't slow, it (stop). 12. He (leave) for Canada two years ago and I (not see) him since. 13. This is the fifth cup of coffee you (have) today! 14. It is the most beautiful place I (visit). 15. I (not see) Nick lately. Anything (happen) to him? – Yes, he (get) into an accident three weeks ago. Since that time he (be) in hospital. 16. Why you (switch on) the light? It isn't dark yet. 17. He (do) everything already? – Yes, he (do) his part of work long ago. 18. The last post (come)? – Yes, it (come) half an hour ago. 19. When you (meet) him last? 20. You ever (be) to Japan? – Yes, I (be) there the year when there was an earthquake. 21. The discussion already (begin). Why are you always late? 22. Why you (take) my pen while I was out? You (break) it. 23. You never (tell) me why you're called Tony when your name is John. 24. Her father (die) when she was a small girl. 25. They (not meet) since they (leave) school. 26. The rain (stop). Come out, I want to speak with you.

Exercise 49. *Complete the sentences with the verbs from the box using the Present Perfect Continuous Tense.*

run	make	do
study	work	speak
consider	walk	paint
snow	wait	try

1. He ___ for two hours, tell him to rest a little. 2. "I ___ a long time for you," said my friend with a displeased air. 3. They ___ a noise since I came here. 4. How long you ___ to get in touch with your friend? 5. Your face is dirty with paint. What you ___? You ___ the house? 6. They ___ this problem for more than two hours. 7. I ask you to keep to the point. You ___ for fifteen minutes, but the subject of your report is not clear yet. 8. He is a rather experienced specialist. He ___ his business for seven years. 9. There is a lot of snow in the street as it ___ since yesterday. 10. How long your brother ___ as a doctor? 11. I've got sore feet. We ___ for six hours already.

Exercise 50. *Match the two halves of these sentences.*

1. He caught a cold	a) all day.
2. She has been interested in maths	b) before.
3. They went out	c) since last year.
4. He has been in love with her	d) when he was six.
5. The Nobel Fund was set up	e) up to now.
6. He has been engaged at the plant	f) when he had to wait for the bus.
7. He hasn't been abroad	g) a few minutes ago.
8. I've visited seven countries	h) in the first half of the 20 th century.
9. Mary and Nick have never quarreled like this	i) since she began to study it.
10. My son started school	j) for two years.

Exercise 51. *Choose the correct variant.*

1. I ___ ever ___ to this museum? — Yes, I ___ it once when I ___ a youth, and the pictures ___ a deep impression on me. Since then I ___ there.

a) did you be, visited, was, made, was not
 b) were you, visited, was, have made, was not
 c) have you been, have visited, were, have made, have not been
 d) have you been, visited, was, made, have not been

2. I ___ Jack lately. When ___ him last? — I ___ mm two days ago. I ___ that he ___ very much.
- did not see, have you seen, met, thought, changes
 - have not seen, did you see, met, think, changed
 - have not seen, you saw, met, think, changed
 - do not see, have you seen, have met, thought, would change
3. The Egyptian civilization ___ the oldest which ___ us art. It ___ about five thousand years ago. The story of Egyptian art ___ three thousand years and ___ the art of different periods.
- is, left, began, covers, includes
 - was, leaves, has begun, covered, included
 - is, has left, has began, has covered has included
 - has been, left, began, covers, included
4. ___ your tennis racket with you? — Yes, I am going to show you how much I ___ since last summer. I ___ tennis lessons now. Now it ___ for you to judge if I ___ any progress,
- did you bring, improved, take, is, have made
 - have you brought, improved, take, was, have made
 - did you bring, have improved, am taking, is, made
 - have you brought, have improved, am taking, is, have made
5. ___ lunch already? — No, not yet. The waitress my order fifteen minutes ago and ___ me anything yet.
- have you, took, has not brought
 - have you had, took, has not brought
 - did you have, has taken, did not bring
 - have you have, was taken, was not brought

Exercise 52. *Open the brackets and put the verbs into the proper tense (the Present Indefinite, the Present Continuous, the Present Perfect Continuous or the Present Perfect Tense).*

- It (snow) steadily the whole week and it still (snow).
- We (climb) for six hours already, but we (not reach) the top of the mountain yet.
- The pain already (go) but the child still (cry).
- The workers (work) very hard these two weeks, they (be) busy with the interior decoration of the house.
- He (solve) the crossword puzzle for an hour and he (say) he (be) about to solve it as he (think) over the last word.
- He (work) at the language all the time and (make) great

progress. His pronunciation (be) rather good, only a slight accent (remain). 7. He (finish) the first part of his book and now he (write) the second. He (work) at his book for two years, 8. Dusliri Hoffman, who (play) the hero, (give) a fine performance. 9. Why your hair (be) wet? You (swim)? 10. Doctors and scientists (show) recently the benefit of fish in the diet.

Exercise 53. *Open the brackets paying attention to the use of the Past Perfect Tense.*

- He already (go) by the time I (come) to the party.
- Mother (cook) dinner before he (come).
- When I (reach) the front door, I realized that I (lose) the key.
- The shop (close) by the time I (get) there.
- The scientists (carry) out many experiments before they (achieve) satisfactory results.
- When I (arrive), he (stay) in the same hotel where we first (meet).
- By the end of the year he (finish) research.
- He told me that he (not see) much of her since she (move) to another town.
- When I (come), he already (come) and (sit) near the fireplace looking through a magazine.
- She said that they (meet) in 1990 for the first time.

Exercise 54. *Choose the right variant.*

- I ___ to the USA so far.
 - have not been
 - had not been
- I never ___ them when I lived in London.
 - had met
 - have met
- I came at 2 o'clock. He ___ the work by that time.
 - had done
 - has done
- I met her on Monday and ___ her since.
 - had not seen
 - have not seen
- She said in a voice she never ___ about it before.
 - has heard
 - had heard
- Yes, I know Jim. I ___ him for more than ten years.
 - have known
 - bad known
- She tried to concentrate. She ___ John since 1978. No, he could not have done it.
 - has known
 - had known
- He ___ in a bank before he came to our office.
 - had worked
 - has worked

9. We ____ there since we were young.
 a) have not been b) had not been
 10. Why ____ the window? It is very noisy in the street.
 a) had you opened b) have you opened

Exercise 56. *Open the brackets and use the required past tense.*

1. It was the poorest room he ever (see). 2. No sooner she (come) at the station than a fast London train (arrive). 3. I (finish) my work by afternoon and (sit) quietly in my armchair, thinking of the days that (pass) by. 4. The storm already (die) away, but very far off the thunder still (mutter). 5. I already (go) into the bed and (fall asleep) when my mother (knock) at the door and (ask) me to get up. 6. By the time the guests (come), she still (not be ready). 7. I (not listen) so I missed what she (say). 8. By 9 o'clock he (finish) work. He (go) outside. The rain (stop) but it (be) rather cool. 9. By the time I (come) the shop already (close). 10. Hardly we (leave) when our bicycle (break) down.

Exercise 57. *Here is the forecast of the life in the 21st century. Complete the sentences with the words from the box.*

forbid	start
be	use
live	have
elect	work
take over	replace

1. People ____ on the moon. 2. Children ____ school at the age of three. 3. Computers ____ teachers. 4. People ____ 4 hours a day. 5. Houses and factories ____ solar energy. 6. Americans ____ a woman president. 7. Robots ____ most jobs. 8. There will be a law, which ____ having more than two children. 9. Six weeks ____ a normal annual holiday. 10. Great Britain ____ a black Prime Minister.

Exercise 58. *Open the brackets and use either the Future Indefinite or the Present Continuous Tense.*

1. I've bought a typewriter, I (learn) to type. 2. No, I (not eat) meat any more. I am a vegetarian. 3. What's wrong? – I've got a flat tyre. – No problem. I (help) you. 4. I (punish) you if you continue doing it. 5. The forecast says it (rain). 6. You (air) the room? – Certainly. 7. Nick, my TV set is again out of order. – O.K. I (fix) it. 8. I suppose he (come). 9. He (help) you if you ask him. 10. What you (do) this evening? 11. He (be) busy tomorrow. He (sell) his car. 12. Lucy (not go) anywhere this summer. Her son (go) to college. 13. Ann is very angry with him. I am afraid she (not stay) here another minute. 14. I (give) you another piece of cake? – No, thanks, that (do). 15. You (help) me with this bag? 16. I (send) the letter? 17. I am afraid, it (be) difficult for you to stay there so long. 18. Where we (meet)? Victoria Station (be) all right? 19. In the 21st century people (fly) to Mars and other planets. 20. I (go) to the country for the weekend. – I (go) with you. 21. You (turn down) the radio, please?

Exercise 59. *Open the brackets and put the Future or the Present Indefinite Tense.*

1. I (accompany) you with pleasure as soon as I (finish) my report. 2. The performance (be) a great success if he (play) the leading role. 3. If this time (be) convenient for you, we (meet) tomorrow. 4. We (not complete) the work this week in case he (get) ill. 5. We (not start) till he (arrive). 6. Provided he (leave) now, he (miss) the rush hour. 7. We (not be able) to carry out the experiment unless he (help) us. 8. You may take my dictionary as long as you (give) it back on Friday. 9. As soon as he (return) from the beach, we (have) dinner. 10. I (phone) you when she (come). 11. Providing that he (work) hard, he will finish his work on Thursday. 12. She has two keys in her bag in case she (lose) one. 13. Unless he (come), we (not go) to the country. 14. He (remind) you of your promise in case you (forget) it. 15. As soon as the lake (get frozen), she (go skating). 16. When you (turn) on the right, you (see) an old oak. 17. If she (keep) her promise, they (be) rich. 18. Unless you (look) at the picture at some distance, you (not see) the details. 19. Providing that nothing (happen), I (return) in two weeks. 20. If the wind (blow) from the west, it (rain). 21. If you (get) there before me, wait till I (come). 22. Provided all (go) well, I

(graduate) in June. 23. He (not go) for a walk until he (do) his lessons. 24. He (not catch) the train unless he (leave) immediately. 25. We (not wait) till he (make up his mind).

Exercise 60. *Open the brackets and use either the Future Indefinite or the Future Continuous Tense.*

1. He has come home from school late today. So he can't go for a walk: he (do) his homework after dinner. 2. Today is Sunday and it does not rain. We (have) tea out in the garden. 3. The big stores (have) their summer sales soon. 4. The weather is warm today. We (have) a walk out in the garden. 5. I'm leaving now, but I suppose I (see) you in the evening. 6. There is a party at Betsy's house tonight. So I (meet) you in the evening. 7. It's awful to think I (work) this time next week. 8. Wait a little, I (phone) for a taxi. 9. I'm very tired. I think I (go) to bed earlier today. 10. We (play) chess in half an hour. 11. When you come, he still (work) at his report. 12. Tomorrow at this time we (go) to Scotland. 13. Can you imagine that in five days we (cross) the Atlantic on our way home. 14. What you (do) if I come at five? – I (watch) TV. 15. If they arrive at 7 I still (sleep). I usually get up at 8.

Exercise 61. *Open the brackets and put the verbs into the Future Indefinite, the Future Perfect, the Present Indefinite or the Present Perfect Tense.*

1. By 8 o'clock they (have) dinner. 2. By the end of the week he (finish) the translation. 3. Before you (come) I (do) all the work. 4. She (look) through the article by 12 o'clock. 5. They (receive) our letter by Monday. 6. By the time we (get) to the forest the rain (stop). 7. I think he (answer) the letter by this time. 8. We (begin) to work after we (read) all the instructions. 9. We (not do) anything until he (take) necessary steps. 10. The committee (prepare) the plan by tomorrow. 11. I suppose when my letter (reach) you I already (return) from your voyage. 12. He (pass) an exam after he (learn) all the material. 13. I am afraid they (not discuss) all the questions by the time they (come). 14. We (not be able) to start the experiment before we (obtain) the necessary data. 15. The secretary already (look) through all the papers before the boss (come). 16. My train (leave) by the time you (come) to the station.

Exercise 62. *Translate into English (revision).*

1. Коли я сюди переїхала, тут було тихе місце. З того часу тут стало шумно. 2. Кеті тобі зараз бажає тільки добра. Вона тебе розуміє в цю хвилину. 3. Коли батьки увійшли, діти грали в шахи. Вони грали в шахи уже годину. 4. Зараз така погана погода, іде дощ. Дощ іде зранку. 5. Ти тільки подумай! Через два дні від сьогодні я буду летіти в літаку до Галії. 6. Кайл був сердитий, бо він забув книгу вдома. Він завжди все забуває. 7. Вчора діти принесли ворону. Он вона зараз у клітці. 8. Наступного тижня буде рік, як Пем працює в цій школі. 9. Наш президент буде відкривати цей з'їзд наступного понеділка. 10. Мої батьки їздять до Криму щороку. Їм дуже подобається Крим. 11. Сара зараз вишиває (to embroider) нову сукню. Вона шиє собі весь одяг сама. 12. Ми приготуємо цей семінар до наступного вівторка. Ми завжди готуємо семінари. 13. Вівіан зараз чекає на тебе. Вона чекає на тебе двадцять хвилин. 14. До літа Теренс захистить дисертацію. Він працює над нею уже три роки. 15. Ми щороку плаваємо в цьому озері. Завтра ми збираємось порибалити. 16. Прем'єр міністр буде завтра на прес-конференції. Він зустрінеться із журналістами. 17. Клів завжди губить гроші. Не давай йому багато грошей. 18. Не встиг дядько увійти, як розпочалася гроза. 19. Ми ніколи не були в Австралії. -1 я теж. 20. Хай живе Україна! 21. Сьогодні найтепліший день року. 22. На щастя вони уникнули небезпеки. 23. Коли ми поверталися додому, то побачили багато оленів на галявині. 24. Ти прийдеш завтра? Ні, і Том також не прийде. 25. Суп пахне дуже гарно. Давай будемо обідати. 26. Як тільки діти принесли квіти, вони почали поздоровляти маму. 27. Якщо ви принесете касету, ми подивимось цей фільм разом. 28. Діти не завжди слухаються, чи не так? Так, не завжди. 29. Якщо ви мені допоможете, я зроблю цю вправу. 30. Розкажи мені іншу казку. Ця – нецікава. 31. Там було багато маленьких будиночків із зеленими покрівлями. 32. Том вчора зловив два лосося. (salmon) Місіс Преслі збиває крем уже півгодини. (to whisk) 33. Де нові фотографії? Вони на столі. 34. Тато зазвичай дає мені багато гарних порад, але я не завжди їх виконую. 35. Наша кішка розірвала вчора нову книгу. Ми завтра купимо тобі нову.

ВИКОНАЙТЕ ВПРАВИ

Exercise 64. Match the beginning of the sentence on the left with its ending on the right.

1) The experiment	a) been held recently?
2) The mail	b) was erected three hundred years ago.
3) These machines	c) was being looked for everywhere.
4) When can the new equipment	d) will be described in several journals.
5) It's a pity the concert	e) are made and contracts are signed in this office.
6) Are the orders	f) is being designed by several well-known architects.
7) If we use the old methods, a lot of time	g) were built with very simple tools many years ago.
8) Something important	h) was not recorded,
9) No decisions	i) are going to be tested again.
10) This monument	j) have been taken yet.
11) Offers	k) was being discussed, so I sat down to listen.
12) Have any interesting exhibitions or fairs	l) may be wasted and very little be achieved,
13) All these little wooden houses	m) always fulfilled in time?
14) The future church	n) usually brought at 9 a.m.
15) The lost dog	o) be installed?

Exercise 65. Change the following sentences into the Passive Voice.

A using the Indefinite Tenses (give two forms where possible).

Example: Tom gave her a book. – She was given a book. The book was given to her.

1. He broke my watch.
2. The teacher explained the rule to the students.
3. He often asks me to help them.
4. They usually do written exercises in class.
5. She will make a new discovery soon.
6. Steve will make a report at the conference.
7. They play tennis all

year round. 8. His friends never forgave his betrayal. 9. The manager offers me several jobs. 10. They will promise you much, but don't imagine they will give you everything. 11. His parents regularly sent him parcels with fruit from their garden. 12. They will give me a leave in July if there is no urgent work. 13. The Spanish government offered Columbus three ships. 14. They usually send their children to camp for summer. 15. The officer charged him with a very important mission. 16. I'm sure we'll settle the matter easily. 17. The policeman fined the driver for exceeding the speed limit. 18. Somebody calls her every day. 19. We request the passengers leaving for London to register. 20. The manager will sign contracts tomorrow.

B using the Indefinite Tenses (pay attention to prepositions),

Example: She looks after him well. – He is well looked after (by her).

1. We sent for the police.
2. They speak much about this book.
3. They often laugh at him.
4. They listened to our conversation very attentively.
5. I think they will wait for us only in a week.
6. Nobody took notice of his late arrival.
7. We looked through all the advertisements very attentively.
8. He was a brilliant speaker, and whenever he spoke, the audience listened to him with great attention.
9. They will look after him in hospital much better.
10. Everybody looked at her new dress with interest.
11. She sent them for a taxi.
12. People will talk much about the successful performance of the young actress.
13. They always make fun of him.
14. The teacher pointed out gross mistakes in the translation.
15. He referred to very interesting plans.
16. They agreed upon Monday as the most suitable day.
17. He did not touch upon this question unfortunately.
18. They spoke to him about his promotion yesterday.

C using the Continuous Tenses.

Example: They are solving a difficult problem now. – The problem is being solved now.

1. Don't come in! The professor is examining students.
2. Can I read the article? – No, the secretary is typing it.
3. We had to hurry. They were waiting for us.
4. It was noisy. Nobody was listening to him.
5. Does he realize that they are laughing at him?
6. Look at this man. I think he is following us.
7. Listen carefully! He is giving a very interesting talk.
8. The waiter is serving us rather fast.
9. The

secretary was looking through morning mail. 10. The interpreter is translating their conversation rather well. 11. The briefing is in full swing. The correspondents are interviewing the participants of the conference. 12. The company was developing a new project. 13. You can't watch the film now. The mechanic is fixing the TV set.

D using the Perfect Tenses

Example: They have already brought the medicine. – The medicine has already been brought.

1. You have repaired our house lately. 2. When the fire brigade came, the fire had destroyed the building. 3. The athlete has shown much better results since this coach trains him. 4. I will have answered all the business letters by noon. 5. The president of the board has signed the document. 6. Is she washing the floor? – No, she has already washed it. 7. By his arrival they had repaired his car. 8. He has booked the tickets and the clerk will have brought them by 2 o'clock. 9. They had painted the house by his arrival. 10. The police haven't found the reason for the accident yet. 11. Have you touched anything here? 12. The sociologist has interviewed a lot of students. 13. Have they tested all the machines? 14. The flood has caused considerable damage. 15. John will have received the papers by tomorrow.

E using modal verbs.

Example: He can do this work. – The work can be done (by him).

1. She can find a job easily. 2. The matter is urgent. They should phone her immediately. 3. The boss wants Mr. Black. You must find him. 4. I can make an interesting offer to you. 5. He's get a pay rise and low they can buy a new house. 6. You must send the document as quickly as possible. 7. The weather is warm. She may plant the flowers. 8. The document is of great importance. He must show it to us. 9. He must give back the book on Sunday. 10. Their kitchen is large and they can use it as a dining room. 11. Ecologists say that we should take care of our planet. 12. You must send for the doctor immediately. 13. The lecture is over. You may ask questions. 14. You should avoid the center of town during rush hours. 15. They agreed that the club should raise membership fee.

Exercise 66.

Change the following sentences from Active to Passive.

1. We will have mixed the ingredients by the moment the experiment starts. 2. They will have cooked the cereals by the lunch. 3. Walter will have sliced the lemon by that moment. 4. Carol will have met the relatives by that time. 5. They will have whitewashed the ceiling by 5 o'clock. 6. I will have sent this letter by Tuesday. 7. Terry will have ironed his shirts by tomorrow. 8. The dog will have eaten this meat by the end of this week. 9. Delia will have brought the documents by that time. 10. Alan will have received the parcel by Saturday. 11. They will have sold the car by the end of June. 12. Neil will have done the hairdo by the beginning of the party. 13. We will have swept the floor by his coming. 14. Mother will have baked cakes by 6 o'clock. 15. Robin will have fixed the bike by the end of the next week. 16. The plant will have produced three hundred trucks by the end of this month. 17. They will have vaccinated all children by the end of the year. 18. I will have served the table by 7 p.m. 19. The waiter will have brought the beer by the time we stop talking. 20. Teresa will have stopped the taxi by the time we come up.

Exercise 67. *Change the following sentences from Passive to Active.*

1. The book will have been published by the end of this month.
2. This trout will have stewed by 2 o'clock.
3. The cream will have been whisked by the moment you start making the cake.
4. The flat will have been vacuumed by the dinner.
5. The litter will have been thrown by 5 o'clock.
6. These paintings will have been selected by the end of the month.
7. Three towns will have been visited by the next summer.
8. Her article will have been published by the next week.
9. These flowers will have been bought by tomorrow.
10. I will have been examined by the end of the semester.
11. He will be invited to the party next week.
12. This film will have been shot by the end of the year.
13. The cake had been baked before we returned.
14. The exercise will have been finished by the next lesson.
15. The dishes were washed a minute ago.

16. My wallet has been lost today.
17. The salmon will have been fried by the dinner.
18. The car will have been sold by the end of July.
19. Birdhouses are usually hung in spring.
20. The meat will have been minced by 3 o'clock.

Exercise 68. *Translate into English.*

1. Собаку вигуляють до вечора.
2. Сукню буде пошито до суботи.
3. Зачіску буде зроблено до 2.
4. Його завжди впізнають на вулиці.
5. Ця подорож планувалась минулого року.
6. Твори будуть перевірені до наступного уроку.
7. Ручки та олівці будуть куплені до 1 вересня.
8. Діти будуть нагородовані через хвилину.
9. Дорогу ремонтували, коли ми їхали до Києва.
10. Школа буде побудована до 20 серпня.
11. Майк був запрошений на вечірку до того, як ми йому подзвонили.
12. Актовий зал (assembly hall) буде прикрашено до суботи.
13. Стільці будуть відремонтовані до завтра.
14. Це питання зараз обговорюється на семінарі.
15. Піца (pizza) буде доставлена до 6.
16. Кишеня була щойно розірвана нашим собакою.
17. Посилку буде отримано до неділі.
18. Морозиво буде куплене завтра.
19. Дах буде пофарбовано до літа.
20. Тюльпани посадять до жовтня.
21. Ці цитати (quotations) повторюються дуже часто.
22. Будинок буде куплено до липня.
23. Машину зараз паркують.
24. Нас буде зареєстровано до 10.
25. Лист писали, коли його не було вдома.
26. Книгу буде прочитано до суботи.
27. Обід завжди готується о 2 годині.
28. Пацієнта зараз масажують.
29. Картину повісять у вітальні через два дні.
30. Всі дерева висадили до квітня.
31. Коли я подзвонив у банк, гроші переводили (to transfer) в Лондон.
32. Рахунки (bills) щойно принесли.
33. Будинок було спроектовано три роки тому.
34. Вечерю щойно подали.
35. Вареники (dumplings) зробили до того, як ми прийшли.
36. Угоди (treaty) завжди підписують у цьому палаці.
37. Вино було налите хвилину тому.
38. Рибу буде зловлено завтра.
39. До кінця листопада видобудуть (to mine) сто тон вугілля (coal).
40. Автомобілі зазвичай ремонтуються механіком.

Module C.
Завдання для самостійної роботи

CHECK YOURSELF

1. Choose the correct answer.

- 1 'What ...A... at the moment?' 'I'm writing a letter to my aunt.'
A are you doing B you are doing C do you do
- 2 'Were you at work yesterday?' 'No, I I was ill.'
A am not B was C wasn't
- 3 'It's very hot in this room, isn't it?' 'Yes. I the window.'
A will you open B open C will open
- 4 'Where is Christine?'
'I don't know. Iher today.'
A am not seeing B haven't seen C didn't see
- 5 'What's wrong?'
'My car has broken down me, please?'
A Will you help B You will help C Shall you help
- 6 'Are you new here?'
'No. I here for five years.'
A had been living B have been living C am living

2. Make questions and complete the short answers, as in the example.

- 1 he / leave for Portugal tomorrow
...Is he leaving for Portugal tomorrow?.....
Yes, ...**he is**.....
- 2 they / spend / £2,000 on their holiday last year
No,
.....
- 3 Jessica Moore / record / a hundred songs so far
Yes,.....
- 4 she / give / a big party on her birthday every year
No,
.....
- 5 Tom / see / the robbers when they were leaving the bank
Yes,
.....

6 the train / already / leave

No,

7 they / get married / twenty years ago

No,

3. Choose the correct answer.

When Jake (1) ...**C**... the door, he knew someone (2) in the house. Things were different. Earlier that morning, he (3) a man standing outside, and now he wondered if this man (4) for him to leave the house. Jake went into the kitchen. The window was open. He was sure he (5) it earlier. Next, he went into the garden. Jake knew something very strange (6) on. He went back into the house. He had just got to the top of the stairs (7) he heard a noise coming from the bedroom. Slowly, he opened the door and there, lying in the middle of the bed, was his sister! She (8)! Jake was very relieved.

- | | | |
|------------------|---------------|--------------------|
| 1 A has opened | B opens | C opened |
| 2 A had been | B is | C has been |
| 3 A was seeing | B had seen | C has seen |
| 4 A is | B waited | C had been waiting |
| 5 A had closed | B was closing | C had been closing |
| 6 A was going | B went | C have been going |
| 7 A after | B when | C while |
| 8 A was sleeping | B slept | C had slept |

4. Underline the correct word(s).

1. George has known Janet for/since two months. 2. **How long ago/How long** have you had your car? 3. She has **yet/just** left for America. 4. We are playing in a concert **next week/last week**. 5. He **sometimes/ever** plays football with his friends. 6. I **since/always** go shopping on Fridays. 7. Sam has **yet/never** won a prize. 8. We went to a party **last night/tonight**. 9. He has **already/ever** written seven books. 10. I **already/often** get up early in the mornings. 11. Have you eaten **just/yet**? 12. Jack is being very friendly **these days/soon**.

5. Identify the tenses, then match them to the correct descriptions.

1. <i>I like these shoes. I'll buy them.</i>	a) for offers, promises, threats, etc
2. They will have eaten lunch by two o'clock this afternoon.	b) action which will definitely happen in the future as a result of a routine or arrangement
3. I'm going to open my own business in the future.	c) for plans, intentions or ambitions we have for the future
4. This time tomorrow, I'll be taking my driving test.	d) predictions about the future
5. By the time Jack finishes the race, he will have been running for two hours.	e) asking politely about someone's plans for the near future
6. Everyone believes he will win the competition.	f) action which will be finished before a stated future time
7. I'll tell Paul about the party. I'll be seeing him at work anyway.	g) to emphasise the duration of an action up to a certain time in the future
8. Will you be speaking to Rob later? I've got a message for him.	h) action which will be in progress at a stated future time
9. Look at them! They are going to catch the thieves.	i) on-the-spot decision
10. Since you're tired, I'll cook dinner tonight.	j) predictions when there is evidence that something will happen in the near future

6. Use the right form of the verbs in brackets.

1. I found Mother at one of the counters in the kitchen. She (slice) the chilled boiled potatoes I (make) earlier. She (have) a cup of coffee next to her, and a cigarette (dangle) from her mouth. I hated her to smoke around us, and most especially when she (work) in the kitchen. "Mother, you (mind) not smoking when you (prepare) food?" "I not (drop) cigarette ash in the salad, if that's what you (get)

at," she answered. "I know you're not. I just hate the smoke, Mom. Please, put it out. If not for your health or mine, at least for your grandchildren's sake. You know what they (say) about second-hand smoke." "But the kids live in Manhattan. Think of all the polluted air they (breathe) in there." "Only too true, Mother," I (snap), "but let's not add to the problem of air pollution out here, shall we?"

II. "Why I not (go) into the kitchen and start on the potato salad?" my mother said. "Oh, but Diana's going to make that." "Good heavens, Mallory, what an Englishwoman (know) about making an ail-American potato salad for an ail-American celebration like Independence Day? Independence from the British, I (may) add." "You not (have to) give me a history lesson." "I (make) the salad," she sniffed. "It always (be) one of my specialties, in case you (forget)."

Module C.

Контрольні завдання

1. Write a composition about your last student teaching.
2. Prepare a project work "My Future Profession".

KEYS

Module A

Unit 1

2. Key: 1 - b, 2 - e, 3 - a, 4 - d
4. Key: 1-i, 2-d, 3-a, 4-j, 5-b, 6-h, 7-e, 8-f, 9-c, 10-g.
5. Key: a-3; b-2; c-7; d-10; e-6; f-9; g-5; h-4; i-1; j-8.

Unit 2

3. Key: 1-f; 2-d; 3-g, a; 4-h; 5-b; 6-i; 7-c; 8-e.

Unit 5.

2. Key: 1 - c; 2 - f; 3 - e; 4 - b; 5 - a; 6 - d.

Unit 6

- I. 1. Key: 1 - f, 2 - d, 3 - b, 4 - e, 5 - a, 6 - c.
2. Key: 1 - h, 2 - d, 3 - g, 4 - c, 5 - a, 6 - j, 7 - b, 8 - e, 9 - f, 10 - i.

Unit 7

- I.2. Key: 1-c; 2-e; 3-g; 4-a; 5-f; 6-d; 7-b.
- I.3. Key: 1 - c; 2 - e; 3 - b; 4 - f; 5 - a; 6 - d.
- III.3. Key: 1 - c; 2 - e; 3 - f; 4 - a; 5 - d; 6 - b.

Unit 8

2. Key: 1 - c, 2 - d, 3 - e, 4 - a, 5 - b.

Unit 9

2. Key: 1 - f, 2 - c, 3 - e, 4 - g, 5 - a, 6 - d, 7 - h, 8 - b.
4. Key: 1 - e, 2 - g, 3 - i, 4 - k, 5 - f, 6 - l, 7 - b, 8 - j, 9 - c, 10 - h, 11 - a, 12 - d.
5. Key: 1 - d; 2 - f; 3 - b; 4 - e; 5 - a; 6 - c.

Module B

Unit 1.

2. Key: 1 - d; 2 - f; 3 - h; 4 - b; 5 - i; 6 - g; 7 - a; 8 - c; 9 - e.

Unit 3

2. Key: 1-d; 2-e; 3-b; 4-f; 5-g; 6-a; 7-c.

III.5. Key: 1-d; 2-g; 3-j; 4-k; 5-h; 6-a; 7-c; 8-m; 9-f; 10-l; 11-e; 12-i; 13-b.

Unit 4

I. 1. Key: 1 – e; 2 – d; 3 – b; 4 – a; 5 – c.

Module C.

Unit 1.

I.2. Key: 1 – d; 2 – f; 3 – e; 4 – g; 5 – b; 6 – h; 7 – a; 8 – c.

Unit 3

I.2. Key: 1-c; 2-e; 3-h; 4-k; 5-j; 6-l; 7-I; 8-a; 9-g; 10-f; 11-d; 12-b.

III.6. Key : 1-d; 2-k; 3-m; 4-g; 5-l; 6-I; 7-n; 8-c; 9-f; 10-a; 11-j; 12-h; 13-e; 14-b.

Unit 4.

I.1. Key: 1 – c, 2 – e, 3 – b, 4 – f, 5 – a, 6 – d.

Unit 5

I.1. Key: 1-d; 2-f; 3-b; 4-e; 5-a; 6-c.

III.5. Key: 1-c; 2-g; 3-d; 4-f; 5-a; 6-e; 7-b.

Критерії оцінювання

Розподіл навчального матеріалу на змістові модулі з кожної дисципліни здійснює викладач. Він же визначає форму й терміни проведення поточних і модульних контролів і максимальна кількість балів, що може одержати студент за кожний із них.

Графік проведення модульних контролів з дисциплін кожної кафедри здається в деканат факультету (директорат інституту) і доводиться до відома студентів. Студент, відсутній на поточному або модульному контролі з неповажної причини, одержує «0» балів без права перескладання. Студенту, який пропустив поточний або модульний контроль з поважної причини, надається право скласти його один раз у термін, установлений викладачем.

Після проведення поточного або модульного контролю викладач заносить поточні й модульні рей-тингові оцінки в журнал академічної групи.

Семестрові рейтингові оцінки з дисципліни, з якої навчальним планом передбачений у даному семестрі іспит або диференційований залік, викладач переводить у державні екзаменаційні або залікові оцінки.

При переході від семестрових рейтингових оцінок з дисципліни до державних екзаменаційних і залікових оцінок викладач повинен використовувати таку шкалу:
«відмінно» – 90-100% максимальної кількості балів;
«добре» – 75-89% максимальної кількості балів;
«задовільно» – 50-74% максимальної кількості балів;
«незадовільно» – менше 50% максимальної кількості балів.

Семестрові рейтингові оцінки з дисципліни, з якої навчальним планом передбачено в даному семестрі залік, викладач переводить у державні залікові оцінки. Оцінку «зараховано» одержують студенти, які набрали не менш 50% максимальної кількості балів.

Студенти, які одержали оцінку «незадовільно» або «незараховано», зобов'язані ліквідувати академічну заборгованість у встановлені деканатом факультету (директоратом інституту) терміни до початку нового семестру.

Курс “Англійська мова за професійним спрямуванням” вивчається студентами протягом I – III семестрів. Програмою передбачено такі види контролю: I семестр – II семестр залік; III семестр – іспит.

КРИТЕРІЇ ОЦІНЮВАННЯ

(відповідність шкали оцінювання ECTS з національного системного оцінювання в Україні)

Оцінка ECTS	За національною системою	Визначення	% оцінювання за модульно рейтинговою системою
A	5	ВІДМІННО – відмінне виконання лише з незначною кількістю помилок	90-100
B	4	ДУЖЕ ДОБРЕ – вище середнього рівня з кількома помилками	85-89
C	4	ДОБРЕ – в загальному правильна робота з певною кількістю значних помилок	75-84
D	3	ЗАДОВІЛЬНО – непогано, але зі значною кількістю недоліків	67-74
E	3	ДОСТАТНЬО – виконання задовольняє мінімальні критерії	50-66
FX	2	НЕЗАДОВІЛЬНО – потрібно попрацювати перед тим, як перескласти	31-49
F	2	НЕЗАДОВІЛЬНО – необхідна серйозна подальша робота, обов'язковий повторний курс	0-30

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вищих навчальних закладів*

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